

ADVANCE

Research Brief

ADVANCE Program for Inclusive Excellence

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



College of Architecture

The UMD ADVANCE Grant Towards an Institution for Inclusive Excellence (UMD = T12E), the Office of Faculty Affairs, and the Office of Diversity & Inclusion, are all engaged in efforts to improve professional growth opportunities and work environment for UMD faculty. A critical part of those efforts is research to benchmark the current status of faculty work environments and to see if there are important differences by gender, race and ethnicity, career stage, and college. This report presents findings from a spring 2013 UMD work environment survey.

The UMD Work Environment Survey assessed 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, advancement, and productivity. Here major findings from the college are reported for respondents. A full institutional report with all data and tables, as well as college-specific reports can be found at the ADVANCE website: www.advance.umd.edu.

RESPONDENTS

52% (n=14) of full-time UMD tenure track or tenured ARCH faculty completed the work environment survey.

SURVEY RESULTS

Comparisons are provided between ARCH and University of Maryland respondents.

Organizational Commitment and Intent to Leave

- 71.4% of ARCH participants stated they were likely to leave the university in the next two years.
- 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%).

Satisfaction with Department and UMD

- 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.
- There were twelve aspects that were rated less favorably by ARCH respondents than UMD respondents:
 - Amount of autonomy they have in their role as faculty members (35.7%)
 - Support of colleagues (21.4%)
 - Sense of fit between their values and those of their unit (21.4%)
 - Transparency of decision-making within their unit (7.1%)
 - Priorities and vision of their school (14.3%)

- Their unit's national reputation (0%)
- Assistance with research administration in their unit (0%)
- Professional assistance for improving teaching (14.3%)
- Clerical/administrative support (14.3%)
- Assistance with finding grants (0%)
- Expectations for committee service (0%)
- Amount of time they spend on research vs. teaching & service (0%)
- 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%).

- 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.

OPEN-ENDED COMMENTS

"Make faculty more aware of opportunities (I had never heard of some of these) and make more available (e.g. childcare is not available on campus until 3 yrs old)."

"Break up academic departments and create interdisciplinary units. Have people of different interests housed together."

"Balance teaching load throughout the university- there is great inequity."

Fair Treatment and Diversity

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

Career Advancement

- ARCH participants were more likely than other UMD respondents to perceive requirements and processes for tenure and advancing to Full Professor as unclear and unfair ($p < .05$).
- 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 respondents were more likely than other UMD respondents to feel stuck in their ability to advance in their career (57.1%), and to feel that they have little control over advancement in their career (35.7%).
- 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%), and that they have received helpful feedback from their

Work-Life Climate

- 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%), that their unit supports faculty scheduling work commitments around family schedules (0%), that they have control over creating a satisfying work-life balance (28.6%), and that there are role-models in their unit for how to create a satisfying work-life balance (7.1%).
- ARCH respondents were less likely than other UMD respondents to be satisfied with their unit's culture around work-life balance (21.4%).

department chair/unit head in support of their career advancement (21.4%).

- 88.9% of ARCH respondents had concerns about their own advancement (compared to 33.3% for UMD; $p < .05$).

OPEN-ENDED COMMENTS

"I have been overburdened with service and administrative work to the detriment of my ability to focus on research, scholarship, and creative work."

"Lack of clarity in tenure process, lack of time and lack of value on teaching and service."

Evaluation of Research and Creative Work

- 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.

Management of Teaching, Research and Service Responsibilities

- 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).

Recognition

- 28.6% of ARCH respondents agreed that faculty in their unit value their research/scholarship.
- 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.

Leadership Opportunities

- 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.

Faculty Learning

- 57.1% of ARCH respondents agreed that in the last twelve months their learning has contributed to their research and/or scholarly agenda. Less than 25% of ARCH respondents agreed that their unit supports their learning external to campus, that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning, and that their unit has financially supported their learning in their field.
- 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.

Professional Networks and Collegiality

- ARCH respondents were less likely than other UMD respondents to agree that their core discussion network enhances their visibility in the field (25.0%), lets them know of professional opportunities (41.7%), and includes one or more members who are influential in their field (58.3%).
- 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%), individuals at this institution have made an effort to connect them with important people in their field (21.4%), and that they have been effectively mentored by someone in their unit (14.3%).
- 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%), and with the collegiality in their unit (14.3%).
- ARCH respondents were more likely than other UMD respondents to feel isolated in their department (42.9%).

Perceptions of Productivity

- 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; $p < .05$).

Faculty at the University of Maryland: Results from the 2013 UMD Work Environment Survey. College Park, MD: Univ. of Maryland ADVANCE Program.

TO CITE THIS BRIEF:

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REFERENCES

O'Meara, K., Garvey, J., Niehaus, E., Corrigan, K. (2013). *The Work Environment for Tenure-Track/Tenured*