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The Work Environment for Tenure-Track/Tenured Faculty at the University of Maryland

ADVANCE Research and Evaluation Report for CMNS

by

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Introduction

The UMD Work Environment Survey assessed 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. There were 488 tenure track respondents, approximately 32% of full-time UMD tenure track faculty in fall 2010. Here major findings are reported for tenure track/tenured respondents in the College of Computer, Mathematical, and Natural Sciences (CMNS). For additional information about the survey development and results for the University of Maryland over all, please see *The Work Environment for Tenure-Track/Tenured Faculty at the University of Maryland: ADVANCE Research and Evaluation Report 1*, which can be accessed at the UMD ADVANCE research and evaluation website: <http://www.advance.umd.edu/research-evaluation>.

Respondents

The analytical sample for this report is the tenure track faculty respondents of the UMD Faculty Work Environment Survey from CMNS (n=114), approximately 36% of the 2010 tenure-track/tenured CMNS faculty. Of the CMNS tenure track respondents, 32% were female and 68% were male. Regarding race, 11% were faculty of color, 89% were White faculty, and <1% were international faculty. Lastly, CMNS respondents were 24% Assistant Professors, 32% Associate Professors, and 44% Full Professors. Nine percent were administrators (Chairs, Directors, and Deans).

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 and rank. Testing for racial differences could not be conducted due to low sample size. For analyses of differences by rank, administrators (Chairs, Deans, and Directors) were excluded to investigate differences by Assistant, Associate, and Full Professor ranks. Means, standard deviations and statistically significant differences at $p < .05$, $p < .01$, or $p < .001$ are noted within the tables in Tables 17 and 18. Any differences described within the text of this report refer to statistically significant differences unless otherwise noted. 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 related to specific themes.

Results

Organizational Commitment and Intent to Leave

TOP FINDINGS

- CMNS respondents were less likely than UMD respondents overall to intend to leave the institution ($p < .05$). 19% of CMNS participants stated they were likely to leave the university in the next two years (v. 31% for all of UMD respondents).
- 88% of CMNS participants stated that there was at least one faculty member in their unit who left in the past three years (v. 87% for all of UMD respondents).
- 32% of CMNS respondents had had an outside offer while at UM (compared to 41% of all UMD respondents)
- The most frequent reasons participants listed for wanting to leave UMD was for a higher salary (55%), for a more prestigious institution or department (35%), or because of lack of collegiality (35%). These are the same top three reasons as those from all UMD respondents.

Table 2. *Participants' reasons for intending to leave UMD and perceptions of why others left.*

| If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons? [Select up to three] | CMNS N=20 % Selected | UMD % Selected |
|--|----------------------------|-------------------|
| An offer with a higher salary | 55 | 57 |
| An offer from a more prestigious department or institution | 35 | 41 |
| Lack of collegiality in my unit | 35 | 24 |
| Potential for better work-life balance in a different type of position | 20 | 22 |
| An offer from an institution in a more desirable geographic location | 30 | 16 |
| Retirement | 10 | 15 |
| To be closer to family | 5 | 14 |
| Poor likelihood of tenure/promotion or contract renewal | 5 | 10 |
| Career opportunities at another institution for my spouse/partner | 5 | 9 |
| An offer for a position outside academe | 5 | 8 |
| Better campus climate for women at another institution | 10 | 5 |
| Not well suited to the faculty career | 0 | 4 |
| Better policies related to child-care, parental leave | 0 | 3 |
| Better campus climate for faculty of color at another institution | 0 | 3 |
| Better campus climate for GLBTQ faculty at another institution | 0 | 2 |

Satisfaction with Department and UMD

TOP FINDINGS

- 60% of CMNS participants were satisfied with their overall experience working in their unit and their overall experience at UMD (compared to 61% and 60% respectively for all UMD respondents).

- There were five specific aspects of the faculty experience that were rated more favorably by CMNS respondents than UMD respondents. Two aspects were rated less favorably by CMNS respondents than UMD respondents.
- The most participants were satisfied with the amount of autonomy they have in their role (74%) and the diversity on campus (76%). These were also the top two satisfaction areas for all UMD respondents.
- The least participants were satisfied with the assistance they received in finding grants (25%), professional assistance for improving teaching (30%), and transparency of decision-making (32%).

Table 3. *Percentage of participants who were satisfied with resources and conditions at UMD*

| Survey Item* | CMNS % Satisfied/ Very Satisfied | UMD % Satisfied/ Very Satisfied |
|--|---|--|
| The amount of autonomy I have in my role as a faculty member here | 74 | 74 |
| The diversity on campus * | 76 | 68 |
| My overall experience working in my unit | 60 | 61 |
| My unit's national reputation | 59 | 61 |
| My overall experience working at UM | 60 | 60 |
| The University's national reputation | 58 | 59 |
| The quality of the graduate students * | 51 | 58 |
| The support of colleagues here | 61 | 58 |
| The University's location * | 47 | 54 |
| The sense of fit between my values and those of my unit | 49 | 49 |
| The quality of the undergraduate students | 43 | 45 |
| Clerical/administrative support | 37 | 38 |
| The amount of time I spend on research versus teaching and service | 38 | 38 |
| Assistance with research administration in your unit * | 50 | 37 |
| The transparency of decision-making within my unit | 32 | 37 |
| Amount of access to TAs, RAs | 40 | 33 |
| Professional assistance for improving teaching | 30 | 33 |

| | | |
|--------------------------------------|----|----|
| Expectations for committee service * | 39 | 32 |
| My salary and benefits * | 41 | 30 |
| Assistance with finding grants * | 25 | 22 |

* = statistical difference in means between CMNS and UMD respondents at $p < .05$

Fair Treatment and Diversity

TOP FINDINGS

- The majority of CMNS respondents perceive that diversity is important (75% for CMNS v. 80% for UMD), units work hard to create diverse representation (71% for CMNS and 79% for UMD), and female faculty and faculty of color receive fair treatment color (73% and 64%, respectively, for CMNS v. 60% and 57% for UMD).
- 15% of CMNS faculty agree that they have experienced discrimination (v. 23% for UMD).
- Women CMNS respondents perceived more negative experiences with fair treatment, diversity climate, and discrimination when compared to men ($p < .05$; see section on gender differences).
- CMNS respondents perceive less negative experiences with fair treatment and discrimination when compared to UMD respondents ($p < .05$)

Table 4. *Faculty perceptions of diversity, diversity climate, and fairness at UMD.*

| Survey Item* | CMNS % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|--|--|---------------------------------------|
| A diversified faculty is important for UM's academic excellence. | 75 | 80 |
| My unit makes a conscious effort to generate a diverse applicant pool for full-time faculty positions. | 71 | 79 |
| The opportunities for female faculty at UM are at least as good as those for male faculty. * | 73 | 60 |
| The opportunities for faculty of color at UM are at least as good as for those for White faculty. * | 64 | 57 |

| | | |
|---|----|----|
| I have to work harder than some of my colleagues to be perceived as a legitimate scholar. * | 24 | 33 |
| I have experienced discrimination (either overt or subtle) in my unit based on my individual identities (e.g. gender, race/ethnicity, religion, age, sexual orientation). * | 15 | 23 |

* = statistical difference in means between CMNS and UMD respondents at $p < .05$

Work-Life Climate

TOP FINDINGS:

- 43% of CMNS respondents were satisfied with their unit's culture for work-life balance (v. 42 for UMD).
- 22% of CMNS respondents agreed that the university does what it can to make family life and the tenure track compatible (v. 25% for UMD).
- 32% of CMNS respondents agreed that there are role-models for work-life balance (v. 30% for UMD).
- Similar to UMD respondents, CMNS respondents rated many of UMD's policies and programs for work-life balance as valuable, but few respondents took advantage of these programs and many had not heard of the programs.

Table 6. *Perceptions of work-life climate at UMD.*

| Survey Item* | CMNS % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|---|-------------------------------------|------------------------------------|
| I have taken strategic steps toward creating a satisfactory work-life balance. | 68 | 67 |
| In my unit, faculty can be honest with colleagues about family/life roles and responsibilities. | 60 | 57 |
| In my unit it is generally expected that people need to make work their top priority. * | 64 | 55 |
| My unit supports faculty scheduling work commitments around family schedules. | 48 | 54 |
| The amount of work my unit expects me to perform makes work-life balance difficult. | 54 | 52 |
| In general, I feel I have control over creating a satisfying work-life balance. | 51 | 48 |
| There is NO bias against family care-giving in my unit. | 42 | 44 |

| | | |
|---|----|----|
| I am satisfied with my unit's culture around work-life balance. | 43 | 42 |
| There are role-models in my unit of how to create a satisfying work-life balance. | 32 | 30 |
| The institution does what it can to make family life and the tenure track compatible. | 22 | 25 |

* = statistical difference in means between CMNS and UMD respondents at $p < .05$

Table 7. *Work-life policies and programs at UMD.*

| Policy/Program [% of CMNS respondents] | % Very Valuable | % Used it | % Anticipate using it | % Have not heard of it |
|--|-----------------|-----------|-----------------------|------------------------|
| Campus childcare | 82 | 12 | 4 | 11 |
| Tenure delay/Stop the tenure clock | 58 | 12 | 2 | 5 |
| Family leave without pay/FMLA | 45 | 2 | 11 | 24 |
| Mentoring program (i.e. assigned mentor) | 49 | 42 | 33 | 16 |
| Childcare referral service | 46 | 2 | 3 | 31 |
| Dual career support services | 38 | 4 | 6 | 46 |
| New faculty orientation | 42 | 54 | 4 | 5 |
| Relocation assistance services | 38 | 26 | 1 | 32 |
| Part-time tenure track policy | 28 | 0 | 8 | 57 |

It is important to note that the part-time tenure track policy was established December 17, 2009.

The Family Care Resource and Referral Service began in fall of 2010. The tenure delay policy was established March 6, 2007.

Tenure and Promotion Process

TOP FINDINGS

- Most participants perceived clear requirements and fair processes for tenure (75% and 79%, respectively, for CMNS vs. 68% for both for UMD).
- 73% of CMNS respondents believe the process for advancing to Full Professor is fair (vs. 59% for UMD) and 57% of CMNS respondents perceived clear requirements for promotion to Full Professor (v. 52% for UMD).
- CMNS respondents were more likely than UMD respondents to agree that the tenure process and the process for promotion to Full Professor are fair ($p < .05$).

- Yet, 40% of CMNS respondents had concerns about their own advancement (v. 41% of UMD).

Table 8. *Respondent perceptions of own career advancement and institutional support of advancement.*

| | Survey Item* | CMNS % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|---|--|--|---------------------------------------|
| Career Advancement | I have intentionally made choices to focus my career in ways that are personally meaningful to me. | 83 | 85 |
| | I seize opportunities when they are presented to me to advance in my career. | 76 | 75 |
| | I have been strategic in achieving my career goals. | 64 | 66 |
| | Do you have any concerns about your own opportunities to advance in your career at UM? [% that select “yes”] | 40 | 41 |
| | I feel stuck in my ability to advance in my career. | 20 | 23 |
| | In general, I feel that I have little control over whether I advance in my career. | 22 | 20 |
| Institutional Support of Career Advancement | Faculty in my unit have the freedom to succeed here if they work hard. | 70 | 68 |
| | In my unit, the tenure requirements are clear. | 75 | 68 |
| | In my unit, the tenure process is fair. * | 79 | 68 |
| | In my unit, the promotion process for advancing to Full Professor is fair. * | 73 | 59 |
| | In my unit, the promotion requirements for advancing to Full Professor are clear. | 57 | 52 |
| | I have received helpful feedback from my department chair/unit head in support of my career advancement. | 41 | 43 |

* = statistical difference in means between CMNS and UMD respondents at $p < .05$

Evaluation of Teaching, Research, and Creative Work

TOP FINDINGS

- About half or less agreed that their unit supports effective teaching (41% CMNS v. 45% UMD), interdisciplinary scholarship (55% CMNS v. 44% UMD), engaged scholarship (37% CMNS v. 40% UMD), or cutting edge research (41% CMNS v. 37% UMD).

Table 9. *Respondent perceptions of the Evaluation of Teaching, Research, and Creative Work.*

| Survey Item* | CMNS % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|---|--|---------------------------------------|
| Collaborative research and grant work where there are co-authors and/or co-principal investigators is encouraged in our unit's reward system. | 52 | 49 |
| There is support in my department for effective teaching. | 41 | 45 |
| Interdisciplinary scholarship is rewarded in my unit. | 55 | 44 |
| Engaged scholarship is rewarded in my unit. * | 37 | 40 |
| In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research. | 41 | 37 |

* = statistical difference in means between CMNS and UMD respondents at $p < .05$

Management of Teaching, Research and Service Responsibilities

TOP FINDINGS

- 93% of CMNS faculty felt in charge of their research (v. 90% UMD).
- About half of both CMNS respondents and UMD respondents felt in control of their participation in service activities or able to say no to additional service without consequences for their career.

Table 10. *Respondent perception of evaluation and support of research and scholarship.*

| Survey Item* | CMNS % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|--------------|--|---------------------------------------|
|--------------|--|---------------------------------------|

| | | |
|---|----|----|
| I am in charge of the direction of my research agenda. * | 93 | 90 |
| Managing my teaching responsibilities is largely under my control. | 68 | 69 |
| I feel in control of my participation in service activities. | 55 | 52 |
| It is possible for me to say no to additional on-campus service activities without negative consequences for my career. | 54 | 49 |

* = statistical difference in means between CMNS and UMD respondents at $p < .05$

Recognition

TOP FINDINGS

- More than half of CMNS respondents believed that their research (70% v. 66% UMD), service (55% v. 54% UMD), and teaching contributions (58% v. 57% UMD) were valued by colleagues in their unit.
- 37% of CMNS respondents said they had been nominated by someone at UMD for an award (v. 40% UMD).

Table 11. *Respondent perceptions of recognition and valuing one's commitments.*

| Survey Item* | CMNS % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|--|--|---------------------------------------|
| Faculty in my unit value my research/scholarship. | 70 | 66 |
| Faculty in my unit are aware of the service that I do for our program. | 57 | 58 |
| Faculty in my unit value my teaching contributions. | 58 | 57 |
| Faculty in my unit value my service contributions. | 55 | 54 |
| Faculty in my unit care about my personal well-being. | 51 | 53 |
| Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes] | 37 | 40 |

Note: No statistical differences in means between CMNS and UMD respondents.

Leadership Opportunities

TOP FINDINGS

- 31% of respondents said they would like to hold a leadership position at UMD at the institution and unit levels (v. 37% for UMD).
- 53% of CMNS respondents had leadership self-efficacy (v. 60% for UMD).
- CMNS respondents were less likely than UMD respondents to report being asked to serve in a leadership role ($p < .05$)

Table 12. *Leadership opportunities for CMNS.*

| Leadership Position | % that have not applied or been asked | % that applied, but were not selected | % that were asked but did not serve | % that serve now or served previously |
|--|---------------------------------------|---------------------------------------|-------------------------------------|---------------------------------------|
| Assistant/Associate Chair or Director | 73 | 2 | 6 | 18 |
| Department Chair or Director | 81 | 4 | 3 | 12 |
| Director of a Center, Institute or Program | 76 | 2 | 1 | 21 |
| Assistant/Associate Dean | 89 | 0 | 6 | 5 |
| Dean | 94 | 3 | 3 | NA* |
| All Leadership Positions | 49 | 3 | 6 | 43 |

* NA due to low n for confidentiality

Table 13. *Respondent perceptions regarding leadership.*

| Survey Item* | CMNS % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|---|--|---------------------------------------|
| I have the knowledge and skills needed to be an effective leader at this University. | 53 | 60 |
| I would like to serve in a leadership role in the broader UM community (college or University level). | 31 | 37 |
| I would like to serve in a leadership role within my unit. | 31 | 37 |

| | | |
|--|----|----|
| During the past twelve months, how many times have you been encouraged, by anyone at UM, to pursue any leadership positions? [% at least once] * | 28 | 36 |
|--|----|----|

* = statistical difference in means between CMNS and UMD respondents at $p < .05$

Information, Communication, and Decision-Making

TOP FINDINGS

- A majority of CMNS participants felt open to share their opinions (69% v. 63% for UMD) and felt that their voice does make a difference in their department (57% v. 60% for UMD).
- Yet only about a third of CMNS participants agreed that their unit was transparent in terms of information sharing (37% v. 35% for UMD), resource allocation (34% v. 32% for UMD), or salary increases (32% v. 31% for UMD).

Table 14. *Respondent perceptions of decision-making and communication.*

| Survey Item* | CMNS % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|--|--|---------------------------------------|
| I feel that I can voice my opinions openly in my unit, even if my colleagues disagree with me. | 69 | 63 |
| I have a voice in decision-making that affects the direction of my department. | 57 | 60 |
| Major decisions in my unit are made with adequate input from faculty. | 54 | 54 |
| Information is available to understand my relative standing among my peers. | 37 | 35 |
| Resource allocation in my unit (e.g. space, funded research assistants) is transparent. | 34 | 32 |
| Decisions regarding salary increases in my unit are transparent. | 32 | 31 |

Note: No statistical differences in means between CMNS and UMD respondents.

Faculty Learning

TOP FINDINGS

- Over 65% of CMNS respondents reported learning a great deal regarding their research and/or teaching in the past year.
- 54% of CMNS respondents reported that their unit provides an environment that stimulates their academic learning (v. 50 for UMD) and 46% of CMNS respondents reported that the university provides such an environment (v. 43% for UMD).
- The pressure to publish was noted as a barrier to learning for 22% of CMNS respondents (v. 28% for UMD), and the pressure to seek grants a barrier to learning for 37% of CMNS respondents (v. 39% for UMD).

Table 15. *Respondent assessment of faculty learning and institutional support for learning.*

| | Survey Item* | CMNS % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|---|--|--|---------------------------------------|
| Faculty learning | In the past 12 months, I learned a great deal regarding my research. | 76 | 72 |
| | In the past 12 months, I set aside time to advance my scholarly learning. | 70 | 68 |
| | In the past 12 months, I gained knowledge or skills that made me a better teacher. | 66 | 65 |
| Institutional Support of Faculty Learning | My unit provides an environment that stimulates my academic learning. | 54 | 50 |
| | My unit supports my learning external to campus (e.g. conferences) | 40 | 46 |
| | My unit has financially supported my learning in my field or discipline * | 34 | 44 |
| | My unit has helped me to make room to immerse myself in my learning (e.g., sabbaticals, course release). | 44 | 43 |
| | The University provides an environment that stimulates my academic learning. | 46 | 43 |
| | The pressure to seek grants is a barrier to my scholarly learning. | 37 | 39 |
| | The pressure to publish is a barrier to my scholarly learning. | 22 | 28 |

* = statistical difference in means between CMNS and UMD respondents at $p < .05$

Professional Networks and Collegiality

TOP FINDINGS

- Most CMNS faculty respondents perceived their professional network was helpful in a number of areas, including influence, visibility, feedback, advice, and awareness of professional opportunities.
- 64% of CMNS respondents said that their core discussion network was mainly off campus (v. 63% for UMD).
- CMNS respondents were more favorable when compared to UMD respondents on several items regarding professional networks, collegiality, and opportunities to collaborate ($p < .05$).

Table 16. *Respondent assessment of professional networks and institutional support for professional networks.*

| Survey Item* | CMNS % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|--|--|---------------------------------------|
| I try to support junior colleagues. | 89 | 90 |
| My core discussion network includes one or more members who are influential in my field. | 86 | 83 |
| My core discussion network stimulates my thinking and creativity. | 87 | 82 |
| My core discussion network includes at least one senior colleague. | 82 | 81 |
| My core discussion network enhances my visibility in my field. * | 84 | 76 |
| My core discussion network provides helpful feedback on my research. | 75 | 73 |
| My core discussion network is an important source of professional advice when I have a work related problem. | 65 | 72 |
| My core discussion network is primarily in my direct field. | 71 | 68 |
| My core discussion network lets me know of professional opportunities. | 69 | 64 |

| | | | |
|--|---|----|----|
| | I have found it difficult to establish connections with others in my field. | 9 | 12 |
| | I don't have regular contact with others about my work. | 6 | 7 |
| Institutional Support of Professional Networks | I have relationships with students on campus that advance my scholarly learning. * | 77 | 68 |
| | My core discussion network is primarily off campus. | 64 | 63 |
| | I have relationships with faculty at UM that support me personally. | 59 | 61 |
| | I have relationships with other faculty on campus that have supported my career advancement (e.g. tenure, promotion, contract renewal). * | 66 | 54 |
| | I am satisfied with the collegiality in my unit. | 52 | 52 |
| | Most of the personal support I receive is from colleagues off-campus. * | 40 | 49 |
| | I am satisfied with the opportunity I have to collaborate with other UM faculty. * | 55 | 45 |
| | I receive useful feedback from colleagues at UM that improves my work. | 48 | 44 |
| | I am satisfied with the amount of professional interaction I have with senior colleagues at the University. * | 51 | 41 |
| | I have been effectively mentored by someone in my unit. | 40 | 33 |
| | My core discussion network is primarily on campus. | 32 | 28 |
| | Individuals at this institution have made an effort to connect me with important people in my field. | 31 | 27 |
| | I feel isolated in my department. | 26 | 24 |

* = statistical difference in means between CMNS and UMD respondents at $p < .05$

Perceptions of Productivity

TOP FINDINGS

- 50% of CMNS respondents ranked themselves as more productive than researchers in their field and rank nation-wide (v. 51% for UMD).
- 26% of CMNS respondents ranked themselves as less productive than researchers in their field and rank nation-wide (v. 27% for UMD).
- 40% of CMNS respondents believed their unit views them as more productive than researchers in their field and rank nation-wide (v. 38% for UMD).

- 31% of CMNS respondents believed their unit views them as less productive than researchers in their field and rank nation-wide (v. 33 for UMD).

CMNS Gender Differences

TOP FINDINGS

- In most areas of the survey, responses did not differ significantly by gender ($p < .05$).
- Only one pattern emerged, which was similar to the pattern seen by all UMD respondents: Women CMNS respondents perceived more negative diversity climates, less fair treatment, and more discrimination when compared to men CMNS respondents.

Table 17. *Survey items that showed statistically significant differences in CMNS responses by gender.*

| Survey Item* | Women | | Men | | p-value |
|---|-------|-------|------|-------|---------|
| | M | SD | M | SD | |
| They are important sources of professional advice when I have a work related problem. | 4.00 | .985 | 3.55 | 1.092 | <.05 |
| The opportunities for female faculty at UM are at least as good as those for male faculty. | 3.35 | 1.152 | 3.99 | .765 | <.01 |
| The opportunities for faculty of color at UM are at least as good as for those for White faculty. | 3.39 | .864 | 3.92 | .824 | <.01 |
| I have to work harder than some of my colleagues to be perceived as a legitimate scholar. | 3.15 | 1.209 | 2.31 | 1.154 | <.001 |
| I have experienced discrimination (either overt or subtle) in my unit based on my individual identities (e.g. gender, race/ethnicity, religion, age, sexual orientation). | 2.83 | 1.382 | 1.59 | .955 | <.001 |

Notes:

Coding: Strongly Agree = 5; Strongly Disagree = 1

CMNS Differences by Rank

TOP FINDINGS

- In most areas of the survey, CMNS responses did not differ significantly by rank ($p < .05$). This is different than the overall UMD respondents, where most items differed by rank. However, there were two noteworthy trends for CMNS respondents regarding rank:
 - Associate Professor respondents from CMNS rated their experiences lower than Assistant or Full professors in certain areas. This same trend was seen even more prominently among the broader UMD respondents. The CMNS Associate Professor respondents perceived lower transparency, voice in decision-making, and clarity of requirements for promotion than Full Professors. Associates also rated opportunities for interaction with senior colleagues lower than both Assistant and Full professors. Associates were also less likely than Assistant to agree that faculty in their unit care about their well-being. Associate and Assistant Professor respondents from CMNS also were less likely than Fulls to agree that there was support in their department for effective teaching.
 - CMNS Assistant Professor respondents perceived higher pressure to publish and less leadership efficacy in comparison to both Associate and Full respondents. By contrast, CMNS Assistant Professors were more likely than Associate or Full respondents to perceive being effectively mentored and to have received helpful feedback from department chairs.

Table 18. *Survey items that showed statistically significant differences in CMNS responses by rank.*

| Survey Item* | Assistant | Associate | Full | p-value |
|--------------|-----------|-----------|------|---------|
|--------------|-----------|-----------|------|---------|

| | M | SD | M | SD | M | SD | |
|---|------|-------|------|-------|------|-------|-------|
| The pressure to publish is a barrier to my scholarly learning. | 3.05 | 1.024 | 2.74 | 1.023 | 2.19 | 1.103 | <.01 |
| My core discussion network stimulates my thinking and creativity. | 3.95 | .826 | 4.00 | .780 | 4.43 | .577 | <.01 |
| I have been effectively mentored by someone in my unit. | 4.00 | 1.183 | 2.33 | 1.330 | 2.85 | 1.304 | <.001 |
| I am satisfied with the amount of professional interaction I have with senior colleagues at the University. | 3.57 | 1.363 | 2.70 | 1.068 | 3.51 | 1.103 | <.01 |
| I have received helpful feedback from my department chair/unit head in support of my career advancement. | 3.85 | 1.424 | 2.85 | 1.255 | 2.85 | 1.309 | <.05 |
| In my unit, the promotion requirements for advancing to Full Professor are clear. | 3.22 | 1.394 | 2.56 | 1.193 | 3.75 | 1.146 | <.001 |
| In my unit, the promotion process for advancing to Full Professor is fair. | 4.17 | .983 | 3.19 | 1.424 | 4.04 | 1.009 | <.05 |
| I have the knowledge and skills needed to be an effective leader at this University. | 2.55 | .887 | 3.62 | .983 | 3.69 | 1.006 | <.001 |
| There is support in my department for effective teaching. | 2.67 | 1.238 | 2.54 | 1.029 | 3.38 | 1.013 | <.01 |
| Faculty in my unit care about my personal well-being. | 3.60 | .995 | 2.76 | 1.091 | 3.35 | 1.067 | <.05 |
| Decisions regarding salary increases in my unit are transparent. | 3.06 | 1.056 | 2.36 | .907 | 3.04 | 1.055 | <.05 |
| Information is available to understand my relative standing among my peers. | 2.95 | 1.079 | 2.44 | 1.044 | 3.12 | 1.096 | <.05 |
| I have a voice in decision-making that affects the direction of my department. | 3.20 | 1.196 | 3.00 | 1.118 | 3.65 | 1.119 | <.05 |

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