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**The UMD Work Environment Survey for Tenure-Track/Tenured Faculty
2015 Results for the School of Architecture, Planning and Preservation (ARCH)**

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Introduction

The UMD Work Environment Survey was first implemented in 2011 to assess specific aspects of faculty work environment, such as faculty perceptions of their own professional growth, institutional and unit supports for professional growth, climate for work-life balance, fair treatment and diversity, and satisfaction, all of which have been linked to retention and advancement.

Respondents

The 2015 survey implementation included an overall response rate of approximately 53% of tenured/tenure-track faculty at the University of Maryland, College Park. Breakdown of the total respondent population as compared with the respondents from ARCH is provided below, in Table 1. For additional information about the survey development and the 2011, 2013 and 2015 University of Maryland results overall, please see the full 2015 report, which can be accessed at the UMD ADVANCE research and evaluation website: <http://www.advance.umd.edu/research/research-evaluation>.

The analytical sample for this report is the tenure-track/tenured faculty respondents of the UMD Faculty Work Environment Survey from ARCH (n=20), 87% of the 2015 tenure-track/tenured ARCH faculty as of March 26, 2015. Of the ARCH respondents, 35.0% were on the tenure track and 65.0% were tenured. Of the ARCH tenure-track/tenured respondents, 35.0% were female and 65.0% were male. Regarding race, 25.0% were Faculty of Color and 75.0% were White faculty. Lastly, ARCH respondents were 35.0% Assistant Professors, 30.0% Associate Professors, and 35.0% Full Professors.

Table 1. 2015 UMD Work Environment Survey of Tenured/Tenure-Track Faculty

| Survey Response rate: UMD 53.3% (n=854); ARCH 87.0% (n=20) | | |
|---|------------|-------------|
| Respondents | UMD | ARCH |
| Women faculty | 41.3% | 35.0% |
| Men faculty | 58.7% | 65.0% |
| Faculty of Color | 19.9% | 25.0% |
| White faculty | 80.1% | 75.0% |
| Assistant Professors | 23.5% | 35.0% |
| Associate Professors | 32.4% | 30.0% |
| Full Professors | 44.0% | 35.0% |

Data Analysis

We first ran descriptive statistics (e.g., frequencies and means) on each survey item for all respondents. Then, we conducted statistical testing (chi-squared analyses, t-tests, or ANOVA) for differences by race, gender and rank. Means, standard deviations and statistically significant differences at $p < .05$, $p < .01$, or $p < .001$ are noted within Tables 14, 15, and 16. Any differences described within the text of this report refer to statistically significant differences unless otherwise noted. Throughout the survey results we provide comparisons between ARCH results and university-wide results for a sense of the areas where ARCH tenure-line faculty are having similar, better, or worse work environment experiences. At the end of the report, we also compare 2011, 2013, and 2015 survey results on select items. When conducting statistical testing on a number of items (such as the case in this report), caution should be used when interpreting differences in any one single survey item. Throughout the results section we also include some open-ended comments from ARCH respondents related to specific themes.

ARCH Survey Results

Faculty Learning and Institutional Support for Learning

KEY FINDINGS

- 55% of ARCH respondents agree that in the last twelve months they set aside time to advance their scholarly learning. 70% agree they have gained knowledge or skills that have made them a better teacher and 60% agree that they have learned a great deal that has contributed to their research and/or scholarly agenda.
- Less than half of ARCH respondents agree that their unit supports their learning external to campus and the University provides an environment that stimulates their academic learning.
- 31.6% of ARCH respondents believe that their unit has financially supported their learning in their field or discipline.
- ARCH respondents were less likely than UMD respondents overall to indicate that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning (26.3% of ARCH vs. 52.7% of UMD), and less likely to agree that their unit provides an environment that stimulates their academic learning (26.3% of ARCH vs. 58.1% of UMD).
- ARCH women faculty were more likely than ARCH men faculty to agree that in the last twelve months, they have learned a great deal that contributes to their research and/or scholarly agenda, and the University provides an environment that stimulates their academic learning.
- There were no differences by race or rank in ARCH respondents' perceptions of faculty learning and institutional support for learning.

Table 2. Respondent Assessment of Faculty Learning and Institutional Support for Learning

| Faculty Learning | Survey Item | ARCH % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|--|--|---|---------------------------------------|
| | | In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda. | 60.0 |
| | In the last twelve months, I set aside time to advance my scholarly learning. | 55.0 | 73.0 |
| | In the last twelve months, I have gained knowledge or skills that have made me a better teacher. | 70.0 | 66.4 |
| Institutional Support of Faculty Learning | My unit supports my learning external to campus. | 47.4 | 59.5 |
| | My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.** | 26.3 | 52.7 |
| | My unit provides an environment that stimulates my academic learning.*** | 26.3 | 58.1 |
| | The University provides an environment that stimulates my academic learning. | 42.1 | 51.7 |
| | My unit has financially supported my learning in my field or discipline. | 31.6 | 48.4 |

Statistical differences between ARCH and UMD respondents at *** $p < .001$, ** $p < .01$, * $p < .05$.

Professional Networks and Institutional Support of Professional Networks

KEY FINDINGS

- Half of ARCH respondents indicated that they have relationships with other faculty on campus that have supported their career advancement (50.0%), and 40% reported being satisfied with the opportunity they have to collaborate with other UMD faculty.
- Most ARCH faculty respondents perceived that their professional network was helpful in increasing visibility (87.5%) and professional opportunities (75.0%).
- 35.0% of ARCH respondents reported feeling isolated in their department.
- ARCH respondents were less likely than UMD respondents overall to agree that their core discussion network includes one or more members who are influential in their field (62.5% of ARCH vs. 84.1% of UMD) and provides helpful feedback on their research (43.8% of ARCH vs. 80.9% of UMD).
- 65.0% of ARCH respondents reported having their core discussion network off campus.

- ARCH respondents were less likely than UMD respondents overall to receive useful feedback from colleagues at UMD that improves their work (35.0% of ARCH vs. 58.3% of UMD), and to feel they have a voice in decision-making in their unit (45.0% of ARCH vs. 64.0% of UMD).
- ARCH respondents were less likely than UMD respondents overall to be satisfied with the collegiality in their unit (20.0% of ARCH vs. 63.3% of UMD).
- ARCH respondents were more likely than UMD respondents overall to have been mentored by someone in their unit (45.0% of ARCH vs. 40.5% of UMD).
- ARCH Faculty of Color were less likely than ARCH White faculty to agree that they have relationships with other faculty on campus that have supported their career advancement, and that they receive useful feedback from colleagues at UMD that improves their work.
- There were no differences by gender or rank in ARCH respondents' perceptions of professional networks and institutional support for professional networks.

Table 3. Respondent Assessment of Professional Networks and Institutional Support for Professional Networks

| Survey Item | | ARCH % Agree/ Strongly Agree | UMD % Agree/ Strongly Agree |
|-----------------------------------|--|---------------------------------|--------------------------------|
| Professional Networks | My core discussion network enhances my visibility in my field. | 87.5 | 79.3 |
| | My core discussion network lets me know of professional opportunities. | 75.0 | 71.4 |
| | My core discussion network includes one or more members who are influential in my field.*** | 62.5 | 84.1 |
| | My core discussion network provides helpful feedback on my research.*** | 43.8 | 80.9 |
| Support for Professional Networks | I have relationships with other faculty on campus that have supported my career advancement. | 50.0 | 65.3 |
| | I receive useful feedback from colleagues at UMD that improves my work.** | 35.0 | 58.3 |
| | Individuals at this institution have made an effort to connect me with important people in my field. | 30.0 | 35.6 |
| | I have been effectively mentored by someone in my unit.* | 45.0 | 40.5 |
| | I am satisfied with the opportunity I have to collaborate with other UMD faculty. | 40.0 | 55.8 |
| | I am satisfied with the collegiality in my unit.*** | 20.0 | 63.3 |
| | I feel isolated in my department. | 35.0 | 21.6 |
| | I have a voice in decision-making in my unit.* | 45.0 | 64.0 |

Statistical differences between ARCH and UMD respondents at ***p<.001, **p<.01, *p<.05.

Recognition

KEY FINDINGS

- Half of ARCH respondents believe that their teaching and service contributions are valued by faculty in their unit.
- 37.5% of ARCH respondents have been nominated by someone at UMD for an award.
- ARCH respondents were less likely than UMD respondents overall to perceive that their research/scholarship is valued in their unit (40.0% of ARCH vs. 71.1% of UMD).
- ARCH Faculty of Color were less likely than ARCH White faculty to perceive that their service contributions are valued in their unit.

- There were no differences by gender or rank in ARCH respondents' perceptions of recognition.

Table 4. Respondent Perceptions of Recognition

| Survey Item | ARCH % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|---|--|---------------------------------------|
| Faculty in my unit value my teaching contributions. | 50.0 | 64.2 |
| Faculty in my unit value my research/scholarship. ** | 40.0 | 71.1 |
| Faculty in my unit value my service contributions. | 50.0 | 63.5 |
| Faculty in my unit care about my personal well-being. | 40.0 | 61.4 |
| Over the last three years, have you ever been nominated by someone at UMD for an award? [% Yes] | 37.5 | 33.7 |

Statistical differences between ARCH and UMD respondents at *** $p < .001$, ** $p < .01$, * $p < .05$.

Diversity and Inclusion

KEY FINDINGS

- Over half of ARCH faculty perceive that their unit makes genuine efforts to recruit female faculty and Faculty of Color (65.0% and 55.0%, respectively).
- About a third of ARCH respondents agree that the opportunities for female faculty at UMD are at least as good as those for male faculty and that opportunities for Faculty of Color at UMD are at least as good as those for White faculty.
- 40% of ARCH respondents agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar, and 45% reported having experienced discrimination in their unit based on their individual or multiple identities.
- ARCH women faculty were less likely than ARCH men faculty to agree that their unit makes genuine efforts to recruit female faculty.
- ARCH Faculty of Color were less likely than ARCH White faculty to say that the opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.

- Associate Professors were less likely than Full Professors to believe that their unit makes genuine efforts to recruit female faculty.
- Full Professors were more likely than Assistant or Associate Professors to believe that their unit makes genuine efforts to recruit Faculty of Color.
- There were no significant differences between ARCH and UMD respondents overall in their perception of diversity and inclusion.

Table 5. Faculty Perceptions of Diversity and Inclusion at UMD

| Survey Item | ARCH % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|--|--|---------------------------------------|
| The opportunities for female faculty at UMD are at least as good as those for male faculty. | 35.0 | 50.5 |
| The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty. | 35.0 | 46.5 |
| I have to work harder than some of my colleagues to be perceived as a legitimate scholar. | 40.0 | 33.8 |
| I have experienced discrimination in my unit based on my individual or multiple identities. | 45.0 | 22.6 |
| My unit makes genuine efforts to recruit female faculty. | 65.0 | 74.6 |
| My unit makes genuine efforts to recruit Faculty of Color. | 55.0 | 67.9 |

There were no statistical differences between ARCH and UMD respondents at *p<05.

Examples of open-ended comments include:

“On Discrimination: it is about ethnicity as well as intellectual capacity. Certain members of the [department] faculty only perceive their view as legitimate and discriminate against ideas, research [and] teaching that does not fit their vision.”

Work-Life Integration

KEY FINDINGS:

ARCH respondents were generally less likely than UMD respondents overall to be satisfied with their experiences of work-life integration at UMD.

- ARCH respondents were less likely than UMD respondents overall to feel they have control over creating a satisfying work-life balance (20.0% of ARCH vs. 55.6% of UMD), and to be satisfied with their unit's culture around work-life balance (15.0% of ARCH vs. 51.7% of UMD).
- ARCH respondents were less likely than UMD respondents overall to agree that there are role-models in their unit for how to create a satisfying work-life balance (20.0% of ARCH vs. 35.6% of UMD), that their unit supports faculty scheduling work commitments around family schedules (26.3% of ARCH vs. 55.9% of UMD), and that faculty in their unit can be honest with colleagues about family/life roles and responsibilities (20.0% of ARCH vs. 60.2% of UMD).
- ARCH respondents were more likely than UMD respondents overall to perceive bias against family care-giving in their unit.
- ARCH Full Professors were more likely than Assistant Professors to feel that they have control over creating a satisfying work-life balance.
- ARCH Full Professors were more likely than Assistant or Associate Professors to agree that there are role-models in their unit for how to create a satisfying work-life balance.
- There were no differences by gender or race in ARCH respondents' perceptions of work-life integration at UMD.

Table 6. Perceptions of Work-life Integration at UMD

| Survey Item | ARCH % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|---|-------------------------------------|------------------------------------|
| I have taken strategic steps toward creating a satisfactory work-life balance. | 45.0 | 65.5 |
| In general, I feel I have control over creating a satisfying work-life balance. ** | 20.0 | 55.6 |
| I am satisfied with my unit's culture around work-life balance. *** | 15.0 | 51.7 |
| There are role-models in my unit of how to create a satisfying work-life balance. ** | 20.0 | 35.6 |
| The institution does what it can to make family life and the tenure track compatible. | 36.8 | 34.7 |
| My unit supports faculty scheduling work commitments around family schedules. ** | 26.3 | 55.9 |
| In my unit, faculty can be honest with colleagues about family/life roles and responsibilities. *** | 20.0 | 60.2 |
| There is NO bias against family care-giving in my unit. ** | 25.0 | 49.7 |

Statistical differences between ARCH and UMD respondents at *** $p < .001$, ** $p < .01$, * $p < .05$.

Examples of open-ended comments include:

“Create or expand child care facilities to support faculty.”

“Encourage team teaching to boost morale / Get students to understand what this balance means.”

“Less evening classes, events, and other obligations that faculty are expected to attend.”

Career Advancement and Institutional Support of Career Advancement

KEY FINDINGS

- 55.0% of ARCH respondents had concerns about opportunities for their own career advancement.
- 40.0% of ARCH respondents feel stuck in their ability to advance in their career.
- ARCH respondents agree that they seize opportunities for career advancement when they are presented to them (80.0%), and that they have intentionally made choices to focus their career in ways that are personally meaningful to them (85.0%).

- There were no significant differences between ARCH and UMD respondents overall in their experiences with career advancement. However, ARCH respondents were less likely than UMD faculty overall to be satisfied with institutional support of career advancement.
- ARCH respondents were less likely than UMD faculty overall to agree that faculty in their unit have the freedom to succeed here if they work hard (35.0% of ARCH vs. 69.5% of UMD).
- ARCH respondents were less likely than UMD faculty overall to receive helpful feedback from their department chair/unit head in support of their career advancement (25.0% of ARCH vs. 51.3% of UMD).
- ARCH respondents were less likely than UMD respondents overall to perceive the tenure requirements and process, and the promotion requirements and process for advancing to Full Professor as fair and clear.
- ARCH Faculty of Color were less likely than ARCH White faculty to perceive the tenure requirements in their unit as clear.
- Full Professors were more likely than Assistant Professors to agree that faculty in their unit have the freedom to succeed here if they work hard.
- Associate Professors were less likely than Full Professors to perceive the promotion requirements for advancing to Full Professor in their unit as clear.
- There were no differences by gender in ARCH respondents' perceptions of career advancement and institutional support of career advancement.

Table 7. Career Advancement and Institutional Support of Career Advancement

| Survey Item | | ARCH % Agree/ Strongly Agree | UMD % Agree/ Strongly Agree |
|-------------------------------|---|---------------------------------------|--------------------------------------|
| Career Advancement | I have been strategic in achieving my career goals. | 60.0 | 70.0 |
| | I seize opportunities when they are presented to me to advance in my career. | 80.0 | 80.1 |
| | I feel stuck in my ability to advance in my career. | 40.0 | 20.4 |
| | I have intentionally made choices to focus my career in ways that are personally meaningful to me. | 85.0 | 85.6 |
| | In general, I feel that I have little control over whether I advance in my career. | 30.0 | 15.2 |
| Support of Career Advancement | Faculty in my unit have the freedom to succeed here if they work hard. *** | 35.0 | 69.5 |
| | I have received helpful feedback from my department chair/unit head in support of my career advancement. ** | 25.0 | 51.3 |
| | In my unit, the tenure requirements are clear. *** | 25.0 | 67.2 |
| | In my unit, the promotion requirements for advancing to Full Professor are clear. ** | 26.3 | 52.0 |
| | In my unit, the tenure process is fair. *** | 25.0 | 69.7 |
| | In my unit, the promotion process for advancing to Full Professor is fair. ** | 25.0 | 56.2 |

Statistical differences between ARCH and UMD respondents at ***p<.001, **p<.01, *p<.05.

Examples of open-ended comments include:

“I benefitted from the support of a sabbatical and have been supported to attend numerous conferences where I have developed a supportive network of colleagues. However, back on campus I have been severely limited in my ability to complete research because of heavy teaching loads (above the required 5.5 course units) and heavy service loads and administrative responsibilities.”

“Guidelines for promotion to full are not clear and no one seems to take an interest in mentoring faculty to do so.”

“Lack of transparency and/or limitations in the evaluation of tenure and promotion due to a substantial gap in the nature of scholarly, professional, and creative work between the different disciplines within the same school.”

Evaluation of Research and Creative Work

KEY FINDINGS

- 57.9% of ARCH respondents agreed that engaged scholarship is rewarded in their unit.
- ARCH respondents were less likely than UMD respondents overall to agree that interdisciplinary scholarship is rewarded in their unit (30.0% of ARCH vs. 55.3% of UMD).
- ARCH respondents were less likely than UMD respondents overall to agree that collaborative research and grant work is encouraged in their unit's reward system (35.0% of ARCH vs. 55.5% of UMD).
- ARCH respondents were less likely than UMD respondents overall to perceive that faculty in their unit are rewarded for taking risks and trying to be cutting edge in their research (21.1% of ARCH vs. 44.4% of UMD).
- ARCH Faculty of Color were less likely than ARCH White faculty to agree that interdisciplinary scholarship is rewarded in their unit.
- Full Professors were more likely than Assistant or Associate Professors to agree that interdisciplinary scholarship is rewarded in their unit. Full Professors were more likely than Assistant Professors to agree that collaborative research and grant work is encouraged in their unit's reward system.
- There were no differences by gender in ARCH respondents' perception of the evaluation of research and creative work.

Table 8. Respondent Perceptions of the Evaluation of Research and Creative Work

| Survey Item | ARCH % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|---|--|---------------------------------------|
| Interdisciplinary scholarship is rewarded in my unit. * | 30.0 | 55.3 |
| Engaged scholarship is rewarded in my unit. | 57.9 | 51.5 |
| Collaborative research and grant work is encouraged in our unit's reward system. ** | 35.0 | 55.5 |
| In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research. ** | 21.1 | 44.4 |

Statistical differences between ARCH and UMD respondents at *** $p < .001$, ** $p < .01$, * $p < .05$.

Fair and Manageable Workload

KEY FINDINGS

- The majority of ARCH respondents (85.0%) agree that their research agenda is largely under their control and 55.0% agree that there is support in their department for effective teaching.
- ARCH respondents were less likely than UMD respondents overall to agree that it is possible for them to say no to additional on-campus service activities without negative consequences (25.0% of ARCH vs. 52.1% of UMD).
- ARCH respondents were less likely than UMD respondents overall to perceive managing their teaching responsibilities as largely under their control (30.0% of ARCH vs. 68.6% of UMD).
- ARCH respondents were less likely than UMD respondents overall to feel in control of their participation in service activities (25.0% of ARCH vs. 52.9% of UMD).
- ARCH respondents were less likely than UMD respondents overall to agree that the distribution of campus service work in their department is fair (40.0% of ARCH vs. 63.9%) ($p < .05$).
- Full Professors were more likely than Assistant Professors to feel in control of their participation in service activities.

- There were no differences by gender or race in ARCH respondents’ perceptions of fair and manageable workload.

Table 9. Respondent Perception of Fair and Manageable Workload

| Survey Item | ARCH % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|--|--|---------------------------------------|
| Managing my teaching responsibilities is largely under my control. *** | 30.0 | 68.6 |
| There is support in my department for effective teaching. | 55.0 | 52.2 |
| I feel in control of my participation in service activities. *** | 25.0 | 52.9 |
| It is possible for me to say no to additional on-campus service activities without negative consequences. ** | 25.0 | 52.1 |
| My research agenda is largely under my control. | 85.0 | 88.7 |

Statistical differences between ARCH and UMD respondents at ***p<.001, **p<.01, *p<.05.

Examples of open-ended comments include:

“Some faculty have more campus service responsibilities than others. And, when committee assignments take diversity into account, they end up unfairly burdening women and people from under-represented groups.”

“We are overwhelmed by service and committee assignments.”

“Not much consideration for junior faculty in regard to the distribution of service.”

Leadership Opportunities

KEY FINDINGS

- About a third of ARCH respondents reported being encouraged during the past twelve months to pursue a leadership position (35.0%).
- ARCH respondents were less likely than UMD respondents overall to agree that there are opportunities in their college for faculty to become involved as leaders (45.0 of ARCH vs. 59.3% of UMD).
- Full Professors were more likely than Assistant Professors to agree that there are opportunities in their college for faculty to become involved as leaders, and to have been encouraged during the past twelve months to pursue a leadership position.
- There were no differences by gender or race in ARCH respondents' perceptions of leadership opportunities.

Table 10. Respondent Perceptions Regarding Leadership

| Survey Item | ARCH % Agree / Strongly Agree | UMD % Agree / Strongly Agree |
|--|--|---------------------------------------|
| There are opportunities in my college for faculty to become involved as leaders.* | 45.0 | 59.3 |
| During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once] | 35.0 | 40.3 |

Statistical differences between ARCH and UMD respondents at ***p<.001, **p<.01, *p<.05.

Satisfaction with Resources and Conditions at UMD

KEY FINDINGS

- Most ARCH respondents were satisfied with the University's location (55.0%), the quality of graduate students in their program (55.0%), and the diversity on campus (50.0%).
- The fewest number of ARCH respondents were satisfied with their unit's national reputation (10.0%), the sense of fit between their values and those of their unit (10.0%), and expectations for committee service (10.0%).

- ARCH respondents were generally less likely than UMD respondents overall to be satisfied with the amount of autonomy they have in their role as a faculty member (40.0% of ARCH vs. 76.3% of UMD); their overall experience working in their unit (35.0% of ARCH vs. 68.1% of UMD); the support of colleagues (35.0% of ARCH vs. 64.2% of UMD); their unit's national reputation (10.0% of ARCH vs. 58.7% of UMD); the sense of fit between their values and those of their unit (10.0% of ARCH vs. 57.8% of UMD); the transparency of decision-making within their unit (20.0% of ARCH vs. 49.4% of UMD); clerical/administrative support (25.0% of ARCH vs. 47.8% of UMD); expectations for committee service (10.0% of ARCH vs. 44.7% of UMD); the amount of time they spend on research vs. teaching and service (20.0% of ARCH vs. 43.1% of UMD); assistance with research administration in their unit (30.0% of ARCH vs. 42.7% of UMD); priorities and vision of their college/school (15.0% of ARCH vs. 40.6% of UMD); and assistance with finding grants (15.0% of ARCH vs. 35.0% of UMD).
- ARCH women faculty were more likely than ARCH men faculty to be satisfied with the quality of campus facilities.
- ARCH Faculty of Color were less likely than ARCH White faculty to be satisfied with the diversity on campus.
- ARCH Full Professors were more likely than Assistant Professors to be satisfied with professional assistance for improving teaching, expectations for committee service, the quality of graduate students in my program, and the quality of undergraduate students.
- ARCH Full Professors were more likely than Assistant or Associate Professors to be satisfied with the diversity on campus.

Table 11. Percentage of Respondents who were Satisfied with Resources and Conditions at UMD

| Survey Item | ARCH % Satisfied/ Very Satisfied | UMD % Satisfied/ Very Satisfied |
|---|--|---------------------------------------|
| The amount of autonomy I have in my role as a faculty member** | 40.0 | 76.3 |
| My overall experience working in my unit ** | 35.0 | 68.1 |
| The diversity on campus | 50.0 | 66.9 |
| The support of colleagues here*** | 35.0 | 64.2 |
| My overall experience working at UM | 42.1 | 63.0 |
| The University's location | 55.0 | 62.8 |
| The quality of graduate students in my program | 55.0 | 59.4 |
| My unit's national reputation*** | 10.0 | 58.7 |
| The sense of fit between my values and those of my unit*** | 10.0 | 57.8 |
| The University's national reputation | 40.0 | 55.6 |
| The quality of undergraduate students | 45.0 | 53.4 |
| The quality of campus facilities | 40.0 | 50.5 |
| The transparency of decision-making within my unit ** | 20.0 | 49.4 |
| Clerical/administrative support * | 25.0 | 47.8 |
| Professional assistance for improving teaching | 35.0 | 45.7 |
| Expectations for committee service*** | 10.0 | 44.7 |
| The amount of time I spend on research vs. teaching & service** | 20.0 | 43.1 |
| Assistance with research administration in my unit * | 30.0 | 42.7 |
| My salary and benefits | 40.0 | 42.4 |
| Priorities and vision of my college/school ** | 15.0 | 40.6 |
| Amount of access to TAs, RAs | 30.0 | 39.1 |
| Assistance with finding grants*** | 15.0 | 35.0 |

Statistical differences between ARCH and UMD respondents at ***p<.001, **p<.01, *p<.05.

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- ARCH respondents were more likely than UMD respondents overall to indicate their intent to leave the university in the next two years (50.0% of ARCH vs. 27.6% of UMD, $p < .05$).
- ARCH respondents were also more likely than UMD respondents overall to indicate the intent to leave the academic profession in the next two years (20.0% vs. 8.8%, respectively, $p < .05$).
- 95.0% of ARCH respondents had at least one faculty member who left their unit in the past three years (vs. 82.6% of UMD).
- 50.0% of ARCH respondents (vs. 46.4% of UMD respondents overall) had an outside offer while at UMD; of those who had an outside offer while at UMD, 50.0% had an outside offer in the last 5 years.
- Among those individuals who had an outside offer while at UMD, 44.4% said that the offer resulted in a salary increase; and among those individuals who had an outside offer in the last 5 years, 25.0% said that the offer resulted in a salary increase.
- ARCH respondents were more likely than UMD respondents overall to leave because of the lack of collegiality in their unit (15.0% of ARCH vs. 4.3% of UMD).
- The most frequent reasons ARCH respondents reported for intending to leave UMD were retirement (20.0%), lack of collegiality in their unit (15.0%), a higher salary (10.0%), and an offer from a more prestigious department or institution (10.0%).
- If one or more colleagues left their unit in the last 3 years, in ARCH they were more likely to do so to be closer to family (15.0% of ARCH vs. 4.7% of UMD), because of the lack of collegiality in their unit (30.0% of ARCH vs. 3.9% of UMD), for potential for better work-life balance in a different type of position (15.0% of ARCH vs. 1.8% of UMD), and for an offer for a position outside academe (15.0% of ARCH vs. 1.3% of UMD).
- ARCH White faculty were more likely than ARCH Faculty of Color to have had an outside offer while at UMD.

- There were no differences by gender or rank in organizational commitment and intent to leave UMD.

Table 12. Respondents' Reasons for Intending to Leave UMD or the Academic Profession

| If you are likely to leave the University or the academic profession in the next two years, what would be the primary reasons? [Please check one primary reason] | ARCH % Selected | UMD % Selected |
|---|----------------------------|---------------------------|
| An offer with a higher salary | 10.0 | 20.6 |
| An offer from a more prestigious department or institution | 10.0 | 14.3 |
| Retirement | 20.0 | 11.0 |
| Other | 5.0 | 7.1 |
| Lack of collegiality in my unit* | 15.0 | 4.3 |
| To be closer to family | 0 | 4.3 |
| An offer from an institution in a more desirable geographic location | 5.0 | 4.2 |
| Potential for better work-life balance in a different type of position | 5.0 | 3.5 |
| Career opportunities at another institution for my spouse/partner | 5.0 | 2.3 |
| An offer for a position outside academe | 5.0 | 1.9 |
| Poor likelihood of tenure/promotion or contract renewal | 0 | 1.4 |
| Better work-life policies | 0 | 1.1 |
| I'm not well suited to the faculty career | 0 | <1.0 |
| Better campus climate for Faculty of Color at another institution | 5.0 | <1.0 |
| Better campus climate for women at another institution | 0 | <1.0 |
| Better campus climate for GLTBQ faculty at another institution | 0 | 0 |

Statistical differences between ARCH and UMD respondents at ***p<.001, **p<.01, *p<.05.

Table 13. Colleague's Reasons for Leaving UMD

| Considering the most recent case of departure, what was the primary reason that he or she left UM? [please check one] | ARCH % Selected | UMD % Selected |
|--|--------------------------------|-------------------------------|
| An offer with a higher salary | 5.0 | 18.1 |
| An offer from a more prestigious department or institution | 0 | 12.3 |
| Retirement | 5.0 | 12.1 |
| Poor likelihood of tenure/promotion or contract renewal | 0 | 8.2 |
| Other | 5.0 | 7.3 |
| To be closer to family* | 15.0 | 4.7 |
| Lack of collegiality in my unit*** | 30.0 | 3.9 |
| An offer from an institution in a more desirable geographic location | 0 | 3.2 |
| Faculty member not well suited to the faculty career | 0 | 2.6 |
| Career opportunities at another institution for my spouse/partner | 0 | 1.9 |
| Potential for better work-life balance in a different type of position *** | 15.0 | 1.8 |
| An offer for a position outside academe *** | 15.0 | 1.3 |
| Better work-life policies | 0 | <1.0 |
| Better campus climate for GLTBQ faculty at another institution | 0 | <1.0 |
| Better campus climate for women at another institution | 0 | <1.0 |
| Better campus climate for Faculty of Color at another institution | 0 | <1.0 |

Statistical differences between ARCH and UMD respondents at ***p<.001, **p<.01, *p<.05.

Perceptions of Productivity

KEY FINDINGS

ARCH respondents were less likely than UMD respondents overall to think that their unit views their productivity as high, compared to researchers of their rank nationwide ($p < .05$):

- 31.6% of ARCH respondents (vs. 44.6% of UMD respondents overall) believed their unit views them as more productive than researchers of their rank nationwide ($p < .05$).
- 47.4% of ARCH respondents (vs. 21.9% of UMR respondents) believed their unit views them as less productive than researchers of their rank nationwide ($p < .05$).
- 50.0% of ARCH respondents ranked themselves as more productive than researchers of their rank nationwide.
- 20.0% of ARCH respondents ranked themselves as less productive than researchers of their rank nationwide.
- There were no differences by gender, race, or rank in ARCH respondents' perceptions of productivity.

Examples of open-ended comments include:

“Encourage the pursuit of research agendas through teaching.”

“Reduce service load; allow me to teach courses that support my research.”

ARCH Differences by Gender: Summary

KEY FINDINGS

In most areas of the survey, ARCH tenure-track/tenured faculty responses did not differ significantly by gender ($p < .05$). However, there were several important differences in areas of faculty learning and institutional support for learning, satisfaction with resources and conditions at UMD, and diversity and inclusion.

- ARCH women faculty were more likely than ARCH men faculty to agree that in the last twelve months, they have learned a great deal that contributes to their research and/or scholarly agenda, and the University provides an environment that stimulates their academic learning.
- ARCH women faculty were also more likely than ARCH men faculty to be satisfied with the quality of campus facilities.
- However, ARCH women faculty were less likely than ARCH men faculty to agree that their unit makes genuine efforts to recruit female faculty.

Table 14. Survey Items that Showed Statistically Significant Differences in ARCH Responses by Gender

| Survey Item | Women | | Men | | p-value |
|--|-------|------|------|------|---------|
| | M | SD | M | SD | |
| In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.* | 4.29 | 0.76 | 3.38 | 0.87 | .033 |
| The University provides an environment that stimulates my academic learning.* | 4.17 | 1.17 | 2.54 | 1.33 | .020 |
| I am satisfied with the quality of campus facilities.** | 3.71 | 0.49 | 2.62 | 1.04 | .005 |
| My unit makes genuine efforts to recruit female faculty.** | 2.71 | 1.11 | 4.15 | 0.90 | .006 |

Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1; Definitely will (leave) = 1; Likely = 2; Not Likely = 3; Definitely will not = 4; 1 = Much less productive, 2 = Slightly less productive, 3 = About the same, 4 = Slightly more productive, 5 = Much more productive; *** $p < .001$, ** $p < .01$, * $p < .05$.

ARCH Differences by Race: Summary

KEY FINDINGS

In most areas of the survey, ARCH tenure-track/tenured faculty responses did not differ significantly by race ($p < .05$). However, there were several important differences in areas of professional networks and institutional support of professional networks, institutional support of career advancement, evaluation of research and creative work, diversity and inclusion, recognition, and organizational commitment.

- ARCH Faculty of Color were less likely than ARCH White faculty to agree that they have relationships with other faculty on campus that have supported their career advancement, and that they receive useful feedback from colleagues at UMD that improves their work.
- ARCH Faculty of Color were less likely than ARCH White faculty to perceive the tenure requirements in their unit as clear.
- ARCH Faculty of Color were less likely than ARCH White faculty to agree that interdisciplinary scholarship is rewarded in their unit.
- ARCH Faculty of Color were less likely than ARCH White faculty to be satisfied with the diversity on campus.
- ARCH Faculty of Color were less likely than ARCH White faculty to say that the opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.
- ARCH Faculty of Color were less likely than ARCH White faculty to perceive that their service contributions are valued in their unit.
- ARCH White faculty were more likely than ARCH Faculty of Color to have ever had an outside offer while at UMD.

Table 15. Survey Items that Showed Statistically Significant Differences in ARCH Responses by Race

| Survey Item | White | | Faculty of Color | | p-value |
|---|-------|------|------------------|------|---------|
| | M | SD | M | SD | |
| I have relationships with other faculty on campus that have supported my career advancement.* | 3.60 | 1.12 | 2.20 | 1.09 | .026 |
| I receive useful feedback from colleagues at UMD that improves my work.* | 3.13 | 1.25 | 1.80 | 0.84 | .040 |
| In my unit, the tenure requirements are clear.* | 2.47 | 1.60 | 1.20 | 0.45 | .013 |
| Interdisciplinary scholarship is rewarded in my unit.* | 2.87 | 1.68 | 1.60 | 0.55 | .021 |
| The diversity on campus.** | 3.93 | 0.96 | 2.60 | 0.55 | .009 |
| The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.* | 3.53 | 0.74 | 2.40 | 1.34 | .024 |
| Faculty in my unit value my service contributions.** | 3.67 | 0.72 | 2.60 | 0.55 | .008 |
| Have you ever had an outside offer while at UM?* | 66.7% | | 0% | | .010 |

Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1;

Definitely will (leave) = 1; Likely = 2; Not Likely = 3; Definitely will not = 4;

1 = Much less productive, 2 = Slightly less productive, 3 = About the same, 4 = Slightly more productive, 5 = Much more productive; *** $p < .001$, ** $p < .01$, * $p < .05$.

ARCH Differences by Rank: Summary

KEY FINDINGS

In many areas of the survey, ARCH tenure-track/tenured faculty responses differed significantly by rank ($p < .05$): areas of career advancement and institutional support of career advancement, evaluation of research and creative work, fair and manageable workload, work-life integration, satisfaction with resources and conditions at UMD, diversity and inclusion, and leadership opportunities.

- Full Professors were more likely than Assistant Professors to agree that faculty in their unit have the freedom to succeed here if they work hard.
- Associate Professors were less likely than Full Professors to perceive the promotion requirements for advancing to Full Professor in their unit as clear.
- Full Professors were more likely than Assistant or Associate Professors to agree that interdisciplinary scholarship is rewarded in their unit.

- Full Professors were more likely than Assistant Professors to agree that collaborative research and grant work is encouraged in their unit's reward system.
- Full Professors were more likely than Assistant Professors to feel in control of their participation in service activities.
- Full Professors were more likely than Assistant Professors to have control over creating a satisfying work-life balance.
- Full Professors were more likely than Assistant or Associate Professors to agree that there are role-models in their unit of how to create a satisfying work-life balance.
- Full Professors were more likely than Assistant Professors to be satisfied with professional assistance for improving teaching, expectations for committee service, the quality of graduate students in their program, and the quality of undergraduate students.
- Full Professors were more likely than Assistant or Associate Professors to be satisfied with the diversity on campus.
- Associate Professors were less likely than Full Professors to believe that their unit makes genuine efforts to recruit female faculty.
- Full Professors were more likely than Assistant or Associate Professors to believe that their unit makes genuine efforts to recruit Faculty of Color.
- Full Professors were more likely than Assistant Professors to agree that there are opportunities in their college for faculty to become involved as leaders, and to have been encouraged by anyone at UMD during the past twelve months to pursue a leadership position.

Table 16. Survey Items that Showed Statistically Significant Differences in ARCH Responses by Rank

| Survey Item | Assistant | | Associate | | Full | | p-value |
|--|-----------|------|-----------|------|--------|------|---------|
| | M | SD | M | SD | M | SD | |
| Faculty in my unit have the freedom to succeed here if they work hard.* | 1.71* | 1.25 | 2.17 | 1.17 | 3.57* | 0.79 | .014 |
| In my unit, the promotion requirements for advancing to Full Professor are clear.* | 2.86 | 0.69 | 1.50* | 0.84 | 3.33* | 1.51 | .021 |
| Interdisciplinary scholarship is rewarded in my unit.* | 1.86* | 1.46 | 1.83* | 0.75 | 3.86* | 1.46 | .015 |
| Collaborative research and grant work where there are co-authors and/or co-principal investigators is encouraged in our unit's reward system.* | 2.00* | 1.41 | 2.00 | 1.05 | 4.00* | 0.82 | .011 |
| I feel in control of my participation in service activities.** | 1.43** | 0.53 | 2.50 | 1.05 | 3.29** | 1.11 | .006 |
| In general, I feel I have control over creating a satisfying work-life balance.* | 1.86* | 0.90 | 2.67 | 0.82 | 3.43* | 1.27 | .035 |
| There are role-models in my unit of how to create a satisfying work-life balance.** | 2.00* | 1.15 | 1.67* | 0.52 | 3.43* | 0.98 | .007 |
| I am satisfied with professional assistance for improving teaching.* | 2.29* | 1.11 | 2.83 | 1.33 | 3.86* | 0.69 | .039 |
| I am satisfied with expectations for committee service.* | 1.57* | 0.53 | 2.67 | 0.52 | 3.00* | 1.29 | .019 |
| I am satisfied with the diversity on campus.** | 3.14** | 0.38 | 3.00** | 1.26 | 4.57** | 0.53 | .003 |
| I am satisfied with the quality of graduate students in my program.* | 2.43* | 1.27 | 3.67 | 0.52 | 4.00* | 1.15 | .032 |
| I am satisfied with the quality of undergraduate students.* | 2.43* | 1.13 | 3.67 | 0.52 | 3.86* | 0.90 | .019 |
| My unit makes genuine efforts to recruit female faculty.* | 3.57 | 0.98 | 2.83* | 1.33 | 4.43* | 0.79 | .042 |
| My unit makes genuine efforts to recruit Faculty of Color.** | 3.29* | 0.49 | 2.33* | 1.37 | 4.57* | 0.53 | .001 |
| There are opportunities in my college for faculty to become involved as leaders.** | 2.14** | 1.07 | 3.00 | 0.89 | 4.00** | 0.58 | .004 |
| During the past twelve months, how many times have you been encouraged, by anyone at UM, to pursue leadership positions? (% at least once)* | 0%* | | 33.3% | | 71.4%* | | .020 |

Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1;

Definitely will (leave) = 1; Likely = 2; Not Likely = 3; Definitely will not = 4;

1 = Much less productive, 2 = Slightly less productive, 3 = About the same, 4 = Slightly more productive, 5 = Much more productive; ***p<.001, **p<.01, *p<.05.

Comparison of ARCH Faculty Work Environment Data by Year on Select Items

| Survey Findings from the School of Architecture, Planning and Preservation | 2013 % Agree / Strongly Agree | 2015 |
|--|-------------------------------------|-------|
| Faculty Learning and Institutional Support for Learning | | |
| The University provides an environment that stimulates my academic learning. | 14.3% | 26.3% |
| Professional Networks and Institutional Support of Professional Networks | | |
| I feel isolated in my department. | 42.9% | 35.0% |
| I am satisfied with the collegiality in my unit. | 14.3% | 20.0% |
| I am satisfied with the opportunity to collaborate with other UMD faculty. | 7.1% | 40.0% |
| Diversity and Inclusion | | |
| The opportunities for female faculty at UMD are at least as good as those for male faculty. | 30.8% | 35.0% |
| The opportunities for Faculty of Color at UMD are at least as good as those for White faculty. | 30.8% | 35.0% |
| I have experienced discrimination in my unit based on my individual or multiple identities. | 23.1% | 45.0% |
| Work-Life Integration | | |
| I am satisfied with my unit's culture around work-life balance. | 21.4% | 15.0% |
| The institution does what it can to make family life and the tenure track compatible. | 14.3% | 36.8% |
| Career Advancement and Institutional Support of Career Advancement | | |
| In my unit, the tenure requirements are clear. | 14.3% | 25.0% |
| In my unit, the promotion requirements for advancing to Full Professor are clear. | 35.7% | 26.3% |
| In my unit, the tenure process is fair. | 14.3% | 25.0% |
| In my unit, the promotion process for advancing to Full Professor is fair. | 28.6% | 25.0% |
| I have concerns about my own career advancement at UMD. | 57.1% | 40.0% |
| Fair and Manageable Workload | | |
| I feel in control of my participation in service activities. | 14.3% | 25.0% |
| There is support in my department for effective teaching. | 21.4% | 55.0% |
| It is possible for me to say to say no to additional on-campus service activities without negative consequences. | 14.3% | 25.0% |
| I am satisfied with the amount of time spent on research versus teaching and service. | 0% | 20.0% |
| Satisfaction with Resources and Conditions at UMD | | |
| I am satisfied with my overall experience working at UM. | 28.6% | 42.1% |
| I am satisfied with my overall experience working in my unit. | 28.6% | 35.0% |
| I am likely to leave the university in the next two years. | 71.4% | 50.0% |

Note: In 2013, 52% of ARCH tenure track faculty responded to the FWES, and in 2015 87% responded.