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Response to the
Postsecondary Review Discussion Paper
Presented to the Hon. Bob Rae
by the University of Ottawa

November 2004

Université d'Ottawa | University of Ottawa

INTRODUCTION

The University of Ottawa was pleased to participate in the review process, and we welcome the opportunity to present this response to your discussion paper of October 1. We have participated in the round table discussions in both French and English, and we have listened carefully during the town hall meetings in Ottawa hosted at the University of Ottawa.

Based on what we have heard, seen and learned, our best advice to you is summed up in the following points, which we expand on in our submission.

- Increase operating funds to postsecondary institutions to at least the national average.
- Allow for major new increased support for bilingual education.
- Provide full funding for graduate studies growth.
- Provide adequate financial assistance to all students wishing to pursue a postsecondary education.
- Ensure that programs with an important clinical component are properly funded.

As you consider our point of view and those of others, we want to encourage you to be bold in your approach in order to ensure that Ontario supports a top-quality university system that is competitive with the best publicly funded university systems in the world.

Your discussion paper presents five themes for consideration. We will address each of those themes, and then raise some issues of our own.

1. ACCESSIBILITY

Principles

In its broadest sense, accessibility means making sure there are as few barriers as possible to the increasing number of people wishing to pursue a higher education. The barriers can involve enrolment capacity, distance (people living far from the institution they want to attend), or language (people unable to find courses they want to take in the language they speak), or money (people finding that the cost of the education they want is beyond their means).

We believe, as you do, that more students should attend university and graduate armed with both knowledge and the ability to think critically. Ontario's postsecondary education system should be designed to ensure that no qualified student is prevented from accessing a university education on the basis of funding or program availability.

In our reflection on accessibility issues, first and foremost in our minds is Ontario's francophone community. It is critical that Franco-Ontarians have access to the same breadth and quality of university-based programs as all Ontarians. The University of Ottawa is committed to providing a broad range of undergraduate, professional and graduate programs to Francophones in Ontario.

The University of Ottawa's key values include a commitment to bilingualism and the promotion of francophone communities. In *Vision 2010*, a discussion paper that is currently leading the University to its new strategic academic plan, we declare our mission to be to "design outstanding programs and services for Ontario's French-speaking population" and to "provide leadership for francophone communities across Canada and around the world."

Our inclusive approach to bilingualism is successful in that it allows the province's entire population access to a wide range of quality programs in French. The number of francophone students at the University of Ottawa has never been higher: from 9025 in the fall of 1995 to 9711 in the fall of 2003 (See Appendix A for details).

There is an important cost factor, however, to our ability to offer services in both French and English – in particular when courses are offered twice, once in each language. The bilingualism grant for the University of Ottawa has not been increased since 1992-1993; during a period when our student population has significantly increased, this has held us back. In order to meet our obligation to provide the breadth and quality of programs to the Francophone students, we have estimated that our bilingualism grant should be at least doubled over the next four years.

The University is ready to meet the challenge of offering French programs that are currently only available in English (e.g., several engineering programs), to expand the range of courses offered in both languages and by offering fourth year honours in French in programs that are not completely bilingual, thereby increasing the accessibility of our courses to a broader range of Ontario's population.

As the largest bilingual university in North America, the University of Ottawa is a key player in the network of Ontario francophone universities (CUFO). The University of Ottawa can assist other institutions in Ontario and elsewhere in the country in the delivery of francophone programs.

The Current Situation

Notwithstanding the tremendous developments that took place in the late-1970s and 1980s in terms of the establishment of programs in French, the situation has stagnated in the 1990s and early 2000s. For example, at the University of Ottawa, we have yet to offer completely in French programs in biopharmaceutical sciences, biomedical sciences, mechanical engineering, chemical engineering, and civil engineering. Yet these programs are extremely popular and in great demand in both English and French. Programs offered in French at the University of Ottawa generally do not provide the same breadth of options and elective courses as those offered in English. Currently, only 32% of our course offerings are in French as compared to 50% in English. The remaining 18% are offered in a bilingual mode.

We have generally been compelled to offer programs first in English and subsequently in French (usually over several years) because of the greater number of English-speaking students and the way the province finances new programs.

From a peak of \$25.9 million in 1992-93, the bilingualism and CEFO grants to the bilingual universities in Ontario were reduced to \$19.5 million in 1996-97. The same goes for the start-up funds, which were also reduced to \$8.5 million. Both grants (CEFO and start-up) were

consolidated in 1997-98 for a total amount of \$28 million to address the needs of all francophone students in Ontario. That amount hasn't changed since that time – in spite of continued growth and increased demand. The University of Ottawa's share of the bilingualism grant is \$17 million. Today, the University of Ottawa is able to spend less than 30% of the resources it had in 1988 to support the offering and development of francophone programs – in spite of continuing increased demand.

Cost of bilingualism at the University of Ottawa can be illustrated in the following way:

- Additional sections with fewer students in French
- Recruitment and/or training of bilingual faculty members
- Recruitment and/or training of bilingual members of staff
- Recruitment and/or training of bilingual teaching assistants
- Cost of translating textbooks, class notes, memos, signage, etc.
- Cost of liaison and outreach activities
- Administrative costs of operating in both French and English (memos, minutes, signage, promotional materials)

For example, earlier this year, our Faculty of Medicine demonstrated to the Ministry of Training, Colleges and Universities that the additional annual cost of delivering the undergraduate medical program in French was in excess of \$1 million per year. Our bilingualism grant to the Faculty of Medicine is \$212,000 per year (or only 22% of the actual cost).

The University of Ottawa has commissioned an independent study to determine the actual costs associated with delivering academic programs and operating in both English and French. The results of this study will be available early in 2005 and will be shared with the Ministry.

Aboriginal Programs

Over the last few years, the University of Ottawa has launched a number of initiatives to increase the number of native students. We have hired an advisor, working in the Student Academic Success Service, to deal specifically with students who are members of First Nations. We have created native programs in Law, Education and Arts. We are currently examining the possibility of developing measures to address the specific needs of aboriginal students in Medicine.

Recommendations

- It is important that efforts be made to enrich the program offerings in French, i.e., number and availability of elective courses.
- The bilingual grant for the University of Ottawa should be at least doubled over the next 4 years from its current \$17 million in order for us to meet our obligations to the Francophone student population. Any future increases in BIU funding should allow for a proportional increase in bilingualism grants.
- Our Faculty of Medicine's bilingual grant should be restored and increased to \$1million.
- Ontario universities should be encouraged to develop programs designed to increase the number of aboriginal Canadian students in all disciplines.

2. QUALITY

Principles

A quality university experience is one that is student-centred, where students are enriched by their learning, by interaction with their peers, with their professors, with their teaching assistants and with their community. Quality should be outcome-based and not based solely on an opinion survey. In our view, quality must be measurable.

The Current Situation

Student-faculty ratio is an indirect measure of the quality university experience that has steadily deteriorated over the years, reaching an all-time high of 32:1 at the University of Ottawa in 2004-05 (See appendix B).

There are currently many forms of quality assessment at the University of Ottawa. For instance, course and faculty evaluation by students – all courses of more than 5 students -- are evaluated by students. These evaluations are available on the University's website. In addition, all programs are reviewed by independent domain experts. Undergraduate programs are reviewed every 7 years based on the Undergraduate Program Review and Audit Committee (UPRAC) guidelines while graduate programs are reviewed by the Ontario Council of Graduate Studies (OCGS). In addition to UPRAC and OCGS reviews, professional programs are also reviewed and/or accredited by independent professional bodies. For example all engineering programs are reviewed by the Canadian Engineering Accreditation Bureau (CEAB); nursing programs by the Canadian Association of University Schools of Nursing (CAUSN); medical programs are reviewed and accredited by the Committee on the Accreditation of Canadian Medical Schools/Liaison Committee on Medical Education (CACMS / LCME); psychology programs are reviewed by the Canadian Psychology Association and the American Psychology Association (CPA and APA); the teacher's education program is accredited by the Ontario College of Teachers; the graduate program in social service is accredited by Canadian Association of Schools of Social Work; all programs in the School of Rehabilitation are periodically reviewed by their respective professional association. The results of all periodic program assessments are presented annually to the Senate and to the Board of Governors of the University of Ottawa.

The University of Ottawa is prepared to work with the Council of Ontario Universities and the Ministry of Training, Colleges and Universities to ensure that our academic programs are of the highest quality possible.

One thing should be avoided, however: We don't need to reinvent the wheel and create a new structure that would duplicate work already being done by existing bodies.

We also wish to reiterate our position, as set out in a letter from Gilles G. Patry, our Rector and Vice-Chancellor, to the Hon. Bob Rae dated September 9, 2004, in which he stated that the University of Ottawa agrees that its funding should be tied to its mission, its unique role (differentiation) and its performance (See Appendix C).

Recommendations

- Government funding could be tied to specific performance indicators and to each institution's specific mission or role.
- In our view, there is no need for a new independent review body to implement a system of evaluation.

3. SYSTEM DESIGN

Principles

The Ontario post-secondary landscape consists of 25 colleges and 18 universities distributed across the province to address the various needs of all Ontarians. Over the past few years, Ontario universities have developed the capacity to accommodate the expected growth in university enrolment.

We believe the system does, on the whole, work well and does not require a major overhaul. In fact, we believe that relatively minor adjustments can be made to improve the flexibility of the postsecondary system.

The Current Situation

University-College Collaboration

We at the University of Ottawa have had important successes in developing joint college-university programs in niche professional sectors such as Journalism, Social Service, Management, Early Childhood Education, Gerontology, and Criminology.

Our collaborative nursing program between Algonquin and the University of Ottawa is slightly different in that it is a University of Ottawa program offered in collaboration with Algonquin College for students on the Woodroffe and Pembroke campuses. The same principle applies to the nursing program offered in collaboration with La Cité collégiale, except that these students are on the University of Ottawa campus and take a few courses at La Cité collégiale.

These various agreements work well to the extent that they play to the strengths of each type of institution: In journalism, for example, the University offers theoretical background, while Algonquin and La Cité offer practical training. In our opinion, this is how such collaborative agreements should work. The colleges and universities should not compete with each other; they should complement one another.

One of the best ways to ensure complementarities is to encourage collaboration. We believe that bilateral agreements between specific universities and colleges should be encouraged in order to ensure complementarity in the resulting programs. Because we know exactly what our partners teach, we can offer courses tailored to the specific needs of the students. It would be extremely difficult, however, to welcome to the University students en masse from a variety of colleges, each with their own approach.

The University of Ottawa is prepared to explore new opportunities for collaboration in niche professional programs as well as new models of collaboration. We understand that several colleges would like to become degree-granting institutions. However, we feel strongly that this would not address any specific needs. Moreover, the concept of a 2 + 2 college-university program should be restricted to niche professional programs (e.g., as we have developed in Journalism) and should not be extended to general arts, sciences or humanities programs.

University-University Collaboration

In addition, we wish to note that collaboration also extends to universities offering joint programs with other universities. In our case, the University of Ottawa offers a number of

joint undergraduate and graduate programs with Carleton University (See Appendix D for a detailed list.) These joint programs between sister institutions should be encouraged within any redesigned Ontario system.

Recommendation

- Universities should be encouraged to develop more college – university articulated programs to address market needs. These are likely to be associated with professional or technology-based programs where colleges and universities have complementary approaches to contribute to students’ educational goals and career aspirations.

4. FUNDING

Principles

If the government of Ontario is serious about providing a “quality university student experience” to all those people who wish to attend university, then it must fund these institutions properly. The funding system must be sensitive to student debt load, and debt repayment should be as flexible as possible. A university education must be seen as an investment by both the government and by students; it is, after all, a lifelong investment.

The Current Situation

The University of Ottawa has increased significantly its financial support to students over the last several years (See Appendix E – Graph on Bursaries and Scholarships at the University of Ottawa). We have developed interest payment programs in our professional programs, such as Medicine and Common Law in order to alleviate the higher tuition fees in these programs.

Enhanced investment on the part of the province in postsecondary education will allow the University of Ottawa to:

1. Improve the quality of the university student experience; reduce class size; redress the student:faculty ratio from 32:1 to 19:1 .
2. Improve accessibility for all students and for francophone students in particular.
3. Recruit and retain faculty – a critical factor in light of the fact that huge numbers of university professors are expected to retire in the next decade.
4. Continue to build and maintain our infrastructure. (A systematic audit of facilities by the Council of Ontario Universities shows that nearly half of audited buildings are considered to be in poor condition; 78 per cent of university buildings in the province are over 30 years old, which is considered the average lifespan of a building.).
5. Address the true cost of delivering clinically-based programs. The current funding formula does not reflect the true cost of delivering programs with a strong clinical component. For example, programs in medicine, nursing, rehabilitation sciences, and psychology are seriously under funded based on the current BIU weights.

The other major factor in funding concerns the students themselves. Ontario tuition fees are already comparatively high. We have already stated that no student in Ontario should be denied access to higher education because of a lack of funding. While cost is an important factor for undergraduates, it is absolutely critical for students at the graduate and professional levels, both because of the cost of tuition but also because by pursuing studies, students are foregoing years of potential income. It bears repeating that a university education in Ontario must be financially accessible – and part of that depends on the support of the province.

Recommendations

- The Government should restore its level of support to universities to ensure we can provide a consistent and sustainable level of high quality education for our students.
- The current regulated-deregulated framework works well. As public institutions, Ontario's universities should be prepared to accept a degree of control on tuition for regulated programs. Universities should be able to set their own fees for deregulated programs.
- The Government must address the true cost of delivering clinically-based programs, e.g., medicine, nursing, rehabilitation sciences, and psychology in the case of the University of Ottawa.

5. ACCOUNTABILITY**Principles**

As a public institution, we recognize the need for transparency and accountability. This question is made even more relevant by the rising cost of an education. Students – and often their families as well – spend significant amounts of money on tuition, books and lodging. They increasingly treat this expenditure as an investment, and want an assurance that they are receiving a decent return. The same can be said, of course, of the provincial government and the taxpayers' dollars it spends to help fund universities. Both the public at large and the students in particular need to know the money used to fund postsecondary education is being wisely spent.

The University of Ottawa is ready to accept that financing can and should be linked to performance – as long as the indicators of performance are well defined and take account of the different functions and mandates of each university. We are ready to work towards developing a system-wide quality assurance process, for example by working with the health sector to monitor the quality of our health programs.

The Current Situation

The University of Ottawa is an autonomous public institution. By statute of the Province of Ontario, it already has a clear accountability framework (University of Ottawa Act of 1965). It reports to a Board of Governors composed of 32 members, of which the Province of Ontario appoints four.

In its response to the October 1 discussion paper, the Council of Ontario Universities laid the ground rules for a system of accountability. It recommended the provincial government accept the proposed accountability framework spelled out in its brief and presented in detail in a separate submission, and work with the universities in its implementation.

We agree with the COU position.

We acknowledge the need to demonstrate accountability for the public money we receive, as well as accountability to our students, funding agencies and other stakeholders. But any accountability framework must reflect the fact that the University of Ottawa, like other Ontario universities, is an autonomous institution. In addition, we also believe an accountability structure must take into account each university's special mission and mandate and be appropriate to its size, location and role in the province.

Recommendations

- Develop a system-wide quality assurance process.
- Link funding to performance and specific mission.

6. OTHER ISSUES

6.1 DIFFERENTIATION

Principles

No single university can be all things to all people. We believe that institutions should be encouraged to articulate their own specific mandates. Differentiation allows each university to play to its strengths, and gives Ontario as a whole a wide range of institutions of higher learning that offer specialized instruction in different areas of knowledge. The University of Ottawa is different from other universities and from colleges. We want to work with them while respecting our unique mandate – and theirs.

The pursuit of differentiation, however, must be based on a shared understanding of what is intended by the term. There are two equally important parts to this issue. We strongly support the assignment of resources to universities on the basis of distinguishing strengths and mission – in our case, bilingualism, health training and research with a focus on multi-disciplinary studies and a balance between undergraduate, professional and graduate programs. At the same time, this cannot mean that other institutional strengths and priorities can be diminished. For example, bilingualism at the University of Ottawa is inseparable from other aspects of our particular mission in research, teaching and graduate studies. Any postsecondary system design that features support for differentiation must allow for an inclusive definition based on institutional mission.

If we accept that differentiation based on institutional mission will improve quality and build a stronger system of higher education, it follows that institutions and government will need to work together to determine what is necessary to support unique strengths. The University of Ottawa, for example, has the unique responsibility of thinking through the issues associated with bilingual education as one of its mission-related strengths, always in collaboration with other members of CUFO. Differentiated strengths cannot be served without the resources to make excellence attainable.

Bilingualism offers the University of Ottawa a significant competitive advantage. Though it is a quintessentially Canadian trait, it also is of significant import in today's globalized world. Our ability to work in both English and French means that we can interact not only with the English-speaking world – the United States and the countries of the Commonwealth – but also with all the nations of La Francophonie.

At the same time, we want to work with other bilingual institutions in Ontario, and with the francophone community of Ontario. And we want the University of Ottawa to be a comfortable home for francophone students at all levels of study, from undergraduates to graduate students to those pursuing professional accreditation.

Our bilingual mission in that sense ties in with the cross-pollination we want to encourage. In our discussion paper *Vision 2010*, we clearly state our intention to become recognized internationally as an essential reference on the Canadian perspective. Our location in the

capital, our vision of ourselves as Canada's university, and our bilingual mandate allow that, and this is something we want to further develop.

Recommendations

- Differentiation among universities should be encouraged and based upon clearly articulated institutional missions.
- Resources should be assigned to universities on the basis of distinguishing strengths and mission – in our case, bilingualism, health training and research, with a focus on multi-disciplinary studies and a balance between undergraduate, professional and graduate programs.

6.2 GRADUATE EDUCATION AND RESEARCH

Principles

In recent years, Ontario universities have been dealing with issues of undergraduate accessibility related in particular to the arrival of the double cohort. The University of Ottawa, like its sister institutions, helped to accommodate the double cohort by tilting its proportion of students from graduate to undergraduate. As part of our mission-related focus, we believe it is now time to achieve a better balance, ensuring that the synergies between graduate and undergraduate studies are maintained and enhanced. In our *Vision 2010* academic strategic planning discussion paper, one of our stated goals is to ensure that graduate and postdoctoral enrolment accounts for 20 per cent of our entire student population, especially in research programs.

The Current Situation

We believe that Ontario must expand graduate education as a necessary condition for competitiveness and sustainability in a knowledge economy. The provision of additional graduate places must rely on assured institutional support for student success. The University of Ottawa has joined other universities in providing guaranteed financial assistance for graduate students and optimizing opportunities for participation in research, because we believe that graduate education has requirements that are fundamentally different from undergraduate accessibility. We urge the Review to recognize graduate education as a key area. This in turn will enhance the research mandates that also differentiate a number of leading institutions, such as the University of Ottawa.

In addition, we encourage the Review to consider establishing a mechanism that will assist the province of Ontario in conjunction with other provinces to work with the government of Canada in creating a system of support nationally for our graduate students who represent the next generation of the Canadian professoriate.

Furthermore, we believe it is essential that the Ontario government enhance significantly its support for the research mission of universities, especially if we are to attract outstanding students and faculty and compete with the best publicly funded universities in the world. Our ability to attract faculty is crucial, as many of the current professors edge toward retirement; by your own estimate, Ontario universities will need 11,000 new faculty by 2010. And in today's global economy, it is important to remember that we are not competing only with the university across town, or across the province, but with the universities of the world.

Recommendations

- The Ontario government should recognize graduate education as a key area of strength for Ontario's postsecondary education system and thus provide adequate financial support.

- The Ontario government should work with the Government of Canada to create a strong system of support nationally for graduate students in order for universities to be able to replace the increasing numbers of retiring faculty members.
- The Ontario government should enhance significantly its support for the research mission of universities.

7. CONCLUSION

As members of the Review Panel consider our comments and those of others, we invite you to cast your mind ahead 20 years to the Ontario of the future. Students graduating today will be approaching their peak earning years, while children being born today will be entering the postsecondary system. From the perspective of 2025, we hope it will be said of this review of postsecondary education that it was prescient, bold and just what Ontario needed to help it become a prosperous, open and innovative hub of the global economy.



UNIVERSITÉ D'OTTAWA • UNIVERSITY OF OTTAWA

September 9, 2004

The Hon. Bob Rae
Chair
Postsecondary Review
2 Bloor Street West, Suite 700
Toronto, ON M4W 3R1

Dear Mr. Rae,

You have before you a critically important task – matching the postsecondary aspirations of Ontario with a rationalized plan for assigning public resources to this important priority. The University of Ottawa appreciates the opportunity to offer a brief overview of the principles we believe are critical to this task.

We encourage you to be bold in your approach in order to ensure that Ontario supports a premier quality university system that is competitive with the best publicly-funded university systems in the world. In order to achieve this goal, a commitment to stable, long-term funding will be required. At the same time, accessibility must be at the forefront of a renewed postsecondary system in Ontario; assistance programs (bursaries, scholarships, loans, tuition fee structure, etc.) must be designed to ensure that no student is denied opportunity for financial reasons.

Established in 1848, the University of Ottawa has a unique history and tradition. Located in the heart of the national capital, we have grown with our province and country as a progressive, diverse, research-intensive institution, operating in both of Canada's official languages.

Differentiation and Institutional Mission

As one of the universities in the province most easily described in terms of special emphasis, we understand the importance of support for our special mandate. We believe strongly in the link between differentiation and quality. We were therefore pleased that our Minister has asked the Panel to make recommendations to develop a more co-ordinated, collaborative and differentiated system.

The pursuit of differentiation, however, must be based on a shared understanding of what is intended by the term. There are two equally important parts to this issue. We strongly support the assignment of resources to universities on the basis of distinguishing strengths and mission – bilingualism, health training and research, our focus on multi-disciplinary studies and a balance between undergraduate, professional and graduate programs in the case of the University of Ottawa. At the same time, this cannot mean that other institutional strengths and priorities are diminished. Bilingualism at the University of Ottawa, for example, is inseparable from other aspects of our particular mission in research, teaching, and graduate studies. Any postsecondary system design that features support for differentiation must allow for an inclusive definition based on institutional mission.

Accountability

A necessary complement to a system of differentiation is an accountability framework. Properly constructed as an integral part of the funding scheme, institutions would be held responsible for achieving agreed outcomes based on mission-related objectives. The system would allow for periodic reviews of the mission, to allow for institutional change as missions evolve or shift direction in response to factors such as student demand or community priorities.

The accountability framework is key, since institutions share many of the same aspirations. Differentiation will have little credibility if the funding system is based on an overall acceptance of general, rather than specific, objectives. If resources are a function of mission-related performance,

quality and focus would benefit as both the system and individual institutions would need to take seriously the articulation of mission and associated accountability measures.

Mission-related Resources

If we accept that differentiation based on institutional mission will improve quality and build a stronger system of higher education, it follows that institutions and government will need to work together to determine what is necessary to support unique strengths. The University of Ottawa, for example, has the responsibility to think through the issues associated with bilingual education as one of its mission-related strengths. The university is prepared to offer its particular insight into factors such as Francophone participation rates, the impact of tuition levels, cooperation with other institutions, helping inform analysis undertaken by our Ministry and the COU, and any other aspects that will enhance bilingual postsecondary education in Ontario. Differentiated strengths cannot be served without the resources to make excellence attainable.

Graduate Education and Research

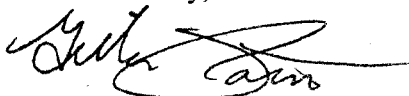
The focus of postsecondary education in Ontario has long been undergraduate accessibility. The double cohort dominated the agenda in recent years for understandable reasons, but it is important now to consider how to plan for the future. The University of Ottawa, like other Ontario universities, helped to accommodate the double cohort by tilting its proportion of graduate to undergraduate students. As part of our mission-related focus, it is now important to achieve a better balance, ensuring that the synergies between graduate and undergraduate studies are maintained and enhanced.

We suggest that there are three important points to consider as part of the Review. First, Ontario must expand graduate education as a necessary condition for competitiveness and sustainability. Secondly, the provision of additional graduate places must rely on assured institutional support for student success. The University of Ottawa has joined other universities in providing guaranteed financial assistance for graduate students, and optimizing opportunities for participation in research, because we believe that graduate education has requirements that are fundamentally different from undergraduate accessibility. We urge the Review to recognize graduate education as a key area, and to solicit from the system the kinds of suggestions that will support high quality graduate education in all disciplines in Ontario, recognizing that the size of the graduate program must be measured in academic capacity terms and not some form of pro-rata share. In turn, this will enhance the research mandates that also differentiate a number of our leading institutions. Third, it is essential that the Ontario government enhance significantly its support for the research mission of universities if we are to attract outstanding students and faculty members and compete with the best publicly-funded universities in the world.

Our goal in writing this letter is to place before you a succinct summary of the key principles we believe the Review needs to address in considering the issues that will contribute to a renewed design of the postsecondary system in Ontario. We look forward to continuing to participate as the work of the Review continues.

We offer the Panel our best wishes for success in this very important task.

Yours sincerely,



Gilles G. Patry
Rector and Vice-Chancellor



UNIVERSITÉ D'OTTAWA • UNIVERSITY OF OTTAWA

Le 9 septembre 2004

L'Honorable Bob Rae
Président, Examen de l'éducation postsecondaire
2, rue Bloor Ouest, bureau 700
Toronto (Ontario) M4W 3R1

Monsieur le Président,

Vous entreprenez une tâche d'importance primordiale : répondre aux aspirations de la population de l'Ontario en matière d'éducation postsecondaire selon un plan rationalisé d'attribution des ressources publiques à ce secteur prioritaire. Consciente des enjeux, l'Université d'Ottawa croit utile d'offrir un aperçu des principes incontournables qui, à ses yeux, devraient guider cet exercice.

Surtout, n'hésitez pas à adopter une approche audacieuse afin d'assurer que l'Ontario se dote d'un réseau universitaire de la plus haute qualité, apte à concurrencer les meilleures universités publiques du monde. Pour y arriver, il faut évidemment s'engager à assurer un financement stable à long terme. En même temps, l'accessibilité doit être au premier plan d'un système d'éducation postsecondaire renouvelé en Ontario. Cela suppose des programmes d'appui (régime de prêts/bourses, bourses d'excellence, une structure de droits de scolarité appropriée) conçus de sorte que personne ne soit privé d'une formation postsecondaire faute de moyens financiers.

Fondée en 1848, l'Université d'Ottawa possède une histoire et une tradition uniques au pays. Nous avons grandi au cœur de la capitale nationale, au rythme de notre province et de notre pays. Nous avons fait notre marque comme institution progressiste, pluraliste et axée sur la recherche qui, de plus, dessert la population dans les deux langues officielles du Canada.

Différenciation et mission institutionnelle

Comme nous sommes l'une des universités de l'Ontario les plus facilement reconnaissables par son caractère distinct, nous comprenons l'importance de soutenir notre mandat particulier. Nous croyons fermement au lien unissant différenciation et qualité. Nous sommes donc heureux que la ministre ait demandé au Comité de faire des recommandations visant à établir un système d'éducation postsecondaire mieux coordonné, davantage axé sur la différenciation et la collaboration.

Cependant, pour s'engager dans la voie de la différenciation, il faut s'entendre sur son sens. Cette question comporte deux volets d'égale importance. Nous sommes parfaitement d'accord avec l'attribution des ressources aux universités en fonction des forces distinctives et de la mission – dans notre cas, le bilinguisme, la formation et la recherche en santé, notre orientation multidisciplinaire en enseignement et en recherche et l'équilibre entre les programmes de premier cycle, professionnels et d'études supérieures. Toutefois, les autres forces et priorités institutionnelles ne doivent pas perdre en importance pour autant. Par exemple, le bilinguisme à l'Université d'Ottawa est indissociable des autres aspects de notre mission particulière de recherche, d'enseignement et de formation supérieure. Tout régime postsecondaire qui vient soutenir la différenciation doit attribuer à cette notion un sens large et souple rattaché à la mission institutionnelle.

Responsabilité

Par ailleurs, tout système de différenciation doit s'accompagner d'un cadre de responsabilité adapté et intégré à la formule de financement. Les établissements seraient ainsi tenus à la réalisation des résultats convenus en fonction d'objectifs liés à leur mission. Par contre, des revues périodiques de la mission seraient prévues, afin de permettre aux établissements d'évoluer, car les missions peuvent changer à la lumière de facteurs comme la demande étudiante et les priorités de la communauté.

Le cadre de responsabilité est un élément clé car les établissements ont beaucoup d'aspirations en commun. La différenciation sera peu crédible si la formule de financement repose sur une acceptation

universelle d'objectifs généraux au lieu d'objectifs précis. Si les ressources sont fonction d'un rendement rattaché à la mission, la qualité et l'orientation s'en porteront mieux puisque tant le système que chaque établissement devront assumer miser sur l'intégration de la mission et des mesures de d'imputabilité connexes.

Ressources liées à la mission

Si l'on convient que la différenciation fondée sur la mission institutionnelle viendra améliorer la qualité et renforcer l'éducation supérieure, il s'ensuit que les établissements et le gouvernement devront travailler de concert à déterminer ce qu'il faut pour soutenir les points forts distinctifs. L'Université d'Ottawa, par exemple, doit réfléchir sur les tenants et les aboutissants d'une éducation bilingue, le tout comme partie des points forts liés à sa mission. L'Université est toute disposée à partager ses compétences sur des aspects tels que les taux de participation des francophones, l'impact des droits de scolarité, la collaboration avec d'autres établissements, et notre rôle particulier au sein du régime postsecondaire de l'Ontario. Somme toute, les points forts distinctifs ne sauraient être mis en valeur sans des ressources dont la force de frappe est un véritable catalyseur de l'excellence.

Études supérieures et recherche

Depuis longtemps déjà, l'éducation postsecondaire en Ontario est axée sur l'accessibilité aux études de premier cycle. La double cohorte a été au premier plan ces dernières années, pour des raisons évidentes, mais il faut maintenant tracer les voies de l'avenir. L'Université d'Ottawa, à l'instar d'autres universités de l'Ontario, a mis tout en oeuvre pour accueillir la double cohorte en déséquilibrant la proportion de son effectif étudiant des cycles supérieurs par rapport à celui du premier cycle. Pour en revenir aux points de mire de notre mission, il importe maintenant d'instaurer un meilleur équilibre, de sorte à maintenir et améliorer les synergies entre les études supérieures et de premier cycle.

À notre avis, il faut considérer trois grands points dans l'Examen de l'éducation postsecondaire. D'abord, l'Ontario doit absolument favoriser l'essor des études supérieures, tant pour sa compétitivité que pour son développement durable. Ensuite, qui dit places supplémentaires aux études supérieures dit financement institutionnel stable pour favoriser la réussite étudiante. L'Université d'Ottawa, comme d'autres universités, accorde maintenant une aide financière garantie aux étudiants diplômés et élargit les possibilités de participation à la recherche, car à son avis les exigences au niveau des études supérieures diffèrent foncièrement de la question de l'accessibilité aux études de premier cycle.

C'est pourquoi nous croyons fermement que l'Examen doit reconnaître les études supérieures comme un secteur clé et qu'il faut donc recueillir parmi les intervenants du système des idées qui poseront les bases d'un régime d'études supérieures de haute qualité dans toutes les disciplines; rappelons, cependant, que la taille d'un programme d'études supérieures doit se mesurer à la capacité scientifique et pédagogique et non d'après une quelconque part proportionnelle. Il s'ensuivra une mise en valeur des mandats de recherche qui différencient aussi nombre de nos grands établissements de recherche. Enfin, il est essentiel que le gouvernement de l'Ontario augmente fortement son appui à la mission de recherche des universités afin qu'elles puissent attirer des étudiants et des universitaires de calibre exceptionnel et faire concurrence aux meilleures universités publiques du monde.

Notre objectif dans cette lettre est de vous présenter sommairement les principes clés auxquels l'Examen doit, à notre avis, s'intéresser dans l'étude sur le remaniement du régime d'éducation postsecondaire en Ontario. Nous entrevoyons avec plaisir l'occasion de poursuivre notre participation au fil de vos travaux. Entre-temps, nos meilleurs voeux de succès vous accompagnent dans cette tâche de la plus haute importance.

Le recteur et vice-chancelier,



Gilles G. Patry

Appendix D

Joint Programs between the University of Ottawa and Carleton University

- Biology - [M.Sc.](#),
- Biology - [Ph.D.](#)
- Chemistry - [M.Sc.](#),
- Chemistry - [Ph.D.](#)
- Civil Engineering - [M.Eng.](#)
- Civil Engineering - [M.A.Sc.](#)
- Civil Engineering - [Ph.D.](#)
- Common Law - [LL.B. – MA \(International Affairs\)](#)
- Computer Science - [M.C.S.](#)
- Computer Science - [Ph.D.](#)
- Earth Sciences - [M.Sc.](#)
- Earth Sciences - [Ph.D.](#)
- Economics - [Ph.D.](#)
- Electrical and Computer Engineering - [M.Eng.](#)
- Electrical and Computer Engineering - [M.A.Sc.](#)
- Electrical and Computer Engineering - [Ph.D.](#)
- Environmental Engineering - [M.A.Sc.](#)
- Environmental Engineering - [M.Eng.](#)
- Environmental Engineering - [Ph.D.](#)
- Mathematics and Statistics - [M.Sc.](#)
- Mathematics and Statistics - [Ph.D.](#)
- Mechanical and Aerospace Engineering - [M.Eng.](#)
- Mechanical and Aerospace Engineering - [M.A.Sc.](#)
- Mechanical and Aerospace Engineering - [Ph.D.](#)
- Physics - [M.Sc.](#)
- Physics - [Ph.D.](#)



Scholarships and Bursaries at the University of Ottawa

