

### ADVANCE Program for Inclusive Excellence

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



## School of Architecture, Planning and Preservation

### 2015 Faculty Work Environment Survey Results

*The University of Maryland Faculty Work Environment Survey (FWES) was designed to measure the degree to which faculty perceive and experience their units, colleges, and the university to be investing in their professional growth and creating an inclusive work environment. Much social science and educational research has found that supporting faculty professional growth (agency, learning, professional networks, and recognition) and creating inclusive work environments (fair workload, diversity climate, work-life climate) is linked to faculty retention, advancement, and productivity. The Faculty Work Environment Survey (FWES) was designed and implemented by the University of Maryland ADVANCE Program with support and consultation from the Office of Faculty Affairs and Office of Diversity & Inclusion. The FWES was implemented in spring, 2011, 2013, and 2015.*

This brief summarizes results from tenure track respondents from the School of Architecture, Planning and Preservation in 2015. A full institution-wide report, as well as a longer School of Architecture, Planning and Preservation report can be found at the ADVANCE website, research and evaluation section: <http://www.advance.umd.edu/research/research-evaluation>

### RESPONDENTS

87% (n=20) of full-time UMD tenure track or tenured Architecture, Planning and Preservation (ARCH) faculty completed the work environment survey.

Demographics of respondents included:

- 35.0% female, 65.0% male faculty

- 25.0% Faculty of Color, 75.0% White faculty
- 35.0% Assistant, 30.0% Associate, and 35.0% Full Professors

### SURVEY RESULTS

Comparisons are provided between ARCH and University of Maryland tenure track and tenured respondents. Full-time non-tenure track faculty survey responses will be provided in a forthcoming report.

#### Faculty Learning and Institutional Support for Learning

- 60.0% of ARCH respondents indicated that in the last twelve months they have learned a great deal that contributes to their research and/or scholarly agenda.
- 55.0% of ARCH respondents indicated that in the last twelve months, they set aside time to advance their scholarly learning.
- 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% ARCH vs. 52.7% UMD), and less likely to agree that their unit provides an environment that stimulates their academic learning (26.3% ARCH vs. 58.1% UMD).
- ARCH women were more likely than ARCH men to agree that in the last twelve months they have learned a great deal that contributes

to their research and/or scholarly agenda. ARCH women were also more likely than ARCH men to agree that the University provides an environment that stimulates their academic learning.

- ARCH Faculty of Color were less likely than ARCH White faculty to perceive that their service contributions are valued in their unit.

### **Professional Networks and Institutional Support of Professional Networks**

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- In terms of professional networks, 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% ARCH vs. 84.1% UMD) and provides helpful feedback on their research (43.8% ARCH vs. 80.9% UMD).
- In terms of support for professional networks, ARCH respondents were less likely than UMD respondents overall to receive useful feedback from colleagues at UMD that improves their work (35.0% ARCH vs. 58.3% UMD), to have a voice in decision-making in their unit (45.0% ARCH vs. 64.0% UMD), and to be satisfied with the collegiality in their unit (20.0% ARCH vs. 63.3% UMD).
- Yet 35.0% of ARCH faculty felt isolated in their unit.
- ARCH faculty (45.0%) were more likely than UMD faculty (40.5%) overall to report being mentored by someone in their unit.
- 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 were less likely than ARCH White faculty to receive useful feedback from colleagues at UMD that improves their work.

### **Recognition**

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- 50% of ARCH faculty believe that their teaching and service contributions are valued by faculty in their unit.
- ARCH faculty (40.0%) were less likely than UMD faculty (71.1%) overall to perceive that their research/scholarship is valued in their unit.

### **Diversity and Inclusion**

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- 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).
- ARCH women faculty were less likely than ARCH men faculty to agree that their unit makes genuine efforts to recruit female 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.

*“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, teaching that does not fit their vision.”*

*“Discrimination may be too strong a word, but feeling that you are just a “piece of furniture” is not very wonderful.”*

### **Work-Life Integration**

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- ARCH respondents were less likely than UMD respondents overall to have control over creating a satisfying work-life balance (20.0% ARCH vs. 55.6% UMD), and to be satisfied with their unit's culture around work-life balance (15.0% ARCH vs. 51.7% UMD).
- ARCH respondents were less likely than UMD respondents overall to agree with the following:
  - There are role-models in their unit for how to create a satisfying work-life balance (20.0% ARCH vs. 35.6% UMD)
  - Their unit supports scheduling work commitments around family schedules (26.3% ARCH vs. 55.9% UMD)

- Faculty in their unit can be honest with colleagues about family/life roles and responsibilities (20.0% ARCH vs. 60.2% UMD)
- ARCH respondents were also more likely than UMD respondents overall to perceive bias against family care-giving in their unit.
- 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.

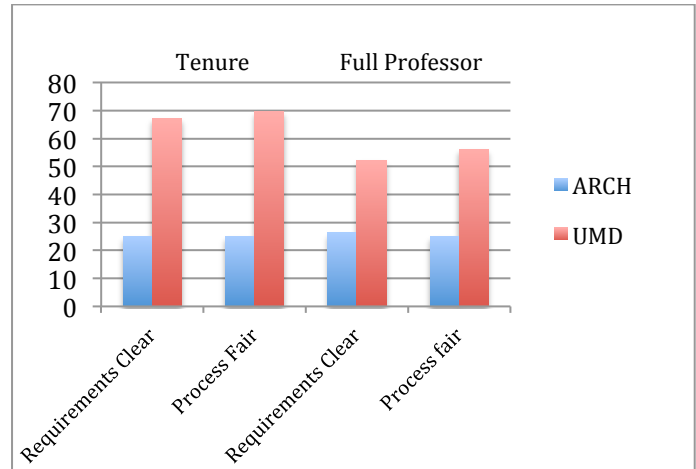
*“Create or expand child care facilities to support faculty.”*

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

### **Career Advancement and Institutional Support of Career Advancement**

- 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%).
- ARCH respondents (35.0%) were less likely than UMD respondents (69.5%) overall to agree that faculty in their unit have the freedom to succeed here if they work hard.
- ARCH faculty (25.0%) were less likely than UMD faculty (51.3%) to receive helpful feedback from their department chair/unit head in support of their career advancement.
- ARCH respondents were less likely than UMD respondents overall to perceive tenure requirements and process, and promotion requirements and process for advancing to Full Professor as clear and fair.
- 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 in ARCH 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.



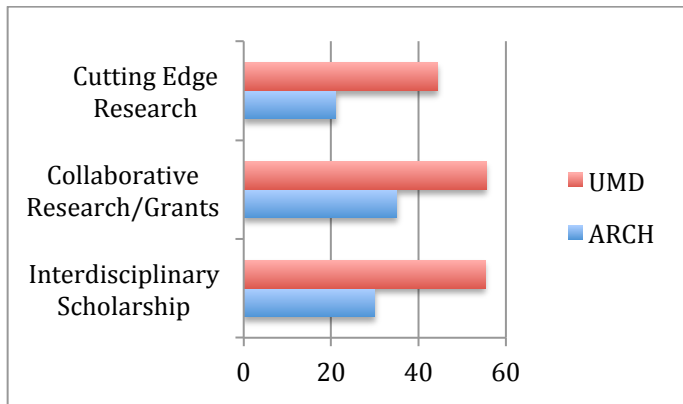
**Figure 1.** Percentage of respondents who perceive the requirements as clear and processes as fair for tenure and promotion to Full Professor.

*“I ... 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.”*

### **Evaluation of Research and Creative Work**

- ARCH faculty were less likely than UMD faculty to agree that research and creative work is rewarded in their unit, including the following:
  - Interdisciplinary scholarship (30.0% ARCH vs. 55.3% UMD)
  - Collaborative research and grant work (35.0% ARCH vs. 55.5% UMD)
  - Taking risks and trying to be cutting edge in research (21.1% ARCH vs. 44.4% UMD)
- ARCH Faculty of Color were less likely than ARCH White faculty to agree that interdisciplinary scholarship is rewarded in their unit.



**Figure 2:** Percentage of respondents who perceive that faculty in their unit are rewarded for specific types of research and creative work.

### Fair and Manageable Workload

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

*“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

- 35% of ARCH faculty reported being encouraged during the past twelve months to pursue a leadership position.
- ARCH faculty (45.0%) were less likely than UMD faculty (59.3%) overall to agree that there are opportunities in their college for faculty to become involved as leaders.

### Satisfaction with Resources and Conditions at UMD

ARCH faculty were less likely than UMD faculty overall to be satisfied with resources and conditions at UMD.

**Table 1:** Percentage of respondents who were satisfied with resources and conditions at UMD.

Resource or Condition	ARCH	UMD
Autonomy in faculty role	40%	76.3%
Overall experience in unit	35%	68.1%
Support of colleagues	35%	64.2%
Unit’s national reputation	10%	58.7%
Transparency of decision-making	20%	49.4%
Expectations for committee service	10%	44.7%
Assistance finding grants	15%	35%
Priorities and vision of school	15%	40.6%
Fit between individual and unit values	10%	57.8%
Time spent on research vs. teaching/service	20%	43.1%

- Most ARCH respondents were satisfied with the following:
  - The University’s location (55.0%)
  - Graduate student quality (55.0%)

- Diversity on campus (50.0%)
- The fewest number of ARCH respondents were satisfied with the following:
  - Unit's national reputation (10.0%)
  - Sense of fit between their values and those of their unit (10.0%)
  - Expectations for committee service (10.0%)
- Potential for better work-life balance in a different type of position (15.0%)
- Offer for a position outside of academe (15.0%)
- ARCH White faculty were more likely than ARCH Faculty of Color to have had an outside offer while at UM.

### **Organizational Commitment and Intent to Leave**

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- ARCH faculty (50.0%) were more likely than UMD faculty (27.6%) overall to indicate their intent to leave the university in the next two years.
- ARCH respondents (20%) were also more likely than UMD respondents (8.8%) overall to indicate the intent to leave the academic profession in the next two years.
- ARCH respondents (15.0%) were more likely than UMD respondents to leave because of the lack of collegiality in their unit (4.3%).
- The most frequent reasons ARCH respondents listed for intending to leave UMD included:
  - Retirement (20.0%)
  - Lack of collegiality (15.0%)
  - Higher salary (10.0%)
  - Offer from a more prestigious department or institution (10.0%).
- The most frequent reasons for ARCH colleagues' leaving their unit in the last three years included:
  - Lack of collegiality (30.0%)
  - Closer to family (15.0%)

### **Perceptions of Productivity**

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- 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.
- 31.6% of ARCH respondents (vs. 44.6% of UMD respondents) believed their unit views them as more productive than researchers of their rank nationwide.

*“Encourage the pursuit of research agendas through teaching.”*

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

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#### **TO CITE THIS BRIEF:**

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## 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 % Agree / Strongly Agree
<b>Faculty Learning and Institutional Support for Learning</b>		
The University provides an environment that stimulates my academic learning.	14.3%	26.3%
<b>Professional Networks and Institutional Support of Professional Networks</b>		
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%
<b>Diversity and Inclusion</b>		
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%
<b>Work-Life Integration</b>		
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%
<b>Career Advancement and Institutional Support of Career Advancement</b>		
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%
<b>Fair and Manageable Workload</b>		
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%
<b>Satisfaction with Resources and Conditions at UMD</b>		
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.

**ADVANCE Program for Inclusive Excellence** aims to improve work environments and opportunities for women faculty in ways that improve the university for all. ADVANCE is Directed by Professor KerryAnn O'Meara and coordinated by Kristen Corrigan, Projects Manager. ADVANCE reports to the Provost's Office and is located in 1402 Marie Mount Hall. Founded initially through an NSF ADVANCE grant, the program is now supported by the campus, and engages in four activities found to have high impact in supporting faculty and improving work environments: (a) Strategic Networks (for assistant professors, associate professors, ADVANCE professors, under-represented faculty of color, leadership fellows and professional track faculty); (b) ADVANCE Professors assigned to each college to mentor women faculty and work with Deans to create structures and cultures of support; (c) Data collection, analysis and dissemination to increase awareness of equity issues, mentor, and improve work environments (e.g., faculty work environment survey and dashboard); and (d) Crafting policy change as relevant with other offices in areas that specifically affect women faculty. Please contact the ADVANCE office with