

# ADVANCE

**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 School of Public Policy (PUAF)**

#### **UM ADVANCE Research and Evaluation Team**

**KerryAnn O'Meara,**

**Co-Director of UM ADVANCE**

**[komeara@umd.edu](mailto:komeara@umd.edu)**

**Alexandra Kuvaeva**

**Research Assistant, UM ADVANCE**

**[akuvaeva@umd.edu](mailto:akuvaeva@umd.edu)**

**Gudrun Haider**

**Research Assistant, UM ADVANCE**

**[ghaider@umd.edu](mailto:ghaider@umd.edu)**

## Table of Contents

Table of Contents .....	1
Introduction.....	2
Respondents .....	2
Data Analysis .....	2
PUAF Survey Results .....	3
Organizational Commitment and Intent to Leave.....	3
Satisfaction with Department and UMD.....	4
Fair Treatment and Diversity .....	6
Work-Life Climate.....	6
Career Advancement and Institutional Support of Career Advancement.....	8
Evaluation of Research and Creative Work.....	11
Management of Teaching, Research and Service Responsibilities .....	11
Recognition.....	12
Leadership Opportunities.....	13
Faculty Learning.....	14
Professional Networks and Collegiality.....	15
Perceptions of Productivity.....	17

## **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. 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 PUAF (n=11), approximately 48% of the 2013 tenure-track/tenured PUAF 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 PUAF results and university-wide tenure-track results for a sense of the areas where PUAF 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. Also the findings include a small N (11) and should be read understanding that context.

## **PUAF Survey Results**

### **Organizational Commitment and Intent to Leave**

#### **KEY FINDINGS:**

- 27.3% of PUAF participants stated they were likely to leave the university in the next two years. 0% noted this was for reasons of retirement.
- 90.0% of PUAF participants stated that there was at least one faculty member in their unit who left in the past three years.
- 30% of PUAF respondents had an outside offer while at UMD.
- PUAF respondents were more likely than UMD respondents to intend to leave UMD for a position outside academe (27.3% PUAF vs. 5.2% UMD), better work-life policies (9.1% PUAF vs. 1.4% UMD), and not feeling well suited to the faculty career (9.1% PUAF vs. 0.9% UMD).
- The most frequent reasons PUAF participants listed for wanting to leave UMD were for a higher salary (45.5%), a more prestigious department or institution (27.3%), a position outside academe (27.3%), and career opportunities at another institution for their spouse/partner (18.2%).

**Table 2.** 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>PUAF N=11 % Selected</b>	<b>UMD % Selected</b>
An offer with a higher salary	45.5	36.1
Potential for better work-life balance in a different type of position	9.1	12.1
An offer from a more prestigious department or institution	27.3	22.3
An offer from an institution in a more desirable geographic location	9.1	12.8
Retirement	0	8.8
Other	0	6.6
Lack of collegiality in my unit	9.1	11.4
An offer for a position outside academe*	27.3	5.2
To be closer to family	0	7.8
Career opportunities at another institution for my spouse/partner	18.2	6.5
Poor likelihood of tenure/promotion or contract renewal	9.1	4.3
Better campus climate for Faculty of Color at another institution	0	1.8
Better policies related to child-care, parental leave*	9.1	1.4
I'm not well suited to the faculty career*	9.1	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 PUAF and UMD respondents at  $p < .05$

### **Satisfaction with Department and UMD**

#### KEY FINDINGS

- The majority of PUAF participants were satisfied with their autonomy (81.8%), their overall experience working at UM (72.7%), the sense of fit between their values and those of their unit (72.7%), and amount of access to TAs and RAs (72.7%).

- The fewest number of PUAF respondents were satisfied with assistance with finding grants (9.1%), the transparency of decision-making within their unit (9.1%), and assistance with research administration in their unit (18.2%).
- There was only one significant difference between PUAF and UMD respondents in their satisfaction with department and UMD. PUAF respondents were less likely than UMD respondents to be satisfied with the transparency of decision-making within their unit ( $p < .05$ ): 9.1% PUAF vs. 49.1% UMD.

**Table 3.** Percentage of participants who were satisfied with resources and conditions at UMD

Survey Item*	PUAF % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member	81.8	78.9
The support of colleagues here	63.6	66.0
My overall experience working at UM	72.7	66.5
The university's location	54.5	59.3
My overall experience working in my unit	63.6	68.4
The diversity on campus	63.6	68.9
The university's national reputation	63.6	62.1
The sense of fit between my values and those of my unit	72.7	58.2
Leadership of my college / school	36.4	50.8
The transparency of decision-making within my unit*	9.1	49.1
Priorities and vision of my college / school	36.4	43.6
My unit's national reputation	45.5	60.5
The quality of campus facilities	63.6	52.9
Assistance with research administration in my unit	18.2	41.8
Professional assistance for improving teaching	36.4	40.1
Clerical / administrative support	36.4	49.3
My salary and benefits	36.4	39.5
Assistance with finding grants	9.1	29.5
Expectations for committee service	54.5	42.5
The amount of time I spend on research vs. teaching & service	54.5	46.9
Amount of access to TAs, RAs	72.7	43.8

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

## Fair Treatment and Diversity

### KEY FINDINGS

- About two thirds of PUAF respondents perceive that female faculty and Faculty of Color receive fair treatment.
- 9.1% of PUAF respondents agreed that they have experienced discrimination.
- There were no significant differences between PUAF and UMD respondents in perceptions of fair treatment and discrimination.

**Table 4.** Faculty perceptions of diversity, diversity climate, and fairness at UMD

Survey Item	PUAF % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty.	63.6	49.3
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.	63.6	48.1
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	18.2	27.3
I have experienced discrimination in my unit based on my individual or multiple identities.	9.1	18.5

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

## Work-Life Climate

### KEY FINDINGS:

- The majority of PUAF respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance.
- About two thirds of PUAF respondents agreed that their unit supports faculty scheduling work commitments around family schedules, that in their unit faculty can be honest with colleagues about family/life roles and responsibilities, that they are satisfied with their

unit's culture around work-life balance, and that there are role-models in their unit of how to create a satisfying work-life balance.

- Fewer than half of PUAF participants agreed that the institution does what it can to make family life and the tenure track compatible and that there is no bias against family care-giving in their unit.
- Similar to UMD respondents, PUAF respondents rated many of UMD's policies and programs for work-life balance as valuable, but few respondents took advantage of these programs and many had not heard of the programs.
- There was only one significant difference between PUAF and UMD respondents in their perception of work-life climate. PUAF respondents were more likely than UMD respondents to agree that they have control over creating a satisfying work-life balance (72.7% PUAF vs. 56.5% UMD).

**Table 5.** Perceptions of work-life climate at UMD

<b>Survey Item *</b>	<b>PUAF % Agree / Strongly Agree</b>	<b>UMD % Agree / Strongly Agree</b>
I have taken strategic steps toward creating a satisfactory work-life balance.	81.8	67.2
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	63.6	56.3
My unit supports faculty scheduling work commitments around family schedules.	63.6	54.0
In general, I feel I have control over creating a satisfying work-life balance.*	72.7	56.5
There is NO bias against family care-giving in my unit.	45.5	48.5
I am satisfied with my unit's culture around work-life balance.	63.6	47.6
There are role-models in my unit of how to create a satisfying work-life balance.	63.6	37.7



The institution does what it can to make family life and the tenure track compatible.	45.5	34.2
---	------	------

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

**Table 6.** Work-life policies and programs at UMD

<b>Policy/Program [% of PUAF 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)	71.4	12.5	33.3	45.5
Campus childcare	71.4	0	14.3	9.1
Tenure delay/Stop the tenure clock	63.6	11.1	14.3	18.2
Childcare referral service	40.0	0	14.3	9.1
College dashboard project	9.1	0	33.3	18.2
Paid parental leave	77.8	40.0	37.5	9.1
Mentoring for new faculty	36.4	0	0	45.5
ADVANCE learning communities, leadership program, seed grants and seminars	40.0	12.5	28.6	27.3

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**

- The majority of PUAF participants agreed that they have been strategic in achieving their career goals.

- All PUAF 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.
- About half of the PUAF respondents agreed that faculty in their unit have the freedom to succeed here if they work hard and that they have received helpful feedback from their department chair/unit head in support of their career advancement.
- 42.9% of PUAF respondents had concerns about their own advancement.
- PUAF respondents were less likely than UMD respondents to indicate that the tenure requirements and the promotion requirements for advancing to Full Professor are clear (36.4% and 18.2% PUAF, respectively, vs. 67.4% and 54.2% UMD, respectively).

**Table 7.** Career advancement and institutional support of career advancement

Survey Item*		PUAF % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	72.7	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.	18.2	20.9
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	100.0	86.2
	In general, I feel that I have little control over whether I advance in my career.	18.2	14.5
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	54.5	71.2
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	45.5	49.7
	In my unit, the tenure requirements are clear.*	36.4	67.4
	In my unit, the promotion requirements for advancing to Full Professor are clear.*	18.2	54.2
	In my unit, the tenure process is fair.	54.5	67.9
	In my unit, the promotion process for advancing to Full Professor is fair.	45.5	55.5

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



## Evaluation of Research and Creative Work

### KEY FINDINGS

- There was one significant difference between PUAF and UMD respondents in their perception of evaluation of research and creative work. PUAF respondents were more likely than other UMD respondents to agree that engaged scholarship is rewarded in their unit (72.7% PUAF vs. 46.8% UMD).
- More than half of PUAF respondents agreed that interdisciplinary scholarship is rewarded in their unit.
- Fewer than half of PUAF participants agreed that collaborative and cutting edge research is encouraged in their unit's reward system.

**Table 8.** Respondent perceptions of the evaluation of research, and creative work

Survey Item*	PUAF % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	54.5	54.4
Engaged scholarship is rewarded in my unit. *	72.7	46.8
Collaborative research and grant work is encouraged in our unit's reward system.	45.5	53.6
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	45.5	43.2

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

## Management of Teaching, Research and Service Responsibilities

### KEY FINDINGS

- There were no significant differences between PUAF and UMD respondents in their perception of evaluation and support of teaching, research and service.
- The majority of PUAF respondents agreed that faculty have control over managing their teaching responsibilities and 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.

- Almost all (90.9%) PUAF respondents agreed that they are in charge of the direction of their research agenda.

**Table 9.** Respondent perception of evaluation and support of teaching, research and service

Survey Item	PUAF % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	72.7	66.8
There is support in my department for effective teaching.	63.6	53.2
I feel in control of my participation in service activities.	63.6	52.3
It is possible for me to say no to additional on-campus service activities without negative consequences.	72.7	51.5
I am in charge of the direction of my research agenda.	90.9	90.5

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

## Recognition

### KEY FINDINGS

- There were no significant differences between PUAF and UMD respondents in their perception of recognition of their work.
- Most of PUAF participants agreed that faculty in their unit value their research and care about their personal well-being, while fewer agreed that faculty in their unit value their teaching and service contributions.
- More than a third of PUAF respondents indicated that they have been nominated for an award at UMD at least once over the last three years.

**Table 10.** Respondent perceptions of recognition and valuing one's commitments

Survey Item	PUAF % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	63.6	62.7
Faculty in my unit value my research/scholarship.	72.7	69.5
Faculty in my unit value my service contributions.	63.6	64.4
Faculty in my unit care about my personal well-being.	72.7	59.5
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]	37.5	29.1

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

### Leadership Opportunities

#### KEY FINDINGS

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

**Table 11.** Respondent perceptions regarding leadership

Survey Item	PUAF % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	63.6	64.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	27.3	44.0

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

## **Faculty Learning**

### KEY FINDINGS

- PUAF and UMD respondents did not differ significantly in their perception of faculty learning.
- The majority of PUAF respondents agreed that in the last twelve months they set aside time to advance their scholarly learning, that their unit has helped them 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.
- About two thirds of PUAF participants agreed that their unit and the University provide an environment that stimulates their academic learning and support their learning external to campus.
- About half of PUAF respondents indicated that their unit has financially supported their learning in the field or discipline.

**Table 11.** Respondent assessment of faculty learning and institutional support for learning

	Survey Item	PUAF % 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.	81.8	77.0
	In the last twelve months, I set aside time to advance my scholarly learning.	81.8	74.4
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	81.8	70.2
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	63.6	58.0
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	72.7	55.7
	My unit provides an environment that stimulates my academic learning.	63.6	60.2
	The University provides an environment that stimulates my academic learning.	63.6	58.7
	My unit has financially supported my learning in my field or discipline.	54.5	52.2

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

### Professional Networks and Collegiality

#### KEY FINDINGS

- PUAF and UMD respondents did not differ significantly in their perception of professional networks and collegiality.
- Similar to other faculty at UMD, most PUAF faculty respondents perceived that their professional network was helpful in a number of areas, including influence, visibility, feedback, advice, and awareness of professional opportunities.
- More than half of PUAF respondents agreed that they have relationships with other faculty on campus that have supported their career advancement, and that they receive useful feedback from colleagues at UMD that improves their work.



- More than a third agreed 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.
- More than half of PUAF respondents were satisfied with the collegiality in their unit, while fewer were satisfied with the opportunity they have to collaborate with other UM faculty.
- 90.9% of PUAF respondents said that their core discussion network was mainly off campus.

**Table 12.** Respondent assessment of professional networks and institutional support for professional networks

Survey Item		PUAF % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	90.9	77.2
	My core discussion network lets me know of professional opportunities.	72.7	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.	100.0	82.7
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	54.5	64.8
	I receive useful feedback from colleagues at UM that improves my work.	54.5	60.8
	Individuals at this institution have made an effort to connect me with important people in my field.	36.4	34.4
	I have been effectively mentored by someone in my unit.	20.0	37.8
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	36.4	41.0
	I am satisfied with the collegiality in my unit.	54.5	63.9
	I feel isolated in my department.	18.2	21.5

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

## **Perceptions of Productivity**

### KEY FINDINGS

- 60.0% of PUAf respondents ranked themselves as more productive than researchers in their field and rank nationwide.
- 30.0% of PUAf respondents ranked themselves as less productive than researchers in their field and rank nationwide.
- 63.6% of PUAf respondents believed their unit views them as more productive than researchers in their field and rank nationwide.
- 27.3% of PUAf respondents believed their unit views them as less productive than researchers in their field and rank nationwide.