

# **MPHEC ANNUAL REPORT YEAR IN REVIEW: 2020-2021**



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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 2020-2021 Annual Report, showcasing our activities and accomplishments over the past fiscal year. Highlights included:

- Considered 38 program proposals; of the 30 proposals that were closed, 83% were approved through Stage I program assessment, thereby significantly expediting the process.
- Embarked on the second cycle of the Quality Assurance Monitoring process, utilizing a virtual site visit, to confirm that each university's QA framework for ensuring the ongoing quality of its programs and services is appropriate.
- Published a report on "Pursuing Education After a First Degree" and a report on "Borrowing and Debt Six Years after Graduation."
- Launched an IT Security Program to reduce our risk to cyber security incidents.



The Commission also undertook a number of special initiatives to support universities and governments as they manoeuvred through the pandemic, including:

- Collected preliminary 2020-2021 enrolment data from universities to obtain timely information on the impact of COVID-19; and subsequently released a report on university enrolment during the pandemic.
- Added questions to the survey, in fall 2020, of the Class of 2018 Maritime University Graduates to collect information on the impact of COVID-19 on graduate employment outcomes, finances and the pursuit of further studies.
- Made short-term adjustments to certain quality assurance requirements to allow universities to focus their efforts on ensuring a safe and quality university experience.

2020-2021 was a year like no other. We wish to thank our dedicated and talented staff, committee and board members who were able to seamlessly transition to working virtually while maintaining the quality of our services and programs. We would also like to recognise the incredible amount of work undertaken by Maritime universities, in partnership with their provincial government, to provide a safe and quality learning environment for their students, staff and faculty while respecting the many restrictions brought on by the pandemic.

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

**Sheila Brown**

Chair

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

**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 11 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 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).

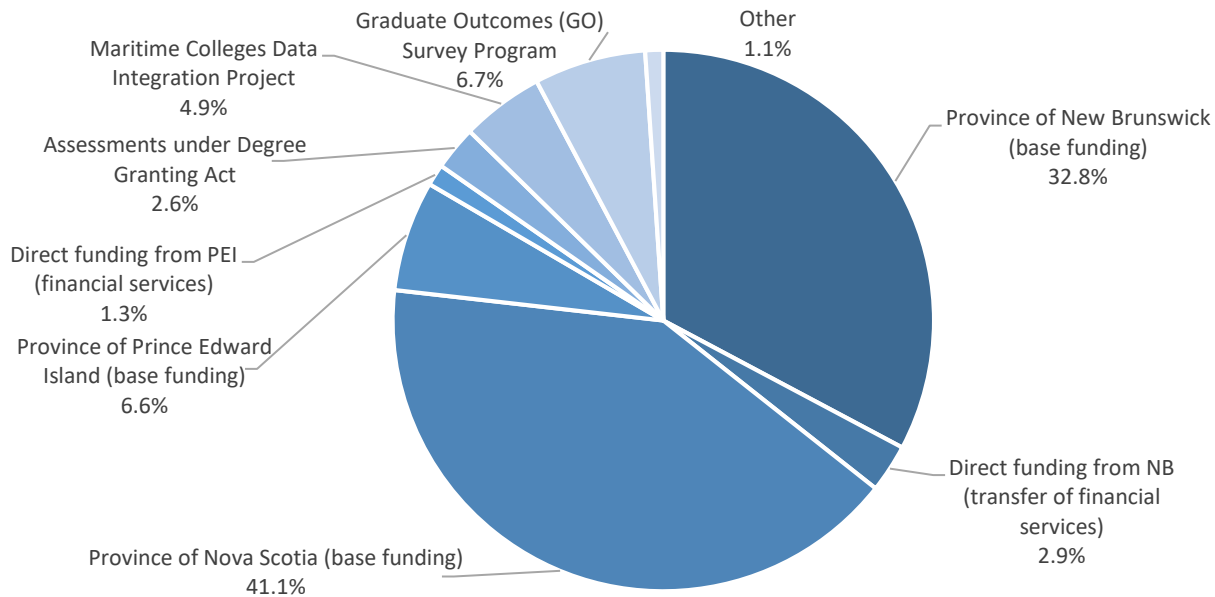
## MULTI-YEAR BUSINESS PLAN

The Commission's [2018-2019 to 2020-2021 Multi-Year Business Plan](#) (MYBP) presents the Commission's three-year 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 year three of its improvement and operational objectives and activities outlined in its MYBP.

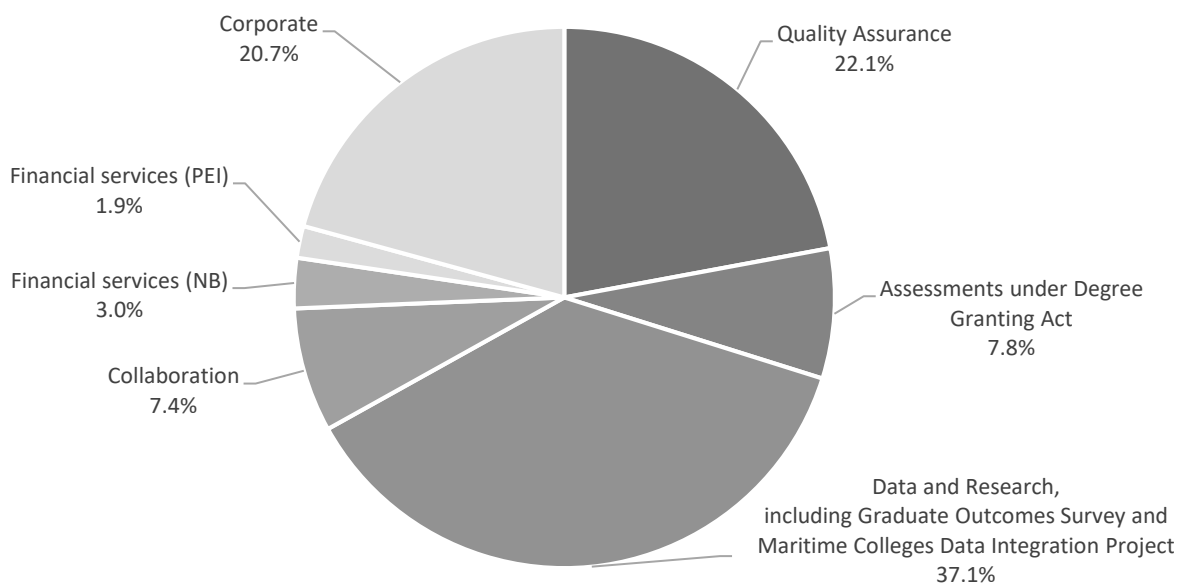
## FUNDING

In 2020-2021 the Commission’s base funding was \$1.260 million. The base funding was increased by \$120,560 for the collection of college data. The administration budget resulted in a surplus of \$39,504 with total revenues of \$1.565 million while expenditures totalled \$1.525 million. The surplus was due mainly to a vacant position for part of the year. Revenues generated outside of the operating budget totalled \$29,443 and was set aside for future use. The detailed MPHEC 2020-2021 financial statements can be found in [Appendix B](#).

### REVENUE BY FUNDING SOURCE (2020-2021)



### EXPENDITURES BY FUNCTION (2020-2021)





# 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, 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](#).

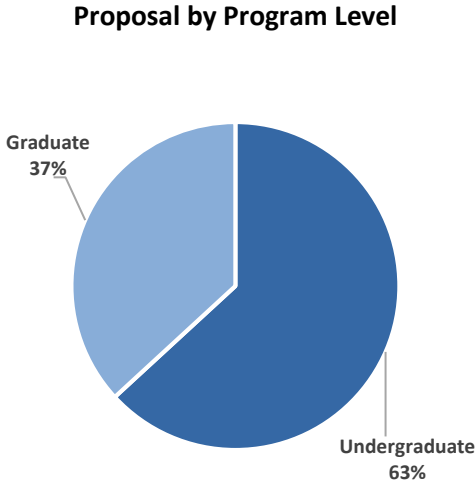
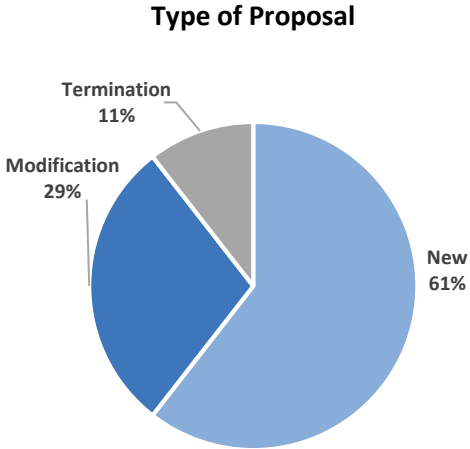
<sup>1</sup> As a service to the provinces of New Brunswick and Nova Scotia, the MPHEC also carries out assessments of private institutions and their programs to ensure they meet agreed-upon standards of quality. See the section on Services to Provinces for details.

2020-2021 BY THE NUMBERS - PROGRAM ASSESSMENT

**38**  
Program proposals considered  
  
versus  
  
**57**  
in 2019-2020

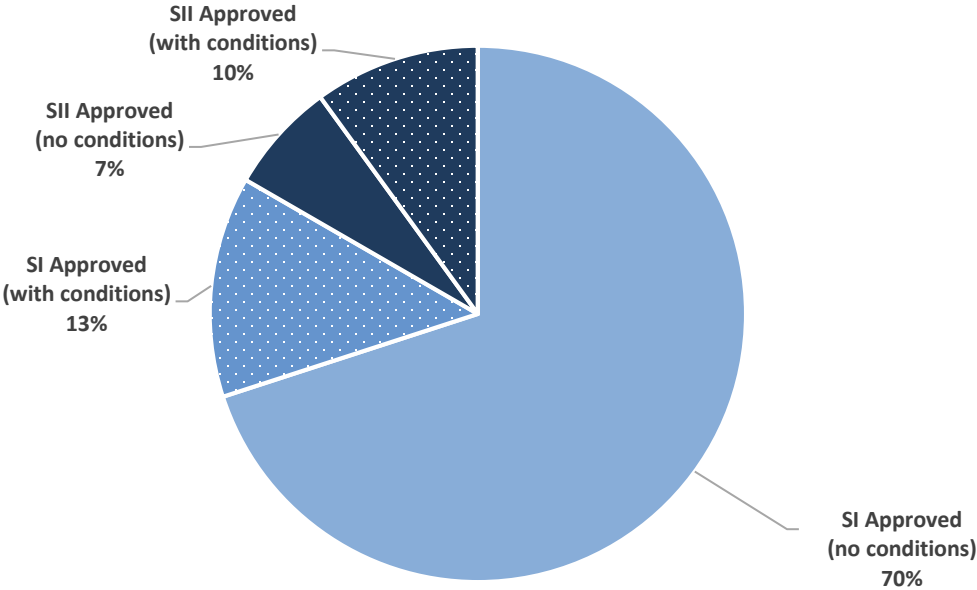
  
  
**11/15**  
universities submitted a proposal

**83%**  
SI Approved  
  
**17%**  
SII Approved



**As of March 31, 2021**  
**30** program proposal files closed  
**8** pending a decision

**Of the 30 Program Proposal Files Closed**



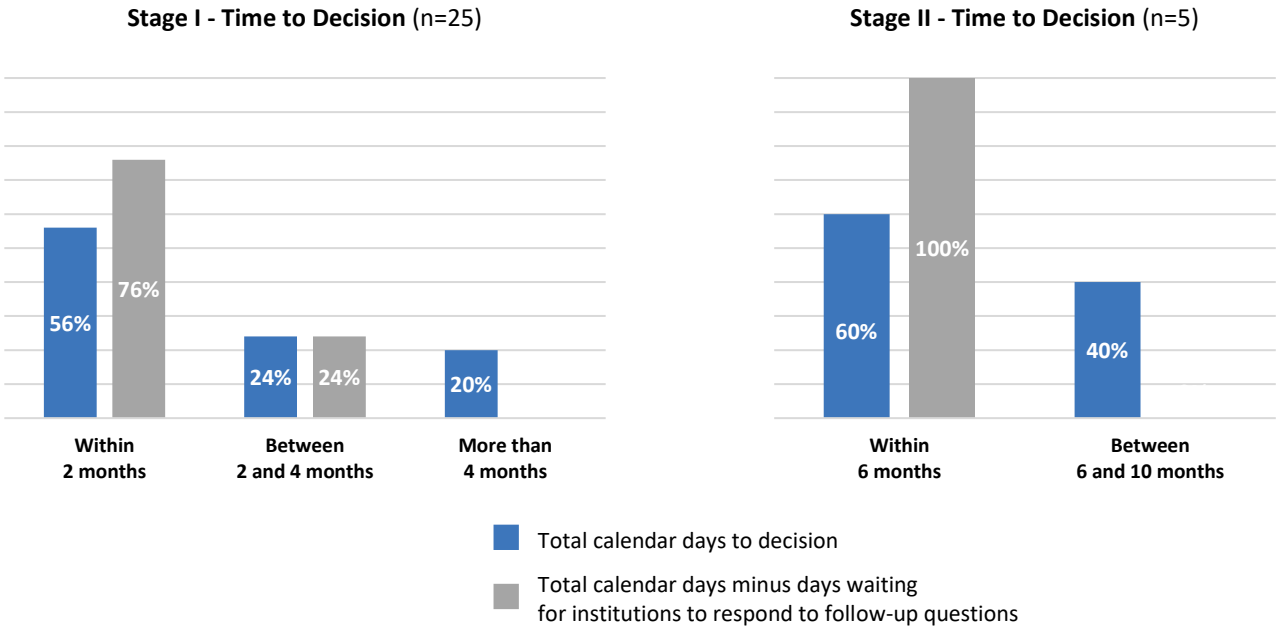
**Time to Decision**

As part of its MYBP, the Commission agreed to identify key performance indicators to allow it to better understand, manage and improve its programs and services. As a result, the Commission is now reporting on its timelines to decision for the program assessment process, from receipt of proposal to decision. Timelines are 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 2020-2021**

For **Stage I Approvals**, 56% of proposals were approved within 2 months, 24% between 2 and 4 months, and 20% took longer than 4 months. The timelines are further shortened when time waiting for institutions to respond is removed (76% within 2 months, 24% between 2 and 4 months, and none over 4 months).

For **Stage II Approvals**, 60% were approved within 6 months and 40% were approved between 6 and 10 months. When the time waiting for institutions to respond is removed, 100% of proposals that required a Stage II Assessment were approved within 6 months.



In 2020-2021, the Commission:

- As part of its MYBP improvement objectives, continued an in-depth review of its program assessment process to identify ways to streamline the process to facilitate as timely a decision as possible while maintaining rigour. This review included detailed analyses of each step (including timelines and reasons for delays) of the process using LeanSixSigma<sup>1</sup> methodology. The next step is to identify possible short- and long-term solutions based on these analyses.

<sup>1</sup> LeanSixSigma is a customer-focussed process improvement methodology designed to eliminate defects, waste and inefficiency from a process.

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## 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 2020-2021, the Commission:

- Confirmed that conditions to approval were met for 14 programs. At year-end, there were 46 program approvals with outstanding conditions.
- Carried out, as part of its MYBP improvement objectives, the second cycle of the Quality Assurance Monitoring process with Saint Mary's University to confirm that its QA framework for ensuring the ongoing quality of its programs and services is appropriate. The virtual site visit took place May 20-21, 2020. The review panel report was received July 2020 and the follow-up action plan in response to the report was received November 2020. The site visits to St. Thomas University and the University of New Brunswick were postponed to 2021-2022. At year-end, the Commission put out a call to universities asking for volunteers to be the next four universities to undergo the QAM process.

## SPECIAL PROVISIONS IN RESPONSE TO COVID-19

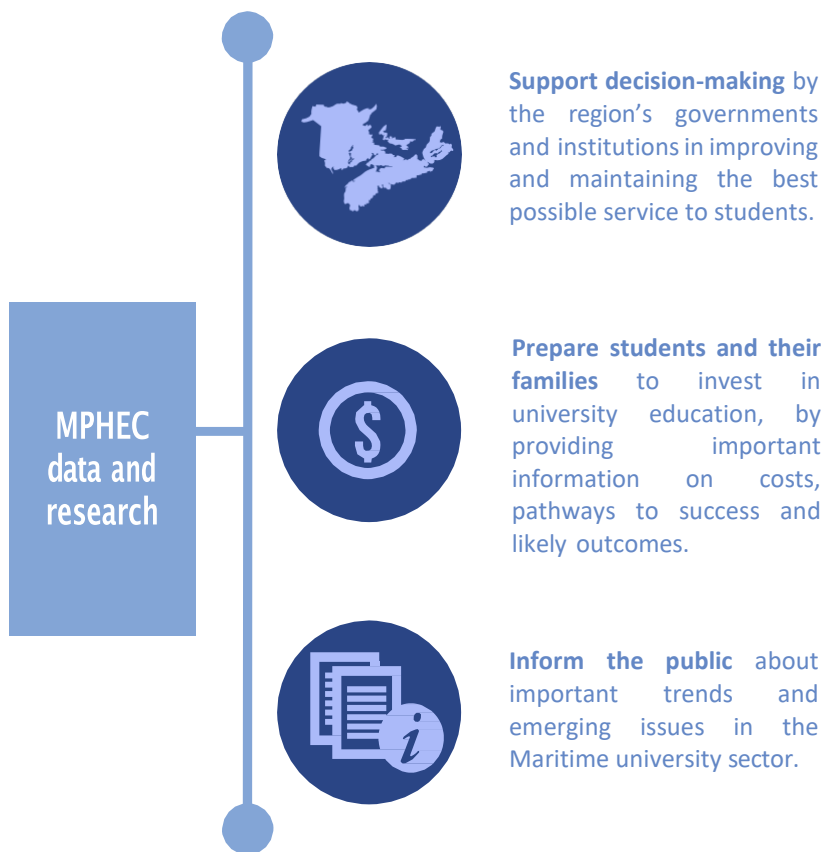
Throughout 2020-2021, the Commission was in close communication with its member universities in order to understand the impacts of the pandemic and to determine how best to support them during these unprecedented times. As was the case across the world, most universities in the region moved all or most of their program offerings online. This move took a tremendous amount of effort over a relatively short period of time with all hands on deck. In light of these circumstances, the Commission carefully considered how best to balance giving universities the flexibility to pivot quickly with the MPHEC's duty to ensure that Maritime university programs meet established standards and that universities have robust QA frameworks to ensure the ongoing quality of these programs; and provided short-term adjustments to universities in meeting some of its QA related requirements, including:

- Extending certain timelines (e.g. planned external/cyclical reviews or implementation dates for new and modified programs following approval) up to one year;
- Deferring some reporting requirements (e.g. submission of status reports to the MPHEC) for up to one year; and,
- Delaying by one year implementation of the Quality Assurance Monitoring process.

Most significantly, the Commission waived the requirement that universities submit a proposal for approval to change an existing face-to-face program to online delivery, as would be the case under normal circumstances. This requirement will continue to be waived for 2021-2022 and 2022-2023. Should a university wish to continue to offer an existing program online, in full or in part, a program proposal will need to be submitted in sufficient time to be approved by September 2023. In the meantime, the Commission is developing a framework that will identify what the threshold is for triggering whether a program proposal must be submitted, and if a proposal is required, what information universities will need to provide.

# DATA & RESEARCH

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*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 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 data through the following data sources:

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

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 holdings, to collect 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 2020-2021, the Commission:

- Collected 2019-2020 university and college PSIS data

### Graduate Outcomes (GO) Survey

The GO Survey 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 interviewed two years after graduation, with one of those two cohorts also interviewed six years after graduation).

In 2020-2021, the Commission:

- Engaged Prairie Research Associates to carry out, on behalf of the MPHEC, the two-year out survey of the Class of 2018 Maritime University Graduates in fall 2020. The final survey sample was 3,339 and the response rate was 31.8%.

### Other Data Sources

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

In 2020-2021, the Commission:

- Expanded and rebranded the MPHEC GO survey program to the MPHEC Survey Program to allow it to expand its areas of research within the same annual budget. Over the years the cost of conducting surveys has decreased significantly due to a move from telephone surveys to predominantly online surveys. ....
- Hired Mara Consulting to prepare Master Data Sharing Agreements to leverage existing survey data, including the Canadian University Survey Consortium (CUSC) 2019 Survey of First year students.

### Special Data Collections in Response to COVID-19

In 2020-2021, the Commission:

- Collected preliminary 2020-2021 enrolment data from universities to obtain timely information on the impact of COVID-19.
- Added questions to the Class of 2018 in 2020 GO Survey to collect information on the impact of COVID-19 on graduate employment outcomes, finances and the pursuit of further studies.

## STATISTICAL AND RESEARCH PRODUCTS

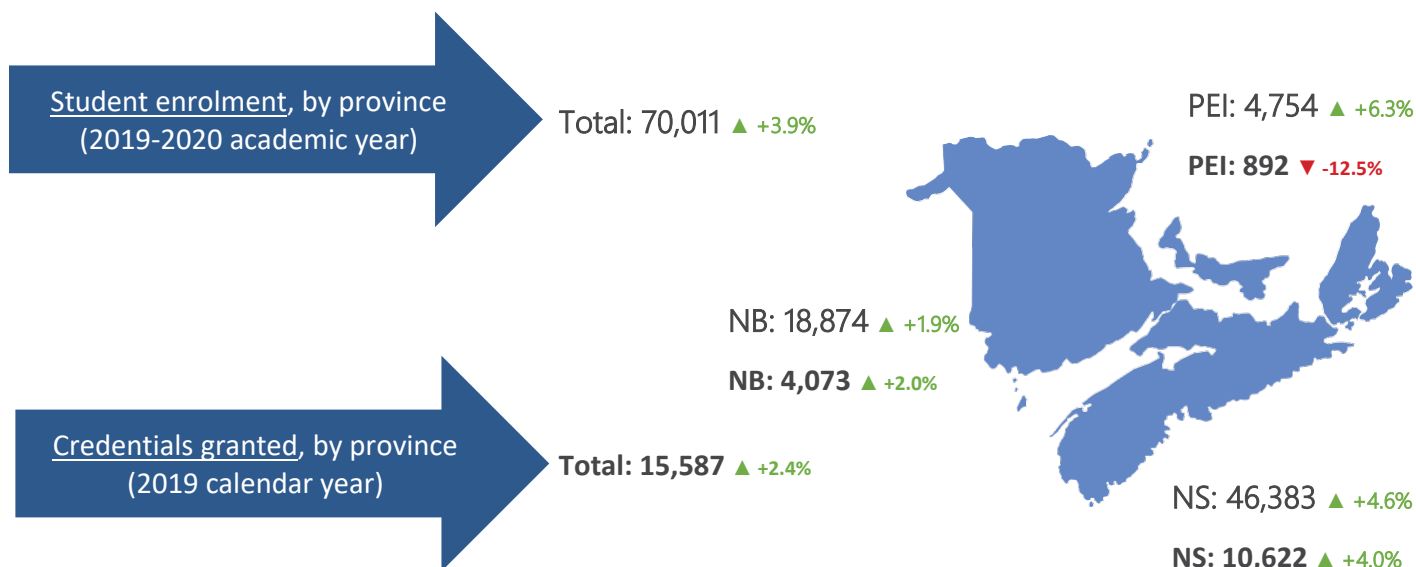
From these sources of data, the Commission makes available to governments, institutions, students and the public-at-large value-added statistical and research products in support of evidence-based decision-making and to increase awareness of, and dialogue on, Maritime PSE issues and opportunities.

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 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 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

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

- Full-year weighted full-time equivalents to support the funding formula calculating the distribution of unrestricted operating assistance to NB universities

### 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,
- Graduate 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.

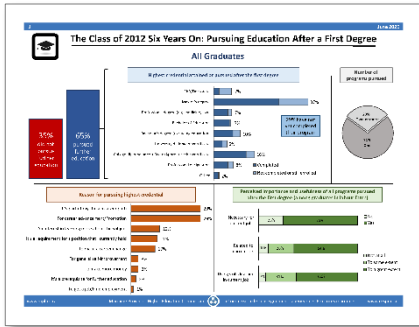
### Open Data

The Commission provides enrolment and credentials granted data sets in the open CSV format 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.



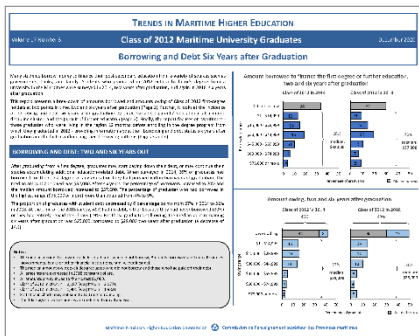
# HIGHLIGHTS OF REPORTS RELEASED IN 2020-2021

## Trends in Maritime Higher Education: Pursuing Education After a First Degree (June 2020)



- Overall, 65% of the Class of 2012 first-degree holders pursued some form of post-secondary education leading to a degree, diploma, or certificate within six years of graduation.
- Physical and Life Sciences, and Mathematics graduates were the most likely to pursue education after their first degree (84%), followed by Humanities, Arts and Social Sciences graduates (76%), Commerce and Administration graduates (52%), and Applied Arts and Sciences, and Professional programs graduates (44%).
- 44% of graduates who pursued further education did so at the graduate level (master's degree or PhD). 17% pursued a bachelor's degree, of which 7% were a Bachelor of Education. 16% pursued a college credential or apprenticeship. Another 7% enrolled in a professional degree such as medicine or law.

## Trends in Maritime Higher Education: Borrowing and Debt Six Years after Graduation (December 2020)

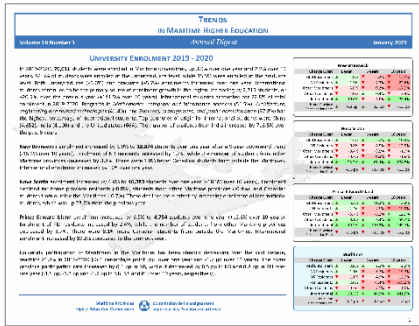


- The report focussed on the borrowing and debt patterns of the Class of 2012 Maritime university graduates surveyed in 2018, six years after completing their first degree.
- Seven out of ten graduates borrowed to finance their 2012 degree or any education taken after their first degree, whether from governments, banks, family, or other sources. Those who borrowed accumulated a median amount of \$37,000 in debt. Six years after graduation, just over half of graduates still owed money related to their studies, and of those who still owed, the median amount outstanding was \$25,000.
- Among graduates who did not pursue further studies, 62% borrowed to finance their first degree, borrowing a median amount of \$32,000. Six years after graduation, 62% of these graduates owed nothing; this includes the 38% who had never borrowed and the 24% who had repaid all of the money they borrowed. Among those who still owed, the median amount outstanding was \$20,000.

# HIGHLIGHTS OF REPORTS RELEASED IN 2020-2021

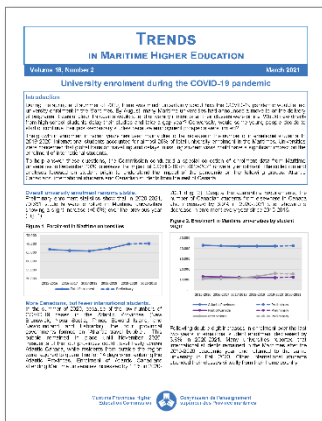
## Trends in Maritime Higher Education: Annual Digest on University Enrolment 2019–2020 (January 2021)

- In 2019-2020, 70,011 students were enrolled in Maritime universities, up 3.9% over one year and 2.2% over 10 years. 84.5% of students were enrolled at the undergraduate level, while 15.5% were enrolled at the graduate level. Both undergraduate (+3.6%) and graduate (+5.7%) enrolments increased over one year.
- International students continued to be the primary source of enrolment growth in the region, increasing by 2,715 students, or +20.5%, over the previous year (+141.5% over 10 years). International students accounted for 22.8% of total enrolment in 2019-2020. Programs in Mathematics, computer and information sciences (51.5%), Architecture, engineering and related technologies (41.4%), and Business, management, and public administration (37.8%) had the highest percentage of international students. Top countries of origin for international students were China (4,352), India (4,100) and the United States (664). The number of students from India increased by 713.5% over the past 5 years.



## Trends in Maritime Higher Education: University Enrolment during the COVID-19 pandemic (March 2021)

- Preliminary enrolment statistics show that in 2020-2021, 70,331 students were enrolled in Maritime universities showing a slight increase (+0.5%) over the previous year.
- Following double-digit increases in enrolment over the last two years, international student enrolment decreased by 3.8% in 2020-2021. Enrolment of students from the Atlantic provinces and the rest of Canada increased by 1.1% and 3.9%, respectively, offsetting the decline in international student numbers.
- Home province participation rate increased in all three provinces (+0.1 pp in NB, +0.1 pp in PEI and +0.4 pp in NS) indicating that Maritimers enrolled in universities close to home.



# 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.

### Meetings on Data Collection and Research

In 2020-2021, the Commission:

- Hosted three virtual meetings with university registrars and institutional researchers to discuss the Commission's research and data collection activities. The meetings replaced the MPHEC's Annual Forum which was cancelled due to COVID-19.

### Collaborative projects with partners

In 2020-2021, the Commission:

- Developed student credit transfer benchmarks using university PSIS data for the Council on Articulation and Transfers of New Brunswick on a cost-recovery basis.
- Continued to provide support to CAMET's vision for an Atlantic Student Tracking System.
- Signed a Master Data Sharing Agreement with the New Brunswick Institute for Research, Data and Training to share New Brunswick university PSIS data to conduct research to support New Brunswick government programs.

### Committees, Working Groups and Associations

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

- 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
- Pan-Canadian Working Group on Quality Assurance
- International Association of Privacy Professionals

Participation in these groups 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 almost 50 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 2020-2021, the NB/PEI ECN:

- Delayed by another year the ECN50RIÉ and AtlanticNet 2020 conference as a result of continued COVID-19 restrictions.
- Produced an informative video about the ECN, in both French and English, which can be viewed at <http://nbpei-ecn.ca/>.
- Continued its partnership with CANARIE to complete a Security Information and Event Management solution. The Network Sustainability team worked with IBM to design and architecture a model of a SIEM (QRadar) that will cover the ECN members at an institutional level with installation beginning in the first quarter of 2021-2022.
- Built a platform using SharePoint in conjunction with MS Teams to deliver the technical workshop “virtually”. Online sessions were successfully presented by Microsoft Staff over two days.
- Provided ECN members training and deployed LastPass Enterprise, a Password Manager solution.
- Launched Telephony on the University of New Brunswick campus as a shared ECN service. Additional equipment will be purchased in 2021-22 to allow UNB to accommodate additional members to take part in the initiative that will provide significant cost savings.

## 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 PEI<sup>1</sup>

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.

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<sup>1</sup> As of April 1, 2020, the Commission no longer provides financial services to Province of New Brunswick.

**In 2020-2021**, under the **New Brunswick Degree Granting Act**:

The following assessments were concluded:

- **Doctor of Counselling and Psychotherapy – Yorkville University:** The Commission assessed this proposal and concluded that, if conditions were met prior to designation (related to admissions, academic regulations and faculty resources), and if effectively delivered, the proposed program appeared to meet the standards usually associated with the proposed credential; and that, if those conditions were met and the program designated, the program ought to be required to undergo an external review after two years of implementation in accordance with the *Procedures and Information Requirements for the Follow-Up on Conditional Program Designations*. The Minister agreed with the Commission's recommended conditions prior to designation and Yorkville subsequently met them. In June 2020, Yorkville was designated to offer the Doctor of Counselling and Psychotherapy, subject to an external review after two years as recommended by the MPHEC.

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

- Associate in Occupational Health and Safety – University of Fredericton
- Master of Arts in Counselling Psychology – Yorkville University
- Master of Business Administration & Executive Master of Business Administration – University of Fredericton
- Master of Business Administration (Modification) – University of Fredericton
- Master of Education in Adult Education & Master of Education in Educational Leadership – Yorkville University
- Bachelor of Business Administration – Yorkville University

**In 2020-2021**, 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 initial accreditation of Bachelor of Education (BEd) programs offered in Nova Scotia institutions, as a full-cost recovery service to the Province of Nova Scotia.

**In 2020-2021**, the Commission:

- Carried out a site visit to Mount Saint Vincent University (MSVU) and received the review panel's report.
- Convened the joint Nova Scotia Department of Education and Early Childhood Development (NSEECD) and MPHEC Accreditation Committee on February 2, 2021 to prepare its advice on the initial accreditation of the BEd program offered at MSVU. The advice, based on the findings of the Review Panel and the expertise and experience of the Accreditation Committee members, was vetted by the joint Quality Assurance Committee of the Association of Atlantic Universities and the MPHEC, and endorsed by the Commission, prior to being forwarded to the NSEECD in March 2021. Based on this advice, the BEd program at MSVU received initial accreditation.

# APPENDIX A – MEMBERSHIP OF THE COMMISSION AND ITS COMMITTEES

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## COMMISSION MEMBERS

### *Institutional Representatives:*

Jeffrey Hennessy, New Brunswick

Elizabeth Dawes, New Brunswick

Malcolm Butler, Nova Scotia

Richard MacKinnon, Nova Scotia

Pemberton Cyrus, Nova Scotia

Kathy Gottschall-Pass, Prince Edward Island

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

France Haché, New Brunswick

Ava Czapalay, Nova Scotia

Marjorie Davison, Nova Scotia

Greg Ells, Nova Scotia

Vacant

Anne Partridge, Prince Edward Island

### *Public-at-Large:*

Darcie Reidpath, New Brunswick

Tristian Gaudet, Student Representative, New Brunswick

Sylvie Levesque-Finn, New Brunswick

Sheila Brown, Nova Scotia (Chair)

Bryn de Chastelain, Student Representative, Nova Scotia

Martin Zelenietz, Nova Scotia

Michelle Pineau, Prince Edward Island

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

Catherine Stewart, MPHEC CEO

## STANDING COMMITTEES

### MPHEC GOVERNANCE AND EXECUTIVE COMMITTEE

Sheila Brown, MPHEC Chair

Anne Partridge, Provincial Government Representative

Catherine Stewart, MPHEC CEO

Pemberton Cyrus, MPHEC Vice-Chair

Malcolm Butler, Quality Assurance Committee Chair

### AAU-MPHEC QUALITY ASSURANCE COMMITTEE

#### *Appointed by the AAU:*

Malcolm Butler, Saint Mary's University (Chair)

Kathy Gottschall-Pass, University of Prince Edward Island

Richard MacKinnon, Cape Breton University

#### *Appointed by the MPHEC:*

Sheila Brown, Public-at-large, Nova Scotia

Matthieu LeBlanc, Université de Moncton

Dale Keefe, Acadia University

#### *Student Representatives:*

Brandon Case, Dalhousie University

Chelsey Purdy, Mount Saint Vincent University

## MPHEC FINANCE COMMITTEE

France Haché, New Brunswick

Sheila Brown, Nova Scotia (Chair)

Greg Ells, Nova Scotia

Richard MacKinnon, Nova Scotia

Anne Partridge, Prince Edward Island

Michelle Pineau, Prince Edward Island

Catherine Stewart, MPHEC CEO

## 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

Paul Mazerolle, University of New  
Brunswick

Denis Prud'homme, Université de  
Moncton

Pierre Zundel, Collège communautaire  
du Nouveau-Brunswick

Mary Butler, New Brunswick  
Community College

Alexander MacDonald, Holland College  
(Chair)

Tim Marshall, Maritime College of  
Forest Technology

Dawn Russell, St. Thomas University

Catherine Stewart, MPHEC

### 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

David Totton, University of New  
Brunswick

André Lee, Université de Moncton

Richard MacDonald, Holland College

Terry Nikkel, University of New  
Brunswick

Carole Daley, 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

Jean-Charles Doucet, Director of  
Finance

Amin Erfanmanesh, Policy and  
Research Analyst

Benoit Gallant, Business and Data  
Analyst

Linnet Humble, Policy and Research  
Analyst

Chris MacIntyre, Research Analyst

Shannon McKenna-Farrell, Senior  
Policy and Research Advisor

Lisa O'Connell, Director, Research and  
Data Analysis

Kale Robinson, Policy and Research  
Analyst

Kathrine Stanley, Administrative  
Assistant

Catherine Stewart, Chief Executive  
Officer

Scott Stonehouse, Information Systems  
Architect

Chris Teeter, Policy and Research  
Analyst

## APPENDIX B - AUDITED FINANCIAL STATEMENTS

Available online only