



***ACADEMIC TRANSFORMATION:
THE FORCES RE-SHAPING HIGHER
EDUCATION IN ONTARIO***

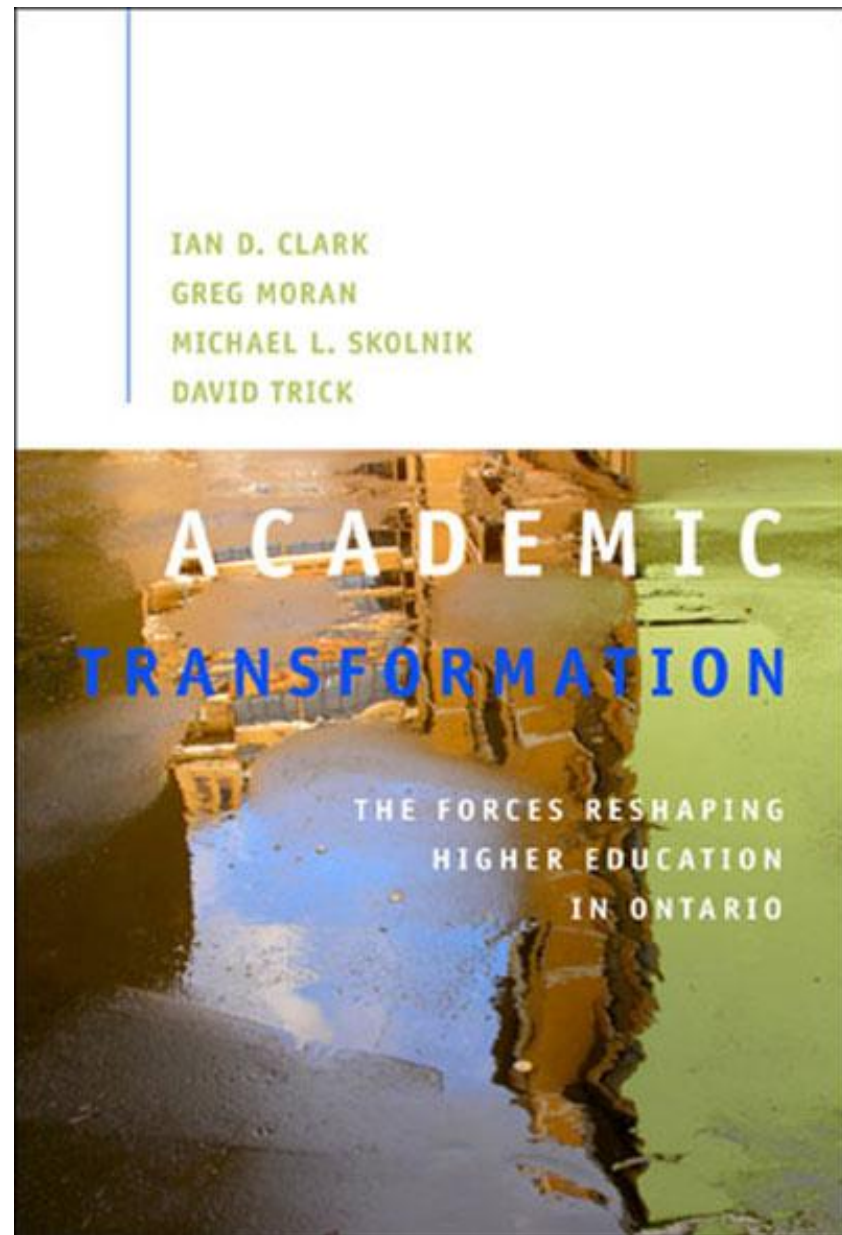
HIGHLIGHTS FROM THE BOOK

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**Ian Clark and David Trick
Ontario Annual General Meeting
Canadian Federation of Students-Ontario
January 23, 2010**

OUTLINE

1. Background to our study
2. Outline of the book
3. Key findings
4. PSE restructuring proposals (*book's concluding chapter*)



RESEARCH FUNDED BY HIGHER EDUCATION QUALITY COUNCIL OF ONTARIO; PUBLISHED BY MCGILL-QUEEN'S UNIVERSITY PRESS



The screenshot shows a Windows Internet Explorer browser window displaying the website of the Higher Education Quality Council of Ontario. The browser's address bar shows the URL: <http://www.heqco.ca/en-CA/Research/Funded%20Research/Pages/default.aspx>. The website header includes the logo and name of the Higher Education Quality Council of Ontario, with the tagline "An agency of the Government of Ontario". Navigation links for Home, Contact Us, Site Map, and a language selector for "français" are visible. A search bar is present with a "GO" button and a link to "Advanced Search". A large banner image shows a group of students in a classroom, with the text "Developing and sharing new knowledge for the improvement of higher education in Ontario". Below the banner is a navigation menu with links for "About Us", "Research", "Events", "Stay Informed", and "Policy Advice". The main content area is titled "Funded Research" and includes an RSS feed icon. A sidebar on the left contains links for "Research Publications", "Review and Research Plan", "Requests for Proposals", and "Funded Research". The main text provides information about a funded research project, including its title, principal investigators, description, and value.

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Home > Research > Funded Research

Funded Research RSS

The following listing provides information on current research projects supported by the Council. An underlined title in bold font indicates that a project has been completed, and serves as a link to the resulting information posted in other sections of this site.

Working Title: PSE in Ontario in the Coming Decade: Expectations, Challenges and Responses
Principal Investigator(s): David Trick, Ian Clark, Greg Moran, Michael Skolnik
Description: This project, consisting of four expert discussion papers, examines and analyzes emerging and future challenges to Ontario's university and college sectors. Each discussion paper takes a different perspective on the most pressing issues facing the sector, as well as providing advice on how the system might respond to these challenges.
Value: \$56,000

CHAPTERS

1. Transformation...and the Need for Further Transformation
2. The Challenge of Access
3. Knowledge Production: The Challenge of Contributing to Productivity, Competitiveness and Sustainability
4. Financial Pressures and the Transformation of the Professoriate
5. The Impact of Quality and Accountability Measures on System Responsiveness
6. The Design of Ontario's System of Postsecondary Education
7. Conclusions and Implications for the Future

THE OVERARCHING CONTEXT:

TWO FORCES RESHAPING HIGHER EDUCATION IN ONTARIO

1. **Transition from “elite” to a “universal” higher education**
2. **A new research paradigm serving competitiveness and productivity**

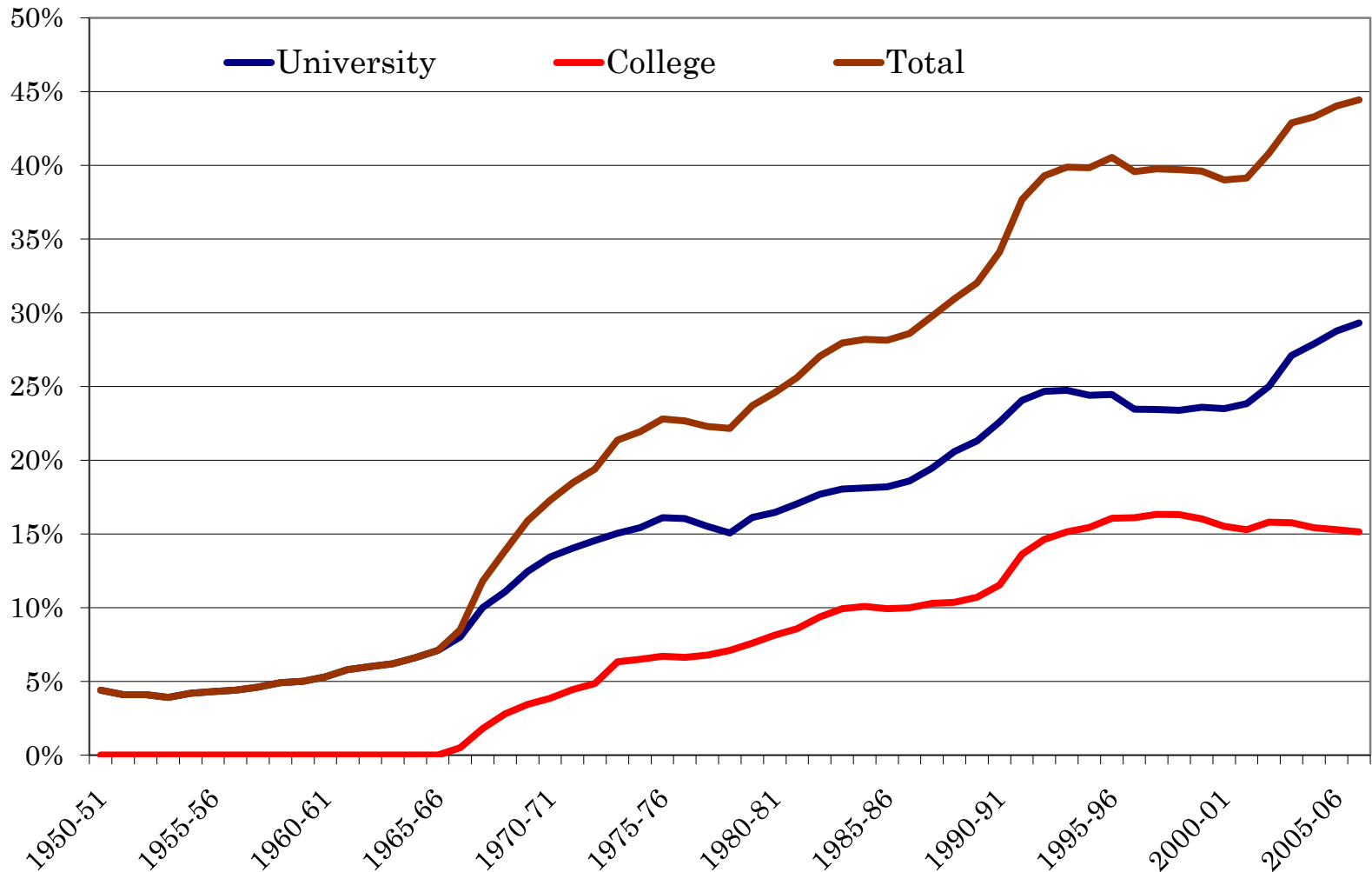
HIGHLIGHTS AND KEY CONCLUSIONS: AN IMPLICIT MODEL OF GROWTH

based on an 1960s teacher-researcher model
responsive to the democratic imperative of access
System driven by “traditionalist-expansionist” values

TABLE 2.3 (after Martin Trow, 1973)
A typology of responses to changing conditions and expectations in higher education

		<i>Attitude towards the purposes and forms of higher education</i>	
		<i>Traditionalist</i>	<i>Reformist</i>
<i>Attitude towards growth</i>	<i>Elitist</i>	Traditionalist elitists	Reformist elitists
	<i>Expansionist</i>	Traditionalist expansionists	Reformist expansionists

CLEARLY EXPANSIONIST: ENROLMENTS AS A SHARE OF THE POPULATION AGE 18-24, ONTARIO



CLEARLY TRADITIONALIST: THE TEACHER-RESEARCHER MODEL

Ontario undergraduate teaching uses the world's 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)

THE “ENDURING MYTH”

...that teaching effectiveness
needs research productivity

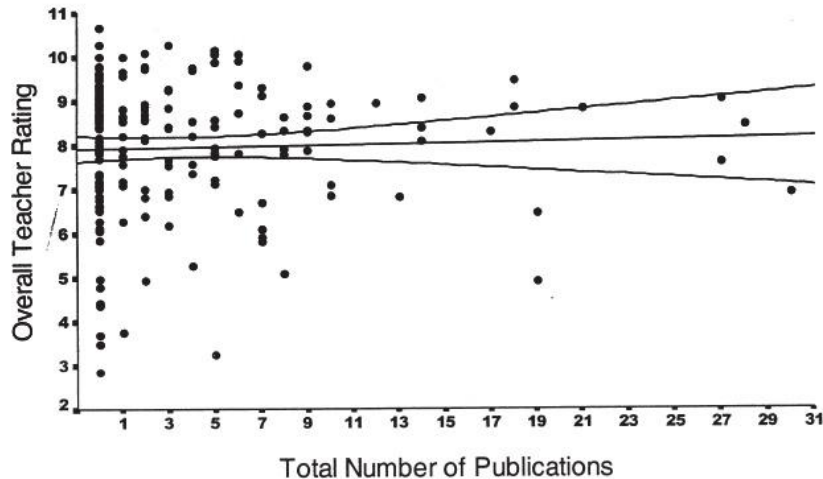


FIG. 1. Teaching-Research Relation. Scatter Plot Showing the Size of the Relation ($r = 0.03$), the Best Fit Regression Line, and the 95% Confidence Interval.

CONCLUSION

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

JE Herbert W. Marsh
John Hattie

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 (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 supporting if not inseparable (Webster, 1986). Indeed, 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), Crittenden (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)
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HIGHLIGHTS AND KEY CONCLUSIONS: THE CHALLENGE OF ACCESS

The move from an elite system to a near universal system of higher education is not over yet...

The Approaching Boom in Enrolments

	Enrolments (FTEs, 2007)	Projected growth in student demand by 2021
University undergraduate	354,000	60,000-100,000
College postsecondary	183,000	35,000-50,000

THE CHALLENGE OF ACCESS: THE NEW STUDENTS

1. Potential pools
 - moderate and low-income families
 - parents who did not attend PSE
 - Aboriginals
 - disability
 - males (only 42% of current undergraduates in Canada)
2. Requires continuing attention to financial and non-financial barriers
 - admissions
 - integration into university or college environment

THE CHALLENGE OF ACCESS: HOW DID GOVERNMENT RESPOND IN THE PAST?

Evidence from past periods of enrolment expansion (baby boom, university expansion 1986-92, college growth during recessions 1980-84 and 1989-93, double cohort 2002-07):

1. Common themes: government behaviour
 - committed to a place for every qualified and motivated student
 - enrolment projections repeatedly underestimated actual growth
 - treated all universities equally and all colleges equally – no differentiation
 - aversion to planning (e.g., by region; undergraduate vs. graduate; program mix)
 - no public discussion of quality, costs
2. Common themes: institutional behaviour
 - tendency to grow in order to fund inflation
 - prestige-maximizing behaviour: graduate studies, research, college applied research
 - protection of autonomy: opposition to differentiation

THE CHALLENGE OF ACCESS: WHAT IS DIFFERENT THIS TIME?

1. Long-term trend in demand is toward degrees
 - demand for diplomas will see a spike during recession
2. Some universities have little or no desire for more growth
 - all have grown substantially since 1990s
3. Cost pressures may be reaching the limits of sustainability
 - all universities aim to maintain or increase graduate enrolments as a share of total enrolments
 - all universities aim to expand research
 - traditional ways of managing costs may not be desirable (e.g., larger classes, more part-time faculty)



**AND AS IF THAT WAS NOT
ENOUGH...**

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**The second force reshaping higher education
in Ontario**

HIGHLIGHTS AND KEY CONCLUSIONS: A NEW RESEARCH PARADIGM

Knowledge production: the challenge of contributing to productivity, competitiveness and sustainability

1. Higher education and increased productivity and competitiveness
2. Responding to demands for knowledge creation: the emergence of a new paradigm for university research
3. Universities and knowledge creation
 - the conceptual rationale of the new strategy
 - expanding graduate programs
 - colleges and applied research

A NEW RESEARCH PARADIGM: CONTEXT AND CONSEQUENCES

Resource Context:

1. Unprecedented availability of direct research costs funding provincially and federally
2. Modest and inadequate additional financial support for the operational costs of the New Research Paradigm

Consequences:

1. Full-time faculty shift time to research and graduate student supervision and away from undergraduate teaching
2. Institution subsidizes new related costs from core operational revenue, decreasing that available for undergraduate programs and support

Since every university behaves like a research university, the consequences are felt across the system



ARE RESOURCES DECLINING AT THE SAME TIME?

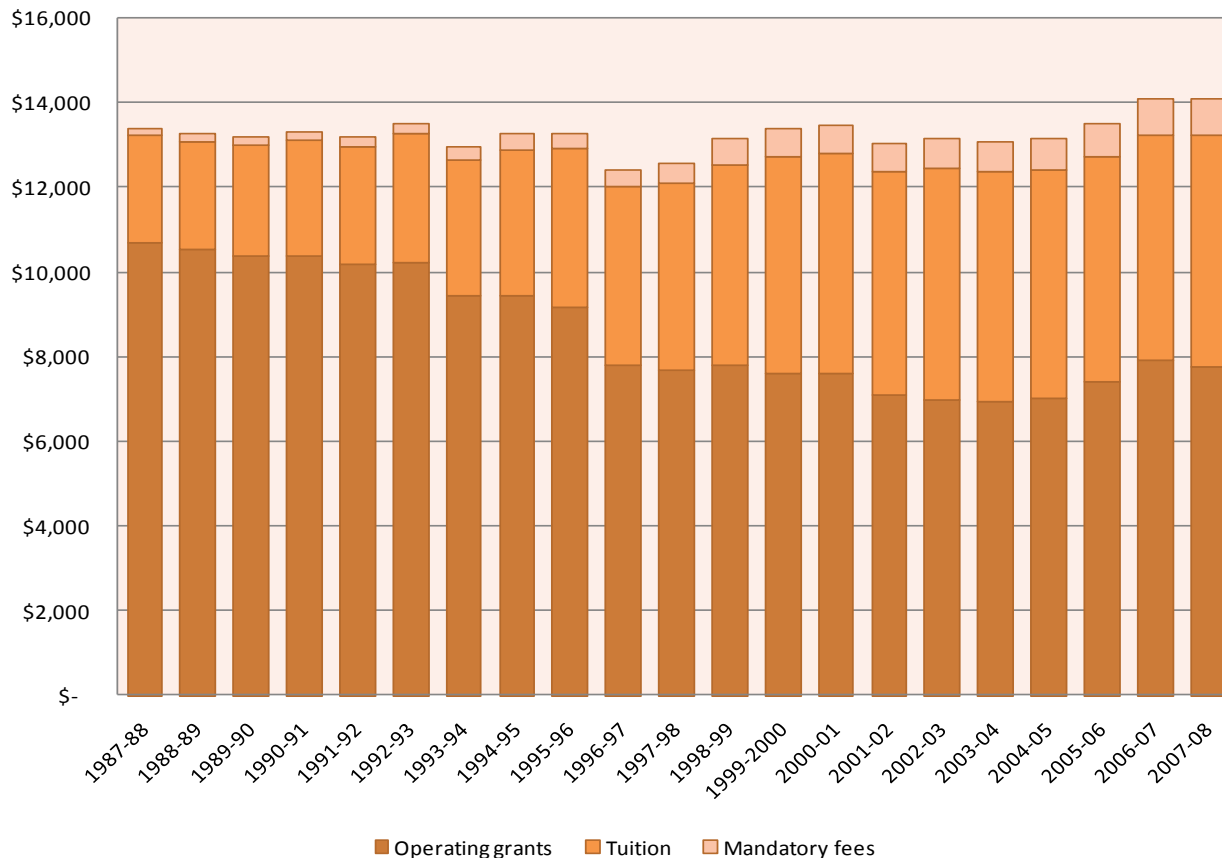
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“No” – in constant dollars per student

“Yes” – in relation to increased costs

HIGHLIGHTS AND KEY CONCLUSIONS: PARADOX OF STABLE REVENUES AND FINANCIAL CRUNCH

Universities: Total operating revenue from MTCU operating grants, tuition and mandatory fees, per FTE student, 1987-88 to 2007-08 (constant 2007 dollars)



Universities' CPI-adjusted annual \$ per student has been relatively stable at about \$13,000 (\$2007) since the 1980s

PARADOX OF STABLE REVENUES AND FINANCIAL CRUNCH: WHY?

1. 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
2. Some evidence that 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



HOW ARE UNIVERSITIES COPING?

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As best they can – crisis management that cannot continue indefinitely

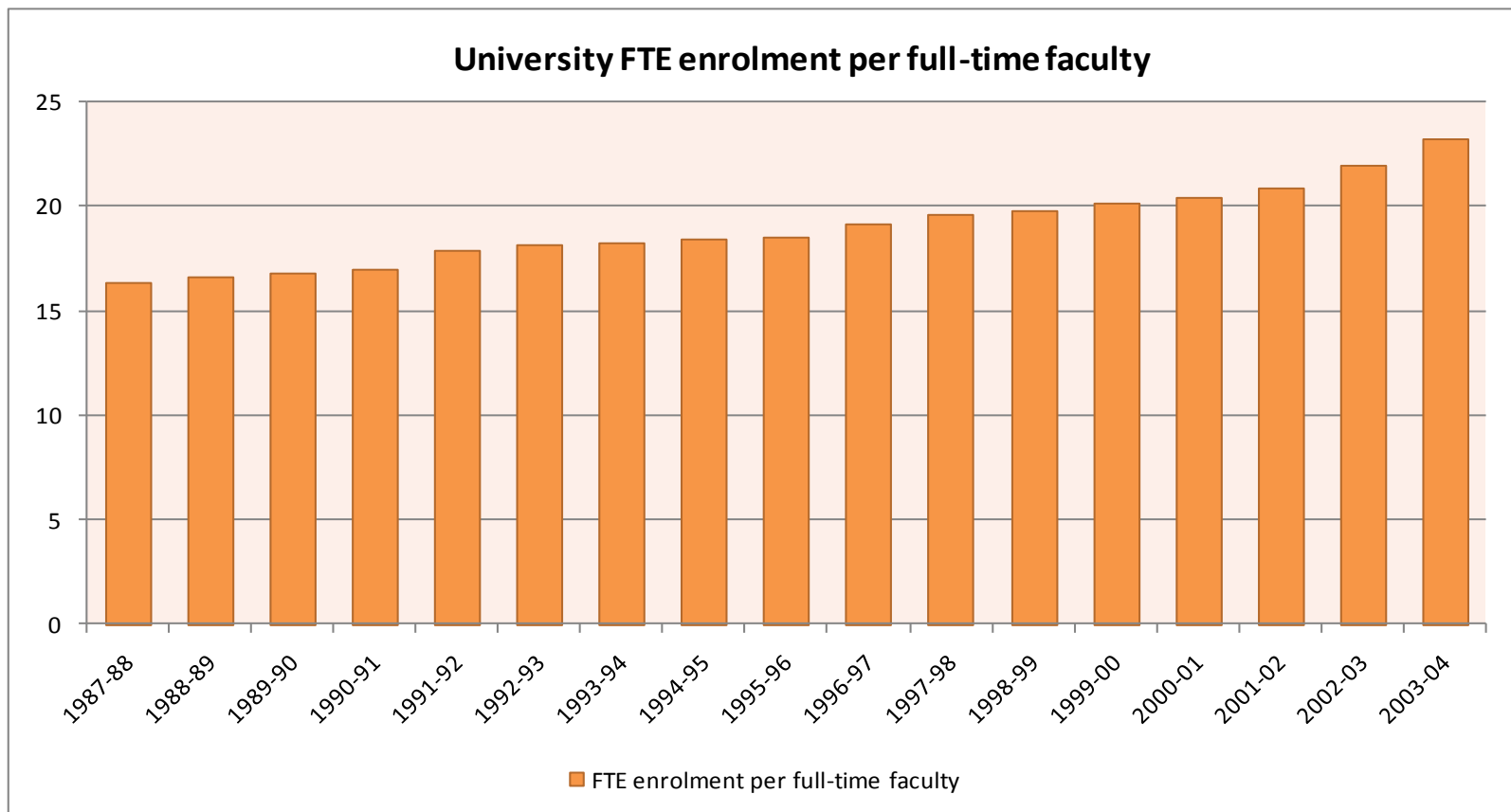
HIGHLIGHTS AND KEY CONCLUSIONS: THE RETREAT OF THE TRADITIONAL MODEL

This cost-driven funding gap means more reliance every year on:

1. Larger class sizes
2. A systematic dependency on part-time, teaching-only faculty to do a large and growing proportion of undergraduate teaching

HIGHLIGHTS AND KEY CONCLUSIONS: LARGER CLASSES AND MORE PART-TIME FACULTY

Fewer full-time university faculty per student



THE RETREAT OF THE TRADITIONAL MODEL: CLASS SIZES TO SUPPORT DIFFERENT KINDS OF FACULTY*

	\$150 K Faculty Teaching 2+2	\$150 K Faculty Teaching 2+0	\$150 K Faculty Teaching 4+4	\$75 K Faculty Teaching 4+4
Instructor's annual salary	\$150,000	\$150,000	\$150,000	\$75,000
One-term courses taught annually	4	2	8	8
Student course load per term	5	5	5	5
Class size needed	75	150	38	19
Class size to have 1 one-term course per year in 20-student seminar format	107	540	42	n/a
Class size to have 1 one-term course per term in 20-student seminar format	240	not possible	48	n/a

*Assumptions:

- half of grant plus tuition goes to pay faculty (i.e., \$6,500 per student)
- this is the sole source of revenue for faculty compensation
- faculty benefits are 30% of salary

THE RETREAT OF THE TRADITIONAL MODEL: ...SO WHAT'S THE PROBLEM?

1. Dependence on larger classes and part-time faculty in our undergraduate programs
2. Impact on the educational experience
 - variability in instructor quality
 - limited student accessibility/engagement with itinerant, contract faculty
 - part-time faculty often not embedded in evaluation, support and development structure
3. Sustainability?
 - labour relations
4. Value for money – for government, for students?



PROVINCIAL FUNDING

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Funding formula and fiscal prospects

HIGHLIGHTS AND KEY CONCLUSIONS: FUNDING DRIVES UNIVERSITY BEHAVIOUR

University funding in a nutshell – one size fits all

1. No allowance for inflationary costs
2. Enrolment growth is the only source of new revenue
3. External and internal pressures to pursue research university status
4. Inadequate resources for focus on quality undergraduate programs

Outcome: A largely homogenous collection of universities

FUNDING DRIVES UNIVERSITY BEHAVIOUR: APPROACHING THE LIMITS OF A UNIFORM SYSTEM

1. University funding forces uniformity
 - expand undergraduate enrolments
 - pursue competitive research grants
2. International experience is clear: if a differentiated system is desired, deliberate and sustained government action is necessary
3. Meeting the impending undergraduate enrolment increase (especially in the GTA) requires system change

FUNDING DRIVES UNIVERSITY BEHAVIOUR: ALL ENCOURAGED IN RESEARCH, GRADUATE STUDIES

MTCU operating grant per student for selected university programs, 2007-08		
Funding Weight	Programs (examples)	Grant per FTE student
1	1st year Arts and Science General Arts and Science	\$3,100
1.5	Upper-year Honours Arts Commerce Fine Arts Law	\$5,800
2	Applied Science and Engineering Architecture	\$8,300
2	Upper-year Hons Science Education Nursing Pharmacy Master of Bus. Adm.	\$8,500
3	Master of Arts	\$12,700
4	Master of Science	\$18,200
5	Medicine, Dentistry	\$24,200
6	Doctoral	\$29,100

MTCU operating grant per student for college programs, 2007-08	
Programs	Grant per FTE student
Postsecondary certificate and diploma programs (average)	\$5,500
Degree programs (median)	\$5,000

...and note that

- All universities pursue federal and provincial research funds (CFI, CRCs, granting councils)
- There is no comparable incentive to pursue excellence in undergraduate teaching

HIGHLIGHTS AND KEY CONCLUSIONS: THE RECESSION DEEPENS THE CRISIS

1. Increasing costs
 - universities with defined-benefit pension plans
 - first recession since the end of mandatory retirement
2. Shifting enrolment pressures
 - biggest short-term pressure is on colleges (increased 50% in 1978-83 and 34% in 1989-94 recessionary periods)
 - university masters programs
 - less opportunity for apprenticeships
3. Student aid
 - in 1989-94 recessionary period, recipients more than doubled
4. Decreasing revenues
 - endowments (universities)
 - government

Jeffrey Simpson

Tough times for public institutions

The public-private gap suggests labour trouble ahead



Jeffrey Simpson

Published on Tuesday, Dec. 15, 2009 4:52PM EST
Last updated on Wednesday, Dec. 16, 2009 3:24AM EST

Suppose you run a business, or are organizing your household budget. You discover two disconcerting trends. First, 70 per cent to 80 per cent of your spending is locked in but still rises at, say, 3 per cent a year. Second, your income has gone in the tank. Next year, revenue might recover somewhat but certainly won't increase by 3 per cent.

The results of this gap are slowly becoming apparent, and they will become much more apparent when governments unveil their budgets early next year. School boards will be cutting everywhere except teacher levels and salaries. Universities will be doing likewise, while increasing class sizes that are already too large. Hospitals will be scrambling to cut wherever they can outside the wage bill.

In other words, those who manage public-sector institutions will be slicing where they can in the 20 per cent to 30 per cent of their budgets that are not consumed by wages, salaries and benefits.

This will necessarily happen – it has already begun – because provincial governments everywhere are in the red. So is the federal government. Municipalities are already living on the fiscal margin, jacking up property taxes in many parts of Canada far beyond the inflation rate.

Public institutions looking for budget increases from their provincial masters will be disappointed. In some cases, they will be shocked, because they won't be getting any increases; indeed, their transfers might well be cut in absolute terms.

Ontario hospitals, to take one example, are planning for a 2-per-cent increase or no increases at all. Either way, cuts will come in that 20 per cent to 30 per cent of the budget not locked into the wage bill. Smart hospitals should plan for no increase, given the province's sickening deficit. The same advice applies to school boards, universities and community colleges.

PROVINCIAL FUNDING PROSPECTS

from the Globe and Mail...

Report on Business

Featured: • Discussion forums • Board Games 2009 • Online Broker Rankings • Quiz: Win \$10,000

Ontario ponders sale of Crown corporations to beat down deficit



Province has hired two banks to look into prospect of privatizing government-owned businesses, including liquor and gaming companies

Article

Comments (375)

Andrew Willis and Boyd Erman

Published on Tuesday, Dec. 15, 2009 8:57PM EST
Last updated on Wednesday, Dec. 16, 2009 11:38AM EST

The cash-strapped Ontario government is looking into the sale of all or part of its collection of Crown corporations, including the provincial lottery company and the retail monopoly on liquor sales, to raise cash to close a \$24.7-billion deficit this year.

HIGHLIGHTS AND KEY CONCLUSIONS: TUITION AND STUDENT AID

- “... in the absence of a public appetite to pay higher taxes or to divert funds from other public programs, tuition increases appear to be inevitable.”
 - Pressures from health care and other public services
 - Rising postsecondary enrolments
 - Rising per-student costs
 - No apparent appetite for higher taxes
- “maintaining and increasing participation rates in a higher-tuition environment will require continuing changes in federal and provincial student support programs. The two levels of government will need to adjust the programs for inflation every year.”
- upfront grants and flexible repayment programs
 - to ensure that higher education becomes more accessible to low-income and middle-income families.



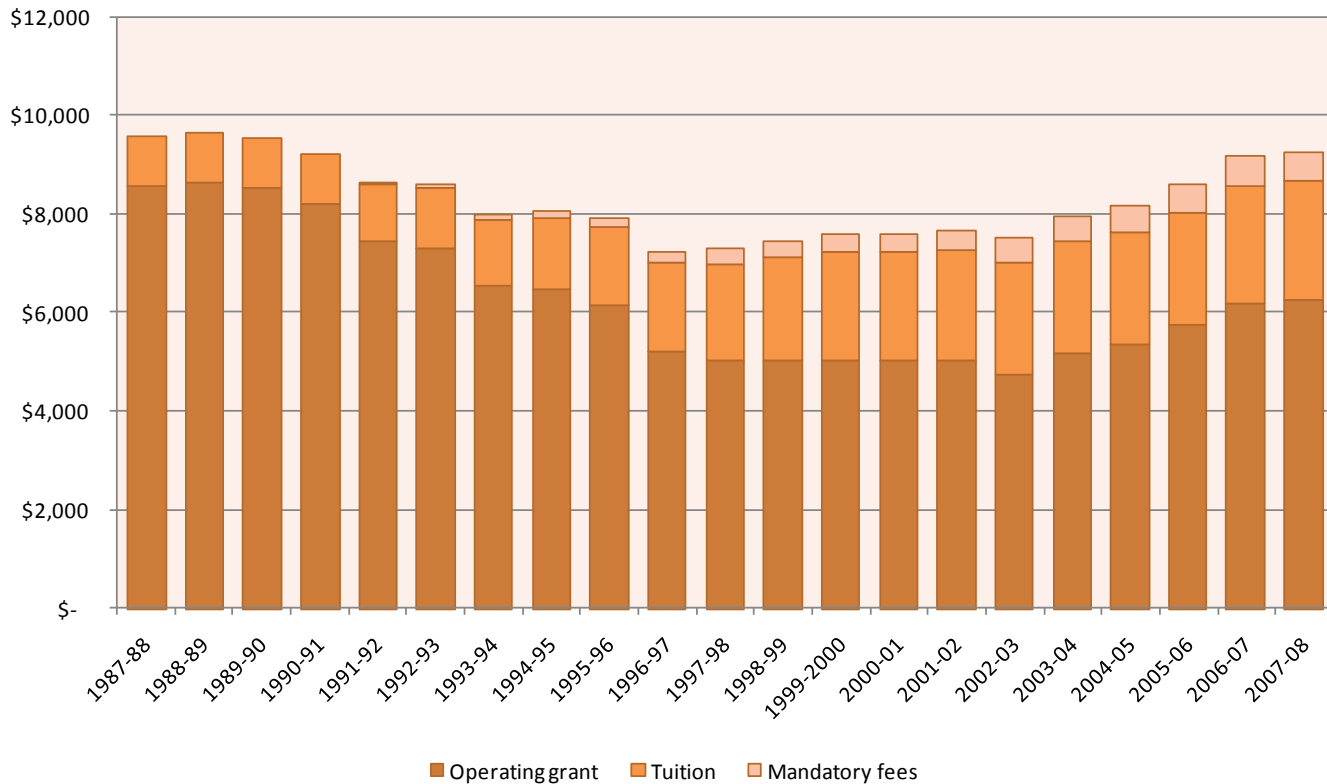
MEANWHILE, AT ONTARIO'S COLLEGES

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Different issues; a different sort of crisis...

HIGHLIGHTS AND KEY CONCLUSIONS: COLLEGES FACE A SUSTAINABILITY CHALLENGE

Colleges: Total operating revenue from MTCU operating grants, tuition and mandatory fees, per FTE student, 1987-88 to 2007-08 (constant 2007 dollars)



COLLEGES FACE A SUSTAINABILITY CHALLENGE: COMPARISON WITH UNIVERSITIES

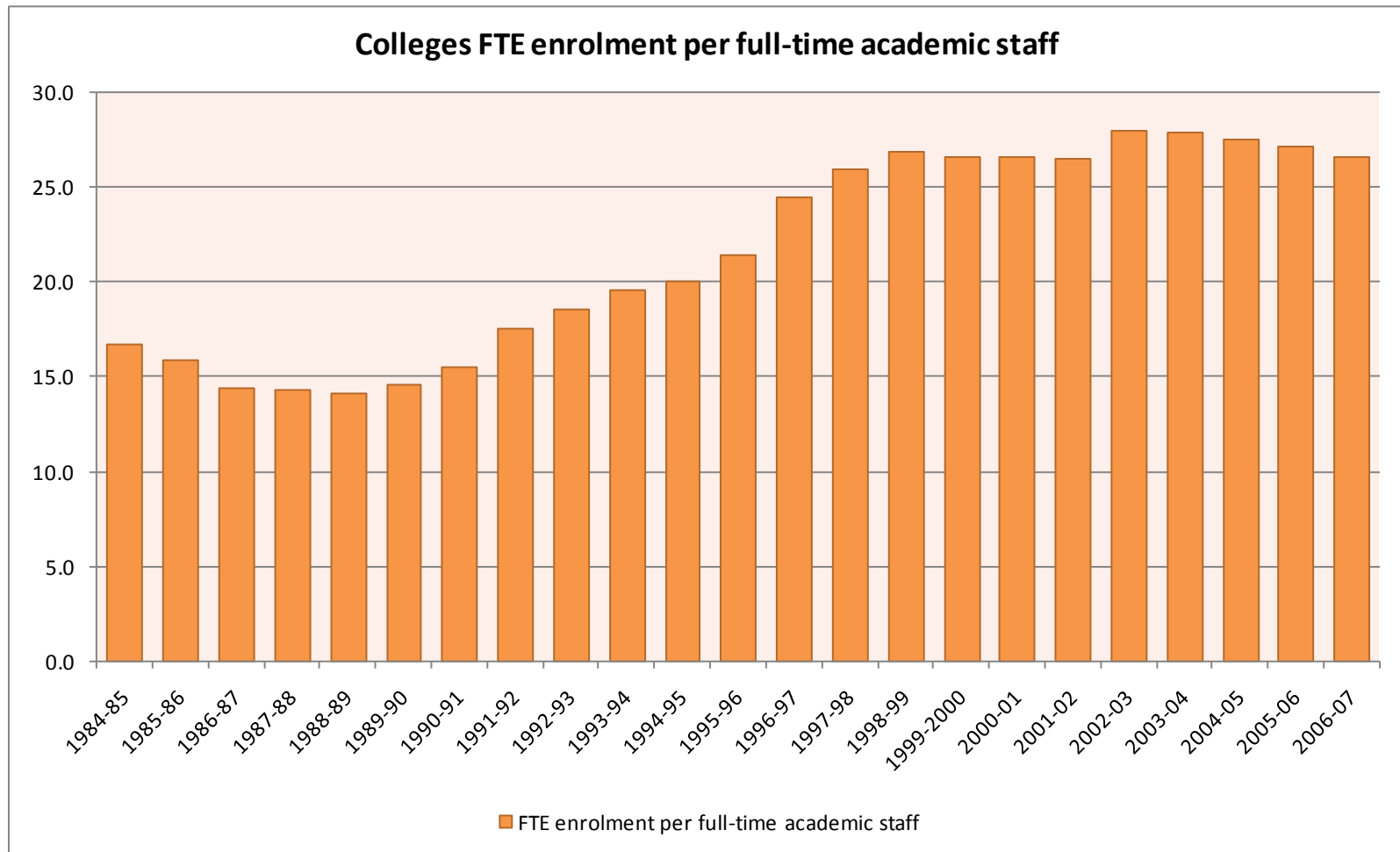
1. Different from universities

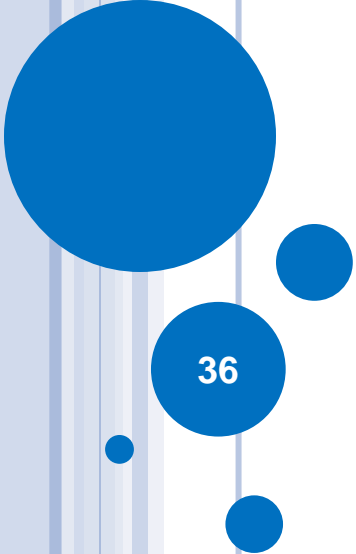
- double-hit by funding cuts and enrolment growth in early 1990s
- modest increases in tuition in 1990s did not make up for lost government revenue per FTE
- funding per FTE, adjusted for CPI, is now recovering after a long downturn
- increase in FTE students per full-time faculty member has been sharper than at universities
- workload of FT faculty is fixed in a province-wide collective agreement
- more laid-off workers -- more likely than other students to require preparation in literacy, numeracy, and computer technology skills, making them more expensive to serve

2. Similar to universities

- inflation higher than CPI
- reliance on part-time faculty

COLLEGES FACE A SUSTAINABILITY CHALLENGE: SUBSTANTIAL INCREASE IN STUDENT-FACULTY RATIO





HAS THE NATURE OF THE ONTARIO SYSTEM CONTRIBUTED TO THE CRISIS?

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**Ontario has a set of unique features among
systems of this size**

HIGHLIGHTS AND KEY CONCLUSIONS: ADAPTATION IS CONSTRAINED BY STRUCTURE

Unique features of Ontario's post-secondary system:

1. Very few institutions other than Ontario publicly assisted universities and colleges providing postsecondary education in the province
2. Ontario's binary structure of publicly assisted postsecondary education institutions
 - horizontally structured with
 - little vertical integration
3. Little mandated differentiation of institutions by mission and role within either postsecondary sector
4. In the absence of any mechanism for system planning, the design of the postsecondary system is determined by the volition and decisions of individual institutions



CAN WE DO BETTER?

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Pursuing new options...

PURSUING NEW OPTIONS:

A NEW TEACHING-FOCUSED UNIVERSITY SECTOR

Use expected growth in demand to create new sector of baccalaureate institutions that focuses on teaching

- Institutions need not all be identical
 - some new; some converted from CAAT status
 - some baccalaureate-only; some offering degrees and diplomas
 - some exclusively career-focused; some including liberal arts
- Benefits
 - cost effective (higher faculty course load; faculty expected to be current in their fields but not to do discovery research)
 - enhanced student engagement - better for many students, especially from underrepresented groups
- Key to success is to create these institutions as a separate sector – erect barriers to prevent mission drift
 - models: Alberta, B.C., Florida, California

PURSUING NEW OPTIONS: A THREE-YEAR UNDERGRADUATE DEGREE

Back to the future...Encourage universities to create (or maintain) a high-quality three-year degree

- Benefits
 - a pre-professional degree for those going on to professional study in disciplines such as law, education, journalism, business, social work and media studies
 - a final degree for those who pursue on-the-job professional training in the financial, government, management, retail, public service and other sectors
 - a first credential for students going on to a one-year career-related program at a CAAT
- 3-year degrees emerging in EU under the Bologna Accord
- Keys to success
 - support quality, not a second-rate degree
 - remove financial disparity between 3- and 4-year programs in funding formula

PURSuing NEW OPTIONS:

A COMPREHENSIVE APPROACH TO FUNDING

1. Governments and institutions need explicit discussion on rising per-student costs of higher education
 - agree on “cost to continue”
 - agree on additional costs for expanded enrolments, research and scholarship, other priorities
 - agree on sources of revenue (grants and tuition fees)
 - update student assistance programs every year to reflect inflation
 - *benefit: end to processes that have tended to ignore inflation*
2. Real incentives for teaching-focused shift in existing universities
3. Detailed public reporting on factors related to efficiency, effectiveness and quality
 - for example: compensation, teaching loads, class sizes, the use of temporary instructors

PURSUING NEW OPTIONS:

FOSTERING INCREASED EFFICIENCY

1. Encourage differentiation among existing universities through a combination of regulation and financial incentives, e.g.:
 - an envelope to support innovation and excellence in student learning and development, especially for underserved populations
 - an envelope to bring the resources for resource-intensive research to the level available to peers in other jurisdictions
2. Multi-year Accountability Agreements should give formal recognition to institutional differentiation
3. Encourage universities to create differentiated full-time faculty positions (e.g., traditional, teaching-only, research-only)
4. Curb costs of zero-sum competition

Benefits

- less inappropriate competition for resource-intensive research
- financial recognition for cost of serving hard-to-serve students
- responds to unsustainable growth in part-time instructors

PURSuing NEW OPTIONS:

BALANCE AND DIFFERENTIATION IN COLLEGE SECTOR

1. Differentiation among colleges should reflect multiple roles, public needs
2. Potential for differentiation in offering baccalaureates
 - a small number of colleges should become substantial providers of baccalaureate education
 - some continue as niche providers
3. Potential for other forms of differentiation, for example:
 - emphasis on trades training
 - emphasis on serving under-prepared learners

Benefits

- colleges contribute to meeting growth in demand for baccalaureates
- continued access to certificates, diplomas, apprenticeships in all regions

PURSUING NEW OPTIONS:

IMPROVING COLLEGE TO UNIVERSITY TRANSFER

1. Establish discipline-specific provincial committees that consist of representatives of the colleges and universities and have a mandate to improve transfer opportunities
2. Develop specific programs in universities aimed to facilitate transfer from college career programs
 - “career ladder” programs that provide university-level courses in the student’s field of specialization
 - “inverse degree” programs that combine college specialization and university general education
 - “management ladder” programs that combine college specialization and university management education

Benefits

- fairer to students
- more qualified graduates, without the cost of duplication

Keys to success

- stronger provincial leadership
- funding of recognized costs

PURSUING NEW OPTIONS: AN OPEN UNIVERSITY FOR ONTARIO

1. A university with a distinctive philosophy
 - open admissions
 - flexible credit recognition
 - flexible use of resources and infrastructure to best meet the learner's needs
2. A formal relationship with Athabasca University?
3. Primary but not exclusive focus: online distance education

Benefits

- degree completion for graduates of the colleges
- degree completion for former students who dropped out
- education for learners who work full-time or do not live near a university

PURSUING NEW OPTIONS: RETHINKING THE IDEA OF QUALITY

1. Five agencies in Ontario
 - OCGS, UPRAC, PQAPA, PEQAB, HEQCO
2. Significant differences in conceptualization of quality
 - inputs, selectivity and educational processes *versus* actual learning outcomes
 - intentions *versus* results
 - value-added *versus* absolute level of achievement
3. These differences have consequences – for example:
 - how faculty allocate their time
 - level and types of resources needed to provide quality education
 - types of learning experiences provided for students
4. Need a structured dialogue among key stakeholders on the idea of quality and the quality assurance practices in higher education that are appropriate for the 21st century

PURSuing NEW OPTIONS:

RESPONSIBILITY FOR LEADERSHIP IN HIGHER EDUCATION

1. Current economic circumstances require sustained government action, supported by enlightened institutional leadership, to facilitate the next phase of transformation in Ontario's postsecondary education system
 - led by either the government itself or an arms-length agency
 - special commission might be useful in developing a set of detailed recommendations and an implementation plan
2. Providing systematic policy guidance for postsecondary education is a long term undertaking that requires development of appropriate capacity, structures, and processes

EARLY REACTIONS



Traditional teaching model obsolete in crowded colleges

By Ian D. Clark professor in the School of Public Policy, Governance at the University of Toronto

Wed Dec 2 2009

The standard model of undergraduate education in Canada is no longer sustainable.



RELATED:

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- [Traditional teaching model obsolete in crowded colleges](#)

OPINION

Underfunding shortchanges students

By Mark Langer

Wed Dec 2 2009

In the recently published book, *Academic Transformation: The Forces Shaping Higher Education in Ontario*, co-authored by Ian D. Clark, Greg Moran, Michael L. Skolnik and David Trick, the authors argue that the current model of university education in...

THE GLOBE AND MAIL | EDITORIALS

National Politics World Opinions Arts Tech

Globe editorial

The elusive ideal of the scholar-teacher



It is long past time to bring the quality of teaching offered to undergraduates up a notch

Article

Comments (12)

From Tuesday's Globe and Mail

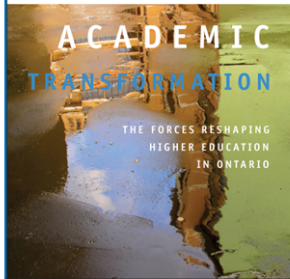
Published on Monday, Nov. 30, 2009 11:35PM EST

Last updated on Wednesday, Dec. 02, 2009 2:37AM EST

Universities are often run on the backs of undergraduates, and not always to their benefit. Research is a good thing – everyone says so – but it is long past time to bring the quality of teaching offered to undergraduates up a notch.

The book is thoughtful and well-written. But the conclusion it reaches, simply put, is wrong... The authors assert that university teaching is not enriched by university professors conducting original research in addition to teaching. But their assertion is belied by another publication from the Higher Education Quality Council of Ontario... This publication points to a number of empirical studies demonstrating that university teaching and university research are related... University research and university teaching depend on one another... So, contrary to the authors' assertions, their model is not going to offer our students a better quality education... It will give students only a lower-cost education, a degree on the cheap.

IAN D. CLARK
GREG MORAN
MICHAEL L. SKOLNIK
DAVID TRICK



The large scale publicly funded system of postsecondary education in Ontario developed in the 1960s has been largely successful in fulfilling important societal needs in the areas of education, human resource development, and research. Existing approaches, however, are unlikely to be sufficient to address the challenges of the coming decade.

Academic Transformation: The Forces Reshaping Higher Education in Ontario examines the developments that are re-shaping the province's post-secondary system, including higher enrollment, further development of a knowledge-based economy, increased demands for research focused on competitiveness and productivity, and Ontario's transition to a multicultural, internationally connected, urban, and aged society. Universities and colleges are also adjusting to internal changes in the composition of the student body and staff, faculty work profiles, and funding arrangements. The authors consider possible changes in the system's structure, policy, and governance that may be helpful in dealing with the anticipated changes in societal needs, and expectations related to post-secondary education.

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Post Secondary Institutions in the News

- Recession Pushes Up Law School Applications and Interest in Graduate Studies - NYTimes.com
- Career U. - Making College 'Relevant' - NYTimes.com
- California Reeling - University of California, Crown Jewel of Education, Struggles With Cuts - Series - NYTimes.com
- Career U. - Making College 'Relevant' - NYTimes.com

Academic Transformation Announcements

PowerPoint Presentations at University of Ottawa and at U of T Faculty Association 1/4/2010 9:04 PM by Ian Clark
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- When it comes to undergraduate education, we can do better (Globe and Mail Op Ed, Dec 10, 2009)
- Traditional teaching model obsolete in crowded colleges (Toronto Star, Dec 2, 2009)
- The elusive ideal of the scholar-teacher (Globe and Mail, lead editorial, Dec 1, 2009)
- Book argues Ontario university model unsustainable (Globe and Mail, Nov 30, 2009)
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- Radical rethink of Ontario universities (University Affairs)
- Ontario's University System Is Unsustainable, Says New Book (Chronical of Higher Education)
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	Academic Transformation, U of T Faculty Association, December 16, 2009	Ian Clark

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