

# "ombudsman"

In last week's column I described some data that Martin and I had collected, giving the likelihood of the average undergraduate student stood of being taught by Full, Associate, or Assistant Professors in the various departments of Arts and Sciences. Some of the conclusions we drew from these data were that, by and large, it was fairly unlikely that you would be taught by Professors; that you had a better than 50-50 chance of being taught by Full or Associate Professors in Arts and Sciences but less than 50-50 chance in Arts; that there was great variability among departments in either direction; that there was more than one chance in three of your being taught by Sessionals and TAs in Arts; etc.

If you have problems you want the "Ombudsman" to look into, or if you're someone who wants to help solve others' problems, contact Dirk Schaeffer at 439-6486 (Room 282, SUB) or Kevin Schaeffer at 1010 Newton Place, 8515-112 St. or Kevin Schaeffer in Gateway 432-5178 (Room 282, SUB) or at home, 455-2727.

This week I want to look at the questions of whether the university is in a good state of affairs and if not, what can be done about it.

The regular Faculty (Full, Associate, and Assistant Professors only) at this and any other university I know of, are paid to do several things: teach undergraduates, supervise graduates, conduct research and/or scholarly investigations and serve the university and the wider community in some way. "Teaching"—without qualification of whether it is of undergraduate or graduate students—and research/scholarship are generally seen as the two primary elements; and it is generally acknowledged that universities differ from colleges on the one hand, from "research institutes" on the other, in that faculty are supposed to perform both of these functions, more or less equally in the university. Thus, both pure researchers and pure teachers are equally inappropriate in this setting. Further, it is not "good" to have professors who do only one thing but research, although this may be what both the professor and the university at large view as the university's most useful pursuit, in the sense that it is the activity that will win the most prestige for both.

On the other hand, the monies that the province pours over to the university have generally been geared to the number of students processed by the university. Although these are weighted, so that one graduate student may count for the equivalent of three undergraduates, it is still clear that most of those funds go for teaching undergraduates. For example, during the past five years, undergraduate enrolments at the U of T have averaged about 16,500 per year, and graduate enrolments about 1800—multiply the last by a weight of 3, and it still comes to only about one-third of the undergraduate total. Thus, it seems clear that faculty members are being paid largely to teach undergraduates. "Faculty" meaning all faculty equally.

When we now try to look at the relative breakdown of teaching activities for faculty of different ranks, the question of equality becomes a little trickier. Your likelihood of being taught by a Full Professor, say, depends in part on the amount of monies for salaries that have filtered from the province to the university, from the university to the Faculty, and from the Faculty

to the department. Promotional rates and criteria differ from Department to Department, partially in response to available funds (promotions meaning higher salaries, among other things), partially in response to needs for more staff rather than better staff, and the like.

Nevertheless, the main lines of the argument are clear: a) the university exists largely to teach undergraduates; b) everybody agrees that undergraduates, too, should be taught well; c) the university (at least in Arts and Sciences) certifies by its promotion policies, that Full Professors are the best teachers; and therefore d) undergraduates should be taught by Full Professors as much as possible.

With this in mind, we can look at our data again, from a slightly different perspective. Tables 1 and 2 give the average number of undergraduate courses (Table 1) and the average number of undergraduate students (Table 2) taught by faculty of different ranks during this year. With psychology again counted into both Faculties, there is a clear trend for Full Professors to teach fewer undergraduate courses than Associates, who teach fewer than Assistants, in seven of the 15 departments of Arts, and in two of the 11 departments in Science. For the student data, the same trend characterizes five departments in Arts and five in Science. Of the entire set of 25 departments, only two (Genetics and Geology) show clear trends in the opposite direction—the way things "should" be, if

teaching were fairly assigned. Further, while the averages for both Arts and Science bounce around a little, it is clear that in both faculties, Full Professors teach fewer students and fewer courses than either of the other categories.

As we suggested, there are "reasons" for this, primarily in that activities other than teaching undergrads will bring more prestige (and perhaps be more enjoyable) in terms of advancing the fortunes of individual faculty and departments. Unfortunately, these reasons conflict rather sharply with undergraduate students legitimate rights to quality education.

(One caution should be noted in considering these data, however. To determine average student and course loads, we have simply divided the number of students or courses processed at a given rank by the number of persons on staff at that rank. This means, persons on leave have been counted in. But sabbaticals normally come only in a staff member's seventh year or later, which is also the normal time for promotion from Assistant to Associate: thus, many more Full or Associate professors will be on leave in a given year than Assistants.

(Nevertheless, the number of Full Professors not teaching any undergrads ranges from zero—in Departments like Genetics and Geology, to 11—

Continued to Page 9

**Table I**  
Average number of undergraduate courses taught by different ranks in Arts and Sciences per year

Department	Full	Assoc.	Ass't.
Anthropology	1.75	2.67	3.50
Classics	1.33	2.33	3.00
Comp. Lit.	1.33	1.33	—
Economics	2.33	2.92	3.17
English	3.05	4.00	5.00
German	2.67	2.50	3.00
History	2.45	4.33	2.67
Linguistics	—	2.00	3.00
Philosophy	12.0	2.00	2.67
Poli. Sci.	2.57	3.40	2.33
Psychology	1.72	1.70	3.22
Religion	—	6.50	5.00
Romance Lang.	2.00	4.26	3.00
Slavic Lang.	2.50	3.00	4.67
Sociology	3.00	3.13	3.50
ARTS	2.37	3.47	2.49
Botany	1.57	1.50	2.50
Chemistry	1.19	1.33	1.60
Comp. Sci.	1.25	1.70	3.00
Geography	1.86	2.62	2.50
Genetics	1.57	1.40	1.00
Geology	2.10	1.30	1.17
Mathematics	2.67	3.74	2.27
Microbiology	2.00	1.00	—
Physics	1.36	1.56	2.00
Psychology	1.72	1.70	3.22
Zoology	1.45	1.33	2.00
SCIENCE	1.79	2.16	2.04

**Table II**  
Average number of undergraduate students taught by different ranks in Arts and Sciences per year

Department	Full	Assoc.	Ass't.
Anthropology	24	173	156
Classics	80	130	338
Comp. Lit.	12	11	—
Economics	108	233	114
English	82	89	160
German	27	28	25
History	56	110	146
Linguistics	—	54	48
Philosophy	49	49	57
Poli. Sci.	98	149	89
Psychology	150	158	311
Religion	—	81	66
Romance Lang.	30	63	49
Slavic Lang.	32	19	39
Sociology	176	261	127
ARTS	80	138	133
Botany	165	74	438
Chemistry	114	130	389
Comp. Sci.	56	73	112
Geography	75	215	429
Genetics	156	121	16
Geology	106	86	58
Mathematics	96	150	98
Microbiology	68	205	—
Physics	58	66	128
Psychology	150	158	311
Zoology	191	50	61
SCIENCE	115	124	168

**GRADUATION PORTRAITS**  
Annual Special Offer  
1/3 to 2/3rds off Regular Price  
**JANUARY 3rd to APRIL 15th**

Phone for your Appointment now.  
439-7284  
433-3967

**Parker & Garneau Studio**  
One Location Only 8619 - 109th Street 3 blocks East of Campus

**Ernie's STEAK PIT Ltd.**  
For Elegant Dining  
Licensed Lounge  
Open 'til Midnight  
FREE PARKING

Reservations: 469-7149  
40 Bonnie Doon Shopping Centre

All people interested in working on the editorial staff of next year's Gateway are invited to send their applications to Don McIntosh, Room 282 SUB before March 21.

**NEWS EDITOR:** \$350 per month, 60 hour week (irregular times), experience desirable. Responsibilities include page design, copy editing, management of news reporters.

**MANAGING EDITOR:** \$350 per month, 60 hour week (regular times), experience necessary. Responsible for ad and copy layout (with part-time staff assistants). Will work closely with news ed. and ed. in chief.

**COPY/ASSIGNMENTS EDITOR:** \$200 per month, 40 hour week (reg. times), writing and editing experience necessary. Responsible for copy editing in news and features, aiding news ed. in assigning news coverage.

**PHOTO EDITOR:** \$200/mth., 40-45 hours week., responsible for seeing all assignments are covered, laboratory is supplied and camera gear is workable. Must print production nights (Mon. and Wed.) for the paper. Photo experience necessary.

**FEATURES EDITOR:** \$200/mth., variable hours, responsible for all features printed—must solicit and edit local features. Layout and page design. Experience desirable.

**ARTS EDITOR:** \$200/mth., variable hours, responsible for arts pages (writing, editing, design). Must know about some aspects of the arts and be proficient in writing and editing.

**SPORTS EDITOR:** \$200/mth., variable hours, responsible for sports pages (writing, editing, layout). Must know some aspects of sport and be proficient in writing and editing.

**CIRCULATION MANAGER:** \$150/mth., 20-25 hours mth., must be able to deliver paper Tues. and Thurs. and mail out to subscribers. No exp. needed.

**GRAPHICS EDITOR:** \$100 month, hours variable, must be interested in graphic arts and willing to assist with art for ads or copy (honoraria may be changed with amount of work done). Graphics experience desirable.

**CUP EDITOR:** \$100 term, hours variable, no experience necessary, responsible for mailing and telexing stories to Canadian University Press in Ottawa. No exp. needed.