# ADVANCE

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

UNIVERSITY OF MARYLAND

## Work-Life Integration

## 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

Studies suggest that differences exist by gender and race in terms of perceived support for career advancement on the tenure track (Glazer-Raymo, 2008; Gappa, Austin, & Trice, 2007). Faculty who are well-supported in their lives both in and out of work tend to be more satisfied in their roles (Armenti, 2004; Glazer-Raymo, 2008). Led by NSF-ADVANCE, the Sloan Foundation, and the ACE, there have been many attempts across research universities to change policy and cultures to be more supportive of academic parents on the tenure track (Lester & Sallee, 2009). The UMD Faculty Work Environment Survey asked questions regarding participant's opinions of the climate for and supports of work-life integration at UMD.

### SURVEY RESULTS

#### Major Findings

The findings related to work-life climate at UMD were mixed.
- 51.7% of respondents were satisfied with their unit's culture for work-life balance.
- However, only 34.7% of respondents agreed that the university does what it can to make family life and the tenure track compatible.

- 35.6% of respondents agreed that there are role-models for work-life balance.

A few aspects of work-life climate were positive for the majority of faculty. For example, 65.5% agreed that they have taken strategic steps toward creating a satisfactory work-life balance and 60.2% agreed that faculty can be honest about family/life roles and responsibilities. By contrast, several items related to general measures of climate were more negative. Only 49.7% agreed that there is no bias against family care-giving in their unit.

Open-ended comments emphasized a need for more childcare (particularly for younger children) on campus and a need to normalize use of parental leave and tenure delay.

## DIFFERENCES BY GENDER, RACE, AND RANK

As would be expected by the literature on faculty work-life climate, there were significant differences by gender and rank.

Specifically, compared to male faculty, female faculty were less likely to agree that

- the institution does what it can to make family and the tenure track possible,
- that faculty can be honest with colleagues about family/life roles and responsibilities,
- that there is no bias against family care-giving in their unit.

UMD female faculty were also less satisfied with their unit's culture around work-life balance and reported lower control over creating a satisfying work-life balance and fewer role-models in their units.

There were no significant differences on work-life climate based on race/ethnicity.

Full Professors were more likely to be satisfied with support for work-life integration. Associate Professors were generally less favorable regarding the work-life climate as compared to Full Professors.

"Access to on-campus child-care should be automatic and affordable (or even free). I know that this would require a dramatic expansion of the current childcare facilities and would cost significant money, but if UM is serious about work-life balance and gender inequality, this is the single most effective step that UM can take and would be worth the investment."
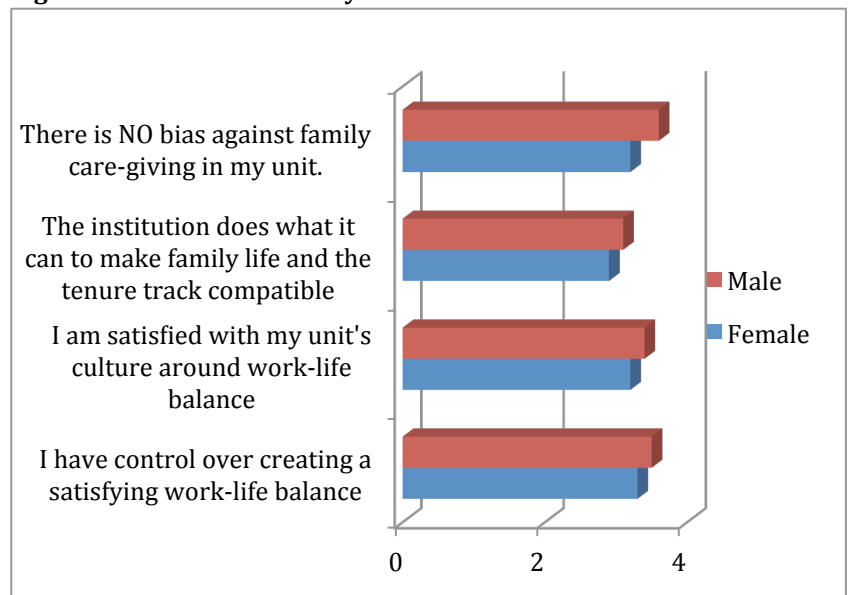
"[We need] policies that would require (or at least generate a culture supportive of) making service responsibilities shared equally."

**Figure 1. Work-Life Items by Rank.**
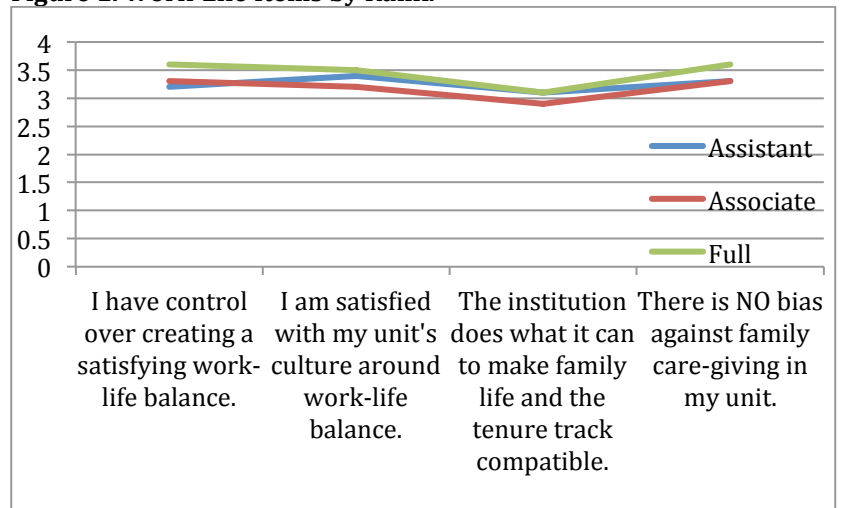


Note: Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for figure presentation.

**Figure 2. Work-Life Items by Gender.**



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

Associate Professors were less likely than Full Professors

- to feel satisfied with their unit's culture around work-life balance,
- to agree that the institution does what it can to make family life and the tenure track compatible,
- to perceive their unit's support for faculty scheduling work commitments around family schedules,
- to believe that faculty can be honest with colleagues about family/life roles and responsibilities.

Associate Professors were least likely to agree they have role-models in their units of how to create a satisfying work-life balance. Both Assistant and Associate Professors were less likely than Full Professors to feel control over creating a satisfying work-life balance, and to agree that there is no bias against family care-giving in their unit. Finally, Assistant Professors reported lower agreement than Full Professors with having taken strategic steps towards creating a satisfactory work-life balance.

## REFERENCES

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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. ADVNACE 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