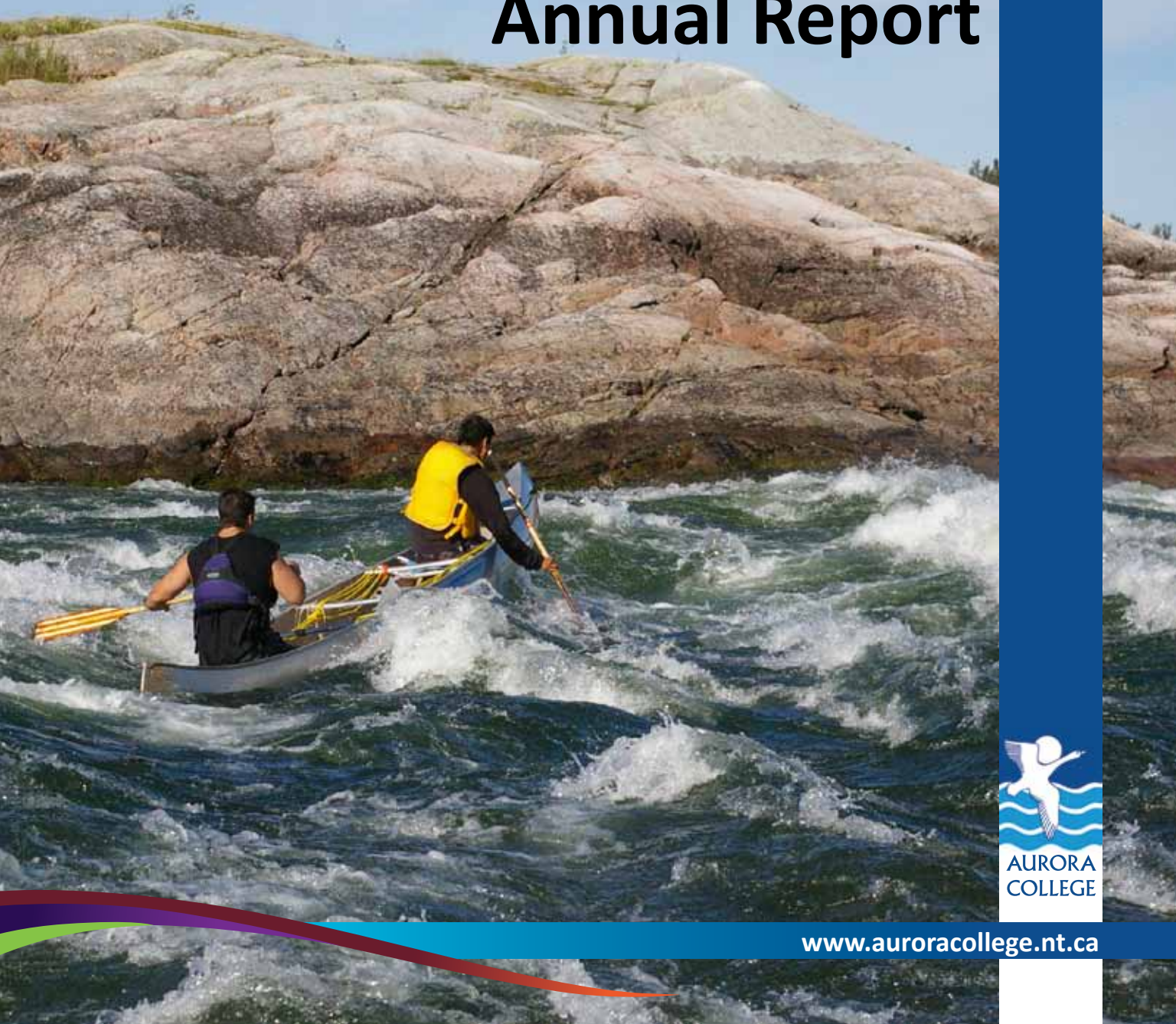


2010-2011 Aurora College Annual Report



www.auroracollege.nt.ca

AURORA COLLEGE

Mandate and Purpose (Aurora College Act R.S.N.W.T. 1988,c.A-7,s.3)

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 is 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.





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This report is dedicated to the memory of Gregory Kosztinka, who passed away shortly after completing the beautiful design and layout. Greg was creative, youthful, dynamic and energetic, and he was taken from us far too soon.



October 18, 2011

The Honourable Jackson Lafferty
Minister, Education, Culture and Employment
PO Box 1320
Yellowknife, NT
X1A 2L9

Message from the Board – Aurora College Annual Report 2010-2011

Dear Minister Lafferty:

Enclosed is the 2010-2011 Annual Report for Aurora College. Our Annual Report reflects the College's strengths in providing programs and services to the people of the Northwest Territories.

As residents of this vast region, the Board members are dedicated to ensuring the delivery of quality programming to meet the ever-increasing needs of the people of the North. This college is committed to providing an educated population so that Northerners can enjoy a comprehensive quality of life. We are providing learning opportunities for all people in the region. The Board is proud of its role in delivering responsive post-secondary services and appreciates the support provided from your Ministry and looks forward to the future of Aurora College. Together, we are shaping the future of the Northwest Territories.

Yours truly,

John McKee
Chairperson, Board of Governors
Aurora College

c. Deputy Minister, Education, Culture & Employment
President, Aurora College

Box 1290
Fort Smith, NT X0E 0P0
Tel: (867) 872-7000
Fax: (867) 872-4730
Fax: (867) 872-5143
www.auroracollege.nt.ca







Board of Governors



John McKee

John McKee, Chairperson (Deh Cho Representative)

Ted Blondin, Vice-Chairperson, Board of Governors and Chairperson, Research Advisory Council (North Slave Representative)

Lani Cooke, Chairperson, Finance Committee (Yellowknife Representative)

Sydney O'Sullivan, Chairperson, Policy & Programs Committee (South Slave Representative)

Ethel Blondin-Andrew, Sahtu Representative

Margaret Thom, Elder Representative

Sandra Suliman, Beaufort Delta Representative

Tammy Soanes-White, Staff Representative (Yellowknife/ North Slave Campus)

Stephanie Gilbert, Student Representative

Message from the President

In the future, when we look back, I believe 2010/11 will be seen as a significant year in the history of Aurora College. While much has occurred in 2010/11, our primary focus has been on researching, planning and designing a new organizational structure that will be implemented between July 2011 and January 2012. On that front, I want to commend my senior staff and congratulate the Board of Governors in supporting a vision that will see Aurora College embrace a structural realignment that not only models established frameworks at other Canadian colleges, but will pave the way for further growth in both college and university level programming. In short, we will be a better and more responsive institution, well-equipped to meet the current and future needs of our students, clients, and stakeholders.

As President I am pleased to provide an overview of highlights, new programming, new services, and new and renewed partnerships. I have also outlined some of the opportunities and challenges that lie ahead, and provided a brief look to the future – a future that looks both exciting and promising.

Highlights

In October of 2010 Aurora College was honoured to host a major Association of Canadian Community College (ACCC) symposium: Serving Aboriginal Learners in Rural and Remote Communities. This symposium included dozens of faculty, staff and administrators from colleges across Canada, and helped to highlight the knowledge, expertise and capacity of Aurora College.

November of 2010 included the wrapping-up phase of the Mallik project, a successful project focused on gas hydrate production research in Canada's far north. The project attracted territorial, Canadian and international attention, and I was pleased to represent the College and speak at the International Symposium on Methane Hydrate Resources: From Mallik to the Nankai Trough, in Tokyo, Japan.

In January of 2011, at the NWT International Polar Year Results (IPY) Conference, I was again honoured to speak for the College and Aurora Research Institute (ARI). The Results Conference highlighted many very positive benchmarks in the (IPY) project. In total, 24 IPY projects have conducted research in the NWT, 3,550 NWT residents have participated in IPY projects and activities, and 21 communities have been visited with presentations done in schools and to community groups since IPY began.

In March of 2011 I had the pleasure of being a panelist at the 5th UArctic Rectors' Forum in Guovdageaidnu, Norway. The theme was "Indigenous and Non-Indigenous Societies in the North: Challenges for Research and Education within UArctic." This forum provided an opportunity for rectors, college and university presidents, students and Indigenous representatives to explore questions about how higher education and research can better meet the needs of northern peoples.

From June 13th – 17th, 38 students and 10 chaperones from high schools around the NWT travelled to Thebacha Campus to participate in the first ever NWT Youth Symposium. The Symposium was created and organized by faculty of all three campuses to expose grade 10 and 11 high school students from the NWT to firsthand experience with post-secondary education. The youth had the opportunity to explore and experience Aurora College programs, residence living,

and student life. They participated in hands-on activities delivered by Aurora College faculty and students as well as staff from the Department of Education, Culture and Employment. Feedback from the students and chaperones was very positive and every single participant indicated that they would recommend this event to others.

New Programs

2010/11 saw the launch of a new and exciting program: The Northern Leadership Development Program (Industry Focus). This program targets employers looking for a developmental path for employees who have been identified as having potential for leadership positions. The response to the

program has exceeded expectations, and this new program will be the first “leadership” initiative that will fall under what will soon be a new school at Aurora College: The School of Business and Leadership. Aurora College also entered into the agreement with the NWT Institute of Purchasing Management Association of Canada (PMAC) to deliver a Diploma in Supply Management Training. In addition to these new programs, significant curriculum re-development occurred in many of our certificate, diploma and degree programs, all with the intent of providing students with current, relevant courses, including a particular focus on culturally relevant curriculum enhancements.



New Services

A priority for our new organizational structure is providing corporate leadership in the area of student support services. As such, working on the planning for reorganization included a plan to create a Director of Student Services position to oversee, on a college-wide basis, the supports necessary for the mental, physical, emotional and spiritual well-being of our students. In 2010/11 we also created a faculty and staff handbook to support orientation and to assist in creating and reinforcing a greater understanding of the peoples and the communities in the NWT. We also delivered faculty and staff in-service training focused on supporting northern, Aboriginal learners.

New Academic Partnerships

In 2010/11 Aurora College, Yukon College and Nunavut Arctic College renewed their Memorandum of Understanding (MOU) and strengthened the collaborative efforts to look at pan-territorial options to increase university level programming.

Aurora College also entered two new agreements with the University of Lethbridge. One agreement offers graduates of the Aurora College Business Administration Diploma Program the opportunity to go to the University of Lethbridge to complete a Bachelor of Management Degree. The other agreement offers graduates in the Aurora College Environment and Natural Resources Technology Program (ENRTP) the opportunity to go to the University of Lethbridge to complete the Bachelor of Science Degree program in Environmental Science. In addition to these agreements, Aurora College ended 2010/11 in the final stages of renewing an agreement with Athabasca University to support delivery of courses in the NWT that enable graduates of the Business Administration Diploma program to take courses towards a degree from Athabasca University.

Opportunities and Challenges

Aurora College continues to face the challenge inherent in a distributed campus model comprised of 3 campuses and 23 Community Learning Centres. The task of meeting the needs of our small and remote communities continues to be a challenge. Bandwidth, while improving, is not yet at a point where reliable distributed learning options can be considered for most communities. In addition to infrastructure and distance challenges, persistently low literacy rates in the NWT continue to present a challenge, both for individuals looking to pursue post-secondary education and for Aurora College in our continued focus on finding sound and creative programming options to bridge the academic gaps between where students are and where they need to be. The current review by the Department of Education, Culture and Employment (ECE) of Adult Literacy and Basic Education (ALBE) programming in the NWT will hopefully lead to specific strategies for program improvement.

A key challenge for Aurora College is competition. Post-secondary education has become a global commodity, and the concept that a college or university can take comfort in a regional, territorial or provincial catchment area is history. Most certainly each institution still relies heavily on students proximate to their institution, but with the increase in access to distance education, and with universities and colleges increasingly getting into specialized programs, and with many colleges becoming universities (or offering university level programming), the days in which students default to their local or regional college or university are long gone. Thus, a key challenge for the future of Aurora College will be to continue to keep our programs relevant and attractive to Northerners. Continued efforts to focus on culturally relevant curriculum, as well as support systems that reflect the needs and wants of our students will be key to our future success. The Student Services section of this report highlights some very strong ratings by students in our support areas.



Future

Our continued commitment to a reorganization that will better serve our students and will be more representative of the type of effective structures in use by other colleges and universities should position us well as we move forward. We will be able to better meet the needs of our students, and our processes for expanding programming, addressing applied research, and growing our partnership linkages with universities will position us well to succeed.

Kinanaskomitin; Mahsi; Máhsi; Masi; Marsi; Merci; Quyanainni; Quyanaq; Quana; Thank you

Sarah Wright Cardinal
President, Aurora College

I strongly believe that beneath every challenge lies an opportunity. A key for the future of Aurora College is capitalizing on our geographical location and our internal capacity within the Aurora Research Institute (ARI) to further position ourselves in the numerous research opportunities that lie ahead. There are numerous opportunities for relevant climate, environmental and industrial research, and Aurora College can focus on having an essential role over the next decade. Another opportunity for Aurora College emerges from the same competitive environment that would seem to threaten many institutions. As we look forward, the College will attempt to build even more academic partnerships with universities so that our certificate and diploma students who seek degrees can take advantage of the broad range and ever-increasing number of quality institutions willing to assist them on that journey. Aurora College cannot be all things to all people, yet we can continue to create and facilitate access routes that increase the opportunities for our students to ladder their studies.

PROGRAMMING

The following pages provide highlights for the various schools and programming areas of Aurora College for the 2010/11 year.

School of Education

The Aurora College School of Education includes the Bachelor of Education program, the Early Childhood Development Program, the Aboriginal Language and Cultural Instructor Program, and the Certificate in Adult Education Program.

Early Childhood Development Program

The Early Childhood Development (ECD) program continued to grow in 2010/11. A total of ninety-six students participated in ECD courses and workshops across the NWT. Weekend workshops were delivered in Inuvik, Yellowknife, and Hay River, and the primary theme was Food and Nutrition. Many students continue to be employed in day homes, day cares, pre-schools, and Aboriginal Headstart programs.

Aboriginal Language and Cultural Instructor Program

The College continued to work with community members who had begun coursework towards completion of the Aboriginal Language and Cultural Instructor Program (ALCIP) Certificate. A total of fifty students participated in four different ALCIP courses delivered in Fort Providence, Inuvik, Lutselk'e, and Behchoko. Elders continue to be an integral

part of each course delivery and the College is very thankful and grateful for these respected individuals for sharing their knowledge with our students.

Bachelor of Education Program (Thebacha Campus)

The Bachelor of Education program continues to assist with the growth and development of strong, culturally grounded educators for the NWT. This past year Aboriginal students represented 65% of our enrollment, and 75% of the program graduates secured full time employment in their field of study. The remaining 25% returned to post-secondary education to continue their studies. The regions of the NWT continue to support our program by welcoming our students to the communities outside of Fort Smith to complete their internships.

Bachelor of Education program students also took the lead on delivering evening Aboriginal language classes for the community of Fort Smith. Classes in Tlicho, Dene Suline, Cree, and Slavey were all delivered from January 2011 to June 2011.

Course programming expanded to other communities in 2010/11. In the spring, two courses were delivered in Yellowknife. The courses served as Arts/Science electives and assisted those individuals who were working on completing their Bachelor of Education degree part time.

Certificate in Adult Education Program:

The Aurora College Certificate in Adult Education (CAEd) program is a part-time program that provides the skills and knowledge needed for those wishing to work as Northern adult educators. For the 2010/11 academic year, an Instructional Skills Workshop (ISW) was delivered in addition to the core and elective course deliveries. An elective on evaluation was newly developed which will be delivered for the first time in the winter semester of 2012. As well, Teaching and Learning at a Distance, another CAEd elective, was revised and updated. This past year, 60% of the CAEd participants were College employees. Of the two graduates, one is a community adult educator with Aurora College.

Beaufort Delta Community Education Program (Aurora Campus)

The following outlines School of Education programming that took place at Aurora Campus in 2010/11.

ALCIP Diploma (Full Time Year 1)

Thirteen dedicated ALCIP students strengthened and expanded their language skills and fluency in 2010/11. The ALCIP class hosted students from other communities for a course in classroom management. They also travelled within the region – spending time in Fort McPherson, Tuktoyaktuk, and Ulukhaktok - learning and sharing on the land with local elders.

Teacher Education Program Access

Students in TEP Access this year were clearly focused on gaining entry into the TEP program for the upcoming year. The highlights for the students in this program for 2010/11 were the opportunities to share in the cultural events with the ALCIP students, getting out to the communities for school visits and working hard at improving their academic skills to earn entry into the Teacher Education Program in 2011/12.





School of Health and Human Services

The School of Health and Human Services includes the Bachelor of Science in Nursing, the Nurse Practitioner (Master in Nursing - Primary Health Care Stream), Practical Nurse, Social Work, Community Health Representative, Community Health Worker, and Personal Support Worker programs.

Social Work

Three students who started in the Social Work Diploma program in 2007 graduated in 2010/11 with their Bachelor of Social Work (BSW) degree using transfer credits and support from our partner institutions, University of Regina and Yukon College. The Social Work program also partnered with Finnmark University College (Norway) to host two visiting Indigenous social work professors in the classroom and a pan-territorial Social Work conference. In addition, Social Work students spent one week at Culture Camp living and working with elders on the land, and this was rated as a highly positive and transformational learning experience by the students.

Bachelor of Science in Nursing

The third and fourth year students in the Bachelor of Science in Nursing program were involved in a number of innovative community projects in 2010/11 that focused on health promotion, community empowerment and leadership. One student worked with a local school on curriculum development of a grade 4/5 health course, while others worked with the Yellowknife Health and Social Services Authority to assess services required by the homeless population and the Stanton Territorial Hospital to develop a prenatal program and to revise various policies and procedures related to nursing care. Students also practised in a variety of settings over the past year; while most practice placements occurred in Yellowknife,

students also travelled to other northern communities such as Aklavik, Sachs Harbour, Inuvik, Fort Simpson, Fort Smith and Hay River. The program included a variety of innovative assignments and teaching and evaluation strategies that have been presented at Western Canadian nursing conferences.

Master of Nursing, Nurse Practitioner Primary Health Care Stream

Four students graduated with a Masters Degree in Nursing -Primary Health Care Nurse Practitioner (MN-NP) in the spring of 2011. The Dean of the School of Nursing at Dalhousie University, Dr. Pat Sullivan, attended and spoke to the graduates' accomplishments and of the benefits of the partnership that Aurora College has established with Dalhousie. The students were also able to attend convocation at Dalhousie University in Halifax and were warmly welcomed. All four subsequently passed their Canadian Nurses Association national exam for Nurse Practitioners.

Dalhousie University is piloting an electronic clinical log which will allow the students to enter information by checking menu items. This summer Nancy Edgecombe, a Dalhousie University professor, and Karen Graham, Senior Instructor, Nurse Practitioner Program, have adapted the log to Nurse Practitioner and Canadian use. The electronic log will enable an easier way of tracking the quantity and quality of the students' clinical experience (patient demographics, health issues, and treatment recommended). Students can access the log from a variety of handheld personal electronic devices.

Trades, Apprenticeship and Industrial Training

The School of Trades, Apprenticeship and Industrial Training includes all the following apprenticeship trades positions (Electrician, Heavy Equipment Technician, Plumber, Carpenter, and Oil Heat Systems Technician) that are delivered by Aurora College. It also offers Heavy Equipment Operator Training, Underground Miner Training, Camp Cook, Kitchen Helper, Building Trades Helper, Observer/Communicator Training, Introductory Trades programs and a variety of specialized programs that are delivered for industry, as and when required.

Thebacha Campus

In 2010/11, 75 apprentices conducted their technical training at Aurora College for the following apprenticeship trades positions: Electrician, Heavy Equipment Technician, Plumber-Gasfitter, Carpenter, and Oil Heat Systems Technician. Aurora College ran a 12-week pilot Pre-Apprenticeship Heavy Equipment Technician program. 2010/11 also saw the delivery of the Community Based Heavy Equipment Operator (HEO) program in three NWT communities. As well, the campus-based Heavy Equipment Operator program trained 30 HEO students. The Observer/Communicator Training Program had another successful year, delivering two sessions of training. In 2010/11 Aurora College ran two Camp Cook programs which prepared students for industry as basic cooks. Several students who took the program found jobs shortly after the course ended. Once again, Aurora College hosted both the Trades Awareness Introductory and Intensive programs. Each session ran for one week in duration, and each program had over 30 students attending.

Yellowknife/North Slave Campus

In partnership with the NWT Mine Training Society (MTS) and the three diamond mines (BHP Billiton, Rio Tinto and De Beers Canada) the Yellowknife/North Slave Campus provided two Underground Miner Training Programs in 2010/11. Each student was placed with one of the three diamond mines to complete their practical hands-on training (six, 2-week rotations). In addition, during February and March the Introduction to Underground Mining Program was delivered in Lutsel K'e, N'dilo-Dettah, Behchoko, Hay River and Norman Wells.

In the early summer of 2010/11 the Yellowknife/North Slave campus offered 777 Caterpillar Haul Truck training in: Kugluktuk, Lutsel K'e, Behchoko, Dettah/N'dilo-Yellowknife, Wekweti, Gameti and Wha Ti. This program was delivered in partnership with MTS and BHP Billiton Canada. It was preceded by two weeks of Ready to Work North (RTWN). RTWN helps prepare students for employment in an isolated mine environment. Graduates were targeted for employment at BHP Billiton's EKATI diamond mine.

Aurora Campus

2010/11 was an active year for trades-related programs in the Beaufort Delta and Sahtu regions. The Mobile Trades Training Lab (MTTL) continues to be an excellent asset for program delivery, with the MTTL being used to deliver Introduction to Small Engine Repair in Fort MacPherson, Introduction to Carpentry in Inuvik, and a course in plumbing systems in Inuvik. Other trades-related programs delivered in 2010/11 include Trades Access II, Trades Preparation, and Class 3 Driver Training.



Arts & Science Programs

The following section covers credit programming that does not currently fall under one of the existing Aurora College schools.

Environment and Natural Resources Technology Program (ENTRP)

Graduates of the Environment and Natural Resources Technology Program at Aurora College can continue their studies at the University of Lethbridge. A revised articulation agreement provides for a block transfer to a Bachelor of Science in Environmental Science degree. Students are also eligible to complete a Bachelor of Arts in Environmental Assessment at the University of Saskatchewan after earning their diploma.



Aurora Campus

In March 2011 the Aurora Campus ENRTP students participated in the annual Johnny D. Charlie Memorial Ski-doo Trip from Fort McPherson to Old Crow, Yukon, where they experienced the team work and on-the-land knowledge required to travel this traditional route. The students spent eight days making the 750 km round trip, and learned from Fort McPherson elders the skills and techniques needed for reading the land and land marks, assessing snow conditions and doing weather analysis. In combination with these traditional teachings, students also learned modern navigation methods such as GPS, satellite recognition and remote sensing. "On the spot" equipment trouble shooting and repair were also integral in acquiring student success.

Thebacha Campus

Thebacha Campus field camps continued to be a highlight for ENRTP students. They got to work alongside Department of Environment and Natural Resources technicians and biologists with wildlife at winter camp. The 2011 winter camp was on the upper Taltson River system near the tree-line, approximately 170 miles ENE of Fort Smith. Students also delivered educational programs to primary classes at the public school. Safety training for students was enhanced with the addition of an ice-rescue course. These practical elements of the program better prepare graduates for employment. In fact, 100% of the 2010/11 graduates immediately found employment in the environmental sector.



Business Programs

Business Administration Program

The Aurora College Business Administration Certificate and Diploma programs strive to accommodate the needs of an increasing number of well qualified candidates who are entering our programs.

2010/11 was an exciting time to be studying business, especially in the Northwest Territories. A collaboration agreement with Athabasca University was negotiated, which allows the third and fourth years of two post-diploma degrees to be offered in the NWT through a blend of face-to-face and distance delivery. An articulation agreement is in place with University of Lethbridge which provides for transfer of the Business Administration Diploma to the Bachelor of Management degree. Students are also eligible to complete a Bachelor of Arts in Northern Studies at the University of Saskatchewan after completing a Business Administration Diploma.

Another new development is the integration of video conferencing into our program delivery. This tool is also being used to host department staff meetings when teleconferencing is not workable. We expect that video conferencing will lead to higher rates of course and program completion for students and enhance our faculty's effectiveness in curriculum development and program delivery methods.

Student engagement in their program and area of study is evident. For example, ten students from Yellowknife/North Slave Campus travelled to Montreal to attend a sustainability conference after raising the funds through on and off-campus business activities. In addition, Business Administration students are taking on leadership responsibilities on campus with participation on Student Associations, college committees, and by playing an active role in community events.

Participation in the NWT Youth Symposium held at Thebacha Campus showcased our program to a group of potential students, and we look forward to welcoming them to the Business Administration Program when they are ready.

Office Administration

The Office Administration Program was delivered at Aurora Campus and Thebacha Campus in 2010/11. At Aurora Campus thirteen students began the year and ten graduated with their certificate. At Thebacha Campus in Fort Smith nine students began the year and seven graduated with their certificate. For 2011/12 Aurora Campus will offer year two of the Office Administration Diploma Program, and Thebacha Campus will continue to offer the one-year certificate program.

Developmental Studies and Community Programs

Developmental Studies

Each year Aurora College delivers academic upgrading, access and community programs at three campuses and 23 community learning centres throughout the NWT. Aurora College works with local educators and/or itinerant instructors to provide adult upgrading or other skills-based programs.

Aurora Campus

In 2010/11 the Inuvik Learning Centre offered a full slate of developmental studies courses including Teacher Education Program Access, Nursing and Social Work Access, and Adult Literacy and Basic Education. Fall staff and student orientations were highlighted as key and crucial components to the successful year. Inuvik had a high number of students successfully completing departmental examinations for 30 level courses including English, Biology and Math. The Inuvik Caribou Outreach program opened a store front location and delivered English 120, Math 110 and 120, English-as-a-Second-Language, computers for seniors and one-on-one tutoring. Aurora Campus also offered the Trades Access II program.

Thebacha Campus

In 2010/11 Thebacha Campus in Fort Smith covered a full range of academic courses including Literacy Outreach, Developmental Studies, Nursing Access, Teacher Education Program Access, Business Administration Access, Environmental and Natural Resources Technology Access and Trades Access. This past year saw a substantial rise in student numbers with the bulk of increase noted in the number of adult upgrading and Access students taking the higher-level Adult Literacy and Basic Education and Access courses.

Yellowknife Campus

Developmental studies courses at Yellowknife Campus included Business Administration Access, Nursing Access, Teacher Education Program Access, Social Work Access, Adult Literacy and Basic Education courses, literacy outreach and outreach programs. Outreach programs are run at alternative locations in Yellowknife such as the Healthy Family Centre, Aven Manor, Salvation Army and Baily House. English-as-a-Second-Language instruction for newcomers to Canada also ran at Yellowknife Campus. Evening classes were also offered for English Language Arts 30-1, Biology 30, Chemistry 30, Math 30-1, and Social Studies 30-2. One of the Biology 30 students achieved 100% on the June 2011 NWT/Alberta departmental exam.

Community Programs

Beaufort-Delta and Sahtu Regions

A new community learning centre is under construction in Tsiigehtchic, and the opening will occur in the fall of 2011. In Aklavik and Ulukhaktok two very successful Skills for Employment projects ran from September 2010 to March 2011. Ulukhaktok also ran an Older Workers Handicraft Project. Colville Lake ran Elders Literacy Project that focused on mapping and the traditional skill of making fishnets out of willow.

North Slave Region

The Monfwi CLC in Behchoko participated with Human Resource and Skills Development Canada in providing work placements for seven students from the Aurora College Building Trades Helper Program. A 12-week Introduction to Computers in the Workplace program was also successfully delivered in partnership with the T'licho Government, T'licho Construction and FC Services. The Wekweeti and Ndilo/Dettah Community Learning Centres focused on upgrading and pre-trades preparation.

Dehcho and South Slave Regions

Student enrolments were up in the community of Hay River and the South Slave region. At the K'atlodeeche CLC (Hay River Reserve) the Adult Educator worked with Education, Culture and Employment and Aboriginal Skills and Employment Training Strategy holders to offer a literacy "boot camp" that ran prior to the beginning of the regular fall academic upgrading. The program focused on life skills and basic reading, and the students who participated in the program fared better throughout the rest of the year.

The Hay River CLC had over 30 students registered throughout the year, many of them taking online high school courses. The Hay River CLC provided tutorial support to these online students, and the class had an 80% completion rate in these distance courses.

Other programs ran in the region as well, including driver training on the Hay River Reserve, Trades Access and Introduction to Underground Mining in Hay River, and extensive safety training in Fort Resolution. Trades Access programs ran in Fort Simpson and Fort Providence. This past summer an Introduction to Carpentry program began in Fort Simpson, and students are working on the construction of a Housing Corporation house.





Student Support Services

Aurora College prides itself on the types and quality of student support provided to students. Some of the many services provided by the Student Services Department are outlined below:

Admissions/Registration

The admissions/registration office at each campus is responsible for administering student admissions, and registrations, 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 below.

Campus Location	Type of Units	Total Number of Units
Aurora Campus	Single	30 Units
	Family	34 Units
Thebacha Campus	Single	52 Units
	Family	86 Units
Yellowknife/ North Slave Campus	Single	16 Units
	Family	46 Units

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.

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

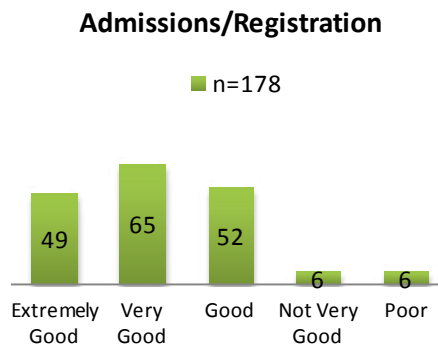
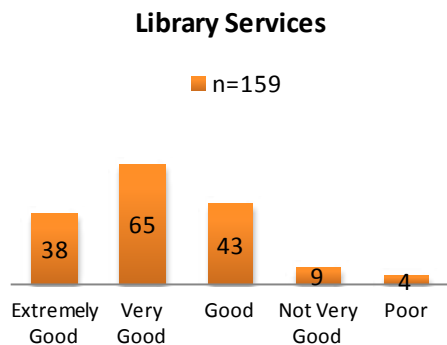
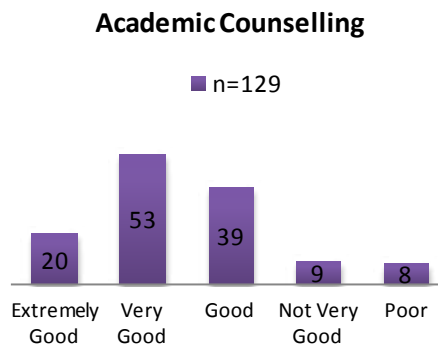
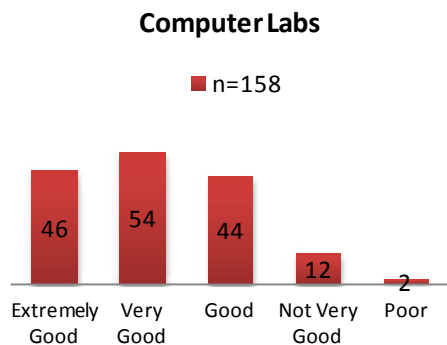
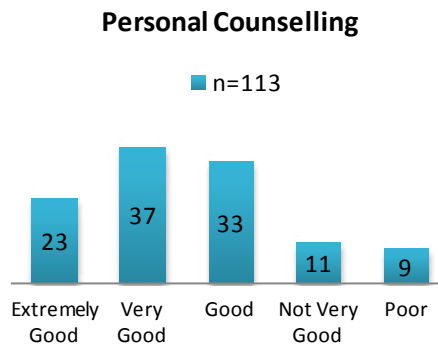
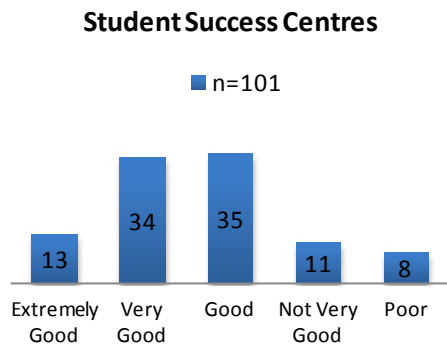
Aurora College has trained counsellors at all three campuses to assist students with personal and other matters. In addition to one-on-one services, the counsellor offers workshops and presentations, assistance in finding on-line community resources, and self-help materials.

Computer Labs

Aurora College students have access to modern, well-equipped computer labs at all three campuses. Most of the 23 Community Learning Centres also have computer labs and/or workstations. In addition, Aurora College students can establish 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.

Students Supports – How do our students rate us?

In an attempt to measure student satisfaction on support services, each year Aurora College conducts surveys of students enrolled in credit programs. The graphs below depict the results from the 2010/2011 Annual Review Surveys in the following areas:



The Aurora Research Institute (ARI)

Aurora Research Institute is the research division of Aurora College and is responsible for licensing, conducting and coordinating research in accordance with the NWT Scientists Act. ARI also promotes communication between researchers and the people of the land in which they work.

The Western Arctic Research Centre Opened in the Spring of 2011

In late April 2011, the Inuvik office of the Aurora Research Institute (ARI) moved to a new home, the Western Arctic Research Centre. The Western Arctic Research Centre is a brand-new facility funded through the Arctic Research Infrastructure Fund, which was administered by Indian and Northern Affairs Canada. The facility replaces the old Inuvik Research Centre, which was in need of an upgrade after 46 years of continuous operation. The new facilities and resources can be viewed at www.nwtresearch.com

The Western Arctic Research Centre was designed to meet the needs of our many users, including Canadian and international researchers, Northwest Territories community groups, and students and staff from the Aurora Campus of Aurora College.

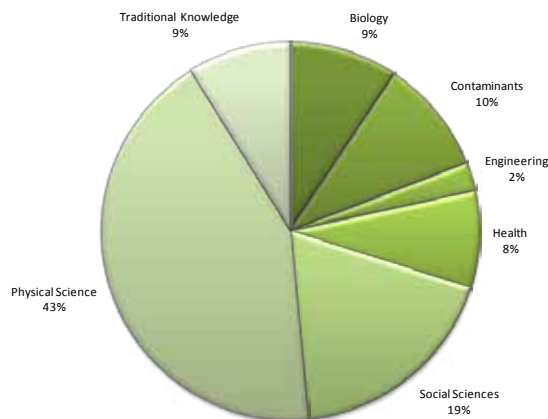
Some features of the new building include three state-of-the-art labs, increased storage space for equipment and samples (including a walk-in refrigerator and walk-in freezer), a classroom, a conference room, and a large flexible office space that can be adapted for either individual or group use. The new facilities will support Aurora College programs by providing additional lab and teaching spaces, as well as providing additional storage and staging areas for field-based courses.

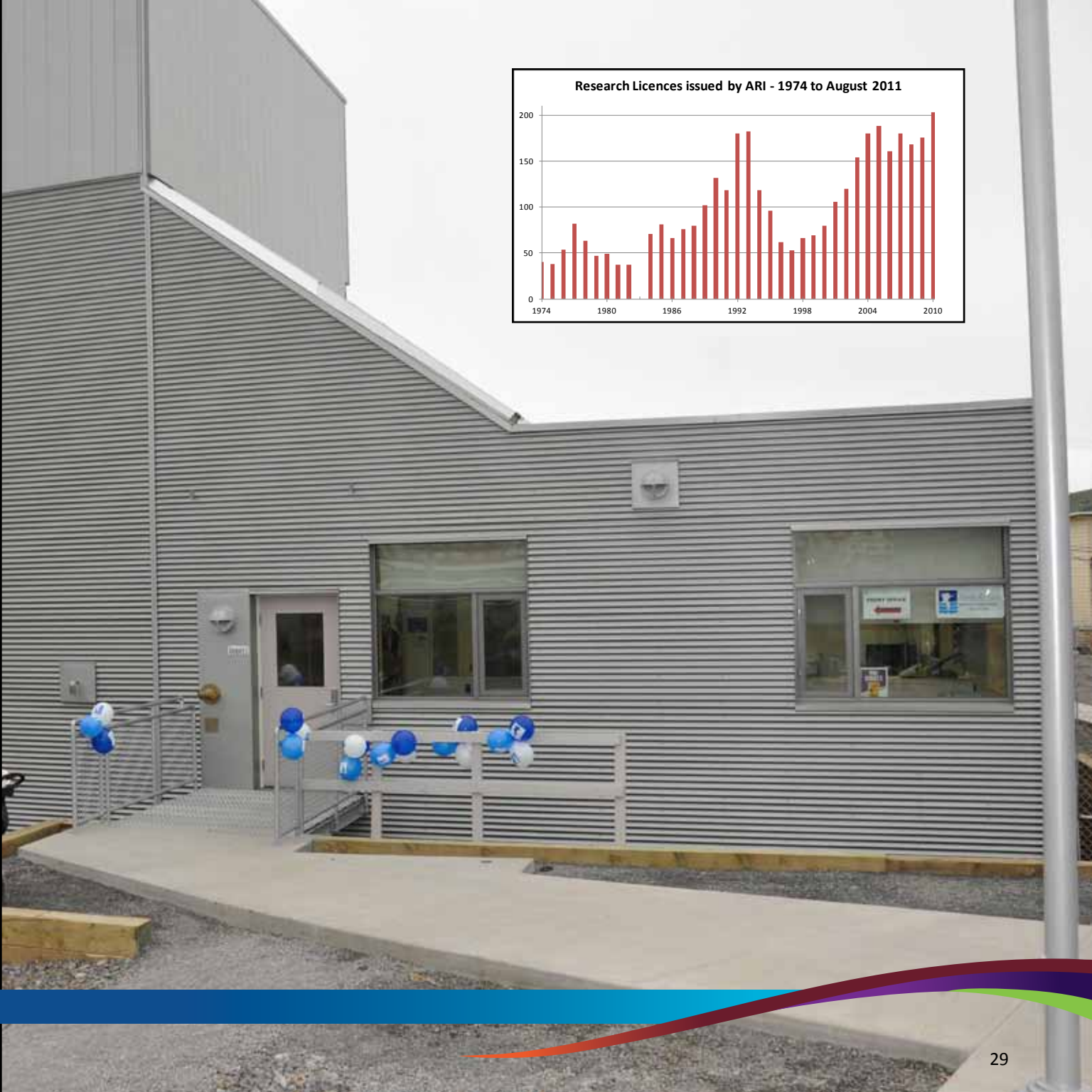
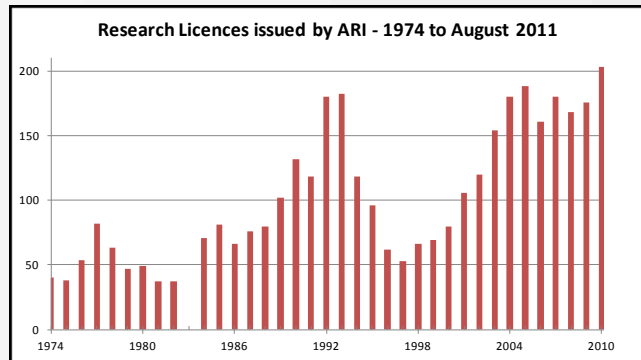
Research Activity in the NWT

In 2010, a total of 203 licences were issued for scientific research programs across the Northwest Territories. This represents the highest level of research activity in one year for the Territory. The regions with the highest levels of research activity continue to be the Inuvialuit Settlement Region and the North Slave. Research topics continue to encompass a broad range of research sciences, with most focused in the physical and social sciences.

The Aurora Research Institute has developed a new website (www.accessnwt.ca) providing researchers with permitting information for all research regulatory agencies within the Northwest Territories, as well as including access to a database of research licensing information for the last thirty-five years. This initiative was supported by the International Polar Year, Canadian Research Licensing Initiative.

**Research Categories 2010
Research Licences issued by ARI**





Enrolments

Enrolments for the 2010/11 Academic Year are shown on the next page. 2009/10 enrolments are also provided for comparative purposes.

All enrolments are converted to Full Time Equivalents (FTEs) to allow for combining full and part time students into one overall count. One full time student is equal to one FTE and full time status is defined as taking at least six (6) courses in a program over an academic year. Part time students are converted to FTEs using a ratio of ten (10) courses to one FTE. Apprenticeship programs are an exception, and for these programs four (4) courses equal one FTE.



As noted in table below, enrolments have decreased by 17% (246.8 FTEs), from 1451.3 FTEs in 2009/10 to 1204.5 FTEs in 2010/11.

While enrolment in most program areas is very close to 2009/10 levels (and in some cases higher), the Trades, Apprenticeship and Industrial Training (TAIT) area and the Career Development area account for almost the entire 246.8 FTE decline. The Trades, Apprenticeship and Industrial Training area is 145.7FTEs lower when compared to 2009/10, and the Career Development areas is 92 FTEs lower, accounting for 237.7 FTEs (or 96%) of the overall decline.

Student Enrolment by Campus

Campus	2011 Full Time Equivalents	2010 Full Time Equivalents
Aurora	390.2	442.9
Thebacha	469.8	534.0
Yellowknife/ North Slave	344.3	474.4
Total College	1204.3	1451.3

Full Time Equivalent Students by Location by Program Division

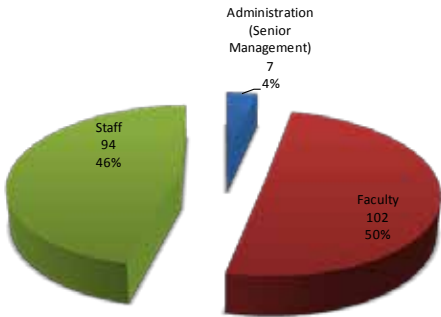
Division	Aurora	Thebacha	Yellowknife/ North Slave	2011 Totals	2010 Totals
Developmental Studies	136.7	132.1	72.8	347.2	376.1
Trades, Apprenticeship & Industrial Training	41.8	212.2	26.1	280.1	425.8
School of Education	18.5	34.4	6.5	59.4	55.1
School of Health and Human Services	7.2	0.0	140.8	148.0	152.7
Business & Leadership	36.5	28.5	42.8	107.8	97.1
Arts and Science Programs	14.5	15.6	1.1	31.2	28.5
Career Development	115.4	42.3	54.4	212.1	304.1
Personal Development	18.7	0.0	0.0	18.7	11.9
Total	390.2	469.8	344.5	1,204.5	1,451.3

(Source: Manager of Student Records - Students/Records System)

Supplementary Information

Employees

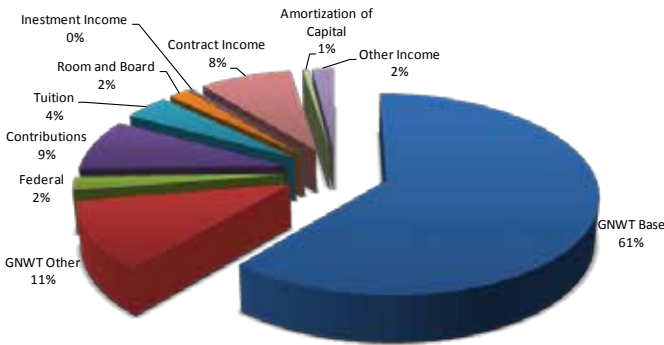
The following chart provides a breakdown of Aurora College fulltime employees by category.



**2010/11 Full-Time Employees
at June 30, 2011
(Source: Corporate Human Services)**

Revenue

The following chart provides a breakdown of Aurora College revenue by source.



2010/11 Revenue By Source

Financial Statements for the year ending June 30, 2011

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Statement of Cash Flows	38

AURORA COLLEGE

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL STATEMENTS

The financial statements of the Aurora College (the "College") and all information in this annual report are the responsibility of the College's management and have been reviewed and approved by the Board of Governors. The financial statements have been prepared in accordance with Canadian generally accepted accounting principles 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, assets are safeguarded, and proper records are maintained. These controls and practices ensure the orderly conduct of business, the timely preparation of reliable financial information and adherence to the College's policies and statutory requirements.

The Board of Governors is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control and exercises this responsibility through the Finance Committee of the Board, which is composed of a majority of Members who are not employees of the College. The Finance Committee meets regularly with management and the external auditor has full and free access to the Finance Committee.

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.



Sarah Wright Cardinal
President

Aranka Raffai
Director of Finance/Chief Financial Officer

Fort Smith, Canada
October 18, 2011



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 balance sheet as at 30 June 2011, and the statement of operations, comprehensive income and retained earnings and statement of cash flows 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 generally accepted accounting principles, 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 2011, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Report on Other Legal and Regulatory Requirements

As required by the *Financial Administration Act* of the Northwest Territories, I report that, in my opinion, Canadian generally accepted accounting principles have been applied on a basis consistent with that of the preceding year.

Further, in my opinion, proper books of account have been kept by 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 Part IX of the *Financial Administration Act* of the Northwest Territories and regulations, the *Aurora College Act* and regulations and the by-laws of Aurora College.

Terrance DeJong, CA
Assistant Auditor General
for the Interim Auditor General of Canada

18 October 2011
Edmonton, Canada

AURORA COLLEGE


BALANCE SHEET as at June 30, 2011 (in thousands)

	<u>2011</u>	<u>2010</u>
<u>ASSETS</u>		
Current assets		
Cash (Note 4)	\$ 6,997	\$ 5,873
Net accounts receivable (Note 5)	4,028	2,091
Prepaid expenses and deposits	<u>322</u>	<u>400</u>
	11,347	8,364
Property and equipment (Note 6)	<u>6,871</u>	<u>7,307</u>
	<u>\$18,218</u>	<u>\$15,671</u>
<u>LIABILITIES</u>		
Current liabilities		
Accounts payable and accrued liabilities	\$ 840	\$ 1,130
Employees leave payable	1,707	1,643
Deferred project income	2,766	568
Due to the Government of the Northwest Territories	<u>1,134</u>	<u>843</u>
	6,447	4,184
Employee future benefits (Note 7)	1,711	1,811
Professional development fund (Note 8)	1,593	1,299
Deferred capital contributions (Note 9)	<u>5,164</u>	<u>5,338</u>
	14,915	12,632
<u>EQUITY</u>		
Retained earnings (Note 10)	<u>3,303</u>	<u>3,039</u>
	<u>\$18,218</u>	<u>\$15,671</u>

Contingent liabilities and commitments (Notes 15 and 16)

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

Approved by the Board:


John McKee
Chairperson of the Board


Lindsay Ann Cooke
Chairperson of the Finance Committee

AURORA COLLEGE

STATEMENT OF OPERATIONS, COMPREHENSIVE INCOME AND RETAINED EARNINGS

for the year ended June 30, 2011

(in thousands)

	<u>2011</u>	<u>2010</u>
<u>REVENUES</u>		
Project income		
Territorial government	\$ 3,867	\$ 4,482
Other third parties	3,809	3,520
Federal government	1,032	1,357
Tuition fees	1,895	2,074
Other	895	1,125
Room and board	851	801
Amortization of non-government capital contributions (Note 9)	251	675
Interest income	<u>95</u>	<u>33</u>
	<u>12,695</u>	<u>14,067</u>
<u>EXPENSES</u>		
Compensation and benefits	27,018	25,901
Building leases	5,258	5,312
Materials and supplies	2,250	2,417
Utilities	2,003	2,023
Contract services	1,987	1,737
Repairs and maintenance	1,628	1,526
Fees and payments	1,281	1,540
Travel and accommodation	1,365	1,380
Professional services	1,181	1,221
Amortization of property and equipment	917	1,218
Communication, postage and freight	<u>760</u>	<u>849</u>
	<u>45,648</u>	<u>45,124</u>
Net loss and comprehensive loss before government contributions	<u>(32,953)</u>	<u>(31,057)</u>
Government contributions (Note 11)	<u>33,237</u>	<u>31,269</u>
Other (loss) or gain	(20)	120
Net income and comprehensive income after government contributions	<u>264</u>	<u>332</u>
Retained earnings at beginning of year	<u>3,039</u>	<u>2,707</u>
Retained earnings at end of year	<u>\$ 3,303</u>	<u>\$ 3,039</u>

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

AURORA COLLEGE

STATEMENT OF CASH FLOWS
for the year ended June 30, 2011
(in thousands)

	<u>2011</u>	<u>2010</u>
Cash flows from operating activities		
Cash receipts from students and projects	\$ 14,930	\$ 13,993
Cash receipts from government contributions	25,805	28,650
Cash paid to suppliers and employees	(39,753)	(42,405)
Interest received	<u>95</u>	<u>33</u>
Net cash provided by operating activities	<u>1,077</u>	<u>271</u>
Cash flows from investing activities		
Acquisition of property and equipment	436	(1,279)
Proceeds from disposal of equipment	<u>(936)</u>	<u>142</u>
Net cash used in investing activities	<u>(500)</u>	<u>(1,137)</u>
Cash flows from financing activities		
Capital contributions received	<u>547</u>	<u>987</u>
Net increase in cash	1,124	121
Cash at beginning of year	<u>5,873</u>	<u>5,752</u>
Cash at end of year	<u>\$ 6,997</u>	<u>\$ 5,873</u>

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

Aurora College
Notes to the Financial Statements
June 30, 2011

1. AUTHORITY AND MANDATE

Aurora College (the "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 also 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 for the facilitation and preparation of research activity in the NWT.

2. FUTURE ACCOUNTING CHANGES

The Public Sector Accounting Board (PSAB) establishes generally accepted accounting standards (GAAP) for governments and government organizations.

The College was formerly classified as a government business-type organization (GBTO) under the Public Sector Accounting (PSA) Handbook and thus was required to adhere to the accounting standards in the CICA Handbook - Accounting Handbook for profit-oriented enterprises in preparing its financial statements.

The Accounting Standards Board (AcSB) has decided to adopt International Financial Reporting Standards (IFRS) for publicly accountable profit-oriented enterprises with an effective date of January 1, 2011. In addition, in December 2009, PSAB issued an amendment to the Introduction to PSA Handbook that eliminated the GBTO category resulting in the need to reclassify these organizations as either government not-for-profit organizations (GNPOs) or other government organizations (OGOs).

OGOs would generally base their financial reporting on the PSA Handbook. However, in certain cases, IFRSs may be a more appropriate basis of accounting. The adoption of IFRSs or the PSA Handbook is effective for fiscal years beginning on or after January 1, 2011.

PSAB has also approved an amendment to the Introduction to Public Sector Accounting Standards directing all government not-for-profit organizations to follow the PSA

Aurora College
Notes to the Financial Statements
June 30, 2011

2. FUTURE ACCOUNTING CHANGES (continued)

Handbook for fiscal years beginning on or after 1 January 2012 (early adoption is permitted).

The College is currently reassessing its classification for financial reporting purposes, its applicable primary source of generally accepted accounting standards, and will implement a plan for transition in cooperation with the Government of the Northwest Territories.

3. SIGNIFICANT ACCOUNTING POLICIES

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

a) Measurement uncertainty

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

b) Financial instruments

The College's financial instruments include accounts receivable, accounts payable and accrued liabilities and due to the Government of the Northwest Territories. The financial instruments are initially recognized at fair value and are subsequently accounted based on their classification as described below.

Accounts receivable are classified as loans and receivables and are accounted for at amortized cost using the effective interest rate method.

Accounts payable and accrued liabilities and the due to Government of the Northwest Territories are classified as other financial liabilities and accounted for at amortized cost using the effective interest rate method.

Aurora College
Notes to the Financial Statements
June 30, 2011

3. SIGNIFICANT ACCOUNTING POLICIES (continued)

c) Property and equipment

Property and equipment transferred to the College when it was established were recorded at their estimated fair market value. Subsequent acquisitions are recorded at cost. Property and equipment 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 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 Public Service Pension Plan.

ii) Employee severance and removal benefits

Employees are entitled to severance benefits and reimbursement of removal costs, as provided under labour contracts and conditions of employment, based upon years of service. The benefits are paid upon resignation, retirement or death of an employee. The cost of these benefits is accrued as employees render the services necessary to earn them. Termination benefits are also recorded when employees are identified for lay-off. The cost of the benefits has been determined based on management's best estimates using the expected compensation level and employee leave credits.

Aurora College
Notes to the Financial Statements
June 30, 2011

3. SIGNIFICANT ACCOUNTING POLICIES (continued)

e) Government contributions and deferred capital contributions

Under a contribution agreement with the Government of the Northwest Territories (the "Government") dated January 25, 1995 the College receives contributions for its operations and capital requirements for the administration and delivery of its adult and post-secondary education programs. Under the terms of this agreement, the College is allowed to retain all surpluses and is responsible for all deficits.

Contributions from the Government are the amounts set out in the Government's Main Estimates, as adjusted by supplementary appropriations, and represent the majority of the funding for the College to cover its expenses. Contributions received for operating expenses are recognized as revenue in the College academic year which they relate to (i.e. when the related services are provided). Contributions received for the acquisition of depreciable capital assets are deferred and amortized on the same basis and in the same periods as the underlying depreciable capital assets are amortized.

f) Government contributions – services received without charge

The Government provides certain services without charge to the College. The estimated value of 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) Project income and deferred project income

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

h) Contract services

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

Aurora College
Notes to the Financial Statements
June 30, 2011

3. SIGNIFICANT ACCOUNTING POLICIES (continued)

i) 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.

4. CASH

The College's cash balances are pooled with the Government's surplus cash and are invested in a diversified portfolio of high-grade short term income producing assets. The cash can be withdrawn from the bank accounts at any time and is not restricted by maturity dates on investments made by the Government. The Department of Finance approves the eligible classes of securities, categories of issuers, limits and terms. All instruments, depending on their investment class, are rated R-2 High or better by the Dominion Bond Rating Service Ltd. The College's average annual investment yield for the year ended June 30, 2011 was 1.03 % (2010-0.38%).

5. NET ACCOUNTS RECEIVABLE

	<u>2011</u>		<u>2010</u>	
	(in thousands)			
	<u>Accounts Receivable</u>	<u>Allowance</u>	<u>Net</u>	<u>Net</u>
Project income				
Government	\$ 2,719	\$ 45	\$ 2,674	\$ 376
Other	1,356	95	1,261	1,634
Students	253	164	89	79
Advances	<u>4</u>	<u>-</u>	<u>4</u>	<u>2</u>
	<u>\$ 4,332</u>	<u>\$ 304</u>	<u>\$ 4,028</u>	<u>\$ 2,091</u>

Aurora College
Notes to the Financial Statements
June 30, 2011

6. PROPERTY AND EQUIPMENT

	<u>2011</u>		<u>2010</u>	
	(in thousands)			
	<u>Cost</u>	<u>Accumulated Amortization</u>	<u>Net Book Value</u>	<u>Net Book Value</u>
Mobile equipment	\$ 5,096	\$ 1,929	\$ 3,167	\$ 3,350
Building additions and renovations	1,991	1,344	647	746
Furniture and equipment	6,556	3,976	2,580	2,840
Leasehold improvements	<u>1,993</u>	<u>1,516</u>	<u>477</u>	<u>371</u>
	<u>\$15,636</u>	<u>\$ 8,765</u>	<u>\$ 6,871</u>	<u>\$ 7,307</u>

7. EMPLOYEE FUTURE BENEFITS

i) Pension benefits

The College and all eligible employees contribute to the Public Service Pension Plan. This pension plan provides benefits based on years of service and average earnings at retirement. The benefits are fully indexed to the increase in the Consumer Price Index.

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

	<u>2011</u>	<u>2010</u>
	(in thousands)	
College's contributions	\$ 2,576	\$ 2,307
Employees' contributions	<u>1,250</u>	<u>1,132</u>
	<u>\$ 3,826</u>	<u>\$ 3,439</u>

On January 1, 2011 the yearly maximum pension earnings for Canada Pension Plan (CPP) purposes increased to \$ 48,300 from \$ 47,200 in 2010. Employees' contributions are calculated at a rate of 5.8% (2010 – 5.5%) for amounts up to the yearly maximum CPP earnings stated above and at a rate of 8.4% (2010 – 8.4%) for amounts above the yearly maximum CPP earnings. The College's contributions are calculated at an amount of 1.86 (2010 – 1.94) times the amount of employees' contributions.

Aurora College
Notes to the Financial Statements
June 30, 2011

7. EMPLOYEE FUTURE BENEFITS (continued)

ii) Severance and removal benefits

The College provides severance benefits to its employees based on years of service and final salary. The College also provides removal assistance to eligible employees, as provided under labour contracts. This benefit plan is not pre-funded and thus has no assets, resulting in a plan deficit equal to the accrued benefit obligation. Future benefits will be paid out of future appropriations.

Information about the plan, measured as at the balance sheet date, is as follows:

	<u>2011</u>	<u>2010</u>
	(in thousands)	
Accrued benefit obligation, beginning of year	\$ 1,811	\$ 1,772
Cost for the year	40	98
Benefits paid during the year	<u>(140)</u>	<u>(59)</u>
Accrued benefit obligation, end of year	<u>\$ 1,711</u>	<u>\$ 1,811</u>

8. PROFESSIONAL DEVELOPMENT FUND

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

Information about the fund is as follows:

	<u>2011</u>	<u>2010</u>
	(in thousands)	
Professional development fund, beginning of year	\$ 1,299	\$ 1,243
Contributions	430	389
Recovery of funds	67	19
Professional development paid during the year	<u>(203)</u>	<u>(352)</u>
Professional development fund, end of year	<u>\$ 1,593</u>	<u>\$ 1,299</u>

Aurora College
Notes to the Financial Statements
June 30, 2011

9. DEFERRED CAPITAL CONTRIBUTIONS

Deferred capital contributions relate to funding received from the Government and third parties for the acquisition of depreciable capital assets

	<u>2011</u>	<u>2010</u>
	(in thousands)	
Opening balances	\$5,338	\$5,342
Restricted contributions received	548	987
Amounts amortized to revenue	(722)	(991)
Closing balances	<u><u>\$ 5,164</u></u>	<u><u>\$ 5,338</u></u>

The amortization of deferred capital contribution is segregated into two components – Amortization of third party deferred capital contributions of \$251,000 (2010 - \$675,000) and amortization of Government deferred capital contributions of \$471,000 (2010 - \$316,000) (Note 11).

Aurora College
Notes to the Financial Statements
June 30, 2011

10. RETAINED EARNINGS

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

	(in thousands)				
Appropriated retained Earnings	Balance, opening July 1, 2010	Net results of operations	Appropriated	Used in operations	Balance, ending June 30, 2011
a) Mallik research reserve	\$ 100	\$ -	\$ -	\$ -	\$ 100
b) Northern strategic research reserve	409	-	72	-	481
c) Program delivery	300	-	-	-	300
d) Research & development	126	-	18	(16)	128
e) HEO replacement & maintenance	179	-	-	(39)	140
f) Restricted donations	40	-		(5)	35
Appropriated retained earnings	1,154	-	90	(60)	1,184
Unappropriated retained earnings	1,885	264	(90)	60	2,119
Total retained earnings	\$ 3,039	\$ 264	\$ -	\$ -	\$ 3,303

Aurora College
Notes to the Financial Statements
June 30, 2011

10. RETAINED EARNINGS (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.

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 Board of Governors.

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) HEO (Heavy Equipment Operator) replacement & maintenance

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

Aurora College
Notes to the Financial Statements
June 30, 2011

10. RETAINED EARNINGS (continued)

f) 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.

11. GOVERNMENT CONTRIBUTIONS

	<u>2011</u>	<u>2010</u>
	(in thousands)	
Operating contributions	\$28,125	\$28,724
Amortization of deferred capital contributions (Note 9)	471	316
Services received without charge (Note 12)	<u>4,641</u>	<u>2,229</u>
	<u><u>\$33,237</u></u>	<u><u>\$31,269</u></u>

12. 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.

Accounts Receivable and Accounts Payable

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.

	<u>2011</u>	<u>2010</u>
	(in thousands)	
Accounts receivable (Note 5)	\$ 2,719	\$ 398
Amounts due to the Government	\$ 1,134	\$ 843

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12. RELATED PARTIES (continued)

Expenses

Under the terms of administrative agreements, the Government charges for certain support services provided to the College. The College reimbursed the Government \$753,880 (2010 - \$1,559,784) for facility operating and utility costs, employee benefits and other expenses recorded in these statements.

Services received without charge

During the year the College received without charge from the Government services including utilities \$1,874,000 and repairs and maintenance \$927,000. In 2010 these expenditures were paid by the College from its base budget but the base budget covering these expenditures was transferred from Aurora College to Public Works and Services.

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 \$280,000 (2010 - \$145,000) based on the 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 \$1,357,000 (2010 - \$1,738,000) 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 amounted to \$203,000 (2010 - \$ 346,000).

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12. RELATED PARTIES (continued)

These services without charge have been recognized as a government contribution – services received without charge (Note 11) and included in the following expenses:

	<u>2011</u>	<u>2010</u>
	(in thousands)	
Contract services	\$ 280	\$ 145
Repairs and maintenance	927	-
Building utilities	1,874	-
Building leases	1,357	1,738
Medical travel	<u>203</u>	<u>346</u>
	<u>\$4,641</u>	<u>\$2,229</u>

13. FINANCIAL INSTRUMENTS

The College's financial instruments are exposed to the following risk: credit risk and liquidity risk. The College's financial instruments are not exposed to any significant market risks due to fluctuations in interest rates or foreign exchange rates. The College is also not party to any financial derivatives.

Credit risk

Credit risk is the risk of financial loss to the College if a party to a financial instrument fails to meet its obligations.

The carrying amount of cash and accounts receivable represents the maximum credit exposure to the College.

	<u>2011</u>	<u>2010</u>
	(in thousands)	
Cash	\$ 6,997	\$ 5,873
Accounts receivables	<u>4,028</u>	<u>2,091</u>
Total	<u>\$11,025</u>	<u>\$ 7,964</u>

The credit risk associated with these financial instruments is considered to be minimal due to the nature of these instruments and the fact that the majority of the accounts receivable are due from federal, territorial and municipal governments.

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13. FINANCIAL INSTRUMENTS (continued)

The credit risk associated with student's accounts receivable is also minimized by the College's policy which does not allow a student to return to the College if he or she has not paid or made arrangement to pay the outstanding balance. In addition, outstanding balances receivable from students can be recovered from the Canada Revenue Agency when such a student files their personal taxes.

The College maintains allowances for potential credit losses, and any such losses to date have been within management's expectations. Government and other projects accounts receivable are determined to be doubtful based on actual knowledge of collectability of specific accounts receivable. Students accounts receivable are determined to be doubtful based on historical information and economic conditions.

The following table presents an analysis of the age of customer accounts receivable:

	<u>2011</u>	<u>2010</u>
	(in thousands)	
Current	\$ 3,181	\$ 1,356
30 – 60 days past billing date	127	79
61 – 90 days past billing date	34	130
Over 90 days past billing date	<u>990</u>	<u>772</u>
Total	\$ 4,332	\$ 2,337
Less: Allowance for doubtful accounts	<u>304</u>	<u>246</u>
	<u><u>\$ 4,028</u></u>	<u><u>\$ 2,091</u></u>

Liquidity risk

Liquidity risk is the risk that the College will not be able to meet its obligations as they fall due. The College continually monitors its financial position to ensure that it has sufficient liquidity to discharge its obligations when due. The financial liabilities of the College include accounts payable and accrued liabilities and employee leave payable which have a contractual maturity of less than 1 year.

Fair values

The fair value of accounts receivable, accounts payable and accrued liabilities and employee leave payable approximate their carrying values due to the short-term nature of these instruments.

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14. CAPITAL MANAGEMENT

The College's capital is its Retained Earnings.

The College is subject to the financial management and accountability provisions of the *Financial Administration Act* of the Northwest Territories which imposes restrictions in relation to borrowings and the acquisition of investments. During the period ended June 30, 2011, the College has complied with these restrictions.

The College's objective of capital management is to fund its operations and capital asset additions. The College manages its equity as a by-product of managing its revenues, expenses, assets and liabilities as required.

The College's financial objectives as stated above have remained substantially unchanged over the last two years.

15. 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.

16. 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:

	(in thousands)
2012	\$ 4,159
2013	1,520
2014	1,234
2015	1,085
2016	1,077
thereafter	<u>3,547</u>
	<u><u>\$ 12,622</u></u>

