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

2015 Results for the School of Public Health (SPHL)

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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 SPHL 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 SPHL (n=51), approximately 67% of the 2015 tenure-track/tenured SPHL faculty as of March 26, 2015. Of the SPHL respondents, 33.3% were on tenure track and 66.7% tenured. Of the SPHL tenure-track/tenured respondents, 56.9% were female and 43.1% were male. Regarding race, 23.5% were Faculty of Color and 76.5% were White faculty. Lastly, SPHL respondents were 33.3% Assistant Professors, 37.3% 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); SPHL 67.1% (n=51)		
Respondents	UMD	SPHL
Women faculty	41.3%	56.9%
Men faculty	58.7%	43.1%
Faculty of Color	19.9%	23.5%
White faculty	80.1%	76.5%
Assistant Professors	23.5%	33.3%
Associate Professors	32.4%	37.3%
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 race and rank. No statistical differences were found by gender. Means, standard deviations and statistically significant differences at $p < .05$, $p < .01$, or $p < .001$ are noted in Tables 14 and 15. 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 SPHL results and university-wide results for a sense of the areas where SPHL tenure-line faculty are having similar, better, or worse work environment experiences. At the end of the report, we also compare survey SPHL results from the 2013 and 2015 implementation of the survey on key items. When conducting statistical testing on a number of items (such as the case in this report), caution should be used when interpreting differences in any one single survey item. Throughout the results section we also include some open-ended comments from SPHL respondents related to specific themes.

SPHL Survey Results

Faculty Learning and Institutional Support for Learning

KEY FINDINGS

- About half of SPHL respondents agree that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning, and has financially supported their learning in their field or discipline.
- About two thirds of SPHL respondents (70.6%) agree that their unit supports their learning external to campus.
- Over half of SPHL respondents (56.9%) perceive that their unit and the University provide an environment that stimulates their academic learning.
- SPHL respondents were less likely than UMD respondents overall to indicate that in the last twelve months, they set aside time to advance their scholarly learning (68.6% of SPHL vs. 73.0% of UMD), that their learning has contributed to their research and/or scholarly agenda (64.7% of SPHL vs. 74.9% of UMD), and that they have gained knowledge or skills that has made them a better teacher (54.9% of SPHL vs. 66.4% of UMD).
- There were no significant differences between SPHL and UMD respondents overall in their perception of institutional support for learning.
- Assistant Professors were more likely than Full Professors to agree that in the last twelve months they have gained knowledge or skills that have made them a better teacher.
- There were no differences by gender or race in SPHL respondents' perceptions of faculty learning and institutional support for learning.

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

	Survey Item	SPHL % 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.*	64.7	74.9
	In the last twelve months, I set aside time to advance my scholarly learning. *	68.6	73.0
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.*	54.9	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.	47.1	52.7
	My unit provides an environment that stimulates my academic learning.	56.9	58.1
	The University provides an environment that stimulates my academic learning.	56.0	51.7
	My unit has financially supported my learning in my field or discipline.	51.0	48.4

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

Professional Networks and Institutional Support of Professional Networks

KEY FINDINGS

- About half of SPHL respondents indicated that they have been effectively mentored by someone in their unit (49.0%), and more than half are satisfied with the opportunity they have to collaborate with other UMD faculty (52.0%).
- 58.0% of SPHL respondents reported having their core discussion network off campus.
- About two thirds of SPHL respondents indicated that they received useful feedback from colleagues at UMD that improved their work (62.7%), and feel that they have a voice in decision-making in their unit (66.7%).
- About three quarters of SPHL respondents said that they had relationships with other faculty on campus that had supported their career advancement (74.5%).
- 16.0% of SPHL respondents reported feeling isolated in their department.

- There were no significant differences between SPHL and UMD respondents overall in their perception of professional networks and only one significant difference in their perception of institutional support of professional networks.
- SPHL 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 (56.0% of SPHL vs. 35.6% of UMD).
- There were no differences by gender in SPHL respondents' perceptions of professional networks and institutional support for professional networks.
- Similar to other faculty at UMD, most SPHL faculty respondents perceived that their professional network was helpful in increasing visibility and professional opportunities, and receiving feedback and advice.
- SPHL Faculty of Color were more likely than SPHL White faculty to have been effectively mentored by someone in their unit.
- SPHL Faculty of Color were less likely than SPHL White faculty to have regular contact with others about their work and less likely than SPHL White faculty to have their core discussion network off-campus.
- Associate Professors were less likely than Assistant Professors to have relationships with other faculty on campus that have supported their career advancement and to receive useful feedback from colleagues at UMD that improves their work. Associate Professors were also less likely than Assistant or Full Professors to be satisfied with the opportunity they have to collaborate with other UMD faculty.

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

Survey Item		SPHL % Agree/ Strongly Agree	UMD% Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	79.1	79.3
	My core discussion network lets me know of professional opportunities.	86.0	71.4
	My core discussion network includes one or more members who are influential in my field.	76.7	84.1
	My core discussion network provides helpful feedback on my research.	76.7	80.9
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	74.5	65.3
	I receive useful feedback from colleagues at UMD that improves my work.	62.7	58.3
	Individuals at this institution have made an effort to connect me with important people in my field.*	56.0	35.6
	I have been effectively mentored by someone in my unit.	49.0	40.5
	I am satisfied with the opportunity I have to collaborate with other UMD faculty.	52.0	55.8
	I am satisfied with the collegiality in my unit.	70.0	63.3
	I feel isolated in my department.	16.0	21.6
	I have a voice in decision-making in my unit.	66.7	64.0

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

Recognition

KEY FINDINGS

- The majority of SPHL respondents believe that their research, teaching and service contributions are valued by faculty in their unit (70.0%, 68.0%, and 72.0%, respectively).
- Over a third of SPHL respondents reported having been nominated by someone at UMD for an award.
- SPHL respondents were more likely than UMD respondents overall to perceive that other faculty in their unit care about their personal well-being (78.0% of SPHL vs. 61.4% of UMD).

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

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

Survey Item	SPHL % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	68.0	64.2
Faculty in my unit value my research/scholarship.	70.0	71.1
Faculty in my unit value my service contributions.	72.0	63.5
Faculty in my unit care about my personal well-being.**	78.0	61.4
Over the last three years, have you ever been nominated by someone at UMD for an award? [% Yes]	40.4	33.7

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

Examples of open-ended comments include:

"I'm new, but was already put up for [awards]. The chair makes sure that faculty and students get nominated for stuff."

Diversity and Inclusion

KEY FINDINGS

- About two thirds of SPHL faculty perceive that their unit makes genuine efforts to recruit female faculty and Faculty of Color (73.5% and 67.3%, respectively).
- Over half of SPHL respondents agree that the opportunities for female faculty at UMD are at least as good as those for male faculty (59.2%), and less than half of SPHL respondents agree that the opportunities for Faculty of Color at UMD are at least as good as those for White faculty (41.7%).
- About a quarter of SPHL respondents reported having experienced discrimination in their unit based on their individual or multiple identities (23.4%).

- There were no significant differences between SPHL and UMD respondents overall in their perception of diversity and inclusion.
- SPHL Faculty of Color were less likely than SPHL White faculty to agree that the opportunities for Faculty of Color at UMD are at least as good as for those for White faculty, that their unit makes genuine efforts to recruit SPHL Faculty of Color, and were more likely to believe that they have to work harder than some of their colleagues to be perceived as a legitimate scholar.
- There were no differences by gender or rank in SPHL respondents' perceptions of diversity and inclusion at UMD.

Table 5. Faculty Perceptions of Diversity and Inclusion at UMD

Survey Item	SPHL % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty.	59.2	50.5
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.	41.7	46.5
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	36.2	33.8
I have experienced discrimination in my unit based on my individual or multiple identities.	23.4	22.6
My unit makes genuine efforts to recruit female faculty.	73.5	74.6
My unit makes genuine efforts to recruit Faculty of Color.	67.3	67.9

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

Examples of open-ended comments include:

“With the freeze of merit pay and salary increases, most of the available resources are limited and are targeted, often to promote the advancement of women and Faculty of Color. These supports need to stay in place, but they should be supplemented by basic resources available to all tenure track faculty.”

Work-Life Integration

KEY FINDINGS:

- Over half of SPHL respondents are satisfied with their unit's culture around work-life balance (61.2%), have control over creating a satisfying work-life balance (61.2%), and have not experienced bias against family care-giving in their unit (59.2%).
- The majority of SPHL respondents agree that their unit supports faculty scheduling work commitments around family schedules (71.4%) and that faculty in their unit can be honest with colleagues about family/life roles and responsibilities (69.4%). However, fewer agree that they have role-models in their unit for how to create a satisfying work-life balance (44.9%), and that the institution does what it can to make family life and the tenure track compatible (44.9%).
- There were no significant differences between SPHL and UMD respondents overall in their perception of work-life integration at UMD.
- There were no differences by gender, rank, or race in SPHL respondents' perceptions of work-life integration at UMD.

Table 6. Perceptions of Work-life Integration at UMD

Survey Item	SPHL % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	62.0	65.5
In general, I feel I have control over creating a satisfying work-life balance.	61.2	55.6
I am satisfied with my unit's culture around work-life balance.	63.3	51.7
There are role-models in my unit of how to create a satisfying work-life balance.	44.9	35.6
The institution does what it can to make family life and the tenure track compatible.	44.9	34.7
My unit supports faculty scheduling work commitments around family schedules.	71.4	55.9
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	69.4	60.2
There is NO bias against family care-giving in my unit.	59.2	49.7

There were no statistical differences between SPHL and UMD respondents at * $p < 0.05$.

Examples of open-ended comments include:

“There is more work than time to do it. Work life balance is elusive. Supports for teaching undergraduate classes with enrollments >30 students is not on par with other universities that are research intensive.”

“Consider the family that is an N of 1. Often, single individuals have familial responsibilities that are not often captured in the nuclear family (spouse, child, etc.), but are paramount for the extended family (aunts, uncles, cousins, etc.). As a result, they are more reluctant to share or to be transparent about those responsibilities that impact work-life balance.”

“The increasing workload as the University strives for higher rankings is a barrier to work-life balance, and I do not see that improving.”

Career Advancement and Institutional Support of Career Advancement

KEY FINDINGS

- The majority of SPHL respondents indicated that they have been strategic in achieving their career goals (81.3%), they seize opportunities when they are presented to them to advance in their career (91.7%), and they have intentionally made choices to focus their career in ways that are personally meaningful to them (83.7%).
- About two thirds of SPHL respondents agree that faculty in their unit have the freedom to succeed here if they work hard (65.3%).
- 43.1% of SPHL respondents had concerns about opportunities for their own career advancement at UMD.
- 20.4% feel little control over their career advancement, and 30.6% feel stuck in their ability to advance in their career.
- There were no significant differences between SPHL and UMD respondents overall in their experiences with career advancement, and two significant differences in their experiences with institutional support of career advancement.
- SPHL respondents were less likely than UMD respondents overall to perceive the tenure process and the promotion process for advancing to Full Professor in their unit as fair (58.3% of SPHL vs. 69.7% of UMD, and 37.5% of SPHL vs. 56.2% of UMD, respectively).
- There were no differences by gender in SPHL respondents' perceptions of career advancement and institutional support of career advancement.
- SPHL Faculty of Color were less likely than SPHL White faculty to agree that the tenure requirements in their unit are clear.
- Associate Professors were less likely than Full Professors to agree that they have intentionally made choices to focus their career in ways that are personally meaningful to

them, and more likely than Full Professors to feel stuck in their ability to advance in their career or feel little control over their career advancement. Associate Professors were more likely than Full Professors to have concerns about their opportunities to advance in their career at UMD.

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

Table 7. Career Advancement and Institutional Support of Career Advancement

Survey Item		SPHL % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	81.3	70.0
	I seize opportunities when they are presented to me to advance in my career.	91.7	80.1
	I feel stuck in my ability to advance in my career.	30.6	20.4
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	83.7	85.6
	In general, I feel that I have little control over whether I advance in my career.	20.4	15.2
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	65.3	69.5
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	61.2	51.3
	In my unit, the tenure requirements are clear.	56.3	67.2
	In my unit, the promotion requirements for advancing to Full Professor are clear.	38.8	52.0
	In my unit, the tenure process is fair. *	58.3	69.7
	In my unit, the promotion process for advancing to Full Professor is fair. **	37.5	56.2

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

Examples of open-ended comments include:

“Lack of transparency and support, coupled with political process of advancement to Full Professor, and the opportunities that come along with that rank.”

“The promotion and tenure guidelines at all levels – UM, School, and Unit – are not clear; especially the grant requirements... People are hired with tenure at the Associate Professor level with lessor requirements for promotion and tenure... than current tenure-track individuals.”

“...I feel strongly that the tenure and promotion process is not fair, transparent, or equitable. I also feel that the university has done a terrible job in evaluating the quality of teaching in the classroom through a non-scientific, biased student evaluation that does not adequately judge the quality of the classroom teaching.”

Evaluation of Research and Creative Work

KEY FINDINGS

SPHL respondents were generally more satisfied than UMD respondents with their experiences of evaluation of research and creative work:

- Half of SPHL respondents agree that faculty in their unit are rewarded for taking risks and trying to be cutting edge in their research.
- SPHL respondents were more likely than UMD respondents overall to agree that interdisciplinary and engaged scholarship is rewarded in their unit (67.3% of SPHL vs. 55.3% of UMD, and 68.8% of SPHL vs. 51.5% of UMD, respectively).
- SPHL respondents were more likely than UMD respondents overall to agree that collaborative research and grant work is encouraged in their unit’s reward system (69.4% of SPHL vs. 55.5% of UMD).
- There were no differences by gender or race in SPHL respondents’ perception of the evaluation of research and creative work.

- Associate Professors were less likely than Full Professors to agree that faculty in their unit are rewarded for taking risks and trying to be cutting edge in their research.

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

Survey Item	SPHL % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit. *	67.3	55.3
Engaged scholarship is rewarded in my unit. **	68.8	51.5
Collaborative research and grant work is encouraged in our unit's reward system. **	69.4	55.5
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	50.0	44.4

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

Fair and Manageable Workload

KEY FINDINGS

- About half of SPHL respondents report being in control of their teaching and service responsibilities (54.9% and 46.0%, respectively).
- SPHL respondents were less likely than UMD respondents overall to feel that they have their research agenda largely under their control (76.5% of SPHL vs. 88.7% of UMD).
- Similar to other UMD respondents overall, SPHL respondents mostly feel that the distribution of campus service work in their department is fair (66.7%).
- There were no differences by gender in SPHL respondents' perceptions of fair and manageable workload.
- SPHL Faculty of Color were less likely than SPHL White faculty to feel in control of their teaching responsibilities, but more likely than SPHL White faculty to feel in control of their participation in service activities.

- Associate Professors were less likely than Full Professors to have their research agenda under their control, and less likely than Assistant or Full Professors to perceive support in their department for effective teaching.

Table 9. Respondent Perception of Fair and Manageable Workload

Survey Item	SPHL % Agree / Strongly Agree	UM % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	54.9	68.6
There is support in my department for effective teaching.	60.8	52.2
I feel in control of my participation in service activities.	46.0	52.9
It is possible for me to say no to additional on-campus service activities without negative consequences.	48.0	52.1
My research agenda is largely under my control. **	76.5	88.7

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

Examples of open-ended comments include:

“[Amazingly] limited infrastructure and resource support (including time) for research - does not compare with other similar ranking institutions, or even many ranked below this one.”

“I think the expectation is that it will be fair but there are some faculty who give all and others who squeeze by - that is a universal issue but needs to be accounted for in the distribution of service work.”

Leadership Opportunities

KEY FINDINGS

- About two thirds of SPHL respondents agree that there are opportunities in their college for faculty to become involved as leaders.

- 41.2% of SPHL respondents reported being encouraged during the past twelve months to pursue a leadership position.
- There were no significant differences between SPHL and UMD respondents overall in their perception of leadership opportunities.
- There were no differences by gender or race in SPHL respondents' perceptions of leadership opportunities.
- Full Professors were more likely than Assistant Professors to have been encouraged by anyone at UMD during the past twelve months to pursue a leadership position.

Table 10. Respondent Perceptions Regarding Leadership

Survey Item	SPHL % Agree / Strongly Agree	UM % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	62.0	59.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	41.2	40.3

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

Satisfaction with Resources and Conditions at UMD

KEY FINDINGS

- Most SPHL respondents were satisfied with the support of colleagues (79.6%), the amount of autonomy (77.6%), and the University's national reputation (73.5%).
- The fewest SPHL respondents were satisfied with assistance with finding grants (30.6%), amount of time they spend on research vs. teaching and service (32.7%), and the amount of access to TAs and RAs (38.8%).
- SPHL respondents were more likely than UMD respondents overall to be satisfied with the support of colleagues (79.6% of SPHL vs. 64.2% of UMD), the University's location

(71.4% of SPHL vs. 62.8% of UMD), the University's national reputation (73.5% of SPHL vs. 55.6% of UMD), and professional assistance for improving teaching (57.1% of SPHL vs. 45.7% of UMD).

- There were no differences by gender in SPHL respondents' perceptions of resources and conditions at UMD.
- SPHL Faculty of Color were more likely than SPHL White faculty to be satisfied with expectations for committee service, but less likely to be satisfied with the diversity on campus and the quality of graduate students in their program.
- Associate Professors were less likely than Full Professors to be satisfied with the amount of autonomy they have in their role as a faculty member, the support of colleagues, and the sense of fit between their values and those of their unit. Associate Professors were also less likely than Assistant Professors to be satisfied with the priorities and vision of their college/school, and less likely than Assistant or Full Professors to be satisfied with their salary and benefits.
- Full Professors were more likely than Assistant or Associate Professors to be satisfied with the quality of graduate students in their program.

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

Survey Item	SPHL % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member	77.6	76.3
My overall experience working in my unit	71.4	68.1
The diversity on campus	71.4	66.9
The support of colleagues here *	79.6	64.2
My overall experience working at UM	63.3	63.0
The University's location *	71.4	62.8
The quality of graduate students in my program	63.3	59.4
My unit's national reputation	59.2	58.7
The sense of fit between my values and those of my unit	67.3	57.8
The University's national reputation **	73.5	55.6
The quality of undergraduate students	52.1	53.4
The quality of campus facilities	61.2	50.5
The transparency of decision-making within my unit	51.0	49.4
Clerical/administrative support	51.0	47.8
Professional assistance for improving teaching *	57.1	45.7
Expectations for committee service	40.8	44.7
The amount of time I spend on research vs. teaching & service	32.7	43.1
Assistance with research administration in my unit	44.9	42.7
My salary and benefits	49.0	42.4
Priorities and vision of my college/school	49.0	40.6
Amount of access to TAs, RAs	38.8	39.1
Assistance with finding grants	30.6	35.0

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

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- 23.5% of SPHL respondents said they were likely to leave the university in the next two years (vs. 27.6% of UMD respondents, not statistically significant).

- 13.7% of SPHL respondents said they were likely to leave the academic profession in the next two years (vs. 8.8% of UMD respondents overall, not statistically significant).
- 80.0% of SPHL respondents had at least one faculty member who left their unit in the past three years (vs. 82.6% of UMD respondents overall, not statistically significant).
- 40.0% of SPHL respondents (vs. 46.4% of UMD respondents overall, not statistically significant) 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, 10.5% said that the offer resulted in a salary increase; and among those individuals who had an outside offer in the last 5 years, 18.2% said that the offer resulted in a salary increase.
- The most frequent reasons SPHL respondents listed for intending to leave UMD were to be closer to family (11.8%), retirement (11.8%), and other (15.7%).
- If one or more colleagues left their unit in the last three years, in SPHL they were more likely to do so due to retirement (21.6% of SPHL vs. 12.1% of UMD).
- The most frequent reasons for SPHL colleagues' leaving included retirement (21.6%), a higher salary (15.7%), and an offer from a more prestigious department or institution (13.7%).
- There were no differences by gender or race in organizational commitment and intent to leave UMD.
- Full Professors were more likely than Assistant Professors to have ever had an outside offer while at 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]	SPHL % Selected	UMD % Selected
An offer with a higher salary *	7.8	20.6
An offer from a more prestigious department or institution	5.9	14.3
Retirement	11.8	11.0
Other *	15.7	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	3.9	4.2
Potential for better work-life balance in a different type of position	7.8	3.5
Career opportunities at another institution for my spouse/partner	2.0	2.3
An offer for a position outside academe	0	1.9
Poor likelihood of tenure/promotion or contract renewal	2.0	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

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

Table 13. Colleagues' Reasons for Leaving UMD

Considering the most recent case for departure, what was the primary reason that he or she left UMD? [please check one]	SPHL % Selected	UMD % Selected
An offer with a higher salary	15.7	18.1
An offer from a more prestigious department or institution	13.7	12.3
Retirement *	21.6	12.1
Poor likelihood of tenure/promotion or contract renewal	5.9	8.2
Other	7.8	7.3
To be closer to family	3.9	4.7
Lack of collegiality in my unit	2.0	3.9
An offer from an institution in a more desirable geographic location	2.0	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 SPHL and UMD respondents at *** $p < .001$, ** $p < .01$, * $p < .05$.

Perceptions of Productivity

KEY FINDINGS

- 34.0% of SPHL respondents believed their unit views them as more productive than researchers of their rank nationwide.
- 26.0% of SPHL respondents believed their unit views them as less productive than researchers of their rank nationwide.
- 22.0% of SPHL respondents (vs. 15.1% of UMD respondents overall) ranked themselves as less productive than researchers of their rank nationwide ($p < .05$).

- SPHL respondents were less likely than UMD respondents overall to rank themselves as productive as researchers of their rank nationwide ($p < .05$); 40.0% of SPHL respondents (vs. 52.3% of UMD respondents overall) ranked themselves as more productive than researchers of their rank nationwide.
- There were no differences by gender, race, or rank in SPHL respondents' perceptions of productivity.

Examples of open-ended comments include:

“The biggest challenge is maintaining a productive research program while balancing teaching and service responsibilities. The majority of my colleagues nationwide are mostly focusing on their research... - I of course chose this environment for the opportunity to teach and interact with the students and I am happy at UM. However, I need to also increase my research productivity!”

“Our unit does NOT create an environment that is conducive to faculty trying to perform research at the highest level. The department saddles the most productive researchers with extra work loads that prevents these individuals from writing strong grant proposals or being able to write strong publications.”

SPHL Differences by Race: Summary

KEY FINDINGS

In many areas of the survey, SPHL tenure-track/tenured faculty responses did not differ significantly by race ($p < .05$). However, there were several important differences in areas of professional networks, institutional support of professional networks and career advancement, fair and manageable workload, diversity and inclusion, and satisfaction with resources and conditions at UMD.

- SPHL Faculty of Color were more likely than SPHL White faculty to report being effectively mentored by someone in their unit.

- SPHL Faculty of Color were less likely than SPHL White faculty to agree that the tenure requirements in their unit are clear.
- SPHL Faculty of Color were less likely than SPHL White faculty to feel in control of their teaching responsibilities, but more likely than SPHL White faculty to feel in control of their participation in service activities.
- SPHL Faculty of Color were more likely than SPHL White faculty to be satisfied with expectations for committee service, but were less likely to be satisfied with the diversity on campus and the quality of graduate students in their program.
- SPHL Faculty of Color were less likely than SPHL White faculty to agree that the opportunities for Faculty of Color at UMD are at least as good as for those for White faculty and that their unit makes genuine efforts to recruit Faculty of Color, and were more likely to believe that they have to work harder than some of their colleagues to be perceived as a legitimate scholar.
- SPHL Faculty of Color were less likely than SPHL White faculty to have regular contact with others about their work and less likely than SPHL White faculty to have their core discussion network off-campus.

Table 14. Survey Items that Showed Statistically Significant Differences in SPHL Responses by Race

Survey Item	White		Faculty of Color		p-value
	M	SD	M	SD	
I have been effectively mentored by someone in my unit. *	3.11	1.25	4.09	1.04	.021
In my unit, the tenure requirements are clear. **	3.68	0.96	2.60	1.17	.004
Managing my teaching responsibilities is largely under my control.*	3.67	1.22	2.75	1.36	.031
I feel in control of my participation in service activities.*	3.03	1.04	3.82	0.87	.025
I am satisfied with expectations for committee service.*	2.87	1.10	3.70	0.67	.029
I am satisfied with the diversity on campus.*	4.10	0.88	3.00	1.49	.047
I am satisfied with the quality of graduate students in my program.*	3.69	0.92	3.00	1.05	.045
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.*	3.29	1.11	2.30	1.06	.015
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.*	2.59	1.19	3.60	1.07	.020
My unit makes genuine efforts to recruit Faculty of Color.**	4.26	1.02	2.90	1.20	.001
I don't have regular contact with others about my work.*	7.9%		33.3%		.049
My core discussion network is primarily off-campus.*	65.8%		33.3%		.049

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.

SPHL Differences by Rank: Summary

KEY FINDINGS

In many areas of the survey, SPHL tenure-track/tenured faculty responses differed significantly by rank ($p < .05$): faculty learning, professional networks and institutional support of professional networks, career advancement and institutional support of career advancement, evaluation of research and creative work, fair and manageable workload, satisfaction with resources and conditions at UMD, organizational commitment, and leadership opportunities.

- Assistant Professors were more likely than Full Professors to agree that in the last twelve months, they have gained knowledge or skills that have made them a better teacher.
- Associate Professors were less likely than Assistant Professors to have relationships with other faculty on campus that have supported their career advancement and to receive useful feedback from colleagues at UMD that improves their work. Associate Professors were also less likely than Assistant or Full Professors to be satisfied with the opportunities they have to collaborate with other UMD faculty.
- Associate Professors were less likely than Full Professors to agree that they have intentionally made choices to focus their career in ways that are personally meaningful to them, and more likely than Full Professors to feel stuck in their ability to advance in their career or feel little control over their career advancement. Associate Professors were more likely than Full Professors to have concerns about their opportunities to advance in their career at UMD.
- Assistant Professors were less likely than Full Professors to perceive the promotion requirements for advancing to Full Professor in their unit as clear.
- Assistant and Associate Professors were less likely than Full Professors to perceive the promotion process for advancing to Full Professor in their unit as fair.
- Associate Professors were less likely than Full Professors to agree that faculty in their unit are rewarded for taking risks and trying to be cutting edge in their research.
- Associate Professors were less likely than Full Professors to have their research agenda under their control, and less likely than Assistant or Full Professors to perceive support in their department for effective teaching.
- Associate Professors were less likely than Full Professors to be satisfied with the amount of autonomy they have in their role as a faculty member, the support of colleagues, and the sense of fit between their values and those of their unit. Associate Professors were

also less likely than Assistant Professors to be satisfied with the priorities and vision of their college/school, and less likely than Assistant or Full Professors to be satisfied with their salary and benefits.

- Full Professors were more likely than Assistant or Associate Professors to be satisfied with the quality of graduate students in their program.
- Full Professors were more likely than Assistant Professors to have ever had an outside offer while at UMD.
- Full Professors were more likely than Assistant Professors to have ever been encouraged, by anyone at UMD during the past twelve months, to pursue a leadership position.

Table 15. Survey Items that Showed Statistically Significant Differences in SPHL Responses by Rank

Survey Item	Assistant		Associate		Full		p-value
	M	SD	M	SD	M	SD	
In the last twelve months, I have gained knowledge or skills that have made me a better teacher. *	4.00*	0.61	3.37	1.06	2.87*	1.30	.011
I have relationships with other faculty on campus that have supported my career advancement. *	4.41*	0.79	3.63*	1.06	3.80	0.86	.040
I receive useful feedback from colleagues at UMD that improves my work.**	4.18**	0.73	3.05**	0.91	3.73	0.88	.001
I am satisfied with the opportunity I have to collaborate with other UMD faculty.**	3.71**	1.05	2.58**	1.07	3.79**	0.80	.001
I feel stuck in my ability to advance in my career.*	2.65	1.37	3.17*	1.20	1.93*	1.27	.033
I have intentionally made choices to focus my career in ways that are personally meaningful to me.*	4.06	0.75	3.89*	0.83	4.57*	0.65	.042
In general, I feel that I have little control over whether I advance in my career.*	2.35	1.11	2.94*	1.21	1.71*	0.91	.011
In my unit, the promotion requirements for advancing to Full Professor are clear.*	2.71*	0.92	3.06	1.11	3.64*	1.01	.047
In my unit, the promotion process for advancing to Full Professor is fair.**	2.94*	0.90	2.82**	1.24	4.07**	0.83	.003
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.**	3.65	1.11	2.89**	1.02	4.08**	0.95	.009
There is support in my department for effective teaching.***	3.88**	0.99	2.79***	1.08	4.20***	0.77	<.001
My research agenda is largely under my control.*	4.06	0.90	3.47*	1.22	4.40*	0.74	.029
I am satisfied with my salary and benefits.***	3.29*	0.98	2.33***	1.14	4.07***	0.83	<.001
I am satisfied with the quality of graduate students in my program.***	3.06***	0.97	3.39**	0.92	4.36**	0.50	<.001
I am satisfied with the amount of autonomy I have in my role as a faculty member here.*	3.94	0.97	3.39*	1.14	4.43*	0.65	.015
I am satisfied with the support of colleagues here.*	3.88	0.99	3.72*	0.83	4.50*	0.65	.036
I am satisfied with the sense of fit between my values and those of my unit.*	3.71	1.05	3.06*	1.39	4.29*	1.07	.020
I am satisfied with the priorities and vision of my college/school.*	3.71*	1.10	2.78*	1.06	3.00	1.18	.047
Do you have any concerns about your own opportunities to advance in your career at UM?*	35.3%		68.4%*		20.0%*		.013
Have you ever had an outside offer while at UM?***	11.8%**		47.4%		64.3%**		.009

During the past twelve months, how many times have you been encouraged, by anyone at UM, to pursue leadership positions? (% at least once)	0%***	42.1%	86.7%***	<.001
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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 SPHL Faculty Work Environment Data by Year on Select Items

Survey Findings from the School of Public Health	2013	2015
	% Agree / Strongly Agree	
Faculty Learning and Institutional Support for Learning		
The University provides an environment that stimulates my academic learning.	67.3%	56.9%
Professional Networks and Institutional Support of Professional Networks		
I feel isolated in my department.	14.6%	16.0%
I am satisfied with the collegiality in my unit.	83.3%	70.0%
I am satisfied with the opportunity to collaborate with other UMD faculty.	68.1%	52.0%
Diversity and Inclusion		
The opportunities for female faculty at UMD are at least as good as those for male faculty.	48.9%	59.2%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	42.6%	41.7%
I have experienced discrimination in my unit based on my individual or multiple identities.	17.4%	23.4%
Work-Life Integration		
I am satisfied with my unit's culture around work-life balance.	59.6%	63.3%
The institution does what it can to make family life and the tenure track compatible.	38.3%	44.9%
Career Advancement and Institutional Support of Career Advancement		
In my unit, the tenure requirements are clear.	74.5%	56.3%
In my unit, the promotion requirements for advancing to Full Professor are clear.	59.6%	38.8%
In my unit, the tenure process is fair.	72.3%	58.3%
In my unit, the promotion process for advancing to Full Professor is fair.	52.2%	37.5%
I have concerns about my own career advancement at UMD.	33.3%	43.1%
Fair and Manageable Workload		
I feel in control of my participation in service activities.	48.9%	46.0%
There is support in my department for effective teaching.	74.5%	60.8%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	57.4%	48.0%
I am satisfied with the amount of time spent on research versus teaching and service.	43.5%	32.7%
Satisfaction with Resources and Conditions at UMD		
I am satisfied with my overall experience working at UM.	83.0%	63.3%
I am satisfied with my overall experience working in my unit.	76.6%	77.6%
I am likely to leave the university in the next two years.	16.0%	13.7%

Note: Responses to the 2011 SPHL FWES are not available due to a small *n*. In 2013, 47% of SPHL tenure track faculty responded to the FWES, and in 2015, 67% responded.