

A TEACHER LOAD SURVEY

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As a member of the National Association of Colleges and Teachers of Agriculture Committee for the Improvement of College Teaching of Agriculture for the year 1963-64, I was asked to direct a special study of teaching loads and teacher responsibilities in colleges and universities. A survey form was prepared and mailed to 120 colleges and universities asking for their cooperation in making the study. Sixty-six completed questionnaires were returned; however, ten of these were from colleges where the Agriculture Departments had been discontinued and, therefore, we did not include them in the summarized results. I am glad to submit the results of the special study and hope that the data will be useful in the improvement of our college teaching program.

Question and Answer Summaries from Survey:

1. Are the teachers in all departments, schools, or colleges in your institution on the same teaching load assignment?

60% of the colleges and universities answered NO. 40% answered YES. Typical comments by those answering NO were:

"The load depends on other assignments and responsibilities and the requirements within the department."

"Small departments make this impossible."

"Variation is due to the fact that some courses are 4 hours; some, 3 hours."

"Variation is because some have administrative responsibilities or research."

"Our university does not have a stated policy on what constitutes a teaching load."

"Variation in other responsibilities—administration, research, agriculture extension work, other public services, etc."

"Some teachers have productive activities; others have research responsibilities."

"Loads vary (both budgeted per teacher, and actual per teacher) widely between departments and within departments because of differences in class size, difficulty of course taught, paper work involved, newness of course, committee assignments, etc."

"Committee and executive responsibilities seem to justify lighter teaching load."

"Actual teaching load depends upon several factors" (1) number of students, (2) number of different preparations, (3) administrative duties, and (4) other assigned duties such as supervisor of poultry plant, etc."

2. What is the present teacher load per week in your college or university?

Table 1. A comparison of the number of semester hours taught in agriculture, Biology, History and English. Figures in the body of the table show the number of colleges reporting the specific number of semester hours per week teaching load.

Sem.	Hours	4	5	—	9	10	11	12	13	14	15	16	17	18	Colleges Reporting
Agri.	1	1			4	1	11	1	3	13	1		1		37
Biol.					2		8	5	2	10	2				29
Eng.			1				11	1	2	15	1				31
Hist.						1	8	1	3	15	1		1		30

*As reported by colleges and universities on the Semester Plan.

3. How is the teaching load determined for the faculty in your institution? What criteria was used to set up the teaching load?

There was considerable variation in the criteria used to determine teaching loads. Nine universities stated they had no hard and fast teaching load formulas. The most common criterion was number of semester or quarter hours taught. Generally an institution used more than one method.

Number of Institutions Using the Different Criteria:

- 38—Number of semester or quarter hours taught.
- 27—Contact hours per week (including lecture and laboratory hours).
- 25—Equated hours (where one laboratory hour may not equal one lecture hour).
- 25—Hours taught plus supervision and management of institutional farm.
- 16—Hours taught plus specified research load.
- 14—Hours taught plus talks, meetings, contests, short courses, serving on committees (non campus), etc.
- 10—Number of papers to grade.
- 9—Faculty staffing formulas.
- 6—Number of duplicate classes taught e.g. several sections of English I or Mathematics I where one preparation is sufficient for several classes or sections.
- 4—Number of senior college or junior college classes taught.
- 2—Number of students in classes.
- 2—Number of advisees and counseling work.
- 1—Number of graduate classes.
- 1—Dictated by circumstances.
- 1—Lecture hours and number of students advised.

4. Do these criteria apply to the entire college or university?

82.7 per cent indicated they did apply to entire college or university. 17.3 per cent indicated the criteria applied to agriculture only.

5. How long has the present teaching load been in effect in your college or university?

One college reported 1 year, three colleges reported 2 years, and three said 3 years. On the other extreme, two colleges reported 30 years and one 25 years. The Median was 10 years.

6. Is there a trend or movement in your institution toward decreasing, increasing, or maintaining the teaching load?

There appears to be considerable activity and thought in our colleges and universities toward reducing the teaching load with 32.7 per cent indicating a trend or movement in this direction. However, 63.6 per cent said the trend was to maintain the present teaching load. Only 3.6 per cent indicated a trend toward increasing the teaching load.

7. Do you feel that a reduction in the present teaching load in the agriculture department would result in improved teaching?

Nearly 2/3 of those answering the questionnaire or 61.5 per cent thought that a further reduction in teaching load would not necessarily result in improved teaching. However, 38.5 per cent thought a reduction would improve teaching.

8. How are laboratories and field studies in Agriculture evaluated when applied to teaching load?

35—indicated 2 hours laboratory=1 hour lecture
9—indicated 1 hour laboratory=2/3 hour lecture.

2—indicated 1 hour laboratory=1 hour lecture.
2—indicated 3 hours laboratory=1 hour lecture.
1—indicated 1 hour laboratory=2 hours lecture.

About the same evaluation was indicated in biology and home economics.

9. Does your college or university consider the type or nature of the laboratory in giving credit for the teaching load?

Answers to this question indicate that a large majority of the colleges and universities make no attempt to evaluate laboratories when giving credit for teaching load. Thirty said they evaluated them the same regardless of type. The complete report for this question is as follows:

Number of Colleges or Universities Considering Types of Laboratories in Establishing Teacher Loads:

30—Evaluated all the laboratories the same regardless of type.

9—Considered laboratory requiring little attention of teacher during lab. period—as employing lab. assistants.

8—Considered laboratory requiring constant attention of teacher—as a combination of lecturing, advising, demonstrating, identification, etc.

5—Considered laboratory requiring little preparation by teacher.

10. How does the teaching load and other responsibilities of teachers in the department of agriculture in your institution compare with the teaching load and responsibilities of teachers in the departments of English, History, and Biology?

Table II. Comparison of Agriculture Teacher Load with English, History and Biology?

	Eng.	Hist.	Biol.
Per cent of colleges and universities stating that agriculture teachers had greater loads than teachers of	25.5	26	15.7
Per cent of colleges and universities stating that agriculture teachers had about the same load as teachers of	58.8	58	74.5
Per cent of colleges and universities stating that agriculture teachers had smaller loads than teachers of	15.7	16	9.8

11. Are the majority of the staff members in your agricultural department or Agricultural college satisfied with their teaching load?

44 institutions or 88 per cent of the colleges and universities indicated that the majority of the staff members were satisfied with their present teaching load.

6 or 12 per cent of the colleges and universities indicated they were not satisfied with their present teaching load.

12. Do the teachers in your institution who carry greater teaching loads receive higher salaries?

49 or 96 per cent of the colleges and universities said NO—they did not receive higher salaries.

2 or 4 per cent answered YES—they did receive higher salaries.

13. How is the teaching load adjusted for the dean or head of the department of Agriculture?

Table III. Variations in Teaching Load for Deans or Heads of Colleges or Departments of Agriculture According to Semester Hours Per Week.

Sem. Hours	0	1	2	3	4	5	6	7	8	9	10	11	12	13	Colleges Reporting
No. of Colleges	5	1	8	2	2	3	3	1	8	4	2	4	4		47

Minutes of Business Meeting

Hal B. Barker, Secretary-Treasurer
Louisiana Polytechnic Institute
Ruston, Louisiana

Dr. Jack Stanly, President of NACTA, called a general session to order at 8:00 a.m. on April 6, 1964 in Lowman Student Center, Sam Houston State College, Huntsville, Texas.

Dr. Hal B. Barker was asked to read Article VII of the Constitution which pertained to the manner by which the Constitution could be amended. Barker moved that the rules be suspended, in order that the body might consider changes in elected officers, seconded by Clyde Hyder. Approved unanimously.

Barker offered a motion that the office of secretary and treasurer be divided, making two positions where one had been previously, that the office of Historian be created and that the office