The UMD ADVANCE Grant Towards an Institution for Inclusive Excellence (UMD = TI2E), the Office of Faculty Affairs, and the Office of Diversity, 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**

72% (49) full-time UMD tenure track or tenured SPHL faculty as of spring 2013 completed the work environment survey. Demographics of respondents included:

- 57% female, 43% male
- 29% Faculty of Color, 69% White
- 39% Assistant, 31% Associate, and 31% Full Professors

**SPHL SURVEY RESULTS**

Comparisons are provided between SPHL and University of Maryland respondents.

**Organizational Commitment and Intent to Leave**

- SPHL respondents (16%) were less likely to indicate intent to leave the university in the next 2 years than UMD respondents (27%).
- SPHL respondents (68%) were less likely to have had a colleague in their unit recently leave compared to UMD respondents (80%).
- The most frequently cited reasons SPHL faculty gave for wanting to leave UMD was for a higher salary (33%); potential for better work-life balance in a different type of position (20%); or for a more prestigious institution or department (12%).

**Differences by race and rank:**

- Full Professors from SPHL were more likely to intend to leave due to retirement.
- Faculty of Color from SPHL were more likely to intend to leave for a position outside academia. Conversely, White faculty from SPHL were less likely to intend to leave for a position outside academia.

**Satisfaction with Department and UMD**

- SPHL faculty were more satisfied working in their unit (77%) and at UMD (83%) than overall UMD faculty respondents (68%)
satisfied with unit and 66% satisfied with UMD, respectively).

- Most respondents were satisfied with their autonomy (87%), the support of their colleagues (85), and the university’s location (80%).
- Respondents were least satisfied with access to TA’s and RA’s (30%), time spent on research (44%), expectations for committee service (47%), and salary and benefits (47%).

Differences by gender, race and rank:

- Women faculty in SPHL were more satisfied than men with the diversity on campus and the quality of campus facilities.
- Similarly, White faculty were more satisfied with the diversity on campus and their unit’s national reputation than were Faculty of Color.
- Full Professors were more satisfied with their salary and benefits and the sense of fit between their values and those of their unit than were Assistant or Associate Professors.

Fair Treatment and Diversity

- Nearly half of SPHL respondents perceive that female faculty and Faculty of Color receive fair treatment (49% and 43%, respectively).
- 17% of SPHL respondents agreed that they have experienced discrimination. Findings were similar university-wide; 19% of UMD respondents agreed that they have experienced discrimination.
- There were no significant differences between SPHL faculty and UMD faculty respondents in perceptions of fair treatment and discrimination.

Differences by gender and race:

- Women faculty in SPHL were more likely than men to agree that they have experienced discrimination in their unit based on their individual identities.
- Faculty of Color were less likely to agree that the opportunities for Faculty of Color at UMD are at least as good as those for White faculty, and were more likely to agree that they must work harder than colleagues to be perceived as a legitimate scholar.

“The disparities between the tenure-rate for minorities is staggering on this campus. It is shameful.”

“There are a few times in which I feel that, based on my age I may have not have had access to leadership opportunities that I would have had access to if I were older, even though I am as or more accomplished than many of my more senior colleagues.”

Work-Life Climate

- SPHL respondents had a better assessment of work-life climate in general than other UMD faculty.
- SPHL respondents assessed UMD’s policies and programs for work-life balance as valuable, but few took advantage of them and many had not heard of them. SPHL faculty were similar to UMD faculty in this regard.

“There has been impressive progress. I would like to see UM work more on improving county schools so I can continue living in close proximity to the university. College Park Academy is a nice addition, but it doesn’t help to improve the schools for children who do not "win" the lottery.”

“I think it is important that all chairs/deans are educated in this area. For example, a chair that does not have family responsibilities often has a hard time relating to faculty with small kids.”

Career Advancement and Institutional Support of Career Advancement

- Most participants perceived clear requirements and fair processes for tenure (75% and 72% for SPHL respectively, and 67% and 68% for UMD, respectively).
- 52% of SPHL respondents believe the process for advancing to Full Professor is fair and 60% of SPHL respondents perceived clear requirements for promotion to Full Professor (compared to 56% and 54% for UMD, respectively).
- Yet, 33% of SPHL as well as UMD respondents had concerns about their own advancement.
- 68% of SPHL respondents agree that they had received helpful feedback from department chairs/unit heads in support of care advancement, compared to only 50% of UMD respondents.
• Yet, 33% of SPHL as well as 33% of UMD respondents had concerns about their own advancement.
• 68% of SPHL respondents agree that they had received helpful feedback from department chairs/unit heads in support of career advancement, compared to only 50% of UMD respondents.

Differences by race and rank:

• White faculty were more likely than faculty of color to agree that tenure requirements were clear in their unit.
• Associate Professors were most likely and Full Professors were least likely to feel stuck in their ability to advance in their career.
• Assistant Professors were least likely to agree that tenure and promotion requirements were clear and that the tenure and promotion processes were fair.

“We My course load and service work is so great there is no time to devote to research. The departmental promotion requirements to move from associate to full professor are impossible to reach in terms of the number of articles and grants required, as well as other criteria. Current full professors do not meet the requirements.”

Evaluation of Research and Creative Work

• 68% of SPHL respondents agreed that their unit supports interdisciplinary scholarship (compared with 54% of UMD respondents); engaged scholarship (62% of SPHL; 47% of UMD respondents); and collaborative research and grant work (66% of SPHL; 54% of UMD); while fewer than half agreed that their unit supports cutting edge research (43% for both SPHL and UMD).

“[Based on my interdisciplinary work] there are few people in the school who can evaluate my expertise. However, I am engaged in collaborations outside my core expertise (which are difficult but rewarding) and am seeking to promote my work in order to educate other faculty about its importance.”

“My research involves community engaged work and the amount of time I spend in the community is not valued or counted and may hinder my promotion and tenure progress. My community engaged work is part of my research.”

Management of Teaching, Research and Service Responsibilities

• 75% of SPHL respondents felt that there was support in their department for effective teaching, vs. 53% for UMD.
• About half of respondents from both SPHL and UMD felt in control of their participation in service activities and were able to say no to additional service without consequences for their career.
• Almost all SPHL and UMD respondents felt that they were in charge of the direction of their own research agenda.

“Heavy teaching load and new course preps leave limited time to research/write.”

“Research does not seem to be supported – the focus is on teaching – also there is little protected time for junior faculty to do research – focus seems to be teaching and service.”

Recognition

• SPHL respondents were more likely than UMD respondents to believe that their service (70% vs. 64% for UMD) and teaching contributions (74% vs. 63% for UMD) were valued by colleagues in their unit.
• SPHL respondents were more likely to have been nominated for an award (49% vs. 29% for UMD).
• 81% of SPHL respondents felt that other faculty in their unit care about their personal well-being, vs. only 60% for UMD.

Leadership Opportunities

• SPHL respondents were more likely (79%) to say that there were opportunities in their unit
for faculty to become involved as leaders (compared to 64% of UMD faculty).

**Faculty Learning**

- SPHL respondents were less likely than other faculty at UMD (56% vs. 74% respectively) to have set aside time in the past 12 months to advance their scholarly learning.
- 82% of SPHL respondents agreed that their unit supports their learning external to campus.
- 65% of SPHL respondents had been financially supported by their unit for learning in their field or discipline vs. 52% of UMD respondents.

**Differences by gender and rank:**

- Women respondents from SPHL were more likely than men to agree that UMD provides an environment that stimulates their academic learning.
- Full and Assistant Professors were also more likely than Associate Professors to agree that UMD provides an environment that stimulates their academic learning.

**Professional Networks and Collegiality**

- Were more likely than other faculty at UMD to be satisfied with the collegiality in their unit (83% vs. 64%, respectively.)
- Both SPHL and UMD respondents indicated their professional network was helpful in a number of areas, including influence, visibility, feedback, advice, and awareness of professional opportunities.

**Differences by rank:**

- Full Professors were more likely than Associate Professors to agree that individuals at UMD have made an effort to connect them with important people in their field.
- Full Professors were less likely than either Associate or Assistant Professors to feel isolated in their department.

**Perceptions of Productivity**

- There were no significant differences in perceived productivity between SPHL and UMD respondents.
- 41% of SPHL respondents ranked themselves as more productive than researchers in their field and rank nationwide (compared to 54% for UMD respondents).
- 26% of SPHL respondents ranked themselves as less productive than researchers in their field and rank nationwide (compared to 18% for UMD respondents).
- When asked what UMD or the unit could do to contribute to faculty productivity, a majority noted reduction of teaching loads and TA assistance, clerical support, support for grant writing, and reduction in service responsibilities.

**Differences by rank:**

- SPHL Full Professors ranked their peers’ assessment of their research / scholarly productivity highest, while Associate Professors ranked their peers’ assessment the lowest.

“Increase ability to work off campus as needed to increase efficiency. This option has moved in reverse in the past 5 years. In the past, this was acceptable. Now, it is discouraged. I need flexibility to work at home without interruptions to maximize efficiency.”

**Reference**

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.

**To Cite this Brief**