

# ADVANCE

## Research Brief

### ADVANCE Program for Inclusive Excellence

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



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## College of Education

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*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](http://www.advance.umd.edu).

### RESPONDENTS

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53% (n=51) of full-time UMD tenure track or tenured EDUC faculty completed the work environment survey. Demographics of respondents included:

- 68.6% female, 31.4% male
- 27.5% Faculty of Color, 72.5% White
- 21.6% Assistant, 33.3% Associate, and 45.1% Full Professors

### SURVEY RESULTS

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Comparisons are provided between EDUC and University of Maryland respondents.

#### Organizational Commitment and Intent to Leave

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- 34.8% of EDUC respondents stated they were likely to leave the university in the next two years.
- 91.1% of EDUC respondents stated that there was at least one faculty member in their unit who left in the past three years.
- 42.2% of EDUC respondents had had an outside offer while at UMD.
- The most frequent reasons EDUC respondents listed for wanting to leave UMD were for a higher salary (29.4%), the lack of collegiality in their unit (15.7%), a more prestigious institution or department (11.8%), career opportunities at another institution for their spouse/partner (7.8%), and retirement (7.8%).

#### DIFFERENCES BY RACE AND RANK

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- If they were likely to leave the University or the academic profession in the next two years, Faculty of Color were more likely than White faculty to do so for an offer outside of academia.
- Assistant Professors were least likely to have had an outside offer while at UMD.

## Satisfaction with Department and UMD

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- EDUC respondents were overall less satisfied with their experiences than other faculty at UMD: 59.6% of EDUC respondents were satisfied with their overall experience working in their unit ( $p < .05$ ) and 57.4% with their overall experience at UMD (compared to 68.4% and 66.5%, respectively, of all UMD respondents).
- Five specific aspects of the faculty experience were rated less favorably by EDUC respondents than UMD respondents ( $p < .05$ ): diversity on campus (57.4%), leadership of their college (23.9%), priorities and vision of their college (17.0%), assistance with finding grants (17.0%) and amount of access to TAs and RAs (21.3%).
- Most respondents were satisfied with their autonomy (72.3%), the support of colleagues (72.3%), the university's location (63.8%), their unit's national reputation (63.8%), and the university's national reputation (61.7%).
- The fewest number of EDUC respondents were satisfied with assistance with finding grants (17.0%), priorities and vision of their college (17.4%), the amount of access to TAs and RAs (21.3%), leadership of their college (23.9%), expectations for committee service (31.9%), and salary and benefits (34.0%).

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## DIFFERENCES BY GENDER, RACE, AND RANK

- EDUC women were more likely than men to be satisfied with their unit's national reputation.
- Faculty of Color were more likely than White faculty to be satisfied with the University's national reputation.
- Full Professors were less likely than Assistant and Associate Professors to be satisfied with clerical/administrative support.
- Associate Professors were less likely than Assistant and Full Professors to be satisfied with the University's national reputation.

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## Fair Treatment and Diversity

- Respondents were less satisfied with their experiences of fair treatment and diversity than other faculty at UMD.
- Respondents were less likely to 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 (31.9% and 29.8%, respectively, for EDUC vs. 49.3% and 48.1%, respectively, for UMD).

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*"As a mother who has taken time off in past, I have to work harder to prove myself."*

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## Work-Life Climate

- About two thirds of the respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance, and more than half of the respondents agreed 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 they feel they have control over creating a satisfying work-life balance.
- About a third of the respondents agreed that the institution does what it can to make family life and the tenure track compatible.
- EDUC 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.

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## DIFFERENCES BY RACE AND RANK

- Faculty of Color were less likely to agree that there are role-models in their unit for how to create a satisfying work-life balance, that faculty in their unit can be honest with colleagues about family/life roles and responsibilities, and that there is no bias against family care-giving in their unit.
- Associate Professors were less likely than Assistant and Full Professors to agree that they have taken strategic steps toward creating a satisfactory work-life balance.

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*"Reduce the work load – with all the re-structuring the work demands are intense; the ability to focus on research let alone the ability to strike a healthy work-life balance is undermined by the amount of work to be done and the re-doing of the same work, given the many rounds of re-structuring we have experienced – a prolonged and exhausting process that has hurt faculty productivity a lot."*

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*“Better disseminate these policies. It seems like ADVANCE focuses on women faculty in their seminars. While I understand that is the purpose of the program, as a male faculty member I believe I can benefit from these programs as well.”*

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### **Career Advancement**

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- 12.5% of EDUC respondents indicated that they feel stuck in their ability to advance in their career and 8.3% feel that they have little control over advancement in their career.
- More than half of the respondents perceived clear requirements and fair processes for tenure and advancing to Full Professor.
- 37.5% of EDUC respondents had concerns about their own advancement.

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### **DIFFERENCES BY RACE AND RANK**

- Faculty of Color were less likely than White faculty to agree that faculty in their unit have the freedom to succeed there if they work hard.
- Increased rank corresponded to increased perception of the clarity and fairness of the promotion process.

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*“I have not had the mentorship I needed, nor have I been able to collaborate effectively with other faculty in my department.”*

*“We now have to pay to get basic software such as SPSS unless we have our own grant money to buy it. Our travel budget covers - at best - plane fare. The last 4 years have made things even more difficult. I pay for most of my “advancement” opportunities.”*

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

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- About half of the respondents agreed that interdisciplinary and engaged scholarship, collaborative research, and grant work are rewarded in their unit.

### **Management of Teaching, Research and Service Responsibilities**

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- The majority of the respondents agreed that they are in charge of the direction of their research agenda.

- About half of EDUC respondents agreed that there is support in their department for effective teaching, and about two thirds agreed that managing their teaching responsibilities is largely under their control.
- Less than half of the respondents indicated that they feel in control of their participation in service activities and that it is possible for them to say no to additional on-campus service activities without negative consequences.

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### **Recognition**

- EDUC respondents were more likely to report that faculty in their unit value their research/scholarship (72.3%) than teaching (51.1%) and service contributions (56.5%) and 63.8% reported that faculty in their unit care about their personal well-being.
- EDUC women were less likely than men to have been nominated by someone at UMD for an award over the last three years.

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### **DIFFERENCES BY RANK**

- Associate Professors were less likely than Assistant and Full Professors to agree that faculty in their unit care about their personal well-being.

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### **Leadership Opportunities**

- 56.9% of EDUC respondents agreed that they have been encouraged at least once during the past 12 months to pursue a leadership position.
- About two thirds of EDUC respondents (59.6%) agreed that there are opportunities in their college for faculty to become involved as leaders.

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### **DIFFERENCES BY RANK**

- Full Professors were most likely to have been encouraged to pursue a leadership position during the past twelve months.

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### **Faculty Learning**

- EDUC respondents were less likely than UMD respondents to agree that their unit provides an environment that stimulates their academic learning (41.2% EDUC vs. 60.2% UMD;  $p < .05$ ).

- The majority of EDUC respondents agreed that in the last twelve months, their learning has contributed to their research and/or scholarly agenda (76.5%), that they set aside time to advance their scholarly learning (78.4%), and that they have gained knowledge or skills that have made them better teachers (62.7%).
- About half of the EDUC respondents agreed that their unit supports their learning external to campus (58.8%), that unit has helped them to make room among their responsibilities for immersing themselves in their academic learning (58.8%), and that their unit has financially supported their learning in the field or discipline (52.9%).

### Professional Networks and Collegiality

- Similar to other UMD faculty, most EDUC faculty respondents perceived that their professional network was helpful in a number of areas, including influence, visibility, feedback, advice, and awareness of professional opportunities.
- More than half of EDUC respondents indicated that they had relationships with other faculty on campus that had supported their career advancement (60.0%), that they received useful feedback from colleagues at UMD that improved their work (56.9%), and that they are satisfied with the collegiality in their unit (54.9%).
- Less than half of EDUC respondents agreed that individuals at this institution have made an effort to connect them with important people in their field (35.3%), that they have been effectively mentored by someone in their unit (39.2%), and that they are satisfied with the opportunity they have to collaborate with other UMD faculty (47.1%).

### DIFFERENCES BY RACE & GENDER

- Faculty of Color were more likely to indicate that they have been effectively mentored by someone in their unit.
- Assistant Professors were more likely than Associate and Full Professors to indicate that they have relationships with other faculty on campus that have supported their career advancement, and that they have been effectively mentored by someone in their unit.

### Perceptions of Productivity

- 54.3% of EDUC respondents ranked themselves as more productive than researchers in their field and rank nationwide.
- 23.9% of EDUC respondents ranked themselves as less productive than researchers in their field and rank nationwide.
- 38.6% of EDUC respondents believed their unit views them as more productive than researchers in their field and rank nationwide.
- 22.7% of EDUC respondents believed their unit views them as less productive than researchers in their field and rank nationwide.

### DIFFERENCES BY RANK

- Associate Professors were more likely than Assistant and Full Professors to rate their research productivity lower and to have a lower perception of their unit's views on their productivity.

*"Give me more time to conduct/write up research. Teaching and service expectations are heavy, and while one definitely could decline some responsibilities, there is significant friendly pressure to contribute."*

*"Foster more community gatherings so that we can be aware of the research others are doing and where new collaborations might make sense."*

*"De-emphasize training of practitioners and provide better support for involvement of grad students in research."*

*"Recognize the current federal fiscal climate has impacted federal grant awards significantly."*

### 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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