ADVANCE

Research Brief

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

UNIVERSITY OF MARYLAND

College of Agricultural & Natural 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 tenure track participants from the College of Agricultural & Natural Resources in 2015. A full institution-wide report, as well as a longer College of Agricultural & Natural Resources report can be found at the ADVANCE website, research and evaluation section:
http://www.advance.umd.edu/research/research-evaluation

RESPONDENTS

56% (n=100) of full-time UMD tenure track or tenured Agricultural & Natural Resources (AGNR) faculty completed the work environment survey. This tenure track report includes agent faculty. Of the 100 AGNR respondents, 33 of those 100 are agents, senior

agents and principal agents (corresponding to assistant, associate and full rank). Demographics of respondents included:

- 43% female, 57% male faculty
- 23% Faculty of Color, 77% white faculty
- 34% Assistant, 40% Associate, and 26% Full Professors

SURVEY RESULTS

Comparisons are provided between AGNR and all University of Maryland tenure track and tenured respondents. Full-time non-tenure track faculty survey responses will be provided in a forthcoming report.

Faculty Learning and Institutional Support for Learning

- 55.0% of AGNR respondents agree that their unit supports their learning external to campus and 41.4% believe that the university provides an environment that stimulates their academic learning.
- AGNR respondents were less likely than UMD faculty overall to agree that in the last twelve months they have gained knowledge or skills that have made them a better teacher (59.6% for AGNR vs. 66.4% for UMD) and contributed to their research and/or scholarly agenda (64.6% for AGNR vs. 74.9% for UMD), and that they set aside time to advance their scholarly learning (60% AGNR vs. 73% UMD).

- AGNR respondents were less likely than UMD respondents overall to indicate that their unit has helped them to make room among their responsibilities for academic learning (32.3% AGNR vs. 52.7 UMD) and that their unit has financially supported their learning in their field or discipline (38% AGNR vs. 48.4% UMD).
- AGNR Faculty of Color were more likely than AGNR White faculty to agree that in the last twelve months, they set aside time to advance their scholarly learning, have gained knowledge or skills that have made them a better teacher, and that the University provides an environment that stimulates their academic learning.

Professional Networks and Institutional Support of Professional Networks

- In terms of professional networks:
  - AGNR respondents were less likely than other UMD respondents overall to have a core discussion network that includes one or more members who are influential in their field (78.9% AGNR vs. 84.1% UMD), and provides helpful feedback on their research (65.9% AGNR vs. 80.9% UMD).
- In terms of support for professional networks:
  - AGNR respondents were less likely than UMD respondents overall to be satisfied with collegiality in their unit (47% AGNR vs. 63.3% UMD), and to experience voice in decision-making in their unit (48% AGNR vs. 64% UMD).
  - AGNR respondents were more likely than other UMD respondents overall to feel isolated in their department (33% AGNR vs. 21.6% UMD).
- AGNR women faculty were less likely than AGNR men faculty to be satisfied with collegiality in their department, and opportunities to collaborate, and were more likely to feel isolated.
- AGNR Associate Professors were less likely than AGNR Assistant Professors to agree that

their core discussion network enhances their visibility in the field.

Recognition

- 70.4% of AGNR respondents feel recognition for their research/ scholarship.
- AGNR respondents were more likely than UMD respondents overall to have been nominated by someone at UM for an award.
- About two thirds of AGNR respondents feel recognition for their research/scholarship.
- AGNR women were less likely than AGNR men to believe that faculty in their unit care about their personal well-being.

Diversity and Inclusion

- About two thirds of AGNR faculty perceive that their unit makes genuine efforts to recruit female faculty (70.8%) and faculty of Color (65.6%).
- AGNR respondents were more likely than UMD respondents overall to agree that opportunities for faculty of Color at UM are at least as good as those for White faculty (59.4% AGNR vs. 46.5% UMD).
- However, AGNR respondents were also more likely than UMD respondents to indicate that they have to work harder than some of their colleagues to be perceived as a legitimate scholar (41.2% AGNR vs. 33.8% UMD).
- 21.3% of AGNR respondents reported having experienced discrimination in their unit based on their individual or multiple identities.
- AGNR women faculty were more likely than AGNR men faculty to report that they have to work harder than some of their colleagues to be perceived as a legitimate scholar, and that they have experienced discrimination (either overt or subtle) in their unit.

"Our department actually has a good history of hiring and retaining women scientists."

"I do not feel like I've been discriminated on for my race or gender. However, sometimes I feel certain colleagues judge me because I did not receive my degrees from prestigious universities or because my educational path was non-traditional."

Work-Life Integration

- 42.3% of AGNR participants agreed that there is no bias against family care-giving in their unit.
- AGNR respondents were less likely to be satisfied with their unit's culture around work-life balance than UMD respondents overall (45.5% AGNR vs. 51.7% UMD), to have role-models in their unit for how to create a satisfying work-life balance (24.2% AGNR vs. 35.6% UMD), and to believe that the institution does what it can to make family life and the tenure track compatible (28.6% AGNR vs. 34.7% UMD).
- AGNR women faculty were less likely than AGNR men faculty to:
    - Be satisfied with their unit's culture around work-life balance;
    - Agree that there are role-models in their unit of how to create a satisfying work-life balance;
    - Agree that faculty in their unit can be honest with colleagues about family/life roles and responsibilities;
    - Perceive their unit's support of faculty scheduling work commitments around family schedules
- AGNR Faculty of Color were more likely than AGNR White faculty to indicate that they have control of creating a satisfying work-life balance, the institution does what it can to make family life and the tenure track compatible, and their unit supports family scheduling work commitments around family schedules.

"Offer workshop to discuss how to balance work and life."

"Set reasonable expectations for the tenure track family…the pressure is always on."

Career Advancement and Institutional Support of Career Advancement

- AGNR faculty were more likely than UMD respondents overall to report feeling stuck in their ability to advance in their career (27.3% AGNR vs. 20.4% UMD), and to feel less control over their career advancement (19% AGNR vs. 15.2% UMD).
- However, AGNR faculty were more likely than UMD respondents overall to indicate being strategic in achieving their career goals (79% AGNR vs. 70% UMD).
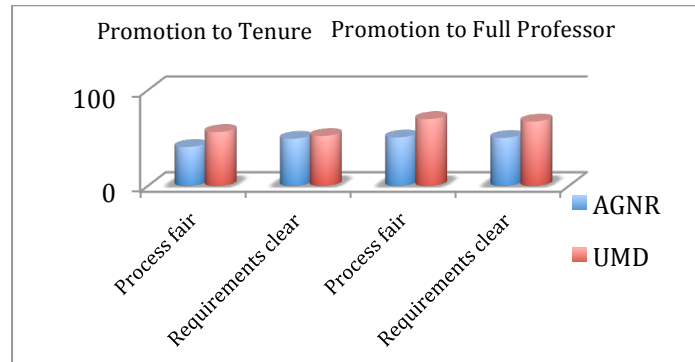

Figure 1. Percentage of respondents who agreed that requirements were clear and processes were fair for both tenure and promotion to Full Professor in their units.

- AGNR women faculty were less likely than AGNR men faculty to agree that faculty in their unit have the freedom to succeed if they work hard.

"I'm not always certain what opportunities I should take advantage of and to what extent."

Evaluation of Research and Creative Work

AGNR respondents did not differ significantly from other UMD faculty in their perception of the evaluation of research and creative work.

- About half of AGNR faculty agreed that interdisciplinary, engaged and collaborative scholarship is rewarded in their unit.
- Only 35.5% of AGNR respondents indicated that faculty in their unit are rewarded for taking risks and trying to be cutting edge in their research.

Fair and Manageable Workload

- 64.9% of AGNR respondents perceive that the distribution of campus service work in their unit is fair and 84.5% of AGNR respondents

agree that their research agenda is largely under their control.

- AGNR respondents were more likely than UMD respondents to agree that managing their teaching responsibilities is largely under their control (81.3% AGNR vs. 68.6% UMD).
- However, AGNR respondents were less likely than UMD respondents to agree that there is support in their department for effective teaching (46.8% AGNR vs. 52.2% UMD) and to perceive that it is possible for them to say no to additional on-campus service activities without negative consequences (37.5% AGNR vs. 52.1% UMD).
- AGNR women faculty were less likely than AGNR men faculty to agree that their research agenda is largely under their control and to feel that the distribution of campus service work in their department is fair.
- AGNR Faculty of Color were less likely than AGNR White faculty to feel the distribution of campus service work in their department is fair.

"As one of the few women in my department, I have a disproportionate quantity of service."

"I am told as a tenure tracked employee that I need to step up to every service opportunity."

"Rewards are far greater for research than service."

Leadership Opportunities

- Less than half (47.0%) of AGNR respondents have been encouraged at least once during the past twelve months to pursue a leadership position.
- AGNR respondents (51%) were less likely than UMD respondents (59.3%) overall to agree that there are opportunities in their college for faculty to become involved as leaders.
- AGNR women faculty were less likely than AGNR men faculty to have been encouraged during the past twelve months by anyone at UMD to pursue a leadership position.

Satisfaction with Resources and Conditions at UMD

AGNR respondents were less satisfied than UMD respondents overall with:

- Salary and benefits (31.3% AGNR vs. 42.4% UMD)
- Access to TA's and RA's (28.39% AGNR vs. 39.1% UMD)
- The University's location (46.9% AGNR vs. 62.8% UMD)
- Transparency of decision-making within their unit (37.4% AGNR vs. 49.4% UMD)
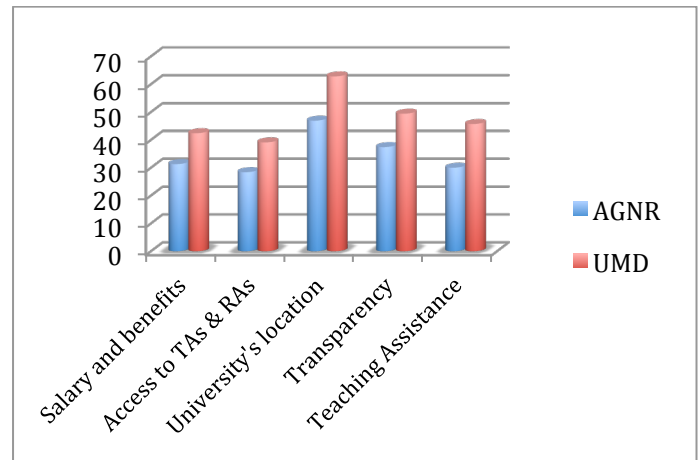- Professional assistance for improving teaching (30% AGNR vs. 45.7% UMD)

Figure 2. Percentage of respondents who were satisfied with conditions and resources at UMD.

Most AGNR respondents were satisfied with the:

- Amount of autonomy (76.5%)
- Diversity on campus (67%)
- Overall experience with their unit (63.6%)
- University's national reputation (63.3%)

Organizational Commitment and Intent to Leave

- 35.7% of AGNR faculty (vs. 27.6% UMD faculty) stated they were likely to leave the university in the next two years.
- AGNR faculty were more likely than other UMD faculty to have had an outside offer while at UMD (56.8% AGNR v. 46.4% UMD).
- AGNR White faculty were more likely than AGNR Faculty of Color to have had an outside offer while at UMD.
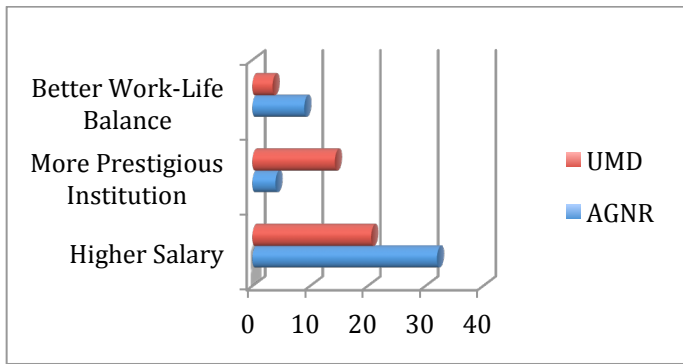
Figure 3. Primary reasons for intent to leave the University or the academic profession in the next two years.

Perceptions of Productivity

- 60.6% of AGNR respondents ranked themselves as more productive than researchers of their rank nationwide.

- 10.1% of AGNR respondents ranked themselves as less productive than researchers of their rank nationwide.
- Full Professors were more likely than Associate or Assistant Professors to rate their overall research/scholarly productivity as high, compared to scholars of their rank nationwide.

"UMD does not incentivize productive faculty."

"My unit is very supportive of my efforts."

TO CITE THIS BRIEF:

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

Survey Findings from the College of Agriculture and Natural Resources	2011	2013	2015
	% Agree/Strongly Agree		
Faculty Learning and Institutional Support for Learning			
The University provides an environment that stimulates my academic learning.	42%	61%	45.0%
Professional Networks and Institutional Support of Professional Networks			
I feel isolated in my department.	22%	23.7%	33.0%
I am satisfied with the collegiality in my unit.	53%	55.2%	47.0%
I am satisfied with the opportunity to collaborate with other UMD faculty.	31%	52.5%	51.0%
Diversity and Inclusion			
The opportunities for female faculty at UMD are at least as good as those for male faculty.	65%	55.9%	55.2%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	62%	53.4%	59.4%
I have experienced discrimination in my unit based on my individual or multiple identities.	18%	23.7%	21.3%
Work-Life Integration			
I am satisfied with my unit's culture around work-life balance.	27%	44.1%	45.5%
The institution does what it can to make family life and the tenure track compatible.	18%	32.2%	28.6%
Career Advancement and Institutional Support of Career Advancement			
In my unit, the tenure requirements are clear.	64%	57.6%	50.0%
In my unit, the promotion requirements for advancing to Full Professor are clear.	46%	53.4%	49.2%
In my unit, the tenure process is fair.	63%	59.3%	50.5%
In my unit, the promotion process for advancing to Full Professor is fair.	45%	48.3%	40.6%
I have concerns about my own career advancement at UMD.	29%	25.8%	39%
Fair and Manageable Workload			
I feel in control of my participation in service activities.	51%	48.3%	55.7%
There is support in my department for effective teaching.	46%	46.6%	46.8%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	28%	44.1%	37.5%
I am satisfied with the amount of time spent on research versus teaching and service.	33%	42.4%	44.9%
Satisfaction with Resources and Conditions at UMD			
I am satisfied with my overall experience working at UM.	61%	67.8%	54%
I am satisfied with my overall experience working in my unit.	69%	59.3%	63.6%
I am likely to leave the university in the next two years.	33%	30.8%	35.7%

Note: In 2011, 35% of AGNR tenure track faculty responded to the FWES, in 2013 49%, and in 2015 56%.