not enough to impart modern literacy or "lateracy". We think in words, numbers, shapes, sounds and sensations. Our internal imagining is constructed by a combination of mimetic visualization, the logic of data and external experience. To quote Root-Bernstein, "Productive thought occurs when internal imagination and external experience coincide. It is the task for educators to reunite the two."

RETHINKING LIBERAL ARTS AND SCIENCE: GOODBYE TRILLING

With this in mind, we need to question our curriculum — questions that are framed in the context of what it means to live in the world of today and tomorrow. Three guiding principles come to mind: beauty, truth and the common good ... for today and tomorrow. How do we achieve the level of abstraction needed to know the world we actually live in without some exposure to a curriculum with breadth. Just what should that be?

We live in a world permeated by the fruits of mathematics, science, and technology. Modern literacy means going beyond just textual and numeric understanding. It is a context that would make Lionel Trilling, the twentieth century's most influential literary critic, uncomfortable. The new curricula incorporates philosophy, literature, languages, and history but includes more of the sciences, mathematics, computation, music, and art (including the performing arts). This philosophy mirrors the Swedish approach to education, which begins with a science core and expands from there ... not the reverse.

It sounds more like the trivium and quadrivium of medieval times. The liberal arts of that era were defined as subjects which one was expected to study after basic instruction in literacy, in other words, Latin and Greek. The trivium was grammar, logic, and rhetoric. The quadrivium included arithmetic, music, geometry, and astronomy. These latter four were all connected through mathematics. All of this was considered important for anyone pursuing law, business or politics. A social conscience with a mathematical twist.

HOW ABOUT EMOTIONS AND EXPERIENCE

Needless to say we do little or nothing to educate in the realm of social or emotional development. If Daniel Coleman is right in saying that emotional intelligence is twice as important as cognitive skills, then we are educating the wrong people with the wrong curriculum for the wrong world. It's perplexing and sobering that we admit students on the basis of their performance scores related to cognitive intelligence and we are even ranked according to how many of them we have.

Emotional intelligence is very plastic and continues to reshape itself through repeated experience. How do we build this into curricula? We need another renaissance. A new enlightenment if you will, and perhaps we have one in our midst. We need a melding of the world of experiential knowledge with the symbolic, theoretical and emotional. The step from knowledge to understanding and wisdom is one that demands the fusion of the image, object and sentiment. It must be an entangling of the tactile world of the senses, with the noetic. All this in a curriculum? Take two parts Galileo and add one part Michaelangelo. Now there's a good start: Physics and Fine Arts. Then there are the professional schools. Still feel comfortable?

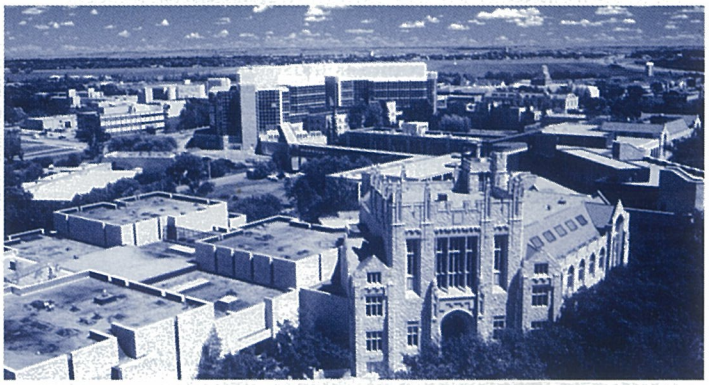
MEANWHILE IN 'O CANADA WEST'

This is Brandon, Manitoba. It is the centre of Canada, a place of boundless horizons, fields of sunflowers, wheat and prairie roses. These lands are filled with memories of trappers, traders, and the Hudson's Bay Company. It's where the West begins and where Dobjanski is not a foreign name. Brandon University is where Tommy Douglas was "senior stick", and is the home of the Bobcats, who bow to no one. The School of Music is internationally renowned, and the liberal arts and sciences are alive and well.

There's change in the wind.

MAKING THE GRADE MEASURING UP TO PUBLIC EXPECTATIONS FOR HIGHER EDUCATION

BY Peter MacKinnon
President, University of Saskatchewan



The public fascination with "winners" and "losers" is as old as Cain and Abel. In modern times this fascination has taken a new twist: a desire to rank everything from consumer products to health care providers. Higher education has not been immune to this trend. American universities and colleges are ranked annually in U.S. News and World Report, while in Canada Maclean's magazine has been ranking Canadian universities since 1991.

These comparisons have arisen to satisfy a public need for informed decision-making. Prospective students in Canada face a dizzying array of post-secondary education choices, from apprenticeship programs to business and technical training schools to community colleges and universities. New competitors such as online universities and private institutions add to the mix. How is a prospective student to choose?

The more significant the purchase, the greater the amount of information a buyer seeks in order to feel comfortable making his or her decision. Consider the amount of information gathered by a prospective car buyer before making a choice. Consumers who are in the market for major appliances turn to resources such as Consumer Reports. When one considers how much more significant the choice of higher education is, it is not surprising that prospective students and their families yearn for an objective third party to provide comparisons of institutions.

Rankings appeal to a basic human yearning for simplicity. However, in higher education one size does not fit all. Unlike many consumer purchases, the choice of higher education is a

highly personal one. Human beings are complex creatures, and their dreams and aspirations, their talents and experiences, and their particular life circumstances are peculiar to themselves. A successful choice of university would take into account the particular needs of an individual, in a way that is seldom, if ever, reflected in rankings.

For example, in Saskatchewan our demographic projections show that in a few years, our student body will be increasingly Aboriginal. We have already seen a marked growth in the number of students of First Nations descent enrolled at our institution. To better serve these students, we have implemented a number of initiatives including an elders' program, an Aboriginal Students Centre, and an Aboriginal caucus to advise the president. Every autumn the University holds a pow-wow in the centre of campus, as part of our Welcome Week activities. We have formed a partnership with our local Tribal Council to offer Super Saturdays, where Aboriginal children visit campus to take part in engaging educational activities, as well as summer science camps for Aboriginal teens. The purpose of both of these initiatives is to foster a positive attitude toward education in Aboriginal youth.

The University of Saskatchewan's commitment to meeting the needs of Aboriginal peoples is illustrated by this goal's inclusion in our academic strategic plan. However, ranking exercises do not take such mandates into account. Only two Maclean's criteria come close to encouraging diversity in the student body: the percentage of out-of-province first year students, and the number of international graduate students (where the University of Saskatchewan ranks first in its class). Neither of these criteria has any bearing on the number of Aboriginal students attending university.

In the mid-1990s, Canadian provincial governments became interested in developing performance indicators for publicly funded sectors like higher education. While Maclean's rankings are criticized for focusing too narrowly on input measures (such as size of operating grant per full-time-equivalent student), a provincial government's focus on output measures (such as graduate employability) may fail to take into account the critical influence of inputs on outcome. In jurisdictions where provincial funding is tied to outputs, a self-fulfilling cycle of mediocrity can inadvertently be established.

The solution to this dilemma for higher education is to embrace the accountability challenge. Each institution must determine its desired position in terms of programs, student body and research, and develop the performance indicators or measurements that will help it to achieve that position. Clear communication about these indicators and progress toward them will then provide prospective students with valuable information upon which to base their decisions.

Many universities produce fact books that contain a plethora of information: enrollment data, faculty and staff profiles, revenue and expenditure figures, and so on. Very few of these explain why this particular set of data is important to the institution's strategic plan. Nor, I suspect, do many institutions refer to this data in their planning and decision making processes.

Fostering a strategic planning approach in a highly decentralized environment can be a challenge for universities. Different schools within a single university made aspire to very different market positions. Similarly, the may of a large provincial university to offer a broad array of programs to as many students as possible, may mean that the institution's market niche is based on something other than distinctive programs. In such a case, competitive advantage may come through an enhanced student experience.

The ability to develop meaningful performance indicators relies first upon the existence of a dynamic strategic planning and management process. Benchmarked performance measures could then be developed which are relevant to the institution's mission and vision. Budget allocations to support these strategic areas, and annual reports to measure progress would round out the cycle of accountability.

Canadian universities and colleges may not yet be at the point of linking data to objectives and therefore to decision making. However, as the costs of higher education, the number and type of education providers, and the degree of program specialization increase, the public need for useful information upon which to base choices will become even greater. Those institutions that respond to this need will find themselves at the top of the list.

KEEPING THE SMALL UNIVERSITY STRONG IN THE NEW ECONOMY

BY Janyne M. Hodder
Principal, Bishop's University

Bishop's University is a small (2000 students) liberal arts university founded in 1843, offering programmes in the humanities, social sciences, natural sciences, business administration and education, primarily at the undergraduate level. Situated in rural Québec, we are an anglophone institution in a largely francophone environment.

Along with our sister institutions, we have undergone severe budget cuts over the last several years, losing about 25% of our operating budget. A major effect of this was the reduction of the full-time faculty complement from 107 to 86. Some of them were replaced with part-time and sessional staff, and many were not replaced at all. Of course, the budget squeeze was also felt in all of the academic and service areas: a number of senior and middle-management positions have remained vacant, and operating expenditures have been reduced by about 20%.

The Québec government has now indicated its willingness to re-invest in post-secondary education in the province, with substantial grants to be spread over a three-year period, as well as changes to the funding formula. Access to this funding is however contingent on the signing of a performance contract between each university and the Minister of Education. These are tailored to suit the specific circumstances of each institution.

As Bishop's University looks ahead over the next five to ten years, we see three principal areas of concern.

The first is the recruitment and retention of faculty. We must fill some of the positions which have been vacant for several years now, and hire in new areas of priority for our developing programmes. It is well known that the coming wave of faculty retirements will make recruitment a challenge for all Canadian universities. There is the question of competitive wages, as well as the thorny issue of market differential in certain disciplines, which