ADVANCE

ADVANCE Program for Inclusive Excellence
Advancing women, transforming the University, investing in a culture of inclusive excellence

UNIVERSITY OF
MARYLAND

Professional Networks, Collegiality, and Recognition

The UMD ADVANCE Grant Towards an Institution for Inclusive Excellence (UMD = TI2E), the Office of Faculty Affairs, and the Office of Diversity & Inclusion, are all engaged in efforts to improve professional growth opportunities and work environment for UMD faculty. A critical part of those efforts is research to benchmark the current status of faculty work environments and to see if there are important differences by gender, race and ethnicity, career stage, and college. This report presents findings from a spring 2013 UMD work environment survey.

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, advancement, and productivity. There were 784 tenure track respondents, approximately 47% of full-time UMD tenure track faculty in fall 2012. Here major findings are reported for tenure track/tenured respondents. A full institutional report with all data and tables, as well as college-specific reports can be found at the ADVANCE website: www.advance.umd.edu.

"I have not had the mentorship I needed, nor have I been able to collaborate effectively with other faculty in my department."

Faculty who report positive, equitable, and career enhancing relationships both on campus and in their fields are more likely to report high satisfaction, which in turn predicts turnover (Daly & Dee, 2006; Jayakumar et al, 2009; Rosser, 2004; Seifert & Umbach, 2008).

Major findings:

- 56.8% of respondents said that their core discussion network was mainly off campus.
- Most faculty respondents perceived their professional network was helpful in a number of areas, including influence, feedback, visibility, and professional opportunities.
- Only 41.0% feel satisfied with the opportunity to collaborate with other faculty.
- Only 34.4% feel that others have made an effort to connect them with important people in the field.
- 21.5% feel isolated in their department, and only 37.8% believe they have been effectively mentored by someone in their unit.

Researchers also ran regression analyses regarding strength of professional network and gender, race, and rank. Strength of the professional network was found to be a significant predictor of productivity, and taking agentic actions with regard to career advancement (controlling for gender, race, rank, collegiality, and recognition). Strength of professional network is also a significant predictor of assuming agentic perspectives with regard to career advancement – regardless of gender, race, or rank (O'Meara & Niehaus, 2013).

Professional Networks / Institutional Support	% Agree / Strongly Agree
Other faculty support my advancement	64.8
Feedback from colleagues improves my work	60.8
Faculty help me make connections to important people in my field.	34.4
I have been effectively mentored.	37.8
I have opportunities for collaboration.	41.0
I am satisfied with collegiality in my unit.	63.9
I feel isolated in my department.	21.5

Colleagues in my immediate unit are very unpredictable and generally do not encourage my scholarship or appreciate my contribution to department; in the larger unit there is little concrete effort to make junior or even tenured profs feel supported; there is no cohesion and hardly any sense of intellectual community.

I worry that there are not enough professors in my program that I can collaborate with but I am strategic about collaborating outside of the university. I also don't think a lot of professors know the details of my work which may impact tenure even though I try to let people know in certain ways.

RECOGNITION

Faculty who feel that their contributions and commitments are recognized and valued are more likely to be satisfied, productive, feel a good fit with the institution and be retained (Lindholm, 2003; O'Meara, Terosky, Neumann, 2008).

- More than half of respondents believed that their teaching (62.7%), research (69.5%), and service (64.4%) were valued by colleagues in their unit.
- 29.1% of respondents said they had been nominated by someone at UMD for an award.

DIFFERENCES BY GENDER AND RANK

- Women were on average less likely to believe that faculty in their unit valued their research/scholarship as compared to men.
- Similarly, Associate Professors felt that their research/scholarship was valued less by other faculty than Full Professors.

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