

Time for renewal

Investing in the future of Ontario's universities

OCUFA's 2018 pre-budget submission

January 2018

OCUFA

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

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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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Summary of recommendations

OCUFA's recommendations for the 2018 Ontario Budget seek to preserve the quality of university education in Ontario through increased public investment and government leadership on key issues impacting faculty working conditions.

We recommend that the Government of Ontario:

1. Increase per-student public investment in Ontario's universities to support a return to 2008-09 funding levels by 2020-21.
Cost in 2018-19: \$335 million.
2. Ensure that the renewed funding model does not link performance metrics to funding. Instead, available data should be leveraged to improve university educational quality and research outputs.
Cost in 2018-19: No additional cost.
3. Make meaningful consultation with faculty a requirement in the Strategic Mandate Agreement negotiation process.
Cost in 2018-19: No additional cost.
4. Take leadership to facilitate the implementation of updated labour law and identify remaining gaps in coverage in the postsecondary education sector, particularly for contract faculty.
Cost in 2018-19: Evaluate public investment required to set a standard of fairness for contract faculty across the postsecondary sector.
5. Launch a faculty renewal strategy for Ontario universities that achieves the dual goals of supporting new full-time tenure-track hiring and creating pathways for contract faculty to full-time secure positions.
Cost in 2018-19: \$80 million to support universities across the province hiring approximately 1,126 additional full-time faculty.

Time for renewal: Investing in the future of Ontario's universities

Universities are vital institutions within our communities, delivering education to thousands of students, producing thought-provoking and ground-breaking research, and providing good jobs that support local economies. Government commitment to robust public funding for postsecondary education is essential for sustaining the capacity needed to ensure these contributions in the future.

The state of funding for Ontario's universities is not on the right track. Since 2008, per-student funding in Ontario has been declining and trailing the rest of Canada, leaving the province with ground to make up. It is time to break from years of stagnated funding and invest meaningfully in the postsecondary education system. A sensible plan that begins with investments to return Ontario to 2008 university funding levels, coupled with long-term investments to close the gap with other provinces, would put Ontario universities in a much stronger position to provide the accessible, high-quality education our students deserve.

Close attention must be paid to how the funding model shapes universities' ability to develop strength in research and teaching. The government's planned shift towards allocating a portion of university funding based on performance is counterproductive as it will, by design, create inequities in the system. Rather than employing such unnecessarily risky and destabilizing methods, available data should be leveraged to improve policymaking decisions and outcomes. Furthermore, the Strategic Mandate Agreements (SMAs) that the government negotiates with universities should include input from university communities. As a substantive mechanism for implementing the new funding model, it is vital that faculty have meaningful input in the upcoming SMA negotiations.

Every student's learning experience and every university's capacity to produce research relies on the faculty members who teach, research, and engage in their communities; but the growing gap between enrolment and faculty hiring is putting strain on the system. Filling this gap by hiring contract faculty who face job insecurity and unfair working conditions is not a sustainable approach. This year's budget is an opportunity to launch a faculty renewal strategy that provides pathways for contract faculty to secure full-time positions and supports new full-time faculty hiring. Multi-year investments in faculty renewal will improve student-faculty ratios and support quality educational and research outcomes.

This year's budget can start Ontario on a path that prioritizes quality education for students, innovative research, and fairness for the province's contract faculty. The knowledge our universities produce and the good jobs they provide support our local communities and invigorate the provincial economy. By investing in accessible postsecondary education we are investing in Ontario's future.

The current state of public funding for Ontario universities

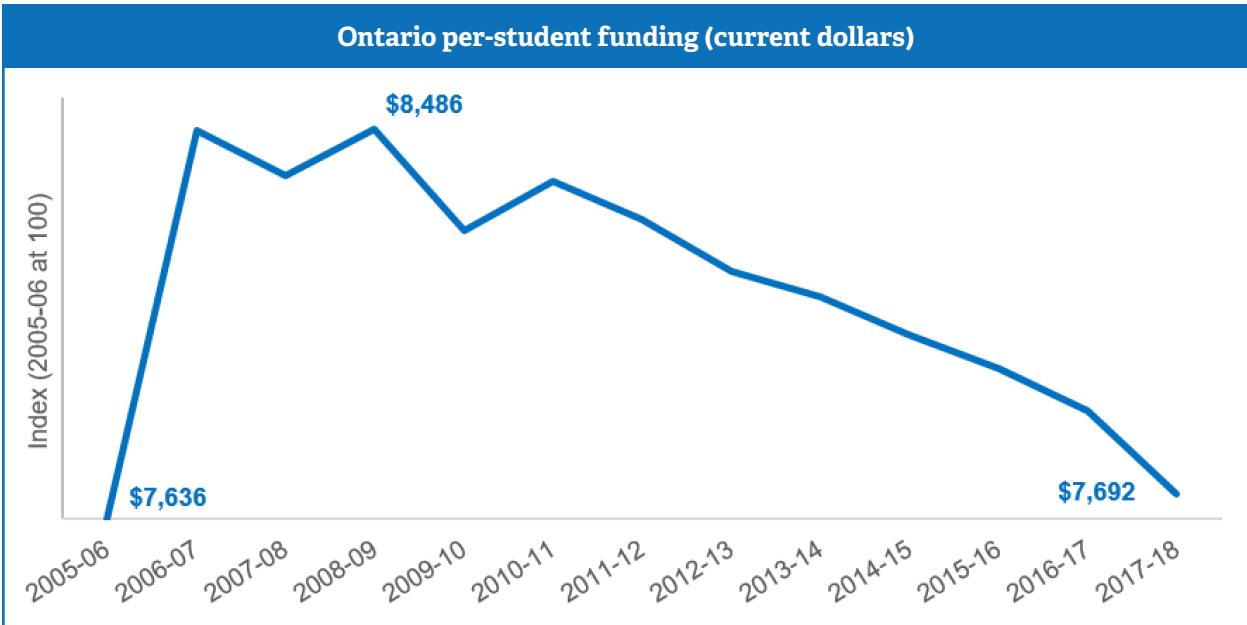
Strong public funding for universities is necessary to support excellence in teaching and research, and accessible postsecondary education for Ontarians from diverse backgrounds. To deliver on their commitment to high-quality postsecondary education for every student in the province, the government must provide university operating funding that improves per-student funding levels and closes the growing funding gap with other provinces.

Ontario's university funding backslide

Last year's 2017 Ontario Budget included no new public funding for universities. Instead, it promised that operating grants would essentially flatline until 2019-20. When inflation is taken into account, this amounts to a significant cut to university operating budgets. These spending plans mean Ontario university funding will fall to almost 2005-06 funding levels by 2019-20.

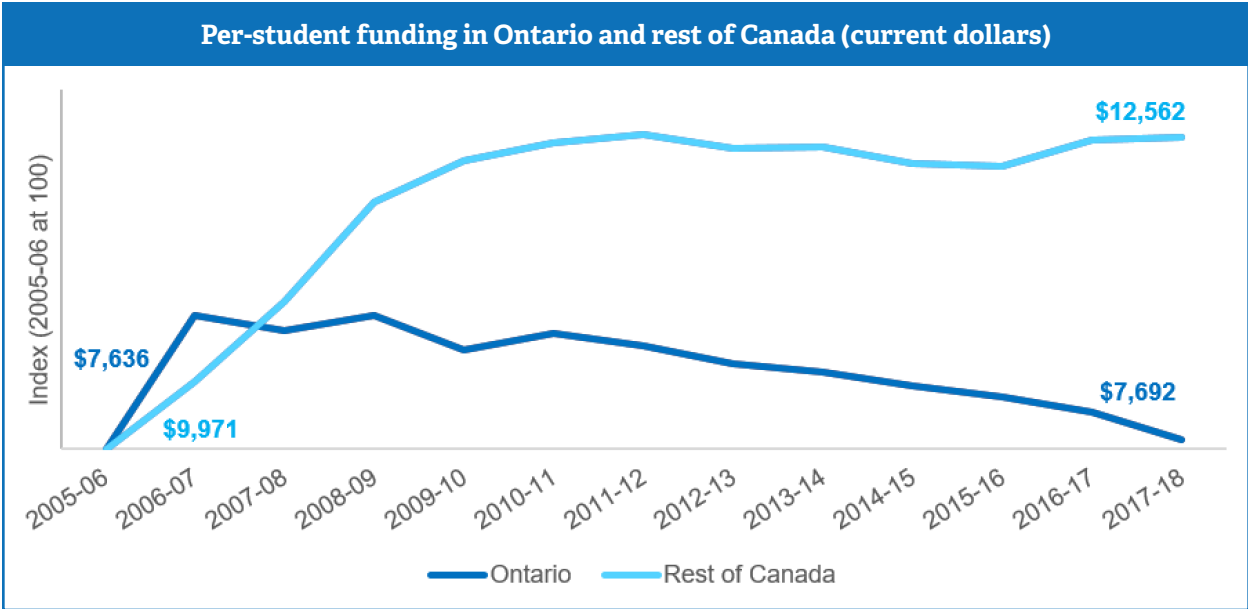
This erosion of public funding means that the multi-year Reaching Higher investments will have effectively been reversed. This is a remarkable backslide. The Reaching Higher investments launched in 2005 by then-Premier McGuinty's Liberal government represented a \$6.2 billion cumulative investment in postsecondary education over five years, with over \$2.5 billion going to university operating funding. Since then, the government has allowed university operating funding to deteriorate.

Considered on a per-student basis, public funding has been on a downward trend since it reached peak levels in 2008-09. This was in the middle of the Reaching Higher investments and before Ontario fully embraced the austerity approach to budgeting. Since then, per-student funding has declined almost



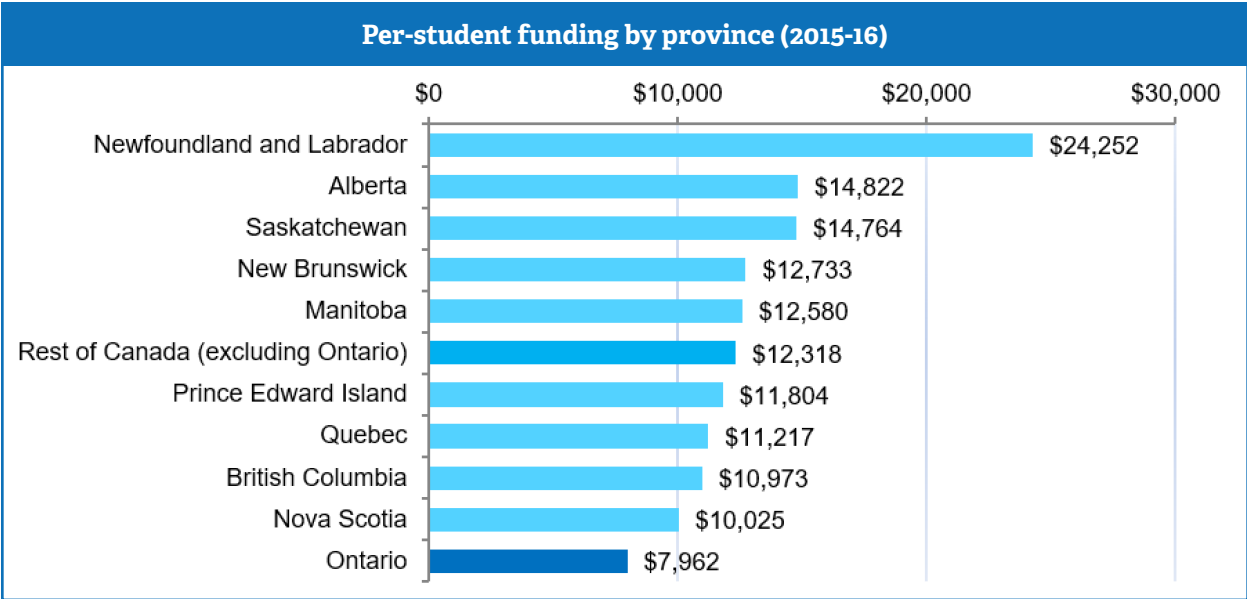
every year. By 2018, estimates show it will have nearly dropped back to 2005-06 levels. As of 2015-16, the most recent year for which data is available, inflation-adjusted per-student funding had plummeted by over 20 per cent in ten years.

Ontario's universities also receive the lowest level of per-student funding in all of Canada. Ontario fell to last place in 2008-09, which means that for eight consecutive years the province's universities have been trailing the rest of the country when it comes to investing in the teaching and learning that is critical to the success of Ontario students.



In 2015-16, the most recent year for which data are available, Ontario's per-student funding amounted to \$7,962. That means that, for the third year in a row, Ontario's per-student funding was an astounding 35 per cent lower than the average for the rest of Canada, which was \$12,318 per student in 2015-16.

In addition, the 2017 Ontario Budget did not account for any increases in student enrolment. Projections of flattening enrolment, however, are not coming to fruition. It's too early to confirm enrolment numbers for this year, but the trend in the province is towards growth despite some regional institutions facing enrolment pressures. In fall 2017, province-wide enrolment increased by two per cent. Continued enrolment growth coupled with stagnating funding is forcing universities to stretch existing resources even thinner.



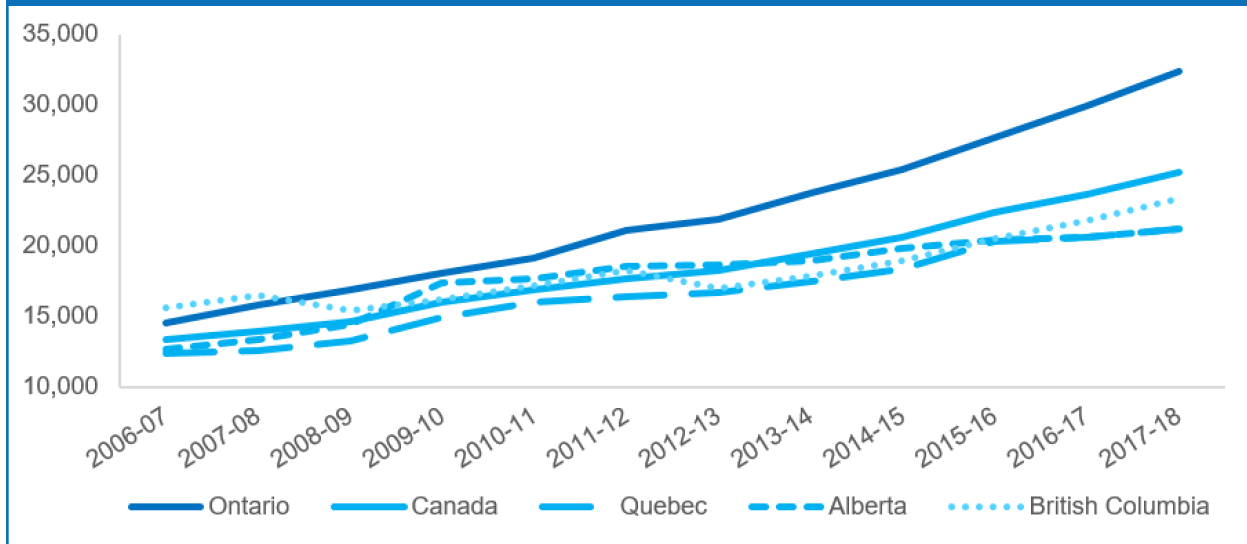
Reliance on tuition fees as a barrier to quality education

To make up for low levels of per-student public funding, postsecondary tuition fees have been allowed to increase. Ontario currently has the highest fees in Canada – undergraduate tuition fees are 76 per cent higher than the average for the rest of the country. Since 2013-14, tuition fees now make up more than half of Ontario university operating revenue. Even when revenue from rising tuition fees is accounted for, Ontario still ranks low in per-student funding figures, demonstrating the ineffectiveness and unsustainability of the current funding model.

The continuous divestment of resources from public postsecondary education and the lack of regulation of international tuition fees has also led Ontario universities to become more dependant on international student recruitment and fees. Estimates based on Strategic Mandate Agreements available to date, indicate a projected increase of six per cent in international enrolment in each of the next two years, compared to an anticipated one per cent increase in domestic enrolment within the same time period. Moreover, in the 2017-18 academic year alone, tuition fees for international undergraduate students in Ontario increased by 8.2 per cent, well above the 4.5 per cent average for the rest of the country.

OCUFA has long argued that tuition fees are a barrier to access that prevent students from pursuing a postsecondary education and should not be relied upon as a foundation for university funding. The recent reorganization of student assistance eliminated ineffective tax credits and rolled existing grants up into a new Ontario Student Grant. These reforms will help many students and their families cover the costs of high tuition fees.

International undergraduate student tuition fees: Canada and selected provinces



Partial grants, however, cannot guarantee equitable and accessible postsecondary education, particularly in the face of continuing tuition fee increases. OCUFA supports calls from student groups to freeze tuition fee levels. Without a commitment to address high tuition fees, the government will be moving further away from the promise of accessible postsecondary education.

Gaps in the new Ontario Student Grant program also leave some students with a heavy financial burden. While efforts should be made to close these gaps and ensure as comprehensive coverage as possible, unintended exclusions and erasures are part and parcel of individualized funding approaches. Therefore, government must not lose sight of the need to allocate adequate levels of public funding to postsecondary institutions.

Government's continued shift towards funding individual students, rather than the system as a whole, also risks undermining the quality of higher education. The absence of stable, public funding can drive universities towards short-term, cost-saving measures that guarantee fast investment return, while undermining long-term planning and investments that are needed to support universities' educational and research mandates.

Re-investing in the postsecondary system as the way forward

To bring Ontario's per-student funding in line with the average for the rest of the country, the government would need to invest an additional \$5.9 billion over the next three years. To catch up with the next worst province, Nova Scotia, would require an additional \$3.7 billion investment over three

years. It is critical that the government begin seriously considering the investment required to close this per-student funding gap so the quality of university in Ontario does not suffer compared to the opportunities and outcomes being offered in other parts of Canada.

Many years of inaction and inattention to public university funding has put Ontario in a difficult position, where sweeping change is needed to make up for lost ground. Just to maintain the current levels of per-student funding for Ontario's universities, so they do not fall even further behind, would require six per cent funding increases in each of the next three years, including an additional \$210 million investment in 2018-19 above what was allocated to universities in 2017-18.

After a lengthy period of fiscal constraint, there is a pressing need for renewed investment in postsecondary education. **A sensible step in the right direction would be to return Ontario to 2008-09 levels of per-student funding, at the height of the Reaching Higher investments. This would require an investment of \$2.1 billion over three years, starting with \$335 million in this year's budget.**

This year's budget is an opportunity to break from years of stagnating funding to ensure that neither access to, nor the quality of a university education is compromised. Renewed investment in Ontario's universities over the next three years must be part of a long-term commitment to a more robust system of public funding for postsecondary education. It is time to set our province on an upward trend, demonstrating to Ontario's students that they deserve an equitable, supported and high-quality learning experience comparable to that of students in the rest of Canada.

Cost of returning to 2008-09 levels of per-student funding			
	2018-19	2019-20	2020-21
Annual increase	\$335 million	\$695 million	\$1.1 billion
Cummulative increase	\$335 million	\$1 billion	\$2.1 billion

A university funding formula that invests in the future

Ontario's approach to funding its universities shapes the capacity of our postsecondary institutions to ensure high-quality learning experiences for students and an environment that cultivates innovative research. Any change to Ontario's university funding formula deserves careful consideration, and the new funding model being developed by the Ministry of Advanced Education and Skills Development (MAESD) is no exception. A good funding formula ensures adequate, stable, and equitable financial supports that postsecondary institutions can rely upon as they plan into the future.

Putting funding at risk

For many years, the government has allocated operating funding based primarily on student enrolment. This system helped support growth in a time of expanding access to postsecondary education. While overall province-wide funding has not been adequate, this funding model recognizes that the resources universities require to deliver their mandates is directly related to the number of students enrolled.

Following a recent review of the funding formula, MAESD announced its intention to fully implement an updated funding model by 2020. The updated model allocates operating grants through three funding envelopes: an enrolment based funding envelope that will continue to provide funding based on an enrolment corridor designed to mitigate the impacts of enrolment fluctuations; a special purpose grants envelope consolidating and streamlining existing special purpose grants; and a new differentiation envelope providing funding based on each university's performance.

To fully implement this updated model, MAESD will be negotiating Strategic Mandate Agreements with each of Ontario's universities, identifying academic priorities, enrolment targets, and a series of performance metrics that will determine if each institution is achieving its mandate. Some of these metrics are system-wide in scope, while others are institution-specific. Generally, these metrics will fall into one of five categories: student experience, teaching and learning, access and equity, research excellence, and innovation, economic development, and community engagement.

The specifics of the updated funding model's differentiation envelope still remain unclear, but according to the most recent figures from MAESD, approximately \$300 million of performance-based funding will be allocated through this envelope. This funding will be "at risk" if specific performance targets are not met.

The pitfalls of performance funding

MAESD's intention to allocate funding based on performance would slowly but certainly undermine the integrity of Ontario's postsecondary education system. Performance funding is counterproductive.

By design, it rewards those institutions that meet specific performance targets with additional resources and deprives institutions that do not meet those targets of the investments they require for improvement. By withholding funding from institutions that fail to meet prescribed targets, performance funding works against quality improvement rather than supporting it.

Performance funding arrangements punish students studying at universities unable to meet their targets, since declines in institutional funding will hamper the capacity of universities to deliver high-quality education. This approach risks shifting Ontario's university system away from one that encourages collaboration and towards one that creates competition between institutional winners and losers.

In fact, there is a growing body of research that suggests performance funding models do not help jurisdictions meet the academic goals they set out to achieve. In the United States, performance funding models have typically been designed to address specific policy concerns, such as student retention and degree completion. Recent studies have found that performance funding has had no discernible effects on retention or degree completion when compared with jurisdictions without performance funding mechanisms. In fact, it may even have had negative effects.²

Performance metrics are only able to provide a limited assessment of specific outcomes. They are incapable of credibly reflecting the breadth and depth of a student's education or the contributions of a faculty member. As such, performance funding is an ineffective mechanism for improving educational quality that may actually harm student learning experiences.

Using data to improve policymaking decisions

Although OCUFA is opposed to performance-based funding models, we share the provincial government's commitment to excellence in education and research at Ontario's universities. Increasing the availability and transparency of postsecondary data could represent important progress on this initiative.

1 Hillman, Nicholas and Daniel Corral. "The Equity Implications of Paying for Performance in Higher Education." *American Behavioral Scientist* 61.14 (2017): 1757–1772. Li, Amy Y. and Alec I. Kennedy. "Performance Funding Policy Effects on Community College Outcomes: Are Short-Term Certificates on the Rise?" *Community College Review* 46.01 (2017): 3–39. Kelchen, Robert & Luke J. Stedrak. "Does Performance-Based Funding Affect Colleges' Financial Priorities?" *Journal of Education Finance* 41.03 (2016): 302-321. Hillman, Nicholas, David A. Tandberg and Alisa H. Fryar. "Evaluating the Impacts of "New" Performance Funding in Higher Education." *Educational Evaluation and Policy Analysis* 37.04 (2015): 501–519.

The reinstatement of the federal government's University and College Academic Staff System Survey (UCASS) fills important gaps in the data available for developing policy. In particular, the collection of new information about contract faculty working across the postsecondary sector is an important development. Combined with existing sources of data, this rich dataset will be a valuable resource for government and sector stakeholders working to improve educational outcomes in Ontario.

The publication of data on key metrics has the capacity to drive quality improvements on its own. Experience from other sectors suggests that the disclosure of data has the ability to improve performance in the absence of financial penalties or incentives. Access to data promotes transparency and facilitates better informed policy discussions and decision-making.

Funding allocation mechanisms should not be structured in a way that harms the student learning experience. As the government moves forward with its renewal of the funding formula, it should not link performance metrics to funding. Instead the data at its disposal should be leveraged to identify better ways for universities to improve their educational quality and research outputs.

A lack of consultation

One of the central concerns with MAESD's work towards the implementation of the new funding formula is that Strategic Mandate Agreement (SMA) negotiations have not included adequate consultation with the university community, including faculty. University faculty, who dedicate themselves daily to teaching and research, are among the best positioned to understand which factors influence the quality of a student's education and their ability to excel.

Substantive mechanisms of the new funding formula are being put in place through the SMAs, including the performance metrics that MAESD intends to use to determine the allocation of at-risk funding. The very nature of the five priority areas within the differentiation corridor are such that anything decided in these agreements will directly impact faculty in every aspect of their work as teachers and researchers.

The experience and expertise that faculty possess mean they have an unparalleled understanding of not just those factors that influence educational and research outcomes, but the time and resources required to accurately collect the data needed to track specific areas of performance.

However, the ministry has not required that faculty, or any other members of the university community, be consulted meaningfully in the development of SMAs. As a result, at most universities, faculty have been kept out of the process.

This failure to consult with faculty and incorporate their input into these agreements raises significant concerns about how decisions regarding the future direction of universities are made, and the legitimacy and effectiveness of the SMAs themselves. Without a robust consultative process that meaningfully includes faculty perspectives, an informed conversation about quality, data, and metrics is not possible. It is vitally important that future SMAs are negotiated with faculty actively involved in the process.

In the next round of SMA negotiations, MAESD must require institutions to provide evidence of meaningful consultation with faculty before negotiations between the Ministry and university administrations begin and again before the final agreements are approved. While it is the responsibility of local university administrations to undertake local consultations, the Ministry must take a leadership role and set standards for the negotiation process. This will ensure the SMAs reflect the views and priorities of the entire campus community – not just administrators.

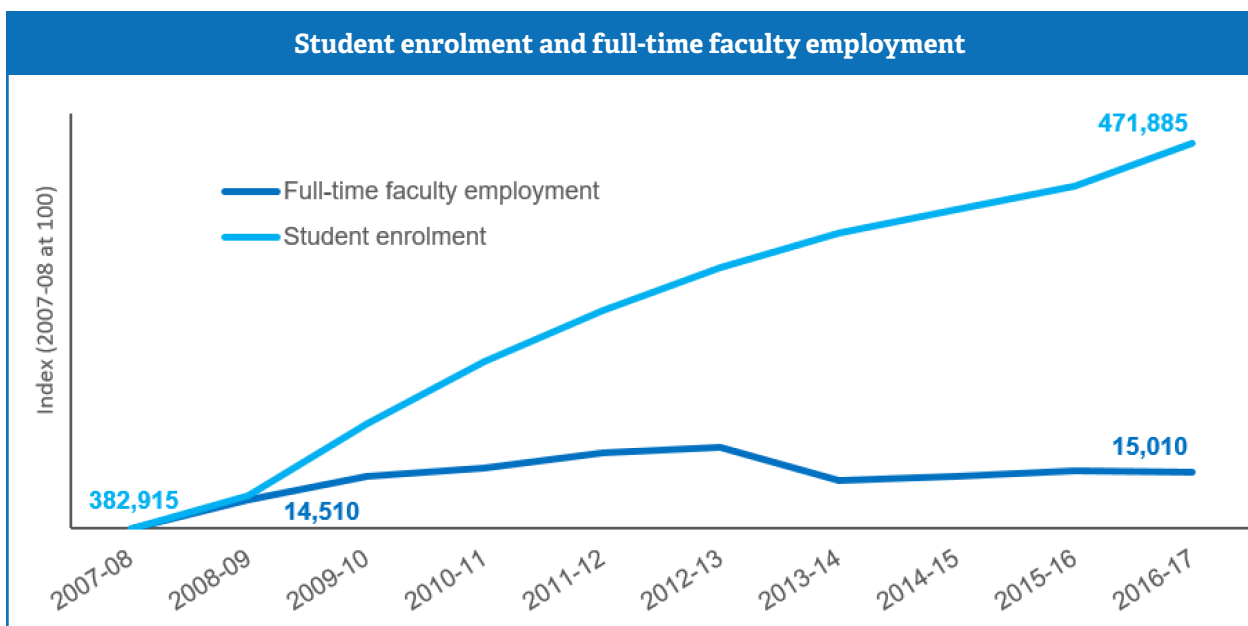
Faculty renewal and fairness for contract faculty

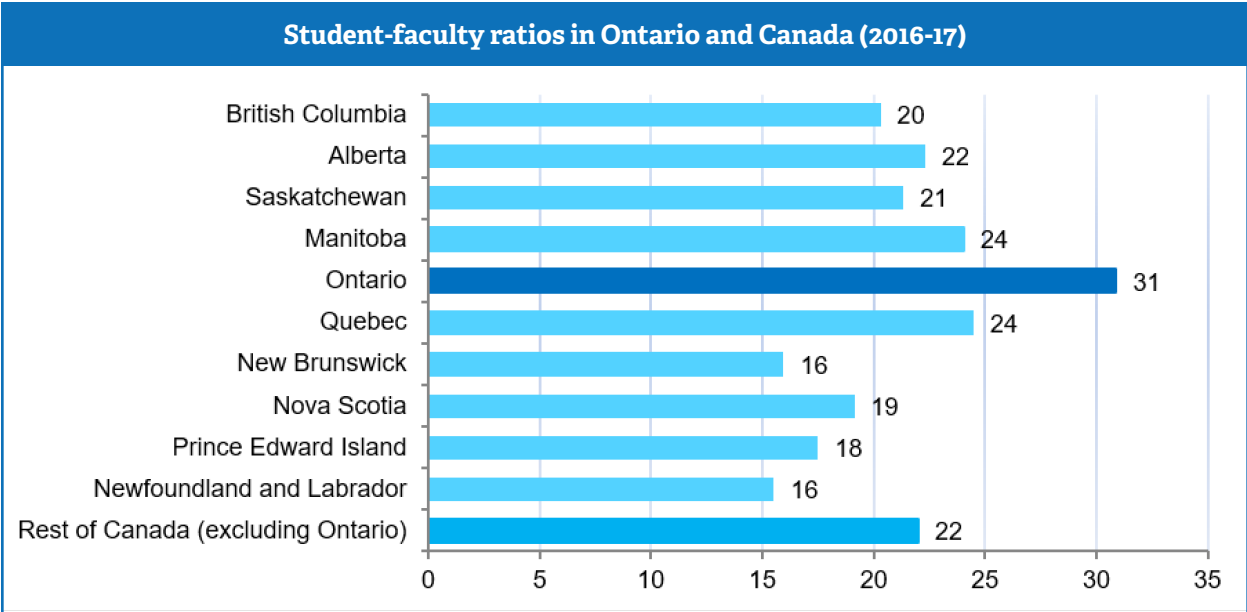
Faculty teach courses, mentor students, develop programs, and conduct research – their work is central to the mission and mandate of Ontario's universities. As student enrolment outpaces faculty hiring, the growing gap is putting a strain on universities across the province. Contract faculty, who face job insecurity and unfair working conditions, have been hired to fill this gap, but this approach is unsustainable. It is time for government investment in faculty renewal that boosts full-time faculty hiring and delivers fairness for contract faculty. This will help position universities so that they can continue to provide students with a supportive and enriching learning experience.

The stagnation of full-time faculty hiring

In Ontario, full-time faculty hiring has not kept pace with student enrolment. In the last decade, full-time student enrolment increased by 23 per cent. Over the same period, the number of full-time faculty employed at Ontario universities increased by only 3.4 per cent. This means that since 2007-08, the rate of increase in student enrolment has been almost seven times that of faculty hiring.

In the classroom, the gap between enrolment and faculty hiring has a dramatic impact. Ontario has the highest student-faculty ratio in Canada and since 2000 the ratio has worsened substantially – increasing by 38 per cent. As of 2016-17, there were 31 students for every full-time faculty member at an Ontario university compared to an average of 22 students for each university faculty member across the rest of Canada. Ontario is far and away the worst on this measure – the next highest student-faculty ratio in the country is in Quebec, which has a ratio of 24 to 1.



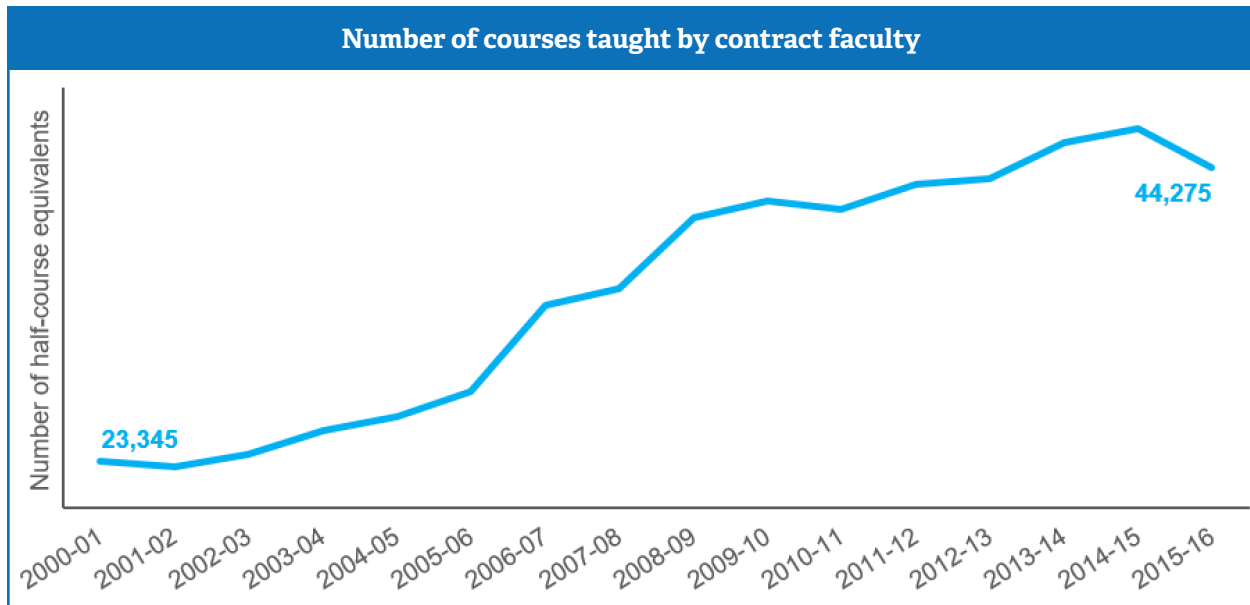


These trends have a negative impact on teaching and learning. More students and fewer professors leads to less one-on-one engagement, larger class sizes, fewer opportunities for mentorship and academic advising, and diminished chances for undergraduate students to be involved in the research projects of their professors.

Contract faculty hiring an unsustainable approach

While full-time faculty hiring has stagnated at Ontario's universities, the reliance on contract faculty has increased. These contract professors are generally hired on either a limited-term contract or as sessionals on a per-course basis. While there is a lack of comprehensive province-wide data available, OCUFA estimates that the number of courses taught by contract faculty has nearly doubled since 2000. Rather than serving as a temporary stopgap measure to accommodate significant enrolment increases in the early 2000s, the use of contract faculty has become an entrenched strategy in universities across Ontario, resulting in a dramatic and troubling shift in the nature of academic work.

Contract faculty lack job security, face unpredictable scheduling, and often juggle jobs at multiple institutions. Despite the lack of security afforded them in their employment, many contract faculty have been working in these positions for years. A 2016 study by the Centre for the Study of Canadian and International Higher Education (CSCIHE) suggests that over 15 per cent of contract faculty have been working as contract faculty for over 15 years, and roughly one-third have nine or more years of



experience as contract faculty.² A survey of contract faculty at both colleges and universities conducted by the Higher Education Quality Council of Ontario (HEQCO) found that the majority of contract faculty had five to nine years of postsecondary teaching experience.³

Individuals in these contract positions lack the security required to make plans for themselves and their families. Even long-serving sessional faculty have to re-apply for their jobs every semester. Some contract faculty are professionals who teach on the side to bring specific skills and experience to the classroom. However, research suggests the majority of contract faculty have PhDs, aspire to have full-time positions in the academy, and rely on teaching as their primary employment.⁴ Universities should acknowledge their ongoing reliance on contract work by creating pathways for contract faculty to secure full-time faculty positions.

It is widely acknowledged that sessional faculty are too often paid less than their full-time colleagues for performing work of equal value. In addition, many do not have access to benefits or pensions. While

2 Field, C. C. and G. A. Jones. "Survey of Sessional Faculty in Ontario Publicly-Funded Universities." Centre for the Study of Canadian and International Higher Education at OISE-University of Toronto (2016): 14.

3 Cortens, E., R. Skinkle, J. Atkinson, and J. Peters. "Non-Full-Time Faculty in Ontario's Colleges and Universities." Higher Education Quality Council of Ontario (forthcoming).

4 Research conducted by CSCIHE suggests that 66 per cent of contract faculty at universities in Ontario have a PhD and most aspire for a full-time position in the academy. Research conducted by HEQCO suggests that at universities in Ontario teaching was the primary employment for two thirds of contract faculty, over 60 per cent are involved in academic research and over 80 per cent would prefer full-time status.

the expectations of university teaching done by sessional faculty and full-time tenure-stream faculty are the same, sessionals are not being compensated on an equal basis. Research also suggests that the majority of contract faculty are women, making fairness for contract faculty an issue of equity.⁵

Moreover, while most contract faculty are only paid for teaching, many continue to do unpaid research and service to remain competitive for future positions. The HEQCO survey suggests that over two-thirds are involved in academic research. Moreover, despite taking on this work, contract faculty do not have access to the same resources as their full-time tenure-stream colleagues (e.g. access to libraries and research funding).

Filling the gap between enrolment and full-time faculty hiring with more contract faculty in precarious jobs is not an acceptable path forward. Contract faculty are highly qualified teachers and researchers, but their conditions of work do not allow them to contribute to their fullest potential in the classroom or provide the educational continuity that students deserve. Job insecurity reduces their ability to follow through with students and provide them with the ongoing support and guidance that will help them excel.

The challenge of addressing precarious academic work

Confronting the rise of precarious work across the economy, including at universities, has been identified as a key challenge for the province. In their current mandate, the government committed to addressing the “rise of non-standard work” and “strengthening protection for the most vulnerable workers”.⁶ Government-appointed Special Advisors for the Changing Workplaces Review acknowledged in their 2017 report that fairness for contract faculty is “an important issue that needs to be addressed at the highest levels regarding the funding of universities, and/or in contract negotiations between faculty associations and administrations”. In a June 2017 letter, Minister of Advanced Education and Skills Development Deb Matthews committed to work with stakeholders to build pathways to fair employment for postsecondary educators.

The college faculty strike kept the need to address precarious academic work squarely on the agenda. During the strike, Minister of Labour Kevin Flynn acknowledged that “there probably isn’t a better example” than the reality facing college faculty to illustrate the need to address inequities between

5 Research conducted by CSCIHE suggests that the typical contract faculty at Ontario universities is female. Research conducted by HEQCO suggests over 60 per cent of contract faculty at Ontario universities are women.

6 Wynne, Kathleen. “2014 Mandate Letter: Labour.” Government of Ontario. September 25, 2014. www.ontario.ca/page/2014-mandate-letter-labour. Accessed January 18, 2018.

full-time and part-time workers.⁷ Minister Matthews stated that “part-time workers need to get paid [the same rate] as full-time workers for the same work”.⁸ It is now widely acknowledged that action is needed to improve contract faculty working conditions.

During the recent Changing Workplaces Review and consultations regarding *Bill 148, Fair Workplaces, Better Jobs Act*, university professors and academic librarians joined with voices from other sectors to call for fairer provincial employment and labour law. Faculty made several key recommendations that would help deliver fairness for contract faculty, including strong protections for equal pay for work of equal value and preventing the use of sequential or discontinuous contracts to prevent the achievement of workplace rights. The process concluded with the passage of *Bill 148* into law.

Loopholes and broad exemptions in the equal pay provisions leave too much room for universities to avoid paying their contract workers fairly. The abuse of fixed-term contracts, which is a central issue for professors working contract to contract, is not addressed. The use of fixed-term contracts should be limited to a maximum duration, and accompanied by just cause protection for contract workers at the end of a contract when someone else is hired to do the same work. Equal pay provisions must also be strengthened. A strong equal pay provision will reduce the financial incentive for employers to hire on contract.

In the broader public sector, the government should facilitate implementation of new labour laws and ensure the intended impact is achieved. Minister Matthews has indicated that she “will be looking at how to make sure that everyone can comply” and that the government will consider whether universities and colleges need increased funding to implement equal pay provisions.⁹ While there are many differences in the way that universities and colleges operate, contract faculty across the postsecondary sector face common challenges.

It is clear that universities are well placed to provide good, stable jobs in our communities. Moreover, there is broad public support for hiring more faculty in secure, full-time positions that will provide the learning experiences students deserve. A recent poll showed that 94 per cent of Ontarians expect universities to be model employers. Ontarians also support improvements to the working conditions of

7 Pender, Terry. “Minster says labour reforms have broad support.” *The Waterloo Region Record*. October 19, 2017. therecord.com/news-story/7663923-minister-says-labour-reforms-have-broad-support/. Accessed January 18, 2018.

8 Chiose, Simona. “Bill 148 addresses striking Ontario college teachers’ demands: minister.” *The Globe and Mail*. October 16, 2017, theglobeandmail.com/news/national/bill-148-addresses-striking-ontario-college-teachers-demands-minister/article36610897/. Accessed January 18, 2018.

9 Chiose, Simona.

contract faculty – over 84 per cent think contract faculty should receive fair pay, access to benefits, and be converted into full-time positions.

The government should confidently set a standard of fairness for contract faculty across the postsecondary sector. As recent changes to labour and employment legislation are rolled out, close attention to gaps in coverage will be crucial. The government should take leadership to identify outstanding issues and commit to provide public funding where necessary for fairness for contract faculty to be achieved.

Making faculty renewal a priority

Faculty renewal must be established as part of a broader government commitment to reverse the rise of precarious work and support good jobs in the university sector. While hiring decisions are made by each university, government can and must take leadership on this issue by setting a direction and encouraging universities to invest in hiring more full-time tenure-track faculty.

Action on this issue will ensure that future scholars are not denied the opportunity to contribute to our communities through research, teaching, and innovation. As government makes important strides to increase the accessibility of postsecondary education in Ontario, measures that support faculty renewal will also ensure that every student in Ontario has access to a high quality postsecondary education.

An effective faculty renewal strategy must be directed towards the dual goals of increasing the full-time faculty complement and delivering fairness for contract faculty. It must set universities on a path that will close the gap between student enrolment and faculty hiring. This requires an expansion in the overall size of the tenure-stream faculty complement, and would support improvements to Ontario's student-faculty ratio.

A faculty renewal strategy must also be directed at creating pathways for contract faculty to attain more secure positions at their institutions and reducing the reliance on contract faculty in the system as

FACULTY RENEWAL STRATEGY

- ✓ **Create additional full-time tenure-track faculty positions**
- ✓ **Close gap between full-time faculty hiring and student enrolment**
- ✓ **Improve student-faculty ratio and enrich student learning experience**
- ✓ **Support pathways for contract faculty into secure full-time positions**

a whole. The creation of new positions must also preserve the principle of tenure and the fundamental connection between teaching, research, and service within the academic profession.

A faculty renewal strategy can also help to ensure that retiring full-time tenured faculty members are replaced with new tenure-stream positions. Too often, when full-time faculty members retire, departments will turn to precariously employed contract faculty members to take over the teaching responsibilities, and leave the remaining full-time faculty members to pick up the slack on university service responsibilities. This, in turn, limits the time faculty have available for teaching and research, which provides justification for even further reliance on contract faculty members.

Without institutional assurances that retiring faculty will be replaced, the future of small departments and programs is often uncertain. Again and again, we hear retiring professors express concern that the quality or survival of their programs or departments will be jeopardized. It is against this background that eligible faculty are making decisions about when to retire. A faculty renewal strategy can help achieve a robust, self-renewing tenure-stream faculty complement.

In this year's budget, the government should launch a faculty renewal strategy supported by a multi-year investment to support meaningful long-term change. This strategy should encourage universities to undertake additional full-time tenure-stream hiring, over and above their current planned growth, and direct funds towards transitioning existing contract faculty into full-time permanent positions. Given that many of these matters are governed by collective agreements, the logistics and specifics of faculty hiring would have to be worked out at individual universities.

Investment levels should support enough full-time faculty hiring to deliver substantive improvements in province-wide student-faculty ratios. For example, to bring Ontario's student-faculty ratio in line with the average for the rest of Canada, OCUFA estimates that 7,170 full-time faculty positions would need to be

Funding for faculty renewal			
	2018-19	2019-20	2020-21
Annual investment	\$80 million	\$160 million	\$240 million
Cumulative investment	\$80 million	\$240 million	\$480 million
Jobs created	1,126	2,252	3,380

created between now and the beginning of the 2020 academic year, or approximately 2,390 professors per annum.

To improve the student-faculty ratio by a modest margin and get Ontario halfway to the rest of Canada average by 2020, OCUFA estimates that 3,380 full-time professors would need to be hired. Hiring at this level should be supported by increased public investment and would cost universities approximately \$480 million over three years – beginning with an \$80 million investment to support 1,126 positions in 2018-19.¹⁰ With this level of investment, Ontario could reach a student-faculty ratio of 26.5 students per faculty member by 2020.

¹⁰ This figure is adjusted for inflation and takes into account latest hiring trends.