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

2015 Results for the College of Behavioral and Social Sciences (BSOS)

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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 BSOS 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 BSOS (n=107), approximately 56% of the 2015 tenure-track/tenured BSOS faculty as of March 26, 2015. Of the BSOS respondents, 29.9% were on tenure track and 70.1% tenured. Of the BSOS tenure-track/tenured respondents, 49.5% were female and 50.5% were male. Regarding race, 22.4% were Faculty of Color and 77.6% were White faculty. Lastly, BSOS respondents were 29.9% Assistant Professors, 26.2% Associate Professors, and 43.9% Full Professors.

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

Survey Response rate: UMD 53.3% (n=854); BSOS 56.3% (n=107)		
Respondents	UMD	BSOS
Women faculty	41.3%	49.5%
Men faculty	58.7%	50.5%
Faculty of Color	19.9%	22.4%
White faculty	80.1%	77.6%
Assistant Professors	23.5%	29.9%
Associate Professors	32.4%	26.2%
Full Professors	44.0%	43.9%

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 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 BSOS results and university-wide results for a sense of the areas where BSOS tenure-line faculty are having similar, better, or worse work environment experiences. At the end of the report, we also compare 2011, 2013, and 2015 survey results on select 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 BSOS respondents related to specific themes.

BSOS Survey Results

Faculty Learning and Institutional Support for Learning

KEY FINDINGS

- The majority of BSOS respondents agree that in the last twelve months, their learning has contributed to their research and/or scholarly agenda.
- About two thirds of BSOS respondents agree that in the last twelve months, they set aside time to advance their scholarly learning and their learning has made them a better teacher.
- About half of BSOS respondents agree that their unit supports their learning external to campus, and the University provides an environment that stimulates their academic learning.
- BSOS respondents were more likely than UMD respondents overall to indicate that their unit has financially supported their learning in their field or discipline (66.4% of BSOS vs. 48.4% of UMD).
- There were no differences by gender, race, or rank in BSOS respondents' perceptions of faculty learning and institutional support for learning.

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

	Survey Item	BSOS % 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.	80.4	74.9
	In the last twelve months, I set aside time to advance my scholarly learning.	66.4	73.0
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	60.7	66.4
Support for Faculty Learning	My unit supports my learning external to campus.	58.5	59.5
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	67.0	52.7
	My unit provides an environment that stimulates my academic learning.	65.1	58.1
	The University provides an environment that stimulates my academic learning.	54.2	51.7
	My unit has financially supported my learning in my field or discipline. ***	66.4	48.4

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

Professional Networks and Institutional Support of Professional Networks

KEY FINDINGS

- About two thirds of BSOS respondents indicated that they are satisfied with the collegiality in their unit (71.0%), had relationships with other faculty on campus that had supported their career advancement (70.8%), received useful feedback from colleagues at UMD that improved their work (65.4%), and feel that they have a voice in decision-making in their unit (67.3%).
- Over half of BSOS respondents are satisfied with the opportunity they have to collaborate with other UMD faculty (58.9%).
- Over a third of BSOS respondents indicated that they have been effectively mentored by someone in their unit (43.0%), and individuals at this institution have made an effort to connect them with important people in their field (40.2%).

- 20.6% of BSOS respondents reported feeling isolated in their department.
- 63.2% of BSOS respondents reported having their core discussion network off campus.
- Most BSOS faculty respondents perceived that their professional network was helpful in increasing visibility and professional opportunities.
- BSOS respondents were more likely than UMD respondents overall to agree that their core discussion network includes one or more members who are influential in their field (89.1% of BSOS vs. 84.1% of UMD).
- BSOS respondents were more likely than UMD respondents overall to agree that their core discussion network provides helpful feedback on their research (89.1% of BSOS vs. 80.9% of UMD).
- BSOS women faculty were more likely than BSOS men faculty to be satisfied with the opportunity they have to collaborate with other UMD faculty.
- BSOS Faculty of Color were less likely than BSOS White faculty to feel that they have a voice in decision-making in their unit. However, BSOS Faculty of Color were more likely than BSOS White faculty to agree that their core discussion network includes one or more members who are influential in their field, lets them know of professional opportunities, and enhances their visibility in their field.
- There were no significant differences between BSOS respondents and UMD respondents overall in their perception of institutional support of professional networks.
- There were no differences by rank in BSOS respondents' perceptions of professional networks and institutional support for professional networks.

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

Survey Item		BSOS % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	78.2	79.3
	My core discussion network lets me know of professional opportunities.	71.3	71.4
	My core discussion network includes one or more members who are influential in my field.*	89.1	84.1
	My core discussion network provides helpful feedback on my research. **	89.1	80.9
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	70.8	65.3
	I receive useful feedback from colleagues at UMD that improves my work.	65.4	58.3
	Individuals at this institution have made an effort to connect me with important people in my field.	40.2	35.6
	I have been effectively mentored by someone in my unit.	43.0	40.5
	I am satisfied with the opportunity I have to collaborate with other UMD faculty.	58.9	55.8
	I am satisfied with the collegiality in my unit.	71.0	63.3
	I feel isolated in my department.	20.6	21.6
	I have a voice in decision-making in my unit.	67.3	64.0

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

Recognition

KEY FINDINGS

- The majority of BSOS respondents believe that their research is valued by faculty in their unit (77.1%).
- About two thirds of BSOS respondents feel recognition for their service contributions (63.2%), and perceive that other faculty care about their personal well-being (66.0%).
- About a third of BSOS respondents have been nominated by someone at UMD for an award.
- There were no statistical differences between BSOS and UMD respondents overall in their perception of recognition aspects in their unit and UMD.

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

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

Survey Item	BSOS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	59.4	64.2
Faculty in my unit value my research/scholarship.	77.1	71.1
Faculty in my unit value my service contributions.	63.2	63.5
Faculty in my unit care about my personal well-being.	66.0	61.4
Over the last three years, have you ever been nominated by someone at UMD for an award? [% Yes]	30.8	33.7

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

Examples of open-ended comments include:

“I do not feel that campus service outside the department, except for service that is mandated (College APT, University Senate) is valued in the Department, and should only be carried out if desired by a faculty member. However, such service is not explicitly encouraged.”

Diversity and Inclusion

KEY FINDINGS

- The majority of BSOS faculty perceive that their unit makes genuine efforts to recruit female faculty and Faculty of Color (71.2% and 73.8%, respectively).
- Less than half of BSOS 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 (46.2% and 44.1%, respectively).

- Less than a third of BSOS respondents agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar (27.0%), and that they have experienced discrimination in their unit based on their individual or multiple identities (22.0%).
- There were no significant differences between BSOS and UMD respondents overall in their perception of diversity and inclusion.
- BSOS women faculty were less likely than BSOS men 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, and that their unit makes genuine efforts to recruit female faculty. BSOS women faculty were also more likely than BSOS men to have experienced discrimination in their unit based on their individual or multiple identities.
- BSOS Faculty of Color were less likely than BSOS White faculty to agree that the opportunities for female faculty and Faculty of Color at UMD are at least as good as those for BSOS male and White faculty, and less likely to believe that their unit makes genuine efforts to recruit female faculty and Faculty of Color. BSOS Faculty of Color were also more likely to agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar.
- There were no differences by rank in BSOS respondents' perceptions of diversity and inclusion at UMD.

Table 5. Faculty Perceptions of Diversity and Inclusion at UMD

Survey Item	BSOS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty.	46.2	50.5
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.	44.1	46.5
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	27.0	33.8
I have experienced discrimination in my unit based on my individual or multiple identities.	22.0	22.6
My unit makes genuine efforts to recruit female faculty.	71.2	74.6
My unit makes genuine efforts to recruit faculty of Color.	73.8	67.9

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

Examples of open-ended comments include:

Probably unfair to women and under-represented minorities because of the expectation that all committees have diversity representation.

Females are almost thoroughly excluded from decision-making positions in my department.

Work-Life Integration

KEY FINDINGS

- Over a half of BSOS respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance, and they have control over creating a satisfying work-life balance.
- However, less than a half of the respondents agree that the institution does what it can to make family life and the tenure track compatible (40.4%).
- BSOS respondents were more likely than UMD respondents overall to be satisfied with their unit's culture around work-life balance (57.5% of BSOS vs. 51.7% of UMD).

- BSOS respondents were more likely than UMD respondents overall to agree that there are role-models in their unit of how to create a satisfying work-life balance (42.9% of BSOS vs. 35.6% of UMD).
- BSOS respondents were more likely than UMD respondents overall to believe that their unit supports faculty scheduling work commitments around family schedules (66.3% of BSOS vs. 55.9% of UMD), and that faculty in their unit can be honest with colleagues about family/life roles and responsibilities (68.6% of BSOS vs. 60.2% of UMD).
- BSOS respondents were less likely than UMD respondents overall to perceive bias against family care-giving in their unit.
- Assistant Professors were less likely than Full Professors to feel control over creating a satisfying work-life balance.
- There were no differences by gender or race in BSOS respondents' perceptions of work-life integration at UMD.

Table 6. Perceptions of Work-life Integration at UMD

Survey Item	BSOS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	57.5	65.5
In general, I feel I have control over creating a satisfying work-life balance.	52.8	55.6
I am satisfied with my unit's culture around work-life balance. *	57.5	51.7
There are role-models in my unit of how to create a satisfying work-life balance. *	42.9	35.6
The institution does what it can to make family life and the tenure track compatible.	40.4	34.7
My unit supports faculty scheduling work commitments around family schedules. *	66.3	55.9
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities. *	68.6	60.2
There is NO bias against family care-giving in my unit. *	59.8	49.7

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

Examples of open-ended comments include:

“Challenges are often larger than UM, but making sure faculty are aware of existing policies and programs is helpful (example: don’t think many know of part-time tenure track option).”

“I think that all of the current policies are great. The improvement would be in the culture of people actually taking these benefits so that other folks won’t feel bashful doing so.”

“Less teaching and more graduate students to help with teaching and research [would improve the campus climate for work-life balance] since there is simply no time for teaching, research and family.”

Career Advancement and Institutional Support of Career Advancement**KEY FINDINGS**

- The majority of BSOS respondents indicated that they seize opportunities when they are presented to them to advance in their career (79.2%), and that they have intentionally made choices to focus their career in ways that are personally meaningful to them (81.3%).
- Only 11.3% feel little control over advancement in their career.
- 29.0% of BSOS respondents had concerns about opportunities for their own career advancement.
- BSOS respondents were more likely than UMD respondents overall to agree that faculty in their unit have the freedom to succeed here if they work hard (77.6% of BSOS vs. 69.5% of UMD).
- BSOS respondents were more likely than UMD respondents overall to perceive the tenure process as fair (79.8% of BSOS vs. 69.7% of UMD).

- BSOS Faculty of Color were less likely than BSOS White faculty to perceive that faculty in their unit have the freedom to succeed here if they work hard, and that in their unit, the tenure and promotion processes for advancement are fair.
- Associate Professors were less likely than Full Professors to have been strategic in achieving their career goals and seize opportunities when they are presented to them to advance in their career, and more likely than Full Professors to feel stuck in their ability to advance in their career.
- Full Professors were more likely than Associate or Assistant Professors to feel control over their career advancement.
- Full Professors were more likely than Associate or Assistant Professors to perceive the promotion requirements for advancing to Full Professor as clear and the promotion process as fair.
- Assistant Professors were less likely than Full Professors to perceive the tenure requirements and process in their unit as clear and fair.
- There were no differences by gender in BSOS respondents' perceptions of career advancement and institutional support of career advancement.

Table 7. Career Advancement and Institutional Support of Career Advancement

Survey Item		BSOS % Agree/ Strongly Agree	UMD % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	64.8	70.0
	I seize opportunities when they are presented to me to advance in my career.	79.2	80.1
	I feel stuck in my ability to advance in my career.	21.0	20.4
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	81.3	85.6
	In general, I feel that I have little control over whether I advance in my career.	11.3	15.2
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard. *	77.6	69.5
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	60.4	51.3
	In my unit, the tenure requirements are clear.	69.2	67.2
	In my unit, the promotion requirements for advancing to Full Professor are clear.	47.6	52.0
	In my unit, the tenure process is fair. **	79.8	69.7
	In my unit, the promotion process for advancing to Full Professor is fair.	57.4	56.2

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

Examples of open-ended comments include:

“UMD provides great opportunities, both on campus and off-campus. However, my main challenge is in carving out time to advance in grant writing and publishing. Much time gets spent in service activities and teaching.”

“Too much service, too many budget cuts and additional unfunded mandates to make meaningful progress in my research.”

Evaluation of Research and Creative Work

KEY FINDINGS

- About half of BSOS respondents agree that interdisciplinary, engaged scholarship and cutting edge research is rewarded in their unit.
- BSOS respondents were more likely than UMD respondents overall to agree that collaborative research and grant work is encouraged in their unit's reward system (67.0% of BSOS vs. 55.5% of UMD).
- BSOS Faculty of Color were less likely than BSOS White faculty to believe that engaged scholarship is rewarded in their unit, and in their unit faculty are rewarded for taking risks and trying to be cutting edge in their research.
- Associate Professors were less likely than Full Professors to agree that interdisciplinary scholarship, collaborative research and grant work is encouraged in their unit's reward system.
- Associate Professors were less likely than Assistant or Full Professors to agree that engaged scholarship is rewarded in their unit.
- There were no differences by gender in BSOS respondents' perception of the evaluation of research and creative work.

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

Survey Item	BSOS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	53.8	55.3
Engaged scholarship is rewarded in my unit.	50.0	51.5
Collaborative research and grant work is encouraged in our unit's reward system. **	67.0	55.5
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	53.8	44.4

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

Examples of open-ended comments include:

“I do not think the university is structured in a way that facilitates faculty research. I am weighed down by teaching and other responsibilities. It is a miracle that some people in my department are as productive in their research as they are.”

Fair and Manageable Workload**KEY FINDINGS**

- The majority of BSOS respondents agree that their research agenda is largely under their control (92.3%).
- About two thirds (68.6%) agree that managing their teaching responsibilities is largely under their control.
- About half of BSOS respondents feel in control of their participation in service activities (54.3%), and perceive support in their department for effective teaching (50.5%).
- 61.3% of BSOS respondents feel that the distribution of campus service work in their department is fair.
- BSOS respondents were more likely than UMD respondents overall to agree that it is possible for them to say no to additional on-campus service activities without negative consequences (61.0% of BSOS vs. 52.1% of UMD).
- BSOS Faculty of Color were less likely than BSOS White faculty to agree that managing their teaching responsibilities is largely under their control.
- Assistant Professors were more likely than Full Professors to perceive the distribution of campus service work in their department is fair.
- There were no differences by gender in BSOS respondents’ perceptions of fair and manageable workload.

Table 9. Respondent Perception of Fair and Manageable Workload

Survey Item	BSOS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	68.6	68.6
There is support in my department for effective teaching.	50.5	52.2
I feel in control of my participation in service activities.	54.3	52.9
It is possible for me to say no to additional on-campus service activities without negative consequences. *	61.0	52.1
My research agenda is largely under my control.	92.3	88.7

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

Examples of open-ended comments include:

“Assignments are given to those who are competent and do a good job, so shirkers are not asked. We protect junior people from too much service, and that is good, but sometimes they come to feel they also should have to do minimal service after they are tenured, i.e., we socialize them into anti-social outcomes a bit.”

Leadership Opportunities

KEY FINDINGS

- About half of BSOS respondents agree that there are opportunities in their college for faculty to become involved as leaders.
- There were no significant differences between BSOS and UMD respondents overall in their perception of leadership opportunities.
- Associate Professors were more likely than Assistant Professors to have been encouraged during the past twelve months by anyone at UMD to pursue a leadership position.
- There were no differences by gender or race in BSOS respondents’ perceptions of leadership opportunities.

Table 10. Respondent Perceptions Regarding Leadership

Survey Item	BSOS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	48.5	59.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	42.1	40.3

There were no statistical differences between BSOS and UMD respondents at * $p < 0.05$.

Satisfaction with Resources and Conditions at UMD

KEY FINDINGS

- BSOS respondents were most satisfied with their amount of autonomy (83.0%), their overall experience with their unit (72.9%), and the diversity on campus (71.7%).
- The fewest number of BSOS respondents were satisfied with assistance with finding grants (28.3%), professional assistance for improving teaching (38.7%), the quality of campus facilities (39.0%), and the priorities and vision of their college/school (39.8%).
- BSOS respondents were more likely than UMD respondents overall to be satisfied with the transparency of decision-making within their unit (56.1% of BSOS vs. 49.4% of UMD), and less likely to be satisfied with the quality of campus facilities (39.0% of BSOS vs. 50.5% of UMD).
- BSOS Faculty of Color were less likely than BSOS White faculty to be satisfied with assistance with finding grants and the diversity on campus.
- Assistant Professors were more likely than Full Professors to be satisfied with the quality of undergraduate students.
- There were no differences by gender in BSOS respondents' perceptions of resources and conditions at UMD.

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

Survey Item	BSOS % Satisfied/ Very Satisfied	UMD % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member	83.0	76.3
My overall experience working in my unit	72.9	68.1
The diversity on campus	71.7	66.9
The support of colleagues here	67.0	64.2
My overall experience working at UMD	66.0	63.0
The University's location	65.4	62.8
The quality of graduate students in my program	59.8	59.4
My unit's national reputation	64.2	58.7
The sense of fit between my values and those of my unit	55.7	57.8
The University's national reputation	50.5	55.6
The quality of undergraduate students	51.4	53.4
The quality of campus facilities *	39.0	50.5
The transparency of decision-making within my unit **	56.1	49.4
Clerical/administrative support	47.2	47.8
Professional assistance for improving teaching	38.7	45.7
Expectations for committee service	48.6	44.7
The amount of time I spend on research vs. teaching & service	41.9	43.1
Assistance with research administration in my unit	54.2	42.7
My salary and benefits	47.7	42.4
Priorities and vision of my college/school	39.8	40.6
Amount of access to TAs, RAs	43.0	39.1
Assistance with finding grants	28.3	35.0

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

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- 26.7% of BSOS respondents (vs. 27.6% of UMD respondents overall) said they were likely to leave the university in the next two years.
- BSOS respondents were less likely than UMD respondents overall to indicate the intent to leave the academic profession in the next two years (6.7% vs. 8.8%, respectively, $p < .05$).

- 86.9% of BSOS respondents had at least one faculty member leave their unit in the past three years (vs. 82.6% of UMD).
- 50.5% of BSOS respondents (vs. 46.4% of UMD respondents overall) had an outside offer while at UMD; of those who had an outside offer while at UMD, 66.0% had an outside offer in the last 5 years.
- Among those individuals who had an outside offer while at UMD, 71.2% said that the offer resulted in a salary increase; and among those individuals who had an outside offer in the last 5 years, 65.7% said that the offer resulted in a salary increase.
- The most frequent reasons BSOS respondents listed for intending to leave UMD were for a higher salary (27.1%), for an offer from a more prestigious department or institution (18.7%), retirement (8.4%), and to be closer to family (5.6%).
- If one or more colleagues left their unit in the last 3 years, BSOS faculty respondents indicated their colleagues left for a higher salary (26.2% of BSOS vs. 18.1% of UMD), for an offer from a more prestigious department or institution (24.3% of BSOS vs. 12.3% of UMD), and for career opportunities at another institution for their spouse/partner (4.7% of BSOS vs. 1.9% of UMD).
- The most frequent reasons for BSOS colleagues' leaving included a higher salary (26.2%), an offer from a more prestigious department or institution (24.3%), and retirement (9.3%).
- BSOS Faculty of Color were more likely than BSOS White faculty to indicate their intent to leave the University in the next two years.
- If they were likely to leave the University or the academic profession in the next two years, BSOS Faculty of Color were more likely to do so for an offer from a more prestigious department or institution and because of the lack of collegiality in their unit.

- Full Professors were more likely than Assistant Professors to have ever had an outside offer while at UMD.
- There were no differences by gender in organizational commitment and intent to leave UMD.

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]	BSOS % Selected	UMD % Selected
An offer with a higher salary	27.1	20.6
An offer from a more prestigious department or institution	18.7	14.3
Retirement	8.4	11.0
Other	2.8	7.1
Lack of collegiality in my unit	4.7	4.3
To be closer to family	5.6	4.3
An offer from an institution in a more desirable geographic location	1.9	4.2
Potential for better work-life balance in a different type of position	2.8	3.5
Career opportunities at another institution for my spouse/partner	3.7	2.3
An offer for a position outside academe	0	1.9
Poor likelihood of tenure/promotion or contract renewal	0.9	1.4
Better work-life policies	1.9	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

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

Table 13. Colleague's 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]	BSOS % Selected	UMD % Selected
An offer with a higher salary *	26.2	18.1
An offer from a more prestigious department or institution ***	24.3	12.3
Retirement	9.3	12.1
Poor likelihood of tenure/promotion or contract renewal	3.7	8.2
Other	5.6	7.3
To be closer to family	1.9	4.7
Lack of collegiality in my unit	2.8	3.9

An offer from an institution in a more desirable geographic location	4.7	3.2
Faculty member not well suited to the faculty career	0	2.6
Career opportunities at another institution for my spouse/partner *	4.7	1.9
Potential for better work-life balance in a different type of position	1.9	1.8
An offer for a position outside academe	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	0.9	<1.0
Better campus climate for Faculty of Color at another institution	0	<1.0

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

Perceptions of Productivity

KEY FINDINGS

- 61.9% of BSOS respondents (vs. 52.3% of UMD respondents overall) ranked themselves as more productive than researchers of their rank nationwide.
- 14.3% of BSOS respondents (vs. 15.1% of UMD respondents overall) ranked themselves as less productive than researchers of their rank nationwide.
- 50.5% of BSOS respondents believed their unit views them as more productive than researchers of their rank nationwide.
- 22.3% of BSOS respondents believed their unit views them as less productive than researchers of their rank nationwide.
- Full Professors were more likely than Associate or Assistant Professors to rate their overall research/scholarly productivity as high.
- Full Professors were more likely than Assistant Professors to think that their unit views their overall level of research/scholarly productivity as high.
- There were no differences by gender or race in BSOS respondents' perceptions of productivity.

Examples of open-ended comments include:

“Better grant support, especially for less traditional sources... and increased availability of RAs funded through the department (or cost sharing such that it is feasible to fund grad students from non-NSF or NIH grants) [are the most important things that UMD, the college, or unit does or could do to contribute to my research productivity].”

“Provide additional resources, like course releases, summer funding tied to finishing a grant proposal, grant proposal boot camps.”

BSOS Differences by Gender: Summary

KEY FINDINGS

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

- BSOS women faculty were more likely than BSOS men faculty to be satisfied with the opportunity they have to collaborate with other UMD faculty.
- BSOS women faculty were less likely than BSOS men faculty to agree that the opportunities for female faculty and Faculty of Color at UMD are at least as good as those for BSOS male and White faculty, and that their unit makes genuine efforts to recruit female faculty. BSOS women faculty were also more likely than BSOS men faculty to have experienced discrimination in their unit based on their individual or multiple identities.

Table 14. Survey Items that Showed Statistically Significant Differences in BSOS Responses by Gender

Survey Item	Women		Men		p-value
	M	SD	M	SD	
I am satisfied with the opportunity I have to collaborate with other UMD faculty. *	3.79	1.01	3.28	1.29	.024
The opportunities for female faculty at UMD are at least as good as those for male faculty. *	3.18	1.01	3.64	0.96	.018
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty. *	3.04	0.97	3.54	1.07	.016
I have experienced discrimination (either overt or subtle) in my unit based on my individual or multiple identities.*	2.55	1.29	2.00	1.15	.027
My unit makes genuine efforts to recruit female faculty.*	3.71	0.99	4.13	0.88	.022

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.

BSOS Differences by Race: Summary

KEY FINDINGS

In many areas of the survey, BSOS tenure-track/tenured faculty responses differed significantly by race ($p < .05$). BSOS Faculty of Color were less satisfied than BSOS White faculty on institutional support of career advancement, evaluation of research and creative work, fair and manageable workload, diversity and inclusion, and resources and conditions at UMD.

- BSOS Faculty of Color were less likely than BSOS White faculty to feel they had a voice in decision-making in their unit. However, they were more likely than BSOS White faculty to agree that their core discussion network includes one or more members who are influential in their field, lets them know of professional opportunities, and enhances their visibility in their field.

- BSOS Faculty of Color were less likely than BSOS White faculty to perceive that faculty in their unit have the freedom to succeed here if they work hard, and that in their unit, the tenure and promotion processes for advancing to Full Professor are fair.
- BSOS Faculty of Color were less likely than BSOS White faculty to believe that engaged scholarship is rewarded in their unit, and in their unit faculty are rewarded for taking risks and trying to be cutting edge in their research.
- BSOS Faculty of Color were less likely than BSOS White faculty to agree that managing their teaching responsibilities is largely under their control.
- BSOS Faculty of Color were less likely than BSOS White faculty to be satisfied with assistance with finding grants and the diversity on campus.
- BSOS Faculty of Color were less likely than BSOS White 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, and less likely to believe that their unit makes genuine efforts to recruit female faculty and Faculty of Color. BSOS Faculty of Color were also more likely to agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar.
- BSOS Faculty of Color were more likely than BSOS White faculty to indicate their intent to leave the University in the next two years.
- If they were likely to leave the University or the academic profession in the next two years, BSOS Faculty of Color were more likely to do so for an offer from a more prestigious department or institution and because of the lack of collegiality in their unit.

Table 15. Survey Items that Showed Statistically Significant Differences in BSOS Responses by Race

Survey Item	White		Faculty of Color		p-value
	M	SD	M	SD	
My core discussion network enhances my visibility in my field. *	3.99	0.81	4.43	0.66	.018
My core discussion network lets me know of professional opportunities. **	3.86	0.91	4.43	0.73	.006
My core discussion network includes one or more members who are influential in my field. *	4.28	0.79	4.70	0.56	.021
I have a voice in decision-making in my unit. *	3.82	1.09	3.29	1.16	.043
Faculty in my unit have the freedom to succeed here if they work hard. **	4.07	0.73	3.54	1.21	.009
In my unit, the tenure process is fair. *	4.11	0.69	3.74	0.86	.034
In my unit, the promotion process for advancing to Full Professor is fair. *	3.87	0.87	3.39	0.84	.021
Engaged scholarship is rewarded in my unit. *	3.59	1.13	2.92	1.06	.011
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research. *	3.58	1.13	2.91	1.28	.017
Managing my teaching responsibilities is largely under my control. *	3.74	0.90	3.13	1.32	.046
I am satisfied with assistance with finding grants.*	3.12	0.81	2.75	0.79	.049
I am satisfied with the diversity on campus. **	3.87	0.70	3.21	1.06	.008
The opportunities for female faculty at UMD are at least as good as those for male faculty. *	3.52	0.96	3.04	1.11	.046
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty. *	3.47	0.87	2.70	1.36	.016
I have to work harder than some of my colleagues to be perceived as a legitimate scholar. ***	2.51	0.94	3.70	1.15	<.001
My unit makes genuine efforts to recruit female faculty. *	4.04	0.91	3.52	0.99	.021
My unit makes genuine efforts to recruit faculty of color. ***	4.10	0.94	3.22	1.13	<.001
To what extent are you likely to leave the University in the next two years? *	2.91	0.63	2.57	0.66	.022
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?*	14.5%		33.3%		.037
Lack of collegiality in my unit: If you are likely to leave the University or the academic profession in the next two years, what would be the primary	2.4%		12.5%		.039

reason?*			
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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.

BSOS Differences by Rank: Summary

KEY FINDINGS

In many areas of the survey, BSOS tenure-track/tenured faculty responses differed significantly by rank ($p<.05$): career advancement and institutional support of career advancement, evaluation of research and creative work, work-life integration, fair and manageable workload, productivity, resources and conditions at UMD, organizational commitment, and leadership opportunities.

- Associate Professors were less likely than Full Professors to have been strategic in achieving their career goals and seize opportunities when they are presented to them to advance in their career.
- Associate Professors were more likely than Full Professors to feel stuck in their ability to advance in their career.
- Full Professors were more likely than Associate or Assistant Professors to feel control over their career advancement.
- Full Professors were more likely than Associate or Assistant Professors to perceive the promotion requirements for advancing to Full Professor as clear and the promotion process as fair.
- Assistant Professors were less likely than Full Professors to perceive the tenure requirements and process in their unit as clear and fair.
- Associate Professors were less likely than Full Professors to agree that interdisciplinary scholarship, collaborative research and grant work is encouraged in their unit's reward system.

- Associate Professors were less likely than Assistant or Full Professors to agree that engaged scholarship is rewarded in their unit.
- Assistant Professors were less likely than Full Professors to feel control over creating a satisfying work-life balance.
- Assistant Professors were more likely than Full Professors to be satisfied with the quality of undergraduate students.
- Full Professors were more likely than Associate or Assistant Professors to rate their overall research/scholarly productivity compared to scholars of their rank nationwide, as high.
- Full Professors were more likely than Assistant Professors to think that their unit views their overall level of research/scholarly productivity, compared to researchers/scholars of their rank nationwide, as high.
- Assistant Professors were more likely than Full Professors to perceive the distribution of campus service work in their department is fair.
- Full Professors were more likely than Assistant Professors to have ever had an outside offer while at UMD.
- Associate Professors were more likely than Assistant Professors to have ever been encouraged, during the past twelve months by anyone at UMD, to pursue a leadership position.

Table 16. Survey Items that Showed Statistically Significant Differences in BSOS Responses by Rank

Survey Item	Assistant		Associate		Full		p-value
	M	SD	M	SD	M	SD	
I have been strategic in achieving my career goals. *	3.71	0.90	3.30*	1.10	3.94*	0.84	.021
I seize opportunities when they are presented to me to advance in my career.*	3.81	0.69	3.74*	0.76	4.17*	0.60	.014
I feel stuck in my ability to advance in my career.*	2.50	1.02	2.81*	1.33	2.00*	1.19	.015
In general, I feel that I have little control over whether I advance in my career.**	2.31*	0.82	2.52**	1.12	1.79**	0.91	.003
In my unit, the tenure requirements are clear. *	3.56*	0.98	3.64	0.95	4.13*	0.87	.016
In my unit, the promotion requirements for advancing to Full Professor are clear.**	3.00*	0.82	2.86**	1.30	3.77**	1.09	.001
In my unit, the tenure process is fair. *	3.79*	0.49	3.96	0.84	4.21*	0.78	.048
In my unit, the promotion process for advancing to Full Professor is fair. **	3.41**	0.57	3.52*	0.97	4.11**	0.87	.001
Interdisciplinary scholarship is rewarded in my unit. *	3.48	0.93	3.04*	1.07	3.77*	1.13	.018
Engaged scholarship is rewarded in my unit. *	3.70*	1.15	2.89*	1.12	3.57*	1.06	.013
Collaborative research and grant work where there are co-authors and/or co-principal investigators is encouraged in our unit's reward system. *	3.71	0.82	3.50*	1.14	4.08*	0.85	.026
In general, I feel I have control over creating a satisfying work-life balance.**	3.06**	0.88	3.46	1.00	3.74**	0.93	.009
The quality of undergraduate students. *	3.78*	0.75	3.39	1.20	3.13*	1.21	.032
How would you rate your overall research/scholarly productivity compared to scholars of your rank nationwide? **	3.35**	1.05	3.54*	1.14	4.15*	0.92	.002
How do you think your unit views your overall level of research/scholarly productivity, compared to researchers/scholars of your rank	3.00*	1.17	3.19	1.20	3.70*	1.10	.025

nationwide? *					
Overall, do you feel the distribution of campus service work in your department is fair? *	80.6%*	57.1%	51.1%*	.028	
Have you ever had an outside offer while at UMD? **	26.7%**	53.6%	63.8%**	.006	
During the past twelve months, how many times have you been encouraged, by anyone at UMD, to pursue leadership positions? (% at least once) **	18.8%**	57.1%**	48.9%	.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.

Comparison of BSOS Faculty Work Environment Data by Year on Select Items

Survey Findings from the College of Behavioral and Social Sciences	2011	2013	2015
	% Agree/Strongly Agree		
Faculty Learning and Institutional Support for Learning			
The University provides an environment that stimulates my academic learning.	49%	73.7%	65.1%
Professional Networks and Institutional Support of Professional Networks			
I feel isolated in my department.	24%	12.5%	20.6%
I am satisfied with the collegiality in my unit.	69%	74.8%	71.0%
I am satisfied with the opportunity to collaborate with other UMD faculty.	52%	66.1%	58.9%
Diversity and Inclusion			
The opportunities for female faculty at UMD are at least as good as those for male faculty.	53%	51.0%	46.2%
The opportunities for Faculty of Color at UMD are at least as good as those for White faculty.	59%	51.0%	44.1%
I have experienced discrimination in my unit based on my individual or multiple identities.	26%	17.0%	22.0%
Work-Life Integration			
I am satisfied with my unit's culture around work-life balance.	48%	48.6%	57.5%
The institution does what it can to make family life and the tenure track compatible.	29%	38.3%	40.4%
Career Advancement and Institutional Support of Career Advancement			
In my unit, the tenure requirements are clear.	77%	72.1%	69.2%
In my unit, the promotion requirements for advancing to Full Professor are clear.	84%	76.6%	79.8%
In my unit, the tenure process is fair.	59%	50.5%	47.6%
In my unit, the promotion process for advancing to Full Professor is fair.	74%	57.9%	57.4%
I have concerns about my own career advancement at UMD.	44%	21.3%	29.0%
Fair and Manageable Workload			
I feel in control of my participation in service activities.	51%	60.7%	54.3%
There is support in my department for effective teaching.	52%	54.5%	50.5%
It is possible for me to say to say no to additional on-campus service activities without negative consequences.	58%	65.8%	61.0%
I am satisfied with the amount of time spent on research versus teaching and service.	34%	56.4%	41.9%
Satisfaction with Resources and Conditions at UMD			
I am satisfied with my overall experience working at UM.	55%	78.9%	66.0%
I am satisfied with my overall experience working in my unit.	65%	77.3%	72.9%
I am likely to leave the university in the next two years.	26%	22.2%	26.7%

Note: In 2011, 29% of BSOS tenure track faculty responded to the FWES, in 2013 43%, and in 2015 56%.