

MPHEC ANNUAL REPORT YEAR IN REVIEW: 2018-2019



Additional copies of the Annual Report may be obtained online (www.mphec.ca) or from:

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ISBN (Book) – 978-1-988264-09-7

ISBN (Digital) – 978-1-988264-10-3

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OUR MISSION

The Maritime Provinces Higher Education Commission (MPHEC) assists institutions and governments in enhancing the post-secondary learning environment.

EXCERPT OF THE MPHEC ACT

1. THE COMMISSION SHALL, IN CARRYING OUT ITS DUTIES, GIVE FIRST CONSIDERATION TO IMPROVING AND MAINTAINING THE BEST POSSIBLE SERVICE TO STUDENTS AS LIFE-LONG LEARNERS BY:

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

2. THE COMMISSION'S PRINCIPAL DUTIES ARE:

- A. To undertake measures intended to ensure continuous improvement in the quality of academic programs and of teaching at institutions, which without limiting the generality of the foregoing may include the review of institutional programs and practices for assuring such improvement and making recommendations to institutions and the Provinces,
- B. To ensure that data and information is collected, maintained and made available for assuring the public accountability of institutions, and to assist institutions and the Provinces in their work, which without limiting the generality of the foregoing may include:
 - (I) Establishing data and system standards,
 - (II) Establishing public reporting requirements and producing public reports, and
 - (III) Carrying out studies in regard to public policy, institutional concerns and issues related to post-secondary education, and providing advice to institutions and the Provinces on these matters.
- C. To take initiatives to stimulate cooperative action among institutions and the Provinces where such action is likely to improve the efficiency and effectiveness of the post-secondary education system in the Provinces, which without limiting the generality of the foregoing may include:
 - (I) Encouraging initiatives for institutions to offer joint, complementary and regional programs, and
 - (II) Encouraging administrative, financial and common service arrangements which reduce the overhead cost of programs and the overall cost to students and the Provinces.
- D. To continue to develop and administer funding transfers among the Provinces for regional programs, which without limiting the generality of the foregoing may include developing and administering funding arrangements for programs outside the region, as required to provide additional educational opportunities for students from the region, and
- E. To undertake such other duties as the Ministers may assign.

3. THE COMMISSION MAY:

- A. Provide such services and functions, as may be agreed upon by the Ministers, to one or more institutions or to one or more of the Provinces,
- B. Provide such advice and services, as may be agreed upon by the Ministers, to one or more of the Provinces to determine their post-secondary education funding policy, and
- C. Recommend to the Ministers the names of post-secondary educational institutions that may be added to or deleted from those prescribed by [the - NS] regulation for the purposes of the definitions "institutions" and "universities" [in section 1 - NB]; [2002, c.34, s.11 -PEI].

MESSAGE FROM THE CHAIR AND THE CHIEF EXECUTIVE OFFICER

On behalf of the Maritime Provinces Higher Education Commission, we are pleased to present our 2018-2019 Annual Report, highlighting our activities and accomplishments over the past fiscal year.

2018-2019 was another busy year, highlights include:

- Released the Commission's 2018-2019 to 2020-2021 Multi-Year Business Plan.
- Completed year two of a three-year project to integrate student administrative data from Maritime colleges into the Commission's data warehouse.
- Considered 61 program proposals (a 65% increase from 2017-2018); of the 45 proposals that were closed, 86% were approved through the Stage I expedited program assessment process.
- Launched a new process to carry out the initial accreditation of Bachelor of Education programs in Nova Scotia.
- Launched the second cycle of the Quality Assurance Monitoring Process.



We are grateful to the many talented and dedicated Commission and Committee members who generously contribute their time and experience, adding value to this organization's important work. We would also like to highlight the expertise, work, and dedication of the Commission's staff. These combined contributions make the Commission's productivity second to none.

We regularly add content to our web site, so please bookmark us to stay up-to-date with our activities: www.mphed.ca.

We look forward to another great year in 2019-2020!

A handwritten signature in black ink that reads "Sheila Brown".

Sheila Brown

Acting Chair

A handwritten signature in black ink that reads "Catherine Stewart".

Catherine Stewart

Interim Chief Executive Officer

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THE COMMISSION

ABOUT THE MPHEC

The Commission is an arm's-length organization accountable to the Ministers responsible for post-secondary education (PSE) in the Maritimes, through the Council of Atlantic Ministers of Education and Training (CAMET) and its Board of Directors.

The key functions of the Commission are: quality assurance, data and information, cooperative action, administration of regional programs, and provision of services to the provinces. In carrying out its duties, the Commission must give first consideration to improving and maintaining the best possible service to students as lifelong learners.

The Commission, made up of 20 members and the CEO (ex-officio, non-voting), usually meets five times per year. At year-end, the Commission operated with 12 permanent and 3 contractual employees. A list of Commission members and staff can be found in [Appendix A](#).

OPERATIONAL FRAMEWORK

The Commission draws heavily on a network of over 50 stakeholders through its operational framework (Commission board, joint committees with the Association of Atlantic Universities (AAU), committees, working groups, etc.). The membership of our committees can be found in [Appendix A](#). The Terms of References are available at www.mphec.ca.

Additional stakeholder input is obtained through workshops/forums, stakeholder meetings, as well as seeking formal comments in various formats (e.g., through the Commission's program distribution process).

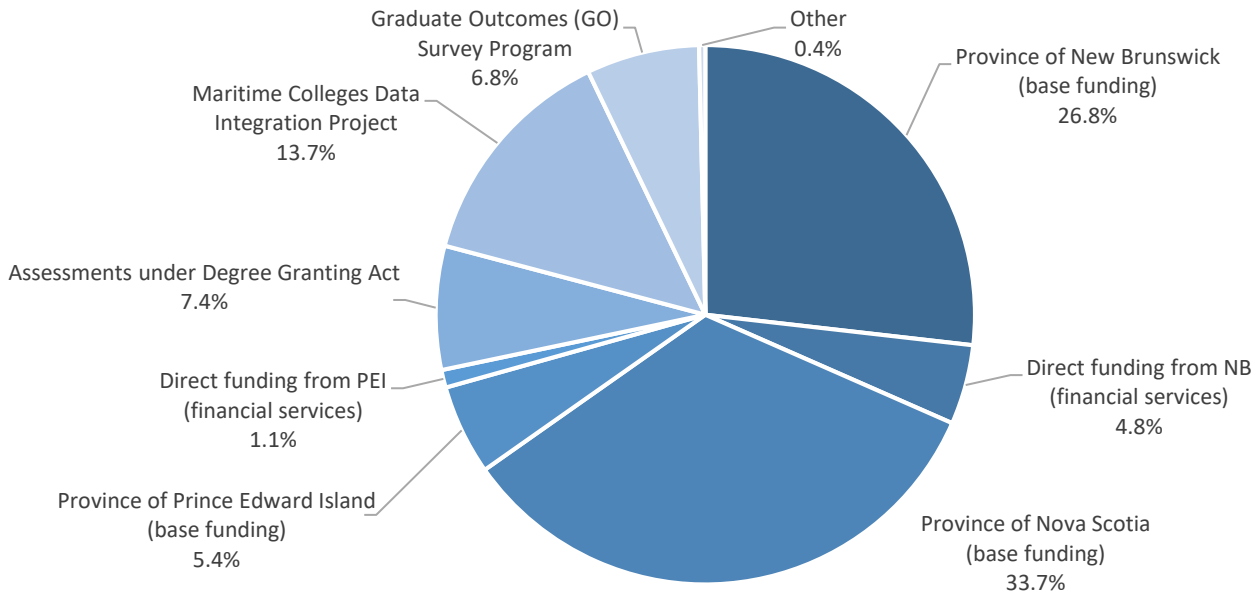
MULTI-YEAR BUSINESS PLAN

In 2018-2019, the Commission released its [2018-2019 to 2020-2021 Multi-Year Business Plan](#) (MYBP), which: (1) presents the Commission's three-year improvement objectives and the activities it will undertake to meet these; and, (2) outlines the objectives and activities to be undertaken by the Commission in order deliver on its operational mandate. This Annual Report provides an overview of the Commission's progress in meeting year one of its improvement and operational objectives and activities outlined in its MYBP.

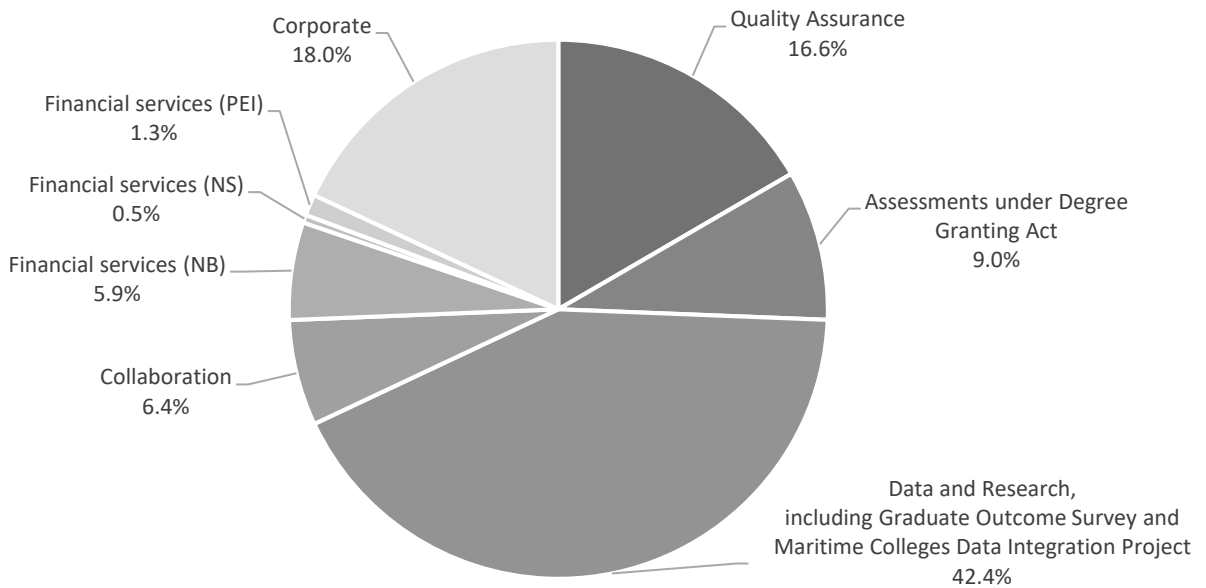
FUNDING

In 2018-2019, the Commission’s base was maintained at the previous year’s level of \$1.14 million. Administration resulted in a surplus of \$15,059 with total revenues of \$1.882 million while expenditures totalled \$1.867 million. The surplus was due mainly to vacant positions for a portion of the year. Revenues generated outside of the operating budget totalled \$112,072 and was set aside for future use. The detailed MPHEC 2018-2019 financial statements can be found in [Appendix B](#).

REVENUE BY FUNDING SOURCE (2018-2019)



EXPENDITURES BY FUNCTION (2018-2019)



QUALITY ASSURANCE



The Commission provides quality assurance (QA) services for all publicly-funded universities in New Brunswick, Nova Scotia and Prince Edward Island.

With a focus on the student's experience, the Commission's QA services are built on a partnership with the institutions to help ensure students receive quality education and related services over the course of their university experience.

The Commission's quality assurance (QA) framework brings together two major tools:

1. Program assessment prior to implementation and
2. Quality assurance monitoring.

PROGRAM ASSESSMENT


A key function of the Commission is to assess academic programs prior to implementation to ensure that institutional offerings meet established regional standards. To this end, the Commission coordinates and leverages internal and external expertise to assess proposals for new, modified, and terminated programs. The program assessment process includes two stages.

1. **Stage I (SI) Assessment** - is an expedited staff-led analysis based on established assessment standards.
2. **Stage II (SII) Assessment** - is an iterative process with institutions and the joint QA Committee of the Association of Atlantic Universities (AAU) and the MPHEC. The Committee works collaboratively with institutions to address proposals that do not readily meet the established criteria.

The Commission publicly reports on program proposals undergoing review at regular intervals during the year on its website - [Programs under Review](#).

2018-2019 BY THE NUMBERS - PROGRAM ASSESSMENT

61
 Program proposals considered
 versus
37
 in 2017-2018

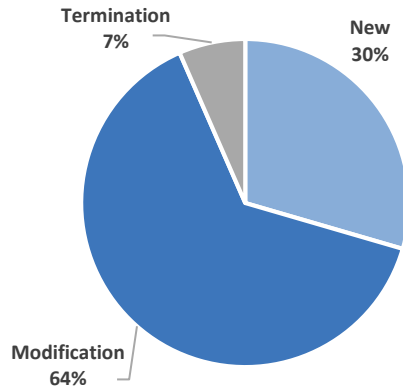


13/15
 universities submitted a proposal

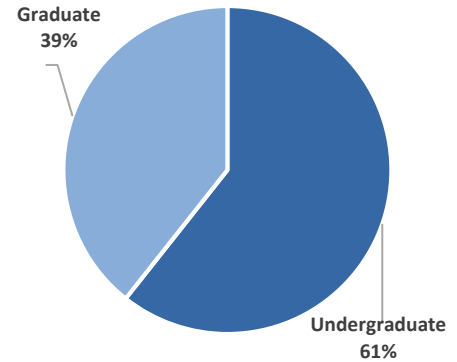
86%
 SI Approved*

14%
 SII Approved

Type of Proposal

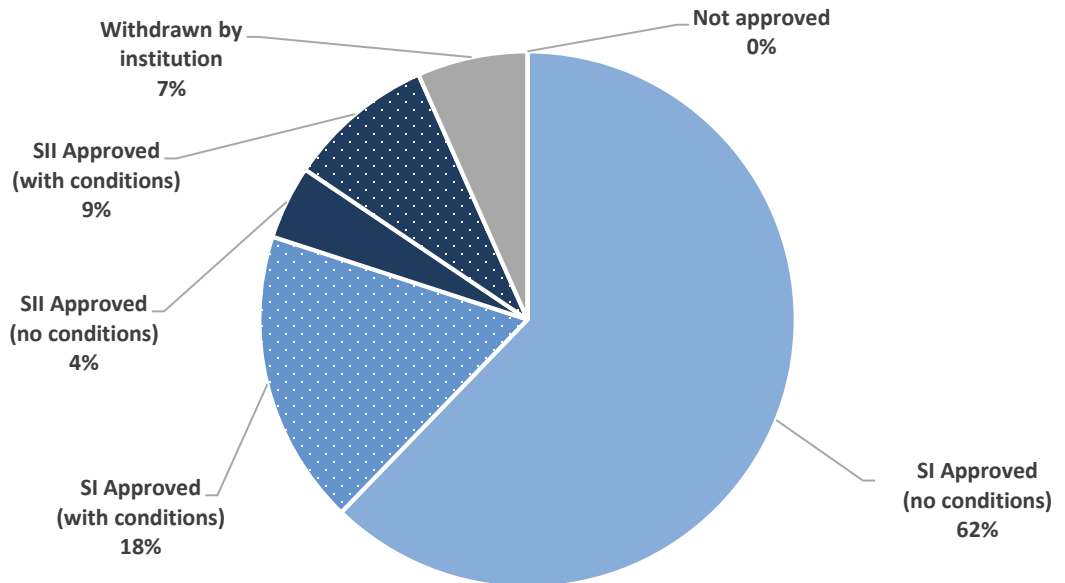


Proposal by Program Level



As of March 31, 2019
 45 program proposal files closed
 16 pending a decision

Of the 45 Program Proposal Files Closed



*n=42 (i.e. does not include the 3 proposals that were withdrawn by institution)

Time to Decision

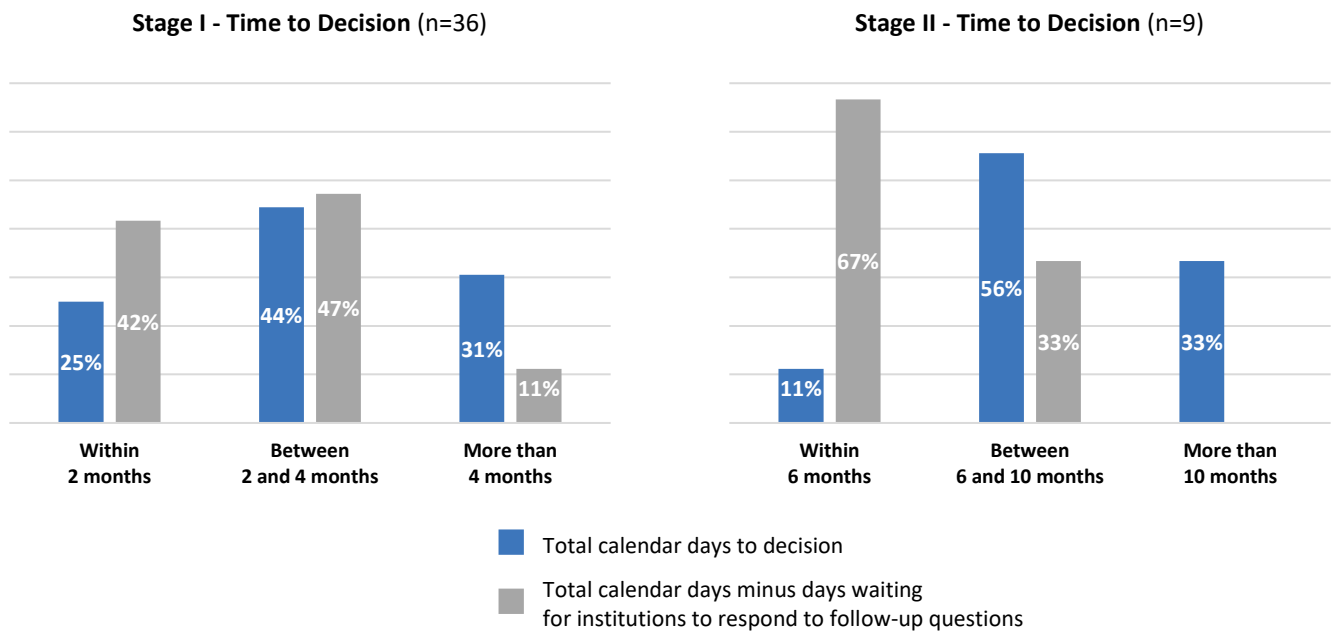
As part of its MYBP, the Commission agreed to identify a selection of key performance indicators to allow it to better understand, manage and improve its programs and services. To this end, the Commission is pleased to present its first set of measures – focussed on its program assessment process, and more specifically on time to decision from receipt of program proposal to final decision. Next year’s annual report, will include targets for these timelines.

Timelines are being reported in two ways: 1. Total calendars days from receipt of proposal to decision; and, 2. Total calendar days from receipt of proposal to decision minus the number of days waiting for institutions to respond to follow-up questions during the assessment process.

In 2018-2019

For **Stage I Approvals**, 25% of proposals were approved within 2 months, 44% between 2 and 4 months, and 31% took longer than 4 months. The timelines improve significantly when time waiting for institutions to respond is removed (42% within 2 months, 47% between 2 and 4 months, and 11% over 4 months).

For **Stage II Approvals**, 11% were approved within 6 months, 56% were approved between 6 and 10 months, and 33% took longer than 10 months. The timelines improve significantly when the time waiting for institutions to respond is removed (67% within 6 months, 33% between 6 and 10 months, and 0% over 10 months).



QUALITY ASSURANCE MONITORING

The Commission follows-up with institutions after program implementation to monitor that institutions are meeting conditions to approval, and are internally assessing their existing programs and activities with a focus on students and learning.

In 2018-2019, the Commission:

- Confirmed that conditions to approval were met for 14 programs. At year-end, there were 28 program approvals with outstanding conditions.
- Launched, as part of its MYBP improvement objectives, the second cycle of the Quality Assurance Monitoring process to confirm that institutions have an appropriate QA framework in place to ensure the ongoing quality of their programs and services; and developed process and supporting documentation. The University of New Brunswick, St. Thomas University and Saint Mary’s University volunteered to be the first three institutions to undergo the process.

NEW BRUNSWICK & NOVA SCOTIA DEGREE GRANTING ACTS

Under the New Brunswick Degree Granting Act and the Nova Scotia Degree Authorization Act, the Commission, at the Ministers' request and on a cost-recovery basis, carries out assessments of private institutions and their programs to ensure they meet agreed-upon standards of quality.

In 2018-2019

The following assessments were concluded:

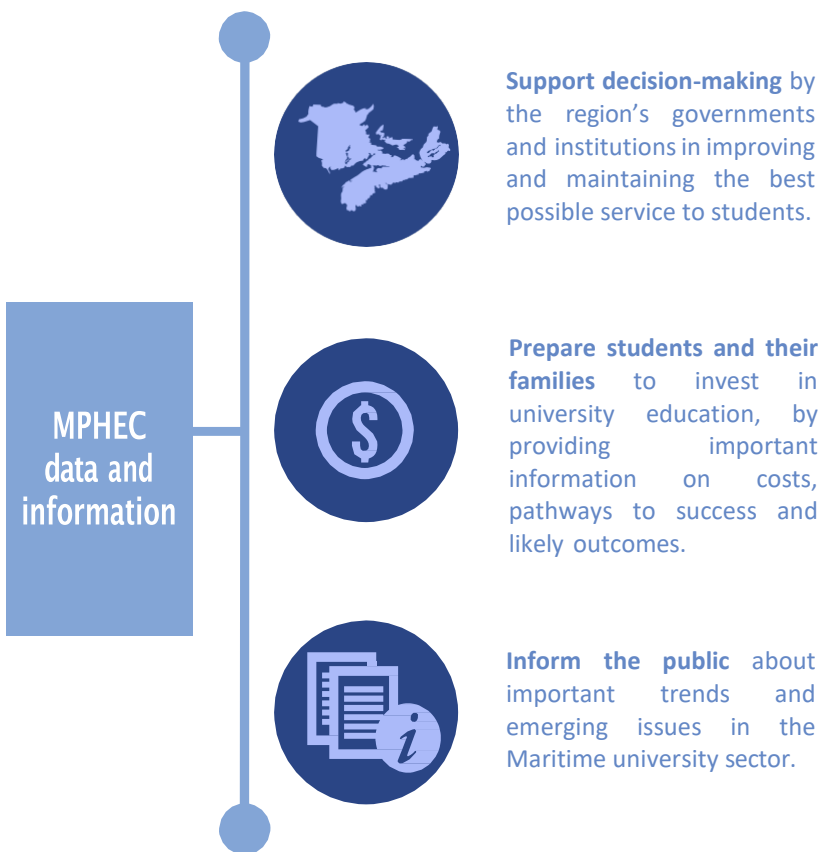
- **Master of Business Administration & Executive Master of Business Administration – University of Fredericton:** Following the 2016-2017 review of these programs, the Commission recommended, and the Minister agreed, that the University be required to carry out an internal review of specific program components and provide a report to the Province that could be externally assessed. The Commission assessed the University's report and concluded the University met the condition; it recommended a few clarifications to program materials as a result of its assessment and identified items to be included in documentation for the next program review.
- **Bachelor of Business Administration – Yorkville University:** The Commission assessed this program and advised the Minister that (1) Yorkville's BBA meets the conditions identified by the Minister in 2015 and, (2) provided additional conditions are met (i.e., to address a range of elements that will mainly be incorporated into three planned university initiatives), the BBA appears to continue to correspond to the standards usually associated with the credential and to be effectively delivered. The Commission identified items for Yorkville to include in its annual reports to the Province as well as items to be included in documentation for the next program review. The Minister announced in March 2019 that the University was authorized to continue offering the BBA program subject to conditions as recommended by the MPHEC.

The following assessments were underway but not complete at year-end:

- **Master of Education in Adult Education & Master of Education in Educational Leadership – Yorkville University** [Yorkville withdrew its proposed modification for a Master of Education with four areas of specialization]
- **Associate in Occupational Health and Safety & Bachelor of Applied Safety Management – University of Fredericton**
- **Doctor of Counselling and Psychotherapy – Yorkville University**

There were no assessments requested under the Nova Scotia Degree Authorization Act.

DATA & INFORMATION



The Commission makes available value-added sources of information to governments, PSE, students and the public-at-large, to increase awareness of, and dialogue on, Maritime PSE issues and opportunities.

A key focus of the data and information function is identifying the characteristics of educational streams/ pathways and other factors that impact student progression, credential completion and graduate outcomes.

The Commission collects data and develops statistical and research products that are nationally recognized as credible sources of information on post-secondary education.

DATA COLLECTION

The Commission collects data through two key data sources:

1. Post-secondary Student Information System (PSIS) and
2. Graduate Outcomes (GO) Survey Program.

It also uses third party data to add value to its existing data sources and avoid duplication of effort.

Post-secondary Student Information System

Each year, the Commission collects, through PSIS, data on institutions' program and course offerings, student demographics, program and course registration, and credit transfer to fulfill many information needs for the Commission, provincial governments, institutions and others invested in PSE. The Commission has been collecting student data from Maritime universities since 1980 and in 2017-2018 launched a project, as part of its MYBP improvement objective to grow its data holding, to start collecting student data from Maritime colleges, which will increase the Commission's data holdings by 40% and expand its capacity to track post-secondary education students in the region to inform its understanding of student pathways.

In 2018-2019, the Commission:

- Collected 2017-2018 university PSIS data
- Completed year two of a three-year project to integrate student administrative data from Maritime colleges into the Commission's data warehouse.

- Worked closely with individual colleges to collect and clean the 2017-2018 data required to produce standard enrolment statistics.
- Launched a new data verification software.
- Engaged Mara Consulting to develop a Privacy Management Program to ensure the Commission is in compliance with relevant legislation and has policies and procedures in place to meet its privacy obligations.

Graduate Outcomes Survey

The GO Survey Program provides information on financing education, employment outcomes, graduate mobility, and further education. It focuses solely on Maritime university bachelor's degree graduates and follows a six-year cycle, which includes two graduating cohorts (both interviewed two years after graduation, with one of those two cohorts also interviewed six years after graduation).

In 2018-2019, the Commission:

- Engaged Prairie Research and Associates to carry out, on behalf of the MPHEC, the six-year-out survey of the Class of 2012 Maritime University Graduates. 2,630 Class of 2012 graduates completed the survey, which represents 25.3% of the total Class of 2012 bachelor's graduate population for whom contact information was available.

Other Data Sources

The Commission identified leveraging other data sources as part of its MYBP improvement objectives.

In 2018-2019, the Commission:

- Provided funding to have all Maritime universities with bachelor's level students participate in the Canadian University Survey Consortium (CUSC) first year student survey, as part of a Maritime Collaboration Group. The survey was conducted between January and April 2019. Results from the survey will fill important information gaps on:
 - Factors impacting affordability (e.g., Influence of affordability on university choice; comparison of student experience of costs and debt with their expectations; level of success in managing finances; whether students think they have the financial resources to complete their program; level of dependence on financial assistance).
 - How successfully students adjust to university
 - How competitive the marketplace is for local students
 - Reasons students give for attending university
- Continued to provide support to CAMET's vision for an Atlantic Student Tracking System

STATISTICAL AND RESEARCH PRODUCTS

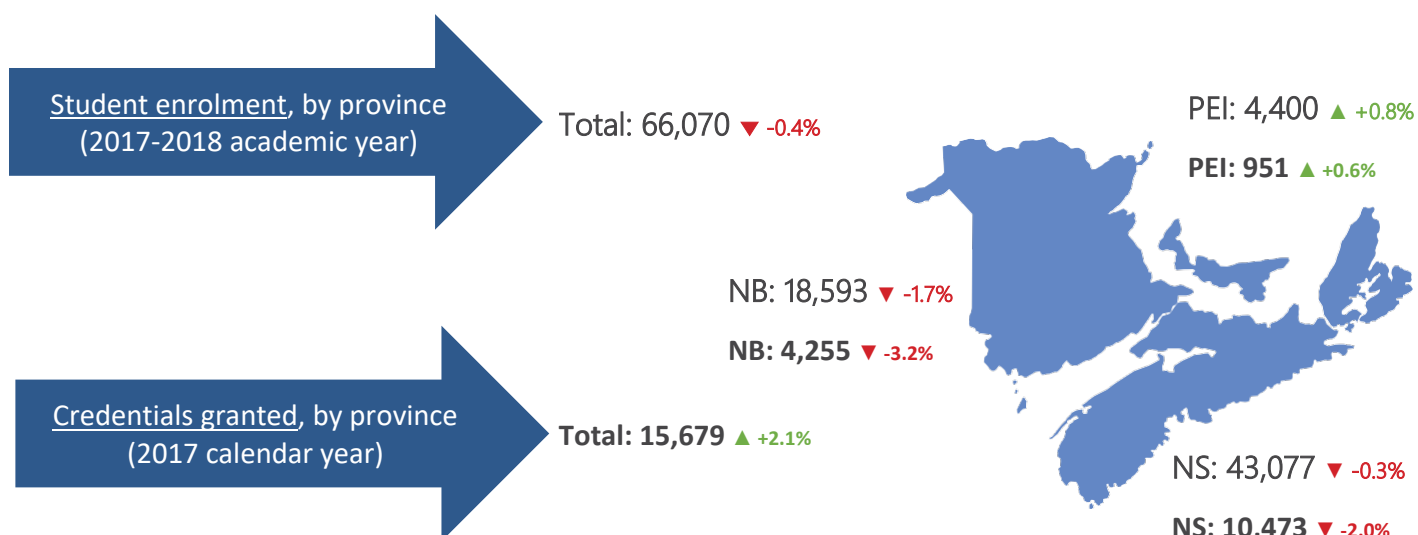
From these sources of data, the Commission makes available to governments, institutions, students and the public-at-large value-added statistical and research products in support of evidence-based decision-making and to increase awareness of, and dialogue on, Maritime PSE issues and opportunities.

The focus of the Commission's research products is identifying the characteristics of educational pathways and other factors that impact student progression, credential completion and graduate outcomes.

Basic Statistics (updated annually)

Each fall, the Commission releases a set of standard statistical tables and downloadable databases that provide information on key indicators and trends in the Maritime university system. The following tables and data are available on the Commission website:

- Enrolment and full-time equivalents statistical tables
- Credentials granted tables
- Tuition fees data for undergraduates, graduates and international students
- Full-year full-time equivalents and weighted full-time equivalents



Data in Support of Funding Formulas (for NB & NS)

As a service to the Provinces, the Commission each year provides statistics on:

- Full-course equivalents, weighted full-course equivalents, full-time equivalents, and enrolments in support of various components of the Nova Scotia funding formula.
- Full-year weighted full-time equivalents for use within: the funding formula calculating the distribution of unrestricted operating assistance to NB universities; and, the annual calculation of the regional transfer arrangement (more details under “Interprovincial Agreements” below).

Measures of Student Progress and Outcomes

Using student administrative data (PSIS) as well as the GO Survey data, the Commission has developed measures of student progress and outcomes related to:

- Demand for university education (participation rate);
- Student progress (persistence and graduation rates);
- Educational pathways (time-to-degree, switching institutions, student course load); and,
- Outcomes (employment, financing education, pursuing further education, mobility, and perceptions of university experience).

Custom Requests

Upon request, the Commission provides custom data files and measures to governments, institutions, and other stakeholders.

Open Data

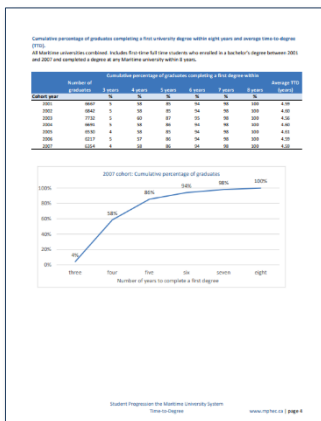
The Commission provides enrolment and credentials granted data sets in the open CSV format. The open data are accompanied by an explicit license ensuring that these data sets are truly accessible to further facilitate analysis and debate on issues of importance among the Commission's stakeholders.

HIGHLIGHTS OF DATA RELEASED IN 2018-2019

Student Progression in the Maritime University System: Persistence and Graduation (May 2018)

- At the system-level, the persistence rate after one year has remained relatively stable over 14 cohorts, ranging from 82.2% to 83.3%, and the six-year graduation rate has ranged from 63.1% to 64.8%.
- The persistence rate after one year has been slightly higher for female students for most cohorts, but since 2011 male students show a higher persistence rate at their institution of first entry and at the system-level for some cohorts.
- The six-year graduation rate for females is over 66%, while for males it has peaked at 59% over the nine cohorts.
- Persistence and graduation rates remain highest in Applied and Professional programs and lowest in the Humanities, Arts and Social Sciences (HASS). More than 70% of students in Applied/Professional programs graduate within six-years, but less than 60% of students in the HASS programs do.
- System-level persistence and graduation rates are highest for Maritimers and other Canadian students studying outside their home province, and are lowest for Maritimers studying in their home province and international students. Recent numbers show that the persistence rate of international students has increased by 3-4 percentage points over the last four cohorts, from less than 80% before 2011, to 83-84%.

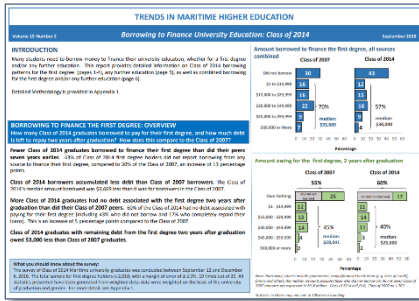
Student Progression in the Maritime University System: Time-to-Degree (June 2018)



- The average time to complete a first degree is 4.6 years and the percentage of graduates to complete a degree within four years is around 57-58%.
- Graduates who switched institution or field of study took on average 0.5 year longer to complete a degree, and students who switched both added more than a year.
- Female graduates take less time to complete their first degree (4.5 years) than male graduates (4.7 to 4.8 years). Between 62 to 65% of female graduates completed their degree in four years or less, while less than half of male graduates completed their degree in four years or less (47-50%).
- Students from farther away tend to complete their degree in less time. Graduates from the Maritimes who studied in their home province take longer (4.7 years on average), while Maritimers who study in another Maritime province complete in less time (4.5 years). Canadians from outside the Maritimes and International students complete their degree in about 4.4 years.

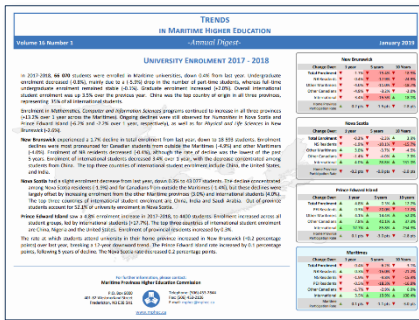
HIGHLIGHTS OF DATA RELEASED IN 2018-2019

Borrowing to Finance University Education: Class of 2014 (September 2018)



- 57% of the Class of 2014 said they borrowed to finance their first degree, whether from government, banks, family and/or other sources. Those who borrowed accumulated a median \$30,000 in debt.
- Two years after graduation 6-in-10 Class of 2014 graduates had no debt associated with paying for their first degree, including the 43% who did not borrow in the first place, and an additional 17% who completely repaid their loans.
- Among all graduates, first-generation Maritimers are the most likely to borrow, and to have the highest median debt. 75% of Maritimers whose parents had no post-secondary credential borrowed to finance their degree, borrowing a median \$36,000 from all sources combined.
- Following the first degree, 51% of the Class of 2014 graduates pursued further education.

Annual Digest on University Enrolment 2017-2018 (January 2019)



- In 2017-2018, 66,070 students were enrolled in Maritime universities, down 0.4% from last year. Undergraduate enrolment decreased (-0.8%), mainly due to a (-5.9%) drop in the number of part-time students, whereas full-time undergraduate enrolment remained stable (-0.1%). Graduate enrolment increased (+2.0%).
- In 2017-2018, the population of 18-24 year olds in the region continued to decrease (-0.7%) from last year. The rate at which students attend university in their home province increased in New Brunswick (+0.2 percentage points) over last year, breaking a 12-year downward trend. The Prince Edward Island rate increased by 0.1 percentage points, following 5 years of decline. The Nova Scotia rate decreased 0.2 percentage points.

COLLABORATION & OTHER SERVICES

Stimulating Debate



The Commission knows that much more is achieved through cooperation with stakeholders. Each stakeholder group brings a different, important, piece of the puzzle when offering their input on the issue at hand. Collaborative work has yielded positive results time and time again, and it has helped to ensure that the Commission's efforts are in line with stakeholders' needs and expectations.

In many cases, working together represents a cost-effective approach for all those involved. For these reasons, and many more, the Commission is continuously engaging in collaborative efforts with its stakeholders.

In addition to quality assurance and data and information (which make up the bulk of the Commission's work), the Commission is also responsible for:

1. Administering interprovincial agreements;
2. Stimulating cooperative action; and,
3. Providing services to provinces by request.

INTERPROVINCIAL AGREEMENTS

The Commission administers agreements with other Canadian provinces to place Maritime students in programs of study not available in this region. In the 2017-2018 academic year, 485 Maritime students benefited from these agreements. In addition, the Commission transferred funds from the Province of Newfoundland and Labrador to the Province of Nova Scotia for 36 rehabilitation students (Physiotherapy and Occupational Therapy) at Dalhousie University.

The Commission also administers the Regional Transfer Arrangement (RTA) whereby each of the three Maritime provinces provides funding for any of its residents enrolled in a university program in either of the other two Maritime provinces that is not offered in the student's home province. In 2016-2017, the latest year for which statistics were available, a total of 1092 students benefited from the RTA.

In addition, 202 Atlantic students in Veterinary Medicine and Veterinary Sciences were funded through the Atlantic Veterinary College Interprovincial Funding Agreement in 2016-2017, the latest year for which statistics were available at the time. The Province of PEI administers the agreement.

COOPERATIVE ACTION

Under its cooperative action function, the Commission facilitates cooperation within the Maritimes, with other provinces and with external partners in order to develop cost-effective and collaborative approaches to post-secondary education administration, programs, and policies.

Forum on Data Collection and Research

The MPHEC Forum on Data Collection and Research was held on March 28, 2019 in Moncton, New Brunswick. The annual Forum brings together institutional researchers, registrars, provincial representatives, and Commission staff to discuss and collect feedback on the Commission's research and data collection activities. A total of 32 participants attended the Forum representing 11 universities, four colleges, and the Nova Scotia government.

Maritime College PSIS Working Group

The second College Data Integration Project Working Group meeting was held on March 27, 2019, with representation from all colleges, Atlantic Colleges Atlantique, as well as two universities. The purpose of the Working Group is to assist Commission staff with the integration of PSIS college data into the MPHEC PSIS data warehouse, and advise and assist the Commission in developing statistical methodology for the reporting of standardized college statistics and measures.

Committees and Presentations

The Commission is a member of various committees and working groups:

- Atlantic Financial Reporting Committee
- Canadian Association of University Business Officers (CAUBO)
- Canadian Institutional Research and Planning Association
- International Network for Quality Assurance Agencies in Higher Education
- National Advisory Committee on Post-Secondary Education Statistics
- Pan-Canadian Consortium on Admissions & Transfer
- Strategic Management Committee of the Canadian Education Statistics Council

Participation in these groups provides an important opportunity to share best practices and identify opportunities for collaboration.

In 2018-2019, Commission staff:

- Presented on the MPHEC's Post-secondary Education Data Resources to the New Brunswick Experiential Learning Steering Committee Sub Working Group to Establish Performance Metrics on April 17, 2018.
- Presented on the Commission's data and research products at a student leaders' conference co-hosted by the New Brunswick Student Alliance along with Students Nova Scotia and the student leaders from UPEI on June 4, 2018.
- Presented on "Mobility in the Maritimes: How Students Progress Through Their First University Degree" and participated in a pan-Canadian panel on Quality Assurance and Fostering Student Mobility and Transfer in Canada at the Pan-Canadian Consortium on Admissions and Transfer conference, June 19 and 20, 2018.
- Presented on "How research on student pathways supports decision-making in the Maritime provinces" at the Canadian Institutional Research and Planning Association Conference, October 23, 2018.
- Participated in a panel discussion entitled Post-secondary education, a Maritime Perspective, which was part of the Statistics Canada's Talking Stats series on December 10, 2018.

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

The Commission provides staff support, and is a signatory, to the NB/PEI Educational Computer Network (ECN). ECN is an innovative and practical shared service platform transcending institutional and provincial boundaries. It has been providing connectivity among its members and to the wider world for the past 48 years. Benefits include joint purchasing and licensing, shared IT support services, professional development, cyber security and the delivery of network-based services, and information exchange.

In 2018-2019, the NB/PEI ECN:

- Released a new three-year Strategic Plan for 2018-2021.
- Completed the Cyber Security project which provided members (including the MPHEC) with both a Network and Threat Risk Assessments performed by BulletProof. The project enabled the ECN to assess the process, methodology used, review the results and findings to produce an ECN wide recommended remediation action list to address issues moving forward.
- Partnered with CANARIE in a Security Information and Event Management solution (SIEM), including the hiring a staff member by the NB Research and Education Network to manage the implementation of the SIEM tool.
- Released a press release on “Return on Investment” on November 8, 2018 providing information to ECN stakeholders, governments and the general public on our cost efficiencies.
- Hosted a technical workshop with over 75 participants. The purpose of the workshop was to increase collaboration between ECN members, share best practices, tips and lesson, identify potential training needs and to provide insight into the strategic vision for the collaborative platform SharePoint/0365.

SERVICES TO PROVINCES

The MPHEC Act allows the Commission to provide services to the provinces and to institutions. Services are generally provided through cost-recovery agreements and have been provided primarily to the provinces.

Financial Services (For NB & PEI)

The Commission provides financial services to New Brunswick and Prince Edward Island on a cost-recovery basis.

In New Brunswick, the Commission is responsible for:

- Supporting the university education budget process (including for the Maritime College of Forest Technology);
- Calculating operating (unrestricted and restricted) assistance and the various transfers through interprovincial agreements in which the Province participates;
- Administering the university education budget throughout the year, including the Province’s committed funds;
- Providing audited financial statements for the Province’s university education funding;
- Providing support to the NB/MPHEC Finance Working Group; and,
- Sitting on the bi-partite committee that reviews projects submitted under the Province’s University Deferred Maintenance Program.

In Prince Edward Island, the Commission is responsible for:

- Administering the PSE budget throughout the year, including the Province’s committed funds;
- Flowing funding for the Department of Health relating to PEI’s contribution to the residency stipends at the Dalhousie Medical School; and
- Providing audited financial statements for the Province’s university education funding.

Initial Accreditation of Nova Scotia Bachelor of Education Programs

In 2018-2019, the Commission launched a new process to carry out the initial accreditation of Bachelor of Education programs offered in Nova Scotia institutions, as a full-cost recovery service to the Province of Nova Scotia.

In 2018-2019, the Commission:

- Developed process and supporting documentation.
- Established a review panel for each of the five institutions offering BEd programs in Nova Scotia (Acadia University, Cape Breton University, Mount Saint Vincent University, St. Francis Xavier University, and Université Sainte Anne).
- Carried out a site visit to three of the five institutions (Acadia University, Cape Breton University, Mount Saint Vincent University).

APPENDIX A – MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

COMMISSION MEMBERS

Institutional Representatives:

Lily Fraser, New Brunswick

Jean-François Richard, New Brunswick

Elizabeth Church, Nova Scotia

Kevin Wamsley, Nova Scotia

Pemberton Cyrus, Nova Scotia

Robert F. Gilmour Jr., Prince Edward Island (on leave)

Senior public officials or executive heads:

France Haché, New Brunswick

Ava Czapalay, Nova Scotia

Marjorie Davison, Nova Scotia

Greg Ells, Nova Scotia

Donald DesRoches, Prince Edward Island

Anne Partridge, Prince Edward Island

Public-at-Large:

Greg Forsythe, New Brunswick

Tristian Gaudet, Student Representative, New Brunswick

Sylvie Levesque-Finn, New Brunswick

Sheila Brown, Nova Scotia (Acting Chair)

Rebecca Mesay, Student Representative, Nova Scotia

Martin Zelenietz, Nova Scotia

Paul MacDonald, Prince Edward Island

Ex-officio, non-voting:

Catherine Stewart, MPHEC Interim CEO

STANDING COMMITTEES

MPHEC GOVERNANCE AND EXECUTIVE COMMITTEE

Sheila Brown, MPHEC Acting Chair

Elizabeth Church, Quality Assurance Committee Chair

France Haché, Provincial Government Representative

Catherine Stewart, MPHEC Interim CEO

Vacant, MPHEC Vice-Chair

AAU-MPHEC QUALITY ASSURANCE COMMITTEE

Appointed by the AAU:

Malcolm Butler, Saint Mary's University

Robert F. Gilmour, Jr., University of Prince Edward Island (on leave)

Robert MacKinnon, University of New Brunswick, Saint John

Appointed by the MPHEC:

Sheila Brown, Public-at-large, Nova Scotia

Elizabeth Church, Mount Saint Vincent University (Chair)

Matthieu LeBlanc, Université de Moncton

Student Representatives:

Brandon Case, Saint Thomas University

Mathieu Manuel, Université de Moncton

MPHEC FINANCE COMMITTEE

Lily Fraser, New Brunswick

France Haché, New Brunswick

Sheila Brown, Nova Scotia (Acting Chair)

Greg Ells, Nova Scotia

Vacant, Nova Scotia

Anne Partridge, Prince Edward Island

Donald DesRoches, Prince Edward Island

Catherine Stewart, MPHEC Interim CEO

NB/MPHEC FINANCE WORKING GROUP

Jean-Charles Doucet, MPHEC

Paul Saad, Department of Post-Secondary Education, Training and Labour

France Haché, Department of Post-Secondary Education, Training and Labour

Ben Mersereau, Department of Post-Secondary Education, Training and Labour

Catherine Stewart, MPHEC Interim CEO (Chair)

APPENDIX A - MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

NB/PEI EDUCATIONAL COMPUTER NETWORK BOARD OF DIRECTORS

Alaa Abd-El-Aziz, University of Prince
Edward Island

Jean-Paul Boudreau, Mount Allison
University

H.E.A. Campbell, University of New
Brunswick

Jacques Paul Couturier, Université de
Moncton (Chair)

Roger Doucet, Collège communautaire
de Nouveau-Brunswick

Marilyn Luscombe, New Brunswick
Community College

Alexander MacDonald, Holland College

Tim Marshall, Maritime College of
Forest Technology

Dawn Russell, St. Thomas University

Catherine Stewart, MPHEC Interim CEO

NB/PEI EDUCATIONAL COMPUTER NETWORK COMMITTEE

Rachael Anderson, MPHEC

John Gillis, Mount Allison University

Jim Bowen, Maritime College of Forest
Technology

Dan Crabbe, St. Thomas University

Peter Jacobs, University of New
Brunswick

André Lee, Université de Moncton

Richard MacDonald, Holland College

Terry Nikkel, University of New
Brunswick

Darren Rose, New Brunswick
Community College

Tony Roy, Collège communautaire de
Nouveau-Brunswick

Dana Sanderson, University of Prince
Edward Island

MPHEC STAFF

Rachael Anderson, Corporate Service
Officer

Stanislav Bashalkhanov, Policy and
Research Analyst

Kimberly Chevarie, Administrative
Assistant

Jean-Charles Doucet, Director of
Finance

Benoit Gallant, Business and Data
Analyst

Linnet Humble, Policy and Research
Analyst (on leave)

Shannon McKenna-Farrell, Senior
Policy and Research Advisor

Mike Murphy, Policy and Research
Analyst

Lisa O'Connell, Director, Research and
Data Analysis

Kale Robinson, Policy and Research
Analyst

Kathrine Stanley, Administrative
Assistant

Catherine Stewart, MPHEC Interim CEO

Scott Stonehouse, Information Systems
Architect

Chris Teeter, Policy and Research
Analyst

Bhuvana Vee Ramalingham, Database
Developer

APPENDIX B - AUDITED FINANCIAL STATEMENTS

Available online only