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**The UM Work Environment Survey for Tenure-Track/Tenured Faculty
2013 Results for the Philip Merrill College of Journalism (JOUR)**

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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 JOUR 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 JOUR (n=7), 50% of the 2013 tenure-track/tenured JOUR 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 JOUR results and university-wide tenure-track results for a sense of the areas where JOUR 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.

JOUR Survey Results

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- JOUR respondents were less likely than UMD respondents overall to intend to leave the institution. 16.7% of JOUR respondents stated they were likely to leave the university in the next two years (27.3% of all UMD respondents; $p < .05$).
- 80.0% of JOUR participants stated that there was at least one faculty member in their unit who left in the past three years.
- 66.7% of JOUR respondents had an outside offer while at UMD.
- JOUR respondents were less likely than UMD respondents to intend to leave UMD for an offer with a higher salary (0% JOUR vs. 36.1% UMD).
- The only reason JOUR respondents listed for wanting to leave UMD was for a more prestigious department or institution (14.3%).

Table 3. Participants' reasons for intending to leave UMD

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] *	JOUR N=7 % Selected	UMD % Selected
An offer with a higher salary*	0	36.1
Potential for better work-life balance in a different type of position	0	12.1
An offer from a more prestigious department or institution	14.3	22.3
An offer from an institution in a more desirable geographic location	0	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	0	7.8
Career opportunities at another institution for my spouse/partner	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 JOUR and UMD respondents at $p < .05$

Satisfaction with Department and UMD

KEY FINDINGS

- There was only one significant difference between JOUR and UMD respondents in their satisfaction with department and UMD. JOUR respondents were more likely than UMD respondents to be satisfied with the quality of campus facilities ($p < .05$): 83.3% for JOUR vs. 52.9% for UMD.
- The majority of the participants were satisfied with their autonomy (100.0%) and their overall experience working at UMD and their unit (100.0% and 83.3%, respectively), the support of colleagues (83.3%), the sense of fit between their values and those of their unit (83.3%), as well as the leadership, priorities and vision of their college (83.3%).
- The fewest number of JOUR respondents were satisfied with clerical/administrative support (16.7%), assistance with research administration in their unit (33.3%), and the amount of time they spend on research vs. teaching and service (33.3%).

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

Survey Item*	JOUR % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member	100.0	78.9
The support of colleagues here	83.3	66.0
My overall experience working at UM	100.0	66.5
The university's location	50.0	59.3
My overall experience working in my unit	83.3	68.4
The diversity on campus	50.0	68.9
The university's national reputation	50.0	62.1
The sense of fit between my values and those of my unit	83.3	58.2
Leadership of my college / school	83.3	50.8
The transparency of decision-making within my unit	66.7	49.1
Priorities and vision of my college / school	83.3	43.6
My unit's national reputation	50.0	60.5
The quality of campus facilities*	83.3	52.9
Assistance with research administration in my unit	33.3	41.8
Professional assistance for improving teaching	66.7	40.1
Clerical / administrative support	16.7	49.3
My salary and benefits	50.0	39.5
Assistance with finding grants	66.7	29.5
Expectations for committee service	50.0	42.5
The amount of time I spend on research vs. teaching & service	33.3	46.9
Amount of access to TAs, RAs	50.0	43.8

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

Fair Treatment and Diversity

KEY FINDINGS

- There was only one significant difference between JOUR and UMD respondents in their perception of fair treatment and diversity. JOUR respondents were less likely than UMD respondents to report discrimination in their unit based on their individual or multiple identities (0% JOUR vs. 18.5% UMD).
- The majority of JOUR respondents perceived that female faculty receive fair treatment, while fewer – about two thirds of JOUR respondents – perceived that Faculty of Color receive fair treatment.

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

Survey Item	JOUR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty.	83.3	49.3
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.	66.7	48.1
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	0	27.3
I have experienced discrimination in my unit based on my individual or multiple identities.*	0	18.5

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

Work-Life Climate

KEY FINDINGS:

- There were two significant differences between JOUR and UMD respondents in their perception of work-life climate. JOUR respondents were more likely than UMD respondents to be satisfied with their unit's culture around work-life balance (83.3% JOUR vs. 47.6% UMD), and to agree that the institution does what it can to make family life and the tenure track compatible (83.3% JOUR vs. 34.2% UMD).
- The majority of JOUR respondents agreed that in their unit faculty can be honest with colleagues about family/life roles and responsibilities, that their unit supports faculty scheduling work commitments around family schedules, that they feel they have control over creating a satisfying work-life balance, and that there is no bias against family caregiving in their unit.
- About two thirds of JOUR respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance, and that there are role-models in their unit of how to create a satisfying work-life balance.
- Similar to UMD respondents overall, JOUR 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

Survey Item*	JOUR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	66.7	67.2
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	83.3	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.	83.3	56.5
There is NO bias against family care-giving in my unit.	83.3	48.5
I am satisfied with my unit's culture around work-life balance.*	83.3	47.6
There are role-models in my unit of how to create a satisfying work-life balance.	66.7	37.7
The institution does what it can to make family life and the tenure track compatible.*	83.3	34.2

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

Table 7. Work-life policies and programs at UMD

Policy/Program [% of JOUR respondents]	% Very Valuable	% Used it	% Anticipate using it	% Have not heard of it
Part-time tenure track policy (permits tenure track faculty to work part time)	83.3	0	0	14.3
Campus childcare	83.3	0	0	14.3
Tenure delay/Stop the tenure clock	60.0	40.0	0	14.3
Childcare referral service	66.7	0	0	14.3
College dashboard project	33.3	16.7	0	0
Paid parental leave	80.0	33.3	33.3	0
Mentoring for new faculty	60.0	0	0	57.1
ADVANCE learning communities, leadership program, seed grants and seminars	50.0	33.3	50.0	0

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 JOUR and UMD respondents in their perception of career advancement and institutional support of career advancement.
- The majority of JOUR respondents agreed that the tenure and promotion requirements are clear and fair.
- Most JOUR participants agreed that they seize opportunities to advance in their career and that they have intentionally made choices to focus their career in ways that are personally meaningful to them, while fewer agreed that they have received helpful feedback from their department chair/unit head in support of their career advancement.
- JOUR respondents did not report having concerns about their own advancement.

Table 8. Career advancement and institutional support of career advancement

	Survey Item	JOUR % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	66.7	69.2
	I seize opportunities when they are presented to me to advance in my career.	83.3	79.2
	I feel stuck in my ability to advance in my career.	33.3	20.9
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	83.3	86.2
	In general, I feel that I have little control over whether I advance in my career.	0	14.5
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	83.3	71.2
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	50.0	49.7
	In my unit, the tenure requirements are clear.	66.7	67.4
	In my unit, the promotion requirements for advancing to Full Professor are clear.	66.7	54.2
	In my unit, the tenure process is fair.	83.3	67.9
	In my unit, the promotion process for advancing to Full Professor is fair.	83.3	55.5

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

Evaluation of Research and Creative Work

KEY FINDINGS

- JOUR respondents were more likely than other UMD respondents to agree that collaborative research and grant work is encouraged in their unit's reward system (100.0% JOUR vs. 53.6% UMD), and that in their unit faculty are rewarded for taking risks and trying to be cutting edge in their research (83.3% JOUR vs. 43.2% UMD).
- The majority of JOUR respondents agreed that interdisciplinary and engaged scholarship is rewarded in their unit.

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

Survey Item*	JOUR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	83.3	54.4
Engaged scholarship is rewarded in my unit.	83.3	46.8
Collaborative research and grant work is encouraged in our unit's reward system.*	100.0	53.6
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.*	83.3	43.2

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

Management of Teaching, Research and Service Responsibilities

KEY FINDINGS

- JOUR respondents were more likely than other UMD respondents to agree that they have control over managing their teaching responsibilities (100.0% JOUR vs. 66.8% UMD), and that there is support in their department for effective teaching (100.0% JOUR vs. 53.2% UMD).
- The majority of JOUR respondents agreed that it is possible for them to say no to additional on-campus service activities without negative consequences, while fewer agreed that they are in control of their participation in service activities.
- The majority of JOUR 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	JOUR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.*	100.0	66.8
There is support in my department for effective teaching.*	100.0	53.2
I feel in control of my participation in service activities.	66.7	52.3
It is possible for me to say no to additional on-campus service activities without negative consequences.	83.3	51.5
I am in charge of the direction of my research agenda.	83.3	90.5

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

Recognition

KEY FINDINGS

- There were no significant differences between JOUR and UMD respondents in their perception of recognition and valuing one's commitments.
- About two thirds of JOUR participants agreed that faculty in their unit value their teaching, research, and service contributions.
- The majority of JOUR participants agreed that faculty in their unit care about their personal well-being.
- 20.0% of JOUR 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	JOUR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	66.7	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.	83.3	59.5
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]	20.0	29.1

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

Leadership Opportunities

KEY FINDINGS

- There were no significant differences between JOUR and UMD respondents in their perception of leadership opportunities.
- The majority of JOUR participants agreed that they have opportunities in their college to become involved as leaders.
- About two thirds of JOUR 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	JOUR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	83.3	64.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	66.7	44.0

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

Faculty Learning

KEY FINDINGS

- JOUR respondents were more likely than UMD respondents to agree that their unit supports their learning external to campus (85.7% JOUR vs. 58.0% UMD), and that their unit provides an environment that stimulates their academic learning (100.0% JOUR vs. 60.2% UMD).
- The majority of JOUR 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 that their learning contributed to their research and/or scholarly agenda and made them better teachers.
- All JOUR participants agreed that the University provides an environment that stimulates their academic learning.
- The majority of JOUR 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	JOUR % 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.	71.4	77.0
	In the last twelve months, I set aside time to advance my scholarly learning.	85.7	74.4
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	85.7	70.2
Institutional Support of Faculty Learning	My unit supports my learning external to campus.*	85.7	58.0
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	71.4	55.7
	My unit provides an environment that stimulates my academic learning.*	100.0	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.	71.4	52.2

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

Professional Networks and Collegiality

KEY FINDINGS

- JOUR and UMD respondents did not differ significantly in their perception of professional networks and collegiality.
- Similar to other faculty at UMD, almost all JOUR faculty respondents perceived that their professional network was helpful in a number of areas, including influence, visibility, feedback, advice, and awareness of professional opportunities.
- The majority of JOUR respondents agreed that they have relationships with other faculty on campus that have supported their career advancement. Overall, they were satisfied with the opportunity they have to collaborate with other UMD faculty, and with the collegiality in their unit.

- More than half of JOUR respondents agreed that they receive useful feedback from colleagues at UMD that improves their work, and that individuals at this institution have made an effort to connect them with important people in their field, while fewer indicated that they have been effectively mentored by someone in their unit.
- 71.4% of JOUR respondents said that their core discussion network was mainly off campus.

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

Survey Item		JOUR % 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.	100.0	83.9
	My core discussion network provides helpful feedback on my research.	71.4	82.7
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	85.7	64.8
	I receive useful feedback from colleagues at UM that improves my work.	57.1	60.8
	Individuals at this institution have made an effort to connect me with important people in my field.	57.1	34.4
	I have been effectively mentored by someone in my unit.	28.6	37.8
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	85.7	41.0
	I am satisfied with the collegiality in my unit.	71.4	63.9
	I feel isolated in my department.	14.3	21.5

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

Perceptions of Productivity

KEY FINDINGS

- 50.0% of JOUR respondents ranked themselves as more productive than researchers in their field and rank nationwide.
- 0% of JOUR respondents ranked themselves as less productive than researchers in their field and rank nationwide.
- 40.0% of JOUR respondents believed their unit views them as more productive than researchers in their field and rank nationwide.
- 0% of JOUR respondents believed their unit views them as less productive than researchers in their field and rank nationwide.