



Comments on:

Post-Secondary Education in Ontario

submitted to

The Ontario Post -Secondary Review Advisory
Panel

under The Hon. Bob Rae

November 15, 2004

By the

Ontario Council
Canadian Federation of University Women

Submitted by
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23 pages including cover

The Hon. Bob Rae, Chair
Advisory Panel Post Secondary Review
Post Secondary Review Secretariat
2 Bloor Street West, Suite 700
Toronto, Ontario
M4W 3R1

Re. Submission of the Ontario Council of the Canadian Federation of University Women to the Advisory Panel of the Post Secondary Review

Dear Mr. Rae and Members of the Advisory Panel:

Since its founding by female university graduates in 1919, the Canadian Federation of University Women has had "Higher Expectations for Higher Education". Our federation has promoted excellence in education and advanced study and research by women ever since.

As beneficiaries of a university education our members know that there is no question that post secondary education contributes enormously to society. There are the individual benefits of increased health, higher income, better quality of life, but the benefits also come to society in the form of research results, new products, improved health care, higher taxes paid, improved cultural life, a better informed population with critical thinking skills.

For the prosperity of Ontario and the well being of future generations of its citizen it is therefore essential that our post -secondary institutions are well maintained, well funded and accessible to all who have the intellectual capabilities to succeed in their chosen field of endeavor.

We are not a charitable fund raising organisation. But guided by their belief in the importance of postsecondary education, our member clubs in Ontario, nevertheless, award more than \$200,000 annually in scholarships and bursaries to students in all the regions of our province.

CFUW Ontario Council is made up of approximately 6000 women university graduates from all the regions of Ontario. We are totally member - funded. Our members live in 58 Ontario communities (Appendix B), in big urban areas as well as in rural and northern towns. We are non - partisan and non- sectarian. When voting on policy each of our clubs has one vote so that the voice of members from Thunder Bay and Renfrew and St. Thomas have the same weight as those from the Toronto and Ottawa areas. This results in well-balanced policies that may be embraced by most Ontarians.

We represent a a cross section of university educated women, we are business

women, scientists, teachers, university professors, nurses and physicians, seed specialists and engineers, farm women and artists and accountants, wives, daughters, mothers and grandmothers. All put their skills and education at the service of their community, and work

§ in all public affairs

§ for a high standard in public education,

§ for the improvement of the Status of Women in Ontario, and

§ to ensure Human Rights in the Province.

We are part of the Canadian Federation of University Women (CFUW) and have links to the International Federation of University Women (IFUW)

Our members have been concerned for many years

- about university funding
- cutbacks in education and
- the resulting drop in quality at all levels as well as
- the increasing student debt loads and
- subsequent decrease in accessibility to higher education.
- equality and equity of women as students and in teaching positions
- about the fact that our province and our country is not advancing enough the human and economic potential of young people whose talents and intellectual skills are not in the academic but rather in more practical, technological areas.

Our most recent resolution at our Regina AGM in July, 2004 on Access To Post-Secondary Education is but the latest in a series of resolutions and CFUW advocacy spanning two decades dealing with deteriorating conditions in post secondary education. **Some of our post-secondary education resolutions are attached in Appendix A.**

We commend the Government of Ontario for having undertaken this Post Secondary Review under the Hon. Bob Rae and are pleased to be able to submit our views and suggestions to the Review Panel Members.

Yours very sincerely,

Edeltraud Neal

President, Ontario Council of the Canadian Federation of University Women

FUNDING POST-SECONDARY EDUCATION GENERAL

Predecessor reports of the last decades, Bovey, 1984, OCAU Resource Allocation, 1995, Smith, 1996, Bennett 2001, all call for sustained and enhanced government investment

In 1988, CFUW passed a resolution asking:

“governments to promote actively the need for excellence in post-secondary education, and to undertake negotiations in a renewed spirit of co-operation to facilitate provision of appropriately directed funding, so that each level of government can meet its obligations in the field of postsecondary education.”

This call on the different levels of government was confirmed again in the 2004 CFUW Resolution which urges the government of Canada to ensure

”that federal transfer payments to provinces include funds specifically and exclusively for the support of post-secondary education”

According to the Council of Ontario Universities, 2004, Ontario placed last among all provinces in government funding.

During this period of funding cuts, post secondary institutions have made up for the drop in public funding in several ways: raising tuition fees and attracting private donors, cutting maintenance and hiring less staff. This has resulted in a drop in quality and accessibility. It has also endangered academic independence.

OPERATING GRANTS

The Provincial Universities Operating grants per Fulltime Equivalent from 1988-89 to the present, have dropped from \$8500.00 in 1989 to \$6000.00 in 2002 (www.raereview.utoronto.ca/context-1makeadifference.html), becoming a steeper drop in the last 10 years. Similarly, comparing real per capita public spending and real per capita GDP from 1989 to 2003, adjusted for inflation, showed that while spending for elementary and secondary education, as well as for health, roughly kept pace with GDP, spending for post secondary education has dropped 20% below that in 1989.

An answer to this funding problem is to have the federal government designate transfers specifically for post -secondary education and to raise operating grants to universities to their former levels

Recommendation 1:

Press federal government for designated transfer of funds exclusively for the support of post- secondary education and use of these funds exclusively for same purpose.

Recommendation 2:

Restore the ratio between real per capita spending on post secondary education when compared with real per capita GDP to that in 1989.

Recommendation 3:

Restore operating grants per FTE to the 1989 level.

Recommendation 4:

Restore funding to that of the average other provinces spend on post secondary education

FUNDING TO STUDENTS

Cost of Tuition and Accessibility

Tuition costs in Ontario have risen 195% in the 1990s, 133% higher than inflation (www.myams.org/society/council/aac/raereview). Tuition now pays 44.1% of the total cost of education, as compared to 32.8% as a national average (Canadian Centre for Policy Alternatives CAUT 2002). In the United States, this average is 22 %.

According to the Canadian Association of University Teachers, in 1990-91, 20% of the lowest income families would have had to set aside 14% of their after tax earnings to pay the cost of one family member to attend university. In 98-99, those same families would have had to set aside 23% of their income.

Other statistics seem to reflect a new reality. The participation rate of families in the middle income level has dropped. (Canadian Federation of Students 2004) Moreover, 30% of Canadian families carry student debt, amounting to 51% of their total debt (www.abrightfuture.ca/issues.php .)

Student Loans and Accessibility

Where students formerly had access to a system that was part loan, part grant, the grant portion has been almost eliminated and student debt has risen astronomically.

The average debt a Canadian student graduates with today is \$21,700.00 (Canadian Millennium Scholarship 2004). As well, 30% of students have private loans at an average of \$7500.00.

To pay off a \$28,000.00 loan over 10 years will result in monthly payments of \$350.00 or a total of \$ forty-two thousand three hundred and sixty paid. (Ontario Undergraduate Student Association, 2003. www.myams.org/society/council/aac/raereview). To pay this same loan off in 5 years, a monthly payment of \$581.00 will mean that the total cost of

the loan will be \$34 874.00. This means those with lower incomes will pay more for their education than those with higher incomes. Women are particularly affected by this because of their societal roles as mothers and the general state of pay equity. This regressive policy penalizes the poor.

Currently:

- § There is no funding for part time students (less than a 60% course load), yet the prohibitive costs have forced many students to become part time students since they have to work to support themselves while studying.
- § Criteria for loans have become more stringent (Conlon and Frache, 2002 and Bruser,2003). This then excludes those unable to afford the burden of the real cost of tuition and living expenses, approximately \$12,000.00-\$15,000.00 a year. A student ineligible for OSAP ipso facto becomes ineligible for a Millennium scholarship
- § Loans have been capped at \$9350 since 1994.
- § Should a student try to make up this deficit by working, s/he will be penalized for making more than \$1700.00 a year for an Ontario student loan, \$600.00 for a federal student loan.

As parents of university students, we have experienced:

- § The bureaucratic hoops involved and the resultant time lag of the loans arriving . Books must be bought before class starts, yet the loan is not given out till proof of attendance is furnished, which means at least a month after class starts.
- § The loan limits are unrealistic and do not reflect all the costs.
- § Ontario Student Assistance Plan office is hard to reach and it is difficult to get information from them in a timely fashion.
- § The tax relief on interest paid is only applicable to the original consolidated loan. That loan often charges a higher rate of interest than a regular bank loan.

These circumstances are difficult for families with several students in post-secondary education at the same time, and particularly hard on students coming from socially and economically disadvantaged backgrounds

Student Debt Load and Accessibility

The debt resulting from student loans frightens many into not starting post secondary education, particularly since a job at the end of that undergraduate degree is uncertain. In order to become employed most students need to continue on to a second degree or to some sort of professional training.

Enrolment in graduate school has not kept pace. How can it when this would mean additional debt burdens? Yet research and development, and the improved economic prospects R&D lead to for society, are inextricably linked to graduate schools. Ontario has fewer than half the Masters degree levels and three quarters the number of PhDs that an equivalent US jurisdiction has. Yet we need these graduates to keep our economy competitive and our pensions secure. Currently, we are short changing future generations and we can not expect them to be grateful to us for saddling them with huge debts and mortgaging their futures. Self interest alone compels us to alter this picture.

Student Debt Load and Cost to Society

In its “A portrait of Canada’s university teachers 1996-2001”, the Canadian Association of University Teachers noted that in spite of increased undergraduate enrolment, the number of younger (under 40) faculty members has dropped by 25% in the five year period. Hardly an incentive for students to go out and earn a post graduate degree.

As it is, many of our overburdened graduates are moving to the US for higher pay to reduce their debt loads faster. Who can tell if they will ever return? It rather defeats the purpose of government- assisted loans if it deprives our country of our youngest and brightest in spite of our society’s investment in them. Others are driven into bankruptcy, another counterproductive mechanism to deal with overwhelming debts.

In the professional faculties such as law and medicine, the heavy debt loads are causing students to choose specialties for their high financial rewards rather than choosing less lucrative branches of their professions, thus causing areas of need being underserved to the detriment of the public good.

Needs-based Financial Aid Program

In 1991, CFUW asked governments to

“establish a self-sustaining loan system for students, and a grant system ..., to cover fees and contribute to living expenses, thus ensuring that successful under-graduate and graduate students can complete a university education.”

This was confirmed again in the Resolution passed in 2004. This resolution urges the government to maintain and increase

”a needs-based student financial aid program that includes a combination of grants, federally insured student loans, and debt reduction programs available to both undergraduate and graduate students.”

A needs-based program need not cost the government more than the current assistance. It might be more effective (Finnie and Schwartz, 2003).

Recommendation 5:

Create a needs-based student financial aid programme.

Recommendation 6

Combine grants with federally insured student loans rather than give tax credits for loan interest and tuition.

Recommendation 7:

Create effective debt reduction programs.

Recommendation 8:

Reduce the percentage of the cost of postsecondary education tuition pays for to the national average of 32 %.

Recommendation 9:

Make loans available to part time students.

Recommendation 10:

Remove the artificial cap to the annual loan amount

Recommendation 11:

Liberalize the criteria for loans.

Recommendation 12:

Do not penalize students for working while studying by reducing loan limits

Recommendation 13:

Give due consideration to the very needy students and to families with several students in post-secondary education at the same time .

Recommendation 14:

Do not penalize graduates with low incomes by making them pay more over the life of the loan than their richer counterparts

INDEPENDENCE OF RESEARCH:

In view of problems with international competitiveness, funding and quality becoming apparent in Canadian post - secondary education, in 1991, the Canadian Federation of University Women resolved to urge the Government of Canada, and the provincial and territorial governments to:

1. **Work with universities, research establishments and private industry in the establishment of long term development programs to improve the quality of teaching and research work in Canadian universities so that Canada will be competitive internationally; and**
2. **Establish long-term budget commitments from federal and provincial governments to support an approved development plan for universities.**

Today, in order to cope with insufficient funding, post- secondary institutions (particularly universities) do attract funding from industry and private business and they rely on public-private partnerships. While our federation is supportive of public-private co-operation in some areas, experience has shown, that these partnerships may also be a mixed blessing , as they may come with strings attached or are perceived by university administrations to be so limited.

Within the university sector, the development of public-private partnerships has been strongly fostered. Researchers have been given the opportunity to apply their findings and knowledge to commercial applications . But questions need to be raised concerning the common goals of these partnerships. University mission statements note responsibility to seek truth and provide service. The primary responsibility of industry is to profitability on behalf of shareholders (Lewis et al, 2001). These differing missions clearly have the potential to create conflicts between academic freedom and protection of the public on one hand and financial advantage of industry and the university on the other, as some highly publicized cases of researchers who have maintained that integrity have shown.

Academic freedom and protection of the public figured highly in the case Dr. Nancy Olivieri and the University of Toronto. Dr Olivieri was sued by Apotex for breach of contract when she wanted to tell her patients and regulatory authorities of side-effects of the drug she was testing.

Another incident involved the case of Dr. David Healy, the eminent British professor of psychiatry, who had his offer of employment at the University of Toronto's Centre of Addiction and Mental Health withdrawn after giving a speech linking teenage suicide and antidepressants.

The Royal Society of Canada recommended : "that the Canadian Biotechnology Advisory Commission undertake a review of the problems related to the increasing domination of the public research agenda by private, commercial interests and make recommendations for public policies that promote and protect fully independent research on the health and environmental risks of agricultural biotechnology". (Expert Panel on the Future of Food Biotechnology, Elements of Precaution:Recommendations for the Regulation of Food, The Royal Society of Canada, Ottawa,Ontario 2001)

Keep Research Independent

We do not oppose the use of private industry money to do research in post -secondary institutions, but the protection of ethical and intellectual integrity must be a priority. As

parents and citizens we want to see these values imparted to those studying and training in Ontario institutions.

In 2004, CFUW passed a resolution to ask governments:

“to ensure that there are clear guidelines for corporate funding of research at publicly funded university and government research facilities to ensure integrity in research and a sound funding base for independent research.”

No researcher should have to report less than the truth due to funding constraints. Commercial value should not interfere with the university’s mandate to seek truth. That is why we ask the governments

“ to fulfill their primary mandate to protect the public good through maintaining impartiality with regard to economic development of new products.”

Recommendation 15:

Build strong walls between the researcher and the providers of research money to ensure effective independence of thought and independent publication of all results

QUALITY OF POST - SECONDARY EDUCATION:

Post secondary institutions have attempted to cope with the grim reductions in funding not only by raising tuition but also by putting off plant maintenance, reducing staff, and attracting private sector partners. Today they face the results of years of neglect.

- The bill for accumulated, deferred maintenance is estimated at 1.74 billion dollars.
- Staff levels have dropped from 18,500 in the early nineties to 16,500 in 2001 despite increased enrolment. (CAUT Education Review, Vol.6,No 2, A Portrait of Canada’s University Teachers, 1996-2001)

The deteriorating physical environment of postsecondary institutions and the financial pressures exhibited in the lack of staff and overcrowding has led to an unease in the public’s perception about the quality of education in such institutions. Anecdotally, we note:

- § Many faculty members have moved to the US for better pay.
- § There are huge classes with little contact between professor and student.
- § Undergraduates are predominantly taught by graduate students with sessional appointments.
- § In some cases this might be higher-year undergraduates.

- § The sessionals have no training in teaching techniques and are poorly paid.
- § Foreign sessionals are difficult to understand and should be required to pass an oral English exam before being allowed to accept sessional appointments.
- § To make a living, sessionals often take on assignments in different universities at the same time.
- § Too many sessional teaching tutorials rather than personal interaction with full time staff.
- § Tenured positions are fewer than they were and the pay of university faculty is not favourable when compared with private practice or business. It takes real dedication and personal financial sacrifice to stay on.

As one U of T student put it: "I calculate that each lecture costs me \$50.00, but I often walk out of a class thinking I did not get my \$50.00 worth."

Obviously only the most motivated, self-reliant, academically hard wired students will bring their studies to completion under such learning conditions.

APPRENTICESHIP, SKILLED TRADE AND TECHNOLOGICAL TRAINING

In 1989 CFUW was concerned about the lack of educational and development opportunities for people whose talents and skills rested in applied areas, particularly in the area of skilled trades and the pressures that the new technologies put on being successful in these careers. To ensure that the human and skill potential as well as economic and business potential of this group of people will be developed, the Canadian Federation of University Women

RESOLVED, urge federal, provincial and territorial authorities concerned with education and skills development and local boards of education:

- 1. to work with business and labour to create an apprenticeship strategy national in scope, including portable certification and increased opportunities for apprenticeship; and**
- 2. to strengthen technological studies and guidance counselling for both men and particularly women within the schools as well as their links with business, industry, community colleges and trade schools; and**
- 3. to promote public understanding and recognition of skilled trades, and to foster pride in those occupations.**

Therefore some of the latest initiatives from the Ontario government have been gratifying:

- The establishment of the University of Ontario Institute of Technology;
- Applied Bachelor degrees being offered at community colleges;

- Post-secondary apprenticeship programs being offered at the colleges;
- Co-op Diploma Apprenticeship Programs for the colleges and the accompanying Apprenticeship Training Tax Credit Program, and
- Practical post-graduate programmes being offered at the college level.

But the added opportunities for this alternate post-secondary education does not mean that all our concerns have been addressed. Currently, parents as well as students graduating from high school and universities are not aware enough of the opportunities available to them at community colleges and other public institutions. Apprenticeship and skilled trades training needs to flourish at the post-secondary and graduate levels, to provide a balance in education and job-training, so that eventually there is nothing wrong with becoming a chef or a philosophy major becoming an electrician.

Recommendation 16:

That the provincial government make sure that the general public knows of its various mixes of college training initiatives.

Recommendation 17:

That courses and certification be transferable.

Recommendation 18:

That this successful public-private partnership in education continue.

Recommendation 19:

That the private sector continue to support provincially - funded training programs by offering the opportunities for apprenticeship training and jobs after graduation.

EQUITY FOR WOMEN IN POST - SECONDARY INSTITUTIONS:

Since our organization is one of female university graduates we are interested in the well being of females in the university.

While our founders were rather alone as the first female university graduates, today we look at a more equitable picture with at least 50% of all post secondary students in many disciplines being female. Many of these female graduates are doing extremely well in post-graduate work, but when we look at faculties we do not see that same 50% in tenured and senior positions to reflect their student presence

**1992 CFUW “Survey
the Status of Female Faculty and Students at Canadian Universities”.**

In 1992, CFUW published the report **“Survey of the Status of Female Faculty and Students at Canadian Universities”**. The survey was conducted in the fall of 1991 and the spring of 1992.

The questionnaire covered ten areas of academic life: Support Services, Course Content, Curricula, Gender-Neutral Language, Harassment, Safe Environment, Incentives, Salary Equity and Hiring and Tenure. The questionnaires were sent both to the President's Office and /or a faculty representative, and one to the students. Forty-five universities responded from the President's Office and 32 from student institutions.

Findings:

- § In 1992 women averaged approximately 21% of the total faculty hired in the five previous years but were concentrated in the lower teaching ranks.
 - Nine percent of full or associate professors and 12% of assistant professors and lecturers were women.
 - The number of women achieving tenure in the previous five years was 25% of the total faculty members.
 - The barriers to women's tenure were listed as male domination of departments, biased recruitment procedures and difficulties in work-life balance for women with family responsibilities.
 - Approximately 60 % of universities did not report that they took into account time taken for child rearing or other family responsibilities. Unpaid relevant experience was valued informally and in highly varied fashion.

- § Safety measures for women on campus varied widely even though the student responses indicated concern at all universities.

- § While half of all universities reported women's studies programs, only a third had secure funding and a fulltime coordinator.

- § Ninety-one percent of universities reported having a sexual harassment policy and 72% had a sexual harassment officer responsible for complaint procedures and education programs.

- § Only 1/6 of universities had a general policy encouraging a balance of male and female perspectives in course content and materials.

- § Fifty percent of the schools had a gender neutral language policy. But according to the students' reports, male faculty ignored the policy, at over half the reporting universities in contrast to female faculty, most of whom complied and set good examples for their students.

- § Half of all students reported they had no access to a female faculty member as a mentor.
- § Students reported that women students were seen as less dedicated to their education and were not encouraged and supported as much as their male counterparts. They asked for greater access to female mentors.
- § Lack of child care for both faculty and students was a problem. More spaces and greater after hours flexibility were needed.
- § While only 34% of universities were keeping statistics on drop out rates at that time, students reported that a lack of child care, a lack of timetabling flexibility and a lack of encouragement by advisers led to a larger number of women than men dropping out.
- § Women's sports programs seemed to have low priority, reflected in lower budgets and fewer athletic activities favoured by women.

As a result of this study, CFUW passed the following resolution:

RESOLVED, That the Canadian Federation of University Women (CFUW) urge the universities to:

- 1. Establish targets or goals in each faculty for hiring qualified women in tenured and tenure-track positions;**
- 2. Review the mandates and guidelines for search, promotion and tenure committees to ensure that all gender bias is removed from the recruitment procedures, promotion and tenure procedures;**
- 3. Make pay and benefits for sessional or adjunct faculty proportional to that paid to similarly qualified tenured or tenure-track faculty; and**
- 4. Publish annually by faculty, the targets or goals for the employment of women in tenure-track and tenured positions, the number of positions and average salary paid to women and men in tenure-track, tenured and sessional lecturer positions; and**

RESOLVED, That CFUW urge the provincial and territorial governments to:

- 2. Encourage the universities to further improve their recruitment of qualified women faculty; and**
- 3. Introduce into university legislation any necessary amendments requiring equity in employment.**

Status of Female Faculty and Students Today

Programs put in place by universities to make the environment friendlier to women suffered from cutbacks as well. So it is not surprising that when we examine these questions today, we find **not that much has changed**.

It is now widely recognized that women were, and still remain, badly underrepresented in the sciences and that this represents a loss of valuable expertise and human resources, both numerically and influentially, says the Natural Sciences and Engineering Research Council. Its Task Force on Women in Science and Engineering Report (Frize, M, 1996) recommended adding women to their committees and recognizing women's role as family maintainers by relaxing the mobility requirement for post doctoral fellowships and making allowances for maternity leave.

While there might be policy to prevent discrimination, the working environment, particularly when it comes to peer evaluation, does not reflect this reality.

In its "A portrait of Canada's university teachers 1996-2001", the Canadian Association of University Teachers analyzed the data from the 2001 Census and found that:

- § Only 15% of full professors are women.
- § Female faculty, employed full-time earn only 80% of what their male counterparts do (CAUT Education Review, Vol.6, No.2.)
- § For part time female faculty it was worse; they earn 70% of what their male colleagues earn.
- § Women occupy fewer tenure track positions. In 2002-03, 38% of fulltime women faculty were in tenure track positions compared to 62% of fulltime male faculty.
- § Women are underrepresented in higher paying disciplines and due to their breaks in employment for child rearing are less likely to meet the necessary increments to obtain pay parity.
- § Of all Canada Research Chairs awarded by March 2003, women constituted only 18% of all recipients.

We may have come a long way, but we obviously have still a long way to go before achieving equity on campus.

Recommendation 20:

Continue to hire more eligible women till equity in faculty is achieved.

Recommendation 21:

When evaluating potential hires for faculty, build in criteria that do not unduly penalize women for becoming mothers i.e. allow for maternity leave and restricted mobility.

Recommendation 22:

Establish a welcoming working climate for female faculty in non traditional fields by giving them access to a female mentor

Recommendation 23:

Ensure that pay for women and men is the same when holding the same or equivalent qualification.

Recommendation 24:

Ensure pay equity by checking existing pay of all faculty and comparing it to qualifications.

Recommendation 25:

Hire more female faculty for tenure track positions.

Recommendation 26:

Ensure gender equity in the awarding Canada Research Chairs.

Appendix A

Some CFUW Ontario Council Post - Secondary Education Policy

Note:

- As a basis of its advocacy CFUW Ontario Council uses
- its own resolutions,
- those of the Canadian Federation of University Women, and
- those of the International Federation of University Women

2004 Access to Post-Secondary Education

RESOLVED, That the Canadian Federation of University Women urge the federal government to work to remove economic and social barriers to post-secondary education by:

1. Ensuring that federal transfer payments to provinces and territories include funds dedicated specifically and exclusively for the support of post-secondary education; and

2. Maintaining and increasing a needs-based student financial aid program that includes a combination of grants, federally insured student loans, and debt reduction programs available to both undergraduate and graduate students.

Proposed by the CFUW Education Committee

2004 **Independence of Science and Industry**

RESOLVED, That the Canadian Federation of University Women call upon the federal, provincial and territorial Governments to ensure that:

- a) There are clear guidelines for corporate funding of research at publicly funded university and government research facilities to ensure integrity in research; and
- b) A sound funding base for independent research in universities.

RESOLVED, That the Canadian Federation of University Women call upon the federal, provincial and territorial Governments to fulfil as their primary mandate to protect the public good through maintaining impartiality with regard to economic development of new products;

RESOLVED, That the Canadian Federation of University Women call upon the federal Government to maintain and enforce current laws which prevent direct to consumer advertising of prescription drugs.

1998 **Higher Education**

RESOLVED, that national federations and associations:

1. take account of the complexity and interrelationships of the psycho-social, educational and sociological factors which in society and in higher education determine the orientation of girls towards certain fields of study;
2. encourage governments to strengthen, in the field of higher education, the knowledge, abilities and skills which will prepare girls for an employment market making ever increasing demands in terms of adaptability, mastery of new technologies and leadership capacities; and
3. undertake research on the choices women students make when entering higher education and the reasons for the appropriateness of those choices.

1996 **Education**

RESOLVED: That the Canadian Federation of University Women/Ontario Council strongly urge the Ontario Ministry of Education and Training to establish educational policy and direction based upon balanced, thorough and in-depth research.

1995 Science and Technology

RECOMMENDED, That national federations and associations lobby their governments to ensure access and give encouragement to a greater number of women to scientific and technological education in order that they may achieve the same career development as men.

1994 Encouragement and Facilitation of Women Graduates

RESOLVED, To urge the national federations and associations to lobby their respective authorities:

- I. To encourage and facilitate the participation of women graduates in all forms of professional and vocational training in their companies and in universities.
- II. To abolish the age limit for eligibility for scholarship/fellowships/grants and employment in order to:
 - a) Avoid an irreparable break with academic and professional work;
 - b) Support the return into professional life and reach top levels; and
 - c) keep up competitiveness

1992 CFUW Women's Conditions at Universities

RESOLVED, That the Canadian Federation of University Women (CFUW) be encouraged to examine the following policies before giving financial support to universities and colleges:

1. effective employment equity, affirmative action programs and opportunities for flexible part-time employment for all women on campus;
2. effective sexual harassment policies for a safer non-threatening environment; and
3. flexible support programs to meet the financial, child-care and assignment deadline needs of all women within the university community.

RESOLVED, That CFUW urge the Alumni Associations and Senates of Canadian universities to monitor the progress of their universities to ensure that improvement of conditions for women is being addressed and to report said progress to their membership.

RESOLVED, That CFUW members avail themselves of the results of a Canadian survey of conditions of women on campuses to be used as a guideline for the implementation of this resolution and urging those delinquent administrations to renew efforts to adopt policies of equity.

Proposed by UWC Winnipeg and CFUW/South Winnipeg

1992 **Education for all**

RESOLVED, that the National Federations and Associations of IFUW work towards the implementation of and urge their respective governments to affirm and implement:

1. the rights of all people to education as asserted in the "Universal Declaration of Human Rights" (UN 1948) and the International Covenant on Economic, Social and Cultural Rights (UN 1966)
2. The "World Declaration on Education for All," and to work to achieve the goals set down in the "Framework for Action to Meet Basic Learning Needs" as adopted at Jomtien, Thailand by the "World Conference for Education for All - Meeting Basic Learning Needs" 1990; and
3. To provide funding for functional literacy programs.

1991 **Women Faculty**

RESOLVED, That the Canadian Federation of University Women (CFUW) urge the universities to:

1. Establish targets or goals in each faculty for hiring qualified women in tenured and tenure-track positions;
2. Review the mandates and guidelines for search, promotion and tenure committees to ensure that all gender bias is removed from the recruitment procedures, promotion and tenure procedures;
3. Make pay and benefits for sessional or adjunct faculty proportional to that paid to similarly qualified tenured or tenure-track faculty; and
4. Publish annually by faculty, the targets or goals for the employment of women in tenure-track and tenured positions, the number of positions and average salary paid to women and men in tenure-track, tenured and sessional lecturer positions; and

RESOLVED, That CFUW urge the provincial and territorial governments to:

1. Encourage the universities to further improve their recruitment of qualified women faculty; and
2. Introduce into university legislation any necessary amendments requiring equity in employment.

Proposed by CFUW/Ottawa

1991 Planning for Universities

RESOLVED, That the Canadian Federation of University Women (CFUW) urge the Government of Canada, and the provincial and territorial governments to:

1. Work with universities, research establishments and private industry in the establishment of long term development programs to improve the quality of teaching and research work in Canadian universities so that Canada will be competitive internationally; and
2. Establish long term budget commitments from federal and provincial governments to support an approved development plan for universities.

Proposed by CFUW/Ottawa

1991 Funding Meritorious Students

RESOLVED: That the Canadian Federation of University Women urge the Government of Canada and the provincial and territorial governments to:

1. Establish a self-sustaining loan system for students, and a grant system for needy students, to cover fees and contribute to living expenses, thus ensuring that successful under-graduate and graduate students can complete a university education;
2. Monitor the distribution of funds to ensure equity for women as well as disadvantaged, ethnic, aboriginal and rural persons.

Proposed by CFUW Ottawa

1989 Apprenticeship and the Skilled Trades

RESOLVED, That the Canadian Federation of University Women urge federal, provincial and territorial authorities concerned with education and skills development and local boards of education:

1. to work with business and labour to create an apprenticeship strategy national in scope, including portable certification and increased opportunities for apprenticeship; and
2. to strengthen technological studies and guidance counselling for both men and particularly women within the schools as well as their links with business, industry, community colleges and trade schools; and
3. to promote public understanding and recognition of skilled trades, and to foster pride in those occupations.

Proposed by CFUW North York and supported by Education Committee of the Ontario Council

1986 Technology

RESOLVED, That the International Federation of University Women and its national federations and associations should promote development and leadership of women through specific action in the areas of education, designing, development, marketing and use of appropriate technology

1989 Lifelong Learning

RESOLVED, That IFUW affirm its commitment to balanced education for people of all ages and at all levels, and express concern at the growing emphasis on technological and vocational training at the expense of education in the arts, sciences and humanities, including modern languages

1988 Post-Secondary Education Funding

RESOLVED, That the Canadian Federation of University Women (CFUW) urge the Government of Canada, when making Established Program Funding grants, to apportion this funding for Health Care separate and apart from funding for Post-Secondary education.

RESOLVED, That CFUW urge the Government of Canada and the provincial and territorial governments to increase the funds given for research and development to cover both the direct and indirect costs; and

RESOLVED, That CFUW urge the Government of Canada and the provincial and territorial governments to promote actively the need for excellence in post-secondary education, and to undertake negotiations in a renewed spirit of co-operation to facilitate provision of appropriately directed funding, so that each level of government can meet its obligations in the field of postsecondary education.

Proposed by CFUW Education Committee

1986 Education Literacy - Disaggregated Statistics

Resolved to recommend to national federations and associations to invite their respective governments:

- I. to establish in higher education, on a regular basis, by degree and by sex
 1. statistics on staff;
 2. statistics on the composition of specific bodies in charge of recruitment and promotion; and
 3. statistics of those applying and where possible those who are eligible to apply for a position or promotion.
- II. to establish, in the concerned organizations, an evaluation procedure of professional posts of men and women in higher education.

1973 Education – Utilization of Women

“that the CFUW urge the appropriate authorities to establish and publicize guidelines for Universities and other educational institutions to encourage a more effective utilization of women, and

that the CFUW urge the appropriate authorities to establish and publicize appropriate guidelines to ensure that the opportunity to obtain professional, in-service and specialized training be based solely on ability.

Appendix B



Ontario Council of The Canadian Federation of University Women Club Locations

Ajax - Pickering	Leaside - East York	Perth
Aurora - Newmarket	London	Peterborough
Barrie & District	Markham- Unionville	Renfrew & District
Belleville & District	Milton & District	Sarnia Lambton
Brampton	Mississauga	Saugeen
Brantford	Muskoka	Scarborough
Brockville & District	Nepean	Southport
Burlington	Niagara Falls	St. Catharines
Cambridge	Norfolk	St Thomas
Chatham -Kent	North Bay	Stratford
Cornwall & District	North Toronto	Sudbury
Etobicoke	North York	Thunder Bay
Georgetown	Northumberland	Toronto
Grimsby	Oakville	Vaughan
Guelph	Orangeville & District	Welland & District
Haliburton Highlands	Orillia	Weston & District
Hamilton	Orleans	Windsor
Kanata	Oshawa & District	
Kincardine	Ottawa	
Kingston	Owen Sound & Area	
Kitchener - Waterloo		