

### ADVANCE Program for Inclusive Excellence

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



## Philip Merrill College of Journalism

### 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 Philip Merrill College of Journalism in spring, 2015. A full institution-wide report, as well as longer Philip Merrill College of Journalism report can be found at the ADVANCE website, research and evaluation section: <http://www.advance.umd.edu/research/research-evaluation>

#### RESPONDENTS

64% (n=9) of full-time UMD tenure track or tenured Journalism (JOUR) faculty completed the work environment survey. Demographics of respondents included:

- 55.6% female, 44.4% male faculty

- 11.1% Faculty of Color, 88.9% White faculty
- 11.1% Assistant, 33.3% Associate, and 55.6% Full Professors

#### SURVEY RESULTS

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

#### Faculty Learning and Institutional Support for Learning

- All JOUR respondents agreed that in the last twelve months, they have learned a great deal that contributes to their research and/or scholarly agenda and that they have gained knowledge or skills that have made them a better teacher.
- 77.8% of JOUR respondents believed that the University provides an environment that stimulates their academic learning and 55.6% agreed that their unit supports their learning external to campus, their unit has financially supported their learning in their field or discipline, and their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning.
- JOUR respondents were more likely than other UMD respondents overall to indicate that they have gained knowledge or skills that have made

them a better teacher (100.0% of JOUR vs. 66.4% of UMD).

- Similar to other UMD respondents, fewer JOUR respondents (44.4%) agreed that their unit provided an environment that stimulated their academic learning.

### Professional Networks and Institutional Support of Professional Networks

- The majority of JOUR respondents feel they have a voice in decision-making in their unit (88.9%), are satisfied with the opportunity they have to collaborate with other UMD faculty (77.8%), are satisfied with the collegiality in their unit (66.7%), have relationships with other faculty on campus that have supported their career advancement (66.7%) and receive useful feedback from colleagues at UMD that improve their work (66.7%).
- JOUR respondents felt that their core discussion network enhances their visibility in their field (75.0%), lets them know of professional opportunities (100.0%), includes one or more members who are influential in their field (100.0%) and provides helpful feedback on their research (87.5%).
- Similar to UMD respondents overall, 44.4% of JOUR respondents felt that they have been effectively mentored by someone in their unit, 33.3% agreed that individuals at this institution have made an effort to connect them with important people in their field and 33.3% felt isolated in their department.
- There were no significant differences between JOUR respondents and UMD respondents.

### Recognition

- 77.8% of JOUR respondents felt faculty in their unit value their teaching contributions and care about their personal well-being. 66.7% of JOUR respondents felt that faculty in their unit value their service contributions and 55.6% agreed that faculty in their unit value their research/scholarship.
- 22.2% of JOUR respondents have been nominated by someone at UMD for an award.

- There were no significant differences between JOUR respondents and UMD faculty overall.

### Diversity and Inclusion

- All JOUR respondents perceive that their unit makes genuine efforts to recruit female faculty and 66.7% of JOUR respondents agreed that their unit makes efforts to recruit Faculty of Color.
- No JOUR faculty reported having experienced discrimination in their unit based on their individual or multiple identities.
- One third (33.3%) of JOUR respondents agreed that they have to work harder than some of their colleagues to be perceived as a legitimate scholar.
- There were no significant differences between JOUR faculty and UMD faculty overall.

Chart 1. Faculty Perception of Diversity and Inclusion Survey Items

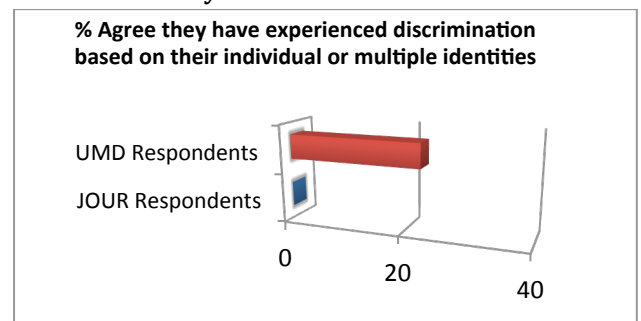
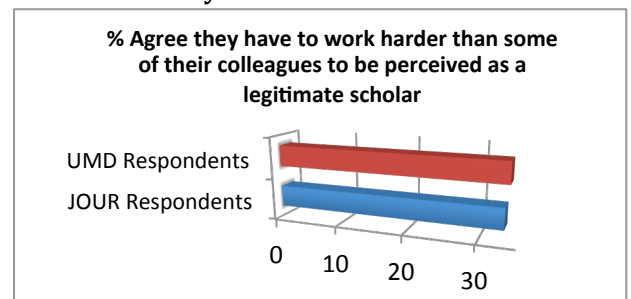


Chart 2: Faculty Perception of Diversity and Inclusion Survey Items



*“There is not a gender disparity between men and women in my unit but there appears to be one campus-wide.”*

### Work-Life Integration

- Most JOUR respondents agreed that they can be honest with colleagues about family/life roles and responsibilities (88.9%) and that

there is no bias against family care-giving in their unit (77.8%). 66.7% of JOUR respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance, that they feel they have control over creating a satisfying work-life balance and that their unit supports faculty scheduling work commitments around family schedules.

- Only 22.2% of JOUR respondents felt that there are role-models in their unit for how to create a satisfying work-life balance.
- There were no significant differences between JOUR respondents and UMD respondents.

*“Hire more faculty, staff [to support faculty work-life balance]. We are WAY over-extended.”*

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

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- All JOUR respondents had made intentional choices to focus their career in ways that are personally meaningful to them. Most felt that the tenure process is fair (77.8%) and tenure requirements are clear (66.7%). 66.7% also agreed that the promotion process for advancing to Full Professor is fair but only 55.6% thought that the requirements for advancing to Full Professor are clear.
- JOUR respondents were less likely than other UMD faculty to feel stuck in their ability to advance in their career (0% of JOUR vs. 20.4% of UMD).

### **Evaluation of Research and Creative Work**

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- 77.8% of JOUR respondents agreed that collaborate research and grant work is encouraged in their unit’s reward system. 66.7% of respondents agreed that interdisciplinary scholarship as well as engaged scholarship are rewarded in their unit and that faculty are rewarded for taking risks and trying to be cutting edge in their research.
- There were no significant differences between JOUR and UMD respondents overall.

### **Fair and Manageable Workload**

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- All JOUR respondents agree that their research agenda is largely under their control and a

majority of JOUR respondents (77.8%) agree that managing their teaching responsibilities is largely under their control.

- 55.6% of JOUR respondents perceived support in their department for effective teaching. 44.4% of JOUR respondents felt in control of their participation in service activities and agreed that it is possible for them to decline additional on-campus service activities without negative consequences. 55.6% of JOUR respondents agreed that the distribution of campus service work in their department is fair.
- There were no significant differences between JOUR respondents and UMD respondents.

*“I am expected/asked/pressured to do huge amounts of campus service work, in part because [others] refuse to do it, or, because they are professionals, cannot do it.”*

*“Tenure-track faculty are given more service work than appropriate.... We have very few tenured staff so there is a lot of work in general...”*

### **Leadership Opportunities**

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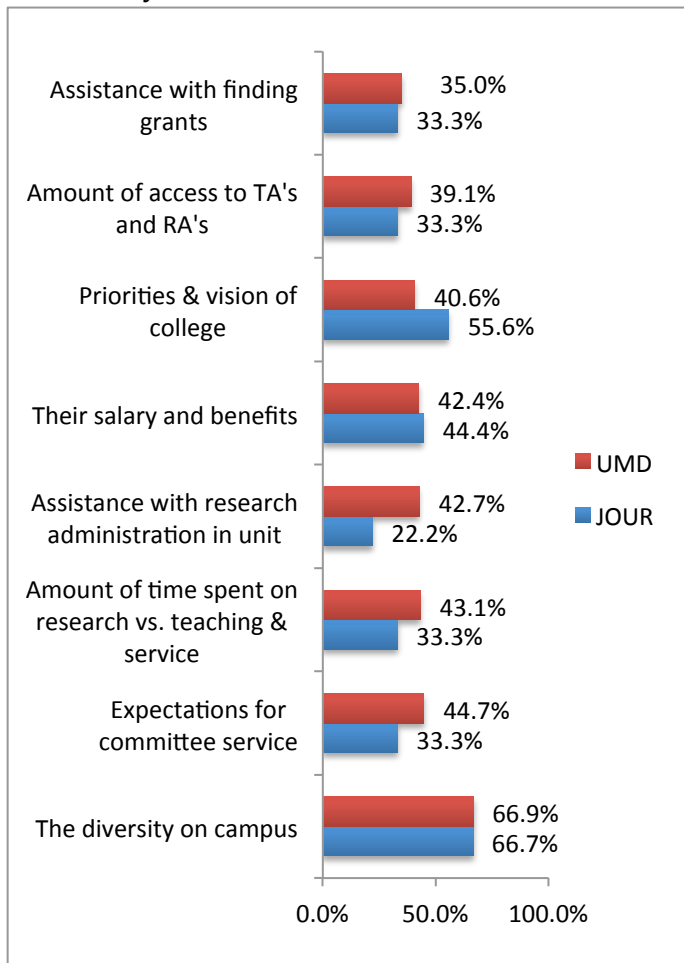
- 55.6% of JOUR respondents agreed that there were opportunities in their college for faculty to become involved as leaders and 44.4% of JOUR respondents said that they had been encouraged to pursue a leadership position in the past twelve months.
- There were no statistical differences between JOUR respondents and UMD respondents.

### **Satisfaction with Resources and Conditions at UMD**

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- 88.9% of JOUR respondents were satisfied with their overall experience working at UMD and with the University’s location. Only 22.2% of JOUR respondents were satisfied with assistance with research administration. 33.3% of JOUR respondents were satisfied with assistance finding grants, amount of access to TAs and RAs, the amount of time they spend on research vs. teaching and service, the quality of graduate students in their program, and expectations for committee service.

**Chart 3: Satisfaction with Resources and Conditions at UMD Survey Items**



### Organizational Commitment and Intent to Leave

- 11.1% of JOUR respondents said they were likely to leave the university in the next two years and none indicated their intent to leave the academic profession in the next year.
- 66.7% of JOUR respondent have had an outside offer while at UMD; of those who had an outside offer while at UMD, 42.9% had an outside offer in the last 5 years. Of those who had an outside offer, 42.9% said that the offer resulted in a salary increase; and among those who had an outside offer in the last 5 years, 66.7% said that the offer resulted in a salary increase.
- According to JOUR respondents, if one or more colleagues left their unit in the last 3 years, in

JOUR they were more likely to leave for retirement (44.4% of JOUR vs. 12.1% of UMD).

- The most frequent reasons JOUR respondents listed for intending to leave UMD were for a higher salary (22.2%), career opportunities at another institution for their spouse/partner (11.1%), and retirement (11.1%).

### Perceptions of Productivity

- 66.7% of JOUR respondents ranked themselves as more productive than researchers of their rank nationwide and believed that their unit views them as more productive than researchers of their rank nationwide.
- 11.1% of JOUR respondents ranked themselves as less productive than researchers of their rank nationwide. None of JOUR respondents believed their unit views them as less productive than researchers of their rank nationwide.
- There were no significant differences between JOUR and UMD respondents overall.

*“What my college/unit could do is value and support research productivity in the same way (or to the same extent that) the University does.”*

*“[The most important thing UMD, my college, or unit could do to contribute to my research productivity is] reduce service obligations both within and outside the unit.*

### TO CITE THIS BRIEF:

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## Comparison of JOUR Faculty Work Environment Data by Year on Select Items

Survey Findings from the Philip Merrill College of Journalism	2013	2015
	% Agree / Strongly Agree	
<b>Faculty Learning and Institutional Support for Learning</b>		
The University provides an environment that stimulates my academic learning.	100%	77.8%
<b>Professional Networks and Institutional Support of Professional Networks</b>		
I feel isolated in my department.	14.3%	33.3%
I am satisfied with the collegiality in my unit.	71.4%	66.7%
I am satisfied with the opportunity to collaborate with other UMD faculty.	85.7%	77.8%
<b>Diversity and Inclusion</b>		
The opportunities for female faculty at UMD are at least as good as those for male faculty.	83.3%	66.7%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	66.7%	44.4%
I have experienced discrimination in my unit based on my individual or multiple identities.	0%	0%
<b>Work-Life Integration</b>		
I am satisfied with my unit's culture around work-life balance.	83.3%	55.6%
The institution does what it can to make family life and the tenure track compatible.	83.3%	55.6%
<b>Career Advancement and Institutional Support of Career Advancement</b>		
In my unit, the tenure requirements are clear.	66.7%	66.7%
In my unit, the promotion requirements for advancing to Full Professor are clear.	66.7%	55.6%
In my unit, the tenure process is fair.	83.3%	77.8%
In my unit, the promotion process for advancing to Full Professor is fair.	83.3%	66.7%
I have concerns about my own career advancement at UMD.	0%	11.1%
<b>Fair and Manageable Workload</b>		
I feel in control of my participation in service activities.	66.7%	44.4%
There is support in my department for effective teaching.	100%	55.6%
It is possible for me to say no to additional on-campus service activities without negative consequences.	83.3%	44.4%
I am satisfied with the amount of time spent on research versus teaching and service.	33.3%	33.3%
<b>Satisfaction with Resources and Conditions at UMD</b>		
I am satisfied with my overall experience working at UM.	100%	88.9%
I am satisfied with my overall experience working in my unit.	83.3%	77.8%
I am likely to leave the university in the next two years.	16.7%	11.1%

Note: In 2013, 50% of JOUR tenure track faculty responded to the FWES, and in 2015 64% responded.

**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