NUNAVUNMI INIRNIRIT ILIHARVIAT
COLLÈGE DE L'ARCTIQUE DU NUNAVUT

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NUNAVUT ARCTIC COLLEGE

ANNUAL REPORT



2024

2025

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Letter of Transmittal

September 29, 2025

Minister Responsible for Nunavut Arctic College
Legislative Assembly of Nunavut
926 Queen Elizabeth II Way
P.O Box 2410
Iqaluit, Nunavut
X0A 0H0

Dear Minister:

In accordance with Section 18(1) of the *Nunavut Arctic College Act* and Part IX of *the Financial Administration Act* of Nunavut, I hereby submit, on behalf of the Board of Governors of Nunavut Arctic College, the 2024 - 2025 Annual Report for the fiscal year ending June 30, 2025.

Respectfully Submitted,



Mubashir Mahmood
Acting Chair, Board of Governors
Nunavut Arctic College

Message from the Chairperson of the Board of Governors

Greetings from Iqaluit. On behalf of the Board of Governors of Nunavut Arctic College, I am pleased to present the Annual Report for the 2024–2025 academic year.

This year has been marked by steady progress, strong collaboration, and continued commitment to educational excellence grounded in Inuit Qaujimajatuqangit. Throughout the year, the Board has worked closely with the College to support student success, strengthen community-based programming, increase online offerings, and ensure that the institution continues to meet the evolving needs of Nunavummiut.

The Board of Governors is made up of representation from all three regions of Nunavut, as well as student and staff representatives. This well-rounded and regionally representative group has allowed us to maintain informed, inclusive, and responsive governance, as guided by the *Nunavut Arctic College Act*.

This Annual Report reflects the collective efforts of many. It is a testament to the passion and perseverance of those who contribute to the College's mission each day. Whether in classrooms, communities, or on the land, learning at Nunavut Arctic College continues to be shaped by connection, culture, and commitment. We are proud of the resilience and dedication shown by our students, faculty, staff, and partners

In closing, the Board of Governors would like to sincerely thank the Honourable Margaret Nakashuk, Minister Responsible for Nunavut Arctic College, for her strong leadership, wise counsel, and ongoing support. We are grateful for the opportunity to continue this important work in partnership.

Sincerely,



Mubashir Mahmood
A/Chair, Board of Governors
Nunavut Arctic College

Message from the President

I am pleased to be part of the team to present Nunavut Arctic College's 2024-25 Annual Report. Nunavut Arctic College is a dynamic organization, with a network of facilities that touches all communities of our territory. The College team works tirelessly to support students across all our facilities. We continue our efforts to actively expand services in all Nunavut communities.

Each year, the College gathers updates from programs and divisions for the Annual Report, highlighting accomplishments and celebrating achievements. We remain consistent in our commitment to providing quality, relevant education; engaging communities in learning; integrating Inuit language and culture; addressing technology needs and the provision of supports; enhancing student supports; exploring research opportunities that protect and benefit Nunavummiut; and ensuring students experience both local and global perspectives.

I thank the many stakeholders and organizations we work with throughout the year, including municipal, territorial and federal government departments and agencies, Nunavut Inuit Organizations, Industry, training and non-profit organizations, and Colleges and Institutes Canada. It is an honour to be part of your stakeholder network and collaborate with you in support of post-secondary and other training initiatives.

We are also incredibly grateful for our university partner, Memorial University of Newfoundland and Labrador. The College is six years into a ten-year Memorandum of Understanding with Memorial, and we have accomplished much, while looking forward to more achievements supporting Nunavut students. I would also like to recognize Dalhousie University for their continued support, leadership and commitment towards the College's Bachelor of Science (Arctic Nursing).

I thank former President Rebecca Mearns for her steady leadership, unwavering support, and lasting commitment to cultural grounding and joy in the College's post-secondary experience for staff and students.

It is an honor to be in service to the territory through this vital and dynamic organization that consistently shows a commitment to engage communities for renewed solutions with Nunavut Arctic College.

Thank you,



Jackie Price, President
Nunavut Arctic College
Iqaluit, NU

Corporate Overview

Nunavut Arctic College's mandate is to preserve and promote Inuit culture and language while integrating traditional knowledge with modern education. We provide lifelong learning opportunities that support the personal, academic, and professional growth of Nunavummiut.

As the only post-secondary institution in Nunavut, the College serves a vast region spanning three time zones and 25 communities. With three regional campuses, 25 Community Learning Centers, a research institute and Piqqusilirivvik, our unique Inuit cultural school, we deliver programs that are culturally grounded and accessible, supported by a dedicated team of staff across the territory.

This past year, we welcomed Jackie Price as the new President of Nunavut Arctic College. Under her leadership, we are strengthening our connections with communities and expanding opportunities for learners.

We also modernized our digital network, connecting to dedicated bandwidth and the National Research and Education Network. This major advancement has greatly improved internet speed and reliability, enabling online learning initiatives that were previously out of reach for many students. These improvements will allow us to expand our programs and create more equitable access to education for learners throughout Nunavut.

Through the Nunavut Research Institute, we continue to lead and collaborate on applied research projects that bring together Inuit Qaujimajatuqangit and national and international expertise.

As we look to the future, Nunavut Arctic College remains committed to high-quality, culturally relevant education that empowers students, strengthens communities, and builds a stronger, more connected Nunavut.

Vision Mission and Values

Vision

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

Mission

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

Values

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

OUR PRINCIPLES

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

- Respects and honours Inuit languages and culture;
- Involves Elders as an integral part of the College life;
- Promotes an understanding of Inuit culture and languages;
- Values students' connections to family and community;
- Prepares students for meaningful careers and healthy lives;
- Places the well-being of students first and provides a strong caring network of support • Promotes learning as a positive life-changing experience, involving the whole person, body - mind - spirit;
- Encourages the personal, professional, and academic development of all students and staff;
- Engages students as active participants in all aspects of learning and evaluation; and
- Ensures our graduates meet national standards.

Board of Governors

Nunavut Arctic College is responsible through the Board of Governors to the Minister Responsible for Nunavut Arctic College. The Board of Governors determines policies respective of the administration of the College, including the Nunavut Research Institute.

The Board recommends priorities to the Minister for courses and programs that may be established by the Minister, ensures that for each fiscal year an estimate of the revenues and expenditures of the College is prepared, and approves the College's annual Financial Statements. The Board also presents budgets to the Minister in accordance with Part IX of the Financial Administration Act of Nunavut.

The current members of the Board of Governors are as follows:

MEMBER	**REPRESENTATIVE**	**TERM EXPIRES**
Elisapee Karetak	Kivalliq	September 12, 2025
Derek McDonald	Kivalliq	May 1 2027
Mubashir Mahmood (A/Chair)	Qikiqtaaluk	September 14 2028
Susan Gardener	Qikiqtaaluk	September 12, 2025
Brenda Putulik	Staff Representative	November 5, 2026
Gwendolyn Natsiq	Student Representative	May 9, 2027
Donna Olsen-Hakongak	Kitikmeot	September 11, 2027
Vacant	Kitikmeot	

Employment Summary by Category

	Positions				Nunavut Inuit	
	Total Positions	Vacancies	Filled	% Capacity	Hired	% IEP
Employment summary, by category						
Executive	2.00	1.00	1.00	50%	1.00	100%
Senior Management	8.00	0.00	8.00	100%	4.00	50%
Middle Management	29.00	12.00	17.00	59%	9.00	53%
Professional	171.60	111.60	60.00	35%	31.00	52%
Paraprofessional	42.00	28.00	14.00	33%	11.00	79%
Administrative Support	60.17	27.47	32.70	54%	29.70	91%
Total	**312.77**	**180.07**	**132.70**	**42%**	**85.70**	**65%**
Employment summary, by community						
Arctic Bay	3.77	2.77	1.00	27%	1.00	100%
Arviat	21.53	13.00	8.53	40%	7.53	88%
Baker Lake	9.27	5.27	4.00	43%	4.00	100%
Cambridge Bay	25.77	13.77	12.00	47%	8.00	67%
Chesterfield Inlet	3.77	2.50	1.27	34%	0.27	21%
Clyde River	16.27	8.00	8.27	51%	7.27	88%
Coral Harbour	3.27	2.27	1.00	31%	1.00	100%
Gjoa Haven	2.27	2.27	0.00	0%	0.00	-
Grise Fiord	1.27	0.00	1.27	100%	1.27	100%
Igloolik	7.27	5.27	2.00	28%	1.00	50%
Iqaluit	114.10	55.10	59.00	52%	28.00	47%
Kimmirut	1.27	0.00	1.27	100%	1.27	100%
Kinngait	3.77	2.50	1.27	34%	1.27	100%
Kugaaruk	4.77	4.77	0.00	0%	0.00	-
Kugluktuk	3.77	3.77	0.00	0%	0.00	-
Naujaat	4.27	4.27	0.00	0%	0.00	-
Pangnirtung	3.27	1.00	2.27	69%	2.27	100%
Pond Inlet	5.77	5.77	0.00	0%	0.00	-
Qikiqtarjuaq	1.27	0.27	1.00	79%	1.00	100%
Rankin Inlet	59.77	34.00	25.77	43%	18.77	73%
Resolute Bay	1.27	1.27	0.00	0%	0.00	-
Sanikiluaq	1.27	0.00	1.27	100%	0.27	21%
Sanirajak	3.77	2.50	1.27	34%	1.27	100%
Taloyoak	3.77	3.77	0.00	0%	0.00	-
Whale Cove	3.77	3.50	0.27	7%	0.27	100%
Total	**310.27**	**177.57**	**132.70**	**43%**	**85.70**	**65%**
Employment summary, by Iqaluit and other communities						
Iqaluit	114.10	55.10	59.00	52%	28.00	47%
Other Communities	196.17	122.47	73.70	38%	57.70	78%
Total	**310.27**	**177.57**	**132.70**	**43%**	**85.70**	**65%**

Strategic Link to Katujjiluta

Nunavut Arctic College remains committed to collaborating with the Government of Nunavut to achieve the objectives and priorities outlined in Katujjiluta.

The College plays a pivotal role in addressing key priorities such as aging with dignity, expanding housing, enabling health and healing, reinvesting in education, and diversifying local economies.

Efforts to increase educational and employment opportunities for Inuit and Nunavummiut have been made throughout 2024–2025 in Trades & Technology, Health and Wellness, Education, and Community Learning.

The College's successful initiative to secure dedicated broadband to every community in Nunavut has enhanced online learning access for students in five communities, and active planning has been underway to extend this service to all Nunavut communities.

Aligned with the 6th Legislative Assembly's mandate, the College leads in three critical areas: providing culturally and linguistically relevant training, implementing trauma-informed practices in healthcare and education, and expanding programs to equip Nunavummiut with qualifications for employment in Nunavut.

Ongoing program reviews, grounded in Inuit Societal Values, ensure that all activities are aligned with the needs of Nunavummiut. The College continues to work closely with government agencies, local organizations, and community leaders to ensure its programs meet the needs of the community.

Honouring Our Colleagues: Remembering a Legacy of Dedication and Service



In Memoriam: Nandana Prasad

We were deeply saddened to learn of the passing of our colleague, Nandana Prasad, in February. Nandana joined our team in August 2016 as the Coordinator, Community Programs for the Kitikmeot region. Throughout her time with us, she was a dedicated advocate for lifelong learning having just completed her Doctor of Education in Distance Education this past November. She offered ongoing guidance and encouragement to Adult Educators and students alike with kindness and empathy.

Nandana embraced life in Cambridge Bay and became a valued member of both our team and the community. Her passion for education, warm spirit, and dedication will be remembered and missed by all who had the privilege of working with her.

Retirements:

We celebrated the retirement of the following colleagues in 2024-2025:

Ed Picco – Adult Educator, Iqaluit

- Ed began his career 38 years ago as the Adult Educator in Hall Beach and with a few other jobs in between then and now (including being the Minister responsible for the College), he's come full circle as the Adult Educator in Iqaluit since December 2018. His ability to engage community partners in the Adult Basic Education programs has resulted in full classrooms at the Community Learning Centre in Iqaluit. He is particularly focused on ensuring that the College is accessible and responsive to all adult learners, regardless of their background or circumstances. He has made a difference in the lives of students, including having supported many learners in continuing their education and securing employment. Ed has also taken on extra duties due to staffing shortages by teaching Office Administration and College Foundation courses in Academic Studies. His sincere compassion for the students has made him a valued Adult Educator.

Zillah Piallaq – Adult Educator Sanirajak

- After 21 years as our Adult Educator at the Community Learning Centre in Sanirajak, Zillah has retired. Zillah has been more than an educator — she's been a guide, a mentor, and, for many, a life-changer. Her dedication to lifelong learning, her unwavering belief in every student's potential, and her calm, compassionate approach has left a lasting mark on all of us. I'm sure anyone who has worked closely with Zillah could share some stories — of students who walked into the Community Learning Centre uncertain and walked out motivated, and of colleagues who leaned on her wisdom and found a friend in the process. Zillah not only brought knowledge, but heart to everything she did. Thank you for 21 years of patience, persistence, and passion.

Wade Morrison – Adult Educator Chesterfield Inlet

- Wade has been an Adult Educator with the College for the past 25 years (with a brief secondment to the NEU for four years) in the communities of Taloyoak, Gjoa Haven, Kugaaruk, and Chesterfield Inlet. That's a quarter of a century spent opening doors for learners, believing in their potential, and helping them find confidence, purpose, and success. Wade's commitment to lifelong learning, his support for students, and his steady presence in the classroom have left a lasting impact on countless learners and colleagues alike.

Darrell Jenkins – Adult Educator Igloolik

- In the 1990's Darrell lived and taught in Pangnirtung and after his Southern retirement, he longed to come back to the North. For the past five years, Darrell has been a dedicated Adult Educator in the Igloolik Community Learning Centre. In that time, he's brought a wealth of knowledge to the classroom, and a commitment to helping learners grow with confidence and purpose. Darrell has the ability to connect with students — meeting them where they are, encouraging them forward, and reminding them that it's never too late to learn something new. He's been a supportive member of our team, generous with his time and his feedback through a thoughtful word, a well-timed bit of humor, or just quietly leading by example.

Eli Hiqiniq –Instructor in Baker Lake

- Eli has been a rock when it comes to supporting our programs. He's been a casual instructor on and off for almost a decade. He has been a dedicated teacher in GNWT from 1987-1999 and then with the GN since 2000. Eli recently stepped up without hesitation during a challenging time and took the responsibility for the program at the Community Learning Centre. His commitment has had a lasting impact, not only on the program itself but on the students whose futures are shaped by the work we do.

Each of these recently retired staff members and friends have made a significant impact during their time with us, and we are deeply grateful for their dedication, hard work, and contributions. We wish them all the best as they enter this exciting new chapter.

Information Technology

In 2024-2025, Nunavut Arctic College Information Technology marked a transformative year in digital advancement, connectivity, and capacity-building across all 25 Nunavut communities. The College completed the roll-out of its territory-wide Research and Education Network powered by a hybrid Low Earth Orbit (LEO) and GEO satellite infrastructure. This first-of-its-kind initiative closed the digital divide for students in Nunavut, enabling access to high-speed internet comparable to southern institutions across all our facilities territory wide.

Nunavut Arctic College's leadership in innovation was also evident through the development of networked smart classrooms, advancement in online learning tools, and ongoing staffing supports within each of the 3 regions. Additionally, the College took bold steps in cyber resilience by working with Alberta-based Cybera's SOC program, a national collaboration that will support threat protection, cyber security, monitoring, and in-territory cyber security skills development, advancing Inuit data security and sovereignty within the Research and Education sector.

These initiatives represent more than technological change; they are investments in educational equity, community empowerment, and Inuit-led innovation for Nunavummiut. The College's IT division is looking forward to upcoming years of expanding accessibility and innovation for its learners, researchers and educators.

Student Services

The Student Services Division plays a key role in a successful student experience at the College. The team strives to a create learning environment that is welcoming to both students and their families and one that reflects the rich culture of our territory. A robust programing calendar is offered throughout the academic year with culturally relevant activities such as parka-making, kamik-making, qamutik-making, country food feasts, as well as on the land programming as well as recreational wellness activities such as swimming, gym usage, sports such as volleyball, skating, and more. In addition to these activities, the division offers a wide range of supports to promote student success.

Student Counselling

The Student Services counseling team are present at the three regional campuses, including Elder Advisors who provide students with guidance, traditional knowledge, and support in Inuktitut. The College's counselling team works closely with the 'Healing by Talking' initiative. The counselling team also facilitates wellness workshops providing students with tools to help manage stressors.

Library Services

There are libraries located in Iqaluit, Cambridge Bay and Rankin Inlet. The library team oversees the continuous update of books, videos, and periodicals. It also subscribes to several digital resources including online journal databases through ProQuest and EBSCOhost, digital streaming services through the National Film Board of Canada's CAMPUS, and Safetycare's SafetyHub.

Registrar's Office

During this year, the Registrar's team worked closely with administration of the Nunavut Teachers Education Program to support an autonomous learning experience. The Registrar's office is committed to supporting program specific needs in its operations.

Career Development

The College set students up for success by guiding a student from the point of showing interest in post-secondary education, to crossing the stage at the end of their program and beyond. Other services for students include resume building, interview skills workshops, job searches, and an updated online database for scholarships, awards and bursaries.

Tutoring

The College has increased tutoring resources and made them more accessible through a blend of in-person and virtual tutoring options. An online database of tutors is readily available to access tutoring supports directly or request support from the team. Memorial and Dalhousie Universities academic support teams also facilitate 1-on-1 and group tutoring sessions.

Student Council

This academic year the student council president, in partnership with Annauma Community Foundation, was able to secure $40,000 for the Nunatta Student Foodbank. Food security is a vital support for student success. The student council also organizes activities like Halloween, Bell Let's Talk, Orange Shirt Day and others.

Student Food Security

Through a partnership with Jordan's Principle the College successfully ran a food security program that provided monthly funds for students with families attending the Nunatta Campus. The College also partnered with organizations such as Annauma to fund the college foodbanks across the three regions.

Student Staff Exchange Program

The College continues to be involved in the 'North2North' exchange program, helping to facilitate further exchanges at partnering institutes around the globe; including several exchanges to Greenland, Scandinavia, England, and Scotland. The Student Services division continues to champion this program.

Student Accommodations

The Student Services team oversees the student accommodations and college security; as well as food services, which includes cafeteria services and the student food banks, promoting food security for students and their families.

Student Life Coordinators

The College has created Student Life Coordinator positions which are located at each of the three regional campuses. They oversee Student Orientation week and Graduation ceremonies, as well as coordination of campus programing and activities. The creation of these positions allow for a robust College experience increasing cultural programming such as parka-making, kamik-making, land trips; as well as scheduled activities such as movie nights, country food feasts, and other recreational activities.

Health, Wellness & Business

Nursing

2025 marked the 22nd year of graduates for the BScN program in partnership with Dalhousie University. Since 2004, there have been 83 graduates, 33 of whom are Inuit. This year, four students graduated, completing placements with nursing leadership at Qikiqtani General Hospital, the Chief Nursing Office, and Territorial Public Health. They also travelled to Pangnirtung, Igloolik, Clyde River, and Cambridge Bay to experience the critical role of Community Health Nurses in local health centres, the first point of access to care for Nunavummiut.

Nursing students actively contributed to the community throughout the year. Fourth-year students hosted a flu vaccine clinic for the College community, while third-year students collaborated with Iqaluit Public Health for a Sexual Health Promotion day at Inuksuk High School. First-year students held a blood pressure clinic on campus, and students across all levels supported health promotion events, including the Health Careers Camp for high school students. These activities helped students enhance their communication and assessment skills while serving as ambassadors for the program.

Students gained valuable experience through clinical placements at Qikiqtani General Hospital, Iqaluit Public Health, and in Halifax, where they worked in acute mental health, medical-surgical, and maternal care with a focus on high-risk pregnancies. These placements challenged students outside of their comfort zones but provided unique opportunities not available in Nunavut, boosting their confidence as they advanced in their studies. Additionally, three students represented the program at the Canadian Nursing Student Association annual conference in Halifax, sharing their knowledge and experiences with peers from across the country.

The partnership with Dalhousie University continues to strengthen the program, particularly in expanding simulation capacity for nursing education in Iqaluit. Faculty visits to Dalhousie have supported innovation in training, as well as a new exit option at the end of year two that grants a Practical Nurse diploma, with delivery anticipated in both Iqaluit and Rankin Inlet. These developments ensure the program continues to meet the needs of students and prepares future graduates to support the health and well-being of Nunavummiut.

Pre-Health Sciences program

This has been another successful year for Pre-Health Sciences. The one-year certificate program is critical in preparing potential students for Nunavut Arctic College nursing programs or other healthcare programs where science and math are foundational. Students complete coursework for credits in Math, Chemistry, Biology, and Psychology. As well they have courses to improve their writing abilities to prepare for the demands of health science programs where writing essays, term papers, and reviewing research evidence to support thoughts and ideas is a requirement.

Students were involved in a seal dissection with support from Elder Imoona, and translation from Letia Arlooktoo. This applied learning activity is always well received and a great way to start the academic year.

There are six graduates from Pre-Health Sciences program this year, two of whom are Inuit and most of whom have applied to the BScN program for the upcoming academic year. This preparatory program has gone through several redesigns throughout the years. The current program, Pre-Health Sciences, appears to have the best results for students moving onto health programs. It provides the knowledge base and rigour that is required to be successful in health programs that are often fast-paced and demanding.

Social Service Worker Program

The Social Service Worker Program at Nunavut Arctic College is a two-year diploma offering designed to prepare graduates for entry-level generalist roles across a wide range of social service sectors—such as family services, mental health, addictions, justice, and community programs. The program also serves as a pathway toward the Bachelor of Social Work (BSW), offered in partnership with Memorial University. Graduates of the Diploma are well positioned to continue their studies at the degree level. Courses within the Program are strongly grounded in Inuit Qaujimajatuqangit (IQ) Principles, ensuring academic content and professional practice are deeply rooted in cultural values and responsive to Inuit ways of knowing and being. The program is delivered at the Kitikmeot Campus in Cambridge Bay. The SSW program has four graduates this year. The students completed all requirements to earn their diplomas.

As part of their experiential learning, Year One students in the Arviat cohort spent a day on the land in April to complement their Introduction to Criminal Justice in Canada course and to celebrate the end of the year. Similarly, the Rankin Inlet cohort engaged in a day on the land with Elders through the Inuuhiliriniq (Preparing the Whole Person) Inuit Values, Methods, and Social Work Practice course. This trip incorporated self-care techniques, teachings about helping from Elders, and traditional activities such as berry picking.

During the History of Inuit Culture and Language course, students learned about the practice of traditional sewing from Elders and made their own mitts. Katrina Anderson (Rankin Cohort) made these mitts, and her daughter tried them on for size.

In January 2025, Year Two students, along with instructor Anna Wolki, facilitated workshops for SmartICE employees as part of the Social Service Practice 2 course. The students assisted in creating a two-day training agenda that incorporated team-building exercises, information on self-care, professional boundaries, and mental health. SmartICE provides climate change adaptation tools that integrate Indigenous and local knowledge of ice with advanced data acquisition, remote monitoring, and satellite mapping for ice travel safety, providing data-driven insights into ice thickness and local travel conditions.

In March, students from all cohorts—including Cambridge Bay, Rankin Inlet, Arviat, and BSW Cambridge Bay—met with Minister Margaret Nakashuk, Minister Responsible for Arctic College and Minister for Family Services, to discuss social work education in Nunavut and strategic planning around employment

Meeting with Minister Nakashuk



The Social Service Worker program had four graduates. Three of these students were present for the recognition ceremony on April 23. The students completed all the requirements for their Diplomas.



Social Service Worker Diploma – Recognition (program completion May 30)



Social Work Programs

Students in the Social Work programs in Cambridge Bay attended the Day Care Auction to support the local day care.

Bachelor of Social Work

The Bachelor of Social Work Program at Nunavut Arctic College, in partnership with Memorial University, offers a culturally relevant and accessible pathway for Nunavummiut pursuing careers in social work. This program is designed to equip students with the knowledge and skills necessary to address the unique social challenges faced by communities in Nunavut.

In the 2024–2025 academic year, the program continued to build upon its strong foundation, fostering a learning environment that emphasizes cultural competence, community engagement, and social justice. Students engaged in various initiatives that applied their learning to real-world contexts, demonstrating the program's commitment to producing graduates who are prepared to make meaningful contributions to their communities.

The Program remains a vital component of Nunavut Arctic College's health and wellness offerings, providing students with the opportunity to pursue advanced education in social work while remaining rooted in their cultural heritage. As the program evolves, it continues to uphold its mission of strengthening communities through education and social change.

Students in the program participated in the Pledge of Professionalism on May 21, 2025. The Pledge of Professionalism Ceremony marks the entrance of BSW students into social work practice and instills a sense of ethical and professional responsibilities and obligations, not only during their educational process but as they move forward into their professional lives after graduation.

The program held a graduation on October 18, 2024. Five graduates received their Bachelor of Social Work degrees, marking the second cohort of graduates. The School of Social Work at Memorial University, in partnership with Nunavut Arctic College, delivers the program.

Students in the Social Work programs in Cambridge Bay actively participated in community initiatives, including attending the Day Care Auction to support the local daycare. BSW students also engaged in fundraising activities to attend their convocation at Memorial University in October 2025, organizing pizza and bake sales, movie nights, penny sales, and volunteering at community events such as Frolics, where they assisted with washing dishes and tending the BBQ. Social Work students and their children also participated in the Frolics Parade with College staff, celebrating community engagement and cultural connection.

The program held a graduation on October 18, 2024. Five graduates received their degrees. This was second cohort of graduates. The School of Social Work at Memorial University in partnership with the College delivers this program.



The BSW students are fundraising to attend their convocation at Memorial University in October 2025. They have found innovate ways to raise funds through pizza and bake sales, movie nights and penny sales. During Frolics, the students washed all the dishes in the community hall and tended the BBQ.

Frolics Parade

Students from the Social Work programs and their children participated in the Frolics Parade with College Staff – it was a great community events and our 'Owl' mascot was a definite highlight.



Family Resource Worker Program

The Family Resource Worker program provides training to front line workers in the Social Work field, upon request by the employer. This training is a partnership between the Department of Family Services and Nunavut Arctic College.

While the College did not offer specific training in support of this program, it met with the Department of Family Services to strategize on the best practices for delivery of the program. These discussions continue to determine the most effective program delivery methods to meet the employees' needs.

This program is designed to provide front line workers with experience and credentials. Students who pass the course obtain credit that can be used towards the Social Service Worker diploma, if they chose to pursue this opportunity. All courses delivered are from the existing Social Service Worker Program curriculum. Family Resource Worker courses are an important first step on the education ladder that leads to the Social Service Worker Program, and ultimately, to the Bachelor of Social Work.

Practical Nursing Diploma

The department has been engaged in a thorough review of the Practical Nursing diploma program with the aim of developing a new Nunavut Arctic Nursing Pathway Program, to include an exit option at the end of year 2 allowing students to challenge the Canadian National Practical Nurse Exam (CNPRE). The new Nunavut Arctic Nursing Pathway Program will contain Inuit specific content and with detailed incorporation of Inuit Societal Values. Some of the courses will involve actual Inuit traditional hands-on practice of Inuit traditions, whether it is dietary (meat handling) or traditional clothing history.

Personal Support Worker

Nunavut Arctic College, in partnership with the Department of Health, has successfully delivered online Personal Support Worker (PSW) courses to current Home and Community Workers. In total, 65 students have successfully taken and passed the online PSW courses. These courses have been delivered across three regions in 19 communities.
Students enrolled in the online courses as employees of the Department of Health came from the following communities:
Qikitaani: Arctic Bay, Clyde River, Grise Fiord, Kinngait, Igloolik, Pangnirtung, Resolute Bay, Pond Inlet, and Sanikiluaq.
Kivalliq: Arviat, Baker Lake, Chesterfield Inlet, Coral Harbour, Rankin Inlet, Naujaat, and Whale Cove.
Kitikmeot: Cambridge Bay, Gjoa Haven, and Taloyoak.
The curriculum is continually updated to add more Inuktitut content, ensuring the program remains culturally relevant and accessible to students.

Special Events
The Manager of the Practical Nursing program, Esther Powell, represented the college at the 2025 International Council of Nurses Congress in Helsinki, Finland. She presented on "Developing a Culturally Responsive Education Pathway to Grow Nursing in Nunavut." The theme of the congress was "Nursing Power to Change the World." This international conference featured presentations from nursing bodies and organizations from around the world on illness management and approaches to nursing education. It also provided an opportunity to network with other institutions regarding the possibility of providing international exchanges for NAC nursing students.

Computer Systems Technician Certificate

The Computer Systems Technician program celebrated as three students successfully graduated and stepped directly into job offers. These offers weren't just pieces of paper - they were symbols of trust in local talent, and a clear sign that the North is ready for its own digital workforce.

These learners entered the program with varying degrees of prior experience, and through hands-on instruction, real-world simulations, and culturally responsive teaching, each developed not only technical competence but also a confidence in their ability to solve problems in their own communities. From troubleshooting network issues to understanding cybersecurity fundamentals, students built core IT support skills aligned to NOC 22221 (User Support Technicians) in practicums at NorthwesTel and in IMIT within the Government of Nunavut.

This year's biggest win was beyond just graduation - it was the choice each student now holds. All three graduates were able to weigh job opportunities close to home. That shift - where IT jobs are *in* the community and *for* the community - reflects the very purpose of the CST program: to create local tech leaders who can strengthen northern systems from within.

The College continues to work through the demands of maintaining current hardware, recruiting instructors with both tech and cultural fluency, and ensuring regional access. But with each success story, the program gains momentum. Our vision for next year includes enhanced industry partnerships, access to modular certification tracks, and Arctic-specific case studies that prepare learners for both local and national tech roles.

The future is digital - and Nunavut's future technicians are already building it.

Management Studies

The 2024-2025 academic year marked a defining moment for our Management Studies students. We welcomed two new instructors into Management Studies who bring university and community experiences to enrich our program.

Four graduates completed the diploma level, each bringing with them a strong foundation in business theory shaped by the realities of the North and receiving awards from Makigiaqta/NTI. These students are not only leaving with credentials - but they are stepping into roles where their skills are needed most: in community governance, Inuit-led businesses, and economic development initiatives that reflect local values.
The program continues to evolve in direct response to student voice, community partner input, and northern economic priorities. This year's curriculum placed increased emphasis on Indigenous business models, Inuit Qaujimajatuqangit principles, and entrepreneurial thinking grounded in social responsibility. Students were encouraged to link theory to practice through case studies rooted in Nunavut organizations and current issues in governance and resource development.

Quote from a graduate:
"Thank you very much for your kind letter and for the generous financial award. I am truly honoured to have received this recognition from Makigiaqta Inuit Training Corporation and Nunavut Tunngavik Incorporated.

Completing the Management Studies Diploma program has been an incredibly rewarding journey, and all your support means a great deal to me. I appreciate the encouragement and recognition of my efforts.

Thank you once again for your support and for investing in the future of Inuit students. I look forward to applying the skills and knowledge I've gained to contribute meaningfully to our communities." - Graduating student 2024-2025

Office Administration

This year, seven students in Cambridge Bay walked across the graduation stage having completed the Office Administration Certificate program - each one reclaiming space in education, career pathways, and community leadership. For many, this was a return to formal learning after years dedicated to caregiving, community leadership, and seasonal work. What emerged was more than skill development- it was a reawakening of confidence. With 100% Inuit representation, the program continues to honour its purpose: to prepare learners for meaningful, local employment while building skills that carry weight across Nunavut and beyond.

The curriculum emphasized digital literacy, professional communication, and an introduction to bookkeeping - all scaffolded to meet learners where they are.
The teaching team prioritized community-based flexibility. Courses focused on foundational digital tools while beginning to explore micro credentials and digital security. This past year, we have planned for future synchronous delivery model using Brightspace shells and open-source resources, ensuring that future cohorts benefit from even greater access and interactivity.

Four of the graduates are continuing into the diploma for the 25/26 academic year joining previous certificate-level alumni. Their excitement speaks volumes about the power of continuity and local learning

The persistent challenges remain familiar: access to high-speed internet, consistent instructional capacity, and balancing student needs with limited local infrastructure. Yet the heart of the program -its people - continues to beat strong. With every graduate, we see a story of perseverance and purpose. The vision for the coming year is simple: more access, more options, and more local success stories rooted in Inuit strength.

Office Administration 1 – Certificate



Education, Inuit & University Studies

Nunavut Teacher Education Program

The Nunavut Teacher Education Program is the principal education route for Nunavummiut who want to enter the teaching profession. As of April 28, 2025, there were 87 students enrolled across 14 communities, including 65 students in the Bachelor of Education program and 22 in either stream of the diploma program. A new cohort of students began in Kugaaruk and Kugluktuk in 2024–2025, while admissions for new cohorts in Cambridge Bay and Iqaluit were cancelled due to a lack of student housing available. The Nunavut Teacher Education Program continues to be funded through several sources, including base funding and third-party funding secured under the Pathfinder Agreement for 2021–2026 from Canadian Heritage.

As of 2019, the Nunavut Teacher Education Program offers two options for the first two years of the program: the emergent stream and the proficient stream, which allow students to enroll in the language and culture certificate according to their language proficiency. The emergent stream was delivered in Iqaluit, Baker Lake, Rankin Inlet, Cambridge Bay, Kugaaruk, and Kugluktuk, while the proficient stream is being delivered in Iqaluit, Arctic Bay, Arviat, Coral Harbour, Igloolik, Kinngait, Naujaat, Pangnirtung, Pond Inlet, Sanirajak, and Whale Cove. Completion of Year 1 results in a Certificate, Year 2 in a Diploma, and students interested in continuing into Year 3, 4, and 5 must apply to Memorial University to complete the Bachelor of Education.

The Nunavut Teacher Education Program is a continuation of the Eastern Arctic Teacher Education Program (EATEP) that began in 1979, with a long history of partnerships to deliver teacher education in Nunavut. Following a program review in 2017–2018, Memorial University was chosen as the College's partner, and since 2019 students applying to the program have been required to take the Inuit Language and Culture program. Memorial University and Nunavut Arctic College have agreed to extend the partnership with another year of admissions into the Bachelor of Education program in 2025, which will allow students time to complete their B.Ed through Memorial until 2029.

Early Childhood Education Program

The Early Childhood Education Program at Nunavut Arctic College equips graduates with the professional credentials required in the early childhood field, thereby strengthening essential childcare services for families across Nunavut.

In the 2024–2025 school year, the College offered the two-year accredited Diploma in Early Childhood Education. This program prepares students with the comprehensive knowledge

and skills needed to develop and deliver high-quality early childhood education across the territory. Inuktut and Inuit Qaujimajatuqangit are embedded throughout the curriculum, ensuring that learning remains culturally relevant and aligned with Inuit values. Seven students enrolled in September 2024, while four students continued into their second year of study. These students advanced with confidence, skills, and knowledge to deliver quality programming to children in daycares.

Highlights of the year included land trips to Tarr Inlet, welcoming Iqaluit Elders to the classroom, participation in Inunnguiniq training, and hands-on practicum experiences in several Iqaluit daycares. In May, students, staff, families, and friends gathered at Sylvia Grinnell Territorial Park to celebrate the accomplishments of the learners.

Recent years have also seen significant work devoted to upgrading and building consistent course content, now fully housed on Brightspace, Nunavut Arctic College's online learning platform. Great effort has been made to ensure materials draw on Nunavut-made resources and remain culturally relevant for Nunavummiut. The platform is fresh, welcoming, and user-friendly, incorporating audio, video, and interactive elements alongside custom artwork and visuals. Its design ensures that courses are accessible, effective, and consistent for students regardless of location, paving the way for more uniform delivery of programming across Nunavut in future years.

The College looks forward to continuing to refine and expand its Early Childhood Education offerings to better meet the needs of communities across the territory

Interpreter / Translator Program

The Interpreter/Translator Program at Nunavut Arctic College is a flagship initiative that supports the essential linguistic needs of Nunavummiut. Established in 1991, the program has a longstanding tradition of training skilled interpreters and translators who play a critical role in enabling effective communication across Nunavut's official languages.

The 2024–2025 academic year was one of growth, innovation, and strategic planning for the program. Nine students were enrolled in Year One, and in Year Two, six students continued their studies, with four graduating on April 24, 2025.

The program continues to offer specialized modules through partnerships with territorial departments. Medical module courses, delivered in collaboration with the Department of Health, allow Interpreter Clerks from across Nunavut to earn certificates upon successful completion. Similarly, the legal module, developed in partnership with the Department of Justice, comprises four intensive courses, each three weeks in length, and leads to a recognized certificate.

This year also marked a major advancement in accessibility with the development of the Year One curriculum for online delivery, set to launch in Fall 2025. This work included a

comprehensive review of course resources and the initiation of plans to support additional Inuit dialects. In response to evolving student and community needs, the program also underwent a review and strategic planning process aimed at strengthening its curriculum, expanding regional delivery opportunities, and building long-term sustainability. As the program evolves, it continues to uphold its commitment to linguistic and cultural preservation while adapting to meet new challenges and opportunities. The Interpreter/Translator Program is central to supporting governance, health care, justice, and community life in Nunavut, and its growth reflects Nunavut Arctic College's broader goal of delivering accessible, high-quality education throughout the territory.

Inuit Studies

The Inuit Studies Program at Nunavut Arctic College continues to be a vital part of the College's commitment to providing culturally relevant education rooted in Inuit knowledge, language, and traditions. Established in 1996, the program plays a critical role in preserving and promoting Inuit culture while supporting the evolving educational needs of Nunavummiut.

In the 2024–2025 academic year, the program celebrated important milestones in student success and graduation. Four students completed Year One of the program, and four students successfully completed Year Two and convocated on April 24, 2025. These achievements reflect the dedication of students and the program's commitment to advancing Inuit-centered education.

Building on the program review completed in 2022–2023, new courses were developed to better integrate skill-based learning alongside traditional academic and research-focused content. These curriculum enhancements are designed to equip students with cultural knowledge and practical skills applicable in their lives and communities. At the same time, the demand for training in Inuit cultural skills remains strong across the territory, and the program continues to respond by developing opportunities for community-based delivery, supporting the College's strategic priorities around access and cultural responsiveness.

The thematic framework of the Inuit Studies Program—including Language, Oral Traditions, Environment & Technology, Arts & Culture, Policy & Administration, and Research—continues to guide curriculum development and ensure a holistic educational experience. As the program evolves, its impact deepens. With a renewed focus on skills training, community engagement, and cultural preservation, the Inuit Studies Program continues to empower students and strengthen the language and cultural foundations of Nunavut.

Fur Production and Design

The Fur Production and Design Program at Nunavut Arctic College remains a vital offering that equips students with the knowledge and technical skills to sustain and innovate within Nunavut's rich tradition of fur garment production. This unique two-year diploma program blends Inuit and Western knowledge systems in a hands-on learning environment grounded in Pilimmaksarniq—learning through practice.

In the 2024–2025 academic year, four students successfully graduated from Year Two of the diploma program at the Nunatta Campus in Iqaluit. These students demonstrated advanced skills in independent design, research, and fur garment production. The Year Two curriculum is delivered through a modular format that supports both full-time and part-time learners, enabling students to deepen their expertise in contemporary and traditional techniques while continuing to build their own designs.

The program is delivered in both Inuktitut and English and is strengthened by relationships with community members, Elders, and the program team, ensuring that the curriculum remains culturally grounded and responsive. A signature event—the annual fashion show—allows students to showcase their work proudly, celebrating craftsmanship and cultural heritage within the College and broader community. While currently base-funded for delivery in Iqaluit, the traditional component of the program is also delivered in communities across Nunavut through the Community and Distance Learning Division, with plans underway to explore expanded regional delivery.

A standout highlight of the year was international travel to Greenland, where students engaged with local fur designers and artisans, deepening their understanding of circumpolar design traditions and expanding their global perspective. Looking ahead, the program will focus on strengthening the instructional team, expanding outreach to prospective students, and building on this year's successes. As the program evolves, it continues to play a critical role in preserving Inuit knowledge, advancing technical expertise, and supporting the growth of creative industries in the North.

Jewellery and Metalwork

The Jewellery & Metalwork Program at Nunavut Arctic College offers an applied Fine Arts diploma that blends high standards of craftsmanship with creative exploration. The program is designed to expose students to a wide range of materials, techniques, and artistic concepts, while emphasizing technical skill development in jewellery making, drawing and design, art history, and business communication.

In the 2024–2025 academic year, five successfully completing the first year of the program. This cohort will continue with Year Two studies in the upcoming academic year. The program was fully staffed throughout the year, supporting stable delivery and a high-quality learning environment for students.

Delivered in both Inuktitut and English, the program encourages students to develop a unique Nunavut aesthetic in their work by combining technical proficiency with cultural meaning. It equips graduates with the skills and knowledge needed to pursue entrepreneurial paths in jewellery and metalwork, with the ability to engage both local and international markets.

Evening programming continues to be an effective approach to attracting applicants and providing community outreach. As the program grows, it remains committed to supporting students in developing meaningful careers rooted in both artistic expression and Inuit cultural identity.

Piqqusilirivvik

The 2024-2025 academic year marked Piqqusilirivvik's 13th year of operations. The official opening of the cultural centre was held on May 4, 2011, and the first cohort of students were welcomed in September of that year.

Throughout the 2024-2025

year, Piqqusilirivvik continued to offer a variety of courses and skills-based learning opportunities designed to provide an immersive educational experience rooted in Inuit knowledge and traditions. All courses are taught in Inuktut and are delivered by in-house instructors and Elders, as well as visiting instructors, Elders, and knowledge holders from communities across the territory.

Located in Clyde River, Piqqusilirivvik operates within a single building that includes classrooms, specialized rooms for skill development such as tool-making and garment sewing, a cafeteria, and student accommodations. Housing is available for students and, when needed, their partners; however, family accommodations are not available.

Key components of the program are the spring and fall camps, each lasting two weeks. These camps provide students with the opportunity to prepare for, participate in, and reflect on their land-based learning experiences. Because of this strong focus on land-based education, the program follows a slightly different schedule than other College offerings.

Below is an overview of the courses delivered during the Winter and Spring semesters:

Fall August – November	Spring February - May
Inusiqatiariaqaqniq (Inuit Wellness)	Inusiqatiariaqaqniq (Inuit Wellness)
Childrearing & Upbringing	Hunting & Sewing Classes
Skill development (Bearded skin rope making)	Childrearing, Parenting and Inuit based training for children (2 weeks)
Inuit Language	Clothing and tool making
Camping Trip (2 weeks)	Inuit issues (national) Labrador Inuit
Drum Making	Clothing and Tool making (2 weeks)
Land Names & Navigation	Language week (language focus)
Kinship & Inuit Families	Tool and Clothing Making (2 weeks)
Garment and Tool making (4 weeks)	2-week trip (May)
	Graduation

The maximum intake of students at Piqqusilirivvik in Clyde River is 22 students. Students are accepted from Clyde River, and across the territory.

Piqqusilirivvik has satellite locations in Igloolik and Baker Lake, supported by an instructor/administrator in each community. Due to capacity issues, programs were not offered in Igloolik and Baker Lake during this academic year. The College is working to fill these vital positions, and to update administrative training for the staff at its locations.

The Education, Inuit and University Studies staff continue to align program offerings and credits gained across its various programs, strengthening pathways for students.

Communities and Learning

Community and Distance Learning

During the 2024–2025 academic year, the Community & Distance Learning division delivered a wide range of programs in 16 communities. These included nine Adult Basic Education programs, one Office Administration Diploma, two Office Administration Certificate programs, three College Foundation programs, three Introductory Pre-Trades programs, three Introductory Pre-Trades Math & Science programs, and two Community Fur Production & Design programs. There were 16 successful course completions in the Pathway to Adult Secondary School program, and three students graduated with their high school diploma. Third-party funding was provided by the Department of Family Services, Kakivak Association, and the Kitikmeot Inuit Association, while the Office Administration Diploma program and the College Foundation Certificate program in Iqaluit were base funded.

The division continued to strengthen the accessibility of learning by expanding the use of the Brightspace Learning Management System. Five out of seven PASS courses are now hosted online, with the addition of English 30-2 and Science 20 this past fall. Community & Distance Learning also maintained a strong partnership with the Nunavut Fisheries and Marine Training Consortium to deliver 20 fisheries-related courses, with 61 students participating in training through this initiative.

In partnership with the Fisheries and Marine Institute of Memorial University of Newfoundland and Labrador, the division supported individuals currently working in the fisheries sector through professional development and mentorship. This collaboration also led to the development and piloting of the Fisheries Management Certificate program, consisting of seven online courses—four developed and delivered by Nunavut Arctic College, and three developed and delivered by the Marine Institute. These initiatives reflect the division's ongoing commitment to increasing access, strengthening partnerships, and supporting the evolving training needs of communities across Nunavut.

Trades and Technology

Construction and Industrial Trades Training at Sanatuliqsarvik

Sanatuliqsarvik, Nunavut Arctic College's trades training centre in Rankin Inlet, continues to play a vital role in developing a skilled workforce across the territory. The campus offers training in five construction trades: Carpentry, Electrical, Housing Maintenance, Oil Heat Systems, and Plumbing.

In 2024-25, the Skilled Trades Worker Program ran from September to March, providing participants with foundational skills equivalent to passing the Trades Apprenticeship Exam. Following this program, students advanced to eight weeks of Level 1 training in all five trades. Every participant successfully completed the program and progressed to Level 1, significantly strengthening the pool of locally trained tradespeople.

Additional training opportunities were offered this year, including Level 2 Plumbing, Level 3 Housing Maintenance, Oil Heat Systems Technician, Carpentry, and a Trade Qualifier program for Oil Heat Systems Technicians. Through a Memorandum of Understanding with the Nunavut Housing Corporation and Pewapun Ltd., students also gained hands-on experience by helping to construct three family duplexes, directly addressing local housing needs while developing practical skills.

Sanatuliqsarvik staff and students represented the College at key industry events, including the Aqsarniit Trade Show in Ottawa and the Nunavut Housing Forum in Iqaluit. In addition, they engaged virtually with high school students across the territory to promote trades careers and training opportunities. Instructor recruitment remains a priority to expand training capacity and ensure consistent program delivery.

Besides construction trades, the College also offers industrial trades at Sanatuliqsarvik in Rankin, at the Kitikmeot Campus in Cambridge Bay, and at the Nunatta Campus in Iqaluit. The Industry Trades portfolio includes Culinary Arts in Cambridge Bay, as well as Heavy Equipment Operator (HEO) in Rankin Inlet and Mine Training programs across Nunavut. Culinary Arts was fully staffed this year, supporting steady program delivery. However, vacancies in the HEO and Mine Training programs affected scheduling and access to third-party funding.

Despite these challenges, 14 HEO students successfully completed training in 2024-25, earning certifications in Class 3 (air brakes with endorsements), Class 2 (bus licensing), and Class 1 (truck and trailer), with Class 1 testing pending. Graduates reported increased employment opportunities and higher wages, contributing to the growth of skilled capacity within their home communities.

Culinary Arts

The Nunavut Arctic College Culinary Program at Kitikmeot Campus in Cambridge Bay continues to prepare Nunavummiut for careers in kitchens, hospitality, and catering. During the 2024–25 academic year, the program expanded to 12 first-year students, with updated curriculum and lesson plans introduced across both years of the two-year program.

Graduates are already contributing to the workforce, with six from this academic year employed in Nunavut facilities and businesses. Partnerships with organizations such as Nasittuq and B2Gold provide students with practical hours required for Red Seal certification.

Culinary Students under the guiding hands of Chefs Andy and Tasha catered the Cambridge Bay Day Care Auction. This event was a fund raiser for one of the local day cares in the community.

Culinary Arts 2 – Diploma (first time a Culinary Arts diploma in NAC history)



Culinary Arts 1 – Certificate



Environmental Technology Program

For the 2024-2025 academic year, 29 of 43 applicants were accepted into the Environmental Technology Program in Iqaluit. 19 students completed the program: 11 first year students and 8 second year students, along with part-time returning students. Of that group, 8 graduated, 5 of them were on the Nunatta Campus Dean's list indicating high academic standing, and an Environmental Technology graduate was nominated as

Valedictorian. All graduates were Nunavut Inuit, and most were immediately employed in fields related to their Diploma.

The program continues to build its staffing team. For the 2024- 2025 school year, the program was instructed by its own staff, as well as contractors and stakeholder partners. As in years pasts, students continue to respond to the courses and class material, continue to enjoy the field camps and enrich the learning experience by sharing their own experience and knowledge.

Nunavut Arctic College Media & Nunavut Research Institute

NAC Media

NAC Media celebrated its tenth year of operation with another active and productive cycle focused on advancing Inuktut publishing, preservation, and distribution.

Over the past year, Inuktut-language materials were distributed directly to homes in several communities, supporting broader access to language resources across Nunavut. NAC Media printed several major volumes using both syllabics and roman orthography, including an English–Inuktut book on fox trapping and reprints of essential language teaching resources. All books published are also available as e-books, ensuring wider accessibility across platforms and devices. We also began developing updated editions of several out-of-print Inuktut texts to ensure their continued availability for future learners and educators.

Digitization of donated and institutional collections continued this year, supporting long-term preservation through the college's growing digital repository and laying the groundwork for future language initiatives.

As we mark a decade of operation, NAC Media is laying the groundwork to transition to a mandate centered on language revitalization. The current planning phase includes updates to identification, cataloguing, and curating of records. These updates will ensure that resources remain accessible and searchable for generations to come.

Nunavut Research Institute

Based in Iqaluit, Nunavut, the Nunavut Research Institute (NRI) is a division of Nunavut Arctic College responsible for licensing and coordinating research throughout the territory under the Scientists Act. Closely connected to a broad network of partners across multiple scientific disciplines, the Institute provides services, programs, and partnerships that strengthen capacity within the College and support positive outcomes for Nunavummiut. In 2024, NRI issued 155 research licenses. Each license requires a careful review of proposals to assess potential impacts on communities and the environment, representing a significant investment of time and resources.

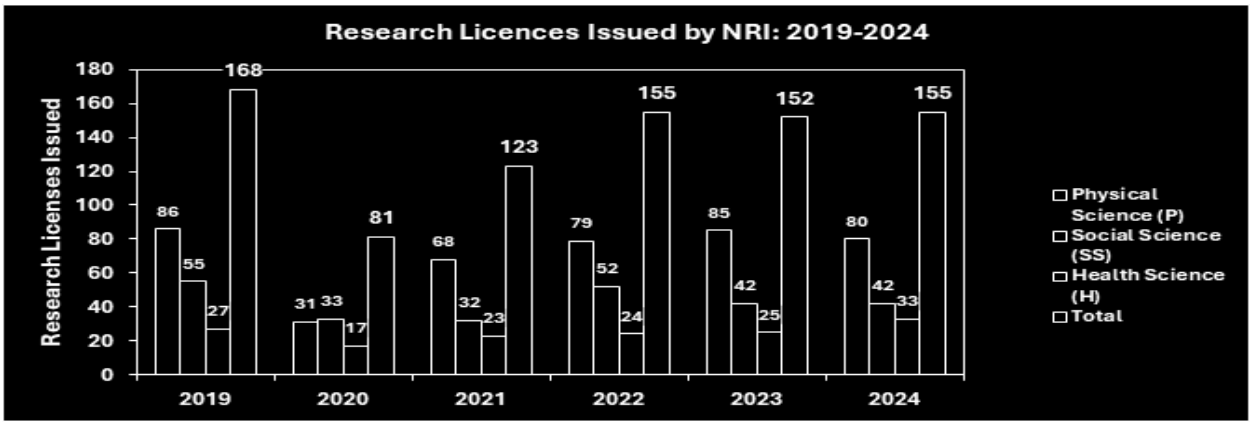
In May and October 2024, NRI and Nunavut Tunngavik Incorporated co-hosted two health research gatherings. These sessions brought together representatives from Nunavut Tunngavik Incorporated, the Government of Nunavut, Qaujigiartiit Health Research Centre, and Nunavut's newly established Strategy for Patient-Oriented Research Support Unit to discuss research ethics, data sovereignty, and the development of data-sharing agreements. The Institute also provided logistical support services across multiple disciplines, generating cost savings for Canadian and international academic and government institutions. A major highlight of the year was securing a multiyear $600,000 contribution from ArcticNet Inc. to build capacity in environmental health research and strengthen ethical research and engagement practices at the College.

Research training was another key focus in 2024. Together with Nunavut Arctic College's Environmental Technology Program and other partners, NRI delivered the annual Wildlife Contaminants Workshop, which examined contaminants in Harp Seals (Qairuliit), the sources and impacts of contaminants in Arctic ecosystems, laboratory analysis techniques, and how health risks are assessed and communicated. Inuit knowledge and values related to wildlife health were integrated throughout the workshop. Community-focused research also advanced through the work of Research Associate Dr. Amy Caughey, who led studies on country food preparation and preservation with Inuit women. She co-delivered a seminar with Dr. Enooyaq Sudlovenick on Inuit-led research proposal writing, focusing on seal health and capacity sharing with students and instructors. Dr. Caughey and her colleagues also created a photo exhibition showcasing intergenerational sharing of country food knowledge as part of the Inuksiutiit Inuit Food Sovereignty Collective.

NRI is advancing collaborative research projects that address pressing environmental challenges. One highlight is WATER-IQ: Water Science Training and Research in Iqaluit, NU, which focuses on safeguarding the water supply of Qikiqtalik Lake and the Niaqunguk River watershed. Combining scientific research, community engagement, and training, the project develops sustainable monitoring and management strategies and received multiyear ArcticNet funding in 2024. In addition, staff and Environmental Technology Program students contributed to the annual end-of-winter snow surveys across the 54 km^2 Apex River watershed. Conducted each April by trained students using snowmobiles, the Niaqunguk Watershed Snow Survey provides vital data to improve understanding of Arctic freshwater systems.



Alissa Matoo, Tyler Kowalchuk, Isaiah Qattalik, Jacob Anilniliak participated in winter 2025 snowmelt survey. Photo: Murray Richardson, 2025



Left photo: ETP students Myles Pederson and Maya Muckpah (First year ETP students) observe as Dinos Tikivik demonstrates how to properly cut up a young Harp Seal (Qairulik) Photo: D. Martin, 2024





Nunavut Arctic College Partnerships

While the College benefits from many valuable partnerships that help us offer programs and services to students and staff, we would like to highlight a few that have encouraged us in the past and continue to spark excitement for the future.

Qikiqtani Inuit Association



On March 5, 2025, I had the privilege of participating in a signing ceremony between the College and the Qikiqtani Inuit Association. This Memorandum of Understanding affirmed the commitment of both organizations to explore potential training and education programs for the Pond Inlet Research and Training Center, which is set to open in 2026. The College is excited about this opportunity to work with QIA to provide training opportunities in Pond Inlet, and the high Arctic.

--Minister Margaret Nakashuk

Nunavut Arctic College – Memorial University of Newfoundland and Labrador Partnership

2024-25 marked the sixth year of the Nunavut Arctic College and Memorial University of Newfoundland and Labrador Partnership. This partnership, formalized with a Memorandum of Understanding signed in September 2019, identified five main areas of focus for the partnership: Governance, Programs, Student Supports, Research, and Professional Development. Throughout the past 6 years, significant strides have been made in all these areas.

In support of this partnership, representatives from both post-secondary institutes meet in a variety of ways in support of this partnership. Internal committees work together on specialized topics including shared degree programs (Nunavut Teacher Education Program and the Bachelor of Social Work) and to bring together teams with similar functions, such as the Registrar's Office, Marketing, Recruitment and Communications, and Information Technology.

In 2024-2025, the partnership admitted a record breaking 79 students into the Nunavut Teacher Education Program from across the Territory and successfully acquired additional funding from the Government of Nunavut for two more cohorts of the Bachelor of Social Work program. As the College and Memorial University look ahead to the remaining 4 years of the partnership, strategic planning has emphasized opening new bachelor level programs to Nunavut Arctic College students as well as beginning graduate level programming for Nunavummiut within the territory.

Nunavut Arctic College Financial Statements

NUNAVUT ARCTIC COLLEGE

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL STATEMENTS

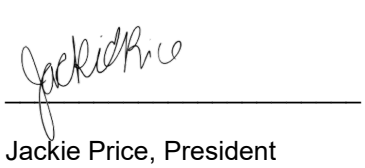
The accompanying financial statements of the Nunavut Arctic College ("the College") and all information in this annual report are the responsibility of the College's management and have been reviewed and approved by the Board of Governors. The financial statements include some amounts, such as the allowance for doubtful accounts receivable and the provision for employee future benefits that are necessarily based on management's best estimates and judgment.

The financial statements have been prepared in accordance with Canadian public sector accounting standards (PSAS). Financial information presented elsewhere in the annual report is consistent with that contained in the financial statements.

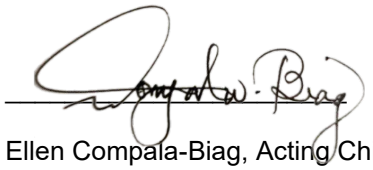
In discharging its responsibility for financial reporting, management is responsible for developing and maintaining financial and management control systems and practices which are designed to provide reasonable assurance that transactions are authorized, assets are safeguarded and controlled and proper records are maintained. These controls and practices are intended to ensure the orderly conduct of business, the accuracy of accounting records, the timely preparation of reliable financial information and adherence to the College's policies and statutory requirements.

The Board of Governors is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control. The Board of Governors, the majority who are not employees of the College, meet periodically with management and the external auditors. The external auditors have full and free access to the Board of Governors.

The College's independent external auditor, the Auditor General of Canada, is responsible for auditing the transactions and financial statements of the College and for issuing her report thereon.



Jackie Price, President
September 29,2025



Ellen Compala-Biag, Acting Chief Financial Officer
September 29,2025

Office of the Auditor General of Canada

Bureau du vérificateur général du Canada

INDEPENDENT AUDITOR'S REPORT

To the Minister responsible for Nunavut Arctic College

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Nunavut Arctic College (the College), which comprise the statement of financial position as at 30 June 2025, and the statement of operations and accumulated surplus, statement of change in net financial assets and statement of cash flow for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the College as at 30 June 2025, and the results of its operations, changes in its net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the College in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the College's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the College or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the College's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the College's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the College to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Compliance with Specified Authorities

Opinion

In conjunction with the audit of the financial statements, we have audited transactions of Nunavut Arctic College coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are Part IX of the *Financial Administration Act* of Nunavut and regulations, the *Nunavut Arctic College Act* and regulations, and the by-laws of Nunavut Arctic College.

In our opinion, the transactions of Nunavut Arctic College that came to our notice during the audit of the financial statements have complied, in all material respects, with the specified authorities referred to above. Further, as required by the *Financial Administration Act* of Nunavut, we report that, in our opinion, the accounting principles in Canadian public sector accounting standards have been applied on a basis consistent with that of the preceding year. In addition, in our opinion, proper books of account have been kept by Nunavut Arctic College and the financial statements are in agreement therewith.

Responsibilities of Management for Compliance with Specified Authorities

Management is responsible for Nunavut Arctic College's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable Nunavut Arctic College to comply with the specified authorities.

Auditor's Responsibilities for the Audit of Compliance with Specified Authorities

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above.



Melanie Cabana, CPA
Senior Principal
for the Auditor General of Canada

Ottawa, Canada
29 September 2025

NUNAVUT ARCTIC COLLEGE
Statement of Financial Position
as at June 30

(in thousands of dollars)

	2025	2024
Financial assets		
Cash (Note 4)	50,003	48,488
Accounts receivable (Note 5)	26,430	23,071
Total financial assets	76,433	71,559
Liabilities		
Deferred government contributions	12,996	19,957
Accounts payable and accrued liabilities (Note 6)	5,679	5,903
Due to the Government of Nunavut (Note 11)	8,569	4,115
Professional development fund (Note 8)	2,703	2,561
Employee future benefits (Note 9)	1,107	1,415
Capital lease obligations (Note 7)	186	291
Total liabilities	31,240	34,242
Net financial assets	45,193	37,317
Non-financial assets		
Tangible capital assets (Schedule A)	924	1,206
Prepaid expenses	271	186
Total non-financial assets	1,195	1,392
Accumulated surplus	46,388	38,709

Contractual obligations (Note 12)
Contractual rights (Note 13)

The accompanying notes and schedule are an integral part of these financial statements.

Approved by the Board:

Mubashir

Mahmood Mubashir
Acting Chair, Board of Governors

NUNAVUT ARCTIC COLLEGE
Statement of Operations and Accumulated Surplus
for the year ended June 30

(in thousands of dollars)

	2025 Budget	2025 Actual	2024 Actual
Revenues			
Investment income	2,441	2,189	2,441
Tuition fees	914	1,397	1,508
Room and board	1,143	870	830
Miscellaneous revenue and recoveries	2,966	920	598
Total revenues	7,464	5,376	5,377
Expenses (Note 10)			
Services Provided without Charge (Note 11)	-	13,239	13,880
Trades, Community and Distance Learning Programs	22,630	12,475	12,551
General Administration	9,810	12,051	10,844
Student Services	6,826	11,396	9,957
Education and Early Childhood Education Programs	12,763	8,835	9,891
Health and Wellness and Business Programs	8,000	5,435	5,090
Inuit Language and Cultural Programs	3,782	4,075	4,556
Piqqusilirivvik Centre	3,850	3,712	4,253
Research and Technology Office	1,357	920	1,106
Total expenses	69,018	72,138	72,128
Deficit for the year before Government contributions	(61,554)	(66,762)	(66,751)
Government contributions (Note 11)	61,554	74,441	68,064
Surplus (deficit) for the year	-	7,679	1,313
Accumulated surplus - beginning of the year	38,709	38,709	37,396
Accumulated surplus - end of the year	38,709	46,388	38,709

The accompanying notes and schedule are an integral part of these financial statements.

NUNAVUT ARCTIC COLLEGE
Statement of Change in Net Financial Assets
for the year ended June 30

(in thousands of dollars)

	2025 Budget	2025 Actual	2024 Actual
Surplus (deficit) for the year	-	7,679	1,313
Tangible capital assets (Schedule A)			
Additions	(854)	(21)	(297)
Amortization	150	303	353
	(704)	282	56
Changes in prepaid expenses	-	(85)	777
Change in net financial assets	(704)	7,876	2,146
Net financial assets - beginning of the year	37,317	37,317	35,171
Net financial assets - end of the year	36,613	45,193	37,317

The accompanying notes and schedule are an integral part of these financial statements.

NUNAVUT ARCTIC COLLEGE
Statement of Cash Flow
for the year ended June 30

(in thousands of dollars)

	2025	2024
Cash (used) provided by (for) operations		
Government contributions	51,212	62,092
Student and other parties	2,284	2,566
Interest	2,177	2,424
Paid to suppliers	(23,095)	(20,964)
Paid to employees	(30,937)	(36,920)
Cash (used) provided by for operations	1,641	9,198
Cash used for capital activities		
Tangible capital asset acquisitions	(20)	(297)
Cash used for capital activities	(20)	(297)
Cash used for financing activities		
Principal payments on capital leases	(106)	(101)
Cash used for financing activities	(106)	(101)
Net (decrease) increase in cash	1,515	8,800
Cash, beginning of the year	48,488	39,688
Cash, end of the year	50,003	48,488

1. The College

a) Authority and purpose

The Nunavut Arctic College ("the College") is a Schedule B Public Agency as listed in the *Financial Administration Act* ("FAA") of Nunavut and accordingly operates in accordance with Part IX of the FAA of Nunavut and the *Nunavut Arctic College Act*. The College is exempt from income taxes.

The purpose of the College is to provide a wide variety of educational services to adult learners. The programs are directed specifically to the northern environment and the needs of individual northerners, the workforce and northern communities. To accomplish this, courses and services are delivered at campuses and communities across Nunavut. Through the work of the Nunavut Research Institute, the College is also responsible for the facilitation and preparation of scientific research activity in Nunavut.

b) Budget

Canadian public sector accounting standards require a territorial corporation to present in its financial statements a comparison of the results of operations and changes in net financial assets for the period with those originally planned. March 31,2025 budgeted figures which approximate one operating year have been provided for comparison purposes and have been derived from the Main Estimates and Business Plan.

Since actual opening balances of the accumulated surplus and net financial assets were not available at the time of preparation of the 2025 Budget, the corresponding amounts in the budget column have been adjusted to the actual closing balances of the previous year.

2. Significant accounting policies

Basis of presentation

These financial statements have been prepared in accordance with Canadian Public Sector Accounting Standards (PSAS) as issued by the Public Sector Accounting Board (PSAB). The following is a summary of the significant accounting policies.

a) Use of estimates and measurement uncertainty

The preparation of financial statements requires management to make estimates and assumptions that affect the amounts of assets, liabilities, revenues and expenses reported in the financial statements. By their nature, these estimates are subject to measurement uncertainty. The more significant areas requiring the use of management estimates are the allowance for doubtful accounts, estimated useful lives used in determining the amortization expense for tangible capital assets and the provision for employee future benefits (including sick leave, severance and removal). Actual results may differ from those estimated. The effect on the financial statements of changes to such estimates and assumptions in future periods could be significant, although, at the time of preparation of these financial statements, management believes the estimates and assumptions to be reasonable.

b) Cash

Cash is comprised of cash on hand, restricted cash and demand deposits.

2. Significant accounting policies (continued)

c) Accounts receivable

Accounts receivable are valued at cost. Allowances for doubtful accounts, if necessary, are recorded based on all circumstances known at the date the financial statements are prepared including past events and current conditions.

An allowance for doubtful accounts is established when there is objective evidence that the College will not be able to collect all amounts due, according to the original terms of the receivables. The carrying amount of the asset is reduced through the use of an allowance account, and the amount of loss is recognized as a bad debt expense within the Statement of Operations and Accumulated Surplus. When an accounts receivable is uncollectible, it is written off against the allowance account. Subsequent recoveries of amounts previously written off are credited against bad debt expense in the Statement of Operations and Accumulated Surplus. Write-offs of accounts receivable are approved by the College's Board of Governors and the Financial Management Board, and, if the individual account exceeds $20,000 by the Legislative Assembly of Nunavut.

d) Government contributions

The College is economically dependent upon the contributions received from Governments for its ongoing operations and funding the development and implementation of programs/projects.

Annual appropriation

The College receives contributions from the Government of Nunavut as set out in the Government of Nunavut's Main Estimates (adjusted by supplementary appropriations). The contributions are to be utilized for the ongoing administration and delivery of the College's adult and post-secondary education programs in Nunavut. The College is allowed to retain all surpluses and is responsible for all deficits.

The College receives its annual appropriation (base contribution) based on the Government of Nunavut's fiscal year which is different than the College's fiscal year. The College's annual appropriation is recognized as government contributions in the period in which the contributions relate once all eligibility criteria have been met and it has been authorized by the Legislative Assembly of the Government of Nunavut. The College also receives supplementary appropriation contributions when it is determined that additional contributions are required. Supplementary contributions are recognized as government contributions on the same basis as its annual appropriation.

Services provided without charge

The Government of Nunavut provides certain services without charge to the College for the ongoing administration and operations. These services are recorded at the Government of Nunavut's carrying amount in the College's financial statements as government contributions, and an equivalent amount is included in the expenses.

If the Government of Nunavut reallocates an appropriation from the College to a Government department to provide services to the College, only the actual costs incurred in excess of the reallocated appropriation is recorded in the College's financial statements as government contributions, and an equivalent amount is included in the expenses. The amount of the appropriation reallocated to the department to provide these services is disclosed in the notes to the financial statements (Note 11).

2. Significant accounting policies (continued)

Government transfers and deferred government contributions

The College enters into agreements with federal and territorial governments to fund the development and implementation of programs and projects. These government transfers are recognized when authorized and all eligibility criteria are met, except to the extent that funding stipulations give rise to an obligation that meets the definition of a liability. These are recorded in the College's financial statements as government contributions and amounts giving rise to a liability are recorded in deferred government contributions.

e) Tuition fees and room and board revenue

The College collects tuition fees and other student fees in order to support the delivery of programs, courses and other student related activities. Revenue from tuition fees contain a performance obligation to deliver programs and courses and are recognized over the period of course delivery.

Investment income consists of interest earned on cash and have no associated performance obligations. The income is recognized when the College has earned the right to claim or retain the inflow of economic resources arising from the interest.

f) Expenses

Expenses are recorded on an accrual basis when goods are received or services are rendered.

g) Tangible capital assets

Tangible capital assets are recorded at cost and amortized on a straight-line basis over their estimated useful lives as follows:

Computers and printers	4 years
Furniture and equipment	10 years
Building improvements	20 years
Buildings	25 years
Mobile equipment	10 years
Capital leases	Shorter of lease term or useful life

When conditions indicate that a tangible capital asset no longer contributes to the College's ability to provide services, or that the value of the future economic benefits associated with the tangible capital asset is less than its net book value, the cost of the tangible asset is reduced to reflect that a permanent decline in the value of the asset has occurred. The related expense is recorded in the Statement of Operations and Accumulated Surplus and is not reversed if conditions subsequently change.

The College classifies leases for equipment as either capital or operating leases, as appropriate.

2. Significant accounting policies (continued)

Capital leases

Those leases which transfer substantially all the benefits and risks of ownership of property to the College are accounted for as tangible capital assets along with the related capital lease obligation. Both are initially recorded at the lesser of the present value of minimum lease payments and fair value of the leased asset, effective at the beginning of the lease. The discount rate used to determine the present value of the lease payments is the lower of the College's incremental borrowing or the interest rate implicit in the lease. Note 7 provides a schedule of repayment and amount of interest on the leases.

Operating leases

Operating leases are those leases where substantially all the benefits and risks of ownership are not transferred to the College. Lease payments under operating leases are expensed on a straight line basis over the term of the lease.

h) Annual leave

The College's employees are entitled to annual leave under the terms of employment. Annual leave is calculated by applying an hourly entitlement rate to each regularly scheduled hour worked. The hourly entitlement rate is set out in the applicable collective agreements and is based on the number of completed years of continuous service. Annual leave credits are paid out at the employee's current rate of pay, when an employee ceases to be an employee or when an employee's annual leave balance exceeds the annual carry-over amount. The liability for employee leave benefits is recorded in the Accounts payables and accrued liabilities of the Statement of Financial Position as benefits accrue to employees.

i) Employee future benefits

Pension benefits

Eligible employees of the College are covered by the Public Service Pension Plan (the "Plan"), a defined benefit plan established through legislation and sponsored by the Government of Canada. Contributions are required by both the employees and the College to cover current service cost. Pursuant to legislation currently in place, the College has no legal or constructive obligation to pay further contributions with respect to any past service or funding deficiencies of the Plan. Consequently, the employer contributions are recognized as an expense in the year when employees have rendered service and represent the total pension obligation of the College.

Non-pension benefits

Under the conditions of employment, eligible employees may earn non-pension benefits for severance and removal costs based on years of service. The severance benefits and removal costs are paid upon resignation, retirement or death of an employee. The expected cost of providing these non-pension benefits is recognized as employees render service. An actuarial valuation of the cost of these benefits has been prepared using data provided by management and assumptions based on management's best estimates. The College provides severance benefits to eligible employees based on years of service and final salary, and removal benefits based on years of service and their community of residence. These benefits represent the total obligation of the College that entails settlement by future payment and are recorded as an employee future benefits liability within the Statement of Financial Position.

2. Significant accounting policies (continued)

Included in the non-pension benefits is an amount for employees who are permitted to accumulate unused sick leave. However, such entitlements do not vest and can be used only in the event of illness. The amount of accumulated sick leave entitlements which are expected to be used in future years is determined by an actuarial valuation and has been recorded in the financial statements.

j) Financial instruments

Financial instruments are identified by financial asset and financial liability classifications.

The following is a list of the College's financial instruments and their related measurement basis as at June 30, 2025.

Financial Assets:	***Measurement Basis***
Cash	Cost
Accounts receivable	Cost

Financial Liabilities:	***Measurement Basis***
Accounts payable and accrued liabilities	Cost
Due to the Government of Nunavut	Cost

As all financial instruments are measured at cost, there have been no remeasurement gains or losses. Therefore, the Statement of Remeasurement Gains and Losses has been excluded.

All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the Statement of Operations and Accumulated Surplus. The allowance for doubtful accounts is based on management's best estimate of probable losses.

k) Contingencies

A contingent liability is a potential liability which may become an actual liability when one or more future events occur or fail to occur. To the extent that the future event is likely to occur or fail to occur, and a reasonable estimate of the loss can be made, an estimated liability is accrued and an expense is recorded. If the likelihood is not determinable or an amount cannot be reasonably estimated, the contingency is disclosed in the notes to the financial statements and no liability is accrued.

l) Related party transactions

Inter-entity transactions

The College is related in terms of common ownership, to all Government of Nunavut created departments and territorial corporations. The College enters into transactions with these entities in the normal course of business, at normal trade terms. These transactions are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

2. Significant accounting policies (continued)

Other related party transactions

Other related parties include key management personnel (President, CFO, Deans, Senior Management, Board of Directors, etc.), close family members of key management personnel, and entities that are controlled by key management personnel or their close family members.

Related party transactions, other than inter-entity transactions, are recorded at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

m) Prepaid expenses

Prepaid expenses consist of payments made in advance for goods and services. These are recorded as assets at the time of payment and charged to expenses over the period of benefit.

3. Standards and Guidelines

PSAB has approved a new reporting model, PS 1202 Financial Statement Presentation, which is effective for fiscal years beginning on April 1, 2026. This section establishes new reporting concepts, which include financial and non-financial liabilities, a revised net financial assets or net financial liabilities calculation, a new statement of net financial assets or net financial liabilities, a new statement of changes in net assets or net liabilities, a new component of net assets or net liabilities - accumulated other, and new budget requirements.

The College is assessing the impact of the new reporting model on its financial statements.

4. Cash

Cash includes restricted cash totalling $411 (2024 - $395). Restricted cash is comprised of donations made to the College which are designated for specific purposes. The funds are managed in accordance with the donors' wishes and the income is deferred until funds are used for their intended purpose.

5. Accounts receivable

	2025	2024
Government contributions receivable		
Government of Nunavut	$24,791	$22,453
Others	879	202
	$25,670	$22,655
Student receivable		
Student accounts	1,694	1,193
	$1,694	$1,193
Other receivable		
Government of Nunavut	$72	$57
Other	712	500
	$784	$557
Total receivable	$28,148	$24,405
Less: Allowance for doubtful accounts		
Student receivable	(1,592)	(1,021)
Government contributions receivable	(32)	(184)
Other receivable	(94)	(129)
	$26,430	**$23,071**

There is no concentration of accounts receivable with any customer, except the Government of Nunavut – $24,865 (2024 – $22,512) which has an allowance of $76 (2024 – $223).

There were no write-offs of outstanding accounts receivables in FY2025 (2024 - $0) that required approval by the Board of Governors and Legislative Assembly of Nunavut in accordance with Section 82(1) of the FAA.

6. Accounts payable and accrued liabilities

	2025	2024
Trade payables and accrued liabilities	$3,532	$3,205
Accrued leave liabilities	1,955	2,334
Deposits payable	192	364
	$5,679	**$5,903**

The total amounts above are non-interest bearing.

7. Capital lease obligations

Capital lease obligations are based upon contractual minimum lease payments for leases in effect as of June 30.

	2025	2024
Total minimum lease payments	$193	$310
Less: Imputed Interest (total interest expense to be incurred)	(7)	(19)
Present value of minimum lease payments	**$186**	**$291**

The future minimum lease payments for three (3) fiscal years are:

2026	115
2027	77
2028	1
2029	-
	$ 193

Lease payments are allocated between repayments of the liability and interest expense. The total minimum lease payments less the initial liability represent the total interest cost of the lease. The interest expense is calculated using the same discount rate used in computing the present value of the minimum lease payments applied to the outstanding lease liability at the beginning of the lease payment period.

Interest expense related to capital lease obligations for the year was $12 (2024 - $17) at an implied average interest rate of 1.77% (2024 – 1.75%).

8. Professional development fund

The College is required under the Nunavut Employees Union Collective Agreement to contribute an amount equivalent to 4% (2024- 4%) of instructors' salaries for professional development activities. Contributions to the professional development fund during the year were $227 (2024 - $241) and this amount is recorded as an expense in the Statement of Operations and Accumulated Surplus.

The professional development fund represents accumulated annual provisions for professional development activities and interest earned on these funds, less accumulated eligible professional development expenses. The College expects to settle the obligation based on future eligible expense claims.

	2025	2024
Opening fund balance	$2,561	$2,360
Add: Contributions	227	241
Interest earned	122	129
Less: Professional development expenditures	(207)	(169)
Closing fund balance	**$2,703**	**$2,561**

9. Employee future benefits

a) Pension benefits

Eligible employees of the College are covered by the Plan. Contributions are required by both the employees and the College. The President of the Treasury Board of Canada sets the required employer contributions based on a multiple of the employees' required contribution. The general contribution rate effective at year end was 1.01 times for members enrolled before January 1, 2013 and 1.00 times for members enrolled beginning January 1, 2013 (1.02 and 1.00 times respectively for prior year).

The Government of Canada holds a statutory obligation for the payment of benefits relating to the Plan. Pension benefits generally accrue up to a maximum period of 35 years at an annual rate of 2 percent of pensionable service times the average of the best five consecutive years of earnings. The benefits are coordinated with Canada Pension Plan benefits and they are indexed to inflation.

The College's and employees' contributions to the Plan for the year were as follows:

	2025	2024
College's contributions	$1,804	$1,889
Employees' contributions	1,799	1,875

b) Non-pension benefits

Actuarial valuations of the accrued employee severance, removal, and sick leave benefit obligations, for accounting purposes, are performed triennially using the projected unit credit method. The most recent actuarial report was prepared as at March 31, 2025.

These benefit plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation. Future benefits will be paid out of future appropriations.

The change in the accrued benefit obligations and the accrued benefit liabilities at year end are as follows:

	Severance and removal	Sick leave	Special Leave	2025	2024
Accrued benefit obligations at beginning of the year	469	199	161	829	992
Benefits earned	56	74	36	166	156
Interest cost on the average accrued benefit	17	6	6	29	36
Benefits paid	(126)	(161)	(89)	(376)	(355)
Actuarial (Gain)Loss	247	445	66	758	-
Accrued benefit obligations at end of year	663	563	180	1,406	829
Unamortized actuarial loss (gain)	132	(365)	(66)	(299)	586
Accrued benefit obligation at the end of year	795	198	114	1,107	1,415

9. Employee future benefits (Continued)

Benefits expense include the following:

	Severance and removal	Sick leave	Special Leave	2025	2024
Current service cost	56	74	35	165	159
Interest cost	17	6	6	29	36
Amortization of actuarial gains/losses	(85)	(42)	-	(127)	(127)
Total	(12)	38	41	67	68

Significant assumptions used towards the calculation of these benefits are based on management's best estimate and are as follows:

	2025	2024
Benefit obligation as of March 31:		
Discount rate	4.0%	4.0%
Rate of compensation increase	3.0%	3.0%
Benefit costs for years ended on March 31		
Discount rate	4.0%	4.0%
Rate of compensation increase	3.0%	3.0%

10. Expenses by object

	Related Party	Other	2025	2024
Salaries & employee benefits	$ 1,289	$34,712	$36,001	$36,182
Fees & Professional Services	1,730	12,779	14,509	13,693
Building and utilities	10,220	1,206	11,426	11,990
Housing	-	3,402	3,402	3,339
Materials and supplies	-	1,864	1,864	1,826
Travel	-	1,604	1,604	1,792
Telecommunications	-	1,046	1,046	1,048
Furniture & Equipment	-	619	619	445
Freight & Postage	-	397	397	348
Bad debts (net of recoveries)	-	384	384	291
Advertising and promotion	-	356	356	580
Amortization	-	303	303	353
Professional Development Fund	-	227	227	241
Total	$13,239	$58,899	$72,138	$72,128

11. Related party transactions

The College is related in terms of common ownership to all Government of Nunavut created departments and territorial corporations. The College enters into transactions with these entities in the normal course of business, at normal trade terms. These transactions are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties (except for services provided without charge which are based on the Government of Nunavut's carrying amount). The College recorded the following related party transactions and balances:

Government contributions

	2025	2024
Appropriations	$ 49,925	$ 42,446
Services provided without charge	13,239	13,880
Government transfers	3,639	10,400
Total government contributions	**$ 66,803**	**$ 66,726**

Due to the Government of Nunavut

	2025	2024
Due to the Government of Nunavut	$8,569	$4,115

This amount represents expenditures originally paid by the Government of Nunavut, primarily payroll, and invoiced to the College for payment.

Services provided without charge

The College receives payroll processing, insurance and risk management services, human resources, employee benefits and information technology services without charge from the Government of Nunavut. The College also receives, without any rental charges, the use of facilities for its campuses, head office, student housing units and community learning centers. The Government of Nunavut's amortization expense for these assets has been used as the basis for measuring the expense relating to the use of these facilities. Payroll processing expense and employee benefits are allocated based on the College's estimated employee headcount for the year.

	2025	2024
Use of facilities	$10,220	$10,864
Payroll processing and other services	1,730	1,682
Other employee benefits	1,289	1,334
	$13,239	**$13,880**

12. Contractual obligations

The College is contractually obligated to make the following payments to third parties in future years:

University partnership agreements	$ 4,446
Technology operations	2,947
Catering services contract	1,828
Leases on student accommodation	1,694
Course Development	457
Office and classroom and warehouse space	270
Project Delivery	149
Building Cleaning	112
Student Support	59
Finance Support	49
Research Support	42
	$ 12,053

Contractual obligations by fiscal year are as follows:

2026	6,550
2027	3,482
2028	1,323
2029	630
2030	68
	$12,053

The contractual obligations expire during the fiscal year 2030.

13. Contractual rights

Contractual rights are rights to economic resources arising from agreements that will result in revenues and assets in the future. The College's contractual rights arise from binding agreements with funding partners to develop and implement programs/projects. The following table summarizes the contractual rights of the College:

Funding partner	**2026**	**2027**	**2028**	**Total**
Government of Canada	$ 13,418	-	-	$ 13,418
Government of Nunavut	2,457	2,110	2,110	6,677
Other	988	430	322	1,740
Total	**$ 16,863**	**$ 2,540**	**$ 2,432**	**$ 21,835**

14.Financial risk management

The College has exposure to the following risks from its use of financial instruments: credit risk and liquidity risk. There have been no changes to the level of risks compared to prior year and no changes to the risk management practices used to manage risks.

a) Credit risk

Credit risk is the risk that one party to a financial instrument will cause a financial loss for the other party by failing to meet their obligations. Such risks arise principally from certain financial assets held by the College consisting of cash and accounts receivable.

The maximum exposure to credit risk of the College at June 30, 2025 is the carrying value of these assets.

(i) Cash

The College manages its credit risk relating to cash by dealing with Canadian chartered banks. The College may invest surplus funds to earn interest income with the objective of maintaining safety of principal and providing adequate liquidity to meet cash flow requirements.

(ii) Accounts receivable

The College's exposure to credit risk associated with accounts receivable is influenced mainly by the type of debtor. The types of debtors as at June 30, 2025 are the federal and territorial governments, students and others.

To mitigate credit risk related to accounts receivable, the College does regular follow-up on their accounts receivable. Credit exposure is minimized by dealing mostly with creditworthy counterparties such as government agencies. The College also enforces approved collection policies for student accounts.

As of June 30, 2025, the aging of accounts receivable past due but not impaired, aged by billing date, is as follows:

	2025	2024
1 to 120 days past due	$706	$677
121-240 days past due	67	127
Over 241 days past due	238	73
	$1,011	**$877**

With respect to accounts receivable past due but not impaired, there are currently no indications that counterparties will not be able to meet their obligations.

For receivable balances where collection is considered doubtful, the College establishes an allowance for doubtful accounts to reflect their estimated impairment. The allowance is based on specific amounts and is determined by considering the College's knowledge of the financial condition of customers, the aging of accounts receivable, current business condition and historical experience.

14.Financial risk management (continued)

The allowance is calculated based on a percentage of aged receivables that are 120 days and over. The percentages applied are determined primarily by the aging of accounts receivable and historical experience. The allowance for doubtful accounts is shown as a reduction to accounts receivable. Management recommends write-offs of student accounts that are overdue for more than 500 days.

b) Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting its obligations associated with its financial liabilities.

The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated capital and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, without incurring unacceptable losses or risking damage to the College's reputation.

The College's financial liabilities are expected to mature in less than one year. The College does not currently believe that it will encounter difficulty in meeting its future obligations associated with its financial liabilities. The College believes that it has access to sufficient capital through internally generated cash flows, government support and external sources to meet current spending forecasts.

15. Comparative information

Certain comparative figures have been reclassified to conform to the current year's presentation.

NUNAVUT ARCTIC COLLEGE **SCHEDULE A**

Schedule of Tangible Capital Assets

for the year ended June 30

(in thousands of dollars)

	Buildings	Furniture and Equipment	Building Improvements	Computers and Printers	Mobile Equipment	Capital Leases	2025 Totals	2024 Totals
Cost								
Opening balance	84	860	1,017	642	1,163	428	4,194	4,215
Additions	-	21	-	-	-	-	21	297
Disposals/write-offs	-	-	-	-	-	-	-	(318)
Closing balance	84	881	1,017	642	1,163	428	4,215	4,194
Accumulated amortization								
Opening balance	(50)	(621)	(893)	(590)	(687)	(147)	(2,988)	(2,953)
Amortization	(3)	(50)	(17)	(48)	(78)	(107)	(303)	(353)
Disposals/write-offs	-	-	-	-	-	-	-	318
Closing balance	(53)	(671)	(910)	(638)	(765)	(254)	(3,291)	(2,988)
Net book value	31	210	107	4	398	174	924	1,206
Estimated useful life	25 years	10 years	20 years	4 years	10 years	Shorter of lease term or useful life		