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The UMD Work Environment Survey for Tenure-Track/Tenured Faculty

2015 Results for the Philip Merrill College of Journalism (JOUR)

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Introduction

The UMD Work Environment Survey was first implemented in 2011 to assess 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 and advancement.

Respondents

The 2015 survey implementation included an overall response rate of approximately 53% of tenured/tenure-track faculty at the University of Maryland, College Park. Breakdown of the total respondent population as compared with the respondents from JOUR is provided below, in Table 1. For additional information about the survey development and the 2011, 2013 and 2015 University of Maryland results overall, please see the full 2015 report, which can be accessed at the UMD ADVANCE research and evaluation website:

<http://www.advance.umd.edu/research/research-evaluation>.

The analytical sample for this report is the tenure-track/tenured faculty respondents of the UMD Faculty Work Environment Survey from JOUR (n=9), approximately 64% of the 2015 tenure-track/tenured JOUR faculty as of March 26, 2015. Of the JOUR respondents, 11.1% were on the tenure track and 88.9% tenured. Of the JOUR tenure-track/tenured respondents, 55.6% were female and 44.4% were male. Regarding race, 11.1% were Faculty of Color and 88.9% were White faculty. Lastly, JOUR respondents were 11.1% Assistant Professors, 33.3% Associate Professors, and 55.6% Full Professors.

Table 1. 2015 UMD Work Environment Survey of Tenured/Tenure-Track Faculty

Survey Response rate: UMD 53.3% (n=854); JOUR 64.3% (n=9)		
Respondents	UMD	JOUR
Women faculty	41.3%	55.6%
Men faculty	58.7%	44.4%
Faculty of Color	19.9%	11.1%
White faculty	80.1%	88.9%
Assistant Professors	23.5%	11.1%
Associate Professors	32.4%	33.3%
Full Professors	44.0%	55.6%

Data Analysis

We first ran descriptive statistics (e.g., frequencies and means) on each survey item for all respondents. Any differences described within the text of this report refer to statistically significant differences unless otherwise noted. Throughout the survey results we provide comparisons between JOUR results and university-wide results for a sense of the areas where JOUR tenure-track faculty are having similar, better, or worse work environment experiences. At the end of the report, we also compare JOUR results from the 2013 and 2015 implementation of the survey on key items. We were not able to analyze the results by gender, race or rank because of the small N (9). When conducting statistical testing on a number of items (such as the case in this report), caution should be used when interpreting differences in any one single survey item. Throughout the results section we also include some open-ended comments from JOUR respondents related to specific themes.

JOUR Survey Results

Faculty Learning and Institutional Support for Learning

KEY FINDINGS

- Over half of JOUR respondents agree that their unit supports their learning external to campus, their unit has financially supported their learning in their field or discipline, and their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning.
- About three quarters of JOUR faculty believe that the University provides an environment that stimulates their academic learning (77.8%). Fewer respondents agreed that their unit stimulates their academic learning (44.4%).
- The majority of JOUR respondents agree that in the last twelve months, they set aside time to advance their scholarly learning and their learning has contributed to their research and/or scholarly agenda.
- JOUR respondents were more likely than UMD respondents overall to indicate that they have gained knowledge or skills that have made them a better teacher (100.0% of JOUR vs. 66.4% of UMD).
- There were no significant differences between JOUR and UMD respondents overall in their perception of institutional support for learning.

Table 2. Respondent Assessment of Faculty Learning and Institutional Support for Learning

	Survey Item	JOUR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty Learning	In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	100.0	74.9
	In the last twelve months, I set aside time to advance my scholarly learning.	88.9	73.0
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher. **	100.0	66.4
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	55.6	59.5
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	55.6	52.7
	My unit provides an environment that stimulates my academic learning.	44.4	58.1
	The University provides an environment that stimulates my academic learning.	77.8	51.7
	My unit has financially supported my learning in my field or discipline.	55.6	48.4

Statistical differences between JOUR and UMD respondents at ***p<.001, **p<.01, *p<.05.

Professional Networks and Institutional Support of Professional Networks

KEY FINDINGS

- About two thirds of JOUR respondents are satisfied with the collegiality in their unit, have relationships with other faculty on campus that have supported their career advancement, and receive useful feedback from colleagues at UMD that improves their work.
- 33.3% of JOUR respondents reported having their core discussion network off campus, and 55.6% on campus.

- The majority of JOUR respondents feel they have a voice in decision-making in their unit (88.9%), and are satisfied with the opportunity they have to collaborate with other UMD faculty (77.8%).
- 44.4% of JOUR respondents have been effectively mentored by someone in their unit.
- One third of JOUR respondents (33.3%) reported feeling isolated in their department.
- Similar to other faculty at UMD, most JOUR faculty respondents perceived that their professional network increases their visibility, provides helpful feedback on their research, includes one or more members who are influential in their field, and lets them know of professional opportunities.
- There were no significant differences between JOUR and UMD respondents overall in their perception of professional networks or institutional support of professional networks.

Table 3. Respondent Assessment of Professional Networks and Institutional Support for Professional Networks

Survey Item		JOUR % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	75.0	79.3
	My core discussion network lets me know of professional opportunities.	100.0	71.4
	My core discussion network includes one or more members who are influential in my field.	100.0	84.1
	My core discussion network provides helpful feedback on my research.	87.5	80.9
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	66.7	65.3
	I receive useful feedback from colleagues at UMD that improves my work.	66.7	58.3
	Individuals at this institution have made an effort to connect me with important people in my field.	33.3	35.6
	I have been effectively mentored by someone in my unit.	44.4	40.5
	I am satisfied with the opportunity I have to collaborate with other UMD faculty.	77.8	55.8

	I am satisfied with the collegiality in my unit.	66.7	63.3
	I feel isolated in my department.	33.3	21.6
	I have a voice in decision-making in my unit.	88.9	64.0

There were no statistical differences between JOUR and UMD respondents at *p<05.

Recognition

KEY FINDINGS

- The majority of JOUR respondents believe that their teaching contributions are valued by faculty in their unit and perceive that other faculty care about their personal well-being.
- About two thirds of JOUR respondents feel recognition for their service contributions (66.7%), but less so for their research contributions (55.6%).
- Less than a third of JOUR respondents have been nominated at UMD for an award.
- There were no statistical differences between JOUR and UMD respondents overall in their perception of recognition aspects in their unit and UMD.

Table 4. Respondent Perceptions of Recognition and Valuing One's Commitments

Survey Item	JOUR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	77.8	64.2
Faculty in my unit value my research/scholarship.	55.6	71.1
Faculty in my unit value my service contributions.	66.7	63.5
Faculty in my unit care about my personal well-being.	77.8	61.4
Over the last three years, have you ever been nominated by someone at UMD for an award? [% Yes]	22.2	33.7

There were no statistical differences between JOUR and UMD respondents at *p<05.

Diversity and Inclusion

KEY FINDINGS

- All JOUR respondents agree that their unit makes genuine efforts to recruit female faculty, and about two thirds agree that their unit makes genuine efforts to recruit Faculty of Color.
- No JOUR faculty reported having experienced discrimination in their unit based on their individual or multiple identities.
- A third of JOUR faculty agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar.
- There were no significant differences between JOUR and UMD respondents overall in their perception of diversity and inclusion.

Table 5. Faculty Perceptions of Diversity and Inclusion at UMD

Survey Item	JOUR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty.	66.7	50.5
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.	44.4	46.5
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	33.3	33.8
I have experienced discrimination in my unit based on my individual or multiple identities.	0	22.6
My unit makes genuine efforts to recruit female faculty.	100.0	74.6
My unit makes genuine efforts to recruit Faculty of Color.	66.7	67.9

There were no statistical differences between JOUR and UMD respondents at *p<05.

Examples of open-ended comments include:

“There is not a gender disparity between men and women in my unit but there appears to be one campus-wide.”

Work-Life Integration

KEY FINDINGS:

- About two thirds of JOUR respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance, have control over creating a satisfying work-life balance, and their unit supports faculty scheduling work commitments around family schedules.
- The majority of JOUR faculty agree that faculty in their unit can be honest with colleagues about family/life roles and responsibilities (88.9%), and there is no bias against family care-giving in their unit (77.8%).
- About half of JOUR faculty are satisfied with their unit's culture around work-life balance, and believe that the institution does what it can to make family life and the tenure track compatible.
- There were no significant differences between JOUR and UMD respondents overall in their perception of work-life integration at UMD.

Table 6. Perceptions of Work-life Integration at UMD

Survey Item	JOUR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	66.7	65.5
In general, I feel I have control over creating a satisfying work-life balance.	66.7	55.6
I am satisfied with my unit's culture around work-life balance.	55.6	51.7
There are role-models in my unit of how to create a satisfying work-life balance.	22.2	35.6
The institution does what it can to make family life and the tenure track compatible.	55.6	34.7
My unit supports faculty scheduling work commitments around family schedules.	66.7	55.9
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	88.9	60.2
There is NO bias against family care-giving in my unit.	77.8	49.7

There were no statistical differences between JOUR and UMD respondents at *p<05.

Examples of open-ended comments include:

“Hire more faculty, staff [to support faculty work-life balance]. We are WAY over-extended.”

“Open a daycare center.”

Career Advancement and Institutional Support of Career Advancement

KEY FINDINGS

- The majority of JOUR respondents indicated that they seize opportunities when they are presented to them to advance in their career, they have been strategic in achieving their career goals, and they have intentionally made choices to focus their career in ways that are personally meaningful to them.

- Only 11.1% of JOUR respondents had concerns about their career advancement opportunities.
- Most JOUR respondents perceive tenure and promotion requirements and processes for advancing to Full Professor as clear and fair.
- JOUR faculty were less likely than UMD faculty overall to feel stuck in their ability to advance in their career (0% of JOUR vs. 20.4% of UMD).
- There were no significant differences between JOUR and UMD respondents overall in their experiences with institutional support of career advancement.

Table 7. Career Advancement and Institutional Support of Career Advancement

Survey Item		JOUR % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	88.9	70.0
	I seize opportunities when they are presented to me to advance in my career.	88.9	80.1
	I feel stuck in my ability to advance in my career. *	0	20.4
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	100.0	85.6
	In general, I feel that I have little control over whether I advance in my career.	0	15.2
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	77.8	69.5
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	44.4	51.3
	In my unit, the tenure requirements are clear.	66.7	67.2
	In my unit, the promotion requirements for advancing to Full Professor are clear.	55.6	52.0
	In my unit, the tenure process is fair.	77.8	69.7
	In my unit, the promotion process for advancing to Full Professor is fair.	66.7	56.2

Statistical differences between JOUR and UMD respondents at ***p<.001, **p<.01, *p<.05.

Evaluation of Research and Creative Work

KEY FINDINGS

- Most JOUR respondents agree that collaborative research and grant work is encouraged in their unit's reward system (77.8%).
- About two thirds (66.7%) of JOUR respondents agree that interdisciplinary, engaged scholarship and cutting edge research is rewarded in their unit.
- There were no significant differences between JOUR and UMD respondents overall in their perception of evaluation of research and creative work.

Table 8. Respondent Perceptions of the Evaluation of Research and Creative Work

Survey Item	JOUR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	66.7	55.3
Engaged scholarship is rewarded in my unit.	66.7	51.5
Collaborative research and grant work is encouraged in our unit's reward system.	77.8	55.5
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	66.7	44.4

There were no statistical differences between JOUR and UMD respondents at * $p < 0.05$.

Fair and Manageable Workload

KEY FINDINGS

- All JOUR respondents agree that their research agenda is largely under their control (100.0%).
- The majority of JOUR respondents (77.8%) agree that managing their teaching responsibilities is largely under their control, but fewer perceive support in their department for effective teaching (55.6%).

- Over a third of JOUR respondents (44.4%) feel in control of their participation in service activities and agree that it is possible for them to say no to additional on-campus service activities without negative consequences.
- 55.6% of JOUR respondents feel that the distribution of campus service work in their department is fair.
- There were no significant differences between JOUR and UMD respondents overall in their perception of fair and manageable workload.

Table 9. Respondent Perception of Fair and Manageable Workload

Survey Item	JOUR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	77.8	68.6
There is support in my department for effective teaching.	55.6	52.2
I feel in control of my participation in service activities.	44.4	52.9
It is possible for me to say no to additional on-campus service activities without negative consequences.	44.4	52.1
My research agenda is largely under my control.	100.0	88.7

There were no statistical differences between JOUR and UMD respondents at *p<05.

Examples of open-ended comments include:

“I am expected/asked/pressured to do huge amounts of campus service work, in part because [others] refuse to do it, or, because they are professionals, cannot do it.”

“Tenure-track faculty are given more service work than appropriate... We have very few tenured staff so there is a lot of work in general.”

Leadership Opportunities

KEY FINDINGS

- About half of JOUR respondents (55.6%) agree that there are opportunities in their college for faculty to become involved as leaders.
- Over a third of respondents have been encouraged to pursue a leadership position at least once during the past twelve months.
- There were no significant differences between JOUR and UMD respondents overall in their perception of leadership opportunities.

Table 10. Leadership Opportunities

Survey Item	JOUR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	55.6	59.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	44.4	40.3

There were no statistical differences between JOUR and UMD respondents at *p<05.

Satisfaction with Resources and Conditions at UMD

KEY FINDINGS

- JOUR respondents were satisfied with the quality of campus facilities (100.0%), their overall experience working at UMD (88.9%), and the University's location (88.9%).
- The fewest number of JOUR respondents were satisfied with assistance with research administration in their unit (22.2%), assistance with finding grants (33.3%), amount of access to TAs and RAs (33.3%), the amount of time they spend on research vs. teaching and service (33.3%), the quality of graduate students in their program (33.3%), and expectations for committee service (33.3%).

- JOUR respondents were more likely than UMD respondents overall to be satisfied with the quality of campus facilities (100.0% of JOUR vs. 50.5% of UMD).

Table 11. Percentage of Respondents Who Were Satisfied With Resources and Conditions at UMD

Survey Item	JOUR % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member	77.8	76.3
My overall experience working in my unit	77.8	68.1
The diversity on campus	66.7	66.9
The support of colleagues here	77.8	64.2
My overall experience working at UMD	88.9	63.0
The University's location	88.9	62.8
The quality of graduate students in my program	33.3	59.4
My unit's national reputation	77.8	58.7
The sense of fit between my values and those of my unit	66.7	57.8
The University's national reputation	77.8	55.6
The quality of undergraduate students	55.6	53.4
The quality of campus facilities ***	100.0	50.5
The transparency of decision-making within my unit	44.4	49.4
Clerical/administrative support	55.6	47.8
Professional assistance for improving teaching	66.7	45.7
Expectations for committee service	33.3	44.7
The amount of time I spend on research vs. teaching & service	33.3	43.1
Assistance with research administration in my unit	22.2	42.7
My salary and benefits	44.4	42.4
Priorities and vision of my college/school	55.6	40.6
Amount of access to TAs, RAs	33.3	39.1
Assistance with finding grants	33.3	35.0

Statistical differences between JOUR and UMD respondents at ***p<.001, **p<.01, *p<.05.

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- 11.1% of JOUR respondents said they were likely to leave the university in the next two years.
- The most frequent reasons JOUR respondents listed for intending to leave UMD were for a higher salary (22.2%), career opportunities at another institution for their spouse/partner (11.1%), and retirement (11.1%).
- None of the JOUR respondents indicated their intent to leave the academic profession in the next two years.
- 66.7% of JOUR respondents indicated they knew at least one faculty member who left their unit in the past three years.
- 77.8% of JOUR respondents have had an outside offer while at UMD; of those who had an outside offer while at UMD, 42.9% had an outside offer in the last 5 years.
- Among those individuals who had an outside offer while at UMD, 42.9% said that the offer resulted in a salary increase; and among those individuals who had an outside offer in the last 5 years, 66.7% said that the offer resulted in a salary increase.
- The most frequent reasons for JOUR colleagues' leaving included retirement (44.4%), a higher salary (11.1%), and not being well suited to the faculty career (11.1%).

Table 12. Respondents' Reasons for Intending to Leave UMD or the Academic Profession

If you are likely to leave the University or the academic profession in the next two years, what would be the primary reasons? [Please check one primary reason]	JOUR % Selected	UMD % Selected
An offer with a higher salary	22.2	20.6
An offer from a more prestigious department or institution	0	14.3
Retirement	11.1	11.0
Other	11.1	7.1
Lack of collegiality in my unit	0	4.3
To be closer to family	0	4.3
An offer from an institution in a more desirable geographic location	0	4.2
Potential for better work-life balance in a different type of position	0	3.5
Career opportunities at another institution for my spouse/partner	11.1	2.3
An offer for a position outside academe	0	1.9
Poor likelihood of tenure/promotion or contract renewal	0	1.4
Better work-life policies	0	1.1
I'm not well suited to the faculty career	0	<1.0
Better campus climate for Faculty of Color at another institution	0	<1.0
Better campus climate for women at another institution	0	<1.0
Better campus climate for GLTBQ faculty at another institution	0	0

There were no statistical differences between JOUR and UMD respondents at *p<05.

Table 13. Colleagues' Reasons for Leaving UMD

Considering the most recent case of departure, what was the primary reason that he or she left UMD? [please check one]	JOUR % Selected	UMD % Selected
An offer with a higher salary	11.1	18.1
An offer from a more prestigious department or institution	0	12.3
Retirement **	44.4	12.1
Poor likelihood of tenure/promotion or contract renewal	0	8.2
Other	0	7.3
To be closer to family	0	4.7
Lack of collegiality in my unit	0	3.9
An offer from an institution in a more desirable geographic location	0	3.2
Faculty member not well suited to the faculty career	11.1	2.6
Career opportunities at another institution for my spouse/partner	0	1.9
Potential for better work-life balance in a different type of position	0	1.8
An offer for a position outside academe	0	1.3
Better work-life policies	0	<1.0
Better campus climate for GLTBQ faculty at another institution	0	<1.0
Better campus climate for women at another institution	0	<1.0
Better campus climate for Faculty of Color at another institution	0	<1.0

Statistical differences between JOUR and UMD respondents at ***p<.001, **p<.01, *p<05.

Perceptions of Productivity

KEY FINDINGS

- 66.7% of JOUR respondents ranked themselves as more productive than researchers of their rank nationwide and believed that their unit views them as more productive than researchers of their rank nationwide.
- 11.1% of JOUR respondents ranked themselves as less productive than researchers of their rank nationwide.
- None of JOUR respondents believed their unit views them as less productive than researchers of their rank nationwide.
- There were no significant differences between JOUR and UMD respondents overall in their perception of their productivity.

Examples of open-ended comments include:

“What my college/unit could do is value and support research productivity in the same way (or to the same extent that) the University does.”

“[The most important thing UMD, my college, or unit could do to contribute to my research productivity is] reduce service obligations both within and outside the unit.”

Comparison of JOUR Faculty Work Environment Data by Year on Select Items

Survey Findings from the Philip Merrill College of Journalism	2013	2015
	% Agree / Strongly Agree	
Faculty Learning and Institutional Support for Learning		
The University provides an environment that stimulates my academic learning.	100%	77.8%
Professional Networks and Institutional Support of Professional Networks		
I feel isolated in my department.	14.3%	33.3%
I am satisfied with the collegiality in my unit.	71.4%	66.7%
I am satisfied with the opportunity to collaborate with other UMD faculty.	85.7%	77.8%
Diversity and Inclusion		
The opportunities for female faculty at UMD are at least as good as those for male faculty.	83.3%	66.7%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	66.7%	44.4%
I have experienced discrimination in my unit based on my individual or multiple identities.	0%	0%
Work-Life Integration		
I am satisfied with my unit's culture around work-life balance.	83.3%	55.6%
The institution does what it can to make family life and the tenure track compatible.	83.3%	55.6%
Career Advancement and Institutional Support of Career Advancement		
In my unit, the tenure requirements are clear.	66.7%	66.7%
In my unit, the promotion requirements for advancing to Full Professor are clear.	66.7%	55.6%
In my unit, the tenure process is fair.	83.3%	77.8%
In my unit, the promotion process for advancing to Full Professor is fair.	83.3%	66.7%
I have concerns about my own career advancement at UMD.	0%	11.1%
Fair and Manageable Workload		
I feel in control of my participation in service activities.	66.7%	44.4%
There is support in my department for effective teaching.	100%	55.6%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	83.3%	44.4%
I am satisfied with the amount of time spent on research versus teaching and service.	33.3%	33.3%
Satisfaction with Resources and Conditions at UMD		
I am satisfied with my overall experience working at UM.	100%	88.9%
I am satisfied with my overall experience working in my unit.	83.3%	77.8%
I am likely to leave the university in the next two years.	16.7%	11.1%

Note: Responses to the 2011 JOUR FWES are not available due to a small *n*. In 2013, 50% of JOUR tenure track faculty responded to the FWES, and in 2015 64% responded.