



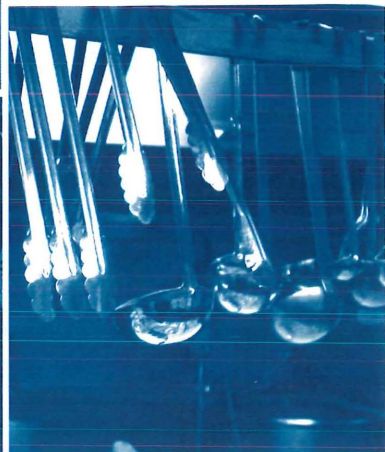
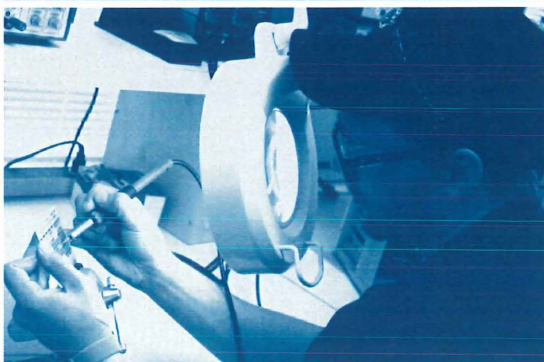
# AURORA COLLEGE

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## Annual Report

2002 / 2003







# AURORA COLLEGE

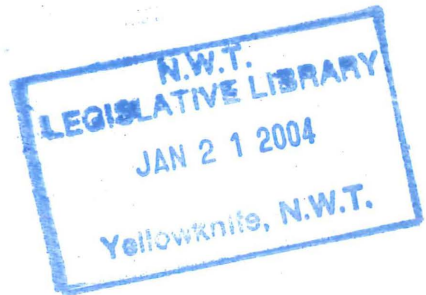
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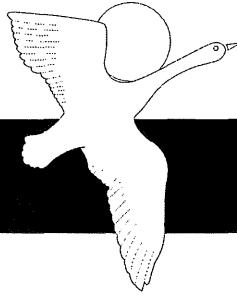
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## Annual Report

2002 / 2003



# Letter of Transmittal



*The Honourable Jake Ootes,  
Minister, Education, Culture and Employment*

*Minister Ootes:*

I am pleased to report to you that Aurora College has had another successful year. In the 2002-2003 academic year, we delivered more programs to more students than ever before, thanks to the creative, energetic staff at the College and the innovative training partnerships we have forged.

These are times of great change in the NWT. As always, Aurora College is called upon to provide a wide range of educational services to a diverse population. My fellow Board of Governors members and I work with College staff to meet not only the College's goals, but also the goals of our training partners and the GNWT. Major growth in the mining and the oil and gas sectors have certainly spurred new training needs in the NWT, and our work with industrial partners has been key to our success in recent years.

To accomplish our goals, we work within the framework of our corporate plan, *Learning and Success in the 21<sup>st</sup> Century*. This plan has served us well over the past few years, and over the next year, we will be developing a new plan to cover the next five-year planning period.

Key to this new plan will be ensuring the vital role that Aurora College plays in the

development of the North. Without Aurora College and our training partners, residents of the NWT could not participate as fully in the job creation currently taking place in the NWT economy. We are proud to have played an important part in building careers and futures for Northerners.



The Board of Governors' role is to provide guidance to the College administration and to bring a

territorial viewpoint to our operations. By representing our constituencies and Northerners in general, my fellow Board members and I bring distinct Northern voices to the decisions and actions the College undertakes. We help this important Northern institution remain true to its roots.

Once again, I am honoured to be part of the Board of Governors, and am proud of the work we have done in helping to build a stronger territory. With the help of our partners in government, business and industry, we look forward to addressing the challenges that will arise in the years ahead.

*Earl Jacobson  
Chairperson*

*Aurora College Board of Governors*

# President's Report

The 2002-2003 academic year once again brought many challenges to Aurora College. As always, we have responded to these challenges with creativity, and have worked in partnership with industry, business and government to meet our education and training objectives.

The Aurora College corporate plan, *Learning and Success in the 21<sup>st</sup> Century*, was key to keeping us on track during the past few years. This document spelled out specific goals and objectives we would pursue, and allowed us to track our successes or to apply resources to new areas as required.

In addition to our corporate plan, we drew direction and inspiration from GNWT planning documents, including Education, Culture and Employment's (ECE) strategic plan *People: Our Focus for the Future*, and the NWT Literacy Strategy. By dovetailing our plans with those of our partners, we help create a more effective post-secondary education and training system for Northerners.

As we are halfway through the planning period for our corporate plan, we are preparing a summary report of our past objectives, and are readying ourselves to develop a new corporate plan to cover the 2005-2010 planning period.

As always, we try to keep our students foremost in our minds as we develop these plans. How will they benefit from our

actions? How can we remove barriers to success? How can we ensure they are ready to benefit from economic development in the NWT? These are the questions we will ask ourselves as we develop our plans for the future.

## Our 2001-2005 Corporate Plan

Our corporate plan, *Learning and Success in the 21<sup>st</sup> Century*, sets out seven broad strategic directions for Aurora College from 2001-2005. These are:

1. Strive for Excellence
2. Increase Enrolment, Retention and Achievement
3. Develop our Governance Structure and Organizational Design to Support our Corporate Goals
4. Work with Industry to Maximize Employment Opportunities for Northerners
5. Increase Funds for Education, Training and Research
6. Create Partnerships in the Delivery of Adult Basic Education
7. Increase Degree Opportunities for Northerners

These strategies were intended to guide us as we continued to evolve a new and responsive post-secondary education system for the rapidly changing NWT. The strategies contained within them outline specific objectives that would aid us in keeping our work on track.

# President's Report

In particular, this past year we have continued to build on our partnerships with industrial groups such as diamond mines and the oil and gas sector. While this past year saw less activity in the exploration side of the oil and gas sector, we have been working with our partners in the petroleum industry to develop training programs for oil and gas pipeline operations.

We are also committed to opening up new educational opportunities for Northerners along the entire spectrum from adult basic education to university programs. We have developed pre-technology and pre-employment programs to help people develop the skills needed to advance into the trade they want, and our access programs provide focused academic upgrading that leads directly to diploma programs.

In addition, we have solidified our transfer agreements with universities throughout the country, thereby offering our students access to a broad range of degree programs. It is part of our overall strategy to be the major educational portal for NWT residents.

The corporate plan also showed how our philosophy has evolved over the past few years. We are looking at creating a more academic structure for the College, which was originally organized as a government department. As we build more bridges to

other colleges and universities, we must have similar systems and reporting structures to work effectively together. Therefore, we have reorganized ourselves to more effectively mirror the systems of other institutions, while keeping in mind that we operate in a unique region with its own specific needs.

## *Enrolment Trends*

Overall enrolment this year at Aurora College remained the same as the previous year, but the mix of programming has changed. There was a notable leap in adult basic education enrolments, and a slight rise in credit program participation. These increases were offset by a reduction in trades training.

The increase in adult basic education is particularly encouraging in light of the GNWT's push for greater literacy as outlined in the Literacy Strategy. In addition, students in ABE often move on to higher education opportunities, so healthy ABE enrolments reflect positively on future post-secondary participation rates.

Increases also took place in University/Partnership training, thanks to greater intake in our Chinook College distance education courses, and the success of the Aviation Diploma program. A similar rise in credit program enrolments rests largely

# President's Report

on our expansion of the Northern Nursing Program.

Trades programming saw a drop this year, as oil and gas training programs slowed in the Beaufort Delta region, and Thebacha Campus did not deliver the Mill Processing program. Overall, we are pleased to see that our numbers remained stable.

We are equally pleased with the results of our 2001 graduate survey in which we discovered that 73 percent of our graduates have found employment. Of those, 57 percent have found employment in their field of study. Another 14 percent are enrolled in full time education or training programs and five percent were self-employed.

## *Education and Training*

As previously mentioned, the College has established new programs to address the labour market initiatives. Diavik Diamond Mines Inc. worked with College staff in the development of the Process Control/Instrumentation Program, which was successfully delivered at Thebacha Campus this year. In addition, we have been working closely with the petroleum industry to ensure that Northerners will be ready for developments in pipeline construction.

Turning to other training issues, we are

expanding degree opportunities for Northerners by delivering the fourth year of the Teacher Education Program in the NWT, and by delivering a Bachelor of Nursing Degree in partnership with the University of Victoria. In the past year, we have also cemented a new relationship with the University of Regina for our Social Work program, which will see our students receive full credit for the first two years of their Bachelor of Social Work degree by completing our diploma program.

The College is still committed to providing a wide range of academic services, to people across the educational spectrum. We have developed Access programs for all diploma programs thus enabling learners with lower academic skills to aim toward the career programs of their choice.

The College is also working with the NWT Literacy Council and ECE to develop a framework of best practices and an evaluative process for ALBE program delivery.

## *National Initiatives*

The national network of community colleges has always worked well together on advocacy issues, but because of the unique Northern focus of many of our issues, Aurora College felt a new advocacy and problem-solving body was

# President's Report

required to meet our needs. Thus, in 1996, we, along with Nunavut Arctic College and Yukon College, established the Northern Colleges Conference. Since that humble meeting in Yellowknife seven years ago, the NCC has grown into a pan-Canadian meeting of northern and remote colleges where solutions are shared, issues are identified, and relationships are built.

This body caught the attention of the Association of Canadian Community Colleges, the national umbrella group for Canadian colleges, and they established a Rural and Remote College Task Group to work on Northern issues. However, it was felt by the northern colleges that this Task Group has too broad a mandate, and they have decided to press for a task group that would deal specifically with northern college issues.

At the end of this year, we joined an organization called Alberta-North, a consortium of Alberta colleges which cooperates in the development and delivery of distance education programming. We are looking forward to working with this group in the coming year to provide a greater range of learning opportunities for NWT students.

## *Facility Improvements*

One of our central focuses is to provide our students with learning facilities and



*Aurora College President Maurice Evans*

residences that enhance their learning experience and provide comfortable living spaces. There have been a number of developments in this area.

We are looking forward to the opening of the new Aurora Campus building in Inuvik in the fall of 2004. The new facility will not only give students studying in that region a beautiful new facility to learn in, it also illustrates the College's ongoing commitment to the people of the Sahtu and Beaufort-Delta regions.

Education, Culture and Employment owns 18 family housing units in Inuvik, which two years ago were turned over to a private developer to renovate. Ten of these units have been reconfigured to provide housing for single students, and they will be turned over to the College this coming year.



# President's Report

We continue to examine options for long-term plans at Yellowknife Campus as well. Our lease in the Northern United Place building ends in four years, and we are examining whether expansion in that site would be desirable or whether we need to seek a new site entirely.

## *President's Office Activities*

The President's Office, formerly known as Head Office, is the unit responsible for providing overall college leadership, leadership on academic development, financial and administrative services, program and policy development and marketing and communication support. This unit includes three divisions: Office of the President, Finance and Administration, and Policy and Programs.

The **Office of the President** includes the College's executive function as vested in the President, and the Public and Corporate Affairs Office. The unit led the development of the corporate plan and the implementation strategy for the corporate plan. Over the next two years, we will pursue the strategies as outlined in our plan with leadership provided through this office. In addition, this unit is leading the project to revise our organizational design and governance structure over the next year or two. This project is designed to move Aurora College closer to the collegiate model used by our academic partners, and away

from the more governmental structure we had in the past.

**Finance and Administration** provides overall financial services for the College, maintains the Student Record System, and provides computer services to all divisions. This division is also working to bring more College services on-line, providing easier access for registering students and streamlining administrative tasks. This process will be ongoing, as we continue the development of our intranet.

The development of new programs, establishing new transfer agreements and brokering arrangements, academic development, and policy development are all vested in **Policy and Programs**. This unit has undertaken a number of major activities this year, including representing the College in the University of the Arctic, leading ongoing academic development, and creating new programs to respond to training needs for the public and private sectors. Among the programs developed over the past year are the Pipeline Operation Program, which we created in partnership with the representatives from the petroleum industry, and the Process Control/Instrumentation Program. This division will also be key in the implementation of our new annual review process, designed to measure the effectiveness of our programs on a regular basis.

# President's Report

Additional changes may be slowed during the coming year, as I will be on education leave, but a number of changes will be made and reported on during my absence. My successor, former Thebacha Campus Director Ron Holtorf, will face a challenging year that will include some measures of fiscal restraint, combined

with the need to continue to offer effective programming. He has my confidence in pursuing these goals.

Overall, the College enjoyed great success in 2002-2003, and we are well positioned to meet the challenges of the future.

Maurice Evans  
President

## Graduate Profile – Ron Antoine

For Ron Antoine, going back to school was all about proving something to himself.

And prove it he did. Ron came to Aurora College and earned his diploma in Natural Resources Technology, giving him a strong understanding of how ecosystems work. But for Ron, this still wasn't enough.

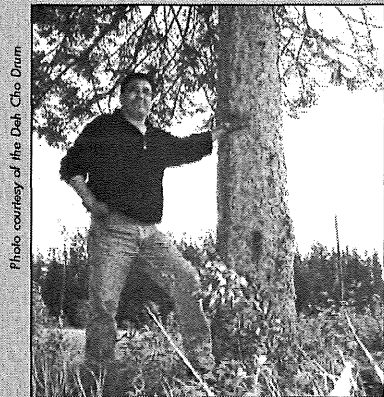
Eager to take his education further, he applied and was accepted into the University of Lethbridge's Applied Conservation Enforcement Program, receiving instruction in field investigations, enforcement and crisis intervention. "It gets very technical, but very interesting, too," he said. His education at Aurora College made it possible, he said, to pursue his further studies with confidence.

Today, Ron is happy working as a Renewable Resources Officer with Resources, Wildlife and Economic Development in Hay River. He deals with such issues as oil spills, fires or reports of wildlife in public places.

But a favourite aspect of his work is going into schools and sharing his knowledge with children. "That was one of my goals," he explained. "To pass on what I learned."

Ron Antoine is just one of many Northerners who seek to improve their lives through education. His story is a testament to his personal drive to succeed, and Aurora College is proud to have played a role in helping him achieve his dreams.

With excerpts from the Deh Cho Drum  
Northern News Services Ltd.



Ron Antoine

# Campus Highlights

## Aurora Campus

Aurora Campus saw a decrease in the demand for oil and gas training in 2002-2003, but nonetheless still had a busy year. Once again, we worked closely with regional partners such as the Gwich'in, Inuvialuit and the oil and gas sector.

Despite the slight downturn in direct oil and gas related training, we have continued to provide a wide range of industrial safety courses to learners throughout the Beaufort-Delta and Sahtu Regions.

The **Recreation Leaders Program** continues to show strong enrolments, and will offer both year one and two next year. We are pleased to see the ongoing strength of this program, and the effective training partnership we have built with the Department of Municipal and Community Affairs.

Thanks to **Literacy funding** through the Department of Education, Culture and Employment, communities in the Aurora Campus service region were well served by community learning centres. They offered a variety of courses from adult literacy and basic education to on-line courses where infrastructure allowed. We were pleased to be able to bring the College's services to so many community locations, and appreciate the effective working partnership with ECE in

providing these services.

The **Native Artisan Program** completed a successful delivery this year. The program is designed to reinforce the knowledge of aboriginal arts and crafts. The Campus offered two successful deliveries of the Hide Tanning Segment and other courses in beading, sewing, carving and more. The courses were brokered through a partnership with Portage College.

Aurora Campus will continue to deliver the **Home and Community Support Worker Program** in partnership with the Inuvik Regional Health and Social Services Board. This program is very popular in the region, and enrolments continue to be strong.

This year, Aurora Campus said good-bye to **Lloyd Hyatt**, who is retiring from the public service. Lloyd spent his final year with the College as Acting Campus Director while Campus Director Miki O'Kane was on a year of education leave. We wish Lloyd all the best in his future endeavours, and offer our sincere thanks for the years of great service he provided.

Aurora Campus staff continue to promote **literacy** as an important life skill. We run a literacy outreach centre called Caribou Outreach, which encourages members of the public to

# Campus Highlights

pursue literacy skills in an informal setting. We also offer Family Literacy Nights at the Inuvik Learning Centre, which welcomes families to come together to discover the joys of reading. We will continue these successful programs in the future.

## *Thebacha Campus*

In September of 2002 the Aviation Diploma Program began with a class of seven students. The program is the result of an alliance between Aurora College and Big River Air Ltd. Consultation with the industry contributed to the program design. Students in the program are being prepared to meet the needs of the Northern aviation industry.

The establishment of a relationship between the Aurora College Social Work Program, the Fort McMurray Health and Social Services Department and the Town of Fort Chipewyan generated positive results. A student on practicum in Fort Chipewyan was invited by the community to participate in an international healing conference sponsored by the community. Program staff were invited to the community to share information and participate in a series of workshops.

The community of Fort Providence has been actively working with the Social Work Program to prepare and present

the next Culture Camp.

The **Office Administration Program** began the year with an increased number of students in the program over previous years and concluded with 16 students participating in the Convocation Ceremony. Several students have indicated an interest in pursuing further study in the Management Studies Program. Open communication between the program and Grande Prairie Regional College (GRPC) provide students with the opportunity to continue studies at GPRC.

The Council for the Advancement of Native Development Officers (CANDO) granted their certification to the **Management Studies Program's** Community and Economic Development stream. Five students are registered in the stream and community interest is growing. We are particularly pleased to see the interest in this stream since it provides economic development skills uniquely suited to northern communities. Fourteen students participated in the Co-op Placement Program. Banks, private businesses and government departments have expressed interest in the program.

The American Society of Foresters completed a review process and re-certified the **Natural Resources Technology Program**. This prestigious certification shows that this program

# Campus Highlights

continues to offer Northerners the highest quality education in this field. Students in NRTP continue to excel academically. Sharon Chung received the Law Society of Alberta Award. Suzanne Boucher received the North American Wildlife Technologists Award. June Q Kim received the ECE Top Academic Award. Gerald Doucet received the RWED Award for Academic Improvement. Employment opportunities continue to outnumber graduates. The program worked with the Aviation Diploma Program to provide a Winter Survival Camp for student pilots.

The **Teacher Education Program** is reviewing program offerings in order to align more closely with the University of Saskatchewan and prepare for the implementation of changes resulting from the *Report from the Review of Teacher Education* that was completed this year. Four students from the program are moving on to complete their studies at the University of Saskatchewan.

The total number of students registered in **Adult Literacy and Basic Education** increased between the first and second term. There was a significant increase in the number of students registered in the lower level ABE courses. Registrations in these courses were maintained throughout the year. Several students transitioned from ABE to the welding program, the apprenticeship program and

employment. ABE instructors increased student access to programming by providing instruction that supported other programs. Given the importance of these programs in supporting the NWT Literacy Strategy, we are pleased by the increase in enrolments.

Each job has certain demands in terms of literacy, numeracy and document use. The **Test of Workplace Essential Skills** evaluates skills in these three areas in relation to the needs identified in the HRDC National Occupation Classifications. Aurora College, Diavik Inc. and Bow Valley College have joined together to implement a TOWES pilot project. The project is designed to identify and increase promotion potential for Diavik employees, improve communication between the learning centres, increase the employment opportunities for northern residents and promote lifelong learning.

The **Student Success Centre** at Thebacha Campus continues to contribute to the success of the students and life of the campus. The centre has seen an increase in student use particularly during mid-term and final test preparation times. The opening of a designated room for the Success Centre has resulted in increased requests for tutors, services and equipment. The Centre has played an important role in Aurora College Week activities and Student Orientations.

# Campus Highlights

## *Yellowknife Campus*

Yellowknife Campus continues to play an important developmental role in Yellowknife and in the communities throughout the North Slave. With the explosive growth in the mining industry, our industrial and regional partners have worked closely with the College to ensure local residents have the skills required to gain employment in the new economy.

The **Diamond Cutting and Polishing** program finished its second delivery this year with a graduating class of eleven students. All students are now eligible for employment at the mines, but four are moving on to take an advanced cutting course that the College will offer in the fall of 2003. The program will be expanded by six weeks in the coming academic year to accommodate a new Introduction to Diamond Processing course. Thanks to support from the GNWT's Maximizing Northern Employment fund, this program will double its intake from 12 to 24 students in 2003-2004.

**Health Programs** underwent substantial growth this year. In addition to doubling the number of Northern Nursing students we take, we also saw significant interest in the Nurse Practitioner Program, the Introduction to Nurse Practitioner Program, and the Long Term Care Aide Program. The Northern

Nursing Diploma program produced 25 graduates this year. We are looking forward to beginning delivery of the Bachelor of Science Nursing Degree Program, which will start in the fall of 2003.

**Business and Technology programs** always draw a lot of interest at Yellowknife Campus, and this year was no exception. The Management Studies Certificate program is offered full time and part time, and the diploma program is offered part time at night. Co-op students from Management Studies have been placed in such offices as FMBS, Health and Social Services and Stanton Regional Hospital.

Among the services offered in **community locations** such as Detta/N'dilo, Wekweti, Gameti, and Wha Ti are Family Literacy Workshops, Computer Skills, Driver Education, First Aid training and Dogrib language instruction. It is important for the College to expand its services to communities in the region, given the importance of developing literacy as a foundation skill to further learning. Yellowknife Campus staff are particularly proud of their success in this area, and state that cooperation with regional partners and community agencies were key to their success. The Campus also runs an effective **Literacy Outreach Centre** in the capital city. This centre is the front line in

# Campus Highlights

providing services to community residents who lack literacy skills. The centre specializes in providing programming that helps people develop literacy skills required for everyday living. The centre was the subject of a positive profile in News North during Literacy Week this past year.

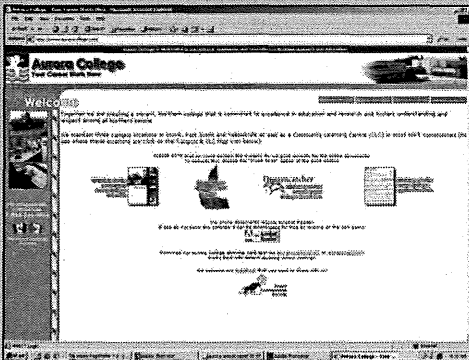
The **Teacher Education Program** continues to draw strong interest in the Yellowknife region. Fifteen students graduated from the program this year, which, for the first time, included a

culture camp that was organized in collaboration with the Department of Resources, Wildlife and Economic Development. A new initiative for this program was piloted this year for third year students at Aurora Campus and Yellowknife Campus. The Native Literature course linked Yellowknife Campus students through the College WEB CT portal and via teleconference to the classroom instructor in Inuvik. The students reacted positively to the course this year, and it is hoped that it will continue into the future.

## Service Profile – The Aurora College Website

Today's students use sophisticated tools of communication when making their educational choices. One of the most important of these tools is the Internet.

Aurora College established a basic website in 1995, which offered an on-line calendar and contact information. Today, it has grown into an important web portal that offers not only a vast array of information, but also acts as a gateway to our on-line educational services.



It also provides links to other education partners, application forms that can be downloaded, access to all campuses and the Aurora Research Institute, and access to Aurora College's online newsletter. These linkages provide a gateway to Aurora College for prospective students throughout the world, not just in the NWT.

Website access to a wide array of Aurora College resources is one of the many services we provide for our students, and for prospective students. It also helps us reach our staff and students in communities throughout the vast territory we serve.

# A Look Toward the Future

While we will continue in our ongoing quest to provide Northerners with the highest quality educational opportunities, the coming year will be characterized by a need to refocus our efforts in an environment of fiscal restraint. As the Government of the NWT faces continued budgetary pressures, we understand that, like all publicly funded agencies, we will be called upon to show how we use public funds in the most effective manner possible.

However tight our fiscal environment may be, we cannot however be distracted from our central mission – providing the people of the NWT with effective post-secondary education programs. We will continue to develop new partnerships, and to foster new relationships with colleges and universities, in an effort to expand opportunities for NWT residents.

In addition to implementing our corporate goals, we will be examining how we operate and how we can be more effective. More than most institutions, Aurora College operates in a fluid environment, and we must remain flexible in dealing with challenges as they arise.

In the coming year, our focus will be on examining our core functions with a view to finding operational efficiencies. It is our intent to be fiscally prudent while still fulfilling our core mandate.

Also in the coming year, we will undertake a review of our corporate plan, which is now at its halfway mark. This review will include an examination of our successes as well as a look at objectives that may no longer be of the same priority. This project will also mark the starting process for developing our new corporate plan.

Since fiscal restraint will be a feature of the College's operating environment for some time to come, we will undertake our corporate planning with this in mind. By developing strategies that further our core objectives while taking these factors into account, we will be able to produce an effective planning document that sees positive growth and development in the post-secondary education system for years to come.



## Program Profile – Aviation Diploma Program

Working with training partners helps Aurora College offer some of its most innovative programming. An excellent example of this is our new Aviation Diploma Program, which we offer in partnership with Big River Air of Fort Smith.

This two-year program combines classroom theory and flight training that will enable graduates to exit the program with their commercial pilots license, their Multi-Engine IFR Rating, and their Group I Instrument Rating. The aviation portions of the program are enhanced by skill and knowledge areas related to the overall aviation industry. These include Advanced Meteorology, Advanced Aircraft Systems, Wilderness Survival (Summer and Winter), Business Aviation Law, Advanced Navigation and others.



Graduates of the program will be prepared for employment with small or medium sized air carriers flying wheel, ski or float equipped planes. As well, graduates will be qualified to act as captain or first officer in a small to medium sized twin engine aircraft.

The program has been extremely successful in attracting students from all over the North. The first class of seven students just completed their first year, and look forward to starting their second year in the fall of 2003.

The Aviation Diploma program illustrates Aurora College's ongoing commitment to providing exciting training opportunities in a wide variety of careers.

# Aurora Research institute

The Aurora Research Institute (ARI) became a division of Aurora College to enhance the College's capability to incorporate research, technology and traditional knowledge into programs. The Research Institute is also a focal point for northern research and technological advances in the Northwest Territories (NWT). ARI continues to assess research needs and priorities of northerners through the ongoing development of the NWT Research Agenda. ARI promotes further development of communities within the NWT by advancing northern knowledge, through partnerships and by providing leadership and training to promote scientific research that meets community needs.

The Aurora Research Institute has three main facilities strategically located throughout the NWT. The ARI Head Office is located at the **Inuvik Research Centre** (IRC) in Inuvik. The Inuvik Research Centre is ARI's largest facility. Its main function is to provide logistical support and services to researchers working in the Mackenzie Delta, Beaufort Sea and northern Yukon Territory. Over 70 researchers used these facilities in 2001-02. This was a particularly busy year for the Inuvik Research Centre with the activities relating to Phase II of the Mallik Gas Hydrate Research Well Program. This production research well program involved seven international partners and a large research team. The

Inuvik Research Centre is also the location of the research library, which now has a 14,000-volume scientific reference facility with materials on northern research and related issues.

The **South Slave Research Centre** (SSRC) in Fort Smith is located in the Thebacha Campus building. This facility conducts and facilitates research programs in the southern regions of the NWT. Staff at this centre have been extensively involved with internet training and web site development. Work has also continued on the development of Geographical Information System (GIS) expertise through this facility. The SSRC have a number of programs that involve youth. This includes the Community Access Program, CIGEMON (traditional games on computer) and Science & Technology Camps.

# Aurora

## Research Institute

### Scientific Services Scientific Licenses Summary Report – 2003

A total of 145 scientific research licences and 8 amendments have been issued thus far in 2003. There are an additional 17 licences pending approval. Two applications were withdrawn by the applicant and another two applications were not issued due to community approvals not being in place in time for the seasonal work to be carried out. Approximately 41% of the licensed and pending research involves work in the Inuvik region, 22% in each the Deh Cho and North Slave regions, 14% in the Sahtu region, and only 7% in the South Slave region (Table 1).

**Table 1. Regional Distribution of Licensed Research Activities to Date in 2003**

	Inuvik	Sahtu	Deh Cho	North Slave	South Slave	Multiple regions	Pan-territorial
<b>ISSUED</b>	57	18	24	30	7	10	0
<b>PENDING</b>	6	1	6	1	1	2	
<b>WITHDRAWN</b>			1	1			
<b>NOT APPROVED</b>			2				
<b>AMMENDED</b>	3		2	1	2		

The total number of licences issued and pending for 2003 (not including amendments) represents a 35% increase over the number of licences issued in 2002, a 51% increase over 2001 total, a doubling of the number issued in 2000, and more than a 140% increase over numbers of licences issued in the late 1990s (Table 2).

**Table 2. Licensing Activity in Recent Years**

	2003	2002	2001	2000	1999	1998
<b>Number of licences issued</b>	162*	120	107	80	69	66

\* total number issued + pending

# Aurora Research Institute

The biological and physical sciences account for the majority of licensed research activities in the Northwest Territories (Table 3).

**Table 3. Subject Area Distribution of Licensed Research Activities to Date in 2003**

Research Category	Number Issued
Biological Sciences	51
Physical Sciences	34
Geological Sciences	17
Traditional Knowledge	10
Social Sciences	17
Engineering	8
Contaminants	4
Health	2
Fossils / Paleontology	2

An estimate of the driving force behind research in the NWT can be derived from an assessment of the primary affiliation of the principal investigators of licensed research activities (Table 4). However, to accurately assess the motives for research would require a more in-depth assessment of the licence applications themselves, since affiliation is not an absolute indicator of motive. For example, university researchers or consultants often conduct studies on behalf of government departments.

**Table 4. Primary Affiliation of Principal Investigators**

University/Museum/ Research or Cultural Institute	Government			Industry/Consultants			NGO
	Fed.	Terr.	Local	Oil&Gas	Minerals	Other	
53	18	4	3	48	18	1	0

# Aurora Research Institute

Among the licences issued to applicants affiliated with industry/consultants, oil and gas related studies account for 71% of the licences. Thirty-two licences were specifically related to the Mackenzie Gas Project; Mackenzie Gas Project related studies accounted for 20% of all licence applications submitted to date for work in 2003.

The Manager, Scientific Services continues to address inquiries on a daily basis concerning the licensing process from both researchers and organizations that are being consulted. The need for greater clarity in the research application, guide, and supporting material, and easier access to maps and easy-to-fill-out forms are common requests.

An online licence application and searchable database are currently under development. Once in place, these will help to streamline the licensing process for all researchers, community organizations, and Aurora Research Institute personnel involved, as well as make information about research activities available to the public in a more timely manner.

The Compendium of Research in the Northwest Territories for 2001 and 2002 will be published as a single publication. The summaries of research activities for the 2001 Compendium are currently available to the public through this the Arctic Science and Technology Information System (ASTIS) database, which is available online.

# Enrolment Statistics

Campus	Full Time Students	Part Time Courses	2003 Full Time Equivalents	2002 Full Time Equivalents
Aurora	131	2,633	394.3	416.3
Thebacha	280	2,001	480.1	461.0
Yellowknife	175	1,751	350.1	351.9
Total College	586	6,385	1,224.5	1229.2

Campus	Full Time Students	Part Time Students	2003 Total Students	2002 Total Students
Aurora	131	1,427	1,558	1,713
Thebacha	280	985	1,265	1,092
Yellowknife	175	1,021	1,196	1,102
Total College	586	3,433	4,019	3,907

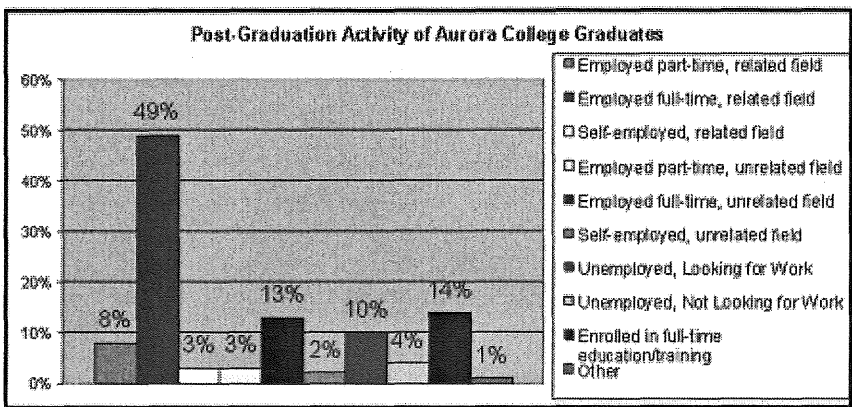
Division	Aurora	Thebacha	Yellowknife	2003 Totals	2002 Totals
Academic	108.7	140.5	86.2	335.4	299.7
University	17.4	21.2	2.7	41.3	27.7
Partnerships					
Credit	77.3	106.6	170.1	354.0	313.7
Trades	4.5	146.5	23.9	174.9	295.6
Career	178.4	52.8	67.2	298.4	269.5
Development					
Personal	8.0	12.5	0.0	20.5	23.0
Development					
Total	394.3	480.1	350.1	1,224.5	1,229.2

# Enrolment Statistics

## Post Graduation Activity of Aurora College Graduates

In Section A of the survey, students were asked to describe their present employment situation. The results are summarized below, in Figure 1.1. Program-specific rates are displayed in Appendix A.

Figure 1.1



Responses total greater than 100% because not all the categories are mutually exclusive: many respondents worked two different types of jobs, or were pursuing further education while working.

*Report to the  
Minister of Education, Culture and Employment  
on the accounts and financial statements of  
AURORA COLLEGE  
for the year ended June 30, 2003*



# 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 financial statements have been prepared in accordance with Canadian generally accepted accounting principles. When alternative accounting policies exist, management has chosen those it deems most appropriate in the circumstances. 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.

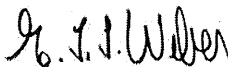
In discharging its responsibility for financial reporting, management maintains and relies on financial and management control systems and practices which are designed to provide reasonable assurance that transactions are authorized, assets are safeguarded, and proper records are maintained. These controls 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 have full and free access to the Finance Committee.

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



Ronald Holtorf  
President



Edith Weber  
Bursar/Chief Financial Officer

Fort Smith, Canada  
August 29, 2003



## 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, 2003 and the statements of operations and equity and cash flows for the year then ended. These financial statements are the responsibility of the College's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with Canadian 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, 2003 and the results of its operations and its cash flows for the year then ended in accordance with Canadian 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 Part IX of the *Financial Administration Act* and regulations, the *Public Colleges Act* and regulations and by-laws of the College.

Roger Simpson, FCA  
Principal  
for the Auditor General of Canada

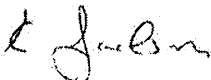
Edmonton, Canada  
August 29, 2003

# Balance Sheet

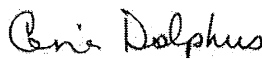
as at June 30, 2003  
(thousands of dollars)

	<u>2003</u>	<u>2002</u>
<b>ASSETS</b>		
Current assets		
Cash and cash equivalents (Note 3)	\$ 1,964	\$ 1,859
Net accounts receivable (Note 4)	1,053	1,730
Prepaid expenses	<u>67</u>	<u>65</u>
	<b>3,084</b>	3,654
Capital assets (Note 5)	<u>3,621</u>	<u>3,299</u>
	<b><u>\$ 6,705</u></b>	<b><u>\$ 6,952</u></b>
<b>LIABILITIES</b>		
Current liabilities		
Accounts payable and accrued liabilities	\$ 1,173	\$ 1,672
Employee leave pay	1,049	920
Due to the Government of the Northwest Territories	785	450
Current portion of employee future benefits	237	195
Deferred project income	<u>122</u>	<u>427</u>
	<b>3,366</b>	3,664
Employee future benefits (Note 6)	<b>949</b>	780
Professional development fund (Note 7)	<b>684</b>	510
Deferred capital contributions	<u>583</u>	<u>356</u>
	<b><u>5,582</u></b>	<b><u>5,310</u></b>
<b>EQUITY</b> (Note 8)	<u>1,123</u>	<u>1,642</u>
	<b><u>\$ 6,705</u></b>	<b><u>\$ 6,952</u></b>
Commitments (Note 11)		

Approved by the Board:



Earl Jacobson  
Chairperson of the Board



Gina Dolphus  
Chairperson of the Finance Committee

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

# Statement of Operations and Equity

for the year ended June 30, 2003  
(thousands of dollars)

	<u>2003</u>	<u>2002</u>
<b><u>REVENUE</u></b>		
Government contributions (Note 9)	\$ 24,858	\$ 23,683
Project income		
Territorial government	3,606	3,909
Federal government	640	696
Other	1,404	1,449
Tuition fees	1,738	1,500
Room and board	772	722
Investment income	76	105
Other	<u>634</u>	<u>895</u>
<b>TOTAL REVENUE</b>	<b><u>33,728</u></b>	<b><u>32,959</u></b>
<b><u>EXPENSES</u></b>		
Compensation and benefits	20,619	17,994
Contract services	7,015	8,118
Materials and supplies	1,938	2,643
Utilities	1,520	1,317
Fees and payments	1,260	1,383
Travel and accommodation	994	1,236
Communication, postage and freight	511	688
Amortization of capital assets	<u>390</u>	<u>394</u>
<b>TOTAL EXPENSES</b>	<b><u>34,247</u></b>	<b><u>33,773</u></b>
<b>DEFICIT</b>	<b>(519)</b>	<b>(814)</b>
<b>EQUITY AT BEGINNING OF YEAR</b>	<b><u>1,642</u></b>	<b><u>2,456</u></b>
<b>EQUITY AT END OF YEAR</b>	<b><u>\$ 1,123</u></b>	<b><u>\$ 1,642</u></b>

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

# Cash Flows

## Statement

for the year ended June 30, 2003  
(thousands of dollars)

	<u>2003</u>	<u>2002</u>
Cash flows from operating activities		
Deficit	\$ (519)	\$ (814)
Non-cash transactions:		
(Gain) loss on disposal of capital assets	(28)	5
Amortization of deferred capital contributions	(48)	(45)
Amortization of capital assets	<u>390</u>	<u>394</u>
	<u>(205)</u>	<u>(460)</u>
Changes in non-cash items		
Accounts receivable and prepaid expenses	675	(749)
Accounts payable and other current liabilities	(340)	215
Employee future benefits	211	(53)
Professional development fund	<u>174</u>	<u>34</u>
	<u>720</u>	<u>(553)</u>
Cash generated from (used by) operating activities	<u>515</u>	<u>(1,013)</u>
Cash flows from financing activities		
Capital contributions	<u>275</u>	<u>259</u>
Cash flows from investing activities		
Proceeds from sale of equipment	28	20
Acquisition of capital assets	<u>(713)</u>	<u>(485)</u>
Cash used by investing activities	<u>(685)</u>	<u>(465)</u>
<b>Net increase (decrease) in cash</b>	<b>105</b>	<b>(1,219)</b>
<b>Cash and cash equivalents at beginning of year</b>	<b><u>1,859</u></b>	<b><u>3,078</u></b>
<b>Cash and cash equivalents at end of year</b>	<b><u>\$ 1,964</u></b>	<b><u>\$1,859</u></b>

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

# Notes to the Financial Statements

June 30, 2003

## **1. AUTHORITY AND MANDATE**

The Aurora College is established under the *Public Colleges Act*. The College is a territorial corporation under the *Financial Administration Act* and is exempt from income taxes.

Aurora College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories (NWT). The programs are directed specifically to the northern environment and the needs of individual northerners, the workforce and northern communities. To accomplish this, courses and services are delivered at campuses and communities throughout the NWT. Through the work of the Aurora Research Institute, the College is also responsible for the facilitation and preparation of research activity in the NWT.

## **2. SIGNIFICANT ACCOUNTING POLICIES**

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

### **a) Measurement Uncertainty**

The preparation of financial statements in accordance with Canadian generally accepted accounting principles requires the College to make estimates and assumptions that affect the amounts of assets, liabilities, revenues and expenses reported in the financial statements. By their nature, these estimates are subject to measurement uncertainty. The effect on the financial statements of changes to such estimates and assumptions in future periods could be significant, although, at the time of preparation of these statements, the College believes the estimates and assumptions to be reasonable. Some of the more significant management estimates relate to the allowance for doubtful accounts and employee future benefits.

# Notes to the Financial Statements

## b) Capital assets

Capital assets transferred to the College when it was established were recorded at their estimated fair 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:

Mobile equipment	10 - 33.33%
Building additions and renovations	5%
Furniture and equipment	20 - 40%
Leasehold improvements	over the term of the lease

## c) Employee future benefits

### Pension benefits

Employees participate in the Public Service Superannuation Plan administered by the Government of Canada. The College's contribution to the plan reflects the full cost of the employer contributions. This amount is currently based on a multiple of the employee's required contributions, and may change from time to time depending on the experience of the Plan. These contributions represent the total pension obligations of the College and are charged to operations on a current basis. The College is not currently required to make contributions with respect to actuarial deficiencies of the Public Service Superannuation Account.

### Non-pension benefits

The College is required to recognize certain non-pension post-employment benefits over the periods which employees render services to the College. Employees are entitled to specified benefits on termination as provided for under conditions of employment, through a severance benefit plan. The College recognizes the cost of future severance benefits over the periods in which the employees render services to the entity and the liability for these benefits is recorded in the accounts as the benefits accrue to employees.

# Notes to the Financial Statements

## **d) Government contributions and deferred capital contributions**

Under a contribution agreement with the Government of the Northwest Territories (the Government) 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.

Contributions from the Government are the amounts set out in the Government's Main Estimates, as adjusted by supplementary appropriations, and represent the majority of the funding for the College to cover its expenses. Contributions for operating expenses are recognized on the statement of operations and equity in the College academic year for which it is approved. Contributions for depreciable capital assets are deferred and amortized on the same basis and in the same periods as the underlying capital assets.

## **e) Project income and deferred project income**

The College provides education and research services to outside parties through contractual arrangements. Payments received under these contracts for which the development and delivery of projects is not completed are recorded as deferred project income until completion.

## **f) 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 rendered.



# Notes to the Financial Statements

### 3. CASH AND CASH EQUIVALENTS

The College's cash balances are pooled with the Government's surplus cash and are invested in a diversified portfolio of high-grade short term income producing assets. The cash can be withdrawn from the bank accounts at any time and is not restricted by maturity dates on investments made by the Government. The Department of Finance approves the eligible classes of securities, categories of issuers, limits and terms. All instruments, depending on their investment class, are rated R-1 Low or better by the Dominion Bond Rating Service Ltd. The College's average annual investment yield for the year ended June 30, 2003 was 2.50% (2002 - 2.63%).

### 4. NET ACCOUNTS RECEIVABLE

			<u>2003</u>	<u>2002</u>
			(thousands of dollars)	
	<u>Accounts</u>	<u>Allowance</u>	<u>Net</u>	<u>Net</u>
	<u>Receivable</u>			
Government contributions	\$ 120	\$ -	\$ 120	\$ 115
Project income				
Government	316	3	313	681
Other	640	80	560	820
Students	340	283	57	108
Advances	3	-	3	6
	<u>\$ 1,419</u>	<u>\$ 366</u>	<u>\$ 1,053</u>	<u>\$ 1,730</u>

All receivables are currently due and the fair value of these receivables approximates their carrying value.

# Notes to the Financial Statements

**5. CAPITAL ASSETS**

	2003		2002	
	(thousands of dollars)			
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Mobile equipment	\$ 2,345	\$ 1,026	\$ 1,319	\$ 996
Building additions and renovations	1,991	547	1,444	1,543
Furniture and equipment	1,217	708	509	481
Leasehold improvements	909	560	349	279
	<u>\$ 6,462</u>	<u>\$ 2,841</u>	<u>\$ 3,621</u>	<u>\$3,299</u>

**6. EMPLOYEE FUTURE BENEFITS**

Pension benefit

During the year the Public Service Superannuation Plan (PSSA) required the College to contribute at a rate of 2.14 (2002- 2.14) times the employees' contributions.

Contributions to the PSSA during the year were approximately \$1,161,000 (2002- \$1,322,000).

**7. PROFESSIONAL DEVELOPMENT FUND**

Under collective agreements, the College is required annually to make available a specific amount of funding, against which approved instructor professional development expenses are charged. The balance represents the accumulated unspent amount of the College's obligation to instructors.

# Notes to the Financial Statements

## 8. EQUITY

The equity balance includes the net book value of capital assets transferred to the college when it was established and the results of operations since that date. The following appropriations have been made from equity:

(thousands of dollars)					
<b>Appropriated equity:</b>	<b>Balance, opening</b>	<b>Net deficit</b>	<b>Appropriated</b>	<b>Used in Operations</b>	<b>Balance, ending</b>
a) Program delivery	\$ 117	\$ -	\$ -	\$ -	\$ 117
b) Research & development	76	-	28	(29)	75
c) HEO replacement & maintenance	164	-	-	-	164
d) Restricted Donations	21	-	34	(32)	23
<b>Unappropriated equity:</b>	<u>1,264</u>	<u>(519)</u>	<u>(62)</u>	<u>61</u>	<u>744</u>
<b>Total equity</b>	<b><u>\$1,642</u></b>	<b><u>\$ (519)</u></b>	<b><u>\$ -</u></b>	<b><u>\$ -</u></b>	<b><u>\$ 1,123</u></b>

### a) Appropriated for Program Delivery

This appropriation is established to cover program costs contemplated in the annual Programs and Services Proposal prepared by the College, for which Government funding has not been approved. Allocations to and from this appropriation must be approved by the Board of Governors.

### b) Appropriated for Research & Development

This appropriation is established to help fund research and development of the Research Associate and Fellowship programs at the Aurora Research Institute (ARI). Annually all unencumbered ARI administration revenue after fulfillment of third party contracts is transferred to this appropriation. Use of the appropriation must be approved by the Research Advisory Council.

# Notes to the Financial Statements

**c) Appropriated for HEO (Heavy Equipment Operator) Replacement & Maintenance**

This appropriation is established to help fund replacement and maintenance of the HEO program heavy equipment. Annually net equipment rental fees charged to the third party contractors for HEO courses are transferred to this appropriation. Use of the appropriation must be approved by the Board of Governors.

**d) Restricted Donations**

From time to time, the College receives donations from individuals and corporations with conditions attached to them. In order to ensure that the wishes of the contributors are carried out, the donations are transferred to restricted donations until the conditions are met.

**9. GOVERNMENT CONTRIBUTIONS**

	<u>2003</u>	<u>2002</u>
	<u>(thousands of dollars)</u>	
Operating contributions	\$ 24,810	\$ 23,652
Amortization of deferred capital contributions	48	45
Other	_____ -	_____ (14)
	<u>\$24,858</u>	<u>\$ 23,683</u>

**10. RELATED PARTIES**

The College is related in terms of common ownership to all Government created departments, agencies and Crown corporations. The College enters into transactions with these entities in the normal course of business at normal trade terms.

**Expenses**

Under terms of administrative agreements, the Government provides and charges for certain support services to the College. The College reimbursed the Government

# Notes to the Financial Statements

\$1,649,000 (2002 - \$1,774,000) for facility operating and utility costs, employee benefits and other expenses recorded in these statements.

## Services Provided Without Charge

Additional services provided by the Government without charge to the College include payroll processing, insurance and risk management, legal counsel, construction management, records storage, computer operations, asset disposal, project management, and translation services. These services would have cost the College an estimated \$405,000 (2002 - \$540,000).

The College also receives from the Government, without any rental charges, the use of facilities for two of its campuses, certain student housing units and community learning centres. The use of these facilities would have cost the College an estimated \$1,805,800 (2002- \$1,703,900), the Government's amortization expense for these assets has been used as the basis for this estimate.

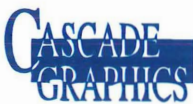
## 11. COMMITMENTS

In addition to facilities provided by the Government, the College has operating leases and service agreements for student accommodation, classroom space, office equipment and other services and is committed to basic payments as follows:

	(thousands of dollars)
2004	\$ 2,979
2005	2,703
2006	2,687
2007	2,605
2008	1,223
thereafter	9,784
	<u>\$ 21,981</u>







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