

COU Academic Colleagues Committee Report to the Ontario Tech U Academic Council

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Synopsis

This report provides an overview of meetings of the Academic Colleagues held on **October 13 and 20, 2021, and on December 7 and 8, 2021**. This report also summarizes the 312th Meeting of Council held on October 22, 2021. The meetings on October 13 and 20th focused on the role of universities in society. The meeting on December 7 included a guest speaker who discussed Indigenous Content Requirements in undergraduate curriculum. On December 8, the meeting included discussions of how the pandemic is affecting the different universities, information sharing about the universities' actions related to the pandemic, and updates from COU. All meetings occurred online.

Background

The objective of the COU Academic colleagues committee is to support the COU Council, consisting of the executive heads of the institution members of the COU and academic colleagues.

Meeting Summaries

COU Colleagues Meeting (October 13 and 20, 2021)

Evening meeting, October 13, 2021

Conversation with Sean Corner, Associate Dean (Academic), Faculty of Humanities, McMaster University**

Dr. Sean Corner joined the colleagues to discuss the value of arts and humanities, focusing on the creative industries and three new programs at McMaster.

An education in the arts and humanities promotes skills and values such as critical thinking, analysis, problem-solving, communication, historical and cultural perspectives, creative expression and self-examination. These values contribute to a richer existence and are recognized by employers as desirable "soft skills."

With this in mind, McMaster University has introduced three new programs that integrate hard skills training with humanities-focused education: iArts, Arts and Technology, and Rehabilitation, Health and Humanities.

In the discussion that followed, Colleagues discussed the role of the humanities in developing emotional intelligence, the challenge of communicating the value of a liberal arts education to a skills-focused job market, and the importance of valuing benefits of education other than job-readiness.

***See Attachment 1*

Preparation for Council Meeting

Colleagues discussed potential topics for the Council meeting and contributed ideas on the topic of how Ontario universities have contributed innovative thinking to the issues of equity, COVID and future pandemics, and addressing climate change.

Morning meeting, October 20, 2021

Planning for Council Meeting

Colleagues continued planning the presentation on “The Role of Universities in Society” for the Council Meeting.

COU Update (Cecilia Brain)

COU is working on a comprehensive advocacy campaign in support of key sector interests. This work is ongoing and captures work intended to influence the Spring Budget and the Provincial election currently scheduled for June 2, 2022. The Financial Sustainability and Competition Working Group (FSC WG) was struck to lead the sector’s review and analysis of internal policy and advocacy recommendations linked to university funding and support.

Red Tape Bill: Supporting People and Businesses Act

On October 7, the provincial government released Bill 13, Red Tape Bill: Supporting People and Businesses Act. The corresponding announcement outlines several new government-wide initiatives that will be included in the Bill and that directly or indirectly impact universities.

Of particular note are three key advocacy asks for the college sector:

- Expansion of college degree-granting caps;
- Exploring options for expanding the degree-granting authority of colleges; and
- Exploring options to expand credentials in the public college system to include “applied” Master’s degrees

The Ministry is also exploring options to reduce the administrative burden associated with multiple transfer payment agreements to the same transfer payment recipient. The government is seeking, where possible, to include multiple grants into a consolidated transfer payment agreement. COU advocated for these changes in our red tape recommendations to the government.

Other announcements

- Creating tuition fee transparency for university and college students: The government is aiming to provide students with increased accountability, transparency and clarity by providing details of tuition fees at Ontario’s postsecondary institutions.
- Reducing duplication of reporting requirements for the Ontario Student Opportunity Trust Fund / Ontario Trust for Student Support: The legislation will remove the online reporting requirements for endowments to reduce duplication and benefit colleges and universities by easing the administrative burden. The requirement for reporting through audited financial statements will remain in place to ensure adequate oversight and accountability.
- Removing barriers to entrepreneurial activities for postsecondary educational institutions: The government is seeking to simplify how Ontario’s postsecondary institutions enrol international students, specifically for registered private career colleges and Indigenous institutes. These institutions will face less barriers in achieving designation as learning institutions under Ontario’s International Student Program.
- Reviewing the Ontario Student Assistance Program performance requirements for private postsecondary institutions: The Ministry will review the performance requirements for private

postsecondary institutions approved for the Ontario Student Assistance Program (OSAP) to ensure they continue to be “...relevant and responsive to student needs within a growing and evolving sector.” The Ministry anticipates this review will create new opportunities and reduce red tape for private postsecondary institutions approved for OSAP.

- Supporting digital learning for private career colleges: The Ministry is proposing changes to approvals for online delivery of training at private career colleges to support continued flexible delivery options to students.

Strategic Management Agreements

During the early stages of the pandemic, the ministry announced the de-coupling of funding from performance for the first two years of SMA3 to mitigate the impact of COVID on SMA3 performance evaluations. Reporting and evaluation of performance continue as normal. The ministry is starting the Year 2 performance evaluation process. Once that is finished, there will be an opportunity for the sector to review Year 3 allowable performance targets and to amend institutions' weighting of metrics for future years. The ministry has announced a technical engagement later this year to discuss the two reporting metrics that will be activated in Year 3: Skills and Competencies, and Faculty Activity.

COVID and Re-Opening

COU advocated throughout the summer for Public Health Directive/MCU mandate for vaccination for on-campus activities to permit a safe campus re-opening. On Aug. 24, the Council of Ontario Medical Officers of Health wrote to University and College Presidents and Principals strongly recommending mandatory vaccination for all on-campus activities, as soon as operationally possible. On Aug. 31, MCU released their Postsecondary Education Health Measures Framework for Fall 2021, followed by a technical briefing on Sept. 2. The Ontario Medical Officer of Health's directives were included and formed the basis of the Framework. In the guidance, institutions with mandatory vaccination policies for on-campus activities are no longer required to enforce a two-meters distance within their instructional spaces. Masks are still required indoors. Institutions continue to develop employment policies and Medical and Human Rights exemptions procedures.

[Presentation by Katarina Todić on Private Institutions and the Degree-Granting Landscape in Ontario**](#)

COU Senior Policy Analyst Katarina Todić presented her research on private universities and colleges in Ontario, including degrees offered, current PEQAB applications, tuition and admission requirements.

***See Attachment 2*

[Committee Reports](#)

The remainder of the meeting was composed of committee reports.

[312th Meeting of Council \(October 22, 2021\)](#)

9:00 to 11:00 am via Zoom Videoconference

The meeting began with a welcome from the chair and was followed by the President's Report. Steve Orsini reported on the interactions with the new minister, Jill Dunlop, and the reopening process for

universities. Mr. Orsini discussed some of the key issues facing universities today and the advocacy efforts of the COU.

The main part of the meeting was a discussion among the Executive Heads and the Academic Colleagues about the Role of Universities in Society. The discussion began with a presentation by the Academic Colleagues about the important role that universities play in society with regards to the pandemic and public health, the environmental crisis, and equity. Vigorous discussion about the complexities of these issues and how to effectively communicate the important societal role of universities to the broader public ensued.

COU Colleagues Meeting (December 7 and 8, 2021)

Evening meeting, December 7, 2021

Conversation with Denise Baxter, Vice-Provost of Indigenous Initiatives, Lakehead University, on Lakehead's Indigenous Content Requirement **

Dr. Baxter discussed the process of creating an Indigenous Content Requirement (ICR) for Lakehead University. They have now had an ICR in place for 5 years and are now completing a review and evaluation of the ICR. At Lakehead, students are required to take at least one course (or equivalent) at some point in their degree. Some Faculties had one required course that everyone in the Faculty had to take. Other Faculties embedded the Indigenous content throughout several courses so that it would add up to the required equivalent; however, this embedded format was less successful. Part of the process of integrating ICR was to work with staff and faculty about how to interact with Elders, providing support for instructors, and curated resources through the university library.

Lakehead University ICR information:

- Indigenous Initiatives webpage (bottom has Youtube videos of guest speakers) <https://www.lakeheadu.ca/indigenous>
- Indigenous Content Requirement (Q and A) <https://www.lakeheadu.ca/indigenous/icr>
- Indigenous Learning Library Guides https://libguides.lakeheadu.ca/sb.php?subject_id=82972

Morning meeting, December 8, 2021

Information Sharing: updates from the various universities about how things are going regarding the Fall semester. Different universities have very different policies about being in person or online. There are mixed reviews about being in-person vs online vs hybrid. There is no consensus about the best strategy because so much is based on personal preferences and needs. There were reports of increased incidents of panic attacks among instructors who must teach while wearing a mask. Faculty are struggling about what the 'new normal' will or should look like.

COU Update (Steve Orsini): While they don't expect the government to issue new guidelines for the winter 2022 term, they are watching it carefully and paying attention to issues like: what does it mean to be fully vaccinated? Will 3rd doses be required? COU is also preparing a pre-budget submission and continuing their advocacy regarding the important role of universities. It will be increasingly important for publicly funded universities and colleges to separate ourselves from the private institutions in terms of quality assurance. Private institutions do not have a good record regarding OSAP default rates,

fail/drop out rates and other factors related to quality assurance. Programs in private institutions are not assessed by the Ministry, and PEQAB simply provides the minimum standard.

Jurisdictional scan on 3-year universities (Katarina Todić): Because of the government's interest in possibly allowing 3-year degrees to be granted at colleges, the COU undertook a scan of 3-year degrees at universities in BC, Alberta, Quebec, Nova Scotia, New Brunswick, US, UK, Europe, Australia, and New Zealand. Three-year degrees offered by universities are the international norm.

The remainder of the meeting was taken up with committee reports.



The Value of the Arts and Humanities: The Creative Industries and Three New Programs at McMaster



The Value of the Arts and Humanities

- The world from the vantage of the human condition: objective & subjective
- Self-reflection; thought, language, representation, and culture; complexity; plurality
- Analysis, explanation, interpretation, understanding, meaning, value
- Praxis
- E.g., history, critical theory, philosophy, art
- Argumentation, expression, critical reflection, empathy, imagination
- Personal value, social value, economic value

The Future of Work

- RBC, *Bridging the Gap*: “92% of recruiters say that soft skills matter as much as or more than hard skills.”
- RBC, *Humans Wanted; Capgemini report; Foundational Skills Needs and What Social Sciences and Humanities Need to Know*: foundational skills and the future of work: human, social, perennial, transferable

- Analytical skills
- Capacity for continuous learning
- Critical thinking
- Creativity
- Cultural and intercultural awareness
- Effective communication
- Integrity
- Judgement
- People skills
- Problem solving
- Self-management
- Teamwork

Innovation; adaptability; ethical, social, and emotional intelligence

- Microsoft: ““As computers behave more like humans, the social sciences and humanities will become even more important. Languages, art, history, economics, ethics, philosophy, psychology and human development courses can teach critical, philosophical and ethics-based skills that will be instrumental in the development and management of AI solutions.”
- Steve Jobs: “It is in Apple’s DNA that technology alone is not enough—it’s technology married with liberal arts, married with the humanities, that yields us the results that make our hearts sing.”

- **STEM TO STEAM:** “The aggregate evidence from various sources, including the peer-reviewed literature, suggests that integration of the arts and humanities with STEM at the undergraduate level leads to certain positive learning outcomes, such as critical thinking, communications skills, the ability to work well in teams, content mastery, improved visuospatial skills, and improved motivation and enjoyment of learning. Additional positive outcomes include improved retention, better GPAs, and higher graduation rates”.

Three New Programs at Mac

- iArts:
- Integration across media and practices; integration of practice with critical theoretical and historical perspectives; social justice, community engagement, and collaborative practice
- Perspectives, Projects, Investigations, Modules
- Variety of possible careers; growth in the cultural industries

- Arts & Tech:
- Software engineering, human-centred design, innovation, community-engagement, co-op
- AI, Information and Communications Technology, Digital Media (inter alia)

- Rehabilitation, Health, and Humanities:
- Medical science, foundational skills, social and cultural determinants of health and well-being
- Art and music therapy
- Relationship-based culture, creativity and human experience, foundations of clinical reasoning, communication and inclusive excellence, ethical reasoning and professional conduct, evidence-based practice, and local and global perspectives of community engagement and impacts

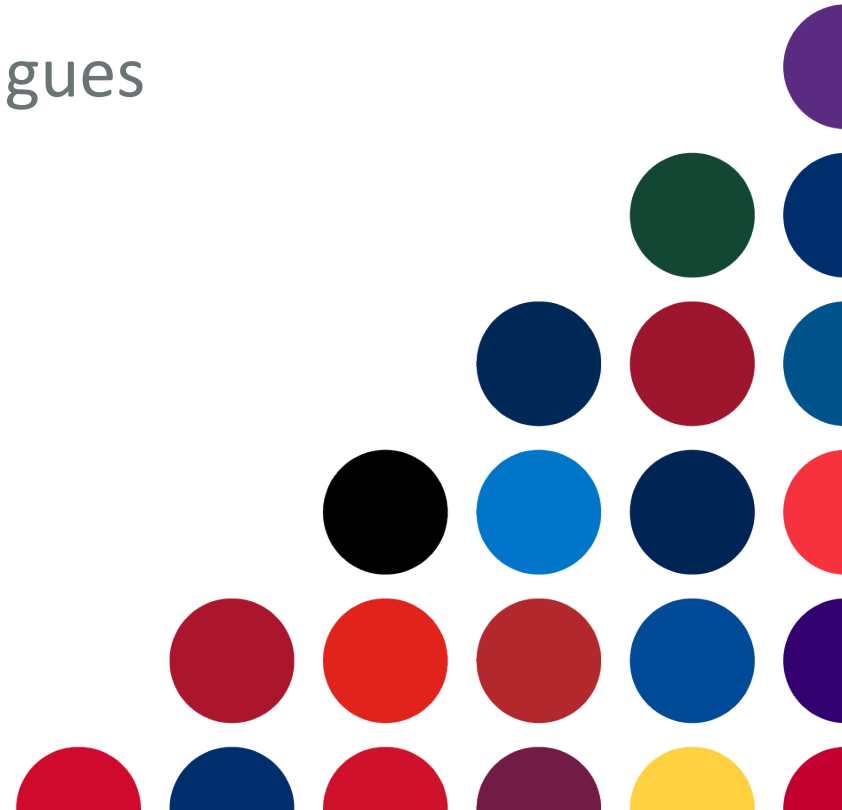
- Anders, G., *You Can Do Anything: The Surprising Power of a “Useless” Liberal Arts Education* (Backbay Books, reprint ed. 2019)
- Capgemini, *Emotional Intelligence: The Essential Skill Set for the Age of AI* (Capgemini Research Institute, report 2019)
- Hartley, S., *The Fuzzy and The Techie: Why the Liberal Arts Will Rule the Digital World* (Houghton Mifflin Harcourt, reprint ed. 2017)
- Lapointe, S., Clausen, C., et al., *Foundational Skills Needs and What Social Sciences and Humanities Need to Know* (report, 2021)
- Lehrer, J., “Steve Jobs: Technology Alone Is Not Enough” in *The New Yorker* Oct. 7, 2011
- Madsbjerg, C., *Sensemaking: The Power of the Humanities in the Age of the Algorithm* (Hachette, 2017)
- National Academies of Sciences, Engineering, and Medicine, *The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education: Branches from the Same Tree* (report, The National Academies Press, 2018)
- RBC, *Humans Wanted: How Canadian Youth Can Survive in the Age of Disruption* (RBC, Office of the CEO, report, 2018)
- Bridging the Gap: What Canadians Told Us About the Skills Revolution* (RBC Thought Leadership, report, 2019)



Private Institutions and the Degree-Granting Landscape in Ontario

Briefing for Academic Colleagues

October 20, 2021





Legal Framework for Private Degree-Granting in Ontario

- Publicly-assisted universities in Ontario have authority to grant degrees established in their individual legislative acts.
- The *Post-Secondary Education Choice and Excellence Act, 2000* (PSECEA) provides authority for the minister responsible for postsecondary education to allow organizations, including publicly-assisted colleges, and offshore and private institutions, to provide degree-level education in Ontario.
- PSECEA allows use of university nomenclature and degree-granting only to institutions authorized by an Act of Legislature (a.k.a. publicly-assisted universities) or those which have received ministerial consent.
- PSECEA established the Postsecondary Accountability Quality Assessment Board (PEQAB), whose mandate is to develop recommendations to the minister regarding granting of consents.



Ministerial Consents to Private Universities (2008–present)

- Currently there are six private institutions which have been granted ministerial consent to use “university” in Ontario.
 - Two are **Canadian-based private institutions**:
 - Yorkville University
 - International Business University
 - Two are **US-based private institutions**:
 - Niagara University
 - Northeastern University
 - Two are **Canadian-based Christian institutions**:
 - Redeemer University
 - Tyndale University



Private University

Degree Offerings in Ontario

- **Yorkville University**
 - Bachelor of Business Administration
 - Bachelor of Interior Design
 - Bachelor of Creative Arts
- **International Business University**
 - Bachelor of Commerce
- **Niagara University**
 - Bachelor of Professional Studies in Education
 - Master of Science in Educational Leadership
 - Master of Business Administration
 - Master of Science (Finance; Information Security)
- **Northeastern University**
 - Master of Professional Studies (Analytics; Informatics)
 - Master of Science (Information Assurance; Project Management; Regulatory Affairs; Health Informatics)
- **Redeemer University**
 - Bachelor of Arts
 - Bachelor of Science
 - Bachelor of Education
- **Tyndale University**
 - Bachelor of Education
 - Bachelor of Arts (English; History; Linguistics; Music; Psychology; Philosophy, etc.)
 - Undergraduate and graduate certificates and degrees in divinity, theology and ministry.



Current PEQAB Applications of Note

- In May 2021, the **Humanities Digital Degree Project** submitted an application for use of “university” and to offer Bachelor degrees in History, Philosophy, English, and French.
- In June 2021, **Global University Systems Canada** submitted a series of applications to operate as “Niagara Falls University” and offer Bachelor and Master’s degrees in Digital Media, Business, Data Analytics, and Biomedical Sciences.
- OCAV submitted letters urging rejection of the two applications. Both applications are currently pending.



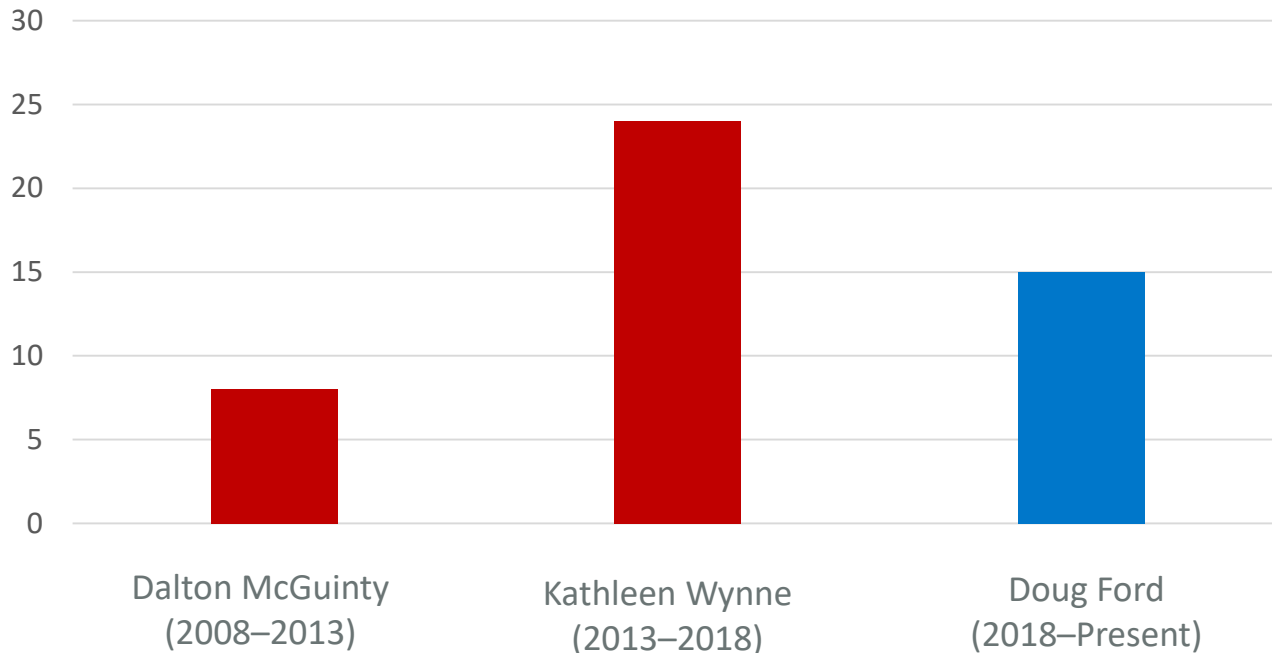
Denial of Ministerial Consent (since 2008)

- There have been seven cases of private organizations withdrawing their PEQAB applications.
- There has only been one instance where PEQAB recommended that the minister deny consent and the consent was denied.
 - Lawrence Technological University, Renewal of Consent for MBA (2016).
- There have been three instances where PEQAB recommended denying ministerial consent and the consent was granted:
 - Algoma University, Application for Honorary Degrees (2010).
 - Hearst College, Use of “University” (2014).
 - Pontifical Institute of Mediaeval Studies, Doctor of Mediaeval Studies (2013).



Ministerial Consents to Private Institutions by Government since 2008

Ministerial Consents to Private Institutions
by Government, 2008–Present





Private Universities: Tuition Fees

Institution and Program	Domestic Tuition	Ontario Average	International Tuition	Ontario Average
IBU, B. Comm.	\$11,000	\$9,500 [1]	\$17,000	\$34,000 [2]
Yorkville, B.B.A.	\$54,000 (program cost)	\$9,500	\$67,000 (program cost)	\$34,000
Tyndale, B.A.	\$16,000	\$6,000		
Tyndale, B.Ed.	\$30,000 (program cost)	\$6,500		
Redeemer (B.Ed.)	\$17,300	\$6,500		
Redeemer (other)	\$9,800	\$6,000	\$17,300	\$30,000
Niagara, B.Ed.	\$16,000	\$6,500		
Niagara, M.B.A.	\$24,000	\$27,000 [3]		
Northeastern M.PS & M.Sc. **	\$33,000–\$38,000 (program cost)	\$8,000–\$12,000	\$39,000–\$45,000 (program cost)	\$25,000–\$30,000

*All fees are per year, unless otherwise stated.

**All programs, two years.

[1] Average figure belies the significant disparity in Ontario institutions, ranging from \$5,800 (Algoma) to over \$15,000 (Queen's, Toronto, Waterloo, Western).

[2] Ranges from \$18,000 (Algoma) to \$64,000 (Western).

[3] Brock, Carleton, Lakehead, Laurentian, McMaster, Ryerson and Windsor charge less. Ottawa, Toronto, Western, Wilfrid Laurier and York charge significantly more.



Private Universities: Admission Requirements

Institution and Program	Entrance Requirement	Public Ontario Admissions
IBU, B. Comm.	70%	Low 70s–90%
Yorkville, B.B.A.	65%	70%+
Redeemer, B.Ed.	70%	Low-mid 70s
Tyndale, B.A.	65%	70%+
Tyndale, B.Ed.	70%	Low-mid 70s
Niagara, B.Ed.	3.0 GPA	Low-mid 70s
Niagara, M.B.A.	3.0 GPA	3.0 GPA
Northeastern M.PS & M.Sc.	Unspecified	75%+



Appeal of Private Universities

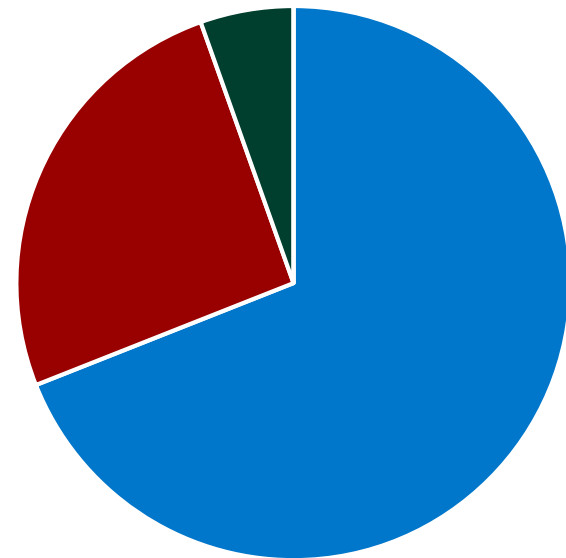
- Lower admission averages for programs with capped enrolment and high student demand (e.g., education).
 - Niagara, Redeemer and Tyndale are recognized by the Ontario College of Teachers (OCT).
- High domestic tuition but lower international tuition.
- Studying in Canada is appealing to many international students as it is a route to immigration.
- Post-Graduation Work Permit (PGWP)-eligible institutions include:
 - A public post-secondary institution, such as a college, trade or technical school, university, or CEGEP; and
 - A Canadian, private institution authorized by provincial statute to confer degrees, such as an associate, bachelor's, master's or doctoral degree, but only if the student is enrolled in a program of study leading to a degree, as authorized by the province, which may not include all programs of study offered by the private institution.
- The following Ontario private universities have PGWP-eligible programs:
 - Yorkville, Niagara, Northeastern, Redeemer, Tyndale.



Private University Enrolment

- Private university enrolment data is not publicly available.
 - Redeemer (789)
 - Tyndale (1,361)
 - Niagara (ca. 3,000 – all)
 - Northeastern (ca. 27,000 – all)
- Compare to:
 - Universities (570,000)
 - Colleges (211,000)
 - Private career colleges (45,000)

Institutional Enrolment
in Ontario



- Universities
- Colleges
- Private Career Colleges
- Private Universities (known)



Degree-Level Programming in Ontario (Offshore Public & Ontario Colleges)

- 8 public universities from other jurisdictions:
 - 5 from other Canadian provinces:
 - Athabasca; Cape Breton; Dalhousie; Mount Saint Vincent; UNB.
 - 3 from other countries:
 - Central Michigan University (US); Institute of Technology Sligo (Ireland); and University of Mannheim (Germany).
- 17 of 24 of Ontario's publicly-assisted colleges:
 - 60% of college degree programs are concentrated within 4 colleges in the Toronto–Waterloo corridor (Conestoga, Humber, Seneca, Sheridan).
 - Enrolment: ~23,000 in 2018-19 (fall term FT headcounts).
 - This represents less than 10% of total college enrolment.
 - Compare to ~394,000 university bachelor enrolment for the same year (fall term FT headcounts).



Offshore and College Degrees: Tuition

	Institution and Program	Domestic Tuition	Ontario Average	International Tuition	Ontario Average
CAN	Cape Breton, B.B.A.	\$9,500	\$9,500	\$18,500	\$34,000
	Dalhousie, M.B.A.	\$19,000	\$27,000		
	MSVU, M. Ed.	\$6,000	\$8,000	\$13,000	\$23,000
	UNB, B. Nursing	\$8,800	\$6,000	\$13,000	\$31,700
USA	Central Michigan, M. Ed.	\$22,500 (program cost)	\$8,000		
ON Colleges	Conestoga, B. Eng.	\$6,800	\$10,800	\$14,700	\$40,000
	Humber, B.Sc. Nursing	\$8,000	\$6,000	\$20,000	\$31,700
	Seneca, B. Comm.	\$7,000	\$9,500	\$19,000	\$34,000
	Sheridan, B. Comp. Sci.	\$7,900	\$7,900	\$20,900	\$31,000



Offshore and College Degrees: Admission Requirements

Institution and Program	Entrance Requirement	Vs. Ontario
Cape Breton, B.B.A.	65%+	70%+
Dalhousie, M.B.A.	3.0 GPA	3.0 GPA
MSVU, M. Ed.	3.0 GPA	Mid-70s
UNB, B.Sc. Nursing	70%+	75–90s+
Central Michigan, M. Ed.	2.7 GPA (67%)	Mid-70s
Conestoga, B. Eng.	65%	75–Mid-80s+
Humber, B. Nursing	75%	75–90s+
Seneca, B. Comm.	65%	Low 70s–90+%
Sheridan, B. Comp. Sci.	65%	Low 70s–90+%



Private Career Colleges in Ontario

- There are over 500 private career colleges (PCCs) in Ontario. The sector consists of approximately 45,000 students and annually produces more than 33,000 graduates.
- PCCs are governed by the [Private Career Colleges Act, 2005](#), and their vocational programs must be approved by the Superintendent of Private Career Colleges.
- Approximately 150 PCCs (with 240 campuses in 80 communities) are members of [Career Colleges Ontario](#) (CCO).



What Do Private Career Colleges Offer?

- According to the [Government of Ontario](#), PCCs often appeal to people who:
 - Need specific job skills to join the workforce.
 - Have academic qualifications and want to add to their practical skills to become more competitive in the job market.
- PCCs work with small groups rather than large classes and offer:
 - Flexible learning schedules.
 - Enrolment at many different times during the year.
 - Compressed programs that deliver training over a short time.



Discussion



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