



*Annual  
Report  
1995-96*



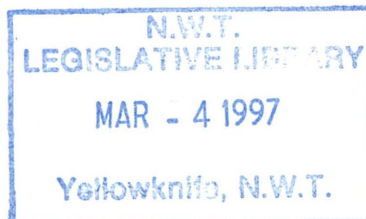
**Aurora  
College**





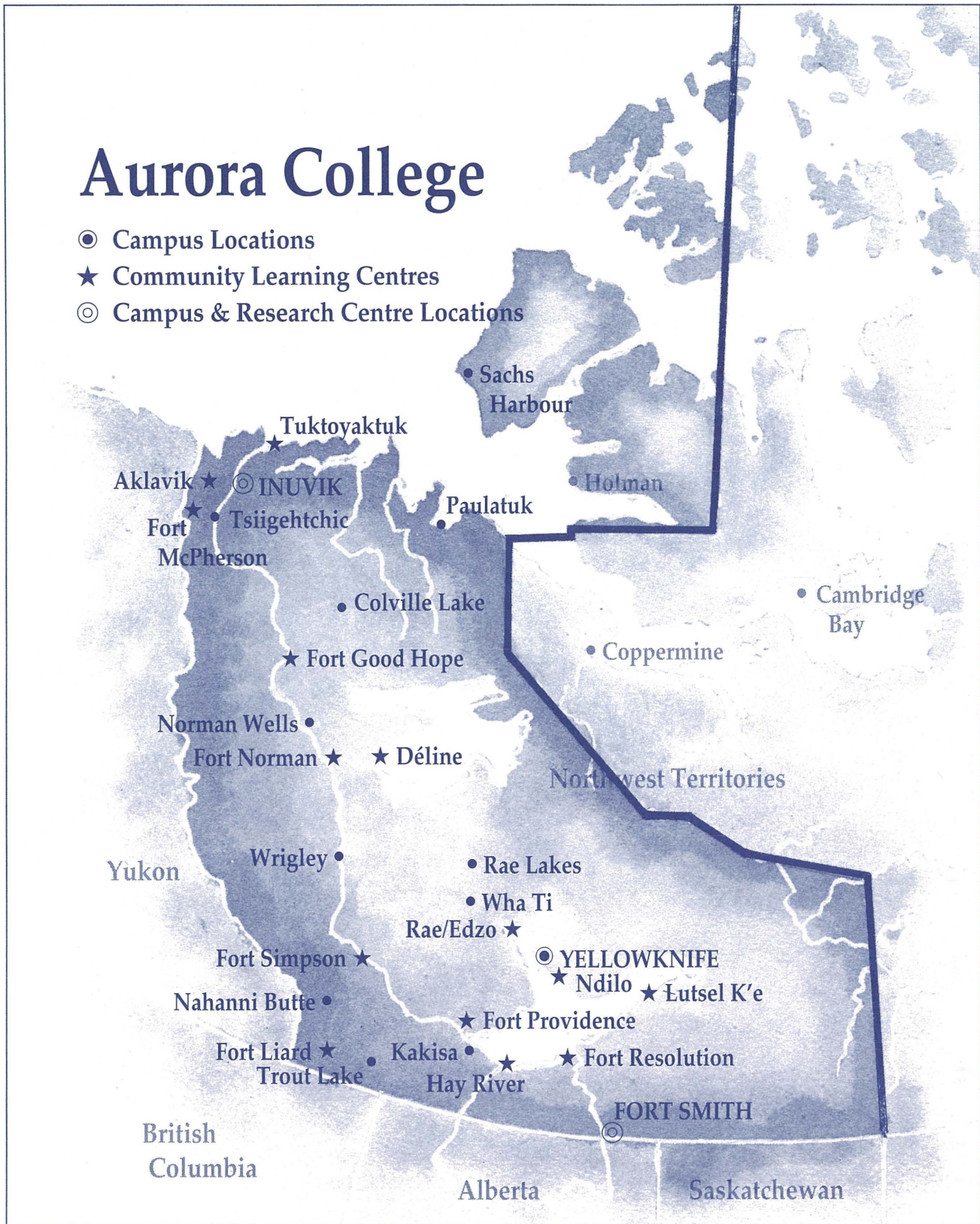
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# Aurora College

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# Introduction - A Climate of Change

Change has been part of the N.W.T. college system since its birth in the late 1960s. As the North evolved, so has the college, and these changes continue to this day.

The past year, which saw the creation of Aurora College and Nunavut Arctic College was one of the most significant steps in the evolution of the college system. Now, we are operating in a period of great change within the government: how it operates, where funding comes from, and what type of training is needed to meet the challenges of change.

The GNWT's Agenda for Change, which outlines an ambitious plan to devolve control of programs and services to the community level, represents one of the greatest challenges to Aurora College. We must deal with new agencies for contracting programs, and we must deal with reduced funding from government sources.

As always, Aurora College staff have met this and other challenges with bold action. Comprehensive budget reduction exercises allowed the College to experience reduced funding with a minimum effect on staff and services. And rather than

cutting programs, we have created new ones and offered Northerners more education options than ever before.

This is at the heart of Aurora College's corporate culture: continue to offer the best in education to the people of the Western Arctic, while dealing effectively with change.

To meet the GNWT's commitment to community empowerment, Aurora College has offered more programs than ever at the community level, while working closely with community groups and leaders to determine what programs will be delivered in the future.

Further evidence of our commitment to empowering communities is the Northern Research Agenda, which is being developed by the Aurora Research Institute in concert with communities in the Western Arctic. By controlling what research is conducted in the North, Northerners have that much more control over what knowledge emerges from it. We are now seeing the development of truly Northern knowledge: identified, researched and applied in the North for the benefit of our people.

# Letter of Transmittal

The Honorable Charles Dent, Minister of Education, Culture & Employment:

The Aurora College Board of Governors has had a fascinating year dealing with many new challenges. As the Government of the Northwest Territories works to change the way our territory is governed and financed, so, too, have we had to change the way we operate.

The greatest challenge the Board faced this year was dealing with funding reductions while maintaining - and in some cases, expanding - our services to clients.

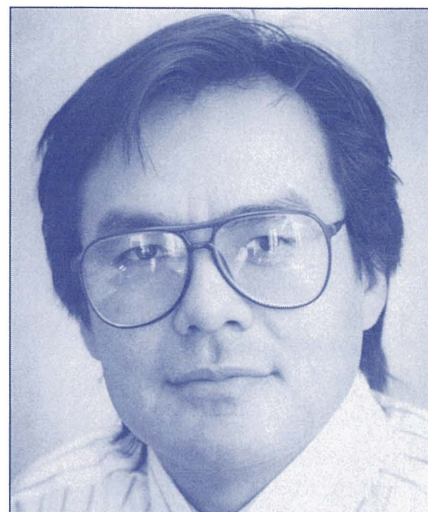
We believe we have done this in an effective manner by handling our budget reductions without interrupting service.

While finances have been a concern for the College this year, as they have been throughout the North, we have not let them rule our thinking. Expansion and growth is part of a vibrant institution, and our new, innovative programs, such as the Pretechnology Program and Long Term Care Aide, are creating more career options for Northerners than ever.

In the wake of government cutbacks, the College has taken an entrepreneurial approach to new programming, forming innovative partnerships with business, industry, aboriginal groups and post-secondary institutions. These partnerships can take the form of transfer agreements or new programming, as in the partnership developed with the Northern Alberta Institute of Technology for delivery of the Pretechnology Program.

Along with expansion comes the consolidation of past changes. With the selection of the name Aurora Research Institute, the western operations of the former Science Institute of the N.W.T. are now fully part of Aurora College. This partnership will allow for the development of Northern knowledge from research to application.

In recent months, the Board has undergone a significant change in membership. Several new members are bringing their unique perspectives and talents to Board operations, while we have had to say good bye to some of our long-serving members. This turnover has resulted in a mixture of



*Chairperson, Danny Yakeleya*

experience and energy that is vital to an active Board.

Aurora College has now operated as a separate entity for over a year, and we are seeing our community based philosophy pay off with more programs and increased services. In the coming years, we will look to our Corporate Plan to continue to provide guidance in the challenging times ahead.

Sincerely,

A handwritten signature in dark ink, appearing to read 'D. Yakeleya'.

Danny Yakeleya  
Chairperson

# President's Report

Aurora College faced a challenging year with exciting new activities and ongoing fiscal restraint.

While our funding has changed, our mandate remains the same: provide relevant education and training programs to the people of the Western Arctic.

In order to accomplish this, Aurora College has turned to partnership agreements to spur our growth, and has actively pursued training opportunities with aboriginal groups, business, industry and government. These partnerships have resulted in more than \$6 million in additional training activities for 1995-96.

Two well-established programs will soon be extended to three-year programs. Teacher Education will offer third-year university courses in the North, meaning our students need only complete one year of study at a university to get their degree. Management Studies students can now obtain a Bachelor of Administration degree in the North through a partnership with Athabasca University. These represent significant steps toward our goal of someday becoming a degree-granting institution ourselves.

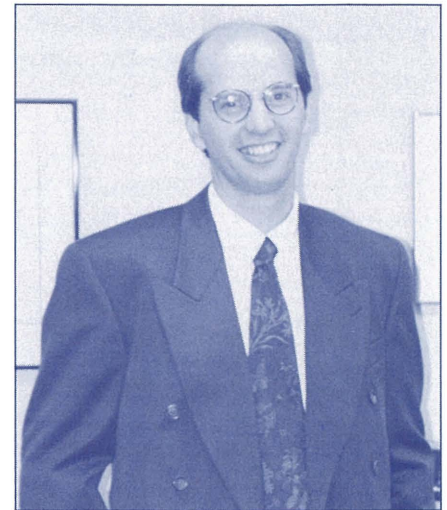
In order to keep our programs up-to-date, we do regular evaluations which examine all aspects of the targeted program. These exercises are carried out by a committee composed of industry members and college staff.

Recent evaluations were just completed on the Teacher Education Program, Recreation Leaders, and Natural Resources Technology. These exercises have helped us refine our programming to keep it current with GNWT initiatives and industry needs.

In addition to working with industry and community groups, Aurora College also works with other educational institutions to establish partnerships and transfer agreements. These agreements help our students move from Aurora College to other institutions, using the credits they earned here to advance their education. A recent accomplishment in this area was Aurora College's inclusion in this year's Alberta Transfer Guide, the definitive listing of transfer agreements between Alberta institutions and those outside the province.

Institutions we have established linkages with include the Northern Alberta Institute of Technology, the University of Saskatchewan, Athabasca University, Yukon College and Nunavut Arctic College. These linkages may involve program partnerships, such as the Pre-Technology Program we are delivering with NAIT, or transfer agreements such as the one we have with the University of Saskatchewan for our Teacher Education Program.

In addition to our other linkages, Aurora College maintains international contacts through our participation in



*President, Chuck Parker*

such activities as the North Consortium Student Mobility Project. This four-year program is designed to foster international research projects by students from universities and colleges in Canada and northern Europe.

Facilities are an ongoing concern for Aurora College. We are committed to providing the best facilities possible in which our students can learn, and to this end, we have undertaken a number of activities in the past year. The most visible initiative in this area is the Thebacha Campus Complex, completed late last year. This excellent facility has been extremely well received by the community, students and staff. Staff at Aurora Campus in Inuvik and Yellowknife Campus continue to investigate ways to improve their facilities. Studies have been undertaken to determine the usefulness of Grollier and Akaitcho Halls as potential sites for the campuses. The examination

of these facilities continues.

Other facility improvements have involved new community learning centres in Fort Providence and Fort MacPherson. A new learning centre has also been identified for Hay River. This project has run into some difficulties in determining where the centre would be built.

Another major accomplishment of the past year has been the successful amalgamation of Aurora College and Science Institute operations. Now called the Aurora Research Institute, ARI has established itself as an entrepreneurial body dedicated to fostering and supporting research as identified and directed by Northern communities.

Despite the considerable changes the College is experiencing, we have continued to establish new programs as needs are identified. Recently

created programs include Northern Nursing, Teacher Education Programs in the Deh Cho and Sahtu Regions, the Pretechnology Program and Airport Maintenance. As mining activity increases, we are working towards identifying more programs we can offer to that industry. A Mine Training Coordinator has been hired for Yellowknife Campus to ensure programs in this area meet industry needs.

These are demanding times in the North, and they call for creative solutions and innovative ideas. At Aurora College, we will continue to meet our goals with the same energy we brought to overcoming the challenges of the past year.



Chuck Parker  
President



# Board of Governors

Aurora College Board of Governors members had a busy year. Aurora College is an offshoot of the former Arctic College. Therefore, there were many changes to be made and challenges to overcome as we worked to establish our new college.

To ensure the most effective allocation of resources and personnel, it was necessary that Aurora College Board members and senior management carry out operational and organizational changes in a methodical manner. To this end, senior managers were assigned planning exercises in a range of College areas.

This planning process culminated in the creation our Corporate Plan, which outlines Aurora College's strategic directions for the next five years. This document identifies planned areas of growth, how Aurora College's organization will change, and how we can improve our existing services. It also identifies Aurora College's seven corporate strategies:

- Increase community-based programs in all regions
- Continue to focus on career-oriented programs
- Strengthen the Adult Basic Education program
- Consolidate the role of Student Services
- Establish a Northern Research Agenda
- Incorporate Northern knowledge

into post-secondary education programs

- Prepare to be a university college.

Individual plans were also developed for each Aurora College campus. These plans were designed to show how each campus would shape their operations to fit into the corporate strategies identified above.

Other documents produced this year include a plan for the incorporation of traditional knowledge into our programs. This plan calls for the integration of traditional knowledge into all aspects of Aurora College operations. We are also in the preliminary development stages of a plan for distance education programming.

Each planning document complements the others, ensuring each division of Aurora College functions efficiently within the framework of the whole.

As well as planning, Board members also worked to establish Aurora College as an educational entity on the larger scene. Aurora College plays a leadership role in fostering post-secondary education in Northern



*The Aurora College Board of Governors: Front row, left to right: Leon Lafferty, Chairperson Danny Yakeleya, Ellen Bourassa, Diane Gordon, President Chuck Parker. Back row, left to right: JoAnne Deneron, Jane Dragon, Cynthia Joyce and Bob Simpson.*

Canada. A recent illustration of this was the meeting in Cambridge Bay earlier this year involving representatives from eight colleges serving Northern Canadians. This meeting resulted in valuable contacts being made and linkages being established with colleges who serve a similar constituency to our own.

The Board was also involved in a number of evaluatory exercises this year, including the Teacher Education Program Evaluation, which was completed in May, and an upcoming evaluation of trades training. These exercises help us ensure our programs remain current with changes in the work place.

These as well as all other activities have taken place in an atmosphere of fiscal restraint. However, Aurora College's entrepreneurial approach to new programs will ensure that future growth is less dependent on government contributions.

# Program Achievements

Aurora College is dedicated to offering educational programs that lead to more opportunities. We train and educate with a purpose: we want our students to have immediate access to good careers or further educational options. That's why we evaluate our existing programs and develop new ones by working closely with industries and government. Relevant programs that form an excellent foundation for success are what we specialize in.

During the 1995-96 academic year, full-time enrolments increased to 1,207 students. This increase can be largely attributed to the increased delivery of programs from community-based sites.

Part-time enrolments decreased by 25 percent during the year, due in part to

a reduction in general interest course enrolment and programming dedicated to government staff development.

The College continues to adjust its programs to meet the constantly changing economic and employment conditions of the Western N.W.T. Efforts to ensure that our programming meets the current and future needs of our students has resulted in a number of program changes during the year.

In addition, our program offerings continue to focus on high employment disciplines based on community and regional needs. The diverse range of programs offered by the college resulted in approximately 3,900 Northerners participating in Aurora College programs on either a full-time

or part-time basis during the 1995-96 academic year.

## *A Focus on Quality*

As part of our commitment to quality programming, Aurora College conducts regular evaluations of our programs to ensure they continue to reflect the needs of the workforce and keep pace with developments in the field.

The Teacher Education Program was evaluated last year, permitting the enhancements outlined in the evaluation report to be implemented in the coming academic year.

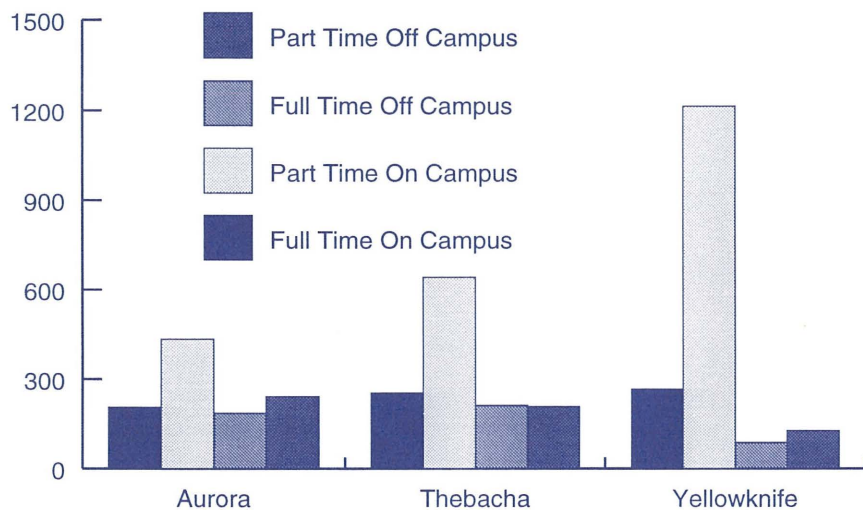
In the coming academic year, our Trades training will undergo a review as part of the same process. During these reviews, we contact students, graduates, faculty members and industry leaders in an effort to gain as much feedback as possible.

Changes are also being made to the Recreation Leaders Program as a result of a recent evaluation. The first cycle of Recreation Leaders students recently completed the program in its redesigned state.

The Northern Nursing Program, one of our newest program offerings, produced its first graduating class in 1995-96. The program received enthusiastic interim certification from the N.W.T. Registered Nurses Association, and should receive full certification upon the follow-up evaluation of its graduates.

## *Campus & Community Division of Students*

*for the year from July 1995 to June 1996*



## Access to Programs

Our Corporate Plan stresses our continued commitment to making our program more accessible to Northerners. To this end, we have established regional Teacher Education Programs in the Sahtu and Deh Cho regions, and are completing the successful delivery of programs in the Dogrib and Beaufort-Delta regions.

In addition, Aurora College's Natural Resources Technology Program was delivered in both Fort Smith and Inuvik, making one of our most popular and respected programs more accessible to the people in the northwestern N.W.T.

We have also worked to make it easier for Northerners to get university degrees through our partnership with Athabasca University. Management Studies students can now take all the courses necessary to their Bachelor of Administration degree at Yellowknife Campus. For the first time, students can earn their degrees entirely within the North.

## Results from Programming Changes

Our efforts in redesigning our programs and their delivery models have resulted in increased enrolment for full-time students. Delivery from community-based sites has not only resulted in greater participation, but

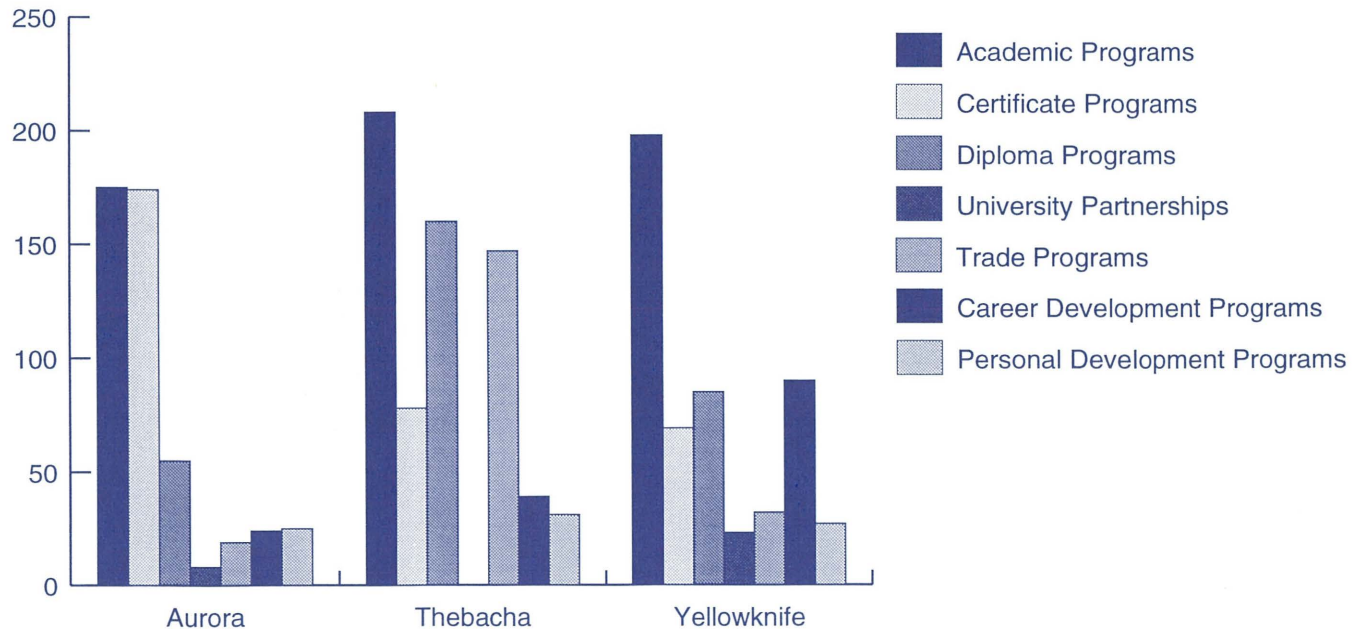
also in increased communication with community leaders on what sort of programs local people desire.

Part-time enrolments in general interest or staff training - two areas sensitive to the fluctuations of government spending and economic restraint - are down, but interest continues to be relatively high.

Our evaluations have lead to higher quality programs that keep pace with changes in the workforce. This, in turn, will enable us to form more transfer agreements with other institutions, allowing our students greater access to further educational opportunities.

## 1995-96 Enrolment by Division

for the year from July 1995 to June 1996



# Partnerships and Programs

Partnerships are the key to survival in an increasingly integrated world. That is why Aurora College seeks out various partnerships in the form of transfer agreements, funding arrangements with business or government agencies, and partnerships with other post-secondary institutions for the delivery of programs.

These partnerships are especially important during times of fiscal restraint, for they allow organizations to carry out projects that might be impossible in isolation.

Aurora College has enjoyed substantial success in establishing partnerships with a variety of agencies. In fact, 1995-96 saw the greatest partner-funded activity ever, with more than \$6 million in training delivered by this method.

In order to continue to foster this growth, staff positions have been created to deal with third-party funding sources. Yellowknife Campus' Corporate Programs Department has carried out this role for several years, but recently saw the addition of a Mine Training Coordinator. This individual is responsible for ensuring Aurora College continues to meet the needs of northern mines by providing the training their employees need.

At the Head Office, a program development officer has been hired. Part of this individual's duties will be to meet with aboriginal groups and the business and industry sector to determine what sort of training these groups require.

This entrepreneurial approach to program development is one of the defining features of Aurora College and a cornerstone in our ongoing corporate strategy.

## ***Partnership Programming Initiatives***

A Pretechnology Program will be delivered at Thebacha Campus in partnership with the Northern Alberta Institute of Technology. The program will prepare Northerners for further education in the fields of engineering or science.

Teacher Education Programs in the North Slave, Beaufort-Delta, Deh Cho and Sahtu Regions were delivered in partnership with aboriginal groups in each region. In addition, the Yellowknife Teacher Education Program, delivered in partnership with the Yellowknives Dene Band, the Yellowknife School Boards, the Department of Education, Culture and Employment and Aurora College, continues to run.

The Fur Garment Program at Aurora Campus was run successfully this year with assistance from the N.W.T. Development Corporation and the Inuvialuit Social Development Fund.

The Co-op Supermarket Training Program in Rae run in partnership with Co-op Stores has had a very successful year. A new Co-op Store in Rae-Edzo provided the ideal training opportunity. Yellowknife Campus staff delivered the training to the new store's employees.

Heavy Equipment Training has now been delivered in sites through-out the Eastern Arctic thanks to a partnership developed between Aurora College and Nunavut Arctic College.

Northern Stores and the Canadian Museum of Civilization worked with Aurora Campus in the development of their Fine Arts Certificate Program. The program fosters artistic growth by exposing students to a variety of art media.

An Airport Maintenance program has been developed and will be delivered through a partnership with the Department of Transportation. This three-year agreement will see Aurora College deliver programs at various sites throughout the North.

In the coming year, we expect third party agreements to be developed with the mining industry and the oil and gas sector. These growth areas present significant opportunities for future training partnerships.

Diamond mining in the N.W.T. has created many training opportunities. Staff have been hired to coordinate this training and encourage program development.

Nine students graduated from a Northern Community Alcohol and Drug Counsellor Program which was delivered at the Hay River Dene Reserve in partnership with the Dene Cultural Institute. At the graduation ceremony, the program was praised as a model for effective partnerships.

# Program List

## ***Academic Programs***

Adult Basic Education  
University Transfer  
University/Health Career  
Preparation

## ***1-Year Certificate Programs***

Certificate in Adult Education  
Community Health Representative  
Early Childhood Education  
Fine Arts  
Interpreter/Translator  
Northern Community Alcohol and  
Drug Counsellor  
Office Administration  
School-Community Counsellor

## ***2-Year Diploma Programs***

Fur Garment Diploma  
Management Studies  
Recreation Leaders  
Natural Resources Technology  
Social Work  
Teacher Education  
Northern Nursing



## ***Trades and Technology Programs***

Apprenticeship Carpentry  
Apprenticeship Electrical  
Apprenticeship Heavy Duty  
Mechanics  
Apprenticeship Housing  
Maintainer  
Carpentry - Pre-employment  
Community Airport Management  
Community Airport Maintenance  
Mechanics - Pre-employment  
Heavy Equipment Operator  
Observer/Communicator

## ***Short-Term Career Programs***

Guide Training  
Community Administration  
Community Office Procedures  
Northern Skills Development  
Program

# Students

Aurora College students undertake a variety of activities every year that go beyond the scope of their education. Whether they are participating in community groups, coaching local sports teams or communicating with their fellow students in other educational institutions, they bring the same commitment to these activities as they do to their studies.

These activities serve as a supplement to their education, preparing them for leadership and support roles once they return to their home communities.

Our students also contribute their energies to Aurora College each year, through student associations which arrange student and family activities and organize student governance, and through the comments and suggestions they make each year which help us do our job better.

## ***Activity Highlights***

In addition to their busy regular schedule, Aurora Campus Recreation Leaders students contributed more than 1,800 hours of volunteer work to the community of Inuvik.

Thebacha Campus Social Work student Doug Smith represented Aurora College in Campus on Stage, the annual talent show for college and university students across Canada. Using his stage name Driftin' Doug, he appeared at the Spectrum in Montreal for the talent show that was filmed for both French and English

television, and will air in the fall of 1996.

The Thebacha Campus Student Association had a busy year planning family oriented activities for students. They sponsored a Hallowe'en Day, Craft Day, Baking Day and a Family Dance. They also held a "Nobody's Birthday" Party and a Slumber Party for 7-12 year olds.

More than 90 students took part in Yellowknife Campus' Entrepreneurial Training and Tutoring Initiative. Thanks to this program sparking their entrepreneurial spirits, the students went on to form 14 businesses in the North Slave Region.

The Thebacha Campus Golden Eagles Hockey Team went undefeated in five games to win the Fort Smith Invitational Hockey Tournament for the first time. The student hockey team was less successful against the College staff, who defeated them 7-6 in the first annual staff-student fun challenge. The students (who, to be fair, were undermanned) have vowed a better showing at next year's challenge.

Aurora Campus University and College Preparation (UCEP) students have produced an on-campus newsletter called *Frostwritten*. The newsletter provides a forum for student-centred stories as well as poetry and personality features.

Two Aurora Campus classes went on a Caribou Harvest as an exercise in traditional knowledge as well as the

means to feed families requiring assistance due to a delay in receiving Student Financial Assistance cheques. The hunt resulted in six caribou being harvested, with the meat divided between the hunters, student families and Inuvik elders.

Students at the Tuktoyaktuk Community Learning Centre took part in an Internet activity called "24 Hours in Cyberspace." The students took part in a talk show through America Online's 1-800 number. Students from the United States got to ask the Northerners questions about where we live. The exercise resulted in contacts being made with American students, and many new penpal friendships were formed. The activity also raised interest in the Internet amongst the students.

Students in Aklavik's Introductory Cooking Course opened the Caribou Cafe. The students cook the food and run the cafe, which has been hailed as a welcome addition to the community as well as a great learning tool.

Yellowknife Campus Northern Nursing Student Maggie Saunders became one of two students in Canada to receive the Jean Goodwill Scholarship from the Aboriginal Nurses Association. The \$5,000 award is given to two aboriginal nursing students in Canada each year. The scholarship was created to encourage aboriginal people to become nurses, and is awarded to students who display academic proficiency and dedication to their chosen field.

# Aurora Research Institute

The Aurora Research Institute is the new name of the former Science Institute of the Northwest Territories' western operations. Aurora Research Institute became a division of Aurora College in 1995.

ARI has adopted Aurora College's entrepreneurial philosophy, and has attracted a significant number of partnership arrangements and third party funding contracts over the past year.

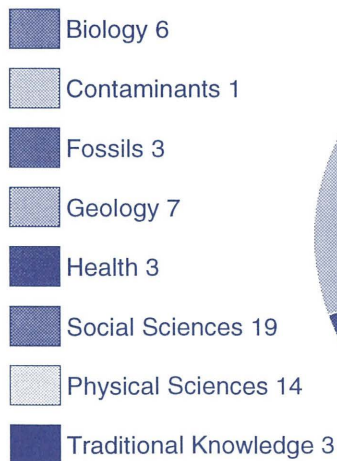
One of the most significant areas of activity has been in the renewable energy field. ARI has assisted several Arctic communities in installing innovative energy systems that has helped reduce their dependence on expensive imported fossil fuels.

In addition to these projects, ARI staff have also been busy carrying out their regular duties, such as licensing and supporting research projects in the Western Arctic, conducting scientific education activities throughout the region, and developing the Northern Research Agenda in partnership with Northern communities.

As Aurora College matures, so does ARI, which is carving itself out a new role as an entrepreneurial centre for scientific activities of all types. With its new national and international approach to cooperative research, ARI continues to be one of the North's most valuable resources in the identification, research and application of Northern knowledge.

## ***Number of Researchers***

*from July 1995 to June 1996*



# Scientific Services

ARI's Scientific Services Department 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, through research centres in Inuvik and Fort Smith and through ARI's Industrial Research Assistance Office in Yellowknife.

ARI staff members are 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 of ARI 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 ARI's new role as the research division of Aurora College, an entrepreneurial community-driven focus has been adopted when considering research needs.

## **Scientific Services Activities**

### **Inuvik Research Centre**

#### ***Sewage Discharge System***

The manager, with assistance from summer students and local field assistants, has been working on the Aklavik Sewage Discharge System.



*The Research Advisory Council, left to right: Rudy Cockney, Jane Dragon, Danny Yakeleya, Loretta Foley, Joanne Deneron, Bob Simpson, Steve Richards, Josie Weninger and David Malcolm.*

The literature was reviewed and lakes downstream from the sewage lagoon were tested. An initial report was made to the Aklavik Hunters and Trappers Association and the Aklavik Renewable Resource Council. Community leaders from Fort MacPherson have expressed an interest in having the same work conducted near their community. Following the completion of the Aklavik work, attention will be given to Fort MacPherson.

#### ***IRC Library Upgrading***

The Inuvik Research Centre Library continues to improve as a resource for scientists, Aurora Campus students and the community of Inuvik. About 2000 volumes from the Economic Development and Tourism Library in Yellowknife have been scanned onto

compact disk and given to the IRC Library.

#### ***Publications***

A plain language publication entitled *Cosmic Rays - The Inuvik Neutron Monitor* is currently being printed. Dr. Ross Wein is currently working on a draft of a report tentatively titled *Forest Fires and Northern Communities*, while Philip Marsh is working on a paper tentatively titled *Mackenzie Delta Hydrology*.

### **South Slave Research Centre**

#### ***Fire History Study***

A Fire History and Ecological Classification Study was conducted by the South Slave Research Centre in



cooperation with 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. This study has been extended to March 1997 and now includes a traditional knowledge component.

### ***Prescribed Burning***

This jointly-funded project between the South Slave Research Centre and the Fort Smith Region Department of Renewable Resources dealt with prescribed fire research in the Slave River Lowlands and the Fort Providence area. The purpose of the project was to enhance bison habitat through the use of prescribed burning. A graduate of the College's Renewable Resources Technology Program, was hired to assist with the project. Global Positioning System mapping of the Hook Lake Bison Habitat prescribed burns was

completed and a method for downloading this information into the QUIKMAP computer program was developed.

### **IRAP**

The National Research Council's , Industrial Research Assistance Program, administered through a contribution agreement with the Aurora Research Institute & Nunavut Research Institute in the NWT is the NRC's main vehicle for technology diffusion. IRAP is designed to increase the calibre and scope of industrial research and development through the use of the latest available technology and to put the scientific and Research & Development resources of the federal government and other research organizations into the hands of private industry. IRAP provides technical advice (combined with financial assistance where necessary) to companies to introduce new methods, develop new products, and solve technical problems.

IRAP offers a free consultation service to assist companies to define and resolve their technical problems, and thus become more competitive. IRAP enables a firm to access the technology and expertise it needs

from Canadian or foreign sources and promotes cooperation and useful exchange in R & D between those providing the technology and those requiring it. The IRAP program also includes financial assistance following a simple, clear diagnosis of the firm's needs. IRAP assists with projects employing students or contributes to studies or tests involving laboratories or specialized centres, the financing of smaller projects with moderate risk, or larger projects involving technology transfer. IRAP has enough flexibility to allow a variety of combinations of assistance to meet the particular needs of the company.

The Aurora Research Institute, like the NRC, recognizes the importance of small and medium size enterprises as one of the main driving forces of the Canadian economy. The success in these firms is achieved not only by desire, hard work, and business skills, but also by effectively adapting technologies to the firm's needs.

The Aurora Research Institute and the Nunavut Research Institute, in joining hands with NRC are helping firms throughout the NWT compete more effectively in domestic and world markets by acquiring technology that will improve their competitiveness.

# Information and Education

The Aurora Research 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

### ***Research Guide***

The new research guide, *Doing Research in the Western Northwest Territories: A Guide for Researchers*, was completed in April. It was published in-house to reduce costs and provide ARI with the ability to make changes and updates more easily.

### ***Compendium of Research***

1994 and 1995 *Compendiums of Research in the Northwest Territories* were completed in early June. These compendiums, which list all research carried out under license of ARI, the Prince of Wales Northern Heritage Centre (archaeology) and Renewable Resources (wildlife), were completed in-house and distributed to appropriate agencies, universities and researchers.

## Inuvik Research Centre

### ***Community Information***

IRC staff have prepared and conducted many tours, presentations and information displays for the public, local schools, college classes and community organizations.

The IRC Manager also was involved in instructing a Wildlife Techniques course for the Natural Resources Technology Program at the Aurora Campus.

## South Slave Research Centre

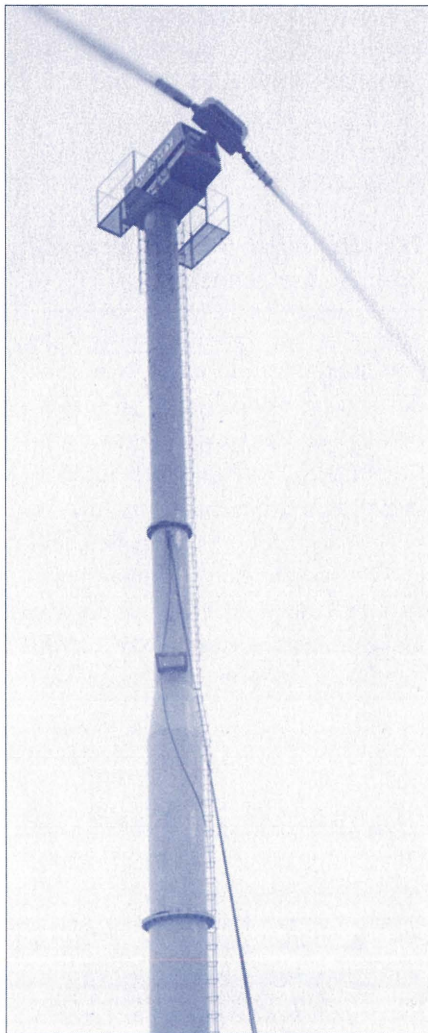
### ***Community Information***

A demonstration of tree and vegetation sampling techniques was delivered to 30 grade 8 students from Fort Smith. The data was collected on a hill transect near Myers Lake.

The Manager of the South Slave Research Centre also acted as the judge for the Jean Marie River Science Fair. While there, she also demonstrated *Tree Growth After Fire* in both skit format and on the computer. This demonstration was also done at the Thomas Simpson School in Fort Simpson.

# Technology Development

The Aurora Research Institute oversees various technological developments that improve 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 Power*

A solar panel/hot water heating system was purchased to be used as a demonstration unit in the apprenticeship program at Thebacha Campus. This project has grown into the *Uniting Elders and Youth in Linking Weather and Solar Power* project, whereby elders and youth in the Western N.W.T. learn about solar technology and weather monitoring from both a science/technological and traditional knowledge point of view.

### *GIS Database*

A project was undertaken by the South Slave Research Centre staff to assess the GIS database needs of all national parks in the N.W.T.

## Inuvik Research Centre

### *Renewable Energy Technology Training System*

A training system designed to familiarize people with photovoltaic and other renewable energy sources is being constructed at the Inuvik Research Centre. The project is funded through the PV for the North Program. Senior Technician Les Kutny was trained in Montreal to operate and monitor the system.

### *Northern Building Code*

Inuvik staff are embarking on a project to promote Arctic habitat and construction for residential and institutional buildings, including the promotion and development of a "northern building code."

### *Renewable Energy*

ARI has become a major player in the identification and application of renewable energy sources for Northern communities. A wind generator in Sachs Harbour produces 50 kW of energy, enough to heat several homes. Staff are also developing a plan to optimize wind/photovoltaic/diesel hybrid power generation for Northern communities.

# 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 were received and entered into a database. This data will be analyzed 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 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 prioritization 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.

## ***Mackenzie Basin Impact Study***

Aurora Research Institute staff coordinated with community agencies in Aklavik, Fort MacPherson and Inuvik to arrange meetings with Stewart Cohen, the Mackenzie Basin Impact Study project leader, who visited the communities March 8-10, 1995. The MBIS is an ongoing research study involving subject areas that relate to climate changes and their relation to the environment. A

final workshop to discuss the findings of researchers involved with this project was held in May, 1996. ARI is now responsible for producing plain language reports on the study's findings for communities in the region.

## ***Mackenzie Basin GEWEX Study and Beaufort Sea Impact Study***

ARI will be responsible for promoting the use of traditional knowledge in these two projects and for the production of plain language reports when the findings are ready to be made public.

## ***Health and Social Services Needs Assessment***

This project, commissioned by the Fort Smith Health Centre, includes developing a community profile of current services, updating the Community Profile of Health and Health Resources document, the development of questionnaires, and carrying out workshops, interviews and meetings to gather data on what makes a healthy community and what the needs are in the Fort Smith area.

# A Look Forward

Many challenges will continue to influence College operations in the near future. Therefore, there are a number of areas where we must be ready to respond to changes that have been implemented or are being planned.

The College must continue to ensure its corporate directions and strategies mesh with those of Department of Education, Culture and Employment and the GNWT as a whole. Making future changes in context with the GNWT's community wellness strategy and community empowerment initiative will be an ongoing challenge. We have already begun to address these two areas by delivering more programs at the community level, by working with communities to decide which programs they desire, and by targeting future investment to community learning centres.

We must also be ready to respond to changes in the Northern job market. We responded to growth in the mining sector by creating new programs or promoting those we already offer which are relevant to mine training. As this and other industries experience growth, we must be prepared to continue servicing their needs.

Distance education must become an integral part of Aurora College programming. With vast distances between our clients and the need for more programs delivered in the

communities, distance education is one of the most cost-effective systems we could use. Our Distance Education Plan, which is currently being developed, will profile various technologies, allowing us to decide which system best meets our needs and those of our clients.

Another challenge for Aurora College is ensuring our facilities are appropriate learning environments. Grollier Hall is being examined as a potential location for Aurora Campus, but would require work before it could be occupied. The examination of this site will continue in the coming year. Yellowknife Campus is also without a central location, and has just undergone a move which has dispersed its staff and programs even more. Finding permanent, adequate facilities for these two campuses will be a ongoing challenge in the coming year.

The Aurora Research Institute will continue in its efforts to develop the Northern Research Agenda, a document developed with the help of Western Arctic communities which will outline what research will be a priority and how that research is to be carried out.

Expanding our relationships with universities will continue to be a focus in the coming year. We have plans to deliver university courses in both TEP and Management Studies, illustrating our progress toward

becoming a university college. Negotiations are underway with Athabasca University to obtain block transfer credit for the Northern Nursing Diploma Program toward a nursing degree.

Aurora College trades training is due for evaluation this coming year. This evaluation will examine every aspect of the College's trades training, including program and course content, delivery modes and entrance requirements. This is part of the ongoing monitoring the College conducts to ensure programs are of the highest quality.

Locating third party funding sources will continue to be a focus in 1996-97. This will be made more challenging by the dissolution of the former Pathways Groups and the creation of new ones which are funded through different means. The College will have to work to establish new relationships with these groups. There are also more claimant groups and secretariats to deal with. These organizations will have their own ideas as to what sort of training they will need, and we will work with them to address those needs.

All of this work will be undertaken within a restrictive funding environment. Dealing with future reductions, while remaining true to our obligations and our vision as outlined in our Corporate Plan, will continue to be our goal.

# 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 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.

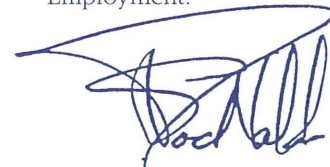
The Board of Governors is responsible for ensuring that

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  
September 23, 1996

# 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, 1996 and the statements of revenues and expenditures and changes in equity 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 audit 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, 1996 and the results of its operations and the changes in its financial position for the year then ended in accordance with generally accepted accounting principles. 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 *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  
September 23, 1996

# Balance Sheet


as at June 30, 1996 (thousands of dollars)

	1996	1995
<b>ASSETS</b>		
Cash	\$ 1,359	\$ 1,549
Accounts receivable (note 3)	1,518	2,248
Capital assets (note 4)	<u>1,054</u>	<u>1,151</u>
	<u>\$ 3,931</u>	<u>\$ 4,948</u>
<b>LIABILITIES</b>		
Accounts payable and accrued liabilities	\$ 470	\$ 1,067
Employee leave liability	570	461
Due to the Government of the Northwest Territories (note 5)	398	878
Deferred revenue	241	470
Employee termination benefits	<u>765</u>	<u>706</u>
	<u>\$ 2,444</u>	<u>\$ 3,582</u>
<b>EQUITY</b>		
Equity (note 6)	<u>\$ 1,487</u>	<u>\$ 1,366</u>
	<u>\$ 3,931</u>	<u>\$ 4,948</u>

Approved by the Board:



Danny Yakeleya  
Chairperson of the Board



Bob Simpson  
Chairperson of the Finance Committee

Approved by Management:



Chuck Parker  
President



Stewart MacNabb  
Bursar/Chief Financial Officer



# Statement of Revenue and Expenditures and Changes in Equity

for the year ended June 30, 1996

(thousands of dollars)

	1996 (12 months)	1995 (6 months)
<b>REVENUE</b>		
Contributions	\$ 17,323	\$ 9,014
Contract income	4,926	2,212
Tuition fees	1,011	765
Room and Board	580	299
Investment Income	176	130
Other	288	144
<b>TOTAL REVENUE</b>	<u>24,304</u>	<u>12,564</u>
<b>EXPENDITURES</b>		
Salaries, wages and benefits	14,131	7,759
Contract services	4,892	2,646
Materials and supplies	1,705	791
Physical plant	1,039	634
Fees and payments	847	253
Travel and transportation	793	606
Purchased services	500	300
Amortization	276	129
<b>TOTAL EXPENDITURES</b>	<u>24,183</u>	<u>13,118</u>
<b>SURPLUS (DEFICIT)</b>	121	(554)
<b>EQUITY AT BEGINNING OF YEAR</b>	<u>1,366</u>	<u>1,920</u>
<b>EQUITY AT END OF YEAR</b>	<u><u>\$ 1,487</u></u>	<u><u>\$ 1,366</u></u>

# Statement of Changes in Financial Position

for the year ended June 30, 1996

(thousands of dollars)

	1996 (12 months)	1995 (6 months)
<b>Operating Activities</b>		
Excess of revenue over expenditures	\$ 121	\$ (554)
Items not requiring an outlay of cash		
Employee leave benefits	109	57
Employee termination benefits	59	2
Amortization	<u>276</u>	<u>129</u>
	565	(366)
Change in non-cash operating assets and liabilities	<u>(576)</u>	<u>(1,788)</u>
Cash used for operating activities	(11)	(2,154)
Investing activities		
Acquisition of capital assets	<u>(179)</u>	<u>(93)</u>
Decrease in cash	(190)	(2,247)
Cash at beginning of the period	<u>1,549</u>	<u>3,796</u>
Cash at end of the period	<u>\$ 1,359</u>	<u>\$ 1,549</u>

# Notes to the Financial Statements

June 30, 1996

## 1. AUTHORITY AND MANDATE

The Aurora College operates under the authority of the Public Colleges Act. 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 January 25, 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.

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

## 2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with generally accepted accounting principles. A summary of significant accounting policies follows:

### *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 the fair market value at that date, determined as the original cost less accumulated amortization, or estimated market value. Subsequent acquisitions are recorded at cost. Capital assets are amortized over their estimated remaining 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%

### *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 obligations are fulfilled.

### *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.

### ***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 cashflow requirements and are recorded on an accrual basis.

### ***Contract income***

The college provides educational and research services to outside parties through contractual arrangements. The amounts are recorded in the year the work is completed.

### ***Investment income***

The college earns investment income through an agreement whereby the Government of the Northwest Territories invests the college's available cash balances. These amounts are recorded as income in the year it is earned.

### ***Contract services***

Contract services are acquired by the college through contractual arrangements. They include printing services, advertising, building and equipment repairs, software development, curriculum development, food service contracts, janitorial contracts, instruction contracts, leases and rental agreements. These amounts are charged as an expense in the year the service is used.

### ***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**

	1996	1995
	<i>(thousands of dollars)</i>	
Contracts	\$ 1,235	\$ 1,948
Students	283	300
	<u>\$ 1,518</u>	<u>\$ 2,248</u>

The accounts receivable are net of allowances for doubtful accounts of \$324,000 (1995 - \$445,000). Accounts receivable for contracts include \$426,000 (1995 - \$520,000) due from departments of the Government of the Northwest Territories.

#### 4. CAPITAL ASSETS

	Cost	1996		1995	
		Accumulated Amortization	Net Book Value	Accumulated Amortization	Net Book Value
Furniture and equipment	\$ 330	104	226		149
Mobile equipment	1,086	286	800		991
Leasehold improvements	43	15	28		11
	<u>\$ 1,459</u>	<u>\$ 405</u>	<u>\$ 1,054</u>		<u>\$ 1,151</u>

*(thousands of dollars)*

#### 5. 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 benefits and recruitment costs of the College's employees.

The transactions with the departments are as follows:

<u>Department</u>	Costs incurred or fees charged by service departments during the year <i>(thousands of dollars)</i>		Amount outstanding as at June 30 <i>(thousands of dollars)</i>	
	1996 <i>(12 months)</i>	1995 <i>(6 months)</i>	1996	1995
Department of Public Works and Services	\$ 2,646	\$ 1,178	\$ 183	\$ 437
Financial Management Board Secretariat - payroll costs	13,484	7,305	106	229
Financial Management Board Secretariat - employee benefits	779	591	40	211
Other departments	111	8	69	1
	<u>\$ 17,020</u>	<u>\$ 9,082</u>	<u>\$ 398</u>	<u>\$ 878</u>

The Department of Financial Management Board Secretariat 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.

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

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.

Other related party transactions include:

	<b>1996</b> <i>(12 months)</i> <i>(thousands of dollars)</i>	<b>1995</b> <i>(6 months)</i> <i>(thousands of dollars)</i>
Contributions received from the Department of Education, Culture and Employment	\$17,264	\$9,014
Courses delivered on behalf of the Government of the Northwest Territories	1,446	1,346

## 6. EQUITY

The equity balance includes the book value of capital assets transferred from the former Arctic College and Science Institute of the Northwest Territories and capital assets contributed by the Government of the Northwest Territories as of January 1, 1995 and the results of operations since that date. The equity balance also includes a \$11,000 reserve for research and development, a \$239,000 reserve for professional development and a \$55,000 donation reserve.

## 7. 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 as follows:

	<i>(thousands of dollars)</i>
1997	\$ 691
1998	59
1999	18
2000	1
2001	0
	<u>          </u>
	<u>\$ 769</u>



