



# **MPHEC ANNUAL REPORT YEAR IN REVIEW: 2024-2025**



**Additional copies of the Annual Report may be obtained online ([www.mphec.ca](http://www.mphec.ca)) or from:**

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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

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## **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

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On behalf of the Maritime Provinces Higher Education Commission, we are pleased to present our 2024-2025 Annual Report, showcasing our activities and accomplishments over the past fiscal year. Some selected highlights over the past year that continue to advance learner success are briefly summarized below.

- Considered 50 academic program proposals; of the 36 proposals that were closed, 84% were approved through a Stage I expedited program assessment.
- Reviewed 27 responses to conditional approvals: 13 were confirmed met and closed; 9 were met to date (with conditions remaining); and 5 were still under review at year-end.
- Carried out virtual site visits to Dalhousie University and St. Francis Xavier University to confirm that each university's QA framework for ensuring the ongoing quality of its programs and services is appropriate.
- Worked on a record high number of assessments (26) under the New Brunswick Degree Granting Act.
- Carried out the six-year-out survey of the Class of 2018 Maritime university graduates.
- Released a report on the employment profile of first-degree holders two and six years after graduation.
- Released a report on the outcomes and retention of four classes of engineering graduates, two years after graduation.
- Funded and facilitated the participation of universities in the Canadian University Survey Consortium Survey of First-Year students as part of a Maritime Collaboration group.



This year marked the MPHEC's 50<sup>th</sup> anniversary. We are proud to celebrate the long proud history of collaboration between the three Maritime provinces and their joint commitment to enhancing the post-secondary learning environment in the region. We wish to thank the three Maritime provincial governments for their continued investment in the MPHEC, higher education institutions, and many talented and dedicated commission and committee members who generously contribute their time and expertise, as well the MPHEC staff for their dedicated work, commitment and professionalism.

We look forward to another 50 years of ensuring the high quality of university programs in the Maritime provinces and providing data and research to support decision-making by universities, governments, students and their families.

Sincerely,

**Greg Naterer**

Chair

**Catherine Stewart**

Chief Executive Officer

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# THE COMMISSION

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## ABOUT THE MPHEC

Established in 1974, 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).

The Commission's mission is to assist institutions and governments in enhancing the post-secondary learning environment. Its key functions are: quality assurance, data and research, cooperative action, and provision of services to the provinces.

The Commission, made up of 20 members (representing universities, the public-at-large, including students, and the three Maritime provincial governments) and the CEO (ex-officio, non-voting), usually meets five times per year. At year-end, the Commission operated with 10 permanent and 5 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 committee 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](http://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, through consultations on various policies or guidelines).

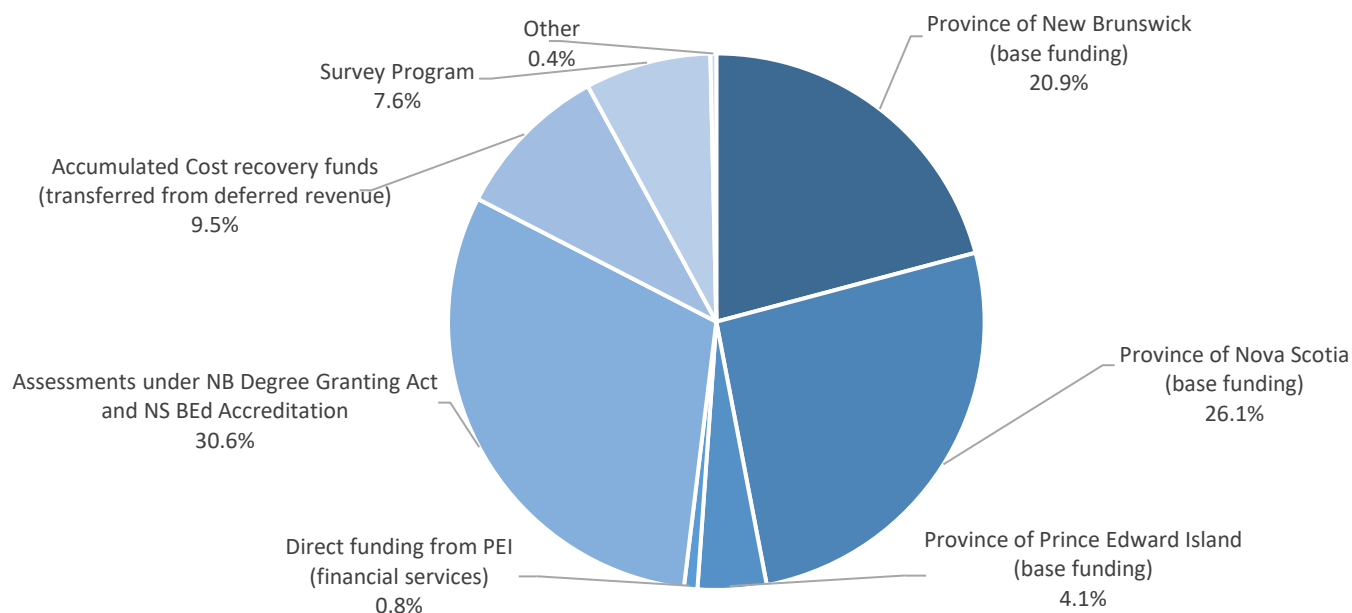
## MULTI-YEAR BUSINESS PLAN

The Commission's [2022-2023 to 2024-2025 Multi-Year Business Plan](#) has been extended by one year to include 2025-2026. It presents the Commission's improvement objectives and the activities it will undertake to meet these and outlines the objectives and activities to be undertaken by the Commission in order to deliver on its operational mandate. This Annual Report provides an overview of the Commission's progress in meeting its improvement and operational objectives and activities outlined in its MYBP.

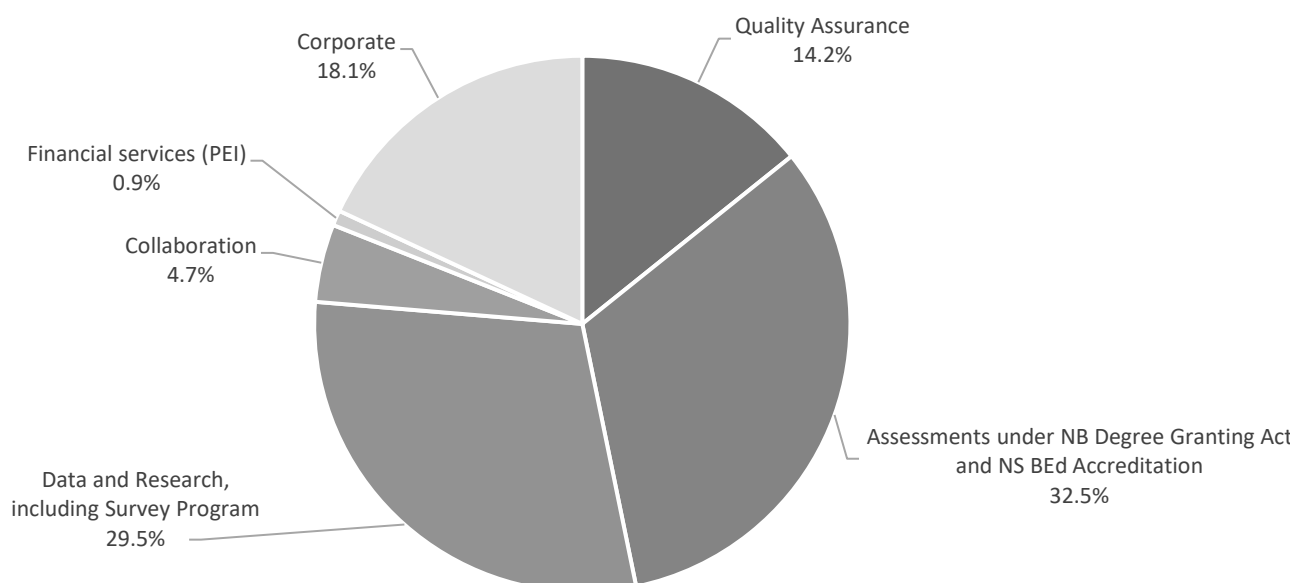
## FUNDING

In 2024-2025 the Commission's base funding was \$1.260 million. The administration budget resulted in a surplus of \$420,565. Expenditures totalled \$2.045 million and revenues totalled \$2.465 million. The surplus was due to an in-year surplus of \$195,014 and a transfer from deferred revenue of \$233,856 representing accumulated cost recovery revenue from previous years and a deficit of \$8,305 resulting from the amortization of the capital assets. The detailed MPHEC 2024-2025 financial statements can be found in [Appendix B](#).

### REVENUE BY FUNDING SOURCE (2024-2025)



### EXPENDITURES BY FUNCTION (2024-2025)





# QUALITY ASSURANCE

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*The Commission provides quality assurance (QA) services for all publicly-funded universities in New Brunswick, Nova Scotia and Prince Edward Island<sup>1</sup>.*

*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 and modified 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](#).

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<sup>1</sup> As a service to the provinces of New Brunswick and Nova Scotia, the MPHEC also carries out assessments of private institutions and their programs to ensure they meet agreed-upon standards of quality. See the section on Services to Provinces for details.

2024-2025 BY THE NUMBERS - PROGRAM ASSESSMENT

50

Program proposals considered

versus

55

in 2023-2024



11/15

universities submitted a proposal

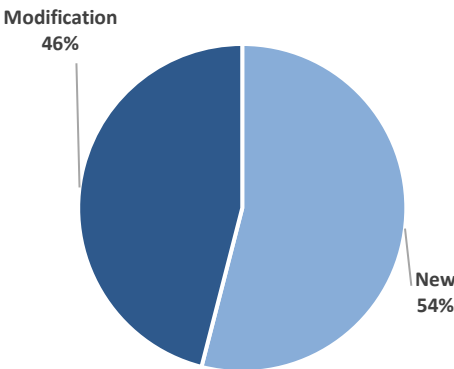
84%

SI Approved

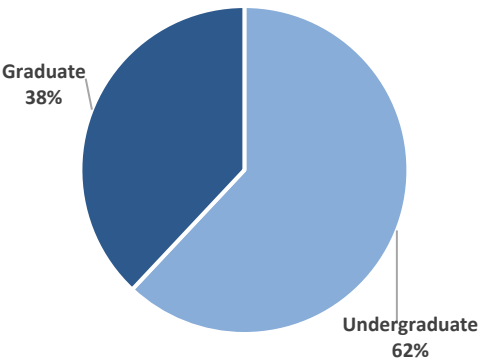
16%

SII Approved

Type of Proposal

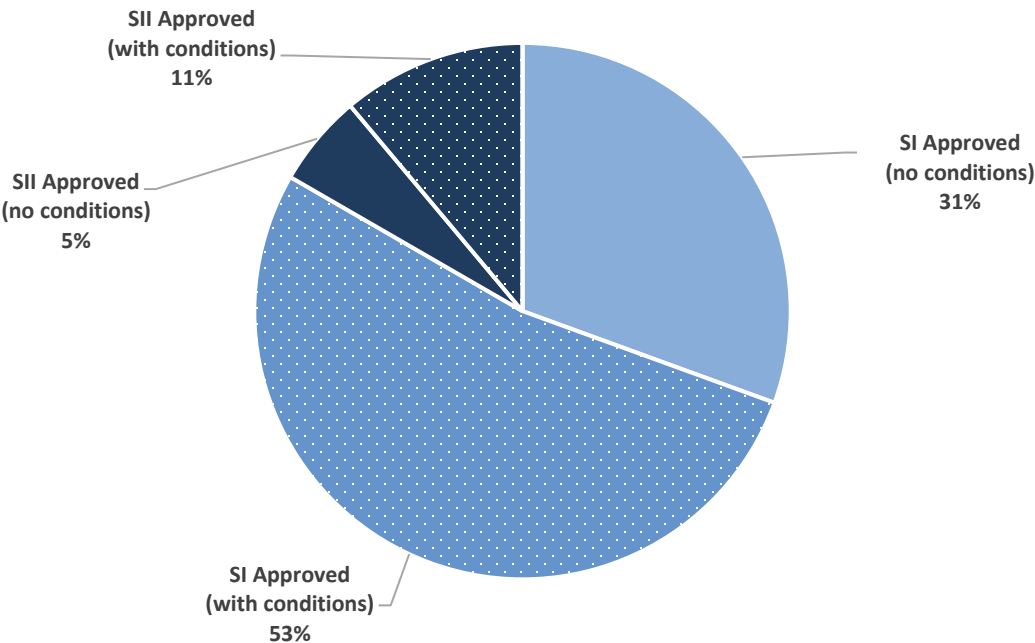


Proposal by Program Level



As of March 31, 2025  
36 program proposal files were closed  
14 were pending a decision

Of the 36 Program Proposal Files Closed

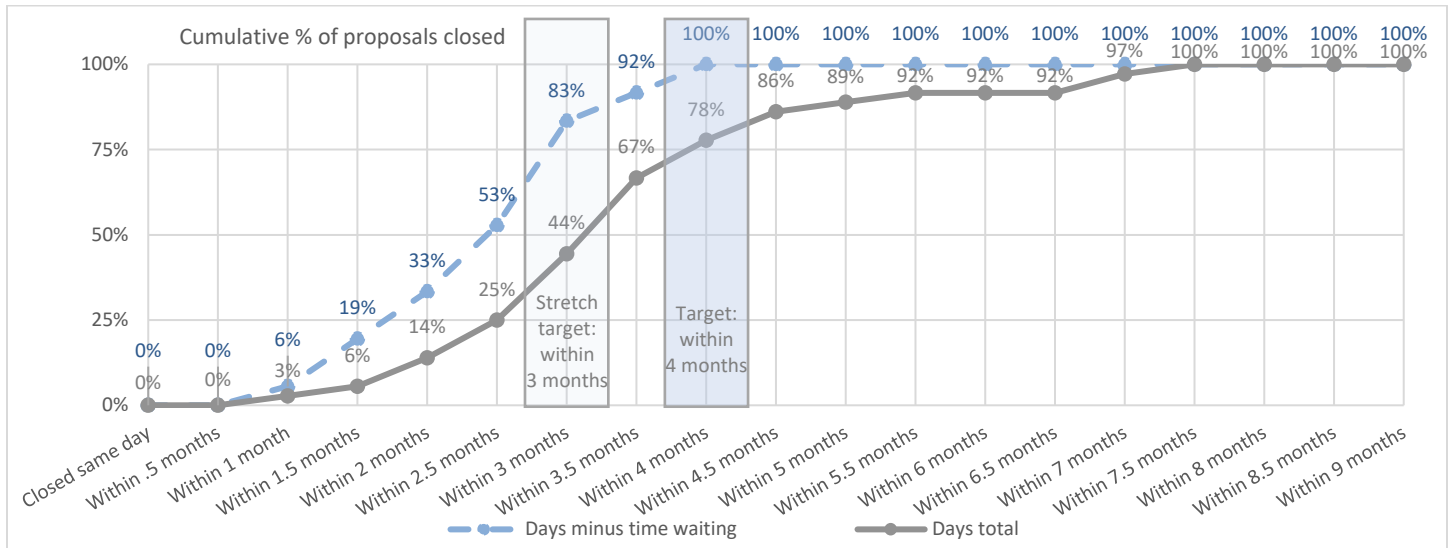


## Time to Decision

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

### In 2024-2025

Of the 36 proposals closed, 78% (28/36) were approved within 4 months of the MPHEC having received the proposal (at 2 months, 14% were approved; at 3 months, 44%); this includes all proposals assessed (i.e., whether approved through a Stage I or Stage II Assessment). If calculating time to decision based on total calendar days minus time waiting for institutions to respond to follow-up questions, all proposals (100%) were approved within 4 months (at 2 months, 33% were approved; at 3 months, 83%).



### In 2024-2025, the Commission:

- Further revised its Assessment Standards and Criteria for the program assessment process, as well as its Information Requirements for Proposals for New Degrees and Information Requirements for Proposals for New Diplomas and Certificates. Final versions of the documents will be released in 2025-2026.
- Further revised its definitions of new programs and of program modifications, as well as its Information Requirements for Proposals for Program Modifications. Final versions of the documents will be released in 2025-2026.
- Provided QA-related advice and support in response to approximately 170 requests.

## QUALITY ASSURANCE MONITORING

The Commission follows up with institutions after program implementation to confirm that conditions to approval are met, and that they are carrying out institution-led external reviews of their existing programs with a focus on students and learning.

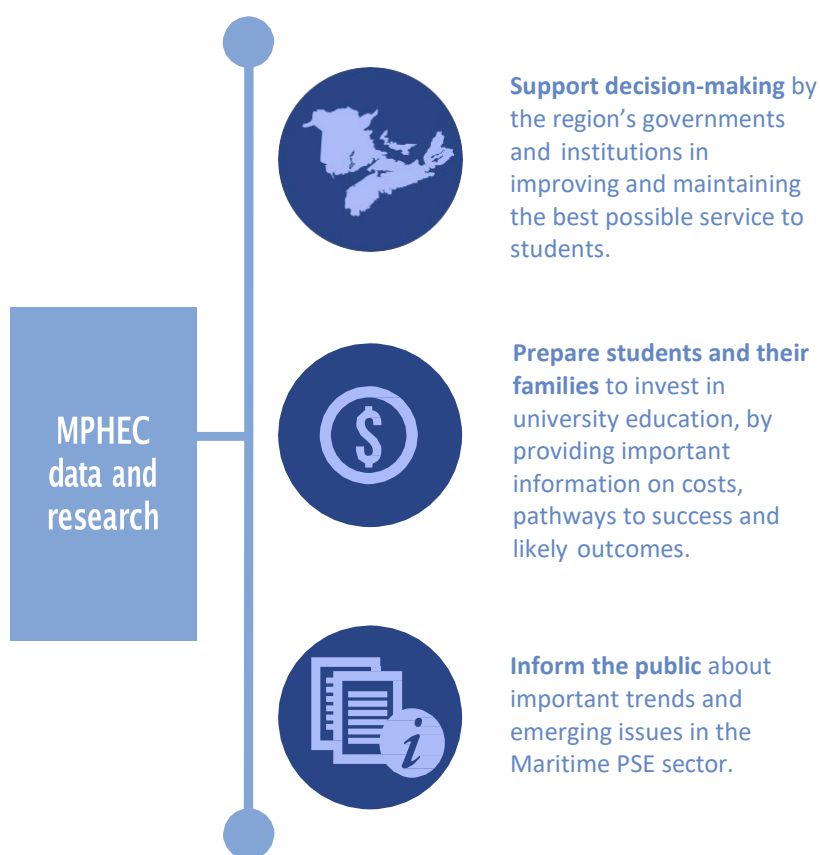
### In 2024-2025, the Commission:

- Reviewed 27 responses to conditional approvals: 13 were confirmed met and closed; 9 were met to date (with conditions remaining); 5 were still under review at year-end and 37 other programs have conditions that were not considered this year.
- Continued to carry out the second cycle of the Quality Assurance Monitoring process to confirm that Maritime universities' QA frameworks for ensuring the ongoing quality of their programs and services are appropriate.
  - The Panel Report for the Nova Scotia College of Art and Design, with the university's action plan appended, was posted to the MPHEC website September 2024.
  - With the submission of Université de Moncton's one-year follow-up report that demonstrated that it had adequately addressed the recommendations of the Review Panel, the Commission concluded its assessment of UMoncton's quality assurance policies and procedures.

- The University of New Brunswick's one-year follow-up report was considered; final approval is deferred until fall 2025 to allow time for University of New Brunswick to complete its identified follow-ups.
- Follow-up reports for the University of Prince Edward Island and Cape Breton University received and to be considered in 2025-2026.
- The virtual site visit to Dalhousie University took place December 2-4, 2024. The Panel Report, with Dal's action plan appended, to be posted in 2025-2026.
- The virtual site visit to St. Francis Xavier University took place March 19-20, 2025. The Panel Report, with action plan appended, to be posted in 2025-2026.

# DATA & RESEARCH

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*The Commission makes available value-added sources of information to governments, PSE institutions, 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 research 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, stores, and maintains data about post-secondary education in the region through the following data sources:

1. Post-secondary Student Information System (PSIS),
2. Graduate Outcomes (GO) Survey and
3. Special data collections.

### Post-secondary Student Information System (PSIS)

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 PSIS data from universities since 1980 and from colleges since 2017.

**In 2024-2025**, the Commission:

- Collected 2023-2024 university and college PSIS data.

### Graduate Outcomes (GO) Survey

The GO Survey is administered every two years and provides information on financing education, employment outcomes, graduate mobility, and further education. It focusses solely on Maritime university bachelor's degree graduates and follows a six-year cycle,

which includes two graduating cohorts (both surveyed two years after graduation, with one of those two cohorts also surveyed six years after graduation).

In 2024-2025, the Commission:

- Engaged Prairie Research Associates to carry out, on behalf of the MPHEC, the six-year-out survey of the Class of 2018 Maritime university graduates. The survey was conducted between September and December 2024, and the final survey sample was 2,243 with a response rate of 23.5%.

## Other Data Sources

From time to time, the Commission conducts special data collections to address emerging issues. It also uses third-party data (e.g., Statistics Canada) to add value to its existing data sources and avoid duplication of effort.

In 2024-2025, the Commission:

- Collected tuition, ancillary and residence fee data from universities.
- Funded 14 Maritime universities to participate in Canadian University Survey Consortium (CUSC) 2025 First-Year Student Survey as part of a Maritime Collaboration Group. The survey was conducted between January and April 2025.

## STATISTICAL AND RESEARCH PRODUCTS

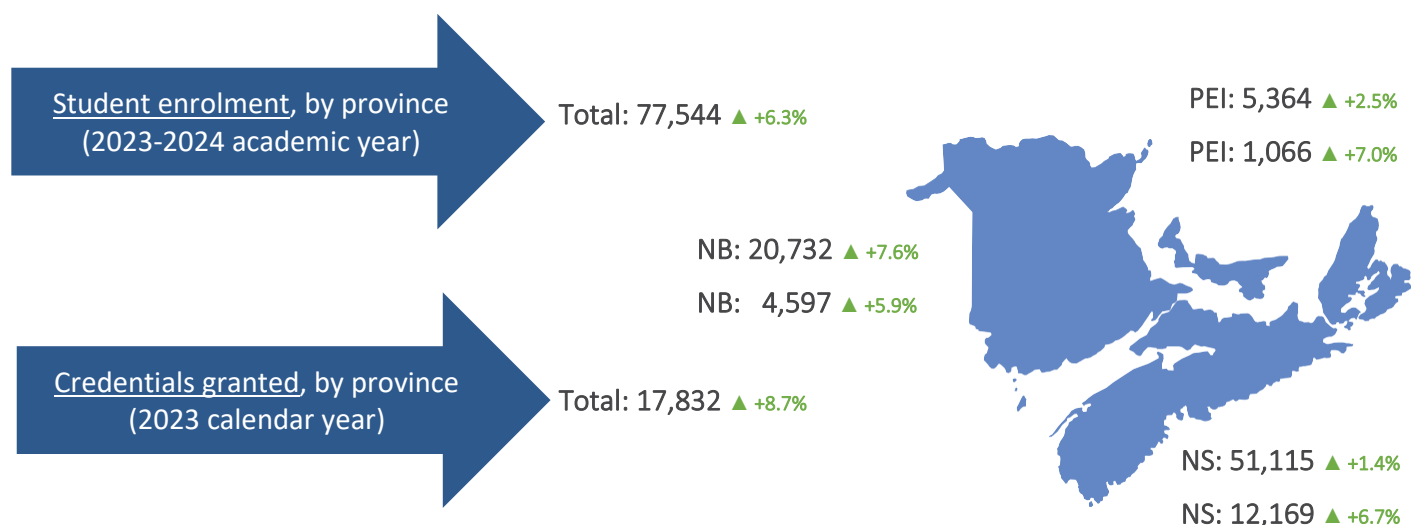
From these sources of data, the Commission makes available to governments, PSE institutions, students and the public-at-large value-added statistical and research products in support of evidence-based decision-making and to increase awareness of, and dialogue on, Maritime PSE issues and opportunities.

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

The Commission releases sets of standard statistical tables that provide information on key indicators and trends in the Maritime university system. The following tables are available on the Commission website:

- Enrolment and full-time equivalents
- Credentials granted
- Tuition, ancillary and residence fees for undergraduate, graduate and international students
- Full-year full-time equivalents and weighted full-time equivalents
- University participation rates



## Record Linkages

The Commission transforms data received from individual institutions into a system-level resource that links student records across Maritime institutions and over time. Currently, over 2.2 million student PSIS records representing more than 670,000 individuals from 1999-2000 to 2021-2022 are longitudinally linked across all Maritime public PSE institutions. The longitudinal PSIS database allows the Commission to better understand the characteristics of student pathways as they progress through their programs across the Maritime post-secondary system.

## Measures of Student Progress and Outcomes

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

- Student progression (persistence and graduation rates, time-to-degree, student course load, term-to-term persistence and stop-outs), and
- Measures of graduate outcomes (employment, financing education, pursuing further education, mobility).

## Custom Requests

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

In 2024-2025, the Commission:

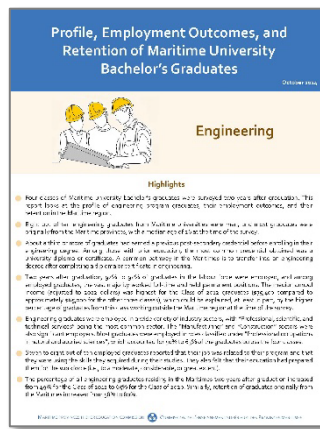
- Responded to over 43 individual custom data requests.

## Open Data

The Commission provides enrolment and credentials granted data sets in the open CSV format and through a user-friendly interactive tool. 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.

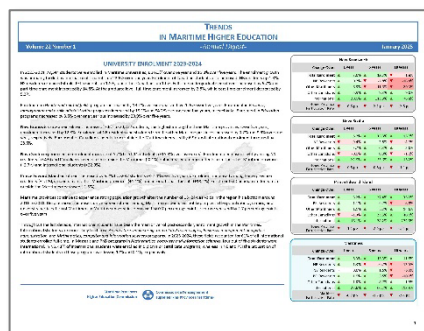
# HIGHLIGHTS OF REPORTS RELEASED IN 2024-2025

## Profile, Employment Outcomes, and Retention of Maritime University Bachelor's Graduates: Engineering (October 2024)



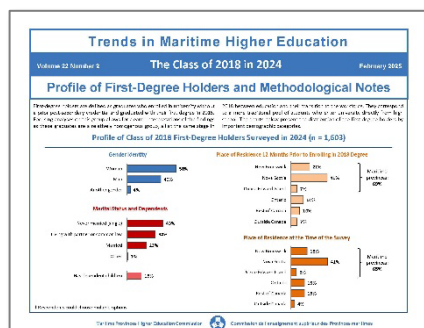
- Four classes of Maritime university bachelor's graduates were surveyed two years after graduation. This report focussed on graduates from engineering programs.
- Two years after graduation, 92% to 94% of graduates in the labour force were employed, and among employed graduates, the vast majority worked full-time and held permanent positions. The median annual income (adjusted to 2022 dollars) was highest for the Class of 2012 graduates (\$75,400 compared to approximately \$65,000 for the other three classes), which could be explained, at least in part, by the higher percentage of graduates from this class working outside the Maritime region at the time of the survey.
- The percentage of all engineering graduates residing in the Maritimes two years after graduation increased from 49% for the Class of 2012 to 65% for the Class of 2020.

## Trends in Maritime Higher Education: Annual Digest on University Enrolment 2023-2024 (January 2025)



- In 2023-2024, 77,544 students were enrolled in Maritime universities, up 6.3% over one year and 15.3% over five years.
- The enrolment growth was primarily fuelled by international students, up 23.6% over one year.
- Enrolment of Canadian students also increased over the previous year: NB residents up 1.3%, NS residents remained stable, PEI residents up 1.5%, and other Canadians up 1.0%
- Full-time undergraduate enrolment increased by 6.7% and part-time enrolment increased by 14.5%. At the graduate level, full-time enrolment increased by 2.5%, while part-time enrolment decreased by 5.3%.







## Trends in Maritime Higher Education: The Class of 2018 in 2024: Profile of First-Degree Holders and Methodological Notes (February 2025)



- First-degree holders (FDH) are defined as graduates who enrolled in university without a prior post-secondary credential and graduated with their first degree in 2018. The total sample of FDH was 1,603.
- 58% of FDH were women, and the median age at the time of the survey was 29 years old.
- Prior to enrolling in their 2018 degree, 69% of FDH were living in the Maritime provinces, 24% in the rest of Canada, and 7% outside Canada.
- 40% of FDH were first-generation university graduates, that is, graduates whose parents or guardians did not complete a university degree.
- 52% of the FDH completed a liberal arts and sciences program, while 48% completed an applied or professional program.



## Employment Profile of Maritime First-Degree Holders Two and Six Years after Graduation (March 2025)

Employment Profile of Maritime University First Degree Holders Two and Six Years after Graduation					
Province of Graduation	Year 2 Data		Year 6 Data		March 2016
	n=153	% (SE)	n=153	% (SE)	
 Western Province	% Employed	82% (30%)	87%	87%	75%
	6.4% not employed	13%	0%	13%	25%
	Advised not voluntarily education / management	1%	1%	1%	1%
	Employing / employer	151/43	5/8/20	150/50	2/17/20
	Self-employed / self-employed (inc.)	10/4	6/20	14/13	9/13
 Central Province	% Employed	75%	75%	NA	75%
	6.4% not employed	25%	25%	NA	25%
	Advised not voluntarily education / management	0%	0%	NA	NA
	Employing / employer	27/36	18/24	2/26/20	2/26/20
	Self-employed / self-employed (inc.)	1/3/6	2/24	1/2/20	1/2/20
 Southern Province	% Employed	75%	75%	NA	75%
	6.4% not employed	25%	25%	NA	25%
	Advised not voluntarily education / management	0%	0%	NA	NA
	Employing / employer	14/19	9/24	1/19	1/19
	Self-employed / self-employed (inc.)	1/3/6	2/24	1/2/20	1/2/20
 Northern Province	% Employed	75%	75%	NA	75%
	6.4% not employed	25%	25%	NA	25%
	Advised not voluntarily education / management	0%	0%	NA	NA
	Employing / employer	14/19	9/24	1/19	1/19
	Self-employed / self-employed (inc.)	1/3/6	2/24	1/2/20	1/2/20
 Eastern Province	% Employed	75%	75%	NA	75%
	6.4% not employed	25%	25%	NA	25%
	Advised not voluntarily education / management	0%	0%	NA	NA
	Employing / employer	14/19	9/24	1/19	1/19
	Self-employed / self-employed (inc.)	1/3/6	2/24	1/2/20	1/2/20
 North Western Province	% Employed	75%	75%	NA	75%
	6.4% not employed	25%	25%	NA	25%
	Advised not voluntarily education / management	0%	0%	NA	NA
	Employing / employer	14/19	9/24	1/19	1/19
	Self-employed / self-employed (inc.)	1/3/6	2/24	1/2/20	1/2/20

- Excluding those not looking for work, 94% of the Class of 2018 bachelor's graduates were employed in the fall of 2024, and 91% of employed graduates were working full-time.
- Seventy percent of employed graduates were employed in a job requiring a university education or were in a management position.
- Six years after graduation, Class of 2018 graduates were earning a median annual income of \$72,000, while those working full-time were earning \$75,000.

# COLLABORATION & OTHER SERVICES

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## 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 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 research (which make up the bulk of the Commission's work), the Commission is also responsible for:

1. Stimulating cooperative action; and,
2. Providing services to provinces by request.

## 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 working on common projects related to post-secondary education.

### Collaborative projects with partners

**In 2024-2025**, the Commission:

- Shared New Brunswick university enrolment and graduate data with the New Brunswick Institute for Research, Data and Training to conduct research to support New Brunswick government programs.

### Presentations

**In 2024-2025**, the Commission:

- Hosted a presentation by the Canadian Digital Learning Research Association (CDLRA) of the Maritime-specific findings from the 2023 (spring and fall) pan-Canadian digital learning surveys on April 29, 2024 (Maritime universities' participation in the surveys was sponsored by the MPHEC in 2023-2024).
- Presented on "Maritime Post-secondary Data and Trends" at the Maritime Student Congress in Antigonish, Nova Scotia on May 25, 2024.

- Presented on “What can CUSC survey data tell us about student persistence? A look at respondents to the 2022 CUSC Survey of First-Year Students” at the Canadian Institutional Research and Planning Association Conference on October 21, 2024.
- Presented on “Trends in Maritime College Enrolment and Credentials Granted” to the Atlantic Colleges Atlantique board on March 28, 2025.

### Committees, Working Groups, Associations and Collaborative Meetings

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

- Association for Institutional Research
- Canadian Institutional Research and Planning Association
- Council for Higher Education Accreditation
- Global Academic Integrity Network
- International Network for Quality Assurance Agencies in Higher Education
- National Advisory Committee on Post-Secondary Education Statistics
- Strategic Management Committee of the Canadian Education Statistics Council
- Pan-Canadian Working Group on Quality Assurance
- International Association of Privacy Professionals

In 2024-2025, the Commission:

- Hosted four (June, September and December 2024; March 2025) QA Community of Practice sessions with key contacts at 10 of the 15 Maritime universities.
- Established an AI Working Group. This is a university-led working group with 13 of the 15 public universities represented. The purpose of the AI Working Group is to learn, share and leverage best practices and approaches for using AI. The AI Working Group met for the first time in December 2024 and monthly thereafter.
- Held a one-day Forum on Data Collection and Research on April 3rd, 2024, in Moncton, NB. The annual Forum brings together university and college institutional researchers, registrars, provincial representatives, and Commission staff to discuss the Commission’s research and data collection activities. Twenty-nine participants from 10 universities and 3 colleges, and 6 MPHEC staff members attended the Forum.
- Hosted one meeting of the Canadian University Survey Consortium (CUSC) Maritime university collaboration group.
- Hosted two meetings with college registrars and institutional researchers to discuss the methodology to calculate standard enrolment and credentials granted statistics.

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

### 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 with an outstanding track record of effective collaboration. It has been providing connectivity among its members and to the wider world for 55 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 2024-2025, the NB/PEI ECN:

- Hosted a virtual ECN Technical Workshop in November that focussed on “Artificial Intelligence (AI) in the Institution, the good the bad the ugly”, with Gillian Gray from McMaster.
- Prepared a business case including a five-year funding model to address the additional costs for cybersecurity that was presented by the Board to the NB and PEI government.
- Continued to monitor logs after hours for ECN members through QRadar Security Information and Event Management (SIEM) platform with Stratejm.
- Continued to participate in a pilot led by the Canadian Shared Security Operations Centre (CanSSOC). Specifically, University of New Brunswick, University of Prince Edward Island and New Brunswick Community College are taking part in this pilot.
- Held initial discussions around the development of a formal Atlantic Region cooperative to share network resources and other shared services.

- Replaced twelve routers without interruption. A secondary data center in Moncton activated a second 100Gbps optical system, relocated half of the network gear to a new site and migrated half of the ECN fabric backbones to the second system and introduced several additional 10Gbps backbones on the new system to enhance resiliency.
- Established a second BGP peer between CCNET and ECN to further improve resiliency.
- Relocated the CANARIE connection from University of Prince Edward Island firewall to the PEI RAN and reconnected Holland College to the CANARIE Network resulting in reduced costs for ECN and eliminating single points of failure.
- Extended the switch fabric to St. Andrews, simplifying the network and increasing the flexibility to support Layer 2 and Layer 3 connectivity at remote sites.

## 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 to Prince Edward Island

The Commission provides financial services to Prince Edward Island on a cost-recovery basis. This includes:

- Administering the PSE budget throughout the year, including the Province's committed funds;
- Providing audited financial statements for the Province's university education funding.

### 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 2024-2025, under the [New Brunswick Degree Granting Act](#), the Commission:

- Completed 15 assessments:
  - 3 institutional (1 with a site visit, 2 desk reviews)
  - 5 new programs (all with site visits)
  - 6 conditional designations (2 with site visits, 4 desk reviews)
  - 1 modification (desk review)
- Carried out 11 additional assessments still underway at year-end:
  - 3 institutional (2 with site visits, 1 desk review)
  - 5 new programs (all with site visits)
  - 3 conditional designations (1 with site visit, 2 desk reviews)

In 2024-2025, under the [Nova Scotia Degree Authorization Act](#):

There were no assessments requested.

### Initial Accreditation of Nova Scotia Bachelor of Education Programs

The Province of Nova Scotia engaged the Commission to carry out the accreditation of Bachelor of Education (BEd) programs offered in Nova Scotia institutions, as a full-cost recovery service.

In 2024-2025, the Commission:

- Established four Accreditation Panels.
- Carried out a site visit to Mount Saint Vincent University October 28-30, 2024.
- Began preparations for the site visits to the remaining 4 institutions, scheduled for 2025-2026.

# APPENDIX A – MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

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## COMMISSION MEMBERS

### *Institutional representatives:*

Elizabeth Dawes, New Brunswick

Petra Hauf, New Brunswick

Amanda Cockshutt, Nova Scotia

Lori Francis, Nova Scotia

Ashlee Cunsolo, Nova Scotia

Greg Naterer, Prince Edward Island (Chair)

### *Senior public officials or executive heads:*

Lamia Kawtharani-Chami, New Brunswick

France Haché, New Brunswick

Cheryl To, Nova Scotia

Lindsay Wadden, Nova Scotia

Vacant, Nova Scotia

Nicole Bellefleur, Prince Edward Island

Patricia Shields, Prince Edward Island

### *Public-at-large:*

Brian E. H. Baxter, New Brunswick

Jérémy Guy Belliveau, Student Representative, New Brunswick

Jeff Conrad, Nova Scotia

Martin Zelenietz, Nova Scotia

Vacant, Nova Scotia

Vacant, Prince Edward Island

### *Ex-officio, non-voting:*

Catherine Stewart, MPHEC CEO

## STANDING COMMITTEES

### MPHEC GOVERNANCE AND EXECUTIVE COMMITTEE

Greg Naterer, MPHEC Chair

Catherine Stewart, MPHEC CEO

Elizabeth Dawes, MPHEC Vice-Chair

Vacant, Quality Assurance Committee representative

Cheryl To, provincial government representative

### AAU-MPHEC QUALITY ASSURANCE COMMITTEE

#### *Appointed by the AAU:*

Richard Isnor, Mount Allison University

Leslie Phillmore, Dalhousie University

Madine VanderPlaat, Saint Mary's University

#### *Appointed by the MPHEC:*

Kathy Gottschall-Pass, University of Prince Edward Island

Matthieu LeBlanc, Université de Moncton (Chair)

Vacant, university or non-university representative

#### *Student representatives jointly appointed by the AAU and the MPHEC:*

Sophia Carpenter, Acadia University

Emily Csontos-Frost, University of New Brunswick

## MPHEC FINANCE COMMITTEE

France Haché, New Brunswick

Petra Hauf, New Brunswick

Cheryl To, Nova Scotia

Marty Zelenietz, Nova Scotia

Nicole Bellefleur, Prince Edward Island

Greg Naterer, Prince Edward Island (Chair)

Catherine Stewart, MPHEC CEO

## APPENDIX A – MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

### NB/PEI EDUCATIONAL COMPUTER NETWORK BOARD OF DIRECTORS

Mary Butler, New Brunswick  
Community College

Nauman Farooqi, St. Thomas University

Michel Leblanc, Maritime College of  
Forest Technology

Wendy Rogers, University of Prince  
Edward Island

Alexander MacDonald, Holland College  
(Chair)

Ian Sutherland, Mount Allison  
University

Paul Mazerolle, University of New  
Brunswick

Denis Prud'homme, Université de  
Moncton

Catherine Stewart, MPHEC

Pierre Zundel, Collège communautaire  
du Nouveau-Brunswick

### NB/PEI EDUCATIONAL COMPUTER NETWORK COMMITTEE

Rachael Anderson, MPHEC

Kristi Barrieau, St. Thomas University

Simon Collier, New Brunswick  
Community College

Jacob Gallant, Holland College

John Gillis, Mount Allison University

Mark Humphries, University of New  
Brunswick

André Lee, Université de Moncton

Tony Roy, Collège communautaire du  
Nouveau-Brunswick

Dana Sanderson, University of Prince  
Edward Island

Ying Zhang, University of New  
Brunswick

Chris Finnamore, Maritime College of  
Forest Technology

### MPHEC STAFF

Rachael Anderson, Corporate Service  
Officer

Stanislav Bashalkhanov, Policy and  
Research Analyst

Isabelle Cormier, Policy and Research  
Analyst

Amin Erfanmanesh, Policy and  
Research Analyst

Benoit Gallant, Business and Data  
Analyst

Regan Luck, Administrative Assistant

Shannon McKenna-Farrell, Director,  
Quality Assurance

Lisa O'Connell, Director, Research and  
Data Analysis

Vicky Simpson, Policy and Research  
Analyst

Kathrine Stanley, Administrative  
Assistant

Catherine Stewart, Chief Executive  
Officer

Scott Stonehouse, Information Systems  
Architect

Courtney Sutton, Policy and Research  
Analyst

Andy Thompson, Policy and Research  
Analyst

Gillian Tillard, Policy and Research  
Analyst

## APPENDIX B – AUDITED FINANCIAL STATEMENTS

Available online only