ADVANCE

Research Brief

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

UNIVERSITY OF MARYLAND

Evaluation and Management of Teaching, Research, and Service

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.

"There is a presumption that I should publish [in the original discipline] journals. Instead I am appearing in [several other journal areas] and that is a tension that is going on in my department for me."

EVALUATION OF SCHOLARSHIP

Interdisciplinary, collaborative, and engaged scholarship is increasingly emphasized by funding agencies and the public. A number of studies have shown that more institutions are hiring for interdisciplinarity, and that faculty want interdisciplinary research to be evaluated and recognized more effectively, but that their academic reward systems have not caught up (National Academy of Sciences (U.S.) & Institute of Medicine (U.S.), 2005).

Major findings:

- Less than half agreed that their unit supports engaged scholarship (46.8%) or cutting edge research (43.2%).
- Associate Professors generally reported significantly less favorable views of assessment in these areas.

Many faculty felt interdisciplinary and engaged research is not evaluated consistently and positively in their unit. One faculty member received advice from her mentor to avoid collaborating altogether to show independence as a scholar.

Only 54.4% agreed that their unit supports interdisciplinary scholarship, 46.8% engaged scholarship, and 43.2% cutting edge research. Additionally, there were several differences by rank, with Associate Professors less likely to report feeling that collaborative research or cutting edge research is rewarded.

"Since we are doing cutting edge work that is not only (one discipline) but also (another discipline) based, as well. To publish in the journals that my college deems as credible has been very problematic."

MANAGEMENT OF TEACHING, RESEARCH, AND SERVICE RESPONSIBILITIES

Many studies have shown that faculty who report manageable and fair workloads are more likely to be satisfied and indicate intent to stay at an institution (Rosser, 2004; Rosser & Townshend, 2006; Daly & Dee, 2006; Seifert & Umbach, 2008; Xu, 2008a).

Major findings:

- 90.5% of faculty felt in charge of their research.
- 66.8% reported having control over managing their teaching responsibilities.

Most respondents felt ownership and control over their faculty roles and responsibilities. Ninety percent of faculty reported feeling in charge of their research, 66.8% reported control of managing their teaching responsibilities, and 52.3% of respondents reported feeling in control of their service participation.

DIFFERENCES: GENDER & RANK

There were several differences in respondent's experience of management of teaching, research and service by gender: women were less likely to report being in control of their teaching and service activities, and felt less able to say no to additional service activities without negative consequences.

There is great inequity in my unit in regards to workload, salary and administrative responsibilities… It is difficult to balance teaching, service and professional scholarship, in addition to maintaining [a personal life].

There were differences by rank in every item: Associate Professors were less likely to feel in control of their teaching responsibilities, service activities, and direction of their research. Further, they felt that there was less support in their departments for effective teaching, and it was less possible to say no to additional on-campus service activities without negative consequences.

Key themes across open-ended comments were unmanageable workloads and unreasonable service and teaching expectations required by the department.

The teaching and service load in our unit is extreme and leaves very little time for advancing one's professional work. Teaching rarely connects with faculty interests and is inflexible. Rather than trying to assist faculty and find ways to reduce this load as other administrators on campus do, the administration creates rules that are inflexible and burdensome.

REFERENCES

Daly, C. & Dee, J. (2006). Greener pastures: Faculty turnover intent in urban public universities. *The Journal of Higher Education, 77*(5), 776-803.

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.

National Academy of Sciences (U.S.), N. A. of E., & Institute of Medicine (U.S.). (2005). *Facilitating interdisciplinary research.* Washington, D.C.: National Academies Press.

Rosser, V. J. (2004). Faculty members' intentions to leave: A national study on their worklife and satisfaction. *Research in Higher Education, 45*(3), 285-309.

Rosser, V. J. & Townsend, B. K. (2006). Determining public 2-year college faculty's intent to leave: An empirical model. *The Journal of Higher Education, 77*(1), 125-147.

Seifert, T. A. & Umbach, P. D. (2008). The effects of faculty demographic characteristics and disciplinary context on dimensions of job satisfaction. *Research in Higher Education, 49*(4), 357-381.

Xu, Y. J. (2008a). Faculty turnover: Discipline-specific attention in warranted. *Research in Higher Education, 49*(1), 40-61.

TO CITE THIS BRIEF:

Follman, R. & O'Meara, K. (2013). *Evaluation and Management of Teaching, Research, and Service.* College Park, MD: University of Maryland ADVANCE Program.

NSF