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

2015 Results for the College of Information Studies (INFO)

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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 INFO 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 INFO (n=17), approximately 74% of the 2015 tenure-track/tenured INFO faculty as of March 26, 2015. Of the INFO respondents, 52.9% were on the tenure track and 47.1% were tenured. Of the INFO tenure-track/tenured respondents, 52.9% were female and 47.1% were male. Regarding race, 23.5% were Faculty of Color and 76.5% were White faculty. Lastly, INFO respondents were 53% Assistant Professors, 17.6% Associate Professors, and 29.4% Full Professors.

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

Survey Response rate: UMD 53.3% (n=854); INFO 73.9% (n=17)		
Respondents	UMD	INFO
Women faculty	41.3%	52.9%
Men faculty	58.7%	47.1%
Faculty of Color	19.9%	23.5%
White faculty	80.1%	76.5%
Assistant Professors	23.5%	53.0%
Associate Professors	32.4%	17.6%
Full Professors	44.0%	29.4%

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 gender. No significant differences by race or rank were found. Means, standard deviations and statistically significant differences at $p < .05$, $p < .01$, or $p < .001$ are noted within Table 14. 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 INFO results and university-wide results for a sense of the areas where INFO tenure-line faculty are having similar, better, or worse work environment experiences. At the end of the report, we also compare INFO results from the 2013 and 2015 implementation on key survey 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 INFO respondents related to specific themes.

INFO Survey Results

Faculty Learning and Institutional Support for Learning

KEY FINDINGS

- Similar to other UMD faculty, the majority of INFO faculty agree that in the last twelve months, they set aside time to advance their scholarly learning and their learning has made them a better teacher and contributed to their research and/or scholarly agenda.
- Over two thirds of INFO respondents agree that their unit supports their learning external to campus, while only 41.2% perceive their unit's financial support of their learning.
- INFO respondents were more likely than UMD respondents overall to indicate that their unit and the University provide an environment that stimulates their academic learning (88.2% of INFO vs. 58.1% of UMD, and 75.0% of INFO vs. 51.7% of UMD, respectively).
- INFO women faculty were more likely than INFO men faculty to agree that in the last twelve months, they have gained knowledge or skills that have made them a better teacher.

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

	Survey Item	INFO % 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.	94.1	74.9
	In the last twelve months, I set aside time to advance my scholarly learning.	76.5	73.0
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	76.5	66.4
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	70.6	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.***	88.2	58.1
	The University provides an environment that stimulates my academic learning.*	75.0	51.7
	My unit has financially supported my learning in my field or discipline.	41.2	48.4

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

Professional Networks and Institutional Support of Professional Networks

KEY FINDINGS

- Most INFO faculty respondents perceived that their professional network was helpful in increasing visibility and providing feedback on their research.
- 23.5% of INFO respondents feel isolated in their department.
- 82.4% of INFO respondents reported having their core discussion network mainly on campus, and 17.6% of INFO respondents reported having their core discussion network off campus.
- INFO respondents were more likely than UMD respondents overall to agree that their core discussion network includes one or more members who are influential in their field (88.2% of INFO vs. 84.1% of UMD) and lets them know of professional opportunities (94.1% of INFO vs. 71.4% of UMD).

- INFO respondents were more likely than UMD respondents overall to have relationships with other faculty on campus that have supported their career advancement (88.2% of INFO vs. 65.3% of UMD), to receive useful feedback from colleagues at UMD that improves their work (88.2% of INFO vs. 58.3% of UMD), and to feel that they have a voice in decision-making in their unit (88.2% of INFO vs. 64.0% of UMD).
- INFO respondents were more likely than UMD respondents overall to agree that individuals at this institution have made an effort to connect them with important people in their field (76.5% of INFO vs. 35.6% of UMD), and that they have been effectively mentored by someone in their unit (87.5% of INFO vs. 40.5% of UMD).
- INFO respondents were more likely than UMD respondents overall to be satisfied with the collegiality in their unit (100.0% of INFO vs. 63.3% of UMD) and with the opportunity they have to collaborate with other UMD faculty (82.4% of INFO vs. 55.8% of UMD).
- INFO women faculty were more likely than INFO men faculty to receive useful feedback from colleagues at UMD that improved their work and to have been effectively mentored by someone in their unit.
- INFO women faculty were more likely than INFO men faculty to have their core discussion network primarily on campus and less likely than INFO men faculty to have their core discussion network off campus.
- INFO women faculty were less likely than INFO men faculty to feel isolated in their department.

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

Survey Item		INFO % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	82.4	79.3
	My core discussion network lets me know of professional opportunities.*	94.1	71.4
	My core discussion network includes one or more members who are influential in my field.*	88.2	84.1
	My core discussion network provides helpful feedback on my research.	94.1	80.9
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.**	88.2	65.3
	I receive useful feedback from colleagues at UMD that improves my work.***	88.2	58.3
	Individuals at this institution have made an effort to connect me with important people in my field.***	76.5	35.6
	I have been effectively mentored by someone in my unit.***	87.5	40.5
	I am satisfied with the opportunity I have to collaborate with other UMD faculty.***	82.4	55.8
	I am satisfied with the collegiality in my unit.***	100.0	63.3
	I feel isolated in my department.	23.5	21.6
	I have a voice in decision-making in my unit.*	88.2	64.0

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

Recognition

KEY FINDINGS

- Most INFO faculty believe that their research is valued by faculty in their unit (94.1%).
- About three quarters of INFO respondents (76.5%) feel recognition for their teaching contributions, and perceive that other faculty care about their personal well-being.
- Over two thirds of INFO respondents (70.6%) feel recognition for their service contributions.

- Less than a quarter of INFO respondents have been nominated by someone at UMD for an award (17.6%).
- There were no significant differences between INFO and UMD respondents overall in their perception of recognition aspects in their unit and UMD.
- There were no differences by gender, race, or rank in INFO respondents' perceptions of recognition.

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

Survey Item	INFO % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	76.5	64.2
Faculty in my unit value my research/scholarship.	94.1	71.1
Faculty in my unit value my service contributions.	70.6	63.5
Faculty in my unit care about my personal well-being.	76.5	61.4
Over the last three years, have you ever been nominated by someone at UMD for an award? [% Yes]	17.6	33.7

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

Diversity and Inclusion

KEY FINDINGS

- The majority of INFO faculty perceive that their unit makes genuine efforts to recruit female faculty and Faculty of Color (88.2% and 81.3%, respectively).
- Over half of INFO respondents agree that the opportunities for female faculty are at least as good as those for male faculty at UMD (52.9%) and about a third of INFO respondents agree that the opportunities for Faculty of Color at UMD are at least as good as those for White faculty at UMD (31.3%).

- 23.5% of INFO faculty reported experiencing discrimination in their unit based on their individual or multiple identities.
- There were no significant differences between INFO and UMD respondents overall in their perception of diversity and inclusion.
- There were no differences by gender, race, or rank in INFO respondents' perceptions of diversity and inclusion at UMD.

Table 5. Faculty Perceptions of Diversity and Inclusion at UMD

Survey Item	INFO % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty.	52.9	50.5
The opportunities for faculty of Color at UMD are at least as good as for those for White faculty.	31.3	46.5
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	47.1	33.8
I have experienced discrimination in my unit based on my individual or multiple identities.	23.5	22.6
My unit makes genuine efforts to recruit female faculty.	88.2	74.6
My unit makes genuine efforts to recruit faculty of Color.	81.3	67.9

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

Examples of open-ended comments include:

“...Experiences of discrimination are often subtle and inadvertent, stemming from a lack of reflection and sensitivity... I find that all of my colleagues are kind and generous. However, if the university is committed to improving the experiences of women and minority faculty, we need tools... to understand how to mitigate these subtle, everyday acts of microaggression[s]...”

Work-Life Integration

KEY FINDINGS:

- Over two thirds of INFO faculty have taken strategic steps toward creating a satisfactory work-life balance, agree that their unit supports faculty scheduling work commitments around family schedules and that faculty in their unit can be honest with colleagues about family/life roles and responsibilities.
- However, less than half of INFO faculty have role-models in their unit for how to create a satisfying work-life balance, and believe that the institution does what it can to make family life and the tenure track compatible.
- There were no significant differences between INFO and UMD respondents overall in their perception of work-life integration at UMD.
- There were no differences by gender, race, or rank in INFO respondents' perceptions of work-life integration at UMD.

Table 6. Perceptions of Work-life Integration at UMD

Survey Item	INFO % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	76.5	65.5
In general, I feel I have control over creating a satisfying work-life balance.	52.9	55.6
I am satisfied with my unit's culture around work-life balance.	58.8	51.7
There are role-models in my unit of how to create a satisfying work-life balance.	41.2	35.6
The institution does what it can to make family life and the tenure track compatible.	47.1	34.7
My unit supports faculty scheduling work commitments around family schedules.	70.6	55.9
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	70.6	60.2

There is NO bias against family care-giving in my unit.	58.8	49.7
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There were no statistical differences between INFO and UMD respondents at *p<05.

Examples of open-ended comments include:

“Reduced service for faculty members who are parents to children under the age of 14. Have a policy of NOT having parents of young children to teach at night.”

“...Cast this way, work-life balance looks a lot like it means ‘making allowances for parenthood.’ But for those... who choose not to have children, there’s not a lot of explicit support for work-life balance...”

“Create a culture that translates into real appreciation for work-life balance. We certainly talk about it a great deal. But actions speak much louder. After 4 years of pay cuts, the most recent handed down by the campus, its clear how we feel about faculty and staff and their families...”

Career Advancement and Institutional Support of Career Advancement

KEY FINDINGS

INFO respondents were generally more satisfied than UMD respondents overall with their experiences with career advancement and institutional support of career advancement.

- INFO faculty were more likely than UMD faculty overall to agree that they seize opportunities when they are presented to them to advance in their career (100.0% of INFO vs. 80.1%) and that faculty in their unit have the freedom to succeed there if they work hard (100.0% of INFO vs. 69.5% of UMD).
- INFO respondents were more likely than UMD respondents overall to have received helpful feedback from their department chair/unit head in support of their career advancement (81.3% of INFO vs. 51.3% of UMD).

- INFO respondents were more likely than UMD respondents overall to perceive the tenure process and the promotion process for advancing to Full Professor as fair.
- 17.6% of INFO respondents had concerns about opportunities for their own career advancement.
- Only 11.8% of INFO respondents feel lack of control over their career advancement.
- INFO women faculty were more likely than INFO men faculty to agree that faculty in their unit have the freedom to succeed there if they work hard.
- There were no differences by race or rank in INFO respondents' perceptions of career advancement and institutional support of career advancement.

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

Survey Item		INFO % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	94.1	70.0
	I seize opportunities when they are presented to me to advance in my career.*	100.0	80.1
	I feel stuck in my ability to advance in my career.	17.6	20.4
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	100.0	85.6
	In general, I feel that I have little control over whether I advance in my career.	11.8	15.2
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.***	100.0	69.5
	I have received helpful feedback from my department chair/unit head in support of my career advancement.**	81.3	51.3
	In my unit, the tenure requirements are clear.	87.5	67.2
	In my unit, the promotion requirements for advancing to Full Professor are clear.	68.8	52.0
	In my unit, the tenure process is fair.*	100.0	69.7
	In my unit, the promotion process for advancing to Full Professor is fair.**	87.5	56.2

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

Evaluation of Research and Creative Work

KEY FINDINGS

- INFO respondents were more likely than UMD respondents overall to agree that interdisciplinary and engaged scholarship is rewarded in their unit (100.0% of INFO vs. 55.3% of UMD, and 100.0% of 51.5% of UMD, respectively).
- INFO respondents were more likely than UMD respondents overall to agree that collaborative and cutting edge research, grant work, and taking risks in their research is encouraged in their unit's reward system.
- INFO women faculty were more likely than INFO men faculty to perceive that collaborative research and grant work is encouraged in their unit's reward system.
- There were no differences by race or rank in INFO respondents' perception of the evaluation of research and creative work.

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

Survey Item	INFO % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.***	100.0	55.3
Engaged scholarship is rewarded in my unit.***	100.0	51.5
Collaborative research and grant work is encouraged in our unit's reward system.***	93.3	55.5
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.**	80.0	44.4

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

Fair and Manageable Workload

KEY FINDINGS

- The majority of INFO respondents agree that their research agenda is largely under their control (94.1%) and managing their teaching responsibilities is largely under their control (75.0%).
- However, less than half of INFO respondents agree that it is possible for them to say no to additional on-campus service activities without negative consequences (47.1%), and only about a third of INFO respondents feel in control of their participation in service activities (37.5%).
- 76.5% of INFO respondents feel that the distribution of campus service work in their department is fair.
- There were no significant differences between INFO and UMD respondents overall in their perception of fair and manageable workload.
- INFO women faculty were more likely than INFO men faculty to feel that they have their teaching responsibilities largely under their control.
- There were no differences by race or rank in INFO respondents' perceptions of fair and manageable workload.

Table 9. Respondent Perception of Fair and Manageable Workload

Survey Item	INFO % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	75.0	68.6
There is support in my department for effective teaching.	58.8	52.2
I feel in control of my participation in service activities.	37.5	52.9
It is possible for me to say no to additional on-campus service activities without negative consequences.	47.1	52.1
My research agenda is largely under my control.	94.1	88.7

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

Examples of open-ended comments include:

“In general, service requirements on faculty are increasing - we are asked more and more to take on administrative functions of the university - but it is clear that these service responsibilities are not "counted" by the university institution in calculating our 'value' as faculty.”

Leadership Opportunities

KEY FINDINGS

- About two thirds of INFO respondents have been encouraged at least once during the past twelve months to pursue a leadership position.
- INFO faculty were more likely than UMD faculty overall to agree that there are opportunities in their college for faculty to become involved as leaders (82.4% of INFO vs. 59.3% of UMD).
- INFO women faculty were more likely than INFO men faculty to believe that there are opportunities in their college for faculty to become involved as leaders.
- There were no differences by race or rank in INFO respondents' perceptions of leadership opportunities.

Table 10. Respondent Perceptions Regarding Leadership

Survey Item	INFO % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders. *	82.4	59.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	64.7	40.3

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

Satisfaction with Resources and Conditions at UMD

KEY FINDINGS

- Most INFO respondents were satisfied with the support of colleagues (94.1%) and the sense of fit between their values and those of their unit (94.1%).
- The fewest INFO respondents were satisfied with the quality of undergraduate students (23.5%), the diversity on campus (35.3%), and the amount of access to TAs and RAs (35.3%).
- INFO faculty were more likely than UMD faculty overall to be satisfied with the amount of autonomy they have in their role as a faculty member (88.2% of INFO vs. 76.3% of UMD), their overall experience working in their unit (88.2% of INFO vs. 68.1% of UMD) and at UMD (82.4% of INFO vs. 63.0% of UMD), the support of colleagues (94.1% of INFO vs. 64.2% of UMD), the sense of fit between their values and those of their unit (94.1% of INFO vs. 57.8% of UMD), the transparency of decision-making within their unit (88.2% of INFO vs. 49.4% of UMD), and the priorities and vision of their college/school (88.2% of INFO vs. 40.6% of UMD).
- INFO faculty were less likely than UMD faculty overall to be satisfied with the diversity on campus (35.3% of INFO vs. 66.9% of UMD).

- INFO women faculty were more likely than INFO men faculty to be satisfied with the support of colleagues.
- There were no differences by race or rank in INFO respondents' perceptions of resources and conditions at UMD.

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

Survey Item	INFO % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member*	88.2	76.3
My overall experience working in my unit **	88.2	68.1
The diversity on campus *	35.3	66.9
The support of colleagues here **	94.1	64.2
My overall experience working at UM*	82.4	63.0
The University's location	58.8	62.8
The quality of graduate students in my program	52.9	59.4
My unit's national reputation	76.5	58.7
The sense of fit between my values and those of my unit***	94.1	57.8
The University's national reputation	58.8	55.6
The quality of undergraduate students	23.5	53.4
The quality of campus facilities	52.9	50.5
The transparency of decision-making within my unit **	88.2	49.4
Clerical/administrative support	58.8	47.8
Professional assistance for improving teaching	47.1	45.7
Expectations for committee service	52.9	44.7
The amount of time I spend on research vs. teaching & service	41.2	43.1
Assistance with research administration in my unit	52.9	42.7
My salary and benefits	52.9	42.4
Priorities and vision of my college/school **	88.2	40.6
Amount of access to TAs, RAs	35.3	39.1
Assistance with finding grants	52.9	35.0

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

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- 35.3% of INFO respondents indicated their intent to leave the university in the next two years.
- INFO respondents were less likely than UMD respondents overall to indicate their intent to leave the academic profession in the next two years (0% vs. 8.8%, respectively, $p < .05$).
- 100.0% of INFO respondents had at least one faculty member who left their unit in the past three years.
- 41.2% of INFO respondents had an outside offer while at UMD; of those who had an outside offer while at UMD, 85.7% had an outside offer in the last 5 years.
- Among those individuals who had an outside offer while at UMD, 28.6% said that the offer resulted in a salary increase; and among those individuals who had an outside offer in the last 5 years, 33.3% said that the offer resulted in a salary increase.
- The most frequent reasons INFO respondents listed for intending to leave UMD were for an offer from a more prestigious department or institution (23.5%), for a higher salary (11.8%), and to be closer to family (11.8%).
- If one or more colleagues left their unit in the last 3 years, in INFO they were more likely to do so to be closer to family (26.4% of INFO vs. 4.7% of UMD), and for an offer from an institution in a more desirable geographic location (11.8% of INFO vs. 3.2% of UMD).
- There were no differences by gender, race, or rank in INFO respondents' perceptions of organizational commitment and intent 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]	INFO % Selected	UMD % Selected
An offer with a higher salary	11.8	20.6
An offer from a more prestigious department or institution	23.5	14.3
Retirement	0	11.0
Other	5.9	7.1
Lack of collegiality in my unit	0	4.3
To be closer to family	11.8	4.3
An offer from an institution in a more desirable geographic location	5.9	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	5.9	2.3
An offer for a position outside academe	0	1.9
Poor likelihood of tenure/promotion or contract renewal	0	1.4
Better work-life policies *	5.9	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 INFO 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 UM? [please check one]	INFO % Selected	UMD % Selected
An offer with a higher salary	35.3	18.1
An offer from a more prestigious department or institution	5.9	12.3
Retirement	0	12.1
Poor likelihood of tenure/promotion or contract renewal	5.9	8.2
Other	0	7.3
To be closer to family***	29.4	4.7
Lack of collegiality in my unit	0	3.9
An offer from an institution in a more desirable geographic location *	11.8	3.2
Faculty member not well suited to the faculty career	0	2.6
Career opportunities at another institution for my spouse/partner	0	1.9
Potential for better work-life balance in a different type of position	0	1.8
An offer for a position outside academe	0	1.3
Better work-life policies	0	<1.0
Better campus climate for GLTBQ faculty at another institution	0	<1.0
Better campus climate for women at another institution	0	<1.0
Better campus climate for faculty of color at another institution	0	<1.0

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

Perceptions of Productivity

KEY FINDINGS

INFO respondents were more likely than UMD respondents overall to rank themselves as more productive than researchers of their rank nationwide:

- 76.5% of INFO respondents (vs. 52.3% of UMD respondents) ranked themselves as more productive than researchers of their rank nationwide ($p < .01$).
- 0% of INFO respondents (vs. 15.1% of UMD respondents) ranked themselves as less productive than researchers of their rank nationwide ($p < .01$).

INFO respondents were more likely than UMD respondents overall to believe their unit views them as more productive than researchers of their rank nationwide:

- 70.6% of INFO respondents (vs. 44.6% of UMD respondents) believed their unit views them as more productive than researchers of their rank nationwide ($p < .05$).
- 11.8% of INFO respondents (vs. 21.9% of UMD respondents) believed their unit views them as less productive than researchers of their rank nationwide ($p < .05$).
- There were no differences by gender, race, or rank in INFO respondents' perceptions of productivity.

Examples of open-ended comments include:

“[The most important thing UM, the college, or unit does or could do to contribute to my research productivity is] *stronger post-award grant management support, very closely followed by a living wage for PhD student stipends.*”

“*Distribute the service load more evenly.*”

“*Mentoring.*”

INFO Differences by Gender: Summary

KEY FINDINGS

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

- INFO women faculty were more likely than INFO men faculty to agree that in the last twelve months, they have gained knowledge or skills that have made them a better teacher.
- INFO women faculty were more likely than INFO men faculty to receive useful feedback from colleagues at UMD that improved their work and to have been effectively mentored by someone in their unit.
- INFO women faculty were more likely than INFO men faculty to have their core discussion network primarily on campus and less likely than INFO men faculty to have their core discussion network off campus.
- INFO women faculty were less likely than INFO men faculty to feel isolated in their department.
- INFO women faculty were more likely than INFO men faculty to agree that faculty in their unit have the freedom to succeed there if they work hard.
- INFO women faculty were more likely than INFO men faculty to perceive that collaborative research and grant work is encouraged in their unit's reward system.
- INFO women faculty were more likely than INFO men faculty to feel that they have their teaching responsibilities largely under their control.
- INFO women faculty were more likely than INFO men faculty to be satisfied with the support of colleagues.

- INFO women faculty were more likely than INFO men faculty to believe that there are opportunities in their college for faculty to become involved as leaders.

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

Survey Item	Women		Men		p-value
	M	SD	M	SD	
In the last twelve months, I have gained knowledge or skills that have made me a better teacher.*	4.33	0.50	3.25	1.03	.013
I receive useful feedback from colleagues at UMD that improves my work.*	4.89	0.33	3.88	0.99	.011
I have been effectively mentored by someone in my unit.*	4.88	0.35	4.00	1.07	.045
I feel isolated in my department.*	1.22	0.44	2.75	1.67	.037
Faculty in my unit have the freedom to succeed here if they work hard.**	4.78	0.44	4.13	0.35	.005
Collaborative research and grant work where there are co-authors and/or co-principal investigators is encouraged in our unit's reward system.*	5.00	0	4.25	0.71	.020
Managing my teaching responsibilities is largely under my control.*	4.13	0.35	3.25	0.89	.029
I am satisfied with the support of colleagues here.*	4.89	0.33	4.00	0.93	.016
There are opportunities in my college for faculty to become involved as leaders.*	4.44	0.53	3.63	0.92	.037
My core discussion network is primarily off-campus.*	0%		37.5%		.043
My core discussion network is primarily on-campus.*	100.0%		62.5%		.043

Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1; Definitely will (leave) = 1; Likely = 2; Not Likely = 3; Definitely will not = 4; 1 = Much less productive, 2 = Slightly less productive, 3 = About the same, 4 = Slightly more productive, 5 = Much more productive; ***p<.001, **p<.01, *p<.05.

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

Survey Findings from the College of Information Studies	2013	2015
	% Agree / Strongly Agree	
Faculty Learning and Institutional Support for Learning		
The University provides an environment that stimulates my academic learning.	80.0%	75.0%
Professional Networks and Institutional Support of Professional Networks		
I feel isolated in my department.	11.1%	23.5%
I am satisfied with the collegiality in my unit.	66.7%	100%
I am satisfied with the opportunity to collaborate with other UMD faculty.	88.9%	82.4%
Diversity and Inclusion		
The opportunities for female faculty at UMD are at least as good as those for male faculty.	44.4%	52.9%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	55.6%	31.3%
I have experienced discrimination in my unit based on my individual or multiple identities.	11.1%	23.5%
Work-Life Integration		
I am satisfied with my unit's culture around work-life balance.	50.0%	58.8%
The institution does what it can to make family life and the tenure track compatible.	60.0%	47.1%
Career Advancement and Institutional Support of Career Advancement		
In my unit, the tenure requirements are clear.	70.0%	87.5%
In my unit, the promotion requirements for advancing to Full Professor are clear.	70.0%	68.8%
In my unit, the tenure process is fair.	70.0%	100%
In my unit, the promotion process for advancing to Full Professor is fair.	66.7%	87.5%
I have concerns about my own career advancement at UMD.	16.7%	17.6%
Fair and Manageable Workload		
I feel in control of my participation in service activities.	30.0%	37.5%
There is support in my department for effective teaching.	33.3%	58.8%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	30.0%	47.1%
I am satisfied with the amount of time spent on research versus teaching and service.	77.8%	41.2%
Satisfaction with Resources and Conditions at UMD		
I am satisfied with my overall experience working at UM.	77.8%	82.4%
I am satisfied with my overall experience working in my unit.	77.8%	88.2%
I am likely to leave the university in the next two years.	33.3%	35.3%

Note: Responses to the 2011 INFO FWES are not available due to a small *n*. In 2013, 71% of INFO tenure track faculty responded to the FWES, and in 2015 74% responded.