Arctic College 1992 - 1993 Annual Report

NEW CHALLENGES

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NEW CHALLENGES

Fulfilling the Vision

ver the past three years, significant progress has been made to implement the directives identified in the Arctic College Strategic Plan 1990-1995.

Training partnerships have been a major focus. We have fostered close links with government and nongovernment organizations to deliver programs which reflect the northern economy and job market. Our high graduate job placement attests to the success of these partnerships.

Program quality continues to be a priority, through program standardization/evaluation and instructional development. The first phase of the standard Adult Basic Education program curriculum was completed and is now used in all campus and community learning centre programs. As well, we continue to place importance on the improvement of the skills and abilities of the College's instructional staff.

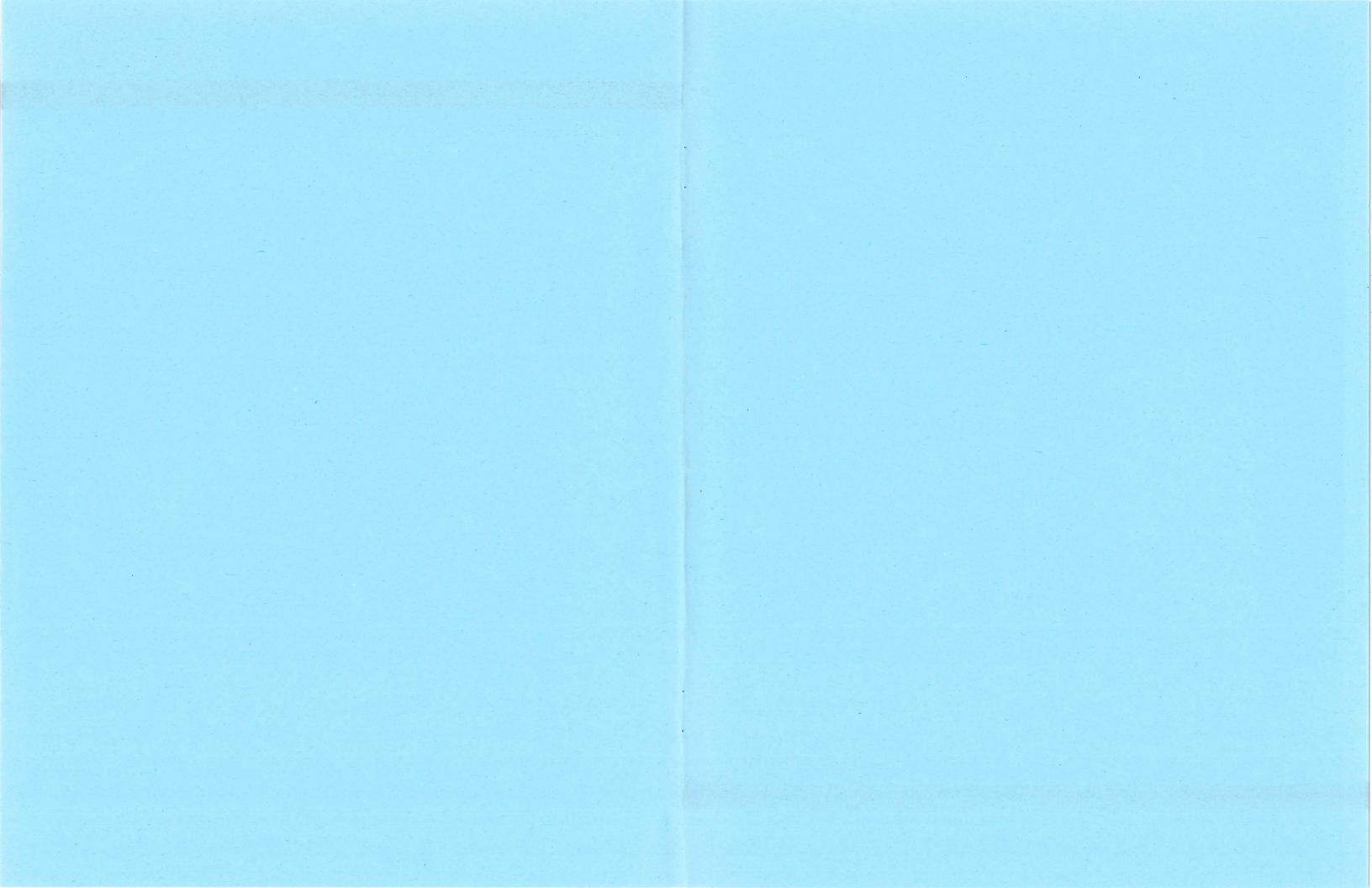
Access to Arctic College programs has improved through progressive emphasis on community adult education. In keeping with the College's mission to "make appropriate educational opportunities available to any adult who wishes to learn", community learning

centre programs and facilities have been enhanced. The centres have an active and vital presence in the communities they serve. Community programs are also an important and necessary link to campus programs.

While the directives laid down in the Strategic Plan are being implemented, new challenges now face Arctic College.

As of June 1994, the College will itself undergo change and become a two-college system - one in the eastern arctic and one in the western arctic. Strategic plan development for both colleges will provide a blueprint for the colleges' direction in the next five years. This strategic planning process will coincide with the long-term strategic planning underway in Department of Education, Culture and Employment.

A further challenge is the plan to link the Science Institute of the Northwest Territories with Arctic College. This will expand the mandate of the College to include science, technology and research. We will be challenged to balance our activities between higher education and the wide range of programming we now offer.





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NEW CHALLENGES

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NEW CHALLENGES

Letter of Transmittal



Joanne Deneron, Chairperson, Arctic College Board of Governors

The Honourable Richard Nerysoo Minister of Education, Culture and Employment

Dear Mr. Nerysoo:

Meeting the challenges of education in the North requires direction and leadership. The Board of Governors of Arctic College has welcomed these challenges and actively searched for new and effective ways to meet the changing needs of Northerners. The 1992/93 year saw major developmental planning for the institution to be equipped for the training needs of tomorrow.

The Territorial government's new direction in education will result in significant restructuring of adult post-secondary education across the North. During the year, plans were laid to develop a two-college system. This will result in one college being operated in the western Northwest Territories, and one being operated in the eastern Northwest Territories, the Nunavut region.

The Board of Governors was very pleased to be directly involved in the discussions from which this decision evolved. The opportunity

to consider carefully how we may best serve students across the North was a valuable one. I believe we have found the best option one which will provide a firm base for the development of adult postsecondary education as we move into a new century.

While organizational change was a key element of the past year, the College also continued to work on improving programming for our students. The College enjoyed an excellent working relationship with its supporting organizations across the North. We continue to focus our efforts on improving the quality of education and improving the responsiveness to new training requirements.

On behalf of the Board of Governors of Arctic College, and in accordance with section 19 of the Arctic College Act, I am pleased to submit the annual report for 1992/93.

Sincerely,

Jamel Dener

Joanne Deneron Chairperson . ታሀ ም ገለ ር ላ / ነቦ

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NEW CHALLENGES

Board of Governors



Standing (L. to R.) Steve Koonoo, Student Representative; Lyn Woodhouse, Iqaluit; Leona Agluukaq, Cambridge Bay; Leonie Duffy, Coral Harbour; Steve Richards, Yellowknife. Seated (L. to R.) Chris Brodeur, Hay River; Joanne Deneron, Fort Liard; Carmen Kilukishak, Staff Representative. Absent: Melinda Tatty, Rankin Inlet

The past year has been a challenging one for the Board of Governors. It has been a time of both change and growth. Board members dealt with new challenges while monitoring the impact of change on the College's students, staff and clients.

In November 1992, the Government of the Northwest Territories announced its decision to create a two-college system - an eastern college with a head office in Iqaluit and a western college with a head office in Fort Smith. It was decided that each college would have its own Board of Governors - built from the existing core membership. It will now be up to the Board to set direction and provide consistency for the two new governing boards. The Board has worked closely with college administration to ensure that the creation of a two-college system will result in even more responsive programming - to meet the different needs of the eastern and western populations. The Board must also ensure that the two colleges work cooperatively, particularly in this period of fiscal restraint, to provide maximum benefits to northern students.

The linking of Arctic College and the Science Institute of the Northwest Territories is another challenge the Board will face in the upcoming year. This linkage may have a profound impact on the College's role and mandate in the North. By adding an increased focus on science and technology, the mandate of the College is further expanded to include higher education. The Board will be called upon to ensure there is a balance between the traditional focus of the College - adult basic education and the new impetus on science and research.

Throughout this time of change the Board has emphasized the need for increased communication in all aspects of College affairs. Board members have fostered more interactive liaison with Arctic College students and staff, which has resulted in increased communication. Student associations and delegations were invited to discuss issues with the Board at their meetings.

The Arctic College Board of Governors is made up of 10 members from across the Northwest Territories who are appointed by the Minister of Education, Culture and Employment. The full Board meets three times a year in various northern locations. In addition, Board committees meet periodically and hold conference calls to undertake specific activities assigned by the full Board.

Board Members 1992-1993

Chairperson Chris Brodeur Hay River

Vice-Chairperson Joanne Deneron Fort Liard

Public Members Leona Agluukaq Cambridge Bay (began February 1993)

Tars Angutingunirk Pelly Bay (resigned October 1992)

Ethel Blake Inuvik (resigned January 1993)

Coral Harbour Steve Richards Yellowknife

Leonie Duffy

Melinda Tatty Rankin Inlet

Lyn Woodhouse Igaluit

Staff Member

Carmen Kilukishak Nunatta Campus, Iqaluit

Student Members

Maggie Kuniliusie Nunatta Campus, Igaluit (resigned October 1992)

Steve Koonoo Nunatta Campus, Igaluit (began January 1993)

Ex-Officio

Mark Cleveland Head Office, Yellowknife

Board membership shown is as of March 31, 1993.

Standing Committees

Executive Committee Finance Committee Programs and Planning Committee

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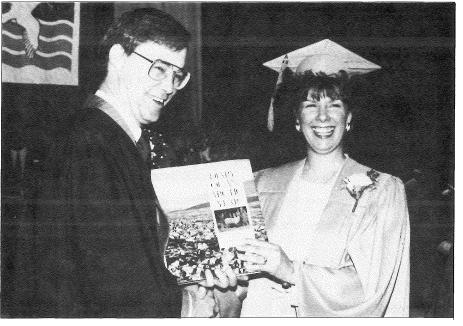


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NEW CHALLENGES

President's Report



Arctic College President Mark Cleveland presents graduate Johane Adair with the annual President's Award.

eeping up with change can be a challenging task, but it is equally rewarding when you see positive results. The success of an educational institution is measured by the success of its students. By that yardstick, I can confidently say that Arctic College has had an excellent year.

I was pleased to note in a survey of college graduates that over 90 per cent of the College's certificate and diploma graduates found jobs or went on to further education within six months of graduation. As well, completion rates in the College grew strongly in the past year. Over 70 per cent of those enrolled in programs completed their studies.

We have had a productive year. Yet, if the College is to remain effective it must move with the times and recognize change. The assessment of programs and courses, as well as of college administration, is an ongoing priority for the institution. In addition, we continued to develop our relationships with other post-secondary institutions. For example, transfer arrangements with southern universities were finalized for our Management Studies program.

The College has continued to actively pursue partnership arrangements to ensure that the courses we offer are closely matched to employment needs

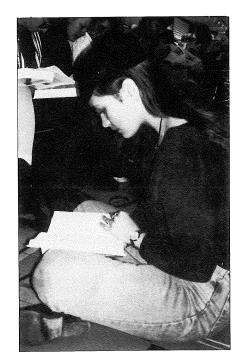
across the Northwest Territories. This past year, the Registered Nursing program was approved for development. The diploma program, which begins this September, will train Northerners to fill nursing positions throughout the NWT.

We realize that the partnerships we have fostered require the support of northern businesses and organizations. We also realize that successful partnerships require college staff to provide quality educational service. This year, the College Board of Governors created three annual awards aimed at recognizing excellence within the college system. Awards for teaching excellence, service quality and innovation were presented to College staff who have demonstrated their commitment to building an effective college.

The next year will give us an opportunity to plan and make ready for the development of a two-college system. We look forward to working with our partners to meet the many challenges which lie ahead. We must continue to work hard to meet the new and changing demands for programs and to provide quality education and training opportunities for all Northerners.

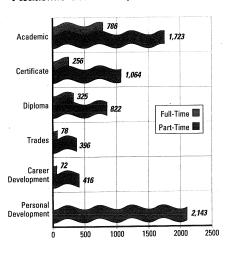
NEW CHALLENGES

Students



Management Studies student Lacey Crocker, Yellowknife Campus joins other Arctic College students to take part in the NWT Literacy Day "Read for 15" event.

Enrolments by Division for the Academic Year 1991/92



rctic College exists to provide training and educational opportunities across the Northwest Territories. Our students are adults of all ages and all cultures within the NWT. They come to us with different needs, goals and levels of expertise. The challenge for Arctic College is to meet the practical and educational requirements for students within their home communities, where possible.

As more programs are developed at both campus and community levels, students are taking advantage of the training opportunities. Enrolments are steadily increasing, which indicates that more and more northerners are realizing the value of Arctic College as a northern educational institution.

Arctic College graduates are in demand by employers and enjoy a high job placement rate throughout the NWT. Many choose to continue their education within the College or at institutions outside of the Northwest Territories.

Student involvement is important to the development of an effective learning environment. Student associations and councils participate in the development of College policies and in the management of student residences. Along with their studies, many students take active leadership roles in organizing social and recreational events on and off campus. Along with increasing community interaction and awareness, many of these activities also serve as fundraisers for future student intiatives.

Activity Highlights

- A celebration of literacy took on a variety of forms at different campuses - from book fairs to celebrity readings - in acknowledgement of NWT Literacy Day.
- A Residence Living Council was formed at Thebacha Campus to provide student direction of residence operation and policy.
- A mock United Nations session took 11 Nunatta Campus students to New York City. This year Arctic College represented Madagascar. Students were responsible for preparing background information and understanding current politics.

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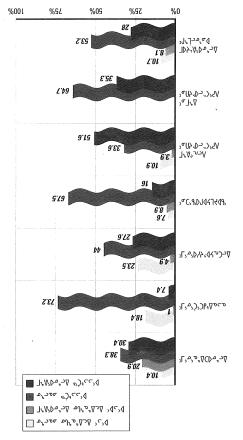
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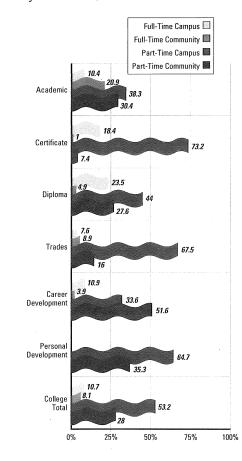


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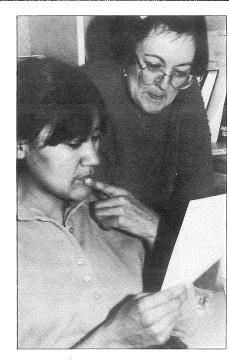
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- Aurora Campus students organized a dinner for celebrities of the Literacy Golf Tournament. Guests included Peter Gzowski; tv and movie stars Tom Jackson, Cynthia Dale and Eric Schwieg; Olympic rower Silken Lauman and northern singer Susan Aglukark.
- The Thebacha Student
 Association celebrated its Tenth
 Anniversary as a non-profit
 society in December, and
 continued to be extremely
 active in promoting a variety of
 student focused activities.

Campus/Community Distribution for the 1991/92 Academic Year



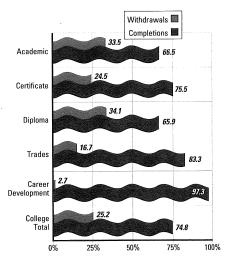
- The Yellowknife Campus tourism class organized a northern cultural tent at Yellowknife's winter carnival. Along with displays and costumes, the group prepared and sold caribou burgers to raise funds for their annual field trip.
- Student Success Week is an initiative of Nunatta Campus that helps to kick off the fall semester. Activities include workshops on study and coping skills, as well as tours to familiarize students and their families with the community.
- The carpentry students lent a helping hand at Aurora Campus, utilizing their skills to renovate and enlarge the student coffee and ty room.
- Arctic College Week, celebrated at all campuses in late October, gave both students and staff a mid-term boost.
 Costumes, races, contests and general frivolity are the order of the week.
- Students represent the College in their communities through a variety of organized sports teams. Tournaments can range from volleyball and floor hockey, to broomball and curling.



Secretarial Arts instructor helps student with a project.

The student associations are to be commended for their contributions to the campuses and the communities. Their support, sense of ownership and overall participation are essential elements of the positive learning environment we strive to create.

Completion Ratios Survey for the 1991/92 Academic Year



Awards

The recognition of Arctic College students through various scholarships and awards by business and industry is indicative of the success of well-deserving students, as well as the quality of Arctic College programs and staff.

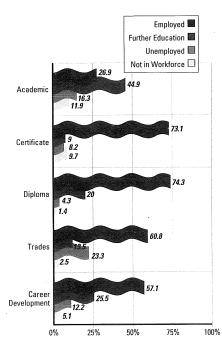
Major student awards include:

The Interprovincial Pipeline Scholarship is in recognition of a diploma program student, with emphasis on good academic standing. Four awards are distributed by region to recipients whose normal place of residence is the Mackenzie Delta, Deh Cho, Sahtu or Dene Tha' regions. Students from Thebacha Campus received this award.

The Canada Scholars in Technology Award was presented to first-year students of the Renewable Resources Technology program for outstanding academic achievement. The four recipients in the NWT were from Thebacha Campus.

The Canada Post Corporation Scholarship focuses on aboriginal Management Studies students who are planning to pursue further postsecondary education. Yellowknife Campus had two recipients this year.

Job Placement Survey for the 1991/92 Academic Year



Many other awards were presented to students, staff and centres, in recognition of achievement in one form or another. Arctic College is fortunate to have these awards available to our students through the generous support and interest of many northern businesses.

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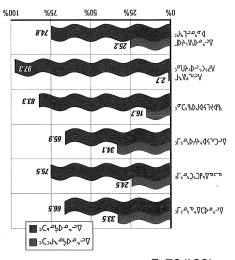
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NEW CHALLENGES

Campus and Community



Local residents and invited guests turn out for the opening celebration of the new Community Learning Centre in Pangnirtung on May 2, 1993.

Creating Good Learning Environments

Improving facilities to create an environment conducive to learning is the objective of the Five Year Capital Plan. In addition to addressing the renovation and replacement of existing College facilities, the plan also attempts to forecast the need for future facilities to accommodate the growing student demand. Several construction and renovation projects are being planned for the coming years.

One of our major projects is the construction of an Applied Arts and Library building at Thebacha Campus. This building will house

the majority of the academic programs, as well as key areas of campus support, such as the learning resource centre. It is expected that construction of this facility will begin in the 93/94 fiscal year, with completion planned the following year. In addition, a major renovation of the buildings at the Aurora Campus in Inuvik and the Nunatta Residence in Iqaluit is planned.

This year, as well, College staff are actively exploring opportunities with the Department of Education, Culture and Employment to combine capital construction. This would apply to areas such as libraries and school development.

Putting a New Face on Facilities

During the past year, six new
Community Learning Centres were
in various stages of development
throughout the NWT in Fort Good
Hope, Tuktoyaktuk, Aklavik,
Arctic Bay, Rankin Inlet and
Pangnirtung. Four of these were
duplexes and two were fourplex
units. The Arviat centre had
extensive renovations and
improvements. Most of the new
learning centres also had new
equipment installed, particularly
computers.

Attention has also been placed on accessibility and safety. New designs and renovations ensure easy access to facilities for physically challenged individuals. Buildings and campuses have also seen improvements in security lighting and staffing.

The Community Learning Centres have become integral parts of the communities they are located in.

The facilities are well-utilized meeting places for group activity and have become a valuable part of each community's co-existence.

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NEW CHALLENGES

Partnerships in Programming



Adult Education student Josephine Felix works on one of eight Plato Computer Assisted Learning stations donated by Canac Microtel Ltd. to the Community Learning Centre in Tuktoyaktuk.

rctic College has earned a reputation for delivering relevant and skill-oriented training. In keeping with our mission which states that "programs are directed specifically to the northern environment and the needs of individual learners, the work force and northern communities", we have worked hard to be responsive

and to keep in touch with the changing needs of business and industry. In this way, we provide adult learners with the best training possible. The benefit of these partnerships to our students has been clear: graduates are trained to meet the needs of employers.

CANAC MICROTEL

In 1992, Canac Microtel, the communications company responsible for the North Warning System, aided literacy efforts in the Baffin and Inuvik regions. Canac Microtel donated \$50,000 towards the purchase of a computer assisted learning system for the Community Learning Centre in Tuktoyaktuk. They also donated \$10,000 to Nunatta Campus for computer equipment.

There has been an increase in training partnerships this year, with Arctic College receiving in excess of \$4 million in contracted programs. As part of the ongoing effort to enhance programs and services, the College continues to encourage and develop constructive partnerships with public and private sector agencies.

Employment and Immigration
Canada (EIC) and Regional
Pathways Boards, made up of
community representatives,
continued to be our largest
educational partner. Through the
partnership with EIC and Pathway
Boards, the College delivered a
broad range of academic
preparation and skill-based training
in many communities throughout
the NWT. Programs and courses
are delivered both through regional
campuses and community learning
centres.

The Eastern Arctic Teacher
Education diploma program was
offered as a pilot project in three
Keewatin communities - Baker
Lake, Arviat and Rankin Inlet.
The Keewatin Teacher Education
Project (KTEP) was aimed at
increasing the number of Inuit
teachers in regional schools.

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~L2~AN?G5CPN4C, CYD5NDG5Jc $\Sigma_C F_1 \Sigma_C F_2 F_2 F_2 = 0$ $^{\circ}$ C?D $^{\circ}$ QC?D $^{\circ}$ O $^{\circ}$ O ᠂᠘᠆᠘᠆᠙᠘᠆᠙᠘᠆᠙᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ ⁴UC>4⊃A ~°1°4105b~°¬A ℴℴ⅂⅄℩ℴ℈℄ $\Delta c^{-} = 0$ 3 3 4 4 5 PULoubbale back Aavausta Λ_{C} Λ_{C} Λ_{C} Λ_{C} Λ_{C} Λ_{C} っ└゚╼┚つС゚▷╼゚¬Д っ└゚╼゚┛゚∪▷Ч⊿∧ $\int C_{\lambda} d^{3} \nabla_{\mu} \nabla_$ 2C9>2~99D~~D ∇^{-} ∇^{-} ∇^{-} ∇^{-} ∇^{-} ∇^{-} ∇^{-} ∇^{-} ∇^{-} 2L2~~~C2P2< J1D 42P5482D~~~D $\Delta c^* \sigma G^1 \Pi^c \Pi^c G^b G^c$. DPD $^c G^2 \Pi^c \Pi^c G^b G^c$ "L' DO C'PJ \ T'DN' DQ 4 U $_{-}$ 4 U $_{-}$ 4 V $_{-}$ V $_{$

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Thirty-two new teachers graduated from the program - the largest single program graduation class at Arctic College. The KTEP was awarded Honourable Mention in the Program/Service Excellence category from the Association of Canadian Community Colleges. The success of the communitybased teacher training project, delivered in partnership with McGill University, was largely due to the impressive partnership arrangements between Arctic College, the Keewatin Divisional Board of Education and the Department of Education, Culture

and Employment.

The delivery of tourism training initiatives throughout the NWT was coordinated in partnership with the NWT Tourism Training Group (TTG). Arctic College and the TTG were awarded first place in the post-secondary category of the National Awards for Excellence in Business-Education Partnerships. The awards are a program of the Conference Board of Canada's National Business and Education Centre. Over 340 students from most NWT communities have been enrolled in various tourism courses, including the tourism management

certificate, various levels of guide training, and in-house food and beverage training. The College has offered Guide Training Level I in northern Quebec and has had interest from parties in northern Alberta.

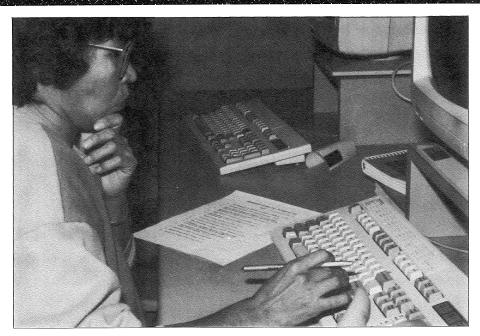
The Fine Arts and Crafts program

at Nunatta Campus organized a highly successful art and craft competition in the Kitikmeot, Keewatin and Baffin regions, Arctic Quebec, Labrador and Greenland. There were 261 entries in the seven categories. Other notable fine arts and crafts events included an Ottawa art history field trip for students, supported by First Air and the Department of Indian and Northern Affairs. There was also a six-day print-making workshop in Cape Dorset, attended by 10 students, with support from First Air, and the Walter and Duncan Gordon Foundation. Community workshops and courses were delivered, including Jewellery and Metal Work in Gjoa Haven, and an Introduction to Arts and Crafts program in Holman. The Fine Arts and Crafts program has been successful due to its many partners: Economic Development and Tourism, Employment and Immigration Canada, Department

of Education, Culture and Employment, NWT Arts Council and Northern Stores.

Arctic College continued to strengthen its partnerships with aboriginal organizations. Thebacha Campus worked with the Hay River Reserve to deliver the Alcohol/Drug Counsellor courses. The Yellowknives Dene Band and Arctic College cooperated to develop and deliver the HAP Literacy program in Dettah and N'dilo. The program had practical and educational value: nine new homes were constructed - five in Dettah and four in N'dilo. Basic literacy, with an emphasis on mathematics, was incorporated into the construction/education project.

The Northern Management
Training - Distance Education
Project at Nunatta Campus was
developed and delivered by the
Management Studies program, in
cooperation with Atii Training
Inc., Labrador College and Kativik
School Board. In the Arctic
College region alone, there were 35
students from Baker Lake,
Coppermine and Igloolik who
participated actively, in both
Inuktitut and English.



A Management Studies student attends Yellowknife Campus' part-time studies classes.

With Secretary of State Official Languages Agreement support, Nunatta Campus' Academic Studies program introduced Inuktitut instruction as a regular component of all programs for the first time this year. A total of 220 students in 18 classes studied Inuktitut as their first or second language. This important initiative was also accompanied by the publishing of several Inuktitut texts and student workbooks. Aboriginal language instruction will be expanded to other regions in the future.

The Environmental Technology program (ETP) further developed its association with territorial and federal environmental agencies. The winter placements with the Department of Renewable Resources provided ETP students with a valuable opportunity to work directly on the land with experienced officers in remote community settings. A new agreement was also concluded with Renewable Resources to provide instructional modules for their trainees within the regular Environmental Technology program. Other Environmental Technology program highlights included an archaeological field

camp at Peterhead Inlet, successfully conducted in association with the Canadian Conservation Institute and the Nunatta Sunaqutangit Museum of Iqaluit, and a computerized geographical information system workshop, in partnership with Sir Sandford Fleming College.

The first class of the Interpreter/
Translator diploma program
graduated at Thebacha Campus
this year. Delivered in partnership
with the GNWT Department of
Justice, this program is divided
between legal content, and
interpreter theory and practice.

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 $\Delta_{c}^{2} - \Delta^{4} \Pi^{5} \Pi^{5$ Q^{2} Q^{2} Q^{2} Q^{2} Q^{2} Q^{2} 21c2N2N202N **Ⴣ**~ე%/ჃႶ≻ჃႶ^ͻႶ^ϧტ~ე ᠈ᡗ᠆᠈᠙᠕ᢇᢆ᠕ᢗᠺ 2 / 4 1 2 2 2 2 2 3 4 1 3 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 4 1 2 3 4 4 1 2 3 4 4 4 5 5 5 4 5 47 6 6 7 1 6 7 1 $Q^{L} = Q^{L} + Q^{L$ Λ_{C} Λ_{C} Λ_{C} Λ_{C} Λ_{C} Λ_{C} Λ_{C} Λ_{C} Λ_{C} ᢦᢆᠣᢗ᠈ᠨᠰ᠌ᠴᠻᢗ᠈ᠯ᠙᠐᠐᠐᠘ᠳ $^{4}\text{JC}_{\text{P}}\text{D}_{\text{T}}\text{J}_{\text{T}}$ ᠋ᠣᡆ᠂ᠬᢏ᠈ᠴᢥ᠘᠘᠘ᠯᠻᠺᠫ᠍ᠺᢐ᠆᠘ $D_{\rho} \P \nabla_{\sigma} \Gamma_{\sigma} U_{\sigma} U_$ $\Delta^2 b^4 4 \Delta \tau \supset 0$ $DPP^{-1}C$ $\Delta C^{-2}CQ^{2}D^{-1}C$ $\Delta CP^{-1}D^{-1}D^{-1}C$ ᠗᠘᠙ᡏ᠙ᠳᠳ᠘᠘᠙ᠮ᠙ᠳᢛ Λ_{C} Γ_{G} Γ_{G} Γ_{G} 47 < 7 < 2 < 2 < 4 < 1 < 1 < 1 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 < 4 ۷۲۰۵۰۰۰۲۲ (۱۳۵۲ م

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Programs 1992-1993

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Adult Basic Education University Transfer

1-Year Certificate Programs

Community Health Representative

Interpreter Translator

Jewellery and Metalwork

Alcohol and Drug

Secretarial Arts

Tourism Management

(Foundation)

2-Year Diploma Programs

Jewellery and Metalwork

Renewable Resources

Technology

Social Services

Teacher Education - West

Academic Programs

University/Health Career Preparation

Certified Nursing Assistant

Northern Community

Counsellor

Visual Arts and Crafts

Environmental Technology

Management Studies

Recreation Leaders

and East

Trades and Technology Programs

Apprenticeship Carpentry

Apprenticeship Electrical Apprenticeship Heavy Duty

Mechanics

Apprenticeship Housing

Maintenance

Carpentry - Pre-employment - Cooperative

Mechanics - Pre-employment

Heavy Equipment Operator

Observer Communicator

Short-Term Career Programs Guide Training

Community Administrative

Certificate

Office Procedures

Arctic College also delivered a number of specific courses for various organizations on a demand basis. Examples of these third party partnerships include courses in Management Studies, in Fine Arts and Crafts, and several in Tourism.

NEW CHALLENGES

Towards a Two-College System



Nellie Kusugak, a graduate of the field-based Eastern Arctic Teacher Education Program in the Keewatin Region, celebrates graduation day with her daughter.

rctic College has never stood still. It is a responsive and versatile institution which rises to meet the challenges ahead with vigour and determination. The key to the College's continuing success in programming will be flexibility. The main objective for the next few years will be to ensure that the changes the College undergoes are both progressive and beneficial to the northern adult learner.

The Board of Governors has identified the following goals for the 1993-1994 year:

- Complete the establishment of two colleges, one serving the western arctic and one serving Nunavut;
- Initiate strategic plans for both the eastern and western colleges;
- Enhance science and technology activity within the institution;
- Build links with aboriginal and claimant groups.

The move to a two-college system will take place over the next year. Now the work of re-organization begins with redrafting of legislation, staffing for key positions, and overall project management. A strategic plan will be developed for each college which will act as a blueprint for future post-secondary educational direction in the NWT.

With the linking of the Science Institute and Arctic College, the College's role in science and technology will be enhanced. By placing a focus on the development of science and technology, the mandate of the College is further expanded to include higher education. The College must balance its priorities between this new focus and the wide range of adult basic education and career training programs it now offers.

As land claims are settled across the Northwest Territories, it is essential that Arctic College work with aboriginal and land claimant groups to provide timely and necessary training. It will be increasingly important for the College to extend its profile and communication with organizations and agencies responsible for

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training. Further, the College must anticipate the training needs of these groups - therefore, program development will be a high priority.

With the creation of Nunavut, training for the eastern arctic will be essential in the areas of management and university preparation in the public and private sector. An emphasis on adult basic education must also be maintained. The need to maintain wide-spread use of aboriginal language will also be important with the continued progress towards final agreement on land claims. Inuktitut will be seen as the official and working language of Nunavut. Therefore, Arctic College will work to ensure aboriginal language programming gains further ground in the next few years. The College also recognizes that developing a foundation in aboriginal language literacy is a positive factor in an individual's academic upgrading and skill development training.

New Program Initiatives

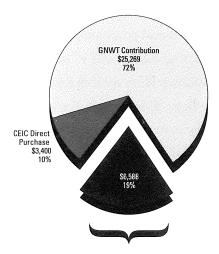
In March 1993, the College received approval to deliver a Registered Nursing program at the Yellowknife Campus. Program delivery will be a cooperative effort by Arctic College, Health and Welfare Canada, and the Department of Education, Culture and Employment. The Registered Nursing program will begin its access, or upgrading year, in September 1993.

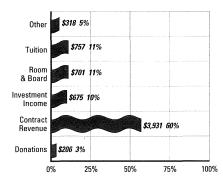
Arctic College will expand its community-based Teacher Education program this coming year to include training in the North Baffin, Beaufort-Delta, Kitikmeot and Dogrib regions. Field-based teacher training is a joint endeavour by Arctic College, the respective Divisional Boards of Education and the Department of Education, Culture and Employment. The communitybased Teacher Education programs will add a substantial number of aboriginal teachers throughout the NWT.

The Certificate in Adult Education, beginning July 1993, is a program designed to serve the professional development needs of existing college staff, as well as training others to work for the college. This program is a valuable step to improving the quality of staff and adult education training.

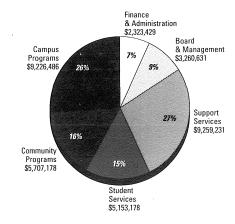
Arctic College will also be a key delivery agent during the GNWT's decentralization implementation. The College has offered training in the area of management studies, secretarial arts and computer skills. The demand for relevant courses and programs will continue to be high for a number of years to come.

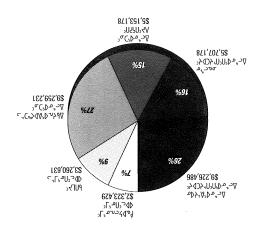
Revenues 1992/93 (000's) \$35,257 College Total



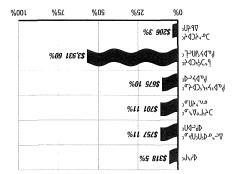


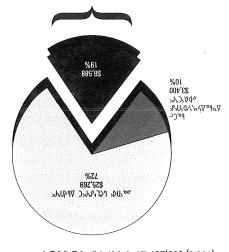
Expenditures 1992/93 \$34,930,133 College Total





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ARCTIC COLLEGE MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL STATEMENTS

The financial statements of the Arctic College and all information in this annual report are the responsibility of the College's management and have been reviewed by the Board of Governors. The statements have been prepared in accordance with generally accepted accounting principles, except that capitalization and valuation of capital assets are in accordance with the accepted practice of most Canadian educational institutions, and with reference to the "Guide to Accounting Principles, Practices and Standards of Disclosure for Universities and Colleges of Canada", published by the Canadian Association of University Business Officers. Management's best estimates and judgements have been used in the preparation of these statements, where appropriate. 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, assets are safeguarded, and proper records are maintained. These controls and practices ensure the orderly conduct of business, the accuracy of accounting records, the timely preparation of reliable financial information and the adherence to the College's policies and statutory requirements.

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

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

Mark Cleveland

President

Stewart MacNabb

Bursar/Chief Financial Officer

Yellowknife, Canada June 25, 1993

AUDITOR'S REPORT

To the Minister of Education, Culture and Employment Government of the Northwest Territories

I have audited the balance sheet of the Arctic College as at March 31, 1993 and the statements of revenue and expenditures and changes in fund balances, equity in capital assets, professional development and donation reserves and changes in financial position for the year then ended. These financial statements are the responsibility of the College's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In my opinion, these financial statements present fairly, in all material respects, the financial position of the College as at March 31, 1993 and the results of its operations and the changes in its financial position for the year then ended in accordance with the accounting policies set out in note 2 to the financial statements. As required by the Financial Administration Act I report that, in my opinion, these principles 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 the College and the financial statements are in agreement therewith and the transactions of the 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 and regulations, the Arctic College Act and regulations and by-laws of the College and the contribution agreement with the Government of the Northwest Territories dated November 1, 1989.

Raymond Dubois, FCA
Deputy Auditor General
for the Auditor General of Canada

Ottawa, Canada June 25, 1993 4° 25, 1993 42¢, δωC

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ARCTIC COLLEGE BALANCE SHEET

as at March 31, 1993 (thousands of dollars)

	1993	1992
ASSETS		
Cash and short-term investments	\$ 10,716	\$ 6,538
Accounts receivable (note 3)	1,662	2,347
Capital assets (note 4)	5,706	4,427
	\$ 18,084	\$ 13,312
LIABILITIES, EQUITY, FUND BALANCES AND RESERVES		
Accounts payable and accrued liabilities (note 5)	\$ 3,411	\$ 2,630
Due to the Government of		
the Northwest Territories (note 6)	3,532	2,068
Employee termination benefits	1,347	1,125
Deferred revenue (note 7)	1,266	607
	9,556	6,430
Equity in capital assets	5,706	4,427
Fund balances:		
Operating - General	1,029	445
- Special	1,373	1,207
Capital	(70)	371
	2,332	2,023
Reserves:		
Professional development	335	294
Donation	155	138
	490	432
	\$ 18,084	\$ 13,312
Subsequent event (note 11)		

Approved by the Boar

Chairperson of the Finance Committee

Member

Approved by Management:

President

Bursar/Chief Financial Officer

ARCTIC COLLEGE STATEMENT OF REVENUE AND EXPENDITURES AND CHANGES IN FUND BALANCES

for the year ended March 31, 1993 (thousands of dollars)

	GEN OPERA	ERAL ATING	CAPI	ΓAL	SPEC OPERA		TO	ΓAL
	1993	1992	1993	1992	1993	1992	1993	1992
REVENUE								
Contributions (note 8)	\$ 27,329	\$ 27,039	\$ 724	\$ 902	\$ 616	\$ 725	\$ 28,669	\$ 28,666
Contract income					3,931	4,451	3,931	4,451
Investment income	531	773	21	29	124	194	676	996
Tuition fees	729	506			28	288	757	794
Room and board	685	571			16	19	701	590
Donations	92	324	93	66	21		206	390
Other	309	183			9	13	318	196
TOTAL REVENUE	29,675	29,396	838	997	4,745	5,690	35,258	36,083
EXPENDITURES								
Salaries, wages and benefits	18,418	18,961			2,612	2,456	21,030	21,417
Physical plant	4,476	4,625			30		4,506	4,625
Contract services	2,353	2,025			. 527	1,093	2,880	3,118
Materials and supplies	1,478	1,434			337	340	1,815	1,774
Travel and transportation	921	957			541	757	1,462	1,714
Purchase of capital assets			1,279	998		3	1,279	1,001
Purchased services	767	749			84	116	851	865
Fees and payments	406	588			431	265	837	853
Contributions	214	432			17		231	432
TOTAL EXPENDITURES	29,033	29,771	1,279	998	4,579	5,030	34,891	35,799
EXCESS (DEFICIENCY) OF REVENUE								
OVER EXPENDITURES	642	(375)	(441)	(1)	166	660	367	284
BALANCE AT BEGINNING OF YEAR	445	511	371	130	1,207	1,192	2,023	1,833
INTER-FUND TRANSFERS		403		242		(645)		
NET APPROPRIATION TO RESERVES								
PROFESSIONAL DEVELOPMENT	(41)	(42)					(41)	(42)
DONATION	(17)	(52)					(17)	(52)
BALANCE AT END OF YEAR	\$ 1,029	\$ 445	\$ (70)	\$ 371	\$ 1,373	\$ 1,207	\$ 2,332	\$ 2,023

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ARCTIC COLLEGE **STATEMENT OF EQUITY IN CAPITAL ASSETS**

for the year ended March 31, 1993 (thousands of dollars)

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	1993		1992
Balance at beginning of the year	\$ 4,427	\$	3,426
Purchase of capital assets for the year	1,279	Ψ.	1,001
Balance at end of the year	\$ 5,706	\$	4,427
STATEMENT OF PROFESSIONAL D	EVELOPMENT RESERVE		
for the year ended March			
(thousands of dolla	rs)		
	1993		1992
Balance at beginning of the year	\$ 294	\$	252
Appropriated from General Operating fund			
for services for the year	185		162
Returned to General Operating fund for year's charges	(144)		(120)
Net appropriation for the year	41		42
Balance at end of the year	\$ 335	\$	294
Balance at Chi of the year	Ψ 333	<u>Ψ</u>	
STATEMENT OF DONATI	ON RESERVE		
for the year ended March	31, 1993		
(thousands of dollar	rs)		
	1993		1992
Balance at beginning of the year	\$ 138	\$	86
Donations for the year	206		390
Expenditures for the year	(189)		(338)
Net appropriation for the year	17		52

Balance at the end of the year

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ARCTIC COLLEGE **STATEMENT OF CHANGES IN FINANCIAL POSITION**

for the year ended March 31, 1993 (thousands of dollars)

	1993	1992
Operating Activities		
Excess of revenue over expenditures	\$ 367	\$ 284
Item not requiring an outlay of cash		
Increase in employee leave and		
termination benefits	218	185
	585	469
Increase in accounts payable and accrued liabilities	785	459
Increase (decrease) in amount due to the		
Government of the NWT	1,464	(1,308)
Increase (decrease) in deferred revenue	659	(156)
Decrease (increase) in accounts receivable	685	(20)
Increase (decrease) in cash and		
short-term investments	4,178	(556)
Cash and short-term investments		
at beginning of the year	6,538	7,094
Cash and short-term investments		
at end of the year	\$ 10,716	\$ 6,538

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ARCTIC COLLEGE NOTES TO THE FINANCIAL STATEMENTS

MARCH 31, 1993

1. AUTHORITY AND MANDATE

The Arctic College operates under the authority of the Arctic College Act 1986 (2) C.1. The College is a Schedule B Public Agency as listed in the Financial Administration Act.

Under a contribution agreement with the Government of the Northwest Territories dated November 1, 1989, the College receives contributions for its operations and capital requirements for the administration and delivery of its adult and post-secondary education programs.

Under the terms of this agreement, the College is allowed to retain all surpluses and is responsible for all deficits, with the exception that it must refund to the Government of the Northwest Territories any surplus resulting from the contribution for services from service departments where the contribution for these services is greater than the expenditures.

The Arctic College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories. 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 in the Northwest Territories.

In compliance with the decision of the Government of the Northwest Territories to decentralize the operations of some departments, boards and agencies, the College plans to relocate its head office operations to Iqaluit and Fort Smith. Following the decentralization and relocation of the College's head office operations, the College plans to split into two separate entities, an eastern College and a western College, to prepare for the future division of the Northwest Territories resulting from the establishment of Nunavut. It is anticipated the two Colleges will be in place effective July 1, 1994.

Basis of accounting

These financial statements have been prepared by management in accordance with generally accepted accounting principles, except that capitalization and valuation of capital assets are in accordance with the accepted practice of most Canadian educational institutions, and with reference to the "Guide to Accounting Principles, Practices and Standards of Disclosure for Universities and Colleges of Canada", published by the Canadian Association of University Business Officers.

2. SIGNIFICANT ACCOUNTING POLICIES

Fund accounting

In order to ensure observance of limitations and restrictions on the use of resources available to the College, in accordance with the terms of its contribution agreement and objectives specified by sources outside the College and as determined by the Board of Governors, such resources are classified for accounting and reporting purposes into funds according to the activities or objectives specified. In the financial statements, funds with similar characteristics have been combined into three major funds: General Operating fund, Special Operating fund, and Capital fund.

The General Operating fund accounts for the instructional, student services, administrative and other operational costs financed by contributions, investment income, tuition fees and room and board revenue.

The Special Operating fund accounts for the revenues provided to and the expenditures by the College under contract with other organizations for the development and delivery of programs which are not funded by the annual contribution from the Government of the Northwest Territories.

The Capital fund accounts for funds expended and available for the acquisition of capital assets.

Capital assets

Capital assets are recorded at cost. Furniture and equipment acquired by the Government prior to April 1, 1987, were transferred to the College for \$1. No provision for amortization is recorded in the financial statements. The cost of capital assets disposed of is recorded as a reduction in equity in capital assets.

All College campus land and certain buildings occupied by the College are property of the Government of the Northwest Territories. The College is required to pay the operating costs of the buildings.

Employee termination benefits

On termination of employment, employees are entitled to benefits provided for under their terms of employment. The liability for these benefits is recorded as the benefits accrue to the employees.

Deferred revenue

Deferred revenue represents payments received under contract for which the development and delivery of programs has not been completed. These amounts are recorded in income as the work is completed.

Insurance

The insurance of all College capital assets is provided by the Government of the Northwest Territories. All claims for loss of College furniture and equipment are submitted to the Government of the Northwest Territories.

Books and periodicals

Books and periodicals for the library are charged as an expense in the year acquired.

Professional development reserve

The professional development reserve is for the long-term professional development of College instructors. Under the Collective Agreement an amount equal to three percent of the base salary of all indeterminate instructors on strength as at the commencement of the fiscal year is appropriated to the reserve. All charges for long-term professional development reduce the reserve balance.

Donation reserve

The donation reserve is for funds received by the College from donors. These funds are to be expended for specified purposes according to the terms of the donations, with expenditures reducing the reserve balance.

Government contributions

Contributions from the Government of the Northwest Territories are based on the annual contribution amount set out in the Government's Main Estimates and represent the base funding for the College to cover its expenditures. Contributions are received monthly and recorded on an accrual basis.

Pension plan

Employees of the College participate in the Public Service Superannuation Plan administered by the Government of Canada. The employees and the College contribute equally to the cost of the plan. The College's contributions are charged to expenditure on a current year basis, and represent the total pension obligations of the College. The College is not required under present legislation to make contributions with respect to actuarial deficiencies of the Public Service Superannuation Account.

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3. ACCOUNTS RECEIVABLE

	1993 (thous	ands of o	1 992 dollars)
Contracts Students Other	\$ 1,247 261 154	\$	1,865 149 333
	\$ 1,662	\$	2,347

The accounts receivable are net of allowances for doubtful accounts of \$ 454,000 (1992 - \$ 339,000). The above amounts include \$ 785,000 (1992 - \$ 1,628,000) due from departments of the Government of the Northwest Territories.

4. CAPITAL ASSETS

	1993		1992
	(thous	ands of o	dollars)
Furniture and equipment	\$ 4,440	\$	3,224
Mobile equipment	636		636
Leasehold improvements	630	122	567
	\$ 5,706	\$	4,427

5. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

		1993 (thous	ands of c	1992 dollars)
Accounts payable Employee leave	\$	2,276 851	\$	1,775 855
Contribution received in advance		284		
	\$	3,411	\$	2,630

The contribution received in advance represents \$ 311,000 received from the Government of the Northwest Territories, net of current expenditures of \$ 27,000, to cover a portion of the estimated costs of relocating to Iqaluit and Fort Smith (see note 1). A further contribution of \$ 784,000 for this purpose will be advanced in 1993/94 and be offset by expenditures incurred.

6. DUE TO THE GOVERNMENT OF THE NORTHWEST TERRITORIES

	1993 (thousa	ands of	1 992 dollars)
Amounts due for costs incurred by the			
Government for payroll and operating expenses	\$ 918	\$	706
Amounts due to service departments (note 8)	2,318		1,256
Amounts due to other departments	209		106
Refund of contributions to the			
Government of the NWT (note 8)	87		
	\$ 3,532	\$	2,068

7. DEFERRED REVENUE

The amount recorded in deferred revenue for the current year includes \$ 712,000 received in advance from the Government of the Northwest Territories for the purpose of training employees of other departments, boards and agencies to assist them in the decentralization and relocation of their organizations.

8. RELATED PARTY TRANSACTIONS

Under the transfer policy of the Government of the Northwest Territories, certain support services are provided to the College by various government departments.

The College is required to reimburse the Department of Public Works and Services for the actual utility and operating costs of the facilities that the College uses in its activities. The Department of Personnel is reimbursed for the actual employee benefits and recruitment costs of the College's employees. Contributions received in excess of the cost of the services are reimbursed to the Department of Education, Culture and Employment.

The transactions with the departments are as follows:

	Costs in charge department (thousar	Amount outstanding as at March 31 (thousands of dollars)	
Department	1993	1992	1993 1992
Public Works and Services Personnel	\$ 4,128 1,568 \$ 5,696	\$ 4,177 1,484 \$ 5,661	\$ 2,037 \$ 768 368 488 \$ 2,405 \$ 1,256

The Department of Finance and Department of Public Works and Services provide, without any charge, services which include the processing of payroll, the provision of insurance and risk management, and the procurement of goods and services.

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The College also receives, without any charge, legal counsel from the Department of Justice, internal audit services from the Department of the Executive and translation services from the Department of Education, Culture and Employment.

Through the Department of Education, Culture and Employment, the College received contributions of \$ 27,384,000 (1992 - \$ 27,764,000) for operations and \$ 724,000 (1992 - \$ 902,000) for capital. During the year the College delivered \$ 1,260,000 (1992 - \$ 1,740,000) of courses on behalf of the Government of the Northwest Territories.

In accordance with the contribution agreement with the Government of the Northwest Territories, the College must refund to the Government any surplus resulting from the contribution for services from service departments where the contribution for these services is greater than the expenses. The related refund of contributions for 1993 is \$87,000 (1992 - nil).

In addition to those related party transactions disclosed above, the College is related in terms of common ownership to all Government of the Northwest Territories created departments, agencies and Crown corporations. The College enters into transactions with these entities in the normal course of business.

9. CHANGE IN YEAR-END

Subject to legislative approval, in order to better match its financial reporting with its academic year, the College plans to change its year-end to June 30th effective the 1994 fiscal year. Consequently, the June 30, 1994 financial statements will reflect a fifteen month period of operations.

10. COMMITMENTS

The College has leases and service agreements for student accommodation, classroom space, office equipment and other services and is committed to basic payments over the next five years as follows:

	(thousands of dollars)
1994	\$ 1,176
1995	670
1996	177
1997	44
1998	20
	\$ 2,087

11. SUBSEQUENT EVENTS

Subsequent to the year-end, the Government of the Northwest Territories announced its decision to integrate the operations of the Science Institute of the Northwest Territories with the Arctic College.

12. COMPARATIVE FIGURES

Certain comparative figures have been changed to conform with the basis of presentation for the current year.