

ADVANCE Program for Inclusive Excellence

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



College of Education

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 and Inclusion. The FWES was implemented in spring, 2011, 2013, & 2015.

This brief summarizes results from tenure track faculty participants from the College of Education (EDUC) in spring, 2015. A full institution-wide report, as well as a longer College of Education report can be found at the ADVANCE website, research and evaluation section:

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

RESPONDENTS

60% (n=54) of full-time UMD tenure track or tenured Education (EDUC) faculty completed the work environment survey. Demographics of respondents included:

- 66.6% female, 33.4% male faculty

- 24.1% Faculty of Color, 75.9% White faculty
- 27.8% Assistant, 24.1% Associate, and 48.1% Full Professors

SURVEY RESULTS

Comparisons are provided between EDUC 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

- The majority of EDUC respondents agreed that in the last twelve months, their learning has contributed to their research and/or scholarly agenda (75.9%), that they set aside time to advance their scholarly learning (77.8%), and that they have gained knowledge or skills that have made them better teachers (51.9%).
- EDUC respondents (46.3%) were less likely than UMD respondents (58.1%) overall to agree that their unit provides an environment that stimulates their academic learning.
- Associate Professors were less likely than Assistant Professors to indicate that in the last twelve months they have learned a great deal that contributes to their research and/or scholarly agenda, and that they have gained knowledge or skills that have made them a better teacher.

to have ever been nominated by someone at UMD for an award over the last three years.

Professional Networks and Institutional Support of Professional Networks

- In terms of professional networks:
 - 83% of EDUC respondents agreed that their core discussion network enhances their visibility in their field
 - 79.2% agreed that their core discussion network lets them know of professional opportunities and
 - 90.6% agreed that their core discussion network provides helpful feedback on their research.
- In terms of support for professional networks:
 - 68.5% of EDUC respondents have relationships with other faculty on campus that have supported their career advancement
 - 31.5% agreed that individuals at this institution have made an effort to connect them with important people in their field and
 - 40.7% agreed that they have been effectively mentored by someone in their unit
- Assistant Professors were more likely than Full Professors to agree on a number of items related to professional relationships and mentoring: they have relationships with other faculty on campus that have supported their career advancement, they receive useful feedback from colleagues at UM that improves their work, individuals at this institution have made an effort to connect them with important people in their field, and they have been effectively mentored by someone in their unit.

Recognition

- EDUC respondents indicated that faculty in their unit value their teaching contributions (61.1%), service contributions (64.8%), and their personal well being (63.0%).
- EDUC respondents (61.5%) were more likely than other UMD respondents (33.7%) overall

Diversity and Inclusion

- EDUC respondents were less likely to agree that the opportunities for Faculty of Color at UMD are at least as good as those for White faculty (31.5% for EDUC vs. 46.5% for UMD).
- EDUC women faculty were more likely than EDUC men faculty to agree that they have to work harder than some of their colleagues to be perceived as legitimate scholars.
- EDUC Faculty of Color were more likely than EDUC White faculty to agree that they have to work harder than some of their colleagues to be perceived as legitimate scholars.
- Assistant Professors were more likely than Full Professors to indicate that they have to work harder than some of their colleagues to be perceived as legitimate scholars.
- Full Professors were more likely than Assistant or Associate Professors to agree that their unit makes genuine efforts to recruit Faculty of Color.

"It has been more subtle but I think there is a general climate where often times faculty don't feel respected or appreciated... [I know of several] faculty in [EDUC] who have departed in the last few years who are Black. It is telling."

"Racial microaggressions occur fairly regularly."

"Gender and cultural biases are evident in many communications... Female faculty in my unit frequently note that Faculty Member A or B 'loves to tell female faculty' what to do."

Work-Life Integration

- 73.6% of EDUC respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance.
- 64.8% of EDUC respondents agreed that in their unit faculty can be honest with colleagues about family/life roles and responsibilities, and that they feel they have control over creating a satisfying work-life balance.

- 31.5% of EDUC respondents agreed that the institution does what it can to make family life and the tenure track compatible.

Career Advancement and Institutional Support of Career Advancement

- Over two thirds of EDUC respondents perceived clear requirements and fair processes for tenure and over half of EDUC respondents perceived clear requirements and fair processes for advancing to Full Professor.
- 20.8% of EDUC respondents indicated that they feel stuck in their ability to advance in their career, and 15.1% feel that they have little control over advancement in their career.
- Assistant Professors were more likely than Associate Professors to agree that they seize opportunities when they are presented to them to advance in their career.
- Full Professors were more likely than Associate Professors to indicate that they have intentionally made choices to focus their career in ways that are personally meaningful to them.

“The lack of mentorship combined with being unclear about the process about moving from associate to full makes me concerned. I also have doubts about my ability to meet the requirements of becoming a full professor.”

“Very time consuming administrative responsibilities limit time for scholarship.”

Evaluation of Research and Creative Work

- Over half of EDUC respondents agreed that interdisciplinary and engaged scholarship, collaborative research, and grant work are rewarded in their unit.
- Only 37.7% of EDUC respondents noted that in their unit, faculty are rewarded for taking risks and trying to be cutting edge in their research.

Fair and Manageable Workload

- 90.6% of EDUC respondents agreed that their research agenda is largely under their control.
- 50% of EDUC respondents agreed that they feel in control of their participation in service

activities. 54.7% of EDUC respondents agreed it is possible for them to say no to additional on-campus service activities without negative consequences.

- 64.2% of EDUC respondents agreed that managing their teaching responsibilities is largely under their control. 39.6% of EDUC respondents agreed there is support in their department for effective teaching.
- Associate Professors in EDUC were less likely than Full Professors to agree that they feel in control of their participation in service activities.

“Those without tenure protection are asked by administrators to do too much. They tell me they feel powerless to say no due to fear of retribution.”

“There are certain colleagues who simply do not shoulder their fair share of service work.”

Leadership Opportunities

- 37.7% of EDUC respondents agreed that they have been encouraged at least once during the past twelve months to pursue a leadership position.
- 68.5% of EDUC respondents agreed that there are opportunities in their college for faculty to become involved as leaders.
- EDUC Faculty of Color were less likely than EDUC White faculty to have been encouraged during the past twelve months to pursue a leadership position.

Satisfaction with Resources and Conditions at UMD

- The following aspects of the faculty experience were rated most favorably by EDUC respondents:
 - Their autonomy (77.8%)
 - The diversity on campus (71.7%)
 - Their unit’s national reputation (71.2%)
- EDUC respondents were least satisfied with the following:
 - Priorities and vision of their college (25.9%)

- Access to TAs and RAs (32.1%)
- Assistance with research administration in their unit (38.9%)
- EDUC respondents (81.5%) were more likely than UMD respondents (59.4%) overall to be satisfied with the quality of graduate students in their program.
- EDUC respondents (29.6%) were less likely than UMD respondents (35.0%) overall to be satisfied with assistance finding grants.
- EDUC women faculty were more likely than EDUC men faculty to be satisfied with the university's location, but less likely to be satisfied with the diversity on campus.

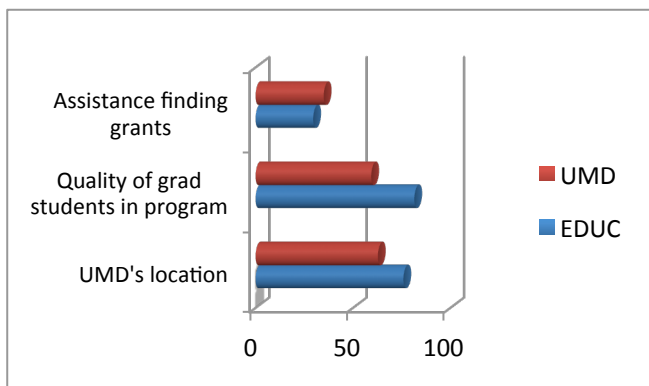


Figure 1: Percentage of respondents who were satisfied with resources and conditions at UMD

- 42.2% of EDUC respondents received an outside offer while at UMD; of those faculty, 29.6% had an outside offer in the last five years.
- The most frequent reasons EDUC participants listed for intending to leave UMD were for retirement (18.5%), a higher salary (14.8%), and other (16.7%). UMD respondents indicated the most frequent reason for wanting to leave UMD was for an offer with a higher salary (20.6%), and a more prestigious department or institution (14.3%).
- EDUC respondents were more likely than UMD respondents overall to indicate that their colleagues left to be closer to family and that they were not well suited to the faculty career.
- EDUC men faculty were more likely than EDUC women faculty to leave the university or the academic profession in the next two years for an offer from a more prestigious department or institution.

Productivity

- 47.2% of EDUC respondents ranked themselves as more productive than researchers of their rank nationwide.
- 15.1% of EDUC respondents ranked themselves as less productive than researchers of their rank nationwide.
- 40.7% of EDUC respondents believed their unit views them as more productive than researchers of their rank nationwide.
- 24.1% of EDUC respondents believed their unit views them as less productive than researchers of their rank nationwide.

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Organizational Commitment and Intent to Leave

- 28.3% of EDUC respondents stated they were likely to leave the university in the next two years. 18.5% of EDUC respondents stated they were likely to leave the academic profession in the next two years.
- EDUC respondents (98.1%) were more likely than UMD respondents (82.6%) overall to have had at least one colleague in their unit leave the university within the past three years.

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

Survey Findings from the College of Education	2011	2013	2015
	% Agree/Strongly Agree		
Faculty Learning and Institutional Support for Learning			
The University provides an environment that stimulates my academic learning.	49%	41.2%	46.3%
Professional Networks and Institutional Support of Professional Networks			
I feel isolated in my department.	34%	23.5%	20.8%
I am satisfied with the collegiality in my unit.	39%	54.9%	54.7%
I am satisfied with the opportunity to collaborate with other UMD faculty.	34%	47.1%	55.6%
Diversity and Inclusion			
The opportunities for female faculty at UMD are at least as good as those for male faculty.	46%	31.9%	44.4%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	49%	29.8%	31.5%
I have experienced discrimination in my unit based on my individual or multiple identities.	26%	20.0%	27.8%
Work-Life Integration			
I am satisfied with my unit's culture around work-life balance.	45%	43.8%	51.9%
The institution does what it can to make family life and the tenure track compatible.	18%	37.5%	31.5%
Career Advancement and Institutional Support of Career Advancement			
In my unit, the tenure requirements are clear.	56%	56.3%	71.7%
In my unit, the promotion requirements for advancing to Full Professor are clear.	60%	50.0%	58.5%
In my unit, the tenure process is fair.	54%	60.4%	77.4%
In my unit, the promotion process for advancing to Full Professor is fair.	45%	51.1%	63.5%
I have concerns about my own career advancement at UMD.	50%	37.5%	38.9%
Fair and Manageable Workload			
I feel in control of my participation in service activities.	55%	41.7%	50.0%
There is support in my department for effective teaching.	47%	48.9%	39.6%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	56%	45.8%	52.1%
I am satisfied with the amount of time spent on research versus teaching and service.	39%	40.4%	44.4%
Satisfaction with Resources and Conditions at UMD			
I am satisfied with my overall experience working at UM.	51%	57.4%	70.4%
I am satisfied with my overall experience working in my unit.	49%	59.6%	66.7%
I am likely to leave the university in the next two years.	42%	34.8%	28.3%

Note: In 2011, 43% of EDUC tenure track faculty responded to the FWES, in 2013 53%, and in 2015 60%.

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