University Governance in Canada: Challenges and Opportunities

Presentation for Advanced Training in Democratic Governance for University Leaders
Organized by the Institute on Governance
Ian Clark, Professor
School of Public Policy and Governance
June 13, 2013
Outline

1. The standard university governance model – boards, senates, unions and quality assurance
2. Pressures for change – concerns about costs and learning outcomes
3. Resistance to change – and need for a system approach
4. Prospects for system change – the example of Ontario

48 slides!
Part 1

THE STANDARD UNIVERSITY GOVERNANCE MODEL – BOARDS, SENATES, UNIONS AND QUALITY ASSURANCE
In most countries it has been deemed appropriate for universities to have considerable (although not absolute) autonomy from government because:

• Their activities are presumed to be only partly in the service of explicit societal objectives
• Their work may not be as productive if conducted under supervision of government
• Some of their roles, such as social criticism and innovative thinking, require independence from government
• The appearance of intrusion of political influence in some of the kinds of decisions (e.g., admissions) is unseemly in a democracy
• Institutional autonomy is argued to be important for protecting academic freedom, though whether the former is a necessity for the latter is quite contentious
University Governance:
The Traditional Model for Balancing Interests

Problem:
balancing interests (and expertise) of
– internal stakeholders (particularly faculty)
– external stakeholders (especially those deemed to represent the interests of the community or state)

Solution (dating from the 1500s):
bicameral structure in which the ultimate responsibility for managing the affairs of the institution is divided between two chambers, typically referred to as
– academic senate
– governing board
University Governance: Boards and Senates in Canada

- **Average board size**: 27 members (33% “internal”)
  - Education sector 37%
  - Business 26%
  - Professions 13%
  - Other sectors (non-profit, government) 11%
  - Retired 11%

- **Average senate size**: 61 (95% “internal”)
  - Faculty 44%
  - Students 18%
  - VPs/Deans 12%
  - Other senior admin 11%
  - Staff 6%
  - Board members 3%

University Governance:

Accepted Areas of Interest and Expertise

Academic staff:
- admission and graduation requirements
- curriculum
- academic standards

Governing board:
- financial management
- administrative control
University Governance:  
But Note the Interdependence

- Initiating or closing an academic program involves both an academic decision and financial and administrative decisions.
- Even something that is as seemingly a straightforward academic decision like setting admission requirements has financial and social implications that may make it inappropriate to leave the decision exclusively to academics.
- Something as seemingly financial/administrative as acquiring and disposing of buildings may be deemed to have important implications for the delivery of academic programming.

As a consequence of this interdependence, unless written with great forethought and care, a description of the roles of the two chambers in a bicameral structure can become a recipe for confusion and controversy.
University Governance:
Sovereign and Shared Roles for a Senate

• Sovereign: decisions on which academic members of the institution (including professors, students, relevant administrative and other staff) have the obvious expertise; non-academics would probably feel uncomfortable having to make

• Shared: decisions where academics may have a legitimate interest and something valuable to contribute, but so too do those who are charged with representing the interest of the community or the state, typically:
  – decisions of a financial nature, or
  – decisions having major administrative or managerial implications, such as the determination of the institution’s priorities or its strategic plan
University Governance:
Managing Joint Involvement

• The sphere of decisions in which the academic body has an interest but not the ultimate responsibility is one that requires some form of joint involvement of the two chambers

• The joint involvement of the two highest chambers of the institution in decisions can take many different forms
  – In older institutions, traditions, precedents, and conventions regarding the roles of and interactions between the two senior chambers may be sufficiently clear and accepted to be workable in the absence of being spelled out in the institution’s charter
  – In a new institution, or one which in which the adoption of a genuinely bicameral governance structure is a recent phenomenon, it may be important to spell out the division of responsibilities and the processes of interaction in some detail
University Senates:
Value has been questioned for a long time

• Thorstein Veblen (1918) on the administrative use of faculty:
  – “committees-for-the-sifting-of-the-sawdust”
  – “a nice problem in self-deception”
    (Originally published in 1918.)

• Ben-David (1972)
  – “purely ceremonial”

• G. Keller (1983)
  – “slowly collapsing and becoming dormant”
University Senates: Birnbaum’s classic analysis

- But Robert Birnbaum (1989) noted that they still existed in one or another form on most campuses
- He suggests that they must serve “latent functions” in addition to the more obvious “manifest functions” (those for which behaviour leads to some specified and related achievement)
University Senates:
Manifest Functions (three traditional lenses)

1. Senate’s role within the university as a bureaucracy
   – Senate as an integral part of a hierarchical, rational organization
2. Senate’s role within the university as a political system
   – Senate as a forum for the articulation of interests and as the setting in which
decisions on institutional policies and goals are reached through compromise,
negotiation, and the forming of coalitions
3. Senate’s role within the university as a collegium
   – Senate as a forum for developing shared values leading to a consensus

Birnbaum notes that Senates are not effective in these manifest functions
and, therefore, the persistence of the Senate suggests that it is filling
important latent functions
University Senates: Latent Functions, as hypothesized by Birnbaum

1. The Senate as Symbol
   – institutional membership in the higher education system (being “a real university”)
   – collective and individual commitment to professional values (perhaps in contrast to “employee issues” focus of faculty unions)
   – joint faculty-administration acceptance of existing authority relationships (symbol of validity of roles and of cooperation)

2. The Senate as Status Provider
   – for the faculty as a whole and for individual members of Senate

3. The Senate as Garbage Can and Deep Freeze
   – for allowing divisive issues to be talked through
   – for removing some issues from the decision-making table
University Senates:
Latent Functions, as hypothesized by Birnbaum

• The Senate as Attention Cue
  – giving administrators and idea of an issue’s importance to the university community
    (if an issue gets through the overcrowded senate agenda it must be important)

• The Senate as Personnel Screening Device
  – giving administrators an indicator of a faculty member’s acceptability to other
    faculty

• The Senate as Organizational Conservator
  – helping administrators resist external pressures for change

• The Senate as Ritual and as Pastime
  – providing participants with a sense of membership and integration into an
    organization and into a profession

• The Senate as Scapegoat
  – “The actions (or lack thereof) of a structure such as the senate, which has high
    visibility and an ambiguous charge, can plausibly be blamed for deficiencies of all
    kinds in institutional operation”
University Senates:
Birnbaum’s Conclusions

1. The Senate has an important role in an institution if one views organizations as symbolic or cultural systems

2. This is particularly so for an “organized anarchy” (a loosely coupled system in which individuals and subunits within the organization make essentially autonomous decisions)
   
   “The American college or university is a prototypical organized anarchy. It does not know what it is doing. Its goals are either vague or in dispute. Its technology is familiar but not understood. Its major participants wander in and out of the organization. These factors do not make the university a bad organization, or a disorganized one; but they do make it a problem to describe, understand, and lead.”

University Governance:
The Role of Faculty Associations (or Unions)

• University governance gives the faculty a significant role in governing the university
• President of the university – a member of the board of governors and in many cases also presides over the senate – must maintain the confidence of both bodies to continue to be effective
• Collective bargaining affords almost no rights to students
• Faculty associations (or unions) press for stronger role in governance (hiring, promotion, work allocation, position definition, program structure, etc.)
University Governance:
The Role of Quality Assurance

• Internationally, quality assurance is important in all advanced systems
  – increasingly focused on results rather than inputs
  – commonly managed by independent agencies which deal with all degree
    granting institutions
  – Ontario is unusual in having two separate structures, one managed by the
    universities themselves
• No national accreditation institutions for universities
  – AUCC membership criteria
  – provincial association (e.g., COU) criteria
  – accreditation bodies for professional program
• Degree qualification frameworks increasingly important
  – Ontario framework relatively undeveloped in world context
University Governance:
The Role of Program Approval and Review Processes

• Institutional quality assurance mechanisms
  – initial program approval
  – cyclical review (e.g., every 5-8 years)
  – usually involve external reviewer (required in Ontario process)
  – audit of review processes, usually by an external body

• Ontario Universities Council on Quality Assurance
  – arm’s length body designed to ensure rigorous quality assurance of university undergraduate and graduate programs
  – responsible for the approval of new undergraduate and graduate programs, as well as auditing each university’s quality assurance processes on an eight-year cycle
Part 2

PRESSURES FOR CHANGE - CONCERNS ABOUT COSTS AND LEARNING OUTCOMES
Global forces and international trends

- Globalization forces government focus on competitiveness (and fiscal sustainability)
- Universities seen as instruments of state economic development
  - “knowledge society”
  - “innovation agenda”
  - “brain gain”
- Instrumentalism: “useful” training and “useful” research
  - privileging STEM disciplines (science, technology, engineering, mathematics)
- Competition for the best faculty and best students
- Rankings and performance measurement
- Quality assurance and curriculum standardization
  - Bologna process in Europe
- International education as a market opportunity
  - elite to mass education
  - emphasis on research
  - rankings and resources
The new research paradigm

• Knowledge production: the challenge of contributing to national productivity, competitiveness and sustainability
  – Additional funding for the direct costs of research
  – Greater status for research at the university
  – Pressure to expand graduate programs

• Consequences, given funding constraints:
  – Full-time faculty shift time to research and graduate student supervision and away from undergraduate teaching
  – Institution subsidizes new related costs from core operational revenue, decreasing that available for undergraduate programs and support
Research university model under strain
Measuring cognitive performance

The Collegiate Learning Assessment

– critical thinking
– complex reasoning
– written communication

Sample CLA Performance Task

You advise Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech’s sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235.

Your document library contains the following materials:
1. Newspaper article about the accident
2. Federal Accident Report on in-flight breakups in single-engine planes
3. Internal Correspondence (Pat’s e-mail to you & Sally’s e-mail to Pat)
4. Charts relating to SwiftAir’s performance characteristics
5. Excerpt from magazine article comparing SwiftAir 235 to similar planes
6. Pictures and descriptions of SwiftAir Models 180 and 235

Sample Questions: Do the available data tend to support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups? What is the basis for your conclusion? What other factors might have contributed to the accident and should be taken into account? What is your preliminary recommendation about whether or not DynaTech should buy the plane and what is the basis for this recommendation?
Academically adrift?

“Growing numbers of students are sent to college at increasingly higher costs, but for a large proportion of them the gains in critical thinking, complex reasoning, and written communication are either exceedingly small or empirically nonexistent.

“At least 45 percent of students in our sample did not demonstrate any statistically significant improvement in Collegiate Learning Assessment [CLA] performance during the first two years of college. [Further study has indicated that 36 percent of students did not show any significant improvement over four years.]

“While these students may have developed subject-specific skills that were not tested for by the CLA, in terms of general analytical competencies assessed, large numbers of U.S. college students can be accurately described as academically adrift. They might graduate, but they are failing to develop the higher-order cognitive skills that it is widely assumed college students should master.”

24 universities
2,322 students
CLA fall 2005, spring 2007, spring 2009
Whose fault?

Students

- Hours per week studying:
  - 1950s: [Graph]
  - 1990s: [Graph]

Faculty

- Hours per week teaching:
  - 1950s: [Graph]
  - 1990s: [Graph]

Saint Augustine, 397 AD (The Confessions)

“I set about diligently to practice what I came to Rome to do - the teaching of rhetoric. Yet, the Roman students - breakers of faith, who, for the love of money, set a small value on justice - would conspire together and suddenly transfer to another teacher, to evade paying their master’s fees.”

George Kuh, 2003 AD (Change, 35, p 28)

Students and faculty have struck a Disengagement Pact “I’ll leave you alone if you leave me alone ... I won’t make you work too hard (read a lot, write a lot) so that I won’t have to grade as many papers or explain why you are not performing well.”
Good morning from Saint John’s, NL, where I’m presenting on emerging trends and the future-ready campus at Memorial University. (Spark innovation with Canada’s most in-demand campus presenter -- www.eduvation.ca)

Change your email address or format setting or pause delivery here.

No increase in funding for NB public universities, community colleges

Tabling its 2013-14 budget yesterday, the New Brunswick government announced no increase in funding to public universities. New Brunswick Community College, and Collège communautaire du Nouveau-Brunswick with the expectation that they continue to seek operational efficiencies. The province says any tuition increases will be capped at $150.

NB News Release

NL maintains tuition freeze

In partnership with PSE institutions, the Newfoundland and Labrador government, which tabled its 2013 budget yesterday, is investing more than $466 million this year in new and continuing funding to enhance skills, training, and opportunity. With an additional investment of $3.8 million this year, the province will enable Memorial University to continue its tuition freeze for the 2013-14 academic year, and the tuition freeze at College of the North Atlantic also remains in effect. With a continued investment of $10 million, the government will maintain up-front needs-based grants and interest-free loans it introduced several years ago, and with another investment of $2 million, the province will continue to provide debt-reduction grants to graduates. To help meet demand for skilled workers and enable more to share in the opportunities, the province is providing a further $5.2 million to support apprenticeship and trades.

NL Budget

More job cuts at uSask

The University of Saskatchewan has announced further job cuts to address a projected $44.5-million operating budget shortfall. Up to 100 staff members are expected to receive layoff notices in the coming weeks. The job losses continue to affect unionized and non-unionized staff in administrative and support positions. Layoffs in January and February resulted in $2.3 million in annual savings. uSask News

uAlberta board decreses budget cuts in open letter to premier

In an open letter to Alberta Premier Alison Redford, the University of Alberta’s board of governors warns the institution will be “set back by many years” by the major cuts announced in the provincial budget. The board wanted to make clear it continues to be committed to uAlberta’s goal of a “top global public university” and building a high-quality PSE system, despite the cuts, says the board chairman. The letter came out the same day the province released “letters of expectation” to all PSE institutions calling for much closer co-operation under the Campus Alberta banner. The uAlberta mandate letter is “not out of line” with what the institution is doing, the board chairman says. “But the trick is doing it in the face of major budget cuts.”

Edmonton Journal | uAlberta Blog
Part 3

RESISTANCE TO CHANGE - AND THE NEED FOR A SYSTEM APPROACH
Institutional durability

Clark Kerr
(The Uses of University, 1963)

“About eighty-five institutions in the Western world established by 1520 still exist in recognizable forms, with similar functions and unbroken histories, including the Catholic church, the Parliaments of the Isle of Man, of Iceland, and of Great Britain, several Swiss cantons, and seventy universities. Kings that rule, feudal lords with vassals, and guilds with monopolies are all gone. These seventy universities, however, are still in the same locations with some of the same buildings, with professors and students doing much the same things, and with governance carried on in much the same ways.”
The limits of a uniform system

• University funding forces uniformity
  – expand undergraduate enrolments
  – raise the proportion of students who are in graduate and professional programs
  – pursue competitive research grants

• Uniformity
  – Raises costs of serving larger numbers
  – Reduces flexibility to respond to students with diverse needs

• International experience is clear: if a differentiated system is desired, deliberate and sustained government action is necessary

---

**The Contradictions of Isomorphism**

In the 21st century, the trend toward isomorphism can still be observed and tends to restrict the development of differentiated academic systems. Public authorities need to ensure diverse academic models to serve varied societal needs, while many academic institutions still tend to emulate the research universities at the top of the system. Academic staff often press the university to emphasize research as its key mission, knowing that a research orientation and productivity in this area promise the highest prestige and (often) the best salaries for academics.

If the universities remain the sole decision makers, many more academic institutions would seek to improve their status by becoming research intensive. In most cases, this strategy does not serve the interests of academe in general nor is it widely achievable.

Often, it takes governmental "steering" to keep the academic system diversified and institutions within the system serving larger national goals...The essential problem of isomorphism involves unbridled competition among academic institutions pursuing the same goals. This trend may undermine efforts to develop a system of institutions that is appropriately differentiated, based on the specific needs of a given system-with different goals and responsibilities, patterns of funding, admissions policies, and other characteristics.
The “enduring myth”
...that teaching effectiveness needs research productivity

Conclusion
...need to focus on each, but almost independently

The Relation Between Research Productivity and Teaching Effectiveness
Complementary, Antagonistic, or Independent Constructs?

The major responsibilities of academics in the modern university are teaching and research as well as, to lesser extents, administration and community service. Indeed, some (Crittenden, 1997) consider that one of the defining characteristics of a university is that all academics are expected to be active researchers and active teachers (while noting the rationale for teachers who are not expected to pursue research in non-University tertiary institutions). Senior academics often contend that this mutually reinforcing, symbiotic relation between teaching and research is what distinguished universities from other research and educational institutions (Neumann, 1992). Conventional wisdom—typically not based on empirical research—is that teaching and research are mutually supportive if not inseparable (Webster, 1986). Ideally, teaching effectiveness and research productivity are complementary. Much of the rationale for the existence of research universities is that these two activities are so mutually reinforcing that they must coexist in the same institutions. Marsh (1987), Hattie and Marsh (1996), Braxton (1996), and others, however, argue that plausible arguments can be made as to why teaching and research activities should be complementary, conflicting, or unrelated to each other.

This research was funded in part by a grant from the Australian Research Council. Requests for further information about this investigation should be directed to the first author. E-mail: h.marsh@uws.edu.au, Tel: (61)-2-97726633 FAX: (61)-2-97726432.

*Herbert W. Marsh is professor of educational psychology and director of the Self-Concept Enhancement and Learning Facilitation (SELF) Research Centre, University of Western Sydney, Australia; John Hattie is professor and head of the School of Education, University of Auckland, New Zealand.

The Journal of Higher Education, Vol. 73, No. 5 (September/October 2002)Copyright © 2002 by The Ohio State University
Stable revenues and financial crunch

Ontario universities’ CPI-adjusted annual $ per student has been relatively stable at about $13,000 ($2007) since the 1980s.
Paradox of stable revenues and financial crisis

• University inflation widely estimated at 4-5% (long-term)
  – faculty compensation: across-the-board increases, progress through the ranks, market adjustments, benefits
  – administrative compensation and non-salary costs (e.g., energy)
  – cost pressures arising from competition: fundraising, research, student recruitment

• Teaching loads for full-time faculty have declined over the long term
  – across-the-board, and through special arrangements for research and administrative responsibilities
  – 4 one-semester courses per year is most common; exceptions up and down
PROSPECTS FOR SYSTEM CHANGE - THE EXAMPLE OF ONTARIO
## National comparisons

<table>
<thead>
<tr>
<th>Country</th>
<th>Public Universities</th>
<th>Privates</th>
<th>Tuition</th>
<th>Key Government</th>
<th>Structural Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>90+ (130+ colleges)</td>
<td>very few</td>
<td>40-50%</td>
<td>regional (province)</td>
<td>low</td>
</tr>
<tr>
<td>United States</td>
<td>4000+ postsecondary</td>
<td>40%</td>
<td>0-100%</td>
<td>regional (state)</td>
<td>low</td>
</tr>
<tr>
<td>Germany</td>
<td>121 (plus 197 Fachhochschulen)</td>
<td>very few</td>
<td>very low</td>
<td>regional (Lander)</td>
<td>high</td>
</tr>
<tr>
<td>Australia</td>
<td>37</td>
<td>2</td>
<td>ICLRP system</td>
<td>central</td>
<td>high</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>116</td>
<td>very few</td>
<td>ICLRP system</td>
<td>central</td>
<td>high</td>
</tr>
</tbody>
</table>
Ontario in a national context

• Features that may be distinctive to Ontario
  – Two PSE segments: universities (20) and colleges (24)
  – No formal differentiation within each segment
  – Each university has its own statute; newer universities patterned on older universities
  – Provincial government has authority to grant money to universities, but few other statutory controls
  – An agency to monitor quality and provide research and advice – but no regulatory commission or buffer body
  – Strong enrolment pressures (high immigration)

• Features that may be common across Canada
  – Long-term trend to higher access
  – Federal programs create incentives for research
  – Academic cultural norms (e.g., protection of autonomy; research over teaching)
The need for reform in Ontario

• Ontario is trying to have a high-access university system using the most expensive model
  – almost 100% of undergraduates are at “research universities”
  – the norm for faculty in Ontario universities is to allocate their effort on a 40-40-20 model (teaching-research-service)

• This model is unsustainable
  – Increased share of teaching done by part-timers
  – Larger class sizes
  – Students from disadvantaged backgrounds less likely to succeed in this environment

• We need to look at new models of baccalaureate education
Where we looked for ideas on reform

• Studies by international bodies
  – United Nations (UNESCO)
  – World Bank
  – OECD

• Studies by governments
  – Bradley report in Australia and Browne report in England
  – Plant report in British Columbia and O’Neill report in Nova Scotia
  – Spelling commission in United States
  – Various commissions in Texas

• Studies by higher education research centres
  – including the Higher Education Quality Council of Ontario (HEQCO)

• Selected (from the over 100!) higher education journals

• Studies by university, faculty and student associations
Principles for public sector reform

• OECD and IMF have reviewed general principles for improving the quality and cost-effectiveness of public service delivery
• We will use the following principles to generate and evaluate options for improving the quality and cost-effectiveness of undergraduate education in Ontario:
  – focusing on core functions (i.e., undergraduate education and leading-edge research)
  – specialization and differentiation
  – market-sensitive compensation
  – performance measurement and management
  – transparency and public accountability
Common themes from reform recommendations

• System planning
• Student choice
• Regulated differentiation
• Teaching improvement
• Teaching assessment
• Quality assurance
• Outcome assessment
• Performance measurement
• Public reporting
• Performance funding
• Accountability agreements
• Faculty engagement and internal leadership
Teaching improvement and assessment

• The scholarship of teaching and learning (SoTL)
• Using learning technologies
• Teaching support centres
• Curriculum reviews, high-impact practices, optimal class size mix
• Student course evaluations
• Faculty performance review
• Options for encouraging teaching improvement
  – targeting funds to teaching support centres
  – commitments on strengthening teaching support in each MYAA
• Options for improving teaching data
  – replicate Australian reporting requirements
  – supplement with data on teaching loads teaching loads and course intensity (number and length of classes and weeks of instruction)
Academic standards and quality assurance

• Degree standards and qualifications frameworks
  – Lumina Foundation’s 2011 *Degree Qualifications Profile*
  – European Commission’s *Tuning Educational Structures* project
• Quality assurance in Ontario universities
• Options for strengthening quality assurance
Assessing outcomes in undergraduate education

- Employment success and graduate surveys
- Student satisfaction and the National Student Survey (UK)
- Student engagement and the NSEE survey (Ontario and NA)
- Student experience and the Course Experience Questionnaire (Aus.)
- Assessment of learning outcomes
- Options for assessing learning outcomes
Performance funding and accountability pacts

• Philosophy and practice of accountability instruments
• Mission-based compacts and performance funding in Australia
• Multi-Year Accountability Agreements (MYAAs) in Ontario
• Options for strengthening accountability agreements in Ontario
Performance measurement and public reporting

- Performance measurement and reporting in the UK
- The Voluntary System of Accountability in the US
- Common data reporting in Ontario
- Performance plans and reports in Ontario
- Performance measurement and reporting in Australia
- Options for strengthening performance measurement and reporting
Specialization and system productivity

- Imagine that research productivity follows something like a “70-30 rule”
- 70 percent of total research done by top three deciles (each successive decile of professors produce 0.68 as much research)

Suggestive factoid: Vedder et al (2011) estimate that at University of Texas - Austin, the most productive decile earned 91 percent of research dollars and the next decile virtually all the rest in 2010-11

Scenario A: All faculty spend same amount of time on research and teaching (40-40-20)

Teaching output assumed equal for all deciles because teaching performance not correlated with research performance

Scenario B: The 30 percent most research productive faculty shift 50 percent of teaching time to research (20-60-20) and remaining faculty shift 50 percent of research time to teaching (60-20-20)
What if all faculty were asked to provide a web-accessible CV and link to Google Scholar profile?
Thank you
Stay in touch (and order the book!) at
www.academicreform.ca

Academic Reform provides realistic policy options for improving the quality and the cost-effectiveness of undergraduate education in Ontario.

Building on the 2009 book, Academic Transformation: The Forces Pushing Higher Education in Ontario, the authors start with the premise that the teacher-scholar ideal pursued by individual universities has led to a model for undergraduate education in Ontario that is financially unsustainable and does not provide the best possible education for undergraduate students. They draw from the literature on higher education reform and on recent policy initiatives in the United Kingdom, Australia, Europe and selected American states and Canadian provinces to show that options are available for providing high-quality education to an ever-expanding number of students at a more affordable cost to both students and government.

Academic Reform explores ways to sharpen the universities’ focus on undergraduate teaching and to increase the number of students attending institutions that focus on undergraduate education, without diminishing Ontario’s ability to attract and retain university researchers of the highest calibre. The authors develop a model for teaching-oriented undergraduate institutions that would complement traditional research universities. They present options for provincial funding and regulation to encourage the creation of such institutions while supporting high-quality undergraduate teaching at existing universities.

Academic Reform Announcements
The case for major system reform in Ontario 8/17/2011 1:27 PM
by Ian Clark
In an article in the inaugural edition of The Beine and White, Ian Clark, David Trick and Richard Van Loon make the case for a discussion of substantial reform in Ontario’s higher education system, particularly in regard to undergraduate teaching.

Academic Reform to be published soon after Ontario election 8/17/2011 1:22 PM
by Ian Clark

Summary and Excerpts
Type  Name
Academic Reform Table of Contents  Ian Clark

Author’s Web Sites
- Ian Clark
- David Trick
- Richard Van Loon