



**Faculty Work-Life Survey
2018**

Table of Contents

Executive Summary.....	3
Demographics.....	4
Career Support.....	6
<i>Pre-Tenure Support.....</i>	<i>6</i>
Pre-Tenure Support by Gender.....	6
<i>Pre-Promotion Support.....</i>	<i>7</i>
Mentoring.....	7
Faculty Resources.....	8
<i>Faculty Resources by Rank.....</i>	<i>8</i>
Professional Interactions.....	9
<i>Professional Interactions by Gender.....</i>	<i>9</i>
<i>Professional Interactions by Rank.....</i>	<i>10</i>
Career Satisfaction at UMaine.....	12
<i>Overall Career Satisfaction.....</i>	<i>12</i>
<i>Career Satisfaction by Rank.....</i>	<i>12</i>
<i>Overall Career Progression.....</i>	<i>13</i>
<i>Career Progression by Gender.....</i>	<i>13</i>
<i>Career Progression by Rank.....</i>	<i>13</i>
Considerations of Leaving UMaine.....	14
Considerations of Leaving UMaine by Rank.....	14
Contributors to Considerations of Leaving.....	15
Harassment.....	16
Work-Life Balance.....	18
Balancing Personal and Professional Responsibilities.....	18
<i>Gender Differences.....</i>	<i>18</i>
<i>Rank Differences.....</i>	<i>19</i>
Dependents.....	19
<i>Dependent Care Issues.....</i>	<i>20</i>
<i>Dependent Care Issues by Gender.....</i>	<i>20</i>
Department/Unit Support for Family Obligations.....	20
<i>Department/Unit Support for Family Obligations by Gender.....</i>	<i>20</i>

Executive Summary

In February 2018, the fifth iteration of an online survey to understand work-life environment was distributed by the Rising Tide Center to all full-time and part-time faculty members at the University of Maine (UMaine). Of these 614 individuals, a total of 409 faculty members completed the survey, resulting in a 66.6% response rate.

Respondents included 47 individuals identifying as belonging to fields in the social-behavioral sciences; 141 individuals from professional fields, the humanities, and arts; and 167 individuals from STEM fields or the sciences, technologies, engineering, and mathematics fields.

Regarding those who responded to demographic questions, 179 individuals self-identified as women, 160 self-identified as men, and 3 individuals self-identified as “Other.” From records provided from Human Resources, this results in a 71.9% response rate among women and a 43.8% response rate among men. Gender representation among disciplinary groups, however, was nearly equal in all categories except in the professional fields.

Twenty-seven individuals self-identified as people of color or 7.8% of the respondents. This figure corresponds to the larger UMaine faculty of color population, resulting in an 81.8% response rate among self-identified faculty of color. And, 298 or 86.1% self-identified as straight, with a little over 6% self-identifying as belonging to the LGBTQIA community, and 7.80% preferring not to disclose.

Like past years’ administrations, this year’s survey asked about support for faculty across the career span as well as their perceptions of work-life balance issues. In regard to their overall job satisfaction, faculty were asked to rate their level of satisfaction with their job at UMaine and their overall career progression. Of those who responded, 76.1% expressed moderate to high satisfaction with their jobs. Some differences within and among groups were apparent. Women tended to express lowest satisfaction compared to men with their career progression ($p < 0.05$). Non-tenure-stream faculty expressed significantly less satisfaction than tenure-stream faculty ($p < 0.00$) related to career progression.

This year’s survey put a special emphasis on two new areas: mentoring and the reporting process for harassment experiences. Among tenure-stream assistant professors, 68.4% reported having a mentor assigned by their unit, with 72.2% reporting their mentor has been helpful in their professional development.

Of all respondents, 20.1% reported being harassed while employed at UMaine – a percentage consistent with previous iterations of this survey. Among subgroups, a higher percentage of women than men reporting being harassed (24.5% to 13.1%), a higher percentage of members of the LGBTQIA population reported being harassed than straight individuals (33.3% to 17.2%), as well as a higher percentage of people who self-identified as people of color compared to white individuals (28.5% to 19.1%). Of all those who reported this harassment, the majority felt moderately to extremely dissatisfied with the result (60%).

Demographics

Total number of faculty = 614
 Total number of respondents = 409
Overall response rate = 66.6%

General Disciplinary Area <small>*Based upon categories established by the NSF</small>	Respondents
STEM* - Computer science, engineering, environmental science, life science, mathematics, physical science	167
Social Sciences* - Anthropology, economics, political science, psychology, sociology	47
Professional Fields, Humanities, & Arts – Business, communication sciences & disorders, education, human development, humanities, journalism and mass communication, nursing, public administration, social work, visual & performing arts, women’s and gender studies	141

Did not respond = 54

Rank	Tenure-Stream	Non-Tenure-Stream
Assistant Professor	92	14
Associate Professor	88	5
Full Professor	111	1
Instructor	N/A	8
Lecturer	N/A	47
Other	N/A	8

Did not respond = 34

Gender	Respondents (% of total)
Man	160 (39.1%)
Woman	179 (43.8%)
Other	3 (0.7%)

Did not respond = 67

Race	Respondents (% of total)
Person of Color	27 (6.6%)
White	319 (78.0%)

Did not respond = 63

Sexual Orientation	Respondents (% of total)
Asexual	2 (0.6%)
Bisexual	8 (2.3%)
Gay	4 (1.2%)
Straight (Heterosexual)	298 (86.13%)
Lesbian	3 (0.9%)
Queer	2 (0.6%)
Other/Not Listed	4 (1.2%)
Prefer Not to Disclose	27 (7.8%)

Did not respond = 63

Career Support

As in previous years, we asked faculty to rate the kinds of and extent to which they felt support at the different stages of their careers.

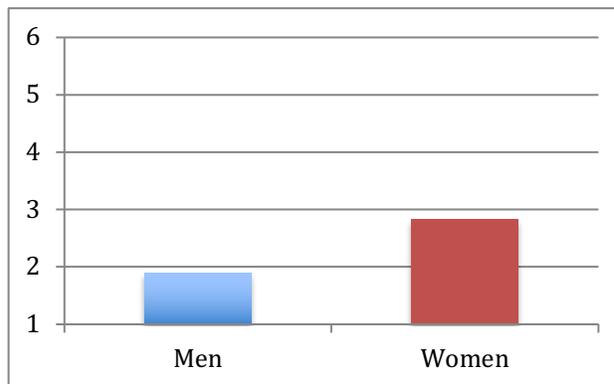
Pre-Tenure Support

On a scale of 1-6, where 1 equaled “strongly agree” and 6 equaled “strongly disagree,” assistant professors rated the support they feel they are receiving in their pre-tenure years. Across all individuals responding, assistant professors indicated generally positive sentiments related to the following areas: (a) overall satisfaction ($M=2.55$, $SD=1.23$); (b) understanding the criteria for achieving tenure ($M=2.48$, $SD=1.35$); (c) receiving helpful feedback from their peer committees ($M=2.41$, $SD=1.44$); (d) receiving helpful feedback from their chairs/directors ($M=2.45$, $SD=1.55$); and (e) being told about assistance to pre-tenure faculty ($M=2.24$, $SD=1.44$). However, they expressed slightly less agreement with the statement “I received helpful feedback from my dean” ($M=3.37$, $SD=1.62$).

Pre-Tenure Support by Gender

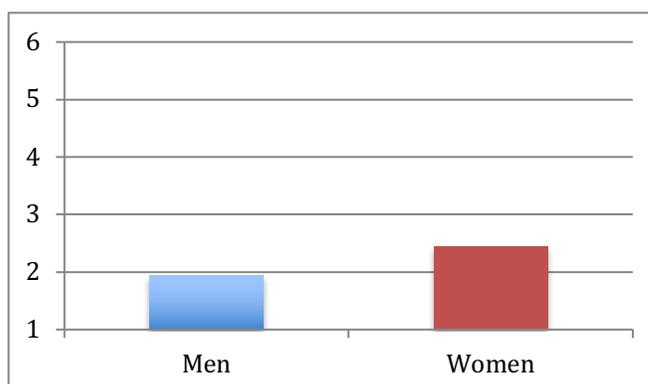
No significant differences existed among disciplinary groups; however, significant differences did occur related to gender. Women were significantly less likely to feel they receive helpful feedback on their progress toward tenure from their chair/director ($M=2.83$, $SD=1.74$) than men ($M=1.91$, $SD=1.01$; $t(84)=-2.76$, $p=.000$) and were significantly less likely to report being told about assistance available to support pre-tenure faculty ($M=2.45$, $SD=1.64$) than men ($M=1.94$, $SD=.1.04$; $t(85)=-1.62$, $p=.002$).

“I receive helpful feedback on my progress toward tenure from my chair/director.”



Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

“I was told about assistance available to support pre-tenure faculty.”



Pre-Promotion Support

Current faculty at the professor rank (“full” professors) rated the support they felt they received in their pre-promotion years similarly to their pre-tenure peers: (a) overall satisfaction ($M=2.32$, $SD=1.61$); (b) understanding the criteria for achieving promotion to full professor ($M=1.73$, $SD=1.16$); and (c) receiving helpful feedback on progress toward promotion from the peer committee ($M=2.78$, $SD=1.64$). Much less satisfaction was expressed by full professors in regard to (a) receiving helpful feedback on their progress toward promotion from their deans ($M=3.99$, $SD=1.52$) and (b) being told about assistance available to faculty considering promotion to “full” ($M=3.30$, $SD=1.73$). Nevertheless, no significant differences existed among any of the independent variables.

Mentoring

For the first time, faculty were asked about the mentoring they have received at UMaine. After asking if they had been assigned a mentor, faculty were asked how helpful the mentor has been to their professional development, how frequently they meet with their mentor, and general feedback about their mentoring experience.

Only 91 respondents indicated they had been assigned a mentor by their department/unit, or 27.8% of the respondents. The majority of those with a mentor assigned felt their mentor had been very helpful (41.3%) or somewhat helpful (27.5%) in their professional development. On average, these faculty tend to meet with their mentors at least once per semester (33.7%), with 20.2% indicating they meet monthly. However, 11.5% indicated they have never met with their assigned mentor.

The prevalence of mentoring relationships across disciplines was relatively similar with 29.93% of STEM faculty indicating they had been assigned a mentor, followed by 26.96% of faculty in professional fields, and 23.91% of faculty in social-behavioral sciences. In other words, however, the vast majority of faculty in all disciplines do not have mentors assigned. Even where commonly practiced among assistant professors, assigned mentors are not universal. More assistant professors in STEM fields indicated having had mentors assigned (80.6%), followed by social-behavioral sciences (66.7%), and then professional fields, humanities, and arts (55.6%).

It is also noteworthy that gender differences did exist, wherein a higher percentage of women assistant professors indicated having been assigned a mentor (72.22%) as opposed to men (63.89%).

In the 44 open-ended comments provided about these mentoring relationships, most remarks dealt with the need for a mentor earlier in one’s career and the infrequency of meeting.

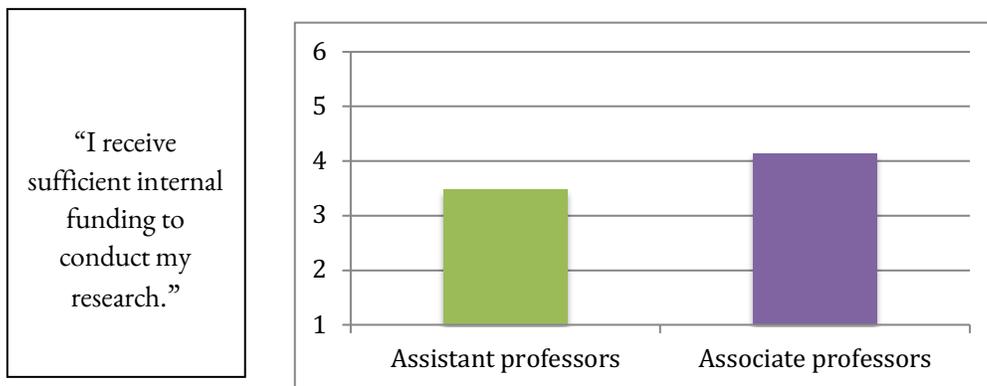
Faculty Resources

Faculty were then asked about the resources available to them, including (a) equipment and supplies, (b) regular maintenance of equipment, (c) travel funds, (d) office and laboratory space, (e) equity in space allocation, (f) internal funding, (g) technical support, (h) office support, (i) networks of colleagues, and (j) teaching support.

Not surprisingly, faculty expressed different levels of agreement for these items. The highest-rated resource among all faculty respondents was for the statement “I have sufficient office space” ($M=2.15$, $SD=1.49$). The lowest-rated resource, on the other hand, was for the statement “I receive regular maintenance/updates of my equipment” ($M=3.97$, $SD=1.51$).

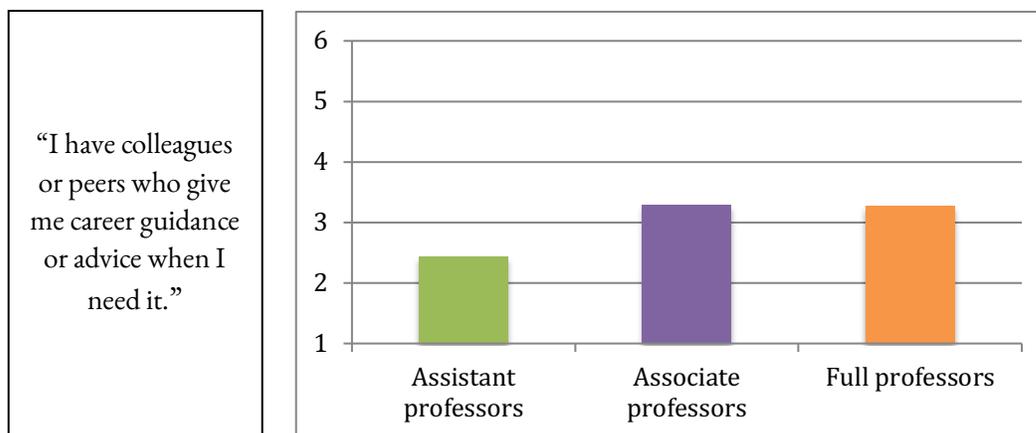
Faculty Resources by Rank

No disciplinary differences existed among these items, but several significant differences were present among ranks. For the statement “I receive sufficient internal funding to conduct my research,” the ANOVA was significant, $F(3, 276)=2.89$, $p=0.04$, in that assistant professors were more likely to agree with this statement than associate professors.



Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

In addition, significant differences were detected among assistant, associate, and full professors in regard to the statement “I have colleagues or peers who give me career guidance or advice when I need it,” $F(3, 278)=4.05$, $p=0.008$.



Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

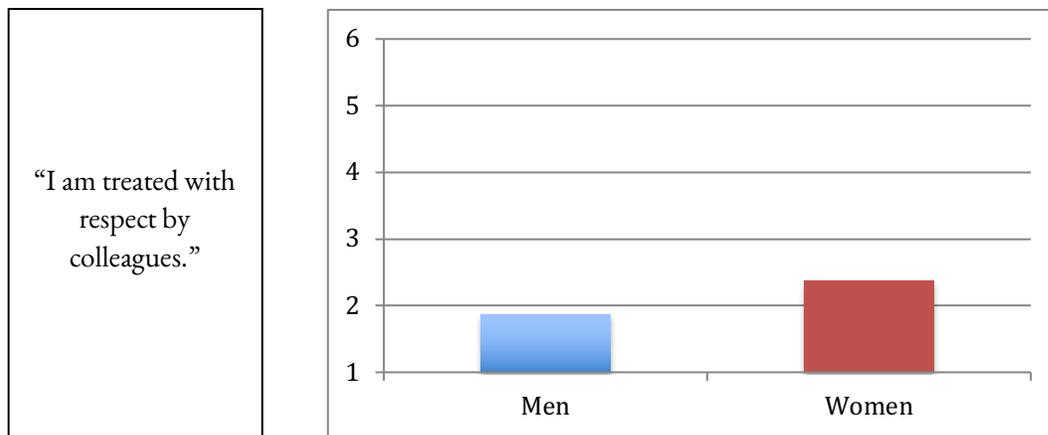
Professional Interactions

In the next section, faculty were asked to rate their level of agreement with a series of statements related to respectful interactions with various groups, including their colleagues, students, staff, chair, dean, as well as their sense of belonging in their units and at UMaine overall.

Overall, faculty expressed stronger agreement with statements related to being treated with respect by students ($M=1.95$, $SD=1.02$) and being treated with respect by staff ($M=1.65$, $SD=1.05$). Less positively rated was their sense of isolation in their units and on campus.

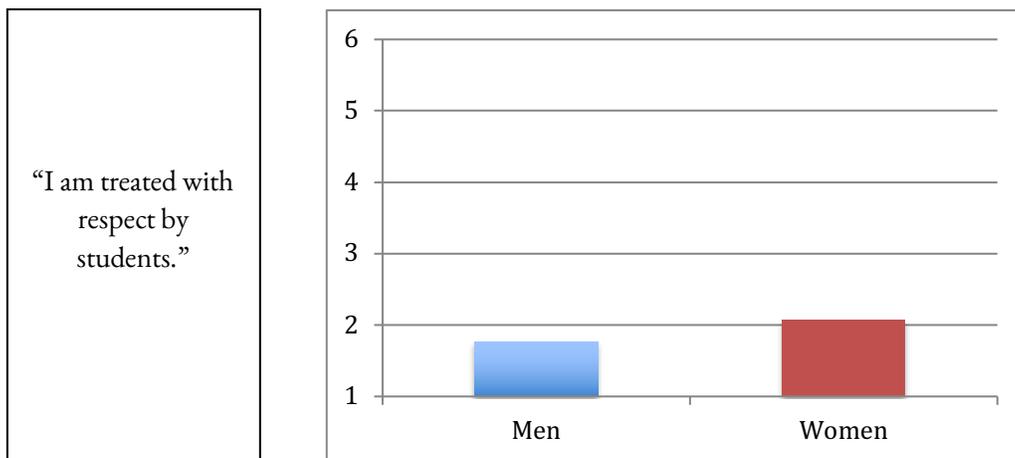
Professional Interactions by Gender

Multiple significant differences arose between men and women in relation to professional interactions. For the statement “I am treated with respect by colleagues,” women were less likely to agree ($M=2.38$, $SD=1.44$; $t(257)=-2.47$, $p=0.01$) than men ($M=1.87$, $SD=1.13$).



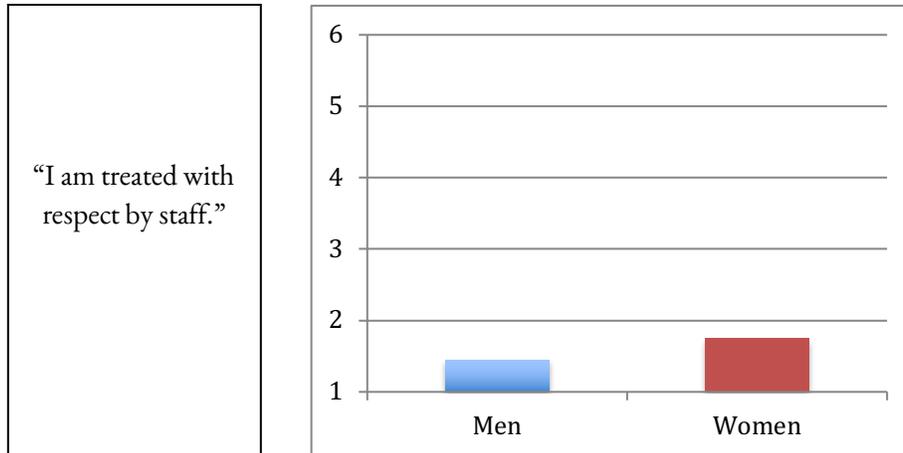
Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

Similarly, women were significantly more likely to disagree with the statement “I am treated with respect by students” ($M=2.08$, $SD=1.09$; $t(247)=-2.49$, $p=0.13$) than men ($M=1.77$, $SD=0.88$).



Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

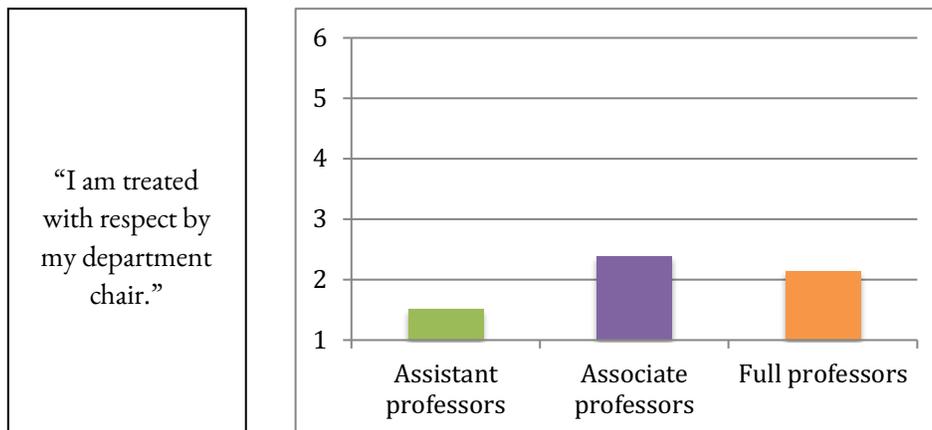
Finally, women were significantly more likely to disagree with the statement “I am treated with respect by staff” ($M=1.75$, $SD=1.20$; $t(215)=-2.22$, $p=0.28$) than men ($M=1.46$, $SD=0.67$).



Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

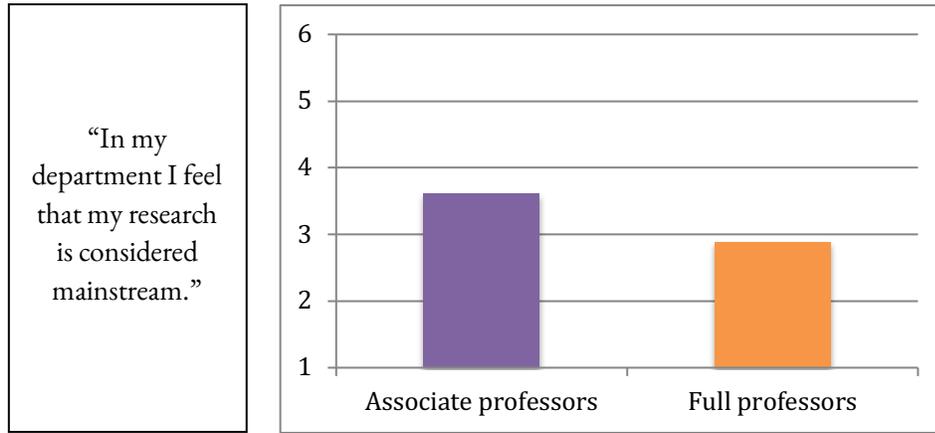
Professional Interactions by Rank

Multiple significant differences arose among faculty ranks in relation to professional interactions. For the statement “I am treated with respect by my department chair,” the ANOVA was significant $F(3, 227)=4.06$, $p=0.008$, wherein assistant professors expressed more agreement with this statement ($M=1.52$, $SD=0.97$) than associate professors ($M=2.39$, $SD=1.58$) and full professors ($M=2.15$, $SD=1.50$).



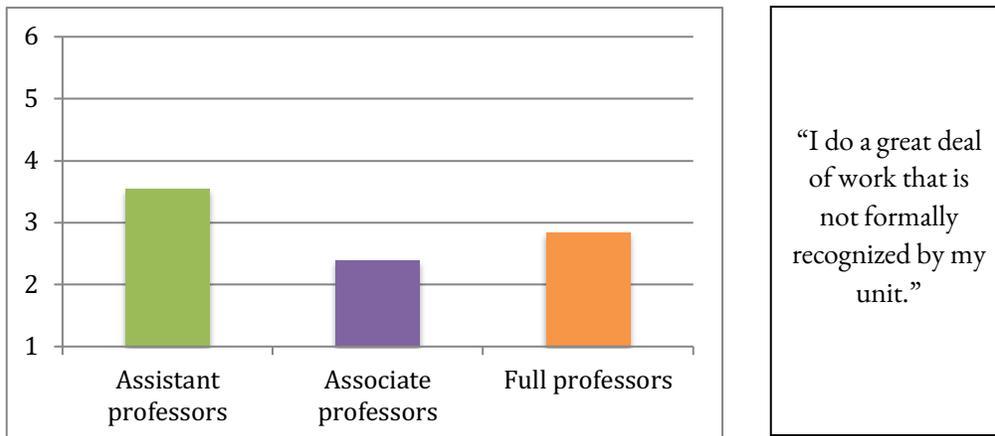
Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

A second significant ANOVA was found for the statement “In my department I feel that my research is considered mainstream” between associate professors and full professors, $F(3, 261)=3.35$, $p=0.02$. In this case, associate professors expressed less agreement ($M=3.61$, $SD=1.45$) than full professors ($M=2.89$, $SD=1.54$).



Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

Finally, the statement “I do a great deal of work that is not formally recognized by my unit” also demonstrated a significant ANOVA among assistant and associate professors as well as assistant and full professors, $F(3, 302)=7.13, p=0.000$. Associate professors expressed the most agreement for this statement ($M=2.39, SD=1.45$), followed by full professors ($M=2.84, SD=1.65$), with assistant professors expressing the highest disagreement ($M=3.55, SD=1.55$). In other words, responding associate and full professors tend to feel more strongly that they do work that is not formally recognized by their departments or schools.



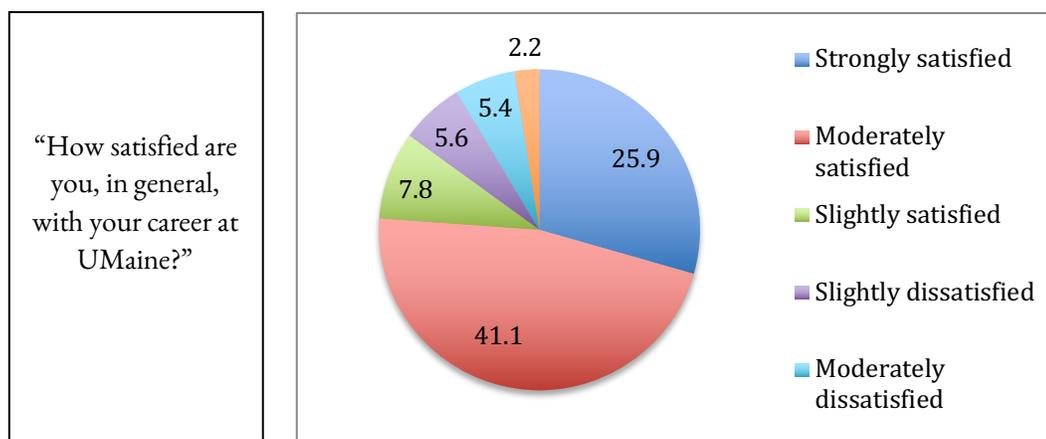
Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

Career Satisfaction at UMaine

Faculty were then asked to rate their level of satisfaction with their job at UMaine and their overall career progression.

Overall Career Satisfaction

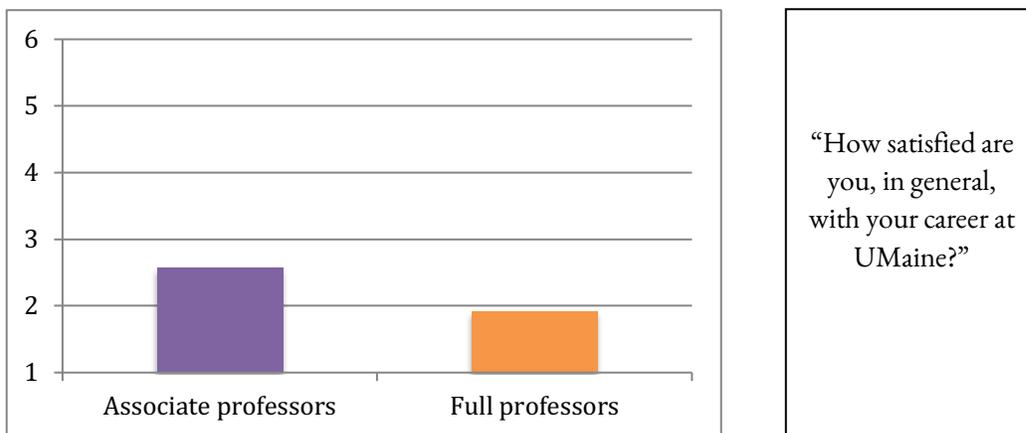
Akin to previous years, more than 2/3 of all respondents (67%) expressed moderate to strong satisfaction with their careers at UMaine, with 7.60% expressing moderate to strong dissatisfaction.



(N=360; Did not respond=49)

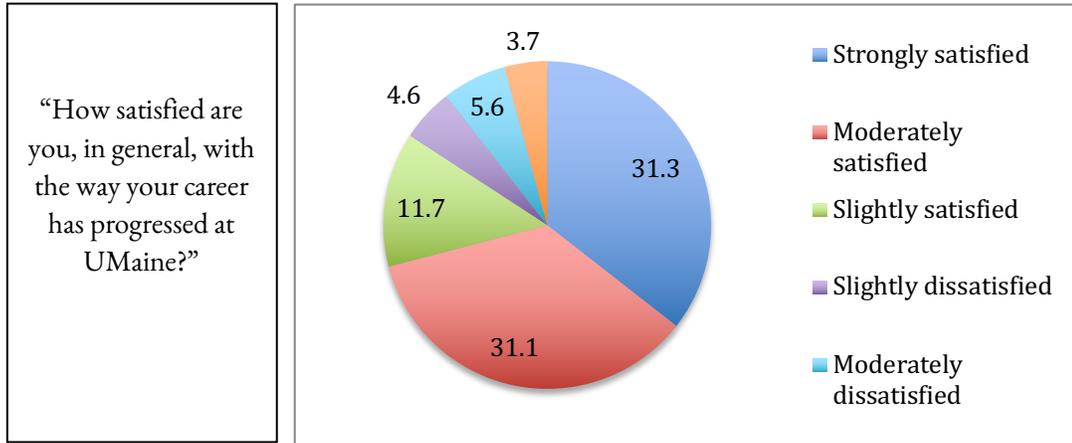
Career Satisfaction by Rank

While no significant differences arose in regard to gender or disciplinary group, significant rank differences ($p=0.05$) did occur between associate and full professor respondents in regard to overall career satisfaction. Namely, associate professors were significantly less likely to express satisfaction with their careers at UMaine ($M=2.57$, $SD=1.36$) than full professors ($M=1.92$, $SD=1.21$).



Overall Career Progression

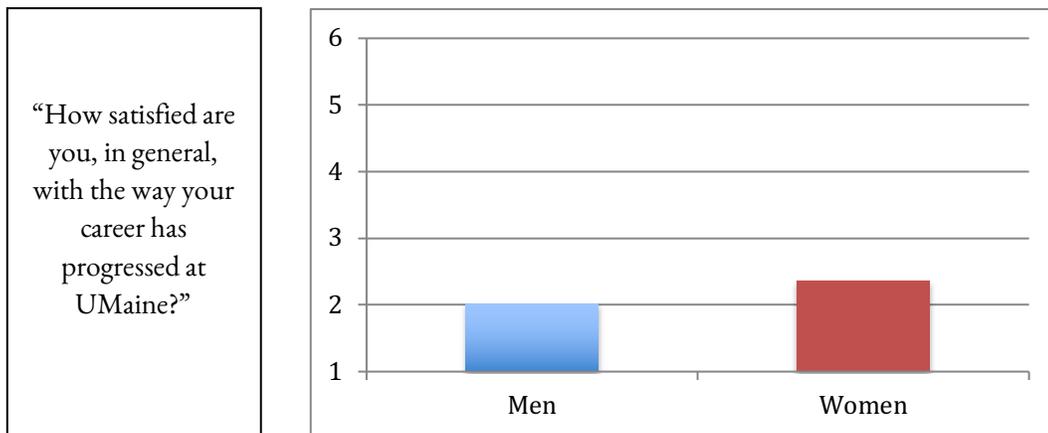
When asked about overall career progression while at UMaine, the majority (62.40%) of faculty respondents expressed moderate to strong satisfaction, with 9.30% expressing moderate to strong dissatisfaction.



(N=360; Did not respond=49)

Career Progression by Gender

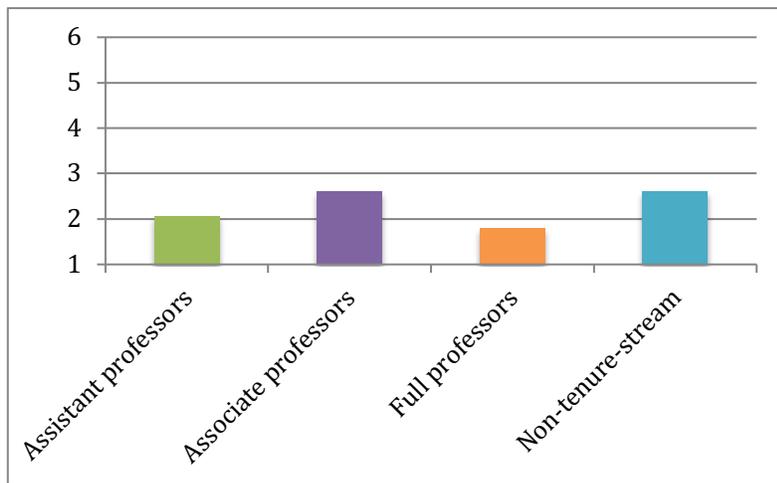
When examined by gender, there were statistically significant differences ($p < 0.05$) between men’s and women’s responses regarding their career progression, wherein women ($M=2.37, SD=1.41$) tended to express lower satisfaction than men ($M=2.03, SD=1.25$).



Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

Career Progression by Rank

When examined by rank, faculty at all levels expressed statistically significant ($p < 0.05$) satisfaction in regard to overall career progression. Those with the highest satisfaction with their career progression were full professors ($M=1.80, SD=1.21$), followed by assistant professors ($M=2.06, SD=1.07$). Associate professors ($M=2.60, SD=1.39$) and non-tenure-stream professors ($M=2.61, SD=1.59$) expressed more dissatisfaction with their career progression at UMaine.



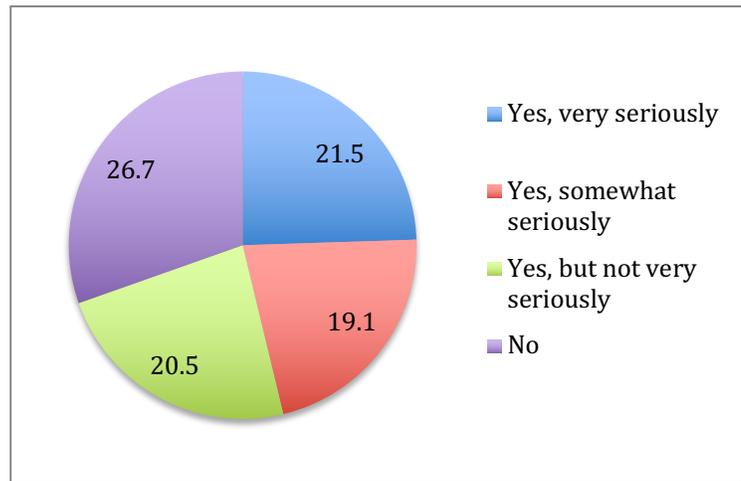
“How satisfied are you, in general, with the way your career has progressed at UMaine?”

Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

Considerations of Leaving UMaine

Then, faculty were asked how seriously they have considered leaving UMaine in the past 10 years. Of the four options provided – ranging from seriously considered leaving to not at all – the majority of faculty respondents (26.7%) indicated they had not considered leaving UMaine. However, 48.2% indicated they very seriously or somewhat seriously considered leaving in the past 10 years.

“In the past 10 years have you considered leaving UMaine?”

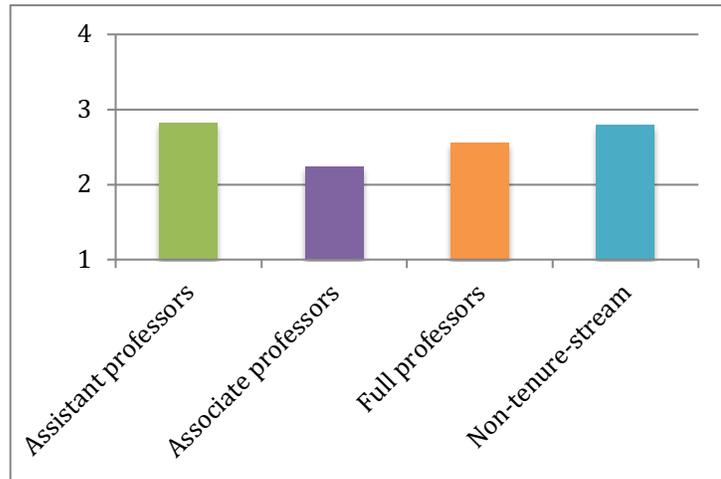


(N=359; Did not respond=50)

Considerations of Leaving UMaine by Rank

No significant differences with gender or disciplinary groups were present, but significant differences among faculty ranks ($p < 0.05$) were present in regard to how seriously they have considered leaving UMaine in the past 10 years. Assistant professors ($M=2.82$, $SD=1.07$) and associate professors ($M=2.24$, $SD=1.19$) showed significant differences as well as associate professors and non-tenure-stream faculty ($M=2.79$, $SD=1.18$) members. In other words, associate professors were the most likely to consider leaving UMaine in the past 10 years.

“In the past 10 years
have you considered
leaving UMaine?”



Scale: 1. Yes, very seriously, 2. Yes, somewhat seriously, 3. Yes, but not very seriously, 4. No.

Contributors to Considerations of Leaving

When further prompted why those who had considered leaving UMaine had done so, a variety of reasons were provided. A total of 240 individuals responded with their rationale, with multiple reasons provided often by each individual, equating to a total of 435 different reasons provided. The following table provides an overview of the themes that emerged from these open-ended responses listed in order of frequency:

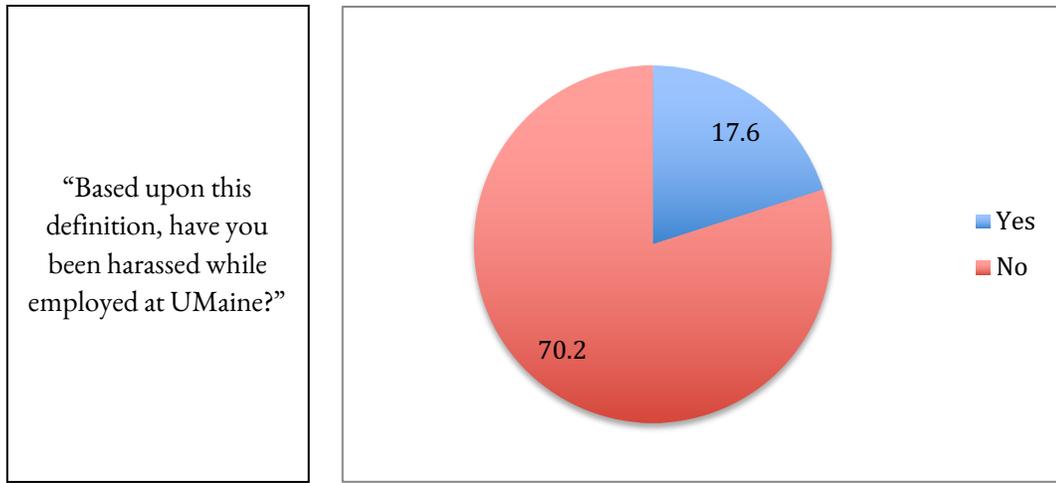
Theme	Percentage of Responses
Lack of resources	14%
Salary	14%
Negative climate in department	8%
Lack of leadership/poor administration	7%
Workload/feeling overworked	6%
Lack of recognition/appreciation	6%
Lack of respect for the research I do	4%
Lack of intellectual community on campus	4%
Distance from family	3%
Lack of partner accommodation	3%
Excessive bureaucracy needed to do work	3%
Lack of facilities/infrastructure	3%
Location	2%
Family needs	2%
UMS (One University, bureaucracy)	2%
They sought me out	2%
Lack of mentoring	2%
Tenure process (not being to go up early, lack of recognition of work)	2%
Gender-related issues (inequity, sexism)	2%
Lack of social community	2%
US political situation	1%
Weather	1%
Lack of work-life balance	1%

*Percentages may not add to 100% due to rounding

Harassment

Much like previous years, we asked faculty again about any experiences of harassment while working at UMaine using the policy definition, *“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.”*

In this year’s survey, a total of 72 individuals (or 17.6%) responded affirmatively to the question, “Based upon this definition, have you been harassed while employed at UMaine?”



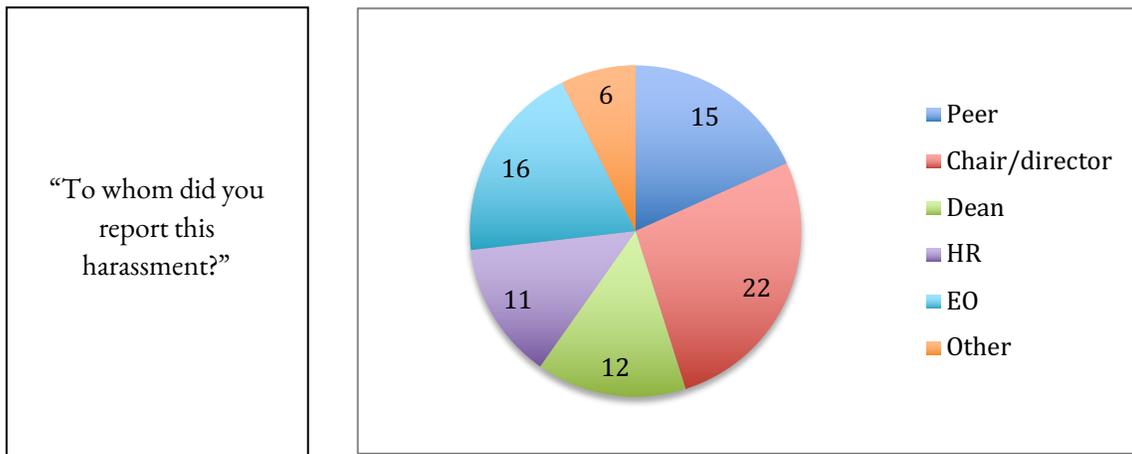
When considered further by demographics, disciplinary differences, gender, and rank in relation to frequency of harassment was as follows:

Disciplinary Group	Have you been harassed while employed at UMaine?
Professional Fields, Arts, Humanities (N=135)	YES 20.7% NO 79.3%
Social-Behavioral Sciences (N=46)	YES 30.4% NO 69.6%
STEM (N=160)	YES 16.3% NO 83.7%
Gender	Have you been harassed while employed at UMaine?
Man (N=160)	YES 13.1% NO 86.9%
Woman (N=179)	YES 24.6% NO 75.4%
Other (N=3)	YES 33.3% NO 66.7%

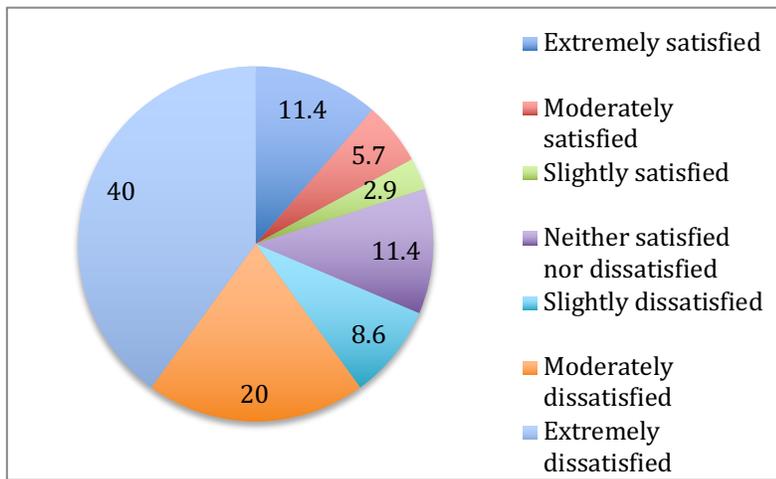
Rank	Have you been harassed while employed at UMaine?
Assistant professor (tenure-stream; N=91)	YES 13.2% NO 86.8%
Assistant professor (non-tenure-stream; N=14)	YES 0% NO 100%
Associate professor (tenured; N=82)	YES 28.0% NO 72.0%
Associate professor (non-tenured; N=5)	YES 0% NO 100%
Full professor (tenured; N=105)	YES 22.9% NO 77.1%
Lecturer/Instructor (N=53)	YES 20.8% NO 79.2%

Of those 72 individuals, the majority indicated that this harassment had occurred within the past 1-5 years (76.3%). When asked if they had reported this harassment, nearly half had reported they did (49.3%) while 50.7% reported they had not.

Respondents were then asked to whom they reported this harassment. While respondents could provide more than one response for this question, the majority (26.8%) indicated they had reported the incident to their chair or director, followed by Equal Opportunity (19.5%), and a peer (18.3%).



Unlike previous surveys, this year we also asked respondents to share their satisfaction level with the outcome of the reporting process. The vast majority (60%) indicated they felt moderately to extremely dissatisfied with the reporting process.



“How satisfied were you with the outcome of the reporting process?”

Work-Life Balance

In the final section of the survey, we asked faculty about issues related to work-life balance including dependents and their care and the climate in their units for dependent care.

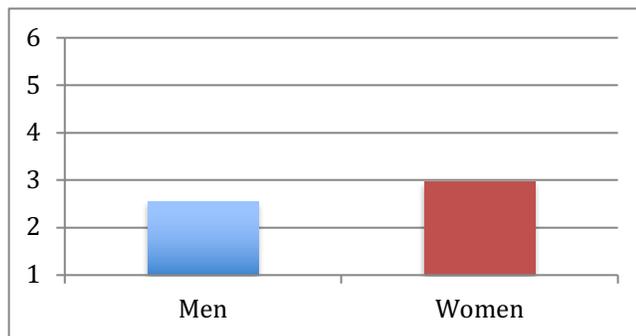
Balancing Personal and Professional Responsibilities

First, we asked faculty to rate their level of agreement with statements related to their balance of personal and professional responsibilities. For the most part, faculty respondents expressed moderate satisfaction with how they balance professional and personal life ($M=2.77$, $SD=1.13$) and do not necessarily feel that professional activities have been impeded by personal responsibilities ($M=3.45$, $SD=1.23$) or their career progression ($M=3.28$, $SD=1.27$).

Gender Differences

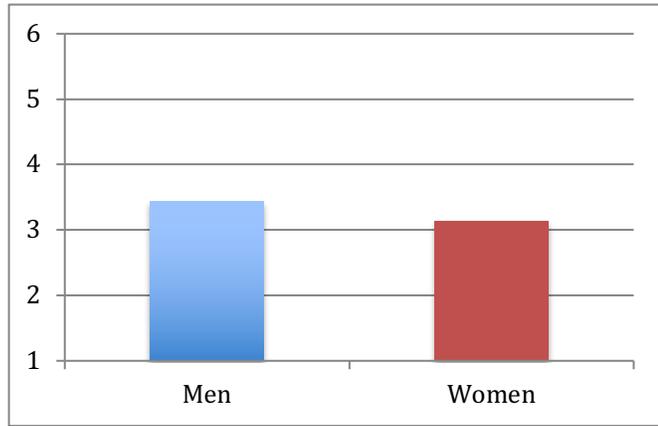
When disaggregated by gender, however, significant differences existed between men and women in regard to satisfaction with balance ($p=0.001$) and feeling that personal responsibilities have slowed down their career progression ($p=0.03$). In each case, women were more likely to indicate issues of work-life balance. For the prompt “I am usually satisfied with how I balance my professional and personal life,” women indicated less satisfaction ($M=2.97$, $SD=1.13$) when compared to men ($M=2.56$, $SD=1.07$). Similarly, the prompt “Personal responsibilities and commitments have slowed down my career progression,” found significant differences between men ($M=3.44$, $SD=1.21$) and women ($M=3.14$, $SD=1.29$).

“I am usually satisfied with how I balance my professional and personal life.”



Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

“Personal responsibilities and commitments have slowed down my career progression.”

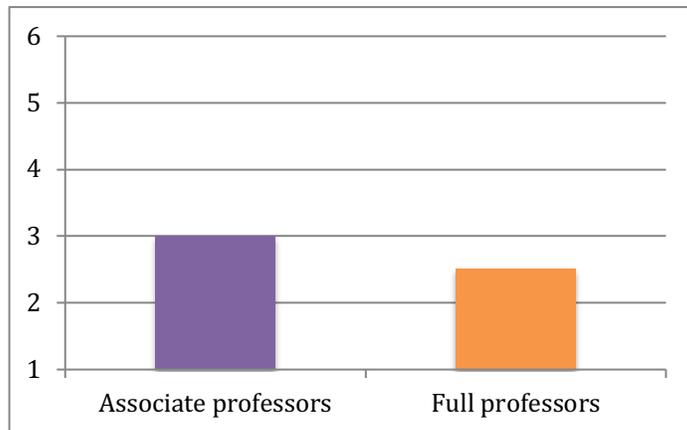


Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

Rank Differences

When disaggregated by rank, one significant difference ($p=0.05$) emerges between associate and full professors. For the item “I am usually satisfied with how I balance my professional and personal life,” associate professors were more likely to disagree ($M=3.01$, $SD=1.13$) with the statement than full professors ($M=2.52$, $SD=1.06$).

“I am usually satisfied with how I balance my professional and personal life.”



Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

Dependents

Faculty were also asked about their dependents. Of those responding, 193 or 47.2% indicated they had dependents for which they were the primary care provider, including minors and aging parents. When prompted further, the ages of these dependents were indicated as follows:

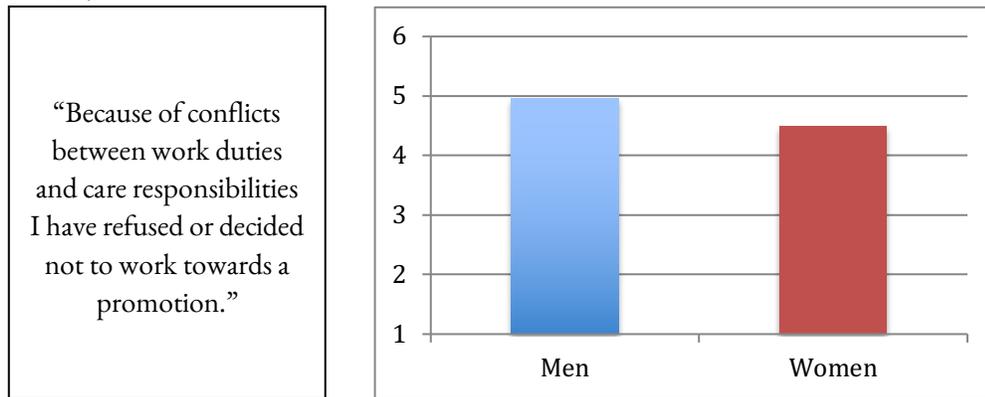
Ages of Dependents	Total Respondents
0-12 months	16
1-4 years	54
5-18 years	110
Adult children 19+	42
Parents or aging relatives	47
Other (spouses)	10

Dependent Care Issues

Those who indicated they had dependents were also asked about any conflicts they had experienced between work duties and care responsibilities. Among the options, the areas where respondents expressed the most work-life conflict related to (a) limiting their work-related travel ($M=2.75$, $SD=1.60$), (b) made sudden adjustments to your schedule ($M=2.51$, $SD=1.64$), and (c) feeling stressed or anxious about coordinating care for their dependents ($M=2.62$, $SD=1.68$).

Dependent Care Issues by Gender

Only one of these items registered significant differences by gender ($p=0.33$), the statement “Because of conflicts between work duties and care responsibilities I have refused or decided not to work towards a promotion.” For this item, women were more likely to agree with this statement ($M=4.49$, $SD=1.55$) than men ($M=4.96$, $SD=1.37$).



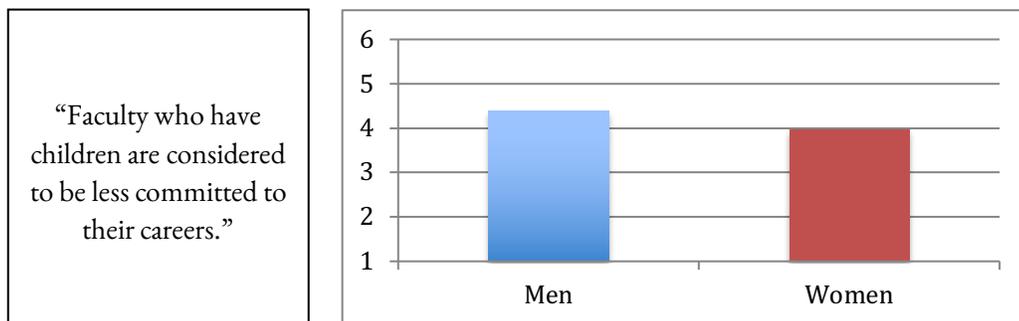
Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree

Department/Unit Support for Family Obligations

In this final set of questions, we asked faculty respondents with dependents how they rated their department's or unit's support of family obligations. Generally, faculty who responded did so favorably in regard to their unit's climate around family responsibilities. The most positively rated items included “Most faculty in my department are supportive of colleagues who want to balance their family and career lives” ($M=1.99$, $SD=0.97$) and “The department is supportive of family leave” ($M=1.92$, $SD=1.15$).

Department/Unit Support for Family Obligations by Gender

Similar to the 2015 survey, only one item in this year's survey displayed statistical significance ($p=0.002$) between men and women: “Faculty who have children are considered to be less committed to their careers.” For this item, women were more likely to agree with this statement ($M=3.97$, $SD=1.24$) than men ($M=4.39$, $SD=0.93$).



Scale: 1. Strongly agree, 2. Moderately agree, 3. Slightly agree, 4. Slightly disagree, 5. Moderately disagree, 6. Strongly disagree