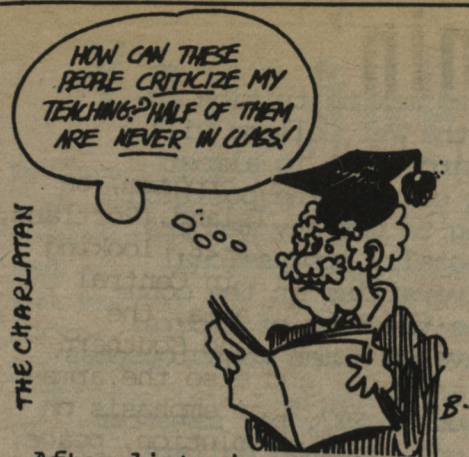


On With The Survey

compiled by Gary Fisher



After listening to the complaints and comments that students have made about particular departments, the SUN decided to conduct its own inquiry.

It was decided that each department should be examined by students who are majoring in that department. Each of the questions asked in the survey reflects the concerns of students, and wherever possible, the opinions of the students are presented in their entirety, where space permits.

4. a) Are course evaluation conducted in your dept?
yes 43% sometimes 30% no 27%
b) should they be mandatory?
yes 93% no 7%
c) Should they be conducted by the registrar or by the professor?
Registrar 73% prof. 20% students 7%
d) Should the results be made known to future students?
yes 87% no 13%
5. Are there aspects about your professors which irritate you? What are they?
Professors are too long winded - they compete v each other on basis of material covered
- each tries to push his own subject too much.
- some tend to talk about themselves too much
- some professors lack the ability to teach
- professors try to irritate students.
- low opinion of students
- lack of maturity, demonstrated by cursing etc.
- teaching beyond class time
- their treatment of the subject
- attitude towards students
- their level of comprehension
- smoking in class
- cracking knuckles
- some have nervous twitches which can be distracting.
- some talk too much and do not give students an opportunity to speak and discuss
- some are too slow
- lack of communication between professors and students
6. Within your department, do you feel that favouritism (personal and/or philosophic) plays any role in the marks

- which students receive
- b. Is there discrimination by your profs. (sexual, social)
Bio. yes
Bus. a) subtle b) subtle
a) favouritism runs rampant, particularly noticeable when job interviews are being held.
Chem. a) no b) no
Econ. a) questionable marking by one individual in only one class
a) yes to a certain degree
Educ. yes, some profs. mark subjectively
Engin.
a) no; yes; not aware of any
b) no; yes
English
a) no, not deliberately
b) no
History
a) yes b) no
Home Econ.
a) yes, but only with certain prof.
b) no
Math
a) no b) no
Mod. Lang.
a) no B) no
Music a) yes b) yes
Philosophy
a) no b) no
Physics
a & b) nothing visible
Pol. Sc.
a) no b) no
a) yes, sometimes philosophical prejudice
Psych.
a) only one prof.
a) unknown, but don't think so
a) some students are type-cast and find it difficult to attain higher marks
b) some remarks by prof. in class show prejudice
 7. Are there any conflicts between the faculty in your department? If there is conflict, does it affect the quality of the education the students receive?
Conflict exists within the following departments:
Bio.- each tries to push his own subject.
Chem.- minimal conflict, but does not affect quality.
Engin.- between faculty and administration.
English. uniformity is rare and overshadowed by confusion.
Home Ec.- conflict exists and it affects quality.
Mod. Lang.- conflict but it does not affect quality.
Music- professors develop "cliques" which can conflict at times.
Physics - does not affect quality.
Pol. Sc. - not to a high degree, does not affect quality.

- Soc.- yes, affects marks if you disagree with a particular philosophy.
8. How would you compare the professors in your department with those you have had in other departments?
The following departments have been rated above the university average by majors of that department: Biology, Chemistry, Economics, Physics, Political Science.
The following departments have been rated equal to other departments; Business, Engineering, English, History, Math, Modern Languages, Music, Philosophy, Sociology, Psychology.
The following majors rated their departments below the average norm: Education, Home Economics.
 9. Are your professors competent? How many and to what degree?
Bio.- they are all competent within their own field, it is only when they stray that problems arise; yes, they are all very competent.
Bus.- The professor I take courses from are, but I do not think that they all are; Yes.
Chem.- most are extremely competent, 1 or 2 teaching ability leaves much to be desired;
Econ.- all six are extremely competent.
Educ.- about half of them are competent.
Engin.- yes, average; most know the material but some cannot express themselves.
English.- yes, most are scholars in their field; most are, others are poor, showing only scattered signs of genuine concern and intelligence.
Hist.- extremely competent and professional; most are competent.
Home Ec.- So so; no, not really, some are really slack, professors teaching subjects that are not in their field of expertise.
Math.- I would say that half of the department is competent while the other half should not be teaching because they just do not have the ability to teach.
Mod. Lang.- quiet competent; all four are very competent.
Music. - I don't think they are brilliant but all

- are capable; some are and some aren't.
Phil.- yes, they are all competent and very serious in their fields; all professors are very competent in their fields and as teachers.
Physics. - most are competent, some don't know how to teach.
Pol. Sci.- all are very competent, however, some motivational problems do exist; yes for the most part, some are not as dedicated to furthering the students education as others are.
Psyc.- three of them are; most, a couple are not; very competent.
Soc. - all are competent, some are more helpful than others; all competent in both their fields and as teachers; unfortunately the department is hurt because of their inability to communicate with each other, 4 against 4.
10. Do you feel that your courses encourage you to think, critically even, or are they just designed in an attempt to cram as much knowledge as possible into your cranium?
Bio.- Even Bio 102 introduces the student to a totally different look at the world around, no course crams knowledge into your head, you learn what you want to and the rest gets shafted; both, though probably a little more on the knowledge into the cranium side.
Bus. cram.
Chem. students are not in a position to critically challenge facts presented until they are in graduate school.
Ec.- our economic indoctrination is a constant battle to critically evaluate accepted doctrine.
Educ.- some courses are full of it, a few of them encourage critical thinking.
Engin.- you are encourage to think, there is no reason to be critical, most courses but not all are designed to cram knowledge.
English - encouraged to think, however, some have been cram courses; most courses offer the opportunity for real thought, but what doesn't.
Hist.- critical thought is a necessary component of history; most are knowledge crammers.