

ADVANCE

ADVANCE Program for Inclusive Excellence

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



**The UM Work Environment Survey for Tenure-Track/Tenured Faculty
2013 Results for the College of Behavioral and Social Sciences (BSOS)**

UM ADVANCE Research and Evaluation Team

KerryAnn O'Meara,

Co-Director of UM ADVANCE

komeara@umd.edu

Alexandra Kuvaeva

Research Assistant, UM ADVANCE

akuvaeva@umd.edu

Gudrun Haider

Research Assistant, UM ADVANCE

ghaider@umd.edu

Table of Contents

Table of Contents	2
Introduction.....	3
Respondents	3
Data Analysis	5
BSOS Survey Results	6
Organizational Commitment and Intent to Leave.....	6
Satisfaction with Department and UMD.....	8
Fair Treatment and Diversity	10
Work-Life Climate.....	12
Career Advancement and Institutional Support of Career Advancement.....	16
Evaluation of Research and Creative Work.....	19
Management of Teaching, Research and Service Responsibilities	20
Recognition.....	21
Leadership Opportunities.....	22
Faculty Learning.....	23
Professional Networks and Collegiality.....	25
Perceptions of Productivity.....	26
BSOS Differences by Gender	29
BSOS Differences by Race.....	31
BSOS Differences by Rank	33

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 BSOS is provided below, in Table 1. For additional information about the survey development and the 2011 and 2013 University of Maryland results overall, 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 are the tenure-track/tenured faculty respondents of the UM Faculty Work Environment Survey from BSOS (n=114), approximately 55% of the 2013 tenure-track/tenured BSOS faculty as of January 25, 2013. Of the BSOS respondents, 32.5% were on the tenure track and 67.5% were tenured. Of the BSOS tenure-track/tenured respondents, 41.2% were female and 58.8% were male. Regarding race, 21.7% were Faculty of Color and 78.3% were White faculty. Lastly, BSOS respondents were 33.3% Assistant Professors, 22.8% Associate Professors, and 43.9 % Full Professors. For information regarding the demographics of BSOS, please refer to Table 2.

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

Respondents: UMD 47% (n=784); BSOS 54.8% (n=114)		
Respondents	UMD	BSOS
Women faculty	40.7%	41.2%
Men faculty	59.3%	58.8%
Faculty of Color	20.8%	21.7%
White faculty	79.2%	78.3%
Assistant Professors	24.7%	33.3%
Associate Professors	31.6%	22.8%
Full Professors	43.6%	43.9%

Table 2. 2012-2013 Demographics, BSOS

		Assistant Professor		Associate Professor		Full Professor		Total	
		n	%	n	%	n	%	n	%
Total		60	31.3	44	22.9	88	45.8	192	100
Gender	Men	31	51.7	27	61.4	67	76.1	125	65.1
	Women	29	48.3	17	38.6	21	23.9	67	34.9
Race	Am. Indian/Alaska Native	0	0	0	0	0	0	0	0
	Asian	3	5.0	4	9.1	4	4.5	11	5.7
	Black/African American	10	16.7	1	2.3	2	2.3	13	6.8
	Hispanic	5	8.3	1	2.3	6	6.8	12	6.3
	White	31	51.7	38	86.4	75	85.2	144	75.0
	Two or More Categories	0	0	0	0	0	0	0	0
	Not Reported	5	8.3	0	0	0	0	5	2.6
	International	6	10.0	0	0	1	1.1	7	3.6

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 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 BSOS results and university-wide tenure-track/tenured results for a sense of the areas where BSOS faculty are having similar, better, or worse work environment experiences. When conducting statistical testing on a number of items (such as is 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 participants related to specific themes.

BSOS Survey Results

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- 46.2% of BSOS respondents had had an outside offer while at UMD (compared to 39.0% of all UMD respondents; not a statistically significant difference).
- The most frequent reasons BSOS participants listed for wanting to leave UMD were for a higher salary (44.7%), for a more prestigious institution or department (28.1%), to be closer to family (12.3%), and for a more desirable geographic location (11.4%).
- The only significant difference between BSOS and UMD respondents in their reasons for intending to leave UMD was salary. BSOS respondents were more likely than UMD respondents to intend to leave UMD for an offer with a higher salary (44.7% BSOS vs. 36.1% UMD).
- Women were more likely than men to intend to leave UMD for an offer from a more prestigious department or institution, while men were more likely to do so due to retirement.
- If Faculty of Color were to leave the institution in the next two years, they would be more likely than White faculty to do so for a better campus climate for Faculty of Color at another institution and because of the lack of collegiality in their unit.
- Full Professors were more likely than Assistant Professors to have had an outside offer while at UMD and to have that offer result in a salary increase at UMD.

Table 2. 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]	BSOS N=114 % Selected	UMD % Selected
An offer with a higher salary*	44.7	36.1
Potential for better work-life balance in a different type of position	7.0	12.1
An offer from a more prestigious department or institution	28.1	22.3
An offer from an institution in a more desirable geographic location	11.4	12.8
Retirement	5.3	8.8
Other	7.9	6.6
Lack of collegiality in my unit	7.9	11.4
An offer for a position outside academe	3.5	5.2
To be closer to family	12.3	7.8
Career opportunities at another institution for my spouse/partner	7.9	6.5
Poor likelihood of tenure/promotion or contract renewal	2.6	4.3
Better campus climate for Faculty of Color at another institution	3.5	1.8
Better policies related to child-care, parental leave	0.9	1.4
I'm not well suited to the faculty career	0	0.9
Better campus climate for women at another institution	0.9	2.0
Better campus climate for GLBTQ faculty at another institution	0.9	<1%

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

Open-ended responses on the topic of reasons for leaving UMD fell into six categories: better outside offer, resources at UMD, location and family, career advancement, climate, and retirement. Responses regarding better outside offers included offers from a more prestigious or higher-ranked university, better research funding, higher salaries and better benefits at other institutions, and the other institution being a better fit for the individual. In regards to resources at UMD, respondents noted a lack of grants and research funding, the quality and availability of

research facilities, low salaries and no raises over several years, lack of support and parental leave policies at the time the individual chose to leave. Comments addressing location and family included cost of living, moving to a more desirable location, being closer to family and spousal job offers elsewhere. Career advancement reasons ranged from being denied tenure at UMD to being offered a promotion at another institution. In regards to climate, respondents noted not feeling valued at UMD, frustration with unit or department leadership, discrimination and not having a campus community at UMD.

Examples of open-ended responses include:

“An atmosphere that supports those who are entrepreneurial in that they raise grant money.”

“This colleague left for a more prestigious University, her husband also was offered a position there.”

“Requests for expanding her research program were not taken seriously; she mostly wanted more space.”

Satisfaction with Department and UMD

KEY FINDINGS

- BSOS respondents were overall more satisfied with their experiences than other faculty at UMD ($p < .05$): 77.3% of BSOS participants were satisfied with their overall experience working in their unit and 78.9% with their overall experience at UMD (compared to 68.4% and 66.5%, respectively, of all UMD respondents).
- Besides the overall experience, there were seven specific aspects of the faculty experience that were rated more favorably by BSOS respondents than UMD respondents ($p < .05$): the amount of autonomy they have in their role as faculty members (90.8% BSOS and 78.9% UMD), leadership of their college (60.2% BSOS and 50.8% UMD), the

transparency of decision-making within their unit (65.5% BSOS and 49.1% UMD), priorities and vision of their college (52.3% BSOS and 43.6% UMD), their unit's national reputation (72.7% BSOS and 60.5% UMD), the amount of time they spend on research vs. teaching and service (56.4% BSOS and 46.9% UMD), and the amount of access to TAs and RAs (60.9% BSOS and 43.8% UMD).

- Most participants were satisfied with: their autonomy (90.8%), their overall experience working at UM (78.9%), their overall experience with their unit (77.3%), the support of colleagues (74.5%), and their unit's national reputation (72.7%).
- The fewest number of BSOS respondents were satisfied with: professional assistance for improving teaching (36.4%), assistance with finding grants (37.3%), their salary and benefits (44.5%), and assistance with research administration in their unit (48.6%).
- Faculty of Color were less likely than White faculty to be satisfied with the amount of access to TAs and RAs, but more likely to be satisfied with the University's location.
- Assistant Professors were less likely than Associate and Full Professors to be satisfied with the diversity on campus.
- There were no differences by gender in BSOS respondents' assessment of resources and conditions at UMD.

Table 3. Percentage of participants 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*	90.8	78.9
The support of colleagues here	74.5	66.0
My overall experience working at UM*	78.9	66.5
The university's location	58.3	59.3
My overall experience working in my unit*	77.3	68.4
The diversity on campus	61.5	68.9
The university's national reputation	60.6	62.1
The sense of fit between my values and those of my unit	66.4	58.2
Leadership of my college / school*	60.2	50.8
The transparency of decision-making within my unit*	65.5	49.1
Priorities and vision of my college / school*	52.3	43.6
My unit's national reputation*	72.7	60.5
The quality of campus facilities	59.6	52.9
Assistance with research administration in my unit	48.6	41.8
Professional assistance for improving teaching	36.4	40.1
Clerical / administrative support	53.6	49.3
My salary and benefits	44.5	39.5
Assistance with finding grants	37.3	29.5
Expectations for committee service	50.9	42.5
The amount of time I spend on research vs. teaching & service*	56.4	46.9
Amount of access to TAs, RAs*	60.9	43.8

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

Fair Treatment and Diversity

KEY FINDINGS

- The only significant difference between BSOS and UMD respondents was that BSOS respondents were less likely to agree that they have to work harder than some of their colleagues to be perceived as legitimate scholars (22.8% for BSOS and 27.3% for UMD).

- Women were less likely than men to agree that the opportunities for Faculty of Color at UMD are at least as good as those for White faculty and more likely to indicate that they have to work harder than some of their colleagues to be perceived as legitimate scholars and to report discrimination in their unit based on their individual identities.
- Faculty of Color were less likely to agree that the opportunities for Faculty of Color at UMD are at least as good as those for White faculty. They were more likely to report discrimination in their unit and to indicate that they have to work harder than some of their colleagues to be perceived as legitimate scholars.
- There were no differences by rank in BSOS respondents' assessment of diversity climate and fairness at UMD.

Table 4. Faculty perceptions of diversity, diversity climate, and fairness 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.	51.0	49.3
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.	51.0	48.1
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.*	22.8	27.3
I have experienced discrimination in my unit based on my individual or multiple identities.	17.0	18.5

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

Open-ended comments in regards to experienced discrimination addressed discrimination based on gender, race, nationality, and age. Comments fell into three categories: lack of recognition of the scholar's work, structural inequities, and inequity in distribution of work load. Comments regarding lack of recognition of the scholar's work ranged from contributions being

ignored at meetings and not being given respect to receiving lower salaries and being evaluated unfairly during the tenure process. Structural inequities were brought up several times, though respondents did not elaborate on these inequities. Comments regarding inequity in distribution of work load included having to live up to higher expectations than others or being given a larger service load.

Examples of open-ended comments include:

“Being a woman in a department focused on a group identity pretty much relegates me and my unit to a marginal position in the College and University. This, in turn, means that we are simply not given the same type of respect as others and at times, treated in a patronizing and paternalistic manner.”

“I believe there is a subtle but real age discrimination at this time.”

“I personally experience gender and race based discrimination, and have seen other faculty members being discriminated....Ignoring/dismissing faculty with accents during meeting, harder promotion case, lower salary, etc.”

“The leadership of my college pushes a reverse discrimination agenda. Identity is everything!”

Work-Life Climate

KEY FINDINGS:

- BSOS respondents generally had a better assessment of work-life climate than other UMD faculty.
- BSOS respondents were more likely than UMD respondents to agree that in their unit, faculty can be honest with colleagues about family/life roles and responsibilities (72.7% BSOS and 56.3% UMD), that their unit supports faculty scheduling work commitments around family schedules (68.5% BSOS and 54.0% UMD), that there is no bias against family care-giving in their unit (56.1% BSOS and 48.5% UMD), and that there are role-

models in their unit of how to create a satisfying work-life balance (50.5% BSOS and 37.7% UMD; $p < .05$).

- Similar to UMD respondents, BSOS 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 them.
- 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.
- Assistant and Associate Professors were less likely than Full Professors to indicate that they have control over creating a satisfying work-life balance.
- There were no differences by race in BSOS respondents' assessment of work-life climate at UMD.

Table 5. Perceptions of work-life climate at UMD

Survey Item*	BSOS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	68.8	67.2
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.*	72.7	56.3
My unit supports faculty scheduling work commitments around family schedules.*	68.5	54.0
In general, I feel I have control over creating a satisfying work-life balance.	63.3	56.5
There is NO bias against family care-giving in my unit.*	56.1	48.5
I am satisfied with my unit's culture around work-life balance.	48.6	47.6
There are role-models in my unit of how to create a satisfying work-life balance.*	50.5	37.7
The institution does what it can to make family life and the tenure track compatible.	38.3	34.2

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

Open-ended comments on the topic of work-life balance fell into five categories: climate, workload, policies, services, and location. Comments regarding climate included recognition of hard work; differently evaluating one's work; creating less pressure to secure grants; shared governance in regards to decision-making about work-life balance policies and issues; developing a climate of collegiality; taking away the stigma of asking for leave; and creating mentoring programs for young faculty and/or Faculty of Color. Respondents mentioned workload with comments ranging from gender equity in service distribution to flexibility in part-time appointments. They also discussed reduction of e-mail and administrative load, and hiring more faculty for smaller units to protect research time for junior faculty. In regards to policies, respondents noted a need for administrators to be more informed about policies as well as improvements to certain policies such as parental leave, elder care and the tenure-clock stop. Responses about services focused on affordable childcare on campus; one respondent also mentioned creating better physical work conditions such as having daylight in all work spaces. Comments regarding location addressed the cost and quality of living in College Park and the time spent on commuting.

Examples of open-ended comments include:

“Automatic tenure delay/clock-stopping (both in the future and retroactively [e.g., previous 5 years for anyone currently on tenure track]) for any faculty member who has a child during tenure track. That is, remove the need for a request for delay, delay should be automatic once child is born. This should be extended for both female and male faculty members.”

“A University (not just department level) policy for course release for the entire semester when someone takes parental leave. My department typically expects folks to teach the second half of the semester (after parental leave) or make up the course in another semester (teach 3 courses the next semester).”

“Create a culture of scholarship and teaching that is less based on metrics and benchmarks, which are proliferating, and include in this culture renewed emphasis on deep and rigorous scholarship as more important than quantity of publications and teaching performance indicators. I would also develop a consciousness about reducing emails and distractions, perhaps creating periods of time when we don't email and/or we learn how to limit communication to the most important topics.”

“Have a good day-care facility on campus for young children. Finding affordable and reliable day care was the most difficult thing I had to deal with as a faculty member when my children were young.”

“It is the commute where there is affordable housing that inhibits such a balance at times. It would be fantastic if there was nice and affordable housing in and around the campus.”

Table 6. Work-life policies and programs at UMD

Policy/Program [% of BSOS 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)	54.7	3.3	7.5	46.5
Campus childcare	85.1	9.9	24.2	13.2
Tenure delay/Stop the tenure clock	85.1	19.4	12.2	6.1
Childcare referral service	63.7	8.0	20.0	13.2
College dashboard project	41.2	5.3	24.1	16.7
Paid parental leave	85.9	51.5	40.4	9.6
Mentoring for new faculty	81.9	10.9	22.0	68.4
ADVANCE learning communities, leadership program, seed grants and seminars	67.7	40.8	44.9	12.3

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, otherwise 51.5% of faculty would not have noted having used it.

Career Advancement and Institutional Support of Career Advancement

KEY FINDINGS

- BSOS respondents generally had a better assessment of institutional support of career advancement than other UMD faculty.
- BSOS respondents were more likely than UMD respondents to agree that they seize opportunities when they are presented to them to advance in their career (88.4% BSOS and 79.2% UMD); that faculty in their unit have the freedom to succeed here if they work hard (82.7% BSOS and 71.2% UMD); that they have received helpful feedback from their department chair/unit head in support of their career advancement (65.8% BSOS

and 49.7% UMD); and that the tenure requirements are clear and the tenure process is fair (72.1% and 76.6%, respectively, for BSOS, and 67.4% and 67.9%, respectively, for UMD). BSOS respondents were less likely to agree that they have little control over advancement in their career (9.0% BSOS and 14.5% UMD) ($p < .05$).

- About two thirds of the participants perceived clear requirements and fair processes for tenure and about half of the participants perceived clear requirements and fair processes for advancing to full professor.
- 21.3% of BSOS respondents had concerns about their own advancement (compared to 33.3% for UMD; $p < .05$).
- Women were less likely than men to agree that in their unit the promotion requirements for advancing to Full Professor are clear.
- Faculty of Color were more likely than White faculty to indicate that they have little control over advancement in their career. Conversely, Faculty of Color were less likely to agree that faculty in their unit have the freedom to succeed there if they work hard, that the tenure requirements are clear, and that the tenure process and the promotion process for advancing to Full Professor are fair.
- Associate Professors were more likely than Assistant and Full Professors to indicate that they have little control over advancement in their career. Increased rank corresponded to increased perception of the clarity and fairness of the promotion process.

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.	70.5	69.2
	I seize opportunities when they are presented to me to advance in my career.*	88.4	79.2
	I feel stuck in my ability to advance in my career.	17.9	20.9
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	86.5	86.2
	In general, I feel that I have little control over whether I advance in my career.*	9.0	14.5
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.*	82.7	71.2
	I have received helpful feedback from my department chair/unit head in support of my career advancement.*	65.8	49.7
	In my unit, the tenure requirements are clear.*	72.1	67.4
	In my unit, the promotion requirements for advancing to Full Professor are clear.	50.5	54.2
	In my unit, the tenure process is fair.*	76.6	67.9
	In my unit, the promotion process for advancing to Full Professor is fair.	57.9	55.5

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

Open-ended responses fell into 4 categories: work load, tenure process, recognition and resources. Comments regarding work load included having other responsibilities that take away time from research and being the only one to administer certain programs; therefore, faculty felt that they were unable to give up that additional responsibility. Responses regarding the tenure process focused on the ambiguity of the process, the required numbers of publications and grants, and the timeline for tenure. Respondents discussing recognition noted a lack of recognition in general, as well as of specific tasks or types of research; one comment addressed the lack of incentive for career advancement beyond Full Professor. Responses regarding

resources mentioned the quality of facilities at UMD, lack of funding for research and lack of opportunities available at UMD.

Examples of open-ended comments include:

“I came to UM straight from grad school, and I am concerned about managing remaining time until tenure review, given journal response times and book publishing timelines.”

“My concerns are limited to salary stagnation at Maryland. My concern is that I may need to go on the job market in order to advance my career in ways that my achievements are reflected in my salary.”

“The process of tenure promotion and advancing to Associate Professor was not clear until I was actually in the process and promotion to Full Professor is less clear.”

Evaluation of Research and Creative Work

KEY FINDINGS

- Almost half of BSOS respondents agreed or strongly agreed that interdisciplinary and engaged research are rewarded in their unit.
- The only significant difference between BSOS and UMD respondents in their perception of evaluation of research and creative work was that BSOS respondents were more likely to indicate that collaborative research and grant work is encouraged in their unit's reward system (64.9% BSOS and 53.6% UMD; $p < .05$).
- There were no differences by rank, race or gender in BSOS respondents' assessment 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.	48.6	54.4
Engaged scholarship is rewarded in my unit.	42.6	46.8
Collaborative research and grant work is encouraged in our unit's reward system.*	64.9	53.6
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	48.6	43.2

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

Management of Teaching, Research and Service Responsibilities

KEY FINDINGS

- BSOS respondents were overall more satisfied than UMD respondents with the management of teaching, research and service responsibilities.
- BSOS participants were more likely to indicate that they feel in control of their participation in service activities (60.7% BSOS and 52.3% UMD), that it is possible for them to say no to additional on-campus service activities without negative consequences for their career (65.8% BSOS and 51.5% UMD), and that they are in charge of the direction of their research agenda (96.4% BSOS and 90.5% UMD; $p < .05$).
- About half of BSOS respondents agree that there is support in their department for effective teaching, and about two thirds agree that managing their teaching responsibilities is largely under their control.
- Women were less likely than men to feel in control of their participation in service activities.
- There were no differences by race or rank in BSOS respondents' assessment of evaluation and support of teaching, research and service.

Table 9. Respondent perception of evaluation and support of teaching, research and service

Survey Item*	BSOS % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	72.3	66.8
There is support in my department for effective teaching.	54.5	53.2
I feel in control of my participation in service activities.*	60.7	52.3
It is possible for me to say no to additional on-campus service activities without negative consequences. *	65.8	51.5
I am in charge of the direction of my research agenda. *	96.4	90.5

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

Recognition

KEY FINDINGS

- The only significant difference between BSOS and UMD respondents in their perceptions of recognition and valuing one's commitments was that BSOS respondents were more likely to agree that faculty in their unit value their research/scholarship (78.2% BSOS and 69.5% UMD).
- Assistant Professors were less likely than Full Professors to have been nominated for an award over the last three years.
- There were no differences by race or gender in BSOS respondents' assessment of recognition.

Table 10. 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.	62.7	62.7
Faculty in my unit value my research/scholarship.*	78.2	69.5
Faculty in my unit value my service contributions.	68.8	64.4
Faculty in my unit care about my personal well-being.	66.7	59.5
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]	31.8	29.1

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

Leadership Opportunities

KEY FINDINGS

- There were no significant differences between BSOS and UMD respondents in perception of leadership opportunities.
- About two thirds of BSOS respondents agreed that there are opportunities in their college for faculty to become involved as leaders (61.4%).
- White faculty were more likely than Faculty of Color to be encouraged to pursue a leadership position during the past twelve months.
- Full Professors were significantly more likely to have been encouraged to pursue a leadership position during the past twelve months.
- There were no differences by gender in BSOS respondents' assessment of leadership opportunities.

Table 11. 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.	67.6	64.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	39.5	44.0

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

Faculty Learning

KEY FINDINGS

- BSOS respondents were overall more satisfied than UMD respondents with opportunities for faculty learning.
- BSOS respondents were more likely to indicate that their unit had helped them to make room among their responsibilities for immersing themselves in their academic learning (68.1% BSOS vs. 55.7% UMD), that their unit provides an environment that stimulates their academic learning (73.7% BSOS vs. 60.2% UMD), that the University provides an environment that stimulates their academic learning (64.0% BSOS vs. 58.7% UMD), and that their unit had financially supported their learning in their field or discipline (68.4% BSOS vs. 52.2% UMD) ($p < .05$).
- The majority of BSOS respondents agree that in the last twelve months, their learning has contributed to their research and/or scholarly agenda (84.1%), that they set aside time to advance their scholarly learning (80.4%), and that they have gained knowledge or skills that have made them better teachers (67.3%).

- Women were less likely than men to indicate that in the last twelve months, they set aside time to advance their scholarly learning and that they had gained knowledge or skills that had made them a better teacher.
- Faculty of Color were more likely than White faculty to agree that the University provides an environment that stimulates their academic learning and that their unit has financially supported their learning in the field or discipline.
- Assistant Professors were more likely than Associate and Full Professors to agree that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning and that their unit has financially supported their learning in the field or discipline.

Table 11. 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.	84.1	77.0
	In the last twelve months, I set aside time to advance my scholarly learning.	80.4	74.4
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	67.3	70.2
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	62.3	58.0
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.*	68.1	55.7
	My unit provides an environment that stimulates my academic learning.*	73.7	60.2
	The University provides an environment that stimulates my academic learning.*	64.0	58.7
	My unit has financially supported my learning in my field or discipline. *	68.4	52.2

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

Professional Networks and Collegiality

KEY FINDINGS

- BSOS respondents overall had a better assessment of professional networks and collegiality than UMD respondents.
- BSOS respondents were more likely to agree that their core discussion network provides helpful feedback on their research (86.7% BSOS vs. 82.7% UMD), that individuals at this institution have made an effort to connect them with important people in their field (43.2% BSOS vs. 34.4% UMD), that they are satisfied with the opportunity they have to collaborate with other UMD faculty (66.1% BSOS vs. 41.0% UMD), that they are satisfied with the collegiality in their unit (74.8% BSOS vs. 63.9% UMD), and less likely to agree that they feel isolated in their department (12.5% BSOS vs. 21.5% UMD) ($p < .05$).
- Similar to other faculty at UMD, most BSOS faculty respondents perceived that their professional network was helpful in a number of areas, including influence, visibility, and awareness of professional opportunities.
- 58.9% of BSOS respondents said that their core discussion network was mainly off campus (vs. 58.6% for UMD).
- Assistant Professors were also more likely than Associate and Full Professors to agree that they have relationships with other faculty on campus that have supported their career advancement and that they have been effectively mentored by someone in their unit.
- There were no differences by race or gender in BSOS respondents' assessment of professional networks.

Table 12. 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.	78.6	77.2
	My core discussion network lets me know of professional opportunities.	76.0	74.4
	My core discussion network includes one or more members who are influential in my field.	88.9	83.9
	My core discussion network provides helpful feedback on my research. *	86.7	82.7
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	73.2	64.8
	I receive useful feedback from colleagues at UM that improves my work.	66.1	60.8
	Individuals at this institution have made an effort to connect me with important people in my field.*	43.2	34.4
	I have been effectively mentored by someone in my unit.	42.9	37.8
	I am satisfied with the opportunity I have to collaborate with other UM faculty.*	66.1	41.0
	I am satisfied with the collegiality in my unit.*	74.8	63.9
	I feel isolated in my department.*	12.5	21.5

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

Perceptions of Productivity

KEY FINDINGS

- 59.1% of BSOS respondents ranked themselves as more productive than researchers in their field and rank nationwide (53.5% for UMD).
- 16.3% of BSOS respondents ranked themselves as less productive than researchers in their field and rank nationwide (18.3% for UMD).
- 50.9% of BSOS respondents believed their unit views them as more productive than researchers in their field and rank nationwide (44.3% for UMD; $p < .05$).

- 16.4% of BSOS respondents believed their unit views them as less productive than researchers in their field and rank nationwide (22.2% for UMD; $p < .05$).
- Associate Professors were more likely than Assistant and Full Professors 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 gender in BSOS respondents' assessment of productivity.

Open-ended questions on the topic of research productivity fell into five categories: time, recognition, funding, collaboration/mentorship, and facilities. The majority of responses related to time, ranging from asking for reduced teaching, service and administrative loads to equitable distribution of non-research responsibilities, teaching smaller classes during research-heavy years and additional TA time. In regards to recognition, respondents discussed the need for productivity to be valued and incentives for hard work. Responses related to funding stressed the challenges of obtaining external grants, the need for support with grant submissions and administrative support for grant management, as well as making available and helping to find other funding sources. In regards to collaboration/mentorship, participants discussed the need for good mentors, support by department chairs and colleagues, opportunities for and recognition of collaboration, and sharing of research interests and projects with colleagues. Finally, some participants asked for better facilities.

Examples of open-ended comments include:

“Break down the isolation of research specialisms, especially within the Dept. I have no idea what most of my colleagues are working on.”

“First, recognize productivity. Second, reward it with real, meaningful merit increases in pay. This is a no-brainer. There are no incentives to work hard here.”

“Opportunities for course reductions, unit support to find funding opportunities, better recognition of those who do service and those in the department who do not step up to do service.”

“Value faculty for productivity instead of grants....it feels like everything now is related to how much money faculty bring in.”

BSOS Differences by Gender

KEY FINDINGS

- In most areas of the survey, BSOS tenure-track/tenured faculty responses did not differ significantly by gender ($p < .05$).
- Women were less likely than men to indicate that in the last twelve months, they set aside time to advance their scholarly learning and that they had gained knowledge or skills that had made them a better teacher.
- Women were less likely than men to agree that in their unit, the promotion requirements for advancing to Full Professor are clear.
- Women were less likely than men to feel in control of their participation in service activities.
- 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.
- Women were less likely than men to agree that the opportunities for Faculty of Color at UMD are at least as good as for those for White faculty and more likely to indicate that they have to work harder than some of their colleagues to be perceived as legitimate scholars and to report discrimination in their unit based on their individual identities.
- Women were more likely than men to intend to leave UMD for an offer from a more prestigious department or institution, while men were more likely to do so because of retirement.

Table 14. Survey items that showed statistically significant differences in BSOS responses by gender

Survey Item [^]	Women		Men		p-value
	M	SD	M	SD	
In the last twelve months, I set aside time to advance my scholarly learning.*	3.85	.955	4.20	.833	.042
In the last twelve months, I have gained knowledge or skills that have made me a better teacher.*	3.57	.950	3.94	.926	.043
In my unit, the promotion requirements for advancing to Full Professor are clear.*	3.31	.900	3.69	.985	.042
I feel in control of my participation in service activities.*	3.26	1.163	3.70	.877	.034
I am satisfied with my unit's culture around work-life balance.*	3.13	1.067	3.60	.853	.012
There is NO bias against family care-giving in my unit.*	3.43	1.021	3.79	.845	.048
The opportunities for faculty of color at UM are at least as good as for those for White faculty.*	3.19	1.042	3.60	.995	.047
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.*	2.78	1.363	2.25	1.049	.036
I have experienced discrimination in my unit based on my individual identities.*	2.41	1.419	1.77	1.009	.013
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 main reasons?*	38.3%		20.9%		.042
Retirement: If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?*	0%		9.0%		.035

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

* p<.05

BSOS Differences by Race

KEY FINDINGS

- In most areas of the survey, responses did not differ significantly by race ($p < .05$).
- Faculty of Color were more likely than White faculty to agree that the University provides an environment that stimulates their academic learning and that their unit has financially supported their learning in the field or discipline.
- At the same time, Faculty of Color were more likely than White faculty to indicate that they have little control over advancement in their career. They were less likely to agree that faculty in their unit have the freedom to succeed there if they work hard, that the tenure requirements are clear, and that the tenure process and the promotion process for advancing to Full Professor are fair.
- Faculty of Color were less likely than White faculty to be satisfied with the amount of access to TAs and RAs, but more likely to be satisfied with the University's location.
- Faculty of Color were less likely to agree that the opportunities for Faculty of Color at UMD are at least as good as those for 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 to report discrimination in their unit.
- If Faculty of Color were to leave the institution in the next two years, they would be more likely than White faculty to do so for a better campus climate for Faculty of Color at another institution and because of the lack of collegiality in their unit.
- White faculty were more likely than Faculty of Color to be encouraged to pursue a leadership position during the past twelve months.

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	
The University provides an environment that stimulates my academic learning.*	3.64	.932	4.00	.674	.043
My unit has financially supported my learning in my field or discipline.*	3.55	1.096	4.26	.689	.000
In general, I feel that I have little control over whether I advance in my career.*	1.90	1.001	2.43	1.037	.027
Faculty in my unit have the freedom to succeed here if they work hard.*	4.24	.788	3.83	.887	.033
In my unit, the tenure requirements are clear.*	4.00	.811	3.48	.846	.008
In my unit, the tenure process is fair.*	4.16	.782	3.57	.896	.002
In my unit, the promotion process for advancing to Full Professor is fair.*	3.91	.860	3.20	1.005	.002
I am satisfied with the amount of access to TAs, RAs*	3.59	1.052	2.95	1.046	.014
I am satisfied with the University's location*	3.46	1.147	4.00	.690	.008
The opportunities for Faculty of Color at UM are at least as good as for those for White faculty.*	3.61	.899	2.63	1.212	.003
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.*	2.23	1.105	3.53	1.307	.000
I have experienced discrimination in my unit based on my individual identities.*	1.82	1.045	2.95	1.615	.009
Better campus climate for Faculty of Color at another institution: If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?*	0%		17.4%		.000
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?*	3.6%		21.7%		.004
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]*	48.2%		21.7%		.023

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

* p<.05

BSOS Differences by Rank

KEY FINDINGS

- In most areas of the survey, responses did not differ significantly by rank ($p < .05$).
- Assistant Professors were more likely than Associate and Full Professors to agree that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning and that their unit has financially supported their learning in the field or discipline.
- Assistant Professors were also more likely than Associate and Full Professors to agree that they have relationships with other faculty on campus that have supported their career advancement and that they have been effectively mentored by someone in their unit.
- Associate Professors were more likely than Assistant and Full Professors to indicate that they have little control over advancement in their career. Increased rank corresponded to increased perception of the clarity and fairness of the promotion process.
- Assistant and Associate Professors were less likely than Full Professors to indicate that they have control over creating a satisfying work-life balance.
- Assistant Professors were less likely than Associate and Full Professors to be satisfied with the diversity on campus.
- Associate Professors were more likely than Assistant and Full Professors to rate their research productivity lower and to have a lower perception of their unit's views on their productivity.
- Assistant Professors were less likely than Full Professors to have been nominated for an award over the last three years.
- Full Professors were more likely than Assistant Professors to have had an outside offer while at UMD and to have that offer result in a salary increase at UMD.

- Unsurprisingly, if Full Professors were to leave the institution in the next two years, they were more likely than other faculty to do so due to retirement.
- Full Professors were significantly more likely to have been encouraged to pursue a leadership position during the past twelve months.

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	
My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.*	4.24	.830	3.62	.898	3.68	1.151	.016
My unit has financially supported my learning in my field or discipline.*	4.11	.798	3.69	1.123	3.46	1.092	.014
I have relationships with other faculty on campus that have supported my career advancement.*	4.29	.802	3.73	1.151	3.56	1.335	.013
I have been effectively mentored by someone in my unit.*	3.68	1.297	3.15	1.156	2.94	1.343	.029
In general, I feel that I have little control over whether I advance in my career.*	2.13	.935	2.42	1.065	1.66	.939	.004
In my unit, the promotion requirements for advancing to Full Professor are clear.*	3.14	.692	3.32	1.108	3.94	.919	.000
In my unit, the promotion process for advancing to Full Professor is fair.*	3.26	.790	3.64	.810	4.13	.890	.000
In general, I feel I have control over creating a satisfying work-life balance.*	3.39	1.001	3.38	1.023	3.91	.996	.032
I am satisfied with the diversity on campus.*	3.32	1.118	3.81	.939	3.80	.842	.048
How would you rate your overall research/scholarly productivity compared to scholars in your field and at your rank nationwide?*	3.42	1.177	3.27	1.218	4.28	1.004	.000
How do you think your unit views your level of research/scholarly productivity, compared to researchers/scholars in your field and at your rank nationwide?*	3.32	1.118	3.19	1.132	3.91	1.132	.013
Over the last three years have you ever been nominated by someone at UM for an award?*	13.9%*		36.8%		50.0%*		.006

Survey Item [▲]	Assistant		Associate		Full		p-value
	M	SD	M	SD	M	SD	
Have you ever had an outside offer while at UM?*	19.4%*		62.5%		59.1%*		.000
Did that offer result in a salary increase for you at UM?*	25.0%*		57.1%		76.9%*		.026
Retirement: If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons?*	0%		0%		12.0%*		.017
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once] *	2.6%*		38.5%		68.0%*		.000

[▲] 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