Discussion of "Teaching-Track Economists - A Canadian Perspective"

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Motivation

"We hope our findings raise the question of why [a uniquely Canadian] model has emerged." (Murdock and Cohen (2024))

• I am going to highlight some of the key facts from this paper that point to why Canada has a unique teaching-track (TT) model.

Fact 1: Canadian Institutions are Large

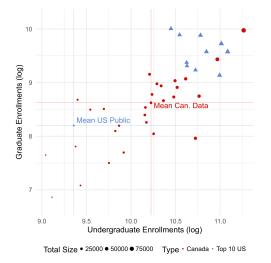
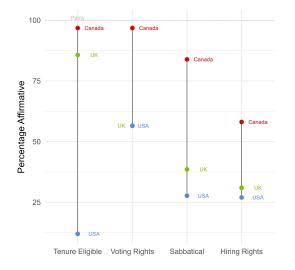


Figure 1: Comparison of total enrollments in Canadian data and largest US schools.¹

- Canadian universities in this data are huge.
- They are more similar to the largest US schools than a typical US school.

Fact 2: Canadian Teaching-Track \cong Research Track



- Canadian TT faculty are much more similar to RT faculty than in the US or UK.
- Is this reflected in higher salaries? → public data?

Figure 2: Comparison of TT rights with RT rights.²

Fact 3: Canadian TT Face Different Demands

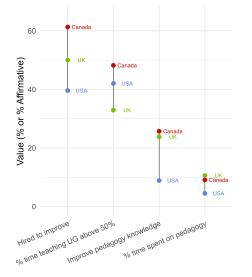


Figure 3: Comparison of TT job characteristics.³

- Canadians teach mostly undergraduates and lots of them.
- Hired (and spend time) on improvement.
 - Quality of teaching.
 - Pedagogy and pedagogical skills.

Comparative Advantage

"An important theme to emerge from the interviews is a sense of potential gains from specialization, which could motivate hiring." (Arico et al. (2024))

- This paper points out that the Canadian model is more a story of comparative advantage.
- For economists, this is second nature but it's not obvious!
- It contributes a re-examination of the literature⁴ which sees this as a conflict between finances, learning, and equity.

For this paper, including more contextual and institutional facts would be help provide a richer framework, especially in the future.

- Other countries.
- Contextual information (e.g., salaries).
- · Models.

¹Data as of 2022, from Universities Canada (2023), IPED Education Statistics (2023), school websites.

²Data from Murdock and Cohen (2024)

³Data from Murdock and Cohen (2024) and Arico et al. (2024)

⁴Rawn and Fox (2018), Baldwin and Chronister (2001)

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