

ADVANCE Program for Inclusive Excellence

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



College of Arts and Humanities

The UMD ADVANCE Grant Towards an Institution for Inclusive Excellence (UMD = T12E), the Office of Faculty Affairs, and the Office of Diversity & Inclusion, are all engaged in efforts to improve professional growth opportunities and work environment for UMD faculty. A critical part of those efforts is research to benchmark the current status of faculty work environments and to see if there are important differences by gender, race and ethnicity, career stage, and college. This report presents findings from a spring 2013 UMD work environment survey.

The UMD Work Environment Survey assessed specific aspects of faculty work environment, such as faculty perceptions of their own professional growth, institutional and unit supports for professional growth, climate for work-life balance, fair treatment and diversity, and satisfaction, all of which have been linked to retention, advancement, and productivity. Here major findings from the college are reported for respondents. A full institutional report with all data and tables, as well as college-specific reports can be found at the ADVANCE website: www.advance.umd.edu.

RESPONDENTS

50% (167) of full-time UMD tenure track or tenured ARHU faculty completed the work environment survey. Demographics of respondents included:

- 50.3% female, 49.7% male
- 16% Faculty of Color, 84% White
- 22% Assistant, 38% Associate, and 40% Full Professors

SURVEY RESULTS

Comparisons are provided between ARHU and University of Maryland respondents.

Organizational Commitment and Intent to Leave

- 28.9% of ARHU participants stated they were likely to leave the university in the next two years.
- The most frequent reasons ARHU participants listed for wanting to leave UMD were for a higher salary (42.5%); for a more prestigious institution or department (24.0%); for a more desirable geographic location (13.8%); for a better work-life balance in a different type of position (13.8%); and because of the lack of collegiality in their unit (10.2%).

DIFFERENCES BY GENDER, RACE, AND RANK

- Men were more likely than women to have an outside offer while at UMD.
- If Faculty of Color were to leave the institution in the next two years, they would be more likely to do so for a better campus climate for Faculty of Color at another institution.
- If Associate Professors were to leave the institution in the next two years, they would be more likely than Full Professors to do so for an offer with a higher salary. Assistant Professors were more likely than Full Professors to do so because of the potential for better work-life balance in a different type of position and the poor likelihood of tenure/promotion or contract renewal.

Satisfaction with Department and UMD

ARHU respondents were less satisfied with their overall experiences than other faculty at UMD ($p < .05$): 60.6% for ARHU and 66.5% for UMD.

There were five aspects that were rated less favorably by ARHU respondents than UMD respondents:

- Assistance with research administration in their unit (23.4%),
 - Salary and benefits (32.5%)
 - Assistance with finding grants (16.5%)
 - Expectations for committee service (34.4%)
 - Amount of time spent on research vs. teaching and service (34.6%)
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- Rated more favorably by ARHU respondents than UMD respondents ($p < .05$) were the university's location (66.9% for ARHU and 59.3% for UMD), and professional assistance for improving teaching (49.4% for ARHU and 40.1% for UMD).
 - Most participants were satisfied with their autonomy (75.0%); the diversity on campus (67.3%); the university's location (66.9%); the support of colleagues (64.9%); and their overall experience with their unit (64.1%).
 - The fewest number of ARHU respondents were satisfied with assistance with finding grants (16.5%), assistance with research administration in their unit (23.4%), and their salary and benefits (32.5%).

DIFFERENCES BY GENDER, RACE, AND RANK

- Men were more likely to be satisfied with assistance with finding grants and research administration in their unit; the expectations for committee service; their salary and benefits; administrative support; the amount of time they spend on research versus teaching and service; the transparency of decision-making within their unit; the amount of autonomy they have in their role as faculty members; and the support of colleagues. The only aspect that men were less satisfied with than women was the University's location.

- Faculty of Color were more likely than White faculty to be satisfied with the University's location but less likely to be satisfied with the diversity on campus.
- Associate Professors were less likely than Assistant or Full Professors to be satisfied with their salary and benefits; assistance with finding grants; the transparency of decision-making within their unit; the support of colleagues; and the sense of fit between their values and those of their unit.

Fair Treatment and Diversity

- Respondents were overall less satisfied with their experiences of fair treatment and diversity than other faculty at UMD ($p < .05$)
- Respondents were more likely than UMD respondents to report discrimination and indicate that they have to work harder than some of their colleagues to be perceived as legitimate scholars.

DIFFERENCES BY GENDER AND RACE

- Women were less satisfied with the opportunities for female faculty and Faculty of Color at UMD compared to opportunities for male and White faculty.
- Faculty of Color were less likely to be satisfied with the opportunities for Faculty of Color compared to those for White faculty.

"Faculty of Color and LGBT faculty of color are regularly called into question in my department for the "rigor" of their work. Even when our research is not "identity" related we are regularly required to address concern that our work is "political." This makes it nearly impossible to have a serious intellectual discussion about what makes research "political" and what advantages and disadvantages this has. It creates a culture in which discussions of diversity do not happen unless the "diverse" members of the department bring it up, which only feeds the worst suspicions of colleagues who already assume that we are pushing a political agenda somehow distinct from or threatening to intellectual work."

Work-Life Climate

- Respondents generally had a lower assessment of work-life climate than other UMD faculty.
- Respondents were less likely than UMD respondents to agree that in their unit, faculty can be honest with colleagues about family/life roles and responsibilities, that their unit supports faculty scheduling work commitments around family schedules, and that the institution does what it can to make family life and the tenure track compatible.
- Similar to UMD respondents, ARHU respondents rated many of UMD's policies and programs for work-life balance as valuable, but few respondents took advantage of these programs and many had not heard of them.

DIFFERENCES BY GENDER AND RANK

- Men were more likely to indicate that they have taken strategic steps toward creating a satisfactory work-life balance, feeling in control over creating a satisfactory work-life balance, and being satisfied with their unit's culture around work-life balance. Also, they were more likely to agree that there are role models in their unit for how to create a satisfying work-life balance, and that the institution does what it can to make family life and the tenure track compatible.
- Increased rank corresponded to increased perception of being able to create a satisfying work-life balance. However, Associate Professors were less likely than Assistant or Full Professors to agree that the institution does what it can to make family life and the tenure track compatible.

"Develop a leave policy that accommodates a wide range of "life" situations that are significant to "work-life" balance issues. Parental leave and campus child care vital, but parenthood--or even the family in general--should not be the sole or central focus. If you are vitally important in someone's life, for example, but do not have that significance codified through marriage or blood kinship, caring for that person when s/he is ill should not be treated as less significant as having a child."

Career Advancement

- About half of the participants perceived clear requirements and fair processes for tenure and for advancing to Full Professor.
- ARHU respondents were less likely than UMD respondents to agree that faculty in their unit have the freedom to succeed here if they work hard (61.6% for ARHU and 71.2% for UMD).
- 42.7% of ARHU respondents had concerns about their own advancement, compared to 33.3% for UMD ($p < .05$).

DIFFERENCES BY GENDER, RACE, AND RANK

- ARHU women were more likely to indicate that they feel stuck in their ability to advance in their career, that they feel they have little control over advancement in their career, and that they have concerns about their own opportunities to advance in their career at UMD. Also, they were less likely to agree that faculty in their unit have the freedom to succeed here if they work hard, that they have received helpful feedback from their department chair/unit head in support of their career advancement, and that in their unit, the promotion requirements and promotion process for advancing to Full Professor are clear and fair.
- Faculty of Color were less likely to agree that faculty in their unit have the freedom to succeed if they work hard.
- Within ARHU respondents, increased rank corresponded to increased perception of the clarity and fairness of the tenure and promotion process. However, Associate Professors were more likely to have concerns about their own opportunities to advance in their career at UMD.

"Within the college where my unit operates, advancement depends in large part on the individual scholar's ability to fit into a specific paradigm of what is considered to be legitimate scholarly research. Virtually any amount of work, service and publications that occurs outside that paradigm is not likely to be acknowledged as significant."

“Time is the main problem. In the dozen years that I have been here, there are more demands on our time (e.g., class size has grown, we are encouraged to spend more time out of class with students, administrators demand more of us, and email).”

“The lack of funding for research and travel makes it quite challenging to develop a consistent portfolio.”

Management of Teaching, Research and Service Responsibilities

There was only one significant difference between ARHU and UMD respondents in perception of management of teaching, research and service: ARHU respondents felt in slightly less control of their participation in service activities (48.4% for ARHU vs. 52.3% for UMD).

DIFFERENCES BY GENDER AND RANK

- ARHU women were less likely to agree that they feel in control of their teaching responsibilities and service activities, in charge of the direction of their research agenda, and that they receive support from their department for effective teaching. They were also less likely to be able to say no to additional on-campus service activities without negative consequences for their career.
- Assistant Professors were least likely to agree with being able to say no to additional on-campus service activities without negative consequences for their career, and least likely to agree that there is support in their department for effective teaching.

Faculty Learning

- 53% of ARHU respondents agreed that the University provides an environment that stimulates their academic learning.

DIFFERENCES BY GENDER AND RANK

- ARHU women were less likely to be satisfied with the support of their learning external to campus, their unit helping them to make room among their responsibilities for immersing themselves in their academic learning, the environment of their unit and the university stimulating their academic learning, and with their unit’s financial support for their learning in their field or discipline.
- Associate Professors were least likely to agree that their unit has financially supported their learning in the field or discipline.

Professional Networks and Collegiality

Respondents were less likely to receive useful feedback from colleagues at UMD (46.7% for ARHU vs. 60.8% for UMD), to indicate that individuals at UMD have made an effort to connect them with important people in their field (20.7% for ARHU vs. 34.4% for UMD), and to be satisfied with the opportunity they have to collaborate with other UMD faculty (39.3% for ARHU vs. 41.0% for UMD).

DIFFERENCES BY GENDER

ARHU women were less likely than men to indicate that individuals at the university have made an effort to connect them with important people in their field, and less likely to be satisfied with the opportunity they have to collaborate with other UMD faculty.

REFERENCES

O’Meara, K., Garvey, J., Niehaus, E., Corrigan, K. (2013). *The Work Environment for Tenure-Track/Tenured Faculty at the University of Maryland: Results from the 2013 UMD Work Environment Survey*. College Park, MD: Univ. of Maryland ADVANCE Program.

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