2023 FACULTY EXPERIENCE SURVEY

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AGENDA

• 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 (i.e., “hygiene factors” such as pay, benefits, job training, safety, tools)

**FACULTY SATISFACTION CREATES THE FOUNDATION FOR WHICH ENGAGEMENT CAN THRIVE**
• 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 **ANONYMOUS** (not just confidential)
- It is specifically designed and validated for **HIGHER EDUCATION**
- Multi-dimensional survey to understand **DRIVERS** of satisfaction
- Customized reporting enable **INSIGHT AT THE UNIT LEVEL**
- Includes validated **EQUITY, DIVERSITY, AND INCLUSION** items
- **EMPLOYEE NET PROMOTER PROFILE SCORE** (eNPPS) modeled for higher education
- **ACTIONABLE REPORTS** identifies the “why” for a more complete story of employee experiences
- It is **BENCHMARKABLE** with multiple universities and systems participating in the survey
# 2023 FACULTY EXPERIENCE SURVEY // UMB

<table>
<thead>
<tr>
<th>March 7 to March 31, 2023</th>
<th>UMB - ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses/Invites</td>
<td>1210/3240</td>
</tr>
<tr>
<td>Response Rate</td>
<td>37%</td>
</tr>
<tr>
<td>Overall Satisfaction</td>
<td>72%</td>
</tr>
</tbody>
</table>

*Satisfied or Extremely Satisfied*
• 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
DESCRIPTIVE STATISTICS

FACULTY EXPERIENCE SURVEY REPORTS // UMB

3  MEAN TRENDS: YEAR-OVER-YEAR SCORES

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

EMPLOYEE “NET PROMOTER SCORE” to understand your workforce profile of detractors and promoters

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”

CORRELATIONAL ANALYSES to identify drivers
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).
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.

### UMB schools satisfaction score – all dimensions

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

Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent
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.
“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
• “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.
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.
FACULTY EXPERIENCE SURVEY // UMB-ALL // TOP 5 & LOWEST 5

**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.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>UMB FES Dimension</th>
<th>Gallup 2015 Combined Faculty &amp; Staff</th>
<th>Gallup 2019 Faculty Only</th>
<th>UMB FES 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied Employee</td>
<td>SAT</td>
<td>3.67</td>
<td>3.76</td>
<td>3.78</td>
</tr>
<tr>
<td>Have a Voice</td>
<td>SAT</td>
<td>3.57</td>
<td>3.83</td>
<td>3.00</td>
</tr>
<tr>
<td>Transparent Decisions</td>
<td>SAT</td>
<td>3.10</td>
<td>3.49</td>
<td>3.20</td>
</tr>
<tr>
<td>Work-Life Balance Resources</td>
<td>SAT</td>
<td>3.54</td>
<td>3.52</td>
<td>3.02</td>
</tr>
<tr>
<td>Valued Member</td>
<td>SAT</td>
<td>3.15</td>
<td>3.18</td>
<td>3.58</td>
</tr>
<tr>
<td>Concerns Taken into Account</td>
<td>SAT</td>
<td>3.56</td>
<td>3.76</td>
<td>3.33</td>
</tr>
<tr>
<td>Ethical Conduct</td>
<td>VAL</td>
<td>3.98</td>
<td>4.21</td>
<td>4.04</td>
</tr>
<tr>
<td>Enjoy Working with Colleagues</td>
<td>VAL</td>
<td>2.99</td>
<td>3.18</td>
<td>4.34</td>
</tr>
<tr>
<td>Spirit of Cooperation</td>
<td>VAL</td>
<td>3.57</td>
<td>3.76</td>
<td>3.92</td>
</tr>
<tr>
<td>Physical Work Environment</td>
<td>VAL</td>
<td>3.97</td>
<td>4.03</td>
<td>3.92</td>
</tr>
<tr>
<td>School's Mission</td>
<td>VAL</td>
<td>3.88</td>
<td>4.06</td>
<td>4.11</td>
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<tr>
<td>Have Resources</td>
<td>DEP</td>
<td>3.91</td>
<td>3.84</td>
<td>3.53</td>
</tr>
<tr>
<td>Performance Review</td>
<td>DEP</td>
<td>3.38</td>
<td>3.51</td>
<td>3.46</td>
</tr>
<tr>
<td>Practices Core Value</td>
<td>DEP</td>
<td>3.86</td>
<td>4.06</td>
<td>3.87</td>
</tr>
<tr>
<td>Raise Concerns without Fear</td>
<td>DEP</td>
<td>3.56</td>
<td>3.76</td>
<td>3.36</td>
</tr>
<tr>
<td>Peer Respect</td>
<td>WEL</td>
<td>3.65</td>
<td>3.83</td>
<td>4.03</td>
</tr>
<tr>
<td>All Cultures Treated Fairly</td>
<td>DIV</td>
<td>2.99</td>
<td>3.11</td>
<td>3.97</td>
</tr>
<tr>
<td>Diverse Faculty</td>
<td>DIV</td>
<td>3.82</td>
<td>3.98</td>
<td>3.94</td>
</tr>
<tr>
<td>Report Uncomfortable Behavior</td>
<td>DIV</td>
<td>3.57</td>
<td>3.72</td>
<td>3.74</td>
</tr>
</tbody>
</table>

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
**FACULTY EXPERIENCE SURVEY // UMB // eNPS**

**Employee Net Promoter Score (eNPS)**

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

<table>
<thead>
<tr>
<th>Likelihood to Recommend</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>59</td>
</tr>
<tr>
<td>4</td>
<td>137</td>
</tr>
<tr>
<td>5</td>
<td>234</td>
</tr>
<tr>
<td>6</td>
<td>126</td>
</tr>
<tr>
<td>7</td>
<td>167</td>
</tr>
<tr>
<td>8</td>
<td>97</td>
</tr>
<tr>
<td>9</td>
<td>44</td>
</tr>
<tr>
<td>10</td>
<td>56</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,041</strong></td>
</tr>
</tbody>
</table>

**eNPS Trend**

- **56 eNPS** (64.0% - 8.3%)
  - Below 40 - Low
  - 40 to 59 - Marginal
  - 60 to 79 - Good
  - 80 & above - Excellent

**What this means:**

- **86 Disengaged Detractors**
  - low satisfaction/not likely to recommend
  - **Implications:**
    - Turnover, low productivity, absenteeism, low satisfaction, “quiet quitting”

- **666 Engaged Promoters**
  - high satisfaction/likely to recommend
  - **Implications:**
    - Innovation, high productivity, work satisfaction, high engagement, your greatest advocates
FACULTY EXPERIENCE SURVEY // DRIVERS OF SCHOOL SATISFACTION

**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**
- [22] DEPT: Practices Core Values
- [17] VAL: Enjoy Working with Colleagues
- [12] DEP: Spirit of Collaboration
- [15] VAL: Ethical Conduct

**UMB - ALL**
- [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
**FACULTY EXPERIENCE SURVEY // SATISFACTION & INTERPERSONAL BEHAVIORS // GENDER**

**GENDER**

- **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.
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 compared to other racial groups.
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.
• 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.
FACULTY EXPERIENCE SURVEY // SATISFACTION & INTERPERSONAL BEHAVIORS // RACE/ETHNICITY X GENDER

<table>
<thead>
<tr>
<th>Gender Identity</th>
<th>Asian</th>
<th>Black</th>
<th>Latina</th>
<th>SWA/ME/NA</th>
<th>White</th>
<th>Not Stated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>69</td>
<td>19</td>
<td>9</td>
<td>13</td>
<td>213</td>
<td>29</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Women</td>
<td>56</td>
<td>53</td>
<td>15</td>
<td>25</td>
<td>29</td>
<td>38</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

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.
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, 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.
- 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.
<table>
<thead>
<tr>
<th>Satisfaction with UMB</th>
<th>Department Values and Culture</th>
<th>Department Differences</th>
<th>Academic Affairs</th>
<th>Diversity, Equity, and Inclusion</th>
<th>Reimbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, I am satisfied faculty member at UMB.</td>
<td>My school values and culture is inclusive of people with disabilities.</td>
<td>My school demonstrates a commitment to recruiting and retaining diverse faculty.</td>
<td>My school supports me in managing a healthy balance between my personal and professional life.</td>
<td>UMB creates an environment that is inclusive of people with disabilities.</td>
<td>I can see myself working in the same school in 10 years time.</td>
</tr>
<tr>
<td>2. I feel valued as a member of the KMM community.</td>
<td>My school values and culture is inclusive of people with disabilities.</td>
<td>My school demonstrates a commitment to recruiting and retaining diverse faculty.</td>
<td>My school provides resources to help academic personnel balance work-life needs, such as childcare and elder care.</td>
<td>UMB creates an environment that is inclusive of people with disabilities.</td>
<td>I can see myself working in the same school in 10 years time.</td>
</tr>
<tr>
<td>3. I have been encouraged to take high visibility leadership roles as part of my service to UMB.</td>
<td>My school values and culture is inclusive of people with disabilities.</td>
<td>My school demonstrates a commitment to recruiting and retaining diverse faculty.</td>
<td>My school provides resources to help academic personnel balance work-life needs, such as childcare and elder care.</td>
<td>UMB creates an environment that is inclusive of people with disabilities.</td>
<td>I can see myself working in the same school in 10 years time.</td>
</tr>
<tr>
<td>4. Leadership at UMB demonstrates transparency in their decisions.</td>
<td>My school values and culture is inclusive of people with disabilities.</td>
<td>My school demonstrates a commitment to recruiting and retaining diverse faculty.</td>
<td>My school provides resources to help academic personnel balance work-life needs, such as childcare and elder care.</td>
<td>UMB creates an environment that is inclusive of people with disabilities.</td>
<td>I can see myself working in the same school in 10 years time.</td>
</tr>
<tr>
<td>5. Leadership at UMB demonstrates fairness in their decisions.</td>
<td>My school values and culture is inclusive of people with disabilities.</td>
<td>My school demonstrates a commitment to recruiting and retaining diverse faculty.</td>
<td>My school provides resources to help academic personnel balance work-life needs, such as childcare and elder care.</td>
<td>UMB creates an environment that is inclusive of people with disabilities.</td>
<td>I can see myself working in the same school in 10 years time.</td>
</tr>
<tr>
<td>6. I feel I have a voice in campus decision making.</td>
<td>My school values and culture is inclusive of people with disabilities.</td>
<td>My school demonstrates a commitment to recruiting and retaining diverse faculty.</td>
<td>My school provides resources to help academic personnel balance work-life needs, such as childcare and elder care.</td>
<td>UMB creates an environment that is inclusive of people with disabilities.</td>
<td>I can see myself working in the same school in 10 years time.</td>
</tr>
<tr>
<td>7. I am satisfied with my opportunities for career advancement at UMB.</td>
<td>My school values and culture is inclusive of people with disabilities.</td>
<td>My school demonstrates a commitment to recruiting and retaining diverse faculty.</td>
<td>My school provides resources to help academic personnel balance work-life needs, such as childcare and elder care.</td>
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</tr>
<tr>
<td>8. My research and scholarship are valued at UMB.</td>
<td>My school values and culture is inclusive of people with disabilities.</td>
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<tr>
<td>9. My research and scholarship are supported at UMB.</td>
<td>My school values and culture is inclusive of people with disabilities.</td>
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<td>My school provides resources to help academic personnel balance work-life needs, such as childcare and elder care.</td>
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<td>10. UMB provides resources to help academic personnel balance work-life needs, such as childcare and elder care.</td>
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</tbody>
</table>

2023 UMB FACULTY EXPERIENCE SURVEY ITEMS
Next Steps

• Deans and VPs presentation and discussion- November 2023
• Presentation to School Leadership - Fall-Spring 2024
• Accountability process - Spring-Fall 2024
  • REPS: Recruitment & Retention
    Experience & Climate
    Professional Development & Career Advancement
    Scholarship, Service, & Education
2023 FACULTY EXPERIENCE SURVEY

October 4, 2023

Angela Song, PhD
UC San Diego
Strategic Consulting, Assessments, Analytics