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

ADVANCE Research and Evaluation: BMGT 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
• Only patterns of differences are reported here
BMGT Tenured/TT Response Rates

There were 42 Tenured/TT BMGT Respondents to the survey (approximately 40% of Tenured/TT BMGT faculty in fall of 2010).

Of the BMGT tenured/tenure track respondents:
• 43% female and 57% male
• 34% were faculty of color, 56% were White Faculty and 10% were International faculty
• 24% Assistant Professors, 38% Associate Professors, and 38% 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 N
Good News: BMGT

• Satisfaction with overall experience at UMD (66%) & in their unit (74%).

• Diversity: A majority felt that units work hard to create diverse representation (81%), opportunities are good for women (70%) and faculty of color (68%).

• Certain areas BMGT respondents rated as more favorable than all UMD respondents:
  • Reputation of unit
  • Scholarly learning/support for scholarly learning
  • Campus supports for professional networks: collegiality/collaboration
Good News

Advancement:
• Most participants perceived clear requirements (79%) and fair processes (68%) for tenure.

Autonomy & Shared Governance:
• 92% felt in charge of their research.
• 74% felt that their voice makes a difference in their department.

Professional growth:
• Over 75% of respondents reported learning a great deal regarding research* and/or teaching in the past year.
• Most respondents perceive their professional network was helpful in a number of areas.
BMGT Challenges

• Unit’s support for certain forms of scholarship (cutting edge research; interdisciplinary and engaged scholarship)

• Work-life climate

• Academic leadership development: desire and efficacy *

• Transparency of decision-making
Organizational Commitment

• 34% of BMGT participants stated they were likely to leave the university in the next two years (vs. 31% for all UMD respondents).

• 83% of BMGT participants had seen at least one faculty in their unit leave in last 3 years (v. 87% for UMD); 53% of BMGT 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 (69%), for a more prestigious institution or department (62%) or for better work-life balance (31%). These are also the two of the top three reasons for all UMD respondents.
## Top Reasons for Intending to Leave

<table>
<thead>
<tr>
<th>BMGT All</th>
<th>UMD All</th>
<th>UMD Women</th>
<th>UMD FOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Salary (69%)</td>
<td>Higher Salary (57%)</td>
<td>Higher Salary (57%)</td>
<td>Higher Salary (61%)</td>
</tr>
<tr>
<td>Departmental/Institutional Prestige (62%)</td>
<td>Departmental/Institutional Prestige (41%)</td>
<td>Departmental/Institutional Prestige (38%)</td>
<td>Departmental/Institutional Prestige (48%)</td>
</tr>
<tr>
<td>Work-life balance (31%)</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>Lack of Collegiality (23%)</td>
<td>Work-life balance (22%)</td>
<td>Work-life balance (23%)</td>
<td></td>
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<tr>
<td>To be closer to family (23%)</td>
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</table>
## Satisfaction: Resources & Conditions at UMD

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>BMGT % 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>79</td>
</tr>
<tr>
<td>The diversity on campus</td>
<td>55</td>
</tr>
<tr>
<td>My overall experience working in my unit</td>
<td>74</td>
</tr>
<tr>
<td>My unit’s national reputation*</td>
<td>71</td>
</tr>
<tr>
<td>My overall experience working at UM</td>
<td>66</td>
</tr>
<tr>
<td>The University’s national reputation*</td>
<td>34</td>
</tr>
<tr>
<td>The quality of the graduate students</td>
<td>53</td>
</tr>
<tr>
<td>The support of colleagues here</td>
<td>73</td>
</tr>
<tr>
<td>The University’s location*</td>
<td>37</td>
</tr>
</tbody>
</table>
# Satisfaction: Resources & Conditions at UMD

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>% BMGT Satisfied/Very Satisfied</th>
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</thead>
<tbody>
<tr>
<td>The sense of fit between my values and those of my unit</td>
<td>57</td>
</tr>
<tr>
<td>The quality of the undergraduate students</td>
<td>29</td>
</tr>
<tr>
<td>Clerical/administrative support</td>
<td>53</td>
</tr>
<tr>
<td>The amount of time I spend on research versus teaching and service</td>
<td>47</td>
</tr>
<tr>
<td>Assistance with research administration in your unit</td>
<td>29</td>
</tr>
<tr>
<td>The transparency of decision-making within my unit</td>
<td>49</td>
</tr>
<tr>
<td>Amount of access to TAs, RAs</td>
<td>46</td>
</tr>
<tr>
<td>Professional assistance for improving teaching</td>
<td>32</td>
</tr>
<tr>
<td>Expectations for committee service</td>
<td>37</td>
</tr>
<tr>
<td>My salary and benefits</td>
<td>24</td>
</tr>
<tr>
<td>Assistance with finding grants</td>
<td>24</td>
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</tbody>
</table>
Diversity and Fair Treatment

• The majority of BMGT respondents perceive that:
  • diversity is important (62% for BMGT vs. 80% for UMD)*
  • units work hard to create diverse representation (81% for BMGT and 79% for UMD),
  • female faculty and faculty of color receive fair treatment color (70% and 68%, respectively, for BMGT v. 60% and 57% for UMD).
  • 14% of BMGT faculty agree that they have experienced discrimination (v. 23% for UMD).
Work-Life Climate

• 53% of BMGT respondents were satisfied with their unit’s culture for work-life balance (v. 42% for UMD)

• 33% agreed that the university does what it can to make family life and the tenure track compatible (v. 25% for UMD).

• 32% agreed that there are role-models for work-life balance (v. 30% for UMD).

• Similar to UMD respondents, BMGT 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.”
Work-Life Climate

“In my unit it is generally understood that people need to make work their top priority” (BMGT 50% versus UMD 55%).

“Campus childcare is the program I would focus on...The program does not start until the child turns 2 - what is the faculty member supposed to do before then?”
Promotion and Tenure

- 79% of BMGT respondents reported clear requirements and 68% fair processes for tenure.
- 56% of BMGT respondents perceived clear requirements for promotion to Full Professor (v. 52% for UMD).
- 63% of BMGT respondents believe the process for advancing to Full Professor is fair (vs. 59% for UMD)
- Yet, 38% of BMGT respondents had concerns about their own advancement (v. 41% of UMD).
About half or less than half of BMGT respondents agreed that their unit supports:

- effective teaching (54%)
- interdisciplinary scholarship (28%)
- engaged scholarship (36%)
- cutting edge research (31%)

“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 BMGT participants felt open to share their opinions (55%) and felt that their voice does make a difference in their department (74%).

• Yet, only about a third of participants agreed that their unit was transparent in terms of:
  • resource allocation (37%)
  • salary increases (32%)
Professional Growth

Learning

• 86% of BMGT respondents reported learning a great deal regarding their research and/or teaching in the past year.*

• 62% reported that their unit provides an environment that stimulates their academic learning.

• 79% reported that their unit has financially supported their learning.*

Networks

• 46% of BMGT respondents said that their core discussion network was mainly off campus *

• 69% satisfied with collegiality in unit *

• 34% have been effectively mentored by someone in their unit

• 34% agree individuals at the institution have connected me with important people in my field

• 17% feel isolated in their department

Yet, there were several items where BMGT compared favorably with UMD
Differences by Gender

Patterns of differences by gender:

BMGT Women more likely to report negative experiences in:

- work-life climate
- scholarly learning and support for their learning
- clarity of promotion and tenure
- feeling supported personally

Women BMGT faculty responses significantly differed from Male BMGT faculty on key statements:

The opportunities for female faculty at UM are at least as good as those for male faculty (p<.01)

I am satisfied with my unit’s culture around work-life balance (p<.05)

In my unit, the tenure requirements are clear (p<.05)

In my unit, the promotion requirements for advancing to Full Professor are clear (p<.01)
## UMD v. COACHE Findings

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