

# ADVANCE

**ADVANCE Program for Inclusive Excellence**

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



**The UMD Work Environment Survey for Tenure-Track/Tenured Faculty  
2015 Results for the College of Computer, Mathematical, and Natural Sciences (CMNS)**

**UMD ADVANCE Research and Evaluation Team**

**KerryAnn O'Meara,**

**Director of UMD ADVANCE**

**[komeara@umd.edu](mailto:komeara@umd.edu)**

**Alexandra Kuvaeva**

**Research Assistant, UMD ADVANCE**

**[akuvaeva@umd.edu](mailto:akuvaeva@umd.edu)**

**Kristen Corrigan**

**Projects Manager, UMD ADVANCE**

**[corrigan@umd.edu](mailto:corrigan@umd.edu)**

## Table of Contents

|   |    |
|---|----|
| Introduction.....   | 2  |
| Respondents .....   | 2  |
| Data Analysis .....   | 3  |
| CMNS Survey Results .....   | 4  |
| Faculty Learning and Institutional Support for Learning .....                 | 4  |
| Professional Networks and Institutional Support of Professional Networks..... | 5  |
| Recognition.....  | 8  |
| Diversity and Inclusion.....  | 9  |
| Work-Life Integration.....  | 11 |
| Career Advancement and Institutional Support of Career Advancement.....       | 12 |
| Evaluation of Research and Creative Work.....                                 | 15 |
| Fair and Manageable Workload.....   | 16 |
| Leadership Opportunities.....   | 17 |
| Satisfaction with Resources and Conditions at UMD.....                        | 18 |
| Organizational Commitment and Intent to Leave.....                            | 21 |
| Perceptions of Productivity.....  | 24 |
| CMNS Differences by Gender: Summary .....                                     | 25 |
| CMNS Differences by Race: Summary .....                                       | 30 |
| CMNS Differences by Rank: Summary .....                                       | 31 |

## **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 tenure-track/tenured faculty at the University of Maryland, College Park. The breakdown of the total respondent population as compared with the respondents from CMNS 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 CMNS (n=172), approximately 52% of the 2015 tenure-track/tenured CMNS faculty as of March 26, 2015. Of the CMNS respondents, 14.5% were on the tenure track and 85.4% were tenured. Of the CMNS tenure-track/tenured respondents, 18.6% were female and 81.4% were male. Regarding race, 14.0% were Faculty of Color and 86.0% were White faculty. Lastly, CMNS respondents were 14.5% Assistant Professors, 24.4% Associate Professors, and 61.0% Full Professors.

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

| <b>Survey Response rate:<br/>UMD 53.3% (n=854); CMNS 52.1% (n=172)</b> |            |             |
|--|------------|-------------|
| <b>Respondents</b>   | <b>UMD</b> | <b>CMNS</b> |
| Women faculty  | 41.3%      | 18.6%       |
| Men faculty  | 58.7%      | 81.4%       |
| Faculty of Color   | 19.9%      | 14.0%       |
| White faculty  | 80.1%      | 86.0%       |
| Assistant Professors   | 23.5%      | 14.5%       |
| Associate Professors   | 32.4%      | 24.4%       |
| Full Professors  | 44.0%      | 61.0%       |

### **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 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 CMNS results and university-wide results for a sense of the areas where CMNS tenure-track 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 CMNS respondents related to specific themes.

## CMNS Survey Results

### Faculty Learning and Institutional Support for Learning

#### KEY FINDINGS

- Over half of CMNS respondents agreed that their unit supports their learning external to campus (57.6%) and that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning (52.9%).
- CMNS respondents were more likely than other UMD respondents overall to agree that, in the last twelve months, they have gained knowledge or skills that have made them a better teacher (75.1% of CMNS vs. 66.4% of UMD respondents) and contributed to their research and/or scholarly agenda (83.6% of CMNS vs. 74.9% of UMD), and that they set aside time to advance their scholarly learning (79.4% of CMNS vs. 73.0% of UMD).
- CMNS respondents were also more likely than other UMD respondents overall to perceive that their unit (68.6% of CMNS vs. 58.1% of UMD) and the university (60.0% of CMNS vs. 51.7% of UMD) provides an environment that stimulates their academic learning.
- However, CMNS respondents were less likely than UMD respondents overall to indicate that their unit has financially supported their learning in their field or discipline (34.3% of CMNS vs. 48.4% of UMD).
- CMNS women faculty were less likely than CMNS men faculty to agree that their unit has financially supported their learning in their field or discipline.
- CMNS Faculty of Color were more likely than CMNS White faculty to agree that their unit provides an environment that stimulates their academic learning.
- Associate Professors were less likely than Assistant Professors to agree that their unit supports their learning external to campus, and that the university provides an environment that stimulates their academic learning. Associate Professors were less

likely than Full Professors to perceive that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning.

Associate Professors were also less likely than Assistant or Full Professors to agree that their unit provides an environment that stimulates their academic learning.

- Assistant Professors were more likely than Associate or Full Professors to indicate that their unit has financially supported their learning in their field or discipline.

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

|   | Survey Item  | CMNS<br>% Agree /<br>Strongly<br>Agree | UMD<br>% Agree /<br>Strongly<br>Agree |
|---|--|--|---------------------------------------|
| Faculty Learning                          | In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.*** | 83.6                                   | 74.9                                  |
|   | In the last twelve months, I set aside time to advance my scholarly learning.*                                     | 79.4                                   | 73.0                                  |
|   | In the last twelve months, I have gained knowledge or skills that have made me a better teacher.**                 | 75.1                                   | 66.4                                  |
| Institutional Support of Faculty Learning | My unit supports my learning external to campus.   | 57.6                                   | 59.5                                  |
|   | My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.         | 52.9                                   | 52.7                                  |
|   | My unit provides an environment that stimulates my academic learning.**  | 68.6                                   | 58.1                                  |
|   | The University provides an environment that stimulates my academic learning.*                                      | 60.0                                   | 51.7                                  |
|   | My unit has financially supported my learning in my field or discipline.***  | 34.3                                   | 48.4                                  |

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

## Professional Networks and Institutional Support of Professional Networks

### KEY FINDINGS

- About two thirds of CMNS respondents indicated that they had relationships with other faculty on campus that supported their career advancement (67.4%), that they received useful feedback from colleagues at UMD that improved their work (63.4%), that they are

satisfied with the collegiality in their unit (69.2%), and that they have a voice in decision-making in their unit (64.0%).

- Only about a third of CMNS respondents agreed that individuals at this institution have made an effort to connect them with important people in their field (30.2%), and that they have been effectively mentored by someone in their unit (38.9%).
- 20.3% of CMNS respondents feel isolated in their department.
- CMNS respondents were less likely than UMD respondents overall to have a core discussion network that lets them know of professional opportunities (63.1% of CMNS vs. 71.4% of UMD), but more likely to be satisfied with the opportunity they have to collaborate with other UMD faculty (64.3% of CMNS vs. 55.8% of UMD).
- CMNS respondents were less likely than UMD respondents overall to have their core discussion network off campus (50.9% of CMNS vs. 59.0% of UMD) ( $p < .05$ ).
- Similar to other faculty at UMD, most CMNS faculty respondents perceived that their professional network was helpful in a number of areas, including influence, visibility, and feedback.
- CMNS women faculty were less likely than CMNS men faculty to agree that their core discussion network includes one or more members who are influential in their field. CMNS women faculty were also less likely than CMNS men faculty to receive useful feedback from colleagues at UMD that improves their work, less likely to indicate that individuals at this institution have made an effort to connect them with important people in their field, and were more likely to feel isolated in their department.
- CMNS Faculty of Color were more likely than CMNS White faculty to indicate that they receive useful feedback from colleagues at UMD that improves their work, and to be satisfied with the opportunity they have to collaborate with other UMD faculty. CMNS

Faculty of Color were also less likely than CMNS White faculty to feel isolated in their department.

- Assistant Professors were more likely than Associate or Full Professors to be satisfied with institutional support for professional networks and to have been effectively mentored by someone in their unit. Assistant Professors were more likely than Full Professors to have relationships with other faculty on campus that have supported their career advancement.

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

| Survey Item                      |  | CMNS % Agree/<br>Strongly Agree | UMD % Agree/<br>Strongly Agree |
|----------------------------------|--|---------------------------------|--------------------------------|
| Professional Networks            | My core discussion network enhances my visibility in my field.                                       | 77.6                            | 79.3                           |
|                                  | My core discussion network lets me know of professional opportunities. *                             | 63.1                            | 71.4                           |
|                                  | My core discussion network includes one or more members who are influential in my field.             | 79.4                            | 84.1                           |
|                                  | My core discussion network provides helpful feedback on my research.                                 | 86.9                            | 80.9                           |
| Support of Professional Networks | I have relationships with other faculty on campus that have supported my career advancement.         | 67.4                            | 65.3                           |
|                                  | I receive useful feedback from colleagues at UMD that improves my work.                              | 63.4                            | 58.3                           |
|                                  | Individuals at this institution have made an effort to connect me with important people in my field. | 30.2                            | 35.6                           |
|                                  | I have been effectively mentored by someone in my unit.  | 38.9                            | 40.5                           |
|                                  | I am satisfied with the opportunity I have to collaborate with other UMD faculty. **                 | 64.3                            | 55.8                           |
|                                  | I am satisfied with the collegiality in my unit.   | 69.2                            | 63.3                           |
|                                  | I feel isolated in my department.  | 20.3                            | 21.6                           |
|                                  | I have a voice in decision-making in my unit.  | 64.0                            | 64.0                           |

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

## Recognition

### KEY FINDINGS

- About two thirds of CMNS respondents feel recognition for their teaching (64.3%) and service contributions (63.1%), and perceive other faculty care about their personal well-being (62.1%).
- CMNS respondents were more likely than UMD respondents overall to perceive that their research/scholarship is valued by faculty in their unit (75.0% of CMNS vs. 71.1% of UMD).
- CMNS respondents were less likely than UMD respondents overall to have been nominated over the last three years by someone at UMD for an award (26.8% of CMNS vs. 33.7% of UMD).
- CMNS women faculty were less likely than CMNS men faculty to agree that faculty in their unit value their teaching and service contributions and care about their personal well-being.
- CMNS Faculty of Color were more likely than CMNS White faculty to agree that faculty in their unit value their teaching contributions.
- Associate Professors were less likely than Assistant Professors to agree that faculty in their unit care about their personal well-being.

**Table 4.** Respondent Perceptions of Recognition

| Survey Item  | CMNS<br>% Agree /<br>Strongly<br>Agree | UMD<br>% Agree /<br>Strongly<br>Agree |
|--|--|---------------------------------------|
| Faculty in my unit value my teaching contributions.  | 64.3                                   | 64.2                                  |
| Faculty in my unit value my research/scholarship.*   | 75.0                                   | 71.1                                  |
| Faculty in my unit value my service contributions.   | 63.1                                   | 63.5                                  |
| Faculty in my unit care about my personal well-being.  | 62.1                                   | 61.4                                  |
| Over the last three years, have you ever been nominated by someone at UMD for an award? [% Yes]* | 26.8                                   | 33.7                                  |

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

**Examples of open-ended comments include:**

*“My unit does not recognize achievements in research and administration. Only male colleagues are nominated for campus fellowships and awards.”*

*“There are more expectations from female faculty for service activities and no reward. Only male colleagues are nominated for DST awards, outstanding director awards etc.”*

**Diversity and Inclusion**

**KEY FINDINGS**

- CMNS respondents were more satisfied with their experiences of diversity and inclusion than other faculty at UMD overall. For example, about two thirds of CMNS faculty perceive that their unit makes genuine efforts to recruit female faculty (77.4%) and Faculty of Color (62.5%).
- CMNS respondents were more likely than UMD respondents to agree that the opportunities for female faculty at UMD are at least as good as those for men faculty (57.7% of CMNS vs. 50.5% of UMD), and that the opportunities for Faculty of Color at UMD are at least as good as those for White faculty (55.1% for CMNS vs. 46.5% for UMD).
- CMNS respondents were less likely than UMD respondents to agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar (24.4% of CMNS vs. 33.8% of UMD), and they were less likely to have experienced discrimination in their unit based on their individual or multiple identities (12.9% of CMNS vs. 22.6% of UMD).
- CMNS women faculty were less likely than CMNS 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 and Faculty of Color. CMNS women faculty were more likely than CMNS men faculty to perceive that they have to work harder than some of their colleagues to be perceived as a legitimate scholar, and more likely to indicate that they have experienced discrimination in their unit based on their individual or multiple identities.

- CMNS Faculty of Color were more likely than CMNS White faculty to perceive that their unit makes genuine efforts to recruit female faculty.
- There were no differences by rank in CMNS respondents' perceptions of diversity and inclusion at UMD.

**Table 5.** Faculty Perceptions of Diversity and Inclusion at UMD

| Survey Item   | CMNS<br>% Agree /<br>Strongly<br>Agree | UMD<br>% Agree /<br>Strongly<br>Agree |
|---|--|---------------------------------------|
| The opportunities for female faculty at UMD are at least as good as those for male faculty. *         | 57.7                                   | 50.5                                  |
| The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty. ** | 55.1                                   | 46.5                                  |
| I have to work harder than some of my colleagues to be perceived as a legitimate scholar. ***         | 24.4                                   | 33.8                                  |
| I have experienced discrimination in my unit based on my individual or multiple identities. ***       | 12.9                                   | 22.6                                  |
| My unit makes genuine efforts to recruit female faculty.  | 77.4                                   | 74.6                                  |
| My unit makes genuine efforts to recruit Faculty of Color.  | 62.5                                   | 67.9                                  |

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

**Examples of open-ended comments include:**

*“I actually feel the strongest gender-based hostility from undergraduates. I am teaching in a male-dominated field and [my college] does not seem to do a good job overcoming gender discrepancies in STEM fields...”*

*“I received systematic discrimination as a young female faculty member here in many ways... My department is much better in that regard now.”*

## **Work-Life Integration**

### KEY FINDINGS:

- Over half of CMNS respondents agree that there is no bias against family care-giving in their unit, and that their unit supports faculty scheduling work commitments around family schedules.
- About two thirds of CMNS respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance, they have control over creating a satisfying work-life balance, and that in their unit faculty can be honest with colleagues about family/life roles and responsibilities.
- About a third of the respondents agreed that there are role-models in their unit for how to create a satisfying work-life balance, and that the institution does what it can to make family life and the tenure track compatible.
- CMNS respondents were more likely than UMD respondents overall to be satisfied with their unit's culture around work-life balance (57.1% of CMNS vs. 51.7% of UMD).
- CMNS women faculty were less likely than CMNS male faculty to agree that there are role models in their unit for how to create a satisfying work-life balance.
- There were no differences by race or rank in CMNS respondents' perceptions of work-life integration at UMD.

**Table 6.** Perceptions of Work-life Integration at UMD

| Survey Item   | CMNS<br>% Agree /<br>Strongly<br>Agree | UMD<br>% Agree /<br>Strongly<br>Agree |
|---|--|---------------------------------------|
| I have taken strategic steps toward creating a satisfactory work-life balance.                  | 66.7                                   | 65.5                                  |
| In general, I feel I have control over creating a satisfying work-life balance.                 | 61.9                                   | 55.6                                  |
| I am satisfied with my unit's culture around work-life balance. *                               | 57.1                                   | 51.7                                  |
| There are role-models in my unit of how to create a satisfying work-life balance.               | 35.9                                   | 35.6                                  |
| The institution does what it can to make family life and the tenure track compatible.           | 36.3                                   | 34.7                                  |
| My unit supports faculty scheduling work commitments around family schedules.                   | 55.4                                   | 55.9                                  |
| In my unit, faculty can be honest with colleagues about family/life roles and responsibilities. | 62.9                                   | 60.2                                  |
| There is NO bias against family care-giving in my unit.   | 52.1                                   | 49.7                                  |

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

### **Career Advancement and Institutional Support of Career Advancement**

#### **KEY FINDINGS**

- The majority of CMNS respondents indicated that they seize opportunities when they are presented to them to advance in their career (79.3%), and that they have intentionally made choices to focus their career in ways that are personally meaningful to them (83.4%).
- 14.8% of CMNS respondents indicated that they feel stuck in their ability to advance in their career, and only 10.7% feel that they have little control over advancement in their career.

- CMNS respondents were more likely than UMD respondents overall to agree that faculty in their unit have the freedom to succeed here if they work hard (74.6% of CMNS vs. 69.5% of UMD).
- CMNS respondents were more likely than UMD respondents overall to perceive clear requirements and fair processes for tenure and for advancing to Full Professor.
- CMNS respondents were less likely than UMD respondents overall to have concerns about their own advancement (25.7% of CMNS vs. 34.7% of UMD) ( $p < .01$ ).
- CMNS women faculty were less likely than CMNS men faculty to agree that they have intentionally made choices to focus their career in ways that are personally meaningful to them and that faculty in their unit have the freedom to succeed there if they work hard. CMNS women faculty perceived tenure requirements and process in their unit as less clear and fair. CMNS women faculty were also more likely than CMNS men faculty to have concerns about their opportunities for career advancement at UMD.
- There were no differences by race in CMNS respondents' perceptions of career advancement and institutional support of career advancement.
- Associate Professors were less likely than Full Professors to perceive the promotion requirements and process for advancing to Full Professors as clear and fair. Associate Professors were more likely than Assistant or Full Professors to feel stuck in their ability to advance in their career. Assistant Professors were more likely than Associate or Full Professors to have received helpful feedback from their department chair/unit head in support of their career advancement.

**Table 7.** Career Advancement and Institutional Support of Career Advancement

| Survey Item                   |  | CMNS<br>% Agree/<br>Strongly<br>Agree | UMD %<br>Agree/<br>Strongly<br>Agree |
|-------------------------------|--|---------------------------------------|--------------------------------------|
| Career Advancement            | I have been strategic in achieving my career goals.  | 66.9                                  | 70.0                                 |
|                               | I seize opportunities when they are presented to me to advance in my career.                             | 79.3                                  | 80.1                                 |
|                               | I feel stuck in my ability to advance in my career.  | 14.8                                  | 20.4                                 |
|                               | I have intentionally made choices to focus my career in ways that are personally meaningful to me.       | 83.4                                  | 85.6                                 |
|                               | In general, I feel that I have little control over whether I advance in my career.                       | 10.7                                  | 15.2                                 |
| Support of Career Advancement | Faculty in my unit have the freedom to succeed here if they work hard. *                                 | 74.6                                  | 69.5                                 |
|                               | I have received helpful feedback from my department chair/unit head in support of my career advancement. | 48.8                                  | 51.3                                 |
|                               | In my unit, the tenure requirements are clear. **  | 76.9                                  | 67.2                                 |
|                               | In my unit, the promotion requirements for advancing to Full Professor are clear. ***                    | 66.3                                  | 52.0                                 |
|                               | In my unit, the tenure process is fair. ***  | 82.0                                  | 69.7                                 |
|                               | In my unit, the promotion process for advancing to Full Professor is fair. **                            | 69.5                                  | 56.2                                 |

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

**Examples of open-ended comments include:**

*“Funding is limited from the Federal Government and UMD should develop more mechanisms to help fund good scientists who are struggling in this bad environment. “*

*“Lack of clarity in tenure requirements raises concerns of advancement.”*

## Evaluation of Research and Creative Work

### KEY FINDINGS

- About half of CMNS respondents agreed that interdisciplinary and engaged scholarship is rewarded in their unit.
- CMNS respondents were more likely than UMD respondents overall to agree that collaborative research and grant work is encouraged in their unit's reward system (66.1% of CMNS vs. 55.5% of UMD), and that faculty in their unit are rewarded for taking risks and trying to be cutting edge in their research (50.6% of CMNS vs. 44.4% of UMD).
- CMNS women faculty were less likely than CMNS men faculty to agree that engaged and interdisciplinary scholarship is rewarded in their unit and that collaborative research and grant work is encouraged.
- There were no differences by race in CMNS respondents' perception of the evaluation of research and creative work.
- Associate Professors were less likely than Assistant Professors to agree that collaborative research and grant work is encouraged in their unit's reward system. Assistant Professors were more likely than Associate or Full Professors to agree that engaged scholarship is rewarded in their unit.

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

| Survey Item   | CMNS<br>% Agree /<br>Strongly<br>Agree | UMD<br>% Agree /<br>Strongly<br>Agree |
|---|--|---------------------------------------|
| Interdisciplinary scholarship is rewarded in my unit.   | 57.9                                   | 55.3                                  |
| Engaged scholarship is rewarded in my unit.   | 49.0                                   | 51.5                                  |
| Collaborative research and grant work is encouraged in our unit's reward system. **                   | 66.1                                   | 55.5                                  |
| In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research. ** | 50.6                                   | 44.4                                  |

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

## Fair and Manageable Workload

### KEY FINDINGS

- About two thirds of CMNS respondents agreed that managing their teaching responsibilities is largely under their control, and that there is support in their department for effective teaching.
- CMNS respondents were more satisfied than UMD respondents overall with their perception of fair and manageable workloads. For example, CMNS respondents were more likely than UMD respondents overall to agree that their research agenda is largely under their control (93.0% of CMNS vs. 88.7% of UMD), to feel in control of their participation in service activities (63.9% of CMNS vs. 52.9% of UMD), and to agree that it is possible for them to say no to additional on-campus service activities without negative consequences (60.8% of CMNS vs. 52.1% of UMD).
- CMNS respondents were more likely than UMD respondents overall to perceive the distribution of campus service work in their unit as fair (74.7% of CMNS vs. 63.9% of UMD) ( $p < .01$ ).
- CMNS women faculty were less likely than CMNS men faculty to indicate that it is possible for them to say no to additional on-campus service activities without negative consequences for their career.
- Assistant Professors were more likely than Associate Professors to perceive support in their department for effective teaching.
- There were no differences by race in CMNS respondents' perceptions of fair and manageable workload.

**Table 9.** Respondent Perception of Fair and Manageable Workload

| Survey Item  | CMNS<br>% Agree /<br>Strongly<br>Agree | UMD<br>% Agree /<br>Strongly<br>Agree |
|--|--|---------------------------------------|
| Managing my teaching responsibilities is largely under my control.   | 73.1                                   | 68.6                                  |
| There is support in my department for effective teaching.  | 59.1                                   | 52.2                                  |
| I feel in control of my participation in service activities. ***   | 63.9                                   | 52.9                                  |
| It is possible for me to say no to additional on-campus service activities without negative consequences. ** | 60.8                                   | 52.1                                  |
| My research agenda is largely under my control. *  | 93.0                                   | 88.7                                  |

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

#### Examples of open-ended comments include:

*“Our departmental leadership regularly reviews service and teaching loads, and tries to balance them in a way that is sensitive to junior faculty. Those of us who are tenured understand and expect to carry heavier service loads...”*

*“[The distribution of campus service work] falls too heavily on females, African-Americans, and on a few colleagues.”*

*“We have a rotation system that is clear and published annually so everyone knows past, current and future expectations. Works well. No surprises. Is Fair.”*

### Leadership Opportunities

#### KEY FINDINGS

- About two thirds of CMNS respondents agreed that there are opportunities in their college for faculty to become involved as leaders (63.7%).
- 37.2% of CMNS respondents agreed that they have been encouraged at least once during the past twelve months to pursue a leadership position.

- With increase in rank, the number of faculty who reported being encouraged to pursue a leadership position (at least once during the past twelve months) increased.
- There were no significant differences between CMNS and UMD respondents in perception of leadership opportunities.
- There were no differences by gender or race in CMNS respondents' perceptions of leadership opportunities.

**Table 10.** Respondent Perceptions Regarding Leadership

| Survey Item  | CMNS<br>% Agree /<br>Strongly<br>Agree | UMD<br>% Agree /<br>Strongly<br>Agree |
|--|--|---------------------------------------|
| There are opportunities in my college for faculty to become involved as leaders.   | 63.7                                   | 59.3                                  |
| During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once] | 37.2                                   | 40.3                                  |

There were no significant differences in means between CMNS and UMD respondents at  $p < .05$ .

### Satisfaction with Resources and Conditions at UMD

#### KEY FINDINGS

- Most CMNS respondents were satisfied with their amount of autonomy (79.3%), their overall experience with their unit (74.4%), the diversity on campus (72.6%), and the support of colleagues (65.5%).
- The fewest number of CMNS respondents were satisfied with priorities and vision of their college (45.9%), and assistance with finding grants (48.5%).
- CMNS respondents were more likely than other UMD respondents to be satisfied with the diversity on campus (72.6% of CMNS vs. 66.9% of UMD), expectations for committee service (55.6% of CMNS vs. 44.7% of UMD), the amount of time they spend on research vs. teaching and service (51.2% of CMNS vs. 43.1% of UMD), assistance with research administration in their unit (59.0% of CMNS vs. 42.7% of UMD), their

salary and benefits (55.4% of CMNS vs. 42.4% of UMD), priorities and vision of their college (45.9% of CMNS vs. 40.6% of UMD), amount of access to TAs and RAs (50.3% of CMNS vs. 39.1% of UMD), and assistance with finding grants (48.5% of CMNS vs. 35.0% of UMD).

- CMNS women faculty were less likely than CMNS men faculty to be satisfied with the amount of access to TAs and RAs, the amount of time they spend on research versus teaching and service, the transparency of decision-making within their unit, the support of colleagues, the sense of fit between their values and those of their unit, and their overall experience working in their unit.
- CMNS Faculty of Color were more likely than CMNS White faculty to be satisfied with the transparency of decision-making within their unit, the sense of fit between their values and those of their unit, the quality of campus facilities, and the priorities and vision of their college.
- Associate Professors were less likely than Assistant Professors to be satisfied with assistance with finding grants, the amount of time they spend on research versus teaching and service, the transparency of decision-making within their unit, the support of colleagues, the sense of fit between their values and those of their unit, the quality of campus facilities, the priorities and vision of their college, and their overall experience with their unit. Associate Professors were less likely than Full or Assistant Professors to be satisfied with the quality of graduate students in their program.
- Assistant Professors were more likely than Associate or Full Professors to be satisfied with their overall experience at UMD, their salary and benefits, and clerical/administrative support.
- Full Professors were less likely than Assistant Professors to be satisfied with the university's national reputation.

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

| Survey Item   | CMNS<br>% Satisfied/<br>Very Satisfied | UMD<br>% Satisfied/<br>Very Satisfied |
|---|--|---------------------------------------|
| The amount of autonomy I have in my role as a faculty member    | 79.3                                   | 76.3                                  |
| My overall experience working in my unit                        | 74.4                                   | 68.1                                  |
| The diversity on campus**                                       | 72.6                                   | 66.9                                  |
| The support of colleagues here                                  | 65.5                                   | 64.2                                  |
| My overall experience working at UMD                            | 64.3                                   | 63.0                                  |
| The University's location                                       | 61.5                                   | 62.8                                  |
| The quality of graduate students in my program                  | 58.9                                   | 59.4                                  |
| My unit's national reputation                                   | 63.1                                   | 58.7                                  |
| The sense of fit between my values and those of my unit         | 60.7                                   | 57.8                                  |
| The University's national reputation                            | 52.4                                   | 55.6                                  |
| The quality of undergraduate students                           | 58.6                                   | 53.4                                  |
| The quality of campus facilities                                | 52.1                                   | 50.5                                  |
| The transparency of decision-making within my unit              | 53.3                                   | 49.4                                  |
| Clerical/administrative support                                 | 52.7                                   | 47.8                                  |
| Professional assistance for improving teaching                  | 51.8                                   | 45.7                                  |
| Expectations for committee service***                           | 55.6                                   | 44.7                                  |
| The amount of time I spend on research vs. teaching & service** | 51.2                                   | 43.1                                  |
| Assistance with research administration in my unit***           | 59.0                                   | 42.7                                  |
| My salary and benefits***                                       | 55.4                                   | 42.4                                  |
| Priorities and vision of my college/school*                     | 45.9                                   | 40.6                                  |
| Amount of access to TAs, RAs***                                 | 50.3                                   | 39.1                                  |
| Assistance with finding grants***                               | 48.5                                   | 35.0                                  |

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

## Organizational Commitment and Intent to Leave

### KEY FINDINGS:

- CMNS respondents were less likely than UMD respondents overall to indicate their intent to leave the university (22.5% of CMNS vs. 27.6% of UMD) ( $p < .05$ ).
- The most frequent reasons CMNS respondents listed for intending to leave UMD were for an offer from a more prestigious department or institution (22.1%), a higher salary (11.0%), retirement (7.6%), and an offer from an institution in a more desirable geographic location (7.0%).
- 40.4% of CMNS respondents overall (vs. 46.4% of UMD respondents) had an outside offer while at UMD; of those who had an outside offer while at UMD, 44.1% had an outside offer in the last 5 years.
- Among those individuals who had an outside offer while at UMD, 43.9% stated that the offer resulted in a salary increase; and among those individuals who had an outside offer in the last 5 years, 40.0% stated that the offer resulted in a salary increase.
- 82.4% of CMNS respondents (vs. 82.6% of UMD respondents overall) indicated that there was at least one faculty member who left their unit in the past three years.
- 7.6% of CMNS respondents overall (vs. 8.8% of UMD respondents) stated they were likely to leave the academic profession in the next two years.
- If one or more colleagues left their unit in the last 3 years, the most frequent reasons given by CMNS respondents included an offer from a more prestigious department or institution (12.8%), for a higher salary (11.0%), and retirement (10.5%).
- When indicating intent to leave the university or the academic profession, CMNS respondents were more likely than UMD respondents to leave for an offer from a more prestigious department or institution (22.1% of CMNS vs. 14.3% of UMD), and for an offer from an institution in a more desirable geographic location (7.0% of CMNS vs.

4.2% of UMD), but less likely to leave for a higher salary (11.0% of CMNS vs. 20.6% of UMD).

- CMNS respondents were more likely than UMD respondents overall to indicate that their colleagues left for an offer from an institution in a more desirable geographic location (5.8% of CMNS vs. 3.2% of UMD), but less likely for a higher salary (11.0% of CMNS vs. 18.1% of UMD).
- CMNS women faculty were less likely than CMNS men faculty to indicate their intent to leave the academic profession in the next two years.
- If they were to leave the university or the academic profession in the next two years, CMNS women faculty were more likely than CMNS men faculty to do so for an offer for a position outside academe.
- If they were to leave the university or the academic profession in the next two years, Assistant Professors were more likely than Full Professors to do so for career opportunities at another institution for their spouse/partner.
- There were no differences by race among CMNS respondents in reasons for intending to leave UMD.

**Table 12.** Respondents' Reasons for Intending to Leave UMD or The Academic Profession

| <b>If you are likely to leave the University or the academic profession in the next two years, what would be the primary reasons=?<br/>[Please check one primary reason]</b> | <b>CMNS<br/>N=54<br/>% Selected</b> | <b>UMD<br/>% Selected</b> |
|--|-------------------------------------|---------------------------|
| An offer with a higher salary**  | 11.0                                | 20.6                      |
| An offer from a more prestigious department or institution**   | 22.1                                | 14.3                      |
| Retirement   | 7.6                                 | 11.0                      |
| Other  | 6.4                                 | 7.1                       |
| Lack of collegiality in my unit  | 3.5                                 | 4.3                       |
| To be closer to family   | 3.5                                 | 4.3                       |
| An offer from an institution in a more desirable geographic location*  | 7.0                                 | 4.2                       |
| Potential for better work-life balance in a different type of position   | 3.5                                 | 3.5                       |
| Career opportunities at another institution for my spouse/partner  | 2.9                                 | 2.3                       |
| An offer for a position outside academe  | 3.5                                 | 1.9                       |
| Poor likelihood of tenure/promotion or contract renewal  | 1.7                                 | 1.4                       |
| Better work-life policies  | 1.2                                 | 1.1                       |
| I'm not well suited to the faculty career  | 1.2                                 | <1.0                      |
| Better campus climate for Faculty of Color at another institution  | <1.0                                | <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 CMNS and UMD respondents at \*\*\*p<.001, \*\*p<.01, \*p<05

**Table 13.** Colleagues' Reasons for Leaving UMD

| <b>Considering the most recent case of departure, what was the primary reason that he or she left UMD? [please check one]</b> | <b>CMNS<br/>% Selected</b> | <b>UMD<br/>% Selected</b> |
|---|----------------------------|---------------------------|
| An offer with a higher salary**   | 11.0                       | 18.1                      |
| An offer from a more prestigious department or institution  | 12.8                       | 12.3                      |
| Retirement  | 10.5                       | 12.1                      |
| Poor likelihood of tenure/promotion or contract renewal   | 8.1                        | 8.2                       |
| Other   | 11.6                       | 7.3                       |
| To be closer to family  | 6.4                        | 4.7                       |

|  |      |      |
|--|------|------|
| Lack of collegiality in my unit  | 3.5  | 3.9  |
| An offer from an institution in a more desirable geographic location * | 5.8  | 3.2  |
| Faculty member not well suited to the faculty career                   | 1.2  | 2.6  |
| Career opportunities at another institution for my spouse/partner      | 2.3  | 1.9  |
| Potential for better work-life balance in a different type of position | <1.0 | 1.8  |
| An offer for a position outside academe                                | 1.7  | 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 CMNS and UMD respondents at \*\*\*p<.001, \*\*p<.01, \*p<.05

## Perceptions of Productivity

### KEY FINDINGS

- 50.6% of CMNS respondents ranked themselves as more productive than researchers of their rank nationwide.
- 13.9% of CMNS respondents ranked themselves as less productive than researchers of their rank nationwide.
- 42.1% of CMNS respondents believed their unit views them as more productive than researchers of their rank nationwide.
- 23.2% of CMNS respondents believed their unit views them as less productive than researchers of their rank nationwide.
- CMNS women faculty were less likely than CMNS men faculty to perceive that their unit views their overall research/scholarly productivity as productive compared to researchers/scholars of their rank nationwide.
- Associate Professors were less likely than Full Professors to rate their overall research/scholarly productivity as more productive than that of scholars of their rank

nationwide, and to perceive their unit views of their research productivity as more productive than that of scholars of their rank nationwide.

- There were no differences by race in CMNS respondents' perceptions of productivity.

**Examples of open-ended comments include:**

*“As far as I am concerned, my department and other entities do an excellent job enabling me to pursue my research activities.”*

*“If the environment were more collaborative, both intellectually and in terms of infrastructure, I, along with my colleagues, would be more productive.”*

**CMNS Differences by Gender: Summary**

**KEY FINDINGS**

In many areas of the survey, CMNS tenure-track/tenured faculty responses differed significantly by gender ( $p < .05$ ). CMNS women faculty were generally less satisfied than CMNS men faculty on almost all aspects of the survey, including leadership opportunities, faculty learning and institutional support for learning, professional networks and institutional support of professional networks, work-life integration, diversity and inclusion, career advancement and institutional support of career advancement, evaluation of research and creative work, fair and manageable workload, resources and conditions at UMD, recognition, productivity and intent to leave.

- CMNS women faculty were less likely than CMNS men faculty to agree that their unit has financially supported their learning in their field or discipline.
- CMNS women faculty were less likely than CMNS men faculty to agree that their core discussion network includes one or more members who are influential in their field.

- CMNS women faculty were less likely than CMNS men faculty to receive useful feedback from colleagues at UMD that improves their work, less likely to indicate that individuals at this institution have made an effort to connect them with important people in their field, and they were more likely to feel isolated in their department.
- CMNS women faculty were less likely than CMNS men faculty to agree that they have intentionally made choices to focus their career in ways that are personally meaningful to them and that faculty in their unit have the freedom to succeed there if they work hard. CMNS women faculty perceived the tenure requirements and tenure process in their unit and the promotion process for advancing to Full Professor as less clear and/or fair. CMNS women faculty were more likely than CMNS men faculty to have concerns about their opportunities for career advancement at UMD.
- CMNS women faculty were less likely than CMNS men faculty to agree that engaged and interdisciplinary scholarship is rewarded in their unit and that collaborative research and grant work is encouraged.
- CMNS women faculty were less likely than CMNS men faculty to indicate that it is possible for them to decline additional on-campus service activities without negative consequences for their career.
- CMNS women faculty were less likely than CMNS men faculty to agree that there are role models in their unit for how to create a satisfying work-life balance.
- CMNS women faculty were less likely than CMNS men faculty to be satisfied with the amount of access to TAs and RAs, the amount of time they spend on research versus teaching and service, the transparency of decision-making within their unit, the support of colleagues, the sense of fit between their values and those of their unit, and their overall experience working in their unit.

- CMNS women faculty were less likely than CMNS 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 and Faculty of Color. CMNS women faculty were more likely than CMNS men faculty to perceive that they have to work harder than some of their colleagues to be perceived as a legitimate scholar, and more likely to indicate that they have experienced discrimination in their unit based on their individual or multiple identities.
- CMNS women faculty were less likely than CMNS men faculty to agree that faculty in their unit value their teaching and service contributions and care about their personal well-being.
- CMNS women faculty were less likely than CMNS men faculty to perceive that their unit views their overall research/scholarly productivity as productive, compared to researchers/scholars of their rank nationwide.
- Interestingly though, CMNS women faculty were more likely than CMNS men faculty to indicate their intent to leave the academic profession in the next two years.
- If they were to leave the University or the academic profession in the next two years, CMNS women faculty were more likely than CMNS men faculty to do so for an offer for a position outside academe.

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

| Survey Item   | Women |      | Men  |      | p-value |
|---|-------|------|------|------|---------|
|   | M     | SD   | M    | SD   |         |
| My unit has financially supported my learning in my field or discipline. **   | 2.19  | 1.20 | 2.91 | 1.34 | .005    |
| My core discussion network includes one or more members who are influential in my field. **   | 3.73  | 0.94 | 4.26 | 0.86 | .003    |
| I receive useful feedback from colleagues at UMD that improves my work. *   | 3.28  | 1.05 | 3.73 | 0.98 | .023    |
| Individuals at this institution have made an effort to connect me with important people in my field. *  | 2.59  | 1.04 | 3.07 | 1.08 | .024    |
| I feel isolated in my department. **  | 2.84  | 1.37 | 2.19 | 1.20 | .008    |
| I have intentionally made choices to focus my career in ways that are personally meaningful to me.*   | 3.88  | 0.55 | 4.15 | 0.68 | .034    |
| Faculty in my unit have the freedom to succeed here if they work hard. *  | 3.63  | 0.87 | 4.01 | 0.99 | .046    |
| In my unit, the tenure requirements are clear. *  | 3.59  | 0.98 | 3.98 | 0.92 | .037    |
| In my unit, the tenure process is fair. *   | 3.77  | 0.86 | 4.15 | 0.81 | .021    |
| In my unit, the promotion process for advancing to Full Professor is fair. *  | 3.46  | 1.10 | 3.94 | 0.96 | .021    |
| Interdisciplinary scholarship is rewarded in my unit. *   | 3.14  | 1.01 | 3.62 | 1.05 | .030    |
| Engaged scholarship is rewarded in my unit. **  | 2.82  | 1.91 | 3.46 | 1.03 | .003    |
| Collaborative research and grant work where there are co-authors and/or co-principal investigators is encouraged in our unit's reward system. * | 3.34  | 1.11 | 3.81 | 1.00 | .028    |
| It is possible for me to say no to additional on-campus service activities without negative consequences for my career. *                       | 3.28  | 0.85 | 3.69 | 0.81 | .012    |
| There are role models in my unit of how to create a satisfying work-life balance. *   | 2.81  | 0.87 | 3.25 | 0.92 | .016    |

|  |       |      |       |      |       |
|--|-------|------|-------|------|-------|
| I am satisfied with amount of access to TAs, RAs. *  | 2.94  | 0.95 | 3.41  | 1.02 | .018  |
| I am satisfied with my overall experience working in my unit. **   | 3.38  | 1.04 | 3.93  | 0.98 | .005  |
| I am satisfied with the amount of time I spend on research versus teaching and service. *  | 3.00  | 1.08 | 3.40  | 0.96 | .041  |
| I am satisfied with the transparency of decision-making within my unit.*   | 2.97  | 1.09 | 3.40  | 1.07 | .042  |
| I am satisfied with the support of colleagues here. **   | 3.25  | 1.11 | 3.85  | 1.01 | .004  |
| I am satisfied with the sense of fit between my values and those of my unit. *   | 3.19  | 1.03 | 3.63  | 1.00 | .026  |
| The opportunities for female faculty at UMD are at least as good as those for male faculty. ***  | 2.97  | 0.90 | 3.71  | 1.00 | <.001 |
| The opportunities for Faculty of Color at UMD are at least as good as those for White faculty. **  | 3.06  | 0.89 | 3.73  | 0.95 | .001  |
| I have to work harder than some of my colleagues to be perceived as a legitimate scholar. ***  | 3.32  | 1.08 | 2.37  | 1.08 | <.001 |
| I have experienced discrimination (either overt or subtle) in my unit based on my individual or multiple identities.**                     | 2.65  | 1.33 | 1.82  | 0.97 | .002  |
| My unit makes genuine efforts to recruit female faculty.**   | 3.63  | 0.87 | 4.11  | 0.89 | .006  |
| My unit makes genuine efforts to recruit Faculty of Color.**   | 3.34  | 0.83 | 3.85  | 1.03 | .010  |
| Faculty in my unit value my teaching contributions. *  | 3.38  | 1.01 | 3.73  | 0.86 | .044  |
| Faculty in my unit value my service contributions. *   | 3.31  | 0.86 | 3.72  | 0.94 | .026  |
| Faculty in my unit care about my personal well-being. *  | 3.19  | 1.09 | 3.64  | 0.97 | .023  |
| To what extent are you likely to leave the academic profession in the next two years? *  | 3.22  | 0.71 | 3.51  | 0.65 | .028  |
| How do you think your unit views your overall research/scholarly productivity, compared to researchers/scholars of your rank nationwide? * | 2.90  | 1.32 | 3.38  | 1.06 | .035  |
| Do you have any concerns about your own opportunities to advance in your career at UMD? (% Yes) ***  | 50.0% |      | 20.1% |      | <.001 |
| An offer for a position outside academe: If you are  | 9.4%  |      | 2.1%  |      | .044  |

|   |  |  |  |
|---|--|--|--|
| likely to leave the University or the academic profession in the next two years, what would be the primary reason?* |  |  |  |
|---|--|--|--|

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

## CMNS Differences by Race: Summary

### KEY FINDINGS

In most areas of the survey, CMNS tenure-track/tenured faculty responses did not differ significantly by race ( $p < .05$ ). However, there were several important differences. CMNS Faculty of Color were more satisfied than CMNS White faculty on the following statistically significant items:

- CMNS Faculty of Color were more likely than CMNS White faculty to agree that their unit provides an environment that stimulates their academic learning.
- CMNS Faculty of Color were more likely than CMNS White faculty to indicate that they receive useful feedback from colleagues at UMD that improves their work, and to be satisfied with the opportunity they have to collaborate with other UMD faculty. CMNS Faculty of Color were also less likely than CMNS White faculty to feel isolated in their department.
- CMNS Faculty of Color were more likely than CMNS White faculty to be satisfied with the following resources and conditions at UMD: the transparency of decision-making within their unit, the sense of fit between their values and those of their unit, the quality of campus facilities, and the priorities and vision of their college.
- CMNS Faculty of Color were more likely than CMNS White faculty to perceive that their unit makes genuine efforts to recruit female faculty.

- CMNS Faculty of Color were more likely than CMNS White faculty to agree that faculty in their unit value their teaching contributions.

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

| Survey Item  | White |      | Faculty of Color |      | p-value |
|--|-------|------|------------------|------|---------|
|  | M     | SD   | M                | SD   |         |
| My unit provides an environment that stimulates my academic learning. *              | 3.73  | 1.08 | 4.08             | 0.72 | .045    |
| I receive useful feedback from colleagues at UMD that improves my work.*             | 3.57  | 1.02 | 4.13             | 0.80 | .011    |
| I am satisfied with the opportunity I have to collaborate with other UMD faculty. ** | 3.61  | 1.11 | 4.17             | 0.70 | .002    |
| I feel isolated in my department. *  | 2.39  | 1.27 | 1.83             | 1.05 | .043    |
| I am satisfied with the transparency of decision-making within my unit.*             | 3.26  | 1.12 | 3.65             | 0.71 | .033    |
| I am satisfied with the sense of fit between my values and those of my unit. **      | 3.48  | 1.05 | 4.00             | 0.60 | .001    |
| I am satisfied with the quality of campus facilities. *                              | 3.27  | 0.98 | 3.74             | 0.81 | .032    |
| I am satisfied with the priorities and vision of my college/school.*                 | 3.17  | 1.08 | 3.61             | 0.66 | .010    |
| My unit makes genuine efforts to recruit female faculty.*                            | 3.95  | 0.93 | 4.45             | 0.60 | .015    |
| Faculty in my unit value my teaching contributions. **                               | 3.59  | 0.91 | 4.08             | 0.65 | .003    |

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

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

### CMNS Differences by Rank: Summary

#### KEY FINDINGS

In many important areas of the survey, CMNS tenure-track/tenured faculty responses differed significantly by rank ( $p<.05$ ).

- Associate Professors were less likely than Assistant Professors to agree that their unit supports their learning external to campus, and that the university provides an environment that stimulates their academic learning. Associate Professors were less

likely than Full Professors to perceive that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning.

Associate Professors were also less likely than Assistant or Full Professors to agree that their unit provides an environment that stimulates their academic learning. Assistant Professors were more likely than Associate or Full Professors to indicate that their unit has financially supported their learning in their field or discipline.

- Assistant Professors were more likely than Associate or Full Professors to be satisfied with the institutional support for professional networks. Assistant Professors were more likely than Full Professors to have relationships with other faculty on campus that have supported their career advancement. Assistant Professors were also more likely than Associate or Full Professors to have been effectively mentored by someone in their unit.
- Associate Professors were less likely than Full Professors to perceive the promotion requirements and process for advancing to Full Professor as clear and fair. Associate Professors were more likely than Assistant or Full Professors to feel stuck in their ability to advance in their career. Assistant Professors were more likely than Associate or Full Professors to have received helpful feedback from their department chair/unit head in support of their career advancement.
- Associate Professors were less likely than Assistant Professors to agree that collaborative research and grant work is encouraged in their unit's reward system. Assistant Professors were more likely than Associate or Full Professors to agree that engaged scholarship is rewarded in their unit.
- Assistant Professors were more likely than Associate Professors to perceive support in their department for effective teaching.
- Associate Professors were less likely than Assistant Professors to be satisfied with assistance with finding grants, the amount of time they spend on research versus teaching

and service, the transparency of decision-making within their unit, the support of colleagues, the sense of fit between their values and those of their unit, the quality of campus facilities, the priorities and vision of their college, and their overall experience with their unit. Associate Professors were also less likely than Full or Assistant Professors to be satisfied with the quality of graduate students in their program. Assistant Professors were more likely than Associate or Full Professors to be satisfied with their overall experience at UMD, their salary and benefits, and clerical/administrative support. Full Professors were less likely than Assistant Professors to be satisfied with the university's national reputation.

- Associate Professors were less likely than Assistant Professors to agree that faculty in their unit care about their personal well-being.
- Associate Professors were less likely than Full Professors to rate their overall research/scholarly productivity as more productive than that of scholars of their rank nationwide, and to perceive their unit views of their research productivity as more productive than that of scholars of their rank nationwide.
- With the increase in rank, the number of faculty who reported having been encouraged to pursue a leadership position at least once during the past twelve months increased.
- If they were to leave the university or the academic profession in the next two years, Assistant Professors were more likely than Full Professors to do so for career opportunities at another institution for their spouse/partner.

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

| Survey Item   | Assistant |      | Associate |      | Full    |      | p-value |
|---|-----------|------|-----------|------|---------|------|---------|
|   | M         | SD   | M         | SD   | M       | SD   |         |
| My unit supports my learning external to campus. **   | 4.20**    | 0.71 | 3.21**    | 1.00 | 3.68    | 1.19 | <.001   |
| My unit has helped me to make room among my responsibilities for immersing myself in my academic learning. *                                    | 3.56      | 1.12 | 3.02*     | 1.07 | 3.56*   | 1.18 | .032    |
| My unit provides an environment that stimulates my academic learning. **  | 4.28**    | 0.74 | 3.36**    | 0.96 | 3.83**  | 1.09 | .001    |
| The University provides an environment that stimulates my academic learning. *  | 3.88*     | 0.88 | 3.24*     | 0.91 | 3.60    | 1.11 | .039    |
| My unit has financially supported my learning in my field or discipline.***   | 3.72***   | 1.34 | 2.55***   | 1.17 | 2.65*** | 1.31 | <.001   |
| I have relationships with other faculty on campus that have supported my career advancement.*   | 4.20*     | 0.64 | 3.71      | 1.02 | 3.66*   | 1.03 | .024    |
| I have been effectively mentored by someone in my unit.***  | 4.04**    | 0.93 | 3.05***   | 1.17 | 2.79**  | 1.20 | <.001   |
| I feel stuck in my ability to advance in my career.**   | 2.04**    | 1.06 | 2.79*     | 0.92 | 2.35*   | 1.00 | .008    |
| I have received helpful feedback from my department chair/unit head in support of my career advancement.**                                      | 4.16***   | 0.85 | 3.40*     | 1.13 | 3.19*   | 1.15 | .001    |
| In my unit, the promotion requirements for advancing to Full Professor are clear.***  | 3.56      | 1.08 | 3.14***   | 1.09 | 3.95*** | 0.84 | <.001   |
| In my unit, the promotion process for advancing to Full Professor is fair***  | 3.68      | 0.99 | 3.38***   | 1.16 | 4.09*** | 0.87 | .002    |
| Engaged scholarship is rewarded in my unit. *   | 3.87*     | 0.87 | 3.22*     | 0.86 | 3.27*   | 1.11 | .014    |
| Collaborative research and grant work where there are co-authors and/or co-principal investigators is encouraged in our unit's reward system. * | 4.13*     | 0.81 | 3.41*     | 0.92 | 3.76    | 1.09 | .024    |
| There is support in my department for effective teaching. **  | 3.92**    | 0.76 | 3.14**    | 1.09 | 3.55    | 1.04 | .005    |
| I am satisfied with assistance with finding grants. *   | 3.80*     | 0.87 | 3.19*     | 0.86 | 3.44    | 0.90 | .026    |
| I am satisfied with my overall experience working in my unit. *   | 4.25*     | 0.74 | 3.55*     | 1.02 | 3.84    | 1.04 | .024    |
| I am satisfied with my overall experience working at UMD. **  | 4.17**    | 0.70 | 3.32**    | 0.82 | 3.65*   | 1.03 | .003    |

|  |         |      |         |      |          |      |       |
|--|---------|------|---------|------|----------|------|-------|
| I am satisfied with my salary and benefits. ***  | 4.17**  | 0.70 | 3.12**  | 1.06 | 3.24**   | 1.20 | <.001 |
| I am satisfied with clerical/administrative support.*  | 3.92**  | 0.97 | 3.12**  | 1.02 | 3.35*    | 1.05 | .011  |
| I am satisfied with the University's national reputation.*   | 3.87*   | 0.76 | 3.52    | 0.71 | 3.33*    | 0.87 | .015  |
| I am satisfied with the quality of graduate students in my program.**  | 3.83**  | 0.92 | 3.14**  | 0.95 | 3.58*    | 0.80 | .003  |
| I am satisfied with the amount of time I spend on research versus teaching and service.**  | 3.67*   | 1.09 | 2.98*   | 0.97 | 3.38     | 0.94 | .014  |
| I am satisfied with the transparency of decision-making within my unit.  | 3.75*   | 0.85 | 3.02*   | 1.07 | 3.34     | 1.11 | .030  |
| I am satisfied with the support of colleagues here.  | 4.21*   | 0.78 | 3.50*   | 1.19 | 3.72     | 1.02 | .029  |
| I am satisfied with the sense of fit between my values and those of my unit.*  | 3.96*   | 0.81 | 3.24*   | 1.10 | 3.58     | 1.00 | .019  |
| I am satisfied with the quality of campus facilities.*   | 3.75*   | 0.79 | 3.14*   | 1.00 | 3.32     | 0.97 | .047  |
| I am satisfied with the priorities and vision of my college/school.*   | 3.67*   | 0.76 | 2.93*   | 1.02 | 3.25     | 1.08 | .020  |
| Faculty in my unit care about my personal well-being.*   | 3.96*   | 0.84 | 3.26*   | 0.99 | 3.57     | 1.02 | .021  |
| How would rate your overall research/scholarly productivity compared to scholars of your rank nationwide?***   | 3.60    | 0.76 | 3.12**  | 0.90 | 3.71**   | 1.05 | .002  |
| How do you think your unit views your overall research/scholarly productivity, compared to researchers/scholars of your rank nationwide? **  | 3.44    | 0.96 | 2.85*   | 0.86 | 3.43*    | 1.20 | .006  |
| During the past twelve months, how many times have you been encouraged, by anyone at UMD, to pursue leadership positions? (% at least once) **   | 16.0%** |      | 23.8%** |      | 47.6%5** |      | .002  |
| 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? | 12.0%** |      | 2.4%    |      | 1.0%**   |      | .012  |

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 CMNS Faculty Work Environment Data by Year on Select Items

| Survey Findings from the College of Computer, Mathematical and Natural Sciences                           | 2011                   | 2013  | 2015  |
|---|------------------------|-------|-------|
|   | % Agree/Strongly Agree |       |       |
| <b>Faculty Learning and Institutional Support for Learning</b>  |                        |       |       |
| The University provides an environment that stimulates my academic learning.                              | 54%                    | 60.4% | 68.6% |
| <b>Professional Networks and Institutional Support of Professional Networks</b>                           |                        |       |       |
| I feel isolated in my department.   | 26%                    | 25.9% | 20.3% |
| I am satisfied with the collegiality in my unit.  | 52%                    | 64.9% | 69.2% |
| I am satisfied with the opportunity to collaborate with other UMD faculty.                                | 55%                    | 55.6% | 64.3% |
| <b>Diversity and Inclusion</b>  |                        |       |       |
| The opportunities for female faculty at UMD are at least as good as those for male faculty.               | 73%                    | 63.3% | 57.7% |
| The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.            | 64%                    | 66.4% | 55.1% |
| I have experienced discrimination in my unit based on my individual or multiple identities.               | 15%                    | 16.1% | 12.9% |
| <b>Work-Life Integration</b>  |                        |       |       |
| I am satisfied with my unit's culture around work-life balance.   | 43%                    | 53.5% | 57.1% |
| The institution does what it can to make family life and the tenure track compatible.                     | 22%                    | 33.9% | 36.3% |
| <b>Career Advancement and Institutional Support of Career Advancement</b>                                 |                        |       |       |
| In my unit, the tenure requirements are clear.  | 75%                    | 75.4% | 76.9% |
| In my unit, the promotion requirements for advancing to Full Professor are clear.                         | 57%                    | 63.1% | 66.3% |
| In my unit, the tenure process is fair.   | 79%                    | 79.1% | 82.0% |
| In my unit, the promotion process for advancing to Full Professor is fair.                                | 73%                    | 67.7% | 69.5% |
| I have concerns about my own career advancement at UMD.   | 40%                    | 28.7% | 25.7% |
| <b>Fair and Manageable Workload</b>   |                        |       |       |
| I feel in control of my participation in service activities.  | 55%                    | 56.8% | 63.9% |
| There is support in my department for effective teaching.   | 41%                    | 45%   | 59.1% |
| It is possible for me to say no to additional on-campus service activities without negative consequences. | 54%                    | 56.5% | 60.8% |
| I am satisfied with the amount of time spent on research versus teaching and service.                     | 38%                    | 54.3% | 51.2% |
| <b>Satisfaction with Resources and Conditions at UMD</b>  |                        |       |       |
| I am satisfied with my overall experience working at UM.  | 60%                    | 62.8% | 64.3% |
| I am satisfied with my overall experience working in my unit.   | 61%                    | 66.4% | 74.4% |
| I am likely to leave the university in the next two years.  | 19%                    | 23.8% | 22.5% |

Note: In 2011, 32% of CMNS tenure track faculty responded to the FWES, in 2013 39%, and in 2015 53%.