

ADVANCE Program for Inclusive Excellence

Advancing women, transforming the University, investing in a culture of inclusive excellence



Satisfaction with Resources

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.

OVERALL EXPERIENCE

- Over half of participants were satisfied with their overall experience working at UMD (66.5%, n=494) and working in their unit (68.4%, n=509).

- 60.2% reported that their unit provides an environment that stimulates their academic learning.

Differences by Gender, Race, and Rank

- Men were more likely than women to feel that their unit provides an environment that stimulates their academic learning.
- Faculty of color felt more strongly than white faculty that the University provides an environment that stimulates their academic learning.
- Associate Professors felt less positively than others about their units' support for academic learning.

RESEARCH SUPPORT

- Among all the questions regarding resources provided by the unit, participants were least satisfied with assistance in finding grants (29.5%).
- 41.8% reported being satisfied with their unit's assistance with research administration.
- 46.9% reported satisfaction with the amount of time spent on research versus teaching and service.

Differences by gender and rank

- Women were less satisfied than men by their unit's assistance in finding grants.
- Associate professors were least satisfied with assistance for finding grants.

- Women were less satisfied than men with the assistance with research administration provided by their unit.
- Women were less satisfied with the amount of time spent on research versus teaching and service.
- Associate professors were less satisfied with the time they spent on research versus teaching and service.

- Women were less likely to feel in control of managing their teaching responsibilities than men.

SALARY AND BENEFITS

- Only 39.5% of participants said they were satisfied with their salary and benefits.
- Concern with salary and benefits was the most frequent reason participants listed for wanting to leave UMD (36.1%).

Differences by gender and rank

- Women were less satisfied with salary and benefits than men.
- Associate professors were less satisfied with their salary and benefits.

REFERENCES

O'Meara, K., Garvey, J., Niehaus, E., Corrigan, K. (2013). *The Work Environment for Tenure-Track/Tenured Faculty at the University of Maryland: Results from the 2013 UMD Work Environment Survey*. College Park, MD: Univ. of Maryland ADVANCE Program.

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TEACHING SUPPORT

- 43.8% of survey respondents reported satisfaction with access to TA's and RA's.
- Only 40.1% reported satisfaction with professional assistance for improving teaching.
- 53.2% reported that there is support in their unit for effective teaching.
- 66.8% said that they were in control of managing their teaching responsibilities.
- 62.7% reported that faculty in their unit valued their teaching contributions.
- 70.2% said they thought that in the last twelve months they have gained knowledge or skills that made them better at teaching.

Differences by gender and rank

- Associate professors were the least satisfied with access to TA's and RA's.

