

ADVANCE

ADVANCE Program for Inclusive Excellence

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



The Work Environment for Tenure-Track/Tenured Faculty at the University of Maryland

Results from the 2013 UMD Work Environment Survey

Report Authors

Dr. KerryAnn O'Meara
Associate Professor, Higher Education
Co-PI for Research and Evaluation, UMD ADVANCE
komeara@umd.edu

Dr. Jay Garvey
Graduate Assistant Coordinator for Research and Assessment
Department of Resident Life

Dr. Elizabeth Niehaus
Postdoctoral Research Associate
UMD ADVANCE

Kristen Corrigan
Assistant Program Coordinator
UMD ADVANCE

Biographies

Dr. KerryAnn O’Meara is Co-Principal Investigator of the UMD NSF ADVANCE Grant, Co-Director, and Associate Professor of Higher Education at the University of Maryland. Her research focuses on faculty agency and professional growth, academic reward systems, and community engagement in higher education. She has published over 40 peer-reviewed journal articles, book chapters, and monographs on these topics and serves as associate editor for two related journals. Prior to coming to UMD, KerryAnn served on the faculty at the University of Massachusetts Amherst, and spent two years studying faculty at the Harvard Project on Faculty Appointments (now COACHE).

Jason C. Garvey served as a Graduate Assistant Coordinator for Research and Assessment in the Department of Resident Life and received his PhD in College Student Personnel Administration from the University of Maryland in 2013. His research focuses on campus and classroom climate for lesbian, gay, bisexual, transgender, and queer (LGBTQ) students, faculty, staff, and alumni. He joined the faculty at the University of Alabama in the fall of 2013 as an Assistant Professor of Higher Education.

Elizabeth Niehaus served as a postdoctoral Research Associate for the UM NSF ADVANCE Grant. She earned her PhD in College Student Personnel from the University of Maryland in 2012. Her research focuses on service-learning and international programs in higher education. She joined the faculty at the University of Nebraska – Lincoln in the fall of 2013 as an Assistant Professor in Education Administration.

Kristen Corrigan has been the Assistant Program Coordinator for UMD ADVANCE since 2011. She is a graduate student in the Master of Arts in Higher Education Program at University of Maryland. Her research interests include college choice and college access for under-served populations.

All questions about this report should be submitted to KerryAnn O’Meara at komeara@umd.edu.

Acknowledgments

Designing and implementing a campus-wide survey of work environment requires participation from a broad network of committed partners. The ADVANCE Program and authors would like to specifically acknowledge the contribution of the following colleagues.

- Thank you to Provost Mary Ann Rankin, PI of the ADVANCE grant, ADVANCE Co-Director Elizabeth Beise, Co-PI Dean Daryll Pines, and to all 12 deans who advocated for the faculty in their college to take the survey.
- Thanks to Associate Provost Juan Uriagereka for his constant support of ADVANCE from its onset and for offering to implement the survey from the Office of Faculty Affairs.
- Thank you to Kumea Shorter Gooden, Associate Vice President and Chief Diversity Officer for her assistance in all ADVANCE efforts.
- Thanks to Rebecca Follman from the Office of Faculty Affairs for her hard work and expert design skills in moving the survey online.
- Thank you to Andy Louder and Kristen Corrigan for their assistance in marketing and disseminating information about the 2013 survey.
- Thank you to our 2012-2013 ADVANCE Professors, ADVANCE Professor Fellows (former Advance professors) and colleagues in ADVANCE activities for spreading the word and encouraging participation among their tenured/tenure track colleagues.
- Thanks to Corbin Campbell, Assistant Professor at Teachers College for her work co-designing and pilot testing the survey the first time it was implemented in 2011.
- Thank you to IRPA, who assisted the ADVANCE Research and Evaluation team with the implementation of the 2011 Survey.
- Thank you to Kristen Corrigan, Rebecca Follman, and Alex Breiding who developed pull-out Briefs from key content areas of the survey in summer, 2013.
- Thank you most of all to the 784 tenured or tenure track respondents who took the time out of their *very* busy schedules to take this survey. We will honor your contribution to the survey by (a) making the results public and widely shared (b) providing college specific reports and break-downs by gender, race and rank when confidentiality allows and (c) inviting “action groups” in each college to take on key challenges found in work environment data to improve UMD in tangible and measurable ways.

Table of Contents

Biographies	3
Acknowledgments.....	4
Table of Contents.....	5
List of Tables	7
University of Maryland Work Environment Survey (2013).....	8
Executive Summary	8
Overall Findings	8
2013 UMD Work Environment: Differences by Gender.....	10
Differences by Race and Ethnicity	12
Differences by Rank	12
Context.....	14
Method	15
Respondents	15
Data Analysis	17
Results.....	17
Organizational Commitment and Intent to Leave.....	17
Outside Offers.....	20
Satisfaction with Department and UMD	21
Fair Treatment and Diversity	23
Work-Life Climate.....	26
Career Advancement and Institutional Support of Career Advancement.....	30
Evaluation of Research and Creative Work.....	33
Management of Teaching, Research, and Service Responsibilities	35
Recognition.....	36
Leadership Opportunities.....	38
Faculty Learning.....	39
Professional Networks and Collegiality	41
Productivity.....	43
Comparison of Key Results: 2011 to 2013	45
References.....	47
Appendix A: Survey Development.....	50
Appendix B: Survey Instrument	52
Appendix C: Survey Invitation Email.....	68
Appendix D: Means, Standard Deviations, Statistical Testing Results, and Effect Sizes	69
Table A: Satisfaction with Resources and Conditions at UMD by Gender.....	69
Table B: Satisfaction with Resources and Conditions at UMD by Race/Ethnicity	70
Table C: Satisfaction with Resources and Conditions at UMD by Rank	71
Table D: Diversity Issues by Gender	72
Table E: Diversity Issues by Race/Ethnicity	73
Table F: Diversity Issues by Rank	74
Table G: Work-Life Balance by Gender.....	75
Table H: Work-Life Balance by Race/Ethnicity.....	76
Table I: Work-Life Balance by Rank	77

Table J: Career Advancement and Institutional Support of Career Advancement by Gender ..	78
Table K: Career Advancement and Institutional Support of Career Advancement by Race/Ethnicity.....	79
Table L: Career Advancement and Institutional Support of Career Advancement by Rank	80
Table M: Evaluation of Research and Creative Work by Gender	81
Table N: Evaluation of Research and Creative Work by Race/Ethnicity	82
Table O Evaluation of Research and Creative Work by Rank	83
Table P: Management of Teaching, Research, and Service by Gender.....	84
Table Q: Management of Teaching, Research, and Service by Race/Ethnicity	85
Table R: Management of Teaching, Research, and Service by Rank.....	86
Table S: Recognition by Gender.....	87
Table T: Recognition by Race/Ethnicity	88
Table U: Recognition by Rank	89
Table V: Leadership Opportunities by Gender.....	90
Table W: Leadership Opportunities by Race/Ethnicity	91
Table X: Leadership Opportunities by Rank	92
Table Y: Faculty Learning and Institutional Support for Learning by Gender	93
Table Z: Faculty Learning and Institutional Support for Learning by Race/Ethnicity.....	94
Table AA: Faculty Learning and Institutional Support for Learning by Rank.....	95
Table AB: Professional Networks and Institutional Support of Professional Networks by Gender.....	96
Table AC: Professional Networks and Institutional Support of Professional Networks by Race/Ethnicity.....	97
Table AD: Professional Networks and Institutional Support of Professional Networks by Rank	98
Table AE: Productivity by Gender	99
Table AF: Productivity by Race/Ethnicity.....	100
Table AG: Productivity by Rank	101

List of Tables

Table 1: <i>Response Rates by College</i>	16
Table 2: <i>Reasons for Leaving UMD or the Academic Profession</i>	19
Table 3: <i>Satisfaction with Resources and Conditions at UMD</i>	22
Table 4: <i>Faculty Perceptions of Diversity, Climate, and Fairness at UMD</i>	24
Table 5: <i>Perceptions of Work-Life Climate at UMD</i>	27
Table 6: <i>Work-Life Policies and Programs at UMD</i>	29
Table 7: <i>Career Advancement and Institutional Support of Career Advancement</i>	31
Table 8: <i>Evaluation of Research and Creative Work at UMD</i>	34
Table 9: <i>Management of Teaching, Research, and Service</i>	35
Table 10: <i>Recognition</i>	37
Table 11: <i>Leadership Opportunities</i>	38
Table 12: <i>Faculty Learning and Institutional Support for Learning</i>	40
Table 13: <i>Professional Networks and Institutional Support of Professional Networks</i>	42

University of Maryland Work Environment Survey (2013)

Executive Summary

Overall Findings

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 and advancement. There were 784 tenure track respondents, approximately 47% of full-time UMD tenure track faculty in fall 2012. Here major findings are reported for tenure track/tenured respondents.

Findings indicated overall satisfaction with department and UMD, but 27.3% 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, about a quarter noted experiencing discrimination and over a quarter noted a lack of fair treatment (and significantly more women, Faculty of Color, and Assistant Professors). The climate for work-life balance was rated poorly by almost half of all respondents, especially women and Associate Professors. Promotion and tenure guidelines were considered clear and fair by a majority of respondents, but evaluation of engaged and collaborative scholarship was rated poorly. There was a mixed experience with supports for faculty learning, professional networks, collegiality, and opportunities to collaborate.

Findings indicate that experiences differ vastly by rank and important differences emerged by race and gender. Associate professors were more likely to report more negative experiences with almost every aspect of their experience (e.g., work-life balance; career advancement and institutional support of career advancement; management of teaching, research, and service). Women respondents reported more negative experiences in several key areas: satisfaction with resources and conditions at UMD; diversity issues; work-life balance; career advancement and institutional support of career advancement; management of teaching, research, and service; professional networks and institutional support of professional networks; and productivity. Faculty of Color were significantly less satisfied with resources and conditions at UMD and diversity issues.

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 these executive summaries refer to statistically significant differences ($p < .05$). The survey findings were representative of the 2012 UMD faculty by rank, but women, White faculty, and Assistant Professors were overrepresented.

Highlights

Organizational Commitment and Intent to Leave

- 27.3% (n=201) faculty members indicated they were likely to leave the University in the next two years.
- 80.3% (n=563) of participants 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 and academia, and women were more likely than men to want to leave academia.

- The most frequent reason participants listed for wanting to leave UMD was for an offer with a higher salary (36.1%), and the second most frequent reason was for an offer from a more prestigious department or institution (22.3%).

Satisfaction with Resources and Conditions at UMD

- Over half of participants were satisfied with their overall experience working at UMD (66.5%, n=494) and working in their unit (68.4%, n=509).
- The most participants were satisfied with the amount of autonomy they have in their role (78.9%, n=585) and the diversity on campus (68.9%, n=506).
- Participants were least satisfied with assistance for finding grants (29.5%) and their salary and benefits (39.5%).

Diversity Issues

- Less than half of all participants believe that opportunities are at least as good for female faculty (49.3%) and Faculty of Color (48.1%) as they are for male faculty and White faculty, respectively.
- 18.5% of faculty have experienced discrimination.
- Vast differences by gender, race/ethnicity, and rank exist in attitudes about diversity, institutional environments for diverse faculty, and discrimination experiences.
- Women and Faculty of Color perceive and experience more negative diversity climates.

Work-Life Balance

- 47.6% were satisfied with their unit's culture for work-life balance.
- 34.2% agreed that the university does what it can to make family life and the tenure track compatible.
- 37.7% agreed that there are role-models for work-life balance.
- Assistant and Associate Professors and women were less satisfied with certain aspects of work-life balance at UMD than Full Professors and men.
- Respondents rated 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 the programs.

Career Advancement and Institutional Support of Career Advancement

- Most participants perceived clear requirements (67.4%) and fair processes for tenure (67.9%).
- Just over half perceived clear requirements and fair processes for promotion to Full Professor (54.2% and 55.5%, respectively).
- Yet, 33.3% of respondents had concerns about their own advancement.

Evaluation of Research and Creative Work

- Less than half agreed that their unit supports engaged scholarship (46.8%) or cutting edge research (43.2%).
- Associate Professors generally reported significantly less favorable views of assessment in these areas.

Management of Teaching, Research, and Service

- 90.5% of faculty felt in charge of their research.
- 66.8% reported having control over managing their teaching responsibilities.

Recognition

- More than half of respondents believed that their teaching (62.7%), research (69.5%), and service (64.4%) were valued by colleagues in their unit.
- 29.1% of respondents said someone at UMD had nominated them for an award.

Leadership Opportunities

- 44% of respondents have been encouraged to pursue a leadership position at least once during the past twelve months.
- Faculty of Color were less likely to be encouraged to pursue a leadership position.

Faculty Learning and Institutional Support for Learning

- 77.0% of respondents reported learning a great deal regarding their research and/or scholarly agenda in the past year.
- 60.2% reported that their unit provides an environment that stimulates their academic learning.
- Associate Professors perceived lower support for learning as compared to Full and Assistant Professors.

Professional Networks and Institutional Support of Professional Networks

- 56.8% 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, feedback, visibility, and professional opportunities.
- 21.5% feel isolated in their department, and only 37.8% believe they have been effectively mentored by someone in their unit.

Productivity

- 53.5% of respondents ranked themselves as more productive than researchers in their field and rank nationwide.
- 18.3% of respondents ranked themselves as less productive than researchers in their field and rank nationwide.
- 44.3% of respondents believed their unit views them as more productive than researchers in their field and rank nationwide.
- 22.2% of respondents believed their unit views them as less productive than researchers in their field and rank nationwide.

2013 UMD Work Environment: Differences by Gender

The UMD Work Environment survey of tenure track/tenured faculty at UMD in spring 2013 revealed several gender differences in workplace environment and on the other factors measured in this study (e.g., 33/80 items showed statistical difference). Women were more likely than men to indicate the likelihood of leaving the academic profession ($\chi^2=3.88$, $p<0.05$). 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 respondents were significantly more likely to report negative experiences in several areas: satisfaction with resources and conditions at UMD; diversity issues; work-life balance; career advancement and institutional support of career advancement; management of teaching, research, and service; professional networks and institutional support of professional networks; and productivity.

Satisfaction with Resources and Conditions at UMD

- Women were less satisfied with assistance with research administration and finding grants, time spent on research versus teaching and service, amount of access to TAs and RAs, salary and benefits, expectations for committee service, and diversity on campus.
- Women respondents were more satisfied than men with the university's location.

Diversity Issues

- Women felt there are fewer opportunities for women and Faculty of Color.
- Women believe they have to work harder than some colleagues to be perceived as a legitimate scholar.
- Women have experienced discrimination based on their identity more than men.

Work-Life Balance

- Women were generally less satisfied with their unit's culture around work-life balance.
- Compared to men, women reported lower control over creating a satisfying work-life balance, fewer role-models in their units, and were less likely to agree that the institution does what it can to make family and the tenure track possible.

Career Advancement and Institutional Support of Career Advancement

- Women felt on average more stuck in their ability to advance in their careers and that they had little control over whether they advance in their career.
- Women were more likely to disagree that if faculty work hard they have the freedom to succeed in their unit.
- Women perceived the promotion requirements for advancing to Full Professor as less clear and less fair.

Management of Teaching, Research, and Service

- Women were less likely to report being in control of their teaching responsibilities and service activities.
- Women felt less likely to say no to additional on-campus service activities without negative consequences.

Professional Networks and Institutional Support of Professional Networks

- Men were more likely to have received useful feedback from colleagues and have been connected with important people in their field.
- Women felt less satisfied with the opportunity to collaborate and felt more isolated in their departments.

Productivity

- Women rated their overall productivity lower compared to scholars in their field.

- Women thought their unit viewed their overall level of research productivity lower compared to researchers/scholars in their field.

Note: Tenure track/tenured respondents to this survey were 43% female and 57% male. Women were over-represented in comparison to the UMD tenure track faculty.

Differences by Race and Ethnicity

For the most part, Faculty of Color and White respondents were equally satisfied with work environment and opportunities for professional growth (15/80 items showed statistical difference). However, the areas where there were significant differences are important and of concern. Faculty of Color were significantly less satisfied with resources and conditions at UMD, and diversity issues.

Satisfaction with Resources and Conditions at UMD

- Faculty of Color were less satisfied than White faculty with the diversity on campus and more satisfied with the university's location and overall experiences working at UMD.

Diversity Issues

- White faculty were more likely to agree that the opportunities for Faculty of Color are at least as good as for those for White faculty.
- Faculty of Color believed they have to work harder than some to be perceived as a legitimate scholar, and have experienced discrimination based on their identities.

Note: Respondents to this survey were 0% American Indian, 9% Asian American, 3% Black/African American, 5% Hispanic, 3% International, 78% White, <1% Multiracial, and 3% had unreported race (percents do not add to 100% because of rounding). Hispanic and White faculty were overrepresented and Asian American and African American faculty were under-represented in comparison to the UMD tenure track faculty.

Differences by Rank

The UMD Work Environment survey of tenure track/tenured faculty at UMD in spring, 2011 reveals *major differences in experiences of work environment by rank*. Specifically, Associate professors were significantly less positive than Assistant Professors and/or Full Professors with 60 of 80 work environment items. Associate Professors reported less positive attitudes regarding (among others):

Satisfaction with Resources and Conditions at UMD

- Overall experience working in their units.
- Assistance with research administration and finding grants, clerical/administrative support.
- Time spent on research versus teaching and service, access to TAs and RAs, and expectations for committee service.
- Salary and benefits, autonomy, support of colleagues, sense of fit between values and unit, priorities and vision of institution, and leadership.

Work-Life Balance

- Having taken strategic steps towards creating a satisfactory work-life balance.
- Feeling satisfied with their unit's culture around work-life balance.

- Number of role-models in their units for how to create a satisfying work-life balance.
- Unit supports faculty scheduling work commitments around family schedules.
- Institution does what it can to make family life and the tenure track compatible.

Career Advancement and Institutional Support of Career Advancement

- Promotion requirements for advancing to Full Professor are clear and fair.

Evaluation of Research and Creative Work

- Collaborative research or cutting edge research is rewarded.

Management of Teaching, Research, and Service

- Feeling in control of their teaching responsibilities, service activities, and direction of their research.
- Support in their departments for effective teaching.

Faculty Learning and Institutional Support for Learning

- Unit has financially supported their learning or helped to make room among responsibilities for immersing themselves in academic learning.
- University or unit provided a stimulating environment for their academic learning.

Professional Networks and Institutional Support of Professional Networks

- Collegiality and opportunities to collaborate.
- Connection to important people in the field.
- Support for career advancement.

Productivity

- Perception of productivity compared to their peers nationwide.
- Unit perception of productivity compared to peers nationwide.

Note: Tenure track/tenured respondents to this survey were 24.7% Assistant Professors, 31.6% Associate Professors, and 43.6% Full Professors.

These findings are representative by rank of the UMD tenure track faculty.

Context

The UMD ADVANCE Grant Towards an Institution for Inclusive Excellence (UMD = TI2E), the Office of Faculty Affairs, and the Office of Diversity & Inclusion, are all engaged in efforts to improve the work environment for 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 in work environments by gender, race and ethnicity, career stage, and college.

This report presents findings from a spring 2013 UMD work environment survey that was originally administered in spring 2011 and will be repeated again in spring 2015. The survey assesses specific aspects of faculty work environment at UMD, such as faculty perceptions of their own professional growth, institutional and unit supports for professional growth, and climate for work and life balance and diversity, all of which have been linked to retention and advancement.

Method

The data were gathered through the UMD Faculty Work Environment Survey as part of the UMD NSF ADVANCE Grant. Guided by a framework of faculty professional growth (O'Meara, Terosky & Neumann, 2008), the survey was intended to gain information about the work environment at UMD and conditions that lead to faculty retention, satisfaction, productivity and professional growth. The survey was created and improved through a rigorous process of content, construct, and response process validation. Appendix B includes detailed information on survey development and Appendix C provides a copy of the complete survey.

The ADVANCE Office and the Office of Faculty Affairs Faculty Affairs administered the survey to all full-time, tenured or tenure-track faculty (N=1,672). Respondents were invited to participate by the Provost Mary Ann Rankin via email with a link to a survey website. After logging in and consenting to the survey (per IRB), respondents proceeded to the web survey. Respondents were ensured complete confidentiality of responses and results are reported in aggregate and with all identifiers removed.

Respondents

After data were cleaned and unduplicated, the response rate was 46.9% (784 respondents). Of the respondents, 40.7% (n=319) were female and 59.3% (n=465) were male. Women were overrepresented in our respondents when compared to the population of UMD faculty in 2012. Regarding race, 20.8% (n=151) were Faculty of Color, and 79.2% (n=574) were White faculty. White faculty were overrepresented in the sample. Lastly, tenure-track/tenured respondents were 24.7% (n=194) Assistant Professors, 31.6% (n=248) Associate Professors, and 43.6% (n=342) Full Professors. Of TT/T respondents, 9.2% (n=72) were administrators (Chairs,

Deans, and Directors). Regarding faculty rank, Assistant Professors were slightly overrepresented and Full Professors slightly underrepresented in the sample. The percentage of respondents from each college are listed in Table 1a, and the response rates for each college are listed in Table 1b, below.

Table 1a
Percentage of Respondents from Each College

College	<i>n</i>	%
AGNR	91	11.5
ARCH	14	1.8
ARHU	167	21.3
BMGT	38	4.8
BSOS	117	14.5
CMNS	136	17.3
EDUC	51	6.5
ENGR	88	11.1
INFO	12	1.5
JOUR	7	0.9
PUAF	13	1.4
SPHL	49	6.3
missing	8	1.0
Total	784	100.0

Table 1b
Response Rate for Each College

College	<i>Population</i>	<i>Respondents</i>	<i>Response Rate</i>
AGNR	192	91	47.4
ARCH	27	14	51.9
ARHU	336	167	49.7
BMGT	113	38	33.6
BSOS	212	117	55.2
CMNS	347	136	39.2
EDUC	98	51	52.0
ENGR	216	88	40.7
INFO	18	12	66.7
JOUR	14	7	50.0
PUAF	25	13	52.0
SPHL	68	49	72.1
missing	5	1	16.7
Total	1672	784	46.9

Note. Chairs, Deans, and Directors are included in the response rate for their respective college.

Data Analysis

We first ran descriptive statistics (e.g. frequencies and means) on each survey item for all respondents. Then, we conducted statistical testing (chi-squared analyses, t-tests, or ANOVA) for differences by race, gender, and rank. To ensure confidentiality and interpretability of results, respondents who were International, Multiracial or had unreported race were excluded from analyses of differences by race. Additionally, Faculty of Color (American Indian/Alaska Native/Native Hawaiian/Other Pacific Islander, Asian American, Black/African American, and Hispanic) were aggregated during analysis for confidentiality of participants. For analyses of differences by rank, administrators (Chairs, Deans, and Directors) were excluded to investigate differences by Assistant, Associate, and Full Professor ranks. Means, standard deviations and statistically significant differences at $p < 0.05$, $p < 0.01$, or $p < 0.001$ are noted within the tables in Appendix F. Any differences described within the text of this report refer to statistically significant differences unless otherwise noted. When conducting statistical testing on a number of items, caution should be used when interpreting differences in any one single survey item. While we note individual item differences, we emphasize the patterns of differences to correct for the possibility of type I error. Items were also disaggregated by race, gender, or rank in an effort to compensate for the disproportionate representation of certain groups (i.e., in lieu of post-facto weighting of the data).

Results

Organizational Commitment and Intent to Leave

The UMD Faculty Work Environment Survey asked several questions regarding participant's intent to stay or to leave UMD and the reasons behind these intentions. In previous

studies intent to leave has been linked to actual leave-taking behavior and is considered one of several key predictors of retention (Johnsrud & Heck, 1994; Johnsrud & Rosser, 2002; Rosser, 2004; Rosser & Townsend, 2006; Xu, 2008a, Xu 2008b).

- 27.3% (n=201) faculty members indicated they were likely to leave the University in the next two years.
- 80.3% (n=563) of participants 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 and academia altogether, and women were more likely than men to note intent to leave academia altogether.
- The most frequent reason participants listed for wanting to leave UMD was for an offer with a higher salary (36.1%), and the second most frequent reason was for an offer from a more prestigious department or institution (22.3%).

Results showed that 27.3% of respondents indicated they were likely to leave the University in the next two years (22.9% likely and 4.5% definitely). Those who had received outside offers were more likely to indicate intent to leave UMD ($\chi^2=17.98, p<0.001$). There were no differences in the faculty who indicated they were likely to leave UMD by gender, race, or rank.

Within the sample, 8.3% of faculty indicated they were likely to leave the academic profession in the next two years (6.6% likely and 1.6% definitely). Those who had received offers were more likely to leave academia ($\chi^2=4.33, p<0.05$). Women were also more likely than men to leave the academic profession ($\chi^2=3.88, p<0.05$). There were no significant differences by race or rank.

We asked participants who said they were likely to leave about their main reasons (Table 2). The most frequently selected reason was for an offer with a higher salary (36.1%), and the second most frequent reason was for an offer from a more prestigious department or institution (22.3%).

Table 2
Reasons for Leaving UMD or the Academic Profession

	<i>n</i>	%
An offer with a higher salary	283	36.1
An offer from a more prestigious department or institution	175	22.3
An offer from an institution in a more desirable geographic location	100	12.8
Potential for better work-life balance in a different type of position	95	12.1
Lack of collegiality in my unit	89	11.4
Retirement	69	8.8
To be closer to family	61	7.8
Other	52	6.6
Career opportunities at another institution for my spouse/partner	51	6.5
An offer for a position outside academe	41	5.2
Poor likelihood of tenure/promotion or contract renewal	34	4.3
Better campus climate for women at another institution	16	2.0
Better campus climate for Faculty of Color at another institution	14	1.8
Better policies related to child-care, partenal leave	11	1.4
I'm not well suited to the faculty career	7	0.9
Better campus climate for GLTBQ faculty at another institution	4	0.5

Among participants, 80.3% (n=563) stated that there was at least one faculty member in their unit who left in the past three years. Respondents had the opportunity to provide a reason for the faculty member's departure. Examples of open-ended comments included:

- *Offer from a more prestigious institution, better salary.*
- *The unit was not willing to put up the \$\$\$ to retain the individual.*

When asked what the main reason would be if leaving the university in the next two years, some examples of respondent comments were:

- *Better research support.*
- *It gets harder and harder to play the game required here in terms of grants and not feeling valued.*
- *I don't know if I will leave. I've turned down offers recently and am now having second thoughts.*

Outside Offers

Both research and practice has shown that another likely predictor of faculty leaving a university is solicitation of and receiving outside offers; however outside offers can also be used by faculty who decide to stay to leverage higher salaries (Daly & Dee, 2006). There was some question as to whether this might differ by gender and race/ethnicity. In the UMD work environment study 39.0% (n=306) of participants had received an outside offer while at UMD. Among those individuals, 44.7% (n=139) stated that offer resulted in a salary increase. Examples of open-ended comments on leveraging offers to increase salary and retention included:

- *A real salary trajectory would be much better than simply relying on outside offers, especially given the limited raises that come with promotions (and in particular with tenure).*
- *I am not likely to leave now because I just received a retention offer.*

Women were less likely than men to have had an outside offer while at UMD ($\chi^2=7.27$, $p<0.01$). There were no differences in who received an outside offer by race, but there was a difference by rank with Full Professors more likely to have received an outside offer and Assistant Professors less likely ($\chi^2=71.81$, $p<0.001$). For Full Professor participants, the offer was more likely

to result in a salary increase, whereas an outside offer for Assistant Professors was less likely to result in an increase ($\chi^2=11.65$, $p<0.01$).

Satisfaction with Department and UMD

The UMD Faculty Work Environment Survey asked participants about their satisfaction with various aspects of their job, UMD, and their unit. Job satisfaction is closely related to retention issues at UMD (Daly & Dee, 2006; Hagedorn, 1996; Hagedorn, 2000; Rosser & Townshend, 2006; Trower, 2011b). In previous studies faculty satisfaction with salary, autonomy, professional development opportunities, and workload have been found linked to intent to leave (Daly & Dee, 2006; Hagedorn, 1996; Rosser, 2004). Job satisfaction factors tend to differ by rank, gender, race and ethnicity, and discipline (Johnsrud & Rosser, 2002; Rosser, 2004; Seifert & Umbach, 2007; Xu, 2008a).

- Over half of participants were satisfied with their overall experience working at UMD (66.5%, n=494) and working in their unit (68.4%, n=509).
- The most participants were satisfied with the amount of autonomy they have in their role (78.9%, n=585) and the diversity on campus (68.9%, n=506).
- Participants were least satisfied with assistance for finding grants (29.5%) and their salary and benefits (39.5%).

Overall, the majority of respondents are satisfied with their experience in their faculty roles at UMD. Over sixty six percent of participants were satisfied with their overall experience at UMD and over 68% were satisfied with their overall experience in their unit. There were no significant differences by gender, race, or rank in overall satisfaction with UMD or one's unit.

By contrast, there was great variation in the percentage of respondents who were satisfied with specific aspects of the UMD faculty experience. In fact, the percent of respondents who were

satisfied ranged from only 29.5% (assistance with finding grants) and 39.5% (salary and benefits) to 78.9% (amount of autonomy in one's role) and 68.9% (the diversity on campus).

Table 3
Satisfaction with Resources and Conditions at UMD

	% Satisfied/Very Satisfied
The amount of autonomy I have in my role as a faculty member	78.9
My overall experience working in my unit	68.4
My overall experience working at UM	66.5
The support of colleagues here	66.0
The sense of fit between my values and those of my unit	58.2
The diversity on campus	68.9
The University's national reputation	62.1
My unit's national reputation	60.5
The University's location	59.3
Leadership of my college / school	50.8
The transparency of decision-making within my unit	49.1
Priorities and vision of my college school	43.6
The amount of time I spend on research vs. teaching & service	46.9
Amount of access to TAs, RAs	43.8
Expectations for committee service	42.5
Assistance with research administration in my unit	41.8
Professional assistance for improving teaching	40.1
My salary and benefits	39.5
Assistance with finding grants	29.5

Satisfaction with most aspects of the UMD faculty experience did not differ by gender, race, or rank. However, there were a few exceptions. Eight out of twenty-one aspects of satisfaction differed by gender (Table A). Women respondents were more satisfied than men with the university's location. The areas where UMD women faculty were less satisfied are consistent with findings from other research universities and faculty research (Rosser, 2004; Seifert & Umbach,

2007; Xu, 2008b). Women were less satisfied with assistance with research administration and finding grants, time spent on research versus teaching and service, amount of access to TAs and RAs, salary and benefits, expectations for committee service, and diversity on campus. Three differences by race emerged: Faculty of Color were less satisfied than White faculty with the diversity on campus and more satisfied with the university's location and overall experiences working at UMD (Table B). Finally, satisfaction differed by rank for varying aspects of the UMD experience. Assistant Professors were overall less satisfied with diversity than other faculty members. Associate Professors were less satisfied across 13 dimensions as compared to Assistant and Full Professors: overall experience working in their units, assistance with research administration and finding grants, clerical/administrative support, time spent on research versus teaching and service, access to TAs and RAs, expectations for committee service, salary and benefits, autonomy, support of colleagues, sense of fit between values and unit, priorities and vision of institution, and leadership (Table C).

Fair Treatment and Diversity

The UMD Strategic Plan observes that UMD is nationally recognized “for its commitment to diversity as a major educational benefit and an essential component of academic excellence and has become a leader in research on issues involving race, gender, and sexual orientation.” At the same time, there is “growing evidence that the campus climate is not as supportive as it should be for all members of the University community.” Specifically, UMD aspires to increase the representation, retention and advancement of women faculty, Faculty of Color, and STEM women faculty. As such we asked specific questions about the overall climate for diversity, diverse representation, fair treatment, and discrimination at UMD. Research has found that faculty perception of campus climate for diversity (Jayakumar, Holward, Allen & Han, 2009; Seifert & Umbach, 2007) and perception of fair treatment or justice (Daly & Dee, 2006) are related to intent to stay, satisfaction, and morale.

- Less than half of all participants believe that opportunities are at least as good for female faculty (49.3%) and Faculty of Color (48.1%) as they are for male faculty and White faculty, respectively.
- 18.5% of faculty have experienced discrimination.
- Vast differences by gender, race/ethnicity, and rank exist in attitudes about diversity, institutional environments for diverse faculty, and discrimination experiences.
- Women and Faculty of Color perceive and experience more negative diversity climates.

Less than half of faculty believe that the opportunities for female faculty and Faculty of Color (49.3% and 48.1%, respectively) are at least as good as opportunities for men or White faculty. Over one fourth of faculty believe they have to work harder than some of their colleagues to be perceived as a legitimate scholar (27.3%). Of all the respondents, 18.5% either agree or strongly agree that they have experienced discrimination based on their identities.

Table 4
Faculty Perceptions of Diversity, Climate, and Fairness at UMD

	% Agree/Strongly Agree
The opportunities for female faculty at UM are at least as good as those for male faculty.	49.3
The opportunities for Faculty of Color at UM are at least as good as for those for White faculty.	48.1
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	27.3
I have experienced discrimination in my unit based on my individual or multiple identities.	18.5

Differences emerge when examining each of the items regarding diversity by gender, race/ethnicity, and/or rank. Of particular note are the differences by gender. All four items in this

section were significantly different by gender ($p < .001$), with all differences reporting a large effect size (Table D).

Three of the four items in the diversity section also differed by race/ethnicity. White faculty were more likely to agree that the opportunities for Faculty of Color are at least as good as for those for White faculty. Furthermore, Faculty of Color believed they have to work harder than some to be perceived as a legitimate scholar, and have experienced discrimination based on their identities (Table E).

Three diversity-related items differed by rank. Full Professors were more likely than Assistant or Associate Professors to agree that the opportunities for female faculty are at least as good as those for male faculty. Assistant Professors were less likely to agree that Faculty of Color have equal opportunities as White faculty, and more strongly agreed that they have to work harder than some of their colleagues to be perceived as legitimate (Table F).

Key themes from open-ended comments were racial and gender bias. Examples of these themes are represented in the following faculty comments:

- *Asked to type minutes because I was a woman. Asked by a [senior male] if it made me uncomfortable that he said he thought I was attractive. Majority of women in Department paid less than men.*
- *Gender discrimination is sometimes subtle, sometimes not. I have seen men get raises while women were passed over, and not on the basis of scholarship or service (or teaching).*
- *I personally experience gender and race based discrimination, and have seen other faculty members being discriminated [against]... Ignoring/dismissing faculty with accents during meeting, harder promotion case, lower salary, etc.*

Work-Life Climate

Faculty who are well-supported in their lives both in and out of work tend to be more satisfied in their roles (Armenti, 2004; Glazer-Raymo, 2008). Led by NSF-ADVANCE, the Sloan Foundation, and the ACE, there have been many attempts across research universities to change policy and cultures to be more supportive of academic parents on the tenure track (Lester & Sallee, 2009). The UMD Faculty Work Environment Survey asked questions regarding participant's opinions of the climate for and supports of work-life balance at UMD as well as questions about the use and value of certain policies and programs aimed at supporting work-life issues for faculty.

- 47.6% of respondents were satisfied with their unit's culture for work-life balance.
- 34.2% of respondents agreed that the university does what it can to make family life and the tenure track compatible.
- 37.7% of respondents agreed that there are role-models for work-life balance.
- Assistant and Associate Professors and women were less satisfied with certain aspects of work-life balance at UMD than Full Professors and men.
- Respondents rated 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.

The findings related to work-life climate at UMD were mixed. A few aspects of work-life climate were positive for the majority of faculty (Table 5). For example, 67.2% agreed that they have taken strategic steps toward creating a satisfactory work-life balance and 56.3% agreed that faculty can be honest about family/life roles and responsibilities. By contrast, several items related to general measures of climate were more negative. Only about 48% were satisfied with their unit's culture for work-life balance, only 34.2% agreed that the university does what it can

to make family life and the tenure track compatible, and only 37.7% agreed that there are role-models for work-life balance.

Table 5
Perceptions of Work-Life Climate at UMD

	% Agree/ Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	67.2
In general, I feel I have control over creating a satisfying work-life balance.	56.5
I am satisfied with my unit's culture around work-life balance.	47.6
There are role-models in my unit of how to create a satisfying work-life balance.	37.7
The institution does what it can to make family life and the tenure track compatible.	34.2
My unit supports faculty scheduling work commitments around family schedules.	54.0
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	56.3
There is NO bias against family care-giving in my unit.	48.5

As would be expected by the literature on faculty work-life climate, there were significant differences by gender, race, and rank (Tables G, H, & I). Specifically, women were generally less satisfied with their unit's culture around work-life balance. Compared to men, they reported lower control over creating a satisfying work-life balance, fewer role-models in their units, and were less likely to agree that the institution does what it can to make family and the tenure track possible (Table G). There were no significant differences on work-life climate based on race/ethnicity (Table H).

All variables in work-life balance were significantly higher for Full Professors (Table I). Associate Professors were less favorable regarding the work-life climate as compared to Full Professors. Both Assistant and Associate Professors reported lower agreement with having taken strategic steps towards creating a satisfactory work-life balance. Compared to Full Professors,

Assistant Professors were less likely to feel control over creating a satisfying work-life balance. Associate Professors were less likely than Full Professors to feel satisfied with their unit's culture around work-life balance, reported fewer role-models in their units of how to create a satisfying work-life balance, and were less likely to agree that their unit supports faculty scheduling work commitments around family schedules. Additionally, Associate Professors were less likely than Full Professors to agree that the institution does what it can to make family life and the tenure track compatible, there is no bias against family care-giving in their unit, and faculty can be honest with colleagues about family/life roles and responsibilities.

A vast majority of participants rated the current policies and support programs for work-life balance as at least "moderately valuable." About half to three-quarters of respondents rated each policy/program as "very valuable" (Table 6). Two exceptions were paid parental leave, where 46.6% of respondents had participated and only 7.9% had not heard of it, and the ADVANCE learning communities, leadership program, and seed grants and seminars, where 35.2% had used them and 19.9% had not heard of them.

It is important to note that the part-time tenure track policy was established December 17, 2009. The Family Care Resource and Referral Service began in fall of 2010. The tenure delay policy was established March 6, 2007. Paid parental leave was established in September, 2012. Given these are fewer than 15 faculty who took advantage of this specific policy by the time of the survey, we believe participants misunderstood this survey question. It is likely participants who had informally negotiated a paid leave before the 2012 policy was in place mistakenly said they had used the 2012 policy. This survey item is for the 2015 survey implementation.

Table 6
Work-Life Policies and Programs at UMD

	% Very Valuable	% Used It	% Anticipate Using It	% Have Not Heard of It
Part-time tenure track policy (permits tenure track faculty to work part time)	44.3	1.7	9.9	44.5
Campus childcare	69.0	8.8	15.0	11.4
Tenure delay/Stop the tenure clock	70.3	13.0	6.3	8.3
Childcare referral service	45.1	5.3	11.7	22.1
College dashboard project	10.5	4.5	15.5	20.5
Paid parental leave	66.0	46.6	38.5	7.9
Mentoring for new faculty	73.1	7.4	13.5	64.9
ADVANCE learning communities, leadership program, seed grants and seminars	43.3	35.2	51.2	19.9

There were a few significant differences in the usage of work-life policies by gender and rank. Women were significantly more likely than men to have used childcare referral services (8.2% of women had used these services, while only 3.2% of men had done so; $\chi^2=7.792$, $df=1$, $p<.01$). Assistant professors were significantly more likely and full professors significantly less likely to have used tenure delay/stop the tenure clock policies (29.2% of assistant professors had done so, while only 3.3% of full professors had done so; $\chi^2=65.182$, $df=2$, $p<.001$); this may be a function of the timing of the policy, as full professors may have been tenured before there was an option to stop the tenure clock. Similarly, assistant professors were significantly more likely and full professors significantly less likely to have used childcare referral services (12.9% of assistant professors and 2.1% of full professors had done so, $\chi^2=24.208$, $df=2$, $p<.001$) and paid parental leave (70.2% of assistant professors had done so, compared to 38% of full professors; $\chi^2=47.609$, $df=2$, $p<.001$).

There were open-ended comments on the work-life climate at UMD. Key themes were reconciling work-life balance and scholarship, and how taking parental leave would impact the tenure clock. Examples of open-ended comments included:

- *I was looked upon as not serious about achieving tenure within my unit when I had a second child prior to my tenure process.*
- *Work-life balance ... is my primary problem.*
- *[I am] balancing work & life, particularly my desire to begin a family as I begin the tenure-track process. I am unclear if the department would grant me a semester off following the birth of a child, as is increasingly becoming the practice with many of Maryland's competitors.*

Career Advancement and Institutional Support of Career Advancement

The UMD Faculty Work Environment Survey asked participants about their perceptions of their own career advancement and the institutional supports for faculty career advancement. The literature on faculty demonstrates that women and Faculty of Color are disproportionately in lower ranks and not easily advanced to leadership positions (Glazer-Raymo, 2008; Gappa, Austin, & Trice, 2007). Additionally, tenure track faculty who do not continue advancing may feel “stuck” and less satisfied in their careers (Baldwin, Lunceford, & Vanderlinden, 2005).

- Most participants perceived clear requirements (67.4%) and fair processes for tenure (67.9%).
- Just over half perceived clear requirements and fair processes for promotion to Full Professor (54.2% and 55.5%, respectively).
- Yet, 33.3% of respondents had concerns about their own advancement.

Participants felt generally positive about their own actions with regard to career advancement: they agreed that they have been strategic in their career goals (69.2%) and few agreed that they have little control over whether they advance in their career (14.5%). Additionally, a majority (71.2%) perceived that faculty have the freedom to succeed in their unit if they work hard and that the tenure requirements are clear (67.4%) and fair (67.9%). Just over half perceived that the process for promotion to Full Professor was clear and fair (54.2% and 55.5%, respectively; Table 7). Yet 33.3% of respondents have concerns about their own career advancement.

Table 7
Career Advancement and Institutional Support of Career Advancement

	Survey Item	% Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	69.2
	I seize opportunities when they are presented to me to advance in my career.	79.2
	I feel stuck in my ability to advance in my career.	20.9
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	86.2
	In general, I feel that I have little control over whether I advance in my career.	14.5
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	71.2
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	49.7
	In my unit, the tenure requirements are clear.	67.4
	In my unit, the promotion requirements for advancing to Full Professor are clear.	54.2
	In my unit, the tenure process is fair.	67.9
	In my unit, the promotion process for advancing to Full Professor is fair.	55.5

There were several differences in participant's assessment of their own career by gender: women felt on average more stuck in their ability to advance in their careers and that they had little control over whether they advance in their career. Women also disagreed more that if faculty work hard they have the freedom to succeed in their unit. Lastly, women perceived the promotion requirements for advancing to Full Professor as less clear and less fair (Table J).

Regarding race, Faculty of Color were less likely to agree that they have received helpful feedback from their department chair/unit head in support of their career advancement, and that the promotion process for advancing to Full Professor is fair (Table K).

Not surprisingly, all items related to career advancement (both personal assessment of and institutional support for) differed by rank (Table L). In general, Full Professors were more confident in their own ability to advance and in the institutions support for clear and fair advancement when compared to Assistant and/or Associate Professors. Yet the pattern continues regarding Associate professors perceiving less favorable conditions. Interestingly, Assistant Professors reported higher scores than both Associate and Full Professors for being strategic in achieving career goals, seizing opportunities to advance in their careers, and receiving helpful feedback from their department chair/unit head in support of their career advancement.

There were a number of open-ended comments on career advancement and institutional support. Key themes across those open-ended comments concerned salary, lack of administrative and institutional support, and time investments that can hinder advancement:

- *[There is a] lack of support from the administration to advance, and most of all [I] need to find other means of supporting my family financially due to the very low salary I receive as an Associate Professor.*
- *Associate Professors (especially women) tend to end up with the highest teaching*

and service loads which can impact their ability to develop new research areas and new funding.

- *Sure, salary isn't the only mark of success, but it is a major one. It is not good for morale. One feels one is on some kind of treadmill where one runs and runs but never gets anywhere.*

Evaluation of Research and Creative Work

While effective teaching has always been important in higher education, interdisciplinary, collaborative, and engaged scholarship has been increasingly emphasized by funding agencies and the public. A number of studies have shown that more and more institutions are hiring for interdisciplinarity, and that faculty want interdisciplinary research to be evaluated and recognized better but that their academic reward systems have not caught up (Trower, 2011b). Given research studies have shown women faculty and Faculty of Color self-report greater time spent on teaching or on commitment to teaching (Umbach, 2006), as well as newer forms of scholarship (Vogelgesang et. al, 2010) it was important to ascertain faculty perceptions of what was rewarded in their unit and if perceptions differed by gender, race/ethnicity, or rank. The UMD Faculty Work Environment Survey asked participants about the types of work that were rewarded and supported in their unit.

- Less than half agreed that their unit supports engaged scholarship (46.8%) or cutting edge research (43.2%).
- Associate Professors generally reported significantly less favorable views of assessment in these areas.

Overall, the majority of participants were not favorable about their unit's support of certain aspects of their scholarship and research. Only 54.4% agreed that their unit supports interdisciplinary scholarship, 46.8% engaged scholarship, and 43.2% cutting edge research (Table 8).

Table 8
Evaluation of Research and Creative Work at UMD

	% Agree/ Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	54.4
Engaged scholarship is rewarded in my unit.	46.8
Collaborative research and grant work is encouraged in our unit's reward system.	53.6
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	43.2

Additionally, there were several differences by rank, with Associate Professors feeling the least supported. Associate Professors were less likely to report feeling that collaborative research or cutting edge research is rewarded (Table O). For example, tenure track/tenured faculty noted the following:

- *I'm concerned about the way that my interdisciplinary work will be viewed by my department.*
- *I will die a tenured associate professor. Why? Because genuinely interdisciplinary work is extremely hard to 'get by the censors' in high-impact journals. I've not had a raise since being tenured, and -- of course -- my unit has lavished money on new hires but knows it need not pay me a professional wage.*

There were no differences in respondent's views on the evaluation of and support for various forms of scholarship by gender (Table M) or race/ethnicity (Table N).

Management of Teaching, Research, and Service Responsibilities

Many studies have shown that faculty who report manageable and fair workloads are more likely to be satisfied and indicate intent to stay at an institution (Rosser, 2004; Rosser & Townshend, 2006; Daly & Dee, 2006; Seifert & Umbach, 2008; Xu, 2008a). As such, we asked questions regarding management of teaching, research and service responsibilities.

- 90.5% of faculty felt in charge of their research.
- 66.8% reported having control over managing their teaching responsibilities.

Most respondents felt ownership and control over their faculty roles and responsibilities. Ninety percent of faculty reported feeling in charge of their research, 66.8% reported control of managing their teaching responsibilities, and about half of respondents reported feeling in control of their service participation (52.3%; Table 9).

Table 9
Management of Teaching, Research, and Service

Survey Item	% Agree/ Strongly Agree
Managing my teaching responsibilities is largely under my control.	66.8
There is support in my department for effective teaching.	53.2
I feel in control of my participation in service activities.	52.3
It is possible for me to say no to additional on-campus service activities without negative consequences.	51.5
I am in charge of the direction of my research agenda.	90.5

There were several differences in respondent's experience of management of teaching, research and service by gender: women were less likely to report being in control of their teaching responsibilities and service activities, and felt less likely to say no to additional on-

campus service activities without negative consequences (Table P). There were no significant differences across race/ethnicity (Table Q).

There were differences by rank in every item, where a similar pattern emerged as seen in other areas: Associate Professors were less likely to feel in control of their teaching responsibilities, service activities, and direction of their research. Further, they felt that there was less support in their departments for effective teaching, and it was less possible to say no to additional on-campus service activities without negative consequences (Table R).

There were a number of open-ended comments on teaching, research, and service. Key themes across those open-ended comments were unmanageable workloads and unreasonable service and teaching expectations required by the department. Examples of open-ended comments included:

- *There is great inequity in my unit in regards to workload, salary and administrative responsibilities... It is difficult to balance teaching, service and professional scholarship, in addition to maintaining [a personal life].*
- *The teaching and service load in our unit is extreme and leaves very little time for advancing one's professional work. Teaching rarely connects with faculty interests and is inflexible. Rather than trying to assist faculty and find ways to reduce this load as other administrators on campus do, the administration creates rules that are inflexible and burdensome.*

Recognition

Faculty who feel that their contributions and commitments are recognized and valued are more likely to be satisfied, productive, feel a good fit with the institution and be retained

(Lindholm, 2003; O’Meara, Terosky & Neumann, 2008). The UMD Faculty Work Environment Survey asked respondents about whether they were recognized for their contributions.

- More than half of respondents believed that their teaching (62.7%), research (69.5%), and service (64.4%) were valued by colleagues in their unit.
- 29.1% of respondents said they had been nominated by someone at UMD for an award.

A majority of faculty felt that their commitments were valued by their units: 62.7% said that colleagues in their unit valued their teaching contributions, 69.5% said that they felt their research/scholarship was valued, and 64.4% said their service was valued. Additionally 29.1% of respondents had been nominated by someone at UMD for an award (Table 10).

Table 10
Recognition

Survey Item	% Agree/ Strongly Agree
Faculty in my unit value my teaching contributions.	62.7
Faculty in my unit value my research/scholarship.	69.5
Faculty in my unit value my service contributions.	64.4
Faculty in my unit care about my personal well-being.	59.5
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]	29.1

Women were on average less likely to believe that faculty in their unit valued their research/scholarship as compared to men (Table S). Similarly, Associate Professors felt that their research/scholarship was valued less by other faculty than Full Professors (Table U). There were no differences by race regarding recognition (Table T).

Leadership Opportunities

Academic leaders have a large role in shaping the direction of an institution and an institutional culture (Dean, Bracken, & Allen, 2009). Unfortunately, women and Faculty of Color are underrepresented in many types of academic leadership positions, nationally across research universities, and within colleges and departments at UMD, especially in STEM fields (UMD NSF- ADVANCE Grant, 2010). The UMD Faculty Work Environment Survey asked participants about their attitudes about and experiences with leadership at UMD.

- 44% of respondents had been encouraged to pursue a leadership position at least once during the past twelve months.
- Faculty of Color were less likely to be encouraged to pursue a leadership position.

Over 64% of faculty believed that there are opportunities in their college for faculty to become involved as leaders. More specific to their experiences, 44.0% of faculty had been encouraged to pursue a leadership position at least once during the past twelve months.

Table 11
Leadership Opportunities

Survey Item	% Agree/ Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	64.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	44.0

There were no differences in leadership opportunities by gender (Table V). Faculty of Color and Assistant Professors were less likely to have been encouraged to pursue a leadership position within the past twelve months (Table W). Regarding rank, the trend is as expected: as rank increased, so did the percentage of respondents who had been encouraged to pursue any leadership position during the past twelve months (Table X).

Faculty Learning

Faculty learning is a key aspect of professional growth that has been associated with greater job satisfaction and retention (Neumann, 2009). Institutions that provide work environments that stimulate professional growth via opportunities for learning are likely to find more satisfied and productive faculty. The UMD Faculty Work Environment Survey asked respondents to assess their own learning and university and unit support for learning.

- 77.0% of respondents reported learning a great deal regarding their research and/or scholarly agenda in the past year.
- 60.2% reported that their unit provides an environment that stimulates their academic learning.
- Associate Professors perceived lower support for learning as compared to Full and Assistant Professors.

Almost three quarters of respondents agreed that in the past year they had set aside time to advance their scholarly learning or had learned a great deal that contributed to their research or teaching. Additionally, in the past year a high percentage of faculty learned a great deal that contributed to their research and/or scholarly agenda (77.0%) and made them a better teacher (70.2%; Table 12). There were no differences in assessment of faculty learning by gender (Table Y) or race (Table Z). Regarding rank, Associate Professors were less likely to have set aside time to advance their scholarly learning (Table AA).

Regarding departmental and institutional support for faculty learning, 60.2% reported that their unit provides an environment that stimulates their academic learning and 58.7% reported

that the university provides such an environment. Between 52 and 58% of faculty said their unit supports their learning external to campus, financially supports their learning in their field or discipline, or has helped them to make room to immerse themselves in their learning.

Table 12
Faculty Learning and Institutional Support for Learning

Survey Item		% Agree/ Strongly Agree
Faculty Learning	In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	77.0
	In the last twelve months, I set aside time to advance my scholarly learning.	74.4
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	70.2
Support for Learning	My unit supports my learning external to campus.	58.0
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	55.7
	My unit provides an environment that stimulates my academic learning.	60.2
	The University provides an environment that stimulates my academic learning.	58.7
	My unit has financially supported my learning in my field or discipline.	52.2

Regarding institutional support for learning, men felt more strongly that their unit provides an environment that stimulates their academic learning (Table Y). Additionally, Faculty of Color were more likely to agree that the university provides an environment that stimulates their academic learning and that their unit has financially supported their learning (Table Z). There were several differences by rank. Assistant Professors were more likely to agree that their unit financially supported their learning. Associate Professors were less likely to agree that their unit has financially supported their learning or helped to make room among responsibilities for immersing themselves in academic learning. Additionally, Associate Professors agreed less that their university or unit provided a stimulating environment for their academic learning (Table AA).

Professional Networks and Collegiality

Faculty who report positive, equitable, and career enhancing relationships both on campus and in their fields are more likely to report high satisfaction which in turn predicts turnover (Daly & Dee, 2006; Jayakumar et al, 2009; Rosser, 2004; Seifert & Umbach, 2008). The UMD Faculty Work Environment Survey asked participants about their own professional network and how UMD facilitates or supports that network.

- 56.8% 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, feedback, visibility, and professional opportunities.
- 21.5% feel isolated in their department, and only 37.8% believe they have been effectively mentored by someone in their unit.

A majority of faculty believe that their core discussion network is primarily off-campus (56.8%), while smaller percentages believe that their network is either on-campus (32.6%) or that they don't have regular contact with others about their work (10.6%).

Most faculty felt that their professional networks were helpful in numerous ways, including access to influential members in their field (83.9%), providing helpful feedback (82.7%), enhancing their visibility (77.2%), and making one aware of professional opportunities (74.4%). With regard to institutional supports for professional relationships and networking, the results were mixed. A majority of respondents indicated that the relationships they have with faculty colleagues have supported their career advancement (64.8%) and have received useful feedback from colleagues (60.8%). Further, over 63% of faculty reported being satisfied with the collegiality in their unit. Yet only 41.0% feel satisfied with the opportunity to collaborate with other faculty and only 34.4% feel that others have made an effort to connect them with important

people in the field. Most discouragingly, only 37.8% of respondents believe they have been effectively mentored by someone in their unit, and 21.5% feel isolated in their department (Table 13).

Table 13
Professional Networks and Institutional Support of Professional Networks

	Survey Item	% Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	77.2
	My core discussion network lets me know of professional opportunities.	74.4
	My core discussion network includes one or more members who are influential in my field.	83.9
	My core discussion network provides helpful feedback on my research.	82.7
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	64.8
	I receive useful feedback from colleagues at UM that improves my work.	60.8
	Individuals at this institution have made an effort to connect me with important people in my field.	34.4
	I have been effectively mentored by someone in my unit.	37.8
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	41.0
	I am satisfied with the collegiality in my unit.	63.9
	I feel isolated in my department.	21.5

A number of differences emerged by gender, race, and rank. There were four differences by gender. Men were more likely to have received useful feedback from colleagues and have been connected with important people in their field. Additionally, women felt less satisfied with the opportunity to collaborate and felt more isolated in their departments (Table AB). Faculty of Color were more likely to have received useful feedback from colleagues and to have been effectively mentored by someone in their unit (Table AC).

Across both professional networks and support of professional networks, there were a number of differences by rank. Full Professors felt more strongly than both Assistant and Associate Professors that their core discussion group included more influential members of their field and enhanced their visibility. Associate Professors felt more isolated, less satisfied with collegiality and opportunities to collaborate, less connected to important people in the field, and less supported for career advancement. Assistant Professors felt more strongly about their mentoring than both Associate and Full Professors (Table AD).

Key themes emerged from open-ended comments regarding professional networks and collegiality: insufficient mentoring and challenges within specific departments. However, these comments were variable; some faculty expressed a high degree of satisfaction within their unit.

- *I have not had the mentorship I needed, nor have I been able to collaborate effectively with other faculty in my department.*
- *I'm in a great unit but I don't feel I have a lot of control over how I allocate my time... I do feel that my unit is supportive and my colleagues are invested in my success though.*

Productivity

The UMD Faculty Work Environment Survey asked respondents about their productivity through both objective and subjective measures. It asked how they perceived their own productivity in comparison to other researchers in their field and rank nation-wide. It also asked respondents about their beliefs of how they were perceived by their unit in comparison to other researchers in their field and rank nation-wide.

- 53.5% of respondents ranked themselves as more productive than researchers in their field and rank nation-wide.

- 18.3% of respondents ranked themselves as less productive than researchers in their field and rank nation-wide.
- 44.3% of respondents believed their unit views them as more productive than researchers in their field and rank nation-wide.
- 22.2% of respondents believed their unit views them as less productive than researchers in their field and rank nation-wide.

More than half of respondents said that they are more productive than researchers in their field and at their rank nation-wide (53.5%). Forty-four percent said that they believe their unit perceives them as more productive than researchers in their field and at their rank nation-wide. About 18% rank themselves as less productive than their peers and 22.2% say that their unit would rank them as less productive.

Women rated their overall productivity lower compared to scholars in their field, and also thought their unit viewed their overall level of research productivity lower compared to researchers/scholars in their field (Table AE). There were no differences in perceived productivity by race (Table AF), but there were differences by rank. Assistant and Associate Professors were more likely to rank themselves as less productive compared to their peers nationwide. Assistant and Associate Professors were also more likely to believe that their unit perceived them as less productive than their peers nationwide.

Comparison of Key Results: 2011 to 2013

The research and evaluation team is interested in changes in faculty experiences in key areas between the first survey implementation in 2011 and the second in 2013. While we have not had a chance to test all areas, we were able to compare the responses of the 300 faculty who took the survey in 2011 AND in 2013 to see if there was significant improvement or decreases in satisfaction in key areas. Below are initial results for this testing including effect sizes.

Mean differences between 2011 and 2013 FWES data

Question	N	2011	2013	Mean dif.	Stdev	p-value	Cohen's d	Effect size
To what extent are you likely to leave the university in the next two years?	277	2.90	2.74	.155	.813	.002	.19	Very small
My overall experience working in my unit.	283	3.55	3.53	.025	.916	.650	n/a	n/a
My overall experience working at UM.	283	3.52	3.54	-.018	.865	.731	n/a	n/a
The support of colleagues here.	282	3.45	3.47	-.025	.941	.658	n/a	n/a
The transparency of decision-making in my unit.	281	2.83	2.93	-.100	1.002	.097	n/a	n/a
My salary and benefits.	282	2.62	2.73	-.117	.942	.038	.12	Very small
The opportunities for female faculty at UM are at least as good as those for male faculty.	278	3.44	3.28	.162	1.019	.009	.16	Very small
The opportunities for Faculty of Color at UM are at least as good as those for White faculty.	273	3.49	3.33	.161	1.052	.012	.15	Very small
The institution does what it can to make family life and the tenure track compatible.	266	2.63	2.91	-.274	1.144	<.001	.24	Small
I have received helpful feedback from my department chair/unit head in support of my career advancement.	291	3.07	2.99	.082	1.080	.194	n/a	n/a
Interdisciplinary scholarship is rewarded in my unit.	277	3.22	3.30	-.083	1.038	.184	n/a	n/a
My unit provides an environment that stimulated my academic learning.	306	3.27	3.41	-.137	1.078	.027	.13	Very small
My unit has helped me to make room to immerse myself in my learning (e.g. sabbaticals, course release).	308	3.14	3.27	-.127	1.130	.050	n/a	n/a
I have relationships with other faculty on campus that have supported my career advancement (e.g. tenure, promotion, contract renewal).	305	3.42	3.58	-.164	1.224	.020	.13	Very small
I am satisfied with the collegiality in my unit.	305	3.31	3.37	-.059	1.102	.350	n/a	n/a
I receive useful feedback from colleagues at UMD that improves my	308	3.10	3.38	-.273	.987	<.001	.28	Small

work.								
-------	--	--	--	--	--	--	--	--

Notes: Respondents to the 2011 and 2013 Faculty Work Environment Surveys were matched based on UID. Paired samples t-tests were calculated to determine whether there were significant mean differences between matched respondents' answers to the above questions in 2011 versus 2013. Effect sizes were calculated using Cohen's d (mean difference/standard deviation).

Interpreting Cohen's d: Small: $d = .20$ to $.50$; Medium: $d = .50$ to $.80$; Large: $d = .80+$

References

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (1999). *Standards for Educational and Psychological Testing*. Washington, DC: American Educational Research Association.
- Armenti, C. (2004). Gender as a barrier for women with children in academe. *The Canadian Journal of Higher Education*, 34(1), 1-26.
- Baldwin, R. G., Lunceford, C. J., & Vanderlinden, K. E. (2005). Faculty in the middle years: Illuminating an overlooked phase in academic life. *The Review of Higher Education*, 29(1), 97-118.
- The Collaborative on Academic Careers in Higher Education (2008). *COACHE Highlights Report 2008*. Cambridge, MA: Harvard University.
- Cronbach, L. J. & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin*, 52(4), 281-302.
- Daly, C. & Dee, J. (2006). Greener pastures: Faculty turnover intent in urban public universities. *The Journal of Higher Education*, 77(5), 776-803.
- Dean, D. R., Bracken, S. J., & Allen, J. K. (2009). *Women in academic leadership: Professional Strategies, Personal Choices*. Sterling, VA: Stylus Publishing.
- Fowler, F. J. (1998). *Improving survey questions: Design and evaluation*. Sage Publications.
- Gappa, Austin & Trice (2007). *Rethinking faculty work: Higher education's strategic imperative*. San Francisco, CA: Jossey-Bass.
- Glazer-Raymo, J. (2008). *Unfinished agendas: New and continuing gender challenges in higher education*. Baltimore, MD: Johns Hopkins University Press.

- Hagedorn, L. S. (1996). Wage equity and female faculty job satisfaction: The role of wage differentials in a job satisfaction causal model. *Research in Higher Education, 37*(5), 569-598.
- Hagedorn, L. S. (2000). Conceptualizing faculty job satisfaction: Components, theories, and outcomes. *New Directions for Institutional Research, 2000*(105), 5-20.
- Jayakumar, U. M., Howard, T. C., Allen, W. R., & Han, J. C. (2009). Racial privilege in the professoriate: An exploration of campus climate, retention, and satisfaction. *The Journal of Higher Education, 80*(5), 538-563.
- Johnsrud, L. K. & Heck, R. H. (1994). A university's faculty: Identifying who will leave and who will stay. *Journal for Higher Education Management, 10*(1), 71-84.
- Johnsrud, L. K. & Rosser, V. J. (2002). Faculty members' morale and their intention to leave: A multilevel explanation. *The Journal of Higher Education, 73*(4), 518-542.
- Lester, J. & Sallee, M. (Eds.). (2009). *Establishing the family-friendly campus: Models for effective practice*. Sterling, VA: Stylus Publishing.
- Lindholm, J. (2003). Perceived organizational fit: Nurturing the minds, hearts, and personal ambitions of university faculty. *Review of Higher Education, 27*(1), 125-149.
- Neumann, A. (2009). *Professing to learn: Creating tenured lives and careers in the American research university*. Baltimore: Johns Hopkins University Press.
- O'Meara, K., Terosky, A., & Neumann, A. (2008). Faculty careers and work-lives: A professional growth perspective [Monograph]. *ASHE Higher Education Report, 34*(3). San Francisco, CA: Jossey-Bass.
- Rosser, V. J. (2004). Faculty members' intentions to leave: A national study on their worklife and satisfaction. *Research in Higher Education, 45*(3), 285-309.

- Rosser, V. J. & Townsend, B. K. (2006). Determining public 2-year college faculty's intent to leave: An empirical model. *The Journal of Higher Education*, 77(1), 125-147.
- Schuster, J. H., & Finkelstein, M. J. (2006). *The Restructuring of Academic Work and Careers: The American Faculty*. Baltimore, MD: Johns Hopkins University Press.
- Seifert, T. A. & Umbach, P. D. (2008). The effects of faculty demographic characteristics and disciplinary context on dimensions of job satisfaction. *Research in Higher Education*, 49(4), 357-381.
- Trower, C. A. (2011a). Senior Faculty Vitality. *Advancing Higher Education*. TIAA-CREF.
- Umbach, P. D. (2006). The contributions of Faculty of Color to undergraduate education. *Research in Higher Education*, 47(3), 317-345.
- UMD NSF-ADVANCE Institutional Transformation grant (2010). Investing in Cultures of Inclusive Excellence. College Park, MD.
- University of Michigan (2008). *Assessing the Academic Work Environment for Science and Engineering and Social Science Faculty at the University of Michigan in 2006: Gender, Race, and Discipline in department- and University-Related Climate Factors*. Ann Arbor, MI: University of Michigan.
- Vogelgesang, L. J., Denson, N. & Jayakumar, U. M. (2010). What determines faculty engaged scholarship? *The Review of Higher Education*, 33(4), 437-472.
- Xu, Y. J. (2008a). Faculty turnover: Discipline-specific attention in warranted. *Research in Higher Education*, 49(1), 40-61.
- Xu, Y. J. (2008b). Gender disparity in STEM disciplines: A study of faculty attrition and turnover intentions. *Research in Higher Education*, 49(7), 607-624.

Appendix A: Survey Development

The UMD Faculty Work Environment Survey was developed by KerryAnn O'Meara (Associate Professor, Higher Education, UMD) and Corbin M. Campbell (Assistant Professor, Higher Education, Teachers College) with the purpose of measuring faculty perceptions of their own professional growth unit and institutional investments in professional growth and work environment. The survey was further refined by Dr. Beth Niehaus. The ADVANCE Grant evaluation team conducted an extensive and comprehensive literature review on faculty, women in higher education, and professional growth, which concluded in the creation of a conceptual map that guided survey item development.

The survey was reviewed in fall 2010 by a panel of eleven experts in related subject areas (e.g. faculty professional growth areas of learning, agency, professional relationships and commitments; gender; organizational commitment) for content and construct validity. Construct validity determines whether the items in the survey measure the intended constructs (Cronbach & Meehl, 1955; Fowler, 1998; AERA, APA, & NCME, 1999). Content validity is a form of construct validity, which determines whether all aspects of a particular construct were measured and ensures there are no extraneous items that are irrelevant to the construct of interest. Each expert was assigned a portion of the survey (or the entire survey) that matched their area of expertise (e.g. learning, agency). They were asked to review the items and determine whether all aspects of the construct were measured by the items, and whether any items did not accurately portray the construct. Secondly, they were asked to denote which items tap particular dimensions of each construct (e.g. agentic behavior vs perspective).

After review by the expert panel, the survey underwent an internal review of administrators and three faculty who are on the steering committee of the ADVANCE grant.

They were asked to review the survey for clarity and to comment based on their expertise with the university, institutional policy, diversity, and faculty matters.

Finally, after the internal review, the survey was pilot tested by a small sample of five external faculty/educators for response process validity. Response process validity ascertains the clarity of the items and whether the interpretation of the items by respondents matches the intended interpretation by the survey developers (AERA, APA, & NCME, 1999). Pilot respondents were asked to take the survey, comment on the time for completion of the survey and the clarity of the items. Then, they were asked to qualitatively describe how they responded to three of the items that were intended to tap the construct of agency (i.e., describe their thinking that helped them arrive to the response that they chose on those items). This exercise ascertained the degree to which the pilot respondents' answers to the three agency items accurately reflected the degree of agency they exhibited.

Appendix B: Survey Instrument

UM FACULTY WORK ENVIRONMENT SURVEY

As part of the NSF funded Advance Grant for Inclusive Excellence we seek the assistance of all full-time tenured and tenure-track faculty on campus.

A central premise of the Advance project is that supportive academic environments are also places that retain faculty and see them more satisfied, committed to their institutions, and performing at the highest levels. We are assessing specific aspects of faculty experiences at UM, such as faculty perceptions of their own professional growth, work environment for professional growth, climate for work and life balance, and diversity.

This information will be used by the Advance Grant to design project activities and will be shared (in aggregate only) with the Office of Faculty Affairs and Office of Diversity to guide long-term program and policy decisions across the University. We are conducting this survey in 2011, 2013 and 2015 and will be comparing results to see if UM has improved in any of the areas measured. Your input is therefore critical and would be greatly appreciated and valued.

Your participation in this confidential survey is strictly voluntary. You may refuse to participate, refuse to answer certain questions or discontinue participation at any time without penalty. Refusal to participate will not affect your employment in any way. The survey will only take about 25 minutes of your time to complete. All information and responses will be kept strictly confidential and will only be seen by members of the research team. Data gathered from the survey will be summarized and presented in aggregate form so that no single individual can be identified. Your privacy will be protected to the maximum extent allowable by law. Once data have been aggregated all identifiers will be stripped and only kept by the Advance Grant Co-PI for Research and Evaluation, Dr. KerryAnn O'Meara and Advance Researcher, Dr. Elizabeth Niehaus.

Participation in this study does not involve any known physical, financial, emotional or legal risk to you. You will not receive financial compensation for participation, but your responses will contribute to *improved UM work environments and opportunities for professional growth*.

You are welcome to contact Advance Grant Co-PI, Dr. KerryAnn O'Meara at any time if you have questions about the survey, at (301) 405-5579 or by email at komeara@umd.edu.

By selecting "yes" below and then proceeding with the survey you are voluntarily consenting to participate in the survey and allowing your responses to be used for research and evaluation purposes.

- Yes, I voluntarily agree to participate in this survey and allow my responses to be used for research and evaluation purposes.
- No, I do not wish to participate in this survey.

Thank you very much for taking the time to help us understand the current work environment for UM faculty.

NOTE: Several of the questions ask about your “unit.” The term “unit” means *department*. However, if you are in a unit with no separate departments, such as a school or institute, then please take the word “unit” to mean that school or institute. Also, if you have multiple appointments in different departments, please refer to your tenure home. Other questions inquire about the University overall, which refers to University of Maryland, College Park as a campus.

Learning Opportunities

1. Please indicate the extent to which you agree or disagree with these statements about your own “learning.” By “learning” we mean acquiring new knowledge and skills that advance one’s scholarly and professional work.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	1	2	3	4	5
In the last twelve months, I set aside time to advance my scholarly learning.	1	2	3	4	5
In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	1	2	3	4	5

2. Please indicate the extent to which you agree or disagree with each of the following statements about unit and campus supports for your own learning.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My unit supports my learning external to campus (e.g., community engagement, national disciplinary associations).	1	2	3	4	5

My unit has helped me to make room among my responsibilities for immersing myself in my academic learning (e.g., sabbaticals, course release).	1	2	3	4	5
My unit provides an environment that stimulates my academic learning.	1	2	3	4	5
The University provides an environment that stimulates my academic learning.	1	2	3	4	5
My unit has financially supported my learning in my field or discipline (e.g., provided funds to attend conferences, buy software, books or equipment for my research).	1	2	3	4	5

Professional Relationships, Networks, and Mentoring

3. A core discussion network consists of **the individuals you are in contact with on a regular basis who provide feedback and support for your professional work.**

Please choose which of the following statements best applies to you:

- I don't have regular contact with others about my work. [Go to Question 4]
- My core discussion network is primarily off-campus
- My core discussion network is primarily on-campus

Please indicate your level of agreement with the following related to the individuals who compose your core discussion network:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
They enhance my visibility in my field.	1	2	3	4	5
They let me know of professional opportunities (e.g. for funding, editing journals, book contracts, awards).	1	2	3	4	5
They include one or more members who are influential in my field.	1	2	3	4	5
They provide helpful feedback on my research.	1	2	3	4	5

4. Please indicate your level of agreement or disagreement with these statements about your own experiences over the last twelve months.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have relationships with other faculty on campus that have supported my career advancement (e.g. tenure, promotion, contract renewal).	1	2	3	4	5
I receive useful feedback from colleagues at UM that improves my work.	1	2	3	4	5
Individuals at this institution have made an effort to connect me with important people in my field.	1	2	3	4	5
I have been effectively mentored by someone in my unit.	1	2	3	4	5
I am satisfied with the opportunity I have to collaborate with other UM faculty.	1	2	3	4	5
I am satisfied with the collegiality in my unit.	1	2	3	4	5
I feel isolated in my department.	1	2	3	4	5

Career Advancement Opportunities at UM

5. Please indicate the extent to which you agree or disagree with the following statements about your own experiences with career advancement over the last twelve months.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have been strategic in achieving my career goals.	1	2	3	4	5

I seize opportunities when they are presented to me to advance in my career.	1	2	3	4	5
I feel stuck in my ability to advance in my career.	1	2	3	4	5
I have intentionally made choices to focus my career in ways that are personally meaningful to me.	1	2	3	4	5
In general, I feel that I have little control over whether I advance in my career.	1	2	3	4	5
Faculty in my unit have the freedom to succeed here if they work hard.	1	2	3	4	5
I have received helpful feedback from my department chair/unit head in support of my career advancement.	1	2	3	4	5
In my unit, the tenure requirements are clear.	1	2	3	4	5
In my unit, the promotion requirements for advancing to Full Professor are clear.	1	2	3	4	5
In my unit, the tenure process is fair.	1	2	3	4	5
In my unit, the promotion process for advancing to Full Professor is fair.	1	2	3	4	5

6. Do you have any concerns about your own opportunities to advance in your career at UM?

YES

NO

If yes, please explain the nature of your concerns.

Evaluation of Research, Scholarship, and Creative Work

7. Please indicate the extent to which you agree or disagree with the following statements about your own experiences with evaluation of research and scholarship over the last two years.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
Interdisciplinary scholarship (i.e., where perspectives from multiple fields/disciplines are integrated) is rewarded in my unit.	1	2	3	4	5	NA
Engaged scholarship (i.e. where faculty collaborate on problems aimed at the public good) is rewarded in my unit.	1	2	3	4	5	NA
Collaborative research and grant work where there are co-authors and/or co-principal investigators is encouraged in our unit's reward system.	1	2	3	4	5	NA
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	1	2	3	4	5	NA

Balance of Teaching, Research and Service Responsibilities

8. Please indicate your level of agreement or disagreement with the following statements about your own experiences over the last two years.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Managing my teaching responsibilities is largely under my control.	1	2	3	4	5
There is support in my department for effective teaching.	1	2	3	4	5

I feel in control of my participation in service activities (the amount and level of participation).	1	2	3	4	5
It is possible for me to say no to additional on-campus service activities without negative consequences for my career.	1	2	3	4	5
I am in charge of the direction of my research agenda.	1	2	3	4	5

Climate and Supports for Work-life Balance

9. Please indicate the extent to which you agree or disagree with the following statements about your own experiences with the UM environment for work-life balance over the last twelve months.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	1	2	3	4	5
In general, I feel I have control over creating a satisfying work-life balance.	1	2	3	4	5
I am satisfied with my unit's culture around work-life balance.	1	2	3	4	5
There are role-models in my unit of how to create a satisfying work-life balance.	1	2	3	4	5
The institution does what it can to make family life and the tenure track compatible.	1	2	3	4	5

My unit supports faculty scheduling work commitments around family schedules.	1	2	3	4	5
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	1	2	3	4	5
There is NO bias against family care-giving in my unit.	1	2	3	4	5

UM has implemented a number of policies and programs designed to improve the campus climate for work-life balance and to support faculty professional growth in recent years.

10. Please indicate whether you have used the program and/or would use the program in the future.

ADVANCE learning communities, leadership program, seed grants and seminars	Have you ever used this policy/program?		Do you anticipate using this program or policy in the future?		Have not heard of it
	Yes	No	Yes	No	
Part-time tenure track policy (permits tenure track faculty to work part time)					
Campus childcare					
Tenure delay/Stop the tenure clock					
Childcare referral service					
College dashboard project					
FMLA/family paid parental leave					
Mentoring for new faculty					

11. Please indicate your perception of the value of the policy/program regardless of whether you have used it.

12. Have you ever met with or otherwise been assisted by an ADVANCE professor?

YES

NO

How valuable is this program/policy for faculty at UM?					
	Not at all valuable	Slightly valuable	Moderately valuable	Very valuable	Don't Know
Part-time tenure track policy (permits tenure track faculty to work part time)	1	2	3	4	0
Campus childcare	1	2	3	4	0
Tenure delay/Stop the tenure clock	1	2	3	4	0
Childcare referral service	1	2	3	4	0
College dashboard project	1	2	3	4	0
FMLA/Family paid parental leave	1	2	3	4	0
Mentoring for new faculty	1	2	3	4	0
ADVANCE learning communities, leadership program, seed grants and seminars	1	2	3	4	0

IF YES:

12a. How helpful did you find your interaction with an ADVANCE professor?

- 1 Very unhelpful
- 2 Somewhat unhelpful
- 3 Neither helpful nor unhelpful
- 4 Somewhat helpful
- 5 Very helpful

12b. Please provide an example or comment on the interactions here:

13. If you could do one thing to improve the policies and programs at UM for work-life balance, what would it be?

Satisfaction with Resources and Conditions at UM

14. Please indicate the extent to which you are satisfied or dissatisfied with the following resources or conditions in your work environment.

	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied
Assistance with finding grants	1	2	3	4	5
Amount of access to TAs, RAs	1	2	3	4	5
Professional assistance for improving teaching	1	2	3	4	5
Expectations for committee service	1	2	3	4	5
Assistance with research administration in your unit	1	2	3	4	5
My overall experience working in my unit	1	2	3	4	5
My overall experience working at UM	1	2	3	4	5
My salary and benefits	1	2	3	4	5
The University's location	1	2	3	4	5
The diversity on campus	1	2	3	4	5
Clerical/administrative support	1	2	3	4	5
My unit's national reputation	1	2	3	4	5
The University's national reputation	1	2	3	4	5
The amount of time I spend on research versus teaching and service	1	2	3	4	5
The transparency of decision-making within my unit	1	2	3	4	5

The amount of autonomy I have in my role as a faculty member here	1	2	3	4	5
The support of colleagues here	1	2	3	4	5
The sense of fit between my values and those of my unit	1	2	3	4	5
The quality of campus facilities	1	2	3	4	5
Leadership of my college/school	1	2	3	4	5
Priorities and Vision of my college/school	1	2	3	4	5

15. With respect to the general diversity climate in your unit, please indicate the extent to which you agree or disagree with each of the following statements.

Note: Faculty of Color: Black/African American, Asian American/Asian, Native American, Native Hawaiian or other Pacific Islander, Hispanic/Chicano/Latino

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The opportunities for female faculty at UM are at least as good as those for male faculty.	1	2	3	4	5
The opportunities for Faculty of Color at UM are at least as good as for those for White faculty.	1	2	3	4	5
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	1	2	3	4	5
I have experienced discrimination (either overt or subtle) in my unit based on my individual or multiple identities (e.g. gender, race/ethnicity, religion, age, sexual orientation).	1	2	3	4	5

As a reminder, all responses are confidential and will only be reported in aggregate. If you answered agree or strongly agree to having experienced discrimination, and feel comfortable sharing, can you provide an example of experienced discrimination?

Recognition in Your Unit

16. Please indicate the extent to which you agree or disagree with each of the following statements concerning recognition for contributions and alignment in your unit.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Faculty in my unit value my teaching contributions.	1	2	3	4	5
Faculty in my unit value my research/scholarship.	1	2	3	4	5
Faculty in my unit value my service contributions.	1	2	3	4	5
Faculty in my unit care about my personal well-being.	1	2	3	4	5
There are opportunities in my college for faculty to become involved as leaders.	1	2	3	4	5

17. Over the last three years have you ever been nominated by someone at UM for an award?

YES

NO

If so, what kind of award? _____

18. During the past twelve months, how many times have you been encouraged, by anyone at UM, to pursue any leadership positions (Assistant/Associate Chair or Assistant/Associate Director, Department Chair or Director, Director of a Center, Institute or Program, Assistant/Associate Dean, Dean):

Never

Once

2 to 3 times

4 to 5 times

More Than 5 times

Organizational Commitment

In this section, we seek to understand faculty intentions to stay or leave. As a reminder, your responses are completely confidential and will only be reported in aggregate, with no identifying information.

19. To what extent are you likely to leave the University in the next two years?

- Definitely will
- Likely
- Not likely
- Definitely will not

20. To what extent are you likely to leave the academic profession in the next two years?

- Definitely will
- Likely
- Not likely
- Definitely will not

21. If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?

Please check **up to three** and/or write in a reason if it is not here.

- An offer with a higher salary
- To be closer to family
- I'm not well suited to the faculty career
- An offer from a more prestigious department or institution
- Career opportunities at another institution for my spouse/partner
- Better policies related to child-care, parental leave
- Potential for better work-life balance in a different type of position
- Better campus climate for GLBTQ faculty at another institution
- Better campus climate for women at another institution
- Better campus climate for Faculty of Color at another institution
- An offer from an institution in a more desirable geographic location
- Poor likelihood of tenure/promotion or contract renewal

- Lack of collegiality in my unit
- Retirement
- An offer for a position outside academe
- Other _____

22. Have you ever had an outside offer while at UM? [If no, go to question 28.]

- YES
- NO

23. Did that offer result in a salary increase for you at UM?

- YES
- NO

24. Since you have been at UM, have you seen at least one colleague leave your unit in the last 3 years?

- YES
- NO [Go to question 30]

25. Think of someone from your unit who left UM in the last three years, **who you wish had remained**. What was the primary reason that he or she left UM?

Faculty Productivity

26. How would you rate your overall research/scholarly productivity compared to scholars in your field and at your rank nationwide?

- Much less productive
- Slightly less productive
- About the same
- Slightly more productive
- Much more productive

27. How do you think **your unit** views your overall level of research/scholarly productivity, compared to researchers/scholars in your field and at your rank nationwide?

- Much Less Productive
- Slightly Less Productive
- About the Same
- Slightly More Productive
- Much More Productive

28. What is the most important thing that UM, your college, or unit does or could do to contribute to your research productivity? (open ended)

Demographics

Please be assured that all information that you provide will be kept strictly confidential. All reports will be presented in aggregate form so that no individual can be identified.

29. What is your current marital status?

- Married
- Divorced
- Life Partner
- Separated
- Widowed
- Single

30. What is your spouse's or partner's current employment status?

- Full-time at UM
- Full-time elsewhere
- Part-time at UM
- Part-time elsewhere
- Not employed, but seeking employment
- Not employed, not seeking employment
- Student
- Retired
- Other (please specify) _____

31. Do you have any children or other dependents?

- YES
- NO

32. Do you have any infants/toddlers age 0-2 years?

- YES
- NO

33. Do you have children ages 3-14?

- YES
- NO

34. Is your spouse/partner an academic?

YES

NO

Thank you for participating in this survey.

Appendix C: Survey Invitation Email

Dear faculty:

As an academic community, we strive to create a work environment that invests in inclusive excellence and professional growth. As part of our UMD Advance grant initiatives, and in partnership with the Office of Faculty Affairs and the Office of Diversity & Inclusion, we have a Work Environment survey we would like you to complete to assess how well we are achieving this goal. This survey is for all tenure-track and tenured faculty at the University of Maryland.

This survey takes about 20-25 minutes to complete and is confidential. Results will only be reported in aggregate. This same survey was conducted in 2011, is being conducted now in early 2013, and will be conducted again in 2015. The Advance research team will present university-wide findings next fall, as well as break down findings by college if the responses allow.

This survey is an important way to make your voice heard about your work environment. Please follow this link to participate by Friday, February 22:

<http://faculty.umd.edu/FacEnvironment>

Mary Ann Rankin
Senior Vice President and Provost

Appendix D: Means, Standard Deviations, Statistical Testing Results, and Effect Sizes

Table A:
Satisfaction with Resources and Conditions at UMD by Gender

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Assistance with finding grants	2.79	1.05	3.30	1.02	3.04	<0.01	0.06	moderate
Amount of access to TAs, RAs	2.94	1.13	3.19	1.13	3.01	<0.01	0.06	moderate
Professional assistance for improving teaching	3.31	0.89	3.25	0.89	-0.85			
Expectations for committee service	2.93	1.00	3.36	0.90	6.14	<0.001	0.22	large
Assistance with research administration in my unit	2.94	1.23	3.36	1.07	4.92	<0.001	0.15	large
My overall experience working in my unit	3.62	1.13	3.78	1.10	1.95			
My overall experience working at UM	3.63	1.03	3.72	1.01	1.27			
My salary and benefits	2.74	1.30	2.98	1.25	2.56	<0.05	0.05	small
The University's location	3.71	1.04	3.45	1.11	-3.24	<0.01	0.07	moderate
The diversity on campus	3.70	0.98	3.84	0.83	2.08	<0.05	0.03	small
Clerical / administrative support	3.14	1.21	3.31	1.11	1.90			
My unit's national reputation	3.62	0.96	3.53	1.10	-1.16			
The University's national reputation	3.64	0.84	3.57	0.87	-1.06			
The amount of time spent on research vs. teaching & service	2.93	1.14	3.30	1.10	4.47	<0.001	0.13	moderate
The transparency of decision-making within my unit	3.10	1.25	3.25	1.19	1.63			
The amount of autonomy I have as a faculty member	3.88	1.00	3.98	0.91	1.49			
The support of colleagues here	3.59	1.15	3.73	1.06	1.60			
The sense of fit between my values and those of my unit	3.40	1.17	3.54	1.12	1.54			
The quality of campus facilities	3.37	1.03	3.34	0.98	-0.35			
Leadership of my college / school	3.33	1.15	3.31	1.11	-0.28			
Priorities and vision of my college / school	3.18	1.10	3.18	1.09	-0.01			

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table B:
Satisfaction with Resources and Conditions at UMD by Race/Ethnicity

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Assistance with finding grants	2.94	1.08	2.92	1.03	-0.15			
Amount of access to TAs, RAs	2.91	1.13	3.11	1.14	1.78			
Professional assistance for improving teaching	3.32	0.90	3.27	0.89	-0.58			
Expectations for committee service	3.15	1.03	3.18	0.95	0.26			
Assistance with research administration in my unit	3.23	1.08	3.16	1.19	-0.57			
My overall experience working in my unit	3.79	1.08	3.70	1.14	-0.81			
My overall experience working at UM	3.86	0.92	3.64	1.04	-2.54	<0.05	0.02	small
My salary and benefits	2.85	1.27	2.88	1.29	0.21			
The University's location	3.96	0.92	3.47	1.10	-5.36	<0.001	0.07	moderate
The diversity on campus	3.63	1.11	3.82	0.84	1.96	<0.05	0.01	small
Clerical / administrative support	3.39	1.15	3.20	1.16	-1.78			
My unit's national reputation	3.63	1.06	3.55	1.03	-0.75			
The University's national reputation	3.70	0.93	3.58	0.85	-1.54			
The amount of time spent on research vs. teaching & service	3.14	1.19	3.14	1.13	-0.01			
The transparency of decision-making within my unit	3.30	1.20	3.15	1.22	-1.31			
The amount of autonomy I have as a faculty member	3.86	1.04	3.95	0.93	1.08			
The support of colleagues here	3.60	1.11	3.67	1.11	0.68			
The sense of fit between my values and those of my unit	3.47	1.13	3.48	1.16	0.04			
The quality of campus facilities	3.48	1.03	3.33	0.99	-1.61			
Leadership of my college / school	3.55	1.09	3.24	1.14	-2.84	<0.01	0.02	small
Priorities and vision of my college / school	3.41	1.08	3.10	1.10	-2.94	<0.01	0.02	small

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table C:
Satisfaction with Resources and Conditions at UMD by Rank

Survey Item	Assistant		Associate		Full		F-value	p-value	η^2 -squared	effect size
	M	SD	M	SD	M	SD				
Assistance with finding grants	3.05	1.03	2.75	1.05	2.96	1.01	4.64	<0.01	0.01	small
Amount of access to TAs, RAs	2.97	1.13	2.92	1.13	3.24	1.12	5.42	<0.001	0.02	small
Professional assistance for improving teaching	3.29	0.98	3.22	0.89	3.28	0.89	0.45			
Expectations for committee service	3.27	0.99	2.99	0.97	3.25	0.93	6.01	<0.001	0.02	small
Assistance with research administration in my unit	3.23	1.15	3.00	1.17	3.29	1.12	4.11	<0.05	0.01	small
My overall experience working in my unit	3.75	1.08	3.50	1.15	3.76	1.14	3.74	<0.05	0.01	small
My overall experience working at UM	3.74	1.03	3.55	1.06	3.71	0.99	2.28			
My salary and benefits	2.91	1.29	2.61	1.21	2.98	1.29	5.74	<0.001	0.02	small
The University's location	3.44	1.09	3.57	1.10	3.64	1.07	1.74			
The diversity on campus	3.60	0.99	3.83	0.87	3.87	0.82	5.02	<0.01	0.02	small
Clerical / administrative support	3.48	1.11	3.12	1.17	3.18	1.12	5.55	<0.001	0.02	small
My unit's national reputation	3.59	1.02	3.46	0.99	3.66	1.10	2.30			
The University's national reputation	3.71	0.84	3.56	0.85	3.56	0.87	2.16			
The amount of time spent on research vs. teaching & service	3.10	1.16	2.89	1.16	3.42	1.03	13.94	<0.001	0.04	small
The transparency of decision-making within my unit	3.26	1.17	2.99	1.22	3.17	1.23	2.69			
The amount of autonomy I have as a faculty member	3.92	0.94	3.79	1.02	4.04	0.90	4.08	<0.05	0.01	small
The support of colleagues here	3.75	1.13	3.41	1.16	3.75	1.02	6.46	<0.001	0.02	small
The sense of fit between my values and those of my unit	3.53	1.08	3.22	1.18	3.59	1.16	7.31	<0.001	0.02	small
The quality of campus facilities	3.42	1.00	3.31	1.05	3.38	0.93	0.55			
Leadership of my college / school	3.48	1.05	3.19	1.18	3.26	1.13	3.56	<0.05	0.01	small
Priorities and vision of my college / school	3.38	0.99	3.07	1.13	3.14	1.13	4.30	<0.05	0.01	small

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table D:
Diversity Issues by Gender

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
The opportunities for female faculty at UM are at least as good as those for male faculty.	2.93	1.13	3.68	0.98	9.27	<0.001	0.40	large
The opportunities for Faculty of Color at UM are at least as good as for those for White faculty.	2.96	1.07	3.72	0.99	9.85	<0.001	0.43	large
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	2.86	1.22	3.52	1.14	7.42	<0.001	0.32	large
I have experienced discrimination in my unit based on my individual or multiple identities.	3.27	1.35	4.04	1.15	7.95	<0.001	0.34	large

Note. Strongly Agree=5; Strongly Disagree=1. **Boldface** indicates reverse coding. Survey wording truncated for table presentation.

Table E:
Diversity Issues by Race/Ethnicity

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
The opportunities for female faculty at UM are at least as good as those for male faculty.	3.24	1.14	3.37	1.12	1.20			
The opportunities for Faculty of Color at UM are at least as good as for those for White faculty.	3.05	1.27	3.48	1.03	3.67	<0.001	0.03	small
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	2.64	1.30	3.40	1.16	6.64	<0.001	0.10	moderate
I have experienced discrimination in my unit based on my individual or multiple identities.	3.46	1.32	3.78	1.30	2.55	<0.05	0.02	small

Note. Strongly Agree=5; Strongly Disagree=1. **Boldface** indicates reverse coding. Survey wording truncated for table presentation.

Table F:
Diversity Issues by Rank

Survey Item	Assistant		Associate		Full		<i>F</i> -value	<i>p</i> -value	η-squared	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
The opportunities for female faculty at UM are at least as good as those for male faculty.	3.31	1.07	3.27	1.16	3.50	1.09	3.06	<0.05	0.01	small
The opportunities for Faculty of Color at UM are at least as good as for those for White faculty.	3.28	1.07	3.36	1.14	3.53	1.06	3.01	<0.05	0.01	small
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	2.95	1.23	3.16	1.27	3.46	1.16	9.31	<0.001	0.03	small
I have experienced discrimination in my unit based on my individual or multiple identities.	3.66	1.33	3.60	1.31	3.83	1.28	2.04			

Note. Strongly Agree=5; Strongly Disagree=1. **Boldface** indicates reverse coding. Survey wording truncated for table presentation.

Table G:
Work-Life Balance by Gender

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
I have taken strategic steps toward creating a satisfactory work-life balance.	3.75	0.94	3.70	0.94	-0.62			
In general, I feel I have control over creating a satisfying work-life balance.	3.31	1.11	3.55	1.00	3.10	<0.01	0.07	moderate
I am satisfied with my unit's culture around work-life balance.	3.06	1.15	3.44	1.01	4.66	<0.001	0.14	large
There are role-models in my unit of how to create a satisfying work-life balance.	2.98	1.17	3.22	1.01	2.88	<0.01	0.06	moderate
The institution does what it can to make family life and the tenure track compatible.	2.93	1.13	3.19	1.01	3.12	<0.01	0.07	moderate
My unit supports faculty scheduling work commitments around family schedules.	3.49	1.00	3.60	0.87	1.61			
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	3.47	1.08	3.59	0.98	1.55			
There is NO bias against family care-giving in my unit.	3.28	1.12	3.58	0.93	3.78	<0.001	0.10	moderate

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table H:
Work-Life Balance by Race/Ethnicity

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
I have taken strategic steps toward creating a satisfactory work-life balance.	3.74							
		0.97	3.72	0.94	-0.29			
In general, I feel I have control over creating a satisfying work-life balance.	3.47							
		1.09	3.45	1.06	-0.20			
I am satisfied with my unit's culture around work-life balance.	3.29	1.04	3.26	1.11	-0.30			
There are role-models in my unit of how to create a satisfying work-life balance.	3.15							
		1.07	3.10	1.10	-0.46			
The institution does what it can to make family life and the tenure track compatible.	3.12							
		1.09	3.04	1.08	-0.76			
My unit supports faculty scheduling work commitments around family schedules.	3.54							
		0.95	3.55	0.93	0.96			
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	3.55							
		1.02	3.53	1.04	-0.24			
There is NO bias against family care-giving in my unit.	3.59	0.93	3.41	1.05	-1.80			

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table I:
Work-Life Balance by Rank

Survey Item	Assistant		Associate		Full		F-value	p-value	η^2 -squared	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
I have taken strategic steps toward creating a satisfactory work-life balance.	3.62	0.99	3.62	0.98	3.90	0.85	7.75	<0.001	0.02	small
In general, I feel I have control over creating a satisfying work-life balance.	3.09	1.11	3.38	1.03	3.72	0.97	19.69	<0.001	0.06	small
I am satisfied with my unit's culture around work-life balance.	3.18	1.14	3.08	1.10	3.44	1.03	7.19	<0.001	0.02	small
There are role-models in my unit of how to create a satisfying work-life balance.	3.15	1.12	2.89	1.08	3.22	1.07	6.19	<0.01	0.02	small
The institution does what it can to make family life and the tenure track compatible.	3.12	1.10	2.82	1.08	3.23	1.00	9.84	<0.001	0.03	small
My unit supports faculty scheduling work commitments around family schedules.	3.60	0.90	3.38	0.99	3.58	0.89	3.65	<0.05	0.01	small
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	3.45	1.09	3.41	1.02	3.64	0.98	3.39	<0.05	0.01	small
There is NO bias against family care-giving in my unit.	3.39	1.08	3.29	1.00	3.43	1.01	5.14	<0.01	0.02	small

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table J:
Career Advancement and Institutional Support of Career Advancement by Gender

	Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Career Advancement	I have been strategic in achieving my career goals.	3.75	0.94	3.81	0.92	0.93			
	I seize opportunities when they are presented to me to advance in my career.	4.00	0.77	3.98	0.78	-0.37			
	I feel stuck in my ability to advance in my career.	3.34	1.21	3.70	1.10	4.19	<0.001	0.11	moderate
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	4.12	0.76	4.17	0.74	0.88			
	In general, I feel that I have little control over whether I advance in my career.	3.61	1.10	3.86	1.03	3.16	<0.001	0.07	moderate
	Faculty in my unit have the freedom to succeed here if they work hard.	3.65	1.02	3.95	1.00	3.88	<0.001	0.10	moderate
Support of Career Advancement	I have received helpful feedback from my department chair/unit head in support of my career advancement.	3.20	1.32	3.32	1.21	1.22			
	In my unit, the tenure requirements are clear.	3.60	1.07	3.73	1.04	1.68			
	In my unit, the promotion requirements for advancing to Full Professor are clear.	3.27	1.09	3.57	1.07	3.63	<0.001	0.09	moderate
	In my unit, the tenure process is fair.	3.69	0.98	3.84	1.05	1.99			
	In my unit, the promotion process for advancing to Full Professor is fair.	3.42	1.00	3.71	1.04	3.87	<0.001	0.09	moderate

Note. Strongly Agree=5; Strongly Disagree=1. **Boldface** indicates reverse coding. Survey wording truncated for table presentation.

Table K:
Career Advancement and Institutional Support of Career Advancement by Race/Ethnicity

	Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Career Advancement	I have been strategic in achieving my career goals.	3.88	0.91	3.74	0.94	-1.68			
	I seize opportunities when they are presented to me to advance in my career.	4.01	0.79	3.97	0.77	-0.56			
	I feel stuck in my ability to advance in my career.	3.49	1.12	3.55	1.20	0.56			
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	4.10	0.87	4.17	0.71	0.93			
	In general, I feel that I have little control over whether I advance in my career.	3.68	1.12	3.77	1.07	0.83			
	Faculty in my unit have the freedom to succeed here if they work hard.	3.74	0.99	3.87	1.03	0.13			
Support of Career Advancement	I have received helpful feedback from my department chair/unit head in support of my career advancement.	3.61	1.12	3.15	1.29	-4.19	<0.001	0.04	small
	In my unit, the tenure requirements are clear.	3.64	1.03	3.70	1.06	0.63			
	In my unit, the promotion requirements for advancing to Full Professor are clear.	3.36	1.06	3.49	1.11	1.19			
	In my unit, the tenure process is fair.	3.74	1.05	3.82	1.02	0.78			
	In my unit, the promotion process for advancing to Full Professor is fair.	3.45	1.05	3.65	1.04	1.99	<0.05	0.01	small

Note. Strongly Agree=5; Strongly Disagree=1. **Boldface** indicates reverse coding. Survey wording truncated for table presentation.

Table L:
Career Advancement and Institutional Support of Career Advancement by Rank

Survey Item	Assistant		Associate		Full		F-value	p-value	η^2 -squared	effect size
	M	SD	M	SD	M	SD				
I have been strategic in achieving my career goals.	3.92	0.88	3.58	0.97	3.88	0.87	9.03	<0.001	0.03	small
I seize opportunities when they are presented to me to advance in my career.	4.10	0.76	3.84	0.81	4.03	0.75	6.43	<0.01	0.02	small
I feel stuck in my ability to advance in my career.	3.55	1.05	3.22	1.24	3.78	1.12	14.86	<0.001	0.04	small
I have intentionally made choices to focus my career in ways that are personally meaningful to me.	4.04	0.79	4.12	0.85	4.28	0.62	6.88	<0.001	0.02	small
In general, I feel that I have little control over whether I advance in my career.	3.66	1.06	3.51	1.11	4.00	0.99	14.16	<0.001	0.04	small
Faculty in my unit have the freedom to succeed here if they work hard.	3.77	0.98	3.58	1.06	3.98	1.01	9.80	<0.001	0.03	small
I have received helpful feedback from my department chair/unit head in support of my career advancement.	3.63	1.20	3.12	1.29	3.10	1.25	11.70	<0.001	0.03	small
In my unit, the tenure requirements are clear.	3.30	1.15	3.62	1.06	3.88	0.96	15.90	<0.001	0.05	small
In my unit, the promotion requirements for advancing to Full Professor are clear.	3.12	0.91	3.12	1.19	3.81	1.01	36.77	<0.001	0.09	moderate
In my unit, the tenure process is fair.	3.38	0.97	3.67	1.06	4.04	0.99	24.90	<0.001	0.07	moderate
In my unit, the promotion process for advancing to Full Professor is fair.	3.25	0.78	3.26	1.09	3.97	1.00	43.98	<0.001	0.11	moderate

Note. Strongly Agree=5; Strongly Disagree=1. **Boldface** indicates reverse coding. Survey wording truncated for table presentation.

Table M:
Evaluation of Research and Creative Work by Gender

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Interdisciplinary scholarship is rewarded in my unit.	3.50	1.12	3.47	1.08	-0.31			
Engaged scholarship is rewarded in my unit.	3.26	1.18	3.41	1.02	1.71			
Collaborative research and grant work is encouraged in our unit's reward system.	3.33	1.18	3.49	1.10	1.93			
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	3.16	1.12	3.32	1.13	1.81			

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table N:
Evaluation of Research and Creative Work by Race/Ethnicity

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Interdisciplinary scholarship is rewarded in my unit.	3.57	1.04	3.47	1.11	-0.99			
Engaged scholarship is rewarded in my unit.	3.41	1.03	3.32	1.11	-0.83			
Collaborative research and grant work is encouraged in our unit's reward system.	3.49	1.07	3.41	1.16	-0.78			
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	3.23	1.11	3.27	1.14	0.43			

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table O
Evaluation of Research and Creative Work by Rank

Survey Item	Assistant		Associate		Full		<i>F</i> -value	<i>p</i> -value	η^2 -squared	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Interdisciplinary scholarship is rewarded in my unit.	3.55	1.06	3.31	1.10	3.47	1.12	2.55			
Engaged scholarship is rewarded in my unit.	3.44	1.05	3.20	1.09	3.29	1.10	2.43			
Collaborative research and grant work is encouraged in our unit's reward system.	3.38	1.18	3.22	1.11	3.50	1.12	3.76	<0.05	0.01	small
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	3.13	1.16	3.06	1.09	3.35	1.14	4.17	<0.05	0.01	small

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table P:
Management of Teaching, Research, and Service by Gender

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Managing my teaching responsibilities is largely under my control.	3.48	1.01	3.72	0.92	3.19	<0.001	0.07	moderate
There is support in my department for effective teaching.	3.40	1.02	3.42	1.04	0.14			
I feel in control of my participation in service activities.	3.08	1.10	3.48	0.99	5.27	<0.001	0.16	large
It is possible for me to say no to additional on-campus service activities without negative consequences.	3.21	1.03	3.44	0.98	3.22	<0.001	0.07	moderate
I am in charge of the direction of my research agenda.	4.33	0.72	4.37	0.73	0.86			

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table Q:
Management of Teaching, Research, and Service by Race/Ethnicity

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Managing my teaching responsibilities is largely under my control.	3.64	1.00	3.61	1.01	-0.33			
There is support in my department for effective teaching.	3.52	1.00	3.38	1.04	-1.41			
I feel in control of my participation in service activities.	3.41	1.07	3.30	1.07	-1.18			
It is possible for me to say no to additional on-campus service activities without negative consequences.	3.42	0.99	3.35	1.03	-0.72			
I am in charge of the direction of my research agenda.	4.31	0.72	4.36	0.73	0.71			

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table R:
Management of Teaching, Research, and Service by Rank

Survey Item	Assistant		Associate		Full		F-value	p-value	η^2 -squared	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Managing my teaching responsibilities is largely under my control.	3.56	1.04	3.45	1.05	3.74	0.90	5.58	<0.01	0.02	small
There is support in my department for effective teaching.	3.42	1.05	3.27	1.03	3.45	1.02	2.18		0.01	small
I feel in control of my participation in service activities.	3.31	1.07	3.05	1.06	3.51	1.00	11.95	<0.001	0.03	small
It is possible for me to say no to additional on-campus service activities without negative consequences.	3.17	1.03	3.14	1.06	3.57	0.91	14.45	<0.001	0.04	small
I am in charge of the direction of my research agenda.	4.28	0.76	4.25	0.79	4.46	0.68	6.10	<0.01	0.02	small

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table S:
Recognition by Gender

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Faculty in my unit value my teaching contributions.	3.58	0.99	3.64	0.97	0.76			
Faculty in my unit value my research/scholarship.	3.67	1.05	3.84	0.98	2.23	<0.05	0.04	small
Faculty in my unit value my service contributions.	3.66	1.02	3.69	1.01	0.47			
Faculty in my unit care about my personal well-being.	3.53	1.10	3.53	1.07	0.05			

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table T:
Recognition by Race/Ethnicity

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Faculty in my unit value my teaching contributions.	3.66	0.95	3.59	0.99	-0.80			
Faculty in my unit value my research/scholarship.	3.80	0.99	3.74	1.03	0.40			
Faculty in my unit value my service contributions.	3.72	0.95	3.66	1.05	0.06			
Faculty in my unit care about my personal well-being.	3.46	1.09	3.54	1.09	0.93			

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table U:
Recognition by Rank

Survey Item	Assistant		Associate		Full		<i>F</i> -value	<i>p</i> -value	η^2 -squared	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Faculty in my unit value my teaching contributions.	3.60	0.98	3.54	1.05	3.64	0.94	0.65			
Faculty in my unit value my research/scholarship.	3.76	0.98	3.58	1.07	3.86	0.99	4.82	<0.05	0.01	small
Faculty in my unit value my service contributions.	3.62	0.90	3.51	1.06	3.74	1.05	2.98			
Faculty in my unit care about my personal well-being.	3.60	1.08	3.39	1.15	3.54	1.05	1.95			

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table V:
Leadership Opportunities by Gender

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
There are opportunities in my college for faculty to become involved as leaders.*	3.70	0.97	3.65	0.94	-0.66			
During the past twelve months, how many times have you been encouraged to pursue any leadership positions?***	1.76	1.09	1.86	1.16	1.20			

Note. *Strongly Agree=5; Strongly Disagree=1. **1=Never; 2=Once; 3=2 to 3 times; 4=4 to 5 times; 5=More than 5 times.

Table W:
Leadership Opportunities by Race/Ethnicity

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
There are opportunities in my college for faculty to become involved as leaders.*	3.68	0.93	3.67	0.97	-0.13			
During the past twelve months, how many times have you been encouraged to pursue any leadership positions?***	1.62	1.04	1.92	1.16	2.77	<0.01	0.02	small

Note. *Strongly Agree=5; Strongly Disagree=1. **1=Never; 2=Once; 3=2 to 3 times; 4=4 to 5 times; 5=More than 5 times.

Table X:
Leadership Opportunities by Rank

Survey Item	Assistant		Associate		Full		<i>F</i> -value	<i>p</i> -value	η-squared	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
There are opportunities in my college for faculty to become involved as leaders.*	3.61	0.84	3.62	0.99	3.66	1.01	0.19			
During the past twelve months, how many times have you been encouraged to pursue any leadership positions?***	1.16	0.48	1.72	0.98	2.12	1.26	75.06	<0.001	0.13	moderate

Note. *Strongly Agree=5; Strongly Disagree=1. **1=Never; 2=Once; 3=2 to 3 times; 4=4 to 5 times; 5=More than 5 times.

Table Y:
Faculty Learning and Institutional Support for Learning by Gender

Survey Item		Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Faculty Learning	In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	3.94	0.94	4.05	0.91	1.60			
	In the last twelve months, I set aside time to advance my scholarly learning.	3.84	0.99	3.98	1.00	1.89			
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	3.75	0.99	3.87	0.92	1.75			
	My unit supports my learning external to campus.	3.57	1.07	3.65	1.04	1.06			
Support for Learning	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	3.35	1.25	3.51	1.18	1.86			
	My unit provides an environment that stimulates my academic learning.	3.45	1.18	3.66	1.09	2.54	<0.01	0.04	small
	The University provides an environment that stimulates my academic learning.	3.48	1.04	3.59	1.01	1.35			
	My unit has financially supported my learning in my field or discipline.	3.29	1.36	3.26	1.28	-0.28			

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table Z:
Faculty Learning and Institutional Support for Learning by Race/Ethnicity

	Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Faculty Learning	In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	4.12	0.84	3.96	0.94	-1.84			
	In the last twelve months, I set aside time to advance my scholarly learning.	3.89	0.94	3.93	1.02	0.35			
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	3.85	0.89	3.82	0.97	-0.35			
	My unit supports my learning external to campus.	3.63	0.96	3.61	1.10	-0.15			
Support for Learning	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	3.54	1.10	3.41	1.26	-1.28			
	My unit provides an environment that stimulates my academic learning.	3.61	1.10	3.56	1.14	-0.44			
	The University provides an environment that stimulates my academic learning.	3.74	1.01	3.49	1.02	-2.71	<0.01	0.02	small
	My unit has financially supported my learning in my field or discipline.	3.49	1.26	3.17	1.33	-2.68	<0.01	0.02	small

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table AA:
Faculty Learning and Institutional Support for Learning by Rank

Survey Item		Assistant		Associate		Full		F-value	p-value	η^2 -squared	effect size
		M	SD	M	SD	M	SD				
Faculty Learning	In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	4.06	0.84	3.95	0.98	4.08	0.91	1.32			
	In the last twelve months, I set aside time to advance my scholarly learning.	3.96	0.91	3.79	1.08	4.06	0.98	4.47	<0.05	0.01	small
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	3.84	0.94	3.86	0.97	3.80	0.96	0.24			
	My unit supports my learning external to campus.	3.58	0.98	3.54	1.08	3.66	1.08	0.89			
Support for Learning	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	3.48	1.22	3.22	1.22	3.56	1.19	5.16	<0.01	0.01	small
	My unit provides an environment that stimulates my academic learning.	3.59	1.17	3.35	1.15	3.68	1.11	5.48	<0.01	0.02	small
	The University provides an environment that stimulates my academic learning.	3.65	1.04	3.38	1.06	3.62	0.98	4.84	<0.01	0.01	small
	My unit has financially supported my learning in my field or discipline.	3.72	1.21	3.01	1.33	3.16	1.33	18.23	<0.001	0.05	small

Note. Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table AB:
Professional Networks and Institutional Support of Professional Networks by Gender

Survey Item		Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Professional Networks	My core discussion network enhances my visibility in my field.	3.91	0.88	3.99	0.84	1.20			
	My core discussion network lets me know of professional opportunities.	3.91	0.89	3.88	0.84	-0.57			
	My core discussion network includes one or more members who are influential in my field.	4.07	0.95	4.19	0.83	1.64			
	My core discussion network provides helpful feedback on my research.	4.03	0.82	4.13	0.74	1.71			
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	3.64	1.06	3.72	1.10	0.92			
	I receive useful feedback from colleagues at UM that improves my work.	3.45	1.08	3.60	1.10	1.97	<0.05	0.03	small
	Individuals at this institution have made an effort to connect me with important people in my field.	2.87	1.20	3.07	1.13	2.34	<0.05	0.04	small
	I have been effectively mentored by someone in my unit.	2.99	1.34	3.07	1.20	0.91			
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	3.31	1.13	3.54	1.04	2.90	<0.001	0.05	small
	I am satisfied with the collegiality in my unit.	3.47	1.31	3.65	1.24	1.93			
	I feel isolated in my department.	3.47	1.29	3.71	1.23	2.56	<0.05	0.04	small

Note. Strongly Agree=5; Strongly Disagree=1. **Boldface** indicates reverse coding. Survey wording truncated for table presentation.

Table AC:
Professional Networks and Institutional Support of Professional Networks by Race/Ethnicity

	Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Professional Networks	My core discussion network enhances my visibility in my field.	4.00	0.74	3.94	0.89	-0.82			
	My core discussion network lets me know of professional opportunities.	3.94	0.78	3.86	0.87	-1.00			
	My core discussion network includes one or more members who are influential in my field.	4.17	0.80	4.12	0.90	-0.54			
	My core discussion network provides helpful feedback on my research.	4.06	0.77	4.09	0.78	0.33			
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	3.78	1.02	3.64	1.12	-1.37			
	I receive useful feedback from colleagues at UM that improves my work.	3.70	0.91	3.49	1.13	-2.48	<0.05	0.01	small
	Individuals at this institution have made an effort to connect me with important people in my field.	3.13	1.06	2.93	1.19	-2.00			
	I have been effectively mentored by someone in my unit.	3.33	1.14	2.93	1.26	-3.55	<0.001	0.03	small
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	3.34	1.04	3.46	1.10	0.31			
	I am satisfied with the collegiality in my unit.	3.68	1.16	3.55	1.30	-1.19			
	I feel isolated in my department.	3.62	1.28	3.61	1.26	-0.10			

Note. Strongly Agree=5; Strongly Disagree=1. **Boldface** indicates reverse coding. Survey wording truncated for table presentation.

Table AD:
Professional Networks and Institutional Support of Professional Networks by Rank

Survey Item		Assistant		Associate		Full		F-value	p-value	η^2 -squared	effect size
		M	SD	M	SD	M	SD				
Professional Networks	My core discussion network enhances my visibility in my field.	3.90	0.86	3.88	0.80	4.10	0.87	4.40	<0.05	0.01	small
	My core discussion network lets me know of professional opportunities.	3.93	0.88	3.85	0.78	3.91	0.90	0.46			
	My core discussion network includes one or more members who are influential in my field.	4.06	0.95	4.07	0.90	4.25	0.83	3.18	<0.05	0.01	small
	My core discussion network provides helpful feedback on my research.	4.05	0.82	4.01	0.79	4.17	0.72	2.41			
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	3.89	1.00	3.54	1.11	3.67	1.11	5.76	<0.01	0.02	small
	I receive useful feedback from colleagues at UM that improves my work.	3.65	1.09	3.41	1.07	3.55	1.09	2.61			
	Individuals at this institution have made an effort to connect me with important people in my field.	3.13	1.20	2.81	1.10	2.96	1.16	3.99	<0.05	0.01	small
	I have been effectively mentored by someone in my unit.	3.54	1.25	2.86	1.22	2.82	1.23	21.89	<0.001	0.06	moderate
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	3.40	1.18	3.28	1.10	3.58	1.01	4.99	<0.01	0.01	small
	I am satisfied with the collegiality in my unit.	3.68	1.27	3.34	1.30	3.59	1.29	4.00	<0.05	0.01	small
	I feel isolated in my department.	3.51	1.31	3.40	1.18	3.77	1.18	5.94	<0.01	0.02	small

Note. Strongly Agree=5; Strongly Disagree=1. **Boldface** indicates reverse coding. Survey wording truncated for table presentation.

Table AE:
Productivity by Gender

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
How would you rate your overall research/scholarly productivity compared to scholars in your field and at your rank nationwide?	3.38	1.16	3.68	1.11	3.53	<0.001	0.09	moderate
How do you think your unit views your overall level of research/scholarly productivity, compared to researchers/scholars in your field and at your rank nationwide?	3.12	1.17	3.45	1.12	3.78	<0.001	0.10	moderate

Note. 1=Much less productive; 2=Slightly less productive; 3=About the same; 4=Slightly more productive; 5=Much more productive.

Table AF:
Productivity by Race/Ethnicity

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
How would you rate your overall research/scholarly productivity compared to scholars in your field and at your rank nationwide?	3.55	1.17	3.56	1.14	0.08			
How do you think your unit views your overall level of research/scholarly productivity, compared to researchers/scholars in your field and at your rank nationwide?	3.29	1.13	3.31	1.17	0.16			

Note. 1=Much less productive; 2=Slightly less productive; 3=About the same; 4=Slightly more productive; 5=Much more productive.

Table AG:
Productivity by Rank

Survey Item	Assistant		Associate		Full		F-value	p-value	η^2 -squared	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
How would you rate your overall research/scholarly productivity compared to scholars in your field and at your rank nationwide?	3.27	1.07	3.32	1.16	3.95	1.13	29.44	<0.001	0.08	moderate
How do you think your unit views your overall level of research/scholarly productivity, compared to researchers/scholars in your field and at your rank nationwide?	3.11	1.05	3.05	1.15	3.64	1.17	19.92	<0.001	0.06	moderate

Note. 1=Much less productive; 2=Slightly less productive; 3=About the same; 4=Slightly more productive; 5=Much more productive.