

# ADVANCE

**ADVANCE Program for Inclusive Excellence**

*Advancing women, transforming the University, investing in a culture of inclusive excellence*



The Work Environment for Full-time Professional Track Faculty at the University of Maryland

Results from the 2015 UMD Work Environment Survey

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## University of Maryland Work Environment Survey (2015)

### Executive Summary

The University of Maryland Faculty Work Environment Survey was designed to measure the degree to which faculty perceive and experience their units, colleges, and the university to be investing in their professional growth and creating an inclusive work environment. Much social science and educational research has found that supporting faculty professional growth (agency, learning, professional networks, and recognition) and creating inclusive work environments (fair workload, diversity climate, work-life climate) is linked to faculty retention, advancement and productivity. The Faculty Work Environment Survey (FWES) was designed and implemented by the University of Maryland ADVANCE program with support and consultation from the Office of Faculty Affairs and Office of Diversity and Inclusion. This executive summary summarizes results from the 2015 FWES implementation. There were 646 full-time professional track respondents, approximately 31% of full-time UMD full-time professional track faculty in spring, 2015. In this summary we present key findings.

Overall, faculty were satisfied with their experiences in their departments (72.5%) and the University (74.1%). However, 40.6% of faculty indicated intent to leave UMD in the next two years. While a majority of respondents noted diversity is important to the campus (71.8%), 15.2% of respondents noted experiencing discrimination and 33.5% noted a lack of fair treatment (and significantly more women). The climate for work-life integration received mixed ratings: the majority of respondents agree about taking strategic steps toward creating a satisfactory work-life balance (75.2%), and about two thirds agree that faculty in their unit can be honest with colleagues about family/life roles and responsibilities (63.6%); however, only about half of the respondents agree about having role-models in their unit for creating a satisfying work-life balance (49.1%), and less than a third believe that the institution does what it can to make family life and faculty life compatible (27.4%). Women generally rated work-life integration items lower than men. Contract renewal requirements were considered clear by only 42.8% of full-time professional track faculty, and promotion requirements (e.g. moving from assistant to associate within the research faculty track) were considered clear by only 27.4% of the respondents. There was a mixed experience with institutional and department supports for faculty learning and satisfaction with resources and conditions at UMD.

Faculty experiences with support for professional growth and inclusive work environments varied greatly by gender and to some extent by race. Women respondents reported more negative experiences in several key areas: satisfaction with resources and conditions at UMD; diversity issues; work-life integration; career advancement and institutional support of career advancement; fair and manageable workload; professional networks and institutional support of professional networks; and recognition. Faculty of Color were less satisfied than White faculty with the climate for diversity and inclusion.

Means, standard deviations, effect sizes, and statistically significant differences at  $p < .05$ ,  $p < .01$ , or  $p < .001$  are noted within the tables in the Appendices of the full report. Any differences described within the text of this executive summary refer to statistically significant differences ( $p < .05$ ). In comparison to the 2015 UMD full-time professional track faculty, women and White faculty were slightly overrepresented.

### **Faculty Learning and Institutional Support for Learning**

- Most faculty reported that their learning contributed to their research and/or scholarly agenda in the past year (70.5%), has made them a better teacher (64.3%), and they set aside time to advance their scholarly learning (62.7%).
- Over half of faculty reported that their unit (59.4%) and the University (64.3%) provide an environment that stimulates their academic learning.

### **Professional Networks and Institutional Support of Professional Networks**

- 53.5% of respondents said that their core discussion network was mainly on campus.
- Most faculty respondents perceived their professional network was helpful in a number of areas including influence (71.7%), feedback (64.7%), visibility (65.2%), and professional opportunities (70.5%).
- 25.5% felt isolated in their department, and 46.5% reported they were effectively mentored by someone in their unit.

### **Recognition**

- The majority of faculty believed that their teaching (53.2%), research (50.6%), and service (54.2%) were valued by colleagues in their unit.
- 17.1% of faculty said they had been nominated by someone at UMD for an award.

### **Diversity and Inclusion**

- About half of all faculty believe that opportunities for female faculty (49.2%) and faculty of color (43.8%) are at least as good as they are for male faculty and White faculty, respectively.
- 15.2% of faculty experienced discrimination.
- Vast differences by gender exist in attitudes about diversity, institutional environments for diverse faculty, and discrimination experiences. Women perceive and experience more negative diversity climates.

### **Work-Life Integration**

- 60.2% of faculty were satisfied with their unit's culture for work-life balance.
- 27.4% of faculty agreed that the university does what it can to make family life and the faculty life compatible.
- 49.1% of faculty agreed that there are role-models for work-life balance.
- Women faculty were less satisfied than men with certain aspects of work-life integration at UMD. For example, 13.9% of women faculty vs. only 3.7% of male faculty perceive bias against family care-giving in their unit.

### **Career Advancement and Institutional Support of Career Advancement**

- Most participants reported being strategic (64.3%) and intentionally making meaningful career choices (81.9%), while fewer perceived support for career advancement from their units (45.5%).

- Less than a half of participants perceived clear contract renewal requirements (42.8%), and even fewer perceived clear promotion requirements (27.4%).
- 45.7% of respondents had concerns about their own career advancement at UM.

### **Fair and Manageable Workload**

- 57.1% of faculty felt control over their research agenda.
- 56.8% of faculty reported having control over managing their teaching responsibilities.
- About half of faculty reported feeling in control of their service participation (58.1%), being able to say no to additional on-campus service activities without negative consequences (49.9%), and having support in their department for effective teaching (48.0%).
- 82.4% of faculty felt that the distribution of campus service work in their unit was fair.

### **Leadership Opportunities**

- Over half of faculty (54.5%) believed that there are opportunities in their college for faculty to become involved as leaders.
- However, only 17.8% of faculty were encouraged to pursue a leadership position at least once during the past twelve months.

### **Satisfaction with Resources and Conditions at UMD**

- Most faculty were satisfied with their overall experience working at UMD (74.1%) and in their unit (72.5%).
- Faculty were most satisfied with the University's national reputation (74.1%) and the diversity on campus (71.8%).
- Faculty were least satisfied with assistance for finding grants (29.8%) and amount of access to TAs and RAs (34.1%).

### **Organizational Commitment and Intent to Leave**

- 40.6% of faculty indicated they were likely to leave the University in the next two years.
- 18.7% of faculty indicated they were likely to leave academia in the next two years.
- 43.7% of faculty had an outside offer while at UMD.
- The most frequent reason participants listed for wanting to leave UMD was for an offer with a higher salary (21.7%), and the second most frequent reason was poor likelihood of promotion or contract renewal (9.6%).

### **Differences by Gender**

The 2015 UM Faculty Work Environment survey of full-time professional track faculty work experiences revealed a number of gender differences in workplace environment (e.g. 38/77 items showed statistical difference). Full-time professional track respondents to this survey were 52.0% (n=336) female and 48.0% (n=310) male. Women were overrepresented and men underrepresented in comparison to the population of the UMD full-time professional track faculty.



Women were more likely than men (54.0% of women vs. 36.6% of men) to have concerns about their opportunities to advance at UMD ( $\chi^2=19.750, p<0.001$ ). Women were less likely than men (77.8% of women vs. 87.4% of men) to feel that the distribution of campus service work is fair ( $\chi^2=9.636, p=0.002$ ). Women respondents were significantly more likely than men to report negative experiences in several areas: satisfaction with resources and conditions at UMD; diversity and inclusion; work-life balance; career advancement and institutional support of career advancement; fair and manageable workload; faculty learning and institutional support for learning; professional networks and institutional support of professional networks; and recognition. The areas with the strongest effect size differences were: diversity and inclusion, work-life integration, satisfaction with resources and conditions at UMD, and faculty learning.

### **Faculty Learning and Institutional Support for Learning**

- Women were less likely than men to agree that in the last twelve months, they have learned a great deal that contributes to their research and/or scholarly agenda, and less likely to agree that they set aside time to advance their scholarly learning.
- Full-time professional track female faculty were also less likely than men to perceive that their unit provides an environment that stimulates their academic learning, has helped them to make room among their responsibilities for immersing in academic learning, and has financially supported their learning in their field or discipline.

### **Professional Networks and Institutional Support of Professional Networks**

- Women were less likely than men to agree that their core discussion network provides helpful feedback on their research.
- Women were less likely than men to be satisfied with the collegiality in their unit and the opportunity to collaborate with other UMD faculty.
- Women were also less likely than men to have relationships with other faculty on campus that have supported their career advancement and have support from individuals at the institution in connecting them with important people in their field.

### **Recognition**

- Women were less likely than men to agree that their research and service contributions are valued.

### **Diversity and Inclusion**

- Women faculty were less likely to perceive that the opportunities for female faculty and faculty of Color at UM are at least as good as those for male and White faculty (40.6% and 34.2% of women faculty vs. 59.0% and 54.5% of men faculty agree with these statements, respectively).
- Women faculty believe they have to work harder than some colleagues to be perceived as a legitimate scholar (42.6% of women faculty vs. 23.2% of men faculty).
- Women faculty experienced discrimination based on their identity more than men (21.1% of women faculty vs. 8.6% of men faculty).
- Women faculty were less likely to believe that their unit makes genuine efforts to recruit female faculty (47.6% of women faculty vs. 55.4% of men faculty).

### **Work-Life Integration**

- Women faculty were generally less satisfied with their unit's culture around work-life balance (54.5% of women faculty vs. 66.5% of men faculty).
- Compared to men, women faculty reported lower control over creating a satisfying work-life balance (59.2% of women faculty vs. 69.4% of men faculty) and fewer role-models in their units (44.9% of women faculty vs. 53.6% of men faculty).
- Women faculty were less likely than men to agree that the institution does what it can to make family and faculty life compatible (21.3% of women faculty vs. 33.9% of men faculty), that faculty can be honest with colleagues about family/life roles and responsibilities (60.2% of women faculty vs. 67.4% of men faculty), and that there is no bias against family care-giving in their unit (45.1% of women faculty vs. 63.1% of men faculty).

### **Career Advancement and Institutional Support of Career Advancement**

- Women were more likely than men to feel stuck in their ability to advance in their career.
- Women were less likely than men to have received helpful feedback from their department chair/unit head in support of their career advancement and agree that faculty in their unit have the freedom to succeed if they work hard.
- Women were also less likely to have opportunities to be mentored and less likely to perceive the contract renewal and promotion requirements in their unit as clear.

### **Fair and Manageable Workload**

- Women were less likely than men to feel in control of their research agenda (51.4% of women faculty vs. 63.3% of men faculty).
- Women were less likely than men to have time available in their position for scholarly work (33.7% of women faculty vs. 55.4% of men faculty).

### **Satisfaction with Resources and Conditions at UMD**

- Women were less satisfied with assistance with research administration and finding grants, clerical/administrative support, time spent on research versus teaching and service, amount of access to TAs and RAs, salary and benefits, and the quality of undergraduate students.

### **Organizational Commitment and Intent to Leave**

- Women were more likely to indicate the intent to leave the University and the academia.
- Women were less likely than men to have ever had an outside offer while at UMD.

### **Differences by Race and Ethnicity**

The 2015 UM Faculty Work Environment survey of full-time professional track faculty work experiences revealed few differences by race and ethnicity in workplace environment and on the other factors measured in this study (only 4 of 77 items showed statistical difference). Respondents to this survey were 0% American Indian, 0% Native Hawaiian or Other Pacific Islander, 8.2% Asian American, 3.4% Black/African American, 4.8% Hispanic, 11.8% International, 62.7% White, <1% Multiracial, and 8.4% had unreported race. Hispanic and White faculty were overrepresented and African American and International faculty were under-

represented in comparison to the UMD full-time professional track faculty. For the most part, faculty of Color and White respondents were equally satisfied with work environment and opportunities for professional growth. Faculty of Color were significantly less satisfied than White faculty with diversity and inclusion.

### **Diversity and Inclusion**

- Faculty of Color were less likely than White faculty to agree that the opportunities for faculty of Color are at least as good as those for White faculty (40.9% of faculty of Color vs. 42.9% of White faculty).
- Faculty of Color were less likely to agree that their unit makes genuine efforts to recruit faculty of Color (38.0% of faculty of Color vs. 49.7% of White faculty).

### **Career Advancement and Institutional Support of Career Advancement**

- Faculty of Color were more likely than White faculty to perceive the contract renewal requirements in their unit as clear.

### **Satisfaction with Resources and Conditions at UMD**

- Faculty of Color were less satisfied than White faculty with the diversity on campus.

## Method

The data were gathered through the UMD Faculty Work Environment Survey as part of the UMD NSF ADVANCE Grant. Guided by a framework of faculty professional growth (O'Meara, Terosky & Neumann, 2008), the survey was intended to gain information about the work environment at UMD and conditions that lead to faculty retention, satisfaction, productivity and professional growth. The survey was created and improved through a rigorous process of content, construct, and response process validation. Appendix B includes detailed information on survey development and Appendix C provides a copy of the complete survey.

The ADVANCE Office and the Office of Faculty Affairs administered the survey to all full-time, professional track faculty (N=2,056). Respondents were invited to participate by the Provost via email with a link to a survey website. After logging in and consenting to the survey (per IRB), respondents proceeded to the web survey. Respondents were ensured complete confidentiality of responses and results are reported in aggregate or with all identifiers removed.

## Respondents

After data were cleaned and unduplicated, the response rate was 31.4% (646 respondents). Of the 646 respondents, 52.0% (n=336) were female and 48.0% (n=310) were male. Women were overrepresented and men underrepresented in our respondents when compared to the population of full-time professional track UMD faculty in 2015. Regarding race, 20.7% (n=106) were faculty of Color, and 79.3% (n=405) were White faculty. The percentages of respondents by unit are listed in Table 2a, and the response rates for each unit are listed in Table 2b, below.

Table 1  
*Respondents by Unit*

College	<i>n</i>	%
AGNR	61	9.4
ARCH	8	1.2
ARHU	54	8.4
BMGT	35	5.4
BSOS	80	12.4
CMNS	188	29.1
EDUC	39	6.0
ENGR	59	9.1
EXST	1	0.2
GRAD	1	0.2
INFO	7	1.1
JOUR	10	1.5
LIBR	30	4.6
PUAF	7	1.1
SPHL	27	4.2
SVPAAP	11	1.7
USG	1	0.2
VPR	25	3.9
VPSA	2	0.3
Total	646	100.0

Table 2  
*Response Rate by Unit*

College	<i>Population</i>	<i>Respondents</i>	<i>Response Rate</i>
AGNR	201	61	30.3
ARCH	20	8	40.0
ARHU	136	54	39.7
BMGT	68	35	51.5
BSOS	292	80	27.4
CMNS	683	188	27.5
EDUC	90	39	43.3
ENGR	254	59	23.2
EXST	1	1	100.0
GRAD	2	1	50.0
INFO	13	7	53.8
IT	6	0	0

JOUR	12	10	83.3
LIBR	72	30	41.7
PRES	1	0	0
PUAF	9	7	77.8
SPHL	59	27	45.8
SVPAAP	60	11	18.3
USGT	4	0	0
USG	4	1	25.0
VPAF	1	0	0
VPR	55	25	45.5
VPSA	13	2	15.4
Total	2056	854	53.3

### 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 gender. To ensure confidentiality and interpretability of results, respondents who were International, Multiracial or had unreported race were excluded from analyses of differences by race. Additionally, Faculty of Color (American Indian/Alaska Native/Native Hawaiian/Other Pacific Islander, Asian American, Black/African American, and Hispanic) were aggregated during analysis for confidentiality of participants. Means, standard deviations and statistically significant differences at  $p < 0.05$ ,  $p < 0.01$ , or  $p < 0.001$  are noted within the tables in Appendix D. 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, caution should be used when interpreting differences in any one single survey item. While we note individual item differences, we emphasize the patterns of differences to correct for the possibility of type I error.

## Results

### Faculty Learning and Institutional Support for Learning

Faculty learning is a key aspect of professional growth that has been associated with greater job satisfaction and retention (Neumann, 2009). Institutions that provide work environments that stimulate professional growth via opportunities for learning are likely to find more satisfied and productive faculty. The UMD Faculty Work Environment Survey asked respondents to assess their own learning and university and unit support for learning.

- 70.5% of respondents reported learning a great deal regarding their research and/or scholarly agenda in the past year.
- 59.4% reported that their unit provides an environment that stimulates their academic learning.

Almost two thirds of respondents (62.7%) agreed that in the past year they had set aside time to advance their scholarly learning, and it made them a better teacher (64.3%). Additionally, in the past year a high percentage of faculty learned a great deal that contributed to their research and/or scholarly agenda (70.5%) (Table 3).

Regarding departmental and institutional support for faculty learning, 59.4% reported that their unit provides an environment that stimulates their academic learning, and 64.3% reported that the university provides such an environment. About half of faculty said their unit supports their learning external to campus (55.1%), and their unit financially supports their learning in their field or discipline (50.5%). However, only 29.5% said that their unit has helped them to make room among their responsibilities for immersing themselves in their learning.

Table 3  
*Faculty Learning and Institutional Support for Learning*

Survey Item		% 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.	70.5
	In the last twelve months, I set aside time to advance my scholarly learning.	62.7
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	64.3
Support for Learning	My unit supports my learning external to campus.	55.1
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	29.5
	My unit provides an environment that stimulates my academic learning.	59.4
	The University provides an environment that stimulates my academic learning.	64.3
	My unit has financially supported my learning in my field or discipline.	50.5

Regarding faculty learning and institutional support for learning, there were a few differences by gender (Table A). Women were less likely than men to agree that in the last twelve months, they have learned a great deal that contributes to their research and/or scholarly agenda, and less likely to agree that they set aside time to advance their scholarly learning. Full-time professional track female faculty were also less likely than men to perceive that their unit provides an environment that stimulates their academic learning, has helped them to make room among their responsibilities for immersing in academic learning, and has financially supported their learning in their field or discipline. There were no differences in institutional support for learning by race (Table B).

### **Professional Networks and Institutional Support of Professional Networks**

Faculty who report positive, equitable, and career enhancing relationships both on campus and in their fields are more likely to report high satisfaction which in turn predicts turnover (Daly & Dee, 2006; Jayakumar et al, 2009; Rosser, 2004; Seifert & Umbach, 2008).



The UMD Faculty Work Environment Survey asked participants about their own professional network and how UMD facilitates or supports that network.

- 53.6% of respondents said that their core discussion network was mainly on campus, and 32.1% off campus.
- Most faculty respondents perceived their professional network was helpful in a number of areas, including influence, feedback, visibility, and professional opportunities.
- 25.5% feel isolated in their department, and 46.5% believe they have been effectively mentored by someone in their unit.

A majority of faculty believe that their core discussion network is primarily on-campus (53.6%), while smaller percentages believe that their network is either off-campus (32.1%) or that they don't have regular contact with others about their work (14.3%).

Most faculty felt that their professional networks were helpful in numerous ways, including access to influential members in their field (71.7%), providing helpful feedback (64.7%), enhancing their visibility (65.2%), and making one aware of professional opportunities (70.5%). With regard to institutional supports for professional relationships and networking, the results were mixed. Over half of respondents indicated that the relationships they have with faculty colleagues have supported their career advancement (52.7%) and they have received useful feedback from colleagues (59.6%). Further, over 61.9% of faculty reported being satisfied with the collegiality in their unit, and 50.6% feel satisfied with the opportunity to collaborate with other faculty; while only 44.8% feel that others have made an effort to connect them with important people in the field (Table 4).

Table 4

*Professional Networks and Institutional Support of Professional Networks*

Survey Item	% Agree/ Strongly Agree
-------------	-------------------------

Professional Networks	My core discussion network enhances my visibility in my field.	65.2
	My core discussion network lets me know of professional opportunities.	70.5
	My core discussion network includes one or more members who are influential in my field.	71.7
	My core discussion network provides helpful feedback on my research.	64.7
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	52.7
	I receive useful feedback from colleagues at UM that improves my work.	59.6
	Individuals at this institution have made an effort to connect me with important people in my field.	44.8
	I have been effectively mentored by someone in my unit.	46.5
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	50.6
	I am satisfied with the collegiality in my unit.	61.9
	I feel isolated in my department.	25.5
	I have a voice in decision-making in my unit.	46.0

A number of differences emerged by gender (Table C). Women were less likely than men to agree that their core discussion network provides helpful feedback on their research. Women were less likely than men to be satisfied with the collegiality in their unit and the opportunity to collaborate with other UMD faculty. Women were also less likely than men to have relationships with other faculty on campus that have supported their career advancement and have support from individuals at the institution in connecting them with important people in their field. There were no differences in professional networks and institutional support of professional networks by race (Table D).

### **Recognition**

Faculty who feel that their contributions and commitments are recognized and valued are more likely to be satisfied, productive, feel a good fit with the institution and be retained

(Lindholm, 2003; O’Meara, Terosky, Neumann, 2008). The UMD Faculty Work Environment Survey asked respondents about whether they were recognized for their contributions (Table 5):

- Slightly over half of respondents believed that their teaching (53.2%), research (50.6%), and service (54.2%) were valued by colleagues in their unit.
- Only 17.1% of respondents said they had been nominated by someone at UMD for an award.

Table 5  
*Recognition*

Survey Item	% Agree/ Strongly Agree
Faculty in my unit value my teaching contributions.	53.2
Faculty in my unit value my research/scholarship.	50.6
Faculty in my unit value my service contributions.	54.2
Faculty in my unit care about my personal well-being.	66.3
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]	17.1

Women were less likely than men to agree that their research and service contributions are valued (Table E). There were no differences by race regarding recognition (Table F).

### **Diversity and Inclusion**

The UMD Strategic Plan observes that UMD is nationally recognized “for its commitment to diversity as a major educational benefit and an essential component of academic excellence and has become a leader in research on issues involving race, gender, and sexual orientation.” At the same time, there is “growing evidence that the campus climate is not as supportive as it should be for all members of the University community.” Specifically, UMD aspires to increase the representation, retention and advancement of women faculty, faculty of color, and STEM women faculty. As such we asked specific questions about the overall climate for diversity, diverse representation, fair treatment, and discrimination at UMD. Research has

found that faculty perception of campus climate for diversity (Jayakumar, Holward, Allen & Han, 2009; Seifert & Umbach, 2007) and perception of fair treatment or justice (Daly & Dee, 2006) are related to intent to stay, satisfaction, and morale.

- Under half of all participants believe that opportunities are at least as good for female faculty (49.2%) and faculty of color (43.8%) as they are for male faculty and White faculty, respectively.
- 15.2% of faculty experienced discrimination.

Less than half of respondents believe that the opportunities for female faculty at UMD are at least as good as opportunities for men, and that opportunities for faculty of Color are at least as good as opportunities for White faculty (49.2% and 43.8%, respectively). About the same percentage of respondents believe that their unit makes genuine efforts to recruit female faculty and faculty of Color (51.4% and 45.2%, respectively). However, only 15.2% of respondents reported having experienced discrimination based on their identities.

Table 6  
*Faculty Perceptions of Diversity and Inclusion at UMD*

	% Agree/Strongly Agree
The opportunities for female faculty at UM are at least as good as those for male faculty.	49.2
The opportunities for faculty of color at UM are at least as good as for those for White faculty.	43.8
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	33.5
I have experienced discrimination in my unit based on my individual or multiple identities.	15.2
My unit makes genuine efforts to recruit female faculty	51.4
My unit makes genuine efforts to recruit faculty of Color	45.2

Significant differences by gender emerge on most of the items regarding diversity. Five of six items in this section were significantly different by gender, with three of the differences

reporting a large effect size and two of medium effect size (Table G), consistently showing less satisfaction of women. Two of the items in the diversity section also differed by race/ethnicity, with faculty of Color being less satisfied than White faculty (Table H).

### **Work-Life Integration**

Faculty who are well-supported in their lives both in and out of work tend to be more satisfied in their roles (Armenti, 2004; Glazer-Raymo, 2008). Led by NSF-ADVANCE, the Sloan Foundation, and the ACE, there have been many attempts across research universities to change policy and cultures to be more supportive of academic parents on the tenure track (Lester & Sallee, 2009). The UMD Faculty Work Environment Survey asked questions regarding participant's opinions of the climate for and supports of work-life balance at UMD as well as questions about ways to improve policies and programs to support work-life issues for faculty.

- 60.2% of respondents were satisfied with their unit's culture for work-life balance.
- Only 27.4% of respondents agreed that the university does what it can to make family life and faculty life compatible.
- 49.1% of respondents agreed that there are role-models in their unit for work-life balance.

The findings related to work-life climate at UMD were mixed. A few aspects of work-life climate were positive for the majority of faculty (Table 7). For example, 75.2% agreed that they have taken strategic steps toward creating a satisfactory work-life balance and 64.1% agreed that they have control over creating a satisfying work-life balance. By contrast, several items related to general measures of climate were more negative. Only 53.7% agreed that there is no bias against family care-giving in their unit, and only 49.1% agreed that there are role-models for

work-life balance, and only 27.4% agreed that the institution does what it can to make family life and faculty life compatible.

Table 7  
*Perceptions of Work-Life Integration at UMD*

	% Agree/ Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	75.2
In general, I feel I have control over creating a satisfying work-life balance.	64.1
I am satisfied with my unit's culture around work-life balance.	60.2
There are role-models in my unit of how to create a satisfying work-life balance.	49.1
The institution does what it can to make family life and faculty life compatible.	27.4
My unit supports faculty scheduling work commitments around family schedules.	61.9
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	63.6
There is NO bias against family care-giving in my unit.	53.7

Most of the work-life integration items showed significant differences by gender, with women being generally less satisfied with their unit's culture around work-life balance (Table I). Compared to men, they reported lower control over creating a satisfying work-life balance and fewer role-models in their units. They were less likely to agree that the institution does what it can to make family and faculty life compatible, that faculty can be honest with colleagues about family/life roles and responsibilities, and that there is no bias against family care-giving in their unit. There were no significant differences on work-life climate based on race/ethnicity (Table J).

### **Career Advancement and Institutional Support of Career Advancement**

The UMD Faculty Work Environment Survey asked participants about their perceptions of their own career advancement and the institutional supports for faculty career advancement. The literature on faculty demonstrates that women and faculty of color are disproportionately in lower ranks and not easily advanced to leadership positions (Glazer-Raymo, 2008; Gappa,

Austin, & Trice, 2007). Additionally, faculty who do not continue advancing may feel “stuck” and less satisfied in their careers (Baldwin, Lunceford, & Vanderlinden, 2005).

- Most participants reported being strategic and feeling in control of their career advancement, while fewer perceived support for career advancement from their units.
- 45.7% of respondents had concerns about their own advancement.

Participants felt generally positive about their own actions with regard to career advancement: they agreed that they have been strategic in their career goals (64.3%) and few felt stuck in their ability to advance in their career (32.0%). Most faculty agreed that they seize opportunities for career advancement (74.6%) and that they intentionally made choices to focus their career in ways that are personally meaningful to them (81.9%) (Table 8).

Fewer received helpful feedback from their department chair/unit head in support of their career advancement (45.5%), perceived contract renewal requirements as clear (42.8%), or believed there are opportunities in their unit to be mentored (47.7%). Only 27.4% of respondents perceived the promotion requirements as clear, and 45.7% of respondents had concerns about their own career advancement.

Table 8  
*Career Advancement and Institutional Support of Career Advancement*

		% Agree/ Strongly Agree
Survey Item		
Career Advancement	I have been strategic in achieving my career goals.	64.3
	I seize opportunities when they are presented to me to advance in my career.	74.6
	I feel stuck in my ability to advance in my career.	32.0
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	81.9
	In general, I feel that I have little control over whether I advance in my career.	30.2
Faculty in my unit have the freedom to succeed here if they work hard.		58.1

I have received helpful feedback from my department chair/unit head in support of my career advancement.	45.5
In my unit, the contract renewal requirements are clear.	42.8
In my unit, the promotion requirements (e.g. moving from assistant to associate within the research faculty track) are clear.	27.4
In my unit, there are opportunities to be mentored.	47.7

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There were several differences in participant's assessment of their own career by gender (Table K). Women were more likely than men to feel stuck in their ability to advance in their career. Women were less likely than men to have received helpful feedback from their department chair/unit head in support of their career advancement and agree that faculty in their unit have the freedom to succeed if they work hard. Women were also less likely to have opportunities to be mentored and less likely to perceive the contract renewal and promotion requirements in their unit as clear. Regarding race, faculty of Color were more likely than White faculty to perceive the contract renewal requirements in their unit as clear (Table L).

### **Fair and Manageable Workload**

Many studies have shown that faculty who report manageable and fair workloads are more likely to be satisfied and indicate intent to stay at an institution (Rosser, 2004; Rosser & Townshend, 2006; Daly & Dee, 2006; Seifert & Umbach, 2008; Xu, 2008a). As such we asked questions regarding management of teaching, research and service responsibilities. About half of respondents felt ownership and control over their faculty roles and responsibilities:

- 57.1% of faculty felt control over their research agenda.
- 56.8% reported having control over managing their teaching responsibilities.
- 58.1% reported feeling in control of their service participation, and 49.9% reported being able to say no to additional on-campus service activities without negative consequence.



- Fewer respondents perceived time available in their position for scholarly work (43.9%) (Table 9).
- Most respondents feel that the distribution of campus service work in their unit is fair (82.4%).

Table 9  
*Perceptions of Fair and Manageable Workload*

Survey Item	% Agree/ Strongly Agree
Managing my teaching responsibilities is largely under my control.	56.8
There is support in my department for effective teaching.	48.0
I feel in control of my participation in service activities.	58.1
It is possible for me to say no to additional on-campus service activities without negative consequences.	49.9
My research agenda is largely under my control.	57.1
There is time available in my position for scholarly work.	43.9

There were two differences in respondent's experience of fair and manageable workload by gender: women were less likely than men to feel in control of their research agenda, and less likely to have time available in their position for scholarly work (Table M). There were no significant differences by race/ethnicity (Table N).

### **Leadership Opportunities**

Academic leaders have a large role in shaping the direction of an institution and an institutional culture (Dean, Bracken, & Allen, 2009). Unfortunately, women and faculty of color are underrepresented in many types of academic leadership positions, nationally across research universities, and within colleges and departments at UMD, especially in STEM fields (UMD NSF- ADVANCE grant, 2010). The UMD Faculty Work Environment Survey asked participants about their attitudes about and experiences with leadership at UMD.

- Over half of faculty believe that there are opportunities in their college for faculty to become involved as leaders (54.5%).
- However, only 17.8% of respondents have been encouraged to pursue a leadership position at least once during the past twelve months.

Table 10  
*Leadership Opportunities*

Survey Item	% Agree/ Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	54.5
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	17.8

There were no differences in leadership opportunities by gender or race/ethnicity (Tables O and P).

### **Satisfaction with Resources and Conditions at UMD**

The UMD Faculty Work Environment Survey asked participants about their satisfaction with various aspects of their job, UMD, and their unit. Job satisfaction has been linked to leaving intentions and behavior and is key to understanding retention issues at UMD (Hagedorn, 2000; Hagedorn, 1996; Daly & Dee, 2006; Rosser & Townshend, 2006). In previous studies faculty satisfaction with salary, autonomy, professional development opportunities, and workload have been found linked to intent to leave (Daly & Dee, 2006; Hagedorn, 1996; Rosser, 2004). Job satisfaction factors tend to differ by rank, gender, race and ethnicity, and discipline (Johnsrud & Rosser, 2002; Rosser, 2004; Seifert & Umbach, 2007; Xu, 2008a).

- Most participants were satisfied with their overall experience working at UMD (74.1%) and in their unit (72.5%).

- Faculty were most satisfied with the University's national reputation (74.1%) and the diversity on campus (71.8%).
- Faculty were least satisfied with assistance for finding grants (29.8%) and amount of access to TAs and RAs (34.1%).

Overall, the majority of respondents appear to be satisfied with their experience in their faculty roles at UMD. Seventy four percent of participants were satisfied with their overall experience at UMD and over 72% were satisfied with their overall experience in their unit. There was some variation in the percentage of respondents who were satisfied with specific aspects of the UMD faculty experience: the percent of respondents who were satisfied ranged from 29.8% (assistance with finding grants) and 34.1% (amount of access to TAs, RAs) to 74.1% (University's national reputation) and 71.8% (the diversity on campus).

Table 11  
*Satisfaction with Resources and Conditions at UMD*

	% Satisfied/Very Satisfied
Assistance with finding grants	29.8
Amount of access to TAs, RAs	34.1
Professional assistance for improving teaching	40.6
Expectations for committee service	37.3
Assistance with research administration in your unit	34.3
My overall experience working in my unit	72.5
My overall experience working at UM	74.1
My salary and benefits	50.2
The University's location	64.7
The diversity on campus	71.8
Clerical/administrative support	62.7
My unit's national reputation	69.4
The University's national reputation	74.1
The amount of time I spend on research versus teaching and service	46.7
The quality of undergraduate students	41.4
The transparency of decision-making within my unit	66.7
The amount of autonomy I have in my role as a faculty member here	68.9
The support of colleagues here	60.5

The sense of fit between my values and those of my unit	64.3
The quality of campus facilities	56.4
The priorities and vision of my college/school	50.0

Satisfaction with many aspects of the UMD faculty experience differed on several items by gender (Table Q). Women were less satisfied with assistance with research administration and finding grants, clerical/administrative support, time spent on research versus teaching and service, amount of access to TAs and RAs, salary and benefits, and the quality of undergraduate students. One difference by race emerged: faculty of Color were less satisfied than White faculty with the diversity on campus (Table R).

### **Organizational Commitment and Intent to Leave**

The UMD Faculty Work Environment Survey asked several questions regarding participant's intent to stay or to leave UMD and the reasons behind these intentions. In previous studies intent to leave has been linked to actual leave-taking behavior and is considered one of several key predictors of retention (Johnsrud & Heck, 1994; Johnsrud & Rosser, 2002; Rosser, 2004; Rosser & Townsend, 2006; Xu, 2008a, Xu 2008b).

- 40.6% of faculty indicated they were likely to leave the University in the next two years.
- 18.7% of faculty indicated they were likely to leave academia in the next two years.
- 43.7% of faculty had an outside offer while at UMD.

Results showed that 40.6% of respondents indicated they were likely to leave the University in the next two years (28.4% likely and 12.1% definitely). Within the sample, 18.7% of faculty indicated they were likely to leave the academic profession in the next two years (15.5% likely and 3.2% definitely).

We asked participants who said they were likely to leave about their main reasons (Table 12). The most frequently selected reason was for an offer with a higher salary (21.7%), and the second most frequent reason was poor likelihood of promotion or contract renewal (9.6%).

Table 12  
*Reasons for Leaving UMD or the Academic Profession*

	<i>n</i>	%
An offer with a higher salary	140	21.7
To be closer to family	33	5.1
I'm not well suited to the faculty career	9	1.4
An offer from a more prestigious department or institution	33	5.1
Career opportunities at another institution for my spouse/partner	20	3.1
Better work-life policies	10	1.5
Potential for better work-life balance in a different type of position	19	2.9
Better campus climate for GLBTQ faculty at another institution	1	0.2
Better campus climate for women at another institution	2	0.3
Better campus climate for faculty of color at another institution	4	0.6
An offer from an institution in a more desirable geographic location	23	3.6
Poor likelihood of promotion or contract renewal	62	9.6
Lack of collegiality in my unit	16	2.5
Retirement	37	5.7
An offer for a position outside academe	38	5.9
Other	65	10.1

There were no significant differences by gender or race in the intent of full-time professional track faculty to leave the University or the academia.

### **Outside Offers**

Both research and practice has shown that another likely predictor of faculty leaving a university is solicitation of and receiving outside offers; however outside offers can also be used by faculty who decide to stay to leverage higher salaries (Daly & Dee, 2006). There was some question as to whether this might differ by gender and race/ethnicity. In the UMD work environment study, 43.7% of full-time professional track faculty had received an outside offer while at UMD. Of those who had an outside offer while at UMD, 81.4% had an outside offer in the last 5 years. Among those individuals who had an outside offer while at UMD, 22.0% said

that offer resulted in a salary increase; and among those individuals who had an outside offer in the last 5 years, 24.1% said that offer resulted in a salary increase. There were no gender or race differences among those who have ever received an outside offer while at UMD.

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## **Appendix A: Survey Development**

The UMD Faculty Work Environment Survey was developed by KerryAnn O'Meara (Associate Professor, Higher Education, UMD) and Corbin M. Campbell (Assistant Professor, Higher Education, Teachers College) with the purpose of measuring faculty perceptions of their own professional growth unit and institutional investments in professional growth and work environment. The survey was further refined by Dr. Beth Niehaus. The ADVANCE Grant evaluation team conducted an extensive and comprehensive literature review on faculty, women in higher education, and professional growth, which concluded in the creation of a conceptual map that guided survey item development.

The survey was reviewed in fall 2010 by a panel of eleven experts in related subject areas (e.g. faculty professional growth areas of learning, agency, professional relationships and commitments; gender; organizational commitment) for content and construct validity. Construct validity determines whether the items in the survey measure the intended constructs (Cronbach & Meehl, 1955; Fowler, 1998; AERA, APA, & NCME, 1999). Content validity is a form of construct validity, which determines whether all aspects of a particular construct were measured and ensures there are no extraneous items that are irrelevant to the construct of interest. Each expert was assigned a portion of the survey (or the entire survey) that matched their area of expertise (e.g. learning, agency). They were asked to review the items and determine whether all aspects of the construct were measured by the items, and whether any items did not accurately portray the construct. Secondly, they were asked to denote which items tap particular dimensions of each construct (e.g. agentic behavior vs perspective).

After review by the expert panel, the survey underwent an internal review of

administrators and three faculty who are on the steering committee of the ADVANCE grant. They were asked to review the survey for clarity and to comment based on their expertise with the university, institutional policy, diversity, and faculty matters.

Finally, after the internal review, the survey was pilot tested by a small sample of five external faculty/educators for response process validity. Response process validity ascertains the clarity of the items and whether the interpretation of the items by respondents matches the intended interpretation by the survey developers (AERA, APA, & NCME, 1999). Pilot respondents were asked to take the survey, comment on the time for completion of the survey and the clarity of the items. Then, they were asked to qualitatively describe how they responded to three of the items that were intended to tap the construct of agency (i.e., describe their thinking that helped them arrive to the response that they chose on those items). This exercise ascertained the degree to which the pilot respondents' answers to the three agency items accurately reflected the degree of agency they exhibited.

## Appendix B: Survey Instrument

### UM FACULTY WORK ENVIRONMENT SURVEY

As part of the NSF funded ADVANCE Program for Inclusive Excellence we seek the assistance of all full-time faculty (professional track and tenure track) on campus.

A central premise of the ADVANCE Program is that supportive academic environments are also places that retain faculty and see them more satisfied, committed to their institutions, and performing at the highest levels. We are assessing specific aspects of faculty experiences at UM, such as faculty perceptions of their own professional growth, work environment for professional growth, climate for work and life balance, and diversity.

Survey results will be disseminated in college specific reports and briefs in September, 2015. Results will be used campus-wide to inform improvement of faculty work environments. Your input is critical and greatly appreciated.

Your participation in this confidential survey is strictly voluntary. You may refuse to participate, refuse to answer certain questions or discontinue participation at any time without penalty. Refusal to participate will not affect your employment in any way. The survey will only take about 25 minutes of your time to complete. All information and responses will be kept strictly confidential and will only be seen by members of the research team. Data gathered from the survey will be summarized and presented in aggregate form so that no single individual can be identified. Your privacy will be protected to the maximum extent allowable by law. Once data have been aggregated all identifiers will be stripped and only kept by ADVANCE Co-PI KerryAnn O'Meara and ADVANCE Research Assistant, Alexandra Kuvaeva.

Participation in this study does not involve any known physical, financial, emotional or legal risk to you. You will not receive financial compensation for participation, but your responses will contribute to *improved UM work environments and opportunities for professional growth*.

You are welcome to contact Dr. KerryAnn O'Meara at any time if you have questions about the survey at [komeara@umd.edu](mailto:komeara@umd.edu).

By selecting "yes" below and then proceeding with the survey you are voluntarily consenting to participate in the survey and allowing your responses to be used for research and evaluation purposes.

Yes, I voluntarily agree to participate in this survey and allow my responses to be used for research and evaluation purposes.

No, I do not wish to participate in this survey.

Thank you very much for taking the time to help us understand work environments for UM full-time faculty.

NOTE: Several of the questions ask about your “unit.” The term “unit” means *department*. However, if you are in a college with no separate departments, such as a school or institute, then please take the word “unit” to mean that school or institute. Also, if you have multiple appointments in different departments, please refer to the unit that provides your faculty contract.

Other questions inquire about the University overall, which refers to University of Maryland, College Park as a campus.

### Learning Opportunities

Please indicate the extent to which you agree or disagree with these statements about your own “learning.” By “learning” we mean acquiring new knowledge and skills that advance one’s scholarly and professional work.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	1	2	3	4	5
In the last twelve months, I set aside time to advance my scholarly learning.	1	2	3	4	5
In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	1	2	3	4	5

Please indicate the extent to which you agree or disagree with each of the following statements about unit and campus supports for your own learning.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My unit supports my learning external to campus (e.g., community engagement, national disciplinary associations).	1	2	3	4	5
My unit has helped me to make room among my responsibilities for immersing myself in my academic learning (e.g., sabbaticals, course release).	1	2	3	4	5
My unit provides an environment that stimulates my academic learning.	1	2	3	4	5

The University provides an environment that stimulates my academic learning.	1	2	3	4	5
My unit has financially supported my learning in my field or discipline (e.g., provided funds to attend conferences, buy software, books or equipment for my research).	1	2	3	4	5

### Professional Relationships, Networks, and Mentoring

A core discussion network consists of **the individuals you are in contact with on a regular basis who provide feedback and support for your professional work.**

Please choose which of the following statements best applies to you:

- I don't have regular contact with others about my work. [Go to next question]
- My core discussion network is primarily off-campus
- My core discussion network is primarily on-campus

Please indicate your level of agreement with the following related to the individuals who compose your core discussion network:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
They enhance my visibility in my field.	1	2	3	4	5
They let me know of professional opportunities (e.g. for funding, editing journals, book contracts, awards).	1	2	3	4	5
They include one or more members who are influential in my field.	1	2	3	4	5
They provide helpful feedback on my research.	1	2	3	4	5

Please indicate your level of agreement or disagreement with these statements about your own experiences over the last twelve months.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have relationships with other faculty on campus that have supported my career advancement (e.g. contract renewal, promotion).	1	2	3	4	5
I receive useful feedback from colleagues at UM that improves my work.	1	2	3	4	5

Individuals at this institution have made an effort to connect me with important people in my field.	1	2	3	4	5
I have been effectively mentored by someone in my unit.	1	2	3	4	5
I am satisfied with the opportunity I have to collaborate with other UM faculty.	1	2	3	4	5
I am satisfied with the collegiality in my unit.	1	2	3	4	5
I feel isolated in my department.	1	2	3	4	5
I have a voice in decision-making in my unit.	1	2	3	4	5

### Career Advancement Opportunities at UM

Please indicate the extent to which you agree or disagree with the following statements about your own experiences with career advancement over the last twelve months.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have been strategic in achieving my career goals.	1	2	3	4	5
I seize opportunities when they are presented to me to advance in my career.	1	2	3	4	5
I feel <b>stuck</b> in my ability to advance in my career.	1	2	3	4	5
I have intentionally made choices to focus my career in ways that are personally meaningful to me.	1	2	3	4	5
In general, I feel that I have <b>little</b> control over whether I	1	2	3	4	5

advance in my career.					
Faculty in my unit have the freedom to succeed here if they work hard.	1	2	3	4	5
I have received helpful feedback from my department chair/unit head in support of my career advancement.	1	2	3	4	5
In my unit, the contract renewal requirements are clear.	1	2	3	4	5
In my unit, the promotion requirements (e.g. moving from assistant to associate within the research faculty track) are clear.	1	2	3	4	5
In my unit, there are opportunities to be mentored.	1	2	3	4	5

Do you have any concerns about your own opportunities to advance in your career at UM?

YES

NO

If yes, please explain the nature of your concerns.

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### **Balance of Teaching, Research and Service Responsibilities**

Please indicate your level of agreement or disagreement with the following statements about your own experiences over the last two years.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Managing my teaching responsibilities is largely under my control.	1	2	3	4	5
There is support in my department for effective teaching.	1	2	3	4	5



I feel in control of my participation in service activities (the amount and level of participation).	1	2	3	4	5
It is possible for me to say no to additional on-campus service activities without negative consequences for my career.	1	2	3	4	5
My research agenda is largely under my control.	1	2	3	4	5
There is time available in my position for scholarly work.					

Overall, do you feel the distribution of campus service work in your department is fair?

YES

NO

Please explain how it is not fair:

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If it is fair, are there any ongoing organizational practices used by administrators and faculty to ensure that it is fair (e.g. requiring rotations of time-intensive leadership roles, transparent assignments of each faculty member to the same number of department service activities)

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### Climate and Supports for Work-life Balance

Please indicate the extent to which you agree or disagree with the following statements about your own experiences with the UM environment for work-life balance over the last twelve months.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	1	2	3	4	5
In general, I feel I have control over creating a satisfying work-life balance.	1	2	3	4	5

I am satisfied with my unit's culture around work-life balance.	1	2	3	4	5
There are role-models in my unit of how to create a satisfying work-life balance.	1	2	3	4	5
The institution does what it can to make family life and faculty life compatible.	1	2	3	4	5
My unit supports faculty scheduling work commitments around family schedules.	1	2	3	4	5
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	1	2	3	4	5
There is <b>NO</b> bias against family care-giving in my unit.	1	2	3	4	5

UM has implemented a number of policies and programs designed to improve the campus climate for work-life balance. Included among these are paid parental leave, a part-time tenure track option, and tenure delay or stop the tenure clock for birth or adoption of a child.

If you could do one MORE thing to improve the policies and programs at UM to support faculty work-life balance, what would it be?

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### Satisfaction with Resources and Conditions at UM

Please indicate the extent to which you are satisfied or dissatisfied with the following resources or conditions in your work environment.

	Very Unsatisfie d	Unsatisfie d	Neutral	Satisfie d	Very Satisfie d
Assistance with finding grants	1	2	3	4	5
Amount of access to TAs, RAs	1	2	3	4	5

Professional assistance for improving teaching	1	2	3	4	5
Expectations for committee service	1	2	3	4	5
Assistance with research administration in your unit	1	2	3	4	5
My overall experience working in my unit	1	2	3	4	5
My overall experience working at UM	1	2	3	4	5
My salary and benefits	1	2	3	4	5
The University's location	1	2	3	4	5
The diversity on campus	1	2	3	4	5
Clerical/administrative support	1	2	3	4	5
My unit's national reputation	1	2	3	4	5
The University's national reputation	1	2	3	4	5
The amount of time I spend on research versus teaching and service	1	2	3	4	5
The quality of undergraduate students	1	2	3	4	5
The transparency of decision-making within my unit	1	2	3	4	5
The amount of autonomy I have in my role as a faculty member here	1	2	3	4	5
The support of colleagues here	1	2	3	4	5
The sense of fit between my values and those of my unit	1	2	3	4	5
The quality of campus facilities	1	2	3	4	5
The priorities and vision of my college/school	1	2	3	4	5

With respect to the general diversity climate in your unit, please indicate the extent to which you agree or disagree with each of the following statements.

Note: Faculty of Color includes Black/African American, Asian American/Asian, Native American, Native Hawaiian or other Pacific Islander, and Hispanic/Chicano/Latino faculty.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The opportunities for female faculty at UM are at least as good as those for male faculty.	1	2	3	4	5
The opportunities for faculty of color at UM are at least as good as for those for White faculty.	1	2	3	4	5
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	1	2	3	4	5
I have experienced discrimination (either overt or subtle) in my unit based on my individual or multiple identities (e.g. gender, race/ethnicity, religion, age, sexual orientation).	1	2	3	4	5
My unit makes genuine efforts to recruit female faculty.	1	2	3	4	5
My unit makes genuine efforts to recruit faculty of color.	1	2	3	4	5

As a reminder, all responses are confidential and will only be reported in aggregate. If you answered agree or strongly agree to having experienced discrimination, and feel comfortable sharing, can you provide an example of experienced discrimination?

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### Recognition in Your Unit

Please indicate the extent to which you agree or disagree with each of the following statements concerning recognition for contributions and alignment in your unit.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Faculty in my unit value my teaching contributions.	1	2	3	4	5
Faculty in my unit value my research/scholarship.	1	2	3	4	5
Faculty in my unit value my service contributions.	1	2	3	4	5
Faculty in my unit care about my personal well-being.	1	2	3	4	5
There are opportunities in my college for faculty to become involved as leaders.	1	2	3	4	5

Over the last three years have you ever been nominated by someone at UM for an award?

YES

NO

If so, what kind of award? \_\_\_\_\_

During the past twelve months, how many times have you been encouraged, by anyone at UM, to pursue leadership positions (Assistant/Associate Chair or Assistant/Associate Director, Department Chair or Director, Director of a Center, Institute or Program, Assistant/Associate Dean, Dean):

Never

Once

2 to 3 times

4 to 5 times

More Than 5 times

### **Organizational Commitment**

In this section, we seek to understand faculty intentions to stay or leave. As a reminder, your responses are completely confidential and will only be reported in aggregate, with no identifying information.

To what extent are you likely to leave the University in the next two years?

Definitely will

Likely

Not likely

Definitely will not

To what extent are you likely to leave the academic profession in the next two years?

Definitely will

Likely

Not likely

Definitely will not

If you are likely to leave the University or the academic profession in the next two years, what would be the primary reason?

Please check one primary reason:

An offer with a higher salary

To be closer to family

I'm not well suited to the faculty career

An offer from a more prestigious department or institution

Career opportunities at another institution for my spouse/partner

Better work-life policies

Potential for better work-life balance in a different type of position

Better campus climate for GLBTQ faculty at another institution

Better campus climate for women at another institution

Better campus climate for faculty of color at another institution

An offer from an institution in a more desirable geographic location

Poor likelihood of tenure/promotion or contract renewal

Lack of collegiality in my unit

Retirement

An offer for a position outside academe

Other \_\_\_\_\_

Have you ever had an outside offer while at UM?

YES

NO

If you answered yes, have you had an outside offer in the last 5 years?

YES

NO

Did that offer result in a salary increase for you at UM?

- YES  
 NO

### Demographics:

Please be assured that all information that you provide will be kept strictly confidential. All reports will be presented in aggregate form so that no individual can be identified.

What is your current marital status?

- Married  
 Divorced  
 Life Partner  
 Separated  
 Widowed  
 Single

What is your spouse's or partner's current employment status?

- Full-time at UM  
 Full-time elsewhere  
 Part-time at UM  
 Part-time elsewhere  
 Not employed, but seeking employment  
 Not employed, not seeking employment  
 Student  
 Retired  
 Other (please specify) \_\_\_\_\_

How many children do you have in each of the following age ranges?

No Children \_\_\_\_

Less than 2 \_\_\_\_

3-5 \_\_\_\_

6-12 \_\_\_\_

13-17 \_\_\_\_

Is your spouse/partner an academic?

- YES  
 NO

Thank you for participating in this survey. Findings will be aggregated and shared in September, 2015.

### **Appendix C: Survey Invitation Email**

Dear faculty:

As an academic community, we strive to create a work environment that invests in inclusive excellence and professional growth. As part of our UMD ADVANCE grant initiatives, and in partnership with the Office of Faculty Affairs and the Office of Diversity and Inclusion, we have a Work Environment survey we would like you to complete to assess how well we are achieving this goal. This survey is for all full-time faculty at the University of Maryland.

This survey takes about 20-25 minutes to complete and is confidential. Results will only be reported in aggregate. This same survey was conducted in spring, 2011 and 2013, and is being completed in spring, 2015 to assess changes in work environment over time. The ADVANCE research team will present university-wide findings and break down findings by college if the responses allow.

This survey is an important way to make your voice heard about your work environment. Please follow this link to participate by April 24th, 2015.

[https://umdsurvey.umd.edu/SE/?SID=SV\\_74epGA7wU7WjEeF](https://umdsurvey.umd.edu/SE/?SID=SV_74epGA7wU7WjEeF)

Mary Ann Rankin  
Senior Vice President and Provost



**Appendix D: Means, Standard Deviations, Statistical Testing Results, and Effect Sizes**

Table A:  
*Faculty Learning and Institutional Support for Learning by Gender*

Survey Item		Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Faculty Learning	In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	3.71	0.98	3.91	0.92	2.60	.010	-0.23	Medium
	In the last twelve months, I set aside time to advance my scholarly learning.	3.52	1.04	3.76	0.98	2.95	.003	-0.24	Medium
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	3.68	1.04	3.77	0.94	1.05			
	My unit supports my learning external to campus.	3.53	1.05	3.57	1.09	0.49			
Support for Learning	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	2.74	1.16	3.06	1.20	3.41	.001	-0.24	Medium
	My unit provides an environment that stimulates my academic learning.	3.49	1.07	3.67	1.07	2.06	.040	-0.16	Small
	The University provides an environment that stimulates my academic learning.	3.66	0.94	3.71	0.96	0.57			
	My unit has financially supported my learning in my field or discipline.	3.21	1.27	3.44	1.30	2.28	.023	-0.14	Small

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.  
Interpreting Cohen's *d*: Small:  $d < .20$ ; Medium:  $d = .20$  to  $.50$ ; Large:  $d > .50$

Table B:  
*Faculty Learning and Institutional Support for Learning by Race/Ethnicity*

Survey Item		Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Faculty Learning	In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	3.68	1.06	3.80	0.92	1.18			
	In the last twelve months, I set aside time to advance my scholarly learning.	3.47	1.07	3.64	1.03	1.53			
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	3.66	1.02	3.74	1.00	0.69			
	My unit supports my learning external to campus.	3.56	1.09	3.55	1.08	-0.10			
Support for Learning	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	2.92	1.16	2.79	1.23	-0.96			
	My unit provides an environment that stimulates my academic learning.	3.47	1.12	3.56	1.07	0.76			
	The University provides an environment that stimulates my academic learning.	3.64	1.04	3.66	0.94	0.17			
	My unit has financially supported my learning in my field or discipline.	3.29	1.31	3.23	1.30	-0.46			

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.  
 Interpreting Cohen's *d*: Small:  $d < .20$ ; Medium:  $d = .20$  to  $.50$ ; Large:  $d > .50$ .

Table C:  
*Professional Networks and Institutional Support of Professional Networks by Gender*

Survey Item		Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Professional Networks	My core discussion network enhances my visibility in my field.	3.69	0.97	3.82	0.90	1.60			
	My core discussion network lets me know of professional opportunities.	3.76	1.00	3.83	0.88	0.88			
	My core discussion network includes one or more members who are influential in my field.	3.83	1.02	3.95	0.98	1.45			
	My core discussion network provides helpful feedback on my research.	3.68	0.95	3.91	0.91	2.90	.004	-0.27	Medium
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	3.32	1.16	3.51	1.16	2.04	.041	-0.15	Small
	I receive useful feedback from colleagues at UM that improves my work.	3.48	1.11	3.59	1.07	1.33			
	Individuals at this institution have made an effort to connect me with important people in my field.	3.09	1.17	3.30	1.16	2.27	.023	-0.16	Small
	I have been effectively mentored by someone in my unit.	3.20	1.31	3.27	1.27	0.72			
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	3.27	1.13	3.46	1.13	2.07	.039	-0.15	Small
	I am satisfied with the collegiality in my unit.	3.52	1.26	3.72	1.10	2.13	.034	-0.15	Small
	I feel isolated in my department.	2.71	1.28	2.58	1.16	-1.26			
I have a voice in decision-making in my unit.	3.13	1.22	3.30	1.17	1.84				

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.  
 Interpreting Cohen's *d*: Small:  $d < .20$ ; Medium:  $d = .20$  to  $.50$ ; Large:  $d > .50$

Table D:  
*Professional Networks and Institutional Support of Professional Networks by Race/Ethnicity*

Survey Item		Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Professional Networks	My core discussion network enhances my visibility in my field.	3.90	0.96	3.70	0.92	-1.77			
	My core discussion network lets me know of professional opportunities.	3.83	1.00	3.78	0.92	-0.41			
	My core discussion network includes one or more members who are influential in my field.	3.90	0.99	3.90	0.99	-0.05			
	My core discussion network provides helpful feedback on my research.	3.93	0.90	3.74	0.94	-1.61			
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	3.25	1.24	3.43	1.16	1.41			
	I receive useful feedback from colleagues at UM that improves my work.	3.48	1.16	3.51	1.08	0.23			
	Individuals at this institution have made an effort to connect me with important people in my field.	3.07	1.15	3.18	1.18	0.91			
	I have been effectively mentored by someone in my unit.	3.31	1.35	3.14	1.28	-1.20			
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	3.31	1.20	3.33	1.11	0.13			
	I am satisfied with the collegiality in my unit.	3.66	1.15	3.60	1.21	-0.47			
	I feel isolated in my department.	2.62	1.17	2.66	1.25	0.25			
	I have a voice in decision-making in my unit.	3.14	1.18	3.23	1.22	0.62			

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.  
 Interpreting Cohen's *d*: Small:  $d < .20$ ; Medium:  $d = .20$  to  $.50$ ; Large:  $d > .50$

Table E:  
*Recognition by Gender*

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Faculty in my unit value my teaching contributions.	3.52	0.94	3.66	0.85	1.87			
Faculty in my unit value my research/scholarship.	3.34	1.03	3.63	0.90	3.78	<.001	-0.31	Medium
Faculty in my unit value my service contributions.	3.48	0.93	3.68	0.79	2.88	.004	-0.27	Medium
Faculty in my unit care about my personal well-being.	3.68	1.00	3.77	0.87	1.21			

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table F:  
*Recognition by Race/Ethnicity*

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Faculty in my unit value my teaching contributions.	3.61	0.89	3.59	0.95	-0.19			
Faculty in my unit value my research/scholarship.	3.41	0.93	3.44	1.02	0.27			
Faculty in my unit value my service contributions.	3.55	0.86	3.57	0.90	0.20			
Faculty in my unit care about my personal well-being.	3.75	0.93	3.72	0.95	-0.21			

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table G:  
*Diversity and Inclusion by Gender*

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
The opportunities for female faculty at UM are at least as good as those for male faculty.	3.18	1.02	3.73	0.86	7.32	<.001	-0.62	Large
The opportunities for faculty of color at UM are at least as good as for those for White faculty.	3.21	0.92	3.63	0.89	5.77	<.001	-0.52	Large
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	3.30	1.04	2.81	0.99	-5.94	<.001	0.54	Large
I have experienced discrimination in my unit based on my individual or multiple identities.	2.54	1.17	1.99	1.04	-6.20	<.001	0.45	Medium
My unit makes genuine efforts to recruit female faculty	3.50	0.91	3.69	0.81	2.72	.007	-0.25	Medium
My unit makes genuine efforts to recruit faculty of Color	3.42	0.96	3.49	0.82	0.90			

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.  
 Interpreting Cohen's *d*: Small:  $d < .20$ ; Medium:  $d = .20$  to  $.50$ ; Large:  $d > .50$

Table H:  
*Diversity and Inclusion by Race/Ethnicity*

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
The opportunities for female faculty at UM are at least as good as those for male faculty.	3.40	1.00	3.38	1.01	-0.22			
The opportunities for faculty of color at UM are at least as good as for those for White faculty.	3.16	1.06	3.42	0.90	2.43	.015	-0.30	Medium
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	3.21	1.00	3.10	1.06	-0.92			
I have experienced discrimination in my unit based on my individual or multiple identities.	2.43	1.19	2.25	1.12	-1.37			
My unit makes genuine efforts to recruit female faculty	3.62	0.91	3.61	0.88	-0.06			
My unit makes genuine efforts to recruit faculty of Color	3.20	1.07	3.54	0.87	3.33	.001	-0.41	Medium

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation. Interpreting Cohen's *d*: Small:  $d < .20$ ; Medium:  $d = .20$  to  $.50$ ; Large:  $d > .50$



Table I:  
*Work-Life Integration by Gender*

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
I have taken strategic steps toward creating a satisfactory work-life balance.	3.86	0.86	3.82	0.82	-0.63			
In general, I feel I have control over creating a satisfying work-life balance.	3.53	1.01	3.70	0.92	2.34	.020	-0.19	Small
I am satisfied with my unit's culture around work-life balance.	3.49	1.09	3.67	0.96	2.25	.025	-0.17	Small
There are role-models in my unit of how to create a satisfying work-life balance.	3.27	1.07	3.46	0.99	2.34	.020	-0.18	Small
The institution does what it can to make family life and faculty life compatible.	3.03	0.81	3.29	0.82	3.83	<.001	-0.40	Medium
My unit supports faculty scheduling work commitments around family schedules.	3.66	0.93	3.76	0.83	1.37			
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	3.60	1.00	3.78	0.89	2.36	.019	-0.20	Medium
There is NO bias against family care-giving in my unit.	3.44	1.01	3.82	0.85	5.04	<.001	-0.44	Medium

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.  
Interpreting Cohen's *d*: Small:  $d < .20$ ; Medium:  $d = .20$  to  $.50$ ; Large:  $d > .50$

Table J:  
*Work-Life Integration by Race/Ethnicity*

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
I have taken strategic steps toward creating a satisfactory work-life balance.	3.83	0.80	3.87	0.86	0.39			
In general, I feel I have control over creating a satisfying work-life balance.	3.67	0.90	3.59	0.99	-0.78			
I am satisfied with my unit's culture around work-life balance.	3.57	1.08	3.54	1.05	-0.26			
There are role-models in my unit of how to create a satisfying work-life balance.	3.33	1.06	3.31	1.03	-0.18			
The institution does what it can to make family life and faculty life compatible.	3.17	0.89	3.09	0.82	-0.90			
My unit supports faculty scheduling work commitments around family schedules.	3.74	0.93	3.70	0.89	-0.37			
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	3.75	0.92	3.66	0.98	-0.87			
There is NO bias against family care-giving in my unit.	3.75	0.95	3.57	0.98	-1.65			

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.

Table K:  
*Career Advancement and Institutional Support of Career Advancement by Gender*

Survey Item		Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Career Advancement	I have been strategic in achieving my career goals.	3.69	0.88	3.67	0.91	-0.29			
	I seize opportunities when they are presented to me to advance in my career.	3.95	0.79	3.89	0.82	-0.90			
	I feel stuck in my ability to advance in my career.	2.95	1.15	2.75	1.15	-2.17	.030	0.16	Small
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	4.03	0.70	4.04	0.72	0.23			
	In general, I feel that I have little control over whether I advance in my career.	2.88	1.14	2.79	1.11	-1.08			
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	3.48	0.99	3.68	0.92	2.60	.009	-0.22	Medium
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	3.17	1.17	3.36	1.09	2.09	.037	-0.15	Small
	In my unit, the contract renewal requirements are clear.	3.12	1.15	3.33	1.08	2.37	.018	-0.17	Small
	In my unit, the promotion requirements (e.g. moving from assistant to associate within the research faculty track) are clear.	2.81	1.10	3.00	1.14	2.17	.030	-0.16	Small
	In my unit, there are opportunities to be mentored.	3.12	1.15	3.49	1.03	4.04	<.001	-0.31	Medium

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.  
 Interpreting Cohen's *d*: Small:  $d < .20$ ; Medium:  $d = .20$  to  $.50$ ; Large:  $d > .50$

Table L:  
*Career Advancement and Institutional Support of Career Advancement by Race/Ethnicity*

Survey Item		Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Career Advancement	I have been strategic in achieving my career goals.	3.56	0.94	3.69	0.89	1.34			
	I seize opportunities when they are presented to me to advance in my career.	3.86	0.90	3.94	0.77	0.81			
	I feel stuck in my ability to advance in my career.	2.90	1.15	2.90	1.17	0			
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	3.99	0.73	4.06	0.71	0.89			
	In general, I feel that I have little control over whether I advance in my career.	2.98	1.14	2.82	1.15	-1.30			
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	3.68	1.00	3.51	0.97	-1.59			
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	3.29	1.13	3.21	1.15	-0.61			
	In my unit, the contract renewal requirements are clear.	3.40	1.09	3.10	1.12	-2.40	.017	0.25	Medium
	In my unit, the promotion requirements (e.g. moving from assistant to associate within the research faculty track) are clear.	2.92	1.17	2.81	1.10	-0.94			
	In my unit, there are opportunities to be mentored.	3.26	1.15	3.24	1.11	-0.13			

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.  
 Interpreting Cohen's *d*: Small:  $d < .20$ ; Medium:  $d = .20$  to  $.50$ ; Large:  $d > .50$

Table M:  
*Fair and Manageable Workload by Gender*

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Managing my teaching responsibilities is largely under my control.	3.64	0.86	3.62	0.92	-0.24			
There is support in my department for effective teaching.	3.38	0.96	3.52	0.85	1.82			
I feel in control of my participation in service activities.	3.54	0.90	3.66	0.81	1.74			
It is possible for me to say no to additional on-campus service activities without negative consequences.	3.43	0.86	3.53	0.86	1.40			
My research agenda is largely under my control.	3.45	1.05	3.73	0.98	3.50	<.001	-0.28	Medium
There is time available in my position for scholarly work.	2.87	1.17	3.44	1.13	5.95	<.001	-0.43	Medium

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.  
 Interpreting Cohen's *d*: Small:  $d < .20$ ; Medium:  $d = .20$  to  $.50$ ; Large:  $d > .50$

Table N:  
*Fair and Manageable Workload by Race/Ethnicity*

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Managing my teaching responsibilities is largely under my control.	3.53	0.82	3.71	0.90	1.73			
There is support in my department for effective teaching.	3.38	0.93	3.47	0.94	0.88			
I feel in control of my participation in service activities.	3.53	0.85	3.63	0.87	1.01			
It is possible for me to say no to additional on-campus service activities without negative consequences.	3.38	0.96	3.49	0.87	1.18			
My research agenda is largely under my control.	3.68	0.91	3.53	1.06	-1.32			
There is time available in my position for scholarly work.	3.05	1.13	3.03	1.22	0.20			

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.  
 Interpreting Cohen's *d*: Small:  $d < .20$ ; Medium:  $d = .20$  to  $.50$ ; Large:  $d > .50$

Table O:  
*Leadership Opportunities by Gender*

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
There are opportunities in my college for faculty to become involved as leaders.*	3.47	0.96	3.57	0.88	1.45			
During the past twelve months, how many times have you been encouraged to pursue any leadership positions?***	1.33	0.72	1.26	0.67	-1.25			

*Note.* \*Strongly Agree=5; Strongly Disagree=1. \*\*1=Never; 2=Once; 3=2 to 3 times; 4=4 to 5 times; 5=More than 5 times.

Table P:  
*Leadership Opportunities by Race/Ethnicity*

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
There are opportunities in my college for faculty to become involved as leaders.*	3.53	0.97	3.50	0.94	-0.21			
During the past twelve months, how many times have you been encouraged to pursue any leadership positions?***	1.30	0.77	1.29	0.67	-0.09			

*Note.* \*Strongly Agree=5; Strongly Disagree=1. \*\*\*1=Never; 2=Once; 3=2 to 3 times; 4=4 to 5 times; 5=More than 5 times.



Table Q:  
*Satisfaction with Resources and Conditions at UMD by Gender*

Survey Item	Women		Men		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Assistance with finding grants	3.06	0.89	3.25	0.91	2.71	.007	-0.24	Medium
Amount of access to TAs, RAs	3.06	0.91	3.30	0.93	3.19	.001	-0.29	Medium
Professional assistance for improving teaching	3.37	0.86	3.30	0.85	-0.96			
Expectations for committee service	3.33	0.71	3.42	0.70	1.55			
Assistance with research administration in your unit	3.18	0.86	3.41	0.81	3.37	.001	-0.33	Medium
My overall experience working in my unit	3.81	1.02	3.90	0.94	1.10			
My overall experience working at UM	3.85	0.89	3.86	0.89	0.12			
My salary and benefits	3.17	1.19	3.36	1.07	2.13	.034	-0.15	Small
The University's location	3.69	0.97	3.73	0.88	0.60			
The diversity on campus	3.85	0.84	3.87	0.79	0.34			
Clerical/administrative support	3.50	1.11	3.77	0.91	3.43	.001	-0.26	Medium
My unit's national reputation	3.81	0.87	3.94	0.83	1.92			
The University's national reputation	3.91	0.70	3.88	0.73	-0.57			
The amount of time I spend on research versus teaching and service	3.15	1.16	3.41	1.01	2.91	.004	-0.22	Medium
The quality of undergraduate students	3.16	0.89	3.55	0.98	5.09	<.001	-0.45	Medium
The transparency of decision-making within my unit	3.74	0.96	3.72	0.95	-0.19			
The amount of autonomy I have in my role as a faculty member here	3.73	1.01	3.85	0.89	1.50			
The support of colleagues here	3.60	0.97	3.70	0.94	1.19			
The sense of fit between my values and those of my unit	3.60	0.95	3.74	0.88	1.89			
The quality of campus facilities	3.49	0.96	3.59	0.89	1.32			
The priorities and vision of my college/school	3.49	0.80	3.52	0.82	0.45			

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.  
 Interpreting Cohen's *d*: Small:  $d < .20$ ; Medium:  $d = .20$  to  $.50$ ; Large:  $d > .50$

Table R:  
*Satisfaction with Resources and Conditions at UMD by Race/Ethnicity*

Survey Item	Faculty of Color		White Faculty		<i>t</i> -value	<i>p</i> -value	Cohen's <i>d</i>	effect size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Assistance with finding grants	3.17	0.99	3.09	0.90	-0.84			
Amount of access to TAs, RAs	3.16	0.98	3.15	0.95	-0.12			
Professional assistance for improving teaching	3.32	0.85	3.36	0.88	0.34			
Expectations for committee service	3.40	0.68	3.36	0.71	-0.52			
Assistance with research administration in your unit	3.38	0.80	3.22	0.87	-1.63			
My overall experience working in my unit	3.83	0.96	3.85	0.98	0.17			
My overall experience working at UM	3.78	0.96	3.88	0.86	1.06			
My salary and benefits	3.06	1.12	3.30	1.17	1.85			
The University's location	3.89	0.93	3.70	0.93	-1.87			
The diversity on campus	3.63	1.07	3.92	0.75	2.59	.011	-0.43	Medium
Clerical/administrative support	3.68	0.92	3.57	1.09	-1.09			
My unit's national reputation	3.85	0.85	3.85	0.89	0.04			
The University's national reputation	3.80	0.82	3.94	0.69	1.55			
The amount of time I spend on research versus teaching and service	3.34	1.05	3.21	1.14	-1.04			
The quality of undergraduate students	3.27	0.90	3.31	0.98	0.40			
The transparency of decision-making within my unit	3.69	0.91	3.74	0.97	0.52			
The amount of autonomy I have in my role as a faculty member here	3.71	0.96	3.81	0.97	0.89			
The support of colleagues here	3.63	0.88	3.66	0.98	0.24			
The sense of fit between my values and those of my unit	3.53	0.97	3.66	0.93	1.22			
The quality of campus facilities	3.62	0.84	3.46	0.98	-1.42			
The priorities and vision of my college/school	3.49	0.82	3.50	0.83	0.12			

*Note.* Strongly Agree=5; Strongly Disagree=1. Survey wording truncated for table presentation.  
 Interpreting Cohen's *d*: Small:  $d < .20$ ; Medium:  $d = .20$  to  $.50$ ; Large:  $d > .50$