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The UM Work Environment Survey for Tenure-Track/Tenured Faculty

2015 Results for the College of Agriculture and Natural Resources (AGNR), UME Faculty

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Introduction

The UMD Work Environment Survey was first implemented in 2011 to assess 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.

Respondents

The 2015 survey implementation included an overall response rate of approximately 53% of tenured/tenure-track faculty at the University of Maryland, College Park. Breakdown of the total respondent population as compared with the respondents from AGNR UME is provided below in Table 1. For additional information about the survey development and the 2011, 2013, and 2015 University of Maryland results overall, please see the full 2015 report, which can be accessed at the UM ADVANCE research and evaluation website:

<http://www.advance.umd.edu/research/research-evaluation>.

The analytical sample for this report is the UME faculty respondents of the UMD Faculty Work Environment Survey from AGNR (n=33), approximately 49% of the 2015 UME faculty as of March 26, 2015. Of the UME respondents, 66.7% were female and 33.3% were male. Regarding race, 15.2% were Faculty of Color and 84.8% were White faculty. Lastly, UME respondents were 33.3% Agents, 54.5% Senior Agents, and 12.1% Principal Agents. For information regarding the demographics of UME faculty in UME, please refer to Table 2.

Table 1. 2015 UM Work Environment Survey of UME Faculty

Survey Response rate: UMD 53.3% (n=854); UME 49.3% (n=33)		
Respondents	UMD	AGNR UME
Women faculty	41.3%	66.7%
Men faculty	58.7%	33.3%
Faculty of Color	19.9%	15.2%
White faculty	80.1%	84.8%
Agents	23.5%	33.3%
Senior Agents	32.4%	54.5%
Principal Agents	44.0%	12.1%

Table 2. 2014-2015 Demographics, AGNR UME

		Agents		Senior Agents		Principal Agents		Total	
		n	%	n	%	n	%	n	%
Total		18	26.9	35	52.2	14	20.9	67	100.0
Gender	Men	2	11.1	14	40.0	11	78.6	27	40.3
	Women	16	88.9	21	60.0	3	21.4	40	59.7
Race	Am. Indian/Alaska Native	0	0	0	0	0	0	0	0
	Asian	2	11.1	0	0	0	0	2	3.0
	Black/African American	2	11.1	6	17.1	0	0	8	11.9
	Hispanic	1	5.6	0	0	0	0	1	1.5
	White	11	61.6	28	80.0	14	100.0	53	79.1
	Two or More Categories	0	0	0	0	0	0	0	0
	Not Reported	1	5.6	1	2.9	0	0	2	3.0
	International	1	5.6	0	0	0	0	1	1.5

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 and gender. Means, standard deviations, and statistically significant differences at $p < .05$, $p < .01$, or $p < .001$ are noted within the tables in Tables 16 and 17. Any differences described within the text of this report refer to statistically significant differences unless otherwise noted. Throughout the survey results, we provide comparisons between UME results and university-wide results for a sense of the areas where UME faculty are having similar, better, or worse work environment experiences. When conducting statistical testing on a number of items (such as the case in this report), caution should be used when interpreting differences in any one single survey item. Throughout the results section we also include some open-ended comments from UME respondents related to specific themes.

UME Survey Results

Faculty Learning and Institutional Support for Learning

KEY FINDINGS

- UME respondents were generally less satisfied than UMD respondents in their perception of faculty learning and institutional support for learning.
- UME respondents were less likely than UMD respondents to agree that in the last twelve months, they have learned a great deal that contributed to their research and/or scholarly agenda (59.4% of UME vs. 74.9% of UMD).
- UME respondents were less likely than UMD respondents to perceive that their unit provides an environment that stimulates their academic learning (33.3% of UME vs. 58.1% of UMD).
- UME respondents were less likely than UMD respondents to indicate that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning (21.9% of UME vs. 52.7 of UMD).

Table 3. Respondent assessment of faculty learning and institutional support for learning

	Survey Item	UME % Agree / Strongly Agree	UMD % 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.*	59.4	74.9
	In the last twelve months, I set aside time to advance my scholarly learning.	57.6	73.0
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	60.6	66.4
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	60.6	59.5
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.**	21.9	52.7
	My unit provides an environment that stimulates my academic learning.***	33.3	58.1
	The University provides an environment that stimulates my academic learning.	30.3	51.7

	My unit has financially supported my learning in my field or discipline.	45.5	48.4
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Statistical differences between UME and UMD respondents at ***p<.001, **p<.01, *p<.05.

Professional Networks and Institutional Support of Professional Networks

KEY FINDINGS

- UME respondents were less likely than UMD respondents to have a core discussion network that enhances their visibility in their field (67.9% of UME vs. 79.3% of UMD), includes one or more members who are influential in their field (75.0% of UME vs. 84.1% of UMD), and provides helpful feedback on their research (57.1% of UME vs. 80.9% of UMD).
- UME respondents were more likely than UMD respondents to have their core discussion network off campus (72.7% of UME vs. 59.0% of UMD) and less likely on-campus (12.1% of UMS vs. 34.2% of UMD).
- UME respondents were less likely than UMD respondents to be satisfied with the collegiality in their unit (24.2% of UME vs. 63.3% of UMD), and to have a voice in decision-making in their unit (39.4% of UME vs. 64.0% of UMD).
- UME respondents were more likely than UMD respondents to feel isolated in their department (36.4% of UME vs. 21.6% of UMD).

Table 4. Respondent assessment of professional networks and institutional support for professional networks

Survey Item		UME % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.*	67.9	79.3
	My core discussion network lets me know of professional opportunities.	71.4	71.4
	My core discussion network includes one or more members who are influential in my field.*	75.0	84.1
	My core discussion network provides helpful	57.1	80.9

	feedback on my research.***		
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	48.5	65.3
	I receive useful feedback from colleagues at UM that improves my work.	63.6	58.3
	Individuals at this institution have made an effort to connect me with important people in my field.	42.4	35.6
	I have been effectively mentored by someone in my unit.	45.5	40.5
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	42.4	55.8
	I am satisfied with the collegiality in my unit.***	24.2	63.3
	I feel isolated in my department.**	36.4	21.6
	I have a voice in decision-making in my unit.**	39.4	64.0

Statistical differences between UME and UMD respondents at *** $p < .001$, ** $p < .01$, * $p < .05$.

Recognition

KEY FINDINGS

- UME respondents were more likely than UMD respondents to feel recognition for their teaching contributions (78.8% of UME vs. 64.2% of UMD).

Table 5. Respondent perceptions of recognition and valuing one's commitments

Survey Item	UME % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.*	78.8	64.2
Faculty in my unit value my research/scholarship.	78.8	71.1
Faculty in my unit value my service contributions.	72.7	63.5
Faculty in my unit care about my personal well-being.	63.6	61.4
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]	25.8	33.7

Statistical differences between UME and UMD respondents at *** $p < .001$, ** $p < .01$, * $p < .05$.

Diversity and Inclusion

KEY FINDINGS

- UME respondents were more likely than UMD respondents to agree that the opportunities for Faculty of Color at UM are at least as good as those for White faculty (68.8% for UME vs. 46.5% for UMD).
- However, at the same time, UME respondents were more likely than UMD respondents to indicate that they have to work harder than some of their colleagues to be perceived as a legitimate scholar (57.6% of UME vs. 33.8% of UMD).

Table 6. Faculty perceptions of diversity and inclusion at UMD

Survey Item	UME % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UM are at least as good as those for male faculty.	53.1	50.5
The opportunities for faculty of Color at UM are at least as good as for those for White faculty.*	68.8	46.5
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.**	57.6	33.8
I have experienced discrimination in my unit based on my individual or multiple identities.	12.5	22.6
My unit makes genuine efforts to recruit female faculty.	69.7	74.6
My unit makes genuine efforts to recruit faculty of Color.	78.8	67.9

Statistical differences between UME and UMD respondents at ***p<.001, **p<.01, *p<.05.

Examples of open-ended comments include:

“Sometimes I feel certain colleagues judge me because I did not receive my degrees from prestigious universities or because my educational path was non-traditional.”

Work-Life Integration

KEY FINDINGS:

- UME respondents were less likely than UMD respondents to be satisfied with their unit's culture around work-life balance (36.4% of UME vs. 51.7% of UMD), and to have role-models in their unit of how to create a satisfying work-life balance (15.2% of UME vs. 35.6% of UMD).
- UME respondents were less likely than UMD respondents to believe that the institution does what it can to make family life and the tenure track compatible (21.2% of UME vs. 34.7% of UMD).

Table 7. Perceptions of work-life integration at UMD.

Survey Item	UME % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	63.6	65.5
In general, I feel I have control over creating a satisfying work-life balance.	60.6	55.6
I am satisfied with my unit's culture around work-life balance.*	36.4	51.7
There are role-models in my unit of how to create a satisfying work-life balance. **	15.2	35.6
The institution does what it can to make family life and the tenure track compatible. *	21.2	34.7
My unit supports faculty scheduling work commitments around family schedules.	48.5	55.9
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	51.5	60.2
There is NO bias against family care-giving in my unit.	31.3	49.7

Statistical differences between UME and UMD respondents at *** $p < .001$, ** $p < .01$, * $p < .05$.

Examples of open-ended comments include:

“Extension Faculty have a difficult time working the typical 8:00am-4:30pm, plus after-school programs and other evening public programs, and weekend programs. This job doesn't seem conducive to a work-life balance and adds stress to family responsibilities.”

“A written policy on flexible working hours. We are not hourly employees and should not be evaluated as such.”

“Telework policy.”

“Official policy on telecommuting 2-3 days per week, or working from home when tasks/responsibilities can be effectively completed electronically via email or other strategies.”

“Make these policies more widely known. I did not benefit from these - perhaps they were not available when I needed them. However I have a coworker who was not made aware of the paid parental leave until too late.”

Career Advancement and Institutional Support of Career Advancement

KEY FINDINGS

- UME respondents were more likely than UMD faculty to indicate being strategic in achieving their career goals (78.8% of UME vs. 70.0% of UMD).
- However, UME respondents were more likely than UMD respondents to report feeling little control over their career advancement (21.2% of UME vs. 15.2% of UMD).
- UME respondents were less likely than UMD faculty to agree that faculty in their unit have the freedom to succeed there if they work hard (53.1% of UME vs. 69.5% of UMD).
- UME respondents were less likely than UMD respondents to perceive clear requirements and fair processes for tenure and advancing to Full Professor.
- 48.5% of UME respondents had concerns about their own advancement.

Table 8. Career Advancement and Institutional Support of Career Advancement.

Survey Item		UME % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals. *	78.8	70.0
	I seize opportunities when they are presented to me to advance in my career.	87.9	80.1
	I feel stuck in my ability to advance in my career.	33.3	20.4
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	90.9	85.6
	In general, I feel that I have little control over whether I advance in my career. *	21.2	15.2
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard. **	53.1	69.5
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	45.5	51.3
	In my unit, the tenure requirements are clear. ***	18.2	67.2
	In my unit, the promotion requirements for advancing to Full Professor are clear. ***	21.2	52.0
	In my unit, the tenure process is fair. ***	24.2	69.7
	In my unit, the promotion process for advancing to Full Professor is fair. ***	18.8	56.2

Statistical differences between UME and UMD respondents at ***p<.001, **p<.01, *p<.05.

Examples of open-ended comments include:

“The promotion/tenure process favors on-campus faculty. The tenure process is unfavorable for those working in UM Extension. Most of the research done through Extension deals with behavioral change over time and results are studied over the course of 10, 15, 20 years. I suggest creating a separate tenure process for Extension Faculty (there are successful systems with other land-grant universities).”

“Making Tenure. Extension has an inconsistent track record from my understanding.”

“No motivation for salary increase. No indication of salary increase for senior or principal agent completion?”

Evaluation of Research and Creative Work

KEY FINDINGS

- There were no significant differences between UME and UMD respondents in their perception of the evaluation of research and creative work.
- About half of UME respondents agreed that interdisciplinary, engaged and collaborative scholarship is rewarded in their unit.
- Less than a third of UME respondents indicated that faculty in their unit are rewarded for taking risks and trying to be cutting edge in their research.

Table 9. Respondent Perceptions of the Evaluation of Research and Creative Work

Survey Item	UME % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	51.7	55.3
Engaged scholarship is rewarded in my unit.	46.7	51.5
Collaborative research and grant work is encouraged in our unit's reward system.	56.7	55.5
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	29.0	44.4

There were no statistical differences between UME and UMD respondents at * $p < 0.05$.

Fair and Manageable Workload

KEY FINDINGS

- UME respondents were more likely than UMD respondents to agree that managing their teaching responsibilities is largely under their control (87.1% of UME vs. 68.6% of UMD).
- At the same time, UME respondents were less likely than UMD respondents to agree that their research agenda is largely under their control (64.5% of UME vs. 88.7% of UMD).

- Over a half of UME respondents (56.3%) perceive that the distribution of campus service work in their unit as fair.

Table 10. Respondent perception of fair and manageable workload

Survey Item	UME % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control. ***	87.1	68.6
There is support in my department for effective teaching.	51.6	52.2
I feel in control of my participation in service activities.	68.8	52.9
It is possible for me to say no to additional on-campus service activities without negative consequences.	40.6	52.1
My research agenda is largely under my control. ***	64.5	88.7

Statistical differences between UME and UMD respondents at *** $p < .001$, ** $p < .01$, * $p < .05$.

Examples of open-ended comments include:

“Certain faculty are always chosen by administrators. Certain individuals that are “yes people” are more often chosen to serve on committees.”

“Minority faculty are on too many committees in an effort to reach parity on the committees. This is putting an added burden on them.”

“Poor performers are not held accountable, making more work for others.”

“It would be helpful if our administrators required participation and instituted consequences for non-compliance.”

Leadership Opportunities

KEY FINDINGS

- There were no significant differences in UME and UMD respondents’ perception of leadership opportunities.

Table 11. Respondent perceptions regarding leadership.

Survey Item	UME % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	57.6	59.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	39.4	40.3

There were no statistical differences between UME and UMD respondents at * $p < 0.05$.

Satisfaction with Resources and Conditions at UMD

KEY FINDINGS

- UME respondents were generally less satisfied with resources and conditions than other faculty at UMD.
- UME respondents were less likely than UMD respondents to be satisfied with the University's location (35.5% of UME vs. 62.8% of UMD), the quality of graduate students in their program (14.8% of UME vs. 59.4% of UMD), the transparency of decision-making within their unit (12.1% of UME vs. 49.4% of UMD), professional assistance for improving teaching (21.2% of UME vs. 45.7% of UMD), and the amount of access to TAs and RAs (6.5% of UME vs. 39.1% of UMD).
- Most UME respondents were satisfied with amount of autonomy (72.7%), the support of colleagues (69.7%), and the sense of fit between their values and those of their unit (57.6%).
- The fewest number of UME respondents were satisfied with: the amount of access to TAs and RAs (6.5%), the transparency of decision-making within their unit (12.1%), and the quality of graduate students in their program (14.8%).

Table 12. Percentage of respondents who were satisfied with resources and conditions at UMD

Survey Item	UME % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member	72.7	76.3
My overall experience working in my unit	51.5	68.1
The diversity on campus	43.3	66.9
The support of colleagues here	69.7	64.2
My overall experience working at UM	48.5	63.0
The University's location *	35.5	62.8
The quality of graduate students in my program **	14.8	59.4
My unit's national reputation	43.8	58.7
The sense of fit between my values and those of my unit	57.6	57.8
The University's national reputation	45.2	55.6
The quality of undergraduate students	24.1	53.4
The quality of campus facilities	40.6	50.5
The transparency of decision-making within my unit ***	12.1	49.4
Clerical/administrative support	51.5	47.8
Professional assistance for improving teaching **	21.2	45.7
Expectations for committee service	33.3	44.7
The amount of time I spend on research vs. teaching & service	38.7	43.1
Assistance with research administration in my unit	25.0	42.7
My salary and benefits	30.3	42.4
Priorities and vision of my college/school	33.3	40.6
Amount of access to TAs, RAs *	6.5	39.1
Assistance with finding grants	30.3	35.0

Statistical differences between UME and UMD respondents at *** $p < .001$, ** $p < .01$, * $p < .05$

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- UME respondents were more likely to indicate their intent to leave the university in the next two years (45.5% of UME vs. 27.6% of UMD, $p < .05$).
- UME respondents were more likely to indicate their intent to leave the academic profession in the next two years (15.2% of UME vs. 8.8% of UMD, $p < .01$).

- UME respondents were more likely than UMD respondents to indicate that there was at least one faculty member who left their unit in the past three years (97.0% vs. 82.6%, respectively, $p < .05$).
- UME respondents were more likely than UMD respondents to have had an outside offer while at UMD (69.7% vs. 46.4%, respectively, $p < .01$); of those who had an outside offer while at UMD, 56.5% had an outside offer in the last 5 years.
- Among those individuals who had an outside offer while at UMD, 19.0% stated that the offer resulted in a salary increase; and among those individuals who had an outside offer in the last 5 years, 7.7% stated that the offer resulted in a salary increase.
- When indicating intent to leave the University or the academic profession, UME respondents were more likely than UMD respondents to leave for potential for better work-life balance in a different type of position (15.2% of UME vs. 3.5% of UMD), but less for an offer from a more prestigious department or institution (0% of UME vs. 14.3% of UMD).
- The most frequent reasons UME respondents listed for intending to leave UMD were for a higher salary (33.3%), potential for better work-life balance in a different type of position (15.2%), and retirement (12.1%).
- UME respondents were more likely than UMD respondents to indicate that their colleagues left for a higher salary (33.3% of UME vs. 18.1% of UMD), due to poor likelihood of tenure/promotion or contract renewal (24.2% of UME vs. 8.2% of UMD), for potential for better work-life balance in a different type of position (12.1% of UME vs. 1.8% of UMD), and for an offer for a position outside academe (6.1% of UME vs. 1.3% of UMD), but less likely to indicate an offer from a more prestigious department or institution (0% of UME vs. 12.3% of UMD).

- If one or more colleagues left their unit in the last 3 years, the most frequent reasons included a higher salary (33.3%), poor likelihood of tenure/promotion or contract renewal (24.2%), and potential for better work-life balance in a different type of position (12.1%).

Table 13. Respondents' reasons for intending to leave UMD or the academic profession

If you are likely to leave the University or the academic profession in the next two years, what would be the primary reasons? [Please check one primary reason]	UME % Selected	UMD % Selected
An offer with a higher salary	33.3	20.6
An offer from a more prestigious department or institution *	0	14.3
Retirement	12.1	11.0
Other	6.1	7.1
Lack of collegiality in my unit	6.1	4.3
To be closer to family	3.0	4.3
An offer from an institution in a more desirable geographic location	0	4.2
Potential for better work-life balance in a different type of position***	15.2	3.5
Career opportunities at another institution for my spouse/partner	0	2.3
An offer for a position outside academe	0	1.9
Poor likelihood of tenure/promotion or contract renewal	3.0	1.4
Better work-life policies	0	1.1
I'm not well suited to the faculty career	0	<1.0
Better campus climate for faculty of color at another institution	0	<1.0
Better campus climate for women at another institution	0	<1.0
Better campus climate for GLTBQ faculty at another institution	0	0

Statistical differences between UME and UMD respondents at ***p<.001, **p<.01, *p<.05

Table 14. Colleague's reasons for leaving UMD

If one or more colleagues left your unit in the last 3 years, considering the most recent case, what was the primary reason that he or she left UM? [please check one]	UME % Selected	UMD % Selected
An offer with a higher salary *	33.3	18.1
An offer from a more prestigious department or institution *	0	12.3

Retirement	9.1	12.1
Poor likelihood of tenure/promotion or contract renewal **	24.2	8.2
Other	0	7.3
To be closer to family	0	4.7
Lack of collegiality in my unit	0	3.9
An offer from an institution in a more desirable geographic location	0	3.2
Faculty member not well suited to the faculty career	6.1	2.6
Career opportunities at another institution for my spouse/partner	3.0	1.9
Potential for better work-life balance in a different type of position***	12.1	1.8
An offer for a position outside academe *	6.1	1.3
Better work-life policies	3.0	<1.0
Better campus climate for GLTBQ faculty at another institution	0	<1.0
Better campus climate for women at another institution	0	<1.0
Better campus climate for faculty of color at another institution	0	<1.0

Statistical differences between UME and UMD respondents at ***p<.001, **p<.01, *p<.05

Perceptions of Productivity

KEY FINDINGS

- 54.5% of UME respondents ranked themselves as more productive than researchers of their rank nationwide.
- 12.1% of UME respondents ranked themselves as less productive than researchers of their rank nationwide.
- 33.3% of UME respondents believed their unit views them as more productive than researchers of their rank nationwide.
- 18.2% of UME respondents believed their unit views them as less productive than researchers of their rank nationwide.

Examples of open-ended comments include:

“Lessen work load so research focus can be a priority.”

“Reduce the workload imposed on extension 4-H educators. Extension's hours are Monday through Friday 8-4:30, but almost all work 4-H educators do with youth and families takes place at night and on the weekends. Flex time doesn't make up for the unreasonable workload, and 4-H educators end up working 70 or more hours a week just to keep up with the workload.”

“UM needs a better understanding of the differences between Tenure-track Faculty on-campus and Tenure-track Faculty in Extension.”

“Extra financial support at the county off campus level to help hire part time workers to handle the daily demand from the community. It is difficult to balance research work and still provide the necessary programs the community requests since off campus are there to meet the needs of the community as first priority.”

“Provide resources and allow for freedom of research interest.”

UME Differences by Gender: Summary

KEY FINDINGS

In many areas of the survey, UME faculty responses differed significantly by gender ($p < .05$).

Women were generally less satisfied than men on a number of aspects.

- UME women were less likely than UME men to be satisfied with the collegiality and the opportunity they have to collaborate with other UM faculty.
- UME women were less likely than UME men to perceive the promotion requirements for advancing to Full Professor as clear.
- UME women were less likely than UME men to have their research agenda largely under their control.

- UME women were less likely than UME men to agree that in their unit, faculty can be honest with colleagues about family/life roles and responsibilities, and that there is no bias against family care-giving in their unit.
- UME women were less likely than UME men to be satisfied with amount of access to TAs and RAs, the University's national reputation, and the quality of graduate students in their program.
- UME women were less likely than UME men to agree that the opportunities for female faculty and Faculty of Color at UM are at least as good as those for male and White faculty.
- UME women were less likely than UME men to agree that their unit makes genuine efforts to recruit female faculty and Faculty of Color.
- UME women were more likely than UME men to have experienced discrimination in their unit.
- UME women were less likely than UME men to perceive care about their personal well-being in their unit.
- UME women were more likely than UME men to indicate their intent to leave the academic profession in the next two years.
- UME women were less likely than UME men to have ever had an outside offer while at UM.

Table 16. Survey items that showed statistically significant differences in UME responses by gender.

Survey Item	Women		Men		p-value
	M	SD	M	SD	
I am satisfied with the opportunity I have to collaborate with other UM faculty.*	2.91	1.11	3.82	0.98	.028
I am satisfied with the collegiality in my unit.*	2.68	0.99	3.45	0.82	.034
In my unit, the promotion requirements for advancing to Full Professor are clear.*	2.23	1.07	3.36	1.29	.011
My research agenda is largely under my control.*	3.45	0.76	4.18	0.87	.021
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.*	3.14	1.12	4.00	1.00	.039
There is NO bias against family care-giving in my unit.*	2.90	0.89	3.91	1.30	.015
I am satisfied with amount of access to TAs, RAs.*	2.25	0.97	2.91	0.70	.038
I am satisfied with the University's national reputation.*	3.25	0.72	3.91	0.83	.028
I am satisfied with the quality of graduate students in my program.*	2.83	0.71	3.44	0.73	.046
The opportunities for female faculty at UM are at least as good as those for male faculty.***	3.05	0.97	4.45	0.82	<.001
The opportunities for faculty of color at UM are at least as good as for those for White faculty.***	3.38	0.86	4.64	0.50	<.001
I have experienced discrimination in my unit based on my individual or multiple identities.*	2.57	0.93	1.64	1.21	.021
My unit makes genuine efforts to recruit female faculty.*	3.68	0.78	4.45	0.93	.017
My unit makes genuine efforts to recruit faculty of Color.***	3.68	0.65	4.73	0.47	<.001
Faculty in my unit care about my personal well-being.*	3.50	0.80	4.36	1.21	.020
To what extent are you likely to leave the academic profession in the next two years?***	2.86	0.56	3.55	0.52	.002

Have you ever had an outside offer while at UM?***	54.5%	100.0%	.007
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Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1; Definitely will (leave) = 1; Likely = 2; Not Likely = 3; Definitely will not = 4; 1 = Much less productive, 2 = Slightly less productive, 3 = About the same, 4 = Slightly more productive, 5 = Much more productive; *** $p < .001$, ** $p < .01$, * $p < .05$.

UME Differences by Race: Summary

KEY FINDINGS

There were several important differences by race in UME faculty responses ($p < .05$).

- UME Faculty of Color were more likely than UME White faculty to agree that in the last twelve months, they have learned a great deal that contributes to their research and/or scholarly agenda.
- UME Faculty of Color were more likely than UME White faculty to agree that their unit has helped them to make room among their responsibilities for immersing in academic learning, and that it has financially supported their learning in their field or discipline.
- UME Faculty of Color were more likely than UME White faculty to have a voice in decision-making in their unit.
- UME Faculty of Color were more likely than UME White faculty to feel control over their career advancement.
- UME Faculty of Color were more likely than UME White faculty to believe that faculty in their unit have the freedom to succeed there if they work hard.
- UME Faculty of Color were more likely than UME White faculty to have received helpful feedback from their department chair/unit head in support of their career advancement.
- UME Faculty of Color were more likely than UME White faculty to perceive support in their department for effective teaching, and feel in control of their participation in service activities.

- UME Faculty of Color were more likely than UME White faculty to have role-models in their unit of how to create a satisfying work-life balance.
- UME Faculty of Color were more likely than UME White faculty to be satisfied with their overall experience working at UM and the transparency of decision-making within their unit.
- UME Faculty of Color were less likely than UME White faculty to be satisfied with the quality of undergraduate students.
- UME Faculty of Color were less likely than UME White faculty to agree that their unit makes genuine efforts to recruit Faculty of Color.

Table 17. Survey items that showed statistically significant differences in UME responses by race.

Survey Item	White		Faculty of Color		p-value
	M	SD	M	SD	
In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.**	3.30	0.99	4.60	0.55	.008
My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.**	2.59	0.84	4.00	1.22	.003
My unit has financially supported my learning in my field or discipline.***	2.82	1.33	4.20	0.45	<.001
I have a voice in decision-making in my unit.**	2.82	1.25	4.60	0.55	.004
In general, I feel that I have little control over whether I advance in my career.**	2.75	1.14	1.80	0.45	.005
Faculty in my unit have the freedom to succeed here if they work hard.*	3.07	1.30	3.80	0.45	.035
I have received helpful feedback from my department chair/unit head in support of my career advancement.***	2.86	1.14	4.20	0.45	<.001
There is support in my department for effective teaching.*	3.15	0.88	4.20	0.45	.016
I feel in control of my participation in service activities.*	3.44	1.01	4.20	0.45	.018
There are role-models in my unit of how to create a satisfying work-life balance.*	2.50	0.92	3.20	0.45	.022

I am satisfied with my overall experience working at UM.**	3.07	1.05	4.20	0.45	.001
I am satisfied with the quality of undergraduate students.*	3.42	0.83	3.00	0	.022
I am satisfied with the transparency of decision-making within my unit.**	2.00	0.98	3.80	0.84	.001
My unit makes genuine efforts to recruit faculty of Color.*	4.14	0.76	3.40	0.55	.045

Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1

***p<.001, **p<.01, *p<.05.