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**The UM Work Environment Survey for Tenure-Track/Tenured Faculty  
2013 Results for the College of Computer, Mathematical, and Natural Sciences (CMNS)**

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## **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 received 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 CMNS 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 UMD ADVANCE research and evaluation website: <http://www.advance.umd.edu/research-evaluation>.

The analytical sample for this report are the tenure-track/tenured faculty respondents of the UMD Faculty Work Environment Survey from CMNS (n=136), approximately 39% of the 2013 tenure-track/tenured CMNS faculty as of January 25, 2013. Of the CMNS tenure-track/tenured respondents, 26.5% were female and 73.5% were male. Regarding race, 17% were Faculty of Color and 83% were White faculty. Lastly, CMNS respondents were 10% Assistant Professors, 29% Associate Professors, and 61% Full Professors. Of the CMNS respondents, 11% were on tenure track and 89% tenured. For information regarding the demographics of CMNS, please refer to Table 2.

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

<b>Survey Response rate: UMD 47% (n=784); CMNS 39% (n=136)</b>		
<b>Respondents</b>	<b>UMD</b>	<b>CMNS</b>
Women faculty	40.7%	26.5%
Men faculty:	59.3%	73.5%
Faculty of Color:	20.8%	16.9%
White faculty:	79.2%	83.1%
Assistant Professors	24.7%	10.3%
Associate Professors	31.6%	28.7%
Full Professors	43.6%	61.0%
Administrators (Chairs, Deans, Directors)	9.2%	11.6%

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

		Assistant Professor		Associate Professor		Full Professor		Total	
		n	%	n	%	n	%	n	%
Total		43	12.9	78	23.3	213	63.8	334	100
Gender	Men	32	74.4	64	82.1	179	84.0	275	82.3
	Women	11	25.6	14	17.9	34	16.0	59	17.7
Race	Am. Indian/Alaska Native	0	0	0	0	0	0	0	0
	Asian	8	18.6	14	17.9	23	10.8	56	16.8
	Black or African American	1	2.3	4	5.1	2	0.9	7	2.1
	Hispanic	4	9.3	2	2.6	3	1.4	9	2.7
	White	15	34.9	53	67.9	174	83.6	242	72.4
	Two or More Categories	0	0	1	1.3	2	0.9	3	0.9
	Not Reported	9	20.9	4	5.1	6	2.8	19	5.7
International	6	14.0	0	0	3	1.4	9	2.7	

### 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 report, we provide comparisons between CMNS results and university-wide results for a sense of the areas where CMNS faculty are having similar, better, or worse work environment experiences. When conducting statistical testing on a number of items (such as is 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 CMNS participants related to specific themes.

## CMNS Survey Results

### Organizational Commitment and Intent to Leave

#### KEY FINDINGS:

- 23.8% of CMNS participants stated they were likely to leave the university in the next two years (vs. 27.3% of all UMD respondents; this is not a statistically significant difference).
- 84.6% of CMNS 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 of UMD respondents).
- 36.7% of CMNS respondents had had an outside offer while at UMD (vs. 39.0% of all UMD respondents).
- The most frequent reasons CMNS participants listed for wanting to leave UMD were for a higher salary (26.5%), a more prestigious institution or department (25.7%), an offer from an institution in a more desirable geographical location (15.4%), because of a lack of collegiality in the unit (14.7%), and retirement (14%).
- There were no differences by gender and race regarding reasons for intending to leave UMD.
- By rank, the only significant difference was that Assistant Professors were more likely to intend to leave due to lack of collegiality in their unit.

**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>CMNS N=136 % Selected</b>	<b>UMD % Selected</b>
An offer with a higher salary*	26.5	36.1
Potential for better work-life balance in a different type of position	8.8	12.1
An offer from a more prestigious department or institution	25.7	22.3
An offer from an institution in a more desirable geographic location	15.4	12.8
Retirement*	14.0	8.8
Other	2.9	6.6
Lack of collegiality in my unit	14.7	11.4
An offer for a position outside academe	2.2	5.2
To be closer to family	7.4	7.8
Career opportunities at another institution for my spouse/partner	5.9	6.5
Poor likelihood of tenure/promotion or contract renewal	2.2	4.3
Better campus climate for Faculty of Color at another institution	0	1.8
Better policies related to child-care, parental leave	0	1.4
I'm not well suited for the faculty career	0	0.9
Better campus climate for women at another institution	1.5	2.0
Better campus climate for GLBTQ faculty at another institution	0	<1%

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

Open-ended responses on the topic of organizational commitment and reasons for leaving UMD fell into 5 categories: climate, quality of the institution, better outside offer, tenure, and personal reasons. Comments on climate focused on having experienced a negative climate and lack of support within the institution. In regards to quality, participants noted access to better students at other institutions, the rank and prestige of the institution, and lack of services and opportunities provided and available at UMD. Closely related were comments about having received a better outside offer based on criteria such as prestige, salary and opportunities. A few



participants noted negative tenure decisions as a reason for leaving the institution and others mentioned a variety of personal reasons, many related to a spouse or partner.

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

*Frustration with the administration – MANY have left because of this.*

*Quality of grad students; prestige; other case was family/spouse job.*

*To move to a more prestigious institution, better technical support, and a better salary.*

**Satisfaction with Department and UMD**

**KEY FINDINGS**

- 66.4% of CMNS participants were satisfied with their overall experience working in their unit and 62.8% with their overall experience at UMD (compared to 68.4% and 66.5%, respectively, for all UMD respondents).
- There were 2 specific aspects of the faculty experience that were rated less favorably and 4 specific aspects of the faculty experience that were rated more favorably by CMNS respondents than UMD respondents ( $p < .05$ ) (see Table 4).
- Most participants were satisfied with: the diversity of campus (81%) and the amount of autonomy they have in their role as faculty members (75%).
- The smallest number of CMNS respondents were satisfied with: professional assistance for improving teaching (32.6%), assistance with finding grants (34.4%), the transparency of decision-making within their unit (39.8%), and priorities and vision of their college/school (39.8%).
- CMNS women were overall less satisfied than men with support of colleagues, the quality of campus facilities, amount of access to TAs, RAs and expectations for committee service.

- Faculty of Color were overall more satisfied with the transparency of decision-making within their unit, the quality of campus facilities, and their overall experience working in their unit than White Faculty. They felt more sense of fit between their values and those of their unit.
- Assistant Professors were less satisfied with expectations for committee service than were Associate or Full Professors (see Tables 15, 16 and 17).

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

<b>Survey Item*</b>	<b>CMNS % 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	61.7	66.0
My overall experience working at UM	62.8	66.5
The university's location*	53.9	59.3
My overall experience working in my unit	66.4	68.4
The diversity on campus*	81.0	68.9
The university's national reputation*	55.5	62.1
The sense of fit between my values and those of my unit	52.7	58.2
Leadership of my college / school	49.6	50.8
The transparency of decision-making within my unit	39.8	49.1
Priorities and vision of my college / school	39.8	43.6
My unit's national reputation	57.5	60.5
The quality of campus facilities	41.9	52.9
Assistance with research administration in my unit	45.0	41.8
Professional assistance for improving teaching	32.6	40.1
Clerical / administrative support	51.6	49.3
My salary and benefits	43.4	39.5
Assistance with finding grants*	34.4	29.5
Expectations for committee service*	50.4	42.5
The amount of time I spend on research vs. teaching & service*	54.3	46.9
Amount of access to TAs, RAs	49.6	43.8

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

## **Fair Treatment and Diversity**

### KEY FINDINGS

- CMNS respondents were overall more satisfied with their experiences than other faculty at UMD: a majority of CMNS respondents perceived that female faculty and Faculty of Color receive fair treatment (63.3% and 66.4%, respectively, for CMNS compared to 49.3% and 48.1%, respectively, for all UMD respondents), and 19.7% believed they have to work harder than some of their colleagues to be perceived as a legitimate scholar (27.3% for UMD).
- There were no significant differences between CMNS and UMD respondents in their experience of discrimination (16.1% for CMNS vs. 18.5% for UMD).
- CMNS women were more likely than men to report experiencing discrimination in their unit based on their individual identities to indicate that they have to work harder than some of their colleagues to be perceived as a legitimate scholar, and were less likely to agree that the opportunities for female faculty at UMD are at least as good as those for male faculty.
- There were no differences in perceptions of diversity and fairness by race or rank in CMNS (see Tables 15, 16 and 17).

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

Survey Item*	CMNS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty. *	63.3	49.3
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty. *	66.4	48.1
I have to work harder than some of my colleagues to be perceived as a legitimate scholar. *	19.7	27.3
I have experienced discrimination in my unit based on my individual or multiple identities.	16.1	18.5

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

Open-ended responses on the topic of experienced discrimination focused mostly on gender; a few comments addressed age and parenting. Women noted that there was less motivation to hire women, that women were graded more severely on student evaluations, were not included in certain discussions, and were valued less. However, a male participant noted that “less qualified women in my unit get paid more than I do.” Age discrimination was experienced in discussions about hiring decisions and subtly against “young-ish” faculty members. Parents noted difficulties related to parental leave and career advancement.

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

*Greater support for hiring women faculty in my unit is needed. My colleagues are not sufficiently motivated to hire women.*

*It would be subtle things like not being included in ‘behind the scenes’ discussions by my [all male] colleagues in my specific area. These discussions would be related to hiring, etc. I don’t know if it was that I was a female but it certainly felt that way.*

## **Work-Life Climate**

### KEY FINDINGS:

- There were no significant differences between CMNS and UMD respondents in perceptions of work-life climate in the unit and the institution.
- 53.5% of CMNS respondents were satisfied with their unit's culture around work-life balance (vs. 47.6% for UMD).
- 57.8% of CMNS respondents agreed that in their unit, faculty could be honest with colleagues about family/life roles and responsibilities (vs. 56.3% for UMD) and 57% agreed that their unit supports faculty scheduling work commitment around family schedules (vs. 54% for UMD).
- 35.9% of CMNS respondents agreed that there are role-models for work-life balance (vs. 37.7% for UMD).
- Similar to UMD respondents, CMNS respondents rated many of UMD's policies and programs for work-life balance as valuable, but few respondents took advantage of these programs and many had not heard of some of the programs.
- CMNS women were less likely than men to agree that there was no bias against family care-giving in their unit.
- Faculty of Color were more satisfied overall with their unit's culture around work-life balance and were more likely than White faculty to report role models in their unit for how to create a satisfying work-life balance.
- There were no differences by rank in CMNS respondents' perceptions of work-life climate at UMD.

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

Survey Item*	CMNS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	69.8	67.2
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	57.8	56.3
My unit supports faculty scheduling work commitments around family schedules.	57.0	54.0
In general, I feel I have control over creating a satisfying work-life balance.	58.1	56.5
There is NO bias against family care-giving in my unit.	46.0	48.5
I am satisfied with my unit's culture around work-life balance.	53.5	47.6
There are role-models in my unit of how to create a satisfying work-life balance.	35.9	37.7
The institution does what it can to make family life and the tenure track compatible.	33.9	34.2

There were no statistical difference in means between CMNS and UMD respondents at  $p < .05$ .

Open-ended responses in regards to work-life balance focused on 4 themes: child care, work load, lack of information about policies and programs, and networking. Most comments addressed deficiencies regarding the currently offered child care on campus. Concerns regarding work load focused on excessive workloads, especially for Assistant and Associate Professors, large amounts of administrative work and lack of administrative support. Several respondents noted a lack of information about policies and programs and some statements depicted confusion about the policies and programs mentioned in earlier survey questions. Finally, respondents asked for more formal and informal networking and mentoring opportunities with colleagues.

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

*Equitable and reasonable teaching and service commitments for assistant and associate professors will enable them the time needed to establish and grow their research programs in a way for successful promotion without completely eating into family time.*

*Please have a good childcare program on campus; the current one is very inadequate and inconvenient. The fee structure should depend on the staff member's salary; the current fee structure at the childcare facility is not at all fair to most faculty/staff.*

*One thing: track and evaluate mentoring and support for our young faculty and fix any identified problems.*

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

<b>Policy/Program [% of CMNS 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)	32.8	1.7	6.9	42.6
Campus childcare	65.4	12.7	11.8	5.1
Tenure delay/Stop the tenure clock	68.8	11.2	1.8	4.4
Childcare referral service	35.2	2.5	5.8	21.3
College dashboard project	6.3	0.8	8.6	12.5
Paid parental leave	61.7	40.8	28.8	5.9
Mentoring for new faculty	71.2	5.2	6.7	60.3
ADVANCE learning communities, leadership program, seed grants and seminars	28.1	24.6	38.9	22.1

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

- Most participants perceived clear requirements and fair processes for tenure (75.4% and 79.1%, respectively, for CMNS vs. 67.4% and 67.9%, respectively, for UMD).
- 67.7% of CMNS respondents believe the process for advancing to Full Professor is fair (vs. 55.5% for UMD) and 63.1% of CMNS respondents perceived clear requirements for promotion to Full Professor (vs. 54.2% for UMD).
- Yet, 28.7% of CMNS respondents had concerns about their own advancement (vs. 33.3% for UMD).
- There were no differences by gender in CMNS respondents' experiences with career advancement.
- There were a number of differences by race and rank (see Tables 16 and 17). Faculty of Color were more likely than White faculty to agree that the tenure process was fair in their unit, and more likely to report that they have received helpful feedback from their department chair/unit head in support of their career advancement.
- Associate Professors were most likely and Full Professors least likely to feel stuck in their ability to advance their career. Associate Professors were least likely and Full Professors more likely to feel that they have freedom to succeed if they work hard. Assistant Professors were least likely to agree that tenure and promotion requirements were clear and fair.



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

Survey Item		CMNS % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	64.4	69.2
	I seize opportunities when they are presented to me to advance in my career.	72.0	79.2
	I feel stuck in my ability to advance in my career.	19.1	20.9
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	86.7	86.2
	In general, I feel that I have little control over whether I advance in my career.	13.1	14.5
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	77.7	71.2
	I have received helpful feedback from my department chair/unit head in support of my career advancement.*	42.2	49.7
	In my unit, the tenure requirements are clear.	75.4	67.4
	In my unit, the promotion requirements for advancing to Full Professor are clear.	63.1	54.2
	In my unit, the tenure process is fair.*	79.1	67.9
	In my unit, the promotion process for advancing to Full Professor is fair.*	67.7	55.5

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

Open-ended responses on the topic of career advancement fell into 4 categories: leadership, quality of the program, funding needs, and the process for advancement. Participants expressed concerns in regards to their department chair's knowledge and support for faculty's career advancement as well as their openness to new types of research, work-life initiatives, etc. Some noted that the quality of their academic program at UMD has decreased and negatively affects their standing. Others addressed concerns regarding insufficient funding on campus and lack of availability of and support in applying for external grants. Several comments focused on lack of clarity of the advancement process and the importance placed on grants and publications rather than teaching.

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

*Leadership in my unit and college has actively blocked initiatives which could have improved student outcomes, lowered cost of content delivery and increased equity, largely because these would require engagement which is inconvenient for them.*

*I'm primarily worried about the grim climate for external funding, which is essential for me to advance. This is only partly addressable by UM, but administrative support is key to putting out good proposals in bulk.*

*The quality of our graduate program and the ability to attract talented students concerns me as well as the lack of facilities for the work I'd like to do.*

**Evaluation of Research and Creative Work**

**KEY FINDINGS**

- There were no significant differences between CMNS and UMD respondents in perceptions of evaluation of research and creative work.
- About half of CMNS respondents agreed that their unit supports interdisciplinary scholarship (52.7% CMNS and 54.4% UMD), while fewer than half agreed that their unit supports cutting edge research (43.1% CMNS and 43.2% UMD), and engaged scholarship (40.8% CMNS and 46.8% UMD).
- There were no differences by race or gender in CMNS respondents' perceptions of the evaluation of research and creative work.
- Associate Professors were more likely to agree that in their unit faculty are rewarded for taking risks and trying to be cutting edge in their research.

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

Survey Item	CMNS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	52.7	54.4
Engaged scholarship is rewarded in my unit.	40.8	46.8
Collaborative research and grant work is encouraged in our unit's reward system.	58.3	53.6
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	43.1	43.2

There were no statistical difference in means between CMNS and UMD respondents at  $p < .05$ .

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

#### **KEY FINDINGS**

- There was only one significant difference between CMNS and UMD respondents in perception of evaluation and support of teaching, research and service: 45% of CMNS respondents felt that there was support in their department for effective teaching (vs. 53.2% for UMD).
- About half of both CMNS respondents and UMD respondents felt in control of their participation in service activities or able to say no to additional service without consequences for their career.
- Almost all of CMNS (91.6%) and UMD (90.5%) respondents felt that they were in charge of the direction of their own research agenda.
- There were no differences by gender, race, or rank in CMNS respondents' perceptions of the evaluation and support of research and scholarship.

**Table 10.** Respondent perception of evaluation and support of teaching, research and service.

Survey Item*	CMNS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	58.3	66.8
There is support in my department for effective teaching.*	45.0	53.2
I feel in control of my participation in service activities.*	56.8	52.3
It is possible for me to say no to additional on-campus service activities without negative consequences.	56.5	51.5
I am in charge of the direction of my research agenda.*	91.6	90.5

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

Open-ended responses in regards to what the institution could do to contribute to research productivity focused on 4 themes: support, work load, quality of graduate students, and networking. Participants noted a need in increased administrative and financial support for research as well as recognition for research activities and scholarship. Suggestions to help increase research productivity also addressed lessening the work load, especially related to teaching and administrative tasks. Several participants linked research productivity to the quality of graduate students at the institution. Finally, some faculty commented on wanting more opportunities to network with other colleagues, senior faculty serving as mentors and support for interdisciplinary initiatives.

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

*Grants Administration needs improvement and UM and the State of Maryland offer very little in the way of state sponsored research compared to other similar universities. State support really needs to dramatically im[prove].*

*Members of my unit, particularly senior members, could engage with me in collaborative research.*

*Productivity and performance should be examined separately. Scholarship is not a production event. Setting that aside, adequate support staff is the single most important thing we should improve.*

*My unit balances teaching, service and research on a case by case basis. Since I am highly research productive, my teaching and service loads are less than someone who is not research productive.*

**Recognition**

**KEY FINDINGS**

- There was only one significant difference between CMNS and UMD respondents in perceptions of recognition and valuing one's commitments: CMNS respondents were less likely to believe that faculty in their unit care about their personal well-being (48.4% CMNS and 59.5% UMD).
- Similar to other faculty at UMD, most CMNS respondents perceived faculty in their unit value their teaching, research and service contributions (61.7%, 71.9% and 59.4%, respectively, for CMNS and 62.7%, 69.5% and 64.4%, respectively, for UMD).

- CMNS women were less likely to agree that faculty in their unit value their teaching contributions.
- Full Professors were more likely to indicate that they have been nominated by someone at UMD for an award over the last three years.
- There were no differences by race in CMNS respondents' perceptions of recognition in their units.

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

Survey Item*	CMNS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	61.7	62.7
Faculty in my unit value my research/scholarship.	71.9	69.5
Faculty in my unit value my service contributions.	59.4	64.4
Faculty in my unit care about my personal well-being.*	48.4	59.5
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]	31.6	29.1

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

## Leadership Opportunities

### KEY FINDINGS

- About two thirds of CMNS and UMD respondents agreed that there were opportunities in their unit for faculty to become involved as leaders (58.7% for CMNS and 64.3% for UMD).
- Less than half of CMNS and UMD respondents have been encouraged to pursue a leadership position at least once during the past twelve months (42.1% for CMNS and 44% for UMD).

- There were no differences by rank, race or gender in CMNS respondents' perceptions regarding leadership.

**Table 12.** Respondent perceptions regarding leadership

Survey Item*	CMNS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	58.7	64.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	42.1	44.0

There was no statistical difference in means between CMNS and UMD respondents at  $p < .05$

## Faculty Learning

### KEY FINDINGS

- The only areas in which there was a statistical significance between CMNS respondents and faculty throughout the rest of the university were the learning that contributed to their research and/or scholarly agenda (79.9% CMNS and 77% UMD), and unit financial support of their learning (33.8% CMNS and 52.2% UMD).
- There were no differences by gender and race in CMNS respondents' assessment of faculty learning and institutional support for learning.
- CMNS Associate Professors were least likely to agree that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning (see Tables 15 and 17).

**Table 13.** Respondent assessment of faculty learning and institutional support for learning

	Survey Item*	CMNS % 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.*	79.9	77.0
	In the last twelve months, I set aside time to advance my scholarly learning.	78.6	74.4
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	71.2	70.2
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	51.9	58.0
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	56.7	55.7
	My unit provides an environment that stimulates my academic learning.	60.4	60.2
	The University provides an environment that stimulates my academic learning.	61.2	58.7
	My unit has financially supported my learning in my field or discipline.*	33.8	52.2

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

### Professional Networks and Collegiality

#### KEY FINDINGS

- The only area in which there was a difference between CMNS and UMD respondents is that CMNS respondents were less likely than other faculty at UMD to be satisfied with their professional network in terms of the awareness of professional opportunities (61.2% for CMNS and 74.4% for UMD).
- Similar to other faculty at UMD, most CMNS faculty respondents perceived their professional network was helpful in a number of areas, including influence, visibility, and feedback on their research.



- 55.6% of CMNS respondents said that they are satisfied with the opportunity they have to collaborate with other UMD faculty (vs. 41% for UMD; this is not a statistically significant difference).
- CMNS women were more likely to indicate that they feel isolated in their department.
- Faculty of Color were more likely to indicate that they are satisfied with the collegiality in their unit.
- There were no differences by rank in CMNS respondents' assessment of professional networks and institutional support for professional networks.

**Table 14.** Respondent assessment of professional networks and institutional support for professional networks

Survey Item		CMNS % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	75.2	77.2
	My core discussion network lets me know of professional opportunities.*	61.2	74.4
	My core discussion network includes one or more members who are influential in my field.	81.7	83.9
	My core discussion network provides helpful feedback on my research.	85.3	82.7
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	60.0	64.8
	I receive useful feedback from colleagues at UM that improves my work.	65.9	60.8
	Individuals at this institution have made an effort to connect me with important people in my field.	28.4	34.4
	I have been effectively mentored by someone in my unit.	30.6	37.8
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	55.6	41.0
	I am satisfied with the collegiality in my unit.	64.9	63.9
	I feel isolated in my department.	25.9	21.5

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

## Perceptions of Productivity

### KEY FINDINGS

- There were no significant differences in perceived productivity between CMNS and UMD respondents.
- 50% of CMNS respondents ranked themselves as more productive than researchers in their field and at their rank nationwide (53.5% for UMD).
- 18% of CMNS respondents ranked themselves as less productive than researchers in their field and rank nationwide (18.3% for UMD).
- 39.2% of CMNS respondents believed their unit views them as more productive than researchers in their field and rank nationwide (44.3% for UMD).
- 20.9% of CMNS respondents believed their unit views them as less productive than researchers in their field and rank nationwide (22.2% for UMD).
- When asked what UMD, CMNS or home unit could do to contribute to faculty productivity, a majority noted better administrative support, physical space and resources, financial and sabbatical support, teaching relief, focus on quality of the graduate students and competitiveness of the graduate programs, reduction of teaching load, support for grant writing, improvement of research culture, hiring research focused and collaborative faculty.
- There were no differences by gender, race, or rank in perceptions of productivity among CMNS respondents.

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

*Increase ability to work off campus as needed to increase efficiency. This option has moved in reverse in the past 5 years. In the past, this was acceptable. Now, it is discouraged. I need flexibility to work at home without interruptions to maximize efficiency.*

**CMNS Gender Differences****KEY FINDINGS**

- In most areas of the survey, CMNS tenure-track/tenured faculty responses did not differ significantly by gender ( $p < .05$ ).
- CMNS women were less likely to agree that faculty in their unit value their teaching contributions, that there was no bias against family care-giving in their unit, and that the opportunities for female faculty and Faculty of Color at UMD are at least as good as for male and White faculty.
- Women were more likely than men to indicate that they feel isolated in their department, that they have to work harder than some of their colleagues to be perceived as a legitimate scholar, and that they have experienced discrimination.
- At the same time, CMNS women were less likely than men to agree that have any concerns about their own opportunities to advance in their career at UMD.
- CMNS men were more satisfied with the amount of access to TAs and RAs, expectations for committee service, support of colleagues and quality of campus facilities.

**Table 15.** Survey items that showed statistically significant differences in CMNS responses by gender.

Survey Item <sup>▲</sup>	Women		Men		p-value
	M	SD	M	SD	
I feel isolated in my department.*	2.89	1.369	2.39	1.211	.045
There is NO bias against family care-giving in my unit.*	3.03	.883	3.55	.891	.005
Amount of access to TAs, RAs.*	2.88	1.122	3.35	.998	.026
Expectations for committee service.*	3.18	.673	3.57	.786	.011
The support of colleagues.*	3.24	1.103	3.73	.997	.016
The quality of campus facilities.*	2.91	.996	3.32	.890	.030
The opportunities for female faculty at UM are at least as good as for male faculty.*	3.15	.958	3.80	.968	.001
The opportunities for Faculty of Color at UM are at least as good as for White Faculty.*	3.29	.926	3.84	.947	.003
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.*	3.14	1.192	2.21	.920	.000
I have experienced discrimination in my unit based on my individual identities.*	2.84	1.370	1.82	1.079	.000
Faculty in my unit value my teaching contributions.*	3.24	.969	3.69	.990	.025
Do you have any concerns about your own opportunities to advance in your career at UM? *	52.2%		19.3%		.003

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

\* p<.05

## CMNS Differences by Race

### KEY FINDINGS

- In most areas of the survey, responses did not differ significantly by race ( $p < .05$ ).
- Faculty of Color were more likely than White faculty to report that they have received helpful feedback from their department chair/unit head in support of their career advancement.
- Faculty of Color were more likely to agree that the tenure process is fair and satisfied with the transparency of decision-making within their unit.
- Faculty of Color were more satisfied with their unit's culture around work-life balance and with their overall experience working in their unit.

**Table 16.** Survey items that showed statistically significant differences in CMNS responses by race.

Survey Item <sup>▲</sup>	White		Faculty of Color		p-value
	M	SD	M	SD	
I am satisfied with the collegiality in my unit.*	3.42	1.345	4.09	.868	.005
I have received helpful feedback from my department chair/unit head in support of my career advancement.*	2.85	1.222	3.70	.979	.002
In my unit, the tenure process is fair.*	3.91	.961	4.40	.681	.033
I am satisfied with my unit's culture around work-life balance.*	3.33	1.050	3.70	.657	.045
There are role models in my unit of how to create a satisfying work-life balance.*	2.91	1.100	3.55	.686	.014
My overall experience working in my unit.*	3.56	1.212	4.00	.775	.042
The transparency of decision-making within my unit.*	2.86	1.178	3.85	.933	.000
The sense of fit between my values and those of my unit.*	3.33	1.189	3.81	.750	.023
The quality of campus facilities.*	3.15	.938	3.71	.784	.011
Lack of collegiality in my unit. (If you are likely to leave the University or the academic profession in the next two years,	17.6%		0%		.033

what would be the main reasons?)*			
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▲Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1

\*  $p < .05$

### CMNS Differences by Rank

#### KEY FINDINGS

- Of CMNS respondents, Associate Professors were more likely than Assistant and Full Professors to feel stuck in their ability to advance in their career, and less likely to feel that faculty in their unit have the freedom to succeed if they work hard.
- Within CMNS respondents, increased rank corresponded to increased perception of the clarity and fairness of the tenure and promotion process. Associate and Full Professors were more likely than Assistant Professors to agree that the tenure process was clear and fair; Full Professors were more likely than Associate or Assistant Professors to say the same about the process for promotion to Full Professor. Assistant Professors were more likely to have concerns about their own opportunities to advance in their career at UMD.
- Associate Professors were the least satisfied in regards to expectations for committee service, and were less likely to agree that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning.
- Full Professors were more likely to indicate that they have been nominated by someone at UMD for an award in the last three years.
- If they intended to leave the university within the next two years, Assistant Professors were more likely to indicate that they would do so due to lack of collegiality in their unit.

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

Survey Item <sup>▲</sup>	Assistant		Associate		Full		p-value
	M	SD	M	SD	M	SD	
My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.*	3.57	.852	3.05	1.191	3.63	1.229	.044
I feel stuck in my ability to advance in my career.*	2.57	1.222	2.87	1.018	2.20	.992	.005
Faculty in my unit have the freedom to succeed here if they work hard.*	3.71	.994	3.65	1.111	4.13	.925	.037
In my unit, the tenure requirements are clear.*	3.21	1.188	3.55	1.032	3.99	.960	.010
In my unit, the promotion requirements for advancing to Full Professor are clear.*	3.15	.987	3.05	1.114	3.89	1.000	.000
In my unit, the tenure process is fair.*	3.31	.855	3.86	1.004	4.14	.843	.007
In my unit, the promotion process for advancing to Full Professor is fair.*	3.32	.725	3.51	.901	4.05	.899	.001
Expectations for committee service.*	3.86	.663	3.24	.751	3.51	.778	.027
Over the last three years, have you been nominated by someone at UM for an award? (% yes)*	18.2%		16.7%*		42.1%*		.031
Do you have any concerns about your own opportunities to advance your career at UMD? (% yes)*	44.4%		41.4%		16.7%*		.042
Lack of collegiality in my unit.*	35.7%*		17.9%		9.6%*		.031
Have you ever had an outside offer while at UM?*	7.7*		30.3		44.6*		.026
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? (% at least once)*	7.1%*		38.5%		56.6%*		.001

▲ 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