



SAH Data Project Report

Faculty Survey

SURVEY ELIGIBILITY

* 1. Have you served as the instructor of record for at least one architectural history-focused course at the undergraduate or graduate level *in the United States*?

- Yes. I would like to begin the survey.
- No. Please tell me about other survey options.

ABOUT YOU -- Overview

This page gathers basic information about you. You will have an opportunity to provide more in-depth information later in the survey. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M.

Dreller: SDreller@sah.org

* 2. Most advanced degree you currently hold:

- Doctoral/PhD
- Master's
- Bachelor's
- Associate's
- Other (please specify)

* 3. Program/department in which you completed your most advanced degree: (select all that apply)

- Architectural history, theory, and criticism
- Architectural studies
- Art history, theory, and criticism
- Professional program in architecture, landscape architecture, interior architecture, etc.
- Historic preservation
- Urban and regional planning
- History
- Public history
- Area or cultural studies
- Archaeology
- Other (please specify)

* 4. What years did you start and finish your most advanced degree?

Start

Finish

FACULTY SURVEY

* 5. Did you receive your most advanced degree from a college/university *in the United States*?

- Yes
 No

* 6. Is the college/university where you completed your most advanced degree a public or private institution?

- Public
 Private
 Other (please specify)

* 7. Is the college/university where you completed your most advanced degree a for-profit or not-for-profit institution?

- For-profit
 Not-for-profit
 Other (please specify)

* 8. What is the highest degree offered by the institution where you completed your most advanced degree?

- Doctoral/PhD
 Master's
 Bachelor's
 Associate's
 Other (please specify)

* 9. Approximately how many undergraduate students are enrolled at the institution where you completed your most advanced degree? (If needed, a Google search for your institution's name will return an acceptable number.)

- Under 1,000 undergraduates
 1,000-5,000 undergraduates
 5,000-10,000 undergraduates
 10,000-15,000 undergraduates
 15,000-20,000 undergraduates
 Over 20,000 undergraduates
 Not sure/not able to find this data

ABOUT YOU -- Overview

This page gathers basic information about you. You will have an opportunity to provide more in-depth information later in the survey. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M.

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* 10. How long have you been teaching architectural history?

- Less than 1 year
- 1-7 years
- 8-15 years
- More than 15 years

* 11. How many higher education institutions do you teach architectural history for *regularly*?

- 1
- 2
- 3 or more
- Other (please specify)

* 12. Do you teach architectural history *most often* at a public or private institution?

- Public
- Private
- Other (please specify)

* 13. Do you teach architectural history *most often* at a for-profit or not-for-profit institution?

- For-profit
- Not-for-profit
- Other (please specify)

FACULTY SURVEY

* 14. What is the highest degree offered by the institution where you teach architectural history *most often*?

- Doctoral/PhD
- Master's
- Bachelor's
- Associate's
- Other (please specify)

* 15. Approximately how many undergraduate students are enrolled at the institution where you teach architectural history *most often*? (If needed, a Google search for your institution's name will return an acceptable number.)

- Under 1,000 undergraduates
- 1,000-5,000 undergraduates
- 5,000-10,000 undergraduates
- 10,000-15,000 undergraduates
- 15,000-20,000 undergraduates
- Over 20,000 undergraduates
- Not sure/not able to find this data

ABOUT YOU -- Overview

This page gathers basic information about you. You will have an opportunity to provide more in-depth information later in the survey. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M.

Dreller: SDreller@sah.org

* 16. Do you teach architectural history for any of the following programs of study? (select all that apply)

- Architectural history, theory, and criticism
- Architectural studies
- Art history, theory, and criticism
- Professional program in architecture, landscape architecture, interior architecture, etc.
- Historic preservation
- Urban and regional planning
- History
- Public history
- Area or cultural studies
- Archaeology
- Other (please specify)

* 17. Please indicate your current academic rank/status or ranks/statuses: (check all that apply)

- Contingent -- part-time/adjunct
- Contingent -- full-time/postdoc/VAP, 1-year contract
- Contingent -- full-time/postdoc/VAP, contract of more than 1 year
- Lecturer or otherwise permanent full-time employee without tenure options
- Assistant Professor
- Associate Professor
- Professor
- Emeritus
- Other (please specify)

FACULTY SURVEY

18. If you answered Emeritus in Question 2, please enter the year you last taught an architectural history-focused class in the box below. Please also complete the remainder of this survey as if you were in your last year of teaching.

* 19. Are you now or have you ever been a licensed built environment design professional (i.e. architect, landscape architect, engineer, etc) in the United States?

- Yes
- No
- Other (please specify)

* 20. Are you employed *full-time* by an institution or institutions of higher education?

- Yes
- No (go to "Next" below to continue)
- Other (please specify)

21. If you are not employed full-time by an institution or institutions of higher education, would you like to be?

- Yes
- No
- Possibly

If desired, use this box to comment on your answer to this question.

ABOUT YOU -- Architectural History Work

This page gathers basic information about you. You will have an opportunity to provide more in-depth information later in the survey. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

In addition to teaching, please indicate the other types of architectural history-related work you perform *most often*:

22. As a routine expectation of your job: (select up to 4 types)

Types of architectural history-related work

Expected - selection 1

Expected - selection 2

Expected - selection 3

Expected - selection 4

23. For an honorarium or additional pay: (select up to 4 types)

Types of architectural history-related work

Additional - selection 1

Additional - selection 2

Additional - selection 3

Additional - selection 4

24. Gratis/pro bono: (select up to 4 types)

Types of architectural history-related work

Gratis/pro bono -
selection 1

Gratis/pro bono -
selection 2

Gratis/pro bono -
selection 3

Gratis/pro bono -
selection 4

PROFESSIONAL PASSION/DRIVE -- Overview

This page gathers information about what motivated you to pursue an architectural history-related career. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M.

Dreller: SDreller@sah.org

* 25. Which of the following ways to learn about architectural history piqued your interest most *before* college?
(select up to 2)

- I did not encounter architectural history in a meaningful way before college
- Exploring my neighborhood/city
- Touring buildings, historical societies, and museums
- Studying as part of my K-12 education
- Participating in classes/camps in addition to my K-12 education
- Talking with family and friends
- Watching videos, movies, television and/or listening to the radio and podcasts
- Looking at photos on social media
- Reading books and magazines
- Other (please specify)

* 26. When did you enroll in your *first* architectural history-focused college course?

- As an undergraduate (including community college)
- As a graduate student
- Other (please specify)

FACULTY SURVEY

* 27. Which of the following most impacted your decision to enroll in your *first* architectural history-focused college course? (select up to 2)

- Class required to graduate
- Class required to receive funding
- Recommended by a professor
- Recommended by family and/or friends
- Interested in the topic
- Good for my resume/job prospects
- Other (please specify)

28. If you completed an advanced degree in an architectural history-related program of study, how important were each of the following factors in that decision? (rank factors by selecting one answer per row)

	Most important	Very important	Moderately important	Least important
I am interested in the history of the built environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to positively impact the development of the built environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe understanding architecture is important to society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I anticipated architectural history-related career opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If desired, use this box to add other reasons for your decision to complete an architectural history-related advanced degree.

PROFESSIONAL PASSION/DRIVE -- Reflections

This page gives you an opportunity to share additional thoughts in a short-answer open-ended format. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

29. Is there anything else you'd like the SAH Data Project to know about your professional passion/drive?

[note: 500 character limit]

YOUR TEACHING & PEDAGOGY -- Overview

This page gathers basic information about what you teach. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

NOTE FOR FACULTY WHO TEACH FOR MORE THAN ONE PROGRAM/INSTITUTION: For the remainder of the survey please reference the program/institution where you currently teach *most often*.

* 30. For the 2019-20 academic year, at what level are most of the architectural history-focused classes in your program being taught?

- All levels/no focus on a specific level
- Doctoral/PhD
- Master's
- Undergraduate – upper level (junior, senior, 5th year professional program)
- Undergraduate – lower level (freshman, sophomore, Associate's)
- Not sure
- Other (please specify)

* 31. Does your program offer an introductory architectural history course with a broad geographic and temporal scope?

- Yes, with content that includes global/non-Eurocentric traditions
- Yes, with content that focuses exclusively on Eurocentric traditions
- No (go to question 5)
- Other (please specify)

32. If you selected either Yes option in question 2, please briefly describe the years/periods covered and geographic scope. *[note: 200 character limit]*

FACULTY SURVEY

33. If you selected either Yes option in question 2, have you taught this course more than once?

- Yes
- No
- Not sure
- Other (please specify)

34. Please describe the years/periods covered and geographic scope for any other large survey classes you have taught more than once. *[note: 500 character limit]*

YOUR TEACHING & PEDAGOGY -- Typical Enrollment

This page gathers information about the typical enrollment in the architectural history courses you teach. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M.

Dreller: SDreller@sah.org

Approximately how many students typically enroll in your architectural history courses?

* 35. Introductory architectural history course with a broad geographic and temporal scope:

- Under 30
- 30-60
- Over 60
- I have not taught an introductory architectural history course with a broad geographic and temporal scope

* 36. Special topics – undergraduate:

- Under 15
- 16-25
- Over 26
- I have not taught undergraduate special topics classes

* 37. Special topics – graduate:

- Under 10
- 11-15
- Over 15
- I have not taught graduate special topics classes

* 38. Studios in applied architectural history work (design, historic preservation, etc):

- Under 10
- Over 11
- I have not taught studios

* 39. Study abroad/tours:

- Under 10
- Over 11
- I have not taught study abroad/tours

YOUR TEACHING & PEDAGOGY -- Increasing enrollment

This page gathers information to help determine if increasing architectural history course enrollment is a priority. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M.

Dreller: SDreller@sah.org

* 40. Is anything being done to increase enrollment in architectural history-focused classes in your program?

- Yes
- No (go to "Next" button below)
- Not sure
- Other (please specify)

41. If you answered Yes to question 1, what is being done to increase enrollment in architectural history classes in your program? (select all that apply)

- Increase enrollment maximums for existing classes
- Advertise/promote existing classes more aggressively
- Offer more general education classes
- Offer more interdisciplinary classes to recruit students from other programs/departments
- Ask students what kinds of classes they want and then offer those classes
- Use financial support as a student recruitment tool (stipends, etc)
- Use non-financial support programming as a student recruitment tool (mentoring, resume review, etc)
- Recruit popular/famous faculty to teach in your program/department
- Ensure architectural history classes meet college/university breadth requirements
- Other (please specify)

FACULTY SURVEY

YOUR TEACHING & PEDAGOGY -- Methodology

This page gathers information about what you think are the most effective ways to teach architectural history. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M.

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42. Based on your teaching experience, which of the following are the *most effective* ways to communicate information to students about architectural history? (select up to 3 per column)

	Undergraduate courses	Graduate courses
Lectures	<input type="checkbox"/>	<input type="checkbox"/>
Readings	<input type="checkbox"/>	<input type="checkbox"/>
In-class discussions	<input type="checkbox"/>	<input type="checkbox"/>
Films/videos	<input type="checkbox"/>	<input type="checkbox"/>
Individual research assignments	<input type="checkbox"/>	<input type="checkbox"/>
Group research assignments	<input type="checkbox"/>	<input type="checkbox"/>
Architecture-related art projects	<input type="checkbox"/>	<input type="checkbox"/>
Student presentations	<input type="checkbox"/>	<input type="checkbox"/>
Exams	<input type="checkbox"/>	<input type="checkbox"/>
Architecture visits & tours	<input type="checkbox"/>	<input type="checkbox"/>
Gallery/library/archive/museum visits	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

(please specify Other here)

* 43. Approximately how often are you able to teach courses that incorporate the teaching methods you consider most effective?

- Always
- More than 50% of the time
- About 50% of the time
- Less than 50% of the time
- Never

FACULTY SURVEY

* 44. What are the most important skills students learn in your architectural history courses? (select up to 3)

- How to read critically
- How to understand technical drawings
- How to engage in meaningful debate with colleagues
- How to envision a research thesis and develop a research plan
- How to manage a research project
- How to conduct research
- How to write critically
- How to prepare and deliver an effective verbal presentation
- How to receive and respond to critique/review
- How to apply for grants
- How to explain the importance of your work to people who are not in your field (other scholars and the public)
- Other (please specify)

YOUR TEACHING & PEDAGOGY -- Methodology

This page gathers information about what you think are the most effective ways to teach architectural history. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M.

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* 45. How many of your courses include at least one architectural site visit?

- All of my courses
- Most of my courses
- Only a few of my courses
- My courses rarely/never include these trips
- Other (please specify)

* 46. Approximately how many of your architectural history-focused courses do you teach entirely or primarily online?

- I teach all of my architectural history-focused courses entirely or primarily online
- More than half
- About half
- Less than half
- I do not teach any architectural history-focused courses entirely or primarily online
- Not sure
- Other (please specify)

FACULTY SURVEY

YOUR TEACHING & PEDAGOGY -- Social Justice Themes

This page gathers information about the extent to which your architectural history teaching engages current social justice themes. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

* 47. Are you teaching undergraduate and/or graduate architectural history courses with the following themes during the 2019-20 academic year? (select one answer per row)

	Yes	No	No, but I have sufficient expertise to teach a course like this in the future	Not sure
Climate crisis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global/non-Eurocentric architecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marginalized voices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. If desired, please use this comment box to list other social justice-themed courses you are teaching and/or suggest meaningful ways SAH Data Project could analyze the social justice-related data that we collect on this page.

YOUR TEACHING & PEDAGOGY -- Mentoring

This page gathers information about your experience mentoring architectural history students. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

* 49. Apart from any basic student advising responsibilities you may have, are you a faculty mentor for at least one student? For the purposes of this survey, a mentor is someone a student can ask for unbiased, confidential guidance when they need extended assistance selecting classes, thinking through a problem, evaluating job opportunities, etc.

- Yes
- No (go to "Next" button below)
- Other (please specify)

50. If you answered Yes to question 1, what is the focus of the advice you provide? (select all that apply)

- Scholarship
- Teaching
- Career/job market
- Work-life balance
- Personal issues
- Other (please specify)

51. If you answered Yes to question 1, how did you connect with your mentee(s)?

- I am also their advisor.
- They approached me for guidance
- I noticed they needed guidance and offered to help
- My school/department has a formal mentoring program that arranged the connection
- A colleague helped me arrange the connection informally
- Other (please specify)

FACULTY SURVEY

* 53. What types of professional development training, opportunities, and support can students in your program(s) access? (select all that apply)

	Before graduation	After graduation
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Teaching	<input type="checkbox"/>	<input type="checkbox"/>
Publishing	<input type="checkbox"/>	<input type="checkbox"/>
Grant writing	<input type="checkbox"/>	<input type="checkbox"/>
Abstract writing	<input type="checkbox"/>	<input type="checkbox"/>
Public speaking	<input type="checkbox"/>	<input type="checkbox"/>
Networking	<input type="checkbox"/>	<input type="checkbox"/>
Diversity/multicultural competency	<input type="checkbox"/>	<input type="checkbox"/>
Digital literacy/digital humanities	<input type="checkbox"/>	<input type="checkbox"/>
Public outreach	<input type="checkbox"/>	<input type="checkbox"/>
Job applications/CVs/teaching statements	<input type="checkbox"/>	<input type="checkbox"/>
Internships/job placements	<input type="checkbox"/>	<input type="checkbox"/>
Online presence	<input type="checkbox"/>	<input type="checkbox"/>
No professional development training/opportunities/support	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

(please specify Other here)

YOUR TEACHING & PEDAGOGY -- Reflections

This page gives you an opportunity to share additional thoughts in a short-answer open-ended format. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreler: SDreler@sah.org

54. Is there anything else of a general nature you'd like the SAH Data Project to know about your architectural history teaching/pedagogy? *[note: 500 character limit]*

YOUR RESEARCH & PUBLICATIONS -- Expertise

This page gathers information about your research expertise. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

* 55. What *type* of built environments does your architectural history expertise encompass? (select up to 2)

- Landscapes
- Cities/urbanism/planning
- Engineering
- Buildings
- Interiors
- Other (please specify)

* 56. What is the *geographic* scope of your architectural history expertise? (select up to 3)

Answer Options

Geographic - selection 1

Geographic - selection 2

Geographic - selection 3

Other (please specify)

* 57. What is the *chronological* scope of your architectural history expertise? (select up to 3)

Answer Options

Chronological - selection

1

Chronological - selection

2

Chronological - selection

3

Other (please specify)

FACULTY SURVEY

* 58. What is the *thematic* scope of your architectural history expertise? (select up to 5)

Answer Options

Thematic - selection 1

Thematic - selection 2

Thematic - selection 3

Thematic - selection 4

Thematic - selection 5

Other (please specify)

FACULTY SURVEY

YOUR RESEARCH & PUBLICATIONS -- Opportunities & Challenges

This page gathers information about your opportunities and challenges in conducting research-related tasks. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M.

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* 59. What percentage of the total time you devote to architectural history-related work do you currently spend on research, writing, and publishing?

	Less than 25%	25–50%	50–75%	More than 75%
During the academic year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the summer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 60. Which of the following have been *most helpful* to your ability to engage in architectural history-related research, writing, and publishing? (select up to 2)

- My interest in the topic drives my progress
- Adequate financial support
- Adequate emotional encouragement and support
- Access to the buildings/libraries/archives necessary for my research
- Adequate time to devote to my work
- Able to teach and/or publish on topics that are directly related to my research
- I feel a sense of urgency to progress for employment reasons such as tenure
- Other (please specify)

FACULTY SURVEY

* 61. What are the *major barriers* to your ability to engage in architectural history-related research, writing, and publishing? (select up to 2)

- I have lost interest in my topic
- Inadequate financial support
- Inadequate emotional encouragement and support
- No access to the buildings/libraries/archives necessary for my research
- Inadequate time to devote to my research
- Unable to teach and/or publish on topics directly related to my research
- Family responsibilities
- Other (please specify)

YOUR RESEARCH & PUBLICATIONS -- Publications

This page gathers information about your publications. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

* 62. Which of the following types of scholarly output have been *most beneficial* to your career? (select up to 3)

- Blogging/social media/public engagement
- Research using digital humanities tools and methodologies
- Films/media
- Exhibitions/curating
- Conference presentations/chairing sessions
- Invited lectures
- Newspaper/magazine/mass audience articles
- Book reviews in peer-reviewed journals
- Articles in peer-reviewed journals
- Trade/mass audience books
- Chapters/essays in academic audience books edited by others
- Academic audience books edited by me with chapters/essays by others
- Academic audience books written by me
- Other (please specify)

FACULTY SURVEY

63. How many of each of the following types of scholarly output have you authored since 2015? Please include projects undertaken individually and collaboratively as well as anything currently under review.

Blogging/social media/public engagement

Research using digital humanities tools and methodologies

Films/media

Exhibitions/curating

Conference presentations/chairing sessions

Invited lectures

Newspaper/magazine/mass audience articles

Book reviews in peer-reviewed journals

Articles in peer-reviewed journals

Trade/mass audience books

Chapters/essays in academic audience books edited by others

Academic audience books edited by me with chapters/essays by others

Academic audience books written by me

Other

* 64. Have the field's expectations about scholarly output changed during your career?

- Yes
- No (go to "Next" button below)
- Not sure

FACULTY SURVEY

65. If you answered Yes to question 3, in what ways have expectations changed? (select all that apply)

- We are expected to publish more
- We are expected to publish less
- We are expected to publish research in different kinds of platforms and formats
- We are expected to publish research on topics that are considered socially relevant
- We are expected to engage wider audiences with my publications
- We are expected to win more publication grants and awards
- We are expected to pay for more of the costs of publication (image permission fees, etc) myself
- Other (please specify)

FACULTY SURVEY

70. If your program encourages faculty to pursue interdisciplinary research, what kinds of support does your program offer? (select all that apply)

- Research funding opportunities
- Conference travel funding opportunities
- Support for developing interdisciplinary curriculum
- Support for developing interdisciplinary programming
- Support for team teaching
- Interdisciplinary research valued during tenure/faculty review
- Other (please specify)

YOUR RESEARCH & PUBLICATIONS -- Reflections

This page gives you an opportunity to share additional thoughts in a short-answer open-ended format. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

71. Is there anything else of a general nature you'd like the SAH Data Project to know about your architectural history-related research, writing, and publishing? *[note: 500 character limit]*

QUESTIONS ABOUT FINANCES -- Teaching

This page gathers information about the financial aspects of your architectural history-related teaching. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

* 72. What is your approximate annual compensation as architectural history faculty?

- Up to \$25,000
- \$25,000–\$50,000
- \$51,000–\$75,000
- \$76,000–\$100,000
- Above \$100,000
- I am not paid for teaching architectural history
- Prefer not to answer

* 73. Which of the following employment benefits do you earn teaching architectural history? (select all that apply)

- Health insurance
- Paid time off for health- and family-related matters
- Retirement/disability/life-insurance
- Childcare
- Research stipend
- Professional development stipend (conference travel, training, etc)
- I earn no employment benefits
- Other (please specify)

* 74. Do you *routinely* pay for teaching-related expenses like photocopies or entry fees yourself (i.e. not reimbursed)?

- Yes
- No
- Other (please specify)

QUESTIONS ABOUT FINANCES -- Research & Publications

This page gathers information about the financial aspects of your architectural history-related research, writing, and publishing work. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M.

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* 75. How do you *typically* fund your architectural history-related research, writing, and publishing work? (select all that apply)

- I am paid by my university/universities to research, write, and publish as an expected part of my employment expectations
- Financial support from my university employer(s) to research, write, and publish in addition to my standard salary
- Financial support from foundations/granting non-profits
- Advances and/or royalties from publishers
- Crowdfunding platforms (Patreon, Kickstarter, etc)
- My spouse/family typically pays for my research, writing, and publishing
- I typically pay for my own research, writing, and publishing (not reimbursed)
- Other (please specify)

FACULTY SURVEY

* 76. Since 2015, what types of architectural history-related scholarly projects have you postponed or abandoned *primarily* due to financial considerations? (select all that apply)

- I have not postponed or abandoned any projects due *primarily* to financial considerations
- Blogging/social media/public engagement
- Research using digital humanities tools and methodologies
- Films/media
- Exhibitions/curating
- Conference presentations/chairing sessions
- Invited lectures
- Newspaper/magazine/mass audience articles
- Book reviews in peer-reviewed journals
- Articles in peer-reviewed journals
- Trade/mass audience books
- Chapters/essays in academic audience books edited by others
- Academic audience books edited by me with chapters/essays by others
- Academic audience books written by me
- Other (please specify)

* 77. What is the average cost per year for you to conduct architectural history-related research such as travel to sites of interest, archive fees, etc?

- Up to \$1,000
- \$1,000–\$5,000
- Above \$5,000
- Don't know/remember

* 78. Approximately how much of your research expenses do you typically pay for yourself (i.e. not reimbursed or covered by stipends, grants, etc)?

- I pay for all of my research expenses.
- I pay for most of my research expenses.
- I pay about for about half of my research expenses.
- I only pay for small amount of my research expenses.
- I don't pay for any of my research expenses.
- Don't know/remember

QUESTIONS ABOUT FINANCES -- Your Student Experience

This page gathers information about your student financial support and debt background. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

* 79. How much student debt did you incur by the time you completed your most advanced degree?

- No student debt
- Under \$10,000
- \$10,000-\$30,000
- \$30,000-\$50,000
- \$50,000-\$75,000
- \$75,000-\$100,000
- Above \$100,000
- Not sure
- Prefer not to answer

* 80. As a student working toward your most advanced degree, did you receive a funding package offer?

- Yes
- No
- Don't know/remember

QUESTIONS ABOUT FINANCES -- Your Student Experience

This page gathers information about your student financial support and debt background. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

* 81. Which of the following were included in your funding package? (select all that apply)

- Full tuition coverage
- Partial tuition coverage
- Teaching assistantship
- Research assistantship
- Annual stipend
- Other (please specify)

* 82. How many years did the funding package cover?

- Partial year
- 1 year
- 2 years
- 3 years
- 4 years
- 5 or more years Other
- (please specify)

FACULTY SURVEY

* 83. In addition to your funding package, which of the following opportunities were available through your institution while you were a student working toward your most advanced degree? (select all that apply)

- No additional funding opportunities were available to me through my institution.
- Teaching assistantships
- Research assistantships
- Work-study such as helping in the department office or at the library
- Research fellowships/grants
- Writing fellowships/grants
- Conference travel fellowships/grants
- Internship/job placements
- Student loans
- Other (please specify)

QUESTIONS ABOUT FINANCES -- Your Student Experience

This page gathers information about your student financial support and debt background. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

* 84. Which of the following opportunities were available through your institution while you were a student working toward your most advanced degree? (select all that apply)

- No funding opportunities were available to me at my institution
- Teaching assistantships
- Research assistantships
- Work-study such as helping in the department office or at the library
- Research fellowships/grants
- Writing fellowships/grants
- Conference travel fellowships/grants
- Internship/job placements
- Student loans
- Other (please specify)

QUESTIONS ABOUT FINANCES -- Reflections

This page gives you an opportunity to share additional thoughts in a short-answer open-ended format. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreler: SDreler@sah.org

85. Is there anything else of a general nature you'd like the SAH Data Project to know about your architectural history-related finances? *[note: 500 character limit]*

YOUR CAREER TRAJECTORY -- Overview

This page gathers basic information about your career trajectory. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

86. If you have tenure or are on the tenure track, how long after completing your most advanced degree did it take for you to secure your first tenure-track position?

- I was employed in a tenure-track position when I graduated
- Less than 1 year
- 1-3 years
- More than 3 years

87. If you have tenure, how long did it take for you to earn tenure after beginning your first tenure-track position?

- Less than 6 years
- 6-8 years
- More than 8 years

88. If you do not have tenure or are not on the tenure track, are you actively pursuing a full-time tenure track position?

- Yes
- No
- Other (please specify)

89. If you are actively pursuing a full-time tenure track position, how long have you been doing this?

- Less than 1 year
- 1-3 years
- More than 3 years
- If desired, use this box to indicate approximately how many full-time tenure track job applications you have submitted so far.

FACULTY SURVEY

* 90. What are the *most common* reactions you have encountered when you tell people what you do for a living? (select up to 2)

- They are impressed
- They express interest in being an architect
- They are eager to share their own architecture-related interests, travels, etc.
- They perceive me as well paid
- They express confusion over what I do
- They are ambivalent/not interested
- They express animosity
- Other (please specify)

FACULTY SURVEY

YOUR CAREER TRAJECTORY -- Professional Development

This page gathers information about your professional development activities. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

* 91. Which of the following professional development training, opportunities, and support have been *beneficial* to your career trajectory? (select all that apply)

	When you were a student	Currently
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Teaching	<input type="checkbox"/>	<input type="checkbox"/>
Publishing	<input type="checkbox"/>	<input type="checkbox"/>
Grant writing	<input type="checkbox"/>	<input type="checkbox"/>
Abstract writing	<input type="checkbox"/>	<input type="checkbox"/>
Public speaking	<input type="checkbox"/>	<input type="checkbox"/>
Networking	<input type="checkbox"/>	<input type="checkbox"/>
Diversity/multicultural competency	<input type="checkbox"/>	<input type="checkbox"/>
Digital literacy/digital humanities	<input type="checkbox"/>	<input type="checkbox"/>
Public outreach	<input type="checkbox"/>	<input type="checkbox"/>
Job applications/CVs/teaching statements	<input type="checkbox"/>	<input type="checkbox"/>
Internships/job placements	<input type="checkbox"/>	<input type="checkbox"/>
Online presence	<input type="checkbox"/>	<input type="checkbox"/>
No professional development training/opportunities/support	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

(please specify Other here)

FACULTY SURVEY

* 92. Which of the following professional development training, opportunities, and support do you *wish you had* as a student and/or now? (select all that apply)

	When you were a student	Currently
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Teaching	<input type="checkbox"/>	<input type="checkbox"/>
Publishing	<input type="checkbox"/>	<input type="checkbox"/>
Grant writing	<input type="checkbox"/>	<input type="checkbox"/>
Abstract writing	<input type="checkbox"/>	<input type="checkbox"/>
Public speaking	<input type="checkbox"/>	<input type="checkbox"/>
Networking	<input type="checkbox"/>	<input type="checkbox"/>
Diversity/multicultural competency	<input type="checkbox"/>	<input type="checkbox"/>
Digital literacy/digital humanities	<input type="checkbox"/>	<input type="checkbox"/>
Public outreach	<input type="checkbox"/>	<input type="checkbox"/>
Job applications/CVs/teaching statements	<input type="checkbox"/>	<input type="checkbox"/>
Internships/job placements	<input type="checkbox"/>	<input type="checkbox"/>
Online presence	<input type="checkbox"/>	<input type="checkbox"/>
No professional development training/opportunities/support	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

(please specify Other here)

YOUR CAREER TRAJECTORY -- Online Presence

This page gathers information about your professional online presence. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

* 93. Does your program/institution maintain a current profile page for you on their official website?

- Yes
- No
- Not sure

* 94. How often do you currently use social media in ways that are directly related to your professional architectural history work?

- Daily
- Weekly
- Occasionally
- Not at all

YOUR CAREER TRAJECTORY -- Online Presence

This page gathers information about your professional online presence. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

* 95. What are the *most effective* ways that you have used social media for your professional architectural history work? (select up to 3)

- Include in teaching as student assignments, discussion topics, etc.
- Stay current on opportunities/research directly related to my architectural history work
- Learn about opportunities/research in disciplines that are not directly related to my architectural history work
- Conduct research, including logistics for site visits, trips to archives, etc.
- Share my research and achievements
- Support my peers by sharing their research and achievements
- Engage with events such as live-tweeting from conferences
- Connect with peers outside my program with similar interests
- Reach out to senior/established scholars
- Engage audiences beyond academia
- Other (please specify)

* 96. Which of the following platforms do you use as part of your professional architectural history work? (select all that apply)

	Maintain current profile	Active social engagement
LinkedIn	<input type="checkbox"/>	<input type="checkbox"/>
Academia.edu	<input type="checkbox"/>	<input type="checkbox"/>
Humanities Commons	<input type="checkbox"/>	<input type="checkbox"/>
Facebook	<input type="checkbox"/>	<input type="checkbox"/>
Instagram	<input type="checkbox"/>	<input type="checkbox"/>
Twitter	<input type="checkbox"/>	<input type="checkbox"/>
My own website/blog	<input type="checkbox"/>	<input type="checkbox"/>
Other platform not listed here	<input type="checkbox"/>	<input type="checkbox"/>

(please specify Other here)

YOUR CAREER TRAJECTORY -- Reflections

This page gives you an opportunity to share additional thoughts in a short-answer open-ended format. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

97. Is there anything else of a general nature you'd like the SAH Data Project to know about your career trajectory? *[note: 500 character limit]*

FACULTY SURVEY

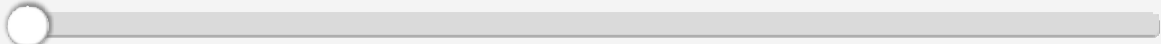
YOUR PROFESSIONAL GOALS -- Overview

This page gathers information about your professional goals and pace of progress toward achieving them. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M.

Dreller: SDreller@sah.org

* 98. How do you feel about your overall pace of progress toward your professional goals?

very unhappy neutral/not sure very happy



* 99. Which of the following would you characterize as your *most important* career goals? (select up to 3)

Answer Options

Goal - selection 1

Goal - selection 2

Goal - selection 3

* 100. Which of the following factors have been *most helpful* to your overall pace of progress toward your career goals? (select up to 3)

Answer Options

Helpful - selection 1

Helpful - selection 2

Helpful - selection 3

Other (please specify)

* 101. Which of the following factors have been *most detrimental* to your overall pace of progress toward your career goals? (select up to 2)

Answer Options

Detrimental - selection 1

Detrimental - selection 2

Other (please specify)

YOUR PROFESSIONAL GOALS -- Reflections

This page gives you an opportunity to share additional thoughts in a short-answer open-ended format. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

102. Is there anything else of a general nature you'd like the SAH Data Project to know about your professional goals? *[note: 500 character limit]*

MORE ABOUT YOU -- Professional Societies

This page helps us determine the reach of architectural history-related professional organizations. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

* 103. How often do you maintain an annual membership in at least one architectural history-related learned/scholarly society? (select one answer per row)

	Every year	Occasionally	Only when I attend the conference	Never
International	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local chapter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

104. If you answered "every year" to question 2 above, to which of the following architectural history-related societies do you belong? (select all that apply)

- American Historical Association (AHA)
- Association of Collegiate Schools of Architecture (ACSA)
- Coalition of Community College Architecture Programs (CCCAP)
- College Art Association (CAA)
- Construction History Society of America (CHSA)
- Council of Educators in Landscape Architecture (CELA)
- Landscape History Chapter of the Society of Architectural Historians
- National Council for Preservation Education (NCPE)
- Society for American City and Regional Planning History (SACRPH)
- Society of Architectural Historians (SAH)
- Urban History Association (UHA)
- Vernacular Architecture Forum (VAF)
- Other/International (please specify)

FACULTY SURVEY

MORE ABOUT YOU -- *Optional* -- Self-Identity

This optional page helps us understand the demographic makeup of architectural history faculty today. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

NOTE: Answer options are presented in alphabetical order whenever possible. There is no limit on the number of answer options you may select.

105. With which gender(s) do you most identify? (select all that apply)

- Man
- Non-binary
- Transgender
- Woman
- Prefer not to answer
- Prefer to self-describe

106. With which race/ethnicity or races/ethnicities do you most identify? (select all that apply; answer options presented below will enable cross-comparison with the U.S. Census Bureau's national data)

- African American or Black
- American Indian or Alaska Native
- Asian
- Latinx/Hispanic
- Native Hawaiian or other Pacific Islander
- White (defined as a person having origins in any of the original peoples of Europe, the Middle East, or North Africa)
- Prefer not to answer
- Other races/ethnicities that are not listed here

107. Are you employed at your institution(s) as an international faculty member? (select all that apply)

- Yes
- No
- Other (please specify)

FACULTY SURVEY

108. Do you have a disability or disabilities that substantially limit the performance of your architectural history-related work? (select all that apply)

- Concentrating, remembering, etc.
- Hearing
- Moving, lifting, etc.
- Seeing
- Speaking
- Emotional
- Prefer not to answer
- Other disability or disabilities not listed here

109. If desired, please use this comment box to suggest meaningful ways SAH Data Project could analyze the demographic data we collect on this page.

FACULTY SURVEY

MORE ABOUT YOU -- *Optional* -- Age & Family

This optional page helps us understand the ages and family situations of architectural history faculty today. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M.

Dreller: SDreller@sah.org

110. How old were you when you earned your most advanced degree and how old are you now?

	When you earned your most advanced degree	Currently
Under 22	<input type="checkbox"/>	<input type="checkbox"/>
23-30	<input type="checkbox"/>	<input type="checkbox"/>
31-40	<input type="checkbox"/>	<input type="checkbox"/>
41-50	<input type="checkbox"/>	<input type="checkbox"/>
51-60	<input type="checkbox"/>	<input type="checkbox"/>
61-70	<input type="checkbox"/>	<input type="checkbox"/>
71 or over	<input type="checkbox"/>	<input type="checkbox"/>
Prefer not to answer	<input type="checkbox"/>	<input type="checkbox"/>

111. Did at least one of your parents/guardians graduate from college?

- Yes
- No
- Not sure
- Prefer not to answer
- Other (please specify)

112. Would you like to share what your parents/guardians do or did for a living?

FACULTY SURVEY

113. Do you currently have family care-giving responsibilities?

- Yes, full-time
- Yes, part-time
- No
- Prefer not to answer
- Other (please specify)

MORE ABOUT YOU -- Reflections

This page gives you an opportunity to share additional thoughts in a short-answer open-ended format. *All responses are anonymous.* If you have any questions along the way, reach out to the SAH Data Project's researcher, Sarah M. Dreller: SDreller@sah.org

114. Is there anything else of a general nature you'd like the SAH Data Project to know about you or your background? *[note: 500 character limit]*

FINAL QUESTION & SUBMIT

* 115. In addition to your faculty teaching responsibilities, are you also a department head/program administrator or a student *in the United States*?

- Department head/program administrator
- Student
- Neither of these

Thank you for contributing to the SAH Data Project. We value your input tremendously.

Please hit "Done" below to submit your data and exit the survey.