

Do Universities Exploit Undergraduates?

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FRONTIER CENTRE
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Ideas for a better tomorrow

Outline

Introduction

- ◆ Increased accountability and transparency is coming to universities.
- ◆ University administrators claim they need more resources.

University Expenditures and Degrees Awarded

- ◆ Resources to Canadian universities have increased substantially.
- ◆ Degrees awarded have not increased at the same rate.

Resource Allocation and Degrees Awarded at the University of Manitoba

- ◆ Operating funds have increased substantially.
- ◆ But, a larger proportion has been allocated for administrative and support services than for teaching.
- ◆ The number of academic staff has increased substantially.

Outline (con't)

- ◆ But, the number of degrees awarded has not increased as the same rate.
- ◆ There has been a shift of resources from undergraduate to graduate programs and from some faculties and schools to others.

Resource Allocation and Degrees Awarded in Faculties and Schools

- ◆ Faculties and schools have received substantially different resources.
- ◆ The number of degrees awarded by faculties and schools varies substantially.
- ◆ But, there is no relationship between the resources received and the number of degrees awarded.
- ◆ There is a 14-fold difference across faculties and schools in the costs of graduating students.
- ◆ There is virtually no relationship between changes in the resources allocated and changes in the degrees awarded.

Table 1**University and College Revenues, College Certificates and University Degrees, and the Average Cost per Certificate and Degree by Province, 2007-2008**

Province	University and College Revenues (000)^a	Certificates and Degrees Awarded^b	Average Cost
Alberta	4,708,464	31,320	\$150,334
British Columbia	4,768,998	33,729	\$141,392
Manitoba	987,091	9,024	\$109,385
New Brunswick	493,864	7,056	\$69,992
Newfoundland	598,634	4,611	\$129,827
Nova Scotia	1,162,640	11,466	\$101,399
Ontario	15,067,934	142,500	\$105,740
Prince Edward Island	163,518	1,770	\$92,383
Prince Edward Island	7,538,717	99,414	\$75,832
Saskatchewan	1,135,118	6,648	\$170,746

Source: ^a Canadian Association of University Teachers (2009, p. 2); ^b Canadian Association of University Teachers (2011, p. 36).

Table 2
Full-time Equivalent Students Enrolled, Full-time Equivalent Faculty Members, and Student-Faculty Ratios in Selected Western Canadian Universities, 2007-2008

University	Number of Students	Number of Faculty Members	Student-Faculty Ratio
Athabasca University	5,505.9	120	45.9
Brandon University	1,944.9	150	13.0
Simon Fraser University	17,964.9	789	22.8
University of Alberta	34,046.6	1,290	26.4
University of British Columbia	38,964.4	1,641	23.7
University of Calgary	24,388.7	1,068	22.8
University of Lethbridge	7,473.0	309	24.2
University of Manitoba	24,499.7	852	28.8
University of Northern British Columbia	3,131.1	183	17.1
University Regina	11,010.0	342	32.2
University of Saskatchewan	17,126.1	666	25.7
University of Victoria	14,528.1	648	22.4
University of Winnipeg	6,649.7	240	27.7

Source: Canadian Association of University Teachers (2010, p. 42).

Table 3
Expenditures (\$ x 1000) at the University of Manitoba, 2001 and 2008

Source	2001	2008	Increases 2001–2008	
			\$	Percentage
Academic Salaries in Faculties and Schools	90,994.9	131,516.0	40,521.1	44.5
Support Staff Salaries in Faculties and Schools	22,284.1	35,354.8	13,070.7	58.7
Other Expenditures	122,117.6	183,794.4	61,676.8	50.5
Total Operating Expenditures	235,396.6	350,665.2	115,268.6	49.0

Source: University of Manitoba (2001 p. 97); University of Manitoba (2008, p. 135).

Table 4

Full-time Equivalent Staff at the University of Manitoba, 2001 and 2008

Full-time Equivalent Staff	2001	2008	Increases 2001–2008	
			\$	%
Academic	1,189.5	1,716.0	526.5	44.3
Support	1,635.3	2,073.5	438.2	26.7
Total	2,824.8	3,784.5	964.7	34.2

Source: University of Manitoba (2002, p. 97); University of Manitoba (2009, p. 161).

Table 5 Degrees Awarded by Faculties and Schools at the University of Manitoba, 1999 to 2008

Degrees Awarded	1999	2000	2001	2006	2007	2008	Increases 2001–2008	
							Number	%
Undergraduate	3,411	3,348	3,538	4,165	4,052	4,382	844	23.9
Graduate	604	541	559	720	749	757	198	35.4
Total	4,015	3,889	4,097	4,885	4,801	5,139	1,042	25.4

Source: University of Manitoba (2002, p. 54); University of Manitoba (2009, p. 102).

Table 6

Increases in Academic and Support Staff Expenditures (\$ x 1000) in Faculties and Schools, 2001 and 2008

Faculties/ Schools	2001	2008	Increases 2001–2008	
			\$	%
Agricultural and Food Sciences	\$8,657.5	\$11,003.2	\$2,345.7	27.1
Architecture	3,164.5	4,602.3	1,437.8	45.4
Art, School of	1,607.2	2,288.8	681.6	42.4
Arts	21,484.2	26,773.3	5,289.1	24.6
Business, I.H. Asper School of	5,973.1	9,929.0	3,955.9	66.2
Dentistry and Dental Hygiene	6,423.9	9,388.0	2,964.1	46.1
Education	4,641.4	6,155.5	1,514.4	32.6
Engineering	7,852.8	11,367.1	3,514.3	44.8
Environment, Earth and Resources	---	5,520.3	5,520.3	---
Human Ecology	2,273.0	3,078.1	805.1	35.4
Law	2,206.9	3,562.4	1,355.5	61.4
Medicine and Medical Rehab.	17,773.7	31,001.8	13,228.1	74.4
Music	1,552.2	2,731.3	1,179.1	76.0
Nursing	5,740.6	7,178.7	1,438.1	25.1
Pharmacy	1,366.9	2,376.0	1,009.1	73.8
Phys. Education/Rec. Studies*	1,457.3	2,500.0	1,042.7	71.6
Science	18,167.6	21,361.0	3,193.4	17.6
Social Work	2,011.1	4,991.2	2,980.1	148.2
Total	\$112,353.9	\$165,808.0	\$53,454.4	47.6

*Now called Kinesiology and Recreational Management.

Source: University of Manitoba (2001, 97); University of Manitoba (2008, 135).

Table 7

Changes in the Number of Degrees Awarded in Faculties and Schools, 2001 and 2008

Faculties/Schools	2001			2008			Changes 2001-08	
	Under graduate	Graduate	Total	Under graduate	Graduate	Total	Number	%
Agricultural and Food Sciences	170	41	211	123	67	190	-21	-10.0
Architecture	96	41	137	79	62	141	4	2.9
Art, School of	49	0	49	80	0	80	31	63.3
Arts	734	82	816	1,039	117	1,156	340	41.7
Business, I.H. Asper School of	372	58	430	431	51	482	52	11.8
Dentistry and Dental Hygiene	46	6	52	62	6	68	16	30.8
Education	548	64	612	558	83	641	29	4.7
Engineering	221	62	283	218	64	282	-1	-0.4
Environment, Earth and Resources	---	---	---	124	46	170	170	---
Human Ecology	57	11	68	140	11	151	83	122.1
Law	88	4	92	98	1	99	7	7.6
Medicine and Medical Rehab.	156	37	193	173	113	286	93	48.2
Music	38	0	38	46	6	52	14	36.8
Nursing	183	12	195	344	22	366	171	87.7
Pharmacy	47	2	49	46	0	46	-3	-6.1
Phys. Education/Rec. Studies*	80	13	93	135	9	144	51	54.8
Science	526	44	570	506	55	561	-9	-1.6
Social Work	118	32	150	149	39	188	38	25.3
Total	3,529	509	4,038	4,351	752	5,103	1,065	26.3

* Now called Kinesiology and Recreational Management.

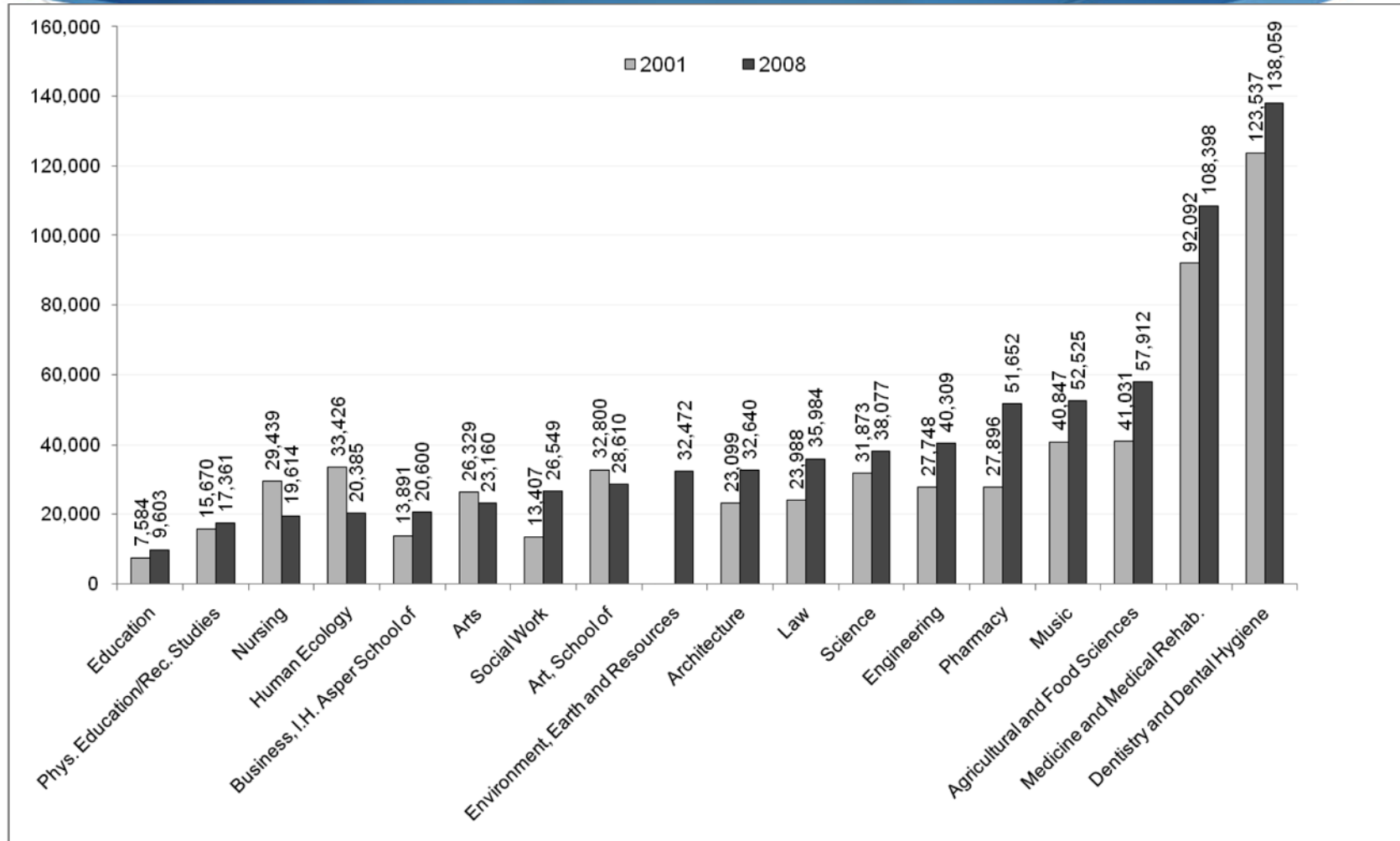
Table 8**Percentage Increases in Academic and Support Staff Expenditures and Percentage Changes in the Number Degrees Awarded in Faculties and Schools, 2001 and 2008**

Faculties/Schools	Percentage Increases in Academic and Support Staff Expenditures	Percentage Changes in Degrees Awarded
Agricultural and Food Sciences	27.1	-10.0
Architecture	45.4	2.9
Art, School of	42.4	63.3
Arts	24.6	41.7
Business, I.H. Asper School of	66.2	11.8
Dentistry and Dental Hygiene	46.1	30.8
Education	32.6	4.7
Engineering	44.8	-0.4
Environment, Earth and Resources	---	---
Human Ecology	35.4	122.1
Law	61.4	7.6
Medicine and Medical Rehab.	74.4	48.2
Music	76.0	36.8
Nursing	25.1	87.7
Pharmacy	73.8	-6.1
Phys. Education/Rec. Studies*	71.6	54.8
Science	17.6	-1.6
Social Work	148.2	25.3
Average	47.6	26.3

* Now called Kinesiology and Recreational Management.

Figure 1

Academic and Support Staff Expenditures per Academic Degree Awarded in Faculties and Schools, 2001 and 2008



Conclusion & Recommendations

- ◆ The data suggest that rent-seeking is evident at the U of M.
- ◆ There are at least **5 policies** that would help constrain rent-seeking.
 1. An independent quality and standards agency is needed that would critically assess and report on the costs of graduating students.
 2. The procedures for allocating funds that presently advantage some faculties and schools need to change so there is fair competition.
 3. Students should pay the same proportion of the costs of their education directly to the faculty or school in which they are enrolled.
 4. Academic units should receive funds from governments that are contingent on the percentage of students who graduate.
 5. Salaries for deans and department heads should be contingent on their effectiveness in restraining increases in tuition fees.