The UMD ADVANCE Grant Towards an Institution for Inclusive Excellence (UMD = TI2E), 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

48% (11) of full-time UMD tenure-track or tenured PUAF faculty completed the work environment survey.

SURVEY RESULTS

Comparisons are provided between PUAF and University of Maryland respondents.

Organizational Commitment and Intent to Leave

- 27.3% of PUAF participants stated they were likely to leave the university in the next two years.
- The most frequent reasons PUAF participants listed for wanting to leave UMD were for a higher salary (45.5%), a more prestigious department or institution (27.3%), a position outside academe (27.3%), and career opportunities at another institution for their spouse/partner (18.2%).

Satisfaction with Department and UMD

- PUAF respondents were less likely than UMD respondents to be satisfied with the transparency of decision-making within their unit (p<.05): 9.1% PUAF vs. 49.1% UMD.
- The fewest number of PUAF respondents were satisfied with the following:
  - Assistance with research administration in their unit (18.2%),
  - Transparency of decision-making within their unit (9.1%)
  - Assistance with finding grants (9.1%)
- The majority of PUAF participants were satisfied with their autonomy (81.8%), their overall experience working at UM (72.7%), the sense of fit between their values and those of their unit (72.7), and amount of access to TAs and RAs (72.7%).
Fair Treatment and Diversity

- About two thirds of PUAF respondents perceive that female faculty and Faculty of Color receive fair treatment.
- 9.1% of PUAF respondents agreed that they have experienced discrimination.
- There were no significant differences between PUAF and UMD respondents in perceptions of fair treatment and discrimination.

Work-Life Climate

- PUAF respondents were more likely than UMD respondents to agree that they have control over creating a satisfying work-life balance (72.7% PUAF vs. 56.5% UMD).
- About two thirds of PUAF respondents agree that their unit supports faculty scheduling work commitments around family schedules, that in their unit faculty can be honest with colleagues about family/life roles and responsibilities, that they are satisfied with their unit’s culture around work-life balance, and that there are role-models in their unit of how to create a satisfying work-life balance.
- Fewer than half of PUAF participants agreed that the institution does what it can to make family life and the tenure track compatible and that there is no bias against family care-giving in their unit.
- Similar to UMD respondents, PUAF respondents rated many of UMD’s policies and programs for work-life balance as valuable, but few respondents took advantage of these programs and many had not heard of the programs.

Career Advancement

- PUAF respondents were less likely than UMD respondents to indicate that the tenure requirements and the promotion requirements for advancing to Full Professor are clear (36.4% and 18.2% PUAF, respectively, vs. 67.4% and 54.2% UMD, respectively).
- All PUAF 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.
- About half of the PUAF respondents agreed that faculty in their unit have the freedom to succeed here if they work hard and that they have received helpful feedback from their department chair/unit head in support of their career advancement.
- 42.9% of PUAF respondents had concerns about their own advancement.

Evaluation of Research and Creative Work

- PUAF respondents were more likely than other UMD respondents to agree that engaged scholarship is rewarded in their unit (72.7% PUAF vs. 46.8% UMD).
- More than half of PUAF respondents agreed that interdisciplinary scholarship is rewarded in their unit.
- Fewer than half of PUAF participants agreed that collaborative and cutting edge research is encouraged in their unit's reward system.

Management of Teaching, Research and Service Responsibilities

- The majority of PUAF respondents agreed that faculty have control over managing their teaching responsibilities and that it is possible for them to say no to additional on-campus service activities without negative consequences, while fewer agreed that they are in control of their participation in service activities.
- Almost all (90.9%) PUAF respondents agreed that they are in charge of the direction of their research agenda.

Recognition

- Most of PUAF participants agreed that faculty in their unit value their research and care about their personal well-being, while fewer agreed that faculty in their unit value their teaching and service contributions.
- More than a third of PUAF respondents indicated that they have been nominated for an award at UMD at least once over the last three years.
Leadership Opportunities

- The majority of PUAF participants agreed that they have opportunities in their college to become involved as leaders.
- Less than a third of PUAF respondents indicated that, during the past twelve months, they have been encouraged to pursue a leadership position at least once.

Faculty Learning

- The majority of PUAF respondents agreed that in the last twelve months they set aside time to advance their scholarly learning, that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning, and that their learning contributed to their research and/or scholarly agenda and made them better teachers.
- About two thirds of PUAF participants agreed that their unit and the University provide an environment that stimulates their academic learning and support their learning external to campus.
- About half of PUAF respondents indicated that their unit has financially supported their learning in the field or discipline.

Professional Networks and Collegiality

- More than half of PUAF respondents agreed that they have relationships with other faculty on campus that have supported their career advancement, and that they receive useful feedback from colleagues at UMD that improves their work.
- More than a third agreed that individuals at this institution have made an effort to connect them with important people in their field, while fewer indicated that they have been effectively mentored by someone in their unit.
- More than half of PUAF respondents were satisfied with the collegiality in their unit, while fewer were satisfied with the opportunity they have to collaborate with other UM faculty.

- 90.9% of PUAF respondents said that their core discussion network was mainly off campus.

Perception of Productivity

- When asked how productive individual respondents felt relative to researchers in their field and rank nationwide the following results were collected:
  - 60.0% responded more productive
  - 30.0% responded less productive
- When asked how productive their units seemed relative to researchers in their field and rank nationwide the following results were collected:
  - 63.6% responded more productive
  - 27.3% responded less productive

REFERENCES

O’Meara, K., Garvey, J., Niehaus, E., Corrigan, K. (2013). The Work Environment for Tenure-Track/Tenured Faculty at the University of Maryland: Results from the 2013 UMD Work Environment Survey. College Park, MD: Univ. of Maryland ADVANCE Program.

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