

# ADVANCE

## Research Brief

### ADVANCE Program for Inclusive Excellence

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



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## College of Behavioral and Social Sciences

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*The UMD ADVANCE Grant Towards an Institution for Inclusive Excellence (UMD = TI2E), 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 college are reported for respondents. A full institutional report with all data and tables, as well as college-specific reports can be found at the ADVANCE website: [www.advance.umd.edu](http://www.advance.umd.edu).

### RESPONDENTS

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55% (114) full-time UMD tenure track or tenured BSOS faculty as of spring 2013 completed the work environment survey. Demographics of respondents included:

- 41% female, 59% male
- 22% Faculty of Color, 78% White

- 33% Assistant, 23% Associate, and 44% Full Professors

### BSOS SURVEY RESULTS

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Comparisons are provided between BSOS and University of Maryland respondents.

#### Organizational Commitment and Intent to Leave

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- Twenty-two percent of BSOS respondents noted intent to leave the university in the next two years.
- The most frequently cited reasons BSOS faculty gave for wanting to leave UMD was for a higher salary (45%); for a more prestigious institution or department (28%); to be closer to family (12%); and for a more desirable geographic location (11%).

Differences by gender, race and rank:

- Women in BSOS were more likely to intend to leave UMD for an offer from a more prestigious department or institution, while men were more likely to intend to leave for retirement.
- Faculty of Color were more likely to intend to leave UMD for a better campus climate for Faculty of Color at another institution and because of the lack of collegiality in their unit.

#### Satisfaction with Department and UMD

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BSOS respondents were generally more satisfied with their experiences than other faculty at University of

Maryland. Seventy-seven percent of BSOS respondents were satisfied working in their unit (compared to 68% of UMD respondents overall) and 79% of BSOS respondents were satisfied with their experience at the university (compared to 67% of UMD respondents overall).

BSOS respondents rated the following more favorably than all UMD respondents:

- The amount of autonomy faculty have in their roles
- Leadership of their college
- The transparency of decision-making within their unit
- Priorities and vision of their college
- The amount of time spent on research vs. teaching and service
- The amount of access to TAs and RAs

BSOS respondents were the least satisfied with:

- Professional assistance for improving teaching (36%)
- Assistance with finding grants (37%)
- Their salary and benefits (45%)
- Assistance with research administration in their unit (49%)

Differences by race and rank:

- Faculty of Color were less likely than White faculty to be satisfied with 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.

### **Fair Treatment and Diversity**

BSOS respondents and UMD respondents overall were very similar in their perceptions of fair treatment and diversity. 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 colleagues to be perceived as legitimate scholars (23% for BSOS vs. 27% for UMD).

Differences by gender and race:

- Faculty of Color were less likely to agree that the opportunities 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 their colleagues to be perceived as legitimate scholars.
- There were no differences by rank in BSOS respondents' assessment of diversity and fairness at UMD.

Open-ended comments regarding discrimination ranged from experiences with gender, race, nationality, as well as age-related bias. Examples include:

*"I personally experience gender and race based discrimination, and have seen other faculty being discriminated [against]... Ignoring/dismissing faculty members with accents during meetings, harder promotion case, lower salary, etc."*

### **Work-Life Climate**

BSOS respondents generally had a better assessment of work-life climate than other UMD faculty. BSOS respondents were more positive than UMD respondents overall on the following:

- Within my unit, faculty can be honest with colleagues about family/life roles and responsibilities (72% BSOS vs. 56% UMD)
- The unit supports faculty scheduling work commitments around family schedules (69% for BSOS vs. 54% for UMD)
- There is no bias against family care-giving in their unit (56% for BSOS and 49% for UMD).
- There are role-models within my unit for work-life balance (51% for BSOS and 38% for UMD).

Differences by gender 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.
- Assistant and Associate Professors were less likely than Full Professors to indicate that they have control over creating a satisfying work-life balance

## Career Advancement and Institutional Support for Career Advancement

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BSOS respondents were more likely than UMD respondents overall to rate the following survey items positively:

- I seize opportunities when they are presented to me to advance in my career.
- Faculty in my unit have the freedom to succeed at UMD if they work hard.
- I have received helpful feedback from my department chair/unit head in support of my career advancement.
- In my unit, the tenure process is fair and the promotion process for advancing to Full Professor is fair.
- In general, I feel that I have little control over whether I advance in my career.

Differences by gender, race and rank:

- Women were less likely to agree that in their unit the requirements for advancing to Full Professor are clear.
- Faculty of Color were more likely to indicate that they have little control over advancement in their careers. Conversely, Faculty of Color were more likely to agree that faculty have the freedom to succeed at UMD if they work hard, the tenure requirements are clear, and the APT processes are fair.
- Associate Professors were more likely to indicate that they have little control over advancement in their career.

## Evaluation of Research and Creative Work

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BSOS respondents were more likely than UMD respondents overall to indicate that collaborative research and grant work is encouraged in their unit's reward system (65% for BSOS vs. 54% for UMD).

## Management of Teaching, Research and Service Responsibilities

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BSOS respondents were more likely to agree that:

- They feel in control of their participation in service activities

- It is possible for them to say no to additional on-campus service activities without negative consequences for their career
- They are in charge of the direction of their research agenda

Differences by gender:

- Women were less likely than men to feel in control of their participation in service

## Recognition

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BSOS respondents were more likely than UMD respondents overall to agree than faculty in their unit value their research/scholarship (78% for BSOS vs. 70% for UMD).

## Leadership Opportunities

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Sixty-one percent of BSOS respondents agreed that there are opportunities for faculty to become involved as leaders in their department.

Differences by race and rank:

- White faculty were more likely than Faculty of Color to be encouraged to pursue a position of leadership during the past twelve months.
- Full Professors were more likely to have been encouraged to pursue a leadership position during the past twelve months.

## Faculty Learning

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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
- Their unit provides an environment that stimulates their academic learning
- The university provides an environment that stimulates their academic
- Their unit had financially supported their learning in their field or discipline
- In the last twelve months, their learning has contributed to their research and/or scholarly agenda
- They set aside time to advance their scholarly learning

- They have gained knowledge or skills that have made them better teachers

Differences by gender, race and rank:

- Women were less likely than men to indicate that in the last twelve months, they set aside time to advance their scholarly learning.
- Faculty of Color were more likely 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 to agree that their unit has helped them 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.

### Professional Networks and Collegiality

BSOS respondents were more likely to agree that:

- Their core discussion network provides helpful feedback on their research.
- Individuals at UMD have made an effort to connect them with important people in their field.
- They are satisfied with the opportunity they have to collaborate with other UMD faculty.
- They are satisfied with the collegiality in their unit.

BSOS respondents were less likely to agree that they feel isolated in their departments (13% for BSOS vs. 22% for UMD).

Differences by rank:

- Assistant Professors were also more likely than Associate and Full Professors to agree that they have relationships with other faculty on campus that have support their career advancement and that they have been effectively mentored by someone in their unit.

### Perceptions of Productivity

BSOS respondents ranked themselves as more productive than researchers in their field and rank nationwide (59% for BSOS vs. 54% for UMD). Sixteen percent of BSOS respondents ranked themselves as less productive than researchers in their field and rank nationwide (18% for UMD).

Differences by rank:

- Assistant Professors were more likely to rate their research productivity lower and to have a lower perception of their unit's views of their productivity

### References

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.

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### To Cite this Brief

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