

### ADVANCE Program for Inclusive Excellence

Advancing women, transforming the University, investing in a culture of inclusive excellence



### Robert H. Smith School of Business

### 2015 Faculty Work Environment Survey Results

*The University of Maryland Faculty Work Environment Survey (FWES) was designed to measure the degree to which faculty perceive and experience their units, colleges, and the university to be investing in their professional growth and creating an inclusive work environment. Much social science and educational research has found that supporting faculty professional growth (agency, learning, professional networks, and recognition) and creating inclusive work environments (fair workload, diversity climate, work-life climate) is linked to faculty retention, advancement and productivity. The Faculty Work Environment Survey (FWES) was designed and implemented by the University of Maryland ADVANCE Program with support and consultation from the Office of Faculty Affairs and Office of Diversity & Inclusion. The FWES was implemented in spring, 2011, 2013, and 2015.*

This brief summarizes results from tenure track faculty respondents from the Robert H. Smith School of Business in spring, 2015. A full institution-wide report, as well as longer Robert H. Smith School of Business report, can be found at the ADVANCE website, research and evaluation section: <http://www.advance.umd.edu/research/research-evaluation>

#### RESPONDENTS

45% (n=49) of full-time UMD tenure track or tenured Business (BMGT) faculty completed the work environment survey. Demographics of respondents included:

- 42.9% female, 57.1% male faculty

- 32.7% Faculty of Color, 67.3% White faculty
- 20.4% Assistant, 36.7% Associate, and 42.9% Full Professors

#### SURVEY RESULTS

Comparisons are provided between BMGT and all University of Maryland tenure track/ tenured respondents. Full-time non-tenure track faculty survey responses will be provided in a forthcoming report.

#### Faculty Learning and Institutional Support for Learning

- Most BMGT respondents agree that in the last twelve months, they set aside time to advance their scholarly learning (70.2%) and their learning has contributed to their research and/or scholarly agenda (68.8%).
- Over half of BMGT respondents agree that their unit supports their learning external to campus (59.2%), their unit has helped them to make room among their responsibilities for immersing in academic learning (51.0%), and the University provides an environment that stimulates their academic learning (57.1%).
- BMGT respondents were more likely than UMD respondents overall to indicate that their unit has financially supported their learning in their field or discipline (87.8% of BMGT vs. 48.4% of UMD).
- BMGT Faculty of Color were more likely than BMGT White faculty to have learned a great

deal in the last twelve months that contributed to their research and/or scholarly agenda.

- BMGT Associate Professors were less likely than BMGT Full Professors to have learned a great deal in the last twelve months that contributes to their research and/or scholarly agenda and to perceive their unit's help in making room among their responsibilities for immersing in academic learning.

### **Professional Networks and Institutional Support of Professional Networks**

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- 54.2% of BMGT respondents reported having their core discussion network off campus.
- BMGT respondents indicated that they had relationships with other faculty on campus that had supported their career advancement (61.7%), received useful feedback from colleagues at UMD that improved their work (66.0%), and have a voice in decision-making in their unit (68.8%).
- 50.0% of BMGT respondents have been effectively mentored by someone in their unit, and 45.8% agree that individuals at this institution have made an effort to connect them with important people in their field.
- 12.5% of BMGT respondents reported feeling isolated in their department.
- BMGT faculty were more likely than UMD faculty overall to be satisfied with the opportunity they have to collaborate with other UMD faculty (72.3% of BMGT vs. 55.8% of UMD) and with the collegiality in their unit (77.1% of BMGT vs. 63.3% of UMD).
- BMGT women faculty differed from BMGT men faculty in several ways:
  - BMGT women faculty were less likely than BMGT men faculty to have a core discussion network that provides helpful feedback on their research.
  - BMGT women faculty were less likely than BMGT men faculty to have relationships with other faculty on campus that have supported their career advancement and to receive useful feedback from colleagues at UMD that improves their work.

- BMGT women faculty were less likely than BMGT men faculty to be satisfied with the opportunity they have to collaborate with other UMD faculty and with the collegiality in their unit.
- BMGT women faculty were less likely than BMGT men faculty to have a voice in decision-making in their unit.
- BMGT Assistant Professors were less likely than BMGT Full Professors to have a core discussion network that includes one or more members who are influential in their field.

### **Recognition**

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- 70.8% of BMGT respondents believe that their research is valued by faculty in their unit.
- About two thirds of BMGT respondents feel recognition for their service contributions (64.6%) and teaching contributions (66.7%).
- 30.4% of BMGT respondents have been nominated by someone at UM for an award.
- BMGT women faculty were less likely than BMGT men faculty to perceive care about their personal well-being from faculty in their unit.

### **Diversity and Inclusion**

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- Most BMGT faculty perceive that their unit makes genuine efforts to recruit female faculty and Faculty of Color (67.3% and 59.2%, respectively).
- BMGT respondents agree that the opportunities for female faculty and Faculty of Color at UMD are at least as good as those for male and White faculty (57.1% and 50.0%, respectively).
- 33.3% of BMGT respondents agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar.
- BMGT women faculty were less likely than BMGT men faculty to agree that the opportunities for female faculty and Faculty of Color at UMD are at least as good as those for male and White faculty.
- BMGT women faculty were more likely than BMGT men faculty to have experienced

discrimination in their unit based on their individual or multiple identities.

- BMGT women faculty were less likely than BMGT men faculty to believe that their unit makes genuine efforts to recruit female faculty and Faculty of Color.

*“A sexist comment was made openly in a faculty meeting. When I protested, I was told to lighten up and ‘be a sport.’ There have also been conversations that some have had with me that I do not think they would have had with a male faculty.”*

*“[I] was told by male colleagues that I would make tenure because I am a woman, as opposed to being competent and good at what I do. [I] have been ranked lower than male colleagues in salary reviews with very similar profiles. [I am] paid less than male colleagues.”*

*“The most significant deficit in my opinion is at the faculty level, which I understand is very challenging because the talent pool is much smaller. However, it’s a bit disheartening to see only a couple of minority faculty in my department.”*

### **Work-Life Integration**

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- Over half of BMGT respondents have control over creating a satisfying work-life balance (53.1%) and are satisfied with their unit’s culture around work-life balance (59.2%).
- However, only 35.4% of BMGT respondents have role models in their unit of how to create a satisfying work-life balance.
- 47.9% of BMGT respondents believe that there is no bias against family care-giving in their unit and 42.9% of BMGT respondents believe that the institution does what it can to make family life and the tenure track compatible.
- BMGT women faculty were less likely than BMGT men faculty to have control over creating a satisfying work-life balance and to have role-models in their unit of how to create a satisfying work-life balance.
- BMGT women faculty were more likely than BMGT men faculty to perceive bias against family care-giving in their unit.
- BMGT Faculty of Color were less likely than BMGT White faculty to have taken strategic

steps toward creating a satisfactory work-life balance.

*“Provisions for child care; recognition that elder care responsibilities are also important.”*

*“Making more policies automatic instead of relying on a department chair to be knowledgeable of and supportive of policies.”*

*“I think it’s tough to think of one thing. Everyone’s circumstance is different.”*

### **Career Advancement and Institutional Support of Career Advancement**

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- 85.1% BMGT faculty have intentionally made choices to focus their career in ways that are personally meaningful to them.
- However, 25.0% of BMGT respondents feel stuck in their ability to advance in their career, and 34.7% of BMGT respondents had concerns about opportunities for their own career advancement.
- 59.6% of BMGT respondents have received helpful feedback from their department chair/unit head in support of their career advancement.
- Over two thirds of BMGT respondents perceive tenure requirements and process as clear and fair, and over a half perceive the promotion requirements and process for advancing to Full Professor as clear and fair.
- BMGT faculty were less likely than UMD faculty overall to agree that they seize opportunities when they are presented to them to advance in their career (57.4% of BMGT vs. 80.1% of UMD), and less likely to have been strategic in achieving their career goals (46.8% of BMGT vs. 70.0% of UMD).
- BMGT women faculty were less likely than BMGT men faculty to perceive the tenure requirements in their unit as clear.
- BMGT Associate and Assistant Professors were less likely than Full Professors to perceive the promotion requirements for advancing to Full Professor in their unit as clear.

*“I have a non-traditional background compared to the colleagues in my department. I have concerns that the*

criteria set for tenure are aligned with more traditional backgrounds and are not flexible.”

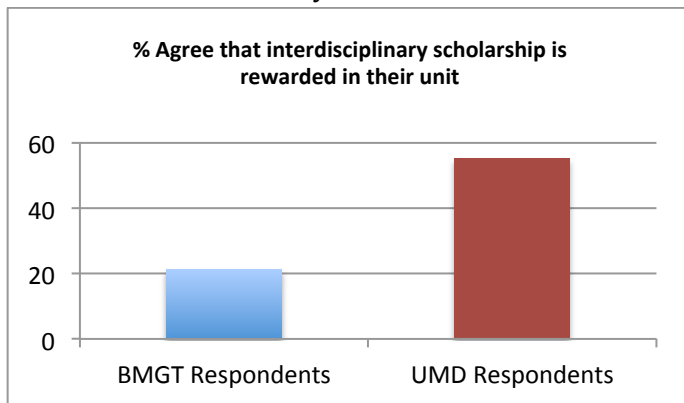
“Unclear and vague requirements, lots of “gaming” that goes on within the unit, disparate views on what constitutes impact, and devaluation of the importance of teaching.”

“It is unclear to me what is required to advance from associate to full professor.”

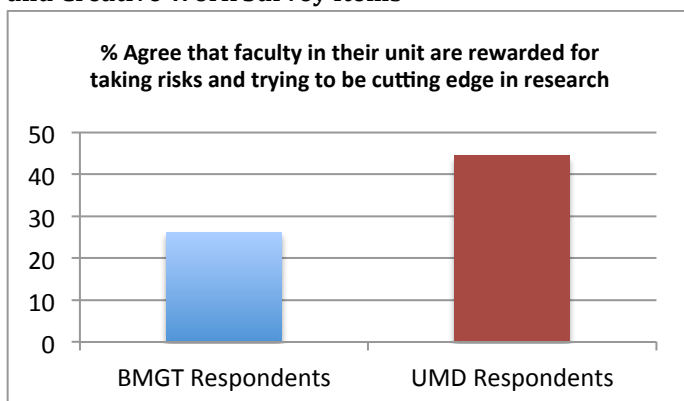
### Evaluation of Research and Creative Work

- BMGT respondents were less likely than UMD respondents to agree that interdisciplinary scholarship (21.3% of BMGT vs. 55.3% of UMD) and engaged scholarship is rewarded in their unit (34.0% of BMGT vs. 51.5% of UMD).
- BMGT respondents were also less likely than UMD respondents overall to agree that in their unit faculty are rewarded for taking risks and trying to be cutting edge in their research (26.1% of BMGT vs. 44.4% of UMD).

**Chart 1. Faculty Perception of Evaluation of Research and Creative Work Survey Items**



**Chart 2. Faculty Perception of Evaluation of Research and Creative Work Survey Items**



### Fair and Manageable Workload

- 89.8% of BMGT respondents agree that their research agenda is largely under their control.
- 69.4% of BMGT respondents agree that managing their teaching responsibilities is largely under their control and 61.2% perceive support in their department for effective teaching.
- 44.9% BMGT respondents agree that it is possible for them to say no to additional on-campus service activities without negative consequences, and 38.8% feel in control of their participation in service activities.
- 67.3% of BMGT respondents feel that the distribution of campus service work in their department is fair.
- BMGT Faculty of Color were less likely than BMGT White faculty to have their research agenda largely under their control.
- BMGT Associate Professors were less likely than Full Professors to feel in control of their participation in service activities and less likely to perceive support in their department for effective teaching.
- BMGT Assistant Professors were more likely than BMGT Associate and Full Professors to feel the distribution of campus service work in their department is fair.

“The burden is highest on associate professors. Full professors in my unit do not contribute as much, in terms of service or teaching.”

“Women tend to be asked more than men or maybe women are more reluctant to say no.”

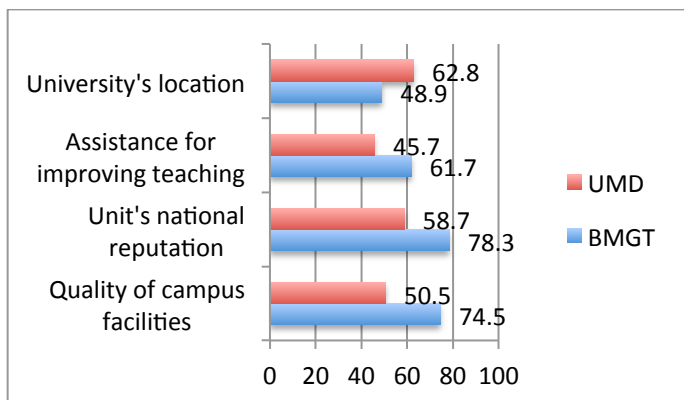
### Leadership Opportunities

- 68.8% of BMGT respondents agree that there are opportunities in their college for faculty to become involved as leaders.
- 51.0% of BMGT respondents have ever been encouraged at least once during the past twelve months to pursue a leadership position.
- BMGT Assistant Professors were less likely than Associate or Full Professors to have been encouraged, by anyone at UMD during the past twelve months, to pursue a leadership position.

## Satisfaction with Resources and Conditions at UMD

- Most BMGT respondents were satisfied with the following:
  - Amount of autonomy (85.4%)
  - Unit's national reputation (78.3%) and
  - Quality of campus facilities (74.5%).
- The fewest number of BMGT respondents were satisfied with the following:
  - Assistance finding grants (17.0%)
  - Assistance with research administration in the unit (34.0%) and
  - Their salary and benefits (42.6%).
- BMGT women faculty were less likely than BMGT men faculty to be satisfied with assistance with research administration in their unit, their overall experience working in their unit, transparency of decision-making within their unit, support of colleagues, and the sense of fit between their values and those of their unit.
- BMGT Associate Professors were less likely than Full Professors to be satisfied with professional assistance for improving teaching, the University's location, and the amount of time they spend on research versus teaching and service.
- BMGT Associate Professors were less likely than Assistant or Full Professors to be satisfied with expectations for committee service.

**Chart 3: Satisfaction with Resources and Conditions at UMD Survey Items**



## Organizational Commitment and Intent to Leave

- 32.7% of BMGT respondents indicated their intent to leave the university in the next two years.
- BMGT respondents (4.2%) were less likely than UMD respondents (8.8%) to indicate the intent to leave the academic profession in the next two years.
- 77.6% of BMGT respondents had at least one faculty member who left their unit in the past three years.
- 56.3% of BMGT respondents had had an outside offer while at UMD; of those who had an outside offer while at UMD, 76.9% had an outside offer in the last 5 years.
- Among those individuals who had an outside offer while at UMD, 48.0% said that the offer resulted in a salary increase; and among those individuals who had an outside offer in the last 5 years, 52.6% said that the offer resulted in a salary increase.
- BMGT faculty were more likely than UMD faculty overall to leave due to a poor likelihood of tenure/promotion or contract renewal (6.1% of BMGT vs. 1.4% of UMD), and less likely to leave due to retirement (2.0% of BMGT vs. 11.0% of UMD).
- The most frequent reasons BMGT respondents listed for intending to leave UMD were for a higher salary (26.5%), for an offer from a more prestigious department or institution (14.3%), and other (10.2%).
- If one or more colleagues left their unit in the last 3 years, in BMGT they were more likely to do so due to the following:
  - A poor likelihood of tenure/promotion or contract renewal (20.4% of BMGT vs. 8.2% of UMD)
  - For career opportunities at another institution for their spouse/partner (6.1% of BMGT vs. 1.9% of UMD), and
- If one or more colleagues left their unit in the last 3 years, in BMGT they were less likely to do so for retirement (0% of BMGT vs. 12.1% of UMD).
- The most frequent reasons for BMGT colleagues' leaving included the following:

- A higher salary (26.5%),
- Poor likelihood of tenure/promotion or contract renewal (20.4%), and
- An offer from a more prestigious department or institution (8.2%).
- If they intended to leave the University or the academic profession in the next two years, BMGT faculty of Color were more likely than BMGT White faculty to do so for an offer from a more prestigious department or institution.
- BMGT Associate Professors were less likely than Full Professors to have ever had an outside offer while at UMD.
- BMGT Faculty of Color were more likely than BMGT White faculty to rate their overall research/scholarly productivity high, compared to scholars of their rank nationwide.
- BMGT Associate and Assistant Professors were less likely than Full Professors to rate their overall research/scholarly productivity high, compared to scholars of their rank nationwide.

### Perceptions of Productivity

- 54.2% of BMGT respondents ranked themselves as more productive than researchers of their rank nationwide.
- 14.6% of BMGT respondents ranked themselves as less productive than researchers of their rank nationwide.
- 42.6% of BMGT respondents believed their unit views them as more productive than researchers of their rank nationwide.
- 34.0% of BMGT respondents believed their unit views them as less productive than researchers of their rank nationwide.

*“Change the culture and conversation to focus more on research and less on teaching.”*

*“Keep teaching and service under a manageable level.”*

*“Provide more research budget and flexibility to travel for research and outreach.”*

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#### TO CITE THIS BRIEF:

Templeton, L., Corrigan, K., Kuvaeva, A., & O’Meara, K. (2015). *Robert H. Smith School of Business 2015 Faculty Work Environment Survey Results Research Brief*. College Park, MD: University of Maryland ADVANCE Program.

**ADVANCE Program for Inclusive Excellence** is Directed by Professor KerryAnn O’Meara and coordinated by Kristen Corrigan, Projects Manager. ADVANCE reports to the Provost’s Office and is located in 1402 Marie Mount Hall. Founded initially through an NSF ADVANCE grant, the program is now supported by the campus, and engages in four activities found to have high impact in supporting faculty and improving work environments: (a) Strategic Networks (for assistant professors, associate professors, ADVANCE professors, under-represented faculty of color, leadership fellows and professional track faculty); (b) ADVANCE Professors assigned to each college to mentor women faculty and work with Deans to create structures and cultures of support; (c) Data collection, analysis and dissemination to increase awareness of equity issues, mentor, and improve work environments (e.g., faculty work environment survey and dashboard); and (d) Crafting policy change as relevant with other offices in areas that specifically affect women faculty. Please contact the ADVANCE office with questions or ideas related to these activities and goals. [advance@umd.edu](mailto:advance@umd.edu)

## Comparison of BMGT Faculty Work Environment Data by Year on Select Items

Survey Findings from the Robert H. Smith College of Business	2011	2013	2015
	% Agree/Strongly Agree		
<b>Faculty Learning and Institutional Support for Learning</b>			
The University provides an environment that stimulates my academic learning.	62%	68.4%	57.1%
<b>Professional Networks and Institutional Support of Professional Networks</b>			
I feel isolated in my department.	17%	24.3%	12.5%
I am satisfied with the collegiality in my unit.	69%	71.1%	77.1%
I am satisfied with the opportunity to collaborate with other UMD faculty.	59%	63.2%	72.3%
<b>Diversity and Inclusion</b>			
The opportunities for female faculty at UMD are at least as good as those for male faculty.	70%	44.1%	57.1%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	68%	47.1%	50.0%
I have experienced discrimination in my unit based on my individual or multiple identities.	14%	11.4%	16.3%
<b>Work-Life Integration</b>			
I am satisfied with my unit's culture around work-life balance.	53%	54.3%	59.2%
The institution does what it can to make family life and the tenure track compatible.	33%	38.9%	42.9%
<b>Career Advancement and Institutional Support of Career Advancement</b>			
In my unit, the tenure requirements are clear.	79%	70.3%	74.5%
In my unit, the promotion requirements for advancing to Full Professor are clear.	56%	55.6%	50.0%
In my unit, the tenure process is fair.	68%	64.9%	69.6%
In my unit, the promotion process for advancing to Full Professor is fair.	63%	55.6%	53.3%
I have concerns about my own career advancement at UMD.	38%	37.0%	34.7%
<b>Fair and Manageable Workload</b>			
I feel in control of my participation in service activities.	53%	32.4%	38.8%
There is support in my department for effective teaching.	54%	62.2%	61.2%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	50%	35.1%	44.9%
I am satisfied with the amount of time spent on research versus teaching and service.	47%	48.6%	50.0%
<b>Satisfaction with Resources and Conditions at UMD</b>			
I am satisfied with my overall experience working at UM.	66%	54.3%	68.8%
I am satisfied with my overall experience working in my unit.	74%	65.7%	72.3%
I am likely to leave the university in the next two years.	34%	35.1%	32.7%

Note: In 2011, 40% of BMGT tenure track faculty responded to the FWES, in 2013 34%, and in 2015, 45%.