

# ADVANCE

**ADVANCE Program for Inclusive Excellence**

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



**The UM Work Environment Survey for Tenure-Track/Tenured Faculty  
2013 Results for the School of Architecture, Planning and Preservation (ARCH)**

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## Table of Contents

Table of Contents .....	1
Introduction.....	2
Respondents .....	2
Data Analysis .....	2
ARCH Survey Results .....	3
Organizational Commitment and Intent to Leave.....	3
Satisfaction with Department and UMD.....	4
Fair Treatment and Diversity .....	6
Work-Life Climate.....	7
Career Advancement and Institutional Support of Career Advancement.....	9
Evaluation of Research and Creative Work.....	11
Management of Teaching, Research and Service Responsibilities .....	11
Recognition.....	12
Leadership Opportunities.....	13
Faculty Learning.....	14
Professional Networks and Collegiality.....	15
Perceptions of Productivity.....	17

## **Introduction**

The UM 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 2013 survey implementation included an overall response rate of approximately 47% 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 and 2013 University of Maryland results overall, please see the full 2013 report, which can be accessed at the UM ADVANCE research and evaluation website: <http://www.advance.umd.edu/research-evaluation>.

The analytical sample for this report is the tenure-track/tenured faculty respondents of the UM Faculty Work Environment Survey from ARCH (n=14), approximately 52% of the 2013 tenure-track/tenured ARCH faculty as of January 25, 2013.

## **Data Analysis**

We first ran descriptive statistics (e.g. frequencies and means) on each survey item for all respondents. 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 tenure-track results for a sense of the areas where ARCH faculty are having similar, better, or worse work environment experiences. 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.

## ARCH Survey Results

### Organizational Commitment and Intent to Leave

#### KEY FINDINGS:

- ARCH respondents were more likely than UMD respondents overall to intend to leave the institution. 71.4% of ARCH participants stated they were likely to leave the university in the next two years (vs. 27.3% of all UMD respondents).
- 81.8% of ARCH participants stated that there was at least one faculty member in their unit who left in the past three years.
- 80.0% of ARCH respondents had an outside offer while at UMD (compared to 39.0% of all UMD respondents).
- ARCH respondents were more likely than other UMD respondents to intend to leave due to the lack of collegiality in their unit (42.9% ARCH vs. 11.4% UMD), and poor likelihood of tenure/promotion or contract renewal (42.9% ARCH vs. 4.3% UMD).
- The most frequent reasons ARCH participants listed for wanting to leave UMD were poor likelihood of tenure/promotion or contract renewal (42.9%); lack of collegiality in their unit (42.9%); a more prestigious department or institution (35.7%); a higher salary (28.6%); being closer to family (13.2%); a better work-life balance in a different type of position (21.4%); and retirement (21.4%).

**Table 2.** Participants' reasons for intending to leave UMD

<b>If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons? [Select up to three]*</b>	<b>ARCH N=14 % Selected</b>	<b>UMD % Selected</b>
An offer with a higher salary	28.6	36.1
Potential for better work-life balance in a different type of position	21.4	12.1
An offer from a more prestigious department or institution	35.7	22.3
An offer from an institution in a more desirable geographic location	14.3	12.8
Retirement	21.4	8.8
Other	21.4	6.6
Lack of collegiality in my unit*	42.9	11.4
An offer for a position outside academe	7.1	5.2
To be closer to family	7.1	7.8
Career opportunities at another institution for my spouse/partner	0	6.5
Poor likelihood of tenure/promotion or contract renewal*	42.9	4.3
Better campus climate for Faculty of Color at another institution	0	1.8
Better policies related to child-care, parental leave	0	1.4
I'm not well suited to the faculty career	0	0.9
Better campus climate for women at another institution	7.1	2.0
Better campus climate for GLBTQ faculty at another institution	0	<1%

\* = statistical difference in means between ARCH and UMD respondents at  $p < .05$

### **Satisfaction with Department and UMD**

#### **KEY FINDINGS**

- ARCH respondents were overall less satisfied with their experiences than other faculty at UMD: only 28.6% of ARCH participants were satisfied with their overall experience working in their unit and with their overall experience at UMD (compared to 68.4% and 66.5%, respectively, of all UMD respondents).

- There were twelve specific aspects of the faculty experience that were rated less favorably by ARCH respondents than UMD respondents ( $p < .05$ ): the amount of autonomy they have in their role as faculty members (35.7% ARCH vs. 78.9% UMD); the support of colleagues (21.4% ARCH vs. 66.0% UMD); the sense of fit between their values and those of their unit (21.4% ARCH vs. 58.2% UMD); the transparency of decision-making within their unit (7.1% ARCH vs. 49.1% UMD); priorities and vision of their school (14.3% ARCH vs. 43.6% UMD); their unit's national reputation (0% ARCH vs. 60.5% UMD); assistance with research administration in their unit (0% ARCH vs. 41.8% UMD); professional assistance for improving teaching (14.3% ARCH vs. 40.1% UMD); clerical/administrative support (14.3% ARCH vs. 49.3% UMD); assistance with finding grants (0% ARCH vs. 29.5% UMD); expectations for committee service (0% ARCH vs. 42.5% UMD); and the amount of time they spend on research vs. teaching & service (0% ARCH vs. 46.9% UMD).
- The aspects participants were most satisfied with were the university's national reputation (57.1%), the diversity on campus (50.0%), the quality of campus facilities (50.0%), leadership of their school (42.9%), and the amount of autonomy (35.7%).
- The fewest number of ARCH respondents were satisfied with the amount of time they spend on research vs. teaching & service (0%); expectations for committee service (0%); assistance with finding grants (0%); assistance with research administration in their unit (0%); their unit's national reputation (0%); and the transparency of decision-making within their unit (7.1%).

**Table 3.** Percentage of participants who were satisfied with resources and conditions at UMD

<b>Survey Item*</b>	<b>ARCH % Satisfied/ Very Satisfied</b>	<b>UMD % Satisfied/ Very Satisfied</b>
The amount of autonomy I have in my role as a faculty member*	35.7	78.9
The support of colleagues here*	21.4	66.0
My overall experience working at UM*	28.6	66.5
The university's location	28.6	59.3
My overall experience working in my unit*	28.6	68.4
The diversity on campus	50.0	68.9
The university's national reputation	57.1	62.1
The sense of fit between my values and those of my unit*	21.4	58.2
Leadership of my college / school	42.9	50.8
The transparency of decision-making within my unit*	7.1	49.1
Priorities and vision of my college / school*	14.3	43.6
My unit's national reputation*	0	60.5
The quality of campus facilities	50.0	52.9
Assistance with research administration in my unit*	0	41.8
Professional assistance for improving teaching*	14.3	40.1
Clerical / administrative support*	14.3	49.3
My salary and benefits	21.4	39.5
Assistance with finding grants*	0	29.5
Expectations for committee service*	0	42.5
The amount of time I spend on research vs. teaching & service*	0	46.9
Amount of access to TAs, RAs	21.4	43.8

\* = statistical difference in means between ARCH and UMD respondents at  $p < .05$

### **Fair Treatment and Diversity**

#### **KEY FINDINGS**

- About a third of ARCH respondents perceived that female faculty and Faculty of Color receive fair treatment (30.8%).
- 23.1% of ARCH faculty agreed that they have experienced discrimination.

- There were no significant differences between ARCH and UMD respondents overall in perceptions of fair treatment and discrimination.

**Table 4.** Faculty perceptions of diversity, diversity climate, and fairness 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.	30.8	49.3
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.	30.8	48.1
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	38.5	27.3
I have experienced discrimination in my unit based on my individual or multiple identities.	23.1	18.5

There were no statistical difference in means between ARCH and UMD respondents at  $p < .05$ .

### Work-Life Climate

#### KEY FINDINGS:

- ARCH respondents were less likely than other UMD respondents to agree that in their unit, faculty can be honest with colleagues about family/life roles and responsibilities (35.7% ARCH vs. 56.3% UMD), that their unit supports faculty scheduling work commitments around family schedules (0% ARCH vs. 54.0% UMD), that they have control over creating a satisfying work-life balance (28.6% ARCH vs. 56.5% UMD), and that there are role-models in their unit for how to create a satisfying work-life balance (7.1% ARCH vs. 37.7% UMD).
- ARCH respondents were less likely than other UMD respondents to be satisfied with their unit's culture around work-life balance (21.4% ARCH vs. 47.6% UMD).
- ARCH respondents were more likely than other UMD respondents to report bias against family care-giving in their unit.

- About two thirds of the ARCH respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance.
- Less than a third of the ARCH participants agreed that the institution does what it can to make family life and the tenure track compatible.
- Similar to UMD respondents overall, ARCH respondents rated many of UMD's policies and programs for work-life balance as valuable, but few respondents took advantage of these programs and many had not heard of the programs.

**Table 5.** Perceptions of work-life climate at UMD

Survey Item*	ARCH % Agree / Strongly Agree	UMD % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	57.1	67.2
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.*	35.7	56.3
My unit supports faculty scheduling work commitments around family schedules.*	0	54.0
In general, I feel I have control over creating a satisfying work-life balance.*	28.6	56.5
There is NO bias against family care-giving in my unit.*	21.4	48.5
I am satisfied with my unit's culture around work-life balance.*	21.4	47.6
There are role-models in my unit of how to create a satisfying work-life balance.*	7.1	37.7
The institution does what it can to make family life and the tenure track compatible.	14.3	34.2

\* = statistical difference in means between ARCH and UMD respondents at  $p < .05$

**Table 6.** Work-life policies and programs at UMD

<b>Policy/Program [% of ARCH respondents]</b>	<b>% Very Valuable</b>	<b>% Used it</b>	<b>% Anticipate using it</b>	<b>% Have not heard of it</b>
Part-time tenure track policy (permits tenure track faculty to work part time)	88.9	0	33.3	64.3
Campus childcare	71.4	7.7	9.1	7.1
Tenure delay/Stop the tenure clock	71.4	15.4	20.0	0
Childcare referral service	50.0	0	0	42.9
College dashboard project	14.3	8.3	10.0	14.3
Paid parental leave	87.5	46.2	40.0	7.1
Mentoring for new faculty	88.9	20.0	25.0	78.6
ADVANCE learning communities, leadership program, seed grants and seminars	50.0	50.0	50.0	42.9

It is important to note that the part-time tenure track policy was established December 17, 2009. The Family Care Resource and Referral Service began in fall of 2010. The tenure delay policy was established March 6, 2007. The parental leave policy was established in September of 2012. As in the university-wide results, we believe participants misunderstood the survey item regarding paid parental leave to mean something different than the paid parental leave policy begun in fall, 2012.

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

#### **KEY FINDINGS**

- ARCH participants were more likely than other UMD respondents to perceive requirements and processes for tenure and advancing to Full Professor as less clear and fair ( $p < .05$ ).
- Most participants agreed that they seize opportunities to advance in their career, and that they have intentionally made choices to focus their career in ways that are personally meaningful to them (71.4% and 85.7%, respectively). However, ARCH respondents were

less likely than other UMD participants to agree that they have been strategic in achieving their career goals (42.9% ARCH vs. 69.2% UMD).

- ARCH respondents were more likely than other UMD respondents to feel stuck in their ability to advance in their career (57.1% ARCH vs. 20.9% UMD), and to feel that they have little control over advancement in their career (35.7% ARCH vs. 14.5% UMD).
- ARCH respondents were also less likely than other UMD respondents to agree that faculty in their unit have the freedom to succeed here if they work hard (15.4% ARCH vs. 71.2% UMD), and that they have received helpful feedback from their department chair/unit head in support of their career advancement (21.4% ARCH vs. 49.7% UMD).
- 88.9% of ARCH respondents had concerns about their own advancement (compared to 33.3% for UMD;  $p < .05$ ).

**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.*	42.9	69.2
	I seize opportunities when they are presented to me to advance in my career.	71.4	79.2
	I feel stuck in my ability to advance in my career.*	57.1	20.9
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	85.7	86.2
	In general, I feel that I have little control over whether I advance in my career.*	35.7	14.5
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.*	15.4	71.2
	I have received helpful feedback from my department chair/unit head in support of my career advancement.*	21.4	49.7
	In my unit, the tenure requirements are clear.*	14.3	67.4
	In my unit, the promotion requirements for advancing to Full Professor are clear.*	14.3	54.2
	In my unit, the tenure process is fair.*	35.7	67.9
	In my unit, the promotion process for advancing to Full Professor is fair.*	28.6	55.5

\* = statistical difference in means between ARCH and UMD respondents at  $p < .05$

## Evaluation of Research and Creative Work

### KEY FINDINGS

- ARCH respondents were less likely than other UMD respondents to agree that interdisciplinary scholarship and cutting edge research are rewarded in their unit (28.6% and 7.1%, respectively, for ARCH vs. 54.4% and 43.2%, respectively, for UMD).
- About a third of the ARCH participants agreed that engaged scholarship, collaborative research and grant work is encouraged in their unit's reward system.

**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.*	28.6	54.4
Engaged scholarship is rewarded in my unit.	42.9	46.8
Collaborative research and grant work is encouraged in our unit's reward system.	28.6	53.6
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.*	7.1	43.2

\* = statistical difference in means between ARCH and UMD respondents at  $p < .05$

## Management of Teaching, Research and Service Responsibilities

### KEY FINDINGS

- Most ARCH respondents had a lower assessment of the management of teaching, research and service responsibilities than other UMD respondents.
- Less than a third of ARCH participants agreed that managing their teaching responsibilities is largely under their control (21.4% ARCH vs. 66.8% UMD), that there is support in their department for effective teaching (21.4% ARCH vs. 53.2% UMD), that

they feel in control of their participation in service activities (14.3% ARCH vs. 52.3% UMD), and that it is possible for them to say no to additional on-campus service activities without negative consequences (14.3% ARCH vs. 51.5% UMD).

- The majority of ARCH respondents (71.4%) agreed that they are in charge of the direction of their research agenda (90.5% for UMD).

**Table 9.** Respondent perception of evaluation and support of teaching, research and service

Survey Item	ARCH % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.*	21.4	66.8
There is support in my department for effective teaching.*	21.4	53.2
I feel in control of my participation in service activities.*	14.3	52.3
It is possible for me to say no to additional on-campus service activities without negative consequences.*	14.3	51.5
I am in charge of the direction of my research agenda.*	71.4	90.5

\* = statistical difference in means between ARCH and UMD respondents at  $p < .05$

## Recognition

### KEY FINDINGS

- ARCH respondents were less likely than other UMD respondents to agree that faculty in their unit value their research/scholarship (28.6% ARCH vs. 69.5% UMD).
- About two thirds of ARCH participants agreed that faculty in their unit value their teaching contributions.
- About a third of ARCH participants agreed that faculty in their unit value their service contributions, and care about their personal well-being.

**Table 10.** Respondent perceptions of recognition and valuing one's commitments

Survey Item	ARCH % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.	64.3	62.7
Faculty in my unit value my research/scholarship.*	28.6	69.5
Faculty in my unit value my service contributions.	42.9	64.4
Faculty in my unit care about my personal well-being.	42.9	59.5
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]	20.0	29.1

\* = statistical difference in means between ARCH and UMD respondents at  $p < .05$

### Leadership Opportunities

#### KEY FINDINGS

- ARCH respondents were less likely than other UMD respondents to agree that they have opportunities in their college to become involved as leaders (50.5% ARCH vs. 64.3% UMD).
- Less than a third of ARCH respondents indicated that, during the past twelve months, at least once they have been encouraged to pursue a leadership position.

**Table 11.** 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.*	50.0	64.3
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	23.1	44.0

\* = statistical difference in means between ARCH and UMD respondents at  $p < .05$

## Faculty Learning

### KEY FINDINGS

- ARCH respondents generally had a lower assessment of faculty learning than other UMD respondents.
- ARCH respondents were less likely than other UMD respondents to agree that in the last twelve months their learning has contributed to their research and/or scholarly agenda (57.1% ARCH vs. 77.0% UMD), that their unit supports their learning external to campus (7.1% ARCH vs. 58.0% UMD), that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning (14.3% ARCH vs. 55.7% UMD), and that their unit has financially supported their learning in their field (21.4% ARCH vs. 52.2% UMD).
- ARCH respondents were less likely than other UMD respondents to agree that their unit and the university provide an environment that stimulates their academic learning (14.3% and 35.7%, respectively, for ARCH vs. 60.2% and 58.7%, respectively, for UMD).
- The majority of ARCH respondents agreed that in the last twelve months they set aside time to advance their scholarly learning, and that they have gained knowledge or skills that have made them better teachers.

**Table 11.** Respondent assessment of faculty learning and institutional support for learning

	Survey Item*	ARCH % Agree / Strongly Agree	UMD % Agree / Strongly Agree
Faculty Learning	In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.*	57.1	77.0
	In the last twelve months, I set aside time to advance my scholarly learning.	71.4	74.4
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	64.3	70.2
Institutional Support of Faculty Learning	My unit supports my learning external to campus.*	7.1	58.0
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.*	14.3	55.7
	My unit provides an environment that stimulates my academic learning.*	14.3	60.2
	The University provides an environment that stimulates my academic learning.*	35.7	58.7
	My unit has financially supported my learning in my field or discipline.*	21.4	52.2

\* = statistical difference in means between ARCH and UMD respondents at  $p < .05$

## Professional Networks and Collegiality

### KEY FINDINGS

- ARCH respondents generally had a lower assessment of professional networks and collegiality than other UMD faculty.
- ARCH respondents were less likely than other UMD respondents to agree that their core discussion network enhances their visibility in the field (25.0% ARCH vs. 77.2% UMD), lets them know of professional opportunities (41.7% ARCH vs. 74.4% UMD), and includes one or more members who are influential in their field (58.3% ARCH vs. 83.9% UMD).
- ARCH respondents were less likely than other UMD respondents to indicate that they have relationships with other faculty on campus that have supported their career

advancement (42.9% ARCH vs. 64.8% UMD), individuals at this institution have made an effort to connect them with important people in their field (21.4% ARCH vs. 34.4% UMD), and that they have been effectively mentored by someone in their unit (14.3% ARCH vs. 37.8% UMD).

- ARCH respondents were less likely than other UMD respondents overall to be satisfied with the opportunity they have to collaborate with other UMD faculty (7.1% ARCH vs. 41.0% UMD), and with the collegiality in their unit (14.3% ARCH vs. 63.9% UMD).
- ARCH respondents were more likely than other UMD respondents to feel isolated in their department (42.9% ARCH vs. 21.5% UMD).

**Table 12.** 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.*	25.0	77.2
	My core discussion network lets me know of professional opportunities.*	41.7	74.4
	My core discussion network includes one or more members who are influential in my field.*	58.3	83.9
	My core discussion network provides helpful feedback on my research.	66.7	82.7
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.*	42.9	64.8
	I receive useful feedback from colleagues at UM that improves my work.	42.9	60.8
	Individuals at this institution have made an effort to connect me with important people in my field.*	21.4	34.4
	I have been effectively mentored by someone in my unit.*	14.3	37.8
	I am satisfied with the opportunity I have to collaborate with other UM faculty.*	7.1	41.0
	I am satisfied with the collegiality in my unit.*	14.3	63.9
	I feel isolated in my department.*	42.9	21.5

\* = statistical difference in means between ARCH and UMD respondents at  $p < .05$

## **Perceptions of Productivity**

### **KEY FINDINGS**

- 42.9% of ARCH respondents ranked themselves as more productive than researchers in their field and rank nationwide.
- 42.9% of ARCH respondents ranked themselves as less productive than researchers in their field and rank nationwide.
- 14.3% of ARCH respondents believed their unit views them as more productive than researchers in their field and rank nationwide (44.3% for UMD;  $p < .05$ ).
- 57.1% of ARCH respondents believed their unit views them as less productive than researchers in their field and rank nationwide (22.2% for UMD;  $p < .05$ ).