



Trends and Effects of Privatization on Universities in Canada
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Abstract

With the rise of privatization of universities across Canada in the last decade, it has become increasingly important to understand its impact on students both financially and on the universities themselves. While many previous papers analyze trends or the benefits/disadvantages of privatization of public education, this paper focuses on trends of funding sources in universities, in particular, government spending, student tuition, increased private donations, and student loans. Specifically, this paper will delve into the trends over time, particularly focusing on the recent last two decades.

The main conclusion to be reached by this paper is a look at privatization through the lens of a decrease in government spending and increased presence of corporate sponsorship, changes in tuition, and changes in overall student debt. Using data from public sources as well as past papers and analyzing these have led to several conclusions. Public spending has decreased through reduced government spending as a percentage of operating revenue. This in turn has led universities to increase the need for other sources of funding, more notably, through tuition and private donations from individuals or corporations. Both these sources have increased as a source of funding overtime. Moreover, while domestically tuition has grown at a more or less normal rate, international student tuition has skyrocketed. Next, it has been shown that increased tuition has direct effects on student debt which has also been shown to increase overtime. Lastly, private donations and non-governmental grants from both individuals and corporations have increased significantly.

Introduction

Post-secondary education becomes increasingly important in our day and age with the continued rise of enrollment since the twentieth century. With 65% of job openings requiring a post-secondary or equivalent education, having a post-secondary education is almost essential for a stable income (Carnevale, A. P., Smith, N., & Strohl, J., 2014). Discussion of public versus private education is important as these varying factors affect students across the country and their choices in education. In particular, public universities and private universities vary in their levels of funding and by extension class sizes, tuition, class sizes, and much more (Writers, 2022). As a country shifts towards more privatized or public universities over time, it becomes imperative to discuss the respective merits as well as the implied trends that might follow as a response to this.

Historically, within countries there have been both public and private institutions, with the former being funded by the government; in recent years, these public institutions have started losing funding and relying more on businesses, donors, and corporations for funding. This shift towards privatization marks a historical trend that has also been seen as of lately. More specifically, this lack of government subsidies has led to trends in increased private ownership and funding, often coming with private agendas (Dea, 2022), increased tuition, and student loans (Usher, 2021). This as a result has had effects on students both financially and on the quality of education. This paper first focuses on past studies and arguments of privatization and trends in post-secondary education before delving into its own analysis.

This paper only discusses universities rather than post-secondary education as a whole, not mentioning the trends regarding colleges or trade schools. First, the paper examines



government spending overtime as a percentage of university operating revenue as part of the trend of privatization. The implications of this loss of funding are detailed. In addition, the other sources of revenue for universities must rise in order to cover this are also discussed. More specifically, these involve tuition over time, student debt, and levels of corporate and private funding not including student debt.

Literature Review

This section of the paper will review literature on government funding of universities, undergraduate tuition, student debt, private donations, as well as general trends within post-secondary education in Canada. The first subsection contains definitions of the relevant topics and terms within this paper which will be established in the relevant context of this paper. The next section discusses the general landscape of post-secondary education in Canada. In addition, this sub-section discusses the role of public universities and how they serve the general community. Later on, the author discusses the main consequences due to privatization. The final section discusses the sources of funding within a university setting. More specifically, the role of grants and how they serve to both help and detriment the natural growth of universities.

Most papers discussed do not focus on the trends within post-secondary education and analyze their implications. Instead, they focus on specific trends rather than granting a large view of the general landscape of higher education in Canada. In addition, there is very little literature regarding the trends of grants, or funding from private sources in any of these papers which this one seeks to shed light on.

Privatization of Higher Education: Definitions and Trends in Canada

Privatization in higher education is identified as a shift in the balances of finance or control from public to private (Thompson, 2022). This general trend of privatization has been pushed by certain political parties as well as corporations in a general effort to utilize the resources and research departments for their own gains (Rethinking Schools, 2020). In order to define the trend of privatization more quantitatively, we consider a trend of increased privatization to be equivalent to decreased government spending on post-secondary institutions and increased private funding. The effect of this decreased spending and its effects on tuition, outside grants, student debt, and the overall quality of education are more or less direct consequences of this shift and will be analyzed more in depth. In the political climate of Canada, this general trend has been observed in most provinces. More specifically, within this paper, the trends of privatization can be seen happening post-2008 specifically. General consensus states that the trend of privatization within Canada's post-secondary education system was particularly strong in the 1980's and 90's (Spreen & Valim, 2015). This trend did lessen into the 2000's and mostly stagnated. However, utilizing the definition of privatization in this paper, it can be shown that the idea of lessened government intervention and heightened private control has in fact continued and the above mentioned trends of privatization are continuing as such.

While there are arguments for both continuing this trend or actively going against it, the general consensus from Canadian-sided arguments is that privatization does negatively affect the quality of education and the students' experience of university as a whole (Polster, 2015; Canadian Union of Public Employees (CUPE), 2019). More specifically, effects such as higher tuition, increased student debt, and more limitations in freedom of research have all been observed and discussed (Usher, 2021). In this light, this paper is going to focus on these trends and analyze them within the recent few decades.

Landscape of Post-Secondary Education in Canada

In Canada's current political climate, one major push from conservative parties is decreased government intervention and funding for all public education (Thompson, 2022). This paper will focus specifically on the effects of privatization. In general, public universities remain the norm for most students, with 233 publicly funded universities/colleges and 86 private universities/colleges (Jones & Li, 2015). There is a tendency towards publicly funded universities with a disproportionate amount of students attending public universities rather than private universities. This mostly stems from historic policy which has led to lower tuitions yet foster education that could rival and exceed that of privately funded colleges and universities.

Public universities serve to develop and further the knowledge of people across the world so that they have the necessary knowledge and skills to function in the real world (Biesta, G., Kwiek, M., Lock, G., Martins, H., Masschelein, J., Papatsiba, V., Simons, M., & Zgaga, P., 2009). However, access to public universities is not limited to domestic students, and students from around the world are allowed to study at these universities. The main discrepancy is in tuition where public education often comes at a lower price for domestic students (Education USA, n.d.). However, for international students the price tag is often much higher as they do not pay tax money which in turn funds the schools in the first place. Moreso, as overall government funding decreases these tuitions must increase, but often the question is on which group, internationals or domestic. Canada has the highest retention rate of international students after graduation out of selected OECD countries with about 33% of students choosing to work or stay in Canada (OECD, 2014). However, a majority still opts to return back to their home country which encourages universities to raise international tuition given that they will not be contributing back to the economy which is the original goal of public universities.

Looking at public universities in Canada, the main source of funding comes from government sources and tuition fees with the remaining amount stemming from donations and private grants (Harden, 2017). Looking specifically at tuition and private grants, when government funding decreases, how might universities make up for this lost funding? The most straightforward response would be that these other sources, student tuition and individual donations/grants, should either increase monetarily in order to keep the university funding, or the university could go make cuts and reduce their operating costs. Based on this argument, as government spending decreases other sources should increase to make up for it, specifically the two previously mentioned sources which will be examined further in this paper.

Past studies typically describe trends within post-secondary education levels and describe similar trends within the fields of government spending, tuition, and student debt (Usher, 2021; Harden, 2017; Usher, 2020; Rizvi & UNESCO, 2016). However, the far-reaching effects of privatization are often left undiscussed. Specifically, the literature that discusses privatization can be divided into those which analyze said trends and those which discuss the implications of privatized universities (Polster, 2015; Canadian Union of Public Employees (CUPE), 2019). While privatization is often difficult to describe in strict terms, its effects are marked by a strict decrease in government spending over time which can be shown to either exist or not exist. Furthermore, the trends often gloss over the particular side of donations and grants from corporations, entities, or individuals.

Generally however, people agree on common themes of decreased government spending, increased tuition, and increased student debt. As discussed by Baum and Ma (2013) alongside Shaker, E., Macdonald, D., & Wodrich, N. (2013), tuition has been steadily increasing over the last 3 decades. Usher (2021) brings up interesting points regarding the status of international students and their current and growing role within public education as a source of

funding. Increased student debt has also been shown to increase over time and some including Hanson (2022) and Berger, Motte, and Parkin, (2009) have shown that student debt indeed has increased over time. However, Galarneau and Gibson (2020) utilizes the median debt and makes the argument that student debt has managed to stay roughly constant over time and had some significant decrease over time.

Sources of Funding for Post-Secondary Education

Donations and grants are interesting as while they can cover the problem of decreased public funding, these gifts, however, are often criticized due to the strings that come attached. The standard definition of grants compared to donations states that grants are generally tied to a specific project and have a fixed timeline according to the donor's wishes (Morrissey, 2020). On the other hand, donations are more free in the usage of the allotted money but donor's are still able to have a general say in where their money goes. Many papers and critics of privatization argue about this particular point as this essentially allows outside sources to influence the natural growth and direction of certain fields (Polster, 2015). One of the main problems to be noted is that these donations by both alumni and corporations often end up going to the business, law, and medical schools, as these often produce the most successful alumni and alumni who tend to donate once they graduate. This in essence creates a cycle for these particular colleges/schools while neglecting other fields such as the arts, or the more common problem of STEM programs getting far more funding than studies such as the humanities.

In addition, many individuals or corporations also fund particular research which have positive viewpoints or results for their personal agendas (Polster, 2015). More specifically, alumni or donors often focus specifically on the schools they graduate from or on specific institutions which often conduct research that can benefit them (Murray, 2018). For instance, a previous dean at the Wisconsin School of Business, François Ortalo-Magné, turned down a donation for 10 million dollars who wanted the money to help build research that would support a certain viewpoint (Murray, 2018). Cases like these, however, go unreported which benefit private organizations and individuals. Thus, it becomes extremely important to look at specifically how grants and donations have been increasing and understand the impacts of this growth and change in comparison to government funding.

Method

This paper mostly utilized data found from Statistics Canada and graphed it using Google Sheets. Statistics Canada is the national statistics office which describes and publishes data that is taken from surveys. More specifically, the data specifically from the National Graduates Survey (NGS) and the Tuition and Living Accommodation Costs (TLAC) and is compiled and organized by Statistics Canada for public availability. This paper uses Statistics Canada and data manipulation took the form of inclusion of inflation rates and creating percentages of total populations by dividing multiple data sources. Inflation was calculated using the Bank of Canada's Inflation Calculator, with the percentage conversion from year to year being available, the data can be changed into a constant year.

More specifically, the sources: (Statistics Canada, 2021), (Harden, 2017), (Statistics Canada, 2021), (University of Waterloo, 2015), and (Crossman, E., Choi, Y., Lu, Y., & Hou, F, 2022), are used for the data in the graphs.

Findings and Discussions

This section focuses on the trends and the discussions surrounding them. The topics of government spending, student tuition - both international and domestic, student debt, and private funding will all be discussed in depth.

Decreasing government spending on public universities

First, there has been a general trend of decreased funding, percentage-wise of university total costs. This can be shown below in Figure 1 which describes government contribution to university operating revenues.

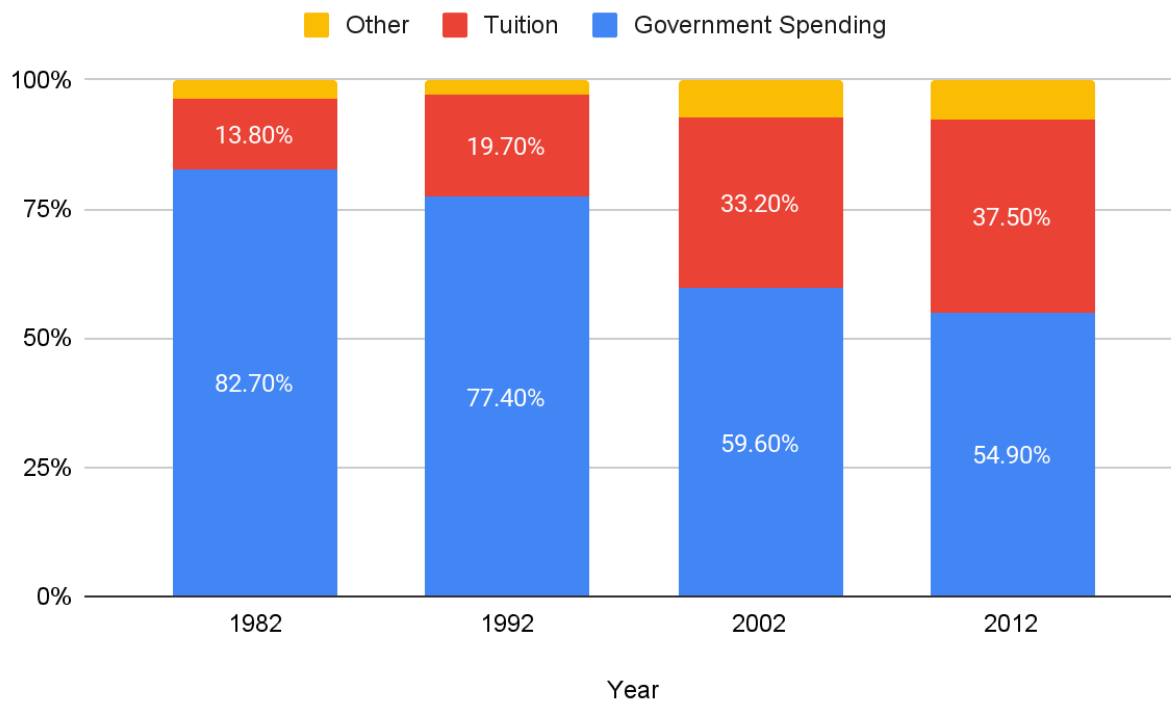


Figure 1. Distribution of university operating revenue (1982-2012)

Note. The data is from “*The Case for Renewal in Post-Secondary Education*” by (Harden, 2017), ([https://policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2017/03/Case for Renewal in PSE.pdf](https://policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2017/03/Case%20for%20Renewal%20in%20PSE.pdf))

Figure 1 demonstrates the percentage of government spending on universities over time as a part of their operating revenue. It can be shown that since 1982, in 10 year increments,

governments have had a lessening impact on university revenues going from 82.70% in 1982 to 54.90% in 2012. This dramatic decrease in influence marks one part of the previously mentioned idea of reduced public funding. Looking more recently at Figure 2 below, it can be seen that this trend has mostly stabilized within the last 20 years, however.

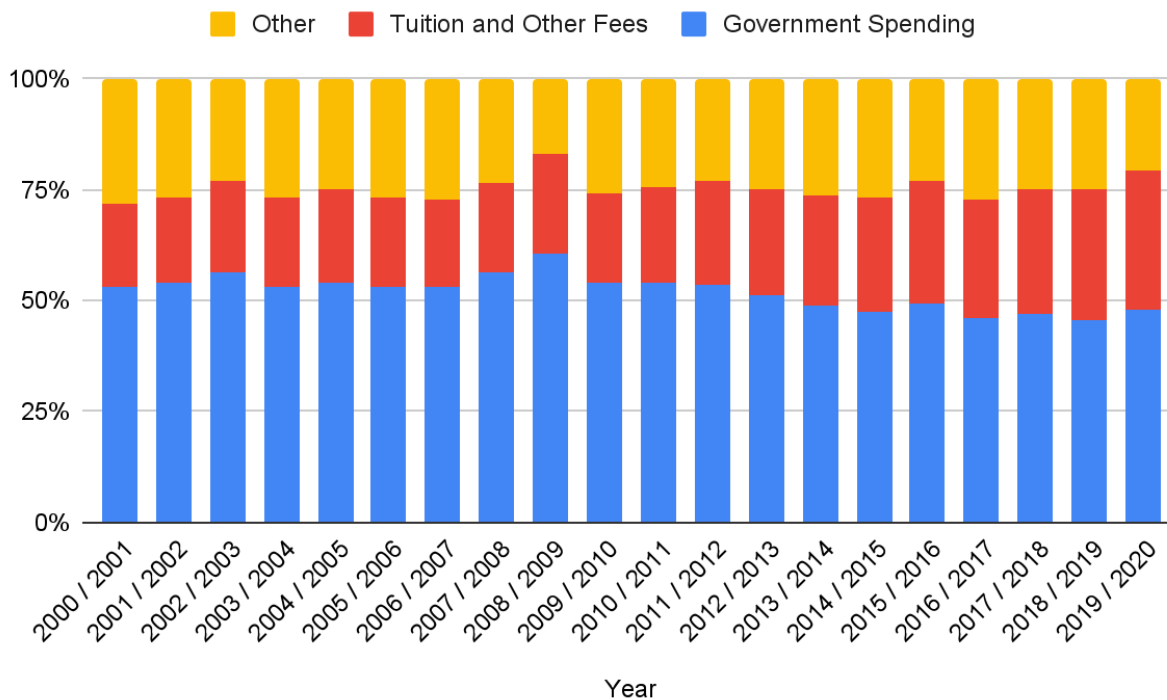


Figure 2. Distribution of university operating revenue (2000-2019)

Note. The data is from “Revenues of universities by type of revenues and funds (in current Canadian dollars) (x 1,000)” by (Statistics Canada, 2021), (<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3710002601>)

One trend to be noted is that following 2008, the government funding has decreased almost continuously, marking the signs of a possible return to privatization. Of course, this needs to be considered within a more general context, as while this reduced government influence may be halting it is still vastly different compared to what it looked like 40 years ago. Not only this, but by extension, the amount of private funding whether from the “Other” sources or “Tuition” sources has also increased to match this decrease. This as a whole can fit the given description of privatization, showing that indeed, privatization does exist and is a trend within the public post-secondary education within Canada. With this lack of government spending that would otherwise fund universities’ overhead costs, it becomes imperative for these facilities to either increase tuition or encourage more funding from private sectors. Normally, institutions opt for the former, as this is easier and more stable in the long run in order to fund their expenses. Logically, this should lead to higher tuition costs which is shown to be true. Despite these changes overtime, government funding still remains the largest contributing source of funding for universities. One more thing to be questioned is when does a public university transition into a private university or is the source of funding just one element of the quality and type of

education that it provides. Rather than a white or black perspective it could be considered a varying scale of types of education.

Increasing tuition rates over time

Higher tuition costs are one of the ways for universities to increase revenue, given that they can increase their prices with almost no loss in enrolled/applying students. This can be shown to be true in Figure 3 which shows the average tuition from the year 1994 to 2021 and international tuition from 2006 to 2021.

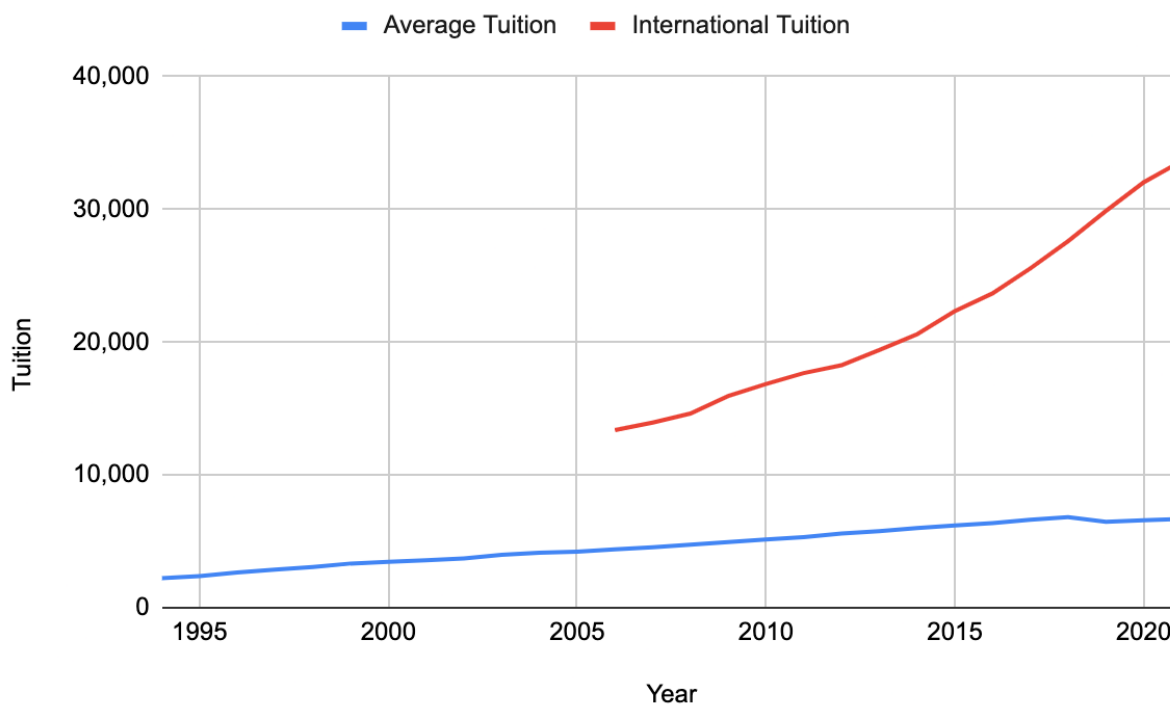


Figure 3. Average and International Tuition of Canadian Universities over time

Note. The data is from “Canadian and international tuition fees by level of study (current dollars)” by (Statistics Canada, 2021),

(<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3710004501>) and “Average annual Canadian undergraduate tuition fees (\$2015)” by (University of Waterloo, 2015),

(<https://uwaterloo.ca/canadian-index-wellbeing/what-we-do/domains-and-indicators/average-annual-canadian-undergraduate-tuition-fees-2015>)

As can be seen in Figure 3, tuition rates have increased steadily as an average, both domestically and internationally. From 1994 to 2021 the real tuition increased from \$2,468 to \$6,693 increasing 171.2%. In 2006, the tuition was \$4,400 which increased by 52.1% over 15 years in 2021. On the other hand from 2006 to 2021 international tuition rates increased 151.3%, from \$13,378 to \$33,623, or three times the growth of that of domestic students. While

tuition rates increasing is not unheard of, the rate at which they have increased for international students is far higher than the rate of increase for domestic students. Furthermore, as Figure 4 shows, this is not a particularly discouraging factor as the number of international students has steadily increased for all but one year in 2020 (which had restricted access to the country due to Covid-19 restrictions). In addition, increases in tuition have shown to be directly linked to more student debt (Piper & Wong, 2022). This has increased the financial burden for students and their families alike. The trends of student debt will also be discussed later on. Interestingly enough, there is only one year where a decrease can be seen, in 2019. This will be further discussed later in the Alternate Perspectives section.

Increasing reliance on international tuition to fund universities

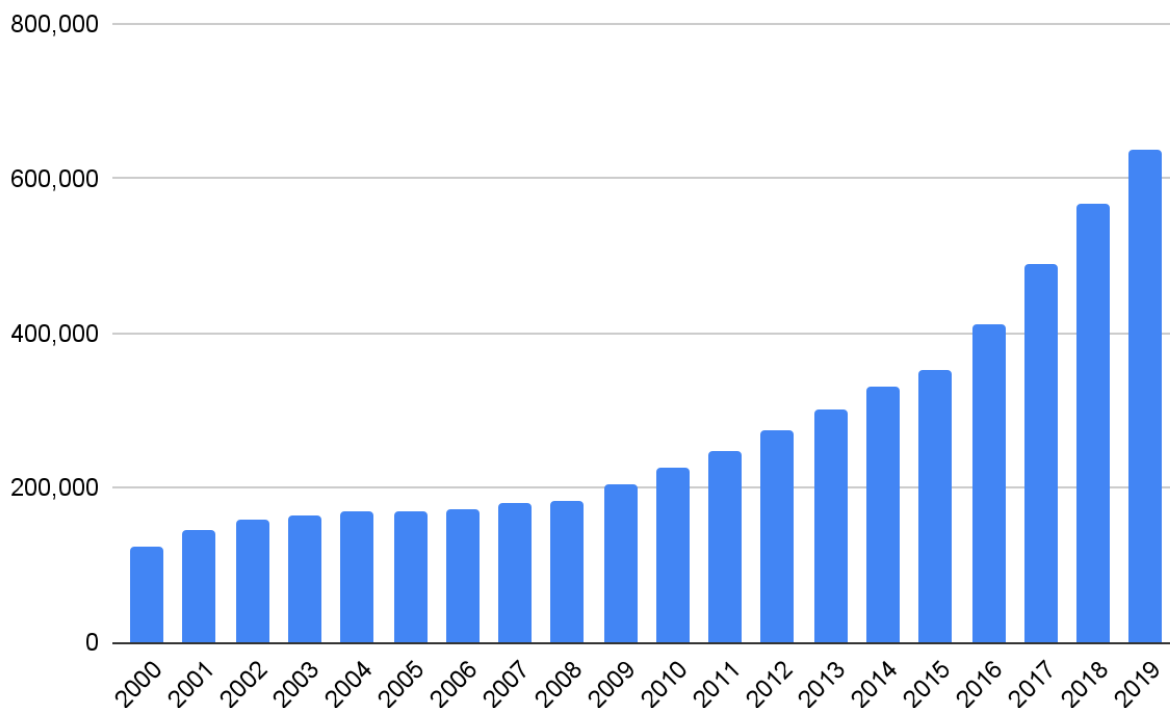


Figure 4. Total International Student Population Over Time

Note. Data from “*International students as a source of labour supply: A summary of recent trends*” by (Crossman, E., Choi, Y., Lu, Y., & Hou, F, 2022), (<https://doi.org/10.25318/36280001202200300001-eng>)

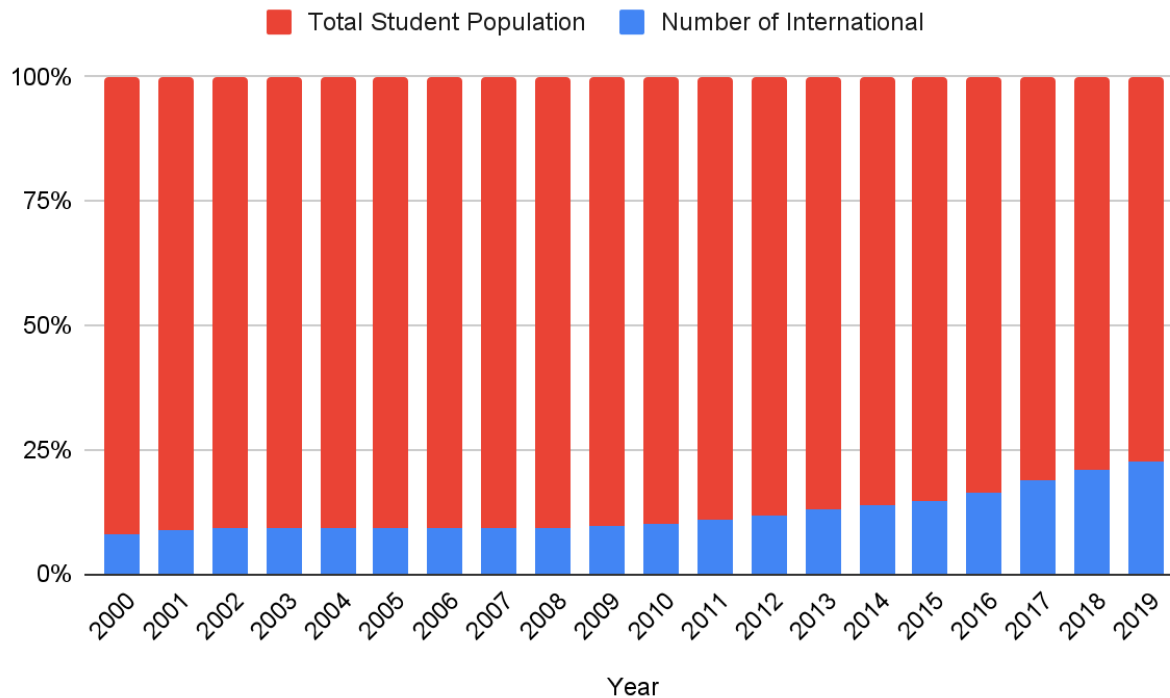


Figure 5. Total International Population as a percentage of Total School Population

Note. Data from “International students as a source of labour supply: A summary of recent trends” by (Crossman et al., 2022), (<https://doi.org/10.25318/36280001202200300001-eng>) and “Postsecondary enrolments, by registration status, institution type, status of student in Canada and gender” by (Statistics Canada, 2021), (<https://www150.statcan.gc.ca/t1/tbl1/en/cv.action?pid=3710001801>)

Focusing back on this extreme growth of international student tuition, there is an increasing burden being placed on international students. As tuition has increased as a percentage of university funding, the international student tuition has grown dramatically while the number of international students has increased both in absolute terms and percentage-wise, as shown in Figures 4 and 5. The amount of funding being contributed by students across Canada has increased as government spending decreases, but more specifically, international students take a greater part of that burden. Many universities utilize international students as an indicator of excellence, as they can increase their rankings as well as the increased diversity which mark a growing importance within institutions across the world (Usher, 2020). This rise in international students shows that despite the rapid increase of tuition, universities are not placing them in danger of losing their international students from overpricing. As is the case, the demand for Canadian universities is so strong that they can afford to increase their prices without losing consumers, or students.

Discussion about how public universities serve their residences or corporations that provide for global consumers are often looked upon when discussing their role within a country. Public universities, as mentioned earlier, are meant to serve their general community or country

in order to aid their citizens so that they can function (Biesta et al., 2009). Normally, government funding, paid in the form of taxes by the original citizens, funds this in a circular motion. However, with decreased government spending, in essence, people are no longer getting their money returned in the form of education. As seen earlier, this trend of utilizing international students to increase funding obviously has its merits, however, the question now becomes do universities still remain a public good that serves its original purpose?

Given that about 66% of international students in Canada end up returning back to their home countries for work, these public universities become more of a private good where individuals pay for their education and leave (OECD, 2011). In essence, the more government funding is reduced, the more need universities have for utilizing private education which in turn reduces the validity of its status as true public education. Furthermore, this idea that international students are taking up an increased proportion of university funding marks an increased reliance on them. This presents other challenges however, as from a business perspective universities must now take into consideration the risk factor of the increasing reliance on these international students. As shown by Covid-19, the decrease in students could prove to be a problem and further the business aspect as universities seek further to gain funding from non-governmental sources.

Rising student debt

Student debt is undoubtedly a necessary process for many households to undertake the expenses of postsecondary education. Going back to the increase in tuition, this steady rise is often burdensome on students, especially from households with lower income who are often forced to take loans in order to carry these expenses. *Figure 4* shows the median and mean of undergraduate debt over time upon graduation from a first undergraduate degree. Increasing from an average of \$8,700 in 1990 to \$28,000 in 2015, the student debt has increased dramatically.

However, when looking at another source of average - the median has actually stayed relatively similar, increasing from 2005 to 2015 while the mean has steadily increased. What this demonstrates is actually a positively skewed set meaning the majority of the student debt is remaining similar, however, a select few are driving up student debt at an extreme rate.

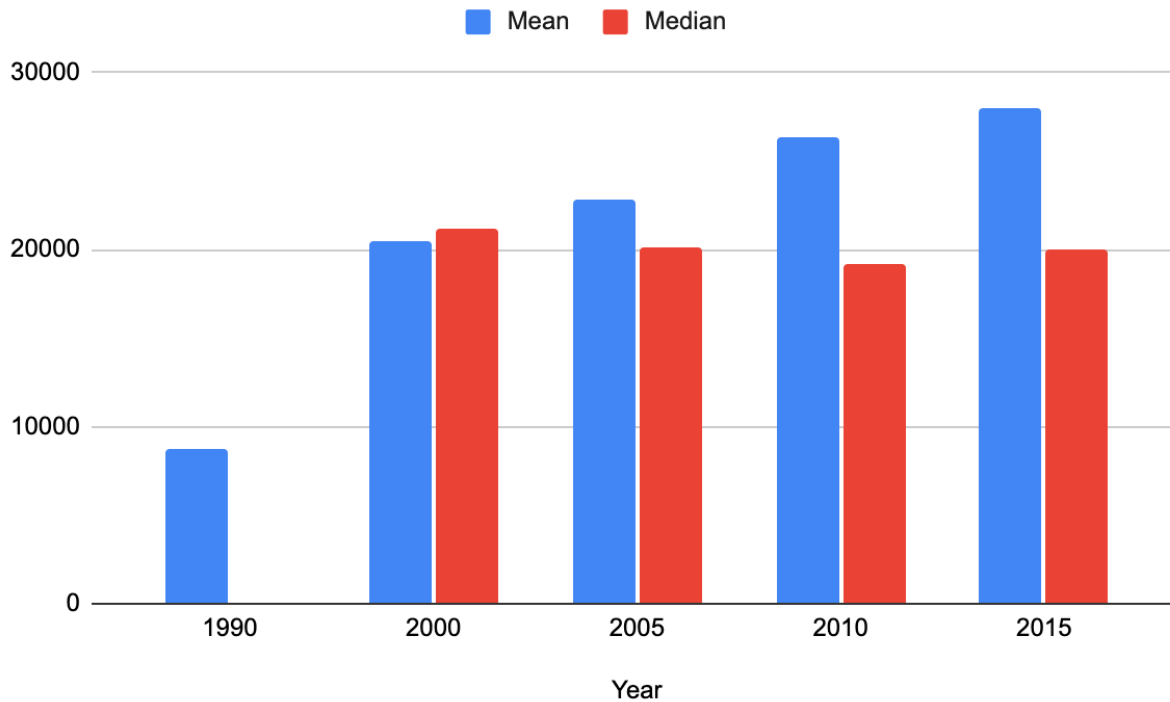


Figure 6. Mean and median amount of bachelor's debt over time

Note. Data from “Student debt from all sources, by province of study and level of study” (Statistics Canada, 2019), (<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3710003601>) and “Trends in student debt of postsecondary graduates in Canada: Results from the National Graduates Survey, 2018” (Galarnau & Gibson, 2020b), (<https://www150.statcan.gc.ca/n1/pub/75-006-x/2020001/article/00005-eng.htm>)

Student debt disproportionately affects students, as shown by the previous graph and inference of skew, certain students are more likely to inherit higher levels of debt than others. More specifically, students with lower incomes or come from households with lower income, are more greatly impacted by this debt. Unable to pay it off, this further becomes a barrier to post-secondary education, furthering the cycle of poverty. With tuition increases, lower income students will decrease their enrollment in post-secondary education relative to higher-income students (Coelli, 2009; Marcus, 2021). This suggests that lower income students are not able to afford the higher tuition rates as they take an increasing proportion of their households' income. Furthermore, this would increase the amount of student loans they would need to take out or increase their need for finding other methods of supplementing the tuition fees, most likely in the form of jobs. This trend of increased student debt has placed an importance on finding work post-graduation in order to avoid insolvency.

Increasing amount of private funding of universities

While tuition and government spending make up the vast majority of a university's overhead costs, it is not everything. As shown in Figure 1, private donations from individuals and corporations make up a small percentage as well, which has been increasing steadily in

order to make up for lost funding which can be shown in Figure 3. This type of trend can be found everywhere in the world, in general, tuition increases with time, but specifically in the presence of reduced government spending, universities must ramp up their tuition prices in order to make up. However, there are other methods to make up for this lost funding, most namely: donations and grants by individuals and corporations.

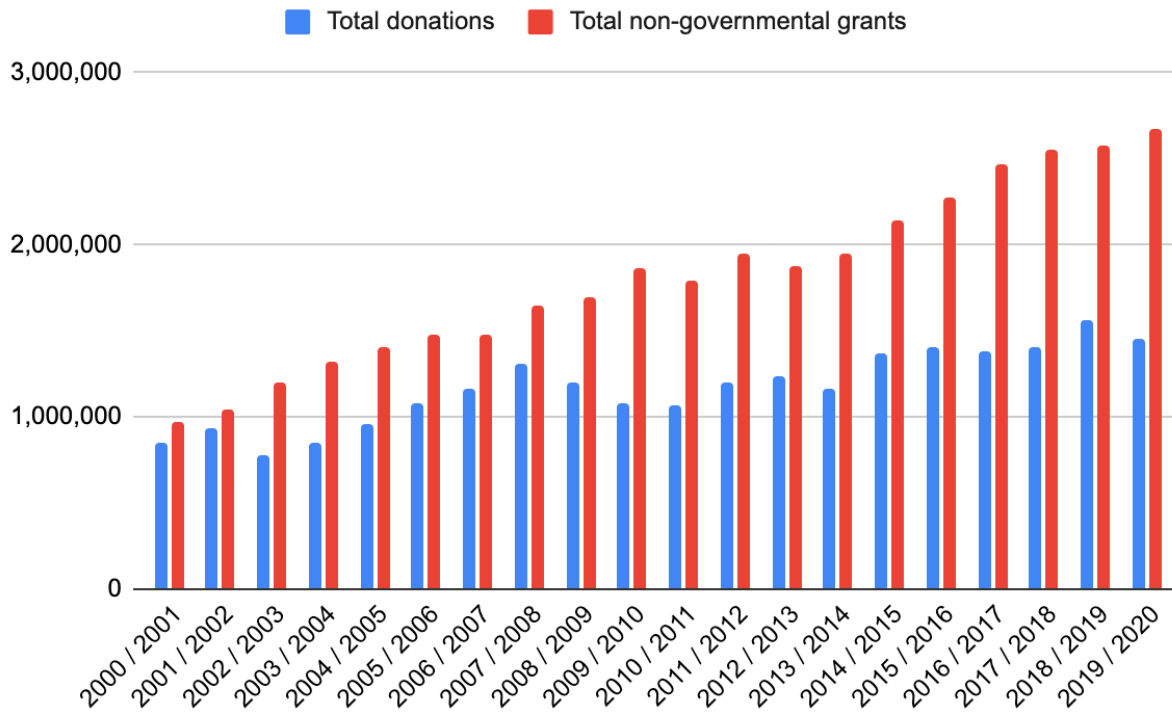


Figure 7. Trends in total donations and grants

Note. Data from “Revenues of universities by type of revenues and funds (in current Canadian dollars) (x 1,000)” by (Statistics Canada, 2021), (<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3710002601>)

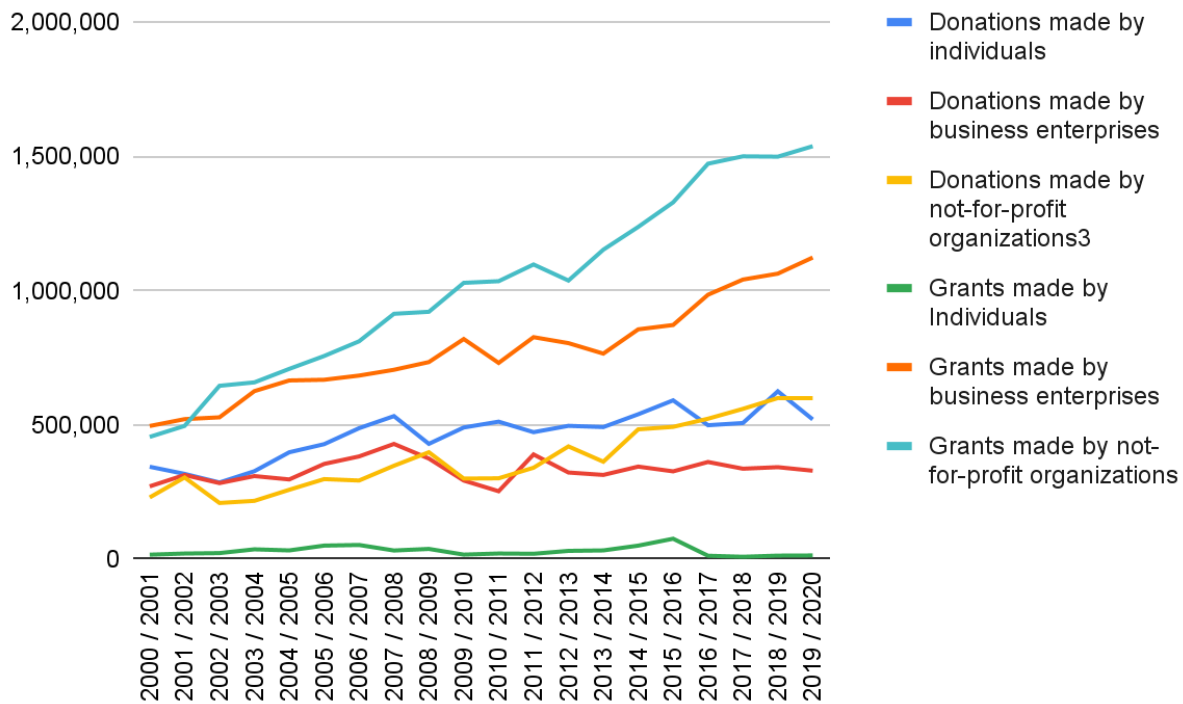


Figure 8. Trends in sub-categories of donations and grants

Note. Data from “Revenues of universities by type of revenues and funds (in current Canadian dollars) (x 1,000)” by (Statistics Canada, 2021), (<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3710002601>)

As government spending has decreased over time, universities often seek corporate deals and sponsorships in order to make up for this lost money as shown earlier. As shown in Figure 7, the total amounts donated and grants have both generally increased over time. However, it is clear that the amount of grants has increased at a far faster rate than donations in general. In Figure 8, the individual sub-sections of grants and donations can be shown. Specifically, grants by not-for-profit organizations are the fastest growing subgroup going from \$455,124 in 2000 to \$1,537,703 in 2019 while grants by individuals are the slowest growing starting at \$16,371 in 2000 and actually decreasing to \$13,489 in 2019. However, these statistics are not particularly meaningful as high net worth individuals often create corporate entities which mirror many of their personal beliefs. Critics of increased private donations repeat these arguments in particular of the lack of freedom by universities and their individual boards to make decisions about funding or improvements to the university which would have otherwise been left by government spending but are now replaced by donations and grants (Polster, 2015).

The most important implications of this are that individuals and corporations are utilizing grants in order to further their own specific agenda. Overall, donations and grants, while technically covering up for lost funding by the government, often have either personal or political agendas in order to either influence research, gain traction within university boards, or simply to advance certain programs they deem important.

Alternate Perspectives

The analysis of these trends, however, are not a complete look at all times about the situation at hand. Looking individually at each trend, there are possible arguments and explanations for each of them outside of what was proposed earlier.

Privatization is not all bad, however, given some of these outcomes which can be said to have negative effects on the vast majority of students, there are obviously some benefits to privatized education. More specifically, the main argument for privatization is the increased levels of efficiency. As opposed to the more democratic and thorough planning process that is undertaken by university committees, non-profit organizations such as governments and public universities have no need to increase their efficiency as opposed to profit-driven corporations (Gaille, 2019). Next, smaller class sizes due to the inherent higher costs can lead to a better quality education. The last point that proponents of privatized education mention is higher quality teaching, professors are more likely to be experts within their fields, enticed by higher pay. This coupled with the low faculty to student ratio can often lead to a more personalized and engaged education experience. However, given the previous argument of universities being more of a corporate landfill it is important to note that good quality professors often expect higher pay compared to those with less experience in their respective fields so this often depends on the specific institution. In addition, privatization does ensure a lack of dependency on government funding.

Next, are the flip side arguments for international student enrollment. As many third world countries further develop and their general population gains the means to access other countries for education that might be unavailable to their home country, the increase in international student applications could also increase in that sense. Lastly, universities are also aware of the benefits of increased international students within a university setting and may be pushing for an increased percentage of international students (Krislov, 2019).

Returning to the grants or donations sections, there are several arguments to be made regarding their validity within a university context. More specifically, while grants are heavily criticized they focus on the idea of natural selection of certain fields (Times, 2016). Some arguments state that if schools such as law, medicine, and business are getting these heavy fundings from outside corporations, perhaps this should continue seeing as their alumni are so successful. Furthermore, often people in the humanities struggle to find work initially though the pay gap is usually closed within a few years (Conference Board of Canada, 2018). The idea is that if these fields are producing productive members of society, then they should be allowed to prosper even further.

Overall, however, the trends of privatization remain quite clear. With a decrease in government spending over time, and a particular renewal of this trend since 2008, three main trends occur: an increase in tuition, an increase in student debt, and an increased amount of private funding from individuals and corporations.

Limitations and Future Directions

First this paper only discusses within the context of universities rather than post-secondary education as a whole. There is much work to be done in that regard in order to see the whole effect of a privatized post-secondary education.

The largest factor that this paper does not take into consideration is external sources that might cause shifts in these trends. For instance, in 2019, the Ontario government enacted a tuition freeze of about 10% which halted all increases in tuition within Ontario (CBC News, 2022). This freeze was also recently extended into 2022 which furthers the idea of government regulation. A dip in tuition in 2019 for general students can be seen going from \$6,822 in 2018 to \$6,468 in 2019 - the only year to ever experience a dip in tuition in the selected segment of tuition (1994). Government regulations in university operations can have huge impacts, and all trends shown in this paper must acknowledge some level of influence from outside sources. Specifically, student debt is often misleading as governments have an increasing part in both reducing these levels and making policies which affect the students in some way (Harden, 2017).

This paper derived most of its data from Statistics Canada and its surveys in order to graph and analyze the data. Unfortunately, much of the raw data from the surveys such as the National Graduates Survey or the Tuition and Living Accommodation Costs were particularly difficult to find and catalogue. Instead this paper mostly uses pre-collected and organized data from Statistics Canada or other papers for more clarity and ease of collection. In addition, many pages of data have been archived by Statistics Canada. This data, however, can be skewed or biased for the author's purposes. More specifically, this data is often limited by years that they are published and the author's choice of inclusion of certain data points.

For instance, financial information for universities per year is taken by the Canadian Association of University Business Officers (CAUBO) report, and compiled into a comprehensive page. However, since Statistics Canada only began to do this in 2015 such data became very limited. The next logical step for more flexibility in manipulating the data would be to access these surveys. This would allow a more comprehensive understanding of the total data rather than using data that might be manipulated to an author's original intent or any unintentional biases.

Future authors might build upon this by including more sub-categories or looking at more trends which might enhance the other understanding of a certain trend instead of generalizing these groups. Take for instance, general tuition, this could be separated into the various fields of study. Other ideas could be separating the levels of student debt into their respective incomes or demographics in order to figure out which groups of people are most impacted by rising privatization. Lastly, more areas of study such as the quality of education or how privatization impacts the structuring of funding within the school such as pay for professors can all be considered for areas of further exploration.

Conclusion

Overall, this paper describes the trends following privatization, utilizing data sources found from Statistics Canada, the University of Waterloo, and Policy Alternatives (Harden, 2017). With a quantitative analysis of privatization being stated to be a decreased government spending Based on the trends shown above and the given definition of privatization within this paper, it can be said that privatization is indeed occurring within Canada's university systems. Government spending has decreased as a percentage of total operating costs within universities specifically from 1980 to 2000 and again from 2008 to 2019. This in particular has had many effects, with the ones mainly focused on in this paper being: an increased tuition, increased student debt, and increased outside grants and donations by individuals.



Tuition has been shown to steadily increase since 1994 for both international students and domestic students. However, international students have a far higher increase in tuition. In addition, this paper found that international students were increasing both as a percentage of the student population and absolutely meaning that universities were relying more and more on them as a source of revenue.

Next, student debt was shown to grow consistently with certain students taking on much higher students from low income families due to the increasing mean yet stagnating median of the student debt. Moreover, increases in tuition affect lower income students who either can no longer enroll in universities or must take on higher amounts of student debt in order to do so.

Lastly, is the increase in private funding via non-tuition sources. Specifically, individual grants and donations have increased at a dramatic rate. This leads to disproportional funding such as towards business schools or law schools, as well as ulterior motives from these donors at times. This paper discusses the trends and implications of these particular effects.

However, there are obviously many more sub-categories and other effects which could be labelled and studied. In addition, the data from this paper comes from a pre-organized source by the same organization, but this can add an additional layer of bias which can be avoided. This paper describes and analyzes the trends of privatization since 1980, focusing specifically on the 2000's in universities across Canada as well as the implications surrounding it. Future researchers could further look at other trends and implications of a tendency towards privatization.



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