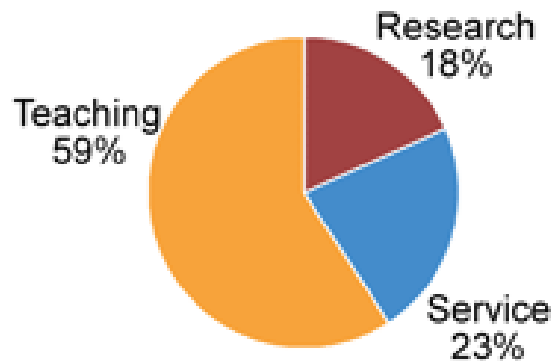


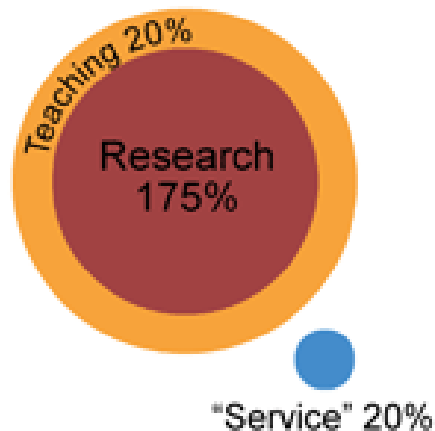
HOW PROFESSORS SPEND THEIR TIME

How they actually spend their time:



Source: Higher Education Research Institute Survey (1999)

How departments expect them to spend their time:



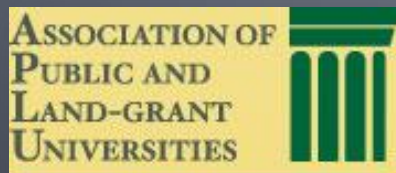
How Professors would like to spend their time:

Don't tell me what to do

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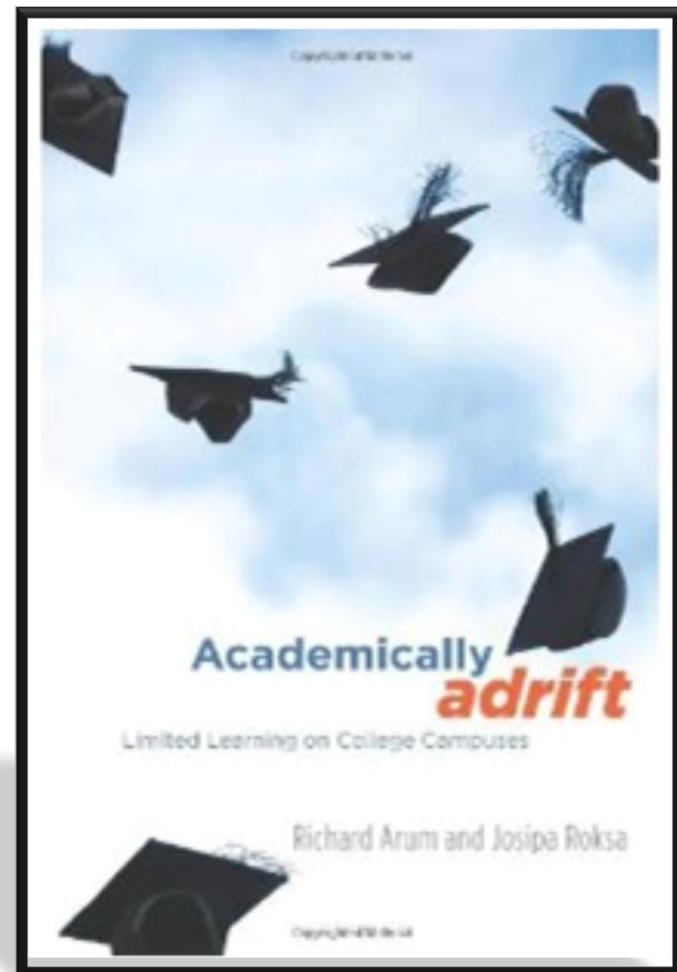
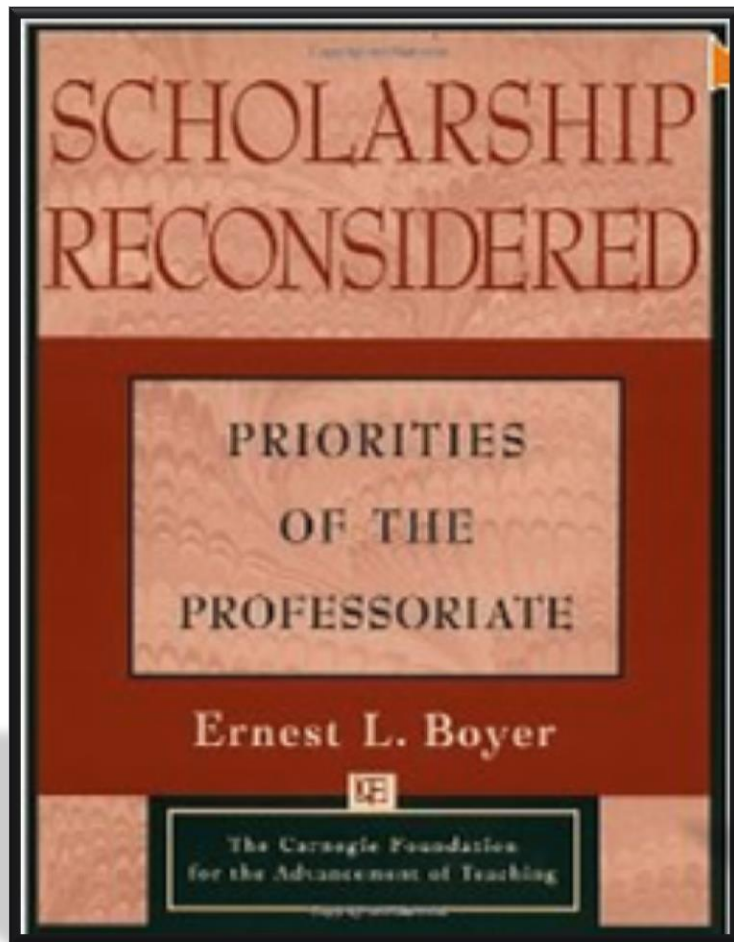
Dr. Jeremy M. Falk, Assistant Professor
Agricultural Education & 4-H Youth Development
University of Idaho

Climate for Teaching in Participating APLU Institutions



Purpose

- 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.

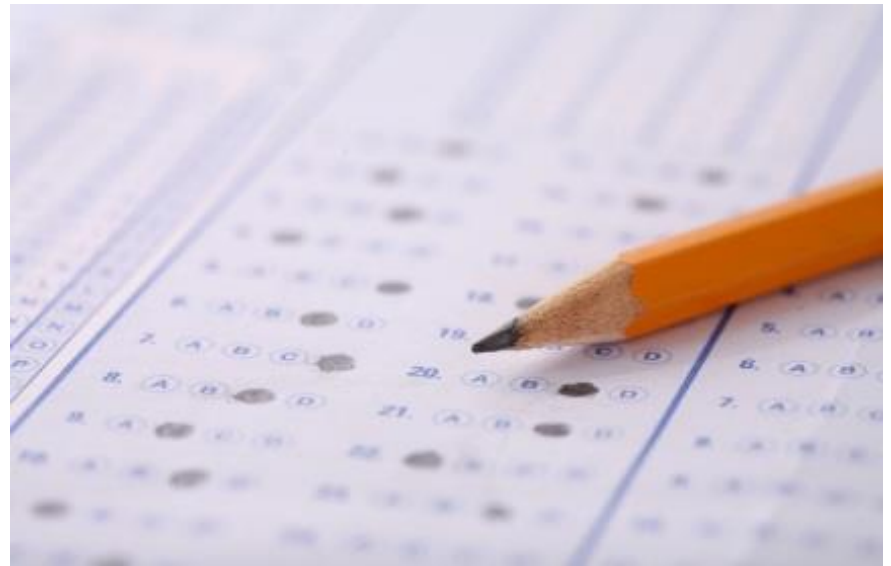


How it began

- 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:

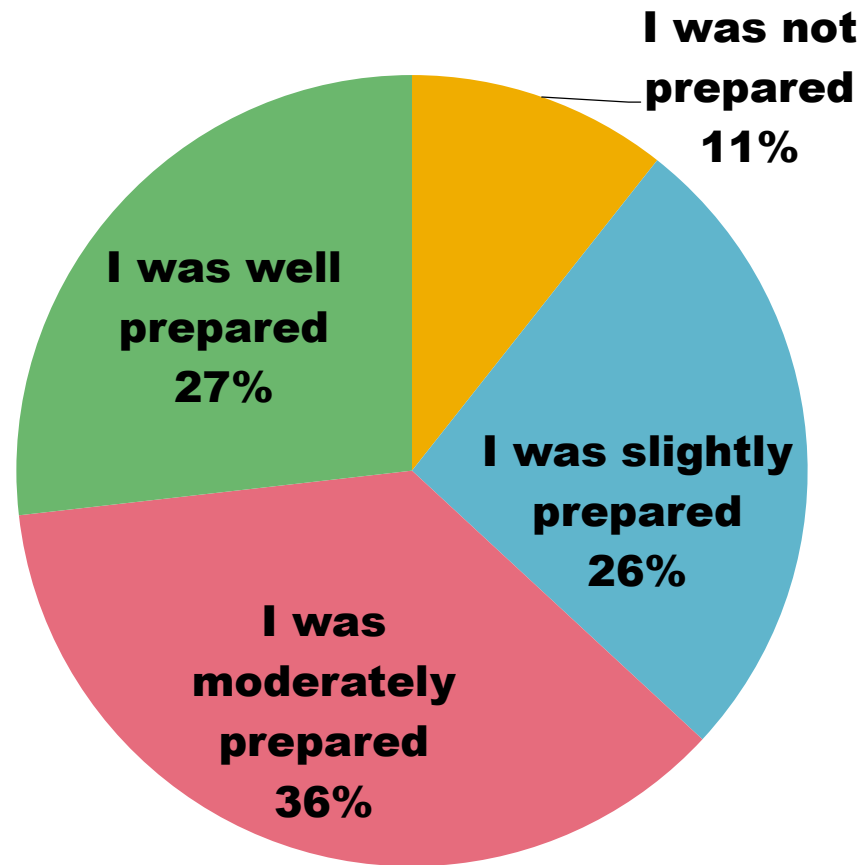
- Avg. percentage of appointment that is assigned to teaching:
 - 40.94%
- Value given by P&T for teaching:
 - 23.78%
- Avg. percentage of appointment that is assigned to research:
 - 36.84%
- Value given by P&T for research:
 - 60.08%

n=1946

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

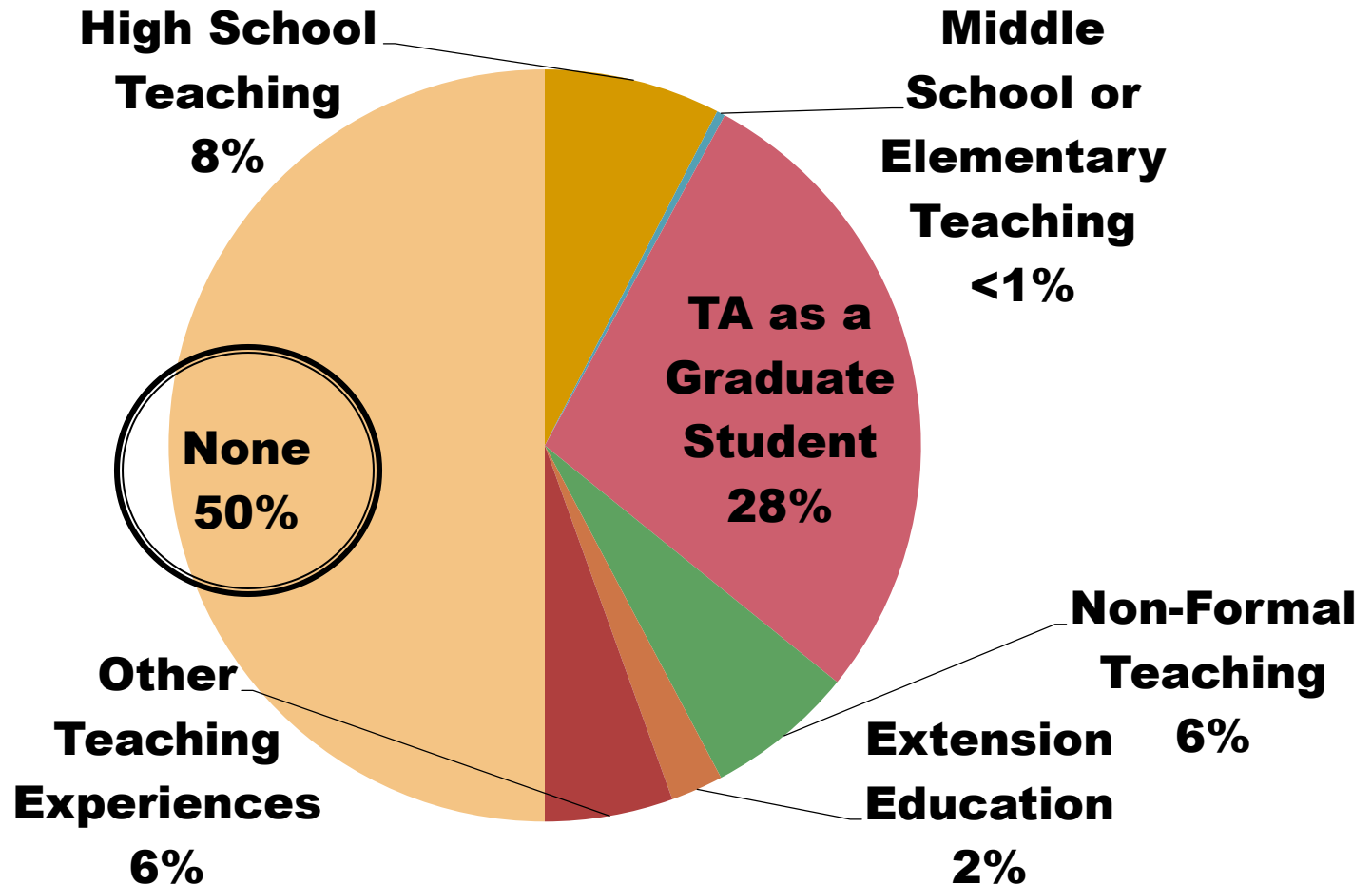
- I was not prepared
 - I was slightly prepared
 - I was moderately prepared
 - I was well prepared
-
- If you had other teaching experiences prior to being hired as a college teacher, please describe those experiences:

Self-perceived level of preparation to teach at the college level



N=2163

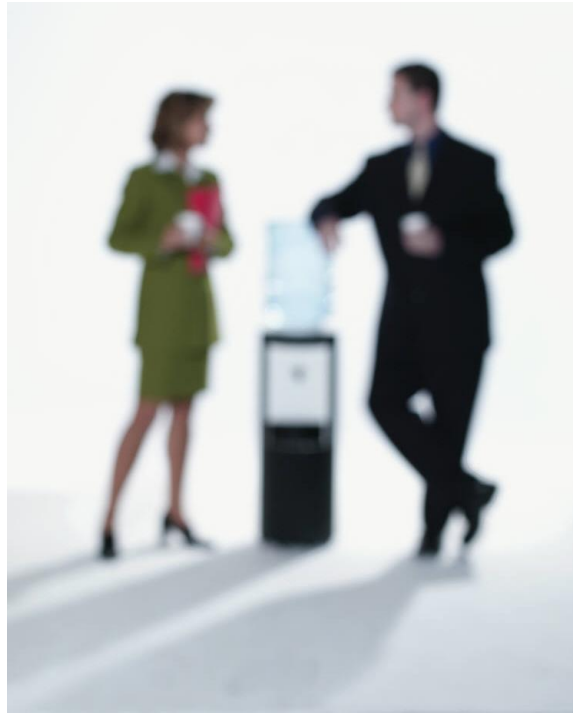
Prior Teaching Experience



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



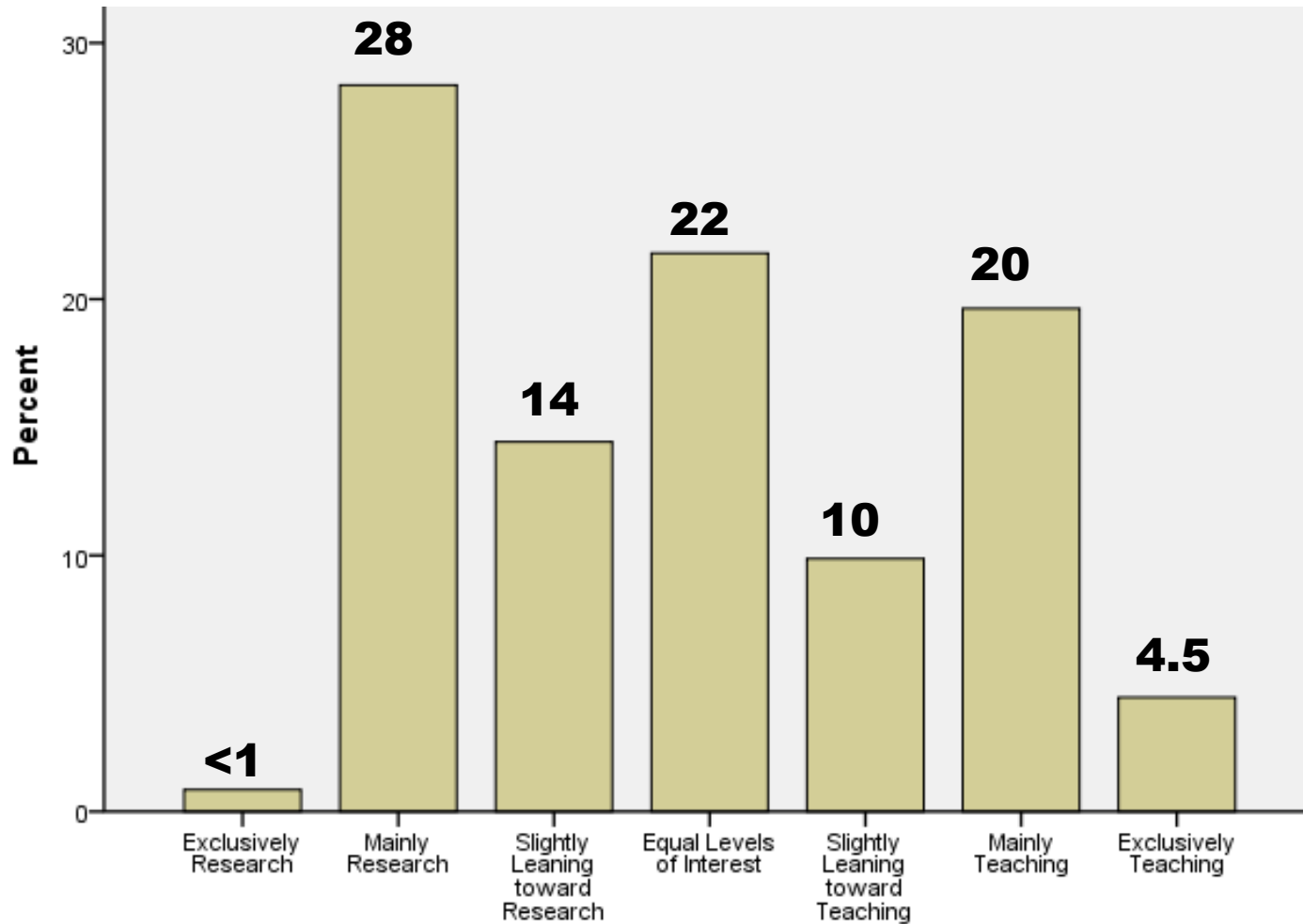
How often do you discuss teaching with colleagues in a 7-day week?

- 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?

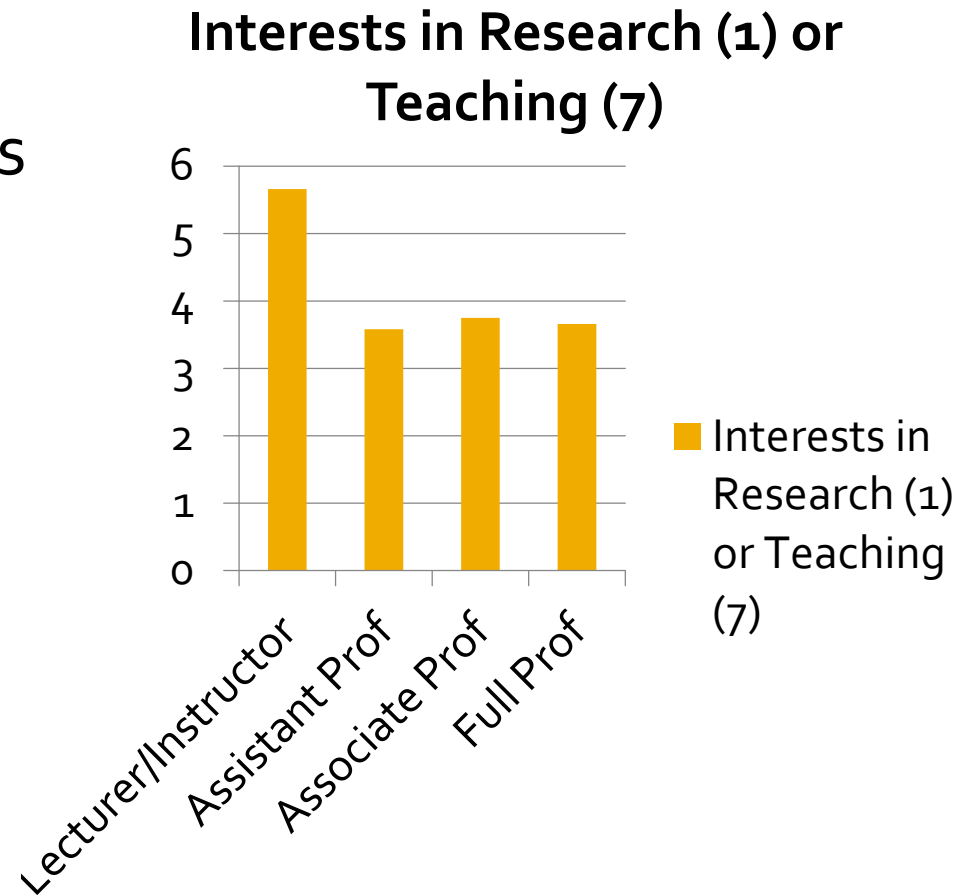


N= 1996

Do your interests lie primarily in Research or Teaching?

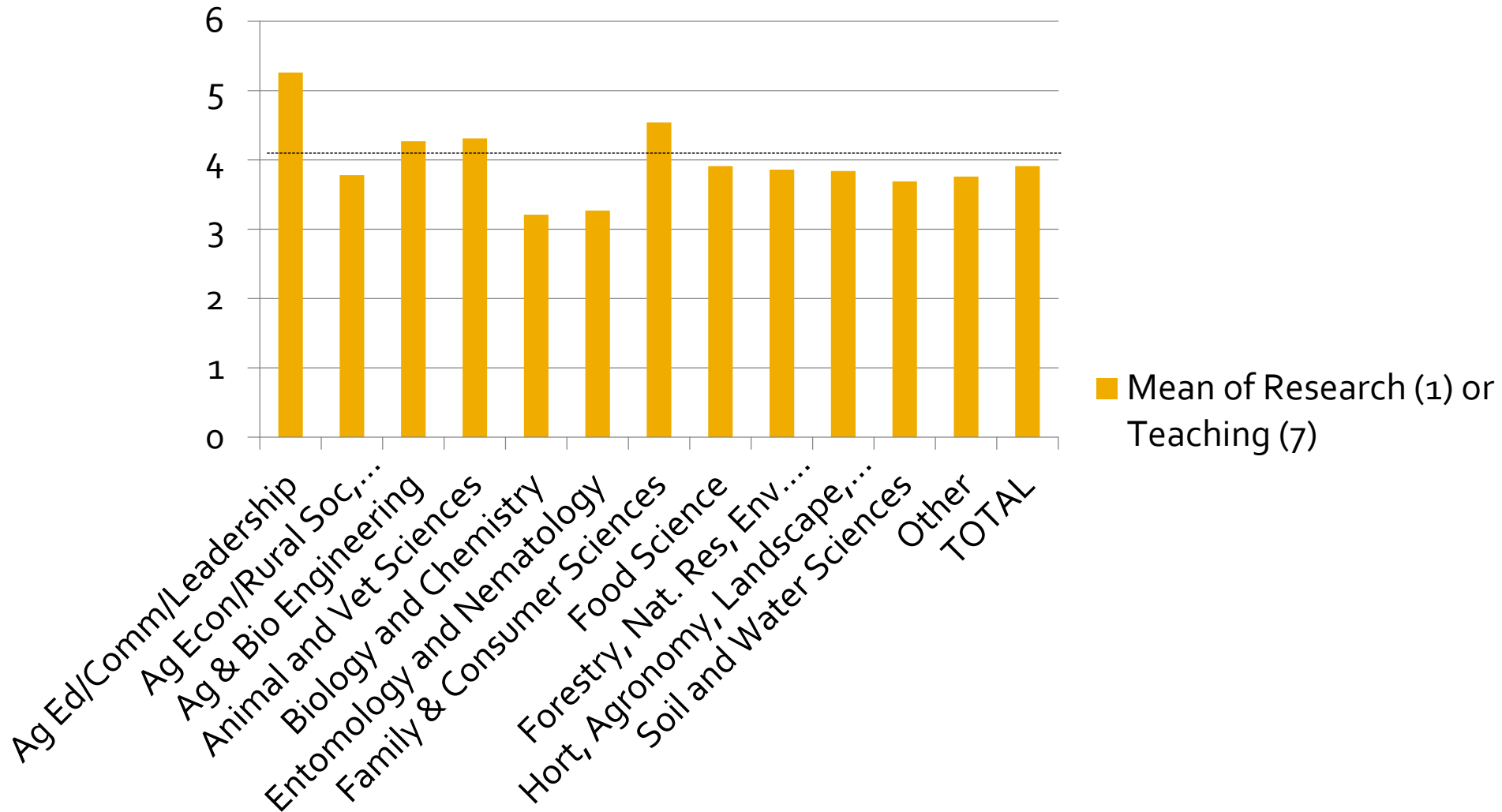
Do your interests lie primarily in Research or Teaching?

- 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?

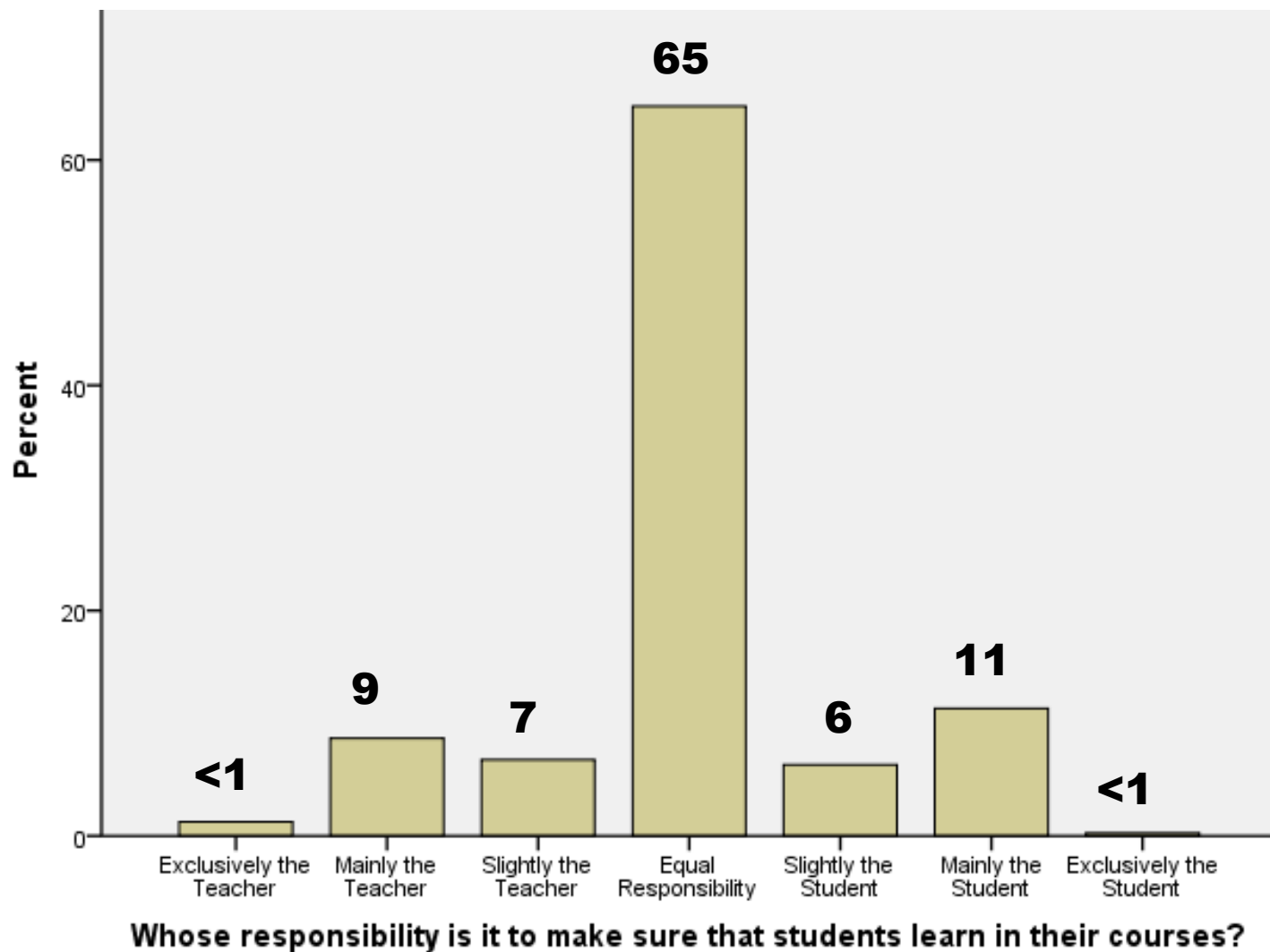
Mean of Research (1) or Teaching (7)



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?

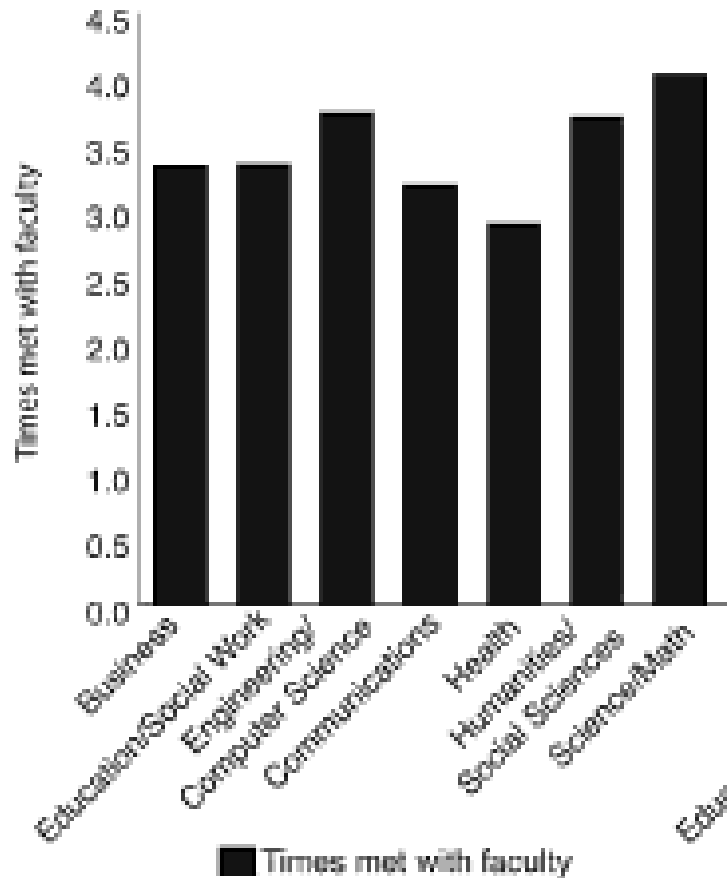


N= 1996

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.



Source: Academically Adrift

- 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: Current study

How is Teaching Rewarded?

- 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?

How is Teaching Rewarded?

- 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...”

How is Teaching Rewarded? Con't

- 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%?

Dr. Jeremy M. Falk, Assistant Professor
Agricultural Education & 4-H Youth Development
University of Idaho

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Climate for Teaching in Participating APLU Institutions

