



Nature of Work: Teaching & Service

Faiza Zalila and Lory Santiago

COACHE 2020

Themes and Benchmarks

Nature of Work

- Nature of Work Research
- Nature of Work Service
- Nature of Work Teaching

Resources and Support

- Facilities and Work Resources
- Personal and Family Policies
- Health and Retirement Benefits

Cross-Silo Work and Mentorship

- Interdisciplinary Work
- Collaboration
- Mentoring

Tenure and Promotion

- Tenure Policies
- Tenure Expectations: Clarity
- Promotion to Full

Institutional Leadership

- Leadership: Senior
- Leadership Divisional
- Leadership: Departmental
- Leadership Faculty

Shared Governance

- Governance: Trust
- Governance: Shared sense of Purpose
- Governance: Understanding the Issues at hand
- Governance: Adaptability
- Governance: Productivity

The Department

- Department Collegiality
- Departmental Engagement
- Departmental Quality

Appreciation and Recognition

- Appreciation and Recognition

Themes and Benchmarks At Glance



Ranking	Benchmark	Cohort	Peers	UHCL	COB	COE	HSH	CSE
21	Nature of Work: Research	3.17	2.90	2.72	3.09	2.78	2.48	2.78
15	Nature of Work: Service	3.30	3.36	3.02	3.27	3.18	2.78	3.09
3	Nature of Work: Teaching	3.78	3.67	3.58	3.55	3.97	3.61	3.36
5	Facilities and Work Resources	3.48	3.24	3.47	3.82	3.88	3.27	3.27
24	Personal and Family Policies	3.14	3.07	2.66	3.44	2.58	2.25	2.86
7	Health and Retirement Benefits	3.67	3.49	3.44	3.60	3.66	3.33	3.33
25	Interdisciplinary Work	2.68	2.50	2.41	2.84	2.42	2.26	2.36
7	Collaboration	3.59	3.41	3.44	3.65	3.79	3.39	3.14
10	Mentoring	3.18	3.13	3.17	3.40	3.23	3.23	2.85
12	Tenure Policies	3.50	3.34	3.11	4.12	3.39	2.89	2.89
11	Tenure Expectations: Clarity	3.38	3.37	3.12	3.58	3.71	2.65	3.29
23	Promotion to Full	3.59	3.50	2.68	2.86	2.76	2.40	2.86
16	Leadership: Senior	3.15	3.10	3.00	3.53	3.16	2.73	2.92
20	Leadership: Divisional	3.23	3.25	2.76	3.77	3.17	1.82	3.17
2	Leadership: Departmental	3.70	3.72	3.70	4.12	3.80	3.63	3.44
9	Leadership: Faculty	3.20	3.19	3.37	3.38	3.38	3.47	3.20
14	Governance: Trust	3.09	3.05	3.03	3.28	3.28	2.86	2.97
17	Governance: Shared Sense of Purpose	3.09	2.96	2.92	3.27	3.10	2.66	2.95
19	Governance: Understanding the Issue at Hand	2.97	2.91	2.86	3.28	3.01	2.62	2.84
22	Governance: Adaptability	2.87	2.82	2.70	2.80	2.92	2.53	2.73
17	Governance: Productivity	3.06	3.01	2.92	3.01	3.20	2.67	3.01
1	Departmental Collegiality	3.88	3.87	3.82	3.99	3.91	3.80	3.68
4	Departmental Engagement	3.54	3.53	3.49	3.56	3.62	3.44	3.41
6	Departmental Quality	3.62	3.47	3.45	3.62	3.62	3.51	3.15
13	Appreciation and Recognition	3.28	3.21	3.04	3.51	3.37	2.78	2.89

Theme: Nature of Work

Three Benchmarks:

- Research
- Service
- Teaching

Reminder: Read the notes when
available for more in-depth analysis

Data Analysis Presentation

Each Benchmark Mean Rating (Satisfaction) Presented:

- Across Colleges within our Institution
- Overall Benchmark Rating Relative to our Peers & Cohort
- Thematic Breakout:
 - ✓ Detailed Benchmark analysis broken down per item/component
 - ✓ Demographic Analysis between groups, both External (Peers & Cohort) and Internal within our Institution
- Responses Frequency Charts



Teaching

Disparity Across Colleges at our Institution

Use checkbox to hide/display symbols on the view.

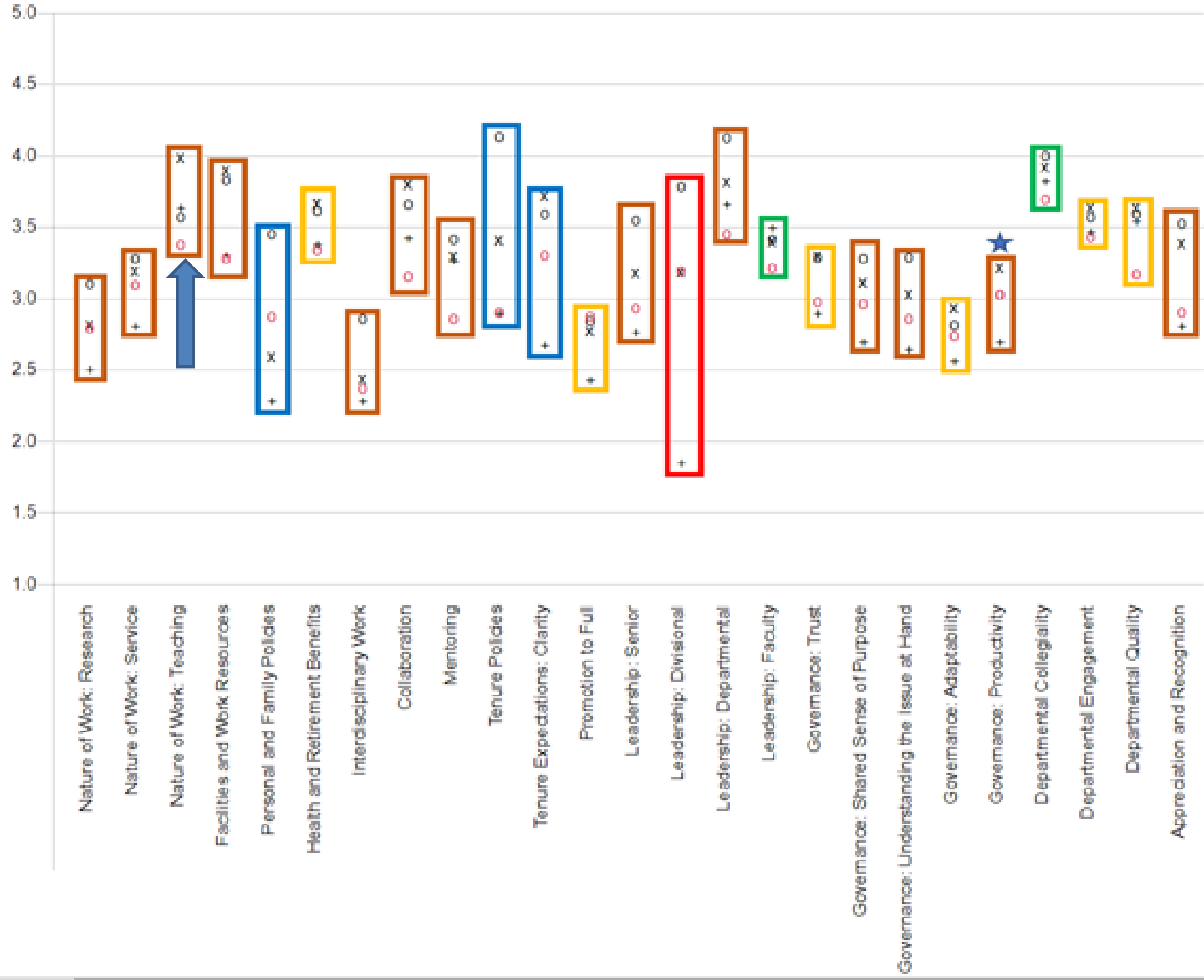
☒ ALL

☒ o College of Business

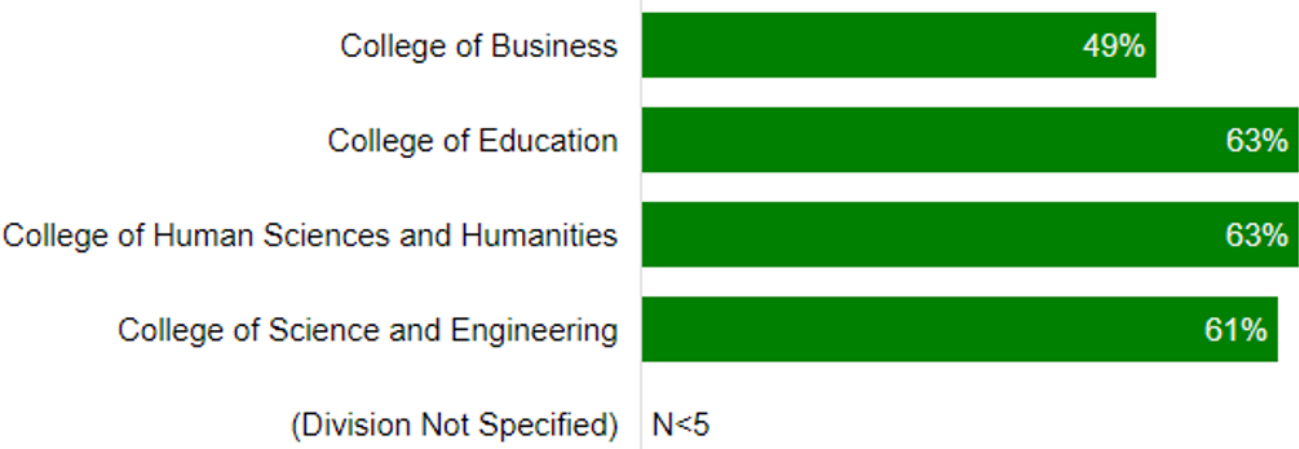
☒ x College of Education

☒ + College of Human Sciences and Humanities

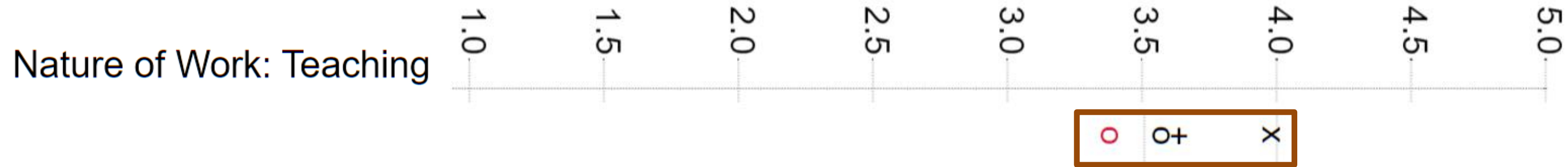
☒ o College of Science and Engineering



Divisional Response Rates



Teaching-Across Colleges



Looking closer, the highest overall satisfaction is in order COE leading, followed by HSH, then COB, and CSE. Overall, all colleges seem to be content with the teaching component (all >3)

Use checkbox to hide/display symbols on the view.

☒ ALL

☒ ○ College of Business

☒ x College of Education

☒ + College of Human Sciences and Humanities

☒ ○ College of Science and Engineering

Overall across reported average: 3.58

- COE: 3.97 😊 🏆
- HSH: 3.61
- COB: 3.55
- CSE: 3.36

Teaching Benchmark- Overall



Teaching-University Level Comparative Position (Peers & Cohort)

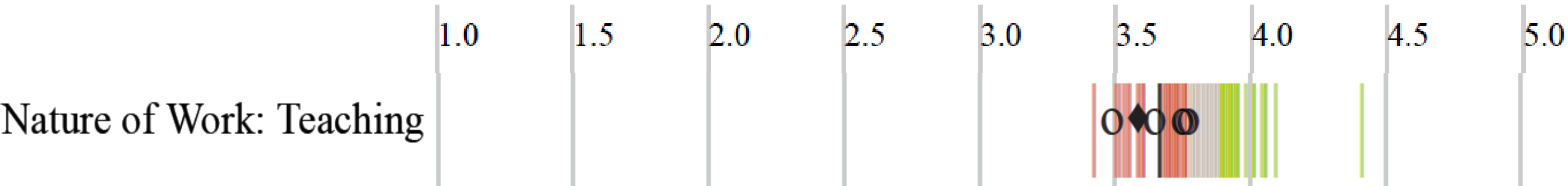
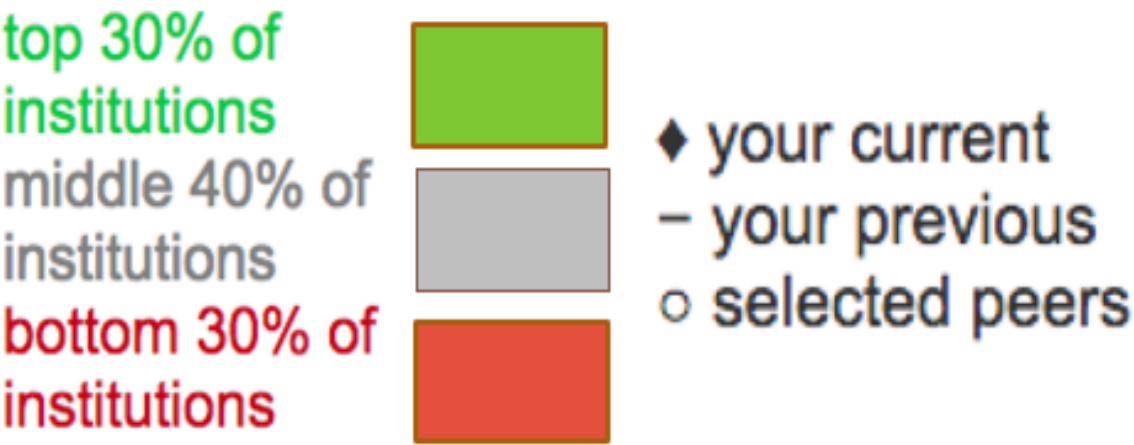
Compounded Average

UHCL: 3.58

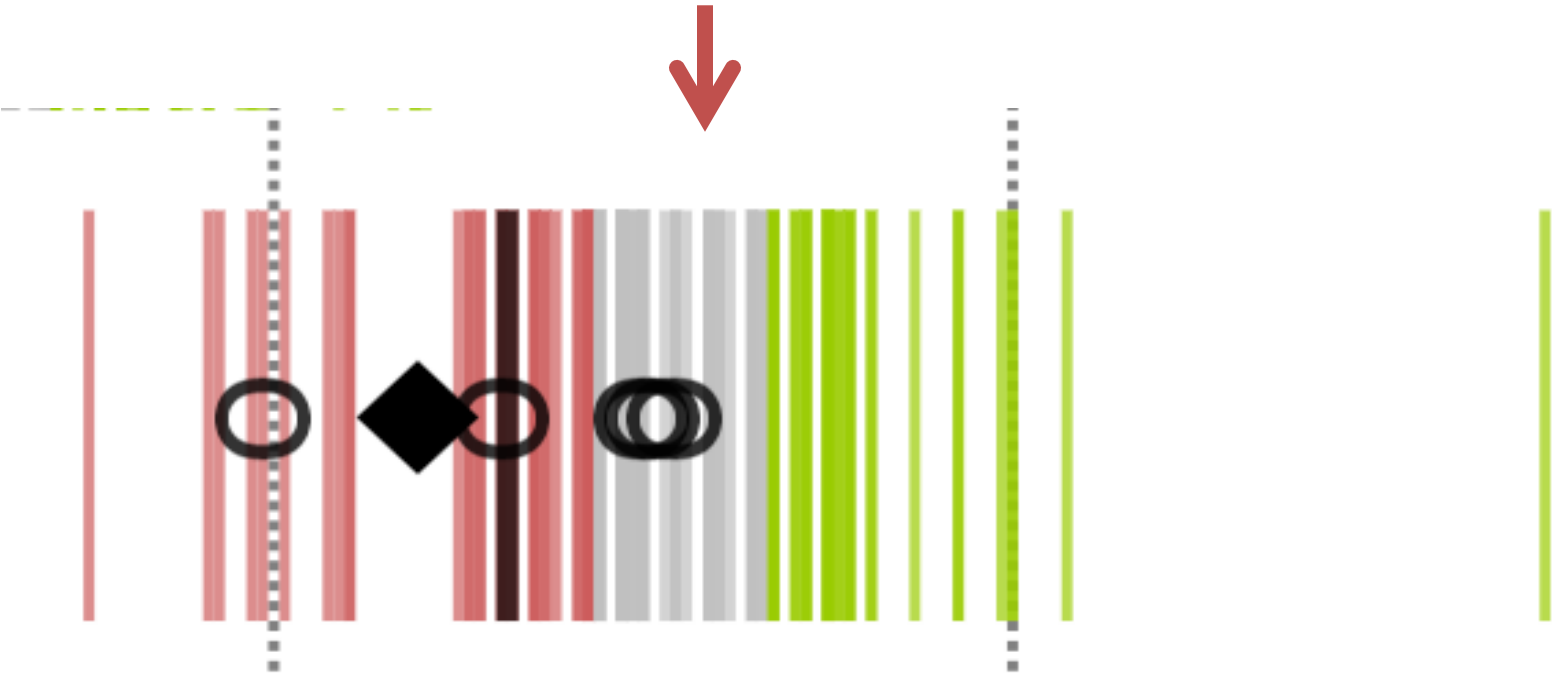
Cohort: 3.78

Peers: 3.674

Teaching is one of the highest rated benchmarks at our organization, ranking 3rd out of 25 benchmarks. Note that even though we rated lower overall than Peers and Cohort, our college of Education beats both the cohort and peers with a 3.97 average.



Comparing diamond position (2020) to the the dark bold line (2016), Teaching benchmark is slightly lower than in 2016 survey



Break Down Teaching & Comparisons of Demographics with Peers/Cohorts

Compounded Average

UHCL: 3.58

Cohort: 3.78

Peers: 3.674

Your results compared to PEERS ◀

Your results compared to COHORT ►

Areas of strength in **GREEN**

Areas of concern in **RED**

[illegible]

The “triangles” Equivalent Means

Compounded Average

UHCL: 3.58

Cohort: 3.78

Peers: 3.674

Short name	Overall													
	You mean	sd	All mean	sd	Peer 1 mean	sd	Peer 2 mean	sd	Peer 3 mean	sd	Peer 4 mean	sd	Peer 5 mean	sd
Nature of Work: Teaching	3.58	0.65	3.78	0.13	3.64	0.69	3.75	0.78	3.76	0.75	3.74	0.7	3.48	0.68
Time spent on teaching	3.86	1.01	3.96	0.13	3.91	0.94	4.12	0.91	4.05	0.94	4.01	0.89	3.86	1.09
Number of courses taught	3.52	1.17	3.73	0.26	3.55	1.13	3.9	1.08	3.75	1.01	3.5	1.2	3.02	1.26
Level of courses taught	3.98	0.91	4.06	0.13	3.97	0.79	3.99	1	3.92	0.99	4.08	0.83	3.65	1.09
Discretion over course content	4.38	0.81	4.35	0.11	4.23	0.86	4.17	1.02	4.19	0.98	4.32	0.86	4.23	0.8
Number of students in classes taught	3.47	1.17	3.77	0.21	3.36	1.31	3.76	1.11	3.93	0.99	4.01	0.98	3.54	1.14
Quality of students taught	3.21	1.03	3.53	0.32	3.07	1.12	3.27	1.03	3.16	1.18	3.2	1.14	2.93	1.1
Equitability of distribution of teaching load	3.11	1.21	3.28	0.19	3.45	1.05	3.4	1.24	3.57	1.07	3.19	1.27	3.4	1.1
Quality of grad students to support teaching	2.89	1.17	3.22	0.36	2.47	1.46	2.49	1.12	2.87	1.39	3.18	1.3	2.87	1.38
Teaching schedule	3.87	0.98	4.02	0.15	4.13	0.81	3.94	1.05	4.14	0.92	4.06	0.94	3.72	1.07
Support for teaching diverse learning styles	3.77	0.82	3.67	0.12	3.61	0.91	3.94	0.78	3.76	0.84	3.62	0.83	3.55	0.94
Support for assessing student learning	3.7	0.91	3.72	0.12	3.58	0.91	3.9	0.84	3.87	0.85	3.69	0.85	3.56	0.93
Support for developing online/hybrid courses	3.71	0.94	3.51	0.21	3.87	0.87	3.94	0.86	3.81	0.92	3.51	0.96	3.46	0.92
Support for teaching online/hybrid courses	3.81	0.85	3.52	0.21	3.87	0.85	3.93	0.86	3.85	0.93	3.59	0.99	3.53	0.95

Teaching: Within Institution Group Differences

	Within campus differences							
					sm (.1)	med. (.3)	lrg. (.5)	
	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2016
Nature of Work: Teaching	tenured	tenured		men	foc	asian		-
Time spent on teaching		tenured	assoc	women	foc	asian	urm	
Number of courses taught	tenured	tenured						
Level of courses taught			full	men		asian		-
Discretion over course content		tenured	full	men	foc	asian	urm	
Number of students in classes taught	tenured	tenured		men	foc	white	urm	-
Quality of students taught	tenured	tenured	full	men		asian	white	
Equitability of distribution of teaching load		ntt	assoc	women		asian		-
Quality of grad students to support teaching		tenured	full	women			urm	
Teaching schedule		tenured	assoc	men	white		white	+
Support for teaching diverse learning styles		tenured		men	foc		urm	N/A
Support for assessing student learning	tenured	tenured	full	men		asian		N/A
Support for developing online/hybrid courses	tenured			men		asian		N/A
Support for teaching online/hybrid courses	tenured	tenured		men	foc	asian	urm	N/A

Positives



- Discretion over course content (4.38- highest)
- Levels of courses taught (3.98) & teaching schedule (3.86)
- All areas of strength compared to peers/cohort for most demographics:
 - Support for teaching diverse learning styles
 - Developing/teaching online/hybrid courses (2 areas)
 - Support for assessment of learning
- Overall, NTT (Non-Tenure Tracks) are satisfied

Opportunities for Improvement



- Time spent on teaching
- Number of courses taught
- Number of students in courses
- Equitable teaching load

Some of these ratios are not incredibly low but they are low when compared to peers and cohorts



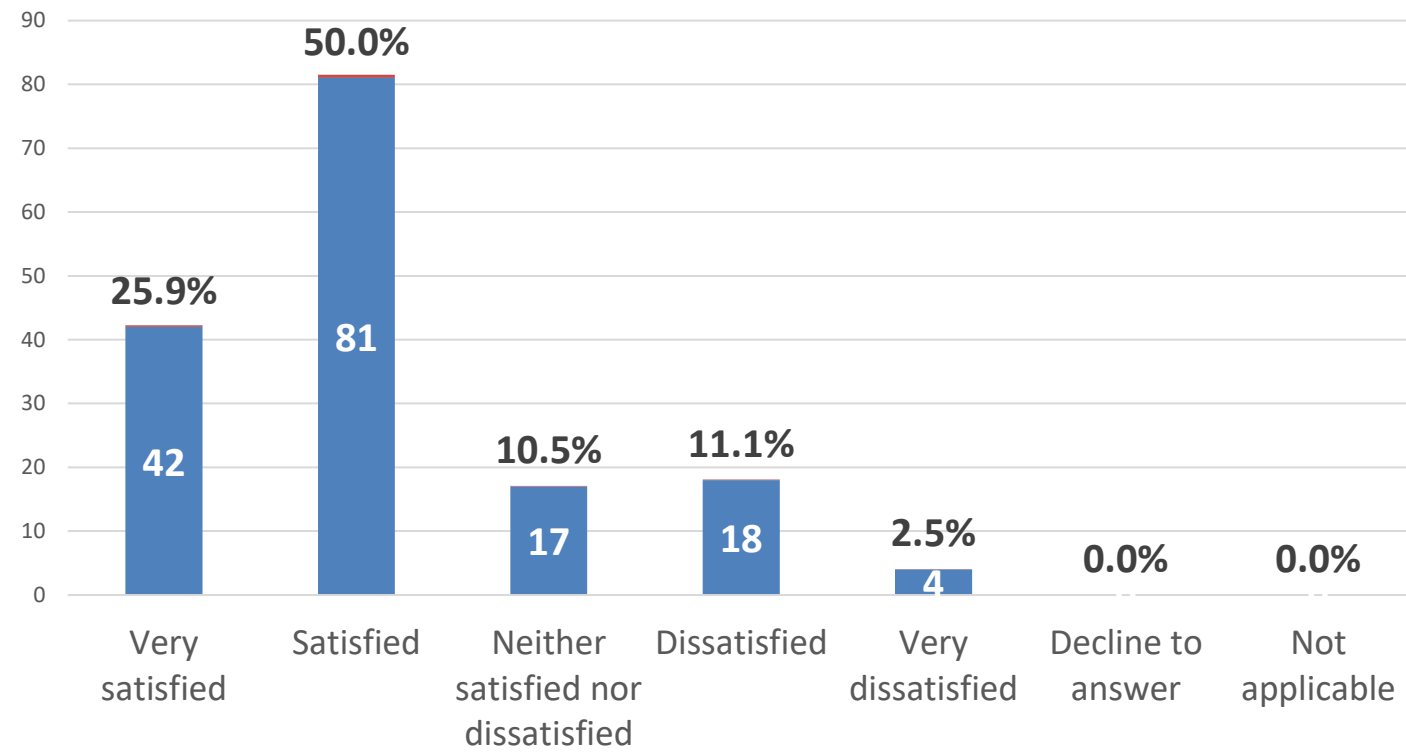
Interesting Observations

- When comparing groups within our institution, the following seem most dissatisfied:
 1. Tenured
 2. Men
- Even though this is one of our highest areas, there is still room for improvement

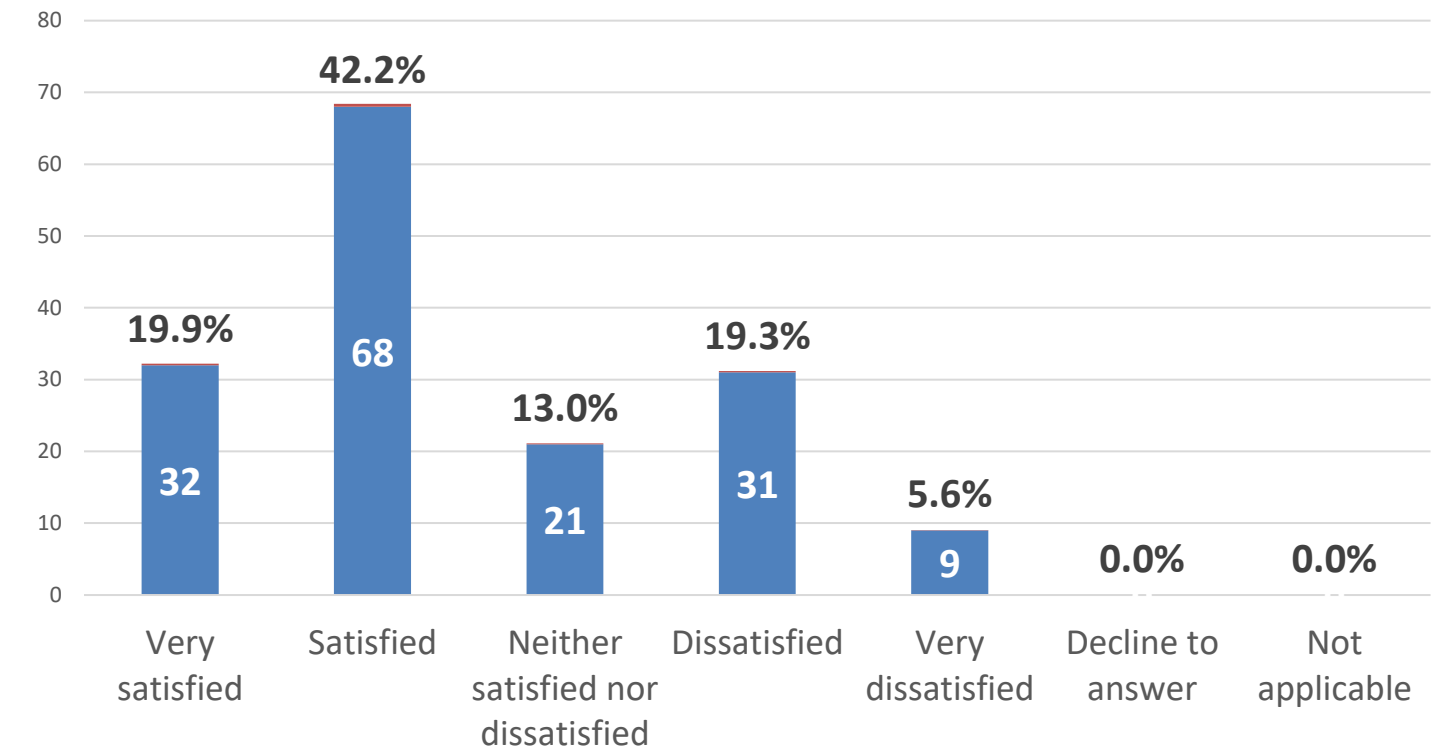
Appendix- Frequencies

Responses Across Nature of Work: Teaching

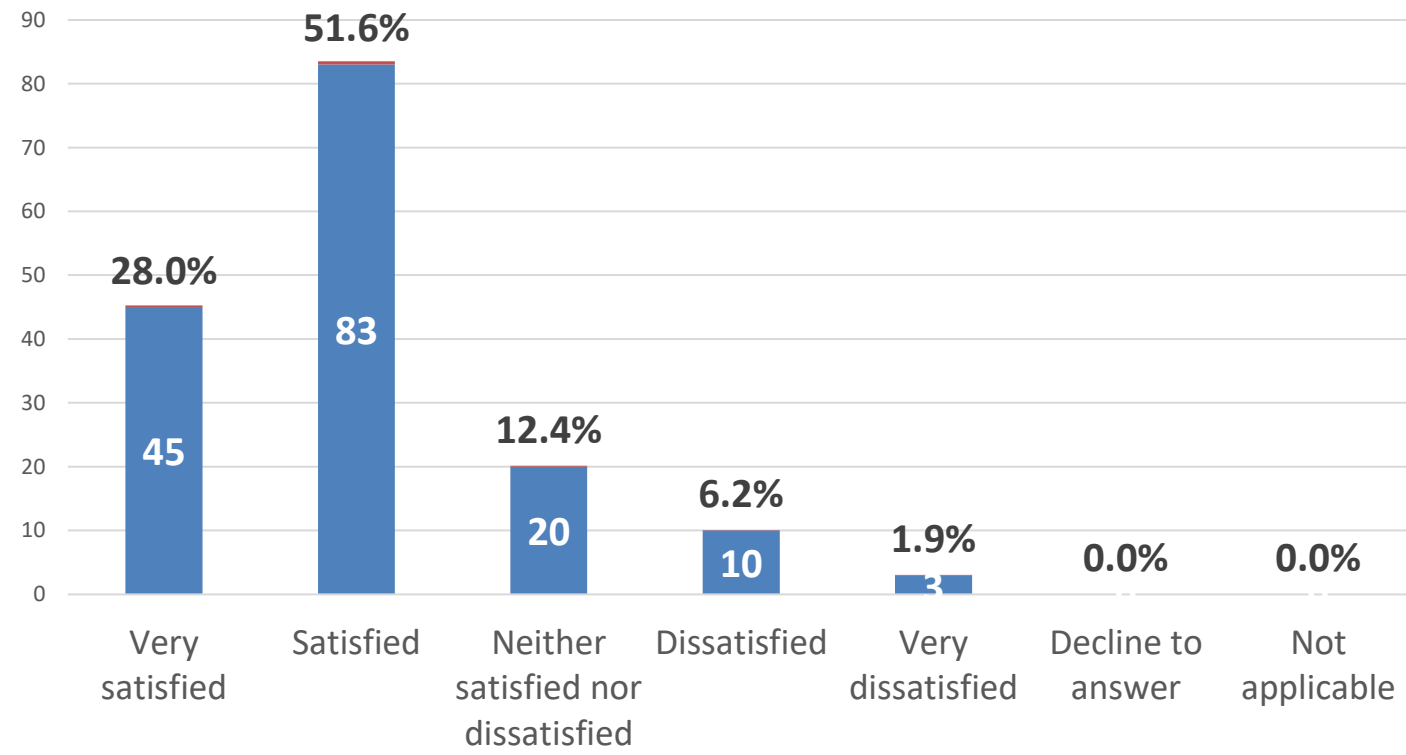
Time spent on teaching



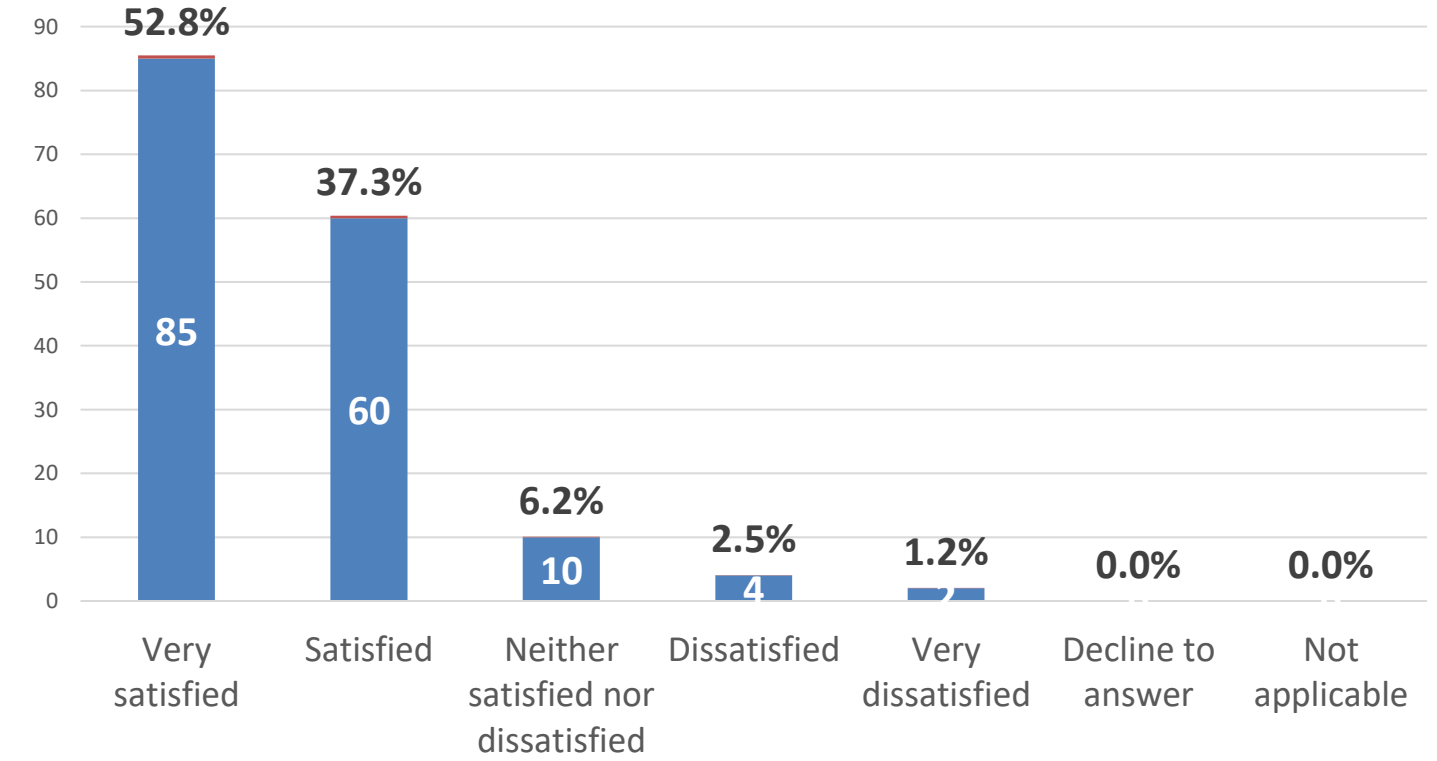
Number of courses taught



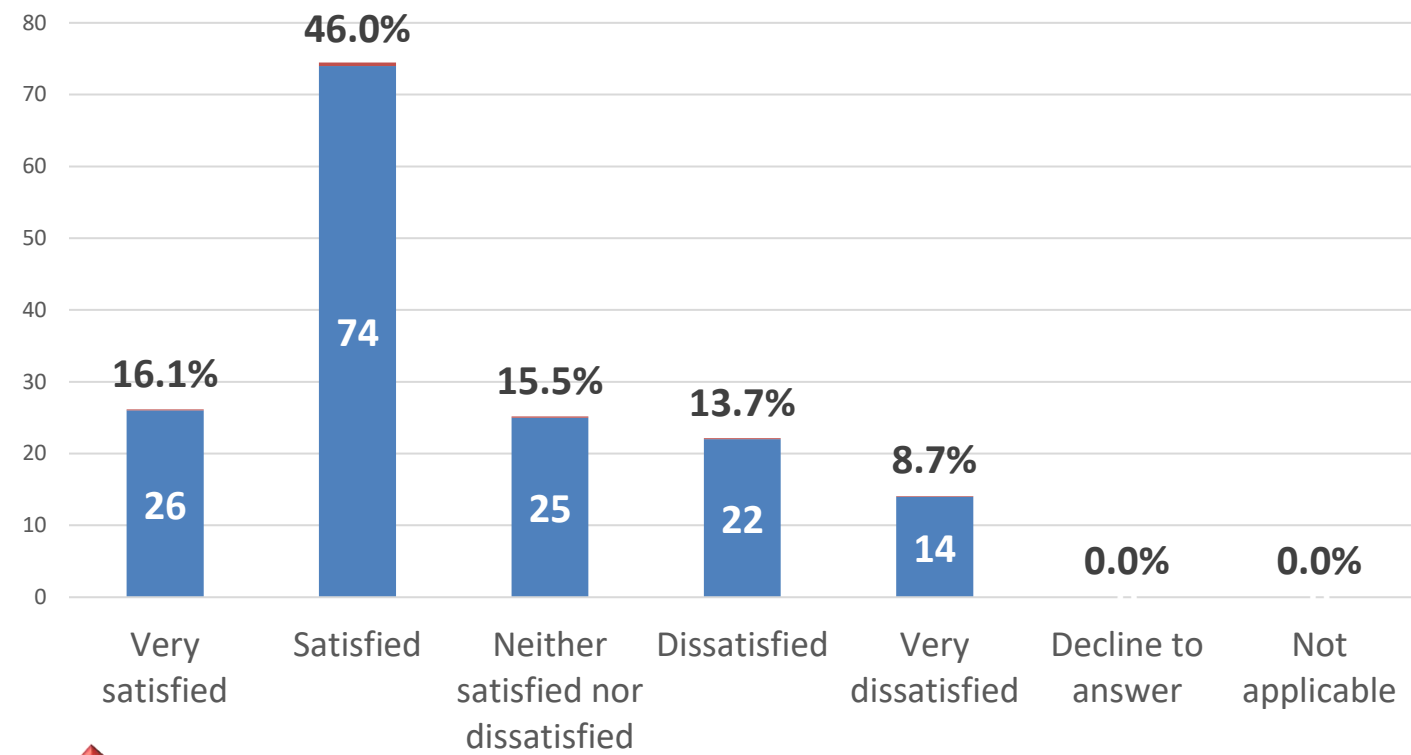
Level of courses taught



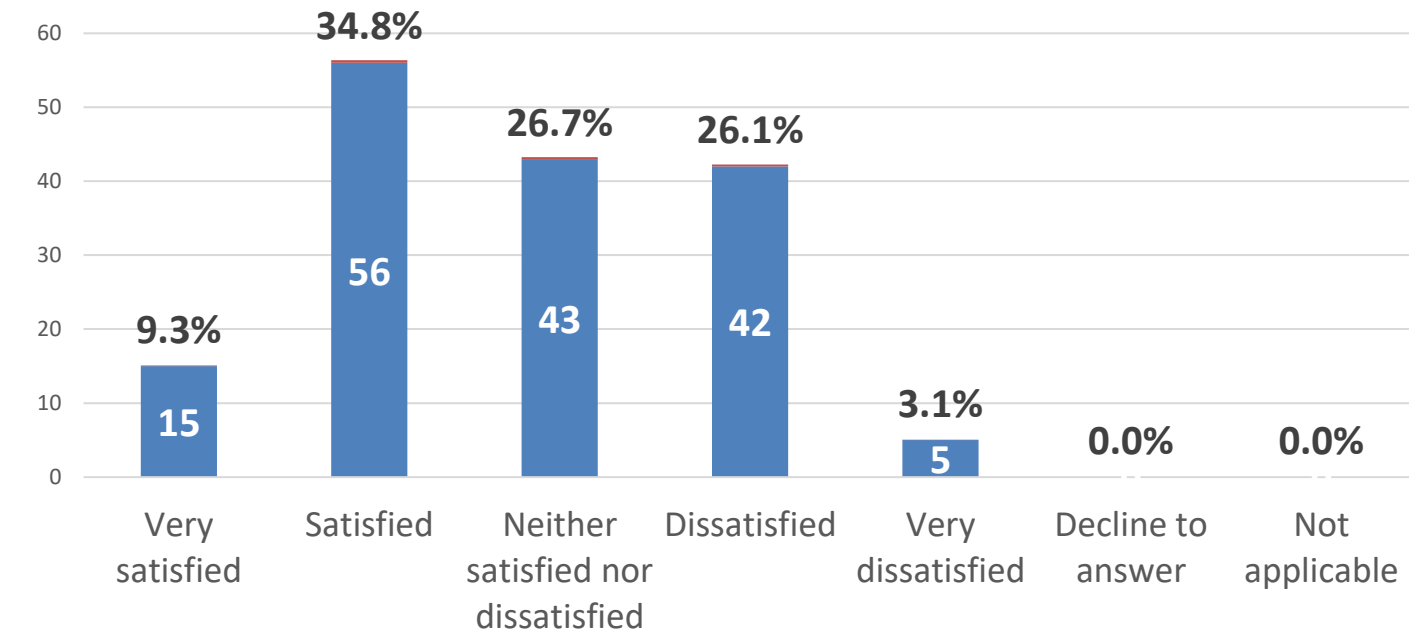
Discretion over course content



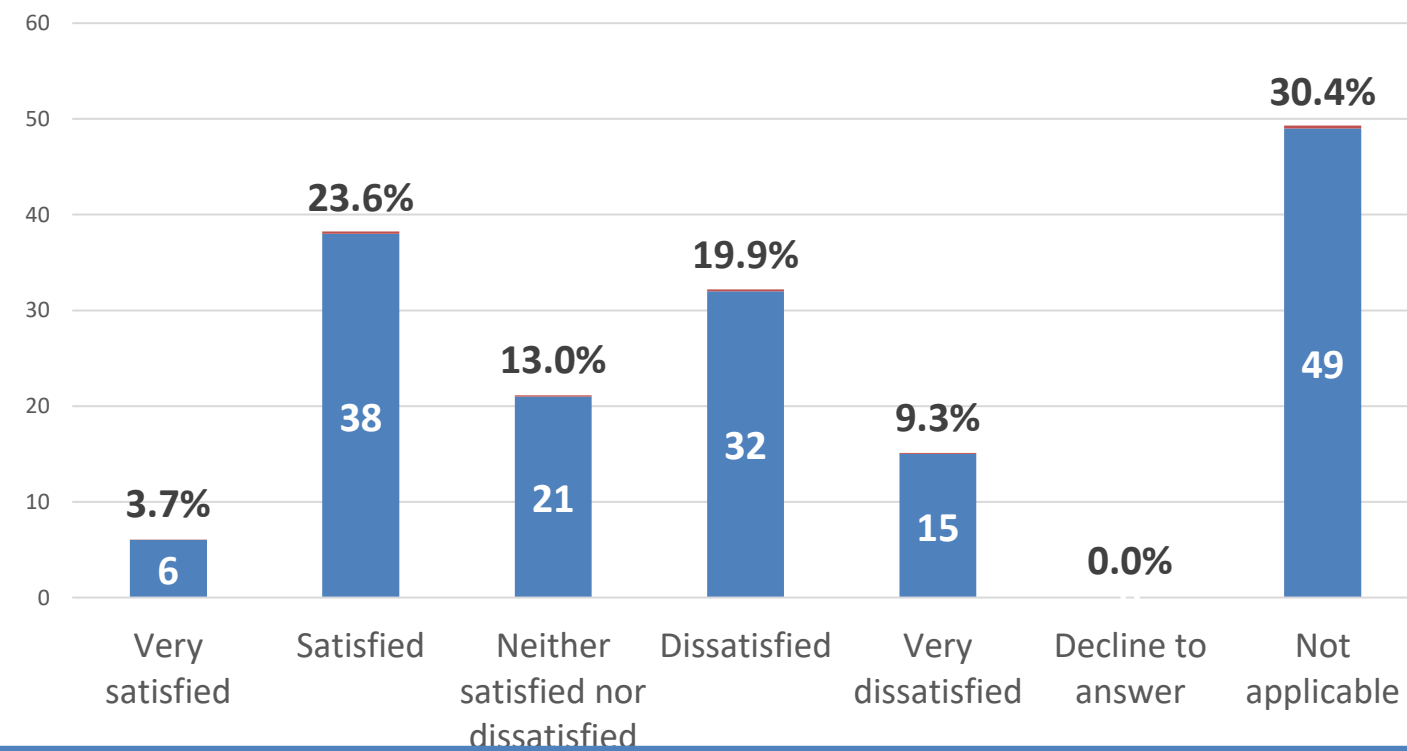
Number of students in classes taught



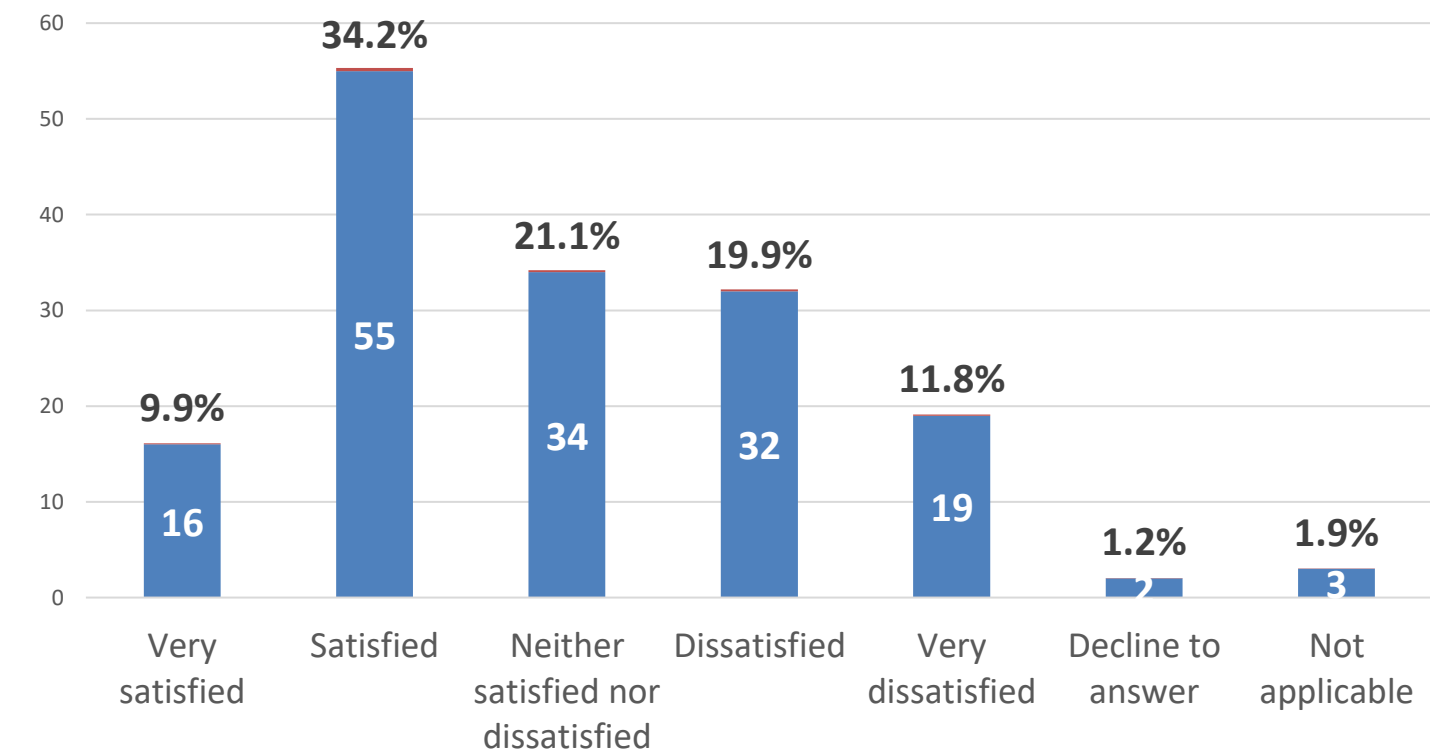
Quality of students taught



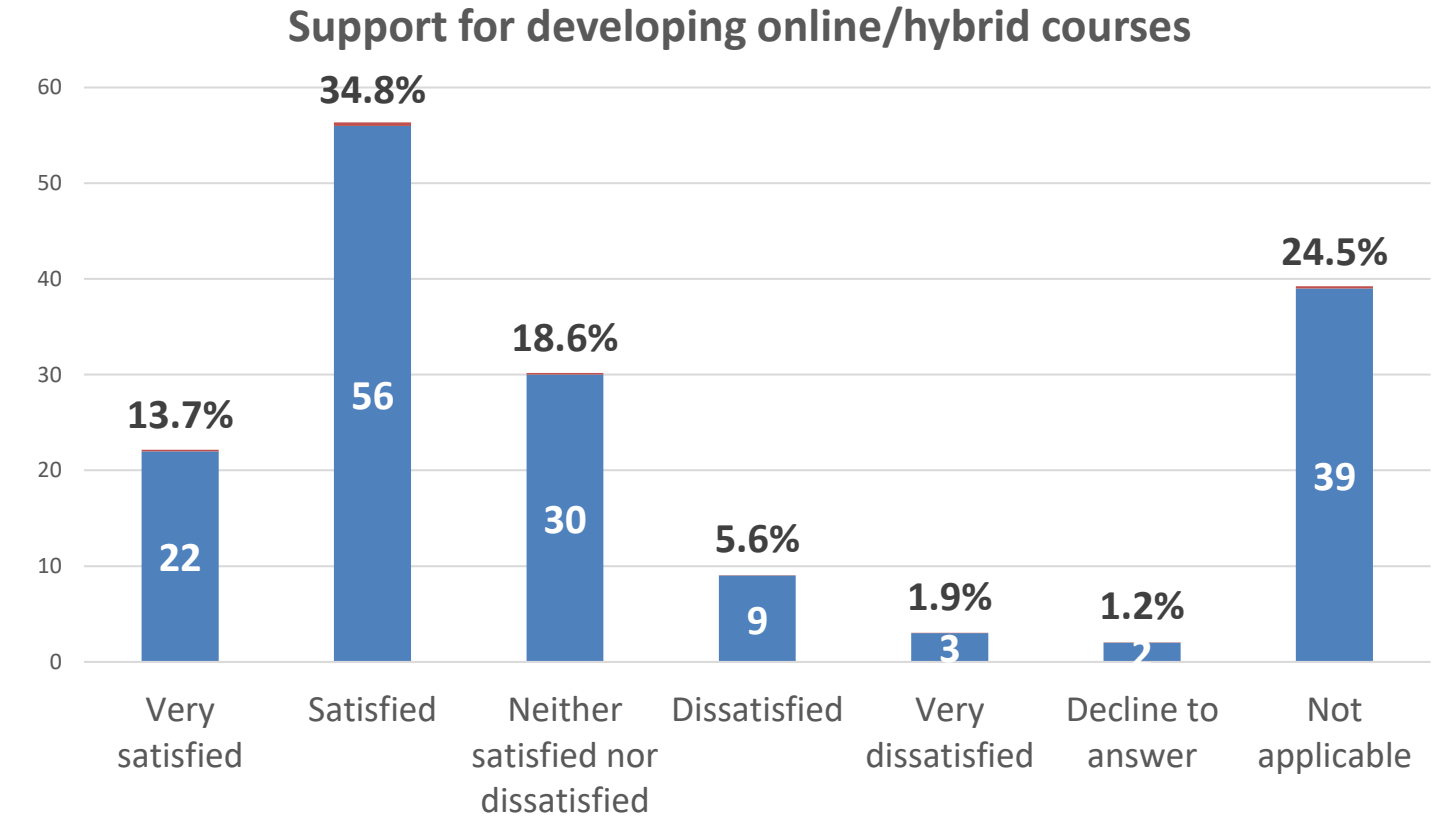
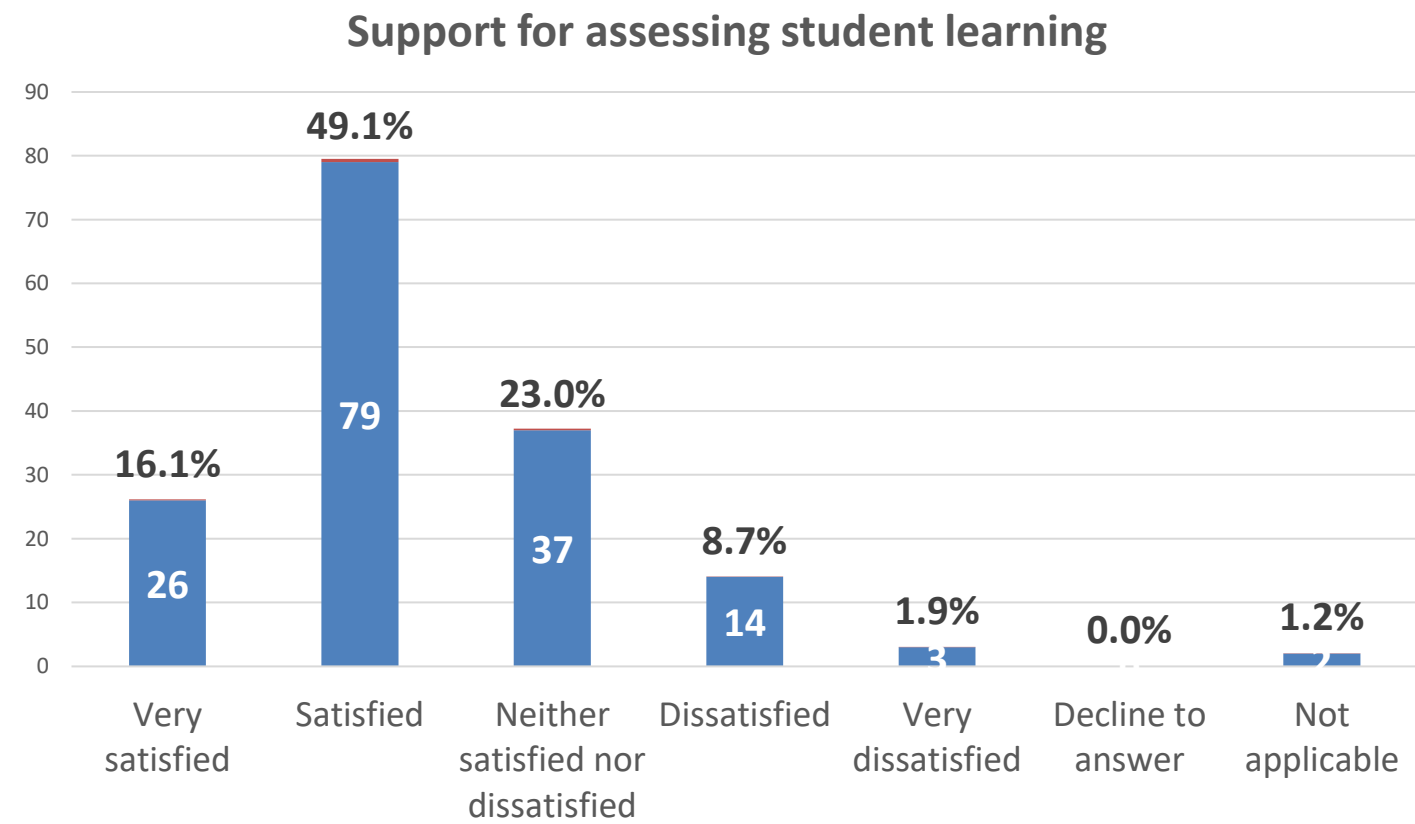
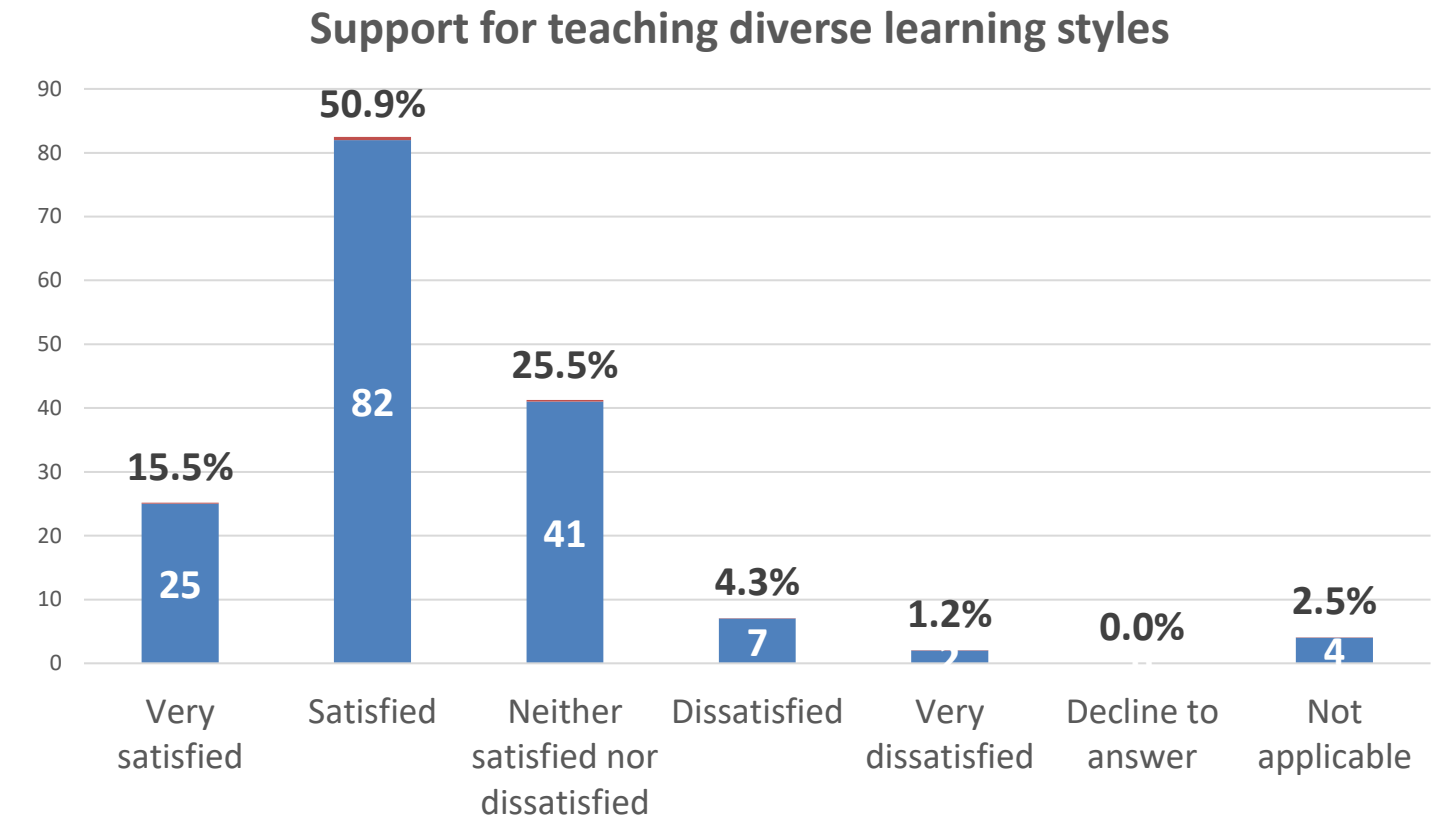
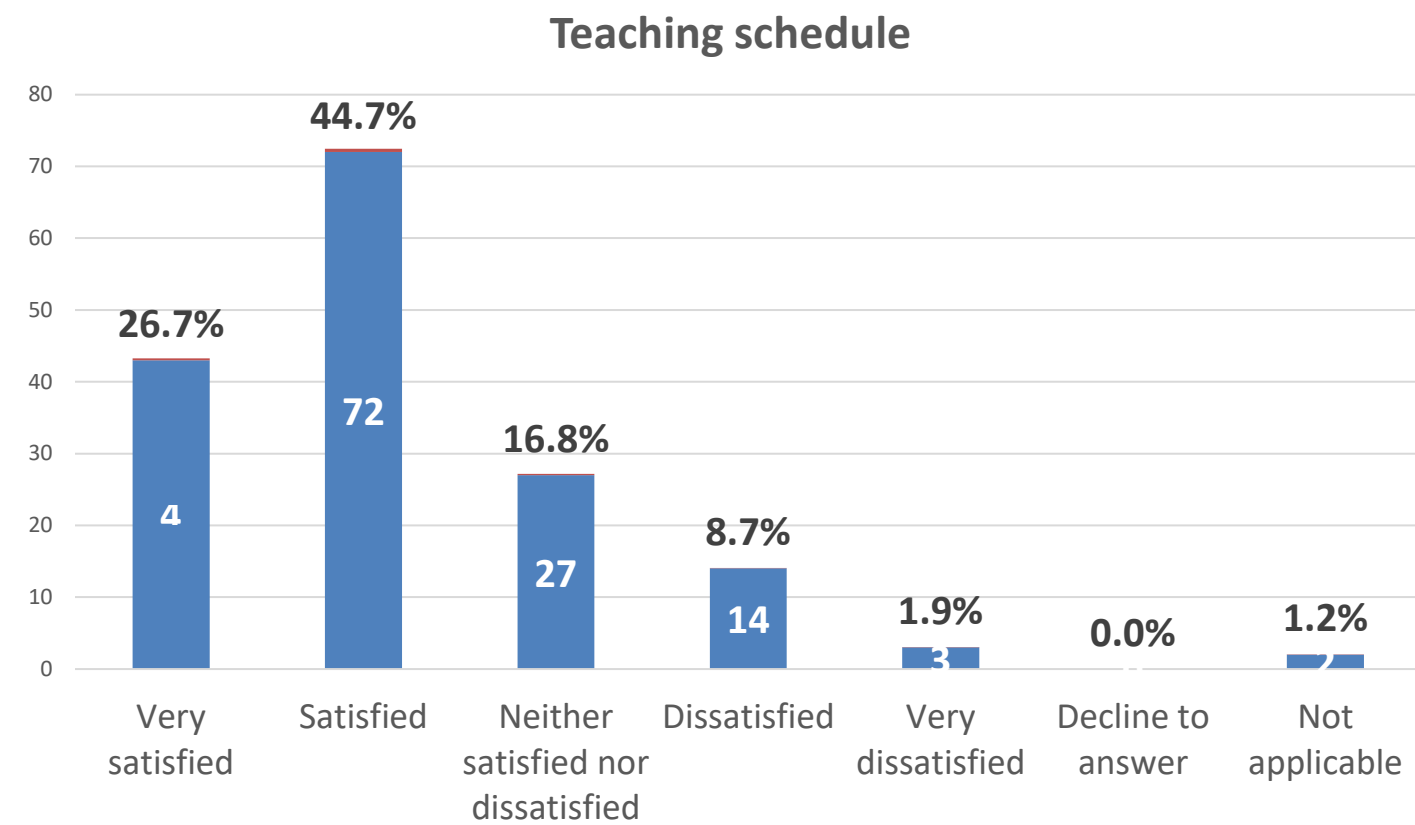
Quality of grad students to support teaching

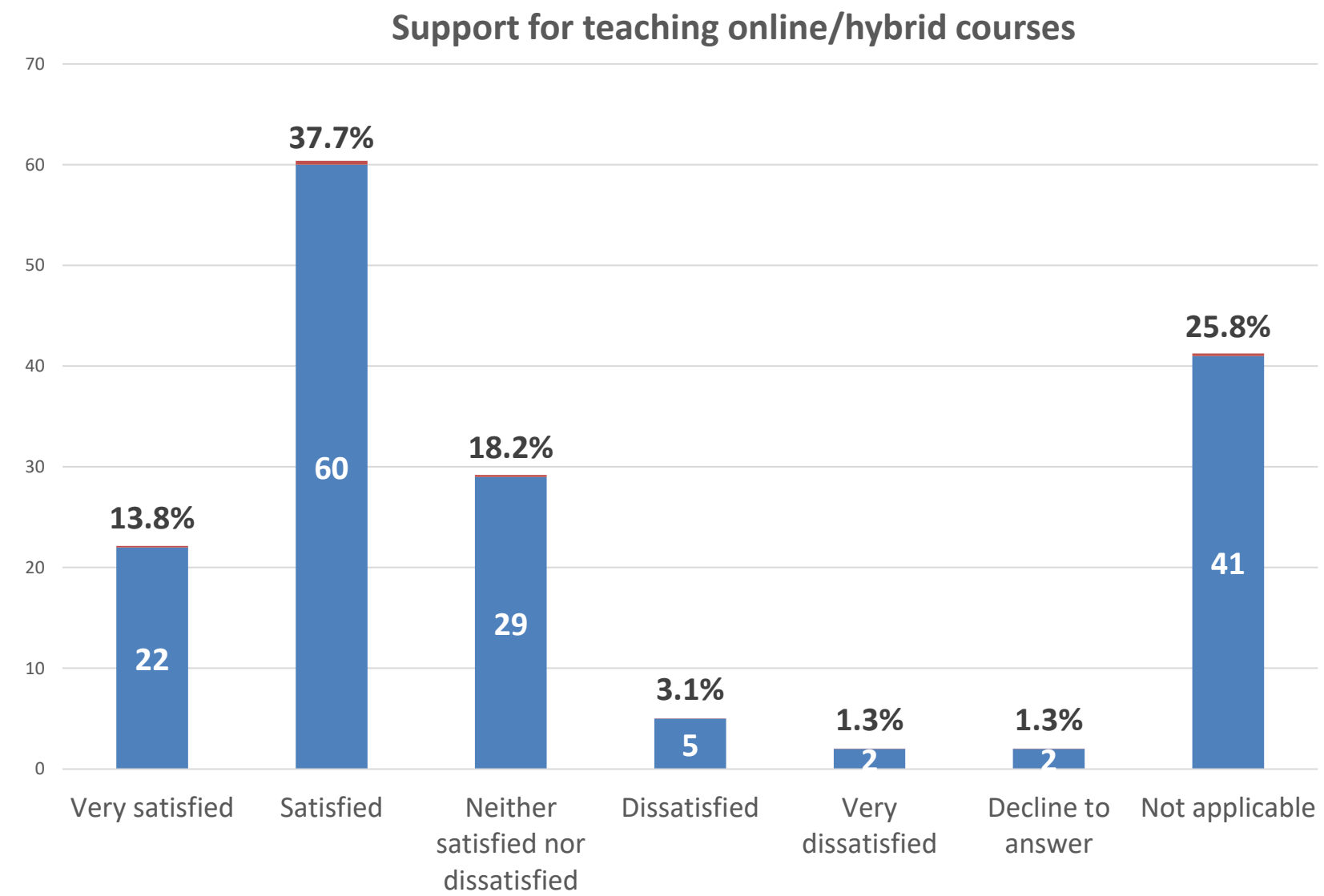


Equitability of distribution of teaching load



Quality of grad students to support teaching: 2.89 (majority = N/A)





Questions?







Service


Disparity Across Colleges at our Institution


Use checkbox to hide/display symbols on the view.

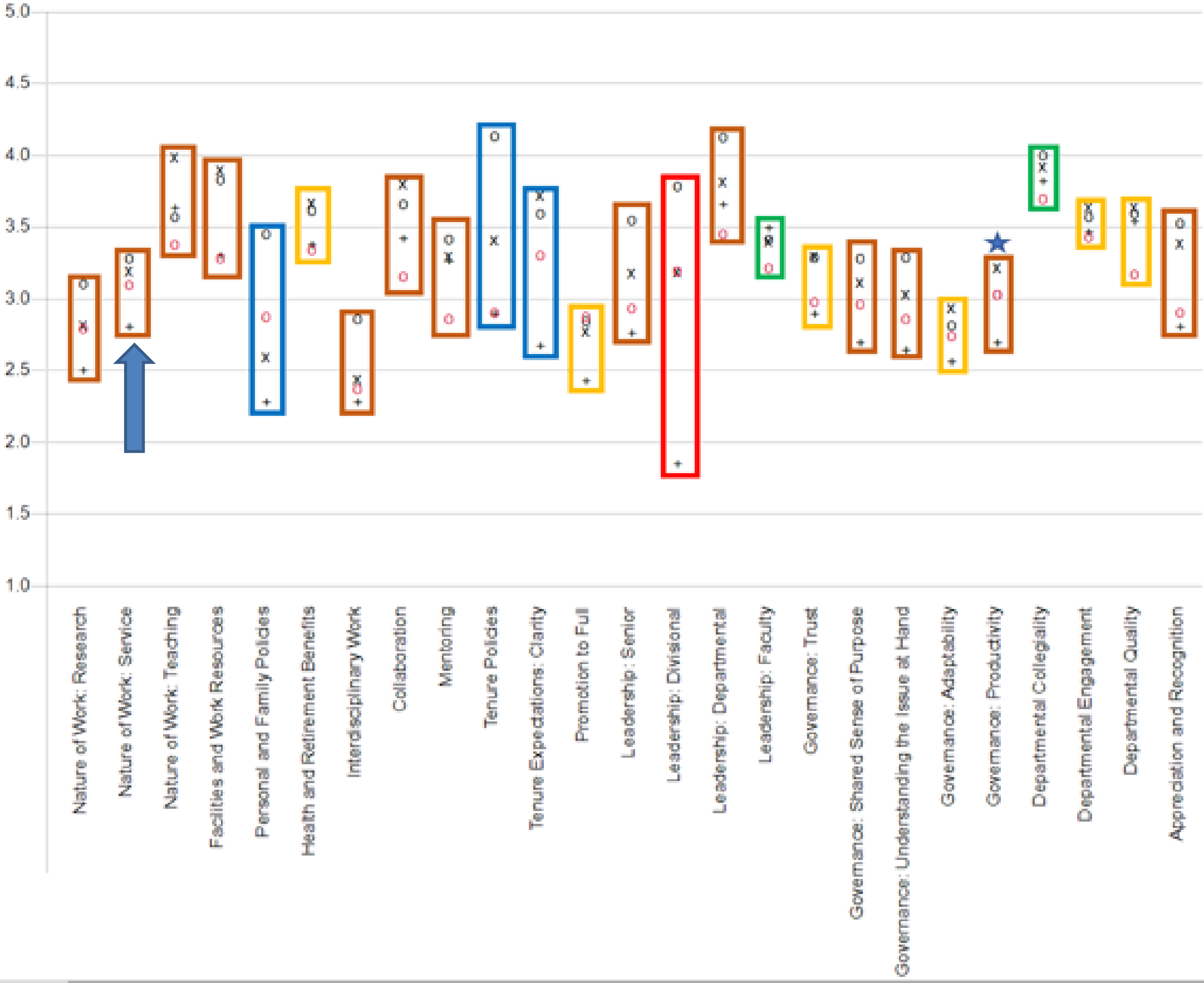
☒ ALL

☒  College of Business

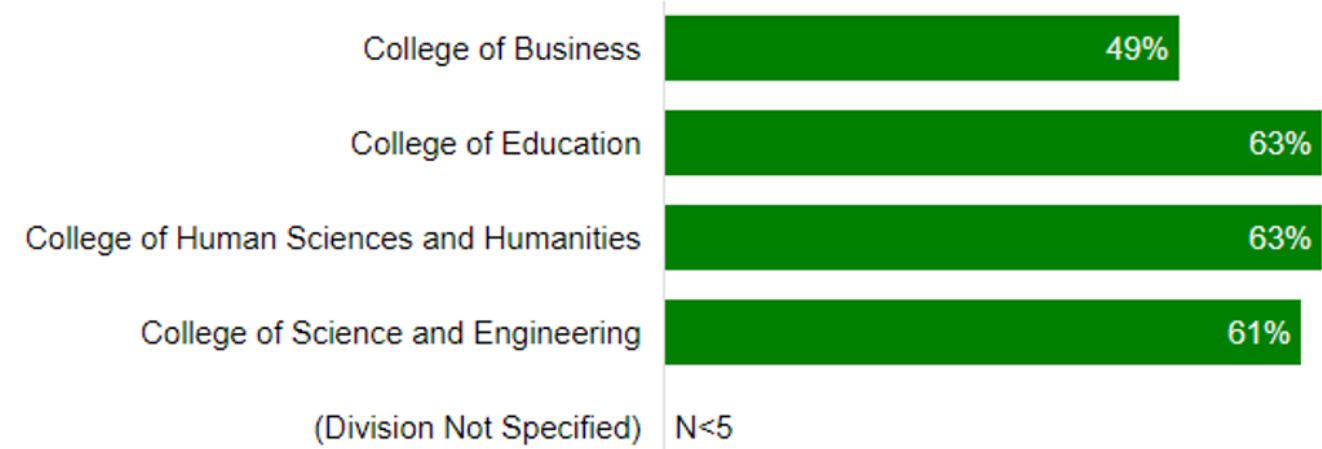
☒  College of Education

☒  College of Human Sciences and Humanities

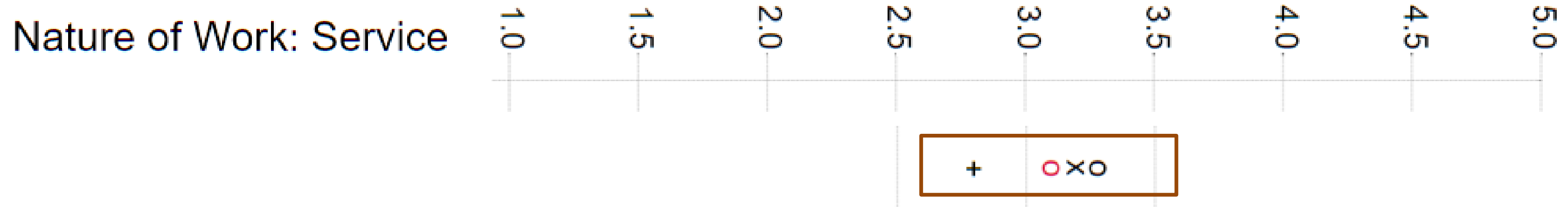
☒  College of Science and Engineering



Divisional Response Rates



Service- Across Colleges



Looking closer, disparity of response across colleges is within moderate range at least in the colleges of business, Education and CSE; HSH was a bit further apart (less than 3) .

Use checkbox to hide/display symbols on the view.

☒ ALL

☒ ○ College of Business

☒ x College of Education

☒ + College of Human Sciences and Humanities

☒ ○ College of Science and Engineering

Overall across reported average: 3.02

- COB: 3.27
- COE: 3.18
- CSE: 3.09
- HSH: 2.78

Service Benchmark- Overall



Service-University Level Comparative Position (Peers & Cohort)

Compounded Average

UHCL: 3.02

Cohort: 3.3

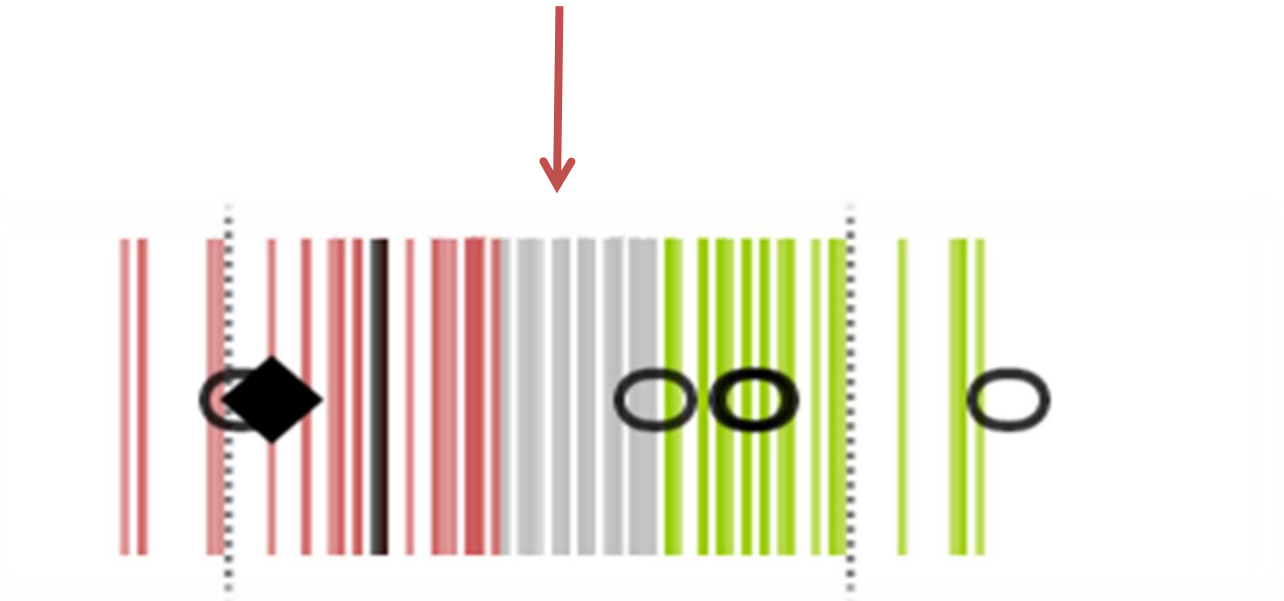
Peers: 3.356



Service is not among the highest ranked benchmark nor the lowest ranked benchmarks across colleges at our institution, ranking 15 out of 25 benchmarks. We also rated lower than both Peers and Cohort Group



Comparing diamond position (2020) to the the dark bold line (2016), Service benchmark is lower than in 2016 survey



Comparisons of Demographics with Peers/Cohorts

Compounded Average

UHCL: 3.02

Cohort: 3.3

Peers: 3.356

[illegible]

COB: No Assigned Faculty Advising

Q60E	Number of student advisees	Very satisfied	13	8.1	5543
		Satisfied	60	37.3	20365
		Neither satisfied nor dissatisfied	40	24.8	7480
		Dissatisfied	18	11.2	4067
		Very dissatisfied	9	5.6	1474
		Decline to answer	2	1.2	262
		Not applicable	19		
Q60H	Support for being a good advisor	Very satisfied	3	1.9	3097
		Satisfied	28	17.4	10131
		Neither satisfied nor dissatisfied	35	21.7	10905
		Dissatisfied	50	31.1	9388
		Very dissatisfied	25	15.5	5186
		Decline to answer	1	0.6	302
		Not applicable	19		
Q60I	Equity of the distribution of advising responsibilities	Very satisfied	7	4.5	5100
		Satisfied	43	26.7	11638
		Neither satisfied nor dissatisfied	39	24.2	11252
		Dissatisfied	34	21.1	7432
		Very dissatisfied	16	9.9	4477
		Decline to answer	4	2.5	720
		Not applicable	18		

Probably COB- No advising

Probably COB- No advising

Probably COB- No advising

The “triangles” Equivalent Means

Compounded Average															
UHCL: 3.58															
Cohort: 3.78															
Peers: 3.674															
Short name															
		Overall													
		You		All		Peer 1		Peer 2		Peer 3		Peer 4		Peer 5	
		mean	sd	mean	sd	mean	sd	mean	sd	mean	sd	mean	sd	mean	sd
Nature of Work: Service		3.02	0.77	3.3	0.14	3.33	0.74	3.42	0.85	3.62	0.73	3.41	0.8	3	0.84
Time spent on service		3.08	1.2	3.43	0.18	3.33	1.09	3.62	1.09	3.8	0.93	3.5	1.05	3.11	1.1
Support for faculty in leadership roles		2.11	1.13	2.79	0.25	2.92	1.4	3	1.35	3.02	1.31	2.78	1.36	2.14	1.3
Number of committees		3.3	0.96	3.46	0.14	3.44	0.9	3.54	0.98	3.83	0.8	3.58	0.91	3.35	0.89
Attractiveness of committees		3.34	0.97	3.47	0.12	3.66	0.8	3.58	0.92	3.73	0.82	3.6	0.85	3.2	1.05
Discretion to choose committees		3.45	0.99	3.54	0.2	3.55	0.96	3.56	0.98	3.79	0.97	3.68	0.98	3.37	1.11
Equitability of committee assignments		2.79	1.11	3.02	0.16	3.06	1.13	3.12	1.17	3.38	1.14	3.25	1.18	3.09	1.17
Number of student advisees		3.36	1.03	3.56	0.18	3.3	1.15	3.67	0.9	3.53	1	3.61	1.07	3.2	1.07
Support for being a good advisor		2.53	1.07	2.9	0.25	2.74	1.17	3.15	1.18	3.16	1.16	2.88	1.09	2.39	1.16
Equity of the distribution of advising responsibilities		2.94	1.1	3.08	0.19	3.2	1.23	3.25	1.14	3.2	1.17	3.45	1.1	2.85	1.14

Service: Within Institution Group Differences

		Within campus differences							
		sm (.1)	med. (.3)	lrg. (.5)					
		ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2016
Nature of Work: Service	3.02	tenured	tenured		women	white	white	white	-
Time spent on service	3.08	tenured	tenured	assoc	women	white	white	white	-
Support for faculty in leadership roles	2.11		tenured	assoc	women	white	white	white	-
Number of committees	3.30	tenured	tenured			white	white	white	
Attractiveness of committees	3.33	tenured	tenured	full	women	white	white	white	-
Discretion to choose committees	3.45	tenured	tenured	full	men	white		white	
Equitability of committee assignments	2.79	tenured	tenured		women	white	white		
Number of student advisees	3.36	tenured	tenured		women	white	white	white	
Support for being a good advisor	2.53	tenured		assoc	women	white	white		-
Equity of the distribution of advising responsibilities	2.94	tenured	tenured	full	women	foc		urm	-

Positives

- Attractiveness of committees- especially for URM: 3.33 but for some demographics we better than peers and cohort
- Discretion to choose committees – for certain demographics
- Attractiveness of committees: positive for URMs compared to peers and cohort

Opportunities for Improvement

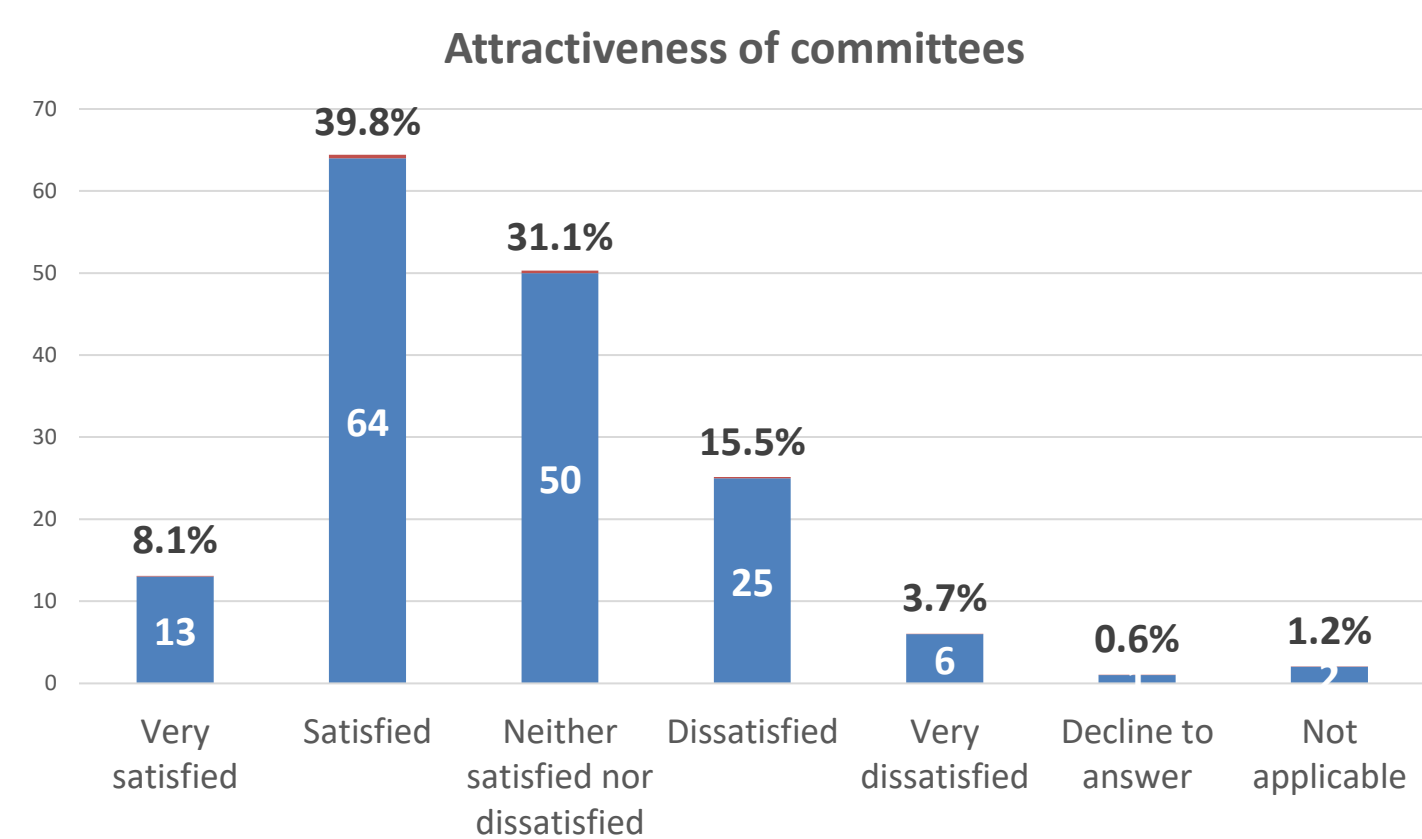
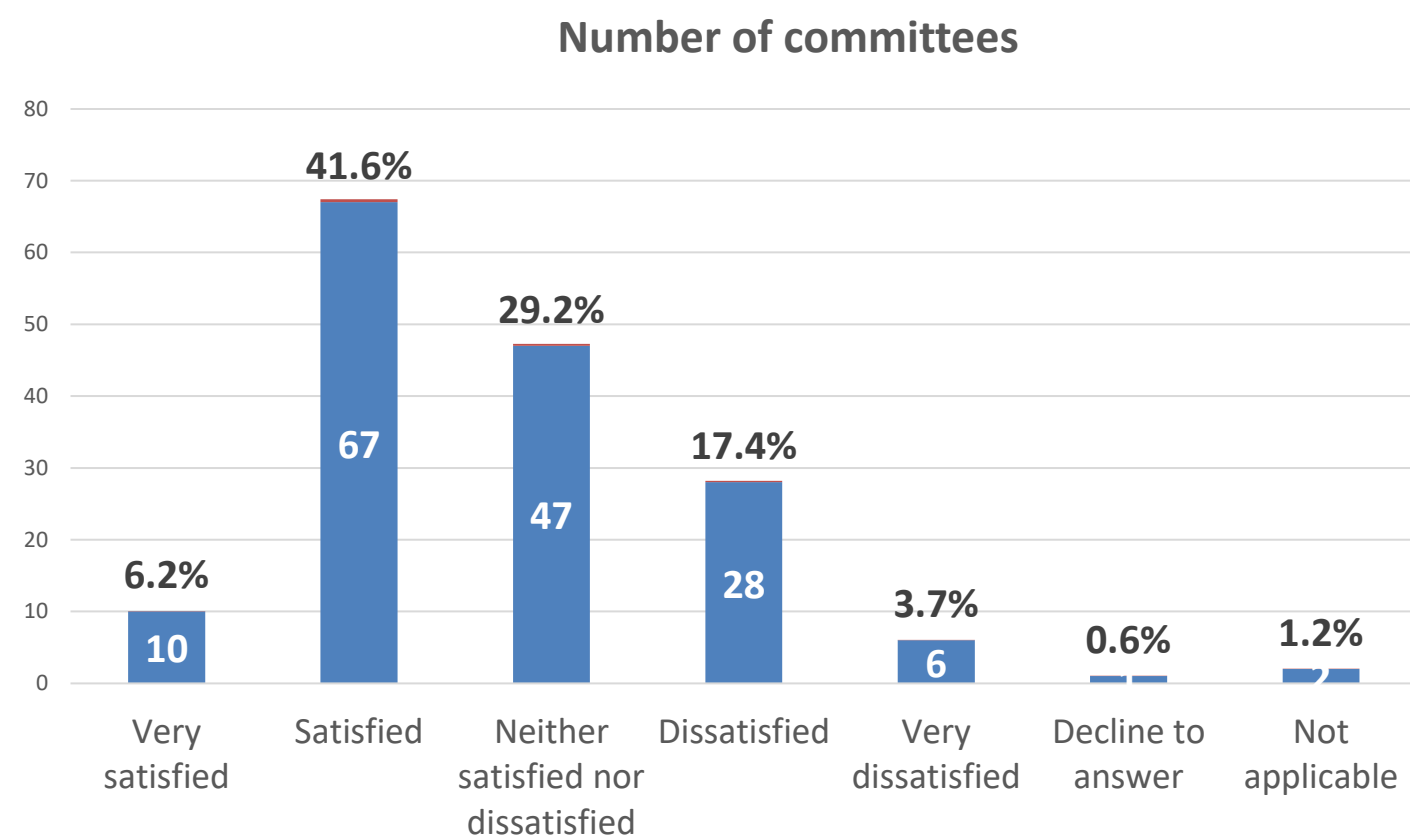
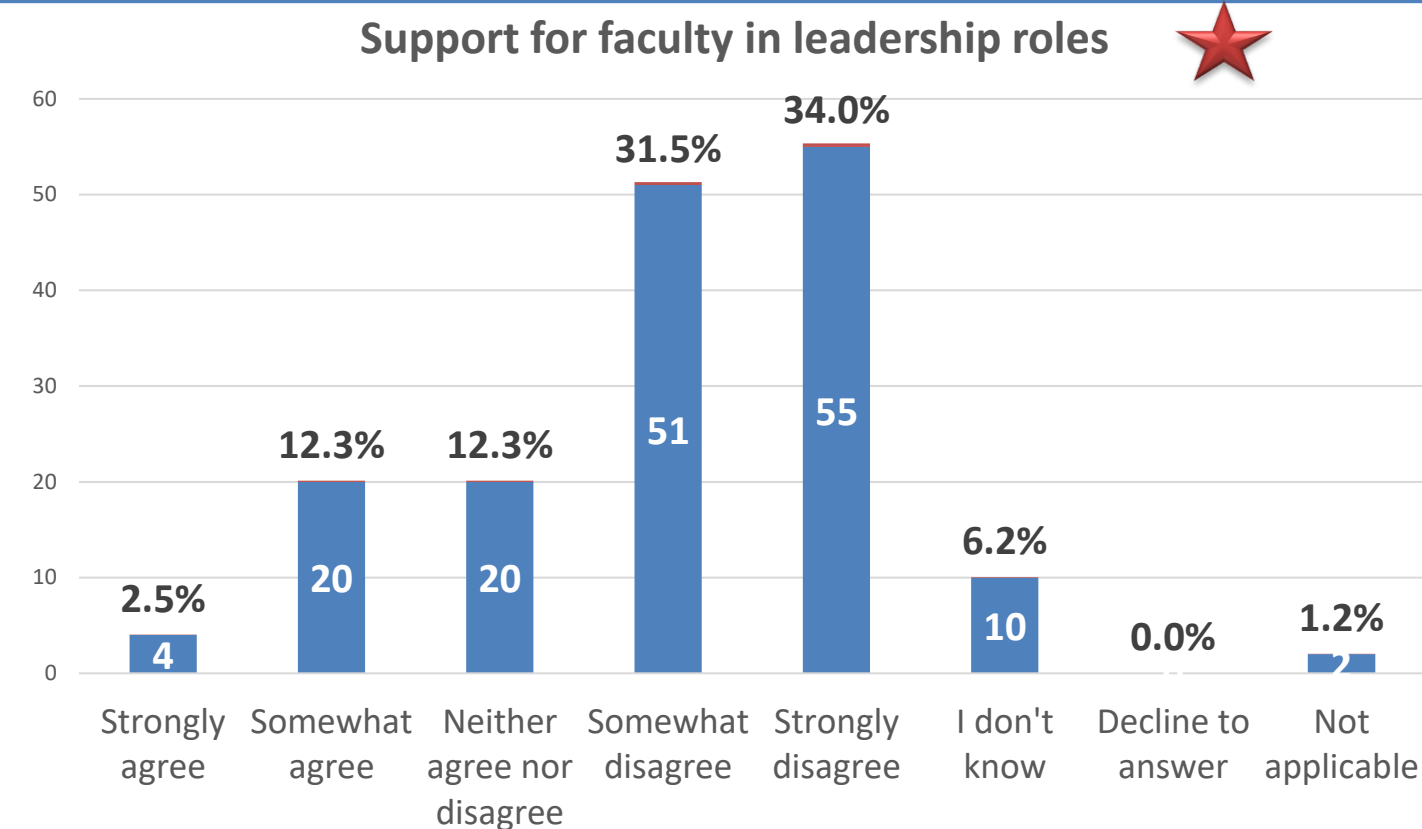
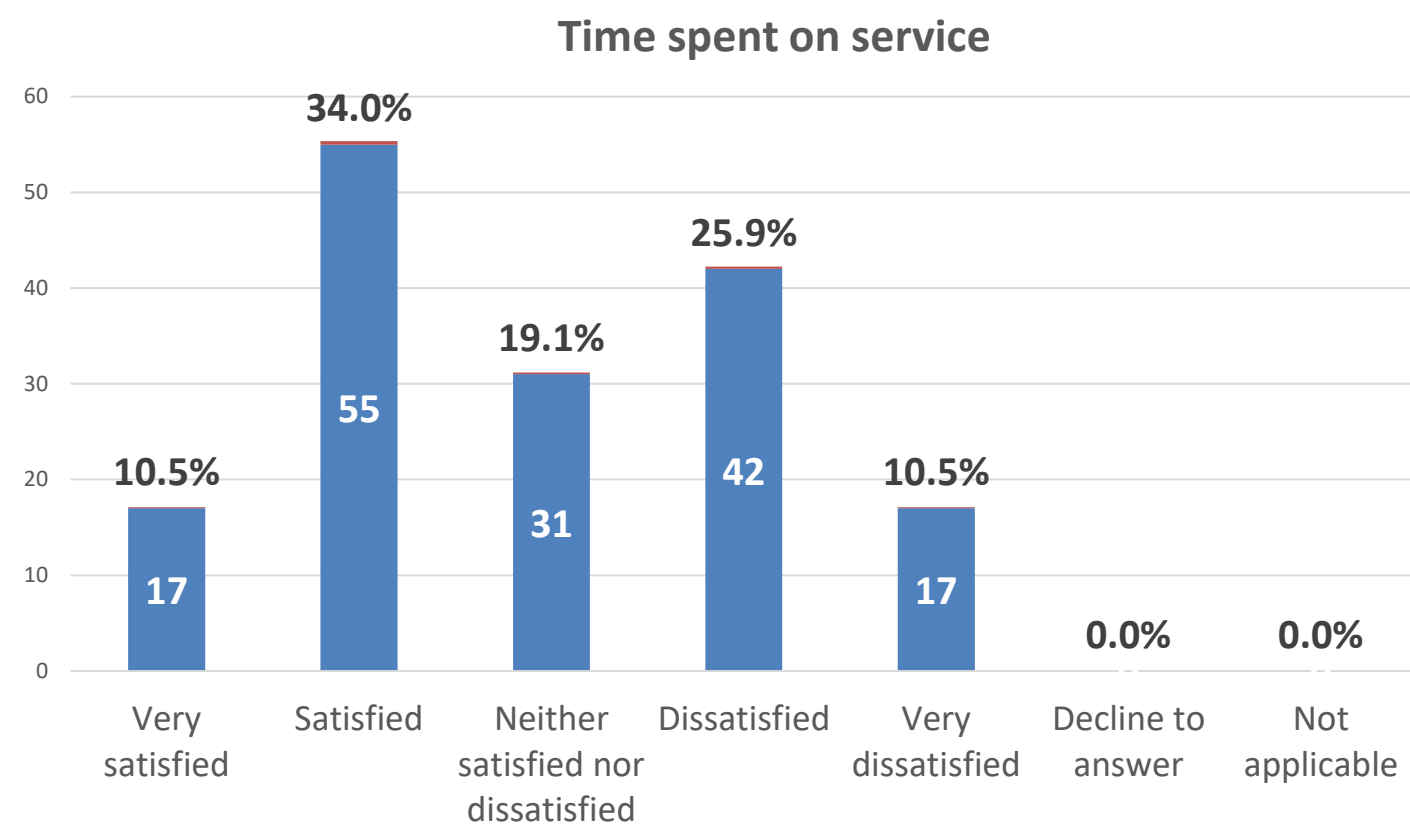


- Support for faculty in leadership roles (2.11)
- Equitability of committee assignments
- Support for being a good advisor (COB- not applicable)
- Within campus differences:
 - Tenured (v. NTT & Tenured-track)
 - Women
 - Whites (v. FOC, Asian, URM): most dissatisfaction

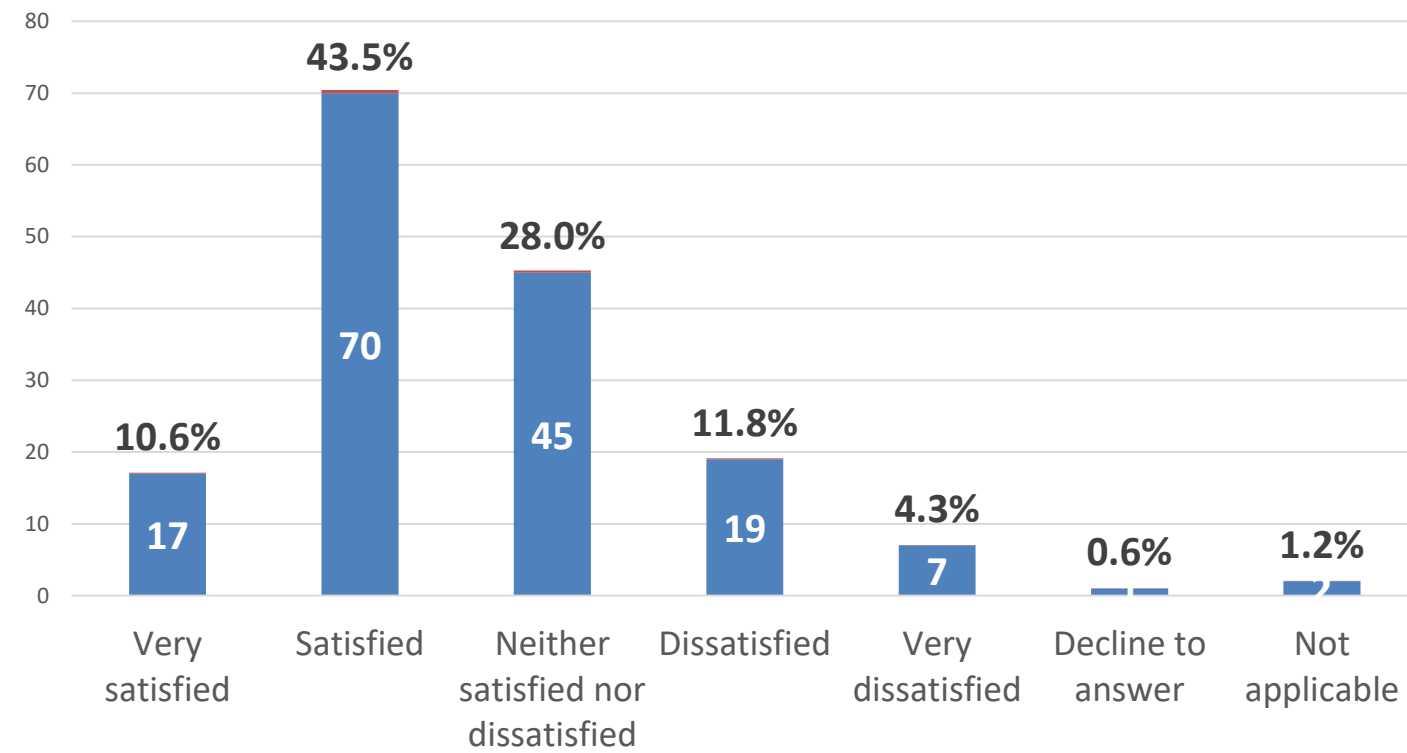
Appendix- Frequencies

Responses Across Nature of Work: Service

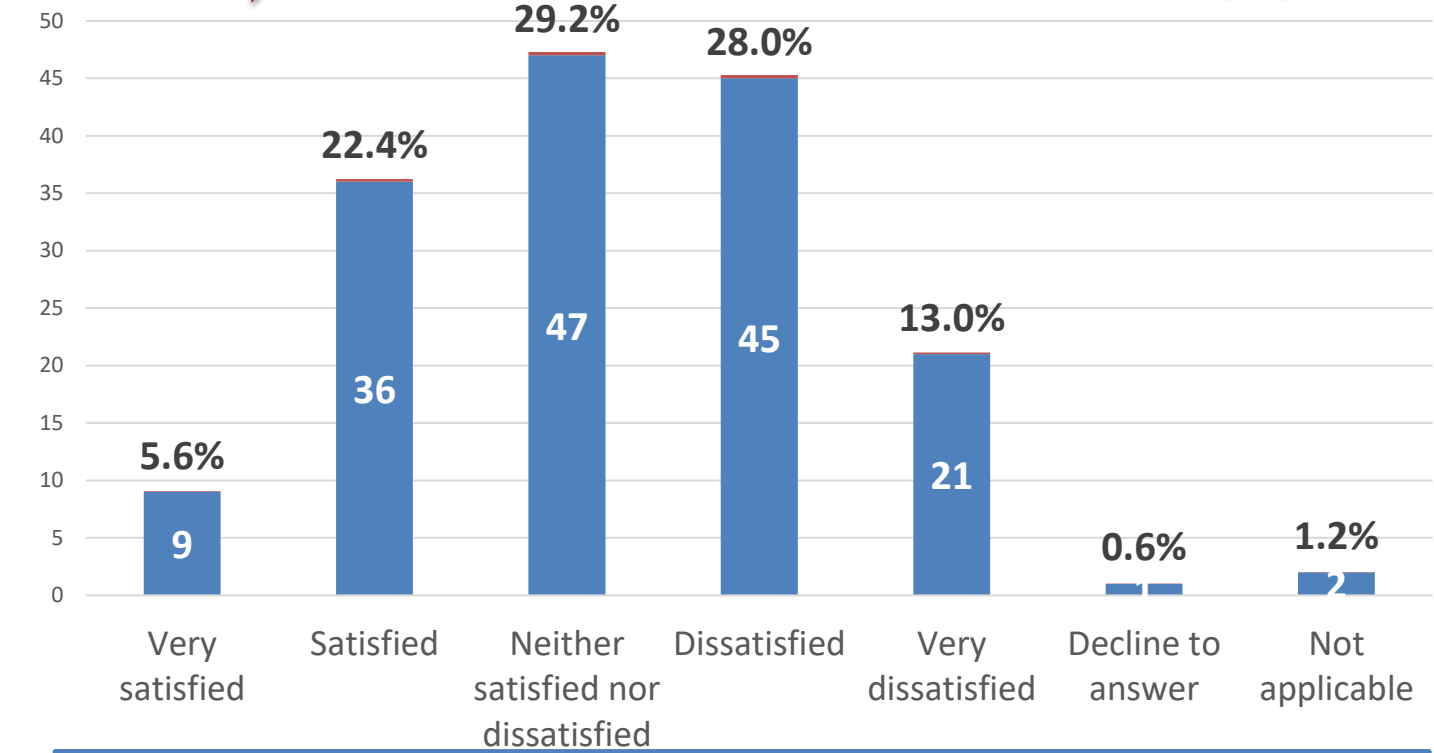
Support for faculty Leadership Role: Mean 2.11



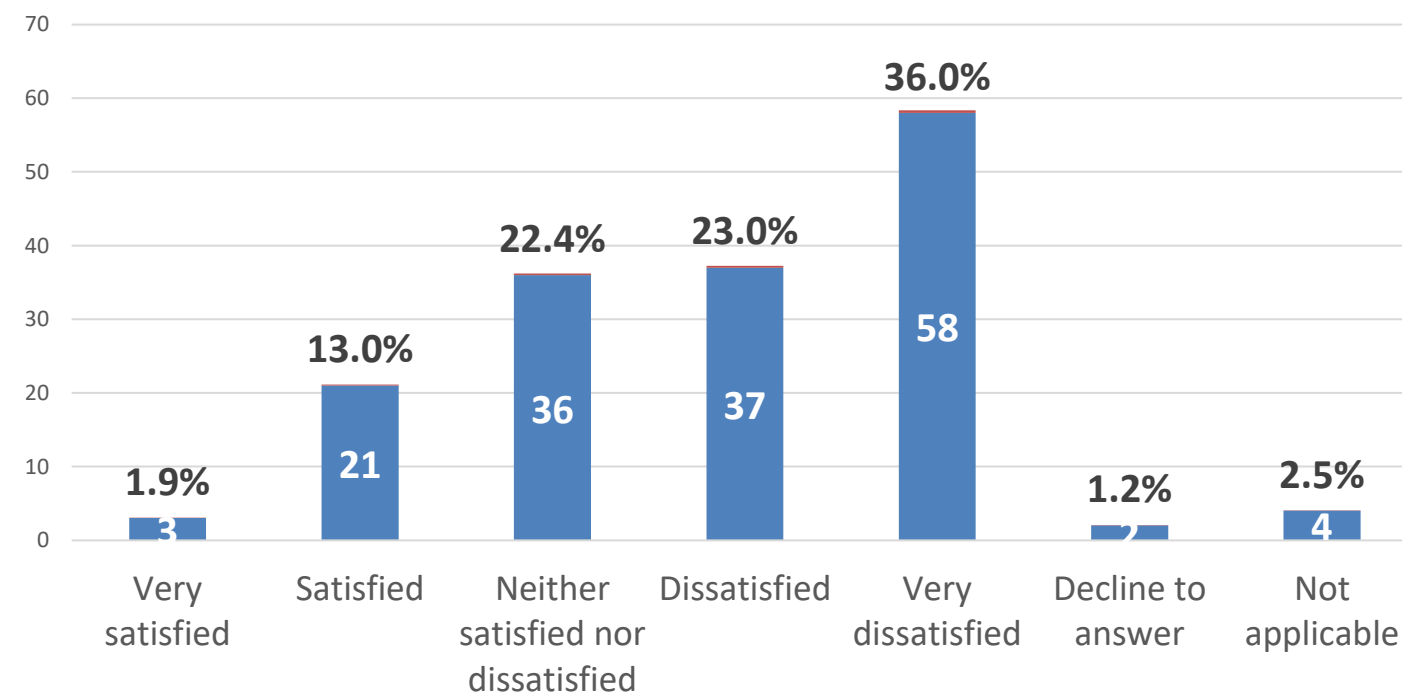
Discretion to choose committees



Equitability of committee assignments



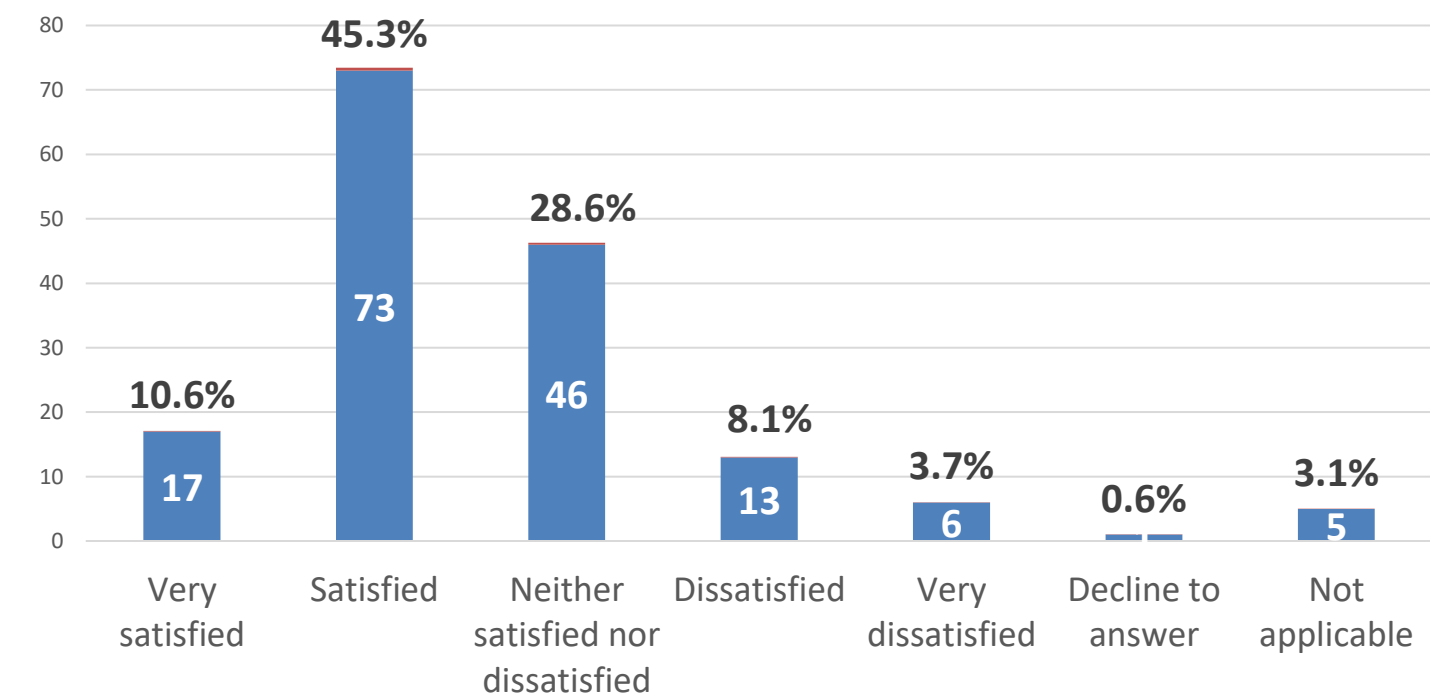
Equitability of service work compensation (mean was not included by report)

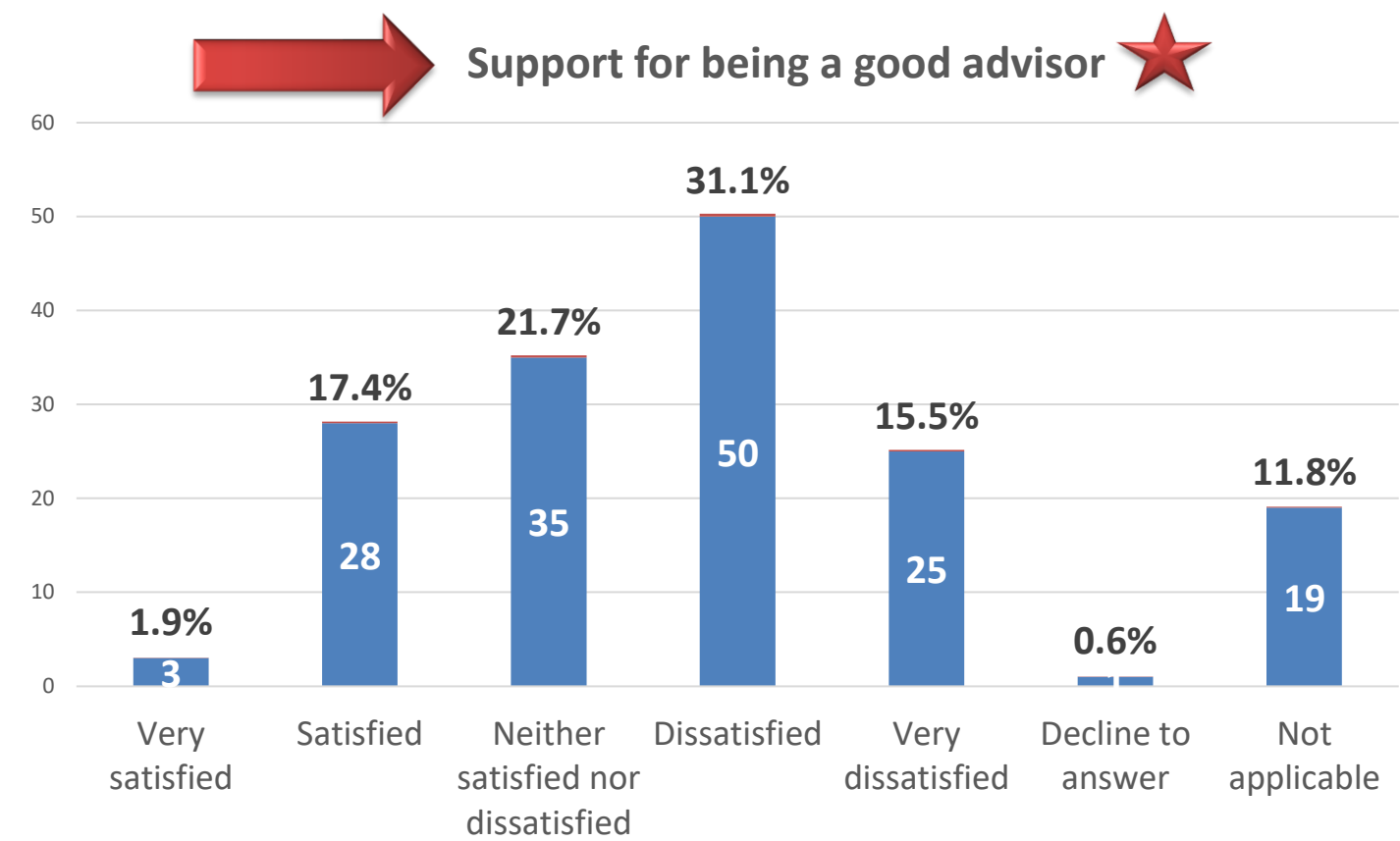
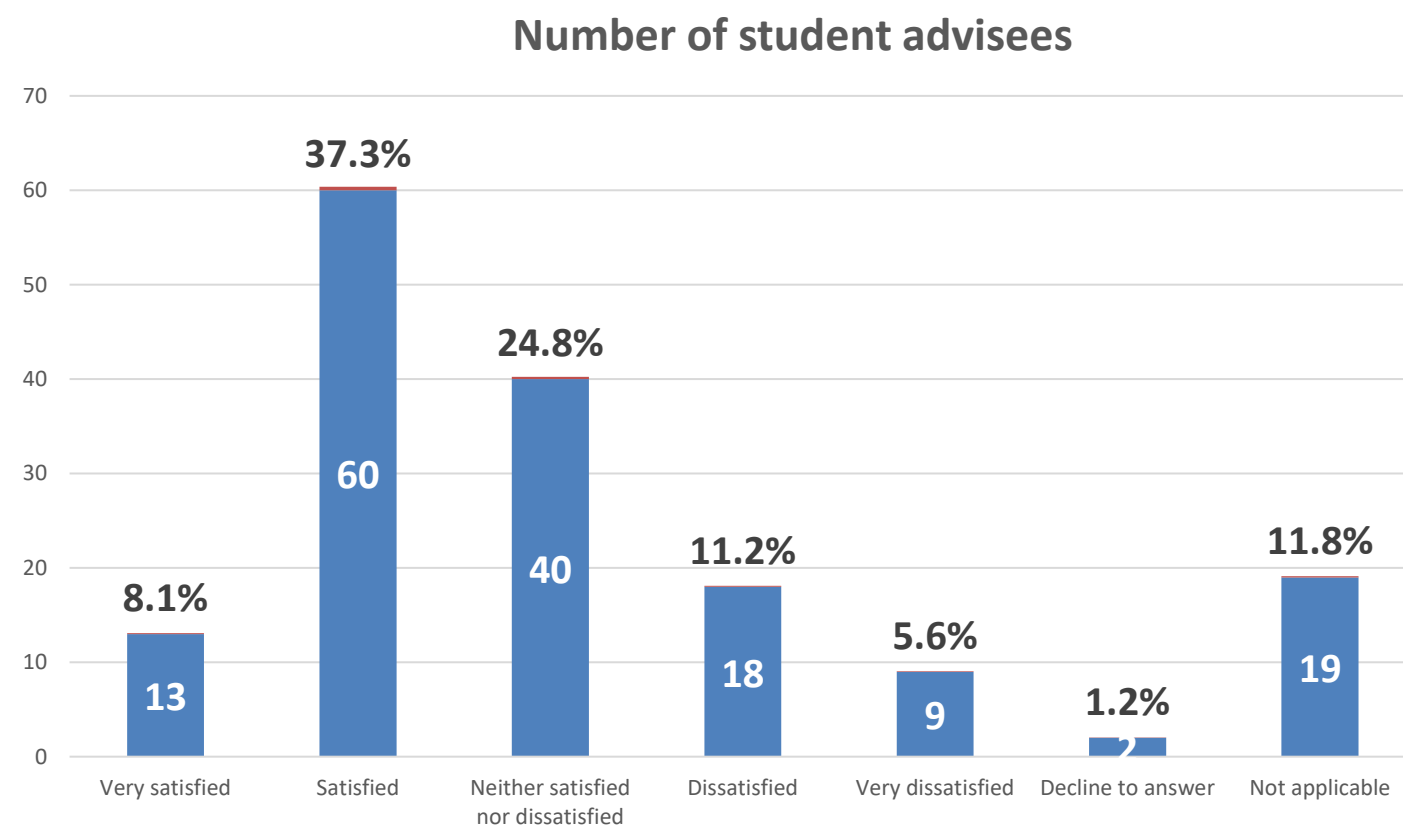


**Equitability of service work compensation:
Mean 2.11**

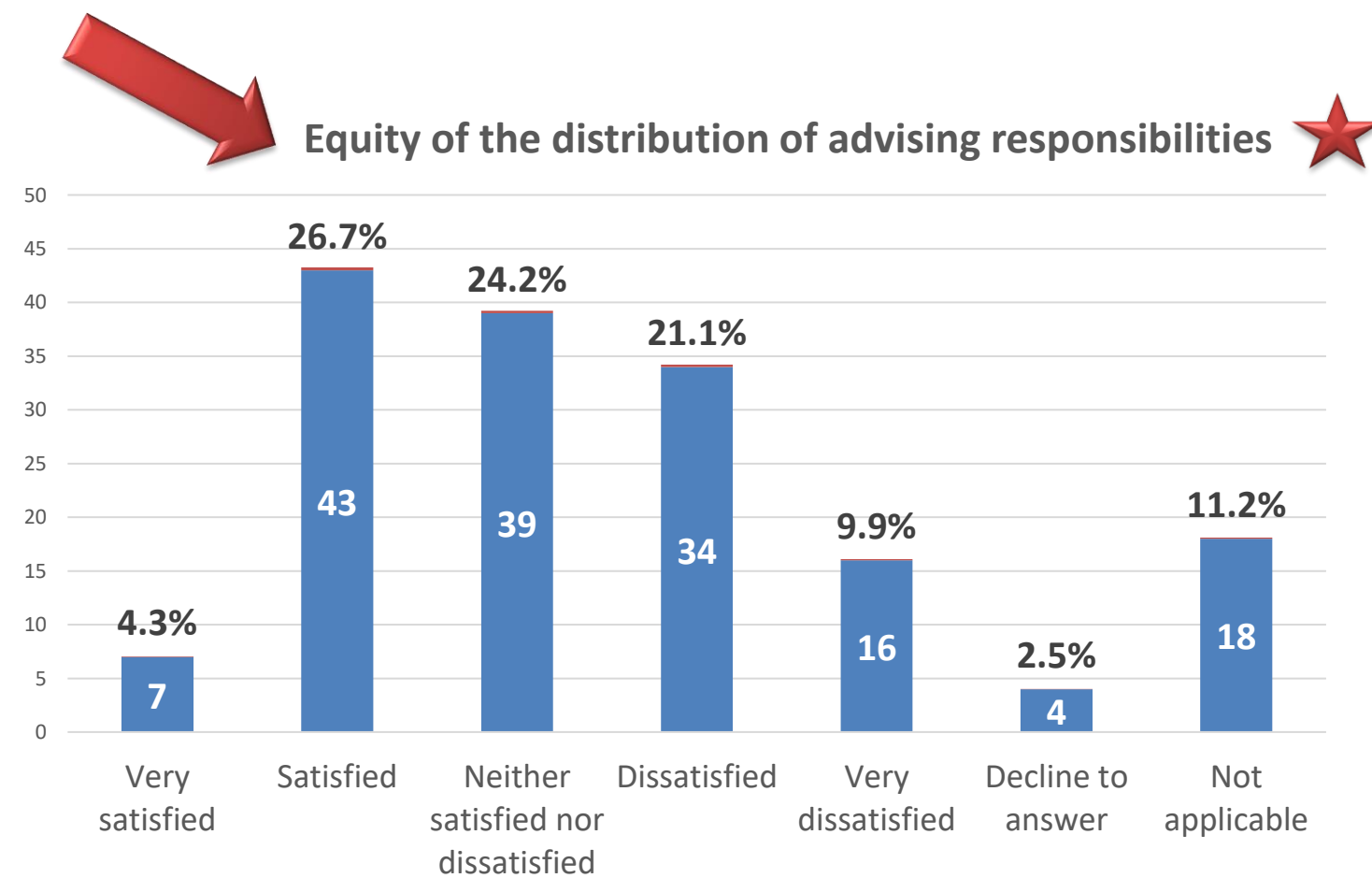
**Equitability of committee assignment:
Mean 2.79**

Relevance of committees (mean was not included by report)





**Support for being a good advisor:
Mean 2.79**



**Equity of distribution of advising responsibilities:
Mean 2.94**

Questions?

