



MPHEC ANNUAL REPORT

YEAR IN REVIEW: 2016-2017



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

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ISBN (Book) – 978-1-988264-04-2

ISBN (Digital) – 978-1-988264-05-9

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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 INTERIM CHIEF EXECUTIVE OFFICER

We are pleased to present the Maritime Provinces Higher Education Commission (MPHEC) 2016 - 2017 Annual Report. This report highlights the key activities of the MPHEC over what has been a busy and productive year.

Quality assurance is a corner stone of the MPHEC's functions. In 2016 - 2017, a total of 40 program proposals were submitted for approval and an assessment was completed for 36 of the 40 (24 Stage I and 12 Stage II). We also conducted a Survey of University Quality Assurance Frameworks, the results of which will help to strengthen the Commission's work in quality assurance. This year saw the Commission merge the activities of the AAU-MPHEC Academic Advisory Committee and AAU-MPHEC Quality Assurance Monitoring Committee into a single committee – the AAU-MPHEC Quality Assurance Committee – that oversees the Commission's activities in quality assurance. In addition to being cost-effective, this merger will further strengthen the Commission's capacity in quality assurance, given the range of activities that fall within this mandate and the interplay between them. We are grateful for the highly skilled and professional committee members who have served on these two committees over the years. In particular, we wish to acknowledge the commitment and expertise of former Commission members, Colette Landry Martin and Peter Butler, who both served several terms of one or both of these committees.



New developments on the data and information front included working with our colleagues within the Maritime colleges to develop a proposal to build a one-stop-shop for common standardized higher education statistics that would include both university and college student administrative data. The proposal, which promises the capacity to develop new value-added research products in the region, was submitted to CAMET in December 2016. We also completed the data collection for the Class of 2014 two-year out survey in early December 2016. The target sample size of 2500 was exceeded by approximately 200 extra surveys. Analysis of the data is now underway, and the first of many research product using this analysis is expected in June 2017.

The Commission continued to work collaboratively with its many stakeholders. We could not do what we do without the knowledge, commitment, and support of our stakeholders as well as our staff and board members. We take this opportunity to thank them all!

We would also like to extend a special thank you to Sylvie Levesque-Finn who agreed to step down as a Commission board member to take on the role of interim CEO on a part-time basis. Her strong support and commitment to our employees and the Commission board have been much appreciated.

In closing, we congratulate our Student Photo Contest winners, Sydney MacLennan (Dalhousie University), Adrian Kiva (Mount Allison University), and Yinghao Zheng (Cape Breton University). We were delighted by the engagement and creativity evidenced in their photos, which are featured in this report. We regularly add this and other content to our web site, so please bookmark us to stay up-to-date with our activities: www.mphec.ca.



Jean-François Richard

Chair

Associate Vice-President, Academic and Faculty Affairs

Université de Moncton, New Brunswick



Catherine Stewart

Interim Chief Executive Officer

MPHEC 2016-2017 STUDENT PHOTO CONTEST WINNERS

FIRST PLACE

“INSPIRATION”

Sydney MacLennan, Dalhousie University

“This photo very accurately represents my pathway to learning. I feel most inspired when I am surrounded by quality literature.”



RUNNERS UP



“DOWN BY THE BAY”

Adrian Kiva, Mount Allison University



“ENGAGING WITH THE WORLD”

Yinghao Zheng, Cape Breton University

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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 contractual employees. A list of Commission members and staff can be found in [Appendix A](#).

RESOURCES

In 2016 - 2017, the Commission's base funding was maintained at the previous year's level of \$1.14 million. Total revenue was \$1.76 million while expenditures totalled \$1.69 million. The \$151,035 surplus is due to a mid-year decrease in pension solvency payments of \$96,000 and vacant positions for a portion of the year. The detailed MPHEC 2016 - 2017 financial statements can be found in [Appendix B](#).

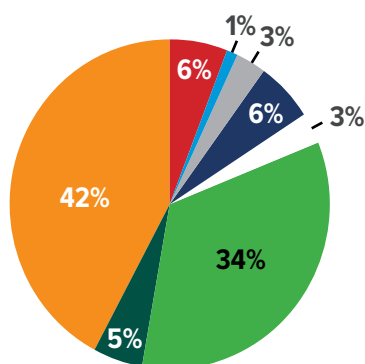
OPERATIONAL FRAMEWORK

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.

In 2016 - 2017, the Commission merged the activities of the AAU-MPHEC Academic Advisory Committee and the AAU-MPHEC Quality Assurance Monitoring Committee into a single committee to oversee all of the Commission's work in quality assurance. This restructuring strengthens the links between these components of the Commission's work while maximizing resources.

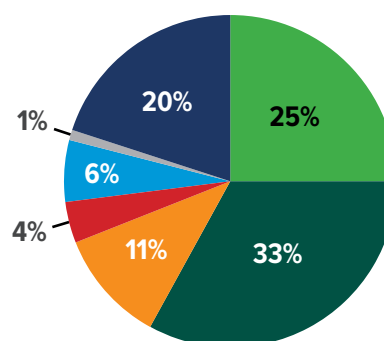
Additional stakeholder input is obtained through workshops/forums, stakeholder meetings, as well as seeking formal comments in various formats (e.g., through the Commission's program distribution process).

REVENUE BY FUNDING SOURCE (2016 - 2017)



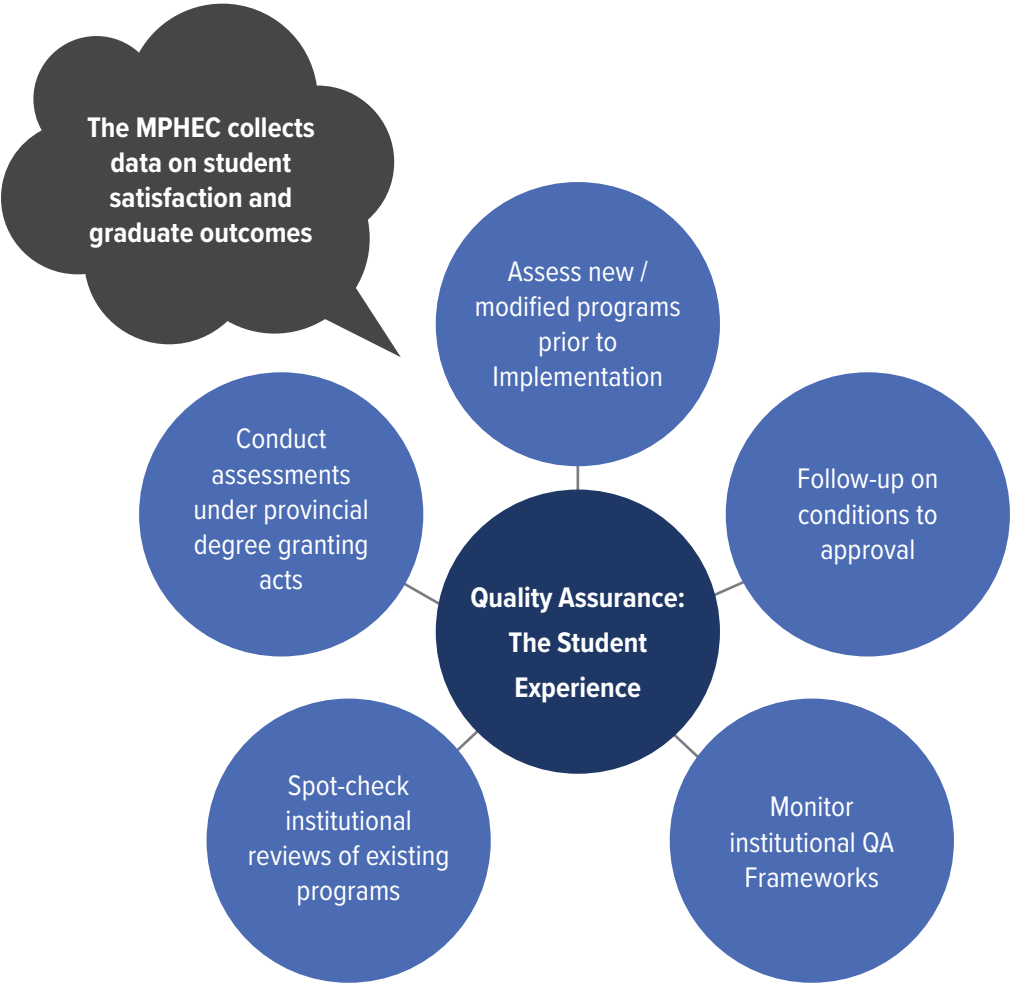
- Province of New Brunswick (base funding) - 34%
- Direct funding from PNB (financial services) - 5%
- Province of Nova Scotia (base funding) - 42%
- Province of PEI (base funding) - 6%
- Direct funding from PPEI (financial services) - 1%
- Assessments under Degree Granting Act - 3%
- Go Survey Program - 6%
- Other - 3%

EXPENDITURES BY FUNCTION (2016 - 2017)



- Quality assurance - 25%
- Data and research, including graduate outcome survey - 33%
- Collaboration - 11%
- Assessments under Degree Granting Act - 4%
- Financial services (NB) - 6%
- Financial services (PEI) - 1%
- Corporate - 20%

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.

ACADEMIC PROGRAM ASSESSMENT PRIOR TO IMPLEMENTATION

One of the MPHEC’s highest priorities is assessing academic programs prior to implementation. As part of our mission to enhance quality university education in the Maritimes, the Commission coordinates and leverages extensive internal and external expertise to assess proposals for new, modified, and terminated programs. We ensure that institutional offerings meet established regional standards.

92%

(22 out of 24)
of Stage I approvals
were completed within
8-10 weeks.

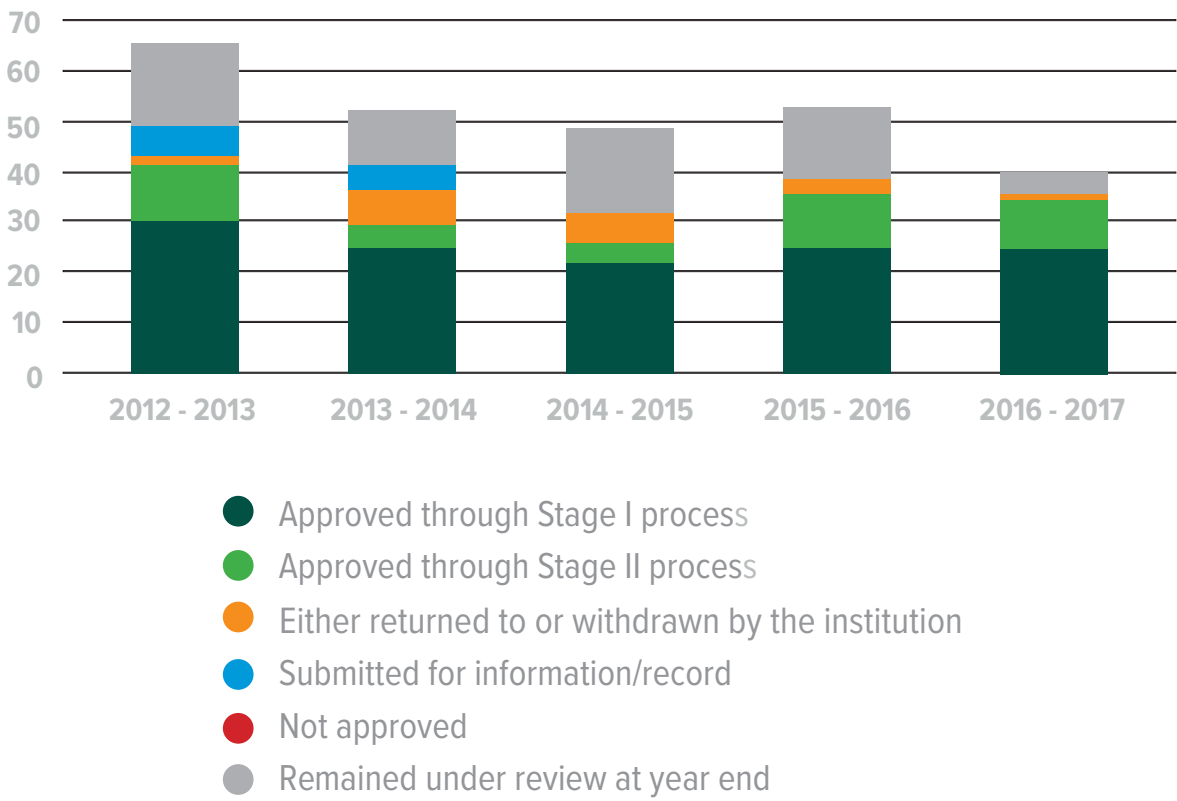
The program assessment process is divided into two stages:

1. A Stage I (expedited) Assessment is a staff-led analysis based on established assessment standards.
2. A Stage II Assessment is an iterative process with institutions and the Commission’s [AAU-MPHEC Quality Assurance Committee](#) (formerly, the AAU-MPHEC Academic Advisory Committee). The Committee works collaboratively with institutions to address proposals that do not readily meet the established criteria.

In 2016-2017, 11 of the 15 institutions within our mandate submitted a program proposal. In total, **40 program proposals were submitted.**

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

PROGRAM PROPOSALS REVIEWED BY THE MPHEC (2012 - 2013 TO 2016 - 2017)



In the Maritimes, students are only eligible for student financial assistance when enrolled in an MPHEC approved program.
Over 99% of active degree programs in Maritime universities have Commission approval.
The MPHEC completed 36 Assessments in 2016 - 2017 (Stage I: 24 / Stage II: 12).
Nine (of 12) completed Stage II Assessments led to either modifications (8) or withdrawals (1) as a result of the process.

FOLLOW-UPS ON CONDITIONS TO APPROVAL

The Commission monitors compliance to ensure conditions to approvals are being met. In 2016 - 2017, the Commission approved five proposals with conditions (two through a Stage I Assessment; three through a Stage II Assessment), and closed the loop on 13 outstanding conditional approvals as a result of information submitted by the institutions.

ONGOING QUALITY ASSURANCE

Universities are responsible for ensuring the ongoing quality of the programs and services they provide to students. This is largely accomplished through cyclical internal and external reviews that each university manages independently. The Commission’s primary role is to confirm that such reviews are indeed taking place and to validate the extent to which institutional QA frameworks meet agreed-upon regional standards. In 2016 - 2017, the Commission, through the AAU-MPHEC Quality Assurance Monitoring Committee, completed the validation process with the final institution (involved in the first cycle of this monitoring process).

QUALITY ASSURANCE

SURVEY OF UNIVERSITY QUALITY ASSURANCE FRAMEWORKS

In 2016 - 2017 a survey of university QA frameworks was launched to:

- Collect information on alignment of university policies and practices with the Guidelines for Maritime Universities' Quality Assurance Frameworks (released in January 2016);
- Request details on institutional review activity of academic programs/units; and
- Explore activities/policies in place at universities related to student learning outcomes, quality of teaching, and other units and services.

The Commission is exploring the results of this Survey and will continue this working the upcoming year. The survey will be used to determine how best the Commission can assist institutions in addressing challenges they have identified and/or further enhancing their QA Frameworks (individually and collectively).

ASSESSMENTS CONDUCTED UNDER THE PROVINCIAL DEGREE GRANTING ACTS (IN NB & NS)

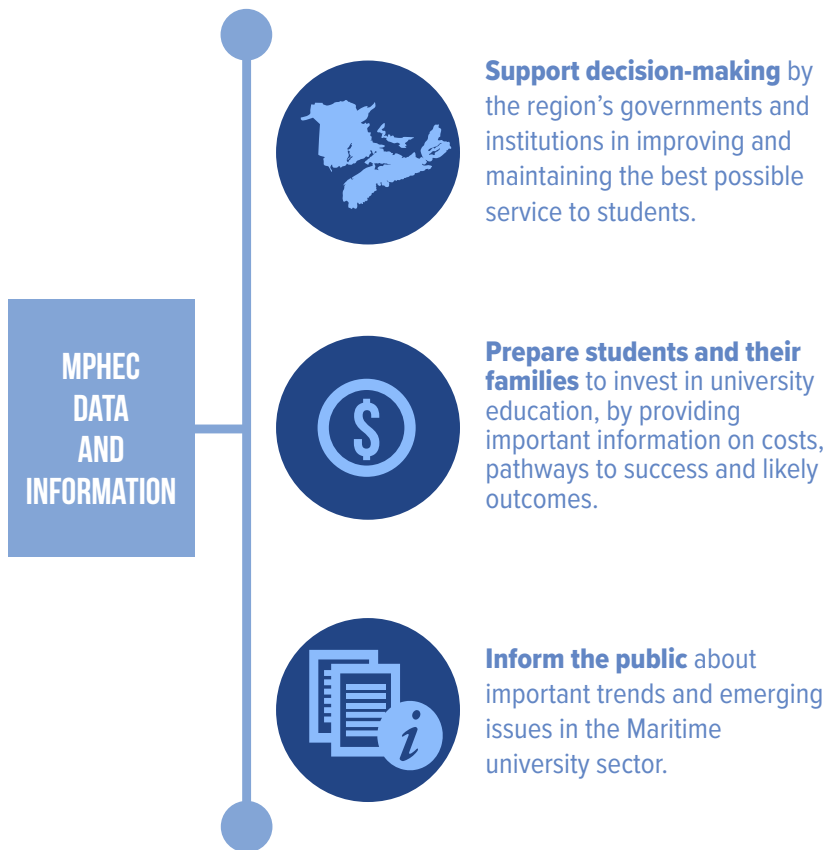
The Commission, at the Ministers' request, conducts a variety of assessments under the New Brunswick Degree Granting Act (DGA) and Nova Scotia DGA (both on a cost-recovery basis). At year end, the following assessments were underway under the New Brunswick DGA:

- Master of Business Administration and Executive Master of Business Administration programs – University of Fredericton (follow-up assessment): This assessment is being carried out in accordance with the conditions to designation set in September 2014; the assessment was near-complete at year-end.
- Master of Arts in Counselling Psychology – Yorkville University (follow-up assessment): This assessment is being carried out in accordance with the conditions to designation set in April 2014; the assessment was near-complete at year-end.
- Doctor of Psychology (Counselling) – Yorkville University (new program, prior to implementation): Assessment of this proposal was in the planning stages at year-end.

No assessments were requested under the Nova Scotia DGA in 2016 - 2017.



DATA & INFORMATION



The Commission collects data and develops statistical and research products that are nationally recognized as credible sources of information on PSE. A key focus of this work is identifying the characteristics of educational streams/pathways and other factors that impact student progression, credential completion and graduate outcomes.

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.

COLLECTION OF STUDENT DATA

Annually, through the Post-Secondary Student Information System (PSIS), the MPHEC annually collects 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, the universities and others invested in PSE. During the 2015 - 2016 academic year, Maritime universities reported 199 different data elements for 66,850 students (either enrolled and/or graduated).

REVIEW OF MPHEC PSIS

A full review of PSIS in the Maritimes, launched at the end of 2014 - 2015, concluded in 2016 - 2017. The analysis of the PSIS data stored in the MPHEC data warehouse and consultation with university data providers showed that MPHEC PSIS is well established and no major modification to the current structure is needed. The review also confirmed the feasibility of adding the collection and analysis of PSIS data from Maritime colleges to the MPHEC's mandate.

GRADUATE OUTCOMES (GO) SURVEY PROGRAM

The Graduate Outcomes (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).

Made possible through the collaboration and in-kind contribution of participating universities and provincial government funding.

In December 2016, the data collection (online/telephone) for the survey of Class of 2014 Maritime university bachelors graduates was carried out. The total sample of 2,730 respondents represents 24.5% of the total Class of 2014 bachelor's graduate population of 11,125 in the 15 Maritime universities. Work is underway to analyze the results.

DATA & INFORMATION

DATA LINKAGES

The Commission has been transforming annual PSIS submissions from individual universities into a system-level data resource that links student records between Maritime institutions and over time. Currently, all student records (~1.5M) in MPHEC PSIS have been linked longitudinally from 1999 - 2000 to 2015 - 2016, tracking approximately 425,000 individual students.

Maritime university graduates provide consent to link their survey responses with their administrative data in PSIS as part of the Commission's graduate surveys. To date, this has been done with the Classes of 2007, 2012 and 2014. The resulting integrated data resource allows in-depth analysis of the relationships between students' educational pathways and outcomes.

All institutions report provincial student identifiers for new Maritime students entering directly from high school in their province. In the future, this data element will support linkages between K-12 and university data sets to inform students' transitions to higher education.

Two projects involving Maritime PSIS data are being carried out by Statistics Canada with funding from Employment and Social Development Canada (with support from MPHEC): (1) student pathways and (2) graduate outcomes. Reports are expected in 2017 - 2018. These projects demonstrate the capacity to create standardized, pan-Canadian comparators based on PSIS data.

The Commission has been providing (since the 2007 - 2008 academic year) longitudinal data to the Social Research and Development Corporation (SRDC) under a data sharing agreement with SRDC and the Province of NB to support the Future to Discover project. The data provides key information on transition of high school students to postsecondary education and the effectiveness of various interventions to improve PSE participation, persistence, and graduation among low-income students. The project concluded in 2016.

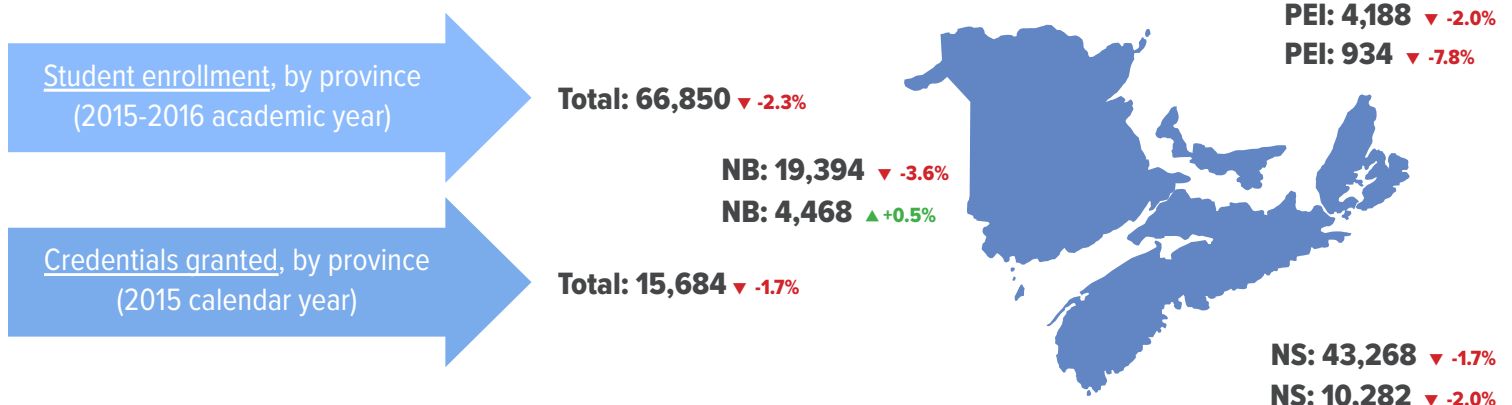
BASIC STATISTICS (UPDATED ANNUALLY)

Each fall, the MPHEC 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 MPHEC website:

- [Enrollment 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](#)

In February 2017, the Commission released the [Annual Digest on University Enrolment](#) (2015 - 2016) highlighting the Maritime and provincial level statistics and key trends over one-, five- and ten-year intervals.

In the 2015 - 2016 academic year, 66,850 students were enrolled in Maritime universities, down 2.3% from the previous year. Across the Maritimes, demographic changes and participation rate shifts have impacted recent trends in local enrolment. Over the previous year, the population of 18-24 year olds in the region shrank 2.2%. The university participation rate of Maritime residents, which currently stands at 21.8%, decreased 0.1 percentage points over the previous year.



DATA IN SUPPORT OF FUNDING FORMULAS (FOR NB & NS)

As a service to the Provinces, the MPHEC 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 and Intra-Maritime Program Funding Arrangements” below).

MEASURES OF STUDENT PROGRESS AND OUTCOMES

As a core component of our research agenda, the Commission has developed measures of student progress and outcomes based on student administrative data (PSIS) as well as the GO Survey data. The project extracts further value from existing data resources by building robust measures on:

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

In 2016-2017, we released several research products related to time-to degree: [an infographic](#), [a methodological document and statistical tables](#) presenting data describing the impact of switching university and field of study on time-to degree. We also released the data in a new [interactive dashboard](#) format that allows user to explore the data by selecting and filtering different variables.

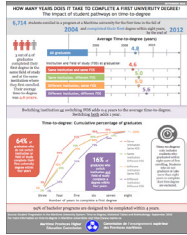
CUSTOM REQUESTS

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

OPEN DATA

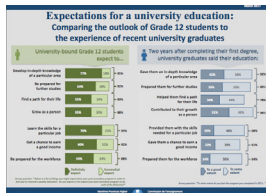
The MPHEC provides enrolment and credentials granted data sets in the open CSV format. The open data are accompanied by an explicit license ensuring that these data sets are truly accessible to further facilitate analysis and debate on issues of importance among the Commission’s stakeholders.

HIGHLIGHTS OF DATA RELEASED IN 2016-2017



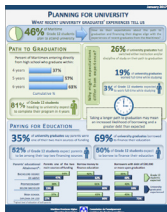
How many years does it take to complete a first university degree? The impact of student pathways on time-to-degree

- The Commission looked at the records of more than 6,700 students who enrolled in a Maritime university in 2004, right after high school, and graduated by 2012. Three out of four of these graduates completed their first degree at the same university and in the same field of study in which they first enrolled. These graduates took, on average, 4.6 years to complete their first degree (which are typically 4-year programs).



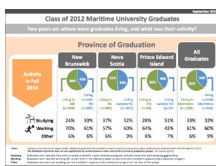
Expectations for a university education: Comparing the outlook of Grade 12 students to the experience of recent university graduates

- Nine-in-ten grade 12 students said they expect their planned university education to develop their knowledge, prepare them for further studies, help them find a path for their life and grow as a person. The same proportion of university graduates said their education had delivered on these aspects at least to some extent.
- Approximately 67% of university graduates think that their degree developed job skills and prepared them for the workforce at least to some extent. Among university-bound grade 12 students, even higher numbers (88% or more) said they expected their future degree to provide these advantages.



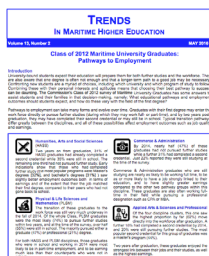
Planning for university: What recent graduates' experiences tell us

- 37% of an entering university bachelor's cohort complete a degree in four years. By comparison, 81 % of Grade 12s expect to complete their first degree in four years.
- The proportion of Class of 2012 university graduates who said they borrowed to finance their education (69%) was greater than the percentage of Grade 12 students who said they expected to borrow (50%).



Class of 2012 Maritime University Graduates Two years on: where were graduates living, and what was their activity?

- Whether they are still in the region or not, similar proportions of graduates are currently studying (33% of those who live in the Maritimes, and 32% of those who live outside the region). That is, those graduates who end up leaving the Maritimes are not moving solely for employment.



Class of 2012 Maritime University Graduates: Pathways to Employment

- Graduates' discipline of study is strongly linked to employment outcomes.
- Judging the employment outcomes two years after graduation may be premature as so many are in the midst of the transition to the workforce.
- Compared to graduates of applied and professional programs, those who graduated with arts and sciences degrees are more likely to pursue further studies and perhaps be working in jobs that may or may not be related to their studies but which provide necessary financial support for the further study.

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.

FORUM ON DATA COLLECTION AND RESEARCH

The MPHEC Forum on Data Collection and Research was held on March 29, 2017 in Truro, Nova Scotia. The annual Forum brings together institutional researchers, registrars, provincial representatives, and MPHEC staff to discuss the Commission's research and data collection activities. A total of 28 participants attended the Forum representing nine universities, four colleges and the three provincial governments.

NATIONAL AND INTERNATIONAL FORA

In 2016-2017, the Commission made the following presentations:

- CAUBO Annual Conference; June 12-14, 2016; Québec, QC; "What is hiding in plain sight?"
- Learning and Labour Market Information Symposium; May 16, 2016, Ottawa, ON; "Maritime PSE Data Resources: Current and Future Capability" - joint presentation with Statistics Canada's Assistant Chief Statistician.
- Atlantic Student Tracking System Committee (CAMET); May 26, 2016, Halifax, NS; "Maritime PSE Data Resources: Current and Future Capability."

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 (SMC)

COLLABORATION & OTHER SERVICES

NB/PEI EDUCATIONAL COMPUTER NETWORK AGREEMENT

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 45 years. Benefits include joint purchasing and licensing, shared support services, the delivery of network-based services, and information exchange.

2016-2017 highlights include:

- The New Brunswick Community College and the Collège communautaire du Nouveau-Brunswick became full members of the NB/PEI ECN. Having worked closely together for several years with great success, it was the next logical step in the collaborative effort. This will allow the consortium to further reduce costs for all members while pursuing new opportunities to collaborate and become more efficient operationally.
- Mount Allison University (MTA), St. Thomas University (STU) and the Maritime College of Forest Technology (MCFT) have all migrated much of their IT infrastructure to the University of New Brunswick's state-of-the-art Data Centre. The MPHEC is also successfully running its back-ups through the facility with plans to move their remaining servers in the coming year. MTA and STU will experience combined annual savings of at least \$120,000 on staffing and facility costs because of this move. Both MCFT and the MPHEC will also see significant savings as their IT infrastructure is relocated to the Data Center.
- Late summer/early fall 2016 saw a major Communication Plan unfold for the ECN. Press releases and briefing notes targeted executives, boards, local governments and the public, highlighting the successes and economic benefits of the ECN. A video was produced by UNB on the ECN and a revamp of the ECN website began.
- At the fall 2016 Technical Workshop, technical staff reviewed the current IT security environment, resulting in a number of objectives being identified, including: protection of institutional data and services, security awareness, resource efficiencies and reducing risk to institutions. This workshop also resulted in five security initiatives: next generation firewall, end point device protection, hosted external DNS, automated third party patching and admin level credential management. These collaborative initiatives will be implemented in the coming year.

INTERPROVINCIAL AGREEMENTS AND INTRA-MARITIME PROGRAM FUNDING ARRANGEMENTS

The Commission administers agreements with other Canadian provinces to place Maritime students in programs of study not available in this region. In the 2016 - 2017 academic year, **475 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 2014 - 2015, the latest year for which statistics were available, a total of **1106 students** benefited from the RTA.
- At the request of CAMET, the Commission managed the review of the RTA objectives and methodology to confirm its continued value and effectiveness. The results of the review have been shared with the three provincial governments.

In addition, **225 Atlantic students** in Veterinary Medicine and Veterinary Sciences were funded through the Atlantic Veterinary College Interprovincial Funding Agreement in 2014 - 2015, the latest year for which statistics were available at the time. The Province of PEI administers the agreement.

COLLABORATION & OTHER SERVICES

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.

APPENDIX A

MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

COMMISSION MEMBERS

Institutional Representatives:

Lily Fraser, New Brunswick
Jean-François Richard, New Brunswick (Chair)
Elizabeth Church, Nova Scotia
Dale Keefe, Nova Scotia
Carolyn Watters, Nova Scotia
Robert F. Gilmour Jr., Prince Edward Island

Senior Public Officials:

France Haché, New Brunswick
Ava Czapalay, Nova Scotia
Marjorie Davison, Nova Scotia
Greg Ells, Nova Scotia
Brad Colwill, Prince Edward Island
Donald DesRoches, Prince Edward Island

Public-at-Large:

Greg Forsythe, New Brunswick
Travis Daley, Student Representative, New Brunswick
Sheila Brown, Nova Scotia (Vice-Chair)
Martin Zelenietz, Nova Scotia
Rebecca Mesay, Student Representative, Nova Scotia
Paul MacDonald, Prince Edward Island

Ex-officio, non-voting:

Sylvie Levesque-Finn, MPHEC (Interim CEO)

STANDING COMMITTEES

AAU-MPHEC ACADEMIC ADVISORY COMMITTEE (DISSOLVED)

MEMBERSHIP AS OF LAST MEETING:

Appointed by the AAU:

Heather Hemming, Acadia University
Robert MacKinnon, University of New
Brunswick, Saint John

Appointed by the MPHEC:

Elizabeth Church, Mount Saint Vincent
University (Chair)
Dale Keefe, Cape Breton University

Student Representatives:

Jordan Warford, Dalhousie University
Ben Whitney, University of New Brunswick

AAU-MPHEC QUALITY ASSURANCE MONITORING COMMITTEE (DISSOLVED)

MEMBERSHIP AS OF LAST MEETING:

Appointed by the AAU:

Charles Bourque, New Brunswick
Carl Breckenridge, Nova Scotia
Berkeley Fleming, New Brunswick

Appointed by the MPHEC:

Peter Butler, Nova Scotia
Colette Landry Martin, New Brunswick (Chair)

Student Representatives:

Katie Stockdale, Nova Scotia
Jacques Thibodeau, New Brunswick

AAU-MPHEC QUALITY ASSURANCE COMMITTEE (NEW)

Appointed by the AAU:

Robert F. Gilmour, Jr., University of Prince
Edward Island
Heather Hemming, Acadia University
Robert MacKinnon, University of New
Brunswick

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:

Vacant, appointment process in progress
Vacant, appointment process in progress

MPHEC FINANCE COMMITTEE

Lily Fraser, New Brunswick
France Haché, New Brunswick
Jean-François Richard, New Brunswick (Chair)
Greg Ells, Nova Scotia
Vacant, Nova Scotia
Donald Desroches, Prince Edward Island
Brad Colwell, Prince Edward Island
Sylvie Levesque-Finn, MPHEC (Interim CEO)

APPENDIX A

MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

NB/MPHEC FINANCE WORKING GROUP

Jean-Charles Doucet, MPHEC (Chair)
Sylvie Levesque-Finn, MPHEC (Interim CEO)
Giselle Goguen, Department of Post-Secondary Education, Training and Labour
France Haché, Department of Post-Secondary Education, Training and Labour
Shauna Woodside, Department of Post-Secondary Education, Training and Labour

NB/PEI EDUCATIONAL COMPUTER NETWORK BOARD OF DIRECTORS

Alaa Abd-El-Aziz, University of Prince Edward Island
H.E.A. Campbell, University of New Brunswick
Robert Campbell, Mount Allison University
Sylvie Levesque-Finn, MPHEC (Interim CEO)
Marilyn Luscombe, New Brunswick Community College
Brian McMillan, Holland College
Gerry Redmond, Maritime College of Forest Technology
Liane Roy, Collège communautaire de Nouveau-Brunswick
Dawn Russell, St. Thomas University
Raymond Théberge, Université de Moncton (Chair)

NB/PEI EDUCATIONAL COMPUTER NETWORK COMMITTEE

Rachael Anderson, MPHEC
Helmut Becker, Mount Allison University
Jim Bowen, Maritime College of Forest Technology
Dan Hurley, St. Thomas University
André Lee, Université de Moncton
Richard MacDonald, Holland College
Terry Nikkel, University of New Brunswick
Rina Robichaud, Université de Moncton
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
Dawn Gordon, Director, Research and Data Analysis
Kathleen Hughes, Policy and Research Analyst
Sylvie Levesque-Finn, Interim Chief Executive Officer
Allison McCabe, Policy and Research Analyst
Shannon McKenna-Farrell, Senior Policy and Research Advisor
Lisa O'Connell, Policy and Research Analyst
Kathrine Stanley, Administrative Assistant
Scott Stonehouse, Information Systems Architect

APPENDIX B

AUDITED FINANCIAL STATEMENTS
