

7. Human Resources

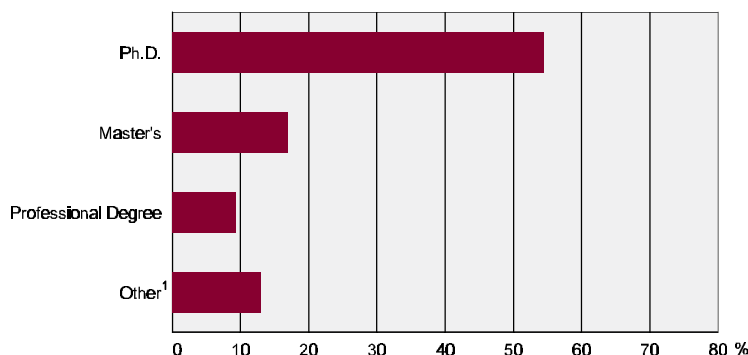
Instructional personnel are the contact points between postsecondary students and the postsecondary system. Effective curriculum delivery is an essential component of a high quality education program.

7.1 What are the educational qualifications of postsecondary faculty?

Defining precisely what constitutes high quality instruction is a difficult task. However, requiring instructors to have appropriate educational qualifications is one means of ensuring that they know their subject area. While using educational qualifications as an indicator is but one means of judging teaching quality, it is an objective measure which enables comparisons to be made over time and among postsecondary sectors.

As might be expected, those who teach at the university level in this province are well qualified, and have higher educational qualifications than those who teach at public or private colleges. Figure

Figure 7.1.1: Qualifications of Full-Time and Part-Time Faculty, Memorial University, 1997



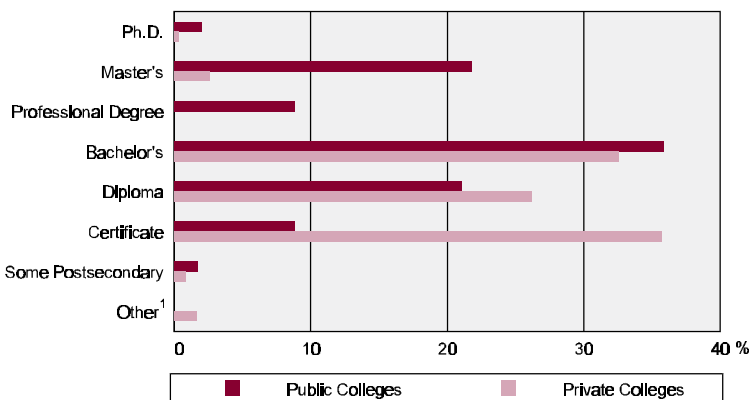
Source: MUN Fact Book, 1997

1. Graduate diplomas, professional designations, bachelor's degrees, unknown.

Note: N = 1,087.

7.1.1 shows that approximately 55% of Memorial University academic staff hold a Ph.D., and a further 26% hold Master's or professional degrees.

Figure 7.1.2: Qualifications of Full-Time and Part-Time Vocational and Academic Staff, Public and Private Colleges, 1997



Sources: Department of Education and College of the North Atlantic

1. Journey person, high school graduation, none, unknown.

Note: N = 545 (Public College), N = 607 (Private Colleges).

In the college systems most instructors have Bachelor's degrees or postsecondary diplomas (Figure 7.1.2). There are very few instructors qualified at the Ph.D. level, but 22% of public college instructors and 2.6% of private college instructors have a Master's degree.

Differences in the qualifications of instructors at public and private colleges are, to some extent, a reflection of the different types of programs available in the two systems. For example, public colleges offer three-year technology programs which require instructors with advanced qualifications. The Department of Education has established standards for many

aspects of private college operation, and is responsible for ensuring that instructors have appropriate qualifications for the courses they are teaching.

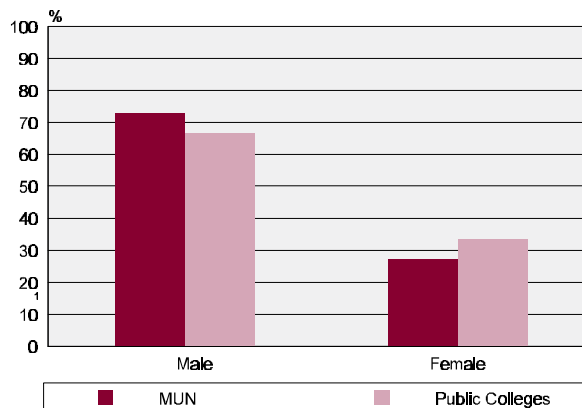
7.2 How many instructors are there at Memorial University and the College of the North Atlantic and what proportion are women?

The number of faculty at both Memorial University and the College of the North Atlantic has decreased in recent years. Most of the decline at the College of the North Atlantic is a result of the consolidation of the five public colleges, the closure of some campuses and the termination of the training component of the TAGS program. The decline at the College has been dramatic - from 1,404 full-time and part-time faculty in 1994 to 545 in 1997. At Memorial University most of the decline was in the number of part-time faculty: there were 218 in 1992 but only 77 in 1997. The number of full-time faculty decreased to a lesser extent from 982 in 1992 to 828 in 1997.

A minority of academic staff positions at Memorial and the College are held by women. The proportion of women teaching at the College in 1997 has decreased to 33.5% from 46.7% in 1994 (Figure 7.2.1). Because women comprise a larger percentage of part-time faculty, the decrease may be the result of the decrease in part-time positions from 26.2% in 1994 to 5% in 1997.

At the university the proportion female faculty has remained steady for the last few years at approximately 25%. As is the case

Figure 7.2.1: Proportion of Faculty Positions¹ Held by Women, Memorial University and College of the North Atlantic, 1997



Sources: MUN Fact Book, 1997 and College of the North Atlantic.

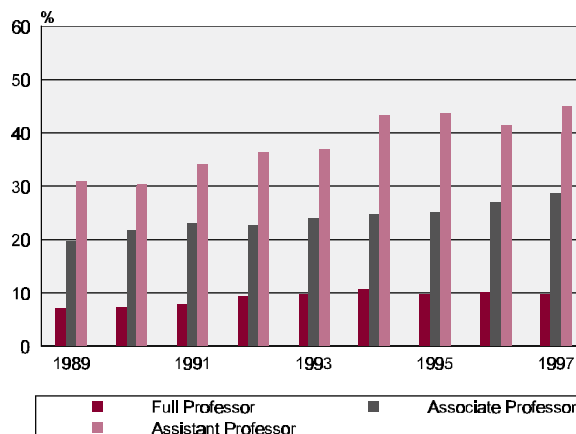
1. Full-time and part-time.

for the College, the proportion of part-time faculty positions held by women in 1997 (41.4%) is much higher than the proportion of full-time positions held by women (26.0%).

Viewed by academic rank, in 1997 women comprise a smaller proportion of full professors (9.7%)

than associate professors (28.6%) and assistant professors (44.9%). Since 1989 the proportion of women at the academic ranks of full professor, associate professor, and assistant professor has increased gradually (Figure 7.2.2). In the eight years between 1989 to 1997 the percentage of women who were full professors increased from 6.9% to

Figure 7.2.2: Percentage of Women Faculty Members by Rank, Memorial University, 1989-1997



Source: MUN Fact Book, 1989-1997

9.7%; associate professors from 19.7% to 28.6%; and assistant professors from 30.8% to 44.9%.

7.3 What are the salary levels of postsecondary educators?

The salary levels of full-time academic staff at Memorial University and the College of the North Atlantic are presented in Table 7.3.1. Salary levels of academic staff at Memorial are substantially higher than those at the College, reflecting the higher educational qualifications required for these positions.

Full professors who are male earn, on average, \$73,517 per annum; associate professors \$60,655, assistant professors \$48,461 and lecturers \$39,008. Although Memorial does use a salary grid the mean salary of women at each of these ranks is slightly lower. The average salary of male instructors at the College of the North Atlantic is \$46,718. On average, female instructors earn \$43,237.

Table 7.3.1: Average Salary Levels of Full-Time Academic Staff, Memorial University and College of the North Atlantic, 1997

	Number	Male	Number	Female
Memorial University				
Full Professor	252	\$73,517	27	\$73,286
Associate Professor	270	\$60,655	108	\$58,892
Assistant Professor	92	\$48,461	75	\$46,842
Lecturer	< 10	\$39,008	< 10	*
College of the North Atlantic				
Faculty	349	\$46,718	168	\$43,237

* Too small to compute.

Note: Table contains data for permanent regular appointments only.