

# ADVANCE

## Research Brief

### ADVANCE Program for Inclusive Excellence

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



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## R.H. Smith School of Business and Management

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*The UMD ADVANCE Grant Towards an Institution for Inclusive Excellence (UMD = T12E), the Office of Faculty Affairs, and the Office of Diversity & Inclusion, are all engaged in efforts to improve professional growth opportunities and work environment for UMD faculty. A critical part of those efforts is research to benchmark the current status of faculty work environments and to see if there are important differences by gender, race and ethnicity, career stage, and college. This report presents findings from a spring 2013 UMD work environment survey.*

The UMD Work Environment Survey assessed 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, advancement, and productivity. Here major findings from the school are reported for respondents. A full institutional report with all data and tables, as well as school-specific reports can be found at the ADVANCE website: [www.advance.umd.edu](http://www.advance.umd.edu).

### RESPONDENTS

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34% (38) of full-time UMD tenure-track or tenured BMGT faculty completed the work environment survey. Demographics of respondents included:

- 53% female, 47% male
- 33% Faculty of Color, 67% White
- 24% Assistant, 37% Associate, and 40% Full Professors

### SURVEY RESULTS

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Comparisons are provided between BMGT and university-wide University of Maryland respondents.

#### Organizational Commitment and Intent to Leave

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- 35% of BMGT participants stated they were likely to leave the university in the next two years.
- 41% of BMGT respondents had 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 the unit (13.2%)
- More desirable geographic location (10.5%)

#### DIFFERENCES BY GENDER, RACE AND RANK

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- 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 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.

Open-ended responses fell into five categories: salary, the 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 the career advancement processes, respondents mentioned being denied for tenure, promotions or renewal and resetting the tenure clock. Responses about more desirable offers included finding a better fit, alignment of research interests and work climate, as well as being treated with respect. Personal reasons discussed by respondents included moving closer to family or a more desirable location, having a personal dispute and wanting more work-life balance.

### Satisfaction with Department and UMD

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- The majority of BMGT respondents 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%).
- BMGT respondents were more likely than other UMD respondents to be satisfied with their unit's national reputation (82.9% BMGT vs. 60.5% UMD).
- There were two aspects of the faculty experience rated less favorably by BMGT respondents: the university's national reputation (44.1% BMGT and 62.1% UMD), and expectations for committee service (28.6% BMGT and 42.5% UMD).
- 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%).

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### DIFFERENCES BY GENDER AND RANK

- 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.

### Fair Treatment and Diversity

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- 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.

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### DIFFERENCES BY GENDER

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.

### Work-Life Climate

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- 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.

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## DIFFERENCES BY GENDER, RACE AND RANK

- 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.

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*"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 don't 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."*

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*"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)."*

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## Career Advancement and Institutional Support of Career Advancement

- 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 and clear.
- Yet, 37.0% of BMGT respondents had concerns about their own advancement.

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## DIFFERENCES BY GENDER AND RANK

- 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.
- Associate Professors were less likely than Full and Assistant Professors to agree that the promotion process for advancing to Full Professor is fair.

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*"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."*

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## Evaluation of Research and Creative Work

- About half of BMGT participants agreed that collaborative research and grant work is encouraged in their unit's reward system.
- Slightly more than a third of BMGT participants agreed that engaged scholarship

and cutting edge research are rewarded in their unit.

- 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).

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### **DIFFERENCES BY GENDER**

Women were less likely than men to agree that engaged scholarship and cutting edge research are rewarded in their unit.

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### **Management of Teaching, Research and Service**

- 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.

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### **DIFFERENCES BY RANK**

Associate Professors were less likely than Full and Assistant Professors to agree that there is support in their department for effective teaching.

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### **Recognition**

- 51.4% of BMGT respondents 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.

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### **Leadership Opportunities**

- 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.

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### **Faculty Learning**

- 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 that their learning has 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.
- 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).

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### **DIFFERENCES BY GENDER**

BMGT women were less likely than men to agree that their unit provides an environment that stimulates their academic learning.

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### **Professional Networks and Collegiality**

- 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.

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## DIFFERENCES BY GENDER

- 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.

## Perceptions of Productivity

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- 54.1% of BMGT respondents ranked themselves as more productive than researchers in their field and rank nationwide.
- 13.5% of BMGT respondents ranked themselves as less productive than researchers in their field and rank nationwide.
- 40.5% of BMGT respondents believed their unit views them as more productive than researchers in their field and rank nationwide.
- 29.7% of BMGT respondents believed their unit views them as less productive than researchers in their field and rank nationwide.

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*“Provide a more collegial atmosphere, one that provides feedback.”*

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*“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.”*

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## REFERENCES

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- O’Meara, K., Garvey, J., Niehaus, E., Corrigan, K. (2013). *The Work Environment for Tenure-Track/Tenured Faculty at the University of Maryland: Results from the 2013 UMD Work Environment Survey*. College Park, MD: Univ. of Maryland ADVANCE Program.
- O’Meara, K., Kuvaeva, A., Haider, G. (2013). *The UM Work Environment Survey for Tenure-Track/Tenured Faculty: 2013 Results for the Robert H. Smith School of Business (BMGT)*. College Park, MD: Univ. of Maryland ADVANCE Program.
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