



Annual Report

2014-2015



Environmental Monitor Training Program
Photo credit: *Blyth & Bathe Inc*

Mandate and Purpose

(Aurora College Act R.S. N.W. T. 1988, cA-7, s3)

The purpose of Aurora College is to deliver adult and post-secondary education, including the delivery of university-level programs and granting of prescribed university degrees and applied bachelor degrees.

Mission Statement

Aurora College is focused on Student Success and is committed to supporting the development of our Northern society through excellence in education, training and research that is culturally sensitive and responsive to the people we serve.

Our Values

Together, we are creating a vibrant, Northern college that is committed to excellence in education and research and fosters understanding and respect among all Northern people.

We will continue to do this by:

- Serving students in the best way possible, offering a seamless transition between high school, work, college and university;
- Nurturing critical thinking skills and problem-solving abilities;
- Offering a full spectrum of post-secondary education, qualifying Northerners to work or to go on to further education anywhere in Canada;
- Respecting and celebrating Aboriginal cultures and linking modern and traditional lifestyles;
- Supporting innovation in education and research;
- Ensuring research and post-secondary education are well integrated, through strong partnerships with industry, communities, governments and other educational institutions;
- Recognizing our role in supporting the governance and economic development of Northern communities;
- Attracting and retaining highly qualified Northern staff and faculty; and
- Fostering an environment of excellence in which staff, faculty and students can work and learn.



Table of Contents

| | |
|-----------------------------------|----|
| Board of Governors' Message | 4 |
| Message from the President | 5 |
| Highlights | 6 |
| Challenges | 9 |
| Education and Training Division | 10 |
| Community and Extensions Division | 19 |
| Aurora Research Institute | 23 |
| Student Support Services | 26 |
| Enrolments | 29 |
| Aurora College Spring Convocation | 30 |
| Supplementary Information | 32 |
| Audited Financial Information | 35 |

Aurora College Board of Governors' Message



Reflecting upon the 2014-15 academic year – the highlights, successes, challenges and trials – I am proud of what we have accomplished. I am also enthusiastic about the direction in which we are headed, and steps that will be taken to lead Aurora College there.

A major step was the signing by the Board of Governors of the College and *Institutes Canada's Indigenous Education Protocol for Colleges and Universities*. Championed by our Elder representative, Paul Andrew, the protocol lays out seven principles which recognize and affirm our responsibility and obligation to Indigenous

education. Education has always been an integral part of the transfer of knowledge from one generation to the next for First Nations, Metis and Inuit families and communities. As formal education became established in this country, the knowledge and cultures of Indigenous peoples was often marginalized. Historically, the right to education was recognized by Indigenous leaders and the Government of Canada. The treaties signed by First Nations leaders promised an equitable system of education to provide the skills to participate fully in the economy as well as continuity for Indigenous knowledge, languages, cultures and traditions.

Unfortunately, this has not been the reality for many of Canada's Indigenous peoples.

As a northern post-secondary institution whose learners are primarily Indigenous people, creating an educational environment that supports, reflects, and is respectful of all of our learners is a

key priority. Signing this protocol further highlights our commitment to ensure we are inclusive and representative of all our northern cultures. In addition, by signing the protocol, we are supporting the many other Canadian colleges and institutes who are taking steps to better serve the Indigenous peoples of our country.

While we believe Aurora College already meets or is making headway towards meeting the seven principles in this document, we are committed to continual improvement to ensure both the letter and the intent of the principles are met. A signed copy of the protocol will be hung in each of our campuses, community learning centres and at the Aurora Research Institute, to share the vision, and so that we can be held accountable for meeting the principles it contains.

Sydney O'Sullivan,
Chairperson

Indigenous Education Protocol Principles

- **Commit to making Indigenous education a priority**
- **Ensure governance structures recognize and respect Indigenous peoples**
- **Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities**
- **Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples**
- **Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators**
- **Establish Indigenous-centred holistic services and learning environments for learner success**
- **Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.**

Aurora College Board of Governors (as of June 30, 2015)

Sydney O'Sullivan
Kathy Tsetso
David Miller
Mary Beckett
Vacant
Vacant
Paul Andrew
Sheila O`Kane
Karen Lepine-McFeeters

Chairperson
Member
Member
Member
Member
Member
Member
Staff Representative
Student Representative

South Slave Representative
Dehcho Representative
Yellowknife Representative
Beaufort Delta Representative
North Slave Representative
Sahtu Representative
Elder Representative
Aurora Campus
Thebacha Campus

Message from the President

It is always gratifying to me to review the previous academic year's accomplishments and challenges in preparation for the Annual Report. It serves as a reminder of the remarkable individuals who make up our learners, staff, faculty, partners, volunteers, and Board of Governors, and the dedication and passion they each bring to their respective roles.

Two events in particular commemorated long-term successes at Aurora College in 2014-15.

Aurora Research Institute marked the 50th anniversary of the research headquarters in Inuvik. Celebrations honoured the history, capacity and growth of research in the NWT that touched all corners of the territory and beyond. Activities took place over several months and included many regions and individuals. Events were designed to recognize the significant scientific contributions that have taken place in the NWT over the past 50 years, and to celebrate the role of NWT researchers, technicians and citizens in these pursuits. ARI hosted movie nights, on-the-land programming, commemorative speaker series, an open house and school programming as part of this major initiative. A 16-page newspaper insert was published that included articles from researchers, community members, and past and current research centre staff.

The second major event saw the Nursing faculty celebrate 20 years of educating Registered Nurses in the Northwest Territories. More than 270 Registered Nurses have graduated from Aurora College and many have established long-term careers in the NWT. Activities included an alumni dinner that attracted more than 60 graduates, and an Open House and Alumni Recognition event with the Ministers of Health and Education as well as various government officials, health care professionals, alumni, staff and students in attendance.

As a small, northern College, it is imperative that our programs and operations meet the unique needs and challenges of our learners and our communities. Our small numbers and vast geography create both opportunities and trials that must be examined and acted upon if we and our learners are to be successful.

One of the approaches to ensuring we provide the best education possible to our learners is through regular program reviews. Three such reviews have been recently undertaken to examine Business Administration, Office Administration,



and the delivery of Access programs. The revised Business Administration program will have an Accounting Stream and a Work Experience Option, with the first delivery taking place in 2015-16. A full review of the Office Administration program took place during 2014-15. Data collection about the program included a variety of methodologies to obtain feedback from various sources including employers, graduates, students, instructors, and program managers at other community colleges. A revised program is expected to be offered beginning September 2016. To reach more students across the territory for these two popular programs, courses will be delivered through a combination of video-conferencing and instructor-led classes. The third recent review examined Aurora College's seven Access programs. A number of recommendations were brought forward, which will be implemented in 2016-17.

In addition to applauding the many achievements and successes at Aurora College, we must continue to regularly cast a critical eye on our actions, practices, policies and procedures, and ask ourselves in what ways can we further improve to the benefit of our learners, staff and communities. As we head into a new Strategic Planning process in 2015-16, critical self-analysis of our operations is essential for sustained improvement.

Jane Arychuk,
Aurora College President

There was much cause for celebration at [Aurora College](#) in 2014-15, including staff members and students receiving prestigious awards, academic excellence recognized for several students, and exciting research taking place through the Aurora Research Institute.

50 years of research in Inuvik

The Inuvik Research Laboratory opened its doors for business early in 1964, and has helped shape and coordinate regional research to this day. The research centre was merged with Aurora College in 1995, and renamed Aurora Research Institute (ARI).

In recognition of this milestone, ARI hosted a series of events. These included a Robotics Club demonstration, research presentations, an Open House at the Western Arctic Research Centre (WARC) and a Community Dinner and Celebration to publicly commemorate 50 years of research in Inuvik.



ARI Director Pippa Seccombe-Hett receives a gift from NWT Commissioner George Tuccaro to commemorate 50 Years of research.

To round out the month of October, a series of celebrations, Natural Resources Canada and ARI offered local school groups tours of the Inuvik Satellite Station and during the month of October, a series of five Movie Nights were held at WARC, featuring movies that dealt with Arctic and Northern themes, and time for discussions afterwards.

Trades Awareness Program Celebrates 10 years of Success

Students from across the South Slave converged on Fort Smith to participate in the popular week-long Trades Awareness Program (TAP) at Aurora College, Thebacha Campus in Fort Smith.

A total of 48 students gained hands-on experience as they rotate through several trades courses, including Cooking, Heavy Duty Equipment Technician and Carpentry. TAP is a partnership between Aurora College Thebacha Campus, the South Slave Divisional Education Council (SSDEC) and GNWT Education, Culture & Employment -



High school students learn skills in the Electrical shop; President Jane Arychuk presents a certificate of participation to a student.

South Slave Region.

The Trades Awareness Program exists to give students in small high schools access to the trades shops, equipment and instructional expertise available at Aurora College, as well as the Fort Smith business

community.

Since 2005, the Trades Awareness Program has provided exposure to the trades and other College program offerings to junior and senior high students in the South Slave.

Aurora College Nursing Programs Celebrate 20 Years of Excellence

Aurora College celebrated a long history of excellence in nursing education with an Open House and Alumni Recognition event on April 1, 2015.

It had been 20 years since the first cohort of NWT-educated nursing students began their classes at Aurora College in 1994-95. Until then, northerners travelled south to receive nursing education that would lead to registration. The initial two-year Northern Nursing diploma has evolved into the current four-year Bachelor of Science in Nursing (BSN) as professional demands and requirements have changed, ensuring Aurora College graduates receive the same high quality of education as their colleagues at southern universities. The BSN is offered in partnership with University of Victoria.

The event featured tours and demonstrations as well as speeches



Nursing Alumni were recognized during the Open House April 1, 2015, held to celebrate 20 Years of Nursing Education at Aurora College.

and presentations. Dignitaries for the open house included Minister of Education, Culture and Employment Jackson Lafferty, Minister of Health and Social Services Glen Abernethy,

and the President of Colleges and Institutes Canada, Denise Amyot. Past graduates of various nursing programs were on hand to be recognized as Aurora College Alumni.

Aurora College Thebacha Campus hosts fifth annual NWT Youth Symposium

Approximately 40 high school students from eight communities across the Northwest Territories were in Fort Smith in June to attend the Fifth Annual NWT Youth Symposium at Aurora College's Thebacha Campus.

The Youth Symposium is designed to help youth prepare for post-secondary education, as well as learn about opportunities at Aurora College. While the focus is on experiential learning through hands-on opportunities and cultural activities, students also learned about the processes of NWT's Student Financial Assistance Program and other student support systems for post-secondary learning.

The visiting students tried their hand at a number of programs and activities

as they rotated through workshops.

Activities included building a birdhouse in a carpentry workshop with the School of Trades, Apprenticeships and Industrial Training, a culture camp with the School of Education, on-the-land exercises with the Environment and Natural Resources Technology Program, learning lifesaving skills from the School of Health & Human Services, and building and marketing an App with the School of Business and Leadership. Student also attended presentations by Aurora College's Student Services staff on life as a student at Aurora College, as well as a presentation from Education, Culture & Employment GNWT staff on Student Financial Assistance (SFA).

Seven-year accreditation for Bachelor of Science in Nursing Program

The BSN program received a seven-year accreditation from the Canadian Association of Schools of Nursing (CASN) in 2015. This is the longest period of accreditation that can be achieved by a school of nursing. Site reviewers from CASN highlighted the robust nursing curriculum offered at Aurora College and the close relationships between nursing practice and college partners. Graduating students and alumni one year post graduation continue to rate the program "exceptionally to very well", noting the opportunity for quality practice placements as a strength of the program. Graduates also felt that the BSN program prepared them well for their role as a Registered Nurse.

Aurora College signs CIGan's Indigenous Education Protocol

Aurora College signed Colleges and Institutes Canada's (CIGan) historic Indigenous Education Protocol. This aspirational document reaffirms the College's commitment to Indigenous education and provides a vision of how it will strive to improve and better serve Indigenous peoples.

As a northern post-secondary institution whose learners are primarily Indigenous people, creating an educational environment that supports, reflects, and is respectful of all Aurora College learners is a key priority. Signing this protocol further highlights the College's commitment to ensure it is inclusive and representative of all northern cultures in the NWT. The Indigenous Education Protocol was developed by CIGan's Indigenous Education Committee, comprising college and institute representatives from across the provinces and territories, as well as through consultations held at the Serving Indigenous Learners and Communities Symposium in



*Board of Governors Chairperson, Sydney O'Sullivan, President Jane Arychuk, and Board of Governors Elder Representative, Paul Andrew, display a newly signed copy of the **Indigenous Education Protocol for Colleges & Universities**.*

December 2013, and the CIGan annual conferences in 2013 and 2014.

School of Business and Leadership Program Reviews

To ensure that Aurora College graduates continue to receive the most current business and administrative education, reviews of both the Business Administration and Office Administration programs were undertaken. The review of the Business Administration program was completed in 2014-15. Instructors, program leaders, and the School Chair worked together to review, discuss and formulate ideas about the curriculum in planning for the future of the program. The revised program will have an Accounting Stream and a Work Experience Option and was approved by the Board of Governors in June 2015, to be implemented in September 2015. A consultant was hired in 2014-15 to assist in the review of the Office Administration program. Data collection included a variety of methodologies to obtain feedback from various sources including employers, graduates, students, instructors, and program managers at other community colleges. The revised program is expected to be offered beginning September 2016.

Aurora College's Wise Woman – Pertice Moffitt

On March 8, 2015, in conjunction with International Women's Day, Dr. Pertice Moffitt was recognized as one of five NWT "Wise Women" by the Status of Women Council. Moffitt, who is Manager of Health Research Programs for Aurora Research Institute and an instructor with Aurora College's School of Health and Human Services, is well known for her long history of social activism to improve the quality of life for northern women. She has conducted research in such



Wise Woman 2015 - Pertice Moffitt.

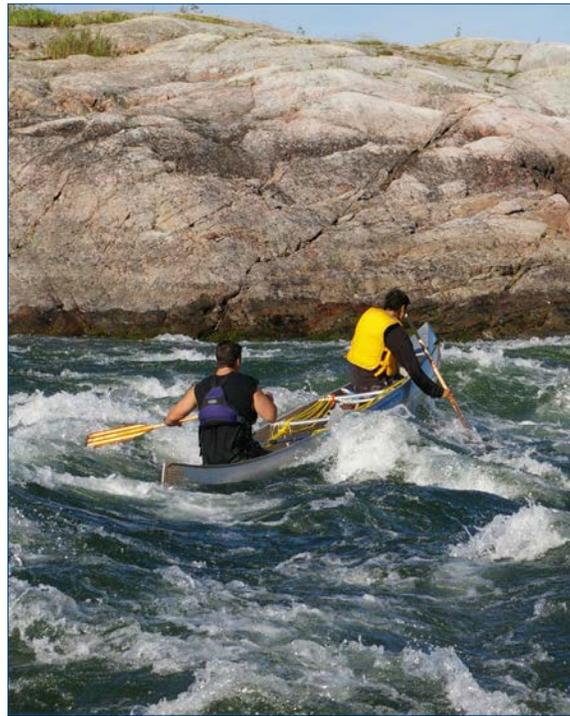
areas as intimate partner violence, health beliefs and practice of Tlicho

women during pregnancy, and the integration of culture among women at Aurora College.

Moffitt says both her work and her activism are inspired by the power and resilience she sees in the women around her. Upon receipt of her award, Moffitt was humble, saying that the award is received on behalf of all women. She noted that recognizing female role models is important and makes a difference, creating a ripple effect of positivity.

Inadequate Facilities – Yellowknife North Slave Campus

The campus in Yellowknife continues to present numerous challenges: lack of space for both expansion and to adequately house current programs, students and faculty; limited housing for students; lack of parking for students and staff; recurring serious maintenance issues with the facility; issues with providing wireless access. Despite interest by administration, students, community members and elected officials in developing or adding new program offerings, or enhancing existing programs, the lack of space precludes those actions. Aurora Campus in Inuvik and Thebacha Campus in Fort Smith have dedicated facilities built specifically for Aurora College, but Yellowknife North Slave Campus operates out of a converted downtown office building.



Staffing Key Positions

Several key positions remain either unfilled or have proved difficult to retain qualified persons. The Chair of Trades, Apprenticeship and Industrial Training has unsuccessfully gone to competition several times during the past few years and remains an Acting position. In addition, the finance division has experienced significant turnover within crucial senior positions. Steps are being taken to upgrade the skills of a number of finance staff members to build capacity internally, however, this process will take several years to complete.

NABE Funding

The Northern Adult Basic Education (NABE) funding through CanNor has been instrumental in Aurora College’s ability to expand and enhance delivery of ALBE and skill-based training throughout the territory. The funding made possible the hiring of additional adult educators in more communities, as well as extra program deliveries. It allowed the College to partner with NWT Literacy Council to develop, pilot and implement several short-term Literacy and Essential Skills (LES) courses that have proven to be both popular and successful across all regions of the NWT. Completion rates for the LES courses are

nearly double those of regular ALBE courses, and provide the added benefit of providing numerous vocational and workplace skills in addition to improved literacy. However, the funding is only in place for five years, and declines significantly in the final year of the contract. The agreement expires March 31, 2016. The challenge is to find ways to integrate the successes and best practices that have been achieved through NABE into long-term planning, without NABE funding.

Student Information System

The Student Information System (SIS) has been a challenge and frustration for most divisions of Aurora College for many years. It cannot produce the data or metrics required to create necessary reports. While Aurora College is fortunate that the funding has recently been allocated by the GNWT to purchase and implement a new SIS, there are still many steps that must be completed before it is able to be used, including choosing and installing a system, migrating the current data (while ensuring the integrity of the information transferred), and staff training on the new system. Until then, delays in processing, inputting and extracting data will continue. It will continue to be difficult to meet the reporting obligations of funding partners and to produce data with which we are fully confident.

Education and Training

Aurora College's Education & Training Division is comprised of the **School of Arts & Science**, **School of Education**, **School of Business & Leadership**, **School of Health & Human Services** and the **School of Trades, Apprenticeship and Industrial Training**.



School of Arts & Science



ENRTP Students at Tsu Lake Field Camp.

2014-2015 Highlights

The 2014-2015 academic year was Programs across the NWT with a short-term Environmental Monitoring program delivered in Fort Smith, as well as diploma programs delivered at Aurora Campus in Inuvik and Thebacha Campus in Fort Smith. Fourteen students successfully graduated the diploma program, and most are gainfully employed by industry, government, and Aboriginal organizations in their respective field.

Community Based Training

In May and June, an Environmental Monitor Training program was delivered at Thebacha Campus. Twelve students from eight communities from across the NWT developed skills necessary to assist technicians conduct community-based monitoring. The program is delivered in partnership with local communities and industry, and trains participants to work with private industry, government agencies

and environmental organizations, such as land and water boards.

Environment and Natural Resources Technology

Students at Aurora and Thebacha Campuses were involved in several field camps designed to integrate scientific methodology with Traditional Knowledge and traditional land skills, which were instructed by community Elders, regional experts, and Aurora College staff. Partnerships with both industry and government continue to be strong and these provide much added value to academic programming at both campuses through direct involvement in classroom activities and field work.

The 2014-2015 academic year culminated 14 students completing: eight graduating from Aurora Campus and six graduating from Thebacha Campus. Employability remains strong across the territory amongst ENRTP graduates, and a handful have

chosen to work seasonally so they can pursue Bachelor of Science degrees at universities. Enrolment and student retention continue to increase.

Aurora Campus

During the first week of September 2014, Aurora Campus students spent ten days at Kendall Island and around the Beaufort Sea. Students developed skill sets in limnology, marine hydrology and water chemistry, salt-marsh ecosystem analysis (floral and faunal sampling, water chemistry), ecology, geological formations and processes of the coastal region. Historical and traditional teachings were conducted on site by Elders who grew up on the island and in the Beaufort-Delta Region, in combination with traditional river/costal landmark navigation and GPS techniques.

The Aurora Campus program has continued to work in conjunction with the Western Arctic Research Centre/ Aurora Research Institute (Inuvik), who furnished equipment, logistical,



ENRTP students capture invertebrates to study at Tsu Lake Field.

technical and “people expertise” support, and acted as outreach liaisons, and provided students opportunities to work in the field with northern researchers. In addition Dr. John England, from the University of Alberta, Earth and Atmospheric Sciences and NSERC Northern Chair, continued to champion the program: giving students invaluable technical research experience, focusing on the nature of the Arctic’s physical environment. One ENRTP graduate accepted employment with the Aurora Research Institute/Western

Arctic Research Center as a Research Technician.

Thebacha Campus

Field camps continue to be a highlight for Thebacha Campus students, where they developed skill sets in limnology, water sampling, forestry, geology and ecology in combination with map and GPS navigation techniques. Local Elder Jane Dragon demonstrated traditional skills at the Tsu Lake Field Camp and greatly impacted the students. First year students travelled the Konth

River for a multi-day canoe trip.

In addition to regular studies, students were trained in firearms safety, first aid, and boat safety. Students ended the school year using the skills they learned to complete a self-directed research project, in consultation with instructional staff and Aboriginal, industry, and government partners.

Joint Aurora-Thebacha Winter Field Camp

Every three years, students from both Aurora and Thebacha Campuses attend a joint winter field camp at Doran Lake (approximately 161 nautical miles north-east of Fort Smith). Prior to the field camp, classroom courses in wildlife biology, wildlife techniques, and freshwater fisheries help students develop skill sets in wildlife taxonomy, anatomy, harvesting and monitoring techniques, adaptations to cold environments, and Traditional Knowledge and biology of individual species (particularly caribou). In early March, 16 second year students spent 12 days on the land. Students affirmed their skills and sampling techniques for caribou harvesting, necropsy and dressing out the animals working alongside biologists from the Department of Environment and Natural Resources. Population analyses and segregation methods such as age determination and sex ratios were inferred by qualitative observation and aerial surveys during the camp. Students also honed their on-the-land emergency skills such as shelter building and survival techniques during the camp. The main goal of the field camp was to provide the opportunity for students to practice and share their knowledge and experiences with their peers. Students exchanged ideas and built professional relationships through formal, hands-on, and informal activities between both campus cohorts during the field camp.

School of Business & Leadership



Thebacha Campus Office Administration Certificate graduates gather for the Convocation Ceremony.

The School of Business and Leadership offers the Business Administration Program, the Office Administration Program and the Northern Leadership Development Program (NLDP).

Graduates of the Business Administration (BA) and Office Administration (OA) programs are highly sought after as employees by Aboriginal Governments, the GNWT, the Government of Canada, businesses (large and small), and non-profit organizations. The NLDP provides leadership training for employees of business and industry-related NWT organizations.

In order to ensure that Aurora College graduates continue to receive the most current business and administrative education, reviews of both the Business Administration and Office Administration programs were undertaken, beginning in 2013-14. Students, alumni, staff and employers were engaged in the review processes to discover opportunities for growth and change to best meet the needs of this program in the NWT.

The review of the Business Administration program was completed in 2014-15. Instructors, program leaders, and the School Chair worked together to review, discuss and formulate ideas about the curriculum in planning for the future of the program. The revised program will have an Accounting Stream and a Work Experience Option and was approved by the Board of Governors in June 2015, to be implemented in September 2015.

A consultant was hired in 2014-15 to assist in the review of the Office Administration program. Data collection about the program included a variety of methodologies to obtain feedback from various sources including employers, graduates, students, instructors, and program managers at other community colleges. An evaluation report was prepared. This information will contribute to the curriculum planning process. A revised program is expected to be offered beginning September 2016.

In 2014-2015, 30 percent of Aurora College graduates were enrolled in Business or Office Administration. The following parchments were conferred: nine Business Administration Certificates, seven Business Administration Diplomas, and 13 Office Administration Certificates.

Faculty members of the School continue to be involved in professional development initiatives and conferences in order to maintain and increase their academic and professional credentials. This enables them to stay current in their fields of study and in educational practices, so that they can develop relevant curriculum and present stimulating learning experiences to their students. The instructors in the School continue to integrate appropriate technology into their course delivery to support student success. In addition, instructors make use of experts from within NWT communities to share their expertise, knowledge and wisdom.

Business Administration

The Business Administration program continues to attract students who are interested in pursuing business careers. Thebacha and Yellowknife North Slave Campuses offered the program in 2014-2015. The campuses hosted students from a mix of communities and backgrounds; graduates hailed from Behchoko, Fort Providence, Fort Simpson, Fort Smith, Gameti, Kakisa, Tuktoyaktuk, Whati, and Yellowknife. In addition, the program continues to attract the interest of international students.

The video-conferencing pilot project continued in 2014-15, with the number of courses offered through the medium increasing to four. The goal is to be able to offer all BA and OA courses through video conferencing to all three campuses.



NLDP participants complete the program in 2014-2015.

Office Administration

In 2014-15, the Certificate program was offered at Thebacha Campus. Courses help students develop the skills that are required by employees to work in a variety of types of offices and emphasize the development of basic office and computer skills that will enhance the unique work environments of the north. Students then participate in a four-week practicum to gain practical experience. Graduates represented ten communities: Aklavik, Behchoko, Deline, Fort McPherson, Fort Smith, Hay River, Inuvik, Jean Marie River, Whati and Yellowknife.



The School of Business & Leadership uses Vconnect video conference technology to administer classes at various campuses.

Northern Leadership Development

The Northern Leadership Development Program (NLDP) is designed for employees in “front line” positions in industry-related organizations in the NWT. The NLDP is relevant to employees in supervisory or management roles, such as team

leaders or supervisors. The program consists of eight 21-hour modules which include: Personal Development/ Coach Mentoring, Communication Skills, Effective Personal Leadership, Effective Team Leadership, Managing in the Middle, Problem Solving and Decision Making, Culture and Diversity in the Workplace, and Conflict

Resolution. The Northern Leadership Development Program was delivered for the first time in May 2011, with 23 participants from various industrial related positions in NWT organizations. Since then, another 35 participants have completed. The fourth offering, with a cohort of 11 participants, concluded in April, 2015.

School of Education

Aurora College School of Education regularly offers the following programs: Aboriginal Language and Culture Instructor Diploma (ALCIP), Bachelor of Education, Certificate in Adult Education, and Early Childhood Development Certificate. Depending on community needs, some programs are offered part-time and/or through distance education. At present, the Bachelor of Education is offered only at Thebacha Campus.

Aboriginal Language and Culture Instructor (ALCIP)

In 2014-15, six part-time ALCIP courses were delivered in conjunction with Divisional Education Councils and the Department of Education, Culture and Employment for 22 students from across the territory. Classes were delivered in Fort Smith, Hay River, K'at'l'odeeche, and Norman Wells. Successful community consultations occurred throughout the Sahtu region and plans are in place to deliver a full-time ALCIP program beginning in the fall of 2015 in Tulita.

Adult Education

The Certificate in Adult Education (CAEd) is delivered part-time and provides skills and knowledge required to work with adult learners. Most classes are offered in the evening and are taught through teleconference with online computer support. There are no prerequisites to enter the program. Courses focus on the contemporary theories in education while striving to understand their applicability in the Northern context. In 2014-15, six courses were delivered via teleconference and Moodle, attracting 51 students from across the northern territories as well as from southern Canada.

Bachelor of Education

This distinctive degree program continues to support the growth and development of educators for the NWT



Bachelor of Education students from Thebacha Campus at the Fall Culture Camp.

who have a strong grounding in the traditions and cultures of the territory. The Bachelor of Education (BEd) degree is offered in cooperation with the University of Saskatchewan, and is recognized across the country. 2014-15 saw a large intake of first year students, 14, as well as graduating class of ten. The cohort of Beaufort Delta students who had taken their first three years at Aurora Campus in Inuvik attended Thebacha Campus for their fourth and final year. The Beaufort-Delta students brought a unique perspective and outlook to the classroom. The program continues to focus on providing a strong culture-based program which teaches from a northern, Aboriginal perspective. Efforts are continually made to ensure the values in Dene Kede and Inuuqatigiit are used on a daily basis. In September 2014, students and staff had the opportunity to join teachers from across the NWT in Yellowknife for a three-day conference: "Our Students, Our North, Our Success". October saw students on the land for lessons, camps, and a successful moose hunt. Winter was marked by a visit from the Director and Associate Director of the Indian Teacher Education Program, Aurora College's University of Saskatchewan partner, another week on the land, time with the FOXY (Fostering Open eXpression among Youth) team, and speaking with Fort Smith author Richard Van Camp. Spring brought an opportunity to present at the Colleges and Institutes Canada (CICan) national

conference in Ottawa, highlighting how Aurora College incorporates land-based learning and Traditional Knowledge into programs. Students again ventured out on the land, and also did marketing and networking with participants at the annual NWT Youth Symposium. The BEd program continues to evolve and move forward with programming that aligns with the Educational Renewal Initiative.

Early Childhood Development

This certificate program is offered on a part-time distance education basis and is delivered via teleconference. The majority of the students work full-time in daycare, pre-school or Aboriginal Head Start programs. Canadian textbooks with Aboriginal content are used to deliver the play-based curriculum. During the 2014-15 academic year, 93 students from 16 communities in the NWT and Nunavut successfully completed ECD courses. There were 10 courses offered during the year, one dual-credit course in partnership with local Yellowknife high schools, and three workshops, held in the South Slave, Yellowknife and Beaufort Delta. Students take pride in the fact that they infuse culture-based activities daily into their work environment, involving family and community. Plans are in place to deliver the program on a full-time basis in 2015-16 at Aurora Campus, in partnership with Aboriginal Skills and Employment Training (ASET) groups.

School of Health & Human Services

In 2014-15, the School of Health and Services included the following programs: Bachelor of Science in Nursing, Nurse Practitioner (Master in Nursing – Primary Health Care Stream), Personal Support Worker, Social Work, and Community Health Representative.

Bachelor of Science in Nursing

The Bachelor of Science in Nursing (BSN) program celebrated 20 years of nursing education in the Northwest Territories this year. More than 270 Registered Nurses have graduated from Aurora College and many are still working in the Northwest Territories. Celebrations included an alumni dinner with more than 60 graduates in the fall and an Open House and Alumni Recognition event with the Ministers of Health and Education as well as various government officials, health care professionals, alumni, staff and students in attendance. An increase in the utilization of simulation has been a great enhancement to the nursing program, allowing students to engage in nursing care with medium and high fidelity mannequins and to debrief with colleagues and faculty as per national recommendations. The BSN program received a seven-year accreditation from the Canadian Association of Schools of Nursing (CASN) in 2015. Site reviewers from CASN highlighted the robust nursing curriculum offered at Aurora College and the close relationships between nursing practice and college partners. Graduating students and alumni one year post graduation continue to rate the program “exceptionally to very well”, noting the opportunity for quality practice placements as a strength of the program. Graduates also felt that the BSN program prepared them well for their role as a Registered Nurse. Nursing faculty continue to engage in



Bachelor of Science in Nursing student reviews the symptoms of his patient during a simulation.

scholarship with many presentations at national and international conferences, textbook chapters in Canadian nursing textbooks and publications in professional journals.

Social Work

Interest in the Social Work Diploma program remains high, with 25 first year students registered for 2015-16. New practicum sites were developed this year, including a partnership with Yellowknives Dene First Nation. Cultural experiences and traditional knowledge are key components of the program, with two courses and a cultural camp enriching students' learning. Students received additional training in Non-Violent Crisis Intervention and Mental Health First Aid. Two students were chosen to represent NWT youth at a circumpolar gathering on suicide prevention. They travelled to Iqaluit, NU in March and will be presenting their learning to the student body in September 2015. Faculty continued their research work in the areas of intimate partner violence, food security, and LGBTQ youth mental health.

Personal Support Worker - Aurora Campus

Students representing Gwich'in, Inuvialuit and Slavey Nations and four traditional languages partnered at the Inuvik Regional Hospital – Beaufort Delta Health and Social Services to participate in the program. Students focused on: Dignity, Independence, Preference, Privacy and Safety, with elements of support, advocacy, traditional integration and reflective practices. Practicums were in Long Term Care, Acute Care, Physiotherapy, Laboratory and Diagnostic Imaging. Additional certifications were obtained in: First Aid/CPR, Food Safe 1, WHMIS/Healthy Work Environment, Applied Suicide Intervention Skills Training, Supportive Pathways, Non-Violent Crisis Intervention and more. Students enjoyed diversity through guest speakers from local and international Traditional backgrounds, Expressive Arts Therapists, Wellness Workers, Street-outreach and ministries, pharmacists and healers. Students are receiving employment offers in the hospital and communities.

Personal Support Worker - Yellowknife North Slave Campus

This program continues to incorporate practical health-related knowledge and skills while assisting students to become proficient, compassionate caregivers. Students had an opportunity to practice at the Extended Care Unit and Psychiatry at Stanton Territorial Hospital, Aven Manor, Territorial Dementia Cottages, and Yellowknife Home Care. Students received certification in Mental Health First Aid; where they learned signs and symptoms of mental health problems, information about treatments and interventions, and how to help individuals seek professional assistance. They also participated in Elders in Motion and Supportive Pathways. This year, students had the opportunity to participate in a simulation lab with fourth-year nursing students. This simulation helped students understand one another's roles, improve communication, and provided the opportunity to practice interdisciplinary collaboration.

Advanced Practice

The Master of Nursing - Nurse Practitioner program graduated its final class in May 2015. Beginning in 2015-16, a Post Graduate Certificate in Remote Nursing will be offered in a blended online and on-site format.

Community Health Representative

This Certificate program is designed to provide a sound basic knowledge in community health education, health promotion, injury prevention and community development. Graduates assess community health needs and client health education needs, as well as working to improve community health and well-being.



Personal Support Worker student practices skills.



Bachelor of Science in Nursing Students practice basic skills.

Four students graduated this year from Behchoko, Yellowknife, Fort Resolution and Lutselk'e. The program is offered in a modular

format, offering three courses per year through funding from the Department of Health and Social Services.

School of Trades, Apprenticeship & Industrial Training

A variety of programs and courses are offered by the School of Trades, Apprenticeship and Industrial Training, many of which are delivered in conjunction with community and industry partners. Apprenticeship training at Aurora College includes Carpenter, Electrician, Heavy Equipment Technician, Housing Maintainer, Oil Heating System Technician, and Plumber. In addition to some regularly scheduled deliveries, as and when offerings of such programs as Heavy Equipment Operator, Underground Miner, Camp Cook, Building Trades Helper, Introductory Trades, and pre-apprenticeship programs take place at campuses or in communities. The Observer Communicator program was offered three times during the academic year at Thebacha Campus. Trades Access programs are run in conjunction with the School of Developmental Studies.

Aurora Campus

Aurora Campus works closely with community and regional partners and industry in the Sahtu and Beaufort Delta to determine and deliver community and regional-based industrial and trades-related training that best prepares residents for meaningful employment. Building Trades Helper programs were delivered in Inuvik (seven completions) and Tuktoyaktuk.

Thebacha Campus

A total of 68 students attended apprenticeship programs at Thebacha Campus. All four levels of Carpentry

were delivered to 24 apprentices; 25 apprentices attended three levels of Electrical; Years 1 & 2 of Heavy Equipment Technician attracted nine apprentices; and ten students took part in Pipes Trades apprenticeship programs (Plumber/Gasfitter 1, & Oil Heating System Technician). The Heavy Equipment Operator (HEO) program ran twice in Fort Smith, with 21 students, and Introduction to HEO was offered in Fort Resolution and K'at'l'odeeche First Nation. The Observer Communicator program saw 21 students complete the requirements. Trades Awareness Introductory Program attracted 48 high school students in December from communities in the South Slave.

Yellowknife North Slave Campus

The 2014-15 academic year had no trades programming and few mining related programs due to limited funding. Two deliveries of the Underground Miner program took place in Yellowknife with 17 of 18 students completing. Graduates were successful obtaining full time employment with 16 of the 17 graduates hired. Thirteen of these were with the diamond mines as Underground Miners and the other three with drilling contractors. Delivery of the six-week Introduction to Underground Mining program began June 15, 2015 with 11 students.



Carpentry Instructor Lawrence Cheezie reviews a blueprint with a student.

Community & Extensions Division

Community Programming

Each year Aurora College delivers academic upgrading, access and community programs at three campuses and 23 Community Learning Centres throughout the NWT. Aurora College works with local educators and/ or itinerant instructors to provide adult upgrading or other skills-based programs.

Akaiicho and South Slave Regions

This year was a busy one for community-based programming in the Akaiicho & South Slave region, as the combination of new Literacy & Essential Skills (LES) courses developed under the NABE program and a robust regional training committee produced numerous program deliveries. The South Slave Labour Market Planning Partnership both determines and funds much of the extra programming that Aurora College delivers in the region. This group is comprised of ASETS coordinators from the NWT Metis Nation, Akaiicho Territory Government, and the Deh Cho First Nations, as well as representatives from the Department of Education, Culture and Employment, and the Mine Training Society. The

year kicked off with community-based Heavy Equipment Operator (HEO) in Fort Resolution. This delivery saw the completion of the ring road around Mission Island, a project that has been worked on for several years. HEO mobilized and moved down the road to K'at'l'odeeche First Nation, where students worked on developing a quarry for KFN. Building Trades Helper was offered in both Fort Resolution and Lutselk'e. The Forest Operations

Program was offered at Thebacha Campus to prepare students from Fort Resolution and Fort Providence to prepare for potential timber harvesting. There were numerous deliveries of LES courses and employment-based continuing education courses throughout the region. Lutselk'e had Start Your Own Business and Financial Literacy modules; Fort Resolution delivered Introduction to Office Skills; Ndilo-Dettah saw a Trades Entrance

Hay River (Cree). Both Hay River and K'at'l'odeeche delivered Class 7 Driver training courses.

Beaufort-Delta Region

Although not the official theme for 2014-15, the Beaufort Delta Region again delivered a substantial number of Literacy and Essential Skills (LES) courses. Six communities (Aklavik, Fort McPherson, Inuvik, Tsiigehtchic,

Tuktoyaktuk, and Ulukhaktok) completed NABE funded pilot courses including Foundations for Success, Introduction to Early Learning, and Start Your Own Small Business. These LES courses are popular and complement the Adult Literacy and Basic Education Math, English, Science, Social Studies



Behchoko Community Adult Educator Terry Forbes works with students taking Introduction to Office Skills course.

Exam prep course and Introduction to Office Skills; K'at'l'odeeche First Nation offered Start Your Own Small Business, Small Business Funding & Marketing and, Foundations for Success; and Hay River had an evening computer literacy course, Introduction to Office Skills, Small Business Basics and Quickbooks in partnership with ITI, and Firearms Safety. Aboriginal language classes were delivered in Ndilo-Dettah (Weledeh) as well as

and Computer courses being delivered. Several Class 7 Driver Training courses and First Aid courses were delivered. Aklavik delivered several courses towards the Traditional Arts Certificate, including: Tanning Fur, Tool Making, Bush and Tundra Crafts and Moose Hide Tanning. One course remains to be delivered to allow students to convocate in May 2016. In partnership with the local schools, Aklavik and Tsiigehtchic delivered courses towards

the NWT secondary school diplomas. Students and staff from Aklavik and Ulukhaktok participated in English 130/140 via teleconference on a weekly basis.

Dehcho Region

The Community Learning Centres (CLCs) in Fort Simpson, Fort Liard and Fort Providence program delivery consist of Adult Literacy and Basic Education (ALBE) courses, online Alberta Distance Learning Centre high school courses, Literacy & Essential Skills courses and a variety of Continuing Education courses. This year, the Dehcho Region saw an increase in programming, specifically in third party funded skill training programs and courses in all three CLCs. Flexibility, responsiveness and fostering partnerships have been the key to successful program delivery. Fort Simpson CLC allowed ALBE ongoing intake throughout the year, averaging about 11 students any given month, and finishing with five students in the Alberta Distance Learning courses and four in individualized learning plans in ALBE. Three Literacy & Essential Skills courses - Start Your Own Small Business, Small Business Funding & Marketing, and Financial Literacy - were delivered, with 17 participants completing. Fifteen continuing education courses, ranging from Standard First Aid to Proposal Writing were offered throughout the year, with 140 participants completing the courses. Fort Providence CLC delivered 140-level courses in English, Math and Science. Eight students completed, while four attended part-time from the Language Revitalization Program. Three LES courses, including Start Your own Small Business, Small Business Funding & Marketing, and Introduction to Early Learning and Childcare, were delivered with 29 participants completing the courses.



Whati Community Learning Centre.

A Small Engine Repair course saw 11 participants completing the course. Fort Liard CLC had students complete Math 120, ICT 140, and ICT 130 level courses in ALBE. Two LES courses were delivered - Foundations To Success and Introduction To Office Skills - with nine students completing. As well, 87 students completed seven Continuing Education courses, which ranged from Introduction to MS Outlook to Food Safe Training. Programming in surrounding communities included Class 7 Driver Training in Jean Marie River (seven completions) and Wrigley (12 completions). Introduction to Office Skills saw seven students complete the course in Nahanni Butte.

Sahtu Region

The Sahtu region had a highly successful year, with a dramatic increase in short courses, such as CPR-First Aid and PAL, as well as specific training for employees of the Mackenzie Valley Fibre Optics line. Aurora College, in conjunction with the Sahtu Health Authority, offered a number of “taster” courses, to promote interest in the Personal

Support Worker Program. Due to the success of this promotion, there have been many applications to Personal Support Worker, both in Inuvik and Yellowknife. The introduction of a distance education initiative in the Sahtu Region has boosted student retention and achievement. This initiative has allowed the sharing of subject specialist teaching with the entire region (and the Beaufort Delta), and has supported adult educators in their communities. Students involved in distance learning are part of one large virtual classroom, which through the use of the Schoology Learning Platform, has allowed for greater interaction and peer learning across the Sahtu Region.

Tlcho and Yellowknife Regions

Gameti CLC renovations were completed and the centre opened in January 2015. Over the past few years, three students in Wekweeti CLC have been taking distance education in Early Childhood Development; two received their certificates in May, one has almost completed. LES courses funded by NABE, developed by NWT Literacy Council, and delivered in partnership with the Tlcho Government, continued to be successful. There was both a high rate of interest and graduation rate for Start Your Own Small Business, followed by Small Business Funding & Marketing. In addition to regular ALBE and NABE courses, CLCs strove to provide a wide range of programs and courses to accommodate community needs and to increase life quality, including Wilderness Safety Training, Woodmizer Sawmill Operation with embedded literacy, Wildness First Aid, Standard First Aid, and other project-based programs such as how to build raised-bed greenhouses and plant the garden plots. Whati’s Adult Educator became a certified Standard First Aid instructor in 2014. Yellowknife Literacy Outreach Centre continued to enjoy

vigorous partnerships with other service providers. Relationships were established and fortified with other community service providers, such as Aven Manor, Healthy Family Centre, YWCA, Baker Centre, and Computers for Schools, through hosting events and working as a team for clients. With extra funding from Dominion Diamond Corporation and NWT Literacy Council, the LOC was able to deliver or coordinate Computer literacy, Family Literacy, tutoring and book club for a range of community members rich in age, ethnic backgrounds, literacy levels and social and economic status. Language Instruction for Newcomers to Canada (LINC) and Immigrant Integration Services have reached capacity. This 2014-2015 fiscal year the Integration Advisor has served over 160 clients and a significant amount of non-clients (Foreign Nationals on travel visas, Citizens and Foreign Nationals with no status) with the potential of more clients in the coming years. Aurora College, in Partnership with CIC and ECE, will conduct a Settlement Study to address service gaps and explore service models. New decisions are needed to ensure these programs can be expanded to meet current needs.

Continuing Education

Aurora Campus

In 2014-2015 the Continuing Education program at Aurora Campus reemerged as a resource for training opportunities in the Beaufort Delta. The program offered courses under core pillars: Professional Development - Microsoft Office Suite, Verbal Judo, Workplace Communication; General Interest - Traditional Arts, Non-Restricted & Restricted Firearms Training; Certificate Training - First Aid & CPR C, Safety Training, Master Limited. Aurora Campus Continuing Education offered 57 courses and enrolled 448



Culturally inspired lessons are an important part of Aurora College curriculum.

students. Of these courses, 19 were third-party funded by the NWT and Aboriginal governments. Continuing Education at Aurora Campus has also expanded its local instructor base to increase affordability to students and further support creating jobs in the North.

Thebacha Campus

Continuing Education at Thebacha Campus continues to expand. More than 200 people completed Continuing Education classes at Thebacha Campus in 2014-15. Courses included Standard First Aid, Class 4 and 5 Driver Training, Boating Safety, Forestry Operator Program, WHMIS and TDG, as well as professional development courses such as Verbal Judo, Conflict Resolution, and Training Others. Aurora College also partnered with the Department of Industry, Tourism and Investment to deliver a series of courses aimed at entrepreneurs and small businesses, including Small Business Basics, QuickBooks, Advertising Basics, and Building an Online Presence.

Yellowknife North Slave Campus

A total of 902 participants enrolled in a variety of Continuing Education

workshops at Yellowknife North Slave Campus. There were two offerings of the Leadership Certificate Program through Vancouver Community College, which saw a total of 335 participants, and two offerings of the Project Management Program, which saw a total of 201 participants. Professional development courses, including Verbal Judo, Supervisory Skills, Effective Workplace Communication, Public Speaking, Training Others, and Minute Taking attracted another 225 participants.

The Diploma in Supply Management had a total of 144 participants taking part of different aspects of this program. Nine participants completed the program. Seminar portions of the Supply Management diploma program were delivered for the Qulliq Energy Corporation in Baker Lake.

School of Developmental Studies

Aurora Campus

In 2014-15, the Inuvik Learning Centre offered a full slate of Developmental Studies programs including the Adult Literacy and Basic Education (ALBE) and several Access programs. The

Inuvik Learning Centre had a number of students successfully complete the diploma examinations in English, Biology and Math. All of the Inuvik Community Learning Centre instructors are also enrolled in University courses to continue to bring excellence to their instruction and passion to their profession. Tiffany Dwyer received the Instructional Excellence Award for 2014-15.

Thebacha Campus

Thebacha Campus offered a wide range of courses from Literacy Outreach to Grade 12-equivalent courses such as English 150, English 160, Biology 30 and Math 30-2. Developmental Studies offerings at Thebacha Campus consist of ALBE and five Access programs. Trades Access students completed wood working projects at the end of June in their carpentry shop. Highlights this year included: the campus's first adult student to achieve an NWT Senior Secondary School Diploma through the Prior Learning Assessment and Recognition (PLAR) process – Blair Mabbitt; a total of 49 students registered to write the June 2015 Alberta diploma exams for English, Math, Biology and Social Studies; award-winning author and storyteller Sylvia Olsen instructing students on writing to preserve heritage and telling community stories; and four instructors upgrading their own education by working towards their Master's degrees.

Yellowknife North Slave Campus

Developmental Studies at Yellowknife North Slave Campus offered courses in Adult Literacy and Basic Education (ALBE), Business Administration Access, Nursing Access, Social Work Access, and Teacher Education Access. In addition, courses in English 30-1, English 30-2, Biology 30, and Math 30-1 were delivered in the evening as part of

the University College Education Prep (UCEP) Program through Continuing Education. In addition, several students registered for distance education courses with Alberta Distance Learning through Aurora College. A Culture Camp in October saw students and staff learn and experience a variety of Traditional Skills on the land. During this full day camp, students and staff worked with several Elders who demonstrated bush skills, making dry fish, and storytelling. Everyone participated in teambuilding activities, such as moving a teepee. During the winter semester, staff and students participated in a "Karnival Kick-off", held the same day as the Long John Jamboree. The Developmental Studies Karnival featured Dene and Inuit games, including stick pull, head pull, seal kick, etc. It was a great opportunity for students to share their Traditional Knowledge and enjoy cultural activities. Students attended the Yellowknives Dene First Nation 7th Annual Career Fair in May.

Northern Adult Basic Education (NABE)

The NABE Program is a multi-million dollar, multi-year program created by the Government of Canada, Canadian Northern Economic Development Agency (CanNor), to address the unique challenges faced by Northerners in participating in the labour market. This program includes educational activities that assist adult learners in achieving sufficient levels of literacy and essential skills (LES) to obtain a job or benefit from further training. The NABE program is being delivered by the three northern Colleges - Aurora College, Nunavut Arctic College and Yukon College - from April 1, 2012 to March 31, 2016.

Highlights include the development, pilot and implementation of four (six week) LES courses, and annual

collaboration with partners and stakeholders. The four LES courses are: Introduction to Office Skills, Start Your Own Small Business, Small Business Funding & Marketing, and Introduction to Early Learning & Child Care. They were delivered 54 times in 25 NWT communities, with an overall completion rate of 83 percent, compared to a 47 percent completion rate for regular ALBE courses. The new LES courses garnered a fair amount of positive media coverage and attention, including in News North and Aboriginal Business Quarterly magazine. Three success story videos were produced and have been widely shared. To date, the videos have been viewed nearly 35,000 times on Facebook and YouTube. Information on the four LES courses has also been shared with the NABE Education Partners, the Northwest Territories Aboriginal Skills and Employment Training Strategy (ASETS) Coordinators, Nunavut Arctic College, Yukon College, Skills4Success Symposium, Aurora College Board of Governors, and the Council of Ministers of Education Canada's Promising Practices initiative. Annual collaboration meetings brought together a number of partners and stakeholders, including: NWT Aboriginal Skills and Employment Training Strategy (ASETS) Coordinators, Tree of Peace Friendship Center, Native Women's Association of the NWT, NWT Literacy Council, Skills Canada NWT, NWT & Nunavut Construction Association, GNWT Department of Education, Culture and Employment, GNWT Department of Justice, and NWT Business Development and Investment Corporation. Partners expressed the understanding that the success of adult basic education programming is dependent on building healthy and open partnerships and that the objectives and activities related to adult basic education cannot be achieved by any one person or organization working alone.

Aurora Research Institute

Aurora Research Institute (ARI) is the research division of Aurora College and is responsible for the licensing, conducting and coordinating research in accordance with the NWT Scientist Act. ARI promotes communication between researchers and the people of the land in which they work.

As the research division of Aurora College, Aurora Research Institute (ARI)'s mandate is to improve the quality of life for NWT residents by applying scientific, technological and indigenous knowledge to solve northern problems and advance social and economic goals. ARI provides these services through three research centres - Western Arctic Research Centre in Inuvik, South Slave Research Centre in Fort Smith, North Slave Research Centre in Yellowknife – and ARI headquarters.

Aurora Research Institute

As the research division of Aurora College, Aurora Research Institute (ARI)'s mandate is to improve the quality of life for NWT residents by applying scientific, technological and indigenous knowledge to solve northern problems and advance social and economic goals. ARI provides these services through three research centres - Western Arctic Research Centre in Inuvik, South Slave Research Centre in Fort Smith, North Slave Research Centre in Yellowknife – and ARI headquarters.

50-Year Celebrations

In 2014, ARI celebrated the 50th anniversary of the research headquarters in Inuvik. The celebration honoured the history, capacity and growth of research in the NWT that touched all corners of the territory and beyond. The celebrations took place over the entire year and included many regions and individuals. This anniversary honoured the past and promoted the importance and relevance of northern science across the NWT. Events were designed to honour the significant scientific contributions that have taken place in the NWT over the past 50 years, and to celebrate the role of NWT researchers, technicians and citizens in these pursuits. ARI hosted movie nights, on-the-land programming, commemorative speaker



ARI Technician Intern Edwin Amos is an ENRTP Graduate.

series, an open house and school programming as part of this major initiative. A 16-page newspaper insert was published that included articles from researchers, community members, and past and current research centre staff. About 9,000 copies were included in editions of News North and the Inuvik Drum and were distributed across the territory. The celebrations culminated with a community feast on the night of November 19, when more than 250 people who travelled from across the NWT enjoyed a dinner and festivities. Many previous employees, as well as members of the local community, spoke, sharing their stories of the research centre and its role in the community.

AC research support and Tri-Council Eligibility

2014 saw new research policies for the Aurora College passed by the Board of Governors and come into practice. These seven new policies cover different aspects of research administration and conduct and include:

- I. C.50 Academic Freedom
- II. I.02 Research Administration
- III. I.03 Integrity in Research and Scholarship
- IV. I.04 Ethical Conduct for Research Involving Human Subjects
- V. I.05 Care of Animals in

- VI. Teaching and Research
- VI. I.06 Intellectual Property
- VII. I.07 Research Associate Program

These rigorous standards of research ethics and administration allowed Aurora College to successfully apply for institutional eligibility from NSERC and SSHRC. Aurora College joins 100 other colleges already eligible to receive and manage funding from the Social Science and Humanities Research Council (SSHRC) and the Natural Science and Engineering Research Council (NSERC). These two councils are major sources of funding for research projects across Canada. This 'institutional eligibility' is a significant accomplishment for Aurora College as it allows faculty and staff to access these funds and increases the College's ability to retain research capacity. Eligibility is the culmination of a vision to build and sustain northern-based research

capacity, and it will guide Aurora College and the NWT to a new and exciting phase. It also represents a significant national recognition of the developing college and territorial research capacity.

Licensing

In the 2014 calendar year ARI issued 201 NWT Research Licences. This is one of the highest years on record. ARI also finished and published a comprehensive review of 40 years of licensing data. This document examines the trends of NWT research over all the licencing records, and begins to quantify the richness and depth of this data source in understanding northern research.

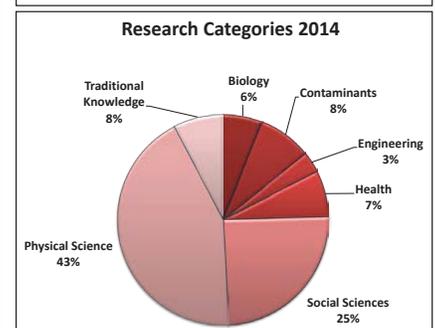
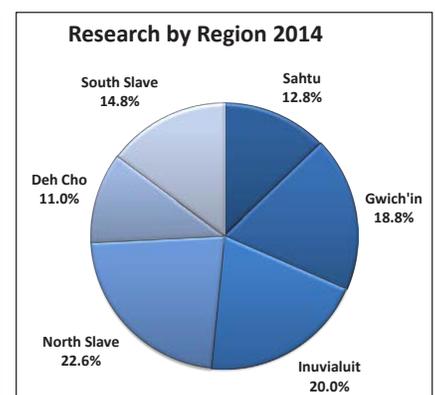
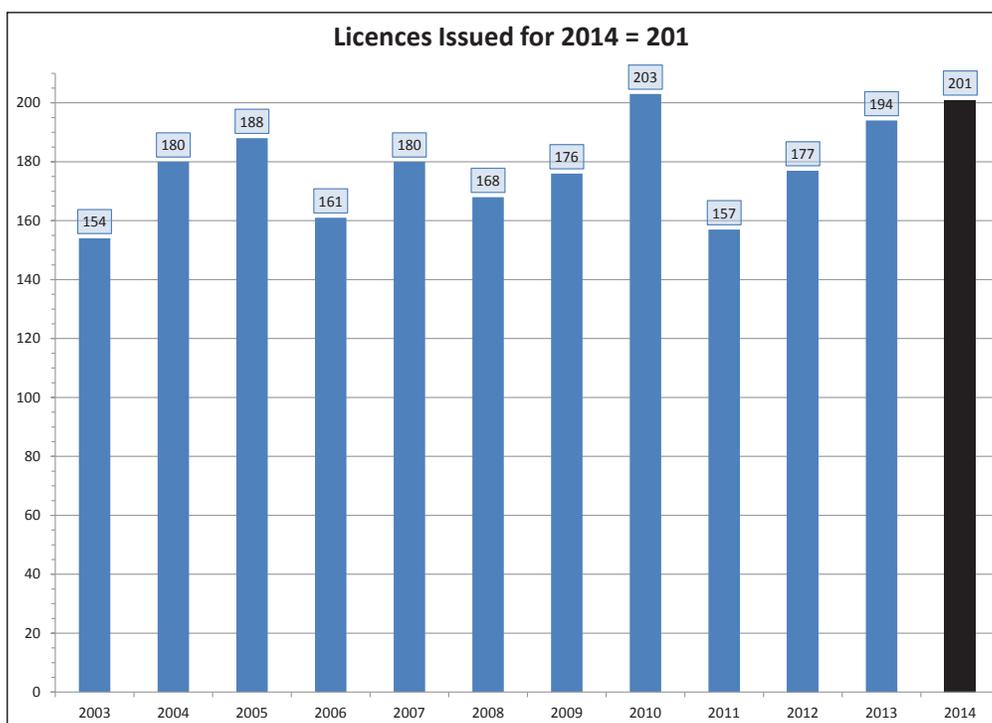
Conducting Research

Many ARI staff are actively involved in research projects across the NWT. In 2014-2015, staff studied native

seed potential, intimate partner violence, diabetes prevention strategies, northern nursing trends, permafrost and waterbody quality monitoring. On-going programs at WARC include air quality monitoring, wind and solar potential studies, infrastructure studies on northern piles, carbon and neutron monitoring. ARI staff have actively pursued continued research grants from many territorial and federal funding sources.

Research Communication

In 2014-2015, ARI staff undertook a range of communication initiatives. Staff presented their work and research both close to home in many of the NWT communities and as far away as Oulu, Finland. ARI continues to host the ConocoPhillips Scientific Speaker Series at each campus and engages researchers focused on northern inquiry to travel across the NWT to present to





President Jane Arychuk receives a robotics demonstration during ARI's 50th Anniversary Celebration.

a range of audiences including schools, preschools, faculty and community members. In this past year, publication of the most recent Compendium of NWT Scientific Research has been published, after piloting a more collaborative summary editing process with the researchers. Finally, upgrades to the ARI website have improved functionality of the site.

Research logistics

ARI facilities supported researches across the NWT. At WARC, the busiest facility, about 80 research teams used ARI's logistical services in 2014. Accommodations were more than 75

percent full during the busiest field season in July and August.

Community Innovation

ARI continues to build and support collaboration with community organizations. For example, in 2015, ARI staff worked with the Sahtú Renewable Resource Board to transfer information about traditional place names and historical notes into an interactive online map platform, building a catalogue of historical spatial knowledge for the region. The online tool can be found at: <http://data.nwtresearch.com/Petitot>. This map is an innovative, modern tool to

allow for Traditional Knowledge to be studied and communicated. This type of collaboration is being expanded to other community organizations with similar datasets.

ARI also spearheaded the Science Rendezvous in Inuvik. It included fifteen different groups in Inuvik with demonstrations connecting science to their careers. More than one hundred students attended the Saturday event.

College Instruction

ARI staff continue to support instruction at Aurora College. ARI staff instruct in the nursing, education, and ENRTP programs.

Student Support Services

Aurora College prides itself on the types and quality of
Some of the many services provided by the Student Se

Admissions and Registration

The admissions/registration office at each campus is responsible for student admissions, registrations and course changes and maintaining student records. This office also issues marks, transcripts, certificates, diplomas, and all other documents of recognition.

Accommodation

Aurora College has single and family housing at all three campuses. The number and types of units are outlined in the table to the right

Student Success Centres

As part of an overall student success initiative, each of the Aurora College campuses has a Student Success Centre. These centres are equipped to assist students in achieving personal and academic success at the College. The Student Success Centres provide academic assistance to students in the form of tutoring, workshops and career counselling.

Counselling

Aurora College has trained counsellors at all three campuses to assist students with personal and other matters. In addition to one-on-one services, the counsellor offers workshops and presentations, assistance in finding on-line and community resources, and self-help materials.

Computer Labs

Aurora College students have access to modern, well-equipped computer labs at all three campuses. Most of the 23 Community Learning Centres also have computer labs and/or workstations. In addition, Aurora College students will create a “myauroracollege” email account. This email service enables students and instructors to connect, and also provides an email address to students for their personal use.

Library Services

Aurora College maintains libraries at each of the three campuses and at the Aurora Research Institute. Libraries support students and staff with a full range of library services. Library collections across the three campuses include more than 25,000 books, periodicals, subscriptions, videos, Canadian and government documents, pamphlets, and CD-ROM and web-based resources. Internet access and interlibrary loan services are available at all campus locations.

| Campus Location | Type of Units | Total Number of Units |
|--------------------------------|---------------|-----------------------|
| Aurora Campus | Single | 30 Units |
| | Family | 34 Units |
| Thebacha Campus | Single | 62 Units |
| | Family | 66 Units |
| Yellowknife North Slave Campus | Single | 16 Units |
| | Family | 48 Units |



Thebacha Campus Admissions Officer Jessi Johnson.

supports provided to students.
Services Division are outlined below:



Aurora College features full service Libraries at all campuses.



Students make use of campus computer labs.

2014 - 2015 Enrolment

Enrolments for the 2014-15 Academic Year are shown on the opposite page. Previous year enrolments are shown for comparative purposes. Beginning in the 2014-15 academic year, the method of reporting enrolments has been modified, so the previous method and the revised method are both presented for comparison.

Student enrolments are converted to Full Time Equivalent (FTEs). Full-time equivalents are a way of standardizing student counts to compare enrolment from year to year, program to program, and institution to institution. Typically, 1 FTE represents 1 student enrolled in a full course load in a program for 1 academic year. Full-time and part-time students are converted to FTEs based on the proportion of a full program load they are studying. Full-time students must be enrolled in at least 60% of a full program load, in a program that lasts 12 weeks or more. Part-time students are students who do not meet that minimum threshold.

Up until 2014-15, part-time students were converted to FTEs by totaling all courses taken by part-time students and dividing by 10. Apprenticeship programs were an exception; the ratio used was 4 courses per 1 FTE. However, recent changes in the number of courses offered in several programs has resulted in some inaccuracies in calculations. Research was conducted into how other institutions calculate FTEs, and modifications have been made.

The revised method of calculating FTEs is based on course hours rather than the number of courses. This eliminates over- or under-reporting due to differing lengths and number of courses. The ratio of enrolment to FTEs will be based on the full program load for a student's program. For example, 1 FTE may be given for a full program of 450 hours over two semesters. A student who enrolls in 360 hours of classes in that program will equal 0.8 FTE (360 divided by 450). Apprenticeship students will equal 0.5 FTE per 240 hours of courses.



Student Enrolment by Campus

| Campus | 2014-15 FTE | | 2013-14 FTE | | 2012-13 FTE | |
|-------------------------|-----------------|----------------|-----------------|----------------|-----------------|----------------|
| | Previous Method | Revised Method | Previous Method | Revised Method | Previous Method | Revised Method |
| Aurora | 235.1 | 235.9 | 235.9 | 224.0 | 221.2 | 232.4 |
| Thebacha | 494.5 | 360.0 | 460.5 | 398.3 | 388.5 | 361.0 |
| Yellowknife North Slave | 337.8 | 300.9 | 361.1 | 325.9 | 366.5 | 338.9 |
| Total College | 1067.4 | 896.8 | 1057.5 | 948.2 | 976.2 | 932.3 |

Full Time Equivalent Students by Location by Program Division

| School/Division | 2014-15 FTEs | | 2013-14 FTEs | | 2012-13 FTEs | |
|---|-----------------|----------------|-----------------|----------------|-----------------|----------------|
| | Previous Method | Revised Method | Previous Method | Revised Method | Previous Method | Revised Method |
| Continuing Education | 273.7 | 114.1 | 149.4 | 76.3 | 141.0 | 63.8 |
| Developmental Studies | 298.3 | 412.1 | 329.1 | 410.5 | 281.5 | 376.3 |
| Arts & Science | 34.9 | 41.4 | 39.1 | 47.9 | 33.2 | 41.2 |
| Business & Leadership | 64.9 | 57.7 | 112.5 | 95.4 | 123.8 | 106.1 |
| Education | 58.8 | 59.2 | 46.8 | 49.2 | 58.8 | 61.3 |
| Health & Human Services | 134.4 | 140.5 | 127.9 | 130.6 | 168.0 | 171.9 |
| Trades, Apprenticeship w& Industrial Training | 202.4 | 71.8 | 252.7 | 138.3 | 169.9 | 111.7 |
| Total | 1067.4 | 896.8 | 1057.5 | 948.2 | 976.2 | 932.3 |

Student Enrolment by Campus (student count)

| Campus | 2014-15 Full-Time Students | | 2014-15 Part-Time Students | | 2013-14 Full-Time Students | | 2013-14 Part-Time Students | |
|----------------------|----------------------------|----------------|----------------------------|----------------|----------------------------|----------------|----------------------------|----------------|
| | Previous Method | Revised Method | Previous Method | Revised Method | Previous Method | Revised Method | Previous Method | Revised Method |
| Aurora | 93 | 124 | 968 | 912 | 114 | 131 | 549 | 528 |
| Thebacha | 183 | 190 | 983 | 948 | 235 | 257 | 886 | 812 |
| Yellowknife | 157 | 185 | 914 | 731 | 186 | 221 | 830 | 710 |
| Total College | 433 | 499 | 2,865 | 2,591 | 535 | 609 | 2,265 | 2,050 |

(Source: Registrar - Student Records System)



AURORA COLLEGE

SPRING CONVOCATION

2015

Graduates by School

School of Arts & Science

Environment & Natural Resources Technology Diploma – 14

School of Business & Leadership

Business Administration Certificate – 9

Business Administration Diploma – 7

Office Administration Certificate – 13

School of Education

Early Childhood Development Certificate – 4

Bachelor of Education – 8

School of Health & Human Services

Community Health Representative Certificate – 3

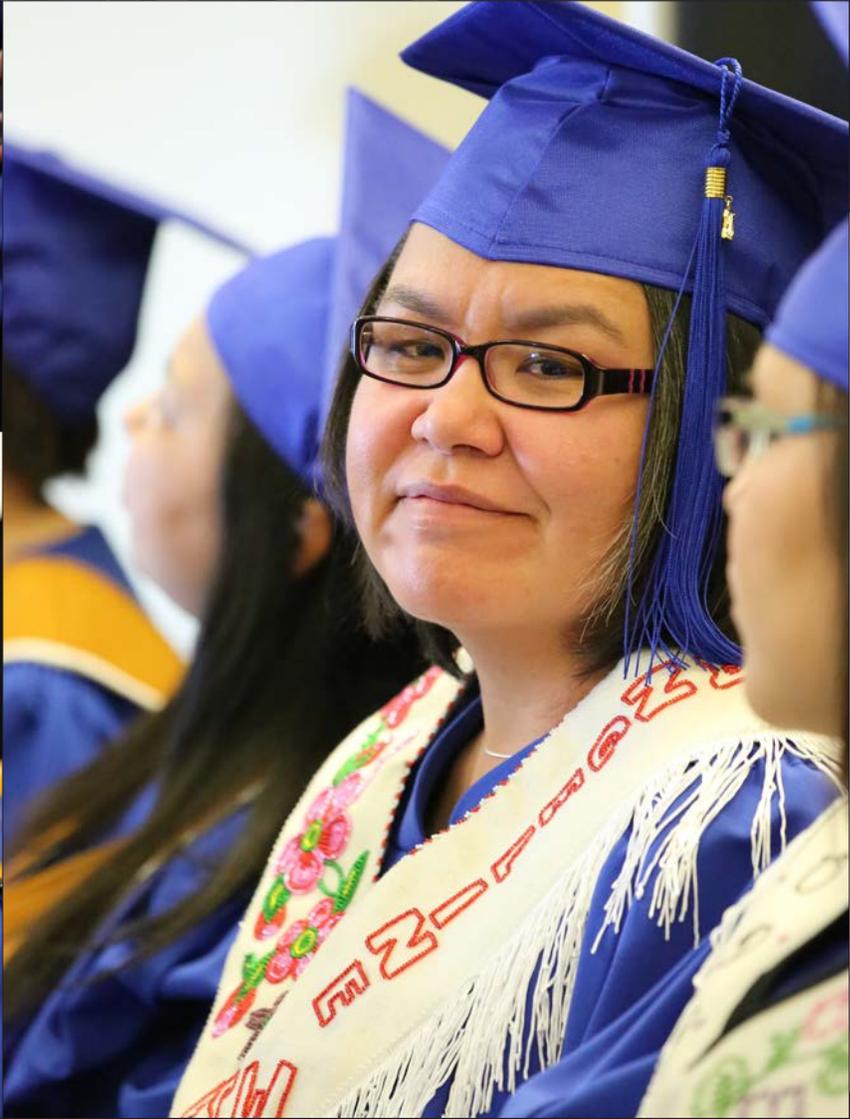
Personal Support Worker Certificate – 14

Social Work Diploma – 6

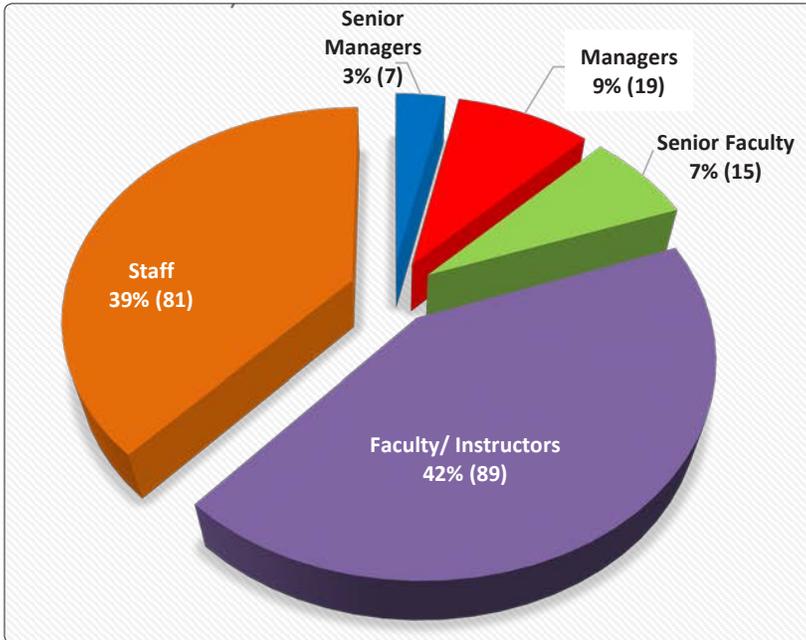
Bachelor of Science in Nursing – 16

Master of Nursing Practitioner- 3





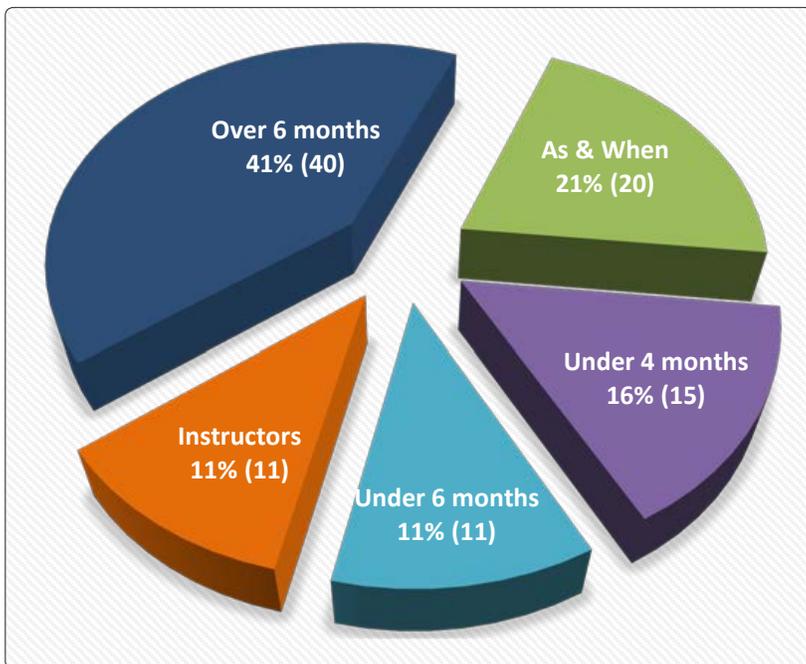
Supplementary Information



2014-15 Permanent Employees at February 28, 2015

Total permanent employees - 211

(Source: Corporate Human Resources)

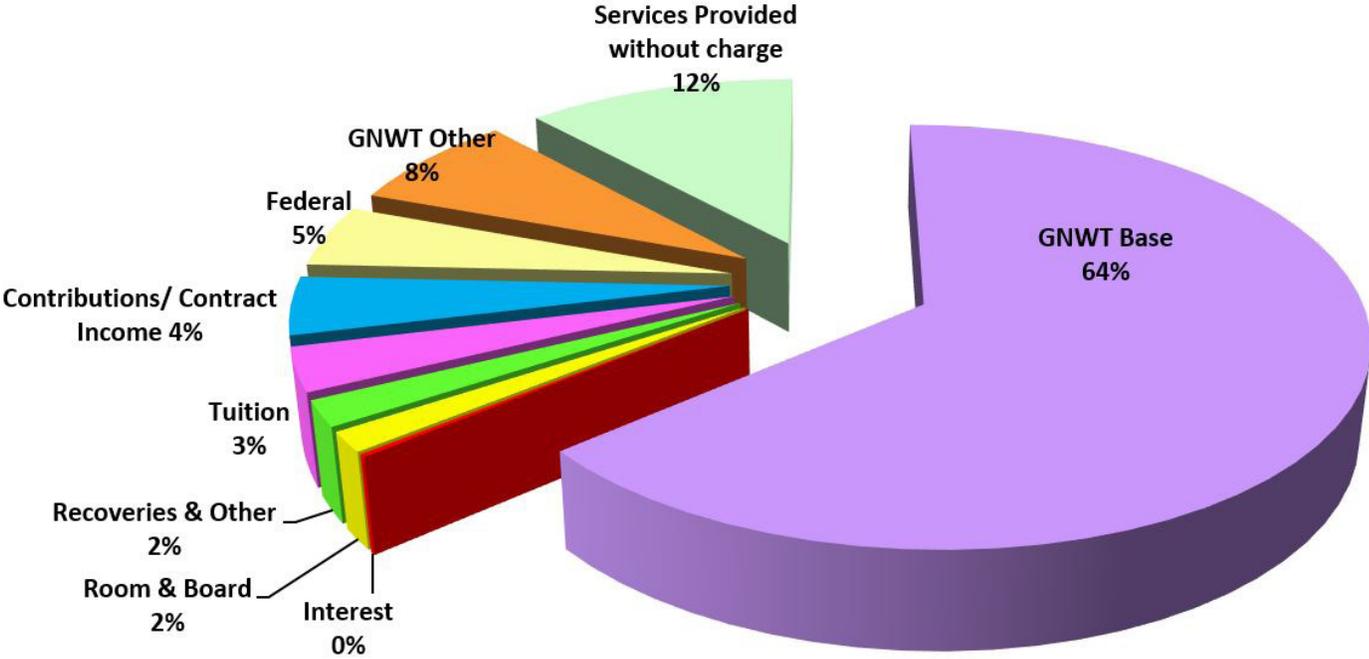


2014-15 Casual Employees at February 28, 2015

Total casual employees - 97

(Source: Corporate Human Resources)

2014-2015 Revenue by Source



AURORA COLLEGE
AUDITED FINANCIAL STATEMENTS
JUNE 30, 2015

AURORA COLLEGE

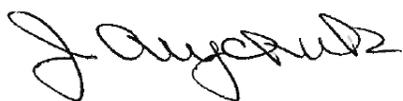
MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of the Aurora 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 have been prepared in accordance with Canadian public sector accounting standards and include some amounts that are necessarily based on management's best estimates and judgment. 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 maintains and relies on financial and management control systems and practices which are designed to provide reasonable assurance that transactions are authorized and recorded, proper records are maintained, assets are safeguarded, and the College complies with applicable laws. These controls and practices ensure the orderly conduct of business, the timely preparation of reliable financial information and adherence to the College's statutory requirements and policies.

The Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises this responsibility through the Finance Committee of the Board, which is composed of a majority of members who are not employees of the College. The Finance Committee meets regularly with management and the external auditors. The external auditors also have full and free access to the Finance Committee.

The College's external auditor, the Auditor General of Canada, audits the financial statements and issues his report thereon to the Minister of Education, Culture and Employment.



Jane Arychuk
President



Celestine Starling
Director of Finance/Chief Financial Officer

Fort Smith, NT, Canada
November 24, 2015



INDEPENDENT AUDITOR'S REPORT

To the Minister of Education, Culture and Employment

Report on the Financial Statements

I have audited the accompanying financial statements of Aurora College, which comprise the statement of financial position as at 30 June 2015, 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 a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these 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.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of Aurora College as at 30 June 2015, 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.

Report on Other Legal and Regulatory Requirements

As required by the *Financial Administration Act* of the Northwest Territories, I report that, in my opinion, the accounting principles in Canadian public sector accounting standards have been applied on a basis consistent with that of the preceding year.

Further, in my opinion, proper books of account have been kept by Aurora College and the financial statements are in agreement therewith. In addition, the transactions of Aurora College that have come to my notice during my audit of the financial statements have, in all significant respects, been in accordance with Part IX of the *Financial Administration Act* of the Northwest Territories and regulations, the *Aurora College Act* and regulations and the by-laws of Aurora College.



Guy LeGras, CPA, CA
Principal
for the Auditor General of Canada

24 November 2015
Edmonton, Canada

AURORA COLLEGE
STATEMENT OF FINANCIAL POSITION
as at June 30, 2015
(in thousands of dollars)

| | <u>2015</u> | <u>2014</u> |
|---|-----------------------------------|-----------------------------------|
| Financial assets | | |
| Cash and cash equivalents (Note 3) | \$ 8,848 | \$ 8,202 |
| Accounts receivable (Note 4) | <u>2,220</u> | <u>5,328</u> |
| | <u>11,068</u> | <u>13,530</u> |
| Liabilities | | |
| Accounts payable and accrued liabilities | 1,366 | 1,808 |
| Payroll liabilities | 1,398 | 1,767 |
| Deferred revenue | 244 | 256 |
| Due to the Government of the Northwest Territories | 1,816 | 2,820 |
| Employee future benefits (Note 5) | 2,270 | 1,960 |
| Professional development fund (Note 6) | <u>1,946</u> | <u>1,961</u> |
| | <u>9,040</u> | <u>10,572</u> |
| Net financial assets | <u>2,028</u> | <u>2,958</u> |
| Non-financial assets | | |
| Prepaid expenses | 655 | 425 |
| Tangible capital assets (Note 7) | <u>5,114</u> | <u>5,529</u> |
| | <u>5,769</u> | <u>5,954</u> |
| Accumulated surplus (Note 8) | <u><u>\$ 7,797</u></u> | <u><u>\$ 8,912</u></u> |

Contingent liabilities and commitments (Notes 12 and 13)

The accompanying notes are an integral part of the financial statements.

Approved by the Board of Governors:



Kathy Tsetso
Chairperson of the Board



Mary Beckett
Chairperson of the Finance Committee

AURORA COLLEGE
STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS
for the year ended June 30, 2015
(in thousands of dollars)

| | <u>Budget</u> | <u>2015 Actual</u> | <u>2014 Actual</u> |
|---|-----------------|------------------------|------------------------|
| Revenues | | | |
| Government contributions (Note 9) | \$ 32,126 | \$ 32,518 | \$ 31,745 |
| Other contributions | | | |
| Services provided without charge (Note 11) | | 6,006 | 5,520 |
| Government of the Northwest Territories | - | 3,856 | 3,731 |
| Other third party contributions | - | 2,312 | 2,743 |
| Government of Canada | - | 2,473 | 3,836 |
| Own source revenues | | | |
| Tuition fees | 949 | 1,732 | 1,681 |
| Recoveries and other | 354 | 1,026 | 1,177 |
| Room and board | 800 | 794 | 873 |
| Interest income | 95 | 113 | 109 |
| | <u>34,324</u> | <u>50,830</u> | <u>51,415</u> |
| Expenses | | | |
| Financial and accounting services | 2,113 | 2,265 | 2,034 |
| Pooled services | 2,380 | 5,012 | 5,257 |
| Student services | 9,649 | 10,808 | 10,327 |
| Education and training | 12,119 | 20,020 | 20,452 |
| Community and extensions | 6,535 | 11,362 | 10,831 |
| Aurora Research Institute | <u>1,712</u> | <u>2,478</u> | <u>2,800</u> |
| | <u>34,508</u> | <u>51,945</u> | <u>51,701</u> |
| Annual deficit | (184) | (1,115) | (286) |
| Accumulated surplus at beginning of year | <u>8,912</u> | <u>8,912</u> | <u>9,198</u> |
| Accumulated surplus at end of year | <u>\$ 8,728</u> | <u>\$ 7,797</u> | <u>\$ 8,912</u> |

The accompanying notes are an integral part of the financial statements.

AURORA COLLEGE
STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
for the year ended June 30, 2015
(in thousands of dollars)

| | <u>Budget</u> | <u>2015 Actual</u> | <u>2014 Actual</u> |
|--|------------------------|------------------------|------------------------|
| Annual deficit | \$ (184) | \$ (1,115) | \$ (286) |
| Acquisition of tangible capital assets | - | (738) | (446) |
| Loss on write-off of tangible capital assets | - | 101 | 4 |
| Write-down of tangible capital assets | - | 75 | - |
| Amortization of tangible capital assets | <u>451</u> | <u>977</u> | <u>957</u> |
| | <u>451</u> | <u>415</u> | <u>515</u> |
| (Increase) decrease in prepaid expenses | <u>-</u> | <u>(230)</u> | <u>213</u> |
| Increase / (decrease) in net financial assets | 267 | (930) | 442 |
| Net financial assets at beginning of year | <u>2,958</u> | <u>2,958</u> | <u>2,516</u> |
| Net financial assets at end of year | <u>\$ 3,225</u> | <u>\$ 2,028</u> | <u>\$ 2,958</u> |

The accompanying notes are an integral part of the financial statements.

AURORA COLLEGE
STATEMENT OF CASH FLOW
for the year ended June 30, 2015
(in thousands of dollars)

| | <u>2015</u> | <u>2014</u> |
|---|------------------------|------------------------|
| Operating transactions | | |
| Cash received from: | | |
| Government of the Northwest Territories | \$ 36,707 | \$ 35,661 |
| Students and other third parties | 8,627 | 3,364 |
| Government of Canada | 2,473 | 3,836 |
| Interest | 113 | 109 |
| Cash paid for: | | |
| Cash paid for compensation and benefits | (31,376) | (28,095) |
| Cash paid to suppliers | <u>(15,160)</u> | <u>(15,717)</u> |
| Cash provided by (used for) operating transactions | <u>1,384</u> | <u>(842)</u> |
| Capital transactions | | |
| Acquisition of tangible capital assets | <u>(738)</u> | <u>(446)</u> |
| Cash used for capital transactions | <u>(738)</u> | <u>(446)</u> |
| Increase (decrease) in cash and cash equivalents | 646 | (1,288) |
| Cash and cash equivalents at beginning of year | <u>8,202</u> | <u>9,490</u> |
| Cash and cash equivalents at end of year | <u>\$ 8,848</u> | <u>\$ 8,202</u> |

The accompanying notes are an integral part of the financial statements.

Aurora College
Notes to the Financial Statements
June 30, 2015

1. AUTHORITY AND MANDATE

a) Authority and purpose

Aurora College (“College”) was established under the *Aurora College Act* and is named as a territorial corporation under the *Financial Administration Act* of the Northwest Territories. The College is exempt from income taxes.

The College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories (NWT). 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 throughout the NWT. Through the work of the Aurora Research Institute, the College is responsible for the facilitation and preparation of research activity in the NWT.

b) Contributions from the Government of the Northwest Territories

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

The College is economically dependent upon the contributions received from the Government for its ongoing operations.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared by management in accordance with Canadian public sector accounting standards (“PSAS”). The following is a summary of the significant accounting policies.

a) Measurement uncertainty

The preparation of financial statements in accordance with PSAS requires the College 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 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 statements, the College believes the estimates and assumptions to be reasonable. Some of the more significant management estimates relate to the allowance for doubtful accounts, employee future benefits, amortization, and revenues accruals.

Aurora College
Notes to the Financial Statements
June 30, 2015

b) Cash and cash equivalents

Cash and cash equivalents are comprised of bank account balances net of outstanding cheques and short term highly liquid investments that are readily convertible to cash with a maturity date of 90 days or less from the date of the acquisition. Cash equivalents are recorded at cost.

c) Tangible capital assets

Tangible capital assets transferred to the College when it was established were recorded at their estimated fair market value. Subsequent acquisitions are recorded at cost. Tangible capital assets are amortized over their estimated remaining useful lives on a straight-line basis at the following annual rates:

| | |
|------------------------------------|--------------------------------------|
| Mobile equipment | 3 to 20 years |
| Building additions and renovations | 20 years |
| Furniture and equipment | 2 to 10 years |
| Leasehold improvements | over the remaining term of the lease |

d) Employee future benefits

i) Pension benefits

All eligible employees participate in the Public Service Pension Plan (the "Plan") administered by the Government of Canada. The College's contributions reflect the full cost as employer. This amount is currently based on a multiple of an employee's required contributions and may change over time depending on the experience of the Plan. The College's contributions are expensed during the year in which the services are rendered and represent the total pension obligation of the College. The College is not currently required to make contributions with respect to any actuarial deficiencies of the Plan.

ii) Severance, removal and compensated absences

Under the terms and conditions of employment, employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on variety of factors including place of hire, date employment commenced, reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. 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.

Aurora College
Notes to the Financial Statements
June 30, 2015

e) Government contributions

Government contributions are recognized as revenue when the funding is 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.

The College receives its annual appropriation from the Government on a monthly basis based on the approved yearly cash flow. These contributions are recognized as revenue in the period in which the funding relates once all eligibility criteria have been met and it has been authorized.

f) Government contributions – services received without charge

The Government provides certain services without charge to the College. The estimated value of these services are recognized as expenses with an offsetting credit to revenues in order to reflect the full cost of the College's operations in its financial statements.

g) Own source revenues

Tuition fees, room and board, interest income, and other income are recognized on an accrual basis as they are earned.

h) Other contributions and deferred revenue

The College provides education and research services to private companies, federal and territorial government departments, agencies, and corporations through contractual arrangements. Payments received under these contracts for which the development and delivery of courses and projects are not completed are recorded as deferred revenue until completion in accordance with the stipulations of these agreements.

Revenue from federal and territorial government departments, agencies and corporations is recorded once the eligibility criteria are met; the payments are authorized, except to the extent that funding stipulations give rise to an obligation that meets the definitions of a liability.

i) Contract services

Contract services acquired by the College include printing services, food service contracts, instruction contracts, leases and rental agreements. These amounts are recognized as expenses in the year the services are rendered.

j) Contingent liabilities

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 recorded. If the likelihood is not determinable or an

Aurora College
Notes to the Financial Statements
June 30, 2015

amount cannot be reasonably estimated, the contingency is disclosed in the notes to the financial statements.

k) Prepaid expenses

Prepaid expenses are charged to expense over the periods expected to benefit from it.

l) Funds and reserves

Certain amounts, as approved by the Board of Governors, are set aside as reserves in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are recorded when approved.

m) Financial instruments

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

The College's financial assets include cash and cash equivalents and accounts receivable which are both measured at cost. Financial liabilities include accounts payable and accrued liabilities and due to Government of the Northwest Territories which are both measured at cost.

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. The allowance is calculated based on a percentage of specific aged receivables where management believes an impairment has occurred. The allowance is shown as a reduction to accounts receivable. Management recommends write-offs of student accounts that are deemed uncollectible. Student and other receivables related to write-offs are submitted to the Board of Governors for their approval. Any write-offs greater than \$20,000 must be submitted to the Financial Management Board for approval.

n) Budget

Canadian public sector accounting standards require a government organization 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. The budgeted figures represent the College's original fiscal plan for the year approved by the College's Board of Governors and do not reflect any subsequent adjustments made during the course of the year.

o) Adoption of new Public Sector Accounting Standards

Effective July 1, 2014, the College adopted PS 3260 – Liability for Contaminated Sites. This section establishes recognition, measurement and disclosure standard for liabilities

Aurora College
Notes to the Financial Statements
June 30, 2015

related to contaminated sites. There was no significant impact of adopting this standard on the College's financial statements for the year ending June 30, 2015.

3. CASH AND CASH EQUIVALENTS

| | <u>2015</u> | <u>2014</u> |
|------------------|-----------------|-----------------|
| | (in thousands) | |
| Cash | \$ 154 | \$ 1,367 |
| Cash equivalents | <u>8,694</u> | <u>6,835</u> |
| | <u>\$ 8,848</u> | <u>\$ 8,202</u> |

The College's cash equivalents are pooled with the Government of the Northwest Territories' surplus cash and are invested in a diversified portfolio of high-grade short term income producing assets. The cash can be withdrawn at any time and is not restricted by maturity dates on investments made by the Government of the Northwest Territories. The Department of Finance approves the eligible classes of securities, categories of issuers, limits and terms. All instruments, depending on their investment class, are rated R-2 High or better by the Dominion Bond Rating Service Ltd. The College's average annual investment yield for the year ended June 30, 2015 was 1.11% (2014 – 1.10%).

4. ACCOUNTS RECEIVABLE

| | <u>2015</u> | | <u>2014</u> | |
|---|-------------------|------------------|-----------------|-----------------|
| | (in thousands) | | | |
| | <u>Accounts</u> | | <u>Net</u> | <u>Net</u> |
| | <u>Receivable</u> | <u>Allowance</u> | <u>Net</u> | <u>Net</u> |
| Government of the Northwest Territories | \$ 458 | \$ 11 | \$ 447 | \$ 723 |
| Federal Government | 308 | 36 | 272 | - |
| Other | 1,456 | 43 | 1,413 | 4,521 |
| Students | <u>294</u> | <u>206</u> | <u>88</u> | <u>84</u> |
| | <u>\$ 2,516</u> | <u>\$ 296</u> | <u>\$ 2,220</u> | <u>\$ 5,328</u> |

5. EMPLOYEE FUTURE BENEFITS

a) Pension benefits

The College and all eligible employees contribute to the Public Service Pension Plan (the "Plan"), a contributory defined benefit plan established through legislation and sponsored by the Government of Canada. 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 effective at year end was \$1.28 (2014 - \$1.45) for every dollar contributed by

Aurora College
Notes to the Financial Statements
June 30, 2015

the employee, and \$7.13 (2014 - \$7.59) for every dollar contributed by the employee for the portion of the employee's salary above \$158 thousand (2014 - \$155 thousand).

For new employees who are participating in the Plan on or after January 1, 2013, the College contributes \$1.28 (2014 - \$1.43) for every dollar contributed by the employee, and \$7.13 (2014 - \$7.59) for every dollar contributed by the employee for the portion of the employee's salary above \$158 thousand (2014 - \$155 thousand).

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

| | <u>2015</u> | <u>2014</u> |
|--------------------------|-----------------|-----------------|
| | (in thousands) | |
| College's contributions | \$ 2,568 | \$ 2,618 |
| Employees' contributions | <u>1,776</u> | <u>1,609</u> |
| | <u>\$ 4,344</u> | <u>\$ 4,227</u> |

b) Severance, removal and compensated absences

The College provides severance benefits to its employees based on years of service and final salary. The College also provides removal and compensated absence (sick, special, maternity and parental leave) benefits to its employees, as provided under labour contracts. This benefit plan is not pre-funded and thus has no assets, resulting in a plan deficit equal to the accrued benefit obligation. Future benefits will be paid out of future appropriations.

Compensated absence benefits generally accrue as employees render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were valued using the expected utilization methodology.

Change in estimate

During the year ended 30 June 2015, the method for calculating other employee future benefits was refined to better reflect the probability that these benefits would be used in the future based on past experience. This change in accounting estimate is being accounted for on a prospective basis starting 1 July 2014, which increases the compensation and benefits expense and increases employee future benefits liability by \$116.

Valuation results

The actuarial valuation includes the liabilities as at June 30, 2015 as well as current service costs that would be appropriate to use for the next three years. The liabilities are

Aurora College
Notes to the Financial Statements
June 30, 2015

actuarially determined as the present value of the accrued benefits at June 30, 2015. The values presented below for all of the benefits under the Compensated Absences and Termination Benefits for Aurora College.

| | <u>2015</u> | <u>2014</u> |
|----------------------------------|-----------------|----------------|
| | | (in thousands) |
| Severance | 970 | 876 |
| Removal and compensated absences | <u>1,300</u> | <u>1,084</u> |
| | <u>\$ 2,270</u> | <u>\$1,960</u> |

6. PROFESSIONAL DEVELOPMENT FUND

Under collective agreements, the College is required annually to make available a specific amount of funding, against which approved instructor professional development expenses are charged. The balance represents the accumulated unspent amount of the College's obligation to instructors.

Information about the fund is as follows:

| | <u>2015</u> | <u>2014</u> |
|--|-----------------|-----------------|
| | | (in thousands) |
| Professional development fund, beginning of year | \$ 1,961 | \$ 1,907 |
| Contributions | 433 | 450 |
| Recovery of funds | - | - |
| Professional development paid during the year | <u>(448)</u> | <u>(396)</u> |
| Professional development fund, end of year | <u>\$ 1,946</u> | <u>\$ 1,961</u> |

Aurora College
Notes to the Financial Statements
June 30, 2015

7. TANGIBLE CAPITAL ASSETS

| June 30, 2015 | Mobile equipment | Building additions and renovations | Furniture and equipment | Leasehold improvements | 2015 Total | 2014 Total |
|---------------------------------|------------------------|--|-------------------------------|---------------------------|------------------------|-----------------------|
| Cost | | | | | | |
| Opening balance | \$ 5,312 | \$ 1,991 | \$ 6,499 | \$ 2,124 | \$ 15,926 | \$ 16,707 |
| Additions | 246 | - | 298 | 194 | 738 | 446 |
| Write-off | - | - | (1,379) | (178) | (1,557) | (1,227) |
| Closing balance | <u>5,558</u> | <u>1,991</u> | <u>5,418</u> | <u>2,140</u> | <u>15,107</u> | <u>15,926</u> |
| Accumulated amortization | | | | | | |
| Opening balance | 2,640 | 1,642 | 4,685 | 1,430 | 10,397 | 10,663 |
| Amortization | 260 | 100 | 503 | 114 | 977 | 957 |
| Write-off | - | - | (1,278) | (178) | (1,456) | (1,223) |
| Write-down | 75 | - | - | - | 75 | - |
| Closing balance | <u>2,975</u> | <u>1,742</u> | <u>3,910</u> | <u>1,366</u> | <u>9,993</u> | <u>10,397</u> |
| Net book value | <u>\$ 2,583</u> | <u>\$ 249</u> | <u>\$ 1,508</u> | <u>\$ 774</u> | <u>\$ 5,114</u> | <u>\$5,529</u> |

Aurora College
Notes to the Financial Statements
June 30, 2015

8. ACCUMULATED SURPLUS

The accumulated surplus balance includes the net book value of tangible capital assets transferred to the College when it was established and the results of operations since that date. The following appropriations have been made from accumulated surplus:

| | (in thousands) | | | | |
|--|--|--|---------------------|-------------------------------|--|
| Reserves | Balance, opening July 1, 2014 | Net results of operations | Appropriated | Used in operations | Balance, ending June 30, 2015 |
| a) Mallik research reserve | \$ 100 | \$ - | \$ - | \$ - | \$ 100 |
| b) Northern strategic research reserve | 486 | - | 6 | - | 492 |
| c) Program delivery | 300 | - | - | - | 300 |
| d) Research & development | 145 | - | 33 | (33) | 145 |
| e) HEO replacement & maintenance | 140 | - | - | (140) | 0 |
| f) Restricted donations | 35 | - | - | - | 35 |
| Total reserves | 1,206 | - | 39 | (173) | 1,072 |
| Operating surplus (deficit) | 7,706 | (1,115) | (39) | 173 | 6,725 |
| Total accumulated surplus | \$ 8,912 | \$ (1,115) | \$ - | \$ - | \$ 7,797 |

a) Mallik research reserve

This appropriation was established from the surplus of the Methane Hydrate Research project to set funds aside to complete the scientific publishing.

Aurora College
Notes to the Financial Statements
June 30, 2015

b) Northern strategic research reserve

This appropriation was established from the surplus of the Methane Hydrate Research project to set funds aside for strategic research conducted in the north which will benefit northerners.

c) Program delivery

This appropriation is established to cover program costs contemplated in the annual Programs and Services Proposal prepared by the College, for which Government funding has not been approved. Allocations to and from this appropriation must be approved by the Board of Governors.

d) Research & development

This appropriation is established to help fund research and development of the Research Associate and Fellowship programs at the Aurora Research Institute (ARI). Annually all unencumbered ARI administration revenue after fulfillment of third party contracts is transferred to this appropriation. Use of the appropriation must be approved by the Research Advisory Council.

e) HEO (Heavy Equipment Operator) replacement & maintenance

This appropriation is established to help fund replacement and maintenance of the HEO program heavy equipment. Annually net equipment rental fees charged to the third party contractors for HEO courses are transferred to this appropriation. Use of the appropriation must be approved by the Board of Governors.

f) Restricted donations

From time to time, the College receives donations from individuals and corporations with conditions attached to them. In order to ensure that the wishes of the contributors are carried out, the donations are transferred to restricted donations until the conditions are met.

9. GOVERNMENT CONTRIBUTIONS

| | <u>2015</u> | <u>2014</u> |
|-------------------------|-----------------|-----------------|
| | (in thousands) | |
| Operating contributions | \$32,325 | \$ 31,555 |
| Capital contributions | 193 | 190 |
| | <u>\$32,518</u> | <u>\$31,745</u> |

Aurora College
Notes to the Financial Statements
June 30, 2015

10. RELATED PARTIES

The College is related in terms of common ownership to all Government created departments, territorial corporations and public agencies. The College enters into transactions with these entities in the normal course of business at normal trade terms.

The College has Government receivables from tuition revenue, contract revenue and the base funding contribution. The College also owes funds to the Government from administrative agreements for facility operating and utility costs, employee benefits and other expenses.

| | <u>2015</u> | <u>2014</u> (in thousands) |
|-------------------------------|-------------|-------------------------------|
| Accounts receivable (Note 4) | \$ 458 | \$ 791 |
| Amounts due to the Government | \$ 1,816 | \$ 2,820 |

Revenues

Included in Recoveries and other revenues is Nil (2014 – \$175) of Territorial government funding.

Expenses

Under the terms of administrative agreements, the Government charges for certain support services provided to the College. The College reimbursed the Government \$820,000 (2014 – \$1,134,000) for facility operating and utility costs, employee benefits and other expenses recorded in these statements.

11. SERVICES PROVIDED WITHOUT CHARGE

During the year, the College received without charge from the Government services including utilities \$2,495,000 (2014 – \$1,819,000) and repairs and maintenance \$1,264,000 (2014 – \$1,627,000).

Payroll processing, insurance and risk management, legal counsel, construction management, records storage, computer operations, asset disposal, project management, and translation services were also provided to the College without charge. These services would have cost the College an estimated \$216,000 (2014 – \$367,000) based on the exchange amount confirmed by the related parties.

The College also receives from the Government, without any rental charges, the use of facilities for two of its campuses, certain student housing units and community learning centres. The use of these facilities would have cost the College an estimated \$1,818,000

Aurora College
Notes to the Financial Statements
June 30, 2015

(2014 – \$1,661,000) based on the Government’s amortization expense for these assets.

The Government also pays for medical travel costs for the College. The medical travel costs paid by the Government on behalf of the College for the period amounted to \$213,000 (2014 – \$ 46,000).

| | <u>2015</u> | <u>2014</u> |
|-------------------------|-----------------|-----------------|
| | (in thousands) | |
| Contract services | \$ 216 | \$ 367 |
| Repairs and maintenance | 1,264 | 1,627 |
| Building utilities | 2,495 | 1,819 |
| Building leases | 1,818 | 1,661 |
| Medical travel | <u>213</u> | <u>46</u> |
| | <u>\$ 6,006</u> | <u>\$ 5,520</u> |

12. CONTINGENT LIABILITIES

The College is subject to claims and lawsuits arising in the ordinary course of operations. While the outcome of these matters is subject to future resolution, management's evaluation and analysis of such matters indicates that, individually and in the aggregate, the probable ultimate resolution of such matters will not have a material financial impact on the College's financial position, results of operations or liquidity.

13. COMMITMENTS

In addition to facilities provided by the Government, the College has operating leases and service agreements for student accommodation, classroom space, office equipment and other services and is committed to basic payments as follows:

| | <u>Operating leases</u> | <u>Service agreements</u> |
|------------|-----------------------------|-------------------------------|
| | (in thousands) | |
| 2016 | \$ 307 | \$ 4,712 |
| 2017 | 119 | 3,716 |
| 2018 | 66 | 1,649 |
| 2019 | 19 | 1,186 |
| Thereafter | 17 | 534 |
| | <u>528</u> | <u>\$ 11,797</u> |

14. FINANCIAL RISK MANAGEMENT

The College's financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, due to Government of the Northwest

Aurora College
Notes to the Financial Statements
June 30, 2015

Territories and are measured at cost. The Corporation has exposure to the following risks from its use of financial instruments:

a) 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 its liquidity risk by regularly monitoring forecasted and actual cash flows. The College does not believe that it will encounter difficulty in meeting its future obligations associated with its financial liabilities.

b) Credit risk

The College is exposed to credit risk on its cash and cash equivalents and accounts receivable.

Cash and cash equivalents

Credit risk on cash and cash equivalents arises from the possibility that the counterparty to the instrument fails to meet their obligations. In order to manage this risk, the College deals with senior Canadian chartered banks for its cash. The College's cash equivalents are held by the Government of the Northwest Territories on behalf of the college and consist of high-quality, short term income producing term deposits. The credit risk for these term deposits is considered to be low. The maximum exposure to credit risk is \$8,848,000 (2014 - \$8,202,000).

Accounts receivable

Credit risk on accounts receivable arises from the possibility that the customer fails to meet their obligations. This risk is influenced by the type of debtor and at 30 June 2015 the College's debtors are the Government of the Northwest Territories, federal government, students, and others.

In order to manage this risk, the College monitors the age of accounts receivable and initiates collection action. Credit exposure is minimized by dealing mostly with creditworthy counterparties such as government agencies and the College also enforces approved collection policies for student accounts. The maximum exposure to credit risk is \$2,220,000 (2014 - \$5,328,000).

At 30 June 2015 there are accounts receivable past due but not impaired. These amounts for students are: 31-60 days \$28,000; 61-90 days \$11,000; and over 90 days \$22,000.

Aurora College
Notes to the Financial Statements
June 30, 2015

These amounts for the Government and for other parties are shown below.

| | 91-365 days | 1 to 2 years | over 2 years |
|---|-------------|--------------|--------------|
| Government of the Northwest Territories | \$21,000 | Nil | Nil |
| Other third parties | \$202,000 | \$5,000 | Nil |
| Federal Government | \$147,000 | \$38,000 | Nil |

The College establishes an allowance for doubtful accounts that reflects the estimated impairment of accounts receivable. 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.

c) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The College is exposed to interest rate risk in that changes in market interest rates will cause fluctuations in the interest revenue from cash equivalents. This risk is not significant due to the short terms to maturity of cash equivalents.

Although management monitors exposure to interest rate fluctuations, it does not employ any interest rate management policies to counteract interest rate fluctuations.

The College is not exposed to significant currency or other price risks.

15. FAIR VALUE OF FINANCIAL ASSETS AND LIABILITIES

The fair values of the cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities and due to Government of the Northwest Territories approximate their carrying amounts because of the short term to maturity.

16. SEGMENT DISCLOSURE

The College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories (NWT). For management reporting purposes the College's operations and activities are organized and reported by funds (Schedule A). Funds were created for the purpose of recording specific activities to attain certain objectives in accordance with the budget, strategy and work plan, restrictions or limitations. The College's services are provided by departments and their activities are reported in these funds.

Aurora College
Notes to the Financial Statements
June 30, 2015

Certain departments that have been separately disclosed in the segmented information, along with the services they provide, are as follows:

Finance and accounting

Finance's role is to ensure the long term viability of the College including the preparation and controls over the budgets, financial reporting, the implementation and oversight of financial controls, and management of the cash flows. Finance includes the functioning of the head office and regional offices.

Pooled services

This represents College wide expenditures which are required for the global operation. These represent allocation of costs related to professional development, amortization, cost of employee future benefits, and costs for the President's Office. The Office of the President includes services related to the operations of the College, plus communications and public relations. The Office of the President is mandated to manage the daily operations of the College, pursue its missions and vision, and develop and implement a strategic plan to ensure the long term success of the College.

Student services

Student services include Fort Smith, Yellowknife, and Inuvik locations facilities and the registrar and regional admission offices.

Education and training

Education and training includes the vice-president education and training, school of trades, school of education, school of business and leadership, school of health and human services, school of arts and science, information systems and technology, and the library.

Community and extensions

Community and extensions represents special programs and additional resources provided to the communities through the College. This includes the school of developmental studies, the Beaufort Delta region, the Sahtu region, the Dehcho region, the Tlicheo region, and the Akaitcho and South Slave region.

Aurora Research Institute

Through the work of the Aurora Research Institute, the College is also responsible for the facilitation and preparation of research activity in the NWT.

17. COMPARATIVE FIGURES

Certain comparative figures have been reclassified to conform to the financial statement presentation adopted for the current year.

**Aurora College
Segmented disclosures
June 30, 2015**

Schedule A

| | Financial and accounting (in thousands) | Pooled services ** (in thousands) | Student services (in thousands) | Education and training (in thousands) | Community and extensions (in thousands) | Aurora Research Institute (in thousands) | 2015 Total (in thousands) | 2015 Budget (in thousands) | 2014 Total (in thousands) |
|---|--|---|---------------------------------------|--|--|---|---------------------------------|----------------------------------|---------------------------------|
| For the period ended June 30, 2015 | | | | | | | | | |
| Revenues | | | | | | | | | |
| Government Contributions | \$ 2,018 | \$ 2,588 | \$ 8,838 | \$ 10,614 | \$ 6,806 | \$ 1,654 | \$ 32,518 | \$ 32,126 | \$ 31,745 |
| Other Contributions | | | | | | | | | |
| Services Provided without Charge | - | 1,693 | - | 4,313 | - | - | 6,006 | - | 5,520 |
| Government of the Northwest Territories | - | - | 74 | 2,478 | 1,195 | 109 | 3,856 | - | 3,731 |
| Other third party contributions | 1 | 44 | 38 | 1,589 | 258 | 382 | 2,312 | - | 2,743 |
| Federal government | - | - | - | 25 | 2,353 | 95 | 2,473 | - | 3,836 |
| Own Source Revenue | | | | | | | | | |
| Tuition fees | - | - | 65 | 953 | 714 | - | 1,732 | 949 | 1,681 |
| Recoveries and other | 353 | 103 | 50 | 383 | 82 | 55 | 1,026 | 354 | 1,177 |
| Room and board | - | - | 722 | - | - | 72 | 794 | 800 | 873 |
| Interest income | 113 | - | - | - | - | - | 113 | 95 | 109 |
| | <u>2,484</u> | <u>4,428</u> | <u>9,787</u> | <u>20,355</u> | <u>11,408</u> | <u>2,367</u> | <u>50,830</u> | <u>34,324</u> | <u>51,415</u> |
| Expenses | | | | | | | | | |
| Compensation and benefits | 1,752 | 1,284 | 4,564 | 12,135 | 8,804 | 1,716 | 30,255 | 23,639 | 29,517 |
| Building leases | - | - | 5,146 | 1,819 | 17 | - | 6,982 | 4,997 | 6,618 |
| Materials and supplies | 227 | 293 | 168 | 765 | 295 | 91 | 1,839 | 1,411 | 1,696 |
| Utilities | - | - | 164 | 2,510 | 4 | 9 | 2,687 | 208 | 2,039 |
| Contract services | 32 | 358 | 173 | 590 | 715 | 289 | 2,157 | 1,249 | 2,368 |
| Repairs and maintenance | 1 | 1,264 | 230 | 219 | 72 | 11 | 1,797 | - | 2,221 |
| Small equipment | 30 | 5 | 32 | 331 | 42 | 25 | 465 | 160 | 754 |
| Fees and payments | 82 | 518 | 82 | 609 | 60 | 80 | 1,431 | 1,302 | 1,592 |
| Travel and accommodation | 66 | 150 | 136 | 427 | 326 | 166 | 1,271 | 665 | 1,380 |
| Professional services | - | - | 3 | 447 | 826 | 14 | 1,290 | - | 1,878 |
| Amortization of tangible capital assets | - | 1,052 | - | - | - | - | 1,052 | 451 | 957 |
| Communication, postage and freight | 75 | 88 | 110 | 168 | 201 | 77 | 719 | 426 | 681 |
| | <u>2,265</u> | <u>5,012</u> | <u>10,808</u> | <u>20,020</u> | <u>11,362</u> | <u>2,478</u> | <u>51,945</u> | <u>34,508</u> | <u>51,701</u> |
| Annual surplus (deficit) | \$ 220 | \$ (584) | \$ (1,021) | \$ 335 | \$ 46 | \$ (110) | \$ (1,115) | \$ (184) | \$ (286) |

** Pooled Services includes the revenues and expenses for the President's Office

