



**Survey of Faculty Job Satisfaction
2011**

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Executive Summary

The following report compiles data collected over the 2010-2011 academic year regarding faculty satisfaction at the University of Maine (UMaine). Each section of the report contains the mean (overall response) by question and when sorted by gender, rank, and disciplinary grouping only statistically significant differences were reported.

The Hiring Process

- When asked about the hiring process, women faculty expressed significantly lower levels of satisfaction than men faculty in regard to receiving advice from a colleague/mentor on the hiring process and negotiating successfully for what they needed.
- Faculty in the Social Sciences reported significantly higher levels of satisfaction than STEM and faculty in “Other” fields in regard to receiving advice from colleague/mentor on the hiring process.
- Assistant professors reported lower levels of satisfaction than non-tenure-stream-track faculty in regard to “I was naïve about the negotiation process.” Assistant professors also reported higher levels of satisfaction than full professors in regard to “I was pleased about my start-up-package” and “The department did its best to obtain resources for me.”

The Promotion and Tenure Experience

- In the pre-tenure process, men expressed higher levels of satisfaction than women in regard to “I have been told about assistance available to pre-tenure faculty (e.g., workshops, mentoring).”
- Regarding the tenure process, men expressed higher levels of satisfaction than women in regard to “I understood the criteria for achieving tenure.”
- In the pre-promotion process, associate professors expressed lower levels of satisfaction than assistant professors in regard to “My peer committee is helpful to me in working toward promotion to full professor,” “My department chair was helpful to me in working toward promotion to full professor,” and “I received reduced responsibilities so that I can build my research program.”

The Balance of Teaching, Research, and Service

- Women faculty expressed spending significantly less time than they would like on research when compared to men.
- STEM faculty reported spending significantly more time teaching than faculty in “Other” fields and also reported spending significantly more time advising students than faculty in the Social Sciences.
- Associate professors reported spending significantly less time than they would like on research when compared to full professors and non-tenure-stream-stream professors. Assistant professors expressed spending significantly more time advising students than non-tenure-stream faculty.
- Women faculty reported significantly higher levels of isolation and exclusion from informal networks than men faculty.

- When asked to compare themselves to other institutions women expressed significantly fewer similarities with their peers than men in regard to recognition of work and level of responsibility and fewer collegial relationships with peers in their unit/department.

Overall Job Satisfaction

- The majority of faculty expressed high satisfaction with their jobs at UMaine; however, women reported less satisfaction than men.
- When asked to compare themselves to other institutions women reported feeling less satisfied in almost all areas when compared to men.
- Most faculty reported that they somewhat to seriously considered leaving UMaine in the past 10 years.

Work-Life Balance

- When asked about balancing personal and professional life, faculty reported feeling somewhat successful. Women faculty reported less satisfaction with balancing their personal and professional life when compared to men.
- When faculty were asked about the support they receive from their unit/department in regard to their family obligations, women felt that their departments were less supportive of family leave and that faculty were not supportive of colleagues who want to balance family and career. Women were more likely to report that faculty members with children are considered to be less committed to their career.
- Overall, more than half of all faculty reported having dependents and children and utilizing daycare services or programs.
- The majority of faculty felt their physical and emotional health to be very good to excellent; however, women faculty reported significantly lower emotional well being.
- Men reported finding their work less stressful than women faculty. Non-tenure-stream faculty reported less stress in their work than assistant professors.
- When faculty were asked to indicate work activities that caused them stress, women reported more stress than men from taking work home in the evenings, working excessively long hours, and having more work than can be done in an ordinary day.

Harassment Experiences at UMaine

- Using UMaine's definition of harassment, nearly 1 out of 7 faculty reported being harassed while employed at UMaine.
- 23% of women faculty report having been harassed while at UMaine as compared to 9% of men faculty.
- For those who did report being harassed, less than 10% reported utilizing the Equal Opportunity Office.

Acknowledgements

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Questions can be addressed to Dr. Susan K. Gardner at susan.k.gardner@maine.edu

Demographics

Total number of faculty = 577
 Total number of respondents = 338
Overall response rate = 58.6%

The following section focuses on the demographic characteristics of the individuals who responded to the survey. The categories described in this section are based on disciplinary group, rank, gender, race, and sexual orientation. Each table contains the response rate, as well as the number of participants who did not respond to that specific category (i.e., missing data).

Table 1: Faculty Responses by Discipline

General Disciplinary Area*	Respondents
STEM - Computer science, engineering, environmental science, life science, mathematics, physical science	158 (47%)
Social Science - Anthropology, economics, political science, psychology, sociology	42 (12%)
Other - Business and management, communication sciences and disorders, education, human development, humanities, journalism and mass communication, nursing, public administration, social work, visual and performing arts, women's studies	92 (27%)
Missing	46 (14%)

* Based upon categories established by the National Science Foundation (NSF)

Table 2: Faculty Responses by Rank and Gender

Rank	Tenure-Stream	Non-Tenure-Stream	Women Tenure-Stream	Men Tenure-Stream	Women Non-Tenure-Stream	Men Non-Tenure-Stream
Assistant Professor	47	13	23	22	7	5
Associate Professor	96	8	44	42	2	5
Full Professor	117	1	30	76	1	0
Instructor	0	9	0	0	4	4
Lecturer	0	25	0	0	15	7
Missing	22	0	45		6	

Table 3: Faculty Responses by Gender

Gender	Respondents
Women	127 (38%)
Men	163 (48%)
Missing	48 (14%)

Table 4: Faculty Responses by Race

Race	Respondents
Person of Color	11 (3%)
White	276 (82%)
Missing	51 (15%)

Table 5: Faculty Responses by Sexual Orientation

Sexual Orientation	Respondents
Gay, Lesbian, Bisexual, or Transgender	9 (3%)
Heterosexual	278 (82%)
Missing	51 (15%)

Introduction

Each section of the report contains the mean (overall response) by question and when sorted by gender, rank, and disciplinary grouping only statistically differences ($p < 0.05$) are reported.

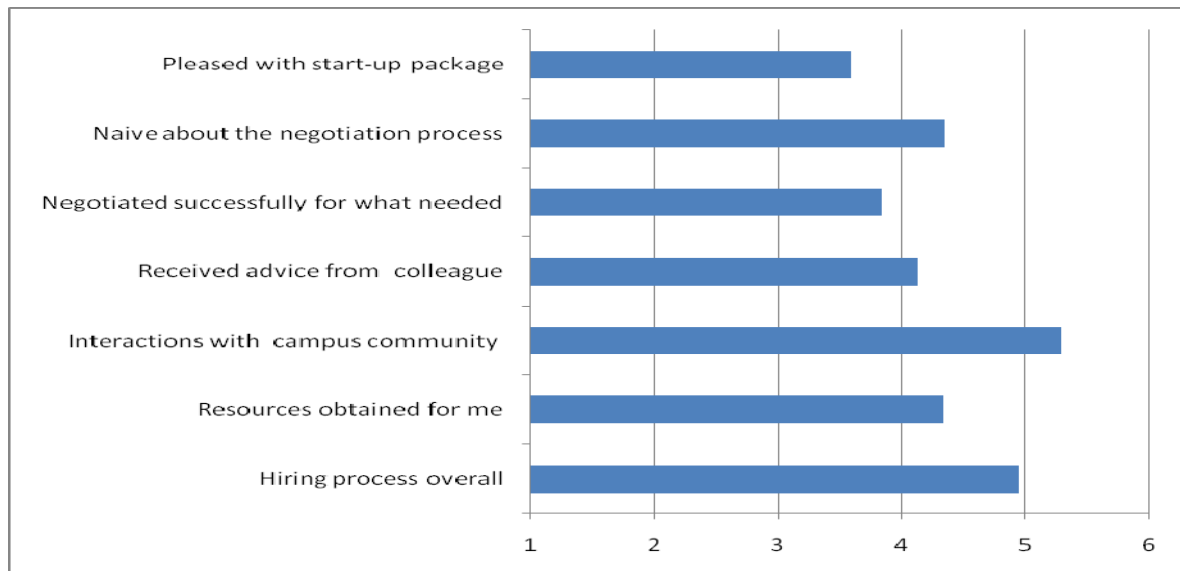
Hiring Process

Faculty were asked about their experiences during the hiring process at UMaine. Specifically, faculty were asked about their level of agreement with the following statements: (1) I was pleased with my start-up package, (2) I was naïve about the negotiation process, (3) I negotiated successfully for what I needed process, (4) I received advice from a colleague/mentor on the hiring process, (5) My interactions with the campus community were positive during the interview, (6) The department did its best to obtain resources for me, and (7) I was satisfied with the hiring process overall.

Overall

Mean scores for all faculty related to the hiring process reflected high levels of satisfaction with the positive interactions they had with the campus community and the overall hiring process, but less agreement in terms of their satisfaction with the start-up packages they were given and the feeling that they negotiated successfully for what they needed.

Figure 1: *Perceptions of the Hiring Process*

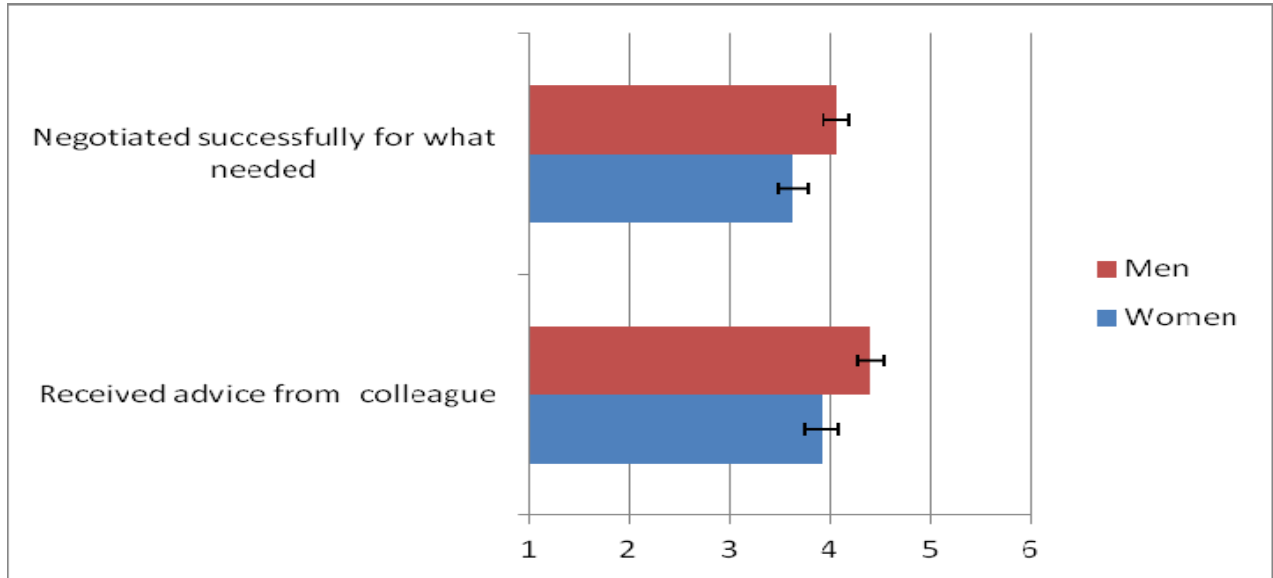


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (280-307 respondents)

By Gender

Women expressed significantly lower levels of satisfaction than men in regard to the following statements: “I received advice from colleague/mentor on the hiring process” and “I negotiated successfully for what I needed.”

Figure 2: *Perception of Hiring Process by Gender*



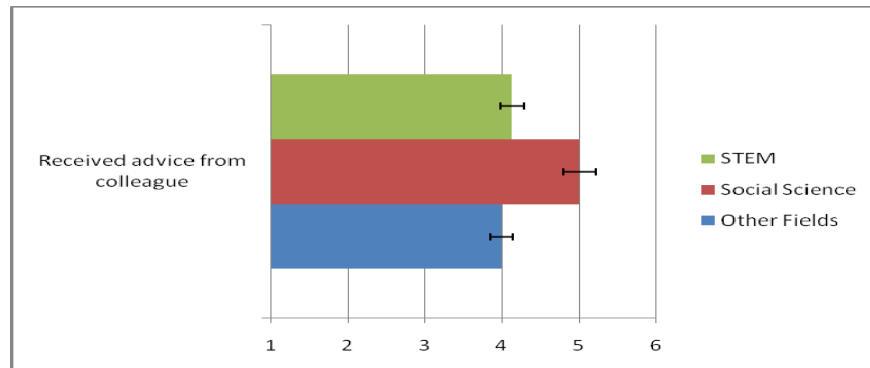
Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (253-262 respondents) - Note: Error bars represent standard error.

*Negotiated successfully- Cohen's $d=0.280$, $R^2=0.019$ *Received advice- Cohen's $d=0.280$, $R^2=0.019$

By Disciplinary Grouping

When broken down by disciplinary grouping, Social Science faculty reported significantly higher levels of satisfaction in regard to “I received advice from a colleague/mentor on the hiring process” than faculty in STEM and Other fields.

Figure 3: Perception of Hiring Process by Discipline

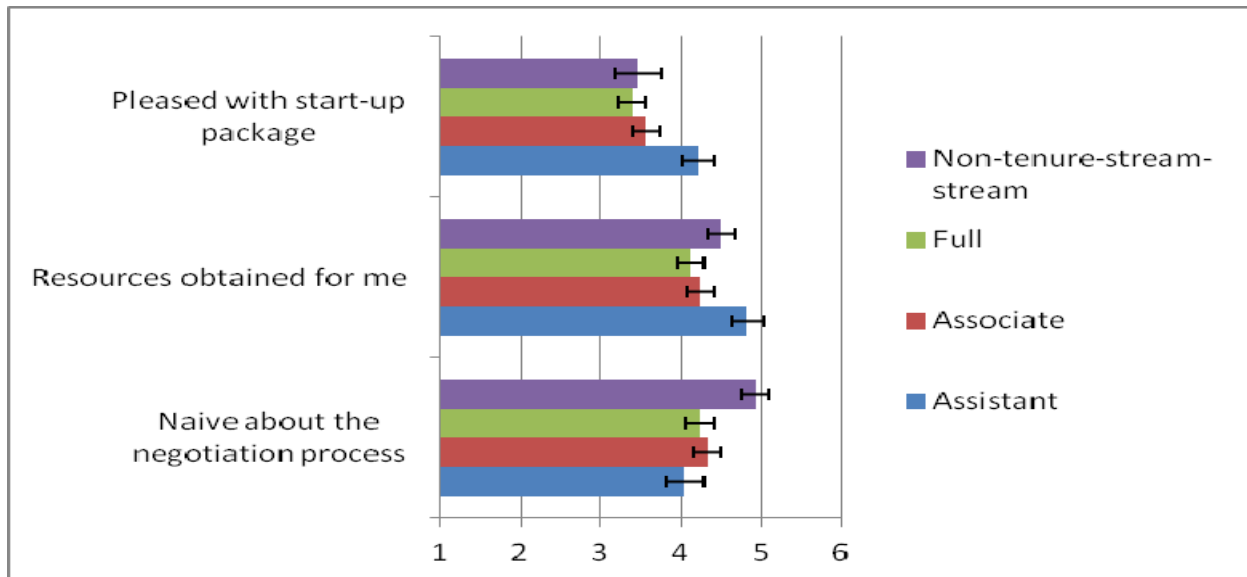


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (255 respondents) – Note: Error bars represent standard error. * Received Advice from colleague- Cohen's $d= 0.369$, $R^2= 0.033$

By Rank

When considered by rank, assistant professors expressed significantly lower levels of satisfaction than non-tenure-stream-track faculty in regard to the statement, “I was naïve about the negotiation process” ($p<0.05$). Also assistant professors expressed significantly higher levels of satisfaction than full professors in regard to “I was pleased with my start-up package” and “The department did its best to obtain resources for me” ($p<0.05$).

Figure 4: Perception of Hiring Process by Rank



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (276-298 respondents) Note: Error bars represent standard error.

* Pleased with start-up package- Cohen's $d= 0.496$, $R^2= 0.058$ *Resources obtained for me- Cohen's $d= 0.356$, $R^2= 0.031$

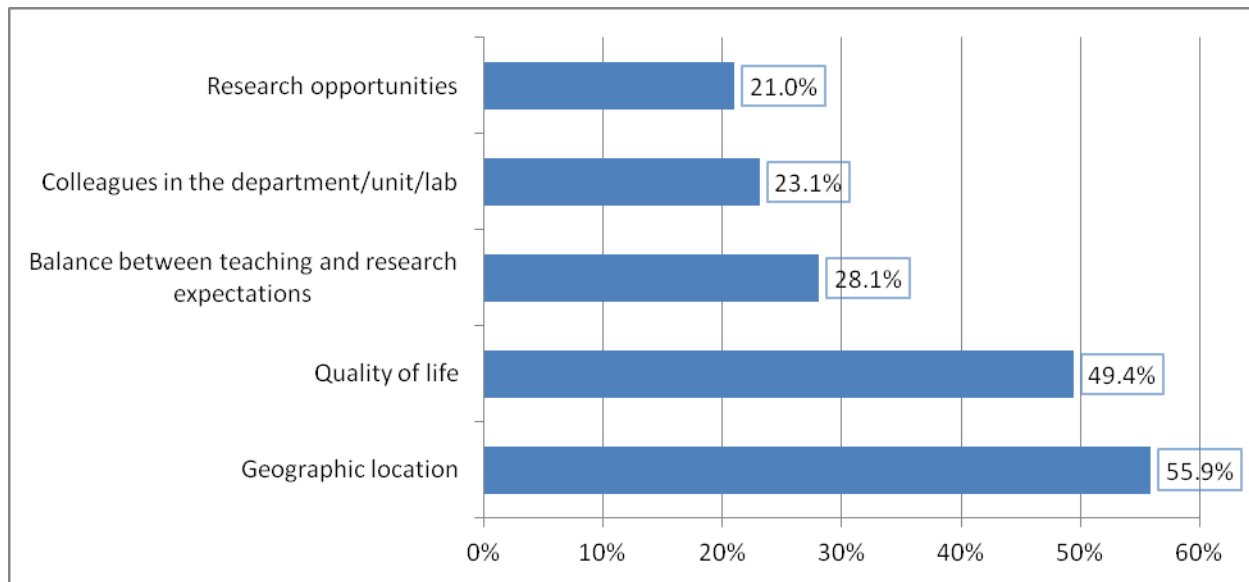
*Naïve about the negotiation process- Cohen's $d= 0.136$, $R^2= 0.005$

Reasons for Coming to UMaine

Faculty were then asked about the three most important factors that influenced their decision to accept a position at UMaine.

Overall, the top reasons expressed by faculty in making their decision to come to UMaine fell into two predominant categories: geographic location and quality of life.

Figure 5: *Reasons for Coming to UMaine*



Note: The percentages in the graphs may equal greater than 100% given the opportunity to choose more than option.

Tenure and Promotion Process at UMaine

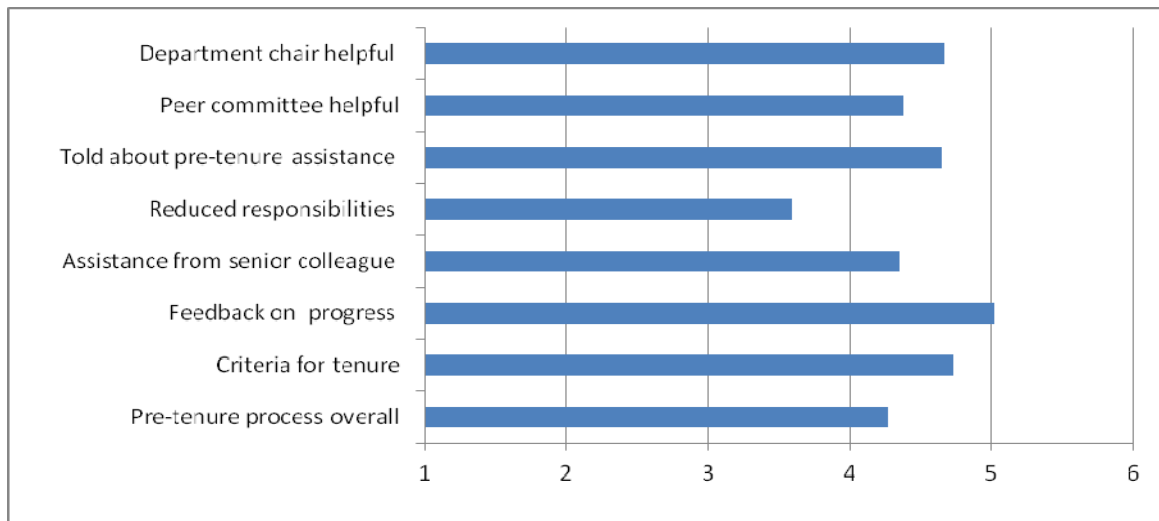
Pre-Tenure and Tenure

Then, faculty were asked about their experience during their pre-tenure and tenure process at UMaine. Specifically faculty were asked about their level of agreement with the following statements: (1) My department chair is/was helpful to me in working toward tenure, (2) My peer committee is/was helpful to me in working toward tenure, (3) I have been/ was told about assistance available to pre-tenure faculty (e.g., workshops, mentoring), (4) I receive(d) reduced responsibilities so that I can build my research program, (5) I receive(d) assistance from a senior colleague on my progress toward tenure, (6) I receive(d) feedback on my progress toward tenure, (7) I understand/ understood the criteria for achieving tenure, and (8) I am/was satisfied with the tenure process overall.

Overall Pre-Tenure

When asked about overall satisfaction with the pre-tenure process at UMaine, assistant professors reported to be satisfied with their understanding of the criteria for achieving tenure and with their feedback on progress toward tenure. Less satisfaction was expressed by these pre-tenure faculty in regard to receiving reduced responsibilities to build a research program and regarding assistance from a senior colleague on progress toward tenure.

Figure 6: *Assistant Professor Satisfaction with Pre-Tenure Process*

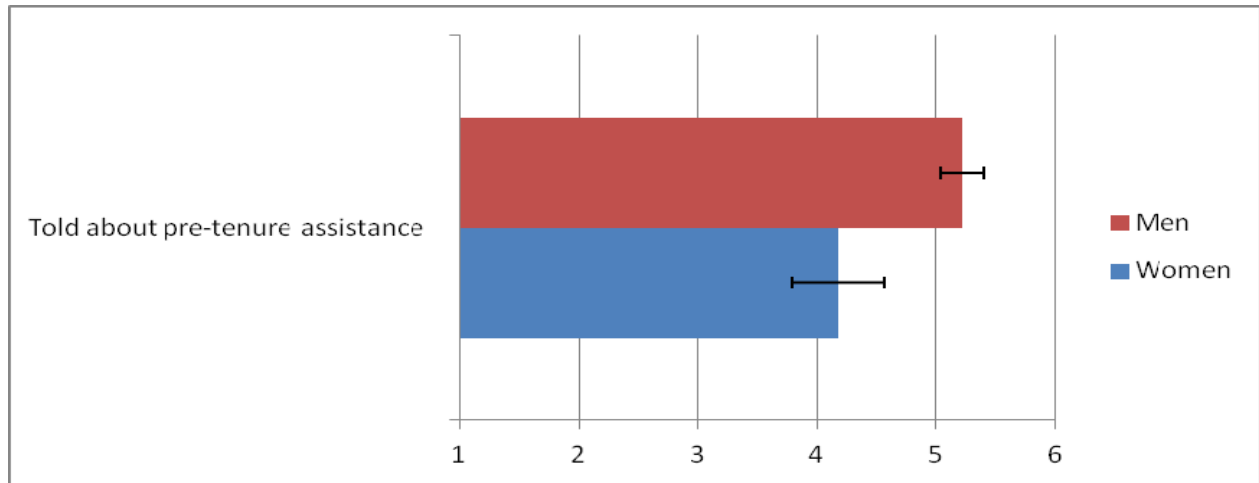


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (45-47 respondents)

By Gender

When analyzed by gender, men assistant professors expressed significantly higher levels of satisfaction than women assistant professors in regard to, “I have been told about assistance available to pre-tenure faculty (e.g., workshops, mentoring)” ($p < 0.05$).

Figure 7: *Assistant Professor Pre-Tenure Satisfaction by Gender*

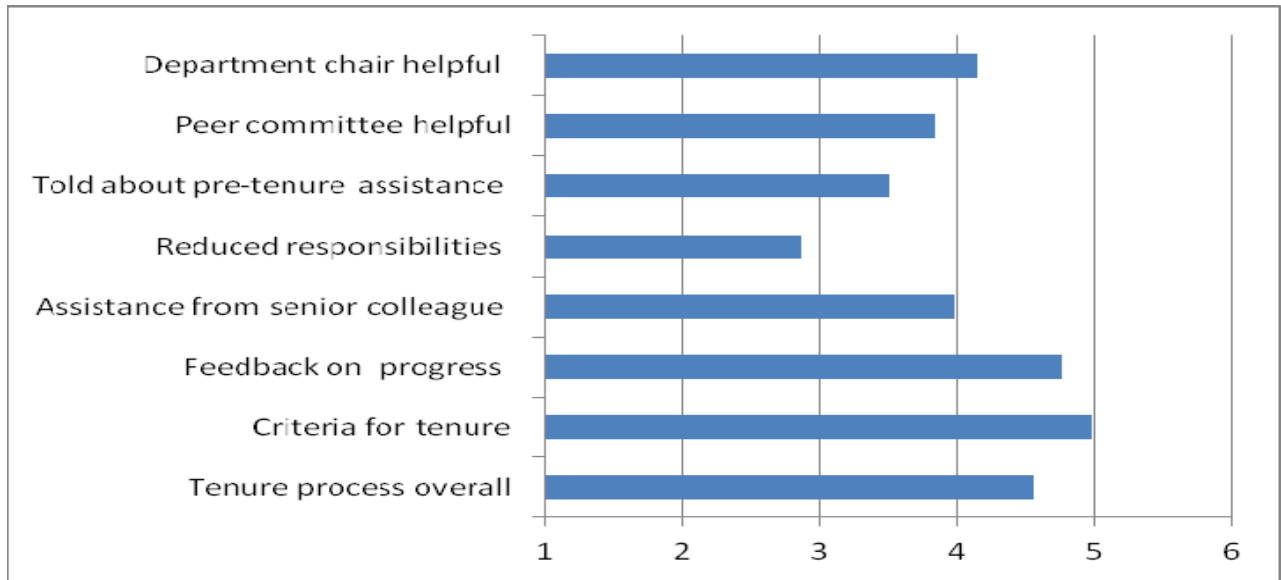


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (46 respondents) Note: Error bars represent standard error. * *Told about pre-tenure assistance*- Cohen's $d = 0.102$, $R^2 = 0.003$

Overall Tenure

When asked about overall satisfaction with the pre-tenure process at UMaine, associate and full professors reported general satisfaction with their understanding of the criteria for achieving tenure and with their feedback on progress toward tenure. Less satisfaction was expressed in regard to receiving reduced responsibilities to build a research program and being told about the assistance available to pre-promotion faculty (e.g., workshops, mentoring).

Figure 8: Overall Tenure Process Satisfaction for Tenured Faculty

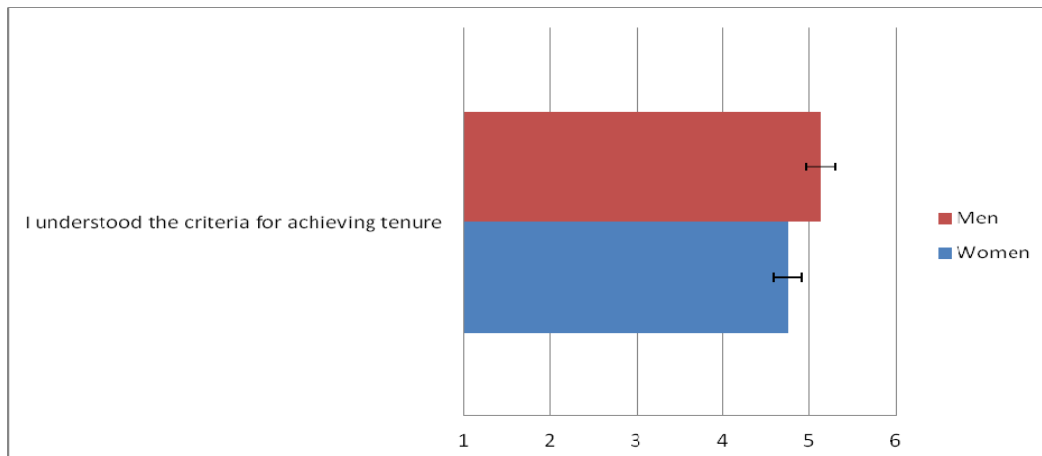


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (200-210 respondents)

By Gender

When analyzed by gender, tenured men faculty expressed significantly higher levels of satisfaction than tenured women in regard to, “I understood the criteria for achieving tenure” ($p < 0.05$).

Figure 9: Overall Tenure Process Satisfaction for Tenured Faculty by Gender

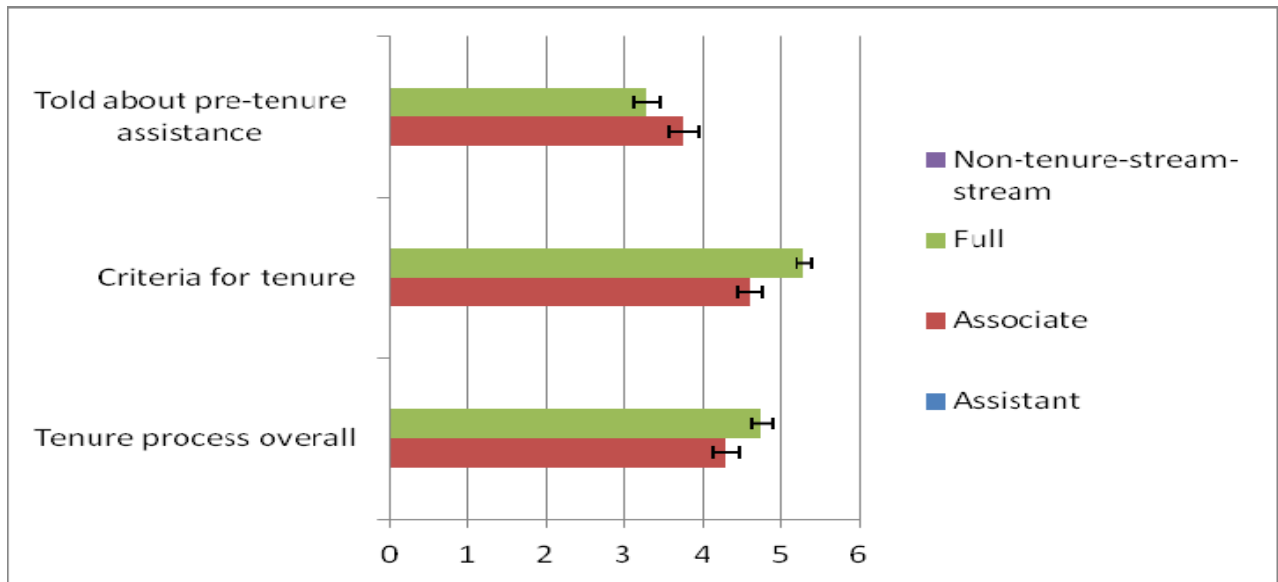


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (190 respondents) Note: Error bars represent standard error. *I understood the criteria for achieving tenure- Cohen's $d = 0.293$, $R^2 = 0.021$

By Rank

When analyzed by rank, full professors expressed significantly higher levels of satisfaction than associate professors in regard to, “I understood the criteria for achieving tenure” ($p < 0.001$) and “I was satisfied with the tenure process overall” ($p < 0.05$). On the other hand, full professors expressed significantly lower levels of satisfaction than associate professors in regard to “I was told about assistance available to pre-promotion faculty” ($p < 0.05$).

Figure 10: Overall Tenure Process Satisfaction for Tenured Faculty by Rank



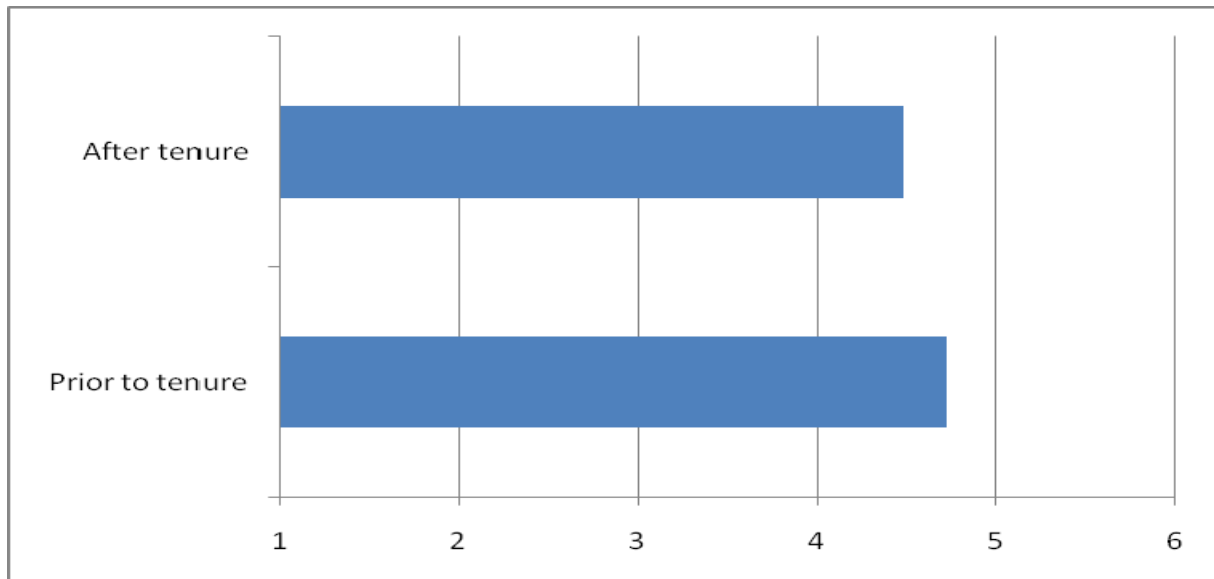
Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (201-210 respondents) Note: Error bars represent standard error. * Told about pre-tenure assistance- Cohen's $d = 0.280$, $R^2 = 0.020$
* Criteria for tenure- Cohen's $d = 0.533$, $R^2 = 0.067$ * Tenure process overall- Cohen's $d = 0.290$, $R^2 = 0.020$

Satisfaction with UMaine in Relation to Tenure Process

Overall

Tenured faculty were then asked to rate their level of satisfaction with UMaine prior to and after receiving tenure. Overall, tenured faculty were slightly more satisfied with UMaine prior to receiving tenure.

Figure 11: *Tenured Faculty Satisfaction with UMaine Prior to and After Receiving Tenure*



Scale: (1) very dissatisfied, (2) moderately dissatisfied, (3) slightly dissatisfied; (4) slightly satisfied, (5) moderately satisfied, (6) very satisfied (202-204 respondents)

Pre-Promotion and Promotion Process at UMaine

Tenured and promoted faculty were then asked about their experience during their pre-promotion and post-promotion periods at UMaine. Specifically, faculty were asked about their level of agreement with the following statements (1) My department chair is/was helpful to me in working toward promotion to full professor, (2) My peer committee is/was helpful to me in working toward promotion to full professor, (3) I have been/was told about assistance available to pre-promotion faculty (e.g., workshops, mentoring), (4) I receive(d) reduced responsibilities so that I can build my research program, (5) I receive(d) assistance from a senior colleague on my progress toward promotion, (6) I receive(d) feedback on my progress toward promotion, (7) I understand/understood the criteria for achieving promotion to professor, and (8) I am/was satisfied with the promotion process overall.

Pre-Promotion Process

Faculty were then asked to indicate whether they were considering applying for promotion or if they had already been promoted. For those who indicated in the affirmative (N=174), the following questions were then asked of them.

Overall Pre- Promotion

When asked about overall satisfaction with the promotion process at UMaine, faculty reported to be most satisfied with their understanding of the criteria for achieving promotion and with regard to being told about assistance available to pre-promotion faculty. The least satisfaction was expressed in regard to receiving reduced responsibilities to build a research program and regarding assistance from a senior colleague on progress toward tenure.

Figure 12: *Satisfaction with Pre-Promotion Process by Faculty*

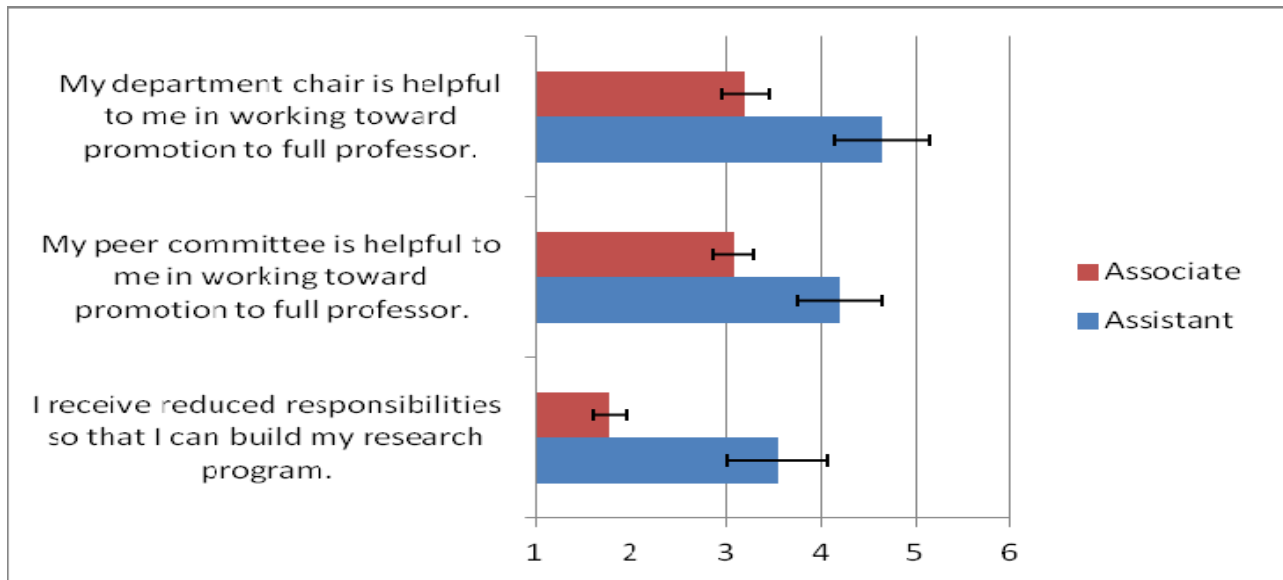


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (59-70 respondents)

By Rank

When viewed by rank, associate professors expressed significantly lower levels of satisfaction than assistant professors in regard to these three statements: “My peer committee is/was helpful to me in working toward promotion to full professor” ($p < 0.05$), “My department chair is/was helpful to me in working toward promotion to full professor” ($p < 0.05$) and “I receive(d) reduced responsibilities so that I can build my research program” ($p < 0.001$).

Figure 13: *Satisfaction with Pre-Promotion Process by Rank*



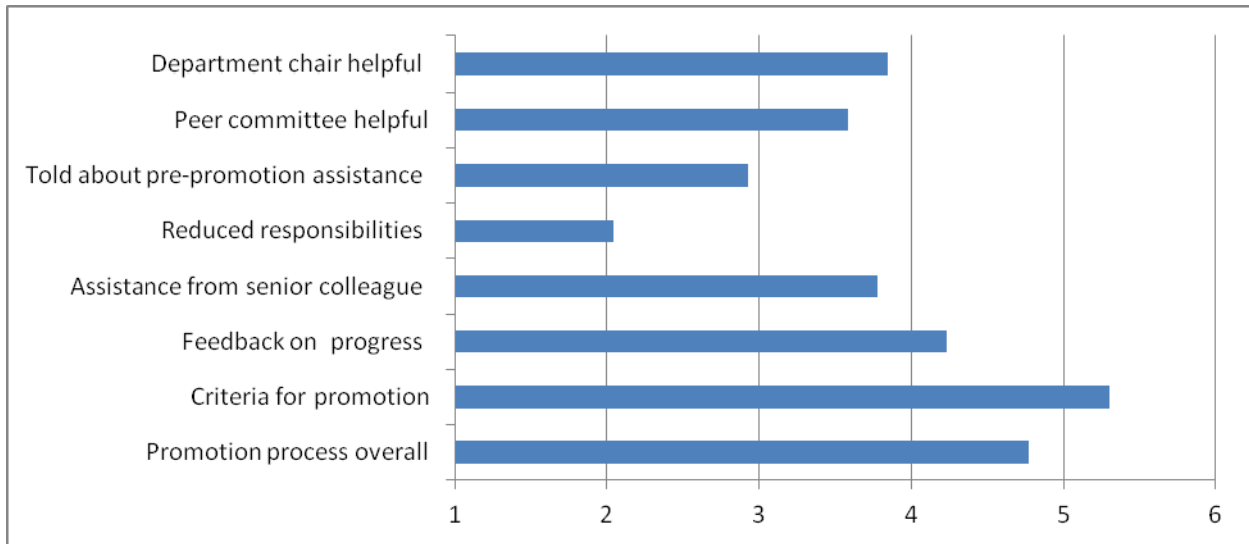
Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (60-61 respondents) Note: Error bars represent standard error. * My department chair is helpful- Cohen's $d= 0.840$, $R^2= 0.150$
 * My Peer committee is helpful- Cohen's $d= 0.770$, $R^2= 0.130$ * I received reduce responsibilities- Cohen's $d= 1.120$, $R^2= 0.240$

Promotion Process

Overall Promotion

When asked about their overall satisfaction with the promotion process at UMaine, associate and full professors reported to be the most satisfied with their understanding of the criteria for achieving promotion and with regard to receiving feedback on the progress toward promotion. The least satisfaction was expressed in regard to receiving reduced responsibilities to build a research program and being told about the pre-promotion assistance available.

Figure 14: *Overall Satisfaction with Promotion Process*



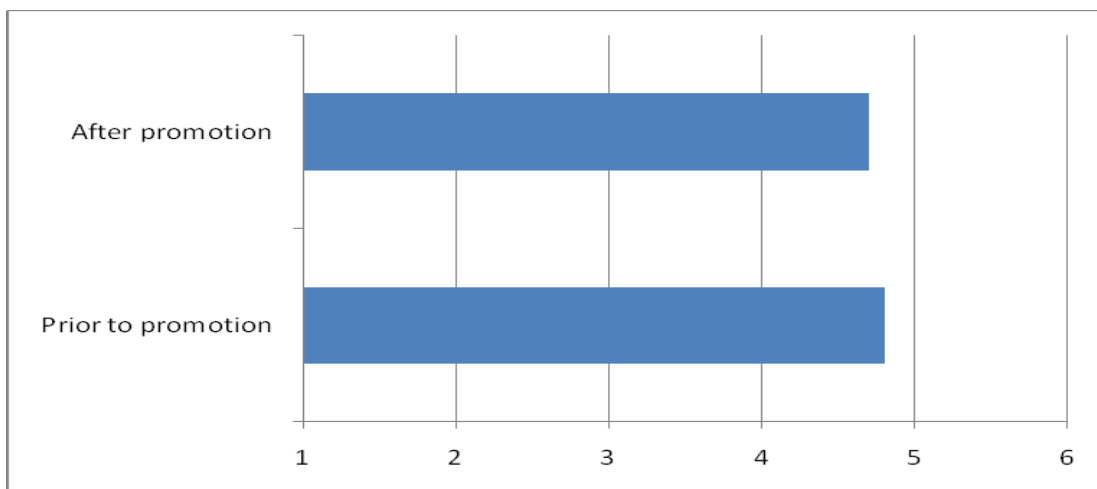
Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (102-109 respondents)

Satisfaction with UMaine in Relation to Promotion Process

Overall

Faculty were then asked to rate their level of satisfaction with UMaine prior to and after being promoted to full professor. Overall, faculty were slightly more satisfied with UMaine prior to being promoted.

Figure 15: *Satisfaction with UMaine Prior to and After Promotion*



Scale: (1) very dissatisfied, (2) moderately dissatisfied, (3) slightly dissatisfied; (4) slightly satisfied, (5) moderately satisfied, (6) very satisfied (111-113 respondents)

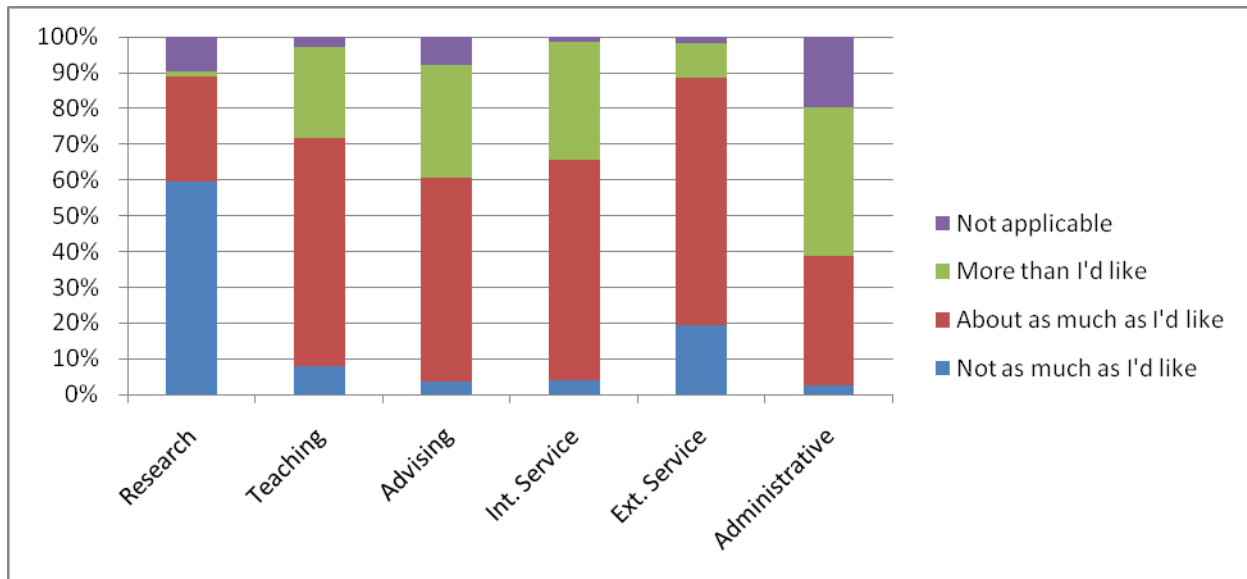
Professional Activities

In the next section of the survey, faculty were asked about the amount of time they currently spend on teaching, research, advising, and service responsibilities in relation to how much time they would prefer to spend on each activity.

Overall

The majority of faculty feel they do not spend as much time as they would like on research activities, but feel they spend about as much time as they would like on teaching, advising, and service. In addition, almost 40% of the faculty feel they spend more time than they would like on administrative tasks.

Figure 16: *Time Spent on Professional Activities by All Faculty*

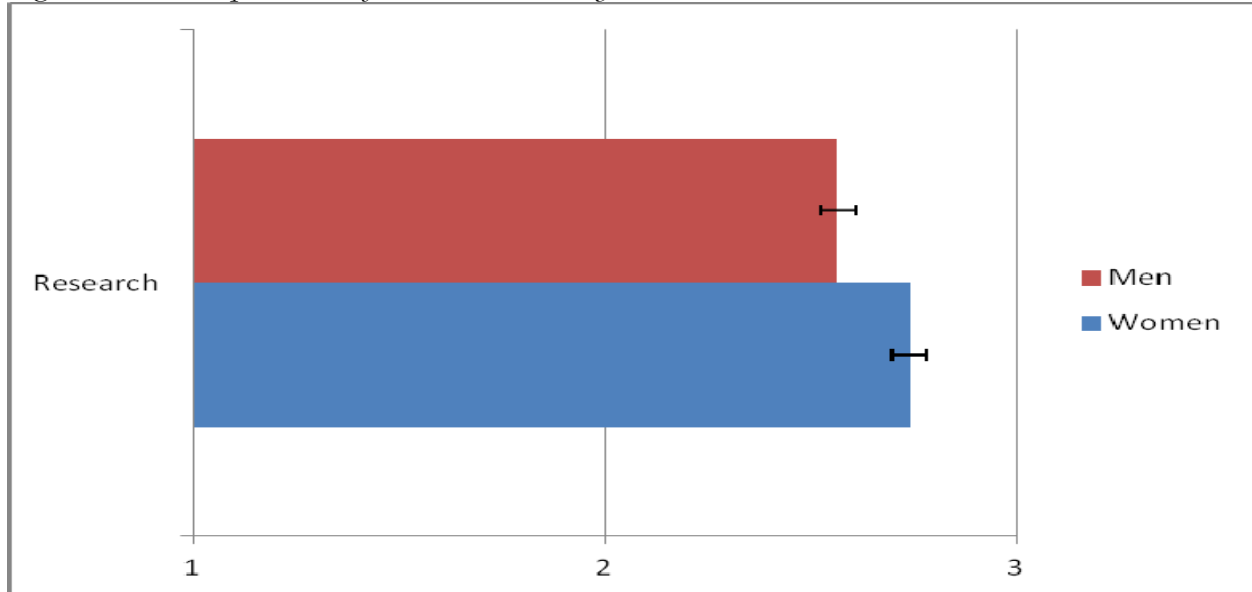


Scale: (1) Not as much as I like; (2) About as much as I'd like, (3) More than I'd like, (4) Not applicable.
(250-309 respondents)

By Gender

When compared to men, women expressed spending significantly less time than they would like on research when compared to men ($p < 0.01$).

Figure 17: *Time Spent on Professional Activities by Gender*

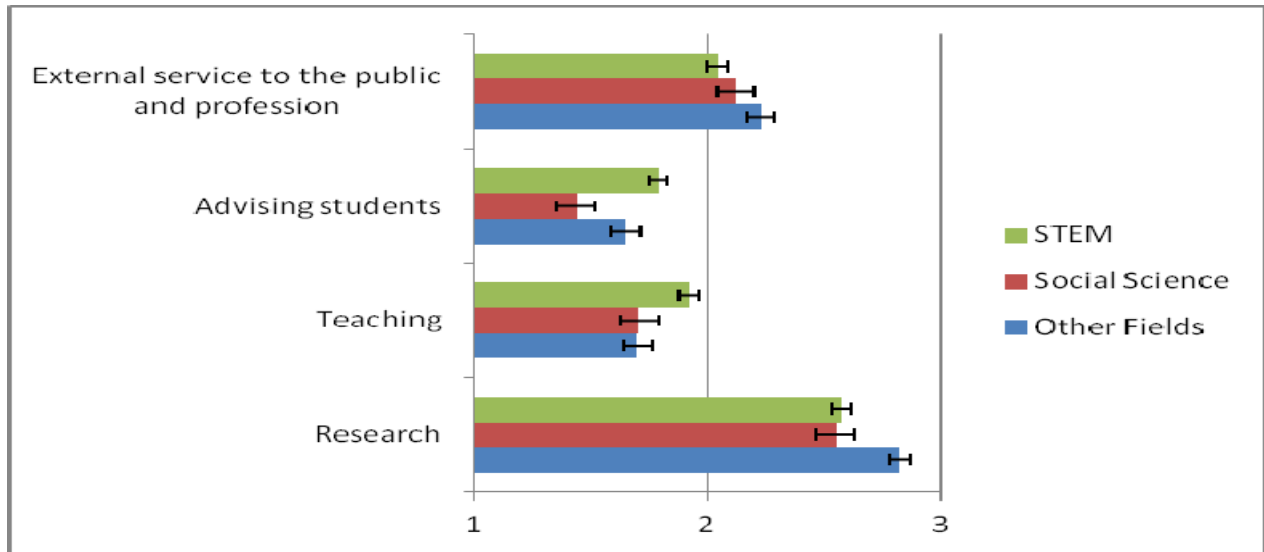


Scale: (1) More than I'd like; (2) About as much as I'd like, (3) Not as much as I like, (4) Not applicable. (265 respondents) Note: Error bars represent standard error. * *Research*-Cohen's $d = 0.169$, $R^2 = 0.006$

By Discipline

When viewed by discipline, faculty in Other fields expressed spending significantly more time than they would like on research ($p < 0.05$) and external service to the public and profession ($p < 0.01$) than faculty in the Social Sciences and STEM. STEM faculty reported spending significantly more time than they would like on teaching than faculty in Other fields. STEM faculty also reported spending significantly more time than they would like advising students than Social Sciences faculty ($p < 0.01$).

Figure 18: *Time Spent on Professional Activities by Discipline*



Scale: (1) More than I'd like; (2) About as much as I'd like, (3) Not as much as I like, (4) Not applicable.

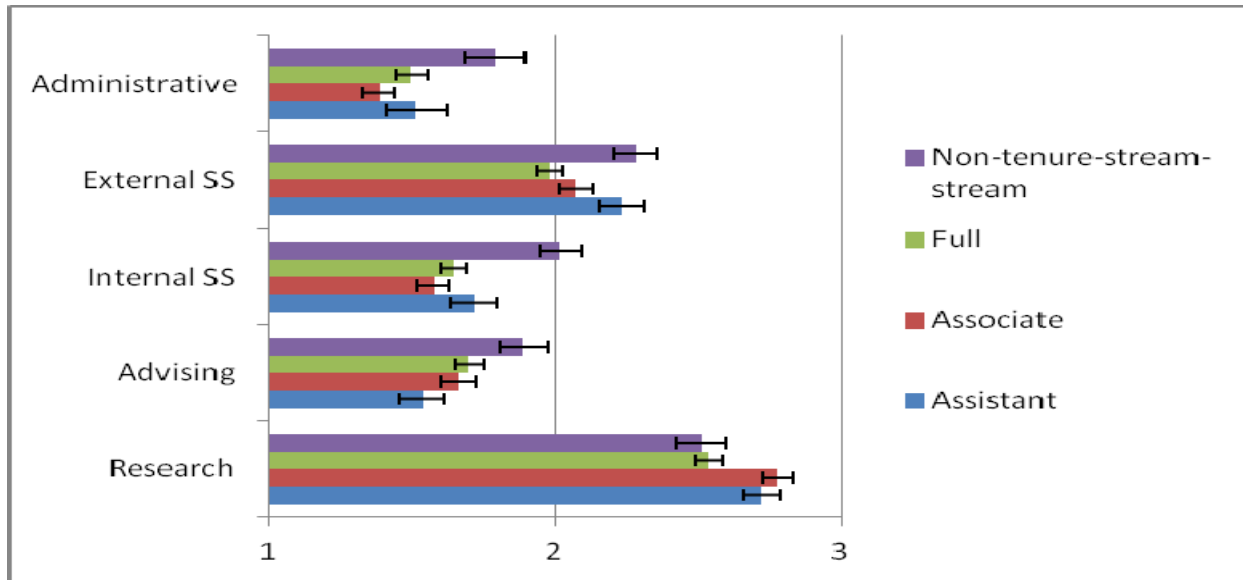
(265-287 respondents) Note: Error bars represent standard error. * *External service*- Cohen's $d= 0.136$, $R^2= 0.005$

* *Advising students*- Cohen's $d= 0.525$, $R^2= 0.064$ * *Teaching*- Cohen's $d= 0.405$, $R^2= 0.039$ * *Research*- Cohen's $d= 0.488$, $R^2= 0.056$

By Rank

When viewed by rank, associate professors expressed that they did not spend as much time as they would like on research ($p < 0.01$) when compared to full professors and non-tenure-stream faculty. Assistant professors expressed spending more time than they would like advising students compared to non-tenure-stream faculty ($p < 0.05$). In regard to the time spent doing external service, full professors expressed spending as much as they would like while assistant professors ($p < 0.05$) and non-tenure-stream faculty ($p < 0.01$) reported spending less time than they would like on external service. In relation to time spent doing internal service, non-tenure-stream faculty reported spending as much time as they would like as compared to associate and full professors who reported spending more time than they would like ($p < 0.001$). Lastly, in regard to the time spent conducting administrative responsibilities, non-tenure-stream faculty reported spending as much time as they would like as compared to associate professors ($p < 0.01$) and full professors ($p < 0.05$) who reported spending more time than they would like on these activities.

Figure 19: Time Spent on Professional Activities by Rank



Scale: (1) More than I'd like; (2) About as much as I'd like, (3) Not as much as I like, (4) Not applicable.

(281-306 respondents) Note: Error bars represent standard error. * External Service- Cohen's $d=0.136$, $R^2=0.005$

* Advising Students- Cohen's $d=0.525$, $R^2=0.064$ * Teaching- Cohen's $d=0.405$, $R^2=0.039$ * Research- Cohen's $d=0.488$, $R^2=0.056$

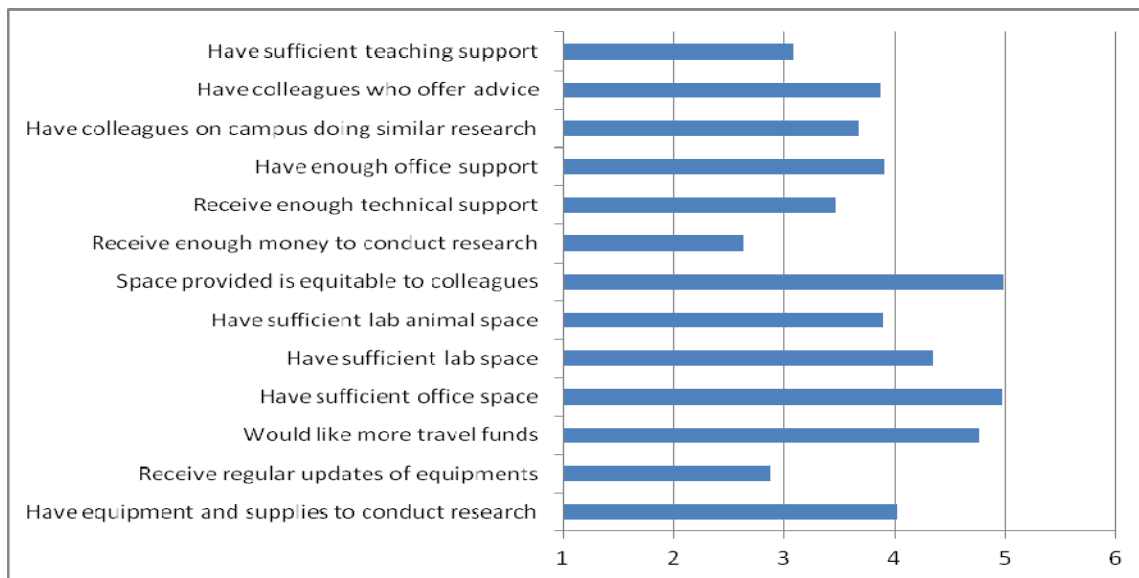
Resources Available

The next set of questions asked faculty to respond to the resources available to them to support their research and teaching responsibilities. Specifically, they rated their level of agreement with the following statements (1) I have sufficient teaching support (including TAs), (2) I have colleagues or peers who give me career advice or guidance when I need it, (3) I have colleagues on campus who do similar research, (4) I have enough office support, (5) I receive the amount of technical/computer support I need, (6) I receive enough internal funding to conduct my research, (7) I feel the space provided to me is equitable to that of my colleagues in my unit/department, (8) I have sufficient space for housing research animals, (9) I have sufficient laboratory space, (10) I have sufficient office space, (11) I would like to receive more department travel funds than I do, (12) I receive regular maintenance/updates of my equipment, (13) I have the equipment and supplies I need to adequately conduct my research.

Overall

Faculty overall were slightly to moderately dissatisfied with the teaching support they receive, the amount of internal money they receive to support their research, the frequency of updates they receive on their equipment and computers, and the amount of departmental travel funds they receive. On the other hand, faculty were more satisfied with their office space allocation.

Figure 20: *Perception of Resources Available*

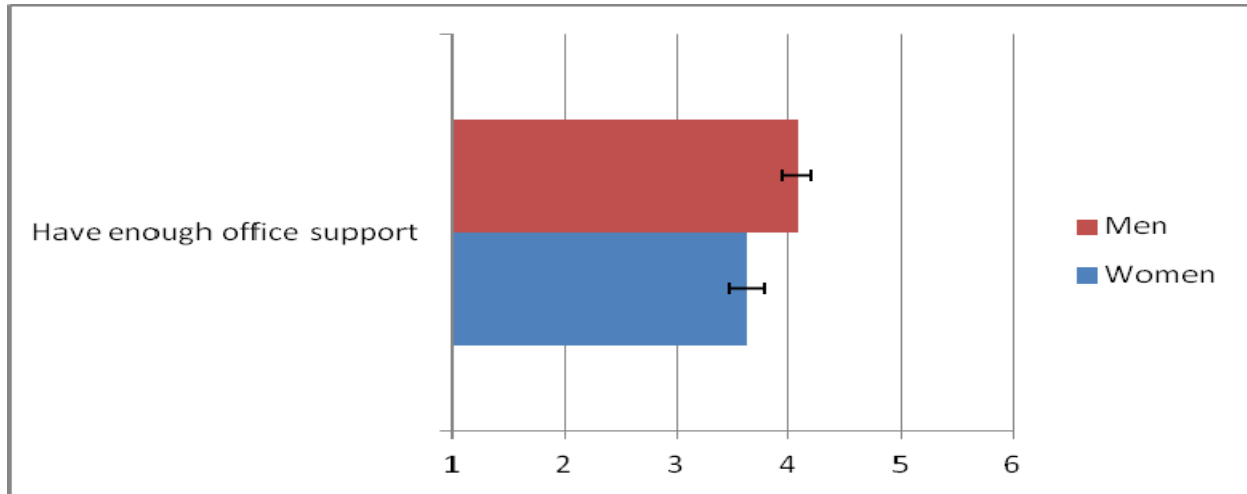


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (37-304 respondents)

By Gender

When considered by gender, men faculty were significantly more satisfied than women faculty in regard to having enough office support ($p < 0.05$).

Figure 21: *Perception of Resources Available by Gender*

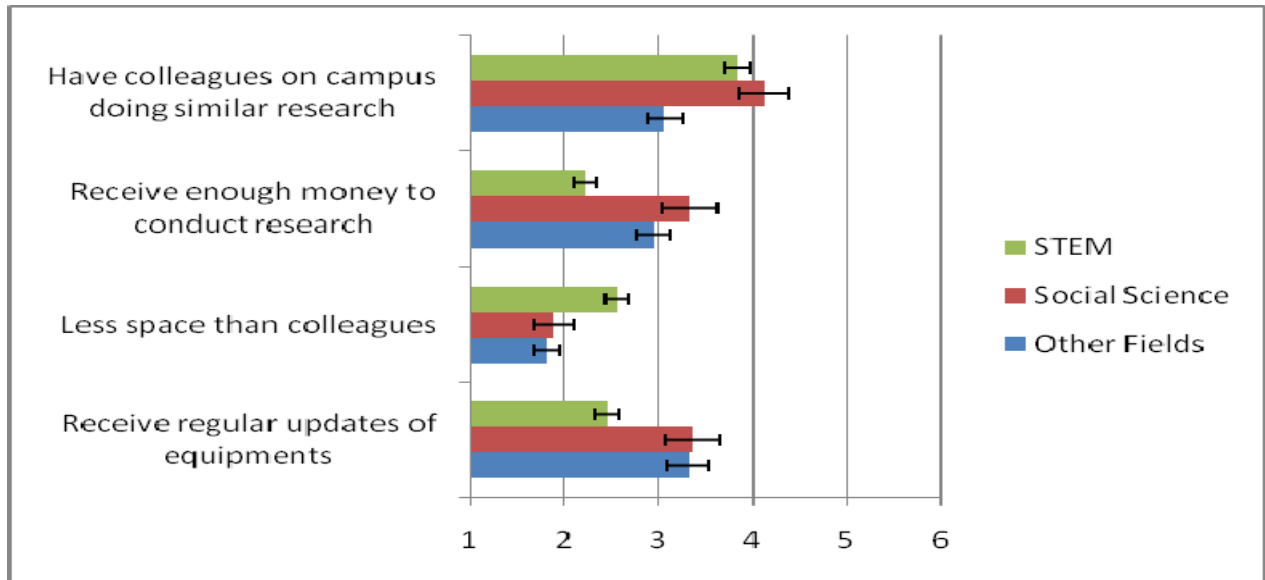


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (283 respondents) Note: Error bars represent standard error. *Have enough office support- Cohen's $d = 0.250$, $R^2 = 0.017$

By Disciplinary Grouping

When considered by disciplinary groupings, STEM faculty expressed significantly less satisfaction when compared to faculty in Other fields and in the Social Sciences in regard to, “I receive regular maintenance/updates of my equipment” and “I receive enough internal funding to conduct my research” ($p < 0.05$). In addition, faculty in Other fields expressed significantly less satisfaction when compared to STEM and Social Sciences faculty in regard to, “I have colleagues on campus who do similar research” and “I have less space than my colleagues in my unit/department” ($p < 0.05$).

Figure 22: Perception of Resources Available by Discipline

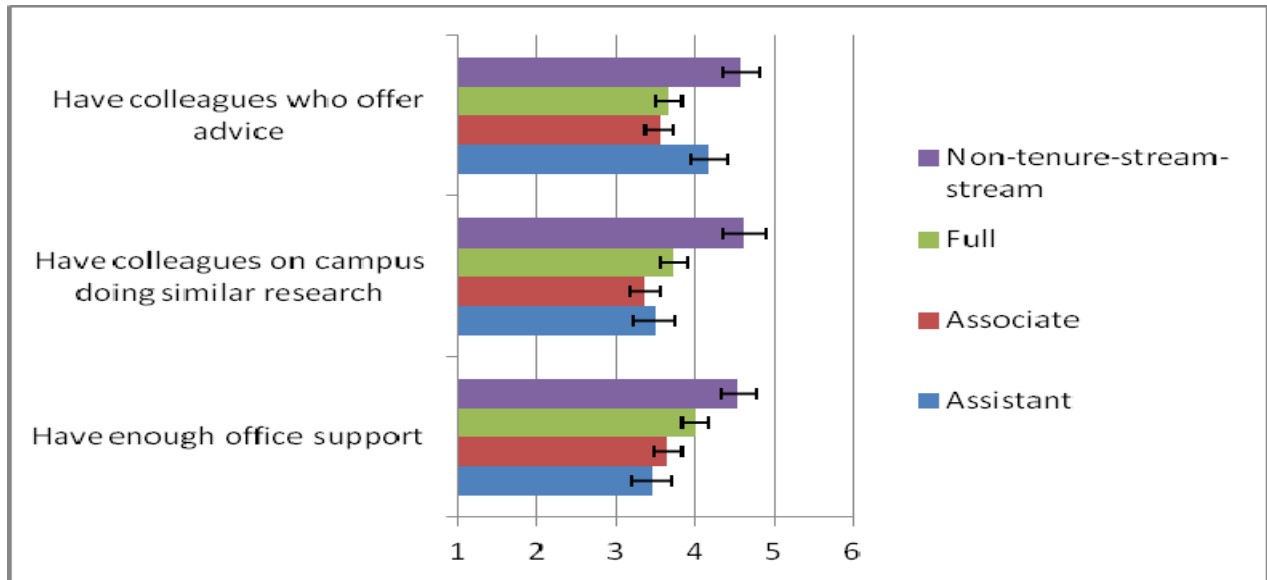


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (233-273 respondents) Note: Error bars represent standard error. *Colleagues doing similar research- Cohen's $d= 0.442$, $R^2= 0.047$
 *Receive enough money to conduct research- Cohen's $d= 0.555$, $R^2= 0.072$ *Less space than colleagues- Cohen's $d= 0.458$, $R^2= 0.050$
 *Receive regular updates- Cohen's $d= 0.633$, $R^2= 0.091$

By Rank

When considered by rank, non-tenure-stream faculty expressed significantly higher levels of satisfaction than assistant professors and full professors in regard to the statements, “I have enough office support” and “I have colleagues or peers who give me career advice or guidance when I need it” ($p<0.05$). Non-tenure-stream faculty expressed significantly higher levels of satisfaction than assistant and associate professors in regard to, “I have colleagues on campus who do similar research” ($p<0.05$).

Figure 23: Perception of Resources Available by Rank



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (268-301 respondents) Note: Error bars represent standard error. *Have colleagues who offer advice- Cohen's $d= 0.482$, $R^2= 0.055$
 *Have colleagues doing similar research- Cohen's $d= 0.441$, $R^2= 0.046$ *Have enough office support- Cohen's $d= 0.360$, $R^2= 0.031$

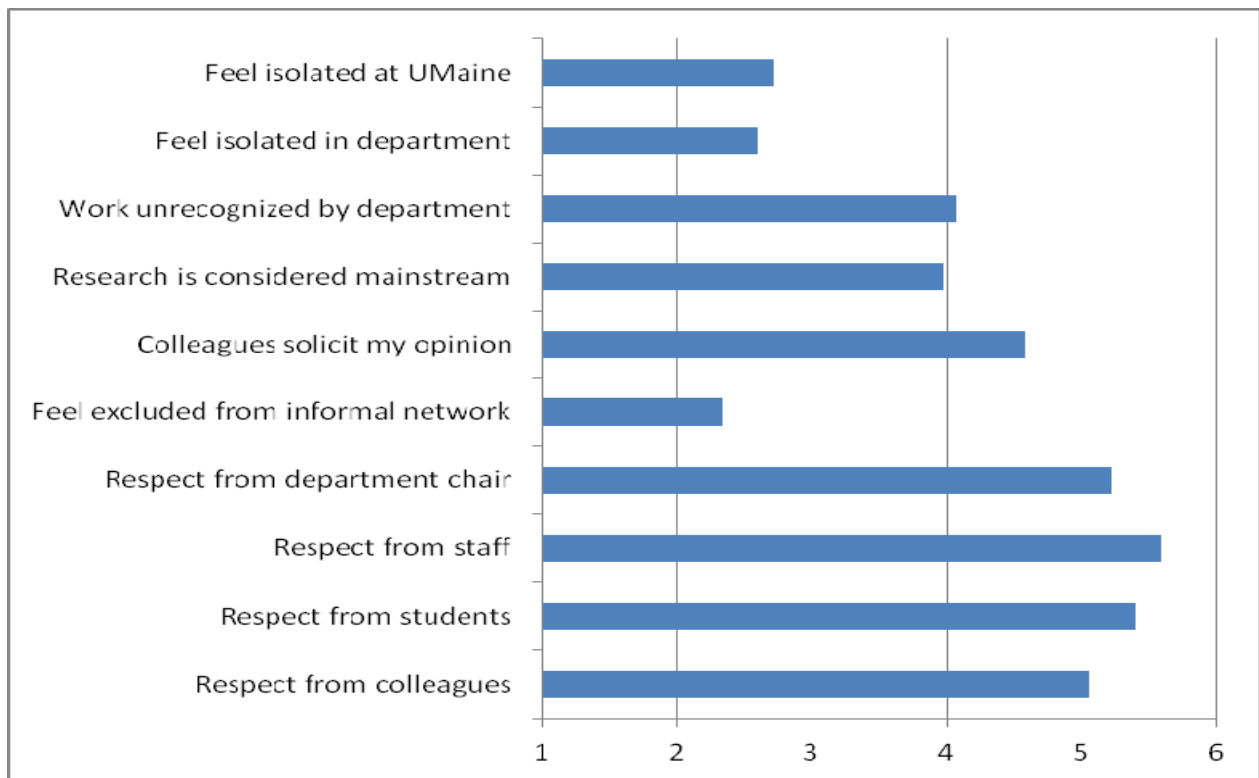
Interactions with Colleagues

In this section, faculty were asked about their interactions with colleagues and others in their primary units. They expressed their level of agreement with the following statements (1) I feel isolated on the UMaine campus overall, (2) I feel isolated in my department, (3) I do a great deal of work that is not formally recognized by my department, (4) In my department, I feel that my research is considered mainstream, (5) Colleagues in my department solicit my opinion about work-related matters (such as teaching, research, and service), (6) I feel excluded from an informal network in my department, (7) I am treated with respect by my department chair, (8) I am treated with respect by staff, (9) I am treated with respect by students, (10) I am treated with respect by colleagues.

Overall

Among all faculty members surveyed, the least amount of satisfaction was expressed with the lack of formal recognition for work done in the department. Overall, however, the majority of faculty feel respected by their peers, their students, and their department chairs, and do not feel isolated or excluded from informal networks in their departments.

Figure 24: *Interactions with Colleagues*

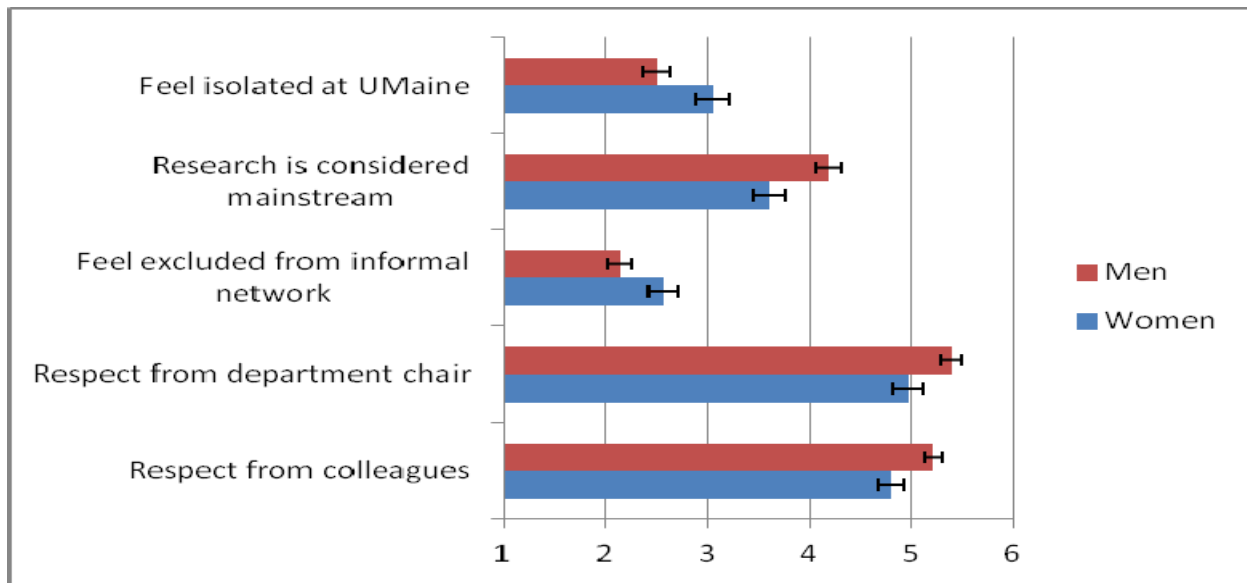


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (267-312 respondents)

By Gender

When considered by gender, men faculty expressed significantly more positive interactions than women faculty in regard to respect from colleagues, respect from department chairs and their research being considered mainstream ($p < 0.05$). At the same time, women reported significantly higher levels of isolation on campus and feelings of exclusion from informal networks compared to men ($p < 0.05$).

Figure 25: *Interactions with Colleagues by Gender*

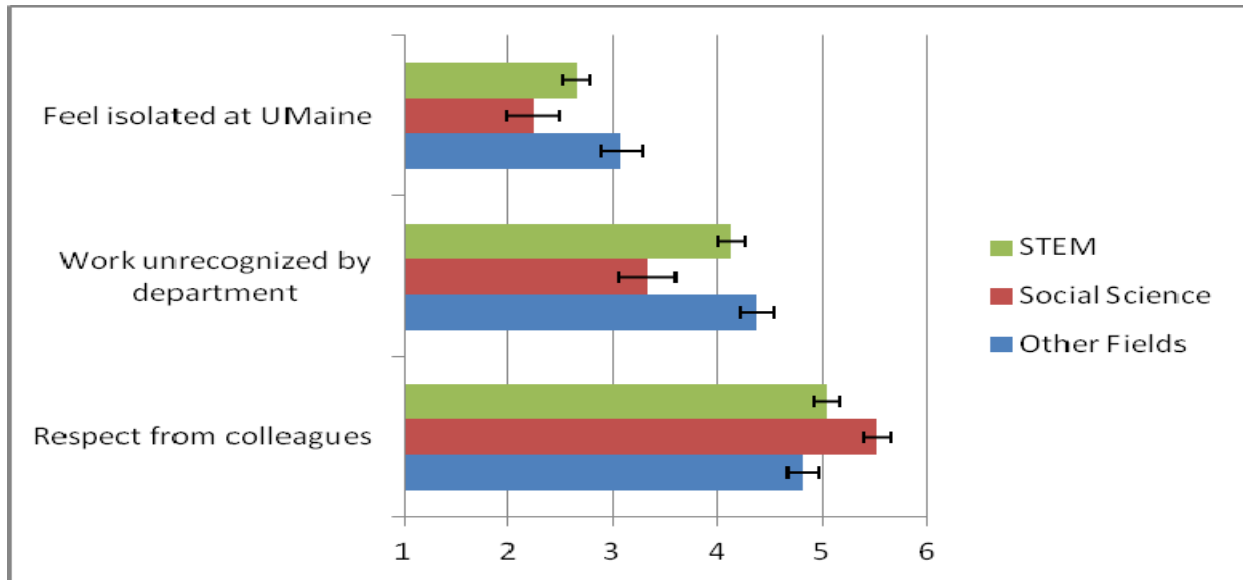


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (249-289 respondents) Note: Error bars represent standard error. * *Feel Isolated from UMaine*- Cohen's $d = 0.321$, $R^2 = 0.025$
 * *Research is considered mainstream*- Cohen's $d = 0.366$, $R^2 = 0.032$ * *Feel Excluded from informal network*- Cohen's $d = 0.275$, $R^2 = 0.018$
 * *Respect from Department chair*- Cohen's $d = 0.300$, $R^2 = 0.022$ * *Respect from colleagues*- Cohen's $d = 0.330$, $R^2 = 0.026$

By Disciplinary Grouping

When considered by discipline, Social Sciences faculty expressed significantly higher levels of agreement than faculty from Other fields with the statement, “I am treated with respect by colleagues” ($p < 0.05$). Social Sciences faculty reported significantly higher levels of agreement than faculty from Other fields and STEM with the statement “I do a great deal of job that is not formally recognized by my department.” Lastly, faculty in Other fields expressed significantly higher levels of agreement than Social Science faculty with the statement, “I feel isolated on the UMaine campus” ($p < 0.05$).

Figure 26: *Interactions with Colleagues by Discipline*

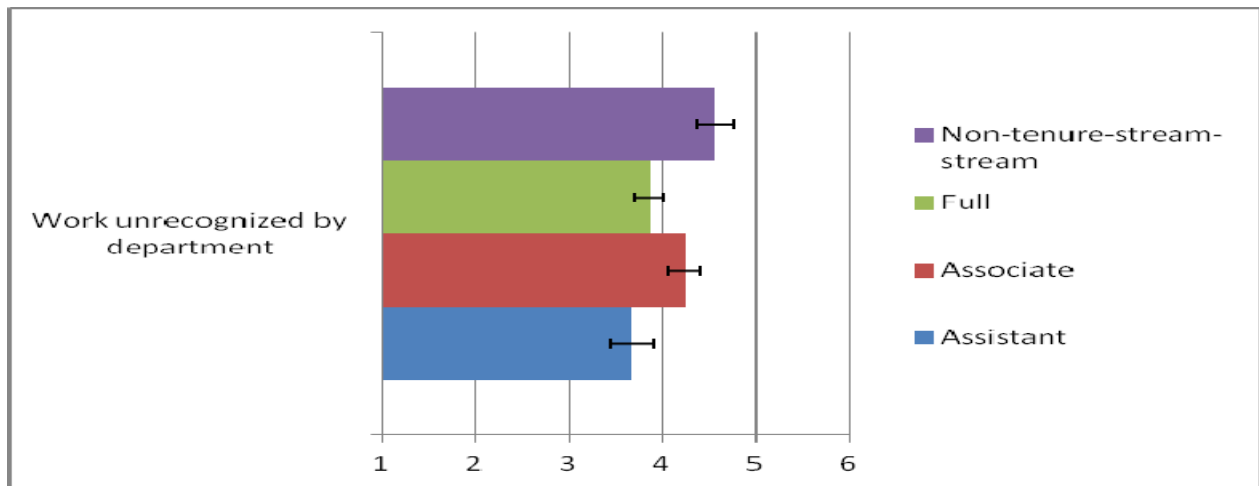


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (282-287 respondents) Note: Error bars represent standard error. **Feel Isolated from UMaine* -Cohen's $d=0.241$, $R^2=0.014$
 **Work unrecognized by dept*- Cohen's $d=0.457$, $R^2=0.050$ **Respect from colleagues*- Cohen's $d=0.405$, $R^2=0.039$

By Rank

When considered by rank, non-tenure-stream faculty expressed significantly higher levels of agreement than assistant and full professors with the statement, “I do a great deal of work that is not formally recognized by my department” ($p<0.05$).

Figure 27: *Interactions with Colleagues by Rank*



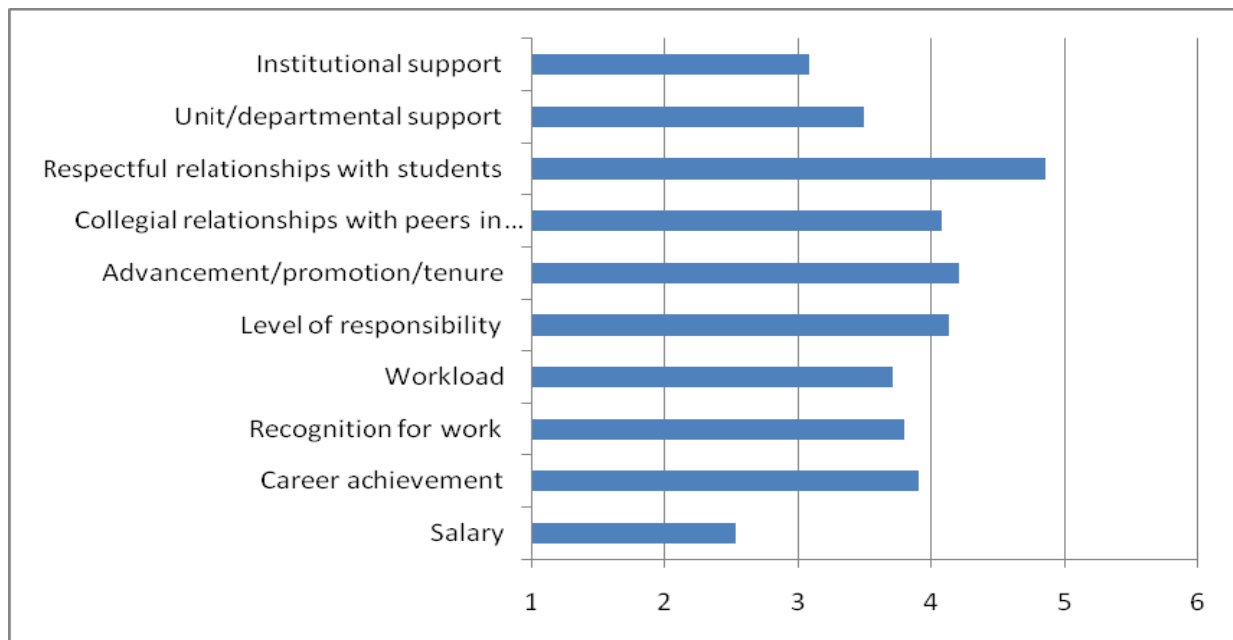
Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree (301 respondents) Note: Error bars represent standard error. **Work unrecognized by dept*- Cohen's $d=0.383$, $R^2=0.035$

Perception of Level of Similarity

The faculty were then asked to compare themselves to colleagues in their discipline/field at institutions similar to UMaine (i.e., peer institutions) in regard to: (1) Institutional support, (2) unit/departamental support, (3), respectful relationships with students (4) collegial relationships with peers in unit/departement, (5) advancement, (6) level of responsibility /promotion/tenure, (7) workload, (8) recognition for work, (9) career achievement, and (10) salary.

Among all faculty members, the majority felt more similarities with their peers in regard to respectful relationships with students, advancement/promotion/tenure, and level of responsibility. Moderate differences were found in regard to salary and institutional support.

Figure 28: *Overall Perception of Similarity with Peer Institutions*

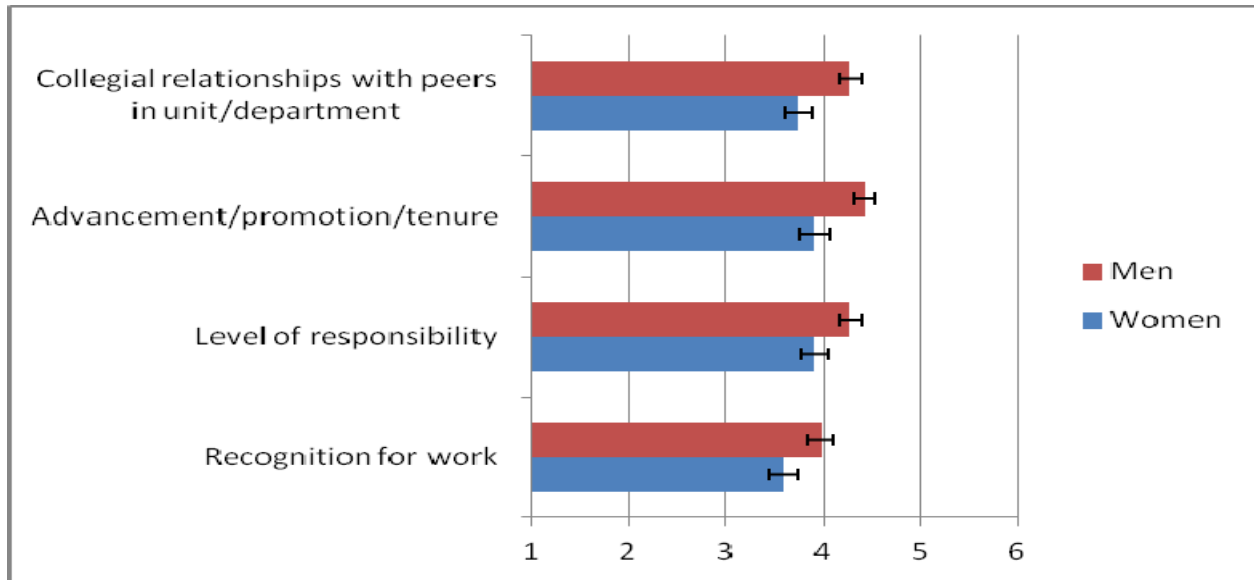


Scale: 1. Very dissimilar, 2. Moderately dissimilar, 3. Slightly dissimilar, 4. Slightly similar, 5. Moderately similar, 6. Very similar (280-289 respondents)

By Gender

When considered by gender, women faculty expressed significantly fewer similarities with peer institutions than men faculty in regard to recognition of work and level of responsibility ($p < 0.05$) along with advancement/promotion/tenure and collegial relationships with peers in unit/departement ($p < 0.01$).

Figure 29: Perception of Similarity with Peer Institutions by Gender

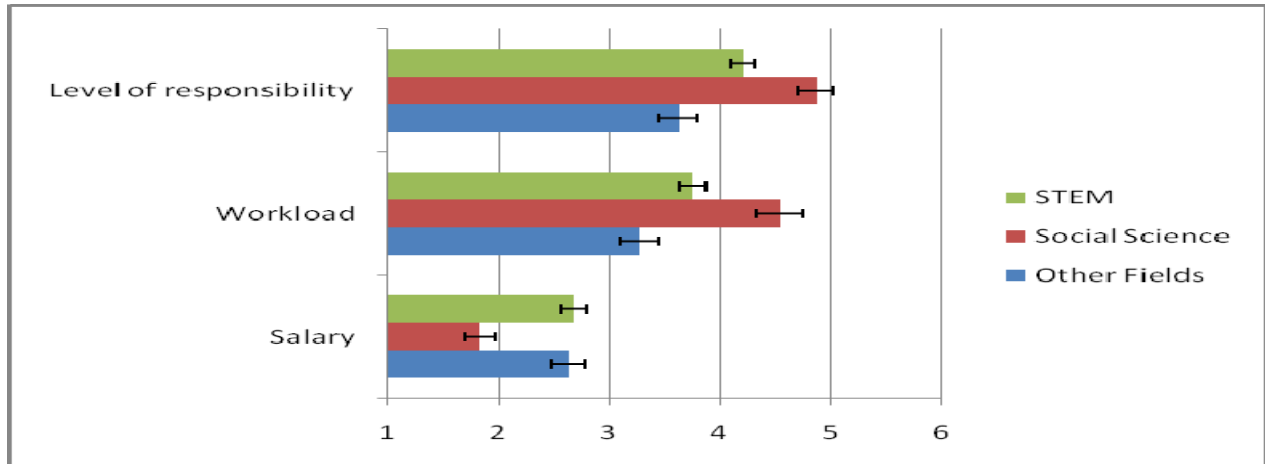


Scale: 1. Very dissimilar, 2. Moderately dissimilar, 3. Slightly dissimilar, 4. Slightly similar, 5. Moderately similar, 6. Very similar (262-270 respondents) Note: Error bars represent standard error. *Collegial relationship with peers- Cohen's $d=0.365$, $R^2=0.032$
 *Advancement/prom/tenure- Cohen's $d=0.354$, $R^2=0.030$ *Level of responsibility- Cohen's $d=0.259$, $R^2=0.016$
 *Recognition of work- Cohen's $d=0.252$, $R^2=0.016$

By Disciplinary Groups

When considered by discipline, Social Sciences faculty expressed significantly more similarities with peer institutions than faculty in Other fields ($p<0.001$) and STEM ($p<0.05$) faculty in regard to workload. On the other hand, Social Sciences faculty expressed significantly less similarity with peer institutions than STEM and Other faculty in regard to salary ($p<0.01$). Lastly, STEM faculty expressed significantly more similarities with peer institutions than faculty in Other fields and fewer similarities than Social Sciences faculty in regard to level of responsibility ($p<0.05$).

Figure 30: Perception of Similarity with Peer Institutions by Discipline

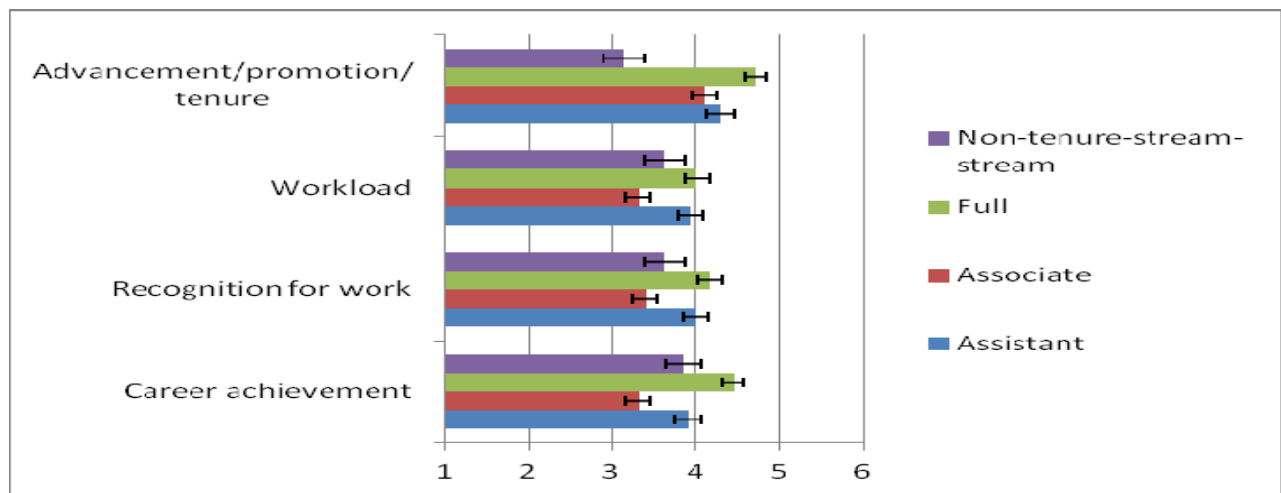


Scale: 1. Very dissimilar, 2. Moderately dissimilar, 3. Slightly dissimilar, 4. Slightly similar, 5. Moderately similar, 6. Very similar (265-280 respondents) Note: Error bars represent standard error. *Level of responsibility- Cohen's $d=0.647$, $R^2=0.095$
 *Workload- Cohen's $d=0.572$, $R^2=0.076$ *Salary- Cohen's $d=0.421$, $R^2=0.042$

By Rank

When considered by rank, full professors expressed significantly more similarities with peer institutions than associate professors in regard to career achievement, recognition of work, and workload ($p<0.001$). Full professors expressed significantly more similarities with peer institutions than associate and non-tenure-stream faculty in regard to level of responsibility ($p<0.05$). Non-tenure-stream faculty expressed significantly fewer similarities with peer institutions than assistant, associate, and full professors in regard to advancement/promotion/tenure ($p<0.01$).

Figure 31: Perception of Similarity by Rank



Scale: 1. Very dissimilar, 2. Moderately dissimilar, 3. Slightly dissimilar, 4. Slightly similar, 5. Moderately similar, 6. Very similar (283-289 respondents) Note: Error bars represent standard error. *Advancement/prom/tenure- Cohen's $d=0.711$, $R^2=0.112$
 *Workload- Cohen's $d=0.415$, $R^2=0.041$ *Recognition of work- Cohen's $d=0.461$, $R^2=0.050$ *Career Achievement- Cohen's $d=0.675$, $R^2=0.10$

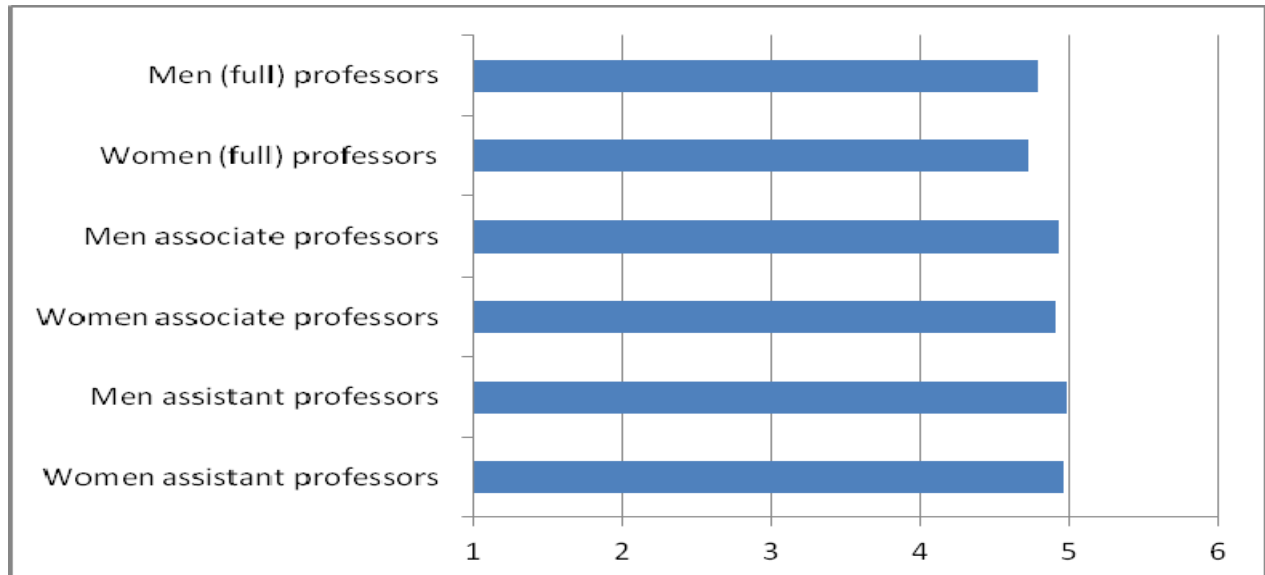
Support from Peers

The next set of questions asked faculty to indicate the level of support they receive from peers in their unit or department. Specifically, they rated their level of agreement on the following scale: (1) very unsupportive, (2) moderately unsupportive, (3) slightly unsupportive, (4) slightly supportive, (5) moderately supportive, and (6) very supportive

Overall

The majority of faculty feel moderately supported by their peers; however, men assistant professors were rated the most supportive while women full professors were rated the least supportive.

Figure 32: *Overall Support from Peers*

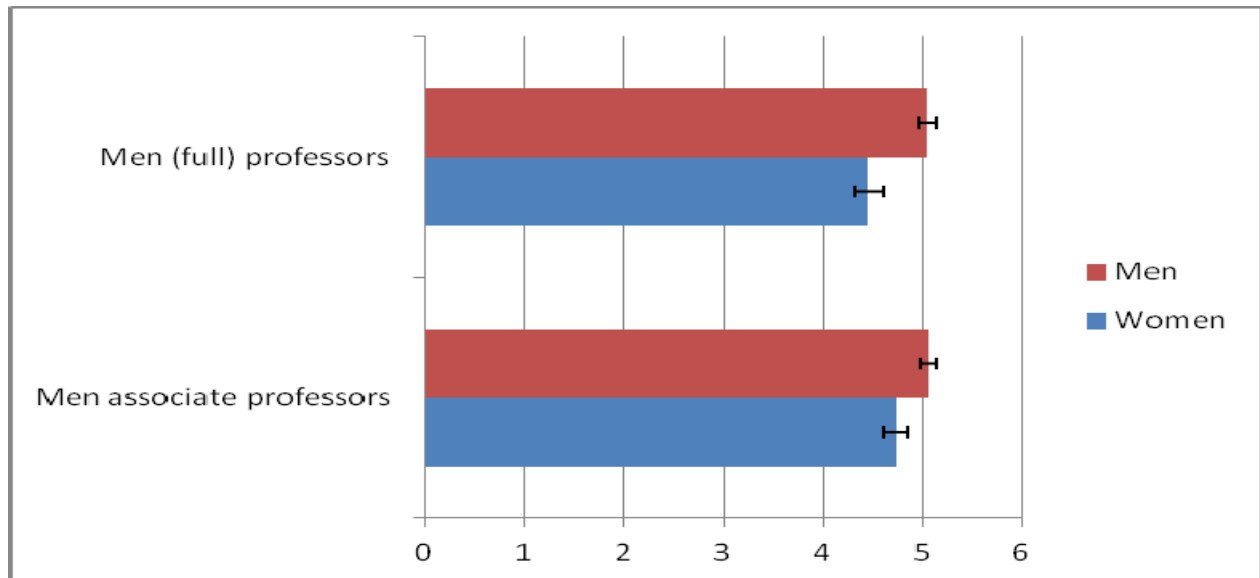


Scale: 1. very unsupportive, 2. moderately unsupportive, 3. slightly unsupportive, 4. slightly supportive 5. moderately supportive, 6. very supportive. (252-277 respondents)

By Gender

When considered by gender, men faculty expressed feeling significantly more supported than women faculty by men associate professors ($p < 0.05$) and men full professors ($p < 0.001$).

Figure 33: *Support from Peers by Gender*



S Scale: 1. very unsupportive, 2. moderately unsupportive, 3. slightly unsupportive, 4. slightly supportive, 5. moderately supportive, 6. very supportive (103-156 respondents) Note: Error bars represent standard error. *Men full prof- Cohen's $d=0.425$, $R^2=0.043$
*Men associate prof- Cohen's $d=0.090$, $R^2=0.002$

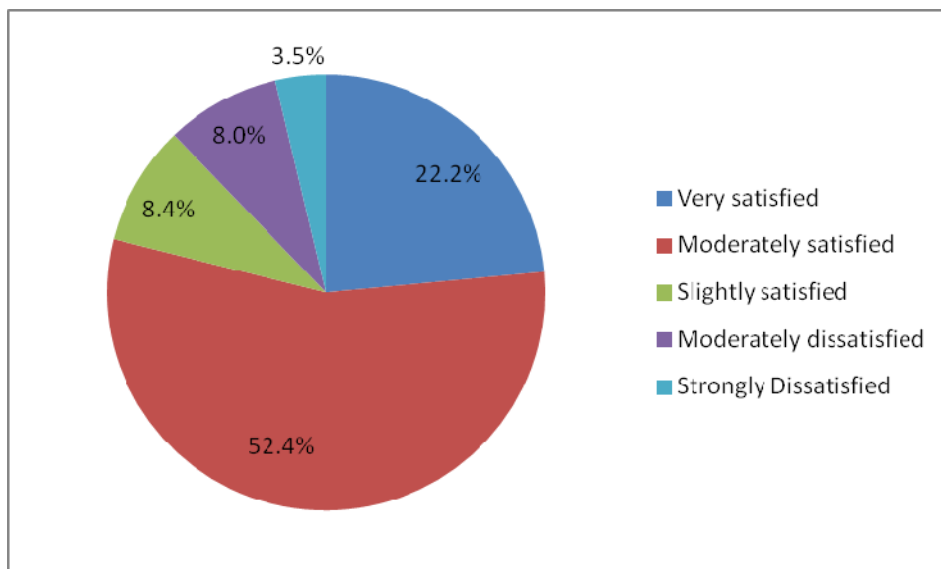
Satisfaction with UMaine

Given all of these issues, faculty were then prompted to rate their level of satisfaction with their careers at UMaine and their overall career progression.

Overall

Three quarters of the faculty expressed moderate to high satisfaction with their jobs, with 11.5% expressing moderate to strong dissatisfaction.

Figure 34: *Overall Satisfaction with UMaine*

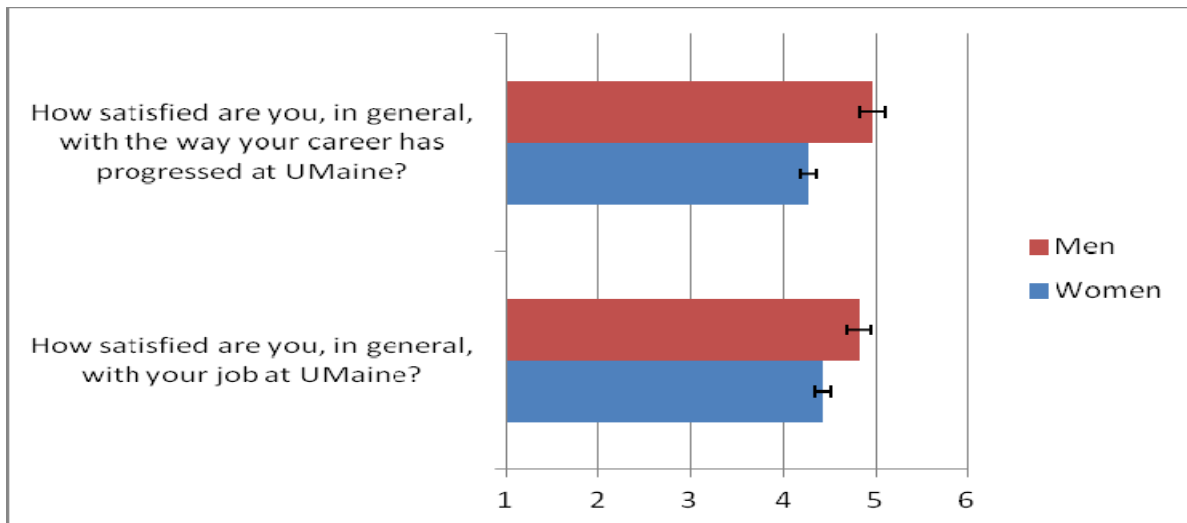


(311 respondents)

By Gender

There were discrepancies between men's and women's responses regarding their overall career satisfaction at UMaine, with women faculty expressing less satisfaction with their career progression and their overall careers at UMaine than men faculty ($p < 0.01$).

Figure 35: *Satisfaction with UMaine by Gender*

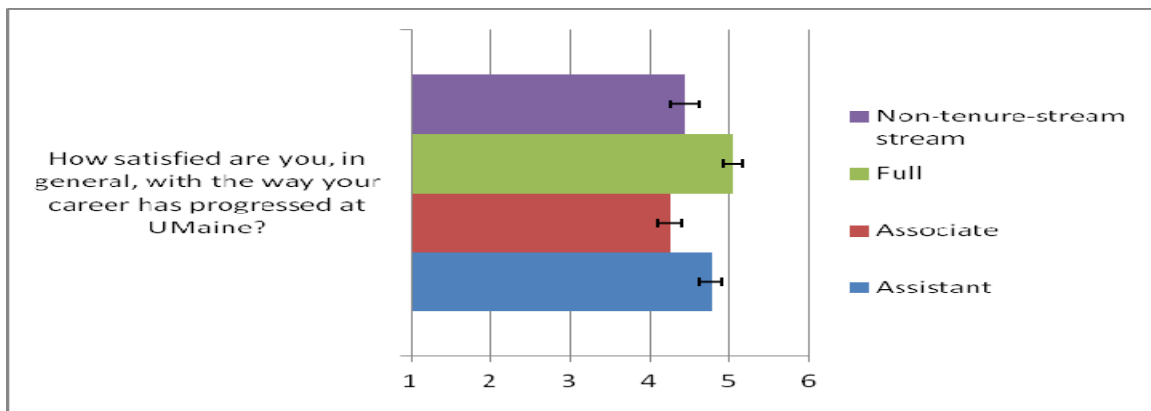


Scale: 1 Strongly dissatisfied, 2. Moderately dissatisfied, 3. Slightly dissatisfied, 4. Slightly satisfied, 5. Moderately satisfied, 6. Very satisfied (183 respondents) Note: Error bars represent standard error. *How satisfied are you, in general, with your job at UMaine?- Cohen's $d=0.145$, $R^2=0.086$

By Rank

Faculty at the full professor level expressed the most satisfaction in regard to overall career progression whereas associate-level professors expressed the least satisfaction ($p < 0.05$).

Figure 36: *Satisfaction with UMaine by Rank*



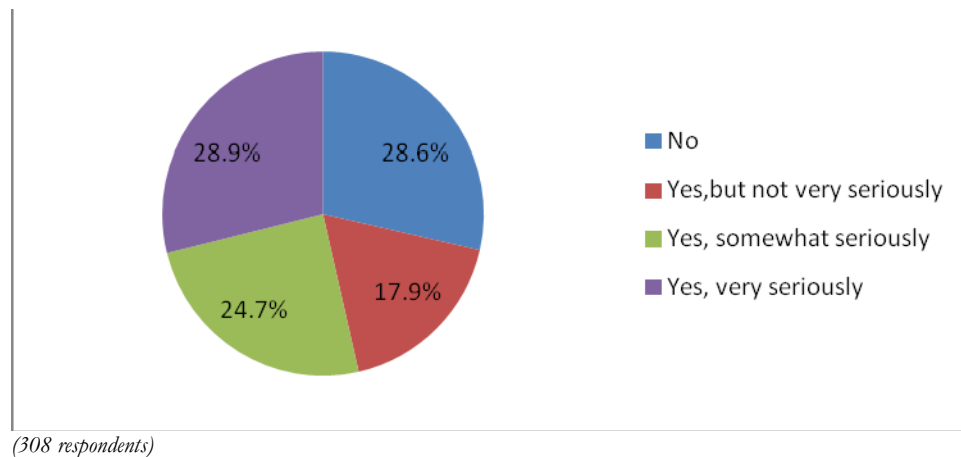
Scale: 1 Strongly dissatisfied, 2. Moderately dissatisfied, 3. Slightly dissatisfied, 4. Slightly satisfied, 5. Moderately satisfied, 6. Very satisfied (307 respondents) Note: Error bars represent standard error. *How satisfied are you, in general, with the way your career has progressed at UMaine?- Cohen's $d=0.254$, $R^2=0.277$

Considerations of Leaving UMaine

Faculty then responded to a question that asked, “In the past 10 years, have you considered leaving UMaine?”

Overall, over half of faculty have at least somewhat seriously considered leaving UMaine; just over one quarter of faculty have not considered leaving UMaine.

Figure 37: *Overall Consideration of Leaving UMaine*



Factors Contributing to Consideration of Departure

Of the faculty who reported considering leaving UMaine, 203 (or 60% of the respondents) provided further explanations for this consideration. Open-ended responses were coded into the following categories: low salary/no financial rewards; lack of institutional support/research support; overworked/high teaching load; isolation/lack of collaboration; hostile work environment/bullying; dwindling budget; discipline not valued by the university; lack of spousal accommodation; faculty-administration relationships/campus politics; greater potential for career advancement elsewhere; underachieving students; job security; and isolated location of university.

Women faculty were more likely to cite a lack of institutional/research support, being overworked, and a hostile/bullying work environment, whereas men were more likely to cite concerns about low salaries, career advancement and the isolated location of UMaine.

Table 6: *Factors Contributing to Consideration of Departure*

	Men	Women	Overall*
Low salary/No financial rewards	44%	30%	39%
Lack of institutional support/research support	21%	30%	27%
Hostile work environment/bullying	12%	24%	17%
Overworked/high teaching load	12%	17%	14%
Isolation/lack of collaboration	13%	11%	12%
Career advancement	14%	8%	12%
Dwindling budget	6%	12%	8%
Discipline not valued by university	6%	10%	8%
Isolated location of university	12%	3%	7%
Faculty-administration relationships/campus politics	6%	5%	5%
Job security	4%	5%	5%
Lack spousal accommodation	3%	4%	4%
Underachieving students	6%	2%	4%

*Overall is based on the 203 respondents that reported considering leaving UMaine in past 10 years and includes those who did not report gender.

UMaine Policies

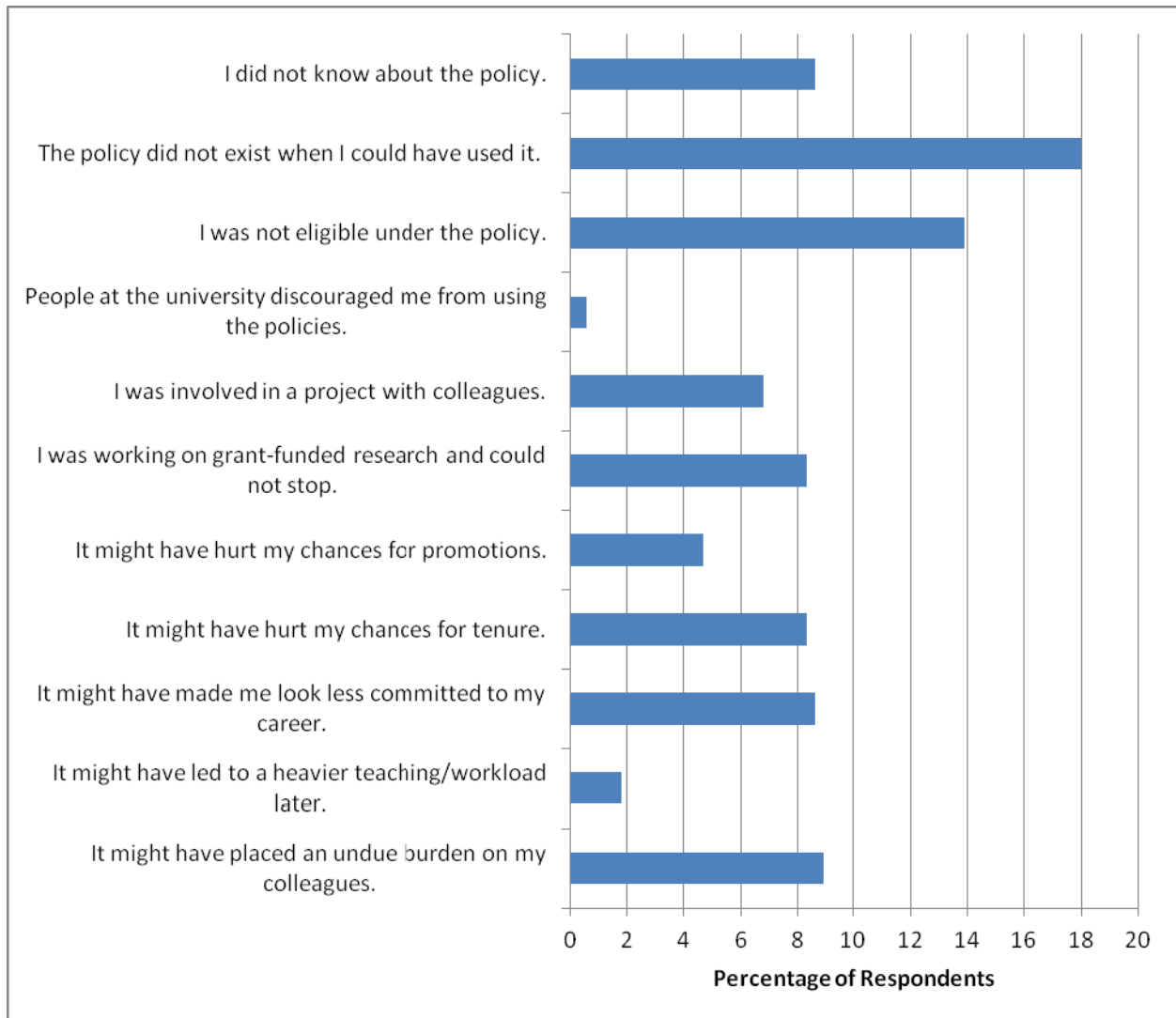
Faculty then completed responses to a number of questions assessing their awareness and use of family-friendly policies at UMaine, including (1) Stopping the tenure clock, (2) Alternatives to teaching duties associated with the birth or adoption of a child, and a question that asked, (3) Did you utilize any of these policies in your own career?

Overall, faculty reported awareness of these policies with 75% of faculty respondents reporting awareness of the stopping the tenure clock policy and 58% reporting awareness of the policies associated with alternatives to teaching duties. Only 8% of faculty respondents, however, reported utilizing any of these policies within their own career.

Faculty who reported not utilizing any of the family-friendly policies were then asked the following prompts to ascertain their lack of policy usage: (1) It might have placed an undue burden on my colleagues, (2) It might have led to a heavier teaching/workload later, (3) It might have made me look less committed to my career, (4) It might have hurt my chances for tenure, (5) It might have hurt my chances for promotion, (6) I was working on grant funded research and could not stop the work, (7) I was involved with a project with colleagues and I had to continue, (8) People at the university discouraged me from using the policy, (9) I was not eligible under the policy (e.g., not a substantial caregiver), (10) The policy did not exist when I could have used it, and (11) I did not know about the policy.

Faculty were most likely to report that they did not utilize family-friendly policies because they were not eligible (14%) or because the policy did not exist when they could have used the policy (18%). Other responses fell into several main categories, including concern for burden on colleagues (9%), concern that it would make the person utilizing the policy look less committed (8%), and concern for future tenure bid (8%). Faculty were least likely to report that they did not use the policy because it might lead to a heavier teaching/workload later (1.8%) or because people at the university discouraged them from utilizing the policies (.6%).

Figure 38: *Reasons for Not Using Family-Friendly Policies*



(2-36 respondents)

Harassment

First, faculty were asked about their awareness of the following UMaine harassment policy:

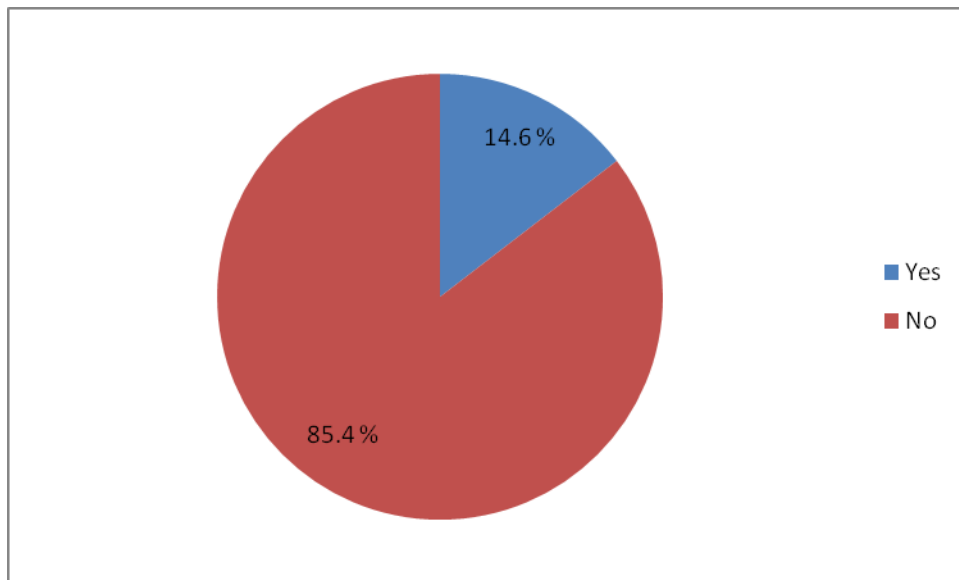
"It is the policy of The University of Maine that acts of harassment and violence in the workplace will not be tolerated...Harassment is unwelcome behavior that is severe, persistent, and/or pervasive and has the intent or effect of interfering with a person's educational or work performance or creates an intimidating, or offensive educational, work, or living environment."

94% of respondents reported awareness of this policy, whereas 6% reported not being aware of this harassment policy.

Faculty were then asked to report whether they had been harassed while employed at UMaine according to this policy.

Approximately 15% of faculty reported having been harassed while employed at UMaine.

Figure 39: *Percentage of Faculty Reporting Harassment Experiences*



(309 respondents)

By Gender

Of those who responded, 23% of women faculty reported having been harassed while employed at UMaine whereas 9% of men reported having been harassed.

Figure 40: *Women Faculty Respondents Reporting Harassment*

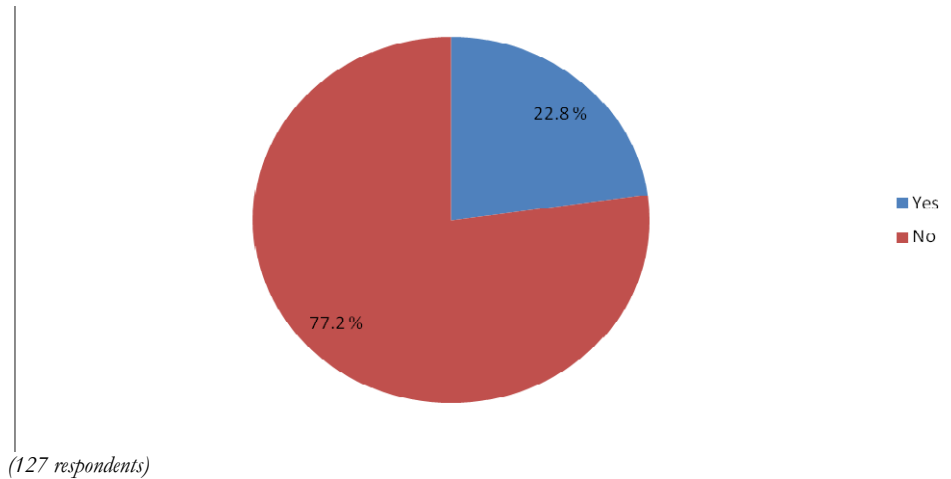
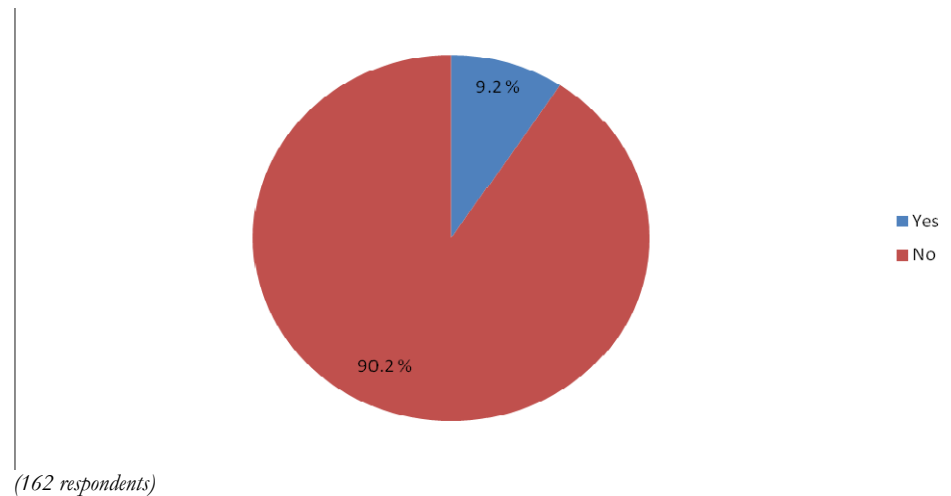


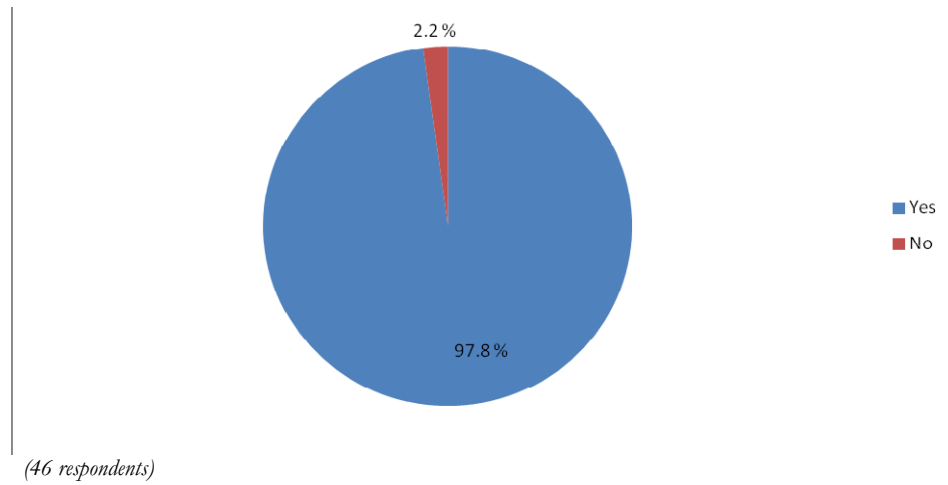
Figure 41: *Men Faculty Respondents Reporting Harassment*



Faculty who reported being harassed then responded to the following question, (1) If you have been harassed while in your position at UMaine, did you speak with anyone (including friends, family members, colleagues, etc.) about your experience?

98% of faculty who reported being harassed while employed at UMaine stated that they had spoken with someone about their experience.

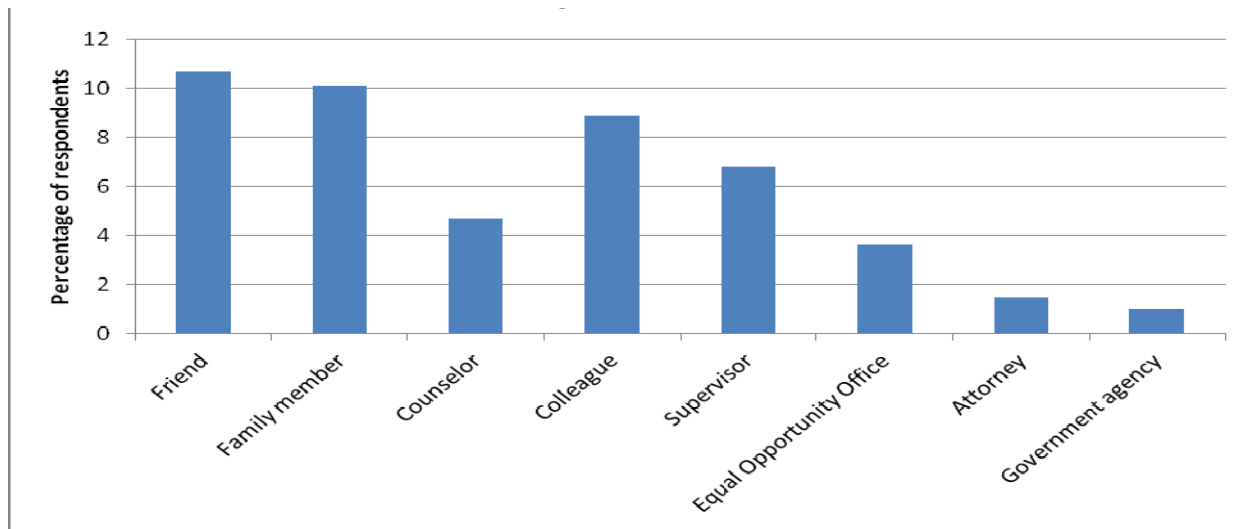
Figure 42: *Percentage of Harassed Faculty Who Spoke to Others about their Experience*



These faculty were then asked to indicate with whom they had spoken about their harassment experience.

Faculty were most likely to report talking to friends (11%), colleagues (9%), and family members (10%) about their harassment experience. They were the least likely to speak to an attorney (2%), government agencies (1%), or the Equal Opportunity Office (4%).

Figure 43: *To Whom Harassed Faculty Spoke about their Experience*

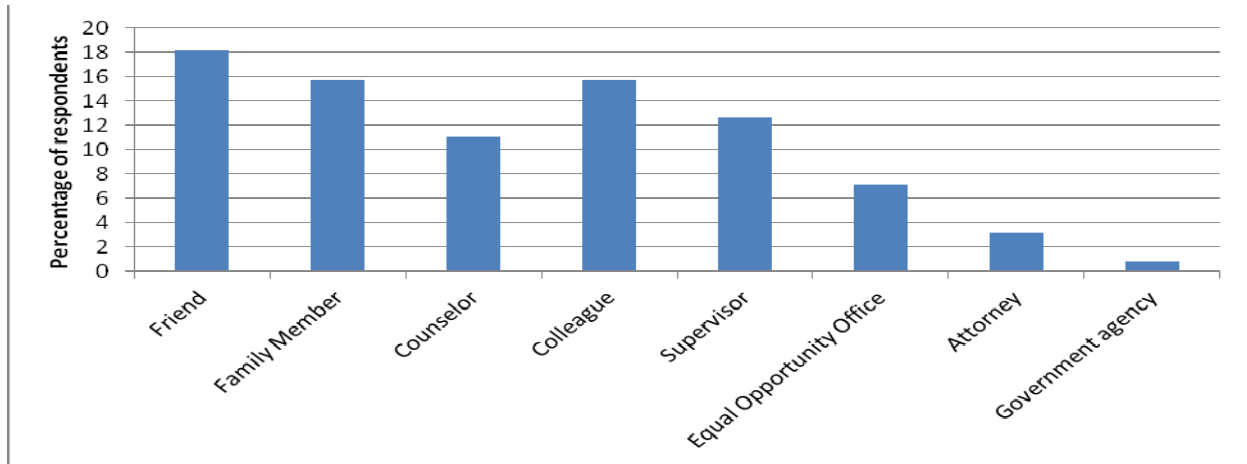


(1-36 responses)

By Gender

Women reported talking most to friends (18%), family members (16%) and colleagues (16%) about their harassment experience and were least likely to talk with a government agency (1%) or an attorney (3%).

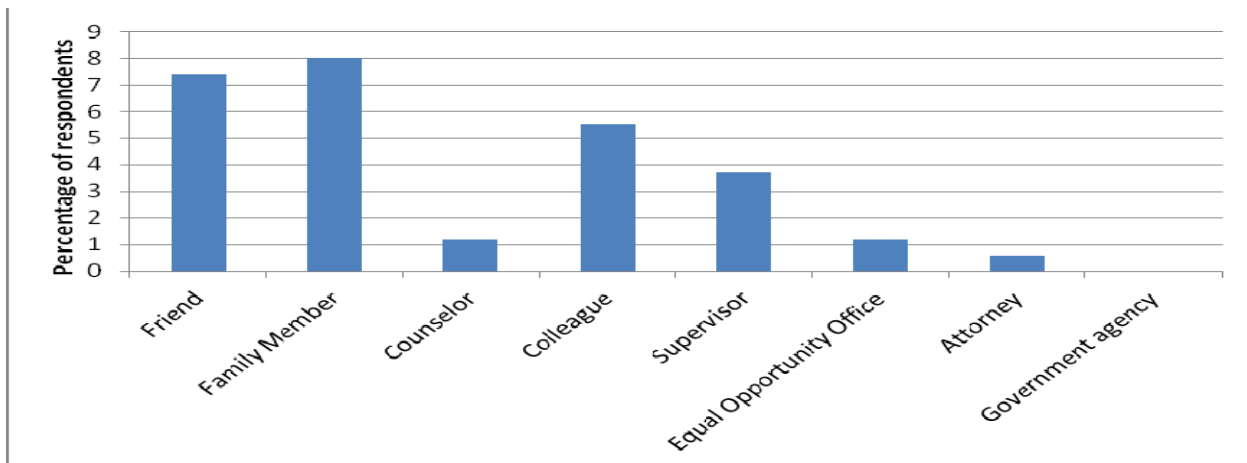
Figure 44: *To Whom Harassed Faculty Spoke about their Experience by Gender - Women*



(1-23 respondents)

Men reported talking most to family members (8%), friends (7%) and colleagues (16%) about their harassment experience and were least likely to talk with a government agency (0%) or an attorney (1%).

Figure 45: *To Whom Harassed Faculty Spoke about their Experience by Gender - Men*



(0-13 respondents)

Balancing Personal and Professional Life

In the next section of the survey, faculty were asked to rate their level of agreement with the following statements about balancing their personal and professional lives: (1) Personal responsibilities and commitments have slowed down my career progression, (2) I often have to forgo professional activities (e.g., sabbaticals, conferences) because of personal responsibilities, and (3) I am usually satisfied with how I balance my professional and personal life.

Then, faculty were asked to rate their level of agreement with statements regarding their department's/unit's support of family obligations: (1) Faculty who have children are considered to be less committed to their careers, (2) The department is supportive of family leave, (3) The department knows the options available for faculty who have a new baby, (4) Department meetings frequently occur early in the morning or late in the day, (5) It is difficult for faculty in my department to adjust their work schedules to care for children or other family members, and (6) Most faculty in my department are supportive of colleagues who want to balance their family and career lives.

Overall

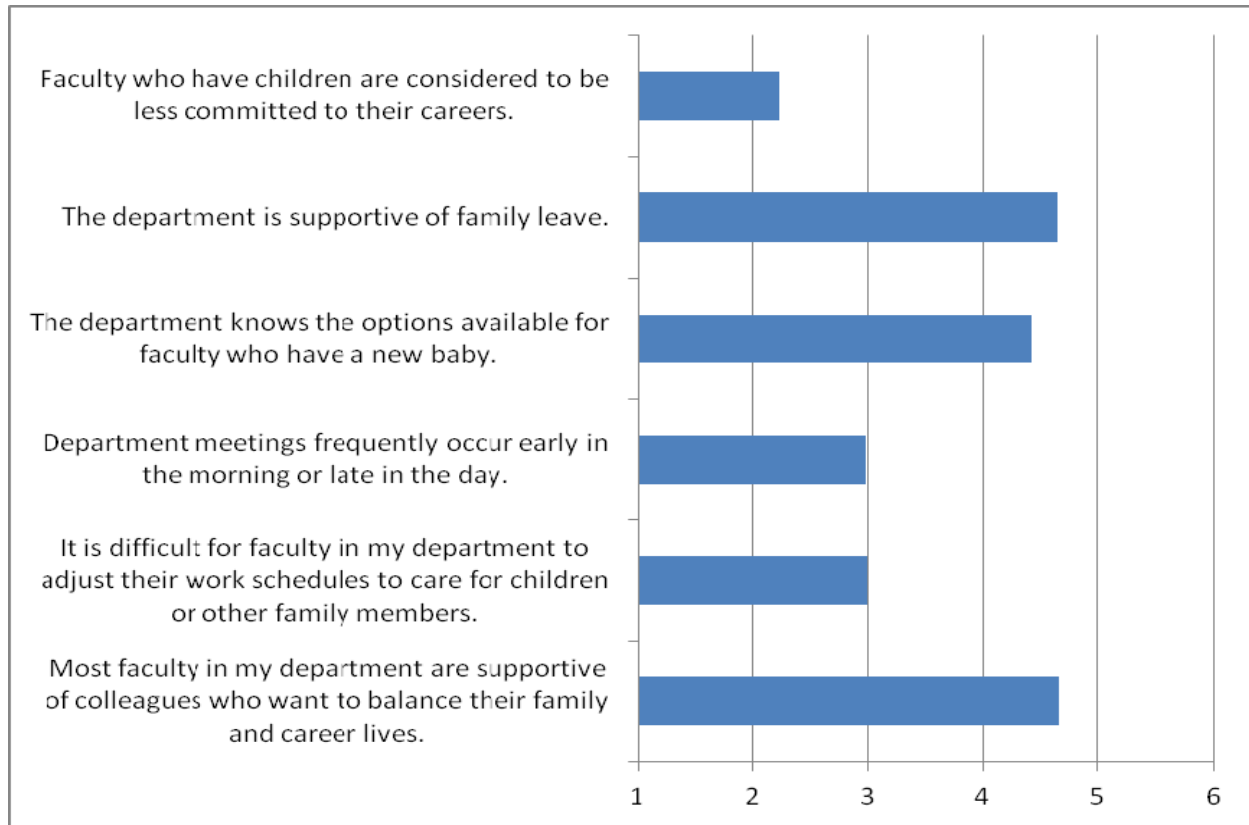
Overall, as well as across disciplinary groups and ranks, faculty tended to feel slightly satisfied with how they balance their professional and personal lives (Figure 46) and feel that their peers were supportive of colleagues who wanted family-career balance (Figure 47).

Figure 46: *Faculty Balance of Personal and Professional Responsibilities*



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4. Slightly agree, 5. Moderately agree, 6. Strongly agree (240-297 respondents)

Figure 47: *Support by Unit for Balancing Personal and Professional Responsibilities*

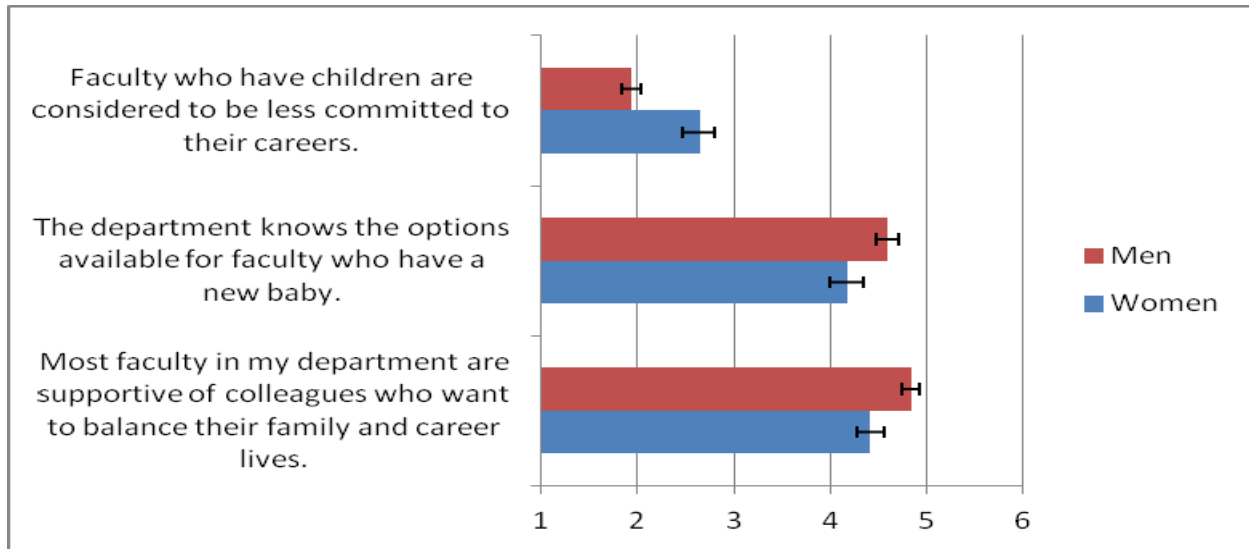


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4. Slightly agree, 5. Moderately agree, 6. Strongly agree (240-297 respondents)

By Gender

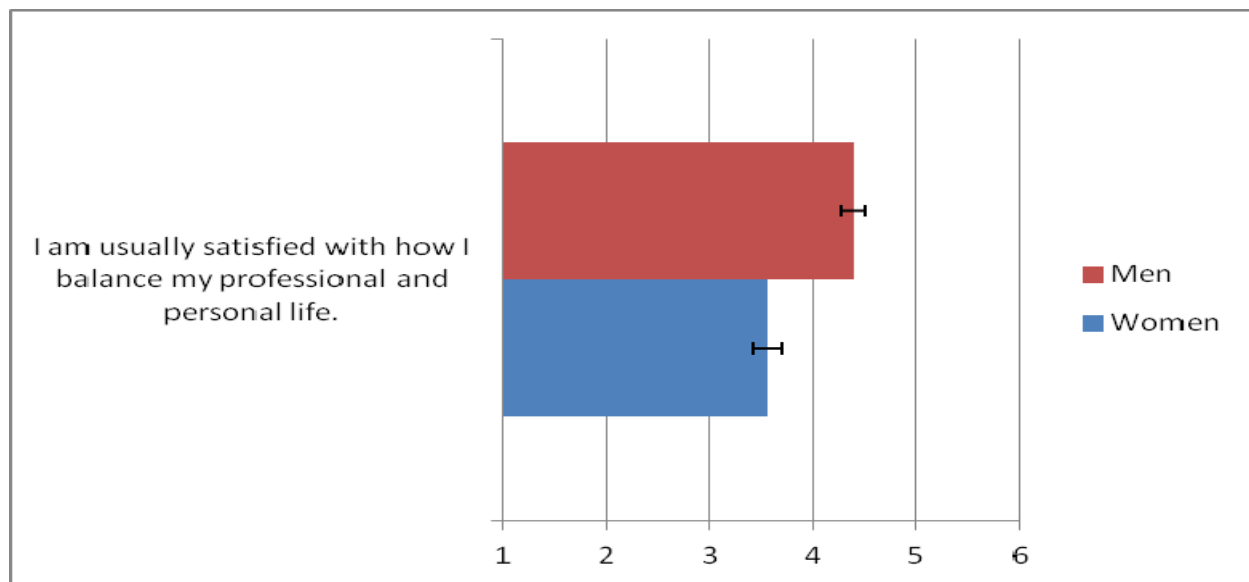
When viewed by gender, differences do appear in several categories. As shown in Figure 48, women reported higher levels of agreement than men with the statement, “Faculty who have children are considered to be less committed to their careers” ($p < 0.001$). Women were less likely than men to report that their departments are aware of policies or procedures for faculty with new babies ($p < 0.05$). Women also reported lower agreement than men with the statement, “Most faculty in my department are supportive of colleagues who want to balance their family and career lives” ($p < 0.01$). Finally, as shown in Figure 49, women reported less satisfaction with the balance between their personal and professional lives ($p < 0.001$).

Figure 48: *Support by Unit for Balancing Personal and Professional Responsibilities by Gender*



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4. Slightly agree, 5. Moderately agree, 6. Strongly agree (89-163 respondents) Note: Error bars represent standard error. *Faculty who have children are considered less committed- Cohen's $d=0.464$, $R^2=0.051$ *The department knows the options available for faculty who have a new baby- Cohen's $d=0.281$, $R^2=0.019$ *Most faculty in my department are supportive- Cohen's $d=0.314$, $R^2=0.024$

Figure 49: *Satisfaction with Professional and Personal Life Balance by Gender*



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4. Slightly agree, 5. Moderately agree, 6. Strongly agree (126-163 respondents) Note: Error bars represent standard error. *I am usually satisfied with how I balance my professional and personal- Cohen's $d=0.568$, $R^2=0.075$

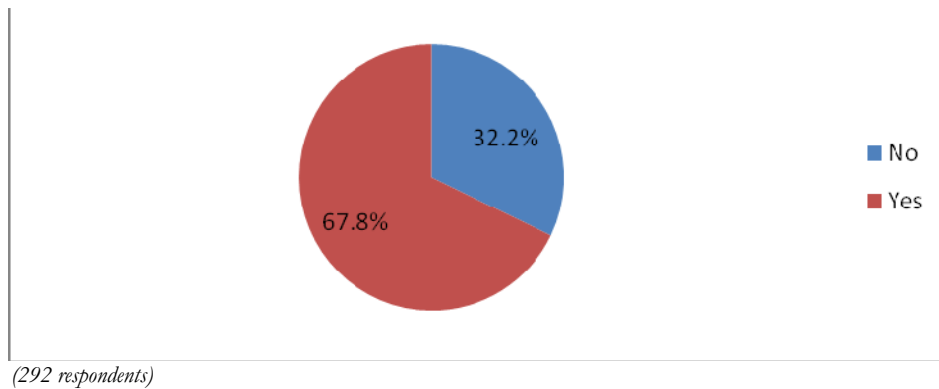
Childcare

The next set of statements concerned childcare issues. The first question asked faculty if they have cared for or currently care for dependent children. Faculty were then asked to respond to whether they had used any daycare services or programs for these dependent children.

Overall

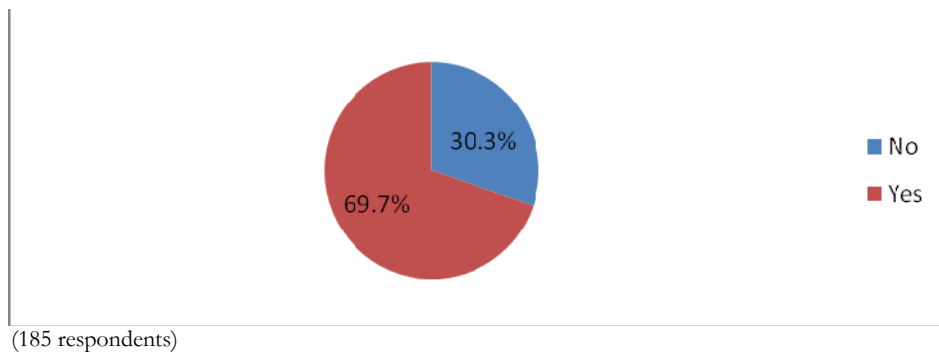
Two-thirds of faculty have cared for, or currently care for, dependent children.

Figure 50: *Percentage of Faculty with Dependent Children*



Of those faculty who currently care for or have cared for children, 70% have used childcare services or programs.

Figure 51: *Percentage of Faculty with Children Who Have Utilized Childcare Services*

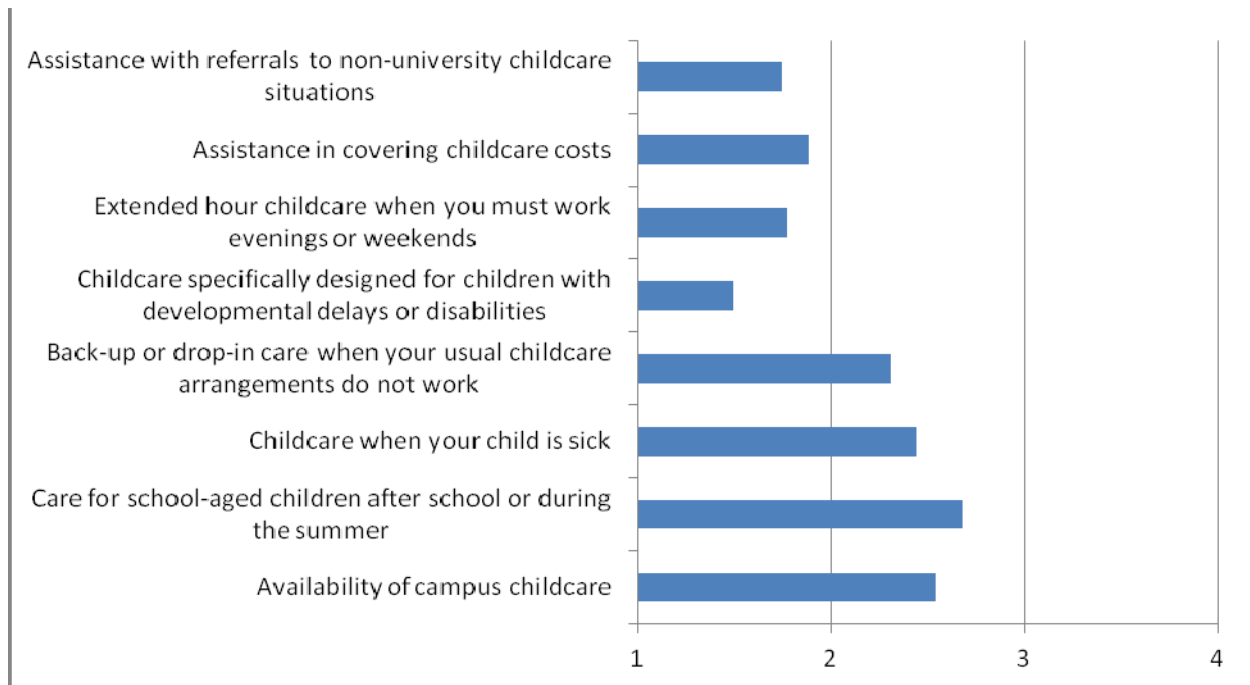


Relevant faculty were then asked to respond to several questions assessing what aspects of childcare were a priority for them: (1) Assistance with referrals to non-university childcare situations (2) Assistance in covering childcare costs, (3) Extended-hour childcare on evenings or weekends, (4) Childcare specifically designed for children with developmental delays or disabilities, (5) Back-up or drop-in care when usual childcare arrangements do not work, (6) Childcare when child is sick, (7) Care for school-age children after school or during the summer, (8) Availability of campus childcare.

Overall

Overall, faculty placed the highest priority on care for school-age children, availability of campus childcare, and childcare when the child is sick. Faculty placed the least priority on childcare designed for children with disabilities. This same pattern is replicated when explored by rank and discipline.

Figure 52: *Priorities for Childcare Options*

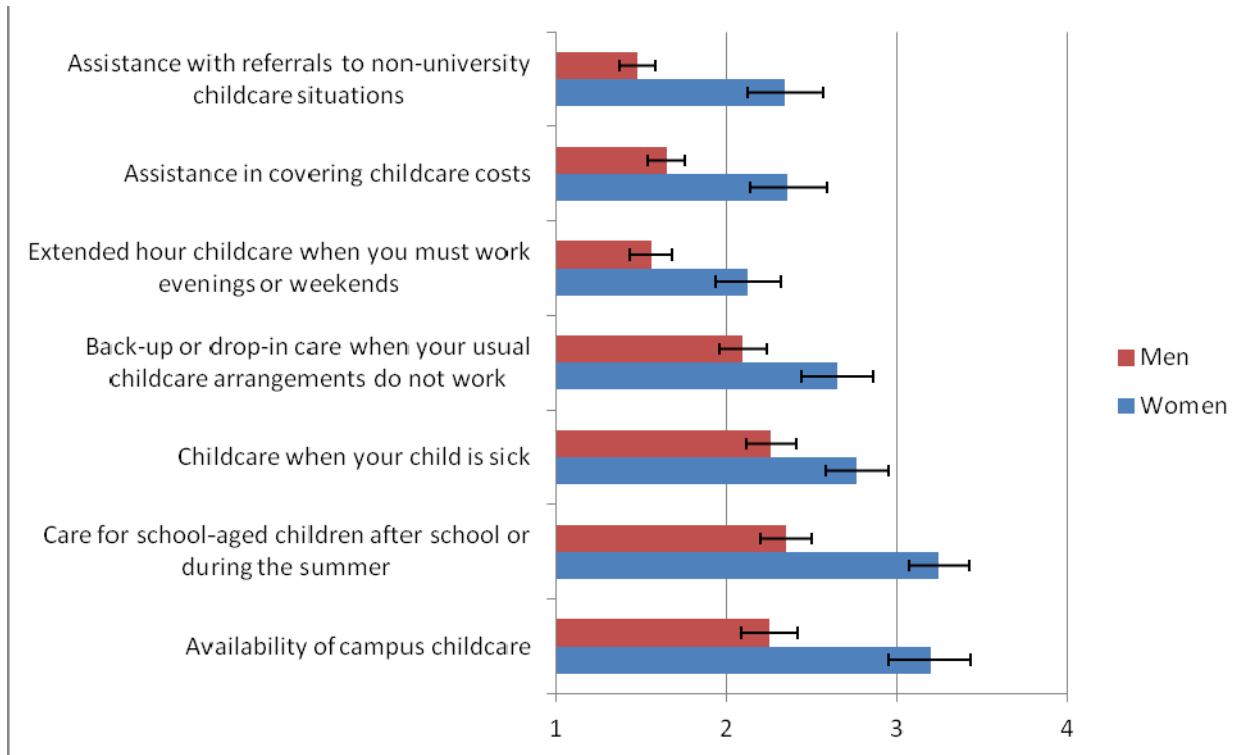


Scale: 1. Not at all a priority, 2. Somewhat a priority, 3. Quite a priority, 4. High priority
(69-114 respondents)

By Gender

Differences occur across all questions when childcare priorities are explored by gender; for all topics women placed higher priority on childcare issues. These differences are most notable in regard to assistance with referrals for non-university childcare situations ($p < 0.001$), availability of campus childcare ($p < 0.01$), and care for school-aged children after school or during the summer ($p < 0.001$).

Figure 52: *Priorities for Childcare Options by Gender*



Scale: 1. Not at all a priority, 2. Somewhat a priority, 3. Quite a priority, 4. High priority

(24-71 respondents) Note: Error bars represent standard error. *Assistance with referrals- Cohen's $d=0.810$, $R^2=0.141$

*Assistance in covering childcare cost- Cohen's $d=0.617$, $R^2=0.087$ *Extended hour childcare when you must work-Cohen's $d=0.508$, $R^2=0.061$

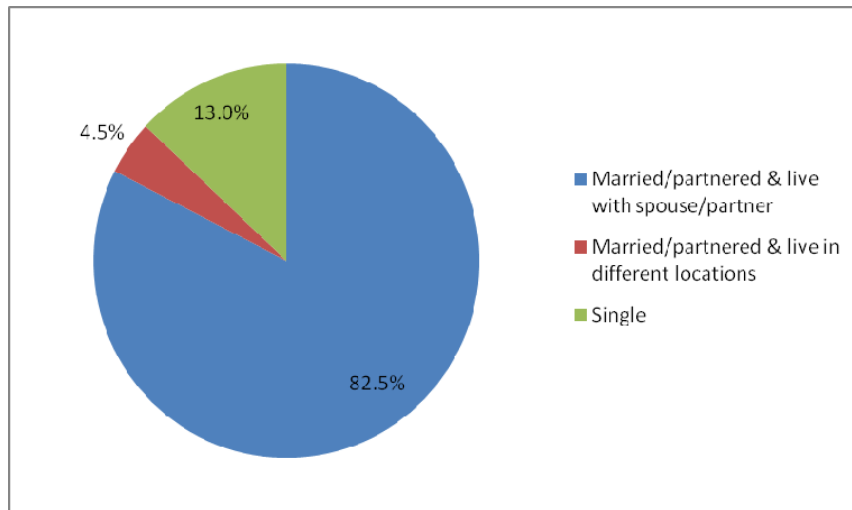
*Back-up or drop-in-care when your usual childcare arrangements- Cohen's $d=0.462$, $R^2=0.051$ *Childcare when your child is sick - Cohen's $d=0.413$, $R^2=0.041$

*Care for school aged children after school- Cohen's $d=0.764$, $R^2=0.127$ *Availability of campus childcare- Cohen's $d=0.731$, $R^2=0.118$

Spouse or Partner Issues

Faculty were also asked to respond to questions about their spouse or partner. The first question asked faculty about their current marital or cohabitation status. The majority of faculty respondents (83%) are married/partnered and live with this individual, 4.5% of faculty are married/partnered but do not live with this other individual, and 13% of the faculty who responded are single.

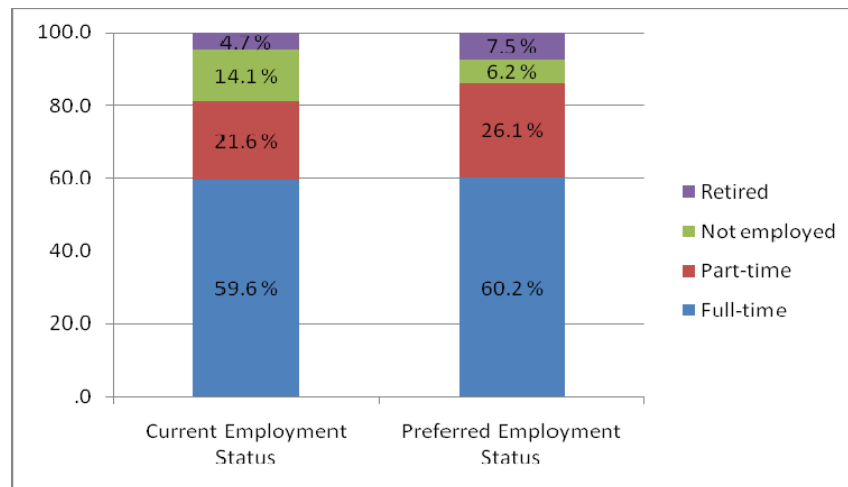
Figure 53: *Current Marital or Cohabitation Status of Faculty*



(292 respondents)

Faculty were then asked about their partner's/spouse's current and preferred employment status. The majority of faculty expressed that their partners or spouses are currently employed full-time and prefer to be employed thusly.

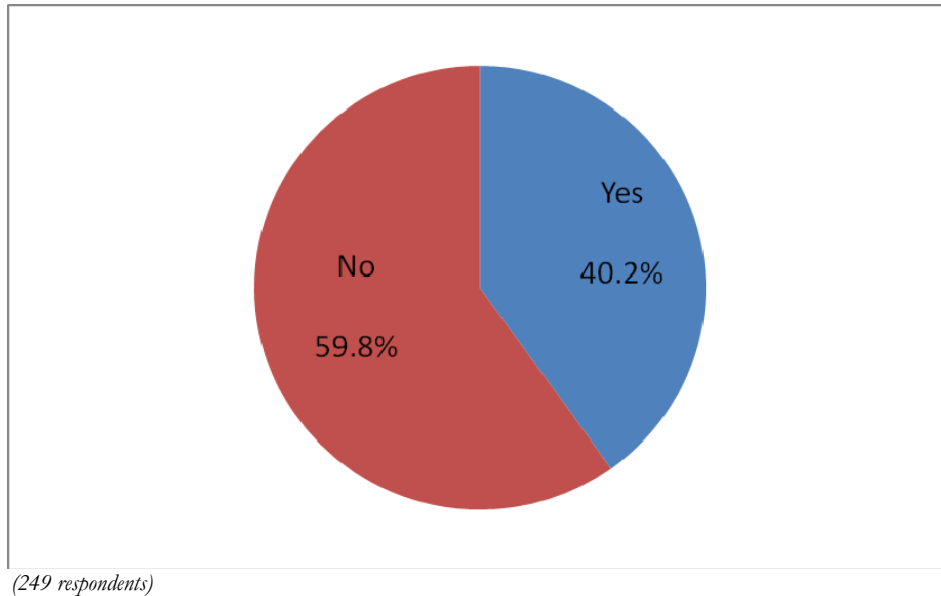
Figure 54: *Partner's/ spouse's Current and Preferred Employment Status*



(241-255 respondents)

Faculty also responded whether their partners or spouses currently work at UMaine. Of those who responded, 60% currently do not have spouses or partners employed at UMaine, while 40% do.

Figure 55: *Spouse or Partner Employment at UMaine*



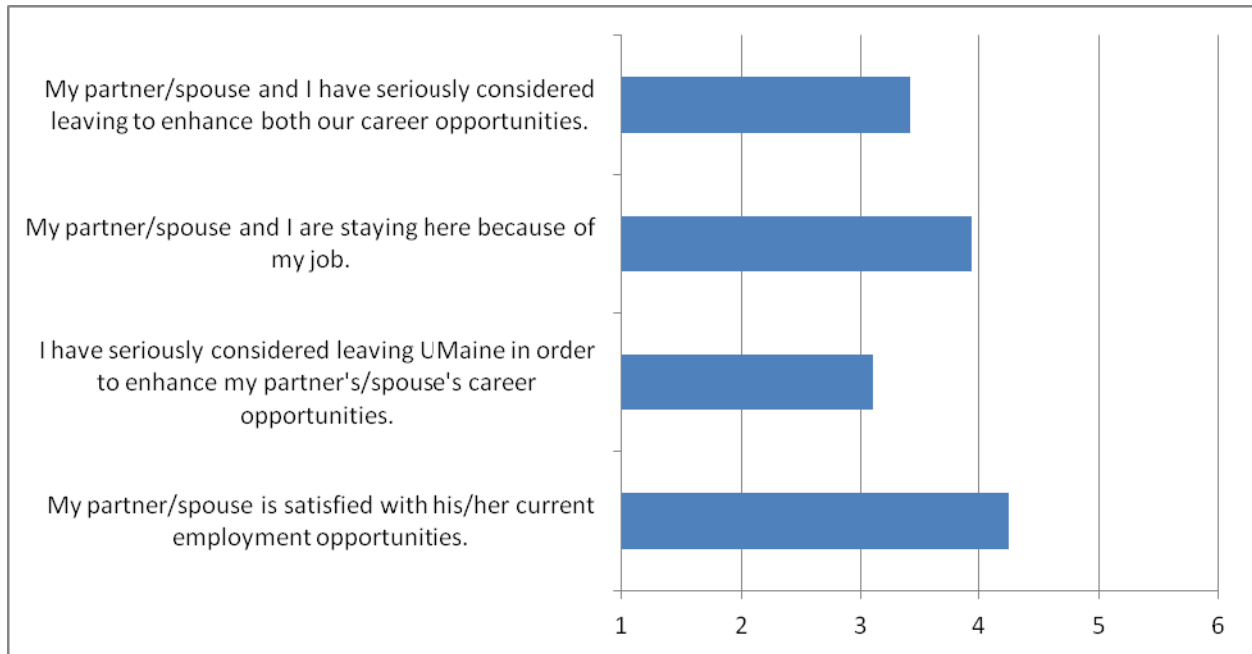
Spouse/Partner Employment

In addition, faculty were asked to rate their level of agreement with a series of statements about their partner's or spouse's career: (1) My partner/spouse and I have seriously considered leaving to enhance both our career opportunities, (2) My partner/spouse and I are staying here because of my job, (3) I have seriously considered leaving UMaine in order to enhance my partner's/spouse's career opportunities, and (4) My partner/spouse is satisfied with his/her current employment opportunities.

Overall

Overall, faculty expressed the most agreement "My partner/spouse is satisfied with his/her current employment opportunities".

Figure 56: *Partner's/ Spouse's and Faculty Career Issues*

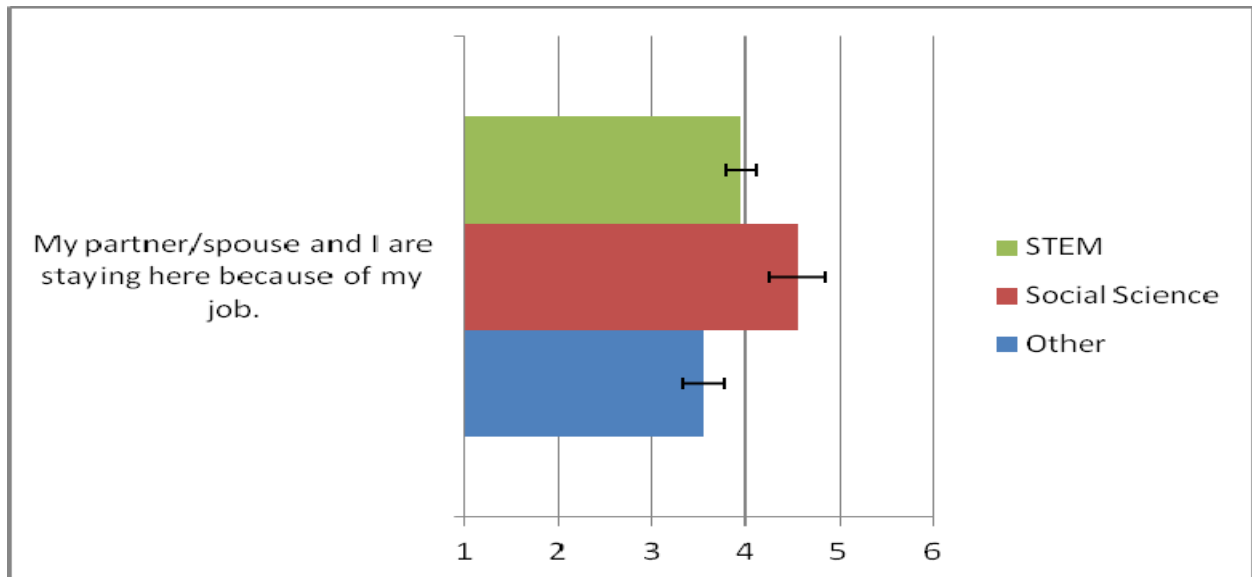


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4. Slightly agree, 5. Moderately agree, 6. Strongly agree (228-238 respondents)

By Disciplinary Grouping

Faculty in the Other fields were the least likely to report they were staying in Maine because of their job ($p < 0.05$).

Figure 57: *Partner's/ Spouse's and Faculty Career Issues by Discipline*



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4. Slightly agree, 5. Moderately agree, 6. Strongly agree (36-134 respondents) Note: Error bars represent standard error.

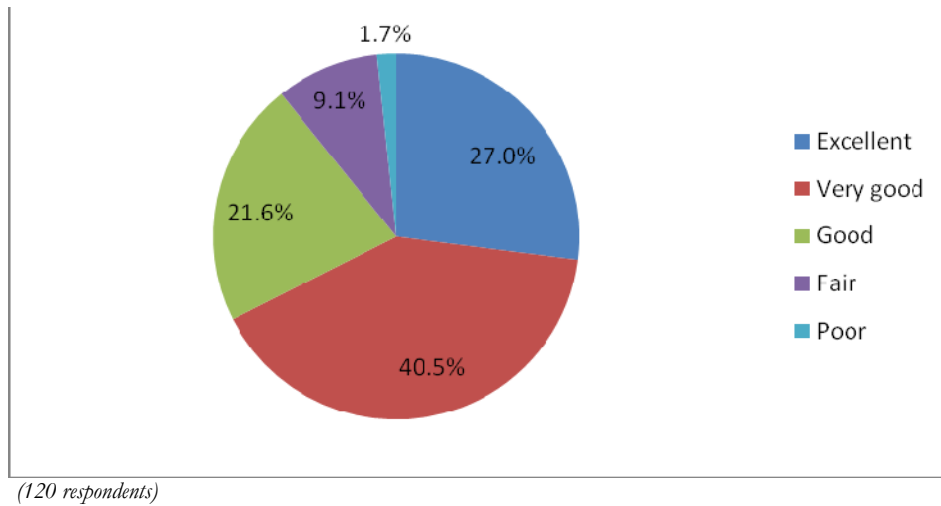
Personal Health

Faculty were asked in the next section of the survey to rate their physical health and emotional well-being.

Overall

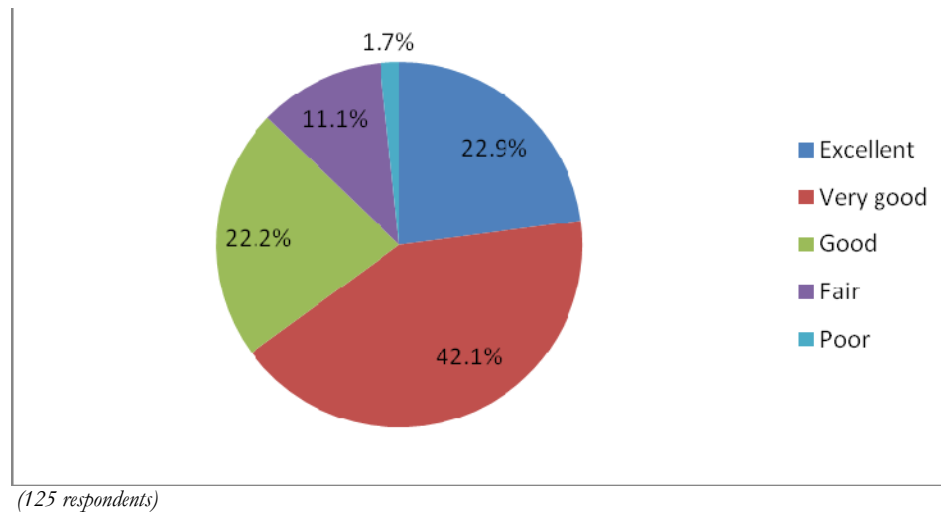
Overall, the majority of faculty reported their physical health to be excellent to very good.

Figure 58: *Faculty Physical Health*



Similarly, faculty overall rated their emotional well-being as excellent to very good.

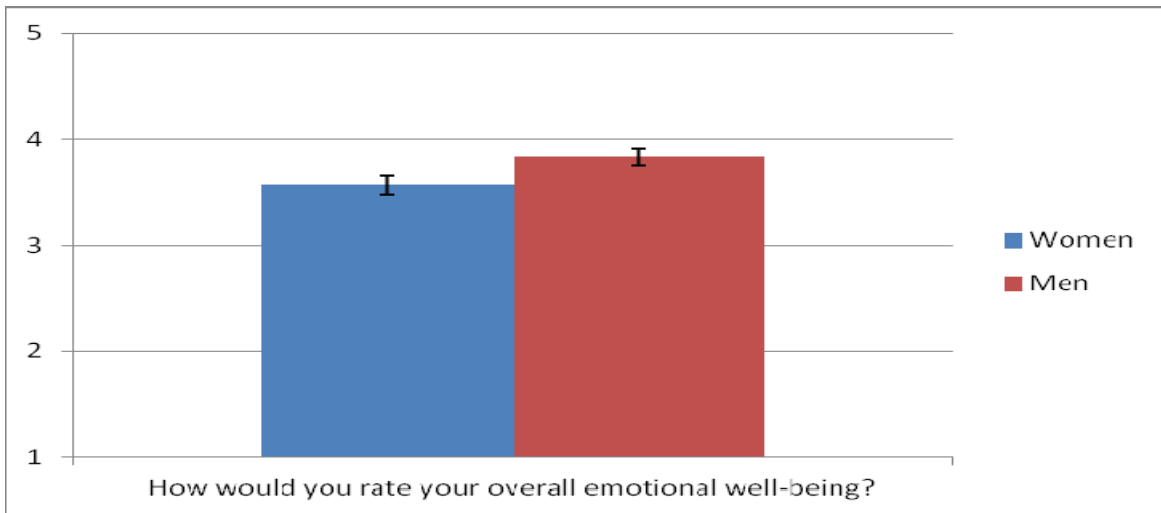
Figure 59: *Faculty Emotional Health*



By Gender

When viewed by gender, men rated their emotional well-being slightly higher than women ($p < 0.05$).

Figure 60: *Emotional Health by Gender*

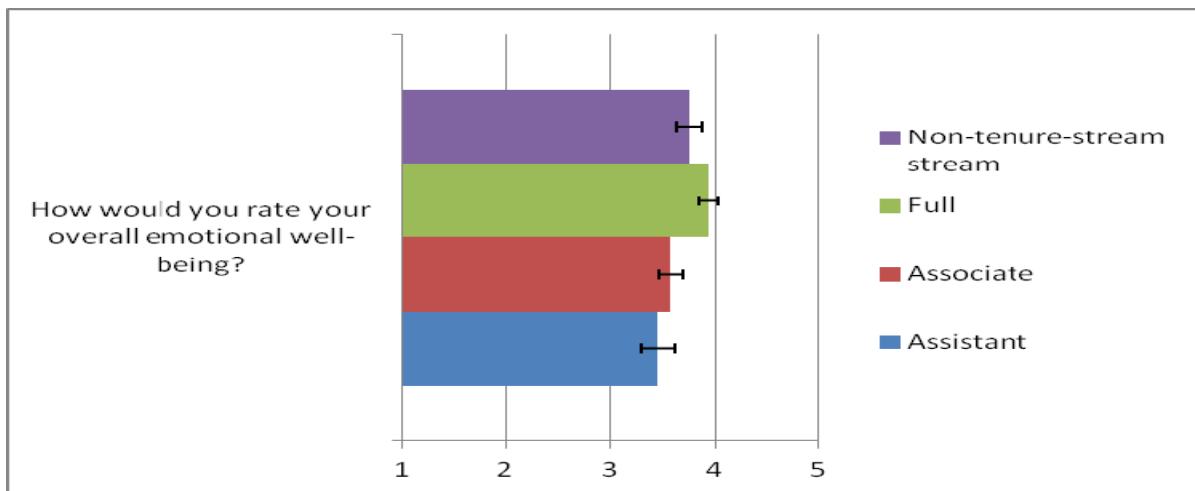


Scale: 1. Poor, 2. Fair, 3. Good, 4. Very good, 5. Excellent (127-162 respondents) Note: Error bars represent standard error.
*How would you rate your overall emotional well-being?- Cohen's $d=0.270$, $R^2=0.018$

By Rank

Full faculty reported significantly higher scores on emotional well-being when compared to assistant faculty and associate faculty ($p < 0.05$).

Figure 61: *Emotional Health by Rank*



Scale: 1. Poor, 2. Fair, 3. Good, 4. Very good, 5. Excellent (44-110 respondents) Note: Error bars represent standard error.
*How would you rate your overall emotional well-being?- Cohen's $d=0.383$, $R^2=0.035$

Work Related Stress

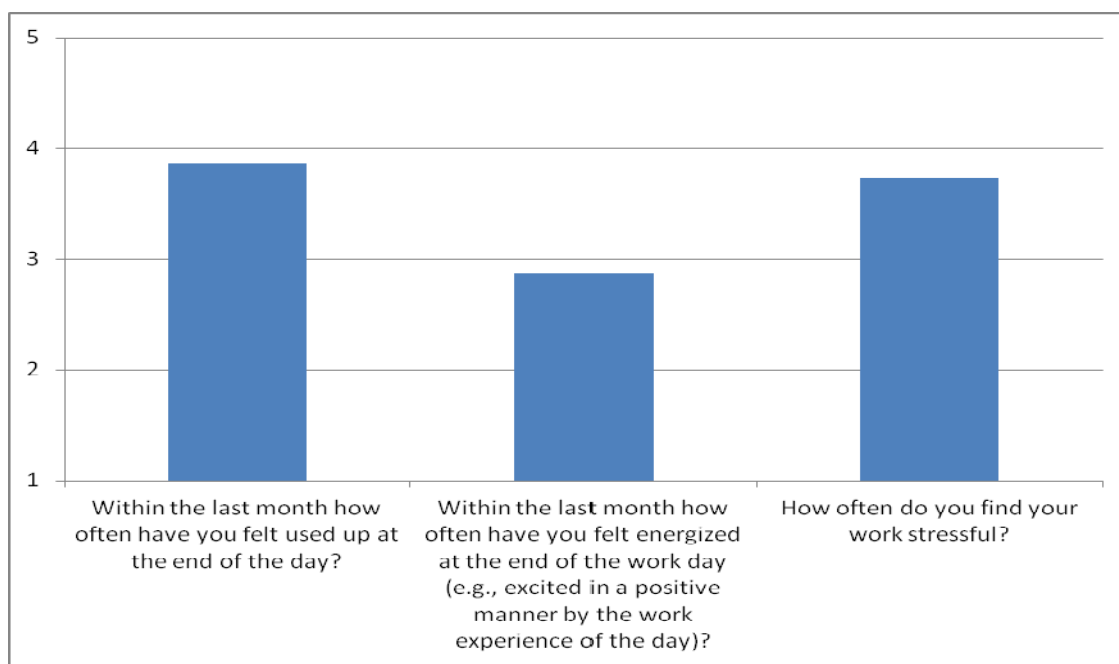
In the next section of the survey, faculty were asked to rate their general level of stress through the following statements (1) within the last month how often have you felt used up at the end of the day, (2) within the last month how often have you felt energized at the end of the work day (e.g., excited in a positive manner by the work experience of the day), and (3) How often do you find work stressful?

Then, faculty were asked to indicate whether the following tasks caused stress related to their work: (1) Working on unnecessary tasks or projects, (2) Taking work home in the evenings or on weekends to stay caught up, (3) Working excessively long hours at the office or in the field, (4) Spending too much time in unimportant meetings that take you away from your work, (5) Having responsibility for an unmanageable number of projects or assignments at the same time, (6) Having more work to do than can be done in an ordinary day, (7) Having committed to too many activities/projects, (7) Obtaining funding for research, (8) Attracting high-quality graduate students, and (8) Not having working classroom facilities.

Overall

Overall, faculty reported that they often feel used up at the end of the day and find their work stressful. Faculty reported that they occasionally feel energized at the end of the work day.

Figure 62: *Faculty and Work-Related Stress*

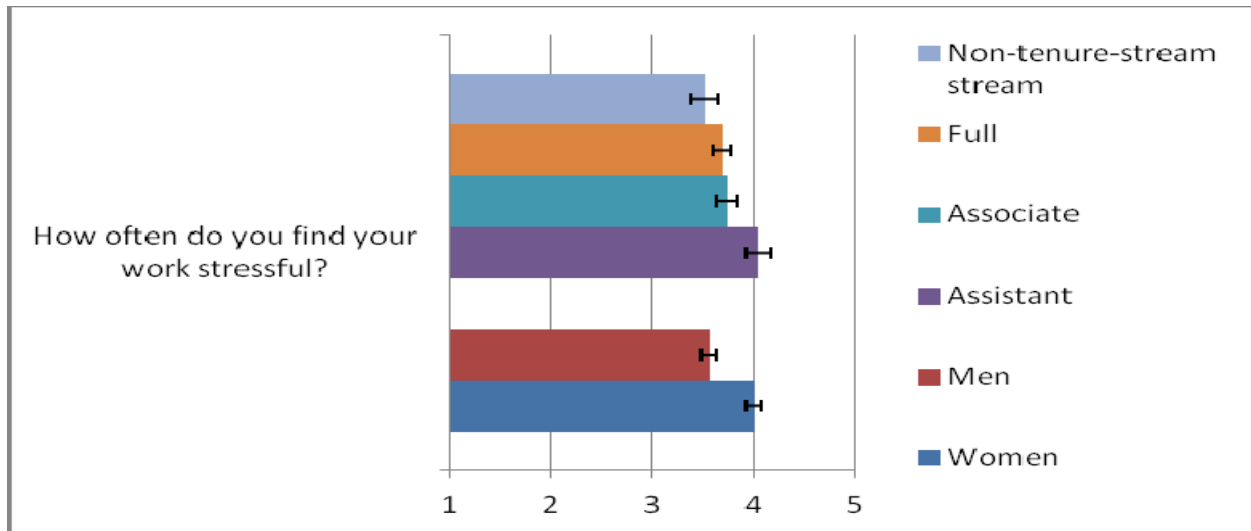


Scale: 1. Never, 2. Seldom, 3. Occasionally, 4. Often, 5. Very Often
(292-295 respondents)

By Gender & Rank

Assistant tenure-stream faculty reported the highest scores on finding work stressful while non-tenure-stream faculty reported the lowest scores on this item ($p < 0.05$). Men were less likely than women to report finding their work stressful ($p < 0.01$).

Figure 63: *Faculty and Work-Related Stress by Gender and Rank*



Scale: 1. Never, 2. Seldom, 3. Occasionally, 4. Often, 5. Very Often

(44-109 respondents) Note: Error bars represent standard error.

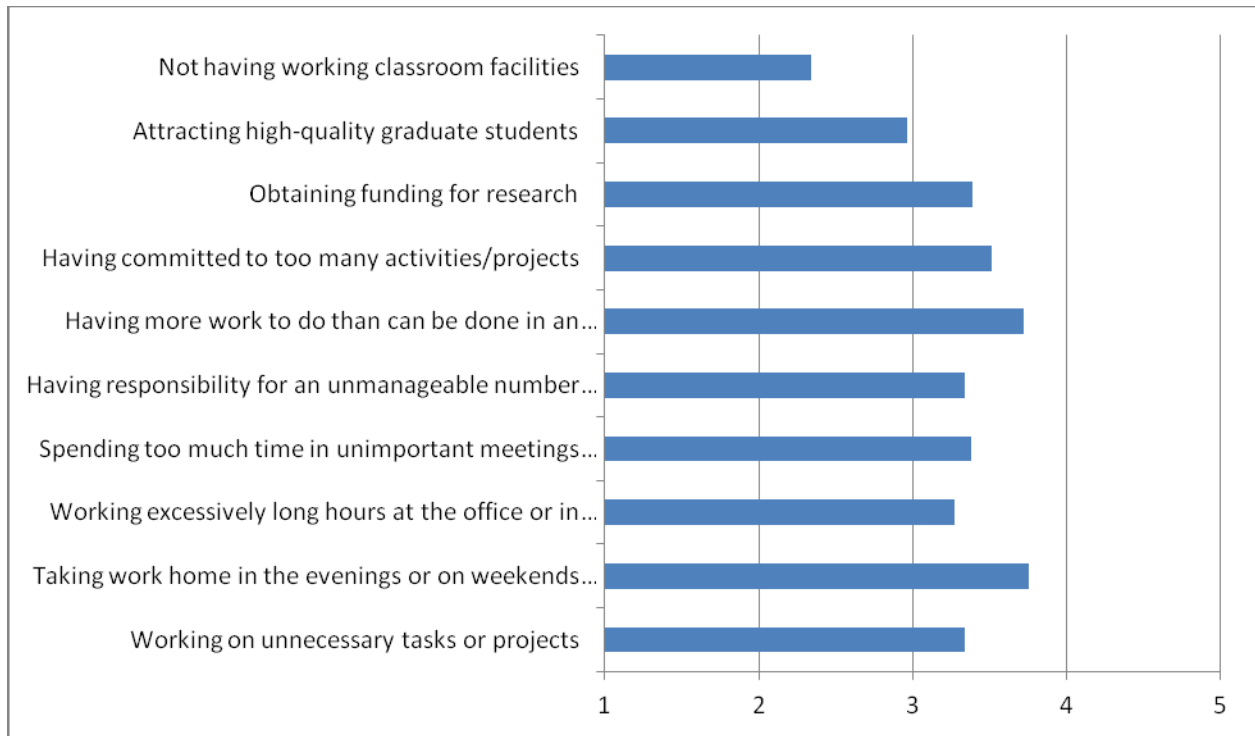
*How often do you find your work-related stressful?- Cohen's $d=5.810$, $R^2=0.894$

Factors of Work-Related Stress

Overall

Overall faculty reported that working on unnecessary projects, taking work home, having more work to accomplish than can feasibly be accomplished, and committing to too many projects were the most common factors contributing to stress.

Figure 64: *Factors of Work-Related Stress*

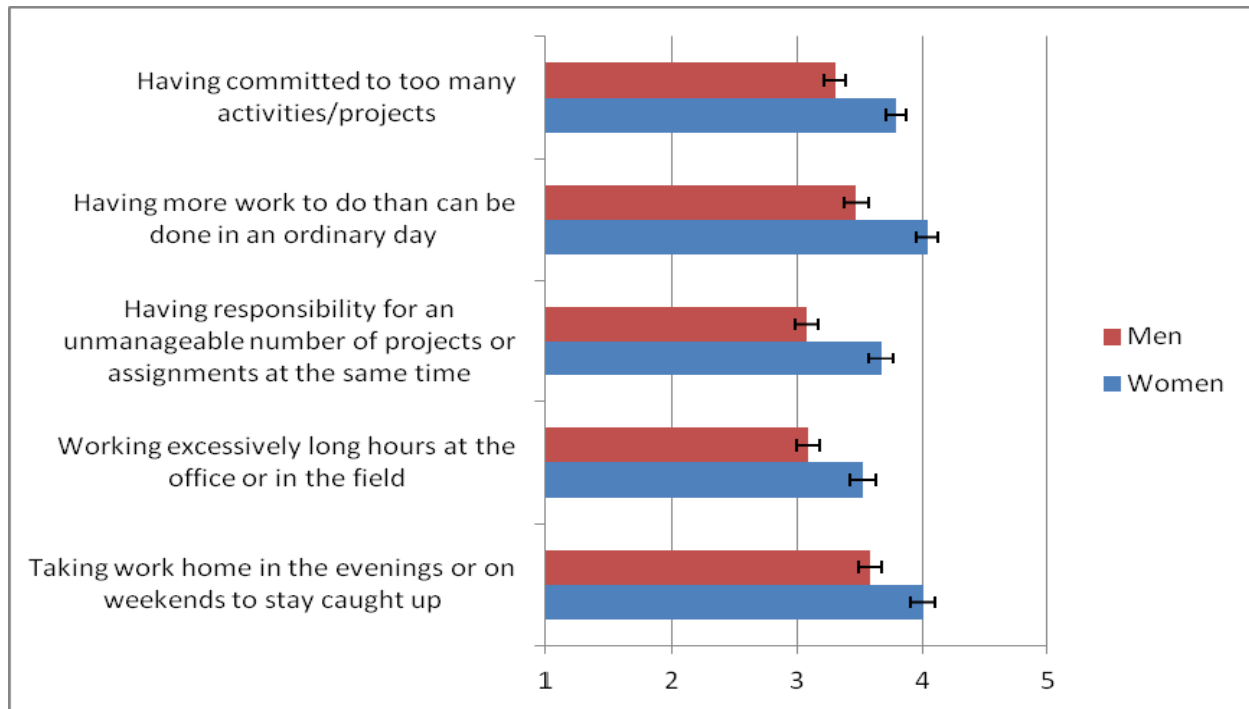


Scale: 1. Never, 2. Seldom, 3. Occasionally, 4. Often, 5. Very Often
(211-290 respondents) Note: Error bars represent standard error.

By Gender

Women reported higher levels of stress than men ($p < 0.001$) in relation to taking work home in the evenings, working excessively long hours, having more work than can be done in an ordinary day of work, having committed to too many activities/projects, and having responsibility for an unmanageable number of projects or assignments at the same time.

Figure 65: *Factors of Work-Related Stress by Gender*



Scale: 1. Never, 2. Seldom, 3. Occasionally, 4. Often, 5. Very Often

(125-158 respondents) Note: Error bars represent standard error

*Having committed to too many projects or activities- Cohen's $d=0.227$, $R^2=0.218$

*Having more work to do that can be done in an ordinary day- Cohen's $d=0.253$, $R^2=0.274$

*Having Responsibility for an unmanageable number of projects or assignments at the same time- Cohen's $d=0.256$, $R^2=0.281$

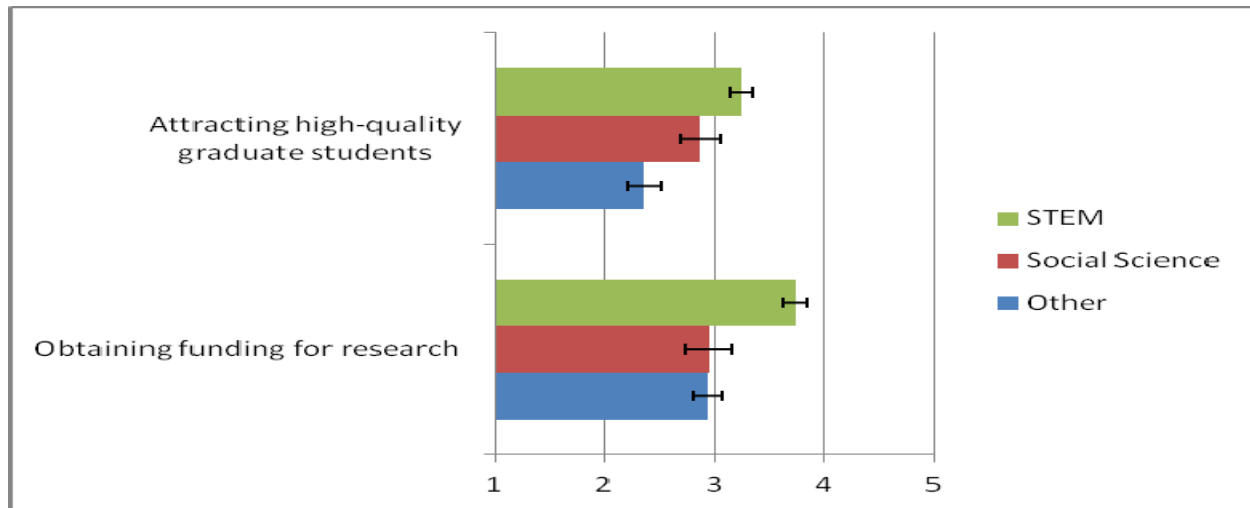
*Working excessively long hours in the office or in the field- Cohen's $d=0.189$, $R^2=0.148$

*Taking work home in the evenings or on weekends to stay caught up- Cohen's $d=0.189$, $R^2=0.147$

By Discipline

Faculty in STEM fields reported the most stress attracting high quality graduate students when compared to those in Other fields ($p<.001$) and those in the Social Sciences ($p<.05$). In addition, STEM faculty reported the most stress in regard to obtaining funding for research whereas faculty in Other disciplines reported the least stress ($p<.001$).

Figure 66: *Factors of Work-Related Stress by Discipline*



Scale: 1. Never, 2. Seldom, 3. Occasionally, 4. Often, 5. Very Often

(210-241 respondents) Note: Error bars represent standard error. *Attracting high-quality graduate students- Cohen's $d=0.385$, $R^2=0.036$
*Obtaining funding for research- Cohen's $d=0.385$, $R^2=0.036$

Additional Comments

The final item in the survey asked faculty to comment on any additional areas of concern they had related to the campus climate for faculty.

Seventy-nine faculty (23% of respondents) chose to respond with additional comments. Here, we present these comments in general categories along with representative quotes from the individual responses.

General Concern and Representative Quote	Percentage Responses
<p>Budget Difficulties/Cutbacks</p> <p>“Collegiality has been the major casualty of this campus's budget difficulties. Age-wise, we effectively have no ‘middle class’ of youngish associate professors. This exacerbates difficulties in cross-generational communication, divergent interests and specialties, etc.”</p> <p>“The loss of faculty positions is placing many departments in a precarious position. I've been here less than 5 years and have seen 1/4 to 1/3 of my department retire without replacement. As I look upon my colleagues during faculty meetings, I do not think that we are on a sustainable path. Many of my colleagues in other departments feel the same way.”</p> <p>“More money needs to be spent on attracting quality students and supporting our research and teaching programs, as well as campus infrastructure. If this means closing some of the satellite campuses with all their redundancy, then so be it. We are dying through poorly distributed resources!”</p>	<p>9%</p>
<p>Gender Inequality</p> <p>“There has been and continues to be both blatant and very subtle mistreatment of women on our campus. We have always had a ‘good old boys’ administration and those women who have entered into it have typically been treated poorly. When one observes the programs and individuals on campus who have gained support from the administration, it is all men. There is a club atmosphere here. Equal work by women faculty is discounted repeatedly by some of our peers and administration.”</p>	<p>6%</p>

<p>“A great chair and especially women in leadership positions do great things (usually) to enhance self-esteem and advancement of junior female faculty. Women on this campus still do more than male colleagues at all levels, but this hidden culture is somewhat hard to quantify in surveys like this.”</p>	
<p>Poor Morale</p> <p>“Generally poor morale, and for good reason: unpalatable programs, academic decisions, etc., forced upon faculty by administrators.”</p> <p>“UMaine is obviously declining in many of its academic areas while growing in a handful of ones--those that bring in outside money--and is committed to building up athletics ever more. Pathetic. Faculty morale is awful.”</p> <p>“I think all faculty, men and women, feel that they are not treated with the respect they deserve by the administration.”</p> <p>“The campus climate probably won't improve much until the budget is proportional to the mission statement.”</p> <p>“Currently, the climate on campus feels quite pessimistic in terms of the future of academic programs. Departments and units have become smaller, and there is little sense that this will change any time soon. There are proportionately few young faculty members on campus, and those who are here seem worried about the future of UMaine, and in many cases are keeping their eyes open for jobs elsewhere. For these reasons, and more surely, there is a general sense of foreboding among many faculty.”</p>	<p>5%</p>
<p>Climate for Women is Good on Campus</p> <p>“I have found fellow female faculty members to be very supportive of me (in my own and other departments). I have also found the male faculty and administration (my dean, associate dean, director are all males) to be supportive to me. I feel quite lucky to be in such a situation where a majority of the people I work with - I consider not only colleagues, but friends.”</p>	<p>5%</p>

<p>Humanities Need More Women</p> <p>“Reflecting on the last 7 years I feel an absence of identity, of a common mission at UMaine. More and more the university experience seems to be about financial, business concerns, and campus climate and pesky things such as women in the humanities, departmental climate control, etc. have fallen to the wayside, if they indeed ever existed. To waste faculty and abilities as I have experienced is sad indeed.”</p> <p>“The current administration seems concerned with retaining women in the sciences but not in the humanities. Yet some humanities departments have even fewer women than science departments, due to the failure to replace women who leave, die, or retire. The other point I wanted to make here is that it is hard to compare men and women in my department on some of the questions asked because there are so few women in the department--especially younger women!”</p>	<p>4%</p>
<p>Over time some aspects of UMaine have improved</p> <p>“In nearly all of the areas queried in this survey, the conditions at UMaine have become MUCH MUCH better in the past decade or so. Way back when I arrived in 1983, things were pretty awful.”</p>	<p>3%</p>
<p>University is Accepting Donated Time</p> <p>“Nobody seems to care about how much work we take on to keep things running. It feels like the institution is happy to accept donated time, and that such donated time, even when it creates a signature program, is not recognized.”</p>	<p>3%</p>

Appendix: Methodology

The impetus behind the current survey was to provide baseline data for the NSF ADVANCE Rising Tide Project, which was funded for a five-year term in October 2010.

"The goal of the ADVANCE program is to develop systemic approaches to increase the representation and advancement of women in academic science and engineering careers, thereby contributing to the development of a more diverse science and engineering workforce. Creative strategies to realize this goal are sought from women and men. Members of underrepresented minority groups and individuals with disabilities are especially encouraged to apply. Proposals that address the participation and advancement of women with disabilities and of women from underrepresented minority groups are encouraged."--From the [NSF ADVANCE Grant Webpage](#)

From the initial survey of 2009, survey items were discussed and deliberated upon by a multi-disciplinary group of faculty in the fall of 2010.

The questions and statements that were utilized in the survey were selected from instruments from other NSF ADVANCE institutions, including that from the University of Wisconsin (http://wiseli.engr.wisc.edu/research/w1_academicstaffversion03.pdf). In addition, survey questions generally surrounded topics that have been found to be issues of concern for women faculty, including issues related to isolation and networking, work-life balance, negotiation issues, diversity issues, and harassment.

The survey was posted on surveymonkey.com, an online tool for disseminating and collecting survey data. A link to the survey was sent through email to all faculty members on April 29, 2011. Faculty names were collected by the Office of Institutional Studies (N=577). Total respondents included 338 individuals or a response rate of **59%**. The survey was closed in early May 2011.

Responses were sorted by gender, rank, and disciplinary grouping. Disciplinary groupings were determined through NSF categories, so as to facilitate data collection for the ADVANCE Rising Tide Project and to maintain anonymity given the small size of our campus and many departments. Each section of the report contains the mean (overall response) by question and when sorted by gender, rank and disciplinary grouping only statistically differences are reported. Descriptive and inferential analyses were conducted using SPSS, a software package for social science research. Both t-tests and ANOVA analyses were utilized in the formulation of this report, seeking significance at the minimum $p < 0.05$ level, a common alpha level in social science research. In order to ensure validity on the qualitative research piece of the survey, open ended questions were coded independently by three researchers.

Questions can be directed to Dr. Susan K. Gardner at susan.k.gardner@maine.edu.