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**The UM Work Environment Survey for Tenure-Track/Tenured Faculty**

**2013 Results for the College of Education (EDUC)**

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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 EDUC is provided below, in Table 1. For additional information about the survey development and the 2011 and 2013 University of Maryland results over all, please see the full 2013 report, which can be accessed at the UM ADVANCE research and evaluation website: <http://www.advance.umd.edu/research-evaluation>.

The analytical sample for this report is the tenure-track/tenured faculty respondents of the UM Faculty Work Environment Survey from EDUC (n=51), approximately 53% of the 2013 tenure-track/tenured EDUC faculty as of January 25, 2013. Of the EDUC respondents, 21.6% were on tenure track and 78.4% tenured. Of the EDUC tenure-track/tenured respondents, 68.6% were female and 31.4% were male. Regarding race, 27.5% were Faculty of Color and 72.5% were White faculty. Lastly, EDUC respondents were 21.6% Assistant Professors, 33.3% Associate Professors, and 45.1% Full Professors. For information regarding the demographics of tenure-line faculty in EDUC, please refer to Table 2.

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

| <b>Survey Response rate:<br/>UMD 47% (n=784); EDUC 53.1% (n=51)</b> |            |             |
|---|------------|-------------|
| <b>Respondents</b>  | <b>UMD</b> | <b>EDUC</b> |
| Women faculty   | 40.7%      | 68.6%       |
| Men faculty   | 59.3%      | 31.4%       |
| Faculty of Color  | 20.8%      | 27.5%       |
| White faculty   | 79.2%      | 72.5%       |
| Assistant Professors  | 24.7%      | 21.6%       |
| Associate Professors  | 31.6%      | 33.3%       |
| Full Professors   | 43.6%      | 45.1%       |

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

|        |                          | Assistant<br>Professor |      | Associate<br>Professor |      | Full<br>Professor |      | Total |      |
|--------|--------------------------|------------------------|------|------------------------|------|-------------------|------|-------|------|
|        |                          | n                      | %    | n                      | %    | n                 | %    | n     | %    |
| Total  |                          | 23                     | 24.5 | 28                     | 29.8 | 43                | 45.7 | 94    | 100  |
| Gender | Men                      | 8                      | 34.8 | 11                     | 39.3 | 22                | 51.2 | 41    | 43.6 |
|        | Women                    | 15                     | 65.2 | 17                     | 60.7 | 21                | 48.8 | 53    | 56.4 |
| Race   | Am. Indian/Alaska Native | 0                      | 0    | 1                      | 3.6  | 0                 | 0    | 1     | 1.1  |
|        | Asian                    | 5                      | 21.7 | 1                      | 3.6  | 1                 | 2.3  | 7     | 7.4  |
|        | Black/African American   | 5                      | 21.7 | 5                      | 17.9 | 1                 | 2.3  | 11    | 11.7 |
|        | Hispanic                 | 1                      | 4.3  | 1                      | 3.6  | 3                 | 7.0  | 5     | 5.3  |
|        | White                    | 10                     | 43.5 | 20                     | 71.4 | 37                | 86.0 | 67    | 71.3 |
|        | Two or More Categories   | 0                      | 0    | 0                      | 0    | 0                 | 0    | 0     | 0    |
|        | Not Reported             | 2                      | 8.7  | 0                      | 0    | 0                 | 0    | 2     | 2.1  |
|        | International            | 0                      | 0    | 0                      | 0    | 1                 | 2.3  | 1     | 1.1  |

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

## EDUC Survey Results

### Organizational Commitment and Intent to Leave

#### KEY FINDINGS:

- 34.8% of EDUC participants stated they were likely to leave the university in the next two years.
- 91.1% of EDUC participants stated that there was at least one faculty member in their unit who left in the past three years.
- 42.2% of EDUC respondents had had an outside offer while at UMD.
- The most frequent reasons EDUC participants listed for intending to leave UMD were for a higher salary (29.4%), the lack of collegiality in their unit (15.7%), a more prestigious institution or department (11.8%), career opportunities at another institution for their spouse/partner (7.8%), and retirement (7.8%).
- There were no significant differences in the reasons for their intent to leave between EDUC and UMD respondents.
- If they were likely to leave the University or the academic profession in the next two years, Faculty of Color were more likely than White faculty to do so for an offer outside academe.
- Assistant Professors were least likely to have had an outside offer while at UMD.
- There were no differences by gender or rank in reasons for intending to leave UMD.

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

| <b>If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons? [Select up to three]</b> | <b>EDUC<br/>N=51<br/>% Selected</b> | <b>UMD<br/>% Selected</b> |
|---|-------------------------------------|---------------------------|
| An offer with a higher salary   | 29.4                                | 36.1                      |
| Potential for better work-life balance in a different type of position  | 5.9                                 | 12.1                      |
| An offer from a more prestigious department or institution  | 11.8                                | 22.3                      |
| An offer from an institution in a more desirable geographic location  | 3.9                                 | 12.8                      |
| Retirement  | 7.8                                 | 8.8                       |
| Other   | 5.9                                 | 6.6                       |
| Lack of collegiality in my unit   | 15.7                                | 11.4                      |
| An offer for a position outside academe   | 5.9                                 | 5.2                       |
| To be closer to family  | 5.9                                 | 7.8                       |
| Career opportunities at another institution for my spouse/partner   | 7.8                                 | 6.5                       |
| Poor likelihood of tenure/promotion or contract renewal   | 3.9                                 | 4.3                       |
| Better campus climate for Faculty of Color at another institution   | 0                                   | 1.8                       |
| Better policies related to child-care, parental leave   | 2.0                                 | 1.4                       |
| I'm not well suited to the faculty career   | 0                                   | 0.9                       |
| Better campus climate for women at another institution  | 2.0                                 | 2.0                       |
| Better campus climate for GLBTQ faculty at another institution  | 2.0                                 | <1%                       |

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

Open-ended responses on the topic of leaving UMD fell into five categories: family, climate, career advancement and tenure, benefits and salary, and retirement. Responses regarding family included spousal job offers, personal issues, and work-life balance. Regarding climate, responses ranged from lack of collegiality, lack of support, different values than the department, issues with leadership, and unrealistic expectations. In regards to career advancement and tenure, respondents mentioned outside offers by a more prestigious university and concerns about the

tenure process at UMD. Responses about benefits and salary included better tuition remission for children at another institution and a higher salary.

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

*“Overworked; found a position more compatible with having two young children.”*

*“Several have left; almost all went to institutions more prestigious and higher quality of life.”*

*“Dissatisfied with level of respect from colleagues.”*

**Satisfaction with Department and UMD**

**KEY FINDINGS**

EDUC respondents were overall less satisfied with their experiences than other faculty at UMD.

- 59.6% of EDUC participants were satisfied with their overall experience working in their unit ( $p < .05$ ) compared to 68.4% of all UMD respondents.
- There were five specific aspects of the faculty experience that were rated less favorably by EDUC respondents than UMD respondents ( $p < .05$ ): the diversity of campus (57.4% EDUC and 68.9% UMD), leadership of their college (23.9% EDUC and 50.8% UMD), priorities and vision of their college (17.4% EDUC and 43.6% UMD), assistance with finding grants (17.0% EDUC and 29.5% UMD), and the amount of access to TAs and RAs (21.3% EDUC and 43.8% UMD).
- Most participants were satisfied with their autonomy (72.3%), the support of colleagues (72.3%), the university’s location (63.8%), their unit's national reputation (63.8%), and the university's national reputation (61.7%).
- The fewest number of EDUC respondents were satisfied with: assistance with finding grants (17.0%), priorities and vision of their college (17.4%), the amount of access to



TAs and RAs (21.3%), leadership of their college (23.9%), expectations for committee service (31.9%), and salary and benefits (34.0%).

- EDUC women were more likely than men to be satisfied with their unit's national reputation.
- Faculty of Color were more likely than White faculty to be satisfied with the University's national reputation.
- Full Professors were less likely than Assistant and Associate Professors to be satisfied with clerical/administrative support.
- Associate Professors were less likely than Assistant and Full Professors to be satisfied with the University's national reputation.

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

| <b>Survey Item*</b>   | <b>EDUC<br/>% Satisfied/<br/>Very Satisfied</b> | <b>UMD<br/>% Satisfied/<br/>Very Satisfied</b> |
|---|---|--|
| The amount of autonomy I have in my role as a faculty member  | 72.3  | 78.9   |
| The support of colleagues here                                | 72.3  | 66.0   |
| My overall experience working at UM                           | 57.4  | 66.5   |
| The university's location                                     | 63.8  | 59.3   |
| My overall experience working in my unit*                     | 59.6  | 68.4   |
| The diversity on campus*                                      | 57.4  | 68.9   |
| The university's national reputation                          | 61.7  | 62.1   |
| The sense of fit between my values and those of my unit       | 59.6  | 58.2   |
| Leadership of my college / school*                            | 23.9  | 50.8   |
| The transparency of decision-making within my unit            | 36.2  | 49.1   |
| Priorities and vision of my college / school*                 | 17.4  | 43.6   |
| My unit's national reputation                                 | 63.8  | 60.5   |
| The quality of campus facilities                              | 46.8  | 52.9   |
| Assistance with research administration in my unit            | 38.3  | 41.8   |
| Professional assistance for improving teaching                | 42.6  | 40.1   |
| Clerical / administrative support                             | 53.2  | 49.3   |
| My salary and benefits  | 34.0  | 39.5   |
| Assistance with finding grants*                               | 17.0  | 29.5   |
| Expectations for committee service                            | 31.9  | 42.5   |
| The amount of time I spend on research vs. teaching & service | 40.4  | 46.9   |
| Amount of access to TAs, RAs*                                 | 21.3  | 43.8   |

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

## Fair Treatment and Diversity

### KEY FINDINGS

- EDUC respondents were less satisfied with their experiences of fair treatment and diversity than other faculty at UMD.
- EDUC respondents were less likely to agree that the opportunities for female faculty and Faculty of Color at UMD are at least as good as those for male and White faculty (31.9% and 29.8%, respectively, for EDUC vs. 49.3% and 48.1%, respectively, for UMD).
- There were no differences by rank, gender, or race in EDUC respondents' perceptions of fair treatment and diversity.

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

| Survey Item*  | EDUC<br>% Agree /<br>Strongly<br>Agree | UMD<br>% Agree /<br>Strongly<br>Agree |
|---|--|---------------------------------------|
| The opportunities for female faculty at UMD are at least as good as those for male faculty.*        | 31.9                                   | 49.3                                  |
| The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.* | 29.8                                   | 48.1                                  |
| I have to work harder than some of my colleagues to be perceived as a legitimate scholar.           | 25.5                                   | 27.3                                  |
| I have experienced discrimination in my unit based on my individual or multiple identities.         | 20.0                                   | 18.5                                  |

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

Open-ended responses on the topic of experienced discrimination ranged from not having experienced discrimination, having seen improvements and a climate change over the years and having experienced support for female faculty members, to offensive remarks being made based on one's sexual orientation and having to work harder to prove yourself.

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

*“There is a lot of support for female faculty.”*

*“As a mother who has taken time off in the past, I have to work harder to prove myself.”*

**Work-Life Climate**

**KEY FINDINGS:**

- About two thirds of EDUC respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance, and more than half of the respondents agreed that in their unit faculty can be honest with colleagues about family/life roles and responsibilities, that their unit supports faculty scheduling work commitments around family schedules, and that they feel they have control over creating a satisfying work-life balance.
- About a third of the participants agreed that the institution does what it can to make family life and the tenure track compatible.
- Similar to UMD respondents, EDUC 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.
- Faculty of Color were less likely to agree that there are role-models in their unit of how to create a satisfying work-life balance, that in their unit, faculty can be honest with colleagues about family/life roles and responsibilities, and that there is no bias against family care-giving in their unit.
- Associate Professors were less likely than Assistant and Full Professors to agree that they have taken strategic steps toward creating a satisfactory work-life balance.
- There were no differences by gender in EDUC respondents’ perceptions of work-life climate at UMD.

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

| <b>Survey Item*</b>   | <b>EDUC<br/>% Agree /<br/>Strongly<br/>Agree</b> | <b>UMD<br/>% Agree /<br/>Strongly<br/>Agree</b> |
|---|--|---|
| I have taken strategic steps toward creating a satisfactory work-life balance.                  | 72.9   | 67.2  |
| In my unit, faculty can be honest with colleagues about family/life roles and responsibilities. | 66.7   | 56.3  |
| My unit supports faculty scheduling work commitments around family schedules.                   | 62.5   | 54.0  |
| In general, I feel I have control over creating a satisfying work-life balance.                 | 56.3   | 56.5  |
| There is NO bias against family care-giving in my unit.   | 45.8   | 48.5  |
| I am satisfied with my unit's culture around work-life balance.                                 | 43.8   | 47.6  |
| There are role-models in my unit of how to create a satisfying work-life balance.               | 41.7   | 37.7  |
| The institution does what it can to make family life and the tenure track compatible.           | 37.5   | 34.2  |

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

Open-ended response on the topic of work-life climate fell into four categories: policies, work-load, benefits and salary, and location. Responses regarding policies included better dissemination of policies, making policies clearer and more accessible, ensuring that administration understands the policies, and expanding policies to support senior and adult child care, a personal leave policy for extended sickness and more options related to parental leave. In regards to work-load, respondents discussed reducing the work-load, specifically cutting down on committee and service responsibilities as well as new initiatives, making requirements for tenure more reasonable and providing more part-time work options. Responses regarding benefits and salary included better child care on campus, infant child care, better tuition remission exchange programs for college-age children, support for parents, and fair pay. Lastly,

regarding location, respondents addressed the need for better faculty housing and dining options near campus.

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

*“Reduce the work load – with all the re-structuring the work demands are intense; the ability to focus on research let alone the ability to strike a healthy work-life balance is undermined by the amount of work to be done and the re-doing of the same work, given the many rounds of re-structuring we have experienced – a prolonged and exhausting process that has hurt faculty productivity a lot.”*

*“Increase the range of part-time work options.”*

*“Better disseminate these policies. It seems like ADVANCE focuses on women faculty in their seminars. While I understand that is the purpose of the program, as a male faculty member I believe I can benefit from these programs as well.”*

*“Affordable on-site childcare beginning from shortly after birth.”*

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

| <b>Policy/Program [% of EDUC 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) | 73.7                   | 2.3              | 7.1                          | 25.5                          |
| Campus childcare   | 88.4                   | 17.0             | 19.5                         | 7.8                           |
| Tenure delay/Stop the tenure clock   | 93.2                   | 12.8             | 4.8                          | 2.0                           |
| Childcare referral service   | 76.3                   | 8.5              | 17.5                         | 11.8                          |
| College dashboard project  | 53.3                   | 4.4              | 13.5                         | 9.8                           |
| Paid parental leave  | 92.3                   | 40.4             | 37.5                         | 3.9                           |
| Mentoring for new faculty  | 92.7                   | 11.1             | 24.0                         | 47.1                          |
| ADVANCE learning communities, leadership program, seed grants and seminars     | 81.6                   | 37.0             | 63.4                         | 7.8                           |

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**

- EDUC respondents did not differ significantly from other UMD faculty in their perception of institutional support of career advancement.
- 12.5% of EDUC respondents indicated that they feel stuck in their ability to advance in their career, and 8.3% feel that they have little control over advancement in their career.
- More than half of the participants perceived clear requirements and fair processes for tenure and advancing to Full Professor.
- 37.5% of EDUC respondents had concerns about their own advancement.
- Faculty of Color were less likely to agree than White faculty that faculty in their unit have the freedom to succeed there if they work hard.
- Increased rank corresponded to increased perception of the clarity and fairness of the promotion process.
- There were no differences by gender in EDUC respondents' perceptions of institutional support of career advancement.

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

| Survey Item                   |  | EDUC<br>% Agree/<br>Strongly<br>Agree | UMD %<br>Agree/<br>Strongly<br>Agree |
|-------------------------------|--|---------------------------------------|--------------------------------------|
| Career Advancement            | I have been strategic in achieving my career goals.  | 77.1                                  | 69.2                                 |
|                               | I seize opportunities when they are presented to me to advance in my career.                             | 77.1                                  | 79.2                                 |
|                               | I feel stuck in my ability to advance in my career.  | 12.5                                  | 20.9                                 |
|                               | I have intentionally made choices to focus my career in ways that are personally meaningful to me.       | 95.7                                  | 86.2                                 |
|                               | In general, I feel that I have little control over whether I advance in my career.                       | 8.3                                   | 14.5                                 |
| Support of Career Advancement | Faculty in my unit have the freedom to succeed here if they work hard.                                   | 68.8                                  | 71.2                                 |
|                               | I have received helpful feedback from my department chair/unit head in support of my career advancement. | 40.4                                  | 49.7                                 |
|                               | In my unit, the tenure requirements are clear.   | 56.3                                  | 67.4                                 |
|                               | In my unit, the promotion requirements for advancing to Full Professor are clear.                        | 50.0                                  | 54.2                                 |
|                               | In my unit, the tenure process is fair.  | 60.4                                  | 67.9                                 |
|                               | In my unit, the promotion process for advancing to Full Professor is fair.                               | 51.1                                  | 55.5                                 |

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

Open-ended responses on the topic of career advancement fell into four categories: funding, time, fairness of process, and resources. Responses regarding funding included the need to buy one's own software such as SPSS and small travel budgets. In regards to time, respondents discussed having to focus on administrative challenges such as re-organization or different requirements of sub-area, which have made it difficult to focus on research and writing needed for career advancement. Responses related to the fairness of the career advancement process included politics and bullying at UMD as well as lack of equity and fairness regarding salary. Regarding resources, respondents addressed the lack of collaborators, a lack of mentors and lack of quality doctoral students.



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

*“I have not had the mentorship I needed, nor have I been able to collaborate effectively with other faculty in my department.”*

*“Equity and fairness in salaries are scandalous at UMD.”*

*“They are personal. Will I have the time and opportunities to do the things necessary for making full [professor]?”*

*“We now have to pay to get basic software such as SPSS unless we have our own grant money to buy it. Our travel budget covers - at best - plane fare. The last 4 years have made things even more difficult. I pay for most of my "advancement" opportunities.”*

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

- EDUC respondents did not differ significantly from other UMD faculty in their perception of evaluation of research and creative work.
- About half of the participants agreed that interdisciplinary and engaged scholarship, collaborative research, and grant work are rewarded in their unit.
- There were no differences by rank, race or gender in EDUC respondents’ perception of the evaluation of research and creative work.

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

| <b>Survey Item*</b>  | <b>EDUC<br/>% Agree /<br/>Strongly<br/>Agree</b> | <b>UMD<br/>% Agree /<br/>Strongly<br/>Agree</b> |
|--|--|---|
| Interdisciplinary scholarship is rewarded in my unit.  | 54.3   | 54.4  |
| Engaged scholarship is rewarded in my unit.  | 48.9   | 46.8  |
| Collaborative research and grant work is encouraged in our unit's reward system.                   | 53.2   | 53.6  |
| In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research. | 40.0   | 43.2  |

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

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

#### **KEY FINDINGS**

EDUC respondents did not differ significantly from other UMD faculty in their perception of evaluation and support of teaching, research and service.

- The majority of the respondents agreed that they are in charge of the direction of their research agenda.
- About half of EDUC respondents agreed that there is support in their department for effective teaching, and about two thirds agreed that managing their teaching responsibilities is largely under their control.
- Less than half of the participants indicated that they feel in control of their participation in service activities and that it is possible for them to say no to additional on-campus service activities without negative consequences.
- There were no differences by gender, race, or rank in EDUC respondents' perceptions of evaluation and support of teaching, research and service.

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

| Survey Item*  | EDUC<br>% Agree /<br>Strongly<br>Agree | UMD<br>% Agree /<br>Strongly<br>Agree |
|---|--|---------------------------------------|
| Managing my teaching responsibilities is largely under my control.  | 70.8                                   | 66.8                                  |
| There is support in my department for effective teaching.   | 48.9                                   | 53.2                                  |
| I feel in control of my participation in service activities.  | 41.7                                   | 52.3                                  |
| It is possible for me to say no to additional on-campus service activities without negative consequences. | 45.8                                   | 51.5                                  |
| I am in charge of the direction of my research agenda.  | 93.8                                   | 90.5                                  |

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

## Recognition

### KEY FINDINGS

EDUC respondents did not differ significantly from other UMD faculty in their perception of recognition.

- EDUC respondents were likely to report that faculty in their unit valued their research/scholarship (72.3%), followed by about half feeling recognition for teaching (51.1%), and service contributions (56.5%).
- EDUC women were less likely than men to have been nominated by someone at UMD for an award over the last three years.
- Associate Professors were less likely than Assistant and Full Professors to agree that faculty in their unit care about their personal well-being.
- There were no differences by race in EDUC respondents' perceptions of recognition.

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

| Survey Item*   | EDUC<br>% Agree /<br>Strongly<br>Agree | UMD<br>% Agree /<br>Strongly<br>Agree |
|--|--|---------------------------------------|
| Faculty in my unit value my teaching contributions.  | 51.1                                   | 62.7                                  |
| Faculty in my unit value my research/scholarship.  | 72.3                                   | 69.5                                  |
| Faculty in my unit value my service contributions.   | 56.5                                   | 64.4                                  |
| Faculty in my unit care about my personal well-being.  | 63.8                                   | 59.5                                  |
| Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes] | 31.4                                   | 29.1                                  |

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

## Leadership Opportunities

### KEY FINDINGS

There were no significant differences between EDUC and UMD respondents in perception of leadership opportunities.

- 56.9% of EDUC respondents agreed that they have been encouraged at least once during the past twelve months to pursue a leadership position.
- About two thirds of EDUC respondents (59.6%) agreed that there are opportunities in their college for faculty to become involved as leaders.
- Full Professors were most likely to have been encouraged to pursue a leadership position during the past twelve months.
- There were no differences by gender, or race in EDUC respondents' perceptions of leadership opportunities.

**Table 12.** Respondent perceptions regarding leadership.

| Survey Item  | EDUC<br>% Agree /<br>Strongly<br>Agree | UMD<br>% Agree /<br>Strongly<br>Agree |
|--|--|---------------------------------------|
| There are opportunities in my college for faculty to become involved as leaders.   | 59.6                                   | 64.3                                  |
| During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once] | 56.9                                   | 44.0                                  |

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

## Faculty Learning

### KEY FINDINGS

- There was only one significant difference between EDUC and UMD respondents in their perception of faculty learning. EDUC respondents were less likely than UMD respondents to agree that their unit provides an environment that stimulates their academic learning (41.2% EDUC vs. 60.2% UMD) ( $p < .05$ ).
- The majority of EDUC respondents agreed that in the last twelve months, their learning has contributed to their research and/or scholarly agenda (76.5%), that they set aside time to advance their scholarly learning (78.4%), and that they have gained knowledge or skills that have made them better teachers (62.7%).
- About half of the EDUC respondents agreed that their unit supports their learning external to campus (58.8%), that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning (58.8%), and that their unit has financially supported their learning in the field or discipline (52.9%).
- There were no differences by gender, race, or rank in EDUC respondents' perceptions of faculty learning and institutional support for learning.

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

|   | Survey Item*  | EDUC<br>% Agree /<br>Strongly<br>Agree | UMD<br>% Agree /<br>Strongly<br>Agree |
|---|---|--|---------------------------------------|
| Faculty Learning                          | In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda. | 76.5                                   | 77.0                                  |
|   | In the last twelve months, I set aside time to advance my scholarly learning.                                   | 78.4                                   | 74.4                                  |
|   | In the last twelve months, I have gained knowledge or skills that have made me a better teacher.                | 62.7                                   | 70.2                                  |
| Institutional Support of Faculty Learning | My unit supports my learning external to campus.  | 58.8                                   | 58.0                                  |
|   | My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.      | 58.8                                   | 55.7                                  |
|   | My unit provides an environment that stimulates my academic learning.*  | 41.2                                   | 60.2                                  |
|   | The University provides an environment that stimulates my academic learning.                                    | 41.2                                   | 58.7                                  |
|   | My unit has financially supported my learning in my field or discipline.  | 52.9                                   | 52.2                                  |

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

## Professional Networks and Collegiality

### KEY FINDINGS

EDUC respondents did not differ significantly from other UMD faculty in their perception of professional networks and collegiality.

- Similar to other faculty at UMD, most EDUC faculty respondents perceived that their professional network was helpful in a number of areas, including influence, visibility, feedback, advice, and awareness of professional opportunities.
- More than half of the EDUC respondents indicated that they had relationships with other faculty on campus that had supported their career advancement (60.0%), that they received useful feedback from colleagues at UMD that improved their work (56.9%), and that they are satisfied with the collegiality in their unit (54.9%).

- Less than a half of the EDUC respondents agreed that individuals at this institution have made an effort to connect them with important people in their field (35.3%), that they have been effectively mentored by someone in their unit (39.2%), and that they are satisfied with the opportunity they have to collaborate with other UMD faculty (47.1%).
- Faculty of Color were more likely than White faculty to indicate that they have been effectively mentored by someone in their unit.
- Assistant Professors were more likely than Associate and Full Professors to indicate that they have relationships with other faculty on campus that have supported their career advancement, and that they have been effectively mentored by someone in their unit.
- There were no differences by gender in EDUC respondents' perceptions of professional networks and collegiality.

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

| Survey Item                      |  | EDUC % Agree/<br>Strongly Agree | UMD % Agree/<br>Strongly Agree |
|----------------------------------|--|---------------------------------|--------------------------------|
| Professional Networks            | My core discussion network enhances my visibility in my field.                                       | 80.0                            | 77.2                           |
|                                  | My core discussion network lets me know of professional opportunities.                               | 84.4                            | 74.4                           |
|                                  | My core discussion network includes one or more members who are influential in my field.             | 88.9                            | 83.9                           |
|                                  | My core discussion network provides helpful feedback on my research.                                 | 81.8                            | 82.7                           |
| Support of Professional Networks | I have relationships with other faculty on campus that have supported my career advancement.         | 60.0                            | 64.8                           |
|                                  | I receive useful feedback from colleagues at UM that improves my work.                               | 56.9                            | 60.8                           |
|                                  | Individuals at this institution have made an effort to connect me with important people in my field. | 35.3                            | 34.4                           |
|                                  | I have been effectively mentored by someone in my unit.  | 39.2                            | 37.8                           |
|                                  | I am satisfied with the opportunity I have to collaborate with other UM faculty.                     | 47.1                            | 41.0                           |
|                                  | I am satisfied with the collegiality in my unit.   | 54.9                            | 63.9                           |
|                                  | I feel isolated in my department.  | 23.5                            | 21.5                           |

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

## Perceptions of Productivity

### KEY FINDINGS

- 54.3% of EDUC respondents ranked themselves as more productive than researchers in their field and rank nation-wide.
- 23.9% of EDUC respondents ranked themselves as less productive than researchers in their field and rank nation-wide.
- 38.6% of EDUC respondents believed their unit views them as more productive than researchers in their field and rank nation-wide.



- 22.7% of EDUC respondents believed their unit views them as less productive than researchers in their field and rank nation-wide.
- Associate Professors were more likely than Assistant and Full Professors to rate their research productivity lower and to have a lower perception of their unit's views on their productivity.
- There were no differences by gender or race in EDUC respondents' perceptions of productivity.

Open-ended responses on the topic of research productivity fell into four categories: workload, financial and other resources, recruitment, and climate. Responses regarding workload included reducing teaching, service and administrative responsibilities, offering course releases and providing more administrative support. Regarding financial and other resources, respondents noted the need for fair salaries, lessening the emphasis on grants, improving budget and administration of grants and providing better research facilities. Responses related to recruitment included hiring new, high-quality faculty invested in research and recruiting top notch doctoral students. In regards to climate, respondents discussed a focus on research, increasing collegiality and creating a culture of collaboration with opportunities to share and learn about each other's research.

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

*“Give me more time to conduct/write up research. Teaching and service expectations are heavy, and while one definitely could decline some responsibilities, there is significant friendly pressure to contribute.”*

*“Foster more community gatherings so that we can be aware of the research others are doing and where new collaborations might make sense.”*

*“De-emphasize training of practitioners and provide better support for involvement of grad students in research.”*

*“Recognize the current federal fiscal climate has impacted federal grant awards significantly.”*

## EDUC Differences by Gender: Summary

### KEY FINDINGS

In most areas of the survey, EDUC tenure-track/tenured faculty responses did not differ significantly by gender ( $p < .05$ ).

- EDUC women were more likely than men to be satisfied with their unit's national reputation.
- EDUC women were less likely than men to have been nominated by someone at UMD for an award over the last three years.

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

| Survey Item <sup>▲</sup>   | Women |      | Men  |      | p-value |
|--|-------|------|------|------|---------|
|  | M     | SD   | M    | SD   |         |
| I am satisfied with my unit's national reputation.*  | 3.81  | .738 | 3.33 | .900 | .037    |
| Over the last three years have you ever been nominated by someone at UM for an award? (% yes)* | 20%   |      | 60%  |      | .021    |

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

\*  $p < .05$

## EDUC Differences by Race: Summary

### KEY FINDINGS

In most areas of the survey, EDUC tenure-track/tenured faculty responses did not differ significantly by race ( $p < .05$ ).

- Faculty of Color were more likely to indicate that they have been effectively mentored by someone in their unit.
- Faculty of Color were less likely to agree that faculty in their unit have the freedom to succeed there if they work hard.

- Faculty of Color were less likely to agree that there are role-models in their unit of how to create a satisfying work-life balance, that in their unit faculty can be honest with colleagues about family/life roles and responsibilities, and that there is no bias against family care-giving in their unit.
- Faculty of Color were more likely to be satisfied with the University's national reputation.
- If they were likely to leave the University or the academic profession in the next two years, Faculty of Color were more likely than White faculty to do so for an offer outside academe.

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

| Survey Item <sup>▲</sup>  | White |       | Faculty of Color |       | p-value |
|---|-------|-------|------------------|-------|---------|
|   | M     | SD    | M                | SD    |         |
| I have been effectively mentored by someone in my unit.*  | 2.73  | 1.305 | 3.64             | 1.277 | .029    |
| Faculty in my unit have the freedom to succeed here if they work hard.*   | 3.94  | .860  | 3.25             | .866  | .020    |
| There are role-models in my unit of how to create a satisfying work-life balance.*  | 3.39  | 1.022 | 2.58             | .793  | .017    |
| In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.*  | 3.72  | .779  | 3.00             | 1.128 | .017    |
| There is NO bias against family care-giving in my unit.*  | 3.61  | .645  | 2.75             | .754  | .000    |
| I am satisfied with the University's national reputation.*  | 3.51  | .781  | 4.08             | .793  | .035    |
| An offer for a position outside academe: If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?* | 0%    |       | 21.4%            |       | .004    |

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

\* p<.05

## **EDUC Differences by Rank: Summary**

### **KEY FINDINGS**

In most areas of the survey, EDUC tenure-track/tenured faculty responses did not differ significantly by rank ( $p < .05$ ). However, there were some important differences.

- Assistant Professors were more likely than Associate and Full Professors to indicate that they have relationships with other faculty on campus that have supported their career advancement, and they have been effectively mentored by someone in their unit.
- Increased rank corresponded to increased perception of the clarity and fairness of the promotion process.
- Associate Professors were less likely than Assistant and Full Professors to agree that they have taken strategic steps toward creating a satisfactory work-life balance.
- Full Professors were less likely than Assistant and Associate Professors to be satisfied with clerical/administrative support.
- Associate Professors were less likely than Assistant and Full Professors to be satisfied with the University's national reputation.
- Associate Professors were less likely than Assistant and Full Professors to agree that faculty in their unit care about their personal well-being.
- Associate Professors were more likely than Assistant and Full Professors to rate their research productivity lower and to have a lower perception of their unit's views on their productivity.
- Assistant Professors were least likely to have had an outside offer while at UMD.
- Full Professors were most likely to have been encouraged to pursue a leadership position during the past twelve months.

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

| Survey Item <sup>▲</sup>   | Assistant |       | Associate |       | Full   |       | p-value |
|--|-----------|-------|-----------|-------|--------|-------|---------|
|  | M         | SD    | M         | SD    | M      | SD    |         |
| I have relationships with other faculty on campus that have supported my career advancement.*  | 4.18      | 0.751 | 3.50      | 0.816 | 3.26   | 1.096 | .037    |
| I have been effectively mentored by someone in my unit.*   | 3.91      | 1.300 | 2.76      | 1.200 | 2.70   | 1.329 | .032    |
| In my unit, the promotion requirements for advancing to Full Professor are clear.*   | 2.70      | 0.483 | 3.53      | 0.990 | 3.65   | 0.935 | .020    |
| In my unit, the promotion process for advancing to Full Professor is fair.*  | 3.00      | 0.471 | 3.64      | 0.745 | 3.87   | 0.920 | .022    |
| I have taken strategic steps toward creating a satisfactory work-life balance.*  | 4.10      | 0.568 | 3.13      | 1.125 | 4.04   | 0.706 | .004    |
| I am satisfied with clerical/administrative support.*  | 4.10      | 0.876 | 3.14      | 1.099 | 2.87   | 1.486 | .047    |
| I am satisfied with the University's national reputation.*   | 4.40      | 0.699 | 3.36      | 0.745 | 3.52   | 0.730 | .003    |
| Faculty in my unit care about my personal well-being.*   | 4.20      | 0.632 | 3.00      | 1.240 | 3.52   | 1.201 | .045    |
| How would you rate your overall research/scholarly productivity compared to scholars in your field and at your rank nationwide?*                             | 2.90      | 0.876 | 2.85      | 1.068 | 4.13   | 1.058 | .001    |
| How do you think your unit views your level of research/scholarly productivity, compared to researchers/scholars in your field and at your rank nationwide?* | 3.00      | 0.667 | 2.77      | 1.301 | 3.71   | 0.956 | .028    |
| Have you ever had an outside offer while at UM? (yes %)*   | 11.1%*    |       | 30.8%     |       | 60.9%* |       | .023    |
| Did that offer result in a salary increase for you at UM? (yes %)*   | 0%        |       | 20.0%     |       | 85.7%* |       | .011    |
| During the past twelve months, how many times have you been encouraged to pursue any leadership positions? (% at least once)*                                | 18.2%*    |       | 58.8%     |       | 73.9%* |       | .009    |

▲ Notes:

Coding: Strongly Agree = 5; Strongly Disagree = 1

Very satisfied = 5; Very unsatisfied = 1

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

\* p<.05