

Policy Exchange 2017

Final Report

OCUFA

Ontario Confederation of University Faculty Associations
Union des Associations des Professeurs des Universités de l'Ontario

Policy Exchange 2017: Final Report

August 2017

Ontario Confederation of University Faculty Associations (OCUFA)

The Ontario Confederation of University Faculty Associations has been the provincial voice of university faculty since 1964. OCUFA represents over 17,000 professors and academic librarians in 28 faculty associations across Ontario.

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President's note

Postsecondary education plays a critical role in preparing students for the workforce and for lives as thoughtful citizens and active members of their communities. With 70 per cent of jobs in Canada expected to require higher education over the next decade, and the current provincial government taking steps to improve access to postsecondary education, it is clear that universities are vital institutions in our province. But, while the economic value of higher education is well recognized in policy discussions, the quality of education that students receive often gets lost in the background.

OCUFA works to enhance the quality of higher education in Ontario by advocating to ensure that the professors who teach, research, and engage in their communities – both on campus and beyond – have the resources they need to deliver a high quality university experience for every student in Ontario.

Given the higher education policy context and OCUFA's role in the university sector, it is important for us as an organization to identify steps that can be taken – by universities and by government – to ensure that higher education in Ontario is the best it can be. To do this, we brought together faculty association representatives from across the province to hear, think, and deliberate about these important policy questions for a policy exchange.

Over the course of two days in May, we explored issues relating to precarious academic employment, university funding, and university governance and accountability. Through a series of discussions, we established a clearer understanding of where faculty stand on these issues and the steps we believe should be taken to strengthen Ontario's university sector. The on-the-ground perspective that faculty were able to provide as part of this process was invaluable.

The recommendations collected in this document encapsulate the policy exchange discussions and provide the basis for a policy vision for Ontario's universities that reflect the goals of the 17,000 faculty members OCUFA represents. What stands out in these recommendations is the clear commitment that faculty share to preserve and protect the core teaching and research mission of universities, and the centrality of this mission to ensuring that our universities and province thrive.

I thank all of the faculty participants and panel speakers for their thoughtfulness and engagement on these issues, and for volunteering their time to participate. Moving forward, we will use the recommendations included in this report as the basis for OCUFA's policy work and advocacy, and we hope that OCUFA members and policymakers alike will see these recommendations as a useful starting point and valuable contribution to policy discussions in our sector.

Gyllian Phillips,
President
Ontario Confederation of University Faculty Associations (OCUFA)

Executive summary:

What policymakers need to know

In May of 2017, OCUFA brought together representatives of its membership to work together to identify the policy issues that they view as most critical and to draft recommendations for addressing them.

OCUFA regularly conducts research, produces papers and briefs, and hosts conversations on targeted policy issues affecting higher education in Ontario. However, OCUFA's 2017 Policy Exchange provided a unique opportunity for the organization to have a broad and direct consultation with its members with the objective of identifying the policy issues that they are most concerned about.

Context: Three policy themes

The conference was structured around three broad policy areas. The themes were selected for their timeliness and relevance to both OCUFA and provincial policymakers. Conference participants were invited to identify priorities within each of these areas, and to formulate recommendations for the provincial government and university administrations. They were also encouraged to identify any additional issues outside of these three areas that arose from their discussions. The three policy themes are listed below:

Precarious academic employment and the evolving role of contract faculty

One of the most dramatic changes at Ontario's universities over the last quarter century has been a shift in the nature of academic work away from full-time, tenure-stream positions towards insecure contract positions. The use of contract faculty has become an entrenched strategy in universities across Ontario – OCUFA estimates that the number of courses taught by contract faculty has doubled since 2000, and the hiring of full-time, tenure stream faculty has lagged far behind student enrollment. Contract professors face unpredictable scheduling and job insecurity, are paid less than their full-time colleagues for performing work of equal value, and in most cases, they have limited or no access to benefits.

The future of provincial funding for universities

Since 2008, Ontario's universities have received the lowest level of per-student funding in Canada. The provincial government has recently undertaken a review of the university funding formula – the mechanism by which public funding is allocated to universities – but this review has excluded considerations of the overall level of funding, which has remained stagnant over the past several budget cycles.

Reshaping university governance

In recent years, faculty have becoming increasingly concerned about the erosion of their capacity to shape the direction of their institutions through processes of collegial governance, for example,

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through decision-making in university senates and boards of governors. Key areas of concern include a lack of faculty oversight of university operations (e.g. appointment and oversight of senior administrators, budget-making and program review processes) and lack of openness in governance procedures (e.g. in-camera sessions, codes of conduct that prevent board members from speaking publicly about board discussions).

Universities in Ontario are governed by Acts of the provincial legislature that establish them as autonomous, not-for-profit private corporations. Each university's Act outlines the institution's governance structures. The role of the provincial government in day-to-day governance operations of universities is fairly limited, given that each institution operates as a legally independent entity.

Process

The two-day conference was designed to be interactive and outcome-oriented. The participants' discussions were informed by a series of speaker sessions and discussion panels (for a complete agenda and list of speakers, please see Appendix A: Agenda).

To generate policy recommendations, participants were guided through a series of deliberative, small-group activities. They began by creating a long list of trends and policy issues related to the three conference themes, and higher education more broadly. Discussion in plenary encouraged participants to hear from the larger group, and revealed many areas of agreement and overlap. Attendees then worked together in groups to narrow down the long list of issues to a shorter list of priorities, with associated recommendations.

After the end of the first day, facilitators grouped and consolidated participants' recommendations into a master list, with several recommendations associated with each of the three conference themes. It became apparent that a fourth theme had arisen throughout the first day's discussions – "Articulate a vision for Ontario's universities."

To begin the second day, conference participants were presented with the consolidated list of recommendations, and were asked to provide feedback and validate the master list. At this point, a fifth theme was added to the recommendations based upon the thought-provoking dinnertime panel conversation, "Higher Education in the Truth and Reconciliation era." As such, the fifth and final theme was added: "Indigenize postsecondary education in Ontario."

By the morning of the second day, conference participants had generated the following list of recommendations, organised by theme (the two additional themes representing recommendations in and of themselves).

Recommendations

University funding

1. Increase public funding for universities
2. Improve performance metrics related to funding
3. Direct funds toward the core mission of universities, including faculty hiring

Contract faculty

4. Put in place strong employment standards for contract faculty
5. Track and report on indicators related to contract faculty

Governance

6. Increase the accountability and transparency of university boards
7. Ensure that university boards are more diverse and representative of the university community
8. Emphasize the value of service
9. Engage in meaningful consultation with the university community around Strategic Mandate Agreements (SMAs)
10. Increase the transparency and availability of data regarding university operations
11. Articulate a vision for Ontario's universities
12. Indigenize postsecondary education in Ontario

The conference participants then broke into small groups to tackle each of the twelve recommendations above. Over the course of two sessions, each participant was able to select two recommendations to work on. For each recommendation, the group articulated a problem statement and listed specific recommended actions for different stakeholder groups, including the provincial government and university administrations (please see “Appendix B: Recommended actions by stakeholder group” for a list of actions for each of these groups).

Conference attendees presented their final work in plenary, and incorporated suggestions and recommendations from their fellow participants. This draft work was then reorganised and edited by OCUFA staff and the facilitation team. Great care was taken to accurately reflect the conversations and recommendations that took place over the course of the two-day conference.

The following section represents conference participants' final work in full. Each recommendation includes a problem statement and recommended actions for the provincial government and university administrations. Anticipated outcomes are listed for each of the three principal conference themes.

Policy recommendations:

University funding

Increase public funding for universities

Problem statement:

There has been a shift away from public funding for universities toward tuition and other private sources of funding, eroding some of the core functions of universities. Private funding is sometimes tied to conditions that can compromise academic freedom, for example by stipulating research directions or curriculum choices. In addition, decreased funding also leads to larger class sizes and less one-on-one time between students and faculty, decreasing the quality of learning. Elevated tuition fees mean that access to higher education comes at a cost for students, including debt load and consequent stresses, and students increasingly see pursuing university education as an instrumental choice.

We urge the province to:

- ▶ Increase the overall size of the provincial grant, and continue to increase it in line with inflation, with the goal of expanding the proportion of funding for universities that comes directly from public sources.

We urge universities to:

- ▶ Adopt more stringent standards regarding private funding, such as corporate funding and donations for named buildings and faculties, in order to protect academic freedom – for example, set limitations on the demands that donors are entitled to make regarding how and where their funding is spent.

Improve performance metrics related to funding

Problem statement:

The proposed metrics used to measure university performance in the Strategic Mandate Agreements (SMAs) are not sufficiently aligned with universities' academic mission. These metrics also lack nuance, often rely exclusively on quantitative assessment tools, and are misaligned with existing performance measurement practices, such as the peer review process.

We urge the province to:

- ▶ Reduce the overall burden of tracking performance metrics on universities, which detracts from their core work.
- ▶ Broaden the types of tools it uses to measure performance so that they better assess the core mission of universities.
- ▶ Bring performance metrics in line with existing internal performance measures.

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We urge universities to:

- ▶ Better communicate existing evaluation processes to the province, such as program and peer review, so that these tools might be incorporated into provincial performance metrics.
- ▶ Ensure that assessment criteria reflect existing disciplinary norms, and that any analysis originates from existing knowledge.

Direct funds toward the core mission of universities, including faculty hiring

Problem statement:

An insufficient proportion of university spending is dedicated toward the institution's core mission of teaching and research, including the hiring of full-time, permanent faculty. This results in a decreased focus on student learning and experience, research excellence, and opportunities for meaningful, sustained co-curricular and community engagement. This also impacts the student-to-faculty rate, where Ontario has the highest rate in Canada.

We urge the province to:

- ▶ Target additional university funding to full-time, permanent faculty hiring, with a view to driving the student-to-faculty ratio towards the Canadian average.

We urge universities to:

- ▶ Designate additional spending to full-time, permanent faculty hiring and other core mission-specific expenses.
- ▶ Tie capital expenditures, including real estate and satellites, to the core academic mission.

Funding: Anticipated outcomes

Increased overall funding for universities and the direction of additional funding toward the core university mission of teaching and research. With greater funding dedicated to the hiring of full-time faculty, the student-to-faculty ratio will decrease. Faculty will be able to employ more high-impact teaching methods in the classroom, and they will have a greater ability to offer mentorship to students. Thus, the student experience can be improved and students will be better prepared when they graduate, especially in soft skills such as creativity, resilience, and flexibility. Greater funding will also reduce the tuition burden that students face, easing the stresses associated with debt.

With regards to universities' research function, additional funding will reduce researchers' dependence on private sources of funding, leading to greater academic freedom and integrity.

As a whole, funding that is associated with improved metrics for faculty, students, and research will incentivize better outcomes and higher performance for universities, and will foster greater and more meaningful accountability to government and society at large.

Policy recommendations:

Contract faculty

Put in place strong employment standards for contract faculty

Problem statement:

Publicly funded universities should be model employers, but the working conditions of contract faculty are exploitative and can diminish their quality of life. Contract faculty experience poor working conditions, fragmentation, and a lack of respect.

We urge the province to:

- ▶ Amend the Ontario Labour Relations Act to allow bargaining units within the same union to combine at the request of the union.
- ▶ Legislate the principle of equal pay for work of equal value, so that contract faculty are paid on a pro-rata basis equal to tenure stream faculty.
- ▶ Ensure that contract faculty receive benefits on a pro-rata basis equal to tenure stream faculty.
- ▶ Implement legislation that would require universities to transition contract faculty from discontinuous contracts to permanent employment after they have worked a certain number of fixed-term contracts.

We urge universities to:

- ▶ Provide all the normal supports and resources to contract faculty that are available to permanent faculty.
- ▶ Ensure contract faculty have a voice in governance.
- ▶ Ensure contract faculty are compensated for any research and service work they undertake.
- ▶ Uphold good quality employment standards consistent with the OCUFA submission to the Changing Workplace Review.
- ▶ Regularize contract appointments so they become continuous, and track and maintain these conversion rates with the goal of ensuring that universities are providing career paths with job security.

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Track and report on indicators related to contract faculty

Problem statement:

Precarious work in Ontario universities is systemic and growing. However, there is a lack of meaningful and publicly-available data to track this trend.

We urge the province to:

- ▶ In consultation with OCUFA, develop and collect data on a series of meaningful indicators related to contract and permanent faculty.
- ▶ Lay out clear criteria for measuring these indicators (for example, whether to exclude summer or online courses from overall metrics).
- ▶ Collect data on contract faculty concurrently with student data, ensuring that each degree program collects this data at the department level.
- ▶ Make this data public.

We urge universities to:

Collect data on meaningful indicators related to contract and permanent faculty and make it public.

Act upon this data by setting targets for each indicator that are in line with the university's core mission (i.e. reducing the number of contract positions and concurrently increasing the number of full-time positions).

Contract faculty: Anticipated outcomes

With improved employment standards, contract faculty will be better paid and their work will be less precarious. They will also be compensated appropriately for research and administrative work, and they will feel that their work is more valued. As a result, contract faculty will be able to contribute more to the university, will have better job experience, and be more competitive in the academic job market when seeking full-time positions.

Tracking and publicly reporting on appropriate indicators will also ensure that universities are compliant with improved employment standards, holding them accountable to the public and to the government. The availability of this data will also empower contract faculty to engage in more effective collective bargaining.

Policy recommendations:

Governance

Increase the accountability and transparency of university boards

Problem statement:

University governance is systematically opaque, leading to a lack of faculty engagement in decision-making processes. In addition, secretive budgeting practices undermine collegial self-governance and the university mission.

We urge the province to:

- ▶ Set standards for transparency in university governance.

We urge universities to:

- ▶ Allocate time in every board and senate meeting agenda for open dialogue, where anyone is able to speak.
- ▶ Allow members of the public to attend all open sessions, and publish all relevant information, including a schedule of meetings, detailed agendas, and minutes.
- ▶ Put in place effective models of democratic financial decision-making, such as participatory budgeting or alternative budgeting. In order to promote participation, these processes should not be overly burdensome.
- ▶ Practice financial transparency and open budgeting.

Ensure that university boards are more diverse and representative of the university community

Problem statement:

University boards lack a diversity of perspectives, background, and knowledge. In addition, there is a lack of openness and transparency in the process by which board members are selected. Decision-making on university boards is often dominated by corporate and political interests.

We urge the province to:

- ▶ Exercise greater oversight over Lieutenant Governor in Council appointments to university boards of governors with the goal of appointing a greater diversity of board members.
- ▶ Seek input from the campus community when selecting Lieutenant Governor in Council appointments to university boards of governors.
- ▶ Provide systematic guidelines to universities on all board appointments, to ensure greater diversity and to ensure that appointees are selected with input from the campus community.

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- ▶ Hold university boards to the same standards regarding diversity and equity as provincial and corporate boards, by setting targets, standards, and, if necessary, amending individual university Acts.

We urge universities to:

- ▶ Ensure that the composition of boards and senates better reflects the university community, including tenured faculty, contract faculty, and staff.
- ▶ Put in place processes that require departmental units to take diversity into account when electing senate representatives.
- ▶ Require that the Chair of the Senate cannot be held by the President of the university.

Emphasize the value of service

Problem statement:

Universities are service-heavy institutions, and service is essential to ensure collegial governance, yet service is not recognised as a core component of the academic profession. Despite the high burden placed upon faculty, service is often invisible, and it is not sufficiently valued in decisions about promotion and tenure. Additionally, there is strong anecdotal evidence that certain demographics – such as women and people who identify as visible minorities – are more likely to do service than men, which presents an equity issue.

We urge universities to:

- ▶ Track the amount of service contributed by certain groups (such as women and those who identify as visible minorities), and set targets to ensure that these groups are not unequally burdened.
- ▶ Bring contract faculty into service roles, and compensate them fairly for this work.
- ▶ Account for service of all kinds in considerations of promotion and tenure.

Engage in meaningful consultation with the university community around Strategic Mandate Agreements

Problem statement:

There is a lack of consistent and effective input and review by faculty and the broader university community in the development of Strategic Mandate Agreements (SMAs). It is currently assumed by the province that university administrations speak on behalf of the university community as a whole, which is not the case.

We urge the province to:

- ▶ Consult directly and meaningfully with student and faculty associations on SMAs and put in place an oversight process in consultation and review.

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- ▶ Require university administrations to demonstrate that real, effective consultation has taken place with faculty and the wider university community, and that input has been received and incorporated into the development of each institution's SMA.
- ▶ Require that university administrations consult with faculty on all aspects of the SMA document, including (but not limited to): a mission statement; the implementation of the SMA; differentiation criteria; the objectives of any metrics; the selection of specific metrics; and the possible future uses of SMAs, including whether they will be tied to funding.

We urge universities to:

- ▶ Undertake consultations with faculty and the wider university community when developing SMAs. At a minimum, university administrations must engage with faculty and students as well as existing university governance structures, such as the Senate.

Increase the transparency and availability of data regarding university operations

Problem statement:

Universities generally collect and track data about how they allocate funds over time, but this information is not easily available to the campus community, stakeholders in the university sector, or to the public.

We urge the province to:

- ▶ Put in place transparent data collection and reporting obligations with regards to university funding, spending, and internal operations.
- ▶ Set targets with a view to increasing the proportion of funding that is dedicated to the university's core mission, as opposed to administration or overhead.
- ▶ Consistently publish the above data.
- ▶ Create a provincial higher education data agency to provide better information about university operations that can be used across universities, potentially replacing HEQCO.

Governance: Anticipated outcomes

Increased accountability and transparency in university governance and greater diversity on boards will lead to discussions and decisions that are more meaningful to the wider university community, and that represent a fuller range of perspectives. Members of the university community will become more engaged in university governance.

In regards to university operations, transparency will enable the wider university community to gain a better understanding of institutional budgets and will hold university administration to account regarding fiscal responsibility and spending decisions.

Further, meaningful consultation around strategic mandate agreements will yield SMAs that more accurately reflect the strengths and objectives of the institution, enjoy greater support from the wider university community, and, consequently, include more achievable and realistic goals.

Policy recommendations:

Articulate a vision for Ontario's universities

Problem statement:

The case for publicly-supported universities is not being made strongly enough. The government – and the general public – does not appear to recognize the broader social value of universities beyond the narrow focus of preparing students for the labour market. There is a lack of awareness of the economic value of research and innovation, and the democratic citizenship role of higher education.

We urge the province to:

- ▶ Establish an independent commission tasked with developing a holistic and long-term vision for lifelong education in Ontario, which considers more than the narrow job-training role of the education system, and defends the mission and scholarly standards of universities.
- ▶ Work with the university sector to clearly identify and establish the goals for Ontario's universities, and provide sufficient funding to achieve these goals.

We urge universities to:

- ▶ Conduct targeted research around the social benefits of universities, the social costs of defunding them, and the strengths of Ontario's universities, and more purposefully communicate this to the public.
- ▶ Reimagine the role of universities in today's society.
- ▶ Clarify the connection between higher education and the job market by:
 - building students' awareness of the marketable soft and transferable skills they develop through university education;
 - reaching out to employers to emphasize the skill sets of graduates; and
 - tracking the long-term career outcomes of graduates and the long-term value of a university degree.

Articulate a vision for Ontario's universities: Anticipated outcomes

An education system built around a coherent provincial vision for lifelong learning will yield a thriving, well-rounded university sector that achieves its full potential on all fronts, including producing graduates who will be well prepared to adapt to a changing labour market.

Policy recommendations: Indigenize postsecondary education in Ontario

Problem statement

In the context of the Truth and Reconciliation Commission, Ontario's universities must appreciate that there can be no reconciliation without reckoning: we cannot Indigenize without decolonizing our institutions. While policy ideas abound, there is a lack of implementation and political will, there is too much lip service paid to Indigenous inclusion, and Indigenous faculty are burdened with a disproportionate amount of service work to move towards equity.

We urge the province to:

- ▶ Provide funding for the implementation of the recommendations of the Truth and Reconciliation Committee and the decolonization and Indigenization of higher education.

We urge universities to:

- ▶ Put in place an Indigenization strategy, and consider making this strategy and its deliberations open to the public.
- ▶ Hire more Indigenous scholars across all disciplines.
- ▶ Put in place an institutional process to better understand and recognize meaningful forms of scholarship from Indigenous traditions and knowledge.
- ▶ Create more opportunities for Indigenous education for students, faculty, and the general public. For example, University of Calgary and UBC offer Massive Open Online Courses (MOOCs) on Indigenous Education.
- ▶ Increase scholarships for Indigenous students, and put in place more supports and mentorship opportunities.

Appendix A: Agenda

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Program: Thursday May 11, 2017

- 9:00 *Welcome and Orientation*
- 9:15 Introductory Remarks
- Judy Bates, OCUFA President
- 9:30 Advanced Education Perspectives Panel
- Dr. Gyllian Phillips, Vice President, OCUFA Board of Directors
 - Marc Gurrisi, Research & Policy Analyst, Ontario Undergraduate Student Alliance
 - Rajean Hoilett, Chairperson, Canadian Federation of Students – Ontario
 - Ryan Culpepper, Vice-Chair, Ontario University Workers Coordinating Committee, Canadian Union of Public Employees (CUPE); Chair, CUPE 3902
 - Dr. Peter Gooch, Senior Director, Policy and Analysis, Council of Ontario Universities
- 10:30 *Break*
- 10:45 Issues facing advanced education – small group dialogue
- 12:00 *Lunch*
- 12:30 Lunch Discussion Panel
- Sean Conway, Chair, Premier's Highly Skilled Workforce Expert Panel
 - Vass Bednar, Chair, Federal Advisory Panel on Youth Employment
- 1:00 Contract Faculty Perspectives Panel
- Fran Cachon, Chair, OCUFA's Contract Faculty and Faculty Complement Committee
 - Grace Karram Stephenson, Post-Doctoral Fellow
- 1:45 University Funding Perspectives Panel
- Glenn Craney, Assistant Deputy Minister, Strategic Policy and Programs Division, Ministry of Advanced Education and Skills Development
 - Hugh Mackenzie, Principal, Hugh Mackenzie and Associates; Research Associate, Canadian Centre for Policy Alternatives
- 2:30 *Break*
- 2:45 Governance and Accountability Perspectives Panel
- Glen Jones, Dean, Ontario Institute for Studies in Education, University of Toronto
 - Alison Hearn, Associate Professor, Faculty of Information & Media Studies, Western University
 - Alastair Summerlee, former President of the University of Guelph

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- 3:45 *Break*
- 4:00 Priority Setting – small group dialogue
- 5:00 *Adjourn*
- 7:00 Dialogue Dinner: Higher Education in the Truth and Reconciliation era
- Suzanne Stewart, Associate Professor of Indigenous healing in Counseling Psychology, Special Advisor to the Dean on Aboriginal Education, and Coordinator of the Indigenous Education Initiative, Ontario Institute for Studies in Education, University of Toronto
 - Ruth Koleszar-Green, Assistant Professor, Indigenous Research, Guest and Host relationships, York University
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Program: Friday May 12, 2017

- 8:00 Early Morning with Scott Jaschik, CEO and Editor, Inside Higher Ed
- 9:00 *Welcome and recap*
- 9:15 Concurrent working groups
- 10:30 *Break*
- 10:45 Concurrent working groups
- 11:45 Report back
- 12:00 *Lunch*
- 12:30 Ministry Perspectives
- Sheldon Levy, Deputy Minister of Advanced Education and Skills Development, Province of Ontario
- 1:00 Concurrent working groups
- 2:30 *Break*
- 2:45 Report back
- 3:15 Rapporteur's Panel
- 3:30 Closing remarks
- Mark Rosenfeld, Executive Director, OCUFA

Appendix B:

Recommended actions by stakeholder group

Advice for provincial policymakers

Theme: University funding

Increase public funding for universities

1. Increase the overall size of the provincial grant, and continue to increase it in line with inflation, with the goal of expanding the proportion of funding for universities that comes directly from public sources.

Improve performance metrics related to funding

1. Reduce the overall burden of tracking performance metrics on universities, which detracts from their core work.
2. Broaden the types of tools it uses to measure performance so that they better assess the core mission of universities.
3. Bring performance metrics in line with existing internal performance measures.

Direct funds toward the core mission of universities, including faculty hiring

1. Target additional university funding to full-time, permanent faculty hiring, with a view to driving the student-to-faculty ratio towards the Canadian average.

Theme: Contract faculty

Put in place strong employment standards for contract faculty

1. Amend the Ontario Labour Relations Act to allow bargaining units within the same union to combine at the request of the union.
2. Legislate the principle of equal pay for work of equal value, so that contract faculty are paid on a pro-rata basis equal to tenure stream faculty.
3. Ensure that contract faculty receive benefits on a pro-rata basis equal to tenure stream faculty.
4. Implement legislation that would require universities to transition contract faculty from discontinuous contracts to permanent employment after they have worked a certain number of fixed-term contracts.

Track and report on indicators related to contract faculty

1. In consultation with OCUFA, develop and collect data on a series of meaningful indicators related to contract and permanent faculty.
2. Lay out clear criteria for measuring these indicators, for example, whether to exclude summer or online courses from overall metrics.
3. Collect data on contract faculty concurrently with student data, ensuring that each degree program collects this data at the department level.
4. Make this data public.

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Theme: Governance

Increase the accountability and transparency of university boards

1. Set standards for transparency in university governance.

Ensure that university boards are more representative of the university community

1. Exercise greater oversight over Lieutenant Governor in Council appointments to university boards of governors with the goal of appointing a greater diversity of board members.
2. Seek input from the campus community when selecting Lieutenant Governor in Council appointments to university boards of governors.
3. Provide systematic guidelines to universities on all board appointments, to ensure greater diversity and to ensure that appointees are selected with input from the campus community.
4. Hold university boards to the same standards regarding diversity and equity as provincial and corporate boards, by setting targets, standards, and, if necessary, amending individual university Acts.

Engage in meaningful consultation with the university community around Strategic Mandate Agreements

1. Consult directly and meaningfully with student and faculty associations on SMAs and put in place an oversight process in consultation and review.
2. Require university administrations to demonstrate that real, effective consultation has taken place with faculty and the wider university community, and that input has been received and incorporated into the development of the institution's SMA.
3. Require that university administrations consult with faculty on all aspects of the SMA document, including (but not limited to): a mission statement; the implementation of the SMA; differentiation criteria; the objectives of any metrics; the selection of specific metrics; and the possible future uses of SMAs, including whether they will be tied to funding.

Increase the transparency and availability of university operations

1. Put in place transparent data collection and reporting obligations with regards to university funding, spending, and internal operations.
2. Set targets with a view to increasing the proportion of funding that is dedicated to the university's core mission, as opposed to administration or overhead.
3. Consistently publish the above data.
4. Create a provincial higher education data agency to provide better information about university operations that can be used across universities, potentially replacing HEQCO.

Articulate a vision for Ontario's universities

1. Establish an independent commission tasked with developing a holistic and long-term vision for lifelong education in Ontario, which considers more than the narrow job-training role of the education system and defends the mission and scholarly standards of universities.
2. Work with universities to clearly identify and establish the goals for Ontario's universities, and provide sufficient funding to achieve these goals.

Indigenize postsecondary education in Ontario

1. Provide funding for the implementation of the recommendations of the Truth and Reconciliation Committee and the decolonization and Indigenization of higher education.

Advice for universities

Theme: University funding

Increase public funding for universities

1. Adopt more stringent standards regarding private funding, such as corporate funding and donations for named buildings and faculties, in order to protect academic freedom – for example, set limitations on the demands that donors are entitled to make regarding how and where their funding is spent.

Improve performance metrics related to funding

1. Better communicate existing evaluation processes to the province, such as program and peer review, so that these tools might be incorporated into provincial performance metrics.
2. Ensure that assessment criteria reflect existing disciplinary norms, and that any analysis originates from existing knowledge.

Direct funds toward the core mission of universities, including faculty hiring

1. Designate additional spending to full-time, permanent faculty hiring and other core mission-specific expenses.
2. Tie capital expenditures, including real estate and satellites, to the core academic mission.

Theme: Contract faculty

Put in place strong employment standards for contract faculty

1. Provide all the normal supports and resources to contract faculty that are available to permanent faculty.
2. Ensure contract faculty have a voice in governance.
3. Ensure contract faculty are compensated for any research and service work they undertake.
4. Uphold good quality employment standards consistent with the OCUFA submission to the Changing Workplace Review.
5. Regularize contract appointments so they become continuous, and track and maintain these conversion rates with the goal of ensuring that universities are providing career paths with job security.

Track and report on indicators related to contract faculty

1. Collect data on meaningful indicators related to contract and permanent faculty and make it public.
2. Act upon this data by setting targets for each indicator that are in line with the university's core mission (i.e. reducing the number of contract positions and concurrently increasing the number of full-time positions).

Theme: Governance

Increase the accountability and transparency of university boards

1. Allocate time in every Board and Senate meeting agenda for open dialogue, where anyone is able to speak.
2. Allow members of the public to attend all open sessions, and publish all relevant information, including a schedule of meetings, detailed agendas, and minutes.

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3. Put in place effective models of democratic financial decision-making, such as participatory budgeting or alternative budgeting. In order to promote participation, these processes should not be overly burdensome.
4. Practice financial transparency and open budgeting.

Ensure that university boards are more representative of the university community

1. Ensure that the composition of boards and senates better reflect the university community, including tenured faculty, contract faculty, and staff.
2. Put in place processes that require departmental units to take diversity into account when electing senate representatives.
3. Require that the Chair of the Senate cannot be held by the President of the university.

Emphasize the value of service

1. Track the amount of service contributed by certain groups (such as women and those who identify as visible minorities), and set targets to ensure that these groups are not unequally burdened.
2. Bring contract faculty into service roles, and compensate them fairly for this work.
3. Account for service of all kinds in considerations of promotion and tenure.

Engage in meaningful consultation with the university community around Strategic Mandate Agreements

1. Undertake consultations with faculty and the wider university community when developing SMAs. At a minimum, university administrations must engage with faculty and students as well as existing university governance structures, such as the Senate.

Articulate a vision for Ontario's universities

1. Conduct targeted research around the social benefits of universities, the social costs of de-funding them, and the strengths of Ontario's universities, and more purposefully communicate this to the general public.
2. Reimagine the role of universities in today's society.
3. Clarify the connection between higher education and the job market by:
 - a. building students' awareness of the marketable soft and transferable skills they develop through university education;
 - b. reaching out to employers to emphasize the skill sets of graduates; and
 - c. tracking the long-term career outcomes of graduates and the long-term value of a university degree.

Indigenize postsecondary education in Ontario

1. Put in place an Indigenization strategy, and consider making this strategy and its deliberations open to the public.
2. Hire more Indigenous scholars across all disciplines.
3. Put in place an institutional process to better understand and recognize meaningful forms of scholarship from Indigenous traditions and knowledge.
4. Create more opportunities for Indigenous education for students, faculty, and the general public. For example, University of Calgary and UBC offer Massive Open Online Courses (MOOCs) on Indigenous Education.
5. Increase scholarships for Indigenous students, and put in place more supports and mentorship opportunities.