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

ADVANCE Research and Evaluation: BSOS 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
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)
BSOS Tenured/ TT Response Rates

There were 51 Tenured/TT BSOS Respondents to the survey (approximately 29% of Tenured/TT BSOS faculty in fall of 2010).

Of the BSOS tenured/ tenure track respondents:
• 59% female and 41% male
• 10% were faculty of color, 88% were White Faculty and 2% were International faculty
• 29% Assistant Professors, 24% Associate Professors, and 47% 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
Summary

Satisfaction:
• Satisfaction with overall experience at UMD (55%) & their unit (65%).

Diversity:
• Majority felt that diversity is important for UM (89%) and units work hard to create diverse representation (94%)*

Advancement:
• Most participants perceived clear requirements (77%) and fair processes * (84%) for tenure.
Summary

Autonomy & Shared Governance:
- 94% felt in charge of their research.
- 81% agree that major decisions are made with adequate input from faculty. *

Professional Network:
- Most respondents perceive their professional network was helpful in a number of areas.
- 98% agree they support junior colleagues
Summary

• In most areas, BSOS respondents were about the same as UMD respondents
  • No aspects where BSOS compared less favorably to UMD respondents overall.
  • Certain areas BSOS respondents rated as more favorable than all UMD respondents:
    • Transparency—very prominent
    • Fairness of advancement process

• Still work to be done...
  • Grant support, research administration, Access to TAs/RAs
  • Work-life climate
Organizational Commitment

• 26% of BSOS participants stated they were likely to leave the university in the next two years (vs. 31% for all UMD respondents).

• 91% of BSOS participants had seen at least one faculty in their unit leave in last 3 yrs (v. 87% for UMD); 39% of BSOS 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 (58%), for a more prestigious institution or department (33%) or for better work-life balance (33%).
## Top Reasons for Intending to Leave

<table>
<thead>
<tr>
<th>BSOS All</th>
<th>UMD All</th>
<th>UMD Women</th>
<th>UMD FOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Salary (58%)</td>
<td>Higher Salary (57%)</td>
<td>Higher Salary (57%)</td>
<td>Higher Salary (61%)</td>
</tr>
<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>
</tr>
<tr>
<td>Work-life balance (33%)</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>More desirable location (25%), Poor likelihood of tenure or contract renewal (25%)</td>
<td>Work-life balance (22%)</td>
<td>Work-life balance (23%)</td>
<td></td>
</tr>
</tbody>
</table>
## Satisfaction: Resources & Conditions at UMD

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>BSOS % 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>87</td>
</tr>
<tr>
<td>The diversity on campus</td>
<td>70</td>
</tr>
<tr>
<td>My overall experience working in my unit</td>
<td>65</td>
</tr>
<tr>
<td>My unit’s national reputation</td>
<td>66</td>
</tr>
<tr>
<td>My overall experience working at UM</td>
<td>55</td>
</tr>
<tr>
<td>The University’s national reputation</td>
<td>56</td>
</tr>
<tr>
<td>The quality of the graduate students</td>
<td>55</td>
</tr>
<tr>
<td>The support of colleagues here</td>
<td>57</td>
</tr>
<tr>
<td>The University’s location</td>
<td>53</td>
</tr>
</tbody>
</table>
# Satisfaction: Resources & Conditions at UMD

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<tr>
<th>Survey Item</th>
<th>% BSOS Satisfied/Very Satisfied</th>
</tr>
</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>45</td>
</tr>
<tr>
<td>Clerical/administrative support</td>
<td>40</td>
</tr>
<tr>
<td>The amount of time I spend on research versus teaching and service</td>
<td>34</td>
</tr>
<tr>
<td>Assistance with research administration in your unit</td>
<td>34</td>
</tr>
<tr>
<td>The transparency of decision-making within my unit* (v. 37% UMD)</td>
<td>64</td>
</tr>
<tr>
<td>Amount of access to TAs, RAs</td>
<td>38</td>
</tr>
<tr>
<td>Professional assistance for improving teaching</td>
<td>38</td>
</tr>
<tr>
<td>Expectations for committee service</td>
<td>33</td>
</tr>
<tr>
<td>My salary and benefits</td>
<td>30</td>
</tr>
<tr>
<td>Assistance with finding grants</td>
<td>19</td>
</tr>
</tbody>
</table>
Diversity and Fair Treatment

• The majority of BSOS respondents perceive that:
  • Diversity is important for UMD (89% for BSOS v. 80% for UMD)
  • Units work hard to create diverse representation* (94% for BSOS and 79% for UMD)
  • Female faculty* and faculty of color receive fair treatment (53% and 59%, respectively, for BSOS v. 60% and 57% for UMD).
  • 26% of BSOS faculty agree that they have experienced discrimination (v. 23% for UMD).
Work-Life Climate

- 48% of BSOS respondents were satisfied with their unit’s culture for work-life balance (v. 42% for UMD)
- 29% agreed that the university does what it can to make family life and the tenure track compatible (v. 25% for UMD).
- 31% agreed that there are role-models for work-life balance (v. 30% for UMD).
- Similar to UMD respondents, BSOS 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 heard 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” (BSOS 54% and 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

• 77% of BSOS respondents reported clear requirements and 84% fair processes* for tenure.

• 59% of BSOS respondents perceived clear requirements for promotion to Full Professor (v. 52% for UMD).

• 74% of BSOS respondents believe the process for advancing to Full Professor is fair (vs. 59% for UMD)

• Yet, 44% of BSOS respondents had concerns about their own advancement (v. 41% of UMD).
About half or more agreed that their unit supports:

- Effective teaching (52% BSOS v. 45% UMD)
- Interdisciplinary scholarship (61% BSOS v. 44% UMD)
- Engaged scholarship (50% BSOS v. 40% UMD)
- Cutting edge research (46% BSOS v. 37% UMD)
- Collaborative research* (71% BSOS v. 49% UMD)

“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 BSOS participants felt open to share their opinions (69%) and major decisions are made with adequate input of faculty* (81% v. 54% UMD).

• About half of BSOS participants agreed that their unit was transparent in terms of:
  • Information sharing (49% v. 35% for UMD)
  • Resource allocation* (43% v. 32% for UMD)
  • Salary increases* (49% v. 31% for UMD).
# Professional Growth

## Learning

- 69% of BSOS respondents reported learning a great deal regarding their research.
- 49% reported that their unit provides an environment that stimulates their academic learning.
- 55% reported that their unit has financially supported their learning.*

## Networks

- 60% of BSOS respondents said that their network was mainly off campus.
- 98% try to support junior colleagues.
- 69% satisfied with collegiality in unit.

Yet....

- 31% have been effectively mentored by someone in their unit.
- 24% feel isolated in their department.
- 37% are satisfied with amount of interaction with senior colleagues at UM.
Differences by Gender

• While three items showed significant differences by gender (see report), no patterns of differences emerged.

• This is unusual compared to other colleges and UMD overall
# UMD v. COACHE Findings

<table>
<thead>
<tr>
<th></th>
<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
Discussion Points

Still work to be done...

• Work-life climate: Need for change in expectations and norms for balance of work and life (as well as daycare)
• More support in identifying research funding opportunities and preparing grants
• Review service and professional expectations of female faculty (survey results on following slide)

Comments on challenges?

What changes can BSOS introduce to improve work environment in the next 3-5 years?

What mechanisms are in place to train faculty mentors and monitor the effectiveness of mentors?

What steps can be taken to retain faculty? Outside offer always necessary?
## Discussion Points

<table>
<thead>
<tr>
<th>Survey Item*</th>
<th>Women</th>
<th>Men</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel in control of my participation in service activities (the amount and level of participation).</td>
<td>2.86, 1.11</td>
<td>3.68, 1.00</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>A diversified faculty is important for UM’s academic excellence.</td>
<td>4.39, 0.56</td>
<td>3.78, 0.81</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>Information is available to understand my relative standing among my peers.</td>
<td>2.79, 1.37</td>
<td>3.63, 1.17</td>
<td>&lt;.05</td>
</tr>
</tbody>
</table>

Table 15. *Survey items that showed statistically significant differences in BSOS responses by gender.*

Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1

Because of small N (Men=21; Women=30), caution should be used when interpreting these results.