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**ADVANCE Program for Inclusive Excellence**

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



**The UM Work Environment Survey for Tenure-Track/Tenured Faculty  
2013 Results for the College of Information Studies (INFO)**

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## **Introduction**

The UM Work Environment Survey was first implemented in 2011 to assess specific aspects of faculty work environment, such as faculty perceptions of their own professional growth, institutional and unit supports for professional growth, climate for work-life balance, fair treatment and diversity, and satisfaction, all of which have been linked to retention and advancement.

## **Respondents**

The 2013 survey implementation included an overall response rate of approximately 47% of tenured/tenure-track faculty at the University of Maryland, College Park. Breakdown of the total respondent population as compared with the respondents from INFO is provided below, in Table 1. For additional information about the survey development and the 2011 and 2013 University of Maryland results overall, please see the full 2013 report, which can be accessed at the UM ADVANCE research and evaluation website: <http://www.advance.umd.edu/research-evaluation>.

The analytical sample for this report is the tenure-track/tenured faculty respondents of the UM Faculty Work Environment Survey from INFO (n=12), approximately 71% of the 2013 tenure-track/tenured INFO faculty as of January 25, 2013.

## **Data Analysis**

We first ran descriptive statistics (e.g., frequencies and means) on each survey item for all respondents. Any differences described within the text of this report refer to statistically significant differences unless otherwise noted. Throughout the survey results we provide comparisons between INFO results and university-wide tenure-track results for a sense of the areas where INFO faculty are having similar, better, or worse work environment experiences. When conducting statistical testing on a number of items (such as the case in this report), caution should be used when interpreting differences in any one single survey item.

## INFO Survey Results

### Organizational Commitment and Intent to Leave

#### KEY FINDINGS:

- 33.3% of INFO participants stated they were likely to leave the university in the next two years. 0% noted this was for reasons of retirement.
- 66.7% of INFO participants stated that there was at least one faculty member in their unit who left in the past three years.
- 37.5% of INFO respondents had an outside offer while at UMD.
- INFO respondents were more likely than UMD respondents to intend to leave UMD for an offer from an institution in a more desirable geographic location (33.3% INFO vs. 12.8% UMD), to be closer to family (25.0% INFO vs. 7.8% UMD), and for career opportunities at another institution for their spouse/partner (25.0% INFO vs. 6.5% UMD).
- The most frequent reasons INFO participants listed for wanting to leave UMD were for an offer from an institution in a more desirable geographic location, to be closer to family, career opportunities at another institution for their spouse/partner, a higher salary, and a better work-life balance in a different type of position.

**Table 3.** Participants' reasons for intending to leave UMD

<b>If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons? [Select up to three] *</b>	<b>INFO N=12 % Selected</b>	<b>UMD % Selected</b>
An offer with a higher salary	16.7	36.1
Potential for better work-life balance in a different type of position	16.7	12.1
An offer from a more prestigious department or institution	8.3	22.3
An offer from an institution in a more desirable geographic location*	33.3	12.8
Retirement	0	8.8
Other	0	6.6
Lack of collegiality in my unit	0	11.4
An offer for a position outside academe	0	5.2
To be closer to family*	25.0	7.8
Career opportunities at another institution for my spouse/partner*	25.0	6.5
Poor likelihood of tenure/promotion or contract renewal	0	4.3
Better campus climate for Faculty of Color at another institution	0	1.8
Better policies related to child-care, parental leave	0	1.4
I'm not well suited to the faculty career	0	0.9
Better campus climate for women at another institution	0	2.0
Better campus climate for GLBTQ faculty at another institution	0	<1%

\* = statistical difference in means between INFO and UMD respondents at  $p < .05$

## Satisfaction with Department and UMD

### KEY FINDINGS

- INFO respondents were less likely than UMD respondents to be satisfied with the University's location ( $p < .05$ ): 22.2% for INFO vs. 59.3% for UMD.
- INFO respondents were more likely than UMD respondents to be satisfied with assistance with research administration in their unit (100.0% INFO vs. 41.8% UMD), and assistance with finding grants (66.7% INFO vs. 29.5% UMD;  $p < .05$ ).
- The majority of INFO participants were satisfied with assistance with research administration in their unit (100.0%), the amount of autonomy (77.8%), the support of colleagues (77.8%), their overall experience working at UMD and in their unit (77.8%), the diversity on campus (77.8%), the university's and their unit's national reputation (77.8%), leadership of their college (77.8%), and the amount of time they spend on research vs. teaching & service (77.8%).
- The fewest number of INFO respondents were satisfied with the university's location (22.2%), professional assistance for improving teaching (22.2%), the quality of campus facilities (33.3%), and expectations for committee service (33.3%).

**Table 4.** Percentage of participants who were satisfied with resources and conditions at UMD

<b>Survey Item*</b>	<b>INFO % Satisfied/ Very Satisfied</b>	<b>UMD % Satisfied/ Very Satisfied</b>
The amount of autonomy I have in my role as a faculty member	77.8	78.9
The support of colleagues here	77.8	66.0
My overall experience working at UM	77.8	66.5
The university's location*	22.2	59.3
My overall experience working in my unit	77.8	68.4
The diversity on campus	77.8	68.9
The university's national reputation	77.8	62.1
The sense of fit between my values and those of my unit	55.6	58.2
Leadership of my college / school	77.8	50.8
The transparency of decision-making within my unit	66.7	49.1
Priorities and vision of my college / school	66.7	43.6
My unit's national reputation	77.8	60.5
The quality of campus facilities	33.3	52.9
Assistance with research administration in my unit*	100.0	41.8
Professional assistance for improving teaching	22.2	40.1
Clerical / administrative support	66.7	49.3
My salary and benefits	66.7	39.5
Assistance with finding grants*	66.7	29.5
Expectations for committee service	33.3	42.5
The amount of time I spend on research vs. teaching & service	77.8	46.9
Amount of access to TAs, RAs	44.4	43.8

\* = statistical difference in means between INFO and UMD respondents at  $p < .05$

## Fair Treatment and Diversity

### KEY FINDINGS

- There were no significant differences between INFO and UMD respondents in perceptions of fair treatment and discrimination.
- About half of INFO respondents perceived that Faculty of Color receive fair treatment at UMD, while fewer perceived that female faculty receive fair treatment.
- About half of INFO respondents agreed that they have to work harder than some of their colleagues to be perceived as legitimate scholars.
- 11.1% of INFO respondents reported discrimination in their unit based on their individual or multiple identities.

**Table 5.** Faculty perceptions of diversity, diversity climate, and fairness at UMD

Survey Item	INFO % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty.	44.4	49.3
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.	55.6	48.1
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	55.6	27.3
I have experienced discrimination in my unit based on my individual or multiple identities.	11.1	18.5

There were no statistical differences in means between INFO and UMD respondents at  $p < .05$ .

## **Work-Life Climate**

### KEY FINDINGS:

- There was only one significant difference between INFO and UMD respondents in their perception of work-life climate. INFO respondents were less likely than UMD respondents to agree that they have control over creating a satisfying work-life balance (10.0% INFO vs. 56.5% UMD).
- The majority of INFO respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance and that their unit supports faculty scheduling work commitments around family schedules.
- About two thirds of INFO respondents agreed that in their unit faculty can be honest with colleagues about family/life roles and responsibilities, that there is no bias against family care-giving in their unit, and that the institution does what it can to make family life and the tenure track compatible.
- Half of INFO respondents were satisfied with their unit's culture around work-life balance.
- Fewer than half of INFO participants agreed that there are role-models in their unit for how to create a satisfying work-life balance.
- Similar to UMD respondents, INFO respondents rated many of UMD's policies and programs for work-life balance as valuable, but few respondents took advantage of these programs and some had not heard of the programs.

**Table 6.** Perceptions of work-life climate at UMD

<b>Survey Item *</b>	<b>INFO % Agree / Strongly Agree</b>	<b>UMD % Agree / Strongly Agree</b>
I have taken strategic steps toward creating a satisfactory work-life balance.	70.0	67.2
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	60.0	56.3
My unit supports faculty scheduling work commitments around family schedules.	80.0	54.0
In general, I feel I have control over creating a satisfying work-life balance.*	10.0	56.5
There is NO bias against family care-giving in my unit.	60.0	48.5
I am satisfied with my unit's culture around work-life balance.	50.0	47.6
There are role-models in my unit of how to create a satisfying work-life balance.	40.0	37.7
The institution does what it can to make family life and the tenure track compatible.	60.0	34.2

\* = statistical difference in means between INFO and UMD respondents at  $p < .05$

**Table 7.** Work-life policies and programs at UMD

<b>Policy/Program [% of INFO respondents]</b>	<b>% Very Valuable</b>	<b>% Used it</b>	<b>% Anticipate using it</b>	<b>% Have not heard of it</b>
Part-time tenure track policy (permits tenure track faculty to work part time)	83.3	0	37.5	25.0
Campus childcare	75.0	14.3	33.3	16.7
Tenure delay/Stop the tenure clock	75.0	0	37.5	0
Childcare referral service	62.5	0	25.0	25.0
College dashboard project	100.0	0	28.6	8.3
Paid parental leave	75.0	77.8	71.4	0
Mentoring for new faculty	62.5	20.0	33.3	58.3
ADVANCE learning communities, leadership program, seed grants and seminars	57.1	50.0	40.0	8.3

It is important to note that the part-time tenure track policy was established December 17, 2009. The Family Care Resource and Referral Service began in fall of 2010. The tenure delay policy was established March 6, 2007. The parental leave policy was established in September of 2012. As in the university-wide results, we believe participants misunderstood the survey item regarding paid parental leave to mean something different than the paid parental leave policy begun in fall, 2012.

### **Career Advancement and Institutional Support of Career Advancement**

#### **KEY FINDINGS**

- There were no significant differences between INFO and UMD respondents in perceptions of career advancement and institutional support of career advancement.
- All INFO participants agreed that they seize opportunities to advance in their career.
- Almost all INFO participants agreed that they have been strategic in achieving their career goals and have intentionally made choices to focus their career in ways that are personally meaningful to them.
- The majority of INFO respondents perceived tenure and promotion requirements as clear and fair.
- 80% of INFO respondents agreed that faculty in their unit have the freedom to succeed here if they work hard, while fewer agreed that they have received helpful feedback from their department chair/unit head in support of their career advancement.
- 30% of INFO respondents felt stuck in their ability to advance in their career.
- 16.7% of INFO respondents had concerns about their own advancement.

**Table 8.** Career advancement and institutional support of career advancement

	Survey Item	INFO % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	90.0	69.2
	I seize opportunities when they are presented to me to advance in my career.	100.0	79.2
	I feel stuck in my ability to advance in my career.	30.0	20.9
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	90.0	86.2
	In general, I feel that I have little control over whether I advance in my career.	20.0	14.5
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	80.0	71.2
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	60.0	49.7
	In my unit, the tenure requirements are clear.	70.0	67.4
	In my unit, the promotion requirements for advancing to Full Professor are clear.	70.0	54.2
	In my unit, the tenure process is fair.	70.0	67.9
	In my unit, the promotion process for advancing to Full Professor is fair.	66.7	55.5

There were no statistical differences in means between INFO and UMD respondents at  $p < .05$ .

## Evaluation of Research and Creative Work

### KEY FINDINGS

- INFO respondents were more likely than other UMD respondents to agree that interdisciplinary scholarship (100.0% INFO vs. 54.4% UMD), and engaged scholarship (100.0% INFO vs. 46.8% UMD) are rewarded in their unit.
- INFO respondents were more likely than other UMD respondents to agree that collaborative research and grant work is encouraged in their unit's reward system (90.0% INFO vs. 53.6% UMD).

- About two thirds of INFO participants agreed that in their unit faculty are rewarded for taking risks and trying to be cutting edge in their research.

**Table 9.** Respondent perceptions of the evaluation of research, and creative work

Survey Item*	INFO % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.*	100.0	54.4
Engaged scholarship is rewarded in my unit.*	100.0	46.8
Collaborative research and grant work is encouraged in our unit's reward system.*	90.0	53.6
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	66.7	43.2

\* = statistical difference in means between INFO and UMD respondents at  $p < .05$

## Management of Teaching, Research and Service Responsibilities

### KEY FINDINGS

- There were no significant differences between INFO and UMD respondents in their perception of evaluation and support of teaching, research and service.
- Half of INFO respondents agreed that faculty have control over managing their teaching responsibilities.
- A third of INFO participants agreed that there is support in their department for effective teaching, and that it is possible for them to say no to additional on-campus service activities without negative consequences, and that they are in control of their participation in service activities.
- All INFO respondents agreed that they are in charge of the direction of their research agenda.

**Table 10.** Respondent perception of evaluation and support of teaching, research and service

Survey Item	INFO % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	50.0	66.8
There is support in my department for effective teaching.	33.3	53.2
I feel in control of my participation in service activities.	30.0	52.3
It is possible for me to say no to additional on-campus service activities without negative consequences.	30.0	51.5
I am in charge of the direction of my research agenda.	100.0	90.5

There were no statistical differences in means between INFO and UMD respondents at  $p < .05$ .

## Recognition

### KEY FINDINGS

- There were no significant differences between INFO and UMD respondents in their perception of recognition and valuing one's commitments.
- Most of INFO participants agreed that faculty in their unit value their teaching contributions and care about their personal well-being, while two thirds agreed that faculty in their unit value their research and service contributions.
- 12.5% of INFO respondents indicated that they have been nominated for an award at UMD at least once over the last three years.

**Table 11.** Respondent perceptions of recognition and valuing one's commitments

Survey Item	INFO % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	77.8	62.7
Faculty in my unit value my research/scholarship.	66.7	69.5
Faculty in my unit value my service contributions.	66.7	64.4
Faculty in my unit care about my personal well-being.	77.8	59.5
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]	12.5	29.1

There were no statistical differences in means between INFO and UMD respondents at  $p < .05$ .

### Leadership Opportunities

#### KEY FINDINGS

- There were no significant differences between INFO and UMD respondents in their perception of leadership opportunities.
- The majority of INFO participants agreed that they have opportunities in their college to become involved as leaders.
- More than half of INFO respondents indicated that at least once during the past twelve months they have been encouraged to pursue a leadership position.

**Table 12.** Respondent perceptions regarding leadership

Survey Item	INFO % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	75.0	64.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	55.6	44.0

There were no statistical differences in means between INFO and UMD respondents at  $p < .05$ .

## Faculty Learning

### KEY FINDINGS

- INFO respondents were more likely than UMD respondents to agree that their unit and the University provide an environment that stimulates their academic learning (80.0% and 100.0% INFO, respectively, vs. 60.2% and 58.7% UMD, respectively).
- Almost all INFO respondents agreed that in the last twelve months they set aside time to advance their scholarly learning, that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning and supported their learning external to campus, and that their learning contributed to their research and/or scholarly agenda and made them better teachers.
- However, only 40.0% of INFO respondents indicated that their unit has financially supported their learning in the field or discipline.

**Table 13.** Respondent assessment of faculty learning and institutional support for learning

	Survey Item*	INFO % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty Learning	In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	90.9	77.0
	In the last twelve months, I set aside time to advance my scholarly learning.	90.9	74.4
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	80.0	70.2
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	80.0	58.0
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	70.0	55.7
	My unit provides an environment that stimulates my academic learning.*	80.0	60.2
	The University provides an environment that stimulates my academic learning.*	100.0	58.7
	My unit has financially supported my learning in my field or discipline.	40.0	52.2

\* = statistical difference in means between INFO and UMD respondents at  $p < .05$

## **Professional Networks and Collegiality**

### KEY FINDINGS

- INFO respondents were more likely than UMD respondents to agree that they receive useful feedback from colleagues at UMD that improves their work (100.0% INFO vs. 60.8% UMD), and that individuals at this institution have made an effort to connect them with important people in their field (66.7% INFO vs. 34.4% UMD).
- INFO respondents were more likely than UMD respondents to be satisfied with the opportunity to collaborate with other UMD faculty (88.9% INFO vs. 41.0% UMD).
- Almost all INFO faculty respondents perceived that their professional network was helpful in a number of areas, including influence, visibility, feedback, advice, and awareness of professional opportunities.
- Most INFO respondents agreed that they have relationships with other faculty on campus that have supported their career advancement.
- Two thirds of INFO respondents indicated that they have been effectively mentored by someone in their unit and were satisfied with the collegiality in their unit.
- 70.0% of INFO respondents said that their core discussion network was mainly on campus (vs. 32.1% UMD;  $p < .05$ ).

**Table 14.** Respondent assessment of professional networks and institutional support for professional networks

Survey Item		INFO % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	100.0	77.2
	My core discussion network lets me know of professional opportunities.	100.0	74.4
	My core discussion network includes one or more members who are influential in my field.	88.9	83.9
	My core discussion network provides helpful feedback on my research.	100.0	82.7
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	77.8	64.8
	I receive useful feedback from colleagues at UM that improves my work.*	100.0	60.8
	Individuals at this institution have made an effort to connect me with important people in my field.*	66.7	34.4
	I have been effectively mentored by someone in my unit.	66.7	37.8
	I am satisfied with the opportunity I have to collaborate with other UM faculty.*	88.9	41.0
	I am satisfied with the collegiality in my unit.	66.7	63.9
	I feel isolated in my department.	11.1	21.5

\* = statistical difference in means between INFO and UMD respondents at  $p < .05$

## **Perceptions of Productivity**

### KEY FINDINGS

- 55.6% of INFO respondents ranked themselves as more productive than researchers in their field and rank nationwide.
- 0% of INFO respondents ranked themselves as less productive than researchers in their field and rank nationwide.
- 44.4% of INFO respondents believed their unit views them as more productive than researchers in their field and rank nationwide.
- 22.2% of INFO respondents believed their unit views them as less productive than researchers in their field and rank nationwide.