

# ADVANCE

## **ADVANCE Program for Inclusive Excellence**

*Advancing women, transforming the University, investing in a culture of inclusive excellence*



## **The Work Environment for Tenure Track/Tenured Faculty at the University of Maryland**

### **Advance Research and Evaluation Report I: Overall Findings**

#### **Executive Summary**

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 and advancement. There were 488 tenure track respondents, approximately 32% of full-time UMD tenure track faculty in fall 2010. Here major findings are reported for tenure track/tenured respondents.

Findings indicate overall satisfaction with department and UMD, but 31% indicate a desire to leave UMD in the next two years, and faculty of color are even more likely to indicate intent to leave. While a majority of respondents noted diversity is important to the campus, almost a fourth noted experiencing discrimination and a third noted a lack of fair treatment (and significantly more women and faculty of color). The climate for work-life balance was rated poorly by most respondents, especially women. Promotion and tenure guidelines were considered clear and fair by a majority of respondents, but evaluation of interdisciplinary, engaged and collaborative scholarship was rated poorly. There was a mixed experience with supports for faculty learning, professional networks, collegiality, and opportunities to collaborate.

Findings indicate that experiences differ vastly by rank and important differences emerged by race and gender. Associate professors were more likely to report more negative experiences with almost every aspect of their experience (e.g. overall satisfaction, tenure and promotion, work-life climate, etc). Women respondents reported more negative experiences in four key areas: fair treatment and diversity, work-life climate, time spent on service, and professional relationships. Faculty of color were more likely to intend to leave, less likely to hold a leadership position, and more likely to report negative experiences in fair treatment and diversity.

Means, standard deviations, effect sizes, and statistically significant differences at  $p < .05$ ,  $p < .01$ , or  $p < .001$  are noted within the tables in the Appendices of the full report. Any differences described within the text of these executive summaries refer to statistically significant

differences ( $p < .05$ ). The survey findings are representative of the UMD faculty by rank, but women, Hispanic, and White faculty are over-represented and Asian American and African American faculty are under-represented.

#### Organizational Commitment and Intent to Leave

- 31% of respondents stated that they are likely to leave the university in the next 2 years (24% likely and 7% definitely).
- 87% of respondents stated that there was at least one faculty member in their unit who left in the last 3 years.
- The number one reason respondents said they would leave is for a higher salary (57%).

#### Satisfaction with Department and UM Overall

- Over half of respondents were satisfied with their overall experience working in their unit and their overall experience at UM (61% and 60% respectively).
- Respondents were most satisfied with the amount of autonomy they have in their role and the diversity on campus.
- Respondents were least satisfied with the assistance they receive in finding grants and their salary and benefits.

#### Climate for Diversity

- A majority felt that diversity is important for UM (80%), units work hard to create diverse representation (79%), and female respondents and faculty of color receive fair treatment (60% and 57%, respectively).
- Yet 23% of respondents reported that they have experienced discrimination.

#### Work-Life Climate

- 42% were satisfied with their unit's culture for work-life balance.
- 25% agreed that the university does what it can to make family life and the tenure track compatible.
- 30% agreed that there are role-models for work-life balance.
- Respondents who knew of UM's policies and programs for work-life balance rated them as valuable, but few respondents had heard of them or taken advantage of them.

#### Clarity and Perceived Fairness of Promotion and Tenure Guidelines

- Most respondents (68%) perceived clear requirements and fair processes for tenure.
- Just over half perceived clear requirements and fair processes for promotion to full professor (52% and 59%, respectively).
- Yet, 43% of respondents noted that they had received helpful feedback from a department chair or unit head in support of career advancement.
- 41% of respondents had concerns about their own career advancement at UM.

### Interdisciplinary, Collaborative, and Engaged Forms of Scholarship

- Less than half agreed that their unit rewards interdisciplinary scholarship (44%), engaged scholarship (40%), cutting edge research (37%), or collaborative research and grant work (49%).

### Management of Teaching, Research and Service Responsibilities

- 90% of respondents said they feel in charge of their research.
- 69% reported effectively managing their teaching responsibilities.
- 52% reported feeling in control of their service participation.

### Recognition and Leadership Opportunities

- More than half of respondents believed that their research (66%), service (54%), and teaching contributions (57%) were valued by colleagues in their unit.
- 40% of respondents said they have been nominated by someone at UM for an award.
- 37% of respondents said they would like to hold a leadership position at the institution and unit levels.

### Transparency in Information, Communication, and Decision-making

- 63% of respondents felt open to share their opinions.
- 60% felt that their voice does make a difference in their department.
- Yet, only about a third of respondents agreed that their unit was transparent in terms of information sharing (35%), resource allocation (32%), or salary increases (31%).

### Professional Growth and Department/ Institutional Support for it.

- Over 65% of respondents reported learning a great deal regarding my research and/or teaching in the past year.
- 50% report that their unit provides an environment that stimulates their academic learning and 43-46% felt UM was supporting their learning.
- The pressure to publish was noted as a barrier to learning for 28% of respondents, and the pressure to seek grants a barrier to learning for 36% of respondents.
- Most respondents perceive their professional network was helpful in a number of areas, including influence (83%), visibility (76%), feedback (73%), advice (72%), and awareness of professional opportunities (64%).
- 63% of respondents said that their core discussion network was mainly off campus.
- On campus, there is a mixed experience with professional networks, collegiality, and opportunities to collaborate.

### Productivity

- 51% of respondents rank themselves as more productive than researchers in their field and at their rank nation-wide.

- 27% of respondents rank themselves as less productive than researchers in their field and at their rank nation-wide.
- 38% of respondents believe their unit views them as more productive than researchers in their field and at their rank nation-wide.
- 33% of respondents believe their unit views them as less productive than researchers in their field and at their rank nation-wide.

# **The Work Environment for Tenure Track/Tenured Faculty at the University of Maryland**

## **Advance Research and Evaluation Report I: Differences by Gender**

### **Executive Summary**

The UM Work Environment survey of tenure track/tenured faculty at UM in spring, 2011 reveals few gender differences in workplace environment, or on the other factors measured in this study (e.g. 84/107 items showed no statistical difference). For the most part, women and men respondents were equally satisfied with work environment and opportunities for professional growth. However, the areas where there were significant differences are important and of concern. Women respondents were significantly more likely to report negative experiences in four areas: fair treatment and diversity, work-life balance, time spent on service, and professional relationships.

#### **Fair Treatment and Diversity:**

- 38% of women respondents agreed that the opportunities for women are at least as good as those for men (versus 76% of men).
- 38% of women agreed that they have experienced discrimination (either overt or subtle), compared with 12% of men.

#### **Work-life Balance:**

- Women were less likely to agree that faculty can be honest about family responsibilities, there is no bias against care-giving, there are role models of work-life balance, and the university does what it can to support family life and the tenure track.

#### **Time and Service:**

- Women were less likely to report being in control of their service commitments and were less satisfied with expectations for committee service and the amount of time they spent on research versus teaching and service.

#### **Professional Relationships:**

- Women were more likely to feel isolated in their department.
- Women were less likely to agree that they could voice their opinions openly in their department.
- Women were less likely to be satisfied with opportunities to collaborate.
- Women were more likely to indicate that they found it difficult to establish connections with others in their field.

Note: Tenure track/tenured respondents to this survey were 43% female and 57% male. Women are over-represented in comparison to the UMD tenure track faculty.

# **The Work Environment for Tenure Track/Tenured Faculty at the University of Maryland**

## **Advance Research and Evaluation Report I: Differences by Race and Ethnicity**

### **Executive Summary**

The UM Work Environment survey of tenure track/tenured faculty at UM in spring, 2011 reveals few race differences in work environment and opportunities for professional growth or on the other factors measured in this study (96/107 items showed no statistical difference). For the most part, faculty of color (African American, Hispanic American, Asian American) and White respondents were equally satisfied with work environment and opportunities for professional growth. However, the areas where there were significant differences are important and of concern. Faculty of color were significantly more likely to report intent to leave, negative experiences with diversity and fair treatment, and fewer leadership opportunities.

#### Intent to Leave:

- Faculty of color were more likely than white respondents to indicate that they were likely to or would definitely leave the university in the next 2 years.

#### Fair treatment and diversity:

- Faculty of color were more likely than white respondents to agree that they have to work harder than colleagues to be perceived as a legitimate scholar and to indicate that a diversified faculty is important to academic excellence.
- Faculty of color were less likely than white respondents to agree that opportunities for faculty of color are at least as good as those for white respondents.

#### Leadership:

- Faculty of color were less likely to apply or to be asked to serve in leadership positions.

Note: Tenure track/tenured respondents to this survey were 0% American Indian, 9% Asian American, 3% Black/African American, 5% Hispanic, 3% International, 78% White, <1% Multiracial, and 3% had unreported race (percents do not add to 100% because of rounding). Hispanic and White faculty were overrepresented and Asian American and African American faculty were under-represented in comparison to the UMD tenure track faculty.

# **The Work Environment for Tenure Track Faculty at the University of Maryland**

## **Advance Research and Evaluation Report I: Differences by Rank**

### **Executive Summary**

The UM Work Environment survey of tenure track/tenured faculty at UM in spring, 2011 reveals *major differences in experiences of work environment by rank*. Specifically, Associate professors were significantly less positive than Assistant Professors and/or Full Professors with 55 of 107 work environment items.

Associate Professors reported less positive attitudes regarding (among others):

Management of Teaching, Research Service:

- Satisfaction with time spent on research versus teaching and service
- The degree of ownership they felt over their multiple responsibilities
- Satisfaction with assistance with research administration
- Satisfaction with expectations for committee service

Salary and Benefits

- Satisfaction with salary and benefits

Transparency of Decision-Making

- Satisfaction with transparency of decision-making.
- Information-sharing
- Transparency of decisions regarding salary increases

Work-Life Balance:

- Agreeing that faculty can be honest about family responsibilities
- Satisfaction with the culture for work-life balance
- Having role models for work life balance
- The degree of control over creating a satisfying work-life balance

Career Advancement:

- Being strategic in their career goals
- Seizing opportunities when they are presented to advance
- The degree of control they feel they have over whether they advance in their careers
- Feeling stuck in their career advancement

Recognition:

- Feeling that other faculty value their research
- The belief that faculty are aware of the service they do

Support of Multiple forms of Scholarship:

- Effective teaching being rewarded

- Interdisciplinary, engaged, cutting edge research being rewarded

Productivity:

- Self-ratings of productivity
- How they believe their unit perceives their productivity

Note: Tenure track/tenured respondents to this survey were 24% Assistant Professors, 32% Associate Professors, and 44% Full Professors. Of the respondents, 8% were administrators: Chairs, Directors, and Deans.

These findings are representative by rank of the UMD tenure track faculty.