



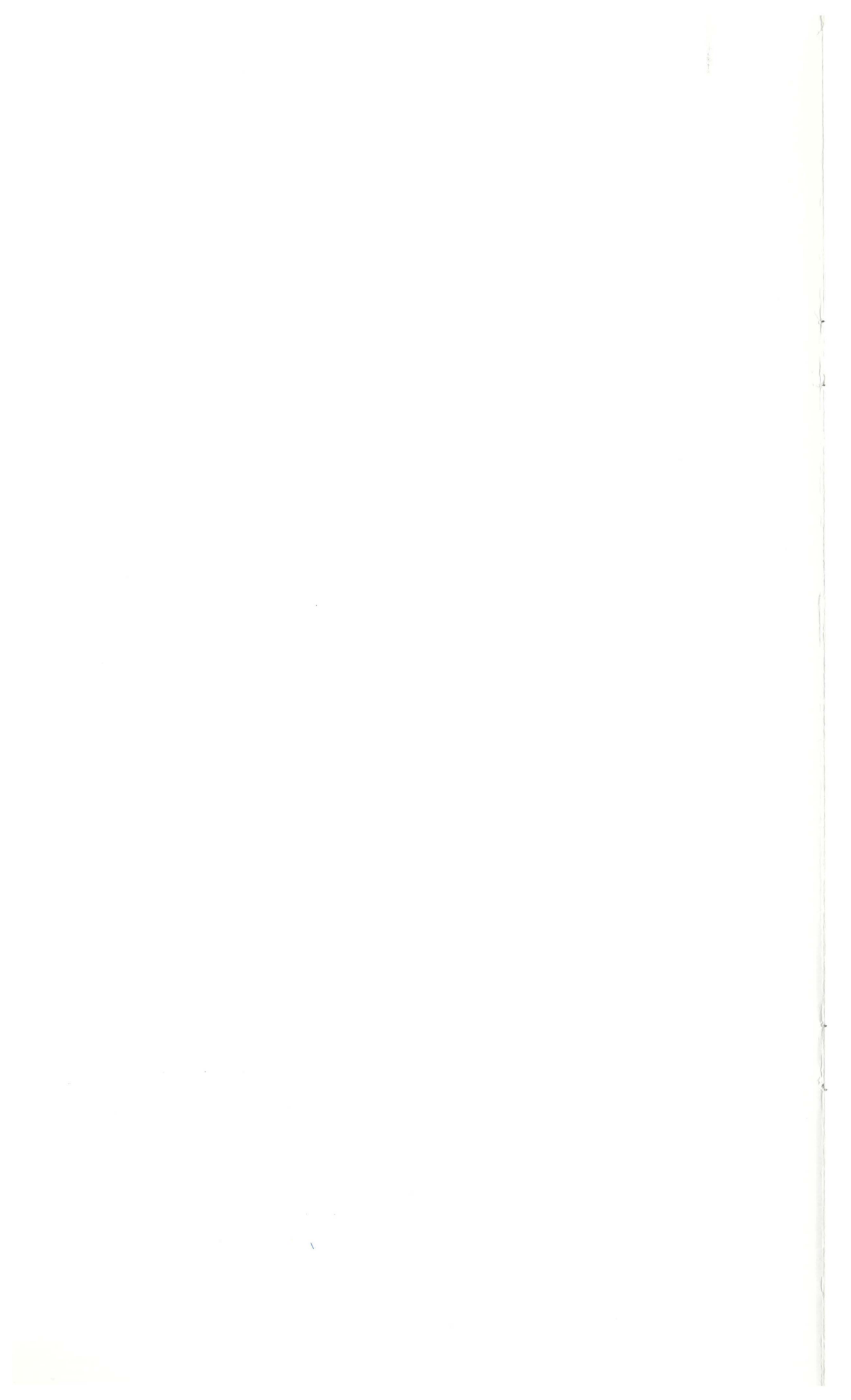
# AURORA COLLEGE

## ANNUAL REPORT

### 1996/97

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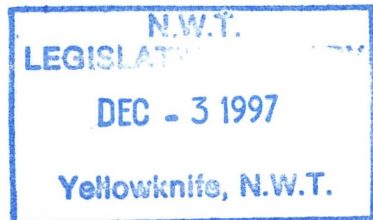


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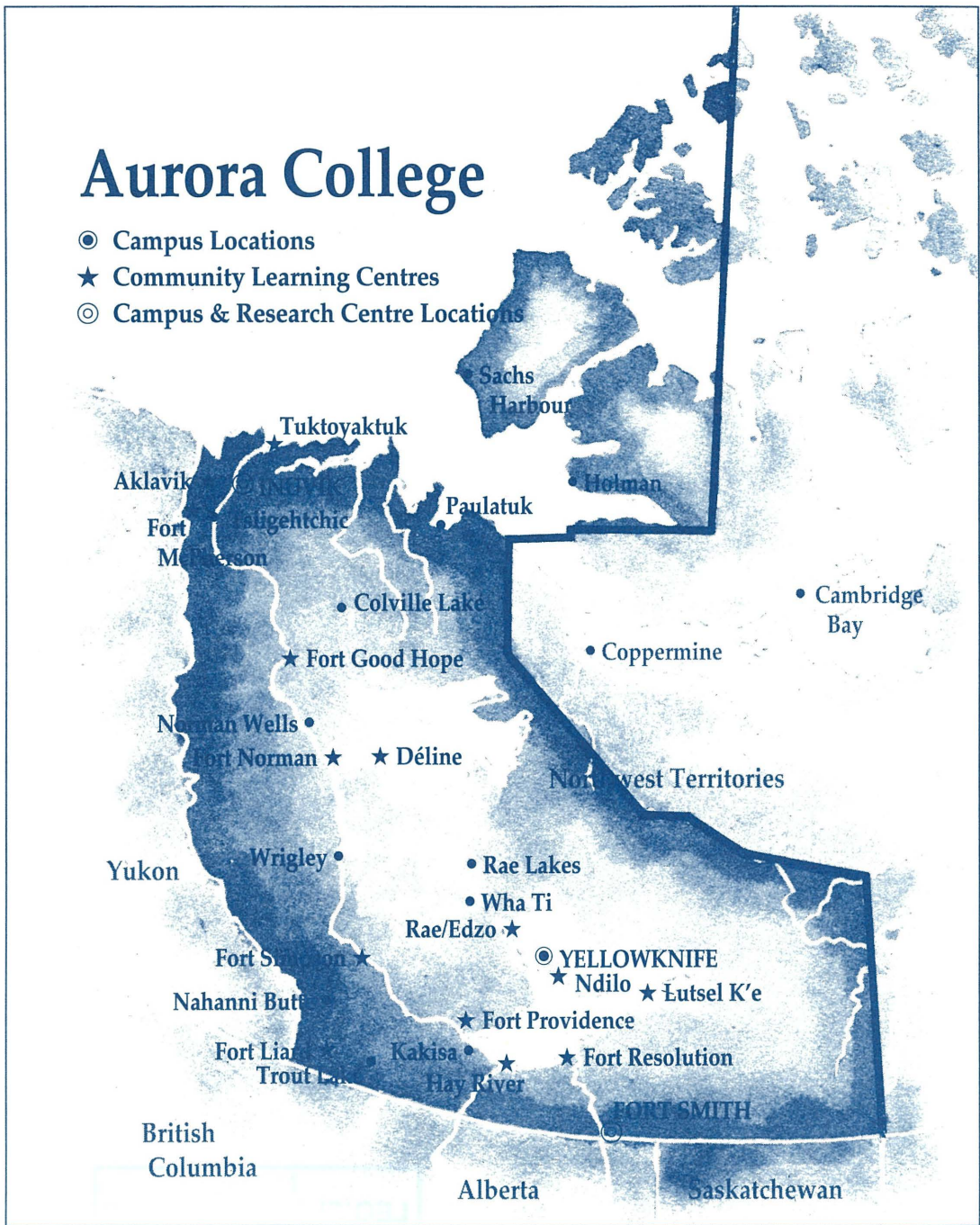
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# Aurora College Annual Report 1996/1997



# Aurora College

- ⊙ Campus Locations
- ★ Community Learning Centres
- ⊙ Campus & Research Centre Locations



# On the Eve of a New Era

In 1995, the Government of the N.W.T. created two colleges from the former Arctic College in order to prepare for the division of the territory.

The offspring of that initiative - Aurora College and Nunavut Arctic College - have spent the past two years transforming themselves in preparation for their new roles as colleges serving the soon-to-be-created new territories.

In addition to these major changes, the Government of the Northwest Territories also introduced an austerity program aimed at eliminating the territorial deficit prior to division. This program included significant funding reductions for the College.

The Aurora College Board of Governors and administration - faced with reduced funding over several years - instituted a reorganization of staff, programs and services with the goal of reaching reduction targets with few layoffs and no reduction to the quality of our programs and services.

This process was largely completed this year, and College administration is now focusing on the development of new programs and partnerships.

This has resulted in a number of innovative developments, including the creation of new mine training programs,

the introduction of the Pre-Technology Program, new cooperative training programs that let students earn credits while also earning a wage, and the further enhancement of community-based programs.

We have also worked to increase the linkages between training and careers by closely monitoring changes in labour market data and industrial development. As the mining sector expands, Aurora College will be well positioned to provide the training necessary to make new job opportunities available to Northerners.

At the Aurora Research Institute (ARI), a new entrepreneurial approach to research and development is helping to ensure the long term viability of the Western Arctic's research organization. A business plan has been developed that will see ARI raise part of its funding through contracts and licensing fees. This new approach will not interfere with ARI's traditional role of promoting science in Northern schools, assisting visiting researchers and working with communities to determine research needs.

As we approach the division of the N.W.T., Aurora College stands ready to prepare the future leaders of our territory for new and exciting challenges in the changing North.

# Letter of Transmittal

*The Honourable Charles Dent,  
Minister of Education, Culture and  
Employment:*

The past year has presented the Aurora College Board of Governors with many challenges, but also many rewards. While we have had to work hard and creatively to reach budget reduction targets and still provide quality services, we have also had the pleasure of attending graduations and seeing the results of this work. As always, this is a very satisfying experience.

In the past year, as in the previous three years, much of the Board's work has involved implementing funding reductions as the Government of the Northwest Territories works to eliminate the deficit. We believe these reductions have been accomplished effectively, and we look forward to moving on to new challenges such as the development of additional programs and services.

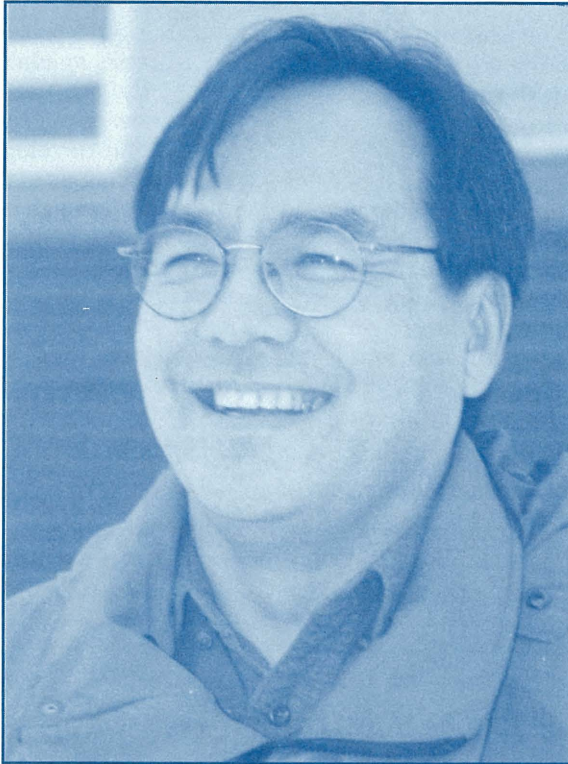
It is in our flexibility and adaptability that the true corporate values of Au-

rore College come to the fore. While some organizations resist change and are therefore overwhelmed by it, we embrace it, and use it to spur new growth and new development.

The Board has also worked to develop the College's role in the communities. Reflecting the GNWT's commitment to give communities more control over their futures, the College has actively sought advice from local authorities for the creation of new programs or the delivery of existing programs in the communities. This has resulted in the creation of the Long Term Care Aide Program and the delivery of Teacher Education in a number of community locations.

Within the challenging environment of fiscal restraint, political

change and cultural development, Aurora College is committed to remaining the Western Arctic's first choice for post-secondary education in the years to come.



*Danny Yakeleya, Chairperson of the Aurora  
College Board of Governors.*

Sincerely,  
Danny Yakeleya  
Chairperson

# President's Report

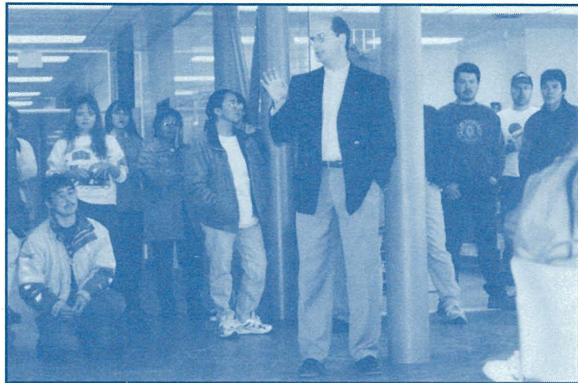
The past year of Aurora College operations have been guided by continued fiscal restraint. To meet these challenges, College senior managers worked closely with the Board of Governors to institute a successful program of tightly controlled downsizing and reorganization. The result of this was few job losses, the retention of programs and services at existing levels, and the development of new services and programs.

A particular emphasis has been placed on reducing our administrative and overhead costs. We have steadily made our finance and support services more efficient and substantially decreased expenditures in this area. With the implementation of the 1997/98 budget, finance and administration services will constitute approximately 6.2% of our operating budget.

Activities in the industrial sector such as mining have also guided College development. As we work to keep our programs closely linked to the job market, we develop new training that will prepare Northerners for new opportunities. Mine training is one of the major areas of growth, and we are developing new services to meet this demand for training.

In addition to new services, we also monitor those services we currently provide through a number of mechanisms. Two major program reviews have been completed: one for our trades-related programming and the other for the Social Work Program. These comprehensive reviews look at program content, instructional method, relevancy of subjects and many other areas. The report from both these processes will be used in the continued renewal of programming in each respective area.

The College also carried out an extensive survey of our recent graduates to measure student satisfaction and success. Surveys were sent to graduates from the years 1992, 1994 and 1996. We received 179 responses to questions that ranged from rating program and course content to an evaluation of teaching methods. This process yielded some interesting figures, including 92 percent of our graduates stating they would recommend Aurora College to other people. An impressive 83 percent of our students found employment, others have gone on to further studies, and 61 percent of respondents were employed in the field in which they



*Aurora College President Chuck Parker addresses students at Thebacha Campus in Fort Smith.*

studied at Aurora College.

These evaluations and survey processes bring in valuable data by which the College measures its success and adjusts its programs and services.

The Aurora Research Institute has also undergone significant change in the past year, realigning itself to become a more entrepreneurial organization by contracting out services and the skills of its employees. As outlined in its recently developed Business Plan, ARI will reduce its dependence on government contributions through the active pursuit of outside funding.

Another accomplishment of the past year that deserves note was the finalization of an arrangement which would create a permanent single-site home for Yellowknife Campus. After working with the Department of Public Works and Services, Northern United Place on Franklin Avenue was selected. This site will provide classrooms and office space, as well as student accommodations.

Once again, we faced another year of fiscal restraint as the GNWT continued with its debt reduction targets. As in the past, we have countered this reduction with a greater emphasis on partnerships and cooperative programming. A result of these efforts has been the delivery or design of new programs such as Long Term Care Aide, Pre-Technology, Mine Training and the Addictions Studies Diploma.

As in the past, we looked upon these fiscal challenges as a call to redesign ourselves for the times. Through streamlining and reorganizations, we have met our target reductions without significant job loss or a serious reduction in services and programs.

# Board of Governors

The activities of the Aurora College Board of Governors take many forms. From overseeing the general operation of the College to setting goals and guidelines to reviewing the activities of senior management, these duties bring Board members in close contact with our staff, our clients and our funding partners.

This has been a year of consolidation and restructuring at the College as we dealt with additional funding reductions from the GNWT. Board members worked with College management to ensure that changes made did not impair our ability to deliver effective programs and develop new partnerships.

This year, for the first time, the Board implemented a broad-based exercise in preparation for the development of a Programs and Services Proposal. During this exercise, we examined the effectiveness of all programs and services within the College. The process provided an opportunity to examine demand, enrolment patterns, employment statistics and other relevant data for each program the College offers. The primary function of this process is to ensure base funded programs are more closely attuned to student and market demands and to adapt the mix of training programs accordingly.

The information is also used to make improvements to existing programs, decide delivery locations, create new programs and a variety of other purposes.

Some Board members attended the Association of Canadian Community Colleges (ACCC) conference in Halifax in early June. At this ceremony, Don Tourangeau, a staff member at Thebacha Campus, was the recipient of a national award for Leadership Excellence. This is the third time in four years we have been recognized for excellence by this respected national organization.

Board members also monitored ongoing evaluations of the Social Work program and the Trades training. These exercises are part of a regular evaluation process which assists us in keeping programs current and reviewing new modes of delivery.

The Board of Governors has also met with counterparts from other colleges based in northern Canada. The Northern College Conference has become an annual event, and gives Northern educators a chance to exchange ideas with their counterparts. This networking has led to a closer working relationship between these institutions.



*The Aurora College Board of Governors, from left to right: Bob Simpson (Inuvik), Cynthia Joyce (Yellowknife), Liz Pope (staff representative), Nick Mercredi (student representative), JoAnne Deneron (Deh Cho), President Chuck Parker, Chairperson Danny Yakeleya, and Leon Lafferty (North Slave). Missing from photo: Jane Dragon (South Slave).*



# Program Achievements

Aurora College recognizes that we must provide quality educational programs in order to produce well-trained graduates ready for the work force. This is a commitment the College takes very seriously, and we maintain our high standards in a number of ways.

One method is to establish transfer agreements with other post-secondary institutions. These agreements mean our students can get credit for certain programs and courses taken at Aurora College, and therefore have greater access to training at other institutions. They also mean our programs must maintain the same high standards as other Canadian colleges and universities. These agreements provide the framework for our progress towards becoming a university college in the next 10-15 years. This year, we have made significant progress in broadening transfer agreements for the Management Studies Program, the Certificate in Adult Education Program and Natural Resources Technology.

Another way we examine program success is through our Graduate Follow-Up Surveys. These are conducted periodically to gain insight into student satisfaction and to identify areas for program improvement.

In addition to evaluating current programs, the College also monitors labour market development and works with industry to ensure that new programs are meeting training needs. Our goal is to produce graduates who are ready to enter the work force in their chosen fields.

Despite our efforts, the College has still experienced reduced enrolments in the past year, largely due to the atmosphere of fiscal restraint throughout the N.W.T. This has resulted in a major drop in government staff training and general interest courses.

## Quality Programming

Evaluation processes were carried out for the Social Work Program and our Trades programs. Both these processes are complete.

Discussions are underway with the University of Northern British Columbia to negotiate accreditation with UNBC for our Natural Resources Technology and Social Work programs. Accreditation would mean our programs meet UNBC's

standards and would allow Aurora College program credits to be transferred to their appropriate degree programs.

The Northern Nursing Program produced its first graduates in January 1997, all 11 of whom passed their national tests



*More women are taking trades-related training at Aurora College, due in part to programs specifically designed to encourage more women to enter trades occupations.*

to become fully certified Registered Nurses. The program has received very positive feedback from professional nursing organizations and individuals, and promises to be one of Aurora College's more popular programs in the coming years.

Recent discussions with various Northern employers has resulted in the development of a co-operative stream for the Management Studies Program. This option gives students a chance to take the two-year program over three years, but two semesters would be spent in on-the-job training, during which the student would

receive a wage as well as valuable work experience. This option will be available to students for the 1997-98 academic year.

The Fur Garment Making Program, delivered in Aklavik and Tuktoyaktuk, enjoyed a tremendously successful fashion show in Inuvik. This show resulted in the sale of many of the top quality garments made by the students.

The Certificate in Adult Education program continues to develop its credentials. Students completing the program can now get transfer credits toward a Bachelor of Education Degree in Adult Education at the University of Alberta or the University of New Brunswick.

## ***Access to Programs and Services***

Our corporate plan, *A Blueprint for the Future*, makes our commitment to improved access to programs clear. In order to meet this commitment, we have established more of our programs in community locations. In addition, we are developing a model for rotational delivery of other programs so they will be available in different regions, reducing the travel costs and the time students need to be away from home and family.

One example of this commitment is the move to deliver the Social Work program at Aurora Campus next year. Formerly based solely at Thebacha Campus, there was considerable interest in the program in the Inuvik Region due to their increased focus on community wellness. The College has responded to this interest accordingly.

A third year of study in the Management Studies program is now offered at all Campus locations, allowing our students to complete a Bachelor of Administration Degree while still remaining in the North. This also makes our graduates more employable, as many entry level management jobs in the public sector require Baccalaureate level academic credentials.

Community-based Teacher Education Programs continue to run in a number of regions in the Western Arctic, including the Sahtu, Deh Cho and North Slave Regions.

The Long Term Care Aide Worker

program was developed and delivered in Fort Simpson. Those students recently travelled to Fort Smith to take part in the Thebacha Campus Convocation Ceremony.

Successful Early Childhood Education modules were delivered in Fort Simpson and Fort Providence, while Fort Simpson also saw the delivery of a Management Studies module. All students completed their modules.

A Small Business Management program and a Kitchen Helper Program were delivered in Rae Lakes to prepare community members for employment opportunities created by mine development in the region.

In order to expand the range of programs we can deliver in communities, the College has developed a Distance Education Plan. This plan identifies technological needs for effective distance delivery of programs, as well as sets up a schedule for the acquisition and set up of new equipment. Over the next several years, the College will substantially increase its distance delivery capabilities, making more of our programs, as well as those from other colleges and universities, available to our clients no matter where they reside.

## ***Results from Programming Changes***

Changes made as a result of the influences described in this section have had a number of results, including greater participation in programs such as Teacher Education and Social Work, programs whose campus-based models were showing signs of declining enrolment.

Evaluations in the Trades area will result in our revising various trades programs to provide training that is more relevant to current growth industries such as mining and oil and gas development.

As we work to improve the quality of our programs, this will in turn make it easier for us to establish transfers agreements and accreditation relationships with other colleges and universities. This allows us to meet another of our goals: providing greater access to further education and training for our graduates.

# Partnerships

As funding becomes tighter throughout the post-secondary education system in Canada, more and more institutions are turning to partnerships to develop new programs and supplement other funding sources. This concept is a central part of Aurora College's corporate culture. To accomplish this, we work with various partners to expand program offerings and provide specific career-related training.

In 1996-97, the College did approximately \$5 million in partnership business with a range of Northern groups and agencies. These partnerships are developed through the work of a number of staff members who support and encourage third-party activity. Administration personnel, research centre staff and faculty perform a key role in finding partners and implementing new programs.

Key positions have been established specifically to encourage third-party activity:

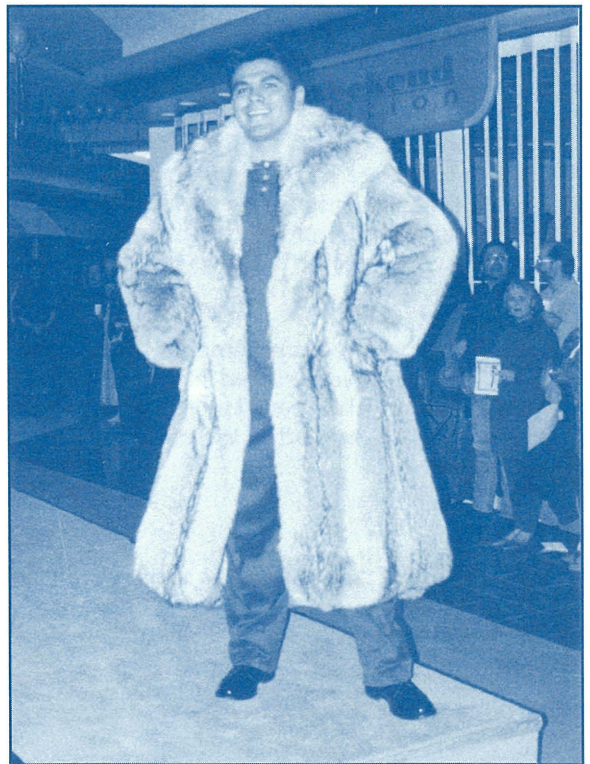
- Based at the Yellowknife Campus, the Mine Training Coordinator works with the Mining Industry to develop programs that will provide the training needed to get Northerners employed in this rapidly growing economic sector.
- The Program Development Officer, based at Head Office, works with businesses or agencies interested in delivering or developing programming to support their training needs.
- The Corporate Programs Department at Yellowknife Campus works with the private and public sectors to provide training throughout the Western Arctic.
- The Aurora Research Institute has also embraced an entrepreneurial approach to addressing Northern research interests. Partnerships with the Gwich'in Tribal Council,

the Department of Resources, Wildlife and Economic Development and Human Resources Development Canada have been formed to advance much needed research in the areas of water quality, wildlife habitat and environmental impact assessment.

Third party activities represent a significant portion of College operations, and will continue to drive our growth in the coming years. The College has positioned itself to communicate and work closely with partners to ensure the needs of all parties - students, partners and the College - are successfully met.

## Partnership Programming Initiatives

The Community Land Administration Program was delivered at Aurora Campus in partnership with the Department of Municipal and Community Affairs. The program was designed to train people to take over land administration duties in their home communities which are currently serviced by MACA.



*This spectacular fur coat, created by the Fur Garment Program students, was on display at a Yellowknife fashion show.*

≈

The College delivered the Home and Community Support Worker Certificate Program in Inuvik in cooperation with the Inuvik Regional Health Board, which will also be providing employment opportunity for several of the program's graduates.

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Yellowknife Campus continued to work with the Yellowknives Dene Band in providing such programs as the Yellowknife Teacher Education Program and the Construction Literacy Program, which will enhance the literacy skills of students while providing valuable experience in the construction field.

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The North Slave Metis Alliance and a Yellowknife trucking company assisted Yellowknife Campus with the delivery of a Heavy Equipment Operator Program in Yellowknife.

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Thebacha Campus is entering its second year of delivery of the Pre-Technology Program in partnership with the Northern Alberta Institute of Technology. The program prepares students to move on to technical training such as professional engineering and engineering technology. This program was sponsored by the Departments of Transportation and Public Works & Services and private sector donations from Imperial Oil, Interprovincial Pipelines, Ltd. and Ferguson Simek Clark Construction.

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Aurora College has worked extensively with the mining industry to design programs that would provide training for a Northern workforce at the new mines being developed by such companies as BHP Mineral Resources and Diavik Ltd. A Pre-employment Mining Program has been developed, and current trades training has been redesigned to provide training needed in the mining sector.

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The Fur Garment Diploma Program was delivered in Aklavik and Tuktoyaktuk through a partnership with the N.W.T. Development Corporation. The students in the program have produced professional-quality fur garments, many of which have already sold at respectable prices.

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A partnership between Aurora College and Yukon College resulted in two Recreation Leaders Program instructors running a three-day Recreation Workshop in Whitehorse last March.

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The Aurora Research Institute was subcontracted by Gwich'in Geographic to revise and edit the document *Gwich'in Ecological Knowledge*.

≈

ARI also worked with the Inuvik Alcohol Committee, assisting them in the development of funding opportunities and writing proposals. One proposal resulted in Inuvik Alcohol Committee receiving \$81,000 in funding for a drug out-patient centre.

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In the South Slave, ARI worked with Industry Canada to establish the Community Access Program, a project which will see high school students trained to use the Internet so they can function as resource people for their communities.

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A Women in Industry Program was delivered in Yellowknife through a partnership with the North Slave Metis Alliance, the Department of Education, Culture and Employment and PCL Construction. The program involved 15 women who took adult basic education courses and work experience in nontraditional occupations. The program was designed to provide students with the academic and practical tools to enter industry-related occupations.

# Students

Aurora College students make an impact on their communities in a number of positive ways. Through volunteerism, community involvement, and communication with other students at other colleges, their activities make their stay at Aurora College a time of learning and personal growth.

These activities provide a vital supplement to an academic education, and are necessary if students are to become well-rounded graduates able to fulfil a variety of important roles in their families and communities.

Through Student Associations at each campus, students organize family activities, dances and hold meetings to discuss issues of importance. They also provide a conduit through which information can flow between the Campus administration and the student body, and function as lobby groups for student issues with business and government.

## *The Graduate Follow Up Survey*

A graduate follow-up survey was conducted of graduates for the years 1992, 1994, and 1996. Aside from the employment statistics mentioned previously, one of the most interesting figures from the survey is that 92% of responding graduates would recommend Aurora College to other people.

In addition, students pointed to program and the quality course content as a major reason they attended the College. Others cited teaching methods, convenient student housing and a reputation for quality as their reasons for choosing Aurora College.

In general, the survey revealed high employment rates and high satisfaction among our graduates. The information gained through this exercise is used to evaluate and, if necessary modify, program content, delivery formats and services to students.

## *Activity Highlights*

A College-wide yearbook will be produced by the Student Associations at each Campus for the first time since 1988. This project is being lead by the Thebacha Campus Student Association, who have produced a campus yearbook every year.

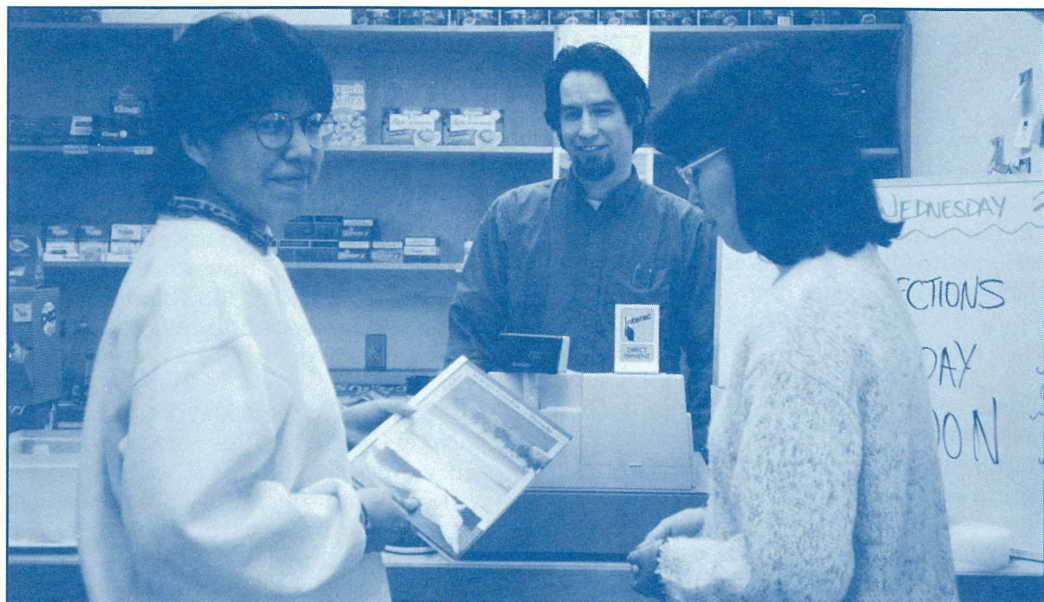
Students at the Aklavik Community Learning Centre run their own radio program entitled the *Aurora College Power Hour* on their community radio station. In addition to playing music, they provide weather updates, local announcements and information on programs offered by the College.

Pre-employment Cooking students at Yellowknife Campus prepared lunches for a number of meetings held at the Campus during the year. These luncheons not only gave the students an opportunity to display their cooking abilities, but also a chance to hone their presentation and hospitality skills.

Aurora Campus Fur Garment Diploma Program students displayed their wares at fashion shows held in the Centre Square Mall in Yellowknife and Inuvik's Finto Motor Inn. The shows not only proved our students make professional quality clothing, they also showed there is definitely a market for these products, as most articles of clothing sold very quickly.

The Aurora Campus Student Association has begun playing a larger part in the lives of students by planning family movie nights, student assemblies, a Campus Christmas Party, National Alcohol Awareness Week activities and a Campus Carnival. The student association has been running for several years now, and each year it improves and expands its services to students.

Pre-Technology students from Thebacha Campus spent a week in Alberta touring the two oil sands production facilities in Fort McMurray and visiting the



*Student Associations at each campus provide student governance and advocacy, and also run canteens, lounges and contribute to other aspects of student social life.*

Northern Alberta Institute of Technology. While at NAIT, they spent time in several classes to gain insight into what fields of engineering might interest them.

Tuktoyaktuk Community Learning Centre students produced a 40-page Social Studies booklet about their community. The booklet included information on the culture and history of Tuktoyaktuk, as well as natural resources, local wildlife, organizations and businesses.

## *Services to Students*

Aurora College delivers a wide range of important support services to students. Among these are housing, counselling, library services, meal services and recreation. These essential services form a key element of the college experience and are often integral to the success of our students.

When responding to our recently conducted Graduate Follow Up Survey, many of our students indicated that the availability of student housing made it possible for them to attend College. In or-

der to continue to deliver this service in as cost effective a manner as possible, the College has developed a Long Term Student Housing Business Plan.

The plan covers the next 10 years, and outlines how the College will encourage greater participation by the private sector in the provision of housing to students, thereby reducing costs to government. Also included is a number of steps to improve security services in residences, consolidate housing units into larger facilities, revise the provision of meals and other food services, and expand housing stocks in key areas to meet more student needs.

For example, the single student accommodation service will be substantially revamped at Thebacha Campus. A retrofit of Breynat Hall will include the construction of kitchenette suites for single students. This model will be considered for implementation at the other campuses in future facility development projects.

It is through the careful implementation of this plan that the College will ensure affordable housing is available to our students in the coming years.

# Aurora Research Institute

The Aurora Research Institute is the research and scientific arm of Aurora College. ARI licenses research in the Western Arctic, provides administrative and logistical support for visiting researchers and works with communities on research projects.

Another part of ARI's mandate is to promote science in N.W.T. schools through Science Fairs and the Innovators in the School Program. ARI also maintains a 10,000-volume research library which is available for use by College students and researchers.

As with other Aurora College divisions, ARI has had to reconfigure their activities in light of budget restraints. To this end, ARI has developed a business plan with an entrepreneurial focus. The business plan details how ARI will raise 50 percent of its funding through third party sources after two years. It also describes a number of ARI goals, including the fostering of a "science culture" in the North for Northerners. As part of this plan, ARI staff are "farming out" their expertise in order to generate increased revenue. For example, the Director conducted a workshop on Total Quality Management to the management of Yellowknife's Royal Oak Mines.

In 1995/96, a research support reserve was established for ARI. This reserve is drawn from administration fees for third party contracts undertaken by ARI staff. The reserve would be used to provide funding for the Research Assistance Support Program and the Research Fellowship Program.

ARI staff members have developed the Northern Research Agenda, a document which identifies the research priorities of communities, Northern organizations and government. It is through the development of such documents that Northerners will gain a greater say in what type of research is conducted in the Western Arctic, and how the knowledge gained from that research will be put to use.

A recent project ARI has become involved in is the Sustainable Northern Community Network (SNCN), a project designed to establish a centre of excellence which focuses on Northern research. The SNCN is part of a "network of centres of excellence", and could become a major catalyst in the evolution of community-based training needs.

After just a few months of existence, the SNCN has gained substantial support from such principals as Canadian Circumpolar Institute, the N.W.T. Association of Municipalities, the Arctic Institute of North America, the Canadian Polar Commission, the N.W.T. Chamber of commerce, the Inuvik and Fort Smith Town Councils, the Nunavut Research Institute and the Association of Canadian Universities for Northern Studies. A steering committee made up of academic, business and community leaders has been established to guide the formation and focus of the SNCN. Many university researchers from across Canada have expressed an interest in carrying out research

through the SNCN.

These and other initiatives show that ARI is emerging as a leading science agency in the Western Arctic and across the country. This was illustrated recently by the selection of ARI as a regional contact office for the Arctic Council, an international body dedicated to the advancement of science and research in the circumpolar North.

## The South Slave Research Centre

Established in 1991 in Fort Smith, the South Slave Research Centre provides assistance to visiting researchers, conducts research on a contractual basis, and works with local students and teachers to encourage an interest in the sciences.

## Traditional Knowledge Summer Camp

This SSRC project teamed local students with aboriginal elders for an on-the-land experience that illustrated how traditional knowledge and scientific knowledge can complement each other.

On one recent trip, nine students went to Powder Lake northeast of Fort Smith to examine tree growth after fires. The students not only analyzed the plant content of 10 square metre plots, they also heard from two elders who were on site about how fires affect the forest.

## Youth Environmental Corps

In the summer of 1996, the South Slave Research Centre combined resources with the Town of Fort Smith, Canadian Heritage, the Northern Life Museum and the Department of Resources, Wildlife and Economic Development (RWED) to hire students for a number of local projects.

The students attended a number of training sessions at the Territorial Fire Centre over the summer, including workshops on Weather and Fire, Fire History, Fire Behaviour and Ecological and Fuel Assessments. At WBNP, they attended an Interpretation Workshop, and learned a variety of lessons about wildlife and habitat from RWED.

## Community Energy Planning

The concept of applying community energy planning in the Northwest Territories was developed during a workshop on energy issues at the 1996 Annual General Meeting of the N.W.T. Association of Municipalities.

Over the next several months, pilot projects for energy planning workshops

with representatives from the Department of Resources, Wildlife and Economic Development, made up the Community Energy Planning Team who conducted the workshop.

During the discussions, participants identified their goals as reducing the community's energy costs, investigating alternative energy sources, and getting the community involved in the planning process.



*The Aurora Research Institute (ARI) Head Office and the Inuvik Research Centre are both housed in this building in Inuvik. On top of the building can be seen a solar panel, revealing one of ARI's areas of interest: renewable energy sources.*

were set in two communities: Cape Dorset in the Eastern Arctic and Fort Simpson in the West.

The South Slave Research Centre played a major role in carrying out the Energy Planning Workshop, which was held in Fort Simpson April 26, 1997. ARI staff from Inuvik and Fort Smith, along

## Community Access Program

Among the many challenges of getting Northern communities connected to the Internet is ensuring that local people have the skills to make the most of their Internet connection.

To meet this need, a unique project is being undertaken by the South Slave Research Centre in partnership with the Department of Education, Culture and Employment and Industry Canada.

Called the Community Access Program, the project is designed to train resource people in each community in the Western Arctic in the use of the Internet.

During the program, each student will create their own web page and connect it to the Aurora College web page. They will also assist in the creation of their home community's web page, train local people in the use of the Internet, and learn to communicate with each other via e-mail.

## The Inuvik Research Centre

The Inuvik Research Centre has provided services to researchers working in the Western Arctic for more than three decades. The building it occupies also houses the Head Office of the Aurora Research Institute.

## Contract Services

The Inuvik Research Centre has an entrepreneurial outlook, and has cooperated with community groups and agencies on various projects for many years. Among their recent accomplishments or ongoing projects are an aerial photograph contract with the Gwich'in Renewable Resource



Board, a Gwich'in Traditional Ecological Knowledge project and a Gwich'in Plant use Project.

The cosmic ray facility operated in the IRC building is operated under a contract with the University of Delaware, Bartol Research Institute. This facility has been operated for over 30 years and is considered one of the premiere cosmic ray monitors in the world. Some recent major projects are described below in greater detail

## *On Two Ways of Knowing*

Produced by the staff of the Inuvik Research Centre, the document entitled *A Seminar of Two Ways of Knowing: Indigenous and Scientific Knowledge* was prepared for the Inuit Circumpolar Conference and Fisheries Joint Management Committee.

The seminar was delivered in Inuvik and focused on indigenous knowledge of beluga whales, but wider issues were also discussed. This document is a summation of the discussions which took place among four working groups which were each asked to answer a question regarding the application, integration and documentation of traditional knowledge and scientific knowledge.

The working groups returned with recommendations on the subject, which have been included in the report. The final product is a summation of how traditional and scientific knowledge can complement each other.

The document will be submitted to the Working Group on the Conservation of Arctic Flora and Fauna, an international body which functions under the auspices of the international Arctic Environmental Protection Strategy.

## *Plain Language and Technical Reports*

Part of the IRC's mandate is to provide plain language summaries of some of the research projects carried out under their auspices. Two reports completed this year are *Listening for Cosmic Rays: The Inuvik Neutron Monitor* and *The Polar Night. The Northern Lights* and *Mackenzie Delta* were both reviewed this year. Another paper entitled *The Inuvik 1968 Fire* has been sent by its author to the IRC for completion by ARI staff and members of the

Inuvik office of Resources, Wildlife and Economic Development. A recently completed report entitled *Solar and Wind Energy Projects Relevant to the N.W.T* summarizes renewable energy projects in the N.W.T.

## *Educational Services*

One function the IRC staff have long performed is the educational aspect of the Research Institute's mandate. As part of their responsibility to encourage the development of a Northern science culture, science fairs are held at various schools throughout the Western Arctic and other educational services are provided.

Staff judged at science fairs held in Tuktoyaktuk and Fort McPherson, and made many presentations have been made to grade school students in Aklavik, Inuvik and Tsiigehtchic.

The IRC staff also provided an number of educational services to students at Aurora Campus, including a dog mushing clinic for Recreation Leaders students and a display for Career Days at the Campus.

## *Research Project Assistance*

Historically, the IRC focused on providing logistical support for researchers. Although the IRC is now involved in many new activities, logistical support is still provided as a service to researchers from the North and south, and brings in revenue needed for the continuation of the service. In 1996, the IRC supported 46 projects, including six ongoing projects, 18 N.W.T.-based projects, and 22 projects initiated outside the N.W.T.

## *Renewable Energy Systems*

In co-operation with Natural Resources Canada, Energy Diversification Research Laboratory, two solar energy systems were installed on the rooftop of the IRC. One solar array powers the Parks Canada radios. A second system is a hybrid comprising a solar array, wind turbine and diesel generator. The latter system is used for research, education and demonstration. Last year, a two-day workshop introduced students to the system.

# Planning for the Future

## *The Planning Process*

The Aurora College Board of Governors has established an effective method for the planning of both short and long term objectives. Our overall organizational development for 1995-2000 is set out in *Blueprint for the Future - A Corporate Plan for Aurora College*. While this plan describes our broad objectives for the institution, it also recommends that more specific workplans be established for key aspects of College development.

To this end, the College Board has directed the development of the following more specific workplans:

- Divisional workplans - Each division of the College has prepared a three year workplan that describes their roles in accomplishing overall College objectives.
- Student Housing Business Plan - In order to ensure the ongoing provisions of affordable housing for our students, a workplan is being developed that will outline how the private sector will be encouraged to provide more student accommodation.
- Distance Education Plan - New technology is becoming available, and more communities are getting the electronic infrastructure required to run this technology. We foresee significant growth in distance delivery programs in the coming years. This plan details how the College will provide this service to Northern students.

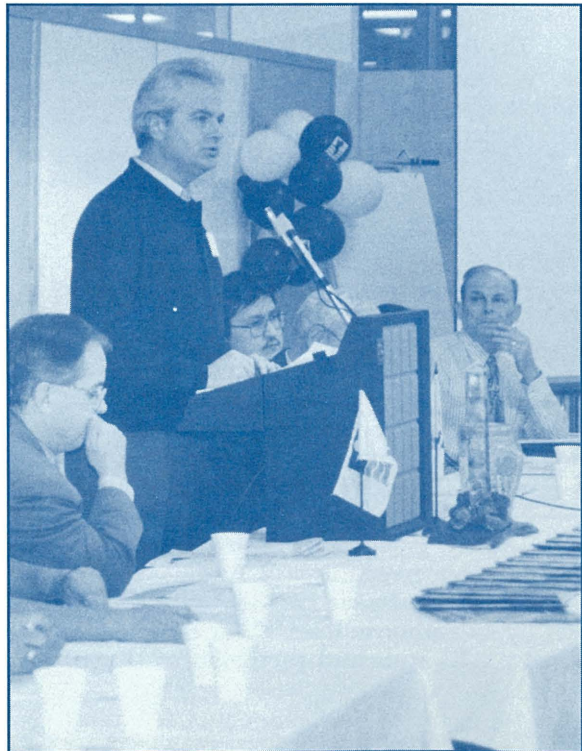
- Northern Research Agenda - The Aurora Research Institute has worked closely with communities and community leaders throughout the Western Arctic to develop a document which reflects Northern research priorities.

Two major planning initiatives remain to be prepared over the next two years:

- Human Resources Development Plan - The skills and expertise of the College staff are a critical element in ensuring we are able to accomplish all the major tasks that have been set out for the institution. This plan will provide guidance on the steps necessary to prepare College staff for the future role of the College system.
- Prepare to be a University College - The College Corporate Plan articulates a vision for the continued extension of current College programming to include university level courses in select areas. This workplan will set out the detailed steps required to implement this.

The preparation of these plans has assisted the College Board in articulating a clear vision for the continued development of the College over the coming years. By developing more flexible funding formu-

*Charles Dent, Minister of Education, Culture and Employment, speaks to representatives from the mining industry, government and aboriginal groups during the first-ever Mine Training Symposium hosted by Thebacha Campus in Fort Smith. The symposium was an opportunity for the mining industry to identify training needs and ways of ensuring Northerners benefit from job opportunities in mining.*



las, using new technology and working more closely with communities and the private sector, we have created new programs and new delivery systems that will make our services available to more residents of the Western Arctic.

## *Private Sector Involvement*

The College is turning to the private sector for greater involvement in both the assessment of what training is required, as well as the development of the programs to meet training needs. This co-operative approach means our programs are more closely tied to labour market requirements, and therefore better prepare our students for the working world.

Co-operation with the mining industry will be a key growth sector in the future. With the discovery of diamond deposits in the N.W.T., several new mines are starting up. The College has already formed a close working relationship with these mining companies, and this relationship will continue to evolve as the mine sites begin operations in the coming years.

Other private sector projects involve preparing Northerners for an increasingly technological future. Electronic training and engineering are areas in which we hope to have programs developed in the near future. Our partnerships with such institutions as the Northern Alberta Institute of Technology has allowed us to develop and deliver a Pre-Technology Program. We hope to expand program offerings in scientific and engineering fields in the future.

The Aurora Research Institute has spent much of the past year repositioning itself for growth as an entrepreneurial agency and as a major player in the international and Northern science community. With such initiatives as the Sustainable Northern Community Network and the newly established research support fund, we can expect this role to expand in the future.

The College will also continue to evolve as its operating area undergoes major changes. With the impending division of the N.W.T., the Western Arctic will become a new jurisdiction, with unique training needs. Aurora College must be ready to meet these needs with the same creativity and flexibility we have shown in the past.

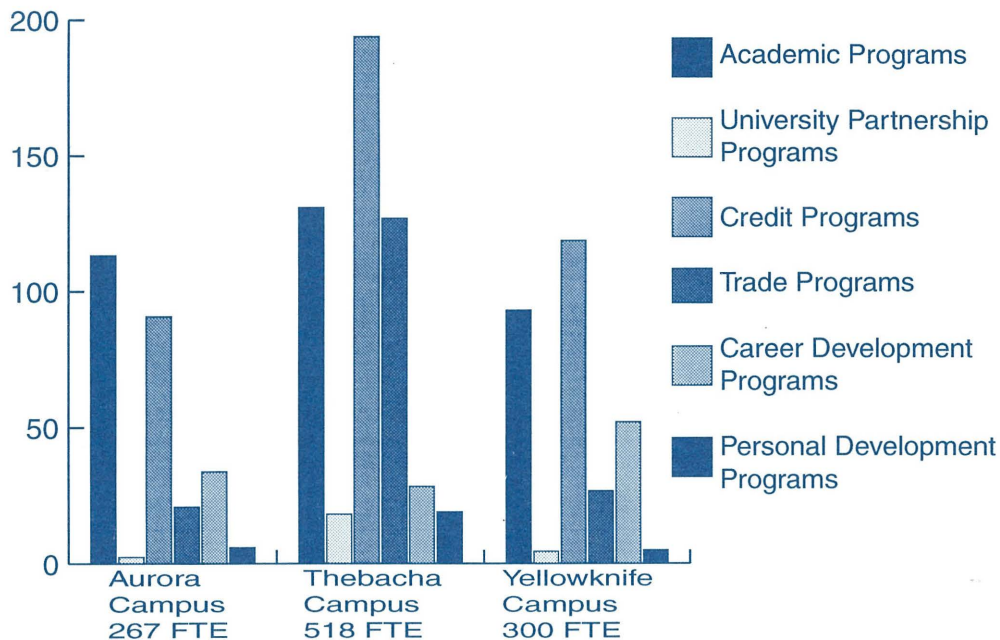
# Student Enrolments

Beginning with the 1996/97 academic year, Aurora College used a new definition to calculate full-time equivalencies for part time enrolment. This revised definition, developed by the Department of Education, Culture and Employment, identifies full time students as those taking 60 percent or greater of a full course load within the academic year. For most of our programs, this would represent six or more courses. Aurora College had 1085 full-time equivalent students for the 1996/97 academic year.

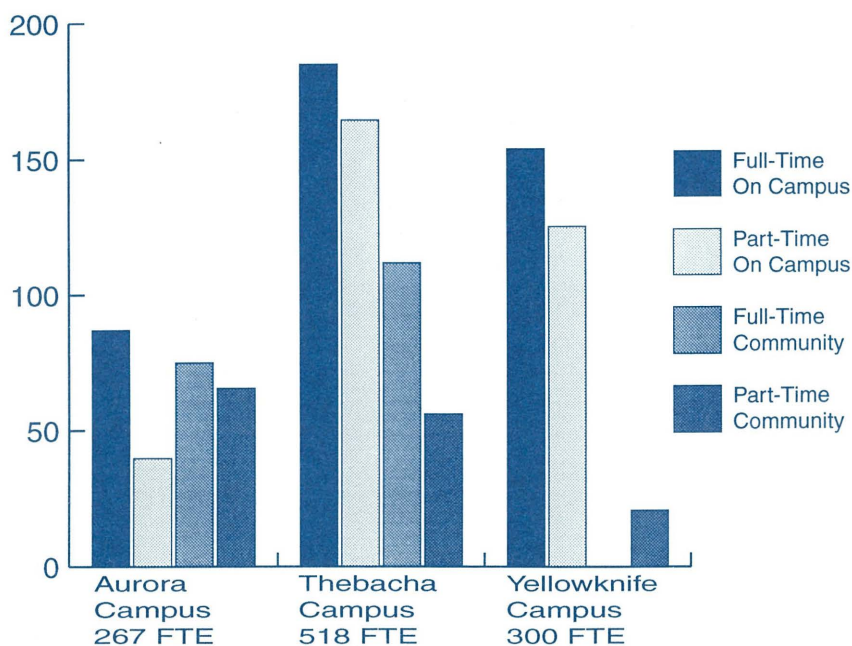
The 1996/97 enrolment statistics have been calculated using the new definition. Part-time students are converted to full-time equivalents using the following ratios:

Apprentice Trades courses: 4:1 All other courses: 10:1

## FTE ENROLMENT BY DIVISIONS 96/97



## FTE BY CAMPUS & COMMUNITY ENROLMENTS 96/97



# Management's Responsibility for Financial Statements

The financial statements of the Aurora College ("the College") and all information in this annual report are the responsibility of the College's management and have been reviewed by the Board of Governors. The statements have been prepared in accordance with generally accepted accounting principles. Management's best estimates and judgments 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.



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Chuck Parker  
President



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Stewart MacNabb  
Bursar/Chief Financial Officer

Fort Smith, Canada  
August 29, 1997



# Auditor's Report

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

I have audited the balance sheet of the Aurora College as at June 30, 1997 and the statements of revenue and expenses 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, 1997 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 bylaws of the College and the contribution agreement with the Government of the Northwest Territories.

A handwritten signature in blue ink, appearing to read 'Ray Dubois'.

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

Ottawa, Canada  
29 August, 1997

# Balance

as at June 30, 1997  
(thousands of dollars)


	<u>1997</u>	<u>1996</u>
<b><u>ASSETS</u></b>		
Cash	\$2,641	\$1,359
Accounts receivable (note 3)	1,201	1,518
Capital assets (note 4)	<u>1,011</u>	<u>1,054</u>
	<u>\$4,853</u>	<u>\$3,931</u>
<b><u>LIABILITIES</u></b>		
Accounts payable and accrued liabilities	\$903	\$470
Employee leave liability	656	570
Due to the Government of the Northwest Territories (note 5)	508	398
Deferred revenue	59	241
Employee termination benefits	<u>899</u>	<u>765</u>
	<u>3,025</u>	<u>2,444</u>
<b><u>EQUITY</u></b>		
Equity (note 6)	<u>1,828</u>	<u>1,487</u>
	<u>\$4,853</u>	<u>\$3,931</u>


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


Approved by the Board:

Approved by Management:

  
\_\_\_\_\_  
Danny Yakeleya  
Chairperson of the Board

  
\_\_\_\_\_  
Chuck Parker  
President

  
\_\_\_\_\_  
Bob Simpson  
Chairperson of the Finance Committee

  
\_\_\_\_\_  
Stewart MacNabb  
Bursar/Chief Financial Officer

# Statement of Revenue and Expenses and Changes in Equity

for the year ended June 30, 1997  
(thousands of dollars)

	<u>1997</u>	<u>1996</u>
<b><u>REVENUE</u></b>		
Contributions - Base	\$15,921	\$15,180
Project Income	4,679	7,069
Tuition fees	857	1,011
Room and board	583	580
Investment income	133	176
Other	<u>244</u>	<u>288</u>
<b><u>TOTAL REVENUE</u></b>	<b><u>22,417</u></b>	<b><u>24,304</u></b>
<b><u>EXPENSES</u></b>		
Salaries, wages and benefits	12,035	14,131
Contract services	4,834	4,892
Materials and supplies	1,620	1,705
Physical plant	1,143	1,039
Travel and accommodation	913	793
Fees and payments	712	847
Purchased services	510	500
Amortization	<u>309</u>	<u>276</u>
<b><u>TOTAL EXPENSES</u></b>	<b><u>22,076</u></b>	<b><u>24,183</u></b>
<b><u>SURPLUS</u></b>	<b>341</b>	<b>121</b>
<b><u>EQUITY AT BEGINNING OF YEAR</u></b>	<b><u>1,487</u></b>	<b><u>1,366</u></b>
<b><u>EQUITY AT THE END OF YEAR</u></b>	<b><u>\$ 1,828</u></b>	<b><u>\$ 1,487</u></b>

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



# Statement of Changes in Financial Position

for the year ended June 30, 1997  
(thousands of dollars)

	<u>1997</u>	<u>1996</u>
<b><u>Operating activities</u></b>		
Surplus	\$ 341	\$ 121
Items not requiring an outlay of cash		
Employee leave benefits	86	109
Employee termination benefits	134	59
Amortization	<u>309</u>	<u>276</u>
	870	565
Change in non-cash operating assets and liabilities	<u>678</u>	<u>(576)</u>
Cash used for operating activities	1,548	(11)
<b><u>Investing activities</u></b>		
Acquisition of capital assets	<u>(266)</u>	<u>(179)</u>
Increase/Decrease in cash	1,282	(190)
Cash at beginning of period	<u>1,359</u>	<u>1,549</u>
Cash at end of period	<u>\$ 2,641</u>	<u>\$ 1,359</u>

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

# Notes to the Financial Statement

June 30, 1997

## 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 post-secondary 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	33.33%
Mobile equipment	10 - 50%

### *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.

## *Contributions - Base*

Contributions from the Government of the Northwest Territories are based on the annual contribution amount set out in the Government's Main Estimates and represent the 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.

## *Project income*

The College provides education and research services to outside parties through contractual arrangements. The amounts are recorded as income 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. The nature of this agreement is such that the College is not exposed to any credit risk or potential for loss of capital. These amounts are recorded as income in the year they are 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 as an 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**

	1997	1996
	(thousands of dollars)	
Contracts	\$ 1,051	\$ 1,235
Students	<u>150</u>	<u>283</u>
	<u>\$ 1,201</u>	<u>\$ 1,518</u>

The accounts receivable are net of allowances for doubtful accounts of \$ 435,000 (1996 - \$ 324,000). Accounts receivable for contracts include \$ 250,000 (1996 - \$ 426,000) due from departments of the Government of the Northwest Territories. All receivables are currently due and the fair value of these receivables approximates their carrying value.

#### 4. CAPITAL ASSETS

	<u>1997</u> (thousands of dollars)		<u>1996</u>	
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Furniture and equipment	\$ 410	\$ 205	\$ 205	\$ 226
Mobile equipment	1,086	466	620	800
Leasehold improvements	<u>229</u>	<u>43</u>	<u>186</u>	<u>28</u>
	<u>\$ 1,725</u>	<u>\$ 714</u>	<u>\$ 1,011</u>	<u>\$ 1,054</u>

#### 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>	<u>Fees charged by service departments during the year</u> (thousands of dollars)		<u>Amount outstanding as at June 30</u> (thousands of dollars)	
	<u>1997</u>	<u>1996</u>	<u>1997</u>	<u>1996</u>
Department of Public Works and Services	\$2,158	\$2,646	\$325	\$183
Financial Management Board Secretariat				
- employee benefits	307	779	—	40
- payroll			118	106
Other departments	<u>206</u>	<u>111</u>	<u>65</u>	<u>69</u>
	<u>\$2,671</u>	<u>\$3,536</u>	<u>\$508</u>	<u>\$398</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:

	1997	1996
	(thousands of dollars)	(thousands of dollars)
Courses delivered on behalf of the Government of the Northwest Territories	\$ 871	\$ 1,446

## 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 includes a \$25,000 reserve for research and development, a \$10,000 reserve for the maintenance and replacement of heavy equipment and a \$48,000 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 years as follows:

	(thousands of dollars)
1998	\$ 2,746
1999	493
2000	447
2001	440
2002	<u>440</u>
	<u>\$4,566</u>

## 8. COMPARATIVE FIGURES

Certain comparative figures have been reclassified to conform with the method of Financial Statement presentation adopted for the current year.

