

Policy and Governance in Postsecondary Institutions:
Canadian Perspectives on Ethics and Decision Making

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Introduction

This edition represents the collection of seminal ideas that have shaped the postsecondary institutions in Canada. The chapters in this edition correspond to the animating ideas that are relevant in this era of increased participation of the public in tertiary education. The chapters that have been chosen to present the reader with the salient issues concerning functioning, accountability, policy framework, *inter alia*, constitute the sessions of a course on post secondary policy and governance offered to adults who either work at or aspire to work at universities and colleges.

This text is interactive insofar as it offers stimuli for the engaged student to co-construct knowledge and their own gloss of pertinent issues. This text introduces concepts through various examples and contemporary cases and provides a plethora of resources primarily from Canadian context for further engagement. Finally, it offers an activity, through case studies, for students to play the part of various roles in the postsecondary sector to bring together the ideas explored in the text.

I. Chapter I: Introduction to Postsecondary Education and Government Involvement

A. Session Introduction

Working with the information from Ontario's Ministry of Advanced Education and Skills Development (MAESD) (<https://www.ontario.ca/page/ministry-training-colleges-universities>), we will set the stage for the class by understanding the relationship between government and postsecondary institutions.



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When Canada was established in 1867, the Constitution Act distributed powers between the Federal State of Canada, and the Provincial governments (<http://www.thecanadianencyclopedia.ca/en/article/distribution-of-powers/>) . As a result, almost all things related to education became the governance mandate of the respective provinces. This, for adult education broadly, becomes somewhat complicated as there are certain educational ventures – such as those based in the federal portfolio of Employment and Social Development Canada (ESDC) (<https://www.canada.ca/en/employment-social-development.html>) – that remain the domain of the federal government. It is clearer, however, that almost of all responsibility (outside of certain funding agreements) is the purview of the various provinces.

As you can see from the following page from The Canadian Centre for International Credentials (<https://www.cicic.ca/1301/ministries-departments-responsible-foreducation-in-canada.canada>) what the provinces call the Ministries varies greatly. From PEI's Department of Workforce and Advanced Learning to Ontario's Ministry of Advanced Education and Skills Development there are a number of approaches to the scope of the governmental departments overseeing postsecondary education.



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B. Learning Outcomes

At the end of this session, you should be able to:

- Identify the various provincial ministries responsible for oversight of their respective postsecondary sectors.
- Examine the similarities and differences for the college and university sectors

Rationale

This introductory session allows us to get to know each other, but also to identify the governmental structures in the postsecondary sector.



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Connection to Theory

This session highlights the broadest political oversight of the postsecondary sector.

Connection to Practice

Policy is sometimes referenced as if there are no human actors behind its creation. Being able to identify the ministerial structures and the politics that correlate to the people in those roles is crucial for demystifying the effects of policy and governance of the postsecondary sector.

C. Session Resources

MTCU website (<https://www.ontario.ca/page/ministry-training-colleges-universities>)

Beaudoin, G. (2015). Distribution of powers. In *The Canadian*

Encyclopedia.

Retrieved

from <https://www.thecanadianencyclopedia.ca/en/article/distribution-of-powers>

Government of Canada. (2019). *Employment and Social Development Canada*. Retrieved from <https://www.canada.ca/en/employment-social-development.html>

The Canadian Information Centre for International Credentials. (n.d.). *Ministries/departments responsible for education in Canada*. Retrieved from https://www.cicic.ca/1301/ministries_departments_responsible_foreducation_in_canada.canada

Government of Ontario. (2018). *Ministry of Training, Colleges and Universities*. Retrieved from <https://www.ontario.ca/page/ministry-training-colleges-universities>

D. Learning Activities

1. In the forum titled “Introductions” post your introduction. In addition to any the personal or career information you wish to share, you should also highlight your interest in the issues surrounding policies and governance of postsecondary institutions.



Photo by Nathan Dumlaio on Unsplash

2. In the forum called “MTCU”, post a 250-300 word reflection answering some the following:

A. Using the information from The Canadian Centre for International

Credentials website, compare your home province's Ministry of Education to two or three other provinces' or territories' Ministries.

- What similarities and differences do you see? Why do you think the Ministries governing postsecondary education are organized, and titled, the way they are?
- What are the advantages and disadvantages of having the responsibility of postsecondary education delegated to the provinces?

B. Explore the MTCU website.

- How do the services rendered differ from Colleges to Universities?
- How are students supported?
- What information is not disclosed, but might be useful on the MTCU site?

2. Chapter 2: The Governance Structures of Postsecondary Education

A. Session Introduction

The governance system of universities and colleges is different from other organizations and companies – even if both are non-profit, created for public-interest, are service oriented, and even if they have multiple stakeholders and employees with differing and distinct professions and expertise. What makes university governance structure different is the idea of *Academic Freedom*. Academic Freedom has been differently defined to make a specific point, but it encapsulates the following elements regarding freedom: (a) to decide what to teach; (b) to decide how to teach; (c) to decide what to research; (d) to decide how to do the research; (e) to report research findings; (f) to express their opinions; and (g) to be wrong (Jones, 2014).



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These extensive freedoms constrain many traditional assumptions about management that governance concerns itself. For instance, professors make their own decisions about teaching and research (with important exceptions) which limits the degree to which they can be “managed” in the traditional sense. Furthermore, academic tenure, which is the institutional means to safeguard academic freedom, limits the ability of the management to terminate professors for capricious reasons. And finally, professors can offer their opinions on public matters and even on matters affecting the operation of the university without retribution.

The second manifestation of freedoms leads to academic self-governance. This idea implies that in order to preserve academic freedom, academic decisions should be made by academics and not other seemingly relevant stakeholders. That means not the administration, not individuals and groups who are in governance or

administrative posts, neither related ministry folks, and neither the board of governors. The University Act which is the basis of creation of most of the Universities in Canada assigns the responsibility for academics matters to be decided by the academic senate which operates independent of, but at the same level as the governing board.

It is important to note that these set of privileges and responsibilities extend only to tenured faculty members at the university. Other teaching staff who do not have tenured positions, however much qualified, do not have these privileges extended to them. Also, the idea of academic freedom is far more restrictive in colleges.

This implies that the academic decisions that are important to the university cannot be made by the board. The complexity that arises because of this must be understood in terms of freedom that the academic senate has in determining the strategic direction of the university.

With respect to the selection of the President of the University, the board has the responsibility of appointing the president, but the search process includes all major stakeholders. Corollary, the president of the university is held accountable to the Board, Senate, and the academic community of the university. Consequently, the President's ability to steer university using the executive authority is thwarted and requires him/her to build consensus and focus on the process. In short, the President must be held to a different standard than the CEO of a company.

B. Learning Outcomes

By the end of this session, you will be able to:

- Understand the bicameral system of governance in Canadian Universities;
- Understand the limits of what a President of a University can do, and how that differs from the CEO of other organizations; and
- Distinguish between the governance structures of an Ontario College and an Ontario University

Connection to Practice

Academic Freedom also affects the governance structure of the University and it changes the role of the President, the Board of Trustees, and introduces a level of academic oversight of Senate.

Connection to Research

Why might the college professors have restricted academic freedom? What is one question that has not been answered that has left you asking more questions about the University Governance in Ontario?

C. Session Resources

Corbett, A., & Mackay, J. M. (2014, August). *Manual for effective college governance*. College Centre of Board Excellence. Retrieved from https://www.collegesontario.org/colleges-ontario/CO_college_governance_manual.pdf [read Chapter 1 & skim Chapter 2, stopping at page 37]

Jones, G. A., Shanahan, T., & Goyan, P. (2001). University governance in Canadian Higher Education. *Tertiary Education and Management*, 7(2). 135-148. <https://doi.org/10.1023/A:1011333915176>

Pennock, L., Jones, G. A., Leclerc, J. M., & Li, S. X. (2016). Challenges and opportunities for collegial governance at Canadian universities: Reflections on a survey of academic senates. *Canadian Journal of Higher Education*, 46(3). 73-89.

3. Chapter 3: Understanding Policy and the Role of Actors in Postsecondary Education

A. Session Introduction

There are a lot of parties both within and outside the post-secondary sector that have vested interest in shaping the post-secondary sector to meet certain needs and depict their vision. The shaping of the organizations happens through the policies and therefore, these parties try to influence policy analysis, policy formation, and policy critique processes.

We begin this session by gaining an overview of education policy. Reading Chapter 1 of Delaney (2017), we will explore various definitions of policy. We will also consider the benefits of a well-written policy.

Just as there are many actors who wish to shape elements of postsecondary education, they do so by shaping/writing different kinds of policies. Consequently, there are many different types of policies that exist. Reading Chapter 3 of Delaney (2017) will provide us with an overview of different policy classification approaches.

Gallagher (1992) states, “In the most general sense,

policy analysis is the process of locating information relevant to the identified purpose. In the broad sense, policy analysis is synonymous with problem solving” (as cited in Delaney, 2017, p. 34). In other words, policies exist to solve problems or resolve issues that may exist at present or manifest in the future.

Policy analysis is comprised of five steps:

1. Define and analyze the problem (also called policy analysis)
2. Construct Policy Alternatives
3. Develop evaluative criteria
4. Assess alternatives
5. Draw Conclusions (also known as Make the Decision concerning the Problem at hand)

1. Define and analyze the problem

Why is *defining the problem* important? Unless you define it properly, you will not know when you are effective in resolving the problem. How you define the problem will affect what solutions you will entertain. For example, consider the issue of poverty: how do you define it? Possible answers include: Not enough money; not enough disposal income; insufficient savings; inter alia. One could also define poverty as low earned wages. One could also base the issue of poverty as a symptom of a lack of skills and low levels of education. Alternatively, it could be seen as a sign of the disintegration of the nuclear family unit; or even elevated drug addiction. Depending on how you envision the problem and how you define it your

proposed solutions will differ drastically.

It is one thing to define a problem, but a policy tool is initiated if the problem is widespread enough to warrant it. Therefore another component of problem analysis is to *measure the problem*. Again, depending on how the problem is defined, it will be measured differently. Of course, in order to have confidence in the extent of the problem that has been measured, one needs to be cautious as to who is collecting the data, that is, who is measuring the problem. What is the bias of the people reporting the extent of the problem? What is the source of data? Might it be convenient for the parties to advance their objectives/agendas? A discrepancy in measurement is often a contested issue.

After the decision on how the problem is going to be measured, the *magnitude of the problem* helps establish how extensive is the problem.

Since a policy analyst conducting problem analysis is deeply involved in the study of the problem, he or she is expected to *determine the causes of the problem*. This is related to the definition of the problem above, but at this stage, some of the other components are established and agreed upon and therefore a clearer picture of how the problem manifests becomes apparent.

When the preceding four steps have finished, one starts to get a picture of how the problem could potentially be resolved. This constitutes the fifth step of problem analysis as *setting goals or objectives*. It might seem that this step is related to setting the

evaluation criteria above, but there are certain normative issues that make this a normative goal or criteria. (To learn more about a normative goal, see Robert & Zeckhauser, 2011).

And finally, the last step of problem analysis is establishing the link between problem analysis and the next step of policy analysis. It offers some ways in which the problem could possibly be tackled. Often, this step is ignored if someone (or some agency) were doing the entire policy analysis, but this step is retained if a third party does the problem analysis (a subset of policy analysis).

The reason why the emphasis has been placed on problem analysis is that it is the first and most crucial step of policy work. The success of subsequent policy analysis depends on how well or thoroughly this step is done. The success of the policy analysis work is very much contingent on the thoroughness of this step.

2. Construct Policy Alternatives

What can be done is the central preoccupation in this step – what can governments or universities or colleges do? Essentially, these are brainstorming ways of setting up various options that can be undertaken to tackle the problem. Depending on the jurisdiction, these include (but these are neither limited to, nor applicable at all levels):

- a. Regulation
- b. Spending
- c. Educational campaigns

- d. Rationing
- e. Spending cuts
- f. Charging fee
- g. Privatizing
- h. Taxing
- i.

3. Develop Evaluation Criteria

The policy analysis requires that the definition of how the success of the policy measure will be evaluated be provided. Various ways of evaluating success are measuring:

- a. Effectiveness
- b. Efficiency
- c. Equity
- d. Effects on personal freedom
- e. Political feasibility
- f. Social acceptability
- g. Administrative feasibility
- h. technical feasibility
- i.

4. Alternatives

Depending on the outcomes of the previous steps, the next step of policy analysis attempts to offer other alternatives. This is where the possibility of inaction is also considered. Sometimes that is the most viable option because of the costs (fiscal, technical, political, inter alia) are so high that actions are deferred. Can you think of examples from college or university sector?

5. Draw conclusions

Recall, the policy analysis is a mechanism to address, redress, or resolve problems. Therefore, the policy process is only complete if appropriate decisions are drawn.

If the connection between policy and problem solving is apparent, then it is not surprising that the first step of policy analysis is defining the problem (Kraft & Furlong, 2018). In reality, the problem definition is such an important step that many parties both inside and outside try to influence how the situation is perceived and defined.

Understood in this manner, the attempts of students, parents, guardians, funders, researchers, the board of trustees, governments, unions, administrators, all have vested interest in shaping the policy analysis process to advance their objectives and aims. The analysis of existing policies are sometimes analyzed for their validity in process, content, history, ethical, and empirical validity.

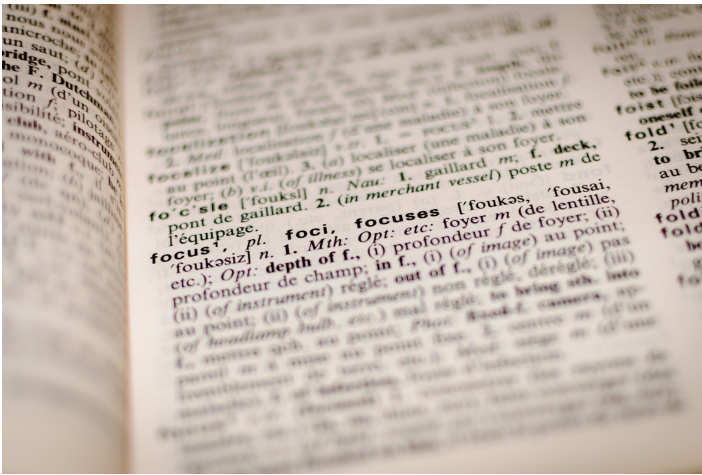


Photo by Romain Vignes on Unsplash

Policies may be analyzed using a variety of approaches. Reading Chapter 4 of Delaney (2017) will give us an understanding of different forms of policy analysis. We will also consider two different policy analysis models and review tips for good policy analysis.

Understood in this manner, students, parents, guardians, funders, researchers, board of trustees, governments, unions, administrators, all have vested interest in shaping the policy analysis process to advance their objectives and aims.

B. Learning Outcomes

By the end of this session, you will be able to:

- Consider various definitions of policy
- Understand different types of educational policies
- Understand the policy analysis process

- Analyze an actual PSE policy

C. Session Resources

Delaney, J. G. (2017). *Educational policy studies: A practical approach*. Edmonton, AB: Brush Education. [Read Chapter 1, Chapter 3, and Chapter 4].

Kraft, M. E., & Furlong, S. R. (2018). *Public policy: Politics, analysis, and alternatives* (6th ed.). Thousand Oaks, CA: Sage.

Robert, C., & Zeckhauser, R. (2011). The methodology of normative policy analysis. *Journal of Policy Analysis and Management*, 30(3), 613–643. <https://doi.org/10.1002/pam.20578>

D. Learning Activities

1. In Chapter 1, Delaney (2017) describes that there is not a universally accepted definition of policy and provides definitions from eight different sets of authors. In the post titled “Policy definitions”, describe which author’s definition you prefer. Provide an explanation for your preference.

2. In Chapter 4, Delaney lists Pal’s 10 tips for good policy analysis. In the post titled “Policy tips”, share which tip you think is paramount and why. Can you think of any example related to this tip – either where the tip was ignored and the outcome wasn’t good, or where the following tip led to a more favourable outcome?

4. Chapter 4: Postsecondary Institutions and the Function of Bureaucracy

A. Session Introduction

Bureaucracy is an important form of organizational system in which the decisions are made based on rules rather than whim of the person you are dealing with or the leader of the organization at the time in question.



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The concept of bureaucracy was proposed by Max Weber in 1924. It gained tremendous traction and popularity and has subsequently been adopted in most organizations and institutions. As an individual dealing with any organization of any appreciable size, you can rely on terms, rules, and guidelines, to ensure that you are treated fairly, predictably, and consistently, regardless of whom you encounter at the service desk. This is only possible because of bureaucracy.

Owen and Valesky (2015) identify five mechanisms that control and coordinate the behaviour of the people in an organization and it is these five principles that constitute the bureaucracy:

1. Maintain firm hierarchical control of authority and close supervision of those in the lower ranks (p. 3).
2. Establish and maintain adequate vertical communication (p. 3).
3. Develop clear written rules and procedures to set standards and guide actions (p. 4).
4. Promulgate clear plans and schedules for participants to follow (p. 4).
5. Add supervisory and administrative positions to the hierarchy of the organization as necessary to meet problems that arise from changing conditions confronted by the organization (p. 4).

If guidelines, principles, rules, (ala policies) and laws are to form the basis of how an organization operates, then bureaucracy has to be the mechanism to ensure that everyone comports in accordance with the dictums of those policies.

See the article by Loughheed and Pidgeon (2016) for details.

B. Learning Outcomes

By the end of this session, you will be able to:

- Understand the elements of Bureaucracy;
- Consider the theoretical foundation of bureaucracy
- Understand the strengths and limitations of bureaucracy model; and
- Consider a bureaucratic example that you have experienced in a publicly-assisted college or university in Ontario



Photo by rawpixel on Unsplash

C. Session Resources

Optional: If desired, watch this video by CrashCourse to gain a better understanding of bureaucracy in general. Note that the context is the American government, so many of the examples do not apply in the postsecondary education sector.

Optional: Lougheed, P., & Pidgeon, M. (2016). Exploring effective academic governance at a Canadian university. *Canadian Journal of Higher Education*, 46(3), 90–104. <http://journals.sfu.ca/cjhe/index.php/cjhe/article/view/188018>

Required: Caffrey, C. (2018). Bureaucracy. *Salem Press Encyclopedia*. Retrieved from <https://proxy.library.brocku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=100259216&site=eds->

live&scope=site [Note, you must sign in using your Brock ID (e.g., ab12yz) to access this material]

Required: Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (11th ed.). Toronto, ON: Pearson Education. [Access via Course Readings. Read from “Organizational Theory” on page 2 to the bottom of page 12, stopping at the Social Justice heading].

D. Learning Activities

Using the five mechanisms of bureaucracy, explain how the organization where you work (or study) is based on the bureaucratic model. Come up with examples and explanation for each point.

- What are the strengths of bureaucracy?
- What are the limitations of bureaucracy?
- How can the limitations of bureaucracy be overcome? What solutions are structural or governance related? What other alternatives are there?

5. Chapter 5: Macro Political Policies and Teaching in Postsecondary Institutions

A. Session Introduction

Universities and Colleges exist within a society to serve societal needs. Consequently, as a societal body, they are tasked with and to respond to the societal challenges. These issues are often outside the purview of the colleges and universities directly. In this section, we are going to examine one such outside influence. You are asked to identify other outside influences that impinge on direction and operations of the universities and colleges.

TRC Recommendations

In the checkered history of Canada, the treatment of Indigenous peoples stands out as a blemish. In 2015, the Truth and Reconciliation Commission (TRC) issued its final reports in a multi-volume publication. The TRC was unlike any other in Canadian history. It was created as part of the efforts to learn about the atrocities committed over a hundred years and made recommendations that needed to be implemented as part



Photo by Jess Lindner on Unsplash

of the Indian Residential Schools Settlement. The commission did its work over 6 years and submitted its final report in 2015. In the Call to Action report, the higher education sector was identified as a key institution that has a role to play. The report states:

We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education. (Clause 11, p. 2)

And

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages. (Clause 16, p. 2)

The PSE sector is responsible for attending to these challenges. Different universities and colleges across Canada have tried to integrate the recommendations, with varying degrees of effort and success. Here is one example, from the University of Toronto, as it attempts to address reconciliation in healthcare education. Since the PSE sector is comprised of individual actors, it is also important for us to consider our own efforts and attempts at reconciliation. Read this article, and as it explains, consider what you can bring to the fire and what biases you are carrying around.

Although the work of reconciliation and healing is far from over, the first stage of the TRC has been completed. The work of the TRC is now being completed through the National Centre for Truth and Reconciliation (NCTR) at the University of Manitoba.

B. Learning Outcomes

By the end of this session, you will be able to:

- Understand the role of the external actors/agencies that influence operations within the PSE;

- Consider the way in which TRC recommendations are adopted with the educational organizations and PSE sector;
- Identify other external actors/agencies that influence the operations of the PSE sector.

C. Session Resources

National Centre for Truth and Reconciliation (n.d.). Home. Retrieved from <https://nctr.ca/map.php>

Truth and Reconciliation Commission of Canada (2015). Calls to action. Winnipeg, MB: TRC. Retrieved from <https://www.documentcloud.org/documents/2091412-trc-calls-to-action.html>

D. Learning Activities

1. Review the TRC Calls to Action report. Review the document for its overall structure, including its headings and subheadings and pay special attention to Calls to Action.

2. Review the TRC (now NCTR) website. Check out the website to see what materials are available, what research has been done, and what reports exist.

Based on the information you reviewed in tasks 1 and 2, share your thoughts in the forum titled Reconciliation Resources. Some possible things to consider: How familiar were you with the TRC before this class? What did you learn from your exploration here? Which of the items listed under Calls to Action seem to have the fewest barriers to implementation? Which items in Calls to Action

pose most challenging to implement? Where should we start? Please remember to consider your personal characteristics when commenting and be respectful at all times.

3. Consider the UofT article that you read above. Without searching, what reconciliation efforts are you aware of on your own campuses (i.e., your local PSE institution)? Note them in your learning log journal. Now, search for what other reconciliation efforts are ongoing that you were not aware of. What critical (i.e., analytical, not necessarily negative) comments and thoughts do you have?

As a bonus, examine reconciliation practices across the PSE sector in general. Propose other ways in which the TRC recommendations can be incorporated into PSE.

6. Chapter 6: Academic Freedom and the Role of Instructors in Society

A. Session Introduction

“Freedom is just another word for nothing left to loose”– Kris Kristofferson

Academic freedom is a unique aspect of the postsecondary sector and that primarily applies to full time teaching staff at universities. The principle of academic freedom grew with the evolution of universities to enable faculty members, through mechanisms such as tenure, to engage not just in the instruction of knowledge but also in knowledge creation. Academic freedom affords certain powers to university professors that permit them to make knowledge claims and to teach and publish what and how they see appropriate. Academic freedom also prevents attempts to thwart this expression.



Photo by Kristina V on Unsplash

The power is quite unique and is not bestowed on very many professions. It is therefore no surprise that there are recurring attacks on this freedom (Shreker, 2007). The way to institutionalize it is by granting academic tenure to the faculty members. De George (1997) explains:

The main purpose of academic tenure is to prevent the possibility of a faculty member being dismissed because what he or she teaches, writes about is

considered by either administrators or some people outside the institution to be wrong or offensive. (p. 10)

The reason that this privilege is awarded in the universities and not in the colleges because the duties of university professors is to engage in research and thereby in knowledge production/creation. Historically, the idea of academic freedom became ensconced in the universities around the same time that the knowledge production was seen as a core responsibility of the professors. This also explains why, for the most part, the sessional and part-time instructors are not granted this privilege.

Since officially, the expectation of the college professors is not to engage in research and thereby make knowledge claims, the idea of tenure is not prevalent in colleges. For the same reason the sessional instructors who have not shown a track record and selected on tenure track position also are not protected by academic tenure for exercising academic freedom.

In this week, we examine the various characteristics of academic freedom, and what it means for the relationship between postsecondary educators and society.

B. Learning Outcomes

By the end of this session, you will be able to:

- Define academic freedom
- Understand the differences between academic freedom in colleges and universities
- Articulate why academic freedom may be important to society and what some of the drawbacks may be

C. Session Resources

It is recommended that the reading be read in the order listed, hence they are not in alphabetical order.

Hogan, B.E. & Trotter, L.D. (2013). Academic freedom in Canadian higher education: Universities, colleges, and institutes were not created equal. *Canadian Journal of Higher Education*. (43) 2, 68-84. Retrieved from <http://journals.sfu.ca/cjhe/index.php/cjhe/index> [*note that APA style dictates that if there is no doi for an article – as is the case here – the link should be to the journal homepage. I have embedded the permalink from the Brock library in the title. That should take you the off-campus sign in, and then directly to the article*]

Churchill, W. (2001). *Some people push back: On the justice of roosting chickens*. Retrieved from: <https://www.ratical.org/ratville/CAH/WC091201.pdf>

Jaschik, S. (2013, April 2). *Final loss for Ward Churchill*. Inside Higher Ed. Retrieved from <https://www.insidehighered.com/news/2013/04/02/supreme-court-rejects-appeal-ward-churchill>

D. Learning Activities

1. Why is academic freedom important in universities? What are potential issues that might arise with academic freedom?

2. Why has academic freedom not been granted to college professors to the same degree as university professors? Given some of the changes to colleges, including the increased focus on granting degrees and conducting applied research, do you think college professors should be entitled to academic freedom?

7. Chapter 7: Working in Postsecondary Institutions

A. Session Introduction

As you know, postsecondary education can be a very expensive undertaking. Students (and their families) work very hard to pay for postsecondary education tuition. A financial aid program, Ontario Student Assistance Program (OSAP), is available to help students who qualify.

However, tuition costs paid by students would likely be even higher if it weren't for government funding. In Canada, postsecondary education represents a significant public expenditure. According to the Financial Accountability Office of Ontario (2016), the operating grants provided to Ontario postsecondary institutions comprise the largest element in the Ministry of Training, Colleges and Universities' (formerly the Ministry of Advanced Education and Skills Development, MAESD) budget. But how much money is provided to Ontario's publicly-assisted institutions? How is that money allocated? This week we will take an initial look at college and university funding. Although we will briefly look at tuition amounts paid by students, we will focus on the funding the Government of Ontario gives postsecondary institutions.



Photo by rawpixel on Unsplash

B. Learning Outcomes

At the end of this session, you should be able to:

- Understand the funding mechanisms from the provinces to postsecondary institutions
- Describe recent changes to tuition fees and the Ontario Student Assistance Program (OSAP)
- Consider the impact of these tuition fee reductions on students and Ontario institutions

C. Session Resources

It is recommended that the reading be read in the order listed, hence they are not in alphabetical order.

Institution Funding

Financial Accountability Office of Ontario. (2016, September 8). *The funding of postsecondary education in Ontario*. Retrieved from https://www.fao-on.org/en/Blog/Publications/Post_Secondary

Ontario Ministry of Training, Colleges and Universities. (n.d.). *College funding model consultation paper*. Retrieved from <http://www.tcu.gov.on.ca/pepg/Audiences/colleges/cff/fundingreform.html#Paper> [there was a .pdf of this report but it is no longer available, so read the content on website instead]

Ontario Ministry of Advanced Education and Skills Development. (2016, July). *College funding model consultation summary: What we heard*. Toronto, ON: Queen's Printer for Ontario. Retrieved from http://www.tcu.gov.on.ca/pepg/Audiences/colleges/cff/cfm_summary_july16.pdf

Student Funding

Rushowy, K., & Benzie, R. (2018, December 5). Ontario Auditor General report finds Wynne's 'free' tuition scheme far more expensive than promised. *The Toronto Star*. Retrieved from <https://www.thestar.com/news/queenspark/2018/12/05/ontario-auditor-general-report-finds-wynnes-free-tuition-scheme-far-more-expensive-than-promised.html>

Government of Ontario. (2019, January 8). *Learn about OSAP*. Retrieved from <https://www.ontario.ca/page/learn-about-osap>

The Canadian Press. (2019, February 6). Ontario PCs to eliminate free tuition for low-income students. *Canadian Broadcast*

Corporation. Retrieved from <https://www.cbc.ca/news/canada/toronto/pc-government-tuition-fees-1.4981987>

D. Learning Activities

- How familiar were you with the way Ontario postsecondary institutions receive funding before completing the readings? What was your biggest insight regarding the funding arrangements (as discussed in the FAO brief or the initial College Funding Reform Consultation information)?
- The College Funding Model Reform Consultation Summary: What We Heard report provides findings of the consultations, organized into many themes under four principles. Which theme(s) or principle do you think is the most important? Why?
- Given the 10% decrease in domestic student tuition in Ontario, what do you think will be the greatest issue facing institutions? How, if at all, might they solve this financial issue?
- The OSAP system is getting an overhaul. What thoughts do you have about this?

8. Chapter 8: Policies on and Decision Making for Teaching

A. Session Introduction

In this week, we examine the policies and practices that will most immediately affect you as an instructor (if that is, indeed, your role; if not, the topic is still relevant given the subject area). There are many topics that could be included within a topic such as this; examples include Open Educational Resources (OER), student evaluations of courses and teaching, and policies about student grading. We will focus specifically on the controversy of course evaluations, which has drawn considerable attention and scrutiny in academic circles lately.



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Inevitably, as an instructor, you will have some form of student evaluation. Likewise, you will most likely be evaluating students yourself. Rather than being an unproblematic judgement of teaching and learning, both processes are fraught with tricky social dynamics. As an instructor, it is important to understand what these are as you navigate the dynamics of instruction in the postsecondary system.

What might these problems be? Let us start with evaluation of your own teaching, or Student Evaluations of Teaching (SET) scores. There have been a number of recent studies that have highlighted how biased these ratings can be. For example, there is a consistent gender gap in ratings of professors, with male instructors receiving higher scores than female instructors. Anya Kamenetz, writing for NPR, details some of the issues in her article titled *Why Female Professors Get Lower Ratings*. Additional support for the problematic nature of SETs can be found in Professor Philip Stark's blog, which details the findings of his academic research studies. Other studies have shown that one's attractiveness impacts their teaching score (e.g., Riniolo, Johnson, Sherman, & Misso, 2006). Despite these problems, SET scores figure prominently in faculty members' tenure and promotion applications and decisions. However, a recent arbitration ruling at Ryerson University mean changes may be coming at other universities as well.

Likewise, evaluation of your own students' work can be problematic and is worth exploring. If you are interested in reading about issues with student evaluations or the recent increase in Open Educational Resources (OER), see the bonus forums at the end of this session.

B. Learning Outcomes

At the end of this session, you should be able to:

- Understand the problematic nature of teaching evaluations, especially with respect to gender and other minority statuses
- Consider potential changes to SETs
- Reflect on the potentially problematic nature of evaluating students' learning (optional)
- Engage with the scholarship of Open Education Resources and identify opportunities for their adoption (optional)



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C. Session Resources

Kamenetz, A. (2016, January 25). Why female professors get lower ratings [Blog post]. Retrieved from <https://www.npr.org/sections/ed/2016/01/25/463846130/why-women-professorsget-lower-ratings>

Stark, P. (2013, October 4). Do student evaluations measure teaching effectiveness? [Blog post]. Retrieved from <https://blogs.berkeley.edu/2013/10/14/do-student-evaluations-measure-teaching-effectiveness/>

Read the **ABSTRACT only**: Riniolo, T. C., Johnson, K. C, Sherman, T. R., & Misso, J. A. (2006) Hot or not: Do professors perceived as physically attractive receive higher student evaluations? *The Journal of General Psychology*, 133(1), 19-35. <https://doi.org/10.3200/GENP.133.1.19-35>

Byerly, A. (2012, August 6). Pass-fail option for professors. Retrieved

from <https://www.insidehighered.com/views/2012/08/06/essay-urging-new-option-faculty-course-evaluations>

Farr, M. (2018, August 8). Arbitration decision on student evaluations of teaching applauded by faculty. *University Affairs*. Retrieved from <https://www.universityaffairs.ca/news/news-article/arbitration-decision-on-student-evaluations-of-teaching-applauded-by-faculty/>

D. Learning Activities

Address the following questions:

- As a student, had you previously given any thought to the course evaluations (SETs) that you have been asked to complete?
- In your professional practice, what have you been asked to provide in order to constitute evidence of successful teaching?
- Using the readings for support, what do you feel is [are] the most concerning issue[s] with SETs?
- What systemic steps have institutions implemented to address the bias in teaching evaluations?

9. Chapter 9: The Politics in, and of, Postsecondary Education

A. Session Introduction

In Canada, scandals surrounding governance are relatively scarce. Recently, however, the University of Calgary found itself in hot water after a CBC investigation examined the nature of the University's relationship with Tar Sands corporations. Read the following news articles (and pay attention to the dates and how the story progresses). Following that, read an academic article that examines some campaigns from Canadian universities to divest various funds from the fossil fuel industry. Finally, watch an interview with between Brock's ADED Director, Dr. Robert McGray, and one of the CAUT investigators, Dr. Len Findlay.



Photo by Parker Johnson on Unsplash

B. Learning Outcomes

At the end of this session, you should be able to:

- Identify conflicts of interest and areas susceptible to conflicts in postsecondary governance
- Consider ethics surrounding sponsorship in postsecondary institutions
- Understand an example of a (possible) conflict of interest related to sponsorship at a Canadian postsecondary institution



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C. Session Resources

Read in the order presented here

CBC News. (2015, November 4). *How the University of Calgary's Enbridge relationship became controversial*. Retrieved from <http://www.cbc.ca/news/canada/calgary/university-calgary-enbridge-sponsorship-1.3286369> [This article was originally published on Nov. 2, 2015 and updated on Nov. 4, so if you're following along with the dates as advised above, this article technically came first].

Mayer, F. (2015, November 2). *U of C president admits mishandling of Enbridge sponsorship*. Retrieved from <http://www.thegauntlet.ca/u-of-c-president-admits-mishandling-of-enbridge-sponsorship/>

Asad, S. (2017, May 26). *Professor removed from Enbridge investigation amidst bias allegation says investigation not over*. Retrieved from <http://www.thegauntlet.ca/professor-removed-from-enbridge-investigation-amidst-bias-allegation-says-investigation-not-over/>

McGray, R. & Turcotte-Summers, J. (2017). *Austerity-privacy and*

fossil fuel divestment activism at Canadian universities. *Australian Universities' Review*, 59(2), 36-49. Retrieved from <http://www.aur.org.au> [Skim the first few sections; Begin reading at “The case of divestment in Canadian universities” heading] Watch video interview with CAUT Investigator Len Findlay <https://echo360.ca/media/d38c979c-0355-4e12-ac5f-91b244edfbd4/public>

D. Learning Activities

Using this week’s readings as support, answer at least three of the five questions listed below:

- When is it ethical for a postsecondary institution to accept sponsorship(s) with for-profit companies? What about non-profit organizations?
- What is ethical for a postsecondary institution to offer a sponsor?
- What constitutes bias in decision making?
- What should the relationship be between for-profit companies and public postsecondary institutions?

10. Chapter 10: Policy Project Case Study "Tough Times"

Tough Times (University Based)

Introduction

The Ministry of Education has announced that, following policies of austerity, there will be a dramatic reduction of funding to universities in the province. As a result, it has been proposed by the Board of Governors that tuition at your university will increase in increments of 1.5%, 2.0%, and 2.5% over the next three years respectively.



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Description of the Context

Your university has been facing growing competition from other universities and the college sector in the past two decade. Declining student admissions has meant that the university's operating budget has been reduced over the last five years. In an effort to balance the budget, the Board of Governors announced plans to restructure the finance model used for research expenditures (which will result in funding cuts to some departments) along with delaying much needed infrastructure upgrades. Many in the university community are concerned that this will only further damage the university's reputation. The recent funding cuts announced by the government have driven the university's financial situation to a critical state which must be addressed. Prior to the announcement of the

tuition increases, rumors had been circulating throughout the campus of the prospect of cutting programs and student services.

The university itself is a mid-sized institution focused mainly on undergraduate education. The institution offers some specialized programs in health sciences and agriculture which, while small, are important to the university's reputation and brand. These programs are expensive to run because of the nature of the learning and research environments that are required. While they have the highest number of applications and highest admission averages according to the Registrar's Office, these programs only represent 3% of the student population, but 35% of the research output of the university. Although expansion of these programs has been discussed, the Department Chairs are resistant, claiming that accepting any more students would reduce the quality of education which is underpinned by very low student-to-faculty ratios. Unlike the health science and agricultural programs, the humanities and business programs are large but their enrollment has been declining significantly over the last decade. Collectively, the faculty members in these departments represent the largest salary expenses for the university. There has been talk of reviewing how these faculties function and potentially cutting programs. Many of these faculty members are nearing or already in their retirement years and are seen by younger faculty and sessional instructors as blocking the way for their career growth.

Having recently celebrated its 100th anniversary, the university is steeped in tradition and many faculty and staff have had long standing careers with the institution. Change is usually slow and resisted. The Vice-President of Students was appointed 1 year ago, having



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previously held a deanship at the province's largest urban university. While she has not announced any official plans, it is well known that she is a strong proponent of efficiencies and is underwhelmed by the student services at your university. This culture shift has caused some upset among the unionized student services staff in the Registrar's Office who feel that they are already understaffed and underfunded. Additionally, the university has recently launched a new community partnership initiative which is still in its fledgling stages. This was established in response to calls from the community (business, not-for-profit, education, municipal government) for the university to play a more pivotal role in regional affairs and economic initiatives. There has been backlash to the creation of this unit while research budgets are being tightened and student services are under a microscope.

The student population of the university is very diverse representing students from a variety of socioeconomic backgrounds. Roughly 35% of the university's students are mature students who have returned to their studies after time away from school; this group includes student parents, students who have returned to upgrade their skills for career advancement, and third generation learners. These students are mainly from the local area. 15% of the student population is international students predominantly from China, the Middle East, and South America. These students are not eligible for government subsidies or assistance. The remaining 50% of the student population are traditional aged students who are predominantly from within a 90km radius of the institution. Student fees at the institution are some of the lowest in the province. Even with the proposed tuition increase, student fees and tuition will still be on par with other institutions and below the provincial average.

Task Description

You will assume one of the roles from the following stakeholder groups (number of people per role is in brackets):

1. President of the University (1)
2. Provost of the University (1)
3. Members of the Board of Governors (2)
4. Dean of the Faculty of Education (1)
5. The Executive of the Faculty Association (3-4)
6. Undergraduate Student Union Executive (3-4)
7. Sessional Instructor (3-4)
8. Department Chair (2-3)



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Week 1 – Town Hall Forum – The President’s Office has announced that there will be a special town hall meeting for all members of the university in response to the announcement. Based on your role, you will be asked to present your position on the proposed tuition changes at the meeting in front of the university community. Do you support or oppose the tuition proposal 21 and why? What does the institution stand to gain or lose as a result of the proposed changes? Share your statement.

Week 2 – Task Force – It was evident at the town hall meeting that the proposed tuition changes have generated a lot of discussion and that the viewpoints on the matter are quite mixed. As a result of the town hall meeting, the Board of Governors, Senate, and the university’s Executive Committee have struck a task force to review the proposed tuition increases. While the tuition increase remains an option, other revenue generating/cost saving proposals will be

considered by the Chair of the task force before recommending the new budget model for the upcoming 3 years.

- All stakeholders other than the President – Each stakeholder group must present a single, cohesive proposal to the Chair of the task force on how they propose generating revenue and/or mitigating expenses over the next 3 years in order to balance the budget. With the other members of your stakeholder subgroup, compose your proposal including a SWAT analysis. Share your proposal.
- President – You will be responsible for assisting the Chair of the task force in evaluating the proposals presented by each stakeholder group. Transparency is an important tenant of your leadership, so you have elected to share the framework you create for evaluating the proposals. The framework will outline what criteria you will be suggesting the Chair use in assessing the proposals, as well as a list of priorities for the university that will help guide the Chair’s considerations. Share your proposal.

Week 3 – Navigating Change – The proposals have been reviewed and the Chair of the task force has announced which proposal they recommend the university move forward with; however the announcement has been met by some resistance. The university is not accustomed to rapid change of this nature. The media has recently caught wind of the situation on campus and has approached you to comment on the proposal given that you were on the task force. The Director of Public Relations for the institution has recently sent out an email to all member of the task force reminding them of the importance of bolstering the university’s brand and reputation, especially as student recruitment season is kicking off this month with the Ontario Universities Fair. You have also consulted with a colleague before responding to the media. They reminded you that the last time the university faced this type of situation it was the

outspoken comments of former members of your stakeholder group to a national newspaper that helped the university's leadership correct course.

1. **Your statement** – Post your statement to the media about your position on the proposal selected by the task force Chair. Be sure to identify your role at the university in the subject line.
2. **Your response** – Apparently you are not the only member of the task force who was sought out by the media. They have asked for you to comment on the statement made by a member of a different stakeholder group. Select a statement made by someone who holds a different role (i.e. if you are a sessional instructor, do not respond to the statement made by another sessional instructor). Does their statement align with your perspective on the proposal? Where do you think you share common ground and where there is divergence?

Note that each statement can only be responded to once – if a statement has already been replied to you must select a different statement to which to respond.

Remember to keep your statement professional and not personal. If you feel that in your role you would disagree with elements of the statement you may expand on this in your response; however you are not to personally attack the individual who posted the original statement.



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II. Chapter II: Policy Project Case Study "New Frontiers"

New Frontiers (College Based)

Introduction

In order to grow your college, the President has announced that a new vocational satellite campus – New Frontiers – will be opened in a developing country overseas. This has been done so in partnership with a transnational mining company, Zenith Mining, who sees having a trained workforce valuable to their operations as a gold mine. As such, they are pledging to fund 50% of the \$100 million (CAD) facility.



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Description of the Context

Your college has undergone steady growth over the past decade. The college's programs and interests are predominantly focused on the local economy and community which is reflected in the most recent draft of the strategic mandate agreement (SMA) that is scheduled to be submitted to Ministry of Advanced Education and Skills Development in the coming months. While this direction has been successful in building the reputation of the institution within the region, it has meant that the college has not kept pace in forming global partnerships. International market development is particularly important in order to diversify the college's financial portfolio. While the current government appears to prioritize innovation and

education, this cannot be relied upon exclusively to fund the college's growth and development. Additionally, demographic trends suggest that the population of 18-25 year olds, who represent 75% of the student population, is shrinking; this is particularly concerning as it has been recently announced that a top-tier university will be opening a new satellite campus in your region focused predominantly on technology and engineering.

Expanding into international markets and forming partnerships with the private sector are tempting prospect to generate additional revenue streams for the college. Other colleges have navigated similar private sector partnerships; however these have typically been in collaboration with postsecondary institution overseas that already have the physical infrastructure and human resources available to support the new programs. The partnership with Zenith Mining is unique as it is exclusively between your college and the company. The relationship has been positive, but the executives at Zenith have subtly suggested that they would prefer the instructors at New Frontiers include members of their company and that their employees be given preferential admission to the programs that will be offered at the new site. In discussing these considerations, the executives indicated that similar arrangements have been important to their partnership with privately-funded colleges in the United States. Although this has been a contentious issue for the college community, there is also a countercurrent of excitement about the prospect of partnering with a transnational company. The arrangement is seen by some as an opportunity for the college to extend its expertise and influence in the science, technology, and engineering sectors which has not been possible before with the college's limited regional focus.

While Zenith Mining has committed to financing 50% of the overseas facility, the college is still responsible for the remaining \$50 million needed to complete the physical infrastructure of the new satellite campus. Unfortunately, the college's Advancement and Donor Relations unit has not been successful in finding additional private sponsors for this project; in fact, the Director has indicated that many of the college's stalwart community and business partners have voiced their displeasure that the institution is shifting focus away from the local community. The Advancement team has also reported that since the announcement about New Frontiers some donors have seemed reluctant to commit to financing other projects including an innovation incubator that the college has been trying to launch for the last three years.



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Task Description

You will assume one of the roles from the following stakeholder groups (number of people per role is in brackets):

1. Members of the Board of Governors (2-3)
2. Executive Member of the Faculty Association (3-4)
3. Undergraduate Student Union Executive (3-4)
4. Sessional Instructors (3-4)



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5. Co-chairs of the Department of Science & Engineering
Technology (2-3)

Week 1 – Partnership Management – It has become evident that the partnership with Zenith Mining is creating ripples in the local community. In fact the regional business association has requested a meeting with the college to discuss their concerns with this new direction. The relationship with the members of the business association is important for the college as they have consistently supported the college as financial donors and by hosting co-op placements and experiential learning opportunities for students across all programs. You have been invited to participate in the meeting with the association this afternoon. Upon arrival, you find that you know many of the members of the association in attendance through your academic and professional associations. They know you to be an honest, forthright person who speaks their mind even when it may not be popular. Once the meeting commences, the business association’s vice-president asked you for your perspective on the New Frontiers venture. Share your response.

Week 2 – Strategic Mandate Agreement (SMA) Revisited – An international satellite campus and partnership-focused programming is a significant departure from the college’s current SMA as well as its overall mission and vision which is hinged on supporting local interests and the local economy. This became quite evident at the meeting last week with the regional business association. In preparing the updated SMA for the Ministry, the President of the college has requested input from the college community on articulating the defining characteristics and strategic direction of the college. In order to lend more weight to your position, you have decided to join together with the other members of your stakeholder group to present a single statement to the President. Prepare a single, collective statement with your stakeholder group on how you see the New Frontiers project fitting

into the college's future. Do you support this direction for the college? Why or why not? What does the college and those in your stakeholder group stand to gain or lose as a result of the partnership and satellite institute? How do you propose updating the SMA to reflect your position? Share your statement.

Week 3 – New Directions for New Frontiers – There has recently been a change in the government of the country neighbouring the overseas country slated as the location for the New Frontiers campus. This has resulted in growing political unrest over the last half year. Zenith executives have assured the college that the satellite campus is located in a highly secure and stable area. They are still committed to honouring their investment and are now willing to finance 75% of the facility, plus allocate \$5 million in scholarships for the college's students to attend New Frontiers. They have also proposed a counter offer – if the college decides to relocate the facility to its home campus in Ontario, Zenith is willing to finance \$20 million of the \$100 million facility, however they will insist that they hold a voting seat on the college's Board of Governors for the next decade and that 25% of the teaching staff hired for the new programs are Zenith employees. With these two options on the table, the college could still decide to walk away from the partnership entirely, or propose their own counter offer. The President of the college has already submitted the updated SMA to the Ministry which includes a commitment by the college to “grow international partnerships” (she decided to keep this language broad given the wide range of perspectives she received from the college's stakeholders). She has asked for your input on the decision facing the college on the future of New Frontiers.

1. **Your input** – Post a statement to the President outlining your position on this dilemma based on your role. Do you support one of the options proposed? If so, why? If not, what is your counter proposal?

2. **Your response** – The President has sought out the opinions of many members of the college community on this decision. She has asked for you to comment on the statement made by a member of a different stakeholder group. Select a statement made by someone who holds a different role (i.e. if you are a sessional instructor, do not respond to the statement made by another sessional instructor). Does their statement align with your perspective/proposal? Where do you think you share common ground and where is there divergence?

Note that each statement can only be responded to once – if a statement has already been replied to you must select a different statement to which to respond.

Remember to keep your statement professional and not personal. If you feel that in your role you would disagree with elements of the statement you may expand on this in your response; however you are not to personally attack the individual who posted the original statement.

Strategies and Resources

You can refer to the information on College and University Strategic Mandate Agreements on the Ministry of Advanced Education and Skills Development website for further context on the nature of these agreements.



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12. Chapter 12: Policy Project Case Study "Keeping Up"

Keeping Up (Combined)

Introduction

A local think tank, the Niagara University-Business Institute (NUBI), has issued a report detailing the readiness of graduates from both the college and university sectors for the workforce. NUBI has found that across institutions, there is considerable variation in the skill sets of graduates. As such, the Ministry of Education is considering implementing standardized testing for graduates of all postsecondary programs. This will allow the Ministry to monitor the quality assurance of the individual institutions, as well as ensure employers know the skills and attributes of graduates. While standardized, the tests would vary to capture the nuances of each discipline. For example there would be one test for welding graduates and another for sociology graduates.



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Description of the Context

The college and university in your area – Local College and Regional University – have a strong relationship and a history of working collaboratively on many ventures. In keeping with this practice, the college and university have formed a joint committee to monitor and respond to the Ministry’s consideration of standardized testing. While the Ministry has not finalized any decisions or made any public announcements, the committee has been struck to ensure that the college and university can nimbly navigate the situation.

The programs offered by Local College focused on three main areas – technical programs in the red seal trades such as plumbing, ironwork, carpentry, hairstyling, cooking, and horticulture; specialized health care/emergency services such as nursing, paramedics, and police foundations; and professional programs such

as broadcasting, early childhood education, environmental lab technician, and tourism management. Regional University offers undergraduate programs in social sciences, humanities, science, education, and engineering, of which the Faculty of Humanities boasts particularly strong and well-respected graduate programs. In addition to these programs, the Business Administration Department at Local College and the Faculty of Commerce at Regional University offer a collaborative business program in which students study for a time at each institution and earn both a college diploma and a university degree.

Although the university has strong co-op programs, the institution struggles to bolster their post-graduation employment rates for students who are not in co-op based streams. This is a paradox for Regional University as the quality of the academic curriculum, faculty, and instructors are well respected and on par with the top-tier institutions in the province. Having looked into this issue in greater depth a few years prior, NUBI suggested that the non co-op students have challenges in competing for jobs, especially in the province's large urban center where competition is fierce. According to the research conducted by NUBI prospective employers have the impression that these students do not have "experience" or the needed "know-how" to easily transition into the workforce.

Given that attracting applicants is becoming increasingly competitive, the President of Regional University has made it a priority to find strategies to improve the post-graduation employment rate before it begins to impact the reputation of the school.

Unlike the university, the college has strong post-graduation employment rates. Where Local College struggles is in helping students find pathways into university programs. With the Ministry's commitment to ensuring flexibility and pathways for students to



Photo by Christopher Burns on Unsplash

to navigate their postsecondary education, many colleges have been trying to formalize transfer/laddering agreements with universities in order to capitalize on funding grants that are currently available. While Local College and Regional University have the collaborative business program, this is the only formal articulation agreement available to students. The staff responsible for partnership development at the college has suggested to the college President that more breadth is needed in the school's course roster in order for universities to be interested in forming agreements. They have suggested adding a series of liberal arts courses and incorporating these into each program to afford students the breadth that universities are looking for. This would be a significant shift for the college which has had a long standing focus on very specialized professional/skill based programs.

Both the college and university have a significant proportion of international students, ranging between 10-15% of the total undergraduate student population at each institution. In the case of the collaborative business program, approximately 40% of the program is comprised of international students. Post-graduation surveys suggest that the majority of these students return to their home countries following graduation rather than looking for work in Ontario. While the program is accredited by various national finance, accounting, and business operations agencies, only roughly 50% of

the total graduating class actually registers with these bodies to earn their license/designation in the province.

Task Description

You will assume one of the following stakeholder roles (number of people per role is in brackets):

1. Executive Member of the College Faculty Association (3-4)
2. Member of the University Senate (2-3)
3. College and University Student Union Executive (3-4)
4. University sessional instructors (2-3)
5. College sessional instructors (2-3)
6. Co-chairs of the collaborative business program (2-3)



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Week 1

In determining who will represent your school on the joint committee, the President has reached out to several members of the community. Before making a decision, the President has asked you to present your position on standardized testing for graduates. Do you support or oppose standardized testing for postsecondary graduates and why? Within the context of your role and your institution, what opportunities or threats do standardized tests pose? Share your statement.

Week 2

Having reviewed your comments, the President has asked you to

join the joint committee to play a role in the standardized testing discussion. The committee has recently discovered that the Higher Education Quality Council of Ontario (HEQCO) will be preparing a report for the Ministry on the prospect of standardized testing in postsecondary education. In addition to analyzing the NUBI findings, the HEQCO research team has reached out to the postsecondary education community in the province to gain a greater understanding of the viewpoint held by various stakeholders on the issue. You have been approached by the research team to share your perspective. In order to lend more weight to your position, you have decided to join together with the other members of your stakeholder group on the joint committee to present a single statement to HEQCO. As a group, prepare a single, collective statement on what role you feel standardized testing should play in the future of higher education in Ontario. Do you support this direction? Why or why not? What impact would standardized testing have on your stakeholder group? What impact would standardized testing have on achieving the mission of postsecondary education? If instituted, what would standardized testing achieve and what would be lost? Share your statement.

Week 3

In response to the HEQCO report, the Ministry has shifted its focus toward quality assurance rather than honing in exclusively on standardized testing. While this is a relief to many members of the joint committee, the Ministry is now inviting stakeholders from across the postsecondary education sector to share their perspective on this new focus. How can colleges and universities assure their stakeholders of the quality of their programs? How should quality be defined and how can it be measured? What are indicators one can look for to assess the quality of a program? Should quality be defined universally (i.e. the same definition and assessment measures for all programs and across institutions) or is it more appropriate to define it for a specific program or institution? Who should get to

define quality and assess programs? These are the types of questions that the Ministry is hoping to gain comments and perspectives on from the stakeholders.

1. **Your input** – Post a statement to the Ministry on your perspectives on some of these questions.
2. **Your response** – In an effort to gain multiple perspectives on this important topic, the Ministry is hoping to create greater dialogue amongst stakeholders. You have been asked to share your perspective on the comments/statement made by a member of a different stakeholder group. On Sakai, select a statement made by someone who holds a different role (i.e. if you are a sessional instructor, do not respond to the statement made by another sessional instructor). Post your response to the statement prepared by another stakeholder. Does their statement align with your perspective? Where do you think you share common ground and where is there divergence?

Note that each statement can only be responded to once – if a statement has already been replied to you must select a different statement to which to respond.

Remember to keep your statement professional and not personal. If feel that in your role you would disagree with elements of the statement you may expand on this in your response; however you are not to personally attack the individual who posted the original statement.

Strategies and Resources

You can refer to the Higher Education Quality Council of Ontario website for further context on the role of this agency in the province's postsecondary education sector.



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