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The Work Environment for Tenure-Track/Tenured Faculty at the University of Maryland

ADVANCE Research and Evaluation Report for ARHU

by

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Introduction

The UMD Work Environment Survey assessed 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. There were 488 tenure track respondents, approximately 32% of full-time UMD tenure track faculty in fall 2010. Here major findings are reported for tenure track/tenured respondents in the College of Arts and Humanities (ARHU). For additional information about the survey development and results for the University of Maryland over all, please see *The Work Environment for Tenure-Track/Tenured Faculty at the University of Maryland: ADVANCE Research and Evaluation Report 1*, which can be accessed at the UMD ADVANCE research and evaluation website: <http://www.advance.umd.edu/research-evaluation>.

Respondents

The analytical sample for this report is the tenure track faculty respondents of the UMD Faculty Work Environment Survey from ARHU (n=77), approximately 25% of the 2010 tenure-track/tenured ARHU faculty. Of the ARHU tenure track respondents, 61% were female and 39% were male. Regarding race, 19% were faculty of color, 81% were White faculty, and 1% were international faculty. Lastly, ARHU respondents were 22% Assistant Professors, 44% Associate Professors, and 34% Full Professors. Five percent were administrators (Chairs, Directors, and Deans).

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 gender and rank. Testing for racial differences could not be conducted due to low sample size. For analyses of differences by rank, administrators (Chairs, Deans, and Directors) were excluded to investigate differences by Assistant, Associate, and Full Professor ranks. Means, standard deviations and statistically significant differences at $p < .05$, $p < .01$, or $p < .001$ are noted within the tables in Tables 15 and 16. Any differences described within the text of this report refer to statistically significant differences unless otherwise noted. When conducting statistical testing on a number of items (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 related to specific themes.

Results

Organizational Commitment and Intent to Leave

TOP FINDINGS

- 36% of ARHU participants stated they were likely to leave the university in the next two years (v. 31% for all of UMD respondents).
- ARHU respondents were less likely than UMD to state that at least one person from their unit had left UM in the past three years ($p < .001$). 74% of ARHU participants stated that there was at least one faculty member in their unit who left in the past three years (v. 87% for all of UMD respondents).
- 39% of ARHU respondents had had an outside offer while at UM (compared to 41% of all UMD respondents).

- The most frequent reasons ARHU participants listed for wanting to leave UMD was for a higher salary (65%) or for a more prestigious institution or department (52%). These are the same top two reasons as those from all UMD respondents.

Table 1. *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]	ARHU N=23 % Selected	UMD % Selected
An offer with a higher salary	65	57
An offer from a more prestigious department or institution	52	41
Lack of collegiality in my unit	17	24
Potential for better work-life balance in a different type of position	22	22
An offer from an institution in a more desirable geographic location	17	16
Retirement	17	15
To be closer to family	13	14
Poor likelihood of tenure/promotion or contract renewal	4	10
Career opportunities at another institution for my spouse/partner	13	9
An offer for a position outside academe	9	8
Better campus climate for women at another institution	13	5
Not well suited to the faculty career	0	4
Better policies related to child-care, parental leave	0	3
Better campus climate for faculty of color at another institution	9	3
Better campus climate for GLBTQ faculty at another institution	4	2

Satisfaction with Department and UMD

TOP FINDINGS

- 51% of ARHU participants were satisfied with their overall experience working in their unit and 52% were satisfied with their overall experience at UMD (compared to 61% and 60% respectively for all UMD respondents).
- There were eight specific aspects of the faculty experience that were rated less favorably by ARHU respondents than UMD respondents ($p < .05$). No aspects were rated more favorably by ARHU respondents than UMD respondents.
- The most ARHU participants were satisfied with the university's location (63%) and the diversity on campus (63%).
- The least ARHU participants were satisfied with the assistance they received in finding grants (9%), research administration in unit (9%), and salary and benefits (16%).

Table 2. *Percentage of participants who were satisfied with resources and conditions at UMD*

Survey Item	ARHU % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member here *	60	74
The diversity on campus	63	68
My overall experience working in my unit	51	61
My unit's national reputation	59	61
My overall experience working at UM *	52	60
The University's national reputation	57	59
The quality of the graduate students	59	58

The support of colleagues here	46	58
The University's location	63	54
The sense of fit between my values and those of my unit	40	49
The quality of the undergraduate students	51	45
Clerical/administrative support	39	38
The amount of time I spend on research versus teaching and service *	22	38
Assistance with research administration in your unit *	9	37
The transparency of decision-making within my unit *	27	37
Amount of access to TAs, RAs	22	33
Professional assistance for improving teaching	39	33
Expectations for committee service *	21	32
My salary and benefits *	16	30
Assistance with finding grants *	9	22

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

Fair Treatment and Diversity

TOP FINDINGS

- The majority of ARHU respondents perceive that diversity is important (88% for ARHU v. 80% for UMD) and units work hard to create diverse representation (66% for ARHU and 79% for UMD).
- However, about a third of ARHU respondents believe that female faculty and faculty of color receive fair treatment (33% and 30%, respectively, for ARHU v. 60% and 57% for UMD).
- 42% of ARHU faculty agree that they have experienced discrimination (v. 23% for UMD).

- Women ARHU respondents perceived more negative experiences with fair treatment, and more importance of a diversified faculty for UM ($p < .05$; see section on gender differences).
- ARHU respondents perceive more negative experiences with fair treatment and discrimination when compared to UMD respondents ($p < .05$)

Table 3. *Faculty perceptions of diversity, diversity climate, and fairness at UMD.*

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
A diversified faculty is important for UM's academic excellence. *	88	80
My unit makes a conscious effort to generate a diverse applicant pool for full-time faculty positions.	66	79
The opportunities for female faculty at UM are at least as good as those for male faculty. *	33	60
The opportunities for faculty of color at UM are at least as good as for those for White faculty. *	30	57
I have to work harder than some of my colleagues to be perceived as a legitimate scholar. *	54	33
I have experienced discrimination (either overt or subtle) in my unit based on my individual identities (e.g. gender, race/ethnicity, religion, age, sexual orientation). *	42	23

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

Work-Life Climate

TOP FINDINGS:

- 34% of ARHU respondents were satisfied with their unit's culture for work-life balance (v. 42 for UMD).
- 20% of ARHU respondents agreed that the university does what it can to make family life and the tenure track compatible (v. 25% for UMD).

- 22% of ARHU respondents agreed that there are role-models for work-life balance (v. 30% for UMD).
- ARHU respondents were less likely than other UMD respondents to agree that faculty can be honest about family responsibilities and that the institution does what it can to make family life on the tenure track compatible ($p < .05$).
- Similar to UMD respondents, ARHU respondents rated many of UMD's policies and programs for work-life balance as valuable, but few respondents took advantage of these programs and many had not heard of the programs.

Table 4. *Perceptions of work-life climate at UMD.*

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	65	67
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities. *	45	57
In my unit it is generally expected that people need to make work their top priority.	51	55
My unit supports faculty scheduling work commitments around family schedules.	49	54
The amount of work my unit expects me to perform makes work-life balance difficult.	51	52
In general, I feel I have control over creating a satisfying work-life balance.	42	48
There is NO bias against family care-giving in my unit.	43	44
I am satisfied with my unit's culture around work-life balance.	34	42
There are role-models in my unit of how to create a satisfying work-life balance.	22	30
The institution does what it can to make family life and the tenure track compatible. *	20	25

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

Table 5. *Work-life policies and programs at UMD.*

Policy/Program [% of ARHU respondents]	% Very Valuable	% Used it	% Anticipate using it	% Have not heard of it
Campus childcare	73	7	12	10
Tenure delay/Stop the tenure clock	70	11	2	13
Family leave without pay/FMLA	66	5	18	12
Mentoring program (i.e. assigned mentor)	54	47	38	9
Childcare referral service	54	4	11	29
Dual career support services	55	14	10	36
New faculty orientation	49	69	7	1
Relocation assistance services	49	24	2	26
Part-time tenure track policy	40	2	5	52

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.

Tenure and Promotion Process

TOP FINDINGS

- A majority of ARHU participants perceived clear requirements and fair processes for tenure (67% and 61%, respectively, for ARHU v. 68% for both for UMD).
- 39% of ARHU respondents believe the process for advancing to Full Professor is fair (vs. 59% for UMD) and clear (v. 52% for UMD).
- ARHU respondents were less likely than UMD respondents to agree that faculty could succeed if they work hard, that the promotion process for advancing to full is fair, and that they receive helpful feedback from their department chair ($p < .05$).

- Yet, 52% of ARHU respondents had concerns about their own advancement (v. 41% of UMD).

Table 6. *Respondent perceptions of own career advancement and institutional support of advancement.*

	Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Career Advancement	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	86	85
	I seize opportunities when they are presented to me to advance in my career.	81	75
	I have been strategic in achieving my career goals.	67	66
	Do you have any concerns about your own opportunities to advance in your career at UM? [% that select “yes”]	52	41
	I feel stuck in my ability to advance in my career.	36	23
	In general, I feel that I have little control over whether I advance in my career.	24	20
Institutional Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard. *	48	68
	In my unit, the tenure requirements are clear.	67	68
	In my unit, the tenure process is fair.	61	68
	In my unit, the promotion process for advancing to Full Professor is fair. *	39	59
	In my unit, the promotion requirements for advancing to Full Professor are clear.	39	52
	I have received helpful feedback from my department chair/unit head in support of my career advancement. *	30	43

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

Evaluation of Teaching, Research, and Creative Work

TOP FINDINGS

- About a third of ARHU respondents agreed that their unit supports certain forms of scholarship. 44% of ARHU respondents agreed that their unit supports effective teaching (v. 45% UMD), 37% for interdisciplinary scholarship (v. 44% UMD), 32% for

engaged scholarship (v. 40% UMD), and 29% for support of cutting edge research (v. 37% UMD).

Table 7. *Respondent perceptions of the Evaluation of Teaching, Research, and Creative Work.*

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Collaborative research and grant work where there are co-authors and/or co-principal investigators is encouraged in our unit's reward system.	37	49
There is support in my department for effective teaching.	44	45
Interdisciplinary scholarship is rewarded in my unit.	37	44
Engaged scholarship is rewarded in my unit. *	32	40
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	29	37

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

Management of Teaching, Research and Service Responsibilities

TOP FINDINGS

- 87% of ARHU faculty felt in charge of their research (v. 90% UMD).
- About a third of ARHU respondents felt in control of their participation in service activities or able to say no to additional service without consequences for their career (vs. about half for UMD).
- ARHU respondents were less likely than UMD respondents to agree they had control over their service responsibilities ($p < .05$).

Table 8. *Respondent perception of evaluation and support of research and scholarship.*

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
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I am in charge of the direction of my research agenda.	87	90
Managing my teaching responsibilities is largely under my control.	71	69
I feel in control of my participation in service activities. *	35	52
It is possible for me to say no to additional on-campus service activities without negative consequences for my career. *	37	49

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

Recognition

TOP FINDINGS

- More than half of ARHU respondents believed that their research (55% v. 66% UMD), service (53% v. 54% UMD), and teaching contributions (52% v. 57% UMD) were valued by colleagues in their unit.
- 20% of ARHU respondents said they had been nominated by someone at UMD for an award (v. 40% UMD).

Table 9. *Respondent perceptions of recognition and valuing one's commitments.*

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my research/scholarship.	55	66
Faculty in my unit are aware of the service that I do for our program.	63	58
Faculty in my unit value my teaching contributions.	52	57
Faculty in my unit value my service contributions.	53	54
Faculty in my unit care about my personal well-being.	48	53
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]	20	40

Note: No statistical differences in means between ARHU and UMD respondents.

Leadership Opportunities

TOP FINDINGS

- About half of ARHU respondents said they would like to hold a leadership position at UMD at the institution and unit levels (v. 37% for UMD).
- 63% of ARHU respondents had leadership self-efficacy (v. 60% for UMD).

Table 10. *Leadership opportunities for ARHU.*

Leadership Position	% that have not applied or been asked	% that applied, but were not selected	% that were asked but did not serve	% that serve now or served previously
Assistant/Associate Chair or Director	65	0	3	32
Department Chair or Director	66	6	4	24
Director of a Center, Institute or Program	64	3	6	27
Assistant/Associate Dean	93	3	0	4
Dean	95	3	1	NA*
All Leadership Positions	43	1	6	49

* NA due to low N for confidentiality

Table 11. *Respondent perceptions regarding leadership.*

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have the knowledge and skills needed to be an effective leader at this University.	63	60
I would like to serve in a leadership role in the broader UM community (college or University level). *	51	37
I would like to serve in a leadership role within my unit.	49	37
During the past twelve months, how many times have you been encouraged, by anyone at UM, to pursue any leadership positions? [% at least once]	43	36

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

Information, Communication, and Decision-Making

TOP FINDINGS

- About half of ARHU participants felt open to share their opinions (47% v. 63% for UMD) and felt that their voice does make a difference in their department (54% v. 60% for UMD).
- Yet only about a quarter of ARHU participants agreed that their unit was transparent in terms of information sharing (27% v. 35% for UMD), resource allocation (26% v. 32% for UMD), or salary increases (25% v. 31% for UMD).

Table 12. *Respondent perceptions of decision-making and communication.*

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I feel that I can voice my opinions openly in my unit, even if my colleagues disagree with me.	47	63
I have a voice in decision-making that affects the direction of my department.	54	60
Major decisions in my unit are made with adequate input from faculty.	42	54
Information is available to understand my relative standing among my peers.	27	35
Resource allocation in my unit (e.g. space, funded research assistants) is transparent.	26	32
Decisions regarding salary increases in my unit are transparent.	25	31

Note: No statistical differences in means between ARHU and UMD respondents.

Faculty Learning

TOP FINDINGS

- Over 65% of ARHU respondents reported learning a great deal regarding their research and/or teaching in the past year.
- 39% of ARHU respondents reported that their unit provides an environment that stimulates their academic learning (v. 50% for UMD) and 32% of ARHU respondents reported that the university provides such an environment (v. 43% for UMD).
- The pressure to publish was noted as a barrier to learning for 24% of ARHU respondents (v. 28% for UMD), and the pressure to seek grants a barrier to learning for 21% of ARHU respondents (v. 39% for UMD).
- There were some differences in perceived support of faculty learning by gender ($p < .05$; see section on gender differences). Women ARHU respondents were more likely than men to agree that the pressure to seek grants was a barrier to learning. Women were also less likely to agree that their unit supports learning external to campus and that they gained teaching skills in the past 12 months.
- ARHU respondents were less favorable than other UMD respondents about several aspects of the institutional support for faculty learning ($p < .05$; see Table 13)

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

	Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty learning	In the past 12 months, I learned a great deal regarding my research.	68	72
	In the past 12 months, I set aside time to advance my scholarly learning.	72	68
	In the past 12 months, I gained knowledge or skills that made me a better teacher.	74	65
Institutional Support of Faculty Learning	My unit provides an environment that stimulates my academic learning.*	39	50
	My unit supports my learning external to campus (e.g. conferences)*	42	46
	My unit has financially supported my learning in my field or discipline	54	44
	My unit has helped me to make room to immerse myself in my learning (e.g., sabbaticals, course release).	50	43
	The University provides an environment that stimulates my academic learning.*	32	43
	The pressure to seek grants is a barrier to my scholarly learning.*	21	39
	The pressure to publish is a barrier to my scholarly learning.	24	28

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

Professional Networks and Collegiality

TOP FINDINGS

- Most ARHU faculty respondents perceived their professional network was helpful in a number of areas, including influence, visibility, feedback, advice, and awareness of professional opportunities.
- 71% of ARHU respondents said that their core discussion network was mainly off campus (v. 63% for UMD).

- Women ARHU respondents were more likely than men to agree that their core discussion network was primarily off campus ($p < .05$; see section on gender differences). Women were also less likely to be satisfied with the opportunity to collaborate with faculty at UM.
- Assistant Professor respondents from ARHU were less positive about certain aspects of their professional network than were Full Professors ($p < .05$, see section on differences by rank). They were less likely than Full Professors to say that their network supports thinking and creativity and that other UM faculty support them personally. They were more likely to express difficulty in establishing connections with others in the field.
- ARHU respondents were less favorable when compared to other UMD respondents on several items regarding professional networks and collaboration at UMD ($p < .05$).

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

Survey Item	ARHU % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I try to support junior colleagues.	87	90
My core discussion network includes one or more members who are influential in my field.	82	83
My core discussion network stimulates my thinking and creativity.	83	82
My core discussion network includes at least one senior colleague.	85	81
My core discussion network enhances my visibility in my field.	70	76
My core discussion network provides helpful feedback on my research.	77	73
My core discussion network is an important source of professional advice when I have a work related problem.	71	72

	My core discussion network is primarily in my direct field.	76	68
	My core discussion network lets me know of professional opportunities.	61	64
	I have found it difficult to establish connections with others in my field.	16	12
	I don't have regular contact with others about my work.	10	7
Institutional Support of Professional Networks	I have relationships with students on campus that advance my scholarly learning.	64	68
	My core discussion network is primarily off campus.	71	63
	I have relationships with faculty at UM that support me personally.	58	61
	I have relationships with other faculty on campus that have supported my career advancement (e.g. tenure, promotion, contract renewal).	47	54
	I am satisfied with the collegiality in my unit.	40	52
	Most of the personal support I receive is from colleagues off-campus. *	60	49
	I am satisfied with the opportunity I have to collaborate with other UM faculty. *	25	45
	I receive useful feedback from colleagues at UM that improves my work. *	29	44
	I am satisfied with the amount of professional interaction I have with senior colleagues at the University.	31	41
	I have been effectively mentored by someone in my unit.	23	33
	My core discussion network is primarily on campus.	25	28
	Individuals at this institution have made an effort to connect me with important people in my field. *	13	27
	I feel isolated in my department.	32	24

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

Perceptions of Productivity

TOP FINDINGS

- 53% of ARHU respondents ranked themselves as more productive than researchers in their field and rank nation-wide (v. 51% for UMD).
- 31% of ARHU respondents ranked themselves as less productive than researchers in their field and rank nation-wide (v. 27% for UMD).

- 37% of ARHU respondents believed their unit views them as more productive than researchers in their field and rank nation-wide (v. 38% for UMD).
- 43% of ARHU respondents believed their unit views them as less productive than researchers in their field and rank nation-wide (v. 33 for UMD).

ARHU Gender Differences

TOP FINDINGS

- In most areas of the survey, ARHU responses did not differ significantly by gender ($p < .05$). However, there were 11 individual items that did differ.
- Women ARHU respondents were less favorable than men about certain aspects of their experience, such as support for scholarly learning, professional networks on campus, and fairness of opportunities for women and faculty of color. By contrast, women ARHU respondents were more satisfied than men with certain aspects of UMD, such as the university's location and the caliber of undergraduate students.

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

Survey Item*	Women		Men		p-value
	M	SD	M	SD	
In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	3.63	.952	4.10	.724	<.05
The pressure to seek grants is a barrier to my scholarly learning.	3.02	1.04	2.52	1.02	<.05
My unit supports my learning external to campus (e.g., community engagement, national disciplinary associations).	2.78	1.19	3.38	1.02	<.05

My core discussion network is primarily off campus.	4.14	.990	3.58	1.21	<.05
I am satisfied with the opportunity I have to collaborate with other UM faculty.	2.49	1.04	3.04	1.04	<.05
The institution does what it can to make family life and the tenure track compatible.	2.03	1.21	2.75	1.15	<.05
I am satisfied with the University's location	4.00	1.07	3.19	1.18	<.01
I am satisfied with the quality of undergraduate students	3.59	.974	3.07	1.04	<.05
A diversified faculty is important for UM's academic excellence.	4.66	.582	4.15	.967	<.05
The opportunities for female faculty at UM are at least as good as those for male faculty.	2.27	1.25	3.69	.928	<.001
The opportunities for faculty of color at UM are at least as good as for those for White faculty.	2.61	1.20	3.27	1.15	<.05

Notes:

Coding: Strongly Agree = 5; Strongly Disagree = 1

ARHU Differences by Rank

TOP FINDINGS

- In most areas of the survey, ARHU responses did not differ significantly by rank ($p < .05$). This is different than the overall UMD respondents, where most items differed by rank.
- Among overall UMD respondents, Associate professors reported less positive experiences in several areas. This is not the case for ARHU respondents, where there was no pattern of differences for Associate Professor respondents.

- However, there was one noteworthy trend for ARHU respondents regarding rank.

Assistant Professor respondents from ARHU were less positive about certain aspects of their professional network than were Full Professors (Table 16).

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

Survey Item*	Assistant		Associate		Full		p-value
	M	SD	M	SD	M	SD	
My core discussion network stimulates my thinking and creativity.	3.67	1.18	4.16	.90	4.56	.62	<.05
I have found it difficult to establish connections with others in my field.	2.88	1.36	2.35	1.13	1.75	.85	<.05
I have relationships with faculty at UM that support me personally.	3.06	1.18	3.59	1.02	4.00	1.08	<.05
I have been strategic in achieving my career goals.	3.81	.98	3.41	1.27	4.28	.67	<.05
I have a voice in decision-making that affects the direction of my department.	2.88	1.09	3.71	.94	3.56	1.34	<.05
I have the knowledge and skills to be an effective leader.	3.19	.98	3.87	1.02	4.17	1.04	<.05
It is possible for me to say no to additional service activities without negative consequences for my career.	2.69	.873	2.61	1.15	3.56	1.25	<.05
Satisfaction with the university's location	2.94	1.24	3.90	.87	3.78	1.40	<.05
Satisfaction with clerical/administrative support	3.50	1.32	2.83	1.29	2.39	1.09	<.05
Faculty in my unit value my teaching contributions.	2.62	1.15	3.40	.968	3.67	1.41	<.05
Faculty in my unit are aware of the service that I do for our program.	3.00	1.21	3.43	1.22	4.11	1.18	<.05

Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1
Small Ns (<20) for Assistant and Full Professor respondents.