The Work Environment for Tenured/Tenure Track Faculty at the University of Maryland

ADVANCE Research and Evaluation: ARHU Report

KerryAnn O’ Meara
Associate Professor, Higher Education
Co-PI UM ADVANCE

Corbin M. Campbell
Research Assistant
What are the work environment experiences of UM T/TT faculty?

- Organizational Commitment
- Satisfaction with Department and UM
- Climate for Diversity
- Work-Life Climate & Policies
- Career Advancement Opportunities
- Evaluation & Management of Responsibilities
- Recognition
- Leadership Opportunities
- Information, Communication, & Decision-Making
- Faculty Learning
- Professional Networks & Collegiality
- Perceived Productivity

How do they differ by Gender, Race, and Rank?
Research Method

Survey Development

• Based on conceptual framework and review of the literature
• Sent to experts for review of construct and content validity
• Small pilot for review of response process validity

Survey Administration

• In Spring 2011, the link to the online UM Work Environment Survey (UMWES) was sent via email to all full-time faculty.
• The UMWES will be repeated again in spring 2013 and spring 2015.

Survey Analysis for this report

• Descriptive analyses
• T-tests & Chi-Squared (p<.05) for differences by gender and rank
• Only patterns of differences are reported here
ARHU Tenured/ TT Response Rates

There were 77 Tenured/TT ARHU Respondents to the survey (approximately 25% of Tenured/TT ARHU faculty in fall of 2010). Context: 32% of TT for UMD.

Of the 77 tenured/ tenure track respondents:
• 61% female and 39% male
• 19% were faculty of color, 81% were White Faculty and 1% were International faculty
• 22% Assistant Professors, 44% Associate Professors, and 34% Full Professors
• 5% Administrators
Limitations

- Possible response biases
- Measures perceptions only
- Mainly descriptive analyses
- Most questions aimed at unit level
- Few facilities questions
- Capture a snapshot of people and time—spring 2011 experiences, fall 2010 faculty
- Could not run ARHU college-level analyses by race due to low number of responses
ARHU

• Satisfaction with overall experience at UM (52%)* & in their unit (51%).

• Some items ARHU respondents rated as more favorable than all UMD respondents:
  • A diversified faculty is important for UM’s academic excellence (88% versus 80%).
  • I would like to serve in a leadership role in the broader UM community (college or University level) (51% versus 37%).
  • The pressure to seek grants is a barrier to my scholarly learning. (21% versus 39%).
ARHU Challenges

1. Lower response rate on the survey than the campus as a whole [25% ARHU versus 32% UMD].
2. On many matters respondents reported lower satisfaction than UMD colleagues as a whole.
3. Responses were notably less favorable with regard to diversity and fair treatment items.
4. Responses involving work-life climate and tenure & promotion issues were likewise less favorable.
5. Responses involving faculty collegiality and unit-level communication were also less favorable.

Interestingly, few of the responses varied by gender or rank.
Organizational Commitment

• 36% of ARHU participants stated they were likely to leave the university in the next two years (vs. 31% for all UMD respondents).

• 74% of ARHU participants had seen at least one faculty in their unit leave in last 3 yrs; 39% of ARHU respondents had received an outside offer while at UM (compared to 41% for all UMD).

• Most frequent reason for wanting to leave UMD is for a higher salary (65%), for a more prestigious institution or department (52%), potential for better work-life balance in a different type of position (22%), or because of lack of collegiality (17%). These are also the top four reasons for all UMD respondents.
# Top Reasons for Intending to Leave

<table>
<thead>
<tr>
<th></th>
<th>ARHU All</th>
<th>UMD All</th>
<th>UMD Women</th>
<th>UMD FOC</th>
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<tbody>
<tr>
<td>Higher Salary (65%)</td>
<td>Higher Salary (57%)</td>
<td>Higher Salary (57%)</td>
<td>Higher Salary (61%)</td>
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<td>Departmental/</td>
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<tr>
<td>Institutional Prestige</td>
<td>Institutional Prestige (41%)</td>
<td>Institutional Prestige (38%)</td>
<td>Institutional Prestige (48%)</td>
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<tr>
<td>Work-life balance (22%)</td>
<td>Lack of Collegiality (24%)</td>
<td>Lack of Collegiality (26%)</td>
<td>Lack of Collegiality (19%),</td>
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<td></td>
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<td>Spousal Career Opportunities (19%),</td>
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<td>To be closer to family (19%)</td>
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<tr>
<td>Lack of Collegiality</td>
<td></td>
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<tr>
<td>More desirable location</td>
<td>Work-life balance (22%)</td>
<td>Work-life balance (23%)</td>
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<tr>
<td>Retirement (17%)</td>
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### Satisfaction: Resources & Conditions at UMD

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>ARHU% Satisfied/Very Satisfied</th>
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<tbody>
<tr>
<td>The amount of autonomy I have in my role as a faculty member here *</td>
<td>60</td>
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<tr>
<td>The diversity on campus</td>
<td>63</td>
</tr>
<tr>
<td>My overall experience working in my unit</td>
<td>51</td>
</tr>
<tr>
<td>My unit’s national reputation</td>
<td>59</td>
</tr>
<tr>
<td>My overall experience working at UM *</td>
<td>52</td>
</tr>
<tr>
<td>The University’s national reputation</td>
<td>57</td>
</tr>
<tr>
<td>The quality of the graduate students</td>
<td>59</td>
</tr>
<tr>
<td>The support of colleagues here</td>
<td>46</td>
</tr>
<tr>
<td>The University’s location</td>
<td>63</td>
</tr>
<tr>
<td>Survey Item</td>
<td>% ARHU Satisfied/Very Satisfied</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------</td>
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<tr>
<td>The sense of fit between my values and those of my unit</td>
<td>40</td>
</tr>
<tr>
<td>The quality of the undergraduate students</td>
<td>51</td>
</tr>
<tr>
<td>Clerical/administrative support</td>
<td>39</td>
</tr>
<tr>
<td>The amount of time I spend on research versus teaching and service *</td>
<td>22</td>
</tr>
<tr>
<td>Assistance with research administration in your unit *</td>
<td>9</td>
</tr>
<tr>
<td>The transparency of decision-making within my unit *</td>
<td>27</td>
</tr>
<tr>
<td>Amount of access to TAs, RAs</td>
<td>22</td>
</tr>
<tr>
<td>Professional assistance for improving teaching</td>
<td>39</td>
</tr>
<tr>
<td>Expectations for committee service *</td>
<td>21</td>
</tr>
<tr>
<td>My salary and benefits *</td>
<td>16</td>
</tr>
<tr>
<td>Assistance with finding grants *</td>
<td>9</td>
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Diversity and Fair Treatment

• The majority of ARHU respondents perceive that:
  • diversity is important * (88% for ARHU vs. 80% for UMD) and
  • units work hard to create diverse representation (66% for ARHU and 79% for UMD).

• Yet 42% of ARHU faculty agree that they have experienced discrimination, which is significantly higher than the 23% for UMD. *
  • 33% believe female faculty and 30% believe faculty of color receive fair treatment, which is significantly lower than the university-wide responses--60% and 57% for UMD. *
Promotion and Tenure

• 67% of ARHU respondents reported clear requirements and 61% fair processes for tenure (v. 68% for both for UMD).

• 39% of ARHU respondents perceived clear requirements for promotion to Full Professor (v. 52% for UMD).

• 39% of ARHU respondents believe the process for advancing to Full Professor is fair (v. 59% for UMD).

• 52% of ARHU respondents had concerns about their own advancement (v. 41% for UMD).
Less than half of ARHU respondents agreed that their unit supports:

• effective teaching (44%)
• interdisciplinary scholarship (37%)
• engaged scholarship (32%) *
• cutting edge research (29%)

“The counting mentality where people... are reduced to a simple metric...without any consideration of impact, creativity, relevancy, complexity [is highly problematic].”

“We are way behind the times in... what constitutes research in my unit. Senior colleagues seem stuck to old ways that are not reflective of [current] ways of doing research... This...does not stimulate creativity and taking risks.”
Information, Communication, Decision-Making

• Less than half of ARHU participants felt comfortable sharing their opinions (47%) and only half felt that their voice makes a difference in their department (54%).

• Only about a quarter of participants agreed that their unit was transparent in terms of:
  • information sharing (27%)
  • resource allocation (26%)
  • salary increases (25%)
Professional Growth

Learning

• 68% of ARHU respondents reported learning a great deal regarding their research and 74% regarding their teaching in the past year.

• 39% reported that their unit provides an environment that stimulates their academic learning. *

• 32% reported that the University provides an environment that stimulates my academic learning  *

Networks

• 71% of ARHU respondents said that their core discussion network was mainly off campus

• 40% satisfied with collegiality in unit

• 23% have been effectively mentored by someone in their unit

• 13% agree individuals at the institution have connected them with important people in their field *

• 32% feel isolated in their department
Stuck at the Start: Assistant Professors

- In most areas of the survey ARHU responses did not differ by rank

One noteworthy trend by rank:

ARHU Assistant Professors *less favorable than full professors* about:

- Networks
  - Core discussion network stimulating thinking and creativity.
  - Establishing connections with others in field.
  - Having relationships with faculty at UM that support them personally.

Note: this is different than the overall UMD population where the major differences were seen at the Associate Professor level
Differences by Gender

• In most areas of the survey, ARHU responses did not differ significantly by gender (p<.05). However, there were 11 individual items that did differ.

• Women ARHU respondents were less favorable than ARHU men regarding support for:
  • scholarly learning,
  • professional networks on campus,
  • fairness of opportunities for women and faculty of color.
## UMD v. COACHE Findings

<table>
<thead>
<tr>
<th></th>
<th>UMD</th>
<th>COACHE</th>
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<tbody>
<tr>
<td></td>
<td>All Ranks</td>
<td>TT</td>
</tr>
<tr>
<td>Likely to leave (next 2 years-UMD; next 5 years-COACHE)</td>
<td>31%</td>
<td>14%</td>
</tr>
<tr>
<td>Satisfaction with institution</td>
<td>60%</td>
<td>66%</td>
</tr>
<tr>
<td>Satisfaction with department</td>
<td>61%</td>
<td>74%</td>
</tr>
<tr>
<td>Satisfaction with compensation</td>
<td>30%</td>
<td>52%</td>
</tr>
<tr>
<td>Satisfaction with work-life balance</td>
<td>42%</td>
<td>39%</td>
</tr>
<tr>
<td>Agreement that the institution does what it can to make family obligations and faculty life compatible</td>
<td>25%</td>
<td>38%</td>
</tr>
<tr>
<td>Clear requirements for tenure or promotion</td>
<td>68%/52%</td>
<td>53%</td>
</tr>
</tbody>
</table>

All data for comparisons from Public Research Universities

TT = 11,550 faculty; Assoc and Full = 1675 faculty
Discussion – Looking Forward!

• Are these data consistent with your experiences as a faculty member in ARHU?

• Do you think that important faculty issues have not been included or are otherwise obscured?

• In what ways do you think we can begin to address these issues? What can be learned from these survey responses and how might we build on what is made more clear by them?

• What are your specific recommendations for an issue and how it might be addressed?

• How can we use this data to improve faculty work environments throughout ARHU?