

Research in Teaching Survey



Please return your questionnaire in campus mail to:

OSRL

OREGON SURVEY RESEARCH LABORATORY
5245 UNIVERSITY OF OREGON, 441 GRAYSON HALL

EUGENE OR 97403-5245

Telephone: 541-346-0824

Fax: 541-346-0388

Email: OSRL@OREGON.UOREGON.EDU

World Wide Web: <http://darkwing.uoregon.edu/~osrl>

BACKGROUND AND PURPOSE

In February 1997, the UO was one of only 10 institutions to be given an award by the National Science Foundation for achieving excellence in the integration of research into teaching. The Vice Provost for Academic Affairs, John Mosely, is administering the last phase of this grant and has contracted with the University of Oregon Survey Research Laboratory to collect the information.

The thrust of the UO proposal was that this integration was accomplished via high speed networking that could be used to deliver research data and tools to the students. While such integration has been achieved in local instances throughout campus, systemic reform in the undergraduate curriculum is difficult to achieve. As the final project under this award, this survey is designed to assess faculty attitudes on a variety of issues, thus your participation is very important. These issues are:

- The use/value of using technology in teaching.
- The general value of teaching at the UO and its importance to tenure and promotion
- The importance of integrating research into the teaching curriculum
- The desire/need for interdisciplinary teaching.
- The state of our teaching facilities
- Conceptions about student learning

Several direct questions are asked which intermingle these 6 themes. The survey begins with some general questions about research and teaching, followed by sections covering teaching standards; courses, communication and classrooms; technology; and it ends with a few demographic questions. This survey should take less than 10 minutes to complete and we hope for broad participation among College of Arts and Sciences faculty so that we can gain a measure of the collective faculty attitude among these 6 themes. Your participation is voluntary and all responses are anonymous.

SECTION I -- RESEARCH AND TEACHING

A. Which of the following statements best summarizes your attitude about research and teaching? Please circle only one answer

1. I prefer research to teaching.
2. I enjoy teaching and doing research equally.
3. I prefer teaching to research.

B. What is your perception of the balance between expectations for research and teaching at the UO?

1. Too much emphasis on research and not enough on teaching
2. Right amount of emphasis on both teaching and research
3. Too much emphasis on teaching and not enough on research
4. No opinion

C. On average, how do you balance your workload between research and teaching at the UO?

1. I spend more time doing research.
2. I maintain an equal balance, in terms of time invested, between teaching and research.
3. I spend more time teaching and working with students.

D. Which ONE of the following choices best defines your teaching preference?

1. Graduate classes
2. Advanced undergraduate classes for majors in my department
3. Introductory classes for general education
4. Seminar style classes (e.g. Freshman seminars, advanced undergrad seminars, etc)
5. Something else (please specify:) _____
6. I have no teaching preference

E. Which ONE of the following kinds of courses do you teach the most?

1. Courses for non-majors
2. Introductory courses for majors
3. Advanced undergraduate course
4. Primarily graduate courses
5. Something else (please specify:) _____

F. Which ONE of the following class sizes most typifies your teaching assignment?

1. Less than 20 students
2. 20-30 students
3. 30-50 students
4. 50-100 students
5. 100-200 students
6. More than 200 students

G. Suppose you had the freedom to select a room design for a class of 40-60 students. Please indicate your preference for room layout by circling one of the following options:

1. Combination Chair-Desk units that could be flexibly arranged in a non-tiered classroom.
2. Chairs and modest size tables that could be flexibly arranged.
3. Fixed seating in large room.
4. Conference arrangement with all sitting around a really big table.
5. U-Shaped tables and chair arrangement with modest tiering.
6. Combination room with student desks and computers on tables for access.
7. Something else (please specify:) _____

H. If you teach large (greater than 90 students) lecture classes and could choose from one of the following modes of class structure, which would it be? Please circle one answer.

1. Lectures only; no discussion sections.
2. Lectures supplemented with one GTF lead discussion section per week.
3. Reduced number of lectures and increased professorial contact in small group settings.
4. Self-paced electronic course meeting occasionally for focussed discussions.
5. Periodic breakout sessions of small groups of students.
6. I have no opinion because I do not teach classes with more than 90 students.
7. Something else (please specify:) _____

I. For examinations I primarily give...

Please circle only one answer that best fits.

1. Multiple choice exams using Scantron sheets
2. Part multiple choice, part essay
3. Essay Exams or some exam that makes the student write
4. Problem solving exams
5. Take home exams
6. I substitute projects for exams

J. Of the options listed below, which would be your preference for a lecture schedule which has 3 scheduled contact hours per week?

1. MWF 50 minute lectures
2. UH 80 minute lectures
3. One 2.5 hour lecture per week
4. Something else (please specify:) _____
5. I have no preference

SECTION II - TEACHING STANDARDS

A. Would an increase in the content covered in class and in assigned readings or homework improve student learning in your class?

1. Yes
2. No
3. Don't Know

B. Would raising the standards for grading (e.g. more work/better performance) for an "A" help to improve student learning?

1. Yes
2. No
3. Don't Know

C. Over the years, have you INCREASED the amount of material presented in your class?

1. Yes
2. No
3. Don't Know

D. Over the years, have you increased your grading standards in terms of what it takes to get an A or B?

1. Yes
2. No
3. Don't Know

E. Do you believe student learning would increase if there were more hands on activities or more opportunity to work with the data products in the field?

1. Yes
2. No
3. Don't Know

F. Does the current system of promotion and tenure give incentives to RAISE standards for grading?

1. Yes
2. No
3. Don't Know

G. Does the current system of promotion and tenure encourage faculty to LOWER their standards for grading?

1. Yes
2. No
3. Don't Know

H. Does the use of student evaluations as a mechanism to rate teaching ability encourage faculty to "WATER DOWN" content in their courses?

1. Yes
2. No
3. Don't Know

I. If you were to RAISE standards for grades in your class, how would it affect your student evaluations?

1. Positive effect
2. Negative effect
3. Don't Know

J. If you were to INCREASE the amount of CONTENT (material) in your classes, how would it affect student evaluations?

1. Positive effect
2. Negative effect
3. Don't Know

K. Please indicate your agreement or disagreement with the following statements about the role that teaching plays in student achievement.

Please circle one answer for each statement.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	Don't know
1. The students and I share responsibility for their success in the course.....1		2	3	4	5	6
2. Instruction was geared to the average ability level of the students enrolled in the course.....1		2	3	4	5	6
3. Student success in this course required innate ability.....1		2	3	4	5	6
4. The quality of the textbook and the instructors use of it is more important for student learning.....1		2	3	4	5	6
5. Peer group learning is more important than my lectures.....1		2	3	4	5	6

L. For each statement below, please rate the following kinds of goals for undergraduate teaching.

Please circle one answer for each statement.	Very Important	Somewhat Important	Neutral	Not very Important	Not at all Important	Don't know
1. Develop the ability to think critically.....1		2	3	4	5	6
2. Prepare them for employment.....1		2	3	4	5	6
3. Expose them to the research practices in my discipline.....1		2	3	4	5	6
4. Prepare them for graduate education.....1		2	3	4	5	6
5. Prepare them for responsible citizenship.....1		2	3	4	5	6
6. Assist them to develop moral character.....1		2	3	4	5	6
7. Prepare them how to collaborate effectively.....1		2	3	4	5	6
8. Assist them to become fluent in the use of information technology.....1		2	3	4	5	6

SECTION III - COURSES, COMMUNICATION AND CLASSROOMS

A. In past three years, how many courses did you teach where at least 25% of the materials were online?

1. None
2. 1 course
3. 2 courses
4. 3 courses
5. More than 3 courses

B. How many new courses have you developed in the last three years?

1. None
2. 1 course
3. 2 courses
4. 3 courses
5. More than 3 courses

C. In your courses, are you currently using E-mail to communicate individually with students?

1. Yes
2. No

D. In your courses, are you currently using an electronic forum (such as motet) for group discussions or collaborative activities?

1. Yes
2. No

E. In your courses, are you currently using software that you or another colleague have developed specifically for that course? (This would include authoring your own web pages.)

1. Yes
2. No

F. What proportion of your total teaching effort over the past two years has been interdisciplinary? (Please make your best guess).

1. None
2. 10%
3. 10-25%
4. 50%
5. More than 50%

G. To what extent is the concept of intellectual property a barrier to making your teaching or research materials more widely available?

1. Not at all
2. Slightly
3. Moderately
4. Greatly
5. No opinion

H. Please indicate the extent to which you agree or disagree with the following statements.						
<i>Please circle one answer for each statement.</i>	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	Don't know
1. Faculty here respect each other	1	2	3	4	5	6
2. Student evaluations are a good way to assess and measure teaching ability	1	2	3	4	5	6
3. I would prefer to teach collaboratively.....	1	2	3	4	5	6
4. I do not want instructional technology to replace classroom instruction	1	2	3	4	5	6
5. The new pathways initiative is a good way for undergraduates to fulfill their general education requirements.....	1	2	3	4	5	6
6. Allowing the students to work in groups on homework assignments or projects is beneficial to them.....	1	2	3	4	5	6
7. The current student credit hour funding model is a barrier to interdisciplinary programs	1	2	3	4	5	6
8. UO classrooms are generally in a good condition for teaching	1	2	3	4	5	6
9. UO classroom space is not sufficiently flexible to accommodate different teaching styles.....	1	2	3	4	5	6
10. The current student credit hour funding model effectively pits departments against each other for the recruitment of majors.....	1	2	3	4	5	6
11. I would rather teach smaller classes	1	2	3	4	5	6
12. There is a great deal of conformity among students.....	1	2	3	4	5	6
13. Most students here are treated like "numbers in a book".....	1	2	3	4	5	6
14. In my department, merit pay increases are more strongly tied to excellence in research than excellence in teaching	1	2	3	4	5	6

H. (continued)						
<i>Please circle one answer for each statement.</i>	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	Don't know
15. The Campus Administration is in tune with what is going on in the classroom and the nature of today's student.....	1	2	3	4	5	6
16. I prefer e-mail to traditional class handouts as an information disseminator	1	2	3	4	5	6
17. E-mail is an effective means of disseminating class information and assignments	1	2	3	4	5	6
18. The current student credit hour funding model encourages "credit inflation" in my department. (credit inflation means an increase in course credits without a commensurate increase in course content or work)	1	2	3	4	5	6
19. E-mail provides better access to the instructor	1	2	3	4	5	6
20. The use of e-mail creates more interaction between students enrolled in the course	1	2	3	4	5	6
21. Information technology facilitates my integration of research into the teaching curriculum	1	2	3	4	5	6
22. There is adequate and helpful support for Information Technology at the UO	1	2	3	4	5	6

SECTION IV - TECHNOLOGY

- A. Approximately how many hours per week do you use a personal computer to perform your duties as a faculty member?**
1. Zero
 2. Between 1 and 9 hours
 3. Between 10 and 19 hours
 4. Between 20 and 29 hours
 5. More than 30 hours

B. On the time scale of this academic year or next academic year, how likely is it that you would do the following?

<i>Please circle one answer for each statement.</i>	Very Likely	Somewhat Likely	Neutral	Not very Likely	Not at all Likely	Already Use	Don't know
1. I will use presentation software such as Power-Point to present lectures in class.....1		2	3	4	5	6	7
2. I will create an instructional module using authoring software to supplement my lectures.....1		2	3	4	5	6	7
3. I will put course information on the World Wide Web to supplement my lectures.....1		2	3	4	5	6	7
4. I will switch from using an overhead projector to a data (computer) projector and lecture primarily using a computer instead of overheads.....1		2	3	4	5	6	7
5. My students will communicate with me through email.....1		2	3	4	5	6	7
6. My students will use Web resources to supplement class lectures.....1		2	3	4	5	6	7
7. My students will use the computer to develop Web pages in response to homework assignments.....1		2	3	4	5	6	7
8. I will incorporate the results of my own research into my teaching curriculum.....1	1	2	3	4	5	6	7

C. Finally, we are interested in identifying assigned teaching spaces that don't work very well. Please specifically list the room number and identify limiting factors such as no technology, no movable seats, poor seating arrangement, poor lighting, noise, generally poor physical condition, etc.

D. Of course, if you know of a teaching space that does work quite well, we would also be interested in hearing about that.

SECTION IV: DEMOGRAPHICS

A. Are you in Humanities, Social Science, Natural Science or something else?

1. Humanities
2. Social Science
3. Natural Science
4. Something else (please specify): _____

B. Which department do you teach in? (Optional) _____

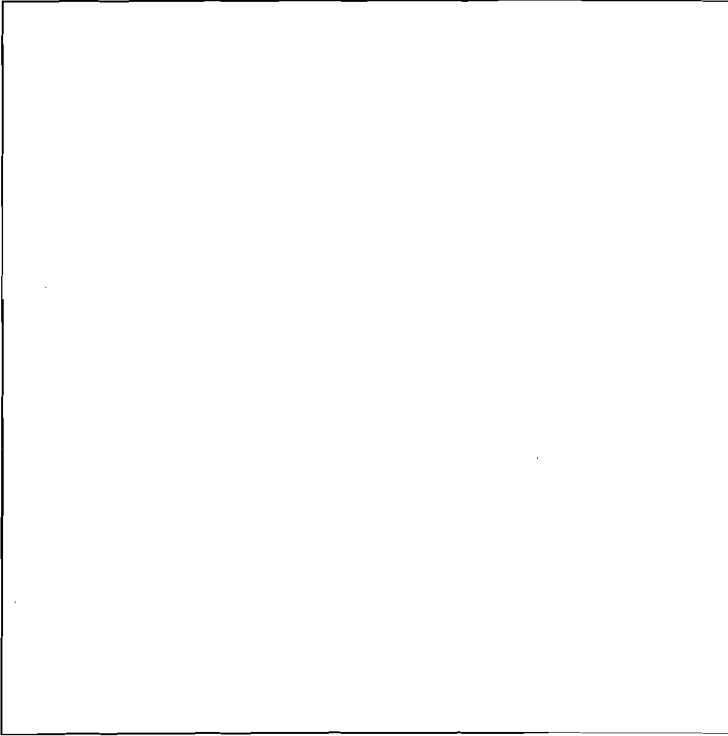
C. (Currently) are you tenured or untenured?

1. Tenured
2. Untenured
3. Not in tenured position

D. How long have you been employed at UO?

1. Less than 5 years
2. 5 to 10 years
3. 10 to 20 years
4. More than 20 years

E. Comments?



***That is the end of the survey.
Thank-you for your time and participation!***

We greatly appreciate your contributions to this study.
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