

### ADVANCE Program for Inclusive Excellence

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



## Satisfaction with Resources

### 2015 Faculty Work Environment Survey Results

*The University of Maryland Faculty Work Environment Survey (FWES) was designed to measure the degree to which faculty perceive and experience their units, colleges, and the university to be investing in their professional growth and creating an inclusive work environment. Much social science and educational research has found that supporting faculty professional growth (agency, learning, professional networks, and recognition) and creating inclusive work environments (fair workload, diversity climate, work-life climate) is linked to faculty retention, advancement, and productivity. The Faculty Work Environment Survey (FWES) was designed and implemented by the University of Maryland ADVANCE Program with support and consultation from the Office of Faculty Affairs and Office of Diversity & Inclusion. The FWES was implemented in spring, 2011, 2013, and 2015.*

This brief summarizes results from all full-time tenure track participants in 2015 survey. A full institution-wide report can be found at the ADVANCE website, research and evaluation section:

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

#### RESPONDENTS

53% (n=854) of full-time UMD tenure track or tenured faculty completed the work environment survey. Demographics of respondents included:

- 41% female, 59% male
- 20% Faculty of Color, 80% White
- 23% Assistant, 32% Associate, and 44% Full Professors

The UMD Faculty Work Environment Survey asked participants about their satisfaction with various aspects of their job, UMD, and their unit. Job satisfaction has been linked to faculty departure and is key to understanding retention issues at UMD (Hagedorn, 2000; Hagedorn, 1996; Daly & Dee, 2006; Rosser & Townshend, 2006).

## SURVEY RESULTS

### OVERALL EXPERIENCE

- Overall, the majority of respondents are satisfied with their experience in their faculty roles at UMD. Over half of participants were satisfied with their overall experience working at UMD (63.0%).
- Participants were most satisfied with the amount of autonomy they have in their role (76.3%), work in their unit (68.1%), and the diversity on campus (66.9%).
  - Participants were least satisfied with assistance for finding grants (35.0%) and amount of access to TAs and RAs (39.1%).

### RESEARCH SUPPORT

- Among all questions regarding resources provided by the unit, participants were least satisfied with assistance finding grants (35.0%).
- 42.7% reported being satisfied with their unit's assistance with research administration.
- 43.1% reported satisfaction with the amount of time spent on research versus teaching and service.

### TEACHING SUPPORT

- Only 39.1% of survey respondents reported satisfaction with access to TA's and RA's.

- 45.7% reported satisfaction with professional assistance for improving teaching.
- 52.2% reported that there is support in their unit for effective teaching.

### SALARY AND BENEFITS

- Only 42.4% 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 (20.6%).

### DIFFERENCES BY GENDER, RACE, AND RANK

Associate professors were least satisfied with their overall experience both at UMD and in their unit (Figure 1). There were no significant differences by gender or race in overall satisfaction with UMD or one's unit.

However, satisfaction with many other aspects of the UMD faculty experience differed by gender, rank, and race. Ten out of twenty-one aspects of satisfaction differed by gender. Women respondents were more satisfied than men with the university's location. Women were less satisfied with assistance with research administration and finding grants, clerical/administrative support, time spent on research versus teaching and service, amount of access to TAs and RAs, salary and benefits, expectations for committee service, the transparency of decision-making within their unit, and diversity on campus.

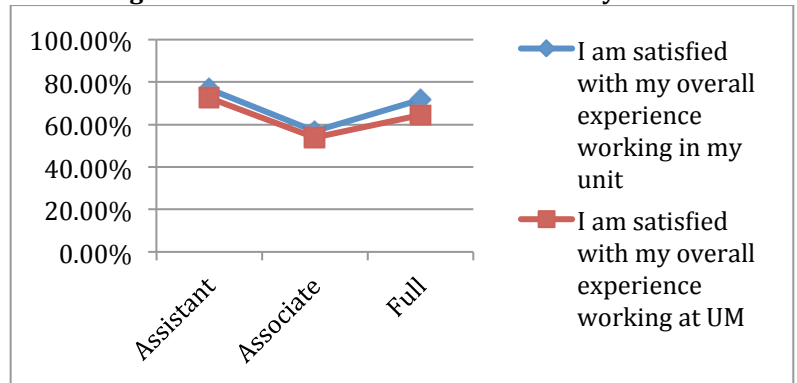
The areas where UMD women faculty were less satisfied are consistent with findings from other research universities and faculty research (Rosser, 2004; Seifert & Umbach, 2008; Xu, 2008).

Three differences by race emerged: Faculty of Color were less satisfied than White faculty with the diversity on campus and the quality of graduate students in their program, and more satisfied with the university's location.

Finally, satisfaction differed by rank for most aspects of the UMD experience. Associate Professors were more satisfied than full professors with the University's national reputation and the quality of campus facilities, but less satisfied across 15 dimensions as compared to Assistant and Full Professors: overall

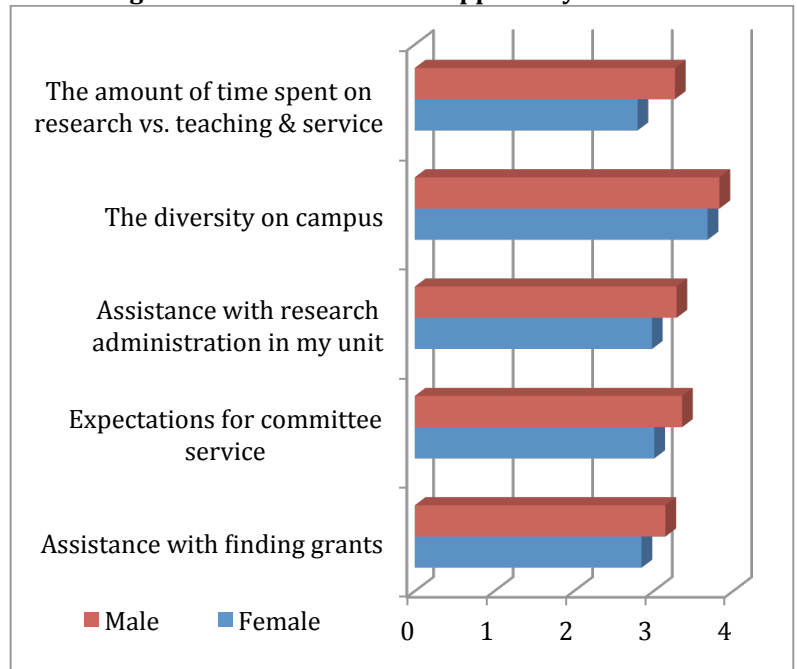
experience working in their units and at UMD, assistance with research administration and finding grants, clerical/administrative support, the quality of graduate students in their program, time spent on research versus teaching and service, transparency of decision-making within their unit, access to TAs and RAs, expectations for committee service, salary and benefits, autonomy, support of colleagues, sense of fit between values and unit, priorities and vision of their college/school.

**Figure 1. Satisfaction with Unit and UM by Rank.**



Note: Percent of faculty who Agree and Strongly Agree. Survey wording truncated for figure presentation.

**Figure 2. Satisfaction with Supports by Gender**



Note: Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for figure presentation.

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**TO CITE THIS BRIEF:**

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**The ADVANCE Program for Inclusive Excellence** aims to improve work environments and opportunities for women faculty in ways that improve the university for all. ADVANCE is Directed by Professor KerryAnn O'Meara and coordinated by Kristen Corrigan, Projects Manager. ADVANCE reports to the Provost's Office and is located in 1402 Marie Mount Hall. Founded initially through an NSF ADVANCE grant, the program is now supported by the campus, and engages in four activities found to have high impact in supporting faculty and improving work environments: (a) Strategic Networks (for assistant professors, associate professors, ADVANCE professors, under-represented faculty of color, leadership fellows and professional track faculty); (b) ADVANCE Professors assigned to each college to mentor women faculty and work with Deans to create structures and cultures of support; (c) Data collection, analysis and dissemination to increase awareness of equity issues, mentor, and improve work environments (e.g., faculty work environment survey and dashboard); and (d) Crafting policy change as relevant with other offices in areas that specifically affect women faculty. Please contact the ADVANCE office with questions or ideas related to these activities and goals [advance@umd.edu](mailto:advance@umd.edu)