The University of Maryland Faculty Work Environment Survey (FWES)

- 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

- Implemented in spring, 2011, 2013, and 2015

ADVANCE

Response Rate: Tenure Track/Tenured

- There were 854 tenure track respondents
  - approximately 53% of full-time UMD tenure track faculty responded in spring 2015

Survey Administered	2011	2013	2015
Respondents (n)	488	784	854
Percentage	32%	47%	53%

Several Ways to View the Results

- University-wide Results in Different Areas of Work Environment

- By College/School compared to University

- By Gender, Race, Rank

- By Year (2011 to 2013 to 2015)

ADVANCE

Significant Differences (Campus-Wide)

- 44/84 items significantly different by **Gender**

- 18/84 items significantly different by **Race**

- 77/84 items significantly different for **Associate Professors**

- Each college report compares college faculty responses to campus-wide averages.

FACULTY LEARNING

- Over half of all faculty reported that their unit provides an environment that stimulates their academic learning

- Associate Professors perceived lower support for learning compared to Full and Assistant Professors

- 74.9% of faculty reported learning a great deal that contributed to their research and/or scholarly agenda in the past year

Survey Findings from the University of Maryland FWES	2011	2013	2015
Faculty Learning and Institutional Support for Learning	% Agree / Strongly Agree		
The University provides an environment that stimulates my academic learning.	43.00%	60.20%	58.10%

FACULTY LEARNING

Differences by Gender, Race & Rank

- Women faculty were more likely than men faculty to perceive their unit's support for their learning external to campus

- Women faculty were less likely than men faculty to agree that their unit provides an environment that stimulates their academic learning

- Faculty of Color were less likely than White faculty to agree that in the last twelve months they have gained knowledge or skills that have made them a better teacher

PROFESSIONAL NETWORKS

- 59.0% of respondents indicated their core discussion network was mainly off campus

- Majority of respondents perceived their professional network to be helpful in influence (84.1%), feedback (80.9%), visibility (79.3%), and professional opportunities (71.4%)

- 21.6% felt isolated in their department

Survey Findings from the University of Maryland FWES	2011	2013	2015
Professional Networks and Institutional Support of Professional Networks	% Agree / Strongly Agree		
I feel isolated in my department.	24.00%	21.50%	21.60%
I am satisfied with the collegiality in my unit.	52.00%	63.90%	63.30%
I am satisfied with the opportunity to collaborate with other UMD faculty.	45.00%	41.00%	55.80%

PROFESSIONAL NETWORKS

Differences by Gender, Race & Rank

- Men faculty were more likely than women faculty to be satisfied with the opportunity to collaborate with other UMD faculty, and have received useful feedback from colleagues and their core discussion network

- Associate Professors were most likely to feel isolated in their department

- Faculty of Color were more likely than White faculty to have a core discussion network that lets them know of professional opportunities

DIVERSITY AND INCLUSION

- 22.6% of faculty experienced discrimination
- Women and Faculty of Color perceive and experience more negative diversity climates than men and White faculty

Survey Findings from the University of Maryland FWES	2011	2013	2015
Diversity and Inclusion	% Agree / Strongly Agree		
The opportunities for female faculty at UMD are at least as good as those for male faculty.	60.00%	49.30%	50.50%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	57.00%	48.10%	46.50%
I have experienced discrimination in my unit based on my individual or multiple identities.	23.00%	18.50%	22.60%

DIVERSITY AND INCLUSION

Differences by Gender, Race & Rank

- 51.3% of women faculty and 57.7% of Faculty of Color believe they have to work harder than some colleagues to be perceived as a legitimate scholar

- 34.7% of women faculty experienced discrimination based on their identity

- Faculty of Color were less likely than white faculty to agree that their unit makes genuine efforts to recruit female faculty and Faculty of Color

Work–Life Integration

- 51.7% of faculty were satisfied with their unit's culture for work–life balance

- 34.7% of faculty agreed that the university does what it can to make family life and the tenure track compatible

- 35.6% of faculty agreed that there are role-models for work–life balance

Survey Findings from the University of Maryland FWES	2011	2013	2015
Work–Life Integration	% Agree / Strongly Agree		
I am satisfied with my unit's culture around work–life balance.	42.00%	47.60%	51.70%
The institution does what it can to make family life and the tenure track compatible.	25.00%	34.20%	34.70%

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Differences by Gender, Race & Rank

- 48.6% of women faculty reported control over creating a satisfying work–life balance compared to 60.6% of men faculty

- 22.8% of women faculty perceive bias against family care–giving in their unit

- 64.2% of Full Professors feel control over creating a satisfying work–life balance compared to 46.0% of Assistant Professors and 51.1% of Associate Professors

CAREER ADVANCEMENT

- Most respondents perceived clear requirements and fair processes for tenure; a little less for promotion

- 34.7% of respondents had concerns about their own career advancement at UM

Survey Findings from the University of Maryland FWES	2011	2013	2015
Career Advancement and Institutional Support of Career Advancement	% Agree / Strongly Agree		
In my unit, the tenure requirements are clear.	68.00%	67.40%	67.20%
In my unit, the promotion requirements for advancing to Full Professor are clear.	52.00%	54.20%	52.00%
In my unit, the tenure process is fair.	68.00%	67.90%	69.70%
In my unit, the promotion process for advancing to Full Professor is fair.	59.00%	55.50%	56.20%
I have concerns about my own career advancement at UMD.	41.00%	33.30%	34.70%

Career Advancement

Differences by Gender, Race & Rank

- Women faculty were less likely than men faculty to agree that faculty in their unit have the freedom to succeed if they work hard

- Faculty of Color were more likely than White faculty to have received helpful feedback from their department chair in support of their career advancement

- Assistant and Associate Professors perceived tenure and promotion requirements and processes for advancing to Full Professor as less clear and fair, compared to Full Professors

EVALUATION OF RESEARCH AND CREATIVE WORK

- Over half of faculty agreed that their unit supports:
  - interdisciplinary scholarship (55.3%)
  - engaged scholarship (51.5%)
  - collaborative research and grant work (55.5%)
- Only 44.4% of faculty agreed that their unit supports cutting edge research
- Associate professors were less likely to agree that interdisciplinary, engaged, collaborative and cutting edge scholarship is rewarded and encouraged

FAIR AND MANAGEABLE WORKLOAD

- Over half of faculty participants reported feeling in control of their service participation

- 63.9% of faculty felt that the distribution of campus service work in their unit was fair

- 68.6% of faculty reported having control over managing their teaching responsibilities

Survey Findings from the University of Maryland FWES	2011	2013	2015
Fair and Manageable Workload	% Agree / Strongly Agree		
I feel in control of my participation in service activities.	52.00%	52.30%	52.90%
There is support in my department for effective teaching.	45.00%	53.20%	52.20%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	49.00%	51.50%	52.10%
I am satisfied with the amount of time spent on research versus teaching and service.	38.00%	46.90%	43.10%

FAIR AND MANAGEABLE WORKLOAD

Differences by Gender, Race & Rank

- 63.5% of women faculty reported being in control of their teaching responsibilities (vs. 72.2% of men faculty)

- 46.2% of women faculty reported being in control of their service activities (vs. 57.6% of men faculty)

- Associate Professors reported less positive attitudes on
  - feeling in control of their teaching responsibilities
  - service activities
  - research agenda

LEADERSHIP OPPORTUNITIES

- 59.2% of faculty believed that there are opportunities in their college for faculty to become involved as leaders

- 42.0% of faculty were encouraged to pursue a leadership position at least once during the past twelve months

SATISFACTION WITH RESOURCES AND CONDITIONS AT UMD

- Over half of faculty were satisfied with their overall experience working at UMD and working in their unit

- Faculty were most satisfied with the amount of autonomy they have in their role (76.3%) & the diversity on campus (66.9%)

- Faculty were least satisfied with assistance finding grants (35.0%) and amount of access to TAs and RAs

Survey Findings from the University of Maryland FWES	2011	2013	2015
Satisfaction with Resources and Conditions at UMD	% Agree / Strongly Agree		
I am satisfied with my overall experience working at UM.	60.00%	66.50%	63.00%
I am satisfied with my overall experience working in my unit.	61.00%	68.40%	68.10%

SATISFACTION WITH RESOURCES AND CONDITIONS AT UMD

Differences by Gender, Race & Rank

- Faculty of Color were less satisfied than White faculty with:

  – diversity on campus

  – quality of graduate students in their program

- Faculty of Color were more satisfied than White faculty with the university's location

- Associate Professors were were less satisfied than Assistant and Full Professors on all survey items under resources and conditions

ORGANIZATIONAL COMMITMENT AND INTENT TO LEAVE

- 27.6% of faculty members indicated they were likely to leave the University in the next two years (in 2011 it was 31%)

- 82.6% of faculty stated that there was at least one faculty member in their unit who left in the past three years

- The most frequent reasons participants listed for wanting to leave UMD was for an offer with a higher salary (20.6%), and an offer from a more prestigious department or institution (14.3%)

ORGANIZATIONAL COMMITMENT AND INTENT TO LEAVE

Differences by Gender, Race & Rank

- Women were more likely to indicate the intent to leave the University and academia

- Women were less likely than men to have had an outside offer while at UMD

- With increase in rank the chance to receive an outside offer also increased:

  – 24.5% of Assistant Professors vs. 40.7% of Associate and 61.9% of Full Professors reported receiving an outside offer

PRODUCTIVITY

- 52.3% of faculty ranked themselves as more productive than researchers of their rank nationwide

- 15.1% of faculty ranked themselves as less productive than researchers of their rank nationwide

- 44.6% of faculty believed their unit views them as more productive than researchers of their rank nationwide

- 21.9% of faculty believed their unit views them as less productive than researchers of their rank nationwide

PRODUCTIVITY

Differences by Gender, Race & Rank

- Women rated their overall productivity lower, compared to scholars of their rank nationwide

  - Women also thought their unit viewed their overall level of research productivity lower, compared to researchers/scholars of their rank nationwide

- Full Professors (67.0%) were more likely than Assistant (44.2%) or Associate Professors (38.4%) to rate their own productivity high compared to their peers nationwide

Good News...............................

- Improved slightly to moderately since 2011 in
    - collegiality
    - opportunities for collaboration
    - support for work-life integration
    - overall satisfaction at UM & in my unit
    - intent to leave
    - concerns about advancement
- Most faculty note tenure process clear & fair

Challenges...............................

- Diversity & Inclusion—perceived opportunities for women and faculty of color
- Work–Life Integration: "ideal worker norms" make it hard to balance, find support
- Less clarity, perceived fairness for promotion to full than tenure
- Workload issues—service expectations
- Intent to leave still 1/4th of faculty—salary & work environment noted as reasons

Summary of Key Findings

- Women respondents reported more negative experiences in several key areas:
    - *Diversity and Inclusion (opportunities, legitimacy)
    - *Fair and manageable workload
    - *Work-life integration
    - Career advancement and institutional support of career advancement
    - Satisfaction with resources and conditions at UMD
    - Professional networks and institutional support of professional networks
    - Productivity (Self reported and recognition of)

Summary of Key Findings

- Faculty of Color were less satisfied with:

    - *Climate for diversity and inclusion

    - Some resources and conditions at UMD

    - Fair and manageable workload

    - Faculty learning

- Associate Professors reported less positive attitudes on every aspect of the survey with the strongest effect size differences being:

    - *Career advancement and institutional support of career advancement

    - *Leadership opportunities

    - *Productivity (Self Reported and Recognition of)

Work Environment Action Projects

- Each of the 12 academic colleges will receive their own 2015 FWES report

- A professional track faculty report is forthcoming

- Each college will identify at least one challenge area to focus this year & design a project/effort

- Colleges will also share best practices

Report Authors

- O'Meara, K. & Kuvaeva, A. & Corrigan, K. (2015). *University of Maryland Faculty Work Environment Survey Results: Tenure Track.* ADVANCE Program. College Park, MD.

- We recognize the following research assistants also supporting this effort: Gudrun Nyunt, Lindsey Templeton, and Courtney Lennartz

Information, People & Resources

Website: www.advance.umd.edu

Director KerryAnn O'Meara: komeara@umd.edu

Projects Manager: Kristen Corrigan corrigan@umd.edu

ADVANCE Office:

1402 Marie Mount Hall

301–405–4817