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UNIVERSITY OF MARYLAND

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

2015 Results for the College of Education (EDUC)

UMD ADVANCE Research and Evaluation Team

KerryAnn O'Meara,

Director of UMD ADVANCE

komeara@umd.edu

Alexandra Kuvaeva

Research Assistant, UMD ADVANCE

akuvaeva@umd.edu

Kristen Corrigan

Projects Manager, UMD ADVANCE

corrigan@umd.edu

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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 EDUC 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 EDUC (n=54), approximately 60% of the 2015 tenure-track/tenured EDUC faculty as of March 26, 2015. Of the EDUC respondents, 27.8% were on tenure track and 72.2% tenured. Of the EDUC tenure-track/tenured respondents, 66.6% were female and 33.3% were male. Regarding race, 24.1% were Faculty of Color and 75.9% were White EDUC faculty. Lastly, EDUC respondents were 27.8% Assistant Professors, 24.1% Associate Professors, and 48.1% Full Professors.

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

Survey Response rate: UMD 53.3% (n=854); EDUC 60.0% (n=54)		
Respondents	**UMD**	**EDUC**
Women faculty	41.3%	66.6%
Men faculty	58.7%	33.3%
Faculty of Color	19.9%	24.1%
White faculty	80.1%	75.9%
Assistant Professors	23.5%	27.8%
Associate Professors	32.4%	24.1%
Full Professors	44.0%	48.1%

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 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 EDUC results and university-wide results for a sense of the areas where EDUC tenure-line faculty are having similar, better, or worse work environment experiences. At the end of the report, we also compare 2011, 2013, and 2015 survey results on select items. When conducting statistical testing on a number of items (such as the case in this report), caution should be used when interpreting differences in any one single survey item. Throughout the results section we also include some open-ended comments from EDUC respondents related to specific themes.

EDUC Survey Results

Faculty Learning and Institutional Support of Learning

KEY FINDINGS

- The majority of EDUC respondents agreed that in the last twelve months, their learning has contributed to their research and/or scholarly agenda (75.9%), that they set aside time to advance their scholarly learning (77.8%), and that they have gained knowledge or skills that have made them better teachers (51.9%).

- About half of EDUC respondents agree that their unit supports their learning external to campus (48.1%), and that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning (50.0%).

- More than a third of EDUC respondents agree that their unit has financially supported their learning in their field or discipline (38.9%).

- About half of EDUC respondents agree that the University provides an environment that stimulates their academic learning (48.1%).

- There was only one significant difference between EDUC and UMD respondents overall in their perception of faculty learning. EDUC respondents were less likely than UMD respondents overall to agree that their unit provides an environment that stimulates their academic learning (46.3% EDUC vs. 58.1% UMD).

- Associate Professors were less likely than Assistant Professors to indicate that in the last twelve months they have learned a great deal that contributes to their research and/or scholarly agenda, and that they have gained knowledge or skills that have made them a better teacher.

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

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

	Survey Item	EDUC % 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.	75.9	74.9
	In the last twelve months, I set aside time to advance my scholarly learning.	77.8	73.0
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	51.9	66.4
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	48.1	59.5
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	50.0	52.7
	My unit provides an environment that stimulates my academic learning.*	46.3	58.1
	The University provides an environment that stimulates my academic learning.	48.1	51.7
	My unit has financially supported my learning in my field or discipline.	38.9	48.4

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

Professional Networks and Institutional Support of Professional Networks

KEY FINDINGS

- Most EDUC faculty respondents perceived that their professional network was helpful in a number of areas, including influence, visibility, feedback, and awareness of professional opportunities.

- About two thirds of EDUC respondents indicated that they had relationships with other faculty on campus that had supported their career advancement (68.5%), that they received useful feedback from colleagues at UMD that improved their work (63.0%), and that they feel they have a voice in decision making in their unit (64.8%).

- More than half of EDUC respondents indicated that they are satisfied with the opportunity they have to collaborate with other UMD faculty (55.6%), and that they are satisfied with the collegiality in their unit (54.7%).

- Only about a third of EDUC respondents agree that individuals at this institution have made an effort to connect them with important people in their field (31.5%), and that they have been effectively mentored by someone in their unit (40.7%).

- 20.8% of EDUC respondents feel isolated in their department.

- Assistant Professors were more likely than Full Professors to agree on a number of items related to professional relationships and mentoring: they have relationships with other faculty on campus that have supported their career advancement, they receive useful feedback from colleagues at UMD that improves their work, individuals at this institution have made an effort to connect them with important people in their field, and they have been effectively mentored by someone in their unit.

- EDUC respondents did not differ significantly from UMD faculty overall in their perception of professional networks and institutional support of professional networks.

- There were no differences by gender or race in EDUC respondents' perceptions of professional networks and institutional support of professional networks.

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

	Survey Item	EDUC % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	83.0	79.3
	My core discussion network lets me know of professional opportunities.	79.2	71.4
	My core discussion network includes one or more members who are influential in my field.	88.7	84.1
	My core discussion network provides helpful feedback on my research.	90.6	80.9
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	68.5	65.3
	I receive useful feedback from colleagues at UMD that improves my work.	63.0	58.3
	Individuals at this institution have made an effort to connect me with important people in my field.	31.5	35.6
	I have been effectively mentored by someone in my unit.	40.7	40.5
	I am satisfied with the opportunity I have to collaborate with other UMD faculty.	55.6	55.8
	I am satisfied with the collegiality in my unit.	53.7	63.3
	I feel isolated in my department.	20.8	21.6
	I have a voice in decision-making in my unit.	64.8	64.0

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

Recognition

KEY FINDINGS

- Almost three quarters of EDUC respondents reported that faculty in their unit valued their research/scholarship (74.1%), followed by about two thirds feeling recognition for teaching (61.1%) and service contributions (64.8%), and care for their personal well-being (63.0%).

- EDUC respondents were more likely than UMD respondents overall to have been

  nominated by someone at UMD for an award over the last three years (61.5% for EDUC

  vs. 33.7% for UMD).

- There were no differences by gender, rank, or race in EDUC respondents' perceptions of

  recognition.

Table 4. Respondent Perceptions of Recognition

Survey Item	EDUC % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	61.1	64.2
Faculty in my unit value my research/scholarship.	74.1	71.1
Faculty in my unit value my service contributions.	64.8	63.5
Faculty in my unit care about my personal well-being.	63.0	61.4
Over the last three years, have you ever been nominated by someone at UMD for an award? [% Yes]***	61.5	33.7

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

Diversity and Inclusion

KEY FINDINGS

- EDUC respondents were less likely to agree that the opportunities for Faculty of Color at

  UMD are at least as good as those for White faculty (31.5% for EDUC vs. 46.5% for

  UMD).

- EDUC women faculty were more likely than EDUC men faculty to agree that they have

  to work harder than some of their colleagues to be perceived as a legitimate scholar.

- EDUC Faculty of Color were more likely than EDUC White faculty to agree that they

  have to work harder than some of their colleagues to be perceived as a legitimate scholar.

- Assistant Professors were more likely than Full Professors to indicate that they have to

  work harder than some of their colleagues to be perceived as a legitimate scholar.

- Full Professors were more likely than Assistant or Associate Professors to agree that their

  unit makes genuine efforts to recruit Faculty of Color.

Table 5. Faculty Perceptions of Diversity and Inclusion at UMD

Survey Item	EDUC % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty.	44.4	50.5
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty. **	31.5	46.5
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	29.6	33.8
I have experienced discrimination in my unit based on my individual or multiple identities.	27.8	22.6
My unit makes genuine efforts to recruit female faculty.	66.7	74.6
My unit makes genuine efforts to recruit faculty of Color.	77.8	67.9

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

Examples of open-ended comments include:

> *"Racial microaggressions occur fairly regularly."*
>
> *"Gender and cultural biases are evident in many communications… female faculty note that*
>
> *Faculty Member A or B 'loves to tell female faculty' what to do."*

Work-Life Integration

KEY FINDINGS:

- Almost three quarters of EDUC respondents agreed that they have taken strategic steps

  toward creating a satisfactory work-life integration.

- About two thirds of EDUC respondents agreed that in their unit faculty can be honest

  with colleagues about family/life roles and responsibilities, and that they feel they have

  control over creating a satisfying work-life integration.

- Over half of EDUC respondents are satisfied with their unit's culture around work-life balance, and 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 a third of the respondents agreed that the institution does what it can to make family life and the tenure track compatible.

- There were no differences by gender, race, or rank in EDUC respondents' perceptions of work-life climate at UMD.

Table 6. Perceptions of Work-Life Integration at UMD

Survey Item	EDUC % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	73.6	65.5
In general, I feel I have control over creating a satisfying work-life balance.	64.8	55.6
I am satisfied with my unit's culture around work-life balance.	51.9	51.7
There are role-models in my unit of how to create a satisfying work-life balance.	42.6	35.6
The institution does what it can to make family life and the tenure track compatible.	31.5	34.7
My unit supports faculty scheduling work commitments around family schedules.	57.4	55.9
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	64.8	60.2
There is NO bias against family care-giving in my unit.	55.5	49.7

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

Examples of open-ended comments include:

"I think the university has done much in recent years towards work life balance… there were no leaves for child bearing and no consideration at all for spousal hires etc [in recent years]. *Things have improved considerably."*

"…The responsibilities and demands in both my work life and my home life significantly increased and it is difficult to balance them."

Career Advancement and Institutional Support of Career Advancement

KEY FINDINGS

- Over two thirds of EDUC respondents perceived clear requirements and fair processes for tenure and over a half of EDUC respondents perceived clear requirements and fair processes for advancing to Full Professor.

- 38.9% of EDUC respondents had concerns about their own advancement.

- 20.8% of EDUC respondents indicated that they feel stuck in their ability to advance in their career, and 15.1% feel that they have little control over advancement in their career.

- EDUC respondents did not differ significantly from UMD faculty overall in their perception of institutional support of career advancement.

- There were no differences by gender or race in EDUC respondents' perceptions of institutional support of career advancement.

- Assistant Professors were more likely than Associate Professors to agree that they seize opportunities when they are presented to them to advance in their career.

- Full Professors were more likely than Associate Professors to indicate that they have intentionally made choices to focus their career in ways that are personally meaningful to them.

Table 7. Career Advancement and Institutional Support of Career Advancement

	Survey Item	EDUC % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	83.0	70.0
	I seize opportunities when they are presented to me to advance in my career.	88.7	80.1
	I feel stuck in my ability to advance in my career.	20.8	20.4
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	88.7	85.6
	In general, I feel that I have little control over whether I advance in my career.	15.1	15.2
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	71.7	69.5
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	39.6	51.3
	In my unit, the tenure requirements are clear.	71.7	67.2
	In my unit, the promotion requirements for advancing to Full Professor are clear.	58.5	52.0
	In my unit, the tenure process is fair.	77.4	69.7
	In my unit, the promotion process for advancing to Full Professor is fair.	63.5	56.2

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

Examples of open-ended comments include:

> *"Very time consuming administrative responsibilities limit time for scholarship."*
>
> *"I am wary about the ever-changing procedures for tenure at the departmental level. I do not fully trust that my more senior colleagues fully understand how to shepherd me through the process."*

Evaluation of Research and Creative Work

KEY FINDINGS

- Over half of the respondents agreed that interdisciplinary and engaged scholarship, collaborative research, and grant work are rewarded in their unit.

- Only 37.7% noted that in their unit, faculty are rewarded for taking risks and trying to be

  cutting edge in their research.

- EDUC respondents did not differ significantly from UMD faculty overall in their

  perception of evaluation of research and creative work.

- There were no differences by rank, race or gender in EDUC respondents' perception of

  the evaluation of research and creative work**.**

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

Survey Item	EDUC % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	61.1	55.3
Engaged scholarship is rewarded in my unit.	57.4	51.5
Collaborative research and grant work is encouraged in our unit's reward system.	66.0	55.5
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	37.7	44.4

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

Fair and Manageable Workload

KEY FINDINGS

- The majority of the respondents (90.6%) agreed that their research agenda is largely

  under their control.

- About half of EDUC respondents agreed that they feel in control of their participation in

  service activities and that it is possible for them to say no to additional on-campus service

  activities without negative consequences.

- About two thirds agreed that managing their teaching responsibilities is largely under

  their control, but only a third agreed there is support in their department for effective

  teaching.

- EDUC respondents did not differ significantly from UMD faculty overall in their perception of evaluation and support of teaching, research and service.

- Associate Professors were less likely than Full Professors to agree that they feel in control of their participation in service activities.

- There were no differences by gender or race in EDUC respondents' perceptions of evaluation and support of teaching, research and service.

Table 9. Respondent Perception of Evaluation and Support of Teaching, Research and Service

Survey Item	EDUC % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	64.2	68.6
There is support in my department for effective teaching.	39.6	52.2
I feel in control of my participation in service activities.	50.0	52.9
It is possible for me to say no to additional on-campus service activities without negative consequences.	54.7	52.1
My research agenda is largely under my control.	90.6	88.7

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

Examples of open-ended comments include:

> *"There are certain colleagues who simply do not shoulder their fair share of service work…"*
>
> *"Those without tenure protection are asked by administrators to do too much. They tell me they feel powerless to say no due to fear of retribution."*

Leadership Opportunities

KEY FINDINGS

- 37.7% of EDUC respondents agreed that they have been encouraged at least once during the past twelve months to pursue a leadership position.

- About two thirds of EDUC respondents agreed that there are opportunities in their college for faculty to become involved as leaders (68.5%).

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

- EDUC Faculty of Color were less likely than EDUC White faculty to have been encouraged at least once by anyone at UMD during the past twelve months to pursue leadership positions.

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

Table 10. Respondent Perceptions Regarding Leadership

Survey Item	EDUC % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	68.5	59.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	37.7	40.3

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

Satisfaction with Resources and Conditions at UMD

KEY FINDINGS

- Most respondents were satisfied with the quality of graduate students in their program (81.5%), their autonomy (77.8%), the University's location (75.9%), the diversity on campus (71.7%), and their unit's national reputation (71.2%).

- The fewest number of EDUC respondents were satisfied with priorities and vision of their college (25.9%), assistance with finding grants (29.6%), the amount of access to TAs and RAs (32.1%), and assistance with research administration in their unit (38.9%).

- 75.9% of EDUC respondents were satisfied with the University's location compared to 62.8% of all UMD respondents.

- EDUC respondents were also more likely than UMD respondents overall to be satisfied with the quality of graduate students in their program (81.5% of EDUC vs. 59.4% of UMD).

- EDUC respondents were less likely than UMD respondents overall to be satisfied with assistance with finding grants (29.6% of EDUC vs. 35.0% of UMD).

- EDUC women faculty were more likely than men faculty to be satisfied with the University's location.

- EDUC women faculty were less likely than men faculty to be satisfied with the diversity on campus.

- There were no differences by race or rank in satisfaction with resources and conditions.

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

Survey Item	EDUC % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member	77.8	76.3
My overall experience working in my unit	66.7	68.1
The diversity on campus	71.7	66.9
The support of colleagues here	63.0	64.2
My overall experience working at UMD	70.4	63.0
The University's location**	75.9	62.8
The quality of graduate students in my program**	81.5	59.4
My unit's national reputation	71.2	58.7
The sense of fit between my values and those of my unit	64.8	57.8
The University's national reputation	68.5	55.6
The quality of undergraduate students	46.0	53.4
The quality of campus facilities	42.6	50.5
The transparency of decision-making within my unit	42.6	49.4
Clerical/administrative support	48.1	47.8
Professional assistance for improving teaching	40.7	45.7
Expectations for committee service	44.4	44.7
The amount of time I spend on research vs. teaching & service	44.4	43.1
Assistance with research administration in my unit	38.9	42.7
My salary and benefits	46.3	42.4
Priorities and vision of my college/school	25.9	40.6
Amount of access to TAs, RAs	32.1	39.1
Assistance with finding grants*	29.6	35.0

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

Organizational Commitment and Intent to Leave

KEY FINDINGS

- 28.3% of EDUC respondents stated they were likely to leave the university in the next two years.

- 18.5% of EDUC respondents stated they were likely to leave the academic profession in the next two years.

- EDUC respondents (98.1%) were more likely than UMD respondents overall (82.6%) to indicate that there was at least one faculty member who left their unit in the past three years.

- 42.2% of EDUC respondents had an outside offer while at UMD; of those who had an outside offer while at UMD, 29.6% had an outside offer in the last 5 years.

- Among those individuals who had an outside offer while at UMD, 58.3% stated that the offer resulted in a salary increase; and among those individuals who had an outside offer in the last 5 years, 62.5% stated that offer resulted in a salary increase.

- The most frequent reasons EDUC respondents listed for intending to leave UMD were for retirement (18.5%), a higher salary (14.8%), and other (16.7%).

- If one or more colleagues left their unit in the last 3 years, the most frequent reasons EDUC respondents listed for their colleague's departure were for an offer from a more prestigious department or institution (20.4%), and for a higher salary (14.8%).

- EDUC respondents were more likely than UMD respondents overall to indicate that their colleagues left to be closer to family and that they were not well suited to the faculty career.

- EDUC men faculty were more likely than EDUC women faculty to intend to leave the University or the academic profession in the next two years for an offer from a more prestigious department or institution.

- If they were likely to leave the University or the academic profession in the next two years, EDUC White faculty were more likely than EDUC Faculty of Color to do so for the reason of retirement.

- There were no differences by rank in reasons for intending to leave UMD.

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

If you are likely to leave the University or the academic profession in the next two years, what would be the primary reasons? [Please check one primary reason]	EDUC N=54 % Selected	UMD % Selected
An offer with a higher salary	14.8	20.6
An offer from a more prestigious department or institution	7.4	14.3
Retirement	18.5	11.0
Other**	16.7	7.1
Lack of collegiality in my unit	5.6	4.3
To be closer to family	3.7	4.3
An offer from an institution in a more desirable geographic location	9.3	4.2
Potential for better work-life balance in a different type of position	0	3.5
Career opportunities at another institution for my spouse/partner	0	2.3
An offer for a position outside academe	1.9	1.9
Poor likelihood of tenure/promotion or contract renewal	1.9	1.4
Better work-life policies	0	1.1
I'm not well suited to the faculty career	0	<1.0
Better campus climate for Faculty of Color at another institution	0	<1.0
Better campus climate for women at another institution	0	<1.0
Better campus climate for GLTBQ faculty at another institution	0	0

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

Table 13. Colleagues' Reasons for Leaving UMD

Considering the most recent case of departure, what was the primary reason that he or she left UMD? [Please check one]	EDUC % Selected	UMD % Selected
An offer with a higher salary	14.8	18.1
An offer from a more prestigious department or institution	20.4	12.3
Retirement	11.1	12.1
Poor likelihood of tenure/promotion or contract renewal	7.4	8.2
Other	3.7	7.3
To be closer to family**	13.0	4.7
Lack of collegiality in my unit	3.7	3.9
An offer from an institution in a more desirable geographic location	1.9	3.2
Faculty member not well suited to the faculty career***	11.1	2.6
Career opportunities at another institution for my spouse/partner	1.9	1.9
Potential for better work-life balance in a different type of position	1.9	1.8
An offer for a position outside academe	1.9	1.3
Better work-life policies	1.9	<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 EDUC and UMD respondents at ***p<.001, **p<.01, *p<05

Productivity

KEY FINDINGS

- 47.2% of EDUC respondents ranked themselves as more productive than researchers of their rank nationwide.

- 15.1% of EDUC respondents ranked themselves as less productive than researchers of their rank nationwide.

- 40.7% of EDUC respondents believed their unit views them as more productive than researchers of their rank nationwide.

- 24.1% of EDUC respondents believed their unit views them as less productive than researchers of their rank nationwide.

- There were no differences by gender, race, or rank in EDUC respondents' perceptions of productivity.

Examples of open-ended comments include:

> *"More research infrastructure and resources* [are important to my research productivity].*"*
>
> *"Again, place more weight on faculty who are not research-active for service activities. I do not get the sense that higher admin, including deans and chair, set these expectations clearly."*

EDUC Differences by Gender: Summary

KEY FINDINGS

In most areas of the survey, EDUC tenure-track/tenured faculty responses did not differ significantly by gender (p<.05).

- EDUC women faculty were more likely than EDUC men faculty to be satisfied with the University's location.

- EDUC women faculty were less likely than EDUC men faculty to be satisfied with the diversity on campus.

- EDUC women faculty were more likely than EDUC men faculty to agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar.

- EDUC men faculty were more likely than EDUC women faculty to leave the University or the academic profession in the next two years for an offer from a more prestigious department or institution.

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

Survey Item	Women		Men		p-value
	M	SD	M	SD	
I am satisfied with the University's location *	4.31	0.67	3.61	0.98	.012
I am satisfied with the diversity on campus *	3.60	1.06	4.11	0.68	.038
I have to work harder than some of my colleagues to be perceived as a legitimate scholar. **	3.14	1.12	2.28	1.02	.009
An offer from a more prestigious department or institution: If you are likely to leave the University or the academic profession in the next two years, what would be the primary reason?	0		22.2%		.003

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

EDUC Differences by Race: Summary

KEY FINDINGS

In most areas of the survey, EDUC tenure-track/tenured faculty responses did not differ significantly by race (p<.05).

- EDUC Faculty of Color were more likely than EDUC White faculty to agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar.

- EDUC Faculty of Color were less likely than EDUC White faculty to have been

  encouraged at least once, by anyone at UMD during the past twelve months, to pursue

  leadership positions.

- EDUC White faculty were more likely than EDUC Faculty of Color to leave the

  University or the academic profession in the next two years for retirement.

Table 15. Survey Items That Showed Statistically Significant Differences in EDUC Responses by Race

Survey Item	White		Faculty of Color		p-value
	M	SD	M	SD	
I have to work harder than some of my colleagues to be perceived as a legitimate scholar. ***	2.54	1.03	3.85	0.99	<.001
During the past twelve months, how many times have you been encouraged, by anyone at UMD, to pursue leadership positions? (% at least once)*	47.5		7.7		.010
Retirement: If you are likely to leave the University or the academic profession in the next two years, what would be the primary reason?	24.4%		0%		.049

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

EDUC Differences by Rank: Summary

KEY FINDINGS

In some important areas of the survey, EDUC tenure-track/tenured faculty responses differed

significantly by rank (p<.05).

- Associate Professors were less likely than Assistant Professors to indicate that in the last

  twelve months they have learned a great deal that contributes to their research and/or

  scholarly agenda, and that they have gained knowledge or skills that have made them a

  better teacher.

- Assistant Professors were more likely than Full Professors to agree on a number of items

  related to professional relationships and mentoring: they have relationships with other

  faculty on campus that have supported their career advancement, they receive useful

feedback from colleagues at UMD that improves their work, individuals at this institution have made an effort to connect them with important people in their field, and they have been effectively mentored by someone in their unit.

- However, Assistant Professors were also more likely than Full Professors to indicate that they have to work harder than some of their colleagues to be perceived as a legitimate scholar.

- Assistant Professors were more likely than Associate Professors to agree that they seize opportunities when they are presented to them to advance in their career.

- Full Professors were more likely than Associate Professors to indicate that they have intentionally made choices to focus their career in ways that are personally meaningful to them.

- Associate Professors were less likely than Full Professors to agree that they feel in control of their participation in service activities.

- Full Professors were more likely than Assistant or Associate Professors to agree that their unit makes genuine efforts to recruit Faculty of Color.

- Full Professors were more likely than Assistant Professors to have had an outside offer while at UMD.

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

Survey Item	Assistant		Associate		Full		p-value
	M	**SD**	**M**	**SD**	**M**	**SD**	
In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	4.40*	0.83	3.54*	0.88	3.88	0.95	.045
In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	4.00*	0.84	3.23*	0.83	3.42	0.81	.037
I have relationships with other faculty on campus that have supported my career advancement.	4.40**	1.06	3.77	0.72	3.31**	1.01	.004
I receive useful feedback from colleagues at UMD that improves my work.	4.33**	1.05	3.62	0.87	3.15**	1.16	.005
Individuals at this institution have made an effort to connect me with important people in my field.	3.60*	1.12	2.85	0.90	2.62*	0.98	.014
I have been effectively mentored by someone in my unit.	3.93**	1.33	2.92	1.38	2.58**	1.06	.005
I seize opportunities when they are presented to me to advance in my career.	4.43*	0.51	3.69*	0.95	4.19	0.57	.019
I have intentionally made choices to focus my career in ways that are personally meaningful to me.	4.21	0.80	3.77**	0.72	4.54**	0.51	.004
I feel in control of my participation in service activities.	3.33	0.90	2.58*	0.90	3.52*	1.12	.037
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	3.33*	1.11	3.08	1.26	2.46*	1.03	.045
My unit makes genuine efforts to recruit Faculty of Color.	3.73*	0.80	3.62*	0.65	4.31*	0.68	.007
Have you ever had an outside offer while at UMD? (yes %)	20.0%**		30.8%		76.0%**		.001

Notes: Coding: Strongly Agree = 5, Strongly Disagree = 1; Very satisfied = 5, Very unsatisfied = 1; 1 = Much less productive, 2 = Slightly less productive, 3 = About the same, 4 = Slightly more productive, 5 = Much more productive
***p<.001, **p<.01, *p<05.

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

Survey Findings from the College of Education	2011	2013	2015
	\% Agree/Strongly Agree		
Faculty Learning and Institutional Support for Learning			
The University provides an environment that stimulates my academic learning.	49%	41.2%	46.3%
Professional Networks and Institutional Support of Professional Networks			
I feel isolated in my department.	34%	23.5%	20.8%
I am satisfied with the collegiality in my unit.	39%	54.9%	54.7%
I am satisfied with the opportunity to collaborate with other UMD faculty.	34%	47.1%	55.6%
Diversity and Inclusion			
The opportunities for female faculty at UMD are at least as good as those for male faculty.	46%	31.9%	44.4%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	49%	29.8%	31.5%
I have experienced discrimination in my unit based on my individual or multiple identities.	26%	20.0%	27.8%
Work-Life Integration			
I am satisfied with my unit's culture around work-life balance.	45%	43.8%	51.9%
The institution does what it can to make family life and the tenure track compatible.	18%	37.5%	31.5%
Career Advancement and Institutional Support of Career Advancement			
In my unit, the tenure requirements are clear.	56%	56.3%	71.7%
In my unit, the promotion requirements for advancing to Full Professor are clear.	60%	50.0%	58.5%
In my unit, the tenure process is fair.	54%	60.4%	77.4%
In my unit, the promotion process for advancing to Full Professor is fair.	45%	51.1%	63.5%
I have concerns about my own career advancement at UMD.	50%	37.5%	38.9%
Fair and Manageable Workload			
I feel in control of my participation in service activities.	55%	41.7%	50.0%
There is support in my department for effective teaching.	47%	48.9%	39.6%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	56%	45.8%	52.1%
I am satisfied with the amount of time spent on research versus teaching and service.	39%	40.4%	44.4%
Satisfaction with Resources and Conditions at UMD			
I am satisfied with my overall experience working at UM.	51%	57.4%	70.4%
I am satisfied with my overall experience working in my unit.	49%	59.6%	66.7%
I am likely to leave the university in the next two years.	42%	34.8%	28.3%

Note: In 2011, 43% of EDUC tenure track faculty responded to the FWES, in 2013 53%, and in 2015 60%.