

University of California, Davis
COACHE SURVEY OF FACULTY JOB SATISFACTION: 2012-13

Thematic Area Report:
Nature of Work - Teaching

INTRODUCTION

UC Davis is committed to making our campus one at which faculty at all levels and from all walks of life achieve their fullest potential as scholars and experience life-long career satisfaction. The results of the 2012-13 COACHE (Collaborative on Academic Careers in Higher Education) Faculty Job Satisfaction Survey presented here are being made available to spark discussion and generate ideas, as part of our ongoing effort to transform UC Davis into a true university of the 21st century—diverse, engaged and relevant.

The COACHE Survey is conducted annually by the Harvard Graduate School of Education, and has been administered to colleges and universities nationwide since 2003. The survey is designed specifically for tenure-stream faculty; it aims to measure the faculty population’s levels of engagement in teaching, research, and service, their level of satisfaction with the terms and conditions of their employment, and how supported they feel in their work. This report presents the results for the “Nature of Work – Teaching” survey questions. For more information about the COACHE Survey methodology, see the Technical Appendix at:

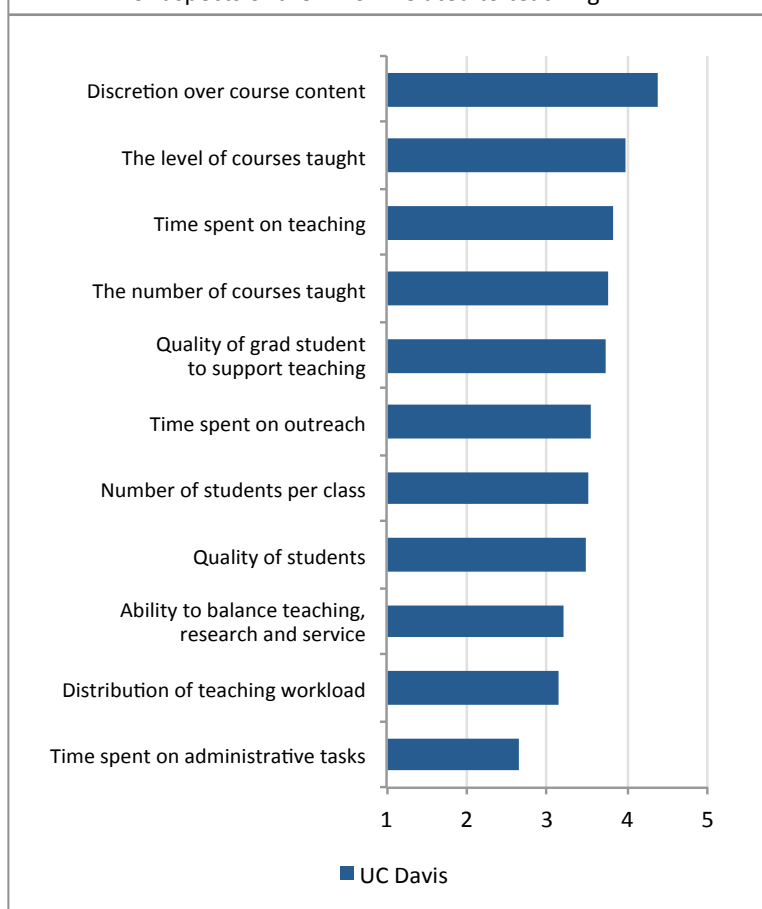
http://academicaffairs.ucdavis.edu/local_resources/docs/COACHE_Technical_Appendix.pdf

Thematic area: Nature of Work - Teaching

Most faculty work primarily in three areas – research, teaching, and service. The COACHE survey inquires about all three primary areas of faculty work and includes multiple variables that aim to measure faculty satisfaction with the many dimensions inherent in each of these primary aspects of faculty life. Satisfaction with teaching is primarily a function of the time faculty members have to spend on teaching, their assessment of institutional expectations and support for teaching activities, the number of course they are required to teach, the number and quality of students, and the equitability of the course distribution across faculty. Dissatisfaction can occur when faculty members feel that institutional expectations for course and student loads are unreasonable or inequitable, or if institutional support is perceived as lacking.

The individual survey items in the *Nature of Work – Teaching* thematic area are listed in Appendix A of this report. All of the survey questions are measured with a 5-point scale on which higher values indicate greater levels of satisfaction or agreement.

Figure 1: Average level of satisfaction among all UC Davis faculty for aspects of their work related to teaching



Faculty satisfaction with aspects of their work related to teaching

The COACHE survey results presented in Figure 1 show that UC Davis faculty are most satisfied with the discretion they have over the content of the courses they teach, the level of the courses they teach, the time they spend on teaching, the number of courses they teach, and the quality of the graduate students they work with as teaching assistants. UC Davis faculty members express lesser satisfaction, on average, with the time

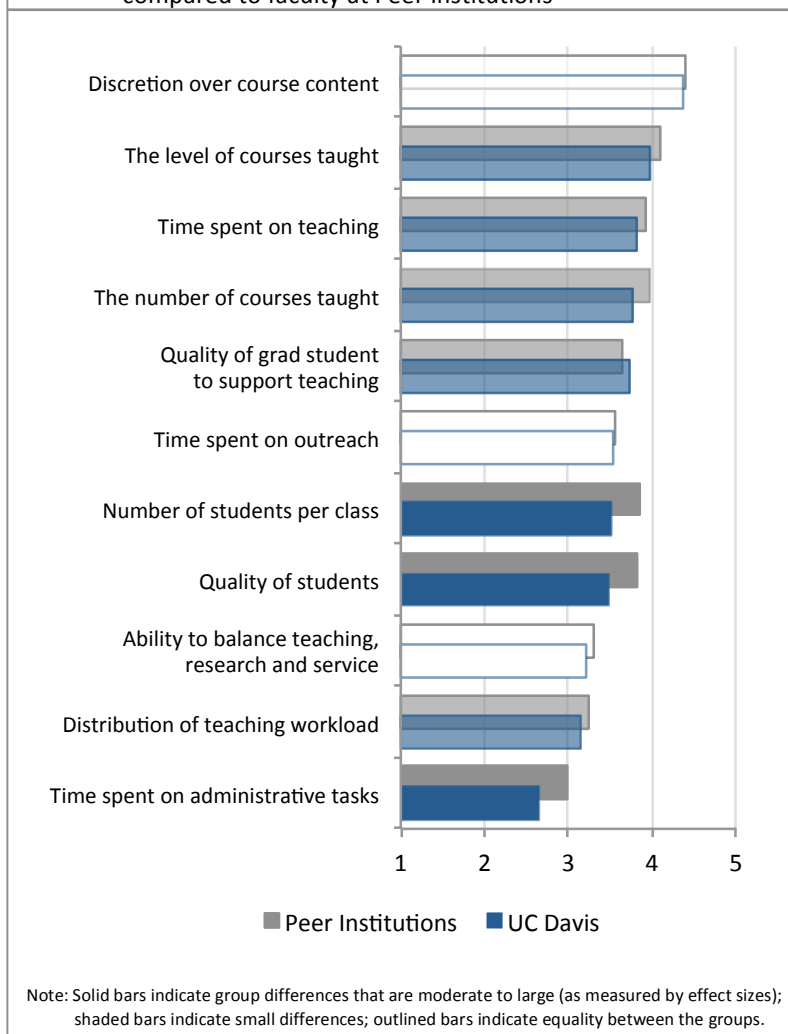
they spend on outreach, the size of the classes they teach and the quality of the students enrolled in their classes.¹

UC Davis faculty are least satisfied with their ability to balance the teaching, research, and service activities expected of them, how equitably the teaching workload is distributed across faculty in their department, and the time they spend on administrative tasks related to teaching.

To contextualize the level of satisfaction among UC Davis faculty, we can look at how the UC Davis response averages compare to the average satisfaction levels among the faculty at the five research institutions identified as peers of UC Davis (among the institutions that participated in the 2012-13 COACHE survey).² Compared to faculty at the Peer Institutions (Figure 2), UC Davis faculty report higher levels of satisfaction on only one dimension of teaching asked about in the COACHE survey: the quality of the graduate students they work with as teaching assistants. UC Davis faculty do not differ from Peer Institution faculty in their level of satisfaction with the discretion they have over course content, the time they spend on outreach, and their ability to balance the demands of teaching, research and service. UC Davis faculty are slightly less satisfied with the level and number of courses they teach, the time they spend on teaching, and how equitably teaching responsibilities are distributed in their departments.

Compared to Peer institution faculty, UC Davis faculty are significantly less satisfied with the number and quality of the students in the classes they teach, and the time they spend on administrative tasks related to teaching.³

Figure 2: Average level of satisfaction among all UC Davis faculty compared to faculty at Peer Institutions



Group differences in faculty satisfaction with teaching-related aspects of work at UC Davis

The COACHE data allow comparisons between groups of UC Davis faculty to identify differences in faculty satisfaction. We compare levels of faculty satisfaction by gender, race/ethnicity, and academic rank.

¹ For all charts in this report, the bar length represent the mean value of the faculty responses for survey items specified. See Appendix B for mean values and effect sizes for all statistics presented in this report.

² Indiana University–Bloomington, Johns Hopkins University, Purdue University, University of North Carolina– Chapel Hill, and University of Virginia. All of these are research-intensive universities; Purdue University and the University of Virginia are participants in the National Science Foundation ADVANCE program, as is UC Davis.

³ Solid bars indicate group differences in effect sizes (measured by Cohen’s *d*) of at least 0.3, i.e., differences that are conventionally considered moderate or large. Shaded bars indicate group difference effect sizes of 0.1-0.29, i.e., conventionally considered small. Outlined bars indicate that there are no group differences (effect sizes of 0-0.09).

Figure 3: Average level of satisfaction among all UC Davis faculty by gender

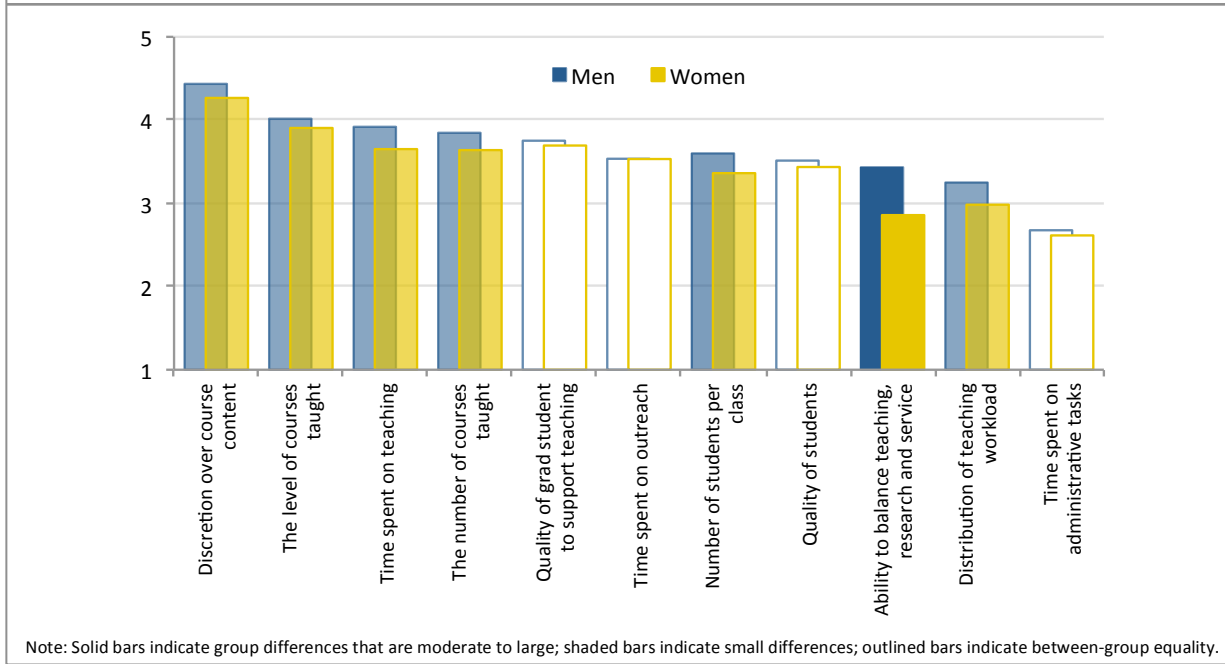


Figure 3 shows the average levels of faculty satisfaction with work related to teaching separately for women and men. Women faculty report lower levels of satisfaction than do male faculty on many of the dimensions of their work as university teachers. The most significant gender gap is in the degree to which faculty agree with the statement, “I am able to balance the teaching, research, and service activities expected of me” – women faculty are more likely than their male colleagues to “somewhat disagree” or “strongly disagree” (and less likely to “somewhat agree” or “strongly agree”) with this statement.

Women faculty also report somewhat lower levels of satisfaction than their male colleagues about the discretion they have over course content, the level and number of courses they teach, the time they spend on teaching, the number of courses they teach, and the distribution of the teaching workload across faculty in their departments. There are no gender differences in the reported level of satisfaction with the quality of graduate student teaching assistants, time spent on outreach, the quality of students enrolled in classes, and time spent on teaching administration.

Figure 4: Average level of satisfaction among all UC Davis faculty by race/ethnicity

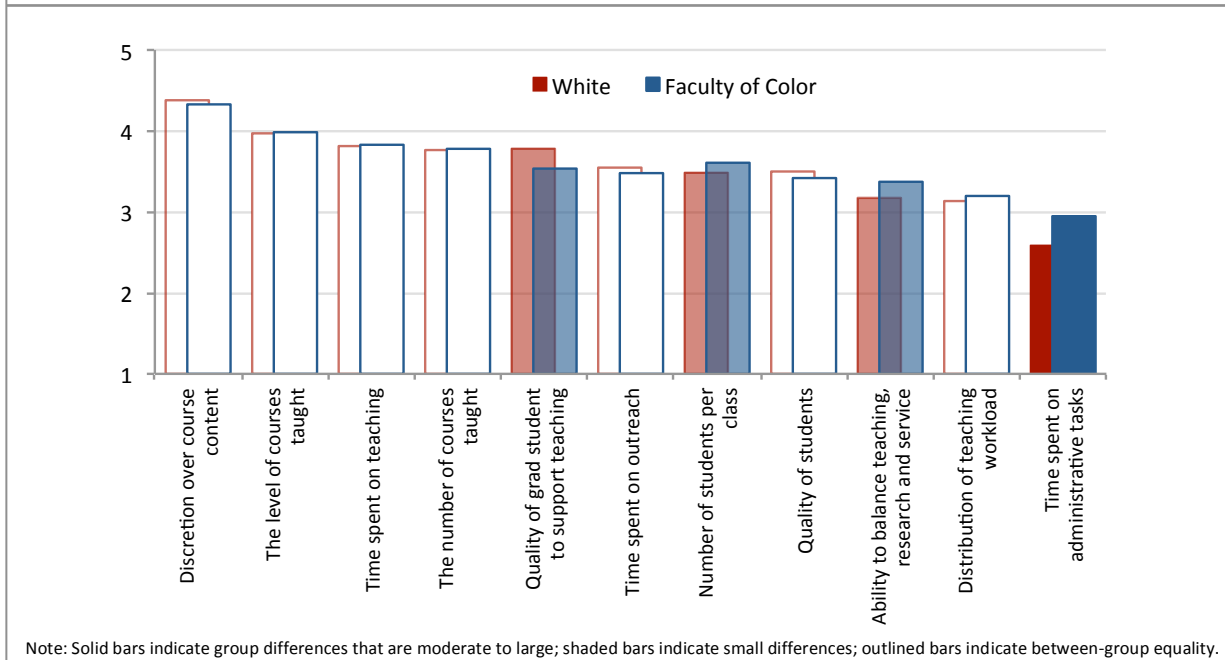


Figure 4 shows the average levels of faculty satisfaction by race/ethnicity. Faculty of Color report significantly lower levels of satisfaction than do white faculty with the quality of the graduate students they work with as teaching assistants. In contrast, Faculty of Color report higher average levels of satisfaction than White faculty on the following dimensions of their university teaching: the number of students in their classes, their ability to balance teaching, research and service obligations, and the time they spend on administrative tasks related to teaching.

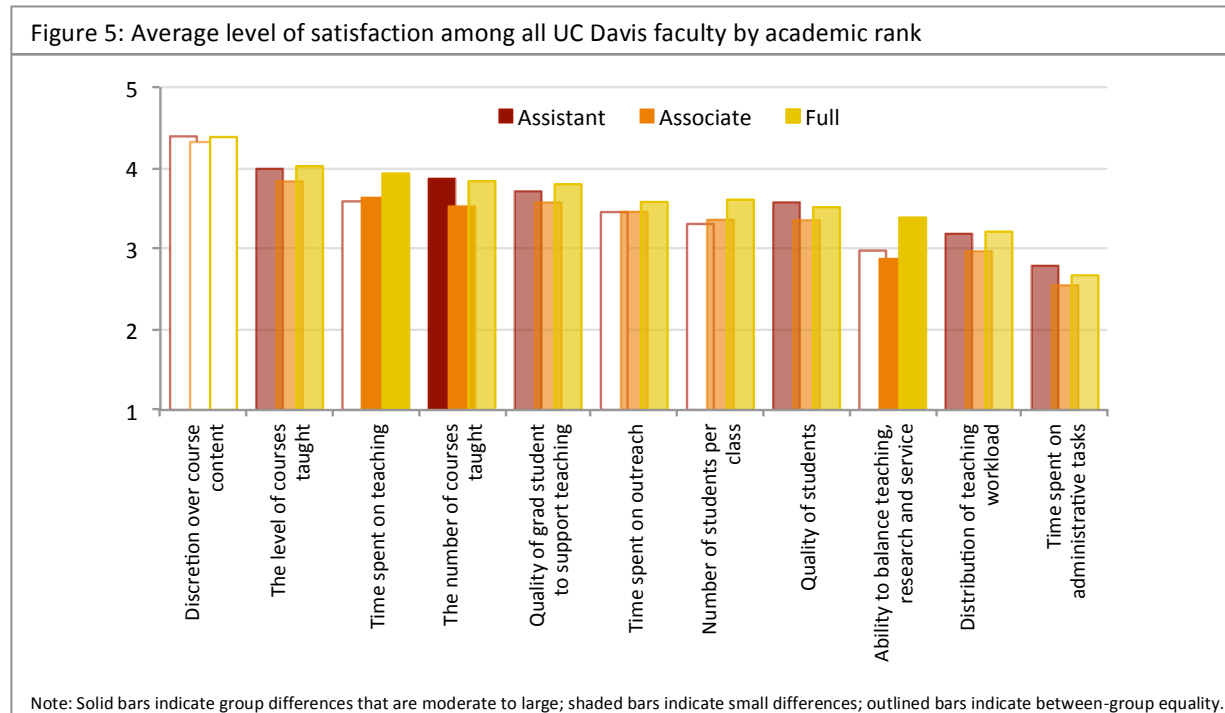


Figure 5 presents the average levels of satisfaction among faculty by academic rank. The survey results show that associate professors tend to be less satisfied than both assistant and full professors on many aspects of their work as teachers. Associate professors are significantly less satisfied than both assistant and full professor with the level and number of courses they teach, the quality of the graduate students they work with as teaching assistants and the quality of the students enrolled in their courses. They are also less satisfied than assistant and full professors with how the teaching workload is distributed in their departments and the time they spend on administrative tasks related to teaching. On each of these survey items, assistant professors expressed the same average levels of satisfaction as full professors.

Full professors are significantly more satisfied than both assistant and associate professors with the time they spend on teaching and outreach, the number of students in the classes they teach, and their ability to balance teaching, research, and service expectations.

MOVING FORWARD

To make the best use of these findings as we continue transforming UC Davis, our colleges and schools are beginning to discuss the survey results for their units, and deans and Academic Senate leaders will be recommending responses that build on our strengths and address areas in need of improvement. To determine whether our ongoing efforts have had impacts on faculty job satisfaction measures, UC Davis will field the COACHE survey again in 2017.

Appendix A: Nature of Work: Research Survey Questions

Q45A	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following:	Teaching
		The number of courses you teach
		The level of courses you teach
		The discretion you have over the content of the courses you teach
Q70	Please rate your level or satisfaction or dissatisfaction with the following:	The number of students in the classes you teach, on average
		The quality of students you teach, on average
		How equitably the teaching workload is distributed across faculty in your department
		The quality of graduate students to support your teaching
Q45D	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following:	Outreach
Q45E	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following:	Administrative Tasks
Q55A	Please rate your level of agreement with the following statement:	I am able to balance the teaching, research, and service activities expected of me.

Appendix B: Summary Statistics

	UC Davis vs Peers			UC Davis Faculty by Race		
	UCD Mean	Peer Mean	Cohen's <i>d</i>	Faculty of		
				White	Color	Cohen's <i>d</i>
Discretion over course content	4.369	4.397	0.047	4.379	4.328	0.065
The level of courses taught	3.973	4.097	0.209	3.97	3.984	0.017
Time spent on teaching	3.816	3.923	0.164	3.813	3.829	0.018
The number of courses taught	3.767	3.971	0.287	3.764	3.779	0.015
Quality of grad student to support teaching	3.730	3.643	0.128	3.78	3.535	0.260
Time spent on outreach	3.534	3.557	0.040	3.547	3.479	0.085
Number of students per class	3.507	3.865	0.446	3.483	3.607	0.112
Quality of students	3.483	3.815	0.432	3.499	3.418	0.082
Teaching, Research and Service Balance	3.212	3.303	0.100	3.173	3.372	0.159
Distribution of teaching workload	3.147	3.243	0.114	3.134	3.197	0.055
Time spent on administrative tasks	2.652	2.981	0.444	2.585	2.947	0.352

	UC Davis Faculty by Gender			UC Davis Faculty by Rank				
	Men	Women	Cohen's <i>d</i>	Full Prof	Associate Prof	Assistant Prof	Full vs Assoc. Cohen's <i>d</i>	Assoc. vs Asst. Cohen's <i>d</i>
Discretion over course content	4.435	4.266	0.205	4.382	4.320	4.390	0.074	0.093
The level of courses taught	4.016	3.905	0.132	4.021	3.833	3.988	0.217	0.205
Time spent on teaching	3.919	3.651	0.290	3.929	3.640	3.585	0.315	0.054
The number of courses taught	3.847	3.639	0.207	3.835	3.527	3.866	0.299	0.334
Quality of grad student to support teaching	3.752	3.694	0.061	3.797	3.571	3.710	0.239	0.147
Time spent on outreach	3.535	3.532	0.004	3.577	3.455	3.452	0.154	0.003
Number of students per class	3.599	3.362	0.209	3.605	3.356	3.305	0.224	0.044
Quality of students	3.513	3.436	0.075	3.513	3.353	3.573	0.158	0.224
Teaching, Research and Service Balance	3.432	2.858	0.458	3.384	2.872	2.975	0.410	0.082
Distribution of teaching workload	3.249	2.983	0.225	3.209	2.967	3.183	0.210	0.179
Time spent on administrative tasks	2.676	2.614	0.060	2.668	2.546	2.787	0.123	0.232

Note: The absolute value of Cohen's *d* is reported.