



Annual Report

2016-2017



Table of Contents

Public Administrator's Message	4
Message from the President	4
Highlights	5
Education and Training Division	7
Community and Extensions Division	18
Aurora Research Institute	27
Student Support Services	31
Enrolments	34
Aurora College Spring Convocation	36
Supplementary Information	38
Audited Financial Information	40
Appendix A - Write-offs	69



PURPOSE

(Aurora College Act R.S. N.W. T. 1988, cA-7, s3)

The purpose of Aurora College is to deliver adult and post-secondary education, including the delivery of university-level programs and granting of prescribed university degrees and applied bachelor degrees.

MISSION STATEMENT

Aurora College is focused on student success and is committed to supporting the development of our Northern society through excellence in education, training and research that are culturally sensitive and responsive to the people we serve.

OUR VALUES

Together, we are creating a vibrant, Northern college that is committed to excellence in education and research and fosters understanding and respect among all Northern people.

We will continue to do this by:

- Serving students in the best way possible, offering a seamless transition between high school, work, college and university;
- Nurturing critical thinking skills and problem-solving abilities;
- Offering a full spectrum of post-secondary education, qualifying Northerners to work or to go on to further education anywhere in Canada;
- Respecting and celebrating Aboriginal cultures and linking modern and traditional lifestyles;
- Supporting innovation in education and research;
- Ensuring research and post-secondary education are well integrated, through strong partnerships with industry, communities, governments and other educational institutions;
- Recognizing our role in supporting the governance and economic development of Northern communities;
- Attracting and retaining highly qualified Northern staff and faculty; and
- Fostering an environment of excellence in which staff, faculty and students can work and learn.

Public Administrator's Message

It is an honour to have been appointed Public Administrator of Aurora College in June 2017. I look forward to working with Aurora College Senior Management and the Minister of Education and his department while the important task of a Foundational Review is being undertaken. I look forward to the release and implementation of the Foundational Review and will endeavour to do my best to govern the Aurora College to same standards the residents of the Northwest Territories have come to expect over its long history of providing high quality educational opportunities for Northerners.

Denny Rodgers
Aurora College Public Administrator



Message from the President



It is always gratifying to me to review the previous academic year's accomplishments and challenges in preparation for the Annual Report. It serves as a reminder of the remarkable individuals who make up our learners, faculty, staff, partners, and volunteers, and the dedication and passion they bring to their respective roles. The opportunity to witness and share in their successes is one of the best aspects of my role as president.

While there is never enough space to share every high point and accomplishment, a select few are featured in this report. In addition, I would like to draw attention to a few more achievements and items of note.

- 2016-17 was the first year that funds raised by the annual Aurora Open Golf Tournament were used for entrance scholarships for first year students. In total, 17 students received \$250 awards.
- Aurora College was named one of Canada's Top 50 Research Colleges for 2016 by Research Infosource Inc.
- Yellowknife Education District #1, Yellowknife Catholic School

Board and Aurora College ran a pilot project which saw high school students receive dual credits – high school and college credits – for an Early Childhood Development Certificate course offered at Sir John Franklin School and delivered by Aurora College instructors. The College is investigating other opportunities for dual credit courses within the NWT.

- Aurora Research Institute published the thirtieth consecutive Compendium of Research in the NWT. The annual publication summarizes all licensed research taking place in the NWT.
- Dominion Diamond Corporation donated \$10,000 to the Yellowknife Literacy Outreach Centre (LOC), doubling its usual annual contribution. The LOC is a partnership between Yellowknife Association for Community Living and Aurora College, and delivers literacy programs and lifeskills in a safe environment to the city's most vulnerable citizens.
- Thebacha Campus's carpentry and electrical apprenticeship programs were re-accredited for five years.
- The Northern Leadership Development Program, a unique partnership with industry and local governments that trains new supervisors and managers leadership skills, underwent a review and overhaul in order to meet changing requirements and expectations of the NWT employers.

In addition to applauding the many achievements and successes at Aurora College, we must continue to regularly cast a critical eye on our actions, practices, policies, programs and procedures, and ask ourselves how we can further improve to benefit our learners, employees, and communities. To that end, we await the results of the Foundational Review and its recommendations for the future.

**Jane Arychuk,
Aurora College President**

HIGHLIGHTS

There was much cause for celebration at Aurora College in 2016-17, including staff members and students receiving prestigious awards, academic excellence recognized for several students, and exciting research taking place through the Aurora Research Institute.

National Mentor of the Year Award

Long-term Aurora College instructor, Joel McAlister, received national recognition at the ArcticNet Annual Scientific Meeting in Winnipeg, MB in 2016. McAlister has been senior instructor in the Environment and Natural Resources Technology program (ENRTP) at Aurora Campus in Inuvik since 1998. He was presented with the 2016 APECS Canada-ASA Mentor of the Year Award for his untiring support and commitment to the success of his students; many have gone on to careers in research and environmental monitoring in the Western Arctic region. During his tenure, 46 students have graduated from the Inuvik program; in 2016-17 there were 11 in their first year of the two-year diploma. The award is a joint initiative of the Association of Polar Early Career Scientists (APECS) Canada and the ArcticNet Student Association (ASA). It honours exemplary mentors within Canada's polar science community, acknowledges the time and energy that mentors dedicate to the development of early career researchers, and recognizes their efforts in building a supportive and productive community of polar researchers. Besides academic support, it is also the work outside of the classroom – as a counsellor, guardian, and friend to his students – that has contributed to his outstanding reputation as a strong mentor in the community of Inuvik. This is the first time the Mentor of the Year award has been presented to a resident of northern Canada.



ENRTP instructor Joel McAlister

Greenhouse Workshop, Development and Testing of Climate Change Monitoring Equipment in the Arctic, Climate Change Risk Assessment for NWT Power Corp., Feasibility Study on Solid Waste Processing, Seed Trials for the Revegetation of Arctic Industrial Sites, and NWT Country Foods Forum (community-driven priorities for research, policy and action towards long-term sustainability of wild foods). The SSHRC grant is a two-year project, Stories of Hope: Decolonizing Learning in Canada. In addition, ARI and Aurora College receive tri-council funding for participation in the Intimate Partner Violence project led by the University of Regina, and the Resources and Sustainable Development in the Arctic research led by Lakehead University.

Centre for Mine & Industry Training

Construction is underway on the new \$10 million Centre for Mine & Industry Training facility (CMIT) at Thebacha Campus in Fort Smith. Of the total \$10,395,046 investment, \$4,078,764 comes from the federal government and \$6,316,282 from the Government of the Northwest Territories. The CMIT will focus on the development, delivery, and maintenance of mining-related curriculum and the Heavy Equipment Operator program, using state-of-the-art technology and current curriculum. The new, stand-alone structure will contain several vehicle bays, classroom and office space, and areas to house all mining equipment, simulators, and other training-related equipment. It will bring classroom and shop sessions into one building, which will be more efficient and will benefit students. A number of programs will be delivered from the CMIT, including Heavy Equipment Operator, Introduction to the Mining Industry, Surface Miner, Mineral Processing Operator Trainee, Introduction to Underground Mining, Underground Miner, and Diamond Driller. In anticipation of the new facility, all mine training programs were relocated to Thebacha Campus from Yellowknife in 2016-17. Locating the Centre for Mine & Industry Training in Fort Smith will allow students to access affordable and available student housing, as well as provide access to supports at the campus, such as other trades facilities and shops, instructional staff, tutoring, and counselling.

ALCIP grads in Tulit'a

In partnership with the Sahtu Divisional Education Council, a two-year full-time Aboriginal Language and Culture Instructor diploma program was offered in Tulit'a in 2015-16 and 2016-17. The six successful students were



Graduates of the community-based Aboriginal Language and Culture Instructors Diploma program in Tulit'a celebrated their success with family and community members.

celebrated by their community with a culture and tradition-infused convocation ceremony in June 2017. The event opened with a Feeding the Fire ceremony and drummers, and ended with a feast and drum dance. Instead of the usual caps and gowns, graduates chose to convocate in traditional dress; several pieces were created by the students or family members especially for the occasion. During the ceremony, each graduate presented a special gift to a young person to symbolize passing on the teachings and traditions.

Targeted Initiative for Older Workers

Early in 2017, Aurora College piloted the Targeted Initiative for Older Workers (TIOW) program in three locations: Hay River, Inuvik and Yellowknife. The program is geared to

adults 55-64 years of age who want to upgrade their skills in order to return to the workforce or to find new employment opportunities. Community & Extensions staff drafted the program and course outlines, and built the content to suit the target demographic. The program was built from Ready to Work NWT and includes a computer course, a short work placement and basic safety training. Participants developed employability skills, explored career options in the NWT, and learned about Canadian and GNWT labour practices and supports. Other ways to engage in the labour market, such as volunteering, were examined.

NABE Extension

In the March 2017 budget, the federal government announced a funding extension to the Northern Adult Basic Education (NABE) program to March 31, 2020 for the three northern colleges. NABE is designed to improve access to basic skills upgrades, including literacy and numeracy, so that working-age adults are better positioned to participate in the labour market. The program was created to address the unique challenges faced by Northerners, and once the new agreement is signed, Aurora College's portion of the funds will continue to be used to expand and enhance program deliveries across the NWT. The Tri-Territorial NABE Program is funded by the Canadian Northern Economic Development Agency (CanNor).

Dehcho joins Trades Awareness

For the first time, Dehcho region junior and senior high school students took part in the highly successful Trades Awareness Program (TAP) at Thebacha Campus. Students attended both the introductory and intensive TAP sessions, in which they learn about trades opportunities, Aurora College programs, and experience "college life". TAP introduces students to various trades – such as carpentry, electrician, heavy equipment technician, camp cook, and plumber – that are available at Aurora College. During the Introductory program, students rotate through several different trades, while the Intensive portion offers four days with one trade. TAP has been a long-running partnership with the South Slave Divisional Education Council and Education, Culture and Employment's (ECE) South Slave Service Centre, with South Slave students participating since 2005. The new Dehcho partnership with the Dehcho Divisional Education Council and the Dehcho ECE Service Centre marks the first time students outside of the South Slave regional have been involved in the Trades Awareness Program.

Education & Training Division



**Arts & Science
Business & Leadership
Education
Health & Human Services
Trades, Apprenticeship & Industrial Training**

School of Arts & Science

Environment & Natural Resources Technology

Students in the two-year diploma program attend several field camps, which are instructed by community Elders, regional experts, and Aurora College staff in a manner designed to integrate scientific methodology with Traditional Knowledge and on-the-land skills. Partnerships with both industry and government continue to be strong, and these provide much added value to academic programming through direct involvement in classroom activities and field work. Employability remains strong across the territory for graduates; a handful have chosen to work seasonally to pursue Bachelor of Science degrees. Enrolment and student retention continues to increase with nine students continuing into second year at each of Aurora Campus in Inuvik and Thebacha Campus in Fort Smith. First year applications at Thebacha Campus remain at capacity with 12 to 15 students.

Aurora Campus

The program's enrolment was at its maximum with 11 students. Students were involved in several experiential educational initiatives culminating with the participation in several field camps. In September, students spent seven days in the Gwich'in Settlement Region travelling on and around Campbell Lake by canoe. The introductory field camp developed skills in limnology, ecology, and geology. Advanced Wilderness First Aid was delivered in a true remote wilderness setting, integrated with water navigation, and GPS navigation techniques. Gwich'in Traditional Knowledge, culture and area history were taught by Alestine Andre (Heritage Researcher) from the Gwich'in Department of Cultural Heritage. The Aurora Research Institute



Students investigate local fauna, including small mammals, as part of their coursework at field camps on the land.

was integral in the field camp success with their environmental technicians and staff training the students in field water chemistry analysis and local faunal species identification.

Students also completed a Western Arctic Field Camp on the Pedersen Channel in the Mackenzie Delta, where Inuvialuit Elders and Traditional trappers Lawrence and Freddie Rogers taught best practices in the harvesting of furbearers and animal health assessment techniques. Students developed expertise and techniques for muskrat trapping, cleaning, skinning, stretching, and drying along with snare building, fixing various trap sets, and on-the-land skills such as trail and landmark navigation, shelter building,

and winter survival techniques.

Thebacha Campus

Field camps continue to be a highlight for Thebacha Campus students, where they develop skill sets in limnology, water sampling, forestry, geology, and ecology in combination with map and GPS navigation techniques. Local Elder Jane Dragon made an impact on students at the Tsu Lake Field Camp with her traditional fur demonstration. First-year students also travelled the Konth River for a multi-day canoe and portage trip, during which they tested recently acquired skills and knowledge.

Prior to graduation, second year Thebacha Campus students complete a Winter Field Camp near Manchester

Lake as a culmination of their studies. Students apply skills learned in the classroom in a practical setting on the land and work with wildlife under the direction of local hunter Earl Evans. Population analyses and segregation methods are conducted on caribou by qualitative observation and aerial surveys during the camp. Students spend two nights practicing on-the-land emergency skills such as shelter building and survival techniques.

In addition, students are trained in firearms, first aid, and boat safety. Students round out the academic year utilizing the totality of skills learned to complete a self-directed research project, in consultation with instructional staff, and in collaboration with Aboriginal, industry, and government partners.

Community Based Training

The Environmental Monitor Training Program is delivered in partnership with local communities and industry, and trains participants to work with private industry, government agencies and environmental organizations such as land and water boards. It was offered in Fort McPherson and Tsiigehtchic in 2016-17.



*Top - Learning procedures to contain spills on the water;
Middle - Classroom at Tsu Lake field camp;
Right - Campsite during 1st year canoe trip
Bottom - Investigating geology and the make-up of local rock formations.*

School of Business & Leadership



Employees from Diavik Diamond Mine, Dominion Diamond (Ekati) Corporation, and Yellowknives Dene First Nation participated in the Northern Leadership Development Program in 2016-17.

School of Business and Leadership

The School of Business and Leadership offers the Business Administration (BA), Office Administration (OA), and Northern Leadership Development (NLDP) programs.

Graduates of the BA and OA programs are highly sought after as employees by Aboriginal Governments, the GNWT, businesses and industry (large and small), the Government of Canada, and non-profit organizations.

In order to ensure that Aurora College students continue to receive the most current business and administrative education, reviews of both the BA and OA programs were undertaken, beginning in 2013-14. Students, alumni, staff and employers participated in the review

processes and worked to facilitate the design and development of BA and OA programs that would provide graduates with an education that would enable them to obtain meaningful employment, or to continue their education. In 2015-16, the BA year one (Certificate) updated program was implemented, and in 2016-17 the BA year two (Diploma) updated courses and OA year one (Certificate) updated courses were successfully delivered. In 2016-17, graduates included 18 BA certificates, 12 BA diplomas, and 18 OA certificates. OA year two (Diploma) was not offered in 2016-17.

The use of video-conferencing was expanded to all courses in both BA and OA programs in 2016-17. Students across all three campuses attended a mix of courses delivered by instructors both on-site and

located on other campuses. Students and instructors in the BA program were located on all campuses; Aurora Campus and Thebacha Campus hosted students and instructors in the OA program. Instructors taught live from their home campus: local students participated in a face-to-face classroom, while interacting with students at the other campuses via video-conference.

Although operating from different locations, instructors functioned as a team to implement video-conferencing and to support students across the College. Regular planning meetings helped instructors and students ease the transition to the new mode of instruction. In addition, instructors participated in numerous professional development activities, including credentialed accounting PD, and attending international conferences.

Business Administration

The updated and revised BA year two (Diploma) was offered for the first time in 2016-17. Both Certificate and Diploma programs were offered at all three campuses. In total, there were 46 full- and part-time BA students in 2016-17. Of those, 12 received BA Diplomas and 18 obtained BA Certificates across the three campuses. The BA program continues to attract a diverse group of students, both from within the NWT and from other parts of Canada and the world. 2016-17 graduates represented communities from across the territory, and it is anticipated interest in the program will continue to increase for both Certificate and Diploma years in 2017-18 and beyond.

Northern Leadership Development

In 2016-17, support continued to be strong from industry and local governments. Nine participants representing Diavik and Ekatic diamond mines and the Yellowknives Dene First Nation completed the program.

Since the first delivery of NLDP in 2011, improvements have been implemented with each successive delivery. In 2014-15, the program invested in a complete revision and all module outlines were updated, incorporating feedback from previous years' participants, facilitators, steering committee members, and industry partners. The sixth delivery in 2016-17, saw the program fully revamped. Changes include a focus on emotional intelligence as a foundation for all modules, a complete revision of student and facilitator handbooks, and the addition of a review module at the end of the schedule held on the land with mentors participating.

This was the first delivery of OA at Aurora Campus since 2013-14, as the program was in hiatus in Inuvik while the program review was being completed. 2016-17 saw the introduction of the revised and updated OA year one (Certificate)



The newly revised Office Administration and Business Administration programs are designed so that students can scaffold their learning, and can enter Business Administration after completing an Office Administration Diploma.

Recommendations from industry were also put in place: Action Learning Plans are completed at the end of each modules and reviewed at the beginning of the next. The intent is to encourage participants to transfer what they learn in class to their workplaces, share with their mentors, and make the learnings applicable on both an individual and organizational level. The facilitating team worked to develop and enhance connections between modules to ensure continuity and to best meet the participants' and employers' needs.

Office Administration

This year, both Thebacha Campus and Aurora Campus offered the Office Administration Certificate program with courses being between those sites by video-conferencing, with students and instructors on both campuses.

Proud Business Administration Diploma graduate shows off his parchment at the Yellowknife North Slave Campus convocation.



Proud Business Administration Diploma graduate shows off his parchment at the Yellowknife North Slave Campus convocation.

School of Education

School of Education

Aurora College School of Education regularly offers the following programs: Aboriginal Language and Culture Instructor Diploma, Bachelor of Education, Certificate in Adult Education, and Early Childhood Development Certificate. On-the-land learning opportunities and infusing Northern and Indigenous world views into the curriculum helps students to incorporate these teachings into their future careers.

Aboriginal Language and Culture Instructor (ALCIP)

2016-17 saw the successful conclusion of a two-year, full-time diploma program in Tulit'a. Through a partnership with the Sahtú Divisional Education Council and Education, Culture, and Employment, six students successfully completed the journey, earning their ALCIP Diploma. A community celebration marked the conclusion of the program, reinforcing for those in attendance the commitment and the hard work required to keep the Sahtúot'ne Yat' (North Slavey) language alive.

Part-time ALCIP courses were delivered in conjunction with Divisional Education Councils for an additional eight students from the Sahtú region. Two courses were delivered to the communities of Norman Wells, Fort Good Hope, and Colville Lake. The program also continues to run part-time community language classes to offer the opportunity to re-connect with traditional languages. Evening classes were delivered in Ndilq and Fort Liard. The success of ALCIP continues to be dependent on developing and maintaining true community partnerships.



A community celebration complete with traditional drummers, a Feeding the Fire ceremony, community feast and drum dance was held in Tulit'a to mark the graduation of students from the community-based Aboriginal Language and Culture Instructor Diploma program. The two-year program was delivered in partnership with the Department of Education, Culture and Employment, and the Sahtú Divisional Education Council.

Adult Education

The Certificate in Adult Education provides the skills and knowledge required to work with adult learners. It is delivered part-time through teleconference and Moodle, primarily in the evenings, with online computer support. In 2016-17, six courses were delivered to 37 students. Coursework focuses on the contemporary theories in education while striving to understand the applicability in the Northern context. Completion rates are strong, and student evaluations indicate a high quality of instruction.

Bachelor of Education

This degree program supports the growth and development of

educators for the NWT who have a strong grounding in the traditions and cultures of the territory. The Bachelor of Education (BEd) is offered in cooperation with the University of Saskatchewan and is recognized across the country. Strong partnerships and relationships are key to developing strong educators; this is something that cannot be done in isolation or without support. Those relationships include community Elders and Knowledge Keepers who contribute to the teachings and learnings within the program, including such topics as: the history of NWT land claims; consideration and reflection of what it means to be a part of efforts to decolonize education in the K-12 school system; and sharing knowledge

regarding the butchering freshly hunted moose and significance of the animal to community life. Another distinguishing aspect of the BEd program is that it recognizes that each student is on their own personal journey with unique needs and past experiences. The common tie is they are committed to becoming teachers and leaders to future generations. To that end, instructors and staff strive to establish strong supportive relationships with students while demanding high standards from them. Each year, more students are choosing to complete their practical training in communities other than Fort Smith: Yellowknife and Łutselk'e welcomed BEd students into their classrooms in 2016-17. Two individuals obtained a

Bachelor of Education at the spring convocation.

Early Childhood Development

With the continued support of Beaufort Delta Aboriginal Skills and Employment Training Strategy (ASETS) partners, a full-time delivery of the Early Childhood Development (ECD) Certificate was offered for the second consecutive year at Aurora Campus. The offerings are in response to a need for qualified Child Care workers in the region. Eight students graduated in 2016-17. The full-time ECD students received a solid orientation to the field of early childhood education, earning confidence to work in at daycare centres, home day cares settings

and Aboriginal Headstart programs. Students were exposed to various experiential learning opportunities to encourage independent thought and skill development. This included a seminar to promote language and literacy that was delivered by local speech and language pathologists. Students were introduced to all major concepts and trends related early childhood learning, always with a special emphasis on the application of their knowledge to Indigenous culture. Alongside current educators, ECD students participated in an Inuvialuit Regional Council planning workshop that contributed to a report with territorial recommendations of early childhood educators to the new National Child Care and Learning Framework.

The part-time, distance ECD offering continued with courses available by teleconference to students throughout the territory. Five distance education courses were offered, as well as two field placements with co-requisite integration seminars. Students in the Certificate program speak highly of the infusion of culture and traditional knowledge into courses. Instructors continually seek to involve family and community in course content and recognize the varied life experiences which students share as part of their studies. The play-based curriculum incorporates texts and materials which use Canadian content with Indigenous perspectives throughout. In 2016-17, five students achieved ECD Certificate through the part-time program. In addition, 56 students successfully completed part-time ECD courses – including four Yellowknife high school students who were enrolled in a pilot dual credit course delivered in partnership with Yellowknife Districts 1 and 2 Divisional Education Councils.

School of Health & Human Services

School of Health and Human Services

Bachelor of Science in Nursing

The Bachelor of Science in Nursing (BSN) program continues to offer an evolving and dynamic program that allows graduates to work as leaders in the health care system. New priorities were established in the BSN's 2016-2021 strategic plan to ensure the program continues to meet its vision of nursing excellence in the Northwest Territories. These priorities include: evolving a curriculum responsive to the health trends and issues of the north; increasing student retention; increasing marketing of the BSN program; fostering faculty development; increasing faculty scholarship; and strengthening existing partnerships while creating new ones. The Truth and Reconciliation Commission's Calls to Action (2015), the intergenerational impact of residential schools, and the importance of Indigenous knowledge continues to inform curriculum planning and delivery. Implementation of inter-professional education experiences was increased in 2016-17 through innovative classroom and simulation activities with the College's Social Work Diploma and Personal Support Worker Certificate programs. Student representation on the Curriculum and Evaluation Committee and the Advisory Committee continue to add an essential voice for decision-making. The BSN faculty has created new student awards to recognize and honour students and graduates for their dedication, caring, professionalism, and leadership. Faculty members continue to contribute to nursing knowledge and to advance the nursing profession through research, publications, and



Bachelor of Science in Nursing students take part in labs and simulations to learn to work with patients and to perform medical procedures properly.

national and international conference presentations. Several faculty members have begun graduate and doctoral studies. Clinical placements and opportunities continue to be a strength of the BSN program. The BSN program hosted four students from the University of the Arctic (UIT) in Norway and plans are underway for an exchange with Aurora College and UIT in the 2017-2018 academic year. As well, a third-year BSN student attended an international summer institute in Norway. The regular five-year review of the BSN program by the Registered Nurses Association of the Northwest Territories and Nunavut took place in the spring of 2017; the program received positive feedback. In addition, graduates (11 in 2016-17) continue to perform well on the national licensing exam and are securing work as in a variety of health care settings across the north.

Community Health Representative

Offered in partnership with the Health Promotion Unit of the Department of Health and Social Services, the Community Health Representative program aims to increase knowledge and skills in community development and health promotion as it relates to injury

prevention and communicable and chronic disease prevention. Students from Fort Simpson, Colville Lake, Tuktoyaktuk, Paulatuk, and Ulukhaktok were actively engaged in learning opportunities both in the classroom and field trips in Yellowknife and Inuvik. Three courses were offered in 2016-17: Environmental Health, Applied Health Promotion, and Human and Community Needs in Health. Community guest presentations were key components of the course offerings with contributions of Traditional Knowledge from Elders. Three graduates from Fort Simpson, Tulit'a, and Wekweètì participated in recent convocation ceremonies.

Personal Support Worker

Graduates of the Personal Support Worker certificate program this year were from Yellowknife, Fort Good Hope, Norman Wells, Hay River, Behchokò, Déljne and Whati. Practicums in Yellowknife included experiences on the Extended Care, Medicine and Surgery units at Stanton Territorial Hospital, Aven Manor and Cottages, Yellowknife Home Care, Salvation Army, and Yellowknife Education District #1 schools. Students also participated in practicums at the Jimmy Erasmus Seniors' Home in Behchokò, Dora Gully Health Centre in Déljne, and Whati Health Centre.



Social Work Diploma students participate in a multi-day on-the-land camp outside of Yellowknife each spring, led by local Elders. They are joined for one day by Bachelor of Science in Nursing students.

As in previous years, students have opportunities for interdisciplinary collaboration with Bachelor of Science in Nursing and Social Work Diploma students and participated in simulations. They attended Elders in Motion, Supportive Pathways, and a Symposium in Yellowknife "Working Together to Keep Northern Kids Healthy", and a two-day Functional Fitness for Fall Prevention workshop. Students were enthusiastic about the information acquired from guest speakers, who provided perspectives on topics ranging from wound care to transgendered youth. Program graduate Nancy Kenny is one of 11 "Community Student Role Models", who began their education journey with Aurora College and whose story will be featured in an upcoming NABE publication *Drumbeat of Success*.

Post-Graduate Certificate in Remote Nursing

The Post-Graduate Certificate in Remote Nursing program is offered

site module in Yellowknife offers hands-on skill labs, specialty guest speakers, field trips and skill-based examinations. Students have identified that the on-site module is a valuable asset to their education. Upon completion of this module, students are prepared to begin their first practicum with competence and confidence.

Social Work Diploma

The Social Work Diploma program continued to attract interest from northern applicants. Forty-nine percent of the social work student population was Indigenous, from a range of communities across the NWT. Students explore cultural experiences and Traditional Knowledge through core courses and an on-the-land camp held in May. Students and faculty explored ways to decolonize learning and approached the spring on-the-land camp with increased emphasis on Elders and Traditional Knowledge Keepers. The Truth and Reconciliation Commission's Calls to Action document, along with the Colleges and Institutes Canada (CICan) *Indigenous Education Protocol*, informed the program's pedagogy.



Social Work Diploma students learned traditional skills, such as beading, from local Elders.

School of Trades, Apprenticeship & Industrial Training

School of Trades, Apprenticeship & Industrial Training

The purpose-built trades training facilities at Thebacha Campus allow individuals from throughout the NWT and elsewhere to participate in Apprenticeship, Heavy Equipment Operator (HEO), Mining, Observer Communicator, and other trades and industrial training programming in Fort Smith. Subject to demand and funding, programs may be offered at Aurora Campus in Inuvik and in communities.

Centre for Mine and Industry Training

In the spring of 2017, funding was announced for the new \$10-million Centre for Mine and Industry (CMIT) Training. Site preparation began shortly before the end of the 2016-17 fiscal year, and plans are to have the centre fully operational for the 2018-19 academic year. It will house all Mine Training and Heavy Equipment Operator programs that are delivered at Thebacha Campus.

Apprenticeships

Apprenticeship programs at Thebacha Campus continue to offer high quality instruction in the classroom and shop facilities. In 2016-2017, the Apprenticeship Electrician and Carpenter programs were re-accredited for the next five years. Apprenticeship programs include Levels 1, 2, 3, and 4 of Apprenticeship Carpenter; Levels 1, 2, and 3 of Apprenticeship Electrician (Construction); Levels 1, 2, and 3 of Apprenticeship Housing Maintainer; Levels 1 and 2 Apprenticeship Plumber/Gasfitter B; Levels 1 and 2 of Apprenticeship Heavy Equipment



The Centre for Mine & Industry Training will be completed by March 31, 2018.

Technician; and Oil Heat System Technician. Aurora College has a long history of delivering trades training in the NWT, an area that continues to have tremendous student success. For example, in 2016-17, 100 percent of students in Electrician, Plumber/Gasfitter B, Heavy Equipment Technician, and Oil Heat System Technician apprenticeship programs were successful, as were 25 of 29 Carpentry students.



Surface Miner students practice on simulators and with various pieces of equipment in addition to classroom work during their 12-week program.

and nine-week Introduction to Heavy Equipment Operator. In 2016-17, two deliveries of the 15-week HEO program produced 20 successful graduates.

Mine Training

Mine training programs have been relocated to Fort Smith, where the new Centre for Mine and Industry Training is being constructed. The new Introduction to the Mining Industry program was delivered in Hay River, Yellowknife, and Kugluktuk, NU in 2016-17. In total, 22 out of 24 students completed. Ten students were enrolled in the second offering of the Surface Miner program, which started in May 2016.

Aurora Campus

The Building Trades Helper program was offered in Inuvik, with seven of the eight students completing.

Observer Communicator

Twelve students completed the Observer Communicator program during the academic year. It is delivered on behalf of the funder, NAV Canada.

Trades Awareness Program

Aurora College continues to welcome groups of junior and senior high school students and their chaperones to Thebacha Campus for the Introductory and Intensive Trades Awareness Programs (TAP). The College has partnered with South Slave Divisional Education Council and South Slave ECE Service Centre since 2005 to bring their students to the campus to experience college life and to be introduced to the trades. 2016-17 is the second

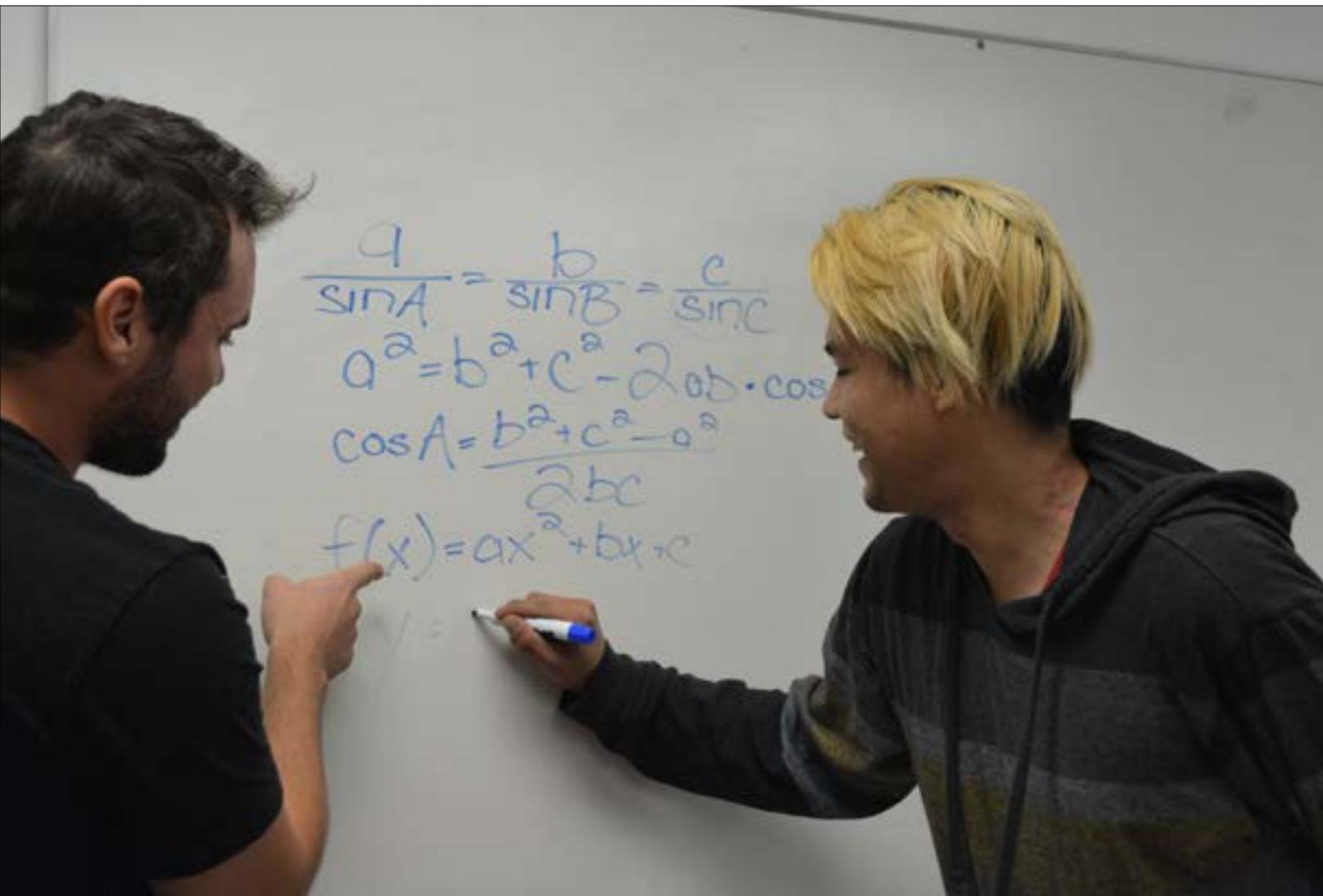
year that a partnership with Dehcho Divisional Education Council and Dehcho ECE Service Centre allowed junior and senior high school students from that region to attend TAP as well. The Introductory component has students spend one day in each of four trades, while the Intensive portion has students spend four days in a trade of their choice. Forty-eight South Slave students from the communities of Łutselk'e, Kát'odeeche First Nation, Hay River, Fort Resolution, and Fort Smith attended the Introductory to Trades Awareness Program. They participated in Carpentry, Plumbing, Mechanics, Electrical, and Cooking. In March 2017, 18 of those participants returned to complete the Intensive portion. From the Dehcho, 31 students from Fort Liard, Fort Providence and Fort Simpson took part in the Introductory TAP; 22 completed the Intensive TAP.



Thebacha Campus offers six apprenticeship programs, including Carpenter, Electrician (Construction), Heavy Equipment Technician, Housing Maintainer, Oil Heat System Technician, and Plumber/Gasfitter B.



Community & Extensions Division



School of Developmental Studies Community Programming Continuing Education Special Projects

School of Developmental Studies

Aurora Campus

In 2016-17, Aurora Campus Developmental Studies (DS) offered a full slate of programs which included ALBE and the new Occupations and College Access Program (OCAP) and University and College Access Program (UCAP). Most Access Students were successful in both their course material and the diploma examinations in English, Biology, and Math. One UCAP student attained 96 percent on her English 30-2 diploma exam.

Social and cultural activities were offered to DS students, in addition to quality academic courses. Held every six to eight weeks, activities were organized by the students' Social Events Committee. The events provide students opportunities to connect with their peers outside of the classroom, to develop/strengthen students' leadership and event planning skills, and provide students with an holistic and positive educational experience. Approximately 90 percent of the students attended the events and participated in the activities. For example, students learned both traditional and contemporary sewing skills at a puppet making workshop offered in the fall. It was encouraging to see male students defying stereotypes and participating in the workshop. Since the students enjoyed sewing and found it therapeutic, a sewing club was formed, where students learned traditional embroidery, beading, and sewing skills. In cooperation with the IRC, students took part in a Forgiveness Workshop. 2016-17 was the first year that Aurora Campus DS offered after school extracurricular activities and social events. The successes have led to plans to continue and expand in 2017-18.

Thebacha Campus

Thebacha Campus offered ALBE courses, OCAP, and UCAP. A total of 71 students received letters of participation. In total, students were



Students in Developmental Studies can take a variety of courses, including science, biology, chemistry, and physics, depending on their program.

registered for 67 Grade 12 diploma exams in June 2017, including English 30-1/30-2, Math 30-2, Social Studies 30-2, Biology 30, and Chemistry 30. Two instructors are expected to complete their Masters degrees in the near future, in Biology and Adult Education. DS students and instructors participated in two on-the-land learning days in the fall and spring. They were joined by local Elders and Traditional Knowledge Holders who shared various teachings.

Yellowknife

North Slave Campus

Yellowknife North Slave Campus offered courses in ALBE, OCAP, and UCAP. As part of the Access pilot project, new specialty courses were developed and piloted in 2016-17. Two students received their *NWT Secondary School Diplomas* (one UCAP and one ALBE student) through the Adult Recognition Model. Students and staff members participated in a

day of on-the-land learning in October with local Elders, organized by B Dene Adventures. Elders and Traditional Knowledge Holders shared activities such as bush skills, building a lean-to, and making dry-fish. Team building exercises included working together to move a teepee. During a Northern Games Day in April, students and staff members tried out Dene and Inuit games, including stick pull, head pull, seal kick, and high kick. As well, several students and staff participated in the Ice Road Trek, which for some students was their first time on an ice road.

Each year, Aurora College delivers academic upgrading, access, and community programs at three campuses and 22 Community Learning Centres (CLCs) throughout the NWT. Aurora College works with local educators and itinerant instructors to provide adult upgrading or other skills-based programs.

Community Programming



Literacy and Essential Skills courses were piloted and delivered in a number of communities. Fort Providence was one of the pilot sites for Introduction to Retail and Hospitality Service in 2016-17.

Akaitcho and South Slave Regions

Most CLCs in the region offered a combination of traditional upgrading courses (ALBE), literacy and essential skills courses (LES), online high school courses, and a range of continuing education courses in 2016-17. Program and course delivery was expanded through partnerships with regional Aboriginal Skills and Employment Training Strategy (ASETS) organizations, ECE, and through federal funding opportunities.

Several LES and training courses were offered throughout the region, including Ready to Work NWT in both Fort Resolution and Fort Smith, Construction Labourer Basics in the Kátł'odeeche First Nation, Introduction to Northern Leadership in Ndilq, and both Introduction to Early Learning & Childcare, and Targeted Initiative for Older Workers in Hay River. Collectively, these courses enabled the College to offer a broad range of programming in the communities, boosting enrolment and reaching more students. Coordination with Thebacha Campus

Continuing Education facilitated regional deliveries of safety courses, small business support courses (in partnership with Industry, Tourism and Investment), and other employment-based short courses.

CLCs in the region continue to work towards balancing the need for academic upgrading classes with more LES and employment-based programs in order to reach as a broad a base of northerners as possible. To this end, CLCs in Hay River and Kátł'odeeche worked with the hamlet government of Enterprise as well as the Kátł'odeeche First Nation to offer workplace education at their sites.

Beaufort Delta Region

The 2016-17 academic year saw a number of collaborative efforts to offer additional programming in the Beaufort Delta Region. Some of these offerings took four or five stakeholders working together to put them in place, usually involving the Gwich'in Tribal Council (GTC) and/or the Inuvialuit Regional Corporation (IRC) and several

government departments.

After being piloted in 2015-16, Country Foods Processing was again offered through the IRC. Four course offerings attracted 29 students from every community in the region. Using a state-of-the-art portable food processing facility, participants learned how to commercially preserve and add value to fish, meat, and berries. This initiative is expected to expand so that greater advantage of local food resources can be achieved, including the potential to spin off commercial activities.

Working with the Education & Training Division, Class 1 Driver Training was offered in Inuvik, supported by IRC and GTC, as well as the GNWT departments of Transportation (DOT), ECE, and Investment, Tourism and Innovation (ITI). Fifteen of 16 students completed, with good prospects of employment with regional road construction and maintenance.

Inuvik was one of three communities to pilot the Targeted Initiative for Older Workers program. This training,

aimed at preparing older workers to re-enter the workforce, attracted 11 participants, eight of whom completed.

Campus staff worked with GTC to offer the Environmental Monitor program and Wilderness First Aid in both Tsigehtchic and Fort McPherson. The courses were well received: Environmental Monitor saw 12 of 15 people complete in Fort McPherson, and eight of ten finish in Tsigehtchic, while Wilderness First Aid had 11 of 13 successful in Fort McPherson and ten of ten in Tsigehtchic.

Community & Extensions supported a GTC Communities at Risk initiative - a program aimed at working with at-risk youth - involving life skills, work preparation, and an on-the-land component. Aurora College participated by delivering Ready to Work NWT in Aklavik, Inuvik and Fort McPherson. After a year without an adult educator, the Tuktoyaktuk CLC reopened.

Dehcho Region

Aside from the regular ALBE programs delivered in the region's three CLCs, an influx of new Federal funding - Communities at Risk Fund - brought several partners together to collaborate in delivering a series of six-week LES courses within the region. Dehcho

First Nations, ASETS, ECE, Smarter Communities Society, and Computers for Schools all contributed to successful deliveries of the LES courses, which included: Introduction to Office Skills in Wrigley; Introduction to Computers in Sambaa K'e (Trout Lake); Information and Communications Technology in Nahanni Butte; Foundations for Success in Jean Marie River; Introduction to Retail & Hospitality in Fort Providence; and Early Learning and Child Care in Fort Simpson. Each participant received a laptop computer on completion of their course. The LES courses were augmented by safety courses such as Standard First Aid, WHMIS, H2S Alive, Wilderness First Aid, and Firearms Safety. A new LES course, Introduction to Northern Leadership, was piloted



CLCs hold completion ceremonies at the end of courses and the academic year to celebrate the many successes of their learners. Norman Wells CLC enjoyed a picnic lunch next to the Mackenzie River as they recognized their students.

in Fort Providence and Fort Simpson. The course introduces learners to leadership styles, functions and roles.

It was popular with both learners and community leadership and received support of all four levels of government in Fort Providence.

Sahtú Region

The Sahtú Region continued to build upon the strength of its team approach to teaching 130 and higher level courses in 2016-17. Math 130, English 130 and English 140 were taught via teleconference (distance delivery), and resulted in strong completion rates. There was a strong focus on incorporating more Indigenous content into the math and English curriculum as well as increasing the digital literacy of learners by having learners engage more with Schoology, the learning management system the Sahtú Region has been using to support their distance delivery. Writing pieces from several Sahtú ALBE English

students were selected for inclusion in the publication of *Dene Heroes of the Sahtú: Volume 1, 2017*. Déljne was

selected to pilot the new Introduction to Northern Leadership course. Three strong community members completed the course and immediately began applying their increased skills and knowledge to their positions within the Déljne Gotine Government. Communities focused on delivering their academic courses in the fall term and then LES courses such as Ready to Work NWT in the winter term when attendance rates traditionally drop due to winter road openings. Three Sahtú students were recipients of ATCO Scholarships; this is the second year in a row that Sahtú students have been recognized for their hard work and perseverance.

Safety Training was delivered in all Sahtú communities, funded by the Health and Social Services Authority - Sahtú Region, in support of the anticipated fall 2017 opening of the new health centre and long-term care facility in Norman Wells. Aurora College was well represented at Community Healthy Living Fairs in all five Sahtú communities. The Sahtú region continues to look for innovative

ways to engage learners and meet community needs utilizing a *Skills 4 Success* approach.

Tł'chǫ and Yellowknife Regions

A twelve-week federally-funded pilot program – Targeted Initiative for Older Workers – was delivered at the Trades & Technology Centre in Yellowknife. This program proved popular with participants and largely met the objectives of supporting unemployed participants aged 55-64 to upgrade their skills, re-enter the workforce and/or change career direction. Of the nine participants who completed the program, at least six found employment in their chosen fields. Two participants who did not complete left the program for employment.

In addition to regular ALBE programming, such as Math and English, Tł'chǫ and Yellowknife Regions offered new programs and courses in the communities during 2016-17. Whatì CLC piloted the LES course Introduction to Northern Leadership, which was timed to coincide with the community's Chief and Council elections. In addition, the LES course Introduction to Construction Labourer Basics was delivered in Gamèti, Wekweèti, and Behchokò. The tourism-focused Introduction to Retail and Hospitality was delivered in all four Tł'chǫ communities, in response to development of regional and community tourism strategies. Ready to Work NWT modules were incorporated into the LES courses. Participation and completion rates for these courses remain high. Financial Literacy modules were offered in response to expressed Tł'chǫ Ndek'āwo priorities. Class 7 Driver education was offered in Wekweèti, Whatì, and Behchokò.

Yellowknife Literacy Outreach Centre (LOC) experienced increased demand for programs delivered in partnership with NWT Literacy Council, Computers for Schools, Aven Manor, Baker Centre, YWCA, Yellowknife Association for Community Living, and Healthy

Family Centre. Demand was especially strong for computer skills courses and tutoring services. Other programs included Family Literacy and Seniors' Book Club. Participants are from diverse demographics and ethnicities. The LOC's programs were supported by a \$10,000 donation from Dominion Diamond Corporation. In September 2017, the LOC will celebrate its 20th anniversary.

It was a busy year for both Integration Service and Language Instruction for Newcomers to Canada (LINC) programs, which provide settlement and language training services for newcomers to Canada and are funded by Immigration, Refugees and Citizenship Canada (IRCC). The Integration service offers settlement support, including direct services to newcomers such as orientation, translation, referrals, employment services, and general community information. Support is also provided (e.g. Health Care and SIN applications, housing, Canada Child Tax Benefits, school enrolment, banking and

finance.) The Integration Advisor coordinates community engagement/social events - such as potlucks - for clients, and weekly informal conversational English language sessions facilitated by volunteers. The LINC program offers Canadian Language Benchmarks Placement Testing (CLBPT) language assessment and Portfolio Based Learning Assessment (PBLA), developed by IRCC for these programs, and instruction in language Levels 1-5.

In March 2017, Aurora College signed a new multi-year Contribution Agreement with IRCC, which will allow continued provision of Integration Service and LINC until March 2020. To maximize services and to avoid duplications, Aurora College has worked collaboratively with local organizations that provide Francophone services for newcomers. At the request of IRCC, a feasibility study has been commissioned into an integrated service centre for all Yellowknife settlement service providers, located in one space.



Whatì CLC was one of the communities that piloted the LES course *Introduction to Northern Leadership*, which was timed to coincide with the community's Chief and Council elections. The course received support from several local governments and was well received.

Aurora Campus

The Continuing Education office offered 32 courses and workshops in Inuvik and Beaufort Delta communities. There were 297 course completions out of 329 enrolments. Most requested are short employment-related courses such as Standard First Aid, Wilderness First Aid, Possession and Acquisition License (PAL) training, business/office skills (especially bookkeeping at the community level), and personal development courses such as food preparation.

Thebacha Campus

Continuing Education at Thebacha Campus continues to expand. More than 500 people completed Continuing Education classes at Thebacha Campus between September 2016 and June 2017. Programming included safety certification courses such as Standard First Aid and GNWT Food Safety, as well as professional development courses such as Verbal Judo and the Vancouver Community College (VCC) Leadership Certificate series. Aurora College partnered with the Department of Industry, Tourism, and Investment to deliver a series of courses aimed at entrepreneurs and small businesses in Fort Smith, Fort Resolution, Hay River, and Fort Providence: courses included Reading and Understanding Financial Statements, QuickBooks Level 1, and Small Business Basics. Additionally, Aurora College partnered with the NWT Métis Nation to offer a series of safety courses in Fort Resolution, Hay River, and Fort Smith; the partnership also provided the delivery of Canadian Firearms Safety courses in each of the three communities, as well as the five-day Introduction to Environmental Monitoring course in Hay River, Fort Smith, and Fort Resolution.

Yellowknife North Slave Campus

In the 2016-17 academic year, there were 810 continuing education students participating in workshops at Yellowknife North Slave Campus. There were two

Continuing Education



The three Continuing Education offices deliver a variety of programs and courses, ranging from short general interest workshops to diplomas programs through partner institutions.

offerings of the Leadership Certificate Program through Vancouver Community College (VCC) with a total enrolment of 362. Seventeen participants completed all 13 modules and received a Continuing Education Certificate from VCC. Two offerings of the Project Management Program (PMP) had a total enrolment of 179. Students who complete all nine PMP workshops earn a record of participation that can be used to meet the educational requirements for the designation exam. Professional development courses, such as Verbal Judo, Supervisory Skills, Effective Workplace Communication, Public Speaking, Training Others, Minute Taking, and Tł'chǫ Agreement attracted another 160 participants. The continuing education office coordinates the Northern Leadership Development Program and the Certificate in Adult Education with the Education & Training Division. In 2016-17, the Northern Leadership Program had 10 participants, nine of whom completed the nine modules. The students were from the Yellowknives Dene First Nation, Dominion Diamond (Ekati) Corporation, and Diavik Diamond Mine. Adult education courses, including Math 30-1, English 30-1 and Medical Terminology, were offered during the evenings in the fall and winter semester.

Special Projects

Curriculum

Development Transfer

As a significant partner in meeting the educational needs of Northern society and its residents, Aurora College has traditionally worked with the Department of Education, Culture, and Employment (ECE) to develop Adult Literacy and Basic Education (ALBE) curriculum and inservicing opportunities for program facilitators. In 2016-17, Aurora College received funding and support from ECE to assume that responsibility and to create a sustainable process for academic systems within the Community and Extensions Division at the College.

After an environmental scan of current best practices and research associated with skills development, Skills 4 Success, current NWT education statistics, and the changing needs of global, Canadian, and NWT labour force demands, a full program review was launched. The review included a discussion of existing courses, pathways, and future directions.

Regional in-services brought staff, instructors, community adult educators, and Non-Governmental Organization partner representatives together to create the response. A new vision and strategic direction for the program, a new curriculum development process, and a philosophy and process for continuous quality improvement for the School of Developmental Studies were produced.

The new program map identifies three access routes for education. These access routes are not linear in design, rather they are options for learners to choose depending on their personal learning plan. Learners may choose to engage in one course or they may choose to complete a whole learning pathway. A fitting

analogy is that of a long river canoe trip: participants map out their final destination, but can stop and camp along the way, take short detours, spend longer in one spot to explore, or just take a break. The canoe trip, like the proposed program map, is different for every adventurer and will braid innovative learning, emerging skill expectations, and a rich cultural history together. The emphasis in the newly developed program plan is on skill development from the essential skills level to pre-post-secondary entrance. In addition, processes have been identified to address Indigenizing the curriculum, standardizing document management, creating new committee structures, developing a continuous quality improvement model of curriculum management, and supporting the identification of benchmarks and key indicators of success.

Targeted Initiative for Older Workers

Early in 2017, Aurora College piloted the Targeted Initiative for Older Workers (TIOW) program in three locations: Hay River, Inuvik and Yellowknife. The program is geared to adults 55-64 years of age who want to upgrade their skills in order to return to the workforce or to find new employment opportunities. Community & Extensions staff drafted the program and course outlines, and built the content to suit the target demographic. The program was built from Ready to Work NWT and includes a computer course, a short work placement, and basic safety training. Participants developed employability skills, explored career options in the NWT, and learned about Canadian and GNWT labour practices and supports. They also received a tablet for use in the computer course and to become familiar with touch screen technologies. Other ways to engage in the labour market, such as volunteering, were examined. The 28 participants provided positive

feedback, noting they had increased their skills and had enjoyed the course structure and activities. The TIOW program and its content are being evaluated to find areas that can be improved or enhanced. Aurora College is interested in continuing to deliver the program if funding is available in the future.

Northern Adult Basic Education (NABE)

The Tri-Territorial NABE Program is funded by the Canadian Northern Economic Development Agency (CanNor). NABE is designed to improve access to basic skills upgrades, including improved literacy and numeracy, so that working-age adults are better positioned to participate in the labour market. This program was created to address the unique challenges faced by Northerners. NABE programming prepares working age adults to either enter the workforce directly or to take vocational training before entering the workforce. The three territorial colleges, including Aurora College, have received NABE funding since 2012. At Aurora College, The Drumbeat of Success Project has been established to communicate and highlight the successes achieved with partners and stakeholders from 2012 to 2016.

The Drumbeat project includes:

- *Drumbeat of Success Report*;
- collaborative selection of 11 Community Student Role Models;
- multiple video productions on student success stories;
- formal Portraits of the Community Student Role Models; and
- posters of the Community Student Role Models with their success stories.

In the March 2017 budget, the federal government announced an extension to the NABE program to March 31, 2020 for the three northern colleges.





Aurora Research Institute

Aurora Research Institute

As the research division of Aurora College, the Aurora Research Institute (ARI) facilitates and conducts research in the NWT and acts as a hub of northern knowledge. ARI advances the territory's research capacity through discovery, outreach and education at its three regional centres – the Western Arctic Research Centre in Inuvik, the South Slave Research Centre in Fort Smith, and the North Slave Research Centre in Yellowknife. Territory-wide research administration is provided by ARI headquarters, which is located in the Western Arctic Research Centre (WARC).

Strategic Planning

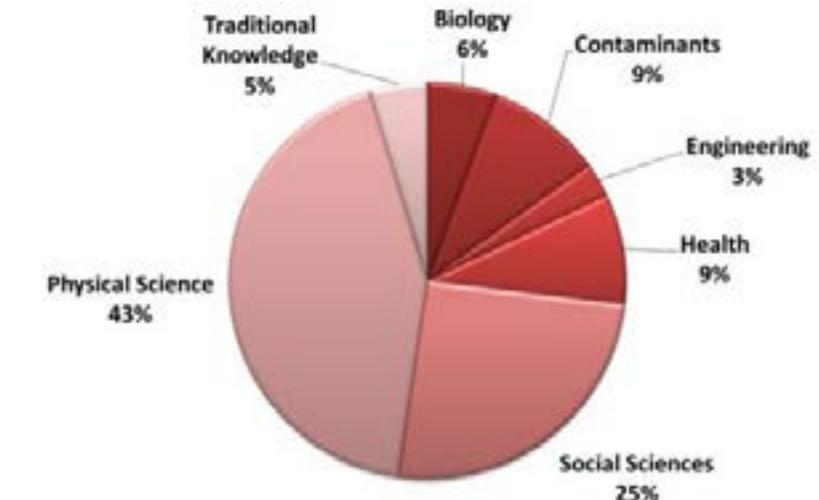
ARI released its strategic plan in 2016-17 and ARI staff members are working towards implementing the plan. The plan was developed in consultation with ARI's stakeholders and the Aurora College Research Advisory Council, and is available on the ARI website. <http://nwtresearch.com/about-us/strategic-plan>

Support for College Research and Tri-Council Eligibility

In 2014, Aurora College became eligible to hold funds from two granting councils that are major sources of research funding in Canada: the Social Science and Humanities Research Council (SSHRC) and the Natural Science and Engineering Research Council (NSERC). This 'institutional eligibility' is a significant accomplishment for Aurora College, as it allows faculty and staff to access these funds and increases the College's ability to retain northern-based research capacity. It also represents a significant national

Research category percentages for 2016 Research Licenses

Research Categories 2016



recognition of the developing research capacity in the college and NWT. Over this academic year, ARI has been successful in receiving six grants from the tri-councils. Some examples of this research are:

Climate Change Risk Assessment for NT Hydro Corporation

Climate change poses serious challenges to northern infrastructure including the Northwest Territories Power Corporation's (NTPC) hydroelectric generation systems. Small reservoirs, lack connection to the North American grid, and reliance on remote systems makes NTPC's hydro system susceptible to a wide range of risk factors, many of which are exacerbated by climate change. This project will explore the potential to better understand, predict, and mitigate climate change risk for the hydro system. It will examine historical environmental and power generation data to look for correlations that can predict future events and help manage operations during increasingly severe climate events including drought and low water levels, changing temperatures, the fluctuating ENSO system, thawing permafrost, and atmospheric changes.

Development and Testing

of Climate Change Monitoring Equipment in the Arctic

This project involves the testing and development of equipment for monitoring climate change, specifically Carbon Dioxide gas, temperature and Carbon dioxide flux. Measurements were made in Arctic conditions in the summer and during a winter season in Inuvik. The equipment was studied for usability by non-expert users, tested in several locations in and around Inuvik and finally situated in one location for over-winter testing.



Stories of Hope: Decolonizing learning

Canada's education system is failing its Indigenous students. Approaching education and learning through a decolonized lens may be a solution. Decolonizing school systems involves rethinking the way schooling is delivered, including curriculum, methodologies, and relationships with communities. In 2016, the School of Education and Aurora Research Institute secured a two-year SSHRC-funded partnership development grant to work with researchers across the country to explore different approaches to decolonizing learning. The partnership brings together researchers from University of New Brunswick, University of Alberta, University of Saskatchewan, University of Toronto, and Government of the Northwest Territories Department of Education, Culture and Employment (ECE) to tell the stories of efforts being made (and challenges faced) to decolonize education in their communities. Aurora College/Aurora Research Institute are leading two case studies to highlight work taking place in the NWT. One focuses on decolonization within the K-12 and post-secondary institutions and the other looks at the process used by ECE to develop the recently-implemented Residential Schools curriculum. An on-the-land camp is planned for the late summer, to bring researcher, graduate student, and community voices together to develop a vision and tackle some tough questions related to moving forward with decolonial education.



Elders, researchers, and academics gathered in Wood Buffalo Park near Fort Smith to discuss the progress of their projects under the Stories of Hope research project, and to seek guidance from the Elders who were present.

Partnership with Terragon Environmental Technologies Inc to study feasibility of solid waste system, MAGS in Yellowknife

Waste disposal in remote areas of Canada is challenging and limited by transportation, cost, and other logistical issues. In a large Canadian metropolitan area, it is relatively simple to sort solid waste into several streams to maximize recycling and minimize the use of expensive landfill for all but a limited stream of material that cannot be recycled or composted. In remote Northern communities, recycling waste is often impractical due to the costs and limited transportation options, with winter roads for a few months a year and air travel being the extent of transportation options in many parts of the North. Having the ability to dispose of all combustible waste with a single appliance such as the MAGSTM (Micro Auto Gasification System) has a number of advantages and benefits over current processes and practices both in larger communities and in remote locations. This project is investigating the feasibility of the MAGSTM auto gasification system for the disposal of all combustible waste in northern communities and organizations in the North Slave Region. Terragon Environmental Technologies Inc. (Montreal, QC) develops and manufactures a range of solid and liquid waste disposal systems including the MAGSTM. The MAGSTM system could represent a component of the waste disposal process and heat production systems of remote communities, industrial installations and other commercial and government buildings and infrastructure in the Northwest Territories.

Partnership with MGM Energy Seeds for Reclamation Study

In partnership with MGM Energy, ARI was awarded an Engage Grant through the NSERC College and Community Innovation Program. The purpose of this research is to evaluate the viability, purity, and suitability of seed species for the reclamation of MGM Seed's industrial sites.

Country Food Strategy

In partnership with the Government of the Northwest Territories Department of Environment and Natural Resources, ARI is conducting a territorial-wide study on the state and sustainability of country food to support the development of a country food strategy for the NWT. In 2017, ARI received a SSHRC Connections Grant to support this project.

Licensing

ARI issued 212 NWT research licences in the 2016 calendar year (Fig. 1), which is one of the highest years on record. The physical sciences accounted for 40% of the issued licences (Fig. 2), followed by the social sciences (28%), and health (11%). All remaining fields (contaminants, biology, traditional knowledge, and engineering) collectively accounted for the remaining 22% of licensed NWT research projects.

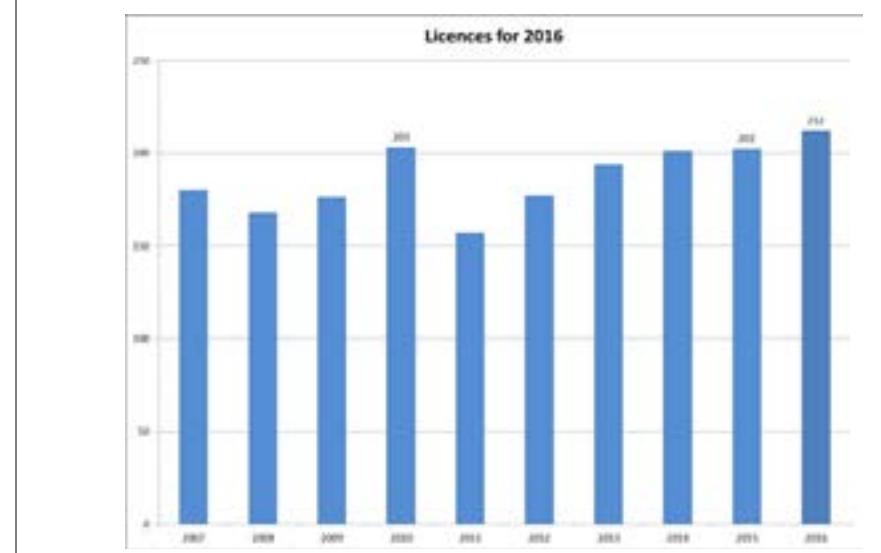
Conducting Research

Many ARI staff members are actively involved in research projects across the NWT.

The *Rural and Northern Community Response to Intimate Partner Violence (IPV)* study was funded by SSHRC for 2011-2017.

The rate of intimate partner violence in the territories is the highest in Canada. This study used a mixed method with frontline service providers (n=56) to address three research questions: What are the needs of women who

Total license numbers for the past ten years (2008-2017)



experience intimate partner violence in the NWT?; What are the gaps in meeting the needs of women who experience violence in the NWT?; and How can we create and sustain nonviolent communities in the NWT? The findings were: Geographical information systems maps (n=5) that depict the number of incidents of IPV, services for victims of IPV, comparison of incidents and services, domestic homicides and emergency protective orders; a grounded theory entitled *Our Hands are Tied* was explicated that details the community response to IPV; an action plan with strategies to address IPV in the NWT was created; a *Report for Stakeholders and Communities* was developed; Knowledge Translation occurred in eight communities (Inuvik, Tuktoyaktuk, Norman Wells, Fort Good Hope, Ndilq, Yellowknife, Hay River, Fort Smith); a workshop was held with post-secondary students in Yellowknife and a video was created. Dissemination will continue with further publications.

In 2016-2017, staff engaged in a broad range of research programs including the use of UAVs for research and monitoring, diabetes prevention

strategies, food sustainability, and climate change. WARC has partnered on the Arctic Great Rivers Observatory (Arctic GRO) program which is a coordinated, international effort to collect and analyze a time-series of water samples from the six largest rivers entering the Arctic Ocean. On-going monitoring programs that ARI is involved in include air quality, alternative energy potential (wind and solar), permafrost, and space science (monitoring of neutron fluxes and the aurora borealis). ARI staff have actively pursued funds and research grants from many territorial and federal sources in order to conduct new research projects.

WARC Research Logistics

ARI facilities supported researchers across the NWT. During the 2016-2017 fiscal year, WARC has provided support to approximately 250 researchers and provided 2,228 days of accommodation, 670 days of short-term facility use, and 720 days of long-term facility use.

WARC has become a partner of the International Network for Terrestrial

Research and Monitoring in the Arctic (INTERACT). INTERACT is a circumpolar network of field site leaders, with the goal of working cooperatively to improve environmental research and monitoring efforts at Arctic field stations. During the years 2016 to 2019, INTERACT will be providing Transnational Access to researchers from the European Union to support work at all INTERACT stations.

WARC Infrastructure

In collaboration with the Gwich'in Tribal Council's Department of Cultural Heritage and the Inuvialuit Cultural Resource Centre, WARC received funding from the Canadian Northern Economic Development Agency (CANNOR) to develop and install informational placards in our garden. Highlighting plants with ethnobotanical significance, placards include plant names in Latin, English, Gwich'in, Inuvialuit, and French, and the plants' traditional uses.

The federal and territorial governments allocated \$200,000 in funding to install a 25-kilowatt rooftop photovoltaic system on WARC. The array will provide up to 25 percent of the building's annual electrical needs. It was provided by the Post-Secondary Institutions Strategic Investment Fund.

Science Outreach

WARC continues to deliver education and training to the people of the Beaufort Delta Region. Through a number of different initiatives, WARC staff have reached more than 900 people during the 2016-2017 fiscal year. In July 2016, ARI partnered with *Let's Talk Science* and the Beaufort Delta Divisional Education Council to improve youth engagement in science, technology, engineering, and math (STEM) careers, and to improve educator confidence in providing STEM-based learning experiences. During the 2016-2017 school year, WARC reached 243 unique students and 31 unique teachers. In May 2017, WARC



ARI has hosted Science Rendezvous in Inuvik since 2015 as part of their community outreach. More than 300 people attend the event each year.

organized and facilitated Science Rendezvous in Inuvik. Science Rendezvous is an annual, nation-wide festival that takes science out of the lab and into the community. Twenty-one organizations contributed to Science Rendezvous and 300 people attended.

The Inuvik Robotics & Engineering Club finished its fifth year of operation. The club met more than 30 times with 3D printing, Lego robotics, Python programming, and CNC milling as the focus for the year. The club received Skills Canada funding to add an underwater Remotely Operated Vehicle (ROV) platform for exploring the use of robotics in industry and research and a virtual reality setup to allow for participants to learn to develop

virtual reality environments using 360 photography, photogrammetry, and programming skills.

South Slave Research Centre participated in a number of outreach activities this year in the Fort Smith region including: Water Day at Joseph Burr Tyrrell elementary school, BioBlitz in Wood Buffalo National Park, and assisting with environmental education training through the GNWT Department of Environment and Natural Resources.

College Instruction

ARI staff continue to support instruction at Aurora College. ARI staff teach in the nursing, education, and ENRTP programs, and provide support for the college's on-the-land educational programming.

Student Support Services



Student Support Services

The Student Services Division prides itself on the types and quality of supports provided to students. Some of the many services provided are outlined below:

Admissions and Registration

The admissions/registration office at each campus is responsible for student admissions, registrations and course changes and maintaining student records. This office also issues marks, transcripts, certificates, diplomas, and all other documents of recognition.

Accommodation

Aurora College has single and family housing at all three campuses. The number and types of units are outlined in the table to the right.

Student Success Centres

As part of an overall student success initiative, each of the Aurora College campuses has a Student Success Centre. These centres are equipped to assist students in achieving personal and academic success at the College. The Student Success Centres provide academic assistance to students in the form of tutoring, workshops and career counselling.

Counselling

Aurora College has trained counsellors at all three campuses to assist students with personal and other matters. In addition to one-on-one services, the counsellor offers workshops and presentations, assistance in finding on-line and community resources, and self-help materials.

Computer Labs

Aurora College students have access to modern, well-equipped computer labs at all three campuses. Most of the 22 Community Learning Centres also have computer labs and/or workstations. In addition, Aurora College students at each campus are assigned a "myauroracollege" email account. This email service enables students and instructors to connect, and also provides an email address to students for their personal use.

Library Services

Aurora College maintains libraries at each of the three campuses and at the Aurora Research Institute. Libraries support students and staff with a full range of library services. Library collections across the three campuses include more than 25,000 books, periodicals, subscriptions, videos, Canadian and government documents, pamphlets, and CD-ROM and web-based resources. Internet access and interlibrary loan services are available at all campus locations.

Campus Location	Type of Units	Total Number of Units
Aurora Campus	Single	30 Units
	Family	24 Units
Thebacha Campus	Single	62 Units
	Family	66 Units
Yellowknife North Slave Campus	Single	16 Units
	Family	48 Units



2016 - 2017 Enrolment

Enrolments for the 2016-17 Academic Year are shown on the opposite page. Previous year enrolments are shown for comparative purposes.

Student enrolments are converted to Full Time Equivalents (FTEs). Full-time equivalents are a way of standardizing student counts to compare enrolment from year to year, program to program, and institution to institution. Typically, 1 FTE represents 1 student enrolled in a full course load in a program for 1 academic year. Full-time and part-time students are converted to FTEs based on the proportion of a full program load they are studying. Full-time students must be enrolled in at least 60% of a full program load, in a program that lasts 12 weeks or more. Part-time students are students who do not meet that minimum threshold.

Up until 2014-15, part-time students were converted to FTEs by totaling all courses taken by part-time

students and dividing by 10. Apprenticeship programs were an exception; the ratio used was 4 courses per 1 FTE. However, recent changes in the number of courses offered in several programs has resulted in some inaccuracies in calculations. Research was conducted into how other institutions calculate FTEs, and modifications have been made.

The revised method of calculating FTEs is based on course hours rather than the number of courses. This eliminates over- or under-reporting due to differing lengths and number of courses. The ratio of enrolment to FTEs will be based on the full program load for a student's program. For example, 1 FTE may be given for a full program of 450 hours over two semesters. A student who enrolls in 360 hours of classes in that program will equal 0.8 FTE (360 divided by 450). Apprenticeship students will equal 0.5 FTE per 240 hours of courses.



Enrolment Information

Student Enrolment by Campus - Full Time Equivalency

Campus	2016-17	2015-16	2014-15	% Change 16-17	% Change 15-16	% Change 14-15
Aurora	183.9	199.6	235.9	-8%	-15%	5%
Thebacha	310.7	358.2	360.0	-13%	-1%	-10%
Yellowknife North Slave	285.2	308.6	300.9	-8%	3%	-8%
Total College	779.8	866.4	896.8	-10%	-3%	-5%

Full Time Equivalent Students by Program Division

School/Division	16-17	15-16	14-15	% Change 16-17	% Change 15-16	% Change 14-15
Continuing Education	54.8	105.2	114.1	-48%	-8%	50%
Developmental Studies	342.9	371.0	412.1	-8%	-10%	0%
Arts & Science	49.1	33.1	41.4	48%	-20%	-14%
Business & Leadership	61.7	47.3	57.7	30%	8%	-40%
Education	64.0	64.2	59.2	0%	8%	20%
Health & Human Services	148.2	152.2	140.5	-3%	8%	8%
Trades, Apprenticeship & Industrial Training	59.1	93.4	71.8	-37%	30%	-48%
Total	779.8	866.4	896.8	-10%	-3%	-5%

Student Enrolment by Campus (student count)

Campus	16-17 FTE	16-17 PTE	15-16 FTE	15-16 PTE	14-15 FTE	14-15 PTE	% Change 16-17 FT	% Change 16-17 PT	% Change 15-16 FT	% Change 15-16 PT	% Change 16-17 Total	% Change 15-16 Total
Aurora	105	483	99	683	124	912	6%	-29%	-20%	-25%	-25%	-25%
Thebacha	164	765	190	988	190	948	-14%	-23%	0%	4%	-21%	4%
Yellowknife	174	488	174	781	185	731	0%	-38%	-6%	7%	-31%	4%
Total College	443	1736	463	2452	499	2591	-4%	-29%	-7%	-5%	-25%	-6%

(Source: Registrar - Student Records System)



AURORA COLLEGE SPRING CONVOCATION 2017



School of Arts & Science
Environment & Natural Resources Technology Diploma - 3

School of Business & Leadership
Business Administration Certificate - 18
Business Administration Diploma - 12
Office Administration Certificate - 18

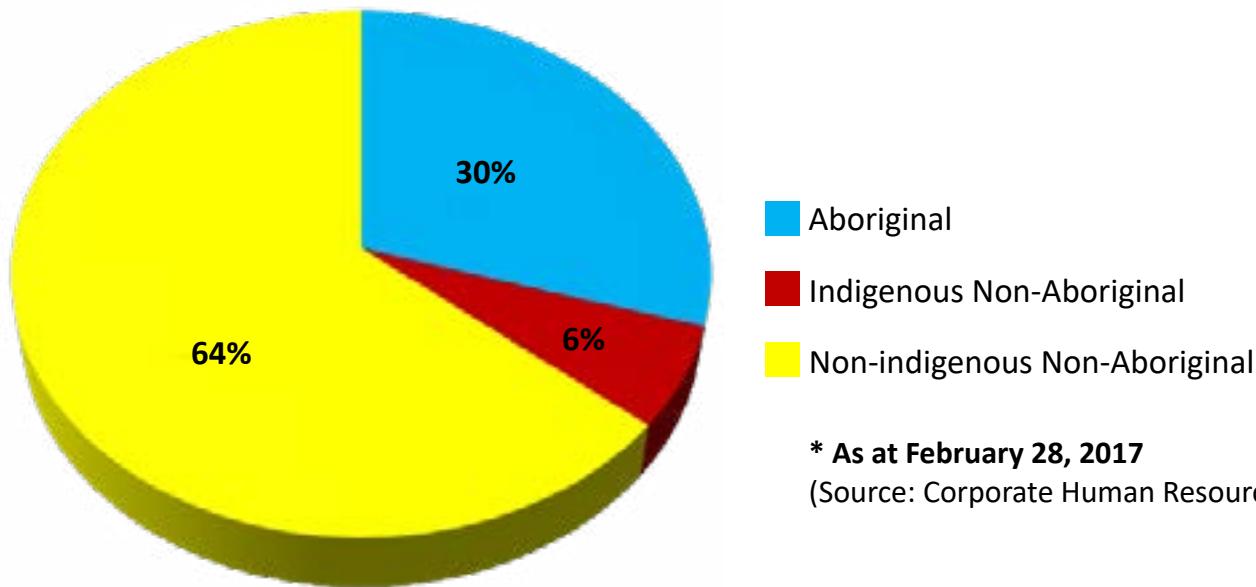
School of Education
Aboriginal Language & Culture Instructor Certificate - 3
Aboriginal Language & Culture Instructor Diploma - 6
Early Childhood Development Certificate - 13
Bachelor of Education - 2

School of Health & Human Services
Community Health Representative Certificate - 1
Personal Support Worker Certificate - 12
Social Work Diploma - 3
Bachelor of Science in Nursing - 11
Post Graduate Certificate in Remote Nursing - 9

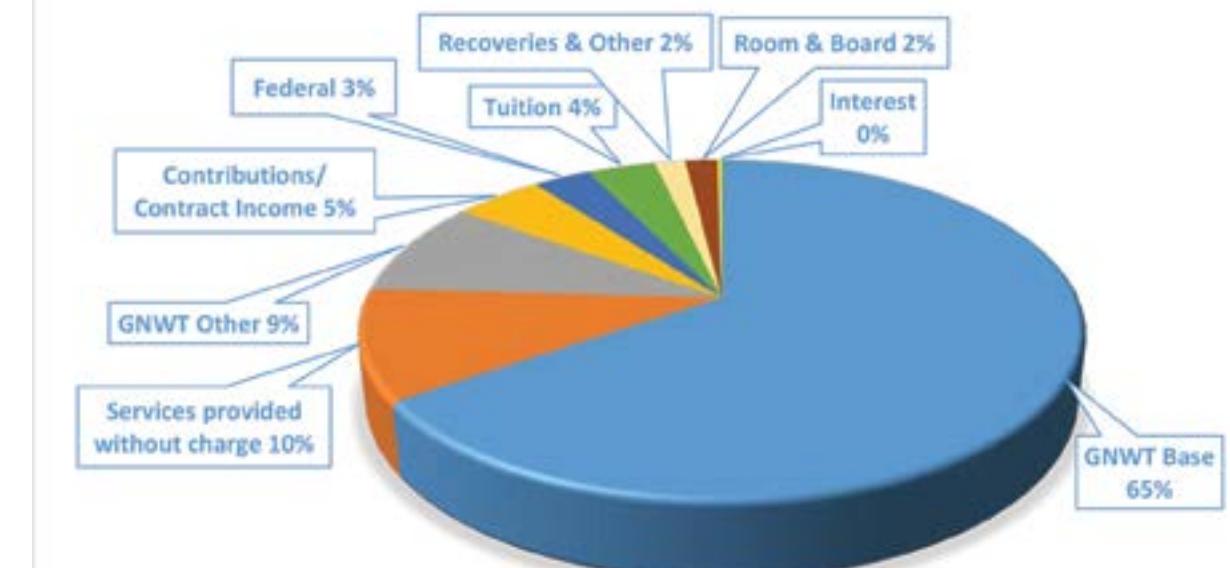


Supplementary Information

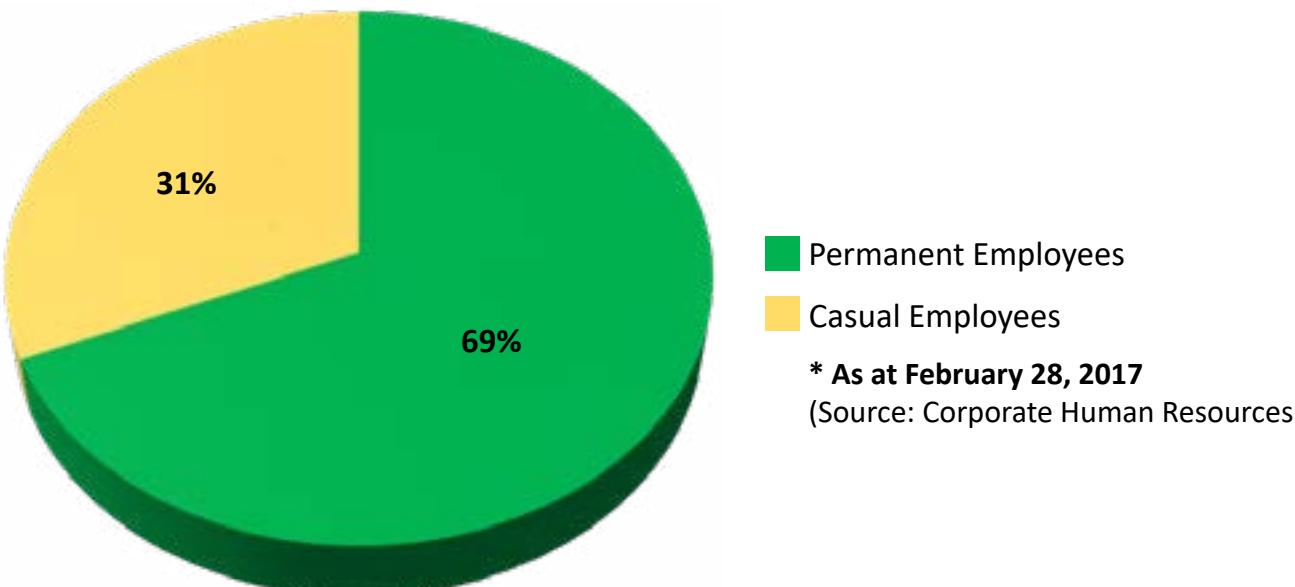
Employees by Priority Status



2016-17 Revenue by Source



Employees by Employee Type



2016-17 Write-offs

A total of \$7,220.87 was approved to be written off in 2016-17. See Appendix A (page 69) for details.



Office of the
Auditor General
of Canada

Bureau du
vérificateur général
du Canada

INDEPENDENT AUDITOR'S REPORT

To the Minister of Education, Culture and Employment

Report on the Financial Statements

I have audited the accompanying financial statements of Aurora College, which comprise the statement of financial position as at 30 June 2017, and the statement of operations and accumulated surplus, statement of change in net financial assets and statement of cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

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 comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of Aurora College as at 30 June 2017, and the results of its operations, changes in its net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Report on Other Legal and Regulatory Requirements

As required by the *Aurora College Act*, I report that, in my opinion, the accounting principles in Canadian public sector accounting standards 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 Aurora College and the financial statements are in agreement therewith. In addition, the transactions of Aurora 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* of the Northwest Territories and regulations, the *Aurora College Act* and regulations and the by-laws of Aurora College.

David Irving

David Irving, CPA, CA
Principal
for the Auditor General of Canada

22 November 2017
Edmonton, Canada

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

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 and approved by the Public Administrator. The financial statements have been prepared in accordance with Canadian public sector accounting standards and include some amounts that are necessarily based on management's best estimates and judgment. 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 and recorded, proper records are maintained, assets are safeguarded, and the College complies with applicable laws. These controls and practices ensure the orderly conduct of business, the timely preparation of reliable financial information and adherence to the College's statutory requirements and policies.

The Public Administrator is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control. The Public Administrator meets regularly with management and the external auditors. The external auditors also have full and free access to the Public Administrator.

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

J. Arychuk

Jane Arychuk
President

Fort Smith, Canada
November 22, 2017

C. Starling

Celestine Starling
Director of Finance/Chief Financial Officer

AURORA COLLEGE
STATEMENT OF FINANCIAL POSITION
as at June 30, 2017
(in thousands of dollars)

	2017	2016
Financial assets		
Cash	\$ 13,576	9,060
Accounts receivable (Note 3)	<u>1,390</u>	<u>1,673</u>
	14,966	10,733
Liabilities		
Accounts payable and accrued liabilities	1,051	899
Payroll liabilities	1,538	1,262
Deferred revenue	485	339
Due to the Government of the Northwest Territories (Note 9)	2,216	730
Employee future benefits (Note 4)	1,932	2,170
Professional development fund (Note 5)	<u>1,977</u>	<u>2,031</u>
	9,199	7,431
Net financial assets	<u>5,767</u>	<u>3,302</u>
Non-financial assets		
Prepaid expenses	566	571
Tangible capital assets (Note 6)	<u>4,545</u>	<u>4,802</u>
	5,111	5,373
Accumulated surplus (Note 7)	<u>\$ 10,878</u>	<u>\$ 8,675</u>

Contingent liabilities and commitments (Notes 11 and 12)

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

Approved by the Public Administrator:



Denny Rodgers
Public Administrator



Jane Arychuk
President

AURORA COLLEGE
STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS
for the year ended June 30, 2017
(in thousands of dollars)

	Budget	2017 Actual	2016 Actual
Revenues			
Government contributions (Note 8)	\$ 31,893	\$ 32,681	\$ 33,404
Project income			
Government of the Northwest Territories	4,385	4,533	3,274
Other third party contributions	2,136	2,370	2,558
Government of Canada	1,720	1,537	1,663
Own source revenues			
Tuition fees	891	1,830	1,836
Recoveries and other	411	822	1,269
Room and board	711	845	798
Interest income	95	126	104
Services provided without charge (Note 10)	<u>6,000</u>	<u>5,214</u>	<u>5,730</u>
	48,242	49,958	50,636
Expenses			
Financial and accounting services	1,899	1,806	1,966
Pooled services	4,639	5,302	5,169
Student services	9,669	9,855	10,512
Education and training	20,618	17,259	18,970
Community and extensions	9,003	10,769	10,450
Aurora Research Institute	<u>2,788</u>	<u>2,764</u>	<u>2,691</u>
	48,616	47,755	49,758
Annual surplus (deficit)	(374)	2,203	878
Accumulated surplus at beginning of year	<u>8,675</u>	<u>8,675</u>	<u>7,797</u>
Accumulated surplus at end of year	<u>\$ 8,301</u>	<u>\$ 10,878</u>	<u>\$ 8,675</u>

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

AURORA COLLEGE
STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
for the year ended June 30, 2017
(in thousands of dollars)

	<u>2017</u>	<u>2016</u>
	<u>Budget</u>	<u>Actual</u>
Annual surplus / (deficit)	<u>\$ (374)</u>	<u>\$ 2,203</u>
		<u>\$ 878</u>
Acquisition of tangible capital assets	-	(718)
Disposal of tangible capital assets	-	76
Amortization of tangible capital assets	<u>871</u>	<u>975</u>
	<u>871</u>	<u>257</u>
		<u>929</u>
		<u>312</u>
Decrease in prepaid expenses	-	5
		85
Increase in net financial assets	497	2,464
		1,275
Net financial assets at beginning of year	<u>3,303</u>	<u>3,303</u>
		2,028
Net financial assets at end of year	<u>\$ 3,800</u>	<u>\$ 5,767</u>
		<u>\$ 3,303</u>

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

AURORA COLLEGE
STATEMENT OF CASH FLOW
for the year ended June 30, 2017
(in thousands of dollars)

	<u>2017</u>	<u>2016</u>
Operating transactions		
Cash received from:		
Government of the Northwest Territories	\$ 37,203	\$ 36,837
Students and other third parties	6,165	6,944
Government of Canada	1,537	1,663
Interest	126	104
Cash paid for:		
Cash paid for compensation and benefits	(27,598)	(31,027)
Cash paid to suppliers	<u>(12,466)</u>	<u>(13,692)</u>
Cash provided by operating transactions	<u>4,967</u>	<u>829</u>
Capital transactions		
Acquisition of tangible capital assets	(458)	(693)
Proceeds on disposal of tangible capital assets	7	76
Cash used for capital transactions	<u>(451)</u>	<u>(617)</u>
Increase in cash	<u>4,516</u>	<u>212</u>
Cash at beginning of year	<u>9,060</u>	<u>8,848</u>
Cash at end of year	<u>\$ 13,576</u>	<u>\$ 9,060</u>

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

Aurora College
Notes to the Financial Statements
June 30, 2017

1. AUTHORITY AND MANDATE

a) Authority and purpose

Aurora College (“College”) was established under the *Aurora College Act* and is named as a territorial corporation under the *Financial Administration Act* of the Northwest Territories. The College is exempt from income taxes.

The 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 to conduct and facilitate research activities in the NWT.

b) Contributions from the Government of the Northwest Territories

The College receives monthly contributions from the Government of the Northwest Territories (“Government”) based on appropriations consistent with the Government’s Main Estimates and adjusted for supplementary appropriations. The contributions are to be utilized for the administration and delivery of the College’s adult and post-secondary education programs in the NWT. The College is allowed to retain all surpluses and is responsible for all deficits.

The College is economically dependent upon the contributions received from the Government for its ongoing operations.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared by management in accordance with Canadian public sector accounting standards (“PSAS”). The following is a summary of the significant accounting policies.

a) Measurement uncertainty

The preparation of financial statements in accordance with PSAS 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

Aurora College
Notes to the Financial Statements
June 30, 2017

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

a) Measurement uncertainty (continued)

believes the estimates and assumptions to be reasonable. Some of the more significant management estimates relate to the allowance for doubtful accounts, employee future benefits, amortization, and revenue accruals.

b) Cash

Cash is comprised of bank account balances, net of outstanding cheques.

c) Tangible capital assets

Tangible capital assets transferred to the College when it was established were recorded at their estimated fair market value. Subsequent acquisitions are recorded at cost. Tangible capital assets are amortized over their estimated remaining useful lives on a straight-line basis at the following annual rates:

Mobile equipment	3 to 20 years
Building additions and renovations	20 years
Furniture and equipment	2 to 10 years
Leasehold improvements	over the remaining term of the lease

d) Employee future benefits

i) Pension benefits

All eligible employees participate in the Public Service Pension Plan (the “Plan”) administered by the Government of Canada. The College’s contributions reflect the full cost as employer. This amount is currently based on a multiple of an employee’s required contributions and may change over time depending on the experience of the Plan. The College’s contributions are expensed during the year in which the services are rendered and represent the total pension obligation of the College. The College is not currently required to make contributions with respect to any actuarial deficiencies of the Plan.

ii) Severance, removal and compensated absences

Under the terms and conditions of employment, employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment.

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

d) Employee future benefits (continued)

ii) Severance, removal and compensated absences (continued)

Eligibility is based on variety of factors including place of hire, date employment commenced, reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits has been prepared using data provided by management and assumptions based on management's best estimates.

e) Government contributions

Government contributions are recognized as revenue when the funding is authorized and all eligibility criteria are met, except to the extent that funding stipulations give rise to an obligation that meets the definition of a liability.

The College receives its appropriations on a monthly basis from the Government of the Northwest Territories, as the College has a different fiscal year. These contributions are recognized as revenue in the period in which the funding relates once all eligibility criteria have been met and it has been authorized.

f) Government contributions – services provided without charge

The Government provides certain services without charge to the College. The Government's cost for these services are recognized as expenses with an offsetting credit to revenues in order to reflect the full cost of the College's operations in its financial statements.

g) Own source revenues

Tuition fees, room and board, and recoveries and other are reported as revenue at the time the services are substantially provided, or the products are delivered. Tuition fees received in advance of courses being delivered are deferred and recognized when the courses are delivered.

Interest income is recognized on an accrual basis.

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

h) Project income and deferred revenue

The College provides education and research services to private companies, federal and territorial government departments, agencies, and corporations through contractual arrangements. Payments received under these contracts for which the development and delivery of courses and projects are not completed are recorded as deferred revenue until completion in accordance with the stipulations of these agreements.

Revenue from federal and territorial government departments, agencies and corporations is recorded once the eligibility criteria are met; the payments are authorized, except to the extent that funding stipulations give rise to an obligation that meets the definitions of a liability.

i) Contract services

Contract services acquired by the College include printing services, food service contracts, instruction contracts, leases and rental agreements. These amounts are recognized as expenses in the year the services are rendered.

j) Contingent liabilities

A contingent liability is a potential liability which may become an actual liability when one or more future events occur or fail to occur. To the extent that the future event is likely to occur or fail to occur, and a reasonable estimate of the loss can be made, an estimated liability is accrued and an expense recorded. If the likelihood is not determinable or an amount cannot be reasonably estimated, the contingency is disclosed in the notes to the financial statements.

k) Prepaid expenses

Prepaid expenses are charged to expense over the periods expected to benefit from it.

l) Funds and reserves

Certain amounts, as approved by the Public Administrator, are set aside as reserves in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are recorded when approved.

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

m) Financial instruments

Financial instruments are identified by financial asset and financial liability classifications. The College's financial assets include cash and accounts receivable which are both measured at cost. Financial liabilities include accounts payable and accrued liabilities, payroll liabilities, due to Government of the Northwest Territories and professional development fund which are all measured at cost.

All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the Statement of Operations and Accumulated Surplus. The allowance for doubtful accounts is based on management's best estimate of probable losses. The allowance is calculated based on a percentage of specific aged receivables where management believes an impairment has occurred. The allowance is shown as a reduction to accounts receivable. Management recommends write-offs of student accounts that are deemed uncollectible. Student and other receivables related to write-offs are submitted to the Public Administrator for approval.

n) Budget

Canadian public sector accounting standards require a government organization to present in its financial statements a comparison of the results of operations and changes in net financial assets for the period with those originally planned. The budgeted figures represent the College's original fiscal plan for the year approved by the College's Public Administrator and do not reflect any subsequent adjustments made during the course of the year.

3. ACCOUNTS RECEIVABLE

	<u>2017</u>		<u>2016</u>	
	<u>Accounts Receivable</u>	<u>Allowance</u>	<u>Net</u>	<u>Net</u>
Government of the Northwest Territories	\$ 320	\$ 11	\$ 309	\$ 297
Federal Government	339	21	318	472
Other	747	51	696	845
Students	209	142	67	59
	<u>\$ 1,615</u>	<u>\$ 225</u>	<u>\$ 1,390</u>	<u>\$ 1,673</u>

4. EMPLOYEE FUTURE BENEFITS

a) Pension benefits

The College and all eligible employees contribute to the Public Service Pension Plan (the "Plan"), a contributory defined benefit plan established through legislation and sponsored by the Government of Canada. Contributions are required by both the employees and the College. The President of the Treasury Board of Canada sets the required employer contributions based on a multiple of the employees' required contribution. The general contribution effective at year end was \$1.01 (2016 - \$1.15) for every dollar contributed by the employee, and \$7.74 (2016 - \$6.67) for every dollar contributed by the employee for the portion of the employee's salary above \$163 thousand (2016 - \$162 thousand).

For new employees who are participating in the Plan on or after January 1, 2013, the College contributes \$1.00 (2016 - \$1.11) for every dollar contributed by the employee, and \$7.74 (2016 - \$6.67) for every dollar contributed by the employee for the portion of the employee's salary above \$163 thousand (2016 - \$162 thousand).

The College's and employees' contributions to the Public Service Pension Plan for the year were as follows:

	<u>2017</u>	<u>2016</u>
(in thousands)		
College's contributions	\$ 2,154	\$ 2,477
Employees' contributions	1,990	1,966
	<u>\$ 4,144</u>	<u>\$ 4,443</u>

b) Severance, removal and compensated absences

The College provides severance (resignation and retirement), removal and compensated absence (sick, special, maternity and parental leave) benefits to its employees. The benefit plans are not pre funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to the College's employees based on the type of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such

Aurora College
Notes to the Financial Statements
June 30, 2017

4. EMPLOYEE FUTURE BENEFITS (continued)

as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

Compensated absence benefits generally accrue as employees render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the expected utilization methodology.

Valuation results

The actuarial valuation was completed as at June 30, 2017. The effective date of the next actuarial valuation is June 30, 2020. The liabilities are actuarially determined as the present value of the accrued benefits at June 30, 2017. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for Aurora College.

	Severance and Removal	Compensated Absences	2017	2016
	(in thousands)			
Changes in Obligation				
Accrued benefit liability, beginning of year	\$1,216	\$465	\$1,681	\$2,270
Current period benefit cost	57	42	99	443
Interest accrued	36	15	51	58
Benefits payments	(230)	(101)	(331)	(601)
Actuarial (gains)/losses	204	60	264	(489)
Accrued benefit liability, end of year	1,283	481	1,764	1,681
Unamortized net actuarial gain	175	(7)	168	489
Accrued benefit obligation	\$1,458	\$474	\$1,932	\$2,170

Aurora College
Notes to the Financial Statements
June 30, 2017

4. EMPLOYEE FUTURE BENEFITS (continued)

	Severance and Removal	Compensated Absences	2017	2016
	(in thousands)			
Benefits Expense				
Current period benefit cost	\$57	\$42	\$99	\$443
Interest accrued	36	15	51	58
Amortization of net actuarial gain	(50)	(7)	(57)	-
Total	\$43	\$50	\$93	\$501

Assumptions

	June 30, 2017	June 30, 2016
Discount rate	3.3% per annum	3.2% per annum
Rate of compensation increase	2.0% per annum	2.0% per annum
Inflation rate	Nil	Nil

The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
	(in thousands)		
2018		\$306	\$418
2019		187	255
2020		134	184
2021		108	152
2022		107	151
Total		\$842	\$1,160

Aurora College
Notes to the Financial Statements
June 30, 2017

5. PROFESSIONAL DEVELOPMENT FUND

Under collective agreements, the College is required annually to make contributions to the professional development fund, in the amount of a) 3% of eligible instructor's salaries, and b) \$750 for each eligible instructor. Contributions made to the professional development fund are recorded as an expense in the Statement of Operations and accumulated Surplus.

The professional development fund represents accumulated annual provisions for professional development activities, less accumulated eligible professional development expenses. The College expects to settle the obligation based on future eligible expense claims.

	2017	2016
	(in thousands)	
Professional development fund, beginning of year	\$ 2,031	\$ 1,946
Contributions	439	410
Recovery of funds	0	42
Professional development paid during the year	(493)	(367)
Professional development fund, end of year	<u><u>\$ 1,977</u></u>	<u><u>\$ 2,031</u></u>

Aurora College
Notes to the Financial Statements
June 30, 2017

6. TANGIBLE CAPITAL ASSETS

(in thousands)

	June 30, 2017					
	Cost	Mobile equipment	Building additions and renovations	Furniture and equipment	Leasehold improvements	2017 Total
	June 30, 2017	Cost	Cost	Cost	Cost	Cost
Cost	June 30, 2017					
Opening balance	\$ 5,054	\$ 1,991	\$ 6,006	\$ 2,245	\$ 15,296	\$ 15,032
Additions	517	-	201	-	718	693
Disposals	(126)	-	(223)	(83)	(432)	(429)
Closing balance	<u><u>5,444</u></u>	<u><u>1,991</u></u>	<u><u>5,984</u></u>	<u><u>2,162</u></u>	<u><u>15,582</u></u>	<u><u>15,296</u></u>
Accumulated amortization						
Opening balance	2,783	1,842	4,387	1,482	10,494	9,918
Amortization	243	149	456	126	975	929
Disposals	(126)	-	(223)	(83)	(432)	(353)
Closing balance	<u><u>2,900</u></u>	<u><u>1,991</u></u>	<u><u>4,620</u></u>	<u><u>1,525</u></u>	<u><u>11,037</u></u>	<u><u>10,494</u></u>
Net book value						
	<u><u>\$ 2,544</u></u>	<u><u>\$ 0</u></u>	<u><u>\$ 1,364</u></u>	<u><u>\$ 637</u></u>	<u><u>\$ 4,545</u></u>	<u><u>\$ 4,802</u></u>

Aurora College
Notes to the Financial Statements
June 30, 2017

7. ACCUMULATED SURPLUS

The accumulated surplus balance includes the net book value of tangible 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 accumulated surplus:

Reserves	(in thousands)					Balance, ending June 30, 2017
	Balance, opening July 1, 2016	Net results of operations	Appropriated	Used in operations		
a) Mallik research reserve	\$ 100	\$ -	\$ (100)	\$ -		
b) Northern strategic research reserve	498	-	105	-	603	
c) Program delivery	300	-	-	-	300	
d) Research & development	144	-	-		144	
f) Restricted donations	35	-	-	-	35	
Total reserves	1,077	-	5	-	1,082	
Operating surplus (deficit)	7,598	2,203	(5)	-	9,796	
Total accumulated surplus	\$ 8,675	\$ 2,203	\$ -	\$ -	\$ 10,878	

Aurora College
Notes to the Financial Statements
June 30, 2017

7. ACCUMULATED SURPLUS (continued)

a) Mallik research reserve

This appropriation was established from the surplus of the Methane Hydrate Research project to set funds aside to complete the scientific publishing. During the year, Inuvialuit Water Board (IWB) passed Motion 430-04 to close Water License N7L1-1817 that was issued for the project, after reviewing the final inspection report by Environment and Natural Resources (ENR) and recommended to the Minister of ENR to refund the security deposit held in association with the license. At year end, the surplus from this reserve was transferred to Northern strategic research reserve.

b) Northern strategic research reserve

This appropriation was established from the surplus of the Methane Hydrate Research project to set funds aside for strategic research conducted in the north which will benefit northerners.

c) 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 Public Administrator.

d) 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.

e) 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.

Aurora College
Notes to the Financial Statements
June 30, 2017

8. GOVERNMENT CONTRIBUTIONS

	2017	2016
	(in thousands)	
Operating contributions	\$31,893	\$ 32,947
Capital contributions	<u>788</u>	<u>457</u>
	<u>\$32,681</u>	<u>\$33,404</u>

This year included in Government capital contributions is an additional \$400,000 for heavy equipment (2016 – nil).

9. RELATED PARTIES

The College is related in terms of common ownership to all Government created departments, territorial corporations and public agencies. The College enters into transactions with these entities in the normal course of business at normal trade terms and the accounts are non-interest bearing.

The College has Government receivables from tuition revenue, contract revenue and the base funding contribution. The College also owes funds to the Government from administrative agreements for facility operating and utility costs, employee benefits and other expenses.

	2017	2016
	(in thousands)	
Accounts receivable (Note 3)	\$ 309	\$ 299
Due to the Government of the Northwest Territories		
Liability for payroll services provided	\$ 1,679	\$ 635
Repayable program advances	<u>537</u>	<u>95</u>
Amounts	<u>\$ 2,216</u>	<u>\$ 730</u>

Accounts Payable	2017	2016
Due to Sahtu Divisional Education Council	\$ 155	Nil

The above liabilities are payable on demand within a year.

Expenses

Under the terms of administrative agreements, the Government charges for certain support services provided to the College. The College reimbursed the Government \$865,000 (2016 – \$1,072,000) for facility operating and utility costs, employee benefits and other expenses recorded in these statements.

Aurora College
Notes to the Financial Statements
June 30, 2017

9. RELATED PARTIES (continued)

This year the College transferred \$456,000 of heavy equipment to the Government, which is included in small equipment expense (2016 – nil).

10. SERVICES PROVIDED WITHOUT CHARGE

During the year, the College received without charge from the Government services including utilities \$1,820,000 (2016 – \$2,048,000) and repairs and maintenance \$1,401,000 (2016 – \$ 1,237,000).

Payroll processing, insurance and risk management, legal counsel, construction management, records storage, computer operations, asset disposal, project management, and translation services were also provided to the College without charge.

These services would have cost the College an estimated \$133,000 (2016 – \$ 257,000) based on exchange amount confirmed by the related parties.

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 \$1,860,000 (2016 – \$ 1,841,000) based on the Government's amortization expense for these assets.

The Government also pays for medical travel costs for the College. The medical travel costs paid by the Government on behalf of the College for the period cannot be quantified because the government ceased tracking each individual medical travel assistance claim by type of originating department, and could not reasonably measure the dollar value of all services provided by the Financial and Employee Shared Services (2016 – \$ 347,000).

	2017	2016
	(in thousands)	
Contract services	\$ 133	\$ 257
Repairs and maintenance	1,401	1,237
Building utilities	1,820	2,048
Building leases	1,860	1,841
Medical travel	<u>-</u>	<u>347</u>
	<u>\$ 5,214</u>	<u>\$ 5,730</u>

11. CONTINGENT LIABILITIES

The College is subject to claims and lawsuits arising in the ordinary course of operations. While the outcome of these matters is subject to future resolution, management's evaluation and analysis of such matters indicates that, individually and in the aggregate, the probable ultimate resolution of such matters will not have a material financial impact on the College's financial position, results of operations or liquidity.

12. 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:

	<u>Service agreements</u> (in thousands)	<u>Operating leases</u>
2018	\$ 197	\$ 4,827
2019	128	3,560
2020	118	2,762
2021	86	2,232
Thereafter	2	2,605
	\$ 531	\$ 15,986

13. FINANCIAL RISK MANAGEMENT

The College's financial instruments consist of cash, accounts receivable, accounts payable and accrued liabilities, payroll liabilities, due to Government of the Northwest Territories and the professional development fund are all measured at cost. The Corporation has exposure to the following risks from its use of financial instruments:

a) Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting its obligations associated with its financial liabilities. The College manages its liquidity risk by regularly monitoring forecasted and actual cash flows. The College does not believe that it will encounter difficulty in meeting its future obligations associated with its financial liabilities.

b) Credit risk

The College is exposed to credit risk on its cash and accounts receivable.

13. FINANCIAL RISK MANAGEMENT (continued)

Cash

Credit risk on cash is minimized as these assets are held with a Canadian Chartered bank, the maximum exposure to credit risk is \$13,576,000 (2016 - \$9,060,000).

Accounts receivable

Credit risk on accounts receivable arises from the possibility that the customer fails to meet their obligations. This risk is influenced by the type of debtor and at 30 June 2017

The College's debtors are the Government of the Northwest Territories, federal government, students, and others.

In order to manage this risk, the College monitors the age of accounts receivable and initiates collection action. Credit exposure is minimized by dealing mostly with creditworthy counterparties such as government agencies and the College also enforces approved collection policies for student accounts. The maximum exposure to credit risk is \$1,390,000 (2016 - \$1,673,000).

At 30 June 2017 there are accounts receivable past due but not impaired. These amounts for students are: 31-60 days \$8,000; 61-90 days \$6,000; and over 90 days \$15,000.

These amounts for the Government and for other parties are shown below.

	91-365 days	1 to 2 years	over 2 years
Government of the Northwest Territories	\$21,000	\$1,000	Nil
Other third parties	\$90,000	\$12,000	Nil
Federal Government	\$83,000	Nil	Nil

The College establishes an allowance for doubtful accounts that reflects the estimated impairment of accounts receivable. The allowance is based on specific amounts and is determined by considering the College's knowledge of the financial condition of customers, the aging of accounts receivable, current business condition and historical experience.

c) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The College is exposed to interest rate risk in that changes in market interest rates will cause fluctuations in the interest revenue

13. FINANCIAL RISK MANAGEMENT (continued)

from cash. This risk is not significant due to the short terms to maturity of cash.

Although management monitors exposure to interest rate fluctuations, it does not employ any interest rate management policies to counteract interest rate fluctuations.

The College is not exposed to significant currency or other price risks.

14. FAIR VALUE OF FINANCIAL ASSETS AND LIABILITIES

The fair values of cash, accounts receivable, accounts payable and accrued liabilities, payroll liabilities, due to Government of the Northwest Territories and professional development fund approximate their carrying amounts because of the short term to maturity.

15. SEGMENT DISCLOSURE

The College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories (NWT). For management reporting purposes the College's operations and activities are organized and reported by funds (Schedule A). Funds were created for the purpose of recording specific activities to attain certain objectives in accordance with the budget, strategy and work plan, restrictions or limitations. The College's services are provided by departments and their activities are reported in these funds.

Certain departments that have been separately disclosed in the segmented information, along with the services they provide, are as follows:

Finance and accounting

Finance's role is to ensure the long term viability of the College including the preparation and controls over the budgets, financial reporting, the implementation and oversight of financial controls, and management of the cash flows. Finance includes the functioning of the head office and regional offices.

Pooled services

This represents College wide expenditures which are required for the global operation. These represent allocation of costs related to professional development, amortization, cost of employee future benefits, and costs for the President's Office. The Office of the President includes services related to the operations of the College, plus communications and public relations. The Office of the President is mandated to manage the daily operations of the College, pursue its missions and vision, and develop and implement a strategic plan to ensure the long term success of the College.

15. SEGMENT DISCLOSURE (continued)

Student services

Student services include Fort Smith, Yellowknife, and Inuvik locations facilities and the registrar and regional admission offices.

Education and training

Education and training includes the vice-president education and training, school of trades, school of education, school of business and leadership, school of health and human services, school of arts and science, information systems and technology, and the library.

Community and extensions

Community and extensions represents special programs and additional resources provided to the communities through the College. This includes the school of developmental studies, the Beaufort Delta region, the Sahtu region, the Dehcho region, the Tlicho region, and the Akaithcho and South Slave region.

Aurora Research Institute

Through the work of the Aurora Research Institute, the College is also responsible to conduct and facilitate research activities in the NWT.

16. COMPARATIVE FIGURES

Certain comparative figures have been reclassified to conform to the financial statement presentation adopted for the current year.

Aurora College
Segmented disclosures
June 30, 2017

	Financial and accounting (in thousands)	Pooled services ** (in thousands)	Student services (in thousands)	Education and training (in thousands)	Community and extensions (in thousands)	Aurora Research Institute (in thousands)	2017 Total (in thousands)	2017 Budget (in thousands)	2016 Total (in thousands)
For the period ended June 30, 2017									
Revenues									
Government Contributions	\$ 1,805	\$ 3,242	\$ 8,745	\$ 10,795	\$ 6,226	\$ 1,868	\$ 32,681	\$ 31,893	\$ 33,404
Project income									
Government of the Northwest Territories	5	50	87	2,066	2,195	130	4,533	4,385	3,274
Other third party contributions	-	10	14	1,408	647	291	2,370	2,136	2,558
Federal government	-	-	-	1,371	166	1,537	1,720	1,663	
Own Source Revenue									
Tuition fees	-	-	70	1,022	738	-	1,830	891	1,836
Recoveries and other	11	386	59	213	48	105	822	411	1,269
Room and board	-	-	770	-	-	75	845	711	798
Interest income	126	-	-	-	-	-	126	95	104
Services Provided without Charge	-	1.534	-	3,680	-	-	5,214	6,000	5,730
Expenses									
Compensation and benefits	1,581	1,238	4,296	10,959	8,648	2,032	28,754	28,970	30,047
Building leases	-	-	4,861	1,860	5	-	6,726	5,310	6,815
Materials and supplies	10	297	149	712	250	91	1,509	1,833	1,587
Utilities	-	1	122	1,824	5	10	1,962	2,759	2,227
Contract services	28	230	72	509	287	173	1,299	4,325	1,391
Repairs and maintenance	4	1,401	140	165	77	13	1,800	1,393	1,803
Small equipment	-	457	34	180	21	147	839	188	589
Fees and payments	79	525	40	311	168	76	1,199	1,226	1,247
Travel and accommodation	30	79	47	289	197	125	767	1,103	861
Professional services	12	-	8	255	898	-	1,173	1	1,562
Amortization of tangible capital assets	-	975	-	-	-	-	975	871	929
Communication, postage and freight	62	99	86	195	213	97	752	637	700
Communication, postage and freight	1,806	5,302	9,855	17,259	10,769	2,764	47,755	48,616	49,758
Annual surplus (deficit)	\$ 141	\$ (80)	\$ (110)	\$ 1,925	\$ 456	\$ (129)	\$ 2,203	\$ (374)	\$ 878

** Pooled Services includes the revenues and expenses for the President's Office

	Under \$29.00 Write Off	Amount	Date	Under \$10.00 Credit Write Off	Amount	Date	Total Over 7 Years	7,096.62
Under \$29.00 Write Off								
ALEXIE, AUTUMN	5/1/2017	28.00						
APPLES, VICTORIA	2/3/2015	0.50						
CANADIAN NORTHERN ECONOMIC DEVELOPMENT AGENCY	3/1/2017	0.20						
COCHRANE, ALYSSA	3/6/2017	2.05						
DANIELS, CHELSEY ALEXANDRA	1/10/2014	15.12						
EDUCATION, CULTURE & EMPLOYMENT	4/30/2016	0.70						
ELLTON, PRESCILLA	11/17/2016	0.01						
FABIAN, JUDITH	5/2/2016	7.00						
FRANCIS, ALEXANDER JOHN	6/8/2016	4.10						
HENDERSON, STEPHEN	7/29/2016	2.00						
JONES, LEVI	10/12/2016	21.00						
KOE, JOHN JAKE	10/31/2016	7.00						
LANDRY, MARTHA	7/29/2016	3.00						
LEBLANC, MARK REYNALD	7/6/2016	7.00						
MERCREDI, STEPHANIE	2/19/2014	0.01						
RADDI, TYRONE	10/12/2016	7.00						
SABOURIN, DENNIS	5/2/2016	7.00						
TUNGILIK, LEE ANN	1/26/2016	1.00						
UKUQTUNNUAQ, ANDREW	5/5/2016	10.00						
UNIVERSITY OF EDINBURGH	6/30/2016	15.00						
UNIVERSITY OF EDINBURGH	8/22/2016	15.00						
UNIVERSITY OF EDINBURGH	11/15/2016	15.00						
WOLKIE, NEIL	10/31/2016	7.00						
Total Under \$29.00 Write off		181.69						
Total Write-offs 2016-17							7,220.87	

	7 Years Write Off	Name	Date	Amount
ATKINSON, EMILY		ATKINSON, EMILY	6/1/2012	70.00
CLEARY, LENA		CLEARY, LENA	2/4/2010	481.19
LAFFERTY, FRANK		LAFFERTY, FRANK	2/22/2010	56.00
LAFFERTY, FRANK		LAFFERTY, FRANK	3/22/2010	21.00
LAROCQUE, TRAVIS		LAROCQUE, TRAVIS	7/8/2010	100.00
LENNIE, ROBYN		LENNIE, ROBYN	10/11/2015	155.00
LENNIE, ROBYN		LENNIE, ROBYN	9/8/2015	548.81
MCLEOD, DOUG		MCLEOD, DOUG	12/4/2013	4,0



www.auroracollege.nt.ca