

ADVANCE Program for Inclusive Excellence

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



College of Arts and Humanities

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 from the College of Arts and Humanities in spring, 2015. A full institution-wide report, as well as longer College of Arts and Humanities report, can be found at the ADVANCE website, research and evaluation section: <http://www.advance.umd.edu/research/research-evaluation>

RESPONDENTS

60% (n=194) of full-time UMD tenure track or tenured Arts and Humanities (ARHU) faculty completed the work environment survey. Demographics of respondents included:

- 51.5% female, 48.5% male faculty

- 16.0% Faculty of Color, 84.0% White faculty
- 16.5% Assistant, 45.4% Associate, and 38.1% Full Professors

SURVEY RESULTS

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

Faculty Learning and Institutional Support for Learning

- 73.6% of ARHU respondents agreed that, in the last 12 months, they have learned a great deal that contributes to their research and/or scholarly agenda and 71.4% agreed that they have gained knowledge or skills that have made them a better teacher. 64.1% agreed that their unit supports their learning external to campus.
- ARHU respondents were more likely than other UMD respondents overall:
 - to set aside time to advance their scholarly learning (80.7% of ARHU vs. 73.0 of UMD)
 - to agree that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning (60.2% of ARHU vs. 52.7% of UMD),
 - to indicate that their unit has financially supported their learning in

their field or discipline (55.5% of ARHU vs. 48.4% of UMD).

- ARHU respondents were less likely than UMD respondents to agree that the University provides an environment that stimulates their academic learning (42.6% of ARHU vs. 51.7% of UMD).
- ARHU Faculty of Color were less likely than ARHU White faculty to agree that, in the last twelve months, they have learned a great deal that contributes to their research and/or scholarly agenda.
- Associate Professors were less likely than Assistant Professors to indicate that their unit financially supports their learning in their field or discipline.

“The university offers so very little in the form of research and symposium-hosting and conference-attending support. It’s so demoralizing.”

“We need much more financial support for research travel and for conference travel and for hosting events. We also need a university that shows that it cares about research in the humanities.”

Professional Networks and Institutional Support of Professional Networks

- The majority of ARHU respondents agreed that their core discussion network enhances their visibility in their field (79.4%), and agreed that it lets them know of professional opportunities (69.4%). 67.5% of ARHU respondents feel that they have a voice in decision-making in their unit, 61.3% have relationships with other faculty on campus that have supported their career advancement, and 58.2% are satisfied with the collegiality in their unit.
- 22.7% of ARHU respondents feel isolated in their department.
- ARHU respondents were more likely than UMD respondents overall to have a core discussion network that includes one or more members who are influential in their field and that provides helpful feedback on their research.

- ARHU respondents were more likely than UMD respondents overall to have their core discussion network off campus.
- ARHU respondents were less likely than UMD respondents overall:
 - to receive useful feedback from colleagues at UMD that improved their work (46.4% of ARHU vs. 58.3% of UMD),
 - to have been effectively mentored by someone in their unit (33.5% of ARHU vs. 40.5% of UMD),
 - to agree that individuals at their institution have made an effort to connect them with important people in their field (23.7% of ARHU vs. 35.6% of UMD), and
 - to be satisfied with the opportunities they have to collaborate with other UMD faculty (41.8% of ARHU vs. 55.8% of UMD).
- ARHU women faculty were less likely than ARHU men faculty to have a core discussion network with one or more members who were influential in their field.
- Associate Professors were less likely than Assistant Professors to agree that individuals at this institution have made an effort to connect them with important people in their field.

Recognition

- 66.3% of ARHU respondents agreed that faculty in their unit value their research/scholarship, 65.6% agreed that they valued their service contributions, and 60.4% agreed that faculty in their unit care about their personal well-being.
- ARHU respondents were more likely than UMD respondents overall to believe that faculty in their unit value their teaching contributions, but were less likely to have been nominated by someone at UMD for an award over the past three years.
- Associate Professors were less likely than Full Professors to believe that faculty in their unit value their research/scholarship.

Diversity and Inclusion

- 74.6% of ARHU respondents perceive that their unit makes genuine efforts to recruit female faculty and 66.5% perceive that their unit makes genuine efforts to recruit faculty of Color.
- ARHU respondents were less likely than UMD faculty overall to agree that the opportunities for female faculty and Faculty of Color at UMD are at least as good as those for male and White faculty.
- ARHU faculty were more likely than UMD faculty overall to report having to work harder to be perceived as a legitimate scholar, and to have experienced discrimination in their unit based on their individual or multiple identities.
- ARHU women faculty were less likely than ARHU men faculty, and ARHU Faculty of Color were less likely than ARHU White faculty to agree that the opportunities for female faculty and Faculty of Color at UMD are at least as good as those for male and White faculty, and that their unit makes genuine efforts to recruit diverse faculty. ARHU women faculty and Faculty of Color were more likely to have reported that they must work harder than some of their colleagues to be perceived as a legitimate scholar, and more likely to have experienced discrimination in their unit based on their individual or multiple identities.
- Associate Professors were less likely than Full Professors to agree that the opportunities for female faculty and faculty of Color at UMD are at least as good as those for male and White faculty.

Chart I. Faculty Perception of Diversity and Inclusion Survey Items

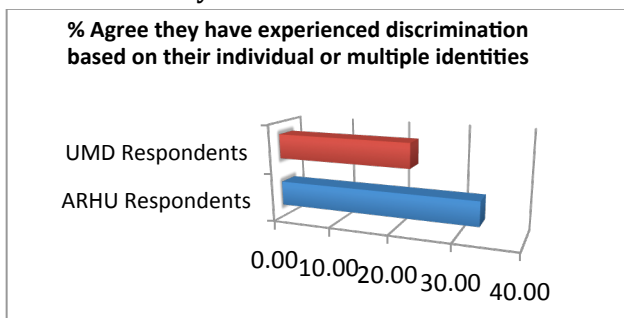
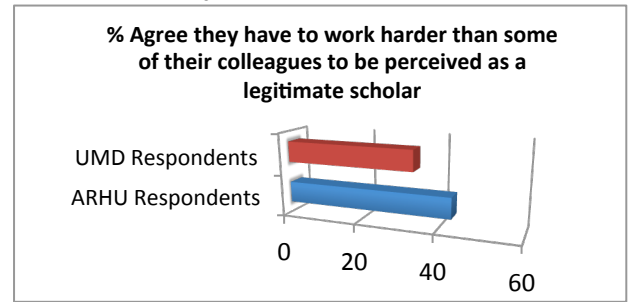


Chart 2: Faculty Perception of Diversity and Inclusion Survey Items



“Women are overburdened. Too many men shirk responsibilities. On the other hand, I have been excluded from important committees ...”

Work-Life Integration

- 68.8% of ARHU respondents had taken strategic steps toward creating a satisfactory work-life balance, 50.8% agreed that their unit supports faculty scheduling work commitments around family schedules and 54.4% said that in their unit, they can be honest with colleagues about family/life roles and responsibilities. 35.2% of ARHU respondents agreed that there are role-models in their unit for how to create a satisfying work-life balance.
- ARHU respondents were less likely than UMD respondents overall:
 - to feel control over creating a satisfactory work-life balance (47.9% of ARHU vs. 55.6% of UMD),
 - to be satisfied with their unit’s culture around work-life balance (42.0% of ARHU vs. 51.7% of UMD),
 - to believe that the institution does what it can to make family life and the tenure track compatible (26.4% of ARHU vs. 34.7% of UMD), and
 - to agree that there is no bias against family care-giving in their unit (41.5% of ARHU vs. 49.7% of UMD).
- ARHU women faculty were less likely than ARHU men faculty to feel control over creating a satisfying work-life balance, less likely to agree that the institution does what it can to make family life and the tenure track

compatible, and more likely to perceive bias against family care-giving in their unit.

- Assistant and Associate Professors were less likely than Full Professors to feel control over creating a satisfying work-life balance and were more likely to perceive bias against family care-giving in their unit.

Career Advancement and Institutional Support of Career Advancement

- More than half of ARHU respondents perceived the requirements for tenure and for advancing to Full Professor as clear (67.7% and 64.6%) and the processes as fair (52.1% for tenure and 54.0% for advancing to Full Professors).
- ARHU respondents were more likely than UMD respondents overall to have concerns about opportunities for their own career advancement (44.3% of ARHU vs. 34.7% of UMD).
- ARHU Faculty of Color were less likely than ARHU White faculty to have intentionally made choices to focus their career in ways that are personally meaningful to them.
- ARHU respondents differed in several ways from each other based on rank:
 - Associate Professors were more likely than Assistant Professors to feel stuck in their ability to advance in their career.
 - Associate Professors were more likely than Full Professors to have concerns about their own career advancement opportunities at UMD.
 - Assistant Professors were less likely than Associate or Full Professors to perceive the tenure requirements in their unit as clear.
 - Assistant and Associate Professors were less likely than Full Professors to perceive the tenure process as fair and the promotion requirements for advancing to Full Professor as clear.

“I have a concern about fairness, about politics playing a role in whether a professor advances or not, especially

if the work and/or identity of a person is not mainstream or socially dominant.”

Evaluation of Research and Creative Work

- 58.3% of ARHU respondents agreed that interdisciplinary scholarship is rewarded in their unit and 42.6% agreed that taking risks and trying to be cutting edge in their research is rewarded.
- ARHU respondents were less likely than UMD respondents to agree that engaged scholarship is rewarded in their unit (42.6% of ARHU vs. 51.5% of UMD) and that collaborative research and grant work is encouraged in their unit’s reward system (37.5% of ARHU vs. 55.5% of UMD).

Fair and Manageable Workload

- 85.9% of ARHU respondents agreed that their research agenda is largely under their control and 69.6% agreed that managing their teaching responsibilities is under their control. 52.4% of ARHU respondents agreed that there is support in their department for effective teaching and 47.9% agreed that it is possible to say no to additional on-campus service activities without negative consequences.
- ARHU respondents were less likely than UMD overall to feel in control of their participation in service activities (47.6% of ARHU vs. 52.9% of UMD) and less likely to feel the distribution of campus service work in their department is fair (50.8% of ARHU vs. 63.9% of UMD).
- ARHU women faculty were less likely than ARHU men faculty:
 - to feel that they could say no to additional on-campus service activities without negative consequences for their career,
 - to feel their research agenda was under their control, and
 - to perceive the distribution of campus service work in their department is fair.
- ARHU Faculty of Color were less likely than ARHU White faculty to feel that they have their research agenda under control.

- Associate Professors were less likely than Full Professors to feel that they could say no to additional on-campus service activities without negative consequences for their career, and were less likely than Assistant Professors to perceive the distribution of campus service work in their department is fair.

“Advancement at UMD comes with increased frustration, aggravation, and a lot of less-than-useful-or-effective tasks.”

“Associate Professors are loaded with service work, making it difficult to advance.”

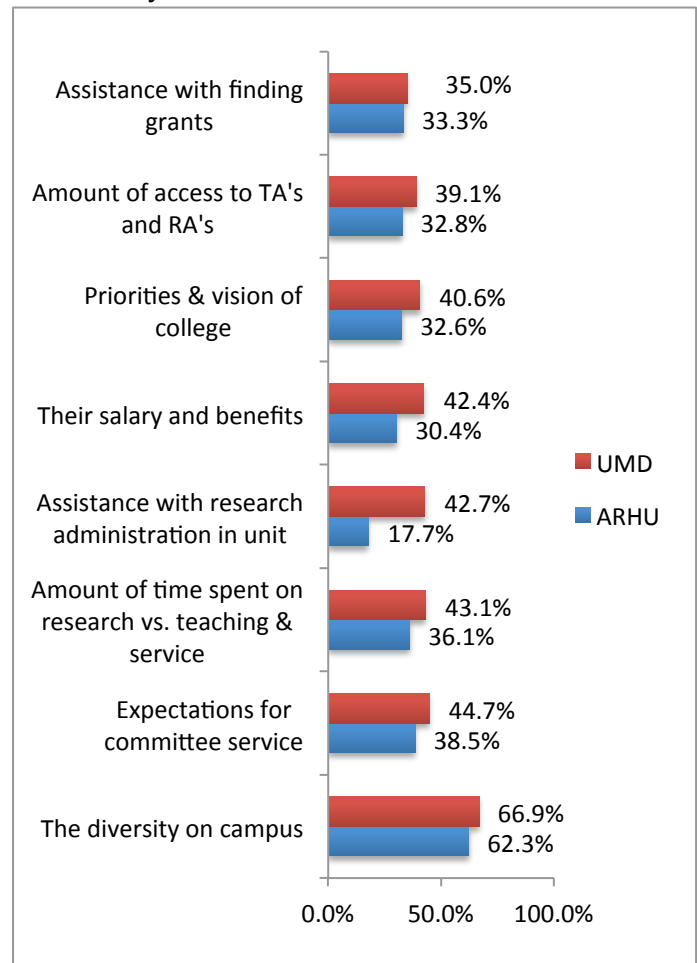
Leadership Opportunities

- 55.5% of ARHU respondents agreed that there are opportunities in their college for faculty to become involved as leaders, and 42.3% of ARHU respondents had been encouraged to pursue a leadership position during the past twelve months.

Satisfaction with Resources and Conditions at UMD

- ARHU respondents were more likely than UMD respondents overall to be satisfied with the quality of graduate students in their program (62.4% of ARHU vs. 59.4% of UMD) and undergraduate students (56.3% of ARHU vs. 53.4% of UMD).
- ARHU participants were less likely than UMD respondents overall to be satisfied with:
 - Overall experience working in their unit
 - Amount of autonomy they have in their role as faculty members
 - Quality of campus facilities
 - Expectations for committee service
 - Amount of time spent on research vs. teaching and service
 - Assistance with research administration in their unit
 - Salary and benefits (30.4% vs. 42.4%)
 - Priorities and vision of their college/school (32.6% vs. 40.6%)

Chart 3: Satisfaction with Resources and Conditions at UMD Survey Items



- ARHU women faculty were less likely than ARHU men faculty to be satisfied with expectations for committee service and the amount of time spent on research vs. teaching and service, and more likely to be satisfied with the quality of undergraduate students.
- ARHU Faculty of Color were more likely than ARHU White faculty to be satisfied with the University's location, and less likely to be satisfied with the amount of access to TAs and RAs, the diversity on campus, the amount of time spent on research vs. teaching and service, and the sense of fit between their values and those of their unit.
- Associate Professors were less likely than Full Professors to be satisfied with the amount of access to TAs and RAs, the amount of time spent on research vs. teaching and service, and the transparency of decision-making within their unit.

- Associate Professors were less likely than Assistant Professors to be satisfied with assistance with research administration in their unit and their overall experience working at UMD.
- Associate Professors were less likely than Assistant and Full Professors to be satisfied with their salary and benefits.

- If they intended to leave the University or the academic profession in the next two years, ARHU Faculty of Color were more likely than ARHU White faculty to do so for the potential for better work-life balance in a different type of position.
- If they intended to leave the University or the academic profession in the next two years, Associate Professors were more likely than Full Professors to do so for an offer with a higher salary, and Assistant Professors were more likely than Associate Professors to do so for career opportunities at another institution for their spouse/partner.
- ARHU Faculty of Color were less likely than ARHU White faculty to think that their unit views their overall level of research/scholarly productivity as high compared to researchers/scholars of their rank nationwide.
- Full Professors were more likely than Assistant and Associate Professors to rate their overall research/scholarly productivity high, compared to scholars of their rank nationwide, and to think their unit views their overall level of research/scholarly productivity as high.

Organizational Commitment and Intent to Leave

- 31.1% of ARHU respondents indicated that they are likely to leave the university in the next two years, but only 8.8% indicated their intent to leave the academic profession. 43.0% of ARHU respondents had an outside offer while at UMD; of those who had an outside offer, 56.6% had an outside offer in the last 5 years.
- The most frequent reasons ARHU respondents listed for intending to leave UMD were for a higher salary (24.7%), for an offer from a more prestigious department or institution (16.0%), and retirement (14.4%).
- ARHU women faculty were less likely than ARHU men faculty to have ever had an outside offer while at UMD.
- If they intended to leave the University or the academic profession in the next two years, ARHU women faculty were more likely than ARHU men faculty to do so for an offer with a higher salary.

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.

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

Survey Findings from the College of Arts and Humanities	2011	2013	2015
	% Agree/Strongly Agree		
Faculty Learning and Institutional Support for Learning			
The University provides an environment that stimulates my academic learning.	39%	53.0%	42.6%
Professional Networks and Institutional Support of Professional Networks			
I feel isolated in my department.	32%	25.2%	22.7%
I am satisfied with the collegiality in my unit.	40%	58.8%	58.2%
I am satisfied with the opportunity to collaborate with other UMD faculty.	25%	39.3%	41.8%
Diversity and Inclusion			
The opportunities for female faculty at UMD are at least as good as those for male faculty.	33%	45.5%	38.3%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	30%	40.4%	35.8%
I have experienced discrimination in my unit based on my individual or multiple identities.	42%	32.0%	33.5%
Work-Life Integration			
I am satisfied with my unit's culture around work-life balance.	34%	47.5%	42.0%
The institution does what it can to make family life and the tenure track compatible.	20%	29.7%	26.4%
Career Advancement and Institutional Support of Career Advancement			
In my unit, the tenure requirements are clear.	67%	68.3%	67.7%
In my unit, the promotion requirements for advancing to Full Professor are clear.	39%	53.8%	52.1%
In my unit, the tenure process is fair.	61%	64.0%	64.6%
In my unit, the promotion process for advancing to Full Professor is fair.	39%	48.1%	54.0%
I have concerns about my own career advancement at UMD.	52%	42.7%	44.3%
Fair and Manageable Workload			
I feel in control of my participation in service activities.	35%	48.4%	47.6%
There is support in my department for effective teaching.	44%	56.7%	52.4%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	37%	51.9%	47.9%
I am satisfied with the amount of time spent on research versus teaching and service.	22%	34.6%	36.1%
Satisfaction with Resources and Conditions at UMD			
I am satisfied with my overall experience working at UM.	52%	60.6%	58.5%
I am satisfied with my overall experience working in my unit.	51%	64.1%	60.1%
I am likely to leave the university in the next two years.	36%	28.9%	31.3%

Note: In 2011, 25% of ARHU tenure track faculty responded to the FWES, in 2013 47%, and in 2015 60%.