2023 FACULTY EXPERIENCE SURVEY

October 4, 2023

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UC San Diego
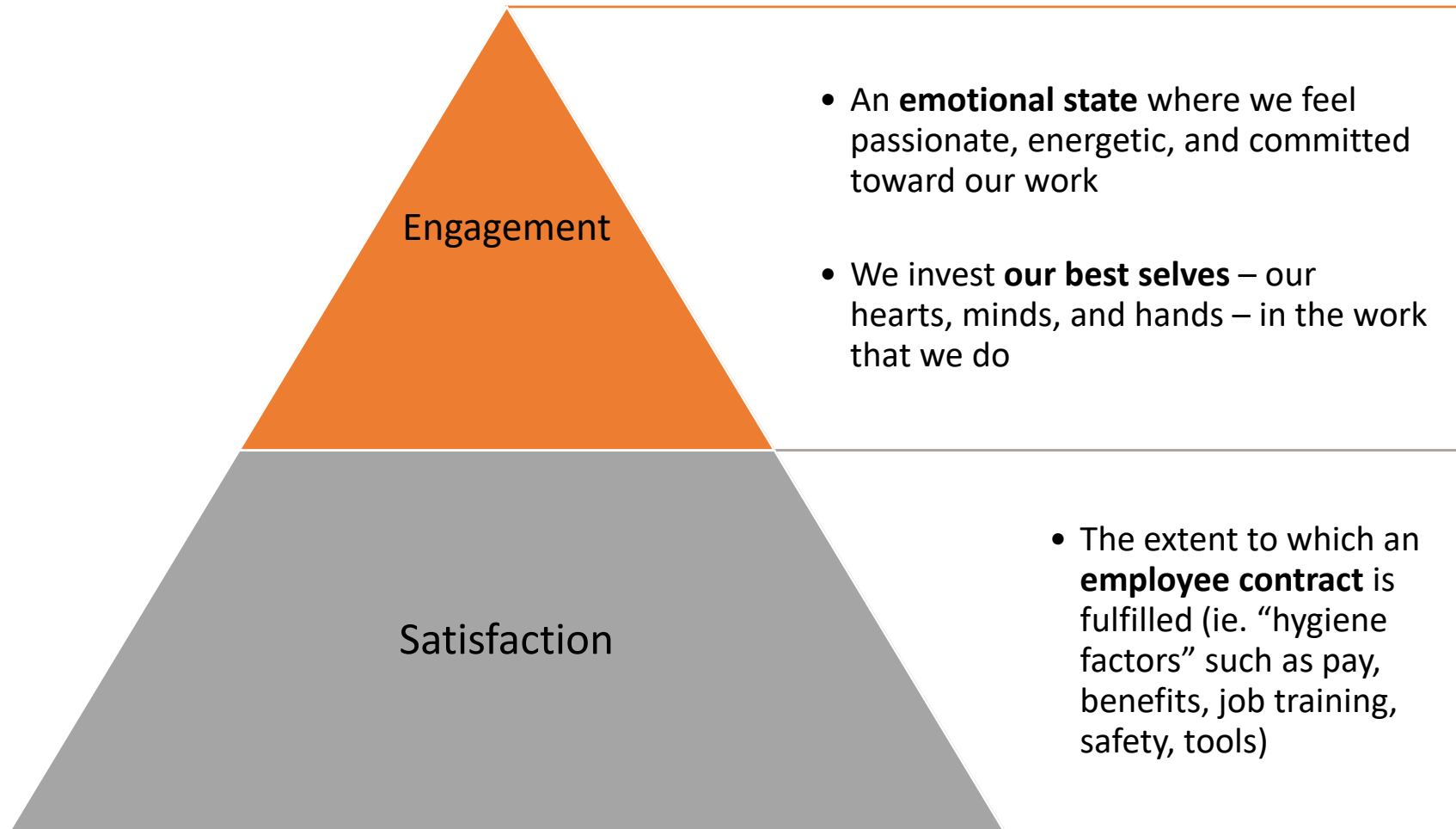
Strategic Consulting, Assessments, Analytics

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- Background

- Interpreting the FACULTY EXPERIENCE SURVEY reports

- Core Values

- Comparison to Past Survey Results

- eNPPS

- Drivers of Satisfaction

- Conduct & Behavioral Results

- Next Steps

Engagement

- An **emotional state** where we feel passionate, energetic, and committed toward our work

- We invest **our best selves** – our hearts, minds, and hands – in the work that we do

Satisfaction

- The extent to which an **employee contract** is fulfilled (ie. "hygiene factors" such as pay, benefits, job training, safety, tools)

THE RESEARCH

- 85% of Employees Are Most Motivated When **Internal Communications** Are Effective (Trade Press Services)

- 92% of employees say showing **empathy** is an important way to advance employee retention (Businessolver)

- It can cost 33% of an employee's salary to replace him/her (HR Dive)

- 76% of employees who do not **feel valued** are looking for other job opportunities (Lifeworks)

- 46% of HR leaders say employee **burnout** is responsible for up to half of their annual workforce turnover (Kronos)

- 75% of the causes of employee **turnover** are **preventable** (HR Dive)

- 63% of employees who say **processes for advancement** are not clearly defined are looking for new jobs (Nintex)

- **Happiness** led to a 12% **spike in productivity** while unhappy workers proved 10% less productive (University of Warwick)

- 49% of employees cited **coworkers** as a reason to stay over salary (Ceridian)

- 67% of employees whose manager focuses on his/her **strengths** are engaged (Gallup)

- 78% of employees who say their company **encourages creativity** and innovation are committed to their employer (ReportLinker)

- **Work Environment** is the number one cultural factor that impacts happiness (Tinypulse)

- Employees who feel their **voice is heard** at work are 4.6 times more likely to perform their best work (Salesforce.com)

- 80% of employees felt more engaged when their work was consistent with the **core values and mission** of their organization (IBM)

WHAT MAKES THE FACULTY EXPERIENCE SURVEY UNIQUE?

- It is <u>ANONYMOUS</u> (not just confidential)

- It is specifically designed and validated for <u>HIGHER EDUCATION</u>

- Multi-dimensional survey to understand <u>DRIVERS</u> of satisfaction

- Customized reporting enable <u>INSIGHT AT THE UNIT LEVEL</u>

- Includes validated <u>EQUITY, DIVERSITY, AND INCLUSION</u> items

- <u>EMPLOYEE NET PROMOTER PROFILE SCORE</u> (eNPPS) modeled for higher education

- <u>ACTIONABLE REPORTS</u> identifies the "why" for a more complete story of employee experiences

- It is <u>BENCHMARKABLE</u> with multiple universities and systems participating in the survey

2023 FACULTY EXPERIENCE SURVEY // UMB

March 7 to March 31, 2023	UMB - ALL
Responses/Invites	1210/3240
Response Rate	37%
Overall Satisfaction *Satisfied or Extremely Satisfied*	72%

- DEEP BREATH! Take your time – a lot of data on each page!

- Pay attention to any trends

- Integrate quantitative data with qualitative themes

- View the findings as opportunities to help your staff and unit

- Be objective

COVER SHEET   DESCRIPTIVE STATISTICS   MEAN TRENDS   SCATTERPLOT (n ≥25)   QUESTION LIST   BENCHMARKS

FACULTY EXPERIENCE SURVEY REPORTS // UMB

1 DESCRIPTIVE STATISTICS

2023 - UMB Faculty Experience Survey
University of Maryland, Baltimore

2023
1,210 respondents
37% of 3,251 invited

3.64 mean score for 56 questions (scale 1-5)
1 questions in the excellent range (4.3 or greater)

Influential Strengths at Department Level	Primary Opportunities at Department Level
22 Practices Core Values	28 Raise Concerns without Fear
11 Contributes to School's Mission	16 Participate in Decisions
17 Enjoy Working with Colleagues	26 Equitable Resources
12 Spirit of Collaboration	36 Integrates Core Values
15 Ethical Conduct	31 Fair Performance Evaluation

Overall, I am a satisfied faculty member at UMB.

Strongly Agree 21.9% 254
Agree 49.7% 576
Neutral 16.0% 185
Disagree 9.3% 108
Strongly Disagree 3.1% 36
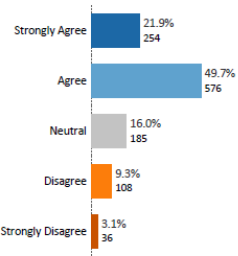
Mean = 3.78, Std Dev = 0.99

Dimension Mean Score Trending Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent
★ Statistically significant change from current year to prior year (p <= .01)

Satisfaction with UMB	Department - Values and Culture	Department Effectiveness	Academic Welfare	Diversity, Equity, and Inclusion
3.34	3.87	3.41	3.71	3.95
2023	2023	2023	2023	2023
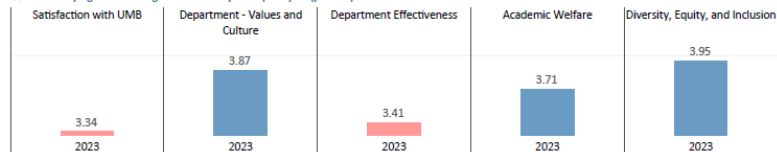
2 EMPLOYEE "NET PROMOTER SCORE"
to understand your workforce profile of detractors and promoters

Employee Net Promoter Score (eNPS)
"Overall, I am a satisfied employee...." by "How likely is it that you would recommend working..."

56 eNPS*
(64.0% - 8.3%)

Below 40 - Low
40 to 59 - Marginal
60 to 79 - Good
80 & above - Excellent

		Likelihood to Recommend											Total
		0	1	2	3	4	5	6	7	8	9	10	
Satisfied Employee	5			1			1		6	30	59	137	234
	4			7	9	23	44	126	167	97	44	517
	3	1		6	12	19	35	35	36	17	1	1	163
	2	2	4	9	20	21	18	8	5	4	3		94
	1	10	5	4	9	2	2				1		33
Total		13	9	20	48	51	79	87	173	218	161	182	1,041

3 MEAN TRENDS: YEAR-OVER-YEAR SCORES

Arrows indicate positive or negative movement and *statistical analysis inform you of significant trends

2023 - UMB Faculty Experience Survey
University of Maryland, Baltimore

Satisfaction Mean Scores
Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent

● Mean score greater than that of UMB-All (rounded to two decimal places)

3,251 Invited (N)
1,210 Responded (n)
37% Response Rate

			UMB-All 2023	UMB-All 2023
Satisfaction with UMB	1	Satisfied Employee	3.78	3.78
	2	Valued Member	3.58	3.58
	3	Concerns Taken Into Account	3.33	3.33
	4	Transparent Decisions	3.20	3.20
	5	Fair Decisions	3.38	3.38
	6	Have a Voice	3.00	3.00
	7	Career Advancement Opportunities	3.45	3.45
	8	Research & Scholarship Valued	3.57	3.57
	9	Research & Scholarship Supported	3.47	3.47
	10	Work-Life Balance Resources	3.02	3.02
Department - Values and Culture	11	School's Mission	4.11	4.11
	12	Spirit of Collaboration	3.92	3.92
	13	High Visibility Leadership Roles	3.37	3.37
	14	Physical Work Environment	3.92	3.92
	15	Ethical Conduct	4.04	4.04
	16	Participate in Decisions	3.58	3.58
	17	Enjoy Working with Colleagues	4.34	4.34
	18	Values Research & Scholarship	3.95	3.95
	19	Supports Research & Scholarship	3.88	3.88
	20	Sufficient Freedom	3.94	3.94
	21	Supportive of Family Needs	3.50	3.50

4 STRENGTH & OPPORTUNITY ANALYSIS:

These are the items where people are saying, "I am not as happy about these things *and* they are also very important drivers of my satisfaction"

Strengths | Influential Strengths
Mean
Correlation
Secondary Opportunities | Primary Opportunities
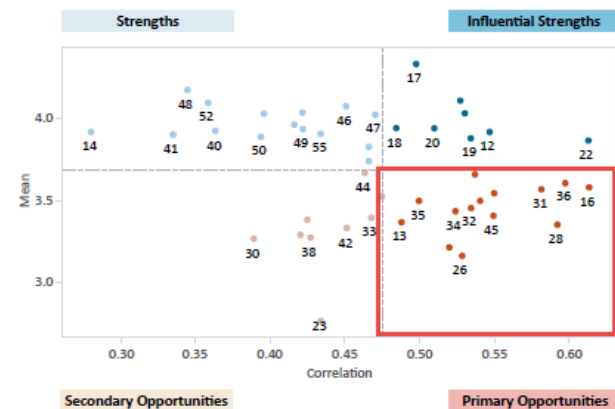
CORRELATIONAL ANALYSES
to identify drivers

DEP	26. Equitable Resources	3.17	0.53	PO
WEL	43. Supports Work Life Balance	3.22	0.52	PO
DEP	28. Raise Concerns without Fear	3.36	0.59	PO
VAL	13. High Visibility Leadership Roles	3.37	0.49	PO
WEL	45. Find Support	3.41	0.55	PO
DEP	34. Fair Advancement Decisions	3.44	0.52	PO
DEP	32. Performance Review	3.46	0.53	PO
VAL	21. Supportive of Family Needs	3.50	0.54	PO
DEP	35. Performance Expectations	3.50	0.50	PO
DEP	25. Supports Training	3.55	0.55	PO
DEP	31. Fair Performance Evaluation	3.57	0.58	PO
VAL	16. Participate in Decisions	3.58	0.61	PO
DEP	36. Integrates Core Values	3.61	0.60	PO
WEL	37. Development Opportunities	3.66	0.54	PO

UMB - ALL

Dimension Mean Score Trending Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent
★ Statistically significant change from current year to prior year (p <= .01)

DIMENSION MEANS

Satisfaction with UMB	Department - Values and Culture	Department Effectiveness	Academic Welfare	Diversity, Equity, and Inclusion
3.34 ★ (2023)	3.87 ★ (2023)	3.41 ★ (2023)	3.71 ★ (2023)	3.95 ★ (2023)

RETENTION ITEM

Retention — I can see myself working in the same school in 1-2 year's time.

- Strongly Agree: 38%
- Agree: 39%
- Neutral: 14%
- Disagree: 4%
- Strongly Disagree
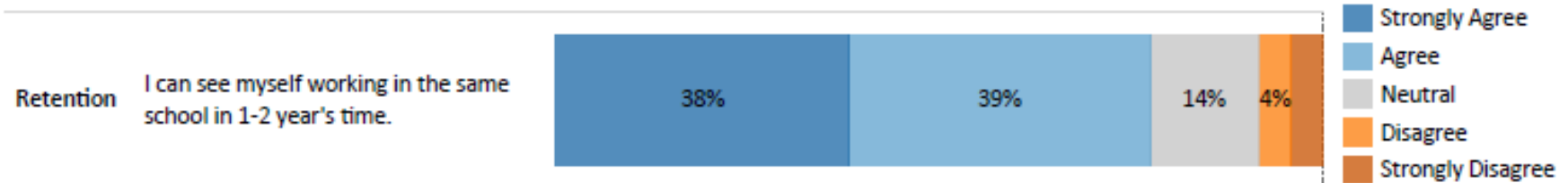
- With 95% confidence, we observe a statistically significant difference in faculty satisfaction scores between all dimensions (p<=.01).

- Three dimensions of five (School – Value and Culture, Academic Welfare, and Diversity, Equity, and Inclusion) *stand out* compared to "Satisfaction with UMB" dimension, and their scores fall into the "Good" range. Department Effectiveness demonstrates low satisfaction score

- The retention question demonstrates a *high* score (more than 75% of UMB Faculty see themselves in the same school in 1-2 years)

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UMB schools satisfaction score – all dimensions

- The dimension "**Diversity, Equity, and Inclusion**" has the *highest* score than other dimensions (3.95 – "Good")

- Also the satisfaction scores for the dimensions "School – Value and Culture" and "Academic Welfare" fall into the "*Good*" range (3.87 and 3.71 respectively)

- Two schools (**Office of Academic Affairs and School of Nursing**) demonstrate the *highest* satisfaction scores for all dimensions

		Satisfaction with UMB	"School" Department - values and Culture	"School" Department Effectiveness	Academic Welfare	Diversity, Equity, and Inclusion
University of Maryland, Baltimore	Graduate School	3.54	3.90	3.36	3.89	3.91
	Office of Academic Affairs	3.54	4.08	3.74	4.02	3.84
	School of Dentistry	3.48	3.94	3.49	3.82	4.05
	School of Law	3.37	3.90	3.60	3.59	4.01
	School of Medicine	3.27	3.85	3.36	3.66	3.93
	School of Nursing	3.56	3.92	3.63	3.84	4.01
	School of Pharmacy	3.42	3.81	3.51	3.75	4.02
	School of Social Work	3.25	3.93	3.19	3.74	3.89
Grand Total		3.34	3.87	3.41	3.71	3.95

Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent

"Overall, I am a satisfied faculty member of UMB"

- The overall satisfaction with UMB score is in the "Good" range (3.78). Furthermore, on the school level, all demonstrate a result above 3.6 (lower bound of a "good" range)

- Office of Academic Affairs, School of Dentistry, and School of Nursing scored *4.0 or higher*.
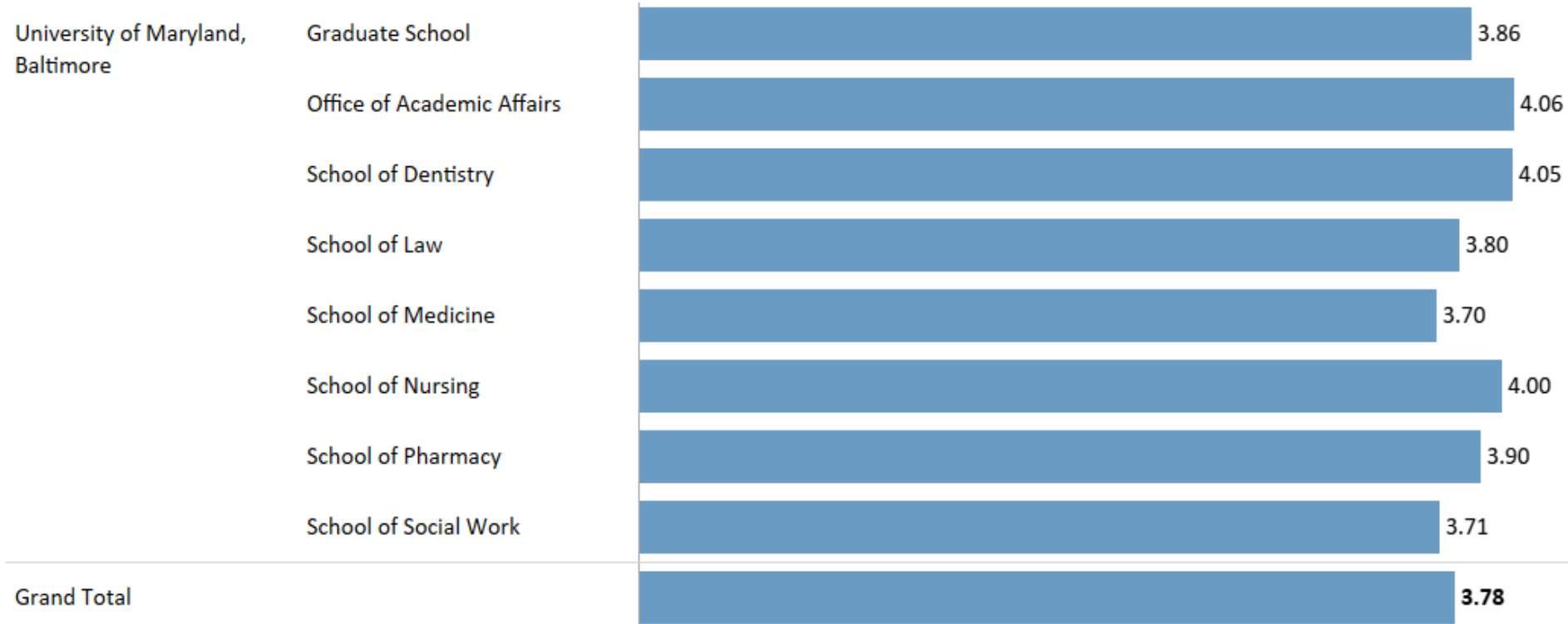
University of Maryland, Baltimore		Score
	Graduate School	3.86
	Office of Academic Affairs	4.06
	School of Dentistry	4.05
	School of Law	3.80
	School of Medicine	3.70
	School of Nursing	4.00
	School of Pharmacy	3.90
	School of Social Work	3.71
Grand Total		**3.78**

Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent

"My school practices UMB's Core Values"

- The response to the question "My school practices UMB's Core Values" from the "School – Value and Culture" dimension demonstrates a *high* score of 3.87 ("Good")

- The satisfaction score for this question is *high* across all schools

- The **Office of Academic Affairs** stands out from the rest with the *highest* score of 4.14
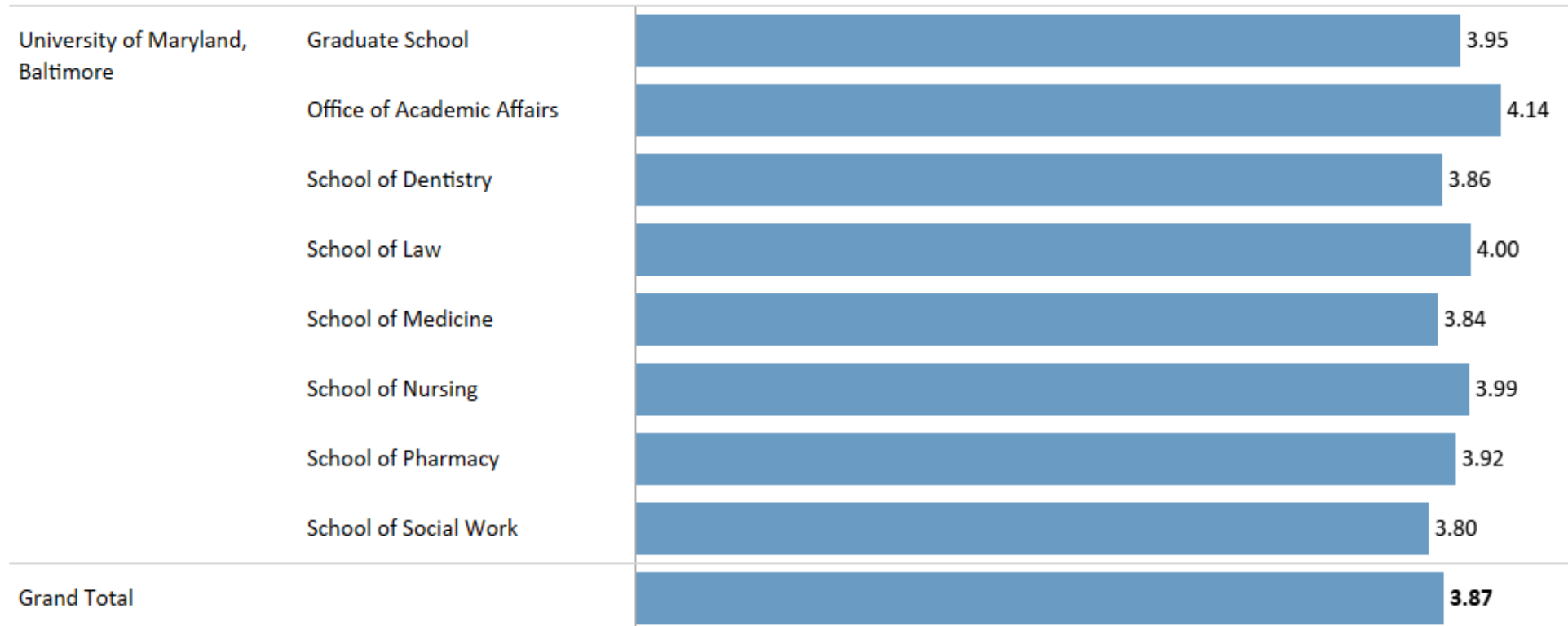
		Score
University of Maryland, Baltimore	Graduate School	3.95
	Office of Academic Affairs	4.14
	School of Dentistry	3.86
	School of Law	4.00
	School of Medicine	3.84
	School of Nursing	3.99
	School of Pharmacy	3.92
	School of Social Work	3.80
Grand Total		**3.87**

Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent

Satisfaction scores of three dimensions

- "**Diversity, Equity, and Inclusion**" *stands out* compared to other dimensions, and its item "Sexual Orientation Treated Fairly" (with the highest score of 4.1) contributed to this high result the most

- The dimension "**Department Effectiveness**" demonstrates the *lowest* score for all dimension's items with the lowest "Adequate Staffing" (2.77, "Marginal" range)

- Satisfaction score of **"Student Respect"** has a *positive* contribution to the total satisfaction score of "Academic Welfare" dimension, but low satisfaction scores of "Total Compensation" and "Supports Work-Life Balance" (both in the "Marginal" range) lowered "Academic Welfare" satisfaction score to 3.71

Satisfaction Mean Scores

Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent

● Mean score greater than that of UMB-All (rounded to two decimal places)

UMB-All

4,490 Invited (N)
1,606 Responded (n)
36% Response Rate

Dimension	#	Item	UMB-All
Department Effectiveness	22	Practices Core Values	3.87
	23	Adequate Staffing	2.77
	24	Have Resources	3.53
	25	Supports Training	3.55
	26	Equitable Resources	3.17
	27	Equitable Service Work	3.29
	28	Raise Concerns without Fear	3.36
	29	Equitable Mentorship	3.39
	30	Equitable Teaching Loads	3.27
	31	Fair Performance Evaluation	3.57
	32	Performance Review	3.46
	33	Clear Advancement Decisions	3.40
	34	Fair Advancement Decisions	3.44
	35	Performance Expectations	3.50
	36	Integrates Core Values	3.61
Academic Welfare	37	Development Opportunities	3.66
	38	Total Compensation	3.28
	39	Get Information	3.83
	40	Tools for Research & Scholarship	3.93
	41	Tools Teaching	3.90
	42	Reasonable Workload	3.34
	43	Supports Work Life Balance	3.22
	44	Find Opportunities	3.67
	45	Find Support	3.41
	46	Mentoring Guidance	4.08
	47	Peer Respect	4.03
	48	Student Respect	4.18
Diversity, Equity, and Inclusion	49	Diverse Faculty	3.94
	50	Inclusive of People with Disabilities	3.89
	51	All Cultures Treated Fairly	3.97
	52	Sexual Orientation Treated Fairly	4.10
	53	Gender Identities Treated Fairly	4.03
	54	Report Uncomfortable Behavior	3.74
	55	Satisfied with Diversity Programs	3.91
	56	Committed to EDI	4.04

SATISFACTION DIMENSIONS

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Items of "Diversity, Equity, and Inclusion" dimension

- The dimension "**Diversity, Equity, and Inclusion**" has the *highest* score among the dimensions (3.95 – "Good").
- *Highest* satisfaction with "**Sexual orientation treated fairly**" is demonstrated by all schools.
  - **Office of Academic Affairs** and the **School of Nursing** stand out from the rest of the schools on this question.

- **School of Law** scored *higher* in satisfaction with Diverse Faculty than other schools, while the
- **School of Nursing** scored *higher* with Committed EDI and Sexual Orientation Treated Fairly questions.

		All Cultures Treated Fairly	Committed to EDI	Diverse Faculty	Gender Identities Treated Fairly	Inclusive of People with Disabilities	Report Uncomfortable Behavior	Satisfied with Diversity Programs	Sexual Orientation Treated Fairly
University of Maryland, Baltimore	Graduate School	3.79	4.15	4.00	4.06	3.72	3.68	3.90	3.95
	Office of Academic Affairs	3.92	3.93	3.79	4.00	3.00	4.14	3.79	4.23
	School of Dentistry	4.03	4.11	4.08	4.12	4.15	3.69	4.00	4.18
	School of Law	4.10	3.96	4.20	4.13	3.77	3.87	3.97	4.10
	School of Medicine	3.98	4.01	3.90	4.00	3.89	3.71	3.90	4.07
	School of Nursing	3.86	4.20	3.98	4.19	3.99	3.81	3.86	4.23
	School of Pharmacy	4.08	4.11	3.87	4.17	3.89	3.92	3.97	4.19
	School of Social Work	3.78	3.96	4.04	3.88	3.64	3.86	3.98	3.97
Grand Total		3.97	4.04	3.94	4.03	3.89	3.74	3.91	4.10

Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent

TOP SATISFACTION SCORES

1. Enjoy Working with Colleagues

2. Student Respect

3. School's Mission

4. Sexual Orientation Treated Fairly

5. Mentoring Guidance

Highest Mean Scores
- across all Satisfaction Items (#2-57)
- Ranked 1-5

LOWEST SATISFACTION SCORES

1. Adequate Staffing

2. Have a Voice

3. Work-Life Balance Resources

4. Equitable Resources

5. Transparent Decisions

Lowest Mean Scores
- across all Satisfaction Items (#2-57)
- Ranked 1-5

- The results of "2023 FACULTY EXPERIENCE SURVEY - UMB" were compared to the results of the "Employee Satisfaction and Engagement Survey" conducted by Gallup (2019)

- UMB respondents scored *higher* in 8 of 19 satisfaction questions with outstanding results for the item "**Enjoy Working with Colleagues**", which falls into the "Excellent" range

- Also, "School's mission" (Value and Culture dimension) and "Peer Respect" (Academic Welfare dimension) have higher satisfaction scores than Gallup's results.

- The Faculty's confidence in receiving satisfactory support from UMB after reporting a colleague's behavior that made them uncomfortable scored higher than the results of Gallup's "Employee Satisfaction and Engagement Survey" conducted in 2019.

ITEM	UMB FES Dimension	Gallup 2016 Combined Faculty & Staff	Gallup 2019 Faculty Only	UMB FES 2023
Satisfied Employee	SAT	3.67	3.76	3.78
Have a Voice	SAT	3.57	3.83	3.00
Transparent Decisions	SAT	3.10	3.49	3.20
Work-Life Balance Resources	SAT	3.54	3.52	3.02
Valued Member	SAT	3.15	3.18	3.58
Concerns Taken into Account	SAT	3.56	3.76	3.33
Ethical Conduct	VAL	3.98	4.21	4.04
Enjoy Working with Colleagues	VAL	2.99	3.18	4.34
Spirit of Cooperation	VAL	3.57	3.76	3.92
Physical Work Environment	VAL	3.97	4.03	3.92
School's Mission	VAL	3.88	4.06	4.11
Have Resources	DEP	3.91	3.84	3.53
Performance Review	DEP	3.38	3.51	3.46
Practices Core Value	DEP	3.86	4.06	3.87
Raise Concerns without Fear	DEP	3.56	3.76	3.36
Peer Respect	WEL	3.65	3.83	4.03
All Cultures Treated Fairly	DIV	2.99	3.11	3.97
Diverse Faculty	DIV	3.82	3.98	3.94
Report Uncomfortable Behavior	DIV	3.57	3.72	3.74

GREEN - UMB FES mean greater than that of Gallup (2019)
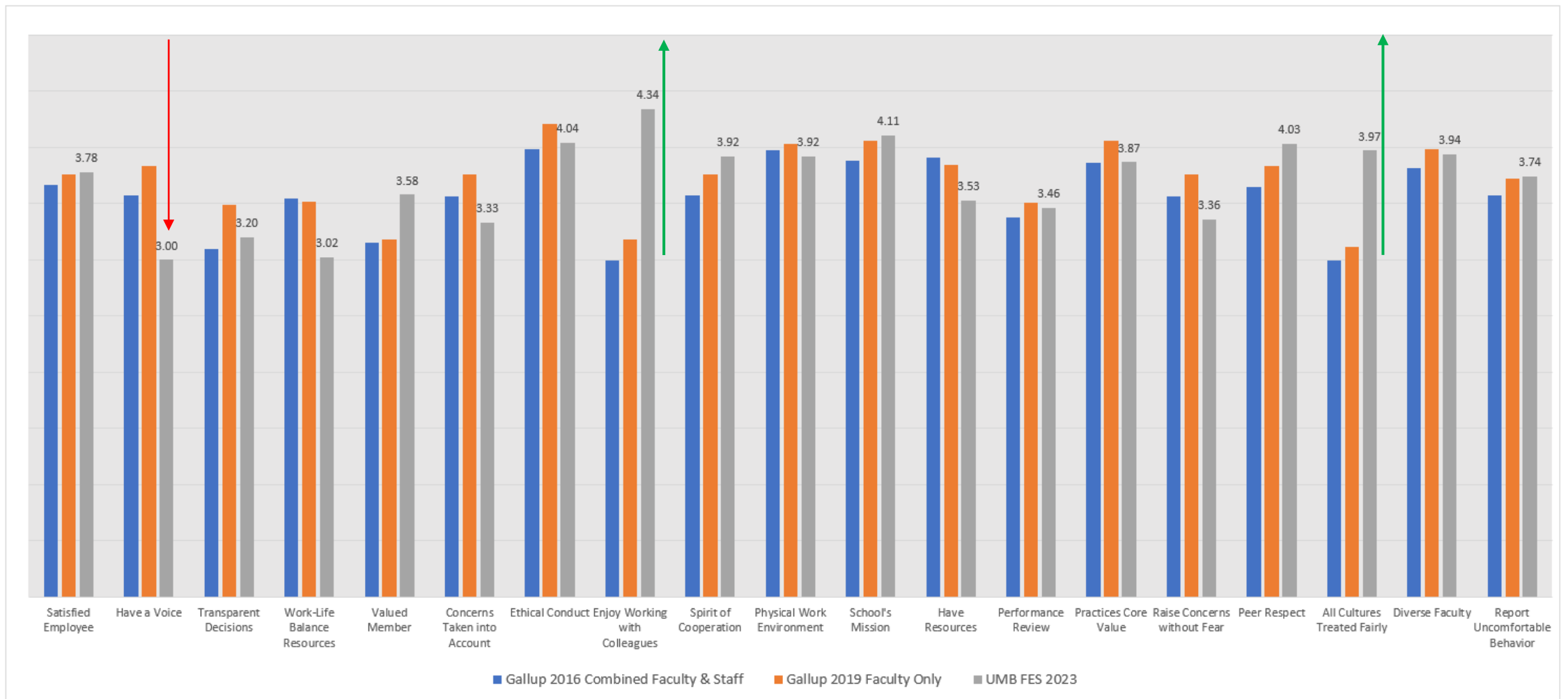
- Satisfaction scores of "Enjoy Working with Colleagues" and "All Cultures Treated Fairly" demonstrate outstanding results (4.34 "Excellent" and 3.97 "Good") compared to Gallup's results of 3.18 and 3.11 ("Marginal" range); "Valued Member" item has a higher score for UMB respondents as well
- Satisfaction with "Have a Voice" for UMB respondents is **lower** than for Gallup's respondents
- Also, "**Work-Life Balance** Resources" and "**Concerns Taken into Account**" require some attention due to the lower satisfaction score compared to Gallup's result

17

Employee Net Promoter Score (eNPS)

"Overall, I am a satisfied employee...." by "How likely is it that you would recommend working..."

56 eNPS*

(64.0% - 8.3%)

Below 40 - Low
40 to 59 - Marginal
60 to 79 - Good
80 & above - Excellent

eNPS Trend

2023
56

					Likelihood to Recommend								Total
		0	1	2	3	4	5	6	7	8	9	10	
Satisfied Employee	5			1			1		6	30	59	137	234
	4				7	9	23	44	126	167	97	44	517
	3	1		6	12	19	35	35	36	17	1	1	163
	2	2	4	9	20	21	18	8	5	4	3		94
	1	10	5	4	9	2	2				1		33
	Total	13	9	20	48	51	79	87	173	218	161	182	1,041

***How eNPS works:**

Satisfied Promoters score 4-5 on the "Satisfied" item and 7-10 on the "Recommend" item. **Dissatisfied Non-Promoters** score 1-2 on the "Satisfied" item and 0-4 on the "Recommend" item. Subtract the percentage of Dissatisfied Non-Promoters from the percentage of Satisfied Promoters to calculate eNPS. **Passives** score 3 on the "Satisfied" item and 5-6 on the "Recommend" item.

What this means:

86 Disengaged Detractors

low satisfaction/not likely to recommend

666 Engaged Promoters

high satisfaction/likely to recommend

Implications:
Turnover, low productivity, absenteeism, low satisfaction, "quiet quitting"

Implications:
Innovation, high productivity, work satisfaction, high engagement, your greatest advocates

Strengths and Opportunities by Survey Question With Axes at the Average Question Mean and Average Question by Overall Satisfaction Correlation
Correlation Coefficient Average = 0.48, Mean Average = 3.69

n/N = 1,210/3,251
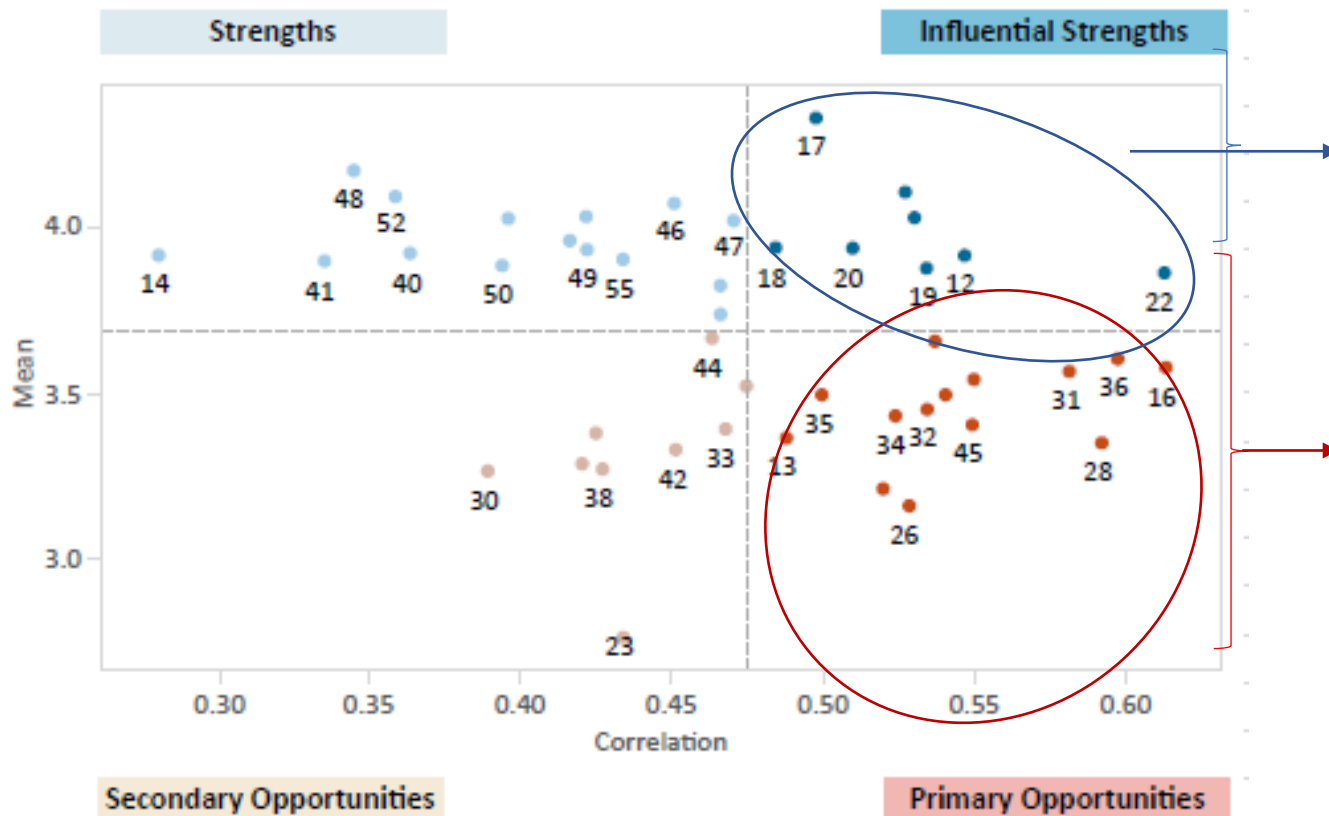
2023 FES	UMB - ALL
INFLUENTIAL STRENGTHS	[22] DEPT: Practices Core Values
	[11] VAL: Contributes to School's Mission
	[17] VAL: Enjoy Working with Colleagues
	[12] DEP: Spirit of Collaboration
	[15] VAL: Ethical Conduct
PRIMARY OPPORTUNITIES	[28] DEP: Raise Concerns without Fear
	[16] VAL: Participate in Decisions
	[26] DEP: Equitable Resources
	[36] DEP: Integrates Core Values
	[31] DEP: Fair Performance Evaluation

GENDER

	2023
Diff Gender Identity	12
Man	354
Woman	487
Not Stated	357

- **Woman** respondents scored *lower* than Male respondents in all satisfaction items (including all EDI items) except Development Opportunities, Have a Voice, Support Training, School's Mission, and Practices Core Value.

- **Diff Gender Identity** respondents scored the *lowest* in Total Compensation, Have a Voice and Adequate Staffing. Conversely, they scored the *highest* in Student Respect, Enjoying Working with Colleagues, and School's Mission.

- **Woman** respondents experienced *more negative* behaviors than Different Identity and Male respondents, except for Treated differently because of gender orientation and made derogatory comments because of gender identity.

Satisfaction Mean Scores by Gender

Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent
Mean scores are not displayed for groups that have fewer than 5 respondents

			Diff Gender Identity 2023	Man 2023	Woman 2023	Not Stated 2023
Satisfaction with UMB	1	Satisfied Employee	4.08	3.91	3.83	3.55
	2	Valued Member	3.83	3.73	3.64	3.32
	3	Concerns Taken Into Account	3.83	3.44	3.40	3.07
	4	Transparent Decisions	3.50	3.31	3.27	2.92
	5	Fair Decisions	3.67	3.52	3.43	3.11
	6	Have a Voice	3.09	3.07	3.12	2.73
	7	Career Advancement Opport..	3.64	3.68	3.50	3.12
	8	Research & Scholarship Value..	3.91	3.74	3.58	3.33
	9	Research & Scholarship Supp..	3.91	3.64	3.51	3.20
	10	Work-Life Balance Resources	3.88	3.22	2.95	2.85
Department - Values and Culture	11	School's Mission	4.33	4.16	4.18	3.93
	12	Spirit of Collaboration	4.17	4.10	3.94	3.65
	13	High Visibility Leadership Rol..	3.50	3.57	3.46	2.94
	14	Physical Work Environment	4.09	4.03	4.02	3.60
	15	Ethical Conduct	4.17	4.20	4.06	3.78
	16	Participate in Decisions	3.75	3.73	3.69	3.20
	17	Enjoy Working with Colleagu..	4.33	4.46	4.37	4.12
	18	Values Research & Scholarship	3.92	4.10	3.96	3.71
	19	Supports Research & Scholar..	3.92	4.04	3.91	3.63
	20	Sufficient Freedom	3.75	4.12	3.98	3.67
	21	Supportive of Family Needs	3.75	3.70	3.51	3.21
	22	Practices Core Values	3.83	3.98	3.99	3.51
Department Effectiveness	23	Adequate Staffing	3.18	2.93	2.67	2.72
	24	Have Resources	4.17	3.59	3.55	3.39
	25	Supports Training	3.67	3.56	3.61	3.41
	26	Equitable Resources	3.64	3.32	3.13	3.01
	27	Equitable Service Work	3.55	3.47	3.23	3.15
	28	Raise Concerns without Fear	3.58	3.58	3.43	2.91
	29	Equitable Mentorship	3.80	3.57	3.31	3.25
	30	Equitable Teaching Loads	3.63	3.42	3.24	3.10
	31	Fair Performance Evaluation	3.90	3.71	3.59	3.33
	32	Performance Review	3.50	3.55	3.49	3.25
	33	Clear Advancement Decisions	3.70	3.54	3.41	3.17
	34	Fair Advancement Decisions	3.60	3.62	3.44	3.19
	35	Performance Expectations	3.60	3.68	3.49	3.29
	36	Integrates Core Values	3.64	3.74	3.67	3.33
	37	Development Opportunities	3.83	3.65	3.77	3.47
	38	Total Compensation	2.92	3.36	3.33	3.07
Academic Welfare	39	Get Information	3.92	3.90	3.83	3.72
	40	Tools for Research & Scholars..	4.08	4.03	3.87	3.89
	41	Tools Teaching	4.10	3.97	3.90	3.82
	42	Reasonable Workload	3.75	3.53	3.25	3.21
	43	Supports Work Life Balance	3.67	3.33	3.25	2.95
	44	Find Opportunities	3.67	3.73	3.72	3.51
	45	Find Support	3.50	3.51	3.38	3.32
	46	Mentoring Guidance	4.09	4.19	4.11	3.86
	47	Peer Respect	4.27	4.20	3.99	3.84
	48	Student Respect	4.33	4.29	4.17	4.03
Diversity, Equity, and Inclusion	49	Diverse Faculty	4.27	4.10	3.87	3.83
	50	Inclusive of People with Disa..	3.92	4.07	3.82	3.78
	51	All Cultures Treated Fairly	4.00	4.14	3.93	3.78
	52	Sexual Orientation Treated F..	4.17	4.22	4.08	3.98
	53	Gender Identities Treated Fai..	4.00	4.18	3.98	3.93
	54	Report Uncomfortable Behav..	4.00	3.94	3.76	3.43
	55	Satisfied with Diversity Progr..	4.18	4.07	3.89	3.70
	56	Committed to EDI	4.17	4.13	4.03	3.91
Retention	57	Same School	3.75	4.20	4.08	3.74

Interpersonal Behaviors Mean Scores by Gender

Below 2 - Excellent | 2.0 to 2.3 - Good | 2.4 to 2.6 - Marginal | 2.70 & above - Low
Mean scores are not displayed for groups that have fewer than 5 respondents

During the past year, how often have you experienced the following conduct where someone:

#	Question Text	Diff Gender Identity 2023	Man 2023	Woman 2023	Not Stated 2023
1	Was condescending to you	2.18	1.86	2.29	2.30
2	Paid little attention to your statement or showed little interest in your opinion	2.09	2.03	2.30	2.51
3	Made demeaning or derogatory remarks about you	1.55	1.45	1.58	1.78
4	Made jokes at your expense	1.18	1.29	1.39	1.52
5	Interrupted or spoke over you	1.91	2.03	2.37	2.31
6	Kept you out-of-the-loop on information that was important	2.00	2.30	2.48	2.71
7	Ignored you during conversation	1.73	1.63	1.80	1.97
8	Treated you differently because of your gender identity	1.45	1.09	1.51	1.26
9	Made derogatory comments about your gender identity	1.09	1.08	1.16	1.16
10	Treated you differently because of your race/ethnicity	1.27	1.24	1.32	1.43
11	Made derogatory comments about your race/ethnicity	1.27	1.14	1.15	1.25
12	Treated you differently because of your sexual orientation	1.10	1.10	1.09	1.11
13	Made derogatory comments about your sexual orientation	1.10	1.08	1.05	1.09
14	Made you feel the need to minimize aspects of your identity (e.g., language, dress) to fit in	1.27	1.18	1.37	1.39
15	Made you feel that you have to work harder than others to be perceived as a legitimate scholar	1.55	1.42	2.01	1.91
16	Made you feel that your prospects for advancement were threatened	1.58	1.40	1.62	1.90
17	Impeded your access to key resources (e.g., funding, space, strong students)	1.42	1.40	1.46	1.77
18	Made you feel that your reputation was harmed	1.33	1.27	1.39	1.68

RACE / ETHNICITY

	2023
Asian	144
Black	76
Latinx	24
Multiracial	40
SWA/ME/NA	12
White	546
Not Stated	368

- **Asian, Black, Latino, and Multi-Ethnic** respondents scored *higher* in most **satisfaction** items than SWA/ME/NA and White respondents.

- **All ethnic groups rated "Good" in the Diversity, Equity, and Inclusion questions.**

- Among all ethnic groups, **SWA/ME/NA** scored the *lowest* in all **satisfaction** questions except Enjoy working with colleagues, Student Respect, Inclusive of People with Disabilities, Sexual Orientation and Gender Identity Treated Fairly, Satisfaction with Diversity Programs, and Committed to Diversity.

- **SWA/ME/NA** respondents showed the *highest* frequency of **negative** behaviors (in 11 of the 20 Interpersonal Behaviors questions)

- **Black, Asian, and Multiracial** respondents demonstrate the *lowest* frequency of negative **behaviors** in all interpersonal behavioral questions compare to other racial groups.

Satisfaction Mean Scores by Race/Ethnicity
Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent
Mean scores are not displayed for groups that have fewer than 5 respondents

			Asian 2023	Black 2023	Latinx 2023	Multiracial 2023	SWA/ME/NA 2023	White 2023	Not Stated 2023
Satisfaction with UMB	1	Satisfied Employee	3.9	4.0	3.8	4.1	3.7	3.9	3.6
	2	Valued Member	3.7	3.9	3.7	3.8	3.2	3.6	3.3
	3	Concerns Taken Into Account	3.5	3.7	3.6	3.6	3.0	3.4	3.1
	4	Transparent Decisions	3.3	3.5	3.5	3.5	3.1	3.3	2.9
	5	Fair Decisions	3.5	3.7	3.5	3.6	3.4	3.5	3.1
	6	Have a Voice	3.1	3.5	3.4	3.2	2.8	3.0	2.7
	7	Career Advancement Opportunities	3.6	3.6	3.5	3.5	3.0	3.6	3.2
	8	Research & Scholarship Valued	3.6	3.9	3.9	3.8	3.1	3.6	3.3
	9	Research & Scholarship Supported	3.6	3.9	3.7	3.6	3.0	3.5	3.2
	10	Work-Life Balance Resources	3.3	3.3	3.1	3.2	2.6	3.0	2.9
Department - Values and Culture	11	School's Mission	4.1	4.4	4.3	4.3	4.0	4.2	3.9
	12	Spirit of Collaboration	4.0	4.1	4.0	3.9	3.5	4.0	3.7
	13	High Visibility Leadership Roles	3.5	3.7	3.4	3.7	2.6	3.5	3.0
	14	Physical Work Environment	4.0	4.2	4.0	4.2	3.9	4.0	3.7
	15	Ethical Conduct	4.1	4.2	4.2	4.2	4.0	4.1	3.8
	16	Participate in Decisions	3.7	3.9	4.0	3.9	2.8	3.7	3.3
	17	Enjoy Working with Colleagues	4.4	4.4	4.3	4.4	4.3	4.4	4.1
	18	Values Research & Scholarship	4.0	4.1	4.0	4.0	3.5	4.0	3.8
	19	Supports Research & Scholarship	4.0	4.0	4.0	4.0	3.5	3.9	3.7
	20	Sufficient Freedom	4.0	4.1	4.1	4.3	3.4	4.0	3.7
	21	Supportive of Family Needs	3.7	3.9	3.4	3.9	3.0	3.5	3.2
	22	Practices Core Values	4.1	4.1	4.1	4.3	3.8	3.9	3.5
Department Effectiveness	23	Adequate Staffing	3.0	2.9	2.8	2.9	2.6	2.7	2.8
	24	Have Resources	3.6	3.8	3.6	3.7	3.6	3.5	3.4
	25	Supports Training	3.5	4.0	3.8	3.9	2.6	3.6	3.4
	26	Equitable Resources	3.4	3.5	3.2	3.6	2.8	3.2	3.0
	27	Equitable Service Work	3.6	3.4	3.5	3.4	2.6	3.3	3.1
	28	Raise Concerns without Fear	3.6	3.7	3.7	3.6	3.0	3.4	2.9
	29	Equitable Mentorship	3.6	3.6	3.5	3.6	2.8	3.4	3.3
	30	Equitable Teaching Loads	3.5	3.4	3.2	3.4	2.9	3.3	3.1
	31	Fair Performance Evaluation	3.8	3.8	3.7	3.8	2.8	3.6	3.3
	32	Performance Review	3.6	3.7	3.8	3.7	3.2	3.4	3.3
	33	Clear Advancement Decisions	3.6	3.8	3.3	3.4	2.9	3.4	3.1
	34	Fair Advancement Decisions	3.6	3.7	3.4	3.6	2.8	3.5	3.2
	35	Performance Expectations	3.7	3.7	3.5	3.7	2.9	3.5	3.3
	36	Integrates Core Values	3.8	3.9	3.7	4.0	3.3	3.6	3.4
	37	Development Opportunities	3.7	4.1	3.8	3.8	3.5	3.7	3.5
Academic Welfare	38	Total Compensation	3.3	3.1	3.2	3.1	3.0	3.4	3.1
	39	Get Information	3.8	4.0	3.8	3.7	3.6	3.9	3.7
	40	Tools for Research & Scholarship	3.9	4.0	4.2	3.7	3.6	4.0	3.9
	41	Tools Teaching	3.8	4.1	3.9	3.8	3.7	4.0	3.8
	42	Reasonable Workload	3.6	3.5	3.5	3.4	3.0	3.3	3.2
	43	Supports Work Life Balance	3.5	3.6	3.1	3.7	2.9	3.2	2.9
	44	Find Opportunities	3.7	3.9	3.7	3.5	3.4	3.7	3.5
	45	Find Support	3.5	3.7	3.5	3.5	3.1	3.4	3.3
	46	Mentoring Guidance	4.2	4.2	4.2	4.2	3.9	4.1	3.8
	47	Peer Respect	4.2	4.0	4.1	4.0	3.9	4.1	3.9
	48	Student Respect	4.2	4.0	4.2	4.1	4.1	4.3	4.0
Diversity, Equity, and Inclusion	49	Diverse Faculty	4.1	3.8	4.1	4.1	3.8	4.0	3.9
	50	Inclusive of People with Disabilities	4.1	3.9	3.9	4.1	4.0	3.9	3.8
	51	All Cultures Treated Fairly	4.1	3.8	4.2	4.1	3.8	4.0	3.8
	52	Sexual Orientation Treated Fairly	4.2	4.0	4.3	4.3	4.3	4.0	3.8
	53	Gender Identities Treated Fairly	4.2	4.0	4.0	4.1	4.0	4.0	3.9
	54	Report Uncomfortable Behavior	4.0	3.8	4.1	3.9	3.8	3.8	3.5
	55	Satisfied with Diversity Programs	4.1	3.7	4.0	4.1	4.0	4.0	3.7
	56	Committed to EDI	4.2	4.0	4.1	4.1	4.2	4.1	3.9
Retention	57	Same School	4.2	4.2	3.8	4.3	3.8	4.1	3.8

Interpersonal Behaviors Mean Scores by Race/Ethnicity
Below 2 - Excellent | 2.0 to 2.3 - Good | 2.4 to 2.6 - Marginal | 2.70 & above - Low
Mean scores are not displayed for groups that have fewer than 5 respondents

During the past year, how often have you experienced the following conduct where someone:	Asian 2023	Black 2023	Latinx 2023	Multiracial 2023	SWA/ME/NA 2023	White 2023	Not Stated 2023
1 Was condescending to you	1.85	2.01	2.26	2.05	2.09	2.16	2.34
2 Paid little attention to your statement or showed little interest in your opinion	2.00	2.01	2.17	1.97	2.36	2.27	2.51
3 Made demeaning or derogatory remarks about you	1.43	1.36	1.58	1.53	1.45	1.54	1.84
4 Made jokes at your expense	1.28	1.34	1.23	1.18	1.27	1.35	1.58
5 Interrupted or spoke over you	1.91	2.04	2.25	2.15	1.92	2.31	2.38
6 Kept you out-of-the-loop on information that was important	2.13	2.17	2.57	2.05	2.58	2.50	2.74
7 Ignored you during conversation	1.68	1.64	1.79	1.51	1.75	1.75	1.98
8 Treated you differently because of your gender identity	1.18	1.24	1.35	1.36	2.00	1.33	1.37
9 Made derogatory comments about your gender identity	1.12	1.16	1.05	1.15	1.36	1.10	1.21
10 Treated you differently because of your race/ethnicity	1.39	1.75	1.54	1.49	2.00	1.13	1.46
11 Made derogatory comments about your race/ethnicity	1.22	1.26	1.14	1.21	1.17	1.09	1.30
12 Treated you differently because of your sexual orientation	1.10	1.13	1.00	1.00	1.00	1.09	1.11
13 Made derogatory comments about your sexual orientation	1.10	1.10	1.00	1.00	1.00	1.05	1.10
14 Made you feel the need to minimize aspects of your identity (e.g., language, dress) to fit in	1.26	1.36	1.32	1.65	1.83	1.23	1.44
15 Made you feel that you have to work harder than others to be perceived as a legitimate scholar	1.69	1.97	2.00	1.76	2.55	1.70	1.95
16 Made you feel that your prospects for advancement were threatened	1.41	1.59	1.67	1.51	2.27	1.55	1.83
17 Impeded your access to key resources (e.g., funding, space, strong students)	1.36	1.25	1.65	1.46	1.67	1.45	1.78
18 Made you feel that your reputation was harmed	1.26	1.25	1.36	1.38	1.33	1.37	1.67
19 Isolated or excluded you from important opportunities	1.41	1.52	1.68	1.37	2.50	1.57	1.98
20 Questioned your professional competence or authority	1.38	1.60	1.83	1.62	2.08	1.53	1.71

SEXUAL ORIENTATION

	2023
Heterosexual	799
LGBQ+	59
Not stated	352

- **LGBQ+ respondents** generally scored *lower* in **satisfaction** in all satisfaction questions *except* School's Mission and Have Resources. They scored the lowest in Transparent Decisions, Have a Voice, Work-Live Balance Resources, and Adequate Staffing.

- **LGBQ+ respondents** experienced **more *negative behaviors*** than heterosexual respondents **in all of the 20** Interpersonal Behaviors questions, with Keep Out-of-the-loop, Interrupted or Speak Over You, Paid Little Attention, Make you feel that you have to work harder than others to be perceived as a legitimate scholar, and Was Condescending to You showing the highest frequencies.

Satisfaction Mean Scores by Sexual Orientation
Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent
Mean scores are not displayed for groups that have fewer than 5 respondents

		Heterosexual 2023	LGBQ+ 2023	Not stated 2023
Satisfaction with UMB	1 Satisfied Employee	3.88	3.60	3.56
	2 Valued Member	3.69	3.41	3.33
	3 Concerns Taken Into Account	3.43	3.20	3.08
	4 Transparent Decisions	3.31	2.84	2.95
	5 Fair Decisions	3.49	3.20	3.10
	6 Have a Voice	3.10	2.96	2.75
	7 Career Advancement Opportuniti...	3.58	3.33	3.13
	8 Research & Scholarship Valued	3.66	3.38	3.38
	9 Research & Scholarship Supported	3.57	3.22	3.27
	10 Work-Life Balance Resources	3.09	2.88	2.85
Department - Values and Culture	11 School's Mission	4.18	4.19	3.91
	12 Spirit of Collaboration	4.01	3.84	3.68
	13 High Visibility Leadership Roles	3.49	3.38	3.01
	14 Physical Work Environment	4.04	3.82	3.60
	15 Ethical Conduct	4.12	4.09	3.78
	16 Participate in Decisions	3.71	3.52	3.24
	17 Enjoy Working with Colleagues	4.42	4.18	4.12
	18 Values Research & Scholarship	4.02	3.77	3.75
	19 Supports Research & Scholarship	3.96	3.75	3.68
	20 Sufficient Freedom	4.05	3.81	3.67
	21 Supportive of Family Needs	3.58	3.48	3.26
	22 Practices Core Values	3.99	3.75	3.53
	23 Adequate Staffing	2.79	2.66	2.71
	24 Have Resources	3.57	3.58	3.40
	25 Supports Training	3.56	3.54	3.50
Department Effectiveness	26 Equitable Resources	3.24	3.00	2.98
	27 Equitable Service Work	3.35	3.12	3.15
	28 Raise Concerns without Fear	3.51	3.21	2.91
	29 Equitable Mentorship	3.45	3.24	3.23
	30 Equitable Teaching Loads	3.34	3.20	3.08
	31 Fair Performance Evaluation	3.65	3.48	3.34
	32 Performance Review	3.51	3.44	3.29
	33 Clear Advancement Decisions	3.49	3.06	3.18
	34 Fair Advancement Decisions	3.53	3.17	3.22
	35 Performance Expectations	3.57	3.31	3.32
	36 Integrates Core Values	3.71	3.45	3.32
	37 Development Opportunities	3.72	3.63	3.50
	38 Total Compensation	3.35	3.05	3.11
	39 Get Information	3.87	3.76	3.73
	40 Tools for Research & Scholarship	3.94	3.91	3.90
	41 Tools Teaching	3.93	3.89	3.82
Academic Welfare	42 Reasonable Workload	3.37	3.25	3.23
	43 Supports Work Life Balance	3.29	3.15	2.98
	44 Find Opportunities	3.73	3.55	3.51
	45 Find Support	3.46	3.07	3.34
	46 Mentoring Guidance	4.15	3.97	3.88
	47 Peer Respect	4.10	3.82	3.85
	48 Student Respect	4.23	4.06	4.02
	49 Diverse Faculty	3.98	3.79	3.84
	50 Inclusive of People with Disabiliti...	3.96	3.46	3.76
Diversity, Equity, and Inclusion	51 All Cultures Treated Fairly	4.05	3.60	3.77
	52 Sexual Orientation Treated Fairly	4.18	3.56	3.97
	53 Gender Identities Treated Fairly	4.11	3.46	3.92
	54 Report Uncomfortable Behavior	3.87	3.49	3.36
	55 Satisfied with Diversity Programs	3.99	3.65	3.71
	56 Committed to EDI	4.12	3.46	3.90
Retention	57 Same School	4.14	3.82	3.76

Interpersonal Behaviors Mean Scores by Sexual Orientation
Below 2 - Excellent | 2.0 to 2.3 - Good | 2.4 to 2.6 - Marginal | 2.70 & above - Low
Mean scores are not displayed for groups that have fewer than 5 respondents

During the past year, how often have you experienced the following conduct where someone:

	Heterosexual 2023	LGBQ+ 2023	Not stated 2023
1 Was condescending to you	2.10	2.42	2.26
2 Paid little attention to your statement or showed little interest in your opinion	2.18	2.47	2.45
3 Made demeaning or derogatory remarks about you	1.50	1.86	1.79
4 Made jokes at your expense	1.33	1.50	1.52
5 Interrupted or spoke over you	2.19	2.75	2.30
6 Kept you out-of-the-loop on information that was important	2.38	2.77	2.68
7 Ignored you during conversation	1.72	1.96	1.92
8 Treated you differently because of your gender identity	1.30	1.67	1.30
9 Made derogatory comments about your gender identity	1.11	1.28	1.19
10 Treated you differently because of your race/ethnicity	1.28	1.38	1.44
11 Made derogatory comments about your race/ethnicity	1.15	1.15	1.26
12 Treated you differently because of your sexual orientation	1.04	1.65	1.13
13 Made derogatory comments about your sexual orientation	1.03	1.35	1.12
14 Made you feel the need to minimize aspects of your identity (e.g., language, dress) to fit in	1.25	1.69	1.44
15 Made you feel that you have to work harder than others to be perceived as a legitimate scholar	1.72	2.40	1.88
16 Made you feel that your prospects for advancement were threatened	1.48	2.33	1.87
17 Impeded your access to key resources (e.g., funding, space, strong students)	1.41	2.02	1.71
18 Made you feel that your reputation was harmed	1.33	1.58	1.66
19 Isolated or excluded you from important opportunities	1.53	1.93	1.95
20 Questioned your professional competence or authority	1.51	2.06	1.67

22

DISABILITIES

	2023
Has Disability	74
Does Not Have Disability	1,136

- Individuals **with disabilities** scored *lower* in almost all **satisfaction** questions except in the EDI area. They scored the lowest in Adequate Staffing, Work-life Balance Resources, Equitable Resources, Equitable Teaching Loads, and Equitable Mentorship.

- Individuals **with disabilities** experienced *more negative behaviors* than those without disabilities in **three areas**: Keep out-of-the-loop on information, Interrupted or spoke over you, and Pay little attention to your statement.

			Has Disability 2023	Does Not Have Disability 2023
Satisfaction with UMB	1	Satisfied Employee	3.47	3.90
	2	Valued Member	3.16	3.73
	3	Concerns Taken Into Account	3.06	3.46
	4	Transparent Decisions	2.92	3.34
	5	Fair Decisions	2.98	3.53
	6	Have a Voice	2.84	3.12
	7	Career Advancement Opportunity	3.31	3.60
	8	Research & Scholarship Valued	3.27	3.69
	9	Research & Scholarship Supported	3.13	3.60
	10	Work-Life Balance Resources	2.68	3.12
Department - Values and Culture	11	School's Mission	3.76	4.21
	12	Spirit of Collaboration	3.59	4.04
	13	High Visibility Leadership Roles	3.22	3.51
	14	Physical Work Environment	3.90	4.05
	15	Ethical Conduct	3.71	4.15
	16	Participate in Decisions	3.20	3.74
	17	Enjoy Working with Colleagues	4.22	4.44
	18	Values Research & Scholarship	3.59	4.06
	19	Supports Research & Scholarship	3.52	3.99
	20	Sufficient Freedom	3.75	4.07
	21	Supportive of Family Needs	3.35	3.60
	22	Practices Core Values	3.71	4.01
Department Effectiveness	23	Adequate Staffing	2.46	2.82
	24	Have Resources	3.16	3.60
	25	Supports Training	3.08	3.60
	26	Equitable Resources	2.81	3.27
	27	Equitable Service Work	3.15	3.36
	28	Raise Concerns without Fear	3.06	3.54
	29	Equitable Mentorship	2.91	3.48
	30	Equitable Teaching Loads	2.86	3.37
	31	Fair Performance Evaluation	3.28	3.68
	32	Performance Review	3.02	3.54
	33	Clear Advancement Decisions	3.41	3.50
	34	Fair Advancement Decisions	3.20	3.55
	35	Performance Expectations	3.31	3.59
	36	Integrates Core Values	3.41	3.73
Academic Welfare	37	Development Opportunities	3.36	3.74
	38	Total Compensation	3.08	3.36
	39	Get Information	3.67	3.88
	40	Tools for Research & Scholarship	3.96	3.94
	41	Tools Teaching	3.79	3.94
	42	Reasonable Workload	3.12	3.39
	43	Supports Work Life Balance	3.15	3.30
	44	Find Opportunities	3.40	3.75
	45	Find Support	3.10	3.48
	46	Mentoring Guidance	3.96	4.16
	47	Peer Respect	3.64	4.13
	48	Student Respect	3.96	4.25
Diversity, Equity, and Inclusion	49	Diverse Faculty	3.62	4.00
	50	Inclusive of People with Disabilities	3.37	4.00
	51	All Cultures Treated Fairly	3.75	4.08
	52	Sexual Orientation Treated Fairly	3.94	4.20
	53	Gender Identities Treated Fairly	3.71	4.14
	54	Report Uncomfortable Behavior	3.48	3.90
	55	Satisfied with Diversity Programs	3.61	4.01
	56	Committed to EDI	3.80	4.15
Retention	57	Same School	3.82	4.16

Interpersonal Behaviors Mean Scores by Disability

Below 2 - Excellent | 2.0 to 2.3 - Good | 2.4 to 2.6 - Marginal | 2.70 & above - Low
Mean scores are not displayed for groups that have fewer than 5 respondents

During the past year, how often have you experienced the following conduct where someone:

		Has Disability 2023	Does Not Have Disability 2023
1	Was condescending to you	2.32	2.14
2	Paid little attention to your statement or showed little interest in your opinion	2.59	2.23
3	Made demeaning or derogatory remarks about you	1.88	1.55
4	Made jokes at your expense	1.70	1.36
5	Interrupted or spoke over you	2.42	2.23
6	Kept you out-of-the-loop on information that was important	2.60	2.45
7	Ignored you during conversation	2.00	1.76
8	Treated you differently because of your gender identity	1.48	1.31
9	Made derogatory comments about your gender identity	1.24	1.13
10	Treated you differently because of your race/ethnicity	1.56	1.30
11	Made derogatory comments about your race/ethnicity	1.30	1.16
12	Treated you differently because of your sexual orientation	1.20	1.09
13	Made derogatory comments about your sexual orientation	1.15	1.06
14	Made you feel the need to minimize aspects of your identity (e.g., language, dress) to fit in	1.79	1.28
15	Made you feel that you have to work harder than others to be perceived as a legitimate scholar	2.16	1.76
16	Made you feel that your prospects for advancement were threatened	2.07	1.57
17	Impeded your access to key resources (e.g., funding, space, strong students)	1.91	1.47
18	Made you feel that your reputation was harmed	1.73	1.39
19	Isolated or excluded you from important opportunities	1.94	1.61
20	Questioned your professional competence or authority	1.84	1.55

2023

	Asian	Black	Latinx	Multira..	SWA/..	White	Not Sta..
Diff Gender Identity	5	1★				5	1★
Man	69	19	9	13	2★	213	29
Woman	56	53	15	25	9	291	38
Not Stated	14	3★		2★	1★	37	300

★ These demographic groups were not included in a comparative analysis due to insufficient data

- **SWA/ME/NA Women** scored the *low* in all dimensions *except* the EDI dimension

- **Satisfaction with UMB and Department** effectiveness dimensions have a *low* score primarily **for White, Not Stated ethnicity groups,** and **SWA/ME/NA Women**

- **Asian different gender identity, Black,** and **Multiracial Man** respondents generally scored *higher* in satisfaction in all satisfaction questions than other demographic groups *except* Adequate Staffing and Work-Life Balance parameters

		Asian Diff	Asian Man	Asian Wo	Asian Not	Black Diff	Black Man	Black Wo	Black Not	Latinx Man	Latinx Wo	Multi Man	Multi Wo	Multi Not	SWA Man	SWA Wo	SWA Not	White Diff	White Man	White Wo	White Not	NotSt Diff	NotSt Man	NotSt Wo	NotSt Not
1	Satisfied Em..	4.2	3.8	3.8	4.2		4.2	3.9		3.8	3.7	4.3	3.9			3.6			4.0	3.9	3.8	3.6		3.7	3.8	3.5
2	Valued Mem..	4.2	3.6	3.8	4.1		4.4	3.8		3.7	3.7	4.2	3.6			3.0			3.6	3.7	3.6	3.3		3.6	3.6	3.3
3	Concerns Ta..	4.4	3.4	3.4	3.8		3.6	3.6		3.6	3.6	3.6	3.6			3.0			3.4	3.4	3.4	3.0		3.5	3.3	3.0
4	Transparent..	4.2	3.3	3.2	3.4		3.6	3.4		3.6	3.5	3.8	3.4			3.0			2.8	3.3	3.3	3.0		3.1	3.1	2.9
5	Fair Decisions	4.6	3.4	3.4	3.7		3.7	3.7		3.4	3.6	3.9	3.4			3.3			2.8	3.5	3.5	3.2		3.6	3.1	3.0
6	Have a Voice	3.6	3.0	3.2	3.4		3.4	3.6		3.4	3.3	3.4	3.1			2.8			2.6	3.0	3.1	2.9		3.0	2.9	2.7
7	Career Adva..	4.2	3.5	3.6	4.0		3.7	3.6		3.6	3.4	3.7	3.4			3.0			2.8	3.8	3.5	3.1		3.8	3.5	3.1
8	Research &..	4.0	3.6	3.5	3.9		3.8	3.9		4.0	3.8	3.7	3.8			2.8			4.0	3.8	3.6	3.4		3.8	3.4	3.3
9	Research &..	4.4	3.6	3.4	4.0		3.7	4.0		3.9	3.5	3.6	3.5			2.8			3.5	3.6	3.5	3.1		3.6	3.4	3.2
10	Work-Life B..	4.3	3.4	3.0	3.4		3.3	3.3		3.4	2.8	3.4	3.1			2.6			3.3	3.2	2.9	2.8		3.2	2.8	2.8
11	School's Mis..	4.6	4.0	4.2	4.2		4.4	4.3		4.2	4.4	4.4	4.2			3.9			4.2	4.2	4.2	4.2		4.2	4.0	3.9
12	Spirit of Coll..	4.4	4.0	4.0	4.1		4.3	4.0		4.3	3.9	4.5	3.7			3.6			4.0	4.1	4.0	3.6		4.0	3.7	3.6
13	High Visibilit..		3.4	3.5	3.6		3.7	3.6		3.7	3.2	4.4	3.4			2.5			3.0	3.6	3.5	3.0		3.3	3.5	2.9
14	Physical Wo..	4.4	3.8	4.2	3.7		4.4	4.1		4.1	4.0	4.5	4.1			3.9			3.5	4.0	4.0	3.7		4.0	4.0	3.6
15	Ethical Cond..	4.2	4.2	4.0	4.2		4.4	4.1		4.1	4.2	4.3	4.1			3.9			4.2	4.2	4.1	3.9		4.2	3.9	3.7
16	Participate i..	4.2	3.6	3.8	3.6		3.8	3.9		4.0	3.9	4.2	3.8			2.7			3.4	3.7	3.7	3.1		3.7	3.5	3.2
17	Enjoy Worki..	4.2	4.5	4.4	4.4		4.6	4.3		4.4	4.2	4.6	4.3			4.2			4.4	4.4	4.4	4.2		4.5	4.3	4.1
18	Values Rese..	4.0	4.0	4.0	4.1		4.2	4.1		4.1	4.0	4.4	4.3			4.3			3.8	4.1	4.0	3.7		4.1	4.0	3.7
19	Supports Re..	4.2	4.0	4.0	4.1		3.9	4.0		4.1	3.9	4.3	3.8			3.6			3.6	4.0	3.9	3.5		4.1	4.0	3.6
20	Sufficient Fr..	4.4	4.0	3.9	4.1		4.2	4.1		4.2	4.1	4.4	4.2			3.2			3.0	4.0	3.8	3.2		4.2	4.0	3.6
21	Supportive o..	4.2	3.8	3.4	3.6		4.0	3.8		3.6	3.3	3.8	3.8			2.8			3.4	3.6	3.5	3.2		3.7	3.3	3.2
22	Practices Co..	4.2	4.0	4.1	4.1		4.2	4.1		4.1	4.2	4.2	4.3			3.6			3.4	4.0	4.0	3.5		3.8	3.8	3.5
23	Adequate St..	4.0	3.2	2.8	2.9		2.7	2.9		3.1	2.6	3.4	2.6			2.4			2.3	2.8	2.6	2.8		3.2	2.8	2.7
24	Have Resour..	4.4	3.6	3.4	4.1		3.6	3.9		3.6	3.5	3.9	3.8			3.7			4.0	3.6	3.5	3.3		3.5	3.4	3.4
25	Supports Tra..	4.0	3.4	3.5	3.9		3.8	4.0		3.9	3.7	4.1	3.8			2.4			3.2	3.5	3.6	3.2		3.7	3.5	3.4
26	Equitable Re..	4.2	3.4	3.2	3.6		3.7	3.4		3.6	2.9	3.9	3.4			2.7			2.8	3.2	3.1	3.1		3.3	3.0	2.9
27	Equitable Se..	4.0	3.6	3.5	3.6		3.3	3.3		3.8	3.6	3.6	3.4			2.6			2.8	3.4	3.2	3.4		3.7	3.0	3.1
28	Raise Conce..	3.8	3.7	3.6	3.4		3.8	3.7		3.6	3.8	3.7	3.6			2.7			3.2	3.6	3.4	3.3		3.5	3.1	2.8
29	Equitable M..	3.6	3.6	3.6	3.6		3.4	3.6		3.3	3.6	3.5	3.5			2.9			4.0	3.5	3.3	3.3		4.0	3.0	3.2
30	Equitable Te..	3.3	3.4	3.4	3.6		3.8	3.4		3.4	3.1	3.4	3.4			3.1			4.0	3.4	3.2	3.3		3.9	3.1	3.0
31	Fair Perform..	4.0	3.7	3.8	4.2		3.8	3.8		4.0	3.4	3.9	3.7			2.9			3.8	3.7	3.6	3.4		3.8	3.3	3.3
32	Performanc..	3.8	3.6	3.6	3.9		3.9	3.6		3.9	3.7	3.7	3.7			2.7			3.0	3.5	3.5	3.1		3.5	3.4	3.2
33	Clear Advan..	4.4	3.6	3.4	3.9		4.0	3.7		3.6	3.2	3.3	3.4			3.1			2.5	3.5	3.4	3.3		3.5	3.1	3.1
34	Fair Advanc..	4.2	3.6	3.6	3.8		4.0	3.5		3.3	3.5	3.5	3.6			3.0			2.8	3.6	3.4	3.3		3.6	3.4	3.1
35	Performanc..	4.0	3.7	3.6	3.9		3.8	3.7		3.7	3.4	3.8	3.6			3.1			3.0	3.7	3.5	3.3		3.6	3.3	3.2
36	Integrates C..	3.8	3.7	3.8	4.1		4.0	3.8		3.9	3.6	4.0	4.0			3.1			3.4	3.7	3.6	3.4		3.9	3.6	3.3
37	Developmen..	4.2	3.6	3.8	4.1		4.0	4.1		3.9	3.7	4.0	3.7			3.3			3.8	3.6	3.7	3.4		3.7	3.7	3.4
38	Total Compe..	3.4	3.3	3.2	3.4		2.8	3.2		3.2	3.2	2.8	3.3			3.3			2.4	3.5	3.4	3.1		3.4	3.3	3.1
39	Get Informa..	4.4	3.7	3.9	3.7		4.1	3.9		4.0	3.7	4.2	3.4			3.6			3.4	3.9	3.9	3.8		3.9	3.7	3.7
40	Tools for Re..	4.6	3.9	3.7	4.1		4.1	3.9		4.3	4.0	4.1	3.6			3.3			3.6	4.0	4.0	3.9		4.1	3.8	3.9
41	Tools Teachi..	4.5	3.7	3.9	4.1		4.0	4.1		3.8	4.0	4.3	3.5			3.6			3.8	3.9	3.9	3.9		4.2	3.8	3.8
42	Reasonable..	4.2	3.7	3.4	4.0		3.4	3.6		3.9	3.3	3.9	3.0			3.0			3.2	3.5	3.2	3.4		3.6	3.1	3.1
43	Supports W..	4.2	3.5	3.3	3.6		3.3	3.7		3.4	2.9	3.8	3.8			2.6			3.2	3.2	3.2	3.1		3.4	3.0	2.8
44	Find Opport..	4.0	3.6	3.7	4.0		3.8	3.9		4.0	3.5	4.1	3.3			3.1			3.6	3.7	3.8	3.6		3.8	3.6	3.4
45	Find Support	3.8	3.5	3.4	3.9		3.7	3.8		3.6	3.5	3.9	3.2			2.7			3.0	3.5	3.4	3.3		3.4	3.3	3.3
46	Mentoring G..	4.4	4.2	4.2	4.1		4.3	4.2		4.4	4.1	4.3	4.2			3.8			3.6	4.2	4.1	3.8		3.8	4.1	3.8
47	Peer Respect	4.2	4.2	4.1	4.1		4.4	3.9		4.1	4.4	4.5	3.8			3.8			4.4	4.4	4.0	3.9		3.9	4.0	3.8
48	Student Res..	4.3	4.2	4.3	3.8		4.2	4.0		4.3	4.2	4.2	4.1			3.9			4.5	4.3	4.2	4.2		4.4	4.0	4.0
49	Diverse Facu..		4.1	4.0	3.9		3.9	3.6		4.2	3.9	4.5	3.8			3.8			4.0	4.1	3.9	3.9		4.2	4.0	3.8
50	Inclusive of..	4.4	4.1	4.1	4.1		4.0	3.8		4.2	3.9	4.5	3.8			3.9			3.4	4.1	3.8	3.8		4.0	4.0	3.7
51	All Cultures..	4.4	4.2	4.1	3.9		4.0	3.8		4.2	4.0	4.5	3.9			3.8			3.6	4.2	3.9	3.8		4.0	4.0	3.8
52	Sexual Orien..	4.4	4.3	4.2	3.9		3.9	4.0		4.3	4.2	4.5	4.1			4.3			3.8	4.2	4.1	4.0		4.3	4.0	4.0
53	Gender Iden..	4.4	4.4	4.1	3.9		4.0	4.0		4.3	3.8	4.5	3.9			4.0			3.4	4.1	4.0	3.9		4.1	3.9	3.9
54	Report Unco..	4.3	4.1	3.8	3.9		4.0	3.8		4.3	4.0	4.1	4.0			3.7			3.8	3.9	3.8	3.6		3.9	3.7	3.4
55	Satisfied wit..	4.4	4.1	4.0	4.0		3.8	3.6		4.0	4.1	4.3	3.9			3.9			4.3	4.1	3.9	3.7		4.0	3.9	3.7
56	Committed t..	4.4	4.2	4.2	4.1		4.1	3.9		4.3	3.9	4.3	4.0			4.1			4.2	4.1	4.0	3.8		4.0	4.0	3.9
57	Same School	4.4	4.2	4.1	4.1		4.2	4.2		3.8	3.9	4.8	4.0			3.4			3.0	4.2	4.1	3.6		3.9	4.0	3.7

Dimension groupings (left axis): Satisfaction with UMB (rows 1–10); Department – Values and Culture (rows 11–22); Department Effectiveness (rows 23–38); Academic Welfare (rows 39–48); Diversity, Equity, and Inclusion (rows 49–56); R.. (row 57)

2023

	Asian	Black	Latinx	Multira..	SWA/..	White	Not Sta..
Diff Gender Identity	5	1★				5	1★
Man	69	19	9	13	2★	213	29
Woman	56	53	15	25	9	291	38
Not Stated	14	3★		2★	1★	37	300

★ These demographic groups were not included in a comparative analysis due to insufficient data

- **SWA/ME/NA Women** also scored the *low* in four of the 20 interpersonal behavior questions

- "Keep you out-of-the-loop on information that was important" has the *lowest* score among eight demographic groups of eighteen, primarily **Latinx Men and Women, White (except White Men), and "Ethnicity is Not Stated".**

- **"Paid little attention to your statement or showed little interest in your opinion"** conduct was also experienced more than other interpersonal behaviors.

Interpersonal Behaviors Mean Scores by Race/Ethnicity x Gender

Below 2 - Excellent | 2.0 to 2.3 - Good | 2.4 to 2.6 - Marginal | 2.70 & above - Low
Mean scores are not displayed for groups that have fewer than 5 respondents

#	Question ..	Asian Diff Gende..	Asian Man	Asian Wo..	Asian Not St ated	Black Diff G ende..	Black Man	Black Wo..	Black Not St ated	Latinx Man	Latinx Wo..	Multiracial Man	Multiracial Wo..	Multiracial Not Stated	SWA/ME/NA Man	SWA/ME/NA Wo..	SWA/ME/NA Not Stated	White Diff G ende..	White Man	White Wo..	White Not Stated	Not Stated Diff G ende..	Not Stated Man	Not Stated Wo..	Not Stated
1	Was condesc ending to you	2.2	1.7	1.9	2.3		1.9	2.0		2.2	2.3	1.8	2.3			2.5			2.2	1.9	2.4	2.2		2.1	2.6	2.3
2	Paid little attention to ..	2.4	1.9	2.0	2.2		1.9	2.0		2.3	2.1	1.6	2.2			2.8			1.8	2.1	2.4	2.6		2.3	2.5	2.5
3	Made demeaning ..	1.8	1.3	1.5	1.5		1.3	1.4		1.8	1.5	1.6	1.5			1.6			1.4	1.4	1.6	1.6		1.7	1.9	1.9
4	Made jokes at your expe..	1.0	1.2	1.3	1.4		1.4	1.3		1.4	1.1	1.3	1.2			1.4			1.2	1.3	1.4	1.5		1.5	1.8	1.6
5	Interrupted or spoke ove..	1.6	1.9	2.0	1.8		2.0	2.1		2.2	2.3	2.0	2.3			2.2			2.2	2.1	2.5	2.3		2.1	2.7	2.4
6	Kept you out-of-the-loop ..	1.8	2.1	2.1	2.4		2.3	2.2		2.8	2.4	2.0	2.1			2.3			2.4	2.3	2.6	2.8		2.5	2.8	2.8
7	Ignored you during conv..	1.6	1.6	1.7	2.0		1.5	1.7		2.0	1.7	1.5	1.6			1.9			1.8	1.6	1.8	2.0		1.9	2.1	2.0
8	Treated you differently b..	1.0	1.1	1.3	1.3		1.2	1.2		1.0	1.5	1.0	1.6			2.2			1.8	1.1	1.5	1.2		1.1	1.9	1.3
9	Made derogatory c..	1.0	1.1	1.1	1.3		1.2	1.2		1.0	1.1	1.0	1.2			1.4			1.3	1.1	1.1	1.0		1.1	1.4	1.2
1.	Treated you differently b..	1.2	1.4	1.4	1.4		1.4	1.9		1.2	1.5	1.3	1.7			1.2			1.0	1.2	1.1	1.1		1.3	1.6	1.5
1.	Made derogatory c..	1.2	1.1	1.2	1.5		1.2	1.3		1.0	1.2	1.1	1.3			1.2			1.3	1.1	1.1	1.1		1.3	1.4	1.3
1.	Treated you differently b..	1.0	1.1	1.1	1.3		1.2	1.1		1.0	1.0	1.0	1.0			1.0			1.0	1.1	1.1	1.1		1.0	1.2	1.1
1.	Made derogatory c..	1.0	1.1	1.1	1.3		1.2	1.1		1.0	1.0	1.0	1.0			1.0			1.0	1.1	1.0	1.0		1.0	1.2	1.1
1.	Made you feel the nee..	1.2	1.2	1.3	1.7		1.2	1.4		1.0	1.5	1.3	1.8			2.1			1.3	1.2	1.3	1.2		1.3	1.6	1.4
1.	Made you feel that you..	1.4	1.6	1.8	1.8		1.5	2.1		2.0	2.0	1.1	2.0			2.8			1.5	1.3	2.0	1.7		1.6	2.2	1.9
1.	Made you feel that you..	1.2	1.4	1.5	1.5		1.4	1.7		1.9	1.5	1.4	1.5			2.4			1.6	1.4	1.6	2.0		1.3	1.7	1.9
1.	Impeded your access to ke..	1.2	1.4	1.4	1.6		1.3	1.3		1.8	1.6	1.2	1.6			1.3			1.4	1.4	1.5	1.7		1.7	1.7	1.7
1.	Made you feel that you..	1.2	1.2	1.4	1.7		1.2	1.3		1.7	1.5	1.3	1.4			1.4			1.0	1.3	1.4	1.6		1.4	1.6	1.7
1.	Isolated or excluded yo..	1.2	1.4	1.4	1.8		1.3	1.6		2.0	1.5	1.4	1.4			2.4			1.4	1.4	1.6	1.9		1.8	1.7	2.1
2.	Questioned your profess..	1.4	1.3	1.4	1.5		1.3	1.7		2.1	1.7	1.3	1.8			2.2			1.2	1.4	1.6	1.5		1.5	1.8	1.7

SUMMARY OF KEY FINDINGS

- 37% response rate is statistically reliable with a robust sample size, however, efforts should be made to increase participation in future surveys for even more representative feedback

- A vast majority (72%) of respondents are satisfied or extremely satisfied with UMB, and scores also reflect 77% of faculty indicating their likelihood to stay in the same department within 2 years

- The dimension "Diversity, Equity, and Inclusion" has the highest score than other dimensions (3.95 – "Good")

- All UMB areas surveyed scored in the Good range of Overall Satisfaction

- Two schools (Office of Academic Affairs and School of Nursing) demonstrate the highest satisfaction scores for all dimensions

- Top satisfaction scores and drivers of overall satisfaction are Enjoy Working with Coworkers, Practice Core Values, Student Respect, Contributes to School's Mission, Spirit of Cooperation, Ethical Conduct, Sexual Orientation Treated Fairly, and Mentoring Guidance.

- The most impactful areas of opportunity are in addressing "Adequate Staffing" (2.77, "Marginal" range)

- All UMB areas scored in the Good Excellent range for "My school practices UMB Core Values."

- UMB has 666 *Engaged Promoters* who have both high satisfaction and are highly likely to recommend UMB, with an eNPS score of 56 (Marginal range).

- Female respondents scored lower than Male respondents in all satisfaction items (including all EDI items) except Development Opportunities, Haver a Voice, Support Training, School' Mission, and Practices Core Value.

- Diff Gender Identity respondents scored the lowest in Total Compensation, Have a Voice and Adequate Staffing. Conversely, they scored the highest in Student Respect, Enjoying Working with Colleagues, and School's Mission.

- Female respondents experienced more negative behaviors than Different Identity and Male respondents, except for Treated differently because of sexual orientation and made derogatory comments because of sexual orientation.

- Asian, Black, Latino, and Multi-Ethnic respondents scored higher in most satisfaction items than White respondents.

- All ethnic groups rated "Good" in the Diversity, Equity, and Inclusion questions.

- Among all ethnic groups, SWA/ME/NA scored the lowest in all satisfaction questions except Have Resources, Student Respect, Inclusive of People with Disabilities, Sexual Orientation Treated Fairly, Satisfaction with Diversity Programs, and Committed to Diversity.

- SWA/ME/NA scored the lowest in 11 of the 20 Interpersonal Behaviors questions, with Keep Out-of-the-loop, Have to Work harder to perceived as a Legitimate Scholar, and Isolated/Excluded from Important Opportunities.

- LGBQ+ respondents generally scored lower in satisfaction in all satisfaction questions except School's Mission and Have Resources. They scored the lowest in Transparent Decisions, Have a Voice, Work-Live Balance Resources, and Adequate Staffing.

- LGBQ+ respondents experienced more negative behaviors than heterosexual respondents in all of the 20 Interpersonal Behaviors questions, with Keep Out-of-the-loop Interrupted or Speak Over You, Paid Little Attention, and Was Condescending to You showing the highest frequencies.

2023 UMB
FACULTY EXPERIENCE SURVEY ITEMS

2023 - UMB Faculty Experience Survey
University of Maryland, Baltimore

Please indicate to what extent you agree or disagree with the following statements. Select 'N/A' if it is not applicable or you do not know.

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	N/A

Satisfaction with UMB

1. Overall, I am a satisfied faculty member at UMB.
2. I feel valued as a member of the UMB community.
3. Senior leaders at UMB take the concerns of faculty members into account when making policy decisions.
4. Leadership at UMB demonstrates transparency in their decisions.
5. Leadership at UMB demonstrates fairness in their decisions
6. I feel I have a voice in campus decision making.
7. I am satisfied with my opportunities for career advancement at UMB.
8. My research and scholarship are valued at UMB.
9. My research and scholarship are supported at UMB.
10. UMB provides resources to help academic personnel balance work-life needs, such as childcare and elder care.

Department - Values and Culture

11. I understand how my work positively contributes to my school's mission.
12. There is a spirit of collaboration among colleagues in my school.
13. I have been encouraged to take high visibility leadership roles as part of my service to UMB.
14. I feel physically safe in my work environment.
15. People in my school conduct themselves in an ethical manner.
16. I have the opportunity to participate in making decisions that affect my work.
17. I enjoy working with my colleagues.
18. Colleagues in my school value my research and scholarship.
19. Colleagues in my school support my research and scholarship.
20. I have sufficient freedom to decide how to best perform my work.
21. My school creates a climate that is supportive of family needs, including the use of work-life benefits.

Department Effectiveness

22. My school practices UMB's Core Values.
23. My school has adequate staffing to handle our workload.
24. I have the resources (i.e., equipment and technology) needed to perform my work.
25. My school supports my participation in training and other professional development activities (e.g., with funding, time).
26. Resources (e.g., space, research, and administrative support) are distributed equitably in my school.
27. Service work (e.g., committee work) is distributed equitably in my school.
28. I can raise concerns in my school without fear of negative consequences.
29. Mentorship of students is distributed equitably in my school.
30. Teaching loads are distributed equitably in my school.
31. Performance is evaluated fairly in my school.
32. My last review provided me with information I could use to improve my performance.
33. Decisions about advancement in my school are based on clearly defined criteria.
34. I perceive decisions about advancement in my school as fair.
35. Performance expectations for advancement are reasonable in my school.
36. My leader integrates core value behaviors into my school culture (i.e., role modeling, policy changes, discussing CV or PD, tying CV or Position Description to ..

Academic Welfare

37. The professional development opportunities I receive through UMB are relevant to my needs.
38. I am satisfied with my total compensation, which includes salary and benefits.
39. I know how to get the information I need to be effective in my work.
40. I know how to use the tools that I have (i.e.., equipment and technology) to support my research and scholarship.
41. I know how to use the tools that I have (i.e., equipment and technology) to support my teaching.
42. My workload is reasonable.
43. My school supports me in managing a healthy balance between my personal and professional life.
44. I know how to find information about opportunities for professional development within my school.
45. If I need support to do my work, I know where to find it at UMB.
46. There is at least one person at UMB to whom I can go for mentorship or guidance.
47. I feel that peers show me the same respect they show to my other colleagues.
48. I feel that students show me the same respect they show to my peers.

Diversity, Equity, and Inclusion

49. My school demonstrates a commitment to recruiting and retaining diverse faculty.
50. UMB creates an environment that is inclusive of people with disabilities.
51. People of all ethnic groups, cultures, and backgrounds are treated fairly in my school.
52. People of all sexual orientations are treated fairly in my school
53. People of all gender identities are treated fairly in my school.
54. I trust that if I reported a colleague's behavior that made me uncomfortable, I would receive satisfactory support.
55. Overall, I am satisfied with the diversity-related programs and services available on campus.
56. Senior leaders of the university are committed to diversity, equity, and inclusion.

Retention

57. I can see myself working in the same school in 1-2 year's time.

Next Steps

- Deans and VPs presentation and discussion- November 2023

- Presentation to School Leadership - Fall-Spring 2024

- Accountability process - Spring-Fall 2024
  - REPS: **R**ecruitment & Retention

    Experience & Climate

    Professional Development & Career Advancement

    Scholarship, Service, & Education

2023 FACULTY EXPERIENCE SURVEY

October 4, 2023

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UC San Diego

Strategic Consulting, Assessments, Analytics