

November 6, 2006

To: Ron Bordessa, President and Chair of Academic Council
From: Brian Campbell, Academic Colleague, Council of Ontario Universities
Re: Report from COU

I have been the Academic Colleague for UOIT on COU since May, 2006. This is my first report to Academic Council. I intend to report at least twice each year, most likely after the fall and the spring meeting of COU Council.

1. Meeting schedule of COU Executive Heads, Academic Colleagues and Council.

COU council is made up of two representatives from each of the COU member universities; the executive head and an academic colleague who is the representative of the supreme academic body of each university. There are 3 series of meetings held by these representatives. The executive heads and the academic colleagues have separate parallel meetings 5 times a year. In addition, once in the fall and once in the spring they meet jointly as COU Council. This joint Council meeting is held on a Friday morning following separate Thursday afternoon and evening meetings held by executive heads and academic colleagues. This year has seen a move to 2 council meetings. In previous years all 5 meeting times had Council in addition the separate executive heads and academic colleagues meetings.

Executive Heads Round Tables

Thursday, October 19, 2006

Thursday, December 7, 2006 (followed by COU Lifetime Achievement Award)

Thursday, February 8, 2007

Thursday, April 19, 2007

Thursday, May 31, 2007 (Wilfred Laurier University)

Academic Colleagues Meetings

Thursday, October 19, 2006

Thursday, December 7, 2006 (followed by COU Lifetime Achievement Award)

Friday, February 9, 2007

Friday, April 20, 2007

Thursday, May 31, 2007 (Wilfred Laurier University)

Council Meetings

Friday, October 20, 2006

Friday, June 1, 2007

2. Academic Colleagues' papers

One of the roles of academic colleagues is to bring forward academic issues to the COU, and to Council. One of the main ways that this is done is through the discussion and publication of a series of papers that are authored by academic colleagues and presented

at each meeting of Council. Attached is the most recent paper on Internationalization of the Curriculum by Kathryn Shailer, the academic colleague from OCAD. This paper was well received when it was presented and discussed at the October meeting of Council. It is likely that there will be follow up papers on specific issues surrounding internationalization.

There has been some discussion among academic colleagues about adjusting the papers to the new 2 Council meetings per year format. We are considering whether to make these papers more ambitious in scope using multiple authors and the resources of COU staff.

3. Government and Community Relations Committee

I am one of two academic colleagues who have been elected to sit on COU's Government and Community Relations Committee. This committee deals with all public and government communication initiatives. Recent matters for discussion have been reactions to the Maclean's league table ratings, the establishment of a common data set to assist students in comparing universities, and publicity campaigns around the value of investing in university education.

Internationalizing the Curriculum: An Inventory of Key Issues, Model Programs, and Resources

Kathryn Shailer, Academic Colleague, OCAD
Working Paper for Discussion: October 19/20, 2006

[I]nternationalization of the university means far more than interpersonal or even inter-institutional cooperation across borders. It is a necessary, vital and deliberate transformation of how we teach and learn and it is essential to the future quality of higher education in Canada, indeed to the future of Canada.

AUCC Standing Advisory Committee on
International Relations, 1994¹

The heart of the internationalization of an institution is, and will always remain, its curriculum precisely because the acquisition of knowledge...is what a university is all about.

M. Harari, *Internationalization of
Higher Education*, 1989²

In the year 2000, the Association of Universities and Colleges of Canada released two seminal reports on international education at Canadian universities, *Progress and Promise* by Jane Knight (OISE/University of Toronto) and *Canadian Efforts to Internationalize the Curriculum* by Fraser Taylor (Carleton). Both publications take stock of initiatives undertaken during the politically tumultuous decade from 1989 to 1999 that included the collapse of Eastern Bloc dictatorships; civil war and “ethnic cleansing” in the Balkans, Rwanda and other parts of Africa; the end of apartheid in South Africa; the US invasion of Iraq; renewed *jihād* in the Middle East; the “opening” of China and the end of British rule in Hong Kong – all of which had a profound effect on immigration patterns worldwide, which in turn have indelibly altered the face of cultural diversity in Canada, especially in its urban centres. By 1999 Vancouver had essentially become an Asian city and Toronto was well on its way to becoming one of the most multicultural cities in the world. The impact of the ensuing globalization on higher education would be immense.

If the reports by Knight and Taylor in 2000 placed more emphasis on “promise” than “progress” in their assessment of how Canadian universities had risen to the challenge of internationalization, the 2006 update afforded by York University’s symposium on Internationalizing Canada’s Universities was not much more heartening. AUCC Director of International Relations, Pari Johnston, reported that universities are continuing to move “from an ad-hoc to a strategic approach to internationalization” and that more institutions are “developing comprehensive and valuable ‘mobility portfolios’” (“International Dimension,” slides 5-6). But there seems to be a widening gap between policy and practice, for change “on the ground” is happening at a snail’s pace. Despite a growing number of bilateral agreements to create opportunities for students, faculty and researchers, 2003 data still indicated that less than 1% of university students participated

¹ As cited in Robert Giroux’s “Foreword” to J. Knight, *Progress and Promise: The AUCC Report on Internationalization at Canadian Universities*, 2000.

² As cited in F. Taylor, *Canadian University Efforts to Internationalize the Curriculum*, AUCC, 2000.

in short-term, for-credit international education opportunities (compared to 3% in the US, see Shubert).

The chief barrier appears to be lack of financial resources: all the good will, strategic rhetoric, and genuine interest in expanding internationalization programs will not translate into higher participation rates until exchange programs become affordable and faculty are provided with the incentives and supports required to overhaul the curriculum. Canada's per capita spending on international education lags badly behind major competitors, e.g., Germany \$5.02, UK \$3.29, US \$2.64, Canada \$0.70 (Johnston, slide 16). While there are notable examples of internationalization among individual universities – York, Waterloo, UVic, Calgary, Laval come to mind – the absence of a national strategy hampers Canada among global competitors (we are singular among OECD countries in having no federal office responsible for higher education, cf. Shubert), and the absence of a provincial strategy places Ontario universities at a greater disadvantage (Quebec, Alberta, New Brunswick, British Columbia all have well-developed provincial strategies). For some reason, internationalization has never been a priority for COU.

The purpose of this working paper is to synthesize the current discussion among international education stakeholders in Canada, underscore the centrality of curriculum reform to internationalization efforts, and broaden the discussion among faculty and administrators to include those who may view their academic discipline or sphere of activity as culturally neutral. Knight underscores the need to be “mindful of the larger and more philosophical questions” surrounding the internationalization agenda. At the conclusion of *Progress and Promise*, she asks us to consider how our efforts to internationalize Canada's universities will be viewed from the year 2020:

What achievements and values will be attached to internationalization – development, partnership, exploitation, solidarity, quality, commercialism, prosperity, homogenization, competitiveness, pluralism, advancement – when stakeholders and researchers of the future reflect on the past 20 years? ... Are we aware and alert to what the consequences of our actions might be? (90)

Some Terminology and a Few Definitions

Although *globalization* and *internationalization* are intimately related, educators go to great lengths not to refer to the “globalization of education.” Knight defines *globalization* as “the flow of technology, economy, knowledge, people, values and ideas ... across borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities. Globalization increases and reflects the growing connectivity and interdependence among nations” (Knight & de Wit 1997, p. 6, as cited in Knight 2006, p. 2). She proposes the following working definition of *internationalization*: Internationalization at the national/sectoral/institutional levels is

defined as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight 2003, p. 2). Further, internationalization is an “ongoing, intentional process that affects the way we construct knowledge and is systemic; this changes the fabric and culture of the university” (Green).

Since 1999, educators have distinguished between *internationalization abroad* and *internationalization at home* (Nilsson 1999). The former describes the more conventional crossborder activities of individuals: student mobility programs and exchanges, and faculty conferences, sabbaticals, exchanges and research networks. The latter encompasses students and faculty as a collective on the domestic front and “refers to the international and intercultural dimension of the curriculum, the teaching/learning process, research, extra-curricular activities, in fact a host of activities which help students develop international understanding and intercultural skills without ever leaving campus” (Knight 2006, 7).

Internationalizing the curriculum = “The process of curriculum development or change that is aimed at integrating an international dimension into the formal and operational aspects of the curriculum where formal refers to course content and materials and operational to teaching and learning methods, grouping of students, the place and time of courses, etc.” (Van der Wende 1995, as cited in Taylor, 4).

Multicultural generally refers to domestic ethnic and racial diversity; *intercultural* describes an encounter with cultures of other nation states or diasporas (Green).

Internationalization at Home: The Curriculum

While *Progress and Promise* expressed concern with the lack of interest and low priority accorded internationalization of the curriculum, Taylor’s study drew a more positive conclusion: “from the evidence presented in this study, albeit partial, it seems that Canadian institutions are responding to the need for international curricular change. Some of our practices and approaches are even innovative in both national and international terms” (27).

Taylor’s study utilized the analytical framework of the six-nation research project, “Education in a New International Setting,” initiated by the OECD’s Centre of Education Research and Innovation (CERI) in 1993, adding Canada to the comparison of Australia, Denmark, France, Germany, Japan and the Netherlands.

OECD Typology of Internationalized Curricula:
<ol style="list-style-type: none"> 1. Curricula with an international subject (e.g., international relations, European law, etc.) 2. Curricula in which the traditional/original subject area is broadened by an internationally comparative approach (e.g., international comparative education)

3. Curricula which prepare students for defined international professions (e.g., international business, management, accounting)
4. Curricula in foreign languages or linguistics which address explicitly cross-cultural communication issues and which provide training in intercultural skills
5. Interdisciplinary programs such as area studies covering more than one country
6. Curricula leading to internationally recognized professional qualifications
7. Curricula leading to joint or double degrees
8. Curricula of which compulsory parts are offered at institutions abroad staffed by local lecturers
9. Curricula with content especially designed for foreign students.

(It was recognized that these were not mutually exclusive categories and that some internationalized curricula fell into more than one category.) (Taylor, 4)

Taylor's pool of evidence, however, was limited primarily to 60 HRDC-funded projects and submissions to the Scotiabank-AUCC Awards for Excellence in Internationalization in the "Curriculum Change" category. His results, then, are based on relatively few cutting edge programs, the majority of which entail student mobility. They do not provide a good picture of "internationalization at home." The OECD/CERI typology is useful, however, and one we should keep in mind.

Presenters at the York University symposium in March 2006 were less encouraging: again and again throughout the two-day conference we heard reports of how many faculty either reject or are uncomfortable with the concept of internationalizing the curriculum. At the heart of that discomfiture is the implicit threat to the established view of knowledge as universal and based on objectivity, truth, and rationality. Truly internationalizing the curriculum entails embracing new forms of knowledge and acquiring more than a passing understanding of "multi-varied modes" of thinking and learning (Bond 2006). In this worldview, knowledge is a cultural construction.

In a less threateningly polemical exposition of the challenge, Darryl Reed and John Dwyer view internationalization in terms of the goal of the university: the search for knowledge that is truthful. Their critical framework is nevertheless postmodern:

Truth seeking must always be indeterminate and can never be completely neutral. It always needs to be able to interrogate or deconstruct itself. The appropriate stance of the professional seeker of truth, therefore, has to be **reflexive**. That stance requires three foundational propositions: 1) the cultivation of a self-reflection as an account of one's own presuppositions, 2) a critical edge that provides alternative possibilities, and 3) an openness to other viewpoints. In other words, truth seeking has to consider its own origins, purposes, relations of means to ends, and position with respect to other discourses. Truth seeking requires intellectual freedom and implies an interrogative or questioning stance to *whatever* is given as knowledge, including the *canonical* beliefs and artefacts of the academy and its disciplines. ("From Critique to Contribution," 2)

What is clear from the presentations of educators such as Sheryl Bond (Queen's) and Reed and Dwyer (York) is that faculty are now much more aware of the complexities of internationalizing the curriculum. Far beyond the rather simplistic notion of adding international dimension to existing aspects of the curriculum (which most of the OECD typology implies), internationalizing the university curriculum is in fact educational reform and entails at least as much reform/re-education/redirection of faculty as revision of curriculum. The operative word is transformation and with this in mind, Bond calls on faculty to "embrace a more meaningful definition of internationalizing learning" that involves:

- substantive knowledge about the social-cultural content of other societies
- alterations in how one responds to cultural differences
- how one behaves in intercultural circumstances, and
- how one maintains one's own cultural integrity while understanding and working with others ("Transforming the Culture of Learning," 2-3).

The Macro-Dimension and the Micro-Dimension

It may be useful to distinguish between two levels of activity or decision-making in connection with internationalizing the curriculum. The *macro-dimension* refers to the set of activities that requires decision-making at the level of the program, academic unit, or institution (Schuerholz-Lehr/vanGyn, 5), such as the creation of programs, special degrees, or graduation requirements (e.g., second language proficiency³). One could also add hiring policies and practices to the list.

The *micro-dimension* "is that part of curricular innovation and change over which individual faculty members have control" (Schuerholz-Lehr/van Gyn): course revision, personal research, and individual professional development. It is the micro-dimension that is of greatest interest to Schuerholz-Lehr and van Gyn, who have developed and implemented a course re-design workshop they view as "a powerful method for transforming faculty perspectives on the importance of internationalization of the curriculum and of a learner-centred curriculum in general" ("Internationalizing Pedagogy," 24).

Another faculty development program has been developed at Malaspina University-College in BC with the intent of providing faculty with "the tools to integrate intercultural perspectives into the redesign and delivery of their curriculum through the development of each individual's level of intercultural sensitivity" ("Internationalizing Faculty," 20). Again, the focus is on the faculty member.

³ Notable in this context is the alarming decline in second language proficiency requirements for undergraduate degrees since 1990: 1991 = 35% of survey respondents, 1993 = 16%, 1999 = 12.5% (*Progress and Promise*, p. 48). With the growth of cultural diversity in student populations, language-learning resources have shifted significantly to ESL. The hidden resource of heritage languages is frequently overlooked and almost never leveraged.

Internationalization vs. Cultural Diversification

These are two intimately related and yet different motivations for curricular revision/reform. Internationalization of the curriculum has the goal of preparing students to live, work and function as citizens of a global society; it acknowledges globalization as a persistent and pervasive trend in the creation and transmission of knowledge. Cultural diversification of the curriculum, on the other hand, recognizes that Canadian society is increasingly less Western, less Northern, and less homogenous.

While these two motivations go hand in hand, the latter is far more disturbing to the Western-trained and oriented academic than the former. How does, for example, an art historian or political scientist whose education, research, and expertise are grounded in the Western experience speak to and connect with students whose backgrounds and experiences are non-Western? Cultural sensitivity training is not the only issue here. What are the implications for the many PhD students whose research interests and training are steeped in the Western canon? Is there a ‘core knowledge’ that is essential to the Canadian university experience?

Implications and Issues

- Internationalization strategies need to clarify what is meant by “internationalization” within the context of the specific institution.
- How much of the strategy is driven by curricular reform and what does that entail? Who is responsible for internationalizing the curriculum? What is the timeframe?
- Research and frameworks: Is the student-centred education reform model the only or even the best model for internationalizing the curriculum? Transformation is underway, but who is steering this ship?
- Research and frameworks: The Australian experience. There are vastly differing views of what that experience has been and adds up to. Is it a model to be emulated or avoided? Cf. Simon Marginson, York University Symposium Papers.
- What are the implications of internationalized curricula and “multi-varied modes of learning” for academic honesty, intellectual property issues, and the advancement of knowledge in a given discipline? Where and how do new learning technologies and networks fit into the picture?
- Does it make sense for Canadian (Ontario) universities to go it alone? Who should be at the table in developing an Ontario internationalization strategy? A Canada-wide strategy? What other areas / forms of collaboration should be explored?

Recommendations

- Establish a joint COU/MTCU Task Force to develop a coherent internationalization strategy for the Province of Ontario that goes beyond the current emphasis on recruitment initiatives (e.g., NAFSA and Trade Missions) and fosters the development and coordination of cross-regional and inter-institutional collaborations for student and faculty exchanges, joint programs and research projects. The strategy should include concrete goals and plans for developing the necessary infrastructure to support these initiatives.
- As a first step: Create a provincial inventory of existing student and faculty exchange programs, including information about how they are administered and how academic credit is awarded.
- As another step: Establish an International Travel Bursary program that can be accessed by every university student in Ontario. The greatest deterrent to international study is financial resources.

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COUNCIL HIGHLIGHTS

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COUNCIL HIGHLIGHTS is intended to provide quick updates on issues of interest to members and affiliates of the Council of Ontario Universities (COU). It is produced regularly throughout the academic year. This issue covers the months of July, August, September and October 2006.

Bill Davis to be honoured with COU Lifetime Achievement Award

The Honourable William B. Davis, former Premier of Ontario, will be honoured by COU with the Lifetime Achievement Award for his vision and leadership in advancing postsecondary education in the province and for his pivotal role as architect of the establishment of the Colleges of Applied Arts and Technology in Ontario. The inaugural award will be presented to Mr. Davis at a dinner to be held in Toronto on December 7, 2006, with invited guests including family members, business and community leaders, and current and past senior representatives from the government, colleges and universities.

As the province's first and longest-serving minister responsible for colleges and universities, Mr. Davis championed the legislation that ultimately established the colleges as publicly funded Crown corporations of the province, with the mandate "to meet the relevant needs of all adults within a community, at all socio-economic levels, of all kinds of interests and aptitudes and at all stages of education achievement." Forty-one years later, Ontario's colleges have evolved into 21 Colleges of Applied Arts and Technology and three Institutes of Technology and Advanced Learning. During his tenure, Mr. Davis also created two new universities, Trent University and Brock University, and established the TVOntario Educational Television Network.

Minister, DM of Training, Colleges and Universities meet with Executive Heads

On September 29, 2006, Minister Chris Bentley and Deputy Minister Philip Steenkamp, along with Ministry of Training, Colleges and Universities representatives Janet Mason, Rob Esselment and Martha Murray, joined the Executive Heads of Ontario universities at their annual fall retreat. Discussion centred on the *Reaching Higher* investment including the high level of success with access and its implications for funding for quality, the need for increased federal investment, graduate expansion and the impact of the province's pension solvency funding requirements on university budgets.

10th annual Ontario Universities' Fair boasts high-attendance numbers

The 10th annual Ontario Universities' Fair, held at the Metro Toronto Convention Centre from September 29 to October 1, was attended by close to 90,000 visitors. All of Ontario's universities as well as the Ontario College of Art & Design and the Royal Military College of Canada were represented at the free-admission event. Each university hosted an exhibition booth staffed by professors, students, and admissions and student services representatives, who were on hand to answer questions about admissions policies, academic programs and campus life. Universities also held information sessions and handed out large quantities of take-away materials. The fair is the Toronto leg of the province-wide University Information Program organized by the Standing Committee on Secondary School Liaison. A group of volunteers from the liaison community co-ordinated the event.

Jack Lightstone assumes presidency of Brock University

On July 1, 2006, Jack N. Lightstone assumed the role of President and Vice-Chancellor of Brock University, in addition to his appointment as Professor of History in Brock's Faculty of Humanities.

Prior to joining Brock, Dr. Lightstone spent 30 years at Concordia University in Montreal. A longtime Professor of Religion at Concordia, he chaired the department from 1979 to 1985 and served as Graduate Program Director for the MA in Judaic Studies and PhD in Religion. From 1989 to 1992, he served as Associate Vice-Rector, Academic (Research). He was Provost and Vice-Rector from 1995 to 2004, and led the academic sector through an extensive, ongoing academic planning process and a difficult period of budget restrictions.

Dr. Lightstone received his BA from Carleton University, and his MA and PhD from Brown University in Rhode Island. He was a Visiting Research Graduate Fellow at Hebrew University in Jerusalem in 1974-75. An expert on ancient and contemporary North American Judaism, Dr. Lightstone has written and lectured extensively, and remains an active scholar funded by external peer-reviewed grants.

Dr. Lightstone was officially installed on October 20, 2006. He succeeds Dr. Terry Boak, who served as Acting President for one year.

Ron Bordessa takes office as President of UOIT

Ronald Bordessa took office as President and Vice-Chancellor of the University of Ontario Institute of Technology (UOIT) on July 1, 2006. Prior to joining UOIT, he served as Vice-President, Academic, and Provost at Royal Roads University in Victoria, B.C.

Dr. Bordessa's postsecondary career began at York University's Atkinson College, where he taught at both the undergraduate and graduate levels in the Department of Geography. The next 30 years he spent in service to York in progressively responsible academic administrative positions that included Program Co-ordinator, Urban Studies; Chair of Geography and Social Work; and Associate Dean and Dean of Atkinson College, renamed Atkinson Faculty of Liberal and Professional Studies.

Dr. Bordessa was a Visiting Professor of Geography at the University of Western Australia in Perth and at Helsinki University in Finland, and continues to hold the position and title of Docent at the University of Joensuu in Finland. He has published nationally and internationally, and his research interests include the social life in urban areas, literary studies and environmental issues.

Born in Wales, Dr. Bordessa received his BA in Geography from the University of Wales at Swansea and a PhD in Geography from Liverpool University.

Dr. Bordessa succeeds Dr. Gary Polonsky, who retired from office. He will be officially installed on November 17, 2006.

Carleton representatives win Teaching with Technology Award

The winners of the fifth annual Award for Excellence in Teaching with Technology were announced at a special luncheon held in Ottawa on October 24, 2006. Dr. Robert Burk, Associate Professor and Chair of the Department of Chemistry, and Patrick Lyons, Manager of Instructional Innovation at the Educational Development Centre, both from Carleton University, were presented with the 2006 award for their innovative program, *Distance Course Delivery via Video on Demand and Podcasting*.

The award, which has a value of \$5,000, was sponsored by IBM Canada, CGI Group and Sun Microsystems of Canada. COU established the awards program to recognize faculty who have demonstrated outstanding achievement in using technology to enhance their teaching.

Council welcomes six new Academic Colleagues

In addition to two new Executive Heads, Council has welcomed six new Academic Colleagues:

- Dr. Mary Louise Hill, Professor, Department of Geography, Lakehead University;
- Dr. Sylvie Albert, Professor, School of Commerce and Administration, Laurentian University;
- Dr. Michael McCabe, Assistant Professor, Mathematics Education and Health and Physical Education, Nipissing University;
- Dr. Brian Campbell, Dean of Graduate Studies, University of Ontario Institute of Technology;
- Dr. Daniel Lang, Professor, Senior Policy Advisor to the President and Co-ordinator of the Program in Higher Education, OISE, University of Toronto; and
- Dr. Mariela Gutiérrez, Professor, Department of Spanish and Latin American Studies, University of Waterloo.

COU publishes update on status of women in Ontario universities

A key resource publication that monitors changes in the participation of female students and faculty at Ontario universities has been updated. The COU report, entitled *Status of Women in Ontario Universities*, provides statistical information that tracks women's participation at all levels within the Ontario university system across a number of important variables, including demographics, student application rates, student enrolment levels, degrees awarded and faculty positions. The 2006 report, which was prepared by COU's Standing Committee on Human Rights, is now available online (www.cou.on.ca).

Federal government and research-granting councils attend OCUR meeting

On September 21, 2006, the Ontario Council on University Research (OCUR), representing the Vice-Presidents, Research or equivalent at Ontario universities, held its general meeting in Ottawa. On hand were Claire Morris, President, Association of Universities and Colleges of Canada; Dr. Peter Nicholson, President and CEO, Council of Canadian Academies; Dr. Eliot Phillipson, President and CEO, Canada Foundation for Innovation; Carole Swan, Senior Associate Deputy Minister, Industry Canada; Dr. Arthur Carty, National Science Advisor; Dr. Janet Halliwell, Executive Vice-President, Social Sciences and Humanities Resource Council (SSHRC); and Dr. Chad Gaffield, incoming SSHRC President.

Membership changes and new initiatives underway at CUCC

On October 2, 2006, the College-University Consortium Council (CUCC) held its first meeting of the Council since Robin L. Armstrong assumed the position of Executive Director. CUCC, which is entering a new heightened phase in its work to encourage and support collaboration between the college and university sectors, will be well-served by Dr. Armstrong's strong leadership experience in Canadian postsecondary education. He served as President of the University of New Brunswick from 1990 to 1996 and, for 21 years before that, in various senior administrative positions at the University of Toronto, where he is Professor Emeritus of Physics. The meeting focused on the Council's research agenda, the Collaborative Nursing Program Evaluation Project, a proposed framework for the grant from the Ministry of Training, Colleges and Universities, and the CUCC vision and plan.

CUCC was established by the Ontario government to facilitate, promote and co-ordinate joint education and training ventures, and is co-chaired by Ryerson University President Sheldon Levy and Humber College President Robert Gordon. Representatives of COU and the Association of Colleges of Applied Arts and Technology of Ontario have also been added as *ex officio* members of the Council.

COU initiative underway to help internationally educated professionals

A COU initiative is underway to identify and test measures for Ontario universities to help internationally educated professionals gain both registration and employment in their fields at levels appropriate to their skills and experience. Consultations conducted by COU in late 2005 had identified barriers that immigrants with international education face, and as a result, a series of pilot projects was recommended to increase access to Ontario universities, with a focus on the regulated professions. The Ontario Ministry of Citizenship and Immigration has since approved these projects:

- Developing a data collection system on internationally educated professionals applying to Ontario universities;
- Improving the flow of information to internationally educated professionals about Ontario universities before they immigrate to Canada and upon arrival through the development of a “one window model” for specific professions;
- Developing a more centralized set of services and supports for credentials recognition;
- Expanding professional language training and services to orient specific sectors or professions; and
- Developing an ongoing system to address not only the needs of internationally educated professionals but also the role and opportunities for Ontario universities.

For more information, contact Rifky Rosensweig (416-598-5927 or rrosensweig@cou.on.ca).

2004-05 compendium to financial reports now available

COU recently published its annual *Compendium of Statistical and Financial Information*. The report is a companion piece to the three-volume annual publication, *Financial Report of Ontario Universities*, which is prepared annually by the Council of Finance Officers-Universities of Ontario (COFO-UO) from submissions from each of Ontario’s publicly assisted universities and federated and affiliated colleges. The 2004-05 edition of the compendium contains supplementary information on Ontario universities that helps put the COFO-UO data in context and facilitates interpretation of the financial reports. For a copy of the compendium report, visit COU’s web site (www.cou.on.ca).

Fifth edition of *Success Stories* published and searchable online

This past summer, the Ontario Council on University Research published its fifth edition of research success stories (published annually since 2002 under the title *A Sampling of Success Stories*). The latest edition offers 89 profiles of research, discovery and innovation that reflect the combined efforts of faculty, staff and students across Ontario universities and that are funded by the federal and provincial governments, various research-granting agencies, foundations and private-sector partners. Each story has also been added to the searchable database of *Success Stories* on COU’s home page (www.cou.on.ca).

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