

Strong universities for a strong Ontario

***It's time to invest in quality
university education***

OCUFA's 2019 pre-budget submission

January 2019

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 29 faculty associations across Ontario.

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Summary of recommendations

OCUFA's 2019-20 pre-budget recommendations aim to enhance the accessibility and quality of postsecondary education in Ontario through stable, consistent, and adequate funding and improved working conditions for university faculty.

We recommend that the Government of Ontario:

1. Increase per-student public investment in Ontario's universities to improve Ontario's rank among other provinces in per-student funding by 2020-21.

Cost in 2019-20: \$510 million

2. Offset the cost associated with reducing tuition fees through an increase to university operating grants. This will mean an increase of \$490 million in 2019-20 and \$610 million in 2020-21.

Cost in 2019-20: \$490 million.

3. Ensure that the university funding model does not link performance metrics to funding. Instead, available data should be leveraged to improve university education quality and research outputs.

Cost in 2019-20: No additional cost.

4. Make meaningful consultation with faculty a requirement in the third round of Strategic Mandate Agreement negotiations.

Cost in 2019-20: No additional cost.

5. Launch a faculty renewal strategy for Ontario universities that achieves the dual goals of supporting new full-time tenure-stream hiring and creating pathways for contract faculty to more secure positions.

Cost in 2019-20: \$100 million to support universities across the province hiring approximately 845 additional full-time faculty.

Strong universities for a strong Ontario

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 by a substantial margin. It is time to break from years of stagnated funding and invest meaningfully in postsecondary education. A sensible plan that begins with investments to enhance Ontario's per-student funding would put Ontario universities in a stronger position to provide the accessible, high-quality education our students deserve and that our economy needs.

As part of this process, close attention must be paid to how the funding model shapes universities' ability to develop strength in research and teaching. The government's shift towards allocating a portion of university funding based on performance is counterproductive as it will, by design, create inequities in the system. The introduction of metrics-based funding in the United Kingdom, Australia, and various jurisdictions in the United States has undermined the quality and accessibility of postsecondary education. Rather than employing these 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 must include input from university communities. As a substantive mechanism for implementing the new funding model, it is vital that faculty have meaningful input in 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 a strain on the system.

Skilled and dedicated faculty are key to ensuring the vitality of Ontario's universities. Unfortunately, while student enrolment has increased in recent years, full-time faculty hiring has stagnated. It is time for the government to show leadership and make faculty renewal a priority. That means supporting universities in hiring full-time faculty and replacing retiring professors to close the gap between faculty hiring and enrolment growth. It also means a commitment to improving conditions for contract faculty who currently face job insecurity, low pay, and a lack of access to benefits. Faculty working conditions are students' learning environments, so faculty renewal is crucial for ensuring the educational continuity and mentorship that students deserve.

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, fuel the provincial economy, and address the most pressing social, economic, and environmental challenges facing Ontario. By investing in accessible postsecondary education we are investing in Ontario's future.

The current state of public funding for Ontario universities

Strong and stable public funding is essential to support and enhance excellence in teaching and research in Ontario's universities, and to ensure an inclusive and accessible postsecondary system.

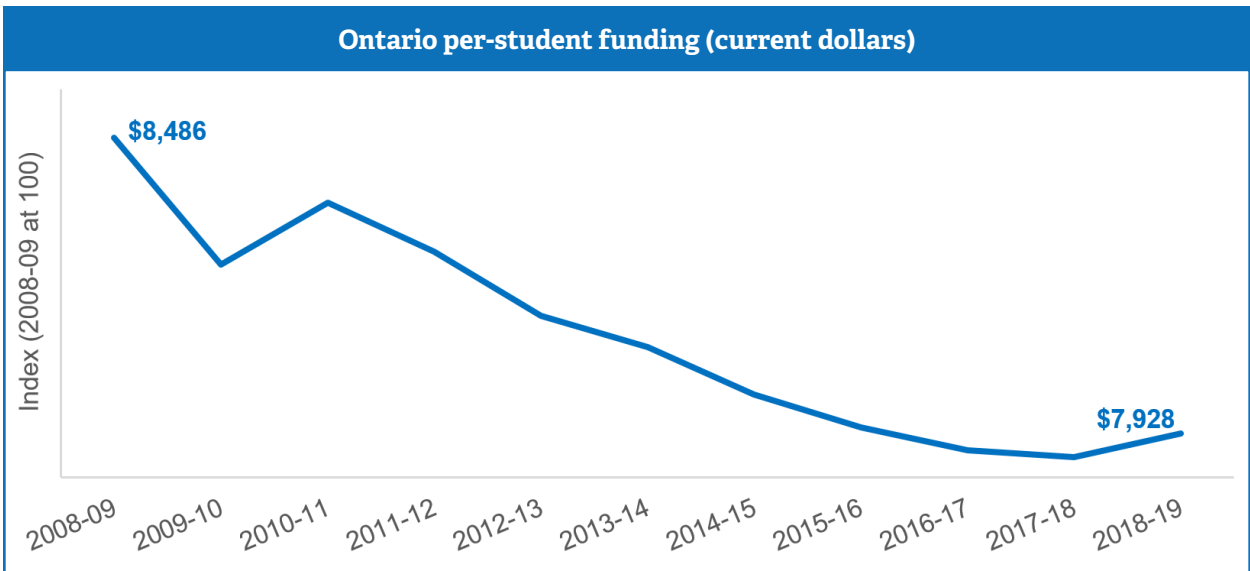
The absence of stable public funding is driving universities towards short-term cost-saving measures and undermining long-term planning and investments that are needed to support universities' educational and research mandates.

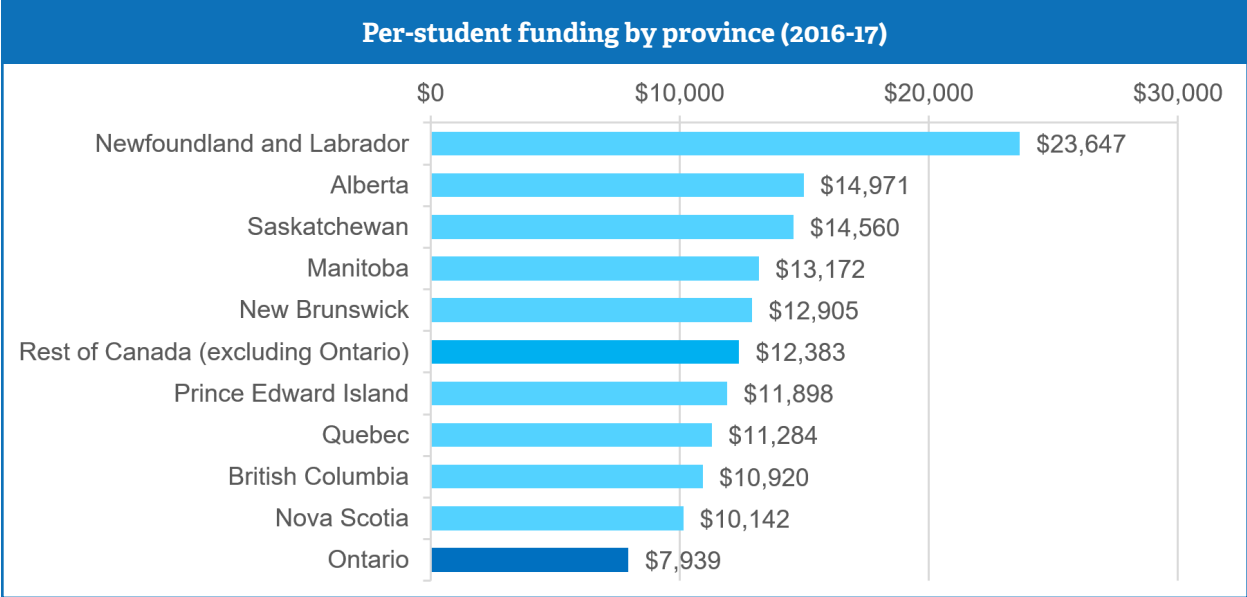
The ongoing erosion of public funding of postsecondary education, including the government's recent decision to cut tuition fees by 10 per cent and freeze tuition in 2020-21 without an increase in core funding for universities, promises to set Ontario's universities back even further.

To maintain a high quality, competitive postsecondary education system in Ontario, the government needs to provide meaningful university operating funding that improves per-student funding levels and closes the growing funding gap with other provinces. Unless the government commits to changing the decade-long trend of defunding postsecondary education in our province, Ontario's universities are due to lag even further behind the rest of the country.

The erosion of public funding

For over a decade, universities in Ontario have been receiving the lowest levels of per-student funding in the country. As of 2016-17, the most recent year for which data is available, Ontario's per-student funding amounted to \$7,939. This means Ontario's per-student funding was a staggering 36 per cent lower than the average for the rest of Canada which was \$12,383 per student. The next worst province was Nova Scotia, with a per-student investment of \$10,142 – 28 per cent higher than Ontario. As a





province, Ontario's per capita funding of postsecondary education is 21 per cent lower than the rest of Canada.

This data paints a grim picture of the state of postsecondary education in Ontario, with university funding levels that have been trailing the rest of the country for over a decade.

Stagnating funding is forcing universities to stretch existing resources even thinner and is putting Ontario's postsecondary institutions at a clear disadvantage when it comes to investing in the teaching and research excellence vital to the success of Ontario's students. It is important to note that many infrastructure, research, and library costs are increasing at rates that exceed inflation and that funding freezes and cuts are exacerbated by currency fluctuations.

The last meaningful investment in Ontario's postsecondary system was well over a decade ago, in 2005-06. Since then, public funding has been on the decline to the point that the cumulative \$6.2 billion investments of the Liberal government's Reaching Higher years will effectively be fully reversed by 2020.

Tuition as a barrier to access and quality of education

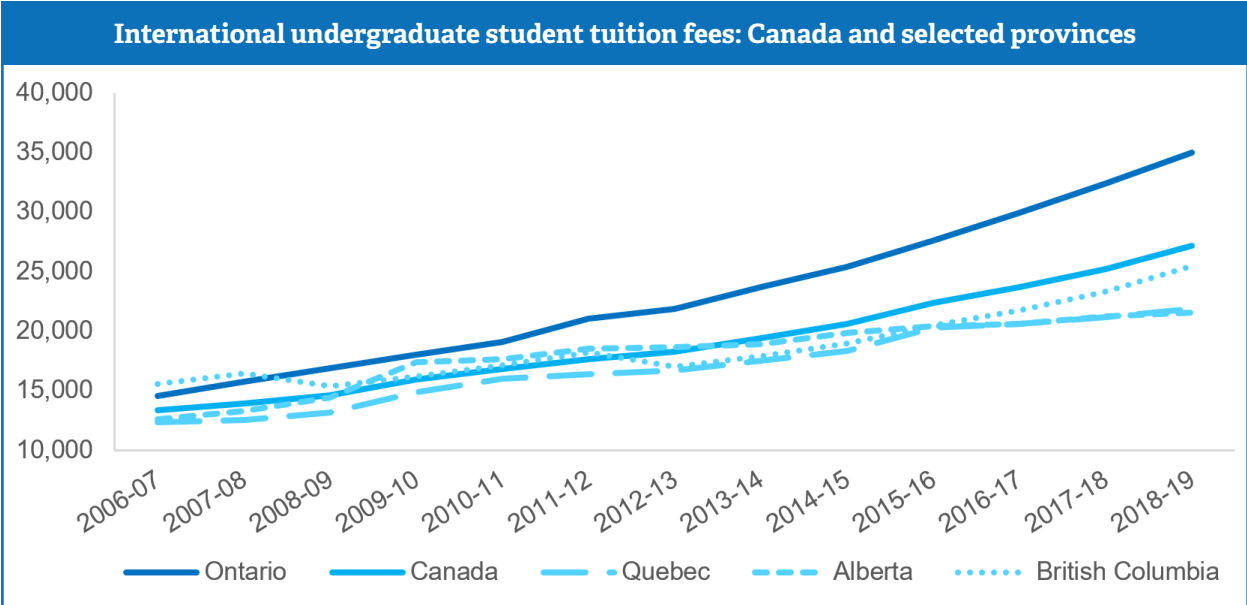
To make up for the systemic decline in public per-student university funding over the past decade, postsecondary tuition fees have been allowed to steadily increase, making Ontario universities more dependent on revenue from tuition fees. As of 2016-17, tuition fees now make up 54 per cent of Ontario universities' total operating revenue, which effectively changes the status of Ontario's universities from public institutions to publicly assisted ones.

Domestic tuition fees in Ontario are currently 81 per cent higher than the rest of Canada at the undergraduate level and 104 per cent higher at the graduate level. Similarly, international tuition fees are 64 per cent higher for undergraduates and 53 per cent higher for graduates compared to the rest of the country. As of 2017-18, international tuition fees make up 17 per cent of Ontario universities' total operating revenue, partially offsetting the cost of the eroding public funding in our postsecondary system.

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. OCUFA supports the call from Ontario's students' unions that tuition fees should be reduced and replaced with increased public funding for the province's universities.

While the government's recent decision to cut tuition fees by 10 per cent in 2019-20 and freeze tuition fees in 2020-21 is a welcome step, it must be matched with an increase in core funding to ensure university budgets are not reduced. Without corresponding funding, the tuition fee cut is little more than a political gimmick that will further undermine postsecondary education in Ontario.

OCUFA is deeply concerned about the impact of this cut to university revenue, especially in an already underfunded and overstretched university system. Based on MTCU estimates, the tuition fee cut will reduce university budgets by 2-4 per cent. If this cut is not matched with an equivalent level of provincial funding, it will have a direct effect on the quality of education and research in our universities. It will incentivize universities to enforce additional austerity and cost-saving measures, which could include increasing class sizes and maintaining precarious work conditions for most instructors.



To ensure that the quality of university education is not threatened by this reduction in tuition fee revenue, the Ontario government should increase university operating grants to make up the difference. This will mean an increase of \$490 million in 2019-20 and \$610 million in 2020-21.

The Ontario government's announced cuts and changes to the Ontario Student Assistance Program (OSAP) largely negates any benefits from the governments announced tuition fee cut for Ontario's low and middle income students.

The announced OSAP cuts and changes to eligibility criteria for financial assistance mean it will be harder for many students to access postsecondary education. Not only will universities and colleges struggle with less funding, but students will also be burdened with less access to financial assistance, more costly loans, and higher amounts of debt. These changes are, by definition, regressive because those most adversely affected are those already forced to borrow for their education.

Reverting back to 2016-17 OSAP funding levels will decrease the percentage of student financial assistance provided in grants from 92 per cent to 67 per cent, and increase the percentage of financial assistance provided through loans from 8 per cent to a staggering 33 per cent. The resulting increase in student debt coupled with the elimination of the six-month grace period following graduation – during which loan interest will now accumulate – will leave students from low and middle income families with higher levels of debt, forcing them to pay more for their education.

International students, who pay the highest tuition fees in Ontario (\$34,961 per year on average for undergraduates), are ineligible for this 10 per cent reduction in tuition fees and risk facing even steeper tuition increases in the absence of regulation on international tuition fees.

These changes to student assistance will make postsecondary education less accessible for students in Ontario, and negatively impact diversity and innovation at our universities as they limit access for low and middle income students.

Re-investing in postsecondary education 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 \$6.2 billion over the next three years. **Just to maintain the current levels of per-student funding for Ontario's universities, so they do not fall even further behind, would require an eight per cent funding increase in each of the next three years, including an additional \$270 million investment in 2019-20 above what was allocated to universities in 2018-19.**

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. **A sensible step in the right direction would be to improve Ontario's level of per-student funding to match the next worst province, Nova Scotia. This would require an investment of \$3.4 billion over three years, starting with \$510 million in this year's budget.**

The 2019-20 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 pulling Ontario out of last place in per-student university funding			
	2019-20	2020-21	2021-22
Annual increase	\$510 million	\$1.1 billion	\$1.8 billion
Cummulative increase	\$510 million	\$1.6 billion	\$3.4 billion

Strategic Mandate Agreements and performance funding

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. A good funding formula ensures adequate, stable, and equitable financial supports that postsecondary institutions can rely upon as they plan into the future.

A lack of consultation

For many years, the government has allocated operating funding based primarily on student enrolment. This system supported 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 are directly related to the number of students enrolled.

One of OCUFA's central concerns with the previous government's work towards the implementation of the new funding formula is that Strategic Mandate Agreement (SMA) negotiations did not include adequate consultation with the university community, particularly faculty, staff, and students. The previous government's failure to engage in meaningful consultation with faculty and incorporate their input into the SMAs raises significant concerns about how decisions regarding the future direction of universities are being 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.

The experience and expertise faculty possess mean they have an unparalleled understanding of the factors that influence educational and research outcomes as well as the time and resources required to accurately collect the data needed to track specific areas of performance. It is simply not acceptable that faculty, who are on the front lines delivering postsecondary education in Ontario every day, are excluded from a process that fundamentally shapes how our institutions are funded, evaluated, and operated.

During the next rounds of SMA negotiations, it is imperative that the government require institutions to provide evidence of meaningful faculty consultation before negotiations with MTCU begin and again before the final agreements are approved.

While it is the responsibility of local university administrations to undertake local consultations, the government must take a leadership role and set enforceable standards for the negotiation processes. This will ensure the SMAs reflect the perspectives, experiences, and priorities of the entire campus community – not just administrators.

Performance metrics and outcome-based funding

OCUFA has long cautioned against the government's planned shift towards allocating a portion of university funding based on performance. Such a shift would be counterproductive as it will, by design, create inequities and slowly but certainly undermine the integrity of Ontario's postsecondary education system. Rather than employing such unnecessarily risky and destabilizing methods, available data should be leveraged to improve policymaking decisions and outcomes.

Performance funding, by design, rewards those institutions that meet specific performance targets and penalizes institutions that do not meet those targets by withholding the resources they need for improvement. By denying funding to institutions that fail to meet prescribed targets, performance funding works against quality improvement rather than supporting it.

Performance funding arrangements also punish students studying at universities unable to meet their targets, since declines in institutional funding 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 that 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, with some studies showing it may even have had negative effects.¹ As an example, a recent study in the UK confirmed the deep urban bias of metrics by showing that for every mile an institution (with the exception of Cambridge and Oxford) was outside London, its score on every metric was reduced by a corresponding amount.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

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.

2 Baker, Simon. "TEF metric on graduate earnings 'reflects distance from London'." *Times Higher Education*, Times Higher Education, 21 January 2019, <https://www.timeshighereducation.com/news/tef-metric-graduate-earnings-reflects-distance-london>.

of a faculty member. Moreover, they dramatically increase red tape for universities who must devote significant resources to gathering and reporting data. This diverts much needed funds away from the core mission of the university, teaching, and research. Performance funding is not just an ineffective mechanism for improving educational quality, it may actually harm student learning experiences.

Funding allocation mechanisms should not be structured in ways that harm the student learning experience. As the government moves forward with its funding allocations for the third round of SMAs, 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.

Faculty renewal and fairness for contract faculty

Professors and academic librarians are at the heart of Ontario's vibrant universities. They teach courses, mentor students, and conduct research that expands knowledge and drives innovation. Their role is central to the mission and mandate of Ontario's universities and to driving the economy.

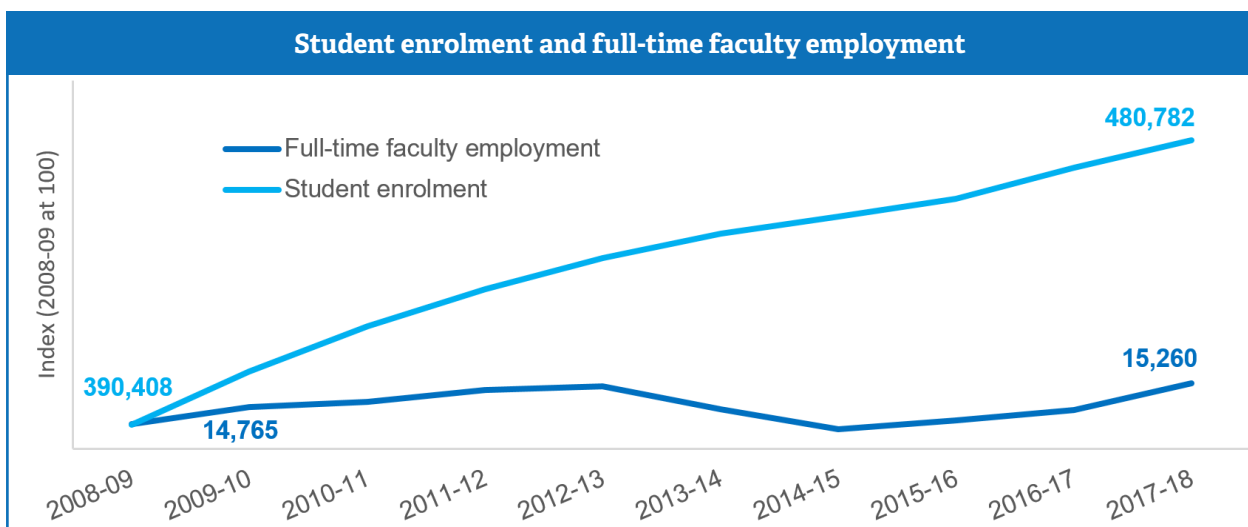
For over a decade, full-time faculty hiring at Ontario's universities has not kept pace with student enrolment. This has put a strain on universities across the province. Contract faculty, who face job insecurity and unfair working conditions, have been hired to fill this gap but this approach is unsustainable.

The Ontario government should take leadership by making a province-wide commitment to faculty renewal that includes replacing retiring faculty members, increasing full-time faculty hiring, and delivering fairness for contract faculty. This approach will ensure the sustainability and competitiveness of Ontario's universities.

The increasing student-faculty ratio

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 2008-09, 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 2017-18, 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 province with next highest student-faculty ratio in the country is Quebec, with 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.

Contact 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, and recent data has shown that over 50 per cent of university courses are being taught by contract faculty.¹

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.

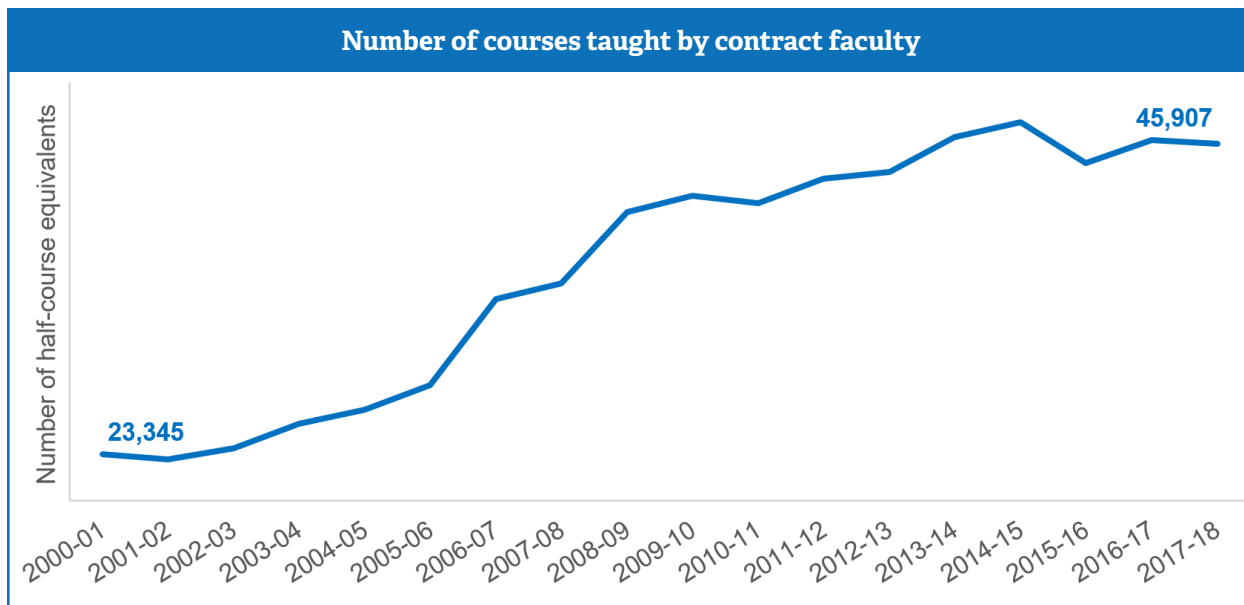
Contract faculty lack job security, face unpredictable scheduling, and often juggle jobs at multiple institutions. Despite the lack of security afforded them in their employment, many contract faculty have been working in these positions for years. A 2016 study by the Centre for the Study of Canadian 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 in this precarious position.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 Both of these studies contradict the image of the “happy moonlighter” who is merely supplementing another full-time job with occasional teaching. For the most

1 “Faculty at Work: The Composition and Activities of Ontario Universities’ Academic Workforce.” Council of Ontario Universities (2018).

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).



part, contract faculty in Ontario are experienced professionals who have no choice but to rely on their precarious employment to support themselves and their families.

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 that the majority of contract faculty have PhDs, aspire to have fulltime positions in the academy, and rely on teaching as their primary employment.⁴

A recent study by the Canadian Centre for Policy Alternatives concluded that Canadian universities' heavy reliance on contract faculty is a structural issue, not a temporary approach to hiring.⁵ Universities should address their ongoing reliance on contract work and begin creating pathways for contract faculty to secure full-time faculty positions.

The government's recent announcement to cut tuition fees by 10 per cent without increased public funding for Ontario's universities and colleges will serve as an additional hurdle towards job security for contract faculty. The resulting budget cuts to universities will incentivize institutions to further rely on

4 Research conducted by CSCIEH 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.

5 Pasma, Chandra and Erika Shaker. "Contract U: Contract faculty appointments at Canadian universities." Canadian Centre for Policy Alternatives (2018).

contract work and push contract faculty further into precarity, contradicting the government's stated commitment to promote good jobs.

It is widely acknowledged that contract 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 the expectations of university teaching done by contract faculty and full-time tenure-stream faculty are the same, contract faculty 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.⁶

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. Yet, 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.

CONTRACT FACULTY BY THE NUMBERS

Over 15% of contract faculty have been working as contract faculty for over 15 years

59% of sessional instructors have been working as contract faculty for over five years

1/3 of contract faculty have nine or more years of experience as faculty

Over 47% of contract faculty held doctoral or "post-doctoral degrees"

56% of contract faculty are women

6 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

Public support for full-time faculty hiring

There is broad public support for setting Ontario's universities on a path towards hiring faculty in secure, full-time positions that will provide the learning experience students deserve. Precarious work, including that of contract faculty, has been described as "an urgent and serious threat to the well-being, not only of a significant number of workers in Ontario, but also to their families and Ontario society."⁷

A recent poll commissioned by OCUFA showed that 94 per cent of Ontarians believe universities should be model employers and support good jobs in their communities. Ontarians also support improvements to the working conditions of contract faculty – over 84 per cent think contract faculty should receive fair pay, access to benefits, and be converted into full-time positions. With adequate public funding, universities are well placed to provide good, stable jobs in our communities.

Faculty renewal as a priority

The provincial government must take leadership and set a standard for the future of postsecondary education that recognizes the importance of decent, stable jobs at universities. The province must support full-time faculty hiring and replacement through the provision of adequate public funding for universities across the province. Professors' working conditions are students' learning environments and faculty renewal will ensure that every student in Ontario has access to a high-quality university education.

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

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**

7 Mitchell, C. Michael & Murray, John C. (2016). Changing Workplaces Review Special Advisors' Interim Report. Ministry Ontario of Labour, Pg. 8.

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 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. Action on this issue will ensure that future scholars are not denied the opportunity to contribute to our communities through research, teaching, and innovation.

While hiring decisions are made by each university, government can and must take leadership on this issue by setting direction and encouraging universities to invest in hiring more full-time tenure-track faculty.

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 8,030 full-time faculty positions would need to be created between now and the beginning of the 2021 academic year, or approximately 2,676 professors per annum.

To improve the student-faculty ratio by a modest margin and get Ontario halfway to the rest of Canada average by 2021, OCUFA estimates that 3,590 full-time professors would need to be hired. Hiring at this level should be supported by increased public investment and would cost universities approximately \$425 million over three years – beginning with a \$100 million investment to support 845 positions in 2019-20. With this level of investment, Ontario could substantially improve its average student-faculty ratio to 27 students per faculty member by 2021.

Funding for faculty renewal			
	2019-20	2020-21	2021-22
Annual investment	\$100 million	\$125 million	\$200 million
Cummulative investment	\$100 million	\$225 million	\$425 million
Jobs created	845	1,901	3,590