

ADVANCE Program for Inclusive Excellence

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



School of Public Policy

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 respondents from the School of Public Policy in 2015. A full institution-wide report, as well as a longer School of Public Policy report, can be found at the ADVANCE website, research and evaluation section:

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

RESPONDENTS

60% (n=15) of full-time UMD tenure track or tenured Public Policy (PUAF) faculty completed the work environment survey. Demographics of respondents included:

- 6.7% female, 93.3% male faculty
- 6.7% Faculty of Color, 93.3% White faculty

- 13.3% Assistant, 20.0% Associate, and 66.7% Full Professors

SURVEY RESULTS

Comparisons are provided between PUAF and 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

- Most PUAF respondents agree that in the last twelve months they set aside time to advance their scholarly learning (86.7%), that their learning has contributed to their research and/or scholarly agenda (86.7%) and has made them a better teacher (71.4%).
- 73.3% of PUAF respondents believe that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning.
- Less than half of PUAF respondents agree that their unit (40.0%) and the University (46.7%) provides an environment that stimulates their academic learning, and that their unit has financially supported their learning in their field or discipline (40.0%).

Professional Networks and Institutional Support of Professional Networks

- Most PUAF faculty respondents perceived that their professional network was helpful in increasing influence (85.7%), professional opportunities (78.6%), and providing feedback (85.7%).
- PUAF respondents were more likely than UMD respondents overall to have their core discussion network primarily off-campus (93.3% of PUAF vs. 59.0% of UMD), and to agree that their core discussion network enhances their visibility in their field (92.9% of PUAF vs. 79.3% of UMD).
- PUAF respondents were less likely than UMD respondents overall:
 - To have relationships with other faculty on campus that had supported their career advancement (40.0% vs. 65.3%)
 - To have been effectively mentored by someone in their unit (13.3% vs. 40.5%)
 - To be satisfied with the opportunity they have to collaborate with other UMD faculty (26.7% vs. 55.8%) and
 - To be satisfied with the collegiality in their unit (46.7% vs. 63.3%).

Recognition

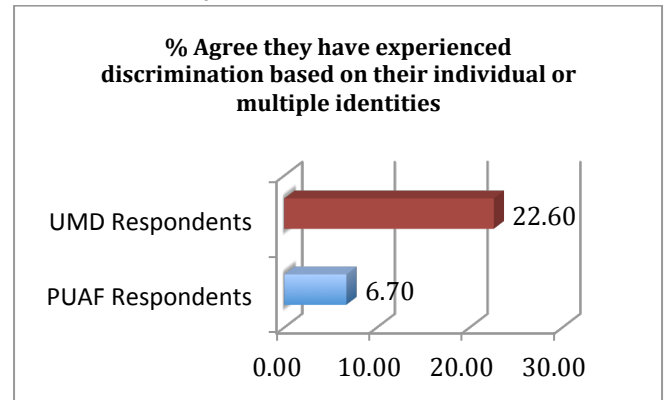
- The majority of PUAF respondents believe that their service contributions (73.3%) and research (60.0%) are valued by faculty in their unit.
- 53.3% of PUAF respondents feel recognition for their teaching contributions, and perceive that other faculty care about their personal well-being.
- 28.6% of PUAF respondents have been nominated at UMD for an award.

Diversity and Inclusion

- PUAF faculty perceive that their unit makes genuine efforts to recruit female faculty (93.3%) and Faculty of Color (86.7%).
- 53.3% of PUAF respondents agree that the opportunities for female faculty and faculty of Color at UMD are at least as good as those for male and White faculty.
- 26.7% of PUAF respondents agree that they have to work harder than some of their

colleagues to be perceived as a legitimate scholar.

Chart 1. Faculty Perception of Diversity and Inclusion Survey Items



Work-Life Integration

- 73.3% of PUAF respondents agree that they have taken strategic steps toward creating a satisfactory work-life balance.
- 66.7% of PUAF respondents feel control over creating a satisfying work-life balance, and believe that faculty in their unit can be honest with colleagues about family/life roles and responsibilities (66.7%).
- Less than half of PUAF respondents agree that there are role-models in their unit for how to create a satisfying work-life balance (40.0%), that the institution does what it can to make family life and the tenure track compatible (46.7%), and that their unit supports faculty scheduling work commitments around family schedules (46.7%).
- PUAF respondents were more likely than UMD respondents overall to be satisfied with their unit's culture around work-life balance (73.3% of PUAF vs. 51.7% of UMD).

“Encourage junior faculty to take post docs before arriving on campus to assume their positions.”

“Proceed more successfully to create first-class schools in appealing neighborhoods near campus. Living near campus and taking kids to expensive far-off schools is a HUGE impediment. Living far away so as to be near competent public schools and then commuting in is just as bad.”

Career Advancement and Institutional Support of Career Advancement

- 86.7% PUAF respondents report having been strategic in achieving their career goals, 93.3% report that they seize opportunities when they are presented to them to advance in their career, and 100% of PUAF respondents report having intentionally made choices to focus their career in ways that are personally meaningful to them.
- 80.0% of PUAF respondents also believe that faculty in their unit have the freedom to succeed there if they work hard.
- PUAF faculty were less likely than UMD faculty overall to have received helpful feedback from their department chair/unit head in support of their career advancement (20.0% of PUAF vs. 51.3% of UMD), and PUAF faculty were less likely than UMD faculty to perceive the tenure requirements in their unit as clear (26.7% of PUAF vs. 67.2% of UMD).

“Unclear tenure standards.”

“Excessive service and teaching post tenure.”

Evaluation of Research and Creative Work

- 66.7% of PUAF faculty perceive reward for interdisciplinary scholarship in their unit.
- 40.0% of PUAF respondents agree that collaborative research and grant work is encouraged in their unit.
- Only 13.3% of PUAF respondents believe that faculty in their unit are rewarded for taking risks and trying to be cutting edge in their research.
- PUAF respondents were more likely than UMD respondents overall to agree that engaged scholarship is rewarded in their unit (73.3% of PUAF vs. 51.5% of UMD).

Fair and Manageable Workload

- All of the PUAF respondents agree that their research agenda is largely under their control (100.0%).
- 73.3% of PUAF respondents can say no to additional on-campus service activities

without negative consequences; however, only 53.3% feel in control of their participation in service activities.

- 60.0% of PUAF respondents agree that managing their teaching responsibilities is largely under their control, but only 40.0% perceive support in their department for effective teaching.
- 86.7% of PUAF respondents feel that the distribution of campus service work in their department is fair.

“Bad actors are rewarded by not getting service responsibilities. By the way, this is the right answer for the effective functioning of the unit, but it is NOT fair.”

“It is fair because everybody has a lot to do.”

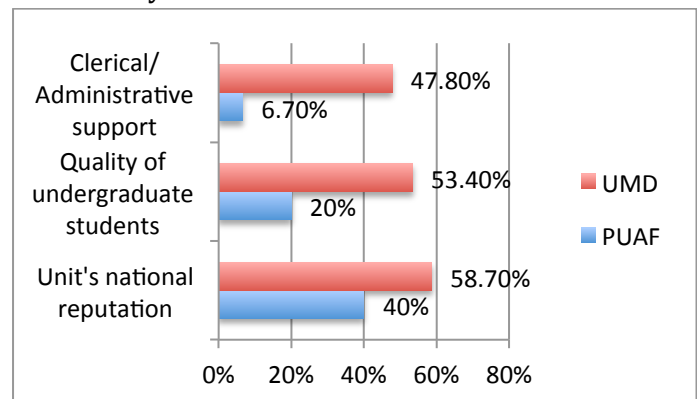
Leadership Opportunities

- 60.0% of PUAF respondents agree that there are opportunities in their college for faculty to become involved as leaders, and that over the last year they have been encouraged at least once to pursue a leadership position (60%).

Satisfaction with Resources and Conditions at UMD

- Most PUAF respondents were satisfied with their amount of autonomy (85.7%), and the University’s location (78.6%).

Chart 2: Satisfaction with Resources and Conditions at UMD Survey Items



- The fewest number of PUAF respondents were satisfied with the following:
 - Clerical/administrative support (6.7%)

- Quality of undergraduate students (20.0%)
- Assistance with finding grants (26.7%) and
- Their salary and benefits (26.7%).
- PUAF respondents were more likely than UMD respondents to be satisfied with the amount of time they spend on research vs. teaching and service (66.7% of PUAF vs. 43.1% of UMD).

- 60.0% of PUAF respondents believed their unit views them as more productive than researchers of their rank nationwide.
- 13.3% of PUAF respondents believed their unit views them as less productive than researchers of their rank nationwide.

Organizational Commitment and Intent to Leave

- 6.7% of PUAF respondents said they were likely to leave the university in the next two years.
- 0% of PUAF respondents said they were likely to leave the academic profession in the next two years.
- 86.7% of PUAF respondents had at least one faculty member who left their unit in the past three years.
- 33.3% of PUAF respondents had an outside offer while at UMD; of those who had an outside offer while at UMD, 60.0% had an outside offer in the last 5 years.
- The most frequent reasons PUAF respondents listed for intending to leave UMD were for a higher salary (33.3%), for an offer from a more prestigious department or institution (13.3%), and retirement (13.3%).
- If one or more colleagues left their unit in the last 3 years, in PUAF they were more likely to do so because of not being well suited to the faculty career (13.3% PUAF vs. 2.6% UMD).
- The most frequent reasons for PUAF colleagues' departure included poor likelihood of tenure/promotion or contract renewal (20.0%), not being well suited to the faculty career (13.3%), and a higher salary (13.3%).

“Better support for seeking research funding and research administration; greater encouragement for interdisciplinary / collaborative research.”

“I waste an inordinate amount of time trying to get trivial things done in my unit and across campus. Almost any request takes multiple follow-ups and reminders. If the bureaucratic efficiency were to increase it would help me my focus on more important things.”

“Provide better support services.”

TO CITE THIS BRIEF:

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Productivity

- 73.3% of PUAF respondents ranked themselves as more productive than researchers of their rank nationwide.
- 13.3% of PUAF respondents ranked themselves as less productive than researchers of their rank nationwide.

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

Survey Findings from the School of Public Policy	2013	2015
	% Agree / Strongly Agree	
Faculty Learning and Institutional Support for Learning		
The University provides an environment that stimulates my academic learning.	63.6%	46.7%
Professional Networks and Institutional Support of Professional Networks		
I feel isolated in my department.	18.2%	40.0%
I am satisfied with the collegiality in my unit.	54.5%	46.7%
I am satisfied with the opportunity to collaborate with other UMD faculty.	36.4%	26.7%
Diversity and Inclusion		
The opportunities for female faculty at UMD are at least as good as those for male faculty.	63.6%	53.3%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	63.6%	53.3%
I have experienced discrimination in my unit based on my individual or multiple identities.	9.1%	6.7%
Work-Life Integration		
I am satisfied with my unit's culture around work-life balance.	63.6%	73.3%
The institution does what it can to make family life and the tenure track compatible.	45.5%	46.7%
Career Advancement and Institutional Support of Career Advancement		
In my unit, the tenure requirements are clear.	36.4%	26.7%
In my unit, the promotion requirements for advancing to Full Professor are clear.	18.2%	33.3%
In my unit, the tenure process is fair.	54.5%	46.7%
In my unit, the promotion process for advancing to Full Professor is fair.	45.5%	46.7%
I have concerns about my own career advancement at UMD.	42.9%	26.7%
Fair and Manageable Workload		
I feel in control of my participation in service activities.	63.6%	53.3%
There is support in my department for effective teaching.	63.6%	40.0%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	72.7%	73.3%
I am satisfied with the amount of time spent on research versus teaching and service.	54.5%	66.7%
Satisfaction with Resources and Conditions at UMD		
I am satisfied with my overall experience working at UM.	72.7%	60.0%
I am satisfied with my overall experience working in my unit.	63.6%	53.3%
I am likely to leave the university in the next two years.	27.3%	6.7%

Note: In 2013, 48% of PUAF tenure track faculty responded to the FWES, and in 2015 60% 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.