



# 2014 COACHE Survey Results: *Nature of Work*

## Overview

The focus area *Nature of Work* consists of 29 survey items surrounding three topics: research, teaching, and service. Additionally, three more survey items are related to this area: *Time spent on outreach*; *Time spent on administrative tasks*; and *Ability to balance teaching, research, and service*. The results show that, overall, FSU faculty who participated in the 2014 COACHE survey rated these three benchmarks more positively than both their peer institutions and respondents from all other institutions that participated in the 2014 COACHE cohort.<sup>1</sup>

In the following, the survey items and results for each topic will be presented separately, followed by a brief summary highlighting strengths and opportunities for improvement in this focus area of the survey.

## Research

Figure 1 below shows the scores for the benchmark item indicating satisfaction with *research* in general along with 11 detailed items. Overall, the ratings by FSU faculty are more positive than those by both the peer institutions and the 2014 COACHE cohort. One exception is *Support for obtaining (pre-award) and maintaining (post-award) grants*, which was rated higher by associate professors in the peer institutions. Comments also reflected a possible need for more support with grants.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc
<b>Benchmark: Nature of Work Research</b>	<b>3.44</b>	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Influence over focus of research	4.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Time spent on research	3.64	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Quality of grad students to support research	3.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Support for engaging undergrads in research	3.40	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Support for travel to present/conduct research	3.39	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Expectations for finding external funding	3.35	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Support for research	3.31	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Support for securing grad student assistance	3.26	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Support for obtaining grants (pre-award)	3.24	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶
Support for maintaining grants (post-award)	3.21	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶
Availability of course release for research	2.91	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶

Figure 1: Nature of Work – Research (descending by mean score)

<sup>1</sup> Ratings are on a 5-point scale with 5 being the most positive, 3 neutral, and 1 the least positive rating. Left-facing triangles ◀ represent relative ratings as compared to five designated peer institutions (Indiana University – Bloomington; North Carolina State University; University of California, Davis; University of Kansas; University of Missouri - Columbia); right-facing triangles ▶ represent all institutions that participated in the 2014 COACHE cohort. Green triangles ◀▶ indicate areas of strength; red triangles ▶ indicate areas of concern; grey triangles ◀▶ mean no difference. Group comparisons: tenured/pre-tenure, full/associate professor, men/women, and white/faculty of color.

# Teaching

Figure 2 below shows the scores for the benchmark item indicating satisfaction with *teaching* in general along with eight detailed items. Means are clustered around the satisfied mark, and many compare favorably to both the peer institutions and the cohort. Satisfaction with *Number of students taught*, while rated close to satisfied, scored lower than the ratings of peers in most groups. Reducing the number of students taught or hiring additional teaching support, especially in undergraduate courses, stood out as particular needs in the open-ended comments.

Two additional aspects stand out. FSU pre-tenure faculty expressed satisfaction with *Discretion over course content* and *Level of courses taught*, though their ratings were lower than those of the five peer institutions. Furthermore, FSU pre-tenure, men, and faculty of color rated *Quality of students taught* lower than the five peer institutions.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc
<b>Benchmark: Nature of Work: Teaching</b>	<b>3.82</b>	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Discretion over course content	4.42	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Level of courses taught	4.11	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Time spent on teaching	4.01	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Number of courses taught	3.99	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Number of students in classes taught	3.65	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Quality of grad students to support teaching	3.54	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Quality of students taught	3.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Equitability of distribution of teaching load	3.35	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶

Figure 2: Nature of Work – Teaching (descending by mean score)

# Service

Figure 3 below shows the scores for the benchmark item indicating satisfaction with *service* in general along with seven detailed items. FSU scores are more positive than both those of the peer institutions and the cohort, though means are mostly clustered around the neutral rating. One outlier that may require further investigation is the fact that pre-tenured faculty respondents rated *Discretion to choose committees* lower than both their peers and the cohort. On the other hand, FSU female faculty – in line with the peer institutions - rated this same item along with *Equitability of committee assignments* lower than the overall COACHE cohort. Open-ended comments included very few comments about service, only one of which mentioned inequitable assignments based on gender for a tenured female faculty member. On the other hand, several comments mentioned a need for faculty to receive more *leadership* training and opportunities.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc
<b>Benchmark: Nature of Work: Service</b>	<b>3.39</b>	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Number of student advisees	3.70	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Attractiveness of committees	3.55	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Number of committees	3.53	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Time spent on service	3.53	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Discretion to choose committees	3.49	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Equitability of committee assignments	3.11	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Support for faculty in leadership roles	3.07	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶

Figure 3: Nature of Work – Service (descending by mean score)

## Other Items

Figure 4 below shows the three additional items related to *Nature of Work* focusing on outreach and administration. FSU respondents rated *Ability to balance teaching, research, and service* and *Time spent on administrative* tasks higher than their peers and the cohort. Although *Time spent on outreach* was rated as satisfactory, associate professors and women gave this item a lower rating than their peers from the five peer institutions. Inspection of frequencies revealed that FSU female faculty also rated the *Ability to balance teaching, research, and service* significantly lower than FSU male faculty. Open-ended comments included several statements about heavy workloads and lack of recognition for time spent on administrative tasks.



Figure 4: Nature of Work – Other related items (descending by mean score)

## Summary

Overall, the results for *Nature of Work* are very positive, with almost all ratings across groups comparing favorably to both the five peer institutions and the entire 2014 cohort across the three benchmarks of research, teaching, and service. The majority of mean ratings in this area were satisfactory or nearly satisfactory, indicating that FSU faculty are generally pleased with their work.

FSU faculty indicated that they are satisfied with their influence over the focus of their **research** and the time spent on research related activities. According to the results, some departments might consider offering more opportunities of course release for research, or perhaps increasing administrative support in order to free up faculty time for research. Additional pre- and post-award grant support also emerged as a possible opportunity of improvement.

The ratings for **teaching** were also positive. According to the results, FSU faculty members are particularly satisfied with their ability to control course content, the level and number of courses taught, and the time spent on teaching. The single most important issue that emerged was the number of students taught. Respondents felt that large enrollment courses impact student learning and reduce their ability to provide individualized support.

In line with research and teaching, FSU faculty members also rated **service** related items positively. Although respondents were generally satisfied with their work on committees, further analysis found that pre-tenured faculty and female faculty in particular, might in some cases feel disadvantaged in selecting committee work or balancing service with research and teaching.

FSU faculty listed the quality and support of their colleagues among the top aspects of their work and many indicated that FSU is a good fit for them.