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**The UM Work Environment Survey for Tenure-Track/Tenured Faculty  
2013 Results for the A. James Clark School of Engineering (ENGR)**

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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 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 ENGR 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 are the tenure-track/tenured faculty respondents of the UM Faculty Work Environment Survey from ENGR (n=87), approximately 40.5% of the 2013 tenure-track/tenured ENGR faculty as of January 25, 2013. Of the ENGR tenure-track/tenured respondents, 19.5% were female and 80.5% were male. Regarding race, 26.8% were Faculty of Color and 73.2% were White faculty. Lastly, ENGR respondents were 23% Assistant Professors, 25.3% Associate Professors, and 51.7% Full Professors. Of the ENGR respondents, 23% were tenure-track faculty and 77% were tenured. For information regarding the demographics of ENGR, 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); ENGR 40.5% (n=87)</b>		
<b>Respondents</b>	<b>UMD</b>	<b>ENGR</b>
Women faculty	40.7%	19.5%
Men faculty	59.3%	80.5%
Faculty of Color	20.8%	26.8%
White faculty	79.2%	73.2%
Assistant Professors	24.7%	23%
Associate Professors	31.6%	25.3%
Full Professors	43.6%	51.7%
Administrators (Chairs, Deans, Directors)	9.2%	

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

		<b>Assistant Professor</b>		<b>Associate Professor</b>		<b>Full Professor</b>		<b>Total</b>	
		<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<i>Total</i>		28	13.9	60	29.7	114	56.4	202	100
<i>Gender</i>	Men	20	11.4	51	29.0	105	59.6	176	87.1
	Women	8	30.8	9	34.6	9	34.6	26	12.9
<i>Race</i>	Am. Indian/Alaska Native	0	0	0	0	0	0	0	0
	Asian	5	17.9	17	28.3	23	20.2	45	22.3
	Black/African American	1	3.6	2	3.3	3	2.6	6	3.0
	Hispanic	2	7.1	4	6.7	2	1.8	8	3.9
	White	11	39.3	35	58.3	85	74.6	131	64.9
	2 or More Categories	1	3.6	0	0	0	0	1	0.5
	Not Reported	5	17.9	2	3.3	1	0.9	8	3.9
	International	3	10.7	0	0	0	0	3	1.5

## **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 ENGR results and university-wide results for a sense of the areas where ENGR 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 ENGR participants related to specific themes.

## ENGR Survey Results

### Organizational Commitment and Intent to Leave

#### KEY FINDINGS:

- ENGR respondents were less likely than UMD respondents overall to intend to leave the institution ( $p < .05$ ). 19.3% of ENGR participants stated they were likely to leave the university in the next two years (vs. 27.3% of all UMD respondents).
- ENGR respondents were less likely to have had colleagues in their unit recently leave the university. 74.4% of ENGR 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).
- 51.3% of ENGR respondents had had an outside offer while at UMD compared to 39.0% of all UMD respondents (this is not a statistically significant difference).
- The most frequent reasons ENGR participants listed for wanting to leave UMD were for a higher salary (28.7%); a more prestigious institution or department (26.4%); a more desirable geographic location (10.3%); a closer location to family (9.2%); a better work-life balance in a different type of position (8.0%); or for retirement (8.0%).
- ENGR women were more likely to intend to leave UMD for reasons of being closer to family and feeling not well suited for the faculty career. ENGR men were more likely than women to have had an outside offer while at UMD.
- By rank, the only significant difference was that Associate Professors were more likely than Full or Assistant Professors to intend to leave UMD in the next two years. Full Professors were more likely than Assistant or Associate Professors to indicate that they have had an outside offer while at UMD.

- There were no significant differences in organizational commitment and intent to leave based on race.

**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>ENGR N=87 % Selected</b>	<b>UMD % Selected</b>
An offer with a higher salary	28.7	36.1
Potential for better work-life balance in a different type of position	8.0	12.1
An offer from a more prestigious department or institution	26.4	22.3
An offer from an institution in a more desirable geographic location	10.3	12.8
Retirement	8.0	8.8
Other	9.2	6.6
Lack of collegiality in my unit	8.0	11.4
An offer for a position outside academe	4.6	5.2
To be closer to family	9.2	7.8
Career opportunities at another institution for my spouse/partner	6.9	6.5
Poor likelihood of tenure/promotion or contract renewal	2.3	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 to the faculty career	2.3	0.9
Better campus climate for women at another institution	2.3	2.0
Better campus climate for GLBTQ faculty at another institution	0	<1%

There were no significant differences between ENGR and UMD respondents at  $p < .05$ .

Open-ended responses on the topic of organizational commitment and reasons for leaving UMD fell into four categories: outside offer with better resources, career advancement, climate and personal reasons. Responses regarding outside offers focused on resources such as better facilities and higher salaries at other institutions or the institution being a better fit. Several comments addressed opportunities for career advancement such as a promotion to a higher



position at another institution as a reason for leaving. In regards to climate, respondents noted lack of support, collegiality and recognition at UMD. Personal reasons for leaving revolved around family and the geographic region.

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

*“An offer from an institution where I might have stronger collaborations.”*

*“Greater emphasis on teaching at another institution (I think I may be better suited to teaching.”*

*“Salary much lower than other peer and non-peer institutions.”*

*“Lack of collegiality in my unit.”*

**Satisfaction with Department and UMD**

**KEY FINDINGS**

- ENGR respondents were overall more satisfied with their experiences than other faculty at UMD ( $p < .05$ ): 81.0% of ENGR participants were satisfied with their overall experience working in their unit and 70.2% were satisfied with their overall experience at UMD (compared to 68.4% and 66.5%, respectively, of all UMD respondents).
- There were six specific aspects of the faculty experience that were rated more favorably by ENGR respondents than UMD faculty respondents ( $p < .05$ ): leadership of college/school (63.1% for ENGR v. 50.8% for UMD); priorities and vision of their college/school (60.2% for ENGR v. 43.6% for UMD); assistance with research administration in their unit (78.8% for ENGR v. 41.8% for UMD); clerical/administrative support (54.8% for ENGR v. 49.3% for UMD); expectations for committee service (53.6% for ENGR v. 42.5% for UMD); the amount of time they spend on research vs. teaching & service (58.3% for ENGR v. 46.9% for UMD); and two aspects that were

rated less favorably by ENGR respondents than UMD respondents ( $p < .05$ ): professional assistance for improving teaching (32.1% for ENGR v. 40.1% for UMD); and the amount of access to TAs and RAs (36.5% for ENGR v. 43.8% for UMD).

- Most participants were satisfied with their autonomy (85.7%), assistance with research administration in their unit (78.8%), and the diversity on campus (69.0%).
- The fewest number of ENGR respondents were satisfied with professional assistance for improving teaching (32.1%); access to TAs and RAs (36.5%); assistance with finding grants (37.6%); salary and benefits (42.9%); and transparency of decision-making within their unit (48.8%).
- ENGR women were more likely than men to be satisfied with the leadership of their school, but less satisfied with the amount of time they spend on research versus teaching and service, and with the amount of access to TAs and RAs.
- There were no significant differences in satisfaction based on race or rank.

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

<b>Survey Item*</b>	<b>ENGR % Satisfied/ Very Satisfied</b>	<b>UMD % Satisfied/ Very Satisfied</b>
The amount of autonomy I have in my role as a faculty member	85.7	78.9
The support of colleagues here	60.7	66.0
My overall experience working at UM	70.2	66.5
The university's location	61.9	59.3
My overall experience working in my unit	81.0	68.4
The diversity on campus	69.0	68.9
The university's national reputation	63.5	62.1
The sense of fit between my values and those of my unit	59.0	58.2
Leadership of my college / school*	63.1	50.8
The transparency of decision-making within my unit	48.8	49.1
Priorities and vision of my college / school*	60.2	43.6
My unit's national reputation	56.5	60.5
The quality of campus facilities	53.6	52.9
Assistance with research administration in my unit*	78.8	41.8
Professional assistance for improving teaching*	32.1	40.1
Clerical / administrative support*	54.8	49.3
My salary and benefits	42.9	39.5
Assistance with finding grants	37.6	29.5
Expectations for committee service*	53.6	42.5
The amount of time I spend on research vs. teaching & service*	58.3	46.9
Amount of access to TAs, RAs*	36.5	43.8

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

## **Fair Treatment and Diversity**

### **KEY FINDINGS**

- The majority of ENGR respondents perceive that female faculty and Faculty of Color receive fair treatment (75.6% and 77.1%, respectively). These two dimensions of fair treatment were rated significantly more favorable by ENGR respondents than UMD respondents ( $p < .05$ ) (see Table 5).

- ENGR women were less likely to agree 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 also more likely than men to indicate that they have experienced discrimination and that they have to work harder than some of their colleagues to be perceived as legitimate scholars.
- There were no differences by race or rank in ENGR respondents' experiences with fair treatment and diversity.

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

Survey Item*	ENGR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty.*	75.6	49.3
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.*	77.1	48.1
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	30.5	27.3
I have experienced discrimination in my unit based on my individual or multiple identities.	16.9	18.5

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

Open-ended responses on the topic of discrimination fell into three categories: qualifications being questioned, inappropriate comments regarding an identity, and having an unfair workload. Discrimination occurred in regards to gender, race, age, and nationality.

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

*“A number of years ago, the faculty salary committee ranked my service as low because I was doing a great deal of university based service (advising, committee work, etc.) and was not a journal editor. I have felt that if I was a male this would not have been as much of a problem.”*

*“I have seen gender discrimination and report it. It was applying purportedly “equal” standards for research that seriously undervalued work of greater interest to women. This type of discrimination is very common at UMCP.”*

*“I see very little discrimination based on gender, race/ethnicity, religion, and sexual orientation. Age discrimination is the elephant in the room.”*

*“It is more subtle discrimination these days – instead of being viewed as a colleague, I feel that I am sometimes viewed as a ‘daughter’ or equivalent to the older male faculty. They are helpful, but (from what I can tell), they still don’t see me as a colleague.”*

**Work-Life Climate**

**KEY FINDINGS:**

- ENGR respondents generally had a better assessment of work-life climate than other UMD faculty.
- 67.5% of ENGR respondents agreed that there is no bias against family care-giving in their unit (vs. 48.5% for UMD) and that the institution does what it can to make family life and the tenure track compatible (45.2% for ENGR vs. 34.2% for UMD).
- Similar to UMD respondents, ENGR respondents rated many of UMD’s policies and programs for work-life balance as valuable, but few respondents took advantage of these programs and many had not heard of the programs.

- There were no differences by gender in ENGR respondents' perceptions of work-life climate at UMD.
- Faculty of Color were more likely to agree that their unit supports scheduling work commitments around family schedules and less likely to report bias against family care-giving in their unit.
- Full Professors were most likely and Assistant Professors least likely to feel that they have control over creating a satisfying work-life balance. However, Assistant Professors were most likely and Associate Professors least likely to indicate that there are role models in their unit for work-life balance, and that faculty in their unit care about their personal well-being.

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

Survey Item*	ENGR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	73.8	67.2
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	64.7	56.3
My unit supports faculty scheduling work commitments around family schedules.	56.0	54.0
In general, I feel I have control over creating a satisfying work-life balance.	70.2	56.5
There is NO bias against family care-giving in my unit.*	67.5	48.5
I am satisfied with my unit's culture around work-life balance.	59.5	47.6
There are role models in my unit of how to create a satisfying work-life balance.	59.5	37.7
The institution does what it can to make family life and the tenure track compatible.*	45.2	34.2

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

Open-ended comments on the topic of work-life policies and programs at UMD focused on two main themes: unrealistic expectations and university services. Respondents stressed the need for setting and role modeling realistic expectations in regards to work-life policies as well as not rewarding unhealthy behaviors. In regards to university services, comments were related to child care; other leave options; lack of information regarding the policies; access to different facilities and services on campus; the ability to work remotely; and higher salaries for faculty.

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

*“I believe that much of our struggle in this area comes from our University’s culture of trying to do everything all the time. Perhaps if we created a culture of focusing on fewer things and excelling at them, we might be more successful and have some free time that would be helpful both in being more effective and in allowing us to better care for our families. So to answer the questions, I would try to build a culture of being focused.”*

*“I can’t think of anything. Honestly, I’m not sure that the most brilliant scholars (the kind the University wants) are capable of – or need – the kind of balance that the rest of us strive for.”*

*“Anything that helps facilitate working remotely, either at home or on travel for business. This includes better VPN and software capabilities. “*

*“Life-work balance doesn’t just mean childcare! It can also mean dealing with death/illness, suicide, mental illness, etc. for a loved one, including divorce, and mental illness/counseling for the faculty member. This is not to mention other favorable activities requiring long-term commitments, such as high-level artistic or outdoor endeavors, sports, etc. These can all enrich and improve the scholarly output, even though they may be perceived as unrelated. “*

**Open-ended comments continued:**

*“Overall it seems people are working at a breakneck pace. If there’s a bump in the road, it’s very difficult for many of us to manage our work and home responsibilities. There is a culture of rewarding people who are competent with more service or more demanding teaching responsibilities and some of these overloaded people are in danger of burning out or of not achieving tenure if untenured. A realistic work assessment that takes into account committee service, teaching intensity, etc. and not just course equivalents and MS and PhD student counts would be helpful.”*

*“Stop glorifying people who answer e-mail at all hours of the day and night. I can’t tell you how many times I hear someone (especially administrators) saying of a colleague [...] that I sent him/her an e-mail at 3:00 AM and he/she responded right away. This is silliness. We all have smart phones and can do such things if we sleep with them. It says absolutely nothing about the quality of a person’s service. In fact, the only thing it says conclusively is that this person’s life is WAY out of balance. If we are really interested in promoting work-life balance, WHY are we doing such things?”*



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

<b>Policy/Program [% of ENGR 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)	26.8	0	6.3	37.9
Campus childcare	67.5	5.3	15.3	13.8
Tenure delay/Stop the tenure clock	63.4	9.6	2.8	10.3
Childcare referral service	39.0	4.3	13.6	31.0
College dashboard project	10.8	4.4	20.0	25.3
Paid parental leave	59.0	52.7	43.7	5.7
Mentoring for new faculty	81.5	10.4	12.5	62.1
ADVANCE learning communities, leadership program, seed grants and seminars	43.2	35.4	54.1	28.7

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**

- ENGR respondents generally had a better assessment of institutional support of career advancement than other UMD faculty.
- Most participants perceived clear requirements and fair processes for tenure (77.9% and 81.2%, respectively, for ENGR, compared to 67.4% and 67.9%, respectively, for UMD).
- 74.1% of ENGR respondents believe the process for advancing to full professor is fair (55.5% for UMD) and 64.0% of ENGR respondents perceived clear requirements for promotion to full professor (54.2% for UMD) ( $p < .05$ ).

- 25% of ENGR respondents had concerns about their own advancement, compared to 33.3% for UMD (not a significant difference).
- The only difference by gender in ENGR respondents was the perception of the promotion process for advancing to Full Professor. ENGR women were less likely to agree that the promotion process for advancing to Full Professor in their unit is fair.
- White faculty were more likely than Faculty of Color to agree that they have intentionally made choices to focus their career in ways that are personally meaningful to them.
- Assistant Professors were more likely to report receiving helpful feedback from their department chair/unit head in support of their career advancement. Associate Professors were less likely to agree that the promotion requirements for advancing to Full Professor in their unit are clear. Increased rank corresponded to increased perception of intentionally made choices to focus career in ways that are personally meaningful to the faculty.

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

Survey Item		ENGR % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	75.0	69.2
	I seize opportunities when they are presented to me to advance in my career.	84.5	79.2
	I feel stuck in my ability to advance in my career.	18.1	20.9
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	90.5	86.2
	In general, I feel that I have little control over whether I advance in my career.	7.1	14.5
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	81.0	71.2
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	50.0	49.7
	In my unit, the tenure requirements are clear.	77.9	67.4
	In my unit, the promotion requirements for advancing to Full Professor are clear.*	64.0	54.2
	In my unit, the tenure process is fair.*	81.2	67.9
	In my unit, the promotion process for advancing to Full Professor is fair.*	74.1	55.5

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

Open-ended responses on the topic of career advancement fell into four categories: limited resources, teaching/service load, concerns regarding age, and lack of support/recognition/accountability and incentives. In regards to limited resources, respondents noted funding issues, low salaries and challenges with grant writing. Having a heavy teaching and service load was brought up as it impedes the faculty's ability to focus on research, which is required for career advancement. A couple respondents mentioned concerns regarding receiving tenure due to their age. The final theme, lack of support/recognition/accountability and incentives, included comments regarding other faculty not pulling their weight, not having anything to strive for after

reaching Full Professor, scholarship not being rewarded, and lack of support, especially for Associate Professors.

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

*“Associate Professors (especially women) tend to end up with the highest teaching and service loads which can impact their ability to develop new research areas and new funding. Some of this is my own fault for not being a strong enough self advocate and not being strategic enough in my career. However, I attribute some to bias by senior faculty that they have more important things to do than teach the most time intensive undergraduate classes.”*

*“Beyond Full Professor, the University gives little to strive for. Salaries are flat, other than for promotions. Chaired professorships are few.”*

*“In general there is a lot of support for Assistant Professors which I agree with. However, there is not much support for Associate or Full Professors. The committee work falls on a few Full Professors and the Associate Professors. Several Full Professors do not do their share.”*

*“We are not a top-tier institution and some key resources are very limited. I perceive that the administration and much of the faculty have gotten too used to the way things work here, that they don’t see our shortcomings. Professionally I wouldn’t want to stay at UM in the long term, although I may consider it for other reasons (e.g., family).”*

*“Salaries are low compared to peer institutions. Strength in scholarship is not rewarded.”*

## Evaluation of Research and Creative Work

### KEY FINDINGS

- There were no significant differences in means between ENGR and UMD respondents in their perception of evaluation of research and creative work.
- Slightly more than half of the ENGR respondents agreed that their unit supports interdisciplinary scholarship (55.3% ENGR and 54.4% UMD), while fewer than half agreed that their unit supports engaged scholarship (45.8% ENGR and 46.8% UMD), and cutting edge research (43.5% ENGR and 43.2% UMD).
- There were no differences by rank, race, or gender in ENGR respondents' perceptions of the evaluation of research and creative work.

**Table 9.** Respondent perceptions of evaluation of research and creative work

Survey Item*	ENGR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	55.3	54.4
Engaged scholarship is rewarded in my unit.	45.8	46.8
Collaborative research and grant work is encouraged in our unit's reward system.	61.2	53.6
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	43.5	43.2

There were no significant differences in means between ENGR and UMD respondents at  $p < .05$ .

## Management of Teaching, Research and Service Responsibilities

### KEY FINDINGS

- There was only one significant difference between ENGR and UMD respondents in perception of management of teaching, research and service: 65.1% of ENGR

respondents felt in control of their participation in service activities (vs. 52.3% for UMD).

- About half of both ENGR 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 ENGR (90.7%) and UMD (90.5%) respondents felt that they were in charge of the direction of their own research agenda.
- There were no differences by race or gender in ENGR respondents' perceptions of the management of teaching, research and service responsibilities.
- By rank, Associate Professors were least likely and Assistant Professors were most likely to indicate that they feel in control of their participation in service activities. Also, Associate Professors were least likely to agree that it is possible for them to say no to additional on-campus service activities without negative consequences for their career.

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

Survey Item*	ENGR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	73.3	66.8
There is support in my department for effective teaching.	48.8	53.2
I feel in control of my participation in service activities.*	65.1	52.3
It is possible for me to say no to additional on-campus service activities without negative consequences.	48.8	51.5
I am in charge of the direction of my research agenda.	90.7	90.5

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

## Recognition

### KEY FINDINGS

- There were no significant differences between ENGR and UMD respondents in their perceptions of recognition and valuing one's commitments.
- More than half of ENGR respondents agreed that faculty in their unit value their teaching and service contributions and care about their personal well-being (56.5%, 60.2%, and 51.2% respectively), and 73.8% agreed that faculty in their unit value their research.
- There were no differences by gender in ENGR respondents' perceptions of recognition in their units.
- Faculty of Color were more likely than White faculty to indicate that they have been nominated by someone at UMD for an award over the last three years.
- Assistant Professors were most likely and Associate Professors least likely to report that faculty in their unit care about their personal well-being.

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

Survey Item*	ENGR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	56.5	62.7
Faculty in my unit value my research/scholarship.	73.8	69.5
Faculty in my unit value my service contributions.	60.2	64.4
Faculty in my unit care about my personal well-being.	51.2	59.5
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]	34.6	29.1

There were no significant differences between ENGR and UMD respondents at  $p < .05$ .

## Leadership Opportunities

### KEY FINDINGS

- There were no significant differences between ENGR and UMD respondents in their perception of leadership.
- 63.1% of ENGR respondents agreed that there are opportunities in their college for faculty to become involved as leaders (64.3% for UMD).
- 41% indicated that during the past twelve months they have been encouraged to pursue a leadership position at least once (44% for UMD).
- There were no differences by race or gender in ENGR respondents' perceptions regarding leadership.
- Assistant Professors were less likely than Associate or Full Professors to indicate that they have been encouraged to pursue any leadership positions during the past twelve months.

**Table 12.** Respondent perceptions regarding leadership

Survey Item*	ENGR % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	63.1	64.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	41.0	44.0

There were no significant differences between ENGR and UMD respondents at  $p < .05$ .



## Faculty Learning

### KEY FINDINGS

- The only significant difference between ENGR respondents and UMD respondents in their perception of faculty learning was the financial support of their learning in the field by their unit. Only 32.6% of ENGR respondents agreed that their unit has financially supported their learning (compared to 52.2% for UMD).
- Slightly more than half of the ENGR respondents indicated that their unit has helped them to make room among their responsibilities for immersion in academic learning (52.9%), that their unit supports their learning external to campus (57.5%), and that their unit and the university provide an environment that stimulates their academic learning (59.3% and 62.4% respectively).
- About two thirds of the ENGR respondents agree that in the last twelve months, they set aside time to advance their scholarly learning (68.6%), that they have gained knowledge or skills that have made them better teachers (70.6%), and that their learning has contributed to their research and/or scholarly agenda (82.8%).
- There were no differences by gender in ENGR respondents' assessment of faculty learning and institutional support for learning.
- Faculty of Color and Assistant Professors were more likely (while Associate Professors were least likely) to report that their unit has financially supported their learning in their field or discipline.

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

	Survey Item*	ENGR % 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.	82.8	77.0
	In the last twelve months, I set aside time to advance my scholarly learning.	68.6	74.4
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	70.6	70.2
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	57.5	58.0
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	52.9	55.7
	My unit provides an environment that stimulates my academic learning.	59.3	60.2
	The University provides an environment that stimulates my academic learning.	62.4	58.7
	My unit has financially supported my learning in my field or discipline.*	32.6	52.2

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

## Professional Networks and Collegiality

### KEY FINDINGS

- ENGR respondents were more likely than other faculty at UMD to be satisfied with the opportunity they have to collaborate with other UMD faculty (74.7% for ENGR vs. 41.0% for UMD), and more likely to have relationships with other faculty on campus that have supported their career advancement (73.8% for ENGR vs. 64.8% for UMD).
- Similar to other faculty at UMD, most ENGR faculty respondents perceived their professional network was helpful in a number of areas, including influence, visibility, feedback, advice, and awareness of professional opportunities.
- 41.0% of ENGR respondents said that their core discussion network was mainly off campus (vs. 58.6% for UMD; not a statistically significant difference).

- There were no differences by race or gender in ENGR respondents' assessment of professional networks.
- The only difference by rank was that Assistant Professors were more likely than Associate or Full Professors to indicate that they have been effectively mentored by someone in their unit.

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

Survey Item		ENGR % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	78.6	77.2
	My core discussion network lets me know of professional opportunities.	81.4	74.4
	My core discussion network includes one or more members who are influential in my field.	82.9	83.9
	My core discussion network provides helpful feedback on my research.	87.1	82.7
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.*	73.8	64.8
	I receive useful feedback from colleagues at UM that improves my work.	61.6	60.8
	Individuals at this institution have made an effort to connect me with important people in my field.	41.9	34.4
	I have been effectively mentored by someone in my unit.	45.3	37.8
	I am satisfied with the opportunity I have to collaborate with other UM faculty.*	74.7	41.0
	I am satisfied with the collegiality in my unit.	69.8	63.9
	I feel isolated in my department.	16.3	21.5

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

## Perceptions of Productivity

### KEY FINDINGS

- There were no significant differences in perceived productivity between ENGR and UMD respondents.
- 56.8% of ENGR respondents ranked themselves as more productive than researchers in their field and rank nationwide (53.5% for UMD).
- 14.8% of ENGR respondents ranked themselves as less productive than researchers in their field and rank nationwide (18.3% for UMD).
- 46.9% of ENGR respondents believed their unit views them as more productive than researchers in their field and rank nationwide (44.3% for UMD).
- 17.3% of ENGR respondents believed their unit views them as less productive than researchers in their field and rank nationwide (22.2% for UMD).
- ENGR men were more likely than ENGR women to rate themselves as more productive than researchers in their field and rank nationwide, and to believe that their unit views them as more productive than researchers in their field and rank nationwide.
- There were no differences in perceptions of productivity in ENGR respondents by race or rank.

Open-ended responses regarding what would contribute to their research productivity fell into four categories: more support and time for research, better resources, quality of graduate students, and recognition. In regards to support and time for research, faculty noted the need for more funding, protected time for research and lower teaching/service loads, support through the grant proposal process, having control of their own research agenda and being supported in starting new initiatives and taking risks. Respondents noted a need for better resources such as

better infrastructure support (facilities, equipment) and more administrative support. Quality of graduate students addressed needs for training and support in recruiting good graduate students by offering graduate fellowships and other incentives. Responses regarding recognition varied from wanting more recognition for research activity and striving for excellence to recognizing variations in research activity and scholarship, recognizing quality over quantity, and encouraging collaborations.

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

*“Again, encourage and support bold initiatives. Also, the internal screening for proposals that limit the number of submissions from one University has been VERY disappointing at UMD.”*

*“Provide annual, honest feedback (doing ABD; need more in XYZ); pare me with a mentor with specific knowledge in my research area; provide more protected research time.”*

*“I was given a great start up package that included teaching buyouts and more than I asked for to build my laboratory.”*

*“Provide research funding to cover shortfalls that occur in funding cycles.”*

*“Publishing at UMCP has become a numbers game – nobody reads what you write or looks at the quality of your research – all they want to know is how many papers you have published not what’s in them!”*

*“Reward scholarship and creative work: in the form of pay raises, recognition, early promotion, chaired professorships, discretionary funding, lab renovations, additional lab space.”*

*“Effectively recognize variation in types of research productivity. We are not all in the same mould. Patents, juried shows, refereed conferences and many other types of productivity are seriously undervalued.”*

*“Reduce teaching and service work load, ii) provide support on identifying potential sources for funding opportunities, and iii) provide administrative support for proposal preparation.”*

## ENGR Differences by Gender

### KEY FINDINGS

- In most areas of the survey, ENGR tenure-track/tenured faculty responses did not differ significantly by gender ( $p < .05$ ).
- ENGR women were more likely than men to be satisfied with the leadership of their school.
- At the same time, women were also more likely than men to indicate that they have experienced discrimination and that they have to work harder than some of their colleagues to be perceived as legitimate scholars.
- ENGR women were less likely than men to agree that the promotion process in their unit for advancing to Full Professor is fair.
- ENGR women were less satisfied with the amount of time they spend on research versus teaching and service, with the amount of access to TAs and RAs, and overall with the opportunities for female faculty and Faculty of Color at UMD.
- ENGR men were more likely than women to have had an outside offer while at UMD and to rate their overall research/scholarly productivity better and to have a more positive perception of how their unit views their level of research productivity.

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

Survey Item <sup>^</sup>	Women		Men		p-value
	M	SD	M	SD	
In my unit, the promotion process for advancing to Full Professor is fair.*	3.38	.885	3.94	.802	.014
Amount of access to TAs, RAs.*	2.35	.786	2.93	1.188	.022

Survey Item <sup>▲</sup>	Women		Men		p-value
	M	SD	M	SD	
The amount of time I spend on research versus teaching and service.*	2.94	.966	3.61	.969	.013
Leadership of my college/school.*	3.94	.556	3.54	.876	.024
The opportunities for female faculty at UM are at least as good as those for male faculty.*	3.41	.795	3.94	.846	.023
The opportunities for faculty of Color at UM are at least as good as for those for White faculty.*	3.35	.862	4.06	.820	.002
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.*	3.59	1.064	2.68	1.077	.003
I have experienced discrimination in my unit based on my individual identities.*	3.00	1.118	2.06	1.135	.003
How would you rate your overall research/scholarly productivity compared to scholars in your field and at your rank nationwide?*	3.00	.935	3.78	1.061	.007
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?*	2.76	.831	3.61	1.033	.003
Have you ever had an outside offer while at UM?*	17.6%		60.7%		.002
To be closer to family.* (If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?)	29.4%		4.3%		.001
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?)	11.8%		0%		.004
Tenure delay/stop the tenure clock: Do you anticipate using this policy in the future? (% yes)*	12.5%		0%		.008
Mentoring for new faculty: Have you ever used this policy/program?(% yes)*	30.0%		5.3%		.023
ADVANCE learning communities, leadership program, seed grants and seminars: Have you ever used this program? (% yes)*	87.5%		18.4%		.000
ADVANCE learning communities, leadership program, seed grants and seminars: Do you anticipate using this policy in the future? (% yes)*	100.0%		36.4%		.000

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

\* p<.05

## ENGR 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 to report that their unit has financially supported their learning in the field, but less likely to agree that they have intentionally made choices to focus their career in ways that are personally meaningful to them.
- Faculty of Color were also less likely to report bias against family care-giving in their unit, and more likely to be nominated for an award at UMD over the last three years.

**Table 16.** Survey items showing statistically significant differences in ENGR responses by race

Survey Item <sup>▲</sup>	White		Faculty of Color		p-value
	M	SD	M	SD	
My unit has financially supported my learning in my field or discipline.*	2.53	1.278	3.41	1.469	.010
I have intentionally made choices to focus my career on ways that are personally meaningful to me.*	4.19	.576	3.81	.981	.037
My unit supports faculty scheduling work commitments around family schedules.*	3.48	.755	3.86	.655	.048
There is no bias against family care-giving in my unit.*	3.51	.782	4.10	.625	.001
Over the last three years have you ever been nominated by someone at UM for an award?*	25.7%		57.1%		.037
Part-time tenure track policy: Do you anticipate using this policy in the future? (% yes)*	2.3%		20.0%		.018
Campus childcare: Do you anticipate using this policy in the future? (% yes)*	8.3%		30.0%		.022
Tenure delay/stop the tenure clock: Do you anticipate using this policy in the future? (% yes)*	0%		10.5%		.024
College dashboard project: Do you anticipate using this policy in the future? (% yes)*	11.6%		35.3%		.033
ADVANCE learning communities, leadership program, seed grants and seminars: Have you ever used this program? (% yes)*	25.0%		61.1%		.007
College dashboard project: Please indicate your perception of the value of the policy/program. (% “very valuable”)*	33.3%		100%		.043

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



\*  $p < .05$

## **ENGR Differences by Rank**

### **KEY FINDINGS**

- Of ENGR respondents, Assistant Professors were more likely than Associate or Full Professors to report that their unit has financially supported their learning in the field, that they have been effectively mentored by someone in their unit, and that they have received helpful feedback from their department chair/unit head in support of their career advancement ( $p < .05$ ).
- At the same time, Assistant Professors were least likely to feel that they have control over creating a satisfying work-life balance. However, they indicated that there are role models in their unit for work-life balance, and that faculty in their unit care about their personal well-being.
- Associate Professors were least likely to agree that the promotion requirements in their unit for advancing to Full Professor are clear and that they feel in control of their participation in service activities ( $p < .05$ ). They felt it was not possible to say no to additional on-campus service activities without negative consequences for their career.
- Associate Professors were also more likely to intend to leave the UMD in the next two years.
- Full Professors were more likely to indicate that they have had an outside offer while at UMD.
- Among ENGR respondents, increased rank corresponded to increased perception of the intentionally made choices to focus career in ways that are personally meaningful to the faculty.

**Table 17.** Survey items that showed statistically significant differences in ENGR 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 the field.*	4.10	1.210	2.36	1.093	2.48	1.320	.000
I have been effectively mentored by someone in my unit.*	4.05	.887	3.36	.790	2.86	1.268	.000
I have intentionally made choices to focus my career on ways that are personally meaningful to me.*	3.68	.946	4.09	.684	4.28	.504	.008
I have received helpful feedback from my department chair/unit head in support of my career advancement.*	4.00	1.054	3.27	1.241	3.05	1.045	.009
In my unit, the promotion requirements for advancing to Full Professor are clear.*	3.42	.902	3.27	.767	3.91	.793	.006
I feel in control of my participation in service activities (the amount and level of participation).*	3.79	.787	3.14	.990	3.64	.883	.042
It is possible for me to say no to additional on-campus service activities without negative consequences for my career.*	3.47	.772	2.82	.958	3.56	.934	.008
In general, I feel I have control over creating a satisfying work-life balance.*	3.11	.937	3.68	.716	3.81	.852	.011
There are role models in my unit of how to create a satisfying work-life balance.*	3.84	.834	3.09	.750	3.12	1.017	.012
Faculty in my unit care about my personal well-being.*	4.00	.816	3.00	1.095	3.27	1.020	.006
To what extent are you likely to leave the University in the next two years?*	3.47	.612	2.95	.498	2.98	.771	.020
Campus childcare: Do you anticipate using this policy in the future? (% yes)*	50.0%*		5.6%		2.8%*		.000
Tenure delay/stop the tenure clock: Have you ever used this policy/program? (% yes)*	23.5%*		16.7%		0%*		.012
Childcare referral service: Have you ever used this policy/program?(% yes)*	17.6%*		0%		0%		.008
Childcare referral service: Do you anticipate using this policy in the future? (% yes)*	47.1%*		0%		3.0%*		.000
College dashboard project: Do you anticipate using this policy in the future? (% yes)*	50.0%*		14.3%		8.6%*		.002
Paid parental leave: Have you ever used this policy/program?(% yes)*	87.5%*		47.6%		40.5%*		.006
Paid parental leave: Do you anticipate using this policy in the future? (% yes)*	72.2%*		47.1%		27.8%*		.008

Survey Item <sup>▲</sup>	Assistant		Associate		Full		p-value
	M	SD	M	SD	M	SD	
ADVANCE learning communities, leadership program, seed grants and seminars: Do you anticipate using this policy in the future? (% yes)*	83.3%*		53.8%		83.7%*		.007
Part-time tenure track policy: Please indicate your perception of the value of the policy/program. (% “very valuable”)*	8.3%*		41.2%		46.7%		.017
Mentoring for new faculty: Please indicate your perception of the value of the policy/program. (% “very valuable”)*	76.5%		78.9%		97.4%*		.033
During the past twelve months, how many times have you been encouraged, by anyone at UM, to pursue any leadership positions? (% at least once)*	10%*		45.5%		57.8%*		.002
Have you ever had an outside offer while at UM? (% yes)*	22.2%*		42.1%		68.3%*		.003

<sup>▲</sup> 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