

Article 7

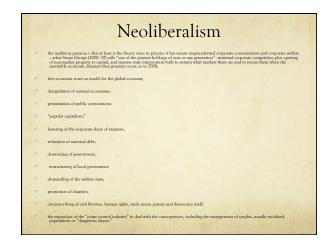
- The States Parties to the present Covenant recognize the right of everyone to the enjoyment of just and favourable conditions of work which ensure, in particular:
- (a) Remuneration which provides all workers, as a minimum, with:
- (i) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work;
- (ii) A decent living for themselves and their families in accordance with the provisions of the present Covenant.

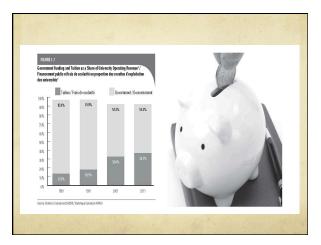
Facts

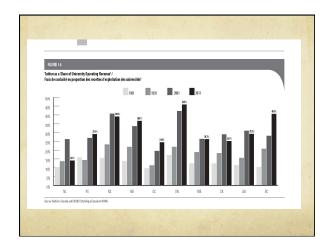
- "The current cost of an undergraduate degree averages about \$25,000 in tuition and ancillary fees alone; some professional programs cost more than \$100,000" (Kuran 2012)
- "Today, 60 per cent of Canadian students ... undertake an average debt of \$27,000 to pay for their post-secondary education" (Kuran 2012)
- "Student-loan borrowers now owe the [U.S.] federal government more than \$1-trillion" (Weinberg, luly 17, 2013)
- "Federal student debt in Canada exceeds \$15 billion, plus another \$5 to \$8 billion in credit card debts, lines of credit and provincial loans" (CBC News, June 12, 2013)
- "The biggest source of student anxiety is paying for their education" (Goar, September 7, 2013)
- About 60% of students work while attending university. They work on average 16 hours per week (http://www.statcan.gc.ca/pub/75-001-x/2010109/article/11341-eng.htm)
- According to a U.S. questionnaire survey of 10,000 students conducted in summer 2013 "over 75% of students decide not to buy the textbooks their classes require" (Naworka, September 11, 2013)
- "The [2013] Hunger Report says there is not one college or university campus in Ontario that does not have a food bank or some kind of hunger relief program onsite" (Canadian Press, December 2, 2013, see Eric Girards "What I learned at I hav school: the poor need not apply," Nov 17, 2013.
- 55% of Ontario university students take 5 years or more to graduate, according to the Higher Education Quality Council of Ontario (Denuzzo, March 13, 2013)

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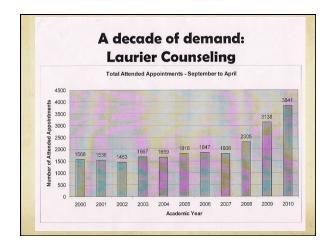
- "According to a survey of 1,180 Ontario high school students in grades 10 and 11 ... 'to get a good job' is the top rationale for 58% of university-bound and 75% of college-bound students" (HEQCO, August 21, 2012)
- In the U.S. in 2012 almost 90% of incoming first-year students "cited 'to be able to get a better job' as a very important reason for attending college," 75% "also said the ability 'to make more money' was a very important reason to attend college," according to UCLA's annual Freshman Survey (Wyer, January 23, 2013)
- "Ninety per cent of students surveyed said they were overwhelmed by the demands of their academic careers," according to a national survey of post-secondary students in Canada (Winsa, June 17, 2013)
- Total attended student Counselling appointments at WLU rose from 1808 in 2007 to 3841 in 2010 (Bertoia and Brown 2012)
- "The number of hours undergraduates spend preparing classwork had dropped by one third by 2004 compared to the early sixties (from 40 hours a week to 27)" (Chiose 2013)
- According to a University of Pennsylvania Graduate School of Education study of MOOCs (Massive Open Online Courses) "course completion rates are very low, averaging 4% across all courses" (UPenn press release, December 5, 2013)
- "1970s: 1 professor, 12 students; 2013: 1 professor, 22 students [Ontario 25]" (Hughes 2013)

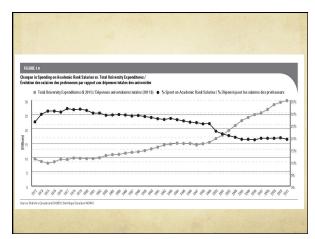






| Revenue | 2013 |
|---|------------|
| Government grants | \$ 115,312 |
| Student fees | \$ 148,734 |
| Grants, contacts, and donations | \$ 4,189 |
| Sales and service | \$ 26,563 |
| Amortization of deferred contributions -capital | \$ 4,586 |
| Investment returns | \$ 5,455 |
| Other revenues | \$ 12,053 |
| Total | \$ 316,892 |
| Revenue | 2013 |
| Government grants | 36.4% |
| Student fees | 46.9% |
| Grants, contacts, and donations | 13% |
| Sales and service | 8.4% |
| Amortization of deferred contributions -capital | 1.4% |
| Investment returns | 1.7% |
| Other revenues | 3.8% |





What are Universities For?

O In the face of this, one has to make, over and over again, the obvious point that a society does not educate the next generation in order for them to contribute to the economy. It educates them in order that they should extend and deepen their understanding of themselves and the world, acquiring, in the course of this form of growing up, kinds of knowledge and skill which will be useful in their eventual employment, but which will no more be the sum of their education than that employment will be the sum of their lives. And this general point about education takes a particular form in universities, where, whatever level of professional or vocational 'training' is also undertaken, the governing purpose involves extending human understanding through open-ended inquiry (Collini 2012: 91).

The Question!

O It is a matter of great urgency, for ourselves and for world society, that our institutions and ideology be subjected to serious critical analysis. The universities must be a primary object of such analysis, and at the same time might provide the 'institutional form' within which it can be freely conducted (Chomsky 1969: 54). Discuss.