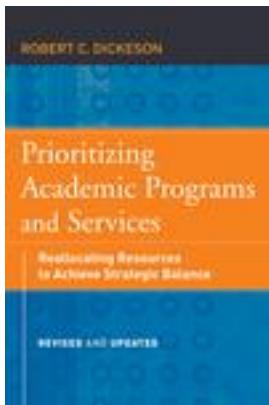


Case Study: The Program Prioritization Process (PPP) at UOntario Library (Using Bolman and Deal's "Four Frame" Model)

Criteria for reviewing programs:

1. History, development and expectations
2. External demand
3. Internal demand
4. Quality of inputs & processes
5. Quality of outcomes
6. Size, scope & productivity
7. Revenue & other resources generated
8. Costs & other expenses
9. Impact, justification; overall essentiality
10. Opportunity analysis



Robert C. Dickeson. *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. Jossey-Bass, 2010.

Why a PPP?

UOntario is facing a budget cut of \$30 million (10% of overall budget). UOntario's President sees the program prioritization process (which involves an assessment and ranking of all academic/non-academic programs and services) as an astute undertaking because it will:

- help to identify the University's greatest areas of strength
- address unfettered growth (UOntario has grown "like topsy" over the past 30 years)
- provide evidence for decision-making to ensure the maintenance and enhancement of quality programs

PPPs are underway at a number of Canadian universities (Algoma, Brock, Guelph, Carleton, Nipissing, OCADU, Ottawa, Regina, Ryerson, Saskatchewan, York, Trent, UOIT, VIU, WLU...)

The President believes that completing a timely and effective review will not only help her 'set the course' for change at UOntario, but will position UOntario well provincially. Although the government does not require universities to engage in PPP, the President sees the writing on the wall – Quality Assurance, Differentiation Framework, Strategic Mandate Agreements ... all signal major changes to government/university relations, and the reality that funding will be tied to accountability.

Every program and administrative unit will conduct the reviews based on predetermined criteria. Units will provide evidence for their assessment. A University PPP Task Force made up of faculty, staff and students will receive the program reviews and rank each program for:

- | |
|--------------------------|
| 1 – enhanced resourcing |
| 2 – current resourcing |
| 3 – reduced resourcing |
| 4 – possible elimination |

PPP on Campus

The Provost: does not share the President's enthusiasm for PPP or her sense of urgency over changing government relations, but keeps those views private. He knows from his counterparts at other universities that the number of programs in a PPP could easily reach 600 or more. A pragmatic and effective administrator, he quickly determines that the work should be split into two parts: "academic" and "administrative." In spite of his personal views, he is committed to making the PPP a success. With the right structure and leadership, he's sure it will be successful.

Faculty Association President: He has blogged (and tweeted) numerous pieces such as: "Task Force Bad for UOntario," warning that "the bean counters want to take over the University. We can't treat the University like a business; everything we do is *not* measurable. Agreeing to this PPP would be tantamount to championing the neoliberal agenda."

CUPE President: "PPP is bad. Jobs will be cut. We can't do this to our members."

Council of Deans: They are concerned about budget restraints, the competition between faculties and the pressure to continue to offer a wide array of programs.

University Librarian: His mind is racing: How will the Library provide data to demonstrate the value of the library? Can we measure internal demand? Quality of outcomes? Productivity? Impact? Overall essentiality? How do I introduce and manage the PPP within the Library?

Case Study: Your Turn!

1. Each table will be assigned 1 frame with which to analyze the case study
2. Select a note taker and a reporter for your table
3. Case Study Question: "***Should the Library be reviewed as "academic" or "administrative for the purposes of the PPP?***"
4. Report back to large group

<p>"Frames help us to order our experience and decide what action to take. Each frame is useful for understanding specific aspects of organizational life."</p>	
<p>Structural (Build Clarity & Capacity)</p> <p>Assumptions:</p> <ul style="list-style-type: none"> ➤ Clarity & control enhance performance ➤ Problems result from structural misalignment <p>Questions:</p> <ol style="list-style-type: none"> 1. How do we divide up the work? (Differentiation) 2. How do we coordinate effort once work has been divided? (Integration) 3. ? 	<p>Human Resource (Foster a Caring & Productive Campus)</p> <p>Assumptions:</p> <ul style="list-style-type: none"> ➤ Individual-organizational alignment benefits both sides ➤ Productive relationships are vital to organizational health <p>Questions:</p> <ol style="list-style-type: none"> 1. What is happening? 2. Why do people behave as they do? 3. How can we focus on our common goals? 4. ?
<p>Political (Respect & Manage Differences)</p> <p>Assumptions:</p> <ul style="list-style-type: none"> ➤ Differences are enduring ➤ Resources are scarce ➤ Conflict is inevitable <p>Questions:</p> <ol style="list-style-type: none"> 1. How do we map the political terrain? 2. Which groups share common agendas? [Alliances] 3. Does the Faculty Association have the institutional power to stop/change the process? 4. ? 	<p>Symbolic (Keep the Faith & Celebrate the Mission)</p> <p>Assumptions:</p> <ul style="list-style-type: none"> ➤ People interpret experiences differently ➤ Culture is an institution's emotional and intellectual glue ➤ Symbols express institutional identity, values, and beliefs <p>Questions:</p> <ol style="list-style-type: none"> 1. What would it mean for the Library to be reviewed as "Administrative"? Would that signal a change to the library's place on campus? 2. ?

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