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MARITIME PROVINCES HIGHER EDUCATION COMMISSION

**ANNUAL REPORT 2001-2002**

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*“Education is a lifelong learning process ... the future of our society depends on informed and educated citizens who, while fulfilling their own goals of personal and professional development, contribute to the social, economic and cultural development of their community and the country as a whole.”*

*(1993 Joint declaration of Ministers of Education of Canada.  
CMEC - Public Expectations of Postsecondary Education in  
Canada - A Consultation Document. March 1998.)*

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Additional copies of this Annual Report may be obtained from:

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**For a view of the MPHEC and its activities, please visit its web site at:  
<http://www.mphec.ca>**

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**LETTER OF TRANSMITTAL**

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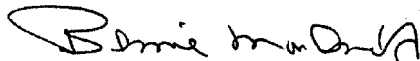
September 30, 2002

The Chair  
Council of Maritime Premiers  
P.O. Box 2044  
Halifax, NS B3J 2Z1

Dear Premier:

We have the honour to submit to the Council of Maritime Premiers the Annual Report of the Maritime Provinces Higher Education Commission. This report covers the period from April 1, 2001 to March 31, 2002.

Yours very truly,



Bernard M. MacDonald  
Chair

Mireille Duguay  
Chief Executive Officer

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## THE COMMISSION

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### SCOPE AND MANDATE

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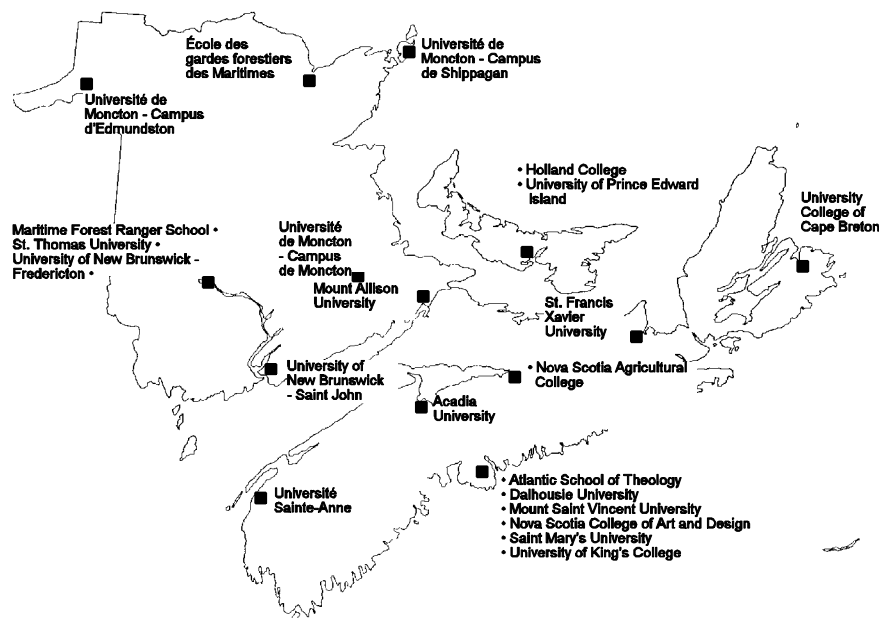
The Maritime Provinces Higher Education Commission (MPHEC) was established in 1974. The MPHEC is an "agency of the Council of Maritime Premiers" that acts as a "regional agency for post-secondary education". In June 1997, the Ministers of Education in New Brunswick, Nova Scotia and Prince Edward Island agreed, after extensive review, to renew and refocus the Commission's mandate through an "Agreement Respecting the Renewal of Arrangements for Regional Cooperation Concerning Post-Secondary Education". This renewed mandate was ratified by the Council of Maritime Premiers. The Agreement is reproduced in Appendix A of this report.

The Agreement provides a new orientation and framework for the activities of the MPHEC, which continues to function as a regional agency for post-secondary education in the Maritimes. The provinces agreed that the points set out in the Agreement would be in effect until the parallel legislation in each province is amended. The Commission's renewed mandate is to undertake measures intended to: ensure the quality of academic programmes and teaching at

the post-secondary institutions within its scope; collect, maintain and disseminate information about post-secondary education in the Maritimes; stimulate cooperative action among institutions and governments to enhance efficiency and effectiveness; and administer regional programmes within the Maritimes as well as interprovincial agreements to provide additional educational opportunities for Maritime students. In carrying out its functions, the Commission will focus primarily on university education and will give first consideration to improving and maintaining the best possible service to students as life-long learners.

There are eighteen post-secondary institutions within the scope of the Commission, four of which are multi-campus<sup>(1)</sup> institutions. They include all publicly funded institutions offering university degree programmes in the region and two specialized applied arts and technology<sup>(2)</sup> post-secondary institutions.

### Post-secondary Education Institutions in the Maritime Provinces within the Scope of the MPHEC



## New Brunswick

Maritime Forest Ranger School<sup>(1),(2)</sup>  
- Fredericton and Bathurst  
Mount Allison University  
St. Thomas University  
Université de Moncton<sup>(1)</sup>  
- Moncton, Edmundston and Shippagan  
University of New Brunswick<sup>(1)</sup>  
- Fredericton and Saint John

## Nova Scotia

Acadia University  
Atlantic School of Theology  
Dalhousie University  
Mount Saint Vincent University  
Nova Scotia Agricultural College  
Nova Scotia College of Art and Design  
Saint Mary's University  
St. Francis Xavier University  
University College of Cape Breton  
University of King's College  
Université Sainte-Anne

## Prince Edward Island

Holland College<sup>(1),(2)</sup>  
University of Prince Edward Island

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## MPHEC MEMBERS

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The MPHEC is composed of 19 members appointed by the Council of Maritime Premiers.

At least six of the 19 members must be appointed from each of three groups: nominees submitted by a committee consisting of executive heads of universities and representatives of senates or equivalent academic bodies (category a); senior public officials and the executive heads of non-university institutions (category b); and the public at large (category c). At least one member of each group is to be drawn from each of the provinces of New Brunswick, Nova Scotia, and Prince Edward Island.

Commission membership at year end was:

### Category a:

- ? John Crossley, Chair, MPHEC  
Vice-President Academic Support  
University of Prince Edward Island, Charlottetown, PE  
Terms expires: March 31, 2003
- ? Michael Leiter, Vice-President Academic  
Acadia University, Wolfville, NS

Term expires: March 31, 2002

- ? Bernard M. MacDonald, Vice-President Administration  
Nova Scotia Agricultural College, Truro, NS  
Term expires: March 31, 2003
- ? John McLaughlin, Vice-President Academic  
University of New Brunswick, Fredericton, NB  
Term expires: March 31, 2003

- ? Truong Vo-Van, Vice-President Academic  
Université de Moncton, Moncton, NB  
Term expires: March 31, 2002

- ? Judith Woodsworth, Vice-President Academic  
Mount Saint Vincent University, Halifax, NS  
Term expires: March 31, 2004

### Category b:

- ? Susan Clark, Executive Director  
NS Advisory Board on Colleges and Universities  
Halifax, NS  
Term expires: March 31, 2004

- ? Mike Clow, Director, Continuing Education and Training  
Department of Education, Charlottetown, PE  
Term expires: March 31, 2002

- ? Roger Doucet, Assistant Deputy Minister  
Department of Education, Fredericton, NB  
Term expires: March 31, 2002

- ? Marie T. Mullally, President and CEO  
Nova Scotia Gaming Corporation, Halifax, NS  
Term expires: March 31, 2004

- ? Debbie Pineau, Coordinator  
PSE/Continuing Education and Training  
Department of Education, Charlottetown, PE  
Term expires: March 31, 2002

- ? Alastair Saunders, Executive Director  
Intergovernmental Affairs, Halifax, NS  
Term expires: March 31, 2002

### Category c:

- ? Mark Frison, Mira Gut, NS  
Term expires: March 31, 2002

- ? F. Winfield Hackett, Rothesay, NB  
Term expires: March 31, 2003

- ? Robert Losier, Alderwood, NB  
Term expires: March 31, 2003
- ? Sue Loucks, Charlottetown, PE  
Terms expires: March 31, 2003
- ? Bill MacLeod, Halifax, NS  
Term expires: March 31, 2004

- April 23-24, 2001 - Acadia University
- June 25, 2001 - Université de Moncton
- September 17, 2001 - Teleconference
- November 26, 2001 - University of King's College
- February 4, 2002 - Université de Moncton

At March 31, 2002, there were two vacancies from category c; one from New Brunswick and the other from Nova Scotia.

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### **MPHEC STAFF**

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At year end, staff members and contract workers of the MPHEC were:

Chief Executive Officer . . . . . Mireille Duguay  
 Director, Research and Academic Planning . . . . . vacant  
 Director of Finance . . . . . Susan Verhille-Long  
 Database Administrator . . . . . Mylène Michaud  
 Research Officer . . . . . Catherine Brown  
 Research Officer . . . . . Sharleen Bulmer  
 Research Officer . . . . . Dawn Gordon  
 Finance/Research Officer . . . . . Lisa Barwise  
 Clerk-Accounting and Business Support . . . . . Kevin Bourque  
 Administrative Assistant . . . . . Joanne Neilson  
 Secretary . . . . . Alexandra Gagné  
 Technical Officer . . . . . Scott Stonehouse  
 Technical Officer . . . . . Brian Penney  
 LAN Administrator . . . . . Dragan Lepir

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### **MEETINGS**

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The Commission holds its regular meetings on institutional campuses on a rotating basis. This allows the Commission to visit each institution and meet with its representatives, thereby maintaining an awareness of current issues and activities at each institution.

During 2001-2002, the Commission held five meetings as follows:

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### **ADVISORY COMMITTEES**

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The Commission has several advisory committees, made up of Commission members, government and university officials, and supporting staff who are responsible for advising and assisting the Commission with regard to various activities. During 2001-2002, the advisory committees were as follows:

- ? AAU-MPHEC Academic Advisory Committee
- ? MPHEC Finance Committee
- ? AAU-MPHEC Quality Assurance Monitoring Committee
- ? AAU-MPHEC Advisory Committee on Information and Analysis
- ? Graduate Follow-up Survey Working Group
- ? Comité provincial des sciences de la santé du NB
- ? NB/PEI Educational Computer Network
- ? 2001 Conference Steering Committee

Committee members are listed in Appendix B.

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### **PLANNING INITIATIVES**

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The renewed Agreement calls for the submission of an MPHEC Multi-Year Business Plan. The first plan was submitted in August 1999 to the Ministers and Deputy Ministers responsible for post-secondary education in the Maritimes. Late 2001 was marked by consultations leading to the development of the second Multi-Year Business Plan, 2003-2004 through 2005-2006, being drafted for approval by the Commission in June 2002 and submission to the Minister in August 2002. It is intended to provide stakeholders with an understanding of the Commission's role, focus, and priorities during the next fiscal years.

### MPHEC MISSION

As an Agency of the Council of Maritime Premiers that provides advice to Ministers responsible for Post-Secondary Education in the Maritimes, the Maritime Provinces Higher Education Commission:

**Assists institutions and governments in providing the best possible post-secondary learning environment that reflects the following values:**

- |   |  |   |   |
|---|--|---|---|
| ? | <b>Quality:</b> continuous improvement in the quality of programmes, institutional practices, and teaching | ? | <b>Relevance:</b> effective and responsive interaction among learners, the work force, and the community          |
| ? | <b>Accessibility:</b> programme, delivery, and support services that optimize PSE availability             | ? | <b>Accountability:</b> evidence of value, sustainability, and cost-effectiveness of public and learner investment |
| ? | <b>Mobility:</b> portability of learning and credits throughout the PSE system in the Maritimes            | ? | <b>Scholarship and Research:</b> commitment to the pursuit of knowledge   |



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## 2001-2002 ISSUES AND ACTIVITIES

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### QUALITY ASSURANCE

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The MPHEC's *Policy on Quality Assurance* was initially approved in November 1997, and reviewed in February 1998 and 1999. The policy includes:

- ? the review of academic programmes prior to implementation; and
- ? the monitoring of institutional quality assurance policies and procedures.

These two quality assurance tools work together.

#### Programme Review Process

The programme review process is intended to improve the quality of academic programmes and ultimately to assure potential students, employers, and the public at large that the programmes in which students are enrolled in and from which they graduate meet agreed-upon standards of quality (appropriate programme structure, human and financial resources, adequacy of infrastructure etc.). The objective of the review is to ascertain the suitability of the programme given its objectives, structure, institutional appropriateness, resources, stated student outcomes and relevance. The review also provides a regional context for the programme and ensures that unwarranted duplication is avoided.

The new programme approval process has been operational for a little over three years. As a result of the new process, the time frame for programme review for the vast majority of proposals has decreased on average from three-six months to four-five weeks.

According to the new guidelines, institutions are required to submit proposals for new or modified programmes to the Commission for approval prior to implementation. Upon receipt, the vast majority of programme proposals undergo a cursory review; that is, they are reviewed by staff and granted approval if they meet agreed-upon criteria. All programmes approved after a cursory review are approved with the condition that the institution carry out an assessment of the programme between three to five years after the initial implementation, depending on programme length.

If a proposal does not meet the information requirements, additional clarification and information is sought from the submitting institution or the proposal is forwarded to the AAU-MPHEC Academic Advisory Committee for an in-depth assessment. In the case of new or modified

programmes requesting new or additional funding from public sources, the proposal is reviewed in-depth. The same is true for all new health and health-related programmes. In addition, all health and health-related programmes are forwarded to the Atlantic Advisory Committee on Health Human Resources (AACHHR).

An in-depth assessment may also be triggered if major issues are identified during the cursory review. In this case, the programme proposals are referred to the AAU-MPHEC Academic Advisory Committee for an in-depth assessment. This Committee is responsible for carrying out in-depth assessments of new or modified programmes; advising the Commission on ongoing activities/developments regarding its Quality Assurance Policy; identifying issues that require research and reviewing results of that research; and assisting, if needed, in carrying out projects as assigned by the Commission.

In 2001-2002, the AAU-MPHEC Academic Advisory Committee carried out a review of policies and practices governing the front end of the programme review process, that is, what characterizes proposals warranting formal review, as opposed to those that are accepted by the Commission for "Information and Record." A policy has been developed to facilitate and clarify the programme review process, especially at the staff level. It houses in one document the criteria that determine which programme proposals warrant entry into the formal review process, as well as related guidelines. The Commission approved the policy, for staff use only, at its November 26, 2001 meeting.

As outlined above, the MPHEC's current Quality Assurance Policy states that programmes approved through cursory review must be reviewed by institutions between three to five years after initial implementation and a report filed with the MPHEC no later than one year following the assessment of the programme. At its September 7, 2001 meeting, the Academic Advisory Committee agreed that the work load associated with reviewing the assessments would be too high and that the scope of the process should be limited to new programmes selected on the basis of pre-identified criteria. Rather than ask universities to submit a review for each new or significant programme approved through cursory review, the Committee agreed that a few programmes (2-3) per university would be selected. For each of these programmes, the university will be asked to submit a three-page summary of findings and/or identified issues by the university. This list of programmes will be determined by MPHEC staff through a selection process established by the Academic Advisory Committee. Once a

year, the Academic Advisory Committee will assess the summary reports. The process was approved on November 26, 2001 by the Commission.

The membership of the AAU-MPHEC Academic Advisory Committee is listed in Appendix B.

In 2001-2002, the Commission considered a total of 61 programme proposals. A summary of decisions on the programme proposals considered during the reporting year appears in Table 1. A complete listing of the programmes and related decisions is provided in Appendix C.

**Table 1**  
**Summary of Decisions on Programme Proposals Considered - 2001-2002**

	Approval	Non-approval	Deferred <sup>1</sup>	Pending	Total
New	18	2	10	5	35
Modified	22	-	-	1	23
Terminated	3	-	-	-	3
	43 <sup>2</sup>	2	10	6	61

<sup>1</sup>Deferred means the proposal was deferred by Commission, whereas pending means the AAU-MPHEC Academic Advisory Committee or staff have not yet reached a decision by year end.

<sup>2</sup>Of the 44 approvals, 30 were approved through the cursory review process.

### Monitoring of Institutional Quality Assurance Policies and Procedures

The purpose of this initiative is to ascertain that the procedures used by institutions to assess the quality of existing programmes and other functions, as appropriate, are performing adequately as quality control and quality improvement mechanisms. The monitoring function will be performed once at each institution in a seven-year period.

The AAU-MPHEC Quality Assurance Monitoring Committee is responsible for monitoring the outcomes of institutional quality assessment policies and procedures, within the parameters established by the Commission.

St. Thomas University and Dalhousie University volunteered to be the first two institutions to undergo the process.

St. Thomas completed the self-study of its *Quality Assurance Policy* in October 2001. A site visit occurred on February 19, 2002. The Committee expects to submit its draft report to St. Thomas in the new fiscal year for its response. Dalhousie University has indicated that its self-study will be forthcoming to the Commission by Spring 2002.

In any event, the Committee has decided to submit its evaluation of the pilot phase and make suggestions to

improve or streamline the process by the end of 2002. The schedule for the remaining institutions will be established in conjunction with the remaining institutions and should be finalized by the end of 2002.

The members of the AAU-MPHEC Quality Assurance Monitoring Committee are listed in Appendix B.

### Assessment of the Effectiveness and Benefits of Articulated Programmes in the Maritime University System

The Commission received its first proposal for an articulated programme in 1995. Upon its receipt, the Commission, through its AAU-MPHEC Academic Advisory Committee, defined, in conjunction with external readers and input from its stakeholders, an articulated programme as a substantively new programme articulating components of a post-secondary programme delivered by one institution with components of the programme delivered by another. The general aim of such programmes is to expand the opportunities for graduates to acquire both occupation-specific and general post-secondary education competencies.

The Commission's "Guidelines for the Preparation of Proposals for Articulated Programmes" were published in its *Policy on Quality Assurance* in 1999. At that time, the Commission announced its intent to carry out an assessment of the effectiveness and benefits of articulated programmes once a significant number of approved articulated programmes had graduated their first cohort of students. In June 2001, the Commission agreed to the process established by the AAU-MPHEC Academic Advisory Committee to carry out its assessment of articulated programmes. Over the next several months a number of activities occurred: a schedule was established, procedures were clarified and a questionnaire was developed.

The questionnaire was designed to collect information on four key elements: (1) student success and satisfaction; (2) programme design and administration; (3) programme review and quality assurance; and (4) additional comments - to give universities an opportunity to provide information which they considered relevant but which was not covered in the other sections of the questionnaire. The questionnaire was distributed in November 2001 to all universities on the Commission's schedule delivering articulated programmes with a deadline for response of February 1, 2002. Each university was also given a list of all its approved articulated programme codes to verify programme implementation status.

In accordance with the established time-frame and procedures, early in 2002-2003, MPHEC staff will prepare a summary report of the documentation received from the universities and present it to the AAU-MPHEC Academic

Advisory Committee for discussion. The Academic Advisory Committee will be asked to decide whether it can conclude its assessment of articulated programmes or whether additional steps are required, such as hiring a consultant. The AAU-MPHEC Academic Advisory Committee is expected to file its status report and/or its findings to the Commission in the Fall of 2002.

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## **DATA AND INFORMATION**

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The Commission has long been recognized in the Maritimes and nationally as a credible and stakeholder-neutral source of data and information on post-secondary education. In May 2001, the AAU-MPHEC Advisory Committee on Information and Analysis met for the first time. The role of this Committee is to advise and assist the Commission in ensuring the availability of information and research products and services needed to meet the needs of Commission stakeholders and to support the development of effective post-secondary policies, programmes and initiatives. This role includes the periodical review of the Commission's existing data and information products and services in light of emerging/continuing needs and availability of resources, providing the Commission with priorities for research and other special projects as well as assisting in carrying out projects as appropriate.

### **Development of the Commission's Technical Infrastructure**

#### ***Confidentiality***

The protection of personal information by governments, the private sector and other organizations is an issue of growing importance. Staff prepared a *Standard for Maintaining Data Confidentiality* which was reviewed by the Information and Analysis Committee. This set of guidelines and procedures would be followed both to protect the confidentiality and privacy of individuals and institutions and to allow for appropriate access to information. Furthermore, it would ensure confidence among stakeholders that the MPHEC places great importance on the issue of confidentiality.

The Commission approved in-principle the document "MPHEC Standard for Maintaining Confidentiality" at its September 7, 2001 meeting subject to further consultation with a lawyer and stakeholders to ensure compatibility of the standard with existing provincial and federal legislation and to ensure the feasibility of its application. The Standard is to be implemented in 2002-2003.

#### ***Enhanced Student Information System (ESIS)***

In 2001-2002, the Commission continued to work with Statistics Canada and each of the institutions under its

mandate on the implementation of the Enhanced Student Information System (ESIS) file submissions. Since Spring 2001, ESIS has been in full operation across the Maritimes. With the efforts of the Maritime institutions, the Commission has been able to make improvements in the ESIS submission process. The Commission continues to analyse and audit various policies (calculation of the full-time equivalent (FTE) and weighted full-time equivalent (WFTE), assignment of registration status, calculation of the full-year outputs and undergraduate international students), and examine the programmes that execute these calculations. The Commission has also designed and developed Maritime pre-screener software which complements Statistics Canada's E7 tool used to clean ESIS data. The Maritime pre-screener has been designed to ensure the Maritime elements are standardized, valid, and conform to policy.

Much progress has been achieved over the past year toward the full implementation of the ESIS project. This includes the programming of the regional transfer arrangement (RTA); finalizing the English and French regional programme lists; updating the list of approved majors for each institution; and developing the audit system which is used in the calculation of FTEs, WFTEs and the full year enrolment figures required for the RTA and the New Brunswick funding formula.

The benefits of ESIS are already becoming evident, such as the production of detailed reports on enrolment, FTEs and WFTEs at institutions on the Commission's schedule, as well as in the Commission's ability to respond to *ad hoc* requests at a level of detail not available in the past.

Further work remains to be done on the Commission's information management system. This includes:

- ? to design and develop various tools to allow enhanced accessibility to the stored data;
- ? to design and develop a fully integrated programme for uploading data, updating approved majors, updating the regional programme list, and auditing system, etc.;
- ? to develop further enhancements to data quality such as data constraints, automated logging, etc.;
- ? to continue to work with Maritime institutions to enable the Commission to utilize the ESIS data to provide value-added information products.

#### ***Enrolment***

The MPHEC is a valuable source of enrolment data. Total full-time enrolment in 2000-2001 at the universities within the Commission's jurisdiction was 50,379, an increase of around 2% from 1999-2000. At the undergraduate level, full-time enrolment increased by 2.3% from 1999-2000, while full-time enrolment at the graduate level decreased by

**Table 2**  
**Distribution of Full-time University Enrolment by Discipline Category and by Level -**  
**Maritime Provinces - 2000-2001**

Discipline Category:	Full-time Enrolment			Total
	Bachelor's	Master's	Doctorate	
Agricultural and Biological Sciences	3,331	242	126	3,699
Arts & Science - General	11,032		13	11,045
Commerce and Administration	7,425	620		8,045
Education, Physical Education, Recreation and Leisure	3,980	279	11	4,270
Engineering and Applied Sciences	2,983	263	133	3,379
Fine and Applied Arts	1,389	14		1,403
Health Professions and Occupations	2,886	597	32	3,515
Humanities and Related	3,148	208	81	3,437
Mathematics and Physical Sciences	2,767	307	125	3,199
No applicable/Not reported	1,397	1	6	1,404
Social Sciences and Related	6,488	374	121	6,983
<b>Total</b>	<b>46,826</b>	<b>2,905</b>	<b>648</b>	<b>50,379</b>

0.9%. Table 2 shows the distribution of full-time university enrolment by discipline category and by level of study. The programme areas included in each discipline category are presented in Appendix D.

#### **Research Programme**

In addition to collecting data, the Commission also monitors the data to identify trends that require further analysis.

#### **Graduate Follow-up Survey**

The survey programme of Maritime university graduates, with regard to outcomes and perceptions of their post-secondary education, continues to be a priority for the Commission.

These surveys provide a rich source of information which allow the Commission to compare results among cohorts and with national findings, to monitor trends, and to provide some data analyses by province.

#### *Class of 1996 in 2000*

In 1999-2000, the MPHEC embarked on its first longitudinal survey. The pilot project involved interviewing the Class of 1996 four years after graduation. This survey was released on June 14, 2001.

Ongoing graduate satisfaction, increased employment, higher quality employment, and an increased number of graduates returning to study are some of the main findings of the Graduate Follow-up Report:

- ? Among employed graduates, 89% were employed full-time (30+ hours) at their main job during the reference week (up from 83% in 1997).

- ? 80% of employed graduates were working in a job in 2000 that in some way related to their 1996 graduation studies (up from 70% in 1997).
- ? Since completing their university programme in 1996, 50% returned to study at a university, community college, or private training school to work towards a specific degree, diploma, or certificate other than an apprenticeship programme (up from 35% in 1997).
- ? 18% of 1996 graduates who returned to study after graduating did so in the Education field, 12% returned in Commerce.
- ? Employed graduates earn on average \$3,047 per month or \$36,564 on an annual basis; this is up 35% or \$9,472 from 1997 (\$2,258 per month or \$27,092 annually).
- ? On average, overall debt outstanding for pre-1996 studies from all sources has dropped 39% since 1996. With average borrowing of \$16,187 to finance their pre-1996 studies, graduates owe an average of \$9,860 in 2000, a \$6,327 reduction in the average debt load graduates carry since graduating four years ago.
- ? On average, employed 1996 graduates pay about \$286 per month to cover all their loan payments. This represents 11.3% of their monthly earnings.
- ? 80% of 1996 graduates say the university programme they took was worth their personal investment of time required for classes and studies and 67% of 1996 graduates believe their university education was worth the financial investment required.

#### *Class of 1999 in 2001*

On May 9, 2001, interviews began for the survey of the Class of 1999 two years after graduation. This is the second cohort to be surveyed by the MPHEC. The production of the final report is underway and is expected to be released in 2002-2003.

For a list of Graduate Follow-up Working Group members, see Appendix B.

### ***Trends in Maritime Higher Education***

In April 2001, the Commission approved a new format for the publication of research. The new format is an occasional series, entitled *Trends in Maritime Higher Education*, of focussed analysis, ranging from three to fifteen pages, prepared by MPHEC staff. The audience for this publication is the Commission's stakeholders in general, with a particular focus on institutions, governments, and students.

In March 2002, the first article in the series was released. Titled *Who Stays and Who Leaves: Mobility Patterns of Maritime University Graduates, Class of 1996 in 1997 and 2000*, this article made use of graduate follow-up survey data and explored in-depth the patterns of, and factors involved in, graduate mobility:

#### *Moving to go to school*

- ? 2% of Maritime residents left their home province to enroll in university.
- ? Prince Edward Island residents were the most likely to leave their home province to attend university.
- ? A graduate is about 11% more likely to have moved for school if his or her parents had a high level of education.

#### *Moving after graduation*

- ? In the year following graduation, another 10% left their home province for the first time to live elsewhere; in the three years following the first interview, graduates left their home province at the rate of 4% per year.
- ? Engineering & Applied Science, Math & Physical Sciences, and Information Technology graduates were the top three fields represented among the early leavers (living outside the Maritimes within one year following graduation).
- ? While both men and women said they left "to find a job" in equal numbers, women were more likely to say they moved "to follow or join a spouse" whereas men were more likely to have moved for a specific job-related reason.

#### *Early employment experiences*

- ? Relatively lower earnings, job dissatisfaction, holding a non-permanent position, and joblessness as reported in 1997 increased the likelihood that a graduate would be living outside the region by 2000.

### ***Faculty Recruitment and Retention in the Maritimes***

In Fall 2001, the Commission asked the AAU-MPHEC Advisory Committee on Information and Analysis to prepare a study on the issue of faculty recruitment and retention in the Maritimes. Given the results of similar

studies across Canada and the prediction of the AUCC that the country would soon be facing a shortage of qualified new candidates for jobs in academe, the Commission believed that research exploring the Maritime context of the issue was necessary to help stakeholders deal with the problem. The Faculty Recruitment and Retention in the Maritimes report will be ready for release in August 2002. Following this, the Commission will host a symposium of invited stakeholders with the objective of generating possible strategies and policies for institutions, provinces and the region.

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## **STIMULATION OF COOPERATION**

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Stimulating cooperation and collaboration has always been one of the objectives of the MPHEC. This requires ongoing consultation so as to understand multiple (and sometimes conflicting) stakeholder needs and perspectives. The participation of post-secondary stakeholders on the Commission and in various committees and workshops, is one way the MPHEC facilitates increased understanding and collaboration. In addition, the Commission supports Maritime government representatives, as appropriate, in their participation in national fora, including working groups of the Council of Ministers of Education, Canada (CMEC).

### **Conference on the State of Higher Education**

The Conference on the State of Higher Education occurred in Charlottetown, Prince Edward Island on June 13-15, 2001 (at which 139 participants were involved). These participants assessed the conference very positively. The theme of the event was *Expectations*. The Conference highlighted the most current and pressing challenges facing the learner, institutions, and governments in the Maritimes, and provided a forum for discussion and an opportunity for participants to explore means by which these challenges could be addressed.

The members of the 2001 Conference Steering Committee are listed in Appendix B.

### **NB/PEI Educational Computer Network**

2001-2002 marked the 31<sup>st</sup> year of operation for the NB/PEI Educational Network. The Network continues to provide connectivity among the member institutions, including shared network-based services. The Network also provides its members with shared purchases and as well as collective support for computer hardware and software.

The NB/PEI Educational Computer Network is overseen by a Board of Directors composed of the heads of its member institutions and the Chief Executive Officer of the MPHEC.

The Network Committee of the NB/PEI Educational Computer Network is made up of the directors of Computing Centres from each of the member institutions, as well as a Commission staff member. The Committee reports to the Board of Directors and holds regular meetings throughout the year to share information and discuss network issues. A list of members of the Board of Directors and the Network Committee, can be found in Appendix B.

### **SERVICES TO PROVINCES AND INSTITUTIONS**

The Commission continues to manage regional and other interprovincial funding arrangements on behalf of the Maritime provinces and to provide province-specific funding services for the provinces of New Brunswick and Prince Edward Island.

These services include preparing budgets and forecasts, processing payments, providing recommendations for the approval of payments, providing enrolment data for analysis by provincial staff, staffing and coordinating the work of advisory committees, monitoring interprovincial agreements, providing financial analysis and research, providing strategic planning advice and identifying trends in post-secondary education that require further analysis. In addition, the MPHEC produces many publications each year. A list of these publications is included in Appendix H.

Province-specific funding services are provided in Nova Scotia by the Nova Scotia Advisory Board on Colleges and Universities.

#### **New Brunswick Special Projects Fund**

The Commission administers funds under the New Brunswick Special Projects Funding initiative. The purpose of this initiative is to achieve results in eight targeted areas by allocating funding to universities as well as other groups, including government, for specific activities that further university education in New Brunswick.

Each year, once the provincial budget has been announced, universities are notified of the amount allocated to the Special Projects Fund. All requests for funding are analysed by MPHEC staff prior to being forwarded to the Department of Education for funding decisions.

#### **Review of Regional Programmes**

Under the regional funding approach adopted by the MPHEC, each provincial government is responsible for providing operating assistance to institutions in its own province. In addition, each province contributes toward the education of students enrolled in programmes outside the province if the programmes are not offered within the province. These programmes are called "regional program-

mes". The grants, which are transferred to the other provinces under the regional transfer arrangement, are based on enrolments for the most recent year for which this data is available (two years earlier) and are transferred from government to government, and never from government to institutions. The purpose of the Regional Transfer Arrangement is to ensure accessibility of university programmes for Maritime residents and to assist the Provinces in attaining a more effective utilization and allocation of resources.

In February 2000, on the advice of the Finance Committee, the Commission asked the AAU-MPHEC Academic Advisory Committee to review the definition of regional programmes from an academic perspective. Work was performed in the 2000-2001 fiscal year.

At its March 26, 2001 meeting, the AAU-MPHEC Academic Advisory Committee approved the draft policy regarding the designation of regional programmes in the context of the regional transfer arrangement. The policy first describes the arrangement. It then presents the Commission's long-standing definition of regional programmes and outlines two sets of criteria: the first one lists criteria to be used in the application of the definition or regional programmes, while the second one lists elements that should not be used in this process. Finally, it explains the designation process and annual update and review process.

At its April 23, 2001 meeting, the Finance Committee reviewed the AAU-MPHEC Academic Advisory Committee's advice and examined any issue arising out of the review that the AAU-MPHEC Academic Advisory Committee could not resolve or felt was beyond the scope of its mandate. The Finance Committee also reviewed the draft policy. It agreed that the Regional Transfer Arrangement does adequately meet the needs of the provinces, the terms of the Regional Transfer Arrangement must be upheld and the allocation of funds remain a government-to-government transfer. It also agreed to support the Academic Advisory Committee and advise the Commission to approve the re-articulation of the policy.

The policy was approved by the Commission at its April 23, 2001 meeting.

#### **Intra-Maritime Programme Funding Arrangements**

Under the regional transfer arrangement, each of the three Maritime provinces provides funding in respect to any of its university students enrolled in programmes in either of the other two provinces that are not offered in the student's home province. The transfer of funds in any given fiscal year is based on the enrolments of Maritime residents in these regional programmes two years earlier (the latest year for which complete enrolment data is available at the time budgets are prepared). However, in 2001-2002, the fiscal

transfers were maintained at the previous year's levels due to issues relating to the USIS to ESIS transition. It is to be noted that the transfers between the provinces are made on a net basis, and do not represent transfers of funds to the institutions themselves. The total net transfer from New Brunswick to Nova Scotia was \$3,416,600 and from Prince Edward Island to Nova Scotia was \$3,588,000. These figures include the medical school supplement transfer from both New Brunswick and Prince Edward Island to Nova Scotia.

### INTERPROVINCIAL AGREEMENTS

In 2001-2002, the Commission administered agreements with other provinces to provide places for Maritime students in programmes of study not available in the region.

The 2001-2002 enrolments for students under the various interprovincial agreements are detailed in Table 3. The financial transfers in respect to the agreements are provided in the Commission's Financial Statements, in Appendix E of this report.

#### New Brunswick-Québec Agreement

The New Brunswick-Québec Agreement, which was established in the Fall of 1969, provides access for French-speaking New Brunswickers in various programmes of study in Québec, primarily in the health field, and provides for the admission of one Prince Edward Island student, and one Nova Scotia student per year in medicine.

The Comité provincial des sciences de la santé du Nouveau-Brunswick (CPSSNB) monitors the operation of this Agreement, advises the Commission as to the current needs of Francophone New Brunswickers with respect to the training of health professionals, coordinates applications for admission to the programmes covered by the Agreement and encourages students to return to New Brunswick, notably by ensuring that students have access to appropriate rotation practicums in New Brunswick. The membership of the Committee is listed in Appendix B. Each year, members of the CPSSNB visit the students enrolled in the health sciences programmes covered under the agreement at the Université de Montréal, Université de Sherbrooke and Université Laval to ensure the proper administration of the Agreement, inform the students of employment opportunities, encourage students to return to New Brunswick and provide a link between the province and future health sciences professionals.

In 2000-2001, the CPSSNB discussed at great lengths its terms of reference, which had not been reviewed since 1976. The CPSSNB noted that it had the potential to go far beyond its terms of reference which were limited to the administration of the process of purchasing seats at Quebec

universities and asked the CPSSNB to review its terms of reference in order to clarify and update them. Revised terms of reference were approved by the MPHEC in June 2001. In addition, an Action Plan for September 2001 to August 2002 was approved by the Commission in November 2001.

**Table 3**  
**Interprovincial Agreements - Total Enrolment**  
**2001-2002**

	Number of Students*
New Brunswick/Québec Agreement	
Agriculture	4
Audiology/Speech Therapy	3
Occupational Therapy	7
Medicine	86
Dentistry	20
Veterinary Medicine	6
Optometry	6
Pharmacy	20
Physiotherapy	14
	<hr/> 166
Medical specialities:	
? Family Medicine	6
? Anaesthesia	4
? Anesthesia-reanimation	1
? Dermatology	1
? General Surgery	2
? Internal Medicine	9
? Neurosurgery	1
? Obstetrics-gynaecology	3
? Orthopaedic Surgery	2
? Psychiatry	3
? Radiology	2
? Radio-oncology	2
? Urology	1
? Paediatrics	1
? Otolaryngology	1
? Ophthalmology	1
? Micro-infectiologie	1
	<hr/> 41
<b>Total</b>	<b>207</b>
Tripartite Optometry Agreement between the Province of Ontario, University of Waterloo and the MPHEC	
Optometry	4
Memorandum of Understanding Concerning Medical Education between the Province of New Brunswick and the Province of Newfoundland and Labrador	
Medicine	22
Newfoundland and Labrador/Nova Scotia/Dalhousie Rehabilitation Disciplines Agreement	
Physiotherapy	30
Occupational Therapy	24

\*These are preliminary numbers.

### **Tripartite Optometry Agreement Between the Province of Ontario, University of Waterloo and the MPHEC**

This agreement provides for a maximum of one full-time student from New Brunswick per year in the Optometry programme at the University of Waterloo. This agreement covers one additional student per year up to and including an admission in September 2002. In addition, it provides for a maximum of one full-time student from Prince Edward Island commencing September 1999 and up to one additional student in September 2002. This agreement is currently in the renewal process.

### **Memorandum of Understanding Concerning Medical Education between the Province of New Brunswick and the Province of Newfoundland and Labrador**

The Medical School at Memorial University reserves 10 seats per academic year for qualified New Brunswick candidates in the undergraduate medical programme. The agreement began in September 2000 and will include a total of 40 seats for the full undergraduate medical programme in the fourth year of the Agreement. In addition, two seats per academic year are reserved for qualified Prince Edward Island candidates in the undergraduate medical programme at Memorial University and will include a total of eight seats for the full undergraduate medical programme in the fourth year of the Agreement.

### **Newfoundland and Labrador/Nova Scotia/Dalhousie Rehabilitation Disciplines Agreement**

A transfer from the Province of Newfoundland and Labrador in recognition of residents enrolled in Rehabilitation Disciplines at Dalhousie University is also administered by the MPHEC on behalf of the Province of Nova Scotia. A maximum of 24 seats in Occupational Therapy and 30 seats in Physiotherapy are reserved for students from the Province of Newfoundland and Labrador.

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## **FINANCIAL OVERVIEW**

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The following provides a summary of the operating assistance approved in 2001-2002 and budget announcements for upcoming years.

### **New Brunswick**

The Province of New Brunswick provided a 2% increase to universities as the second instalment of a three-year commitment. As a result, assistance to the university sector increased from \$164.5 million in 2000-2001 to \$167,654,800 in 2001-2002. The Province maintained the level of capital grants to universities at \$2.5 million which was used to renovate existing buildings.

The MPHEC at the request of the Province undertook a review of programme weighting used in the university funding formula for engineering and hard sciences. The review concluded that there is no justification for a modification of the programme weighting formula at this time.

The MPHEC also participated on the Province's Working Group on Accessibility to Post-Secondary Education that made 18 recommendations to government in June 2001.

### **Nova Scotia**

The 2001-2002 Nova Scotia budget increased operating grants to universities by 3.4%, from \$194.1 million to \$200.7million. This funding was allocated to the institutions according to the funding formula established in 1998.

There were no capital expenditures in the 2001-2002 fiscal year. Commitments to ongoing projects were completed in 2000-2001, with \$891,000 to the Faculty of Arts and Social Sciences Building at Dalhousie University and \$6.175 million to the new physical sciences building at St. Francis Xavier University.

### **Prince Edward Island**

Fiscal year 2001-2002 represented the second year of a multi-year funding commitment announced in 2000. For 2001-2002, the increase to operating grants was \$1 million for University of Prince Edward Island and \$1 million for Holland College. The multi-year funding plan commits a further \$1 million contribution to each institution for fiscal year 2002-2003.



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## APPENDICES

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**APPENDIX A**  
**AN AGREEMENT RESPECTING THE**  
**RENEWAL OF ARRANGEMENTS FOR REGIONAL COOPERATION**  
**CONCERNING POST-SECONDARY EDUCATION**

Between

Her Majesty the Queen in Right of the Province of New Brunswick, as represented by the Minister of Advanced Education and Labour;

And Her Majesty the Queen in Right of the Province of Nova Scotia, as represented by the Minister of Education and Culture;

And Her Majesty the Queen in Right of the Province of Prince Edward Island, as represented by the Minister of Education.

(Hereinafter at times called the Provinces)

**A. INTRODUCTION**

The Provinces acknowledge the significant role in the development of post-secondary education fulfilled since 1973 by the Maritime Provinces Higher Education Commission. Through this agreement and following consultation, the Ministers responsible for post-secondary education in each of the Maritime provinces reaffirm their commitment to cooperation in post-secondary education matters, and set out key points of agreement as to the manner and mechanisms by which that cooperation shall continue.

**B. REGIONAL AGENCY**

1. Provinces agree to continue to provide for the operation of the Maritime Provinces Higher Education Commission as a regional agency for post-secondary education.
2. Provinces agree to amend the parallel legislation in effect in each Province so as to give effect to the points set out in this agreement.
3. Provinces agree that until such time as the parallel legislation is amended, the points set out in this agreement under the headings below shall provide an orientation and framework for the activities of the Maritime Provinces Higher Education Commission.
4. The Commission will continue to be an agency of the Council of Maritime Premiers.

**C. PRIMARY ORIENTATION - SERVING A CHANGING LEARNER COMMUNITY**

1. In carrying out its functions, the Commission will be asked to give first consideration to improving and maintaining the best possible service to students as life-long learners.

This includes:

- (a) assuring that programmes of study are of optimum length and best quality;
- (b) stressing prior learning assessment and recognition, and credit transfer, to implement the principle that duplication of effort should not be required in order to gain credit for learning which has been successfully accomplished;
- (c) providing for smooth transitions between the learning force and the labour force;

- (d) providing equitable and adequate access to learning opportunities, including making those opportunities available at times and places convenient to the learner;
- (e) assuring teaching quality.

#### **D. PRINCIPAL FUNCTIONS**

Provinces agree that the principal functions of the Commission will be as follows:

##### **1. Quality Assurance**

The Commission will undertake measures intended to ensure continuous improvement in the quality of academic programmes and of teaching at post-secondary institutions included within its scope.

These measures may include the review of institutional practices for assuring continuous improvement in the quality of academic programmes and of teaching, and making recommendations to institutions and governments.

##### **2. Data and Information**

The Commission will ensure that information is collected, maintained and made available for assuring the public accountability of post-secondary institutions within its scope, and to assist institutions and Provinces in their work. This may include:

- (a) establishing data and system standards;
- (b) establishing public reporting requirements, and producing public reports;
- (c) carrying out studies in regard to public policy, institutional concerns, and issues related to post-secondary education, and providing advice to institutions and to governments on these matters.

##### **3. Stimulating Cooperative Action**

The Commission is expected to take initiatives to stimulate cooperative action among institutions and governments where such action is likely to improve the efficiency and effectiveness of the Maritimes' post-secondary education system.

This may include:

- (a) encouraging initiatives for institutions to offer joint, complementary and regional programmes; and
- (b) encouraging administrative, financial and common service arrangements which reduce the overhead cost of programmes, and the overall costs to students and to governments.

##### **4. Administration of Regional Programmes**

The Commission will continue to develop and administer funding transfers among Provinces for regional programmes, and may develop and administer funding arrangements for programmes outside the region as required to provide additional educational opportunities for students from the three Provinces.

#### **E. OTHER SERVICES AND FUNCTIONS**

- 1. The Commission may provide other services or functions to one or more institutions or Provinces as set out in its business plan.

2. Provinces agree that the determination of funding policy is a matter for each Province to decide. The Commission may be asked by Provinces to provide advice or services to them for determining funding policy or for providing funding in support of post-secondary education.

**F. ACCOUNTABILITY AND RESOURCES OF THE COMMISSION**

1. The Commission is funded by the Provinces and is accountable to them, reporting to the Ministers responsible for post-secondary education.
2. The basis for the funding and accountability of the Commission shall be a multi-year business plan.
3. The Commission's business plan will outline by function the planned activities of the Commission, the expected results from those activities, and the resources required in order to carry them out.
4. The business plan will be updated annually, and submitted for approval in August of each year to the Ministers and Deputy Ministers responsible for post-secondary education. It shall clearly identify the resource requirements for the government fiscal year which begins the following April, including an appropriate sharing arrangement among the provinces based on regional and provincial-only services provided by the Commission and in conformity with any budget instructions provided through or in cooperation with the Council of Maritime Premiers.
5. Following advice from the Ministers responsible for post-secondary education in each Province a base budget for the ongoing operation of the Commission will be established by the Council of Maritime Premiers, and a special projects budget may be established in a similar fashion.
6. Ministers and Deputy Ministers responsible for post-secondary education will from time to time review the performance of the Commission considering its approved business plan.

**G. SCOPE**

1. The Commission will focus on university education, including primarily those programmes which recognize successful completion by conferring a degree.
2. This scope may be modified with the consent of the Ministers responsible for post-secondary education in each of the Maritime provinces.
3. Provinces agree to further review the potential for cooperative arrangements among the three Provinces for Community College and similar programmes. Until that review is complete, community college programmes should not require the approval of the Commission.

**H. COMMISSION OPERATION**

1. The Chair of Commission will be separate from the Executive Head of Commission staff.
2. Provinces agree to carry out a national search for the Executive Head.
3. The Chair will rotate every two years among the Provinces, beginning April 1997.

**I. COMPOSITION OF THE COMMISSION**

1. The present composition of the Maritime Provinces Higher Education Commission will continue, except that:
  - (a) The Chair will be chosen from among the nineteen members of the Commission rather than appointed as a twentieth member, and
  - (b) The Executive Head will be an ex-officio member of the Commission.

**J. LEGISLATION**

1. Ministers will examine legislative requirements necessary to give effect to this Agreement. The target date for completion of necessary legislative changes will be April 1998.

**K. TERMINATION OF AGREEMENT**

1. This agreement continues until the legislation referred to above comes into force in all three Provinces, at which point it will terminate.

**L. COMING INTO FORCE OF THIS AGREEMENT**

1. This agreement comes into force when ratified by the Council of Maritime Premiers and signed by the Minister responsible for post-secondary education in each Province.

**APPENDIX B  
MEMBERSHIP OF COMMISSION COMMITTEES**

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**STANDING COMMITTEES**

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**AAU-MPHEC ACADEMIC ADVISORY COMMITTEE**

*Appointed by the AAU:*

Dr. Gwendolyn Davies, University of New Brunswick  
Dr. Ed McAlduff, St. Francis Xavier University  
Dr. Cynthia Neville, Dalhousie University

*Appointed by the MPHEC:*

Ms. Sue Loucks, Prince Edward Island  
Ms. Debbie Pineau, Prince Edward Island  
Dr. Judith Woodsworth, Nova Scotia - Chair

**AAU-MPHEC ADVISORY COMMITTEE ON INFORMATION AND ANALYSIS**

*Appointed by the AAU:*

Dr. Jeanne Lofsteadt, University of Prince Edward Island  
Dr. Averlyn Pedro, University of New Brunswick  
Dr. Sam Scully, Dalhousie University - Chair

*Appointed by the MPHEC:*

Ms. Louise Boudreau, New Brunswick  
Dr. Susan Clark, Nova Scotia  
Mr. Mark Frison, Nova Scotia

**AAU-MPHEC QUALITY ASSURANCE MONITORING COMMITTEE**

*Appointed by the AAU:*

Dr. Henry Cowan, New Brunswick  
Prof. Ivan Dowling, Prince Edward Island  
Dr. Don Wells, Nova Scotia

*Appointed by the MPHEC:*

Ms. Marie Mullally, Nova Scotia - Chair  
Ms. Sue Loucks, Prince Edward Island

**MPHEC FINANCE COMMITTEE**

Dr. Susan Clark, Nova Scotia  
Mr. Mike Clow, Prince Edward Island  
M. Roger Doucet, New Brunswick  
Dr. Bernie M. MacDonald, Nova Scotia (Chair)

**COMITÉ PROVINCIAL DES SCIENCES DE LA SANTÉ DU NOUVEAU-BRUNSWICK**

*Members:*

Madame Louise Boudreau, Department of Education, New Brunswick - Chair  
Madame Claire Dennie, Régie de la Santé du Restigouche  
Madame Louise Girard, responsable des services spéciaux, Université de Moncton  
M. Jeffery Léger, Hôpital Dr George-L. Dumont, Moncton  
Madame Michèle Roussel, Department of Health and Wellness  
Dre Annette Séguin, Professional Services, NOR'EST Health

*Resource persons:*

Dr Omer Doiron, Physician, Dieppe  
Ms. Joanne Fletcher, Department of Health and Wellness  
M. Roger Gervais, Université de Moncton, Campus d'Edmundston  
M. Edgar Robichaud, Université de Moncton, Campus de Shippagan  
Dr Aurel Schofield, Coordonnateur de la formation médicale francophone au Nouveau-Brunswick  
Ms. Catherine Brown, MPHEC Staff  
Madame Mireille Duguay, MPHEC Staff

**NB/PEI EDUCATIONAL COMPUTER NETWORK BOARD OF DIRECTORS**

M. Yvon Fontaine, Université de Moncton  
Mr. Stephen Hoyt, Maritime Forest Ranger School  
Mr. Alex MacAulay, Holland College  
Dr. A. Wayne MacKay, Mount Allison University  
President Wade MacLauchlan, University of Prince Edward Island - Chair  
Dr. Daniel W. O'Brien, St. Thomas University  
Dr. Elizabeth Parr-Johnston, University of New Brunswick

**NB/PEI EDUCATIONAL COMPUTER NETWORK TECHNICAL COMMITTEE**

Mr. Helmut Becker, Mount Allison University  
Mr. David Cairns, University of Prince Edward Island  
Mr. Peter Dielissen, St. Thomas University  
M. André Lee, Université de Moncton, Campus de Moncton  
Mr. Richard MacDonald, Holland College  
M. Jocelyn Nadeau, Université de Moncton, Campus d'Edmundston  
Mr. Steven Osborne, University of New Brunswick, Saint John  
Madame Rina Robichaud, Université de Moncton, Campus de Shippagan  
Mr. Greg Sprague, University of New Brunswick, Fredericton  
Mr. Brian Penney, MPHEC

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**AD HOC COMMITTEES**

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**GRADUATE FOLLOW-UP SURVEY WORKING GROUP**

Ms. Paula Cook, Acadia University  
Mr. Mark Frison, Nova Scotia  
Dr. Jeanne Lofstedt, University of Prince Edward Island  
Dr. Peter Rans, Nova Scotia Advisory Board on Colleges and Universities  
Mr. Ron Smith, Department of Education, Prince Edward Island  
Ms. Catherine Brown, MPHEC  
Madame Mireille Duguay, MPHEC

**2001 CONFERENCE STEERING COMMITTEE**

Ms. Samantha Anderson, Saint Mary's University Student Association  
Dr. Carmelita Boivin-Cole, MPHEC  
Mr. Calvin Caiger, Atlantic Provinces Community College Consortium  
Mr. Mohamed El-Bayoumi, MPHEC  
M. Harley d'Entremont, Université Sainte-Anne  
Ms. Ann Jones, Nova Scotia Community College  
Ms. Claudine Lowry, Nova Scotia Community College  
Dr. Bernie MacDonald, Nova Scotia Agricultural College - Chair  
Ms. Heather Orford, Department of Education, Prince Edward Island  
Ms. Debbie Pineau, Department of Education, Prince Edward Island  
Ms. Kristen Stavert, University of Prince Edward Island Student Union  
Mr. James Thorburn, Department of Education, New Brunswick

**APPENDIX C**  
**PROGRAMME PROPOSALS CONSIDERED FOR APPROVAL**  
**APRIL 1, 2001 - MARCH 31, 2002**

<u>Institution</u>	<u>Programme</u>	Decisions as of March 31, 2002*	Type* *
Atlantic School of Theology	- Master of Divinity	CR	M
Dalhousie University	- BA (Minor) in Journalism	CR	M
	- BA (Minor) in Law and Society	CR	M
	- BHSc in Diagnostic Cytology	D	N
	- BHSc in Diagnostic Medical Ultrasound	D	N
	- BHSc in Medical Laboratory Technology	D	N
	- BHSc in Nuclear Medicine Technology	D	N
	- BHSc in Radiological Technology	D	N
	- BHSc in Respiratory Therapy	D	N
	- Combined Master of Library and Information Studies/Master of Business Administration	CR	M
	- Master of Applied Computer Science	A	M
	- Master of Information Technology Education	D	N
	- Master of Nursing	A	M
	- M Sc (Occupational Therapy)	A	M
	- Gynecologic Reproductive Endocrinology and Infertility Residence Programme	A	N
	- Palliative Medicine Residency Programme	A	N
Mount Saint Vincent University	- BA (Cultural Studies)	A	M
	- BA (Philosophy and Religion)	CR	N
	- BA Co-operative Education with Integrated Major (His- tory/Information Technology)	CR	M
Mount Allison University	- BA (Major and Honours) in Anthropology	CR	M
	- BA (Major) in Modern Languages	CR	M
	- BA (Major and Honours) in Sociology	CR	M
	- BA Interdisciplinary (Major) in Environmental Studies	CR	M
Nova Scotia College of Art and De- sign	- Bachelor of Design (Major) in Environmental Design	CR	T
	- Bachelor of Design (Minor) in Environmental Design	CR	T
	- Bachelor of Design (Major and Honours) in Environ- mental Planning	CR	T
Saint Mary's University	- BSc in Geography	CR	N
	- MSc in Applied Science	A	N
St. Francis Xavier University	- BA in Computer Science	CR	M
	- BA in Development Studies and another Arts Discipline	CR	M
	- Bachelor of Information Systems (Honours)	CR	M
	- BSc in Computer Science	CR	M
	- BSc in Human Nutrition with Integrated Dietetic Intern- ship option	CR	M



<u>Institution</u>	<u>Programme</u>	Decisions as of March 31, 2002*	Type*
St. Thomas University	- BA (Major) in Catholic Studies	CR	N
	- BAA in Teaching English as a Second Language	A	N
Université de Moncton	- BA en psychologie	CR	M
	- Certificat de finance	CR	N
	- Maîtrise en droit	A	M
	- Maîtrise en sciences forestières	A	N
Université Sainte-Anne	- BAA en informatique de gestion	A	N
	- Baccalauréat ès arts/Baccalauréat en éducation	D	N
	- Baccalauréat ès sciences/Baccalauréat en éducation	D	N
	- Maîtrise en éducation	D	N
University College of Cape Breton	- BA (Double Major) in Literature and Languages	CR	N
	- BA Community Studies (Major) in Mi'kmaq Studies	CR	N
	- BCS (Major) in Mi'kmaq Studies	CR	N
	- Graduate Diploma in Education (Technology)	A	N
	- MEd (Information Technology)	NA	N
University of King's College	- Combined Bachelor of Journalism and Early Modern Studies (Honours)	CR	M
University of Prince Edward Island	- BA (Major) in Highland Bagpipes	NA	N
	- BA (Minor in Environmental Studies)	CR	M
	- BA (Writing Minor)	CR	M
	- BAA in Journalism	A	N
	- Graduate Diploma in Pathology and Microbiology	CR	N
	- Master of Veterinary Science	CR	N

\*CR=approval through cursory review

A=approved by MPHEC

NA=not approved by MPHEC

D=deferred by MPHEC

P=pending

IR=information and record

\*\* N= new programme

M= modified programme

T= programme termination

**APPENDIX D**  
**DISCIPLINE CATEGORIES**

Education	- includes Physical Education
Fine and Applied Arts	- includes Fine Art, Drama and Music
Humanities	- includes Classics, History, English, Modern Languages, Philosophy, Religious Studies, Library Science, Public Relations and Journalism
Social Sciences	- includes Law, Business Administration, Public Administration, Hospitality, Economics, Social Work, Sociology, Psychology, Political Science, Geography, Environmental Studies, Anthropology, Area Studies, Secretarial Science, Gerontology and Women's Studies
Agriculture and Biological Sciences	- includes Agriculture, Biology, Household Science, Biochemistry, Veterinary Medicine, Zoology*, Botany*, Food Science and Marine Biology
Engineering and Applied Sciences	- includes Engineering, Architecture and Forestry
Health Professions	- includes Medicine, Dentistry, Nursing, Optometry*, Pharmacy and Rehabilitation Medicine
Mathematics and Physical Sciences	- includes Mathematics, Computer Science, Chemistry, Geology, Physics and Oceanography

It should be noted that no degrees are currently awarded in the Maritimes in the areas marked with an asterisk (\*).

**APPENDIX E**  
**AUDITED FINANCIAL STATEMENTS**  
**AVAILABLE UPON REQUEST**

**APPENDIX F**  
**UNRESTRICTED OPERATING GRANT ALLOCATIONS - 2001-2002\***

**New Brunswick**

Maritime Forest Ranger School	\$ 1,698,300
Mount Allison University	13,128,500
St. Thomas University	5,875,200
Université de Moncton	43,221,400
University of New Brunswick	75,975,000
	<u>\$ 139,898,400</u>

**Nova Scotia**

Acadia University	\$ 20,238,963
Atlantic School of Theology	693,814
Dalhousie University	95,865,295
Mount Saint Vincent University	12,124,506
N.S. Agricultural College	4,191,654
N.S. College of Art & Design	4,585,648
St. Francis Xavier University	19,197,391
Saint Mary's University	16,690,243
University College of Cape Breton	13,572,534
Université Sainte-Anne	2,869,830
University of King's College	2,887,700
	<u>\$ 192,917,578</u>

**Prince Edward Island**

Holland College	\$ 7,257,900
University of Prince Edward Island (note 1)	20,084,331
	<u>\$ 27,342,231</u>

Note 1 - Includes Atlantic Veterinary College  
\*government fiscal year

**APPENDIX G**  
**RESTRICTED OPERATING ASSISTANCE ALLOTMENTS - 2001-2002**

	<u>Non-Space</u>	<u>Alteration and Renovation</u>	<u>Total</u>
<b>New Brunswick</b>			
Maritime Forest Ranger School	\$ 55,540	\$ 71,690	\$ 127,230
Mount Allison University	293,870	458,510	752,380
St. Thomas University	178,910	145,880	324,790
Université de Moncton	857,100	1,139,240	1,996,300
University of New Brunswick	1,684,910	1,878,680	3,563,590
Joint Project (NB/PEI Educational Computer Network)	<u>623,670</u>	<u>-</u>	<u>623,670</u>
	<u>\$ 3,394,000</u>	<u>\$ 3,694,000</u>	<u>\$ 7,388,000</u>
<b>Nova Scotia</b>			
Acadia University	\$ 435,215	\$ 471,649	\$ 906,864
Atlantic School of Theology	15,603	17,371	32,974
Dalhousie University	1,909,539	1,884,624	3,794,163
Mount Saint Vincent University	294,080	240,674	534,754
N.S. Agricultural College	39,203	39,203	78,406
N.S. College of Art & Design	117,632	102,869	220,501
St. Francis Xavier University	419,557	392,057	811,614
Saint Mary's University	317,594	415,355	732,949
University College of Cape Breton	219,574	234,855	454,429
Université Sainte-Anne	50,981	50,465	101,446
University of King's College	<u>27,447</u>	<u>71,812</u>	<u>99,259</u>
	<u>\$ 3,846,425</u>	<u>\$ 3,920,934</u>	<u>\$ 7,767,359</u>
<b>Prince Edward Island</b>			
Holland College	\$ 185,300	\$ 199,300	\$ 384,600
University of Prince Edward Island	251,640	287,860	539,500
Joint Project (NB/PEI Educational Computer Network)	<u>85,600</u>	<u>-</u>	<u>85,600</u>
	<u>\$ 522,540</u>	<u>\$ 487,160</u>	<u>\$ 1,009,700</u>

**APPENDIX H**  
**PUBLICATIONS OF THE MPHEC**

- Trends in Maritime Higher Education.** *Who stays and who leaves: Mobility Patterns of Maritime University Graduates, Class of 1996 in 1997 and 2000.* Fredericton, NB; Volume 1, Number 1, March 2002.
- 2000 Follow-up Survey with the Class of 1996 Maritime University Graduates.** Prepared by Ipsos Reid, Fredericton, NB; June 2001.
- Report on Post-Secondary Research Trends in Atlantic Canada.** Fredericton, NB; August 2000.
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- Post-Secondary Research in Atlantic Canada: Institutional Profiles.** Fredericton, NB; August 2000.
- Report of the Task Force on Kinesiology, Health Education, Recreation/Leisure Studies and Related Studies.** Fredericton, NB; January 2000.
- Statistical Compendium. 5<sup>th</sup> Edition.** Fredericton, NB; January 2000; 4<sup>th</sup> Edition. November 1997; 3<sup>rd</sup> Edition. October 1992; 2<sup>nd</sup> Edition. 1988; 1<sup>st</sup> Edition. March 1986.
- Multi-Year Business Plan 2000/2001 through 2002/2003.** Fredericton, NB; August 1999
- Policy on Quality Assurance.** Fredericton, NB; February 1999.
- Survey of 1996 University Graduates.** Prepared by Baseline Market Research Ltd., Fredericton, NB; February 1998.
- Accessibility to Post-secondary Education in the Maritimes.** Fredericton, NB; November 1997.
- Commission Consideration of Quality Assurance Options, Interim Report.** Fredericton, NB; July 1997
- Report to the Senate Subcommittee on Post-secondary Education.** Fredericton, NB; February 1997.
- Options for Quality Assurance in Higher Education in the Maritimes.** Fredericton, NB; January 1997.
- Maritime Provinces Post-Secondary Programme Profile.** Fredericton, NB; published annually from September 1977 to September 1988 inclusively; April 1990; November 1991; October 1993; and December 1996.
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**Programme Review Policies and Procedures at Maritime Universities.** Fredericton, NB; April 1996.

**An Information Framework for Higher Education in the Maritimes.** Prepared for the Maritime Provinces Higher Education Commission by G. Grant Clarke, Edward DesRosiers, Stephen Hawkins. December 1995.

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**Strategy for Implementation of Recommendations for Maritime University System.** Fredericton, NB; November 1993.

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**An MPHEC Initiative in Support of Institutional Programme Review.** Fredericton, NB; August 1986.

**MPHEC: Policies, Procedures and Activities.** Fredericton, NB; February 1986.

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