

ADVANCE Program for Inclusive Excellence

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



A. James Clark School of Engineering

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 respondents from the A. James Clark School of Engineering in 2015. A full institution-wide report, as well as a longer School of Engineering report can be found at the ADVANCE website, research and evaluation section: <http://www.advance.umd.edu/research/research-evaluation>

RESPONDENTS

30.4% (n=66) of full-time UMD tenure track or tenured Engineering (ENGR) faculty completed the work environment survey. Demographics of respondents included:

- 25.8% female, 74.2% male faculty

- 24.2% Faculty of Color, 75.8% White faculty
- 25.8% Assistant, 21.2% Associate, and 53% Full Professors

SURVEY RESULTS

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

Faculty Learning and Institutional Support for Learning

- About two thirds (68.2%) of ENGR respondents agree that in the last twelve months, their learning has contributed to their research and/or scholarly agenda and has made them a better teacher.
- About half of ENGR respondents agree that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning (48.5%), and that their unit and UMD provide an environment that stimulates their academic learning (54.5% and 57.6%, respectively).
- ENGR respondents were less likely than UMD respondents overall to agree that, in the last twelve months, they set aside time to advance their scholarly learning (65.2% ENGR vs. 73.0% UMD), and to indicate that their unit has financially supported their learning in

their field or discipline (34.8% ENGR vs. 48.4% UMD).

- ENGR women faculty were less likely than ENGR men faculty to agree that UMD provides an environment that stimulates their academic learning.
- Assistant Professors were more likely than Associate or Full Professors to agree that in the last twelve months, their learning has contributed to their research and/or scholarly agenda and has made them a better teacher.

Professional Networks and Institutional Support of Professional Networks

In terms of professional networks:

- 72.7% of ENGR respondents indicated that they had relationships with other faculty on campus that had supported their career advancement, 65.2% indicated they received useful feedback from colleagues at UMD that improved their work, and 69.7% indicated that they feel they have a voice in decision-making in their unit.
- ENGR respondents were less likely than UMD respondents overall to agree that their core discussion network provides helpful feedback on their research (62.5% ENGR vs. 80.9% UMD) and includes one or more members who are influential in their field (75.0% ENGR vs. 84.1% UMD).

In terms of institutional support for professional networks:

- ENGR respondents were more likely than UMD respondents overall to have been effectively mentored by someone in their unit (56.1% ENGR vs. 40.5% UMD), and to be satisfied with the opportunity they have to collaborate with other UMD faculty (69.7% ENGR vs. 55.8% UMD).
- ENGR respondents were less satisfied with the collegiality in their unit (74.2% ENGR vs. 63.3% UMD).
- ENGR respondents were less likely than UMD respondents overall to feel isolated in their department (10.6% ENGR vs. 21.6% UMD).

- ENGR women faculty were less likely than ENGR men faculty to feel they have a voice in decision-making in their unit.
- ENGR Faculty of Color were less likely than ENGR White faculty to feel they have a voice in decision-making in their unit.

Recognition

- 61.5% of ENGR respondents perceive recognition from faculty in their unit for their teaching, 73.8% for their research, and 56.9% for their service contributions.
- 55.4% of ENGR respondents perceive that other faculty in their unit care about their personal well-being.
- ENGR Faculty of Color were less likely than ENGR White faculty to perceive that faculty in their unit care about their personal well-being.
- ENGR respondents did not differ significantly from UMD respondents overall in their perception of recognition.

Diversity and Inclusion

- The majority of ENGR respondents perceive that their unit makes genuine efforts to recruit female faculty (83.1%) and Faculty of Color (75.0%).
- ENGR respondents were more likely than UMD respondents overall to agree that the opportunities for female faculty at UMD are at least as good as those for male faculty (63.1% ENGR vs. 50.5% UMD), and that the opportunities for Faculty of Color at UMD are at least as good as those for White faculty at UMD (60.0% ENGR vs. 46.5% UMD).
- ENGR Faculty of Color were less likely than ENGR White faculty to agree that the opportunities for Faculty of Color at UMD are at least as good as those for White faculty.
- ENGR women faculty were less likely than ENGR men 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. ENGR women faculty were also more likely than ENGR men faculty to agree that they have to work harder than some of their colleagues to be perceived as a

legitimate scholar, and that they have experienced discrimination in their unit based on their individual or multiple identities.

"I notice subtle differences in how younger (male) colleagues respond to me and to male faculty of similar rank and age; they show more deference and honor to the men."

"Being at a UMD dinner and having a male full professor shaking the hand of 3 junior male faculty, but not mine. It is very hard to be included in a conversation, when often male faculty assume that we are simply standing there because it looks good to hire a woman occasionally."

"Watching the female faculty in my department take notes in more than 80% of our faculty meetings, despite the fact that the majority of the department is composed by male faculty."

Work-Life Integration

- About two thirds of ENGR respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance (69.7%), they have control over creating a satisfying work-life balance (62.1%), and that in their unit faculty can be honest with colleagues about family/life roles and responsibilities (66.2%).
- ENGR respondents did not differ significantly from UMD respondents overall in their perception of work-life integration.
- ENGR women faculty were less likely than ENGR men faculty to agree that they have taken strategic steps toward creating a satisfactory work-life balance, less likely to be satisfied with their unit's culture around work-life balance, and more likely to perceive bias against family care-giving in their unit.
- However, ENGR women faculty were more likely than ENGR men faculty to agree their unit supports faculty scheduling work commitments around family schedules.

"I think things are much better than when I started but it still feels like a 60 hour week is slacking and that makes work-life balance difficult."

"By and large, I feel that work-life balance is a big deal, and sometimes a big problem, but also that it is primarily up to myself to find it (and that's not a bad thing)."

Career Advancement and Institutional Support of Career Advancement

- ENGR respondents were less likely than UMD respondents overall to feel stuck in their ability to advance in their career (13.6% ENGR vs. 20.4% UMD).
- ENGR 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 (80.0% ENGR vs. 69.5% UMD).
- ENGR respondents were more likely than UMD respondents overall to perceive clear requirements and fair processes for tenure and for advancing to Full Professor.
- ENGR women faculty were less likely than ENGR men faculty to have been strategic in achieving their career goals, and less likely to perceive the promotion requirement for advancing to Full Professor in their unit as clear.
- ENGR Faculty of Color were more likely than ENGR White faculty to feel stuck in their ability to advance in their career, and less likely to feel control over their career advancement.
- ENGR Associate Professors were more likely than Assistant or Full Professors to feel stuck in their ability to advance in their career.

"I believe that my chances to advance to Full Professor are limited, given choices that I have made to devote time and energy to teaching, extracurricular student project teams, and involvement/leadership in a national honor society."

Evaluation of Research and Creative Work

- About half of ENGR respondents agree that interdisciplinary scholarship (54%), engaged scholarship (54.7%), and collaborative research and grant work (50.8%) are rewarded in their unit.

- ENGR respondents did not differ significantly from UMD faculty overall in their evaluation of research and creative work.

opportunities in their college for faculty to become involved as leaders.

Fair and Manageable Workload

- The majority of ENGR respondents agree that their research agenda is largely under their control (89.4%).
- 60.6% of ENGR respondents agree that managing their teaching responsibilities is largely under their control, and a majority agreed that it is possible for them to say no to additional on-campus service activities without negative consequences.
- ENGR respondents were more likely than UMD respondents overall to feel in control of their participation in service activities (65.2% ENGR vs. 52.9% UMD).
- ENGR respondents were more likely than UMD respondents to perceive the distribution of campus service work in their department as fair (80.0% ENGR vs. 63.9% UMD).
- Associate Professors were less likely than Assistant Professors to perceive support in their department for effective teaching.

“Certain high-visibility researchers are not asked to do as much service -- or are better at saying No.”

“In principle, we have rotations and some transparency, but in actuality, certain people who have demonstrated their ability to do certain tasks are generally re-assigned those tasks...”

Leadership Opportunities

- About a third of ENGR respondents agreed that they have been encouraged at least once during the past twelve months to pursue a leadership position.
- ENGR respondents were more likely than UMD respondents overall to agree that there are opportunities in their college for faculty to become involved as leaders (70.3% ENGR vs. 59.3% UMD).
- ENGR Faculty of Color were less likely than ENGR White faculty to believe that there are

Satisfaction with Resources and Conditions at UMD

- The following aspects of the faculty experience were rated favorably by most ENGR faculty:
 - Their autonomy (83.1%)
 - Their overall experience with their unit (76.9%)
 - The University’s location (70.8%).
- The fewest ENGR respondents were satisfied with the following:
 - Professional assistance for improving teaching (36.9%)
 - Access to TAs and RAs (40.0%)
 - Assistance finding grants (41.5%)
- ENGR respondents were generally as satisfied as UMD respondents with resources and conditions at UMD, with a few exceptions:
 - ENGR respondents were less likely than UMD respondents overall to be satisfied with professional assistance for improving teaching (36.9% ENGR vs. 45.7% UMD).
 - ENGR respondents were more likely than UMD respondents to be satisfied with assistance with research administration in their unit (67.2% of ENGR vs. 42.7% of UMD), priorities and vision of their college (47.7% of ENGR vs. 40.6% of UMD), and their overall experience working in their unit (76.9% of ENGR vs. 68.1% of UMD).
- ENGR women faculty were less likely than ENGR men faculty to be satisfied with the amount of time they spend on research versus teaching and service.
- ENGR Faculty of Color were less likely than ENGR White faculty to be satisfied with the support of colleagues.

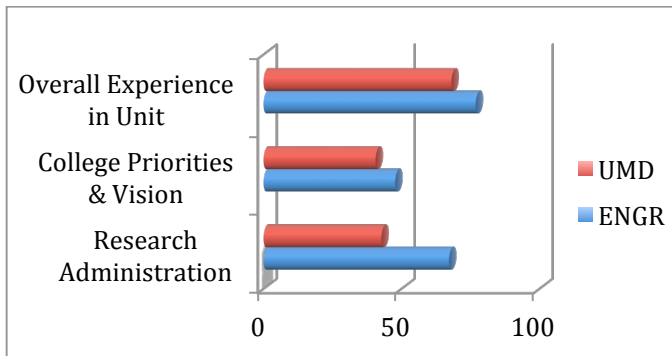


Figure 1: Percentage of respondents who were satisfied with resources and conditions at UMD

Organizational Commitment and Intent to Leave

- ENGR respondents were less likely than UMD respondents overall to indicate the intent to leave the university.
- 16.1% of ENGR respondents, compared to 27.6% of UMD respondents overall, said they were likely to leave the university in the next two years.
- ENGR respondents were less likely than UMD respondents to know at least one faculty member who left their unit in the past three years (69.4% of ENGR vs. 82.6% of UMD).
- The most frequent reasons ENGR respondents listed for intending to leave UMD included:
 - Higher salary (18.2%)
 - Retirement (12.1%)
 - Offer from a more prestigious department or institution (10.1%)
- ENGR women faculty were less likely than ENGR men faculty to indicate their intent to leave the academic profession in the next two

years. If they intended to leave, they would be more likely than ENGR men faculty to do so to be closer to family.

- Full Professors were more likely than Assistant Professors to have had an outside offer while at UMD, and to have been encouraged during the past twelve months by anyone at UMD to pursue a leadership position.

Productivity

- 53.1% of ENGR respondents ranked themselves as more productive than researchers of their rank nationwide.
- 12.5% of ENGR respondents ranked themselves as less productive than researchers of their rank nationwide.
- ENGR women faculty were less likely than ENGR men faculty to rate their research/scholarly productivity as high compared to scholars of their rank nationwide.

“Provide more financial support for teaching and administrative duties.”

“Recruit excellent PhD students. Ultimately, the quality and quantity of my research depends on them.”

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

Survey Findings from the A. James Clark School of Engineering	2011	2013	2015
	% Agree/Strongly Agree		
Faculty Learning and Institutional Support for Learning			
The University provides an environment that stimulates my academic learning.	49%	59.3%	57.6%
Professional Networks and Institutional Support of Professional Networks			
I feel isolated in my department.	17%	16.3%	10.6%
I am satisfied with the collegiality in my unit.	49%	69.8%	74.2%
I am satisfied with the opportunity to collaborate with other UMD faculty.	55%	74.7%	69.7%
Diversity and Inclusion			
The opportunities for female faculty at UMD are at least as good as those for male faculty.	74%	75.6%	63.1%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	67%	77.1%	60.0%
I have experienced discrimination in my unit based on my individual or multiple identities.	17%	16.9%	16.9%
Work-Life Integration			
I am satisfied with my unit's culture around work-life balance.	48%	59.5%	56.1%
The institution does what it can to make family life and the tenure track compatible.	33%	45.2%	34.8%
Career Advancement and Institutional Support of Career Advancement			
In my unit, the tenure requirements are clear.	59%	77.9%	80.3%
In my unit, the promotion requirements for advancing to Full Professor are clear.	55%	64.0%	53.8%
In my unit, the tenure process is fair.	68%	81.2%	78.5%
In my unit, the promotion process for advancing to Full Professor is fair.	56%	74.1%	62.5%
I have concerns about my own career advancement at UMD.	43%	25.0%	25.8%
Fair and Manageable Workload			
I feel in control of my participation in service activities.	60%	65.1%	65.2%
There is support in my department for effective teaching.	32%	48.8%	40.9%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	62%	48.8%	60.6%
I am satisfied with the amount of time spent on research versus teaching and service.	58%	58.3%	47.7%
Satisfaction with Resources and Conditions at UMD			
I am satisfied with my overall experience working at UM.	68%	70.2%	69.2%
I am satisfied with my overall experience working in my unit.	72%	81.0%	76.9%
I am likely to leave the university in the next two years.	27%	19.3%	16.1%

Note: In 2011, 28% of ENGR tenure track faculty responded to the FWES, in 2013 40.5%, and in 2015 30%.

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.