

# ADVANCE

**ADVANCE Program for Inclusive Excellence**

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



**The UM Work Environment Survey for Tenure-Track/Tenured Faculty  
2013 Results for the College of Arts and Humanities (ARHU)**

**UM ADVANCE Research and Evaluation Team**

**KerryAnn O'Meara,**

**Co-Director of UM ADVANCE**

**[komeara@umd.edu](mailto:komeara@umd.edu)**

**Alexandra Kuvaeva**

**Research Assistant, UM ADVANCE**

**[akuvaeva@umd.edu](mailto:akuvaeva@umd.edu)**

**Gudrun Haider**

**Research Assistant, UM ADVANCE**

**[ghaider@umd.edu](mailto:ghaider@umd.edu)**

## Table of Contents

Table of Contents .....	1
Introduction.....	2
Respondents .....	2
Data Analysis .....	4
ARHU Survey Results .....	5
Organizational Commitment and Intent to Leave.....	5
Satisfaction with Department and UMD.....	8
Fair Treatment and Diversity .....	11
Work-Life Climate.....	14
Career Advancement and Institutional Support of Career Advancement.....	18
Evaluation of Research and Creative Work.....	22
Management of Teaching, Research and Service Responsibilities .....	23
Recognition.....	24
Leadership Opportunities.....	25
Faculty Learning.....	26
Professional Networks and Collegiality.....	28
Perceptions of Productivity.....	29
ARHU Differences by Gender.....	31
ARHU Differences by Race.....	37
ARHU Differences by Rank.....	39

## **Introduction**

The UM Work Environment Survey was first implemented in 2011 to assess specific aspects of faculty work environment, such as faculty perceptions of their own professional growth, institutional and unit supports for professional growth, climate for work-life balance, fair treatment and diversity, and satisfaction, all of which have been linked to retention and advancement.

## **Respondents**

The 2013 survey implementation included an overall response rate of approximately 47% of tenured/tenure-track faculty at the University of Maryland, College Park. Breakdown of the total respondent population as compared with the respondents from ARHU is provided below in Table 1. For additional information about the survey development and the 2011 and 2013 University of Maryland results overall, please see the full 2013 report, which can be accessed at the UM ADVANCE research and evaluation website: <http://www.advance.umd.edu/research-evaluation>.

The analytical sample for this report is the tenure-track/tenured faculty respondents of the UM Faculty Work Environment Survey from ARHU (n=167), approximately 50% of the 2013 tenure-track/tenured ARHU faculty as of January 25, 2013. Of the ARHU respondents, 21% were on the tenure track and 79% tenured. Of the ARHU tenure-track/tenured respondents, 50.3% were female and 49.7% were male. Regarding race, 16.4% were Faculty of Color and 83.6% were White faculty. Lastly, ARHU respondents were 22.2% Assistant Professors, 38.3% Associate Professors, and 39.5% Full Professors. For information regarding the demographics of ARHU, please refer to Table 2.

**Table 1.** 2013 UMD Work Environment Survey of Tenured/Tenure-Track Faculty

<b>Respondents</b> <b>UMD 47% (n=784); ARHU 49.7% (n=167)</b>		
<b>Respondents</b>	<b>UMD</b>	<b>ARHU</b>
Women faculty	40.7%	50.3%
Men faculty:	59.3%	49.7%
Faculty of Color:	20.8%	16.4%
White faculty:	79.2%	83.6%
Assistant Professors	24.7%	22.2%
Associate Professors	31.6%	38.3%
Full Professors	43.6%	39.5%
Administrators (Chairs, Deans, Directors)	9.2%	9.6%

**Table 2.** 2012-2013 Demographics, ARHU

		Assistant Professor		Associate Professor		Full Professor		Total	
		n	%	n	%	n	%	n	%
Total		64	19.8	122	37.8	137	42.4	323	100
Gender	Men	30	46.9	62	50.8	87	63.5	179	55.4
	Women	34	53.1	60	49.2	50	36.5	144	44.6
Race	Am. Indian/Alaska Native	0	0	0	0	0	0	0	0
	Asian	3	4.7	12	9.8	5	3.6	20	6.2
	Black/African American	3	4.7	10	8.2	9	6.6	22	6.8
	Hispanic	3	4.7	6	4.9	6	4.4	15	4.6
	White	33	51.6	87	71.3	114	83.2	234	72.4
	Two or More Categories	0	0	1	0.8	0	0	1	0.3
	Not Reported	14	21.9	5	4.1	2	1.5	21	6.5
International	8	12.5	1	0.8	1	0.7	10	3.1	

## **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, gender and rank. Means, standard deviations and statistically significant differences at  $p < .05$ ,  $p < .01$ , or  $p < .001$  are noted within Tables 15, 16 and 17. Any differences described within the text of this report refer to statistically significant differences unless otherwise noted. Throughout the survey results we provide comparisons between ARHU results and university-wide tenure-track results for a sense of the areas where ARHU faculty are having similar, better, or worse work environment experiences. When conducting statistical testing on a number of items (such as the case in this report), caution should be used when interpreting differences in any one single survey item. Throughout the results section we also include some open-ended comments from ARHU participants related to specific themes.

## ARHU Survey Results

### Organizational Commitment and Intent to Leave

#### KEY FINDINGS:

- ARHU respondents were almost as likely as UMD respondents overall to intend to leave the institution. 28.9% of ARHU participants stated they were likely to leave the university in the next two years (vs. 27.3% of all UMD respondents; not a statistically significant difference).
- ARHU respondents were almost as likely as UMD respondents to have had colleagues in their unit recently leave the university. 75.8% of ARHU participants stated that there was at least one faculty member in their unit who left in the past three years (vs. 80.3% of all UMD respondents; not a statistically significant difference).
- 41.2% of ARHU respondents had had an outside offer while at UMD (compared to 39.0% of all UMD respondents; not a statistically significant difference).
- The most frequent reasons ARHU participants listed for wanting to leave UMD were for a higher salary (42.5%); for a more prestigious institution or department (24.0%); for a more desirable geographic location (13.8%); for a better work-life balance in a different type of position (13.8%); and because of the lack of collegiality in their unit (10.2%).
- Men were more likely to indicate among the reasons they would leave UMD as an offer from a more prestigious department or institution, while women were more likely to indicate the potential for better work-life balance in a different type of position, a better campus climate for women at another institution, the lack of collegiality in their unit, and the poor likelihood of tenure/promotion or contract renewal.
- Men were more likely than women to have an outside offer while at UMD.

- If Faculty of Color were to leave the institution in the next two years, they would be more likely to do so for a better campus climate for Faculty of Color at another institution.
- If Associate Professors were to leave the institution in the next two years, they would be more likely than Full Professors to do so for an offer with a higher salary. Assistant Professors were more likely than Full Professors to do so because of the potential for better work-life balance in a different type of position and the poor likelihood of tenure/promotion or contract renewal.
- Associate Professors were more likely than Assistant or Full Professors to leave the academic profession in the next two years.
- Full Professors were more likely to have an outside offer while at UMD.

**Table 3.** Participants' reasons for intending to leave UMD

<b>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]</b>	<b>ARHU N=167 % Selected</b>	<b>UMD % Selected</b>
An offer with a higher salary	42.5	36.1
Potential for better work-life balance in a different type of position	13.8	12.1
An offer from a more prestigious department or institution	24.0	22.3
An offer from an institution in a more desirable geographic location	13.8	12.8
Retirement	7.8	8.8
Other	10.8	6.6
Lack of collegiality in my unit	10.2	11.4
An offer for a position outside academe	3.6	5.2
To be closer to family	4.2	7.8
Career opportunities at another institution for my spouse/partner	6.6	6.5
Poor likelihood of tenure/promotion or contract renewal	3.0	4.3
Better campus climate for Faculty of Color at another institution*	4.2	1.8
Better policies related to child-care, parental leave*	3.0	1.4
I'm not well suited to the faculty career	1.8	0.9

Better campus climate for women at another institution*	4.2	2.0
Better campus climate for GLBTQ faculty at another institution	<1%	<1%

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

Open-ended responses on the topic of reasons for leaving UMD fell into six categories: outside offer from a higher quality institution, climate and lack of support, salary, tenure, family and location, and retirement. Responses in regards to outside offers from higher quality institutions or programs noted the opportunity to work for a more established program or in a more intellectual environment, receiving more support for grant writing and research, feeling that one's talent is recognized, obtaining opportunities for career advancement, and working for a university that's a better fit. In regards to climate and lack of support, respondents addressed concerns ranging from lack of collegiality, discrimination, cultural insensitivity to work load, work-life balance, and lack of funding. In regards to salary, respondents commented on the low salary received at UMD compared to other institutions. Responses addressing the tenure process focused on individuals who had not received tenure and unfair promotion processes. Family and location reasons for leaving included a spouse receiving a job offer elsewhere, being closer to family, opportunities for children to attend another university, and the cost of living in and around College Park.

**Examples of open-ended responses include:**

*"I don't know if I will leave. I've turned down offers recently and am now having second thoughts."*

*"She left for higher pay and a more livable community than College Park."*

*"Dissatisfaction with work climate and lack of collegiality."*

*"An offer from a more prestigious department or institution."*



## Satisfaction with Department and UMD

### KEY FINDINGS

- ARHU respondents were less satisfied with their overall experiences than other faculty at UMD ( $p < .05$ ): 60.6% for ARHU and 66.5% for UMD.
- The only aspects of the faculty experience that were rated more favorably by ARHU respondents than UMD respondents ( $p < .05$ ) were the university's location (66.9% for ARHU and 59.3% for UMD), and professional assistance for improving teaching (49.4% for ARHU and 40.1% for UMD).
- There were five aspects that were rated less favorably by ARHU respondents than UMD respondents: assistance with research administration in their unit (23.4% for ARHU and 41.8% for UMD), salary and benefits (32.5% for ARHU and 39.5% for UMD), assistance with finding grants (16.5% for ARHU and 29.5% for UMD), expectations for committee service (34.4% for ARHU and 42.5% for UMD), and the amount of time they spend on research vs. teaching and service (34.6% for ARHU and 46.9% for UMD).
- Most participants were satisfied with their autonomy (75.0%); the diversity on campus (67.3%); the university's location (66.9%); the support of colleagues (64.9%); and their overall experience with their unit (64.1%).
- The fewest number of ARHU respondents were satisfied with assistance with finding grants (16.5%), assistance with research administration in their unit (23.4%), and their salary and benefits (32.5%).
- Men were more likely to be satisfied with assistance with finding grants and research administration in their unit; the expectations for committee service; their salary and benefits; administrative support; the amount of time they spend on research versus teaching and service; the transparency of decision-making within their unit; the amount

of autonomy they have in their role as faculty members; and the support of colleagues.

The only aspect that men were less satisfied with than women was the University's location.

- Faculty of Color were more likely than White faculty to be satisfied with the University's location but less likely to be satisfied with the diversity on campus.
- Associate Professors were less likely than Assistant or Full Professors to be satisfied with their salary and benefits; assistance with finding grants; the transparency of decision-making within their unit; the support of colleagues; and the sense of fit between their values and those of their unit.

**Table 4.** Percentage of participants who were satisfied with resources and conditions at UMD

<b>Survey Item*</b>	<b>ARHU % Satisfied/ Very Satisfied</b>	<b>UMD % Satisfied/ Very Satisfied</b>
The amount of autonomy I have in my role as a faculty member	75.0	78.9
The support of colleagues here	64.9	66.0
My overall experience working at UM*	60.6	66.5
The university's location*	66.9	59.3
My overall experience working in my unit	64.1	68.4
The diversity on campus	67.3	68.9
The university's national reputation	60.3	62.1
The sense of fit between my values and those of my unit	55.8	58.2
Leadership of my college / school	51.6	50.8
The transparency of decision-making within my unit	48.4	49.1
Priorities and vision of my college / school	40.0	43.6
My unit's national reputation	60.3	60.5
The quality of campus facilities	56.1	52.9
Assistance with research administration in my unit*	23.4	41.8
Professional assistance for improving teaching*	49.4	40.1
Clerical / administrative support	45.2	49.3
My salary and benefits*	32.5	39.5
Assistance with finding grants*	16.5	29.5
Expectations for committee service*	34.4	42.5
The amount of time I spend on research vs. teaching & service*	34.6	46.9
Amount of access to TAs, RAs	41.1	43.8

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

## **Fair Treatment and Diversity**

### KEY FINDINGS

- ARHU respondents were overall less satisfied with their experiences of fair treatment and diversity than other faculty at UMD ( $p < .05$ ).
- ARHU respondents were less likely than UMD respondents to agree that female faculty and Faculty of Color receive fair treatment.
- ARHU respondents were more likely than UMD respondents to report discrimination and indicate that they have to work harder than some of their colleagues to be perceived as legitimate scholars.
- Women were less satisfied with the opportunities for female faculty and Faculty of Color at UMD compared to opportunities for male and White faculty. They were more likely to report that they have experienced discrimination in their unit and that they have to work harder than some of their colleagues to be perceived as legitimate scholars.
- Faculty of Color were less likely to be satisfied with the opportunities for Faculty of Color compared to those for White faculty. They were more likely to report that they experienced discrimination and they have to work harder than some of their colleagues to be perceived as legitimate scholars.
- There were no differences by rank in ARHU respondents' experiences with fair treatment and diversity.

**Table 5.** Faculty perceptions of diversity, diversity climate, and fairness at UMD

Survey Item*	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty.*	45.5	49.3
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.*	40.4	48.1
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.*	37.5	27.3
I have experienced discrimination in my unit based on my individual or multiple identities.*	32.0	18.5

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

Open-ended responses regarding experienced discrimination addressed issues of gender, race and ethnicity, age, sexual orientation, religion and political views. Discrimination noted by survey respondents took the form of bullying, inappropriate and offensive comments, and micro-aggressions; it also affected leave, compensation, recognition, service responsibilities and what research or disciplines are valued. A survey respondent noted that an incident of discrimination was reported but no action was taken. Two survey respondents stated that they felt uncomfortable answering this question.

**Examples of open-ended comments include:**

*“Community engaged work and research focused on social justice issues is not regarded outside of my department as robust research.”*

*“While it is decreasing, there is still a strong “boys club” culture in my unit and inappropriate sexist comments are still far too frequent.”*

*“Both in terms of gender and age, I have been asked to perform certain tasks and duties that would not be expected of colleagues.”*

*“Faculty of Color and LGBT faculty of color are regularly called into question in my department for the “rigor” of their work. Even when our research is not “identity” related we are regularly required to address concern that our work is “political.” This makes it nearly impossible to have a serious intellectual discussion about what makes research “political” and what advantages and disadvantages this has. It creates a culture in which discussions of diversity do not happen unless the “diverse” members of the department bring it up, which only feeds the worst suspicions of colleagues who already assume that we are pushing a political agenda somehow distinct from or threatening to intellectual work.”*

*“... there is virtually no diversity of political opinions on this campus. Faculty mock right-wing or libertarian political views with no awareness that any one here might have sympathies with them. I don't know if I have ever met a Republican prof here. That's remarkable, and it's remarkable that no one cares.”*

## Work-Life Climate

### KEY FINDINGS:

- ARHU respondents generally had a lower assessment of work-life climate than other UMD faculty.
- ARHU respondents were less likely than UMD respondents to agree that in their unit, faculty can be honest with colleagues about family/life roles and responsibilities, that their unit supports faculty scheduling work commitments around family schedules, and that the institution does what it can to make family life and the tenure track compatible.
- Similar to UMD respondents, ARHU 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 them.
- Men were more likely to indicate that they have taken strategic steps toward creating a satisfactory work-life balance, feeling in control over creating a satisfactory work-life balance, and being satisfied with their unit's culture around work-life balance. Also, they were more likely to agree that there are role models in their unit for how to create a satisfying work-life balance, and that the institution does what it can to make family life and the tenure track compatible.
- Increased rank corresponded to increased perception of being able to create a satisfying work-life balance. However, Associate Professors were less likely than Assistant or Full Professors to agree that the institution does what it can to make family life and the tenure track compatible.
- There were no differences by race in ARHU respondents' perceptions of work-life climate at UMD.

**Table 5.** Perceptions of work-life climate at UMD

Survey Item*	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	70.3	67.2
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.*	48.4	56.3
My unit supports faculty scheduling work commitments around family schedules.*	47.5	54.0
In general, I feel I have control over creating a satisfying work-life balance.	55.3	56.5
There is NO bias against family care-giving in my unit.	46.5	48.5
I am satisfied with my unit's culture around work-life balance.*	47.5	47.6
There are role-models in my unit of how to create a satisfying work-life balance.	36.5	37.7
The institution does what it can to make family life and the tenure track compatible.*	29.7	34.2

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

Open-ended responses showed a wide range of perceptions regarding work-life balance at UMD with comments ranging from there being no hope to create work-life balance at UMD to others feeling that UMD was quite progressive in its support for work-life balance. Responses fell into following 5 themes: services, work load, policies, culture change, and salary. In regards to services, the majority of comments related to improvements in child-care provided on campus; other topics were parking, spousal support, support for foreign faculty and increasing conversations about these topics and networking. Comments regarding work load addressed the need to more justly distribute service and teaching obligations, to cut down on administrative responsibilities or provide more administrative support, to allow faculty to focus most of their



attention on one area (e.g., research or teaching or service) and to better support research. In regards to policies, many respondents recommended disseminating information about work-life policies more broadly, ensuring that administrators and senior faculty have a good understanding of these policies, and consistently implementing these policies. Several respondents pushed for policy changes, particularly for taking leave for a variety of reasons. The theme of culture change noted the need for broader changes other than just policy; respondents advocated for a culture where work-life balance is valued, expectations are realistic, and members of leadership understand that faculty have a life outside of work. Finally, responses addressed the need for salary increases to balance out increases in cost of living.

**Examples of open-ended comments include:**

*“Alter expectations that people must top the charts in everything: service, teaching, research. No human can do this and have work-life balance.”*

*“Develop a leave policy that accommodates a wide range of "life" situations that are significant to "work-life" balance issues. Parental leave and campus child care vital, but parenthood--or even the family in general--should not be the sole or central focus. If you are vitally important in someone's life, for example, but do not have that significance codified through marriage or blood kinship, caring for that person when s/he is ill should not be treated as less significant as having a child.”*

*“For each academic and administrative unit to recognize that each employee has a life beyond the University. We are enormously privileged to work here, but that sense of privilege can easily be exploited by those with more power in the institution, with the effect that those of us late-on-the-scene, so to speak (women, minorities, and men who share child care), who tend to feel grateful for our jobs, do way more than our fair share of the work that keeps departments going.”*

*“I guess advertise them more widely, I had not heard of some of these.”*

**Examples of open-ended comments continued:**

*“Open a child-care center on campus with adequate spaces for those who need it.”*

*“The main thing I would do to improve work-life balance is to make Maryland salaries in line with national averages. Right now we are below average, and salary compression is an enormous problem. Achieving a work-life balance is difficult under such conditions, because faculty must weigh taking on additional paid work (e.g. summer school, admin posts) in order to make ends meet.”*

*“I think there are limits to how flexible a system can be, and I don't really perceive any need for improvement here.”*

**Table 6.** Work-life policies and programs at UMD

<b>Policy/Program [% of ARHU respondents]</b>	<b>% Very Valuable</b>	<b>% Used it</b>	<b>% Anticipate using it</b>	<b>% Have not heard of it</b>
Part-time tenure track policy (permits tenure track faculty to work part time)	69.2	0	12.7	47.3
Campus childcare	80.9	6.1	12.9	12.0
Tenure delay/Stop the tenure clock	75.2	7.4	3.7	13.2
Childcare referral service	57.9	5.9	9.5	24.0
College dashboard project	54.5	6.6	13.4	22.8
Paid parental leave	79.9	47.6	33.1	10.8
Mentoring for new faculty	77.6	6.8	13.3	65.3
ADVANCE learning communities, leadership program, seed grants and seminars	68.0	29.9	52.0	18.0

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. The parental leave policy was established in September of 2012. As in the university-wide results, we believe participants misunderstood the survey item regarding paid parental leave to mean something different than the paid parental leave policy begun in fall, 2012.

## Career Advancement and Institutional Support of Career Advancement

### KEY FINDINGS

- ARHU respondents generally had an assessment of institutional support of career advancement similar to other UMD faculty.
- The only significant difference in the faculty perception of the institutional support was that ARHU respondents were less likely than UMD respondents to agree that faculty in their unit have the freedom to succeed here if they work hard (61.6% for ARHU and 71.2% for UMD).
- About half of the participants perceived clear requirements and fair processes for tenure and for advancing to Full Professor.
- 42.7% of ARHU respondents had concerns about their own advancement, compared to 33.3% for UMD ( $p < .05$ ).
- ARHU women were more likely to indicate that they feel stuck in their ability to advance in their career, that they feel they have little control over advancement in their career, and that they have concerns about their own opportunities to advance in their career at UMD. Also, they were less likely to agree that faculty in their unit have the freedom to succeed here if they work hard, that they have received helpful feedback from their department chair/unit head in support of their career advancement, and that in their unit, the promotion requirements and promotion process for advancing to Full Professor are clear and fair.
- Faculty of Color were less likely to agree that faculty in their unit have the freedom to succeed if they work hard.
- Within ARHU respondents, increased rank corresponded to increased perception of the clarity and fairness of the tenure and promotion process. However, Associate Professors

were more likely to have concerns about their own opportunities to advance in their career at UMD.

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

	Survey Item	ARHU % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	68.9	69.2
	I seize opportunities when they are presented to me to advance in my career.	79.4	79.2
	I feel stuck in my ability to advance in my career.	21.4	20.9
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	84.8	86.2
	In general, I feel that I have little control over whether I advance in my career.	17.8	14.5
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.*	61.6	71.2
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	44.9	49.7
	In my unit, the tenure requirements are clear.	68.3	67.4
	In my unit, the promotion requirements for advancing to Full Professor are clear.	53.8	54.2
	In my unit, the tenure process is fair.	64.0	67.9
	In my unit, the promotion process for advancing to Full Professor is fair.	48.1	55.5

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

Open-ended responses on the topic of career advancement fell into five categories: work load, recognition of work, lack of support for research, lack of incentives for advancement, and bias in evaluating tenure cases. Comments regarding work load addressed inequity in distributing responsibilities, service responsibilities, administrative workload, not having enough time for research, and challenges to create work-life balance. Responses regarding recognition of work included concerns about the specific research area not being valued and cutting-edge research not being recognized by conservative leadership. Several comments noted service work or

mentoring undergraduate students not being recognized, while one respondent noted that only service and teaching were valued. Comments regarding lack of support for research included lack of funding and no support for grant writing and grant management. Responses on the topic of lack of incentives for advancement ranged from respondents not expecting a salary increase with advancement to respondents not seeing any point in striving for advancement. Finally, comments regarding bias in evaluating tenure cases discussed a lack of clear guidelines and subjectivity in the tenure process.

**Examples of open-ended comments include:**

*“I have spent a lot of time on teaching and committee work and my own research career has suffered as a result of these choices. I wish advancement (through tenure) was less focused on number of publications and more appreciative of other ways that department members contribute to the life and functioning of the department.”*

*“Within the college where my unit operates, advancement depends in large part on the individual scholar's ability to fit into a specific paradigm of what is considered to be legitimate scholarly research. Virtually any amount of work, service and publications that occurs outside that paradigm is not likely to be acknowledged as significant.”*

*“Time is the main problem. In the dozen years that I have been here, there are more demands on our time (e.g., class size has grown, we are encouraged to spend more time out of class with students, administrators demand more of us, and email).”*

*“The lack of funding for research and travel makes it quite challenging to develop a consistent portfolio.”*

*“Despite the requirements for tenure being clear, I haven't received anything official, which always allows for a certain amount of subjectivity or bias in evaluating tenure cases. This is probably always the case, but at certain public schools (I'm thinking of University of California schools), the requirements for tenure have been legislated, and are extremely objective and clear.”*

## Evaluation of Research and Creative Work

### KEY FINDINGS

- ARHU respondents were less likely to agree that engaged scholarship, as well as collaborative research and grant work are rewarded in their unit (32.9% and 30.1%, respectively, for ARHU vs. 46.8% and 53.6%, respectively, for UMD).
- About half of the ARHU respondents agreed that their unit encourages interdisciplinary scholarship (55.05% ARHU and 54.4% UMD), while only a third agreed that their unit supports cutting edge research (38.3% ARHU and 43.2% UMD).
- ARHU women were less likely to agree that engaged scholarship, collaborative and cutting edge research, and grant work are rewarded in their unit.
- Faculty of Color were less likely to agree that in their unit faculty are rewarded for taking risks and trying to be cutting edge in their research.
- Assistant Professors were more likely and Full Professors less likely to agree that engaged scholarship, collaborative research and grant work are rewarded in their unit.

**Table 8.** Respondent perceptions of the evaluation of research, and creative work

Survey Item*	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	55.0	54.4
Engaged scholarship is rewarded in my unit.*	32.9	46.8
Collaborative research and grant work is encouraged in our unit's reward system. *	30.1	53.6
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	38.3	43.2

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

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

### KEY FINDINGS

- There was only one significant difference between ARHU and UMD respondents in perception of management of teaching, research and service: ARHU respondents felt in slightly less control of their participation in service activities (48.4% for ARHU vs. 52.3% for UMD).
- About half of both ARHU respondents and UMD respondents felt able to say no to additional service without consequences for their career, and about two thirds agreed that managing teaching responsibilities was largely under their control.
- Almost all ARHU (89.2%) and UMD (90.5%) respondents felt that they were in charge of the direction of their own research agenda.
- ARHU women were less likely to agree that they feel in control of their teaching responsibilities and service activities, in charge of the direction of their research agenda, and that they receive support from their department for effective teaching. They were also less likely to be able to say no to additional on-campus service activities without negative consequences for their career.
- Assistant Professors were least likely to agree with being able to say no to additional on-campus service activities without negative consequences for their career, and least likely to agree that there is support in their department for effective teaching.
- There were no differences by race in ARHU respondents' perceptions of the management of teaching, research and service responsibilities.



**Table 9.** Respondent perception of evaluation and support of teaching, research and service

Survey Item*	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	68.8	66.8
There is support in my department for effective teaching.	56.7	53.2
I feel in control of my participation in service activities.*	48.4	52.3
It is possible for me to say no to additional on-campus service activities without negative consequences.	51.9	51.5
I am in charge of the direction of my research agenda.	89.2	90.5

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

## Recognition

### KEY FINDINGS

- The only significant differences between ARHU and UMD respondents in their perceptions of recognition and valuing one's commitments was that ARHU respondents were less likely to be nominated for an award (20.0% for ARHU vs. 29.1% for UMD).
- ARHU respondents were slightly more likely to report that faculty in their unit value their teaching and service contributions (69.0% and 69.9%, respectively) than their research (65.8%).
- Women were less likely to agree that faculty in their unit value their research/scholarship.
- White faculty were more likely than Faculty of Color to indicate that faculty in their unit care about their personal well-being.
- There were no differences by rank in ARHU respondents' perceptions of recognition.

**Table 10.** Respondent perceptions of recognition and valuing one's commitments

Survey Item*	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	69.0	62.7
Faculty in my unit value my research/scholarship.	65.8	69.5
Faculty in my unit value my service contributions.	69.9	64.4
Faculty in my unit care about my personal well-being.	62.3	59.5
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]*	20.0	29.1

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

### Leadership Opportunities

#### KEY FINDINGS

- 56.3% of ARHU respondents agreed that they have been encouraged at least once during the past twelve months to pursue a leadership position vs. 44.0% of UMD respondents overall ( $p < .05$ ).
- More than half of ARHU respondents (61.4%) agreed that there are opportunities in their college for faculty to become involved as leaders.
- Assistant Professors were less likely than Full Professors to have been encouraged to pursue leadership positions during the past twelve months.
- There were no differences by race or gender in ARHU respondents' perceptions regarding leadership.

**Table 11.** Respondent perceptions regarding leadership

Survey Item*	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	61.4	64.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]*	56.3	44.0

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

## Faculty Learning

### KEY FINDINGS

- The only significant difference between ARHU respondents and UMD respondents in their perception of faculty learning was the University environment. Half of ARHU respondents agreed that the University provides an environment that stimulates their academic learning (53.0% for ARHU compared to 58.7% for UMD).
- The majority of ARHU respondents agree that in the last twelve months, they set aside time to advance their scholarly learning (81.6%), that they have gained knowledge or skills that have made them better teachers (76.4%), and that their learning has contributed to their research and/or scholarly agenda (76.8%).
- About half of the respondents agree that their unit has helped them to make room among their responsibilities for immersing themselves in academic learning (60.2%), that their unit provides an environment that stimulates their academic learning (58.4%), that their unit has financially supported their learning (56.0%), and that their unit supports their learning external to campus (49.4%).
- ARHU women were less likely to be satisfied with the support of their learning external to campus, their unit helping them to make room among their responsibilities for

immersing themselves in their academic learning, the environment of their unit and the university stimulating their academic learning, and with their unit's financial support for their learning in their field or discipline.

- Associate Professors were least likely to agree that their unit has financially supported their learning in the field or discipline.
- There were no differences by race in ARHU respondents' assessment of faculty learning and institutional support for learning.

**Table 11.** Respondent assessment of faculty learning and institutional support for learning

	Survey Item*	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty Learning	In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	76.8	77.0
	In the last twelve months, I set aside time to advance my scholarly learning.	81.6	74.4
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	76.4	70.2
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	49.4	58.0
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	60.2	55.7
	My unit provides an environment that stimulates my academic learning.	58.4	60.2
	The University provides an environment that stimulates my academic learning.*	53.0	58.7
	My unit has financially supported my learning in my field or discipline.	56.0	52.2

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

## Professional Networks and Collegiality

### KEY FINDINGS

- ARHU respondents were less likely to receive useful feedback from colleagues at UMD (46.7% for ARHU vs. 60.8% for UMD), to indicate that individuals at UMD have made an effort to connect them with important people in their field (20.7% for ARHU vs. 34.4% for UMD), and to be satisfied with the opportunity they have to collaborate with other UMD faculty (39.3% for ARHU vs. 41.0% for UMD).
- Similar to other faculty at UMD, most ARHU faculty respondents perceived their professional network was helpful in a number of areas, including influence, visibility, feedback, advice, and awareness of professional opportunities.
- 64.6% of ARHU respondents said that their core discussion network was mainly off campus (vs. 58.6% for UMD;  $p < .05$ ).
- ARHU women were less likely than men to indicate that individuals at the university have made an effort to connect them with important people in their field, and less likely to be satisfied with the opportunity they have to collaborate with other UMD faculty.
- There were no differences by race or rank in ARHU respondents' assessment of professional networks.

**Table 12.** Respondent assessment of professional networks and institutional support for professional networks

Survey Item		ARHU % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	77.7	77.2
	My core discussion network lets me know of professional opportunities.	76.6	74.4
	My core discussion network includes one or more members who are influential in my field.	83.5	83.9
	My core discussion network provides helpful feedback on my research.	82.5	82.7
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	60.7	64.8
	I receive useful feedback from colleagues at UM that improves my work.*	46.7	60.8
	Individuals at this institution have made an effort to connect me with important people in my field.*	20.7	34.4
	I have been effectively mentored by someone in my unit.	34.2	37.8
	I am satisfied with the opportunity I have to collaborate with other UM faculty.*	39.3	41.0
	I am satisfied with the collegiality in my unit.	58.8	63.9
	I feel isolated in my department.	25.2	21.5

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

## Perceptions of Productivity

### KEY FINDINGS

- There were no significant differences in perceived productivity between ARHU and UMD respondents.
- 52.3% of ARHU respondents ranked themselves as more productive than researchers in their field and rank nationwide (53.5% for UMD).
- 21.3% of ARHU respondents ranked themselves as less productive than researchers in their field and rank nationwide (18.3% for UMD).

- 45.8% of ARHU respondents believed their unit views them as more productive than researchers in their field and rank nationwide (44.3% for UMD).
- 19% of ARHU respondents believed their unit views them as less productive than researchers in their field and rank nationwide (22.2% for UMD).
- ARHU women were more likely to rate their overall research/scholarly productivity lower than men and to believe that their unit views them as less productive compared to men.
- Increased rank corresponded to increased rating of their research productivity and their perception of their unit's views on their productivity.
- There were no differences in perceptions of productivity in ARHU respondents by race.

Open-ended responses regarding research productivity fell into five categories: research funding, support for research, work load, value of scholarship, and salary. Responses in regards to research funding noted a lack of grants, university funding, funding for research assistants, funding for travel abroad and conference attendance. Comments about support for research included time-off for research activity and research leaves, better library services, better facilities and equipment, and more support in the first year of teaching to allow for time available for research. In regards to work load, respondents noted having too many professional obligations, particularly in regards to service and committee work, teaching and administrative tasks. Responses about value of scholarship addressed the need for valuing different types of research and research topics and having a broader definition of research, creating an intellectual environment, establishing opportunities to present research, and hiring colleagues with similar areas of interest. Finally, several respondents commented on low salaries forcing them to take on second jobs and therefore cutting further into their research time.

**Examples of comments about how UM could enhance faculty productivity include:**

*“The most important thing my department does is fund travel, create a culture of research expectations, and make research the central part of the tenure process.”*

*“Reduce the level of service and administrative activities, give courses and occasional semesters off, provide summer stipends and GRA stipends.”*

*“It could recognize and value my field of scholarship/professional work for what it is and reward that.”*

*“Increase my salary, so that I would not have to look for adjunct teaching jobs in the DC area to make ends meet during the summer, but would focus on research instead.”*

*“Create more of an intellectual environment--more research presentations, more visiting scholars, more reading groups, more writing groups, etc.”*

*“As an artist, I have to rent studio space off campus. Many other institutions provide studio spaces for its faculty members. Given space availability on this campus, some sort of studio subsidy would be a great help.”*

**ARHU Differences by Gender**

**KEY FINDINGS**

- In MOST areas of the survey, ARHU tenure-track/tenured faculty responses DIFFERED significantly BY GENDER ( $p < .05$ ).
- Overall, ARHU women rated most of the aspects of the survey lower than men rated them. They were less likely than men to be satisfied with the support of faculty learning; professional networks and collegiality; institutional support of career advancement; evaluation of research and creative work; management of teaching, research and service responsibilities; work-life climate; resources and conditions at the department and UMD



except for the university's location; fair treatment and diversity; recognition; and overall research/scholarly productivity.

- ARHU women were less likely to be satisfied with the support of their learning external to campus, their unit helping them to make room among their responsibilities for immersing themselves in their academic learning, the environment of their unit and the university stimulating their academic learning, and with their unit's financial support for their learning in the field or discipline.
- They were less likely than men to indicate that individuals at the university have made an effort to connect them with important people in their field, and less likely to be satisfied with the opportunity they have to collaborate with other UMD faculty.
- Women were more likely to indicate that they feel stuck in their ability to advance in their career, that they feel they have little control over advancement in their career, and to have concerns about their own opportunities to advance in their career at UMD. Also, they were less likely to agree that faculty in their unit have the freedom to succeed here if they work hard, that they have received helpful feedback from their department chair/unit head in support of their career advancement, and that in their unit, the promotion requirements and promotion process for advancing to Full Professor are clear and fair.
- Women were less likely to agree that engaged scholarship, collaborative and cutting edge research, and grant work are rewarded in their unit.
- Women were less likely to agree that they feel in control of their teaching responsibilities' and service activities, in charge of the direction of their research agenda, and that they receive support from their department for effective teaching. They were also less likely to feel to say no to additional on-campus service activities without negative consequences for their career.

- Men were more likely to indicate that they have taken strategic steps toward creating a satisfactory work-life balance, feeling in control over creating a satisfactory work-life balance, being satisfied with their unit's culture around work-life balance. Also, they were more likely to agree that there are role models in their unit of how to create a satisfying work-life balance, and that the institution does what it can to make family life and the tenure track compatible.
- Men were more likely to be satisfied with assistance with finding grants and research administration in their unit; the expectations for committee service; their salary and benefits; administrative support; the amount of time they spent on research versus teaching and service; the transparency of decision-making within their unit; the amount of autonomy they have in their role as faculty members; and the support of colleagues. The only aspect that men were less satisfied with than women was the university's location.
- Women were less satisfied with the opportunities for female faculty and Faculty of Color at UMD compared to opportunities for male and White faculty. They were more likely to report that they have experienced discrimination in their unit and that they have to work harder than some of their colleagues to be perceived as legitimate scholars.
- Women were less likely to agree that faculty in their unit value their research/scholarship.
- Women were also more likely to rate their overall research/scholarly productivity lower than men and to believe that their unit views them as less productive compared to what men believe.
- Men were more likely to have an outside offer while at UMD.
- Among the reasons for leaving UMD, men were more likely to indicate an offer from a more prestigious department or institution, while women were more likely to indicate the potential for better work-life balance in a different type of position, a better campus

climate for women at another institution, the lack of collegiality in their unit, and the poor likelihood of tenure/promotion or contract renewal.

**Table 14.** Survey items that showed statistically significant differences in ARHU responses by gender

Survey Item <sup>▲</sup>	Women		Men		p-value
	M	SD	M	SD	
My unit supports my learning external to campus. *	3.25	1.146	3.75	.986	.003
My unit has helped me to make room among my responsibilities for immersing myself in my academic learning. *	3.29	1.255	3.80	1.156	.008
My unit provides an environment that stimulates my academic learning. *	3.19	1.273	3.76	1.089	.002
The University provides an environment that stimulates my academic learning. *	3.14	1.201	3.59	1.116	.014
My unit has financially supported my learning in my field or discipline. *	3.13	1.395	3.59	1.179	.024
Individuals at this institution have made an effort to connect me with important people in my field. *	2.34	1.118	2.95	.986	.000
I am satisfied with the opportunity I have to collaborate with other UM faculty. *	2.94	1.155	3.28	1.010	.046
I feel stuck in my ability to advance in my career. *	2.88	1.259	2.09	.928	.000
In general, I feel I have little control over whether I advance in my career. *	2.54	1.174	2.15	.941	.023
Faculty in my unit have the freedom to succeed here if they work hard. *	3.36	1.041	3.79	1.097	.011
I have received helpful feedback from my department chair/unit head in support of my career advancement. *	2.89	1.350	3.47	1.192	.004
In my unit, the promotion requirements for advancing to Full Professor are clear. *	3.16	1.123	3.67	1.195	.006
In my unit, the promotion process for advancing to Full Professor is fair. *	3.31	.983	3.71	1.123	.018
Engaged scholarship is rewarded in my unit. *	2.89	1.181	3.32	.967	.016

Survey Item <sup>^</sup>	Women		Men		p-value
	M	SD	M	SD	
Collaborative research and grant work is encouraged in our unit's reward system. *	2.58	1.207	3.22	1.076	.001
In our unit, faculty are rewarded for taking risks and trying to be cutting edge in their research. *	2.89	1.137	3.33	1.159	.021
Managing my teaching responsibilities is largely under my control. *	3.38	1.124	3.90	.799	.001
There is support in my department for effective teaching. *	3.28	1.165	3.73	.935	.008
I feel in control of my participation in service activities. *	2.77	1.097	3.51	1.078	.000
It is possible for me to say no to additional on-campus service activities without negative consequences for my career. *	3.13	1.095	3.49	.977	.030
I am in charge of the direction of my research agenda.*	4.19	.786	4.44	.616	.031
I have taken strategic steps toward creating a satisfactory work-life balance. *	3.58	1.016	3.87	.858	.049
In general, I feel I have control over creating a satisfactory work-life balance. *	3.01	1.199	3.67	.976	.000
I am satisfied with my unit's culture around work-life balance. *	2.69	1.197	3.53	1.041	.000
There are role models in my unit of how to create a satisfying work-life balance. *	2.72	1.109	3.32	1.063	.001
The institution does what it can to make family life and the tenure track compatible. *	2.50	1.232	3.08	1.137	.003
I am satisfied with assistance with finding grants. *	2.35	.929	2.91	1.009	.000
I am satisfied with expectations for committee service. *	2.50	1.043	3.30	1.027	.000
I am satisfied with assistance with research administration in my unit. *	2.49	1.137	3.11	1.014	.000
I am satisfied with my salary and benefits. *	2.29	1.304	2.82	1.355	.014
I am satisfied with the University's location. *	3.96	.974	3.44	1.082	.002

Survey Item <sup>^</sup>	Women		Men		p-value
	M	SD	M	SD	
I am satisfied with clerical/administrative support*	2.90	1.249	3.40	1.139	.009
I am satisfied with the amount of time I spent on research versus teaching and service. *	2.38	1.205	3.22	1.162	.000
I am satisfied with the transparency of decision-making within my unit. *	2.96	1.267	3.39	1.183	.031
I am satisfied with the amount of autonomy I have in my role as a faculty member here. *	3.66	1.164	4.05	.776	.014
I am satisfied with the support of colleagues here. *	3.44	1.258	3.89	1.021	.016
The opportunities for female faculty at UM are at least as good as those for male faculty. *	2.53	1.124	3.61	1.021	.000
The opportunities for Faculty of Color at UM are at least as good as for those for White faculty. *	2.49	1.120	3.58	1.049	.000
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	3.35	1.233	2.53	1.277	.000
I have experienced discrimination in my unit based on my individual identities. *	2.99	1.456	2.24	1.269	.001
Faculty in my unit value my research/scholarship. *	3.55	1.089	3.96	1.057	.019
How would you rate your overall research/scholarly productivity compared to scholars in your field and at your rank nationwide? * [Scale ranging from much more productive = 5 to much less productive =1.]	3.18	1.246	3.79	1.017	.001
How do you think your unit views your level of research/scholarly productivity, compared to researchers/scholars in your field and at your rank nationwide?* [Scale ranging from much more productive = 5 to much less productive = 1.]	3.03	1.197	3.63	.995	.001
Do you have any concerns about your own opportunities to advance in your career at UM? (% yes)*	54.2%		27.3%		.006
Have you ever had an outside offer while at UM? (% yes)*	30.3%		52.8%		.005

Survey Item <sup>^</sup>	Women		Men		p-value
	M	SD	M	SD	
An offer from a more prestigious department or institution. (If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?)*	16.7%		31.3%		.026
Potential for better work-life balance in a different type of position. (If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?)*	22.6%		4.8%		.001
Better campus climate for women at another institution. (If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?)*	8.3%		0%		.007
Lack of collegiality in my unit. (If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?)*	15.5%		4.8%		.023
Poor likelihood of tenure/promotion or contract renewal. (If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?)*	6.0%		0%		.024

<sup>^</sup>Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1

\* p<.05

### ARHU Differences by Race

#### KEY FINDINGS

- In MOST areas of the survey, responses DID NOT DIFFER significantly by RACE (p<.05). However, there were some important differences, and they are highlighted here.
- Faculty of Color were less likely to agree that faculty in their unit have the freedom to succeed if they work hard.
- Faculty of Color were less likely to agree that in their unit faculty are rewarded for taking risks and trying to be cutting edge in their research.
- Faculty of Color were more likely to be satisfied with the University's location but less likely to be satisfied with the diversity on campus.

- Faculty of Color were less likely to be satisfied with the opportunities for Faculty of Color compared to those for White faculty. They were more likely to report that they experienced discrimination and they have to work harder than some of their colleagues to be perceived as legitimate scholars.
- White faculty were more likely than Faculty of Color to indicate that faculty in their unit care about their personal well-being.
- If Faculty of Color were to leave the institution in the next two years, they would be more likely to do so for the better campus climate for Faculty of Color at another institution.

**Table 15.** Survey items that showed statistically significant differences in ARHU responses by race

Survey Item <sup>▲</sup>	White		Faculty of Color		p-value
	M	SD	M	SD	
Faculty in my unit have the freedom to succeed here if they work hard. *	3.66	1.118	3.29	.751	.048
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research. *	3.21	1.221	2.75	.897	.038
I am satisfied with the University's location. *	3.69	1.073	4.17	.816	.017
I am satisfied with the diversity on campus.*	3.85	.895	3.42	.974	.035
The opportunities for Faculty of Color at UM are at least as good as for those for White faculty. *	3.17	1.154	2.13	1.076	.000
I have to work harder than some of my colleagues to be perceived as a legitimate scholar. *	2.73	1.260	3.88	1.154	.000
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). *	2.49	1.409	3.25	1.391	.018
Faculty in my unit care about my personal well-being.*	3.72	1.101	3.21	1.179	.042
Better campus climate for Faculty of Color at another institution. (If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?)*	1.6%		20.0%		.000

<sup>▲</sup>Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1

\* p<.05

## **ARHU Differences by Rank**

### KEY FINDINGS

There were some important differences by rank.

- Associate Professors were least likely to agree that their unit has financially supported their learning in their field or discipline.
- Within ARHU respondents, increased rank corresponded to increased perception of the clarity and fairness of the tenure and promotion process. However, Associate Professors were more likely to have concerns about their own opportunities to advance in their career at UMD.
- Assistant Professors were more likely and Full Professors less likely to agree that engaged scholarship, collaborative research and grant work are rewarded in their unit.
- Assistant Professors were least likely to agree that there is support in their department for effective teaching.
- Assistant Professors also felt least likely to say no to additional on-campus service activities without negative consequences for their career.
- Increased rank corresponded to increased perception of being able to create a satisfying work-life balance. However, Associate Professors were less likely than Assistant or Full Professors to agree that the institution does what it can to make family life and the tenure track compatible.
- Associate Professors were less likely than Assistant or Full Professors to be satisfied with their salary and benefits, assistance with finding grants, the transparency of decision-making within their unit, the support of colleagues, and the sense of fit between their values and those of their unit.



- Associate Professors were more likely than Assistant or Full Professors to leave the academic profession in the next two years.
- Full Professors were more likely to have an outside offer while at UMD.
- Increased rank corresponded to increased rating of their research productivity and their perception of their unit's views on their productivity.
- If the Associate Professors were to leave the institution in the next two years, they would be more likely than Full Professors to do so for an offer with a higher salary. Assistant Professors were more likely than Full Professors to do so because of the potential for better work-life balance in a different type of position and the poor likelihood of tenure/promotion or contract renewal.
- Assistant Professors were less likely than Full Professors to have been encouraged to pursue leadership positions during the past twelve months.

**Table 16.** Survey items that showed statistically significant differences in ARHU responses by rank

Survey Item <sup>^</sup>	Assistant		Associate		Full		p-value
	M	SD	M	SD	M	SD	
My unit has financially supported my learning in my field or discipline. *	3.49	1.216	3.02	1.409	3.63	1.193	.022
In my unit, the tenure requirements are clear. *	3.21	1.193	3.67	1.070	3.97	.975	.005
In my unit, the promotion requirements for advancing to Full Professor are clear.*	3.06	1.029	3.14	1.242	3.86	1.067	.000
In my unit, the tenure process is fair.*	3.30	1.075	3.61	1.018	4.03	1.054	.004
In my unit, the promotion process for advancing to Full Professor is fair.*	3.15	.834	3.25	1.054	3.95	1.054	.000
Engaged scholarship is rewarded in my unit. *	2.87	1.074	2.95	1.121	3.40	1.033	.032
Collaborative research and grant work where there are co-authors and/or co-principal investigators is encouraged in our unit's reward system. *	2.50	1.196	2.73	1.142	3.30	1.117	.003

There is support in my department for effective teaching. *	3.18	1.185	3.38	1.062	3.82	.965	.011
-------------------------------------------------------------	------	-------	------	-------	------	------	------

Survey Item <sup>^</sup>	Assistant		Associate		Full		p-value
	M	SD	M	SD	M	SD	
It is possible for me to say no to additional on-campus service activities without negative consequences for my career. *	2.94	1.088	3.19	1.067	3.62	.934	.005
In general, I feel I have control over creating a satisfying work-life balance.	2.52	1.176	3.53	1.038	3.56	1.034	.000
I am satisfied with my unit's culture around work-life balance. *	2.79	1.244	2.98	1.238	3.39	1.077	.039
There are role-models in my unit of how to create a satisfying work-life balance.*	2.67	1.164	2.91	1.109	3.31	1.065	.018
The institution does what it can to make family life and the tenure track compatible. *	2.79	1.193	2.52	1.195	3.07	1.209	.040
I am satisfied with assistance with finding grants. *	2.76	.902	2.38	1.047	2.82	.975	.032
I am satisfied with professional assistance for improving teaching. *	3.19	.780	3.38	.968	3.68	.770	.021
I am satisfied with my salary and benefits. *	2.53	1.367	2.22	1.327	2.90	1.300	.018
I am satisfied with the diversity on campus. *	3.41	.911	3.78	.958	3.92	.843	.036
I am satisfied with the amount of time I spend on research versus teaching and service. *	2.44	1.105	2.59	1.294	3.18	1.200	.006
I am satisfied with the transparency of decision-making within my unit. *	3.09	1.174	2.92	1.264	3.48	1.206	.040
I am satisfied with the support of colleagues here. *	3.72	1.276	3.40	1.277	3.92	.915	.046
I am satisfied with the sense of fit between my values and those of my unit. *	3.38	1.185	3.13	1.303	3.67	1.130	.049
To what extent are you likely to leave the academic profession in the next two years? *	3.22	.792	3.59	.583	3.37	.752	.034
How would you rate your overall research/scholarly productivity compared to scholars in your field and at your rank nationwide? * [Scale ranging from much more productive = 5 to much less productive = 1.]	3.10	1.106	3.33	1.244	3.84	1.052	.006
How do you think your unit views your level of research/scholarly productivity, compared to researchers/scholars in your field and at your rank nationwide? * [Scale ranging from much more productive = 5 to much less productive = 1.]	2.81	1.091	3.17	1.129	3.79	1.005	.000
My core discussion network is primarily off-campus. *	47.2%*		72.6%		66.7%		.046
Do you have any concerns about your own opportunities to advance in your career at UM?	38.1%		56.0%*		25.0%*		.019

*				
Survey Item <sup>▲</sup>	Assistant	Associate	Full	p-value
ADVANCE learning communities, leadership program, seed grants and seminars: Do you anticipate using this program or policy in the future? *	76.9%*	58.0%	33.3%*	.001
College dashboard project: Please indicate your perception of the value of the policy/program regardless of whether you have used it.*	62.5%	22.2%*	68.8%	.029
Have you ever had an outside offer while at UM? *	9.7%*	36.7%	63.2%*	.000
An offer with a higher salary: If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?*	54.1%	53.1%*	25.8%*	.002
I'm not well suited for the faculty career: If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?*	8.1%*	0%	0%	.005
Potential for better work-life balance in a different type of position: If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?*	29.7%*	14.1%	4.5%*	.002
Poor likelihood of tenure/promotion or contract renewal: If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?*	10.8%*	1.6%	0%	.006
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? (at least once)*	32.4%*	60.9%	75.8%*	.000

▲ Notes:

Coding: Strongly Agree = 5; Strongly Disagree = 1

1 = Much less productive; 2 = Slightly less productive; 3 = About the same; 4 = Slightly more productive; 5 = Much more productive

\* p<.05