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

2015 Results for the College of Arts and Humanities (ARHU)

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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 ARHU 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 UMD Faculty Work Environment Survey from ARHU (n=194), approximately 60% of the 2015 tenure-track/tenured ARHU faculty as of March 26, 2015. Of the ARHU respondents, 16.5% were on tenure track and 83.5% tenured. Of the ARHU tenure-track/tenured respondents, 51.5% were female and 48.5% were male. Regarding race, 16.0% were Faculty of Color and 84.0% were White faculty. Lastly, ARHU respondents were 16.5% Assistant Professors, 45.4% Associate Professors, and 38.1% Full Professors.

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

Survey Response rate: UMD 53.3% (n=854); ARHU 59.9% (n=194)		
Respondents	**UMD**	**ARHU**
Women faculty	41.3%	51.5
Men faculty	58.7%	48.5
Faculty of Color	19.9%	16.0
White faculty	80.1%	84.0
Assistant Professors	23.5%	16.5
Associate Professors	32.4%	45.4
Full Professors	44.0%	38.1

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 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 ARHU results and university-wide results for a sense of the areas where ARHU tenure-line faculty are having similar, better, or worse work environment experiences. At the end of the report, we also compare survey ARHU results from the 2011, 2013, and 2015 implementation of the survey on key 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 ARHU respondents related to specific themes.

ARHU Survey Results

Faculty Learning and Institutional Support for Learning

KEY FINDINGS

- The majority of ARHU respondents agree that in the last twelve months, their learning has contributed to their research and/or scholarly agenda and has made them a better teacher.

- About two thirds of ARHU respondents agree that their unit supports their learning external to campus.

- ARHU respondents were more likely than UMD respondents overall to set aside time to advance their scholarly learning (80.7% of ARHU vs. 73.0% of UMD).

- ARHU respondents were more likely than UMD respondents overall to agree that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning (60.2% of ARHU vs. 52.7% of UMD).

- ARHU respondents were more likely than UMD respondents overall to indicate that their unit has financially supported their learning in their field or discipline (55.5% of ARHU vs. 48.4% of UMD).

- ARHU respondents were less likely than UMD respondents overall to agree that the University provides an environment that stimulates their academic learning (42.6% of ARHU vs. 51.7% of UMD).

- ARHU Faculty of Color were less likely than ARHU 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.

- Associate Professors were less likely than Assistant Professors to perceive their unit's financial support of their learning in their field or discipline.

- There were no differences by gender in ARHU respondents' perceptions of faculty learning and institutional support for learning.

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

	Survey Item	ARHU % 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.	73.6	74.9
	In the last twelve months, I set aside time to advance my scholarly learning.*	80.7	73.0
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	71.4	66.4
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	64.1	59.5
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.**	60.2	52.7
	My unit provides an environment that stimulates my academic learning.	57.4	58.1
	The University provides an environment that stimulates my academic learning.**	42.6	51.7
	My unit has financially supported my learning in my field or discipline. *	55.5	48.4

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

Professional Networks and Institutional Support of Professional Networks

KEY FINDINGS

- Most ARHU faculty respondents perceived that their professional network was helpful in increasing visibility and professional opportunities.

- ARHU respondents were more likely than UMD respondents overall to have a core discussion network that includes one or more members who are influential in their field (92.4% of ARHU vs. 84.1% of UMD), and that provides helpful feedback on their research (84.7% of ARHU vs. 80.9% of UMD).

- ARHU respondents were more likely than UMD respondents overall to have their core discussion network off campus (67.9% of ARHU vs. 59.0% of UMD).

- About two thirds of ARHU respondents feel they have a voice in decision-making in their unit (67.5%) and have relationships with other faculty on campus that have supported their career advancement (61.3%).

- 22.7% of ARHU respondents reported feeling isolated in their department.

- ARHU respondents were less likely than UMD respondents overall to receive useful feedback from colleagues at UMD that improved their work (46.4% of ARHU vs. 58.3% of UMD) and to have been effectively mentored by someone in their unit (33.5% of ARHU vs. 40.5% of UMD).

- ARHU respondents were less likely than UMD respondents overall to agree that individuals at this institution have made an effort to connect them with important people in their field (23.7% of ARHU vs. 35.6% of UMD).

- ARHU respondents were less likely than UMD respondents overall to be satisfied with the opportunity they have to collaborate with other UMD faculty (41.8% of ARHU vs. 55.8% of UMD).

- ARHU women faculty were less likely than ARHU men faculty to have a core discussion network with one or more members who were influential in their field.

- Associate Professors were less likely than Assistant Professors to agree that individuals at this institution have made an effort to connect them with important people in their field.

- Full and Associate Professors were less likely than Assistant Professors to have been effectively mentored by someone in their unit.

- There were no differences by race in ARHU respondents' perceptions of professional networks and institutional support for professional networks.

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

	Survey Item	ARHU % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	79.4	79.3
	My core discussion network lets me know of professional opportunities.	69.4	71.4
	My core discussion network includes one or more members who are influential in my field.***	92.4	84.1
	My core discussion network provides helpful feedback on my research.*	84.7	80.9
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	61.3	65.3
	I receive useful feedback from colleagues at UMD that improves my work.***	46.4	58.3
	Individuals at this institution have made an effort to connect me with important people in my field.***	23.7	35.6
	I have been effectively mentored by someone in my unit.*	33.5	40.5
	I am satisfied with the opportunity I have to collaborate with other UMD faculty. ***	41.8	55.8
	I am satisfied with the collegiality in my unit.	58.2	63.3
	I feel isolated in my department.	22.7	21.6
	I have a voice in decision-making in my unit.	67.5	64.0

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

Recognition

KEY FINDINGS

- About two thirds of ARHU respondents feel recognition for their service contributions (65.6%), and research (66.3%).

- ARHU respondents were more likely than UMD respondents overall to believe that faculty in their unit value their research (69.9% of ARHU vs. 64.2% of UMD), but less likely to have been nominated by someone at UMD for an award (24.6% of ARHU vs. 33.7% of UMD).

- ARHU Faculty of Color were more likely than ARHU White faculty to have been nominated by someone at UMD for an award over the last three years.

- Associate Professors were less likely than Full Professors to believe that faculty in their unit value their research/scholarship.

- Assistant Professors were less likely than Full Professors to have been nominated over the last three years by someone at UMD for an award.

- There were no differences by gender in ARHU respondents' perceptions of recognition.

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

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.**	69.9	64.2
Faculty in my unit value my research/scholarship.	66.3	71.1
Faculty in my unit value my service contributions.	65.6	63.5
Faculty in my unit care about my personal well-being.	60.4	61.4
Over the last three years, have you ever been nominated by someone at UMD for an award? [% Yes]**	24.6	33.7

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

Examples of open-ended comments include:

"...My department overwhelmingly supported me [for promotion]… *I am fortunate the university supports me, my scholarship, and teaching..."*

"...Members of my department [are] *unsupportive of my area of expertise and this has hampered my ability for instance to get* [an award].

Diversity and Inclusion

KEY FINDINGS

- Most ARHU faculty perceive that their unit makes genuine efforts to recruit female faculty and Faculty of Color (74.6% and 66.5%, respectively).

- ARHU faculty were less likely than UMD faculty overall to agree that the opportunities for female faculty and Faculty of Color at UMD are at least as good as those for male and White faculty (38.3% of ARHU vs. 50.5% of UMD, and 35.8% of ARHU vs. 46.5% of UMD, respectively).

- ARHU faculty were more likely than UMD faculty overall to agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar (43.2% of ARHU vs. 33.8% of UMD), and to have experienced discrimination in their unit based on their individual or multiple identities (33.5% of ARHU vs. 22.6% of UMD).

- ARHU women faculty were less likely than ARHU men faculty to agree that the opportunities for female faculty and faculty of Color at UMD are at least as good as those for male and White faculty, and that their unit makes genuine efforts to recruit female faculty.

- ARHU women faculty were more likely than ARHU men faculty to feel that they have to work harder than some of their colleagues to be perceived as a legitimate scholar, and more likely to have experienced discrimination in their unit based on their individual or multiple identities.

- ARHU Faculty of Color were less likely than ARHU White faculty to agree that the opportunities for female faculty and faculty of Color at UMD are at least as good as those for male and White faculty.

- ARHU Faculty of Color were less likely than ARHU White faculty to perceive their unit's efforts to recruit female faculty and Faculty of Color, and more likely to have to work harder than some of their colleagues to be perceived as a legitimate scholar.

- Associate Professors were less likely than Full Professors to agree that the opportunities for female faculty and Faculty of Color at UMD are at least as good as those for male and White faculty.

Table 5. Faculty Perceptions of Diversity and Inclusion at UMD

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty. ***	38.3	50.5
The opportunities for faculty of Color at UMD are at least as good as for those for White faculty. ***	35.8	46.5
I have to work harder than some of my colleagues to be perceived as a legitimate scholar. **	43.2	33.8
I have experienced discrimination in my unit based on my individual or multiple identities. ***	33.5	22.6
My unit makes genuine efforts to recruit female faculty.	74.6	74.6
My unit makes genuine efforts to recruit faculty of Color.	66.5	67.9

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

Examples of open-ended comments include:

"I have experienced gender based discrimination and have witnessed it on the basis of race and sexual orientation in my unit on promotion issues."

"...Female faculty members started at lower salaries; sexual harassment; assumption of brilliance in men and hard work in women."

"Persistent disregard for issues of diversity..."

"Failure to take race and even more so gender into consideration in hiring decisions."

Work-Life Integration

KEY FINDINGS:

ARHU respondents were generally less satisfied than UMD respondents overall with their experiences of work-life integration at UMD.

- Similar to other UMD faculty, only about a third of ARHU respondents have role-models in their unit for how to create a satisfying work-life balance.

- About half of ARHU respondents agree that their unit supports faculty scheduling work commitments around family schedules (50.8%), and that faculty in their unit can be honest with colleagues about family/life roles and responsibilities (54.4%).

- ARHU respondents were less likely than UMD respondents overall to have control over creating a satisfying work-life balance (47.9% of ARHU vs. 55.6% of UMD) and to be satisfied with their unit's culture around work-life balance (42.0% of ARHU vs. 51.7% of UMD).

- ARHU respondents were less likely than UMD respondents overall to believe that the institution does what it can to make family life and the tenure track compatible (26.4% of ARHU vs. 34.7% of UMD).

- ARHU respondents were less likely than UMD respondents overall to agree that there is no bias against family care-giving in their unit (41.5% of ARHU vs. 49.7% of UMD).

- ARHU women faculty were less likely than ARHU men faculty to have control over creating a satisfying work-life balance, less likely than ARHU men faculty to agree that the institution does what it can to make family life and the tenure track compatible, and more likely to perceive bias against family care-giving in their unit.

- Assistant Professors were less likely than Full Professors to have taken strategic steps toward creating a satisfactory work-life balance.

- Assistant and Associate Professors were less likely than Full Professors to have control over creating a satisfying work-life balance.

- Assistant and Associate Professors were more likely than Full Professors to perceive bias against family care-giving in their unit.

- There were no differences by race in ARHU respondents' perceptions of work-life integration at UMD.

Table 6. Perceptions of Work-life Integration at UMD

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	68.8	65.5
In general, I feel I have control over creating a satisfying work-life balance.**	47.9	55.6
I am satisfied with my unit's culture around work-life balance. *	42.0	51.7
There are role-models in my unit of how to create a satisfying work-life balance.	35.2	35.6
The institution does what it can to make family life and the tenure track compatible.**	26.4	34.7
My unit supports faculty scheduling work commitments around family schedules.	50.8	55.9
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	54.4	60.2
There is NO bias against family care-giving in my unit.*	41.5	49.7

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

Examples of open-ended comments include:

> *"Affordable, accessible, high quality childcare on campus* [is recommended to improve work-life balance at UMD]."
>
> *"I resent the fact that work/life balance is only seen in terms of 'family.' If someone is single or without children it somehow works to minimize that person's equally as pressing need for a work life balance…."*

Career Advancement and Institutional Support of Career Advancement

KEY FINDINGS

- Similar to other UMD faculty, about two thirds of ARHU respondents perceive tenure requirements and process as clear and fair, and over half of ARHU respondents perceive promotion requirements and process for advancing to Full Professor as clear and fair.

- The majority of ARHU respondents indicated that they seize opportunities when they are presented to them to advance in their career (74.6%), and that they have intentionally made choices to focus their career in ways that are personally meaningful to them (83.9%).

- ARHU faculty were more likely than UMD faculty overall to have little control over their career advancement (19.2% of ARHU vs. 15.2% of UMD).

- ARHU respondents were less likely than UMD faculty overall to agree that faculty in their unit have the freedom to succeed there if they work hard (62.2% of ARHU vs. 69.5% of UMD), and less likely to have received helpful feedback from their department chair/unit head in support of their career advancement (42.3% of ARHU vs. 51.3% of UMD).

- ARHU respondents were more likely than UMD respondents overall to have concerns about opportunities for their own career advancement (44.3% of ARHU vs. 34.7% of UMD).

- ARHU Faculty of Color were less likely than ARHU White faculty to have intentionally made choices to focus their career in ways that are personally meaningful to them.

- Associate Professors were more likely than Assistant Professors to feel stuck in their ability to advance in their career.

- Associate Professors were more likely than Full Professors to have concerns about their own career advancement opportunities at UMD.

- Assistant Professors were less likely than Associate or Full Professors to perceive the tenure requirements in their unit as clear.

- Assistant and Associate Professors were less likely than Full Professors to perceive the promotion requirements for advancing to Full Professor in their unit as clear.

- Assistant and Associate Professors were less likely than Full Professors to perceive the tenure process in their unit as fair.

- Associate Professors were less likely than Full Professors to perceive the promotion process for advancing to Full Professor in their unit as fair.

- There were no differences by gender in ARHU respondents' perceptions of career advancement and institutional support of career advancement.

Table 7. Career Advancement and Institutional Support of Career Advancement

	Survey Item	ARHU % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	67.4	70.0
	I seize opportunities when they are presented to me to advance in my career.	74.6	80.1
	I feel stuck in my ability to advance in my career.	20.3	20.4
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	83.9	85.6
	In general, I feel that I have little control over whether I advance in my career.*	19.2	15.2
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.*	62.2	69.5
	I have received helpful feedback from my department chair/unit head in support of my career advancement.*	42.3	51.3
	In my unit, the tenure requirements are clear.	67.7	67.2
	In my unit, the promotion requirements for advancing to Full Professor are clear.	52.1	52.0
	In my unit, the tenure process is fair.	64.6	69.7
	In my unit, the promotion process for advancing to Full Professor is fair.	54.0	56.2

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

Examples of open-ended comments include:

> *"No clear path to promotion."*
> *"The budgetary picture at our university in general leaves me with concerns about advancing at the salary level."*

Evaluation of Research and Creative Work

KEY FINDINGS

- Similar to other UMD respondents, over a half of ARHU respondents agree that interdisciplinary scholarship is rewarded in their unit, and over a third agree that in their unit faculty are rewarded for taking risks and trying to be cutting edge in their research.

- ARHU respondents were less likely than UMD respondents overall to agree that engaged scholarship is rewarded in their unit (42.6% of ARHU vs. 51.5% of UMD).

- ARHU respondents were less likely than UMD respondents overall to agree that collaborative research and grant work is encouraged in their unit's reward system (37.5% of ARHU vs. 55.5% of UMD).

- There were no differences by gender, race, or rank in ARHU respondents' perception of the evaluation of research and creative work**.**

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

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	58.3	55.3
Engaged scholarship is rewarded in my unit.*	42.6	51.5
Collaborative research and grant work is encouraged in our unit's reward system.***	37.5	55.5
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	42.6	44.4

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

Fair and Manageable Workload

KEY FINDINGS

- About two thirds of ARHU respondents agree that managing their teaching responsibilities is largely under their control (69.6%); however, fewer ARHU respondents perceive support in their department for effective teaching (52.4%).

- The majority of ARHU respondents agree that their research agenda is largely under their control (85.9%).

- ARHU respondents were less likely than UMD respondents overall to feel in control of their participation in service activities (47.6% of ARHU 52.9% of UMD) and less likely to feel that the distribution of campus service work in their department is fair (50.8% of ARHU vs. 63.9% of UMD).

- ARHU women faculty were less likely than ARHU men faculty to say no to additional on-campus service activities without negative consequences for their career and to have their research agenda under their control. ARHU women faculty were also less likely than ARHU men faculty to perceive the distribution of campus service work in their department as fair.

- ARHU Faculty of Color were less likely than ARHU White faculty to feel that they have their research agenda under their control.

- Associate Professors were less likely than Full Professors to report they could say no to additional on-campus service activities without negative consequences for their career.

- Associate Professors were less likely than Assistant Professors to perceive the distribution of campus service work in their department as fair.

Table 9. Respondent Perception of Fair and Manageable Workload

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	69.6	68.6
There is support in my department for effective teaching.	52.4	52.2
I feel in control of my participation in service activities.*	47.6	52.9
It is possible for me to say no to additional on-campus service activities without negative consequences.	47.9	52.1
My research agenda is largely under my control.	85.9	88.7

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

Examples of open-ended comments include:

"With so much of their time devoted to committee work and service, women on campus are negatively impacted when it comes time for salary/merit review and promotion review…"
"Workload in teaching and service is inordinate and does not match system expectations."

Leadership Opportunities

KEY FINDINGS

- About half of ARHU respondents agree that there are opportunities in their college for faculty to become involved as leaders, and less than half have been encouraged at least once during the past twelve months to pursue a leadership position.

- There were no significant differences between ARHU and UMD respondents overall in their perception of leadership opportunities.

- Associate Professors were more likely than Assistant Professors to have been encouraged during the past twelve months by anyone at UMD to pursue a leadership position.

- There were no differences by gender or race in ARHU respondents' perceptions of leadership opportunities.

Table 10. Respondent Perceptions Regarding Leadership

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	55.5	59.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	42.3	40.3

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

Satisfaction with Resources and Conditions at UMD

KEY FINDINGS

- Most ARHU respondents were satisfied with their amount of autonomy (66.5%), the quality of graduate students in their program (62.4%), and the diversity on campus (62.3%).

- The fewest ARHU respondents were satisfied with assistance with research administration in their unit (17.7%), their salary and benefits (30.4%), the priorities and vision of their college/school (32.6%), and the amount of access to TAs and RAs (32.8%).

- ARHU respondents were more likely than UMD respondents overall to be satisfied with the quality of graduate students in their program (62.4% of ARHU vs. 59.4% of UMD) and undergraduate students (56.3% of ARHU vs. 53.4% of UMD).

- ARHU respondents were less likely than UMD respondents overall to be satisfied with their overall experience working in their unit (60.1% of ARHU vs. 68.1% of UMD), the amount of autonomy they have in their role as a faculty member (66.5% of ARHU vs. 76.3% of UMD), the quality of campus facilities (48.2% of ARHU vs. 50.5% of UMD), expectations for committee service (38.5% of ARHU vs. 44.7% of UMD), the amount of time they spend on research vs. teaching and service (36.1% of ARHU vs. 43.1% of

UMD), assistance with research administration in their unit (17.7% of ARHU vs. 42.7% of UMD), their salary and benefits (30.4% of ARHU vs. 42.4% of UMD), and the priorities and vision of their college/school (32.6% of ARHU vs. 40.6% of UMD).

- ARHU women faculty were less likely than ARHU men faculty to be satisfied with expectations for committee service and the amount of time they spend on research versus teaching and service, and more likely to be satisfied with the quality of undergraduate students.

- ARHU Faculty of Color were more likely than ARHU White faculty to be satisfied with the University's location, and less likely to be satisfied with the amount of access to TAs and RAs, the diversity on campus, the amount of time they spend on research versus teaching and service, and the sense of fit between their values and those of their unit.

- Associate Professors were less likely than Full Professors to be satisfied with amount of access to TAs and RAs, the amount of time they spend on research versus teaching and service, and the transparency of decision-making within their unit.

- Associate Professors were less likely than Assistant Professors to be satisfied with assistance with research administration in their unit and their overall experience working at UMD.

- Associate Professors were less likely than Assistant and Full Professors to be satisfied with their salary and benefits.

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

Survey Item	ARHU % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member***	66.5	76.3
My overall experience working in my unit *	60.1	68.1
The diversity on campus	62.3	66.9
The support of colleagues here	57.8	64.2
My overall experience working at UM	58.5	63.0
The University's location	60.4	62.8
The quality of graduate students in my program**	62.4	59.4
My unit's national reputation	52.6	58.7
The sense of fit between my values and those of my unit	54.2	57.8
The University's national reputation	53.1	55.6
The quality of undergraduate students*	56.3	53.4
The quality of campus facilities *	48.2	50.5
The transparency of decision-making within my unit	46.4	49.4
Clerical/administrative support	44.5	47.8
Professional assistance for improving teaching	50.3	45.7
Expectations for committee service**	38.5	44.7
The amount of time I spend on research vs. teaching & service**	36.1	43.1
Assistance with research administration in my unit ***	17.7	42.7
My salary and benefits***	30.4	42.4
Priorities and vision of my college/school **	32.6	40.6
Amount of access to TAs, RAs	32.8	39.1
Assistance with finding grants	33.3	35.0

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

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- 31.1% of ARHU respondents indicated their intent to leave the university in the next two years.

- 8.8% of ARHU respondents indicated their intent to leave the academic profession in the next two years.

- ARHU faculty were more likely than UMD faculty overall to have at least one faculty member who left their unit in the past three years (73.7% of ARHU vs. 82.6% of UMD) (p<.001).

- 43.0% of ARHU respondents had had an outside offer while at UMD; of those who had an outside offer while at UMD, 56.6% had an outside offer in the last 5 years.

- Among those individuals who had an outside offer while at UMD, 48.8% said that the offer resulted in a salary increase; and among those individuals who had an outside offer in the last 5 years, 43.5% said that the offer resulted in a salary increase.

- ARHU faculty were less likely than UMD faculty overall to leave to be closer to family (1.5% of ARHU vs. 4.3% of UMD).

- The most frequent reasons ARHU respondents listed for intending to leave were for a higher salary (24.7%), for an offer from a more prestigious department or institution (16.0%), and retirement (14.4%).

- If one or more colleagues left their unit in the last 3 years, in ARHU they were more likely to do so for retirement (18.0% of ARHU vs. 12.1% of UMD).

- The most frequent reasons for ARHU colleagues' leaving included retirement (18.0%), a higher salary (13.9), and an offer from a more prestigious department or institution (8.8%).

- ARHU women faculty were less likely than ARHU men faculty to have had an outside offer while at UMD.

- If they intended to leave the University or the academic profession in the next two years, ARHU women faculty were more likely than ARHU men faculty to do so for an offer with a higher salary.

- If they intended to leave the University or the academic profession in the next two years, ARHU Faculty of Color were more likely than ARHU White faculty to do so for potential for better work-life balance in a different type of position.

- With the increase in rank, the number of outside offers while at UMD has increased.

- If they intended to leave the University or the academic profession in the next two years, Associate Professors were more likely than Full Professors to do so for an offer with a higher salary, and Assistant Professors were more likely than Associate Professors to do so for career opportunities at another institution for their spouse/partner.

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]	ARHU % Selected	UMD % Selected
An offer with a higher salary	24.7	20.6
An offer from a more prestigious department or institution	16.0	14.3
Retirement	14.4	11.0
Other	3.1	7.1
Lack of collegiality in my unit	6.2	4.3
To be closer to family*	1.5	4.3
An offer from an institution in a more desirable geographic location	2.6	4.2
Potential for better work-life balance in a different type of position	3.1	3.5
Career opportunities at another institution for my spouse/partner	2.6	2.3
An offer for a position outside academe	1.5	1.9
Poor likelihood of tenure/promotion or contract renewal	0	1.4
Better work-life policies	1.0	1.1
I'm not well suited to the faculty career	<1.0	<1.0
Better campus climate for faculty of color at another institution	<1.0	<1.0
Better campus climate for women at another institution	<1.0	<1.0
Better campus climate for GLTBQ faculty at another institution	0	0

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

Table 13. Colleague's Reasons for Leaving UMD

Considering the most recent case of departure, what was the primary reason that he or she left UMD? [please check one]	ARHU % Selected	UMD % Selected
An offer with a higher salary	13.9	18.1
An offer from a more prestigious department or institution	8.8	12.3
Retirement**	18.0	12.1
Poor likelihood of tenure/promotion or contract renewal	5.7	8.2
Other	7.7	7.3
To be closer to family	4.6	4.7
Lack of collegiality in my unit	4.1	3.9
An offer from an institution in a more desirable geographic location	1.0	3.2
Faculty member not well suited to the faculty career	2.1	2.6
Career opportunities at another institution for my spouse/partner	<1.0	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	<1.0	1.3
Better work-life policies	1.5	<1.0
Better campus climate for GLTBQ faculty at another institution	<1.0	<1.0
Better campus climate for women at another institution	<1.0	<1.0
Better campus climate for faculty of color at another institution	<1.0	<1.0

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

Perceptions of Productivity

KEY FINDINGS

- 44.0% of ARHU respondents (vs. 52.3% of UMD respondents) ranked themselves as more productive than researchers of their rank nationwide (*p*<.05).

- 19.4% of ARHU respondents (vs. 15.1% of UMD respondents) ranked themselves as less productive than researchers of their rank nationwide (*p*<.05).

- 43.4% of ARHU respondents believed their unit views them as more productive than researchers of their rank nationwide.

- 19.0% of ARHU respondents believed their unit views them as less productive than researchers of their rank nationwide.

- ARHU women faculty were less likely than ARHU men faculty to rate high their own overall research/scholarly productivity compared to scholars of their rank nationwide, and to think that their unit views their overall level of research/scholarly productivity as high, compared to researchers/scholars of their rank nationwide.

- ARHU Faculty of Color were less likely than ARHU White faculty to think that their unit views their overall level of research/scholarly productivity as high, compared to researchers/scholars of their rank nationwide.

- Full Professors were more likely than Assistant and Associate Professors to rate their overall research/scholarly productivity high, compared to scholars of their rank nationwide.

- Full Professors were more likely than Assistant and Associate Professors to think their unit views their overall level of research/scholarly productivity high, compared to researchers/scholars of their rank nationwide.

Examples of open-ended comments include:

"The most important thing this institution could do to support my research is pay competitive salaries and not tolerate paycuts, especially when new capital projects are going forward… Other campuses like UMBC were able to avoid furloughs by delaying capital spending. Our campus made a different decision, and it's wrong."

"The most useful single thing to enhance research productivity would be to provide more release time from teaching…"

"Value the arts and humanities!!!"

ARHU Differences by Gender: Summary

KEY FINDINGS

In many areas of the survey, ARHU tenure-track/tenured faculty responses differed significantly by gender (p<.05). ARHU women faculty were generally less satisfied than ARHU men faculty with areas of professional networks, fair and manageable workload, work-life integration, satisfaction with resources and conditions at UMD, diversity and inclusion, organizational commitment and intent to leave, and productivity.

- ARHU women faculty were less likely than ARHU men faculty to have a core discussion network with one or more members who were influential in their field.

- ARHU women faculty were less likely than ARHU men faculty to say no to additional on-campus service activities without negative consequences for their career and to have their research agenda under their control. ARHU women faculty were also less likely than ARHU men faculty to perceive the distribution of campus service work in their department as fair.

- ARHU women faculty were less likely than ARHU men faculty to have control over creating a satisfying work-life balance, less likely than ARHU men faculty to agree that the institution does what it can to make family life and the tenure track compatible, and more likely to perceive bias against family care-giving in their unit.

- ARHU women faculty were less likely than ARHU men faculty to be satisfied with expectations for committee service and the amount of time they spend on research versus teaching and service, and more likely to be satisfied with the quality of undergraduate students.

- ARHU women faculty were less likely than ARHU men faculty to agree that the opportunities for female faculty and faculty of Color at UMD are at least as good as those

for male and White faculty, and that their unit makes genuine efforts to recruit female faculty.

- ARHU women faculty were more likely than ARHU men faculty to have to work harder than some of their colleagues to be perceived as a legitimate scholar, and more likely to have experienced discrimination in their unit based on their individual or multiple identities.

- ARHU women faculty were less likely than ARHU men faculty to rate high their own overall research/scholarly productivity compared to scholars of their rank nationwide, and to think that their unit views their overall level of research/scholarly productivity as high, compared to researchers/scholars of their rank nationwide.

- ARHU women faculty were less likely than ARHU men faculty to have ever had an outside offer while at UMD.

- If they intended to leave the University or the academic profession in the next two years, ARHU women faculty were more likely than ARHU men faculty to do so for an offer with a higher salary.

Table 14. Survey Items That Showed Statistically Significant Differences in ARHU Responses by Gender

Survey Item	Women		Men		p-value
	M	SD	M	SD	
They include one or more members who are influential in my field.*	4.34	0.74	4.57	0.55	.023
It is possible for me to say no to additional on-campus service activities without negative consequences for my career.*	3.11	1.06	3.42	0.98	.041
My research agenda is largely under my control.**	4.02	0.92	4.39	0.71	.002
In general, I feel I have control over creating a satisfying work-life balance.**	3.03	1.13	3.47	1.03	.006
The institution does what it can to make family life and the tenure track compatible.**	2.59	1.08	3.10	1.03	.001
There is NO bias against family care-giving in my unit.*	3.15	1.02	3.50	1.16	.029
I am satisfied with expectations for committee service.*	2.85	1.09	3.20	0.98	.019
I am satisfied with the quality of undergraduate students.**	3.61	0.87	3.25	0.93	.006
I am satisfied with the amount of time I spend on research versus teaching and service.***	2.44	1.07	3.26	1.13	<.001
The opportunities for female faculty at UMD are at least as good as those for male faculty.***	2.46	1.08	3.65	0.92	<.001
The opportunities for faculty of color at UMD are at least as good as for those for White faculty.***	2.57	0.98	3.56	0.99	<.001
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.***	3.58	1.12	2.68	1.17	<.001
I have experienced discrimination (either overt or subtle) in my unit based on my individual or multiple identities.***	3.05	1.28	2.35	1.21	<.001
My unit makes genuine efforts to recruit female faculty.**	3.76	1.01	4.23	0.86	.001
How would you rate your overall research/scholarly productivity compared to scholars of your rank nationwide?*	3.22	1.10	3.60	1.19	.024
How do you think your unit views your overall level of research/scholarly productivity, compared to	3.13	1.05	3.67	1.06	.001

researchers/scholars of your rank nationwide?**			
Overall, do you feel the distribution of campus service work in your department is fair?*	42.9%	59.1%	.024
Have you ever had an outside offer while at UM?**	32.3%	54.3%	.002
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?*	32.0%	17.0%	.016

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.

ARHU Differences by Race: Summary

KEY FINDINGS

In most areas of the survey, ARHU tenure-track/tenured faculty responses did not differ significantly by race. However, there were several important differences in the areas of faculty learning, career advancement, recognition, fair and manageable workload, diversity and inclusion, satisfaction with resources and conditions at UMD, organizational commitment and intent to leave, and productivity.

- ARHU Faculty of Color were less likely than ARHU 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.

- ARHU Faculty of Color were less likely than ARHU White faculty to have intentionally made choices to focus their career in ways that are personally meaningful to them.

- ARHU Faculty of Color were less likely than ARHU White faculty to have their research agenda under their control.

- ARHU Faculty of Color were more likely than ARHU White faculty to be satisfied with the University's location, and less likely to be satisfied with the amount of access to TAs

and RAs, the diversity on campus, the amount of time they spend on research versus teaching and service, and the sense of fit between their values and those of their unit.

- ARHU Faculty of Color were less likely than ARHU White faculty to agree that the opportunities for female faculty and faculty of Color at UMD are at least as good as those for male and White faculty.

- ARHU Faculty of Color were less likely than ARHU White faculty to perceive that their unit's efforts to recruit female faculty and faculty of Color, and more likely to have to perceive that they have to work harder than some of their colleagues to be perceived as a legitimate scholar.

- ARHU Faculty of Color were less likely than ARHU White faculty to think that their unit views their overall level of research/scholarly productivity as high, compared to researchers/scholars of their rank nationwide.

- ARHU Faculty of Color were more likely than ARHU White faculty to have been nominated by someone at UMD for an award over the last three years.

- If they intended to leave the University or the academic profession in the next two years, ARHU Faculty of Color were more likely than ARHU White faculty to do so for potential for better work-life balance in a different type of position.

Table 15. Survey Items That Showed Statistically Significant Differences in ARHU 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.*	3.99	1.02	3.43	1.30	.034
I have intentionally made choices to focus my career in ways that are personally meaningful to me.*	4.21	0.74	3.90	1.01	.049
My research agenda is largely under my control.**	4.27	0.80	3.83	1.00	.009
I am satisfied with the amount of access to TAs, RAs.**	2.94	1.13	2.32	1.08	.006
I am satisfied with the University's location.**	3.66	1.10	4.17	0.87	.008
I am satisfied with the diversity on campus.**	3.76	0.86	3.16	1.00	.001
I am satisfied with the amount of time I spend on research versus teaching and service.*	2.93	1.16	2.39	1.17	.019
I am satisfied with the sense of fit between my values and those of my unit.*	3.44	1.17	2.90	1.15	.021
The opportunities for female faculty at UMD are at least as good as those for male faculty.*	3.12	1.17	2.61	1.05	.025
The opportunities for faculty of color at UMD are at least as good as for those for White faculty.***	3.18	1.08	2.42	1.02	<.001
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.***	2.99	1.21	3.90	1.08	<.001
My unit makes genuine efforts to recruit female faculty.**	4.07	0.92	3.55	1.12	.005
My unit makes genuine efforts to recruit faculty of Color.*	3.88	1.01	3.32	1.35	.035
How do you think your unit views your overall level of research/scholarly productivity, compared to researchers/scholars of your rank nationwide?*	3.46	1.09	3.03	0.96	.035
Over the last three years have you ever been nominated by someone at UMD for an award?*	21.3%		42.9%		.015
Potential for better work-life balance in a different type of position: If you are likely to leave the University or the academic profession in the next two years, what would be the primary reason?*	1.8%		9.7%		.021

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.

ARHU Differences by Rank: Summary

KEY FINDINGS

In many areas of the survey, ARHU tenure-track/tenured faculty responses differed significantly by rank (p<.05): Institutional Support for Learning, Institutional Support of Professional Networks, career advancement and institutional support of career advancement, work-life integration, fair and manageable workload, diversity and inclusion, satisfaction with resources and conditions at UMD, organizational commitment and intent to leave, leadership opportunities, recognition, and productivity.

- Associate Professors were less likely than Assistant Professors to perceive their unit's financial support of their learning in their field or discipline.

- Associate Professors were less likely than Assistant Professors to agree that individuals at this institution have made an effort to connect them with important people in their field.

- Full and Associate Professors were less likely than Assistant Professors to have been effectively mentored by someone in their unit.

- Associate Professors were more likely than Assistant Professors to feel stuck in their ability to advance in their career.

- Associate Professors were more likely than Full Professors to have concerns about their own career advancement opportunities at UMD.

- Assistant Professors were less likely than Associate or Full Professors to perceive the tenure requirements in their unit as clear.

- Assistant and Associate Professors were less likely than Full Professors to perceive the promotion requirements for advancing to Full Professor in their unit as clear.

- Assistant and Associate Professors were less likely than Full Professors to perceive the tenure process in their unit as fair.

- Associate Professors were less likely than Full Professors to perceive the promotion process for advancing to Full Professor in their unit as fair.

- Associate Professors were less likely than Full Professors to say no to additional on-campus service activities without negative consequences for their career.

- Associate Professors were less likely than Assistant Professors to perceive the distribution of campus service work in their department as fair.

- Assistant Professors were less likely than Full Professors to have taken strategic steps toward creating a satisfactory work-life balance.

- Assistant and Associate Professors were less likely than Full Professors to have control over creating a satisfying work-life balance.

- Assistant and Associate Professors were more likely than Full Professors to perceive bias against family care-giving in their unit.

- Associate Professors were less likely than Full Professors to be satisfied with amount of access to TAs and RAs, the amount of time they spend on research versus teaching and service, and the transparency of decision-making within their unit.

- Associate Professors were less likely than Assistant Professors to be satisfied with assistance with research administration in their unit and their overall experience working at UMD.

- Associate Professors were less likely than Assistant and Full Professors to be satisfied with their salary and benefits.

- Associate Professors were less likely than Full Professors to agree that the opportunities for female faculty and Faculty of Color at UMD are at least as good as those for male and White faculty.

- Associate Professors were less likely than Full Professors to believe that faculty in their unit value their research/scholarship.

- Assistant Professors were less likely than Full Professors to have been nominated over the last three years by someone at UMD for an award.

- Full Professors were more likely than Assistant and Associate Professors to rate their overall research/scholarly productivity high, compared to scholars of their rank nationwide.

- Full Professors were more likely than Assistant and Associate Professors to think their unit views their overall level of research/scholarly productivity high, compared to researchers/scholars of their rank nationwide.

- Associate Professors were more likely than Assistant Professors have ever been encouraged during the past twelve months by anyone at UMD to pursue a leadership position.

- With the increase in rank, the number of outside offers while at UMD has increased.

- If they intended to leave the University or the academic profession in the next two years, Associate Professors were more likely than Full Professors to do so for an offer with a higher salary, and Assistant Professors were more likely than Associate Professors to do so for career opportunities at another institution for their spouse/partner.

Table 16. Survey Items That Showed Statistically Significant Differences in ARHU Responses by Rank

Survey Item	Assistant		Associate		Full		p-value
	M	SD	M	SD	M	SD	
My unit has financially supported my learning in my field or discipline.*	3.81*	0.90	3.14*	1.33	3.37	1.21	.030
Individuals at this institution have made an effort to connect me with important people in my field.*	3.09*	1.15	2.48*	1.14	2.65	1.05	.029

I have been effectively mentored by someone in my unit.**	3.56**	1.24	2.89*	1.34	2.69**	1.07	.001
I feel stuck in my ability to advance in my career.**	2.06*	0.77	2.76*	1.29	2.38	1.04	.008
In my unit, the tenure requirements are clear.**	3.13**	1.26	3.72*	1.19	3.86**	0.96	.008
In my unit, the promotion requirements for advancing to Full Professor are clear.*	3.03*	1.05	3.21*	1.29	3.69*	1.11	.010
In my unit, the tenure process is fair.**	3.44*	0.98	3.59*	1.17	4.05*	0.99	.006
In my unit, the promotion process for advancing to Full Professor is fair.**	3.37	0.93	3.35**	1.07	3.88**	1.12	.005
It is possible for me to say no to additional on-campus service activities without negative consequences for my career.*	3.13	0.87	3.11*	1.12	3.51*	0.94	.035
I have taken strategic steps toward creating a satisfactory work-life balance.*	3.34*	1.00	3.72	0.89	3.89*	0.90	.019
In general, I feel I have control over creating a satisfying work-life balance.**	2.81**	1.00	3.13*	1.12	3.57*	1.03	.002
There is NO bias against family care-giving in my unit.**	2.91**	0.73	3.16**	1.18	3.69**	1.05	.001
I am satisfied with amount of access to TAs, RAs.*	3.06	1.04	2.59*	1.23	3.03*	1.03	.027
I am satisfied with assistance with research administration in my unit.*	3.06*	0.88	2.54*	0.96	2.81	0.91	.018
I am satisfied with my overall experience working at UMD.***	4.00***	0.62	3.10***	1.25	3.49	1.09	<.001
I am satisfied with my salary and benefits.***	2.88*	1.07	2.20**	1.21	2.93**	1.29	<.001
I am satisfied with the amount of time I spend on research versus teaching and service.*	2.91	1.12	2.61*	2.10	3.08*	1.14	.047
I am satisfied with the transparency of decision-making within my unit.**	3.13	1.07	2.83**	1.25	3.42**	1.20	.009
The opportunities for female faculty at UMD are at least as good as those for male faculty.*	3.00	0.88	2.84*	1.27	3.30*	1.12	.044

The opportunities for faculty of color at UMD are at least as good as for those for White faculty.*	3.13	0.81	2.81*	1.16	3.30*	1.09	.018
Faculty in my unit value my research/scholarship.*	3.91	0.86	3.51*	1.16	3.97*	0.95	.012
How would you rate your overall research/scholarly productivity compared to scholars of your rank nationwide?***	3.06**	0.91	3.12***	1.13	3.89***	1.13	<.001
How do you think your unit views your overall level of research/scholarly productivity, compared to researchers/scholars of your rank nationwide?***	3.06**	0.95	3.11***	1.10	3.85***	0.96	<.001
Do you have any concerns about your own opportunities to advance in your career at UM?***	53.1%		57.5%***		24.7%***		<.001
Overall, do you feel the distribution of campus service work in your department is fair?**	74.2%**		39.1%**		54.8%		.002
Over the last three years have you ever been nominated by someone at UMD for an award?**	6.7%**		20.0%		38.2%*		.002
Have you ever had an outside offer while at UM?***	18.8%***		31.0%***		67.6%***		<.001
During the past twelve months, how many times have you been encouraged, by anyone at UM, to pursue leadership positions? (% at least once)**	12.5%**		51.1%**		44.6%		.001
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?***	28.1%		36.4%***		9.5%***		<.001
Career opportunities at another institution for my spouse/partner: If you are likely to leave the University or the academic profession in the next two years, what would be the primary reason?*	9.4%*		0%*		2.7%		.016
Retirement: If you are likely to leave the University or the academic profession in the next two years, what would be the primary reason?***	3.1%***		8.0%***		27.0%***		<.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.

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

Survey Findings from the College of Arts and Humanities	2011	2013	2015
	% Agree/Strongly Agree		
Faculty Learning and Institutional Support for Learning			
The University provides an environment that stimulates my academic learning.	39%	53.0%	42.6%
Professional Networks and Institutional Support of Professional Networks			
I feel isolated in my department.	32%	25.2%	22.7%
I am satisfied with the collegiality in my unit.	40%	58.8%	58.2%
I am satisfied with the opportunity to collaborate with other UMD faculty.	25%	39.3%	41.8%
Diversity and Inclusion			
The opportunities for female faculty at UMD are at least as good as those for male faculty.	33%	45.5%	38.3%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	30%	40.4%	35.8%
I have experienced discrimination in my unit based on my individual or multiple identities.	42%	32.0%	33.5%
Work-Life Integration			
I am satisfied with my unit's culture around work-life balance.	34%	47.5%	42.0%
The institution does what it can to make family life and the tenure track compatible.	20%	29.7%	26.4%
Career Advancement and Institutional Support of Career Advancement			
In my unit, the tenure requirements are clear.	67%	68.3%	67.7%
In my unit, the promotion requirements for advancing to Full Professor are clear.	39%	53.8%	52.1%
In my unit, the tenure process is fair.	61%	64.0%	64.6%
In my unit, the promotion process for advancing to Full Professor is fair.	39%	48.1%	54.0%
I have concerns about my own career advancement at UMD.	52%	42.7%	44.3%
Fair and Manageable Workload			
I feel in control of my participation in service activities.	35%	48.4%	47.6%
There is support in my department for effective teaching.	44%	56.7%	52.4%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	37%	51.9%	47.9%
I am satisfied with the amount of time spent on research versus teaching and service.	22%	34.6%	36.1%
Satisfaction with Resources and Conditions at UMD			
I am satisfied with my overall experience working at UM.	52%	60.6%	58.5%
I am satisfied with my overall experience working in my unit.	51%	64.1%	60.1%
I am likely to leave the university in the next two years.	36%	28.9%	31.3%

Note: In 2011, 25% of ARHU tenure track faculty responded to the FWES, in 2013 47%, and in 2015 60%.