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MARYLAND

The UMD Work Environment Survey for Tenure-Track/Tenured Faculty

2015 Results for the Robert H. Smith School of Business (BMGT)

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Introduction

The UMD Work Environment Survey was first implemented in 2011 to assess specific aspects of faculty work environment, such as faculty perceptions of their own professional growth, institutional and unit supports for professional growth, climate for work-life balance, fair treatment and diversity, and satisfaction, all of which have been linked to retention and advancement.

Respondents

The 2015 survey implementation included an overall response rate of approximately 53% of tenured/tenure-track faculty at the University of Maryland, College Park. Breakdown of the total respondent population as compared with the respondents from BMGT is provided below, in Table 1. For additional information about the survey development and the 2011, 2013 and 2015 University of Maryland results overall, please see the full 2015 report, which can be accessed at the UMD ADVANCE research and evaluation website:

http://www.advance.umd.edu/research/research-evaluation.

The analytical sample for this report is the tenure-track/tenured faculty respondents of the UMD Faculty Work Environment Survey from BMGT (n=49), 45% of the 2015 tenure-track/tenured BMGT faculty as of March 26, 2015. Of the BMGT respondents, 20.4% were on the tenure-track and were 79.6% tenured. Of the BMGT tenure-track/tenured respondents, 42.9% were female and 57.1% were male. Regarding race, 32.7% were Faculty of Color and 67.3% were White faculty. Lastly, BMGT respondents were 20.4% Assistant Professors, 36.7% Associate Professors, and 42.9% Full Professors.

Table 1. 2015 UMD Work Environment Survey of Tenured/Tenure-Track Faculty

Survey Response rate: UMD 53.3% (n=854); BMGT 45.0% (n=49)		
Respondents	**UMD**	**BMGT**
Women faculty	41.3%	42.9%
Men faculty	58.7%	57.1%
Faculty of Color	19.9%	32.7%
White faculty	80.1%	67.3%
Assistant Professors	23.5%	20.4%
Associate Professors	32.4%	36.7%
Full Professors	44.0%	42.9%

Data Analysis

We first ran descriptive statistics (e.g., frequencies and means) on each survey item for all respondents. Then, we conducted statistical testing (chi-squared analyses, t-tests, or ANOVA) for differences by race, gender and rank. Means, standard deviations and statistically significant differences at $p<.05$, $p<.01$, or $p<.001$ are noted within the tables in Tables 14, 15, and 16. Any differences described within the text of this report refer to statistically significant differences unless otherwise noted. Throughout the survey results we provide comparisons between BMGT results and university-wide results for a sense of the areas where BMGT tenure-track faculty are having similar, better, or worse work environment experiences. At the end of the report, we also compare survey BMGT results from the 2011, 2013, and 2015 implementation of the survey on key items. When conducting statistical testing on a number of items (such as the case in this report), caution should be used when interpreting differences in any one single survey item. Throughout the results section we also include some open-ended comments from BMGT respondents related to specific themes.

BMGT Survey Results

Faculty Learning and Institutional Support for Learning

KEY FINDINGS

- The majority of BMGT respondents agree that in the last twelve months, they set aside time to advance their scholarly learning and their learning has contributed to their research and/or scholarly agenda.

- Over a half of BMGT respondents agree that their unit supports their learning external to campus, their unit has helped them to make room among their responsibilities for immersing in academic learning, and the University provides an environment that stimulates their academic learning.

- 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.

- There were no differences by gender in BMGT respondents' perceptions of faculty learning and institutional support for learning.

- 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 have perceived their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning.

Table 2. Respondent Assessment of Faculty Learning and Institutional Support for Learning

	Survey Item	BMGT % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty Learning	In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	68.8	74.9
	In the last twelve months, I set aside time to advance my scholarly learning.	70.2	73.0
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	56.3	66.4
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	59.2	59.5
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	51.0	52.7
	My unit provides an environment that stimulates my academic learning.	65.3	58.1
	The University provides an environment that stimulates my academic learning.	57.1	51.7
	My unit has financially supported my learning in my field or discipline. ***	87.8	48.4

Statistical differences between BMGT and UMD respondents at ***$p<.001$, **$p<.01$, *$p<05$.

Professional Networks and Institutional Support of Professional Networks

KEY FINDINGS

- 54.2% of BMGT respondents reported having their core discussion network off campus.

- About two thirds of 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 indicated that they feel they have a voice in decision-making in their unit (68.8%).

- Half of BMGT respondents have been effectively mentored by someone in their unit (50.0%), and fewer agree that individuals at this institution have made an effort to connect them with important people in their field (45.8%).

- 12.5% of BMGT respondents reported feeling isolated in their department.

- There were no significant differences between BMGT and UMD respondents overall in their perception of professional networks.

- Similar to other faculty at UMD, most BMGT faculty respondents perceived that their professional network was helpful in providing helpful feedback and increasing visibility, influence and professional opportunities.

- 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 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 feel that they have a voice in decision-making in their unit.

- There were no differences by race in BMGT respondents' perceptions of professional networks and institutional support for professional networks.

- 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.

Table 3. Respondent Assessment of Professional Networks and Institutional Support for Professional Networks

	Survey Item	BMGT % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	83.0	79.3
	My core discussion network lets me know of professional opportunities.	68.1	71.4
	My core discussion network includes one or more members who are influential in my field.	87.0	84.1
	My core discussion network provides helpful feedback on my research.	80.9	80.9
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	61.7	65.3
	I receive useful feedback from colleagues at UMD that improves my work.	66.0	58.3
	Individuals at this institution have made an effort to connect me with important people in my field.	45.8	35.6
	I have been effectively mentored by someone in my unit.	50.0	40.5
	I am satisfied with the opportunity I have to collaborate with other UMD faculty. **	72.3	55.8
	I am satisfied with the collegiality in my unit. **	77.1	63.3
	I feel isolated in my department.	12.5	21.6
	I have a voice in decision-making in my unit.	68.8	64.0

Statistical differences between BMGT and UMD respondents at ***p<.001, **p<.01, *p<05.

Recognition

KEY FINDINGS

- The majority of BMGT respondents believe that their research is valued by faculty in their unit (70.8%).

- About two thirds of BMGT respondents feel recognition for their service contributions (64.6%) and teaching contributions (66.7%).

- About a third of BMGT respondents have been nominated by someone at UMD for an award.

- There were no statistical differences between BMGT and UMD respondents overall in their perception of recognition aspects in their unit and UMD.

- BMGT women faculty were less likely than BMGT men faculty to perceive that faculty in their unit care about their personal well-being.

- There were no differences by race or rank in BMGT respondents' perceptions of recognition.

Table 4. Respondent Perceptions of Recognition and Valuing One's Commitments

Survey Item	BMGT % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	66.7	64.2
Faculty in my unit value my research/scholarship.	70.8	71.1
Faculty in my unit value my service contributions.	64.6	63.5
Faculty in my unit care about my personal well-being.	58.3	61.4
Over the last three years, have you ever been nominated by someone at UMD for an award? [% Yes]	30.4	33.7

There were no statistical differences between BMGT and UMD respondents at $*p<05$.

Diversity and Inclusion

KEY FINDINGS

- Over half of BMGT faculty perceive that their unit makes genuine efforts to recruit female faculty and Faculty of Color (67.3% and 59.2%, respectively).

- About half of 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).

- A third of BMGT respondents agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar (33.3%).

- There were no significant differences between BMGT and UMD respondents overall in their perception of diversity and inclusion.

- 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 BMGT 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.

- There were no differences by race or rank in BMGT respondents' perceptions of diversity and inclusion at UMD.

Table 5. Faculty Perceptions of Diversity and Inclusion at UMD

Survey Item	BMGT % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty.	57.1	50.5
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.	50.0	46.5
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	33.3	33.8
I have experienced discrimination in my unit based on my individual or multiple identities.	16.3	22.6
My unit makes genuine efforts to recruit female faculty.	67.3	74.6
My unit makes genuine efforts to recruit Faculty of Color.	59.2	67.9

There were no statistical differences between BMGT and UMD respondents at $*p<05$.

Examples of open-ended comments include:

> *"My primary impression is that diversity is touted as a primary objective for my department and the University, but I don't see that vision executed in the same fashion…It's a bit disheartening to see only a couple of minority faculty in my department… In addition, I have had several experiences where some faculty have made it very clear that supporting diversity (for faculty or for graduate students) is not an important concern. This is a very concerning sentiment and one that I feel is fairly common at the faculty level."*
>
> *"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."*

Work-Life Integration

KEY FINDINGS:

- Over a 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 a third of BMGT respondents have role-models in their unit for how to create a satisfying work-life balance (35.4%).

- Less than half of BMGT respondents believe that there is no bias against family care-giving in their unit (47.9%) and that the institution does what it can to make family life and the tenure-track compatible (42.9%).

- There were no significant differences between BMGT and UMD respondents overall in their perception of work-life integration at UMD.

- BMGT women faculty were less likely than BMGT men faculty to feel control over creating a satisfying work-life balance and to have role-models in their unit for 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.

- There were no differences by rank in BMGT respondents' perceptions of work-life integration at UMD.

Table 6. Perceptions of Work-life Integration at UMD

Survey Item	BMGT % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	64.6	65.5
In general, I feel I have control over creating a satisfying work-life balance.	53.1	55.6
I am satisfied with my unit's culture around work-life balance.	59.2	51.7
There are role-models in my unit of how to create a satisfying work-life balance.	35.4	35.6
The institution does what it can to make family life and the tenure track compatible.	42.9	34.7
My unit supports faculty scheduling work commitments around family schedules.	65.3	55.9
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	53.1	60.2
There is NO bias against family care-giving in my unit.	47.9	49.7

There were no statistical differences between BMGT and UMD respondents at *p<05.

Examples of open-ended comments include:

> *"Family issues should be one of the factors to consider when evaluating a faculty's productivity during the annual merit review process. Currently, family issues / health problems and other personal reasons are rarely considered."*
>
> *"All of these policies focus on children; little focuses on other roles such as care-giving for terminally ill parents or issues with personal health."*

Career Advancement and Institutional Support of Career Advancement

KEY FINDINGS

- Most BMGT faculty have intentionally made choices to focus their career in ways that are personally meaningful to them (85.1%).

- 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.

- Over half of BMGT respondents have received helpful feedback from their department chair/unit head in support of their career advancement (59.6%).

- Over two thirds of BMGT respondents perceive the tenure requirements and process as clear and fair, and over 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).

- There were no significant differences between BMGT and UMD respondents overall in their perception of institutional support of career advancement.

- 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.

- There were no differences by race in BMGT respondents' perceptions of career advancement and institutional support of career advancement.

Table 7. Career Advancement and Institutional Support of Career Advancement

	Survey Item	BMGT % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.**	46.8	70.0
	I seize opportunities when they are presented to me to advance in my career.**	57.4	80.1
	I feel stuck in my ability to advance in my career.	25.0	20.4
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	85.1	85.6
	In general, I feel that I have little control over whether I advance in my career.	12.8	15.2
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	66.0	69.5
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	59.6	51.3
	In my unit, the tenure requirements are clear.	74.5	67.2
	In my unit, the promotion requirements for advancing to Full Professor are clear.	50.0	52.0
	In my unit, the tenure process is fair.	69.6	69.7
	In my unit, the promotion process for advancing to Full Professor is fair.	53.3	56.2

Statistical differences between BMGT and UMD respondents at ***$p<.001$, **$p<.01$, *$p<05$.

Examples of open-ended comments include:

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

"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."

Evaluation of Research and Creative Work

KEY FINDINGS

- BMGT respondents were less likely than UMD respondents overall to agree that interdisciplinary scholarship (21.3% of BMT 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).

- There were no differences by gender, race, or rank in BMGT respondents' perception of the evaluation of research and creative work**.**

Table 8. Respondent Perceptions of the Evaluation of Research and Creative Work

Survey Item	**BMGT % Agree / Strongly Agree**	**UMD % Agree / Strongly Agree**
Interdisciplinary scholarship is rewarded in my unit.***	21.3	55.3
Engaged scholarship is rewarded in my unit.*	34.0	51.5
Collaborative research and grant work is encouraged in our unit's reward system.	45.5	55.5
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.***	26.1	44.4

Statistical differences between BMGT and UMD respondents at ***p<.001, **p<.01, *p<05.

Fair and Manageable Workload

KEY FINDINGS

- About two thirds of BMGT respondents (69.4%) agree that managing their teaching responsibilities is largely under their control and perceive support in their department for effective teaching (61.2%).

- Less than half of BMGT respondents agree that it is possible for them to say no to additional on-campus service activities without negative consequences (44.9%), and even fewer feel in control of their participation in service activities (38.8%).

- 67.3% of BMGT respondents feel that the distribution of campus service work in their department is fair.

- There were no significant differences between BMGT and UMD respondents overall in their perception of fair and manageable workload.

- Similar to other UMD faculty, the majority of BMGT respondents feel their research agenda is largely under their control (89.8%).

- There were no differences by gender in BMGT respondents' perceptions of fair and manageable workload.

- BMGT Faculty of Color were less likely than BMGT White faculty to feel that they 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.

Table 9. Respondent perception of fair and manageable workload

Survey Item	BMGT % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	69.4	68.6
There is support in my department for effective teaching.	61.2	52.2
I feel in control of my participation in service activities.	38.8	52.9
It is possible for me to say no to additional on-campus service activities without negative consequences.	44.9	52.1
My research agenda is largely under my control.	89.8	88.7

There were no statistical differences between BMGT and UMD respondents at *p<05.

Examples of open-ended comments include:

"It is not equal, and I believe that those who do more service are reviewed less favorably (i.e., service is not rewarded)."

"The people who have natural or learned administrative abilities are over-burdened. Those who do poorly at administrative responsibilities have many fewer assignments. Thus those with administrative ability are called upon excessively and have less time for their research pursuits."

Leadership Opportunities

KEY FINDINGS

- Over two thirds of BMGT respondents agree that there are opportunities in their college for faculty to become involved as leaders.

- About half of BMGT respondents have ever been encouraged at least once during the past twelve months to pursue a leadership position (51.0%).

- There were no significant differences between BMGT and UMD respondents overall in their perception of leadership opportunities.

- 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.

- There were no differences by gender or race in BMGT respondents' perceptions of leadership opportunities.

Table 10. Respondent Perceptions Regarding Leadership

Survey Item	BMGT % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	68.8	59.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	51.0	40.3

There were no statistical differences between BMGT and UMD respondents at *p<05.

Satisfaction with Resources and Conditions at UMD

KEY FINDINGS

- Most BMGT respondents were satisfied with their amount of autonomy (85.4%), their unit's national reputation (78.3%), and the quality of campus facilities (74.5%).

- The fewest number of BMGT respondents were satisfied with assistance with finding grants (17.0%), assistance with research administration in their unit (34.0%), and their salary and benefits (42.6%).

- BMGT respondents were more likely than UMD respondents overall to be satisfied with the quality of campus facilities (74.5% of BMGT vs. 50.5% of UMD), their unit's national reputation (78.3% of BMGT vs. 58.7% of UMD), and professional assistance for improving teaching (61.7% of BMGT vs. 45.7% of UMD).

- BMGT respondents were less likely than UMD respondents overall to be satisfied with the University's location (48.9% of BMGT vs. 62.8% of UMD).

- 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, the transparency of decision-making within their unit, the 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.

- There were no differences by race in BMGT respondents' perceptions of resources and conditions at UMD.

Table 11. Percentage of Respondents Who Were Satisfied with Resources and Conditions at UMD

Survey Item	BMGT % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member	85.4	76.3
My overall experience working in my unit	72.3	68.1
The diversity on campus	63.0	66.9
The support of colleagues here	70.2	64.2
My overall experience working at UMD	68.8	63.0
The University's location*	48.9	62.8
The quality of graduate students in my program	59.6	59.4
My unit's national reputation**	78.3	58.7
The sense of fit between my values and those of my unit	57.4	57.8
The University's national reputation	46.8	55.6
The quality of undergraduate students	55.3	53.4
The quality of campus facilities **	74.5	50.5
The transparency of decision-making within my unit	54.2	49.4
Clerical/administrative support	44.7	47.8
Professional assistance for improving teaching *	61.7	45.7
Expectations for committee service	47.9	44.7
The amount of time I spend on research vs. teaching & service	50.0	43.1
Assistance with research administration in my unit	34.0	42.7
My salary and benefits	42.6	42.4
Priorities and vision of my college/school	50.0	40.6
Amount of access to TAs, RAs	45.8	39.1
Assistance with finding grants	17.0	35.0

Statistical differences between BMGT and UMD respondents at ***$p<.001$, **$p<.01$, *$p<05$.

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- 32.7% of BMGT respondents indicated their intent to leave the university in the next two years.

- 56.3% of BMGT respondents 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.

- BMGT respondents were less likely than UMD respondents overall to indicate their intent to leave the academic profession in the next two years (4.2% vs. 8.8%, respectively, *p*<.05).

- 77.6% of BMGT respondents knew at least one faculty member who left their unit in the past three 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.

- The most frequent reasons for BMGT colleagues' leaving included 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%).

- 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 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 less likely to leave due to retirement (0% of BMGT vs. 12.1% of UMD).

- 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).

- There were no differences by gender in BMGT respondents' perceptions of organizational commitment and intent to leave UMD.

- 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.

- If they intended to leave the University or the academic profession in the next two years, BMGT Assistant Professors were more likely than Associate or Full Professors to do so due to a poor likelihood of tenure/promotion or contract renewal.

Table 12. Respondents' Reasons for Intending to Leave UMD or the Academic Profession

If you are likely to leave the University or the academic profession in the next two years, what would be the primary reasons? [Please check one primary reason]	BMGT % Selected	UMD % Selected
An offer with a higher salary	26.5	20.6
An offer from a more prestigious department or institution	14.3	14.3
Retirement*	2.0	11.0
Other	10.2	7.1
Lack of collegiality in my unit	2.0	4.3
To be closer to family	6.1	4.3
An offer from an institution in a more desirable geographic location	4.1	4.2
Potential for better work-life balance in a different type of position	0	3.5
Career opportunities at another institution for my spouse/partner	0	2.3
An offer for a position outside academe	2.0	1.9
Poor likelihood of tenure/promotion or contract renewal**	6.1	1.4
Better work-life policies	0	1.1
I'm not well suited to the faculty career	0	<1.0
Better campus climate for Faculty of Color at another institution	0	<1.0
Better campus climate for women at another institution	0	<1.0
Better campus climate for GLTBQ faculty at another institution	0	0

Statistical differences between BMGT and UMD respondents at ***p<.001, **p<.01, *p<05.

Table 13. Colleagues' Reasons for Leaving UMD

Considering the most recent case of departure, what was the primary reason that he or she left UMD? [please check one]	BMGT % Selected	UMD % Selected
An offer with a higher salary	26.5	18.1
An offer from a more prestigious department or institution	8.2	12.3
Retirement**	0	12.1
Poor likelihood of tenure/promotion or contract renewal**	20.4	8.2
Other	2.0	7.3
To be closer to family	2.0	4.7
Lack of collegiality in my unit	2.0	3.9
An offer from an institution in a more desirable geographic location	0	3.2
Faculty member not well suited to the faculty career	4.1	2.6
Career opportunities at another institution for my spouse/partner *	6.1	1.9
Potential for better work-life balance in a different type of position	0	1.8
An offer for a position outside academe	2.0	1.3
Better work-life policies	0	<1.0
Better campus climate for GLTBQ faculty at another institution	0	<1.0
Better campus climate for women at another institution	0	<1.0
Better campus climate for Faculty of Color at another institution	0	<1.0

Statistical differences between BMGT and UMD respondents at ***p<.001, **p<.01, *p<05.

Perceptions of Productivity

KEY FINDINGS

- 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.

- There were no differences by gender in BMGT respondents' perceptions of productivity.

- 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.

Examples of open-ended comments include:

> *"[The most important thing UMD, the college, or unit does or could do to contribute to my research productivity is] keep teaching and service under a manageable level."*
> *" More staff support which would free up time which is currently spent on admin tasks."*
> *"Nothing. Research atmosphere here is great."*

BMGT Differences by Gender: Summary

KEY FINDINGS

In most areas of the survey, BMGT tenure-track/tenured faculty responses did not differ significantly by gender. However, there were several important differences.

- 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 feel that they have a voice in decision-making in their unit.

- BMGT women faculty were less likely than BMGT men faculty to perceive the tenure requirements in their unit as clear.

- 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 for 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 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, the transparency of decision-making within their unit, the support of colleagues, and the sense of fit between their values and those of their unit.

- 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 BMGT 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.

- BMGT women faculty were less likely than BMGT men faculty to perceive that faculty in their unit care about their personal well-being.

Table 14. Survey Items That Showed Statistically Significant Differences in BMGT Responses by Gender

Survey Item	Women		Men		p-value
	M	SD	M	SD	
My core discussion network provides helpful feedback on my research.**	3.75	0.79	4.41	0.64	.003
I have relationships with other faculty on campus that have supported my career advancement.*	3.29	0.90	4.00	0.94	.011
I receive useful feedback from colleagues at UMD that improves my work.*	3.29	1.15	3.96	0.87	.032
I am satisfied with the opportunity I have to collaborate with other UMD faculty.**	3.48	1.03	4.19	0.75	.008
I am satisfied with the collegiality in my unit.*	3.71	1.15	4.30	0.82	.046
I have a voice in decision-making in my unit.*	3.43	0.98	4.00	0.92	.043
In my unit, the tenure requirements are clear.**	3.43	0.93	4.27	0.78	.001
In general, I feel I have control over creating a satisfying work-life balance.*	3.14	0.96	3.71	0.94	.042
There are role-models in my unit of how to create a satisfying work-life balance.*	2.67	1.15	3.37	1.04	.032
There is NO bias against family care-giving in my unit.**	2.81	1.12	3.78	1.09	.004
I am satisfied with assistance with research administration in my unit.*	2.85	0.74	3.41	0.89	.038
I am satisfied with my overall experience working in my unit.*	3.40	1.05	4.00	0.83	.034
I am satisfied with the transparency of decision-making within my unit*	2.80	1.15	3.61	1.17	.022
I am satisfied with the support of colleagues here.*	3.40	1.09	4.11	0.70	.016
I am satisfied with the sense of fit between my values and those of my unit.*	3.15	1.09	3.81	0.96	.032
The opportunities for female faculty at UMD are at least as good as those for male faculty.***	2.71	1.06	4.07	0.94	<.001
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.***	2.75	0.91	4.04	0.92	<.001
I have experienced discrimination (either overt or subtle) in my unit based on my individual or multiple identities.*	2.81	1.12	2.00	1.05	.013
My unit makes genuine efforts to recruit female faculty.**	3.33	0.97	4.25	0.80	.001
My unit makes genuine efforts to recruit Faculty of Color.**	3.19	1.08	4.00	0.94	.007
Faculty in my unit care about my personal well-being.**	3.10	0.94	3.89	0.89	.005

Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1;
Definitely will (leave) = 1; Likely = 2; Not Likely = 3; Definitely will not = 4;
1 = Much less productive, 2 = Slightly less productive, 3 = About the same, 4 = Slightly more productive, 5 = Much more productive;
***p<.001, **p<.01, *p<05.

BMGT Differences by Race: Summary

KEY FINDINGS

In most areas of the survey, BMGT tenure-track/tenured faculty responses did not differ significantly by race. However, there were several important differences.

- 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 Faculty of Color were less likely than BMGT White faculty to feel that their research agenda is largely under their control.

- BMGT Faculty of Color were less likely than BMGT White faculty to have taken strategic steps toward creating a satisfactory work-life balance.

- 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.

- 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.

Table 15. Survey Items That Showed Statistically Significant Differences in BMGT Responses by Race

Survey Item	White		Faculty of Color		p-value
	M	SD	M	SD	
In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.*	3.66	0.94	4.13	0.62	.045
My research agenda is largely under my control.*	4.48	0.62	4.06	0.68	.035
I have taken strategic steps toward creating a satisfactory work-life balance.*	3.88	0.66	3.38	0.88	.033
How would you rate your overall research/scholarly productivity compared to scholars of your rank nationwide?**	3.39	1.03	4.27	0.80	.006
An offer from a more prestigious department or institution: If you are likely to leave the University or the academic profession in the next two years, what would be the primary reason?*	6.1%		31.3%		.018

Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1;
Definitely will (leave) = 1; Likely = 2; Not Likely = 3; Definitely will not = 4;
1 = Much less productive, 2 = Slightly less productive, 3 = About the same, 4 = Slightly more productive, 5 = Much more productive;
***p<.001, **p<.01, *p<05.

BMGT Differences by Rank: Summary

KEY FINDINGS

In most areas of the survey, BMGT tenure-track/tenured faculty responses did not differ significantly by rank. However, there were several important differences.

- 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 perceive their unit's help in making room among their responsibilities for immersing themselves in academic learning.

- 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.

- 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.

- 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 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.

- 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.

- 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.

- BMGT Associate Professors were less likely than Full Professors to have ever had an outside offer while at UMD.

- BMGT Assistant Professors were less likely than Associate or Full Professors to have ever been encouraged by anyone at UMD during the past twelve months to pursue a leadership position.

- If they intended to leave the University or the academic profession in the next two years, BMGT Assistant Professors were more likely than Associate or Full Professors to do so due to a poor likelihood of tenure/promotion or contract renewal.

Table 16. Survey Items That Showed Statistically Significant Differences in BMGT Responses by Rank

Survey Item	Assistant		Associate		Full		p-value
	M	SD	M	SD	M	SD	
In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.*	3.80	1.03	3.44*	0.86	4.15*	0.67	.040
My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.**	3.50	0.85	2.67**	1.28	3.90**	1.18	.007
My core discussion network includes one or more members who are influential in my field.*	3.67*	1.22	4.00	0.87	4.55*	0.51	.022
In my unit, the promotion requirements for advancing to Full Professor are clear.***	3.11*	0.60	2.76***	0.90	4.05***	1.05	<.001
There is support in my department for effective teaching.*	3.70	0.67	3.17*	1.15	3.90*	0.77	.048
I feel in control of my participation in service activities.*	3..40	0.70	2.56*	0.86	3.43*	1.16	.017
I am satisfied with professional assistance for improving teaching.*	3.70	0.95	3.13*	0.96	3.95*	0.59	.013
I am satisfied with expectations for committee service.**	3.80*	0.79	2.82*	0.95	3.48*	0.68	.008
I am satisfied with the University's location.*	3.60	0.70	2.81*	0.83	3.71*	1.10	.017
I am satisfied with the amount of time I spend on research versus teaching and service**	3.50	0.97	2.53**	1.18	3.62**	1.02	.008
How would you rate your overall research/scholarly productivity compared to scholars of your rank nationwide?***	3.30**	0.82	3.11***	1.02	4.35***	0.74	<.001
Overall, do you feel the distribution of campus service work in your department is fair?*	100.0%*		50.0%		66.7%		.026
Have you ever had an outside offer while at UMD?*	66.7%		33.3%*		71.4%*		.045
During the past twelve months, how many times have you been encouraged, by anyone at UMD, to pursue leadership positions? (% at least once)*	10.0%*		61.1%*		61.9%*		.015
Poor likelihood of tenure/promotion or contract renewal: If you are likely to leave the University or the academic profession in the next two years, what would be the primary reason?**	30.0%		0%		0%		.002

Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1;
Definitely will (leave) = 1; Likely = 2; Not Likely = 3; Definitely will not = 4;
1 = Much less productive, 2 = Slightly less productive, 3 = About the same, 4 = Slightly more productive, 5 = Much more productive; ***p<.001, **p<.01, *p<05.

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		
Faculty Learning and Institutional Support for Learning			
The University provides an environment that stimulates my academic learning.	62%	68.4%	57.1%
Professional Networks and Institutional Support of Professional Networks			
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%
Diversity and Inclusion			
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%
Work-Life Integration			
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%
Career Advancement and Institutional Support of Career Advancement			
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%
Fair and Manageable Workload			
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%
Satisfaction with Resources and Conditions at UMD			
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%.