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**The UM Work Environment Survey for Tenure-Track/Tenured Faculty
2013 Results for the Robert H. Smith School of Business (BMGT)**

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Introduction

The UM 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 2013 survey implementation included an overall response rate of approximately 47% 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 and 2013 University of Maryland results over all, please see the full 2013 report, which can be accessed at the UM ADVANCE research and evaluation website: <http://www.advance.umd.edu/research-evaluation>.

The analytical sample for this report is the tenure-track/tenured faculty respondents of the UM Faculty Work Environment Survey from BMGT (n=38), approximately 34% of the 2013 tenure-track/tenured BMGT faculty as of January 25, 2013. Of the BMGT respondents, 23.7% were on tenure track and 76.3% tenured. Of the BMGT tenure-track/tenured respondents, 52.6% were female and 47.4% were male. Regarding race, 33.3% were Faculty of Color and 66.7% were White faculty. Lastly, BMGT respondents were 23.7% Assistant Professors, 36.8% Associate Professors, and 39.5 % Full Professors. For information regarding the demographics of BMGT, please refer to Table 2.

Table 1. 2013 UM Work Environment Survey of Tenured/Tenure Track Faculty

Respondents: UMD 47% (n=784); BMGT 33.6% (n=38)		
Respondents	UMD	BMGT
Women faculty	40.7%	52.6%
Men faculty	59.3%	47.4%
Faculty of Color	20.8%	33.3%
White faculty	79.2%	66.7%
Assistant Professors	24.7%	23.7%
Associate Professors	31.6%	36.8%
Full Professors	43.6%	39.5%

Table 2. 2012-2013 Demographics, BMGT

		Assistant Professor		Associate Professor		Full Professor		Total	
		n	%	n	%	n	%	n	%
Total		34	31.2	35	32.1	40	36.7	109	100
Gender	Men	21	61.8	23	65.7	31	77.5	75	68.8
	Women	13	38.2	12	34.3	9	22.5	34	31.2
Race	Am. Indian/Alaska Native	0	0	0	0	0	0	0	0
	Asian	9	26.5	12	34.3	13	32.5	34	31.2
	Black/African American	1	2.9	1	2.9	1	2.5	3	2.8
	Hispanic	0	0	1	2.9	0	0	1	0.9
	White	12	35.3	20	57.1	25	62.5	57	52.3
	Two or More Categories	0	0	0	0	0	0	0	0
	Not Reported	0	0	1	2.9	1	2.5	2	1.8
	International	12	35.3	0	0	0	0	12	11.0

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 15, 16 and 17. 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 tenure-track results for a sense of the areas where BMGT faculty are having similar, better, or worse work environment experiences. 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 participants related to specific themes.

BMGT Survey Results

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- 35.1% of BMGT participants stated they were likely to leave the university in the next two years.
- 81.1% of BMGT participants stated that there was at least one faculty member in their unit who left in the past three years.
- 40.5% of BMGT respondents had an outside offer while at UMD.
- The most frequent reasons BMGT participants listed for wanting to leave UMD were for a higher salary (47.4%), a more prestigious department or institution (28.9%), being closer to family (13.2%), lack of collegiality in their unit (13.2%), and a more desirable geographic location (10.5%).
- Women were more likely than men to intend to leave the institution because of the lack of collegiality in their unit.
- Faculty of Color were more likely than White faculty to intend to leave the institution for career opportunities at another institution for their spouse/partner, a better campus climate for women at another institution, and due to a poor likelihood of tenure/promotion or contract renewal.
- Full Professors were more likely and Assistant Professors were less likely to have had an outside offer while at UMD.
- Assistant Professors were more likely to intend to leave the institution for an offer with a higher salary.

Table 3. Participants' reasons for intending to leave UMD

If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons? [Select up to three] *	BMGT N=38 % Selected	UMD % Selected
An offer with a higher salary	47.4	36.1
Potential for better work-life balance in a different type of position	5.3	12.1
An offer from a more prestigious department or institution	28.9	22.3
An offer from an institution in a more desirable geographic location	10.5	12.8
Retirement	5.3	8.8
Other	0	6.6
Lack of collegiality in my unit	13.2	11.4
An offer for a position outside academe	5.3	5.2
To be closer to family	13.2	7.8
Career opportunities at another institution for my spouse/partner	5.3	6.5
Poor likelihood of tenure/promotion or contract renewal	5.3	4.3
Better campus climate for Faculty of Color at another institution	0	1.8
Better policies related to child-care, parental leave	2.6	1.4
I'm not well suited to the faculty career	0	0.9
Better campus climate for women at another institution	2.6	2.0
Better campus climate for GLBTQ faculty at another institution	0	<1%

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

Open-ended responses fell into five categories: salary, career advancement process, more desirable offer, personal reasons, and immigration issues. Responses regarding salary focused on concerns regarding salaries at UMD as well as offers with higher salaries. In regards to career advancement processes, respondents mentioned tenure denial, being denied for promotions or renewal and resetting the tenure clock. Responses about more desirable offers included finding a better fit and better alignment of research interests and a better work climate and being treated

with respect. Personal reasons discussed by respondents were moving closer to family or a more desirable location, having a personal dispute and wanting more work-life balance and problems with a visa.

Examples of open-ended responses include:

“She received extremely poor advice about going up for promotion and was denied.”

“Salary competitiveness issues.”

Satisfaction with Department and UMD

KEY FINDINGS

- 65.7% of BMGT participants were satisfied with their overall experience working in their unit and 54.3% with their overall experience at UMD.
- There were two specific aspects of the faculty experience that were rated less favorably by BMGT respondents than UMD respondents ($p < .05$): the university's national reputation (44.1% BMGT and 62.1% UMD), and expectations for committee service (28.6% BMGT and 42.5% UMD).
- There was one aspect rated more favorably by BMGT respondents than other UMD respondents. BMGT respondents were more likely than other UMD respondents to be satisfied with their unit's national reputation (82.9% BMGT and 60.5% UMD).
- The majority of the participants were satisfied with: their unit's national reputation (82.9%), their autonomy (80.0%), the diversity on campus (73.5%), the support of colleagues (71.4%), their overall experience working in their unit (65.7%), and the quality of campus facilities (57.1%).
- The fewest number of BMGT respondents were satisfied with: assistance with finding grants (14.7%), assistance with research administration in their unit (25.7%), expectations

for committee service (28.6%), priorities and vision of their college (28.6%), and leadership of their college (31.4%).

- Women were less likely than men to be satisfied with the amount of access to TAs and RAs, 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.
- Full Professors were less likely than Associate and Assistant Professors to be satisfied with the University's national reputation.
- Associate Professors were less likely than Full and Assistant Professors to be satisfied with the amount of time they spend on research versus teaching and service.
- There were no differences by race in BMGT respondents' perceptions of resources and conditions at UMD.

Table 4. Percentage of participants 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	80	78.9
The support of colleagues here	71.4	66.0
My overall experience working at UM	54.3	66.5
The university's location	54.3	59.3
My overall experience working in my unit	65.7	68.4
The diversity on campus	73.5	68.9
The university's national reputation*	44.1	62.1
The sense of fit between my values and those of my unit	54.3	58.2
Leadership of my college / school	31.4	50.8
The transparency of decision-making within my unit	54.3	49.1
Priorities and vision of my college / school	28.6	43.6
My unit's national reputation*	82.9	60.5
The quality of campus facilities	57.1	52.9
Assistance with research administration in my unit	25.7	41.8
Professional assistance for improving teaching	45.7	40.1
Clerical / administrative support	51.4	49.3
My salary and benefits	42.9	39.5
Assistance with finding grants	14.7	29.5
Expectations for committee service*	28.6	42.5
The amount of time I spend on research vs. teaching & service	48.6	46.9
Amount of access to TAs, RAs	54.3	43.8

* = statistical difference in means between BMGT and UMD respondents at $p < .05$

Fair Treatment and Diversity

KEY FINDINGS

- Slightly less than half of BMGT respondents perceived that female faculty and Faculty of Color receive fair treatment (44.1% and 47.1%, respectively).
- 11.4% of BMGT faculty indicated that they have experienced discrimination.
- There were no significant differences between BMGT and UMD respondents in perceptions of fair treatment and discrimination.
- Women were less likely than 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. They were also more likely to indicate that they have to work harder than some of their colleagues to be perceived as legitimate scholars, and more likely to report discrimination in their unit based on their individual identities.
- There were no differences by rank or race in BMGT respondents' perceptions of fair treatment and diversity.

Table 5. Faculty perceptions of diversity, diversity climate, and fairness 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.	44.1	49.3
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.	47.1	48.1
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	32.4	27.3
I have experienced discrimination in my unit based on my individual or multiple identities.	11.4	18.5

There were no statistical difference in means between BMGT and UMD respondents at $p < .05$.

Open-ended questions on the topic of experienced discrimination focused on discrimination based on gender. Examples included inappropriate comments toward and about women, women being asked to do more service, gender differences in opportunities, and different standards being applied to male and female leaders.

Examples of open-ended comments include:

“Women expected to do more service.”

“When faculty members in the position of leadership create change in the school, and these changes ultimately AID the school's positive external visibility (including program-rankings), typically they are hailed as heroes and publicly praised and thanked for doing what LEADERS are supposed to do: CREATE CHANGE (as opposed to protect the status quo). In contrast, at the business school this occurs only if the Change-agents are MALE. When any female-leaders have created change, they have been criticized and undermined by the School's leadership and characterized as ‘too aggressive.’”

“If women act like the successful men in my college -- be very aggressive and selfish -- they can be successful. This is not the work environment that I want or that I think is best for a university. It is not a way I feel comfortable adopting in my interactions with others.”

Work-Life Climate

KEY FINDINGS:

- About two thirds of the BMGT respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance, and that they feel they have control over creating a satisfying work-life balance.
- About half of the BMGT respondents agreed that their unit supports faculty scheduling work commitments around family schedules.
- About a third of the BMGT participants agreed that the institution does what it can to make family life and the tenure track compatible.
- Similar to UMD respondents, BMGT respondents rated many of UMD's policies and programs for work-life balance as valuable, but few respondents took advantage of these programs and many had not heard of the programs.
- Women were less likely than men to be satisfied with their unit's culture around work-life balance and more likely to report bias against family care-giving in their unit. Men were more likely than women to agree that the institution does what it can to make family life and the tenure track compatible, that their unit supports faculty scheduling work commitments around family schedules, and that faculty can be honest with colleagues about family/life roles and responsibilities in their unit.
- Faculty of Color were more likely than White faculty to indicate that they have taken strategic steps toward creating a satisfactory work-life balance.
- Associate Professors were more likely than Full and Assistant Professors to report bias against family care-giving in their unit.

Table 6. Perceptions of work-life climate at UMD.

Survey Item	BMGT % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	72.2	67.2
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	52.8	56.3
My unit supports faculty scheduling work commitments around family schedules.	47.2	54.0
In general, I feel I have control over creating a satisfying work-life balance.	63.9	56.5
There is NO bias against family care-giving in my unit.	44.4	48.5
I am satisfied with my unit's culture around work-life balance.	54.3	47.6
There are role-models in my unit of how to create a satisfying work-life balance.	44.4	37.7
The institution does what it can to make family life and the tenure track compatible.	38.9	34.2

There were no statistical difference in means between BMGT and UMD respondents at $p < .05$.

Open-ended responses on the topic of work-life climate fell into four categories: policies, workload, support and child care. Respondents stressed the need to expand policies to include caring for terminally-ill relatives, maternity leave, and a post tenure “stop the clock” program, and to make sure that participating in any of the programs such as part-time tenure track does not hurt one’s career. Responses regarding workload included having fewer off-site, evening and weekend responsibilities and giving department’s clearer direction to avoid faculty having to be good at everything. In regards to support, respondents talked about wanting mentorship programs, discussions with colleagues on work-life balance or seminars on work-life balance and a better support network as well as having work-life balance be encouraged from top down. Participants advocated developing guidelines to facilitate and promote work-life balance. Lastly,

regarding child care, respondents noted the need for child care for infants, extended hours and more affordable on-campus options.

Examples of open-ended comments include:

“That's a tough question. Looking back, I had the best time when I was at an institution where I had colleagues who face similar work-life balance challenges (e.g., colleagues who have young kids and have to get tenured!), so in that sense, diversity and mentoring is important. You can't have a mentor who would understand your challenges if he/she is not in the same place. In general, I think the "tone from the top" is important - it should be positive, a tone that encourages good work-life balance.”

“Part time tenure track work. I dont think this is possible these days, or if it is, it is surely discouraged as mentioning such things seems like a career killer. It does not have to be, and we have to acknowledge that people have families and may have periods of time when the balance is more toward the family, and it will later swing back to full time work. I think this should be a temporary state to help families get through some rough patches that invariably come up. It would be a bit more harmful if we experienced permanent part timers in my opinion, although that would need debate.”

“Maryland-sponsored child care services for ages 0-3 (prior to the Maryland School) with priority for Maryland Faculty and Staff and payroll deduction (pre-tax) options for payments.”

“Host seminars on work-life balance to make it something acceptable to talk about (as is, it seems like a taboo topic within the School).”

Table 7. Work-life policies and programs at UMD.

Policy/Program [% of BMGT respondents]	% Very Valuable	% Used it	% Anticipate using it	% Have not heard of it
Part-time tenure track policy (permits tenure track faculty to work part time)	63.0	0	11.5	57.9
Campus childcare	75.0	5.9	12.9	10.5
Tenure delay/Stop the tenure clock	82.4	17.6	9.7	5.3
Childcare referral service	69.2	9.4	7.4	23.7
College dashboard project	62.5	0	8.3	36.8
Paid parental leave	67.7	48.5	48.4	7.9
Mentoring for new faculty	66.7	7.7	5.6	62.3
ADVANCE learning communities, leadership program, seed grants and seminars	42.3	54.8	57.1	23.7

It is important to note that the part-time tenure track policy was established December 17, 2009.

The Family Care Resource and Referral Service began in fall of 2010. The tenure delay policy was established March 6, 2007. The parental leave policy was established in September of 2012.

As in the university-wide results, we believe participants misunderstood the survey item regarding paid parental leave to mean something different than the paid parental leave policy begun in fall, 2012.

Career Advancement and Institutional Support of Career Advancement

KEY FINDINGS

- Most participants perceived clear requirements and fair processes for tenure (70.3% and 64.9%, respectively, for BMGT).
- 55.6% of BMGT respondents believed the process for advancing to Full Professor is fair (similar to 55.5% for UMD) and the same number, 55.6%, of BMGT respondents perceived clear requirements for promotion to Full Professor (similar to 54.2% for UMD).
- Yet, 37.0% of BMGT respondents had concerns about their own advancement.
- Women were less likely than men to agree that faculty in their unit have the freedom to succeed here if they work hard and that they have received helpful feedback from their department chair/unit head in support of their career advancement. They were also more likely than men to feel stuck in their ability to advance in their career and feel little control over their career advancement. Women were less likely than men to perceive tenure and promotion requirements and processes as clear and fair.
- Associate Professors were less likely than Full and Assistant Professors to agree that the promotion process for advancing to Full Professor is fair.
- There were no differences by race in BMGT respondents' perceptions of institutional support of career advancement.

Table 8. 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.	54.1	69.2
	I seize opportunities when they are presented to me to advance in my career.	70.3	79.2
	I feel stuck in my ability to advance in my career.	18.9	20.9
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	83.8	86.2
	In general, I feel that I have little control over whether I advance in my career.	16.7	14.5
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	65.7	71.2
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	50.0	49.7
	In my unit, the tenure requirements are clear.	70.3	67.4
	In my unit, the promotion requirements for advancing to Full Professor are clear.	55.6	54.2
	In my unit, the tenure process is fair.	64.9	67.9
	In my unit, the promotion process for advancing to Full Professor is fair.	55.6	55.5

There were no statistical difference in means between BMGT and UMD respondents at $p < .05$.

Open-ended questions on the topic of career advancement fell into three categories: support, career advancement process and workload. Responses regarding support included lack of mentorship and helpful feedback. In regards to the career advancement process, respondents noted concerns about the process being unclear, the number of publications they have, limited opportunities for senior faculty, and politics and subjectivity involved in the process. Responses regarding workload included having a heavy administrative burden and having to make sacrifices in your personal life.

Examples of open-ended comments include:

“Administrative burden starting to overwhelm opportunities for scholarship and external visibility.”

“Promotion requirements to full are not clear. The only thing that is clear is that there are politics involved.”

“There are ZERO discussions within my department regarding mentoring or promotion for Associate Professors.”

Evaluation of Research and Creative Work

KEY FINDINGS

- There was one significant difference between BMGT and UMD respondents in their perception of evaluation of research and creative work. BMGT respondents were less likely than other UMD respondents to agree that interdisciplinary scholarship is rewarded in their unit (34.3% BMGT vs. 54.4% UMD).
- Slightly more than a third of BMGT participants agreed that engaged scholarship and cutting edge research are rewarded in their unit.
- About half of BMGT participants agreed that collaborative research and grant work is encouraged in their unit's reward system.
- Women were less likely than men to agree that engaged scholarship and cutting edge research are rewarded in their unit.
- There were no differences by race or rank in BMGT respondents' perception of the evaluation of research and creative work.

Table 9. 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.*	34.3	54.4
Engaged scholarship is rewarded in my unit.	38.9	46.8
Collaborative research and grant work is encouraged in our unit's reward system.	57.1	53.6
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	36.1	43.2

* = statistical difference in means between BMGT and UMD respondents at $p < .05$

Management of Teaching, Research and Service Responsibilities

KEY FINDINGS

- The majority of BMGT respondents agreed that there is support in their department for effective teaching and that faculty have control over managing their teaching responsibilities.
- Only a third of BMGT participants indicated that they feel in control of their participation in service activities and that it is possible for them to say no to additional on-campus service activities without negative consequences.
- Almost all (94.6%) BMGT respondents agreed that they are in charge of the direction of their research agenda.
- Associate Professors were less likely than Full and Assistant Professors to agree that there is support in their department for effective teaching.
- There were no differences by gender or race in BMGT respondents' perceptions of evaluation and support of teaching, research and service.

Table 10. Respondent perception of evaluation and support of teaching, research and service.

Survey Item	BMGT % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	56.8	66.8
There is support in my department for effective teaching.	62.2	53.2
I feel in control of my participation in service activities.	32.4	52.3
It is possible for me to say no to additional on-campus service activities without negative consequences.	35.1	51.5
I am in charge of the direction of my research agenda.	94.6	90.5

There were no statistical difference in means between BMGT and UMD respondents at $p < .05$.

Recognition

KEY FINDINGS

- 51.4% of BMGT agreed that faculty in their unit value their teaching contributions.
- Most of BMGT participants agreed that faculty in their unit value their research and service contributions, and care about their personal well-being.
- There were no differences by gender, race or rank in BMGT respondents' perceptions of recognition.

Table 11. 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.	51.4	62.7
Faculty in my unit value my research/scholarship.	68.6	69.5
Faculty in my unit value my service contributions.	62.9	64.4
Faculty in my unit care about my personal well-being.	62.9	59.5
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]	26.7	29.1

There were no statistical difference in means between BMGT and UMD respondents at $p < .05$.

Leadership Opportunities

KEY FINDINGS

- Most of the BMGT participants agreed that they have opportunities in their college to become involved as leaders.
- About half of the BMGT respondents indicated that during the past twelve months they have been encouraged to pursue a leadership position at least once.
- There were no differences by gender, race or rank in BMGT respondents' perceptions of leadership opportunities.

Table 12. 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.	85.3	64.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	47.4	44.0

There were no statistical difference in means between BMGT and UMD respondents at $p < .05$.

Faculty Learning

KEY FINDINGS

- There was one significant difference between BMGT and UMD respondents in their perception of faculty learning. BMGT respondents were more likely than other UMD respondents to agree that their unit has financially supported their learning in their field (89.5% BMGT vs. 52.2% UMD).
- The majority of BMGT respondents agreed that in the last twelve months they set aside time to advance their scholarly learning, that their learning contributed to their research and/or scholarly agenda and made them better teachers.

- About two thirds of BMGT participants agreed that their unit and the University provide an environment that stimulates their academic learning and supports their learning external to campus.
- BMGT women were less likely than men to agree that their unit provides an environment that stimulates their academic learning.
- There were no differences by race or rank in BMGT respondents' perceptions of faculty learning and institutional support for learning.

Table 13. 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.	68.4	77.0
	In the last twelve months, I set aside time to advance my scholarly learning.	76.3	74.4
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	73.7	70.2
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	60.5	58.0
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	50.0	55.7
	My unit provides an environment that stimulates my academic learning.	68.4	60.2
	The University provides an environment that stimulates my academic learning.	65.8	58.7
	My unit has financially supported my learning in my field or discipline.*	89.5	52.2

* = statistical difference in means between BMGT and UMD respondents at $p < .05$

Professional Networks and Collegiality

KEY FINDINGS

- Similar to other faculty at UMD, most BMGT faculty respondents perceived that their professional network was helpful in a number of areas, including influence, visibility, feedback, advice, and awareness of professional opportunities.
- About two thirds of BMGT respondents agreed that they have relationships with other faculty on campus that have supported their career advancement, that they receive useful feedback from colleagues at UMD that improves their work, that they are satisfied with the opportunity they have to collaborate with other UMD faculty, and that they are satisfied with the collegiality in their unit. Fewer than half agreed that individuals at this institution have made an effort to connect them with important people in their field, and that they have been effectively mentored by someone in their unit.
- 58.3% of BMGT respondents said that their core discussion network was mainly off campus.
- Women were less likely than men to agree that their professional networks enhance their visibility in their field, let them know of professional opportunities, and provide helpful feedback on their research.
- Women were less likely than men to indicate that they have relationships with other faculty on campus that have supported their career advancement, that they receive useful feedback from colleagues at UMD that improves their work, that individuals at this institution have made an effort to connect them with important people in their field, that they are satisfied with the opportunity they have to collaborate with other UMD faculty, and that they are satisfied with the collegiality in their unit. Women were also more likely than men to report that they feel isolated in their department.

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

Table 14. 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.	76.5	77.2
	My core discussion network lets me know of professional opportunities.	58.8	74.4
	My core discussion network includes one or more members who are influential in my field.	84.8	83.9
	My core discussion network provides helpful feedback on my research.	84.8	82.7
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	71.1	64.8
	I receive useful feedback from colleagues at UM that improves my work.	71.1	60.8
	Individuals at this institution have made an effort to connect me with important people in my field.	44.7	34.4
	I have been effectively mentored by someone in my unit.	39.5	37.8
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	63.2	41.0
	I am satisfied with the collegiality in my unit.	71.1	63.9
	I feel isolated in my department.	24.3	21.5

There were no statistical difference in means between BMGT and UMD respondents at $p < .05$.

Perceptions of Productivity

KEY FINDINGS

- 54.1% of BMGT respondents ranked themselves as more productive than researchers in their field and rank nation-wide.
- 13.5% of BMGT respondents ranked themselves as less productive than researchers in their field and rank nation-wide.
- 40.5% of BMGT respondents believed their unit views them as more productive than researchers in their field and rank nation-wide.
- 29.7% of BMGT respondents believed their unit views them as less productive than researchers in their field and rank nation-wide.
- Women were more likely than men to rate their research productivity lower and to have a lower perception of their unit's views on their productivity.
- There were no differences by race or rank in BMGT respondents' perceptions of productivity.

Open-ended responses on the topic of research productivity fell into five categories: resources, workload, valuing different type of research, climate and salary. Responses regarding resources included funding for good RAs, administrative support, high-quality Ph.D. students, and student participant pool for conducting experiments. In regards to workload, respondents noted sharing the administrative burden fairly, reducing service and teaching loads, and offering course relief for administrative responsibilities. Respondents, who discussed valuing different type of research, noted the need to value multi-disciplinary research, respect different type of journal publications, focus on quality over quantity, value different types of contributions and

reward achievement. Regarding climate, respondents noted the need for more collegiality. Finally, responses about salary addressed wanting an increase in salary.

Examples of open-ended comments include:

“Provide a more collegial atmosphere, one that is less condescending and that provides feedback.”

“Create a climate that values research, not simply publications in a very short list of journals. The all or nothing thinking in terms of what constitutes a research contribution seems anti-intellectual to me.”

“Allow faculty to take some risk and venture into relatively new area that might not immediately translate into publications. Also, as a side, the current system discourages spending time on teaching and service.”

BMGT Differences by Gender: A Summary

KEY FINDINGS

In many areas of the survey, BMGT tenure-track/tenured faculty responses had significant differences by gender ($p < .05$).

- BMGT women were less likely than men to agree that their unit provides an environment that stimulates their academic learning.
- Women were less likely than men to agree that their professional networks enhance their visibility in their field, let them know of professional opportunities, and provide helpful feedback on their research.
- Women were less likely than men to indicate that they have relationships with other faculty on campus that have supported their career advancement, that they receive useful feedback from colleagues at UMD that improves their work, that individuals at this

institution have made an effort to connect them with important people in their field, that they are satisfied with the opportunity they have to collaborate with other UMD faculty, and that they are satisfied with the collegiality in their unit. Women were also more likely than men to report that they feel isolated in their department.

- Women were less likely than men to agree that faculty in their unit have the freedom to succeed here if they work hard and that they have received helpful feedback from their department chair/unit head in support of their career advancement. They were also more likely than men to feel stuck in their ability to advance in their career and feel little control over their career advancement. Besides, women were less likely than men to perceive tenure and promotion requirements and processes as clear and fair.
- Women were less likely than men to agree that engaged scholarship and cutting edge research are rewarded in their unit.
- Women were less likely than men to be satisfied with their unit's culture around work-life balance and more likely to report bias against family care-giving in their unit. Men were more likely than women to agree that the institution does what it can to make family life and the tenure track compatible, that their unit supports faculty scheduling work commitments around family schedules, and that in their unit faculty can be honest with colleagues about family/life roles and responsibilities.
- Women were less likely than men to be satisfied with the amount of access to TAs and RAs, 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.
- Women were less likely than 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. They were also more likely to indicate that they have to work harder than some of their

colleagues to be perceived as legitimate scholars, and more likely to report discrimination in their unit based on their individual identities.

- Women were more likely than men to rate their research productivity lower and to have a lower perception of their unit's views on their productivity.
- Women were more likely than men to intend to leave the institution because of the lack of collegiality in their unit.

Table 15. Survey items that showed statistically significant differences in BMGT responses by gender.

Survey Item [▲]	Women		Men		p-value
	M	SD	M	SD	
My unit provides an environment that stimulates my academic learning.*	3.30	1.218	4.17	0.786	.013
They enhance my visibility in my field.*	3.78	0.878	4.38	0.619	.030
They let me know of professional opportunities.*	3.44	1.097	4.13	0.719	.043
They provide helpful feedback on my research.*	3.94	0.899	4.50	0.516	.038
I have relationships with other faculty on campus that have supported my career advancement.*	3.40	1.046	4.33	0.840	.005
I receive useful feedback from colleagues at UM that improves my work.*	3.25	1.209	4.17	0.857	.011
Individuals at this institution have made an effort to connect me with important people in my field.*	2.70	1.261	3.78	1.114	.009
I am satisfied with the opportunity I have to collaborate with other UM faculty.*	3.30	1.174	4.28	0.826	.006
I am satisfied with the collegiality in my unit.*	3.25	1.372	4.39	0.608	.002
I feel isolated in my department.*	2.90	1.447	1.82	1.131	.018
I feel stuck in my ability to advance in my career.*	2.95	1.146	2.00	0.791	.007
In general, I feel that I have little control over whether I advance in my career.*	2.89	1.243	1.59	0.618	.000
Faculty in my unit have the freedom to succeed here if they work hard.*	3.42	1.071	4.31	0.704	.008
I have received helpful feedback from my department chair/unit head in support of my career advancement.*	3.05	1.311	3.88	1.111	.050
In my unit, the tenure requirements are clear.*	3.55	1.191	4.29	0.772	.034

In my unit, the promotion requirements for advancing to Full Professor are clear.*	3.11	1.150	3.94	0.827	.018
Survey Item [^]	Women		Men		p-value
	M	SD	M	SD	
In my unit, the tenure process is fair.*	3.40	1.188	4.35	0.862	.009
In my unit, the promotion process for advancing to Full Professor is fair.*	3.11	1.286	4.12	0.993	.013
Engaged scholarship is rewarded in my unit.*	2.84	1.068	3.53	0.874	.043
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.*	2.74	1.195	3.53	1.007	.040
I am satisfied with my unit's culture around work-life balance.*	2.90	1.252	3.87	0.834	.014
The institution does what it can to make family life and the tenure track compatible.*	2.75	1.209	3.56	0.814	.028
My unit supports faculty scheduling work commitments around family schedules.*	3.00	1.124	3.81	0.750	.018
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.*	3.05	1.234	3.88	0.719	.024
There is NO bias against family care-giving in my unit.*	2.85	1.226	3.75	0.856	.018
I am satisfied with the amount of access to TAs, RAs.*	2.63	1.012	3.20	0.676	.031
I am satisfied with my overall experience working in my unit.*	3.35	1.348	4.33	0.816	.018
I am satisfied with the transparency of decision-making within my unit.*	2.90	1.294	3.80	0.775	.015
I am satisfied with the support of colleagues here.*	3.45	1.234	4.27	0.704	.028
I am satisfied with the sense of fit between my values and those of my unit.*	3.05	1.317	4.07	0.884	.014
The opportunities for female faculty at UM are at least as good as those for male faculty.*	2.63	1.212	3.87	1.060	.004
The opportunities for faculty of color at UM are at least as good as for those for White faculty.*	2.89	0.994	4.07	0.884	.001
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.*	3.15	1.309	2.00	1.038	.010
I have experienced discrimination in my unit based on my individual identities.*	2.55	1.276	1.47	0.743	.004
How would you rate your overall research/scholarly productivity compared to scholars in your field and at your rank nationwide?*	3.45	1.099	4.18	1.015	.045
How do you think your unit views your level of research/scholarly productivity, compared to	2.65	1.268	3.94	1.029	.002

Survey Item [▲]	Women		Men		p-value
	M	SD	M	SD	
	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 main reasons?*	25.0%		0%	

[▲]Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1

* p<.05

BMGT Differences by Race: A Summary

KEY FINDINGS

In most areas of the survey, BMGT tenure-track/tenured faculty responses did not differ significantly by race (p<.05).

- Faculty of Color were more likely than White faculty to indicate that they have taken strategic steps toward creating a satisfactory work-life balance.
- Faculty of Color were more likely than White faculty to intend to leave the institution for career opportunities at another institution for their spouse/partner and a better campus climate for women at another institution, and due to a poor likelihood of tenure/promotion or contract renewal.

Table 16. Survey items that showed statistically significant differences in BMGT responses by race.

Survey Item [▲]	White		Faculty of Color		p-value
	M	SD	M	SD	
I have taken strategic steps toward creating a satisfactory work-life balance.*	3.57	1.028	4.27	.647	.049
Career opportunities at another institution for my spouse/partner: If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?*	0%		18.2%		.039
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 main reasons?*	0%		18.2%		.039

▲Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1
* p<.05

BMGT Differences by Rank: A Summary

KEY FINDINGS

In most areas of the survey, BMGT tenure-track/tenured faculty responses did not differ significantly by rank (p<.05).

- Associate Professors were less likely than Full and Assistant Professors to agree that the promotion process for advancing to Full Professor is fair.
- Associate Professors were less likely than Full and Assistant Professors to agree that there is support in their department for effective teaching.
- Associate Professors were more likely than Full and Assistant Professors to report bias against family care-giving in their unit.
- Full Professors were less likely than Associate and Assistant Professors to be satisfied with the University's national reputation.
- Associate Professors were less likely than Full and Assistant Professors to be satisfied with the amount of time they spend on research versus teaching and service.
- Full Professors were more likely and Assistant Professors were less likely to have had an outside offer while at UMD.
- Assistant Professors were more likely to intend to leave the institution for an offer with a higher salary.

Table 17. 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 my unit, the promotion process for advancing to Full Professor is fair.*	3.43	.787	2.93	1.269	4.27	1.100	.011
There is support in my department for effective teaching.*	3.88	.641	2.93	1.141	3.87	.640	.011
There is NO bias against family care-giving in my unit.*	3.88	.835	2.62	1.044	3.47	1.187	.029
I am satisfied with the University's national reputation.*	3.86	.690	3.54	1.127	2.79	.975	.047
I am satisfied with the amount of time I spend on research versus teaching and service.*	4.13	.641	2.77	1.166	3.29	.914	.014
Have you ever had an outside offer while at UM? *	0%*		42.9%		60.0%*		.020
An offer with a higher salary: If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?*	11.1%*		64.3%		53.3%		.037

[▲] Notes:

Coding: Strongly Agree = 5; Strongly Disagree = 1

Very satisfied = 5; Very unsatisfied = 1

1 = Much less productive; 2 = Slightly less productive; 3 = About the same; 4 = Slightly more productive; 5 = Much more productive

* p<.05