

**Ad Hoc Committee of Senate to Respond to the
White Paper on Post-Secondary Education and Cost Recovery Courses and Programs**

Forward:

On behalf of the 12 students, 23 ex-officio members and 46 faculty members comprising Senate, the ad hoc Committee of Senate is pleased to present this response to the White Paper on Post-Secondary Education. Since separate submissions have been prepared by specific constituencies represented in Senate (e.g. School of Graduate Studies, Sir Wilfred Grenfell College, Marine Institute, the School of Nursing and the Senior Executive Committee), this response attempts to present a broad consensus view of post-secondary education combining the interests and vision of all constituent groups comprising Senate, the governing body of the University that has general charge of all matters of an academic nature. We are pleased to report that consensus was achieved on all responses except the response to the question *B.1., Funding of Post-Secondary Education*, in which case the Committee has presented different and somewhat opposing views on the question of tuition fees.

The membership of the ad hoc Committee is outlined below:

Dr. Steven Wolinetz (Chair), Department of Political Science
Mr. Paul Chancey, Centre for Institutional Analysis and Planning
Mr. Glenn Collins, Secretary of Senate
Mr. Cletus Flaherty, Memorial University of Newfoundland Students' Union
Dr. Ray Gosine, Faculty of Engineering
Mr. Darren Newton, Graduate Students' Union
Dr. Peter Scott, Department of Biology
Professor Donna Walsh, Department of English

Resource Personnel:

Mrs. Lorraine Kenny, Centre for Institutional Analysis and Planning
Mr. Keith Matthews, Centre for Institutional Analysis and Planning
Ms. Jennifer Porter, Registrar's Office

INTRODUCTION:

Memorial University occupies a distinct position among Canadian universities. The only university in the province, it not only educates a large portion of its citizens but also plays a central role in the economic, social and cultural life of the province. Memorial's graduates teach and educate, run our social services and our health care system and occupy key roles in government, business, including an increasingly diverse hi-tech sector, and in the artistic community. However, the impact of the university is larger than this: Pursuing excellence in teaching and research, Memorial University is a key resource for the entire province. Faculty not only teach and conduct research, but also serve as a repository of knowledge and expertise on topics as diverse as marine life, carcinogens and poisons, geology, the environmental impact of offshore oil development, our history, culture and place in Canada. The Queen Elizabeth II Library not only serves the institution but is also the only substantial reference library in the entire province.

Memorial is a key driver of research and innovation, and a key resource in an increasingly knowledge-based society and economy. Its graduates and faculty have played key roles in the ongoing renaissance of Newfoundland culture and society and the university itself has considerable economic impact: with a smaller university, or no university at all, there would be fewer "through-puts" in the economy, and considerably less mid to high level employment in the province. Without Memorial's expertise, communities, voluntary agencies and others seeking expertise or partners for projects would have to go outside the province in order to find it.

Memorial University has built a strong reputation by being open and accessible to its students and to the province of which it is an integral part. A comprehensive university, Memorial teaches and conducts research on a wide variety of subjects. Attuned to the needs of the province, Memorial educates teachers, nurses and doctors, engineers and business people, social workers, musicians and artists, scientists and students of the humanities and social sciences, who can think, analyze and solve problems. Although Memorial cannot do everything, it balances excellence with accessibility in what it does. The university and its faculties are open to all high school graduates who meet a minimum standard and mature students can enroll as well. An increasing percentage of those who do enroll (65% of all eligible high school students in 2003) go on to graduate, and 72% of our graduates remain in the province. Although historically Memorial started as an undergraduate institution, its present 2200 graduate students represent the fastest growing segment of the student population. Both existing and new programs meet demands for the higher levels of education required in an increasingly knowledge-based economy.

Memorial's student body is becoming more and more diverse: it enrolls students not only from Newfoundland and Labrador but also, increasingly, from other parts of Canada and other parts of the world. Faculty, staff and students benefit from this diversity, and the students whom we educate act as ambassadors for the institution and the province. This is not the only way in which the university is diverse. Distance education makes university education available not

only on the two St. John's campuses and at Sir Wilfred Grenfell College, but also to people throughout the province and beyond.

Memorial University has thrived by building strong relationships among faculty, staff and students, and between the university and our society. Faculty strive to get to know their students and to treat them as individuals. And almost all faculties and schools have strong relationships with professional and community groups. Examples, too numerous to enumerate in any detail, include links between Medicine, Nursing, Pharmacy and Social Work and health professionals in appropriate fields; the Faculty of Education and the K-12 system; Business, Engineering, Sciences and the Marine Institute with small and larger businesses and government; social scientists with municipal and provincial governments and voluntary organizations; humanities disciplines and the School of Music with the CBC, the Writers' Guild, many drama groups throughout the province and the arts community in general. Sir Wilfred Grenfell College has comparable links with groups on the west coast (and beyond), such as that between the theatre program and The Gros Morne Theatre Festival and the Trinity Pageant and between the Environmental Science program and the Canadian Forest Service (e.g. the Western Newfoundland Model Forest).

If Memorial University is to remain vibrant, it must continue to recruit and retain top quality faculty. Faculty renewal will permit Memorial to continue to serve the needs of the province by maintaining a high standard of excellence in teaching and research and a broad range of academic programs. Quality teaching derives from quality teachers.

Institutes at Memorial are engaged in outreach activities that increasingly span the province, the nation and the world. These include the Genesis Centre, C-Core, the Ocean Sciences Centre, the Bonne Bay Marine Station, the Centre for Management Development, the P.J. Gardner Institute for Enterprise and Entrepreneurship, the Newfoundland and Labrador Centre for Applied Health Research (NLCAHR), the Leslie Harris Centre of Regional Policy and Development, the J.R. Smallwood Foundation for Newfoundland and Labrador Studies, the Institute for Social and Economic Research (ISER), the Maritime Studies Research Unit (MSRU), the Labrador Institute, the Folklore and Language Archive, the Botanical Gardens and the Memorial University Recreation Complex (MURC). Some of these – the P.J. Gardner Institute, C-CORE and the newly created Harris Centre (and before it the Public Policy Research Centre) – provide advice and expertise, while others – ISER, the Maritime Studies Research Unit, the Smallwood Centre, the Folklore Archive and the Archaeology Unit (in the Department of Anthropology) – play central roles recording and researching our society and culture, past and present, and making it accessible to future generations.

The University Library plays a central role in both the university and the larger community. Its collections of books and periodicals, and, whenever possible, its electronic databases are available not only to faculty, staff, and students, but also to the general public. Although the University Library and the Public Library system try not to duplicate each others' collections, it is the University Library which functions as the province's primary research library. Reference

librarians field questions not only from faculty and students, but also from the public, including provincial government officials, business people and the voluntary sector.

While a detailed economic impact study of Memorial on the Province is not currently available, it is widely understood that Memorial's economic footprint is considerable. With over 17,500 students and 4,000 faculty and staff, the University is the fourth largest community in the province. Students who come here from other parts of Canada and the world spend money in our province and the university itself provides mid to high level employment for a significant segment of the population. Attracting more than \$72,000,000 in research funds, the university has both direct and indirect economic impacts. Moneys spent on higher education at Memorial's three Newfoundland and Labrador campuses have a transformative effect on this province. We increasingly have an educated population which is both better able to understand itself and its place in a larger world, but is also poised to become even more vibrant and dynamic.

Finally, it is important to stress that Newfoundland and Labrador possesses an integrated public post-secondary education system made up of differentiated parts. This public system works best when it is collaborative.

In the following sections, we address the questions proposed by the White Paper Commission. In doing so, we have tried to think forward and consider directions which would have to be taken in order to meet new targets and objectives. Memorial University has changed and adapted over the years and will continue to do so. In order to do this effectively, however, it is essential that we do so in a stable and predictable environment. Modernizing the existing physical plant and equipment for teaching and research requires investment, but we need to do more than catch up on deferred maintenance. Effective planning can only take place in a stable financial environment that allows multi-year budgeting so that the considerable talents of faculty, staff and students can be directed toward change and allow us, building on what is already here, to become even better at what we do.

A. EXISTING PUBLIC POST-SECONDARY STRUCTURE

1A. What do you value about the current public post-secondary system?

There are five main characteristics valued about the current public post-secondary system – its student-centred focus, its status as a public system comprised of public institutions, its accessibility (financially, geographically and academically), its excellence in teaching and research and its collaborative and complementary environment.

An understanding exists that to succeed the post-secondary education system in Newfoundland and Labrador must be student-centred. Failure to successfully achieve and maintain this student focus will result in a loss of public support for the system. Memorial University has established and maintains a student-centred focus and is continually working to improve in this area.

The post-secondary system in Newfoundland and Labrador is public and comprised of public institutions. By nature, a public post-secondary system ensures that the fundamental mission of the institutions making up the system is to serve the public good and to maintain a level of responsibility to be public, open and share resources.

Three forms of accessibility are valued about the province's public post-secondary system. Government-led tuition freezes have resulted in a low cost of tuition, relative to other Canadian universities. This has assured financial accessibility for Newfoundland and Labrador residents wishing to pursue post-secondary education. Also important to note is that relatively low international tuition rates, coupled with the Newfoundland and Labrador's low cost of living, translates into financial accessibility for non-residents of Canada. Geographic accessibility, on the other hand, is achieved via an extensive network of college locations throughout the province and a successful distance education network which offers a diverse range of post-secondary education programs and services to a growing number of students located inside and outside Newfoundland and Labrador. Finally, the public post-secondary system is accessible to students from a broad range of academic backgrounds.

Excellence in teaching and research occur in an atmosphere of intellectual freedom and the fresh exchange of ideas among faculty, staff and students throughout the university. Ensuring that this continues to occur at Memorial requires a dedication to faculty renewal and an ongoing commitment to staff recruitment and retention. Hiring and retaining young faculty is essential if Memorial is to remain vital, relevant, and dedicated.

Finally, the current public post-secondary system in Newfoundland and Labrador is both collaborative and complementary. Collaboration among the main players (the University and its constituent parts and the College of the North Atlantic) through established linkages and bridges, transfer credit agreements and, in some instances, the sharing of physical infrastructure, has led to a complementary environment throughout the system. The obvious benefit of this

collaboration is the efficiencies achieved by all institutions of the system in providing high quality programs and services in an effective manner.

1B. What would you change to make it more effective for the social and economic growth of the province and for the employment prospects of our graduates?

Several changes are needed, however, to make the public post-secondary system more effective for both the social and economic growth of the province and the employment prospects of our graduates. These include the establishment of an increased number of linkages, the modernization and regeneration of the physical plant, faculty renewal, the investment in new technologies and the securing of increased financial resources.

An increased number of linkages need to be developed with organizations in a position to have an impact on the social, cultural and economic growth of the province. Linkages should be maintained not only with other post-secondary institutions, but also should include both public and private organizations in urban and rural locations throughout Newfoundland and Labrador and beyond.

Repair, modernization and regeneration of the physical infrastructure of the post-secondary system is essential in making the system more effective. Improved classrooms, laboratories and facilities for students (e.g. space to meet and eat) are required to foster continued success in teaching and research. Physical plant improvements, as well as replacement, updating, and modernization of laboratory and classroom equipment, will support new modes of teaching and will further encourage the pursuit of diverse and varied research. Deferred maintenance funding provided by government has contributed to the recent in-roads made in modernization projects. Continued commitment of deferred maintenance funding is essential to achieve this required system change.

If Memorial is to remain a vibrant and dynamic institution, it is also essential that government commit not only to the renewal of the physical infrastructure, but also the hiring of new faculty to replace those who are retiring. A higher rate of faculty renewal is needed in order to ensure continuity, the transfer of accrued experience, and the preservation of institutional memory.

A final change required to make the post-secondary system more effective is technological investment. Investment in new technologies will lead to the development and implementation of new modes and delivery of instruction including in-class, distance and a hybrid of the two. New technologies to improve audio, video and computer technology will increase the quality of programs and services offered through either mode of delivery. This, in turn, will improve the accessibility to all interested students.

It should be noted that to successfully achieve the above changes, the post-secondary system in Newfoundland and Labrador is in need of sufficient and stable financial resources.

2A. Engaging in this consultation process, Government has stated that it wants to preserve the principles of quality, accessibility and affordability to guide the overall approach to delivery of public post-secondary programs and services. Are there other principles?

We agree with government's interest in preserving the principles of quality, accessibility and affordability. In addition to these, we believe that the following principles should apply:

Innovation

Decisions regarding the direction of the public post-secondary education system should be guided by recognition of the importance of creativity and innovation in program development, modes of program delivery, all forms of research and creative activity and community outreach.

Student Mobility and Institutional Collaboration

Recognizing the efficiencies already extant in the province's public post-secondary education system, decisions should be made that recognize and foster a spirit of collaboration between the university and the college system. This collaboration would enhance student mobility with and between regions and institutions and maximize potential synergies in course and program offerings. Programs at different campuses should complement one another and students should be able to move with ease among them.

Excellence

Programs, research and community outreach activities throughout the system must continue to be as good as, if not better than, those available elsewhere and meet the requirements of a knowledge-based economy. High standards have been set and the system has to consistently meet them.

Diversity of Student Body

Memorial University and the public post-secondary system primarily serve the students of Newfoundland and Labrador. However, the system and the province also benefit from the inclusion of national and international students and their participation should be encouraged and supported.

Relevance

Relevance is broadly understood to mean that the public post-secondary system plays a significant role in understanding, preserving and enhancing culture and that the system should meet the needs of the Province as a whole.

2B. In light of these principles, how should the programs and services be distributed at the local, regional, and provincial levels to respond to the changes in demographics and the labour market?

Any response to changing demographics needs to consider not only projected declines in the school age population and the number of students graduating from high school, but also the ways in which our society has changed, in no small measure because of this university. An increasing proportion of our students are children of parents who enjoyed post-secondary education. Moreover, our economy and society are increasingly knowledge-based, creating greater demand for post-secondary education, life-long learning, and periodic re-education. Memorial University's undergraduate population grew by 8.8% between 2000 and 2004 and graduate enrollments grew by 31.8% over the same period. Many units have experienced increased demand for graduate education. Thus, there is no reason to think that demographic changes will lessen the demand for post-secondary education. If anything, we can expect this demand to increase.

Given that the province has one public university and one public college and that each institution can afford a small number of physical campuses the fundamental question is: How can maximum participation be ensured with limited resources? One answer is that the system should combine strong central services with widespread access to programs and services.

Concentration of facilities allows the most effective use of central resources, such as the library, laboratories, and equipment. It also facilitates adaptation, change and innovation, making it possible to develop new concentrations across disciplines.

Given the substantial and prohibitive cost of building and maintaining physical facilities and that new and emerging technology allows for unparalleled access to a post-secondary education, programs and services can be distributed through an appropriate combination of physical facilities and distance technology. Successful distribution requires collaboration among all partners: MUN, the College of the North Atlantic (CNA), and private and public sector organizations, such as the K-12 school system, public libraries, and economic development boards, among others.

It is essential that all students, studying on-campus or off, have access to the full range of services and instruction as appropriate to a high-quality post-secondary education institution, including instruction, library services and student services, among others.

Non-traditional formats should be developed that provide greater flexibility for on-campus and off-campus students to pursue post-secondary education. Examples include shorter more concentrated modules, web courses and courses that combine web and distance technology with face-to-face contact.

B. FUNDING OF POST-SECONDARY EDUCATION

1. Given that our public post-secondary education system is funded largely by our tax dollars, which of the following options should government pursue in addressing the financial pressure of our institutions: operating grants; tuition fees; tax incentives; others.

The issue of funding proved to be one area where the committee was unable to reach a unanimous position. There was unanimous agreement that Memorial needs more resources to enable it remain competitive and indeed to become Canada's preeminent comprehensive university. There was also agreement that additional resources be provided in a way that ensures appropriate accessibility to students. However, there are divergent views on how this should be accomplished.

The majority view is that the provincial government should employ all mechanisms at its disposal to ensure the post-secondary system is adequately funded while preserving the principle that is at the core of our mission: affordable access for the students of Newfoundland and Labrador. It would be desirable to develop a better balance between government funding, tuition policy, tax policy and savings incentives. The government should investigate alternate funding models as practiced in other countries, such as the United Kingdom and Australia, to evaluate their suitability here.

The tuition fee policy of the past number of years has undoubtedly made Memorial more affordable for students from the province. However it has had the side effect of using provincial funding to subsidize students from other provinces. Government should consider redirecting the funding it provides to the university to change the tuition cuts into a system of grants for the students of Newfoundland and Labrador. It should structure the fund in such a way to ensure that students who are better able to afford their education receive less, while students who face considerable financial barriers to post-secondary education receive more.

Increased provincial tax incentives would also provide a more directed approach to making post-secondary education affordable and accessible for our students.

The last piece of the funding puzzle is savings. Memorial is seeing considerable increases in the use of Registered Education Savings Plans to cover the cost of tuition. The government should consider supplementing the federal contribution to Registered Education Savings Plans by an additional 10%, which would mean a maximum contribution cost to government of \$200 per student per year.

With these measures in place, tuition structures at Memorial, whether paid directly by students or indirectly by government, should be permitted to come more in line with Atlantic Canadian Universities, while still allowing a competitive advantage.

The minority view, as expressed by the undergraduate student representative is that the

tuition fee freezes and reductions at Memorial University throughout the past six years have been beneficial to the institution, and have made it *the* model system of post-secondary education in Canada. During the 1990s, the provincial government cut the University's funding enormously; as a result tuition fees, and thus student debt, massively increased, which precipitated a decline in enrolment and also added to the out-migration suffered by the province. It was clear that the fees constituted an insurmountable barrier to post-secondary education for many Newfoundlanders and Labradorians. In addition, as tuition fees went up, the University lost its competitiveness; out-of-province interest in the institution waned correspondingly. The situation was reversed when the first tuition fee freeze was implemented in 1999 by the provincial government; each subsequent year of freezes and reductions has seen an additional increase in student enrolment at the University.

Looking to increase revenues with tuition increases will not only have a dramatic negative impact upon Memorial's competitive advantage, but will cause a decline in the participation of low and middle-income earning provincial residents, as well as have an overall negative impact upon the diversity of the student population as fewer out-of-province students will enroll.

Regardless of the funding structure and/or policies created to govern the public post-secondary education system, it is essential that Memorial is provided the resources necessary to appropriately serve the needs of the province while ensuring that no student is burdened with unmanageable debt upon graduation. Any change to the funding system should ensure the students with the greatest financial need are protected and the competitiveness of the institution both nationally and internationally is at least maintained, but preferably increased.

2. How can public post-secondary institutions be more accountable for quality outcomes and effective spending?

Memorial University is a very open and accountable institution that will continue to find ways to be even more accountable. It regularly publishes a number of reports that are aimed at making sure its stakeholders have access to a variety of information about Memorial. Some of these documents include accessibility reports, academic performance, fact books, annual reports and audited financial statements. All are made available on the world-wide web.

The university also conducts annual surveys of students at the time of their graduation and also as they reach the end of their first year of studies. These reports are designed to help the university improve the educational experience of its students.

Senate is also committed to accountability. In recent years, it has approved a process of academic program review which is overseen by the Planning and Budget Committee. All academic units are reviewed on a seven year cycle. Senate also oversees a process of mandatory course evaluation by students.

Government has also played an important role in outcome measurement through such publications as *Career Search* and *Beyond High School*.

The university is focused on improving student outcomes. Senate recently endorsed a document entitled *Student Success at Memorial: Building the Foundation*. This document outlines 35 actions that the university will take to improve the success of its students. The document also commits the university to an annual monitoring process.

Memorial is also very fiscally responsible. The Memorial University Act forbids the university from running a deficit that exceeds $\frac{1}{4}$ of 1 percent of its total expenditures. The university has taken great pride in ensuring its budget is balanced, and over the years has had to make some very difficult decisions to do so. The virtue of having balanced budgets is that, unlike other institutions in Canada, and other sectors in this province, Memorial is not mired in operating debt.

3. What role should the public post-secondary system play in linking research to the economic development of the province?

The public post-secondary system, and Memorial University in particular, should continue to play the lead role in linking its research to the economic development of the province. Research here refers to all forms of creative endeavour that take place at a university.

The university will continue to play a leading role in the socio-economic transformation of the province by conducting, promoting and enabling research. A partial list of current outreach activities includes the Ocean Sciences Centre, The Harris Centre of Regional Policy and Development, the Maritime History Archive, the Oil and Gas Development Partnership and the Institute for Social and Economic Research.

Memorial University, through its faculty, staff and students, must continue to be a key driver of research and creativity in all fields.

Memorial must ensure that society recognizes the value of its creative undertakings and inform society of its successes and current research.

Memorial acts as a catalyst for province-wide innovation: its faculty members are repositories of knowledge and expertise; its library is the province's research library; it houses significant research infrastructure in laboratories and equipment; it educates and trains the population at the undergraduate and graduate level and it plays a crucial role in technology transfer to other sectors of the economy.

For the full value of this research to be realized, the community needs to be an active participant in the process by supporting all forms of creative activity, undertaking research independently or in collaboration with the university, identifying its needs and by communicating its values to the university.

4. How can the public post-secondary institutions market their educational systems (programs and services) and their research capability to attract investment and generate economic development?

A response to this question must be separated into two sections – marketing of the programs and services and marketing of research capability. Successful marketing of the educational system and the research capability will attract investment and generate economic development.

The university has enhanced its recruitment activities and is committed to the recruitment of students locally, nationally and internationally for all of Memorial's programs and services. One result of this dedication to recruitment is that Memorial University currently is attracting 65% of all eligible Newfoundland and Labrador high school graduates. Additionally, international student enrollment has grown by 75% from 2001 to 2004 (as of the end of the regular registration period for Fall 2004). An excellent and well-developed English as a Second Language (ESL) program plays an important role in this regard. The resulting strong and diverse student body leads to a strong and diverse labour force which in itself will attract investment and greater economic developments.

The key message the public post-secondary institutions need to convey is that research *is* a source of economic development. In 2003-04 Memorial faculty secured \$72 million in research funding, the majority of which came from outside of the province, but all forms of research, funded or unfunded, are key long-term drivers of economic, social and cultural growth and are fundamental to the post-secondary education system. The method used to promote this message can vary. Post secondary institutions must explain and publicize research and creative endeavors and successes. This, along with further partnering and networking with both public and private organizations, will help to establish the institution as part of the larger community.

The post-secondary education system can also partner with quality educational institutions to develop and deliver programs to address societal needs. Where the university develops a viable solution to meet a societal need, marketing arms should package this solution.

C. IMPACTS OF POPULATION CHANGES

1. How can the public post-secondary system better respond, today and into the future, to the needs of individuals who experience barriers in participation in the public post-secondary system?

Students face various barriers to participate and thrive in the public post-secondary education system in Newfoundland and Labrador. These barriers can be characterized as academic, economic or socio-cultural in nature.

The public post-secondary education system must ensure that new students are adequately prepared for the rigours of university life by maintaining and enhancing bridging programs for unqualified grade 12 graduates, developing new style bridging programs for non-traditional and mature students and by increasing the collaboration and communication with the K-12 system to ensure students understand the requirements and benefits of post-secondary education in Newfoundland and Labrador.

The system must also continue to provide excellent services to allow students to succeed and to monitor and identify reasons why some do not. Finally, the system must ensure there is sufficient physical space to accommodate all qualified students.

There are two primary economic barriers to participation: the total cost of education (including tuition, accommodation, books etc.) and the cost of foregone income for students who choose to participate. The system needs to find an appropriate balance of making post-secondary education affordable to Newfoundland students, while remaining competitive nationally and internationally.

Although accomplishing this will be difficult, it can be partially achieved by investigating the diversification of funding sources, providing financial incentives to families to save for post-secondary education, developing incentives programs to encourage employed citizens to participate in life-long learning and expanding the offering of courses in non-traditional formats and locations to allow students to continue employment while pursuing a post-secondary education in a timely manner. This will require collaboration among all partners and investment in new and emerging technologies.

The system needs to better understand the socio-cultural barriers arising from family roles and responsibilities, cultural norms and societal pre-conceptions of a post-secondary education, among others. Studies should be undertaken to more fully understand the reasons for low participation rates among some segments of the Newfoundland population (e.g. males). Furthermore, the value of post-secondary education as an investment in the future needs to be communicated to all segments of the population through intensified outreach activities via media, cooperation with K-12 system, open houses and recruitment fairs, increasing web presence and alumni affairs.

2. How can public post secondary institutions help promote a culture of lifelong learning?

The public post-secondary institutions can help promote a culture of lifelong learning by providing an appropriate level of support to all students to ensure the value of lifelong learning is both recognized and achieved. Support may include the development of more formalized student orientations for all segments of the student population, increased promotion and involvement of academic advising and institutional encouragement of social integration of lifelong learners into the post-secondary culture.

Offering a wide variety of programs and courses, both full-time and part-time, will also help to promote a culture of lifelong learning. Traditional and non-traditional program and course formats that are responsive to the needs and interests of all types of learners and maximize personal and professional growth are necessary to achieve successful promotion.

Public post-secondary institutions can also promote lifelong learning by developing partnerships between post-secondary institutions and public and private organizations to offer employees opportunities to pursue lifelong learning. To generate interest which will lead to the development of partnerships and the attraction of interested employees, the system will need to market the value of lifelong learning, as well as the benefits of continued participation in the post-secondary education system.

A final way to promote a culture of lifelong learning is for the post-secondary institutions to continue to do what they do best. More specifically, this means continuing to teach and conduct research over a variety of fields, to be part of the larger community of Newfoundland and Labrador and beyond and to communicate post-secondary institutions' roles as repositories and centres of knowledge that are open and accessible to all.

3. How can the public post-secondary institutions better position themselves nationally and globally to support the social and economic development of the province?

Public post-secondary institutions can position themselves nationally and globally to support the social and economic development of the province by continuing to strive for excellence, to target and build expertise and to pursue strategic linkages.

Commitment to excellence requires continued development, modification and delivery of programs and services and the conducting of all types of research at both the undergraduate and graduate levels. It also requires attracting high quality students, faculty and staff and a continued effort by the post-secondary institutions to be student-centred.

Better national and global positioning will also be achieved by continuing to target and build expertise in areas that are strategic to the development of the economy of the province while maintaining a strong, broad academic base that is essential for a comprehensive university.

Finally, by pursuing and developing a greater number of strategic partnerships, the public post-secondary institutions will better position themselves provincially, nationally and globally. Strong and complementary strategic partnerships will create synergies for all parties involved.