

ADVANCE Program for Inclusive Excellence

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



School of Public Health 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 participants from the School of Public Health in 2015. A full institution-wide report, as well as the longer School of Public Health report, can be found at the ADVANCE website, research and evaluation section:
<http://www.advance.umd.edu/research/research-evaluation>

RESPONDENTS

67% (n=51) of full-time UMD tenure track or tenured School of Public Health (SPHL) faculty completed the work environment survey. Demographics of respondents included:

- 56.9% female, 43.1% male faculty
- 23.5% Faculty of Color, 76.5% White faculty

- 33.3% Assistant, 37.3% Associate, and 29.4% Full Professors

SURVEY RESULTS

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

Faculty Learning and Institutional Support for Learning

- About half of SPHL respondents agree that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning (47.1%), and has financially supported their learning in their field or discipline (51.0%).
- SPHL respondents were less likely than UMD respondents overall to indicate that in the last twelve months, they set aside time to advance their scholarly learning (68.6% vs. 73.0%), their learning has contributed to their research and/or scholarly agenda (64.7% of SPHL vs. 74.9% of UMD) and they have gained knowledge or skills that have made them a better teacher (54.9% vs. 66.4%).
- Assistant Professors were more likely than Full Professors 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

- About half of SPHL respondents indicated that they have been effectively mentored by someone in their unit (49.0%), and more than half are satisfied with the opportunity they have to collaborate with other UMD faculty (52.0%).
- About two thirds of SPHL respondents indicated that they received useful feedback from colleagues at UMD that improved their work (62.7%), and have a voice in decision-making in their unit (66.7%).
- About three quarters of SPHL respondents said that they had relationships with other faculty on campus that had supported their career advancement (74.5%).
- SPHL respondents were more likely than UMD respondents overall to agree that individuals at this institution have made an effort to connect them with important people in their field (56.0% of SPHL vs. 35.6% of UMD).
- SPHL Faculty of Color were more likely than SPHL White faculty to have been effectively mentored by someone in their unit.

Recognition

- The majority of SPHL respondents believe that their research, teaching and service contributions are valued by faculty in their unit (70.0%, 68.0%, and 72.0%, respectively).
- Over a third of SPHL respondents (40.4%) reported having been nominated by someone at UMD for an award.
- SPHL respondents were more likely than UMD respondents overall to perceive that other faculty in their unit care about their personal well-being (78.0% of SPHL vs. 61.4% of UMD).

Diversity and Inclusion

- About two thirds of SPHL faculty perceive that their unit makes genuine efforts to recruit female faculty and Faculty of Color (73.5% and 67.3%, respectively).
- Over half of SPHL respondents agree that the opportunities for female faculty at UMD are at least as good as those for male faculty (59.2%),

and less than half of SPHL respondents agree that the opportunities for Faculty of Color at UMD are at least as good as those for White faculty (41.7%).

- SPHL respondents did not significantly differ from other UMD respondents overall in their perception of diversity and inclusion.

“With the freeze of merit pay and salary increases, most of the available resources are limited and are targeted, often to promote the advancement of women and Faculty of Color. These supports need to stay in place, but they should be supplemented by basic resources available to all tenure track faculty...”

Work-Life Integration

- The majority of SPHL respondents (71.4%) 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 (69.4%).
- However, fewer agree that they have role-models in their unit of how to create a satisfying work-life balance (44.9%), and that the institution does what it can to make family life and the tenure track compatible (44.9%).
- There were no significant differences between SPHL and UMD respondents in their perception of work-life integration at UMD.

“There is more work than time to do it. Work life balance is elusive. Supports for teaching undergraduate classes with enrollments >30 students is not on par with other universities that are research intensive...”

Career Advancement and Institutional Support of Career Advancement

- The majority of SPHL respondents indicated that they have been strategic in achieving their career goals (81.3%), they seize opportunities when they are presented to them to advance in their career (91.7%), and they have intentionally made choices to focus their career in ways that are personally meaningful to them (83.7%).

- SPHL respondents were less likely than UMD faculty overall to perceive the tenure process and the promotion process for advancing to Full Professor in their unit as fair (58.3% of SPHL vs. 69.7% of UMD, and 37.5% of SPHL vs. 56.2% of UMD, respectively).
- SPHL Faculty of Color were less likely than SPHL White faculty to agree that the tenure requirements in their unit are clear.
- Assistant Professors were less likely than Full Professors to perceive the promotion requirements for advancing to Full Professor in their unit as clear. Assistant and Associate Professors were less likely than Full Professors to perceive the promotion process for advancing to Full Professor in their unit as fair.

“Lack of transparency and support, coupled with political process of advancement to Full Professor, and the opportunities that come along with that rank.”

“The promotion and tenure guidelines at all levels – UM, School, and Unit – are not clear; especially the grant requirements... People are hired with tenure at the Associate Professor level with lessor requirements for promotion and tenure... than current tenure-track individuals.”

Evaluation of Research and Creative Work

SPHL respondents were generally more satisfied than UMD respondents with their experiences of evaluation of research and creative work.

- SPHL respondents were more likely than UMD respondents to agree that interdisciplinary and engaged scholarship is rewarded in their unit (67.3% of SPHL vs. 55.3% of UMD, and 68.8% of SPHL vs. 51.5% of UMD, respectively).
- SPHL respondents were more likely than UMD respondents to agree that collaborative research and grant work is encouraged in their unit’s reward system (69.4% of SPHL vs. 55.5% of UMD).
- Half of SPHL respondents agree that faculty in their unit are rewarded for taking risks and trying to be cutting edge in their research.

- Associate Professors were less likely than Full Professors to agree that faculty in their unit are rewarded for taking risks and trying to be cutting edge in their research.

Fair and Manageable Workload

There was only one significant difference between SPHL and UMD respondents in their perception of fair and manageable workload.

- SPHL respondents were less likely than UMD respondents to have their research agenda largely under their control (76.5% of SPHL vs. 88.7% of UMD).
- SPHL Faculty of Color were less likely than White faculty to feel in control of their teaching responsibilities, but more likely than White faculty to feel in control of their participation in service activities.
- Associate Professors were less likely than Full Professors to have their research agenda under their control, and less likely than Assistant or Full Professors to perceive support in their department for effective teaching.

“[Amazingly] limited infrastructure and resource support (including time) for research - does not compare with other similar ranking institutions, or even many ranked below this one...”

“I think the expectation is that it will be fair but there are some faculty who give all and others who squeeze by - that is a universal issue but needs to be accounted for in the distribution of service work...”

Leadership Opportunities

- About two thirds of SPHL respondents (62.0%) agree that there are opportunities in their college for faculty to become involved as leaders.
- There were no significant differences between SPHL and UMD respondents in their perception of leadership opportunities.

Satisfaction with Resources and Conditions at UMD

- Most SPHL respondents were satisfied with the support of colleagues (79.6%), the amount of autonomy (77.6%), and the University's national reputation (73.5%).
- SPHL respondents were more likely than UMD respondents to be satisfied with the support of colleagues (79.6% of SPHL vs. 64.2% of UMD), the University's location (71.4% of SPHL vs. 62.8% of UMD), the University's national reputation (73.5% of SPHL vs. 55.6% of UMD), and professional assistance for improving teaching (57.1% of SPHL vs. 45.7% of UMD).
- SPHL Faculty of Color were more likely than SPHL White faculty to be satisfied with expectations for committee service, but less likely to be satisfied with the diversity on campus and the quality of graduate students in their program.
- Associate Professors were less likely than Full Professors to be satisfied with the amount of autonomy they have in their role as a faculty member, the support of colleagues, and the sense of fit between their values and those of their unit. Associate Professors were also less likely than Assistant Professors to be satisfied with the priorities and vision of their college/school, and less likely than Assistant or Full Professors to be satisfied with their salary and benefits.

Organizational Commitment and Intent to Leave

- The most frequent reasons SPHL respondents listed for intending to leave UMD were to be closer to family (11.8%), retirement (11.8%), and other (15.7%).

- Full Professors were more likely than Assistant Professors to have had an outside offer while at UMD.

Productivity

- SPHL respondents were less likely than UMD respondents overall to rank themselves as productive as researchers of their rank nationwide; 40.0% of SPHL respondents (vs. 52.3% of UMD respondents) ranked themselves as more productive than researchers of their rank nationwide.
- 34.0% of SPHL respondents believed their unit views them as more productive than researchers of their rank nationwide.

“The biggest challenge is maintaining a productive research program while balancing teaching and service responsibilities. The majority of my colleagues nationwide are mostly focusing on their research... - I of course chose this environment for the opportunity to teach and interact with the students and I am happy at UMD. However, I need to also increase my research productivity!”

TO CITE THIS BRIEF:

Nyunt, G., Kuvaeva, A., & O'Meara, K. (2015). *College of Behavioral and Social Sciences 2015 Faculty Work Environment Survey Results Research Brief*. College Park, MD: University of Maryland ADVANCE Program.

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

Survey Findings from the School of Public Health	2013 % Agree / Strongly Agree	2015
Faculty Learning and Institutional Support for Learning		
The University provides an environment that stimulates my academic learning.	67.3%	56.9%
Professional Networks and Institutional Support of Professional Networks		
I feel isolated in my department.	14.6%	16.0%
I am satisfied with the collegiality in my unit.	83.3%	70.0%
I am satisfied with the opportunity to collaborate with other UMD faculty.	68.1%	52.0%
Diversity and Inclusion		
The opportunities for female faculty at UMD are at least as good as those for male faculty.	48.9%	59.2%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	42.6%	41.7%
I have experienced discrimination in my unit based on my individual or multiple identities.	17.4%	23.4%
Work-Life Integration		
I am satisfied with my unit's culture around work-life balance.	59.6%	63.3%
The institution does what it can to make family life and the tenure track compatible.	38.3%	44.9%
Career Advancement and Institutional Support of Career Advancement		
In my unit, the tenure requirements are clear.	74.5%	56.3%
In my unit, the promotion requirements for advancing to Full Professor are clear.	59.6%	38.8%
In my unit, the tenure process is fair.	72.3%	58.3%
In my unit, the promotion process for advancing to Full Professor is fair.	52.2%	37.5%
I have concerns about my own career advancement at UMD.	33.3%	43.1%
Fair and Manageable Workload		
I feel in control of my participation in service activities.	48.9%	46.0%
There is support in my department for effective teaching.	74.5%	60.8%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	57.4%	48.0%
I am satisfied with the amount of time spent on research versus teaching and service.	43.5%	32.7%
Satisfaction with Resources and Conditions at UMD		
I am satisfied with my overall experience working at UM.	83.0%	63.3%
I am satisfied with my overall experience working in my unit.	76.6%	77.6%
I am likely to leave the university in the next two years.	16.0%	13.7%

Note: In 2013, 47% of SPHL tenure track faculty responded to the FWES, and in 2015 67% 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