How Professors Spend Their Time

- **How they actually spend their time:**
  - Teaching: 59%
  - Research: 18%
  - Service: 23%

- **How departments expect them to spend their time:**
  - Teaching: 20%
  - Research: 175%
  - "Service": 20%

- **How Professors would like to spend their time:**
  - Don’t tell me what to do

Source: Higher Education Research Institute Survey (1999)
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Climate for Teaching in Participating APLU Institutions
Purpose:

- To Describe the climate for teaching among faculty in Colleges of Agriculture in APLU institutions.
- We will be used some lines of inquiry originally put forth by Ernest L. Boyer in his book “Scholarship Reconsidered: Priorities of the Professoriate” in 1990 in addition to researcher-developed questions.
How it began

- 47 Participating Institutions
  - Colleges of Agriculture, Life Sciences, Natural Resources, Family & Consumer Sciences – BROADLY Defined

- 2,169 Returned Questionnaires
Who responded:

- Avg Age: 50 years old
- Avg Years in current rank: 9.25 years
- 67% male, 33% female
Paired Samples Test:

- Avg. percentage of appointment that is assigned to teaching: 40.94%
- Value given by P&T for teaching: 23.78%

- Avg. percentage of appointment that is assigned to research: 36.84%
- Value given by P&T for research: 60.08%

n=1946
How well were you prepared to teach as a result of your grad work?

- I was not prepared
- I was slightly prepared
- I was moderately prepared
- I was well prepared

If you had other teaching experiences prior to being hired as a college teacher, please describe those experiences:
Self-perceived level of preparation to teach at the college level

- Not prepared: 11%
- Slightly prepared: 26%
- Moderately prepared: 36%
- Well prepared: 27%

N=2163
Prior Teaching Experience

- High School Teaching: 8%
- Middle School or Elementary Teaching: <1%
- TA as a Graduate Student: 28%
- Non-Formal Teaching: 6%
- Extension Education: 2%
- Other Teaching Experiences: 6%
- None: 50%
How often do you discuss teaching with colleagues in a 7-day week?

- Avg: 3.98 times
- Range: 0-50
  - *Note: Answers above 50 (N=3) were removed.
- N=2,146
There were no significant differences (alpha = .05) when analyzed by:

- **Age** (n=1977)
- **Rank** (n=1944)
  - Lecturer, Assistant, Associate, Full
- **Tenure status** (n=1919)
Do your interests lie primarily in Research or Teaching?

- Exclusively Research
- Mainly Research
- Slightly Leaning toward Research
- Equal Levels of Interest
- Slightly Leaning toward Teaching
- Mainly Teaching
- Exclusively Teaching
Do your interests lie primarily in Research or Teaching?

N= 1996

- Exclusively Research: <1%
- Mainly Research: 28%
- Slightly Leaning toward Research: 14%
- Equal Levels of Interest: 22%
- Slightly Leaning toward Teaching: 10%
- Mainly Teaching: 20%
- Exclusively Teaching: 4.5%
There were no significant differences (alpha = .05) when analyzing:

- Age (n=1996)
- Appointment Percentage (n=1946)
- Gender (n=1931)
Do your interests lie primarily in Research or Teaching?

Mean of Research (1) or Teaching (7)
Whose responsibility is it that students learn in their courses?

- Exclusively the Teacher
- Mainly the Teacher
- Slightly the Teacher
- Equal Responsibility
- Slightly the Student
- Mainly the Student
- Exclusively the Student
Whose responsibility is it that students learn in their courses?

N= 1996
Whose responsibility is it that students learn in their courses?

- There were no significant differences (alpha = .05) when analyzing:
  - Age (n=1931)
  - Appointment Percentage (n=1946)
  - Gender (n=1931)
  - Rank (n=1946, m=4.00)
  - Class size (n=1932)
  - Teaching Load (n=1926)
Number of meetings with faculty in a week – outside of class time.

- Number of meetings with the advisee faculty see most frequently:
  - Avg: \( 13.4 \) in a term

- Number of meetings with the advisee faculty see least frequently:
  - Avg: \( 3.7 \) in a term

Source: Academically Adrift  
Source: Current study
In your department: (“other” category)

- “If I wasn’t crying, I might have laughed at this question.”
- “Teaching actually rewarded by dept head? You’re kidding, right?”
- “Stick vs Carrot situation – poor performance is punished at T&P. Little/no impact otherwise.”
Climate for Teaching in APLU?

- Overall, the general mood of the respondents was agreeable toward teaching.
- Teachers may want to know what is expected to earn Promotion and Tenure.
- How are teachers evaluated?
- What is a good teacher?
In your COLLEGE: ("other" category)

- "Teaching awards is almost a waiting list type event"
- "Very few awards and little recognition, often the same faculty get most of the awards, or faculty with large classes receive recognition"
- "One or two awards for hundreds of us – not really sure of the criteria..."
In your department: ("other" category)

- "You are ‘rewarded’ with more committee work, more heavy lifting for curriculum reform. It stinks."
- "Unfortunately, our department can not decide on how to evaluate teaching performance. I served on a committee to determine how we could do it, it was labeled as too hard and dropped. Therefore, all teaching is evaluated in our department as a popularity contest."
5% are the Great Ones who will do well in spite of what you do
5% are the ones who will do poorly in spite of what you do
90% are the ones who will react to the direction that is given. How can we target and support the 90%?
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