Review of actions on Recommendations from SPC

Introduction

As part of the Strategic Planning process that resulted in the publication of Making Change in 1995, Recommendation 54 called for a review of the progress in implementing, or responding to, the other fifty-three recommendations in the report. The current document provides the Senate Committee on University Planning (SCUP) with information on that progress.

Senate adopted the Mission Statement and five strategic directions for the University, which were developed through the Strategic Planning Process, on November 29th, 1995. These decisions have fundamentally influenced the planning activities that have been going over the last six years. Initially, planning in the mid-to-late nineties focused on the responses to the cuts to higher education implemented by the provincial government. Planning centred on enrolment and tuition increases, a very significant increase in financial aid for students to alleviate problems of accessibility, and on the efficiency of operations: including college structure, majors, course offerings and scheduling, and administrative reorganization. While the decisions taken were influenced in the short term by external financial factors, in the longer term they reflected a mission centred planning process, with particular emphasis on the five new strategic directions of the University and the recommendations in Making Change. In 1998, the President established a Planning Steering Group, in consultation with SCUP, to determine the way in which the University would respond to the enrolment and growth changes associated with the ‘double cohort’ (now referred to as the ‘enhanced cohort’), but within the context of mission centred planning. In this regard, the Planning Steering Group used the principles and recommendations in Making Change to determine a course of action for the institution: a considerable number of these recommendations continue to affect the planning processes today.

In summary, steps have been taken to consider possible action on all fifty-three recommendations in Making Change. There is ample evidence that the impact of the strategic planning process has had a major influence on the activities, values and attitudes of the University of Guelph. In fact, a strong case can be made for the positive role that the process had on many of the successes that the University has experienced over the last six years as Guelph has moved up the ranks to be one of the top-rated comprehensive universities in the country, and for the very considerable success in the Canadian Foundation for Innovation Funds (CFI) and the Ontario Research and Development Challenge Fund (ORDCF) and the Ontario Innovation Trust (OIT). For the vast majority of the recommendations, action has either been taken or is being developed in the current planning processes. In two cases, decisions were made by Senate not to pursue recommendations on common courses but even this decision is being re-visited in the light of discussions on curricular change in the high schools. One recommendation on human resource management policy is being included in the current discussions preparing the University for 2003 and beyond.

The present report, prepared by Institutional Analysis and Planning and a subgroup of the Senate Committee on University Planning (SCUP) describes the actions associated with each recommendation in the original report. In cases where action is still being considered or pending, comment has been made to provide SCUP with information on which to make decisions about priority and future action.

For ease of presentation, the precise language used in the fifty-four recommendations in Making Change has been used in the current report. The response to these recommendations is made after each item including reference to continued discussion as part of the planning for the enhanced cohort.
Review of the recommendations

Recommendation 1: The University of Guelph should adopt the Mission Statement set out in Making Change: the strategic plan for the University of Guelph (dated 29th June 1995).

The Mission Statement was discussed and approved by Senate at its meeting on 29th November 1995.

Recommendation 2: The University should evaluate both graduate and undergraduate enrolment targets annually to provide the optimum balance between them, consistent with available resources and the realities of the current funding formula.

Since 1995, the University has taken a very active approach to enrolment management. The Associate Vice-President (Academic) established an Enrolment Management Committee in 1995 (now known as the Enrolment Coordinating Committee [ECC]), which set annual targets for enrolment by program in collaboration with deans and associate deans. As part of the planning process for the enhanced cohort, there has been significant discussion about enrolment trends to meet the challenges of the changing demographics in the current decade. An enrolment plan for undergraduate and graduate students was submitted to the Ministry of Training, Colleges and Universities (MTCU) in September 2000 and this has formed the basis of further planning for the increase in funding indicated in the three-year announcement on funding for higher education made recently by MTCU. The data for undergraduate and graduate enrolment since 1995 and the predictions for enrolment in the coming five years are attached for information (Appendix I).

Recommendation 3: To ensure that the quality of entering undergraduates and graduate students remains high, to enhance accessibility, and to increase the representation of people of colour and aboriginal people in our student population, the University should (a) assign a high priority in a major fund-raising campaign to the strengthening and diversification of our scholarship and bursary programs, and (b) maintain and strengthen liaison, public relations, and recruitment activities.

The University has had some success at increasing the diversity among students entering programs at both the undergraduate and graduate level, although this is difficult to measure as the University does not keep data on visible minorities and other groups among the student population. The University has also increased the number of international students and continues to focus on recruitment strategies likely to enhance diverse representation on campus. Finally, the major increase in financial needs-based scholarships to the University has at least diminished the negative impact of rising tuition on accessibility to the University.

Actions taken include:

- Increased liaison and recruitment efforts have focussed on the Greater Toronto Area (GTA) schools, which have a greater diversity compared with other parts of Canada. The number of students attending Guelph from the GTA have increased from approximately 26% to 31% between 1995 and 2001: at the same time that the absolute number of undergraduate students admitted from the GTA has increased. One example of a program assisting this effort is Project Go, by which the University formed a partnership with L’Amoreoux College in Toronto, one of Canada’s most multicultural schools, to help develop recruitment strategies.

- The University, following a review by the Senate Awards Committee on scholarships and awards, accepted by Senate on 14th January 1997, has increased the total amount of money awarded to students and increased the percentage allocated on the basis of identified financial need. (Appendix II). In 1995, less than $100 thousand were awarded on the basis of financial need, which was less than 5% of the total money available. By the current fiscal year (2001/2), more than $14 million is available in financial aid for students, with about 58% of the money available for student aid allocated with a financial needs-based component. A significant contributor to this increased financial aid was the successful ACCESS campaign (the Ontario Student Opportunity Trust Fund program), which raised approximately $20 million in endowed funds. As a significant part of the capital campaign, the Chancellor has promoted the development of Chancellor Scholarships that will be focussed on increasing diversity at the University.
Strategic Plan Implementation Update November, 2001

- Work-related programs specifically available to students who have demonstrated financial aid have been introduced at the undergraduate level. In total, the University paid about $24 million in salaries for student work on campus mostly to undergraduate and graduate students.

- Funding for graduate teaching assistantships and graduate support in general (both from the University and from provincial sources) has been significantly increased between 1995 and 2001.

- The Financial Aid subcommittee of ECC continues to review the allocation of financial aid to students.

- Fund-raising initiatives to support students with identified financial-need, especially those to increase diversity in the student population are a central theme of the current Capital Campaign. As part of the Campaign, a special endowment to increase accessibility for visible minority and disabled students is being mounted in the name of Chancellor Lincoln Alexander.

- Finally, there have been strategic initiatives at the undergraduate and graduate levels to increase the number of international students (undergraduate and graduate) attending Guelph. These efforts, started in 1997 with a significant lowering of tuition fees for international (visa) students. There have been increases in the number of international undergraduate and graduate students and in diploma students at the Agricultural Colleges with an increase in the number of visible minorities.

Recommendation 4: The University should continue to emphasize its residential character and to focus on recent high school graduates.

The University has continued to focus on its residential character. This was formally approved by Senate at its meeting in November 1995 and has remained a strategic commitment since. The proportion of students accommodated in residence fell over the last few years as the population of students started to increase. However, in fall 2001, an additional 660 suite-style residence was opened around the East Residences, which has restored the proportion in residence to approximately 40% of the total undergraduate population. Student Housing Services working with the Office of Student Affairs and Interhall and in association with other student governments on campus is currently reviewing the need to build another residence on campus in 2004/5 to meet the increased enrolment demands.

Recommendation 5: The University must develop by September 1996 a comprehensive human resources management philosophy.

The Common Sense Revolution (CSR) cuts, implemented by the provincial government, seriously delayed action on this item. The University was forced to engage in downsizing and for the first time was required to reduce the number of faculty and staff at the University. In consultation with deans at the time, the action on this item was delayed as the University sought to manage the consequences of employee departures. Nonetheless, in the spring of 1998, senior Human Resources staff met with deans, the chief librarian and the AVP Student Affairs to discuss this recommendation with a view of going forward. Although there was agreement that most of the articulated principles were sound, there was concern regarding: the purpose; the broadness of recommended terms; the functional practicality of living with the SPC proposed philosophy; and, the more pressing need to develop a ‘management’ philosophy as opposed to a human resource philosophy.

Further action was not pursued until the reports of the Cluster Planning Groups were published in summer 2001. The Cluster Planning Groups were established by the Planning Steering Committee to deal with the potential impacts of the enhanced enrolment. The output from these groups was reported in two documents, Planning for the Enhanced Cohort (Parts I and II) released to the community in June 2001. Three specific recommendations have emanated from the reports of these groups:

A working group has been established to make recommendations and take action on faculty recruitment and retention. The group reports to the provost and several key actions have already been recommended and implemented including development of promotional materials (on-line and in print), proposed revision to hiring process for new faculty, support for departments in the hiring processes etc.
A working group has been established to examine barriers and possible solutions for employment of sessionals on campus. The working group is expected to report to the provost this semester.

As a result of the planning days held in summer 2001, the vice-president (Finance and Administration) will be reviewing succession planning, staff development training and staff support on campus. The Common Sense Revolution (CSR) cuts, implemented by the provincial government, seriously delayed action on this item. The University was forced to engage in downsizing and for the first time was required to reduce the number of faculty and staff at the University.

**Recommendation 6:** Professional development and renewal to ensure the acquisition of those skills most crucial to the implementation of the Strategic Plan must be a priority for all members of the University community, but particularly supervisors - including deans, directors, department chairs, faculty and librarians in supervisory positions, and non-academic managers - with accountability through the performance review process.

A pilot program was developed for training chairs in 1996. The program is offered annually and is well received. In 2001, this program was augmented to include regular semestery updates/workshops to continue the training process in specific areas of interest. Despite serious fiscal constraints, the University has maintained its commitment to professional development for academic and administrative managers as evidenced by its continued funding for senior and middle academic and administrative managers to attend the nationally offered Senior University Administrators' and University Managers programs and through the expansion of the Human Resources (HR) workshops and training sessions on a wide variety of topics. Approximately 150 course editions per year are conducted through HR in areas that include management training, individual performance improvement, computing, safety and employee wellness. HR programs have increased their focus on University-specific content/objectives for job-related learning. Teaching Support Services and the Library also continue to offer courses. A Managerial Training Program is being developed jointly with the Professional Staff Association. A pilot edition of this program is planned for 2002.

**Recommendation 7:** The University should introduce for all its managers and academic administrators a performance review program that measures progress toward specific, agreed-upon goals.

While programs are in place, there is still a challenge in some areas to have these universally adopted.

**Recommendation 8:** Performance review programs for staff should recognize contributions in support of specific, agreed-upon goals and should include appropriate measures of satisfaction on the part of individuals and units served.

Performance review programs have been in place for Professional/Managerial, Staff Association and Exempt Staff since 1993. In response to these recommendations, in 1999, a new jointly developed Professional/Managerial program was formally implemented. This program has dual objectives of assessing performance and clearly spelling out the objectives to be achieved as well as detailing any professional development activities to be undertaken to assist in achieving the agreed upon objectives. Later that year, a new Exempt staff program resembling the Professional/Managerial approach was developed and introduced.

Performance review for support staff is subject to negotiations with unions and other employee groups. As noted in Recommendation 6, performance review programs also provide an opportunity to review and agree upon staff development needs/opportunities. The University remains committed to the principle of providing financial recognition for outstanding performance. It has been less successful than imagined in the SPC recommendations in introducing the one-time bonus concept.

**Recommendation 9:** The current effort of the Joint Faculty Policies Committee (JFPC) to produce a common set of University-wide standards for tenure, promotion, and selective increment should be made a high priority matter, with the expectation that a common set of guidelines can be adopted by January 1, 1996.
The University has not adopted a standard set of guidelines but has required each department to develop guidelines that are reviewed and approved through JFPC against a template of criteria at the University level. In fall 2000, the provost implemented a post promotion and tenure review of the process based on the guidelines and made recommendations to deans on further changes to departmental policies and practices. In fall 2001, the provost implemented a process for deans to review upcoming changes to faculty policy as they affect promotion and tenure processes.

**Recommendation 10:** The University should make every effort to ensure that there is provision for a significant "merit" (or "pay for performance") component in the salary of all its employees.

Pay for performance components of salary are in place for Faculty and Librarians, CARG employees, Professional and Managerial staff, University of Guelph Staff Association and Exempt Staff. To date this principle has not been accepted by bargaining units with single pay structures eg. CUPE trades and maintenance staff but could be raised in future negotiations.

**Recommendation 11:** The University will hire new faculty with potential to excel in both teaching and research, and will nurture their early careers so that they have the opportunity to reach their potential.

Since 1995, the University has pursued the appointment of faculty with demonstrated skills in teaching and research in all departments and at all levels. The requirements are clearly described in advertisements and sought in the interview processes. Promotion and tenure in the probationary period is contingent on satisfactory performance in both categories. All departments expect candidates to make presentations to faculty, staff and students and have a portfolio of experiences that demonstrate superior ability in teaching as well as research. New appointees are expected to engage in both activities in their career and the promotion and tenure guidelines for every department indicate that achievement in both categories is a necessary step for tenure. Teaching Support Services provides an introductory course for all new faculty at the University and runs regular updates and workshops for all faculty and teachers on campus to support and develop approaches to teaching and learning; more than 300 faculty per year attended these regular meetings in the last two years. Each year, TSS, in conjunction with a college or a unit on campus organizes a campus-wide workshop to promote a particular topic for teaching.

The Provost has established a Faculty Recruitment and Retention Advisory Group which has developed a revised approach to hiring practices that meets the Federal Contractor Program requirement. This group is also reviewing opportunities to foster active mentoring programs for new faculty.

**Recommendation 12:** In cases where faculty are not significantly engaged in scholarship related to teaching or research during the research, study and professional development semester, they should take on teaching (or service) responsibilities during that semester OR move to nine- or 10-month appointments.

The University currently has a strong cadre of faculty engaged in scholarship and teaching so the concerns expressed in this recommendation do not apply. Individuals who might have been in this position in 1995 were encouraged to take advantage of the early retirement package offered by the University. Alternate career paths for faculty were established and codified in Faculty Policy.

**Recommendation 13:** The custom in many departments of assigning identical or very similar teaching "loads" to all faculty must give way to more carefully differentiated teaching assignments, which reflect the quantity and quality of work carried out in the areas of research and service, as well as teaching and advising responsibilities related to graduate students.

Faculty Policy and practices were changed to accommodate this recommendation and there has been attention paid to this recommendation in almost all areas of the University. The Provost is actively working with department chairs and deans to ensure that workload and distribution of effort are carefully correlated in all areas.
**Recommendation 14:** The President of the University of Guelph Alumni Association (UGAA), the Provost, and the Vice-President University Affairs and Development should develop opportunities for alumni to collaborate more extensively and effectively in the work of the University. The President of UGAA should present an annual report to Senate on the nature and extent of involvement by alumni in activities related to our academic mission.

In February 1996 Senate approved a recommendation from the Senate Bylaws and Membership Committee that all Senate committees attempt to include alumni representation. The past-president of the U of G Alumni Association occupies one of the nine alumni positions on Senate, and President of the UGAA presents an annual report to Senate. The UGAA Strategic Planning Committee has had three committees looking at the workplace and job opportunities for student, workplace interface in the academic curriculum and open learning. In addition, with new “distributive” system of alumni officers in colleges, cultivation of future alumni and relations with college-based alumni have increased. There is an on-line connection service used by Career Services to link alumni to students as mentors and the World of Work modules in some programs (most notably BSc(Agr) promote connection between alumni and students and focus on experiential learning opportunities.

**Recommendation 15:** The Senate Bylaws and Membership Committee should explore a number of options for substantially reducing both the size of Senate and the size and number of Senate committees and present a proposal to Senate by September 1996.

The Senate Bylaws and Membership Committee reviewed the composition of Senate. In November, Senate resolved that it should not downsize because the University of Guelph Act would have to be opened and it was deemed that this would pose a serious risk to the University in the light of the political context of the time. In fact, on the recommendation of Bylaws and Membership, Senate extended representation to staff in the University, effectively increasing the size of Senate. However, Senate approved a report from the standing committee on Bylaws and Membership to downsize Senate committees. The new committee structure took effect fall 1996. It is possible that as the size of the University increases and the proportional representation of student groups increases, Senate will increase in size even further and the size of Senate may have to be reviewed again in the future.

**Recommendation 16:** The University of Guelph should adopt learner-centredness and research-intensiveness as its primary strategic directions, and collaboration, internationalism, and open learning as its secondary strategic directions.

Senate approved this recommendation in October 1995. This decision has fundamentally influenced many decision-making processes and activities at the University over the last six years. The strategic directions are reflected in the Internal Reviews program and were reaffirmed in the planning processes for enrolment growth (submitted to MTCU September 2000), in the strategic research plan for the Canadian Research Chair program (submitted in August 2000), and in the development of institutional performance indicators.

**Recommendation 17:** A mandatory first-year "inquiry course" should be developed, around subject matter that integrates thinking in the humanities, social sciences, and science; its central aim should be to help students become more self-reliant learners and to promote an understanding of research and the process of open inquiry.

The Board of Undergraduate Studies debated but declined to support this recommendation in 1997: an action that was accepted by Senate. However, recently with the prospect of the new high school curriculum affecting the education of entering students, this topic has been revived and there are ongoing discussions about whether this should be raised formally at the Board of Undergraduate Studies again.

**Recommendation 18:** Certain courses within each program should be "designated writing courses;" such courses should have a significant writing requirement and provide students with careful feedback on writing skills within the context of their various disciplines. The successful completion of a specified number of designated writing courses should be a university requirement for graduation.
The Associate Vice-President (Academic) and program committees explored this recommendation in 1996 and decided that it would be more appropriate for all courses to have a writing component than to set up “General Education” courses in all programs. Recently, as the curriculum for the Guelph-Humber programs have been developed, this issue was raised again because Community College programs have a number of General Education courses embedded in their curricula. After discussion, however, the Guelph ‘model’ prevailed – a number of generic skills (based on the University of Guelph Learning Objectives) were integrated into the curriculum rather than create specific courses with a focus in a particular skill, such as writing. The curriculum at Guelph-Humber has gone further and defined the learning outcomes for each course and related this to program outcomes. The courses at Guelph-Humber are designed to provide opportunities to introduce, practise and evaluate generic skills. There has been feedback, from Guelph faculty involved in developing the Guelph-Humber programs, that courses on the Guelph main campus might consider following this model.

**Recommendation 19:** *With an increase in the use of computer-assisted instruction, it will be necessary for students to have increased access to computers. In the short term, we should increase computer workstations and make it easier for students to acquire their own computers; in the long term, we should require students to have their own computers.*

An *ad hoc* committee was struck on use of computers on campus and the possibility of requiring students to purchase computers. The committee reported in 1997 and recommended no action should be taken on the ownership issue. Since 1996, there has been a very substantial increase in computers available to students on campus and an increase in connections available to the high-speed network. Guelph was the first University campus in Ontario to offer direct access to the high-speed network for all students in residence. Combined with a significant increase in the number of students arriving at the University with their own computers, this has increased access to centralized services on campus. In addition, there has been an increase in the number of laboratories open to students across the University including the addition of four major laboratories in the ATOP extension of the Thornbrough building, an increase in the quality and speed of the hardware accessible to students, and a major increase in the number of computers in the library for student access. There is still considerable demand for access and there are plans to expand the number of desktop machines in the new Science Complex as well as ports for notebook access in the Science Complex and the new Classroom Complex. There are plans for similar facilities at the new Humber-Guelph Centre for students in the joint programs to be offered at the North Humber Campus. Although the Provost has been engaged in discussions about facilitated purchase of machines for staff, faculty and students with a number of potential vendors, no agreements have been reached to date. The discussions are ongoing.

**Recommendation 20:** *The University should offer a range of experiential education options. To this end, the University should establish by January 1996 an Experiential Education Advisory Group, involving faculty, staff, students, and employers - including alumni wherever possible - to consider issues associated with the work-related portion of an experiential learning continuum and to advise the University on the placement of students in a variety of such experiential learning opportunities.*

The proposed Experiential Education Advisory Group was not established. However, the BSc (Agr) and the DVM programs have been substantially revised to include specific experiential components. The modules developed for the BSc (Agr) have been promoted and used by other programs and several courses and programs have introduced experiential learning and leadership components in line with the strategic directions of the University.

In the late nineties, there was a complete revision of the approach to Co-op programs which strengthened Co-op activities in a number of different areas. The Co-op program at Guelph now ranks as the third largest in the province and there is continued work to improve the experiential learning opportunities for students in Co-op programs.
Recommendation 21: All undergraduate and all graduate courses should be evaluated by students. A common set of questions should be introduced university-wide, to form a part of each department’s questionnaires.

The Joint Faculty Policies Committee (JFPC) set up a subcommittee to review this possibility. The subcommittee developed a set of standardized questions but these were not formally adopted by JFPC. This matter is before JFPC in the current year again. At the same, the subcommittee on Key Performance Indicators for Teaching and Learning is recommending that a standard set of common questions should be implemented for all courses in the University. Students continue to press to have the responses to a common set of questions released.

Recommendation 22: A Learning Enhancement Fund should be established at a minimum of 0.5 percent of the University's MET (MTCU) operating budget and increased as rapidly as circumstances permit.

The aspiration to provide an incentive for learning enhancement was not realized in the wake of the Common Sense Revolution cuts imposed in the mid-nineties. In the current year budget (2001/2), the president introduced a pilot budget allocation; it is hoped that this fund can be continued and increased to meet the guideline established by SPC.

Recommendation 23: A Research Enhancement Fund should be established under the joint direction of the Provost and Vice-President Research, to support new faculty, research infrastructure, and promising initiatives. The fund should be established at a minimum of 0.5 percent of the University's MET operating budget and increased as rapidly as circumstances permit.

Similarly, the Research Enhancement Fund was not introduced initially. The president initiated a small fund in the operating budget (2000/1) and substantially augmented this for the current budget year (2001/2). Again the intent would be to preserve and expand this fund in subsequent budget years, funds permitting.

Recommendation 24: Collaboration with other institutions should be aggressively pursued, and systemic barriers removed, wherever possible:

1. The revised course timetable, the duration of semesters, Winter break and the examination schedule should be compatible with increased collaboration with Waterloo, Wilfrid Laurier, and McMaster.
   - New timetable implemented.

2. The transfer of course credits among Guelph, Waterloo, Wilfrid Laurier, and McMaster should be made as efficient and simple as possible. Students who take specialized courses at our neighbouring institutions that are not offered here should receive full academic credit for those courses.
   - Credit transfer has been facilitated but this has not proved to be a very significant area of interest for students.

3. Undergraduate specializations with low enrolment or low financial resources should be considered as high priority candidates for collaborative offerings with Waterloo, Wilfrid Laurier, and/or McMaster.
   - Since 1995 a number of activities with low enrolment have been either closed or amalgamated with other activities on campus at Guelph. In two areas at the graduate level, joint programs have been developed with Waterloo and/or Wilfrid Laurier.
   - The presidents and Provosts of Waterloo and Guelph are currently engaged in discussions about options to share joint program development in new areas of mutual interest, beyond those already developed.

4. Collaboration with our neighbouring universities, Waterloo, Laurier, and McMaster, in the area of academic and student support, such as the Library and registrarial functions, should be given high priority.
   - TriUniversity Group of Libraries (TUG) is now in place. Formally established in 1995 the TriUniversity Group of Libraries is a unique partnership between the libraries at Guelph, the University of Waterloo and Wilfrid Laurier University. The objective is to provide seamless and
harmonized access to library services and resources for the combined user community.

Accomplishments to date:
- TRELLIS - single, shared online library information system provided integrated access to nearly 7 million volumes
- TUG Library Annex - a 35,000 sq. foot offsite storage facility than provides lower cost collection space for lesser used materials
- TUGbook and TUGdoc - rapid book and article delivery service among the libraries that is heavily used by faculty and students
- TriUniversity Data Resources - access to numeric and statistical data in support of research and teaching
- TUG Information Resources - consortial purchases of electronic resources for TUG; collaborative purchases increase access and reduce overall costs.

- Feedback from faculty and students has been uniformly positive; easy and rapid access to an expanded body of information resources has had a significant impact on research, teaching and learning.
- Building on the efforts of TUG and other provincial and national initiatives, the Library is aggressively pursuing the implementation of a Digital Library that would create a substantial collection of electronic resources (books, journals, documents and other digital materials) and provide online support services to assist users (e.g. customized portal, "virtual reference", online tutorial and learning support services). As a complement to the physical library, the Digital Library would enable information resources and services to be available to the user at any time, in any place. As the Digital Library evolves it will grow in both the amount of information available and in the sophistication of the digital support services. In time it will be the primary source of information resources in support of teaching, learning and research.

5. Collaboration with other universities, particularly in the development and delivery of specialized programs (including distance courses), should be aggressively pursued and not restricted to nearby institutions.

- Individual areas have responded specifically to this recommendation by developing joint programs with other institutions. The best example is the Executive MBA in Agriculture. This was initially set up with Athabasca University as a completely distance program. More recently it has expanded to include the University of Minnesota (US).
- Eight institutions (Guelph, Waterloo, York, Dalhousie, Alberta, Calgary, Simon Fraser and Saskatchewan) are members of COHERE. The original drivers of this consortium were Guelph, through the Office of Open Learning, Waterloo and York. The COHERE project has three components: sharing and co-development of quality online courses and programs, faculty development and research in online learning. (Private website: www.cohere.ca for further details.) This project is funded in part by Industry Canada and several proposals have been submitted to other granting bodies.
- The Office of Open Learning is also involved in the Career Development Practitioner Program. This is a consortium of Guelph, Waterloo, Wilfrid Laurier and Conestoga College. Individuals can complete this program by distance and receive a diploma and degree upon completion. One of the courses in the degree program is offered by Conestoga and listed in all the universities’ calendars.
- The Office of Open Learning is providing Spanish Courses in the distance mode which were co-developed by Guelph, Wilfrid Laurier and Waterloo. Course offerings are rotated amongst the institutions.
Continuing Education: Guelph, through the Office of Open Learning is involved in a partnership with York University in a Certificate in Dispute Resolution

6. Collaboration with community colleges should be fostered, and the transfer of course credits from colleges to the University of Guelph should be made as efficient and simple as possible.
   - Development of articulation agreements:
     - Guelph continues to develop and manage a large number of articulation agreements with community colleges
     - Over the last six years, all the articulation agreements have been reviewed and where appropriate revised in the light of the Port Hope agreement on articulation agreements. However, this is not well used and there are not many students making transfers using this approach
     - All agreements subsequent to the Port Hope accord are made in line with the accord
   - Development of new collaborative programs
     - A number of collaborative initiatives where teaching in a college and university are set up to create a degree option have been established including the programs in Sport Injury Management with Sheridan and the BSc (Tech) degrees with Seneca
     - A number of further collaborative programs are being discussed at the moment
   - Development of joint diploma-degree options
     - The major new development has been the establishment of Guelph-Humber which will offer joint diploma-degrees in four years starting fall 2002. Three programs will be offered initially and several more are being developed for implementation in subsequent years
   - Through the enhanced partnership with OMAFRA, the University has been engaged in the development of extensive collaborative efforts of the Agricultural Colleges. These include collaborations with institutions and business at the provincial, national and international level. They are summarized in Appendix III.
   - Development of new options
     - There is a vast of array of potential new options being considered across the University. The Enrolment Coordinating Committee is trying to ensure that there is a reasonable and appropriate process to manage these new developments that fosters innovation but does not allow for uncontrolled expansion.

7. Enhanced interaction with elementary and secondary schools in the areas of curriculum, pedagogy, the use of technology, and accessibility should be assigned a high priority.
   - The Associate Vice-Presidents Academic and Student Affairs have been involved in re-starting collaboration between the Upper Grand District School Board and the University to review options for collaboration on curriculum.
   - A key initiative has been the development of Project Go.
   - Creative Encounters (the science and engineering camps for Grade 7/8 students) now has a very significant program which provides enhanced interaction with schools. In 2000, an extensive outreach program for Creative Encounters was developed and a new computer based program “TechQuest” initiated by the students. These programs are supported by funds from Actua and Hewlett-Packard.
   - S@GE (Science at Guelph Experience) programs were established by the Office of Open Learning to provide connection between middle schools in the province (particularly in Science) and the University. These programs are also sponsored by Hewlett-Packard.

8. The University of Guelph should continue to play a leadership role in the Wellington County Consortium, and involve more sectors of the institution in collaborative ventures with the consortium.
   - The University continues to play an important role in this consortium and has sought to engage in the development of this group.
Recommendation 25: Alumni and others who are active leaders in the business and wider community should be invited to advise the University on the revision of policies and procedures that may be limiting our relations with industry and other vital sectors, and to assist us in identifying opportunities for collaboration.

This is an ongoing successful activity also involving the Vice-President (Research), Vice-President (Alumni Affairs and Development) and deans. Partnerships with the public and private sectors have increased. In addition, the VP (Research) has established an Associate VP (Research for partnerships), particularly for the agri-food sector. A summary of research activities is attached (IV).

Recommendation 26: The Senate International Committee should set targets for study abroad and exchange, analyse resource requirements (including bursaries for needy students), and report to Senate by September 1996.

The Senate International Committee provided a set of targets for undergraduate and graduate enrolment which were approved in 1997. The Enrolment Management Committee operationalized programs to increase both undergraduate and graduate enrolment including provision of grant support for international (visa) students with identified financial need (see enrolment patterns – Appendix V). See recommendation 3.

Recommendation 27: The Caribbean and Latin America should be given greater prominence in the spectrum of international activities in which we are engaged. Particular attention should be paid to student and faculty exchange, study abroad, supporting courses (e.g., courses related to the natural resources, economics, cultures, and socio-economic and political features of these areas), the appointment of faculty who will bring to the University (among other needed strengths) expertise in these areas, opportunities to develop competencies in speaking the relevant languages, collaborative research, and the development of institutional linkages.

The Senate International Committee did not support a geographic emphasis for internationalism. A number of initiatives have occurred and continue in the Caribbean and Latin America (e.g., the Latin America Semester Abroad) and the Senate International Committee did not believe that further increases in activity in these areas were warranted. Although the diploma programs advertised opportunities for international students to take diploma courses and programs, this had not happened in the past. As a result of the specific drive for international enrolment at the University, a specific recruitment and liaison program has been developed in the Caribbean. The Agricultural Colleges have also developed separate recruitment activities aimed at international students and there has been a small number of international students admitted to diploma programs at the Colleges.

Recommendation 28: The Board of Undergraduate Studies should evaluate ways of meeting our need to strengthen language instruction, and report to Senate by May 1996.

Originally the Senate International Committee charged the Associate Vice President (Academic) with a review of language instruction on campus. The Senate International Committee undertook a study that reported to Senate in 1997. Since that time, there has been a very substantial increase in number of language courses and sections offered on campus to meet student demand.

Recommendation 29: The development and delivery of credit distance courses should be viewed as part of a department's teaching function and constructed as a normal part of workload. All distance courses should be periodically reviewed by departments, and all must be evaluated by students.

There have been significant increases in the number of distance education courses offered and the number of registrations in distance courses (see Appendix VI). Distance education courses are now seen as part of normal workload although there is still an enrolment-based incentive scheme in operation for departments that participate in distance courses. Distance education courses are a fundamentally important component of the summer semester but also increasingly important in the fall and winter semesters. There is a rigorous assessment program in place for quality assurance for distance courses that is operated through the Office of Open Learning and there have been suggestions made by students that traditional, face-to-face courses should be subject to the same level of scrutiny.
Recommendation 30: The Associate Vice-President Academic should develop a plan for counselling and advising that reflects the following features:

- Program counsellors should report to the Associate Vice-President, Academic, as well as relevant deans.
- Greater equity must be achieved in the workloads of program counsellors.
- A central site for program counsellors (as opposed to academic advisors located in departments) should be created, with particular emphasis on the needs of students who have not yet declared a specialization.
- Career counselling should continue centrally, but must also make its way much more effectively into departmental advising and program counselling.
- First-rate counselling documents must be produced at the department and program levels.
- More regular and effective communication among program counsellors and between program counsellors and departmental advisors must occur, as well as between these individuals and curriculum and program committees.
- The importance of the advising function must be reflected in the training and selection of departmental academic advisors, and their evaluation by Tenure and Promotion Committees.

The present Associate Vice-President (Academic) has initiated a review of academic counselling and advising for undergraduate students (Mandate of the review committee attached – Appendix VII). This group will consider the recommendations of SPC but it will also consider a wider range of issues highlighted by recent research in the United States on counselling and advising. The Ontario Agricultural College (OAC) has developed a separate review process to identify issues related to counselling of diploma students involved in the program on the Guelph campus. This review is in conjunction with staff in the Office of Registrarial Services.

Career Services re-established a number of Career Satellite Offices in some colleges to link more effectively with program and academic counsellors. The newly appointed Director of Student Life and Career Services has undertaken to review the effectiveness of this program.

Graduate Program Services and the dean of Graduate Studies will review the advising of graduate students as part of a wider discussion on graduate education. Graduate Program Services has also established a number of world of work modules for graduate students to assist transition into the work force.

Recommendation 31: To take advantage of changes in computing and networking technology, and to support our learner-centred, research-intensive agenda, a full range of electronic information sources and access tools must be made available to supplement conventional forms of information. The appropriate balance between monographs and journals (including electronic forms) must be examined in each discipline in light of needs related to self-reliant learning and research-intensiveness.

In concert with the University of Waterloo and Wilfrid Laurier University, the Library has implemented the TriUniversity Group (TUG) system. Staff are reviewing the role of the Library in a more learner-centred, research-intensive university and the University has established a Learning Commons in the Library. There are continuing discussions about the role and nature of the Learning Commons and integration between the programs offered by Teaching Support Services, the Library, Computing Services, Learning and Writing Services and other units on campus. An integrated approach to data management has been implemented in the Library to increase access to statistical information.

Recommendation 32: The Provost should create a task force to (a) undertake a comprehensive assessment of the needs and responsibilities of the University with respect to computing and communications hardware, supporting software, resources (human and financial), and decision-making structures, and (b) having sought out the advice of other universities and private-sector computer companies, develop a comprehensive plan that will be responsive to evolving needs and technological opportunities over the next decade, particularly as these relate to the delivery of academic programs.
A task Force on Information Technology was established in 1999 under the leadership of Dr. Chris McKenna. The delay in establishing this group was primarily due to the need to focus attention on the downsizing that resulted from the CSR cuts in the mid-nineties. The Task Force that was established was considerably more focussed than the original intent expressed in SPC. The preliminary report of the Task Force was available for input from the University community over the Summer and Fall 2000 and the final report was presented to the Provost in May 2001. The Executive Summary of the Preliminary Report is attached for information (Appendix VIII). The Provost is recommending that the governance structure for information services be changed to reflect the needs of the institution. This recommendation will be followed through during 2001/2 academic year.

**Recommendation 33:** Teaching Support Services, with assistance from the Board of Undergraduate Studies, Physical Resources, and the Office of the Registrar, should undertake an assessment of classrooms and undergraduate laboratories on campus, and develop a strategy for optimizing the use of the existing facilities, reporting to Senate by December 1995.

The response to this recommendation comes in three distinct parts: First, the Office of Registrarial Services purchased software in 1998 to maximize the ways of scheduling use of classroom facilities linked to “Colleague” (the new student information system that was purchased and implemented in the late nineties to improve services to students, faculty and staff). Second, use of the classrooms depends on the state of the facilities. As part of the facility renewal planning process in 1999, the Advisory Council of Teaching Support Services (TSS) under the leadership of the Director of TSS provided a comprehensive review of classrooms and the needs for investment to upgrade and renovate the facilities. A plan for upgrading, dependent on resources, has been developed. The University will have to continue to press for additional operating resources to work on upgrading classrooms. Third, as part of the planning for the increased enrolment outlined in the SuperBuild Growth Fund proposal for Guelph, the Science Complex planning committee established a sub-committee on classrooms space, chaired by the Director of TSS. The Physical Resource and Property Committee of the Board of Governors has approved in principle the construction of a major new teaching complex which will contain an additional 1500 seats in classrooms of various sizes designed to meet University-wide teaching needs identified. This will accommodate the increased enrolments planned at the University until 2006. It is anticipated that use of space and need for classroom space will change considerably over the next 5-6 years and that the projected needs will have to be reviewed at least annually through the Enrolment Coordinating Committee. Currently the Provost and the deans of Biological Science and Physical and Engineering Science are working on development of plans for the Science Complex. The Associate Vice-President (Academic) has carried out an audit of classroom utilization and this will be part of the discussions of the Space Management Committee recently established by the vice-presidents (academic and finance and administration). The President and Provost have indicated that it will be essential to plan improved or new facilities to support growth areas in other parts of the University in response to increased enrolment and for new research initiatives.

**Recommendation 34:** The University should move to fall entry only for new undergraduate degree students, as soon as it is operationally feasible to do so.

The recommendation was approved by Senate (June 1995) and implemented for the 1996/97 academic year and annual registration for graduate students for fall entry 1996. However, in 1999, in response to demand and enrolment pressures, this decision was changed to accommodate a small number of additional registrants in winter and summer semesters in approved programs. There is further discussion, as a result of the planning for the enhanced cohort possibly to increase admission at different times of the year as a means of spreading the load of the increased enrolment.
**Recommendation 35:** The spring semester must be restructured with a view to increasing efficiency.

After many years of trying to increase enrolments in the spring semester, the Enrolment Management Committee undertook a review of ways in which to improve interest in the spring semester in 1997. Since that time, enrolments in the spring semester (now known as the summer semester) have increased considerably and several programs are beginning to plan course offerings to include the summer semester. A critical part of this approach was to make greater use of distance education courses (see recommendation #29). Effective summer 2001, summer session II was eliminated as the number of courses and enrolment were below the levels where the session was financially viable. There is currently a review underway by the Co-op Office working with Program Committee chairs to examine whether there are sufficient courses available for Co-op students to complete their programs effectively.

**Recommendation 36:** The University should adopt a credit system in which courses are weighted as 0.0, 0.5, 1.0 (the current norm at Guelph) 1.5, 2.0 credits.

This initiative was approved and implemented by the undergraduate and graduate boards and by Senate in 1997. The impact on scheduling sections and classes is currently under further review by the Enrolment Coordinating Committee to ensure that use of the credit system can be integrated into the scheduling system.

**Recommendation 37:** The University should adopt a system for assessing prior learning and skill development; a student who can demonstrate possession of the knowledge or skills to be developed in a course would receive credit for that course towards a degree.

The University developed and implements prior learning assessment in particular areas for students who can demonstrate previous appropriate experience.

**Recommendation 38:** The Board of Undergraduate Studies (BUGS) must begin an ongoing review of all specializations, with a view to reducing the number of specializations. The review should be based on a common set of criteria which include:

1. The compatibility of the specialization with the University's mission;
2. The extent to which the specialization duplicates or overlaps with other specializations on campus, and the societal need for the specialization, including the availability of comparable specializations at other Ontario institutions;
3. The availability of necessary resources (including personnel, library and computer resources, studio and laboratory space) to offer the specialization at a level of quality the community (i.e., Senate) deems acceptable academically;
4. The actual or anticipated enrolment in the specialization.

The criteria to review specializations were approved by Senate, October 1995 and the number of specializations reduced from 201 in 1996/7 to 188 in 1997/8. However, in the last three years there has been increasing pressure to increase the number of specializations and majors again. The Enrolment Coordinating Committee is currently reviewing the number of majors, minors, specializations and areas of emphasis again. It is acknowledged that 70-80% of students take 10-15% of the options available and that there is very considerable cost in managing and maintaining the options that are not exercised regularly. There is some interest in reviewing options to preserve this level of flexibility and choice for students without maintaining the complex array of specializations. The Enrolment Coordinating Committee, working with deans, program committees and the Board of Undergraduate Studies will be reviewing these options over the next year.

In fall 2000, the University established a Baccalaureate of Computing. Initially this was expected to replace the BA and BSc in Computing and Information Systems but after discussion with the faculty concerned and students in the program, it was decided to leave the two alternate versions in place, at least initially. The University developed a combined Baccalaureate of Arts and Science that will take the first enrolments in fall 2002. This program replaces the BA and BSc Akademia program that was available to interested students in the first year of their program.
Recommendation 39: A review of courses must be carried out in conjunction with the reviews of specializations, with a view to reducing the number of courses. The Board of Undergraduate Studies should take the following criteria into consideration in the review of course offerings and the assessment of whether undergraduate courses are introduced, continued, or discontinued:

1. The possible requirement of the course within an approved specialization;
2. The availability of sufficient resources to offer the course;
3. The extent to which the course duplicates or overlaps with other courses on campus;
4. The frequency of offerings and the feasibility of offering the course either in alternate years or in the distance mode;
5. The opportunity for collaboration with neighbouring institutions;
6. The infrastructure - such as library and computer resources, and studio and laboratory space - needed to operate the course at a level of quality the community feels is acceptable academically;
7. The actual or anticipated enrolment in the course.

Senate approved the criteria for course review in October 1995. By 1997/8, the number of courses offered had been reduced and several courses were offered either in alternate semesters or in alternate years. Since 1997/8, with increasing enrolment, the number of courses and sections offered has increased to keep pace with demand. The Enrolment Coordinating Committee is currently assessing the impact of these changes.

Recommendation 40: Program committees must assume institutional responsibility for ensuring that the four elements of the learner-centred agenda (self-reliant learning, the research-teaching link, skill development, and experiential learning) and the Strategic Directions of the University are addressed optimally by the curriculum they oversee. In particular, they should promote:

1. Methods of instruction that foster self-reliant learning, including the involvement of undergraduates in research and other creative activity;
2. Small group experiences, such as seminars, laboratory sessions, and projects in which communication and interpersonal skills are purposefully developed;
3. The internationalizing and cultural inclusiveness of curricula; on this matter, the Board of Undergraduate Studies should report to Senate by September 1997, informing the community of progress made by its program committees.

The responsibility for reviewing and evaluating the implementation of this recommendation has devolved to the Senate Committee on Internal Reviews as the committee begins the process of program review (see Recommendation 46). However, it is likely that the Senate Committee on Internal Reviews will challenge the Board of Undergraduate Studies and Program Committees to review their mandate in relation to governance processes and re-examine the role and responsibilities of being accountable for the strategic directions and initiatives in the University.

Recommendation 41: A review of the college structure and the effectiveness of councils should be undertaken and a report made to Senate by June, 2000.

The University continues to operate with a College structure. In May 1998, the Colleges of Social Science and Family and Consumer Studies merged to form the College of Social and Applied Human Sciences. Subsequently there were discussions about the possibility of merging the colleges of Biological Science and Physical and Engineering Science. This proposal was rejected in Spring 2000 in favour of stronger integration between the two science colleges including joint academic counselling. The idea of councils within and between colleges has not been discussed further and in most cases the councils have been discontinued in the light of stronger and more effective college governance (see recommendation 43). The new Science Complex will increase the physical proximity of the two science colleges and plans have been developed to configure several departments from both colleges close to each other to reflect cross-departmental and college opportunities for collaboration. Similarly, the two college administrative and support offices will be placed next to each other and close to the combined counselling offices and student government offices to facilitate collaboration and communication.
Recommendation 42: Discussions should be initiated (or continue where already under way) in the following departments to examine the advantages and disadvantages of realignments or closer association through participation in councils

1. Veterinary Microbiology and Immunology/Pathology
2. University School of Rural Planning and Development/Landscape Architecture/Rural Extension Studies
3. Environmental Biology/Horticultural Science
4. Land Resource Science/Geography

Particular attention should be paid to implications for change in administration, hiring of staff and faculty, sharing of space and equipment, and coordination of course and program offerings graduate and undergraduate. Discussions should be facilitated by the Dean where the departments are in the same college and by the Provost where the departments are in different colleges. The facilitator should define a schedule for completing each discussion, and the Provost should report the results of all discussions on realignment/closer association of departments to Senate no later than January 1996.

The following realignments have taken place:

1. Veterinary Microbiology and Immunology and Pathology merged to form Pathobiology (Spring 1996).
2. Drama and English merged to form The School of Literatures and Performance Studies (Fall 1997).
3. Fine Art and Music merged to form The School of Fine Art and Music (Fall 1997).
4. Languages and Literatures and French Studies merged to form The School of Languages and Literatures (Fall 97).
5. Rural Planning and Development, Rural Extension Studies, and Landscape Architecture formed The College Faculty of Environmental Design and Rural Development (Winter 1998).
7. Departments of Nutritional Sciences and Human Kinetics merged to form the Department of Human Biology and Nutritional Sciences (Fall 1996).

It is possible that, in light of other discussions there may be further realignments considered and effected.

Recommendation 43: Present and proposed councils should be given responsibility to coordinate interdepartmental activities and, where appropriate, to coordinate faculty and staff hiring. For those parts of departmental undergraduate activity that fall within the Council’s purview, the following responsibilities currently vested in departments should be coordinated by the council: curriculum development, student advising, administration of the relevant majors, minors, and specializations, and teaching assignments. Each council should, at minimum, include the Chairs and/or Deans of member departments and colleges, and might be chaired either by these individuals in rotation or by a specially appointed council Coordinator. One Dean should be appointed (“designated”) to represent the council on VPAC. One of the responsibilities of councils is to determine whether, or at what rate, cooperation between units should evolve towards merger of departments. A senior academic should be appointed as facilitator in each case to monitor progress towards the Council’s specific goals and report to the Senate Committee on University Planning (SCUP). Councils should be reviewed by SCUP every five years to determine whether they are meeting their mandate, and whether there is a continued need for their existence.

The following list is taken directly from the instructions laid out in “Making Change”.

Animal Science
The Animal Science Council should coordinate undergraduate courses and programs, graduate programs, and Open Learning offerings with a view to maximizing efficiency of program delivery and elimination of duplication, and should coordinate hiring. Following reorganization of the programs, this Council should recommend departmental realignments in the broad area of animal biology. Coordination of the graduate program in Aquaculture should also reside with this Council.
**Business**
The Business Council should extend its efforts in coordinating undergraduate and graduate education on campus and include involvement with neighbouring universities. Attention should be given to a growing need to include business-related experiences for students in other programs and growing opportunities related to the Office of Open Learning.

**Environment**
The existing Environmental Science Council, together with the deans of the relevant colleges, must reconsider the membership of the Council with a view to enhancing collaboration among all departments with an interest in the environment. In recommending changes, priority must be given to including these deans as members.

**Food**
After paying much attention to the area of research and the interface with industry, the Food Council should now pay more attention to undergraduate matters, where the situation is characterized by relatively rich course offerings and relatively low enrolments in several of the food-related undergraduate programs, an exception being Applied Human Nutrition.

**Microbiology**
A Microbiology Council should be formalized to coordinate the University's activities in microbiology. This group should have the responsibility for determining whether any consolidation of microbiologists into a smaller number of departments should occur.

**Molecular Genetics**
A Molecular Genetics Council should be created and have responsibility for coordinating aspects of the relevant teaching programs. The Council should co-ordinate hiring and the acquisition, housing, and maintenance of research equipment infrastructure that is needed to support research and teaching in this area.

**Plant Biology**
The Plant Biology Council should continue to coordinate teaching, research, and service in plant science. The mandate should be expanded to include the realignment of relevant departments on campus, or the development of other means of enhancing collaboration in administration, research, and graduate education. The Council should extend its efforts to include collaboration with neighbouring universities. The expanded Council might be better able to seek external funding for shared capital facilities and major infrastructure.

**Rural Communities**
The Council on Rural Communities should evaluate the merits of introducing an undergraduate major in rural development and should promote the growth of graduate education in this area.

**Toxicology**
A Toxicology Council should be formally established, and the Council should give priority to developing a graduate program (to be appraised by the Ontario Council on Graduate Studies within five years) and to enhancing coordination with the Canadian Network of Toxicology Centres.

**Other Areas**
- Faculty associated with existing councils in Bio-Medical Sciences and Health Sciences should re-examine the role of these Councils in light of other structural changes and either strengthen or disband the Councils. The Provost should facilitate these discussions.
- Consideration should be given to the creation of a council (or councils) to foster the activities of current university programs in Women’s Studies, Canadian Studies, Scottish Studies, and European Studies.
- Discussions among ecologists and evolutionary biologists should be facilitated by the Provost to determine whether the formation of a council is viable.

Senate discussions of this recommendation highlighted concerns that councils may be more useful in some areas than others. There was a lack of general support for moving forward with this recommendation in all
areas. In fact, Senate expressed the view that this issue should focus more on collaboration than setting up councils to support and enhance collaboration. The Provost in discussion with VPAC will be reviewing the ways in which interdisciplinary programs on campus will be promoted and supported. The Faculty of Management was formed in May 1998 to replace the Business Council, under the direction of an Associate Dean, and has been successful in managing developments in undergraduate and graduate programs in Management.

Recommendation 44: The allocation of resources to academic units should not be strictly formulaic. The process, while taking due account of numerical measures, should be sufficiently flexible to allow deans and chairs to exercise appropriate judgment on the requirements of each academic unit. The allocation of resources should be based on the following elements:

- Rational and transparent measures of instructional effort including:
  - Undergraduate and graduate instruction, both disciplinary and interdisciplinary;
  - Activities supporting undergraduate education such as advising, coordinating semesters abroad, supervising experiential education programs, and curriculum development;
  - Participation in undergraduate and graduate courses taught outside the academic unit; activities supporting graduate education such as participation on advisory, admissions, and examination committees; and
- Quality of teaching, research, and service. (The process for establishing common indicators to assess the quality of these three elements of scholarship is described in Recommendation 45).

In addition, the mechanism should permit short-term or one-time funding for programs that will allow or encourage:

- Implementation of the University's Strategic Directions;
- Development of new opportunities; and
- Increased efficiency in the use of resources (increased efficiency should not be a prima facie reason for the reduction of resources to a unit).

The Vice Presidents Academic Council (VPAC) developed the Resource Allocation Mechanism (RAM) over an extended period. The Model was shared with the Senate Committee on University Planning (SCUP) and Senate during 1999/2000. On the recommendation of SCUP and with support from Senate, the Provost was advised to use the RAM to assist in allocating resources when and if the province increased financial support to universities. It is likely that the RAM will form the basis of discussions about the process for allocation of resources to areas of strategic need within the University over the next several years. The Provost and VPAC will be discussing specific processes that foster and support collaborative, interdisciplinary research and teaching activities on campus.

Recommendation 45: The Provost, in conjunction with Academic Council, should develop by December 1995 a set of common indicators to be used to assess annually the quality of scholarship (teaching, research, and service) of departments; in addition, each department will be involved in the development of indicators to be used in its own assessment. It is expected that some indicators would involve national and international comparisons.

This is being handled in two ways as part of the planning process for the enhanced cohort: (1) A committee to develop Key Performance Indicators in two categories has been established: macro-indicators of quality at the University level (action completed May 2001 – details to be posted on the web shortly); and micro-indicators focusing on learning and research outcomes; (2) The Cluster Planning groups, associated with planning for the enhanced cohort, identified that the University should consider ways of defining quality of academic programs including input measures (student performance before entry, application rate etc.), programmatic support...
(academic, personal and career counselling), and output measures (time to graduation, graduation rates, employment rates etc.). Furthermore, the program and department review process managed through the Senate Committee on Internal Reviews (SCIR) carries out a mandated ten-year review of quality of programs and departments. The outcomes of these reviews are presented to the Senate Committee on University Planning (SCUP) and Senate for information.

**Recommendation 46:** Academic departments should undergo a comprehensive review (internal self-assessment and in-depth external appraisal) every seven years, in conjunction with reviews of graduate programs wherever possible, and a standing committee should be established to advise the Provost and the Senate Committee on University Planning on an appropriate institutional response to this comprehensive review.

Following discussions at Senate and in the light of a provincial initiative on departmental and program review, the University through the Senate Committee on University Planning has established a seven-year review of undergraduate programs and departments managed by the Senate Committee on Internal Reviews (SCIR). SCIR has established a sequence of departmental and program reviews which started in 1999. The Committee reports regularly to Senate through SCUP.

**Recommendation 47:** Annual reviews and comprehensive reviews (every seven years) should become part of the resource-allocation process for all non-academic units, and the Provost and Vice-President Finance and Administration should develop the review process by December 1995, informing units of the criteria to be used for evaluation. These will be based in part on external comparisons and will involve evaluation by those who use the service.

As a result of the CSR cuts in the mid-to-late nineties, a process for formalized annual and comprehensive reviews was not developed. Every unit (academic and non-academic) was required to participate in the downsizing and the non-academic units contributed to a greater proportion of the cuts than the academic units. Several units were the subject of detailed review and restructuring including the Office of Institutional Analysis and Planning, the Student-Environment Study Group, the Office of the Registrar, Graduate Studies, University Affairs and Development, the Office of First Year Studies, the Co-op Office, and the Office of Research. In addition, the University has completed external reviews carried out by independent experts in the field of Hospitality Services (bookstore, food services) and Physical Resources. As part of the planning process for the enhanced cohort, the Planning Steering Group has developed a process for review of space needs and activities of the institutional support services (including appropriate levels of funding). In addition, as a result of the CSR cuts, several of the ancillary units were asked to make greater contributions to the operating budgets of the university (both MTCU and OMAFRA). To achieve a greater ‘profit’ margin, these operations were either re-structured or the business increased to increase the return to the University.

**Recommendation 48:** Funding from all vacated faculty positions (except those resulting from negative tenure decisions) and staff positions should revert centrally (President and Provost) to facilitate reallocation of resources and enhance budget flexibility.

The responses to this recommendation were affected by the CSR cuts. In response to the cuts, all positions were frozen and the President established a Hiring Review Committee to review all hiring of regular, full-time faculty and staff in the University. The mandate of the Hiring Review Committee was to recommend to the President the disposition of each position and this committee managed much of the downsizing that occurred. At the same time the University increased enrolment which increased demands on faculty and staff involved in teaching and in the support of student enrolment. With the easing of the financial constraints created by the cuts, the Hiring Review Committee was disbanded in late 2000. Subsequently, the Provost and other senior university administrators have worked with deans, directors, chairs and other supervisors to develop appropriate re-hiring in their particular areas. The Faculty Recruitment and Retention Advisory Group, established by the Provost to provide advice on faculty recruitment and retention, has recommended that deans and the Provost...
develop comprehensive faculty and staff five-year recruitment plans, to be reviewed on an annual basis. These plans will form the basis of planning for the enhanced cohort.

**Recommendation 49:** Commitments to fill faculty positions on a permanent basis must not be made, except in the most extreme cases, until the resource-allocation process has been developed and implemented, and criteria for the continuation of specializations and courses have been accepted and applied.

This recommendation was subsumed in the CSR cuts and the impact of the increase in enrolments. The RAM was developed and course offerings and sections reduced in the fall and winter semesters. In the last two years, in response to growth in undergraduate and graduate student numbers and the development of effective human resource plans for departments and colleges, and in the light of the decision by Senate to recommend that the Resource Allocation Mechanism should be used to guide decisions by the Provost, staff and faculty positions have been replaced and the Provost has now asked deans to develop plans for faculty and staff growth.

**Recommendation 50:** To support initiatives called for in the Strategic Plan, the University must aggressively pursue alternative sources of funding, embarking soon on a major fund-raising campaign, and taking advantage of opportunities to enhance revenue that are consistent with our academic mission. To attract donor funds and entrepreneurial partnerships, we should make a greater effort to publicize and promote both the strengths of the University and its Strategic Vision.

The University has embraced and promoted a strategic vision comprised of the SPC-developed strategic directions and subsequent seven research themes. This strategic vision has substantially influenced the University’s mission-centred planning and will continue to influence planning as the University prepares for the expanded cohort.

Utilizing this strategic vision, the University has been very successful in expanding partnerships and in garnering funds from federal and provincial sources for research and for special projects (Access to Opportunity Program and SuperBuild Growth Funds). Cumulatively, the University generated more than $250 million from these activities between 1996 and 2001.

One of these partnerships was the ‘enhanced partnership’ established in 1997 with the Ontario Ministry of Agriculture Food and Rural Affairs. While a central element of the University’s special responsibilities, this $50 million partnership has been strained, in recent years, by government budget reductions. The five-year agreement at the core of the enhanced partnership is currently being reviewed with careful attention to a renewed strategic vision.

The University is currently engaged in the quiet phase of its most ambitious capital campaign. The focus of the campaign reflects the strategic themes enunciated by SPC.

**Recommendation 51:** Progress reports on implementing the Strategic Plan should be issued regularly to Senate by the appropriate committee or individual, and to the Board of Governors by the appropriate Vice-President, documenting decisions that have been made, the persons (or offices) responsible for implementing the decisions, the date or period of implementation, and measurements of progress using well-defined indicators. An annual progress report should be presented by the President and widely distributed on and off campus.

Progress reports on strategic planning activities have been made to Senate, the Board of Governors, the Central Students Association, the Graduate Students Association, Senate Student Caucus and student forums. Periodic articles in @Guelph and The Ontarion have focused on activities related to specific recommendations. As the planning emanating from the principles in SPC have moved to focus on dealing with the enhanced cohort, there has been wider consultation and communication with the community through the governance processes and in @Guelph and other University publications to update the community on progress.
**Recommendation 52:** Working with appropriate committees and units, the Senate Committee on University Planning should oversee the development of indicators to measure progress on major decisions that arise from Strategic Planning.

SCUP has ensured that the strategic directives emanating from SPC have influenced planning processes in research, enrolment, teaching and learning and service activities of the University. The current planning process for meeting the challenges of the expanded cohort and the developments associated with the first five years of the new decade are linked to SPC. The University has established a Key Performance Indicators (KPI) Committee to develop appropriate indicators to be used to measure success towards stated objectives. In addition, the University has to comply with the provincially mandated “performance indicators” that are related to funding envelopes made available to the University.

**Recommendation 53:** A "change auditor" should be designated for a limited period to promote and monitor the change process occasioned by Strategic Planning.

In light of the numerous recommendations from the strategic planning process and the complexity of the actions in progress, this recommendation was not pursued, although an interim report was presented to SCUP in 1997 on the progress towards the goals identified in the report. The interim report highlighted areas for further study and became part of the discussions in planning for the enhanced cohort.

**Recommendation 54:** A comprehensive analysis should be carried out in 1999/2000 to assess the impact of the current strategic-planning exercise.

The above review, initiated by SCUP in 2000-2001, responds to this recommendation.
Next steps
As indicated throughout the report, many of the on-going discussions about specific recommendations and continued action on these items have been subsumed in the planning process for the enhanced cohort. There are several keys items for action in the current academic year (2001/2) which are based on the recommendations from the two planning documents released in summer 2001. These include:

- The Campus Master Plan, last reviewed in detail in the seventies, is being re-examined by a subcommittee of the Physical Property Committee of the Board of Governors. The committee will present an interim report in January 2002 and a final report to Board in April/May 2002.
- The Enrolment Coordinating Committee is focusing on active management of enrolments in programs and majors, scheduling and effective use of classroom and laboratory facilities and planning for change including a review of the development of new programs and majors.
- The Associate Vice Presidents (Academic and Student Affairs) are reviewing with the Library, Teaching Support Services and Learning and Writing Services the appropriate structure and organization of the Learning Commons to meet student and faculty needs.
- The Space Management Committee is being re-established to manage use and allocation of space.
- The working group on Faculty Recruitment and Retention is reviewing strategies for active and effective recruitment and retention of faculty. It is anticipated that this group will also review strategies for staff recruitment and retention.
- A working group has been formed to review the barriers facing sessionals and the opportunities for the University to use sessionals and contract appointments more effectively in meeting the demands for teaching undergraduate students.
- Student Affairs through Student Housing Services is currently engaged in reviewing whether or not there should be further additional residential accommodation constructed on campus.
- Institutional Analysis and Planning is serving as the project leader to coordinate a planning process in service units to meet the service needs associated with the enrolment increases anticipated over the next several years.
- There are detailed discussions between the academic and administrative leadership at Guelph-Humber with deans and chairs to established appropriate staffing and faculty levels for the new initiative.
- An ad hoc committee to review the current approach to undergraduate program counseling and advising has been established.
- The Provost has recommended that the governance process for information technology services on campus should be revised in the light of the recommendations of the Task Force on information technology. This revised structure will be established in fall 2001.
- The dean of Graduate Studies has developed a process to review preparation of graduate students for academia and the world of work in the future.