

# ADVANCE

## **ADVANCE Program for Inclusive Excellence**

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



## **University of Maryland Faculty Work Environment Survey (2015)**

### **Executive Summary**

The University of Maryland Faculty Work Environment Survey measures 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 the Office of Diversity & Inclusion. The FWES was implemented in spring, 2011, 2013 and 2015. This executive summary provides results from 2015 tenure track faculty responses (professional track responses will be summarized in a forthcoming report). There were 854 tenure track respondents, approximately 53% of full-time UMD tenure track faculty in spring, 2015. Each college will receive their own report. In this summary we present campus-wide findings.

Overall, faculty were satisfied with their experiences in their departments (68.1%) and the University (63.0%). However, 27.6% of faculty indicated a desire to leave UMD in the next two years, and those who had received outside offers were more likely to indicate intent to leave. While a majority of respondents noted diversity is important to the campus (66.9%), 22.6% of respondents noted experiencing discrimination and 33.8% noted a lack of fair treatment (and significantly more women and Faculty of Color). The climate for work-life integration received mixed ratings: almost two thirds of respondents agree they take strategic steps toward creating a satisfactory work-life balance (65.5%), and that faculty in their unit can be honest with colleagues about family/life roles and responsibilities (60.2%); however, only a third agree they have role-models in their unit for how to create a satisfying work-life balance (35.6%), or believe that the institution does what it can to make family life and the tenure track compatible (34.7%). Women and Associate Professors generally rated work-life integration items lower than men and Assistant or Full Professors. Tenure guidelines were considered clear and fair by over two thirds of the respondents, and promotion guidelines by over 50 percent of respondents. Most faculty (over 50 percent) believe there is appropriate recognition for engaged, interdisciplinary research and collaborative scholarship. There was a mixed experience with institutional and department supports for faculty learning, professional networks, collegiality, and opportunities to collaborate.

Faculty experiences with support for professional growth and inclusive work environments varied greatly by rank, race and gender. Associate professors were more likely to report negative experiences with almost every aspect of their work experience. Women respondents reported more negative experiences in several key areas: satisfaction with resources and conditions at UMD; diversity issues; work-life integration; career advancement and institutional support of career advancement; fair and manageable workload; professional networks and institutional support of professional networks; and productivity. Faculty of Color were less satisfied with some resources and conditions at UMD, climate for diversity and inclusion, fair and manageable workload, and faculty learning.

Means, standard deviations, effect sizes, and statistically significant differences at  $p < .05$ ,  $p < .01$ , or  $p < .001$  are noted within the tables in the Appendices of the full report. Any differences described within the text of this executive summary refer to statistically significant differences ( $p < .05$ ). In comparison to the 2015 UMD tenure track/tenured faculty, Full Professors were slightly underrepresented in the sample, while women, White faculty, and Assistant and Associate Professors were slightly overrepresented.

## FACULTY LEARNING AND INSTITUTIONAL SUPPORT FOR LEARNING

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- 74.9% of faculty reported learning a great deal that contributed to their research and/or scholarly agenda in the past year.
- 58.1% reported that their unit provides an environment that stimulates their academic learning.
- Associate Professors perceived lower support for learning compared to Full and Assistant Professors. For example, only 43.6% of Associate Professors, compared to 58.3% of Assistant Professors and 54.0% of Full Professors, agree that the University provides an environment that stimulates their academic learning.

## PROFESSIONAL NETWORKS AND INSTITUTIONAL SUPPORT OF PROFESSIONAL NETWORKS

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- 59.0% of respondents said that their core discussion network was mainly off campus.
- Most faculty respondents perceived their professional network was helpful in a number of areas, including influence (84.1%), feedback (80.9%), visibility (79.3%), and professional opportunities (71.4%).
- 21.6% felt isolated in their department and 40.5% reported they were effectively mentored by someone in their unit.

## RECOGNITION

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- The majority of faculty believed that their teaching (64.2%), research (71.1%), and service (63.5%) were valued by colleagues in their unit.
- 33.7% of faculty said they had been nominated by someone at UMD for an award.

## DIVERSITY AND INCLUSION

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- About half of all faculty believe that opportunities for female faculty (50.5%) and Faculty of Color (46.5%) are at least as good as they are for male faculty and White faculty, respectively.
- 22.6% of faculty experienced discrimination.
- Vast differences by gender, race/ethnicity, and rank exist in attitudes about diversity, institutional environments for diverse faculty, and experiences of discrimination. Women and Faculty of Color perceive and experience more negative diversity climates than men and White faculty.

## WORK-LIFE INTEGRATION

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- 51.7% of faculty were satisfied with their unit's culture for work-life balance.
- 34.7% of faculty agreed that the university does what it can to make family life and the tenure track compatible.
- 35.6% of faculty agreed that there are role-models for work-life balance.
- Assistant and Associate Professors, and women faculty were less satisfied with certain aspects of work-life balance at UMD than Full Professors and men. For example, 22.8% of women faculty (as opposed to 12.0% of male faculty) perceive bias against family care-giving in their unit. Only 46.0% of Assistant Professors and 51.1% of Associate Professors (vs. 64.2% of Full Professors) feel control over creating a satisfying work-life balance.

## CAREER ADVANCEMENT AND INSTITUTIONAL SUPPORT OF CAREER ADVANCEMENT

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- Most participants perceived clear requirements (67.2%) and fair processes (69.7%) for tenure.
- Just over half of faculty perceived clear requirements (52.0%) and fair processes (56.2%) for promotion to Full Professor.
- Yet, 34.7% of respondents had concerns about their own career advancement at UM.

## EVALUATION OF RESEARCH AND CREATIVE WORK

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- Over half of faculty agreed that their unit supports interdisciplinary scholarship (55.3%), engaged scholarship (51.5%), and collaborative research and grant work (55.5%).
- Only 44.4% of faculty agreed that their unit supports cutting edge research.
- Associate Professors generally reported significantly less favorable views of assessment in these areas.

## FAIR AND MANAGEABLE WORKLOAD

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- 88.7% of faculty felt control over their research agenda.
- 68.6% of faculty reported having control over managing their teaching responsibilities.
- 52.9% of faculty reported feeling in control of their service participation, being able to say no to additional on-campus service activities without negative consequences (52.1%), and having support in their department for effective teaching (52.2%).
- 63.9% of faculty felt that the distribution of campus service work in their unit was fair.

## LEADERSHIP OPPORTUNITIES

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- Over half of faculty (59.2%) believed that there are opportunities in their college for faculty to become involved as leaders.
- 42.0% of faculty were encouraged to pursue a leadership position at least once during the past twelve months.

## SATISFACTION WITH RESOURCES AND CONDITIONS AT UMD

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- Over half of faculty were satisfied with their overall experience working at UMD (63.0%) and working in their unit (68.1%).
- Faculty were most satisfied with the amount of autonomy they have in their role (76.3%) and the diversity on campus (66.9%).
- Faculty were least satisfied with assistance finding grants (35.0%) and amount of access to TAs and RAs (39.1%).

## ORGANIZATIONAL COMMITMENT AND INTENT TO LEAVE

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- 27.6% of faculty members indicated they were likely to leave the University in the next two years.
- 82.6% of faculty stated that there was at least one faculty member in their unit who left in the past three years.
- Those who had received outside offers were more likely to indicate a desire to leave UMD or academia.
- The most frequent reason participants listed for wanting to leave UMD was for an offer with a higher salary (20.6%), and the second most frequent reason was for an offer from a more prestigious department or institution (14.3%). The most frequently selected reasons for colleagues leaving were for an offer with a higher salary (18.1%), for an offer from a more prestigious department or institution (12.3%), and retirement (12.1%).
- Women were more likely than men to intend to leave the University (30.2% of women vs. 25.7% of men) and academia (10.6% of women vs. 7.5% of men).
- Women (39.8%) were less likely than men (51.1%) to have had an outside offer while at UMD; with increase in rank the chance to receive an outside offer also increased: 24.5% of Assistant Professors vs. 40.7% of Associate and 61.9% of Full Professors reported receiving an outside offer.

## PRODUCTIVITY

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- 52.3% of faculty ranked themselves as more productive than researchers of their rank nationwide.
- 15.1% of faculty ranked themselves as less productive than researchers of their rank nationwide.
- 44.6% of faculty believed their unit views them as more productive than researchers of their rank nationwide.
- 21.9% of faculty believed their unit views them as less productive than researchers of their rank nationwide.

## DIFFERENCES BY GENDER

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The 2015 UM Faculty Work Environment survey of tenure track/tenured faculty revealed several gender differences in workplace environment and on the other factors measured in this study (e.g., 44/84 items showed statistical differences). Tenure track/tenured respondents to this survey were 41.3% (n=353) female and 58.7% (n=501) male. Women were over-represented in comparison to the UMD tenure track faculty.

For the most part, women and men respondents were equally satisfied with evaluation of research and creative work, recognition, leadership opportunities, and faculty learning and institutional support for learning. However, the areas where there were significant differences are important and of concern. Women were more likely than men to indicate the likelihood of leaving the university ( $\chi^2=9.36, p<0.05$ ) and leaving the academic profession ( $\chi^2=8.67, p<0.05$ ), and to have concerns about their opportunities to advance at UMD ( $\chi^2=18.41, p<0.001$ ). Women were less likely to feel that the distribution of campus service work is fair ( $\chi^2=17.52, p<0.001$ ). Women respondents were significantly more likely than men faculty to report negative experiences in several areas: satisfaction with resources and conditions at UMD; diversity and inclusion; work-life balance; career advancement and institutional support of career advancement; fair and manageable workload; professional networks and institutional support of professional networks; and productivity. The areas with the strongest effect size differences were: diversity and inclusion, work-life integration, and fair and manageable workload.

### *Faculty Learning and Institutional Support for Learning*

- Women faculty were less likely than men faculty to agree that their unit provides an environment that stimulates their academic learning.
- Women faculty were more likely than men faculty to perceive their unit's support for their learning external to campus.

### *Professional Networks and Institutional Support of Professional Networks*

- Men faculty were more likely than women faculty to be satisfied with the opportunity to collaborate with other UMD faculty, and have received useful feedback from colleagues and their core discussion network.
- Women faculty were less likely than men faculty to agree that their core discussion network includes one or more members who are influential in their field and provides helpful feedback on their research.

### *Diversity and Inclusion*

- Women faculty were less likely than men faculty to perceive that the opportunities for female faculty and Faculty of Color at UM are at least as good as those for male and White faculty (33.2% and 28.7% of women faculty vs. 62.9% and 59.0% of men faculty agree with these statements, respectively).
- 51.3% of women faculty believe they have to work harder than some colleagues to be perceived as a legitimate scholar, vs. 21.2% of men faculty.
- 34.7% of women faculty experienced discrimination based on their identity vs. 13.8% of men faculty.
- Women faculty were less likely to believe that their unit makes genuine efforts to recruit female faculty (63.1%) and Faculty of Color (60.7%) vs. 82.8% and 73.0% of men faculty, respectively.

### *Work-Life Integration*

- 47.0% of women faculty were satisfied with their unit's culture around work-life balance vs. 55.1% of men faculty.
- Only 48.6% of women faculty reported control over creating a satisfying work-life balance vs. 60.6% of men faculty. 32.6% of women faculty indicated that they had role-models in their units for how to create a satisfying work-life balance vs. 37.7% of men faculty.
- 29.5% of women faculty agreed that the institution does what it can to make family and the tenure track compatible (vs. 38.4% of men faculty), 56.6% of women faculty agreed that faculty can be honest with colleagues about family/life roles and responsibilities (vs. 62.7% of men faculty), and 39.9% of women faculty agreed that there is no bias against family care-giving in their unit (vs. 56.6% of men faculty).

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

- Women faculty were less likely than men faculty to agree that faculty in their unit have the freedom to succeed if they work hard.
- Women faculty were less likely than men faculty to perceive the tenure and promotion requirements for advancing to Full Professor as clear and fair.

### *Fair and Manageable Workload*

- 63.5% of women faculty reported being in control of their teaching responsibilities (vs. 72.2% of men faculty) and 46.2% of women faculty reported being in control of their service activities (vs. 57.6% of men faculty).
- 43.9% of women felt able to say no to additional on-campus service activities without negative consequences vs. 57.8% of men faculty.
- 86.1% of women perceived that their research agenda is under their control vs. 90.6% of men faculty.

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

- Women faculty were less satisfied than men with assistance with research administration and finding grants, clerical/administrative support, time spent on research versus teaching

and service, amount of access to TAs and RAs, salary and benefits, expectations for committee service, the transparency of decision-making within their unit, and diversity on campus.

- Women faculty were more satisfied than men with the university's location.

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

- Women were more likely to indicate the intent to leave the University and academia.
- Women were less likely than men to have had an outside offer while at UMD.

#### *Productivity*

- Women rated their overall productivity lower, compared to scholars of their rank nationwide.
- Women also thought their unit viewed their overall level of research productivity lower, compared to researchers/scholars of their rank nationwide.

### DIFFERENCES BY RACE AND ETHNICITY

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The 2015 UM Faculty Work Environment survey of tenure track/tenured faculty revealed several differences by race and ethnicity in workplace environment and on the other factors measured in this study (18/84 items showed statistical difference). Respondents to this survey were 0% American Indian, <1% Native Hawaiian or Other Pacific Islander, 10.9% Asian American, 4.6% Black/African American, 4.2% Hispanic, 3.3% International, 69.8% White, <1% Multiracial, and 6.7% had unreported race. Hispanic and White faculty were overrepresented and Asian American and African American faculty were under-represented in comparison to the UMD tenure track faculty. For the most part, Faculty of Color and White respondents were equally satisfied with work environment and opportunities for professional growth. However, the areas where there were significant differences are important to note. Faculty of Color were significantly less satisfied with some resources and conditions at UMD, diversity and inclusion, fair and manageable workload, and faculty learning. The diversity and inclusion area had the strongest effect size differences.

#### *Faculty Learning and Institutional Support for Learning*

- Faculty of Color were less likely than White 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*

- Faculty of Color were more likely than White faculty to have a core discussion network that lets them know of professional opportunities.

#### *Diversity and Inclusion*

- White faculty were more likely than Faculty of Color to agree that the opportunities for female faculty and Faculty of Color are at least as good as those for men and White

faculty (53.0% and 49.3% of White faculty vs. 40.5% and 35.0% of Faculty of Color, respectively).

- Faculty of Color believed they have to work harder than some of their colleagues to be perceived as a legitimate scholar (57.7% of Faculty of Color vs. 28.0% of White faculty), and were more likely than White faculty to have experienced discrimination based on their identities (30.7% of Faculty of Color vs. 20.6% of White faculty).
- Faculty of Color were less likely to agree that their unit makes genuine efforts to recruit female faculty and Faculty of Color (68.1% and 55.8% of Faculty of Color vs. 76.2% and 70.8% of White faculty).

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

- Faculty of Color were more likely than White faculty to have received helpful feedback from their department chair/unit head in support of their career advancement.
- Faculty of Color were less likely than White faculty to perceive the promotion process for advancing to Full Professor in their unit as fair.

#### *Fair and Manageable Workload*

- Faculty of Color were less likely than White faculty to feel their research agenda was under their control.

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

- Faculty of Color were less satisfied than White faculty with the diversity on campus and the quality of graduate students in their program.
- Faculty of Color were more satisfied than White faculty with the university's location.

## DIFFERENCES BY RANK

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The UMD Work Environment survey of tenure track/tenured faculty at UMD in spring, 2015 revealed *major differences in experiences of work environment by rank*. Tenure track/tenured respondents to this survey were 23.5% (n=201) Assistant Professors, 32.4% (n=277) Associate Professors, and 44.0% (n=376) Full Professors. Assistant and Associate Professors were slightly overrepresented and Full Professors slightly underrepresented in the sample. ***Associate professors were significantly less positive than Assistant Professors and/or Full Professors on about 77 of 84 work environment items (most parts of the survey)***. Leadership opportunities, self-reported productivity or recognition of productivity, career advancement, and institutional support of career advancement were the areas with the strongest effect size differences. We provide examples of these differences here.

Associate Professors were the least satisfied with collegiality in their unit, the opportunity to be mentored, receive useful feedback from colleagues at UMD, and support for career advancement. Compared to Assistant and Full Professors, Associate Professors were also most likely to feel isolated in their department.

Associate Professors were the least likely to feel faculty in their unit valued their research/scholarship or service, or cared about their personal well-being.

Associate Professors were more likely than Assistant or Full Professors to agree that they have to work harder than some of their colleagues to be perceived as legitimate scholars and that they have experienced discrimination in their unit.

Associate Professors were the least likely to be satisfied with their unit's culture around work-life balance and almost all aspects of support for work-life integration.

Associate Professors were the least likely to have received helpful feedback from their department chair/unit head in support of their career advancement (66.8% of Assistant Professors vs. 46.4% of Associate Professors and 46.6% of Full Professors). Assistant and Associate Professors perceived tenure and promotion requirements and processes for advancing to Full Professor as less clear and fair, compared to Full Professors. Associate Professors were also most likely to feel stuck in their ability to advance in their career (31.8% of Associate Professors vs. 14.6% of Assistant Professors and 15.2% of Full Professors).

Associate Professors felt it was hardest to say no to additional on-campus service activities without negative consequences, and were most dissatisfied with time spent on research versus teaching and service and expectations for committee service.

**ADVANCE Program for Inclusive Excellence** 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 and goals. [advance@umd.edu](mailto:advance@umd.edu)