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UNIVERSITY OF MARYLAND

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

2015 Results for the School of Public Policy (PUAF)

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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 PUAF 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 PUAF (n=15), 60% of the 2015 tenure-track/tenured PUAF faculty as of March 26, 2015. Of the PUAF respondents, 13.3% were on the tenure track and 86.7% were tenured. Of the PUAF tenure-track/tenured respondents, 6.7% were female and 93.3% were male. Regarding race, 6.7% were Faculty of Color and 93.3% were White faculty. Lastly, PUAF respondents were 13.3% Assistant Professors, 20.0% Associate Professors, and 66.7% Full Professors.

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

Survey Response rate: UMD 53.3% (n=854); PUAF 60.0% (n=15)		
Respondents	**UMD**	**PUAF**
Women faculty	41.3%	6.7%
Men faculty	58.7%	93.3%
Faculty of Color	19.9%	6.7%
White faculty	80.1%	93.3%
Assistant Professors	23.5%	13.3%
Associate Professors	32.4%	20.0%
Full Professors	44.0%	66.7%

Data Analysis

We first ran descriptive statistics (e.g., frequencies and means) on each survey item for all respondents. 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 PUAF results and university-wide results for a sense of the areas where PUAF tenure-line faculty are having similar, better, or worse work environment experiences. At the end of the report, we compare PUAF results from the 2013 and 2015 survey implementation on key items. We were not able to analyze the results by gender, race or rank because of the N (15). 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 PUAF respondents related to specific themes.

PUAF Survey Results

Faculty Learning and Institutional Support for Learning

KEY FINDINGS

- The majority of PUAF respondents agreed that in the last twelve months, they have set aside time to advance their scholarly learning (86.7%), that their learning has contributed to their research and/or scholarly agenda (86.7%), and that they have gained knowledge or skills that have made them a better teacher (71.4%).

- About three quarters of PUAF respondents believe that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning.

- About half of PUAF respondents agree that their unit supports their learning external to campus.

- Only 40% of PUAF respondents agreed that their unit provides an environment that stimulates their academic learning. 46.7% of PUAF respondents agreed that the University provides an environment that stimulates their academic learning.

- Less than half of PUAF respondents (40%) agreed that their unit has financially supported their learning in their field or discipline.

- There were no significant differences between PUAF and UMD respondents overall in their perception of faculty learning and institutional support for learning.

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

	Survey Item	PUAF % 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.	86.7	74.9
	In the last twelve months, I set aside time to advance my scholarly learning.	86.7	73.0
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	71.4	66.4
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	53.3	59.5
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	73.3	52.7
	My unit provides an environment that stimulates my academic learning.	40.0	58.1
	The University provides an environment that stimulates my academic learning.	46.7	51.7
	My unit has financially supported my learning in my field or discipline.	40.0	48.4

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

Professional Networks and Institutional Support of Professional Networks

KEY FINDINGS

- Most PUAF faculty respondents perceived that their professional network was helpful in increasing influence, professional opportunities, and providing feedback.

- Over half of PUAF respondents indicated that they feel they have a voice in decision-making in their unit (60.0%), but less than half (40.0%) received useful feedback from colleagues at UMD that improved their work.

- Only 6.7% of PUAF respondents indicated that individuals at this institution have made an effort to connect them with important people in their field.

- 40.0% of PUAF respondents reported feeling isolated in their department.

- PUAF respondents were more likely than UMD respondents overall to have their core discussion network primarily off-campus (93.3% of PUAF vs. 59.0% of UMD) (p<.05),

and agree that their core discussion network enhances their visibility in their field (92.9% of PUAF vs. 79.3% of UMD).

- PUAF respondents were less likely than UMD respondents overall to have relationships with other faculty on campus that had supported their career advancement (40.0% of PUAF vs. 65.3% of UMD), to have been effectively mentored by someone in their unit (13.3% of PUAF vs. 40.5% of UMD), to be satisfied with the opportunity they have to collaborate with other UMD faculty (26.7% of PUAF vs. 55.8% of UMD), and to be satisfied with the collegiality in their unit (46.7% of PUAF vs. 63.3% of UMD).

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

	Survey Item	PUAF % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.*	92.9	79.3
	My core discussion network lets me know of professional opportunities.	78.6	71.4
	My core discussion network includes one or more members who are influential in my field.	85.7	84.1
	My core discussion network provides helpful feedback on my research.	85.7	80.9
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement. *	40.0	65.3
	I receive useful feedback from colleagues at UMD that improves my work.	40.0	58.3
	Individuals at this institution have made an effort to connect me with important people in my field.	6.7	35.6
	I have been effectively mentored by someone in my unit. *	13.3	40.5
	I am satisfied with the opportunity I have to collaborate with other UMD faculty. *	26.7	55.8
	I am satisfied with the collegiality in my unit. *	46.7	63.3
	I feel isolated in my department.	40.0	21.6
	I have a voice in decision-making in my unit.	60.0	64.0

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

Recognition

KEY FINDINGS

- About a third of PUAF respondents have been nominated at UMD for an award.

- The majority of PUAF respondents believe that their service contributions (73.3%) and research (60.0%) are valued by faculty in their unit.

- About half of PUAF respondents feel recognition for their teaching contributions, and perceive that other faculty care about their personal well-being.

- There were no statistical differences between PUAF and UMD respondents overall in their perception of recognition aspects in their unit and UMD.

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

Survey Item	PUAF % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	53.3	64.2
Faculty in my unit value my research/scholarship.	60.0	71.1
Faculty in my unit value my service contributions.	73.3	63.5
Faculty in my unit care about my personal well-being.	53.3	61.4
Over the last three years, have you ever been nominated by someone at UMD for an award? [% Yes]	28.6	33.7

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

Diversity and Inclusion

KEY FINDINGS

- The majority of PUAF faculty perceive that their unit makes genuine efforts to recruit female faculty and Faculty of Color (93.3% and 86.7%, respectively).

- About half of PUAF respondents 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 (53.3%).

- Less than a third of PUAF respondents agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar (26.7%).

- PUAF respondents were less likely than UMD respondents overall to have experienced discrimination in their unit based on their individual or multiple identities (6.7% of PUAF vs. 22.6% of UMD).

Table 5. Faculty Perceptions of Diversity and Inclusion at UMD

Survey Item	PUAF % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty.	53.3	50.5
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.	53.3	46.5
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	26.7	33.8
I have experienced discrimination in my unit based on my individual or multiple identities. *	6.7	22.6
My unit makes genuine efforts to recruit female faculty.	93.3	74.6
My unit makes genuine efforts to recruit Faculty of Color.	86.7	67.9

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

Work-Life Integration

KEY FINDINGS:

- The majority of PUAF respondents agree that they have taken strategic steps toward creating a satisfactory work-life balance (73.3%).

- About two thirds of PUAF respondents have control over creating a satisfying work-life balance (66.7%), and believe that faculty in their unit can be honest with colleagues about family/life roles and responsibilities (66.7%).

- Less than half of PUAF respondents agree that there are role-models in their unit for how to create a satisfying work-life balance (40.0%), the institution does what it can to make family life and the tenure track compatible (46.7%), and that their unit supports faculty scheduling work commitments around family schedules (46.7%).

- PUAF respondents were more likely than UMD respondents overall to be satisfied with their unit's culture around work-life balance (73.3% of PUAF vs. 51.7% of UMD).

Table 6. Perceptions of Work-life Integration at UMD

Survey Item	PUAF % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	73.3	65.5
In general, I feel I have control over creating a satisfying work-life balance.	66.7	55.6
I am satisfied with my unit's culture around work-life balance. **	73.3	51.7
There are role-models in my unit of how to create a satisfying work-life balance.	40.0	35.6
The institution does what it can to make family life and the tenure track compatible.	46.7	34.7
My unit supports faculty scheduling work commitments around family schedules.	46.7	55.9
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	66.7	60.2
There is NO bias against family care-giving in my unit.	53.3	49.7

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

Examples of open-ended comments include:

> "[To improve the policies and programs at UMD to support faculty work-life balance, I would] *proceed more successfully to create first-class schools in appealing neighborhoods near campus. Living near campus and taking kids to expensive far-off schools is a HUGE impediment. Living far away so as to be near competent public schools and then commuting in is just as bad. Either arrangement is a profound waste of professional time and family income, both…*"
>
> "*Elder care accommodations/policies* [are needed]."

Career Advancement and Institutional Support of Career Advancement

KEY FINDINGS

- The majority of PUAF respondents report having been strategic in achieving their career goals (86.7%), they seize opportunities when they are presented to them to advance in their career (93.3%), and all PUAF respondents have intentionally made choices to focus their career in ways that are personally meaningful to them (100.0%).

- The majority of PUAF respondents believe that faculty in their unit have the freedom to succeed there if they work hard (80.0%).

- Less than half of PUAF faculty perceive the tenure and promotion process for advancing to Full Professor as fair.

- 26.7% of PUAF respondents had concerns about opportunities for their own career advancement.

- PUAF faculty were less likely than UMD faculty overall to have received helpful feedback from their department chair/unit head in support of their career advancement (20.0% of PUAF vs. 51.3% of UMD), and PUAF faculty were less likely than UMD

faculty overall to perceive the tenure requirements in their unit as clear (26.7% of PUAF

vs. 67.2% of UMD).

Table 7. Career Advancement and Institutional Support of Career Advancement

	Survey Item	PUAF % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	86.7	70.0
	I seize opportunities when they are presented to me to advance in my career.	93.3	80.1
	I feel stuck in my ability to advance in my career.	6.7	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.	13.3	15.2
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	80.0	69.5
	I have received helpful feedback from my department chair/unit head in support of my career advancement. *	20.0	51.3
	In my unit, the tenure requirements are clear. **	26.7	67.2
	In my unit, the promotion requirements for advancing to Full Professor are clear.	33.3	52.0
	In my unit, the tenure process is fair.	46.7	69.7
	In my unit, the promotion process for advancing to Full Professor is fair.	46.7	56.2

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

Examples of open-ended comments include:

"[I am concerned about] *unclear tenure standards*."

"[I am concerned about] *excessive service and teaching post tenure*."

Evaluation of Research and Creative Work

KEY FINDINGS

- About two thirds of PUAF faculty perceive that interdisciplinary scholarship is rewarded in their unit (66.7%).

- Less than half of PUAF respondents agree that collaborative research and grant work is encouraged in their unit (40.0%), and only 13.3% of PUAF respondents believe that faculty in their unit are rewarded for taking risks and trying to be cutting edge in their research.

- PUAF respondents were more likely than UMD respondents overall to agree that engaged scholarship is rewarded in their unit (73.3% of PUAF vs. 51.5% of UMD).

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

Survey Item	PUAF % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	66.7	55.3
Engaged scholarship is rewarded in my unit. *	73.3	51.5
Collaborative research and grant work is encouraged in our unit's reward system.	40.0	55.5
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	13.3	44.4

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

Fair and Manageable Workload

KEY FINDINGS

- All PUAF respondents agree that their research agenda is largely under their control (100.0%).

- The majority of PUAF respondents can say no to additional on-campus service activities without negative consequences (73.3%); however, only about half of PUAF respondents feel in control of their participation in service activities (53.3%).

- Almost two thirds (60.0%) of PUAF respondents agree that managing their teaching responsibilities is largely under their control, but only 40.0% of PUAF respondents perceive support in their department for effective teaching.

- 86.7% of PUAF respondents feel that the distribution of campus service work in their department is fair.

- There were no significant differences between PUAF and UMD respondents overall in their unit.

Table 9. Respondent Perception of Fair and Manageable Workload

Survey Item	PUAF % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	60.0	68.6
There is support in my department for effective teaching.	40.0	52.2
I feel in control of my participation in service activities.	53.3	52.9
It is possible for me to say no to additional on-campus service activities without negative consequences.	73.3	52.1
My research agenda is largely under my control.	100.0	88.7

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

Examples of open-ended comments include:

"Bad actors are rewarded by not getting service responsibilities. "

Leadership Opportunities

KEY FINDINGS

- Almost two thirds of PUAF respondents (60%) agree that there are opportunities in their

  college for faculty to become involved as leaders. 60% of PUAF respondents have been

  encouraged once to pursue a leadership position during the past twelve months.

- There were no significant differences between PUAF and UMD respondents overall in

  their perception of leadership opportunities.

Table 10. Respondent Perceptions Regarding Leadership

Survey Item	PUAF % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	60.0	59.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	60.0	40.3

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

Satisfaction with Resources and Conditions at UMD

KEY FINDINGS

- Most PUAF respondents were satisfied with their amount of autonomy (85.7%), and the

  University's location (78.6%).

- The fewest PUAF respondents were satisfied with clerical/administrative support (6.7%),

  the quality of undergraduate students (20.0%), assistance with finding grants (26.7%),

  and their salary and benefits (26.7%).

- PUAF respondents were more likely than UMD respondents overall to be satisfied with

  the amount of time they spend on research vs. teaching and service (66.7% of PUAF vs.

  43.1% of UMD).

- PUAF respondents were less likely than UMD respondents overall to be satisfied with their unit's national reputation (40.0% of PUAD vs. 58.7% of UMD), the quality of undergraduate students (20.0% of PUAF vs. 53.4% of UMD), and clerical/administrative support (6.7% of PUAF vs. 47.8% of UMD).

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

Survey Item	PUAF % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member	85.7	76.3
My overall experience working in my unit	53.3	68.1
The diversity on campus	53.3	66.9
The support of colleagues here	46.7	64.2
My overall experience working at UMD	60.0	63.0
The University's location	78.6	62.8
The quality of graduate students in my program	40.0	59.4
My unit's national reputation *	40.0	58.7
The sense of fit between my values and those of my unit	46.7	57.8
The University's national reputation	60.0	55.6
The quality of undergraduate students *	20.0	53.4
The quality of campus facilities	60.0	50.5
The transparency of decision-making within my unit	46.7	49.4
Clerical/administrative support **	6.7	47.8
Professional assistance for improving teaching	40.0	45.7
Expectations for committee service	64.3	44.7
The amount of time I spend on research vs. teaching & service**	66.7	43.1
Assistance with research administration in my unit	40.0	42.7
My salary and benefits	26.7	42.4
Priorities and vision of my college/school	53.3	40.6
Amount of access to TAs, RAs	53.3	39.1
Assistance with finding grants	26.7	35.0

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

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- 6.7% of PUAF respondents said they were likely to leave the university in the next two years.

- The most frequent reasons PUAF respondents listed for intending to leave UMD were for a higher salary (33.3%), for an offer from a more prestigious department or institution (13.3%), and retirement (13.3%).

- No PUAF respondents said they were likely to leave the academic profession in the next two years.

- 33.3% of PUAF respondents had had an outside offer while at UMD; of those who had an outside offer while at UMD, 60.0% had an outside offer in the last 5 years.

- Among those individuals who had an outside offer while at UMD, 25.0% 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.

- 86.7% of PUAF respondents knew at least one faculty member who left their unit in the past three years.

- If one or more colleagues left their unit in the last 3 years, PUAF respondents indicated they were more likely to do so because of not being well suited to the faculty career (13.3% of PUAF vs. 2.6% of UMD).

- The most frequent reasons for PUAF colleagues' leaving included poor likelihood of tenure/promotion or contract renewal (20.0%), not being well suited to the faculty career (13.3%), and a higher salary (13.3%).

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]	PUAF % Selected	UMD % Selected
An offer with a higher salary	33.3	20.6
An offer from a more prestigious department or institution	13.3	14.3
Retirement	13.3	11.0
Other	0	7.1
Lack of collegiality in my unit	6.7	4.3
To be closer to family	6.7	4.3
An offer from an institution in a more desirable geographic location	6.7	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	6.7	1.9
Poor likelihood of tenure/promotion or contract renewal	0	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

There were no statistical differences between PUAF and UMD respondents at *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]	PUAF % Selected	UMD % Selected
An offer with a higher salary	13.3	18.1
An offer from a more prestigious department or institution	6.7	12.3
Retirement	0	12.1
Poor likelihood of tenure/promotion or contract renewal	20.0	8.2
Other	20.0	7.3
To be closer to family	0	4.7
Lack of collegiality in my unit	6.7	3.9
An offer from an institution in a more desirable geographic location	6.7	3.2
Faculty member not well suited to the faculty career**	13.3	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 PUAF and UMD respondents at ***p<.001, **p<.01, *p<05.

Perceptions of Productivity

KEY FINDINGS

- 73.3% of PUAF respondents ranked themselves as more productive than researchers of their rank nationwide.

- 13.3% of PUAF respondents ranked themselves as less productive than researchers of their rank nationwide.

- 60.0% of PUAF respondents believed their unit views them as more productive than researchers of their rank nationwide.

- 13.3% of PUAF respondents believed their unit views them as less productive than researchers of their rank nationwide

- There were no significant differences between PUAF and UMD respondents overall in their perception of their productivity.

Examples of open-ended comments include:

"Better support [is needed] for seeking research funding and research administration; greater encouragement for interdisciplinary / collaborative research."

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

Survey Findings from the School of Public Policy	2013	2015
	% Agree / Strongly Agree	
Faculty Learning and Institutional Support for Learning		
The University provides an environment that stimulates my academic learning.	63.6%	46.7%
Professional Networks and Institutional Support of Professional Networks		
I feel isolated in my department.	18.2%	40.0%
I am satisfied with the collegiality in my unit.	54.5%	46.7%
I am satisfied with the opportunity to collaborate with other UMD faculty.	36.4%	26.7%
Diversity and Inclusion		
The opportunities for female faculty at UMD are at least as good as those for male faculty.	63.6%	53.3%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	63.6%	53.3%
I have experienced discrimination in my unit based on my individual or multiple identities.	9.1%	6.7%
Work-Life Integration		
I am satisfied with my unit's culture around work-life balance.	63.6%	73.3%
The institution does what it can to make family life and the tenure track compatible.	45.5%	46.7%
Career Advancement and Institutional Support of Career Advancement		
In my unit, the tenure requirements are clear.	36.4%	26.7%
In my unit, the promotion requirements for advancing to Full Professor are clear.	18.2%	33.3%
In my unit, the tenure process is fair.	54.5%	46.7%
In my unit, the promotion process for advancing to Full Professor is fair.	45.5%	46.7%
I have concerns about my own career advancement at UMD.	42.9%	26.7%
Fair and Manageable Workload		
I feel in control of my participation in service activities.	63.6%	53.3%
There is support in my department for effective teaching.	63.6%	40.0%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	72.7%	73.3%
I am satisfied with the amount of time spent on research versus teaching and service.	54.5%	66.7%
Satisfaction with Resources and Conditions at UMD		
I am satisfied with my overall experience working at UM.	72.7%	60.0%
I am satisfied with my overall experience working in my unit.	63.6%	53.3%
I am likely to leave the university in the next two years.	27.3%	6.7%

In 2013, 48% of PUAF tenure track faculty responded to the FWES, and in 2015 60% responded.