The UMD ADVANCE Grant Towards an Institution for Inclusive Excellence (UMD = T12E), the Office of Faculty Affairs, and the Office of Diversity & Inclusion, are all engaged in efforts to improve professional growth opportunities and work environment for UMD faculty. A critical part of those efforts is research to benchmark the current status of faculty work environments and to see if there are important differences by gender, race and ethnicity, career stage, and college. This report presents findings from a spring 2013 UMD work environment survey.

The UMD Work Environment Survey assessed specific aspects of faculty work environment, such as faculty perceptions of their own professional growth, institutional and unit supports for professional growth, climate for work-life balance, fair treatment and diversity, and satisfaction, all of which have been linked to retention, advancement, and productivity. Here major findings from the college are reported for respondents. A full institutional report with all data and tables, as well as college-specific reports can be found at the ADVANCE website: www.advance.umd.edu.

**RESPONDENTS**

Fifty percent (n=7) of faculty respondents from the Philip Merrill College of Journalism (JOUR) responded to the survey.

**JOUR SURVEY RESULTS**

Comparisons are provided between JOUR and University of Maryland respondents where applicable.

**Organizational Commitment and Intent to Leave**

JOUR respondents were less likely than UMD respondents overall to intend to leave the university.

- 80% of JOUR respondents indicated that there was at least one faculty member in their unit who left within the past three years.
- 67% of JOUR respondents had an outside offer while at UMD.
- JOUR respondents were less likely to intend to leave UMD for a position with a higher salary (0% for JOUR vs. 36% for UMD).
- The only reason given by JOUR respondents for wanting to leave UMD was for a more prestigious department or institution.

**Satisfaction with Department and UMD**

- JOUR respondents were more likely than UMD respondents to be satisfied with the quality of campus facilities.
- Respondents were satisfied with their autonomy; their overall experience working at UMD and their unit; the support of colleagues; the sense of fit between their values and those of their unit; and the leadership, priorities and vision of their college.
- JOUR respondents were least satisfied with clerical/administrative support, assistance with research administration in their unit, and the amount of time they spend on research vs. teaching and service.
Fair Treatment and Diversity

- JOUR respondents were less likely than UMD respondents to report discrimination in their unit based on their individual or multiple identities.
- The majority of JOUR respondents perceived that female faculty receive fair treatment, while about two thirds of JOUR respondents perceived that Faculty of Color receive fair treatment.

Work-Life Climate

- Respondents from Journalism were more likely than UMD respondents to be satisfied with their unit’s culture around work-life balance (83% of JOUR vs. 48% of UMD).
- JOUR respondents were also more likely to agree that the university does what it can to make family life and tenure track compatible (83% for JOUR vs. 34% for UMD).
- Most of JOUR respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance and that there are role models in their unit for how to create a satisfying work-life balance.
- JOUR respondents rated many of UMD’s policies and programs for work-life balance as valuable, though few had heard of them or taken advantage of them.

Career Advancement and Institutional Support of Career Advancement

- Most JOUR respondents agreed that the tenure and promotion requirements are clear and fair.
- JOUR respondents did not report having concerns about their own advancement.
- Most JOUR participants agreed that they seize opportunities to advance in their career and that they have intentionally made choices to focus their career in ways that are personally meaningful to them.
- Fewer respondents agreed that they have received helpful feedback from their department chair/unit head in support of their career advancement.

Evaluation of Research and Creative Work

Most JOUR respondents agreed that interdisciplinary and engaged scholarship is rewarded in their unit.

- JOUR respondents were more likely than other UMD respondents to agree that collaborative research and grant work is encouraged in their unit’s reward system (100% of JOUR vs. 54% of UMD).

Management of Teaching, Research and Service Responsibilities

- JOUR respondents were more likely than UMD respondents to agree that they have control over managing their teaching responsibilities (100% for JOUR vs. 67% for UMD) and that there is support in their department for effective teaching (100% for JOUR vs. 53% for UMD).
- The majority of JOUR respondents agreed that they are in charge of the direction of their research agenda.

Recognition

- Most JOUR participants agreed that faculty in their unit value their teaching, research, and service contributions and that faculty in their unit care about their personal well being.
- 20% of JOUR respondents indicated that they have been nominated for an award at UMD at least once over the last three years.

Leadership Opportunities

- Most JOUR respondents agreed that they have opportunities in their college to become involved as leaders.
- About two thirds of JOUR respondents indicated that at least once during the past twelve months they have been encouraged to pursue a leadership position.

Faculty Learning

Most JOUR respondents agreed that in the past twelve months they set aside time to advance their scholarly learning; their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning;
their learning contributed to their research and/or scholarly agenda; and that their learning has made them better teachers.

- Respondents from Journalism were more likely than others at UMD to agree that their unit supports their learning external to campus (86% for JOUR vs. 58% for UMD) and that their unit provides an environment that stimulates their academic learning (100% for JOUR vs. 60% for UMD).
- All JOUR respondents agreed that the university provides an environment that stimulated their academic learning.
- Most JOUR respondents indicated that their unit has financially supported their learning in their field or discipline.

Professional Networks and Collegiality

- Most JOUR faculty respondents perceived that their professional networks were helpful in a number of areas, e.g., influence, visibility, feedback.
- Most JOUR respondents were satisfied with the opportunity they have to collaborate with other UMD faculty, and with the collegiality in their unit.
- Most JOUR respondents agreed that they receive useful feedback from colleagues at UMD that improves their work and that individuals at UMD have made an effort to connect them with important people in their field.
- Few respondents indicated that they have been effectively mentored by someone in their unit.
- 71% of JOUR respondents indicated that their core discussion network is mainly off campus.

Perceptions of Productivity

- Half of JOUR respondents ranked themselves as more productive than researchers in their field and rank nationwide.
- None of the JOUR respondents ranked themselves as less productive than researchers in their field and rank nationwide.
- None of the JOUR respondents believed their unit views them as less productive than researchers in their field and rank nationwide.
- 40% of JOUR respondents believed their unit views them as more productive than researchers in their field and rank nationwide.

References


To Cite this Brief
