

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 School of Public Health (SPHL)

UM ADVANCE Research and Evaluation Team

KerryAnn O'Meara,

Co-Director of UM ADVANCE

komeara@umd.edu

Elizabeth Niehaus

Research Associate, UM ADVANCE

eniehaus@umd.edu

Gudrun Haider

Research Assistant, UM ADVANCE

ghaider@umd.edu

Table of Contents

Table of Contents	2
Introduction.....	3
Respondents	4
Data Analysis	4
SPHL Survey Results.....	6
Organizational Commitment and Intent to Leave.....	6
Satisfaction with Department and UMD.....	8
Fair Treatment and Diversity	10
Work-Life Climate.....	11
Career Advancement and Institutional Support of Career Advancement.....	15
Evaluation of Research and Creative Work.....	18
Management of Teaching, Research and Service Responsibilities	20
Recognition.....	21
Leadership Opportunities.....	22
Faculty Learning.....	23
Professional Networks and Collegiality.....	24
Perceptions of Productivity.....	25
SPHL Differences by Gender	27
SPHL Differences by Race	28
SPHL Differences by Rank.....	30

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. The 2013 survey implementation included an overall response rate of approximately 47% of tenured/tenure-track respondents. Of the respondents, 40.7% (n=319) were female and 59.3% (n=465) were male. Women were over represented in our respondents when compared to the population of UMD faculty in 2012. Regarding race, 20.8% (n=151) were faculty of color, and 79.2% (n=574) were White faculty. White faculty were overrepresented in the sample. Lastly, tenure-track/tenured respondents were 24.7% (n=194) Assistant Professors, 31.6% (n=248) Associate Professors, and 43.6% (n=342) Full Professors. Of tenured/tenure-track respondents, 9.2% (n=72) were administrators (Chairs, Deans, and Directors). Regarding faculty rank, Assistant Professors were slightly overrepresented and Full Professors slightly underrepresented in the sample. For additional information about the survey development and the 2011 and 2013 University of Maryland results over all, please see the full 2013 which can be accessed at the UM ADVANCE research and evaluation website:

<http://www.advance.umd.edu/research-evaluation>.

Here major findings are reported for tenure-track/tenured respondents in the School of Public Health (SPHL).

Respondents

The analytical sample for this report is the tenured/tenure-track faculty respondents of the UM Faculty Work Environment Survey from SPHL (n=49), approximately 72% of the 2013 tenure-track/tenured SPHL faculty as of January 25, 2013. Of the SPHL tenure track respondents, 57% were female and 43% were male. Regarding race, 29% were faculty of color and 69% were White faculty. Lastly, SPHL respondents were 39% Assistant Professors, 31% Associate Professors, and 31% Full Professors.

Table 1. 2012-2013 Demographics, SPHL

		Assistant Professor		Associate Professor		Full Professor		Total	
		n	%	n	%	n	%	n	%
Total		20	30.8	22	33.8	23	35.4	65	100
Gender	Men	9	45.0	10	45.5	15	65.2	34	52.3
	Women	11	55.5	12	54.5	8	34.8	31	47.7
Race	Am. Indian/Alaska Native	0	0	0	0	0	0	0	0
	Asian	3	15	4	18.2	2	8.7	9	13.8
	Black/African American	4	20	1	4.5	1	4.3	6	9.2
	Hispanic	1	5	2	9.1	1	4.3	4	6.1
	White	8	40	15	68.2	19	82.6	42	64.6
	Two or More Categories	1	5	0	0	0	0	1	1.5
	Not Reported	1	5	0	0	0	0	1	1.5
	International	2	10	0	0	0	0	2	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 the tables in Tables 14, 15 and 16. Any

differences described within the text of this report refer to statistically significant differences unless otherwise noted. Throughout the survey results we provide comparison between SPHL results and university-wide tenure track results for a sense of areas where SPHL 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 SPHL participants related to specific themes.

SPHL Survey Results

Organizational Commitment and Intent to Leave

KEY FINDINGS

- SPHL respondents were less likely than UMD respondents overall to intend to leave the institution ($p < .05$). 16% of SPHL participants stated they were likely to leave the university in the next two years (v. 27.3% for all of UMD respondents).
- SPHL respondents were less likely to have had colleagues in their unit recently leave the university. 68.3% of SPHL participants stated that there was at least one faculty member in their unit who left in the past three years (v. 80.3% for all of UMD respondents).
- 41.5% of SPHL respondents had had an outside offer while at UM (compared to 39.0% of all UMD respondents; this is not a significant difference)
- The most frequent reasons SPHL participants listed for wanting to leave UMD was for a higher salary (32.7%), potential for better work-life balance in a different type of position (20.4%), or for a more prestigious institution or department (12.2%).
- There were no differences in reasons for intending to leave UMD by gender. By rank, the only significant difference in reasons for intending to leave UMD was that full professors were more likely to intend to leave due to retirement. By race, faculty of color were more likely and White faculty less likely to intend to leave due to an offer for a position outside academia.

Table 2. Participants' reasons for intending to leave UMD

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]	SPHL N=49 % Selected	UMD % Selected
An offer with a higher salary	32.7	36.1
Potential for better work-life balance in a different type of position	20.4	12.1
An offer from a more prestigious department or institution	12.2	22.3
An offer from an institution in a more desirable geographic location	8.2	12.8
Retirement	8.2	8.8
Other	8.2	6.6
Lack of collegiality in my unit	6.1	11.4
An offer for a position outside academe	6.1	5.2
To be closer to family	4.1	7.8
Career opportunities at another institution for my spouse/partner	4.1	6.5
Poor likelihood of tenure/promotion or contract renewal	4.1	4.3
Better campus climate for faculty of color at another institution	2.0	1.8
Better policies related to child-care, parental leave	2.0	1.4
I'm not well suited to the faculty career	2.0	0.9
Better campus climate for women at another institution	0	2.0
Better campus climate for GLBTQ faculty at another institution	0	<1%

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

Open-ended responses on the topic of leaving UMD fell into the following five categories: salary, research support and resources, collaborations, career advancement and location/family. The most common response was faculty leaving for a higher salary at another institution. Responses regarding research support and resources focused on a better research environment, facilities and funding opportunities. In regards to collaborations, respondents

mentioned more opportunities at other institutions to collaborate with other faculty members.

Responses about career advancement discussed offers of promotion and leadership opportunities.

A few respondents commented on moving to a better location or closer to family.

Open-ended responses included:

“Disciplinary bias in an interdisciplinary department.”

“Better opportunities for collaboration in research.”

Satisfaction with Department and UMD

KEY FINDINGS

- SPHL respondents were overall more satisfied with their experiences than other faculty at UMD: 76.7% of SPHL participants were satisfied with their overall experience working in their unit and 83.0% with their overall experience at UMD (compared to 68.4% and 66.5% respectively for all UMD respondents).
- There were 10 specific aspects of the faculty experience that were rated more favorably by SPHL respondents than UMD respondents.
- The most participants were satisfied with their autonomy (87.2%), the support of their colleagues (85.1%), and the university’s location (80.9%).
- The least participants were satisfied with access to TA’s and RA’s (29.8%), time spent on research (43.5%), expectations for committee service (46.7%), and salary and benefits (46.8%).
- SPHL women were overall more satisfied than men with the diversity on campus and the quality of campus facilities. Similarly, White faculty were overall more satisfied with the diversity on campus and their unit’s national reputation than were faculty of color. Full

professors were more satisfied with their salary and benefits and the sense of fit between their values and those of their unit than were assistant or associate professors (see Tables 14, 15 and 16). There were no other significant differences in satisfaction based on gender, race, or rank.

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

Survey Item*	SPHL % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member	87.2	78.9
The support of colleagues here*	85.1	66.0
My overall experience working at UM*	83.0	66.5
The University's location*	80.9	59.3
My overall experience working in my unit*	76.6	68.4
The diversity on campus	72.3	68.9
The University's national reputation	72.3	62.1
The sense of fit between my values and those of my unit*	72.3	58.2
Leadership of my college / school*	69.6	50.8
The transparency of decision-making within my unit*	67.4	49.1
Priorities and vision of my college / school*	65.2	43.6
My unit's national reputation	61.7	60.5
The quality of campus facilities	55.3	52.9
Assistance with research administration in my unit	55.3	41.8
Professional assistance for improving teaching*	55.3	40.1
Clerical / administrative support	53.2	49.3
My salary and benefits	46.8	39.5
Assistance with finding grants*	46.8	29.5
Expectations for committee service	46.7	42.5
The amount of time I spend on research vs. teaching & service	43.5	46.9
Amount of access to TAs, RAs	29.8	43.8

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

Fair Treatment and Diversity

KEY FINDINGS

- Slightly less than the majority of SPHL respondents perceive that female faculty and faculty of color receive fair treatment (48.9% and 42.6%, respectively, for SPHL).
- 17.4% of SPHL faculty agreed that they have experienced discrimination.
- There were no significant differences between SPHL and UMD respondents in perceptions of fair treatment and discrimination.
- SPHL women were more likely than men to report experiencing discrimination in their unit based on their individual identities. Faculty of color were less likely to agree that the opportunities for faculty of color at UM are at least as good as for White faculty, and were more likely to agree that they have to work harder than some of their colleagues to be perceived as legitimate scholars. However, there were no differences in SPHL respondents by race in whether or not they reported experiencing discrimination. There were no differences in perceptions of diversity and fairness by rank in SPHL (see Tables 14, 15 and 16).

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

Survey Item*	SPHL % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UM are at least as good as those for male faculty.	48.9	49.3
The opportunities for faculty of color at UM are at least as good as for those for White faculty.	42.6	48.1
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	35.6	27.3
I have experienced discrimination in my unit based on my individual or multiple identities.	17.4	18.5

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

Open-ended comments regarding experienced discrimination addressed discrimination regarding gender, race and ethnicity, religion, and age. Examples of discrimination included disparities in the tenure rate, lack of recognition and opportunities, patronizing attitudes and offensive remarks.

Examples of open-ended comments include:

“The disparities between the tenure rate for minorities is staggering on this campus. It is

Work-Life Climate

KEY FINDINGS:

- SPHL respondents generally had a better assessment of work-life climate than other UMD faculty.
- Around three quarters of SPHL respondents agreed that in their unit(s), faculty could be honest with colleagues about family/life roles and responsibilities (76.1% for SPHL v. 56.3% for UMD) and that their unit(s) support faculty scheduling work commitment around family schedules (72.3% for SPHL v. 54.0% for UMD).
- 46.8% of SPHL respondents agreed that there are role-models for work-life balance (v. 37.7% for UMD).
- Similar to UMD respondents, SPHL 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, race, or rank in SPHL respondents’ perceptions of work-life climate at UMD.

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

Survey Item*	SPHL % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	76.1	67.2
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.*	76.1	56.3
My unit supports faculty scheduling work commitments around family schedules.*	72.3	54.0
In general, I feel I have control over creating a satisfying work-life balance.	66.0	56.5
There is NO bias against family care-giving in my unit.*	63.8	48.5
I am satisfied with my unit's culture around work-life balance.	59.6	47.6
There are role-models in my unit of how to create a satisfying work-life balance.*	46.8	37.7
The institution does what it can to make family life and the tenure track compatible.	38.3	34.2

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

Open-ended responses regarding work-life climate at UMD fell into six categories: time, child care, benefits and salary, policies, support, and reward system. The majority of responses addressed issues regarding time ranging from needing more teaching assistance and having workloads be equitably distributed to reducing committee, service and teaching requirements to decreasing work-load expectations and increasing the ability to work off-campus. Responses regarding child care asked for better on-campus child care as well as higher quality schools in the area. In regards to benefits and salary, respondents discussed 9-month appointments not earning vacation and sick leave days, challenges with taking parental leave and pressure of low salaries and no raises affecting family life. Responses related to policies included sharing more information about the policies, having Deans/Chairs be educated about policies and making minor changes to policies to be more inclusive or extend their benefits. In regards to support, respondents were looking for role-models for work-life balance and networking. Finally, comments regarding the reward system stressed that service and teaching responsibilities should be included in the reward system and the system should be set up to allow for faculty to have work-life balance.

Examples of open-ended comments include:

“There has been impressive progress. I would like to see UM work more on improving county schools so I can continue living in close proximity to the university. College Park Academy is a nice addition, but it doesn't help to improve the schools for children who do not "win" the lottery.”

“Salary compression and the lack of raises have been problematic for work-life balance for families living on 1 income. There needs to be more attention to faculty that are single parents. The costs of child care when one travels on business are very high and compensation really impacts the ability to take advantage of opportunities needed to advance one's career. Also, the job requires a fair amount of work on weekends, which makes work-family balance difficult. It also presents childcare needs as well.”

“I think it is important that all chairs/deans are educated in this area. For example, a chair that does not have family responsibilities often has a hard time relating to faculty with small kids.”

“Support more campus childcare.”

“Create a bridge program for faculty with research grants who need a way to take parental/family leave without falling off the NIH treadmill.”

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

Policy/Program [% of SPHL respondents]	% Very Valuable	% Used it	% Anticipate using it	% Have not heard of it
Part-time tenure track policy (permits tenure track faculty to work part time)	67.5	8.3	19.4	42.9
Campus childcare	79.6	9.1	17.1	6.1
Tenure delay/Stop the tenure clock	81.6	17.4	2.4	0
Childcare referral service	61.2	7.5	13.9	16.3
College dashboard project	13.0	8.2	16.1	28.6
Paid parental leave	81.6	45.0	37.8	12.2
Mentoring for new faculty	87.8	0	18.2	79.6
ADVANCE learning communities, leadership program, seed grants and seminars	75.5	58.5	70.3	10.2

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 question 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 (74.5% and 72.3%, respectively, for SPHL, similar to the 67.4% and 67.9%, respectively, for UMD).
- 52.2% of SPHL respondents believe the process for advancing to Full Professor is fair (similar to the 55.5% for UMD) and 59.6% of SPHL respondents perceived clear requirements for promotion to Full Professor (similar to 54.2% for UMD).

- Yet, 33.3% of SPHL respondents had concerns about their own advancement (the same as UMD).
- The only area in which there was a difference between SPHL respondents and faculty throughout the rest of the university was in receiving helpful feedback from department chairs/unit heads in support of career advancement – 68.1% of SPHL respondents agreed that they had received this support, compared to only 49.7% of UMD respondents.
- There were no differences by gender in SPHL respondents' experiences with career advancement. There were a number of differences by race and rank (see Tables 14 and 15). White faculty were more likely than faculty of color to agree that tenure requirements were clear in their unit. Associate professors were most likely and full professors least likely to feel stuck in their ability to advance their career and to feel that they have little control over whether they advance in their career. On the other hand, full professors were most likely and associate professors least likely to feel that faculty in their unit have the freedom to succeed if they work hard. Assistant professors were least likely to agree that tenure and promotion requirements were clear and that the tenure and promotion processes were fair.

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

Survey Item		SPHL % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	72.3	69.2
	I seize opportunities when they are presented to me to advance in my career.	76.6	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.	85.1	86.2
	In general, I feel that I have little control over whether I advance in my career.	19.1	14.5
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	80.9	71.2
	I have received helpful feedback from my department chair/unit head in support of my career advancement.*	68.1	49.7
	In my unit, the tenure requirements are clear.	74.5	67.4
	In my unit, the promotion requirements for advancing to Full Professor are clear.	59.6	54.2
	In my unit, the tenure process is fair.	72.3	67.9
	In my unit, the promotion process for advancing to Full Professor is fair.	52.2	55.5

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

Open-ended responses on the topic of career advancement fell into two categories: lack of focus on research and tenure requirements/process. In regards to lack of focus on research, responses included heavy teaching and service loads, no protected research time and no control over how to allocate time, and specific research work not being recognized and understood. Responses regarding tenure requirements/process included the number of publications and grants required for tenure as well as the tenure process being controlled by another department because the individual works in an “institute” and not recognized department.

Examples of open-ended comments include:

“My course load and service work is so great there is no time to devote to research. The departmental promotion requirements to move from associate to full professor are impossible to reach in terms of the number of articles and grants required, as well as other criteria. Current full professors do not meet the requirements.”

Evaluation of Research and Creative Work**KEY FINDINGS**

- There were no significant differences between SPHM and UMD respondents in their perceptions of the evaluation of teaching, research, and creative work in their units.
- About two thirds of SPHL respondents agreed that their unit supports interdisciplinary scholarship (68.1% SPHL and 54.4% UMD), engaged scholarship (61.6% SPHL and 46.8% UMD), and collaborative research and grant work (65.9% SPHL and 53.6% UMD), while fewer than half agreed that their unit supports cutting edge research (42.5% SPHL and 43.2% UMD).
- There were no differences by rank, race, or gender in SPHL respondents’ perceptions of the evaluation of research and creative work.

Table 8. Respondent perceptions of the Evaluation of Research, and Creative Work.

Survey Item*	SPHL % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	68.1	54.4
Engaged scholarship is rewarded in my unit.	61.6	46.8
Collaborative research and grant work is encouraged in our unit's reward system.	65.9	53.6
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	42.5	43.2

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

Examples of open-ended comments include:

“[Based on my interdisciplinary work] there are few people in the school who can evaluate my expertise. However, I am engaged in collaborations outside my core expertise (which are difficult but rewarding) and am seeking to promote my work in order to educate other faculty about its importance.”

“Recognize importance of service work so that it counted in your work load--right now if you are committed to working in communities you must do it on your own time--in addition to your teaching, other service (university, departmental, national) and research. You don't get release time in any of those other areas, which greatly increases your work load.”

“My research involves community engaged work and the amount of time I spend in the community is not valued or counted and may hinder my promotion and tenure progress. My community engaged work is part of my research.”

Management of Teaching, Research and Service Responsibilities

KEY FINDINGS

- There was only one significant difference between SPHL and UMD respondents in *perception of evaluation and support of teaching, research and service*: 74.5% of SPHL respondents felt that there was support in their department for effective teaching (v. 53.2% for UMD)
- About half of both SPHL 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 SPHL (89.4%) 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 or rank in SPHL respondents' perceptions of the evaluation and support of research and scholarship. White faculty, however, were more likely than faculty of color to agree that they are in charge of the direction of their own research agendas (see Table 15).

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

Survey Item*	SPHL % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	59.6	66.8
There is support in my department for effective teaching.*	74.5	53.2
I feel in control of my participation in service activities.	48.9	52.3
It is possible for me to say no to additional on-campus service activities without negative consequences.	57.4	51.5
I am in charge of the direction of my research agenda.	89.4	90.5

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

Examples of open-ended comments include:

“Research does not seem to be supported - the focus is on teaching - also there is little protected time for junior faculty to do research - focus seems to be teaching and service.”

“Heavy teaching load and new course preps leave limited time to research/write.”

“I’m in a great unit but I don’t feel I have a lot of control over how I allocate my time. We have a fairly heavy teaching load and limited TA support and this takes up a lot of time. I do feel that my unit is supportive and my colleagues are invested in my success though.”

Recognition

KEY FINDINGS

- SPHL respondents were more likely than UMD respondents to believe that their service (70.2% v. 64.4% UMD) and teaching contributions (73.9% v. 62.7% UMD) were valued by colleagues in their unit.
- SPHL respondents were also more likely to have been nominated for an award: 48.6% of SPHL respondents said they had been nominated by someone at UMD for an award (v. 29.1% UMD).
- 80.9% of SPHL respondents felt that other faculty in their unit care about their personal well-being (vs. only 59.5% for UMD).
- There were no differences by rank, gender or race in SPHL respondents’ perceptions of recognition in their units.

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

Survey Item*	SPHL % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.*	73.9	62.7
Faculty in my unit value my research/scholarship.	68.1	69.5
Faculty in my unit value my service contributions.*	70.2	64.4
Faculty in my unit care about my personal well-being.*	80.9	59.5
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]*	48.6	29.1

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

Leadership Opportunities

KEY FINDINGS

- SPHL respondents were more likely to say that there were opportunities in their unit for faculty to become involved as leaders; 78.7% of SPHL respondents said they saw opportunities in their college for faculty to become involved as leaders (v. 64.3% for UMD).
- There were no differences by rank, race or gender in SPHL respondents' perceptions regarding leadership.

Table 11. Respondent perceptions regarding leadership.

Survey Item*	SPHL % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.*	78.7	64.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	46.8	44.0

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

Faculty Learning

KEY FINDINGS

- SPHL respondents were *less* likely than other faculty at UMD to have set aside time in the past twelve months to advance their scholarly learning (56.3% for SPHL vs. 74.4% for UMD).
- 81.6% of SPHL respondents agreed that their unit supports their learning external to campus (versus 58% of UMD respondents); 64.6% of SPHL respondents had been financially supported by their unit in their learning in their field or discipline (versus 52.2% of UMD respondents).
- There were no differences by race in SPHL respondents' assessment of faculty learning and institutional support for learning.
- SPHL women respondents were more likely than men, and full and assistant professors more likely than associates to agree that the university provides an environment that stimulates their academic learning (see Tables 13 and 15).

Table 12. Respondent assessment of faculty learning and institutional support for learning.

	Survey Item*	SPHL % 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.	71.4	77.0
	In the last twelve months, I set aside time to advance my scholarly learning.*	56.3	74.4
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	62.5	70.2
Institutional Support of Faculty Learning	My unit supports my learning external to campus.*	81.6	58.0
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	53.1	55.7
	My unit provides an environment that stimulates my academic learning.	67.3	60.2
	The University provides an environment that stimulates my academic learning.	60.4	58.7
	My unit has financially supported my learning in my field or discipline.*	64.6	52.2

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

Professional Networks and Collegiality

KEY FINDINGS

- SPHL respondents were more likely than other faculty at UMD to be satisfied with the collegiality in their unit(s) (83.3% for SPHL vs. 63.9% for UMD).
- Similar to other faculty at UMD, most SPHL faculty respondents perceived their professional network was helpful in a number of areas, including influence, visibility, feedback, advice, and awareness of professional opportunities.
- 42.6% of SPHL respondents said that their core discussion network was mainly off campus (v. 58.6% for UMD; this is not a statistically significant difference).

- There were no differences by race or gender in SPHL respondents' assessment of professional networks.
- There were two differences in this area by rank. Full professors were more likely than associates to agree that individuals at UMD have made an effort to connect them with important people in their field. Full professors were less likely than either associate or assistant professors to feel isolated in their departments (see Table 15).

Table 13. Respondent assessment of professional networks and institutional support for professional networks.

Survey Item		SPHL % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	84.6	77.2
	My core discussion network lets me know of professional opportunities.	87.2	74.4
	My core discussion network includes one or more members who are influential in my field.	89.7	83.9
	My core discussion network provides helpful feedback on my research.	82.1	82.7
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	66.7	64.8
	I receive useful feedback from colleagues at UM that improves my work.	72.9	60.8
	Individuals at this institution have made an effort to connect me with important people in my field.	41.7	34.4
	I have been effectively mentored by someone in my unit.	44.7	37.8
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	68.1	41.0
	I am satisfied with the collegiality in my unit.*	83.3	63.9
	I feel isolated in my department.	14.6	21.5

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

Perceptions of Productivity

KEY FINDINGS

- There were no significant differences in perceived productivity between SPHL and UMD respondents.
- 41.3% of SPHL respondents ranked themselves as more productive than researchers in their field and rank nation-wide (53.5% for UMD).
- 26.1% of SPHL respondents ranked themselves as less productive than researchers in their field and rank nation-wide (18.3% for UMD).
- 44.4% of SPHL respondents believed their unit views them as more productive than researchers in their field and rank nation-wide (44.3% for UMD).
- 31.1% of SPHL respondents believed their unit views them as less productive than researchers in their field and rank nation-wide (22.2% for UMD).
- There were no differences in perceptions of productivity in SPHL respondents by race or gender. However, full professors ranked their peers' assessment of their research/scholarly productivity highest, while associate professors ranked their peers' assessment the lowest (see Table 15).

Open-ended responses regarding research productivity fell into five categories: time, graduate student support, funding and resources, recognition, and professional development seminars. The majority of respondents commented on needing more time for research and asked for reduced teaching, service and administrative responsibilities as well as flexibility to work off campus. In regards to graduate student support, respondents discussed needing more teaching assistant and research assistant support. Responses regarding funding and resources included less focus on external grants and better research facilities. In regards to recognition, respondents

mentioned their specific work and area of expertise not being understood and valued. One respondent asked for professional development seminars aimed at increasing productivity.

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.”

SPHL Differences by Gender

KEY FINDINGS

- In most areas of the survey, SPHL tenure-track/tenured faculty responses did not differ significantly by gender ($p < .05$).
- SPHL women were more likely than men to agree that the university provides an environment that stimulates their academic learning, and were more satisfied with the diversity on campus and quality of campus facilities.
- At the same time, women were also more likely than men to have experienced discrimination.

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

Survey Item [▲]	Women		Men		p-value
	M	SD	M	SD	
The University provides an environment that stimulates my academic learning.*	3.85	.770	3.29	.845	.019
I am satisfied with the diversity on campus.*	4.19	.786	3.55	1.191	.047
I am satisfied with the quality of campus facilities.*	3.81	.879	3.00	1.124	.008
I have experienced discrimination in my unit based on my individual identities.*	2.33	1.301	1.47	1.073	.022

[▲]Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1

* p<.05

SPHL Differences by Race

KEY FINDINGS

- In most areas of the survey, responses did not differ significantly by race (p<.05).
- Faculty of Color were less likely than White faculty to have been nominated for an award over the past three years (61.5% of White faculty versus 20% of Faculty of Color; p<.05).
- Faculty of Color were also less likely to perceive fair tenure requirements and to feel that they were in charge of the direction of their research agenda.
- Faculty of color were also less satisfied with the diversity on campus, less likely to perceive opportunities for Faculty of Color to be at least as good as those for White faculty, and more likely to report that they had to work harder than some of their colleagues to be perceived as legitimate.

- If they intended to leave the university within the next two years, faculty of color were more likely and White faculty less likely to indicate that they would do so due to an offer from outside academia.

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

Survey Item [▲]	White		Faculty of Color		p-value
	M	SD	M	SD	
In my unit, tenure requirements are clear.*	4.18	.834	3.08	1.240	.001
I am in charge of the direction of my research agenda.*	4.50	.707	3.67	1.155	.005
I am satisfied with the diversity on campus.*	4.15	.821	3.25	1.288	.040
I am satisfied with my unit's national reputation.*	3.85	.857	3.08	.900	.011
The opportunities for faculty of color at UM are at least as good as for White faculty.*	3.50	1.108	2.58	1.240	.021
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.*	2.59	1.158	3.90	.876	.002

[▲]Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1

* p<.05

SPHL Differences by Rank

KEY FINDINGS

- Of SPHL respondents, Assistant Professors were less likely and Associate Professors more likely to have been nominated for an award over the past three years ($p < .05$).
- Associate Professors were more likely and Full Professors less likely to say that they did not have regular contact with others about their work ($p < .05$).
- Full Professors were also less likely to have concerns about their own opportunities to advance in their careers at UM ($p < .05$).
- Within SPHL 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 Assistants to agree that the tenure process was clear and fair; Full Professors were more likely than Associates or Assistants to say the same about the process for promotion to Full.
- Full Professors were overall the most satisfied, indicating that they were most satisfied with their fit with their unit and their salary and benefits. Full professors also agreed most strongly that faculty in their unit had the freedom to succeed, and were less likely to feel isolated, stuck in their career advancement, or that they had little control over their career advancement.
- Unsurprisingly, if they intended to leave the university within the next two years, full professors were more likely to indicate that they would do so due to retirement.

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

Survey Item [▲]	Assistant		Associate		Full		p-value
	M	SD	M	SD	M	SD	
The University provides an environment that stimulates my academic learning.*	3.78	.732	3.13	.990	3.87	.640	.028
Individuals at this institution have made an effort to connect me with important people in my field.*	3.33	1.237	2.67	.976	3.73	1.163	.043
I feel isolated in my department.*	2.50	1.295	2.33	1.291	1.20	.414	.003
I feel stuck in my ability to advance in my career.*	2.24	1.091	3.27	1.033	1.27	.458	<.001
In general, I feel that I have little control over whether I advance in my career.*	2.24	1.147	2.93	1.033	1.40	.632	<.001
Faculty in my unit have the freedom to succeed here if they work hard.*	4.18	1.074	3.60	.828	4.40	.632	.044
In my unit, the tenure requirements are clear.*	3.06	1.298	4.27	.799	4.27	.704	.001
In my unit, the promotion requirements for advancing to Full Professor are clear.*	3.18	.883	3.73	1.033	4.20	.775	.010
In my unit, the tenure process is fair.*	3.29	1.105	3.93	1.033	4.33	.724	.015
In my unit, the promotion process for advancing to Full Professor is fair.*	3.25	.683	3.40	1.183	4.33	.724	.003
I am satisfied with my salary and benefits.*	2.82	1.185	2.53	1.246	3.80	1.082	.013
I am satisfied with the sense of fit between my values and those of my unit.*	3.65	1.115	3.67	1.047	4.60	.632	.012
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.*	3.07	1.280	2.73	1.335	3.87	1.060	.044
Over the last three years, have you been nominated by someone at UM for an award? (% yes)*	26.7%*		80.0%*		50.0%		.033
I don't have regular contact with others about my work. (% selected)	11.1%		33.3%*		0%*		.030
My core discussion network is primarily on-campus. (% selected)*	33.3%		28.6%		66.7%*		.030
Do you have any concerns about your own opportunities to advance your career at UM? (% yes)*	55.6%		50.0%		0%*		.027

[▲] 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