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

ADVANCE Research and Evaluation: EDUC 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
- 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
EDUC Tenured/TT Response Rates

There were 41 Tenured/TT EDUC Respondents to the survey (approximately 43% of Tenured/TT EDUC faculty in fall of 2010).

Of the EDUC tenured/tenure track respondents:
• 59% female and 41% male
• 15% were faculty of color, 85% were White Faculty and 0% were International faculty
• 34% Assistant Professors, 15% Associate Professors, and 51% Full Professors
Limitations

- Possible response biases
- Measures self-reported perceptions and experiences
- Mainly descriptive analyses
- Most questions aimed at unit level b/c of connection between unit and retention
- 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
Positives: EDUC

Satisfaction
- More satisfied with unit’s (77% versus 61%)* and university’s (74% versus 59%)* national reputations.

Autonomy:
- 90% felt in charge of the direction of their research
- 74% satisfied with the autonomy in their role

Diversity:
- 77% were satisfied with diversity on campus
- 92% believe diversity is important for UMD*
- 82% believe units work hard to create diverse representation
EDUC Challenges

• Respondents prize autonomy, but are not satisfied with opportunities for collegiality, collaboration,* and connection.
• Respondents prize diversity, but a quarter have experienced discrimination and more are concerned about fair treatment for women* and faculty of color.
• Respondents agree that tenure process is clear and fair, but half had concerns for their own advancement.
• A majority feel they can voice their opinions and their voices make a difference, but few agree that their units are transparent in terms of decision-making and information-sharing."

* Annotations or remarks are indicated by italics. 

" Indicates quoted content.
Organizational Commitment

• 42% of EDUC participants stated they were likely to leave the university in the next two years (vs. 31% for all UMD respondents).

• 92% of EDUC participants had seen at least one faculty in their unit leave in last 3 yrs; 39% of EDUC respondents had had an outside offer while at UM (compared to 41% for all UMD).

• Most frequent reason for wanting to leave UMD is because of lack of collegiality (38%), for a higher salary (31%), or for a more prestigious institution or department (25%) or retirement (25%). These numbers differ in important ways from UMD as a whole.
<table>
<thead>
<tr>
<th>EDUC All</th>
<th>UMD All</th>
<th>UMD Women</th>
<th>UMD FOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Collegiality (38%)</td>
<td>Higher Salary (57%)</td>
<td>Higher Salary (57%)</td>
<td>Higher Salary (61%)</td>
</tr>
<tr>
<td>Higher Salary (31%)</td>
<td>Departmental/Institutional Prestige (41%)</td>
<td>Departmental/Institutional Prestige (38%)</td>
<td>Departmental/Institutional Prestige (48%)</td>
</tr>
<tr>
<td>Dept./Institutional Prestige (25%)</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>Retirement (25%)</td>
<td>Work-life balance (22%)</td>
<td>Work-life balance (23%)</td>
<td></td>
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</tbody>
</table>

% indicates the percent of faculty who intend to leave (n=16) who selected that item as one of up to three reasons for leaving.
## Satisfaction: Resources & Conditions at UMD

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>EDUC % 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>74</td>
</tr>
<tr>
<td>The diversity on campus</td>
<td>77</td>
</tr>
<tr>
<td>My overall experience working in my unit</td>
<td>49</td>
</tr>
<tr>
<td>My unit’s national reputation*</td>
<td>77</td>
</tr>
<tr>
<td>My overall experience working at UM</td>
<td>51</td>
</tr>
<tr>
<td>The University’s national reputation *</td>
<td>74</td>
</tr>
<tr>
<td>The quality of the graduate students *</td>
<td>79</td>
</tr>
<tr>
<td>The support of colleagues here</td>
<td>64</td>
</tr>
<tr>
<td>The University’s location</td>
<td>61</td>
</tr>
</tbody>
</table>
Satisfaction: Resources & Conditions at UMD

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>% EDUC Satisfied/Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sense of fit between my values and those of my unit</td>
<td>51</td>
</tr>
<tr>
<td>The quality of the undergraduate students</td>
<td>41</td>
</tr>
<tr>
<td>Clerical/administrative support</td>
<td>38</td>
</tr>
<tr>
<td>The amount of time I spend on research versus teaching and service</td>
<td>39</td>
</tr>
<tr>
<td>Assistance with research administration in your unit</td>
<td>39</td>
</tr>
<tr>
<td>The transparency of decision-making within my unit</td>
<td>32</td>
</tr>
<tr>
<td>Amount of access to TAs, RAs *</td>
<td>21</td>
</tr>
<tr>
<td>Professional assistance for improving teaching</td>
<td>34</td>
</tr>
<tr>
<td>Expectations for committee service</td>
<td>24</td>
</tr>
<tr>
<td>My salary and benefits</td>
<td>23</td>
</tr>
<tr>
<td>Assistance with finding grants</td>
<td>24</td>
</tr>
</tbody>
</table>
Diversity and Fair Treatment

• The majority of EDUC respondents perceive that:
  • diversity is important for UMD (92% for EDUC vs. 80% for UMD)*
  • units work hard to create diverse representation (82% for EDUC and 79% for UMD),
  • A minority of EDUC respondents perceive that female faculty* and faculty of color receive fair treatment (46% and 49%, respectively, for EDUC v. 60% and 57% for UMD).
  • 26% of EDUC faculty agree that they have experienced discrimination (v. 23% for UMD).
Work-Life Climate

• 45% of EDUC 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).

• 31% agreed that there are role-models for work-life balance (v. 30% for UMD).

• Similar to UMD respondents, EDUC 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 expected that people need to make work their top priority” (EDUC 44% 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

• 56% of EDUC respondents reported clear requirements and 54% fair processes for tenure (v. 68% for UMD for both).

• 45% of EDUC respondents perceived clear requirements for promotion to Full Professor (v. 52% for UMD).

• 60% of EDUC respondents believe the process for advancing to Full Professor is fair (vs. 59% for UMD)

• Yet, 50% of EDUC respondents had concerns about their own advancement.
Less than half of EDUC respondents agreed that their unit supports:

- effective teaching (47%)
- interdisciplinary scholarship (30%)
- engaged scholarship (46%)
- cutting edge research (33%)

“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 EDUC participants felt open to share their opinions (64%) and felt that their voice does make a difference in their department (56%).

• Yet, only a third or fewer participants agreed that their unit was transparent in terms of:
  • information sharing (28%)
  • resource allocation (33%)
  • salary increases (18%)
Professional Growth

Learning

• 68% of EDUC respondents reported learning a great deal regarding their research in the past year.

• 49% reported that their unit provides an environment that stimulates their academic learning.

• 44% reported that the institution provides an environment that stimulates their academic learning.

Networks

• 72% of EDUC respondents said core discussion network mainly off campus

• 39% satisfied with collegiality in unit

• 38% have been effectively mentored by someone in their unit

• 29% agree individuals at the institution have connected me with important people in my field

• 39% have relationships with other UMD faculty that have supported career advancement*

• 34% satisfied with the opportunity to collaborate *
Summary

• Very few patterns of differences comparing EDUC and UMD overall

• While four items showed significant differences by gender (see report), no patterns of differences emerged. This is unusual compared to other colleges and UMD overall.
Summary

The biggest challenges for EDUC seem to be internal (both shared with UMD and distinct within it).

• Lack of collegiality is key in intent to leave
• Low satisfaction and experiences with collegiality, having been effectively mentored, others making connections in the field, providing opportunities to collaborate
• Transparency: information sharing, resource allocation, salary
• Experiences of discrimination
• Culture for work-life balance
• Concerns for own advancement
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
Findings & Advance Interventions

**Key Findings**

- Retention and Advancement
- Work-Life climate
- Feedback on performance and concerns about career advancement
- Newer forms of scholarship/finding grants
- Transparency
- Collegiality and Networks

**Key Activities**

- Advance Professors mentoring
- Work-Family Awareness, Parental Leave
- Early Career/Associate Learning Communities
- Seed grants for interdisciplinary research
- Dashboards
- Seminars
“The New Normal”

• What kinds of efforts do we have underway already addressing some of these issues?

• What kind of efforts might take place inside the College of Education to build a stronger “new normal” in terms of faculty work-life environment?