

ADVANCE Program for Inclusive Excellence

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



Faculty Workload and Rewards 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 tenure track faculty participants related to fair and manageable workload and reward in spring 2015. 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

53.3% (n=854) of full-time UMD tenure track or tenured faculty completed the work environment survey. Demographics of respondents included:

- 41.3% female, 58.7% male faculty
- 19.9% Faculty of Color, 80.1% White faculty

- 23.5% Assistant, 32.4% Associate, and 44.0% Full Professors

FAIR AND MANAGEABLE WORKLOAD

Major findings:

- About half of respondents reported feeling in control of their service participation, being able to say no to additional on-campus service activities without negative consequences, and having support in their department for effective teaching.
- 63.9% of faculty feel that the distribution of campus service work in their unit is fair.

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

“A small percentage of the faculty carry an outsized share of the service responsibilities.”

“Some folks do a lot, others do a little. Rewards are far greater for research than service.”

“Transparency is key. When everyone knows who is carrying what load and why, and when everyone has a say in the process, everyone is happy.”

EVALUATION OF RESEARCH AND CREATIVE WORK

Major findings:

- More than half of respondents agreed that their unit supports interdisciplinary scholarship, engaged scholarship, and collaborative research and grant work.
- 44.4% of respondents agreed that their unit supports cutting edge research.

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

RECOGNITION

Major findings:

- More than half of respondents believed that their teaching (64.2%), research (71.1%), and service (63.5%) were valued by colleagues in their unit.
- 33.7% of respondents said they had been nominated by someone at UMD for an award.

DIFFERENCES BY GENDER

- Women perceived less support than men for taking risks and trying to be cutting edge in their research in their units.

- Women were less likely to report being in control of their teaching responsibilities and service activities, felt less likely to say no to additional on-campus service activities without negative consequences, and were less likely to perceive that their research agenda is under their control.

DIFFERENCES BY RACE & ETHNICITY

- Faculty of Color were less likely than White faculty to feel control over their research agenda.
- Faculty of Color were less likely than White faculty to agree that engaged scholarship is rewarded in their units.

DIFFERENCES BY RANK

- Associate Professors were less likely to feel in control of their teaching responsibilities, service activities, and their research agenda. 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.
- Associate Professors were less likely to feel as though interdisciplinary and engaged scholarship is rewarded or that collaborative research or cutting edge research is encouraged.
- Associate Professors generally were least satisfied with recognition of their contributions in their units, and were less likely than Full Professors to be satisfied with recognition of their service work.

“The burden is highest on associate professors. Full professors in my unit do not contribute as much, in terms of service or teaching.”

“Some faculty have more campus service responsibilities than others. And, when committee assignments take diversity into account, they end up unfairly burdening women and people from under-represented groups.”

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