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

ADVANCE Research and Evaluation: AGNR Report

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What are the work environment experiences of UM T/TT faculty?

- Organizational Commitment
- Satisfaction with Department and UM
- Climate for Diversity
- Work-Life Climate & Policies
- Career Advancement Opportunities
- Evaluation & Management of Responsibilities
- Recognition
- Leadership Opportunities
- Information, Communication, & Decision-Making
- Faculty Learning
- Professional Networks & Collegiality
- Perceived Productivity

How do they differ by Gender, Race, and Rank?
Research Method

Survey Development

• Based on conceptual framework and review of the literature
• Sent to experts for review of construct and content validity
• Small pilot for review of response process validity

Survey Administration

• Spring, 2011, the link to the online UM Work Environment Survey (UMWES) was sent via email to all full-time faculty.
• The UMWES will be repeated again in spring, 2013 and spring, 2015.

Survey Analysis for this report

• Descriptive analyses
• T-tests & Chi-Squared (p<.05) for differences by gender and rank
• Only patterns of differences are reported here
Overall Tenured/ Tenure-Track Response Rates

Overall, 32% of full-time tenure track faculty in fall of 2010 responded to the survey.

Respondents were:
• 43% female and 57% male (women overrepresented)
• 0% American Indian, 9% Asian American, 3% Black/African American, 5% Hispanic, 3% International, 78% White, <1% Multiracial, and 3% had unreported race (Hispanic and White overrepresented, Asian American and African American underrepresented)
• 24% Assistant Professors, 32% Associate Professors, and 44% Full Professors (representative by rank of tenure track faculty in fall of 2010)
AGNR Tenured/ TT Response Rates

There were 60 Tenured/TT AGNR Respondents to the survey (approximately 35% of Tenured/TT AGNR faculty in fall of 2010).

Of the AGNR tenured/ tenure track respondents:
• 35% female and 65% male
• 10% were faculty of color, 88% were White Faculty and 2% were International faculty
• 18% Assistant Professors, 52% Associate Professors, and 30% Full Professors
Limitations

• Possible response biases
• Measures perceptions only
• Mainly descriptive analyses
• Most questions aimed at unit level
• Few facilities questions
• Capture a snapshot of people and time—spring 2011 experiences, fall 2010 faculty
• Could not run college level analyses by race or rank due to low n
Good News: AGNR

• Satisfaction with overall experience at UM (61%) & in their unit (69%).
• Certain items AGNR respondents rated as more favorable than all UMD respondents:
  • The opportunities for female faculty at UM are at least as good as those for male faculty.
  • Fewer AGNR respondents had concerns about their own advancement (29%) compared to UMD overall (41%).
  • 45% would like to serve in a leadership role within their unit vs. 37% UMD overall.
AGNR Challenges

• AGNR and UMD overall rated less favorably:
  • Work-life climate
  • Support for certain forms of scholarship (interdisciplinary, cutting edge, engaged)
  • Transparency

• AGNR generally performed less favorably than UMD as a whole in the following areas:
  • Management of Research and Service Responsibilities
  • Faculty Learning and support for learning
  • Institutional support for professional networks/on campus relationships

• AGNR differences by gender
Organizational Commitment

- 33% of AGNR participants stated they were likely to leave the university in the next two years (vs. 31% for all UMD respondents).

- 92% of AGNR participants had seen at least one faculty in their unit leave in last 3 yrs; 45% of AGNR respondents had had an outside offer while at UM (compared to 41% for all UMD).

- Most frequent reason for wanting to leave UMD is for a higher salary (67%), for a more prestigious institution or department (33%) or because of lack of collegiality (28%). These are also the top three reasons for all UMD respondents.
# AGNR Top Reasons for Intending to Leave

<table>
<thead>
<tr>
<th>AGNR All</th>
<th>UMD All</th>
<th>UMD Women</th>
<th>UMD FOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Salary (67%)</td>
<td>Higher Salary (57%)</td>
<td>Higher Salary (57%)</td>
<td>Higher Salary (61%)</td>
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<tr>
<td>Departmental/Institutional Prestige (33%)</td>
<td>Departmental/Institutional Prestige (41%)</td>
<td>Departmental/Institutional Prestige (38%)</td>
<td>Departmental/Institutional Prestige (48%)</td>
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<tr>
<td>Lack of Collegiality (28%)</td>
<td>Lack of Collegiality (24%)</td>
<td>Lack of Collegiality (26%)</td>
<td>Lack of Collegiality (19%), Spousal Career Opportunities (19%), To be closer to family (19%)</td>
</tr>
<tr>
<td>Work-life balance (22%)</td>
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<td>Work-life balance (23%)</td>
<td></td>
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</tbody>
</table>

% indicates the percent of leaving faculty who selected that item as one of up to three reasons for leaving
<table>
<thead>
<tr>
<th>Survey Item</th>
<th>AGNR % Satisfied/Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>The amount of autonomy I have in my role as a faculty member here</td>
<td>71</td>
</tr>
<tr>
<td>The diversity on campus</td>
<td>76</td>
</tr>
<tr>
<td>My overall experience working in my unit</td>
<td>69</td>
</tr>
<tr>
<td>My unit’s national reputation</td>
<td>55</td>
</tr>
<tr>
<td>My overall experience working at UM</td>
<td>61</td>
</tr>
<tr>
<td>The University’s national reputation</td>
<td>69</td>
</tr>
<tr>
<td>The quality of the graduate students</td>
<td>59</td>
</tr>
<tr>
<td>The support of colleagues here</td>
<td>62</td>
</tr>
<tr>
<td>The University’s location</td>
<td>48</td>
</tr>
</tbody>
</table>
## Satisfaction: Resources & Conditions at UMD

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>% AGNR Satisfied/Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sense of fit between my values and those of my unit</td>
<td>44</td>
</tr>
<tr>
<td>The quality of the undergraduate students</td>
<td>49</td>
</tr>
<tr>
<td>Clerical/administrative support</td>
<td>36</td>
</tr>
<tr>
<td>The amount of time I spend on research versus teaching and service</td>
<td>33</td>
</tr>
<tr>
<td>Assistance with research administration in your unit*</td>
<td>18</td>
</tr>
<tr>
<td>The transparency of decision-making within my unit</td>
<td>34</td>
</tr>
<tr>
<td>Amount of access to TAs, RAs</td>
<td>22</td>
</tr>
<tr>
<td>Professional assistance for improving teaching</td>
<td>33</td>
</tr>
<tr>
<td>Expectations for committee service</td>
<td>28</td>
</tr>
<tr>
<td>My salary and benefits</td>
<td>22</td>
</tr>
<tr>
<td>Assistance with finding grants</td>
<td>22</td>
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</tbody>
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Diversity and Fair Treatment

• The majority of AGNR respondents perceive that:
  • diversity is important (77% for AGNR vs. 80% for UMD)
  • units work hard to create diverse representation (85% for AGNR and 79% for UMD),
  • female faculty* and faculty of color receive fair treatment (65% and 62%, respectively, for AGNR v. 60% and 57% for UMD).
  • 18% of AGNR faculty agree that they have experienced discrimination (v. 23% for UMD).
Work-Life Context

• The tenure delay policy was established March 6, 2007.
• The part-time tenure track policy was established December 17, 2009.
• The Family Care Resource and Referral Service began in fall of 2010.
• Institutional benchmarking data collected for the May, 2011 Advance Year One report showed:

Across the university:
• The total number of faculty taking advantage of the part-time tenure track policy as of 3/31/11 was 3.
• The total number of faculty who took a tenure delay from January through December 2010 was 11 (9 women; 2 men).
Work-Life Climate

- 27% of AGNR respondents were satisfied with their unit’s culture for work-life balance (v. 42% for UMD)

- 18% agreed that the university does what it can to make family life and the tenure track compatible (v. 25% for UMD).

- 16% agreed that there are role-models for work-life balance (v. 30% for UMD)*.

- Similar to UMD respondents, AGNR rated many of UMD’s policies and programs for work-life balance as valuable, but few took advantage of these programs and many had not hear of the programs.

“...The environment that you need to work 100 hours per week is deflating and demoralizing for those who want children.”
Promotion and Tenure

• 64% of AGNR respondents reported clear requirements and 63% fair processes for tenure.

• 46% of AGNR respondents perceived clear requirements for promotion to Full Professor (v. 52% for UMD).

• 45% of AGNR respondents believe the process for advancing to Full Professor is fair (vs. 59% for UMD)

• 29% of AGNR respondents had concerns about their own advancement. *
About half or fewer of AGNR respondents agreed that their unit supports:

- interdisciplinary scholarship (41%)
- effective teaching (46%)
- collaborative research (51%)
- cutting edge research (50%)
- engaged scholarship (52%)

“The counting mentality where people... are reduced to a simple metric... without any consideration of impact, creativity, relevancy, complexity [is highly problematic].”

“We are way behind the times in... what constitutes research in my unit. Senior colleagues seem stuck to old ways that are not reflective of [current] ways of doing research... This... does not stimulate creativity and taking risks.”
Information, Communication, Decision-Making

• A majority of AGNR participants felt open to share their opinions (62%) and felt that their voice does make a difference in their department (57%).

• Yet, only about a third of participants agreed that their unit was transparent in terms of:
  • information sharing (33%)
  • resource allocation (40%)
  • salary increases (36%)
Professional Growth

Learning

• 57% of AGNR respondents reported learning a great deal regarding their research*

• 42% reported that their unit provides an environment that stimulates their academic learning.

• 28% reported that the institution provides an environment ....

• 57% agree that pressure to seek grants is a barrier to scholarly learning*

Networks

• 70% of AGNR respondents said that their core discussion network was mainly off campus

• 53% receive personal support* and and 43% receive support for career advancement* from other faculty

• 18% have been effectively mentored by someone in their unit

• 17% agree individuals at the institution have connected me with important people in my field

• Yet, 94% of AGNR respondents said they try and support junior colleagues
Differences by Gender

Patterns of differences by gender:

AGNR Women more likely to report negative experiences in:

• Professional relationships at UMD
• Fairness of advancement process
• Diversity and discrimination

• I have relationships with faculty at UM that support me personally.
• I am satisfied with the collegiality in my unit.
• I feel isolated in my department.
• Faculty in my unit have the freedom to succeed here if they work hard.
• In my unit, the tenure process is fair.
• The opportunities for female faculty at UM are at least as good as those for male faculty.
• I have to work harder than some of my colleagues to be perceived as a legitimate scholar.
• I have experienced discrimination in my unit
### UMD v. COACHE Findings

<table>
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<tr>
<th>Comparison</th>
<th>UMD</th>
<th>COACHE</th>
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<tbody>
<tr>
<td><strong>Likely to leave (next 2 years-UMD; next 5 years-COACHE)</strong></td>
<td>31%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Satisfaction with institution</strong></td>
<td>60%</td>
<td>66%</td>
</tr>
<tr>
<td><strong>Satisfaction with department</strong></td>
<td>61%</td>
<td>74%</td>
</tr>
<tr>
<td><strong>Satisfaction with compensation</strong></td>
<td>30%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>Satisfaction with work-life balance</strong></td>
<td>42%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Agreement that the institution does what it can to make family obligations and faculty life compatible</strong></td>
<td>25%</td>
<td>38%</td>
</tr>
<tr>
<td><strong>Clear requirements for tenure or promotion</strong></td>
<td>68%/52%</td>
<td>53%</td>
</tr>
</tbody>
</table>

All data for comparisons from Public Research Universities
TT = 11,550 faculty; Assoc and Full = 1675 faculty