

ADVANCE Program for Inclusive Excellence

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



College of Behavioral and Social Sciences

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 Behavioral and Social Sciences in 2015. A full institution-wide report, as well as longer College of Behavioral and Social Sciences report can be found at the ADVANCE website, research and evaluation section:

<http://www.advance.umd.edu/research/research-evaluation>

RESPONDENTS

56% (n=107) of full-time UMD tenure track or tenured Behavioral and Social Sciences (BSOS) faculty completed the 2015 work environment survey.

Demographics of respondents included:

- 49.5% female, 50.5% male faculty

- 22.4% Faculty of Color, 77.6% White faculty
- 29.9% Assistant, 26.2% Associate, and 43.9% Full Professors

SURVEY RESULTS

Comparisons are provided between BSOS 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

- 80.4% of BSOS respondents agree that in the last twelve months, their learning has contributed to their research and/or scholarly agenda.
- 66.4% of BSOS respondents agree that in the last twelve months they have set aside time to advance their scholarly learning and 60.7% have gained knowledge or skills that have made them a better teacher.
- BSOS respondents (66.4%) were more likely than UMD respondents (48.4%) overall to indicate that their unit has financially supported their learning in their field or discipline.

Professional Networks and Institutional Support of Professional Networks

- 78.2% of BSOS respondents agreed that their core discussion network enhances their visibility in their field and 71.3% agreed that their core discussion network lets them know about professional opportunities.
- BSOS respondents were more likely than UMD respondents overall to agree that their core discussion network includes one or more members who are influential in their field (89.1% BSOS vs. 84.1% UMD) and that it provides helpful feedback on their research (89.1% BSOS vs. 80.9% UMD).
- BSOS women faculty were more likely than BSOS men faculty to be satisfied with the opportunity they have to collaborate with other UMD faculty.
- BSOS Faculty of Color were less likely than BSOS White faculty to feel like they have a voice in decision-making in their unit. However, BSOS Faculty of Color were more likely than BSOS White faculty to agree that their core discussion network includes individuals who are influential in their field, lets them know of professional opportunities, and enhance their visibility in their field.

- BSOS women faculty were more likely than BSOS men faculty to have experienced discrimination in their unit based on their individual or multiple identities.
- BSOS Faculty of Color were more likely to agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar.

“Probably unfair to women and under-represented minorities because of the expectation that all committees have diversity representation.”

“Females are almost thoroughly excluded from decision-making positions in my department.”

Work-Life Integration

- BSOS respondents were more likely than UMD respondents overall to be satisfied with their unit’s culture around work-life balance (57.5% BSOS vs. 51.7% UMD) and to agree that there are role-models in their unit for how to create a satisfying work-life balance (42.9% BSOS vs. 35.6% UMD).
- 40.4% of BSOS respondents agree that the institution does what it can to make family life and the tenure track compatible.
- BSOS respondents were more likely to believe that their unit supports faculty scheduling work commitments around family schedules (66.3% BSOS vs. 55.9% UMD) and that faculty in their unit can be honest with colleagues about family/life roles and responsibilities (68.6% BSOS vs. 60.2% UMD).
- BSOS respondents were less likely than UMD respondents overall to perceive bias against family care-giving in their unit (59.8% BSOS vs. 49.7% UMD).
- Assistant Professors were less likely than Full Professors to feel control over creating a satisfying work-life balance.

“I think that all of the current policies are great. The improvement would be in the culture of people actually taking these benefits so that other folks won’t feel bashful doing so.”

Recognition

- 77.1% of BSOS respondents believe that their research is valued by faculty in their unit.
- 63.2% of BSOS respondents feel recognition for their service contributions and 66.0% perceive that other faculty care about their personal well-being.

Diversity and Inclusion

- The majority of BSOS faculty perceive that their unit makes genuine efforts to recruit female faculty and Faculty of Color (71.2% and 73.8%, respectively).
- BSOS women and Faculty of Color were less likely than BSOS men faculty and 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 female faculty and Faculty of Color.

Career Advancement and Institutional Support of Career Advancement

- 79.2% of BSOS respondents indicated that they seize opportunities when they are presented to them to advance in their career and 81.3% of BSOS respondents have intentionally made choices to focus their career in ways that are personally meaningful to them.
- BSOS respondents were more likely than UMD respondents overall to agree that faculty in their unit have the freedom to succeed here if they work hard (77.6% BSOS vs. 69.5% UMD) and were more likely to perceive the tenure process as fair (79.8% BSOS vs. 69.7% UMD).
- BSOS Faculty of Color were less likely than BSOS White faculty to perceive that faculty in their unit have the freedom to succeed if they work hard, and that the tenure and promotion processes for advancing to Full Professor are fair.
- Full Professors were more likely than Associate or Assistant Professors to feel control over their career advancement to perceive the promotion requirements for advancing to Full Professor as clear and to perceive the promotion process as fair.
- Assistant Professors were less likely than Full Professors to perceive the tenure requirements and process in their unit as clear and fair.

“UMD provides great opportunities, both on campus and off-campus. However, my main challenge is in carving out time to advance in grant writing and publishing. Much time gets spent in service activities and teaching.”

“Too much service, too many budget cuts and additional unfunded mandates to make meaningful progress in my research.”

Evaluation of Research and Creative Work

- About half of BSOS respondents agree that interdisciplinary, engaged scholarship and cutting edge research is rewarded in their unit.
- BSOS respondents were more likely to agree that collaborative research and grant work is

encouraged in their unit’s reward system (67.0% BSOS vs. 55.5% UMD).

- BSOS Faculty of Color were less likely than BSOS White faculty to believe that engaged scholarship is rewarded in their unit, and that in their unit faculty are rewarded for taking risks and trying to be cutting edge in their research in their unit.
- Associate Professors were less likely than Full Professors to agree that interdisciplinary scholarship, collaborative research and grant work is encouraged in their unit’s reward system.
- Associate Professors were less likely than Assistant or Full Professors in BSOS to agree that engaged scholarship is rewarded in their unit.

Fair and Manageable Workload

- 92.3% of BSOS respondents agree that their research agenda is largely under their control.
- BSOS respondents (61.0%) were more likely than UMD respondents (52.1%) overall to agree that it is possible for them to say no to additional on-campus service activities without negative consequences.
- BSOS Faculty of Color were less likely than BSOS White faculty to agree that managing their teaching responsibilities is largely under their control.
- Assistant Professors were more likely than Full Professors to perceive the distribution of campus service work in their department is fair.

“We protect junior people from too much service, and that is good, but sometimes they come to feel they also should have to do minimal service after they are tenured, i.e., we socialize them into anti-social outcomes a bit.”

Leadership Opportunities

- About half of BSOS respondents agree that there are opportunities in their college for faculty to become involved as leaders.

- BSOS respondents did not significantly differ from other UMD respondents in their perception of leadership opportunities.

Satisfaction with Resources and Conditions at UMD

- The following aspects of the faculty experience were rated favorably by BSOS respondents:
 - Autonomy (83.0%)
 - Overall experience with their unit (72.9%)
 - Diversity on campus (71.7%)
- The fewest number of BSOS respondents were satisfied with the following:
 - Assistance with finding grants (28.3%)
 - Professional assistance for improving teaching (38.7%)
 - Quality of campus facilities (39.0%)
 - Priorities and vision of their college/school (39.8%)
- BSOS participants (56.1%) were more likely than UMD respondents (49.4%) overall to be satisfied with the transparency of decision-making within their unit and less likely (39.0% BSOS vs. 50.5% UMD) to be satisfied with the quality of campus facilities.
- BSOS Faculty of Color were less likely than BSOS White faculty to be satisfied with assistance with finding grants and the diversity on campus.

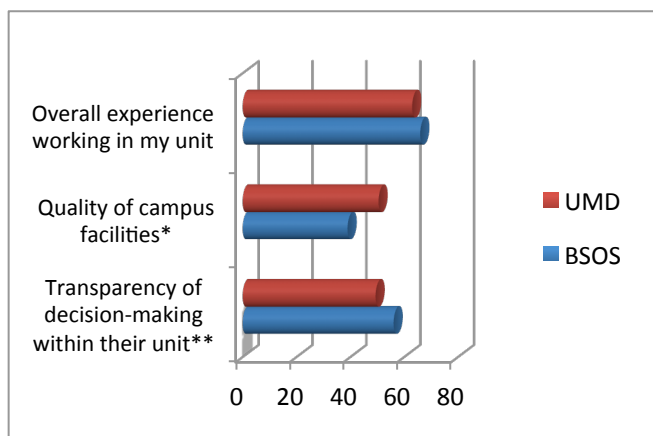


Figure 1: Percentage of respondents who were satisfied with resources and conditions at UMD (Statistical differences at **p<.01, *p<.05)

Organizational Commitment and Intent to Leave

- 26.7% of BSOS respondents said they were likely to leave the university in the next two years.
- BSOS faculty were less likely than UMD respondents overall to indicate the intent to leave the academic profession in the next two years (6.7% of BSOS vs. 8.8% of UMD respondents).
- The most frequent reasons BSOS participants listed for intending to leave UMD were for a higher salary (27.1%), an offer from a more prestigious department or institution (18.7%), retirement (8.4%), and to be closer to family (5.6%).
- BSOS Faculty of Color were more likely than BSOS White faculty to indicate their intent to leave the University in the next two years.
- If they were likely to leave the University or the academic profession in the next two years, BSOS Faculty of Color were more likely to do so for an offer from a more prestigious department or institution and because of the lack of collegiality in their unit.

Perceptions of Productivity

- 50.5% of BSOS respondents believed their unit views them as more productive than researchers of their rank nationwide. Conversely, 22.3% of BSOS respondents believed their unit views them as less productive than researchers of their rank nationwide.
- BSOS respondents (61.9%) were slightly more likely than UMD respondents (52.3%) overall to rank themselves as more productive than researchers of their rank nationwide.
- Full Professors were more likely than Associate or Assistant Professors to rank their overall research/scholarly productivity as higher than scholars nationwide.
- Full Professors were more likely than Assistant Professors in BSOS to think that their unit views their overall level of research/scholarly productivity as higher than scholars of their rank nationwide.

TO CITE THIS BRIEF:

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Environment Survey Results Research Brief. College Park, MD: University of Maryland ADVANCE Program

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

Survey Findings from the College of Behavioral and Social Sciences	2011	2013	2015
	% Agree/Strongly Agree		
Faculty Learning and Institutional Support for Learning			
The University provides an environment that stimulates my academic learning.	49%	73.7%	65.1%
Professional Networks and Institutional Support of Professional Networks			
I feel isolated in my department.	24%	12.5%	20.6%
I am satisfied with the collegiality in my unit.	69%	74.8%	71.0%
I am satisfied with the opportunity to collaborate with other UMD faculty.	52%	66.1%	58.9%
Diversity and Inclusion			
The opportunities for female faculty at UMD are at least as good as those for male faculty.	53%	51.0%	46.2%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	59%	51.0%	44.1%
I have experienced discrimination in my unit based on my individual or multiple identities.	26%	17.0%	22.0%
Work-Life Integration			
I am satisfied with my unit's culture around work-life balance.	48%	48.6%	57.5%
The institution does what it can to make family life and the tenure track compatible.	29%	38.3%	40.4%
Career Advancement and Institutional Support of Career Advancement			
In my unit, the tenure requirements are clear.	77%	72.1%	69.2%
In my unit, the promotion requirements for advancing to Full Professor are clear.	84%	76.6%	79.8%
In my unit, the tenure process is fair.	59%	50.5%	47.6%
In my unit, the promotion process for advancing to Full Professor is fair.	74%	57.9%	57.4%
I have concerns about my own career advancement at UMD.	44%	21.3%	29.0%
Fair and Manageable Workload			
I feel in control of my participation in service activities.	51%	60.7%	54.3%
There is support in my department for effective teaching.	52%	54.5%	50.5%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	58%	65.8%	61.0%
I am satisfied with the amount of time spent on research versus teaching and service.	34%	56.4%	41.9%
Satisfaction with Resources and Conditions at UMD			
I am satisfied with my overall experience working at UM.	55%	78.9%	66.0%
I am satisfied with my overall experience working in my unit.	65%	77.3%	72.9%
I am likely to leave the university in the next two years.	26%	22.2%	26.7%

Note: In 2011, 29% of BSIS tenure track faculty responded to the FWES, in 2013 43%, and in 2015 56%.

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