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AURORA  
COLLEGE

AURORA COLLEGE  
**ANNUAL  
REPORT**  
**2017-2018**

## 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 are 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.

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## Administrator's Message

It was an honour to have been appointed Administrator of Aurora College in June 2017. This past year has been a time of reflection and change for Aurora College, however, it is has also been a time to examine where there are opportunities to strengthen and enhance the College. I look forward to working with the Aurora College Senior Leadership and the Minister of Education, Culture and Employment in the 2018-19 academic year as the recommendations in the independent Aurora College Foundational Review Report are considered. I will continue to do my best to govern Aurora College to the standards that the residents of the Northwest Territories have come to expect as we work together to build on this institution's long history of providing quality educational opportunities for Northerners.

Denny Rodgers

**Aurora College Administrator**



## Interim President's Message

The 2017-18 academic year has been a time of great reflection for Aurora College.

As we enter our 50th year as a post-secondary institution we have recently undergone a comprehensive review that has allowed us to step back and take stock of where we are today and where we need to be in the future.

The independent Aurora College Foundational Review Report was released in May 2018 and has laid out a new and ambitious path forward for the College - the transformation into a polytechnic university. The potential for new and exciting opportunities for the College will benefit from a strong team of dedicated Aurora College staff working under an institution with five decades of experience serving Northerners.

There were many fantastic initiatives and projects to highlight in 2017-18. Aurora College created the Circle of Knowledge Holders to begin planning our reconciliation journey and the indigenization of Aurora College. The Circle of Knowledge Holders is a group of Indigenous faculty and stakeholders from across all regions and Indigenous groups in the Northwest Territories. They met face-to-face to begin the process of envisioning the future and addressing the Truth and Reconciliation Commission's 94 Calls to Action.

Construction of the Centre for Mine and Industry Training in Fort Smith will allow Aurora College to build upon its programming in mine training programs. Aurora College is also in the process of building a new, modern Student Information System (SIS) that will allow better tracking of student records, statistical reporting and registration, and administration processes. Perhaps most significantly, however, the new SIS will allow students to apply, register, make payments, and access their records in real time online.

The faculty and staff of Aurora College have continued to demonstrate their commitment to the success of Aurora College students by going above and beyond to grow the support system for our students and by expanding opportunities for programs and services available to our students. Over the past year, faculty have completed the



implementation of programs and created new pathways through programs that are creative, while still ensuring quality of learning. The Student Services team have built upon the supports, workshops, and experiences that are available to students and their families that help them transition into post-secondary, be resilient throughout their education, and overcome the barriers to their success while balancing personal and student life. The Aurora College team understands the importance of creating a supportive environment that promotes social, intellectual, spiritual, physical, and emotional well-being as well as supporting academic success. This approach at holistic support will better prepare our students for both academic success and future success in their careers.

I would like to congratulate all of our graduates, students who have completed programs, and students who have made progress towards their academic, career, and personal goals. We are proud of our students in 2017-18 as well as those of the past 49 years. Thank you to all of our students who have chosen to be part of the Aurora College community. And thank you to all of the Aurora College faculty and staff for supporting our students.

Jeff O'Keefe

**Aurora College Interim President**

## HIGHLIGHTS

There was much cause for celebration at Aurora College in 2017-18, including staff members and students receiving prestigious awards, academic excellence recognized for several students, and exciting research taking place through the Aurora Research Institute.



*The Centre for Mine and Industry Training was completed in the summer of 2018 for occupancy in September. The facility will house the majority of mine-related training, as well as educational equipment such as simulators and vehicles.*

numbers of research studies to provide answers. Funding is provided as a Strategy for Patient-Oriented Research (SPOR) grant, through the Canadian Institutes for Health Research (CIHR), as well as through in-kind contributions from partners. The 11 co-leads represent universities, colleges, and research hospitals across Canada.

### Centre for Mine & Industry Training

By the end of the 2017-18 academic year, construction was essentially complete on the new Centre for Mine & Industry Training (CMIT) at Thebacha Campus. The first class in the new facility – Surface Miner – was scheduled to begin in September 2018. A joint federal-territorial funded project (owned by the GNWT), the \$10 million facility

will be the site for the delivery of the majority of mining-related programming. The structure contains several vehicle bays, classroom and office space, and areas to house all mining equipment, simulators, and training-related equipment. A grand opening will be held in the 2018-19 academic year.

### Traditional Arts meet New Technologies

In response to input from the community, Aurora College and Aurora Research Institute (ARI) piloted the innovative Merging Arts and Crafts with Technology and Manufacturing in Inuvik. The ten-week program attracted a full class of experienced artists from across the Beaufort Delta. Participants experimented with CAD (Computer Assisted Design), Adobe Illustrator, 3D printing, silk screening, laser cutting applications, and CNC (Computer Numeric Control) Milling, and learned some business basics. The goal is to enable artists to micro-manufacture their art, re-producing small batches to make their business more profitable and less time consuming. A second course offering is planned for 2018-19, and work is being done to create a "maker space" where artist will have access to the technologies to create works of art.

### National Health Research Project

Dr. Pertice Moffitt, Manager of Health Research programs with ARI, is one of 11 co-leads of a five-year Canada-wide research project that will answer health-care research questions submitted by health professionals, patients, policy makers, and others. The intent of the project is to bring answers to clinical questions that can improve health outcomes. Questions that might be posed from the NWT could be "What are the health effects of arsenic in the soil?" or "What are the cumulative health effects of eating smoked fish?" The research project will use knowledge synthesis; researchers will gather information from large



*Students from the Beaufort Delta region took Merging Arts & Crafts with Technology & Manufacturing, which included using Adobe Illustrator, 3D printing, laser engraving, woodworking, and screen printing to shift traditional art to modern mediums.*

# Education & Training Division

## Early Childhood Development Diploma

To support increasing demand for skilled Child Care Workers, the full-time Early Childhood Development (ECD) Diploma was created and piloted at Aurora Campus. A full-time on-site ECD certificate program was delivered in Inuvik in 2016-17, and the majority of participants were interested in further upgrading their education, so the diploma year was developed and offered for the first time in 2017-18.

## Student Information System

Work continues to progress on the new Student Information System (SIS). PowerCampus will replace the existing and aging Student Record System. PowerCampus will allow staff to enter, process and use data to meet the multiple needs of a modern post-secondary institution. A collaborative, multiple team approach has been undertaken to develop and build the infrastructure required to meet the complex needs of the College. Work on building the client (administrative) side of the program is underway; work on building the financial side is beginning. Next steps are system testing and staff/student training. Projected completion date is the end of March 2019.

## 20 years of Literacy Outreach

The Yellowknife Literacy Outreach Centre (LOC) celebrated 20 years of providing community-based adult literacy services in October 2017. The Centre provides services to assist individuals with lower literacy skills, including adult literacy, basic computer skills courses, a family literacy program, a seniors' book club, and one-on-one tutoring. Courses and workshops are offered on-site and in cooperation with a variety of non-profits and service agencies in Yellowknife. A partnership between Aurora College and Yellowknife Association for Community Living, the LOC also receives support from Dominion Diamond Corp., NWT Literacy Council and the GNWT.

## Housing Maintainer Pilot

In response to requests from community housing authorities, a hybrid Housing Maintainer program was piloted at Thebacha Campus. Many housing authorities are unable to find skilled employees for job openings and so are unable to keep up with needed repairs. In addition, the low number of registered Housing Maintainer apprentices has presented difficulties in holding apprenticeship training programs, so those apprentices have been unable to advance to journey person status and take on apprentices of their own. To bridge that gap, a combined program for registered apprentices and non-apprentices was created. All three apprenticeship levels were delivered; apprentices attended their appropriate levels while non-apprentices attended all three levels.



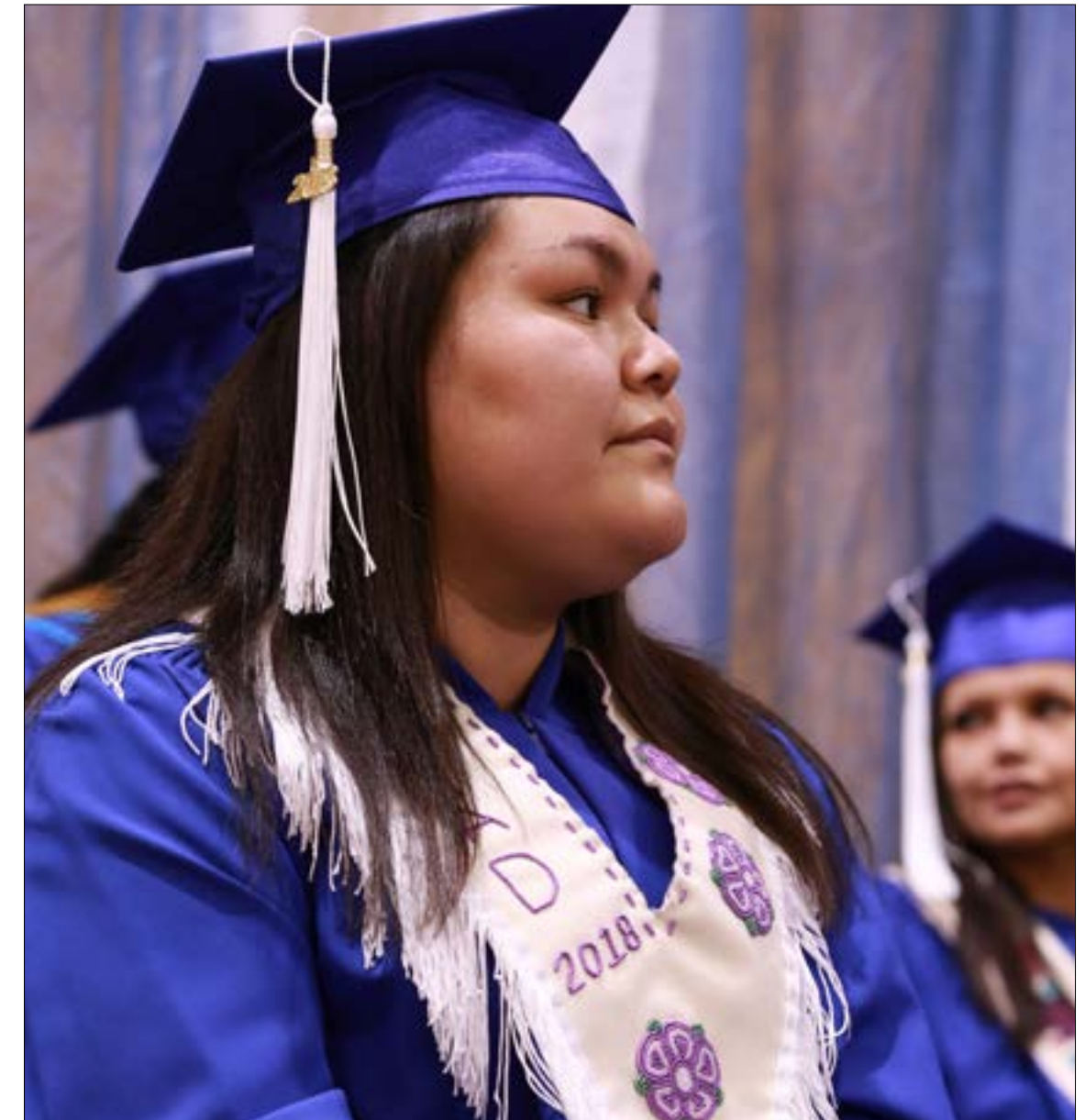
*Red Dresses for MMIGW: Developmental Studies students at Thebacha Campus researched violence against women and children, especially Indigenous women and girls, and created a REDress display in the courtyard to raise awareness and discussion on the campus and in the community.*

## Students Address Violence

Students and staff undertook several projects to bring attention to the issue of violence against women and children, including the REDress and Moose Hide campaigns. At Thebacha Campus, Developmental Studies students created a REDress display in the campus courtyard to promote discussion, after studying the issue. Several also took part in a fashion show of red dresses created by a local Dene designer. For the Moose Hide campaign, more than 200 squares of moose hide were distributed to male students and staff to show their commitment to ending violence against women and children. A grant from the Department of Health & Social Services funded workshops, activities, and events for students on a variety of topics surrounding Family Violence awareness at all three campuses, including Healthy Relationships, Parenting, Making Healthy Choices, recreational activities, Dealing with Stress, nutrition and cooking workshops, and more.

## Instructor Honoured

Social Work instructor Susan Fitzky received the Canadian Association of Social Workers' Distinguished Service Award in 2018. The Award is presented to social workers who have made significant contributions to the profession across Canada. She has made the Truth and Reconciliation Commission's Calls to Action the focus of much of her recent work and teaching. She also sits on the NWT and Prairie Child Welfare Consortium, and is an NWT director for the Association of Social Workers in Northern Canada.



Arts & Science  
Business & Leadership  
Education  
Health & Human Services  
Trades, Apprenticeship & Industrial Training

## Environment & Natural Resources Technology

Students in the two-year diploma program attend several field camps, which are instructed by community Elders, regional experts, and Aurora College staff in a manner designed to integrate scientific methodology with Traditional Knowledge. Partnerships with both industry and government continue to be strong, and these provide much added value to academic programming through direct involvement in classroom activities and field work. Employability remains strong across the territory for graduates; a handful have chosen to work seasonally to pursue Bachelor of Science degrees.

At Aurora Campus, students were involved in several experiential educational initiatives culminating with the participation in several field camps, designed to integrate scientific methodology with Traditional Knowledge and land skills. 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 local Elders from 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), which furnished equipment, logistical, technical and “people expertise” support, and acted as outreach liaisons, and provided students opportunities to work in the field with northern researchers.

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, as well spending time learning from local Elders. First year students participated in a multi-day canoe and portage trip, during which they tested recently acquired skills and knowledge.

In addition, all students are trained in firearms, first aid, and boat safety. Students round out the academic year utilizing the totality of skills learned to complete a self-directed research project, in consultation with instructional staff, and in collaboration with Indigenous, industry, and government partners.

Every three years, students from both Aurora and Thebacha Campuses attend a joint winter field camp. 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, students spend nearly two weeks on the land. Students affirm their skills and sampling techniques



*Thebacha Campus students attend summer field camps at Tsu Lake to study fish biology, limnology, and other skills.*

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 are inferred by qualitative observation and aerial surveys during the camp. Students also hone their on-the-land emergency skills such as shelter building and survival techniques during the camp. The main goal of the field camp is to provide the opportunity for students to practice and share their knowledge and experiences with their peers. Students exchange ideas and build professional relationships through formal, hands-on, and informal activities between both campus cohorts during the field camp.

### Community Based Training

The Environmental Monitor Training 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.

Instructors function as a team to implement video-conferencing and to support students across the College. As well, instructors have participated in numerous professional development activities to upgrade their skills and knowledge.

### Office Administration

Thebacha Campus and Aurora Campus offered the Office Administration Certificate and Diploma programs via the same video-conferencing model as Business Administration. 2017-18 was the first delivery of the newly revised OA Year 2 (Diploma) program; the updated Year 1 (Certificate) was introduced in 2016-17. All OA students must also complete a four-week practicum prior to graduating. These practicums take place in many communities across the NWT.

### Business Administration

Both Certificate and Diploma programs were offered at all three campuses. The BA program continues to attract a diverse group of students, both from within the NWT and from other parts of Canada and the world. The Diploma program offers an Accounting Stream, or electives in Northern Governance, Community Economic Development, Small Business Management, and Business Leadership. The Accounting Stream was designed to assist graduates in working towards a Chartered Professional Accounting designation. A Work Experience Option was introduced to allow students to put theories into practice before graduation. The BA program may be taken on a full-time or part-time basis.

### Northern Leadership Development

Support continued to be strong from industry and local governments. Participants represented the three NWT diamond mines. Since the first offering of NLDP in 2011, improvements have been implemented with each successive delivery. In 2014-15, the program was completely revised and all module outlines were updated, incorporating feedback from previous years' participants, facilitators, steering committee members, and industry partners. For 2016-17, the program was again revamped. Changes included a focus on emotional intelligence as a foundation for all modules, a complete revision of student and facilitator handbooks, and the addition of a review module at the end of the schedule held on the land with mentors participating. Recommendations from industry were also put in place: Action Learning Plans are completed at the end of each module and reviewed at the beginning of the next. The intent is to encourage participants to transfer what they learn in class to their workplaces, share with their mentors, and make the learnings applicable on both an individual and organizational level. The facilitating team worked to develop and enhance connections between modules to ensure continuity and to best meet the participants' and employers' needs.



*Employees new to supervisory and management roles at the three NWT Diamond Mines took part in the Northern Leadership Development Program during 2017-18. A critical component of the program is that each participant has an on-site mentor who helps them put theory into practice between training modules.*

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

Graduates of the BA and OA programs are highly sought after as employees by Indigenous Governments, the GNWT, the Government of Canada, businesses and industry (large and small), and non-profit organizations.

To ensure that Aurora College students continue to receive the most current business and administrative education, reviews of both the BA and OA programs were undertaken, beginning in 2013-14. Students, alumni, staff and employers participated in the review processes and worked to facilitate the design and development of BA and OA programs that would provide graduates with an education to help them obtain relevant employment or continue their education. In 2015-16, the BA year one (Certificate) updated program was implemented, and in 2016-17 the updated BA year two (Diploma) and OA year one (Certificate) programs were successfully delivered.

All courses in both BA and OA programs now make use of video-conferencing technology. Students across all three campuses attended a mix of courses delivered by instructors both on-site and located on other campuses. Students and instructors in the BA program were located on all campuses; Aurora Campus and Thebacha Campus hosted students and instructors in the OA program. Instructors taught live from their home campus; local students participated in a face-to-face classroom while interacting with students at the other campuses via video-conference.



Early Childhood Development Diploma students created lessons and games based on Indigenous languages and traditional skills and knowledge.

In 2017-18, the School of Education offered Bachelor of Education, Certificate in Adult Education, Early Childhood Development Diploma and Early Childhood Development Certificate programs.

### Adult Education

The Certificate in Adult Education provides the skills and knowledge required to work with adult learners. It is delivered part-time through teleconference and Moodle, primarily in the evenings, with online computer support. In 2017-18, five courses were delivered to 33 students. Coursework focuses on the contemporary theories in adult education while striving to understand the applicability in the Northern context. Completion rates are strong (83%), and student evaluations indicate a high quality of instruction.

### Bachelor of Education

First year intake for this degree program was on hold for 2017-18. Students already enrolled in years two through four continued with their scheduled coursework. Over the years, this program has developed a number of strong partnerships and relationships. Those relationships include community Elders, Knowledge Holders, local schools, and their staff. This past year three students chose to complete their internships in communities other than Fort Smith. All individuals who obtained a Bachelor of Education at the spring convocation have found employment either

as teachers or in the field of education. The Bachelor of Education degree is offered in partnership with the University of Saskatchewan.

### Early Childhood Development

With the continued support of Beaufort Delta Aboriginal Skills and Employment Training Strategy (ASETS) partners, Aurora College delivered its first full-time Early Childhood Development (ECD) Diploma. The program built upon the success of the ECD certificate and diploma programs offered the two previous years at Aurora Campus in Inuvik, and in response to a need for qualified Child Care workers in the Beaufort Delta Region.

The full-time ECD students received a solid orientation to the field of early childhood education, earning confidence to work at daycare centres, home day cares settings and Aboriginal Headstart programs. Students were exposed to various experiential learning opportunities to encourage independent thought and skill development. This included a seminar to promote language and literacy that was delivered by local speech and language pathologists, as well as "Playroom Lab" where students invited groups of children from local early childhood agencies to come and visit while diploma students planned educational programming for the children. Students were introduced to all major concepts and trends related to early childhood learning, always with a special emphasis on the application of their knowledge to Indigenous culture.

The part-time, distance ECD offering continued with courses available by teleconference to students throughout the territory. Three distance education courses were offered, as well as two field placements with co-requisite integration seminars. Students in the distance Certificate program speak highly of the infusion of culture and Traditional Knowledge into courses. Instructors continually seek to involve family and community in course content and recognize the varied life experiences which students share as part of their studies. The play-based curriculum incorporates texts and materials which use Canadian content with Indigenous perspectives throughout.

### Bachelor of Science in Nursing

The Bachelor of Science in Nursing (BSN) program continues to offer an evolving and dynamic program that allows graduates to work as leaders in the health care system. The Canadian Truth and Reconciliation Commission's Calls to Action (2015), the intergenerational impact of residential schools and the importance of Indigenous knowledge continues to inform curriculum planning and delivery. Inter-professional education experiences continued in 2017-18 through innovative classroom and simulation activities, and Traditional Knowledge learning on the land with the college's Social Work Diploma and Personal Support Worker Certificate programs. Faculty continue to contribute to nursing knowledge and advance the nursing profession through research, publications, and national, international, and circumpolar conference presentations. Varied clinical placements continue to be a strength of the BSN program, with students obtaining experience in acute, chronic, long-term and emergent care. A partnership with local school boards and the public health unit provides a unique opportunity for all students to engage in health promotion and learn more about community health. In 2017-2018, the BSN program hosted three students from the University of the Arctic in Norway and a reciprocal exchange occurred with two third-year Aurora College students going to Norway for their consolidated practice experience.

### Community Health Representative

Offered in partnership with the Health Promotion Unit of the Department of Health and Social Services, the Community Health Representative program aims to increase knowledge and skills in community development and health promotion as it relates to injury prevention and communicable and chronic disease prevention. Three courses were offered in 2017-18: two in Inuvik and one by distance. Community guest presentations continue to be a key component of each course offering.

### Personal Support Worker

Graduates of the Personal Support Worker Certificate program this year were from Aklavik, Fort Providence, Fort Resolution, Hay River, Inuvik, Paulatuk, Ulukhaktok, and Yellowknife. Practicums in Yellowknife included experiences on the Extended Care, Medicine and Surgery units at Stanton Territorial Hospital, Aven Manor and Cottages, and Yellowknife Home Care. Students also participated in practicums at Fort Smith Northern Lights Special Care Home; Hay River's Woodland Manor, assisted living campus, and home care; Inuvik Hospital's long term care unit; and Ulukhaktok home care. As in previous years, students had opportunities for interdisciplinary collaboration with Bachelor of Science in Nursing students, and participated in simulations to improve their teamwork skills and confidence. Students were enthusiastic about the information acquired from guest speakers, who provided perspectives on topics ranging from wound care to back safety and oxygen administration.



The Bachelor of Science in Nursing program has graduated more than 300 students, many of whom are currently working in the NWT.

### Post-Graduate Certificate in Remote Nursing

The Post-Graduate Certificate in Remote Nursing program (PGCRN) is offered in collaboration with the Department of Health and Social Services. The program prepares Registered Nurses to function in an expanded practice role as community health nurses in some of Canada's most isolated communities. The Remote Nursing Certificate is a 15-credit, one-year program. Eight Registered Nurses graduated from the program in 2017-18, and interest continues to grow. Feedback from graduates and continuing students has been positive, with a consistent theme of how the program has improved their nursing practice in all domains. Distance technology continues to enable Community Health Nurses to enroll in the majority of the program courses while working in remote communities. The three-week on-site module in Yellowknife offers hands-on skill labs, specialty guest speakers, field trips and skill-based examinations. Students view the on-site module as essential to their education. Upon completion of the program, students are prepared to practice with competence and confidence.

### Social Work Diploma

First year intake for the Social Work Diploma program was placed on hold in 2017-18. Students already enrolled in the program continued to work towards completion. Approximately half of the Social Work Diploma students are Indigenous, and are from a range of NWT communities. Students in the program explore cultural experiences and Traditional Knowledge through core courses and an on-the-land camp held in May. Throughout the year, students and faculty explore ways to decolonize learning and approach the spring on-the-land camp with emphasis on Elders and Traditional Knowledge Holders. The Truth and Reconciliation Commission's Calls to Action document, along with the College & Institutes Canada's Indigenous Education Protocol, inform the program's pedagogy.

# School of Trades, Apprenticeship & Industrial Training

The purpose-built Trades training facilities at Thebacha Campus allow individuals from throughout the NWT and elsewhere to participate in Apprenticeship, Heavy Equipment Operator (HEO), Mining, Observer Communicator, and other trades and industrial training programming in Fort Smith. Subject to demand and funding, programs may be offered at Aurora Campus in Inuvik and in communities. Community-based programs are often a collaboration with one or more of our many partners.

## Apprenticeships

Apprenticeship programs at Thebacha Campus continue to offer high quality instruction and standards in the classroom and shop facilities. All Aurora College Apprenticeship programs and facilities regularly undergo a rigorous accreditation process to ensure they meet or exceed the standards. Apprenticeship programs include Carpentry Levels 1, 2, 3, and 4; Electrician (Construction) Levels 1, 2 and 3; Housing Maintainer Levels 1, 2 and 3; Plumber/Gasfitter B Levels 1 and 2; Heavy Equipment Technician Levels 1 and 2; and Oil Heat System Technician. Aurora College has a long history of delivering trades training in the NWT, an area that continues to have tremendous student success. In 2017-18, 100 percent of students in carpentry, electrical, plumber/gasfitter B, and heavy equipment technician programs successfully completed their level training.

## Mine Training

The Centre for Mine and Industry Training is the new home of Aurora College mining programs. Surface Miner training, Underground Miner, and Mineral Processing Operator ran at Thebacha Campus. Introduction to the Mining Industry program was delivered in Behchokq, Fort Simpson, and Yellowknife. The new Geoscience Field Assistant was offered for the first time, in Yellowknife.

## Industrial Training

Building Trades Helper continues to be a popular program, and is alternately offered at Thebacha Campus and in various communities.

An updated Camp Cook program was offered at Thebacha Campus early in 2018. Students took part in a two-week practicum during the Arctic Winter Games in Fort Smith, helping to prepare up to 900 meals three times daily for the athletes, coaches, and volunteers.

Due to equipment requirements, Heavy Equipment Operator programs are normally based at Thebacha Campus in Fort Smith. However, in response to local need and labour market requirements, HEO programs may be delivered in other NWT communities, if funding and appropriate equipment are available. HEO programs include the 15-week Heavy Equipment Operator, eight-week Abridged



(Above) Surface Miner students visited DeBeer's Gahcho Kue diamond mine during their program. (Below) Building Trades Helper students learn basic skills in several trades.



Heavy Equipment Operator, and the nine-week Introduction to Heavy Equipment Operator. In 2017-18, there were two deliveries of the 15-week HEO program, as well as an Introduction to Heavy Equipment Operator program in Fort Resolution.

Four deliveries of the Observer Communicator program, as well as the Synoptics course, took place. The program is delivered on behalf of the funder, NAV Canada.

Inuvik was the site of a new Construction Trades Awareness program, which provided both exposure to various trades – carpentry, electrical, and plumbing – and academics to

prepare participants to write and pass NWT Trades Entrance Exams. Nine students completed, and seven passed their chosen exams.

## Trades Awareness Program

Aurora College continues to welcome groups of junior and senior high school students and their chaperones to Thebacha Campus for the Introductory and Intensive Trades Awareness Programs (TAP). The College has partnered with South Slave Divisional Education Council and South Slave ECE Service Centre since 2005 to bring their students to the campus to experience college life and to be introduced to the trades. A partnership with Dehcho Divisional Education Council and Dehcho ECE Service Centre was developed in 2015. The Introductory component has students spend one day in each of four trades, while the Intensive portion has students spend four days in a trade of their choice. Students from the communities of Fort Liard, Fort Providence, Fort Simpson, Fort Smith, Hay River, Kát'odeeche First Nation, and Łutselk'e Dene First Nation attended. They participated in Carpentry, Plumbing, Mechanics, Electrical, and Cooking.



Camp Cook students received real-life, hands-on experience helping to prepare meals for athletes, coaches and volunteers at the Arctic Winter Games.

## Program Deliveries 2017-18

### Trades, Apprenticeships, Industrial Training

Program	Deliveries	Completions	Location
Apprentice Carpenter L1	1	5	Thebacha Campus
Apprentice Carpenter L3	2	10	Thebacha Campus
Apprentice Carpenter L4	1	5	Thebacha Campus
Apprentice Electrician L1	1	5	Thebacha Campus
Apprentice Electrician L3	1	11	Thebacha Campus
Apprentice Heavy Equipment Technician L1	1	2	Thebacha Campus
Apprentice Heavy Equipment Technician L2	1	9	Thebacha Campus
Apprentice Housing Maintainer L1*	1	5	Thebacha Campus
Apprentice Housing Maintainer L2*	1	7	Thebacha Campus
Apprentice Housing Maintainer L3*	1	5	Thebacha Campus
Apprentice Plumber/GasB L1	1	6	Thebacha Campus
Building Trades Helper	2	18	Thebacha Campus
Camp Cook	1	6	Thebacha Campus
Heavy Equipment Operator - Introduction	1	4	Fort Resolution
Heavy Equipment Operator	2	16	Thebacha Campus
Introduction to Mining Industry	3	18	Behchokq, Fort Simpson, Yellowknife
Underground Miner	1	10	Thebacha Campus
Surface Miner	2	19	Thebacha Campus
Mineral Processing	1	7	Thebacha Campus
Geoscience Field Assistant	1	4	Yellowknife
Observer Comunicator	4	15	Thebacha Campus
Observer Comunicator-Synoptics	4	5	Thebacha Campus
Construction Trades Awareness	1	9	Aurora Campus
<b>Totals</b>	<b>35</b>	<b>201</b>	

\*Combined class with both registered apprentices and non-apprentices.

# Community & Extensions Division



School of Developmental Studies  
Community Programming  
Continuing Education  
Special Projects

## School of Developmental Studies

In 2017-2018, the School of Developmental Studies offered a full slate of programs, including Adult Literacy and Basic Education (ALBE), Occupations and College Access Program (OCAP), and University and College Access Program (UCAP) at all three campuses. Specialty courses in OCAP and UCAP were revised; the four new courses enhanced the programs and help better prepare students to enter post-secondary programs. Across Aurora College, a total of 22 students achieved their NWT Senior Secondary Diploma either through the NWT Prior Learning Assessment and Recognition (PLAR) process or through special cases. As well, a number of instructors participated in professional development activities, including: courses to complete Master's Degrees, diploma programs, and Adult Education certificates; GNWT training workshops; attending the 2017 Canadian Assessment of Prior Learning Association (CAPLA) conference. One instructor completed her PhD.

### Aurora Campus

In addition to offering quality academic courses, regular social and cultural activities were organized every six to eight weeks. The objectives were to provide students with opportunities to connect with their peers outside of the classroom, to develop and strengthen students' leadership and event planning skills, and to provide students with an holistic and positive educational experience. Three-quarters of the students attended the events and participated. The Social Events Committee, made up of students, organized the activities, and staff provided support as needed. The social events were a highlight for many students. One example was the traditional Christmas stocking-making workshop, organized in collaboration with Early Childhood Development students. Participants learned both traditional and contemporary sewing and beading skills.

At the Completion Ceremony in June, two students who have earned their NWT Senior Secondary Diplomas through the PLAR process were among the dozens recognized for their accomplishments.

### Thebacha Campus

Students took part in several Traditional Knowledge and on-the-land learning opportunities, including full-day camps at Thebacha Campground and Wood Buffalo National Park. Elders shared their knowledge and skills, shared their stories, and facilitated workshops and traditional games.

Trades Preparation students in OCAP and UCAP participated in hands-on instruction in the electrical and carpentry shops in addition to their academic studies.

Students in UCAP at Thebacha Campus registered to write a total of 103 diploma exams in June, including: English 30-2, English 30-1, Chemistry 30, Biology 30, Math 30-2, and Social Studies 30-2.



*School of Developmental Studies students are recognized in the spring at each campus during Completion Ceremonies.*

The June Completion Ceremony honoured a total of 64 students, with 50 receiving congratulatory letters of participation and 14 receiving congratulatory letters of completion.

### Yellowknife North Slave Campus

In order to honour the goal of Indigenizing education at Aurora College, several cultural activities took place throughout the year. Staff and students went on the land for a full-day camp with a licensed Dene guide and Elders: berry picking, building a teepee, and learning about the traditional healing properties of plants. Students twice had the opportunity to participate in Northern Games; some took the lead and helped organize the games. The campus Student Live and Wellness Coordinator offered activities such as beading, making blankets and moccasins. Other activities during the year included ice fishing, snowshoeing, and skiing.

A number of students were instrumental in creating a new focal point for the campus lobby. The project transformed an ordinary round table into a representation of a medicine wheel, and brought students and staff together with a renewed sense of pride and community.

The June Completion Ceremony honoured more than 80 students from ALBE, OCAP, UCAP, and the Literacy Outreach Centre, as well as those receiving their NWT Senior Secondary Diploma.



# Community Programming



Fort Resolution students completed the Abridged Heavy Equipment Operator program.

Each year Aurora College delivers academic upgrading and community programming at three campuses and 21 Community Learning Centres (CLCs). Aurora College works with local educators and/or itinerant instructors to provide adult upgrading, Literacy and Essential Skills (LES) courses, Continuing Education courses, online high school courses (in some locations), and skills-based programs. Literacy and Essential Skills courses were developed by Aurora College, in conjunction with the NWT Literacy Council, specifically for Northern learners. LES courses include: Introduction to Office Skills, Start Your Own Small Business, Small Business Funding & Marketing, Introduction to Early Learning and Child Care, Introduction to Retail and Hospitality, Construction Labourer Basics, Foundations for Success, Introduction to Northern Leadership, Introduction to Warehousing & Inventory, Ready to Work NWT. The newest LES course, Introduction to Community Caregiving, will be piloted in 2018-19. In conjunction with the Department of Municipal and Community Affairs (MACA) School of Community Government, several regions delivered the Waste Water and Water Operators' Math course. The course is essential to certifying water operators, and has been an issue for a number of communities. Continuing this collaboration with MACA is being explored.

## Akaiicho and South Slave

The Akaiicho & South Slave region focused on academic upgrading classes in combination with skills-based training and certified safety training. Hay River CLC offered a range of Grade 6-12 courses shared between on-site instruction and online classes offered in partnership with Northern Lakes College. In addition, numerous short courses to support professionals, tradespeople, small business owners, and the safety training needs of local employers were available in

cooperation with Continuing Education.

Kát'odeeche First Nation's (KFN) CLC offered in-class and online upgrading courses, piloted the short course, Introduction to Supply Chain Management, and worked closely with community leadership to offer safety training to support local employment. The highlight in KFN was four local adults receiving their NWT Senior Secondary Diplomas through the PLAR process.

Fort Resolution CLC hosted a community-based delivery of Heavy Equipment Operator—Abridged. All four enrolled students completed the program. The winter and spring semesters were dedicated to academic upgrading and short certified safety courses.

The partnership with Yellowknives Dene First Nation and its training program, Decinta Nawoa, continued in Ndilo. Decinta Nawoa offers community-based skills-centred training; Aurora College offers academic upgrading courses which support and complement Decinta Nawoa. Students often participate in both.

During 2016-17 and 2017-18, Łutsek'e Dene School was unusable due to ongoing renovations. Working around the school schedule, Aurora College partnered with the community to offer Class 5 Driver Training, and a self-paced computer course.

## Beaufort-Delta

Partnerships and innovation were the themes of 2017-18. Construction Trades Awareness was developed in cooperation with Inuvialuit Regional Corporation (IRC), Gwich'in Tribal Council (GTC), and the Department of Education (ECE). The course alternated exposure to construction trades – carpentry, electrical, plumbing – with applied academics that would increase the participants' chances of passing trades entrance exams. Nine students completed, and seven passed their exams.

Country Foods Processing – training in the harvesting, preserving, packaging and adding value to country/local foods – has proven to be a popular course over the past several years. Funding and support has been through IRC and the Department of Industry, Tourism and Investment (ITI). The program will be moving to the next level: working with communities to identify foods that can be harvested, teaching local trainers, and opening the state-of-the-art food processing plant for commercial purposes.

Starting Your Own Small Business, one of Aurora College's new Literacy and Essential Skills (LES) courses, was offered in Paulatuk for residents interested in setting up small, tourism-related businesses in and around the nearby national park, Tukturnongait. Wilderness First Aid, Food Safe, and NorthernMost Host training enhanced the course. Funding and support came from Parks Canada, IRC, ECE and ITI.

In addition to providing academic upgrading, literacy and

numeracy support, and assisting residents move into post-secondary opportunities, some adult educators have become facilitators of basic courses required at the community level, such as: Basic First Aid, Advanced Wilderness First Aid, Non-restricted Firearms Safety, and Restricted Firearms Safety. Additional courses (e.g. Food Safe, Computerized Bookkeeping) may be added in the future.

## Dehcho

In addition to academic and skills-based training, services such as education and career counseling; assistance with information technology and employment support; outreach and promotional activities; assistance with proposals, forms and research; and working with partners to deliver programs are offered at Fort Liard, Fort Providence, and Fort Simpson CLCs in response to community needs.

Programming in communities without CLCs - Jean Marie River, Kakisa, Nahanni Butte, Trout Lake and Wrigley – is delivered upon request when funding, instructors, instructional space, and other required elements are available. Residents from these communities also participate in programs at the three Dehcho CLCs. In-class and online high school level courses were offered in the region, as well as Applied Health Promotion and Waste Water & Water Operators' Math in Fort Liard.

Several Continuing Education and Literacy and Essential Skills courses were offered in the region. Fort Simpson CLC delivered Financial Literacy, Foundations for Success, Introduction to Supply Chain Management, Introduction to Retail & Hospitality, Dene Zhatie, Class 1 Driver Training, and Chainsaw Safety & Operations. Fort Liard CLC offered Introduction to Early Learning & Childcare, Standard First Aid with CPR, WHMIS, Transportation of Dangerous Goods, Canadian Firearms Safety, and Excel training.

In addition, the Never Board Game Club has been running in Fort Simpson for six years in partnership with ECE. The club provides youth and adults an introduction to Aurora College while supporting and promoting literacy through the playing of board games and advanced role playing games. It also provided an opportunity to train two youth per year as Literacy coaches.

Partnerships with LookNorth and Computers for Schools resulted in the distribution of 50 desktop computers and 50 laptops throughout the region during the winter term.

## Sahtu

As decreased oil and gas activity has continued to slow economic growth, innovative and creative ways to provide options for Sahtu residents and to support employment have been initiated. Opportunities in areas such as health care, remediation projects, and self-government settlements are being examined.

To improve access and consistency in academic upgrading offerings, the Sahtu region has made significant changes



ASETS offices were one of many partners in the Dehcho and Sahtu who helped fund and deliver a variety of community programming for residents of those regions.

within the past few years. The Pathway to Learning model – identifying steps learners need to follow and the prerequisites needed to move on to further education or training – was adopted, and the Norman Wells CLC began delivering ALBE courses through a blended learning approach – a combination of teleconference, online learning, and classroom teaching. The approach has increased participation, standardized quality of courses, and resulted in a higher rate of completions. It has also led to more Sahtu residents attending full-time Aurora College programs at the campus level.

Two LES courses – Supply Chain Management and Introduction to Retail & Hospitality – were delivered via the blended learning method. The delivery allowed employed individuals and learners from other communities to participate. In addition, combining resources with the Dehcho region led to two trades courses at Thebacha Campus for Sahtu and Dehcho residents.

Looking to the future, use of the learning platform Proprofs to create fully online courses for CLC use will continue, providing community members the opportunity to access online learning at any time. The Sahtu region will be piloting an expansive adult education learning program that covers foundational topics in Math, Science, English and Social Studies. Flexible delivery of adult education in the Sahtu



Medicine Wheel table at Yellowknife North Slave Campus.

cards, Social Insurance Numbers, housing, Canada Child Benefit, school, and bank accounts. The LINC program also offers Canadian Language Benchmarks Placement Testing (CLBPT) language assessment, Portfolio Based Learning Assessment (PBLA), and instruction in language Levels 1-5.

Yellowknife Literacy Outreach Centre (LOC) celebrated its twentieth anniversary in October 2017 with an Open House and celebration. More than 80 people attended, including adult learners, their families and friends, volunteers, volunteer tutors, representatives from 16 local organizations, and others. There is a steady demand for programs delivered in partnership with NWT Literacy Council, Computers for Schools, Aven Manor, Baker Centre, YWCA, Healthy Family Centre, and Yellowknife Association for Community Living (YAACL). Programs also include Family Literacy and Seniors' Book Club; services are delivered to a diverse demographic. A generous donation of \$10,000 from Dominion Diamond Corporation helped ensure services and programs continued. The LOC is a partnership with Yellowknife Association for Community Living.

## Continuing Education

### Aurora Campus

Approximately 350 individuals enrolled in 38 Continuing Education classes and workshops organized at Aurora Campus. Partnerships and innovation were the themes in Continuing Education in Inuvik. For example: Merging Arts & Crafts with Technology and Manufacturing brought seven partners together (Gwich'in Tribal Council; Inuvialuit Regional Corporation; Inuvialuit Community Economic Development Organization; Industry, Tourism and Investment; Education, Culture and Employment; Aurora College; ARI) to develop and fund an innovative program that exposed artists and artisans to new technologies and materials. Exploring new techniques, media, and materials opens the door for new products and creative approaches, as well as the potential to micro-manufacture. Plans are underway to deliver the program again in 2018-19, and to investigate funding and creating a "maker space" for artists to access the technology. As well, Unmanned Air Vehicles (UAV), or drones, were the subject of a highly subscribed course. Aurora College, ARI, IRC, and ICEDO came together to offer a ground school and drone operator training course. Additional courses may be offered.

### Thebacha Campus

Approximately 650 people completed Continuing Education classes at Thebacha Campus. Deliveries included safety certification courses such as Standard First Aid and GNWT Food Safety, professional development courses such as Unmanned Aerial Vehicle (Drone) Operator training, Verbal Judo, and the Project Management Certificate series. Aurora College partnered with ITI to deliver a training aimed at

entrepreneurs and small businesses in Fort Smith, Fort Resolution, Hay River, and Fort Providence. Courses included QuickBooks Level 1 and 2, Email Etiquette and Telephone Skills, Delivering Exceptional Customer Service, and Change Your Financial Future. Aurora College partnered with the NWT Métis Nation to offer a series of safety courses, including Canadian Firearms Safety, in Fort Resolution, Hay River, and Fort Smith.

### Yellowknife North Slave Campus

A total of 818 individuals participated in Continuing Education at Yellowknife North Slave (YKNS) Campus. The bulk of the learners were in two offerings of Vancouver Community College's Leadership Certificate program (290), and two deliveries of the Project Management program (175). Middle managers from across Aurora College were

enrolled in a nine-day Project Management workshop organized by YKNS campus. Other workshops offered at YKNS include: professional development courses – Verbal Judo, Supervisory Skills, Effective Workplace Communication, Public Speaking,



Computer skills courses are popular in both Yellowknife and the communities.

Training Others, Minute Taking, Tłıchq Agreement. The office also coordinated the Northern Leadership Development Program, Certificate in Adult Education, and evening deliveries of Math 30-1, English 30-1, and Medical Terminology courses.

## Special Projects

### Curriculum Development

2017-18 was the second year of Aurora College developing curriculum for our ALBE programs, supported by ECE. This has allowed the opportunity to engage in a strategic development initiative to redesign our program map and course content for learners, and to maintain currency and relevancy in the program.

A great deal of progress was achieved. Three ALBE in-service meetings were held, in Fort Smith, Inuvik, and Yellowknife. Draft outlines and resource packages were developed for three new courses - literacy essentials, numeracy essentials, and a northern studies/portfolio course. A new LES course, Introduction to Community Caregiving, was developed for individuals living in the communities to increase their knowledge of caring for others, to foster interest in further education in the health care field, and to improve the well-being of community residents. Piloting a variety of new courses and programs continued. As well, operational processes and guidelines were put in place to support current and future efforts surrounding curriculum development, both within Aurora College and with our partners.

### Northern Adult Basic Education (NABE)

The Tri-Territorial NABE Program (2012-2020) is delivered by Aurora College, Yukon College, and Nunavut Arctic College, and sponsored by the Canadian Northern Economic Development Agency (CanNor). The program is designed to improve access to basic skills upgrades, including improved literacy and numeracy,

so that working age adults are better able to participate in the labour market.

NABE at Aurora College includes a long-term investment in connecting communities of learning with several types of partnerships at the community, regional, territorial, tri-territorial, and national levels. The investment with our partners has led to increased student success – and increased confidence and higher self-esteem for our students, as outlined in:

- The Drumbeat of Success report, which includes Highlights from the NWT Northern Adult Basic Education (NABE) Program 2012-2016, available on our website at: [http://www.auroracollege.nt.ca/\\_live/pages/wpPages/NABESuccess.aspx](http://www.auroracollege.nt.ca/_live/pages/wpPages/NABESuccess.aspx); and
- Video productions featuring nine Community Student Role Models and their success stories.

Partners and their support are instrumental in helping our students achieve higher levels of success in ALBE and Access programming through the School of Developmental Studies.

The title chosen for the report, The Drumbeat of Success, pays homage to the significance of the drum in all aspects of northern life and culture. A drumbeat is a sacred call to action. It announces significant milestones, achievements, and moments of celebration, across our great territory: a fitting tribute to the many successes outlined in the report.

# Aurora Research Institute

As the research division of Aurora College, the Aurora Research Institute (ARI) facilitates and conducts research in the NWT and acts as a hub of northern knowledge. ARI advances the territory's research capacity through discovery, outreach and education at its three regional centres – the Western Arctic Research Centre in Inuvik, the South Slave Research Centre in Fort Smith, and the North Slave Research Centre in Yellowknife. Territory-wide research administration is provided by ARI headquarters, which

## Licensing

ARI issued 212 NWT research licences in the 2017 calendar year (Figure 1), which is one of the highest years on record. The physical sciences accounted for 46% of the issued licences, followed by the social sciences (22%), and health (8%). All remaining fields (contaminants, biology, traditional knowledge, and engineering) collectively accounted for the remaining 24% of licensed NWT research projects (Figure 2).

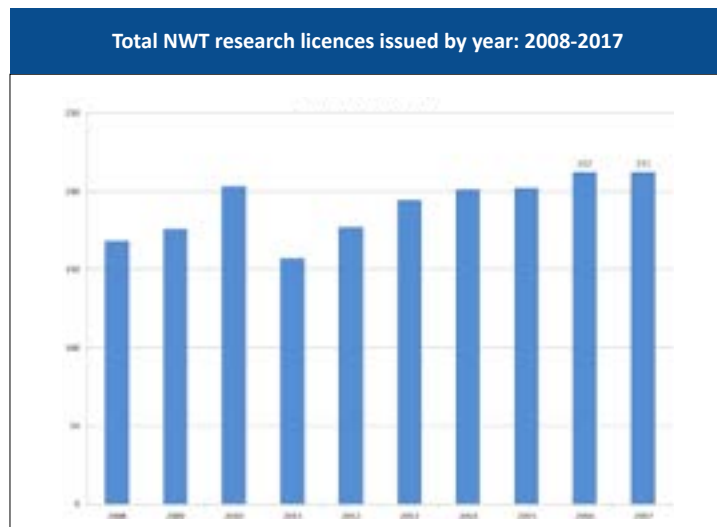


Figure 1

## Conducting Research

Many ARI staff members are actively involved in research projects across the NWT. Some examples:

*Learning from Mothers, Grandmothers and Great-Grandmothers about Breastfeeding in the Northwest Territories (2017- 2018)*

The main research question is “What is the nature of breastfeeding in the NWT?” This study widened the scope of an initial one conducted in the Tłı̄chǫ region in 2013 and the doctoral work of Dr. Pertice Moffitt. The interest was to generate knowledge that would guide health promotion efforts targeting territorial mothers and be inclusive of grandmothers and the traditional knowledge that they hold

is located in the Western Arctic Research Centre (WARC).

## Strategic Planning

ARI released its strategic plan in 2016-17 and ARI staff members are working towards implementing the plan. The plan was developed in consultation with ARI's stakeholders and the Aurora College Research Advisory Council, and is available on the ARI website. <http://nwtresearch.com/about-us/strategic-plan>

about infant feeding and mothering practices. Research of this nature also empowers women through shared stories and voice. Study aims were: (1) identifying breastfeeding initiation and duration rates in the 2016 NWT birth cohort; (2) learning about past infant feeding practices and Traditional Knowledge about caring for babies; (3) learning about the determinants of breastfeeding; and (4) creating a health promotion video to encourage breastfeeding and enabling knowledge translation. Three methods were used during the study: sharing circles with grandmothers, semi-structured individual interviews with mothers, and retrospective chart audits of the 2016 NWT birth cohort and well-baby visits in the communities of Fort Smith, Hay



Phase 1 of the Virtual Museum Exhibit: Western Arctic Ethnobotanical Garden at Western Arctic Research Centre in Inuvik was signed off from the Canadian History Museum, and Phase 3 begun in 2017-18. The garden features native plant species from the Beaufort Delta region, with signs in several languages identifying them and explaining traditional uses.

River, Inuvik, Tulit'a, and Yellowknife. To enable knowledge mobilization, a video and a community booklet were produced, and a presentation was live-streamed.

*Beaufort Sea Coastal Restoration: Exploring the Potential for Using Indigenous Plant Species to Revegetate Coastline Affected by Permafrost Thaw Slumping (2017-2022)*

The overall goal is to examine the effects of permafrost thaw slumping and to create a plan to mitigate the effects using indigenous plant species. Permafrost thaw slumps are features that occur when near surface permafrost is exposed and thaws, causing it to become unstable and collapse. The study will focus on five permafrost thaw slumps located along the coastal region of Kugmallit Bay, near Tuktoyaktuk, NT. These sites were chosen in consultation with the Tuktoyaktuk Hunters and Trappers Committee. Project objectives include examining the rate of coastal erosion and/or thaw slump impacts by comparing historical aerial photographs with recent satellite imagery; developing hydrological, vegetation, and ground temperature maps of the coastline within and near disturbed sites; monitoring the effects of coastal erosion and thaw slumping on landscape-level runoff; monitoring the effects of coastal erosion and thaw slumping on the water quality of the near-shore waters; and determining if indigenous plant species can be used to stabilize thaw slumps along the Beaufort Sea coast. The methodologies that will be used are: community consultation to identify selected sites; Unmanned Aerial Vehicle (UAV) photogrammetry, multispectral, and thermal imagery techniques; sampling of landscape water runoff from slump-impacted terrain; and, collection of local plant seeds for revegetation.

*Online Digital Hazard Maps of Landslides along the Caribou Hills, the East Channel of the Mackenzie River, Inuvik (2018-2020)*

Climate driven changes are affecting the landscape and the way of life of the peoples of the NWT. The effects of climate driven changes on the landscape are visible along the coastlines, inland to the valleys, water channels, and along the slopes. To mitigate against these changes and to protect infrastructure, people, and wildlife, the necessary tools must be available to support the efficient development and implementation of climate change adaptation measures. The project aims to develop and make available one such tool in the form of online hazard maps of the Caribou Hills, near Inuvik. Several methodologies will be used, including UAV photogrammetry techniques, GPS ground surveys, water and soil sampling, and GIS analysis. The main objective is to develop and disseminate hazard maps. Information will be available to inform: regulations, the community of the possible danger, vulnerability assessments, the location or relocations of cabins, transportation, and recreational activities along the Caribou Hills. It will also support the NWT Geological Survey planned geohazard mapping and geohazard risk assessment surveys. The project may also provide training opportunities on UAV operations to a limited number of residents.

In 2017-18, staff engaged in a broad range of research programs including: food sustainability, climate change, and decolonizing education. WARC has partnered on the Arctic Great Rivers Observatory (Arctic GRO) program which is a coordinated, international effort to collect and analyze a time-series of water samples from the six largest rivers entering the Arctic Ocean. On-going monitoring programs that ARI is involved in included air quality, alternative energy

potential (wind and solar), permafrost, and space science (monitoring of neutron fluxes and the aurora borealis). ARI staff have actively pursued funds and research grants from many territorial and federal sources in order to conduct new research projects.

#### WARC Research Logistics

ARI facilities supported researchers across the NWT. During the 2017-18 fiscal year, WARC has provided support to 232 researchers and provided 1,917 days of accommodation, 661 days of short-term facility use, and 870 days of long-term facility use.

WARC has become a partner of the International Network for Terrestrial Research and Monitoring in the Arctic (INTERACT). INTERACT is a circumpolar network of field site leaders, with the goal of working cooperatively to improve environmental research and monitoring efforts at Arctic field stations. During the years 2016 to 2019, INTERACT will be providing Transnational Access (TA) to researchers from the European Union to support work at all INTERACT stations.

#### Science Outreach

The Western Arctic Research Centre (WARC) continues to offer a variety of STEM (science, technology, engineering and math) outreach activities to youth and the public in the Beaufort Delta region, involving researchers and STEM professionals, and collaborating with the local education council and schools. ARI delivers hands-on learning experiences for youth, professional development sessions and support for JK-12 teachers, and community events to foster interest and skills in the sciences. The program is well received by the region, and community groups and schools are eager to participate and partner in bringing STEM opportunities to local youth. Between July 1, 2017 and June 30, 2018, WARC offered 144 STEM outreach events, reaching 3,463 northern youth and residents. These included: 79 STEM outreach visits to school classes across the region, with 2,003 student participants; 12 teacher outreach events, with 117 educator participants, and dozens of one-on-one consultations regarding STEM instruction; 26 STEM outreach events for community groups and large public events, with 915 participants; 14 public research talks, with 22 researchers sharing their work and 320 participants; 13 research facility tours highlighting local research, with 108 participants.

The Inuvik Robotics & Engineering Club is in its seventh year of operation. The club meets for two hours each Wednesday; games making, programming, underwater Remotely Operated Vehicles (ROV) and space science are the main program areas this year. Aurora Research Institute received funding from the Canadian CubeSat project to develop and launch a CubeSat. This project will take place over the next three years, with opportunities for youth in any community in the NWT to participate



*Staff in Inuvik and Fort Smith lead school and community outreach to encourage interest in Science, Technology, Engineering and Mathematics (STEM).*

in the building of a satellite that will launch from the international space station.

South Slave Research Centre added an Outreach Coordinator to promote STEM programming in regional schools and communities. In May 2018, teachers from Fort Smith, Fort Resolution and Aurora College were trained in some of the latest educational technologies and the design thinking process. PW Kaeser High School in Fort Smith plans to add a STEM class in 2018-19, indicating a commitment to improving student engagement in STEM subjects. In June, students in Fort Smith gained coding skills with Scratch and Scratch Jr, and built and coded robots using Lego Mindstorm, Lego WeDo and MBots. The South Slave Research Centre continues to support programs offered in Fort Smith including: Water Day at Joseph Burr Tyrrell Elementary School and the Dark Sky Festival – held in the world's largest dark sky preserve in Wood Buffalo National Park and in Fort Smith.

#### College Instruction

ARI staff continue to support instruction at Aurora College. ARI staff teach in the nursing, education, and ENRTP programs, and provide support for the college's on-the-land educational programming.

# Student Support Services

**The Student Services Division prides itself on the types and quality of supports provided to students. Some of the many services provided are:**

#### 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. Several types of units are available, ranging from single dormitory-style to family apartments.

#### Student Success

As part of the overall student success initiative, each Campus has a Student Success Coordinator. The Coordinator strives to assist students in achieving personal and academic success. Some of the services available include tutoring, one-on-one assistance, workshops and seminars, and providing resources and referrals for additional supports. Examples of workshops and supports available are: adapting to college life, academic planning, time management, study and research skills, employability skills, job search skills (resume writing, interviewing, etc.), school-work balance, finances and budgeting. Additional workshops and supports are offered based on the needs and interests of each student community. Tutoring is an important part of services offered and is available for most subjects at all campuses.

#### Student Life and Wellness

The role of the Student Life and Wellness Coordinator is to develop and facilitate activities that, overall, take an holistic approach to the wellness of students, addressing their social, intellectual, spiritual, physical, and emotional wellness. Activities and events are designed to meet the specific needs of the students at each campus; input from the student body is encouraged and valued. In addition to workshops, seminars, and guest speakers, Student Life and Wellness Coordinators plan recreational activities, family outings and events, cultural activities, holiday celebrations and meals, community outreach, fun events and activities, student orientation and welcome events, and more. Topics for workshops and seminars include: stress relief, nutrition and cooking, healthy living, addictions, healthy families and



relationships, parenting, self-defense, and Traditional skills (beading, moccasin and mitt making, quill art and tufting).

#### Counseling

Aurora College has trained counselors at all three campuses to assist students with personal and other matters. In addition to one-on-one services, the counselor offers workshops and presentations, assistance in finding online 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 21 Community Learning Centres also have computer labs and/or workstations. In addition, Aurora College students at each campus are assigned 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.

# Student Services Highlights

## Student Information System (SIS)

For several years, Aurora College has been working with ECE to replace the aging Student Records System (SRS), which was purchased in the 1980s. Reporting requirements, the demand for quantitative data, the need for more streamlined and user friendly data management, and increased use of technology in post-secondary institutions have necessitated the purchase and implementation of a specialized post-secondary SIS. In November 2017, work began on the new PowerCampus system with supplier, Ellucian Software Company. During 2017-18, considerable work occurred to build an SIS that will take existing SRS data and convert it into the new SIS. PowerCampus will allow the College to enter, process, and use data to meet the multiple needs of a post-secondary institution. The ability to develop specific reports will be built into the SIS, which will help to plan, monitor, analyze, and evaluate various aspects of the College's operations and the many aspects of students' lifecycles.

In time, students will be able to access their marks and transcripts, see their current financial account and transactions, and apply and register on-line.

## Family Violence Awareness

Student Services Division received funding from the Department of Health & Social Services to offer family

violence awareness activities at all three campuses. Events and activities varied based on the needs and interests of each campus, but included: workshops and presentations on healthy relationships, intimate partner violence research, healthy lifestyles, making healthy choices, drum making, and Traditional Healing. Partnerships with a number of social services agencies and organizations, particularly the Department of Health & Social Services, were instrumental in delivering many of the activities and events. Students also took part in healthy recreational activities, family activities, Purple Shirt Day, and the White Ribbon Campaign.

## Residence Upgrades

Several student residences at Thebacha Campus received upgrades and/or new furniture recently. Grande Detour apartments were outfitted with new furniture, as were several sections of Breynat Hall. The family units at Thebacha Ku'e had flooring replaced, as well as new furniture.

At Yellowknife North Slave Campus: several Northern United Place (NUP) units received either kitchen upgrades or new paint and flooring; new furniture was purchased for units in NUP, Nova Court, and Beck Court.

Aurora Campus replaced furniture and furnishings in the majority of family residences; further upgrades are planned for the next few fiscal years.

## 2017 - 2018 Enrolment

Enrolments for the 2017-18 Academic Year are shown on the opposite page. Previous year enrolments are shown for comparative purposes.

Student enrolments are converted to Full Time Equivalents (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.

## Enrolment Information

### Student Enrolment by Campus - Full Time Equivalency

Campus	2017-18	2016-17	2015-16	% Change 17-18	% Change 16-17	% Change 15-16
Aurora	166.88	183.91	199.6	-9%	-8%	-15%
Thebacha	300.73	310.65	358.2	-3%	-13%	-1%
Yellowknife North Slave	315.28	285.15	308.6	11%	-8%	3%
<b>Total College</b>	<b>782.9</b>	<b>779.7</b>	<b>866.4</b>	<b>0.4%</b>	<b>-10%</b>	<b>-3%</b>

### Full Time Equivalent Students by Program Division

School/Division	17-18	16-17	15-16	% Change 17-18	% Change 16-17	% Change 15-16
Continuing Education	56.35	54.75	105.2	3%	-48%	-8%
Developmental Studies	332.84	342.85	371	-3%	-8%	-10%
Arts & Science	41.96	49.07	33.1	-14%	48%	-20%
Business & Leadership	74.58	61.67	47.3	21%	30%	-18%
Education	42.70	64	64.2	-33%	0%	8%
Health & Human Services	160.06	148.24	152.2	8%	-3%	8%
Trades, Apprenticeship & Industrial Training	74.39	59.12	93.4	26%	-37%	30%
<b>Total</b>	<b>782.9</b>	<b>779.7</b>	<b>866.4</b>	<b>0.4%</b>	<b>-10%</b>	<b>-3%</b>

### Student Enrolment by Campus (student count)

Campus	17-18 FTE	17-18 PTE	16-17 FTE	16-17 PTE	15-16 FTE	15-16 PTE	% Change 17-18 FT	% Change 17-18 PT	% Change 16-17 FT	% Change 16-17 PT	% Change 15-16 Total	% Change 15-16 Total
Aurora	107	410	105	483	99	683	2%	-15%	6%	-29%	-20%	-25%
Thebacha	217	610	164	765	190	988	32%	-20%	-14%	-23%	0%	4%
Yellowknife	203	442	174	488	174	781	17%	-9%	0%	-38%	-6%	7%
<b>Total College</b>	<b>527</b>	<b>1462</b>	<b>443</b>	<b>1736</b>	<b>463</b>	<b>2452</b>	<b>19%</b>	<b>-16%</b>	<b>-4%</b>	<b>-29%</b>	<b>-7%</b>	<b>-5%</b>

(Source: Registrar - Student Records System)



# AURORA COLLEGE SPRING CONVOCATION 2018



## Congratulations to our graduates of our certificate, diploma and degree programs

### School of Arts & Science

Environment & Natural Resources Technology Diploma - **13**

### School of Business & Leadership

Office Administration Certificate - **12**

Office Administration Diploma - **11**

Business Administration Certificate - **19**

Business Administration Diploma - **17**

### School of Education

Early Childhood Development Certificate - **6**

Early Childhood Development Diploma - **5**

Bachelor of Education - **3**

### School of Health & Human Services

Community Health Representative Certificate - **2**

Personal Support Worker Certificate - **13**

Social Work Diploma - **15**

Bachelor of Science in Nursing - **9**

Post Graduate Certificate in Remote Nursing - **8**

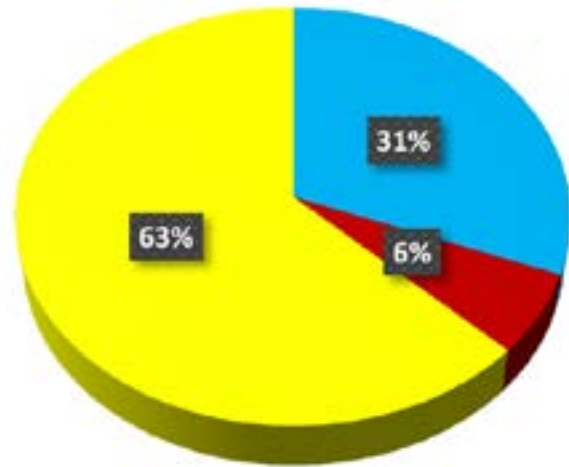


# Supplementary Information

## Write-offs

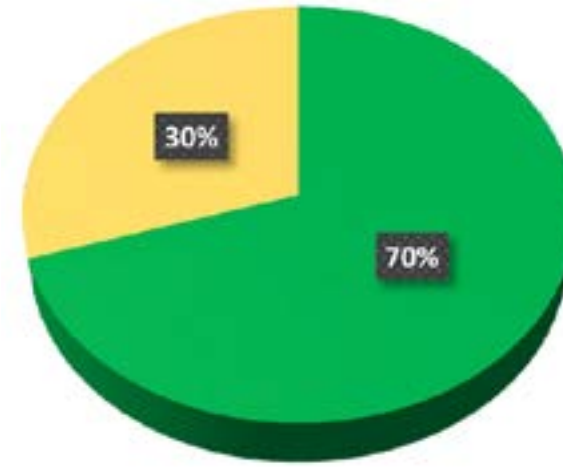
A total of \$24, 238.96 was approved to be written off in 2017-2018. This figure includes seven-year write-offs, write-offs of debts less than \$30.00, credits less than \$10.00 and write-offs for customers who filed for bankruptcy.

**\*Employees by Priority Status**



- Aboriginal
- Indigenous Non-Aboriginal
- Non-Indigenous Non-Aboriginal

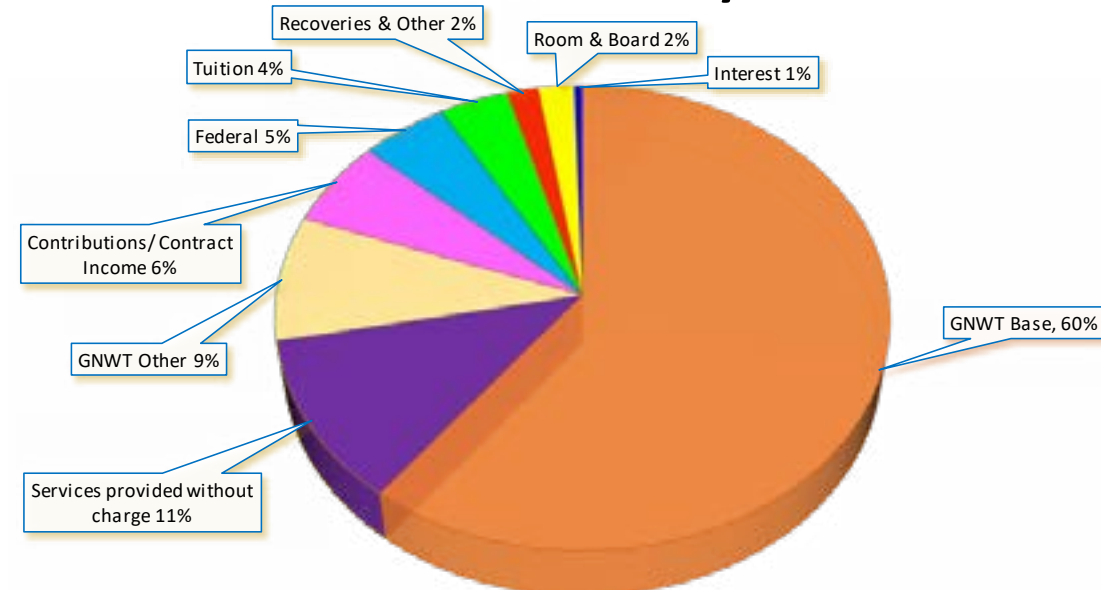
**\*Employees by Employee Type**



- Permanent Employees
- Casual Employees

\*As at January 31, 2018  
(Source: Corporate Human Resources)

**2017-18 Revenue by Source**



Name	Date	Amount
<b>Under \$30.00 Write Off</b>		
ALFRED-WEGENER INST - POTSDAM	27/03/2017	15.00
BLACK, JOSHUA DAVID	18/09/2017	17.65
CARDINAL, ROWAN D	01/06/2017	7.00
DILLON, CORINNE	01/03/2018	10.66
DRAGON SMITH, JOEL	22/02/2018	8.00
FRANCIS, ALEXANDER JOHN	28/11/2017	15.00
HAVIOYAK, DARRYL	28/11/2017	15.00
HAY RIVER DISPOSALS	16/05/2018	25.00
JEROME, LOUIS FRANK	01/03/2018	0.01
LEMOUEL, LAURANCE	28/11/2017	15.00
MACKEINZO, DILLON JAMES	14/07/2017	11.78
MCDONALD, KATHLEEN	01/02/2016	19.81
MCNEELY, VERNON J	14/07/2017	27.33
NEYANDO, ALLISON	01/06/2017	16.76
PETER, RAYLENE	02/11/2015	8.14
PETERSON, KARLA	16/01/2017	27.01
POKIAK, DEVALYNN	01/06/2017	13.59
PORTER, SCOTT	05/04/2018	15.00
STEWART, KURT	26/09/2012	3.98
YUKON, BLAIR	01/11/2017	10.00
<b>Total Under \$30.00 Write off</b>		<b>281.72</b>

Name	Date	Amount
<b>Bankruptcy filing Write Off</b>		
LAMOUELLE, PRISCILLA	03/02/2015	200.00
LAMOUELLE, PRISCILLA	02/03/2015	465.00
LAMOUELLE, PRISCILLA	01/04/2015	465.00
LAMOUELLE, PRISCILLA	01/05/2015	465.00
LAMOUELLE, PRISCILLA	01/06/2015	232.50
LAMOUELLE, PRISCILLA	30/06/2015	120.00
LAMOUELLE, PRISCILLA	30/11/2015	3,849.66
<b>Total Bankruptcy filing</b>		<b>5,797.16</b>

Appendix A Continued

Name	Date	Amount
<b>7 Years Write Off</b>		
BISCAYE, ALANA	31/08/2010	44.75
BISCAYE, ALANA	03/11/2010	100.00
CAMPBELL, LUKE	16/06/2011	60.00
CATHOLIQUE, DAWN	12/05/2011	103.14
COTCHILLY, MICHAEL	26/01/2011	433.50
COTCHILLY, MICHAEL	24/02/2011	465.00
COTCHILLY, MICHAEL	29/03/2011	77.50
COTCHILLY, MICHAEL	12/04/2011	325.00
COTCHILLY, MICHAEL	14/04/2011	215.00
DURHAM UNIVERSITY, UK	30/06/2011	2,807.91
ELANIK, DANIEL	12/01/2011	238.00
ELANIK, DANIEL	14/02/2011	21.00
ELANIK, DANIEL	18/02/2011	30.00
FENTON, JONATHON	02/11/2010	84.15
FENTON, JONATHON	22/12/2010	226.95
INNUARAQ, ROSIE	14/01/2011	4,928.72
INUVIK WORKS	25/03/2011	50.00
LEFEBVRE, CHRISTINA	22/04/2011	242.47
LENNIE, JOANNE	31/08/2010	289.80
LENNIE, JOANNE	30/09/2010	82.83
LENNIE, JOANNE	30/09/2010	79.95
LENNIE, JOANNE	31/10/2010	85.00
LENNIE, JOANNE	30/11/2010	350.00
MACDONALD, ERNIE	02/03/2011	174.75
MARLOWE, DARRYL	12/05/2011	2,443.69
OKPIK, NICHOLAS	24/08/2010	1,648.41
OKPIK, NICHOLAS	23/11/2010	144.00
OKPIK, NICHOLAS	30/11/2010	56.40
OKPIK, NICHOLAS	10/02/2011	250.00
POKIAK, JESSICA	28/02/2011	2.47
SIBBESTON, SHAWNA	09/03/2011	48.35
SILASTIAK, DONALD	13/01/2011	37.00
TAMBOUR, PETER	10/01/2011	653.21
TESSEMA, ABEMELEK	10/06/2011	50.00
TOURANGEAU, NATASHIA	24/02/2011	424.95
TOURANGEAU, NATASHIA	29/03/2011	465.00
TOURANGEAU, NATASHIA	27/04/2011	263.50
VILLENEUVE, KEONE	04/01/2011	317.80
<b>Total Over 7 years</b>		<b>18,320.20</b>

Appendix A Continued

The following table is Credits (owed by Aurora College) of under \$30.

Name	Date	Amount
<b>Under \$30 Write off</b>		
HESSDORFER, SHELLEY	18/07/2017	-0.01
PAULATUK HOUSING ASSOCIATION	26/03/2018	-0.01
NAULT, TRISTA	07/05/2018	-0.01
FRANCIS, MICHAEL	22/03/2018	-0.05
CANADIAN NORTHERN ECONOMIC DEVELOPMENT AGENCY	15/11/2017	-0.20
COADY, COREY JOSEPH	08/01/2018	-0.34
MARTIN, ISAIAH	08/01/2018	-0.34
THOMPSON, STEVEN	08/01/2018	-0.34
JONES, DUSTIN	08/01/2018	-0.34
FRISE, JONATHAN JAMES	20/04/2018	-0.38
JONES, MELODY	31/07/2017	-1.00
BLACK, LOUISA	06/02/2018	-1.00
SKIPPINGS, GEORGE	10/01/2017	-1.05
ARCHIE, DONOVAN	11/09/2017	-1.05
PIERROT, KELCEY	17/05/2017	-2.00
CITIZENSHIP & IMMIGRATION	19/07/2017	-4.00
YELLOWKNIVES DENE FIRST NATION	19/02/2018	-4.01
MENACHO, WANDA	28/03/2018	-4.03
PETERS, GARRETT	08/09/2017	-6.05
KOE, RAYMOND	07/07/2017	-6.61
LOMEN, CALVIN EARL	07/03/2017	-7.00
MAYO, BRITTA	30/06/2017	-7.00
ROUSSELLE, ODILE	27/10/2017	-9.55
GAUDET, GLORIA	19/05/2017	-10.00
LAFFERTY, KAREN	19/10/2017	-10.00
TREGIDGO-CLAVETTE, JENNIFER	28/03/2018	-10.01
HERRELL, MONICA	02/03/2018	-10.70
UNIVERSITY OF EDINBURGH	17/01/2018	-15.00
RECEIVER GENERAL FOR CANADA	09/10/2015	-19.88
RECEIVER GENERAL FOR CANADA	13/10/2016	-28.16
<b>Total Under \$10.00 Credits</b>		<b>-160.12</b>
<b>Total Write-offs 2017-2018</b>		<b>\$24,238.96</b>



## 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 Public Administrator. 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 Public Administrator is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control. The Public Administrator meets regularly with management and the external auditors. The external auditors also have full and free access to the Public Administrator.

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.



Jeff O'Keefe  
Interim President



Celestine Starling  
Director of Finance/Chief Financial Officer

Fort Smith, Canada  
November 21, 2018



Office of the  
Auditor General  
of Canada

Bureau du  
vérificateur général  
du Canada

### 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 2018 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 2018, 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 *Aurora College Act*, 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 the *Financial Administration Act* of the Northwest Territories and regulations, the *Aurora College Act* and regulations and the by-laws of Aurora College



Lana Dar, CPA, CA  
Principal  
for the Auditor General of Canada

21 November 2018  
Vancouver, Canada

**AURORA COLLEGE  
STATEMENT OF FINANCIAL POSITION  
as at June 30, 2018  
(in thousands of dollars)**

	<u>2018</u>	<u>2017</u>
<b>Financial assets</b>		
Cash	\$ 16,040	\$ 13,576
Accounts receivable (Note 3)	<u>2,274</u>	<u>1,390</u>
	<b><u>18,314</u></b>	<b><u>14,966</u></b>
<b>Liabilities</b>		
Accounts payable and accrued liabilities	1,415	1,051
Payroll liabilities	2,274	1,538
Deferred revenue	989	485
Due to the Government of the Northwest Territories (Note 9)	1,862	2,216
Employee future benefits (Note 4)	1,587	1,932
Professional development fund (Note 5)	<u>2,072</u>	<u>1,977</u>
	<b><u>10,199</u></b>	<b><u>9,199</u></b>
<b>Net financial assets</b>	<b><u>8,115</u></b>	<b><u>5,767</u></b>
<b>Non-financial assets</b>		
Prepaid expenses	330	566
Tangible capital assets (Note 6)	<u>5,043</u>	<u>4,545</u>
	<b><u>5,373</u></b>	<b><u>5,111</u></b>
<b>Accumulated surplus (Note 7)</b>	<b><u>\$ 13,488</u></b>	<b><u>\$ 10,878</u></b>

Commitments and contractual rights (Notes 11 and 12)

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

Approved




Denny Rodgers  
Public Administrator

Jeff O'Keefe  
Interim President

**AURORA COLLEGE**  
**STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS**  
for the year ended June 30, 2018  
(in thousands of dollars)

	2018		2017
	Budget	Actual	Actual
<b>Revenues</b>			
Government contributions (Note 8)	\$31,194	\$31,180	\$32,681
Project income			
Government of the Northwest Territories	3,546	4,481	4,533
Other third party contributions	2,666	3,126	2,370
Government of Canada	2,230	2,596	1,537
Own source revenues			
Tuition fees	976	2,062	1,830
Recoveries and other	411	938	822
Room and board	929	1,060	845
Interest income	95	247	126
Services provided without charge (Note 10)	6,000	5,907	5,214
	<u>48,047</u>	<u>51,597</u>	<u>49,958</u>
<b>Expenses</b>			
Financial and accounting services	1,899	1,738	1,806
Pooled services	4,149	5,641	5,302
Student services	9,671	10,146	9,855
Education and training	18,891	17,962	17,259
Community and extensions	11,265	10,396	10,769
Aurora Research Institute	2,202	3,104	2,764
	<u>48,077</u>	<u>48,987</u>	<u>47,755</u>
<b>Annual surplus (deficit)</b>	<b>(30)</b>	<b>2,610</b>	<b>2,203</b>
<b>Accumulated surplus at beginning of year</b>	<u>10,878</u>	<u>10,878</u>	<u>8,675</u>
<b>Accumulated surplus at end of year</b>	<u><b>\$10,848</b></u>	<u><b>\$13,488</b></u>	<u><b>\$10,878</b></u>

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

**AURORA COLLEGE**  
**STATEMENT OF CHANGE IN NET FINANCIAL ASSETS**  
for the year ended June 30, 2018  
(in thousands of dollars)

	2018		2017
	Budget	Actual	Actual
<b>Annual surplus / (deficit)</b>	\$ (30)	\$ 2,610	\$ 2,203
Acquisition of tangible capital assets	(400)	(1,360)	(718)
Amortization of tangible capital assets	450	862	975
	<u>50</u>	<u>(498)</u>	<u>257</u>
Decrease in prepaid expenses	-	236	5
<b>Increase in net financial assets</b>	20	2,348	2,464
<b>Net financial assets at beginning of year</b>	<u>5,767</u>	<u>5,767</u>	<u>3,303</u>
<b>Net financial assets at end of year</b>	<u><b>\$ 5,787</b></u>	<u><b>\$ 8,115</b></u>	<u><b>\$ 5,767</b></u>

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

**AURORA COLLEGE**  
**STATEMENT OF CASH FLOW**  
**for the year ended June 30, 2018**  
(in thousands of dollars)

	<u>2018</u>	<u>2017</u>
<b>Operating transactions</b>		
Cash received from:		
Government of the Northwest Territories	\$34,533	\$ 37,203
Students and other third parties	7,081	6,165
Government of Canada	3,015	1,537
Interest	220	126
Cash paid for/to:		
Compensation and benefits	(28,488)	(27,598)
Suppliers	(12,809)	(12,466)
<b>Cash provided by operating transactions</b>	<u><b>3,552</b></u>	<u><b>4,967</b></u>
<b>Capital transactions</b>		
Acquisition of tangible capital assets	(1,088)	(458)
Proceeds on disposal of tangible capital assets	-	7
<b>Cash used for capital transactions</b>	<u><b>(1,088)</b></u>	<u><b>(451)</b></u>
<b>Increase in cash</b>	<b>2,464</b>	<b>4,516</b>
<b>Cash at beginning of year</b>	<u>13,576</u>	<u>9,060</u>
<b>Cash at end of year</b>	<u><b>\$16,040</b></u>	<u><b>\$ 13,576</b></u>

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

**Aurora College**  
**Notes to the Financial Statements**  
**June 30, 2018**

**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 also responsible for research activities in the NWT.

**b) Contributions from the Government of the Northwest Territories**

The College receives monthly contributions from the Government of the Northwest Territories ("Government") based on appropriations consistent with the Government's Main Estimates and adjusted for 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"). Effective April 1, 2017, the College adopted Public Sector Accounting Handbook Sections PS 2200 - *Related party disclosures*, PS 3210 - *Assets*, PS 3320 - *Contingent assets*, PS 3380 - *Contractual rights* and PS 3420 - *Inter-entity transactions*. The adoption of PS 3380 required additional information to be disclosed (Note 12). There was no significant impact on the financial statements as a result of adopting the remaining standards.

The following is a summary of the significant accounting policies.

**2. SIGNIFICANT ACCOUNTING POLICIES (continued)**

**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 revenue accruals.

**b) Cash**

Cash is comprised of bank account balances, net of outstanding cheques.

**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 required

**2. SIGNIFICANT ACCOUNTING POLICIES (continued)**

**d) Employee future benefits (continued)**

under present legislation to make contributions with respect to 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, and 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.

**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 appropriations on a monthly basis from the Government of the Northwest Territories, as the College has a different fiscal year. 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) Own source revenues**

Tuition fees, room and board, and recoveries and other are reported as revenue at the time the services are substantially provided, or the products are delivered. Tuition fees received in advance of courses being delivered are deferred and recognized when the courses are delivered.

Interest income is recognized on an accrual basis.

**2. SIGNIFICANT ACCOUNTING POLICIES (continued)**

**g) Project income 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.

**h) 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.

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

**j) Prepaid expenses**

Prepaid expenses are charged to expense over the year the services are rendered.

**k) Funds and reserves**

Certain amounts, as approved by the Public Administrator, 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.

**2. SIGNIFICANT ACCOUNTING POLICIES (continued)**

**l) Financial instruments**

Financial instruments are identified by financial asset and financial liability classifications. The College's financial assets include cash and accounts receivable which are both measured at cost. Financial liabilities include accounts payable and accrued liabilities, payroll liabilities, due to Government of the Northwest Territories and professional development fund which are all 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 receivable write-offs are submitted to the Public Administrator for approval.

**m) 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 Public Administrator and do not reflect any subsequent adjustments made during the course of the year.

**n) Related party transactions**

Canadian public sector accounting standards require a government organization to disclose related party and inter-entity transactions. The College is related to all Government departments, territorial corporations and key management personnel. Key management personnel are those persons having authority and responsibility for planning, directing and controlling the activities of the College. Related party transactions other than inter-entity transactions are recorded at the exchange amount.

Inter-entity transactions are transactions between commonly controlled entities. Inter-entity transactions are recorded on a gross basis and are measured at the carrying amount, except for the following: when inter-entity transaction are undertaken on similar

**2. SIGNIFICANT ACCOUNTING POLICIES (continued)**

**n) Related party transactions (continued)**

terms and conditions to those adopted if the entities were dealing at arm's length, or where costs provided are recovered, they are measured at the exchange amount.

The College receives certain services provided by the Government without charge (Note 10). The Government's cost for these services are recognized as expenses with an offsetting credit to revenues in order to reflect the cost of the College's operations in its financial statements.

**3. ACCOUNTS RECEIVABLE**

	<u>2018</u>		<u>2017</u>	
	(in thousands)			
	<u>Accounts Receivable</u>	<u>Allowance</u>	<u>Net</u>	<u>Net</u>
Government of the Northwest Territories	\$ 1,074	\$ 25	\$ 1,049	\$ 309
Federal Government	411	19	392	318
Other	837	40	797	696
Students	<u>164</u>	<u>128</u>	<u>36</u>	<u>67</u>
	<u>\$ 2,486</u>	<u>\$ 212</u>	<u>\$ 2,274</u>	<u>\$ 1,390</u>

**4. 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 \$1.01 (2017 - \$1.01) for every dollar contributed by the employee, and \$3.20 (2017 - \$7.74) for every dollar contributed by the employee for the portion of the employee's salary above \$165,000 (2017 - \$163,000).

For new employees who are participating in the Plan on or after January 1, 2013, the College contributes \$1.00 (2017 - \$1.00) for every dollar contributed by the employee, and \$3.20 (2017 - \$7.74) for every dollar contributed by the employee for the portion of

**4. EMPLOYEE FUTURE BENEFITS (continued)**

**a) Pension benefits (continued)**

the employee's salary above \$165,000 (2017 - \$163,000).

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

	<u>2018</u>	<u>2017</u>
	(in thousands)	
College's contributions	\$ 2,040	\$ 2,154
Employees' contributions	<u>2,025</u>	<u>1,990</u>
	<u>\$ 4,065</u>	<u>\$ 4,144</u>

**b) Severance, removal and compensated absences**

The College provides severance (resignation and retirement), removal and compensated absence (sick, special, maternity and parental leave) benefits to its employees. The benefit plans are not pre funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to the College's employees based on the type of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

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 actuarially valued using the expected utilization methodology.

Valuation results

The actuarial valuation was completed as at June 30, 2018. The effective date of the next actuarial valuation is June 30, 2020. The liabilities are actuarially determined as the

**Aurora College**  
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**4. EMPLOYEE FUTURE BENEFITS (continued)**

**b) Severance, removal and compensated absences (continued)**

present value of the accrued benefits at June 30, 2018. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the College.

	<u>Severance and Removal</u>	<u>Compensated Absences</u>	<u>2018</u>	<u>2017</u>
			(in thousands)	
<b>Changes in Obligation</b>				
Accrued benefit liability, beginning of year	\$1,283	\$481	\$1,764	\$1,681
Current period benefit cost	61	43	104	99
Interest accrued	39	16	55	51
Benefits payments	(259)	(221)	(480)	(331)
Actuarial (gains)/losses	(78)	95	17	264
Accrued benefit liability, end of year	1,046	414	1,460	1,764
Unamortized net actuarial (gain)/loss	229	(102)	127	168
<b>Accrued benefit obligation</b>	<b>\$1,275</b>	<b>\$312</b>	<b>\$1,587</b>	<b>\$1,932</b>

	<u>Severance and Removal</u>	<u>Compensated Absences</u>	<u>2018</u>	<u>2017</u>
			(in thousands)	
<b>Benefits Expense</b>				
Current period benefit cost	\$61	\$43	\$104	\$99
Interest accrued	39	16	55	51
Amortization of net actuarial gain (loss)	(24)	1	(23)	(57)
<b>Total</b>	<b>\$76</b>	<b>\$60</b>	<b>\$136</b>	<b>\$93</b>

Assumptions

	<u>June 30, 2018</u>	<u>June 30, 2017</u>
Discount rate	3.8% per annum	3.3% per annum
Rate of compensation increase	2.0% per annum	2.0% per annum
Inflation rate	Nil	Nil

**Aurora College**  
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**4. EMPLOYEE FUTURE BENEFITS (continued)**

**b) Severance, removal and compensated absences (continued)**

The expected payments during the next five fiscal years are:

	<u>Severance and Removal</u>	<u>Compensated Absences</u>	<u>Total</u>
		(in thousands)	
2019	\$188	\$68	\$256
2020	134	50	184
2021	108	44	152
2022	107	44	151
2023	101	40	141
<b>Total</b>	<b>\$638</b>	<b>\$246</b>	<b>\$884</b>

**5. PROFESSIONAL DEVELOPMENT FUND**

Under collective agreements, the College is required annually to make contributions to the professional development fund, in the amount of a) 3% of eligible instructor's salaries, and b) \$750 for each eligible instructor. Contributions made to the professional development fund are recorded as an expense in the Statement of Operations and accumulated Surplus.

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

	<u>2018</u>	<u>2017</u>
	(in thousands)	
Professional development fund, beginning of year	\$ 1,977	\$ 2,031
Contributions	425	439
Professional development paid during the year	(330)	(493)
Professional development fund, end of year	<u>\$ 2,072</u>	<u>\$ 1,977</u>



**6. TANGIBLE CAPITAL ASSETS**  
(in thousands)

	June 30, 2018	Mobile equipment	Building additions and renovations	Furniture and equipment	Leasehold improvements	2018 Total	2017 Total
<b>Cost</b>							
Opening balance	\$ 5,444	\$ 1,991	\$ 5,984	\$ 2,162	\$ 15,582	\$ 15,296	
Additions	204	-	1,012	145	1,360	718	
Disposals	-	-	(155)	(12)	(167)	(432)	
Closing balance	5,648	1,991	6,841	2,295	16,775	15,582	
<b>Accumulated amortization</b>							
Opening balance	2,900	1,991	4,620	1,525	11,037	10,494	
Amortization	271	-	474	118	862	975	
Disposals	-	-	(155)	(12)	(167)	(432)	
Closing balance	3,171	1,991	4,939	1,631	11,731	11,037	
<b>Net book value</b>	<b>\$ 2,477</b>	<b>\$ 0</b>	<b>\$ 1,902</b>	<b>\$ 664</b>	<b>\$ 5,043</b>	<b>\$ 4,545</b>	

**7. 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:

Reserves	(in thousands)				Balance, ending June 30, 2018
	Balance, opening July 1, 2017	Net results of operations	Appropriated	Used in operations	
a) Northern strategic research reserve	603	-	9	-	612
b) Program delivery	300	-	-	-	300
c) Research & development	144	-	33	-	177
d) Restricted donations	35	-	-	-	35
<b>Total reserves</b>	<b>1,082</b>	<b>-</b>	<b>42</b>	<b>-</b>	<b>1,124</b>
<b>Operating surplus (deficit)</b>	<b>9,796</b>	<b>2,610</b>	<b>(42)</b>	<b>-</b>	<b>12,364</b>
<b>Total accumulated surplus</b>	<b>\$ 10,878</b>	<b>\$ 2,610</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 13,488</b>

**a) 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.

**b) Program delivery**

This appropriation is established to cover program costs contemplated in the annual

**7. ACCUMULATED SURPLUS (continued)**

**b) Program delivery (continued)**

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 Public Administrator.

**c) 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.

**d) 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.

**8. GOVERNMENT CONTRIBUTIONS**

	<u>2018</u>	<u>2017</u>
	(in thousands)	
Operating contributions	\$30,795	\$31,893
Capital contributions	<u>385</u>	<u>788</u>
	<u>\$31,180</u>	<u>\$32,681</u>

No additional Government capital contributions were made for heavy equipment in 2018 (2017 - \$400,000)

**9. RELATED PARTIES**

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. The transactions giving rise to these balances are recorded at the carrying amount.

**9. RELATED PARTIES (continued)**

	<u>2018</u>	<u>2017</u>
	(in thousands)	
Accounts receivable (Note 3)	\$ 1,049	\$ 309
Due to the Government of the Northwest Territories		
Liability for payroll services provided	\$ 1,754	\$ 1,679
Other & Repayable program advances	<u>\$ 108</u>	<u>\$ 537</u>
Total amount due to GNWT	\$ 1,862	\$ 2,216

The above liabilities are non-interest bearing and payable on demand.

**Expenses**

Under the terms of administrative agreements, the Government charges for certain support services provided to the College. The College reimbursed the Government \$1,110,000 (2017 – \$865,000) for facility operating and utility costs, employee benefits and other expenses, which are recorded at carrying amounts in these statements.

No heavy equipment was transferred to the Government in 2018 (2017 - \$456,000).

**10. SERVICES PROVIDED WITHOUT CHARGE**

During the year, the College received without charge from the Government services including utilities \$2,305,000 (2017 – \$1,820,000) and repairs and maintenance \$1,556,000 (2017 – \$ 1,401,000), which are based on the carrying amount confirmed by the Government.

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 \$163,000 (2017 – \$ 133,000) based on the carrying 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 \$1,883,000 (2017 – \$ 1,860,000) based on the Government's amortization expense for these assets, which is the carrying amount.

**Aurora College**  
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**10. SERVICES PROVIDED WITHOUT CHARGE (continued)**

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 cannot be quantified because in 2017 the government ceased tracking each individual medical travel assistance claim by type of originating department, and could not reasonably measure the dollar value of all services provided by the Financial and Employee Shared Services.

	<u>2018</u>	<u>2017</u>
	(in thousands)	
Contract services	\$ 163	\$ 133
Repairs and maintenance	1,556	1,401
Building utilities	2,305	1,820
Building leases	<u>1,883</u>	<u>1,860</u>
	<u>\$ 5,907</u>	<u>\$ 5,214</u>

**11. 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>Service agreements</u>	<u>Operating leases</u>
	(in thousands)	
2019	\$ 282	\$ 3,657
2020	121	2,744
2021	94	2,215
2022	24	2,215
Thereafter	-	369
	<u>\$ 521</u>	<u>\$ 11,200</u>

**12. CONTRACTUAL RIGHTS**

The College has binding agreements with funding partners to implement programs/projects, and for which the following payments will be received subsequent to June 30, 2018:

**Aurora College**  
**Notes to the Financial Statements**  
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**12. CONTRACTUAL RIGHTS (continued)**

<u>Program / Project</u>	<u>End Date</u>	<u>2018-2019</u>	<u>2019-2022</u>	<u>Total</u>
(in thousands)				
Mine training programs	03/31/2019	\$1,116	-	\$1,116
Observer/communicator training	03/31/2020	684	517	1,201
Remote nursing program	03/31/2019	338	-	338
Language integration services	03/31/2020	318	229	547
Revitalizing the Inuvialuktun language	03/31/2020	24	24	48
Spring job readiness programs	07/15/2018	5	-	5
Polar knowledge application program	03/31/2019	10	-	10
Digital hazard mapping of landslides	03/31/2020	32	26	58
Geomapping for energy and minerals	03/31/2020	58	64	122
Coastal restoration program	03/31/2022	95	287	382
Applied climate research	02/29/2020	100	100	200
Let's Talk Science Outreach project	08/30/2018	15	-	15
Gathering aerial imagery of vegetation	03/31/2019	25	-	25
Space science awareness	03/31/2022	115	135	250
Remote sensing in the Western Arctic	06/30/2021	75	75	150
Northern adult basic education project	03/31/2020	1,965	1,263	3,228
		<u>\$4,975</u>	<u>\$2,720</u>	<u>\$7,695</u>

**13. FINANCIAL RISK MANAGEMENT**

The College's financial instruments consist of cash, accounts receivable, accounts payable and accrued liabilities, payroll liabilities, due to Government of the Northwest Territories and the professional development fund, which are all measured at cost. The College 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 accounts receivable.

**Cash**

Credit risk on cash is minimized as these assets are held with a Canadian Chartered bank, the maximum exposure to credit risk is \$16,040,000 (2017 - \$13,576,000).

**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 2018, the College's debtors are the Government of the Northwest Territories, the 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 \$2,274,000 (2017 - \$1,390,000).

At 30 June 2018 there are accounts receivable past due but not impaired. These amounts for students are: 31-60 days \$2,000; 61-90 days \$3,000; and over 90 days \$141,000.

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

**13. FINANCIAL RISK MANAGEMENT (continued)**

**b) Credit risk (continued)**

	91-365 days	1 to 2 years	over 2 years
Government of the Northwest Territories	\$97,000	Nil	\$6,000
Other third parties	\$47,000	\$16,000	\$22,000
Federal Government	\$96,000	Nil	Nil

The College establishes an allowance for doubtful accounts that reflects the estimated impairment of accounts receivable. The allowance is based on a percentage of specific amounts and is determined by considering the College's knowledge of the financial condition of customers, the aging of accounts receivable, current business conditions 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. This risk is not significant due to the short terms to maturity of cash.

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.

**14. FAIR VALUE OF FINANCIAL ASSETS AND LIABILITIES**

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

**15. 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**  
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**15. SEGMENT DISCLOSURE (continued)**

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 Tlicho 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 conducting and facilitating research activities in the NWT.

**Aurora College**  
**Segmented disclosures**  
**June 30, 2018**

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)		2018 Total (in thousands)		2017 Total (in thousands)	
	For the period ended June 30, 2018		For the period ended June 30, 2018		For the period ended June 30, 2018		For the period ended June 30, 2018		For the period ended June 30, 2018		For the period ended June 30, 2018		For the period ended June 30, 2018		For the period ended June 30, 2017	
<b>Revenues</b>																
Government Contributions	\$ 1,804	\$ 2,773	\$ 8,558	\$ 10,335	\$ 5,896	\$ 1,814	\$ 31,180	\$ 31,194	\$ 32,681							
Project income	-	-	77	1,899	1,983	503	4,481	3,546	4,533							
Government of the Northwest Territories	2	-	27	2,246	612	239	3,126	2,666	2,370							
Other third party contributions	-	-	41	42	2,042	471	2,596	2,230	1,537							
Federal government	-	-	-	-	-	-	-	-	-							
Own Source Revenue	-	-	70	1,172	820	-	2,062	976	1,830							
Tuition fees	-	377	153	237	39	130	938	411	822							
Recoveries and other	2	-	985	-	-	75	1,060	929	845							
Room and board	-	-	-	-	-	-	247	95	126							
Interest income	247	-	-	-	-	-	5,907	6,000	5,214							
Services Provided without Charge	-	1,719	-	4,188	-	-	-	-	-							
	<u>2,055</u>	<u>4,888</u>	<u>9,911</u>	<u>20,119</u>	<u>11,392</u>	<u>3,232</u>	<u>51,597</u>	<u>48,047</u>	<u>49,958</u>							
<b>Expenses</b>																
Compensation and benefits	1,517	1,971	4,275	10,577	8,082	2,203	28,625	28,334	28,754							
Building leases	-	5	4,842	1,899	34	-	6,780	6,431	6,726							
Materials and supplies	6	320	179	718	300	99	1,622	1,935	1,509							
Utilities	-	1	122	2,342	4	13	2,482	2,761	1,962							
Contract services	24	178	96	241	474	331	1,344	2,140	1,299							
Repairs and maintenance	23	1,557	240	320	36	18	2,194	1,459	1,800							
Small equipment	3	12	127	280	37	78	537	205	839							
Fees and payments	70	494	80	296	81	73	1,094	1,326	1,199							
Travel and accommodation	19	138	44	352	265	136	954	1,189	767							
Professional services	4	16	15	682	917	23	1,657	1,173	1,173							
Amortization of tangible capital assets	-	862	-	-	-	-	862	450	975							
Communication, postage and freight	72	87	126	255	166	130	836	674	752							
	<u>1,738</u>	<u>5,641</u>	<u>10,146</u>	<u>17,962</u>	<u>10,396</u>	<u>3,104</u>	<u>48,987</u>	<u>48,077</u>	<u>47,755</u>							
<b>Annual surplus (deficit)</b>	<b>\$ 317</b>	<b>\$ (753)</b>	<b>\$ (235)</b>	<b>\$ 2,157</b>	<b>\$ 996</b>	<b>\$ 128</b>	<b>\$ 2,610</b>	<b>\$ (30)</b>	<b>\$ 2,203</b>							

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