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Alberta



Shortly after the last provincial election in Alberta, responsibility for all sectors of publicly funded education were consolidated into a single government department called Alberta Learning. Prior to that, there was a department responsible for K-12 and a department responsible for postsecondary education. The postsecondary institutions now fall under an Adult Learning Division within Alberta Learning. The postsecondary institutions have expressed concern that their interests would be overlooked or lost in such a massive Ministry. At this time there seems no clear-cut opinion about whether these concerns are justified.

For several years the Alberta government has implemented a regime of “Business Plans”. This regime applies to all the postsecondary institutions as well as to the Department itself. The most recent round of Business Plans are for 2001-02. Plans for 2002-03 are now under consideration.

The Key Performance Indicator accountability mechanism remains in force. Each year all postsecondary institutions are required to submit specified, defined data on a number of measures. Some of the KPIs are used in a Performance Award exercise in which each institution receives a scorecard and a dollar grant according to how well each scores relative to one another. In the past, these awards have been folded into base funding following the award year. There have been recent discussions about changing the performance award mechanism (but not eliminating it) and making the associated funding a one-time award.

There are also several other major data reporting requirements in addition to the KPIs. There is the Financial Reporting System (which is used in part to determine some of the financial Performance Indicators); the Learner Enrolment Reporting System, which supplies data on an institution’s students; and the Program Registry System, which is a compilation of academic program information. In the works is a government initiative to institute an Alberta student ID number. The intent is to require a student to use a single ID number wherever in the educational system they may be.

Interestingly, the Alberta government is actively opposing Statistics Canada’s initiative to implement a national student ID number on the grounds that such a system would violate Freedom of Information and Protection of Privacy legislation.

Program funding continues to be supported primarily through Access Grants. The postsecondary institutions are invited to submit proposals and compete for whatever amount of funding is offered by government. Government determines the priority it will accord to various programmatic areas. Proposals that address these deemed priorities are the ones that receive funding. This kind of targeted enrolment has been problematic for a variety of reasons but the major shortcoming is that such an approach to funding essentially piggy backs on existing facilities and infrastructure. No money is made available to support core activities. An immediate consequence of this is a chronic shortage of space of all kinds – faculty and graduate student offices, research labs and instructional space. Another consequence is that a number of institutions have had to consistently restrict the number of students who could be admitted. For example, both the universities of Calgary and Alberta have had enrolment controls in place for some time. Enrolment demand is expected to show upward pressure for the foreseeable future; restrictions continue.

One new funding initiative arising in the past year has been a putative \$23 million faculty retention grant. Also on the funding front, Alberta Learning undertook a review of funding

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Alberta

to postsecondary institutions this past year. The Committee (commonly referred to as the Renner Committee) report was released to the public in early January, 2001 (<http://www.learning.gov.ab.ca/pubstats/FundingReviewReport>). To date the report has had only a minor impact on the postsecondary funding situation but there have been discussions about longer-range changes.

There will continue to be upward pressures on tuition fees since all the postsecondary institutions are struggling with insufficient levels of funding. However, tuition fee increases are still constrained by policies put in place and monitored by government. Because tuition fees are referenced to the proportion that tuition revenue represents of total operating funding, the universities in particular are close to reaching the maximum tuition fee allowed for by the policy.

Student debt continues to be a public policy concern and there have been recent changes to address the issue. The Government of Alberta is assuming responsibility for the financing of all Alberta Student Loans issued after July 31, 2001. The current agreement with CIBC expires at that time and a contract with EDULINX will supersede it. In addition, a Student Loan Relief Program was introduced this summer whereby students in their first year and after their final year of study would be eligible for automatic remission payments to reduce their Alberta Student Loan amounts. This program purportedly will provide students with over \$70 million in debt reduction next year alone.

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

British Columbia



Government News

In May, the electorate swept the incumbent NDP government from power and replaced it with a Liberal government which then announced priorities for each Ministry. The former Ministry of Advanced Education Training and Technology became the Ministry of Advanced Education. The Premier's approach to open government included letters to each of the Ministers outlining key projects and identifying a number of priorities. In respect to universities, they include:

- coordinate with the Ministry of Skills Development and Labour to direct funding to areas of critical skills shortages training;
- cooperate with the Ministry of Skills Development and Labour and Intergovernmental Relations to ensure the maximization of the universities' share of federal research funds;
- establish 20 permanent BC Leadership Chairs across the province in the fields of medical, social, environmental and technological research;
- consult on the hidden costs to students and institutes of previous tuition freezes;
- double the annual number of graduates in computer science, and electrical and computer engineering, within five years;
- increase the number of medical school graduates over next five years;
- develop a 10-year human resource plan that properly provides for the training, recruitment and retention of physicians, nurses, specialists and other health care providers in every area of the province and that addresses critical skills shortages and staffing levels in under-serviced areas.

The government has also implemented a Core Services Review process to examine all aspects of government and its agencies. The postsecondary institutions have been asked to assist the Ministry in addressing the underlying policy rationale and need for the services provided, alternative delivery options, accountability and performance measures. There is a very tight timeline on this review with responses due by the middle of September.

University Presidents' Council

The Council has been active in the past year: a joint funding submission was prepared for presentation to the outgoing government for the fiscal year 2001-02; university priorities were identified and discussed with the new government, and the Council continued to make the case that the university system plays an important role in achieving their goals. The council's five areas of priority are:

- expanding student access to universities;
- recruiting and retaining top quality faculty;
- building research capacity within the province;
- achieving funding levels comparable to other Canadian universities;
- building the infrastructure to educate students and complete research.

Advanced Education Council of BC

For over a decade the AECBC has represented the interests of the college, university college and provincial institutes sector. During the past few years there have been difficulties in defining a common vision for the Council. Without this common vision, it is very hard for the association to articulate a common position to the public and to government.

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

British Columbia

At the Annual Meeting of the Council in June 2001, this matter came to a head and motions were passed to have the Executive prepare a dissolution plan for consideration at a meeting in October, and to have the Governors' committee look at the implications of dissolution and pursue possibilities of future association. These are trying times for the Council.

Enrolments

The university FTE enrolments for 2000-01 were up slightly over the previous year - undergraduate by 9%; graduate by 7%. The established universities all exceed their funded targets and they are trying to bring the actual enrolments closer to these targets. In 2000-01 they reduced the unfunded undergraduate FTE from 1,142 to 625. They are still 1,780 (25%) above the funded enrolments for graduate students. This is down from the high of 1,960 in 1995-96.

There continue to be access issues in the universities as the institutions continue to have quotas which require high secondary school marks for entry.

The college funded FTE numbers increased in 2000-01 from 79,711 to 82,864 an increase of 4%. Funded targets were up in all the types of instruction and ranged from a low of 2% in academic enrolments in the colleges, through 12% in the first two years of academic programs in the university colleges, to an increase of 50% (100 students) in the degree program in the university colleges.

Tuition

Tuition was frozen again in 2000-01 and a five percent reduction was imposed for 2001-02 by the previous government. The lost income from the reduction is to be provided by increased grants. The new government has, as mentioned earlier, said that it would examine the impact of the tuition freeze.

Grants

The previous government introduced a budget this spring but called the election before the estimates were approved. The new government adopted the earlier budget for Advanced Education on July 30. The transfers to institutions and organizations increased from \$1.252 billion to \$1.382 billion, an effective increase of 9.3%. There was a transfer of \$13 million in maintenance funding from the capital to operating budgets which created a larger apparent increase. This funding was to increase enrolments by 5,025 undergraduate spaces, including four hundred new spaces for nurses. The Student Financial Assistance budget was increased by \$21 million (16%) to fund anticipated increased demand.

Negotiations

The public sector has gone through a number of "wage control" initiatives over the past seven years. A three-year (0%, 0%, 2%) general wage increase mandate has just been completed and a new Cash Limit Mandate was introduced by the previous government, allowing varying increases by targeted areas. Nurses, for example, will be getting a far higher increase than any other group. In the university sector, agreements within the new guidelines have been successfully complete which have included general wage increases of (2%, 2%, 2%) plus some market adjustments for faculty.

The same guidelines were applied to the college sector, and 21 institutions have been able to get agreements in place for 2001 to 2004. The exception is Okanagan University College, which signed an agreement that exceeded their mandate. The government members of the board were fired and a new board appointed.

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

British Columbia

Graduate Follow-Up Surveys

The universities continue to survey undergraduate graduands. The Class of 97 surveyed in 1999 is up on the website as is the report on Early Leavers. The report on the Class of 1998 surveyed in 2000 will be up on the website shortly as well at <http://www.tupc.bc.ca/>. Work has started on a survey of the Class of 1996 five years after graduation. The graduands should be surveyed this fall.

A standardized seven-page template with graphs and data for the Class of 1998 is now on the website. These templates allow students, the public, government and the universities to examine the outcomes by university and by program at the six-digit CIP code level. The college and institute sector annually surveys former students 9-20 months after they have completed all or a significant portion of their program. There are now six years of comparable data available for researchers. In spring 2001, 18,761 former students were surveyed, approximately 70% of the eligible cohort. Reports are available at <http://outcomes.ceiss.org/>.

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Manitoba



University of Manitoba

Increased Enrolment for the 2000-01

Undergraduate enrolment at the University of Manitoba increased in the 2000-01 school year. After a five-year decline in enrolment followed by two years of stable enrolment patterns, this enrolment increase highlights a promising growth trend for the University in the first decade of the new millennium.

The University of Manitoba's undergraduate portion of the student body increased by 4.7% and the graduate portion maintained its population size from the prior year. This stabilization of graduate enrolment ends the downward enrolment trends of recent years. The success of *University 1*, a program for all U of M students with limited or no university experience, is driving the increased undergraduate enrolment. The University 1 population saw a 10.3% increase over the previous year, with both new and returning students increasing. Dramatic enrolment increases were also found in the Faculty of Nursing (20.7% increase) and the Faculty of Social Work (16.6% increase).

New Leadership Found and Sought

The University of Manitoba announced that Mr. William (Bill) Norrie will be its 12th Chancellor, succeeding Dr. Arthur V. Mauro. Mr. Norrie, the former mayor of Winnipeg (from 1979 to 1992), will be formally welcomed by the university community at the U of M's October 2001 convocation. The University also announced that Mr. Terry Voss has been selected as the new Executive Director of Human Resources. Mr. Voss comes to U of M with 26 years of human resource experience.

The U of M has also begun a search for a new Vice-President Academic & Provost. Dr. J. S. Gardner has led U of M's academic community through the role of VP Academic & Provost since 1991 and will continue to fill this important role until a suitable successor is found.

Institutional Activities

The University of Manitoba is undertaking many exciting campus-wide initiatives that will enhance administrative effectiveness and the scope and range of institutional reporting opportunities. The University is working hard to implement a new *Human Resource Information System* (HRIS), a new *Student Information System* (SIS), and a new *Financial Management Information System* (FMIS).

Of these three systems, the HRIS project is spearheading the change process. All University staff will be involved in various stages of the HRIS implementation. This new HRIS is a massive undertaking for U of M, involving all human resource and payroll and benefits processes, and is expected to take up to two years to fully complete. While this implementation time frame may appear lengthy, the information and experience gained from this comprehensive undertaking will positively affect the SIS and FMIS implementations that will follow.

The U of M's Office of Institutional Analysis is also heading a campus-wide project entitled the *Executive Information System (EIS) Reporting Categories Project*. The focus of this project is to describe and define a broad set of "EIS information reporting categories" which will be developed and used consistently across the institution for both internal and external reporting purposes. While the EIS categories will initially focus on human resource functions (and complement the HRIS process outlined above), the scope

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Manitoba

of these categories will be extended to include student and financial system functions as the University undertakes these system-wide changes.

Red River College

The Research and Planning Department at Red River College completed a number of studies and reports over the last year. Most of the documents are available on the publications page at the Department's website <http://www.rrc.mb.ca/researchplan/>. Examples include: Academic Annual Report 1999-2000; Annual Report 1999-2000; Graduate Employment Report 1999-2000; RRC Strategic Plan 2001-2006; RRC Operational Plan 2001-2006.

The Research and Planning Department at RRC also initiated a study in 2001 of alternative graduate survey response methods. Four survey response modes were examined: mail, website, automated telephone response and direct telephone interviews. The analysis is continuing.

In addition to the myriad data management and reporting activities of the RRC Research and Planning Department, increasingly there are requests to undertake planning, consultative and development projects on a diversity of College issues such as contract training, e-learning, applied research, applied degrees, entrance requirements, knowledge management, tuition policy, and others. For further information contact Jim Goho, Director, at jgoho@rrc.mb.ca or (204) 632-2091.

As part of an increased emphasis on colleges and the College's Strategic Plan, Red River College developed *Academic Programming Expansion Strategy 2000-2004*. The Research and Planning Department played a key role in the research, consultation process and preparation of this document. In structuring the overall 2000-2004 strategy, RRC focused on strategic sectors related to the needs of the Manitoba economy.

The goals are:

- Focus programming expansion in key strategic sectors;
- Address labour market needs by reducing important skill shortages;
- Focus on the needs of under-served groups;
- Enhance enrolments and participation rates;
- Improve workforce-based programming;
- Encourage innovative means to deliver programming; and
- Support expanding apprenticeship training.

The rapidly changing marketplace, the increasing use of new technology and shifting demographics provide a stimulus and a call to action for the college sector in Manitoba. RRC will create novel programs and increase access to quality college education and training programs in order to promote economic and community development.

The strategy document states that by 2004 Red River College will be one College with six major campus units:

- the Notre Dame Campus, which will focus on training needs in apprenticeship, skilled trades, engineering technology, and in Wellness and Commerce and will also feature an aboriginal education institute, the Transportation Centre, and the Centre for Allied Health Sciences;
- a new downtown Princess Street Campus focused on ICT, media / entertainment and creative arts;
- a contract training presence focused on responding to the corporate training needs of business, industry and community organizations;

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Manitoba

- an aviation / aerospace centre focused on both the transportation and manufacturing sectors;
- a set of regional campuses serving as postsecondary education centres in South-eastern Manitoba; and
- a Virtual Campus, providing e-learning access to a broad range of RRC programs to learners anywhere, anyplace, anytime.

At each of these campuses, continuing education opportunities will be offered, expanding the overall capacity of the College. In addition, distributed learning technologies will bring RRC programming to thousands of learners who cannot or choose not to attend a campus. These opportunities provide workforce upgrading both for individuals and groups of employees, allowing “early leavers” the opportunity to graduate while already employed, and at the same time accommodating continuous workforce retraining needs without removing workers from the labour market.

By 2004, Red River College will have expanded or introduced up to 40 more programs directly related to the needs of the provincial economy. These expanded and new programs will result in regular day program enrolments increasing dramatically and will help achieve increased participation rates for college postsecondary education in Manitoba.

Research Successes

The Government of Canada gave the University of Manitoba an early Christmas present in 2000. On December 15, 2000, seven U of M researchers were awarded Canada Research Chairs. On April 25, three more U of M researchers were similarly honoured. In addition, U of M researchers were awarded \$16.1 million from the Canadian Institute for Health Research, formerly the Medical Research Council, for continued medical research. Three U of M researchers were also awarded fellowships in the Royal Society of Canada. This honour was bestowed on only 60 researchers across Canada.

Brandon University researcher Dr. Ronald Dong received over \$400,000 in funding from the Canadian Foundation for Innovation for the development of a High Field (400 MHz) Solid-State/Liquid Nuclear Magnetic Resonance Facility. CFI has also supported the development of a microscopy and molecular research laboratory and a laboratory for Applied Research in Resource Geology at Brandon University.

Researchers from the University of Manitoba and Brandon are combining their scholarly talents in the search for solutions to Manitoba flooding. SSHRC awarded \$600,000 for research into flood management issues, research that will be conducted by Brandon and the U of M researchers over the next three years.

Financial Successes

The University of Manitoba announced a balanced budget for April 2001 – March 2002. For the first time since 1989-90, there would be no cuts to faculties, departments, or units. As part of Budget 2001, the Province of Manitoba retained postsecondary tuition at last year’s already reduced levels. A 10 percent tuition fee reduction first announced in Budget 2000 was extended to the next school year. This “tuition-freeze” was in effect at all Manitoba postsecondary institutions.

Government Initiatives in Support of Colleges

The Province of Manitoba has implemented several initiatives focusing on post-secondary system development in Manitoba with an emphasis on colleges. The College Expansion

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Manitoba

Initiative is a four-year program (2000-2004) aimed at increasing enrolments in Manitoba's college system. The Initiative is intended to be a catalyst for growth and renewal in Manitoba's college system and is strongly supported by Government which has established a dramatic increase in training opportunities for all Manitobans as an economic priority. The initiatives provide funding for expanded and new programs in Manitoba's colleges (Assinboine Community College, École Technique et Professionnelle, Keewatin Community College, and Red River College).

The Province has also developed a Training Strategy that has three major goals:

- Build a skilled workforce aligned with labour market needs and emerging opportunities;
- Enhance access to relevant learning opportunities for Manitobans; and
- Create an integrated and high quality education and training system.

Other Government Initiatives

In January 2001, the Province announced the creation of the new Department of Advanced Education, to focus on Manitoba's colleges and universities.

The Province is providing funding for the construction of a new downtown campus for Red River College. A blend of the old and new, this extension of RRC will be a modern, state of the art facility that will complement the historic facades of the Exchange District in downtown Winnipeg. The \$31.5 million, 225,000 sq. ft. facility will reuse and restore much of the historically significant facades and interiors. The use of solar panels, recycled materials and strict water management will ensure that all environmental requirements are met or exceeded. The project is to be completed in two phases. The first phase is expected to be completed by September 2002. Overall, the Princess Street Campus will include about 225,000 sq. ft. and will house up to 2,005 students in information technology, creative arts, new media and business programs. Red River College's Notre Dame Campus is currently operating at capacity with nearly 7,000 full-time students attending their programs.

The government announced that it would also provide \$50 million for infrastructure projects at the University of Manitoba. This infrastructure support was extended with the understanding that the U of M will match or exceed this \$50 million contribution through an internal fundraising campaign. The government also pledged its support to Brandon University's nursing program by providing it with \$5 million to expand their nursing program facilities.

Newfoundland



Memorial University of Newfoundland

Planning and Priorities Process

In the next phase of a planning process that began in 1998, a new document has been released entitled *A Strategic Framework for Memorial University* (<http://www.mun.ca/ciap/planning/framework.htm>). This document gives further shape to the goal to prioritize areas where the university commits itself to improve and develop.

Academic Program Review

In June 2000, the University Senate approved the terms of reference for systematic academic program reviews (APR) whereby all academic units will be reviewed at least once every seven years. The first set of reviews (three) designed to support the objectives of the university is now complete. In 2001-02, eight more units will be reviewed during the academic program review process. The APR purposes are to evaluate the quality, success, and role of academic units and programs, as well as to encourage academic planning, innovation and improvement in units and programs. The procedures for the review are available at <http://www.mun.ca/vpacademic/pbc/review.htm>.

Survey Research

This year the Centre for Institutional Analysis and Planning set a goal to increase its involvement in survey research projects. The goal is to produce a series of standard surveys that will allow the university to learn more about its students' perceptions and to measure how these perceptions change over time. Listed below are a few examples of those projects:

- *The 2001 Alumni Survey*: Experiences and Preferences of Memorial University Alumni: a telephone survey of alumni to determine their attitudes about the services provided by the department of Alumni Affairs and their experiences as Memorial University alumni.
- *The First-year Experience of New Students at Memorial University*: a telephone survey that asked students about their preparedness for university, their transition from high school to university and their integration into Memorial.
- *Undeclared majors survey*: a telephone survey of undeclared and pre-majors to explore the reasons why students do not declare majors.
- *Exit survey of graduating students*: a mail-out survey was sent to all undergraduate students who convoked in May 2001 to learn about their experience at Memorial University, including curriculum and instruction, services and resources, and their after graduation plans.

Provincial government

Reduction in Tuition Fees

In March 2001, Sandra C. Kelly, Minister of Youth Services and Post-Secondary Education, announced that government would provide \$3.3 million in additional funding to Memorial University to enable a 10 per cent reduction in tuition fees for students, commencing in September 2001. Funding will also be provided to the College of the North Atlantic to enable a continuation of the tuition freeze. The tuition reduction at Memorial University will affect all programs, with the exception of the Marine Institute and the Medical School, where tuition fees will remain frozen.

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Newfoundland **CareerSearch 2001**

In May 2001, Minister Kelly released *CareerSearch 2001* (<http://www.edu.gov.nf.ca/career/cs.htm>), a comprehensive report of employment outcomes and experiences of post-secondary graduates in the province. The report contains the results of a telephone survey of 1998 graduates conducted approximately one year following graduation. The purpose of the initiative is to provide educators, program planners, career counsellors, institution administrators and, most importantly, students and the public with current, relevant information on graduate outcomes.

CareerSearch was produced by the Division of Corporate Planning and Research and consists of two documents; one for Memorial University (including Sir Wilfred Grenfell College and the Marine Institute) and the other for the College of the North Atlantic and the private colleges in the province. Each document contains individual program profiles using nine graduate outcome indicators.

College of the North Atlantic

It has been an exciting year at College of the North Atlantic, Newfoundland and Labrador's public college system (<http://www.northatlantic.nf.ca/>). In the past 12 months the college has opened its new automation lab at its Ridge Road campus in St. John's. Completed in partnership with Siemens Canada, the automation lab is the most technologically advanced facility of its kind in North America. The college also officially opened its Provincial Mining Technology Centre at its Labrador West campus and launched its new Career Employment Services web-based system to help graduates and alumni connect with employers.

The biggest news for the public college was the landing of a contract to develop a new college of technology in the Qatar. Valued at approximately \$500 million, the 10-year contract is by far the largest international agreement ever to be signed by a Canadian postsecondary educational institution. The college is busy preparing staff to travel to Qatar to begin the process of getting the new college up and running. The first students of the new college are expected to begin classes in September of 2002.

Nova Scotia



Enrolment

Enrolment at Nova Scotia universities has remained stable at around 38,000, despite individual institutions experiencing varying degrees of enrolment fluctuation. Full time community college enrolment is 7,000. Demographically, Nova Scotia will not benefit from the baby boom echo as will other provinces. The youth cohort will remain stable or decrease in the next five years.

Tuition

Nova Scotia continues to have the highest tuition in the country. In 2000-01, full time students paid \$3,500 to \$5,800 depending on the institution. Increases for 2001-02 were in the range of 5-7%.

University Finances

The proportion of university revenue from public coffers continues to decline in Nova Scotia. According to 1998-99 CAUBO data, the provincial proportion of university revenues comprises only 40%. Most provinces are reinvesting in postsecondary education at significant levels after several years of decline. Our most recent provincial budget saw \$5 million allocated to universities and \$4.2 million to community colleges. In addition, \$15 million was earmarked for research and development. Funds continue to be dispersed based on a funding formula instituted in 1998.

A major concern of Nova Scotia universities is the rising deferred maintenance bill. A recent report released by the Council of Nova Scotia University Presidents indicates that the ratio of deferred maintenance to the cost of replacing existing physical infrastructure is almost twice as severe in Nova Scotia as it is in other parts of Canada. In Nova Scotia we have a \$302 million accumulated deferred maintenance problem. Given the fiscal situation our provincial government is faced with, this is no easy problem to fix.

Labour Negotiations

Most universities in Nova Scotia have been engaged in negotiations with all units for the past year. Agreements with full time faculty have been reached at St. Francis Xavier, Saint Mary's and Mount Saint Vincent. Dalhousie engaged in faculty negotiations this fall. As well, agreements with part-time faculty (CUPE) have been reached at Saint Mary's, while the Mount and Dalhousie continue with their deliberations.

Reports/Studies

The Maritime Provinces Higher Education Commission (<http://www.mphec.ca/>) recently released its four-year follow-up survey of Maritime University Graduates. Data are available on graduates' labour force activities, progress in debt repayment, employment and income status, mobility, further education and outlook on their personal lives. The Nova Scotia Community College conducted a one-year follow-up survey of graduates which measured graduate satisfaction with the College experience, continued learning of graduates and their employment experiences. They recently completed their second census survey of employees.

Other

The former Nova Scotia Council on Higher Education has been replaced with the Nova Scotia Advisory Board on Colleges and Universities. This new body is to provide advice on publicly funded postsecondary education, colleges and universities, to the Minister of Education and the Governor in Council.

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Nova Scotia

The Nova Scotia Community College has developed a set of performance indicators. Eight indicators containing 16 measures were approved by their Board of Governors.

Discussions of a similar nature are underway between government and select universities. Recent legislation affecting universities include Freedom of Information and Protection of Privacy and new Occupational Health and Safety regulations.

Ontario



Government commits to multi-year, full funding for increased enrolment

In May 2001, the Government of Ontario announced, through its annual budget, that it will “increase operating grants to colleges and universities by an estimated \$293 million by 2003-04, directly proportional to the projected enrolment growth.”

The Government of Ontario’s multi-year commitment to full funding for increased enrolment will enable universities to plan for the longer term, hire faculty, and develop strategic plans that would otherwise be beyond the scope of a single-year budget.

In addition to the operating funds announcement, the provincial government provided \$100 million to address maintenance costs for physical facilities. “The investment in maintenance will allow us to improve the physical environment for our students and researchers. This is a wise investment of public funds, which is greatly appreciated by the universities,” said Dr. Paul Davenport, Chair of the Council of Ontario Universities and President of the University of Western Ontario.

Ontario universities and the government have been working together for over two years to plan for enrolment increases. “We look forward to a continuation of this productive working relationship as we move forward on our multi-year agenda to ensure that Ontario students at all of our universities have access to excellence,” said Dr. Mordechai Rozanski, Vice-Chair of COU (and incoming Chair) and President of the University of Guelph.

A key priority will be to seek further funding for students who are currently in the system but are not funded. Unavoidable cost increases should not erode funding that has been provided for enrolment growth. Council will, therefore, also be seeking funds to cover normal operating increases.

When looking ahead to the challenges of ensuring that growing numbers of students have access to excellence, it is clear that there is still a great deal to be accomplished on a number of fronts. These challenges and key next steps were the focus of a day-long, Executive Heads’ retreat held in late June.

Undergraduate medical school enrolment expanded

On May 17, 2001, the Minister of Health and Long-Term Care announced that undergraduate medical school enrolment would be expanded by 120 positions over the next two years. These positions are in addition to 40 positions added in September 2000. In total, the 160 new positions represent a 30% expansion in undergraduate class size. The government’s announcement was the result of a recommendation made by the Expert Panel on Health Professional Human Resources in its report, *Shaping Ontario’s Physician Workforce*.

The Expert Panel also recommended expanding the postgraduate residency positions by 160 (to complement the undergraduate expansion); adding more residency positions to provide advanced skills in family medicine; ensuring up to two years of residency for fully certified foreign trained physicians; and providing flexibility for current residents who want to transfer between specialities.

The government is expected to make a series of announcements in the coming weeks that respond to the Expert Panel’s recommendations and has begun discussions with the Faculties of Medicine on position allocation and resource requirements.

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Ontario

New medical school established in Northern Ontario

On May 17, 2001, the government announced that it would create a new medical school in Northern Ontario with a main site at Laurentian University and a clinical education campus at Lakehead University. The plan is to begin admitting students in 2004 with an undergraduate class size of 55 and to use the latest e-learning technologies in the delivery of the new medical program.

University applications continue to increase in volume

Application statistics released by the Ontario Universities' Application Centre in mid-August continue to show an increase in the number of applicants seeking admission to full-time undergraduate studies at Ontario universities beginning September 2001. A total of 60,539 applicants from Ontario secondary schools submitted 241,418 applications (university program selections). This represents an increase of 2.3% in the number of individuals applying when compared to the same date last year. University choices were up 6.7% indicating that more applicants are applying to a greater number of individual institutions.

Application volume from applicants *not* currently registered in an Ontario secondary school increased by 13.1% this year. This category of applicants includes college and university transfers, applicants from other provinces and "stop-outs" who completed secondary school in past years. Part of the increased volume is attributed to the Centre's user-friendly on-line web application.

Update on secondary school issues

Three main subjects continue to dominate the COU's concerns regarding secondary school issues: the double cohort phenomenon, the stability and reliability of grades during the transition period to the new secondary school program of studies, and the implementation of the new Grade 11 and Grade 12 U and U/C courses.

Projections of the increase in student demand are based on assumptions about the actual percentage of secondary school students who will complete the program in four years. A major study of the academic intentions of students currently in grades 9 and 10 (which Prof. Alan King of Queen's University is directing) has not yet been completed. According to the Ministry of Training, Colleges and Universities (MTCU), which is sponsoring the project, preliminary results suggest that students are accepting the new four-year model, even though there are no academic sanctions to discourage them from taking more than four years to complete their studies.

If the Grade 9 and 10 students adhere to their intentions and conform to the four-year model, the combination of graduates from both the old and the new programs in 2003 may be somewhat larger than predicted. However, it would be premature to draw conclusions until the study is completed. MTCU and the universities will continue to monitor the pattern of course selection and the academic progress of high school students.

COU is working with representatives of the Ministry of Education to ensure the consistency and reliability of grading practices and standards as the new Grade 11 and Grade 12 courses are introduced. The factors involved are complex and uncertain. COU has asked that the subject of the correlation between Grade 12 U and U/C grades and those from OACs be considered at the next meeting of the Curriculum Implementation Partnership. The Ministry of Education made the commitment that, during the course of secondary school reform, grades from the new and the old programs would be comparable. The Ontario University Council on Admissions (OUCA) has discussed the situation extensively and continues to meet with representatives of the Ministry of

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Ontario

Education to consider means of ensuring that all students are treated equitably, recognizing that the Ministry and boards of education must ensure that the evaluation of these students during the transition period from the old curriculum to the new curriculum is done in a consistent, comparable manner.

At its last meeting, COU adopted a resolution on a motion forwarded by the COU Task Force on Secondary School Affairs, a resolution asking that the Ministry of Education implement a scheme for monitoring teachers' compliance with the new curriculum and with ministerial standards of evaluation at the Grade 11 and Grade 12 levels. The review panels proposed by COU would include university subject specialists, whose participation would be extended during the development phase of the new program.

Work of COU Task Force on Student Assistance near completion

The COU Task Force on Student Assistance is finalizing a report that details the findings of a comprehensive review of the existing student financial assistance system and its effects on students and institutions. The Task Force, chaired by Dr. Richard Van Loon, President of Carleton University, has worked on the assumption that the goal of any student financial assistance program should be to ensure that all qualified and motivated students have access to postsecondary education regardless of their socio-economic background or special needs.

Over the past decade, there have been considerable changes to Ontario's student financial assistance programs. In general, there has been greater emphasis on the use of loans over grants, more stringent eligibility requirements, and greater pressure on the universities to provide OSAP services that were previously the responsibility of the provincial government. While many of these changes have resulted in improved services to students (for example, shorter delivery time), they have also added to the complexity of an already elaborate confusing system.

The Task Force is expected to submit its final report in the Summer 2001.

COU study on impact of family incomes underway

COU has commissioned Acumen Research Group Inc. to undertake a longitudinal study of family incomes of university applicants across Ontario. Using postal codes, the study will match family tax file records and Acumen University Applicant Survey statistics with OUAC application data to determine a socio-economic profile of Ontario university applicants. This will enable researchers to assess whether the profile has changed over time. A final report of the study's findings is expected in the Summer 2001.

Equity survey of university applicants commissioned

COU's standing committees on the Status of Women, and Employment and Educational Equity have commissioned an Equity Survey to be undertaken in August 2001. The survey will provide information on the representation of members of recognized designated groups (Aboriginal Peoples of Canada, members of visible minority groups, people with disabilities and women) in the university applicant pool. Universities will ultimately use the information for research purposes and to possibly to plan programs and services for students. The results of the survey are expected in fall 2001.

Employment rates of university graduates up third year in a row

Results of the 2000-2001 Ontario University Graduate Survey indicate that employment rates of university graduates are up again from their already exceptionally high levels. The survey asked 1998 graduates of undergraduate programs to respond to questions regarding their employment situation, six months and two years after graduation.

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Ontario

Results indicate that the overall employment rate is 97.2% for 1998 graduates of undergraduate degree programs, two years after graduation. This compares to findings of previous surveys indicating rates of 96.4% for 1997 graduates and 96.7% for 1996 graduates. Similarly, the overall employment rate is 94.6% for 1998 graduates, six months after graduation. This compares to previous rates of 93.1% for 1997 graduates and 90.8% for 1996 graduates.

Nurse practitioners awarded funding for continuing education

The Council of Ontario University Programs in Nursing was awarded \$1.5 million in funding by Health Canada to develop continuing education opportunities for nurse practitioners who provide primary care in rural and remote areas in Ontario. The project, which will include an assessment to identify priorities and needs, will likely include a theoretical component offered through distance education and, where needed, a clinical component.

The project will include aboriginal consultation to ensure that the content developed is culturally appropriate and that it addresses the health concerns of aboriginal communities. This project will significantly aid in establishing and strengthening networks of nurses in rural and remote communities.

Moreover, although this project is focused on Ontario, this approach could likely be extended to nurses in other jurisdictions across Canada.

Information Available on COU's Website

See COU's website for data and research reports as well as more information regarding the "double cohort" (<http://www.cou.on.ca/>).

Quebec



The 2000-2001 year was a busy one for Quebec universities with a number of developments perhaps being precursors of new trends, notably with respect to funding, orientation of programs of study and research, and even labour relations.

Performance Contracts

Quebec universities will share \$751 million during 2000-2001 to 2002-2003 inclusive following the signing of reinvestment agreements between the Ministère de l'Éducation and each of the universities. These agreements are actually performance contracts since the universities have undertaken to achieve specific objectives agreed to with the Ministère.

The universities' undertakings cover the following areas:

- creation of over 800 new professor positions, over and above the replacements required for retirements;
- achieving or exceeding a graduation rate of 80% among full-time undergraduates, six years after initial registration and a graduation rate of at least 70% in each discipline;
- a review of the educational offerings with a view to improving the quality of programs, their relevance and effectiveness, the development of documentary resources and information relating to educational support;
- increased mentoring and support for students to improve their perseverance: pedagogical measures, financial support and assistance, integration of graduates into professional life;
- better integration of training and research; increased student registration and graduation at post-graduate levels; increased number of researchers receiving grants and higher funding for researchers.

Universities also committed to ensuring proper management of the funds received and increasing their efficiency. Each university was also invited to submit a budget-rebalancing plan.

This reinvestment represents a major contribution to the university network in Quebec which was been under significant financial constraint for several years and which can now look ahead to the medium term with somewhat more confidence. At the same time, because of the performance objectives that they include, the performance contracts will place increased pressure on the universities and each of their components to "deliver the goods".

For further information (French only): Ministère de l'Éducation du Québec (news releases) http://www.meq.gouv.qc.ca/m_cpress.htm

To facilitate searching, the majority of contracts were signed during the winter 2001, with a few in the fall 2000.

A number of universities have also posted their contracts in their website:
<http://www.crepuq.qc.ca/repuniversites.htm>

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Quebec

Research Funding

As part of the implementation of the Quebec policy on science and innovation, the Government of Quebec adopted a bill early last summer amending the Loi sur le ministère de la Recherche, de la Science et de la Technologie. The main purpose of this new legislation is to amend the mandates of the Fonds subventionnaires de recherche [research grant funds] as follows:

- The Fonds pour la formation de chercheurs et l'aide à la recherche (Fonds FCAR) [fund for the training of researchers and research assistance] is replaced by the Fonds québécois de la recherche sur la nature et les technologies [Quebec nature and technologies research fund]. It will cover the natural sciences and engineering fields;
- The Fonds québécois de la recherche sur la société et la culture [Quebec fund for societal and cultural research] assumes and expands the functions of the Conseil québécois de la recherche sociale (CQRS) [Quebec social research council]. This fund will cover the social sciences and humanities, as well as the arts;
- The Fonds de la recherche en santé du Québec (FRSQ) [Quebec health research fund] retains its name and expands its responsibilities to all health research, including basic, clinical and epidemiological research, public health and health services.

For further information (French only):

- Ministère de la Recherche, de la Science et de la Technologie du Québec
http://www.mrst.gouv.qc.ca/_fr/struct.html
- Science and innovation policy http://www.mrst.gouv.qc.ca/_fr/politique/index.html

Nursing Program Reform

Nursing education in Quebec has been offered, at two levels, by both the CEGEPs (colleges) and the universities. CEGEPs currently offer a three-year DEC (Diploma in Collegial Studies) in nursing as a terminal program. On the other hand, students may follow a two-year pre-university CEGEP program followed by a university's baccalaureate three-year nursing program. Due to the pressures to increase the credentials of all practising nurses to a bachelor's-level education and given the greater opportunities given to nurses with university degrees, universities have seen an increasing number of CEGEP-trained nurses pursue university education. In response to these changing needs, the Ministry of Education set up, in June 2000 a committee whose mandate was to establish a framework for the integration of college and university programs in nursing. The intent is to develop a five-year, continuous integrated curriculum leading to a baccalaureate degree in nursing, with the granting of a DEC and the right to access the nursing profession after the first three years. In parallel, the basic post-Science DEC baccalaureate program would continue to be offered. Colleges and universities were invited to establish consortiums or partnerships for the development of five-year integrated curricula in nursing and transmit letters of intent (including work plan and schedule) to the Ministry of Education by mid-February 2001. On approval of the letters of intent and projects in June 2001, funding for the preparatory work required was to be allocated by the Ministry of Education. The implementation of the new integrated curriculum is slated to start in September 2002.

Quebec Provincial Tax Exemption for Foreign University Professors

As of July 2000, a non-Canadian resident who is appointed to a professorial position in a Quebec university, in the areas of science, engineering, finance, health sciences and new information and communication technologies, may obtain up to five years of provincial

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Quebec

tax exemption from the Government of Quebec. Detailed information is available on the McGill web site under the Academic Personnel Office (Guide to the Hiring and Employment of Academic Staff, section 2.7).

This complements a similar 5-year exemption given to non-Canadian post-doctoral fellows in all disciplines. Detailed information is available on the Quebec Ministry of Education web site, in French: http://www.meq.gouv.qc.ca/ens-sup/ens-univ/Exemption-impot/exemption_stag_f.htm

Labour Relations

Early in 2001 and after several months of negotiations, the Université du Québec à Trois-Rivières (UQTR) and the union representing its lecturers reached an agreement on the renewal of the lecturers' collective agreement. Under this agreement, officially signed on June 27, 2001, the parties have agreed, among other things:

- to replace the uniform pay rate of lecturers by a salary structure that reflects lecturers in single and double employment, as well as their qualifications (diploma obtained) and their experience;
- to introduce a new concept of an annual lecturer, which should increase their integration in the departments and improve the mentoring of students.

It remains to be seen what impact this new agreement will have on upcoming negotiations in other universities.

For further information (French only):

- Text of the collective agreement of the UQTR lecturers
<http://sites.rapidus.net/uqtrsc/ConventionCollective/ConventionCollective.htm>
- News release
<http://www.uqtr.quebec.ca/EnTete/comm2001/janvier/entente.html>
<http://sites.rapidus.net/uqtrsc/ouverture/pageOuverture.htm> (media review, June 2001)

Saskatchewan



Province-Wide Initiatives

Technology Enhanced Learning (TEL) / Campus Saskatchewan

A province-wide *Action Plan for Technology Enhanced Learning* (TEL) has been developed in Saskatchewan. Arising from a shared perception by postsecondary institutions, government departments and related agencies that quality and accessibility can be improved through the collaborative use of TEL, this plan has four goals:

1. advance education and training in rural and northern communities;
2. enhance First Nations and Métis education and training;
3. develop and retain students, graduates and faculty for a knowledge-based society;
4. develop Saskatchewan's intellectual capital.

Campus Saskatchewan will be a web-based mechanism for postsecondary collaboration and coordination in content development, marketing, faculty development, and learner support. A firm has been contracted to develop a prototype website. Key features will include on-line courses and programs (see the SIAST report for examples of courses already created), a searchable course information database, enhanced credit transfer arrangements, on-line registration, on-line learner services, and faculty resources.

As part of its TEL strategy, the provincial government is proposing the establishment of a network of TEL centres throughout the province. The centres would be operated by the regional colleges in rural and northern areas and would provide learners with access to technology, TEL programming, and student support services.

On-line education presents special challenges, such as the diversity of the student population, access to personalized support services, and collaboration across institutions.

Saskatchewan Universities Funding Mechanism (SUFM)

Saskatchewan is now entering the third year of the three-year implementation phase of its new funding mechanism, based on the DesRosiers proposal of 1998. Adjustments to the historical 'fixed-share' allocation are being phased in as algorithms, definitions and data for the new 'cost-based, activity-driven' mechanism are refined. Under the SUFM, 67.5% of the total core envelope is based on 'instruction and research' (driven by measures such as weighted enrolment, research activity and space), with the remainder based on 'infrastructure' algorithms (library, administration, physical plant, student services). The final component under development is 'research activity'. It is important to both universities and to the government that research be explicitly included in the provincial funding mechanism, but methods of measuring research activity are problematic. A pilot study to investigate various methodologies is nearing completion, and it is hoped that the research component can be incorporated into the funding mechanism in the 2002-03 allocations.

University of Regina

Ongoing projects: University of Regina IR staff have been heavily involved in the development and continuing refinement of the Saskatchewan Universities Funding Mechanism (see above) as well as an overdue update of the University Fact Book.

New Projects: A new project during the past year has been the development of a draft Business Plan for the University. In addition, exploration is continuing with respect to the potential development of a data warehouse, in cooperation with Information Services.

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Saskatchewan

Canadian Undergraduate Survey Consortium (CUSC): The University of Regina has been a member of the CUSC for two years, and has participated in surveys of graduating students and first-year students. This year's survey will be a cross-section of all undergraduates. (The University of Regina notes that the CUSC surveys "are very professional, cost-effective (perhaps \$5000 annually), and have the advantage of providing comparisons with like institutions. There are now 25 participating institutions. New members are always welcome, and it is not too late to take part in this year's survey.")

For information on these projects, contact david.bamford@uregina.ca.

University of Saskatchewan

Systematic Program Review (SPR):

The outcomes of the first set of program reviews were announced in April 2001. Of the 29 programs reviewed in Agriculture, Toxicology, Pharmacy and Nutrition, Education and Commerce, 4 were rated by external reviewers as A (world-class), 11 were rated B (good), 14 C (fundamental changes required), and none D (initiate termination procedures). Students welcomed the new process as evidence that the University is serious about program improvement, and program heads commented on the exceptional guidance provided by reviewers. Program mergers, revisions and restructuring are already under development as a result of the reviews.

Site visits for the second year of SPR took place in 2000-01 for Law, Nursing, graduate Education, and two undergraduate interdisciplinary programs; and preparations for the third year's reviews of Engineering and the Natural Sciences are well underway. More than 100 program areas will have been reviewed by the end of the first 6-year cycle of SPR. For further information, see the SPR website at <http://www.usask.ca/vpacademic/spr>. Now that the review process is successfully up and running, Caroline Davis will finish her secondment as SPR Coordinator and return to the University Studies Group. SPR coordination will continue with a new three-person team: an Academic Director, SPR Administrator, and administrative assistant (each part-time).

SIS Renewal: The University of Saskatchewan's current Student Information System (and Course Information System) is built on an RDB database which uses Rally and Datatrieve. Since these will be unsupported as of December 31, 2002, a renewal/replacement initiative is being undertaken. For further information, contact Lea Pennock, Assistant Registrar (Enrolment Services) at lea.pennock@usask.ca.

Automated Calculation of FTEs: The University of Saskatchewan is working with its Human Resources Division and the new People Soft HR system to automate the calculation of FTE staff. It is anticipated that the new system will be operational for the 2001 University Statistics. It is also expected that FTE reporting will be expanded from the current operating budget reporting to include all ledgers in the near future. FTE staff are reported in section 6 of the U of S Statistics (<http://usg.usask.ca/statistics>).

Reporting Tool Selection: The University of Saskatchewan has undertaken a study of reporting tools that can function across multiple databases (including Oracle and RDB). Proposals are currently being evaluated, and a report is expected in October. Preliminary results indicate that a data warehouse approach may be necessary. For further information contact robert.schultz@usask.ca

Canadian Undergraduate Survey Consortium (CUSC): The CUSC, coordinated by Garth Wannan of the University of Manitoba, provides a useful and cost-effective survey

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Saskatchewan

service. The University of Saskatchewan joined this consortium for the first time in 2000-01, for its survey of first year students. Interesting (but not unexpected) findings included the information that the percentage of first year students with scholarships or bursaries from the institution was only 10% at the U of S, compared with an average of 40% among our national peer group, and that location was a more important factor in the choice of university for U of S students than for the peer group.

Faculty Salary Comparison Study: In the Fall of 2000, the University of Saskatchewan completed a study of the mean salary of the three professorial ranks at 14 peer institutions, deflated by the cost of living in each city. The analysis showed that U of S salaries are relatively high for full professor and low for associates and assistants, but that once cost of living is taken into account, the U of S salaries move to the top 5 for all three ranks. Toronto and UBC salaries were the top two for all three ranks, but were much lower when deflated by cost of living. This is expected to be a useful faculty recruitment tool ("what quality of life can you afford?"). For further information, contact Paola Chiste at chiste@sask.usask.ca.

Tuition Comparison Study: The University of Saskatchewan has compared its 1999-2000 tuition and its rate of tuition increases over the past decade with tuition fees and increases at other medical-doctoral universities, for specified programs. The U of S has traditionally been among the lowest, but our fiscal climate demands increased reliance on tuition revenue. The study examined the impact of foregone revenue while tuition fees were low, the financial benefits of raising fees, and potential impact on students in terms of access, etc. There is no report as such, but further information can be obtained from Paola Chiste at chiste@sask.usask.ca.

SIAST (Saskatchewan Institute of Applied Science and Technology)

Virtual Campus: As part of the 'Campus Saskatchewan/TEL' initiative, SIAST has been developing courses and programs for on-line delivery (using WebCT for asynchronous and LearnLinc for synchronous delivery). CGA and EMTA programs, as well as a dozen courses in Forestry, Nursing, Business, New Media, and Electrical, have been completed or are nearing completion for virtual campus delivery.

Graduate Employment Statistics: The annual SIAST Graduate Employment Statistics Report can be found at <http://www.siastr.sk.ca/departments/prd/gradempl/ges1.html>. Findings of the 2000 survey showed that 86% of respondents were working at the time of the survey, with 82% of those in a training related occupation; 7% were looking for work; and 7% were not looking for work. This year's survey was complemented by a survey of employers to assess their satisfaction with the graduates they employed.

Analysis of Student Educational Background: Since SIAST adopted a "first come and qualified, first accepted" admissions policy in January 2001 (moving away from the previous competitive admission policy), we have conducted a preliminary analysis of high school grades in the pre-requisites of admitted students. This will be followed by a more in-depth study of students who have actually registered, including a comparison of their high school grades with the grades of those who registered last year.

Other studies included a survey of Basic Education students (an in-depth profile, with comparisons to last year's survey), a survey of Audio Visual needs at the Kelsey campus, annual student program evaluations, and contributions to the annual Employment Equity report. In addition, the following new reports can be found on the SIAST Planning, Research and Development 'Reports and Publications' web page at <http://www.siastr.sk.ca/departments/prd/rp1.html>.

CIRPA NEWS SUPPLEMENT: PROVINCIAL IR REPORTS

Saskatchewan

SIAST Impact on Provincial and Local Economies 1999/00: SIAST's economic impact on the province of Saskatchewan in 1999-2000 was estimated to be just under \$250 million.

Prior Learning Assessment and Recognition (PLAR) Report for 1999-2000: Prior Learning Assessment and Recognition is a process of defining, documenting, measuring, evaluating and granting credit for a person's learning acquired through experiences other than formal training. We have prepared a searchable database which shows whether alternate assessment tests are available for a given course and whether students have been awarded PLAR credits for the course. In 1999-00, 224 people requested credit for a total of 559 courses offered at SIAST, of which 402 were granted.

Program Development Summary Report 1999-2000: This report outlines the various program and curriculum development projects conducted each academic year (36 completed in 2000-01), funded by the Program Development Fund of \$500,000.

Saskatchewan Urban Training Needs Assessment Report 2001: This report provides a short socio-economic profile of the province and identifies training needs for the specific urban areas of SIAST campuses as well as for the province. It is based on focus groups and informal discussions with key industries in the province, and on a review of publications on labour market information and training needs.

Statistical Trend Analysis of SIAST Programs: For each of the six program divisions, a detailed five-year analysis of applications, enrolment and grades was carried out. Program changes are underway on the basis of this analysis, including curriculum revision and renewal, adjustments to intake capacities, development of recruitment strategies for programs with low application rates, and development of student success or retention policies for programs with higher than average attrition rates.

Regional Colleges

Regional College Funding Model: Regional college CEO's are in discussion with PSEST officials regarding the development of a new funding model for colleges. At the conceptual level, the method of funding regional colleges has not changed appreciably since colleges were instituted nearly thirty years ago and, therefore, has not kept pace with their growth and evolution over time.

Rural Revitalization: Rural revitalization is a new policy initiative of the provincial government. Regional colleges are taking the position that a stronger link needs to be forged between rural economic development activity and educational programming. As well, the colleges believe they have a crucial role to play in any provincial youth retention, aboriginal education or farm transition strategies.

See also the information above concerning the development of a network of Technology Enhanced Learning (TEL) centres at regional colleges throughout the province, as part of the 'Campus Saskatchewan' initiative.

For further information, contact Richard Krahn, Manager of the Association of Saskatchewan Regional Colleges.

Provincial Government/Department of Post-Secondary Education and Skills Training

Over the past year the Department of Post-Secondary Education and Skills Training (PSEST) has been working with post-secondary education and training partners (University of Saskatchewan, University of Regina, SIAST, regional colleges and the Apprenticeship and Trade Commission) to develop a Sector Strategic Plan. As part of this initiative, sector-wide performance measures are also being developed. For further information, contact Jan Gray at jgray@sasked.gov.sk.ca.