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ABSTRACT

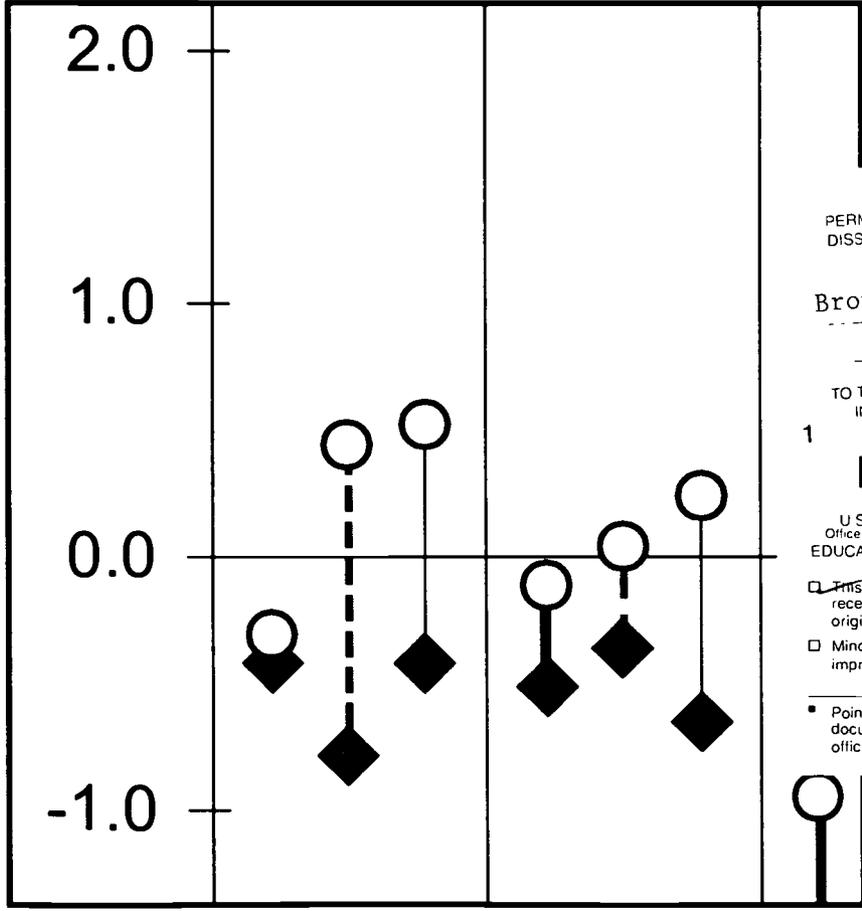
This report presents findings of a 1996-97 survey of 11 research and doctoral institutions to determine how faculty, department chairs, and academic deans perceive the balance between research and undergraduate teaching at their institutions. The institutions had responded to the same survey 5 years earlier as part of a larger study of 49 institutions. Major findings of this latest survey included: overall, a stronger support for a balance between teaching and research than in the earlier survey; a perception that institutions are placing greater importance on teaching than earlier; a decline in respondents reporting a strong personal emphasis on research; changing criteria in the selection of faculty and department chairs toward a greater emphasis on teaching; and differences among disciplines in perceptions about the appropriate balance between teaching and research. However, open-ended comments often noted that while institutional rhetoric had changed, policies and practices for promotions, tenure and merit pay continue to reward research over undergraduate teaching and that resources continue to be allocated disproportionately to research activities. Individual sections describe the study's background, survey development, responses of each group to key items, a comparison between self-perceptions and perceptions of others, other factors influencing perceptions, major academic areas/disciplines, and comments from respondents. Attachments provide detail on participating institutions and associations and the overall study's history. (DB)

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Changing Priorities At Research Universities: 1991-1996

Robert M. Diamond
Bronwyn E. Adam



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CHANGING PRIORITIES AT RESEARCH UNIVERSITIES, 1991-1996

SUB BASED ON: *THE NATIONAL STUDY OF RESEARCH UNIVERSITIES ON THE
BALANCE BETWEEN RESEARCH AND UNDERGRADUATE TEACHING* (1992),
BY PETER J. GRAY, ROBERT C. FROH, ROBERT M. DIAMOND.

**Robert M. Diamond
Bronwyn E. Adam**

NOTE **Data Analysis and Graphics:
Julie C. Hall
Joseph Viscomi
Timothy H. Wasserman**

SPON
**Supported by a Grant from the Carnegie Foundation
for the Advancement of Teaching**

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Executive Summary

Abstract

Priorities are changing at research universities. In eight of the eleven research and doctoral institutions in this study, faculty, department chairs', and deans' perceptions about their institutions have shifted away from a research emphasis toward a balance between teaching and research.

This balance is supported by the majority of study respondents. While a shift in perceptions is underway, many faculty reported that tangible changes need to be made in the areas of resource allocation and faculty rewards in order to unify institutional rhetoric and reality.

In 1991 and 1992, forty-nine research and doctoral universities participated in a study funded by the Lilly Endowment to determine how faculty, department chairs, and academic deans perceived the balance between research and undergraduate teaching at their institutions. The survey that was used was developed and field tested in the spring of 1989 at Syracuse University. The findings across institutions were remarkably consistent. Faculty, department chairs, and deans reported that their institutions *should* favor a balance between undergraduate teaching and research but perceived a strong institutional emphasis on research. While the majority of administrators perceived themselves as emphasizing teaching relative to research, faculty perceived that the higher one's academic position, the more that individual favored research. In addition, each respondent group perceived every other group as placing more importance on

research than the group itself reported. There were predictable differences in perceptions and priorities across academic disciplines. Perhaps the most significant finding in the early phases of this study was that faculty, department chairs, and deans did not support the strong research emphasis that they perceived at their institutions.

In 1996-97, under a grant from the Carnegie Foundation, this survey was readministered at 11 of the institutions who had participated in the earlier study. Five academic years elapsed between the first and second survey administrations. The findings in this most recent study are, we believe, as interesting and significant as the findings of the initial study. Key findings include the following:

- Priorities are changing at many research universities. There was stronger support by faculty, department chairs and academic deans for a balance between teaching and research than there was five years ago. In four of the eleven institutions surveyed, all three respondent groups perceived that teaching should be favored slightly over research.
- Many faculty, department chairs, deans, and administrators perceived that their institutions were placing greater importance on teaching than did respondents in the first survey. While two institutions have changed very little and one is perceived as moving even further in a research direction, the majority (eight) are perceived by respondents as placing greater emphasis on teaching than was reported five years ago. In six institutions, the shift in perceptions was pronounced and reported by all respondent groups.
- Personal priorities are also shifting. The percentage of faculty, department chairs, deans, and administrators reporting a strong personal emphasis on research declined in all but two of the participating institutions.
- As a group, faculty perceived other faculty, department chairs, deans, and administrators as placing less emphasis on research than they did five years ago. This pattern was seen in responses from department heads, deans, and administrators as well.
- While all groups perceived others as having moved closer to supporting a balance between teaching and research, the gap between where individuals reported themselves to be and how they were perceived by others remained constant.

- Criteria used in the selection of faculty and department chairs may be changing. Newly hired respondents on some campuses placed greater personal emphasis on teaching than did their peers in the earlier study.
- Disciplinary differences play an important role in determining the priorities and perceptions of faculty. In 1992, all disciplines reported that there needed to be a better balance between teaching and research. By 1996, faculty in the natural and social sciences perceived that the appropriate balance between teaching and research had been reached.
- In open-ended comments, respondents reported that while institutional rhetoric has changed, policies and practices for promotions and tenure and merit pay continue to reward research over undergraduate teaching.
- Respondents' comments further noted that resources such as space, materials, and equipment continue to be allocated disproportionately to support research activities on campus.

BACKGROUND

Forty-nine research and doctorate-granting institutions participated in the first phase of a national study on the perceived balance between research and undergraduate teaching between 1991 and 1992. The study was based on a survey completed at Syracuse University in 1989. The study, conducted by the Center for Instructional Development at Syracuse University and funded by the Lilly Endowment, Inc., collected responses from over 46,000 faculty, academic department chairs, deans and administrators. At the completion of Phase II of the study in 1995, 149 colleges and universities throughout the United States and Canada in all Carnegie classifications had been surveyed. An additional 22 small liberal arts institutions were later surveyed as part of a grant received by the Council of Independent Colleges. Dissemination of the results of these studies has played an important role in the national change agenda in higher education, particularly as it has addressed the need for changes in faculty reward structures. The 1992 data clearly indicated a gap between institutional rhetoric about the importance of teaching and existing faculty reward systems, particularly at research and doctoral universities.

Major Findings of the National Study (Phase I)

- The majority of respondents in all groups at research universities perceived that their institution *should* favor a balance between teaching and research.
- Sixty-eight percent of faculty reported that their institution favored research over teaching. Fifty-five percent reported that the institution *very strongly* favored research over teaching.
- Over half of administrative group respondents (between 52 and 61 percent) reported that their institution *very strongly* favored research.

- Faculty, in particular, perceived that the higher one's position in the university administration, the greater one's bias toward research.
- Each administrative group (department chairs, academic deans, offices of academic affairs) reported that both faculty and other administrative groups favored research but reported favoring a balance between undergraduate teaching and research themselves.

The consistency across research and doctoral institutions was noteworthy.

Conflicting priorities and mixed messages about priorities typified most campus profiles. Study data consistently reflected a desire to pay more attention to teaching.¹

A National Context for the Study

By the early 1900's, a number of forces were converging in American higher education to address issues of conflicting priorities at research universities. Reports from within and outside the academy articulated concerns about the quality of students' undergraduate experience, and government and community leaders, parents, and employers were increasingly critical of higher education. Ernest Boyer's *Scholarship Reconsidered* (1990) set the tone for much of the discussion and debate about faculty roles, suggesting that new ways of considering and rewarding faculty work would allow faculty to take their institution's undergraduate teaching and service missions seriously.

A pilot project at Syracuse University received national attention as the institution began to address the question of how to enhance the importance of teaching at a traditional research university. The Syracuse pilot evolved into the national project on Institutional Priorities and Faculty Rewards, a seven-year effort funded by the Lilly Endowment, Inc., the Fund for the Improvement of

¹ Peter J. Gray, Robert C. Froh, and Robert M. Diamond. *A National Study of Research Universities on the Balance Between Research and Undergraduate Teaching*. March 1992, Center for Instructional Development, Syracuse University.

Postsecondary Education (FIPSE), the Pew Charitable Trusts, and the Carnegie Foundation for the Advancement of Teaching. Project initiatives included the National Study on the Perceived Balance Between Undergraduate Teaching and Research and another project involving 25 disciplinary associations that produced documents describing scholarly, professional and creative work in the disciplines.

In 1993, the American Association for Higher Education (AAHE) established its *Forum on Faculty Roles and Rewards*, which sponsored a series of national conferences that were attended by thousands of faculty and administrators. National Associations serving boards of trustees, academic leaders, faculty unions, and institutions began to address faculty rewards and assessment and institutional missions and priorities at conferences and gatherings. The National Study data supported such efforts by substantiating that faculty and administrators at colleges and universities favored a better balance between teaching and research and a faculty reward system that supports institutional missions and priorities.

The Rationale for this Study

As institutions began to address issues of institutional priorities and faculty rewards, many using their campus data from the National Study as a starting point, two questions continued to surface:

1. With national attention focused on enhancing undergraduate teaching, had priorities shifted on individual campuses?
2. Were changes underway in the faculty reward system?

Study Sample

The Carnegie Foundation for the Advancement of Teaching provided funds to the Syracuse University Center for Instructional Development to resurvey a representative sample of 11 of the 49 research institutions from the earlier phase of the study to determine if perceptions and priorities had changed. A list of Phase I institutions from which the study sample was drawn is included as *Attachment A*. For the purposes of this study, data collected at Syracuse University in 1989 were combined with those from the 49 universities in the first survey effort.

Each of the eleven participating institutions received a report of data gathered on their campus, including responses to open-ended questions as well as a report comparing the 1996 data with those collected in 1991. The eleven research and doctoral institutions included in this study are generally representative of those who participated in Phase I of the study (Tables 1 and 2).

Table 1
Participating Institutions—Carnegie Classification

| | Phase I National Study | | 1996 | |
|-------------|---------------------------|-----|------|-----|
| | n | % | n | % |
| Research I | 15 | 30% | 5 | 45% |
| Research II | 11 | 22% | 3 | 27% |
| Doctoral I | 12 | 24% | 2 | 18% |
| Doctoral II | 12 | 24% | 1 | 9% |
| Total | 50 | | 11 | |

Table 2
Participating Institutions—Private vs. Public

| | Phase I National Study | | 1996 | |
|---------|---------------------------|-----|------|-----|
| | n | % | n | % |
| Private | 15 | 30% | 2 | 18% |
| Public | 35 | 70% | 9 | 82% |
| Total | 50 | | 11 | |

The Survey

The same basic instrument was used in both phases of this study. A core set of items was customized to make them appropriate for individual campuses and to the different groups responding—faculty, department chairs, academic deans, and administrators. While items were added for some individual campuses, the core items remained the same. For the eleven institutions in this phase of the study, identical instruments were used in 1991 and 1996 with the same questions serving as the basis of this report.

A prototype version of the faculty survey form is shown in Figure 1. The first part of the survey consisted of eight items. These items asked respondents to indicate the relative importance of undergraduate teaching and research to them personally, to their institution, and to others on their campus. A teaching–research continuum was associated with each item. On this continuum, a 0 indicated equal importance of research and undergraduate teaching. The four numbers on the right side of the continuum allowed respondents to indicate that, relatively speaking, research was more important. Similarly, those numbers on the left side could be chosen to indicate that teaching was more important. By choosing a number on the teaching side of the continuum, respondents were not indicating that research was unimportant but that the balance between the two, in their perception, was tipped toward teaching. The four-point scale on either side of the balance point allowed respondents to indicate the relative strength of the emphasis or preference.

The second set of items used the same continuum to solicit respondents' perceptions of the direction their institution *is going*, the direction it *should go*, and the direction that respondents personally (faculty), their department (department chairs), or their school or college (deans) *should go*, given present strengths and interests.

Last on the survey form was an open-ended item that asked respondents to comment on their reactions to the scaled items. These comments provided insight into personal points of view and the perceptions of the local campus community that prompted individual responses.

Response Rates

Response rates for all four respondent groups—faculty, department chairs, academic deans, and administrators—were lower in this phase of the study than in Phase I but were fairly consistent with Phase II responses (Table 3). Reports from individual campuses indicate that an increase in the number of campus surveys in recent years has been accompanied by a decrease in response rates.

Table 3
Overall Response Rates

Phase I—1989-1992
n=50

| | Sent | Received | Response Rate |
|----------------|--------|----------|------------------|
| Faculty | 44,430 | 21,856 | 49% |
| Unit Heads | 2,830 | 1,877 | 66% |
| Deans | 775 | 548 | 71% |
| Administrators | 412 | 379 | 92% |
| Total: | 48,447 | 24,660 | 51% |

Phase II—1992-1994
n=187

| | Sent | Received | Response Rate |
|----------------|--------|----------|------------------|
| Faculty | 61,129 | 26,802 | 44% |
| Unit Heads | 4,565 | 2,498 | 55% |
| Deans | 1,330 | 721 | 54% |
| Administrators | 2,387 | 1,015 | 43% |
| Total: | 69,411 | 31,036 | 45% |

Phase III—1996
n=11

| | Sent | Received | Response Rate |
|----------------|--------|----------|------------------|
| Faculty | 12,205 | 4,253 | 35% |
| Unit Heads | 642 | 346 | 54% |
| Deans | 181 | 118 | 65% |
| Administrators | 89 | 36 | 40% |
| Total: | 13,117 | 4,753 | 36% |

Key Item 1

What direction do you think the institution should go?

Two key questions were considered the nexus of this study. Understanding what respondents perceive as the relative balance of undergraduate teaching and research at their institution (*is going* question) and the direction they believe the institution *should go* provides a sense of the relative compatibility or tension between individual and institutional priorities.

To provide a clearer picture of the changes in perceptions that have taken place, the data are reported first in terms of where respondents fell on the teaching–research continuum and second, with an eye to the percentage of respondents who strongly supported teaching or research. The 1991–1992 and 1996 responses to the *should go* item showed that faculty, department chairs, and academic deans perceptions were fairly consistent. All three groups favored a balance between research and undergraduate teaching. Administrators supported either a balance between teaching and research or a teaching emphasis. There was a shift in 1996 responses away from the research side of the continuum—fewer faculty, department chairs, deans, or administrators favored a research emphasis than did respondents in 1991–92.

Faculty

Faculty responses to the prompt *In what direction do you think the institution should go?* were fairly consistent from 1991 to 1996 with approximately 40% supporting a balance between teaching and research. There were modest increases in the number of respondents supporting an emphasis on teaching and in those supporting a balance between research and teaching and a corresponding decrease in those supporting an emphasis on research (Figure 2, Table 4).

Figure 2
What direction do faculty think the institution should go?

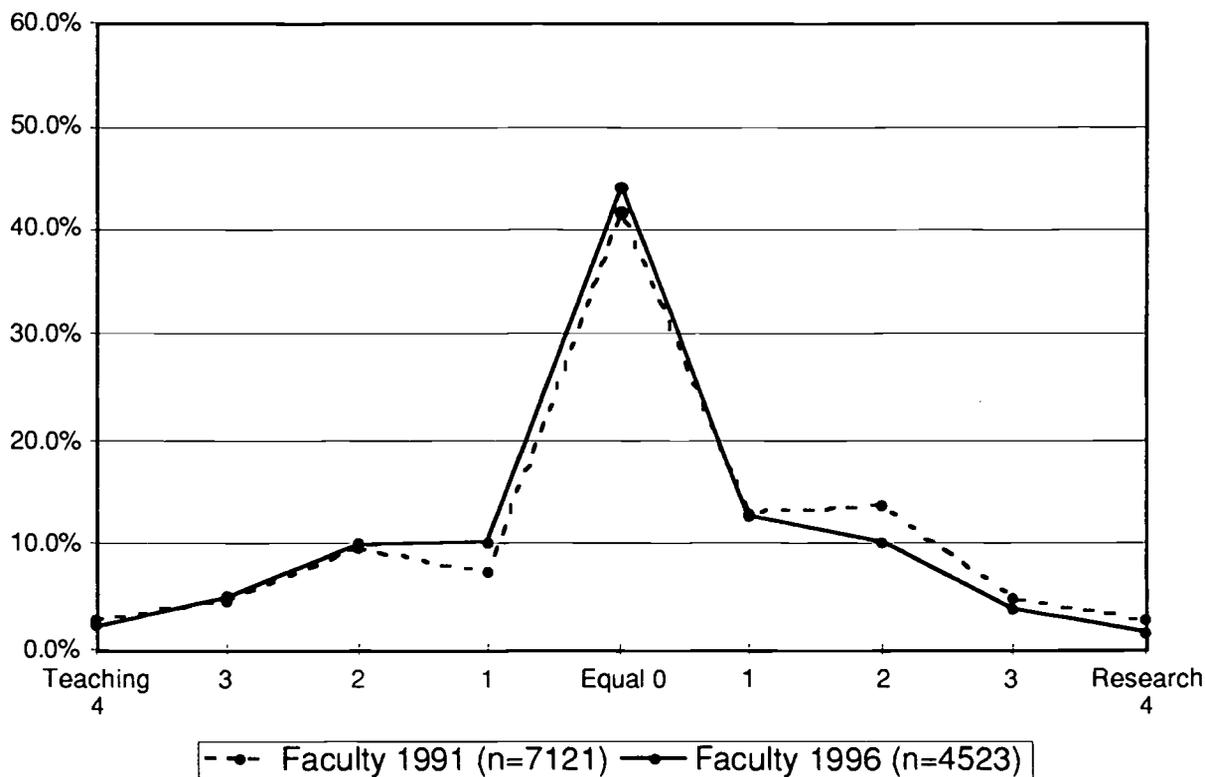


Table 4
Should Go—Faculty

| Faculty | -4 to -1 Teaching | 0 Balance | +1 to +4 Research |
|---------|----------------------|--------------|----------------------|
| 1991 | 24.1% | 41.6% | 34.2% |
| 1996 | 27.7% | 44.0% | 28.3% |

When faculty responses are grouped by those who strongly supported research and teaching, the shift away from a research emphasis and toward the balance point on the continuum becomes even more apparent (Table 5).

Table 5
Indicators of Strong Preference
Should Go—Faculty

| Faculty | -4 to -2 Teaching | -1 to +1 Balance | +2 to +4 Research |
|----------------|------------------------------|-----------------------------|------------------------------|
| 1991 | 16.9% | 61.8% | 21.2% |
| 1996 | 17.5% | 66.9% | 15.6% |

Department Chairs

Responses from department chairs about the direction their institutions *should go* showed an even stronger shift away from the research end of the continuum and toward teaching with a 6% decrease in the number of department chairs on the research side of the continuum (Figure 3, Table 6).

Figure 3
What direction do department chairs think the institution should go?

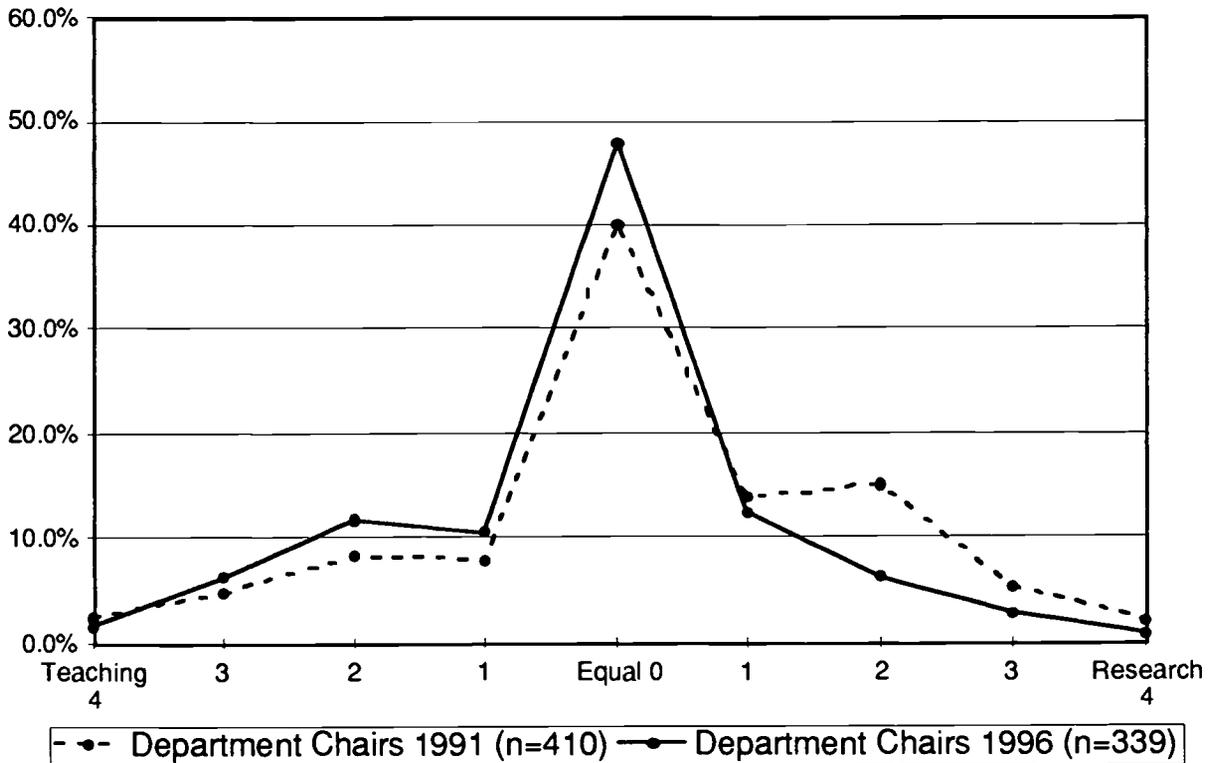


Table 6
Should Go—Department Chairs

| Department Chairs | -4 to -1 Teaching | 0 Balance | +1 to +4 Research |
|-------------------|----------------------|--------------|----------------------|
| 1991 | 23.6% | 40.0% | 36.4% |
| 1996 | 30.1% | 47.8% | 22.2% |

There was also a decrease in the number of department chairs supporting a strong research emphasis, with slightly less than 10% falling in this category in 1996 as compared to over 22% in 1991–1992 (Table 7).

Table 7
Indicators of Strong Preference
Should Go—Department Chairs

| Department Chairs | -4 to -2 Teaching | -1 to +1 Balance | +2 to +4 Research |
|--------------------------|------------------------------|-----------------------------|------------------------------|
| 1991 | 15.6% | 61.9% | 22.5% |
| 1996 | 19.5% | 70.8% | 9.8% |

Academic Deans

The most pronounced shift toward teaching appeared in responses from academic deans, where the percentage supporting a research emphasis decreased from 45% to less than 17%. One half of the deans favored a balance between teaching and research and one-in-three favored a teaching emphasis (Figure 4, Table 8).

Figure 4
What direction do academic deans think the institution should go?

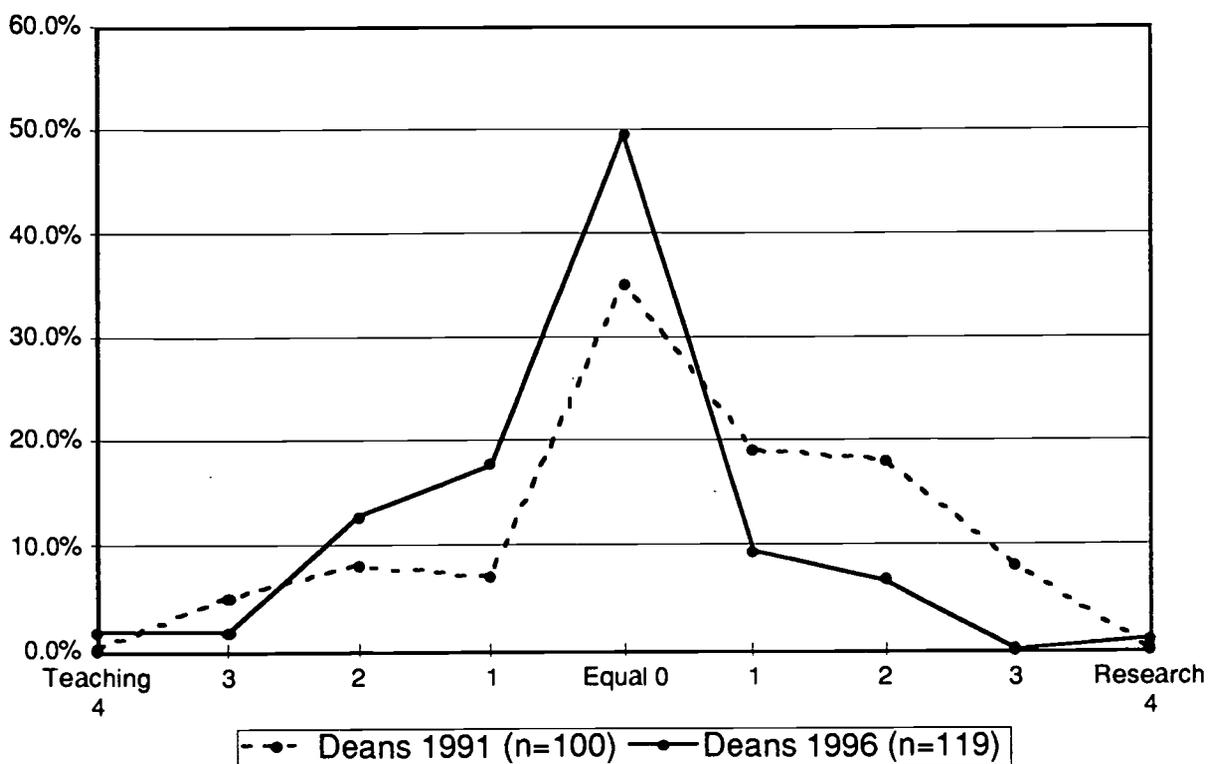


Table 8
Should Go—Academic Deans

| Academic Deans | -4 to -1 Teaching | 0 Balance | +1 to +4 Research |
|----------------|----------------------|--------------|----------------------|
| 1991 | 20.0% | 35.0% | 45.0% |
| 1996 | 33.6% | 49.6% | 16.7% |

In 1991, over 25% of academic dean respondents supported a strong research emphasis. In 1996, less than 8% reported this same preference (Table 9).

Table 9
Indicators of Strong Preference
Should Go—Academic Deans

| Academic Deans | -4 to -2 Teaching | -1 to +1 Balance | +2 to +4 Research |
|-----------------------|------------------------------|-----------------------------|------------------------------|
| 1991 | 13.0% | 61.0% | 26.0% |
| 1996 | 16.0% | 76.4% | 7.5% |

Administrators

In 1991–1992, administrators favored either a balance between teaching and research or an emphasis on teaching. This pattern was even stronger in 1996, with an equal number of administrator respondents supporting a balance of teaching and research and a teaching emphasis (Figure 5, Table 10).

Figure 5
What direction do administrators think the institution should go?

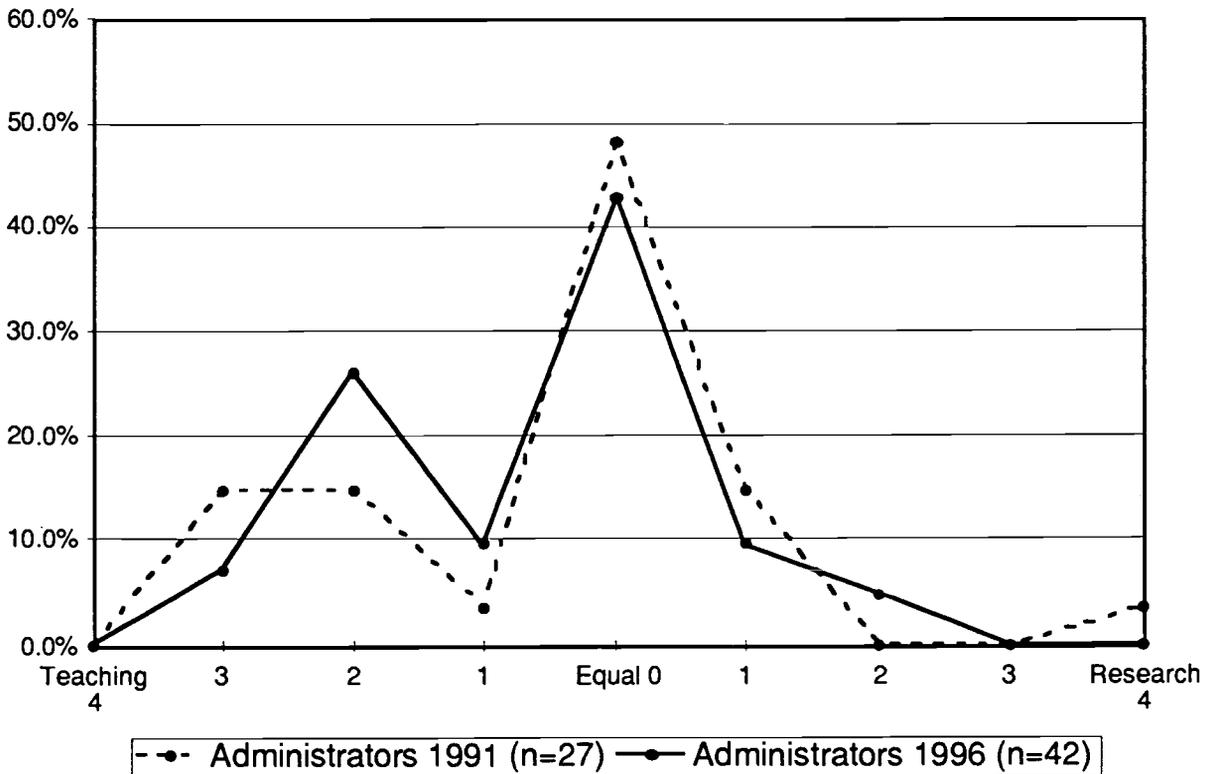


Table 10
Should Go—Administrators

| Administrators | -4 to -1 Teaching | 0 Balance | +1 to +4 Research |
|----------------|----------------------|--------------|----------------------|
| 1991 | 33.3% | 48.1% | 18.5% |
| 1996 | 42.8% | 42.9% | 14.3% |

In 1991, a majority of administrator responses fell in the middle section of the continuum. While there was a slight increase in those supporting a strong teaching emphasis, the pattern remained constant with less than 5% perceiving that their institution should be going in a strong research direction (Table 11).

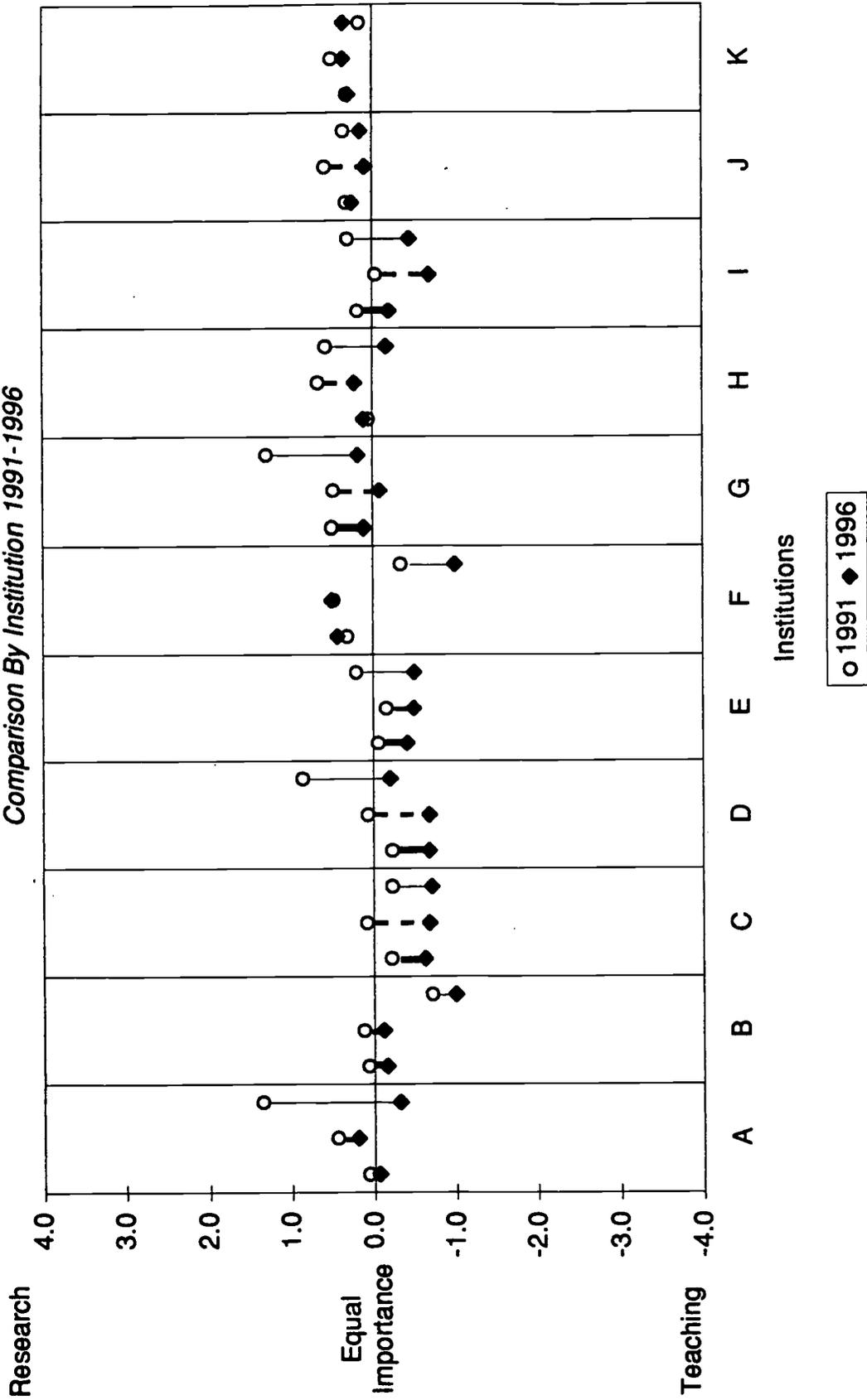
Table 11
Indicators of Strong Preference
Should Go—Administrators

| Administrators | -4 to -2 Teaching | -1 to +1 Balance | +2 to +4 Research |
|-----------------------|------------------------------|-----------------------------|------------------------------|
| 1991 | 29.6% | 66.6% | 3.7% |
| 1996 | 33.3% | 61.9% | 4.8% |

Direction the Institutions Should Go—An Institutional Analysis

This shift in priorities becomes even more apparent when we compare responses from faculty, department chairs and academic deans, by institution. In all but two universities, there was a shift in the responses of all three groups toward either a balance of teaching and research or toward teaching (Figure 6).

Figure 6
What direction do you think the institution should go?
Comparison By Institution 1991-1996



— Faculty - - - Department Chairs Academic Deans

Key Item 2

What direction do you think the university is going

Responses to the question concerning the direction the university *is going* reflected a more dynamic shift than responses to the question concerning the direction the institution *should go*, with all respondent groups moving away from the strong research emphasis that was perceived in 1991–1992. In a majority of the institutions surveyed, all groups perceived greater relative importance being placed on teaching in 1996 than in 1991–1992.

Faculty

In 1991–1992 there was little variability in faculty perceptions about the direction of their institutions; nearly 73% of faculty respondents placed their institution on the research side of the continuum. The 1996 data reflected an increase in the percentage of faculty who placed their university on the teaching side of the continuum and an increase in faculty who reported their institutions moving toward a balance between research and teaching. While the data suggest a shift in perceptions, 49% of faculty continue to perceive greater relative importance being given to research (Figure 7, Table 12).

Figure 7
What direction do faculty think the institution is going?

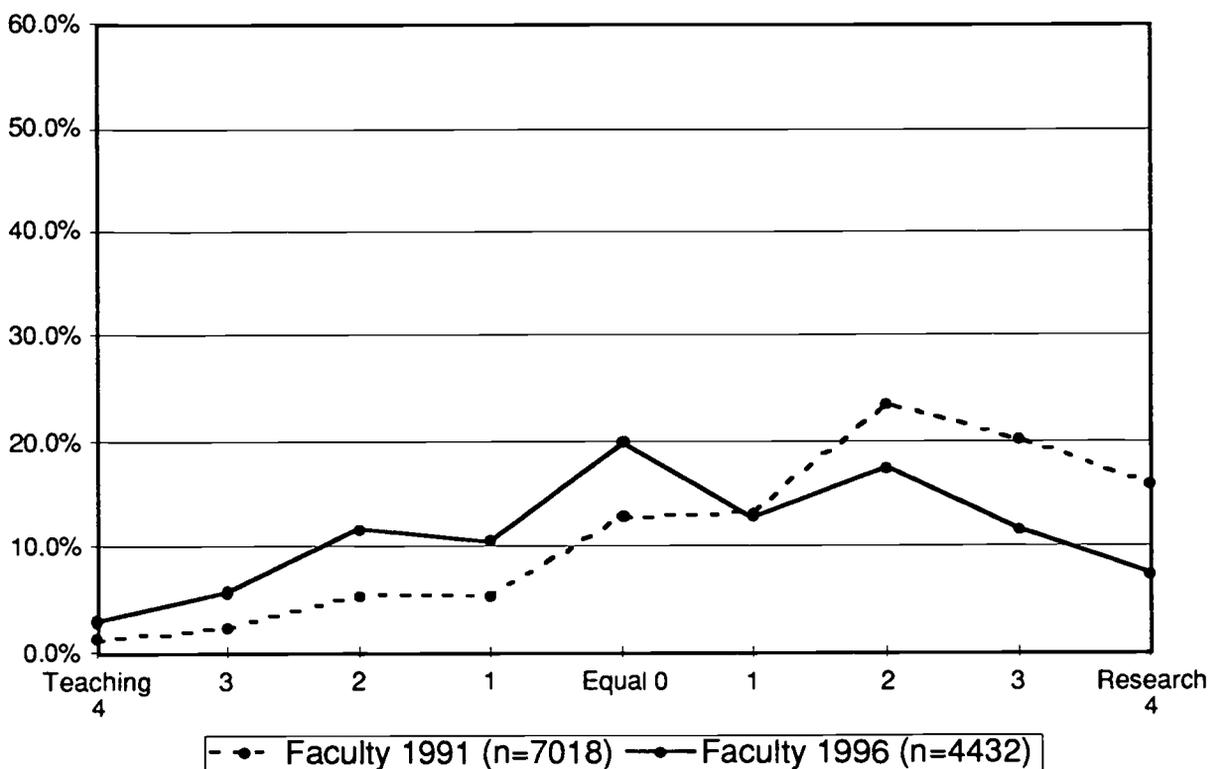


Table 12
Is Going—Faculty

| Faculty | -4 to -1 Teaching | 0 Balance | +1 to +4 Research |
|---------|----------------------|--------------|----------------------|
| 1991 | 14.3% | 12.8% | 72.9% |
| 1996 | 30.8% | 19.9% | 49.4% |

This shift becomes more apparent when data are analyzed according to strength of preference. In 1991–1992, nearly 60% of faculty respondents perceived their institution supporting a strong research emphasis. In 1996, approximately 37% reported this same perception while those perceiving a strong teaching emphasis more than doubled to over 20% (Table 13).

Table 13
Indicators of Strong Preference
Is Going—Faculty

| Faculty | -4 to -2 Teaching | -1 to +1 Balance | +2 to +4 Research |
|----------------|------------------------------|-----------------------------|------------------------------|
| 1991 | 9.0% | 31.2% | 59.8% |
| 1996 | 20.3% | 43.2% | 36.6% |

Department Chairs

This shift in direction away from research and toward the teaching side of the continuum was even more pronounced in the perceptions of the department chairs; 39% reported their institutions' having a teaching emphasis in 1996, up from 20% in 1991. The percentage of department heads who reported a research emphasis decreased from approximately 68% to 38%. Nearly twice as many department chairs perceived a balance between teaching and research in 1996 (Figure 8, Table 14).

Figure 8
What direction do department chairs think the institution is going?

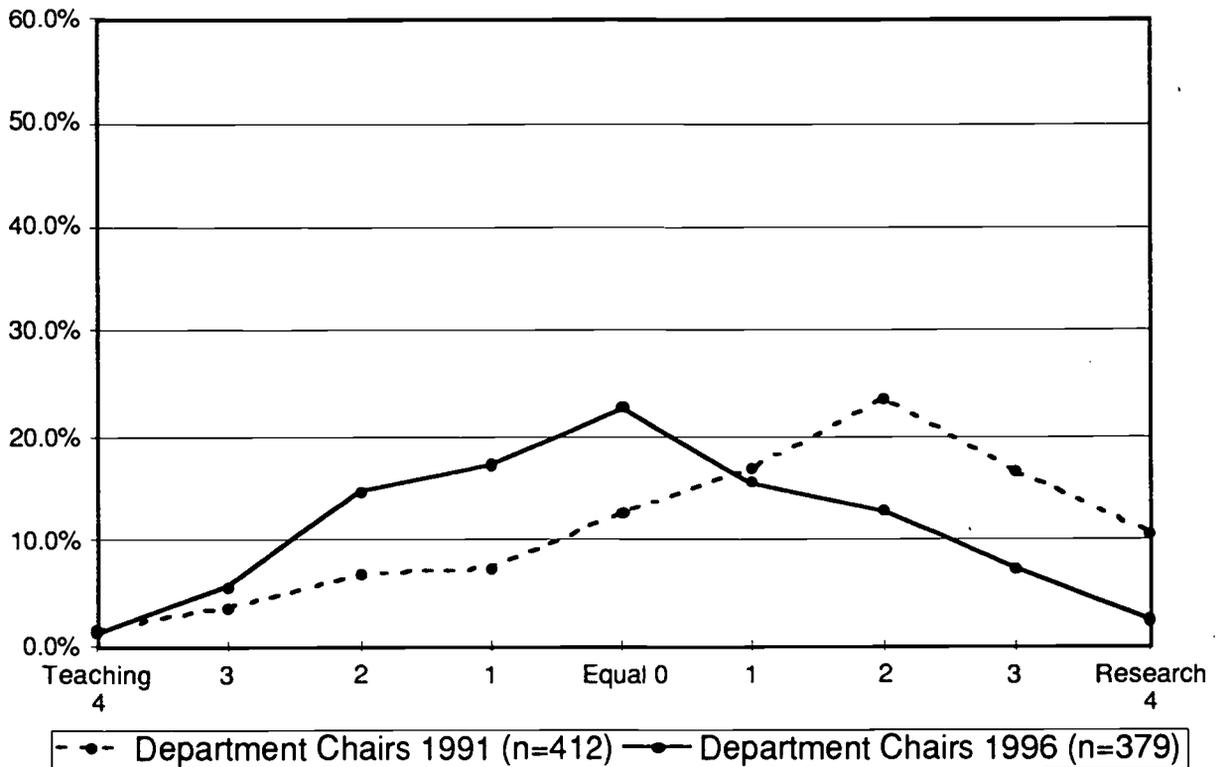


Table 14
Is Going—Department Chairs

| Department Chairs | -4 to -1 Teaching | 0 Balance | +1 to +4 Research |
|-------------------|----------------------|--------------|----------------------|
| 1991 | 19.4% | 12.6% | 67.9% |
| 1996 | 39.0% | 22.7% | 38.3% |

The shift in perceptions away from a strong research emphasis was even more pronounced for department chairs and deans than it was for faculty. While over 50% of department chair respondents perceived a strong emphasis on research in 1991–1992, less than one in four reported this perception in 1996 (Table 15).

Table 15
Indicators of Strong Preference
Is Going—Department Chairs

| Department Chairs | -4 to -2 Teaching | -1 to +1 Balance | +2 to +4 Research |
|-------------------|----------------------|---------------------|----------------------|
| 1991 | 11.9% | 37.1% | 50.9% |
| 1996 | 21.6% | 55.7% | 22.7% |

Academic Deans

A shift in priorities was also reflected in the responses by academic deans. Approximately 34% perceived the institution emphasizing research in 1996, compared to over 61% in 1991–1992. The numbers of academic deans who perceived the institution moving toward a balance between teaching and research and toward a teaching emphasis both increased. It should be noted that the number of academic dean respondents was higher in 1996 than in 1991–92 (Figure 9, Table 16).

Figure 9
What direction do academic deans think the institution is going?

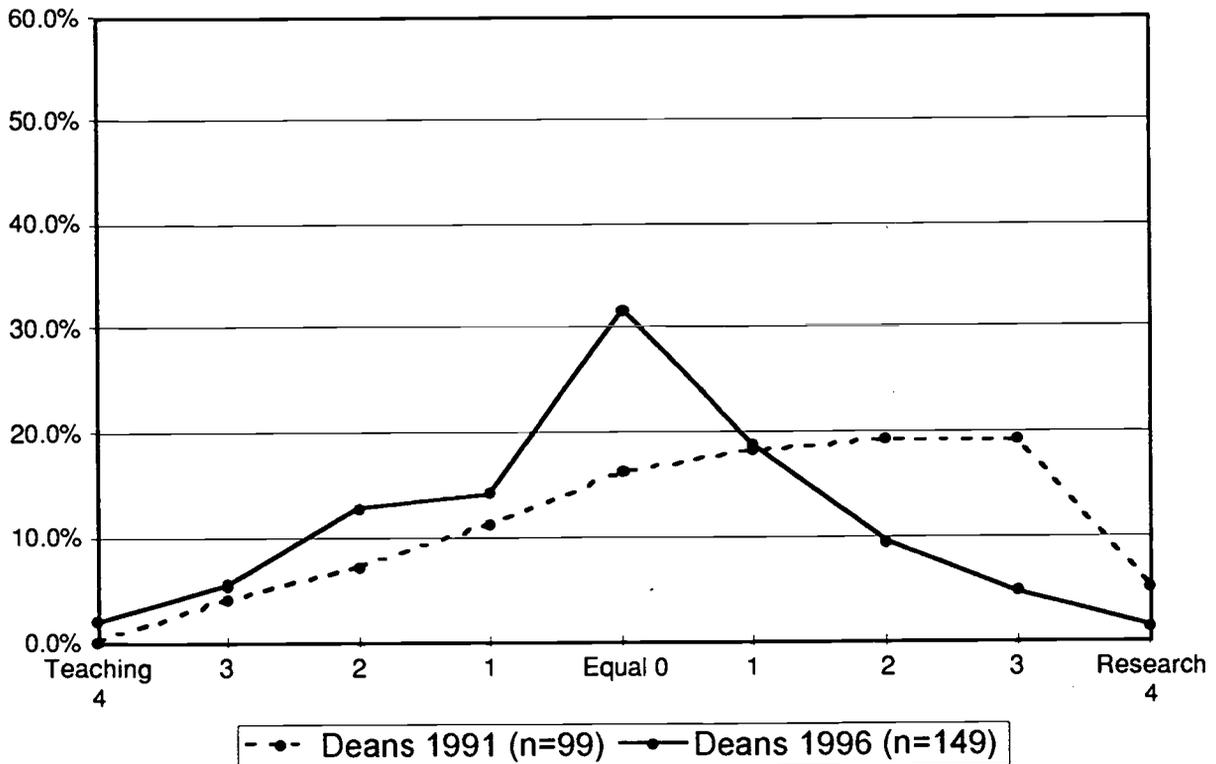


Table 16
Is Going—Academic Deans

| Academic Deans | -4 to -1 Teaching | 0 Balance | +1 to +4 Research |
|----------------|----------------------|--------------|----------------------|
| 1991 | 22.2% | 16.2% | 61.7% |
| 1996 | 34.3% | 31.5% | 34.2% |

In 1996, approximately 15% of deans perceived a strong emphasis on research, down from over 40% in 1991–1992. In 1996, over 20% reported that their institution placed a strong emphasis on teaching—up 9% from 1991–1992 (Table 17).

Table 17
Indicators of Strong Preference
Is Going—Academic Deans

| <u>Academic Deans</u> | <u>-4 to -2</u> <u>Teaching</u> | <u>-1 to +1</u> <u>Balance</u> | <u>+2 to +4</u> <u>Research</u> |
|-----------------------|------------------------------------|-----------------------------------|------------------------------------|
| 1991 | 11.1% | 45.5% | 43.5% |
| 1996 | 20.2% | 64.4% | 15.4% |

Administrators

Unlike other respondent groups in 1991–1992, administrators perceived that their institutions were moving toward a balance between teaching and research. As a result, while some shifting toward a stronger teaching emphasis was observed for administrators in 1996, this shift was more modest than for faculty, department chairs, and deans. It should be noted that the number of administrator respondents was higher in 1996 than in 1991–92 (Figure 10, Table 18).

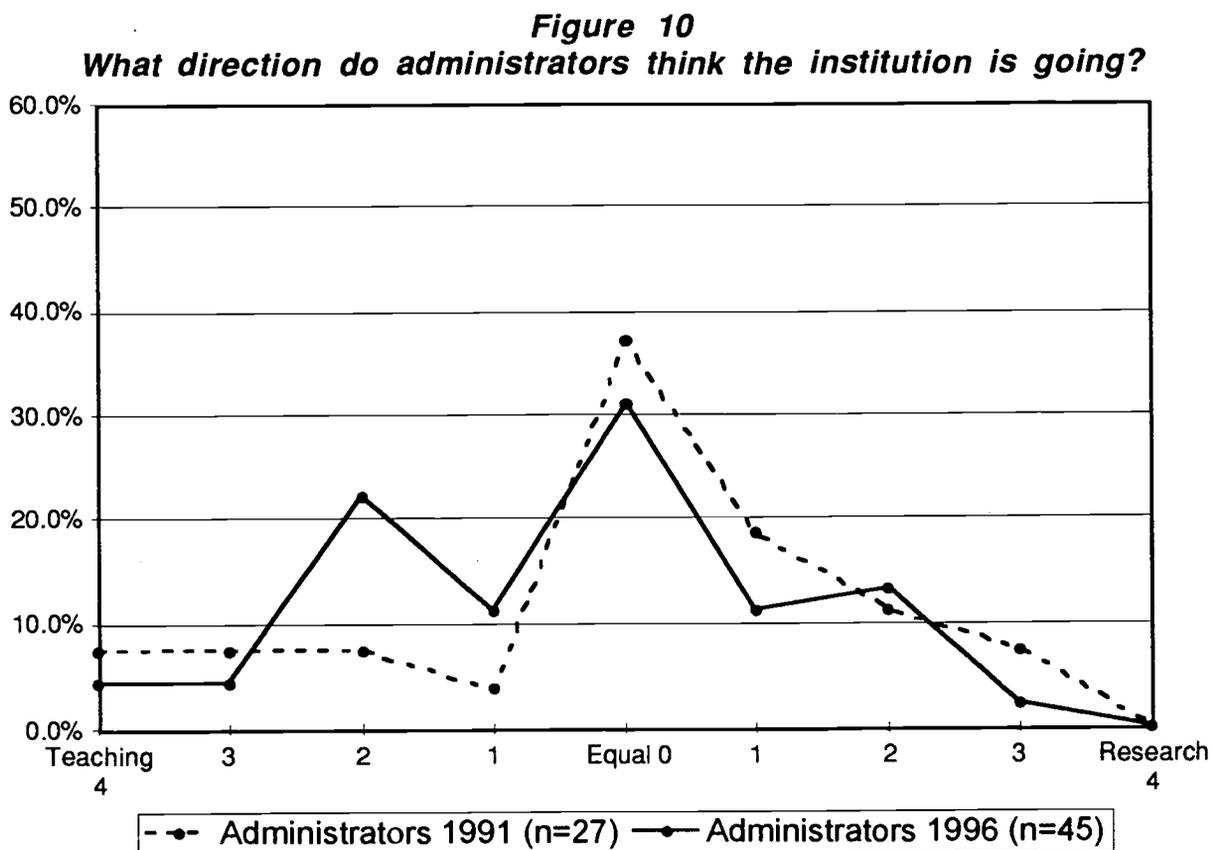


Table 18
Is Going—Administrators

| Administrators | -4 to -1 Teaching | 0 Balance | +1 to +4 Research |
|----------------|----------------------|--------------|----------------------|
| 1991 | 25.9% | 37.0% | 37.0% |
| 1996 | 42.1% | 31.1% | 26.6% |

There was a notable increase in the percentage of administrators who perceived a strong teaching emphasis at their institutions—from 22% in 1991–1992 to 31% in 1996 (Table 19).

Table 19
Indicators of Strong Preference
Is Going—Administrators

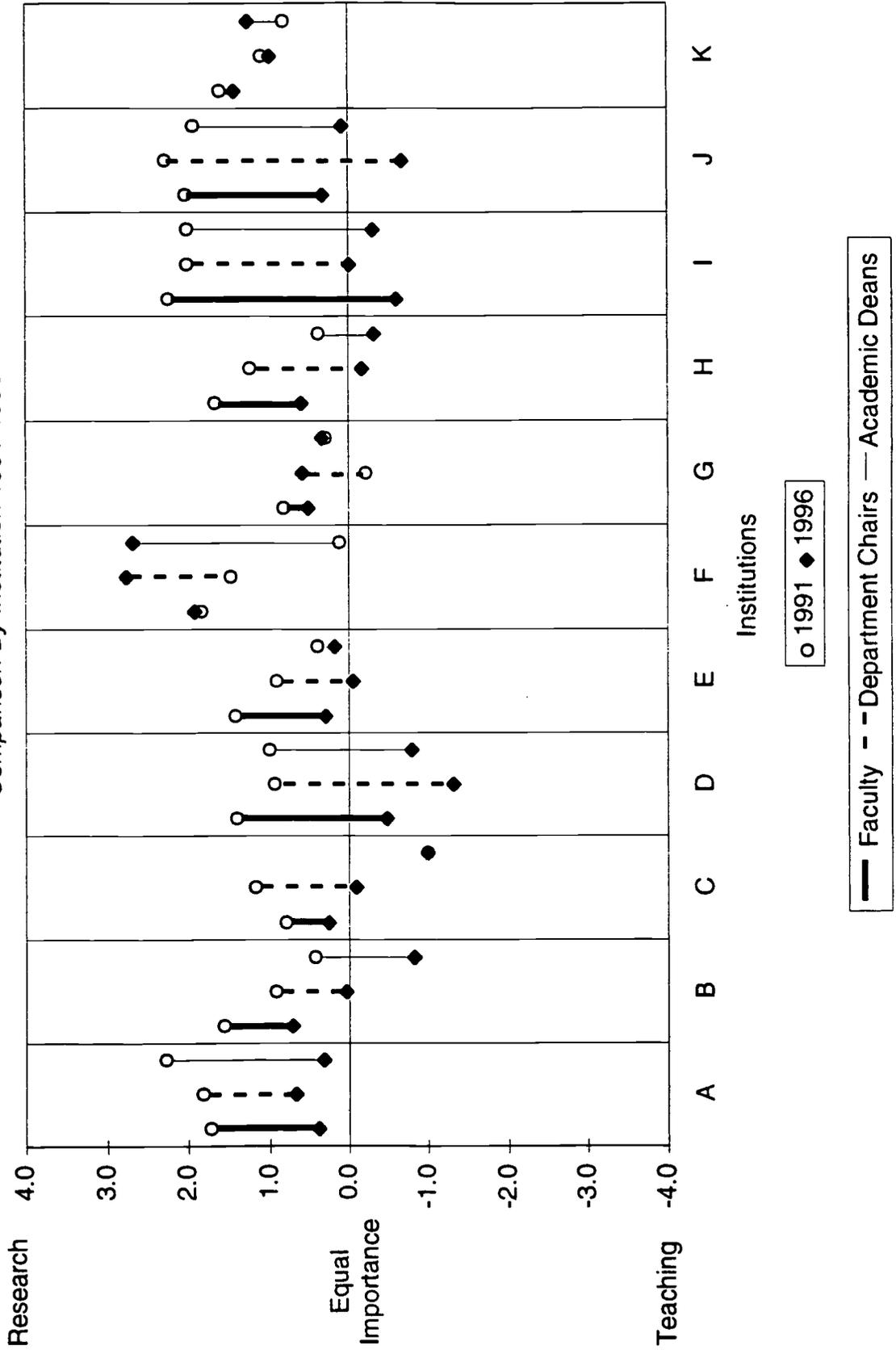
| Administrators | -4 to -2 Teaching | -1 to +1 Balance | +2 to +4 Research |
|-----------------------|------------------------------|-----------------------------|------------------------------|
| 1991 | 22.2% | 59.2% | 18.5% |
| 1996 | 31.0% | 53.3% | 15.5% |

Direction the Institution Is Going—An Institutional Analysis

The degree of shift in respondents' perceptions of their institutions becomes more apparent when the data are examined for faculty, department chairs and deans by institution. In Figure 11, a shift toward greater relative importance of teaching can be seen in eight of the eleven participating institutions. In nine institutions, this change is in the direction that all groups of respondents prefer. Institution F, on the other hand, is perceived by all response groups as moving away from the preferred balance to a strong emphasis on research. Responses from department chairs and deans at this institution suggest potential conflicts in priorities in the years ahead.

The move away from a heavy research emphasis in institutions A, B, D, H, I, and J represents an important cultural shift that is perceived by all response groups.

Figure 11
What direction do you think the institution is going?
Comparison By Institution 1991-1996



Key Item 3

How do you personally perceive the importance of research and teaching, and how do you perceive their importance to others?

Faculty

There was a modest shift in the way faculty described themselves (*you personally* item) with a 6% decrease in those who personally placed a strong emphasis on research (Figure 12, Tables 20 and 21).

Figure 12

How important are research and undergraduate teaching to faculty personally?

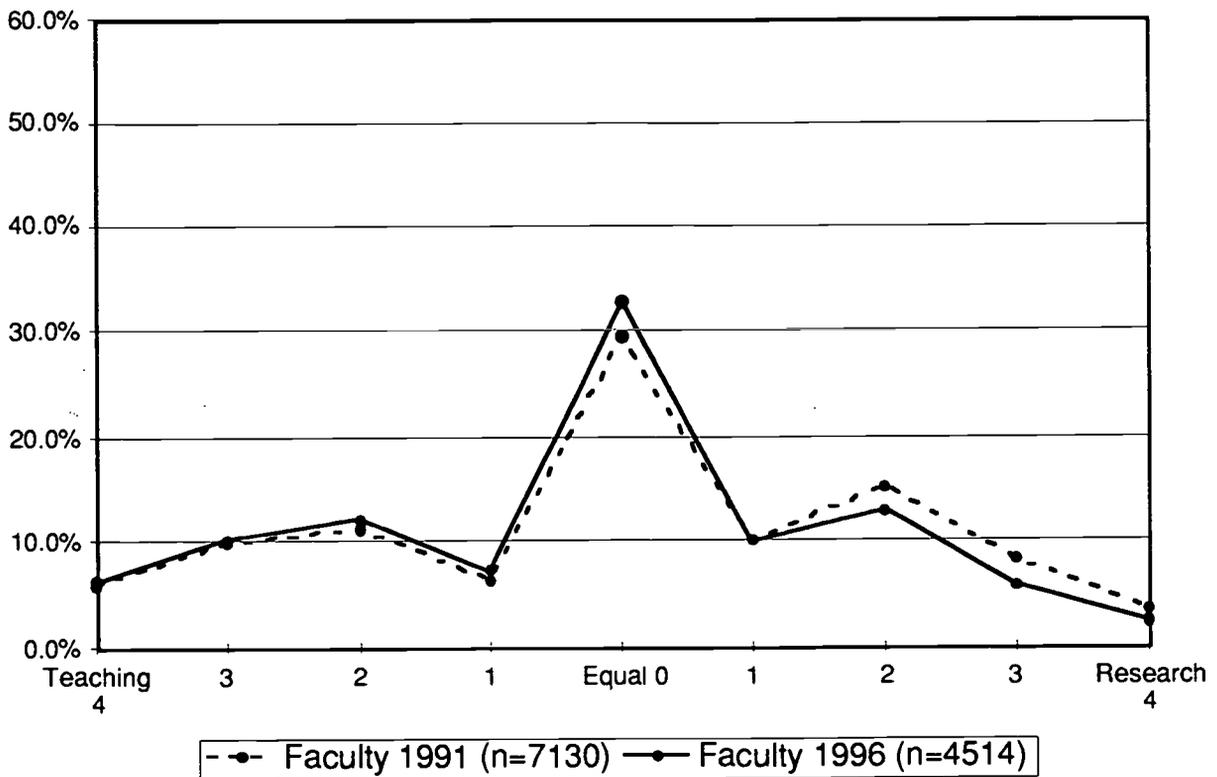


Table 20
You Personally—Faculty

| Faculty | -4 to -1 Teaching | 0 Balance | +1 to +4 Research |
|----------------|------------------------------|----------------------|------------------------------|
| 1991 | 33.4% | 29.5% | 37.1% |
| 1996 | 35.8% | 32.7% | 31.5% |

Table 21
Indicators of Strong Preference
You Personally—Faculty

| Faculty | -4 to -2 Teaching | -1 to +1 Balance | +2 to +4 Research |
|----------------|------------------------------|-----------------------------|------------------------------|
| 1991 | 27.0% | 45.9% | 27.1% |
| 1996 | 28.6% | 50.0% | 21.4% |

Faculty perceived their department chairs, academic deans, administrators, and institutions moving away from a strong research emphasis. The higher the group in the administrative hierarchy, the greater the shift in faculty perceptions about them between 1991 and 1996 (Table 22).

Table 22
Faculty Means
Comparison Between 1991 And 1996

| Faculty | 1991 | 1996 | Change* |
|------------------------------------|-------------|-------------|----------------|
| You personally | 0.0 | -0.2 | -0.2 |
| Other faculty in your department | 0.6 | 0.4 | -0.2 |
| Your department chairs | 1.0 | 0.5 | -0.5 |
| Your academic dean | 1.5 | 0.8 | -0.7 |
| Administration | 1.6 | 0.9 | -0.8 |
| The direction university is going | 1.6 | 0.5 | -1.1 |
| The direction university should go | 0.1 | 0.0 | -0.2 |

*Note: (-) symbol represents a point on the teaching side of the continuum or a change in that direction.

Department Chairs

Department chairs reported a greater shift in their own priorities, with a 13% increase in those who placed themselves on the teaching side of the continuum. There was a corresponding decrease in those who placed themselves on the research side of the continuum (Figure 13, Table 23).

Figure 13
How important are research and undergraduate teaching to department chairs personally?

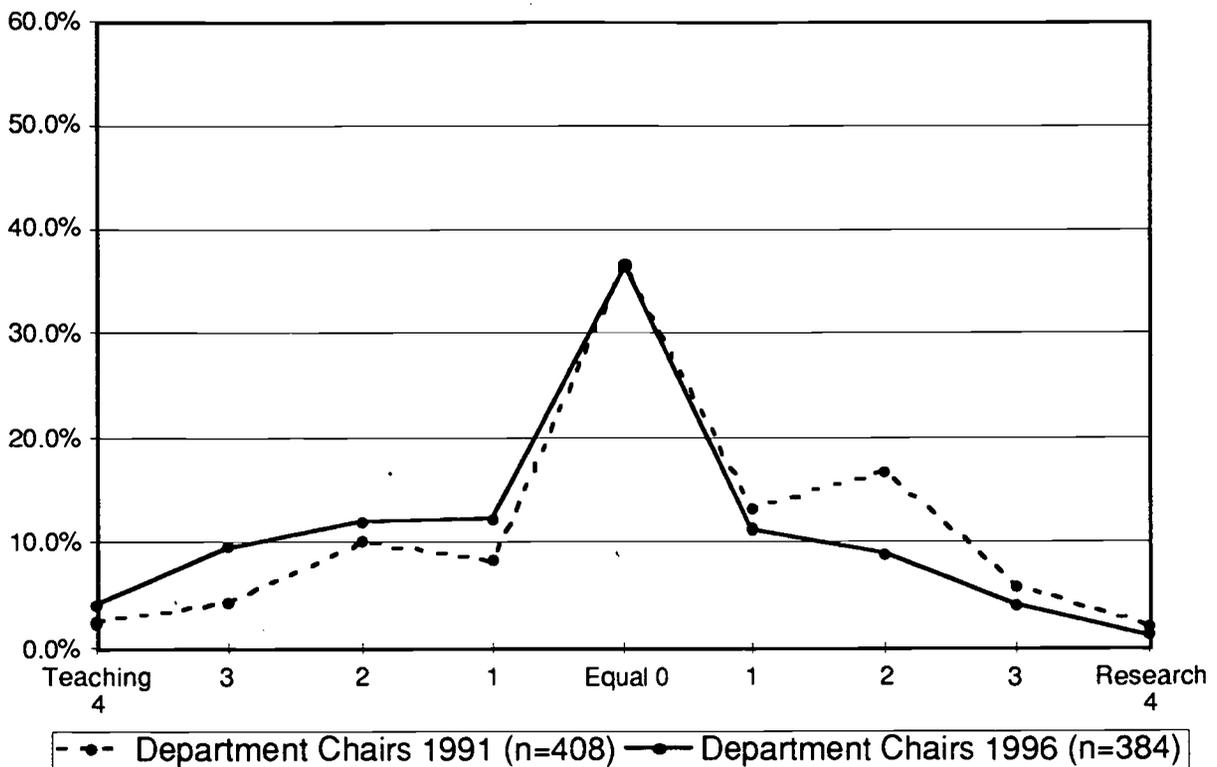


Table 23
You Personally—Department Chairs

| Department Chairs | -4 to -1 Teaching | 0 Balance | +1 to +4 Research |
|-------------------|-------------------|-----------|-------------------|
| 1991 | 25.2% | 36.8% | 38.0% |
| 1996 | 38.0% | 36.5% | 25.6% |

Among department chair respondents, a strong research emphasis was replaced by a personal emphasis on teaching (Table 24).

Table 24
Indicators of Strong Preference
You Personally—Department Chairs

| <u>Department Chairs</u> | <u>-4 to -2</u> <u>Teaching</u> | <u>-1 to +1</u> <u>Balance</u> | <u>+2 to +4</u> <u>Research</u> |
|--------------------------|------------------------------------|-----------------------------------|------------------------------------|
| 1991 | 16.9% | 58.3% | 24.8% |
| 1996 | 25.8% | 59.9% | 14.4% |

Department chairs also perceived faculty, academic deans, and administrators moving toward a balance between undergraduate teaching and research (Table 25).

Table 25
Department Chair Means
Comparison Between 1991 And 1996

| <u>Department Chairs</u> | <u>1991</u> | <u>1996</u> | <u>Change*</u> |
|--|-------------|-------------|----------------|
| You personally | 0.2 | -0.4 | -0.6 |
| Majority of faculty at your university | 0.3 | 0.0 | -0.3 |
| Your academic dean | 0.9 | 0.3 | -0.7 |
| Administration | 1.0 | 0.5 | -0.5 |
| The direction university is going | 1.2 | 0.0 | -1.2 |
| The direction university should go | 0.2 | -0.2 | -0.4 |

*Note: (-) symbol represents a point on the teaching side of the continuum or a change in that direction.

Academic Deans

The academic deans as a group also shifted away from a research emphasis, with 75% of the group supporting either a balance between teaching and research or an emphasis on teaching (Figure 14, Table 26).

Figure 14
How important are research and undergraduate teaching to academic deans personally?

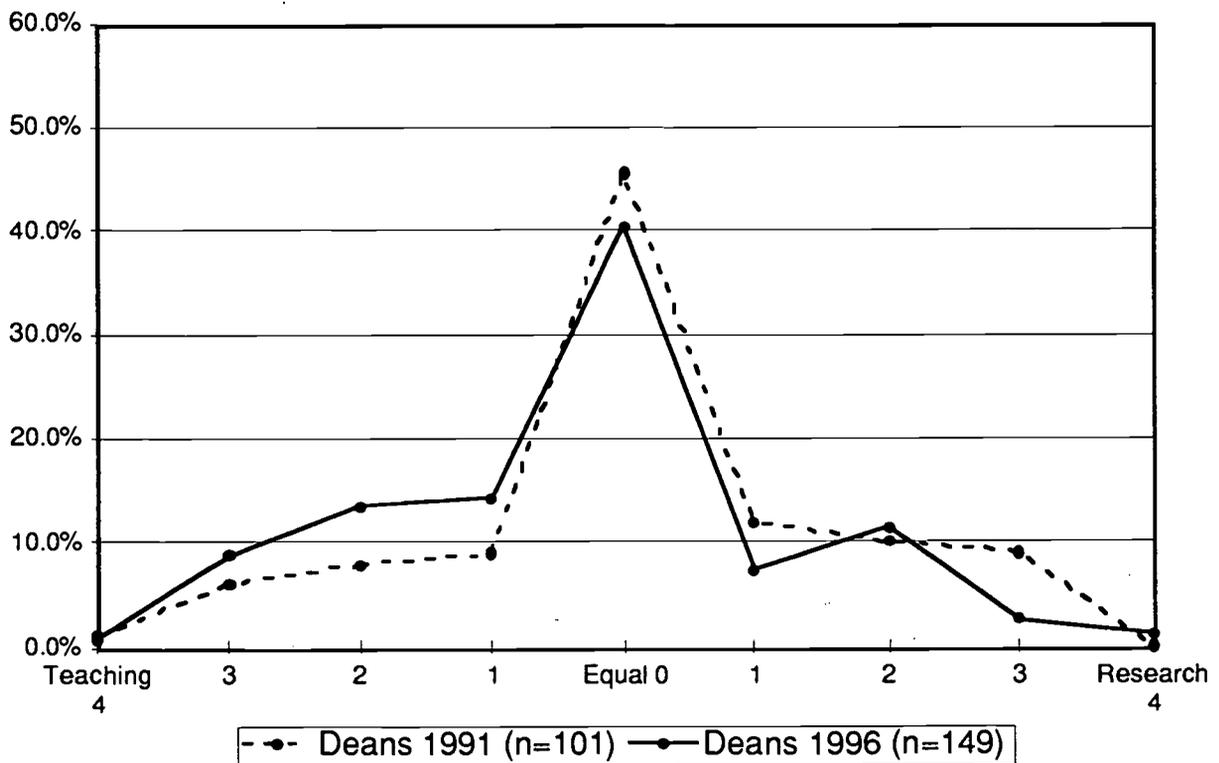


Table 26
You Personally—Academic Deans

| Academic Deans | -4 to -1 Teaching | 0 Balance | +1 to +4 Research |
|----------------|-------------------|-----------|-------------------|
| 1991 | 23.7% | 45.5% | 30.7% |
| 1996 | 36.9% | 40.3% | 22.8% |

There was also an 8% increase in academic dean respondents who reported a strong personal preference for teaching (Table 27).

Table 27
Indicators of Strong Preference
You Personally—Academic Deans

| <u>Academic Deans</u> | <u>-4 to -2</u> <u>Teaching</u> | <u>-1 to +1</u> <u>Balance</u> | <u>+2 to +4</u> <u>Research</u> |
|-----------------------|------------------------------------|-----------------------------------|------------------------------------|
| 1991 | 14.8% | 66.3% | 18.8% |
| 1996 | 22.8% | 61.8% | 15.4% |

Academic deans' responses reflected a modest shift in perceptions about their department chairs and the administration. They did not perceive a change in the priorities of faculty (Table 28).

Table 28
Academic Dean Means
Comparison Between 1991 And 1996

| <u>Academic Deans</u> | <u>1991</u> | <u>1996</u> | <u>Change*</u> |
|--|-------------|-------------|----------------|
| You personally | 0.1 | -0.3 | -0.4 |
| Majority of faculty at your university | 0.2 | 0.2 | 0.0 |
| Majority of department chairs at your university | 0.7 | 0.5 | -0.2 |
| Administration | 0.9 | 0.4 | -0.5 |
| The direction university is going | 1.0 | -0.1 | -1.0 |
| The direction university should go | 0.4 | -0.3 | -0.7 |

*Note: (-) symbol represents a point on the teaching side of the continuum or a change in that direction.

Administrators

In 1991–1992, more than half of administrator respondents from the eleven participating institutions favored a balance between research and teaching. The 1996 data show 41% of administrator respondents on the teaching side of the continuum and a decrease in those favoring research as a personal priority (Figure 15, Table 29).

Figure 15
How important are research and undergraduate teaching to administrators personally?

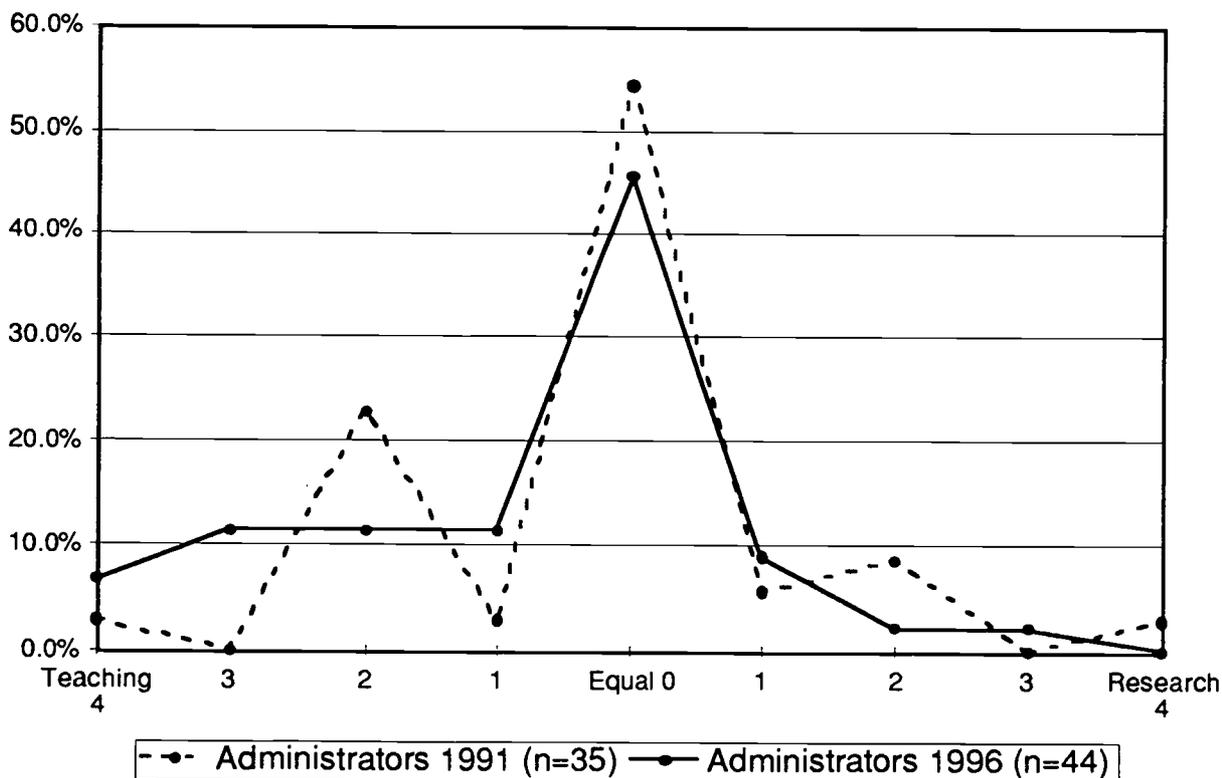


Table 29
You Personally—Administrators

| Administrators | -4 to -1 Teaching | 0 Balance | +1 to +4 Research |
|----------------|----------------------|--------------|----------------------|
| 1991 | 28.7% | 54.3% | 17.2% |
| 1996 | 41.0% | 45.5% | 13.7% |

In 1996, less than 5% of academic dean respondents reported a strong personal preference for research, down from over 11% in 1991–1992 (Table 30).

Table 30
Indicators of Strong Preference
You Personally—Administrators

| Administrators | -4 to -2 Teaching | -1 to +1 Balance | +2 to +4 Research |
|----------------|----------------------|---------------------|----------------------|
| 1991 | 25.8% | 62.9% | 11.5% |
| 1996 | 29.6% | 66.0% | 4.6% |

While responses from administrators reflected a modest shift in personal priorities toward a teaching emphasis, administrators continued to perceive others (faculty, department chairs and deans) emphasizing research relative to undergraduate teaching (Table 31).

Table 31
Administrator Means
Comparison Between 1991 And 1996

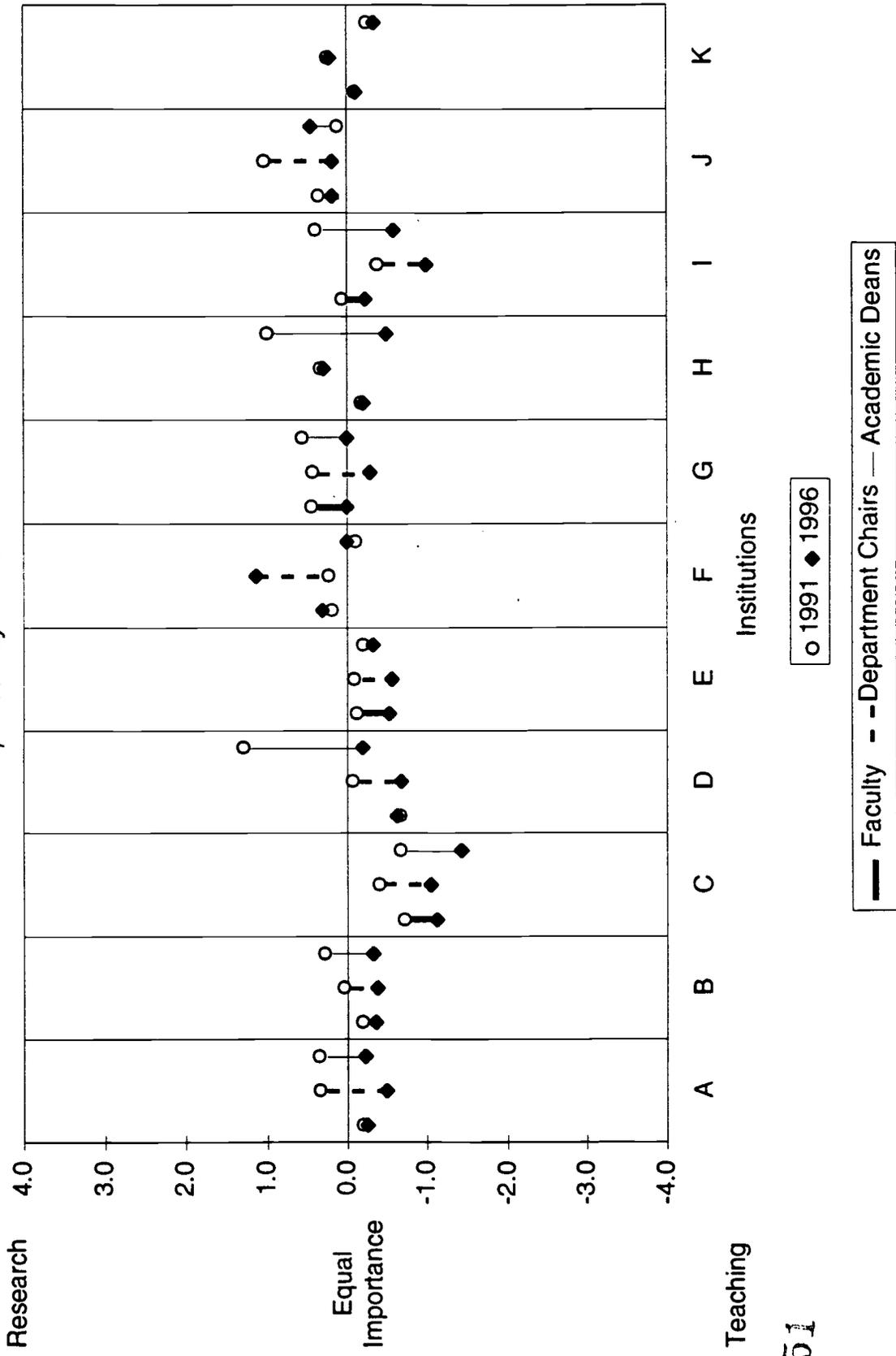
| Administrator | 1991 | 1996 | Change* |
|--|------|------|---------|
| You personally | -0.3 | -0.8 | -0.5 |
| Majority of faculty at your university | 0.6 | 0.3 | -0.4 |
| Majority of academic unit heads at your university | 1.0 | 0.8 | -0.2 |
| Majority of academic deans at your university | 0.7 | 0.5 | -0.3 |
| Administration | 0.3 | 0.0 | -0.2 |
| The direction university is going | -0.1 | -0.4 | -0.4 |
| The direction university should go | -0.5 | -0.6 | -0.2 |

*Note: (-) symbol represents a point on the teaching side of the continuum or a change in that direction.

Personal Priorities—An Institutional Analysis

While the shift toward an increased personal emphasis on teaching was fairly consistent for all groups (faculty, department chairs, and academic deans), there were some exceptions. Faculty responses tended to reflect less change than department chairs' and deans', and at one institution (F), the shift in perceptions was toward greater emphasis on research—the direction perceived as being supported by the administration. In Institution J, deans reported a modest increase in the personal importance placed on research, and respondents at Institution K reported little change in their own preferences (Figure 16).

Figure 16
How important are research and teaching to you personally?
Comparison By Institution 1991-1996



A Comparison between Self Perceptions and Perceptions of Others

In 1991–1992, we reported discrepancies between respondents’ self-perceptions and perceptions of others—all respondent groups placed greater emphasis on teaching than others perceived them to. In addition, responses suggested that the higher one was in the administrative hierarchy, the more likely it was that the individual or group was perceived as emphasizing research. Table 32 represents the means for all respondent groups in 1996. It is interesting to note that all respondent groups perceived their various colleagues as less teaching-focused than they reported themselves to be.

Table 32
All Means
1996 Results

| | Faculty | Unit Heads | Academic Deans | Administrators |
|------------------------------------|---------|---------------|-------------------|----------------|
| You personally | -0.2 | -0.4 | -0.3 | -0.8 |
| Majority of faculty | 0.4 | 0.0 | 0.2 | 0.3 |
| Your academic unit heads | 0.5 | • | 0.5 | 0.8 |
| Your academic dean | 0.8 | 0.3 | • | 0.5 |
| Administration | 0.9 | 0.5 | 0.4 | 0.0 |
| The direction university is going | 0.5 | 0.0 | -0.1 | -0.4 |
| The direction university should go | 0.0 | -0.2 | -0.3 | -0.6 |

Comparing respondents' self-perceptions and the perceptions of others across the two survey administrations, a consistent pattern emerges. While all groups reported themselves as more teaching-focused in 1996, the gap between personal priorities and perceptions by others remained consistent—all groups were perceived differently than they perceived themselves. The greatest gap remained between administrators' perceptions and others' perceptions about them (Tables 33–36).

Table 33
Faculty Self Perception vs. Others' Perceptions

| | 1991 | | 1996 | |
|--|------------|------------|-------------|------------|
| | mean | difference | mean | difference |
| How faculty perceive themselves | 0.0 | | -0.2 | |
| How faculty perceive other faculty | 0.6 | -0.7 | 0.4 | -0.7 |
| How department chairs perceive faculty | 0.3 | -0.3 | 0.0 | -0.2 |
| How academic deans perceive faculty | 0.2 | -0.2 | 0.2 | -0.4 |
| How administrators perceive faculty | 0.6 | -0.7 | 0.3 | -0.5 |

Table 34
Department Chair Self Perception vs. Others' Perceptions

| | 1991 | | 1996 | |
|--|------------|------------|-------------|------------|
| | mean | difference | mean | difference |
| How department chairs perceive themselves | 0.2 | | -0.4 | |
| How faculty perceive department chairs | 1.0 | -0.8 | 0.5 | -0.9 |
| How academic deans perceive academic unit heads | 0.7 | -0.5 | 0.5 | -0.8 |
| How administrators perceive academic unit heads | 1.0 | -0.8 | 0.8 | -1.2 |

Table 35
Academic Deans Self Perception vs. Others' Perceptions

| | 1991 | | 1996 | |
|---|------------|------------|-------------|------------|
| | mean | difference | mean | difference |
| How academic deans perceive themselves | 0.1 | | -0.3 | |
| How faculty perceive academic deans | 1.5 | -1.3 | 0.8 | -1.1 |
| How department chairs perceive academic deans | 0.9 | -0.8 | 0.3 | -0.5 |
| How administrators perceive academic deans | 0.7 | -0.6 | 0.5 | -0.7 |

Table 36
Administrators Self Perception vs. Others' Perceptions

| | 1991 | | 1996 | |
|---|-------------|------------|-------------|------------|
| | mean | difference | mean | difference |
| How administrators perceive themselves | -0.3 | | -0.8 | |
| How faculty perceive administrators | 1.6 | -1.9 | 0.9 | -1.6 |
| How academic unit heads perceive administrators | 1.0 | -1.3 | 0.5 | -1.3 |
| How Academic Deans perceive administrators | 0.9 | -1.2 | 0.4 | -1.2 |

Other Factors Influencing Perceptions

Years at Institution

Faculty

The longer faculty members reported having been at their institutions, the more likely they were to report that teaching was of more relative importance to them personally. Those who reported having been at the institution longer also tended to perceive the administration and the institution placing the greatest emphasis on research (Table 37).

Table 37
Faculty Responses by Years at Institution

| Faculty | 3 or less (n=607) | 4 to 6 (n=529) | 7 to 10 (n=532) | 11 to 20 (n=764) | Over 20 (n=1,013) |
|------------------------------------|------------------------------|---------------------------|----------------------------|-----------------------------|------------------------------|
| You personally | -0.1 | 0.1 | -0.1 | -0.3 | -0.6 |
| Other faculty in your department | 0.0 | 0.5 | 0.4 | 0.2 | 0.6 |
| Your department chair | 0.1 | 0.5 | 0.5 | 0.5 | 0.7 |
| Your academic dean | 0.4 | 0.7 | 0.8 | 0.9 | 1.0 |
| Administration | 0.4 | 0.7 | 0.8 | 1.0 | 1.1 |
| The direction university is going | 0.2 | 0.2 | 0.5 | 0.6 | 0.6 |
| The direction university should go | -0.1 | 0.0 | 0.1 | 0.0 | -0.2 |

When the individual campuses were compared, an interesting phenomenon was noted on several campuses; faculty hired in the last three years appeared to have different personal priorities than those hired just prior to the 1991–1992 survey administration. At institutions A, C, and E new faculty placed a higher value on teaching in 1996 than did the earlier cohort (Table 38). As institutions have articulated a better balance between teaching and research, they may have recruited and attracted candidates with a stronger interest in teaching.

Table 38
How important are research and undergraduate teaching to you personally?
Faculty with 3 years or less at institution

| Faculty | 1991 | | 1996 | | Change* (96-91) |
|---------|------|-----|------|-----|--------------------|
| | mean | n | mean | n | |
| A | 0.2 | 136 | -0.2 | 79 | -0.4 |
| B | 0.5 | 53 | 0.6 | 37 | 0.1 |
| C | -0.1 | 48 | -1.2 | 134 | -1.1 |
| D | -0.7 | 91 | -0.5 | 78 | 0.2 |
| E | 0.6 | 93 | 0.2 | 51 | -0.4 |

A–E denote individual institutions

*Note: (-) symbol represents a point on the teaching side of the continuum or a change in that direction.

Department Chairs

An interesting pattern emerged when department chairs' responses were compared by years at their institutions. In 1991–1992, the national study data showed that the longer department chairs reported having been at the institution, the greater the possibility that their personal preference would be on the teaching side of the continuum. A shift appeared in the 1996 data; the most teaching focused group of department chairs were those who reported having been at their institutions three years or less (Table 39). In the earlier study, this group placed themselves on the research side of the continuum. Department chairs new to the institution also perceived the faculty and their deans as placing greater emphasis on teaching and believed that their institution should do so as well.

Table 39
Department Chair Responses by Years at Institution

| Department Chair | 3 or less (n=20) | 4 to 6 (n=26) | 7 to 10 (n=32) | 11 to 20 (n=74) | Over 20 (n=72) |
|--|-----------------------------|--------------------------|---------------------------|----------------------------|---------------------------|
| You personally | -1.4 | 0.0 | -0.3 | -0.4 | -0.5 |
| Majority of faculty at your university | -0.8 | -0.3 | -0.6 | 0.0 | 0.0 |
| Your academic dean | -0.5 | -0.3 | -0.1 | 0.4 | 0.4 |
| Administration | 0.0 | 0.0 | 0.3 | 0.7 | 0.3 |
| The direction university is going | 0.5 | -0.4 | -0.1 | 0.3 | -0.4 |
| The direction university should go | -1.4 | 0.1 | 0.1 | -0.2 | -0.3 |

Time Spent Teaching

The greater the percentage of time respondents reported spending teaching, the more relative importance they placed on teaching. The faculty group who reported the largest amount of time teaching also perceived their institutions and administrations valuing research most strongly (Table 40).

Table 40
Faculty Responses by % Time Spent Teaching

| Faculty | 0% (n=32) | 1 to 25% (n=22) | 26 to 50% (n=72) | 51 to 75% (n=44) | 76 to 100% (n=120) |
|------------------------------------|----------------------|----------------------------|-----------------------------|-----------------------------|-------------------------------|
| You personally | 0.9 | 0.5 | 0.3 | -0.6 | -1.2 |
| Other faculty in your department | 0.5 | -0.1 | 0.7 | -0.5 | 0.3 |
| Your department chair | 0.3 | 0.7 | 0.9 | 0.3 | 0.6 |
| Your academic dean | 0.4 | 0.1 | 0.8 | 0.4 | 0.7 |
| Administration | 0.9 | 0.9 | 0.7 | 0.8 | 1.3 |
| The direction university is going | 0.0 | 0.1 | 0.5 | 0.5 | 1.2 |
| The direction university should go | 0.3 | 0.4 | 0.4 | -0.4 | -0.6 |

Respondents' Gender

Faculty

Women faculty members tended to place less importance on research than their male colleagues (*you personally* item). While the difference was modest, it was fairly consistent. Both groups, male and female faculty respondents, placed less importance on research in 1996 than they did in 1991–1992, with approximately one-third of each group describing their personal priorities as a balance between teaching and research. While both groups favored an institutional balance between teaching and research, the shift toward a stronger emphasis on teaching was greater among women faculty (Tables 41 and 42).

Table 41
Faculty Responses by Gender

| Faculty | 1991 | | 1996 | |
|------------------------------------|-------------------|---------------------|-------------------|---------------------|
| | Male (n=2,756) | Female (n=1,522) | Male (n=2,983) | Female (n=1,188) |
| You personally | 0.0 | -0.1 | -0.2 | -0.4 |
| Other faculty in your department | 0.6 | 0.5 | 0.5 | 0.3 |
| Your department chair | 1.0 | 1.0 | 0.6 | 0.5 |
| Your academic dean | 1.5 | 1.6 | 0.8 | 0.8 |
| Administration | 1.4 | 1.7 | 0.8 | 1.0 |
| The direction university is going | 1.6 | 1.5 | 0.4 | 0.7 |
| The direction university should go | 0.1 | 0.1 | 0.0 | -0.1 |

Table 42
Faculty You Personally—by Gender

| Faculty | N | Male | | | N | Female | | |
|---------|-------|----------------------|--------------|----------------------|-------|----------------------|--------------|----------------------|
| | | Teaching -4 to -1 | Balance 0 | Research +1 to +4 | | Teaching -4 to -1 | Balance 0 | Research +1 to +4 |
| 1991 | 2,756 | 33.5% | 27.6% | 38.5% | 1,520 | 35.5% | 28.5% | 35.4% |
| 1996 | 2,893 | 33.9% | 33.0% | 32.8% | 1,176 | 39.6% | 32.1% | 27.9% |

In response to the question about the direction the institution *should go*, there were noticeable shifts away from a strong research emphasis on the part of both male and female faculty. There was, however, a larger increase in females who strongly supported teaching—up 8% as compared to 1% for males (Table 43).

Table 43
Faculty Should Go—by Gender

| Faculty | N | Male | | | Female | | | |
|---------|-------|----------------------|--------------|----------------------|----------------------|--------------|----------------------|-------|
| | | Teaching -4 to -1 | Balance 0 | Research +1 to +4 | Teaching -4 to -1 | Balance 0 | Research +1 to +4 | |
| 1991 | 2,748 | 25.1% | 39.4% | 35.1% | 1,522 | 21.8% | 46.7% | 31.1% |
| 1996 | 2,981 | 26.4% | 43.5% | 29.5% | 1,188 | 29.6% | 46.1% | 23.9% |

Responses from male and female faculty to the question about the direction the institution *is going* reflected a shift away from the research emphasis reported in 1991–92 (Table 44).

Table 44
Faculty Is Going—by Gender

| Faculty | N | Male | | | Female | | | |
|---------|-------|----------------------|--------------|----------------------|----------------------|--------------|----------------------|-------|
| | | Teaching -4 to -1 | Balance 0 | Research +1 to +4 | Teaching -4 to -1 | Balance 0 | Research +1 to +4 | |
| 1991 | 2,703 | 15.0% | 11.7% | 73.0% | 1,492 | 16.6% | 12.6% | 70.4% |
| 1996 | 2,929 | 32.0% | 19.7% | 47.8% | 1,162 | 26.1% | 21.3% | 52.1% |

Changes in Perception by Gender

As will be noted later in this report, there are important differences in faculty perceptions across academic disciplines. Because certain academic areas tend to have a greater proportion of women faculty, academic discipline may be the variable most directly affecting these data. There also appears to be an institutional variable affecting the differences in perceptions of male and female faculty. In 1996 the personal priorities of men and women faculty were nearly identical at six of the universities in our study. It is interesting to note that on some campuses, the difference between male and female perceptions was smaller in 1996 than in 1991 (B, C, and D), while at one institution (A), the difference was greater (Table 45).

Table 45
How important are research and undergraduate teaching to you personally?
Faculty—Difference by Gender

| | 1991 | | | Difference Mean | 1996 | | | Mean | | |
|---|--------------|-----|----------------|--------------------|------|--------------|-----|------|----------------|------|
| | Male Mean | n | Female Mean | | n | Male Mean | n | | Female Mean | n |
| A | -0.1 | 369 | -0.4 | 149 | -0.3 | 0.0 | 215 | -0.6 | 94 | -0.6 |
| B | 0.1 | 186 | -0.8 | 87 | -0.9 | -0.4 | 173 | -0.6 | 76 | -0.1 |
| C | -0.5 | 95 | -1.3 | 54 | -0.8 | -1.0 | 159 | -1.3 | 86 | -0.4 |
| D | -0.4 | 294 | -1.3 | 147 | -0.9 | -0.4 | 226 | -1.1 | 130 | -0.6 |
| E | 0.0 | 351 | -0.7 | 89 | -0.7 | -0.4 | 211 | -1.0 | 65 | -0.6 |
| F | . | . | . | . | . | 0.5 | 148 | -0.1 | 43 | -0.5 |
| G | 0.5 | 542 | 0.3 | 160 | -0.2 | 0.1 | 329 | -0.1 | 131 | -0.2 |
| H | -0.1 | 625 | -0.3 | 260 | -0.2 | -0.3 | 335 | -0.2 | 136 | 0.0 |
| I | . | . | . | . | . | -0.2 | 275 | -0.3 | 103 | -0.1 |
| J | 0.4 | 676 | 0.2 | 192 | -0.2 | 0.1 | 390 | 0.3 | 124 | 0.1 |
| K | . | . | . | . | . | -0.1 | 522 | -0.1 | 188 | 0.0 |

A–K denote individual institutions

Department Chairs

In 1991 slightly less than 40% of department chairs respondents were women. In our 1996 sample, women department chairs represented approximately 20% of department chair respondents. Responses from both male and female department chairs reflected a shift away from research (Table 46).

Table 46
Department Chair You Personally—by Gender

| Dept. Chair | N | Male | | | Female | | | |
|-------------|-----|----------------------|--------------|----------------------|----------------------|--------------|----------------------|-------|
| | | Teaching -4 to -1 | Balance 0 | Research +1 to +4 | Teaching -4 to -1 | Balance 0 | Research +1 to +4 | |
| 1991 | 194 | 26.7% | 34.5% | 38.5% | 117 | 22.0% | 41.8% | 35.7% |
| 1996 | 266 | 34.8% | 38.3% | 26.5% | 53 | 37.6% | 35.8% | 26.3% |

A larger proportion of women department chairs supported either a balance between teaching and research or an emphasis on teaching in 1996 (*should go* item). The same shift in preferences characterized responses from their male colleagues but to a lesser degree (Table 47).

Table 47
Department Chair Should Go—by Gender

| Dept. Chair | N | Male | | | Female | | | |
|-------------|-----|----------------------|--------------|----------------------|----------------------|--------------|----------------------|-------|
| | | Teaching -4 to -1 | Balance 0 | Research +1 to +4 | Teaching -4 to -1 | Balance 0 | Research +1 to +4 | |
| 1991 | 193 | 20.6% | 46.1% | 32.9% | 118 | 14.2% | 44.0% | 41.3% |
| 1996 | 228 | 17.8% | 46.4% | 23.9% | 49 | 24.4% | 57.1% | 18.2% |

As with faculty, male department chairs' responses concerning institutional direction (*is going* item) reflected a greater shift in favor of teaching than did females in the same position (Table 48).

Table 48
Department Chair Is Going—by Gender

| Dept. Chair | N | Male | | | N | Female | | |
|-------------|-----|----------------------|--------------|----------------------|-----|----------------------|--------------|----------------------|
| | | Teaching -4 to -1 | Balance 0 | Research +1 to +4 | | Teaching -4 to -1 | Balance 0 | Research +1 to +4 |
| 1991 | 193 | 16.0% | 12.9% | 70.7% | 119 | 22.6% | 15.1% | 62.0% |
| 1996 | 265 | 41.3% | 22.2% | 36.0% | 50 | 28.0% | 30.0% | 42.0% |

Major Academic Areas/Disciplines

We know that academic disciplines influence faculty perspectives and priorities. While some fields typically place greater emphasis on research, others typically place greater relative importance on teaching. Comparing the faculty *you personally* responses by major academic area between 1991 and 1996, a number of shifts in perceptions about the relative importance of research and teaching emerge.

While faculty respondents in both architecture and information studies have moved away from a relatively strong teaching emphasis toward a balance between teaching and research, faculty in most other disciplines reported a stronger personal emphasis on teaching. The shift away from a research emphasis was most pronounced in agriculture and environmental science, computer science, medical and health-related studies, and the natural and social sciences. It is important to note that while the data reflected a shift in perceptions among respondents in the social sciences, natural sciences, and mathematics, it was toward a better balance between teaching and research and not toward a teaching emphasis (Table 49).

Table 49
Major Academic Areas
You Personally—Faculty

| | 1991 | | 1996 | | Change* |
|----------------------------|------|------|------|------|---------|
| | n | mean | n | mean | |
| Agriculture & Env. Sci | 183 | 0.5 | 269 | -0.1 | -0.5 |
| Architecture | 11 | -1.8 | 27 | -0.7 | 1.1 |
| Business/Management | 276 | -0.3 | 309 | -0.7 | -0.4 |
| Communication | 104 | -0.5 | 98 | -0.6 | -0.1 |
| Computer Science | 32 | 1.7 | 62 | 0.1 | -1.6 |
| Education | 231 | -0.5 | 337 | -0.5 | -0.1 |
| Engineering | 281 | -0.1 | 248 | -0.2 | -0.1 |
| Fine & Performing Arts | 213 | -0.6 | 225 | -0.8 | -0.1 |
| Human Dev./Home Econ. | 22 | -0.6 | 55 | -0.9 | -0.3 |
| Humanities | 538 | -0.1 | 582 | -0.2 | -0.1 |
| Info. & Library Science | 24 | -1.1 | 102 | 0.1 | 1.2 |
| Law | 51 | -0.3 | 39 | -1.0 | -0.7 |
| Med/Health Related Studies | 364 | 0.1 | 520 | -0.3 | -0.3 |
| Science & Math | 591 | 0.6 | 591 | 0.1 | -0.5 |
| Social Science | 491 | 0.8 | 449 | 0.3 | -0.5 |

*Note: (-) symbol represents a point on the teaching side of the continuum or a change in that direction.

Changes in Perception by Academic Area

Another way to review faculty perceptions is to examine the differences between perceptions of the direction the institution *is going* and the direction they believe it *should go*. In all but one discipline (Agriculture and Environmental Science), there was less difference between perceived and ideal conditions in 1996 than in 1991–1992. This suggests that in the majority of academic areas, faculty were more comfortable with the direction they perceived their institution going at the time of the second survey administration. While faculty in the Social Sciences, Computer Science, and the Natural Sciences and Math reported being satisfied with the direction of their institutions in 1996, respondents in other academic areas perceived that shifts in institutional priorities were needed (Table 50).

Table 50
Major Academic Areas
Comparison *Is Going* vs. *Should Go*—Faculty

| | 1991 | | | | 1996 | | | | Change Difference |
|----------------------------|------|-------------|--------------|---------|------|-------------|--------------|---------|----------------------|
| | n | Is Going | Should Go | Differ. | n | Is Going | Should Go | Differ. | |
| Agriculture & Env. Sci. | 183 | 0.9 | 0.2 | 0.7 | 269 | 0.6 | -0.2 | 0.8 | 0.1 |
| Architecture | 11 | 1.5 | -1.4 | 2.9 | 27 | 0.6 | -0.3 | 0.9 | -2.0 |
| Social Science | 491 | 1.2 | 0.6 | 0.6 | 449 | 0.4 | 0.3 | 0.1 | -0.5 |
| Communication | 104 | 1.8 | -0.3 | 2.1 | 98 | 1.1 | -0.3 | 1.4 | -0.7 |
| Computer Science | 32 | 0.9 | 1.4 | -0.5 | 62 | 0.3 | 0.2 | 0.1 | 0.6 |
| Education | 231 | 2.2 | -0.2 | 2.4 | 337 | 0.8 | -0.4 | 1.2 | -1.2 |
| Business/Management | 276 | 1.6 | -0.1 | 1.6 | 309 | 0.4 | -0.4 | 0.8 | -0.8 |
| Fine & Performing Arts | 213 | 1.3 | -0.4 | 1.7 | 225 | 0.7 | -0.5 | 1.1 | -0.6 |
| Human Dev./Home Econ. | 22 | 1.7 | -0.1 | 1.8 | 55 | 0.7 | -0.4 | 1.1 | -0.7 |
| Humanities | 538 | 1.7 | 0.1 | 1.6 | 582 | 0.7 | 0.0 | 0.7 | -0.9 |
| Engineering | 281 | 1.5 | 0.1 | 1.4 | 248 | 0.9 | 0.0 | 1.0 | -0.5 |
| Law | 51 | 1.6 | -0.2 | 1.8 | 39 | 0.7 | -0.5 | 1.2 | -0.6 |
| Med/Health Related Studies | 364 | 1.3 | 0.3 | 1.0 | 520 | 0.5 | 0.0 | 0.5 | -0.5 |
| Science & Math | 591 | 1.3 | 0.5 | 0.8 | 591 | 0.3 | 0.3 | 0.0 | -0.8 |
| Info. & Library Science | 24 | 1.8 | -0.7 | 2.5 | 102 | 1.1 | 0.3 | 0.8 | -1.8 |

Difference = *Is Going* - *Should Go*

Comments from Respondents

What open-ended responses tell us

Responses to open-ended questions often provide insight into quantitative data, helping to explain phenomena or providing contextual information that one would not infer from scaled responses. The standard open-ended prompt in the study was: *Please comment on the similarities and differences in the above ratings.* A small number of individual campuses chose to include a second open-ended question in addition to the standard prompt. Approximately 30% of faculty respondents chose to respond to the standard question; some comments were quite extensive. A smaller percentage of department chair, academic dean, and administrator respondents included comments as well.

While the quantitative data suggest a shift in perceptions at many of the institutions in the study, comments from respondents at every institution reflected concerns about how rhetoric concerning the “importance” of teaching is actualized in faculty rewards and investment in facilities and policies that support good teaching. The phrases “mixed messages” and “lip service” in respondents’ comments were common across the universities in the study, suggesting that institutional priorities are perceived as unclear or inconsistent with other evidence in respondents’ experience. Overall, respondents suggest that *research is rewarded more visibly than teaching* as the criteria for promotion and tenure and faculty recognition and reward. Illustrative comments on this central theme in 1996 include the following:

Currently the university/department administration gives research and teaching equal importance. In practice, however, research has much greater importance. Thus, publications and external funding are more likely to result in merit raises than outstanding teaching.

The administration sends very mixed messages—preaching teaching and rewarding “publication.”

In its hiring practices, its policies for promotions and tenure, and to a lesser extent in its pay-raise criteria, this and most universities put too much emphasis on research, too little on teaching.

Evaluation of faculty pays little attention to teaching. It rewards only research accomplishments—grants, publications. Tenure decisions are based on this alone. This must, therefore, reflect the chairs’ and deans’ emphasis.

The only true criterion for promotions and tenure is research. A good researcher who is a mediocre teacher will get tenure. A great teacher who is a mediocre researcher will get fired.

Faculty respondents suggest that more consistent methods and practices for supporting and rewarding teaching would communicate that institutional priorities have, in fact, shifted. Illustrative comments include the following:

Make teaching (evaluation) a key component of all conversations about: hiring, promotion, tenure, and salary. If there are no rewards (and in effect punishments for good (bad) teaching), then it cannot be expected that faculty will take it seriously.

I feel the university values teaching in word only. There are far too many students per faculty member for effective teaching.

College facilities and \$ support to increase teaching facilities is small relative to incentives for research.

My answers reflect what I take to be reality rather than stated policy. Teaching is paid a lot of lip service...but when basic class size is 35 per class, “teaching” can’t matter in any material way.

Talk is cheap! If teaching matters, reward it. Eliminate teaching buy-outs as a matter of policy with rare exceptions.

Some respondents perceived the situation on their campuses to be more balanced. There was variability in responses in seven of the eleven participating institutions, with faculty comments reflecting the shift in priorities suggested by the scaled items or that institutional priorities seemed to be changing or becoming more clear or consistent. It is important to note that such comments were accompanied by others suggesting that research continues to dominate the reward and recognition structures at the institution. Comments supporting the shift in perceptions reflected in the scaled items included the following:

I think the swing is away from the inappropriate over emphasis that was placed on research by administration.

Finally my institution is giving a bit more reward money and support to productive teaching. Research still counts more, but not as much as in the recent past.

I believe there is a strong push at public universities to emphasize teaching more than in the past. However, I think the departmental cultures still place considerable weight on research.

Historically, (this institution) has been geared more toward research, but there's been a strong swing toward teaching in the last five years. There should be room in every unit for some strong researchers who teach well and strong teachers who respect research and incorporate its "findings" into their teaching.

Other respondents argued that priorities have not necessary "shifted," but rather that *demands of faculty have increased*, making the faculty role more difficult to carry out at the highest levels of excellence. Still others commented on *conflicting*

priorities among the University's constituents and stakeholders. Responses illustrative of these themes include:

University administration seems to be increasing both teaching and research responsibilities without increasing resources for either.

Very difficult to rate teaching v. research—in many respects we are being asked to place more emphasis on both! Plus increase our outreach activities. Expectations of faculty performance are too high—we can't do it all to everyone's satisfaction.

Teaching is receiving increased emphasis, but nothing is being done to decrease the emphasis on research. Expectations are that you will be superb in both...

Our university has not clarified its position vis à vis research and teaching. Stated policies and actions do not agree.

I feel the university values research far more than teaching. I would like to work in an academic setting that values both equally and that encourages individuals to find their own, best, creative balance between teaching, research, and service. It is next to impossible to be outstanding in all three areas and still have a life!

Another common theme across respondents' comments had to do with the complementary nature or interrelatedness of teaching and research. Faculty comments suggest that both teaching and research need to be supported, and raise concerns about the way in which teaching and research are understood as competing rather than mutually enriching activities.

There should be a good balance between teaching, research, and outreach. They should be effectively integrated and connected—not separated.

There is a serious misconception among academic leadership concerning the nature of "research" versus "teaching," that somehow one lives at the expense of the other, and that there should be a balance between them, that they occupy separate compartments at our universities.

Teaching and research are strongly correlated, even though they make mutually exclusive demand on time...

I believe strongly that teaching and scholarship/research are intertwined and one is necessary complement to the other for professors at university. But we balance their relative importance differently depending upon who we are and where we are in our careers.

It seems that research and teaching are characterized as incompatible. This is not the case in my teaching experience. "Published" research may be a different matter.

The University, overall, should put equal emphasis on both. As an individual faculty member, one may have strength in either teaching or research. The University should give each faculty member opportunity to bring out his/her talents in teaching, research, or both.

Respondents spoke to the particular missions of their institutions or to the mission of higher education more generally. The following comments reflect some of the concerns about the mission of the university as it relates to the balance of research and undergraduate teaching.

As a graduate level educational institution, the university's distinctive character is to be more than just an undergraduate education institution. As a public university in an urban setting without other major four-year colleges or universities, the balance in favor of research needs to be modest.

As a land grant institution, we must provide a balanced approach in teaching and research to better serve the state's needs.

At a public university, I feel that teaching is the first responsibility among more or less equals. It is what the public pays for. Research and related scholarly activity is (or ought to be) closely related to teaching ...

Why do students come to the university? Do they become university students to witness how many publications a professor gets?...The true issue is: should university teaching be relegated to a sporadic activity?

The university is balancing several different functions and our balance changes as our achievements change. With Research 1 status we have a key role in intellectual leadership and quality of education and research. It is our research quality and stature that are in the greatest need of attention. We do a tremendous amount of good undergraduate education...

While responses to the scaled items suggest that institutional change is underway, respondents' comments provide a more complicated picture. Comments from faculty suggest that respondents have heard conflicting messages about priorities at research and doctoral universities and have experienced a lack of congruence between institutional rhetoric and the actions of colleagues and administrators vis à vis the relative importance of research and undergraduate teaching. The message from faculty comments is that changes in faculty recognition and rewards will convince faculty that their institutions are serious about supporting undergraduate teaching.

Some Observations

Based on differences between responses gathered in 1991 and those gathered in 1996, priorities appear to be shifting at many research universities away from a strong emphasis on research and toward a balance between teaching and research. Data from this study suggest that the shift in institutional direction described is supported by the majority of faculty, department chairs, academic deans, and administrators. While the shift in priorities and in how faculty, department chairs, academic deans, and administrators perceive one another has been pronounced in many of the institutions, comments from respondents suggest that the institutional change they advocate is incomplete. The phrase "lip-service" in faculty comments describes administrative support for teaching across institutions, and respondents charge that promotion and tenure policies and procedures rest on the traditional criteria of research, grants, and publication, despite institutional rhetoric to the contrary. A number of factors and events have contributed to the shifts in institutional priorities reflected in this study data.

Contributing Factors

Changes in institutional priorities are the result of a number of events, initiatives, and forces that have converged in American higher education. Among them are:

- External pressures from parents, business and political leaders, and the general public for research universities to pay greater attention to teaching and community service activities.

- Pressure from members of the academic community. Data from the first phase of this study indicated that the majority of faculty, department chairs, deans, and administrators at research universities perceived that the existing emphasis on research was inappropriate, and they supported a better balance between teaching and research.
- The publication of Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate*, in 1990 calling for a "redefinition of scholarship."
- Disciplinary associations' statements describing the range of scholarly, professional, and creative work in their fields. (A list of will be found in Attachment B.)
- The American Association for Higher Education's Forum on Faculty Roles and Rewards.

Institutional Activities to Facilitate Changes in Priorities and Procedures

While the influences noted above contributed to institutional change, the key to shifts in individual perceptions was what happened in local contexts. Campus liaisons at participating institutions have suggested the following initiatives as contributing to the shifts in perception suggested by the data.

- Campus dialogues about institutional missions and faculty rewards. These were initiated in a variety of ways: disseminating the campus data from the 1991 survey on the perceived balance between teaching and research, sharing key reports and publications, establishing task forces to address these issues, and bringing national leaders to campus to conduct workshops or to keynote campus meetings.
- Faculty leaders and administrators were provided with travel funds to attend conferences and workshops such as those sponsored by AAHE: faculty roles and rewards, assessment of teaching and learning, or the peer review of teaching.
- Faculty grants were provided for innovation or improvement of teaching, courses and curriculum
- On-campus faculty workshops were provided focused on improving teaching and learning.
- Outstanding teacher awards were established that were comparable to "great research awards."
- Teacher support activities were instituted including: mentoring programs for new faculty, programs supporting teaching assistants,

support for faculty preparing for promotion and tenure review, and preparation for those serving on promotion and tenure committees.

- Increased attention was paid at some institutions to the promotion and tenure process including support for faculty preparing for review as well as for those serving on promotion and tenure committees.

More comprehensive descriptions of change initiatives at two of the participating institutions, The University of Indiana, Bloomington and Syracuse University, will be found in Attachment C.

Future Implications

Fundamental changes may still be needed on many campuses. While faculty note a new institutional rhetoric, they are waiting for changes in promotion and tenure criteria and resource allocation to follow through on the declarations and promises they have heard. Vital steps toward institutional changes have been taken, but the vision that the majority of faculty, department chairs, academic deans, and administrators have for an institutional recognition and reward system that balances teaching and research, that recognizes differences among disciplines and across the stages of the faculty career, and that recognizes the need for individuals with different strengths and interests has yet to be fully realized at the eleven research universities in this study.

Attachments

Participating Institutions

Phase I of the National Study of Research Universities on the Balance
Between Research and Undergraduate Teaching

| NAME | CARNEGIE CLASSIFICATION | STATUS |
|--|------------------------------------|---------------|
| American U. | Dr.-Grant I | Private |
| Arizona State U. | Research II | Public |
| Ball State U. | Dr.-Grant I | Public |
| Baylor U. | Dr.-Grant II | Private |
| Carnegie Mellon U. | Research I | Private |
| Clarkson U. | Dr.-Grant II | Private |
| Clemson U. | Dr.-Grant I | Public |
| Cleveland State U. | Dr.-Grant II | Public |
| Drake U. | Dr.-Grant II | Private |
| Duquesne U. | Dr.-Grant II | Private |
| Georgetown | Research II | Private |
| Idaho State U. | Dr.-Grant II | Public |
| Indiana U. At Bloomington | Research I | Public |
| Lehigh U. | Dr.-Grant I | Private |
| Loyola U. of Chicago | Dr.-Grant I | Private |
| Marquette U. | Dr.-Grant I | Private |
| Miami U. At Oxford | Dr.-Grant. I | Public |
| Michigan State U. | Research I | Public |
| Northeastern U. | Dr.-Grant. II | Private |
| Northern Illinois U. | Dr.-Grant. I | Public |
| Northwestern U. | Research I | Private |
| Ohio State U. | Research I | Public |
| Pennsylvania State U. | Research I | Public |
| Rutgers, the State U. Of New Jersey | Research I | Public |
| Southern Methodist U. | Dr.-Grant. II | Private |
| SUNY at Binghamton | Dr.-Grant. II | Public |
| SUNY at Buffalo | Research II | Public |
| Syracuse University | Research I | Private |
| University of Akron | Dr.-Grant I | Public |
| University of Arkansas at Fayetteville | Research II | Public |
| University of California at Berkley | Research I | Public |
| University of California at Davis | Research I | Public |
| University of California at Irvine | Research I | Public |
| University of Delaware | Research II | Public |
| University of Hawaii at Manoa | Research I | Public |
| University of Louisville | Dr.-Grant. I | Public |
| University of Maryland, Baltimore County | Dr.-Grant II | Public |
| University of Massachusetts at Amherst | Research II | Public |
| University of Miami (Florida) | Research I | Private |
| University of Michigan at Ann Arbor | Research I | Public |
| University of Missouri at Columbia | Research I | Public |
| University of Nevada at Reno | Dr.-Grant II | Public |
| University of New Hampshire | Dr.-Grant II | Public |
| University of North Dakota | Dr.-Grant II | Public |
| University of Rhode Island | Research II | Public |
| University of Wisconsin at Madison | Research I | Public |
| Virginia Commonwealth U. | Research II | Public |
| Washington State U. | Research II | Public |
| West Virginia U. | Research II | Public |
| Western Michigan U. | Dr.-Grant I | Public |

Defining Scholarly Work: Participating Associations

American Anthropological Association, II
American Academy of Religion*
American Assembly of Collegiate Schools of Business*
American Educational Research Association, II
American Chemical Society*
American Historical Association*
American Psychological Association, II
American Society of Civil Engineers, II
American Sociological Association*
Association of American Medical Colleges, II
Association of College and Research Libraries, II
Association for Education in Journalism and Mass Communication*
Association of American Geographers*
Council of Administrators of Family and Consumer Sciences*
Council on Social Work Education, II
Geological Society of America
Joint Policy Board for Mathematics*
Modern Language Association*
National Office for Arts Accreditation in Higher Education*
Society for College Science Teachers, II

* statements completed

Change Initiatives at Participating Institutions

Achieving an Equilibrium between Research and Teaching at Indiana University Bloomington

Indiana University Bloomington has achieved a much greater balance between undergraduate teaching and research according to a national study on the relative importance of the two. The original project was underwritten by the Lilly Foundation and conducted by Syracuse University. Under the sponsorship of the Carnegie Foundation, the survey was readministered to a subset of the original institutions in 1996. Data from the Bloomington campus revealed a shift over-time in faculty, chairs' and deans' responses. Findings are most striking for administrators who had emphasized the relative importance of research in the 1991 study but who endorsed a balance between the two missions in 1996. As chairs and deans are the gatekeepers of tenure and promotion, as well as other professional rewards, the marked change in the attitudes of this administrative group signals a broader transformation of campus culture.

Kenneth R.R. Gros Louis, campus Chancellor, attributes the shift to a confluence of events. "For us, this shift began in conversations among the CIC (Committee on Institutional Cooperation--the Big Ten schools plus the University of Chicago) in the late 1980s," he said. "The group agreed that there had been an inappropriate shift in our reward structure, which was emphasizing research at the expense of teaching. The discussion coincided with increasing public criticism--

including that of our own trustees--on this point." Therefore, Gros Louis said that the campus, the President, the trustees all took steps to achieve a better balance.

In their review of the data, Adam and Diamond, the study's authors, note that "Indiana was among the most research-focused of the institutions in the 1991 study." The critical question then, is how the Bloomington campus has revitalized faculty interest in, and commitment to, undergraduate education in a relatively short span of time. The greater balance between teaching and research appears to be the product of key initiatives by Indiana University leadership, major budgetary and organizational change and a burgeoning grassroots movement by faculty to improve the quality of introductory courses in particular.

For example, the Indiana University Board of Trustees set aside almost a half million dollars for annual salary supplements for outstanding teachers. This action reflects several years of review and discussion of undergraduate teaching by the trustees, and ultimately, the conclusion that the institution would have to augment current rewards for teaching to equalize a system that has traditionally favored research. Faculty governance has also supported this trend by formally revising standards for tenure to include a "balanced case" scenario. Though controversial, the balanced case allows a faculty to forward a dossier on the basis of performance in both teaching and research rather than highlighting at least one of these areas as outstanding. While few faculty have chosen to pursue this option, the policy has generated substantial discussion about professional and institutional values and prompted some useful rethinking.

Administrative initiatives have been critical to setting the campus agenda. But the success of these initiatives is due at least in part to budgetary and organizational change, which has provided significant incentives and support for undergraduate teaching at all levels of the campus. Over the past five years, the Bloomington campus has begun operating under a new budgetary system, Responsibility Centered Management (RCM), which invests academic units and other revenue producing offices (“responsibility centers”) with substantial planning, decision-making and budgetary authority. Under RCM all revenue (including instructional fees) is attributed to the units that generate the revenue. This structure wedds the academic responsibility traditionally invested in faculty and academic units with greater control over resources, thereby promoting greater alignment of institutional and academic priorities. More specifically, RCM provides the financial and academic incentives to improve the teaching of the faculty in the unit and the skills and knowledge base of its students. Academic and fiscal incentives are congruent: high quality courses ensure enrollments; high academic standards ensure graduates qualified for the workforce. The School of Business provides an excellent example of a unit that has used RCM to improve the quality of its teaching. Ranked fifth in the nation, the Business School realized that the *quality* of its undergraduate programs was a cornerstone of its success. Under RCM, the school has been able to make more effective use of the budgetary system to reward departments and faculty who excel in the classroom—and who are thus responsible for maintaining the caliber and prestige of the undergraduate curriculum.

In this context, it is worth noting that RCM and many of the teaching initiatives on campus have been accompanied by the development and initial implementation of a nationally recognized campus plan for assessment of student learning. Assessment provides indicators of instructional effectiveness; but it also has added an important dimension to the discussion of teaching, focusing faculty attention on student outcomes and underscoring how student performance measures can and should inform undergraduate pedagogy.

Organizational change has accompanied budgetary change in instructional support units. The campus merged a variety of disparate learning and teaching support units into a single unit, Instructional Support Services, responsible for what is now seen as a continuous teaching and learning process. In addition, reporting lines were reconfigured so that Instructional Support Services reports directly to the Vice Chancellor for Academic Affairs. This reorganization signaled the importance of instructional and learning support services to IU's academic mission. The unit has, in turn, metamorphosed into a more decentralized, responsive and innovative set of services. For example, most schools on campus have a separate instructional support substation, which provides faculty consultation as well as equipment. Instructional Support Services also has two large Teaching and Learning Technology Labs jointly staffed by University Computing Services and faculty development specialists, who assist faculty in the development of all types of instructional technologies. Thus faculty have developed virtual archaeological digs of the Olduvai Gorge, transformed large introductory art history courses into multi-media presentation formats and a CD-ROM textbook, generated graphic

representations of complex chemical reactions, and held electronic debates and town meetings. Instructional consultants have also worked directly with the Director of Assessment to promote assessment on campus and ensure that consultants are continually evaluating the effectiveness of the techniques they are recommending.

On the student side, a similar approach has been adopted. A new Student Academic Support Center, housing a raft of tutoring and learning support services, advising, classrooms and computers, is operational in one residence hall with construction of a second underway. An indicator of new responsiveness to student needs is the fact that the Academic Center remains open through the late night hours that students tend to study. The campus has worked earnestly to encourage greater out-of-class involvement in learning and has just recently reorganized the Halls of Residence to assume as part of its charge a transformation of the student living environment to include more academically related experiences, such as Freshman Interest Groups, living-learning centers, and other academically driven residential programs.

Faculty and departments have also been proactive in trying to improve teaching and deepen student interest in learning. The psychology department has over the past five years experimented with new pedagogical methods. With campus help, they developed a highly efficient and informative electronic version of the now-widely used "minute paper" as well as a series of computer-based exercises designed to increase students' critical thinking. Materials from a variety of paper, analog and electronic sources were digitized and cataloged for classroom presentation—and served as helpful demonstrations in classes that would typically

not have had a lab component. James Craig, a psychology faculty member who has spearheaded many of the changes in introductory courses, suggests the impetus for change came from both advances in technology and faculty dissatisfaction with the way that their classes were going:

The technology had finally matured to a point where people felt that they could use it reliably in their classes. At the same time faculty were beginning to ask if they were really accomplishing what they want to in their classes; whether they have been as successful with students as they hoped. Upon reflection, many faculty decided they had not.

Curricular innovation has kept pace as well, with the psychology department rethinking the role of introductory courses for students in the major and those who are not. Students career concerns are also now addressed in a course that helps majors think holistically and practically about their undergraduate psychology experience, their skills and knowledge.

Mathematics consistently proves difficult for undergraduate students across the country. After experimenting with a variety of teaching strategies (e.g., small group learning, computer exercises), a member of the mathematics faculty who teaches a key introductory course, submitted a successful NSF grant to embed mathematics instruction more fully into the fabric of other majors. This interdisciplinary approach will contextualize mathematics, and concretely demonstrate its utility to students in their chosen field. Based on data collected by the mathematics department, the campus also plans to revise at least one central introductory mathematics course, converting it from a one to two-semester course and changing pedagogy to involve students more actively. The History department has also undertaken a thorough review and revision of their introductory courses

with faculty meeting regularly in topically-defined groups (e.g. American history). Each group includes a consultant from the Instructional Support Center indicating that pedagogy and curriculum are both at issue. As part of their ongoing conversations, faculty present their courses to other faculty, and bring in outside speakers to discuss instructional innovations.

All these initiatives have been strongly influenced by top-level leadership. Under the direction of former President Ehrlich (1987-1994), the University's Academic Agenda highlighted numerous efforts to personalize and strengthen the quality of undergraduate education. More recently, the campus has been guided by a "Strategic Directions Charter" developed by faculty, staff and administrators from across the University under the sponsorship of President Myles Brand. The "Charter" places undergraduate teaching firmly at the center of the academic enterprise by explicitly articulating its primacy to our institutional goals. Thus, for example, the very first recommendation the Charter makes is, "Place student learning, intellectual exploration, persistence, and attainment at the center of the university's missions." Following this, are 11 more specific recommendations outlining the University's instructional agenda and goals. Equally important, the Charter has provided over three million dollars in internal grants for teaching initiatives. Thus the same kinds of funding opportunities that are typically used to promote innovation and accomplishment in research have been extended to the instructional domain, with the same mechanisms of review and approval to aid communication and enhance recognition within the campus community.

Syracuse University: The Process of Change

CHRONOLOGY

In the Spring of 1989, Syracuse University received a twelve-month grant from the Sears Roebuck Foundation for a project entitled *Affecting Priorities at a Research Institution: Focus on Teaching*. The goal of the Sears Project (as it became known on campus) was to enhance the perceived importance of undergraduate teaching at the University. The directors of the project were Robert Diamond, Assistant Vice Chancellor for Instructional Development and Ronald Cavanagh, Vice President for Undergraduate Studies. The initiative had three purposes related to this goal: first, to help deans and department chairs gain a better understanding of how they influence the attitudes and priorities of faculty regarding teaching; second, to assist them in identifying the various activities and resources they could use to influence attitudes and priorities; and third, to indicate ways in which the central administration could support deans and chairs in these efforts.

An advisory board assisted in the implementation of the Sears Project. The board consisted of administrators, deans, chairs, professional staff from the Center for Instructional Development and faculty members who had served in administrative roles. The people selected were leaders interested in undergraduate teaching; they represented the College of Arts and Sciences, as well as professional schools. The Academic Vice Chancellor was the *ex officio* chair of the board. The board was chaired by the co-directors of the project.

SURVEY OF PERCEPTIONS

As the first step, the Sears Project administered a survey to faculty, unit heads, and academic deans. The survey instrument was designed to gather data concerning perceptions of the relative importance of teaching and research at Syracuse University, the direction respondents perceived the institution was moving, and the balance of teaching and research that they considered ideal. The survey had three main purposes: first, to provide data on the present climate of the institution; second to identify strengths and weaknesses of the present reward system; and third, to provide base-line data so as to track change over time.

The major findings of the Phase I survey:

- Most faculty, chairs, and deans felt that there *should be* a balance between teaching and research at the institution.
- Over 85% of the faculty, 88% of the chairs and all but one of the deans saw Syracuse University assigning greater emphasis to research than to teaching, with the majority of each group seeing the University *very strongly* favoring research over teaching.
- All groups (faculty, chairs, and deans) perceived that others assigned more importance to research than they personally did.
- Faculty, chairs, and deans perceived that the higher one's position at the institution, the higher that individual's bias toward research.
- The Academic Vice Chancellor was perceived as a strong proponent for the emphasis on research at the institution.

THE PROCESS OF CHANGE: A CHRONOLOGY

Seminar for Deans and Chairs on Undergraduate Teaching. The change process began in the summer of 1989, when 74 Syracuse University deans and chairs attended a two-day meeting held at an off-campus conference center. Topics covered at the meeting included the status of higher education in the United States, an overview of national problems, a report of the campus survey results, a discussion of the roles of chairs and deans in the support of teaching, and a review of the role of evaluation in improving instruction. Time was set aside at the meeting for deans and chairs to develop school and college action plans to be submitted to the central administration outlining steps that it could take to support teaching. It is interesting to note that this was the first campus-wide meeting of deans and chairs to be held at the university in over thirty years.

Improving Teaching: A Book of Readings for Deans and Department Chairs, a book of readings highlighting the roles of deans and chairs in improving teaching was developed as a resource and distributed at the meeting.

Meetings with Deans and Chairs, Fall 1989. The school or college deans and chairs began discussions with faculty on the action plans developed at the summer meeting. Modification of the existing promotion and tenure guidelines began in some units. Several groups developed teaching support programs for new faculty during this period. An area of concern that surfaced during these meetings was the existing emphasis on a narrow definition of research.

Focus on Teaching Conference, December 1989. Over one hundred deans, associate deans, academic directors, and chairs attended this half-day conference,

which began with a presentation by Russ Edgerton, president of the American Association for Higher Education who addressed professional service activities and recommended their inclusion in the faculty evaluation process. Several schools and colleges reported that they had formulated (and in some cases implemented) specific programs from their action plans. Also, a faculty instructional grants initiative was announced, and administrative commitments were made to improve the instructional quality of specific classrooms.

Conference on Evaluating Teaching for Deans, Chairs, and Nominated Faculty Serving on Promotion and Tenure Committees—August 1990. At the invitation of the chancellor, over 135 Syracuse University administrators and faculty members participated in a one-day workshop just before the start of classes. Four department chairs distributed detailed information about the teaching evaluation plans that their departments had developed. Following the discussions, the deans met with their chairs and faculty participants to begin developing plans for evaluating teaching effectiveness. The final session of the summer workshop introduced the professional portfolio which was recommended for use by faculty in preparation for their third-year review and for promotion and tenure review.

Individual Schools, Colleges, and Departments Develop Standards and Procedures for Evaluating Teaching—1990 to Present. Over this period a number of activities took place: a focus of the chancellor's annual report (his last before retirement) was devoted to the importance of teaching; Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, spoke to the faculty on "The New American Scholar" (spring 1991); a workshop on the redefinition of

research and scholarship was held, with Eugene Rice as principal speaker. As academic units began developing their promotion and tenure guidelines, they were encouraged to develop protocols that would be specific to the discipline, recognize the strengths of individuals, respond to the priorities of the school, college, or department, recognize that, over time, priorities change, and recognize that the desired balance between teaching and research may be achieved at the school, college, or departmental level. It was anticipated that each school and college would proceed in a manner that was appropriate for its size and governing structure.

A New Chancellor: an Increased Emphasis on Teaching—Fall 1991. The effort to pay greater attention to the undergraduate experience and to develop a more balanced approach to faculty rewards was to become a major focus of Chancellor Kenneth A. Shaw's program initiatives. His first campus address included a number of specific initiatives designed to continue the effort to improve the quality of teaching and to review the promotion and tenure system. His formal report, presented to the University in February 1992, contained a number of specific references to these promotion, tenure, and merit salary guidelines. The focus on teaching and on redefinition of scholarly work was bolstered further with a January 1993 memorandum to the academic deans from Vice Chancellor for Academic Affairs Gershon Vincow who requested:

that each tenure case considered in the future explicitly evaluate the contributions of the faculty member to lower-division undergraduate advising, undergraduate majors advising, and graduate advising (including thesis and dissertation supervision) and include a statement concerning this evaluation in the file which is forwarded to me.

The memorandum concluded,

As we continue to seek ways of improving advising and mentoring of students, it is essential that we give this aspect of "teaching and learning" appropriate recognition in the faculty reward system. I encourage the school and college committees to give similar treatment to advising and mentoring in their deliberation concerning the faculty promotion.

Deans and chairs were to play a key role in the development and implementation of departmental mission statements and revised promotion and tenure guidelines. By the early spring of 1993, most schools, colleges, and departments had met with their faculty to revise their unit mission statements, implement new promotion and tenure guidelines, and begin to reexamine procedures for the evaluation of teaching.

Under the leadership of Chancellor Shaw and Vice Chancellor Vincow, a number of additional initiatives have been undertaken:

- A two million dollar, two-year "Chancellor's Fund for Innovation" was established to support improvement in the undergraduate experience.
- An expansion of the Teaching Assistant Program to an all-year support program for Teaching Assistants, including the Future Professoriate teaching certificate program.
- The establishment of a University Coordinating Committee on Assessment which provides grants to individual faculty and departments for initiatives aimed at improving assessment practices.
- A university-wide commitment that every course with more than 50 students have recitation sections with enrollments of 25 or less.
- That schools and colleges would develop a formal plan to improve advising and that advising effectiveness be formally assessed as part of the faculty reward process.

- The establishment of a fund to support the development of interdisciplinary courses and programs.
- The charge that all schools and colleges establish a formal mentoring program for new faculty.
- The design and implementation of new or revised introductory courses in a number of schools and colleges within a university-wide effort to increase the role of seminar faculty in first-year courses.
- The creation of a Gateway Fellowship to provide resources and recognition for prominent senior faculty willing to make a long-term commitment to improving freshmen and sophomore introductory courses, as well as to mentor junior faculty.
- The establishment of a major recognition award for outstanding teachers.

In addition, the importance of teaching was stressed in the new faculty orientation, and initiatives were launched to educate faculty about strategies and practices for evaluating teaching. To encourage improved evaluation of teaching, the University is one of twelve institutions participating in *Peer Review of Teaching*, a project directed by the American Association for Higher Education and funded by the Pew Charitable Trusts.

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