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**The UMD Work Environment Survey for Tenure-Track/Tenured Faculty
2015 Results for the College of Agriculture and Natural Resources (AGNR)**

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Table of Contents

Introduction.....	2
Respondents	2
Data Analysis	3
AGNR Survey Results	4
Faculty Learning and Institutional Support for Learning	4
Professional Networks and Institutional Support of Professional Networks.....	5
Recognition.....	6
Diversity and Inclusion.....	6
Work-Life Integration.....	8
Evaluation of Research and Creative Work.....	10
Fair and Manageable Workload.....	11
Leadership Opportunities.....	12
Satisfaction with Resources and Conditions at UMD.....	13
Organizational Commitment and Intent to Leave.....	14
Perceptions of Productivity.....	16
AGNR Differences by Gender: Summary	17
AGNR Differences by Race: Summary	20
AGNR Differences by Rank: Summary	21
Comparison of AGNR Faculty Work Environment Data by Year on Select Items	23

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 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 UMD ADVANCE research and evaluation website:

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

The analytical sample for this report is the tenure-track/tenured faculty respondents of the UM Faculty Work Environment Survey from AGNR (n=67), approximately 59% of the 2015 tenure-track/tenured AGNR faculty as of March 26, 2015. Of the AGNR respondents, 34.3% were on the tenure track and 65.6% were tenured. Of the AGNR tenure-track/tenured respondents, 31.3% were female and 68.7% were male. Regarding race, 26.9% were Faculty of Color and 73.1% were White faculty. Lastly, AGNR respondents were 34.3% Assistant Professors, 32.8% Associate Professors, and 32.8% Full Professors.

Table 1. 2015 UMD Work Environment Survey of Tenured/Tenure-Track Faculty

Survey Response rate: UMD 53.3% (n=854); AGNR 59.3% (n=67)		
Respondents	UMD	AGNR
Women faculty	41.3%	31.3%
Men faculty	58.7%	68.7%
Faculty of Color	19.9%	26.9%
White faculty	80.1%	73.1%
Assistant Professors	23.5%	34.3%
Associate Professors	32.4%	32.8%
Full Professors	44.0%	32.8%

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. Means, standard deviations, and statistically significant differences at $p < .05$, $p < .01$, or $p < .001$ are noted within the tables in Tables 14, 15, and 16. 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 AGNR results and university-wide results for a sense of the areas where AGNR tenure-line faculty are having similar, better, or worse work environment experiences. At the end of the report, we also compare 2011, 2013, and 2015 survey results on select items. 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 AGNR respondents related to specific themes.

AGNR Survey Results

Faculty Learning and Institutional Support for Learning

KEY FINDINGS

- AGNR respondents were generally less satisfied than UMD respondents in their perception of faculty learning and institutional support for learning.
- AGNR respondents were less likely than UMD respondents to agree that, in the last twelve months, they set aside time to advance their scholarly learning (61.2% of AGNR vs. 73.0% of UMD).
- AGNR 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 (37.3% of AGNR vs. 52.7 of UMD).
- AGNR respondents were less likely than UMD respondents to agree that their unit has financially supported their learning in their field or discipline (34.3% of AGNR vs. 48.4% of UMD).

Table 2. Respondent Assessment of Faculty Learning and Institutional Support for Learning

	Survey Item	AGNR % 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.	67.2	74.9
	In the last twelve months, I set aside time to advance my scholarly learning.*	61.2	73.0
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	59.1	66.4
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	52.2	59.5
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.*	37.3	52.7
	My unit provides an environment that stimulates my academic learning.	50.7	58.1
	The University provides an environment that stimulates my academic learning.	47.0	51.7
	My unit has financially supported my learning in my field or discipline.**	34.3	48.4

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

Professional Networks and Institutional Support of Professional Networks

KEY FINDINGS

- 64.2% of AGNR respondents had their core discussion network off campus, and 29.9% on campus.
- AGNR respondents were less likely than UMD respondents to have a core discussion network that provides helpful feedback on their research (69.8% of AGNR vs. 80.9% of UMD).
- AGNR respondents were more likely than UMD respondents to feel isolated in their department (31.3% of AGNR vs. 21.6% of UMD).

Table 3. Respondent Assessment of Professional Networks and Institutional Support for Professional Networks

Survey Item		AGNR % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	80.6	79.3
	My core discussion network lets me know of professional opportunities.	74.2	71.4
	My core discussion network includes one or more members who are influential in my field.	80.6	84.1
	My core discussion network provides helpful feedback on my research.*	69.8	80.9
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	61.2	65.3
	I receive useful feedback from colleagues at UM that improves my work.	49.3	58.3
	Individuals at this institution have made an effort to connect me with important people in my field.	33.3	35.6
	I have been effectively mentored by someone in my unit.	29.9	40.5
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	55.2	55.8
	I am satisfied with the collegiality in my unit.	58.2	63.3
	I feel isolated in my department. *	31.3	21.6
	I have a voice in decision-making in my unit.	52.2	64.0

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

Recognition

KEY FINDINGS

- AGNR respondents were less likely than UMD respondents to feel recognition for their teaching contributions (49.2% of AGNR vs. 64.2% of UMD).
- AGNR respondents were more likely than UMD respondents to have ever been nominated over the last three years by someone at UM for an award (52.2% of AGNR vs. 33.7% of UMD).

Table 4. Respondent Perceptions of Recognition and Valuing One's Commitments

Survey Item	AGNR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.**	49.2	64.2
Faculty in my unit value my research/scholarship.	66.2	71.1
Faculty in my unit value my service contributions.	52.3	63.5
Faculty in my unit care about my personal well-being.	50.8	61.4
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]***	52.2	33.7

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

Diversity and Inclusion

KEY FINDINGS

- AGNR respondents were less likely than UMD respondents to agree their unit makes genuine efforts to recruit Faculty of Color (58.7% for AGNR vs. 67.9% for UMD).
- 25.8% of AGNR respondents reported having experienced discrimination in their unit based on their individual or multiple identities.

Table 5. Faculty Perceptions of Diversity and Inclusion at UMD

Survey Item	AGNR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UM are at least as good as those for male faculty.	56.3	50.5
The opportunities for faculty of Color at UM are at least as good as for those for White faculty.	54.7	46.5
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	32.8	33.8
I have experienced discrimination in my unit based on my individual or multiple identities.	25.8	22.6
My unit makes genuine efforts to recruit female faculty.	71.4	74.6
My unit makes genuine efforts to recruit faculty of Color.*	58.7	67.9

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

Examples of open-ended comments include:

“... having administrators look over female faculty in favor of male faculty when determining who will lead large grants, include in large grants with research dollars, while piling on service work for the female faculty but not including in research work.”

“Older male faculty tend to be very skeptical of the idea of male faculty taking parental leave or scheduling work around family obligations. They seem to have accepted the idea that female faculty need to do those things and that we need to accommodate them, but they're not willing to make the same allowances for male faculty. That's a problem, given that many younger couples tend to split family duties much more evenly than previous generations did.”

“Favoring male faculty in sharing information (e.g. about availability of equipment and facilities, funding opportunities, administrative support), inclusion in decision-making. Male faculty are offered summer salary for large administrative service contributions to the department.”

Work-Life Integration

KEY FINDINGS:

- AGNR respondents were less likely than UMD respondents to have role-models in their unit of how to create a satisfying work-life balance (28.8% of AGNR vs. 35.6% of UMD).

Table 6. Perceptions of Work-life Integration at UMD

Survey Item	AGNR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	61.2	65.5
In general, I feel I have control over creating a satisfying work-life balance.	55.4	55.6
I am satisfied with my unit's culture around work-life balance.	50.0	51.7
There are role-models in my unit of how to create a satisfying work-life balance. *	28.8	35.6
The institution does what it can to make family life and the tenure track compatible.	32.3	34.7
My unit supports faculty scheduling work commitments around family schedules.	49.2	55.9
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	53.8	60.2
There is NO bias against family care-giving in my unit.	47.7	49.7

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

Examples of open-ended comments include:

“Allow tenure clock delay for important personal reasons, e.g. medical, or mental health. Not everyone wants to have children so work-life balance is not only about raising children and having a traditional family.”

“Child care on campus especially infant care.”

“Giving departments more flexibility in hiring short-term replacement faculty to cover for faculty who are out on parental leave.”

Career Advancement and Institutional Support of Career Advancement

KEY FINDINGS

- There were no significant differences between AGNR and UMD respondents in their perception of career advancement and institutional support of career advancement.
- 34.3% of AGNR respondents had concerns about their own advancement.

Table 7. Career Advancement and Institutional Support of Career Advancement

Survey Item		AGNR % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	79.1	70.0
	I seize opportunities when they are presented to me to advance in my career.	85.1	80.1
	I feel stuck in my ability to advance in my career.	24.2	20.4
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	89.6	85.6
	In general, I feel that I have little control over whether I advance in my career.	17.9	15.2
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	65.7	69.5
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	64.2	51.3
	In my unit, the tenure requirements are clear.	65.7	67.2
	In my unit, the promotion requirements for advancing to Full Professor are clear.	48.4	52.0
	In my unit, the tenure process is fair.	63.6	69.7
	In my unit, the promotion process for advancing to Full Professor is fair.	51.6	56.2

There were no statistical differences between AGNR and UMD respondents at * $p < .05$.

Examples of open-ended comments include:

“Financial constraints are causing huge problems. If I want to go to important conferences, I need to pay out of pocket to do so, because of the freeze on travel spending. And those conferences are more important than ever, because the travel freeze also forced us to stop bringing in outside seminar speakers.”

“I have been afforded limited resources to effectively carry out my research.”

“Lack of research and teaching colleagues and opportunities. My field is not well represented on campus even though it is one of the largest growing research and teaching areas worldwide.”

“Too much administrative interference.”

Evaluation of Research and Creative Work**KEY FINDINGS**

- About half of AGNR respondents agreed that interdisciplinary, engaged and collaborative scholarship is rewarded in their unit.
- Slightly over a third of AGNR respondents indicated that faculty in their unit are rewarded for taking risks and trying to be cutting edge in their research.

Table 8. Respondent Perceptions of the Evaluation of Research and Creative Work

Survey Item	AGNR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	49.2	55.3
Engaged scholarship is rewarded in my unit.	58.5	51.5
Collaborative research and grant work is encouraged in our unit's reward system.	50.8	55.5
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	39.1	44.4

There were no statistical differences between AGNR and UMD respondents at *p<05.

Fair and Manageable Workload

KEY FINDINGS

- AGNR respondents were less likely than UMD respondents to agree that there is support in their department for effective teaching (44.4% of AGNR vs. 52.2% of UMD).
- AGNR respondents were also less likely than UMD respondents to perceive that it is possible for them to say no to additional on-campus service activities without negative consequences (35.9% of AGNR vs. 52.1% of UMD).
- Two thirds of AGNR respondents (69.2%) perceive that the distribution of campus service work in their unit as fair.

Table 9. Respondent Perception of Fair and Manageable Workload

Survey Item	AGNR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	78.5	68.6
There is support in my department for effective teaching.**	44.4	52.2
I feel in control of my participation in service activities.	49.2	52.9
It is possible for me to say no to additional on-campus service activities without negative consequences. *	35.9	52.1
My research agenda is largely under my control.	93.9	88.7

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

Examples of open-ended comments include:

“Due to the requirement from HR to have balanced search committees the women in the department serve on more committees. Also, those faculty members that make an effort to be productive committee members are asked to serve on more committees than those that shirk their duties.”

“Faculty who qualify as ‘diverse’ categories have service loads that are sometimes three times greater than non-diverse faculty to ensure that all committees at the university represent ‘diversity.’ This is inherently unfair and hinders the career advancement of our diverse faculty.”

“Rotations, transparent assignments are the main things that makes them fair. Also - elections into positions based on fellow faculty vote but considering prior service.”

Leadership Opportunities

KEY FINDINGS

- AGNR respondents were less likely than UMD respondents to agree that there are opportunities in their college for faculty to become involved as leaders (47.7% of AGNR vs. 59.3% of UMD).
- Half of AGNR respondents indicated that they have been encouraged at least once during the past twelve months to pursue a leadership position.

Table 10. Respondent Perceptions Regarding Leadership

Survey Item	AGNR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders. **	47.7	59.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	50.7	40.3

Significant differences between AGNR and UMD respondents at * $p < .05$.

Satisfaction with Resources and Conditions at UMD

KEY FINDINGS

- AGNR respondents were more likely than UMD respondents to be satisfied with the diversity on campus (77.6% of AGNR vs. 66.9% of UMD), and the University's national reputation (71.6% of AGNR vs. 55.6% of UMD).
- Most AGNR respondents were satisfied with amount of autonomy (78.5%), the diversity on campus (77.6%), and the University's national reputation (71.6%).
- The fewest number of AGNR respondents were satisfied with salary and benefits (31.8%), professional assistance for improving teaching (34.8%), and assistance with finding grants (35.8%).

Table 11. Percentage of Respondents Who Were Satisfied with Resources and Conditions at UMD

Survey Item	AGNR % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member	78.5	76.3
My overall experience working in my unit	69.7	68.1
The diversity on campus*	77.6	66.9
The support of colleagues here	57.6	64.2
My overall experience working at UM	56.7	63.0
The University's location	52.2	62.8
The quality of graduate students in my program	61.2	59.4
My unit's national reputation	53.0	58.7
The sense of fit between my values and those of my unit	51.5	57.8
The University's national reputation **	71.6	55.6
The quality of undergraduate students	58.2	53.4
The quality of campus facilities	56.1	50.5
The transparency of decision-making within my unit	50.0	49.4
Clerical/administrative support	47.0	47.8
Professional assistance for improving teaching	34.8	45.7
Expectations for committee service	37.9	44.7
The amount of time I spend on research vs. teaching & service	47.8	43.1

Assistance with research administration in my unit	50.8	42.7
My salary and benefits	31.8	42.4
Priorities and vision of my college/school	37.9	40.6
Amount of access to TAs, RAs	39.4	39.1
Assistance with finding grants	35.8	35.0

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

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- 30.8% of AGNR respondents indicated their intent to leave the university in the next two years.
- 9.2% of AGNR respondents to indicated their intent to leave the academic profession in the next two years.
- AGNR respondents were more likely than UMD respondents (89.6% vs. 82.6%, respectively) to indicate that there was at least one faculty member who left their unit in the past three years ($p < .05$).
- 46.3% of AGNR respondents have had an outside offer while at UMD; of those who had an outside offer while at UMD, 67.7% had an outside offer in the last 5 years.
- Among those individuals who had an outside offer while at UMD, 40.0% indicated that the offer resulted in a salary increase; and among those individuals who had an outside offer in the last 5 years, 28.6% indicated that the offer resulted in a salary increase.
- AGNR respondents were more likely than UMD respondents to leave for a higher salary (31.3% of AGNR vs. 20.6% of UMD), but less likely for an offer from a more prestigious department or institution (6.0% of AGNR vs. 14.3% of UMD).
- The most frequent reasons AGNR respondents listed for intending to leave UMD were for a higher salary (31.3%), retirement (11.9%), and to be closer to family (7.5%).
- If one or more colleagues left their unit in the last 3 years, the most frequent reasons included a higher salary (25.4%), poor likelihood of tenure/promotion or contract renewal

(14.9%), an offer from a more prestigious department or institution (13.4%), and retirement (11.9%).

- AGNR respondents were more likely than UMD respondents to indicate that their colleagues left due to poor likelihood of tenure/promotion or contract renewal (14.9% of AGNR vs. 8.2% of UMD).

Table 12. 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]	AGNR % Selected	UMD % Selected
An offer with a higher salary *	31.3	20.6
An offer from a more prestigious department or institution *	6.0	14.3
Retirement	11.9	11.0
Other	9.0	7.1
Lack of collegiality in my unit	3.0	4.3
To be closer to family	7.5	4.3
An offer from an institution in a more desirable geographic location	3.0	4.2
Potential for better work-life balance in a different type of position	6.0	3.5
Career opportunities at another institution for my spouse/partner	0	2.3
An offer for a position outside academe	3.0	1.9
Poor likelihood of tenure/promotion or contract renewal	1.5	1.4
Better work-life policies	0	1.1
I'm not well suited to the faculty career	1.5	<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 AGNR and UMD respondents at ***p<.001, **p<.01, *p<.05.

Table 13. Colleagues' Reasons for Leaving UMD

Considering the most recent case of departure,, what was the primary reason that one or more colleagues left UM? [please check one]	AGNR % Selected	UMD % Selected
An offer with a higher salary	25.4	18.1
An offer from a more prestigious department or institution	13.4	12.3
Retirement	11.9	12.1
Poor likelihood of tenure/promotion or contract renewal *	14.9	8.2
Other	7.5	7.3
To be closer to family	0	4.7
Lack of collegiality in my unit	7.5	3.9
An offer from an institution in a more desirable geographic location	1.5	3.2
Faculty member not well suited to the faculty career	4.5	2.6
Career opportunities at another institution for my spouse/partner	0	1.9
Potential for better work-life balance in a different type of position	1.5	1.8
An offer for a position outside academe	0	1.3
Better work-life policies	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 AGNR and UMD respondents at ***p<.001, **p<.01, *p<.05.

Perceptions of Productivity

KEY FINDINGS

- 63.6% of AGNR respondents ranked themselves as more productive than researchers of their rank nationwide.
- 9.1% of AGNR respondents ranked themselves as less productive than researchers of their rank nationwide.
- 53.2% of AGNR respondents believed their unit views them as more productive than researchers of their rank nationwide.

- 19.4% of AGNR respondents believed their unit views them as less productive than researchers of their rank nationwide.

Examples of open-ended comments include:

“Better assistance in proposal preparation.”

“Give more administrative and financial support for research and creative work.”

“Make more GAs available.”

“Reduce the paper work, bureaucracy, and administration related to grants; provide more TAs.”

AGNR Differences by Gender: Summary

KEY FINDINGS

In many areas of the survey, AGNR tenure-track/tenured faculty responses differed significantly by gender ($p < .05$). Women were generally less satisfied than men on almost all aspects of the survey.

- AGNR women faculty were less likely than AGNR men faculty to agree that in the last twelve months, they have gained knowledge or skills that have made them a better teacher.
- AGNR women faculty were less likely than AGNR men faculty to agree that their unit has helped them to make room among their responsibilities for immersing themselves in academic learning, and that their unit provides an environment that stimulates their academic learning.
- AGNR women faculty were less likely than AGNR men faculty to have a voice in decision-making in their unit.

- AGNR women faculty were more likely than AGNR men faculty to seize opportunities when they are presented to them to advance in their career, and to have intentionally made choices to focus their career in ways that are personally meaningful to them.
- AGNR women faculty were less likely than AGNR men faculty to feel in control of their participation in service activities, and to agree that it is possible for them to say no to additional on-campus service activities without negative consequences for their career.
- AGNR women faculty were less likely than AGNR men faculty to be satisfied with their unit's culture around work-life balance, and more likely to perceive bias against family care-giving in their unit.
- AGNR women faculty were less likely than AGNR men faculty to be satisfied with expectations for committee service, the support of colleagues, and the sense of fit between their values and those of their unit.
- AGNR women faculty were less likely than AGNR men faculty to perceive that the opportunities for female faculty and Faculty of Color at UMD are at least as good as those for male and White faculty.
- AGNR women faculty were less likely than AGNR men faculty to agree that their unit makes genuine efforts to recruit female faculty and Faculty of Color.
- AGNR women faculty were more likely than AGNR men faculty to indicate that they have to work harder than some of their colleagues to be perceived as a legitimate scholar, and to have experienced discrimination in their unit.
- AGNR women faculty were less likely than AGNR men faculty to feel that the distribution of campus service work in their department is fair.

Table 14. Survey Items that Showed Statistically Significant Differences in AGNR Responses by Gender

Survey Item	Women		Men		p-value
	M	SD	M	SD	
In the last twelve months, I have gained knowledge or skills that have made me a better teacher.*	3.25	0.79	3.63	0.64	.044
My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.**	2.62	0.97	3.35	1.06	.009
My unit provides an environment that stimulates my academic learning.*	3.00	0.71	3.54	1.05	.016
I have a voice in decision-making in my unit.**	2.81	1.03	3.67	1.01	.002
I seize opportunities when they are presented to me to advance in my career.*	4.43	0.60	4.00	0.76	.026
I have intentionally made choices to focus my career in ways that are personally meaningful to me.*	4.43	0.51	4.11	0.64	.048
I feel in control of my participation in service activities.**	2.76	1.18	3.52	0.93	.006
It is possible for me to say no to additional on-campus service activities without negative consequences for my career.*	2.67	1.02	3.28	0.88	.016
I am satisfied with my unit's culture around work-life balance.*	2.86	1.01	3.40	0.89	.031
There is NO bias against family care-giving in my unit.*	2.95	1.02	3.48	0.85	.033
I am satisfied with expectations for committee service.*	2.81	0.81	3.31	0.79	.021
I am satisfied with the support of colleagues here.*	3.14	1.06	3.67	0.83	.032
I am satisfied with the sense of fit between my values and those of my unit.*	2.95	1.02	3.44	0.87	.047
The opportunities for female faculty at UM are at least as good as those for male faculty.***	2.71	1.15	3.84	0.92	<.001
The opportunities for faculty of color at UM are at least as good as for those for White faculty.**	3.00	1.14	3.79	0.94	.005
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.*	3.48	1.29	2.74	0.98	.014

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).**	3.33	1.46	2.20	1.08	.003
My unit makes genuine efforts to recruit female faculty.*	3.33	1.06	4.00	0.85	.018
My unit makes genuine efforts to recruit faculty of Color.**	3.00	1.18	3.83	0.85	.002
Overall, do you feel the distribution of campus service work in your department is fair?***	42.9%		81.8%		.001

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

AGNR Differences by Race: Summary

KEY FINDINGS

In most areas of the survey, AGNR tenure-track/tenured faculty responses did not differ significantly by race ($p < .05$). However, there were several important differences.

- AGNR Faculty of Color were more likely than AGNR White faculty respondents to agree that in the last twelve months, they set aside time to advance their scholarly learning, and that they had gained knowledge or skills that have made them a better teacher.
- AGNR Faculty of Color were more likely than AGNR White faculty respondents to indicate that the University provides an environment that stimulates their academic learning.
- AGNR Faculty of Color were more likely than AGNR White faculty respondents to indicate that they have been strategic in achieving their career goals.
- AGNR Faculty of Color were more likely than AGNR White faculty respondents to agree that it is possible for them to say no to additional on-campus service activities without negative consequences for their career.
- AGNR Faculty of Color were more likely than AGNR White faculty respondents to feel that the distribution of campus service work in their department is fair.

- If they intended to leave the University or the academic profession in the next two years, AGNR Faculty of Color were more likely than AGNR White faculty respondents to do so for an offer with a higher salary.

Table 15. Survey Items that Showed Statistically Significant Differences in AGNR Responses by Race

Survey Item	White		Faculty of Color		p-value
	M	SD	M	SD	
In the last twelve months, I set aside time to advance my scholarly learning. **	3.37	0.88	3.89	0.47	.003
In the last twelve months, I have gained knowledge or skills that have made me a better teacher. *	3.43	0.76	3.76	0.44	.032
The University provides an environment that stimulates my academic learning. *	3.15	0.99	3.72	0.89	.034
I have been strategic in achieving my career goals. *	3.84	0.90	4.33	0.48	.030
It is possible for me to say no to additional on-campus service activities without negative consequences for my career. *	2.94	0.96	3.47	0.87	.049
Overall, do you feel the distribution of campus service work in your department is fair? *	60.4%		94.1%		.010
An offer with a higher salary: If you are likely to leave the University or the academic profession in the next two years, what would be the primary reason? *	22.4%		55.6%		.010

Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1
 ***p<.001, **p<.01, *p<.05

AGNR Differences by Rank: Summary

KEY FINDINGS

In most areas of the survey, AGNR tenure-track/tenured faculty responses did not differ significantly by rank ($p < .05$). However, there were several important differences.

- AGNR Assistant Professors were more likely than AGNR Associate Professors to agree that in the last twelve months, they have learned a great deal that contributes to their research and/or scholarly agenda.

- AGNR Assistant Professors were more likely than AGNR Associate Professors to agree that their core discussion network enhances their visibility in their field.
- AGNR Associate Professors were more likely than AGNR Assistant Professors to feel stuck in their ability to advance in their career.
- AGNR Assistant Professors were more likely than AGNR Full Professors to be satisfied with the priorities and vision of their college.
- AGNR Full Professors were more likely than AGNR Assistant Professors to indicate their intent to leave the University in the next two years.
- AGNR Full Professors were more likely than AGNR Assistant Professors to have ever had an outside offer while at UMD.

Table 16. Survey Items that Showed Statistically Significant Differences in AGNR Responses by Rank

Survey Item	Assistant		Associate		Full		p-value
	M	SD	M	SD	M	SD	
In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	4.04*	0.64	3.50*	0.67	3.58	0.65	.022
My core discussion network enhances my visibility in my field.	4.30**	0.57	3.60**	0.68	4.09	0.75	.005
I feel stuck in my ability to advance in my career.	2.30*	0.88	3.14*	1.28	2.76	0.94	.034
I am satisfied with the priorities and vision of my college/school.	3.30*	0.88	3.14	0.96	2.50*	1.18	.025
To what extent are you likely to leave the University in the next two years?	3.05*	0.59	2.86	0.83	2.45*	0.80	.035
Have you ever had an outside offer while at UM?	11.1%***		45.5%		86.4%***		<.001

Notes: Coding: Strongly Agree = 5, Strongly Disagree = 1; Very satisfied = 5, Very unsatisfied = 1; 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.

Comparison of AGNR Faculty Work Environment Data by Year on Select Items

Survey Findings from the College of Agriculture and Natural Resources	2011	2013	2015
	% Agree/Strongly Agree		
Faculty Learning and Institutional Support for Learning			
The University provides an environment that stimulates my academic learning.	42%	61%	45.0%
Professional Networks and Institutional Support of Professional Networks			
I feel isolated in my department.	22%	23.7%	33.0%
I am satisfied with the collegiality in my unit.	53%	55.2%	47.0%
I am satisfied with the opportunity to collaborate with other UMD faculty.	31%	52.5%	51.0%
Diversity and Inclusion			
The opportunities for female faculty at UMD are at least as good as those for male faculty.	65%	55.9%	55.2%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	62%	53.4%	59.4%
I have experienced discrimination in my unit based on my individual or multiple identities.	18%	23.7%	21.3%
Work-Life Integration			
I am satisfied with my unit's culture around work-life balance.	27%	44.1%	45.5%
The institution does what it can to make family life and the tenure track compatible.	18%	32.2%	28.6%
Career Advancement and Institutional Support of Career Advancement			
In my unit, the tenure requirements are clear.	64%	57.6%	50.0%
In my unit, the promotion requirements for advancing to Full Professor are clear.	46%	53.4%	49.2%
In my unit, the tenure process is fair.	63%	59.3%	50.5%
In my unit, the promotion process for advancing to Full Professor is fair.	45%	48.3%	40.6%
I have concerns about my own career advancement at UMD.	29%	25.8%	39%
Fair and Manageable Workload			
I feel in control of my participation in service activities.	51%	48.3%	55.7%
There is support in my department for effective teaching.	46%	46.6%	46.8%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	28%	44.1%	37.5%
I am satisfied with the amount of time spent on research versus teaching and service.	33%	42.4%	44.9%
Satisfaction with Resources and Conditions at UMD			
I am satisfied with my overall experience working at UM.	61%	67.8%	54%
I am satisfied with my overall experience working in my unit.	69%	59.3%	63.6%
I am likely to leave the university in the next two years.	33%	30.8%	35.7%

Note: In 2011, 35% of AGNR tenure track faculty responded to the FWES, in 2013 49%, and in 2015 56%.