

MPHEC

Maritime Provinces
Higher Education
Commission

CESPM

Commission de
l'enseignement supérieur
des Provinces maritimes



**ANNUAL REPORT
2003-2004**

ANNUAL REPORT 2003-2004

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 enhancing
a post-secondary learning environment
that reflects the following values:**

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

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

September 30, 2004

The Chair
Council of Atlantic 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, 2003 to March 31, 2004.

Yours very truly,



Richard Myers
Chair

Mireille Duguay
Chief Executive Officer

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SCOPE AND MANDATE

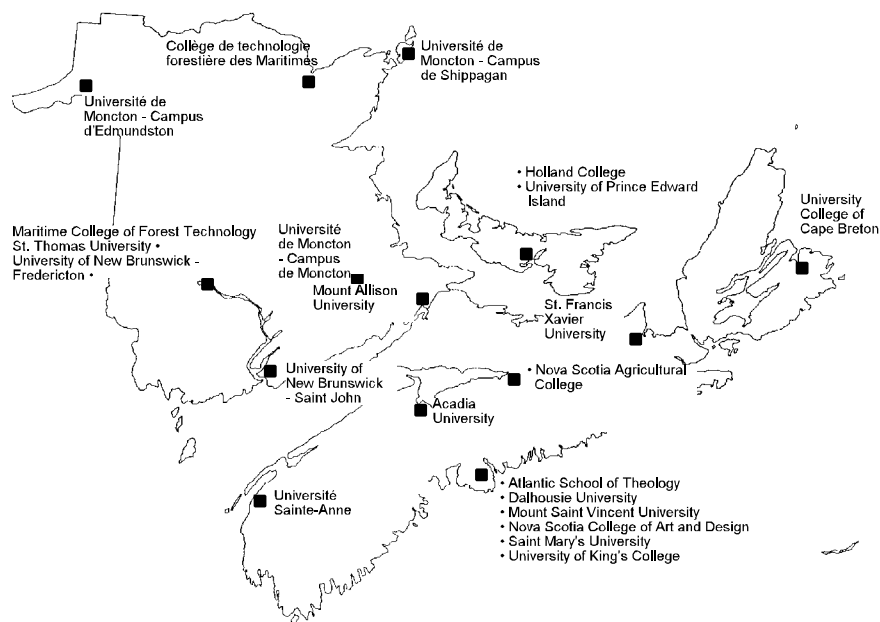
The Maritime Provinces Higher Education Commission (MPHEC) was established in 1974. The MPHEC is an "agency of the Council of Maritime Premiers" that acts as a "regional agency for post-secondary education." In June 1997, the Ministers of Education in New Brunswick, Nova Scotia and Prince Edward Island 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 between 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⁽¹⁾ institutions. They include all publicly funded institutions offering university degree programmes in the region and two specialized applied arts and technology⁽²⁾ post-secondary institutions.

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



New Brunswick

Maritime College of Forest Technology^{(1), (2)}
- Fredericton and Bathurst
Mount Allison University
St. Thomas University
Université de Moncton⁽¹⁾
- Moncton, Edmundston and Shippagan
University of New Brunswick⁽¹⁾
- 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^{(1), (2)}
University of Prince Edward Island

MEMBERS

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 head 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. The Chief Executive Officer is an ex-officio, non-voting member of the Commission.

Commission membership at year-end was:

Category a:

- Neil Boucher, Vice-President Academic
Université Sainte-Anne, Pointe-de-l'Église, N.-É.
Term expires: March 31, 2005

- Bernard M. MacDonald, Chair, MPHEC
Vice-President Administration
Nova Scotia Agricultural College, Truro, NS
Term expires: March 31, 2004
- Richard Myers, Vice-President Academic
St. Thomas University, NB
Term expires: March 31, 2006
- Samuel Scully, Vice-President Academic
Dalhousie University, Halifax, NS
Term expires: March 31, 2005
- Vianne Timmons
Vice-President Academic Development
University of Prince Edward Island, Charlottetown, PE
Term expires: March 31, 2006

Category b:

- Mike Clow, Director, Continuing Education and Training
Department of Education, Charlottetown, PE
Term expires: March 31, 2005
- Wayne Doggett, Executive Director
NS Advisory Board on Colleges and Universities
Halifax, NS
Term expires: March 31, 2004
- Marie T. Mullally, President and CEO
Nova Scotia Gaming Corporation, Halifax, NS
Term expires: March 31, 2004
- Faye Martin, Director of Policy, Planning and Evaluation
Department of Education, Charlottetown, PE
Term expires: March 31, 2005
- Alastair Saunders, Executive Director
Intergovernmental Affairs, Halifax, NS
Term expires: March 31, 2005
- Jocelyne Roy-Vienneau, Assistant Deputy Minister
Department of Education, Fredericton, NB
Term expires: March 31, 2005

Category c:

- Alvin Curley, Summerside, PEI
Term expires: March 31, 2006
- Paul Dastous, Moncton, NB

Term expires: March 31, 2006

- Mark Frison, Mira Gut, NS
Term expires: March 31, 2005
- F. Winfield Hackett, Rothesay, NB
Term expires: March 31, 2006
- Daniel Leger, Fredericton, NB
Term expires: March 31, 2004
- Bill MacLeod, Halifax, NS
Term expires: March 31, 2004

STAFF

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 Lisa Robichaud
Business and Data Analyst Mylène Michaud
Research Officer Sharleen Bulmer
Research Officer Dawn Gordon
Research Officer Catherine Stewart
Clerk-Accounting/Business Support Rachael Anderson
Administrative Assistant Joanne Neilson
Bilingual Secretary Alexandra Gagné
Information Systems Architect Scott Stonehouse
LAN/System Administrator Dragan Lepir

MEETINGS

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 2003-2004, the Commission held five meetings as follows:

April 28, 2003 - University College of Cape Breton
June 25, 2003 - Université Sainte-Anne
September 21-22, 2003 - Mount Allison University
December 1, 2003 - Nova Scotia College of Art and Design University
February 9, 2004 - Dalhousie University

ADVISORY COMMITTEES

The Commission has several advisory committees, made up of Commission members, government and university officials, and supporting staff responsible for advising and assisting the Commission with regard to various activities. During 2003-2004, the advisory committees were as follows:

- AAU-MPHEC Academic Advisory Committee
- AAU-MPHEC Quality Assurance Monitoring Committee
- AAU-MPHEC Advisory Committee on Information and Analysis
- MPHEC Finance Committee
- NB/MPHEC Finance Working Group
- Comité provincial des sciences de la santé du Nouveau-Brunswick
- NB/PEI Educational Computer Network

Committee members are listed in Appendix B.

PLANNING INITIATIVES

The renewed Agreement calls for the submission of a Multi-Year Business Plan by the MPHEC. The first plan was submitted in August 1999 to the Ministers and Deputy Ministers responsible for post-secondary education in the Maritimes. The second Multi-Year Business Plan, 2003-2004 through 2005-2006 was submitted to the Ministers 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. It governs the work of the Commission during the period. This Annual Report covers the first year of this edition of the Business Plan.

On September 21, 2003, a consultation meeting was held between the Maritime Provinces Higher Education Commission and student and faculty associations' representatives. The purpose of this meeting was to identify issues or matters of importance to all parties to help shape the Commission's work plan over the next two fiscal years.

The issues agreed to be of highest priority at the time were:

- accessibility to post-secondary education
- quality of our post-secondary education system
- public awareness of the benefits of post-secondary education.

Of these issues, accessibility to post-secondary education undoubtedly emerged as the top priority, having spurred a large part of the overall discussion. In the context of these

discussions, the Commission was asked to investigate possible research projects related to accessibility; in particular, stakeholders suggested that the Commission produce an update of its 1997 report, *Accessibility to Post-Secondary Education in the Maritimes*. While the Commission, in light of its resources, could not commit to such a large-scale project at this time, it did undertake over the ensuing months, projects that directly relate to the issue of accessibility to post-secondary education. These projects are highlighted in the relevant sections of this annual report.

Participants, in discussing the quality of post-secondary education, raised the very significant challenge posed by faculty recruitment and retention. To assist the region in focussing its efforts in tackling this challenge, the Commission released earlier this year *Strategies for Faculty Renewal in the Maritimes* also discussed in the relevant section of this annual report. Furthermore, in the context of its ongoing work in the area of quality assurance, at year-end, the Commission began to organize a conference on student/learning outcomes, which it will be hosting in Halifax on November 25-26, 2004, with a view to develop strategies leading to improved student learning. This initiative is highlighted later in the report.

GOVERNANCE AND ACCOUNTABILITY

The *Agreement Respecting the Renewal of Arrangements for Regional Cooperation Concerning Post-Secondary Education* modified the Commission's role, away from a leadership position sustained primarily through functional relationships with its stakeholder groups (approving programmes for funding purposes, collecting data for funding purposes and analysis, allocating funding, etc.) to a role of assistance and advice to these stakeholder groups. The Agreement also shifted the focus away from the rational use of resources toward the quality of service to students as life-long learners. The Commission's renewed mandate, which still requires legislation to take full effect, redefined the Commission's accountability and governance model.

Prior to the approval of its renewed mandate, the Commission was accountable and reported to the Council of Maritime Premiers. The Agreement outlining the Commission's new role and functions redefined the Commission's accountability as follows: "the Commission is funded by the Provinces and is accountable to them, reporting to the Ministers responsible for post-secondary education." The mechanisms through which the Commission is accountable had not been reassessed in light of the shift in focus. With a view to formally identify and

define an appropriate reporting relationship for the Commission, the Commission met with the three Ministers of Education on February 17, 2004 to discuss its accountability framework. At that time, the Commission proposed the following accountability mechanisms:

- a. Semi-annual joint meetings with the Deputy Ministers to allow the Commission to report on the results of recent activities and to give the Departments an opportunity to provide input into the development of the Commission's workplan for the upcoming year to ensure that the Commission's priorities and activities do contribute to the Departments', and the Ministers', goals.
- b. Annual joint meetings with the Ministers to review the Commission's contribution in areas of interest to the Ministers such as research and development, student outcomes and accountability measures.
- c. The Commission's multi-year business plan and work plan for the following fiscal year are tabled for discussion at one of the above-listed meetings held in August or September.
- d. The annual budget submission is drafted with input from the Departments' representatives on the Commission and submitted jointly to the Intergovernmental Affairs and Finance Departments, with copies forwarded to the Deputy Ministers (existing). The Council of Maritime Premiers is charged with consulting the Ministers.

The Ministers agreed, at that meeting, that the above were appropriate parameters through which the Commission's accountability could be managed.

The Commission's governance model has also been a major issue discussed throughout the year. While the Commission has been in existence for nearly 30 years, its renewed mandate introduced significant changes which needed to be reflected in its governance model. Compounding the challenge was the fact that little documentation exists in relation to the historical governance model. At year-end, the key components of the Commission's governance model had been established and defined, a policy on conflict of interest was being drafted, the role and expectations of Commission members were being defined. Legal advice will be sought in early fiscal 2004-2005 to validate some key elements of the governance model. The expectation is that, by Winter 2004, a document describing the Commission's governance model will be finalized and approved, and available to a wider public.

Along with the definition of the Commission's governance model, the preparation of a policy manual has been a major

task completed over the period. In the two previous years, efforts were dedicated to clarifying, updating, and documenting the Commission's policies in relation to its mandate and functions. While this work represents an ongoing undertaking for the Commission, in 2003-2004, the objective was to organize these separate documents and policy statements in a single, comprehensive manual. Commission and Committee members, as well as staff, are the primary audience for this document. This manual may also be described as an orientation manual for new Commission members and staff. It represents the first policy manual prepared by the Commission in nearly two decades. A public version of this document is currently being considered, which would likely be available on the Commission's website only. At year-end, most approved policies and relevant documents were being added as stand-alone documents to the Commission's web site, as they relate to specific functions.

QUALITY ASSURANCE

Quality Assurance

The MPHEC's Policy on Quality Assurance was initially approved in November 1997, and implemented in 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 to assure governments and the general public that Maritime universities are providing quality academic programmes.

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 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 time frame for programme review for the vast majority of proposals is on average from four to five weeks.

According to the policy, institutions are required to submit proposals for all 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 and five years after the initial implementation, depending on programme length.

If a proposal does not meet the information requirements, additional clarification and information are 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 a new or modified

programme requesting new or additional funding from public sources, the proposal is reviewed in-depth. An in-depth assessment may also be triggered if major issues are identified during the cursory review. The AAU-MPHEC Academic Advisory 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.

As outlined above, the MPHEC's Quality Assurance Policy states that programmes approved through cursory review must be reviewed by institutions between three and five years after implementation and a report filed with the MPHEC no later than one year following the assessment of the programme. To ensure the process remains manageable, the Commission agreed that, rather than ask universities to submit a review for each new or significantly modified programme approved through cursory review, a few programmes (2 -3) per university would be selected. For each of these selected programmes, a three-page summary report would be filed by the universities.

The follow-up requirement was established as an accountability measure. Requiring universities to file reports pertaining to the review of programmes approved through the cursory review process was set up to, among other objectives, allow the Commission to determine that the cursory review process is indeed meeting the Commission's objectives in the area of programme quality. The Commission, through its AAU-MPHEC Academic Advisory Committee, will assess the information provided by the university in its summary reports of programmes specifically selected to verify that the cursory review process is operating effectively in the context of programme quality.

In 2003-2004, the implementation of the follow-up process to programmes approved through cursory review continued. Universities on the Commission's schedule were informed of the selected programmes for which summary reports must be filed with the Commission. In addition, universities were asked to project review dates for all programmes approved through the cursory review process.

By June 2004, the AAU-MPHEC Academic Advisory Committee is expected to review the summary reports and to verify the projected review dates provided by each university. The completion of the Committee's assessment of these summary reports will represent the full implementation of the

cursory review process including its follow-up process. The AAU-MPHEC Academic Advisory Committee is expected to complete its preliminary assessment of this follow-up process to determine whether it is meeting its objectives and whether it needs to be improved.

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

In 2003-2004, the Commission considered a total of 51 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
- 2003-2004

	A	NA	D ¹	P	IR	W	Total
New	30	-	-	-	-	-	30
Modified	16	-	-	-	4	-	20
Terminated	1	-	-	-	-	-	1
Total	47 ²	-	-	-	4	-	51

¹Deferred 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.
²Of the 47 approvals, 25 were approved through the cursory review process.

A=Approved
NA=Not approved
D=Deferred

P=Pending
IR=Information and Record
W=Withdrawn

Monitoring of Institutional Quality Assurance Policies and Procedures

The specific objective of the monitoring function 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 AAU-MPHEC Quality Assurance Monitoring Committee, a joint committee of the Association of Atlantic Universities (AAU) and the Commission, carries out the monitoring function on behalf of the Commission. This Committee was established as a peer review committee whose purpose is to advise and assist the MPHEC in ensuring continuous improvement in the quality of academic programmes and of teaching at post-secondary institutions included within its scope by monitoring institutional quality assurance activities. A key outcome of the process is to provide assistance and advice to institutions on ways to enhance their current quality assurance policy and

procedures.

The AAU-MPHEC Quality Assurance Monitoring Committee's main objective is to answer the following two questions while paying particular attention to each institution's mission and values:

1. How well is the institution achieving what it set out to accomplish in its quality assurance policy?
2. Is the institution doing what it should be doing in the area of quality assurance?

The pilot phase of the new monitoring function was officially completed in September 2003 with the release of the AAU-MPHEC Quality Assurance Monitoring Committee's final reports assessing the quality assurance policies and procedures at Dalhousie University and St. Thomas University, both of whom volunteered to take part in the pilot phase.

The AAU-MPHEC Quality Assurance Monitoring Committee concluded that the quality assurance policies at both Dalhousie University and St. Thomas University have generally been implemented according to the procedures outlined in each institution's respective policies. The AAU-MPHEC Quality Assurance Monitoring Committee, in its reports, made a number of suggestions and recommendations to Dalhousie University and St. Thomas University to help each institution better align its policies with the Commission's guidelines and to enhance the overall quality of their review processes. A copy of both reports is available in the language of operation of the institution in question on the Commission website (www.mphec.ca).

The pilot phase was assessed by the AAU-MPHEC Quality Assurance Monitoring Committee and the Commission, both of whom agreed that the policy functions as intended, and functions equally well irrespective of the type, focus, or size of the institution under review. The assessment of the pilot did, however, result in a few modifications, primarily related to the terminology of the policy and the Terms of Reference of the Committee, which the AAU-MPHEC Quality Assurance Monitoring Committee identified as necessary to better reflect the experience gained through the pilot phase. These modifications are currently being reviewed by the Association of Atlantic Universities; a response is expected by Fall 2004.

Université de Moncton, Université Sainte-Anne, University of New Brunswick, Mount Allison University, and Acadia University have agreed in principle to begin the process in 2004-2005.

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

In March 2003, the AAU-MPHEC Academic Advisory Committee released its preliminary report, entitled *Preliminary Assessment of Articulated Programmes in the Maritime University System*. The report presents an overview of this unique programme structure and the key dimensions which will sustain its operation. In addition, the report contains important information for those participating institutions and those wishing to participate in the development and delivery of articulated programmes. Most important, however, the report provides a structure for establishing measures to allow for a future evaluation of the success and failure of this type of programme.

The report concluded that a more comprehensive assessment of the effectiveness and benefits of articulated programmes should be conducted by the Commission in 2006. This delay would give participating universities adequate time to develop mechanisms to collect and evaluate pertinent data, to establish benchmarks, and to complete an adequate number of reviews of articulated programmes.

As an interim step, in March 2004, a letter of notification was sent to all universities participating in the delivery of articulated programmes to inform them that the follow-up assessment of articulated programmes was now scheduled for 2006 and to request evidence that an inter-institutional coordinating mechanism had been or is being established for each articulated programme offered at the university. Responses from the universities are anticipated by Fall 2004.

4th MPHEC Conference

Since 2001, the AAU-MPHEC Academic Advisory Committee has been discussing student/graduate outcomes in the context of programme proposals submitted to the Commission for approval. As part of these discussions, the Academic Advisory Committee noted that student-centred assessment/student learning outcomes play a valuable role in:

1. the accountability of institutions (to help universities and government determine whether a programme accomplishes what it set out to do);
2. promoting prior learning assessment and recognition (to provide a measure to facilitate the assessment by students, faculty, and employers of the skills and knowledge accumulated as part of a programme);
3. quality assurance (to provide a measure of programme quality); and
4. marketing (to provide a measure to students of the value of their investment).

Subsequently, the Academic Advisory Committee proposed

to the Commission, at its June 25, 2003 meeting, that it consider hosting a conference to raise the profile of learning and student outcomes within the academic culture. At that time, the Commission asked the Academic Advisory Committee to submit to the Commission a formal proposal further defining the conference topic, timeline and projected resources. The Commission, at its December 1, 2003 meeting, reviewed the proposal submitted by the Academic Advisory Committee and agreed to host a conference in Halifax, Nova Scotia in November 2004 on student-centred assessment focussing on learning and student outcomes at the undergraduate level within a university setting. Specifically, the purpose would be to:

- Raise the profile of student-centred assessment and learning, and student outcomes and its/their relationship to academic planning.
- Learn more about what is being done elsewhere.

Between January 2004 and year-end, the MPHEC began preparations to host its 4th conference, notably, securing a conference site, identifying speakers and designing a preliminary programme.

DATA AND INFORMATION

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. The AAU-MPHEC Advisory Committee on Information and Analysis' role 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. The MPHEC's Standard for Maintaining Data Confidentiality is a set of guidelines and procedures to be followed both to protect the confidentiality and privacy of individuals and institutions and to allow for appropriate access to information. Furthermore, it instills confidence in stakeholders that the MPHEC places great importance on the

issue of confidentiality.

The Standard was adopted for in-house use in January 2004, with all MPHEC staff signing oaths of office. All external contractors or researchers working with sensitive MPHEC data are now required to sign confidentiality agreements requiring them to comply with the Standard.

Enhanced Student Information System (ESIS)

In 2003-2004, the Commission continued to commit significant resources to the Enhanced Student Information System (ESIS). The launch of the Maritime Pre-screener Application in June 2003 was a success. The application was designed to complement Statistics Canada's E7 Data Verification Application used to verify the ESIS data submission. The Maritime Pre-screener ensures that the Maritime elements required for the calculation of the student's registration status, full-time equivalent (FTE) and weighted full-time equivalent (WFTE) for the December 1st and full-year outputs are standardized, valid, and conform to policy.

The launch of the Excel Output Validation Tool in July 2003 was also a success. The tool provides institutions with a per student output of the registration status, FTEs, WFTEs which are calculated according to the MPHEC's methodology used to calculate USIS-like December 1st and full-year enrolments from the submitted ESIS data. Staff held three workshops with institutions on how to use the validation tool which proved to be a valuable means to further validate the accuracy of the submitted data. In addition, the tool provides an opportunity for institutions to manipulate the output for their own internal purposes such as to assist in budget preparation or to prepare basic enrolment and FTE statistics.

During the Excel Output Validation Tool workshops, discussions were held on the usefulness of the current enrolment and full-year reports. The Commission's ability to streamline the amount of paper reports produced by generating reports electronically, as an add-on to the Excel tool, was well received by the registrars. Staff has begun working on the design and development of the new enrolment, convocation, and full-year FTE and WFTE electronic reports, which are projected to be released in late June 2004. The Commission is expected to continue producing enrolment and full-year summary paper reports for the President's Office at each institution.

The Commission continued to analyse and audit various policies (calculation of the FTE, WFTE and student registration status, calculation of the December 1st and full-year outputs and undergraduate international students) and to examine the programmes that execute these calculations. Minor revisions have been made to the programme in regards to how student activity in the summer is calculated in the

full-year outputs and how graduate students, who have exceeded the maximum length of study allowed for funding purposes, are reported and counted. In addition, co-op student activity indicators have been added. These revisions were made to ensure that the calculations performed are in accordance with the Commission's policies and historical practices.

The benefits of ESIS are becoming increasingly evident. With the availability of enrolment data, FTEs and WFTEs for each institution under the Commission's mandate, there has been an overwhelming response from various stakeholders requesting cross tabulated tables to be produced from the ESIS data. For example, MPHEC staff prepared tables on the total number of students enrolled in GIS, GPS, Remote sensing, Cartography/Mapping courses in order to identify trends in geomatics across the Maritimes. The Maritime data was part of a study of all Canadian colleges and universities to determine if geomatics training is keeping pace with a suspected growth in this area. MPHEC staff also had discussions with the New Brunswick government and Social Research and Demonstration Corporation (SRDC) on the possibility of participating in a longitudinal study. The study's objective is to determine whether early interventions increase the likelihood that students will graduate high school, apply successfully to a post-secondary education programme, and successfully complete their chosen programme. The Commission's role would be to track, via ESIS, the students who agreed to participate in the study over the course of their post-secondary education in New Brunswick.

Due to these types of requests and discussions, staff has begun to address data issues that resulted from the USIS and ESIS transition and have started testing other ESIS data elements. The additional data could provide value-added information to support decision makers.

In October 2002, Statistics Canada announced the elimination of the ESIS Preliminary submission. In the Maritimes, the decision to eliminate the Preliminary submission was postponed to allow the Commission time to study whether the Preliminary data could be used to calculate December 1st enrolment data for statistical purposes, and estimates of full-year FTE and WFTE for the Regional Transfer Arrangement (RTA) and the New Brunswick funding formula. The institutions agreed to submit ESIS Preliminary data as a one time submission data process which will not require in-depth validation of the institutions' data for the next three years. MPHEC staff have begun to study the ESIS Preliminary data per institution on the possibility of providing estimates of December 1st and full-year FTE and WFTE and will re-assess the usefulness of the Preliminary submission by June 2006.

As a way to improve communications and to address a

number of issues, regular meetings are now held between the registrars of Maritime institutions and MPHEC staff. The meetings have proven to be very useful and will continue as needed. MPHEC staff has developed a document outlining the Commission's role and responsibility as it pertains to the collection and support of ESIS. The registrars have agreed to do the same. The final document will include both the roles and responsibilities of the Commission and the registrars of Maritime institutions.

The Commission continued to work with each of the institutions under its mandate to improve the quality and timeliness of the ESIS submissions. As a result of continued support, meetings, and the introduction of the Maritime Pre-screener and the Excel Output Validation Tool, the Commission has streamlined the submission process, and ensured the data received are confirmed to be as accurate as possible.

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

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

Enrolment

The MPHEC is a valuable source of enrolment data. Total full-time enrolment in 2002-2003 at the universities within the Commission's jurisdiction was 55,333, an increase of around 5.7% from 2001-2002. Full-time enrolment at the undergraduate level increased by 6.2% from 2001-2002 and decreased by approximately 0.2% at the graduate level. 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 maintains a research programme that identifies and monitors important trends and conducts in-depth analyses of key issues.

Graduate Follow-up Survey Programme

The survey programme of Maritime university graduates continues to be a priority for the Commission. The purpose of the programme is to monitor the integration of recent graduates into the labour market, and to track elements such as mobility patterns, debt repayment, returning to study and graduates' assessment of various aspects of their university programme. In addition, it allows the Commission to monitor changes in these key variables and their interrelationships over time.

At its April 28, 2003 meeting, the Commission reviewed the survey programme and established a new survey schedule. Beginning with the Class of 1999, the Commission now plans to interview every fourth Maritime university graduating class (cohort) two and five years after graduation. In addition, a ten-year out pilot survey is planned with the Class of 1996 (previously surveyed in 1997 and 2000). The Commission also agreed to increase the budget for the survey programme.

On May 13, 2003, the Commission released the *Survey of 1999 Maritime University Graduates in 2001*. The report found that two years after graduating from universities in the Maritimes, members of the Class of 1999 enjoy high employment rates, earn more than previous graduates and are satisfied with their education. In addition, results showed that even though more graduates borrowed more money and are coping with significantly greater debt loads than members of previous classes, the vast majority still agrees that the money and time invested in their degree was worth it.

Key findings from the survey included:

- # Generally speaking, Maritime university graduates have a positive view of the value of their education: 83% agreed that the time they had invested was worth it and

78% agreed that the money they had invested was worth it.

- # Of those graduates who were in the labour force in 2001, 93% were employed and 7% were unemployed.
- # 76% of employed graduates were working in a job that was either somewhat or closely related to their field of study.
- # For many graduates, the degree obtained in 1999 was a stepping stone to further study: within two years of graduating, 47% of all graduates had enrolled in at least one programme leading to a degree, diploma or certificate.
- # Employed graduates earned on average \$696 per week, or \$36,192 annually; this is 31% more than the Class of 1995 two years after graduation, and an estimated 20% more than the Class of 1996 two years after graduation. In 2001 constant dollars, the Class of 1999 earned an estimated 13% more than the Class of 1996 two years post-graduation.
- # 59% of graduates borrowed money to finance their 1999 degree. This is up eight percentage points from the Class of 1996.
- # Overall, graduates borrowed an average of \$20,918. This is 30% more than the average amount borrowed by the Class of 1996. In 1999 constant dollars, the Class of 1999 borrowed 24% more than the Class of 1996.
- # Employed graduates pay an average of \$336 per month to cover all student loan payments; this represents 13% of their monthly earnings. By comparison, the average debt-to-earnings ratio calculated for the Class of 1996 was 11% four years after graduation.

In addition to the formal release of the report, the Commission provided CD-ROM data packages, and offered customized presentations of the survey findings, to all provincial and institutional stakeholders.

Work is now well underway to conduct the five-year-out longitudinal survey of the Class of 1999. A request for

Table 2
Distribution of Full-time University Enrolment by Discipline Category and by Level -
Maritime Provinces - 2002-2003

Discipline Category:	Full-time Enrolment			Total
	Bachelor's	Master's	Doctorate	
Agricultural and Biological Sciences	3,387	298	154	3,839
Arts & Science - General	12,040	9	13	12,062
Commerce and Administration	7,815	668		8,483
Education, Physical Education, Recreation and Leisure	4,347	271	21	4,639
Engineering and Applied Sciences	3,238	416	139	3,793
Fine and Applied Arts	1,549	22		1,571
Health Professions and Occupations	4,007	196	34	4,237
Humanities and Related	3,709	286	100	4,095
Mathematics and Physical Sciences	2,830	412	167	3,409
No applicable/Not reported	1,227	20		1,247
Social Sciences and Related	7,425	409	124	7,958
Total	51,574	3,007	752	55,333

proposals was released on March 19, 2004. In May 2004, the AAU-MPHEC Advisory Committee on Information and Analysis will select a contractor to conduct the survey. Interviews are expected to begin in early September 2004. The final report is expected to be released in the fall of 2005.

Accessibility to Post-secondary Education

In October 2003, MPHEC staff delivered the presentation “Parental Educational Attainment and Graduate Outcomes” at the Canada Millennium Scholarship Foundation’s Conference, *Pathways to Access*. Through a preliminary analysis of the Survey of 1999 Maritime University Graduates in 2001, the presentation explored the impact parental educational attainment has on labour force outcomes, the decision to re-enrol, and debt management.

Building from this initial analysis, at year-end, the Commission was preparing a more detailed analysis, *A Lasting Legacy: The Impact of Family Educational Background on Graduate Outcomes* (working title). This report, planned for release in Fall 2004, will provide a detailed examination of how parental educational background does not influence graduates’ labour market outcomes, but does have a much greater impact on the likelihood that graduates will pursue advanced degrees beyond the first degree and clearly has an impact on debt levels and debt management among Maritime university graduates in the Class of 1999.

The Commission hopes that this report will also provide further evidence of the benefits of a university education, irrespective of parental educational attainment, which should contribute to an increased awareness among the public of the benefits arising from a post-secondary education, the third key issue identified by stakeholders in September 2003.

Faculty Recruitment and Retention in the Maritimes

On February 17, 2004, the Commission presented *Strategies*

Trends in Maritime Higher Education

The *Trends in Maritime Higher Education* series publishes short, in-depth analyses of important issues in higher education in the Maritimes. Articles recently published under this series were: “The Gender Gap in Employment Outcomes of University Graduates” (March 2004) and “Profile of Maritime University Students: Enrolment, Participation and Degree Completion” (October 2003).

“The Gender Gap in Employment Outcomes of University Graduates” reported that female graduates earn 78% of the weekly full-time wages of their male counterparts. Although much of this gap was explained by underlying factors such as the different choices men and women made in choice of field

for Faculty Renewal in the Maritimes to the ministers of education of the Maritime provinces. This document is the outcome of discussions among representatives of the region’s degree granting institutions, faculty associations, graduate student associations, provincial governments, the Council of Maritime Premiers, the Association of Universities and Colleges of Canada, and federal government agencies during the MPHEC’s Symposium on Faculty Recruitment and Retention, held in Moncton in October 2002. The purpose of *Strategies* is to help institutions and governments in the region to address the issue of faculty renewal in a competitive hiring environment created by a wave of faculty retirements and an under-supply of new PhDs.

The key message of the document is that Maritime universities and governments, along with the federal government, need to work together if the region is to successfully replenish the estimated 1,800 full-time faculty positions that will become vacant over the next decade in the region.

The key interventions presented in *Strategies for Faculty Renewal in the Maritimes* focus on three areas: expanding the candidate pool, adapting recruitment practices, and developing measures to improve retention. Measures to expand the candidate pool include increasing the number of suitable candidates through the development of new, multi-institution doctoral programmes, and the provision of additional support to PhD candidates and recent graduates to facilitate their transition into faculty positions. The document also recommends an overhaul of recruitment and retention policies and practices, including a review of salary structures.

As a follow-up to *Strategies*, the MPHEC has committed to preparing a progress report in two years’ time; this report will include an update of relevant statistics and an account of regional developments and initiatives.

of study, which in turn influenced occupational choices, and therefore earnings, after controlling for differences in field of study, occupation, province/country of residence, and number of hours worked per week, the wage gap attributable to gender alone was still 3-10%. The article was based on data from the MPHEC’s Survey of 1999 Maritime University Graduates in 2001 and explored the impact of gender on a set of employment outcomes, including labour force attachment, job status, job quality, and earnings among graduates who were at the beginning of their careers - that is, they had completed their first bachelor’s degree in 1999, and were employed two years after graduation.

The “Profile of Maritime University Students: Enrolment, Participation and Degree Completion” explored a number of

aspects of university attendance and degree completion at Maritime universities over two decades. Notable findings included an overall 64% growth in full-time enrolment, and a total growth of 39.5% in the number of undergraduate credentials granted by Maritime universities between 1980-1981 and 2000-2001. In addition, findings showed that participation (1999) in university education is greatest among Nova Scotia residents (26.4%), followed by Prince Edward Island (24.2%) and New Brunswick (22%). Participation rates in all Maritime provinces are higher than the national average. The article was based on data from ESIS and USIS.

Requests

In 2003-2004, the Commission received numerous requests for information from a broad range of stakeholders, including governments, the public, students, faculty, institutions and national organizations. Requests for information tapped several data sources, including ESIS, MPHEC graduate survey databases, and National Graduate Survey databases. While most requests involved the generation of simple tables, a few required a complex series of analyses. For example, staff prepared a post-secondary education capacity analysis which identified base-line information to assess current capacity in the public post-secondary system across the Maritimes. This analysis was prepared for the British Columbia government as part of a national level project undertaken by the Committee of Assistant Deputy Ministers Responsible for Post-Secondary Education

STIMULATION OF COOPERATION

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).

NB/PEI Educational Computer Network

2003-2004 was the 33rd year for the NB/PEI Educational Computer Network (NB/PEI ECN). On February 16, 2004, the New Brunswick/Prince Edward Island Research Grid was officially unveiled at the National Research Council Institute for Information Technology. The research grid is a joint initiative between the NB/PEI ECN, the Government of Canada, the Provinces of New Brunswick and Prince Edward Island, CANARIE Inc., the National Research Council, the

Atlantic Canada Opportunities Agency, and 360 Network/Group Telecom. It is a cooperative effort to provide increased bandwidth to the research, industry, and academic communities in the two provinces to allow them to collaborate and participate in research and innovation projects regionally, nationally, and globally. The NB/PEI ECN also provides its members with shared purchases as well as collective support for computer hardware and software.

The NB/PEI ECN 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 ECN 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.

Atlantic Satellite Network

The Commission coordinates requests by universities for broadcast time to deliver courses by television through the Atlantic Satellite Network (ASN), this service is another means by which the Commission increases access for students to the widest array of programmes. University requests are made through the MPHEC representative and forwarded to ASN. The schedule is organized three times each year, generally conforming around the university terms resulting in the following time frames: fall (September-December), winter/spring (January-April), and summer (May-August).

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 public 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 NB/MPHEC Finance Working Group for recommendation to the Department of Education for a final decision.

Intra-Maritime Programme Funding Arrangements

Under the regional transfer arrangement, each of the three Maritime provinces provides funding for 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.

Table 3
2003-2004 Fiscal Transfers Among the Maritime Provinces in Relation to
2001-2002 University Enrolments in Regional Programmes

	PROVINCE OF RESIDENCE							
	NB		NS		PEI		TOTAL	
	Enrol ¹	\$000	Enrol ¹	\$000	Enrol ¹	\$000	Enrol ¹	\$000
New Brunswick								
Mount Allison University	-	-	0	0	6	41.7	6	41.7
St. Thomas University	-	-	0	0	25	115.2	25	115.2
Université de Moncton (Moncton)	-	-	30	243.9	29	198.6	59	442.5
Université de Moncton (Edmundston)	-	-	0	0	1	9.8	1	9.8
University of NB (Fredericton)	-	-	84	887.5	96	963.5	180	1851
University of NB (Saint John)	-	-	0	0	0	0	0	0
NB Total	-	-	114	1131.4	157	1328.8	271	2460.2
Nova Scotia								
Acadia University	20	123.9	-	-	15	103.2	35	227.1
Atlantic School of Theology	3	16.9	-	-	0	0	3	16.9
Dalhousie University	383	4931.9	-	-	175	1997	558	6928.9
Mount Saint Vincent University	42	189.7	-	-	9	39.4	51	229.1
NS Agricultural College	77	572.7	-	-	27	213.1	104	785.8
NS College of Art and Design	25	187.8	-	-	9	67.6	34	255.4
St. Francis Xavier University	31	155.9	-	-	21	144.6	52	300.5
Saint Mary's University	1	5.6	-	-	19	83.6	20	89.2
Université Sainte-Anne	0	0	-	-	3	10.3	3	10.5
University College of Cape Breton	9	45.1	-	-	1	2.8	10	47.9
University of King's College	1	5.6	-	-	1	2.8	2	8.4
NS Total	592	6235.1	-	-	280	2664.4	872	8899.7
Prince Edward Island								
University of Prince Edward Island	5	38	0	0	-	-	-	15.7
PEI Total	5	38	0	0	-	-	-	15.7

*above figures do not include the medical school supplement transfer from both New Brunswick and Prince Edward Island to Nova Scotia (\$472,600 and \$159,500 respectively)

¹Enrol = full-time, full-time equivalent for regional transfers

The transfer of funds in any given fiscal year is based on the enrolment of Maritime residents in these regional programmes two years earlier (the latest year for which complete enrolment data are available at the time budgets are prepared). The 2003-2004 fiscal transfers and the 2001-2002 enrolments in regional programmes, upon which these transfers were based, are shown in Table 3 for each institution. It should 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 table does not include the medical school supplement transfer from both New Brunswick and Prince Edward Island to Nova Scotia.

INTERPROVINCIAL AGREEMENTS

In 2003-2004, the Commission administered agreements with other provinces to provide places for Maritime students in programmes of study not available in the region. The 2003-2004 enrolments for students under the various interprovincial agreements are detailed in Table 4. The financial transfers pertaining 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, encourage students to return to New Brunswick and provide a link between the province and future health sciences professionals.

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

Table 4
Interprovincial Agreements - Total Enrolment
2003-2004

	Number of Students
New Brunswick/Québec Agreement ¹	
Agriculture (all NB)	3
Audiology/Speech Therapy (all NB)	2
Occupational Therapy (all NB)	7
Medicine (99 NB, 3 PE, 2 NS) ²	104
Dentistry (all NB)	15
Veterinary Medicine (all NB)	8
Optometry (all NB)	7
Pharmacy (all NB)	19
Physiotherapy (all NB)	11
	176
Medical specialties (all NB):	
• Family Medicine	22
• Anesthesia-reanimation	3
• Dermatology	1
• General Surgery	3
• Internal Medicine	10
• Obstetrics-gynaecology	2
• Orthopaedic Surgery	4
• Psychiatry	2
• Radiology	2
• Pediatrics	1
• Ophthalmology	3
• Micro-infectiology	2
• Other	1
	56
Total	232
Tripartite Optometry Agreement Between the Province of Ontario, University of Waterloo and the MPHEC	
Optometry (4 NB, 1 PEI)	5
Memorandum of Understanding Concerning Medical Education between the Province of New Brunswick and the Province of Newfoundland and Labrador	
Medicine (40 NB, 6 PEI)	46
Newfoundland and Labrador/Nova Scotia/Dalhousie University Rehabilitation Disciplines Agreement	
Physiotherapy (all NL)	30
Occupational Therapy (all NL)	24
Atlantic Veterinary College Interprovincial Funding Agreement	
Veterinary Medicine (2001-2002 full-year FTE)	
New Brunswick	55.23
Nova Scotia	55.76
Prince Edward Island	42.23
Other	92.98
Total	246.2

¹Preliminary numbers only

²Includes six NB seats funded by the Federal Government

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 and covers one additional student per year up to and including an admission in September 2007. In addition, it provides for a maximum of one full-time student from Prince Edward Island in September 2005. If in any year, the number of students admitted is less than the maximum provided for in this agreement, University of Waterloo may increase the number admitted in the subsequent year by the shortfall of the previous year.

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 includes a total of 40 seats per year for the full undergraduate medical programme. In addition, beginning in September 2001, 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 by September 2004.

Newfoundland and Labrador/Nova Scotia/Dalhousie University Rehabilitation Disciplines Agreement

A funding 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 per year in Occupational Therapy, and 30 seats per year in Physiotherapy are reserved for students from the Province of Newfoundland.

Atlantic Veterinary College Interprovincial Funding Agreement

The Atlantic Veterinary College (AVC) Interprovincial Funding Agreement, administered by the Province of Prince Edward Island, is an agreement in which the four Atlantic provinces have agreed to share in the funding for the ongoing operating and maintenance costs of educating students at the AVC. The Commission's role under this agreement consists in the allocation of the Province of New Brunswick's yearly allocation to the Province of Prince Edward Island. In consideration of the Provinces contributing their proportionate share toward the funding of the College, each Province has a guaranteed number of seats for fully qualified applicants. New Brunswick is guaranteed 13, Nova Scotia 16, Prince Edward Island 10, and Newfoundland and Labrador two undergraduate seats per year. In addition to the 41 seats assigned to the Atlantic provinces, 19 seats are marketed annually to international students. It should be noted that graduate students are covered under the regional transfer arrangement.

FINANCIAL OVERVIEW

The following provides a summary of the operating assistance approved in 2003-2004 and budget announcements for upcoming years.

New Brunswick

The Province of New Brunswick provided a 3.4% increase to university base funding as the first instalment of a three-year commitment. In addition, the base funding was reduced by \$7.365 million to subtract the provincial portion of property taxes from the university funding envelope as a result of a policy change by the Department of Finance in which only the municipal portion of property taxes will be budgeted within university base funding. The net effect of these changes is that assistance to the university sector went from \$179.9 million in 2002-2003 to \$179.2 million in 2003-2004. The Province maintained the level of capital grants to universities at \$2.5 million which was used to renovate existing buildings.

The Province provided \$400,000 to its four universities as the final installment of a four-year commitment to improve their success in federal research competitions.

New Brunswick provided \$125,000 to purchase an additional five seats for medical training for New Brunswick students in Quebec.

Nova Scotia

The 2003-2004 base operating grant for universities remained unchanged at \$200.7 million. As a result of the merger of Université Sainte-Anne and Collège de l'Acadie in November 2002, the 2003-2004 funding for Collège de l'Acadie was moved to the Assistance to Universities Vote, thus increasing the base to \$203.5 million. In November 2003, as part of a government-wide budget reduction process to address an anticipated deficit at year-end, funding to the university system was reduced by \$1 million. In late March 2004, government allocated an additional \$8 million to the university system, to bring the final funding for the year to \$210.5 million. This represents an actual funding increase to the universities of \$1 million, or 0.5% (\$210.5 million less \$2.8 million for Collège de l'Acadie yields \$207.7 million, compared to \$206.7 million for 2002-2003). Both the funding reduction and the additional funding were allocated to individual institutions according to the funding formula established in 1998. There was no capital budget for fiscal 2003-2004.

Prince Edward Island

For 2003-2004, the increase to operating grants was \$1 million for University of Prince Edward Island and \$1 million for Holland College.

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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 (AS OF MARCH 31, 2004)

STANDING COMMITTEES

AAU-MPHEC ACADEMIC ADVISORY COMMITTEE

Appointed by the AAU:

Dr. Gwendolyn Davies, University of New Brunswick
Dr. Ronald Johnson, St. Francis Xavier University
Dr. Terrence Murphy, Saint Mary's University

Appointed by the MPHEC:

Dr. Neil Boucher, Université Sainte-Anne - Chair
Dr. Richard Myers, St. Thomas University

AAU-MPHEC ADVISORY COMMITTEE ON INFORMATION AND ANALYSIS

Appointed by the AAU:

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

Appointed by the MPHEC:

Madame Louise Boudreau, New Brunswick
Mr. Mark Frison, Nova Scotia
Mr. Dan Leger, New Brunswick

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

MPHEC FINANCE COMMITTEE

Mr. Mike Clow, Prince Edward Island
Mr. Wayne Doggett, Nova Scotia
Dr. Bernie M. MacDonald, Nova Scotia (Chair)
Madame Jocelyne Roy-Vienneau, New Brunswick

NB/MPHEC FINANCE WORKING GROUP

Madame Louise Boudreau, Department of Education, New Brunswick
Monsieur Jean-Charles Doucet, Department of Education, New Brunswick
Monsieur Pascal Robichaud, Department of Education, New Brunswick

COMITÉ PROVINCIAL DES SCIENCES DE LA SANTÉ DU NOUVEAU-BRUNSWICK

Members:

Madame Louise Boudreau, Department of Education - Chair
Madame Claire Dennie, Régie de la Santé du Restigouche
Monsieur Jean Hubert, Régie régionale de la santé quatre
Monsieur Christian Kant, Université de Moncton
Madame Chantal Michaud, Régie régionale de la santé Beauséjour
Madame Michèle Roussel, Department of Health and Wellness
Madame Lyne St-Pierre-Ellis, Department of Health and Wellness

Dre Annette Séguin, Professional Services, Régie de la santé Acadie-Bathurst

Resource persons:

Monsieur Christian Courtemanche, Fédération des francophones de Terre-Neuve et du Labrador
Dr Omer Doiron, Physician, Dieppe
Madame Betty Dugas, Consortium national de la formation en santé
Madame Johanne Irwin, Health and Social Services, Prince Edward Island
Monsieur Edgar Robichaud, Université de Moncton, Campus de Shippagan
Monsieur Pascal Robichaud, Department of Education, New Brunswick
Dr Aurel Schofield, Coordonnateur de la formation médicale francophone au Nouveau-Brunswick
Ms. Catherine Stewart, MPHEC Staff
Madame Alexandra Gagné, MPHEC Staff
Ms. Lisa Robichaud, MPHEC Staff

NB/PEI EDUCATIONAL COMPUTER NETWORK BOARD OF DIRECTORS

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

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
Monsieur André Lee, Université de Moncton, Campus de Moncton
Mr. Richard MacDonald, Holland College
Monsieur Jocelyn Nadeau, Université de Moncton, Campus d'Edmundston
Mr. Steven Osborne, University of New Brunswick, Saint John - Chair
Ms. Lisa Robichaud, MPHEC Staff
Madame Rina Robichaud, Université de Moncton, Campus de Shippagan
Mr. Greg Sprague, University of New Brunswick, Fredericton

APPENDIX C
PROGRAMME PROPOSALS CONSIDERED FOR APPROVAL
APRIL 1, 2003 - MARCH 31, 2004

Institution	Programme	Decisions as of March 31, 2004*	Type**
Acadia University	- Bachelor of Music Therapy	CR	N
	- Certificate in Music Therapy	CR	N
	- Master in Education: Learning and Technology	A	N
	- MSc in Applied Mathematics and Statistics	CR	M
Atlantic School of Theology	- Graduate Certificate in Theology	CR	N
Dalhousie University	- Bachelor of Engineering, Computer Engineering	CR	N
	- Bachelor of Engineering, Environmental Engineering	CR	M
	- BHSc in Diagnostic Cytology	A	N
	- BHSc in Diagnostic Medical Ultrasound	A	N
	- BHSc in Medical Laboratory Technology	A	N
	- BHSc in Nuclear Medicine Technology	A	N
	- BHSc in Radiological Technology	A	N
	- BHSc in Respiratory Therapy	A	N
	- BSc combined honours in Chemistry and Oceanography	CR	N
	- BSc combined honours in Earth Science and Oceanography	CR	N
	- BSc combined honours in Marine Biology and Oceanography	CR	N
	- BSc (Environmental Science)	A	N
	- Bachelor of Software Engineering	CR	N
	- Master of Applied Health Services Research	A	N
	- Master of Applied Science/Master of Planning	CR	M
- Master of Engineering/Master of Planning (combined)	CR	M	
- PhD in Nursing	A	N	
Mount Saint Vincent University	- BA (Public Policy Studies)	A	N
Nova Scotia College of Art and Design	- Visual Arts Certificate for Teachers	CR	N
St. Francis Xavier University	- Bachelor of Information Systems	CR	M
	- Bachelor of Information Systems (Co-op)	IR	M
	- BBA (Co-op)	IR	M
	- BSc Nursing	IR	M
Saint Mary's University	- BSc (Major and Honours in Astrophysics)	CR	N
	- PhD in Astronomy	A	N
St. Thomas University	- BA (Major in Journalism)	A	N
Université de Moncton	- Baccalauréat appliqué en agroforesterie	A	N
	- Baccalauréat en science infirmière pour infirmière et infirmier immatriculé	A	M
	- Certificat de bureautique	CR	T
	- Certificat en soins infirmiers critiques	IR	M

Institution	Programme	Decisions as of March 31, 2004*	Type**
	- Maîtrise en science infirmière (infirmière ou infirmier praticien)	A	N
University College of Cape Breton	- Bachelor of Technology Information (Computer Systems Development)	CR	M
	- Bachelor of Technology Information (Network Management)	CR	M
	- Bachelor of Technology (Environmental Studies)	CR	M
	- Bachelor of Technology (Manufacturing)	CR	M
	- Bachelor of Technology (Petroleum)	CR	M
	- Diploma in Electrical/Electronic Engineering Technology (Instrumental and Controls Options)	CR	M
	- Diploma in Mechanical Engineering Technology	CR	M
	- Diploma in Petroleum Engineering Technology	CR	M
	- Information Technology Diploma	CR	M
University of New Brunswick	- BHSc (Respiratory Therapy)	A	N
	- Bachelor of Integrated Studies	A	N
	- Master of Applied Health Services Research	A	N
	- PhD in Psychology	A	M
University of Prince Edward Island	- BEd (Teaching French Immersion)	A	N
	- Master of Applied Health Services Research	A	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

W=withdrawn

** N=new

M=modified

T=terminated

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

APPENDIX F
UNAUDITED UNRESTRICTED OPERATING GRANT ALLOCATIONS - 2003-2004*

New Brunswick

Maritime School of Forest Technology	\$ 1,732,266
Mount Allison University	13,857,700
St. Thomas University	6,782,084
Université de Moncton	45,608,600
University of New Brunswick	79,509,800
	<u>\$ 147,490,450</u>

Nova Scotia

Acadia University	\$ 20,978,495
Dalhousie University	99,531,721
Mount Saint Vincent University	12,567,240
NS Agricultural College	4,340,471
NS College of Art & Design	4,570,413
St. Francis Xavier University	17,299,480
Saint Mary's University	20,619,845
University College of Cape Breton	14,062,388
Université Sainte-Anne (note 1)	5,821,469
University of King's College	2,973,573
	<u>\$ 202,765,095</u>

Prince Edward Island

Holland College	\$ 9,657,900
University of Prince Edward Island (note 2)	32,854,573
	<u>\$ 42,512,473</u>

Note 1 - Beginning in 2003-2004, includes Collège de l'Acadie

Note 2 - Includes funding from the four Atlantic provinces to the Atlantic Veterinary College for academic programmes

*government fiscal year

APPENDIX G
UNAUDITED RESTRICTED OPERATING ASSISTANCE ALLOTMENTS - 2003-2004

	<u>Non-Space</u>	<u>Alteration and Renovation</u>	<u>Total</u>
New Brunswick			
Maritime College of Forest Technology	\$ 55,540	\$ 71,690	\$ 127,230
Mount Allison University	303,950	484,080	788,030
St. Thomas University	185,040	154,020	339,060
Université de Moncton	886,500	1,202,760	2,089,260
University of New Brunswick	1,742,702	1,983,450	3,726,152
Joint Project (NB/PEI Educational Computer Network)	722,268	-	722,268
	<u>\$ 3,896,000</u>	<u>\$ 3,896,000</u>	<u>\$ 7,792,000</u>
Nova Scotia			
Acadia University	\$ 435,215	\$ 471,649	\$ 906,864
Dalhousie University	1,909,539	1,884,624	3,794,163
Mount Saint Vincent University	294,080	240,674	534,754
NS Agricultural College	39,203	39,203	78,406
NS College of Art & Design	117,632	102,869	220,501
St. Francis Xavier University	317,594	415,355	732,949
Saint Mary's University	435,097	409,383	844,480
University College of Cape Breton	219,574	234,855	454,429
Université Sainte-Anne	27,447	71,812	99,259
University of King's College	50,981	50,465	101,446
	<u>\$ 3,846,362</u>	<u>\$ 3,920,889</u>	<u>\$ 7,767,251</u>
Prince Edward Island			
Holland College	\$ 185,300	\$ 199,300	\$ 384,600
University of Prince Edward Island	314,140	350,360	664,500
Joint Project (NB/PEI Educational Computer Network)	85,600	-	85,600
Future Commitments	-	219,488	219,488
	<u>\$ 585,040</u>	<u>769,148</u>	<u>\$ 1,354,188</u>

APPENDIX H
PUBLICATIONS OF THE MPHEC

Trends in Maritime Higher Education. *The Gender Gap in Employment Outcomes of University Graduates.* Fredericton, NB; Volume 3, Number 1, March 2004.

Trends in Maritime Higher Education. *Profile of Maritime University Students: Enrolment, Participation, and Degree Completion.* Fredericton, NB; Volume 2, Number 1, October 2003.

Strategies for Faculty Renewal in the Maritimes. Fredericton, NB; October 2003.

Assessment of Dalhousie University's Quality Assurance Policies and Procedures. Fredericton, NB; September 2003.

Assessment of St. Thomas University's Quality Assurance Policies and Procedures. Fredericton, NB; September 2003.

MPHEC Multi-Year Business Plan 2003-2004 to 2005-2006. Fredericton, NB; June 2003.

Survey of 1999 Maritime University Graduates in 2001. Fredericton, NB; April 2003.

Preliminary Assessment of the Effectiveness and Benefits of Articulated Programmes Delivered in the Maritimes. Fredericton, NB; March 2003.

Faculty Recruitment and Retention in the Maritimes. Fredericton, NB; August 2002.

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.

Securing our Future - A Renewal Strategy for Post-Secondary Research in Atlantic Canada. Fredericton, NB; August 2000.

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. 5th Edition. Fredericton, NB; January 2000; 4th Edition. November 1997; 3rd Edition. October 1992; 2nd Edition. 1988; 1st 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.

Survey of 1995 University Graduates. Prepared by Baseline Market Research Ltd., Fredericton, NB; November 1996.

Report from the Maritime Provinces Higher Education Commission to the Council of Maritime Premiers on the Future of the MPHEC. Fredericton, NB; September 1996.

Responses to Declining Government Funding - The Case of Differential Fees. Prepared by Frank Strain, Fredericton, NB; September 1996.

1995 Space Inventory. Fredericton, NB; August 1996.

Differential Fees for Foreign Graduate Students: Maritime Implications. Prepared by John D. McLaughlin, Ph.D., Fredericton, NB; June 1996.

Responding to Financial Challenges 1996-97. Fredericton, NB; April 1996.

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.

Financial Plan. Fredericton, NB; published annually from 1977 to 1995.

Co-operative Education in the Maritimes - A Statistical Profile. Prepared for the Maritime Provinces Higher Education Commission by the Canadian Association for Co-operative Education - Atlantic. September 1994.

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

Role and Planned Capacity Report 2 - New Brunswick and Prince Edward Island Universities and General Regional Recommendations. In conjunction with the Nova Scotia Council on Higher Education; Fredericton, NB; November 1993.

Role and Planned Capacity Report 1 - Nova Scotia Universities. In conjunction with the Nova Scotia Council on Higher Education; Fredericton, NB; May 1991.

Learning Disabilities in Post-Secondary Education. Prepared by Margaret Golick, Ph.D.; Fredericton, NB; December 1988.

Student Aid for the 1990s. Student Aid Study Committee Report; Fredericton, NB; November 1988.

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

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

Research Profile - Maritime Post-Secondary Institutions. Fredericton, NB; Summer 1983.

In Transition - Evolving Three-Year Regional Planning for Higher Education in the Maritime Provinces 1982-83 to 1984-85. Fredericton, NB; June 1982.

Maritime Provinces Post-Secondary Institutions - As We See Ourselves. Fredericton, NB; May 1981.

Telematics and Higher Education - A Report of the Colloquium. Fredericton, NB; January 1981.

Operations, Regulations and Procedural Guidelines. Fredericton, NB; January 1981.

Planning for the 80s - Evolving Three-Year Regional Planning for Higher Education in the Maritime Provinces 1980-81 to 1982-83. Fredericton, NB; April 1980.

Report of the Study of Financial Aid to Maritime Students. Fredericton, NB; March 1980.

Issues for the Eighties - Evolving Three-Year Regional Planning for Higher Education in the Maritime Provinces 1979-80 to 1981-82. Fredericton, NB; June 1979.

Balancing Needs and Resources - 1978 Update of the MPHEC's Evolving Three-Year Regional Planning for Higher Education in the Maritime Provinces. Fredericton, NB; January 1978.

In Process - Three-Year Regional Planning for Higher Education in the Maritime Provinces. Fredericton, NB; April 1977.

Research Report on Engineering Education in the Maritimes. Prepared by Dean L.W. Shemilt; Fredericton, NB; December 1976.

Higher Education in the Maritimes - 1976 - An Overview. Fredericton, NB; October 1976.

Legal Education in the Maritime Provinces. Prepared for the MPHEC by Dean D.A. Soberman; Fredericton, NB; August 1976.

Report of a Study of the Establishment of a School of Veterinary Medicine in the Atlantic Region. Prepared for the MPHEC by Dean D.G. Howell; Fredericton, NB; August 1975.

A Unique Regional Approach to Coordinating Higher Education. Brochure; Fredericton, NB; June 1975.

Report of the Committee on Higher Education in the French Sector of New Brunswick. Fredericton, NB; April 1975.

Annual Report. Fredericton, NB; published annually since 1975.

