



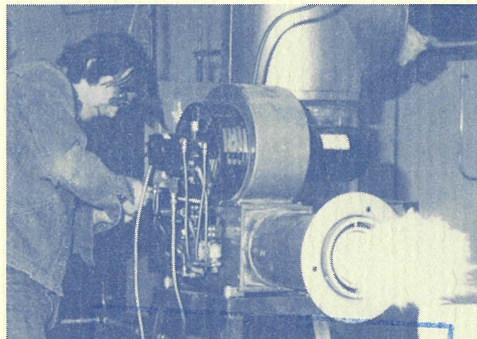
*Annual
Report
1995*



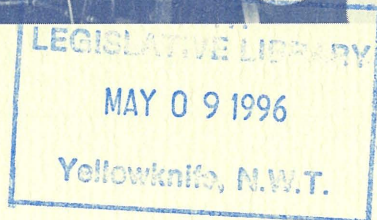
**Aurora
College**



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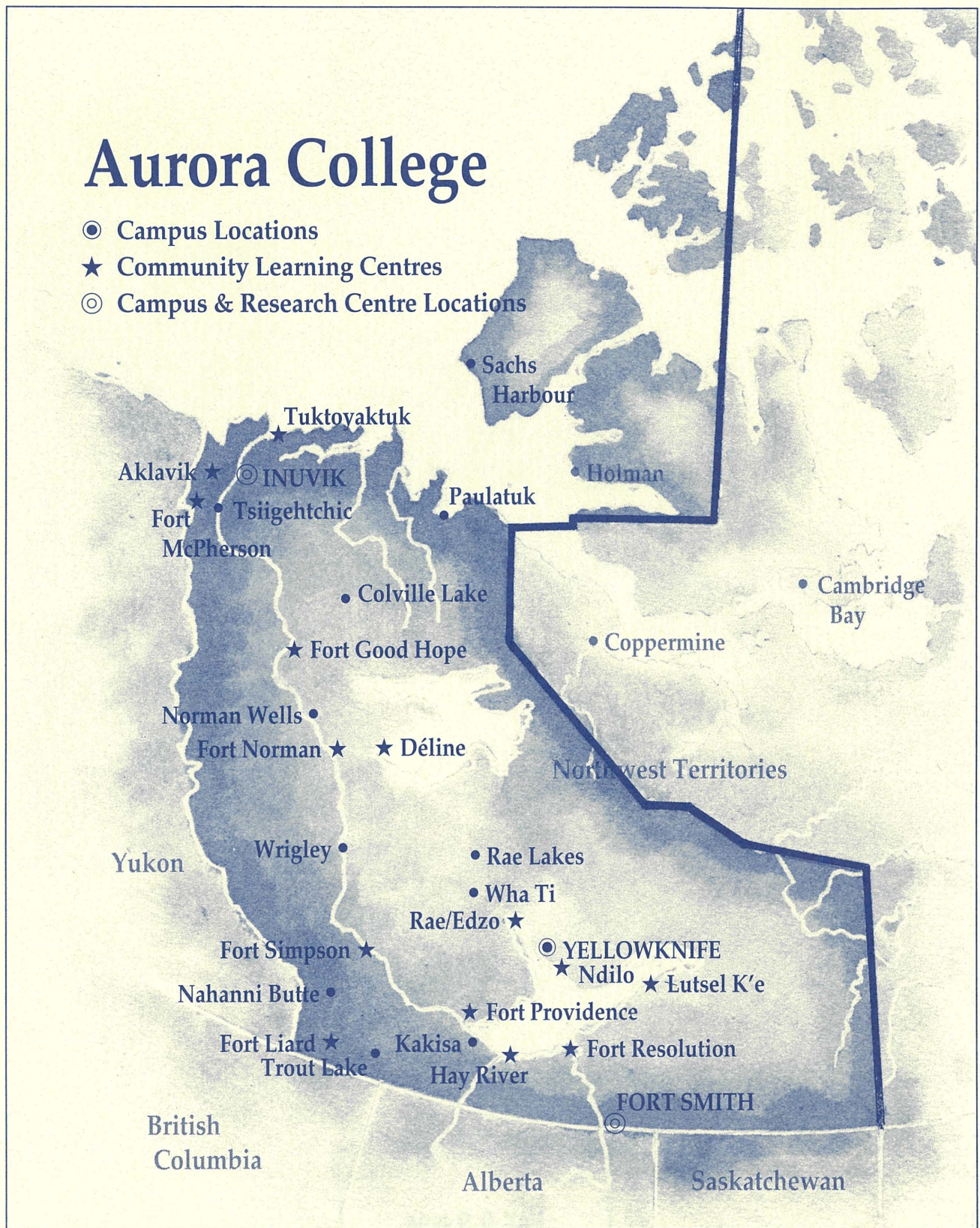


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Aurora College

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Introduction - Into the Future

Aurora College was created on January 1, 1995. Its creation was part of a plan by the Department of Education, Culture and Employment and the Arctic College Board of Governors to prepare the Northern college system to service two new territories that will be created out of the Northwest Territories in 1999.

Formed from the western operation of the former Arctic College, Aurora College includes three campuses located in Inuvik, Yellowknife and Fort Smith and 14 community learning centres throughout the Western Arctic.

Unlike most new colleges, Aurora College has the advantage of drawing on years of experience our staff gained as part of Arctic College. This expertise, our infrastructure and our renewed commitment to providing the best in educational opportunities means we are ideally positioned to meet of the needs of Northerners now and in the years to come.

Our emerging corporate culture at Aurora College is that of an institution in tune with the needs of its partners and clients yet sensitive to the

modern realities of fiscal restraint. In an era of austerity budgets and government downsizing, we are working to ensure that changing economic realities don't affect the quality of our work or the service we provide.

We are also committed to the creation of a Northern Research Agenda, through our research wing, the Science Institute, which became part of the College in 1994. The Science Institute, through cooperative work with communities and aboriginal groups, identifies research areas and catalogues traditional knowledge so these skills can be integrated into our programs. Programs such as Natural Resources Technology and Northern Nursing are excellent examples of modern science blended with strong traditional knowledge components.

With the renewed energy of a young college and the years of experience that are rooted in our honoured past, Aurora College and its staff and students are heading into the future. Our job - making sure Northerners are ready for that future - has never been more exciting or rewarding.

Letter of Transmittal

Dear Mr. Nerysoo:

Aurora College has completed its first six months of operations as a separate college. Throughout these times of profound change, we have worked hard to see that post-secondary training and education in the North proceeds without interruption. Judging by increased enrolments, new program offerings and more cooperative relationships with business and organizations than ever before, our efforts have met with success.

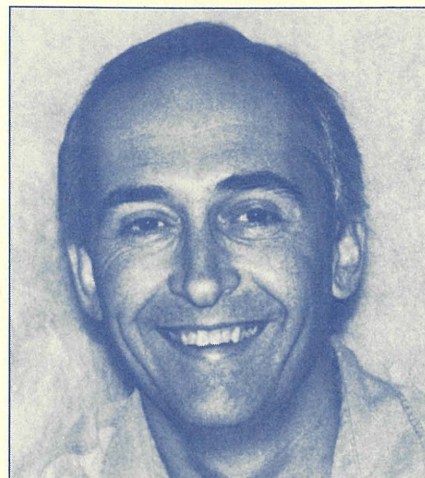
Throughout this time, the Board of Governors of Aurora College has worked to maintain our quality while being true to our new identity as the Western Arctic's post-secondary training, education and research institution. We have strived to become part of the fabric of this emerging territory, delivering more and more of our program in the communities where our students work and live. Programs such as Management Studies, Teacher Education and Office Administration are delivered throughout the North at the community level. This grassroots dedication has helped us in ensuring our programs are relevant to our

students' needs and desires.

Along with the other challenges we have faced, there is also the ongoing issue of fiscal restraint within the Government of the Northwest Territories. We have had to make serious decisions to meet new funding restrictions, but we are confident our efforts have met target reductions without substantial impact on our programs and services.

The Board has closely monitored changes to ensure they take place in an orderly fashion. Programs have been updated, evaluated and improved in a manner that resulted in largely seamless transitions. The Recreation Leaders Program has been reviewed and updated, while the Community Teacher Education Program is currently undergoing a review.

The Aurora College system has set out a renewed commitment to community-based delivery as one of its primary corporate goals. In addition, communities are very much the focal point of the Science Institute, which uses their guidance and research needs to steer its operations. The people of the Western Arctic have told



Chairperson, Steve Richards

us they want a community-driven organization, and that is what we are working to provide.

It is a credit to the Board members and college staff that these times of change have gone as smoothly as they have. With most changes now complete, we are entering a period of relative stability, but of course we shall not shy away from future progress. Sensible, moderated growth is part of our plan for the future, as we continue to grow with the people of the Western Arctic.

Sincerely,

A handwritten signature in dark ink, appearing to be 'S. Richards', written in a cursive style.

Steve Richards
Chairperson

President's Report

Aurora College as a separate entity has now existed for six months, a period of substantial change within the college system.

In making sure the Western Arctic's post-secondary education system meets the needs of our emerging territory, the Aurora College Board of Governors and staff worked to formulate and implement a corporate plan that would sum up our organization's values as well as identify our goals for our first five years of operation.

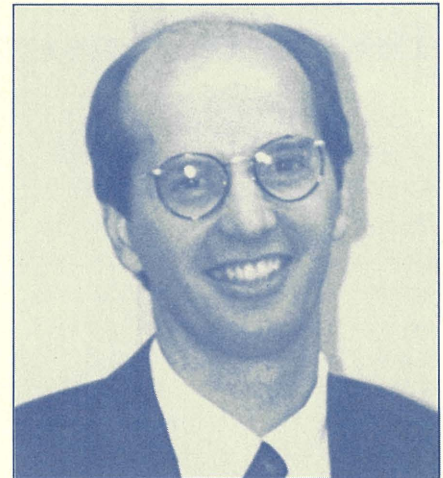
This task is now complete, and the Corporate Plan, entitled *A Blueprint for the Future* is now being implemented. The plan can be summed up in seven core strategies: Increase community-based programs in all regions; continue to focus on career-oriented programs; strengthen the ABE program; consolidate the role of student services; establish a Northern Research Agenda; incorporate Northern knowledge into post-secondary education programs; and, prepare to be a university college.

These are bold, sweeping strategies, but ones which we will adopt in a measured way, allowing us to

continue to grow at a pace which will cause a minimum of distraction from our task at hand: educating Northern adults.

The staff of the Science Institute, now a fully integrated component of Aurora College, has spent the past several months completing the staffing of their Head Office in Inuvik. The Science Institute is also shifting away from its previous focus, largely defined by the needs of southern researchers, and moving toward a community-driven approach that will see the cataloguing and identification of Northern research needs.

In our first six months of operation, Aurora College also faced external challenges, stemming largely from continued fiscal restraint on the part of the Government of the Northwest Territories. We have responded to this challenge with more streamlined class scheduling systems, the downsizing of Campus management and an increased focus on forming new funding partnerships. In the coming months, we can forecast that this atmosphere of restraint will continue, and we will work with government and other funding agencies to ensure our services for students remain strong.



President, Chuck Parker

Examining our internal functions has been a large part of the division exercise, but as a separate college, we have also had to turn our view outwards, to establishing academic agreements with our colleagues in other educational institutions. New transfer agreements with the University of Lethbridge, Athabasca University and our inclusion in the Alberta College and University Transfer Guide are clear testament to our success in this area.

Rising enrolments, an increase in academic partnerships and the willingness of more and more agencies to turn to Aurora College to provide the training they need show we are on the right track. Gradual but consistent growth will continue to be one of Aurora College's goals in the coming years.

Board of Governors

It has been a fascinating time to be a member of the Board of Governors of Aurora College over the past half year. We have gone through many of the exciting experiences of starting a new college, but have the benefit of existing staff, students and infrastructure.

As with the entire college system, the Board has had to change its format to keep with the times. The Board of Governors is a more streamlined organization now, comprising eight members: two from each of the Western Arctic's three regions and representatives from the College staff and students.

One of the major exercises the Board has gone through has been the formation of the Aurora College Corporate Plan. Guiding this formative document's development has required vision and clear understanding of what our goals are as a College based solely in the Western Arctic. We believe, through the document entitled *A Blueprint for the Future*, we have found the right mix of vision and practical ideas.

The Board also hosted a joint meeting in May involving the Board of Governors of Nunavut Arctic College and staff and Board representatives from Yukon College. During this meeting, the representatives of the three Northern colleges, the Minister of Education, Culture and Employment and senior Departmental staff were able to identify areas of mutual

cooperation and discuss issues relevant to all three institutions.

In the wake of the creation of two colleges, the Board, through its Policy and Planning

Committee, has done extensive work to establish Aurora College on the national education scene through transfer agreements and academic partnerships. A major initiative of this year has been expanding our relationship with the North's secondary schools in order to make the transition from school to college as seamless as possible for young people.

Many Board activities over the past half year have centred on ensuring and improving the quality of our programming. To this end, the Board is also working on the review of two major programs: Teacher Education and Adult Basic Education. The purpose of these reviews are to ensure that our programs continue to meet the evolving needs of Northern learners. This is an ongoing process that we are committed to maintaining in the years to come.

In addition to upgrading and maintaining existing programs, our



The Aurora College Board of Governors: Roy Erasmus, Yvonne Carpenter, Margaret Thom, Danny Yakeleya, Bob Simpson and Chairperson Steve Richards.

new program initiatives have met with an excellent response from students. Successful Northern Skills Development Programs are running in 15 sites throughout the N.W.T., providing adult learners with literacy skills and on-the-job training.

Aurora College, like many organizations at the territorial and even national level, has had to deal with new policies emerging from cautious fiscal times. The Board has taken a resourceful approach to dealing with restraint, reducing spending while increasing revenues to ensure that we will be able to meet our goals today and in the future.

Steering a new college on course through its first year of operation has many challenges, but Board members were helped by the years of experience gained during our time with Arctic College. Drawing on this experience while also responding to change has enabled us to face the future with confidence.

Students

Aurora College students are active participants in their education. Beyond this commitment to gaining new knowledge and skills, they also enrich their college experience by being active members of the communities in which they reside.

These activities - running local support groups, holding information sessions, coaching sports teams, cultural field trips - are another dimension to their education, and broaden their vision of what role they will play in their home communities in the future.

Students are why this college exists, and we express this founding value through our efforts to improve program and course offerings, deliver more programs at the community level, or develop new programs.

The efforts by students to get more out of their education - through activities both in the college and out - makes our efforts that much more rewarding.

Activity Highlights

Aurora Campus students enjoyed visits from many unique individuals during the month of April, 1995. Among those who visited the Inuvik campus were Juno Award-winning singer Susan Aglukark, Canadian Astronaut Julie Payette and Russian scientist Ludmila Estomina.

Thebacha Campus Social Work student Gary Adkins, with the help of the Fort Smith Health Centre, the

Department of Social Services and the PWK High School Drama Club, developed a video called "Teen Suicide Prevention." Not only did the project result in an excellent educational video, it also illustrated how community resources can be effectively mobilized to work on important projects together.

Thebacha Campus Teacher Education Program students Chris McCallum and Matthew Knickelbein contributed their time to the community by sharing their coaching talents with the Fort Smith Senior Girls Soccer Team. Chris also contributes to the community as a member of Fort Smith Town Council.

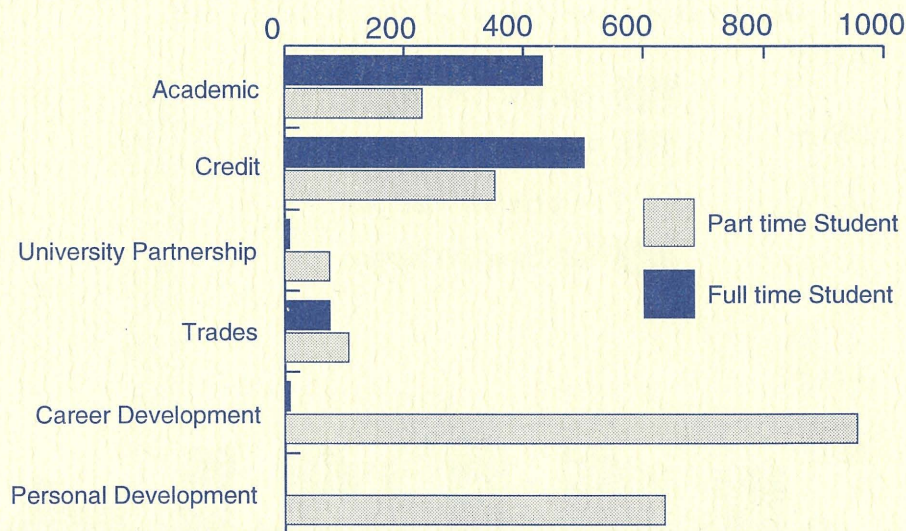
Aurora Campus students held a "Last

Class Bash" which promoted a healthy lifestyle without the use of alcohol and drugs. The end-of-the-year party was great success, and included not only students but many members of the community. The message - that you can have lots of fun without using alcohol and drugs - was well received.

Yellowknife Campus student Eva Nitsiza-Beaverho was one of five people in the N.W.T. to win the Minister of Education's Literacy Recognition Award. She is a single mother of five children and has been in the Read/Write Program for the past two years. She has been working hard at upgrading her academic skills in order to reach her goal of becoming a teacher.

Enrolments by Division

for the partial academic year of January 1, 1995 to June 30, 1995



Partnerships and Programs

Working in isolation is not only ineffective, it is impossible in today's integrated world. That is why Aurora College is dedicated to the maintenance of existing partnerships and the forging of new relationships.

Our partnerships take many forms, from transfer agreements with other postsecondary institutions to funding arrangements with business or government agencies. These partnerships are key to our success, and to the success of our students. By gaining increasingly wider acceptance from other academic institutions, our programs offer even more opportunities for our graduates to continue their education.

Funding partnerships are also crucial to continued college growth. As government funding is reduced, arrangements with private firms and

agencies become key to continuing with the delivery of some programs and creating new ones. These funding partners are realizing they can acquire programs designed with their needs in mind through partnerships with Aurora College.

Partnership Programming Initiatives

Yellowknife Campus, for the second year in row, delivered an English as a Second Language Program for students from the Sakha Republic in Russia. This program helps the students work with foreign construction companies in their own country.

Teacher Education was initiated in Yellowknife through a partnership with the Yellowknives Dene Band, the Yellowknife Public School Board, the Yellowknife Catholic School Board

and the Department of Education, Culture and Employment. This program ensures there will be Dogrib-speaking teachers for schools in the Dogrib Region in the coming years.

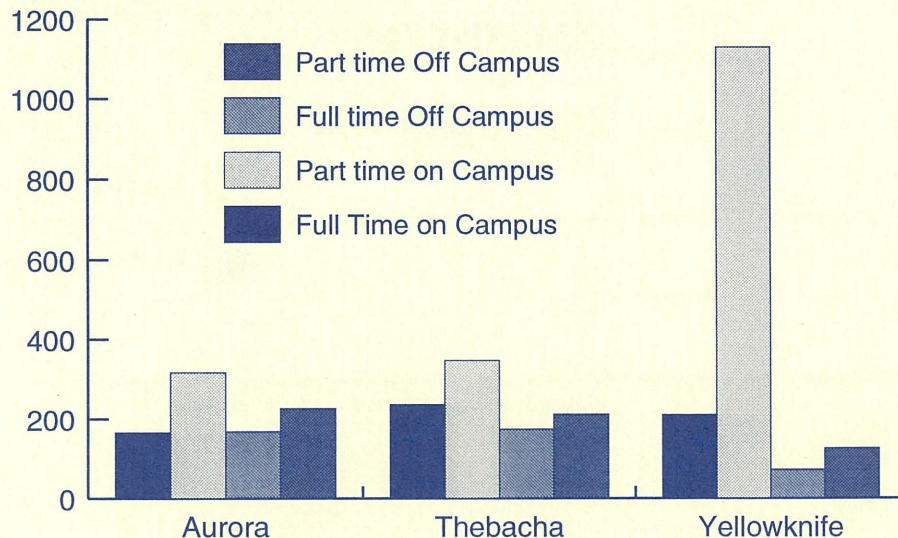
Teacher Education is also ongoing in the Inuvik Region. Aurora Campus and Thebacha Campus have formed partnerships with the Inuvialuit Social Development Program, the Gwich'in Tribal Council, and the Beaufort-Delta Divisional Board of Education to deliver the Beaufort Teacher Education Program in Inuvik Region communities. Similar arrangements are being sought with aboriginal organizations in the Sahtu and Dehcho Regions.

Thebacha Campus and Yellowknife Campus are working with PCL Construction to provide Heavy Equipment Operator Training for members of the Dogrib Treaty 11 Band. PCL is building a power dam for the Dogrib Power Corporation, and much of their workforce will be hired from local sources. PCL will also be hiring people for carpentry, plumbing and electrical jobs, which opens another opportunity for partnership training.

The Renewable Resources Technology Program was delivered in Inuvik at Aurora Campus this year, thanks to a partnership which included the Gwich'in Tribal Council, the Science Institute of the N.W.T. and Thebacha Campus Renewable Resources Technology Program staff.

Campus & Community Division of Students

for the partial academic year of January 1, 1995 to June 30, 1995



Science Institute

The Science Institute of the Northwest Territories' western operations were fully amalgamated with Aurora College in 1994, and the benefits of this new partnership are already apparent.

The Science Institute's Inuvik Research Centre has proved an invaluable resource for Inuvik's

Aurora Campus, which delivered its Renewable Resources Technology Program within the centre. Research Centre staff also provided administrative support for the program, and made their research library available to Aurora Campus students.

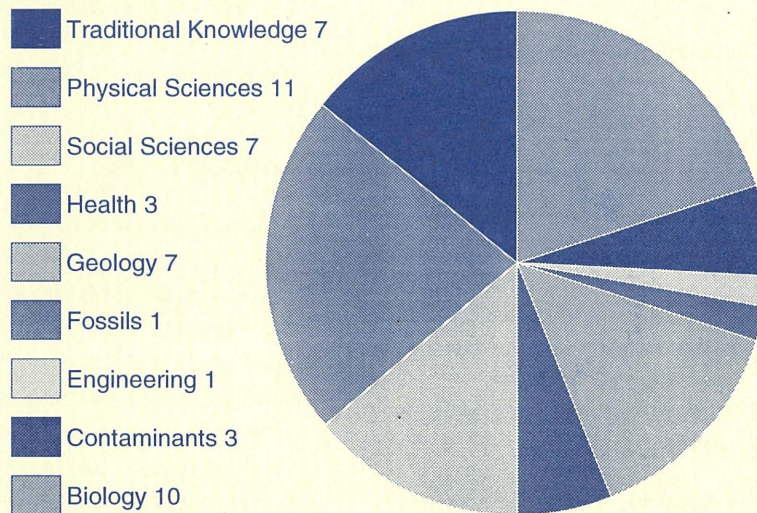
Beyond these local opportunities for cooperation, the Science Institute also

has a major role to play as the college's research arm and repository for northern knowledge. In the Aurora College corporate plan, *A Blueprint for the Future*, the institute is identified as the driving force behind several key strategies, including the cataloguing of traditional knowledge for integration into college programs, the creation of the Northern Research Agenda that reflects the research needs of Western Arctic communities, and performing important research functions in preparation for Aurora College's transition to a university college over the next 10-15 years.

These pivotal roles, along with the Institute's ongoing mission to support and license research in the N.W.T. and foster the development of new technologies, ensures that the Science Institute will play a pivotal role in the future development of Aurora College.

Number of Researchers

from January to June 1995



Scientific Services Directorate

The Scientific Services Directorate provides logistical, technical and administrative support to scientists and researchers operating in the Western Northwest Territories. These services are provided through the Institute's Head Office in Inuvik and through research centres in Inuvik and Fort Smith.

The Director of Scientific Services is responsible for providing these services, as well as developing policies to support research and the coordination of research support efforts between government agencies, universities, aboriginal groups, non-profit organizations and the private sector. The Director participates in territorial and national committees on behalf of the GNWT and provides scientific advice on matters relating to research or the application of research results.

In keeping with the Science Institute's new role as the research division of Aurora College, a community-driven focus has been adopted when considering research needs. This has also led Institute staff into playing a larger role

Inuvik Research Centre

In addition to regular scientific duties, Inuvik Research Centre (IRC) staff spent several weeks preparing for the relocation of the Science Institute Head Office from Yellowknife to Inuvik. Space had to be found for additional staff and their support equipment. These housekeeping changes did not stop the research centre from having a busy year of providing scientific services.

Cosmic Ray Monitor

The cosmic ray monitor contract with the National Research Council ended last summer, but the Bartol Research Institute of the University of Delaware have contracted the IRC to keep it running for two more years. A poster and plain language report on the project is being prepared.

Aklavik Sewage Discharge System

The manager, with assistance from summer students and local field assistants, has been working on the Aklavik Sewage Discharge System. The literature was reviewed and lakes downstream from the sewage lagoon

were tested. As part of this project, one student did a small study on the distribution of amphibians in the Mackenzie River Delta.

IRC Library Upgrading

Several partners are involved in upgrading and maintaining the collection in the IRC Library, including Parks Canada, the Gwich'in Renewable Resources Board and especially Aurora Campus. The library is staffed full-time so it is available to students and the public. Reclassification and data entry of the collection is ongoing.

Publications

A plain language publication entitled *Polar Night* by Chris Burn was edited by IRC staff and is ready for printing. The paper is a study of various phenomena associated with the extended period of darkness that occurs in winter in polar regions. The printing costs for this paper are being shared with Yukon College and the Northern Research Institute. The first draft of a second publication, *Forest Fires and Northern Communities*, has been reviewed and returned to the author, Ross Wein.

South Slave Research Centre

Aerological Observations

The South Slave Research Centre staff were responsible for the release of nine radiosondes per week, enabling them to train three observers and generate revenue for the centre.

Fire History Study

A Fire History and Ecological Classification Study was conducted by the centre in cooperation with Hanita Brungs, a student from the University of Alberta, the Canadian Circumpolar Institute, the Territorial Forest Fire Centre, the Department of Renewable Resources (Fort Smith), Forest Management (Hay River), the Canadian Forest Service (Edmonton)

and the Town of Fort Smith. Fire scar data, forest ecotypes and fuel types have been collected from sites in a 30 km radius around Fort Smith. The data will assist the Town of Fort Smith in formulating a fire protection plan for the community.

Prescribed Burning

This cooperative project between the SSRC and the Fort Smith District Department of Renewable Resources dealt with prescribed fire research in the Slave River Lowlands and the Fort Providence areas. The purpose of the project was to enhance bison habitat through the use of prescribed burning. Loretta Ransom, a graduate of the Renewable Resources Technology Program, was hired to assist with the project.

Information and Education

The Science Institute is responsible for the promotion of science in schools and the North in general through information programs, science fairs and guest speakers. The period covered by this annual report includes a number of extremely successful programs conducted by Research Centre or Head Office staff.

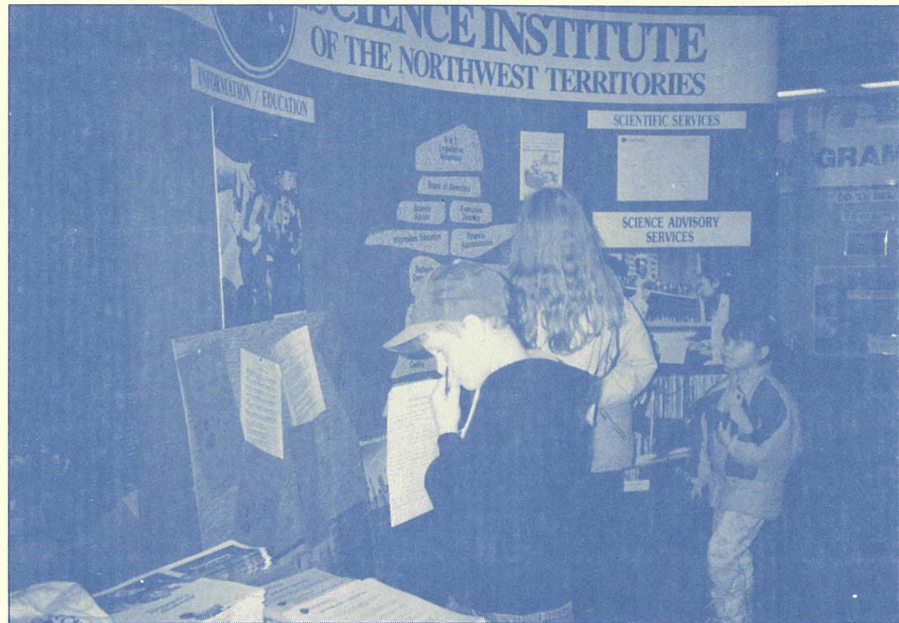
Head Office

Science Fairs

The Science Liaison Program was active in the spring promoting and providing judges for regional science fairs. Certificates of participation were given out, on behalf of the Science Institute, to each student who took part in a science fair.

Innovators in the School Program

This program brings people with a scientific background into the schools to speak with students. A new list of Innovators was produced in January with the assistance of NAPEGG, the institute's partner in this nationally funded program. This new list was distributed to all the schools in the Western N.W.T. Financial and logistical support for Innovators visiting schools throughout the region was also continued, however, federal cutbacks have resulted in the cancellation of the Innovators program at the end of the 1995-96 fiscal year.



CBC Radio Programming

The Science Institute began a biweekly radio program entitled "That's a Good Question." The program airs on CBC radio, and provides an opportunity for people in the Inuvik Region to send in their questions on scientific subjects. So far, the show has addressed such topics as rabies; the ozone layer; thunderstorms; bird sounds; animal migration; and edible plants of our region.

Inuvik Research Centre

Canadian Space Agency Visitors

Staff from the IRC helped plan and coordinate a tour of the Inuvik Region

by Canadian Astronaut Julie Payette and an official of the Canadian Space Agency. They visited schools and community learning centres in Tuktoyaktuk, Aklavik, Inuvik, Tsiigehtchic and Fort MacPherson.

Renewable Resources Technology Program Delivery

The IRC manager and senior technician were very active in the delivery of the Renewable Resources Technology Program at Aurora Campus. IRC staff assisted with teaching, providing logistical support and advice, hiring and transporting some students. We also assisted Fort Smith RRTTP instructors with their marine camp.

Career and Science Fairs

IRC staff participated in career fairs throughout the Inuvik Region, promoting careers in scientific fields. These fairs were held in Tuktoyaktuk, Inuvik and Fort MacPherson, while a science fair was held in Aklavik. Science Institute Head Office staff organized a Science Day at the IRC for Inuvik elementary school children. About 400 children visited the IRC during the event. IRC staff also spent a day in the field with grade five students studying wetland ecology.

Scientific Papers

A number of scientific papers were reviewed, including: *Our Boots*, which was recently published, *The State of the Environment Report, Taiga Chapter*, the *Inuvik Workshop on*

Contaminants, and the *Northern Research Agenda*.

South Slave Research Centre

Science Fairs

The manager of the SSRC acted as the judge for science fairs in Fort Smith and Fort Providence. In Fort Smith, this included demonstrations on the principles of scientific investigation.

High School Biology Projects

Four grade 11 students from P.W. Kaeser High School in Fort Smith received assistance with biology research projects. The students carried out two projects: an assessment of the spruce budworm infestation in Fort Smith, and a study of the germination

rate of jack pine seeds from a 12-year old burn site.

School Demonstrations

A demonstration on tree and vegetation sampling techniques was delivered to 30 grade 8 students from Fort Smith during a trip to Myers Lake. A demonstration of tree and vegetation ecological sites within the town of Fort Smith was delivered for students at the Fort Smith Community Learning Centre.

Hill Island Lake Fire Project

Data was gathered at seven burns sites as part of a contract for the Fort Smith District Department of Renewable Resources. The data was also graphed and a poster was made as part of this project.

Technology Development

The Science Institute oversees various technological developments that may have special application to improving the quality of life in the North. These may involve mechanizing aspects of previously labor-intensive tasks or finding new energy technologies that will reduce Northerners' dependence on fossil fuels and other expensive, non-renewable energy sources.

South Slave Research Centre

Solar Panel

As part of the federal government's Arctic Environmental Strategy, a solar panel/hot water heating system is being used as a demonstration unit in the Apprenticeship Program area of Thebacha Campus. Funding is being pursued to install a similar system into the Northern Lights Special Care Home in Fort Smith.

Multi-media Learning Centre Pilot Project

Aurora College, in collaboration with various partners, has proposed the installation of a videoconferencing learning centre in Fort Smith and Yellowknife on a pilot project basis in 1995-96. The project will test specific videoconferencing applications in education, health, social services and general management settings between different types of geographic locations. The SSRC is to provide overall management of the project.

Inuvik Research Centre

Technology Training Program

This program was initiated by the Science Institute and CanMET, a federal government partner. A hybrid of solar panels (fixed and tracking), a wind turbine and a diesel generator are being installed at the IRC in 1996 for training and research purposes. The senior technician and an electrical apprentice from Inuvik will be trained to operate and maintain

the system while at the CanMET laboratory in Montreal. Subsequently, training courses for industry will be offered.

Weather Project

In June, in coordination with Environment Canada, Dettah and Hay River were presented with portable weather stations for their schools. This brings the total to six schools in the western N.W.T. who are taking part in the project.



Scientific Research Program

The Scientific Research Program's primary activities have been in the development of the Northern Research Agenda and collaborative work within various communities.

Northern Research Agenda

The development of a Northern Research Agenda is a three-stage process to be carried out over the next three years. In the first stage, a survey was developed and sent to over 200 community agencies, government departments and special interest groups to assess the research needs and interests of the people of the Western Arctic. Approximately 100 responses have been received and have been entered into a database. This data will be analysed and included in a report that details the responses with background information dealing with implementation and conducting community-based research. This report has been drafted and is currently being reviewed.

Stage two will involve consultation with the Minister of Education, Culture and Employment, department administrators, community agencies and individuals in order to expand and reassess possible research priorities. The Agenda will be submitted to all granting agencies and university departments involved in Northern research with a view to influencing the selection and funding of research projects.

In stage three, the criteria for establishing priorities will be further refined based on feedback over the previous three years. At this stage, a political lobbying process will be undertaken to ensure that research conducted in the North and funded by public monies addresses Northern priorities.

N.W.T. Technical Committee on Arctic Contaminants

The N.W.T. Technical committee on Arctic Contaminants coordinates research activities dealing with contaminants and communicates information to the public regarding environmental contaminants and the relevant benefits or risks of country foods. The Science Institute, as a member of the committee, has had active involvement through meetings and with the coordination of a workshop on Contaminants in the Western Arctic, which was held in Inuvik last summer. The Science Institute was contracted through DIAND to write the summary report for the workshop.

International Workshop on Ethical Issues in Health Research Among Circumpolar Indigenous Populations

The Science Institute attended this two day international workshop in Inuvik June 2-3, 1995. Objectives of

the workshop included initiating dialogue between health researchers and indigenous peoples organizations, exchanging information on health research ethics and developing guidelines on health research to be adopted by research agencies. As the licensing agency in the Western Arctic, the Science Institute has a strong interest in ensuring that researcher guidelines are appropriate for the North, and have been reviewed by former residents. The issues discussed will assist in the development of the new researchers guide and in the development of the Northern Research Agenda.

Mackenzie Basin Impact Study (MBIS)

Science Institute staff coordinated with various community agencies in Aklavik, Fort MacPherson and Inuvik to arrange meetings with Stewart Cohen, the MBIS project leader who visited the communities March 8-10, 1995. The MBIS is an ongoing research study involving various subject areas that relate to climate changes and its relation to the environment. A final workshop to discuss findings of various researchers involved with this project will be held in May, 1996.

Toward the Future

The future of Aurora College is unfolding in a new and exciting environment. The Western Arctic is about to embark on the creation of a new western territory whose final shape is still unknown. Keeping up with significant change will continue to be part of Aurora College's focus for the foreseeable future.

Aurora College's vision for the future is outlined clearly in our recently released Corporate Plan entitled *A Blueprint for the Future*. The plan outlines seven strategic directions which will guide us in the coming years.

1. Increase community-based programs in all regions. Northerners have told us they want more programs delivered closer to home, and Aurora College is responding. Learners can now take Teacher Education and Management Studies in most communities, and there are plans to deliver more and more programs at the community level.

2. Continue to focus on career-oriented programs. The college's traditional focus has always been on programs designed to get people into the workforce as swiftly as possible. This will continue to be our thrust in the future, and we will work to ensure our programs continue to meet industry, government and business standards.

3. Strengthen the Adult Basic Education Program. ABE has long been a cornerstone of Northern

education. By taking steps to ensure our students are prepared for post-secondary programs, we increase the chances of their finding success in their chosen field. Aurora College is creating a more standardized approach to ABE programs, and is integrating more science into the ABE curriculum to prepare our graduates for the increasingly technological future.

4. Strengthen the Role of Support Services. College is more than exams and books. For many students, college life is big change, and some need help adjusting to their new surroundings. The college currently offers support services such as counselling, financial planning and recreation, and is strengthening these services through improved library access and facilities and by upgrading registrar services.

5. Develop an understanding of northern issues through the establishment of a northern research agenda and the documentation of northern knowledge. With the integration of the Science Institute into the college system, a new facet of college operations is coming to the fore. The documentation and researching of scientific matters important to Northerners will be a main focus of the institute, which is now the college's research arm. This means northern knowledge, both traditional and scientific, will be catalogued for all Northerners to share and benefit from in the years to come.

6. Incorporate northern knowledge into post-secondary programs. The knowledge gathered and catalogued by the Science Institute will be incorporated into Aurora College programs. This means the knowledge identified and researched in the North will be part of Northerners' future education.

7. Prepare to be a university college. The next logical step for Northerners in the control of their education is to have a degree-granting institution of their own, and Aurora College has already started that process. Through our transfer agreements, many of our programs are already directly transferable to university programs in the south, and baccalaureate level business programming is currently available at the college through an arrangement with Athabasca University.

These directions will fashion a new identity for Aurora College. By building on the successes of Arctic college, we have identified our areas of expansion and planned our progress carefully.

Aurora College is entering a period of relative calm. After years of expansion and sometimes turbulent change, we are taking the opportunity to take stock of where we are and how we got here, while still planning where we are going. Even in times of calm, change continues to be part of Aurora College.

Program List

Academic Programs

Adult Basic Education
University Transfer
University/Health Career
Preparation

1-Year Certificate Programs

Certified Nursing Assistant
Community Health Representative
Drawing and Printmaking
Early Childhood Education
Fine Arts
Interpreter Translator
Jewellery and Metalwork
Northern Community Alcohol and
Drug Counsellor
Secretarial Arts
Tourism Management
Visual Arts and Crafts (Founda-
tion)

2-Year Diploma Programs

Drawing and Printmaking
Environmental Technology
Jewellery and Metalwork
Management Studies
Recreation Leaders
Renewable Resources Technology
School-Community Counsellor
Social Work
Teacher Education



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
Northern Skills Development
Program
Office Procedures

Management's Responsibility for Financial Statements

The financial statements of Aurora College ("the 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. 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.

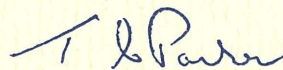
In discharging its responsibility for

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 are intended to 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.

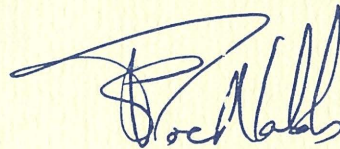
The Board of Governors is responsible for ensuring that

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.



Chuck Parker
President



Stewart MacNabb
Bursar/Chief Financial Officer

Fort Smith, Canada
October 26, 1995

Auditor's Report

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

I have audited the balance sheet of Aurora College as at June 30, 1995 and the statements of revenue and expenditures and changes in equity and changes in financial position for the six months 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.

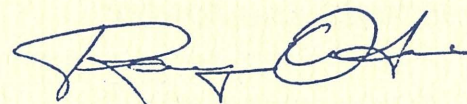
I conducted my audit in accordance with generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of

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 June 30, 1995 and the results of its operations and the changes in its financial position for the six months then

ended in accordance with generally accepted accounting principles.

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 *Public Colleges Act* and regulations and by-laws of the College and the contribution agreement with the Government of the Northwest Territories.



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

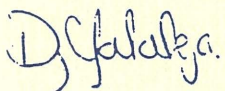
Ottawa, Canada
October 26, 1995

Balance Sheet

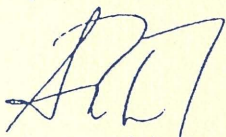
(thousands of dollars)

	June 30, 1995	Opening Balance January 1, 1995
ASSETS		
Cash	\$ 1,549	\$ 3,796
Accounts receivable (note 3)	2,248	1,928
Capital assets (note 4)	<u>1,151</u>	<u>1,187</u>
	<u>\$ 4,948</u>	<u>\$ 6,911</u>
LIABILITIES		
Accounts payable and accrued liabilities	\$ 1,067	\$ 1,147
Employee leave liabilities	461	404
Due to the Government of the Northwest Territories (note 5)	878	2,316
Deferred revenue	470	420
Employee termination benefits	<u>706</u>	<u>704</u>
	<u>\$ 3,582</u>	<u>\$ 4,991</u>
RESERVES AND EQUITY		
Professional development reserve (note 6)	\$ 239	\$ 214
Donation reserve (note 6)	55	71
Equity	<u>1,072</u>	<u>1,635</u>
	<u>1,366</u>	<u>1,920</u>
	<u>\$ 4,948</u>	<u>\$ 6,911</u>

Approved by the Board:



Chairperson of the Board

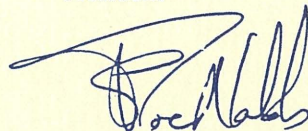


Chairperson of the Finance Committee

Approved by Management:



President



Bursar/Chief Financial Officer

Statement of Revenue and Expenditures and Changes in Equity

for the six months ended June 30, 1995

(thousands of dollars)

REVENUE

Contributions (note 7)	\$ 9,014
Contract income	2,212
Tuition fees	765
Room and board	299
Investment income	130
Other	135

TOTAL REVENUE

12,555

EXPENDITURES

Salaries, wages and benefits	7,759
Contract services	2,646
Materials and supplies	791
Physical plant	634
Travel and transportation	606
Purchased services	300
Fees and payments	253
Amortization	129

TOTAL EXPENDITURES

13,118

DEFICIENCY OF REVENUE OVER EXPENDITURES

563

EQUITY AT BEGINNING OF PERIOD

1,635

EQUITY AT END OF PERIOD

\$ 1,072

Statement of Changes in Financial Position

for the six months ended June 30, 1995

(thousands of dollars)

Operating Activities

Deficiency of revenue over expenditures	\$ (563)
Items not requiring an outlay of cash	
Amortization	129
Employee leave	57
Employee termination benefits	<u>2</u>
	(375)
Change in non-cash operating assets and liabilities	<u>(1,779)</u>
Cash used for operating activities	(2,154)
Investing activities	
Acquisition of capital assets	<u>(93)</u>
Decrease in cash	(2,247)
Cash at beginning of the period	<u>3,796</u>
Cash at end of the period	<u><u>1,549</u></u>

Notes to the Financial Statements

June 30, 1995

1. AUTHORITY AND MANDATE

On the advice and consent of the Legislative Assembly, the Commissioner of the Northwest Territories enacted, effective January 1, 1995, the *Public Colleges Act* that, among other things:

- repealed the *Arctic College Act* and the *Science Institute of the Northwest Territories Act*;
- dissolved the Arctic College and the Science Institute of the Northwest Territories as corporate entities;
- established two new colleges, one to serve the Nunavut Settlement Area and one to serve the remaining western area of the Northwest Territories. On March 28, 1995, these two colleges were officially named Nunavut Arctic College and Aurora College, respectively; and
- established research institutes within each college, with the two colleges acquiring the responsibility for the licensing of researchers.

Aurora College ("the College") operates under the authority of the *Public Colleges Act* as a Schedule B Public Agency listed in the *Financial Administration Act*. Under a contribution agreement with the Government of the Northwest Territories dated January 27, 1995, the College receives contributions for its operations and capital requirements for the administration and delivery of its adult and postsecondary education programs. Under the terms of this agreement, the College is allowed to retain all surpluses and is responsible for all deficits.

The College is an institution designed to provide a wide variety of educational services to adult learners. The programs are directed specifically to the northern environment and the needs of individual northerners, the workforce and northern communities. To accomplish this, courses and services are delivered at campuses and communities in the western area of the Northwest Territories. Through the work of the Science Institute, the College has the added responsibilities for the facilitation and preparation of research activity in the region.

2. SIGNIFICANT ACCOUNTING POLICIES

Capital assets

Capital assets transferred to the College from the former Arctic College and the Science Institute of the Northwest Territories, effective January 1, 1995, were recorded at their fair market value at that date, determined as original cost less accumulated amortization, or estimated market value. Subsequent acquisitions are recorded at cost. Capital assets are amortized over their estimated remaining useful lives on a straight-line basis at the following annual rates:

Furniture and equipment	20 - 40%
Leasehold improvements	33.3%
Mobile equipment	10 - 12.5%

Those capital assets which were contributed to the former Arctic College and the Science Institute of the Northwest Territories, but which are not recognized in these financial statements due to the necessary financial information not

being readily determinable, mainly include furniture and equipment at the campuses with varying expected useful lives.

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 or research has not been completed. These amounts are recorded as 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 long term professional development of College instructors and teachers. Under the Union of Northern Workers Collective Agreement an amount equal to three percent of the base salary of all indeterminate instructors on strength as at April 1st of each year is appropriated to the reserve. In addition, an amount determined in accordance with the Northwest Territories Teachers' Association Collective Agreement is also 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 represents the majority of the base funding for the College to cover its expenditures. Contributions are received monthly based on a predetermined schedule of cash flow requirements and are 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.

3. ACCOUNTS RECEIVABLE

	<u>June 30, 1995</u>	<u>Opening Balance January 1, 1995</u>
	(thousands of dollars)	
Contracts	\$ 1,925	\$ 1,691
Students	300	229
Other	<u>23</u>	<u>8</u>
	<u>2,248</u>	<u>1,928</u>

The accounts receivable are net of allowances for doubtful accounts of \$445,000 (January 1, 1995 \$432,000). The above amounts include \$520,000 (January 1, 1995 - \$698,000) due from departments of the Government of the Northwest Territories.

4. CAPITAL ASSETS

The book value of capital assets transferred to Aurora College from the former Arctic College and the Science Institute of the Northwest Territories, effective January 1, 1995 (see note 1), did not reflect any accumulated amortization, disposals or deletions due to the accounting policies and practices of the former entities. Therefore, it was necessary to adjust these transferred balances to reflect the assets on hand and their estimated net book value at January 1, 1995 before applying the cost of acquisitions and calculating amortization expense for the period.

	<u>January 1- 1995</u>			<u>June 30- 1995</u>		
	<u>Book Value Transferred</u>	<u>Write-downs and Adjustments</u>	<u>Opening Net Book Value</u>	<u>Cost</u>	<u>Accumulated Amortization</u>	<u>Net Book Value</u>
Furniture and equipment	\$ 4,237	\$ (4,132)	\$ 105	\$ 178	\$ 29	\$ 149
Leasehold improvements	391	(375)	16	16	5	11
Mobile equipment	<u>719</u>	<u>347</u>	<u>1,066</u>	<u>1,086</u>	<u>95</u>	<u>991</u>
	<u>\$ 5,347</u>	<u>\$ (4,160)</u>	<u>\$ 1,187</u>	<u>\$ 1,280</u>	<u>\$ 129</u>	<u>\$ 1,151</u>

5. DUE TO THE GOVERNMENT OF THE NORTHWEST TERRITORIES

	<u>June 30, 1995</u>	<u>Opening Balance January 1, 1995</u>
	(thousands of dollars)	
Amounts due for costs incurred by the Government for payroll expenses	\$ 228	\$ 1,303
Amounts due to service departments (note 7)	648	931
Amounts due to other departments	<u>2</u>	<u>82</u>
	<u>\$ 878</u>	<u>\$ 2,316</u>

6. RESERVES

Six months ended
June 30, 1995
(thousands of dollars)

Professional Development Reserve

Balance at January 1, 1995	\$ 214
Appropriated from operations	150
Expenses for the period	<u>125</u>
Net change for the period	<u>25</u>
Balance at the end of the period	<u>\$ 239</u>

Donation Reserve

Balance at January 1, 1995	\$ 71
Donations for the period	9
Expenses for the period	<u>25</u>
Net change for the period	<u>(16)</u>
Balance at the end of the period	<u>\$ 55</u>

7. 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 Financial Management Board Secretariat is reimbursed for the actual employee benefit costs of the College's employees and the Department of Personnel is reimbursed for the recruitment costs of the College's employees.

The transactions with the departments are as follows:

	Costs incurred or fees charged by service departments	Amount outstanding
	Six months ended June 30, 1995	June 30, 1995
	(thousands of dollars)	(thousands of dollars)
Department of Public Works and Services	\$ 1,178	\$ 437
Financial Management Board Secretariat	584	210
Department of Personnel	<u>7</u>	<u>1</u>
	<u>\$ 1,769</u>	<u>\$ 648</u>

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

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

Other related party transactions include:

	Six months ended June 30, 1995
	(thousands of dollars)
Contributions received from the Department of Education, Culture and Employment	\$ 9,014
Courses delivered on behalf of the Government of the Northwest Territories	1,346

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.

8. 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 calendar years to be assumed by the new colleges as follows:

(thousands of dollars)

1996	\$ 687
1997	298
1998	62
1998	19
2000	<u>1</u>
	<u>\$ 1,067</u>

