

ADVANCE Program for Inclusive Excellence

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



College of Information Studies

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 tenure track faculty participants from the College of Information Studies in spring, 2015. A full institution-wide report, as well as a longer College of Information Studies report, can be found at the ADVANCE website, research and evaluation section:

<http://www.advance.umd.edu/research/research-evaluation>

RESPONDENTS

73.9% (n=17) of full-time UMD tenure track or tenured Information Studies (INFO) faculty completed the work environment survey. Demographics of respondents included:

- 52.9 % female faculty, 47.1% male faculty

- 23.5% Faculty of Color, 76.5% White faculty
- 52.9% Assistant, 17.6% Associate, and 29.4% Full Professors

SURVEY RESULTS

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

Faculty Learning and Institutional Support for Learning

- Over two thirds of INFO respondents agree that their unit supports their learning external to campus, while only 41.2% perceive their unit's financial support of their learning.
- INFO respondents (88.2%) were more likely than UMD respondents overall (58.1%) to indicate that their unit and the University provide an environment that stimulates their academic learning.
- INFO women faculty were more likely than INFO men faculty to agree that in the last twelve months, they have gained knowledge or skills that have made them a better teacher.

Professional Networks and Institutional Support of Professional Networks

- 82.4% of INFO respondents reported having their core discussion network on campus, and only 17.6% of INFO respondents reported

having their core discussion network off campus.

- INFO respondents were more likely than UMD respondents overall to agree that their core discussion network includes one or more members who are influential in their field and lets them know of professional opportunities.
- INFO respondents (76.5%) were more likely than UMD respondents (35.6%) overall to agree that individuals at this institution have made an effort to connect them with important people in their field, and to report that they have been effectively mentored by someone in their unit (87.5% of INFO vs. 40.5% of UMD).
- INFO respondents were more likely than UMD respondents overall to be satisfied with the collegiality in their unit (100% of INFO vs. 63.3% of UMD) and with the opportunity they have to collaborate with other UMD faculty (82.4% of INFO vs. 55.8% of UMD).
- INFO women faculty were more likely than INFO men faculty to receive useful feedback from colleagues at UMD that improved their work and to have been effectively mentored by someone in their unit. INFO women faculty were also more likely to have their core discussion network primarily on campus and less likely to have their core discussion network off campus.
- INFO women faculty were less likely than INFO men faculty to feel isolated in their unit.

Recognition

- Most INFO faculty believe that their research is valued by faculty in their unit (94.1%).
- About three quarters of INFO respondents (76.5%) feel recognition for their teaching contributions, and perceive that other faculty care about their personal well-being.
- Less than a quarter of INFO respondents have ever been nominated by someone at UMD for an award (17.6%).

Diversity and Inclusion

- The majority of INFO faculty perceive that their unit makes genuine efforts to recruit

female faculty and Faculty of Color (88.2% and 81.3%, respectively).

- Over half of INFO respondents agree that the opportunities for female faculty are at least as good as those for male faculty at UMD (52.9%) and about a third of INFO respondents agree that the opportunities for Faculty of Color at UMD are at least as good as those for White faculty at UMD (31.3%).
- 23.5% of INFO faculty reported experiencing discrimination in their unit based on their individual or multiple identities.

“... If the university is committed to improving the experiences of women and minority faculty, we need tools... to understand how to mitigate these subtle, everyday acts of microaggression[s]...”

Work-Life Integration

- Over two thirds of INFO faculty have taken strategic steps toward creating a satisfactory work-life balance, agree that their unit supports faculty scheduling work commitments around family schedules and that faculty in their unit can be honest with colleagues about family/life roles and responsibilities.
- However, less than half of INFO faculty have role-models in their unit for how to create a satisfying work-life balance, and believe that the institution does what it can to make family life and the tenure track compatible.

“Create a culture that translates into real appreciation for work-life balance. But actions speak much louder. After 4 years of pay cuts, the most recent handed down by the campus, its clear how we feel about faculty and staff and their families...”

Career Advancement and Institutional Support of Career Advancement

- INFO respondents were generally more satisfied than UMD respondents overall with their experiences with career advancement and institutional support of career advancement. INFO respondents were more likely to:

- agree that they seize opportunities when they are presented to them to advance in their career (100% of INFO vs. 80.1% of UMD)
- agree that faculty in their unit have the freedom to succeed there if they work hard (100% of INFO vs. 69.5% of UMD)
- have received helpful feedback from their department chair/unit head in support of their career advancement (81.3% of INFO vs. 51.3% of UMD) and
- perceive the tenure process and the promotion process for advancing to Full Professor as fair (87.5% for INFO vs. 56.2% for UMD).
- INFO women faculty were more likely than INFO men faculty to agree that faculty in their unit to have the freedom to succeed there if they work hard.

Evaluation of Research and Creative Work

- INFO respondents were more likely than UMD respondents overall to agree that interdisciplinary and engaged scholarship is rewarded in their unit.
- INFO women faculty were more likely than INFO men faculty to perceive that collaborative research and grant work is encouraged in their unit's reward system.

Fair and Manageable Workload

- The majority of INFO respondents agree that their research agenda is largely under their control (94.1%) and managing their teaching responsibilities is largely under their control (75.0%).
- However, less than half of INFO respondents agree that is possible for them to say no to additional on-campus service activities without negative consequences (47.1%), and only about a third of INFO respondents feel in control of their participation in service activities (37.5%).
- INFO women faculty were more likely than INFO men faculty to feel that their teaching responsibilities are largely under their control.

"In general, service requirements on faculty are increasing - we are asked more and more to take on administrative functions of the university - but it is clear that these service responsibilities are not "counted" by the university institution in calculating our 'value' as faculty."

Leadership Opportunities

- About two thirds of INFO respondents (64.7%) have been encouraged at least once during the past twelve months to pursue a leadership position.
- INFO faculty were more likely than UMD faculty overall to agree that there are opportunities in their college for faculty to become involved as leaders (82.4% of INFO vs. 59.3% of UMD).
- INFO women faculty were more likely than INFO men faculty to believe that there are opportunities in their college for faculty to become involved as leaders.

Satisfaction with Resources and Conditions at UMD

- Most INFO respondents were satisfied with the support of colleagues (94.1%) and the sense of fit between their values and those of their unit (94.1%).
- The fewest number of INFO respondents were satisfied with the quality of undergraduate students (23.5%), the diversity on campus (35.3%), and the amount of access to TAs and RAs (35.3%).
- INFO faculty were more likely than UMD faculty overall to be satisfied with
 - the amount of autonomy they have in their role as a faculty member (88.2% of INFO vs. 76.3% of UMD)
 - their overall experience working in their unit (88.2% of INFO vs. 68.1% of UMD) and at UMD (82.4% of INFO vs. 63.0% of UMD)
 - the support of colleagues (94.1% of INFO vs. 64.2% of UMD)
 - the sense of fit between their values and those of their unit (94.1% of INFO vs. 57.8% of UMD)

- the transparency of decision-making within their unit (88.2% of INFO vs. 49.4% of UMD) and
- the priorities and vision of their college/school (88.2% of INFO vs. 40.6% of UMD).
- INFO faculty were less likely than UMD faculty overall to be satisfied with the diversity on campus (35.3% of INFO vs. 66.9% of UMD).
- INFO women faculty were more likely than INFO men faculty to be satisfied with the support of colleagues.

Organizational Commitment and Intent to Leave

- 35.3% of INFO respondents indicated their intent to leave the university in the next two years.
- INFO respondents were less likely than UMD respondents overall to indicate their intent to leave the academic profession in the next two years (0% vs. 8.8%, respectively).
- 41.2% of INFO respondents had had an outside offer while at UMD; of those who had an outside offer while at UMD, 85.7% had an outside offer in the last 5 years.
- Among those individuals who had an outside offer while at UMD, 28.6% said that the offer resulted in a salary increase; and among those individuals who had an outside offer in the last 5 years, 33.3% said that the offer resulted in a salary increase.
- The most frequent reasons for INFO colleagues' leaving included a higher salary (35.3%), to be closer to family (29.4%), and for an offer from an institution in a more desirable geographic location (11.8%).

Perceptions of Productivity

- 76.5% of INFO respondents (vs. 52.3% of UMD respondents) ranked themselves as more productive than researchers of their rank nationwide.
- 0% of INFO respondents (vs. 15.1% of UMD respondents) ranked themselves as less productive than researchers of their rank nationwide.
- 70.6% of INFO respondents (vs. 44.6% of UMD respondents) believed their unit views them as more productive than researchers of their rank nationwide.
- 11.8% of INFO respondents (vs. 21.9% of UMD respondents) believed their unit views them as less productive than researchers of their rank nationwide.

“[The most important thing UM, the college, or unit does or could do to contribute to my research productivity is] *stronger post-award grant management support, very closely followed by a living wage for PhD student stipends.*”

“Distribute the service load more evenly.”

TO CITE THIS BRIEF:

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

Survey Findings from the College of Information Studies	2013	2015
	% Agree / Strongly Agree	
Faculty Learning and Institutional Support for Learning		
The University provides an environment that stimulates my academic learning.	80.0%	75.0%
Professional Networks and Institutional Support of Professional Networks		
I feel isolated in my department.	11.1%	23.5%
I am satisfied with the collegiality in my unit.	66.7%	100%
I am satisfied with the opportunity to collaborate with other UMD faculty.	88.9%	82.4%
Diversity and Inclusion		
The opportunities for female faculty at UMD are at least as good as those for male faculty.	44.4%	52.9%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	55.6%	31.3%
I have experienced discrimination in my unit based on my individual or multiple identities.	11.1%	23.5%
Work-Life Integration		
I am satisfied with my unit's culture around work-life balance.	50.0%	58.8%
The institution does what it can to make family life and the tenure track compatible.	60.0%	47.1%
Career Advancement and Institutional Support of Career Advancement		
In my unit, the tenure requirements are clear.	70.0%	87.5%
In my unit, the promotion requirements for advancing to Full Professor are clear.	70.0%	68.8%
In my unit, the tenure process is fair.	70.0%	100%
In my unit, the promotion process for advancing to Full Professor is fair.	66.7%	87.5%
I have concerns about my own career advancement at UMD.	16.7%	17.6%
Fair and Manageable Workload		
I feel in control of my participation in service activities.	30.0%	37.5%
There is support in my department for effective teaching.	33.3%	58.8%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	30.0%	47.1%
I am satisfied with the amount of time spent on research versus teaching and service.	77.8%	41.2%
Satisfaction with Resources and Conditions at UMD		
I am satisfied with my overall experience working at UM.	77.8%	82.4%
I am satisfied with my overall experience working in my unit.	77.8%	88.2%
I am likely to leave the university in the next two years.	33.3%	35.3%

In 2013, 71% of INFO tenure track faculty responded to the FWES, and in 2015 74% responded.

The 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. Please contact the ADVANCE office with questions or ideas related to these activities