

# ANNUAL REPORT 2008-2009

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## 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 an overview of the MPHEC and its activities, please visit the web site at: [www.mphec.ca](http://www.mphec.ca).

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## LETTER OF TRANSMITTAL

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September 30, 2009

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

Dear Premier:

We have the honour to submit to the Council of Maritime Premiers the Annual Report of the Maritime Provinces Higher Education Commission. This report covers the period from April 1, 2008 to March 31, 2009.

Yours very truly,



Gordon MacInnis  
Chair



Mireille Duguay  
Chief Executive Officer



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## SCOPE AND MANDATE OF THE MPHEC

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The Maritime Provinces Higher Education Commission (MPHEC) was established in 1974. The MPHEC is an “Agency of the Council of Maritime Premiers.” 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:

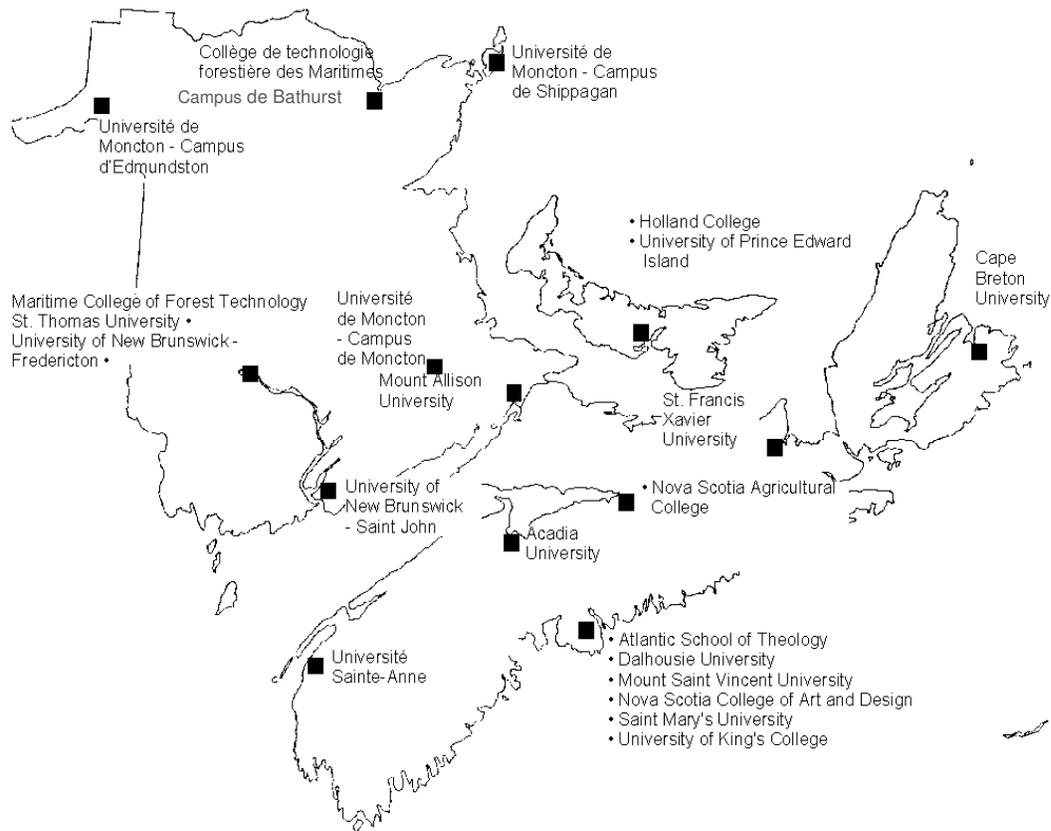
- Taking measures intended to ensure that programs of study are of optimum length and best quality;
- Stressing prior learning assessment and recognition, and credit transfer, to implement the principle that duplication of effort is not required in order to gain credit for learning which has been successfully 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 PSE 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).



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## COMPOSITION

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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)
<b>New Brunswick</b>		
Neil Boucher David Stewart (Vice-Chair)	Liane Roy	Duncan Gallant Collette Landry-Martin Karla O'Regan
<b>Nova Scotia</b>		
Gordon MacInnis (Chair) Terrence Murphy Donna Woolcott	Wayne Doggett Greg Ells	Peter Butler Bill MacLeod
<b>Prince Edward Island</b>		
Rosemary Herbert	Susan MacKenzie Michael O'Grady	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 2008-2009, the Commission held six meetings as follows:

- April 28, 2008 – University of Prince Edward Island
- June 23, 2008 – Mount Saint Vincent University
- September 22, 2008 – Atlantic School of Theology
- November 24, 2008 – Teleconference
- January 30, 2009 – Teleconference
- February 16, 2009 – University of New Brunswick

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## COMMITTEES

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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](http://www.mphec.ca).

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## STAFFING

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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.....	Meranda Beaubien
	Silke Brabander
	Shannon McKenna-Farrell
	Lisa O'Connell
Clerk Accounting and Business Support .....	Rachael Anderson
Administrative Assistants.....	Nicole Reynolds
	Lauren Wiesel

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## GOVERNANCE AND ACCOUNTABILITY

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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; The term "Commission" is used to describe the collective of 20 members, the Chief Executive Officer, the 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 2005 legislation for achieving agreed upon outcomes, defined within the Business Plan.

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## YEAR IN REVIEW

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A variety of activities were undertaken by the MPHEC during 2008-2009. 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.

### **MULTI-YEAR BUSINESS PLAN 2009-2010 TO 2011-2012**

This year marked the development of the Commission's fourth Multi-Year Business Plan. In addition to providing stakeholders with a description of proposed annual deliverables for the next three fiscal years, the 2009-2010 to 2011-2012 Business Plan presents the Commission's environment, explains the role and mandated functions of the Commission, and describes the Commission's operational and strategic framework. The Commission approved its Multi-Year Business Plan 2009-2010 to 2011-2012 during its September 2009 meeting. Subsequently, its content was presented individually to each of the three Ministers and Deputy Ministers responsible for post-secondary education for input and support. At year-end, the Business Plan was being translated and edited for public release in the upcoming fiscal year.

Over the planning period, the Commission's mission will continue to be articulated primarily through the sustained production of value-adding information outputs across all mandated functions. This strategic priority crosses all mandated functions, and is most evident in two main spheres of activity: quality assurance and data and information. Over the next three years, a heavier emphasis will be placed on joining data and quality by working on the development of measures aimed at the enhancement of the educational process. The Business Plan also emphasizes that the MPHEC's mandate, as defined in the 2005 Act, is now fully implemented, and the upcoming period will be one where deliverables will build upon the significant foundation established during the initial implementation of the mandate.

### **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 review 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 review 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 process 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 majority of program proposals undergo a cursory review; in other words, they are reviewed by staff and 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.

During 2008-2009, the Commission considered a total of 71 program proposals (Table 1). Of these, 49 proposals were approved through the cursory review process, 6 were approved through in-depth assessment, 4 were recorded for information only, 1 was withdrawn and 11 were still in the assessment process at year-end. Of these 71 proposals, 5 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 assessment-process please refer to Appendix D.

**TABLE 1**  
**2008-2009 Summary of Decisions on Program Proposals Considered**

	Approved*	Not Approved	Under Review	Information and Record	Withdrawn	Total
New	29	-	9	3	1	42
Modified	18	-	2	1	-	21
Terminated	8	-	-	-	-	8
Suspended	-	-	-	-	-	-
Total	55	-	11	4	1	71

\*Of the 55 approvals, 49 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 each institution to assess the quality of existing programs, and other functions as appropriate, are performing adequately as quality control and quality improvement mechanisms.

By year-end, assessment reports of quality assurance policies and procedures were released for the Nova Scotia College of Art and Design, Saint Mary's University, and Mount Saint Vincent University. The main objective of the process 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 all three cases, the Monitoring Committee determined that the institutions were generally in compliance with their respective quality assurance policies. With respect to the second question, the Monitoring Committee made several recommendations to the Nova Scotia College of Art and Design to improve two areas in particular where there was a shortfall between the policy and its implementation, namely, the review of new programs and the timeliness of the review process. In the case of Saint Mary's University, the Monitoring Committee made recommendations to help improve one key inconsistency between the policy and its implementation, regarding to the schedule of reviews. Along the same lines, the Committee noted that the inconsistency between Mount Saint Vincent University's quality assurance policy and its implementation was also with regard to timeliness, specifically in the case of the last few steps of the review process.

During 2008-2009, six institutions (including, in order of their date of initiation, Cape Breton University, Nova Scotia Agricultural College, St. Francis Xavier University, University of Prince Edward Island, University of King's College and Atlantic School of Theology) were undergoing the monitoring process. At year-end the Commission had expected the process to be completed with all six institutions by either June or September 2009, which would bring the first cycle of the monitoring process to its end. At year-end, the Monitoring Committee had also begun drafting a document to present sound practices in the area of institutional quality assurance policies, scheduled to be released in late 2009.

### **Ad Hoc Committee on Program Duplication**

While historically the issue of unwarranted program duplication was central to the Commission's program assessment-process when it considered proposals for new programs, the 2005 MPHEC Act provides no ground to allow duplication to be a central issue. 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;
- to review the Commission's policies and practices concerning program duplication;
- to recommend changes to those policies and practices should the Committee conclude that such changes would be desirable;
- to review the practices of the AAU-MPHEC Academic Advisory Committee when it deals with the issue of program duplication;
- to recommend changes to those practices should the Committee conclude that such changes would be desirable;
- to consider program differentiation in relation to program duplication; and
- to consider the issue of the proliferation of business programs.

The Committee's report was submitted to the Commission in April 2008; upon review of the Committee's report, the Commission agreed that the AAU-MPHEC Academic Advisory Committee would: (1) continue its current practice of restricting its considerations to issues of quality and simply flagging the issue of duplication for consideration by the Commission, who, if it agrees, would in turn flag it for the provincial government and (2) that the Commission's Policy on Quality Assurance, when it is updated, would be revised to ensure it fully reflects the Commission's legislated mandate. An update to the Policy is expected to occur in the 2009-2010 fiscal year.

### **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, and the range of program offerings, to identify regional programs to be included under the Regional Transfer Arrangement, and to calculate weighted full-time equivalent values for the application of the New Brunswick Funding Formula, as well as data supporting policy analysis and development;
- Universities have in place policies to ensure continuous improvement to the quality of programs and services; and
- 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, faculty, credentials granted, graduate outcomes, 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 data on 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' program 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, done with the cooperation of submitting institutions. The Commission also annually submits the validated PSIS data to Statistics Canada 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 equivalent to support the Nova Scotia Funding Formula;
- **Data and Information:** 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 2008-2009, 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, the French Language Grant, the Part-Time Student Grant and the international student funding limits. Staff continues to work with the Province of Nova Scotia to test and fine-tune these calculations.

## **Forum on Research and Data Collection**

The Forum on Research and Data Collection was hosted by the Commission on November 26, 2008 in Sackville, New Brunswick. This annual event is an important venue through which the Commission maintains its support to, and relationships with, registrars and institutional researchers from Maritime universities.

One objective of the Forum was to provide PSIS respondents a forum in which to discuss issues related to PSIS submissions; this included a debrief of the 2007-08 submission cycle where institutional compliance with an earlier deadline to complete the process (August 31<sup>st</sup>) was largely achieved. Staff also provided an update on the Commission's current research activities and conducted a consultation on the Commission's Research Program.

## 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.

### *Survey of the Class of 2003, Five Years after Graduation*

During 2008-2009, the graduate survey program created its third longitudinal survey of graduates, interviewing the Class of 2003 for a second time (the Class had previously been surveyed in 2005). As with all of the Commission's graduate surveys, the goal is to monitor and characterize the transitions, and the factors that influence the transitions, experienced by Maritime university graduates as they move between the learning force and the work force, and back again, taking into consideration their experiences prior to enrolling in the program they completed in 2003. Due to the complexity of the survey, a considerable amount of time was devoted to questionnaire programming and testing.

Between October 2008 and January 2009, the contractor conducted the interviews, which resulted in a final sample of 1,968 graduates. The Commission expects to release results of the survey in fall 2009.

### *Outcomes of Rural and Urban Maritime University Graduates*

In June 2008, the Commission released a brief research article under its Trends in Maritime Higher Education series, entitled: *Outcomes of Rural and Urban Maritime University Graduates*. The analysis was based on the 2005 Survey of Class of 2003 Maritime University Graduates. The main goal in this study was to determine whether urban and rural graduates are equally successful in their transitions to further study and the work world; the findings show that they are, although rural graduates do carry a heavier debt load than their urban counterparts.

Highlights from the analysis include:

- Rural residents have good access to universities and enjoy the same success rates as their urban counterparts.
- The number and distribution of university campuses in the Maritimes appear to support access to universities by the region's rural youth.
- While rural graduates tend to borrow more to finance their education, they are equally successful in making the transition to the work world and further study as their urban peers.
- Among first-degree holders, the employment rate two years after graduation was 95 per cent, and average annual earnings were \$34,853.
- Graduates of urban and rural origins were represented among the Class of 2003 in numbers proportionate to the general population suggesting that our rural and urban youth have equal access to universities in the region.
- Graduates from rural areas (69 per cent) were significantly more likely to have borrowed than their urban counterparts (59 per cent), and were particularly more likely than urban graduates to have borrowed from government sources (58 per cent vs. 44 per cent).

- On average, rural graduates borrowed a total of \$25,652 for their 2003 program, nearly \$5,000 or 24 per cent more, than those from urban areas. One of the likely reasons for the trend is that more rural students incur higher expenses as they move away from home to pursue their education. Rural graduates are also more likely to come from families with lower socioeconomic status, which increases the likelihood that they meet eligibility requirements for government student loan programs, and are eligible to borrow greater amounts of money.

Market Quest Research Professionals, a third-party market-research firm, conducted the survey and E. Dianne Looker conducted the detailed analysis. MPHEC staff prepared the published report.

### **Development of Measures of Student Progress and Outcomes**

In February 2008, a new project was launched at the Forum on Research and Data Collection in Halifax. The project will develop measures of student progress and outcomes. In the first phase, the suite of measures to be developed focuses 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. For each theme, an analytical paper will be developed to provide policy context and implications for users of the measures.

- University Participation
- Persistence
- Graduation/Completion
- 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 public 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.

#### *University Participation*

Measuring the proportion of the population that enrolls in university – known as participation – is an important means by which governments, universities, and the public can get a sense of whether qualified students have access to a university education. It is also a marker of future economic prosperity, given its link to educational attainment.

## *Measures of Student Progress and Outcomes*

In February 2009 the first deliverable from the project was released: *University Participation: Measures of Student Progress and Outcomes*. Consisting of a set of 10 different measures of participation, it provides an excellent resource for those interested in questions of access and participation, and illustrates why no single measure of participation will accurately inform all the questions and perspectives on this issue. For example, the findings show that anyone engaged in dialogue about access and participation will need to take into account the geographic origin of students: students from outside the region make up about 27% of enrolment, contributing to high overall participation in Maritime universities relative to the number of maritime youth. From another perspective, the results show that for Maritimers who enrol in university anywhere in Canada, participation is at or above the national average. In addition, gender plays a key role, with women having a 10 percentage point higher rate of participation than men in 2007-2008.

The 10 measures will be updated on a regular basis, providing stakeholders with a reliable source of information on trends in participation.

The draft analytical paper is under development.

### *Persistence and Graduation (Completion)*

Work is well underway in the development of measures of persistence and graduation/completion based on the longitudinal PSIS data. The Commission anticipates releasing the first measures under this theme in fall 2009, to be followed by an analytical paper on the topic in early 2010.

## **Statistical Updates**

The Commission annually releases statistics on enrolment and credentials granted. This year, efforts to streamline the PSIS submission process, including an earlier deadline for finalization of files submitted, allowed the Commission to release enrolment statistics in December 2008, a few months earlier than in recent years. In total, 13 tables were produced, along with data bases available for download.

To aid stakeholders in their understanding of recent trends, the MPHEC now produces “Quick Facts”, a summary document of enrolment and credentials granted trends, looking at key breakdowns such as student province of origin and gender.

The Commission also periodically updates data tables from selected research reports. On November 25, 2008, it released updates to Research and Development Funding (original published November 2005), and on June 25, 2008, it released an update of selected tables and figures from *Surveying the Enrolment Landscape: Factors and Trends in Maritime University Enrolment* (originally published June 2007).

## **Follow-Up to the Symposium on Strategic Options in a Changing Enrolment Landscape**

In 2005-2006, undergraduate enrolment in Maritime universities entered a decline after four successive years of growth. 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. 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.

In June 2008, as detailed earlier, updated data on the issue were released. In addition, in August 2008, the MPHEC published a summary of the discussion and suggested actions voiced by its participants. The summary is meant for readers to reflect on the suggestions offered and to use the document as a starting point for discussion on how to address the current and forthcoming changes in enrolment patterns. The Commission too, will be considering the lines of thought presented during the symposium to determine how it might be able to assist in meeting these needs, and intends to hold roundtable discussions in fall 2009 to further discuss such possibilities.

### **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. 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 and tuition. These can be accessed either through downloadable databases or static tables. In 2008-2009, the MPHEC launched its new website, which features improved navigation and better organization of information.

#### **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 Arrangement, 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 and the Measures of Student Progress and Outcomes project;
- 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; and
- 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 for any of its residents enrolled in a university program in either of the other two Maritime provinces that is 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 2008-2009, the actual transfer amounts, including the medical school supplement from both Prince Edward Island and New Brunswick to Nova Scotia, were:

NB to NS: \$7,550,100	NS to NB: \$1,084,400	PE to NB: \$1,885,900
NB to PE: \$72,900	NS to PE: \$0	PE to NS: \$3,386,100

As a result, in 2006-2007, the latest year for which statistics are available at the time the budget is prepared, a total of 1,209 students benefited from the Regional Transfer Arrangement.

### Other Interprovincial Agreements

In addition to the Regional Transfer Arrangement, in 2008-2009, 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 2008-2009, 362 Atlantic students benefited from these other interprovincial agreements administered by the Commission. In addition, 254 Atlantic students in veterinary medicine were funded through the Atlantic Veterinary College Interprovincial Funding 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.

The Agreement concerning the establishment of the ***Dalhousie University Medical Education Program – New Brunswick*** was signed in June 2008. This Agreement was established in order to create the Dalhousie University undergraduate medical education program in New Brunswick at the University of New Brunswick – Saint John campus, beginning in 2010-2011. This Agreement will allow for 30 of New Brunswick's fully qualified students to be admitted into the first year of the program annually.

Further information on the agreements can be found at: [www.mphec.ca](http://www.mphec.ca)

#### **The MPHEC Value-Added Outputs - Interprovincial Agreements**

Selected value-added outputs generated by the Commission in administering 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, 1,209 students were enrolled in programs defined as regional;
- Through the New Brunswick-Québec Agreement, 278 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, 47 students were enrolled in the medicine program at Memorial University; and
- Under the agreement between Dalhousie University and Newfoundland and Labrador, 34 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 by providing an opportunity for key stakeholders to come together on a number of issues in various settings. One of the key activities in this area is the development of Measures of Student Progress and Outcomes in cooperation with the Working Group to Assist the MPHEC Develop Statistical Measures of

Student and Graduate Outcomes. In addition, the MPHEC organized, in November 2008, its annual Forum on Research and Data Collection to further define, in a collaborative way, priority areas in terms of data analysis, as well as areas for improvement regionally in terms of data collection.

### **Atlantic Financial Reporting Committee**

The Commission participates in the Atlantic Financial Reporting Committee established by CAUBO (Canadian Association of University Business Officers). CAUBO collects, on behalf of and in collaboration with Statistics Canada, financial data for its annual publication, *Financial Information of Universities and Colleges*. While this publication remains the best source of financial information in the country, in recent years, a number of areas for improvement have been identified. The regional groups are meant to provide a forum to support the preparation of the publication, an opportunity to harmonize regional and national reporting requirements, and to review and validate members' data submissions. This Committee is also helpful in developing a better understanding of the data included in the annual publication.

### **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. The members of the NB/PEI ECN continue to benefit from the implementation of a shared anti-spam service fully operational since August 2007. Another milestone has been the joint purchase of commercial internet services which, for the first time, included both the NB and PEI institutions in 2008-2009.

### **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.

### **Assessment Services under Provincial Degree Granting Acts**

The Commission provides services to New Brunswick and Nova Scotia under their respective Degree Granting Acts.

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. More recently, the Commission, at its February 2008 meeting, approved the Procedures and Information Requirements for the Assessment of Institutions and Programs under the Nova Scotia Degree Granting Act. The main differences between the procedures and information requirements of the two provinces are in terminology in order to align with each provincial jurisdiction.

Upon submission of proposals, the Commission carries out two key activities under the two Degree Granting Acts: 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 applicant. Details on the key steps involved in the program and institutional assessment processes under each province's Degree Granting Act are available on the Commission's website.

### **Province-Specific Financial Services**

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**

##### *Assessments under the New Brunswick Degree Granting Act*

During 2007-2008, the Minister requested that the Commission carry out an institutional assessment of Lansbridge University New Brunswick, followed by an assessment of its existing MBA and Executive MBA programs. The Commission therefore undertook an institutional assessment of Lansbridge University. Between August 5<sup>th</sup> and 7<sup>th</sup> 2008, Panel members, along with the Commission CEO as an observer, conducted a site visit of Lansbridge University. The Commission considered the Panel's report and all related materials during its September 25, 2008 meeting, and on October 31, 2008, the Commission forwarded the following to the Minister:

- The Commission advised the Minister that with reference to the Commission's sixteen assessment standards, Lansbridge University met three, partially met two, and failed to meet ten (one was not applicable). As a result, the Commission has grave concerns regarding the University.
- The Commission advised the Minister that it would be inappropriate to undertake any program assessment until the issues addressed within the Panel's report have been fully dealt with.
- The Commission, forwarded the Panel's report and Lansbridge's response, along with all documentation reviewed by the Panel during the course of the assessment and a summary of the Panel Chair's comments at the September 2008 Commission meeting, to the Minister.

In February 2009, the Minister identified a number of conditions to be met by Landsbridge University, and noted within these conditions that by August 3, 2009, another institutional review must be initiated, to be conducted by the MPHEC.

### *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 transfers through interprovincial agreements (Regional Transfers, New Brunswick/Québec Agreement, Newfoundland Agreement, etc.) in which the Province participates. The MPHEC also 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 also flows federal funding to institutions for the Canada/New Brunswick Official Languages in Education Agreement.

### **Prince Edward Island**

The Commission is responsible for preparing the post-secondary education (PSE) budget. This includes providing the budgeted amounts for the various transfers through interprovincial Agreements (Regional Transfers, New Brunswick/Québec 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 PSE budget throughout the year, including the Province's committed funds.

### **Nova Scotia**

#### *Assessments under the Nova Scotia Degree Granting Act*

No assessments have been carried out by year-end.

#### *Nova Scotia Funding Formula*

During 2008-2009, staff delivered the 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; and
- Students enrolling in private institutions 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 Statistics**

The Chief Executive Officer (CEO) of the MPHEC is a member of the National Advisory Committee on Post-Secondary Education Statistics 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 meets approximately twice a year.

### **Strategic Management Committee**

The MPHEC is a member of the Strategic Management Committee (SMC) which reports to the Canadian Education Statistics Council (CESC), a partnership between the 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. The MPHEC also participates in the Data Strategy Subcommittee under SMC.

With the assistance of consultants from the Educational Policy Institute, the subcommittee has worked on preparing a draft Strategy for the collection, analysis and dissemination of Pan-Canadian education data for the Canadian Education Statistics Council (CESC) for the period 2010-2020. The Strategy covers the four pillars of lifelong learning set out by ministers of education in their declaration of April 15, 2008: early childhood learning and development, elementary to high school systems, post-secondary education, and adult learning and skills development.

### **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, is 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 of Education have designated the CEO of the MPHEC as their representative given the expertise and interest of the Commission in this area.

In 2008-2009, the Committee was responsible for the organization of a Symposium on Quality Assurance, held in Quebec City. The symposium attracted almost 100 representatives from various government bodies and stakeholder groups from across the country and provided an excellent forum to explore the challenges and opportunities facing quality assurance standards and procedures, both nationally and in a global context.

The Committee also worked on a number of research papers. Among the items completed is a paper co-written by the MPHEC's CEO and Yves Beaudin titled, *The Bologna Process and its Implications for Canada*, which was released publicly; two other papers, one prepared by Victoria Hatchette and Fiona Deller on the *General Agreement on Trade in Services (GATS) and its Implications for Quality Assurance of PSE in Canada* and *International Models of Accreditation and Quality Assurance: Lessons for Canadian Jurisdictions*, prepared by Marilyn Patton and Victoria Hatchette, were prepared for information.

In addition, the paper resulting from the keynote address during the Symposium on Quality Assurance, by Lee Harvey, titled *Placing Canadian Quality Assurance Initiatives in an International Context* is now available on the CMEC website.

### **Pan-Canadian Consortium on Admissions & Transfer**

The MPHEC is a member of the Pan-Canadian Consortium on Admissions & Transfer (PCCAT). 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.

### **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). INQAAHE is a world-wide association of some 200 organisations active in the theory and practice of quality assurance in higher education.



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## 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 <sup>(1)</sup>	/
-	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 <sup>(1)</sup>	/
	(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	<b>Commission</b>	(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: (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	<b>Membership</b>	(1) The Ministers shall [for the purposes of paragraph 2 (2) (a) - NB; PEI], appoint members as follows: (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 appointment	on (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].
4	5	4	<b>Nominating committee filling vacancies</b>	and of (1) There shall be a nominating committee consisting of: (a) the executive heads of the universities, and (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).

Sections of Act

NB	NS	PEI	Titles References <sup>(1)</sup>	/
4	5	4		(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.
4	5	4		(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.
4	5	4		(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].
5	6	5	<b>Filling of other vacancies</b>	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: <ul style="list-style-type: none"> <li>(a) for the balance of the unexpired term of the member replaced, or</li> <li>(b) for a new term where the vacancy resulted from the expiration of a term [2002, c.34, s.5 - PEI].</li> </ul>
6	7	6	<b>Effect of vacancies</b>	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.
7	8	7	<b>Term of office</b>	(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.
7	8	7	<b>Continuation</b>	(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.
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	<b>Remuneration of members</b>	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	<b>Chair</b>	(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.

**Sections of Act**

<b>NB</b>	<b>NS</b>	<b>PEI</b>	<b>Titles References<sup>(1)</sup></b>	<b>/</b>	
9	10	9	Order succession	of	(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	<b>Chief Executive Officer</b>		(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].
11	12	11	<b>[Duties - NB]; [Services to student - PEI]</b>		(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: <ul style="list-style-type: none"> <li>(a) taking measures intended to ensure that programs of study are of optimum length and best quality,</li> <li>(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,</li> <li>(c) promoting smooth transitions between learning and work,</li> <li>(d) promoting equitable and adequate access to learning opportunities, including making those opportunities available at times and places convenient to the student, and</li> <li>(e) taking measures intended to ensure teaching quality.</li> </ul>

**Sections of Act**

NB	NS	PEI	Titles References <sup>(1)</sup>	/
11	12	11	Duties	(2) The Commission's principal duties are: <ul style="list-style-type: none"> <li>(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,</li> <li>(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"> <li>(i) establishing data and system standards,</li> <li>(ii) establishing public reporting requirements and producing public reports, and</li> <li>(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.</li> </ul> </li> <li>(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"> <li>(i) encouraging initiatives for institutions to offer joint, complementary and regional programs, and</li> <li>(ii) encouraging administrative, financial and common service arrangements which reduce the overhead cost of programs and the overall cost to students and the Provinces.</li> </ul> </li> <li>(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</li> <li>(e) to undertake such other duties as the Ministers may assign.</li> </ul>
11	12	11	Services functions	and (3) The Commission may: <ul style="list-style-type: none"> <li>(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,</li> <li>(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</li> <li>(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].</li> </ul>
12	13	12	<b>Powers</b>	(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, <ul style="list-style-type: none"> <li>(a) to engage staff,</li> <li>(b) to establish advisory committees,</li> <li>(c) to enter into contracts where and to the extent that funds have been made available for such purpose, and</li> <li>(d) to require the timely provision of data and information from institutions.</li> </ul>

## Sections of Act

NB	NS	PEI	Titles References <sup>(1)</sup>	/	
12	13	12	By-laws	(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.
12	13	12	By-law regulation	not (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].
13	14	13	<b>Confidentiality</b>	(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.
13	14	13	Disclosure	(2)	Subject to subsection (3), the Commission may disclose, in aggregate form, data received by the Commission from institutions or any other source.
13	14	13	Edit of information	(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].
14	15	14	<b>Meetings</b>		The Commission shall meet at least four times each year at the call of the Chair [2002, c.34, s.14 - PEI].
15	16	15	Quorum		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].
16	17	16	<b>Accountability</b>		The Commission is accountable to the Ministers [2002, c.34, s.16 - PEI].
17	18	17	<b>Funding policies</b>	(1)	The determination of public funding levels for institutions is the sole responsibility of the Provinces.
17	18	17	Advice Ministers	to (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	<b>Fiscal year and annual report</b>	(1)	The fiscal year of the Commission shall commence [commences - NS] on the first day of April [1 <sup>st</sup> - NS; PEI]; [in - NB; NS] each year and end on the thirty-first day of March [March 31 <sup>st</sup> - 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"> <li>(a) a review of the Commission's activities during such fiscal year,</li> <li>(b) statements and recommendations regarding such matters in the field of post-secondary education in the region as the Commission considers advisable, and</li> <li>(c) the audited financial statements of the Commission for such fiscal year.</li> </ul>

**Sections of Act**

NB	NS	PEI	Titles References <sup>(1)</sup>	/
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	<b>Immunity</b>	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	<b>Regulations</b>	<p>[(1) - NS] The [Lieutenant - NB; PEI] Governor in Council may make regulations</p> <p>(a) prescribing post-secondary educational institutions for the purposes of the definition "institutions" [in section 1 - NB; PEI]; [and - PEI]</p> <p>(b) prescribing post-secondary educational institutions for the purposes of the definition "universities" [in section 1 - NB; PEI]; [2002, c.34, s.20 - PEI].</p>
-	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.
21	22	21	<b>Repeal</b>	<p>[(1) <b><i>New Brunswick Regulation 88-118 under the Maritime Provinces Higher Education Commission Act is repealed.</i></b> - 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	-	-		(2) <b><i>The Maritime Provinces Higher Education Commission Act, chapter M-2 of the Revised Statutes, 1973, is repealed.</i></b>
22	23	22	<b>Commencement [CONSEQUENT IAL AMENDMENTS - PEI]</b>	<p>[<b><i>This Act or any provision of it comes into force on a day or days to be fixed by proclamation.</i></b> - NB]</p> <p>[<b>N.B.</b> This Act was proclaimed and came into force January 31, 2005. - NB]. [<b>N.B.</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) <b>Section 11 of the Holland College Act R.S.P.E.I. 1988, Cap. H-6 is amended</b></p> <p>(a) <b>in subsection (1), by the deletion of the words</b> "on the recommendation of the Maritime Provinces Higher Education Commission";</p> <p>(b) <b>by the repeal of subsection (2); and</b></p> <p>(c) <b>in subsection (3), by the deletion of the words</b> "on the recommendation of the Maritime Provinces Higher Education Commission"; - PEI].</p>

## Sections of Act

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NB	NS	PEI	Titles References <sup>(1)</sup>	/
-	-	22	(2) <b>Section 17 of the University Act R.S.P.E.I. 1988, Cap. U-4 is amended</b>	
			(a) <b>in clause (1) (b), by the deletion of the words</b> "on the recommendation of the Maritime Provinces Higher Education Commission";	
			(b) <b>by the repeal of subsection (2); and</b>	
			(c) <b>in subsection (3), by the deletion of the words</b> "on the recommendation of the Maritime Provinces Higher Education Commission". 2002, c.34, s.22.	

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<sup>(1)</sup> 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.

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**APPENDIX B**

**Audited Financial Statements**

**Maritime Provinces Higher  
Education Commission**

Financial Statements  
**March 31, 2009**



June 22, 2009

## 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, 2009 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, 2009 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

Statement of Committed Funds

For the year ended March 31, 2009

					2009	2008
	New Brunswick \$	Nova Scotia \$	Prince Edward Island \$	Other \$	Total \$	Total \$
<b>Operating grants</b>						
Balance – Beginning of year	10,851,695	143,460	1,334,675	2,500	12,332,330	10,065,092
Excess of revenue over expenditures (expenditures over revenue) for the year	2,253,789	–	(5,939)	–	2,247,850	2,354,281
Transfer to capital	–	–	–	–	–	(47,043)
Transfer to administration	(40,000)	–	–	–	(40,000)	(40,000)
Balance – End of year	13,065,484	143,460	1,328,736	2,500	14,540,180	12,332,330
<b>Capital grants</b>						
Balance – Beginning of year	4,072,060	–	–	–	4,072,060	3,509,384
Excess of revenue over expenditures for the year	1,430,000	–	1,092	–	1,431,092	515,633
Transfer from operating	–	–	–	–	–	47,043
Balance – End of year	5,502,060	–	1,092	–	5,503,152	4,072,060
<b>Commitments outstanding – End of year</b>	18,567,544	143,460	1,329,828	2,500	20,043,332	16,404,390

# Maritime Provinces Higher Education Commission

## Statement of Revenue and Expenditures – Grants

For the year ended March 31, 2009

	New Brunswick		Nova Scotia (note 1)		Prince Edward Island		Other		Total	
	2009 \$	2008 \$	2009 \$	2008 \$	2009 \$	2008 \$	2009 \$	2008 \$	2009 \$	2008 \$
<b>Operating grants</b>										
<b>Revenue</b>										
Grants										
Unrestricted	111,242,305	245,923,590	173,750	133,083	47,179,825	42,075,481	–	–	158,595,880	288,132,154
Restricted	9,118,071	8,852,551	–	–	1,134,700	1,334,700	–	–	10,252,771	10,187,251
Other	–	–	–	–	–	–	6,669,035	6,840,207	6,669,035	6,840,207
	<u>120,360,376</u>	<u>254,776,141</u>	<u>173,750</u>	<u>133,083</u>	<u>48,314,525</u>	<u>43,410,181</u>	<u>6,669,035</u>	<u>6,840,207</u>	<u>175,517,686</u>	<u>305,159,612</u>
<b>Expenditures</b>										
Grants										
Unrestricted (Schedule A)	109,207,558	244,492,515	173,750	139,137	47,184,001	42,113,125	–	–	156,565,309	286,744,777
Restricted (Schedule B)	8,899,029	8,032,295	–	–	1,136,463	1,188,052	–	–	10,035,492	9,220,347
Other (note 2)	–	–	–	–	–	–	6,669,035	6,840,207	6,669,035	6,840,207
	<u>118,106,587</u>	<u>252,524,810</u>	<u>173,750</u>	<u>139,137</u>	<u>48,320,464</u>	<u>43,301,177</u>	<u>6,669,035</u>	<u>6,840,207</u>	<u>173,269,836</u>	<u>302,805,331</u>
<b>Excess of revenue over expenditures (expenditures over revenue) for the year</b>	<u>2,253,789</u>	<u>2,251,331</u>	<u>–</u>	<u>(6,054)</u>	<u>(5,939)</u>	<u>109,004</u>	<u>–</u>	<u>–</u>	<u>2,247,850</u>	<u>2,354,281</u>
<b>Capital grants</b>										
<b>Revenue</b>	2,500,000	18,670,000	–	–	760,900	1,769,300	–	–	3,260,900	20,439,300
<b>Expenditures (Schedule C)</b>	<u>1,070,000</u>	<u>17,777,867</u>	<u>–</u>	<u>–</u>	<u>759,808</u>	<u>2,145,800</u>	<u>–</u>	<u>–</u>	<u>1,829,808</u>	<u>19,923,667</u>
<b>Excess of revenue over expenditures (expenditures over revenue) for the year</b>	<u>1,430,000</u>	<u>892,133</u>	<u>–</u>	<u>–</u>	<u>1,092</u>	<u>(376,500)</u>	<u>–</u>	<u>–</u>	<u>1,431,092</u>	<u>515,633</u>

# Maritime Provinces Higher Education Commission

## Statement of Revenue and Expenditures – Administration

For the year ended March 31, 2009

	2009 \$	2008 \$
<b>Revenue</b>		
Contributions		
New Brunswick	522,994	518,830
Nova Scotia	655,656	646,019
Prince Edward Island	96,945	94,447
Transfers from operating reserves		
New Brunswick	40,000	40,000
Project revenue	154,932	261,099
	<u>1,470,527</u>	<u>1,560,395</u>
<b>Expenditures</b>		
Salaries and benefits	984,575	960,554
Office rent	97,457	109,092
Professional services	43,849	118,641
Travel		
Board members	19,871	14,042
Other	29,450	38,947
Per diem allowance	3,825	4,575
Special projects (note 3)	196,690	210,676
Office supplies, telephone and postage	31,833	32,698
Office furniture and equipment	24,870	17,849
Publications	5,070	3,086
Other	44,167	43,926
	<u>1,481,657</u>	<u>1,554,086</u>
<b>Excess of revenue over expenditures (expenditures over revenue) for the year (note 4)</b>	<u>(11,130)</u>	<u>6,309</u>
<b>Excess of revenue over expenditures (expenditures over revenue) is distributed (recovered) as follows:</b>		
Excess of revenue over expenditures due to the Council of Atlantic Premiers	–	6,309
Pension funding to be recovered from the Council of Atlantic Premiers	(39,500)	–
Amount allocated to fund future Graduate Follow-up Surveys project costs	28,370	–
	<u>(11,130)</u>	<u>6,309</u>

# Maritime Provinces Higher Education Commission

Notes to Financial Statements

For the year ended March 31, 2009

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## 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 \$80,951 (2008 - \$85,863).

### 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 year, the Commission recognized pension expenses of \$159,202 (2008 - \$122,386).

### Financial instruments

The Commission has evaluated the fair value of its financial instruments based on the current interest rate environment, market values and the actual prices of financial instruments with similar terms. Financial instruments consist of amounts receivable, which will result in future cash receipts, as well as amounts payable, which will result in future cash outlays.

Fair value estimates are made at a specific point in time, based on relevant market information and information about the financial instruments. These estimates are subjective in nature and involve uncertainties and matters of judgment and, therefore, cannot be determined with precision. Changes in assumptions could affect the estimates.

The fair values of amounts receivable and amounts payable approximate the carrying values due to their short-terms to maturity.

(1)

# Maritime Provinces Higher Education Commission

Notes to Financial Statements

For the year ended March 31, 2009

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## 1 Significant accounting policies (continued)

### Financial instruments (continued)

The Commission is exposed to normal credit risk with respect to its amounts receivable. Provisions are maintained for potential credit losses and no such losses have been recognized to date. Management believes the Commission is not exposed to any significant credit risk and no provision for doubtful accounts has been recorded in the accounts.

### Changes in accounting standards

#### Capital Disclosure

Effective April 1, 2008, the Commission adopted the new Canadian Institute of Chartered Accountants (CICA) Handbook Section 1535 "Capital Disclosures". The purpose is to enable users of the financial statements to evaluate the entity's ability to meet externally imposed capital requirements.

## 2 Other activities

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

	2009 \$	2008 \$
Government of Canada – contribution to institutions under the Canada/New Brunswick Official Languages in Education Agreement	5,317,028	5,295,487
Government of Canada – contribution program to improve access to health services for official languages minority communities	949,650	1,043,917
Province of Prince Edward Island – rehabilitation program seats	166,250	142,500
Province of Prince Edward Island – Victoria General Hospital	32,106	136,303
Province of Newfoundland and Labrador – rehabilitation program seats	204,000	222,000
	<hr/> 6,669,034	<hr/> 6,840,207

(2)

# Maritime Provinces Higher Education Commission

Notes to Financial Statements

For the year ended March 31, 2009

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## 3 Special projects

	2009 \$	2008 \$
Graduate Follow-up Surveys	98,064	54,965
MPHEC Conference/Workshop/Collaboration	–	30,779
Other	98,626	124,932
	<u>196,690</u>	<u>210,676</u>

## 4 Revenue and expenditures – Administration

The unallocated excess of revenue over expenditures for the year for Administration is considered to be part of the Consolidated Fund and, accordingly, is 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 and office equipment are as follows:

	\$
Year ending March 31, 2010	89,782
2011	85,173
2012	85,173
2013	85,173

(3)

# Maritime Provinces Higher Education

## Schedule of Unrestricted Grants Expenditures

For the year ended March 31, 2009

Schedule A

	2009 \$	2008 \$
<b>New Brunswick</b>		
Institutions		
Maritime College of Forest Technology	1,931,424	1,890,424
Mount Allison University	6,434,312	9,264,486
St. Thomas University	3,820,540	4,966,511
Université de Moncton	24,838,581	34,610,087
University of New Brunswick	41,020,433	56,626,667
Additional grant to the above universities	–	110,000,000
University of Prince Edward Island – Atlantic Veterinary College	5,493,662	4,125,680
	<u>83,538,952</u>	<u>221,483,855</u>
Interprovincial transfers		
Université de Sherbrooke	1,084,199	1,776,665
Province of Newfoundland and Labrador	950,000	950,000
Province of Nova Scotia	4,652,700	3,526,700
Province of Ontario	19,932	12,633
Dalhousie University	522,145	–
Province of Québec	7,193,298	5,997,807
	<u>14,422,274</u>	<u>12,263,805</u>
Grants in lieu of Municipal Real Property Taxes	<u>11,031,376</u>	<u>10,465,142</u>
Other	<u>214,956</u>	<u>279,713</u>
	<u>109,207,558</u>	<u>244,492,515</u>
<b>Nova Scotia</b>		
Interprovincial transfers		
Province of Québec	<u>173,750</u>	<u>139,137</u>
<b>Prince Edward Island</b>		
Institutions		
Holland College	14,007,903	12,657,900
University of Prince Edward Island	27,907,872	25,273,772
	<u>41,915,775</u>	<u>37,931,672</u>
Interprovincial transfers		
Province of Nova Scotia	5,199,100	4,147,840
Province of Ontario	5,816	5,816
Province of Québec	63,310	27,797
	<u>5,268,226</u>	<u>4,181,453</u>
	<u>47,184,001</u>	<u>42,113,125</u>
	<u>156,565,309</u>	<u>286,744,777</u>

# Maritime Provinces Higher Education Commission

## Schedule of Restricted Grants Expenditures

For the year ended March 31, 2009

Schedule B

	2009 \$	2008 \$
<b>New Brunswick</b>		
Maritime College of Forest Technology	159,808	91,052
Mount Allison University	928,210	898,460
St. Thomas University	435,578	153,033
Université de Moncton	2,612,512	1,972,154
University of New Brunswick	3,978,508	3,740,717
Joint Project – Computer Network	784,413	1,176,879
	<hr/> 8,899,029	<hr/> 8,032,295
<b>Prince Edward Island</b>		
Holland College	660,658	746,852
University of Prince Edward Island	384,600	384,600
Joint Project – Computer Network	91,205	56,600
	<hr/> 1,136,463	<hr/> 1,188,052
	<hr/> 10,035,492	<hr/> 9,220,347

# Maritime Provinces Higher Education Commission

## Schedule of Capital Grants Expenditures

For the year ended March 31, 2009

Schedule C

	2009 \$	2008 \$
<b>New Brunswick</b>		
Mount Allison University	6,699	1,540,770
St. Thomas University	504,102	1,443,460
Université de Moncton	21,917	5,876,155
University of New Brunswick	537,282	8,884,084
Other	–	33,398
	1,070,000	17,777,867
<b>Prince Edward Island</b>		
University of Prince Edward Island	759,808	2,145,800
	1,829,808	19,923,667

## APPENDIX C

### Membership of Commission Committees (as of March 31, 2009)

#### STANDING COMMITTEES

##### **AAU-MPHEC Academic Advisory Committee**

*Appointed by the AAU:*

Stephen McClatchie, Mount Allison University  
Alan Shaver, Dalhousie University  
Kevin Vessey, Saint Mary's University

*Appointed by the MPHEC:*

Peter Butler, Dalhousie University  
Rosemary Herbert, University of Prince Edward Island  
Donna Woolcott, Mount Saint Vincent University (Chair)

##### **AAU-MPHEC Advisory Committee on Information and Analysis**

*Appointed by the AAU:*

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

*Appointed by the MPHEC:*

Greg Ells, Department of Education  
David Stewart, Mount Allison 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, Ontario (Chair)

##### **MPHEC Finance Committee**

Wayne Doggett, Nova Scotia  
Gordon MacInnis, Nova Scotia  
Susan MacKenzie, Prince Edward Island  
Bill MacLeod, Nova Scotia  
Liane Roy, New Brunswick  
David Stewart, New Brunswick

### **NB/MPHEC Finance Working Group**

Mireille Duguay, MPHEC Staff (Chair)  
Lyne Paquet, Department of Post-Secondary Education, Training and Labour, New Brunswick  
Lisa Robichaud, MPHEC Staff  
Pascal Robichaud, Department of Post-Secondary Education, Training and Labour, New Brunswick  
Liane Roy, Department of Post-Secondary Education, Training and Labour, New Brunswick

### **NB/PEI Educational Computer Network Board of Directors**

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

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

Rachael Anderson, MPHEC Staff  
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, Campus de Moncton  
Richard MacDonald, Holland College  
Lori MacMullen, University of New Brunswick, Fredericton

### **AD HOC COMMITTEES**

#### **Working Group 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 Staff (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

#### **Program Duplication**

Lousie Boudreau, Senior Public Official  
Bill McLeod, Member-at-Large  
David Stewart, Institutional Representative (Vice-Chair)  
Donna Woolcott, Institutional Representative

## APPENDIX D

### Program Proposals Considered for Approval

April 1, 2008 – March 31, 2009

Program	Proposal Type	Assessment Type	Decision
<b>Acadia University</b>			
Bachelor of Arts, Major in Environmental and Sustainability Studies & Bachelor of Recreation Management with Environmental and Sustainability Studies	Program Modification	To be determined	Pending
<b>Cape Breton University</b>			
Bachelor of Arts, Honours, Major or Concentration in: Anthropology, Communication, English, History, Political Science, Psychology, Sociology Bachelor of Arts, Major or Concentration in: Joint Anthropology/Sociology, Mi'kmaq Studies, Philosophy Bachelor of Arts, Concentration in: Religious Studies	Program Modification	Cursory Review	Approved
Bachelor of Business Administration, Major in Accounting	New Program	In-Depth	Approved
Bachelor of Education, Elementary & Bachelor of Education, Intermediate/Secondary (with option of a Concentration in Aboriginal Education)	New Program	In-Depth	Approved
Bachelor of Technology (Public Health) to Bachelor of Health Sciences (Public Health)	Program Modification	Cursory Review	Approved
Certificate in Liquefied Natural Gas Operations	New Program	In-Depth	Pending
<b>Dalhousie University</b>			
Bachelor of Informatics	Program Modification	Cursory Review	Approved
Environment, Sustainability and Society programs (multiple programs within the: Bachelor of Arts, Bachelor of Science, Bachelor of Community Design, Bachelor of Management)	New Program	Cursory Review	Approved
Environment, Sustainability and Society programs in Computer Science (multiple programs within the: Bachelor of Computer Science, Bachelor of Informatics, Bachelor of Science, Major in Computer Science)	New Program	Cursory Review	Approved
Bachelor of Management Majors in: Entrepreneurship and Innovation, Leadership and Organizations, Management and Globalization, Public Sector Management, Knowledge Management, and Sustainable Resource and Environmental Management	Program Modification	Cursory Review	Approved
Bachelor of Science in Environmental Science with emphasis in Oceans and Global Change (Honours and Major)	New Program	Cursory Review	Approved
Bachelor of Science, Minor in Food Sciences	New Program	Received for information and record	
Bachelor of Social Work	Program Modification	Cursory Review	Approved

<b>Program</b>	<b>Proposal Type</b>	<b>Assessment Type</b>	<b>Decision</b>
<b>Dalhousie University Continued</b>			
Name Change: Mining Engineering to Mineral Resource Engineering (Master of Applied Science (M.A.Sc.) Mining Engineering, M.A.Sc. Mining Engineering Co-Op, Master of Engineering (M. Eng.) Mining Engineering, M. Eng. Mining Engineering Co-Op, Ph.D. Mining Engineering)	Program Modification	Cursory Review	Approved
Master of Arts in Musicology	New Program	In-Depth	Pending
Master of Business Administration	Program Modification	Cursory Review	Approved
Master of Business Administration (10-month, 16-month, part-time and MBA ITEC)	Program Termination	Cursory Review	Approved
Master of Business Administration/Master of Health Services Administration	Program Termination	Cursory Review	Approved
Master of Health Services Administration to Master of Health Administration (multiple programs)	Program Modification	Cursory Review	Approved
Masters in International Health Services Administration	Program Termination	Cursory Review	Approved
Master of Information Management & Graduate Diploma in Information Management	New Program	Cursory Review	Approved
Master of Library and Information Studies/Master of Resource and Environmental Management	New Program	Cursory Review	Approved
Master of Science in Anatomy and Neurobiology & PhD in Anatomy and Neurobiology	Program Modification	Cursory Review	Approved
Master of Science (Kinesiology)	Program Modification	Cursory Review	Approved
<b>Mount Allison University</b>			
Bachelor of Arts, joint honours in Economics and Mathematics	New Program	Received for information and record	
Bachelor of Science, Major in Aviation	New Program	In-Depth	Approved
<b>Mount Saint Vincent University</b>			
Bachelor of Applied Arts (Child and Youth Study) to Bachelor of Arts (Child and Youth Study)	Program Modification	Cursory Review	Approved
Bachelor of Arts with Advanced Major to Bachelor of Arts with Major (multiple programs)	Program Modification	Cursory Review	Approved
Bachelor of Arts with a Major (multiple programs)	Program Termination	Cursory Review	Approved
Bachelor of Arts Interdisciplinary	Program Termination	Cursory Review	Approved
Bachelor of Arts, General & Bachelor of Science, General	Program Modification	Cursory Review	Approved

<b>Program</b>	<b>Proposal Type</b>	<b>Assessment Type</b>	<b>Decision</b>
<b>Mount Saint Vincent University Continued</b>			
Bachelor of Science with Advanced Major to Bachelor of Science with Major	Program Modification	Cursory Review	Approved
Bachelor of Science with a Major	Program Termination	Cursory Review	Approved
Certificate in Information Technology	New Program	To be determined	Withdrawn
Certificate in Tourism and Hospitality Management	New Program	Cursory Review	Approved
Diploma in Tourism and Hospitality Management	New Program	Cursory Review	Approved
Master of Education in Elementary Education to Master of Education in Elementary and Middle School Education	Program Modification	Cursory Review	Approved
<b>Nova Scotia College of Art and Design</b>			
Master of Film	New Program	In-Depth	Pending
<b>Saint Mary's University</b>			
Certificate in Child Learning and Development	New Program	To be determined	Pending
Certificate in Financial Instrument Analysis (2 streams: Accounting and Finance)	New Program	In-Depth	Approved
<b>Saint Thomas University</b>			
Bachelor of Arts, Major in International Relations	New Program	Cursory Review	Approved
<b>Université de Moncton</b>			
Baccalauréat appliqué en design intérieur (articulé avec NBCC)	New Program	In-Depth	Pending
Baccalauréat en administration des affaires avec concentration en systèmes d'information organisationnels (SIO) - régime coop	New Program	Cursory Review	Approved
Baccalauréat en ingénierie (génie civil) - Profil Orientation gestion de l'ingénierie	New Program	Cursory Review	Approved
Baccalauréat en ingénierie (génie électrique) - Systèmes industriels et automatisation	New Program	Cursory Review	Approved
Baccalauréat en ingénierie (génie mécanique) - Profil Orientation génie industriel	New Program	Cursory Review	Approved
Certificat de 2e cycle en études appliquées du vieillissement	New Program	Cursory Review	Approved
Deuxième concentration en technologie, dans le cadre du B. Sc.-B. Éd. (combiné)	New Program	Cursory Review	Approved
Diplôme de 2e cycle en études appliquées du vieillissement	New Program	Cursory Review	Approved
Diplôme en gestion des services de santé	New Program	Cursory Review	Approved
Maîtrise en gestion des services de santé	New Program	Cursory Review	Approved

<b>Program</b>	<b>Proposal Type</b>	<b>Assessment Type</b>	<b>Decision</b>
<b>Université de Moncton Continued</b>			
Maîtrise ès sciences (informatique)	New Program	Cursory Review	Approved
Mineure en technologie dans le cadre du baccalauréat combiné B.A.-B.Éd.	New Program	Cursory Review	Approved
<b>University of New Brunswick</b>			
Bachelor of Arts (Archaeology) options: minor, major, double major, honours, joint honours (UNBF)	New Program	Cursory Review	Approved
Bachelor of Education (concurrent) (multiple programs) (UNBF)	Program Termination	Cursory Review	Approved
Bachelor of Education (All consecutive BEd degrees at UNBF)	Program Modification	In-Depth	Approved
Bachelor of Kinesiology (UNBF)	Program Termination	Cursory Review	Approved
Bachelor of Recreation and Sport Studies (UNBF)	Program Modification	Cursory Review	Approved
Bachelor of Science in Environment and Natural Resources (3 Specializations: Environmental Mgmt, Water Resources, Wildlife Conservation) (UNBF)	New Program	Cursory Review	Approved
Certificate of Business Administration and Aviation (UNBF)	New Program	Cursory Review	Approved
Certificate in Community Leadership (UNBSJ)	New Program	Received for information and record	
Master of Business Administration, Concentration in Engineering Management (UNBF)	New Program	Cursory Review	Approved
Master of Business Administration, Concentration (general) & Master of Business Administration, Concentration in Entrepreneurship (UNBF)	Program Modification	Cursory Review	Approved
Master of Education (multiple programs) (both UNBF/SJ)	Program Modification	Received for information and record	
Master of Nursing, Nurse Educator (both UNBF/SJ)	Program Modification	In-Depth	Pending
<b>University of Prince Edward Island</b>			
Bachelor of Arts, Major in Mathematics & Bachelor of Arts, Honours in Mathematics	New Program	To be determined	Pending
Bachelor of Wildlife Management (Articulated with Holland College)	New Program	In-Depth	Pending
Bachelor of Business Studies	New Program	In-Depth	Approved
Ph.D. in Educational Studies	New Program	To be determined	Pending
<b>Université Sainte-Anne</b>			
Diplôme préparatoire en sciences de la santé	New Program	Cursory Review	Approved
Maîtrise en éducation	New Program	In-Depth	Pending