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CENTRE FOR RESEARCH ON
LATIN AMERICA AND THE CARIBBEAN

**ISSUES AND CHALLENGES
FACING THE CANADIAN AND SOUTH AMERICAN
SYSTEMS OF HIGHER EDUCATION**

A Report On The Institute Of University Management And Leadership (IGLU)

**Rapporteurs' Report of a Workshop held at York University
by
Yasmine Shamsie and Merike Blofield**

CERLAC Colloquia Reports

December, 1995

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CERLAC
240 York Lanes
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Phone: (416) 736-5237
Fax: (416) 736-5737
E-mail: cerlac@yorku.ca

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**REPORT ON THE INSTITUTE OF UNIVERSITY
MANAGEMENT AND LEADERSHIP
(IGLU)**

Workshop at York University

**Rapporteurs' Report
by
Yasmine Shamsie and Merike Blofield**

Abstract:

This is a rapporteur=s report of a day-long workshop designed to deliver overviews and updates focusing on the Canadian system of education and to explore major issues and challenges facing the system. This has allowed for a comparative discussion of issues and challenges facing South American and Canadian systems of higher education, as well as a discussion among participants of strategies to promote university partnerships. The workshop was held in October, 1995 at CERLAC, facilitated by Ricardo Grinspun with the assistance of Yasmine Shamsie.

Introduction

The Inter-American Organization of Higher Education (IAOHE), which brings together the presidents of universities from North and Latin America, was created fifteen years ago in 1980. Its goal has been to foster development in education, research, administration, and institutional planning. In 1983, conscious of the challenges inherent in managing a university today, the Organization created the Institute of University Management and Leadership (IGLU). Since then, IGLU has focused on assisting university administrators improve their managerial skills.

The context within which administrators are asked to carry out their work today is an increasingly difficult one, fraught with contradictory demands. Firstly, financial crises in all countries of the hemisphere have led to massive budget cuts, entailing every year lesser resources available to university managers. A shortage of resources has in turn affected the availability of equipment (office materials and space, computers, libraries), the salaries of teaching

staff and research personnel, and the tuition of students. Yet while the resources have diminished, the number of students at public universities has been on the increase over the last twenty years.

Not only do administrators have to cope with this contradictory situation, recently there have also been increasing demands by national governments for greater accountability and improved efficiency. As a consequence the traditional state-university relationship is being revised, and the autonomy of these institutions of higher learning is increasingly being challenged.

The purpose of this workshop has been to acquaint participants with the Canadian system of education and to explore major issues and challenges facing the system. This has allowed for a comparative discussion of issues and challenges facing South American and Canadian systems of higher education, as well as a discussion among participants of strategies to promote university partnerships. This has become particularly imperative in the present context of regional and hemispheric integration.

The Canadian System of Higher Education and Economic Restructuring **Presentations and Group Discussions**

Welcome Remarks

Susan Mann, President, York University

Susan Mann began her remarks with a brief review of the political-economic conjuncture in Ontario today: a new government determined to cut funds to universities in order to address the provincial deficit. She suggested that the cuts had only begun and that the universities could expect a further reduction of between 15 and 30 percent more in the coming years.

Mann considered the most worrisome consequence of these cuts to be the threat to university autonomy. She pointed out that while universities in Canada are public and therefore funded by the government, they are legally autonomous institutions responsible for their own programs and financing. In the present conjuncture, however, the government will

be providing fewer funds while simultaneously demanding more of a say in how the institutions are run.

Terms such as 'restructuring' and 'accountability' have become a regular part of discussions regarding post-secondary education. According to Mann, however, these terms, especially 'accountability', have taken on extra meaning. Mann is concerned that the government's preoccupation with accountability will provide it with the opportunity to undermine university autonomy.

An Overview of the Canadian System of Higher Education

Maria Cioni, Director, York International

Maria Cioni elaborated on five distinct characteristics of the Canadian system of higher education. Firstly, post-secondary education in Canada is a provincial responsibility, not a federal one. Consequently Canada has ten different systems in ten separate provinces. Secondly, the Canadian system is a public one, that is, private universities do not exist. Thirdly, there are different types of institutions which exist: universities, colleges and colleges of applied arts and technology. The latter provide diplomas and certification rather than degrees, and are more technically oriented. Fourthly, there is a very small variance in quality among universities in Canada, regardless of their size and location in the country. Finally, while most universities see themselves as individual, autonomous institutions, there exists in some provinces (British Columbia, Alberta and Quebec) a 'university system', which coordinates programs across the entire province.

Universities are overseen by a board of governors (consisting of knowledgeable people from the community, usually alumnae), as well as by a Senate. The latter is an internal mechanism which sets academic policy for the university and is principally composed of faculty.

Finally, Cioni pointed out that universities and colleges of applied arts are increasingly working together in order to fuse the practical with the theoretical.

Some Facts Regarding Ontario's Post-Secondary Education

Ontario has 18 universities and 21 colleges of applied arts and technology. While the former have individual charters and are autonomous from the government, the latter are responsible to the government for both budget and programs.

Four years ago, the then new provincial New Democratic government created a new ministry called the Ministry of Education and Training (MET). The goal was to fuse the former Ministry of Colleges and

Universities, the Ministry of Training and the Ministry through granting councils such as the National Science of Education into one body. The new Ministry (MET) has not been welcomed by the universities since the latter feel that their needs and interests tend to be marginalized within such a wide and diverse body.

Other Ontario institutions include the Council of University Affairs, which consults with the universities and advises the Ministry. For example, this council sets the formula for the distribution of resources -- a sensitive and crucial policy area. It is important to note that the Council is increasingly becoming an arm of the Ministry rather than a consultative body.

Provincial Government Responsibility

The provincial government provides about 80 percent of the funding necessary for higher education through grants from the federal government and through its own tax base. A portion of capital expenditures are also supported by the provincial government. There are some university programs which receive major grants from this level of government in order to encourage what it feels is essential to the province or the country. For example, programs related to bilingualism have traditionally been generously supported.

The provincial government also supports what are known as 'Centres of Excellence'. These Research Centres position the province to take advantage of areas of technological development where academic expertise exists. They link government, the universities and the private sector together.

Federal Government Responsibility

The federal government provides funding to the provinces in the form of a bloc grant to support municipalities, universities, schools, and hospitals. Due to fiscal constraints, however, it has cut back its transfer payments to the provinces in these areas. Given dwindling resources, provincial governments are tending to favour health over higher education in terms of priorities.

The federal government also funds research and Engineering Research Council, the Social Science and Humanities Research Council, and the Medical Research Council. All agencies are, however, receiving less and less money. These councils fund individual researchers, strategic projects, national networks of Centres of Excellence, and 'Industrial Chairs'.

Maintaining Academic Programming in Times of Budget Constraints

Michael Stevenson, Vice President of Academic Affairs

York University was founded in the 1960s, in the high era of consolidation of the welfare state in Canada. The mandate of higher education was therefore taken on by York at a time when there were abundant resources to create a high quality university. Following these years of expansion, however, came a new set of fiscal realities. Per capita funding declined by 25 percent between 1970 and 1990, and between 1990 and 1995 universities have suffered another equally devastating decline in funding.

While the university has incorporated more cuts to its budget every year, it has been trying to maintain its academic objectives. These are: quality (innovative programs designed to meet rapid social change), balance and diversity (a full range of programs and as much diversity in the curriculum as possible), and equity.

In order to cope with the continuing cuts, York University has established a number of mechanisms.

Firstly, the university has developed in the 1980s a formal academic planning process. The Senate of the University (mostly faculty) receives an economic plan from each department and has the authority to pass or reject it. Secondly, since York is increasingly dependent on student fees, it has been placing greater emphasis on enrolment policy. This emphasis on fees as opposed to public funding reflects a move towards a sort of 'privatization' of higher learning. Thirdly, since the university is increasingly having to rely on fees, tenure stream complements policy has also become important. In order for the university to maintain its academic profile it has been trying to

attract the best scholars. Finally, York has introduced a rigorous system to monitor the budget situation. For instance, faculties are asked to anticipate cuts three years ahead of time.

Lastly, Stevenson reiterated the uniqueness of university autonomy in Canada, while noting the recently emerging demands for 'accountability'.

Higher Education and Economic Integration

Ricardo Grinspun, Director, Centre for Research on Latin America and the Caribbean (CERLAC)

Due to education being publicly funded, Ricardo Grinspun links the quality as being dependent on the ability of Canadian citizens to pay taxes and therefore contribute to university budgets. This is very different from the U.S. system which has both public and private universities -- the latter relying on corporate and private donations.

Over the last ten years, the Canadian tax base has been under tremendous pressure. One factor which has contributed to this situation has been the establishment, in 1988, of the Free Trade Agreement between Canada and the United States. The accord eventually led to a swift process of de-industrialization, followed by structural unemployment. This in turn has resulted in large numbers of unemployed workers needing government assistance at a time when the government has fewer workers to tax. These factors have placed tremendous pressure on the state and its ability to fund programs. It is therefore not surprising that education budgets have been hard hit.

Universities are dealing with cuts to funding by slowly privatizing this sector. Tuition fees are increasing to such a degree that they will soon determine who will benefit from higher education. In addition, Canadian universities, like their U.S. counterparts, are having to depend increasingly on the private sector for support. This is forcing programs to become far more instrumental in their focus. A further consequence of the move towards privatization is that the Canadian system, at the moment quite uniform in terms of quality, may become stratified, similar to its southern neighbour.

It appears clear that economic integration is bringing the Canadian and U.S university systems closer together, with the latter setting the tone for the future.

Financial Planning in Critical Times

Sheldon Levy, Vice President, Institutional Affairs

As already pointed out, Canada as a whole and Ontario in particular are experiencing a significant change in the level of support for government-funded programs. Government grants are decreasing and the university is painfully adjusting. It is expected that by 1999 half of the money for operating the university will come from the government and the other half from the student body. This will mean increased competition in the system.

As it is, grants from the government are based on what is called an Enrolment Corridor. Every university is given a target (at York it is to teach 40,000 students) which it must observe within a three percent margin. If a university enrolls more students it will not receive more grants to cope with added enrolment. The tension among three areas of university concern -- funding, accessibility and quality -- is growing more acute.

The universities are responding to the budget squeeze by placing more emphasis on continuing education, non-degree studies, and research income. In addition, within five years one can expect to see the emergence of private universities. As post-secondary education in Canada has traditionally been regarded as a 'right', the changes will be a shock to the families of the province.

The Learning Highway

Trevor Owen, Faculty of Education

The faculty of education at York University is introducing computer technology into its various programs. Through technology, on-line communities are being created. The idea is to communicate with others who have a shared context but are in different

In order to alter work processes, people must study their work. This analysis involves teams made up

cultures and geographic locations.

One of the interesting insights about learning on-line is that on the Internet people are *what they say they are* and *not what they appear to be*. This has a very definite impact on power relations and, in turn, changes the dynamic between students and teachers. An illustration of this point demonstrated that, between the walls of a school, a student, who in the example was clearly identifiable as female, with a hearing aid, Chinese, fifteen years old, and so on, could, through her writing in an online environment, be 'seen' through the content of her thoughts. A key element of this point was that students may choose how they want to be represented online in ways that are different than those ordinarily available in face-to-face contexts.

Most uses of technology emphasize access and delivery of information, but this is "a very technological view of technology". Rather than emphasizing information, York emphasizes interaction and reflection.

Leadership, Continuous Quality Improvement and the University

Dalton Kehoe

Universities today are having to provide an excellent education but with fewer resources. Not only is there competition among universities for funding but also among departments and programs within the universities.

The most widely employed strategy to deal with cuts in funding has been to downsize. While it is true that terminating staff does cut costs, this is not always the best long-term strategy, especially if one wishes to maintain quality. According to Kehoe, downsizing will fail if there is no attempt to make every work process simpler, clearer and more focused on the need and expectations of those who receive its services. The goal is to rid the system of work that adds no value for those who it is intended to serve. If universities reduce staff and don't change work processes, they end up with fewer people, doing more work, with lower morale. Both efficiency and effectiveness suffer.

of managers, workers and service receivers where team members have received training in the techniques of

work process analysis and problem-solving. Teams are favored over individuals in quality improvement because process analysis is often labor intensive at first and because, to be effectively implemented, any change will require the commitment of a range of people operating the process under study. In fact, since both staff and managers are involved in the analysis, and agree on the overall process, conflict is minimized. Through the analysis of data they have collected from the process, teams devise ways to reduce the unnecessary complexity and waste that develop naturally in all unattended systems of work. In this way they can reduce the cost of providing a service while improving its quality for those who receive it.

Finally, to succeed in the long haul, university administrators and their staff members need to be committed to continuously re-analyzing and improving their work processes. Improved quality is not a destination, it is a journey. In effect, the overall philosophy is one of living and working in an organization that emphasizes the relentless pursuit of continuous improvement. This calls for a major transformation of organizational values, norms, structures and processes.

A Comparative Discussion of the Canadian and Latin American Systems of Higher Education in the Context of Social Development

Group Exercise:

The participants were divided into three groups and asked to reflect upon, and discuss, the main problems that their institutions are facing today. The groups were then asked to rank the problems from the most to the least serious and pressing problem. One of the groups consisted only of administrators from private universities since it was agreed that these institutions would be experiencing different difficulties from their publicly funded counterparts. The other two groups were created with an emphasis on maximizing as much diversity as possible in terms of country representation.

Results of the Exercise

Group One: Private Universities

The single most important problem for private universities, according to the group, is that of curriculum. Quality of the curriculum, that is, being up-to-date and providing excellent courses, is crucial. Programs must be rigorous yet realizable. For example, if a degree takes too long to complete, the students become less marketable, as does the program.

The second problem identified by the group is the lack of planning. Planning is seen as too conservative, short-term, and lacking originality. Thirdly, the lack of funds for new equipment and fourthly, the lack of funding in general, are problems. Since some of these private universities receive no government funding, they identified a lack of general government support for higher education as a fifth problem.

In addition, the difficulty associated with replacing older, less up-to-date teaching faculty with new staff is considered a problem as is the lack of emphasis on research, and the lack of research culture. Over-all, the general economic crisis that all the countries are facing is having a major impact on the universities.

Group Two:

The most important problem identified by this group is the lack of resources. Without adequate resources it has become difficult to maintain a good teaching/research staff. It has also become difficult to acquire new equipment and infrastructure.

The second problem identified is the 'institutional climate' or, more specifically, the general resistance to change within the institution. This is partly due to the feeling of employment insecurity. At the same time, however, the participants identified a lack of commitment on the part of the teaching faculty. Finally, and part of the institutional climate as well, are the various 'fiefs' which have developed, and since become resistant to change. This prevents the university from working as one unit and from experiencing a feeling of solidarity for the institution.

The third problem identified falls more in the general realm of administrative problems. According

to the participants, the structures which make up their institutions are obsolete, and the administrative staff that works within them has little opportunity to receive training.

Group Three:

The major problem identified by this group is the general lack of funds as well, especially in order to address problems of infrastructure and equipment.

Also, the rigid structure of the administration in general and the process associated with the selection and hiring of faculty in particular is a problem. This is aggravated by the lack of training of administrative staff which in turn leads to an acute bureaucratization of processes.

The third problem identified relates to the academic faculty. The universities lack faculty with appropriate degrees (Ph.D) and research capacity. This is primarily due to the fact that faculty in public institutions are so poorly paid.

Following the smaller group projects, the larger group was reconstituted and all participants worked on developing a consensus regarding the most serious problems faced by institutions of higher learning.

The Group as a Whole

A shortage of funding is a problem that was identified by all three groups. There is a general lack of funding for equipment and the development of administrative staff and faculty. In addition, there is little funding for long-term development. It was agreed by the participants that the root of the funding problem lies with the universities' relation to the state. The private institutions have fewer problems regarding funding because the revenue they depend on comes from investments. Their main concern remains quality of staff, courses, and equipment.

Excessive bureaucratization is the second problem which all three groups expressed, albeit in different ways. Overall, however, it seems that the lack of planning and the poor training of administrative staff has led to over-bureaucratization and an unwillingness to change.

The third problem identified by all groups is

the lack of emphasis on research and the need to update faculty and equipment. There are, according to all participants, too few opportunities for professional development.

The Ontario University System

*James McAllister, The Council of Ontario Universities, and
Nicole Begin-Heick, Executive Director, The Ontario Council on Graduate Studies*

Today in Ontario there are seventeen provincially-assisted universities. Affiliated or federated institutions are independent, but degrees (except divinity degrees) are only conferred by the provincially-funded universities. All universities offer programs in arts and science at the undergraduate and masters levels. Doctoral programs are offered by twelve universities, medical programs by five, law programs by six, and engineering is offered by eleven universities.

While education is a provincial responsibility, the federal government supports post-secondary education through a series of grants. Three federal research councils award grants to students and to university research projects. The federal government also provides 'transfer payments' to the provincial government to assist with the costs that the province incurs. It does not, however, control how these transfers are spent. In other words, the funds can be spent by the provincial government on highways, health or in a number of other ways. There is also a federal government interest-free loan program for students.

Funds are distributed among universities in Ontario through an 'operating grants formula'. The formula was introduced in 1967-68 and is based on weighted enrolment. The basic unit is a student pursuing a general degree in a liberal arts program. All students are thus weighted and assigned an amount of money depending on the program and on what year they are at. It is the cost of educating the student which is being calculated. The formula does not, however, determine how a university will internally distribute its grant money.

The Council of Ontario Universities is composed of the presidents of all of the universities in the province. The Council, as a representative of and for the Universities, advises the government (specifically Ontario's Ministry of Education and Training) on issues which affect its members.

The Ontario Council on Graduate Studies (OCGS) is an affiliate of the Council of Ontario Universities (COU) and is composed of the Graduate Deans from all the province's universities currently offering graduate programmes. OCGS focuses on improving the quality of graduate education. One of its primary functions is, therefore, to appraise existing programmes on a seven-year cycle (periodic appraisal) and approve new ones (standard appraisal). For the purpose of quality assurance, OCGS reports its findings directly to the provincial government and informs COU. For all its other activities, OCGS reports to COU.

The appraisals process was designed, established and is funded by the universities. It

involves a substantive review, requiring the preparation of a brief by the unit being appraised. This brief describes the programme in detail, lists the human and physical resources available and describes the student population, including outcomes such as time to degree, attrition rates, success in finding first employment, etc. The appraisal process includes the use of consultants (at the discretion of the Appraisals Committee for periodic appraisals and mandatory for standard appraisals) who carry out site visits and report on their findings.

Ontario's universities have agreed to offer only programmes that have been successfully appraised and to cease admitting students when a programme is not approved.

Broadening the Social Role of the University: Among Higher Education Institutions and the Private Sector

'Electronic Highway Partnerships' Or More Specifically 'Partnerships in the Virtual Workspace'

Sam Lanfranco, Professor, Department of Economics, Atkinson College

The notion of a post-industrial university is one which leaves behind the 'fordist' notion of production, which has dominated the last fifty years of university management. Rather we are beginning to see the emergence of a post-industrial university or a 'university without walls'.

A number of factors are contributing to this change. Firstly, knowledge is becoming a major input in social processes and it varies over time. This means that continuous professional development is a must. Secondly, the state's role in terms of funding and policy is being circumscribed. Thirdly, networks and information technology are becoming the appropriate technology given their low cost and high efficiency. As

a result, networks and information technology are transforming how time and space operate on social process.

The question for the university becomes not just how to use this technology in a university setting but, more importantly, how this technology is transforming the institution itself. For instance, due to information technologies universities may no longer have to decide where the library will be -- books are being replaced by compact discs. Infrastructure, therefore, will no longer be as significant an issue or a cost. Also, in a virtual workspace, the university no longer has a geographic catchment area and must face increased competition and student (virtual) mobility. Finally, continuing professional training is becoming essential.

Addressing issues will require greater collaboration. Lanfranco highlighted the problems associated with health and aging as an example. He posed the question of how to reduce demand and efficiently increase supply of appropriate health care

for the elderly. The answer, according to Lanfranco, lies in sharing research, education and service delivery in a virtual workspace. That is, using electronic networks to facilitate collaboration on research, teaching, and service delivery. We will see more distance education and collaboration in teaching. 'Information provider sites', such as compact discs with the quantities of information of a whole library, can be built for a fraction of the cost. Finally, while at one level there have always been marketing relationships with private sector resource providers, there is the possibility, at the moment, of new forms of partnership using this technology.

Broadening the Social Role of the University: Partnerships Among Higher Education Institutions and the Private Sector

David V. J. Bell, Dean of the Faculty of Environmental Studies

The social role of the University is undergoing sweeping changes. According to Bell, the university is moving away from an implicit role of serving as a foundation of economic growth, social development and political equilibrium, towards an institution that must demonstrate its contributions to society and ensure that its worth is recognized. Rather than being left on its own, the university is increasingly being asked to be accountable. And instead of being able to count on strong financial and public support, its worth is being questioned, and as a result its support (both financial and public) is decreasing comparatively faster than that of other institutions. Finally, the university, an institution that used to be able to exist on government support combined with tuition fees, is having to find new sources of income and new 'niches' to occupy, since it must now compete with fellow institutions for funding. These changes are leading to new missions and new partnerships.

Traditionally York's mission has related to excellence in three categories: teaching, research and service to the department. While these remain key areas (their presence among criteria for tenure and promotion demonstrates this), the university's mission in each area is being redefined. Research will

increasingly become 'mission-oriented' research. As a consequence, basic research (research fuelled by curious questions) will be replaced by applied research. Similarly, the present model of teaching is being reconsidered. Non-degree studies are taking on greater importance as is the relatively new idea of 'life-long learning'.

In order to fund activities, books and infrastructure, universities are entering into new forms of partnership. Three-way partnerships among government, business and the university are becoming more common. For example, universities with expertise in a specific area of applied research establish 'Industrial Chairs' with funding and participation from government and the private sector. Joint venture partnerships are also being encouraged by the government in order to encourage product development in areas such as bio-technology. In addition, the university is collaborating with business and government in problem-solving initiatives. For example, the Ontario Roundtable on the Environment and the Economy recently produced a report on restructuring in which it laid out an agenda for sustainability in Ontario. Typically, a university-based organization will take on a mission that extends to government and other members of society, in effect producing a multi-sectoral approach to problem-solving.

The expansion of non-degree studies, that is, providing training to industry and government as well as to society in general, is another way the university is increasing its reach. Teaching to very specific audiences is the new focus. The Administrative Studies Program at York is already very involved in this type of training since it estimates that an MBA must be retrained every five years. Finally, the university is also involved in forming consortia with one company or a group of companies in order to provide training for senior executives. This kind of arrangement has recently been proposed by York to the Ministry of the Environment in Ontario.

In sum, in order to survive York will have to re-define its mission while maintaining its critical stance and protecting its core functions.

The East-West Program

Eric Cousineau, Director, East/West Enterprise Exchange Program, Faculty of Administrative Studies

The East-West Enterprise Exchange Program at York is seven years old and operates in Central and Eastern Europe. The program is aimed at a very particular market. It consists of companies with offices overseas, companies with joint ventures in the region, companies not currently in the region but interested in doing business there, and overseas companies interested in doing business in Canada. Government officials and academics are not admitted into the program; the participants must represent an organization engaged in or seeking to engage in, a business. The ability to speak English is an essential pre-requisite.

The program is six weeks long. Delegates or participants are placed in tutorial groups that are supervised by M.B.A candidates from the Department of Administrative Studies at York. Representatives of different countries are mixed in order to encourage trade links among these countries. The first three

weeks are focused on a blend of theory and industry/functional specific seminars with considerable participation from the private sector, and with an emphasis on trade-related topics. This is followed by a two-week internship/corporate placement in the student's area of interest. Following the placement, students are asked to create a business plan which is presented to a panel of external people with business expertise here in Canada. The panel then selects the best plan.

The objective of the program is to transfer to students (business people) the necessary knowledge and skills required in order to take their businesses into the future and do business with Canadian enterprises. The program is responding to a greater demand for specific training in computers and manufacturing from the private sector. In addition, it provides a framework with which these executives can do business with Canadian businesses and overseas businesses. Seventy percent of instructors in the program are external to the university, and 44 percent of the funding is provided by the federal government. The remainder of the funding comes from private and provincial government sources. As a final note, the program has proven successful in stimulating trade for Canada.

Ryerson International Forum

Wednesday, October 4, 1995

The Forum was introduced by *Sam Mikhail, Director of Ryerson International*. He spoke about models for comparison of systems of higher learning. The aim of his work has been to establish a method by which one can consider the complexity of higher education in a comparative way. This has become necessary due to the diversity which exists among industrial countries as a result of the expansion of the 1960s. The approach developed by Mikhail allows one to trace a visual map of each system. The peaks in the diagrams indicate reform and diversity, while the smoothness reflects a more solid constant pattern of higher education. The model reveals that in his study (including U.S., French, German, Ontarian and Japanese systems) the U.S. system is the most diverse, with Ontario in second place.

The Centre for the Study of Commercial Activity

Ken Jones, Director

The focus of the Centre is educational development and research, with an emphasis on providing sound information of commercial value to business, government and other sectors. Its research interests have included ethnic retailing, American retailers, and international activities related to NAFTA. It also provides seminars for members; therefore it has specialized in distance education.

Ninety-five percent of the Centre's budget is funded by the private sector: commercial associations, professional associations and unions. The Centre also collects fees from its 50 corporate members, and private sector supporters provide

necessary technology for research activities.

The Centre links Ryerson to society in general and the corporate sector in particular. It does not do consulting, rather it sets its own research agenda and then seeks funding to carry it out.

The Centre for Tourism Studies Faculty of Business: NAFTA Programs

The Centre's mandate is to meet the needs and development requirements of the Tourism Industry for the Americas and worldwide. It conducts and interprets basic and applied research as well as provides training programs. It was originally established in 1986 in order to determine where the growth in the Tourist industry was taking place.

Recently the Centre was involved in the design and development of Mexico's tourist industry. The Centre's research informs Ryerson's School of Hospitality and Tourism Management programs. The results of the research are incorporated into the curriculum and become part of the education and training of students. The Centre is presently involved in the development of a Master's program. Funding for the Centre comes principally from the private sector.

Environmental Training in Brazilian Industry -- CIDA-supported Project

M. Bardecki, School of Applied Geography

Ryerson's Program of Technological Training recently sought and was awarded responsibility for leading a 10-million dollar, five-year project that will support the introduction of environmentally sustainable technologies and systems in Brazilian industry. The project is funded by the Canadian International Development Agency (CIDA) which is matching a \$5-million dollar contribution from Brazilian industry. The money is going towards capacity-building at the Brazilian

National Industrial Apprenticeship Training Service (SENAI). This project is aimed at developing SENAI's capacity to provide technology and services to Brazilian industry. The goal is to develop SENAI's capacity with scientific information, software development, documentation and training. In general Ryerson and the Centre hope that the project will help build sustainable educational and research linkages between Brazil and Canada.

Health and Communications in the Americas Conference: Outcomes of the Conference

Ruth Nesbitt, Associate Director, Ryerson International

The goal of the conference held in March of 1995 was to link Ryerson's faculty in the areas of health and development of communications with colleagues with similar interests in Canada, the Caribbean and Latin America. Support from the Inter-American Organization for Higher Education (IOHE) and the Canadian International Development Agency (CIDA) enabled ten experts from Latin America and the Caribbean to participate in the international forum. The conference looked at ways that academics might, in consultation with colleagues in the public and private sectors, be able to increase the use of development communication in health curricula, research and outreach activities. The conference proceedings and a list of participants have been published.

The idea for the conference had grown out of a roundtable discussion on development communication sponsored by the United Nations four years earlier.

Evaluation of the Workshop

All participants found the workshop to be both interesting and informative. Many were surprised and dismayed to hear of the difficult situation which Canadian universities are facing.

Participants found it extremely useful to learn about the realities of colleagues in other Latin American countries as well as in Canada. They also felt that strong links have been created among people in the group, and that these links will lead to future collaboration.

Suggestions for future workshops were as follows:

- More group work and a Canadian participant in each group if language permits.
- More tours of the actual administrative departments at the university as well as a tour of the campus.
- More attention to the needs of particular individuals in the group, emphasizing the individual needs and interests of participants.