

# **Recommendations of the Working Group on Post-Secondary Education**

**Submitted to Premier Graham and Minister Doherty  
May 29, 2008**

Dear Premier Graham and Minister Doherty:

In the fall of 2007, you boldly presented us with a challenge to participate in the transformation of the New Brunswick Post-Secondary Education (PSE) system to achieve the goal of making the province self-sufficient by 2026.

You created our Working Group, and you challenged us to review the recommendations of the Commission on Post-Secondary Education report *Advantage New Brunswick: A Province Reaches to Fulfill Its Destiny* to recommend to government the best post-secondary system for New Brunswick and an accompanying implementation plan. This PSE system is to be more student focused and integrated, fully accessible and affordable, more relevant and responsive, highly efficient and accountable, and of such quality and effectiveness that New Brunswick will have the best educated and most literate population in Canada.

We agreed to take on this challenge because we firmly believed, and continue to believe, that a transformation of the PSE system is a necessary precondition for the creation of a prosperous, self-sufficient New Brunswick. We understood and accepted our responsibility in this regard. But we also appreciated what a wonderful opportunity you had provided for us.

Over the winter months, we met regularly to address and work on the challenges that you had laid out, as well as to take up and develop the ideas and concepts that had been articulated in *Advantage New Brunswick*.

In the process, we ourselves were collectively transformed by the Working Group process. Although we entered the process as individuals from our respective institutions, we are completing the process as a collaborative team – poised to work together to implement a bold PSE plan for the future.

Indeed, you will find at the heart of our recommendations what we feel is a dramatic innovation: the prospect of, and action plan for, partnerships and collaboration in the PSE system.

First, we propose a collaborative, integrated process and plan amongst the PSE institutions for innovation and transformation. Second, we anticipate the creation of deep partnerships between the PSE system and the community at large.

The Working Group process provided a wonderful opportunity, almost a laboratory test, for us to work together and to construct solutions to the challenging issues that confront us. We pledge that we will continue to work collectively once you determine how best to use the recommendations in this report.

We are pleased and proud to provide you with the recommendations of the Working Group on Post-Secondary Education in New Brunswick. We are confident that our recommendations provide a road map for transformational change in the PSE sector. And we look forward us to work together in constructing the most innovative, responsive, relevant and student-focused PSE system in Canada – one that will lead the way in creating the conditions for a self-sufficient New Brunswick.

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# Table of Contents

<b>Introduction</b> . . . . .	<b>1</b>
<b>Section One</b>	
<b>Strategic Overview</b> . . . . .	<b>5</b>
<b>Section Two</b>	
<b>A Student-Focused Post-Secondary Education System</b> . . . . .	<b>9</b>
<b>Section Three</b>	
<b>Reorganization of the Post-Secondary Education System</b> . . . . .	<b>16</b>
<b>Section Four</b>	
<b>Collaboration, Governance and Administration</b> . . . . .	<b>28</b>
<b>Section Five</b>	
<b>Implementation</b> . . . . .	<b>34</b>
<b>Appendix 1</b>	
<b>Summary of Recommendations</b> . . . . .	<b>36</b>
<b>Appendix 2</b>	
<b>Commission on Post-Secondary Education Final Report Recommendations – Working Group Review and Response</b> . . . . .	<b>38</b>
<b>Appendix 3</b>	
<b>Institutional Roles</b> . . . . .	<b>44</b>
<b>Appendix 4</b>	
<b>Governance Model</b> . . . . .	<b>48</b>
<b>Appendix 5</b>	
<b>Post-Secondary Education Transformational Roadmap</b> . . . . .	<b>50</b>

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# Introduction

The Working Group on Post-Secondary Education was charged with the mandate to review the Commission on Post-Secondary Education report *Advantage New Brunswick: A Province Reaches to Fulfill Its Destiny* to make recommendations and provide an implementation plan to government on the transformation of the New Brunswick post-secondary education system. The Commission report's vision, principles and recommendations formed the basis or starting point for the Working Group's deliberations on moving forward to realize the goal of producing the best educated and most literate population in Canada to meet the overall provincial goal of self-sufficiency by 2026.

The 29 recommendations of the Working Group comprise a substantial and extensive array of initiatives, from the transformation of the community college system to the reconstruction of the post-secondary education bureaucracy, from the creation of innovative new collaborative mechanisms to deep changes in administrative and governance arrangements, from the transformation of the student financial assistance package to a ten-year fiscal support plan.

Appendix 1 provides a summary of the Working Group's recommendations, while Appendix 2 provides a review of the Working Group's recommendations regarding the Commission on Post-Secondary Education report recommendations.

Why has the Working Group been so ambitious in its recommendations?

First and foremost, the Working Group understood that this was an historic opportunity to make a real difference to the citizens and to the students of New Brunswick. And, we understood and accepted that this opportunity was matched by the absolute, self-evident need for real and consequential action in the PSE sector at this moment in the evolution of New Brunswick society and economy.

The phrase "the status quo is not an option" has, perhaps, been overused. But this does not make the status quo any more acceptable or viable. The character and scope of the changes and challenges facing New Brunswick necessitate these sorts of PSE changes if this sector is to provide the necessary foundation for New Brunswick's self-sufficiency.

What are the changes and challenges to which our recommendations and thinking respond?

## **The Demand Side**

In the first instance, the demand for education and training by society and the economy is intense, growing and changing - both quantitatively and qualitatively.

Today, more than half of all jobs require some form of post-secondary education, a figure that is expected to grow to more than 75 percent in the near future. Meeting this growth in demand will require a significant increase in New Brunswickers' participation in post-secondary education.

Moreover, given the rapid changes in technology and the global economy, the kinds of skills, training and education required in the economy are also changing at a bewildering pace. Ours is increasingly a knowledge-based and service-based economy, requiring new types of skills and capacity. But at the same time, certain manufacturing and primary sectors can anticipate a prosperous future, in turn requiring a workforce with a particular array of

technical and operational skills – some of them quite traditional. In both of these sectors, there is an increasing demand for what has come to be described as applied education and training. And, it has become increasingly evident that education is not a “one-shot deal”: training and education have become a lifelong enterprise.

Labour market and PSE needs can be characterized as long-term in nature, ones that require far-reaching solutions. But at the same time, the demand for specific skills in particular communities and sectors is real and immediate.

It is absolutely critical, then, that the PSE system has the capacity to respond to these changes and requirements in a reasonably prompt and effective manner, while laying the foundation for addressing future needs as the economy and society develop. The education system has to match both the needs of our people and the needs of our communities in order for it to be an engine for economic renewal and to ensure that the right skills and capabilities are available for the jobs we will need done throughout the province – now and in the future. This is especially true amongst the various regions of the province, some of which are facing transformational challenges as traditional resource industries weaken or disappear. Meanwhile, other regions seek to pursue the opportunities provided by new technologies and global demand for certain other resources and products. And this is especially true for numerous sectors of the economy having specialized needs that can change quickly and dramatically

As our recommendations suggest, we see a special challenge in the community college sector where, unlike in the university sector, the participation rate in New Brunswick is below the national average. Programs are over enrolled in some regions and areas and under enrolled in others. And, we also see the need for special kinds of collaborative mechanisms that can address particular and specific needs quickly and in partnership with communities, sectors and firms.

In addition, New Brunswick is facing a significant increase in demand for the skilled trades. This demand must be met with a similar increase in the numbers attaining trades qualification through apprenticeship training.

### **The Supply Side**

On the other hand, and ironically, the province also faces a serious supply challenge. The population is not growing and is aging, K-12 enrollments are declining and the 18-24 age group has undergone a consistent decline for over three decades. There is no indication that these trends will reverse in the immediate future. Meanwhile, economic booms in other parts of the country entice New Brunswick individuals and families to leave the province to seek out opportunities.

This demographic reality and challenge intensifies our need to increase the PSE participation rate to meet demand. However, this important and necessary effort will not likely be sufficient to meet demand. And, it is in the supply side of the equation that PSE transformation will be critical: as the basis for the economic and social development and opportunities that will both stem out-migration and attract people to New Brunswick to participate in its economic and social growth and prosperity.

The recommendations in our report will contribute to the goal of growing New Brunswick's population by 100,000 by 2026 by attracting both students and families to the province. A vibrant and innovative PSE sector has the capacity to create a "virtuous cycle": as a well-educated population and a strong research base will attract people and lead to the economic growth prosperity that will create the tax, revenue and market base that can provide programs and incentives that start the cycle again. This is particularly important with respect to opportunities in graduate school training and in research and development.

It will be a systemic and institutional challenge to match these supply and demand factors. In order to realize this challenge, the PSE system must change its capacity to be able to respond better and more quickly to provincial and community needs as well as to become more accessible and affordable to students and lifelong learners. This challenge has numerous consequences that our recommendations address.

First, our PSE institutions must have a clearer sense of their individual priorities and purposes while moving closer together into a collaborative mode of operation.

New Brunswick is blessed with nationally acclaimed PSE institutions. They are rightly proud of their individual identities, their reputations and accomplishments and their capacity and prospects for doing great things in the future. These individual strengths should continue to be levered to the greatest extent possible, particularly in attracting out-of-province and international students to each of these institutions.

However, the PSE institutions must also develop an increased collective as well as individual capacity to respond quickly and effectively to social and economic changes and community needs. They must develop a greater capacity to forge partnerships amongst themselves and also with social and economic partners in the economy and society. We propose a model of "deep partnership" in society that we believe can be a truly ground-breaking initiative. And within this partnership, PSE institutions must work more closely together to ensure the best possible use of the resources that the province provides – from infrastructural and technical collaboration to shared delivery of programs and opportunities.

Second, if we are to increase PSE participation rates, and if we are to retain young people and lifelong learners, we must make the PSE system more accessible and affordable to them.

The PSE system in New Brunswick should be easy for students to access, to navigate, and to use to their benefit. The application process should be simple, information about options and opportunities should be readily available and program decisions and changes must be student friendly – particularly in moving from one institution and/or program to another. Moreover, increased accessibility and student focus should be directed to encourage participation in post-secondary education by New Brunswick youth, specifically for underrepresented groups – including Aboriginal students, minorities and children from families that have not previously accessed higher education.

The PSE system in New Brunswick should also be more affordable. Tuition fees simply must not remain among the highest in Canada and we must address student debt – both of which make program completion a challenge and which also acts as a deterrent to participation.



The transformational change in PSE capacity will present many challenges, including a financial one. It may appear self-serving for the Working Group to declare that PSE transformation will require a consequential investment by the government. To be sure, a number of our recommendations will generate system savings that can be reinvested, and the PSE institutions themselves are resourceful in initiating innovations from within an existing resource base. And, there will be increased revenue within the sector to the extent that participation rates increase and out-of-province and international enrolment expands.

However, the existing high level of tuition fees and student debt, and the shaky financial basis of our PSE institutions, reflect an insufficiency of investment in the PSE system. While weaknesses and insufficiency in PSE capacity reflect an historical underinvestment in the sector.

Therefore, the Working Group presents an ambitious and strategic fiscal plan, one that extends over a decade of transformation. Expert studies have long demonstrated that investment in education in general, and higher education in particular, yields one of the greatest possible public returns on investment.

At the same time, it is important that New Brunswickers understand what they are getting for their investment in education, and are able to hold accountable the stewards of the institutions in the province that receive public funds.

And we are absolutely convinced that PSE transformation can lay the basis for a self-sufficient New Brunswick by providing the trained and educated workforce, the increased population and revenue base and the research and development that will make New Brunswick a destination place for investment, economic activity and a growing, educated and active population.

# Section One

## Strategic Overview

### Vision

We have been mandated to recommend changes to the post-secondary education system in New Brunswick that will produce the best educated and most literate population in Canada. We have interpreted this mandate to mean that:

- a) New Brunswickers should have the optimal readiness and capacity to participate fully and effectively in the economy;
- b) The New Brunswick economy – regional and sectoral - should be able to develop optimally as a result of a well-trained and well-educated work force;
- c) The New Brunswick PSE system should develop the capacity to provide (a) and contribute to (b).

The system will provide education and training in the official language of the learner's choice, respecting the Province's commitment to preserve and promote the language and culture of each of its two official linguistic communities, the principle of linguistic duality and the legal framework regarding official languages in New Brunswick.

### Principles

We have been mandated to recommend changes to the New Brunswick PSE system to make it student focused, integrated, accessible, affordable, relevant, responsive, efficient, of high quality, and accountable.

Our thinking has evolved to conclude that the best way to attain these changes is through a collaborative approach, which we feel should be at the heart of and define the unique New Brunswick PSE system. Each institution can and should maintain and lever its unique identity, history and culture, and bring its strengths and comparative advantage to the collaborative process.

The six principles proposed in the Commission on Post-Secondary Education's final report have informed our thinking and our recommendations, and we propose two additional principles regarding official languages and collaboration.

#### 1. Official Languages

The PSE system will provide education and training in the official language of the learner's choice, respecting the Province's commitment to preserve and promote the language and culture of each of its two official linguistic communities, the principle of linguistic duality and the legal framework regarding official languages in New Brunswick.

#### 2. Accessibility and Affordability

The PSE system should make every accommodation to make adequate PSE information available to students, to provide ease of application to the PSE system and to make program

and institutional transfer and change reasonably simple. Students' access to the PSE system should not be unreasonably inhibited by financial factors. Qualified and capable students should be able to pursue a program of choice without incurring unacceptable debt. Participation of underrepresented groups needs to be increased,

### 3. Relevance and Responsiveness

The PSE system should provide students with options and programs that will see them attain success within society and the economy. The PSE system should have a capacity to respond promptly and effectively to changing community and students' needs and demands.

### 4. Comprehensiveness

The PSE system should provide a range of programs and offerings, including liberal arts and sciences, professions, fine arts and culture, business, applied programs, technical skills and apprenticeships, innovative programs, short-term or customized programs, and so on that meet the needs of students, communities, the economy, and society.

### 5. Efficiency

The PSE system should make the best use of scarce resources, by avoiding unnecessary program duplication and by maximizing the shared use of facilities and infrastructure.

### 6. Quality

The PSE system should aim for the highest standards of quality in teaching, in research and in the student experience.

### 7. Accountability

The PSE system should develop acceptable and effective accountability processes and measurements to demonstrate the best use of taxpayer funds and to ensure system responsibility to the people and to the Government of New Brunswick.

### 8. Collaboration

The PSE system should explore and maximize collaborative efforts amongst institutions and between the university and community college systems in order to maximize innovation and efficiency. This collaboration should also extend to PSE partnerships with communities and with regional sectoral stakeholders, with particular attention to engaging the business community.

## Targets

Any strategy or objective needs to be tested for results in order to discern whether the chosen actions or initiatives are appropriate and effective. There are many criteria or targets that can be used in this context, and we anticipate that the government will settle on a number of key metrics as the implementation process unfolds. At this point, we suggest that criteria or targets could encompass:

- A measurable annual growth in overall yearly PSE participation rates (including universities, community colleges and apprenticeships) that eventually reaches and surpasses the national average and the highest provincial participation rate;
- A measurable annual growth in the proportion of the population with PSE credentials that eventually reaches and surpasses the national rate and the highest provincial rate;
- An annual growth in the number of articulated and applied programs in the PSE system and in the number of students graduating from them;
- The tracking of growth in movement of students between community college and university programs and vice versa;
- The tracking of improved rates of completion in PSE programs;
- The tracking of employment rates of PSE graduates and the extent to which they find employment in New Brunswick;
- An annual growth in the number of graduate students in the New Brunswick system;
- An annual growth in basic and applied research (a) within universities and community colleges and (b) in partnership with the private sector;
- The movement of tuition fees towards the national average and, eventually, to below the national average;
- The movement of reported student debt to the national average and, eventually, to below the national average;
- An annual statistical surveys of business and regions to track PSE system's responsiveness to changing socio-economic conditions;
- The measurement of quality of programs and institution through the Maritime Provinces Higher Education Commission and other accountability mechanisms.

## Overview Of Recommendations

The recommendations of the Working Group are offered in the following four categories.

### 1. Focus on the Student

The education and training of students and lifelong learners is at the heart of the PSE mission. Our recommendations in *Section Two* address the cost of education, the issue of student debt, increasing accessibility and opportunities, and widening participation. We also link the student focus to a wider agenda including preparing students for the PSE experience, increasing the supply of PSE programming to meet student and employer demand and developing a system to evaluate student success.

### 2. Reorganization of the PSE System

Our recommendations in *Section Three* outline the ingredients of the organizational transformation of the PSE system. These include the creation of an autonomous and more concentrated and coherent community college system with an Anglophone community college and a Francophone community college, with Community Advisory Boards for each region, the enhancement of apprenticeship training and integrating it within the community college system, the introduction of new collaborative mechanisms for applied learning and articulated programs, and the creation of a province-wide university Council for Graduate Studies and Research.

### 3. Collaboration and Governance

Collaboration and partnership are at the heart of our recommendations. All the collaborative mechanisms and partnerships will respect the Province's commitment to preserve and promote the language and culture of each of its two official linguistic communities, the principle of linguistic duality and the legal framework regarding official languages in New Brunswick. Section Four outlines a number of critical administrative and governance changes, including the reorganization of the Department of Post-Secondary Education, Training and Labour, the creation of a central agency for PSE to oversee the transformation of the system over the next five to ten years, the development of a Shared Services Bureau for administrative service collaboration, the creation of a New Brunswick Council on Admission and Transfers, the introduction of an International Marketing Bureau, the creation of a university and community college collaborative organization – the New Brunswick Presidents' Council, an enhanced role for the Maritime Provinces Higher Education Commission, the development and submission of five-year strategic plans with annual business plans by PSE institutions, the formalization of university roles and mandates, and annual university and community college appearances before the appropriate committee of the Legislative Assembly.

### 4. Implementation

*Section Five* provides the tactics that we recommend to carry out the recommendations of the previous sections. This includes a multi-year fiscal and investment plan.

# Section Two

## A Student-Focused Post-Secondary Education System

### Recommendation 1

#### Implement New Strategies to Reduce Student Debt for New Brunswick Post-Secondary Education Students

We agree with student groups and various studies that post-secondary education has to be more affordable and that students are leaving the system with too much debt. The cost of post-secondary education impacts on the ability to increase participation rates, to widen participation to include underrepresented groups and to improve program completion rates. Any approach to this issue must also consider (a) targeting financial support to those in need and (b) providing adequate incentives not only for students to enroll but also to complete their studies.

Therefore the Working Group recommends the following package of policies:

- An immediate two-year freeze at the 2007-2008 levels for the 2008-2009 and 2009-2010 academic years on tuition fees at universities and community colleges, with financial compensation being provided to universities in their base grants;
- A reduction in the variable interest rate charged on the provincial portion of student loans from prime plus 2.5 percent to prime;
- The continuation of the Futures to Discover program to provide learning accounts to 1000 students per year to attend post-secondary following high school (for underrepresented groups such as Aboriginal students, minorities and children from families that have not previously accessed post-secondary education), with the program to be evaluated to determine its impact;
- A 25 percent reduction of total outstanding provincial student loan program debt for the timely completion of programs of two years and longer.

Corresponding to these initiatives:

- The \$2,000 grant for first-year university students will be eliminated so that the funds can be reallocated to other student services.

#### Milestone Goals

- Implement a program for fall 2008 to relieve student debt
- Implement a two-year tuition freeze for 2008-2009 and 2009-2010
- Work to reduce New Brunswick tuition levels to the national average by 2012

## **Recommendation 2**

### **Partner and Collaborate with the Department of Education to Ensure Student PSE Readiness**

It is self-evident to note that students success in their PSE experience will be significantly affected, if not ultimately determined by, their experience in the K-12 school system.

Comparative international studies suggest that New Brunswick students are not as well prepared for PSE success as are their counterparts in the rest of Canada, especially in the areas of literacy, numeracy and science. For example, the 2006 Programme for International Student Assessment (PISA) survey scores illustrate that although Canadian 15-year-old students rank among the best in science, mathematics and reading, New Brunswick ranked tenth in Canada in science, seventh in mathematics and ninth in reading.

The Working Group recommends that the PSE system – through the proposed PSE Agency and the New Brunswick Presidents’ Council (see Section Four) – develop ways to work more closely with the Department of Education in this regard. The objective of this increased collaboration should be to prepare students for their PSE experience by, for example, improving their skills in literacy, numeracy, scientific and critical thinking, time management, study skills, and personal finances. This initiative should also be complemented by increased efforts and programs in counseling students for their PSE experience.

#### **Milestone Goals**

- Develop formalized collaborative approaches between the two educational sectors by September 2009
- Develop appropriate metrics to track PSE preparedness by September 2010
- Begin to implement program and evaluate and act on results by 2011

## **Recommendation 3**

### **Develop an E-Education Strategy**

The Working Group strongly recommends that an e-education strategy be developed to connect the partners, including students in the PSE system. The goal of e-education would be twofold: create an academic record that follows the student from K to PhD and beyond and provide data on the overall performance of the PSE system. Accurate data will allow for ease of progression of the student in the lifelong learning journey, will inform investment and program and service decisions in the PSE system and, most importantly, will allow for the evaluation of the overall performance of the system. Good data is essential to a modern system. Accountability of the system to its stakeholders is only possible with accurate and timely data. The Working Group cannot over emphasize the need for good data.

### **Milestone Goals**

- Develop an e-education strategy by 2009
- Implement a common student identifier (K-12 to PSE and beyond) by 2009
- Enhance PSE data collection, information and analysis by 2009
- Develop targets to measure PSE transformation in 2008
- Implement monitoring and reporting in 2009

### **Recommendation 4**

#### **Establish Programs to Encourage Participation in Post-Secondary Education for Aboriginal Youth and Other Underrepresented Groups**

In order to move to economic self-sufficiency, New Brunswick needs to increase accessibility to ensure that all segments of its population participate in post-secondary education; PSE participation should move to the highest standards internationally.

In order to attain this objective, New Brunswick needs to encourage participation in the PSE system by New Brunswickers, and specifically for underrepresented groups, including Aboriginal students, minorities, children from families that have not previously accessed the post-secondary education, and students with disabilities. Attention should also be paid to addressing gender-specific participation issues and mature student participation.

The Working Group recommends that a program be developed to support a greater degree of Aboriginal participation in post-secondary education. The goal should be to attain an Aboriginal participation rate no less than the provincial PSE participation rate. Programs to encourage participation in post-secondary education for other underrepresented groups should also be developed.

The Working Group recommends that Aboriginal participation be made a matter of priority by the New Brunswick Presidents' Council, that St. Thomas University be designated as the lead university in pursuing this initiative, and that St. Thomas University partner with the Université de Moncton on Francophone Aboriginal participation issues.

### **Milestone Goals**

- Continue to develop and implement programs by September 2010 to promote Aboriginal PSE participation, particularly from grade 9 to grade 12
- Develop and implement programs to encourage participation, in general, and specifically for other underrepresented groups by 2010
- Mentor youth and their families to the benefits of a higher education and receive financial assistance towards their education by 2009
- Raise the Aboriginal PSE participation to the provincial average by 2015



## **Recommendation 5**

### **Maximize Accessibility: Offer First and Second Year University Courses in Various Parts of the Province and Retain the Present Campuses of the Community College System**

In order to maximize the participation rate in post-secondary education, the PSE system should be made as accessible as possible. The Working Group feels that students should have the opportunity to access first and second year university courses in regional facilities, such as community college campuses, where this is practical and appropriate.

While New Brunswick's four public universities currently provide university programming around the province, the Working Group recommends that the New Brunswick President's Council develop a strategy to improve access by expanding and enhancing the provision of first and second year university programming and courses around the province.

#### **Milestone Goals**

- Develop a strategy to expand the provision of first and second year programming and courses around the province by 2009
- Increase the number of university courses offered outside of the home universities by 2011

## **Recommendation 6**

### **Maximize Accessibility: Use Technology and Develop Improved Distance Learning Opportunities**

The remarkable changes in technology over the last decades offer substantive and practical opportunities for students to access PSE programs and experiences from virtually anywhere. This is a potentially enormous opportunity to increase student access and participation, particularly from rural areas and by those who lack mobility.

New Brunswick's PSE institutions have made significant strides in developing and applying new technologies in order to offer distance education courses to students from all across New Brunswick and, indeed, the world. The Working Group feels that there is considerable potential for extending the depth and breadth of distance learning opportunities. This includes the possibility of greater inter-institutional collaboration and partnerships with the community and the private sector.

The Working Group recommends that a Task Force be established by the PSE Agency and the New Brunswick Presidents' Council to develop an action plan for extending the range and depth of distance learning opportunities to every citizen of New Brunswick and beyond.

#### **Milestone Goals**

- Establish the Task Force in 2009
- Deliver the Task Force Report by spring 2009

## **Recommendation 7**

### **Maximize Accessibility: Improve Student and Program Mobility**

The Working Group feels that an effective PSE system is one in that students and lifelong learners can access and use the PSE system to effect at various stages and times of their educational and working lives. And, the Working Group feels that students should not have to start from the beginning each time that they access the PSE system.

The Working Group recommends that the PSE system directly and forcefully address the issue of student mobility within and amongst the various parts of the PSE system, that educational courses and credits are more readily transferable from one program to another and that the issue of prior learning assessment be addressed and formalized.

To this end, the Working Group has recommended the creation of the New Brunswick Council on Admission and Transfers (NBCAT) to facilitate the admissions process for students, to facilitate articulation agreements amongst the PSE institutions and to establish a credit system and criteria for prior learning assessment in recommendation 22.

## **Recommendation 8**

### **Maximize Opportunity: Applied Learning**

We believe there is market in our province for a more diverse selection of applied and articulated learning. New Brunswick post-secondary institutions should move more quickly to act on opportunities to combine the strengths of the community college system and the university system in order to integrate program delivery. There is a growing demand for applied university degrees going unmet. We recommend:

- An increase in the opportunities for more applied and articulated degrees in and among the universities and community college system (see Section Three).
- A repatriation in many existing articulated degrees residing with partners outside New Brunswick to ensure that they are available to students at New Brunswick universities
- An increase in the number of articulated programs and the number of articulation agreements between New Brunswick post-secondary institutions.

Recommendation 17 provides “the how” to increase the number of applied and articulated programs through the creation of Institutes of Applied Learning and Training and Consortia of Applied Learning and Training, and the establishment of the New Brunswick Council on Admissions and Transfers in recommendation 22 will facilitate the development of articulation agreements.

#### **Milestone Goal**

- Increase the number of applied programs, articulated programs and the number of articulation agreements between New Brunswick post-secondary institutions by 2011

## **Recommendation 9**

### **Establish a Virtual New Brunswick Library**

Information is a critical resource in post-secondary education and the training and education of New Brunswick students and citizens. New Brunswick's public universities and colleges enjoy an enormous amount of information, books, journals and periodicals, newspapers, studies and other resources in their libraries and through their online access to libraries and depositories around the world.

The Working Group recommends that the New Brunswick President's Council develop a blueprint for a New Brunswick virtual library in order to provide access to these resources by students and citizens in every location in New Brunswick.

#### **Milestone Goal**

- Develop a blueprint for a universally accessible New Brunswick virtual library by September 2010

## **Recommendation 10**

### **Improve Labour Market Data and Availability of PSE Information for Students**

The world, society and labour markets change quickly and society's educational needs change quickly as a result. While many ingredients and needs of post-secondary education persist over the long term, there are substantive, important and particular needs and features that change quickly and regularly. An effective PSE system must be able to anticipate these changes and needs to react promptly and accordingly.

The Working Group recommends that the PSE system develop a formal system of labour market forecasting in partnership and collaboration with appropriate community groups. This data could then be used for prompt program development that will better match the training and abilities of PSE graduates with the changing and immediate needs of the New Brunswick economy. It will also give students access to up-to-date information that will increase their capacity to make informed PSE choices.

Parallel to this, the Working Group recommends that information about all aspects and possibilities of the PSE system be made easily and simply available through an increased presence of employment and career counseling in secondary and post-secondary institutions and on-line through a New Brunswick PSE information and application portal.

Specifically, the Working Group sees the need to:

- Enhance regional and provincial labour market forecasting information appropriate for post-secondary education planning;
- Divert some of the regional employment and career counselors located around the province into secondary and post-secondary learning institutions;

- Construct a portal to be the point of application and information for post-secondary education;
- Assign each student a single student identifier number;
- Disseminate pertinent information to students through innovative use of web technology.

**Milestone Goals**

- Develop and implement a formal provincial and regional labour market forecast capacity by September 2009
- Develop a PSE information and application portal by 2010

# Section Three

## Reorganization of the Post-Secondary Education System

This section outlines and explains the critical components of a transformed PSE system. Section Four will present our recommendations for the public administration and governance of the system.

The present institutional configuration of New Brunswick's PSE system includes:

- The four public universities
- The New Brunswick Community College (NBCC) and the College Communautaire du Nouveau-Brunswick (CCNB)
- Apprenticeship and adult learning programming
- Private universities and career colleges

While this configuration may have been appropriate for earlier circumstances, the Working Group feels that it cannot as a system respond sufficiently, promptly and effectively to the rapidly changing needs of New Brunswick's economy or to the challenges of the self-sufficiency agenda. The Working Group feels that the PSE system needs a far more responsive system, one that brings PSE institutions closer together amongst themselves and in partnership with the community and the business sector. Moreover, the Working Group recognizes the need for the PSE system to respond more quickly to emerging needs in the economy and in regional communities. Finally, given the more complex agenda facing New Brunswick's PSE system, the Working Group recommends that the roles and responsibilities of each component of the system should be clarified as we move forward.

The core of our recommendations includes the following:

- The PSE system should continue to build on the unique strengths of our public institutions, with each institution's primary purpose and responsibility being clarified in some formal way (see Appendix 3 on Institutional Roles);
- The community college component of the PSE system should be made autonomous, be modernized to a substantial extent and be organized more efficiently with a strong link to Community Advisory Boards;
- Apprenticeship training should be enhanced and integrated within the PSE system;
- Respecting the Province's commitment to preserve and promote the language and culture of each of its two official linguistic communities, the principle of linguistic duality and the legal framework regarding official languages in New Brunswick, the public universities should act more collaboratively in formal and ad hoc ways in various areas from academic programming and delivery through organization of services and infrastructure;
- A province-wide Council for Graduate Studies and Research should be created in accordance with the autonomy of universities and the Province's commitment to preserve and promote the language and culture of each of its two official linguistic

communities, the principle of linguistic duality and the legal framework regarding official languages in New Brunswick;

- Respecting the Province’s commitment to preserve and promote the language and culture of each of its two official linguistic communities, the principle of linguistic duality, the legal framework regarding official languages in New Brunswick and the autonomy of universities, the creation of a new type of regionally and community-based partnership amongst universities, community colleges and the private sector to accelerate the development of applied learning programs and articulated agreements.

Both the university and community college representatives on the Working Group were struck by how under developed the New Brunswick Community College system is. A healthy, vibrant, modern, nimble, and responsive community college system is vital to economic and community development. It must be able to provide programming closely aligned with local labour market needs if New Brunswick is to move to prosperity and self-sufficiency. The community college system should offer entry to applied post-secondary education as well as advanced and ongoing education to those who are seeking to add to their credentials and capacity, and be a pathway to applied degrees in collaboration with the other PSE institutions. To this end, the Working Group recommends a set of bold initiatives to modernize the community college system.

With the existing demographic challenges and limited available resources, we need to make more partnerships and develop better relationships in all parts of the PSE system. As well, co-location opportunities should be considered where feasible and appropriate, such as the Université de Moncton, Edmundston campus, and the community college in Edmundston, and the University of New Brunswick Saint John and the community college in Saint John.

## **Recommendation 11**

### **Create a Modern, Autonomous Community College System**

The Working Group recommends that NBCC/CCNB become organizations independent of government. We feel that this organizational approach will best serve New Brunswick and encourage the community college system to become modern and responsive to the community and to local labour market needs. We also encourage a rebranding of the community college system along with its re-engineering, in order that it build a national reputation for excellence and become a destination for applied learning in Canada.

To this end, the community college system should be moved from the Department of Post-Secondary Education, Training and Labour and become an independent corporation.

This autonomy would significantly increase the community college system’s flexibility to extend its capacity and program offering and its ability to be responsive to changes in the labour market. It is anticipated that the independent colleges would forge partnerships with universities, with the communities in which they operate, and with the private sector that they serve. This dynamic, collaborative system will create more learning opportunities for New Brunswickers in their own communities.

We recommend that the new system be comprised of, and organized around, two colleges – one that is English and one that is French – that will respect the principle of linguistic

duality and the legal framework regarding official languages in New Brunswick while ensuring access to college education in the language of choice.

Each of the two colleges will be comprised of a set of local and regional campuses, which will maintain regional accessibility. The Working Group recommends that each of the two colleges be headed by a president and that each operates and offers programming in its own official language. Each of the two colleges should be governed by its own board of directors that will include membership of the community in the region served by the college.

The Working Group recommends that campuses be grouped regionally to serve New Brunswick communities as follows:

**Northeast:** Bathurst, Campbellton and la Péninsule acadienne, and surrounding communities

**Northwest:** Edmundston, Saint-Quentin, Kedgwick, and Grand Falls, and surrounding communities

**Central:** Woodstock, Miramichi and Fredericton (see recommendation 12), and surrounding communities - and will also include the Maritime College of Forest Technology.

**Southeast** (Anglophone): Moncton, and surrounding communities

**Southeast** (Francophone): Dieppe, and surrounding communities

**Southwest:** Saint John and St. Andrews, and surrounding communities

See recommendation 12 regarding the role of the New Brunswick College of Craft and Design.

The Working Group suggests that each regional area consider branding itself by naming the regional grouping to reflect a historical person or physical feature of the regional area.

As a first step, each college should undertake a comprehensive project to design its structure, processes, governance and organization. It should also create mechanisms to work in close collaboration with other PSE organizations in the province. And, services such as literacy, upgrading and employment counseling should become more integrated with the community colleges. The Working Group has already identified a list of design principles that can guide the redesign efforts.

Colleges should focus on serving the local economies in which they operate with applied, technical and vocational programming. In some cases, colleges will develop and offer specialized courses that are driven by provincial needs, where there is critical mass and where the program supports the economic needs of the province.

The Working Group recognizes that in a range of programs and locations the current capacity of the community college system is not meeting the demands of students or the labor market. To this end, we recommend that the capacity of the system be enhanced by adding 1,400 seats / 7,000 spaces by 2013.

We also recognize that a substantial investment will be required to modernize labs and classrooms. At the same time, it is anticipated that autonomous colleges will become more proactive and entrepreneurial and will use their deep partnerships with the community and the private sector to access resources and facilities in the community. This fiscal agenda is pursued in Section Five – Implementation.

The Working Group feels that it is critical for community colleges to serve the needs of their local communities and to respond to local labour market changes. Therefore, there should be an intimate relationship between the colleges and their community.

To this end, the Working Group recommends the creation of a Community Advisory Board (CAB) for each of the six regions outlined above. The CABs should comprise a representative cross-section of education stakeholders from the community, including employers and the business sector.

The mandate of the CABs would be specifically to provide advice to the colleges and to other educational institutions in the region on community labour market needs and requirements. This advice and information will help the colleges and other educational institutions, such as Institutes of Applied Learning and Training, in developing adequate and effective programming in a timely fashion.

#### **Milestone Goals**

- Redesign plan for the community college system in 2009
- Create an autonomous community college system by 2010
- Add 7,000 community college student spaces by 2013
- Establish the first Community Advisory Boards for each region by September 2010

### **Recommendation 12**

#### **Establish a New Campus of NBCC in Fredericton and Enhance and Rebrand the New Brunswick College of Craft and Design**

The Working Group has concluded that the community of Fredericton has economic and training needs that require a local community college. To this end, we recommend that a new NBCC campus be established in Fredericton within the central region.

The Working Group also recommends that the New Brunswick College of Craft and Design should be enhanced and rebranded with a distinct identity to attract a wider student population, and be better linked with universities via the Central Consortium (see recommendation 17).

#### **Milestone Goals**

- Create a Fredericton campus that is operational with its first intake of students by 2010
- Enhance and rebrand the NBCCD by 2009



## **Recommendation 13**

### **Enhance Apprenticeship Training**

The Working Group feels that apprenticeship training is an integral component of the PSE system that will contribute to the evolving needs of New Brunswick's economy. It has concluded that the current apprenticeship system requires immediate enhancement and fundamental changes to become more flexible, efficient and timely.

Such changes could include the establishment of a central, coordinated approach to match workplaces to apprentices, the identification of jump-off points whereby apprentices receive credit for completing a portion of training and the reduction of the length of time to finish apprenticeship training to more quickly get trained journeypersons into the workforce more quickly.

The Working Group recommends that the apprenticeship program should operate at arm's length from government with greater participation of industry and the unions, at the same time that it is better integrated within the post-secondary education system and with community colleges. This will allow apprenticeship training to become better connected to industry and to other stakeholders. This will also make the system more student focused and better able to respond quickly to labor market needs.

#### **Milestone Goals**

- Increase the capacity to train apprentices by fall 2008
- Redesign and restructure the current apprenticeship program by 2009
- Increase the number of apprentices by 2012
- Integrate the apprenticeship program into the transformed community college system by September 2010

## **Recommendation 14**

### **Maintain the Roles of the Université de Moncton Edmundston and Shippagan and the University of New Brunswick Saint John with a Collaborative System**

The Working Group does not endorse the establishment of the polytechnics as recommended in the Commission on Post-Secondary Education final report, but recommends that the University of New Brunswick Saint John continues to operate as per the Premier's State of the Province Address.

The Working Group recommends that the Université de Moncton campuses in Edmundston and Shippagan continue to operate as they do now but within a more collaborative environment with CCNB, as per the Premier's remarks in Edmundston in February 2008 (recommendation 15 provides further description regarding university roles).

## **Recommendation 15**

### **Universities to Play Particular Roles in a Collaborative PSE System**

The Working Group recognizes the national reputations and accomplishments of each of the four public New Brunswick Universities. They provide a great resource to the province as it moves to self-sufficiency.

Each of New Brunswick's universities has an important role to play and each brings particular strengths to the PSE system.

The Working Group recommends that increased clarity be brought to these roles and missions so that each university has a clear understanding of its mandate and responsibility within the PSE system. This approach is outlined in Appendix 3 on Institutional Roles. This mandate should be articulated in a formal way.

The Working Group recognizes that universities have collaborated to a significant extent in program delivery and administrative services. However, it feels that this collaboration can and should develop in a deeper and more extensive way, and should reflect a better understanding of provincial human resource and labour market needs.

In particular, the Working Group urges the best possible use of scarce resources and recommends that the universities, through the proposed New Brunswick Presidents' Council, review their program offerings to this end. While respecting the Province's commitment to preserve and promote the language and culture of each of its two official linguistic communities, the principle of linguistic duality and the legal framework regarding official languages in New Brunswick, the New Brunswick Presidents' Council should ensure that systematic collaboration has been maximized and that program duplication be eliminated where possible and appropriate.

In addition, the roles of the two larger universities – the University of New Brunswick and the Université de Moncton - will need to become more focused on specific specialties in order to create centres of excellence that can better leverage competitive advantage, especially in graduate studies.

The Working Group applauds the Premier's announcement in his 31 January 2008 State of the Province Address that the University of New Brunswick in Saint John will remain the University of New Brunswick in Saint John. It will continue to offer a wide range of programs, including liberal arts, while expanding program offerings to meet emerging opportunities in the Port City and beyond.

The Working Group also applauds the Premier's statement in Edmundston in February that, as New Brunswick's Francophone university, the Université de Moncton will continue to fulfill its mandate in the province's northeast and northwest at its campuses in Edmundston and Shippagan. The Working Group anticipates the collaboration between the Université de Moncton and the CCNB through the establishment of the Institutes of Applied Learning and Training will provide new learning opportunities to meet the needs of emerging economic opportunities in the regions.

In broad terms, the Working Group recommends that the universities work more collaboratively with the community colleges and their local communities to provide programming that reflects the needs of the local economy and the community. The collaborative framework for this recommendation is contained in recommendation 17.

### **Milestone Goals**

- Review university and community college roles, mandates and critical missions by the fall of 2009, as outlined in Appendix 3
- The New Brunswick Presidents' Council should begin program reviews in 2008-2009, priority areas to include applied health, education, applied business, engineering and liberal arts programming

## **Recommendation 16**

### **Establish a Graduate Studies and Research Council of New Brunswick**

The growth of graduate studies in New Brunswick is crucial to the ongoing effort to build a knowledge-based economy in support of the province's self-sufficiency agenda. It will also be critical in strategically reinforcing the province's contribution to the Canadian Science and Technology Strategy as articulated in Advantage Canada (2007).

In 2006-2007, New Brunswick had 2,145 graduate students enrolled at the University of New Brunswick (1,433), the Université de Moncton (698) and Mount Allison University (14). The Working Group believes that a minimum target for growth for the next three years should be to increase the New Brunswick total to 3,000 students: this target includes students in both course-based and research-based programs as well as at least 450 doctoral students.

In setting out to achieve this target the Working Group considers this to be an area where collaboration amongst the universities offers tremendous opportunities for improvement and success. Although the University of New Brunswick and the Université de Moncton are, and will remain, the primary centres for graduate studies and research in the province, the Working Group believes there are new and creative ways to engage faculty and staff at Mount Allison University and St. Thomas University, while respecting their primary focus on undergraduate studies (and also recognizing that there may well be specialized areas in which they will seek to undertake masters programs that are not in competition with other institutions in the province).

To this end, the Working Group has concluded that a province-wide Graduate Studies Council (GSC) and a province-wide research agenda are both possible and vital for the future. The role of the GSC would include developing and overseeing a plan to meet these enrollment targets. It would also include developing strategies for fostering closer collaboration amongst the universities by, for example, encouraging faculty cross-appointments, creating province-wide research networks and centres of excellence and providing seed funding for collaborative research initiatives. As well, the GSC could develop mechanisms and processes for strengthening graduate student and faculty access to all of the labs, hospital facilities, libraries, archival sources, teaching and instructional facilities, and other resources in the province.

The Graduate Studies Council would also seek out ways to increasingly engage the college system in its mission and actively promote the involvement of the broader community in the graduate studies and research enterprise.

The Working Group further recommends that the Graduate Studies Council develop a graduate student research mobility plan. This would allow graduate students to do research and access supervision on any of the province's university campuses. It is anticipated that most graduate programs could be delivered throughout the province, whether directly in the classroom lab or through a variety of off-site options.

The Graduate Studies Council would be established under the leadership of the University of New Brunswick and the Université de Moncton, and would involve representation from all four public universities and the community colleges as well as from the broader community.

The Working Group also recommends the establishment of two graduate schools, one led by the University of New Brunswick on the Anglophone side and one led by the Université de Moncton on the Francophone side. These schools would provide an academic home for active, qualified faculty members from all four public universities willing and able to provide graduate instruction, supervision and mentorship. As well, and in support of the deep partnership concept, suitably qualified experts from the college system and from the broader community would be encouraged to become actively involved in the graduate schools through adjunct appointments, membership on graduate supervision committees, etc.

Finally, the Working Group strongly encourages the development of joint Anglophone-Francophone graduate and research initiatives that would benefit the students, faculty and the institution. Potential areas may include business, policy studies and others as opportunities arise.

#### **Milestone Goals:**

- Establish the proposed Graduate Studies Council of New Brunswick by July 1, 2009 and have it oversee the preparation of a province-wide graduate studies and research strategic plan by March 31, 2010
- Increase the number of students in graduate programs to 3000 by December 2011 (including at least 450 in PhD programs)

### **Recommendation 17**

#### **Create New Institutional Mechanisms for Collaboration and Program Development: Institutes of Applied Learning and Training and Consortia of Applied Learning and Training**

Changes in technology and the global economy, as well as market restructuring and developments, have generated rapid changes in labour market conditions, changes that have been of a qualitatively different character than in the recent past. The economy presents the PSE system in New Brunswick with a different and wider array of educational

and training needs than in the past, particularly in the area of applied and articulated programs.

The Working Group became intensely aware that the PSE system is often incapable of responding quickly enough to these changes or is unable to develop the appropriate programming to respond to emerging market and community needs.

The PSE system in New Brunswick has had a reasonable track record in developing programs of applied learning and specialized, often short-term, programs in response to immediate needs. However, the Working Group has concluded that the PSE system as presently constituted is not likely to be able to respond to changing conditions in as adequate and timely a way as desirable, given the pressing and ambitious objectives of provincial self-sufficiency. We need to find mechanisms and processes for program and course development that will not likely take place should we rely exclusively on universities and colleges to deliver them.

It is in this context that the Working Group has recommended a more collaborative PSE system. And, within this broad collaboration, we are proposing the creation of a new kind of collaborative mechanism for New Brunswick that involves a formal partnership amongst universities, community colleges and the community.

These partnerships are not a “bricks and mortar” initiative. Nor will they displace programs currently offered at existing PSE institutions. Rather, they comprise a mechanism or process to realize greater cooperation and partnerships in the development and delivery of applied and articulated programs. They will lever the existing infrastructure of New Brunswick’s universities and colleges, allowing the system to make the best possible use of these facilities as well as the facilities of other stakeholders – such as hospitals, plants and factories, and other private sector locales. They are intended as innovative and entrepreneurial collaborations that can quickly and effectively respond to regional and provincial needs.

The Working Group recommends the creation of five of these collaborative mechanisms – in the northeast, the northwest, Saint John, the southeast, and central New Brunswick.

In the Working Group’s view, the first three of these areas are prepared for a formal type of collaborative mechanism: an Institute of Applied Learning and Training (IALT). In each of these three cases, a distinctive opportunity (and present practice) exists for bringing together the university and the colleges in the region in a more formal way with the local community in well-defined applied areas.

In the two other areas, the Working Group proposes the creation of a less formal collaborative mechanism: a Consortium of Applied Learning and Training (CALT). In these areas, the possibility for collaboration is still developing and the areas present a degree of complexity that suggests that a less formal approach is appropriate at this time. The CALT will first focus on building relationships and partnerships and will likely evolve into an IALT through time and practice.

## **Institutes of Applied Learning and Training**

### **The Northeast (Francophone)**

The Northeast IALT will bring together the community college campuses of Bathurst, Campbellton and la Péninsule acadienne with the Université de Moncton campus in Shippagan, with a mandate to develop and offer applied programming to communities in that region.

### **The Northwest (Francophone)**

The Northwest IALT will bring together the Edmundston campus of the community college and the Université de Moncton, with a mandate to develop and offer applied programming to communities in that region.

### **Saint John (Anglophone)**

The Saint John IALT will bring together the Saint John and St. Andrews community colleges with the University of New Brunswick Saint John, with a mandate to develop and offer applied programming to communities in that region.

The Institutes of Applied Learning and Training will be incorporated entities owned jointly by the community college and university in each region. Each IALT will be governed by an independent board appointed by its owners, comprising representatives of the college, the university and the business community.

The Institutes of Applied Learning and Training will potentially partner with appropriate community groups or agencies in each region, such as private companies or economic agencies and non-profit organizations. These latter groups are potentially invaluable in providing state of the art laboratories and specialized expertise and human resource capabilities. Each IALT may initially have an advisory board to provide insight and information on the emerging applied learning and training requirements of the region. Eventually, as PSE transformation unfolds, the IALTs could draw on the advice of the regional advisory boards established to support the community colleges.

Working with its partners, the IALT will receive requests or input or identify the demands and needs for new programs or courses. It will assess whether a particular program or course could be delivered effectively and in a timely fashion by the university or community college partner, either individually or collaboratively. If the IALT assesses that this is not likely, then the Institute itself will develop and deliver the applied degree, program or course.

It is expected that each IALT will have a small full-time staff (CEO and administrative support) and develop expertise in program development and marketing and quality assessment. It will work primarily through an extensive network of relationships.

## Consortia of Applied Learning and Training

### The Southeast

The Southeast CALT will include the Université de Moncton (at Moncton) as the lead institution working with Mount Allison University and the Moncton and Dieppe campuses of the college system.

### Central

The Central CALT will include the University of New Brunswick (at Fredericton) as the lead institution working with St. Thomas University, the Miramichi and Woodstock campuses of the community college system, the College of Craft and Design, the Maritime College of Forest Technology, and (once established) the Fredericton campus of the community college system. Given St. Thomas University's historic ties to the Miramichi, it will take a lead role in that area.

The CALT is a step along the way to becoming an IALT, save for the fact that it is not a formal institution. Rather, for the time being, the CALT will focus on defining needs and opportunities and building relationships and partnerships in the areas

The CALT will encourage partnerships with appropriate community groups or agencies in the area, such as private companies or economic agencies and non-profit organizations. Each CALT will have an advisory board to provide insight and information on the emerging applied learning and training requirements of the region.

Working with its partners, the CALT will receive requests or input or identify the demands and needs for new programs or courses. It will assess whether a particular program or course could be delivered effectively and in a timely fashion by the university or community college partner, either individually or collaboratively. If the CALT assesses that this is not likely, then it will work with its partners to devise a shared mechanism or process to develop and deliver the program or course.

It is expected that each CALT will have a small staff, seconded from its partners. It will work primarily through an extensive network of relationships.

Simply put, these new collaborative mechanisms will develop programming and courses in areas that the universities and community colleges cannot provide, either individually or collectively. This will be done in a partnership approach with collaboration amongst universities, colleges and the community.

Initially, the collaborative mechanisms will be focused on skills upgrading needs within the province. Special attention will be given to shorter onsite courses and training opportunities, together with part-time advanced certificates and diplomas. Where appropriate, and with the support of the local universities and colleges, the mechanisms may also offer applied degrees in selected areas. They will take full advantage of smart technology and web-based infrastructure to maximize the availability of online learning and training.

This new kind of collaborative mechanism will:

- Be designed to address promptly the pressing short-term needs in the economy and labor market for new applied and articulated programs – from certificates and upgrading courses to post-graduate diplomas;
- Support the development of a continuum of education opportunities, helping to increase participation rates and offering opportunities for lifelong learning (including re-developing the skill sets of employees to meet the emerging needs of their respective professions);
- Develop new and innovative ways of sharing resources and facilities in support of the educational needs of New Brunswick;
- Provide a living laboratory for the design of new approaches to effectively enhance the total student learning experience; for example, by designing new academic models that more closely integrate the classroom with simultaneous experiential opportunities;
- Be deeply embedded in regions and deeply connected to communities;
- Act in a more entrepreneurial way in forging partnerships and looking for opportunities;
- Make use of teaching resources from universities and colleges as well as from practitioners and experts in the community;
- Further the development of education business opportunities, both for the domestic and international markets.

#### **Milestone Goals**

- Establish the formal partnerships in place by 2009
- Have the partnership operational and ready for programming in the 2009-2010 academic year
- Ensure that new applied and articulated course offerings and programs meet identified needs by 2011



# Section Four

## Collaboration, Governance and Administration

Collaboration and partnership are at the heart of the Working Group's recommendations for transforming the PSE system and for making it a more student focused, accountable and integrated system – one in which the whole system is greater than the sum of its individual institutional parts.

However, this transformation cannot and will not happen spontaneously or automatically. If collaboration and partnerships are to become more than episodic, the PSE system needs a system of governance and administration that will make collaboration and partnership a normal, everyday state of affairs. This requires the introduction of more formal, structured vehicles and processes to establish a more cohesive and collaborative system. These vehicles and structures could possibly be removed once the new system is in place.

This section describes the governance and administrative structures that are presented visually in Appendix 4. This revised and enhanced system of governance will support collaboration and manage the transformation required as well as monitor and report on the progress that is being made. This in turn will inject a far greater degree of accountability than exists at present.

The Working Group is recommending a wide-ranging array of administrative and governance innovations. However, utmost is its desire not to create a ponderous, or bureaucratic, or over-regulated system that would stifle PSE institutions and distract them from their core missions. This is a primary reason why the PSE institutions remain at the heart of these institutional and governance arrangements while retaining a direct governance and accountability link between the PSE institutions and the government. It is anticipated that many of these recommended institutional initiatives will be short-term, temporary and transitional in nature, and will be reviewed, assessed and potentially be eliminated as New Brunswick builds a more permanent and sustaining integrated system.

### Recommendation 18

#### Create a Central Agency for Post-Secondary Education

The Working Group believes that the PSE system requires a central authority that is responsible for the health and viability of the PSE system. The Working Group believes that this authority should remain within the domain of government and rest with a Post-Secondary Education Agency formed to oversee the five to ten year transformation of the PSE system.

The PSE Agency should provide overall coordination, planning and governance of the PSE system. It should coordinate at a high level the different parts of the PSE system that would be held accountable to the PSE Agency for the use of public resources.

The Working Group also believes that a new, more flexible approach to PSE management is required, one that is efficient and forward looking. The PSE Agency should be comprised of well-trained, experienced PSE professionals with vision and commitment to PSE transformation. The Working Group recommends that the PSE Agency have a management board and a director.

The PSE Agency would have the “horizontal” responsibility associated with a central agency. Its responsibilities and authority would be wide ranging over the entire array of PSE activities, processes and institutions. It would be given the responsibility to coordinate, manage and account for the ten-year PSE transformation plan. The PSE Agency would ensure that institutions collaborate and form partnerships and adjust to the economic challenges outlined in this report. Its mandate would be for a ten-year period, at which time its existence would be reconsidered.

As will be seen in subsequent recommendations, the PSE Agency would also contain a number of bureaus that manage specific, collaborative aspects of the PSE system, from credit transfer and admissions to international recruiting and the provision of shared services.

### **Milestone Goals**

- Establish the Post-secondary Education Agency in 2008
- Provide appropriate staff and funding to allow the PSE Agency to carry out its responsibilities in 2008

## **Recommendation 19**

### **Establish a New Brunswick Presidents’ Council**

Universities and community colleges, and their institutes and consortia, will remain at the operational heart of the PSE system. After working together over the last months, the Working Group now appreciates to a greater extent than ever the need for, and potential of, institutional collaboration and partnership – both amongst the PSE institutions and between them and their communities.

To this end, the Working Group recommends the creation of the New Brunswick Presidents’ Council. The New Brunswick Presidents’ Council would be chaired by the Deputy Minister of the PSE Agency and would be comprised of the presidents of the four public universities, the president of the Anglophone community college and the president of the Francophone community college.

This council would function as a key policy and collaboration group, linking the PSE institutions to the government and to the central policy oversight. As the Working Group process has demonstrated, regular interaction amongst the presidents with guidance from the Deputy Minister should accelerate collaboration, planning and partnerships. The council’s initial responsibilities would include:

- Providing advice to the PSE Minister on the management of the proposed integration of the PSE system;
- Providing advice to the Minister on the management of strategic issues;
- Developing the overarching PSE programming policies, in consultation with other stakeholders; for example, a strategy for expansion and development of applied

programs, efficient collaboration between institutions including programming, cooperation with the K-12 system;

- Carrying out regular reviews of programming to ensure system responsiveness to social and economic changes, to encourage the best possible use of resources, to seek out and establish centres of excellence and comparative advantage in teaching and research, and to ensure quality in teaching and research;
- Providing accountability for the effective functioning and results of multi-year planning and the use of public funds.

The council would prepare an annual activity and action plan for the year, outlining the initiatives and processes anticipated in the coming year. It would also report annually to the Minister on its activities.

#### **Milestone Goals**

- Establish clear terms of reference for the New Brunswick Presidents' Council in 2008
- Establish the New Brunswick Presidents' Council in 2008

## **Recommendation 20**

### **Establish a Shared Services Bureau**

The Working Group is aware that there is considerable collaboration in the existing PSE system beyond academic programming, in areas such as insurance, procurement and information technology. But it is also convinced that this collaboration can go further. This increased collaboration can provide better services to students and support integration within the system, while also generating efficiencies and savings that can be re-injected into the system in order to improve quality.

The Working Group recommends the creation of a Shared Services Bureau (SSB) in the PSE area. The mandate of the SSB would be to explore possibilities for collaboration and integration in the provision of "back room" services, such as procurement, information technology, provision of information and access to the system (applications), and other administrative service areas. The SSB would focus exclusively on administrative and academic support services as opposed to academic functions, the latter remaining the responsibility of individual institutions.

The SSB would be owned by the PSE institutions, from which a management board and a director would be recruited. The SSB would be accountable to the PSE Agency to deliver services to the institutions in the system, and to do so at a lower overall cost.

#### **Milestone Goals:**

- Complete a roadmap for the Shared Services Bureau by July 2008
- Establish the Shared Services Bureau by September 2010

## **Recommendation 21**

### **Market the New Brunswick Educational Brand to International Students**

The Working Group believes that New Brunswick could become a major destination place for international students. This is important as increased participation of international students in the New Brunswick PSE system offers numerous advantages. International students increase program quality as they bring diversity to the educational experience. The increased recruitment of international students also promises to assist the province's population challenge.

The Working Group recommends the creation of an International Marketing Bureau of the PSE Agency that will create a marketing campaign for international students. The bureau would have the mandate of branding New Brunswick to position its PSE institutions as a destination place for post-secondary education. The bureau would also be given the responsibility of assisting PSE institutions, which would retain their primary institutional recruiting role - in recruiting international students in both direct and indirect ways.

#### **Milestone Goals**

- Develop of a strategy to position New Brunswick as an international PSE destination in 2009
- Initiate and implement an international student marketing campaign in 2010

## **Recommendation 22**

### **Creation of a New Brunswick Council on Admissions and Transfers**

The Working Group believes that the process of applying to a PSE institution or program should be simple and straightforward. And, the Working Group also believes that applicants should have ease of access to the information required to make an informed decision.

The Working Group is aware that students often face obstacles in moving through the PSE system. For example, transferring credits and registration from one institution or program to another, whether between universities or from college to university or vice versa, can often be difficult. Such obstacles can deter student participation and success in post-secondary education.

Similarly, continuing learners and adult students often enjoy experience and on-the-job training that is equivalent to courses and credits in the PSE system, but they are not given adequate recognition of the value of these prior learning experiences. This, too, can deter participation in and through the PSE system.

The Working Group recommends the creation of a New Brunswick Council on Admissions and Transfers (NBCAT), accountable to the New Brunswick Presidents' Council. Its mandate will be to facilitate the application and admissions process for students, to provide adequate and accessible information to applicants, to facilitate articulation agreements amongst the PSE institutions, and to establish a credit system and criteria for prior learning assessment.

Membership in NBCAT would be comprised of representatives from all PSE institutions, including public universities and the community college system, private universities and universities recognized under the *Degree Granting Act*, the New Brunswick Association of Career Colleges and those responsible for apprenticeship accreditation.

#### **Milestone Goal**

- Establish the New Brunswick Council on Admissions and Transfers by September 2009, with clear terms of reference

### **Recommendation 23**

#### **Creation of a Change Management Bureau in the PSE Agency**

The Working Group appreciates that its recommendations for PSE transformation comprise a challenging, if not daunting, task. Its recommendations are far reaching and consequential for all PSE stakeholders and for the community as well.

The Working Group recommends the creation of a Change Management Bureau (CMB) within the PSE Agency. Its mandate would be to work with PSE stakeholders to facilitate the transformation to a more collaborative and integrated PSE system. The objective would be to ensure that the anticipated transformation takes place within the aggressive timeline that we envision.

#### **Milestone Goals**

- Establish the Change Management Bureau in 2008; it should be the first bureau established in the PSE Agency
- It should be in place in 2008

### **Recommendation 24**

#### **An Enhanced Quality Assurance Role for the Maritime Provinces Higher Education Commission in both the University and Community College Systems**

The Working Group view is that the Maritime Provinces Higher Education Commission (MPHEC) plays a valuable and effective role in approving new university programs and in ensuring academic quality.

The Working Group recommends that the MPHEC's mandate be extended to allow approval of selected programs in the community college system, in specifically articulated programs and in professional programs. In other defined areas, the community college system will have the authority to introduce its own programs.

#### **Milestone Goal**

- Expand the MPHEC mandate to include the community college system by September 2009

## **Recommendation 25**

### **Ensure that Private Institutions Meet Quality Assurance Criteria**

The Working Group appreciates that many students take courses and programs from private institutions sanctioned under provincial legislation and from career colleges. The Working Group believes that students who take these courses and programs should have assurance of quality of program content and of instruction.

The Working Group recommends that private institutions under provincial legislation be subject to the quality assurance process of the MPHEC.

The Working Group also recommends that the Association of Career Colleges continues to develop a quality assessment regime to ensure that private career colleges meet quality standards. It is further recommended that any private college must meet these quality standards as a condition for students receiving financial assistance from the Government of New Brunswick.

#### **Milestone Goal**

- The MPHEC should begin quality assurance measures of provincially sanctioned private institutions by September 2009

## **Recommendation 26**

### **Submission of Five-Year Strategic Plans and Annual Business Plans to the PSE Agency**

In keeping with the principle that universities and community colleges must be accountable to the government for their plans each institution will annually submit a five-year strategic plan with an annual business plan to the PSE Agency, to report on actions to achieve PSE transformation and to facilitate the allocation and effective management of provincial funds.

#### **Milestone Goal**

- Begin the submission process during fiscal year 2010–2011

## **Recommendation 27**

### **Each Public University and Community College Should Appear Annually Before the Appropriate Committee of the New Brunswick Legislature**

The Working Group accepts and endorses the principle that universities and community colleges must be accountable to the government for their plans and for the effective use of public funds.

As a further and transparent measure, the Working Group recommends that each university and community college, represented by its president and other senior staff as appropriate, appear annually before an appropriate government committee of the New Brunswick Legislature.

#### **Milestone Goal**

- Begin the accountability process in 2009

# Section Five

## Implementation

The premise of the Working Group recommendations is that post-secondary education matters – and matters very much. Indeed, we maintain that the strengthening and success of the PSE system is a necessary condition for the attainment of the goal of provincial self-sufficiency.

Members of the Working Group live in the real world of budget constraints, limited resources and competing demands and priorities. We acknowledge that there are many competing, worthy and important interests that are seeking new or additional funding from the Government of New Brunswick. We also understand that the government is quite clearly constrained financially in the ways it can respond to these various interests.

However, we also understand that decision making and leadership is about making choices, about setting priorities and about understanding what matters and what is successful and productive for an institution, a sector and the economy.

The Working Group believes strongly that public funds invested in the transformation of the post-secondary education will yield extraordinary returns to economic development and to the people of New Brunswick. The growth, success and excellence of a new collaborative, efficient and student-focused PSE system will be the single most important key to reaching self-sufficiency by 2026.

A transformed system will lead directly to a better educated population whose skills more closely reflect the needs of New Brunswick's surging economy. It will foster a stronger spirit of entrepreneurialism and innovation in the province while attracting new businesses and population from across the country and from abroad. A transformed system will establish clusters of expertise and centres of excellence. And it will draw new people to build lives and careers here in New Brunswick.

### **Recommendation 28**

#### **Implementation of These Recommendations: A Significant Financial Investment in Capital, Modernization and Innovation for Universities and Community Colleges and Student Debt**

The Working Group recommends that a significant investment be made over a ten-year period to maintain and develop the New Brunswick PSE system and to create the systems, information technology, infrastructure and programs that will lead New Brunswick to self-sufficiency as follows:

- \$34 Million: two-year bridge funding to universities for 2008-2009 and 2009-2010 to address tuition freeze and operating grant increases
- \$100 Million: \$20 Million per year for innovation for each of the next five years (2010-2011 to 2014-2015) for universities and community colleges
- \$70 Million: for other student debt reduction for the five year period 2008-2009 to 2012-2013

- \$127 Million: ten-year capital/modernization funding for universities
- \$135 Million: seven-year capital/modernization funding for community colleges

Such a profound transformation of the post-secondary system in New Brunswick will take time. We characterize the implementation period as a three-stage, ten-year plan. An initial roadmap is attached in Appendix 5. Costing of PSE transformation will be further refined as implementation moves forward.

#### **Milestone Goals**

- Make a significant investment of dollars in post-secondary education from 2008 to 2018
- Establish a formal ten-year plan with supporting investments by 2009

### **Recommendation 29**

#### **Establish Multi-Year Funding Commitments for Universities and Community Colleges Based on Accountability for Planning and Reporting**

The Working Group maintains that predictable funding is important for public post-secondary institutions to effectively plan and manage their operations.

We recommend that multi-year funding commitments be provided by the Government of New Brunswick. Public institutions will be held accountable for the appropriate use of this funding through the submission of annual strategic plans to the PSE Agency in the Department of Post-Secondary Education, Training and Labour and by a yearly appearance before the Legislative Committee on Public Accounts, as recommended in Section Four.

#### **Milestone Goal**

- Establish multi-year funding commitments by September of 2009



# Appendix 1

## Summary of Recommendations

### **Recommendation 1**

Implement New Strategies to Reduce Student Debt for New Brunswick Post-Secondary Education Students

### **Recommendation 2**

Partner and Collaborate with the Department of Education to Ensure Student PSE Readiness

### **Recommendation 3**

Develop an E-Education Strategy

### **Recommendation 4**

Establish Programs to Encourage Participation in Post-Secondary Education for Aboriginal Youth and Other Underrepresented Groups

### **Recommendation 5**

Maximize Accessibility: Offer First and Second Year University Courses in Various Parts of the Province and Retain the Present Campuses of the Community College System

### **Recommendation 6**

Maximize Accessibility: Use Technology and Develop Improved Distance Learning Opportunities

### **Recommendation 7**

Maximize Accessibility: Improve Student and Program Mobility

### **Recommendation 8**

Maximize Opportunity: Applied Learning

### **Recommendation 9**

Establish a Virtual New Brunswick Library

### **Recommendation 10**

Improve Labour Market Data and Availability of PSE Information for Students

### **Recommendation 11**

Create a Modern, Autonomous Community College System

### **Recommendation 12**

Establish a New Campus of NBCC in Fredericton and Enhance and Rebrand the New Brunswick College of Craft and Design

### **Recommendation 13**

Enhance Apprenticeship Training

### **Recommendation 14**

Maintain the Roles of the Université de Moncton Edmundston and Shippagan and the University of New Brunswick Saint John with a Collaborative System

### **Recommendation 15**

Universities to Play Particular Roles in a Collaborative PSE System

### **Recommendation 16**

Establish a Graduate Studies and Research Council of New Brunswick

### **Recommendation 17**

Create New Institutional Mechanisms for Collaboration and Program Development: Institutes of Applied Learning and Training and Consortia of Applied Learning and Training

### **Recommendation 18**

Create a Central Agency for Post-Secondary Education

### **Recommendation 19**

Establish a New Brunswick Presidents' Council

### **Recommendation 20**

Establish a Shared Services Bureau

### **Recommendation 21**

Market the New Brunswick Educational Brand to International Students

### **Recommendation 22**

Creation of a New Brunswick Council on Admissions and Transfers

### **Recommendation 23**

Creation of a Change Management Bureau in the PSE Agency

### **Recommendation 24**

An Enhanced Quality Assurance Role for the Maritime Provinces Higher Education Commission in both the University and Community College Systems

### **Recommendation 25**

Ensure that Private Institutions Meet Quality Assurance Criteria

### **Recommendation 26**

Submission of Five-Year Strategic Plans Annually to the PSE Agency

### **Recommendation 27**

Each Public University and Community College Should Appear Annually Before the Appropriate Committee of the New Brunswick Legislature

### **Recommendation 28**

Implementation of These Recommendations: A Significant Financial Investment in Capital, Modernization and Innovation for Universities and Community Colleges and Student Debt

### **Recommendation 29**

Establish Multi-Year Funding Commitments for Universities and Community Colleges Based on Accountability for Planning and Reporting

# Appendix 2

## Commission on Post-Secondary Education Final Report Recommendations – Working Group Review and Response

Recommendations	Response by Working Group
<p>Proposed Vision:</p> <p>New Brunswick post-secondary institutions are all part of a high quality integrated system that focuses on student needs. This system is tailored to the province’s distinctive linguistic, demographic and geographic realities. It builds on existing assets and cultural identities and strives to support the socio-economic goals of each community and the province as a whole.</p> <p>Proposed Principles:</p> <ul style="list-style-type: none"> <li>- accessible</li> <li>- relevant and responsive</li> <li>- comprehensive</li> <li>- efficient</li> <li>- of high quality</li> <li>- accountable</li> </ul>	<p>Working Group vision, goal and principles are consistent with the proposed vision and principles of the Commission report, with the addition of two additional principles: official languages and collaboration.</p>
<b>Setting the Context for Action: The Necessary First Steps</b>	
<p>1. Post-Secondary Education in New Brunswick should be transformed from an institutional focus to a true post-secondary system.</p>	<p>Endorsed by the Working Group</p>
<p>2. The Government of New Brunswick should clarify its own mission in post-secondary education and move to a more policy-focused role.</p>	<p>Endorsed by the Working Group (recommendation 18)</p>

Recommendations	Response by Working Group
<p>3. A new arms-length co-ordinating agency should be established called the New Brunswick Post-Secondary Education Commission. It should be responsible for:</p> <ul style="list-style-type: none"> <li>• quality assurance</li> <li>• establishment of an application and information portal</li> <li>• policy advice to the department</li> <li>• review of institutional strategic plans</li> <li>• credit transfer</li> <li>• system-wide support and initiatives</li> <li>• regional and national co-ordination</li> <li>• duality and linguistic obligations</li> </ul>	<p>The Working Group proposes the creation of a student information portal (recommendation 10), a PSE Agency, (recommendation 18), a New Brunswick Presidents’ Council (recommendation 19), a Shared Services Bureau (recommendation 20), a New Brunswick Council on Admission and Transfers (recommendation 22), a Change Management Bureau within the PSE Agency (recommendation 23) and an enhanced quality assurance role for the MPHEC for both universities and community colleges (recommendation 24).</p>
<p>4. A Presidents’ Council should be established comprising the heads of most public postsecondary institutions and representatives of private institutions and high schools.</p>	<p>The Working Group endorses the establishment of a Presidents’ Council chaired by the Deputy Minister of the PSE Agency and comprised of the presidents of the four public universities and the presidents of the Anglophone and Francophone community colleges. The Council’s proposed role is described in recommendation 19 and Appendix 4.</p>
<b>Organizing the System</b>	
<p>5. A new kind of institution should be created, called a polytechnic. It should combine university and college expertise, offering programs that range from diploma through graduate education in selected areas of particular interest and importance to the local communities or to New Brunswick.</p>	<p>The Working Group endorses the establishment of mechanisms for collaboration and program development to develop and increase applied learning programs (recommendation 17).</p>
<p>6. Three polytechnics should be established in New Brunswick, the Saint John Polytechnic, the Northeastern New Brunswick Polytechnic and the Northwestern New Brunswick Polytechnic.</p>	<p>The Working Group endorses the establishment of mechanisms for collaboration and program development to develop and increase applied learning programs (recommendation 17).</p>
<p>7. The Saint John Polytechnic should be established by merging UNBSJ with the Saint John and St. Andrews campuses of the NBCC.</p>	<p>The Working Group endorses the establishment of mechanisms for collaboration and program development to develop and increase applied learning programs (recommendation 17).</p>

Recommendations	Response by Working Group
8. The Northeastern New Brunswick Polytechnic should initially be established by combining the CCNB campuses in the Acadian Peninsula, Bathurst and Campbellton and the university campus of UdeM in Shippagan.	The Working Group endorses the establishment of mechanisms for collaboration and program development to develop and increase applied learning programs (recommendation 17).
9. The Northwestern New Brunswick Polytechnic should be established by combining the CCNB and UdeM campuses in Edmundston.	The Working Group endorses the establishment of mechanisms for collaboration and program development to develop and increase applied learning programs (recommendation 17).
10. The College of Craft and Design, the Maritime College of Forest Technology and the NBCC campus in Woodstock should be consolidated and, along with the other colleges (Dieppe, Moncton, Miramichi) separated from government, formed into an integral unit with one central administration.	The Working Group endorses the creation of an Anglophone community college and a Francophone community college that will be closely aligned with community needs (recommendation 11).
11. The four remaining community colleges (Dieppe, Fredericton, Moncton and Miramichi) should operate as an integral unit with one central administration.	The Working Group endorses the creation of an Anglophone community college and a Francophone community college that will be closely aligned with community needs (recommendation 11).
12. Dieppe should be assigned special responsibility for instruction in French in Anglophone regions, and Moncton should be assigned special responsibility for instruction in English in Francophone regions.	The Working Group does not specifically endorse this recommendation, but does endorse the creation of a modern, autonomous community college system closely aligned with community needs (recommendation 11).
13. To improve access, Woodstock, Miramichi and Moncton should offer the first year of a general university program and, where possible and justified, the second year as well.	The Working Group endorses offering first and second year university courses in various parts of the province (recommendation 5).
14. All public institutions will be required to submit strategic plans for review by the New Brunswick Post-Secondary Education Commission.	The submission of strategic plans to the PSE Agency is endorsed by the Working Group (recommendation 26).
15. The <i>University of New Brunswick Act</i> and the composition of its board will need to be modified to take account of the establishment of the Saint John Polytechnic. Its administrative structure and processes should be streamlined.	The Working Group does not endorse the establishment of polytechnics.

Recommendations	Response by Working Group
16. The <i>Université de Moncton Act</i> and the composition of its board will need to be modified to take account of the establishment of the Northeastern New Brunswick Polytechnic and the Northwestern New Brunswick Polytechnic. In revising the act, special attention should be paid to a clarification of the university's mission and streamlining its administrative structure and processes.	The Working Group does not endorse the establishment of polytechnics.
17. New Brunswick must expand its capacity for graduate study and research, especially in areas of particular importance to the province. These efforts should be focused on UNB and UdeM.	Endorsed by the Working Group via the establishment of a Graduate Studies and Research Council of New Brunswick (recommendation 16).
18. New Brunswick should develop a research strategy which identifies and supports areas of current and potential importance to the province.	Endorsed by the Working Group via the establishment of a Graduate Studies and Research Council of New Brunswick (recommendation 16).
19. The province should adopt a policy of "matching" research grants in areas of high priority for the province and provide indirect support.	Not addressed/responsibility of the province.
20. Apprenticeship training should be removed from day-to-day administration by the Department of Post-Secondary Education, Training and Labour.	The Working Group recommends immediate enhancement of the program (recommendation 13).
21. Apprenticeship programs should be considered a fully functioning component of the New Brunswick Post-Secondary Education system, including credit transfer.	Endorsed by the Working Group (recommendation 13).
22. Distance education needs to be expanded, with efforts concentrated at UNB and UdeM.	The Working Group endorses the use of technology and development of improved distance learning opportunities (recommendation 6).
23. A rigorous and independent accreditation regime needs to be developed by the Association of Career Colleges and become a condition for receiving student aid.	The Working Group endorses private institutions meeting quality assurance criteria (recommendation 25).
24. Any private institution offering degree programs under provincial legislation should be required to submit to the quality assurance process administered by, or under the authority of the New Brunswick Post-Secondary Education Commission.	The Working Group endorses private institutions meeting quality assurance criteria (recommendation 25).

Recommendations	Response by Working Group
<b>Reaching Out</b>	
25. The provincial government should consider developing a more comprehensive international student recruitment strategy within the context of a provincial immigration policy.	The Working Group endorses this recommendation, and proposes development of a strategy to position New Brunswick as an international PSE destination (recommendation 21) .
26. All public post-secondary institutions should be encouraged and supported through performance contracts to make special efforts to increase the number of underrepresented groups (First Nations students, students with disabilities, and programs with significant gender imbalances, etc.).	The Working Groups endorses the encouragement of underrepresented groups to participate in PSE via the development of a program for aboriginal students and for other underrepresented groups (recommendation 4) and also through the expansion of the Futures to Discover program under student debt reduction strategies (recommendation 1).
<b>Paying for Post-Secondary Education</b>	
27. Post-secondary institutions should be free to set their own tuition fees, but a portion of any increase should be allocated in the form of student aid.	A one-year tuition freeze for 2008-2009 universities was announced by the Province in the 2008-2009 budget (March 18, 2008).
28. Tuition fees for university transfer programs charged by colleges or polytechnics should not be lower than the lowest fee charged by a university.	N/A
29. New Brunswick should adopt a three-pronged student aid program consisting of  (a) a loan reduction component by which no student would acquire an annual student debt in excess of \$7,000  (b) a supplement to the Canada Access Grant which would reduce tuition for low income students by providing relief beyond the first year of study, and  (c) a program which assists students who encounter difficulty managing their student debt obligations.	The Working Group proposes a multi-pronged approach to reduce student debt and to increase participation for underrepresented groups (recommendation 1).
30. The tuition tax back credit and the \$2,000 grant for first year university students should be transitioned, with the funds reallocated to the three-pronged student aid program described above.	The Working Group proposes that the \$2,000 grant for first year university students be eliminated so the funds can be reallocated to other student services (recommendation 1) .

<b>Recommendations</b>	<b>Response by Working Group</b>
31. New Brunswick should seek to improve coordination of the provincial and federal student aid programs.	Endorsed by the Working Group.
32. New Brunswick should increase spending on postsecondary education by \$50 million over the next three years. \$20 million of this should go to increase institutional operating budgets and \$30 million should be allocated for a special purpose fund.	The Working Group endorses transformation investment in PSE and the establishment of multi-year funding commitments for universities and community colleges based on accountability for planning and reporting.
33. The MPHEC formula for allocating grants to universities should be modernized and replaced by a new approach that applies to universities, colleges and polytechnics.	Endorsed by the Working Group.
34. A government commitment to an ongoing three-year (multi-year) funding plan should be reciprocated by the public institutions providing multi-year tuition commitments.	The Working Group endorses transformation investment in PSE and the establishment of multi-year funding commitments for universities and community colleges based on accountability for planning and reporting.

Note that the Working Group has made a number of other recommendations not addressed here. All of the Working Group recommendations are shown in Appendix 1.



# Appendix 3

## Institutional Roles

Institution Roles	Primary Credential Offerings	Graduate and Research Activity
<p>Community College (public)</p> <ul style="list-style-type: none"> <li>• Technology, skilled trades, applied arts, business, and health, with designated specialized programming and centres of excellence where approved</li> <li>• Adult learning (GED, upgrading, literacy, continuing education and customized (contract) training)</li> <li>• Articulated and applied programming</li> <li>• Teaching focused</li> <li>• Closely aligned with community and regional needs</li> <li>• Provincial specialization, and selected regional or national specialization where warranted</li> <li>• Partners within NB PSE system – community college, universities, institutes, consortia, private trainers, etc.</li> </ul>	<p>Career/technical certificates &amp; diplomas</p> <p>1-2 years of a general university baccalaureate program offered by a university at some community college sites, where needed</p>	<p>Applied research activity in support of the provincial research agenda, where warranted</p>
<p>Mount Allison University</p> <ul style="list-style-type: none"> <li>• Primarily undergraduate university (public)</li> <li>• Focus in arts, science, fine arts, music and commerce</li> <li>• Articulated and applied programming</li> <li>• Teaching focused</li> <li>• Serves the province and the world</li> <li>• Partners within NB PSE system – community college, universities, institutes, consortia, private colleges and universities, etc</li> </ul>	<p>Baccalaureate degrees, certificates, and diplomas</p>	<p>Research and scholarly activity to contribute to the provincial research agenda</p> <p>Member of the Graduate Studies and Research Council of New Brunswick</p>

<b>Institution Roles</b>	<b>Primary Credential Offerings</b>	<b>Graduate and Research Activity</b>
<p>St. Thomas University</p> <ul style="list-style-type: none"> <li>• Primarily undergraduate liberal arts catholic university (public)</li> <li>• Focus in arts with professional development in social work, education, journalism, media studies, and Aboriginal programs</li> <li>• Articulated and applied programming</li> <li>• Teaching focused</li> <li>• Serves the province and the world</li> <li>• Partners within NB PSE system – community college, universities, institutes, consortia, private colleges and universities, etc</li> </ul>	<p>Baccalaureate degrees, certificates, and diplomas</p>	<p>Research and scholarly activity to contribute to the provincial research agenda</p> <p>Member of the Graduate Studies and Research Council of New Brunswick</p>
<p>Université de Moncton</p> <ul style="list-style-type: none"> <li>• Comprehensive undergraduate and graduate university with academic, applied and professional programs (public)</li> <li>• Campuses in Shippagan and Edmundston</li> <li>• Articulated and applied programming</li> <li>• Teaching &amp; research-focused</li> <li>• Serves the province and the world</li> <li>• Partners within NB PSE system – community college, universities, institutes, consortia, private colleges and universities, etc</li> </ul>	<p>Certificate, diploma, baccalaureate &amp; graduate degrees</p>	<p>UdeM (Moncton campus) leads Francophone agenda of the Graduate Studies and Research Council of New Brunswick</p>

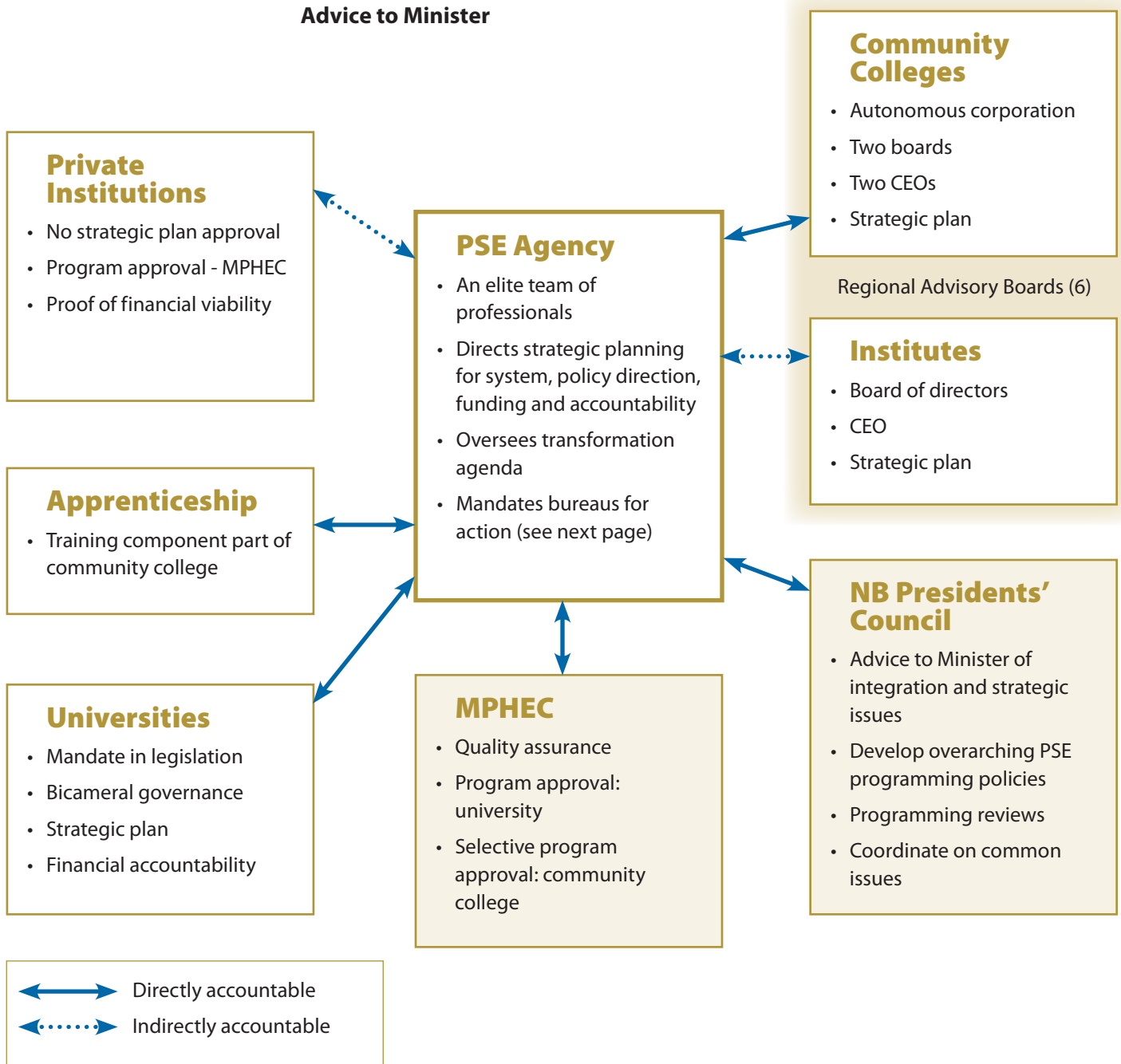
<b>Institution Roles</b>	<b>Primary Credential Offerings</b>	<b>Graduate and Research Activity</b>
<p>University of New Brunswick</p> <ul style="list-style-type: none"> <li>• Comprehensive undergraduate and graduate university with academic, applied and professional programs (public)</li> <li>• Campuses in Fredericton and Saint John</li> <li>• Articulated and applied programming</li> <li>• Teaching &amp; research-focused</li> <li>• Serves the province and the world</li> <li>• Partners within NB PSE system – community college, universities, institutes, consortia, private colleges and universities, etc</li> </ul>	<p>Certificate, diploma, baccalaureate &amp; graduate degrees</p>	<p>Leads the Anglophone agenda of the Graduate Studies and Research Council of New Brunswick</p>
<p>Institute of Applied Learning and Training</p> <ul style="list-style-type: none"> <li>• Co-owned by the universities and community colleges in partnership with the community to expand applied learning opportunities and the number of articulated programs between institutions</li> <li>• Identifies the need for, develops and provides new programming that the partner institutions do not deliver, including articulated and applied programming in the areas of applied arts, applied science, specialized training, immigrant specific programming and customized training</li> <li>• Provides specialized programming to address priority sectors, but with some initial priorities set by the province</li> <li>• Innovative and entrepreneurial</li> <li>• Closely aligned with regional needs and with provincial needs, where warranted</li> </ul>	<p>Certificates, diplomas &amp; articulated degrees may be granted by the institution or “joint parchment” via partners</p> <p>In the event that the university or college chooses not to offer a given program, the IALT would be able to offer it; the IALT would also have the authority to grant the appropriate diploma, certificate or degree upon successful completion of the program</p>	

<b>Institution Roles</b>	<b>Primary Credential Offerings</b>	<b>Graduate and Research Activity</b>
<p>Consortium of Applied Learning and Training</p> <ul style="list-style-type: none"> <li>• A mechanism that brings the university and community college together with the community to explore expanded applied learning opportunities and to expand the number of articulated programs between institutions</li> <li>• May be formalized by an agreement or contract amongst the partners</li> <li>• Closely aligned with regional needs and with provincial needs, where warranted</li> <li>• May evolve into an Institute for Applied Learning and Training</li> </ul>	<p>Certificates, diplomas &amp; articulated degrees are granted by the partner institutions</p>	

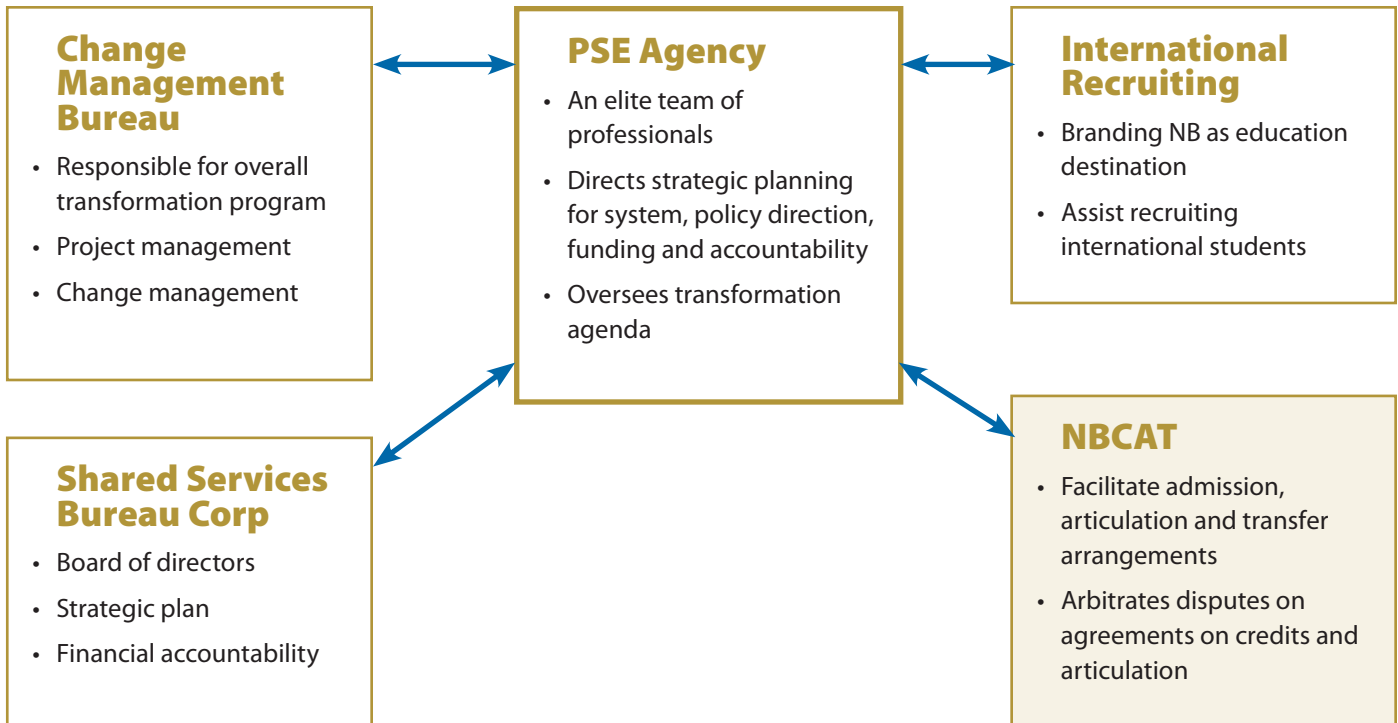
# Appendix 4

## Governance Model

### Advice to Minister



## PSE Agency Bureaus



# Appendix 5

## Post-Secondary Education Transformational Roadmap

<b>Plan the Transition</b>	<b>April 2008</b>	<b>May 2008</b>	<b>June 2008</b>	<b>July 2008</b>	<b>August 2008</b>	<b>Sept 2008</b>	<b>Post Sept 2008</b>
Develop playbook, incl change mgmt & communications plan							
Create initial change team within Dept of PETL							
Develop transition budget							
Bring forward initial legislative changes							
<b>Establish/Expand Governance Mechanisms</b>							
Review or establish role, mandate, accountability and composition of PSE Agency, Presidents' Council, NBCAT, MPHEC							
Establish PSE Agency							
Establish Presidents' Council							
Establish NBCAT							
Expand QA role of MPHEC							
Establish strategic planning process							
Document terms of reference and composition of new boards/councils (Institute boards, Advisory Council to PSE Agency, CC boards)							
Develop orientation materials for new boards							

Review & Redesign System	April 2008	May 2008	June 2008	July 2008	August 2008	Sept 2008	Post Sept 2008
<b>Conduct PSE community needs assessment (to inform CCs, IALTs, 1st and 2nd year programs, apprenticeship programs)</b>							
Develop assessment tool							
Complete assessment							
<b>Redesign community college system</b>							
Hire presidents							Jan 09
Develop high level org structure							
Conduct current state assessment							Jan 09
Design new system (programs, facilities, technology) Devolve community colleges							July 09
Students attend new colleges							Sept 09
<b>Undertake university program review</b>							
Determine approach and methodology							
Complete initial 2 reviews							Jan 09
Complete remaining 3+ reviews							July 09
<b>Implement 1st and 2nd year university courses</b>							
Leverage community needs assessment to identify what courses should be offered where							Dec 08
Offer courses							Sept 09
<b>Assess cost efficiency of universities</b>							
Identify efficiency measures							June 09
Conduct benchmark assessment							Dec 09



Review & Redesign System	April 2008	May 2008	June 2008	July 2008	August 2008	Sept 2008	Post Sept 2008
Establish Graduate Studies Council				Create Council by June 1			Dec 08
<b>Establish institutes</b>							
Staff							
Develop business plan							Dec 08
<b>Establish consortia</b>							
Develop business plan							Dec 08
<b>Develop e-education strategy (incl. portal, distance education, single student ID, data collection and use)</b>							
As is and to be analysis							
Gap analysis							Nov 08
Identify investments required							Jan 09
Implement strategy							Apr 09
<b>Develop shared services business case</b>							
Identify range of potential services							
Assess current state of those services							
Identify costs and benefits of shared services							
Develop implementation roadmap							
<b>Increase underrepresented groups</b>							
Develop plan to increase aboriginal participation							
Develop plan to expand Future to Discover program to increase participation of other underrepresented groups							
Identify other programs to leverage (e.g. Pals)							
<b>Review and revise student financing</b>							
Confirm costs of recommended package (options 1-4)							
Benchmark tuition and compulsory fees							

<b>Measure &amp; Report System Performance</b>	<b>April 2008</b>	<b>May 2008</b>	<b>June 2008</b>	<b>July 2008</b>	<b>August 2008</b>	<b>Sept 2008</b>	<b>Post Sept 2008</b>
Establish metrics to assess outcomes of transformation							
Establish metrics for ongoing balanced scorecard for PSE system							
Establish targets and timeframes							
Gather baseline data							
Begin measuring and reporting							
<b>Change Management</b>							
Develop change management plan							
Immediate communications plans							
Stakeholder assessment							
Execute change management							

<b>Legislation</b>	<b>April 2008</b>	<b>May 2008</b>	<b>June 2008</b>	<b>July 2008</b>	<b>August 2008</b>	<b>Sept 2008</b>	<b>Post Sept 2008</b>
Review WG report for impacts							
Establish Presidents' Council in legislation							
Determine how to establish Agency in legislation							
Review all PSE Acts							
Prepare legislation for fall sitting							