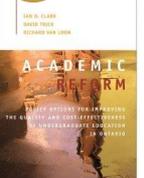
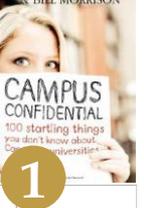
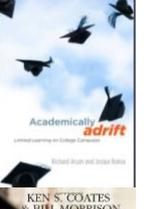
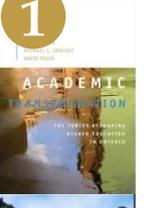
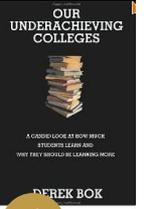


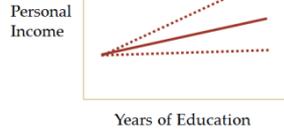
Re-thinking the Traditional University Model: Stay the Course or Radical Change

Slides for a Panel Discussion
2013 Annual CAUBO Conference
McMaster University, June 18, 2013

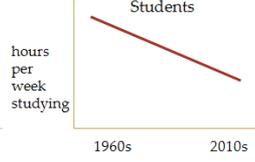
Ian D. Clark
Professor, School of Public Policy and Governance
University of Toronto



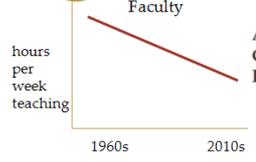
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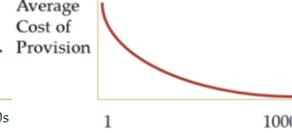
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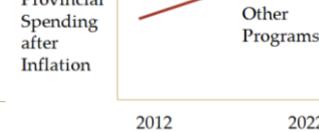
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7



9

Research and Status

- “scholarship at gunpoint” (Jacques Barzun)
- “institutional isomorphism” (Philip Altbach)
- “disengagement pact” (George Kuh)

University leaders recognize the need to re-think the traditional university model:

- Compelling critiques (1)
- Inexhaustible interest (2)
- Distracted engagement (3, 4, 9)
- Tantalizing technology (5)
- Unaffordable inflation (6, 7, 8)

10

No Correlation

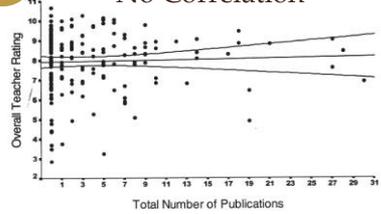


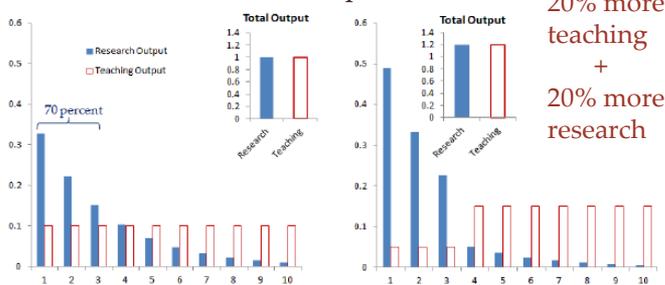
FIG. 1. Teaching-Research Relation. Scatter Plot Showing the Size of the Relation ($r = 0.03$), the Best Fit Regression Line, and the 95% Confidence Interval.

Need university + government leadership to overcome tendencies to stay the course:

- Competition over status (9)
- Teaching-research orthodoxy (10)
- Reluctance to differentiate (11)
- Distorted labour markets (6, 12, 13)
- Skepticism of other models (14)

11

Gains from Specialization

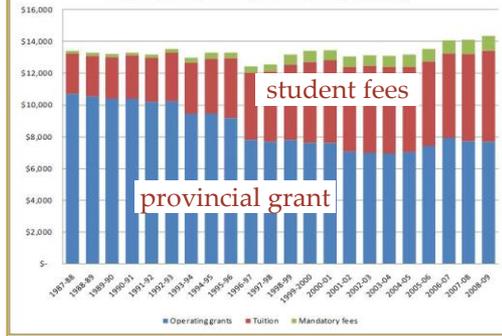


Scenario A: 100%: 40-40-20 teaching-research-service

Scenario B: 30%: 20-60-20; 70%: 60-20-20

8

CPI-adjusted Revenue per Student (Ontario, 1987-2008)



12

Compensation Cost for One-term Course

- Full-time prof. $(\$100,000 \times 1.2)/4 = \$30,000$
- Sessional instructor (with PhD) = \$7,500

13

Academic Supply and Demand (Ontario)

- 5 PhD holders for every full-time faculty
- 4.4 new PhDs (2,100 grads; 1,400 immigrants) for every prof reaching retirement age

14

California Publics (UC + CSU) relative to Ontario Universities

- California average faculty salary 15% lower than Ontario
- California average teaching load 32% higher than Ontario
- California students get 55% more teaching from full-time faculty
- California spends 21% less on faculty time for research but has 5 universities in THE's Top 40, and has had 27 Nobels since 1995

Ten hard questions that university leaders (administrative, finance and academic) should ask

1. Who actually does the teaching at our university, as between full-time faculty, sessional teachers, and graduate students, by year and program of study? How are their relative roles changing over time?
2. What are the actual teaching loads of our full-time faculty? How many courses does the typical faculty member teach, in each department, and how has this changed in recent years?
3. What is the actual class size experienced by the average student, by year, by program of study? If a student takes 10 courses a year, how many are large lectures, and how many are smaller classes?
4. How is the teaching and research performance of our faculty being assessed, and how do our practices compare to others (e.g., where faculty submit detailed activity reports of teaching, research and service contributions within days of the reporting year)?
5. What flexibility is in place so that individual faculty can focus on research or on teaching, depending on their strengths?

Ten hard questions that university leaders (administrative, finance and academic) should ask

6. How many of our new PhD students say that they want to become full-time professors when they graduate? How many actually do? If our institution accepted fewer PhD students, could we re-allocate faculty time and resources to undergraduate teaching?
7. How much of our online teaching budget is devoted to developing courses that could be acquired at lower cost from other universities?
8. How much are we spending on advertising whose purpose is to promote our own reputation? What evidence is there that this advertising impresses anyone but ourselves?
9. Given the special challenges of collective bargaining in our sector (employees are part of the employer bargaining team, no institution can afford the reputational damage of a strike), is it possible to negotiate agreements that are financially sustainable and that maintain the quality of students' education? If not, should we start asking for new collective bargaining arrangements for the university sector?
10. What are we doing to promote transparency in costs, workload, output and performance?

A simple transparency initiative:

- Encourage all faculty to have a web page with a current CV and a link to their Google Scholar profile



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 Public Policy - Public Administration - Higher Education - Atmospheric Chemistry
 Verified email at utoronto.ca
[Homepage](#)

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<Short Bio>
 <Full CV>
 <Bio en français>

Google Scholar Citations

Current Projects

Teaching and Professional Development at the School of Public Policy and Governance: Assisting the Director in creating professional development and career services support for students, including acting as faculty advisor for the *Public Policy and Governance Review*, and co-teaching, with Karim Bardeesy, *Leading Change and Getting Things Done* (PPG 2014H).

Higher Education Research and Improvement: Chairing the Accreditation Board of the Canadian Association of Programs in Public Administration (see [CAPP Accreditation](#)), chairing the Statistics Canada Advisory Committee on Postsecondary Education Statistics, and encouraging policy discussion of the ideas in two co-authored books: *Academic Transformation: The Forces Reshaping Higher Education in Ontario*, Ian D. Clark, Greg Moran, Michael L. Skolnik, and David Trick, McGill-Queen's University Press, 2009, and *Academic Reform: Policy Options for Improving the Quality and Cost-Effectiveness of Undergraduate Education in Ontario*, Ian D. Clark, David Trick and Richard van Loon, McGill-Queen's University Press, 2011. See [Academic Transformation](#) and [Academic Reform](#).

The Atlas of Public Management: With Professor Leslie A. Pal, leading an SSHRC-funded project on *Best Practices in Public Management: History, Theory and Application*. One of the key elements of this project is the development of *The Atlas of Public Management*, an online database of theory, advice and practice in the field of public management. The Atlas is built on the Public Policy and Governance Portal (PPG Portal) developed between 2008 and 2012 with funding from the Canada School of Public Service and the Social Sciences and Humanities Research Council. The PPG Portal was used to compare the content of Canadian MPA and MPP programs with what practitioners deem to be useful competencies. (See [Academic Respectability Meets Professional Utility](#).)

Departmental Audit Committees (DACs): [Chairing](#) the DAC for Aboriginal Affairs and Northern Development Canada and participating as a [member](#) of the DAC for Health Canada.

Books

Academic Reform: Policy Options for Improving the Quality and Cost-Effectiveness of Undergraduate Education in Ontario. Ian D. Clark, David Trick and Richard Van Loon, Montreal and Kingston: McGill-Queen's University Press, 2011, 300 pages. <[www.academicreform.ca](#)> <[View Table of Contents](#)> <[View Introduction](#)>

Academic Transformation: The Forces Reshaping Higher Education in Ontario, Ian D. Clark, Greg Moran, Michael L. Skolnik, and David Trick, McGill-Queen's University Press, 2009, 244 pages. <[www.academictransformation.ca](#)>

Selected Presentations

"University Governance in Canada: Challenges and Opportunities," Ian D. Clark, at the seminar on Advanced Training in Democratic Governance for University Leaders organized by the Institute on Governance, Toronto, June 13, 2013.

"Where the Streets Have No Name: Mapping the Discipline of Public Management," Ian D. Clark and Leslie A. Pal, *A Working Paper for the Best Practices in Public Management Project*, April 17, 2013.

"Best Practices in Public Management: A Critical Assessment," Leslie A. Pal and Ian D. Clark, *A Working Paper for the Best Practices in Public Management Project*, March 10, 2013.

"How the Harvard Kennedy School teaches management, leadership and the decision sciences," Ian D. Clark, *A Working Paper for the Best Practices in Public Management Project*, January 20, 2013.

"What Do the Next Ten Years Hold for Canadian Universities?," Ian D. Clark and Ken Coates, A Public Debate sponsored by the Johnson-Shoyama Graduate School of Public Policy, Regina, October 19, 2012. <[View Video of the Presentation](#)>

Selected Articles and Posts

"How to get better research - and teaching - from universities," Ian D. Clark, *Policy Options*, Vol. 34, No. 1, December 2012-January 2013, pp. 48-50.

Citation indices

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Citations	663	128
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Citations to my articles

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Title / Author	Cited by	Year
Academic Reform: Policy Options for Improving the Quality and Cost-Effectiveness of Undergraduate Education in Ontario ID Clark, D Trick, R Van Loon McGill-Queen's University Press	14	2011
Master's of Public Administration and of Public Policy: An Analysis of Academic Programs and Professional Competencies in Canada ID Clark, LA Pal Croatian and Comparative Public Administration 11 (4), 947-984	1	2011
Academic transformation: The forces reshaping higher education in Ontario ID Clark, G Moran, ML Skolnik, D Trick McGill-Queen's University Press	35	2009
Professionalizing policy analysis in Canada ID Clark Canadian Public Administration 51 (1), 171-179	1	2008
Advising for impact: lessons from the Rae review on the use of special-purpose advisory commissions ID Clark, D Trick Canadian public administration 49 (2), 180-195	6	2008
Distinguishing the real from the surreal in management reform: suggestions for beleaguered administrators in the government of Canada ID Clark, H Swain Canadian Public Administration 48 (4), 453-476	23	2005
"Reshaping Ottawa's Centre of Government: Martin's Reforms in Historic Perspective" in G. Bruce Doem, ed, How Ottawa spends 2004-2005: mandate change in the Paul Martin era ID Clark, E Lindquist, JR Mitchell McGill-Queen's University Press	4 *	2004
"Advocacy, Self-Management, Advice to Government: The Evolution of the Council of Ontario Universities" in FK Alexander and K Alexander, eds, The university: international expectations ID Clark McGill Queens Univ Pr	3 *	2002
Comments on "The challenge of change: Canadian universities in the twenty-first century" by David M. Cameron ID Clark Canadian Public Administration 45 (3), 410-421	1	2002
Inside the IMF: comparisons with policy-making organizations in Canadian governments ID Clark Canadian public administration 39 (2), 157-191	12	1998
Should the IMF become more adaptive? ID Clark IMF Working Papers 98 (17)	21	1998
Restraint, renewal, and the Treasury Board Secretariat ID Clark Canadian Public Administration 37 (2), 209-248	25	1994
Ethics in human resource management: basic humans and basic values		

Conclusions on re-thinking the traditional university model

- Given the likely fiscal/economic/demographic environment, in order to preserve quality there **should** be substantial, sensible change within existing universities and in the design of some university systems
- Everyone staying the course would be a **recipe for steady decline** in the quality of both teaching and research
- Sensible change is **not inevitable**
- We need **university + government leadership**

Follow the debate on policy options for Ontario at www.academicreform.ca

PPG Portal > Home > Ian Clark Web Page at U of T > Academic Reform

ACADEMIC REFORM

CLARK, TRICK and VAN LEON

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

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

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

ISBN 978-0-8309-3384-6

McGill-Queen's University Press
www.mcgill-queen.com

click to view YouTube video of:

In Conversation - Authors of Academic Reform



December 2012-January 2013.

- "How to get better research - and teaching - from universities," Ian Clark, Policy Options, December 2012-January 2013.
- "College-to-University Transfer Arrangements and Undergraduate Education: Ontario in a National and International Context," David Trick, Higher Education Quality Council of Ontario, January 20, 2013.
- "Reforming Ontario Universities," Ian D. Clark, Canadian Perspective Lecture Series, U of T

Excerpts from the book:

- Table of Contents
- Introduction
- The Courage to Begin
- The Case for New Undergraduate Institutions (excerpts published in University Affairs)

Authors' Web Sites

- Ian Clark
- David Trick
- Richard Van Leon

Background Documents

Type	Name
PDF	Pro Forma Financial Projections for New University 1 Sep 2011

How to Order

- McGill-Queen's University Press
- Amazon.ca
- Chapters.indigo

Presentations and Articles