

MPHEC

Maritime Provinces
Higher Education
Commission

CESPM

Commission de
l'enseignement supérieur
des Provinces maritimes



ANNUAL REPORT 2007-2008

ANNUAL REPORT 2007-2008

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 programs, institutional practices, and teaching.
 - **Accessibility:** program, delivery, and support services that optimize post-secondary education availability.
 - **Mobility:** portability of learning and credits throughout the post-secondary education 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.
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Additional copies of the annual report may be obtained from:

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For a view of the MPHEC and its activities, please visit our web site at www.mphec.ca.

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LETTER OF TRANSMITTAL

September 30th, 2008

The Chair
Council of Maritime Premiers
P.O. Box 2044
Halifax, Nova Scotia 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, 2007 to March 31, 2008.

Yours very truly,



Gordon MacInnis
Chair



Mireille Duguay
Chief Executive Officer

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SCOPE AND MANDATE OF THE MPHEC

The Maritime Provinces Higher Education Commission (MPHEC) was established in 1974. The MPHEC is an “agency of the Council of Maritime Premiers.” 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. In January 2005, the new Maritime Provinces Higher Education Commission Act was proclaimed, giving full force to the Commission’s renewed mandate.

The new legislation defines the Commission’s mandate as follows:

The Commission shall, in carrying out its duties, give first consideration to improving and maintaining the best possible service to students as life-long learners by:

- Taking measures intended to ensure that programs of study are of optimum length and best quality;
- Stressing prior learning assessment and recognition, and credit transfer, to implement the principle that duplication of effort is not required in order to gain credit for learning which has been successfully accomplished;
- Promoting smooth transitions between learning and work;
- Promoting equitable and adequate access to learning opportunities, including making those opportunities available at times and places convenient to the student; and
- Taking measures intended to ensure teaching quality.

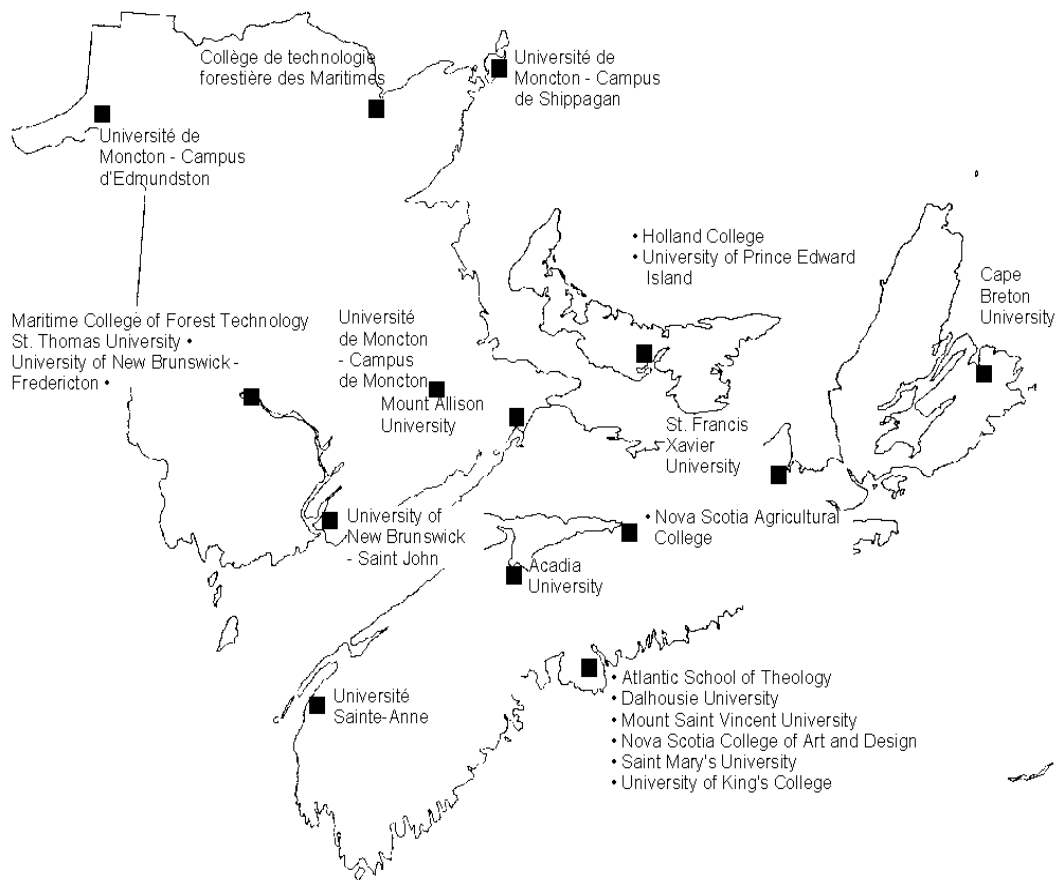
The Commission aims to assist institutions and governments in enhancing the post-secondary learning environment through the following nine objectives:

1. Provide assurances that programs developed by institutions within the MPHEC’s scope meet agreed-upon quality criteria.
2. Confirm that institutions within the MPHEC’s scope have appropriate policies and practices to ensure the ongoing quality of their programs.
3. Facilitate and promote cost-effectiveness of, and accessibility to, the broadest range possible of programs.
4. Collect, store and maintain quality, comprehensive and relevant information across all mandated functions.
5. Devise data and information products providing stakeholders with value, across all mandated functions, especially related to key post-secondary education issues.
6. Increase awareness of, and dialogue on, Maritime post-secondary education (PSE) issues and opportunities, both in the Maritimes and nationally.

7. Promote and facilitate cooperation within the Maritimes and with other provinces and external partners to, among other things, facilitate, among institutions and among governments for example, the development of cost-effective and collaborative approaches to post-secondary education administration, programs and policies.
8. Provide advice and services to the provinces, as requested.
9. Ensure the effective and efficient management of Commission resources (corporate objective).

All of the Commission's activities and initiatives fall under one of these objectives.

In carrying out its main functions (quality assurance, data and information, cooperative action, regional programs, and providing specific services to one or more provinces or institutions as agreed to by the Ministers), the Commission focuses primarily on university education. There are currently eighteen post-secondary institutions within the scope of the MPHEC, sixteen of which are publicly-funded universities. Of these sixteen, two (Cape Breton University and Nova Scotia Agricultural College) also offer college-level or technology-based certificate and diploma programs in addition to degree programs. The remaining two institutions (Holland College in Prince Edward Island and the Maritime College of Forest Technology in New Brunswick) offer primarily non-degree programs (Holland College can, and does, grant applied degrees).



COMPOSITION

The Commission is composed of the Chief Executive Officer (ex-officio, non-voting member) as well as 20 members appointed by the Ministers responsible for post-secondary education in the Maritime provinces.

The Commission's composition adheres to the following pattern:

- At least six of the 20 members must be appointed from each of three categories: 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.
- At least two members are students (within the public-at-large category).

Commission membership at year-end was:

INSTITUTIONAL REPRESENTATIVES (CATEGORY A)	SENIOR PUBLIC OFFICIALS (CATEGORY B)	PUBLIC-AT-LARGE (CATEGORY C)
New Brunswick		
Nassir El-Jabi David Stewart	Louise Boudreau	Colette Landry Martin Karla O'Regan Duncan Gallant
Nova Scotia		
Gordon MacInnis Samuel Scully (Vice-Chair) Donna Woolcott	Wayne Doggett Greg Ells	Peter Butler Chris Jordan Bill MacLeod
Prince Edward Island		
Vianne Timmons (Chair)	Mike Clow Ken MacRae	Don Gillis

Ex-officio, non-voting member: Mireille Duguay, Chief Executive Officer.

In order to carry out its duties, the Commission holds approximately five regular meetings per year, normally 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 2007-2008, the Commission held five meetings as follows:

- May 7, 2007 – Université Sainte-Anne
- June 25, 2007 – Nova Scotia College of Art and Design
- September 24, 2007 – Mount Allison University
- December 3, 2007 – University of King's College
- March 13, 2008 – Teleconference

COMMITTEES

The Commission's operational framework relies heavily on the use of advisory committees, a number of which include joint membership with the Atlantic Association of Universities (AAU). The Commission also employs ad hoc committees and working groups as dictated by issues. Its standing committees are:

- 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
- NB/PEI Educational Computer Network Board of Directors
- NB/PEI Educational Computer Network Technical Committee

The use of standing committees greatly enriches the Commission's ability to generate advice and analysis. The Commission's reliance on these committees allows it to process more information and to analyse this information in a more comprehensive and timely fashion. Perhaps more importantly is that the Commission draws, through its committees, on a wider network of resources and perspectives.

Committee members are listed in Appendix C, while copies of each committee's Terms of Reference are available online at www.mphec.ca.

STAFFING

Staff is responsible for the Commission's day-to-day activities; staff receives direction from the Commission through the CEO and provides support to the Commission and its committees. The Commission presently has staff expertise in the following areas: data collection/management, data analysis, quality assurance, finance, project management and event organization.

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

Chief Executive Officer	Mireille Duguay
Director of Finance and Information Technology.....	Lisa Robichaud
Manager, Research and Data Analysis.....	Dawn Gordon
Data Analyst.....	John Wilson
Information Systems Architect	Scott Stonehouse
LAN/System Administrator.....	Dragan Lepir
Policy and Research Analysts.....	Shannon McKenna-Farrell
	Raphaël Moore
	Lisa O'Connell
	Catherine Stewart
Clerk Accounting and Business Support	Rachael Anderson
Administrative Assistant.....	Karen Gauthier
Secretary.....	Shyanne Sherrard

GOVERNANCE AND ACCOUNTABILITY

The Commission's governance structure involves the following:

- The three Maritime provincial governments - represented through the Ministers responsible for post-secondary education and the Council of Maritime/Atlantic Premiers.
- The Commission - made up of a collective of 20 members and the Chief Executive Officer (as an ex-officio non-voting member), the committees established by the Commission, and staff.

The Commission must be seen through two lenses to fully grasp its governance structure. The legislation uses the term Commission to describe both the larger organization and the organization's governing body or Board. To avoid confusion, the term "Board" is used to describe the collective of 20 members, in addition to the Chief Executive Officer, which meets at least four times a year, while the term "Commission" is used to describe the collective of 20 members, the Chief Executive Officer, committees established by the Commission and staff, as per the new legislation.

The purpose of the Commission in its capacity as a Board is to ensure that the Commission as a whole, assist institutions and governments in enhancing a post-secondary learning environment that reflect the following values: quality, accessibility, mobility, relevance, accountability, and scholarship and research. In so doing, it aims to promote the value of post-secondary education and research, as well as foster an effective learning environment by ensuring that key stakeholders' views are considered in the development of the Commission's strategies and decisions.

The Commission is accountable to provincial Ministers responsible for post-secondary education as per the new legislation for achieving agreed upon outcomes, defined within the business plan. At its June 25, 2007 meeting, the Commission approved an update to its documentation describing its governance model.

YEAR IN REVIEW

A variety of activities were undertaken by the MPHEC during 2007-2008. The Commission's year in review is sub-divided according to its main functions: quality assurance, data and information, interprovincial agreements, cooperative action and province-specific services. The final section presents the Commission's participation in national and international forums, which are not covered elsewhere in the report.

QUALITY ASSURANCE

The Commission is charged with providing decision-makers both with accountability measures pertaining to the institutions on the Commission's schedule and with value-added information to assist in policy decisions related to the post-secondary sector.

The Commission designed its policy on quality assurance to bring together two major tools:

1. The assessment of academic programs prior to implementation; and
2. The monitoring of institutional quality assurance policies and procedures.

When combined, both tools ensure a continuum of quality: the program assessment process provides assurances to government, students, employers and the public-at-large that programs, offered by publicly funded universities in the Maritimes, meet established standards of quality prior to implementation; and the monitoring process provides assurances that Maritime universities have effective quality assurance policies and procedures in place to ensure that programs, once implemented, are reviewed internally and externally to provide continuous quality improvements. The Commission's policy on quality assurance is available on the Commission's website.

Program Assessment Process

The overall objective of the program assessment is to ascertain the suitability of the program given its objectives, structure, institutional appropriateness, resources, stated student outcomes and their relevance in the context of the Commission's policy framework through an iterative process. The main outcome of the assessment is program approval. As such, the Commission's process is also described as a program approval process.

A key feature of the process is that it allows program proposals to benefit from the input of a number of qualified individuals. Upon receipt, all program proposals are distributed to the AAU-MPHEC Academic Advisory Committee members, Commission members and institutions on the Commission's schedule for comment. All comments received through the distribution process are forwarded to the submitting institution which must provide a response to concerns raised. Any institution that raises significant concerns is informed of the final outcome of the assessment. In addition, all programs benefit from a review by a team of staff that meets regularly to assess program proposals.

A majority of program proposals undergo a cursory review; in other words, when they are reviewed by staff they are granted approval if they meet agreed-upon criteria. If a proposal does not meet the criteria for approval and/or major issues have been identified, the proposal is forwarded to the AAU-MPHEC Academic Advisory Committee and the MPHEC, for an in-depth assessment.

As illustrated in Table 1, during 2007-2008, the Commission considered a total of 59 program proposals; of these, 18 programs were approved through the cursory review process, 11 were approved through in-depth assessment, 3 were received for information and record, 4 were withdrawn and 23 were still in the assessment process at year end. Of these 59 proposals, 6 had been submitted as a result of the Commission's data auditing process. Each year, universities submit detailed enrolment data through the Post-Secondary Student Information System (PSIS). As part of the data auditing process, Commission staff review these data to ensure that reported enrolments are consistent with the Commission's internal records of program approval. Any enrolments reported in a program that has not been approved by the Commission are identified and the University is asked to submit a proposal for a new or modified academic program.

For further information on the program proposals reviewed under the Commission's process please refer to Appendix D.

TABLE 1
2007-2008 Summary of Decisions on Program Proposals Considered

	Approved	Not Approved	Under Review	Information and Record	Withdrawn	Total
New	17	-	18	-	4	39
Modified	8	-	4	3	-	15
Terminated	4	-	1	-	-	5
Suspended	-	-	-	-	-	-
Total	29	-	23	3	4	59

*Of the 59 approvals, 18 were approved through the cursory review process.

Monitoring of Institutional Quality Assurance Policies and Procedures

The specific objective of the quality assurance monitoring function is to ascertain that the procedures used by institutions to assess the quality of existing programs, and other functions as appropriate, are performing adequately as quality control and quality improvement mechanisms.

During 2007-2008, nine institutions including, in order of their date of initiation, Cape Breton University, Nova Scotia College of Art and Design, Nova Scotia Agricultural College, St. Francis Xavier University, University of Prince Edward Island, Saint Mary's University, Mount Saint Vincent University, University of King's College and the Atlantic School of Theology were undergoing the monitoring process. At year end, six of the nine institutions were in the final stages of the process.

In addition, Assessment Reports of the Quality Assurance Policies and Procedures were released for Acadia University and Université Sainte-Anne. The main objective of the reports is to answer two questions, while paying particular attention to each institution's mission and values: 1) Is the institution following its own quality assurance policy? and 2) Could the institution's quality assurance policy be modified to better ensure the quality of the academic programs and services or is it satisfactory as is? In both cases, the Monitoring Committee was unable to respond to the first question, as Acadia policy was in its infancy and the Université Sainte-Anne did not have a policy per say. With respect to the second question, the Monitoring Committee recommended that Acadia University: clearly define the assessment criteria, improve timeliness of the review process, increase involvement and awareness, and implement a number of measures to strengthen the policy. Recommendations to Université Sainte-Anne focussed on two key elements, that the Université: develop and implement an overarching quality assurance policy that covers the entire breadth of the University's offerings and services (both academic and non-academic), and increase community (internal and external) involvement and awareness.

The process is expected to be completed with all institutions by March 2009.

Ad Hoc Committee on Program Duplication

In May 2007, the Commission established an Ad Hoc Committee on Program Duplication to examine the Commission's role in approving duplicate programs. Specifically, the Committee was asked to:

- review the Mandate of the Commission insofar as program duplication is concerned;
- review the Commission's policies and practices concerning program duplication;
- recommend changes to those policies and practices should the Committee conclude that such changes would be desirable;
- review the practices of the Academic Advisory Committee when it deals with the issue of program duplication;
- recommend changes to those practices should the Committee conclude that such changes would be desirable;
- consider program differentiation in relation to program duplication; and
- consider the issue of the proliferation of business programs.

The Committee's report is expected to be submitted to the Commission for consideration in spring 2008.

The MPHEC Value-Added Outputs - Quality Assurance

Selected value-added outputs generated by the Commission's activities in the area of quality assurance include:

- The quality of programs is improved and students, governments and taxpayers, all making large investments in education, are served by programs of quality.
- A regional context is provided for programs to ensure the availability of the widest array of programs.
- Program proposals benefit from a review by a wide range of stakeholders (students, government, public-at-large, and university representatives) through the distribution process.
- The Commission is able to track (and audit) enrolments, program development and duplication, to identify regional programs to be included under the Regional Transfer Arrangement, provide weighted full-time equivalent values for the application of the New Brunswick Funding Formula, and data supporting policy analysis and development.
- Universities have in place policies to ensure continuous program and services quality improvements.
- Universities review and assess academic offerings at regular intervals.

DATA AND INFORMATION

The Commission's data and information function, which crosses all mandated functions of the Commission, provides decision-makers with both accountability measures pertaining to the institutions on the Commission's schedule and better information to assist in decision-making. The initiatives taken under this function also increase awareness of, and dialogue on, Maritime post-secondary education issues and opportunities, both in the Maritimes and nationally.

The Commission is involved in data collection and the development of research products and is recognized in the Maritimes, and nationally, as a credible source of data and information on post-secondary education. Over the last few years, the focus has been to promote and make available value-added sources of information to various governments, post-secondary institutions, students and the public-at-large. The Commission houses a wealth of data and information spanning the full spectrum of university education, including enrolments, credentials granted, graduate outcomes, faculty, tuition and fees, university finances, and academic programs. It is responsible for acquiring, auditing, validating and storing proprietary data, such as the Post-Secondary Student Information System (formerly named Enhanced Student Information System) and the MPHEC graduate survey program, in addition to regularly updating non-proprietary data from external sources, which include university finances and faculty demographics.

Maintaining a comprehensive collection of data and information in-house enables the MPHEC to provide its stakeholders, upon request, not only with standardized statistics and custom-generated outputs, but also with in-depth analytical reports and articles. Some are products of ongoing projects while others are the result of single research projects.

Collection of Student Data (Post-Secondary Student Information System [PSIS])

The MPHEC collects information on institutions' programs and course offerings, student demographics, program and course registration, and credentials granted. The database format used is the Post-Secondary Student Information System (PSIS), the national database format designed by Statistics Canada to provide longitudinal student records to enable the generation of standardized statistics and to facilitate research on post-secondary issues such as retention, attrition, mobility and graduation rates. The advantage of using the PSIS format is that one submission by institutions fulfills many information needs.

Part of the annual data collection cycle includes a rigorous audit of key data elements, which is done with the cooperation of submitting institutions. The Commission also submits validated PSIS data to Statistics Canada on an annual basis on behalf of the institutions within its mandate.

The Commission uses this rich source of data to support Commission functions such as:

- **Quality Assurance:** maintenance of approved program database, monitoring of enrolments in, and graduations from, approved programs;

- **Province-Specific Services:** the calculation of full-year full-time equivalent and full-year weighted full-time equivalent which are used in the calculation of the New Brunswick Unrestricted Operating Assistance Funding Formula and the Regional Transfer Arrangement, the calculation of full-course equivalents to support the Nova Scotia Funding Formula; and
- **Data and Information:** PSIS supports the production of standardized statistics on enrolments and credentials granted (annual statistical tables posted to the website, as well as ad-hoc requests by stakeholders), and research and analysis of issues in the post-secondary sector. The sampling frame for MPHEC graduate surveys is also generated using PSIS data.

During 2007-2008, staff delivered the key measures (including full-course equivalent, weighted full-course equivalent, full-time equivalent, weighted full-time equivalent and enrolments) from PSIS, which support certain components of the Nova Scotia Funding Formula, specifically, the weighted enrolment grant (which accounts for 91% of the base funding), the size grant, French language grant, part-time student grant and international student funding limits. Staff continues to work with Nova Scotia to test and fine-tune these calculations.

In March 2008, staff attended PSIS Symposium in Ottawa, hosted by Statistics Canada. This symposium represented Statistics Canada's renewal of efforts to increase PSIS compliance across the country (currently, 35% of institutions still report in the old USIS format). Respondents from across Canada were invited to the event, and Commission staff presented on the Commission's experiences with implementing and maintaining PSIS, as well as on how the database is used. The presentation was well received, and a number of participants were interested in the specialized software (Maritime pre-screener) developed in-house to address shortcomings of Statistics Canada's screening tool (E7).

Forum on Data Collection and Research

Forum on Data Collection and Research was co-hosted by the Commission and the Atlantic Association of Registrars and Admissions Officers (AARAO) on February 6, 2008 in Halifax, Nova Scotia. This forum was an enhanced version of the registrar's meetings traditionally held each year by the MPHEC. The main objectives of the Forum were to: provide an update to university registrars and institutional researchers on the Commission's current research activities; provide PSIS respondents a forum to discuss issues related to PSIS submissions; and describe the development of measures of student progress and outcomes and call for volunteers for a new working group (more details below).

Graduate Survey Program

The Commission's graduate survey program began with a pilot project in 1995; to date, four graduating cohorts have been studied: 1995, 1996, 1999, and 2003. This program supplies important information on graduate outcomes including debt, returning to study, employment and mobility patterns. As such, it continues to provide accountability measures useful in supporting policy decisions in governments and universities. In addition, it provides students and parents with valuable information to help their decision-making. The data collected are used not only in the preparation of detailed reports, but they continue to be used in in-depth analyses of special topics.

In February 2008, staff attended Symposium on Graduate Surveys in Victoria, British Columbia, hosted by Statistics Canada. This Symposium brought together representatives from all jurisdictions across Canada to discuss their own graduate surveys, and to look for ways to reduce overlap with the National Graduate Survey (NGS) and burden on respondents through various collaboration models proposed by Statistics Canada as they plan for the next implementation of the National Graduate Survey. Staff was invited to present the MPHEC's graduate survey program.

Two Years On: A Survey of Class of 2003 Maritime University Graduates

During 2005-2006, graduates from the fourth cohort in the Commission's graduate survey program were interviewed about their experiences moving between the learning force, the work force, and in many cases, back again since graduation. This survey resulted in the compilation of an extensive data file housing information on 4,310 of the region's Class of 2003 graduates. Over the 2006-2007 fiscal year, Commission staff used this data file to examine the nature of the transition graduates experienced between the learning force and the workforce, and back again, taking into consideration their experiences prior to enrolling in the program they graduated from in 2003. This Class is to be surveyed again in 2008, five years after graduation; pending confirmation of funding.

The final report on the survey *Two Years On: A Survey of Class of 2003 Maritime University Graduates* was released in June 2007. Custom data files were made available to each participating university and province. Key highlights from that report include:

Half of all graduates chose to pursue further study

- 55% of first-degree holders (45% of all graduates) chose to further their studies.
- Graduating from a Liberal Arts & Sciences program, having parents whose highest level of education is a Bachelor's degree or above, and not borrowing for the 2003 degree, all increase the likelihood of a graduate pursuing further study.

Maritime university graduates have made successful transition into the labour market

- Employment Rate: 95% First-degree holders.
- Employed Full-Time: 81% Employed first-degree holders.
- Average Annual Earnings: \$34,853 Employed first-degree holders.

The majority of graduates borrowed for their education

- 65% of first-degree holders (60% of all graduates) borrowed for their 2003 degree.
- The average amount borrowed was \$23,000.

Graduates were highly satisfied with their university program and experience

- 95% would choose to go to university if given the opportunity to do it all over again.
- 86% judged that their university education was worth the personal investment.
- 73% judged that their university education was worth the financial investment.

Intentions of Maritime University Students Following Graduation: A Survey of the Class of 2007

The MPHEC received funding from the Council of Atlantic Ministers of Education and Training and the Canadian Council on Learning, and acted as managing partner to conduct a survey of bachelor students expecting to graduate in 2007.

The purpose of the survey was to establish students' intentions and preparedness for pursuing further study and to gather information on trends and attitudes toward life-long learning among these students. The group studied is Maritime university students eligible to graduate (with their first bachelor's degree) in 2007. The survey was conducted via an online questionnaire over a three-week period, which ended March 31, 2007. An overall completion rate of 42% was achieved. The executive summary of the report was released in January 2008. Custom data files were provided to each participating university and province. Key findings from that report include:

- University programs meet most students' expectations.
- A majority (76%) of Maritime University students completing undergraduate degrees plan to return for further study; greater numbers of liberal arts & sciences (87%) than applied/professional (65%) students plan to return.
- Many liberal arts & sciences students who intend to pursue a second credential made this decision very early on (52% in their first year of study or earlier).
- The majority (60%) of students, plan to pursue a master's degree and many are attracted to master's programs outside the region.
- High debt (\$40,000+) reduces the likelihood that students plan to pursue further education.
- Student debt has increased 10% (2007 constant dollars) on average between 2003 and 2007.
- Family educational background does not affect a student's intentions for further study.
- The proportion of students from families where at least one parent has a bachelor's degree or greater continues to increase.
- The majority (73%) of Maritimers, and about one-quarter of students from outside the region, would like to stay in the region to live and work.

Students participating in this survey will become part of the sampling frame for the Commission's next scheduled cohort (Class of 2007) to be surveyed under its graduate survey program. This will enable the linkage of students' intentions with actual outcomes, thus further enriching the findings from the proposed project.

Surveying the Enrolment Landscape: Factors and Trends in Maritime University Enrolment 2000-2001 to 2006-2007

In 2005-2006, undergraduate enrolment in Maritime universities entered a decline after four successive years of growth (prior to this period, enrolment trends in the 1980s and early 1990s were characterized by continuous strong growth followed by a slow decline and plateau in the mid-to-late 1990s). Though it has been widely known in this region that projected demographic changes could lead to decreased enrolment of students from the Maritimes in the region's universities, the effect of this demographic slide was not expected to have an impact until the 2009-2010 academic year. In order to gain an understanding of the factors at play, the Commission's stakeholders called for an analysis of this recent and unexpected trend.

The report, entitled: *Surveying the Enrolment Landscape: Factors and Trends in Maritime University Enrolment 2000-2001 to 2006-2007* was released under the Trends in Maritime Higher Education series in June 2007.

Key findings from that report include:

- In 2004-2005, Maritime university enrolment reached an all-time high: by 2006-2007 undergraduate enrolment decreased 4.5% to 2002-2003 levels.
- The decline of younger students originally from the Maritimes began after 2003-2004, but the overall enrolment decline was offset by the concomitant increase in enrolment of students from Ontario (“the double cohort”). Enrolment of the ≤19 years cohort from the Maritimes is now below 2000-2001 levels.

Several important factors converge to explain the recent decline:

- Tuition fees seem to influence students’ choice of institution. This appears to be the main factor explaining the increasing number of Maritimers studying at the Memorial University of Newfoundland (up +884% since 1999-2000).
- Increasing demand (and corresponding enrolment growth) for community college education in the region (enrolment up 21% in NS, and 5% in NB, since 2000, PEI – little change over the same period).
- A strong economy: decreasing unemployment rates (drop of 1.2 percentage points since 2000), resulting in more university-age people entering the workforce (up 6%).
- Highest out-migration from the region since 1981, and the highest net out-migration of the most mobile age group, the university-age population – for study and or work – since 1998 (net out-migration of provincial 18-24 population: 1.6% NS; 3.4% NB and 3.6% PEI).
- The anticipated demographic decline in the university-age population in the Maritimes will begin affecting university enrolment as early as the fall of 2009.

As a follow-up to this report, the MPHEC hosted a Symposium in February 2008 entitled: Strategic Options in a Changing Enrolment Landscape. The symposium was intended to encourage dialogue on the changing enrolment landscape and how to address it. Guest speakers for the event included Dr. Martha Piper, Dr. James E. Côté, Dr. Clive Keen and UPEI President Wade MacLauchlan; Dr. Richard Myers facilitated the panel presentation and discussion groups. In total (including guest speakers, Dr. Myers and staff), 60 people attended the event.

Development of Measures of Student Progress and Outcomes

In February 2008, a new project was launched at the Forum on Data Collection and Research in Halifax. The project will develop measures of student progress and outcomes. In the first phase, the suite of measures to be developed will focus on learner persistence and achievement/outcomes, as well as participation.

For each of the measures that follow, a set of sub-measures will be developed, with analysis by program, gender, age group, geographic origin etc.:

- Participation rates
- Attrition/Persistence Rates
- Graduation/Completion Rates
- Demographics of non-persisters
- Course success/failure

The project is intended to provide the Commission's stakeholders with objective measures of how the region's university sector is functioning. The primary source of data for the project is the Post-Secondary Student Information System (PSIS). The MPHEC is in a unique position in the nation to utilize PSIS in the development of standardized statistical measures for a large region encompassing 16 degree granting institutions of varying sizes and types.

A working group made up of six institutional researchers representing institutions in all three provinces has been created to provide assistance to Commission staff in reviewing possible definitions and concepts in the development of measures.

The project is funded in part by the Canadian Council on Learning (CCL); the Council has also agreed to provide in-kind research (a literature review of concepts and definitions under the main themes) in support of the project.

Other Data Dissemination

One of the Commission's primary day-to-day duties is to provide information and data on request to stakeholders. Requests range in complexity from a single statistic or simple table, to a comprehensive set of statistics and information drawing on several of the Commission's databases. Responding to these requests may involve the release of an existing standardized table, or it may involve considerable staff time in gathering, analysing and synthesizing data from a variety of sources. These requests usually involve PSIS data, financial data and graduate/student survey data.

Commission Website

The MPHEC's fully bilingual, French and English Web site is a valuable source of data and information. In addition to detailed descriptions on the functions and activities of the MPHEC, as well as downloadable copies of the Commission's policies and reports, it houses a number of post-secondary education data and statistics including, enrolments, credentials granted, tuition, full-time equivalents and weighted-full-time equivalents of enrolment data. These can be accessed either through downloadable databases or static tables. In 2007-2008, staff began work to restructure the current MPHEC website in order to improve navigation and the ease with which visitors can find specific items.

The MPHEC Value-Added Outputs - Data and Information

Selected value-added outputs derived from the data and information function of the Commission include the following:

- The production of a number of standardized outputs from Post-Secondary Student Information System data, which includes full-time equivalents, weighted full-time equivalents, standardized registration status (full-time, part-time), permanent province of residence, citizenship, gender, age, by level of study and major field of study are available, accurate and relevant. These figures are used in the provision of statistics to various stakeholders and the application of the New Brunswick Funding Formula and for the calculation of the Regional Transfer, in addition to playing an important role in policy analysis and development.
- University accountability measures relating to graduate outcomes and evaluation of the university experience, including facilities and services are generated through the Commission's graduate follow-up survey program.
- Governments and institutions, through receipt of graduate follow-up survey data sets, are able to carry out analyses on their own group of graduates.
- Valuable information is provided to guide policy and decision makers through analyses of graduate follow-up survey data. The information and data collected through the survey program may have implications in numerous policy areas, such as post-secondary program design and delivery and student aid and debt repayment programs.
- Preparation of ad-hoc requests for data, statistics and information, and provision of advice to stakeholders based on available information.
- The research and analysis reports produced by the Commission have clear policy implications in addition to broadening the understanding of post-secondary education issues and fostering reflection of the role of post-secondary education in the Maritime provinces.

INTERPROVINCIAL AGREEMENTS

Regional Transfer Arrangement

The Commission administers a number of agreements with other provinces to provide places for Maritime students in programs of study not available in the student's home province. These include the Regional Transfer Arrangement and several other agreements with provinces outside the Maritimes for programs not available in the region.

The Regional Transfer Arrangement is an arrangement whereby each of the three Maritime provinces provides funding in respect to any of its university students enrolled in programs in either of the other two provinces that are not offered in the student's home province. The purpose of the Regional Transfer Arrangement is to ensure accessibility of university programs for Maritime residents and to assist the provinces in attaining a more effective utilization and allocation of resources. The transfer of funds in any given fiscal year is based on the enrolments of Maritime residents in these regional programs two years earlier, the latest year for which complete enrolment data are available at the time budgets are prepared. 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.

In 2007-2008, the actual transfer amounts, including the medical school supplement from both Prince Edward Island and New Brunswick to Nova Scotia, were:

NB to NS: \$6,371,200	NS to NB: \$1,221,500	PE to NB: \$1,701,100
NB to PE: \$78,100	NS to PE: \$7,560	PE to NS: \$2,532,400

As a result, in 2005-2006, the latest year for which statistics are available at the time the budget is prepared, a total of 1,196 students benefited from the Regional Transfer Arrangement, by studying in the program of their choice.

In addition to the Regional Transfer Arrangement, in 2007-2008, the Commission continued to administer agreements with other provinces to provide places for Maritime students in programs of study not available in the student's home province. In 2007-2008, 360 Maritime students benefited from interprovincial agreements administered by the Commission, in addition to 250 students in veterinary medicine. (Agreement administered by the Province of Prince Edward Island.)

The **New Brunswick-Québec Agreement** provides access for French-speaking New Brunswickers in various programs of study in Québec, primarily in the health field, and provides for the admission of French-speaking Prince Edward Island and Nova Scotia students in certain programs. Beginning in 2006-2007, the province of New Brunswick implemented a full medical program in family medicine at the Université de Moncton under the Faculty of Medicine of l'Université de Sherbrooke. This decision follows a long experience of collaboration under the New Brunswick-Québec Agreement.

The **Tripartite Optometry Agreement between the Province of Ontario, University of Waterloo and MPHEC** provides New Brunswick and Prince Edward Island students access to places in the Optometry program at the University of Waterloo.

The **Memorandum of Understanding Concerning Medical Education between the Province of New Brunswick and the Province of Newfoundland and Labrador**, which began in September 2000, provides access for New Brunswick and Prince Edward Island students in Memorial University's undergraduate medical program.

The **Newfoundland and Labrador/Nova Scotia/Dalhousie University Rehabilitation Disciplines Agreement** includes a funding transfer from the Province of Newfoundland and Labrador in recognition of residents enrolled in rehabilitation disciplines at Dalhousie University. This agreement is administered by the MPHEC on behalf of the Province of Nova Scotia.

The **Atlantic Veterinary College 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.

Further information on the agreements and the 2007-2008 enrolments can be found at www.mphec.ca.

The MPHEC Value-Added Outputs - Interprovincial Agreements

Selected value-added outputs generated by the Commission in the area of interprovincial agreements include the following:

- The broadest range possible of programs and services are available to Maritime (and some Newfoundland and Labrador) students in a cost-effective manner.
- Through the Regional Transfer Arrangement, 1,196 students were enrolled in programs defined as regional.
- Through the New Brunswick-Quebec Agreement, 274 students were enrolled in programs not offered in French in the region.
- Three students were enrolled in the optometry program at the University of Waterloo as part of the Tripartite Optometry Agreement.
- As part of the MOU between New Brunswick and Newfoundland and Labrador, 46 students were enrolled in the medicine program at Memorial University.
- Under the agreement between Dalhousie University and Newfoundland and Labrador, 37 students from Newfoundland and Labrador were enrolled in rehabilitation programs at Dalhousie University.

COOPERATIVE ACTION

Under its cooperative action function, the Commission is charged with promoting and facilitating cooperation within the Maritimes and with other provinces and external partners to, among other things, facilitate, among institutions and among governments for example, the development of cost-effective and collaborative approaches to post-secondary education administration, programs and policies. This requires ongoing consultation in order to understand multiple (and sometimes conflicting) stakeholder needs and perspectives.

The MPHEC, over the last decade, has played a significant leadership role with the institutions in the area of data, whether through its work on PSIS and other projects (data collection and research/publication) or through the provision of allowing key stakeholders to come together on a number of issues in various settings. For example, and as referenced earlier, the MPHEC organized in February 2008 a Symposium dealing with options to address the looming demographic decline among the traditional university age population and the likely impact this will have on enrolments. During that same month, it organized a Forum on Data Collection and Research to further define, in a collaborative way, the priority areas in terms of data analysis, as well as areas for improvement regionally in terms of data collection.

Atlantic Satellite Network

The Commission coordinates requests by universities for broadcast time to deliver courses by television through the Atlantic Satellite Network (ASN). 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). If and when major issues (scheduling or other matters of concern) arise, an ad hoc meeting of representatives of participating agencies is arranged. Mount Saint Vincent University and the Atlantic School of Theology provide programming through ASN.

NB/PEI Educational Computer Network Agreement (NB/PEI ECN)

The NB/PEI Educational Computer Network (NB/PEI ECN), a standing committee of the MPHEC, provides connectivity among its members and to the wider world. Additional benefits include joint purchasing and licensing, shared support services, the delivery of network-based services and information exchange. The NB/PEI ECN is overseen by a Board of Directors, and administered by the Network Technical Committee. The MPHEC provides support to, and participates in, NB/PEI ECN meetings of both the Network Technical Committee and the Board. The MPHEC also administers the NB/PEI ECN budget. In the interest of identifying new areas of collaboration, the members of the NB/PEI ECN have joined efforts to implement a shared anti-spam service. The project has been fully operational since August 2007.

PROVINCE-SPECIFIC SERVICES

As per its legislation, the Commission may provide other services or functions to one or more institutions or provinces as set out in its business plan. This year, the Commission maintained the services it has provided over the past few years in terms of financial services (i.e., preparation and administration of university education budgets) to the provinces of New Brunswick and Prince Edward Island.

New Brunswick

University Education Budget

The Commission is responsible for preparing and administering the university education budget (which also includes the Maritime College of Forest Technology). This includes calculating operating (unrestricted and restricted) assistance, capital assistance, the special projects funding envelope, and the various interprovincial transfers (Regional Transfers, Québec/New Brunswick Agreement, Newfoundland Agreement, etc.) in which the province participates. The MPHEC administers the university education budget throughout the year, including the province's committed funds. This includes providing audited financial statements for the province's university education funding. The Commission provides support to the NB/MPHEC Finance Working Group. The Commission flows federal funding to institutions for the Canada/New Brunswick Official Languages in Education Agreement.

Degree Granting Act

Since 2003, the MPHEC advises the Minister responsible for post-secondary education in New Brunswick, at his (her) request, with regards to proposals submitted under the New Brunswick Degree Granting Act. At this time, the Commission carries out two key activities under the Degree Granting Act: an assessment of the applicant (an institutional assessment) and an assessment of proposals for degree programs. In addition, the MPHEC will be assessing existing programs and applicants, using the same criteria. These activities are conducted on a full-cost recovery basis, the costs being borne by the applicants.

Key steps in the institutional assessment process under DGA

- The applicant prepares a self-study according to MPHEC guidelines.
- A panel of external reviewers is established from a roster of potential external reviewers. (The roster includes university Presidents, Vice-Presidents Academic, Vice-Presidents Finance, and Institutional Researchers). The membership of the panel is determined on a case by case basis to take into account the specific characteristics of the institution in question. An experienced institutional assessor from another jurisdiction is included on the panel, ideally as Chair.
- The Panel Chair is appointed, and is responsible for overseeing the preparation of the report, liaising with the institution, including presenting, as required, the panel's assessment to the institution and incorporating the institution's response into the panel's report, and finally presenting the report to the Commission.
- The Panel is asked to provide a report on which the Commission can make a recommendation to the Minister. The report is to be based on:
 - A site visit;
 - The assessment of the self-study submitted by the institution, as well as any other pertinent information provided to or requested by the panel; and
 - The Panel's expertise in university administration in Canada or in North America.
- The Panel's report is forwarded to the applicant for response. The Chair of the Panel is responsible for incorporating the institution's response into the panel's final report.
- The Academic Advisory Committee receives the final report from the expert panel, and provides comment as appropriate, prior to it being submitted to the Commission for approval.
- The Chair of the Panel presents the report and the institution's response to the Commission.
- The Commission formulates its advice to the Minister based on this report.
- The Commission's advice is forwarded to the Minister where it remains confidential until the Minister notifies the applicant of the final decision and simultaneously advises the Commission that the Minister's decision has been communicated to the applicant.

Key steps of the program assessment process under DGA

- The applicant drafts a proposal using the MPHEC Guidelines.
- Upon receipt, program proposals, not including appendices or proprietary information, are distributed to institutions on the MPHEC's schedule, as well as MPHEC members and staff for comment.
- The AAU-MPHEC Academic Advisory Committee oversees the assessment and selects a minimum of three consultants to assess the proposed program.
- The consultants are asked to provide a joint report on which the MPHEC could make a recommendation to the Minister. Should the team not be able to reach consensus, the Commission will accept that a dissenting report be added to the majority report. The report is to be based on:
 - A site visit;
 - The assessment of the program proposal submitted by the organization, as well as any other pertinent information provided to or requested by the consultant; and
 - The consultants' expertise in the field and knowledge of similar programs elsewhere in Canada or in North America.

- The consultants' report is forwarded to the applicant for response.
- The Committee reviews the report prepared by the consultants and the applicant's response to the reports and makes a recommendation based on these, as well as any other documents obtained during the assessment process.
- The Committee then forwards its final recommendation to the MPHEC. Both the Committee's recommendation and the MPHEC's advice are forwarded to the Minister which remains confidential until the Minister notifies the applicant of the final decision and simultaneously advises the MPHEC that the Minister's decision has been communicated to the applicant.

Assessments

During 2006-2007, the Commission assessed a proposal submitted by UC Education Inc. (carrying on business as the University of Fredericton) to offer a Master of Business Administration (MBA) and an Executive MBA. Its recommendation to the Minister was that the proposed programs, if effectively delivered, appear to correspond with the standards usually associated with the proposed credentials. In addition, the Commission recommended that, to ensure a seamless implementation of the de novo programs, the Minister require that:

- i. An institutional assessment be carried out prior to designation.
- ii. UC Education change its name to something other than the University of Canada.
- iii. UC Education conduct a review at the end of the third year of operation with the review team to include external academic representation.
- iv. An experienced academic be appointed to perform an annual site visit over the next three years to monitor the progress of the UC Education in implementing processes and procedures to assure program quality.

The Minister agreed with the Commission's recommendation and in 2007-2008 the Commission, by request of the Minister, conducted an institutional assessment of UC Education to determine its readiness to deliver these two programs. The Commission advised the Minister that designation of UC Education to offer an MBA and Executive MBA be withheld until UC Education successfully satisfies the following criteria:

1. Provision of fiscal protection for students so as to assure that student investment is protected and that there are sufficient protections in place to ensure that students who commence programs will be able to complete their programs should the corporation cease to do business or cease to offer specific programs. The Government of New Brunswick should identify the parameters of the required fiscal protection.
2. Maintenance of academic records for the lifetime of its students should the corporation cease to operate. The Government of New Brunswick should identify the parameters for the maintenance and integrity of academic records that offer sufficient protection to ensure that academic records will be maintained in perpetuity.

And subject to the following:

3. That UC Education Inc. assure the independence and integrity of the Academic Board, as validated through annual monitoring.
4. That, in light of the significant implications the following has for existing universities and university education in this country, the Minister not allow UC Education Inc. to use the term university in its name.
5. That the Government of New Brunswick implement a process of continuous monitoring through annual reporting by UC Education Inc. Should UC Education Inc. not meet these requirements or at any time cease to meet the requirements for designation it is recommended that the Minister revoke UC Education Inc.'s designation.

On September 21, 2007, the Minister notified the Commission that UC Education received designation to offer an MBA and Executive MBA subject to conditions, which are stipulated in the contract between the Province and the applicant.

During 2007-2008, the Commission also assessed a proposal submitted by Apollo Group Inc. (since renamed Meritus University) to offer a Bachelor of Business Administration (BBA), an MBA and a Bachelor of Information Technology Management.

Its recommendation to the Minister was that with the modifications to the programs and institutional policies agreed to by Apollo, the proposed programs, if effectively delivered, appear to correspond with the standards usually associated with the proposed credentials, with the proviso that the Minister, to ensure a seamless implementation of these programs, requires that:

- i. An institutional assessment be carried out prior to designation.
- ii. An academic consultant be engaged on an annual basis for the first three years of operation to review the programs to ascertain that both are implemented as per the program proposals and subsequent modifications agreed to by Apollo in response to concerns raised by the external consultants.

On March 31, 2008, the Minister notified the Commission that Apollo received designation to offer a BBA, an MBA, and a BITM subject to conditions, which are stipulated in the contract between the Province and the applicant.

Finally in 2007-2008, the Minister requested that the Commission carry out an institutional assessment of Lansbridge University New Brunswick, including an assessment of its existing MBA and Executive MBA programs. This assessment is expected to be carried out in 2008-2009.

Prince Edward Island

The Commission is responsible for preparing the post-secondary education budget. This includes providing the budgeted amounts for the various interprovincial transfers (Regional Transfers, Québec/New Brunswick Agreement, Newfoundland Agreement, etc.) in which the Province participates.

The amounts for operating and capital assistance are provided to the Commission by the Province for incorporation into the budget. The Commission flows funding for the Department of Health relating to Prince Edward Island's contribution to the residency stipends at the Dalhousie Medical School. The Commission also administers the post-secondary education budget throughout the year, including the Province's committed funds.

Nova Scotia

In 2007-2008, discussions began between the MPHEC and Nova Scotia to establish a framework (similar to the one for New Brunswick) for the MPHEC to assess programs and institutions under the Nova Scotia Degree Granting Act.

During 2007-2008, work was completed on the development of key measures from PSIS which support certain components of the Nova Scotia Funding Formula, specifically, the Weighted Enrolment Grant, the Size Grant, French Language Grant, Part-time Student Grant and International Student Funding limits. The key measures are: full course equivalency, weighted-full course equivalency, full-time equivalency, and enrolments. These measures can now be produced on an annual basis with each PSIS submission.

The MPHEC Value-Added Outputs - Province-Specific Services

The Commission's services to provinces produce the following selected value-added outputs:

- Provinces benefit from the expertise of the Commission without having to develop it in-house, which would translate into considerable investments.
- Provinces benefit from integrated services from data to financial expertise.
- Students enrolling in private institutions in the province of New Brunswick are served by programs of assured quality and similar standards are applied.

PARTICIPATION IN NATIONAL AND INTERNATIONAL FORUMS

National Advisory Committee on Post-Secondary Education Data

The Chief Executive Officer (CEO) of the MPHEC was invited to become a member of the new National Advisory Committee on Post-Secondary Education whose mandate is to advise Statistics Canada on all matters pertaining to the Post-Secondary Education Statistics Program. One important outcome of the Committee's work to date is the renewal of efforts by Statistics Canada to increase compliance with the PSIS format. The Committee, which meets approximately twice a year, held its first meeting in September 2007.

Strategic Management Committee

The MPHEC is a member of the Strategic Management Committee which reports to the Canadian Education Statistics Council (CESC), a partnership between Council of Ministers of Education of Canada (CMEC) and Statistics Canada. The Committee's mandate is to review and recommend policy options and priorities for Canadian education statistics, particularly in relation to the Pan-Canadian Education Indicators Program and the Pan-Canadian Education Research Agenda.

Pan-Canadian Initiative in the Area of Quality Assurance

The Advisory Committee of Deputy Ministers of Education (ACDME) of the CMEC established in 2004-2005, an interprovincial committee charged with drafting standards and procedures to assist provincial governments in assessing new degree programs and new degree providers. Membership includes a representative from each province and the three territories. In the Maritimes, the Deputy Ministers responsible for post-secondary education have designated the CEO of the MPHEC as their representative given the expertise and interest of the Commission in this area.

In 2007-2008, one of the key issues discussed by the Committee was the organization of Quality Assurance Symposium to be held in Quebec City in spring 2008. Jurisdictions will be asked to invite the appropriate individuals from their respective jurisdictions. National stakeholder groups (e.g., AUCC, ACCC, HRSDC and Polytechnics Canada) will also be invited to send one person each. The Committee also worked on a number of research papers on topics such as the Bologna Declaration, implications of GATS (General Agreement on Trades in Services) on quality assurance and accreditation. These papers are expected to be presented to the Post-Secondary Education Assistant Deputy Ministers group under CMEC in spring 2008.

Pan-Canadian Consortium on Admissions and Transfer

The MPHEC is a member of the Pan-Canadian Consortium on Admissions and Transfer which meets annually. The Committee held its second annual meeting in Prince Edward Island on June 16-18, 2007. The purpose of the Consortium is to facilitate the implementation of policies and practices that support student mobility both within and among provinces and territories and granting of transfer credit in order to improve access to post-secondary education in Canada. Membership is open to all those working to support student mobility and credit transfer in any province or territory in Canada, including but not limited to institutions, government, agencies or associations.

International Network for Quality Assurance Agencies in Higher Education

The Commission is a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). In April 2007, staff involved with the Commission's Policy on Quality Assurance attended the Conference of INQAAHE which was held in April 2007 in Toronto. The Conference was an excellent opportunity to network with individuals carrying out similar functions in other jurisdictions.

Workshop on Quality Assurance and Enhancement and Strategic Management in Higher Education

The CEO was one of two Canadian delegates appointed by CMEC to attend an international conference on quality assurance held February 27-29, 2008 in Liverpool, UK. The G8/BMENA Workshop on Quality Assurance and Enhancement and Strategic Management in Higher Education was held by invitation only, each participating country being able to send three participants.

APPENDICES

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APPENDIX A

Maritime Provinces Higher Education Commission Act

Office Consolidation

The following is an office consolidation of the Maritime Provinces Higher Education Commission Act [(New Brunswick; Chapter M-2.5, 2003; assented to April 11, 2003); (Nova Scotia; Chapter 30, Royal assented to October 18, 2004); (Prince Edward Island; Chapter M-2.01, assented to May 10, 2002)]. Proclamation date: January 31, 2005.

NB: Her Majesty, by and with the advice and consent of the Legislative Assembly of New Brunswick, enacts as follows:

NS: Be it enacted by the Governor and Assembly as follows:

PEI: Be it enacted by the Lieutenant-Governor and Legislative Assembly of the Province of Prince Edward Island as follows:

Sections of Act

NB	NS	PEI	Titles / References ⁽¹⁾	
-	1	-		This Act may be cited as the <i>Maritimes Provinces Higher Education Commission Act</i> .
1	2	1	<i>Definitions</i>	In this Act:
	(a)	(a)	Chair	“Chair” means the Chair of the Commission [appointed under subsection 9 (2) - NB; PEI]; [(« <i>président</i> ») - NB].
	(b)	(b)	Chief Executive Officer	“Chief Executive Officer” means the Chief Executive Officer of the Commission [appointed under subsection 10 (1) - NB; PEI]; [(« <i>directeur général</i> ») - NB].
	(c)	(c)	Commission	“Commission” means the Maritime Provinces Higher Education Commission [continued under section 2 - NB; PEI]; [(« <i>Commission</i> ») - NB].
	(d)	(d)	Council	“Council” means the Council of Maritime Premiers established pursuant to the <i>Council of Maritime Premiers Act</i> [R.S.P.E.I. 1988, Cap. C-27; - PEI]; [(« <i>Conseil</i> ») - NB].
	(e)	(e)	Institutions	“Institutions” means the post-secondary educational institutions prescribed by [the - NS] regulation [for the purposes of this definition - NB; PEI]; [(« <i>établissements</i> ») - NB].
-	(f)	-	Ministers	“Minister” of a province means the minister of the Crown responsible for post-secondary education in that province.

Sections of Act

NB	NS	PEI	Titles / References ⁽¹⁾	
	(g)	(f)		"Ministers" means the ministers [of the Crown - NS] responsible for post-secondary education in the Provinces; [(« <i>ministres</i> ») - NB].
	(h)	(g)	Post-Secondary Education, Higher Education	"Post-Secondary Education" means the education and training provided in or by institutions; [and "higher education" has a corresponding meaning; - NB; PEI]; [(« <i>enseignement postsecondaire</i> ») - NB].
	(i)	(h)	Provinces	"Provinces" means the Province of New Brunswick, the Province of Nova Scotia and the Province of Prince Edward Island; [(« <i>Provinces</i> ») - NB].
	(j)	(i)	Region	"Region" means the area comprising the Province of New Brunswick, the Province of Nova Scotia and the Province of Prince Edward Island; [(« <i>région</i> ») - NB].
	(k)	(j)	Student	"Student" means an individual registered as a student in an institution; [(« <i>étudiant</i> ») - NB].
	(l)	(k)	Universities	"Universities" means the post-secondary educational institutions prescribed by [the - NS] regulation for the purposes of this definition [2002, c.34, s.1 - PEI]; [(« <i>universités</i> ») - NB].
2	3	2	Commission	(1) The body established by the Council and known as the Maritime Provinces Higher Education Commission is continued.
2	3	2	Composition	(2) The Commission [shall - NB; NS] consist of: <ul style="list-style-type: none"> (a) twenty members appointed by the Ministers as set out in section 3 [4 - NS], and (b) the Chief Executive Officer [2002, c.34, s.2 - PEI].
3	4	3	Membership	(1) The Ministers shall [for the purposes of paragraph 2 (2) (a) - NB; PEI], appoint members as follows: <ul style="list-style-type: none"> (a) at least six from among the nominees submitted under [pursuant to - NS] section 4 [5 - NS]; (b) at least six from among senior public officials and the executive heads of non-university institutions; and (c) at least six from the public-at-large, of whom [which - NS; PEI] at least two shall [must - NS] be students.
3	4	3	Provincial representation	(2) At least one of the members appointed [under - NB; PEI]; [pursuant to - NS]; [each of - NB; NS]; [paragraphs - NB]; [clauses - NS; PEI] (1) (a), (b) and (c) shall be selected from each of the Provinces.
3	4	3	Restriction on appointment	(3) No two persons appointed under [pursuant to - NS]; [paragraph - NB]; [clause - NS; PEI] (1) (a) may be selected from the same university.
3	4	3	Deemed appointment	(4) The members of the Commission [who held office - NB; PEI] immediately before the commencement [coming into force - NS] of this subsection, other than the Chief Executive Officer, shall be [are - NS] deemed to have been appointed under [pursuant to - NS] subsection (1) [2002, c.34, s.3 - PEI].

Sections of Act

NB	NS	PEI	Titles / References ⁽¹⁾	
4	5	4	Nominating committee and filling of vacancies	<p>(1) There shall be a nominating committee consisting of:</p> <p>(a) the executive heads of the universities, and</p> <p>(b) one representative appointed by the Senate or equivalent academic body of each university, [which - NB; PEI]; [and the - NS] committee shall nominate persons for appointment under [pursuant to -NS]; [paragraph - NB]; [clause - NS; PEI] 3 [4 - NS] (1) (a) and subsections (2) and (3).</p>
4	5	4		<p>(2) Where a vacancy occurs among the members appointed under [pursuant to - NS]; [paragraph - NB] [clause - NS; PEI] 3 [4 - NS] (1) (a), the nominating committee shall submit to the Minister of the province from which the member to be replaced was appointed the names of two persons selected from that Minister's province, and that Minister shall, subject to section 3 [4 - NS], appoint one of such persons to fill the vacancy for the balance of the term of the member replaced.</p>
4	5	4		<p>(3) At least sixty days before the expiration of the term of a member appointed under [pursuant to - NS] paragraph [clause - NS; PEI] 3 [4 - NS] (1) (a), or under subsection (2), the nominating committee shall submit to the Minister of the province from which the member to be replaced was appointed the names of two persons from that Minister's province, and that Minister shall, subject to section 3 [4 - NS], appoint one of such persons to take office on the expiration of such term.</p>
4	5	4		<p>(4) The members of the nominating committee [who held office - NB; PEI] immediately before the commencement [coming into force - NS] of this subsection [and who were - NB; PEI] appointed by the Senate or equivalent academic body of each university shall be [are - NS] deemed to have been appointed under [pursuant to - NS] paragraph [clause - NS; PEI] (1) (b) [2002, c.34, s.4 - PEI].</p>
5	6	5	Filling of other vacancies	<p>Where a vacancy occurs among the members appointed under [pursuant to - NS] paragraph [clause - NS; PEI] 3 [4 - NS] (1) (b) or (c), the Minister of the province from which the member to be replaced was appointed may, subject to section 3 [4 - NS], appoint a person to fill the vacancy:</p> <p>(a) for the balance of the unexpired term of the member replaced, or</p> <p>(b) for a new term where the vacancy resulted from the expiration of a term [2002, c.34, s.5 - PEI].</p>
6	7	6	Effect of vacancies	<p>A vacancy in the membership of the Commission shall [does - NS] not impair the right of the remaining members to act so long as at least eleven members, excluding the Chief Executive Officer but including at least three members selected from each of the Provinces, hold office.</p>
7	8	7	Term of office	<p>(1) Subject to subsection 4 [5 - NS] (2) and paragraph [clause - NS; PEI] 5 [6 -NS] (a), a member of the Commission referred to in paragraph [clause - NS; PEI] 2 [3 - NS] (2) (a) shall hold office for three years from the date of appointment or such lesser period as may be specified in the appointment.</p>
7	8	7	Continuation	<p>(2) Notwithstanding subsection (1), a member of the Commission referred to in paragraph [clause - NS; PEI] 2 [3 - NS] (2) (a) remains in office until the member resigns or is reappointed or replaced.</p>

Sections of Act

NB	NS	PEI	Titles / References ⁽¹⁾	
7	8	7	Idem	(3) [On the expiration of the member's term of office, - NB; PEI] a member of the Commission referred to in paragraph [clause - NS; PEI] 2 [3 - NS] (2) (a), [on the expiration of the member's term of office - NS] is eligible for reappointment to the Commission [2002, c.34, s.7 - PEI].
8	9	8	Remuneration of members	Members of the Commission shall be paid such remuneration as may, with the approval of the Ministers, be determined by the Commission, and such actual and reasonable expenses as are incurred by them in the discharge of their duties [2002, c.34, s.8. - PEI].
9	10	9	Chair	(1) The position of Chair shall rotate, in turn, among the Provinces in the following order: [(a) - NS] Province of New Brunswick; [(b) - NS] Province of Prince Edward Island; [(c) - NS] Province of Nova Scotia.
9	10	9	Order of succession	(2) In the order of the Provinces set out in subsection (1), each of the Ministers shall appoint, in turn, from among the members of the Commission selected from the Minister's province, a Chair of the Commission.
9	10	9	Term of office	(3) The Chair shall hold office as chair for a term of two years, or until the expiry of his or her office [the Chair's term - NS] as a member of the Commission, whichever occurs first.
9	10	9	Continuation	(4) Notwithstanding subsection (3), the Chair remains in office as Chair until the Chair resigns or is replaced.
9	10	9	Appointment	(5) The Chair of the Commission [who held office - NB; PEI] immediately before the commencement [coming into force - NS] of this subsection shall be [is - NS] deemed to have been appointed under [pursuant to - NS] subsection (2) [2002, c.34, s.9 - PEI].
10	11	10	Chief Executive Officer	(1) The Ministers, on [the - NB; NS] recommendation of the Commission, shall appoint a Chief Executive Officer of the Commission.
10	11	10	Powers	(2) The Chief Executive Officer is, subject to the direction of the Commission, charged with the general direction, supervision and control of the business of the Commission and may exercise such other powers as may be conferred on the Chief Executive Officer by the Commission.
10	11	10	Full-time position	(3) The Chief Executive Officer shall serve as a full-time employee of the Commission.
10	11	10	Non-voting member	(4) The Chief Executive Officer is a [an <i>ex officio</i> - NB; PEI] non-voting member of the Commission.
10	11	10	Appointment	(5) The Chief Executive Officer [of the Commission - NB; PEI]; [who held office - NB] immediately before the commencement [coming into force - NS] of this subsection shall be [is - NS] deemed to have been appointed under [pursuant to - NS] subsection (1) [2002, c.34, s.10 - PEI].

Sections of Act

NB	NS	PEI	Titles / References ⁽¹⁾	
11	12	11	[Duties - NB]; [Services to student - PEI]	<p>(1) The Commission shall, in carrying out its duties, give first consideration to improving and maintaining the best possible service to students as life-long learners by:</p> <ul style="list-style-type: none"> (a) taking measures intended to ensure that programs 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 is not required in order to gain credit for learning which [that - NS] has been successfully accomplished, (c) promoting smooth transitions between learning and work, (d) promoting equitable and adequate access to learning opportunities, including making those opportunities available at times and places convenient to the student, and (e) taking measures intended to ensure teaching quality.
11	12	11	Duties	<p>(2) The Commission's principal duties are:</p> <ul style="list-style-type: none"> (a) to undertake measures intended to ensure continuous improvement in the quality of academic programs and of teaching at institutions, which without limiting the generality of the foregoing may include the review of institutional programs and practices for assuring such improvement and making recommendations to institutions and the Provinces, (b) to ensure that data and information is collected, maintained and made available for assuring the public accountability of institutions, and to assist institutions and the Provinces in their work, which without limiting the generality of the foregoing may include: <ul style="list-style-type: none"> (i) establishing data and system standards, (ii) establishing public reporting requirements and producing public reports, and (iii) carrying out studies in regard to public policy, institutional concerns and issues related to post-secondary education, and providing advice to institutions and the Provinces on these matters. (c) to take initiatives to stimulate cooperative action among institutions and the Provinces where such action is likely to improve the efficiency and effectiveness of the post-secondary education system in the Provinces, which without limiting the generality of the foregoing may include: <ul style="list-style-type: none"> (i) encouraging initiatives for institutions to offer joint, complementary and regional programs, and (ii) encouraging administrative, financial and common service arrangements which reduce the overhead cost of programs and the overall cost to students and the Provinces. (d) to continue to develop and administer funding transfers among the Provinces for regional programs, which without limiting the generality of the foregoing may include developing and administering funding arrangements for programs outside the region, as required to provide additional educational opportunities for students from the region, and (e) to undertake such other duties as the Ministers may assign.

Sections of Act

NB	NS	PEI	Titles / References ⁽¹⁾	
11	12	11	Services and functions	<p>(3) The Commission may:</p> <ul style="list-style-type: none"> (a) provide such services and functions, as may be agreed upon by the Ministers, to one or more institutions or to one or more of the Provinces, (b) provide such advice and services, as may be agreed upon by the Ministers, to one or more of the Provinces to determine their post-secondary education funding policy, and (c) recommend to the Ministers the names of post-secondary educational institutions that may be added to or deleted from those prescribed by [the - NS] regulation for the purposes of the definitions "institutions" and "universities" [in section 1 - NB]; [2002, c.34, s.11 -PEI].
12	13	12	Powers	<p>(1) The Commission has [all - NB; NS] such powers as are necessary for, and ancillary to, the proper performance of its duties, including but not limited to the powers,</p> <ul style="list-style-type: none"> (a) to engage staff, (b) to establish advisory committees, (c) to enter into contracts where and to the extent that funds have been made available for such purpose, and (d) to require the timely provision of data and information from institutions.
12	13	12	By-laws	<p>(2) Subject to this Act, the Commission may make By-laws respecting its internal organization and the conduct of its business, and may include in such by-laws provision for the election or designation of a vice-chair of the Commission to act in the absence or disability of the Chair or when the office of Chair is vacant.</p>
12	13	12	By-law not regulation	<p>(3) The <i>Regulations Act</i> does not apply to by-laws under [made pursuant to - NS] subsection (2). [A bylaw made under subsection (2) is not a regulation as defined in subclause 1(e) of the <i>Interpretation Act</i> R.S.P.E.I. 1988, Cap. I-8 2002, c.34, s.12 - PEI].</p>
13	14	13	Confidentiality	<p>(1) All data received by the Commission from institutions or any other source is confidential and shall not be disclosed except as provided in this section.</p>
13	14	13	Disclosure	<p>(2) Subject to subsection (3), the Commission may disclose, in aggregate form, data received by the Commission from institutions or any other source.</p>
13	14	13	Edit of information	<p>(3) For the purposes of ensuring the protection of personal information, the Commission shall, before disclosing data received by the Commission from institutions or any other source, remove any portion that would reveal personal information concerning any person [2002, c.34, s.13 - PEI].</p>
14	15	14	Meetings	<p>The Commission shall meet at least four times each year at the call of the Chair [2002, c.34, s.14 - PEI].</p>
15	16	15	Quorum	<p>Subject to section 6 [7 - NS], a majority of the members holding office, excluding the Chief Executive Officer, shall constitute a quorum for the purpose of conducting a meeting provided that at least two members appointed from each of the Provinces are present at the [such - NS; PEI] meeting [2002, c.34, s.15 - PEI].</p>

Sections of Act

NB	NS	PEI	Titles / References ⁽¹⁾	
16	17	16	Accountability	The Commission is accountable to the Ministers [2002, c.34, s.16 - PEI].
17	18	17	Funding policies	(1) The determination of public funding levels for institutions is the sole responsibility of the Provinces.
17	18	17	Advice to Ministers	(2) The Commission shall when requested to do so by the Ministers provide advice or services to the Ministers for determining post-secondary education funding policies and allocations [2002, c.34, s.17 - PEI].
18	19	18	Fiscal year and annual report	(1) The fiscal year of the Commission shall commence [commences - NS] on the first day of April [1 st - NS; PEI]; [in - NB; NS] each year and end on the thirty-first day of March [March 31 st - NS; PEI] in the year next following [immediately following year - NS].
18	19	18	Auditing procedure	(2) The accounts of the Commission shall be audited in accordance with the procedure adopted for auditing the accounts of the Council.
18	19	18	Annual Report	(3) The Commission shall, within six months after the end of each fiscal year, submit to the Ministers and the Council a report containing: <ul style="list-style-type: none"> (a) a review of the Commission's activities during such fiscal year, (b) statements and recommendations regarding such matters in the field of post-secondary education in the region as the Commission considers advisable, and (c) the audited financial statements of the Commission for such fiscal year.
18	19	18	Report tabled in Legislature	(4) The annual report of the Commission shall be tabled in the Legislature as soon as is practicable after [its - PEI] receipt by the Ministers [2002, c.34, s.18 - PEI].
19	20	19	Immunity	No action or other proceeding lies against the Province, the Commission or any member or employee of the Commission, for any act done in good faith in the execution or intended execution of any duty or power under this Act or for any alleged neglect or default in the execution in good faith of any such duty or power [2002, c.34, s.19 - PEI].
20	21	20	Regulations	[(1) - NS] The [Lieutenant - NB; PEI] Governor in Council may make regulations <ul style="list-style-type: none"> (a) prescribing post-secondary educational institutions for the purposes of the definition "institutions" [in section 1 - NB; PEI]; [and - PEI] (b) prescribing post-secondary educational institutions for the purposes of the definition "universities" [in section 1 - NB; PEI]; [2002, c.34, s.20 - PEI].
-	21	-		(2) The exercise by the Governor in Council of the authority contained in subsection (1) is regulations within the meaning of the Regulations Act.

Sections of Act

NB	NS	PEI	Titles / References ⁽¹⁾
21	22	21	<p>Repeal</p> <p>[[1] <i>New Brunswick Regulation 88-118 under the Maritime Provinces Higher Education Commission Act is repealed.</i> - NB].</p> <p>[Chapter 270 of the Revised Statutes, 1989, the Maritime Provinces Higher Education (Nova Scotia) Act, is repealed. - NS].</p> <p>[<i>The Maritime Provinces Higher Education Commission Act</i> R.S.P.E.I. 1988, Cap. M-2 is repealed. 2002, c.34, s.21 - PEI].</p>
21	-	-	<p>(2) <i>The Maritime Provinces Higher Education Commission Act, chapter M-2 of the Revised Statutes, 1973, is repealed.</i></p>
22	23	22	<p>Commencement [CONSEQUENTIAL AMENDMENTS -PEI]</p> <p>[<i>This Act or any provision of it comes into force on a day or days to be fixed by proclamation.</i> - NB]</p> <p>[N.B. This Act was proclaimed and came into force January 31, 2005. - NB]. [N.B. This Act is consolidated to January 31, 2005. - NB].</p> <p>[This Act comes into force on such day as the Governor in Council orders and declares by proclamation. - NS].</p> <p>[(1) Section 11 of the Holland College Act R.S.P.E.I. 1988, Cap. H-6 is amended</p> <p>(a) in subsection (1), by the deletion of the words “on the recommendation of the Maritime Provinces Higher Education Commission”;</p> <p>(b) by the repeal of subsection (2); and</p> <p>(c) in subsection (3), by the deletion of the words “on the recommendation of the Maritime Provinces Higher Education Commission”; - PEI].</p>
-	-	22	<p>(2) Section 17 of the University Act R.S.P.E.I. 1988, Cap. U-4 is amended</p> <p>(a) in clause (1) (b), by the deletion of the words “on the recommendation of the Maritime Provinces Higher Education Commission”;</p> <p>(b) by the repeal of subsection (2); and</p> <p>(c) in subsection (3), by the deletion of the words “on the recommendation of the Maritime Provinces Higher Education Commission”. 2002, c.34, s.22.</p>

⁽¹⁾ New Brunswick and Prince Edward Island include descriptive titles in their respective legislations; Nova Scotia does not. **Bold** font refers to references used in New Brunswick and Prince Edward Island; *italic* font refers to references used in New Brunswick only, and regular font refers to references used in Prince Edward Island only.

APPENDIX B
AUDITED FINANCIAL STATEMENTS

**Maritime Provinces Higher
Education Commission**

Financial Statements
March 31, 2008

July 3, 2008

Auditors' Report

**To the Members of
Maritime Provinces Higher Education Commission**

We have audited the balance sheet of **Maritime Provinces Higher Education Commission** (the "Commission") as at March 31, 2008 and the statements of committed funds, revenue and expenditures – grants and revenue and expenditures – administration for the year then ended. These financial statements are the responsibility of the Commission's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Commission as at March 31, 2008 and the results of its operations for the year then ended in accordance with Canadian generally accepted accounting principles.

PricewaterhouseCoopers LLP

Chartered Accountants

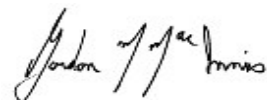
"PricewaterhouseCoopers" refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership, or, as the context requires, the PricewaterhouseCoopers global network or other member firms of the network, each of which is a separate and independent legal entity.

Maritime Provinces Higher Education Commission
 Balance Sheet
 As at March 31, 2008

	2008 \$	2007 \$
Assets		
Cash	1,495,812	3,402,306
Prepaid expenses	118,642	146,941
Amounts due from		
Government of Canada	18,461,579	12,928,327
New Brunswick	20,172,918	16,921,858
Newfoundland	—	204,000
Nova Scotia	133,083	123,369
Prince Edward Island	805,403	35,614
Other receivables	171,902	126,521
	<u>41,359,339</u>	<u>33,888,936</u>
Liabilities		
Accounts payable and accrued liabilities	56,134	32,275
Amount due to the Council of Atlantic Premiers	6,518	6,999
Amounts payable to institutions		
Operating grants	3,489,986	3,905,869
Capital grants	3,710,468	2,265,764
Other	17,445,299	13,794,444
	<u>24,645,753</u>	<u>19,966,077</u>
Deferred revenue	246,544	309,109
	<u>24,954,949</u>	<u>20,314,460</u>
Committed Funds		
Operating grants	12,332,330	10,065,092
Capital grants	4,072,060	3,509,384
	<u>16,404,390</u>	<u>13,574,476</u>
	<u>41,359,339</u>	<u>33,888,936</u>

Commitments (note 5)

Approved by the Board of Directors



Director



Director

Maritime Provinces Higher Education Commission
Statement of Committed Funds
For the year ended March 31, 2008

					2008	2007
	New Brunswick \$	Nova Scotia \$	Prince Edward Island \$	Other \$	Total \$	Total \$
Operating grants						
Balance – Beginning of year	8,640,364	149,514	1,272,714	2,500	10,065,092	10,033,054
Excess of revenue over expenditures (expenditures over revenue) for the year	2,251,331	(6,054)	109,004	–	2,354,281	514,323
Transfer to capital	–	–	(47,043)	–	(47,043)	(442,285)
Transfer to administration	(40,000)	–	–	–	(40,000)	(40,000)
Balance – End of year	10,851,695	143,460	1,334,675	2,500	12,332,330	10,065,092
Capital grants						
Balance – Beginning of year	3,179,927	–	329,457	–	3,509,384	5,912,282
Excess of revenue over expenditures (expenditures over revenue) for the year	892,133	–	(376,500)	–	515,633	(2,845,183)
Transfer from operating	–	–	47,043	–	47,043	442,285
Balance – End of year	4,072,060	–	–	–	4,072,060	3,509,384
Commitments outstanding – End of year	14,923,755	143,460	1,334,675	2,500	16,404,390	13,574,476

Maritime Provinces Higher Education Commission
Statement of Revenue and Expenditures – Grants
For the year ended March 31, 2008

	New Brunswick		Nova Scotia (note 1)		Prince Edward Island		Other		Total	
	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Operating grants										
Revenue										
Grants										
Unrestricted	245,923,590	204,226,279	133,083	123,369	42,075,481	38,071,493	–	–	288,132,154	242,421,141
Restricted	8,852,551	8,565,815	–	–	1,334,700	939,057	–	–	10,187,251	9,504,872
Other	–	–	–	–	–	–	6,840,207	7,603,889	6,840,207	7,603,889
	254,776,141	212,792,094	133,083	123,369	43,410,181	39,010,550	6,840,207	7,603,889	305,159,612	259,529,902
Expenditures										
Grants										
Unrestricted (Schedule A)	244,492,515	204,436,160	139,137	123,369	42,113,125	38,001,386	–	–	286,744,777	242,560,915
Restricted (Schedule B)	8,032,295	7,722,319	–	–	1,188,052	1,128,456	–	–	9,220,347	8,850,775
Other (note 2)	–	–	–	–	–	–	6,840,207	7,603,889	6,840,207	7,603,889
	252,524,810	212,158,479	139,137	123,369	43,301,177	39,129,842	6,840,207	7,603,889	302,805,331	259,015,579
Excess of revenue over expenditures (expenditures over revenue) for the year	2,251,331	633,615	(6,054)	–	109,004	(119,292)	–	–	2,354,281	514,323
Capital grants										
Revenue	18,670,000	2,500,000	–	–	1,769,300	1,749,505	–	–	20,439,300	4,249,505
Expenditures (Schedule C)	17,777,867	4,850,393	–	–	2,145,800	2,244,295	–	–	19,923,667	7,094,688
Excess of revenue over expenditures (expenditures over revenue) for the year	892,133	(2,350,393)	–	–	(376,500)	(494,790)	–	–	515,633	(2,845,183)

Maritime Provinces Higher Education Commission
Statement of Revenue and Expenditures – Administration
For the year ended March 31, 2008

	2008 \$	2007 \$
Revenue		
Contributions		
New Brunswick	518,830	485,688
Nova Scotia	646,019	604,752
Prince Edward Island	94,447	88,414
Transfers from operating reserves		
New Brunswick	40,000	40,000
Project revenue	261,099	107,622
	1,560,395	1,326,476
Expenditures		
Salaries and benefits	960,554	911,297
Office rent	109,092	91,511
Professional services	118,641	42,031
Travel		
Board members	14,042	16,536
Other	38,947	28,471
Per diem allowance	4,575	5,025
Special projects (note 3)	210,676	118,259
Office supplies, telephone and postage	32,698	36,043
Office furniture and equipment	17,849	27,262
Publications	3,086	2,686
Other	43,926	46,587
	1,554,086	1,325,708
Excess of revenue over expenditures for the year (note 4)	6,309	768

1 Significant accounting policies

Content of these financial statements

In accordance with the Maritime Provinces Higher Education Commission Acts (Section 18, New Brunswick and Prince Edward Island; Section 19, Nova Scotia), the provinces have the option of paying grants to the institutions, either directly or through the Commission. Since the Province of Nova Scotia makes direct payments to Nova Scotia institutions, these financial statements include only the operating and capital grant payments to New Brunswick and Prince Edward Island institutions.

Management estimate

The presentation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reported period. Actual results could differ from those reported.

Property, plant and equipment

The Commission expenses capital assets in the year of acquisition. Had the Commission capitalized and amortized its capital assets, its balance sheet would reflect office equipment and furniture, computer hardware and software and leasehold improvements with a net book value of approximately \$85,863 (2007 - \$101,156).

Pension Plan

The Commission participates in the Pension Plan for Employees of the Council of Atlantic Premiers and Participating Employers. Pension expense is recognized when plan contributions are made or become due. During the period, the Commission recognized pension expense of \$122,386 (2007 - \$65,541).

Recently adopted accounting standards

Financial instruments

As required by the Canadian Institute of Chartered Accountants ("CICA"), on April 1, 2007, the Commission adopted CICA Handbook: Section 3251 "Equity"; Section 3855 "Financial Instruments – Recognition and Measurement"; and Section 3861 "Financial Instruments – Disclosure and Presentation". These new standards have been applied retroactively without restatement. No transitional adjustments were recorded because the carrying value of cash, grants receivable, other receivables and accounts payable and accrued liabilities is considered to approximate fair value due to their short-term maturities.

1 Significant accounting policies (continued)

Recently adopted accounting standards (continued)

Accounting changes

On April 1, 2007, the Commission adopted CICA Handbook Section 1506 "Accounting Changes", which prescribes the criteria for changing accounting policies, together with the accounting treatment and disclosure of changes in accounting policies, changes in accounting estimates and the correction of errors. This standard did not affect the Commission's financial position or results of operations. This standard also requires the Commission to disclose the impact of adopting new accounting standards.

Future accounting changes

The Accounting Standards Board (AcSB) has issued the following new accounting standards: (i) Section 1535 "Capital Disclosures"; (ii) Section 3862 "Financial Instruments – Disclosures"; and (iii) Section 3863 "Financial Instruments – Presentation" which are applicable to the Commission's 2009 fiscal year. The following provides more information on each of these new accounting standards.

Capital Disclosures

This new standard requires disclosure of the Commission's objectives, policies and processes for managing capital; quantitative data about what the Commission regards as capital; whether the Commission has complied with any capital requirements; and, if the Commission has not complied, the consequences of such non-compliance. The new accounting standard covers disclosure only and will have no effect on the financial results of the Commission.

Financial Instruments – Disclosures and Financial Instruments – Presentation

These new standards replace accounting standard Section 3861 "Financial Instrument – Disclosure and Presentation". Presentation requirements have not changed significantly. Enhanced disclosure is required to assist users of the financial statements in evaluating the significance of financial instruments on the Commission's financial position and performance, including qualitative and quantitative information about the Commission's exposure to risks arising from financial instruments. The new accounting standards cover disclosure only and will have no effect on the financial results of the Commission.

Maritime Provinces Higher Education Commission
Notes to Financial Statements
For the year ended March 31, 2008

2 Other activities

During the year, the Commission disbursed funds on behalf of the following:

	2008 \$	2007 \$
Government of Canada – contribution to institutions under the Canada/New Brunswick Official Languages in Education Agreement	5,295,487	6,344,954
Government of Canada – contribution program to improve access to health services for official languages minority communities	1,043,917	786,105
Province of Prince Edward Island – rehabilitation program seats	142,500	154,375
Province of Prince Edward Island – Victoria General Hospital	136,303	114,455
Province of Newfoundland and Labrador – rehabilitation program seats	222,000	204,000
	<u>6,840,207</u>	<u>7,603,889</u>

3 Special projects

	2008 \$	2007 \$
Graduate Follow-up Surveys	54,965	40,932
MPHEC Conference/Workshop/Collaboration	30,779	4,007
Other	124,932	73,320
	<u>210,676</u>	<u>118,259</u>

4 Revenue and expenditures – Administration

The excess of revenue over expenditures for the year for Administration is considered to be part of the Consolidated Fund and, accordingly, has been included in the amount due to the Council of Atlantic Premiers.

5 Commitments

Office facilities

Future minimum annual lease commitments under a long-term lease for office facilities are as follows:

	\$
Year ending March 31, 2009	85,173
2010	85,173
2011	85,173
2012	85,173
2013	85,173

Maritime Provinces Higher Education Commission
 Schedule of Unrestricted Grants Expenditures
 For the year ended March 31, 2008

Schedule A

	2008 \$	2007 \$
New Brunswick		
Institutions		
Maritime College of Forest Technology	1,890,424	1,825,424
Mount Allison University	9,264,486	9,355,093
St. Thomas University	4,966,511	5,056,718
Université de Moncton	34,610,087	35,131,676
University of New Brunswick	56,626,667	59,001,596
Additional grant to the above universities	110,000,000	68,000,000
University of Prince Edward Island – Atlantic Veterinary College	4,125,680	4,125,680
	<u>221,483,855</u>	<u>182,496,187</u>
Interprovincial transfers		
Université de Sherbrooke	1,776,665	–
Province of Newfoundland and Labrador	950,000	950,000
Province of Nova Scotia	3,526,700	3,712,200
Province of Ontario	12,633	11,633
Province of Québec	5,997,807	6,803,251
	<u>12,263,805</u>	<u>11,477,084</u>
Grants in lieu of Municipal Real Property Taxes	<u>10,465,142</u>	<u>10,022,889</u>
Other	<u>279,713</u>	<u>440,000</u>
	<u>244,492,515</u>	<u>204,436,160</u>
Nova Scotia		
Interprovincial transfers		
Province of Québec	<u>139,137</u>	<u>123,369</u>
Prince Edward Island		
Institutions		
Holland College	12,657,900	11,657,900
University of Prince Edward Island	25,273,772	22,016,771
	<u>37,931,672</u>	<u>33,674,671</u>
Interprovincial transfers		
Province of Nova Scotia	4,147,840	4,303,020
Province of Ontario	5,816	6,816
Province of Québec	27,797	16,879
	<u>4,181,453</u>	<u>4,326,715</u>
	<u>42,113,125</u>	<u>38,001,386</u>
	<u>286,744,777</u>	<u>242,560,915</u>

Maritime Provinces Higher Education Commission
 Schedule of Restricted Grants Expenditures
 For the year ended March 31, 2008

Schedule B

	2008 \$	2007 \$
New Brunswick		
Maritime College of Forest Technology	91,052	–
Mount Allison University	898,460	868,900
St. Thomas University	153,033	665,154
Université de Moncton	1,972,154	2,017,492
University of New Brunswick	3,740,717	3,387,989
Joint Project – Computer Network	1,176,879	782,784
	<u>8,032,295</u>	<u>7,722,319</u>
Prince Edward Island		
Holland College	746,852	384,600
University of Prince Edward Island	384,600	671,014
Joint Project – Computer Network	56,600	72,842
	<u>1,188,052</u>	<u>1,128,456</u>
	<u>9,220,347</u>	<u>8,850,775</u>

Maritime Provinces Higher Education Commission
 Schedule for Capital Grants Expenditures
 For the year ended March 31, 2008

Schedule C

	2008 \$	2007 \$
New Brunswick		
Mount Allison University	1,540,770	563,500
St. Thomas University	1,443,460	500,000
Université de Moncton	5,876,155	2,034,616
University of New Brunswick	8,884,084	1,752,277
Other	33,398	—
	<hr/>	<hr/>
	17,777,867	4,850,393
Prince Edward Island		
University of Prince Edward Island	2,145,800	2,244,295
	<hr/>	<hr/>
	19,923,667	7,094,688
	<hr/>	<hr/>

APPENDIX C

Membership of Commission Committees (as of March 31, 2008)

STANDING COMMITTEES

AAU-MPHEC Academic Advisory Committee

Appointed by the AAU:

Neil Boucher, Université de Moncton
Stephen McClatchie, Mount Allison University
Anthony Secco, Cape Breton University

Appointed by the MPHEC:

Peter Butler, Dalhousie University
Nassir El-Jabi, Université de Moncton
Donna Woolcott, Mount Saint Vincent University (Chair)

AAU-MPHEC Advisory Committee on Information and Analysis

Appointed by the AAU:

Yuqin Gong, University of Prince Edward Island
Michael Whalen, Mount Saint Vincent University
Jean-Guy Ouellette, Université de Moncton

Appointed by the MPHEC:

Louise Boudreau, New Brunswick
Greg Ells, Nova Scotia Advisory Board on Colleges and Universities
Gordon MacInnis, Cape Breton University (Chair)

AAU-MPHEC Quality Assurance Monitoring Committee

Appointed by the AAU:

Henry Cowan, New Brunswick
Ivan Dowling, Prince Edward Island
Bernard Nadeau, New Brunswick
Don Wells, Nova Scotia

Appointed by the MPHEC:

Colette Landry Martin, New Brunswick
Sam Scully, Nova Scotia (Chair)

MPHEC Finance Committee

Louise Boudreau, New Brunswick
Mike Clow, Prince Edward Island
Wayne Doggett, Nova Scotia
Gordon MacInnis, Nova Scotia
Bill MacLeod, Nova Scotia
David Stewart, New Brunswick
Vianne Timmons, Prince Edward Island (Chair)

NB/MPHEC Finance Working Group

Louise Boudreau, Department of Post-Secondary Education, Training and Labour
Mireille Duguay, MPHEC (Chair)
Lyne Paquet, Department of Post-Secondary Education, Training and Labour
Lisa Robichaud, MPHEC

NB/PEI Educational Computer Network Board of Directors

Robert Campbell, Mount Allison University
Mireille Duguay, MPHEC
Yvon Fontaine, Université de Moncton
Michael Higgins, St. Thomas University
Wade MacLauchlan, University of Prince Edward Island (Chair)
John McLaughlin, University of New Brunswick
Patrick McCarthy, Maritime College of Forest Technology
Brian McMillan, Holland College

NB/PEI Educational Computer Network Technical Committee

Rachael Anderson, MPHEC
Helmut Becker, Mount Allison University
Jim Bowen, Maritime College of Forest Technology
David Cairns, University of Prince Edward Island
Rob Doley, St. Thomas University
André Lee, Université de Moncton
Richard MacDonald, Holland College
Lori MacMullen, University of New Brunswick

AD HOC COMMITTEES

Program Duplication

Louise Boudreau, Department of Post-Secondary Education, Training and Labour
Shannon McKenna-Farrell, MPHEC
Bill MacLeod, Nova Scotia Community College
David Stewart, Mount Allison University
Donna Woolcott, Mount Saint Vincent University

Working Group - Student Outcomes to Assist the MPHEC Develop Statistical Measures of Student and Graduate Outcomes

Averlyn Pedro, University of New Brunswick
Elizabeth Lane, Dalhousie University
Dawn Gordon, MPHEC (Chair)
Garry Hansen, St. Thomas University
Tara Moorehead, University of Kings College
Wayne Paquet, Nova Scotia Agricultural College
Yuqin Gong, University of Prince Edward Island

APPENDIX D

Program Proposals Considered for Approval

April 1, 2007 – March 31, 2008

Program	Proposal Type	Assessment Type	Decision
Acadia University			
Master of Education (Special Education) to Master of Education (Inclusive Education)	Program Modification	Cursory Review	Approved
Undergraduate Certificate of Proficiency in French	New Program	In-Depth	Approved
Atlantic School of Theology			
Master of Theological Studies	Program Termination	Cursory Review	Approved
Cape Breton University			
Bachelor of Arts (three-year concentration) & Bachelor of Arts (four-year major)	Program Modification	To be determined	Pending
Bachelor of Technology (BTech) to Bachelor of Engineering Technology (BET) (multiple programs)	Program Modification	In-Depth	Approved
Bachelor of Technology Information	Program Modification	Received for information and record	
Certificate in Ethnomusicology	New Program	In-Depth	Approved
Certificate in Logistics Management	New Program	In-Depth	Withdrawn
Certificate in Liquefied Natural Gas Operations	New Program	In-Depth	Pending
Dalhousie University			
Bachelor of Arts (20 credit) combined honours in Religious Studies and another subject & Bachelor of Arts (15 credit) combined honours, second subject in Religious Studies	New Program	In-Depth	Approved
Bachelor of Arts in Music 15 credit	Program Termination	Cursory Review	Approved
Bachelor of Science (Nursing) for Registered Nurses	Program Modification	Cursory Review	Approved
Bachelor of Science (Kinesiology)	Program Modification	Received for information and record	
Bachelor of Science (Kinesiology-Honors)	Program Modification	Received for information and record	
Bachelor of Science in Creative Writing	Program Modification	Cursory Review	Approved
Biochemistry to Biochemistry and Molecular Biology (multiple programs)	Program Modification	Cursory Review	Approved

Program	Proposal Type	Assessment Type	Decision
Dalhousie University Continued			
Combined Master of Library and Information Studies/ Master of Resource and Environmental Management	New Program	To be determined	Pending
Comparative Religion to Religious Studies (multiple programs)	Program Modification	In-Depth	Approved
Master of Health Services Administration (International) to Master of International Health Service Administration	Program Modification	Cursory Review	Approved
Master of Science (Kinesiology)	Program Modification	To be determined	Pending
PhD in Social Anthropology	New Program	Cursory Review	Approved
Mount Allison University			
Bachelor of Aviation	New Program	In-Depth	Withdrawn
Bachelor of Arts (Honours in Mathematical Economics)	New Program	In-Depth	Withdrawn
Bachelor of Science, Major in Aviation	New Program	In-Depth	Pending
Mount Saint Vincent University			
Certificate in Information Technology	New Program	To be determined	Pending
Certificate in Tourism and Hospitality Management	New Program	To be determined	Pending
Diploma in Tourism and Hospitality Management	New Program	To be determined	Pending
Master of Education in Elementary Education to Master of Education in Elementary and Middle School Education	Program Modification	To be determined	Pending
Nova Scotia College of Art and Design			
Visual Arts Certificate in Studio	New Program	Cursory Review	Approved
Saint Mary's University			
Bachelor of Science Major in Chemical Biology	New Program	In-Depth	Withdrawn
Certificate in Atlantic Canada Studies	New Program	Cursory Review	Approved
Certificate in Financial Instrument Analysis	New Program	To be determined	Pending
Graduate Diploma in Criminology	Program Termination	Cursory Review	Approved
St. Thomas University			
Bachelor of Arts, Major in International Relations	New Program	To be determined	Pending

Program	Proposal Type	Assessment Type	Decision
Université de Moncton			
Baccalauréat ès sciences (nutrition)	New Program	Cursory Review	Approved
Baccalauréat ès sciences (nutrition)/Baccalauréat ès sciences (nutrition) régime coopérative	Program Termination	Cursory Review	Approved
Certificat de deuxième cycle en gestion publique (santé)	New Program	Cursory Review	Approved
Maîtrise ès sciences (informatique)	New Program	To be determined	Pending
University of New Brunswick			
Bachelor of Applied Management, General Business	New Program	In-Depth	Approved
Bachelor of Arts (Archaeology)	New Program	To be determined	Pending
Bachelor of Education (All consecutive degrees at UNBF)	Program Modification	To be determined	Pending
Bachelor of Education (concurrent) (multiple programs)	Program Termination	To be determined	Pending
Bachelor of Information Systems	New Program	Cursory Review	Approved
Bachelor of Science in Economics	New Program	Cursory Review	Approved
Bachelor of Science in Environmental Management and Natural Resources (multiple streams)	New Program	To be determined	Pending
Certificate of Business Administration and Aviation	New Program	To be determined	Pending
University of Prince Edward Island			
Bachelor of Arts, Honours in Mathematics	New Program	To be determined	Pending
Bachelor of Arts, Major in Mathematics	New Program	To be determined	Pending
Bachelor of Integrated Studies (originally submitted as Bachelor of General Studies)	New Program	In-Depth	Approved
Integrated Bachelor of Business	New program	To be determined	Pending
Master of Business Administration in Biotechnology Management and Entrepreneurship	New Program	In-Depth	Approved
Master of Business Administration in Innovation Management	New Program	In-Depth	Approved
Ph.D. in Educational Studies	New Program	To be determined	Pending
Université Sainte-Anne			
Baccalauréat en administration des affaires - commerce international	New Program	In-Depth	Approved

Program	Proposal Type	Assessment Type	Decision
Université Sainte-Anne Continued			
Diplôme préparatoire en sciences de la santé	New Program	To be determined	Pending
Maîtrise en éducation	New Program	In-Depth	Pending
Joint Programs			
Saint Mary's University and Mount Saint Vincent University - Master of Arts in Women and Gender Studies	Program Modification	Cursory Review	Approved
Atlantic School of Theology and Saint Mary's University - Master of Arts in Theology and Religious Studies	New Program	Cursory Review	Approved
Acadia University and Nova Scotia Community College - Master of Science in Applied Geomatics	New Program	In-Depth	Approved