W&M Faculty Survey Report 2009

the seventh in a series of surveys administered to William and Mary faculty to assess their attitudes, perceptions and opinions on a wide range of issues

An initiative of the
W&M Faculty Assembly

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The College of William and Mary

William & Mary Faculty Assembly Faculty Survey 2009

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Acknowledgements

This report is the result of the combined effort of many individuals.

First, we would like to thank the 381 members of the faculty who responded to the Fall 2009 Faculty Survey. Their participation was essential to insuring that survey responses are truly representative of the faculty population across all academic areas and disciplines. Their efforts resulted in an enviable response rate of 71.6%.

The Faculty Survey is an initiative of the Faculty Assembly. We would like especially to recognize the members of the Faculty Assembly 2008-2009 for their role in this endeavor. FA members provided important guidance and valuable insight on the survey content – including the introduction of several new survey topics. In addition to their other roles, the entire Faculty Assembly 2008-2009 also piloted the survey.

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2. <u>Introduction</u>

Background and Overview

The 2009 W&M Faculty Survey Report is the seventh in a series (1991, 1993, 1996, 1999, 2003-2004, 2006, 2009) based on surveys administered to William and Mary faculty to assess their attitudes, perceptions and opinions on a wide range of issues. The Faculty Survey is conducted by the Faculty Assembly and represents an on-going initiative of the Faculty Assembly.

Organization of the Report

For the purposes of this report, we have grouped the responses to survey questions into several broad categories.

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Response rates for Faculty Survey 2009

College-wide, 72% of all tenured and tenure-eligible, full-time faculty members responded to the survey, matching (within a percentage point) the 73% response rate of the last W&M Faculty Survey in fall 2006. The 2006 overall response rate was the highest response rate of any faculty survey at the College up to that point and continues to hold that distinction. The 2009 overall response rate is nearly tied with that record. Response rates from the seven academic areas spanned a range from a low of 49% (School of Marine Science/VIMS) to a high of 90% (Arts & Sciences – Natural Sciences).   Response rates increased in A&S Natural Sciences and, quite dramatically, in the School of Law.   Response rates remained unchanged for Arts & Sciences Humanities and the School of Education, while Arts & Sciences Social Sciences experienced the greatest drop in response rates from the previous survey. The School of Business and the School of Marine Science saw their response rates drop from the levels posted in the 2006 Faculty Survey, returning to near the levels received in the 2003 Faculty Survey. Table 1 gives response rates by academic area & overall.

Table 2.1 Survey Responses by Academic Area – 2009, 2006, 2003

Academic Area	2009	2006	2003
A&S Humanities	**85%**	85%	67%
A&S Social Sciences	**55%**	70%	63%
A&S Natural Sciences	**90%**	86%	66%
School of Business	**65%**	81%	61%
School of Education	**75%**	76%	69%
School of Law	**52%**	29%	48%
School of Marine Science / VIMS	**49%**	54%	48%
Overall	**72%**	73%	62%

3. Profile of Survey Respondents for Faculty Survey 2006-2007

Surveys were sent to 532 tenured and tenure-eligible faculty, of whom 381 completed the survey for a response rate of 71.6%. Because not every individual answered every question, the total number of respondents for each survey item is not necessarily the same. The following tables (Tables 2, 3, 4, 5) provide demographic information for survey respondents and, for comparison, the same information for the total pool of tenured and tenure-eligible faculty for the same semester in which the survey was administered.   In general, the demographic profile of survey respondents is a good match for the demographic profile of the population sample.

Table 3.1 Faculty Survey Respondents and Sample Population by Gender

Gender	Survey Sample	College-wide
Female	36%	35%
Male	64%	65%
Total	100%	100%

Table 3.2 Faculty Survey Respondents and Sample Population by Academic Rank

Academic rank	Survey	College-wide
Assistant prof	21%	22%
Associate prof	37%	34%
Full professor	41%	41%
Total	100%	100%

Table 3.3 Faculty Survey Respondents and Sample Population by Academic Area

Academic Area	Survey %	n	College-wide %
A&S Humanities	27%	103	23%
A&S Social Sciences	19%	73	25%
A&S Natural Sciences	26%	99	21%
School of Business	9%	33	10%
School of Education	7%	27	7%
School of Law	5%	17	6%
School of Marine Science / VIMS	7%	25	10%

Note: when survey results are viewed by academic area, the number of respondents can become relatively modest, particularly for the professional schools where the numbers range from 33 individuals in the School of Business to 17 individual faculty members in the School of Law. Therefore, each survey response received can represent 2-3 percentage points. At times in this report, the actual number of responses will be reported (in addition to percentages) so as to provide additional perspective and context.

4. <u>Job Satisfaction</u>

The Faculty Survey 2009 began with a general question on faculty overall job satisfaction, and continued with a series of more focused items exploring faculty satisfaction with 13 selected aspects of the work situation.

This section of the Faculty Survey 2006 Report contains two parts: Overall Faculty Job Satisfaction, and Faculty Satisfaction with (13) Selected Aspects of the Work Situation.

a. Overall Job Satisfaction

Survey Question 8 asked faculty "*On the whole, how satisfied are you with your position at the College?*" Response options were: "very satisfied", "moderately satisfied", "a little dissatisfied" and "very dissatisfied".

On the whole, 83% of survey respondents indicated that they were either "Very Satisfied" or "Moderately Satisfied" with their position at the College.   Although this number surpassed the totals for the same question in both the 2006 and 2003 faculty surveys (81% and 78% respectively), it approached, but did not reach the high level of satisfaction reported in the 1999 Faculty Survey (86%). Table/Figure 4.1 (below) summarizes the survey responses to this question for the current survey, and provides historical perspective by including the responses from the 2006, 2003 and 1999 Faculty Surveys. For additional context, Table/Figure 4.2 offers results from the 2007-2008 H.E.R.I. national survey for public universities, private universities, and all four year plus colleges and universities.

Table/Figure 4.1 On the whole, how satisfied are you with your position at the College? Job satisfaction levels over time [2009, 2006, 2003, 1999]

Overall Satisfaction	On the whole, how satisfied are you with your position at the College?			
	Very Satisfied + Moderately Satisfied		A little Dissatisfied + Very Dissatisfied	
Year	*Very Satisfied*	*Moderately Satisfied*	*A little Dissatisfied*	*Very Dissatisfied*
2009	**36%**	**47%**	**14%**	**3%**
2006	41%	40%	16%	3%
2003	30%	48%	16%	5%
1999	44%	42%	9%	4%

Source: William and Mary Faculty Surveys 2009, 2006, 2003, 1999

Although the combined total responses for the two categories (Very Satisfied, Moderately Satisfied) increased over the same total from the 2006 Faculty Survey, there was a drop of five percentage points in the category of "Very Satisfied".   The percentage of survey respondents reporting "A Little Dissatisfied" also decreased, but by two percentage points, resulting in a 7% increase in the response category "Moderately Satisfied". All in all, there was a general move toward "Moderately Satisfied" from either side.

When compared with overall satisfaction levels compiled in a national survey conducted by the Higher Education Research Institute (H.E.R.I.) at U.C.L.A. in 2007-2008, William & Mary faculty reported a slightly higher satisfaction level than private universities (79%), and a moderately higher level than public universities (74%) and all four-year plus colleges and universities (75%).

**Table/Figure 4.2 On the whole, how satisfied are you with your position at the College?
W&M and H.E.R.I. Survey results**

Overall Satisfaction	Overall Job Satisfaction Very Satisfied + (Moderately) Satisfied		
H.E.R.I. Survey 2007-08			W&M Survey 2009
Public universities	Private universities	All 4-year +	W&M Faculty
74%	79%	75%	83%

Source: William and Mary Faculty Survey 2009
Source: The American College Teacher, H.E.R.I. Faculty Survey 2007-2008

In conclusion, overall job satisfaction levels (combining the categories of very satisfied and moderately satisfied) remained over 80%, indicating that approximately eight out of ten faculty were, on the whole, satisfied with their position at the College.

Overall satisfaction levels by gender, rank and academic area

A closer examination of overall satisfaction levels, when viewed by gender, revealed a difference of five percentage points between male and female faculty for the combined response categories of "very satisfied" and "moderately satisfied". For male faculty, the 85% reported for positive satisfaction levels continued the upward trend begun in the 2003 Faculty Survey and represented an increase of five percentage points from the 2006 Faculty Survey. For female faculty, the figure of 80% (very satisfied + moderately satisfied) reflected a slight decline from the 82% recorded in the 2006 Faculty Survey (83% in the survey of 2003).

Table/Figure 4.3 On the whole, how satisfied are you with your position at the College?
[survey results by gender and overall]

Overall Satisfaction	On the whole, how satisfied are you with your position at the College?			
Gender	*Very Satisfied*	*Moderately Satisfied*	*A little Dissatisfied*	*Very Dissatisfied*
Female	33%	47%	18%	2%
Male	37%	48%	11%	4%
Overall	36%	47%	13%	3%

When survey responses were sorted by academic rank, at least three quarters of the faculty at each rank were either very satisfied or moderately satisfied.   However, there was an 18 percentage point spread between the most satisfied rank of faculty and the least satisfied rank of faculty.   Assistant professors were, by far, the most satisfied (94%), followed by faculty at the Full professor rank (84%) and finally, faculty at the Associate professor rank (76%). Interestingly, there appeared only minor variations in the percentages of faculty by academic rank who reported being "moderately satisfied" -- Assistant professors (44%), Associate professors (49%), and Full professors (48%).   The greatest discrepancies were found in the response category of "very satisfied" where faculty at the rank of Assistant professor were nearly twice as likely to have chosen this answer than faculty at the Associate professor rank (50% and 27%, respectively).   A little more than a third of faculty at the rank of Full professor (36%) indicated that they were '"very satisfied".   Finally, nearly one in four faculty at the rank of Associate professor (24%) recorded some level of overall dissatisfaction compared with 6% of Assistant professors and 16% of Full professor faculty.

Table/Figure 4.4 On the whole, how satisfied are you with your position at the College?
[survey results by academic rank and overall]

Overall Satisfaction	On the whole, how satisfied are you with your position at the College?			
Academic Rank	*Very Satisfied*	*Moderately Satisfied*	*A little Dissatisfied*	*Very Dissatisfied*
Assistant Professors	50%	44%	5%	1%
Associate Professors	27%	49%	20%	4%
Full Professors	36%	48%	13%	3%
Overall	36%	47%	14%	3%

The next table (Table/Figure 4.5) shows what happens when the survey responses on overall satisfaction are grouped by academic area, and for comparison, how the faculty responded as a whole.

All academic areas reported that a majority of faculty (72% or more) were either "very satisfied" or "moderately satisfied" overall.   The highest levels of dissatisfaction (combined responses for the response categories "a little dissatisfied" and "very dissatisfied" were found in the School of Education (22%) and the School of Business (21%).

Table/Figure 4.5. On the whole, how satisfied are your with your position at the College? [results by Academic Area and Overall]

Overall Satisfaction	On the whole, how satisfied are you with your position at the College?			
Academic Area	Very Satisfied	Moderately Satisfied	A little Dissatisfied	Very Dissatisfied
A&S Humanities	40%	44%	16%	1%
A&S Social Sciences	32%	55%	8%	5%
A&S Natural Sciences	38%	46%	14%	1%
School of Business	21%	58%	15%	6%
School of Education	37%	41%	19%	4%
School of Law	65%	29%	6%	0%
School of Marine Science/VIMS	24%	48%	16%	12%
Overall	36%	47%	14%	3%

b. Faculty Satisfaction with (13) Selected Aspects of the Work Situation

To explore faculty job satisfaction levels in greater detail, Survey Item 9 asked faculty *"In general, how satisfied are you with the following aspects of your work situation at the College?"* There followed a list of 13 specific items for which the response options were: very satisfied (VS), satisfied (S), neutral (N), a little dissatisfied (D), very dissatisfied (VD), not sure (NS), or not applicable (NA).

The specific items included were:

> *(a) availability (number) of summer research grants*
> *(b) college assistance in obtaining external grant support*
> *(c) travel support for research presentations at conferences*
> *(d) secretarial/office support*

(e) support for teaching (faculty development)

(f) classroom space appropriate for teaching needs

(g) your teaching load

(h) availability of equipment (other than computers & lab equipment)

(i) availability of laboratory equipment

(j) "work/life balance" – the balance of your professional responsibilities (work) with your personal life

(k) faculty salaries in general

(l) your salary

(m) overall compensation package (salary + insurance coverage & options + other benefits)

Job Satisfaction Levels on Selected Work Aspects: Overall Combined Responses from All Academic Areas

For many of the survey items included in Q9, the greatest insight can be found in the breakdown of survey responses by academic areas. It is, nevertheless, useful to first consider a broader perspective that encompasses faculty across the university. The following set of tables/figures (Table/Figure 4.6) provide an "at-a-glance" overview of the combined responses to survey questions, Q9a-Q9m, across all seven academic areas.

Faculty levels of satisfaction with the number of internal W&M summer research grants available each year shifted only slightly since the 2006 Faculty Survey. Survey results for the response categories of "very satisfied" + "satisfied" rose two percentage points from 29% in Faculty Survey 2006, to 31% in the current survey (2009). There was a decline of eight percentage points for the corresponding dissatisfaction response categories ("very dissatisfied" + "dissatisfied") moving from 33% (D+VD) in 2006 to 25% (D+VD) in Faculty Survey 2009. There was a marked decline in the percentage of "neutral" ratings for this survey item (down 16%), but the decrease in neutral ratings was, in part, a reflection of a new addition to the response scale, an option to choose "not applicable". In earlier faculty surveys, survey results

were sometimes blurred by the fact that the faculty in the School of Marine Science do not participate in the same semester or summer research grant program as other faculty. Likewise, the faculty in the School of Law do not participate in the summer research grant program. As a result, the number of neutral responses to this survey item was markedly higher in earlier surveys.

Overall faculty satisfaction with the assistance provided for seeking external grant funding remained unchanged at 46% (44% in Faculty Survey 2006). Slightly more than forty percent of survey respondents (43%) expressed dissatisfaction with the financial support provided for travel to present research at professional conferences. A majority of faculty (58%) reported satisfaction with secretarial/office support. Table/Figure 4.6 (below) summarizes overall results for survey item Q9a-Q9d.

Table/Figure 4.6 Job Satisfaction Levels on Selected Work Aspects (Q9a-Q9d): Overall Responses – Combined Academic Areas
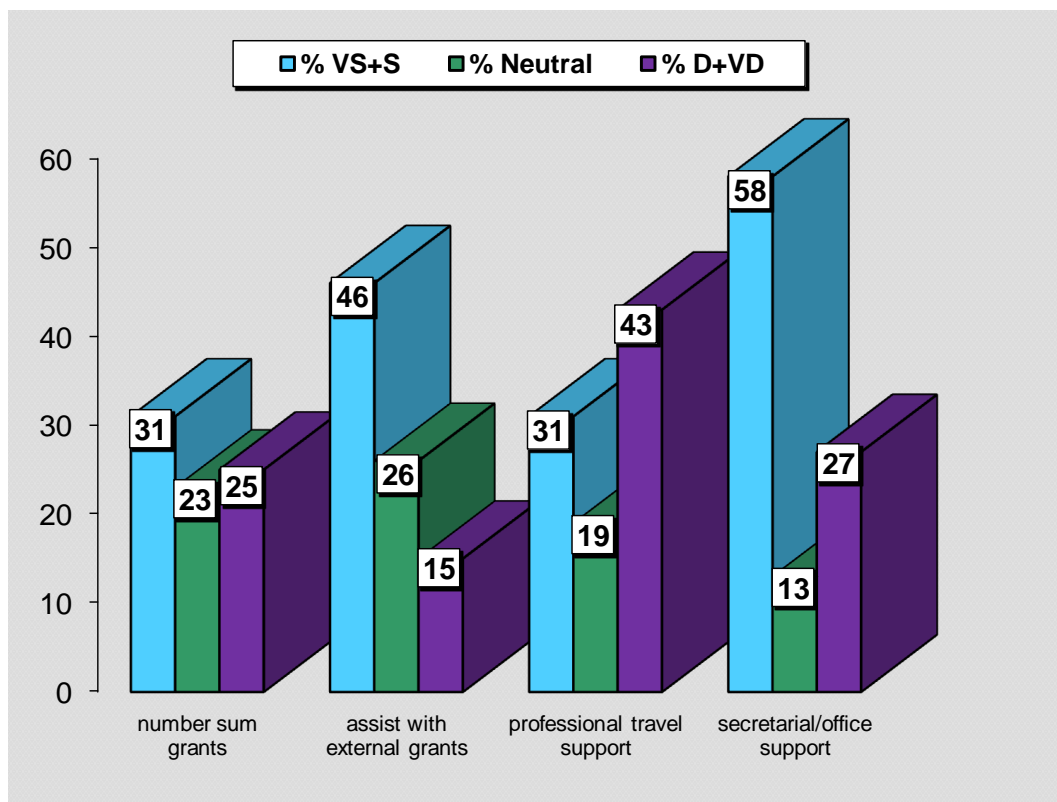
Faculty levels of satisfaction with teaching loads soared to an all time high of 76% (very satisfied + satisfied), while a slight majority of faculty expressed satisfaction with support for teaching, i.e. faculty development (51%), classroom space appropriate for teaching needs (52%) and the availability of equipment – other than computers & laboratory equipment (51%). There was mixed response to the availability of laboratory equipment in the overall survey results, but here is a good example of where greater meaning will be found in the survey responses sorted by academic area. Table/Figure 4.7 (below) summarizes overall results for survey item Q9e-Q9i.

Table/Figure 4.7. Job Satisfaction Levels on Selected Work Aspects (Q9e-Q9i): Overall Responses – Combined Academic Areas
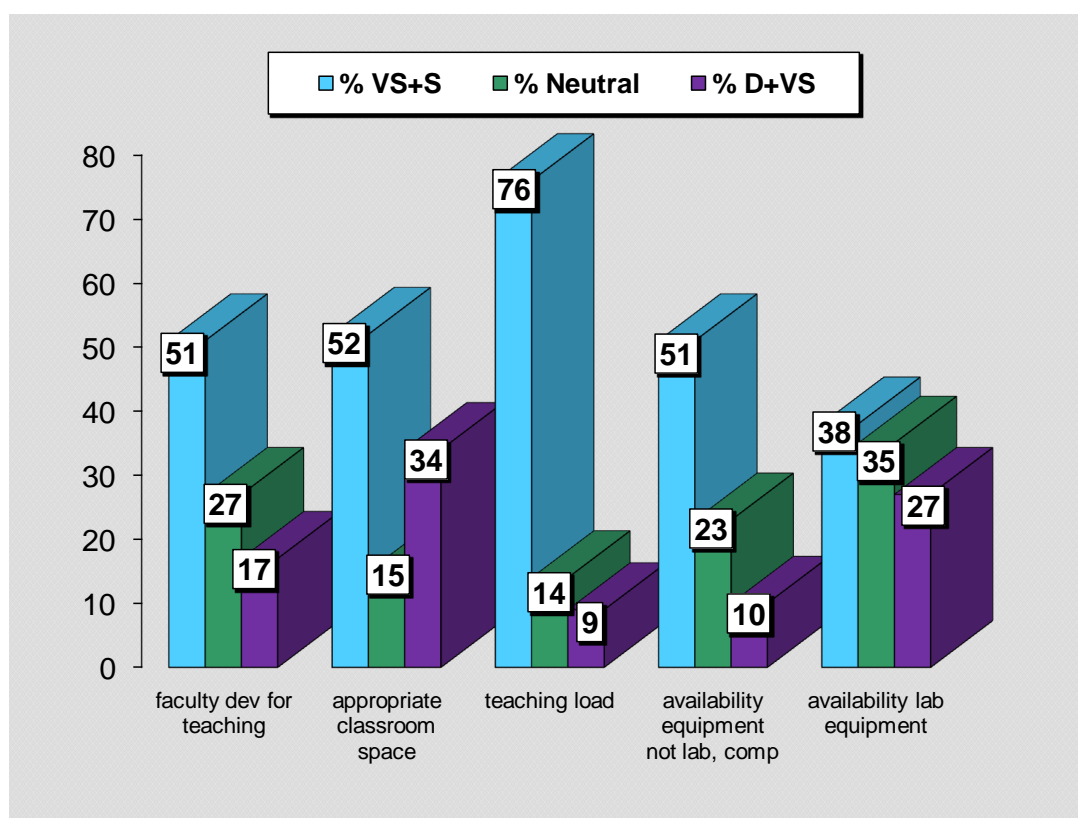
There were record levels of dissatisfaction with faculty salaries in general (64%) and with an individual faculty member's own salary (61%), both of which rose to their greatest levels in more than twelve years. Two new items were included in the 2009 Faculty Survey that had not

appeared on earlier surveys.   The first question asked faculty to report their level of satisfaction
with the "*work-life balance – the balance of your professional responsibilities (work) with your*
personal life."   A majority of faculty indicated that they were either "very satisfied" or
"satisfied" with their work-life balance.   The second new survey item sought to identify
satisfaction levels concerning the "overall compensation package – salary + insurance coverage
& options + other benefits".   Looking beyond the singular issue of salary, considering the range
of benefits available in the work place here at the College, 26% of faculty reported positive
levels of satisfaction (very satisfied + satisfied).   However, 49% of faculty described themselves
as either dissatisfied or very dissatisfied with their overall compensation package. Table/Figure
4.8 (below) summarizes overall results for survey item Q9j-Q9m.

Table/Figure 4.8 Job Satisfaction Levels on Selected Work Aspects (Q9j-Q9m):
Combined Responses – All Academic Areas
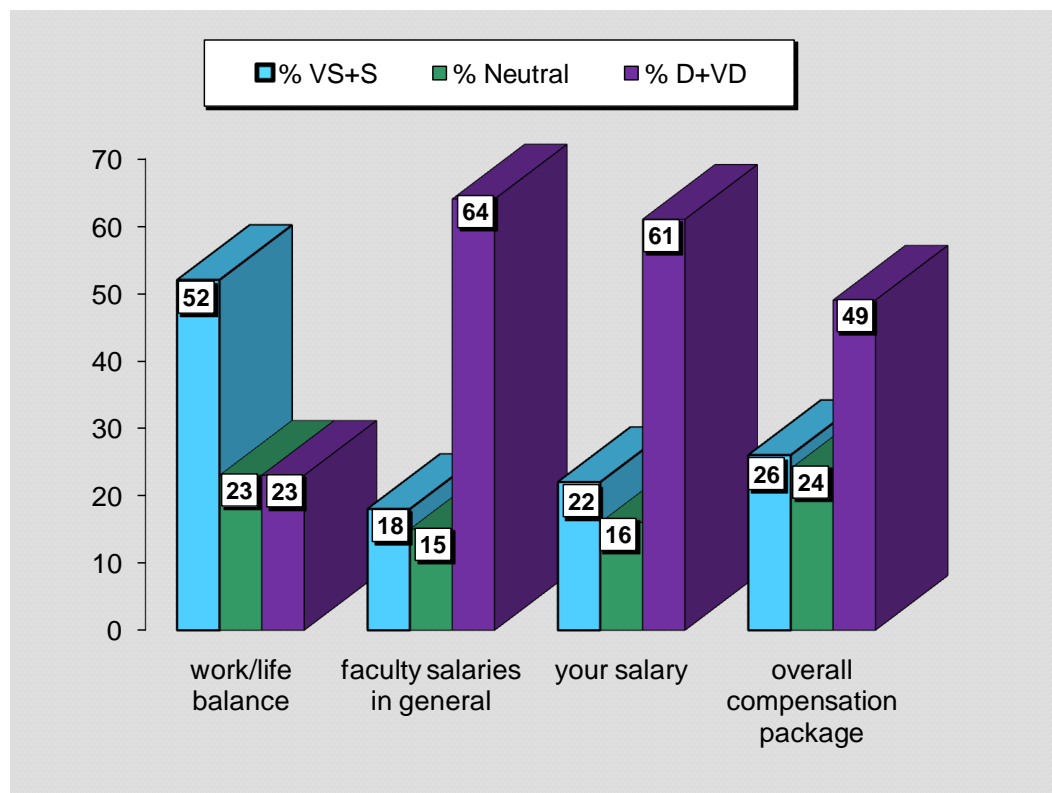
Job Satisfaction Levels on Selected Work Aspects:

It may be useful to view survey results from questions concerning job satisfaction levels relative to selected work aspects in several ways. First, for comparative purposes across academic areas, each question is presented, one at a time, with the answers from every academic area to that single survey item. This section of the report is followed by a closer examination of all survey responses within a single academic area. (see below)

Comparative responses – responses of all academic areas to each question

The following tables/figures offer a quick comparative visual representation of how each academic area rated satisfaction levels for the same survey item. For the purpose of providing a quick summary, only the combined categories of "Very Satisfied" + "Satisfied" [VS+S], and "Dissatisfied" + "Very Dissatisfied" [D+VD] are included. Percentages within each academic area may not total 100% due to survey responses in the "Neutral", "Not Sure" and "Not Applicable" categories. More detailed tables (which include the "Neutral" category are found in the next section of this report).

Availability (number) of W&M summer research grants

Levels of satisfaction (VS+S) or dissatisfaction (D+VD) concerning the available number of W&M summer research grants were below 50% in all academic areas, except for the School of Law. The School of Law has its own summer research support program and 94% of the Law faculty indicated satisfaction with that program.

In three of the academic areas (A&S Humanities, Education and SMS/VIMS), levels of satisfaction were nearly equal to (or the same as) reported levels of dissatisfaction.

Faculty in the School of Business had the highest reported levels of dissatisfaction (46%).

Table/Figure 4.9 Job Satisfaction: *Availability (number) of W&M summer research grants*
Responses by Academic Areas (in percentages)

Availability (number) of W&M summer research grants

S+VS
D+VD

	Humanities	Soc Sci	Nat Sci	Bus	Edu	Law	SMS/VIMS
S+VS	32	23	32	24	30	94	16
D+VD	29	34	12	45	30	0	12
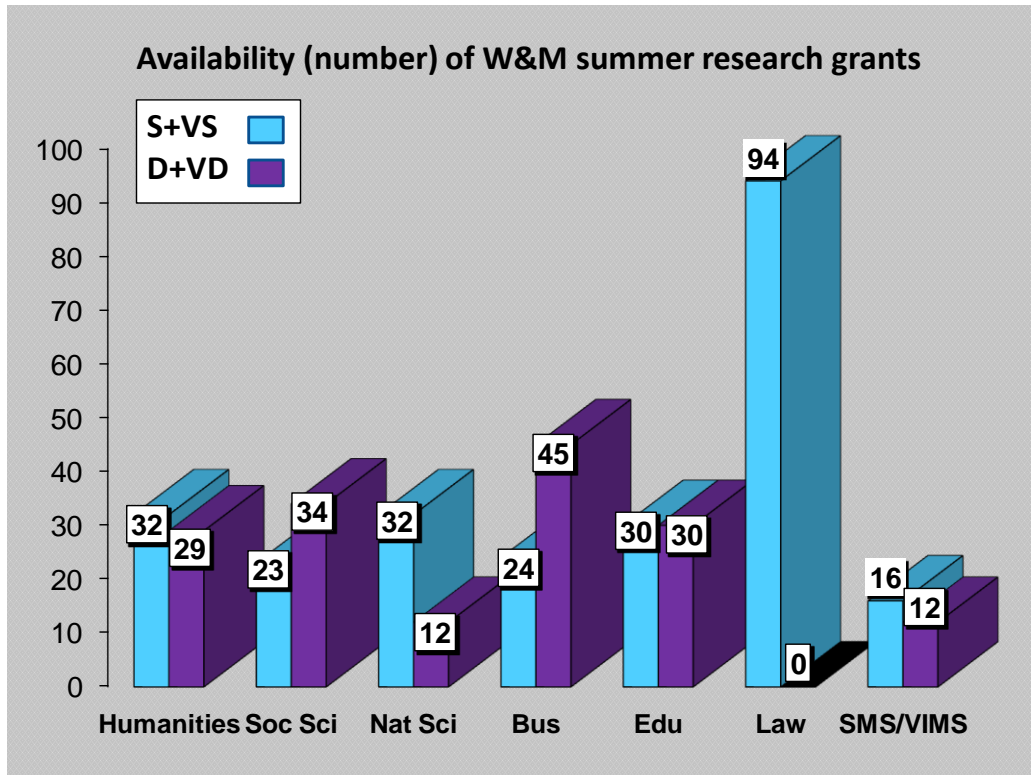
College assistance in obtaining external grant support

Survey respondents from Arts & Sciences – Natural Sciences were by far the most satisfied (80%) with college assistance in obtaining external grant support.

The School of Marine Science/ VIMS was the only other academic area to report a majority of satisfied faculty on this issue (52%).   Approximately a third of survey respondents in A&S – Humanities, A&S – Social Sciences and the School of Education indicated satisfaction on college assistance in this matter.   A slightly greater percentage of faculty in the School of Education (37%) registered dissatisfaction on this issue.

Table/Figure 4.10 Job Satisfaction: *College assistance in obtaining external grant support*
Responses by Academic Areas (in percentages)

College assistance in obtaining external grant support

Legend: S+VS, D+VD

	Humanities	Soc Sci	Nat Sci	Bus	Edu	Law	SMS/VIMS
S+VS	38	35	80	15	33	6	52
D+VD	12	17	8	21	37	6	20
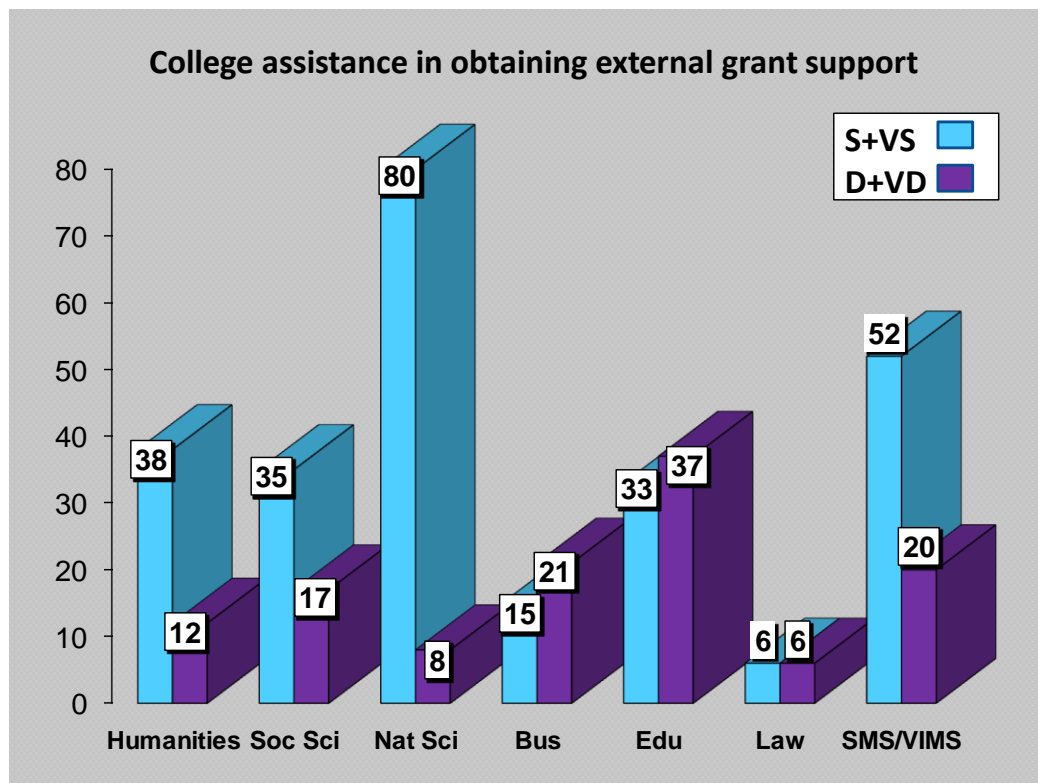
Support for research presentations at professional conferences

Support for travel to present research at professional conferences was a source of considerable dissatisfaction (VD+D) for a majority of faculty in the School of Business (69%) and the School of Education (59%).

In Arts & Sciences, all three areas reported greater dissatisfaction than satisfaction with dissatisfaction levels ranging from 32 to 49 percentage points.   Responses from the School of Marine Science/VIMS revealed a similar level of dissatisfaction (40%).

On the School of Law recorded a majority of satisfied faculty (65%) on this issue.

Table/Figure 4.11 Job Satisfaction: *Support for research presentations at conferences*
Responses by Academic Areas (in percentages)

Support for research presentations at professional conferences

S+VS
D+VD

Academic Area	S+VS	D+VD
Humanities	36	49
Soc Sci	36	44
Nat Sci	24	32
Business	16	69
Edu	33	59
Law	65	6
SMS/VIMS	8	40
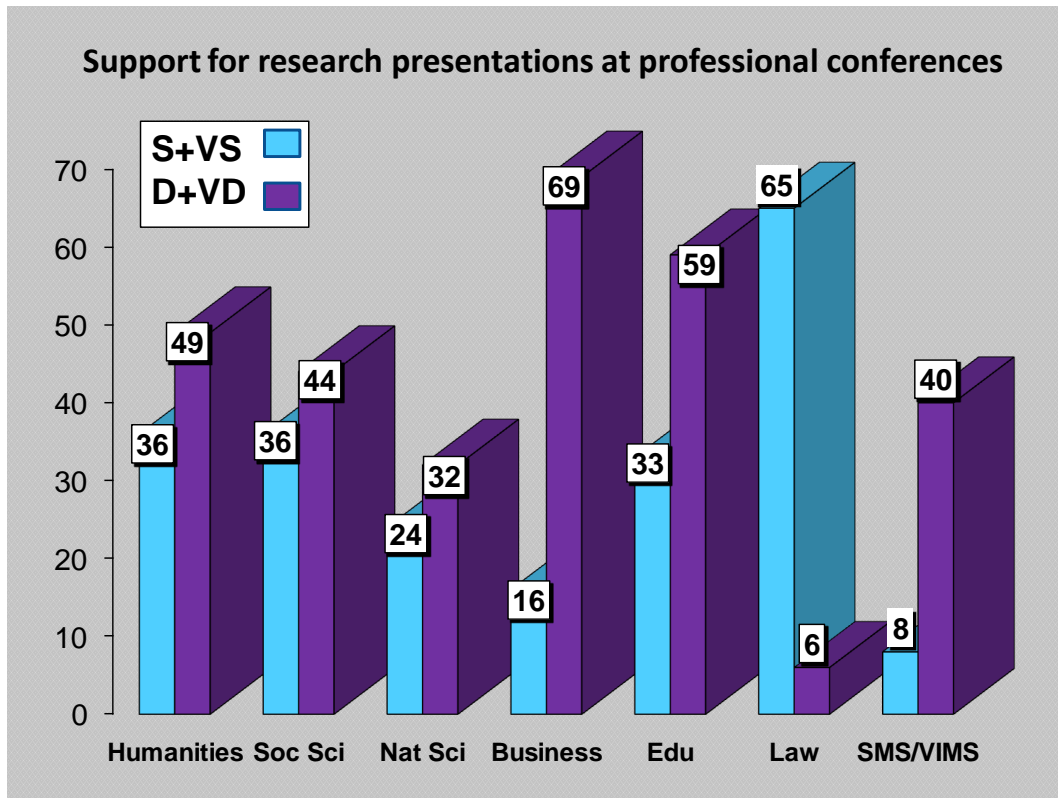
Secretarial / Office Support

A majority of survey respondents in six of the seven academic areas rated themselves as satisfied or very satisfied (S+VS) with secretarial/office support. Five of those six academic areas scored satisfaction rates between 56 and 59 percent. In A&S – Natural Sciences, 74% of faculty indicated satisfaction with secretarial / office support. Only the School of Business reported a majority of faculty (58%) to be either dissatisfied and/or very dissatisfied with secretarial / office support.

Table/Figure 4.12 Job Satisfaction: *Secretarial / Office Support*
Responses by Academic Areas (in percentages)

Secretarial / office support

Legend: S+VS, D+VD

	Humanities	Soc Sci	Nat Sci	Business	Edu	Law	SMS/VIMS
S+VS	56	56	74	58	59	59	56
D+VD	29	32	14	21	22	12	16
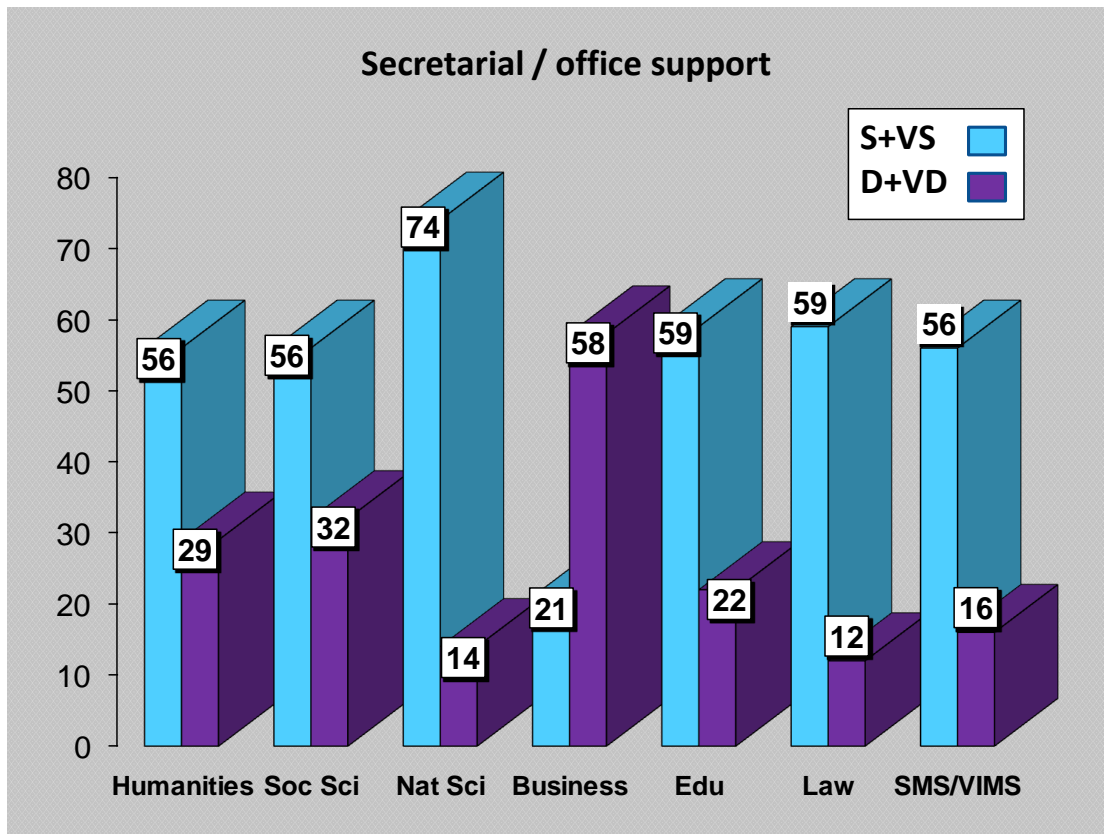
Support for teaching (faculty development)

A majority of faculty in all three areas of Arts & Sciences, as well as a majority of faculty the School of Law indicated satisfaction with the college's support for teaching (specifically in the area of faculty development).

Satisfaction levels in the School of Education (48%) approached, but did not reach a majority of the faculty. One in three SOE faculty (33%) stated that they were dissatisfied with support for teaching.   Faculty from the School of Business were slightly more dissatisfied (30%) than satisfied (24%). Meanwhile, faculty in Marine Science/VIMS were equally split on the issue. (26%).

Table/Figure 4.13 Job Satisfaction: *Support for teaching (faculty development)*
Responses by Academic Areas (in percentages)

Support for teaching (faculty development)

Legend: S+VS (light blue), D+VD (purple)

Academic Area	S+VS	D+VD
Humanities	57	19
Soc Sci	58	7
Nat Sci	51	13
Business	24	30
Edu	48	33
Law	69	0
SMS/VIMS	26	26
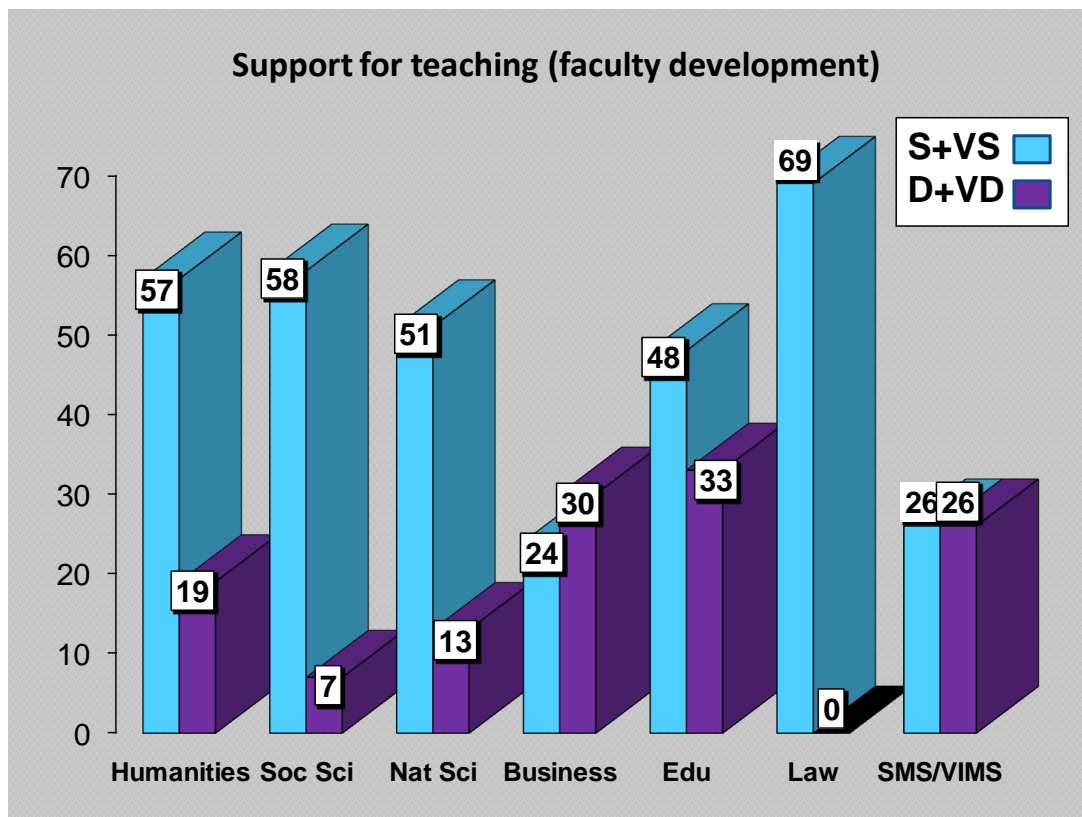
Classroom space appropriate for teaching needs

A strong majority of faculty from the School of Business (97%) and the Law School (88%) reported satisfaction with classroom space appropriate for teaching needs. Faculty in the School of Marine Science/VIMS and A&S – Social Sciences also recorded a majority of survey responses as satisfied (64% and 53%, respectively).   A majority of survey respondents from the School of Education were dissatisfied with classroom space (63%).   Finally, faculty in A&S – Humanities and A&S – Natural Sciences were divided on the matter.

Table/Figure 4.14 Job Satisfaction: *Classroom space appropriate for teaching needs*
Responses by Academic Areas (in percentages)

Classroom space appropriate for teaching needs
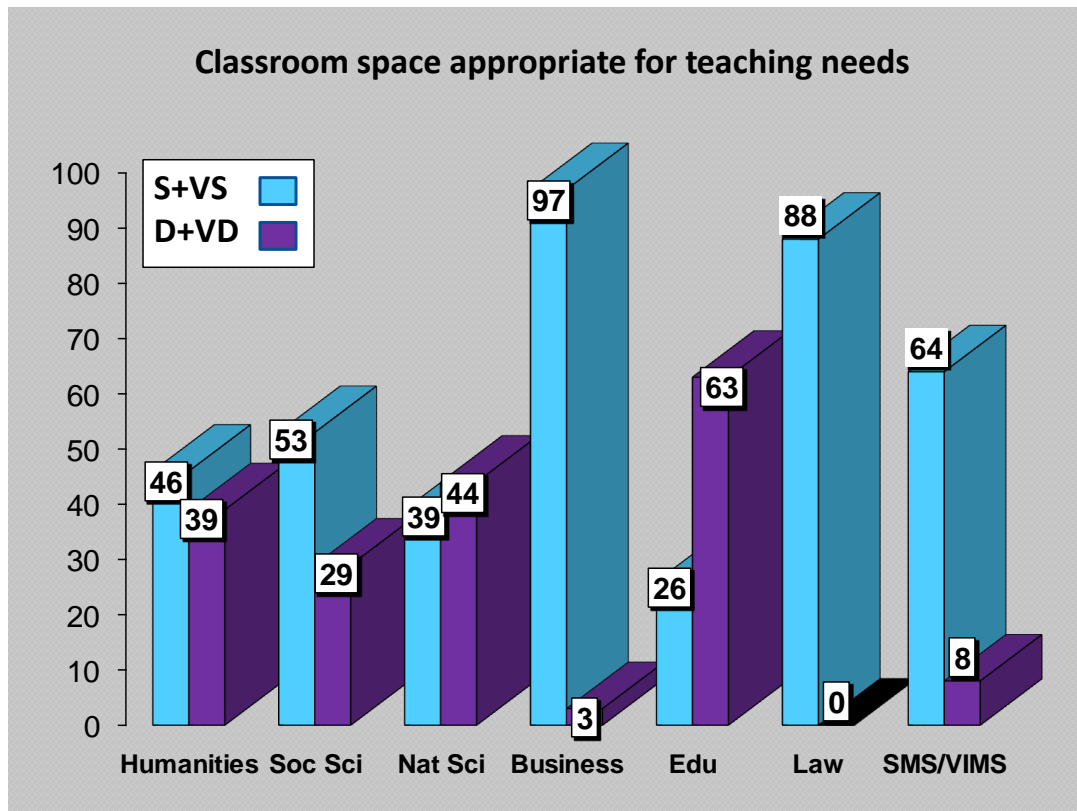
Your teaching load

A majority of faculty (in some cases a strong majority) from every academic area indicated satisfaction with their teaching loads. Faculty in A&S Humanities, A&S Social Sciences, Law and Marine Science/VIMS all reported satisfaction levels equal to or greater than 80%.

Survey responses from faculty in A&S Natural Sciences and the School of Education revealed satisfaction levels of 71% and 70%, respectively.

To a lesser extent, but still a majority of faculty in the School of Business (58%) also indicated satisfaction with their teaching load.

**Table/Figure 4.15 Job Satisfaction: *Your teaching load*
Responses by Academic Areas (in percentages)**

Your teaching load

Legend:
- S+VS (light blue)
- D+VD (purple)

Academic Area	S+VS	D+VD
Humanities	80	5
Soc Sci	81	10
Nat Sci	71	11
Business	58	12
Edu	70	26
Law	82	6
SMS/VIMS	83	0
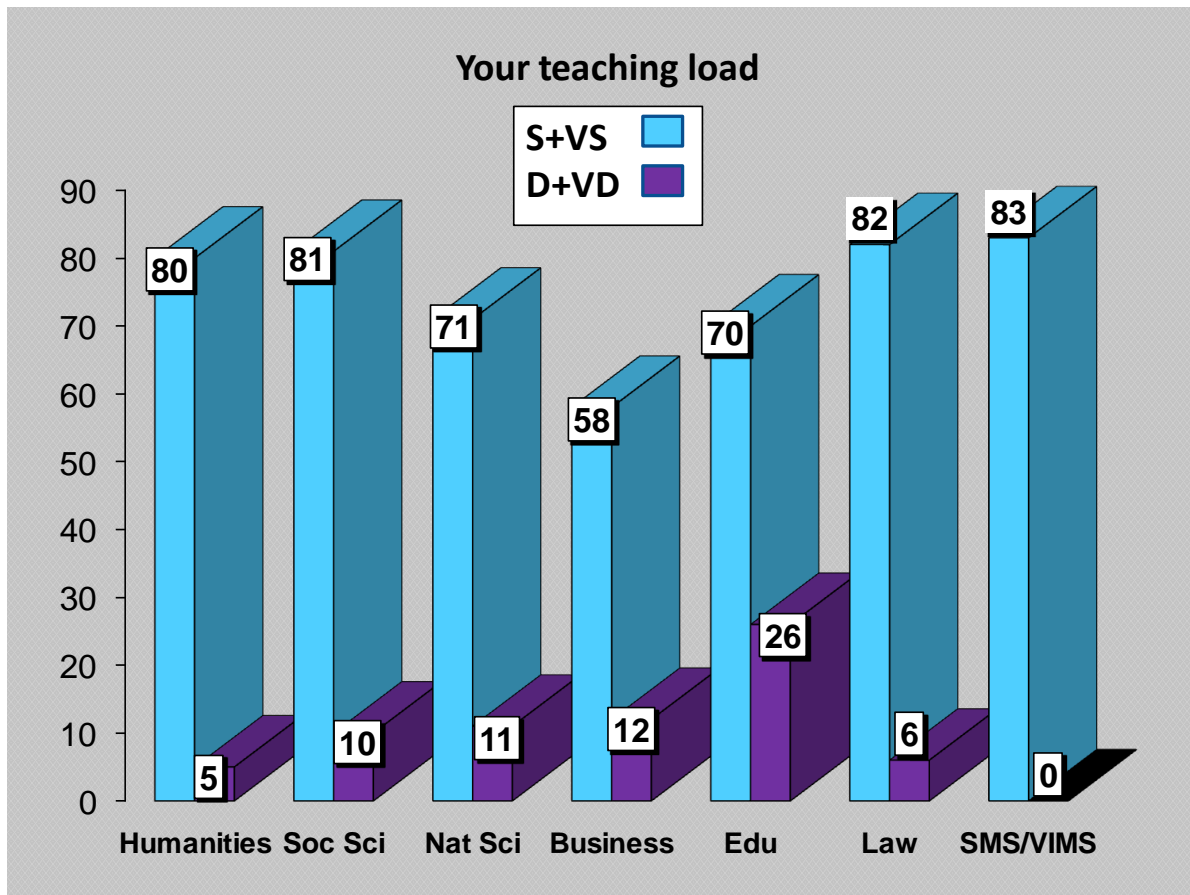
Availability of equipment (other than computers & laboratory equipment) & Availability of laboratory equipment.

When asked about the availability of equipment (other than computers and lab equipment) a modest majority of faculty (ranging from 52% to 63%) in five of the seven academic areas reported that they were satisfied and/or very satisfied.

Satisfaction levels in the School of Marine Science/VIMS approached, but remained shy of a majority (48%). An additional 40% of SMS VIMS faculty indicated "neutral". Faculty in A&S

Natural Sciences were more satisfied (39%) than dissatisfied (14%), but had a relatively large percentage of "neutral" responses (36%).

Table/Figure 4.16 Job Satisfaction: *Availability of equipment*
(other than computers & lab equipment)
Responses by Academic Areas (in percentages)

Availability of equipment (other than computers & lab equipment)

Legend: S+VS, D+VD

Academic Area	S+VS	D+VD
Humanities	52	10
Social Sci	58	6
Natural S	39	14
Business	55	9
Edu	63	15
Law	56	0
SMS/VIMS	48	8
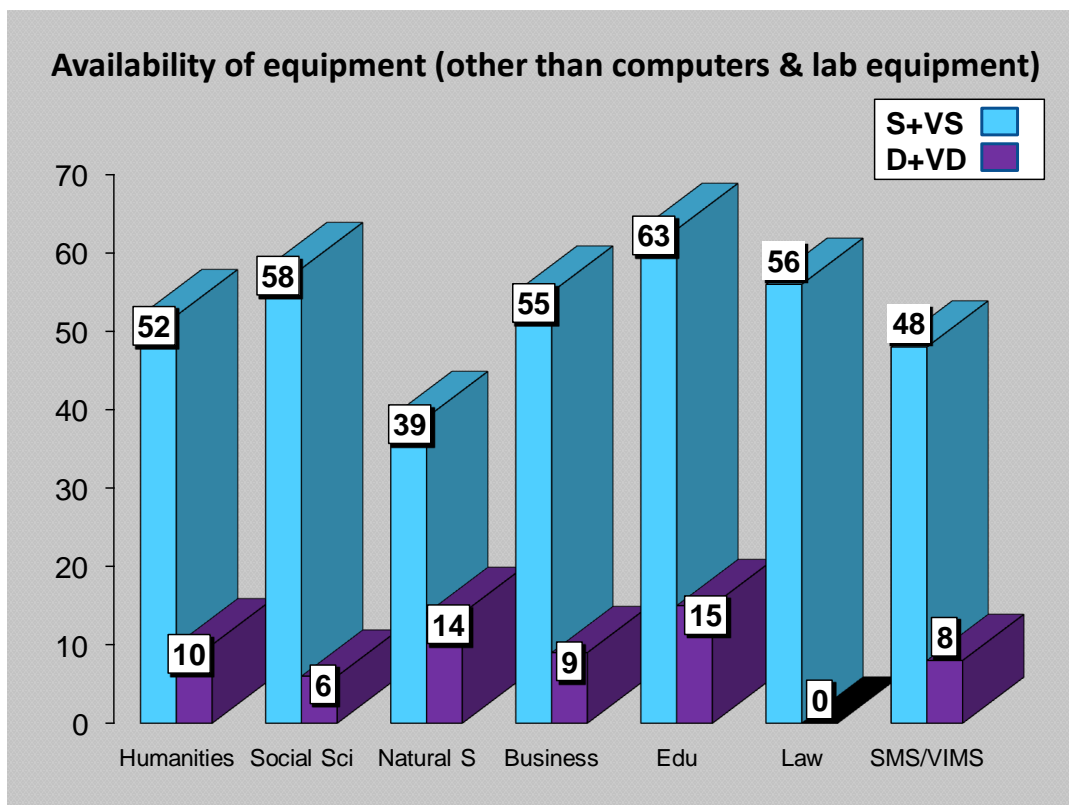
Availability of laboratory equipment

A majority of faculty in the School of Marine Science (52%) reported satisfaction with the availability of laboratory equipment. Faculty from Arts & Sciences – Natural Sciences were divided on this issue with 28% of survey respondents indicating satisfaction and 29% of faculty from the Natural Sciences registering dissatisfaction with the availability of laboratory equipment.

Table/Figure 4.17 Job Satisfaction: *Availability of laboratory equipment*
Responses by Academic Areas (in percentages)

Availability of laboratory equipment

Legend:
- S+VS (light blue)
- D+VD (purple)

Academic Area	S+VS	D+VD
Humanities	9	0
Soc Sci	11	10
Nat Sci	28	29
Business	21	9
Edu	7	11
Law	0	0
SMS/VIMS	52	20
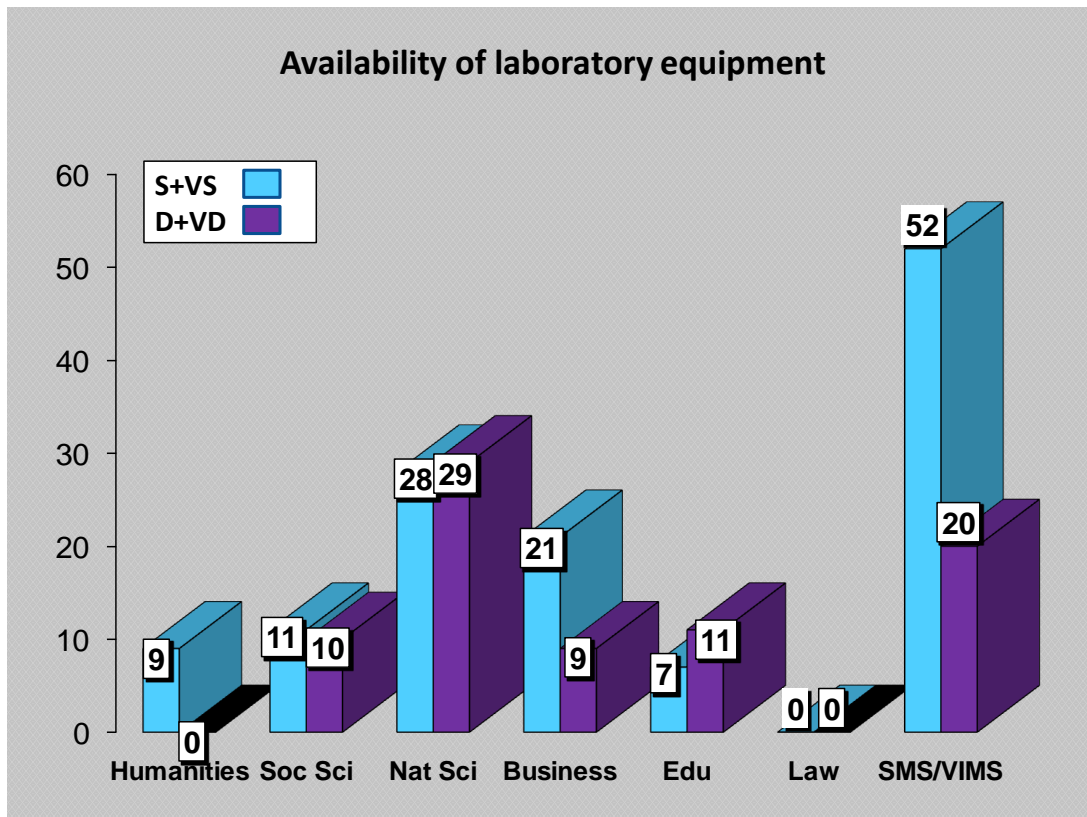
Work-life balance: balance of professional responsibilities with personal life

In five of the seven academic areas a majority of faculty report satisfaction levels (VS+S) greater than fifty percent in response to a survey item about their "work/life balance".

While the percentage of satisfied faculty for this item in the School of Marine Science/VIMS did not reach fifty percent, twice as many faculty provided responses of satisfaction (44%) compared with faculty responses indicating dissatisfaction (20%).

Only in the School of Education did a majority of a faculty indicate dissatisfaction (56%).

Table/Figure 4.18 Job Satisfaction: *Work-life balance –*
Balance of professional responsibilities (work) with personal life
Responses by Academic Areas (in percentages)

"Work/life balance" – balance of professional responsibilities (work) with personal life

	S+VS	D+VD
Humanities	52	28
Soc Sci	63	12
Nat Sci	49	21
Business	58	15
Edu	30	56
Law	59	18
SMS/VIMS	44	20
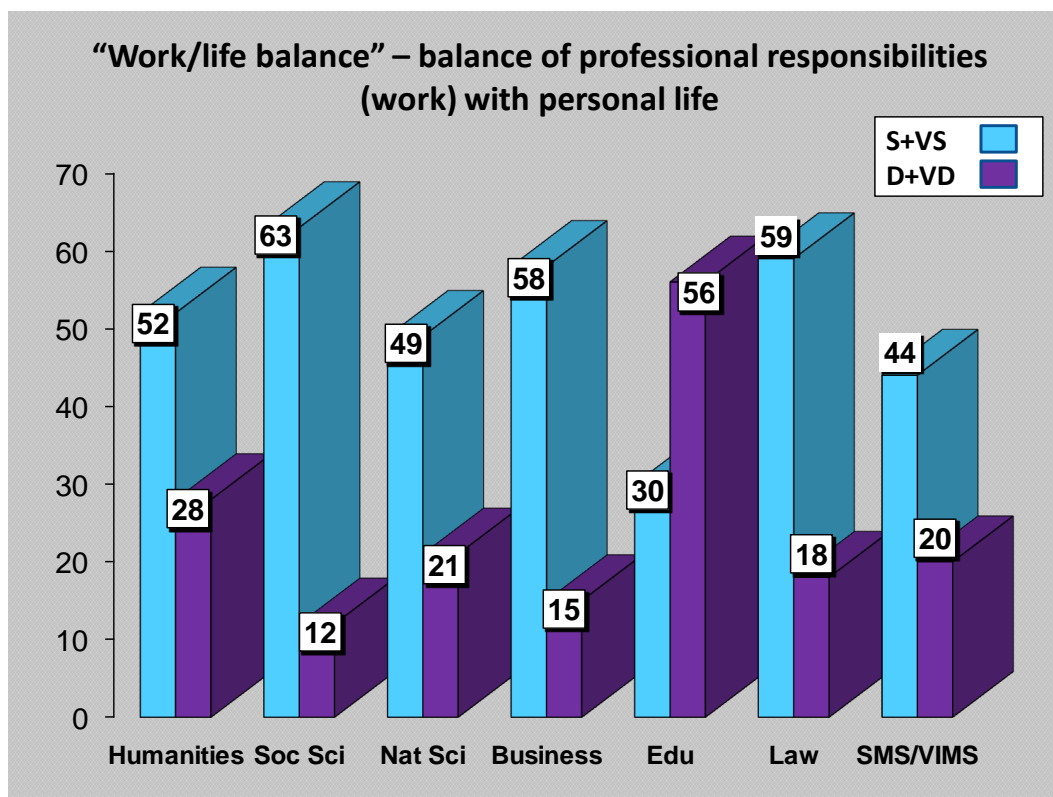
Faculty salaries in general and Individual salaries

Dissatisfaction with faculty salaries was a major issue reported in each of the last three surveys (2006, 2003, 1999). In the interval since the last faculty survey, multiple years of stagnant salaries, combined with rising costs for healthcare, utilities, professional travel, consumer goods and other services, etc., may have contributed to record levels of dissatisfaction with faculty salaries.

Dissatisfaction levels for "faculty salaries in general" ranged from a low of 41% in the School of Law, to a high of 88% in the School of Education.

Table/Figure 4.19 Job Satisfaction: *Faculty salaries in general*
Responses by Academic Areas (in percentages)

Faculty salaries in general

Academic Area	S+VS	D+VD
Humanities	18	66
Soc Sci	19	70
Nat Sci	16	56
Business	9	59
Edu	8	88
Law	35	41
SMS/VIMS	20	64
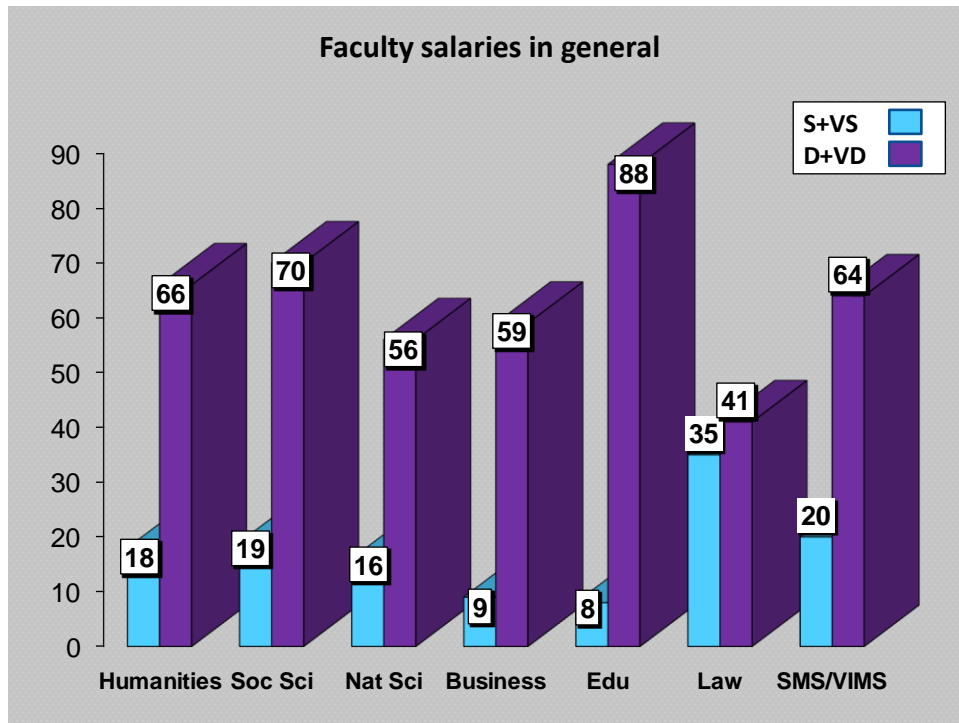
Table/Figure 4.20 Job Satisfaction: *Your salary*
Responses by Academic Areas (in percentages)

Your salary

Academic Area	S+VS	D+VD
Humanities	23	61
Soc Sci	23	62
Nat Sci	17	63
Business	12	58
Edu	27	62
Law	41	41
SMS/VIMS	24	64

42
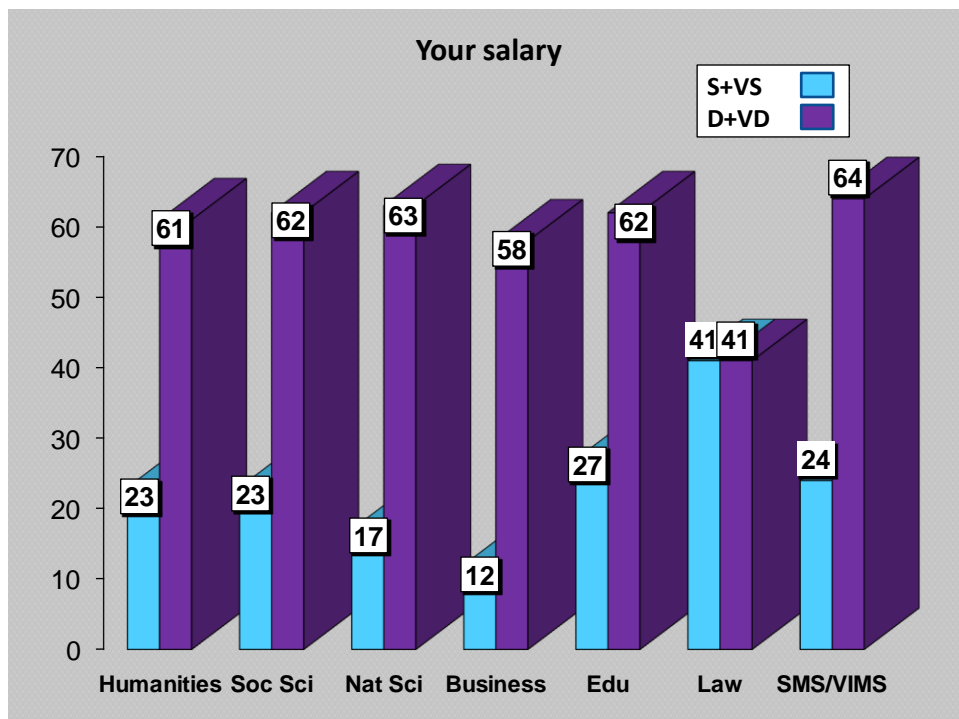
Overall compensation package (salary, insurance options & other benefits)

An item was added to the survey for the first time in 2009, asking faculty to indicate their satisfaction level on the broader topic of their overall compensation package – taking into account not only salary, but also healthcare, insurance options and other benefits.

A majority of survey respondents from the School of Business (61%), the School of Education (63%) and the School of Marine Science/VIMS (52%) expressed dissatisfaction with the overall compensation package. Faculty in all three areas of Arts & Sciences reported dissatisfaction levels ranging from 45% to 48%. Only in the Law School were faculty more satisfied (47%) than dissatisfied (29%).

Table/Figure 4.21 Job Satisfaction: *Overall compensation package (salary + other benefits)*
Responses by Academic Areas (in percentages)

Overall compensation package (salary + other benefits)

Legend: S+VS, D+VD

Humanities: S+VS 27, D+VD 48
Soc Sci: S+VS 26, D+VD 45
Nat Sci: S+VS 23, D+VD 45
Business: S+VS 18, D+VD 61
Edu: S+VS 33, D+VD 63
Law: S+VS 47, D+VD 29
SMS/VIMS: S+VS 24, D+VD 52
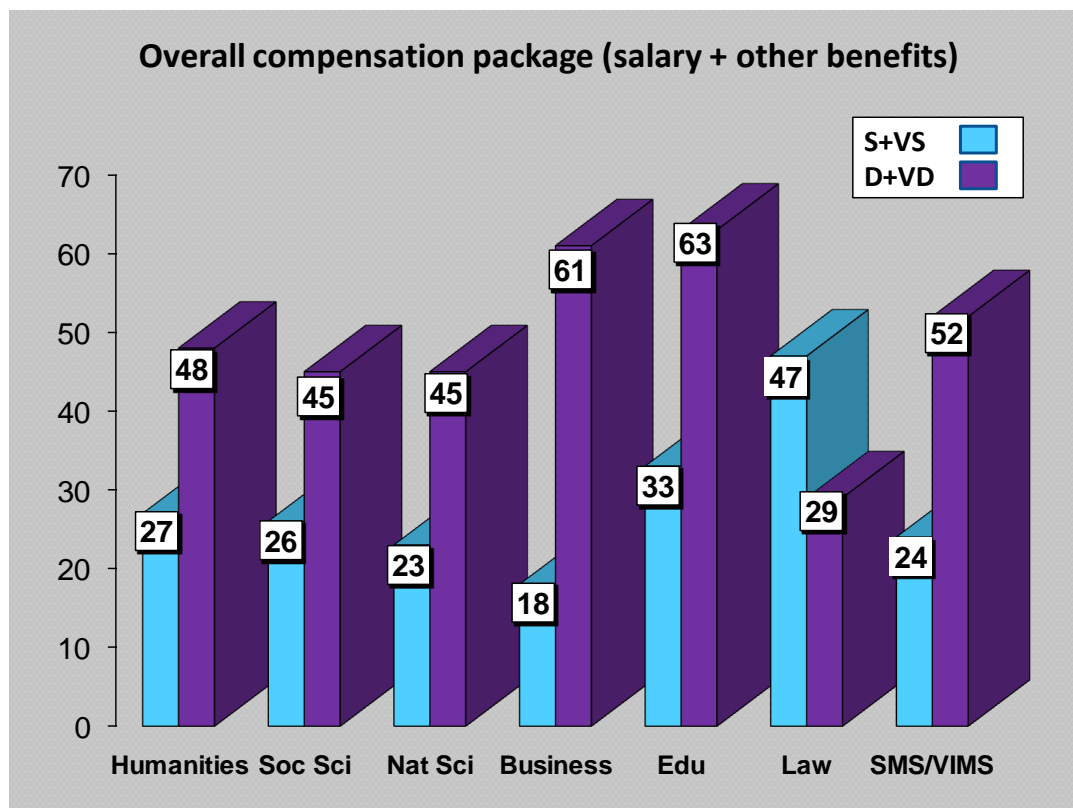
Responses grouped by individual Academic Areas

The following series of table/figures provides a more in-depth look at how faculty from within an academic area rated their satisfaction levels across all thirteen selected aspects of the work situation. The numerical tallies for the combined categories of "Very satisfied" + "Satisfied" [VS+S] and "Dissatisfied" + "Very dissatisfied" [D+VD], and for the single category of "Neutral" are presented in table form with the actual frequency number of respondents for each question. Percentages may not total 100% due to survey responses in the "Not sure" and "Not applicable" categories (which are not included in these tables). A quick, visual representation, restricted to the combined affirmative and combined negative categories, offers an "at-a-glance" overview of survey responses.

Responses for Arts & Sciences

The next set of tables/figures presents Arts & Sciences faculty satisfaction levels regarding selected aspects of faculty positions at the College. A reminder that the response rates to the survey were as follows: Arts & Sciences Humanities (85%); Arts & Sciences Social Sciences (55%); and Arts & Sciences Natural Sciences (90%).

A quick view of the three tables (Tables/Figures 4.22-4.24) reveals that more than 50% of the faculty in the Humanities were either satisfied or very satisfied with five of the thirteen job aspects queried. The only items for which a majority of Humanities faculty reported dissatisfaction were in the two categories pertaining to faculty salaries.

In the Social Sciences, a majority of faculty respondents indicated satisfaction with six of the thirteen survey items (5 of which overlap with the categories for which a majority of Humanities faculty also indicated satisfaction). Only two items, that of faculty salaries in general and individual faculty salaries earned a rating of dissatisfaction from a majority of faculty in the Social Sciences.

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Finally, faculty in the Natural Sciences expressed satisfaction levels greater than 50% in four of the thirteen question categories. Once again, faculty salaries represented the only area that received a rating of dissatisfied or very dissatisfied by more than 50% of the faculty.

A closer look at the data finds that faculty across all three areas in Arts & Sciences (the Humanities, Social Sciences & Natural Sciences) reported similar levels of satisfaction with teaching loads (80%, 81%, 71%, respectively), secretarial/office support (56%, 56%, 75% -- with noticeably higher satisfaction in the Natural Sciences), and support for teaching (specifically faculty development) (57%, 58%, 51%).

The greatest levels of dissatisfaction (in fact the only categories with a majority of responses indicating dissatisfaction), were faculty salaries in general and individual faculty salaries. This was true across all three academic areas within Arts and Sciences. Faculty levels of dissatisfaction regarding faculty salaries in general were: 66% in the Humanities, 62% in the Social Sciences, and 56% in the Natural Sciences.

**Tables/Figures 4.22 a&b Job Satisfaction Levels on Selected Work Aspects (Q9a-Q9m):
Arts & Sciences Humanities**

Note: all individual cell values greater than or equal to 50% are highlighted.

Satisfaction on selected aspects	How satisfied are you with the following aspects of your work situation at the College?			
A&S Humanities	**VS +S**	**Neutral**	**D + VD**	**n**
Summer grants	32%	22%	29%	103
External grant sup.	38%	31%	12%	103
Professional travel	36%	14%	49%	103
Office support	**56%**	11%	29%	103
Teaching support	**57%**	17%	19%	102
Classroom space	46%	15%	39%	103
Teaching load	**80%**	14%	5%	101
Availability equip*	**52%**	18%	10%	102
Avail lab equipment	9%	11%	0%	102
Work/life balance	**52%**	17%	28%	103
Salaries, generally	18%	10%	**66%**	103
Individual's salary	23%	15%	**61%**	103
All compensation	27%	24%	48%	103

Arts & Sciences - Humanities

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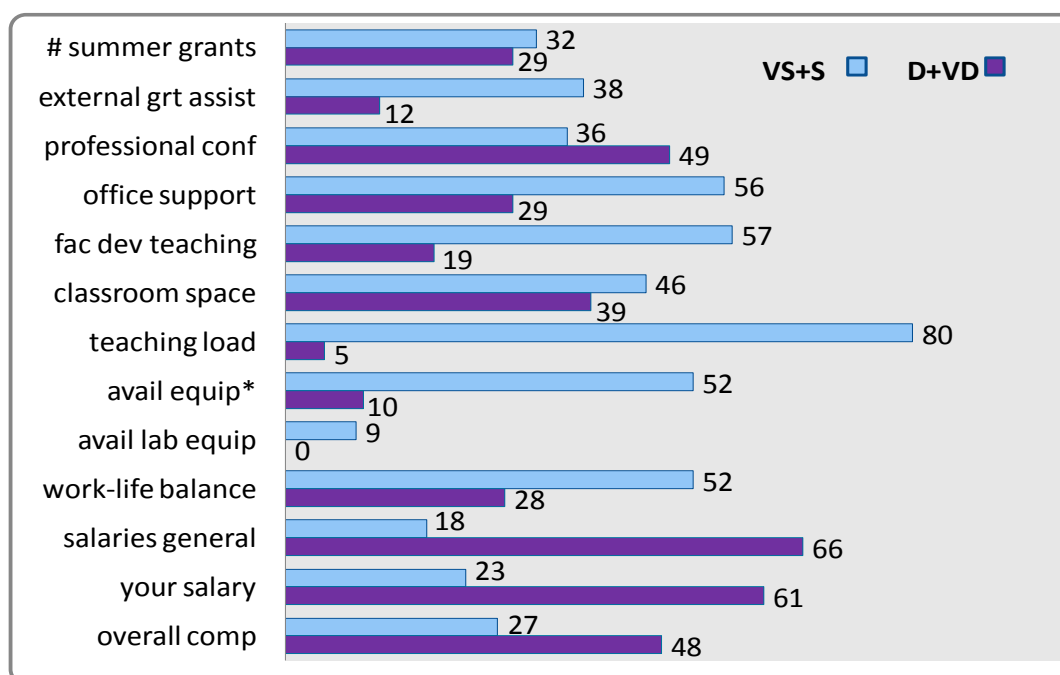
**Tables/Figures 4.23 a&b. Job Satisfaction Levels on Selected Work Aspects (Q9a-Q9m):
Arts & Sciences Social Sciences**

Note: all individual cell values greater than or equal to 50% are highlighted.

Satisfaction on selected aspects	How satisfied are you with the following aspects of your work situation at the College?			
A&S Social Sciences	*VS +S*	*Neutral*	*D + VD*	*n*
Summer grants	23%	21%	34%	73
External grant sup.	35%	36%	17%	72
Professional travel	36%	15%	44%	73
Office support	**56%**	7%	32%	72
Teaching support	**58%**	28%	7%	72
Classroom space	**53%**	18%	29%	73
Teaching load	**81%**	8%	10%	73
Availability equip*	**58%**	17%	6%	71
Avail lab equipment	11%	14%	10%	72
Work/life balance	**63%**	21%	12%	73
Salaries, generally	19%	8%	**70%**	73
Individual's salary	23%	14%	**62%**	73
All compensation	26%	26%	45%	73

Arts & Sciences – Social Sciences

47
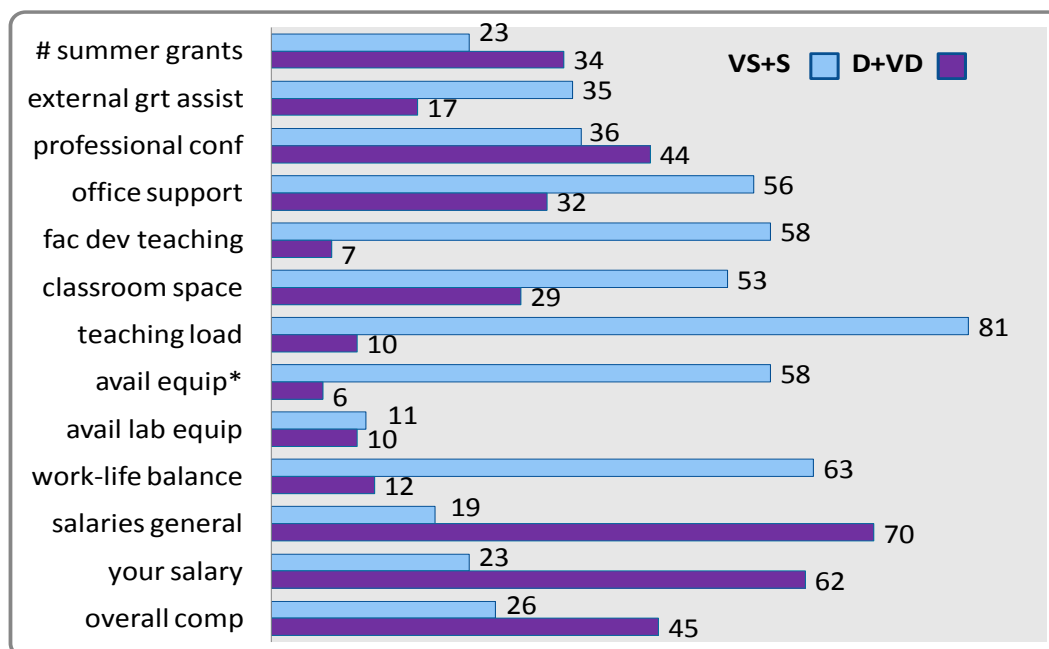
**Tables/Figures 4.24 a&b. Job Satisfaction Levels on Selected Work Aspects (Q9a-Q9m):
Arts & Sciences Natural Sciences**

Note: all individual cell values greater than or equal to 50% are highlighted.

Satisfaction on selected aspects	How satisfied are you with the following aspects of your work situation at the College?			
A&S Natural Sci	*VS +S*	*Neutral*	*D + VD*	*n*
Summer grants	32%	32%	12%	99
External grant sup.	**80%**	10%	8%	99
Professional travel	25%	30%	32%	98
Office support	**75%**	10%	14%	98
Teaching support	**51%**	32%	13%	99
Classroom space	39%	16%	44%	99
Teaching load	**71%**	17%	11%	97
Availability equip*	39%	36%	14%	99
Avail lab equipment	28%	24%	29%	98
Work/life balance	49%	29%	21%	98
Salaries, generally	16%	26%	**56%**	99
Individual's salary	17%	19%	**63%**	99
All compensation	23%	31%	45%	99

Arts & Sciences – Natural Sciences

48
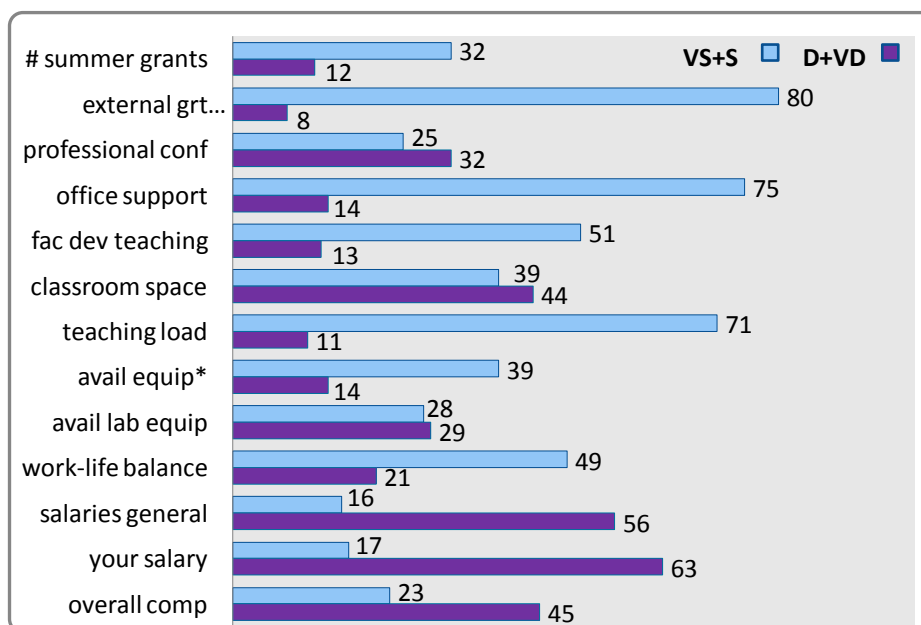
Responses for the Professional Schools

This section presents satisfaction levels from the College's professional school faculty concerning selected aspects of their position at the College. The response rates were as follows: School of Business (65%); School of Education (75%); School of Law (52%); School of Marine Science (49%). Note: all individual cell values greater than or equal to 50% are highlighted.

Tables/Figures 4.25 a&b. Job Satisfaction Levels on Selected Work Aspects (Q9a-Q9m): Professional Schools – School of Business

Satisfaction on selected aspects	How satisfied are you with the following aspects of your work situation at the College?			
School of Business	**VS +S**	**Neutral**	**D + VD**	**n**
Summer grants	24%	24%	45%	33
External grant sup.	15%	42%	21%	33
Professional travel	16%	16%	**69%**	32
Office support	21%	21%	**58%**	33
Teaching support	24%	42%	30%	33
Classroom space	**97%**	0%	3%	33
Teaching load	**58%**	30%	12%	33
Availability equip*	**55%**	21%	9%	33
Avail lab equipment	21%	15%	9%	33
Work/life balance	**58%**	27%	15%	33
Salaries, generally	9%	28%	**59%**	33
Individual's salary	12%	30%	**58%**	32
All compensation	18%	21%	**61%**	33

School of Business
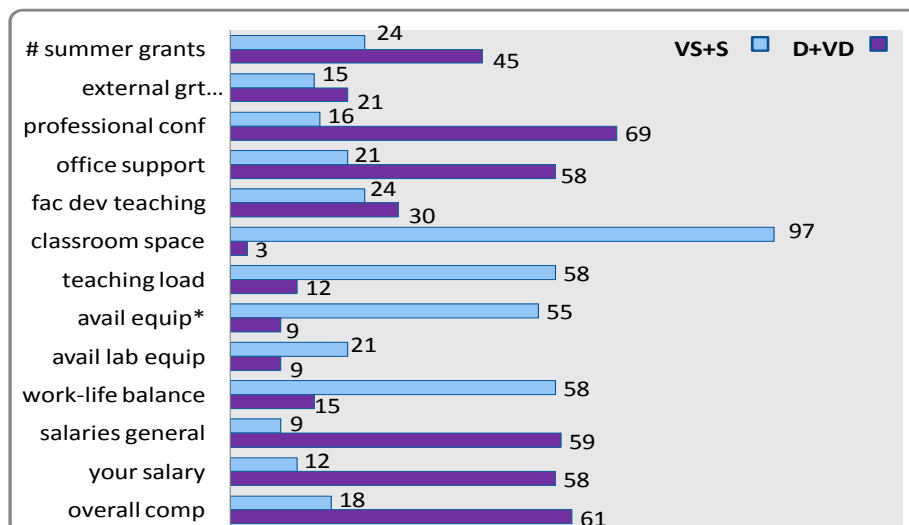
Tables/Figures 4.26 a&b. Job Satisfaction Levels on Selected Work Aspects (Q9a-Q9m): Professional Schools – School of Education

Note: all individual cell values greater than or equal to 50% are highlighted.

Satisfaction on selected aspects	How satisfied are you with the following aspects of your work situation at the College?			
School of Education	**VS +S**	**Neutral**	**D + VD**	**n**
Summer grants	30%	22%	30%	27
External grant sup.	33%	19%	37%	27
Professional travel	33%	4%	**59%**	27
Office support	**59%**	19%	22%	27
Teaching support	48%	19%	33%	27
Classroom space	26%	11%	**63%**	27
Teaching load	**70%**	4%	26%	27
Availability equip*	**63%**	7%	15%	27
Avail lab equipment	7%	11%	11%	27
Work/life balance	30%	15%	**56%**	27
Salaries, generally	8%	4%	**89%**	26
Individual's salary	27%	12%	**62%**	26
All compensation	33%	4%	**63%**	27

School of Education

50
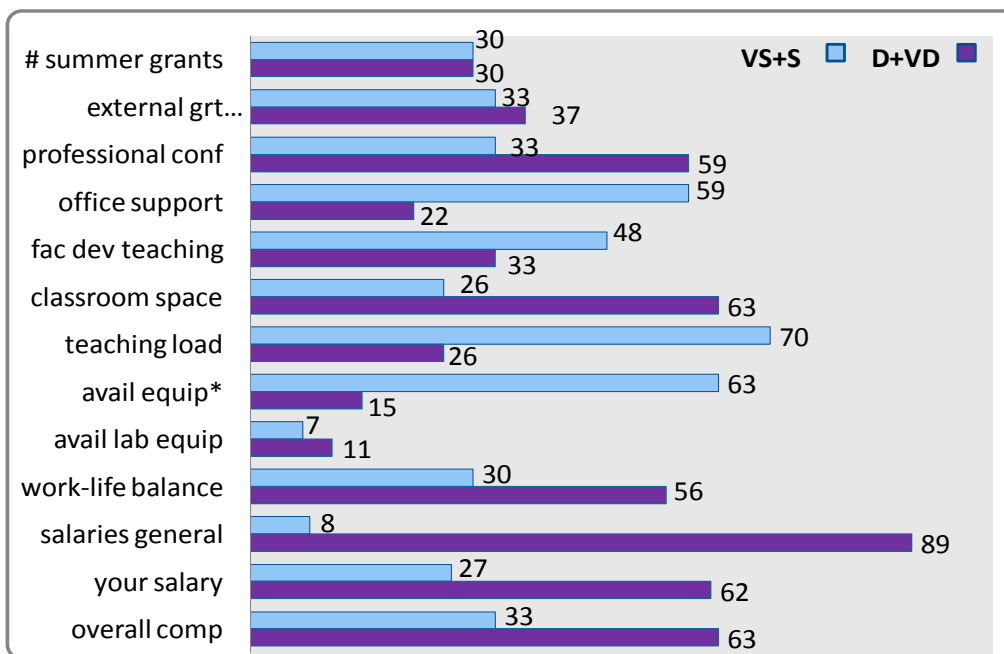
Tables/Figures 4.27 a&b. Job Satisfaction Levels on Selected Work Aspects (Q9a-Q9m): Professional Schools – School of Law

Note: all individual cell values greater than or equal to 50% are highlighted.

Satisfaction on selected aspects	How satisfied are you with the following aspects of your work situation at the College?			
School of Law	**VS +S**	**Neutral**	**D + VD**	**n**
Summer grants	**94%**	0%	0%	17
External grant sup.	6%	18%	6%	17
Professional travel	**65%**	12%	6%	17
Office support	**59%**	24%	12%	17
Teaching support	**69%**	25%	0%	16
Classroom space	**88%**	12%	0%	17
Teaching load	**82%**	12%	6%	17
Availability equip*	**56%**	13%	0%	16
Avail lab equipment	0%	6%	0%	17
Work/life balance	**59%**	24%	18%	17
Salaries, generally	35%	24%	41%	17
Individual's salary	41%	18%	41%	17
All compensation	47%	24%	29%	17

School of Law

51
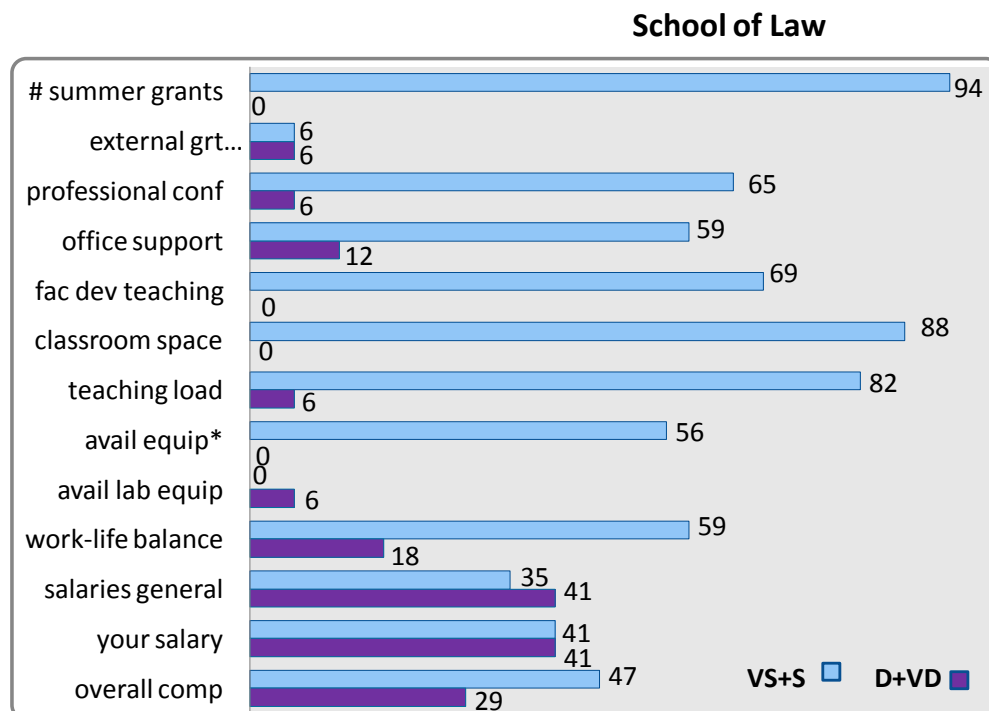
**Tables/Figures 4.28 a&b. Job Satisfaction Levels on Selected Work Aspects (Q9a-Q9m):
Professional Schools – School of Marine Science**

Note: all individual cell values greater than or equal to 50% are highlighted.

Satisfaction on selected aspects	How satisfied are you with the following aspects of your work situation at the College?			
SMS/VIMS	*VS +S*	*Neutral*	*D + VD*	*n*
Summer grants	16%	4%	12%	25
External grant sup.	**52%**	24%	20%	25
Professional travel	8%	28%	40%	25
Office support	**56%**	20%	16%	25
Teaching support	26%	43%	26%	23
Classroom space	**64%**	28%	8%	25
Teaching load	**83%**	17%	0%	24
Availability equip*	48%	40%	8%	25
Avail lab equipment	**52%**	28%	20%	25
Work/life balance	44%	36%	20%	25
Salaries, generally	20%	12%	**64%**	25
Individual's salary	24%	12%	**64%**	25
All compensation	24%	24%	**52%**	25
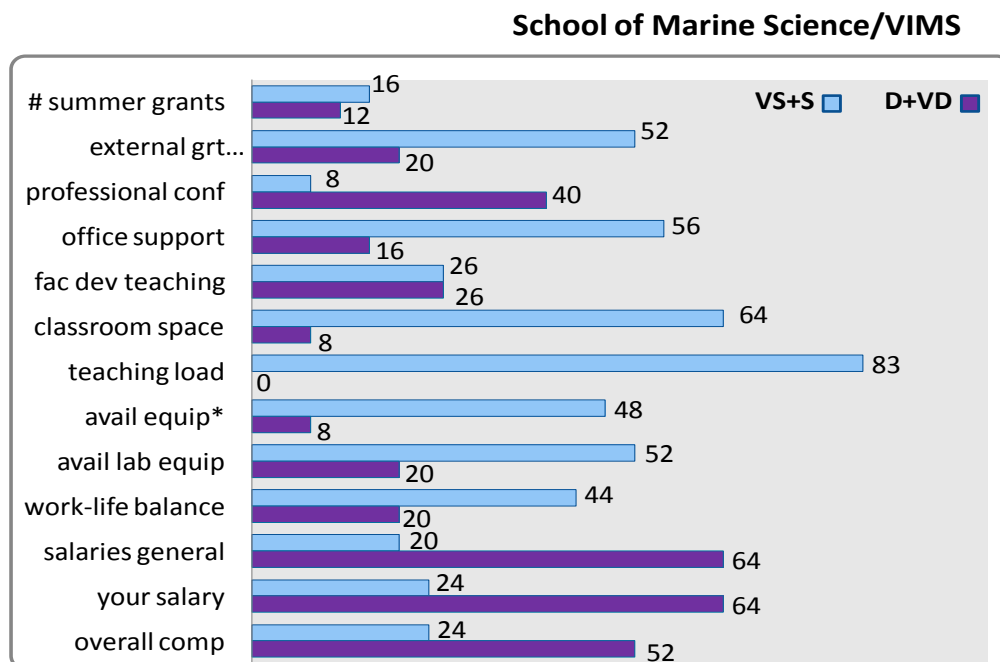
School of Marine Science/VIMS

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Job Satisfaction Levels on Selected Work Aspects: Responses grouped by Gender

When survey responses are grouped by gender, a majority of both male expressed satisfaction (VS+S) with 6 of the 13 selected work aspects, while a majority of female faculty registered satisfaction (VS+S) for 4 of the 13 categories. Both male faculty and female faculty reported high levels of satisfaction with regards to secretarial/office support, teaching load (>70%), and availability of equipment (other than computers and laboratory equipment). In one additional category, support for teaching (faculty development), female faculty recorded satisfaction levels greater than fifty percent (56%). Male faculty satisfaction totals (49%) were only slightly short of a majority for the same item.

Additionally, a majority of male faculty indicated satisfaction (S+VS) in the areas of college assistance in obtaining outside grants (52%), classroom space appropriate for teaching needs (55%), and work-life balance: the balance of professional responsibilities with one's personal life (54%). On these same items, female faculty consistently reported satisfaction levels, ranging from 7% to 18% lower than male faculty. Survey responses indicating dissatisfaction (D+VD) with the work-life balance were disproportionately distributed between female faculty (30%) and male faculty (19%).

A majority of both male and female faculty respondents registered dissatisfaction (D+VD) with faculty salaries in general, and with their own faculty salaries; female faculty reporting greater levels of dissatisfaction in both these categories.   Dissatisfaction levels regarding overall compensation (salary + other benefits) approached the fifty percent mark for both genders: 49%.

Among other issues, female faculty registered greater dissatisfaction with the availability (number) of W&M summer research grants than did male faculty (36% and 19%, respectively). A majority of female faculty indicated dissatisfaction with travel support for research presentations at professional conferences (56%), while the dissatisfaction level of male faculty for the same item was twenty percentage points lower (36%).

Table/Figure 4.29 summarizes the survey responses when grouped by gender for items Q9a-Q9m. The numerical tallies for the combined categories of "Very satisfied" + "Satisfied" [VS+S] and "Dissatisfied" + "Very dissatisfied" [D+VD], and for the single category of "Neutral" are presented in table form. Percentages may not total 100% due to survey responses in the "Not sure" and "Not applicable" categories (which are not included in these summary tables).

Table/Figure 4.29 Job Satisfaction Levels on Selected Work Aspects (Q9a-Q9m): Responses grouped by gender

Note: all individual cell values greater than or equal to 50% are highlighted.

Satisfaction on selected aspects	How satisfied are you with the following . . .?					
	female			male		
Gender	VS +S		D+VD	VS+S	N	D+VD
Summer grants	25%	24%	36%	34%	23%	19%
External grant sup.	34%	32%	17%	52%	22%	13%
Professional travel	28%	13%	56%	31%	22%	36%
Office support	55%	12%	31%	60%	13%	24%
Teaching support	56%	19%	21%	49%	32%	14%
Classroom space	46%	11%	42%	55%	17%	28%
Teaching load	74%	13%	12%	77%	15%	8%
Availability equip*	50%	20%	10%	51%	25%	9%
Avail lab equipment	14%	15%	10%	19%	17%	14%
Work/life balance	47%	20%	30%	54%	26%	19%
Salaries, generally	12%	10%	74%	21%	19%	58%
Individual's salary	17%	16%	66%	24%	17%	58%
All compensation	24%	25%	49%	27%	24%	49%

Job Satisfaction Levels on Selected Work Aspects: Responses Grouped by Rank

A majority of faculty at the rank of full professor indicated satisfaction (VS+S) with seven of the thirteen selected work aspects, while a majority of assistant professors reported satisfaction in five of the thirteen categories, and a majority of faculty at the associate professor rank were satisfied with only two of the thirteen survey items for this question. Survey respondents at all ranks reported high levels of satisfaction with teaching loads (>74%).

Faculty at the ranks of associate professor and full professor both reported a greater than 50% dissatisfaction level with faculty salaries in general, and with their own salaries. For full professor survey respondents, faculty salaries, in general and personally, were the only two categories in which recorded dissatisfaction levels were greater than fifty percent. Overall, faculty at the rank of associate professor reported both the least satisfaction (two of thirteen categories), and the greatest dissatisfaction (four of thirteen categories). In addition to the two items concerning faculty salaries, a majority of associate professors were dissatisfied with travel support for research presentations at professional conferences (52%) and the overall compensation package: salary + insurance options + other benefits (64%). Survey respondents at the rank of assistant professor did not register dissatisfaction levels greater than 50% for any of the thirteen items in this survey question.

The following tables/figures summarize the survey responses when grouped by academic rank for items Q9a-Q9m. The numerical tallies for the combined categories of "Very satisfied" + "Satisfied" [VS+S] and "Dissatisfied" + "Very dissatisfied" [D+VD], and for the single category of "Neutral" are presented in table form. Percentages may not total 100% due to survey responses in the "Not sure" and "Not applicable" categories (which are not included in these summary tables).

Table/Figure 4.30 Job Satisfaction Levels on Selected Work Aspects (Q12a-Q12d)
By Academic Rank

Note: all individual percentage values greater than or equal to 50% are circled.

Satisfaction levels	Selected aspects of work situation		
Academic rank	**VS+S**	**Neutral**	**D+VD**
Number Summer Grants			
Assistant Professors	46%	18%	18%
Associate Professors	27%	25%	32%
Full Professors	28%	23%	22%
Assistance w/external grants			
Assistant Professors	(51%)	17%	12%
Associate Professors	37%	32%	14%
Full Professors	(50%)	25%	15%
Research conference support			
Assistant Professors	41%	15%	33%
Associate Professors	22%	22%	(52%)
Full Professors	32%	18%	41%
Secretarial/office support			
Assistant Professors	(67%	6%	22%
Associate Professors	50%	14%	34%
Full Professors	61%)	15%	22%

Table/Figure 4.31 Job Satisfaction Levels on Selected Work Aspects (Q12e-Q12g),
by Academic Rank

Note: all individual percentage values greater than or equal to 50% are circled.

Satisfaction levels	Selected aspects of work situation		
Academic rank	**VS+S**	**Neutral**	**D+VD**
Support for teaching (faculty dev)			
Assistant Professors	49%	26%	10%
Associate Professors	48%	29%	22%
Full Professors	(55%)	27%	14%
Appropriate classroom space			
Assistant Professors	(63%)	15%	21%
Associate Professors	45%	12%	43%
Full Professors	(52%)	16%	32%
Teaching load			
Assistant Professors	(74%	13%	10%
Associate Professors	77%	16%	7%
Full Professors	75%)	13%	11%

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Table/Figure 4.32 Job Satisfaction Levels on Selected Work Aspects (Q12h-Q12i), by Academic Rank

Note: all individual percentage values greater than or equal to 50% are circled.

Satisfaction levels	Selected aspects of work situation		
Academic rank	VS+S	Neutral	D+VD
Availability of equipment (not laboratory equipment)	(54%)	19%	6%
Assistant Professors	47%	28%	14%
Associate Professors	(52%)	22%	8%
Full Professors			
Availability of laboratory equipment	26%	13%	5%
Assistant Professors	13%	18%	15%
Associate Professors	17%	17%	14%
Full Professors			

Table/Figure 4.33 Job Satisfaction Levels on Selected Work Aspects (Q12j-Q12m), by Academic Rank

Note: all individual percentage values greater than or equal to 50% are circled.

Satisfaction levels	Selected aspects of work situation		
Academic rank	VS+S	Neutral	D+VD
Work-life balance			
Assistant Professors	48%	23%	25%
Associate Professors	49%	22%	29%
Full Professors	(56%)	26%	17%
Faculty salaries in general			
Assistant Professors	30%	24%	35%
Associate Professors	9%	9%	(81%)
Full Professors	18%	17%	(64%)
Individual's salary			
Assistant Professors	31%	23%	44%
Associate Professors	15%	10%	(75%)
Full Professors	22%	19%	(58%)
Overall compensation			
Assistant Professors	36%	33	30%
Associate Professors	18%	18%	(64%)
Full Professors	28%	26%	45%

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5. <u>Climate issues, faculty retention, and retirement plans</u>

The 2006 Faculty Survey included several questions from the previous survey (conducted in 2003) concerning faculty retention and faculty plans for retirement. This latter topic (retirement) was expanded to include two more questions.   Additionally, an entirely new set of items was introduced in the current survey that had not been included previously. The new set of questions focused on the campus climate for women and minority faculty, as well as recent hiring trends and opinions concerning future hiring practices.

a.   Climate issues

The Faculty Survey 2009 included a new set of items pertaining to general climate issues and hiring trends.   Survey item Q10 provided the following instructions:

> *Indicate your level of agreement or disagreement with each of the following statements. Your response is based on your personal opinion or perception. If you feel that you do not have sufficient context to formulate an opinion, select NS for Not Sure.*

Response options were: *note sure* (NS), *strongly disagree* (SD), *disagree* (D), *neutral* (N), *agree* (A), *strongly agree* (SA).

Abbreviated statements may serve as place holders (for space reasons) in the following tables/figures. The full wording of the survey instrument statements is given below:

- *(a) I believe that faculty of color are treated fairly here.*
- *(b) I believe that women faculty are treated fairly here.*
- *(c) I believe that gay & lesbian faculty are treated fairly in my dept, program or professional school.*
- *(d) I think that W&M is a "family-friendly" place to work.*
- *(e) I think that W&M should hire more faculty of color.*
- *(f) I think that W&M should hire more women faculty.*
- *(g) It is my perception that this institution has increased the number of non-tenure eligible positions in place of hiring full-time tenure-eligible faculty.*

In overall responses to climate issues, a majority of survey respondents indicated that they believed faculty of color and women faculty are treated fairly at this institution and that gay & lesbian faculty are treated fairly at the department, program, or professional school level (58%, 71% and 55%, respectively).   However, the percentages of agreement on the statements concerning faculty of color and gay & lesbian faculty were distinctly lower than that received for the survey item pertaining to fair treatment of women faculty (approximately 15% lower for faculty of color and gay & lesbian faculty). It is important to note that there were many more survey respondents selecting "not sure" for these latter two categories.   A full one in four survey respondents said that they were 'not sure' whether gay & lesbian faculty are treated fairly in their department, program, or professional school. The wording for the survey statement regarding gay & lesbian faculty differed from the wording used for the statements concerning women faculty and faculty of color. In the case of gay & lesbian faculty, the context was narrowed to that of a department, program or professional school, in order to focus more clearly on the collegial interaction among faculty, and the local policies & procedures of individual units.   The broader statement used in reference to women faculty and faculty of color ("…are treated fairly here"), was not used in the context of 'fair treatment' for gay & lesbian faculty in order to avoid potential ambiguity.   There exist institution-wide policies at the College of William and Mary which, in adherence to the Commonwealth of Virginia, routinely discriminate against gay & lesbian faculty in the area of health care coverage for their partners and children.

All three groups (faculty of color, women faculty, gay & lesbian faculty) hold minority status at the College of William and Mary, where a strong majority of faculty are male (64%), and a very strong majority of faculty self-identify as "white (non-Hispanic)" (80%).   A slight majority of survey respondents (54%) agreed that the College of William and Mary should hire more faculty of color, while approximately a third of respondents agreed with the same statement concerning women faculty.

Overall the College of William and Mary was viewed as a 'family-friendly place to work' by 60% of survey respondents.   It was the perception of 40% of survey respondents that the College has increased the hiring of non-tenure track faculty in place of hiring full-time tenure eligible faculty, while only 17% of survey respondents disagreed with the same statement. Another 19%

of survey respondents neither agreed nor disagreed with the statement and approximately a quarter (24%) of the faculty indicated that they were 'not sure'. Other surveys suggest that there is a growing national trend toward increased hiring of full-time, non-tenure track faculty and a corresponding decrease in the number of tenure-eligible new faculty hires. The W&M Faculty Survey 2009 included this one item in order to assess faculty perceptions of whether or not hiring trends at the College of William and Mary reflect the national trend. The survey purposely did not ask whether faculty agreed or disagreed with the practice of hiring non-tenure-eligible faculty to replace previously existing tenure track lines in departments, programs, and professional schools. If hiring records support these perceptions with empirical data, this issue could be the focus of further investigation and additional inquiry into faculty views.

The following table (Table/Figure 5.1) provides a summary of overall responses to survey questions concerning climate issues and faculty hiring.

Table/Figure 5.1   Climate issues, faculty hiring
Overall responses

Climate & hiring issues	SA+A	Neutral	D+SD	NS	n
I believe that faculty of color are treated fairly here.	58%	13%	6%	22%	372
I believe that women faculty are treated fairly here.	71%	13%	9%	7%	371
I believe that gay & lesbian faculty are treated fairly in my department, program, or professional school.	55%	12%	4%	29%	369
I think that W&M is a family-friendly workplace.	60%	23%	10%	8%	371
I think that W&M should hire more faculty of color.	54%	34%	8%	5%	372
I think that W&M should hire more women faculty.	36%	46%	12%	5%	371
It is my perception that W&M has increased NTT hiring replacing TT faculty	40%	19%	17%	24%	373

Climate issues, by ethnicity/race, gender or academic areas

Due to the heavily dominant white (non-Hispanic) ethnicity/race of the faculty at the College of William and Mary, the views of minority faculty could easily be overlooked. The following Table/Figure 5.2 presents the breakdown of responses for survey respondents who self-identified as belonging to another category of race/ethnicity other than 'white (non-Hispanic)'. Included in the first column are responses from faculty who self –identified as "non-U.S. citizens/international". The second column contains the same information for minority survey respondents but excludes the category of "non-U.S. citizens / international". For faculty reporting agreement with the statement 'I believe that faculty of color are treated fairly here' there was a five percentage point difference between the overall responses and those of the self-identified minority survey respondents (58% and 53%, respectively). Even when the category of 'non U.S. citizen/ international' is excluded from the minority set of responses, the gap remains under 10 percentage points (9%).

Table/Figure 5.2 *"I believe that faculty of color are treated fairly here".*
(Responses by race/ethnicity)

Climate	I believe that faculty of color are treated fairly here.	
Gender	**Minority faculty, including non-U.S. citizen international**	**Minority faculty, excluding non-U.S. citizens international**
Strongly agree + Agree	53%	49%
Neutral	21%	21%
Disagree + Strongly disagree	10%	14%
Not Sure	16%	16%
Total	101%	100%
n (count)	58	43

Although overall, 71% of survey respondents reported agreement with the statement '*I believe that women faculty are treated fairly here*', when the responses were viewed by gender, there

was a 24 percentage point difference in agreement between male and female faculty (80% and 56%, respectively). While overall, fewer than 10% of survey respondents disagreed with the statement, female faculty reported disagreement at several times the rate of male faculty (19% and 3% respectively).   In both cases, there were few faculty who reported 'not sure' in response to this survey item (female NS = 4%, male NS = 9%).

Table/Figure 5.3 *"I believe that women faculty are treated fairly here"*. (by gender)

Climate	I believe that women faculty are treated fairly here.	
Gender	Female	Male
Strongly agree + Agree	56%	80%
Neutral	22%	8%
Disagree + Strongly disagree	19%	3%
Not Sure	4%	9%
Total	101%	100%
N (count)	135	234

A majority of both male and female faculty reported agreement with the statement that "W&M is a 'family-friendly' place to work" (63% and 55% respectively).

Table/Figure 5.4 *"I think that W&M is a 'family-friendly' place to work."* (by gender)

Climate	I think that W&M is a "family-friendly" workplace.	
Gender	Female	Male
Strongly agree + Agree	55%	63%
Neutral	24%	23%
Disagree + Strongly disagree	10%	9%
Not Sure	10%	6%
Total	99%	101%
N (count)	134	235

While, overall, four out of ten survey respondents (40%) indicated agreement with the statement that W&M has increased the number of non-tenure eligible positions rather than hire full-time tenure-eligible faculty, there were noticeable differences among academic areas. In two academic areas, a majority of survey respondents reported holding this perception of recent hiring practices. The School of Business had the highest percentage of faculty sharing this perception (79%), while 52% of Arts & Sciences – Humanities survey respondents indicated the same.   The two academic areas with the lowest levels of agreement with the statement were Arts & Sciences – Natural Sciences (21%) and the School of Marine Science /VIMS (20%).

As noted earlier, this item was included in the survey (for the first time) in order to assess faculty perceptions of whether or not hiring trends at the College of William and Mary reflect the national trend. The survey purposely did not ask whether faculty agreed or disagreed with the practice of hiring non-tenure-eligible faculty to replace previously existing tenure track lines in departments, programs, and professional schools.   If hiring records support these perceptions, this issue could be the focus of further investigation and additional inquiry into faculty views.

Table/Figure 5.5 *"It is my perception that W&M has increased the number of non-tenure eligible positions in place of hiring full-time tenure-eligible faculty."*
(Responses by academic area)

Climate	It is my perception that W&M has increased the number of non-tenure eligible positions in place of hiring full-time tenure-eligible faculty.			
Gender	**Strongly agree + agree**	**Neutral**	**Disagree + Strongly disagree**	**Not sure**
A&S Humanities	52%	17%	13%	17%
A&S Social Sciences	41%	18%	18%	23%
A&S Natural Sciences	21%	30%	21%	27%
Business	79%	6%	3%	12%
Education	41%	4%	19%	37%
Law	35%	12%	18%	35%
Marine Science/VIMS	20%	16%	20%	44%
Total overall	**40%**	**19%**	**17%**	**24%**

b. Faculty retention

Faculty retention issues were grouped into two sets of questions (a) faculty who have considered leaving the College of William and Mary, those who have received outside job offers, and faculty currently on the job market and (b) faculty plans for retirement.

Considered leaving the College in the past two years?

On the issue of faculty potentially leaving the College for employment elsewhere, survey questions Q11-Q14 provided an opportunity for faculty to report their activity and their reasons for seeking employment elsewhere.   For questions 11-13, response options were: Yes, or No.

Q11. During the last two years, have you considered leaving (permanently) your position at the College of William and Mary?

Q12. Have you received at least one firm job offer from another institution in the past two years?

Q13. Are you actively on the job market now?

Q14. If you responded "yes" to the previous question, please continue. Indicate the reason(s) why you are actively seeking another position. Check all that apply.

> a. *Dissatisfaction with my salary at W&M*
>
> b. *Dissatisfaction with the research support that I receive at W&M*
>
> c. *Dissatisfaction with research support facilities at W&M*
>
> d. *Desire to be more involved in graduate education*
>
> e. *Desire to join a department or school that places more emphasis on my research specialty (where there will be more colleagues who work in related research areas)*
>
> f. *Desire to move up in terms of national prestige of the university where I work*
>
> g. *Desire for reduced teaching assignment*
>
> h. *I am on the tenure track, but not yet tenured; looking at jobs elsewhere is a kind of "insurance" policy*
>
> i. *Dissatisfaction with the level of collegiality in my department or school*
>
> j. *Other reasons*

Overall, 50% of faculty survey respondents reported that they had considered leaving the College of William and Mary at some point during the last two years.   That figure is down from the 62% obtained by the previous survey, conducted in 2006.   To what extent recent economic conditions

contributed to thoughts of leaving, or the job market downturn deterred those thoughts is not known.

There is little difference when survey results are viewed by gender; a slightly higher percentage of female faculty (53%) reported that they had considered leaving the institution than male faculty (48%).

When survey responses are sorted by academic rank serious differences emerge. A clear majority of associate professors (62%) have considered leaving, compared with nearly half (49%) of full professors, and 31% of recently arrived assistant professors.

When examined by academic area, Arts & Sciences – Humanities, Arts & Sciences – Social Sciences, and the School of Marine Science/VIMS all recorded that over 50% of their faculty had considered leaving the College within the last two years. The School of Business, the School of Education and Arts & Sciences – Natural Sciences reported percentages ranging from 42% to 48%. The lowest percentage came from the School of Law (35%). Note that the actual number of faculty represented by these percentages varies greatly from a top number of 58 faculty (Arts & Sciences – Humanities) to a low number of 6 faculty (School of Law).

Table/Figure 5.6 Considered leaving? (Responses overall and by academic area)

Faculty Retention	During the last 2 years, have you considered leaving W&M?	
Academic area	**Yes**	**[n]**
A&S Humanities	56%	58
A&S Social Sciences	55%	40
A&S Natural Sciences	44%	43
Business	42%	14
Education	48%	13
Law	35%	6
Marine Science/VIMS	56%	14
Total overall	**50%**	184

When compared with the H.E.R.I. National Survey 2007-2008, the William and Mary Faculty Survey 2009 results for this question (50%) correspond fairly closely to that of other public universities (48%) and all 4+ year institutions (47%) and is modestly greater than the results reported for private universities (44%). It may be relevant to note that the H.E.R.I. Survey was conducted in 2007-2008. The College of William and Mary administered one survey (2006) in the year immediately preceding the H.E.R.I. Survey and another survey (2009) in the year following the H.E.R.I. Survey.   The results of all three surveys for this question appear in the following table (Table/Figure 5.7).

Table/Figure 5.7   Considered leaving?
H.E.R.I 2007-2008 Faculty Survey and William & Mary Faculty Surveys – 2009, 2006

Faculty Retention	During the last 2 years, have you considered leaving this institution?
National comparison	Percentage of responses: Yes
H.E.R.I. 2007-2008	
Public universities	48%
Private universities	44%
All 4+ years institutions	47%
College of William & Mary	
W&M 2009	50%
W&M 2006	62%

Sources: H.E.R.I., American College Teacher, 2007-2008 *&* William & Mary Faculty Surveys 2009, 2006

Received at least one firm job offer during the last two years?

Thirteen percent (13%) of William and Mary faculty (47 individuals) indicated that they had received at least one firm outside job offer during the last two years. It may be relevant to note that some of the faculty who accepted an outside offer in the past two years were likely to no longer be present to participate in this survey. The percentage of faculty (13%) in the current

survey who reported a firm outside job offer differed only slightly from the percentage obtained in the 2006 Faculty Survey (11% or 43 individuals).

Only marginal variations in response percentages were found when survey results for the question on outside job offers were sorted by gender and academic rank.   In neither case, between genders or among academic ranks, did the differences rise above six percentage points.

When the issue of outside job offers was broken down by the seven academic areas, only the School of Education stood out, with 26% of SOE faculty reported to have received a firm offer in the past two years. Results from the other five academic areas produced figures ranging from 8% to 18%.

Actively on the job market now?

Overall, 18% of William and Mary faculty survey respondents (or 68 individuals) answered "yes" to the question, "*Are you actively on the job market now?".*   This figure represents a decline from the percentage of faculty on the job market (29%) at the time of the last faculty survey (2006). One factor contributing to this decline might be the current economic conditions which have led to substantial cutbacks and hiring freezes at many institutions of higher education.   Among the academic areas, William and Mary faculty in Arts & Sciences – Humanities, and faculty in the School of Marine Science/VIMS were more likely to be on the job market according to survey results with 30% and 20%, respectively, of their faculty responding affirmatively to this survey question.   Table/Figure 5.8 provides a summary of survey responses to the questions regarding firm job offers and job market activity, by academic area and, for comparison, overall responses.

There was little or no difference between male faculty (18%) and female faculty (19%) in terms of the likelihood that they were on the job market. When sorted by academic rank, faculty at the rank of associate professor were more likely to have considered leaving the College, and more likely to actively be on the job market (27%), than faculty at either the assistant professor, or full professor ranks, 12% and 14%, respectively. Although well below a majority of respondents, percentages/figures of interest are highlighted with a dotted perimeter.

Table/Figure 5.8 Job market & Job offers
(Overall and by academic area)

Faculty Retention	Are you actively on the job market now?		Have you received a firm job offer in the past two years?	
Academic area	Yes	[n]	Yes	[n]
A&S Humanities	30%	31	8%	8
A&S Social Sciences	17%	12	11%	8
A&S Natural Sciences	16%	16	14%	14
Business	3%	1	18%	6
Education	11%	3	26%	7
Law	12%	2	12%	2
Marine Science/VIMS	20%	5	16%	4
Total overall	18%	68	13%	47

Faculty who reported that they were currently on the job market cited a variety of reasons for their decision to actively pursue employment opportunities elsewhere.   Survey respondents were asked to "check all that apply", so individual faculty members may have selected more than one reason. When the results for the same question for the 2006 Faculty Survey and the 2009 Faculty Survey were compared, with one exception, there were few changes in the reasons that faculty cited for re-entering the job market.   However, there was an increase of nearly forty percentage points in the number of faculty reporting "dissatisfaction with salary" as their reason for seeking employment elsewhere. In the 2006 Faculty Survey, 63% of faculty on the job market reported "dissatisfaction with salary" as a reason for their actions, while in the 2009 Faculty Survey, 85% of faculty survey respondents seeking employment at another institution declared dissatisfaction with salary as a motivating factor. Table/Figure 5.9 summarizes responses to this survey question. Those percentages greater than or equal to 50% are circled by a solid line, while those figures greater than or equal to 40%, but less than 50% displayed a dotted perimeter.

Table/Figure 5.9   Reasons for going on the job market
All survey respondents on the currently on the job market

Faculty Retention	Reasons for going on the job market? [check all that apply]	
	Yes	[frequency]
Dissatisfaction with salary	85%	58
Dissatisfaction with research support	50%	34
Dissatisfaction w/ research facilities	24%	16
Desire involvement grad education	35%	24
Desire to work with colleagues in related research areas	38%	26
Desire greater prestige of university	31%	21
Desire reduced teaching assignment	17%	12
Not yet tenured, safety net	9%	6
Dissatisfaction with collegiality	16%	11
Other reasons	49%	33

c. Faculty retirement plans

The following questions were included in the 2009 Faculty Survey pertaining specifically to retirement plans.

> Q15. *Do you plan to retire in the next three years?*

> Q16. *When you retire, do you plan to participate in the Faculty Transition to Retirement Program (teaching part-time after retirement)?*

> Q17. *In light of current economic conditions, do you intend to continue full-time work longer – past the time that you had originally planned to retire?*

Response options were: *Yes, No*, or *Not sure*.

Overall, only 6% of W&M faculty survey respondents indicated that they had plans to retire within the next three years.   This figure is low when compared with national norms published by the Higher Education Research Institute at UCLA (H.E.R.I.) in their report of a 2007-2008 national survey (The American College Teacher, 2009). In the most recent H.E.R.I. Report, the corresponding figures for faculty at public universities, private universities, and all four year-plus colleges & universities were 16%, 10% and 13%, respectively.

William and Mary survey respondents indicated modest interest (18%) in participating in the Faculty Retirement Transition Program (a relatively new program begun in 2006).

Survey results reveal that current economic conditions have influenced 40% of faculty respondents to postpone their plans for retirement and instead to continue to work full-time, extending their careers past the time that they had originally planned to retire.   An additional 40% of faculty reported uncertainty as to whether or not they would alter their retirement plans. Only 20% of survey respondents indicated that they would proceed with their original plans for retirement.   In the table/figure below, percentages that are greater than or equal to 40%, but less than 50% are enclosed by a dotted circle. Other figures of interest, are bordered by a dotted rectangle.

Table/Figure 5.10 Retirement plans
W&M Overall and H.E.R.I. Overall

Retirement	W&M Faculty Survey 2009				H.E.R.I. 2007-2008		
	Yes	No	Not sure	N (count)	Pub U Yes	Priv U Yes	All 4yr+ Yes
Do you plan to retire in the next three years?	6%	84%	9%	371	16%	10%	13%
Plan to participate in Faculty Retirement Transition program?	18%	15%	67%	364			
Intend to continue full-time work past original plans?	41%	20%	40%	365			

Source: William and Mary Faculty Survey 2009
Source: H.E.R.I., American College Teacher, 2007-2008

Retirement plans by gender

When survey responses are viewed by gender, there is little or no variation between retirement plans for male and female faculty, with no difference greater than seven percentage points.

Retirement plans by academic rank

As one might expect, there exist differences in the retirement plans of faculty when viewed by academic rank.   More full professors expect to retire within the next three years than faculty at any other rank. However, even the number of full professors with imminent retirement plans is small (19), representing only 13% of full professor survey respondents.

Plans to someday participate in the Faculty Transition to Retirement Program appear consistent for assistant, associate, and full professors (17-19% across all ranks).

Finally, as one might expect, the current economic conditions appear to have influenced the retirement plans of associate professors and full professors, but not the plans of assistant professors.   Half of the full professors responding to the survey report that they now intend to continue working full-time beyond the time they had originally planned to retire.   Forty-four percent of associate professors have also postponed their retirement plans in order to continue full-time work.

Retirement plans by academic area

Fewer than 10% of faculty in Arts & Sciences (all three areas), and in the Schools of Business and Education plan to retire within the next three years. In the School of Marine Science/VIMS, 16% of survey respondents reported plans to retire within three years, and in the School of Law, the figure was 12%.

Nearly one in four survey respondents from the School of Education (23%) indicated plans to participate in the Faculty Transition to Retirement Program, while faculty across all of the

remaining academic areas (Arts & Sciences, Business and Law) revealed interest levels of between 17% and 19%.

Economic conditions have influenced faculty all across the university to alter their retirement plans. A third of the faculty in Arts & Sciences – Natural Sciences (34%) indicated that they would continue to work full-time beyond their original retirement date (the lowest percentage of all academic areas), while the faculty in the School of Education reported the highest percentage (63%).   The remaining academic areas offered percentage rates ranging from 39% to 46%.

6. Faculty Satisfaction with Library Resources and Services

Introduction

The Faculty Survey 2009 contained several questions exploring faculty satisfaction with the College's libraries. Reporting the results is complicated by the fact that different faculty groups use different libraries. At one end of the spectrum, Arts and Sciences faculty primarily use Swem Library and its branches in, for example, Physics, Chemistry, and Music. At the other end of the spectrum, Law and Marine Science faculty have their own completely separate libraries. Somewhere in the middle are Education and Business faculty who use both Swem and the professional development libraries in their own buildings. Consequently, this report focuses on the faculty responses by academic area.

A reminder: College-wide, 72% of all tenured and tenure-eligible, full-time tenured and tenure-eligible faculty responded to the survey (nearly three out of four faculty members). Response rates from the seven academic areas spanned a range from a low of 49% (School of Marine Science/VIMS) to a high of 90% (Arts & Sciences – Natural Sciences). Keep in mind when viewing survey results by academic area that the numbers of faculty behind the percentages vary considerably from one academic area to another. The following table (Table/Figure 6.1) gives response rates by academic area and the actual number of survey respondents for each academic area.

Table/Figure 6.1 Survey Response Rates by Academic Area – 2009

Academic Area	Response rates W&M Faculty Survey 2009	
A&S Humanities	85%	103
A&S Social Sciences	55%	73
A&S Natural Sciences	90%	99
School of Business	65%	33
School of Education	75%	27
School of Law	52%	17
School of Marine Science / VIMS	49%	25

Library Resources and Services

To understand the level of faculty satisfaction with various aspects of library resources and services, the Faculty Survey included ten focused questions (Q18a-Q18j). The specific items were as follows:

In general, how satisfied are you with the following aspects of library materials and services at the College. . .

> Q18a. *adequacy of library holdings*
> *(e.g. comprehensive print and journal collections)?*
>
> Q18b. *library services*
> *(e.g. timely document deliver and interlibrary loan)?*
>
> Q18c. *accessibility of library electronic resources from my office or home?*
>
> Q18d. *easy-to-use access tools that allow me to find things on my own?*
>
> Q18e. *a library website enabling me to locate information on my own?*
>
> Q18f. *comprehensive collections of full-text articles online?*
>
> Q18g *online library licensed journals and databases?*
>
> Q18h. *collections of digital media (audio, photographic, video, film, etc.)?*
>
> Q18i. *access to online databases?*
>
> Q18j. *overall library support for my teaching and research needs?*

Faculty were asked to choose one of the following response categories for each question: *Very Satisfied* (VS), *Satisfied* (S), *Neutral* (N), *Dissatisfied* (D), *Very Dissatisfied* (VD), *Not Sure* (NS), or *Not Applicable* (NA). Because different academic areas use different library facilities as noted earlier in this section, we present the results of Question 18a-18j, by academic area only (not by overall responses). The following tables/figures summarize the survey results on library resources and services, individually, for each of the seven academic areas. Note: row percentages may not add up to one hundred percent due to responses for "*not sure*" and "*not applicable*", which do not appear in these tables.

Satisfaction with Library Resources and Services – Arts & Sciences, Humanities

For nine of the ten survey items concerning library resources and services, a majority of the faculty in Arts & Sciences – Humanities indicated that they were "*satisfied*" or "*very satisfied*". The greatest satisfaction levels were in the areas of: *library services* (91%), *accessibility of electronic resources from my home or office* (87%), *easy-to-use access tools that allow me to find things on my own* (84%), and *a library website enabling me to locate information on my own* (79%).   Other areas for which 50% to 75% of Humanities survey respondents expressed satisfaction were: *adequacy of library holdings - comprehensive print & journal collections* (51%), *online library licensed journals and databases* (55%), *comprehensive collections of full-text articles online* (67%), *access to online databases* (71%) and *overall library support for teaching & research needs* (74%).

It should be noted that although *adequacy of library holdings* received satisfactory ratings from a slight majority of faculty in the Humanities (51%), an additional 32% of Humanities faculty expressed some level of dissatisfaction (*Dissatisfied + Very Dissatisfied*) on this same issue.

A new item on the survey in 2009 was the *collection of digital media – audio, photographic, video, film*, etc. Digital media is of increasing importance in some disciplines and research areas, but has not found its way into other disciplines. Just over 20% of survey respondents from the Humanities chose the response option "*not sure*" or "*not applicable*". An additional 18% of survey respondents expressed dissatisfaction with the collection of digital media – perhaps those whose disciplines have already embraced teaching and research with digital media.

When compared with the 2006 Faculty Survey results for Arts & Sciences – Humanities, combined satisfaction levels (VS+S) decreased slightly for *library holdings* (from 56% in 2003 to 51% in 2009).   The greatest percentage point decrease (16 points) from the 2006 Faculty Survey to the current survey (2009) was for the item – *comprehensive collection of full-text articles online*, which dropped from 83% [S+VS] in 2006 to 67% [S+VS] in 2009. During the same time period (2006-2009), satisfaction levels for *overall library support for my teaching and research need* also dropped, going from 84% down to 74%.   The very high satisfaction levels for *library services* (91%), noted in the earlier Faculty Survey (2006) were repeated in the

current survey (2009) – with only one percent of Humanities faculty reporting any level of dissatisfaction with *library services*. In the table/figure below, percentages greater than or equal to 50% are enclosed by a solid circle. Other figures of interest are highlighted by dotted perimeter.

**Table/Figure 6.2 Satisfaction with Library Resources and Services
By Academic Area – Arts & Sciences, Humanities**

Library	In general, how satisfied are you with the following aspects of library materials and services at the College?					
Arts & Sciences – Humanities	VS +S	n	Neutral	n	D + VD	n
Library holdings (print & journals)	51%	53	13%	13	32%	33
Library services	91%	94	3%	3	1%	1
Accessibility of electronic resources	87%	90	3%	3	8%	8
Easy-to-use access tools	84%	86	10%	10	4%	4
Website – easy to use on my own	79%	81	11%	11	7%	7
Collection of full text article online	67%	68	16%	16	10%	10
Online licenses journals /databases	55%	56	14%	14	21%	21
Collection of digit media	43%	44	19%	19	18%	18
Access to online databases	71%	73	11%	11	10%	10
Overall library support for teaching & research	74%	76	16%	16	8%	8

Satisfaction with Library Resources and Services – Arts & Sciences, Social Sciences

Faculty survey respondents from the Social Sciences reported widespread satisfaction with library resources and services, registering a majority of satisfied faculty for nine of the ten survey items related to library materials and library services. In these nine areas, satisfaction levels ranged from a low of 61% (library holdings) to a high of 90% (*accessibility of electronic resources*). For the remaining item (the new survey item), *collection of digital media*, 26% of faculty in the Social Sciences expressed satisfaction, however, approximately 46% of survey responses for this item were recorded as "*not sure*" or "*not applicable*".   In no category, did more than ten survey respondents in the Social Sciences register any dissatisfaction. For the

survey item, *library services*, not a single faculty survey respondent in the Social Sciences expressed dissatisfaction.

When the 2009 survey findings were compared with the results obtained in the 2006 Faculty Survey for faculty in the Social Sciences, we found that satisfaction levels increased for the following survey items: *adequacy of library holdings for print & journals* [52% (2006) rose to> 61% (2009)], *a library website enabling me to find information on my own* [80% (2006) rose to 86% (2009)], and *overall library support for my teaching and research needs* [80% (2006) rose to 89% (2009)].

Satisfaction levels on two items remained essentially the same as they were in the 2006 Faculty Survey. They were: *library services* [88% (2006) ~ 89% (2009)] and *accessibility to library electronic resources from my home or office* [90% (2006) = 90% (2009)].

Finally, faculty in the Social Sciences reported a decline in their satisfaction with comprehensive *collections of full text articles online* [72% (2006) dropped to 64% (2009)], and *easy to use access tools that allow me to find things on my own* [80% (2006) declined to 75% (2009)].

**Table/Figure 6.3 Satisfaction with Library Resources and Services
By Academic Area – Arts & Sciences, Social Sciences**

Library	In general, how satisfied are you with the following aspects of library materials and services at the College?					
Arts & Sciences – Social Sciences	**VS +S**	**n**	**Neutral**	**n**	**D + VD**	**n**
Library holdings (print & journals)	**61%**	44	**21%**	15	**14%**	10
Library services	**89%**	63	**7%**	5	**0%**	0
Accessibility of electronic resources	**90%**	64	**7%**	5	**1%**	1
Easy-to-use access tools	**75%**	54	**18%**	13	**0%**	0
Website – easy to use on my own	**86%**	61	**7%**	5	**4%**	3
Collection of full text article online	**64%**	46	**24%**	17	**8%**	6
Online licenses journals /databases	**63%**	44	**20%**	14	**13%**	9
Collection of digit media	**26%**	19	**19%**	14	**8%**	6
Access to online databases	**66%**	47	**21%**	15	**7%**	5
Overall library support for teaching & research	**89%**	64	**7%**	5	**1%**	1

Satisfaction with Library Resources and Services – Arts & Sciences, Natural Sciences

Faculty in the Natural Sciences expressed the highest combined levels of satisfaction (S+VS) for the *accessibility to library electronic resources from my home or office* (78%), *library services* (74%), *easy to use access tools that allow me to find things on my own* (70%), and *a library website enabling me to find information on my own* (70%).

Sixty-two percent of survey respondents in the Natural Sciences reported satisfaction with *overall library support for my teaching and research needs*, while approximately half were satisfied with the *adequacy of library holdings (print & journals)* (50%) and *access to online databases* (51%)

Although almost half of the faculty (47%) indicated that they were satisfied with the *comprehensive collection of full-text articles online*, and *online library licenses for journals and databases*, the same two survey items also received the highest levels of reported dissatisfaction from faculty in the Natural Sciences, 30% and 27% respectively.   And while 50% of survey respondents in this academic area expressed satisfaction with the *adequacy of library holdings*, another 21% of the faculty were either dissatisfied or very dissatisfied.

When compared with the 2006 Faculty Survey results for the same items, satisfaction levels did not rise in any category related to library resources and services, from the perspective of faculty in the Natural Sciences.   In fact, six of the survey items revealed a drop in satisfaction levels over the three year period between surveys.   Satisfaction levels declined for:

- *comprehensive collection of full-text articles online* [from 66% (2006) to 47% (2009)]
- *adequacy of library holdings (print & journals)* [from 60% (2006) to 50% (2009)]
- *library services* [from 80% (2006) to 74% (2009)]
- *accessibility to library electronic resources from home/office* [80% (2006) > 78% (2009)]
- *easy to use access tools that allow me to find things on my own* [73% (2006) > 70% (2009)]
- *overall library support for my teaching and research needs* [76% (2006) > 62% (2009)]

In the table/figure below, percentages greater than or equal to 50% are enclosed by a solid circle. Other figures of interest are highlighted by dotted perimeter.

Table/Figure 6.4 Satisfaction with Library Resources and Services
By Academic Area – Arts & Sciences, Natural Sciences

Library	In general, how satisfied are you with the following aspects of library materials and services at the College?					
Arts & Sciences – Natural Sciences	VS +S	n	Neutral	n	D + VD	n
Library holdings (print & journals)	50%	48	26%	25	21%	20
Library services	74%	72	18%	17	6%	6
Accessibility of electronic resources	78%	75	14%	13	8%	8
Easy-to-use access tools	70%	67	24%	23	3%	3
Website – easy to use on my own	70%	68	21%	20	4%	4
Collection of full text article online	47%	46	20%	19	30%	29
Online licenses journals /databases	47%	46	23%	22	27%	26
Collection of digit media	17%	17	28%	27	3%	3
Access to online databases	51%	49	32%	31	9%	9
Overall library support for teaching & research	62%	60	29%	28	7%	7

Satisfaction with Library Resources and Services – School of Business

The academic area the least satisfied with library resources and services was the School of Business. Survey respondents were the most dissatisfied with *library licenses for online journals and databases* (24%), the *collections of full-text articles online* (21%), and *access to online databases* (21%).

Nevertheless, there were four aspects of library resources and services for which more than half the faculty in the School of Business expressed satisfaction: *library services* (55%), *the accessibility of library electronic resources from home & office* (67%), easy to use access tools (55%), and a *library website the enables me to find things on my own* (61%).

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When compared with the survey results from the 2006 Faculty Survey, satisfaction levels for the faculty in the School of Business decline for the following items: *library services* – from 67% (2006) to 55% (2009), *easy to use access tools that enable be to find information on my own* – from 62% (2006) to 55% (2009), and *overall library support for my teaching and research needs* – from 47% (2006) to 36% (2009). In the table/figure below, percentages greater than or equal to 50% are enclosed by a solid circle. Other figures of interest are highlighted by dotted perimeter.

Table/Figure 6.5 Satisfaction with Library Resources and Services
By Academic Area – School of Business

Library	In general, how satisfied are you with the following aspects of library materials and services at the College?					
School of Business	VS +S	n	Neutral	n	D + VD	n
Library holdings (print &journals)	42%	14	27%	9	12%	4
Library services	55%	18	21%	7	9%	3
Accessibility of electronic resources	67%	22	9%	3	12%	4
Easy-to-use access tools	55%	18	18%	6	15%	5
Website – easy to use on my own	61%	20	18%	6	9%	3
Collection of full text article online	48%	16	21%	7	21%	7
Online licenses journals /databases	48%	16	18%	6	24%	8
Collection of digit media	21%	7	27%	9	9%	3
Access to online databases	42%	14	18%	6	21%	7
Overall library support for teaching & research	36%	12	39%	13	12%	4

Satisfaction with Library Resources and Services – School of Education

Survey results indicated that a majority of faculty in the School of Education were satisfied (S+VS) with every item concerning library resources and services included on the survey except for the *collection of digital media* (37% = S+VS). However, as was the case for many other academic areas, SOE faculty were not dissatisfied with the *library collection of digital media*, but a large percentage of faculty (30%) marked "*not sure*" in response to this question.

Dissatisfaction levels were greatest for both *adequacy of library holdings* and *collection of full text articles online* (19% each, which translates as 5 individuals).

Despite the fact that adequacy of *library holdings* received a rating of "dissatisfied" from 19% of survey respondents from the School of Education, the figure of 63% for satisfied faculty represented a modest increase of four percentage points over the ratings for this survey item obtained in the 2006 Faculty Survey [from 59% (2006) to 63% (2009)].

While still reporting a majority of satisfied faculty in the 2009 Faculty Survey, the percentage of satisfied responses (S+VS) dropped five percentage points for *overall library support for my teaching and research needs* [from 83% (2006) to 78% (2009)]. It is important to note for this item, and for all the items that changed by less than 10%, that in the School of Education, those percentage changes represented fewer than three actual faculty members. In the table/figure below, percentages greater than or equal to 50% are enclosed by a solid circle. Other figures of interest are highlighted by dotted perimeter.

Table/Figure 6.6 Satisfaction with Library Resources and Services
By Academic Area – School of Education

Library	In general, how satisfied are you with the following aspects of library materials and services at the College?					
School of Education	*VS +S*	*n*	*Neutral*	*n*	*D + VD*	*n*
Library holdings (print & journals)	63%	17	15%	4	19%	5
Library services	85%	23	7%	2	4%	1
Accessibility of electronic resources	74%	20	19%	5	0%	0
Easy-to-use access tools	67%	18	22%	6	4%	1
Website – easy to use on my own	67%	18	22%	6	4%	1
Collection of full text article online	52%	14	22%	6	19%	5
Online licenses journals /databases	67%	18	15%	4	11%	3
Collection of digit media	37%	10	26%	7	7%	2
Access to online databases	78%	21	11%	3	0%	0
Overall library support for teaching & research	78%	21	19%	5	0%	0

Satisfaction with Library Resources and Services – School of Law

Faculty in the School of Law were, together with the faculty in the School of Marine Science/ VIMS, the most satisfied of faculty in any academic area when it came to library resources and services. Approximately three quarters or more of Law School faculty were satisfied (S+VS) for every library item included in this section of the survey – with only one exception, that of the newest item, the *collection of digital media,* where just over half of the faculty (53%) chose responses of "*not sure*" or "*not applicable*". For seven of the ten survey items on library resources and services, there were zero (0) dissatisfied faculty members in the School of Law. In no category did the combined dissatisfaction responses (D+VD) indicate more than one faculty dissatisfied faculty member. Every faculty survey respondent from the School of Law (100%) rated *overall library support for my teaching and research needs*, as satisfactory or very satisfactory. Note: this percentage matched the 100% satisfaction on overall library support reported in the 2003 Faculty Survey.

When all items concerning library resources and services were compared with the 2003 Faculty Survey results, the 2009 Faculty Survey, increased satisfaction levels (S+VS) were noted in five categories: *adequacy of library holdings* [82% (2006) to 94% (2009)], *library services* [91% (2006) to 94% (2009)], *accessibility of library electronic resources* [82% (2006) to 94% (2009)], *easy to use access tools* [73% (2006) to 88% (2009)], and the *library website – ease of use* [73% (2006) to 88% (2009)]. Only one item registered a decline in satisfaction levels from 2006 to 2009, *comprehensive collection of full-text article online* [100% (2006) to 73% (2009)]. In the next table/figure, percentages greater than or equal to 50% are enclosed by a solid circle. Other figures of interest are highlighted by dotted perimeter.

**Table/Figure 6.7 Satisfaction with Library Resources and Services
By Academic Area – School of Law**

Library	In general, how satisfied are you with the following aspects of library materials and services at the College?					
School of Law	**VS +S**	**n**	**Neutral**	**n**	**D + VD**	**n**
Library holdings (print & journals)	94%	16	6%	1	0%	0
Library services	94%	16	0%	0	6%	1
Accessibility of electronic resources	94%	16	0%	0	6%	1
Easy-to-use access tools	88%	15	6%	1	6%	1
Website – easy to use on my own	88%	15	6%	1	0%	0
Collection of full text article online	73%	11	13%	2	0%	0
Online licenses journals /databases	94%	16	6%	1	0%	0
Collection of digit media	29%	5	18%	3	0%	0
Access to online databases	88%	15	6%	1	0%	0
Overall library support for teaching & research	100%	17	0%	0	0%	0

Satisfaction with Library Resources and Services – School of Marine Science / VIMS

Faculty in the School of Marine Science / VIMS, were among the most satisfied survey respondents on items related to library resources and services. A clear majority of faculty in Marines Science/VIMS reported satisfaction for every item in this section (from a low of 60% to a high of 92%) with the sole exception of the category of collection of digital media (12%= S+VS).   However, it must be noted that more than 70% of the faculty chose "note sure" or "not applicable" for this item. The digital media collection was a new item on the 2009 Faculty Survey (it did not appear on earlier surveys) and, although it represents a growing area of importance for the teaching and research needs of faculty in some disciplines, it was not in widespread use at the time of this survey.

Satisfaction levels rose from the findings of the 2006 Faculty Survey compared with the current survey (2009) in the areas of: *library holdings* [from 69% (2006) to 80% (2009)], *library services* [from 73% (2006) to 84% (2009)], *easy to use tools for finding information* [from 72% (2006) to 92% (2009)], *the ease of use of the library website* [from 72% (2006) to 92% (2009)], and *overall library support for my teaching and research needs* [from 85% (2006) to 88% (2009)]. There was a slight decline in satisfaction levels for one item, comprehensive collection of full text articles online [from 68% (2006) to 64% (2009)]. In the next table/figure, percentages greater than or equal to 50% are enclosed by a solid circle. Other figures of interest are highlighted by dotted perimeter. Note: a decline of less than 5% represented a change for one individual faculty member.

Table/Figure 6.8 Satisfaction with Library Resources and Services
By Academic Area – School of Marine Science/VIMS

Library	In general, how satisfied are you with the following aspects of library materials and services at the College?					
School of Marine Science - VIMS	VS +S	n	Neutral	n	D + VD	n
Library holdings (print & journals)	80%	20	12%	3	4%	1
Library services	84%	21	8%	2	0%	0
Accessibility of electronic resources	88%	22	8%	2	0%	0
Easy-to-use access tools	92%	23	4%	1	4%	1
Website – easy to use on my own	92%	23	4%	1	0%	0
Collection of full text article online	64%	16	28%	7	4%	1
Online licenses journals /databases	67%	16	25%	6	8%	2
Collection of digit media	12%	3	16%	4	0%	0
Access to online databases	60%	15	16%	4	4%	1
Overall library support for teaching & research	88%	22	4%	1	4%	1

Library Resources and Services by Academic Rank

When survey responses on library resources and services were grouped by academic rank, there were no differences in satisfaction levels greater than ten percent (10%); most often the variance was five percent or less. This was true for combined satisfaction levels (S+VS) as well as for combined levels of dissatisfaction (D+VD). A majority of faculty at the rank of Assistant professor, Associate professor, and Full professor reported satisfaction with every survey item in this section concerning library resources and services, except for the new survey question regarding *collections of digital media* – where large percentages were recorded for "*not sure*" and "*not applicable*".

Library Resources and Services by Gender

A review of survey findings on library resources and services sorted by gender revealed strong consistency in both satisfaction and dissatisfaction levels reported by male faculty and female faculty. In no instance was the response difference greater than nine percentage points.

Priority section (library acquisitions)

In Section 11 of this report, Faculty Priorities "*increased funding for library acquisitions*" appeared on a list of 16 action items for which survey respondents were asked to rank other their top eight priorities. Library acquisitions was ranked in the top eight priorities overall, although in a tier of action items so closely ranked as to be difficult to conclusively distinguish among them. Among the seven academic areas, "*increased funding for library acquisitions*" was ranked most highly by Arts & Sciences – Humanities (ranked it #4), followed by Arts & Sciences – Social Sciences (ranked this same item #6) and also the School of Marine Science/VIMS which ranked funding for library acquisitions as its 6th highest priority. None of the other academic areas reported library acquisitions among its top eight priorities – which does not mean that it wasn't important to faculty in those academic areas, but there were other survey items deemed a higher priority. Please refer to Section 11 for further detail concerning the relative ranking of priorities overall, among academic areas, across academic ranks as well as for male and female faculty. Also, see Section 12 on Governance at the College, where one of the questions assessed the role of faculty in setting library policies.

7. Faculty use of Technology and Satisfaction with Technology Resources & Services

Introduction

The Faculty Survey 2009 included an expanded range of questions exploring faculty satisfaction with the availability and quality of technology on campus. For the first time, separate survey items focused on computer hardware, computer software, laboratory technology and other equipment technologies not include in the preceding list. Faculty were invited to report their satisfaction with the availability, dependability and quality of technology equipment, the availability of software programs, and with IT services and support. In addition, faculty were asked to identify potential obstacles to increasing their use of technology in teaching. Finally, a set of survey items explored faculty preferences for learning about new technologies.

This section of the Faculty Survey Report is subdivided into the following sections:

- General satisfaction with the availability of technology, technical support and support for integrating technology in teaching
- Frequency of use for a selected listing of technology applications and software
- Technology and Research
    - the importance of specific technologies for faculty research
- Technology and Teaching
    - the importance of specific technologies for faculty teaching
    - barriers to increased use of instructional technology
- Preferences for learning about new technologies

It is important to note that Information Technology (IT) Services and technical support are not furnished by one office for the entire College community. Various units on the main campus, as well as units on other campuses, have their own "in-house" technical support and some of them elect to remain independent from the more centralized operations of Information Technology Services. Therefore, overall survey results for questions concerning technology resources, services and support can be difficult to interpret. Overall summary findings from the survey are

briefly presented in this report; however, the main focus is on faculty responses by academic area. Even at the level of academic areas, however, differences continue to exist especially in the Arts & Sciences subdivisions of the Humanities, the Social Sciences and the Natural Sciences. Each of these divisions contain multiple units representing a range of disciplines – each with their own technology needs.

A reminder: College-wide, 72% of all tenured and tenure-eligible, full-time tenured and tenure-eligible faculty responded to the survey (nearly three out of four faculty members). Response rates from the seven academic areas spanned a range from a low of 49% (School of Marine Science/VIMS) to a high of 90% (Arts & Sciences – Natural Sciences). Keep in mind when viewing survey results by academic area that the numbers of faculty behind the percentages vary considerably from one academic area to another. The following table (Table/Figure 7.1) provides response rates by academic area and the actual number of survey respondents for each academic area.

Table/Figure 7.1 Survey Response Rates by Academic Area – 2009

Academic Area	Response rates W&M Faculty Survey 2009	
A&S Humanities	85%	103
A&S Social Sciences	55%	73
A&S Natural Sciences	90%	99
School of Business	65%	33
School of Education	75%	27
School of Law	52%	17
School of Marine Science / VIMS	49%	25

General satisfaction with technology, technical support and support for integrating technology in teaching

Survey Question 19 focused on general satisfaction levels of faculty concerning technology hardware, software, and technical support.

Q19. *In general, how satisfied are you with the following aspects of IT (Information Technology) materials and services at the College?   Please use the following scale: very satisfied (VS), satisfied (S), neutral (N), dissatisfied (D), very dissatisfied (VD), not sure (NS) and not applicable (NA).*

> a. *availability of college-provided computer equipment*
> b. *quality of college-provided computer equipment*
> c. *availability of college-owned computer software*
> d. *selection of college-owned computer software*
> e. *IT technical support*
> f. *support for integrating technology in my teaching*

Overall responses

Overall, half or more of survey respondents reported positive satisfaction levels (very satisfied + satisfied) for each of the six items listed above. However, there was a range of more than twenty percentage points from a low of 50% (*selection of college-owned software*) to a high of 74% (*availability of college-provided computer equipment*). Combined levels of dissatisfaction (dissatisfied + very dissatisfied) never rose above 18%.

When survey responses were viewed by gender, there was remarkable similarity between the response patterns for female faculty and for male faculty. At no time did the differences in satisfaction levels reach 10% and in most instances the range was less than 5%.

For the most part, survey responses from faculty at different academic ranks did not vary by more than a few percentage points. For a few survey items, however, there was a marked range of responses (great than 10%) by academic rank.   Faculty at the ranks of Associate professor and

Full professor expressed slightly elevated levels of dissatisfaction (D+VD) with IT support (20% and 16%, respectively), while only 4% of Assistant professors reported any dissatisfaction. It should also be noted that a majority of survey respondents at each rank (69% or more) reported some level of positive satisfaction (S+VS) for this same survey item.

Likewise, a similar scenario occurred with Survey Item 19f, "*support for integrating technology in my teaching*". The highest levels of dissatisfaction (D+VD) were found in survey responses from faculty at the rank of Associate professor (15%), while Assistant professors and Full professors reported dissatisfaction levels of 3% and 10%. Again, it should be noted that a majority of survey respondents at each rank indicated satisfaction with support for integrating technology in teaching (55%, 57% and 51%, for Assistant, Associate and Full professors, respectively).

Finally, a greater percentage of faculty at the rank of Full professor (57%) expressed satisfaction with the "*selection of college-owned computer software*", than did survey respondents at either the Assistant professor (44%) or Associate professor (44%) ranks.

Table/Figure 7.2 Satisfaction with Technology and Technical Support
Overall responses

Technology	Satisfaction with Technology and Technical Support				
Overall responses	**VS +S**	**Neutral**	**D + VD**	**NS + NA**	**N**
availability of college-owned computer equipment	74%	13%	8%	5%	370
quality of college-owned computer equipment	65%	18%	12%	5%	370
availability of college-owned computer software	55%	25%	14%	5%	367
selection of college-owned computer software	50%	26%	17%	7%	369
IT technical support	70%	14%	15%	1%	370
support for integrating technology with teaching	54%	25%	10%	11%	370

Note: row numbers in this table/figure may not total 100% due to round off.

Responses by Academic Area

The following series of tables/figures (Tables/Figures 7.3-7.9) presents survey responses grouped by academic area.   Selected observations on these tables/figures are offered below.

- *availability of college-provided computer equipment*

In general, most academic areas expressed a high level of satisfaction (ranking from 76% to 89%) with the exception of the School of Marine Science/VIMS (40%) and the School of Business (55%) – both of which also recorded the highest level of dissatisfaction of any academic area (12% and 15%, respectively).

- *quality of college-provided computer equipment*

Most academic areas reported a high level of satisfaction (65%-82%) with the exception of the School of Marine Science/VIMS (40%) and the School of Business (48%). Faculty in the School of Business also expressed the greatest percentage of dissatisfaction (18%), but this figure was only slightly higher than many other academic areas (ranging from 8% to 15%). The School of Marine Science/VIMS reported the lowest percentage of dissatisfaction at 4%.

- *availability of college-owned computer software*

Faculty in the School of Law reported the greatest percentage of satisfaction (71%) regarding the availability of college-owned computer software. Four of the remaining academic areas also recorded a majority of satisfied faculty, but at more moderate levels of satisfaction (ranking from 56%-60%). In two academic areas, the percentage of satisfied survey respondents did not reach 50% -- the School of Business (S+VS=48%) and the School of Marine Science/VIMS (S+VS=28%).

- *selection of college-owned computer software*

In all academic areas, except for the School of Marine Science and the School of Business, a slight majority of faculty indicated that they were either satisfied or very satisfied (S+VS) with the selection of college-owned computer software (51%-59%).   The School of Marine Science/VIMS (33%), the School of Education (26%) and Arts & Sciences – Natural Sciences (22%) reported notable levels of dissatisfaction.

- *IT technical support*

Satisfaction levels varied widely (41%-96%).   The School of Education recorded the highest percentage of faculty satisfied with IT technical support (96%) while the School of Law and the School of Marines Science/VIMS reported the lowest percentages for satisfaction (41% and 48% respectively). The School of Business (36%) and the School of Marine Science/VIMS (36%) reported notable levels of dissatisfaction for this survey item.

- *support for integrating technology in my teaching*

A majority of survey respondents in four of the seven academic areas expressed satisfaction with support for integrating technology in teaching – this included all three areas of Arts & Sciences (60%, 60% and 56% for the Humanities, Social Sciences and Natural Sciences, respectively). In the School of Education, the percentage of faculty reporting satisfaction (47%) approached the 50% mark.   However, approximately one in four faculty in the School of Education (24%) and in the School of Business (26%) revealed some level of dissatisfaction (D+VD) on this issue.

Note: In the following tables/figures, total percentages of either satisfied (S+VS) or dissatisfied (D+VD) survey respondents that reach or exceed 50% are encircled by a solid line.   Notable percentages less than 50% display a dotted perimeter.

Table/Figure 7.3 Satisfaction with Technology and Technical Support
Arts & Sciences – Humanities and Overall

Technology	Satisfaction with Technology and Technical Support				
Arts & Sciences – Humanities	VS +S	Neutral	D + VD	NS + NA	n
availability of college-owned computer equipment	78%	12%	8%	3%	100
quality of college-owned computer equipment	65%	18%	15%	2%	103
availability of college-owned computer software	60%	21%	13%	7%	102
selection of college-owned computer software	51%	23%	15%	11%	103
IT technical support	72%	16%	11%	2%	103
support for integrating technology with teaching	60%	19%	8%	12%	103

Note: row numbers in this table/figure may not total 100% due to round off.

Table/Figure 7.4 Satisfaction with Technology and Technical Support
Arts & Sciences – Social Sciences and Overall

Technology	Satisfaction with Technology and Technical Support				
Arts & Sciences – Social Sciences	VS +S	Neutral	D + VD	NS + NA	n
availability of college-owned computer equipment	76%	17%	4%	3%	72
quality of college-owned computer equipment	67%	18%	13%	3%	72
availability of college-owned computer software	57%	26%	13%	4%	70
selection of college-owned computer software	51%	28%	13%	8%	72
IT technical support	74%	17%	8%	1%	72
support for integrating technology with teaching	60%	24%	7%	10%	72

Note: row numbers in this table/figure may not total 100% due to round off.

Table/Figure 7.5 Satisfaction with Technology and Technical Support
Arts & Sciences – Natural Sciences and Overall

Technology	Satisfaction with Technology and Technical Support				
Arts & Sciences – Natural Sciences	VS +S	Neutral	D + VD	NS + NA	n
availability of college-owned computer equipment	76%	13%	9%	1%	97
quality of college-owned computer equipment	70%	21%	8%	1%	97
availability of college-owned computer software	56%	26%	16%	2%	97
selection of college-owned computer software	52%	25%	22%	2%	97
IT technical support	74%	14%	1%	0%	97
support for integrating technology with teaching	56%	28%	4%	12%	97

Note: row numbers in this table/figure may not total 100% due to round off.

Table/Figure 76.2 Satisfaction with Technology and Technical Support
School of Business and Overall

Technology	Satisfaction with Technology and Technical Support				
School of Business	VS +S	Neutral	D + VD	NS + NA	n
availability of college-owned computer equipment	55%	21%	15%	9%	33
quality of college-owned computer equipment	48%	24%	18%	9%	33
availability of college-owned computer software	48%	36%	6%	9%	33
selection of college-owned computer software	42%	42%	9%	6%	33
IT technical support	58%	3%	36%	3%	33
support for integrating technology with teaching	42%	24%	24%	9%	33

Note: row numbers in this table/figure may not total 100% due to round off.

**Table/Figure 7.7 Satisfaction with Technology and Technical Support
School of Education and Overall**

Technology	Satisfaction with Technology and Technical Support				
School of Education	*VS +S*	*Neutral*	*D + VD*	*NS + NA*	*n*
availability of college-owned computer equipment	89%	0%	7%	4%	27
quality of college-owned computer equipment	81%	4%	11%	4%	27
availability of college-owned computer software	59%	15%	22%	4%	27
selection of college-owned computer software	59%	7%	26%	7%	27
IT technical support	96%	0%	0%	4%	27
support for integrating technology with teaching	59%	11%	26%	4%	27

Note: row numbers in this table/figure may not total 100% due to round off.

**Table/Figure 7.8 Satisfaction with Technology and Technical Support
School of Law and Overall**

Technology	Satisfaction with Technology and Technical Support				
School of Law	*VS +S*	*Neutral*	*D + VD*	*NS + NA*	*n*
availability of college-owned computer equipment	88%	6%	6%	0%	17
quality of college-owned computer equipment	82%	6%	12%	0%	17
availability of college-owned computer software	71%	24%	0%	6%	17
selection of college-owned computer software	59%	29%	0%	12%	17
IT technical support	41%	29%	29%	0%	17
support for integrating technology with teaching	47%	41%	6%	6%	17

Note: row numbers in this table/figure may not total 100% due to round off.

Table/Figure 7.9 Satisfaction with Technology and Technical Support
School of Marine Science / VIMS and Overall

Technology	Satisfaction with Technology and Technical Support				
School of Marine Science/VIMS	*VS +S*	*Neutral*	*D + VD*	*NS + NA*	*n*
availability of college-owned computer equipment	40%	20%	12%	28%	25
quality of college-owned computer equipment	40%	16%	4%	40%	25
availability of college-owned computer software	28%	40%	28%	4%	25
selection of college-owned computer software	25%	38%	33%	4%	24
IT technical support	48%	16%	36%	0%	25
support for integrating technology with teaching	28%	36%	16%	20%	25

Note: row numbers in this table/figure may not total 100% due to round off.

Frequency of use for a selected listing of technology applications and software

There are multiple considerations to any inquiry concerning frequency of use for technology applications and software. Of course, frequency of use for selected types of technology applications and software will vary among the disciplines and professional schools. Even within a single unit, the range of research specializations may reveal the need for a variety of different technologies and software programs. Likewise, teaching environments (size of class, type of course – lecture, discussion, performance, etc.) may necessitate many types of technologies.

Survey results are intended to provide a broad view of the types of applications and software in widespread use at this institution. However, we note that the discipline-specific software required for certain specialized fields of research are also very important although they may be used by only a small number of individuals. Also included on the list of items surveyed were several relatively new technologies.

Q20. *How often do you use the following technologies for work related purposes? Consider all uses combined for each technology – for teaching, for research, for committee work and for other service, for communication with professional colleagues, etc. Note: specific proper names are given as examples only.*

The scale provided was:

Never, one or two times a semester, monthly, weekly, daily or almost daily.

a. *spreadsheets (e.g. Excel, Access…)*
b. *a course management system (e.g. Blackboard…)*
c. *my own W&M webpage*
d. *graphics software (e.g. Photoshop, Flash…)*
e. *presentation software (e.g. Powerpoint…)*
f. *video-creation software (e.g. MovieMaker, Director…)*
g. *audio-creation software (e.g. Audacity, Audible…)*
h. *programming languages (e.g. C++, Java…)*
i. *discipline-specific technologies (e.g. Maple, Mathematica, AutoCad, Stella…)*
j. *the university library website*
k. *classroom clickers*
l. *e-portfolios*
m. *interactive white board*
n. *wikis or blogs*
o. *webcasts or podcasts*
p. *photo or video websites (e.g. Flicker, YouTube…)*
q. *online virtual worlds (e.g. Second Life…)*

Survey results for this section of the report will focus on the seven academic areas.

The following series of tables/figures present the category of all applications and software described by survey respondents as in *frequent* use by more than 25% of the faculty in that academic area (one in four faculty). For the purposes of reporting survey results, "*frequent*" was defined as an application in use "weekly, daily, or almost daily".

Table/Figure 7.10 Frequency of Use for Selected Technologies
Arts & Sciences – Humanities

A&S Humanities

Most Frequently Used. . .	Percent
course management system-e.g. Blackboard...	82%
university library website	79%
presentation software-e.g. PowerPoint...	45%
spreadsheets-e.g. Excel, Access...	33%
photo or video websites-e.g. Flicker, YouTube...	30%
graphics software-e.g. Photoshop, Flash...	29%

Table/Figure 7.11 Frequency of Use for Selected Technologies
Arts & Sciences – Social Sciences

A&S Social Sciences

Most Frequently Used . . .	Percent
course management system-e.g. Blackboard...	97%
university library website	83%
spreadsheets-e.g. Excel, Access...	71%
presentation software-e.g. PowerPoint...	68%
discipline-specific technologies-e.g. Maple, Mathematica, AutoCad, Stella...	35%
my own W&M webpage	32%

Table/Figure 7.12 Frequency of Use for Selected Technologies
Arts & Sciences – Natural Sciences

A&S Natural Sciences

Most Frequently Used . . .	Percent
spreadsheets-e.g. Excel, Access...	71%
presentation software-e.g. PowerPoint...	71%
course management system-e.g. Blackboard...	70%
university library website	59%
discipline-specific technologies-e.g. Maple, Mathematica, AutoCad, Stella...	58%
my own W&M webpage	46%
graphics software-e.g. Photoshop, Flash...	33%
programming languages-e.g. C++, Java...	32%

Table/Figure 7.13 Frequency of Use for Selected Technologies
School of Business

Most Frequently Used . . .	Percent
presentation software-e.g. PowerPoint...	94%
spreadsheets-e.g. Excel, Access...	91%
course management system-e.g. Blackboard...	91%
university library website	46%
discipline-specific technologies-e.g. Maple, Mathematica, AutoCad, Stella...	42%
my own W&M webpage	33%
photo or video websites-e.g. Flicker, YouTube...	31%

Table/Figure 7.14 Frequency of Use for Selected Technologies
School of Education

Most Frequently Used . . .	Percent.
course management system-e.g. Blackboard...	96%
presentation software-e.g. PowerPoint...	82%
university library website	67%
spreadsheets-e.g. Excel, Access...	56%
wikis or blogs	37%
photo or video websites-e.g. Flicker, YouTube...	33%
my own W&M webpage	31%

Table/Figure 7.15 Frequency of Use for Selected Technologies
School of Law

Most Frequently Used. . .	Percent
course management system-e.g. Blackboard...	71%
presentation software-e.g. PowerPoint...	41%
university library website	35%
wikis or blogs	35%

Table/Figure 7.16 Frequency of Use for Selected Technologies
School of Marine Science/VIMS

Most Frequently Used. . .	Percent
presentation software-e.g. PowerPoint...	100%
spreadsheets-e.g. Excel, Access...	84%
university library website	80%
graphics software-e.g. Photoshop, Flash...	68%
course management system-e.g. Blackboard...	67%
discipline-specific technologies-e.g. Maple, Mathematica, AutoCad, Stella...	44%

Technology and Faculty Research

The next set of survey items asked faculty to rate the importance (to their research) of a list of selected technologies.

> *Q20. How important are the following technologies for your research? Please use the following scale: very important, important, neutral (helpful, but not essential), not so important, not at all important, not sure.*
>
> > *a. online library licenses journals and databases*
> >
> > *b. presentation technology (e.g. Powerpoint…)*
> >
> > *c. data analysis software (e.g. SPSS…)*
> >
> > *d. survey software (e.g. Opinio…)*
> >
> > *e. collections of digital media*
> >
> > *f. database applications*
> >
> > *g. discipline-related software (e.g. AutoCad, LaTex, Mathematica…)*
> >
> > *h. video and graphics software (e.g. Director, Photoshop…)*
> >
> > *i. spreadsheets (e.g. Excel, Access…)*
> >
> > *j. interactive whiteboard*

Table/Figure 7.17 presents the overall survey results for the most important technologies for research (this includes all technologies described as "*important*" or "*very important*" by more than 25% of the survey respondents). Overall, eight of the ten technologies included in this survey question were described as "*important*" or "*very important*" for research by more than 25% of survey respondents.

Table/Figure 7.17 Most Important Technologies for Research
Responses Overall

Most Important Technologies (very important + important)	Percent
online library licensed journals and databases	95%
presentation technology-e.g. Powerpoint...	68%
spreadsheets-e.g. Excel...	64%
data analysis software-e.g. SPSS...	51%
discipline-related software-e.g. AutoCad, Mathematica, LaTex...	42%
database applications	37%
collections of digital media	31%
video and graphics software-e.g. Director, Photoshop...	28%

Responses by academic area

In every academic area, the item rated most frequently as important or very important was "*online library licensed journals and databases*". Technologies rated as important or very important (by more than 25% of survey respondents) by academic areas were as follows:

**Table/Figure 7.18 Most Important Technologies for Research
Arts & Sciences - Humanities**

Most Important Technologies (very important + important)	Percent
online library licensed journals and databases	86%
collections of digital media	57%
presentation technology-e.g. Powerpoint...	36%
video and graphics software-e.g. Director, Photoshop...	33%
spreadsheets-e.g. Excel...	31%

**Table/Figure 7.19 Most Important Technologies for Research
Arts & Sciences – Social Sciences**

Most Important Technologies (very important + important)	Percent
online library licensed journals and databases	100%
spreadsheets-e.g. Excel...	75%
data analysis software-e.g. SPSS...	71%
database applications	50%
discipline-related software-e.g. AutoCad, Mathematica, LaTex...	38%
presentation technology-e.g. Powerpoint	36%
survey software-e.g.Opinio	33%
collections of digital media	29%

**Table/Figure 7.20 Most Important Technologies for Research
Arts & Sciences – Natural Sciences**

Most Important Technologies (very important + important)	Percent
online library licensed journals and databases	99%
presentation technology-e.g. Powerpoint	88%
discipline-related software-e.g. AutoCad, Mathematica, LaTex...	78%
spreadsheets-e.g. Excel...	77%
data analysis software-e.g. SPSS...	54%
database applications	36%
video and graphics software-e.g. Director, Photoshop...	35%

**Table/Figure 7.21 Most Important Technologies for Research
School of Business**

Most Important Technologies (very important + important)	Percent
online library licensed journals and databases	94%
data analysis software-e.g. SPSS...	94%
spreadsheets-e.g. Excel...	88%
presentation technology-e.g. Powerpoint	75%
discipline-related software-e.g. AutoCad, Mathematica, LaTex...	64%
database applications	56%
survey software-e.g.Opinio	50%

**Table/Figure 7.22 Most Important Technologies for Research
School of Education**

Most Important Technologies (very important + important)	Percent
online library licensed journals and databases	96%
data analysis software-e.g. SPSS...	88%
presentation technology-e.g. Powerpoint	81%
spreadsheets-e.g. Excel...	76%
survey software-e.g.Opinio	76%
database applications	56%

**Table/Figure 7.23 Most Important Technologies for Research
School of Law**

Most Important Technologies (very important + important)	Percent
online library licensed journals and databases	100%
presentation technology-e.g. Powerpoint...	29%

**Table/Figure 7.24 Most Important Technologies for Research
School of Marine Science / VIMS**

Most Important Technologies (very important + important)	Percent
online library licensed journals and databases	100%
presentation technology-e.g. Powerpoint	100%
spreadsheets-e.g. Excel...	92%
data analysis software-e.g. SPSS...	92%
discipline-related software-e.g. AutoCad, Mathematica, LaTex...	56%
database applications	44%
video and graphics software-e.g. Director, Photoshop...	40%

Technology and Faculty Teaching

The next item on the survey invited faculty to rate the importance (to their teaching) of a list of selected technologies.

Q23. How important are the following technologies for your teaching? Please use the following scale: very important, important, neutral (helpful, but not essential), not so important, not at all important, not sure.

> a. *course management systems (e.g. Blackboard…)*
>
> b. *library e-reserves*
>
> c. *my own website*
>
> d. *video sharing applications*
>
> e. *classroom wireless connectivity*
>
> f. *required student use of laptops during class*
>
> g. *wikis / blogs*
>
> h. *video and graphics software-e.g. Director, Photoshop…*
>
> i. *multimedia presentation podium in classroom*
>
> j. *survey software (e.g. Opino…)*
>
> k. *interactive whiteboard*

Q24 Other technologies for teaching? Open-ended question. See Appendices for narrative responses

Table/Figure 7.1 presents the overall survey results for the most important technologies for research (this includes all technologies described as "*important*" or "*very important*" by more than 25% of the survey respondents).

Overall, six of the eleven technologies included in this survey question were described as "*important*" or "*very important*" for teaching by more than 25% of survey respondents.

**Table/Figure 7.25   Most Important Technologies for Teaching
Responses Overall**

Most Important Technologies (very important + important)	Percent
course management systems-e.g. Blackboard...	81%
video and graphics software-e.g. Director, Photoshop…	74%
multimedia presentation podium in classroom	70%
classroom wireless connectivity	54%
library e-reserves	38%
my own website	28%

Responses by academic area

Technologies rated as *important* or *very important* for teaching (by more than 25% of survey

respondents) by academic areas were as follows:

**Table/Figure 7.26 Most Important Technologies for Teaching
Arts & Sciences - Humanities**

Most Important Technologies (very important + important)	Percent
course management systems-e.g. Blackboard...	84%
multimedia presentation podium in classroom	73%
library e-reserves	58%
classroom wireless connectivity	54%
video and graphics software-e.g. Director, Photoshop…	34%

**Table/Figure 7.27 Most Important Technologies for Teaching
Arts & Sciences – Social Sciences**

Most Important Technologies (very important + important)	Percent
course management systems-e.g. Blackboard...	96%
multimedia presentation podium in classroom	84%
classroom wireless connectivity	50%
library e-reserves	38%

Table/Figure 7.28 Most Important Technologies for Teaching
Arts & Sciences – Natural Sciences

Most Important Technologies (very important + important)	Percent
course management systems-e.g. Blackboard...	67%
multimedia presentation podium in classroom	62%
classroom wireless connectivity	51%
my own website	46%
video and graphics software-e.g. Director, Photoshop…	35%

Table/Figure 7.29 Most Important Technologies for Teaching
School of Business

Most Important Technologies (very important + important)	Percent
course management systems-e.g. Blackboard...	91%
multimedia presentation podium in classroom	76%
classroom wireless connectivity	61%
required use of student laptop in class	52%
video sharing applications	27%
library e-reserves	25%

Table/Figure 7.30 Most Important Technologies for Teaching
School of Education

Most Important Technologies (very important + important)	Percent
course management systems-e.g. Blackboard...	96%
classroom wireless connectivity	88%
multimedia presentation podium in classroom	81%
my own website	46%
wikis and blogs	44%
library e-reserves	42%
required use of student laptop in class	42%
video sharing applications	32%

Table/Figure 7.31 Most Important Technologies for Teaching
School of Law

Most Important Technologies (very important + important)	Percent
course management systems-e.g. Blackboard...	71%
multimedia presentation podium in classroom	47%
classroom wireless connectivity	25%

Table/Figure 7.32 Most Important Technologies for Teaching
School of Marine Science/VIMS

Most Important Technologies (very important + important)	**Percent**
course management systems-e.g. Blackboard...	60%
video and graphics software-e.g. Director, Photoshop…	40%
multimedia presentation podium in classroom	48%
classroom wireless connectivity	48%
library e-reserves	36%

Potential barriers to increased use of instructional technology

The next survey question asked faculty about potential barriers that they face to increasing their use of instructional technology.

Q25. What are the top barriers to increasing your use of instructional technology? (Check all that apply)

- *no barriers, I already use a lot of instructional technology*
- *lack of time & preparation (need more practice before using it in my teaching)*
- *lack of funds*
- *it requires extra work in course preparation with little enhancement to the course*
- *lack of technical support*
- *lack of classroom equipment*
- *faculty or unreliable classroom equipment*
- *lack of interest*
- *other, please specify*

Of particular note is the fact that nearly one in three survey respondents (30%) reported that they already employ a great deal of instructional technology and do not perceive any barriers to increased use. Beyond that, only two reasons were identified by more than 25% of faculty as potential barriers for not increasing their use of instructional technology – a lack of time and preparation (45%) and doubts that additional work involved would enhance the course.

Table/Figure 7.33 Barriers to Increased Use of Instructional Technology
Overall responses

Top barriers to increasing use of instructional technology	Percent
lack of time & preparation (need more practice before using it in my teaching)	45%
it requires extra work in course preparation with little enhancement to the course	30%
no barriers, I already use a lot of instructional technology	30%

Preferences for learning about new technologies

How do faculty prefer to learn about new technologies? For some faculty, this question meant primarily learning what new technologies exist that might be of interest to them (a general introduction), but for others, it may also include more in-depth learning or training in how to use a specific technology.

Q26. How do you prefer to learning about new technologies? (through what means?)
Check all that apply.

- *online tutorial (self-paced, no instructor)*
- *interaction with faculty colleagues already using technology*
- *face-to-face group workshops*
- *brown bag lunch demonstrations*
- *self-teach or explore on my own*
- *interaction with Academic Technology staff*
- *e-mail with links to websites*
- *listening to podcasts or webcasts*
- *other, please specify*

Overall, survey findings reveal that W&M faculty members prefer to learn about new technologies by interacting with faculty colleagues who are already experienced at using technology. One in two faculty members prefer to teach themselves about new technologies through exploration on their own. The third most frequently selected way of learning about new technologies was through online tutorials that are self-paced.

Table/Figure 7.34

Preferred method to learn about new technologies	Percent
interaction with faculty colleagues already using technology	62%
self-teach or explore on my own	50%
online tutorial (self-paced, no instructor)	43%
interaction with Academic Technology staff	39%
face-to-face group workshops	33%
brown bag lunch demonstrations	25%

8. Faculty Roles in Teaching, Research and Service [Section 8]

Introduction

The 2009 Faculty Survey included an expanded series of questions exploring faculty roles in teaching, research, and service. This section of the Faculty Survey Report contains three sections. First, <u>faculty were asked to identify the types of teaching and research activities</u> in which they were engaged, for example: <u>scholarship</u> used to address local or regional issues, scholarship supported by external funding from a state or federal agency, supervision of a graduate student thesis or dissertation, scholarly work on disciplinary issues in collaboration with non-W&M colleagues, scholarly work focused on international/global issues or ethnic minorities, etc.. In <u>teaching</u>, faculty reported their activities, such as teaching a first-year seminar, or a course with an interdisciplinary focus, the development of a new course or the supervision of graduate students/undergraduate students in their teaching.

In the second part of this chapter, <u>faculty views were recorded on curricular issues</u>: whether or not it is time for a review of the undergraduate curriculum (e.g. the GERs – general education requirements), or a review of the curriculum in the graduate programs and professional schools. Faculty also registered their opinions on whether or not it was time to take another look at student course loads and faculty-student ratios.

Finally, part three contained a set of <u>questions related to the balance of faculty responsibilities in teaching, research and governance</u>. To what extent do faculty feel pressure to do more teaching, research, governance or service? Are they satisfied with the balance of their responsibilities? How would they redistribute their time, if possible?

A reminder: College-wide, 72% of all tenured and tenure-eligible, full-time tenured and tenure-eligible faculty responded to the survey. Response rates from the seven academic areas spanned a range from a low of 49% (School of Marine Science/VIMS) to a high of 90% (Arts & Sciences – Natural Sciences). Keep in mind when viewing survey results by academic area that the numbers of faculty behind the percentages vary considerably from one academic area to another.

The following table (Table/Figure 8.1) gives response rates by academic area and the actual number of survey respondents for each academic area.

Table/Figure 8.1 Survey Response Rates by Academic Area – 2009

Academic Area	Response rates W&M Faculty Survey 2009	
A&S Humanities	85%	103
A&S Social Sciences	55%	73
A&S Natural Sciences	90%	99
School of Business	65%	33
School of Education	75%	27
School of Law	52%	17
School of Marine Science/VIMS	49%	25

Part 1: Faculty teaching and research activities

In this section of the survey, faculty were asked to review two sets of statements concerning scholarly work & creative activity. The instructions were as follows:

Q27. *Consider all of your activities over the past three years, as you complete the following statement. In the past three years, I have. . . . (check all that apply)*

   a. *used my scholarship to address local or regional issues*
   b. *used my scholarship to address national or international issues*
   c. *supervised one or more graduate/professional students on a master's thesis*
   d. *supervised one or more graduate/professional students on a doctoral dissertation*
   e. *advised/supervised one or more undergraduate students on an honors thesis*
   f. *advised undergraduate students on a research project (not an honors thesis)*
   g. *received external funding from a private organization (e.g. foundation, institute)*
   h. *received external funding from a state or federal agency (e.g. NSF, NIH, DOE, NEH)*

Faculty Scholarly & Teaching Activities,
Overall responses: combining all academic areas & gender

A majority of survey respondents reported that in the past three years, they had: *used their scholarship to address national or international issues* (66%), advised or supervised one or more undergraduate students on an honors thesis (55%), and *advised undergraduate students on a research project that was not an honors thesis* (69%).   In addition, more than one in three faculty revealed that they had: *used their scholarship to address local or regional issues* (36%), *supervised graduate or professional students on a master's thesis* (34%), *supervised graduate or professional students on a doctoral dissertation* (36%), *received external funding for their research from a private organization* (35%), and *received external funding for their research from a state or federal agency* (43%).

Table/Figure 8.2 Scholarship Activities
Overall responses (%)
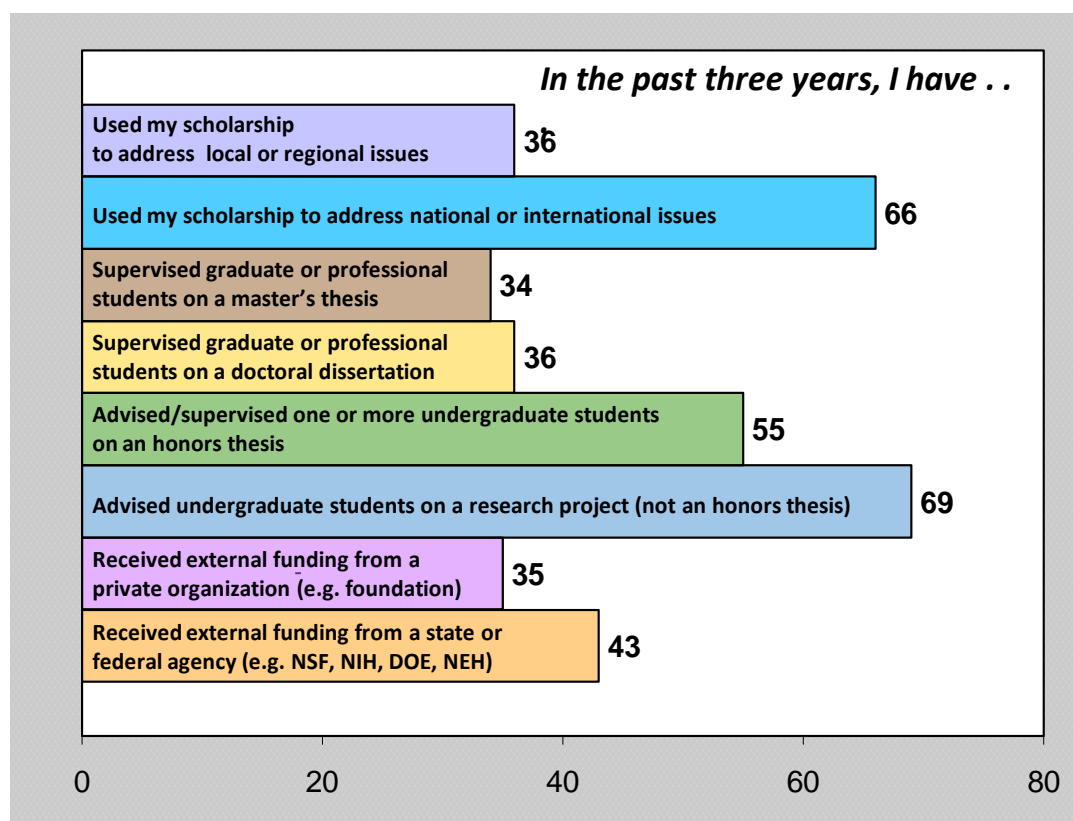
Then next survey question continued to explore the scholarly work or creative activity of faculty.

Q27. *Consider all of your activities over the past three years, as you respond to the following inquiry. In the past three years, I have engaged in scholarly work or creative activity focused on one or more of the following:. (check all that apply)*

  a. *cross-disciplinary issues, in collaboration with W&M colleagues*
  b. *cross-disciplinary issues, in collaboration with non-W&M colleagues*
  c. *disciplinary issues, in collaboration with W&M colleagues*
  d. *disciplinary issues, in collaboration with non-W&M colleagues*
  e. *international / global issues*
  f. *women /gender issues*
  g. *racial or ethnic minorities*
  h. *social or economic minorities*

A majority of faculty survey respondents reported that in the last three years, they had engaged in scholarly work or creative activity focused on: *disciplinary issues – in collaboration with W&M colleagues* (51%), and *disciplinary issues – in collaboration with non-W&M colleagues* (65%).   More than forty percent of faculty participating in the survey also indicated that they had engaged in scholarly work or creative activity focused on: *cross-disciplinary issues – in collaboration with W&M colleagues* (43%), *cross-disciplinary issues – in collaboration with non-W&M colleagues* (46%), and *international or global issues* (41%).

Table/Figure 8.3 Scholarly Work & Creative Activities, Overall responses (%)
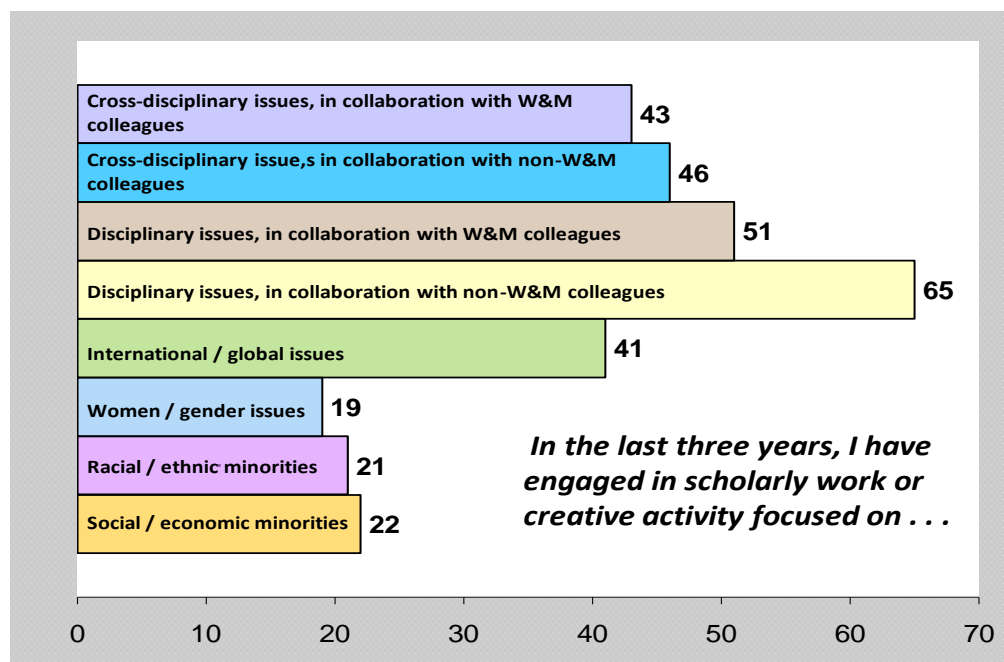
The next series of questions explored teaching-related activities of the faculty.

Q29. *In the past three years, have you engaged in any of the following activities? Check all that apply.*

   a. *Taught a first-year seminar*

   b. *Taught a cross-listed course*

   c. *Taught a course with an interdisciplinary focus*

   d. *Taught a course as part of an established interdisciplinary program*

   e. *Taught a course with an international focus*

   f. *Team-taught a course*

   g. *Directed an independent study course*

   h. *Developed a new course*

   i. *Substantially revised an existing course*

   j. *Supervised graduate students in their teaching*

   k. *Supervised undergraduate students in a teaching internship or practicum*

   l. *Taught a service-learning course*

   m. *Advised students involved in a service learning project (for academic credit)*

   n. *Advised students in non-credit community service*

A majority of survey respondents indicated that they had *developed a new course* (65%), *directed an independent study course* (53%), and *substantially revised an existing course* (64%) within the past three years. Nearly half (47%) of faculty responding to the survey reported that they had *taught a course with an interdisciplinary focus*.

Table/Figure 8.4 Teaching-related Activities, Part 1
Overall responses (%)

In the past three years, have you engaged in any of the following activities?

Activity	%
Taught a first-year seminar	23
Taught a cross-listed course	39
Taught a course with an interdisciplinary focus	47
Taught a course as part of an established interdisciplinary program	30
Taught a course w/ international focus	29
Team-taught a course	30
Directed an independent study course	53
Developed a new course	65

Table/Figure 8.5 Teaching-related Activities, Part 2
Overall responses (%)

In the past three years, have you engaged in any of the following activities?

Activity	%
Substantially revised an existing course	64
Supervised graduate students in their teaching	20
Supervised undergraduate students in a teaching internship or practicum	12
Taught a service learning course	5
Advised students involved in a service learning project (for academic credit)	8
Advised students involved in non-credit community	9

Several of these survey items (but not all) overlap with similar questions included in the National Education Research Institute Survey 2007-2008.   There were wording differences for the items included in the H.E.R.I. Survey, and in the W&M Faculty Survey. Therefore, no clear, direct comparisons could be made.   Several of the similar items from the two surveys are presented below, as a broader context in which to view the W&M Survey results.   The wording in Table/Figure 8.6 is the wording found in the H.E.R.I. Survey Report. Please refer to the previous set of questions in this report for the full wording (different wording) used in the W&M Faculty Survey.

Table/Figure 8.6   Faculty Research and Scholarly Activities – findings from the National Higher Education Research Institute Survey of the American College Teacher (2007-2008)

Faculty Scholarly & Creative Activities	H.E.R.I. Survey 2007-08			W&M Survey 2009
Survey items as worded in the H.E.R.I. 2007-2008 Survey	Public U	Private U	All 4-year+	W&M Faculty
Worked with undergraduates on a research project	57%	60%	57%	[69%]
Received funding for your work from a state or federal agency	39%	25%	27%	43%
Do you use your scholarship to address local community needs?	46%	42%	47%	[36%]
Conducted research focused on international/global issues	28%	35%	28%	41%
Conducted research focused on women / gender issues	19%	21%	19%	19%
Conducted research focused on racial or ethnic minorities	20%	22%	19%	19%

Table/Figure 8.7   Faculty Teaching-related Activities – findings from the National Higher Education Research Institute Survey of the American College Teacher (2007-2008)

Faculty Teaching-related Activities	H.E.R.I. Survey 2007-08			W&M Survey 2009
Survey items as worded in the H.E.R.I. 2007-2008 Survey	Public U	Private U	All 4-year+	W&M Faculty
Taught a seminar for first-year students	20%	26%	24%	[23%]
Taught an interdisciplinary course	42%	41%	41%	[47%]
Team-taught a course	37%	33%	33%	30%
Developed a new course	65%	66%	67%	65%
Taught a service-learning course	19%	16%	20%	5%
Advised student groups involved in service work	39%	37%	42%	[9%] + [8%]

Faculty Scholarly & Teaching Activities, responses by Academic Area

When survey results were viewed by academic area, discernable patterns could be found reflecting, in part, the nature of various disciplines and the different missions held by individual units at the university.

A few observations: the following bullet list highlights those academic areas where responses exceed the overall response percentage by more than 10 percentage points.

- Used scholarship to address local or regional issues

        Overall = 36%
                        School of Marine Science/VIMS = 80%
                        School of Education = 67%

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- Used scholarship to address national or international issues

  Overall = 66%
  - School of Marine Science/VIMS = 92%
  - School of Law = 88%
  - School of Education = 82%
  - Arts & Sciences – Social Sciences = 81%
  - School of Business = 79%

- supervised one or more graduate/professional students on a master's thesis

  Overall = 34%
  - School of Marine Science/VIMS = 92%
  - Arts & Sciences – Natural Sciences = 47%

- supervised one or more graduate/professional students on a doctoral dissertation

  Overall = 35%
  - School of Marine Science/VIMS = 88%
  - School of Education = 85%
  - Arts & Sciences – Natural Sciences = 53%

- advised/supervised one or more undergraduate students on an honors thesis

  Overall = 55%
  - Arts & Sciences – Social Sciences = 77%
  - Arts & Sciences – Humanities = 72%
  - Arts & Sciences – Natural Sciences = 66%

- advised undergraduate(s) on a research project (other than an honors thesis)

  Overall = 69%
  - Arts & Sciences – Social Sciences = 85%
  - Arts & Sciences – Natural Sciences = 81%

- received external funding from a private organization (e.g. foundation, institute, etc.)

  Overall = 35%
  - School of Marine Sciences/VIMS = 48%

- received external funding from a state or federal agency (e.g. NSF, NIH, DOE, NEH etc.)

  Overall = 43%
  - School of Marine Science/VIMS = 92%
  - Arts & Sciences – Natural Sciences = 80%
  - School of Education = 70%

- scholarship addresses cross-disciplinary issues, in collaboration with W&M colleagues

  Overall 43%

  School of Marine Science/VIMS = 60%
  School of Education = 56%

- scholarship addresses cross-disciplinary issues, in collaboration with non-W&M colleagues

  Overall = 46%

  School of Marine Sciences/VIMS = 84%

- scholarship focuses on women /gender issues

  Overall = 19%

  School of Law = 41%
  Arts & Sciences – Humanities = 41%

- scholarship focuses on international / global issues

  Overall = 41%

  School of Marines Science/VIMS = 84%
  School of Business = 58%

- scholarship focuses on racial/ethnic minorities

  Overall = 21%

  Arts & Sciences – Social Sciences = 32%

- scholarship focuses on social or economic minorities

  Overall = 22%

  Arts & Sciences – Social Sciences = 44%

. In the tables/figures that follow, activities which received a majority of responses within a single academic area are highlighted in the color specific to that area. For survey items with no academic area reporting a majority response, the highest total (less than 50%) is circled. In some instances those totals approach, but do not reach, the fifty percent mark. Note: A&S 1 = Arts & Sciences – Humanities, A&S 2 = Arts & Sciences – Social Sciences, A&S 3 = Arts & Sciences – Natural Sciences, SMS = School of Marine Science/VIMS

**Table/Figure 8.8 Scholarly Work & Creative Activities
Responses by Academic Area**

Faculty activities	Academic Area						
Scholarly & Creative Activities	**A&S 1**	**A&S 2**	**A&S 3**	**Bus**	**Edu**	**Law**	**Sms**
Scholarship addresses local & regional issues	27%	34%	28%	42%	67%	41%	80%
Scholarship addresses national & international issues	67%	81%	42%	79%	82%	88%	92%
Supervised master's thesis	19%	33%	47%	15%	33%	29%	92%
Supervised doc dissertation	19%	18%	53%	12%	85%	6%	88%
Supervised UG honor's thesis	72%	77%	66%	27%	15%	6%	16%
Supervised UG research	79%	85%	81%	67%	15%	18%	56%
External funding from private organization	32%	38%	37%	33%	41%	29%	48%
External funding from state / federal agency	21%	23%	80%	9%	70%	6%	92%
Cross-disciplinary issues w/ W&M colleagues	43%	36%	51%	36%	56%	29%	60%
Cross-disciplinary issues w/ non-W&M colleagues	49%	41%	44%	46%	52%	24%	84%
Disciplinary issues w/ W&M colleagues	47%	45%	62%	55%	63%	12%	72%
Disciplinary issues w/ non-W&M colleagues	60%	52%	77%	73%	70%	53%	92%
International / global issues	47%	47%	20%	58%	30%	47%	84%
Women / gender issues	41%	22%	2%	6%	19%	41%	4%
Racial or ethnic minorities	39%	32%	3%	9%	30%	24%	4%
Social or economic minorities	31%	44%	4%	9%	30%	24%	4%

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A few observations: the following bullet list highlights those academic areas who responses exceed the overall response percentage by more than 10 percentage points.

- taught a first-year seminar (freshman seminar)
  Overall = 23%   Arts & Science – Humanities = 50%

- taught a cross-listed course
  Overall = 39%   Arts & Sciences – Humanities = 59%

- taught a course with an interdisciplinary focus
  Overall = 47%   Arts & Sciences – Humanities = 70%

- taught a course in an established interdisciplinary program
  Overall = 30%   Arts & Sciences – Humanities = 51%
                                         Arts & Sciences – Social Sciences = 43%

- taught a course with an international focus
  Overall = 29%   School of Law = 53%
                                         Arts & Sciences – Humanities = 49%

- team-taught a course
  Overall = 30%   School of Marine Science/VIMS = 84%

- directed an independent study course
  Overall = 53%   School of Law 82%
                                         Arts & Sciences – Humanities = 68%

- developed a new course
  Overall = 55%   Arts & Sciences – Humanities = 74%

- substantially revised an existing course
  Overall = 64%   Arts & Sciences – Humanities = 77%

- supervised graduate students in their teaching
  Overall = 20%   School of Marine Science/VIMS = 36%
                                         Arts & Sciences – Natural Sciences = 33%

- advised students involved in a service learning project (for academic credit)
  Overall = 8%%   Arts & Sciences – Social Sciences = 18%

- supervised undergraduate students in a teaching internship or practicum   Overall = 12%

- taught a service-learning course   Overall = 5%

- advised students involved in non-credit community service   Overall = 9%

Table/Figure 8.9 Teaching-related Activities
Responses by Academic area

Faculty activities	Academic Area						
Teaching-related Activities	A&S 1	A&S 2	A&S 3	Bus	Edu	Law	Sms
Taught a first-year seminar	50%	29%	13%	0%	4%	0%	4%
Taught a cross-listed course	59%	41%	34%	12%	19%	47%	36%
Taught a course with an interdisciplinary focus	70%	45%	40%	30%	30%	53%	48%
Taught in an established interdisciplinary program	51%	43%	26%	0%	7%	6%	28%
Taught a course w/ international focus	49%	33%	7%	36%	22%	53%	20%
Team-taught a course	30%	18%	29%	39%	15%	24%	84%
Directed an independent study	68%	60%	37%	55%	59%	82%	24%
Developed a new course	74%	55%	43%	64%	44%	53%	56%
Substantially revised existing course	77%	70%	49%	73%	70%	59%	52%
Supervised grad students teaching	14%	12%	33%	3%	30%	6%	36%
Supervised undergrad students: teaching internship/practicum	17%	12%	11%	6%	19%	0%	8%
Taught a service-learning course	6%	11%	1%	0%	4%	0%	12%
Advised students in (for credit) service learning project	10%	18%	1%	6%	7%	6%	4%
Advised students in (non-credit) community service	13%	16%	4%	6%	4%	12%	8%

Faculty Scholarly & Teaching Activities, responses by Gender

There was remarkable consensus between female and male survey respondents on twelve of the sixteen survey items pertaining to scholarly work and creative activities (results differed by ten percentage points or less). However, there were noticeable ranges of response (greater than ten percentage points) for four of the categories for scholarly and creative activities. Those items which recorded a difference in response (greater than ten percentage points) are encased in a clear box for easy identification. Those cells with percentages greater than, or equal to 50% are shaded in the colors used to distinguish between female and male survey respondent answers.

Table/Figure 8.10 Scholarship Activities
Responses by Gender

Faculty activities	Gender	
Scholarly & Creative Activities	female	male
Scholarship addresses local & regional issues	36%	38%
Scholarship addresses national & international issues	69%	67%
Supervised master's thesis	33%	36%
Supervised doc dissertation	30%	39%
Supervised UG honor's thesis	58%	56%
Supervised UG research	75%	67%
External funding from private organization	35%	37%
External funding from state / federal agency	32%	50%
Cross-disciplinary issues w/ W&M colleagues	47%	42%
Cross-disciplinary issues w/ non-W&M colleagues	48%	46%
Disciplinary issues w/ W&M colleagues	52%	52%
Disciplinary issues w/ non-W&M colleagues	66%	67%
International / global issues	43%	42%
Women / gender issues	37%	10%
Racial or ethnic minorities	34%	14%
Social or economic minorities	33%	16%

**Table/Figure 8.11 Teaching-related Activities
Responses by Gender**

Faculty activities	Gender	
Teaching-related Activities	female	male
Taught a first-year seminar	28%	21%
Taught a cross-listed course	47%	36%
Taught a course with an interdisciplinary focus	56%	44%
Taught in an established interdisciplinary program	36%	28%
Taught a course w/ international focus	32%	29%
Team-taught a course	33%	28%
Directed an independent study	64%	49%
Developed a new course	61%	55%
Substantially revised existing course	72%	61%
Supervised grad students teaching	17%	22%
Supervised undergrad students: teaching internship/practicum	18%	9%
Taught a service-learning course	7%	4%
Advised students in (for credit) service learning project	10%	7%
Advised students in (non-credit) community service	11%	9%

Faculty Scholarly & Teaching Activities, responses by Academic Rank

The following two tables/figures (Table/Figure 8.12-8.13) present survey results on faculty scholarly and teaching activities when viewed by academic rank. Those items which recorded a difference in response (greater than ten percentage points) are encased in a clear box for easy identification. Those cells with percentages greater than, or equal to 50% response are shaded in the colors used to distinguish responses among the academic ranks of Assistant, Associate and Full professor.

**Table/Figure 8.12 Scholarly Work & Creative Activities
Responses by Academic Rank**

Faculty activities	Academic Rank		
Scholarly & Creative Activities	Assistant	Associate	Full
Scholarship addresses local & regional issues	27%	33%	45%
Scholarship addresses national & international issues	65%	67%	70%
Supervised master's thesis	27%	35%	40%
Supervised doc dissertation	30%	32%	44%
Supervised UG honor's thesis	51%	64%	53%
Supervised UG research	69%	74%	68%
External funding from private organization	39%	30%	41%
External funding from state / federal agency	39%	38%	53%
Cross-disciplinary issues w/ W&M colleagues	33%	49%	44%
Cross-disciplinary issues w/ non-W&M colleagues	41%	43%	53%
Disciplinary issues w/ W&M colleagues	47%	55%	51%
Disciplinary issues w/ non-W&M colleagues	69%	68%	65%
International / global issues	40%	43%	43%
Women / gender issues	17%	27%	15%
Racial or ethnic minorities	27%	19%	21%
Social or economic minorities	24%	23%	20%

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Table/Figure 8.13 Teaching-related Activities
Responses by Academic Rank

Faculty activities	Academic Rank		
Teaching-related Activities	Assistant	Associate	Full
Taught a first-year seminar	21%	28%	21%
Taught a cross-listed course	40%	44%	37%
Taught a course with an interdisciplinary focus	40%	54%	47%
Taught in an established interdisciplinary program	30%	36%	27%
Taught a course w/ international focus	27%	34%	28%
Team-taught a course	15%	37%	33%
Directed an independent study	45%	60%	55%
Developed a new course	63%	62%	50%
Substantially revised existing course	63%	70%	63%
Supervised grad students teaching	19%	22%	20%
Supervised undergrad students: teaching internship/practicum	12%	16%	9%
Taught a service-learning course	4%	6%	5%
Advised students in (for credit) service learning project	4%	8%	9%
Advised students in (non-credit) community service	8%	9%	10%

Part 2: Time for a curriculum review?

Stemming from calls heard on campus for a full review of the curriculum (especially the General Education Requirements), the 2009 Faculty Survey included a short set of questions to assess the opinions of faculty regarding the need for such a review, and discussion of a few related topics.

Q30. *The last full undergraduate curriculum review was completed circa 1994. Indicate your response to each of the following questions concerning the undergraduate educational experience (& graduate educational experience, where appropriate)*

  a. *In your opinion, is it time to re-evaluate the undergraduate curriculum (e.g. the GERs – general education requirements)?*
  b. *Are you willing to participate in a review of the undergraduate curriculum?*
  c. *In your opinion, is it time to take another look at student course loads?*
  d. *In your opinion, is it time to re-evaluate faculty-student ratios?*
  e. *In your opinion, is it time to re-evaluate the curriculum of graduate programs and professional schools?*

Curricular Issues – Is it time to re-evaluate the undergraduate curriculum (e.g. GERs)?

Overall, nearly forty percent of survey respondents (39%) expressed the view that it is time to re-evaluate the undergraduate curriculum (especially the General Education Requirements). An approximately equal number of respondents (40%) reported that they were "*not sure*", while roughly one in five faculty members (21%) marked "*no*" in response to this survey question.

View by academic area, a somewhat clearer pattern begins to emerge. Approximately 44% of the faculty in each of the subdivisions within Arts & Sciences (Humanities, Social Sciences, Natural Sciences) offered the opinion that it is time for a re-evaluation of the undergraduate curriculum. Approximately one in four faculty responded "*no*" to this question – that figure was fairly consistent across faculty in Humanities (25%), Social Sciences (26%), and Natural

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Sciences (23%). Not surprisingly, the percentages of "*not sure*" responses were also similar across all three areas within Arts & Sciences, ranging from 30% to 33%.

A majority of faculty survey respondents in each of the professional schools (Business, Education, Law, and Marine Science/VIMS) recorded "*not sure*" as their answer to this question (50%, 68%, 79% and 74%, respectively). This may be explained, in part, by the focus on professional education in the schools, and a corresponding uncertainty as to whether or not the undergraduate curriculum merits a re-evaluation or review.

When survey results were sorted by gender, there was a difference of ten percentage points between the "*yes*" responses from female faculty (46%) and male faculty (36%) on this issue. Slightly short of half the female survey respondents reported that it time for an undergraduate curriculum review, while just over a third of the male faculty were of the same opinion. Responses of "*no*" and "*not sure*" for female faculty and male faculty differed by less than ten percentage points.

Finally, sorting the survey results by academic rank, the largest percentage of faculty responding "*yes*" (it is time to re-evaluate the undergraduate curriculum), came from the rank of Associate Professor, where nearly half of the Associate professors (47%) marked "*yes*" in response to this question. A majority of faculty at the rank of Assistant Professor (55%) were "*not sure*" about this issue, as well as a substantial percentage of Full Professor faculty (40%).

The following set of two tables/figures (Table/Figure 8.14-8.15) present the data for this survey question, first, by academic area and overall responses, and second, by academic rank. In the table/figure those percentages greater than, or equal to 50% are enclosed by a solid circle. Cells with percentages greater than or equal to 40%, but less than 50% are encircled by a dotted perimeter.

Table/Figure 8.14 Curricular Issues: Undergraduate curriculum review Responses by Academic Area and Overall

Curricular issues	Is it time to re-evaluate the undergraduate curriculum (e.g. the GERs)?			
Academic Area	**Yes**	**No**	**Not sure**	**n**
A&S Humanities	45%	25%	30%	102
A&S Social Sciences	44%	26%	30%	70
A&S Natural Sciences	44%	23%	33%	95
School of Business	34%	16%	50%	32
School of Education	28%	4%	68%	25
School of Law	14%	7%	79%	14
School of Marine Science & VIMS	17%	9%	74%	23
Overall	**39%**	**21%**	**40%**	361

Table/Figure 8.15 Curricular Issues: Undergraduate Curriculum Review Responses by Academic Rank

Curricular issues	Is it time to re-evaluate the undergraduate curriculum (e.g. the GERs)?			
Academic Rank	**Yes**	**No**	**Not sure**	**n**
Assistant Professor	37%	8%	55%	76
Associate Professor	47%	22%	31%	134
Full Professor	34%	26%	40%	143
Overall	**39%**	**21%**	**40%**	

Curricular Issues – Are you willing to participate in an undergraduate curriculum review?

Overall, faculty appear to be evenly divided on their willingness to participate in a review of the undergraduate curriculum – 37% of survey respondents answering "*yes*" to this question, and a matching 37% of faculty choosing "*no*" as their response.

A majority of faculty in Arts & Science – Humanities (51%) expressed a willingness to participate in a review of the undergraduate curriculum, while at least half of the faculty survey respondents from the School of Education (52%), the School of Law (50%) and the School of Marine Science/VIMS (50%) reported an unwillingness to participate in such a review. Faculty in Arts & Sciences – Natural Sciences were divided in their answer to this question with 38% of the faculty responding "*yes*" and another 37% of the faculty replying in the negative. Approximately one in four faculty in each of the subdivisions within Arts & Sciences noted that they were "*not sure*" about their willingness to participate in a curriculum review.

Survey responses to this question ("*yes*", "*no*", and "*not sure*") did not differ by more than eight percentage points for female and male faculty.

Finally, viewed by academic rank, over a third of the faculty at every rank reported a willingness to participate in a curriculum review: Assistant Professors (36%), Associate Professors (41%) and Full Professors (35%). The largest percentage of negative responses to this question came from the faculty at the rank of Full Professor (48%). One third of the Assistant Professor faculty (34%) responded that they were unwilling to participate in an undergraduate curriculum review, while nearly a third more (30%) indicated "*not sure*" for their answer to this question. As pre-tenure faculty, still in the probationary period, the focus of Assistant Professors is appropriately on their research and teaching endeavors, first and foremost.

The following set of two tables/figures (Table/Figure 8.16-8.17) present the data for this survey question, first, by academic area and overall responses, and second, by academic rank.

**Table/Figure 8.16 Curricular Issues: Willingness to Participate in a Review
Responses by Academic Area and Overall**

Curricular issues	Are you willing to participate in a review of the undergraduate curriculum?			
Academic Area	**Yes**	**No**	**Not sure**	**n**
A&S Humanities	51%	26%	23%	103
A&S Social Sciences	40%	36%	24%	70
A&S Natural Sciences	38%	37%	25%	94
School of Business	22%	44%	34%	32
School of Education	24%	52%	24%	25
School of Law	21%	50%	29%	14
School of Marine Science & VIMS	17%	50%	33%	24
Overall	37%	37%	25%	362

**Table/Figure 8.17 Curricular Issues: Willingness to Participate in a Review
Responses by Academic Rank**

Curricular issues	Are you willing to participate in a review of the undergraduate curriculum?			
Academic Rank	**Yes**	**No**	**Not sure**	**n**
Assistant Professor	**36%**	**34%**	**30%**	77
Associate Professor	**41%**	**28%**	**31%**	134
Full Professor	**35%**	**48%**	**17%**	144
Overall	**37%**	**37%**	**25%**	

Curricular Issues –Is it time to take another look at student course loads?

Just over one in three faculty (38%) expressed the view that it is time to revisit the subject of student course loads. Slightly less than one in three faculty (30%) disagreed with that opinion and selected "*no*" as their answer to the question. A full one in three faculty (33%) reported that they were "*not sure*" in response to the same question.

Viewed by academic area, distinctive patterns emerge. A majority of faculty in Arts & Sciences – Humanities (62%) and Social Sciences (51%) offered the opinion that "*yes*", it is time to take another look at student course loads, while at the same time, a majority of faculty in every professional school indicated uncertainty on the this topic. Responses of "*not sure*" within the professional schools, ranged from a low of 52% in both the School of Business and the School of Education, to a high of 75% (not sure) in the School of Marine of Science/VIMS. The largest percentage of dissent on this issue ("*no*" responses) came from the faculty in Arts & Sciences – Natural Sciences, where nearly half (49%) of faculty marked "*no*" in response to this question.

When survey results were separated by gender, female faculty reported a higher percentage of "*yes*" responses (that yes, it is time to take another look at student course loads) (46%), than did male faculty (33%). Male faculty registered a higher percentage of negative responses (33%) to 24% of female faculty answers of "*no*". Percentages of "*not sure*" responses were similar for both female and male faculty (30% and 34%, respectively).

By academic rank, survey responses revealed that faculty at the rank of Full Professor were evenly split on the answer to this question with 34% selecting "*yes*", 33% choosing "*no*" and 33% indicating "*not sure*". The highest percentage of "yes" responses came from faculty at the rank of Associate Professor (46%) – where just short of half of the faculty at that rank indicating that it is time to take another look at student course loads. Not surprisingly, given the fact that they are likely to have been at the College the least amount of time, Assistant Professor faculty reported the highest percentage of "*not sure*" responses (46%).

The following set of two tables/figures (Table/Figure 8.18-8.19) present the data for this survey question, first, by academic area and overall responses, and second, by academic rank.

Table/Figure 8.18 Curricular Issues: Time to look at Student Course loads?
Responses by Academic Area and Overall

Curricular issues	In your opinion, is it time to take another look at student course loads?			
Academic Area	**Yes**	**No**	**Not sure**	**n**
A&S Humanities	62%	20%	18%	101
A&S Social Sciences	51%	32%	17%	69
A&S Natural Sciences	23%	49%	28%	94
School of Business	23%	26%	52%	31
School of Education	24%	12%	52%	25
School of Law	7%	21%	71%	14
School of Marine Science & VIMS	13%	13%	75%	24
Overall	**38%**	**30%**	**33%**	**358**

Table/Figure 8.19 Curricular Issues: Time to look at Student Course loads?
Responses by Academic Rank

Curricular issues	In your opinion, is it time to take another look at student course loads?			
Academic Rank	**Yes**	**No**	**Not sure**	**n**
Assistant Professor	33%	21%	46%	76
Associate Professor	46%	31%	23%	133
Full Professor	34%	33%	33%	141
Overall	**38%**	**30%**	**33%**	

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Curricular Issues –Is it Time to Re-evaluate Faculty-student Ratios?

Survey responses to this question were nearly identical (in percentages) to those found for the preceding survey question (re: student course loads). On the issue of re-evaluating faculty-student ratios, faculty recorded the following distribution of responses: "*yes*" = 37% , "*no*" = 28% and "*not sure*" = 35%.

There was, however, one noticeable shift in the responses when viewed by academic area. On this issue of "faculty-student ratios", survey respondents from the School of Business led the way with a majority (63%) of faculty answering "*yes*" (*it is time to re-evaluate faculty-student ratios*). No other academic area reported a majority of "*yes*" responses. As was the case for the question on "re-visiting student course loads", the highest percentage of negative responses ("no") on "reviewing faculty-student ratios" came from the faculty in Arts & Sciences – Natural Sciences, where forty percent of faculty recorded "*no*" as their answer. In the other professional schools, a majority of survey respondents selected "*not sure*" as their answer to this question (School of Education – 52%, School of Law – 67%, School of Marine Science/VIMS – 63%).

Female faculty reported a higher percentage of affirmative responses (44%) indicating that it may be time to re-evaluate faculty-student ratios, than did male faculty (32%). Correspondingly male faculty were more likely to respond "*no*" to the question (32%) than female faculty (21%).

Viewed by academic rank, there was little change from the pattern and percentage of responses found for the question concerning "student course loads". Again, the highest percentage of affirmative responses came from faculty at the rank of Associate Professor (47%), and the greatest percentage of "*not sure*" answers were recorded by faculty at the rank of Assistant Professor (43%). Full professors were again split between "*yes*" and "*no*" responses, 32% and 30%, respectively, with a higher percentage of "*not sure*" answers (38%).

The following set of two tables/figures (Table/Figure 8.20-8.21) present the data for this survey question, first, by academic area and overall responses, and second, by academic rank.

**Table/Figure 8.20 Curricular Issues: Time to Re-evaluate Faculty-Student Ratios?
Responses by Academic Area and Overall**

Curricular issues	In your opinion, is it time to re-evaluate faculty-student ratios?			
Academic Area	**Yes**	**No**	**Not sure**	**n**
A&S Humanities	43%	28%	29%	103
A&S Social Sciences	41%	29%	30%	70
A&S Natural Sciences	26%	40%	34%	99
School of Business	63%	13%	25%	32
School of Education	36%	12%	52%	25
School of Law	33%	0%	67%	15
School of Marine Science & VIMS	8%	29%	63%	24
Overall	**37%**	**28%**	**35%**	368

**Table/Figure 8.21 Curricular Issues: Time to Re-evaluate Faculty-Student Ratios?
Responses by Academic Area and Overall**

Curricular issues	In your opinion, is it time to re-evaluate faculty-student ratios?			
Academic Rank	**Yes**	**No**	**Not sure**	**n**
Assistant Professor	29%	29%	43%	77
Associate Professor	47%	26%	27%	134
Full Professor	32%	30%	38%	145
Overall	**37%**	**28%**	**35%**	

Curricular Issues –Is it Time to Re-evaluate the Curriculum of Graduate Programs and Professional Schools?

Overall the largest percentage of survey responses was in the "*not sure*" category (46%) for this question regarding a possible re-evaluation of the curriculum of graduate programs and professional schools. However that figure may have been artificially inflated, when one considers that faculty who do not participate in a graduate program or professional schools were more likely to choose "*not sure*" for their answer. More than three quarters of survey respondents from Arts & Sciences – Humanities (79%) reported that they had no direct involvement in graduate education (either an Arts & Sciences graduate program and/or a professional school). Similarly, but to a lesser extent, half of the faculty from Arts & Sciences – Social Sciences (51%) indicated that they had no direct involvement in graduate education at the college. Not surprisingly, a majority of faculty from both of those A&S subdivisions selected "not sure" in response to this survey question (Humanities: 62%, Social Sciences: 56%).

Even in Arts & Sciences – Natural Sciences, slightly more than one third of the faculty (36%) reported uncertainty in responding to this question, while another third (33%) responded "*yes*" and nearly a third (30%) answered "*no*" to this question. Survey responses from the School of Marine Science/VIMS varied slightly, but largely echoed those of Arts & Sciences – Natural Sciences, with 33% "*yes*", 29% "*no*", and 38% "*not sure*". In other academic areas, closely associated with graduate education, the School of Business, the School of Education and the School of Law each reported affirmative responses greater than 40%.

Female faculty and male faculty survey respondents were identical in their percentages of affirmative responses to this question, 30% each. The other categories of response differed by less than ten percentage points for male and female faculty participating in the survey.

Finally, by academic rank, the largest percentages were found in the "*not sure*" category, while slight differences were noted between the responses of faculty at the rank of Associate Professor

and those at the rank of Full Professor. A majority of Assistant Professors (58%) were "*not sure*" on this issue.

Table/Figure 8.22 Curricular Issues: Time to Re-evaluation Curriculum of Graduate Programs & Professional Schools?
Responses by Academic Rank

Curricular issues	In your opinion, is it time to re-evaluate the curriculum of graduate programs & professional schools?			
Academic Area	**Yes**	**No**	**Not sure**	**n**
A&S Humanities	**25%**	**14%**	**62%**	102
A&S Social Sciences	**19%**	**26%**	**56%**	70
A&S Natural Sciences	**33%**	**31%**	**36%**	94
School of Business	**42%**	**32%**	**26%**	31
School of Education	**44%**	**32%**	**24%**	25
School of Law	**47%**	**13%**	**40%**	15
School of Marine Science & VIMS	**33%**	**29%**	**38%**	24
Overall	**30%**	**25%**	**45%**	361

Table/Figure 8.23 Curricular Issues: Time to Re-evaluation Curriculum of Graduate Programs & Professional Schools?   Responses by Academic Rank

Curricular issues	In your opinion, is it time to re-evaluate the curriculum of graduate programs & professional schools?			
Academic Rank	**Yes**	**No**	**Not sure**	**n**
Assistant Professor	**28%**	**15%**	**58%**	76
Associate Professor	**36%**	**23%**	**41%**	133
Full Professor	**26%**	**31%**	**42%**	144
Overall	**30%**	**25%**	**45%**	

Part 3: Balancing roles in teaching, research and service

The 2009 Faculty Survey contained eight questions related to the balance of faculty responsibilities in teaching, research and governance/service. To what extent do faculty feel pressure to do more research, teaching or service? Are they satisfied with the balance of their responsibilities? What would they change if they could?   In response to a series of prompts, faculty were asked to indicate their level of agreement with each statement using the scale: *strongly agree* (SA), *agree* (A), *neutral* (N), *disagree* (D), *strongly disagree* (SD), *not sure* (NS) or *not applicable* (NA).

The specific items were:

 a. *Currently, I spend more time on teaching than on research.*
 b. *Currently, I spend more time on research than on teaching.*
 c. *I would like to increase the time that I spend on teaching.*
 d. *I would like to increase the time that I spend on research.*
 e. *I am satisfied with my current balance between teaching and research.*
 f. *I feel pressure to do more research than I am currently doing.*
 g. *I feel pressure to do more teaching than I am currently doing.'*
 h. *I feel pressure to be more involved in faculty governance and service than I am currently.*

Balancing Teaching, Research and Governance/Service – Combined Responses from all Academic Areas

Overall, survey results indicate that a majority of faculty feel pressure to do more research (51%) and would like to increase the time they spend on research (64%). A substantial percentage of faculty (but not a majority) reported that they currently spend more time on teaching than on research (43%).   In addition, 41% of faculty survey respondents expressed satisfaction with their current balance of teaching and research responsibilities.

Notes: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter.   Row percentages may not add up to 100% due to rounding.

Table/Figure 8.24 Balancing Responsibilities:
Faculty Roles in Teaching, Research and Governance/Service
Overall responses (across all academic areas)

Faculty Roles	Balancing Faculty roles in Teaching, Research and Governance/Service					
Overall responses	**SA**	**A**	**N**	**D**	**SD**	NS + NA
Currently, I spend more time on teaching than on research.	14%	29%	22%	25%	8%	2%
Currently, I spend more time on research than on teaching.	8%	22%	23%	31%	14%	2%
I would like to increase the time I spend on teaching.	1%	4%	33%	45%	15%	2%
I would like to increase the time I spend on research.	23%	41%	23%	10%	2%	2%
I am satisfied with my current balance of teaching & research.	12%	29%	26%	25%	7%	1%
I feel pressure to do more research than I am currently doing	18%	33%	16%	23%	10%	1%
I feel pressure to do more teaching than I am currently doing	5%	13%	21%	45%	15%	2%
I feel pressure to be more involved in faculty governance & service.	5%	21%	30%	31%	10%	3%

Balancing Teaching, Research and Governance/Service – Responses by Academic Rank

When survey results for this question are viewed by Academic Rank, differing perspectives can be identified for faculty at the rank of Assistant professor, Associate professor, and Full professor.   It is important to recall that faculty at the rank of Assistant professor often have very different pressures and concerns placed on them by virtue of the fact that they are still in the early years of their academic careers as professors.   Faculty views at each of the academic ranks often reflect changes in focus and emphasis that are characteristic of the life-long cycle of an academic career.

Notes: In the following table, when agreement levels differ by more than ten percentage points across academic ranks, the cells are encased in a solid line.   Row percentages will not add up to 100% due to the fact that only the categories of "*strongly agree, agree, disagree & strongly disagree*" have been included in the table.

<div style="text-align:center">

Table/Figure 8.25 Balancing Responsibilities:
Faculty Roles in Teaching, Research and Governance/Service
Responses by Academic Rank

</div>

Faculty Roles	Balancing Faculty roles in Teaching, Research and Governance/Service					
Responses by Academic Rank	Strongly Agree + Agree			Disagree + Strongly Disagree		
AS=assistant, AO=associate, Full	AS	AO	Full	AS	AO	Full
Currently, I spend more time on teaching than on research.	43%	53%	34%	29%	28%	39%
Currently, I spend more time on research than on teaching.	29%	26%	36%	42%	53%	39%
I would like to increase the time I spend on teaching.	6%	6%	4%	69%	58%	56%
I would like to increase the time I spend on research.	86%	68%	49%	5%	5%	21%
I am satisfied with my current balance of teaching & research.	19%	38%	55%	47%	38%	18%
I feel pressure to do more research than I am currently doing	57%	60%	38%	19%	29%	43%
I feel pressure to do more teaching than I am currently doing	13%	22%	15%	57%	62%	59%
I feel pressure to be more involved in faculty governance & service.	25%	35%	20%	33%	35%	51%

Balancing Teaching, Research and Governance/Service – Responses by Gender

Viewed by gender, survey results revealed that 26% more female faculty than male faculty agreed with the statement that they spend more time on teaching than on research. Perhaps related to this finding, a greater percentage of female faculty (than male faculty) expressed the desire to increase the time they spend on research. Female faculty were also more likely to have

reported feeling pressure to do more research.   Differences in teaching responsibilities vary among the disciplines and professional schools. For example, in some units in Arts & Sciences, faculty are responsible for fewer formal courses, but in exchange they work closely with multiple graduate students.   The gender balance of faculty is not the same in every discipline and this should be kept in mind when reviewing survey findings by gender on issues that may be closely tied to discipline specific working conditions.

Notes: In the following table, when agreement levels differ by more than ten percentage points across academic ranks, the cells are encased in a solid line.   Row percentages will not add up to 100% due to the fact that only the categories of "strongly agree, agree, disagree & strongly disagree" have been included in the table.

Table/Figure 8.26 Balancing Responsibilities:
Faculty Roles in Teaching, Research and Governance/Service
Responses by Gender

Faculty Roles	Balancing Faculty roles in Teaching, Research and Governance/Service			
Responses by Gender	Strongly Agree + Agree		Disagree + Strongly Disagree	
	female	male	female	male
Currently, I spend more time on teaching than on research.	53%	37%	26%	37%
Currently, I spend more time on research than on teaching.	24%	35%	53%	39%
I would like to increase the time I spend on teaching.	2%	7%	65%	59%
I would like to increase the time I spend on research.	76%	57%	8%	14%
I am satisfied with my current balance of teaching & research.	36%	44%	40%	27%
I feel pressure to do more research than I am currently doing	57%	46%	32%	33%
I feel pressure to do more teaching than I am currently doing	21%	14%	61%	59%
I feel pressure to be more involved in faculty governance & service.	32%	23%	37%	43%

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Balancing Teaching, Research & Governance/Service – Responses by Academic Area

This section of the Faculty Survey is divided into two subsections. Both present the same data, but are formatted in different ways for the convenience of the reader.

First, each question concerning the balance of faculty teaching, research and service responsibilities is presented separately. *With each question, a table is presented summarizing the survey results from the seven academic areas for that single question.* Each table presents a single question with the survey findings for all seven academic areas. This format facilitates cross area comparisons.

Second, a different series of tables are presented – one for each of the seven academic areas. A *single table will summarize all of the survey responses from one academic area* (for example: the School of Education) to the set of questions concerning the balance of faculty teaching and research responsibilities. This format provides an overall view of faculty responses from a single academic area.

Responses by Academic Area, Part 1 – a view across academic areas

"Currently, I spend more time on teaching than on research."

In only two academic areas did a majority of faculty survey respondents report agreement with this statement: Arts & Sciences – Humanities (71%) and the School of Education (60%). Forty-four percent of faculty in the School of Business also expressed agreement.

Only faculty from the School of Marine Science / VIMS, reported high disagreement levels with this statement, greater than 50%. Survey respondents from the School of Law (46%) also offered disagreement levels approaching 50%.

Notes: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter.   Row percentages may not add up to 100% due to rounding.

Table/Figure 8.27 Balancing Responsibilities:
Currently I spend more time on teaching than on research.
Responses by Academic Area

Balancing Faculty Roles	Currently, *I spend more time on teaching than on research.*					
Academic Areas	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**NS + NA**
A&S Humanities	32%	39%	13%	11%	3%	3%
A&S Social Sciences	10%	26%	24%	33%	6%	2%
A&S Natural Sciences	3%	23%	39%	28%	5%	1%
School of Business	16%	28%	16%	31%	6%	3%
School of Education	12%	48%	16%	12%	8%	4%
School of Law	7%	20%	27%	33%	13%	0%
School of Marine Science/VIMS	0%	8%	8%	44%	40%	0%

"Currently, I spend more time on research than on teaching."

A majority of faculty in Arts & Sciences – Humanities (69%) and in the School of Education (60%) recorded disagreement with this statement, as did greater than forty percent of survey respondents from Arts & Sciences – Social Sciences (43%), the School of Business (42%), and the School of Law (40%).   Survey respondents from the School of Marine Science / VIMS were the only faculty to record a majority agreement (84%) on this issue – that they spend more time on research than on teaching.

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Notes: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter. Row percentages may not add up to 100% due to rounding.

Table/Figure 8.28 Balancing Responsibilities:
Currently I spend more time on research than on teaching.
Responses by Academic Area

Balancing Faculty Roles	Currently, *I spend more time on research than on teaching.*					
Academic Areas	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NS + NA
A&S Humanities	2%	10%	17%	37%	32%	3%
A&S Social Sciences	6%	26%	25%	28%	15%	1%
A&S Natural Sciences	9%	22%	37%	28%	3%	1%
School of Business	7%	32%	16%	29%	13%	3%
School of Education	8%	12%	16%	52%	8%	4%
School of Law	7%	40%	13%	33%	7%	0%
School of Marine Science/VIMS	44%	40%	12%	4%	0%	0%

"I would like to increase the time I spend on teaching."

There was general consensus among faculty from all of the academic areas indicating disagreement with this statement. Majority levels of disagreement were reported from survey respondents in Arts & Sciences – Humanities (66%), Arts & Sciences – Social Sciences (61%), Arts & Sciences – Natural Sciences (54%), the School of Business (66%), and the School of Education (76%).   In the School of Law, forty-four percent of faculty disagreed with this

assertion, while 19% expressed agreement with the same statement. Note that the actual numbers associated with these percentages are relatively small within this academic area.

Notes: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter.   Row percentages may not add up to 100% due to rounding.

Table/Figure 8.29 Balancing Responsibilities:
I would like to increase the time I spend on teaching.
Responses by Academic Area

Balancing Faculty Roles	*I would like to increase the time I spend on teaching.*					
Academic Areas	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**NS + NA**
A&S Humanities	1%	4%	28%	51%	15%	2%
A&S Social Sciences	2%	2%	33%	46%	15%	3%
A&S Natural Sciences	0%	5%	38%	40%	14%	2%
School of Business	3%	3%	28%	41%	25%	0%
School of Education	0%	0%	24%	64%	12%	0%
School of Law	0%	19%	31%	31%	13%	6%
School of Marine Science/VIMS	0%	4%	63%	25%	8%	0%

"I would like to increase the time I spend on research."

A majority of faculty in six of the seven academic areas expressed agreement with this statement, while a strong, non-majority (48%) of respondents in the School of Marine Science / VIMS did the same.

Notes: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line.
Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a
dotted perimeter.   Row percentages may not add up to 100% due to rounding.

Table/Figure 8.30 Balancing Responsibilities:
I would like to increase the time I spend on research.
Responses by Academic Area

Balancing Faculty Roles	I would like to increase the time I spend on research.					
Academic Areas	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**NS + NA**
A&S Humanities	36%	38%	17%	6%	2%	1%
A&S Social Sciences	23%	41%	17%	15%	3%	1%
A&S Natural Sciences	15%	40%	31%	12%	0%	2%
School of Business	31%	41%	13%	13%	3%	0%
School of Education	8%	56%	24%	12%	0%	0%
School of Law	7%	53%	27%	7%	0%	7%
School of Marine Science/VIMS	12%	36%	40%	8%	4%	0%

"I am satisfied with my current balance of teaching & research".

Faculty in Arts & Science – Humanities were most likely to express disagreement with this
statement. A majority of faculty in the Humanities (54%) indicated that they were not satisfied
with their balance of teaching and research.   Reporting the greatest agreement levels on this
issue were faculty in: the School of Marine Science / VIMS (63%), the School of Law (56%),
the School of Education (50%), followed by Arts & Sciences – Social Sciences (43%) and
Natural Sciences (42%).

Notes: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter.   Row percentages may not add up to 100% due to rounding.

Table/Figure 8.31 Balancing Responsibilities:
I am satisfied with my current balance of teaching & research.
Responses by Academic Area

Balancing Faculty Roles	I am satisfied with my current balance of teaching & research.					
Academic Areas	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**NS + NA**
A&S Humanities	6%	27%	13%	39%	15%	1%
A&S Social Sciences	19%	24%	26%	24%	3%	4%
A&S Natural Sciences	12%	30%	38%	15%	4%	0%
School of Business	13%	19%	34%	28%	6%	0%
School of Education	17%	33%	13%	33%	4%	0%
School of Law	6%	50%	25%	13%	6%	0%
School of Marine Science/VIMS	21%	42%	33%	0%	4%	0%

"I feel pressure to more research than I am currently doing."

Across the board, faculty reported feeling pressure to do more research than they are currently doing – with one exception – faculty in the School of Law.   The highest levels of agreement (that there is pressure to increase research) came from survey respondents in Arts & Sciences – Natural Sciences (51%) and in the School of Business (74%).   Faculty in the School of Education were divided on this issue with 48% reporting some level of agreement with this assertion and another 48% expressing disagreement with the same statement.

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Notes: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter.   Row percentages may not add up to 100% due to rounding.

Table/Figure 8.32 Balancing Responsibilities:
I feel pressure to more research than I am currently doing.
Responses by Academic Area

Balancing Faculty Roles	I feel pressure to do more research than I am currently doing.					
Academic Areas	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NS + NA
A&S Humanities	17%	32%	11%	28%	10%	2%
A&S Social Sciences	16%	33%	16%	23%	10%	1%
A&S Natural Sciences	14%	37%	20%	19%	8%	2%
School of Business	31%	44%	13%	9%	3%	0%
School of Education	28%	20%	4%	36%	12%	0%
School of Law	6%	6%	50%	13%	25%	0%
School of Marine Science/VIMS	12%	36%	16%	28%	8%	0%

"I feel pressure to more teaching than I am currently doing."

A majority of faculty in six of the seven academic areas reported disagreement with this statement. Faculty in the School of Business were somewhat divided with 32% expressing agreement and 39% expressing disagreement with this assertion.

Notes: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter.   Row percentages may not add up to 100% due to rounding.

Table/Figure 8.33 Balancing Responsibilities:
I feel pressure to more teaching than I am currently doing.
Responses by Academic Area

Balancing Faculty Roles	*I feel pressure to do more teaching than I am currently doing.*					
Academic Areas	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**NS + NA**
A&S Humanities	3%	8%	17%	55%	16%	2%
A&S Social Sciences	3%	15%	22%	41%	17%	3%
A&S Natural Sciences	4%	17%	22%	42%	13%	2%
School of Business	13%	19%	29%	32%	7%	0%
School of Education	4%	13%	13%	54%	17%	0%
School of Law	6%	13%	31%	25%	25%	0%
School of Marine Science/VIMS	4%	8%	28%	48%	12%	0%

"I feel pressure to be more involved in faculty governance & service".

Approximately one in three faculty members in Arts & Sciences – Humanities (35%) reported that they feel pressure to be more involved in faculty governance and service. However, 38% of faculty from the same academic area indicated that they did not feel that pressure.   Nearly one in three faculty (32%) from the School of Business reported feeling pressure to be more involved in governance and service, compared with 34% of faculty in Business who did not feel that

pressure. Finally, 37% of survey respondents from the School of Law indicated that they felt pressure to be more involved, while 38% of Law faculty did not report feeling such pressure.

Notes: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter.   Row percentages may not add up to 100% due to rounding.

Table/Figure 8.34 Balancing Responsibilities:
I feel pressure to be more involved in faculty governance & service.
Responses by Academic Area

Balancing Faculty Roles	I feel pressure to be more involved in faculty governance & service than I am currently.					
Academic Areas	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NS + NA
A&S Humanities	7%	28%	21%	30%	8%	6%
A&S Social Sciences	3%	21%	31%	32%	13%	0%
A&S Natural Sciences	5%	17%	36%	28%	11%	2%
School of Business	13%	19%	28%	25%	9%	6%
School of Education	0%	21%	38%	38%	4%	0%
School of Law	6%	31%	25%	19%	19%	0%
School of Marine Science/VIMS	0%	8%	36%	48%	8%	0%

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Responses by Academic Area, Part 2

The following set of tables/figures summarize survey responses for one academic area at a time.

Please read the following note. Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter. Row percentages may not add up to 100% due to the fact that the response categories of "not sure" and "not applicable" were not included in these tables. The combined total for "not sure" and "not applicable" was less than 8%.

Table/Figure 8.35 Balancing Responsibilities:
Faculty Roles in Teaching, Research and Governance/Service
Arts & Sciences: Humanities

Balancing Faculty Roles	Arts & Sciences – Humanities				
	strongly agree	agree	N	disagree	strongly disagree
Currently, I spend more time on teaching than on research.	32%	39%	13%	11%	3%
Currently, I spend more time on research than on teaching.	2%	10%	17%	37%	32%
I would like to increase the time I spend on teaching.	1%	4%	28%	51%	15%
I would like to increase the time I spend on research.	36%	38%	17%	6%	2%
I am satisfied with my current balance of teaching & research.	6%	27%	13%	39%	15%
I feel pressure to do more research than I am currently doing.	17%	32%	11%	28%	10%
I feel pressure to do more teaching than I am currently doing.	3%	8%	17%	55%	16%
I feel pressure to be more involved in faculty governance & service.	7%	28%	21%	30%	8%

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Note: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter.   Row percentages may not add up to 100% due to the fact that the response categories of "not sure" and "not applicable" were not included in these tables.   The combined total for "not sure" and "not applicable" was less than 8%.

Table/Figure 8.36 Balancing Responsibilities:
Faculty Roles in Teaching, Research and Governance/Service
Arts & Sciences: Social Sciences

Balancing Faculty Roles	Arts & Sciences Social Sciences				
	strongly agree	agree	N	disagree	strongly disagree
Currently, I spend more time on teaching than on research.	10%	26%	24%	33%	6%
Currently, I spend more time on research than on teaching.	6%	26%	25%	28%	15%
I would like to increase the time I spend on teaching.	2%	2%	33%	46%	15%
I would like to increase the time I spend on research.	23%	41%	17%	15%	3%
I am satisfied with my current balance of teaching & research.	19%	24%	26%	24%	3%
I feel pressure to do more research than I am currently doing.	16%	33%	16%	23%	10%
I feel pressure to do more teaching than I am currently doing.	3%	15%	22%	41%	17%
I feel pressure to be more involved in faculty governance & service.	3%	21%	31%	32%	13%

Note: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter.   Row percentages may not add up to 100% due to the fact that the response categories of "not sure" and "not applicable" were not included in these tables.   The combined total for "not sure" and "not applicable" was less than 8%.

Table/Figure 8.37 Balancing Responsibilities:
Faculty Roles in Teaching, Research and Governance/Service
Arts & Sciences: Natural Sciences

Balancing Faculty Roles	Arts & Sciences Natural Sciences				
	strongly agree	agree	N	disagree	strongly disagree
Currently, I spend more time on teaching than on research.	3%	23%	39%	28%	5%
Currently, I spend more time on research than on teaching.	9%	22%	37%	28%	3%
I would like to increase the time I spend on teaching.	0%	5%	38%	40%	14%
I would like to increase the time I spend on research.	15%	40%	31%	12%	0%
I am satisfied with my current balance of teaching & research.	12%	30%	38%	15%	4%
I feel pressure to do more research than I am currently doing.	14%	37%	20%	19%	8%
I feel pressure to do more teaching than I am currently doing.	4%	17%	22%	42%	13%
I feel pressure to be more involved in faculty governance & service.	5%	17%	36%	28%	11%

Note: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter.   Row percentages may not add up to 100% due to the fact that the response categories of "not sure" and "not applicable" were not included in these tables.   The combined total for "not sure" and "not applicable" was less than 8%.

Table/Figure 8.38 Balancing Responsibilities:
Faculty Roles in Teaching, Research and Governance/Service
School of Business

Balancing Faculty Roles	School of Business				
	strongly agree	agree	N	disagree	strongly disagree
Currently, I spend _more time on teaching_ than on research.	16%	28%	16%	31%	6%
Currently, I spend _more time on research_ than on teaching.	7%	32%	16%	29%	13%
I would like to increase the time I spend on _teaching_.	3%	3%	28%	41%	25%
I would like to increase the time I spend on _research_.	31%	41%	13%	13%	3%
I am satisfied with my current balance of teaching & research.	13%	19%	34%	28%	6%
I feel _pressure to do more research_ than I am currently doing.	31%	44%	13%	9%	3%
I feel _pressure to do more teaching_ than I am currently doing.	13%	19%	29%	32%	7%
I feel pressure to be more involved in faculty governance & service.	13%	19%	28%	25%	9%

Note: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter.   Row percentages may not add up to 100% due to the fact that the response categories of "not sure" and "not applicable" were not included in these tables.   The combined total for "not sure" and "not applicable" was less than 8%.

Table/Figure 8.39 Balancing Responsibilities:
Faculty Roles in Teaching, Research and Governance/Service
School of Education

Balancing Faculty Roles	School of Education				
	strongly agree	agree	N	disagree	strongly disagree
Currently, I spend <u>more time on teaching</u> than on research.	12%	48%	16%	12%	8%
Currently, I spend <u>more time on research</u> than on teaching.	8%	12%	16%	52%	8%
I would like to increase the time I spend on <u>teaching</u>.	0%	0%	24%	64%	12%
I would like to increase the time I spend on <u>research</u>.	8%	56%	24%	12%	0%
I am satisfied with my current balance of teaching & research.	17%	33%	13%	33%	4%
I feel <u>pressure to do more research</u> than I am currently doing.	28%	20%	4%	36%	12%
I feel <u>pressure to do more teaching</u> than I am currently doing.	4%	13%	13%	54%	17%
I feel pressure to be more involved in faculty governance & service.	0%	21%	38%	38%	4%

Note: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line.
Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a
dotted perimeter.   Row percentages may not add up to 100% due to the fact that the response
categories of "not sure" and "not applicable" were not included in these tables.   The combined
total for "not sure" and "not applicable" was less than 8%.

Table/Figure 8.40 Balancing Responsibilities:
Faculty Roles in Teaching, Research and Governance/Service
School of Law

Balancing Faculty Roles	School of Law				
	strongly agree	agree	N	disagree	strongly disagree
Currently, I spend more time on teaching than on research.	7%	20%	27%	33%	13%
Currently, I spend more time on research than on teaching.	7%	40%	13%	33%	7%
I would like to increase the time I spend on teaching.	0%	19%	31%	31%	13%
I would like to increase the time I spend on research.	7%	53%	27%	7%	0%
I am satisfied with my current balance of teaching & research.	6%	50%	25%	13%	6%
I feel pressure to do more research than I am currently doing.	6%	6%	50%	13%	25%
I feel pressure to do more teaching than I am currently doing.	6%	13%	31%	25%	25%
I feel pressure to be more involved in faculty governance & service.	6%	31%	25%	19%	19%

Note: Combined cells (SA+A) & (D+SD) totaling 50% or more, are encased in a solid line. Combined cells (SA+A) & (D+SD) totaling at least 40%, but less than 50% are highlighted by a dotted perimeter.   Row percentages may not add up to 100% due to the fact that the response categories of "not sure" and "not applicable" were not included in these tables.   The combined total for "not sure" and "not applicable" was less than 8%.

Table/Figure 8.41 Balancing Responsibilities:
Faculty Roles in Teaching, Research and Governance/Service
School of Marine Science / VIMS

Balancing Faculty Roles	School of Marine Science / VIMS				
	strongly agree	agree	N	disagree	strongly disagree
Currently, I spend more time on teaching than on research.	0%	8%	8%	44%	40%
Currently, I spend more time on research than on teaching.	44%	40%	12%	4%	0%
I would like to increase the time I spend on teaching.	0%	4%	63%	25%	8%
I would like to increase the time I spend on research.	12%	36%	40%	8%	4%
I am satisfied with my current balance of teaching & research.	21%	42%	33%	0%	4%
I feel pressure to do more research than I am currently doing.	12%	36%	16%	28%	8%
I feel pressure to do more teaching than I am currently doing.	4%	8%	28%	48%	12%
I feel pressure to be more involved in faculty governance & service.	0%	8%	36%	48%	8%

9. <u>Faculty Views of the Personnel System</u>

Introduction

The 2009 Faculty Survey contained several questions exploring faculty satisfaction with some of the College's personnel policies and processes. Reporting the results is complicated by the fact that personnel policies and procedures differ somewhat among the four professional schools and also across and within the three subsets of the Faculty of Arts & Sciences. This is especially true for policies concerning the annual merit evaluation process. Survey findings on these issues are best interpreted within the context of a specific academic area. Consequently, this section of the report focuses on the faculty responses by academic area.

A reminder: College-wide, 72% of all full-time tenured and tenure-eligible faculty responded to the survey. Response rates from the seven academic areas spanned a range from a low of 49% (School of Marine Science/VIMS) to a high of 90% (Arts & Sciences – Natural Sciences). Keep in mind when viewing survey results by academic area that the numbers of faculty behind the percentages vary considerably from one academic area to another. The following table (Table/Figure 9.1) gives response rates by academic area and the actual number of survey respondents for each academic area.

Table/Figure 9.1 Survey Response Rates by Academic Area – 2009

Academic Area	Response rates W&M Faculty Survey 2009	
A&S Humanities	85%	103
A&S Social Sciences	55%	73
A&S Natural Sciences	90%	99
School of Business	65%	33
School of Education	75%	27
School of Law	52%	17
School of Marine Science / VIMS	49%	25

Faculty Evaluation (tenure & promotion, annual merit review system)

In the personnel section of the survey, survey respondents were asked to indicate their level of agreement or disagreement with a sequence of statements about faculty evaluation (tenure & promotion and the annual merit evaluation system). Because a given faculty member typically sees only the personnel system of his or her own department, program, or school, we report the results of the survey by academic area.

Survey Question 31 instructed faculty in this way: *To what extent do you agree/disagree with the following assertions about tenure and promotion standards, and the annual merit evaluation system? If you are a faculty in Arts & Sciences, the questions deal with the evaluation processes in your department and/or program. For faculty in Business, Education, Law or Marine Science, the questions deal with the evaluation processes in your professional school.*

Indicate your level of agreement or disagreement with each of the following statements:

Q32a. *In my department, program or professional school, the standards for tenure and promotion are clear.*

Q32b. *The merit system* **effectively evaluates** *teaching.*

Q32c. *The merit system **places appropriate weight on** teaching*.

Q32d. *The merit system* **effectively evaluates** *research.*

Q32e. *The merit system **places appropriate weight on** research.*

Q32f. *The merit system* **effectively evaluates** *faculty governance & service contributions to my department, program or school.*

Q32g. *The merit system **places appropriate weight on** faculty governance & service contributions to my department, program or school*.

Q32h. *The merit system* **effectively evaluates** *faculty governance & service contributions beyond my unit (across Arts & Sciences or across the College).*

Q32i. *The merit system **places appropriate weight on** faculty governance & service contributions beyond the unit level (across Arts & Sciences or across the College).*

Faculty Evaluation: Tenure and Promotion Standards

The 2009 Faculty Survey included a specific question on the clarity of standards for promotion and tenure in departments, programs and professional schools. Table/Figure 9.2 summarizes the level of faculty agreement with the assertion "*In my department, program or professional school, the standards for tenure and promotion are clear*." Survey results for this item are presented overall, by academic area, by academic rank, by gender, and by gender within academic ranks. The survey findings in the next set of tables may be of special interest to the College's deans, to Department Chairs and Program Directors and to faculty in general.

Using the combined responses of "Agree + Strongly Agree", a majority of faculty in six of the seven academic areas reported agreement with the statement that "*standards for tenure and promotion are clear*".   The percentages of agreement responses ranged from the low 60s in the School of Business (61%), followed by Arts & Sciences – Social Sciences (62%), and the School of Marine Science / VIMS (64%), to the low 70/low 80s, for Arts & Sciences – Humanities (70%), Arts & Sciences – Natural Sciences (75%) and the School of Education (82%).

The one, noticeable exception was in the School of Law, where less than a majority, only 40% of the survey respondents, registered agreement with the assertion that standard for tenure and promotion are clear.   None of the faculty in the School of Law "strongly agree" with the statement – the only academic area for which there were no "*strongly agree*" responses (although there were minimal responses of "*strongly agree*" in the School of Business).   Faculty from the Law School recorded the highest percentage of "neutral" responses (33%), and slightly more than one out of four survey respondents from the Law School (27%) disagreed that standards for promotion and tenure are clear.   Nearly one in three faculty members in the School of Business (30%) also reported disagreement levels on this issue (the highest recorded levels of disagreement by academic area).

Combined percentages of disagreement responses (disagree + strongly disagree) actually declined from the 2006 Faculty Survey to the 2009 Faculty Survey – in six of the seven academic areas (including the School of Law). Only in the Natural Sciences was there an

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increase in the percentage of disagreement responses since the last survey, going from 18% (D+SD) in 2006, to 15% (D+SD) in 2009.

Table/Figure 9.2 note: Wherever <u>combined</u> categories of response (SA+A) and/or (D+SD) are greater than, or equal to 50%, those cells have been enclosed by a solid lined circle. When the same combined categories of response are outlined by a "dashed" rectangle, their total is less than 50%, but they stand out as an important subset of responses to that particular survey questions. Rows of the tables in this chapter might not sum to 100% due to responses of "not sure" (not included in these tables) and also due to round-off.

Table/Figure 9.2 Faculty Evaluation: Clarity of Tenure and Promotion Standards by Academic Area and Overall

Faculty Evaluation	In my dept, program or school, the standards for tenure & promotion are clear.				
Academic Area	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A&S Humanities	20%	50%	11%	14%	3%
A&S Social Sciences	20%	42%	20%	12%	2%
A&S Natural Sciences	17%	58%	6%	13%	2%
School of Business	6%	55%	6%	27%	3%
School of Education	27%	55%	5%	5%	5%
School of Law	0%	40%	33%	20%	7%
School of Marine Science/VIMS	12%	52%	12%	12%	4%
Overall	17%	51%	12%	14%	3%

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Faculty Evaluation: Clarity of Tenure and Promotion Standards, Academic Rank

In general, faculty at the rank of Assistant professor have been at the College for fewer years (typically less than 6 years) than those at other ranks and they have not yet been through the tenure review process.   Sorting responses to this question by Academic Rank revealed that a majority of faculty at each rank expressed agreement with this statement, however the percentage was much lower (57%) for survey respondents at the rank of Assistant professor.   Faculty holding the rank of either Associate professor or Full professor agreed that standards for tenure and promotion are clear, and they did so in greater percentages than did Assistant professors (Associate professors = 70%, Full professors = 74%).

On the disagreement side, faculty at all three academic ranks were in unison with 3% "*strongly disagree*" responses. Faculty holding the rank of Associate professor recorded a slightly higher combined percentage of disagreement responses to this survey question (20%) than either Assistant professors or Full professors (16% and 15%, respectively).

**Table/Figure 9.3 Faculty Evaluation: Clarity of Tenure and Promotion Standards
Responses Viewed by Academic Rank**

Faculty Evaluation	In my dept, program or school, the standards for tenure & promotion are clear.					
Academic Rank	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not sure
Assistant professor	14%	43%	18%	13%	3%	8%
Associate professor	20%	50%	9%	17%	3%	2%
Full professor	16%	58%	10%	12%	3%	1%
Overall	17%	51%	12%	14%	3%	3%

Faculty Evaluation: Clarity of Tenure and Promotion Standards, by Gender - overall

The following table (Table/Figure 9.4) summarizes the level of faculty agreement with the assertion "*In my department, program or professional school, the standards for tenure and promotion are clear*" when the overall response data is grouped by gender.

A majority of male faculty (70%) and a majority of female faculty (66%) agreed that standards for tenure and promotion are clear.   The combined levels of disagreement were the same (17%) for both genders.

Table/Figure 9.4 Faculty Evaluation: Clarity of Tenure and Promotion Standards by Gender

Faculty Evaluation	In my dept, program or school, the standards for tenure & promotion are clear.					
Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not sure
Female	16%	50%	16%	15%	2%	2%
Male	18%	52%	9%	13%	4%	4%
Overall	17%	51%	12%	14%	3%	4%

Faculty Evaluation: Clarity of Tenure and Promotion Standards, by Gender within Academic Rank

When survey results for this question were grouped by gender within each academic rank, an unexpected pattern came to light.   A larger majority of female Assistant professors (64%) than male Assistant professors (55%) reported that standards for tenure and promotion are clear. Male Assistant professor survey respondents (21%) were three times as likely to disagree with the statement concerning clarity of tenure and promotion standards than female faculty of the same rank (7%).

At the rank of <u>Associate professor</u>, the gender roles had reversed; more male faculty (74%) expressed agreement with the assertion that there is clarity in the tenure and promotion standards than did female faculty (63%) – although a clear majority of both male and female survey respondents indicated agreement with the statement (agree + strongly agree). One in four female faculty at the rank of Associate professor expressed disagreement on this issue (disagree + strongly disagree) while only 16% of male Associate professors felt the same.

By the time faculty members had achieved the rank of <u>Full professor</u>, there was much greater consensus, with both male and female faculty reporting agreement levels (agree + strongly agree) of 74%. Table/Figure 9.5 (below) presents the data for this survey question by gender within academic rank. <u>When the total of agreement levels (SA+A) for male and female faculty differ by 10% or more, they are encased by a dotted line</u>. Note: row percentages may not total 100% due to the small number of "not sure" responses (omitted from the table) & also due to round off.

Table/Figure 9.5. Faculty Evaluation: Clarity of Tenure and Promotion Standards by Gender within Academic Rank

Faculty Evaluation		In my dept, program or school, the standards for tenure & promotion are clear.					
Academic Rank	Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	n
Assistant professor	Female	18%	46%	21%	7%	0%	28
	Male	13%	42%	17%	17%	4%	48
	Total	15%	43%	18%	13%	3%	76
Associate professor	Female	17%	46%	12%	22%	3%	59
	Male	22%	52%	6%	13%	3%	67
	Total	20%	49%	9%	17%	3%	126
Full professor	Female	13%	61%	16%	11%	0%	38
	Male	17%	57%	8%	12%	4%	101
	Total	16%	58%	10%	12%	3%	139

Responses compared with H.E.R.I. National Survey results

The Higher Education Research Institute included a similar question in <u>The American College Teacher: National Norms for the 2007-2008 HERI Faculty Survey</u> (Los Angeles: Higher Education Research Institute, UCLA).   The H.E.R.I. survey item was similar, but not an exact match to the W&M survey item.

The H.E.R.I. 2007-2008 Survey statement was: *The criteria for advancement and promotion decisions are clear.*

The statement in the 2009 W&M Faculty Survey was: *In my department, program or professional school, the standards for tenure and promotion are clear.*

While not an exact match, noting the findings from both surveys on similar questions may provide some context in which to view the survey results.   The following table (Table/Figure 9.6) summarizes the findings of both the W&M Faculty Survey and the H.E.R.I. Faculty Survey when the response data is grouped by gender.

Table/Figure 9.6 Faculty Evaluation: Clarity of Promotion Standards, by Gender Comparison with National Survey

Faculty Evaluation	Comparison of findings between: William & Mary Faculty Assembly Survey Higher Education Research Institute Survey	
	Strongly Agree + Agree Male	*Strongly Agree + Agree Female*
H.E.R.I. 2007-2008 Survey **All 4-year universities** **All public universities** **All private universities**	**74%** **77%** **78%**	**69%** **67%** **67%**
W&M Faculty Assembly Survey **2009** **2006***	**70%** **68%**	**66%** **71%**

*Note: the W&M Faculty Survey 2009 included a response category of "neutral" which was not in the response options for this survey item in the previous W&M Faculty Survey (2006) – making comparisons difficult between the 2006 & 2009 W&M Faculty Surveys on this particular question.

Faculty Evaluation: Merit Evaluation System, by Academic Area

A reminder that Survey Question 32 included nine subparts. The first one dealt with the clarity of tenure and promotion standards (presented in the preceding narrative), while the remaining eight items all focused on the faculty annual merit evaluation system. Because merit evaluation practices occur on the unit level, all of the survey items on this topic are presented by academic area.   The survey instructions for Q32 were as follows: *To what extent do you agree/disagree with the following assertions about tenure and promotion standards, and the annual merit evaluation system? If you are a faculty in Arts & Sciences, the questions deal with the evaluation processes in your department and/or program. For faculty in Business, Education, Law or Marine Science, the questions deal with the evaluation processes in your professional school.*

Indicate your level of agreement or disagreement with each of the following statements:

Q32a. *In my department, program or professional school, the standards for tenure and promotion are clear.* [see preceding pages]

Q32b. *The merit system* **effectively evaluates** *teaching.*
Q32c. *The merit system **places appropriate weight on** teaching.*

Q32d. *The merit system* **effectively evaluates** *research.*
Q32e. *The merit system **places appropriate weight on** research.*

Q32f. *The merit system* **effectively evaluates** *faculty governance & service contributions to my department, program or school.*
Q32g. *The merit system **places appropriate weight on** faculty governance & service contributions to my department, program or school.*
Q32h. *The merit system* **effectively evaluates** *faculty governance & service contributions beyond my unit (across Arts & Sciences or across the College).*
Q32i. *The merit system **places appropriate weight on** faculty governance & service contributions beyond the unit level (across Arts & Sciences or the College).*

Note: Wherever underlined combined categories of response (SA+A) and/or (D+SD) are equal to, or greater than 50%, those cells have been highlighted with a solid lined circle.   When the same combined categories of response are greater than or equal to 40%, but less than 50%, they have been highlighted by a "dotted line" circle.   Rows of the tables in this chapter might not sum to 100% due to responses of "not sure" (not included in these tables) and also due to round-off.

Merit Evaluation: Arts & Sciences, Humanities

A majority of survey respondents in the Humanities (61%) reported that the current merit evaluation system does not effectively evaluate teaching. Humanities faculty also expressed clear dissatisfaction (greater than 40% but less than 50%) on three additional items concerning the merit evaluation system.   Furthermore, on only two issues did the reported levels of agreement exceed the levels of disagreement: "*places appropriate weight on teaching*" and "*places appropriate weight on research*". Faculty in the Humanities expressed dissatisfaction with on every item concerning "*effective evaluation*" whether it was evaluation of teaching, research, or governance/service at the unit or university level.

Table/Figure 9.7 Faculty Evaluation: the Merit System
Arts & Sciences, Humanities

Faculty Evaluation	*The annual merit evaluation system. . .*					
Arts & Sciences – Humanities	*Strongly agree*	*agree*	*N*	*disagree*	*Strongly disagree*	*n*
effectively evaluates teaching	2%	17%	13%	35%	26%	103
places *appropriate weight* on teaching	5%	33%	24%	21%	10%	102
effectively evaluates research	3%	29%	15%	30%	15%	100
places *appropriate weight* on research	4%	33%	22%	25%	9%	102
effectively evaluates governance & service at unit level	3%	24%	19%	26%	19%	103
places *appropriate weight* on governance & service at unit level	4%	30%	21%	20%	16%	103
effectively evaluates governance & service beyond unit level	2%	19%	19%	23%	21%	103
places *appropriate weig*ht on governance/service beyond unit level	3%	21%	23%	23%	16%	102

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Merit Evaluation: Arts & Sciences, Social Sciences

Faculty in Arts & Sciences, Social Sciences, expressed clear, majority agreement on the two
issues related to *"places appropriate weight on teaching" and "places appropriate weight on
research"* (54% and 60%, respectively).   Approaching, but not quite reaching 50 percentage
points was agreement on *"places appropriate weight on governance & service contributions at
the unit level"*.   A slight majority of survey respondents from the Social Sciences (53%)
disagreed with the statement that the current annual merit evaluation system *effectively evaluates
teaching*.   This echoed a similar pattern of responses from faculty in the Humanities.

Table/Figure 9.8 Faculty Evaluation: the Merit System
Arts & Sciences, Social Sciences

Faculty Evaluation	*The annual merit evaluation system. . .*					
Arts & Sciences – Social Sciences	*Strongly agree*	*agree*	*N*	*disagree*	*Strongly disagree*	*n*
effectively evaluates teaching	6%	23%	11%	34%	19%	70
places *appropriate weight* on teaching	11%	43%	14%	16%	7%	70
effectively evaluates research	6%	30%	22%	23%	10%	69
places *appropriate weight* on research	11%	49%	13%	11%	9%	70
effectively evaluates governance & service at unit level	6%	29%	22%	24%	10%	68
places *appropriate weight* on governance & service at unit level	10%	38%	22%	14%	10%	69
effectively evaluates governance & service beyond unit level	3%	26%	29%	16%	13%	69
places *appropriate weight* on governance/service beyond unit level	7%	32%	20%	17%	14%	69

Merit Evaluation: Arts & Sciences, Natural Sciences

Survey responses from faculty in Arts & Sciences, Natural Sciences, followed a nearly identical pattern to that found in the Social Sciences. A majority of faculty in the Natural Sciences agreed with two statements – that the current merit evaluation system: *places appropriate weight on teaching* (62%) and *places appropriate weight on research* (64%). The only other question to nearly reach the 50% agreement mark in the Natural Sciences was: the current merit evaluation system: *places appropriate weight on governance & service at the unit level* (49%).

Faculty in the Natural Sciences strongest area of disagreement (43%) with the current merit evaluation system was on: *effectively evaluates teaching*, which received the greatest percentage of disagreement responses for faculty in the Social Sciences as well.

**Table/Figure 9.9 Faculty Evaluation: the Merit System
Arts & Sciences, Natural Sciences**

Faculty Evaluation	The annual merit evaluation system. . .					
Arts & Sciences – Natural Sciences	*Strongly agree*	*agree*	*N*	*disagree*	*strongly disagree*	*n*
effectively evaluates teaching	1%	32%	16%	26%	17%	94
places *appropriate weight* on teaching	2%	60%	18%	9%	4%	94
effectively evaluates research	1%	46%	15%	21%	9%	94
places *appropriate weight* on research	5%	59%	15%	11%	3%	93
effectively evaluates governance & service at unit level	1%	37%	23%	20%	6%	94
places *appropriate weight* on governance & service at unit level	1%	48%	21%	17%	4%	94
effectively evaluates governance & service beyond unit level	1%	31%	29%	18%	6%	94
places *appropriate weight* on governance/service beyond unit level	1%	35%	30%	16%	5%	94

Merit Evaluation: School of Business

None of the eight items concerning the merit evaluation system received a majority of responses (greater than 50%) for either the combined agreement (agree + strongly agree) or for the combined disagreement (disagree + strongly disagree) response options in the School of Business.   However, there were two items on which faculty approached agreement and two more items on which faculty recorded strong disagreement (greater than 40%, but less than 50%).   Both questions on teaching, *effectively evaluates teaching*, and *places appropriate weight on teaching*, registered combined agreement levels greater than 40% (45% and 44%, respectively).   The two items with substantial disagreement (but not a majority) were both related to the weight placed on governance and service contributions at the unit level (43%) and beyond the unit level (44%), at the university level.

Table/Figure 9.10 Faculty Evaluation: the Merit System
School of Business

Faculty Evaluation	**The annual merit evaluation system. . .**					
School of Business	*Strongly agree*	*agree*	*N*	*disagree*	*strongly disagree*	*n*
effectively evaluates teaching	9%	36%	12%	18%	9%	33
places *appropriate weight* on teaching	3%	41%	22%	16%	3%	32
effectively evaluates research	6%	33%	18%	18%	9%	33
places *appropriate weight* on research	0%	39%	12%	24%	9%	33
effectively evaluates governance & service at unit level	6%	27%	12%	27%	12%	33
places *appropriate weight* on governance & service at unit level	3%	31%	6%	34%	9%	32
effectively evaluates governance & service beyond unit level	3%	28%	13%	28%	9%	32
places *appropriate weig*ht on governance/service beyond unit level	3%	25%	9%	38%	6%	32

Merit Evaluation: School of Education

A majority of faculty in the School of Education agreed with the three sets of survey respondents from Arts & Sciences – Humanities, Social Sciences, and Natural Sciences, that the *current merit evaluation system does not effectively evaluate teaching* (58%). This is the only survey item on the merit evaluation system for which SOE faculty expressed strong disagreement. Overall, survey respondents from the School of Education were more satisfied with the current merit evaluation system than faculty in Arts & Sciences and in most of the other professional schools. Faculty in the School of Education expressed (majority) agreement with the assertions that the current merit evaluation system: *places appropriate weight on teaching* (56%), *effectively evaluates research* (52%), and *places appropriate weight on research* (56%).   Some agreement (greater than or equal to 40% but less than 50%) was reported for: *places appropriate weight on governance & service at the unit level* (44%), *effectively evaluates governance & service beyond the unit level* (40%), and *places appropriate weight on governance & service contributions at the university level* (44%).

Table/Figure 9.11 Faculty Evaluation: the Merit System
School of Education

Faculty Evaluation	*The annual merit evaluation system. . .*					
School of Education	*Strongly agree*	*agree*	*N*	*disagree*	*strongly disagree*	*n*
effectively evaluates teaching	0%	33%	0%	50%	8%	24
places *appropriate weight* on teaching	0%	56%	12%	12%	8%	25
effectively evaluates research	4%	48%	8%	20%	8%	25
places *appropriate weight* on research	4%	52%	8%	20%	8%	25
effectively evaluates governance & service at unit level	0%	36%	20%	24%	8%	25
places *appropriate weight* on governance & service at unit level	0%	44%	20%	20%	8%	25
effectively evaluates governance & service beyond unit level	4%	36%	24%	12%	12%	25
places *appropriate weight* on governance/service beyond unit level	0%	44%	16%	20%	12%	25

Merit Evaluation: School of Law

Survey respondents from the School of Law appeared to be the most satisfied concerning the annual merit evaluation system than faculty in any other academic area. Only the faculty in the School of Education expressed similar levels of satisfaction with the merit evaluation process.

Law School faculty reported strong agreement with seven of the eight statements (40% or greater, agreement levels). Four items received a majority of combined agreement responses (agree + strongly agree): *effectively evaluates teaching* (59%), *effectively evaluates research* (53%), *places appropriate weight on research* (53%) and *places appropriate weight on governance & service contributions at the unit level* (59%).   Other items for which general agreement was reported were: *places appropriate weight on teaching* (47%), *effectively evaluates governance & service at the unit level* (44%) and *effectively evaluates governance & service beyond the unit level* (41%).   One item registered a combined disagreement level of 30%: places appropriate weight on teaching.

Table/Figure 9.12 Faculty Evaluation: the Merit System
School of Law

Faculty Evaluation	The annual merit evaluation system. . .					
School of Law	*Strongly agree*	*agree*	*N*	*disagree*	*strongly disagree*	*n*
effectively evaluates teaching	0%	59%	6%	18%	6%	17
places *appropriate weight* on teaching	0%	47%	18%	24%	6%	17
effectively evaluates research	12%	41%	29%	0%	12%	17
places *appropriate weight* on research	18%	35%	18%	18%	6%	17
effectively evaluates governance & service at unit level	6%	53%	6%	18%	6%	17
places *appropriate weight* on governance & service at unit level	0%	44%	13%	19%	6%	16
effectively evaluates governance & service beyond unit level	0%	41%	12%	12%	12%	17
places *appropriate weig*ht on governance/service beyond unit level	0%	38%	6%	19%	13%	16

Merit Evaluation: School of Marine Science / VIMS

Faculty survey respondents from the School of Marine Science/VIMS reported that the current merit evaluation system: *effectively evaluates research* (56%), *places appropriate weight on research* (54%), *effectively evaluates governance & service contributions at the unit level* (40%) and *places appropriate weight on governance & service at the unit level* (40%). However, those numbers were reversed when it came to *effectively evaluating service beyond the unit level* and *placing appropriate weight on service beyond the unit level;* disagreement levels on these two items rose to 44% and 40%, respectively. In addition to the issue of service contributions beyond the unit level, 38% of the faculty survey respondents from the School of Marine Science / VIMS disagreed that the current merit evaluation system *effectively evaluates teaching*.

Table/Figure 9.13 Faculty Evaluation: the Merit System
School of Marine Science / VIMS

Faculty Evaluation	*The annual merit evaluation system. . .*					
School of Marine Science / VIMS	*Strongly agree*	*agree*	*N*	*disagree*	*strongly disagree*	*n*
effectively evaluates teaching	4%	21%	33%	25%	13%	24
places *appropriate weight* on teaching	4%	32%	28%	20%	8%	25
effectively evaluates research	8%	48%	24%	16%	0%	25
places *appropriate weight* on research	4%	50%	25%	8%	8%	24
effectively evaluates governance & service at unit level	4%	36%	28%	20%	8%	25
places *appropriate weight* on governance & service at unit level	4%	36%	32%	12%	12%	25
effectively evaluates governance & service beyond unit level	4%	20%	20%	36%	8%	25
places *appropriate weight* on governance/service beyond unit level	4%	24%	20%	32%	8%	25

<u>Selected patterns in responses (by academic area) on the Merit Evaluation System</u>

➢ One item that consistently garnered disagreement concerned the effective evaluation of teaching. <u>Five of the seven academic areas</u> *identified the evaluation of teaching as a problem* in the current merit evaluation system: Arts & Sciences: Humanities, Social Sciences, Natural Sciences, the School of Education and the School of Marine Science. In only two professional schools was the evaluation of teaching seen as effective: the School of Business and the School of Law.

➢ <u>Five of the seven academic areas</u> reported greater than 40% *agreement that the current merit system places appropriate weight on teaching*: Arts & Science – Social Sciences, Natural Sciences, the School of Business, the School of Education and the School of Law.

➢ <u>Five of the seven academic areas</u> indicated that *the current merit evaluation system places appropriate weight on research*: Arts & Sciences – Social Sciences & Natural Sciences, School of Education, School of Law & School of Marine Science/VIMS.

➢ <u>Five of the seven academic areas</u> found that the current merit evaluation system *places appropriate weight on governance & service contributions at the unit level*: Arts & Sciences – Social Sciences & Natural Sciences, the School of Education, the School of Law, and the School of Marine Science/VIMS.

  o However, of <u>the remaining two academic areas</u>, Arts & Sciences – Humanities and the School of Business, the latter reported this item as a problem for the current merit evaluation system (43%) and the former was closely divided on their view of this item: 34% expressed agreement, while 36% indicated dissatisfaction on this aspect of the merit system.

➢ <u>Three of the academic areas</u> reported problems with either *the effective evaluation of governance & service contributions beyond the unit level*, or *the appropriate weight placed on university level governance & service contributions:* Arts & Sciences – Humanities, the School of Business and the School of Marine Science / VIMS.

Faculty Evaluation: Merit Evaluation System, responses grouped by Gender

The next series of tables present survey responses to the questions concerning the merit evaluation system, grouped by gender.   The combined percentages for each gender will not total one hundred points due to the omission of "neutral" responses in the following tables.

Teaching & the merit evaluation system

Effectiveness of the evaluation of teaching in merit reviews

Female survey respondents strongly disagreed with the statement that *the merit evaluation system effectively evaluates teaching* – by a margin of more than two to one.   Male faculty were more divided on this issue with 42% of male respondents reporting disagreement with the statement and 34% of male faculty expressing agreement with the same statement.

Weight placed on teaching in merit evaluation

Both male faculty and female reported similar levels of agreement that *the merit system places appropriate weight on teaching* (50% and 48%, respectively). While just short of a majority, in both instances, for male faculty the percentage of "agreement" responses (48%) was more than twice the percentage of "disagreement" responses (21%).   For female faculty, the 50% of agreement responses was not quite double the level of disagreement responses received (26%).

Merit System *effectively evaluates* teaching
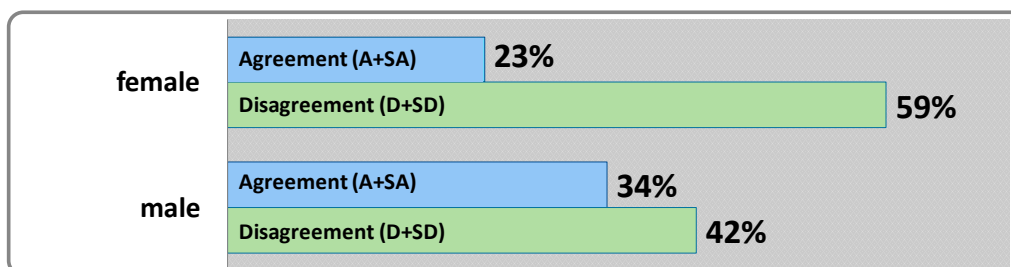
Merit System places appropriate weight on teaching
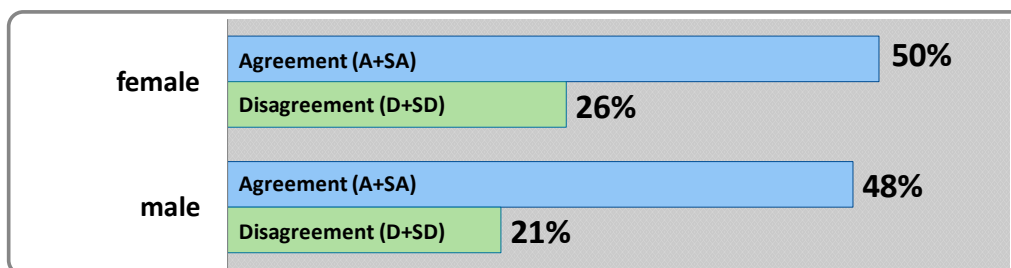
Research & the merit evaluation system

Effectiveness of the evaluation of research in merit reviews

Female survey respondents were almost equally divided between their agreement (38%) and
their disagreement (41%) with the statement that *the merit evaluation system effectively
evaluates research*. More male faculty (44%) clearly agreed with the assertion concerning the
merit evaluation system and effective evaluation of research, than male faculty who disagreed
(28%) with it. The number of agreement (A+SA) responses for female and male faculty differed
by only six percentage points.

Weight placed on research in merit evaluation

On the statement that *the merit system places appropriate weight on research*, male faculty and female concurred with nearly the same level of agreement (A+SA) reported for each gender (51% and 52%, respectively).   Slightly more than one in four female survey respondents (28%) disagreed (D+SD) with the same statement, while slightly fewer than one in four male faculty (22%) expressed disagreement on this point.

**Table/Figure 9.15 Faculty Evaluation: the Merit System & Research
By Gender**

Merit System *effectively evaluates* research
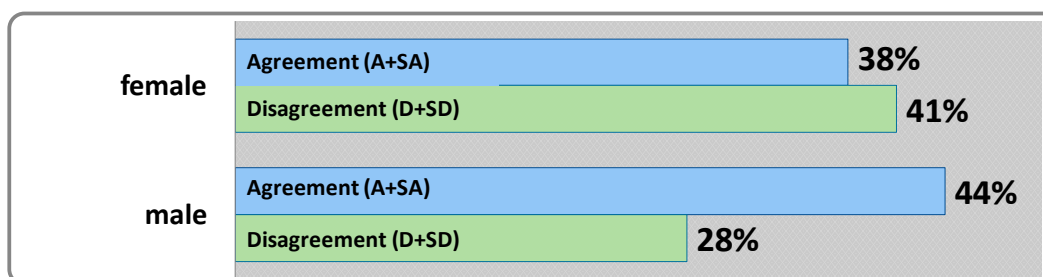
female	Agreement (A+SA)	38%
	Disagreement (D+SD)	41%
male	Agreement (A+SA)	44%
	Disagreement (D+SD)	28%

Merit System <u>places appropriate weight on</u> research

female	Agreement (S+SA)	52%
	Disagreement (D+SD)	28%
male	Agreement (A+SA)	51%
	Disagreement (D+SD)	22%
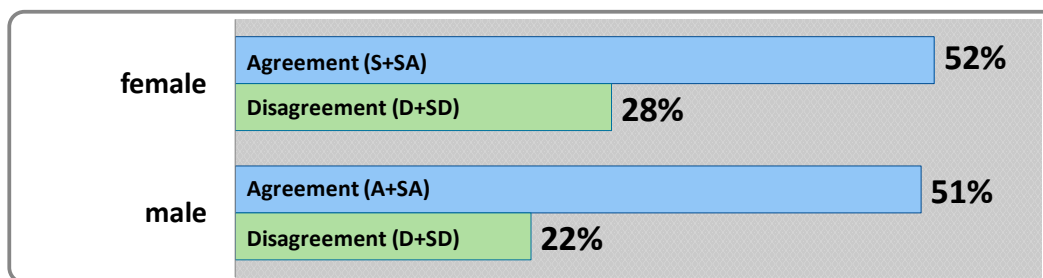
Faculty governance & service contributions and the merit evaluation system

Effectiveness of evaluation of faculty governance & service contributions at the unit level

Female survey respondents reported disagreement (44%) with the assertion that *the merit evaluation system effectively evaluates faculty governance & service contributions at the unit level (dept, program & school)*, while male respondents agreed (39%) with the statement.

Neither gender registered a majority of responses (>50%) for either agreement or disagreement with the statement.

Weight placed on faculty governance & service contributions at the unit level

On the survey item declaring that the merit system places appropriate weight on faculty governance & service contributions at the unit level, both male faculty and female faculty expressed agreement in nearly equal percentages (43% and 40%, respectively). However the number of survey responses indicating disagreement from female faculty (35%) was only five percentage points short of reported agreement levels for female faculty on the same question.

Table/Figure 9.16 Faculty Evaluation:
the Merit System & Governance/Service Contributions *at the Unit level*
By Gender

Merit System *effectively evaluates* governance & service @ unit level

female	Agreement (A+SA)	29%
	Disagreement (D+SD)	44%
male	Agreement (A+SA)	39%
	Disagreement (D+SD)	31%
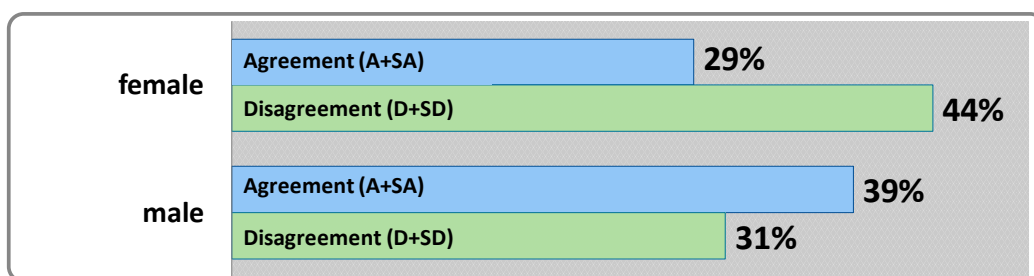
Merit System places appropriate weight on governance & service contributions @ unit level
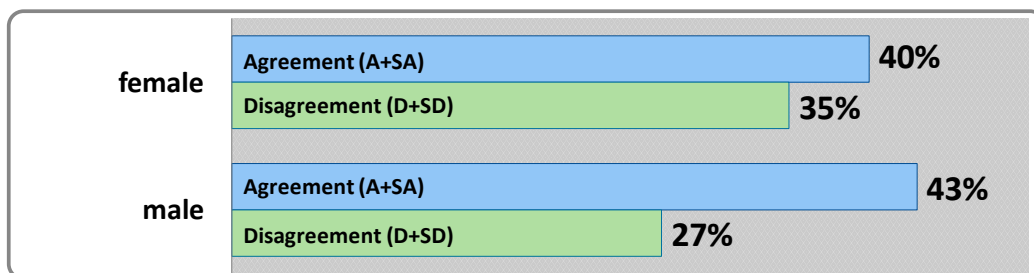
female	Agreement (A+SA)	40%
	Disagreement (D+SD)	35%
male	Agreement (A+SA)	43%
	Disagreement (D+SD)	27%

Effectiveness of evaluation of faculty governance & service contributions beyond the unit level

Female survey respondents who disagreed (43%), outnumbered those who agreed (26%) with the survey item, "*the merit system effectively evaluates faculty governance & service contributions beyond the unit level*".   Male respondents were sharply divided on this issue with 30% of male faculty indicating agreement with the statement above, and 29% of male faculty expressing disagreement with it.

Weight placed on faculty governance & service contributions beyond the unit level

When asked to indicate their agreement or disagreement with the assertion "*the merit evaluation system places appropriate weight on faculty governance and service contributions beyond the unit level*", both male faculty and female faculty were divided in their responses. The percentage of male faculty who agreed with the statement (31%) was nearly matched by the percentage of male faculty who reported disagreement with the statement (30%).   Female survey respondents reported greater levels of disagreement (39%), while agreement levels measured 33% for female faculty.

Table/Figure 9.17 Faculty Evaluation: the Merit System & Governance/Service Contributions <u>beyond the Unit level</u>, by Gender

Merit System *effectively evaluates* governance & service beyond the unit level

female	Agreement (A+SA)	26%
	Disagreement (D+SD)	43%
male	Agreement (A+SA)	30%
	Disagreement (D+SD)	29%

Merit System <u>places appropriate weight on</u> governance & service contributions beyond the unit level

female	Agreement (A+SA)	33%
	Disagreement (D+SD)	39%
male	Agreement (A+SA)	31%
	Disagreement (D+SD)	30%
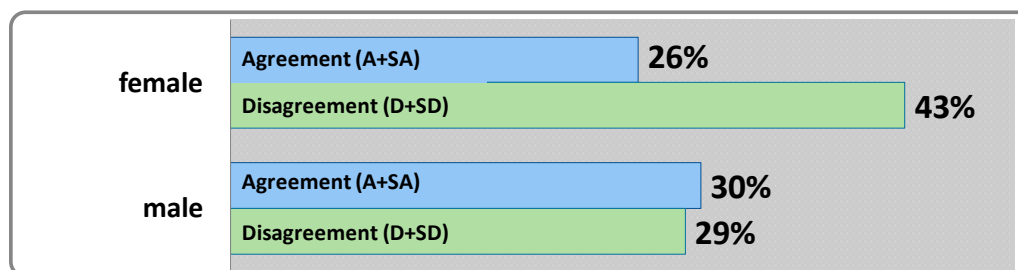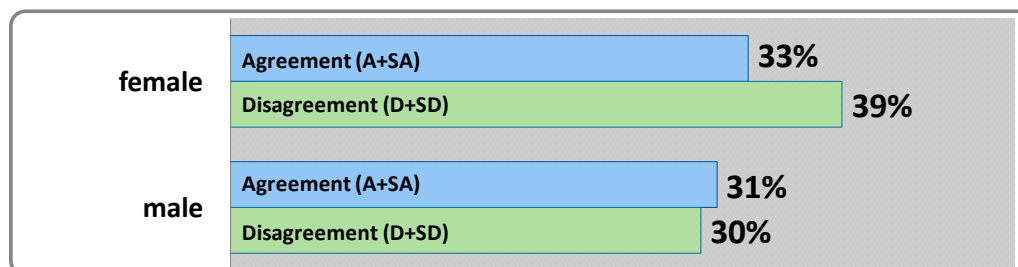
Faculty Evaluation: Merit Evaluation System, responses grouped by Academic Rank

When survey results on questions concerning the annual merit evaluation system were grouped by academic rank, certain response patterns or tendencies emerge.

Faculty at the rank of **Assistant professor** indicated moderate agreement (combined agreements greater than, or equal to 30%) with six of eight survey statements concerning the merit evaluation system.   The item that elicited the greatest amount of disagreement (40%) concerned the effective evaluation of teaching. Note, this same item garnered equally strong, or greater levels of disagreement from faculty at the other two ranks as well. Not a single item regarding the merit evaluation system received a majority of survey responses from faculty at the rank of Assistant professor (for either agreement or disagreement).

At the rank of **Associate professor**, survey responses revealed a majority view (60%) that the current merit evaluation system does not effectively evaluate teaching. On nearly every other statement concerning the merit evaluation system, faculty at this rank held divergent opinions. Six of the remaining survey items received moderate support (30%-46% combined agreement levels). However, those same six items also generated disagreement responses from 30%-44% of the faculty.   The items which received more "agree + strongly agree" responses than "disagree + strongly disagree" were: (the current merit evaluation system…) *places appropriate weight on teaching* (46%), and *places appropriate weight on research* (46%).   The items which received more responses indicating disagreement ("disagree + strongly disagree") than agreement included: *effectively evaluates research* (42%), *effectively evaluates governance & service contributions at the unit level* (44%), *effectively evaluates governance & service contributions beyond the unit level* (41%), and *places appropriate weight on governance & service contributions beyond the unit level* (37%).

Note: at least 30% of faculty at the Associate professor rank disagreed (D+SD) with every single survey item concerning the annual merit evaluation system.

At least 50% of faculty at the rank of **Full professor** agreed that the current merit evaluation system: *places appropriate weight on teaching* (58%), *effectively evaluates research* (50%), and *places appropriate weight on research* (63%).   For each of the other five survey items in this

question set, full professor faculty were sharply divided (in a manner similar to that of Associate professors). Each item that received responses of agreement (SA+A) from at least 30% of the full professor faculty, also received at responses of disagreement (D+SD) from at least 30% of the full professor faculty.

A three tiered coding system was used to indicate gradations of agreement and/or disagreement with each academic rank. A value encircled by a solid line, is greater than or equal to 50%. Those values encircled by a dotted line fall between 40% and 49% (representing more than one in three survey respondents, but less than half). Finally, values **equal to, or greater than 33% - but less than 40%** are simply shaded (representing approximately 1 in 3 survey respondents).

Table/Figure 9.18 Faculty Evaluation: the Merit Evaluation System, responses by Gender

Faculty Evaluation	Assistant Professors			Associate Professors			Full Professors		
Merit Evaluation	SA+A	N	D+SD	SA+A	N	D+SD	SA+A	N	D+SD
Evaluation of Teaching	29%	6%	40%	24%	11%	60%	38%	17%	43%
Weight on Teaching	39%	19%	17%	46%	20%	31%	58%	19%	19%
Evaluation of Research	36%	13%	25%	37%	17%	42%	50%	20%	28%
Weight on Research	42%	18%	16%	46%	17%	35%	63%	14%	21%
Evaluation of Gov & Service – unit level	36%	17%	14%	33%	18%	44%	38%	22%	39%
Weight on Gov & Service – unit level	42%	19%	10%	39%	20%	37%	46%	19%	33%
Evaluation of Gov & Service – beyond unit	27%	18%	14%	29%	21%	41%	30%	26%	39%
Weight on Gov & Service – beyond unit	31%	18%	14%	31%	22%	37%	35%	21%	40%

Final notes on the Merit Evaluation System (by Academic Rank)

- Across all three academic ranks (Assistant, Associate and Full professor), faculty reported that *the current merit evaluation of does not effectively evaluate teaching* (40%, 60%, 43%, respectively).

- Combined agreement levels (A+SA) never reached a majority of responses for faculty at the Assistant professor and Associate professor ranks for even a single one the statements regarding the merit evaluation system.

- Faculty survey respondents at the ranks of Associate professor were split on six of the statements regarding the merit evaluation system. And full professor faculty were also split – but on five of the assertions concerning the merit evaluation system.

- The survey items pertaining to *the effective evaluation of faculty governance and service contributions*, *and the appropriate weight to place on faculty governance and service contributions* – sharply divided the faculty responses within the rank of Associate professor, and also sharply divided the faculty responses within the rank of Full professor. This was true both for *governance and service activities at the unit level* (department, program & school), and for *governance and service activities beyond the unit level*.

- Survey findings suggest that there is considerable discontent with the current merit evaluation system as it pertains to effective evaluation of teaching, and both effective evaluation & the weight placed on governance and service activities at the unit level and beyond.

Faculty Evaluation: Merit Evaluation System, is it time to make revisions?

The subject of changes or revisions to the current merit evaluation system has been raised recently in several settings and that is the reason for the next survey question (Q33). In order to determine whether the calls for reform were generated by a small subset of disgruntled faculty, or if there exists widespread faculty opinion that the merit evaluation system should be re-examined and potentially changed or revised, a new question was added to the 2009 Faculty Survey.

> Q33. *Merit evaluation criteria and processes vary considerably from one professional school to another, and within Arts & Sciences, from one department or program to another. Consider only the merit evaluation system that pertains to your unit. In your opinion, is it time to consider alternatives or revisions to the current merit evaluation system?*

Response options were: "*Yes", "No" and "Not Sure".*

As noted earlier in this report, personnel policies and procedures differ somewhat among the units within Arts & Sciences and among the four professional schools.   Although there are certain general parameters for the annual merit evaluation process common among multiple academic areas (e.g. a 15-point evaluation scale), the implementation of the policy and the merit evaluation procedures vary by discipline and by mission of a particular unit.   Modifications, or changes to the merit evaluation system normally take place at the department, program or school level, subject to approval by the appropriate Dean, the Procedural Review Committee, and the Personnel Policy Committee (which includes the Provost).

Overall, 51% of survey respondents indicated that it is time to consider alternatives or revisions to the current merit evaluation system.   A quarter of the faculty answering this survey question reported that the current system does not need to be revised at this time, and the remaining 25% of faculty respondents expressed uncertainty on the issue by selecting "*not sure*" for their answer.   Not surprisingly, viewing survey responses to this question grouped by academic areas revealed widely varying points of view.   Just over two thirds of the faculty in Arts & Science –

Humanities (68%) reported that it is time to consider alternatives or changes to the merit evaluation system.   A majority of faculty in Arts & Science – Social Sciences (52%) expressed the same view – that it is time to consider changes.   In Arts & Sciences – Natural Sciences, faculty opinions were more divided on the issue, where 42% of survey respondents agreed with the faculty in Humanities and Social Sciences indicating a desire to consider changes to the merit evaluation system.   Thirty percent of faculty in the Natural Sciences replied to the survey by saying that no, there was no need to revise the current merit system, while nearly that same number (28%) admitted uncertainty on the issue and chose "*not sure*" as their answer to the question.

Among the views expressed by the professional schools, half of the survey respondents from the School of Law (50%) stated that yes, it is time to consider changes to the merit evaluation system (with 38% of Law School faculty "*not sure*").   Forty-five percent of the faculty respondents from the School of Business would like to consider changes to the merit evaluation system, as would 40% of the faculty from the School of Marine Science.   It must be noted that the survey respondents from the School of Marine Science were split over the issue with nearly the same number of faculty responding "*no*" to the question (36%) as those who had responded "*yes*" (40%).   Faculty survey respondents from the School of Education had a very different response to the question. Fifty percent of the Education School faculty reported that there is no need to consider revisions to the merit evaluation system at this time.

Any discussion of changes to the merit evaluation system, if warranted, might benefit from a cross-pollination of ideas.   Keep in mind when viewing survey results by academic area that the numbers of faculty behind the percentages vary considerably from one academic area to another. The results for this survey question are presented by Overall responses and by Academic Area in Table/Figure 9.19 (see below).   The row percentages may not total 100% due to round off.

Table/Figure 9.19. Faculty Evaluation: In your opinion, is it time to consider alternatives or revisions to the current merit evaluation system?
By Academic Area and Overall

Faculty Evaluation	Time to consider alternatives or revisions to the current merit evaluation system?			
Academic Area	Yes	No	Not sure	n
A&S Humanities	68%	13%	19%	101
A&S Social Sciences	52%	25%	22%	67
A&S Natural Sciences	42%	30%	28%	90
School of Business	45%	19%	36%	31
School of Education	29%	50%	21%	24
School of Law	50%	13%	38%	16
School of Marine Science & VIMS	40%	36%	24%	25
Overall	51%	25%	25%	351

Merit Evaluation System, is it time to make revisions? [responses by Academic Rank]

When responses to this survey question were grouped by academic rank, it was clear that a majority of faculty at the rank of Associate professor (65%) believe that it is time to re-examine the merit evaluation system and consider alternatives or revisions to it.   Full professor survey respondents were more divided on the issue with 44% answering "*yes*" to the question, 35% responding "*no*" and another 21% expressing uncertainty with their "*not sure*" reply.

Faculty at the rank of Assistant professor reported the greatest percentage of "not sure" responses (45%), which may be due, in part, to the fact that most Assistant professors have been at the

College for less than six years. Nevertheless, 38% of assistant professors agreed that it is time to consider revising the merit evaluation system.

While just over a third of the faculty at the rank of Full professor answered "no" to the question, only 16% of Assistant professors said no, and only 19% of Associate professors.

Table/Figure 9.20 Faculty Evaluation: Is it time to revise the merit evaluation system?
By Academic Rank and Overall

Faculty Evaluation	Is it time to consider alternatives or revisions to the merit system?		
Academic Rank	Yes	No	Not sure
Assistant Professor	38%	16%	45%
Associate Professor	65%	19%	17%
Full Professor	44%	35%	21%
Overall	51%	25%	25%

Merit Evaluation System, is it time to make revisions? [responses by gender]

A majority of female faculty (59%) believe that it is time to consider revisions or changes to the merit evaluation system – three times as many as answered "no".   Among the male survey respondents 46% answered in the affirmative, while responses were split evening between the "no" and "not sure" categories (approximately 25% each).

Table/Figure 9.21 Faculty Evaluation: Is it time to revise the merit evaluation system?
By Gender and Overall

Faculty Evaluation		Is it time to consider alternatives or revisions to the current merit evaluation system?		
Gender	Yes	No	Not sure
Female	59%	19%	22%
Male	46%	27%	26%
Overall	51%	25%	25%

10. <u>Faculty Views on Compensation Benefits – Other Than Salary</u>

Introduction

For the first time, the 2009 Faculty Survey introduced a series of questions concerning faculty compensation benefits – beyond salary. Survey items included in this section were generated by discussions within the Faculty Assembly and supplemented with benefits found in other national surveys. Among the items included on this topic were: the availability of a range of insurance options (medical, disability, long term care, etc.), housing support for new faculty, availability of daycare, matching contributions to retirement accounts, support for spousal hiring, paid family leave, tuition remission or exchange for children of employees, etc..

In July 2009, the *Chronicle of Higher Education* published a special section entitled <u>Great Colleges to Work For,</u> in which it reported results from a survey which included nearly 41,000 employees on 247 campuses across the country. The survey conducted by the *Chronicle of Higher Education* included an Honor Roll highlighting the names of specific institutions, as well as their policies and practices which received much praise from survey respondents. The <u>Great Colleges to Work for Survey</u> included both two-year and four-year institutions. As noted in the introduction to their survey report: "*Like last year, the percentages of positive response were fairly high because the survey was not a random national sample, but instead was conducted only at institutions that felt confident enough in the quality of their workplaces to participate in the survey.*" [The Academic Workplace, The Chronicle of Higher Education, July 10, 2009, pp B1-B30.] One might therefore view the CHE Survey results as offering a sampling of "best practices" on workplace issues (policies and practices) as viewed by the respondents to that survey. It was in this light that the Chronicle Survey Report served as a source of reference for the William and Mary Faculty Survey.

The William and Mary Faculty Assembly Faculty Survey 2009 included many of the compensation benefits (beyond salary) reported as highly valued by survey respondents to the CHE Survey. In reporting the survey results of the William and Mary Faculty Survey 2009, we took into account the fact that such compensation benefits are usually awarded at the university level, not at the discipline, unit or school level. Therefore survey results for compensation

benefits beyond salary are provided for overall responses, and further sorted by gender and by academic rank (across all academic areas). A reminder: College-wide, 72% of all full-time tenured and tenure-eligible faculty responded to the survey.

Faculty Compensation (beyond salary)

This section of the Faculty Survey Report is divided into three parts. First, faculty were asked to review a list of selected faculty compensation benefits and indicate how important each benefit was using the scale provided. In the second phase, the survey asked faculty to select only eight from a list of twenty benefits – those deemed most important by the survey respondent. Faculty respondents were asked to further distinguish between their ***personal perspective*** (those benefits of importance for themselves and the members of their immediate family), and ***a more general perspective*** (the most important compensation benefits for the purposes of faculty recruitment and retention). The dual nature of this set of survey items enabled survey respondents to identify those benefits of greatest personal importance, and also to offer a broader, institutional perspective going forward, of the types of compensation benefits, other than salary, that would strengthen the university's ability to attract and retain the best faculty in the future. Finally, an open-ended question offered survey respondents the opportunity to comment in greater detail on the issue of faculty compensation benefits beyond salary.

Part 1: The importance of compensation benefits beyond salary

In this first question on compensation benefits beyond salary, faculty were asked to review a list of selected faculty compensation benefits and indicate their overall importance.

Q43. *Beyond the issue of salary, compensation includes a wide range of benefits. How important are the following benefits? The list below contains benefits that the College currently offers, as well as other benefits not offered at this institution. Please use the following scale: Not Sure (NS), Not At All Important (NAAI), Not So Important (NSI), Neutral, Important (IMP), Very Important (V-IMP)*

Insurance Options

    a. *basic health insurance*

    b. *basic health insurance with options for extended coverage for dental, hearing and/or vision*

    c. *flexible health care savings accounts (reimbursement for medical expenses using pre-tax dollars)*

    d. *long term disability insurance option*

    e. *long term care insurance option*

Family Support Options

    f. *W&M tuition waiver for children, spouse or domestic partner of employee*

    g. *tuition exchange with Virginia colleges & universities for the children, spouse or domestic partner of employee*

    h. *W&M matching contributions to individual college funds for children, spouse or domestic partner of employee*

    i. *paid family leave for the birth or adoption of a child, or to care for an ailing family member*

    j. *extended unpaid family leave*

    k. *availability of daycare for children of employee*

    l. *assistance with adoption expenses*

    m. *automatic option for one-year delay of tenure clock following the birth or adoption of a child*

    n. *efforts on behalf of newly-hired faculty to help spouse or domestic partner find employment*

    o. *a housing assistance program (for faculty first-time home buyers and newly-hired faculty)*

Retirement-related and Wellness Options

    p. *cash-matching contributions to retirement accounts/pension plans*

    q. *phased retirement plan (work part-time after retirement for a fixed number of years)*

    r. *health insurance in retirement (for five years or age 65, whichever comes first)*

    s. *free health screenings, information sessions on health & financial issues, etc.*

The following series of figures (Tables & Figures 10.1-10.4) present the overall survey findings for the relative importance of selected compensation benefits as reported by W&M survey respondents.

A reminder: V-IMP (very important), IMP (important), Neutral, NSI (not so important), NAAI (not at all important), NS (not sure)

Table/Figure 10.1 Compensation benefits: Health insurance related benefits Importance ratings, Overall response
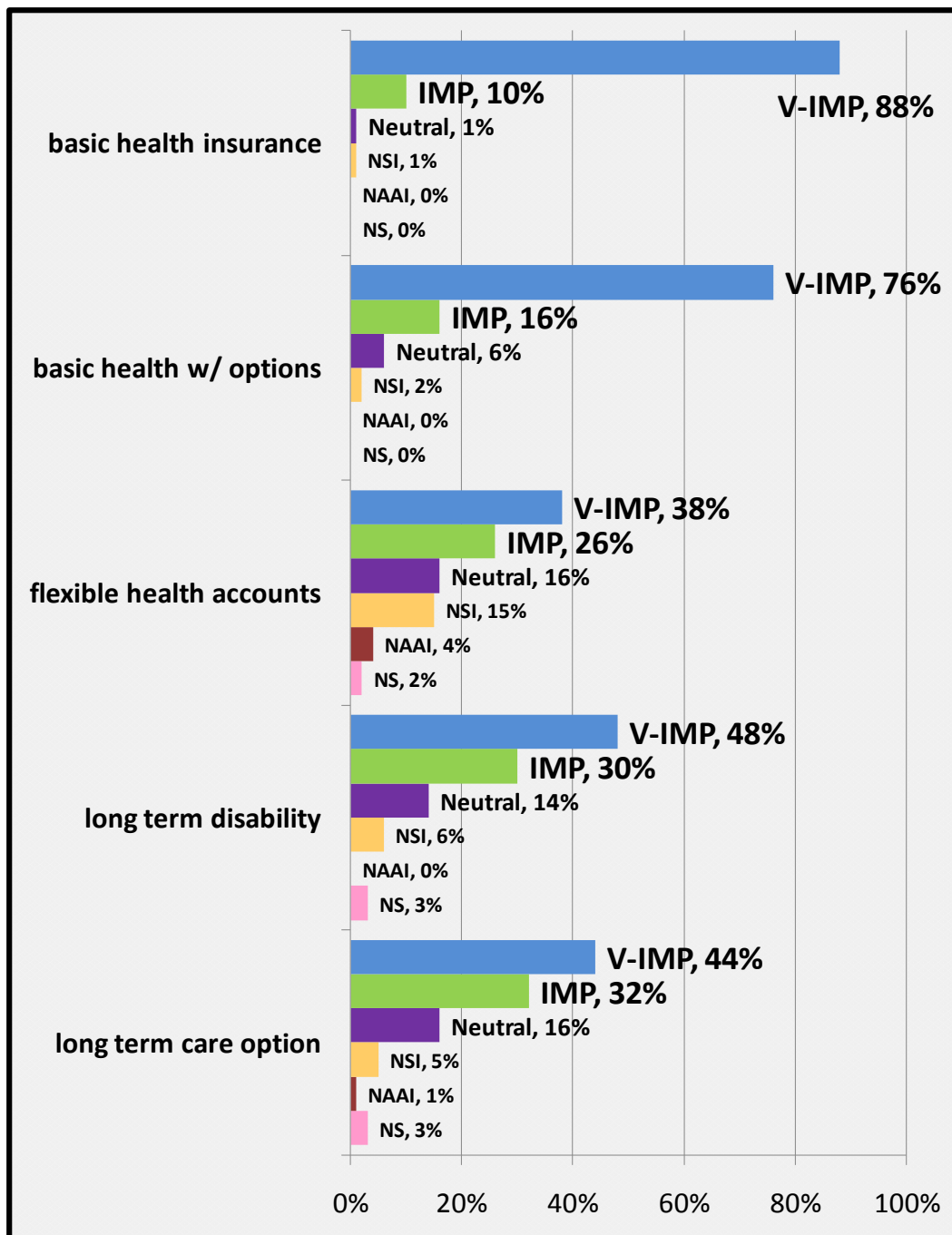
A reminder: V-IMP (very important), IMP (important), Neutral, NSI (not so important), NAAI (not at all important), NS (not sure)

**Table/Figure 10.2 Compensation benefits: Family support benefits, Part 1
Importance ratings, Overall response**
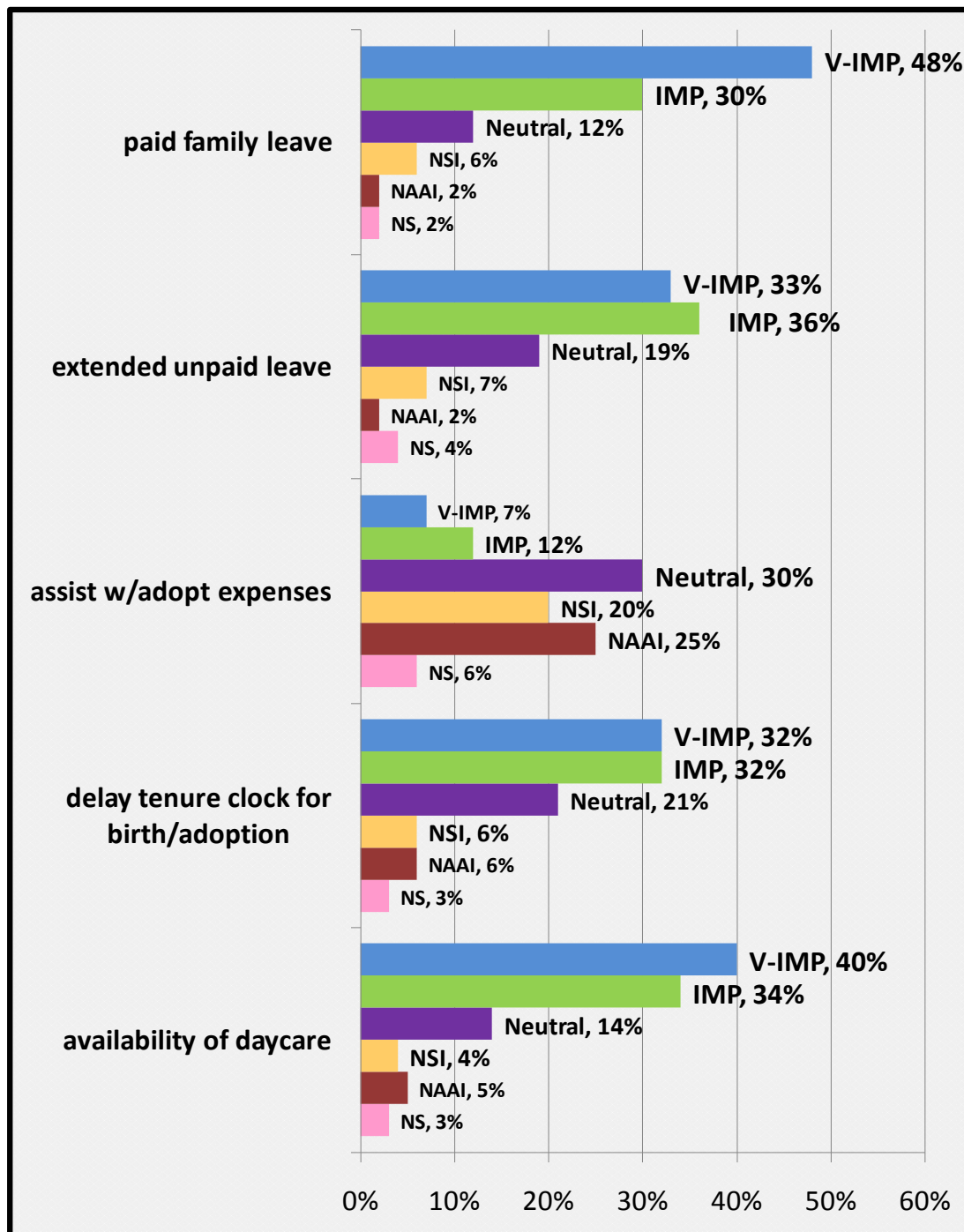
A reminder: V-IMP (very important), IMP (important), Neutral, NSI (not so important), NAAI (not at all important), NS (not sure)

**Table/Figure 10.3 Compensation benefits: Family support benefits, Part 2
Importance ratings, Overall response**
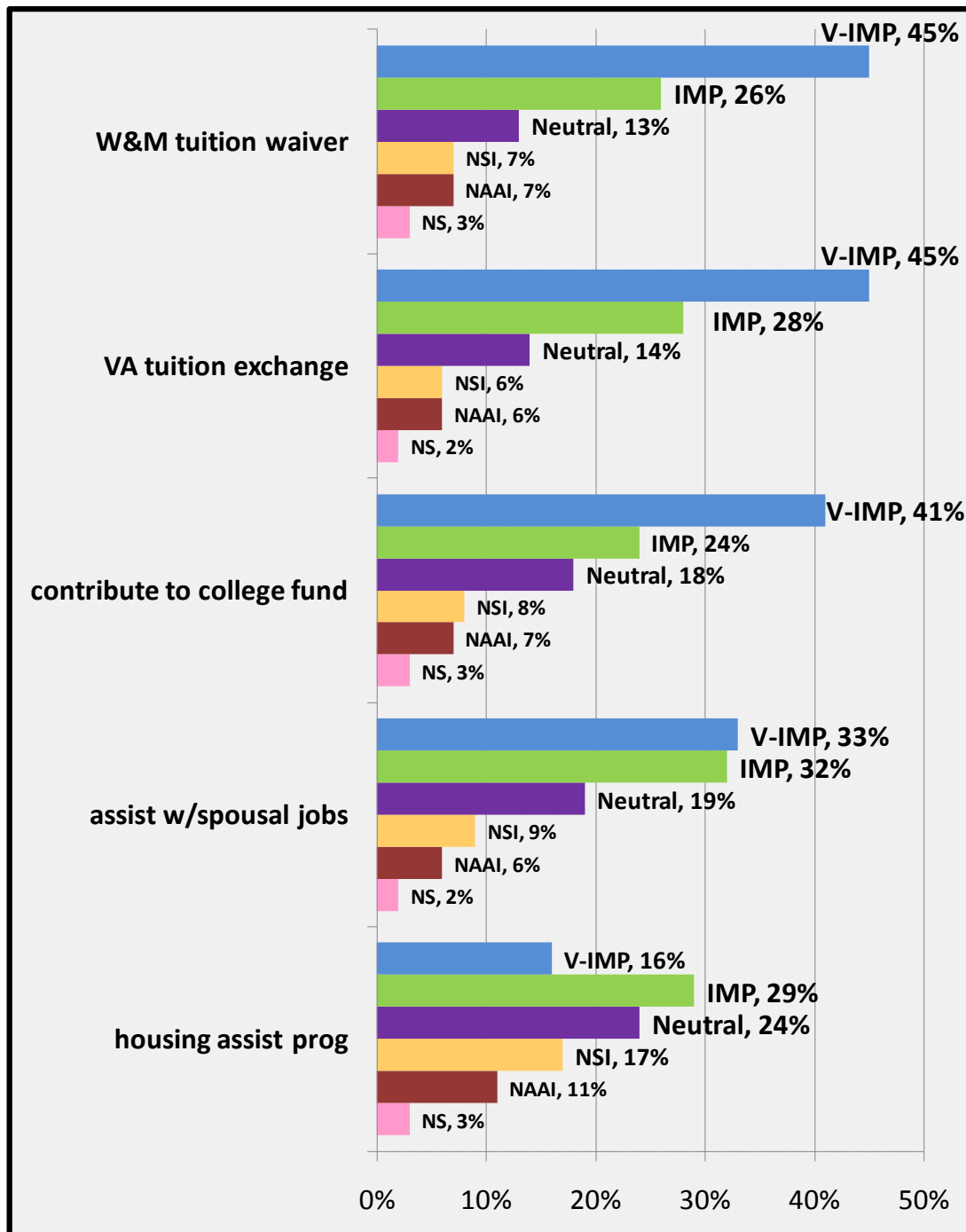
A reminder: V-IMP (very important), IMP (important), Neutral, NSI (not so important), NAAI (not at all important), NS (not sure)

Table/Figure 10.4 Compensation benefits: Retirement related and Wellness benefits Importance ratings, Overall response
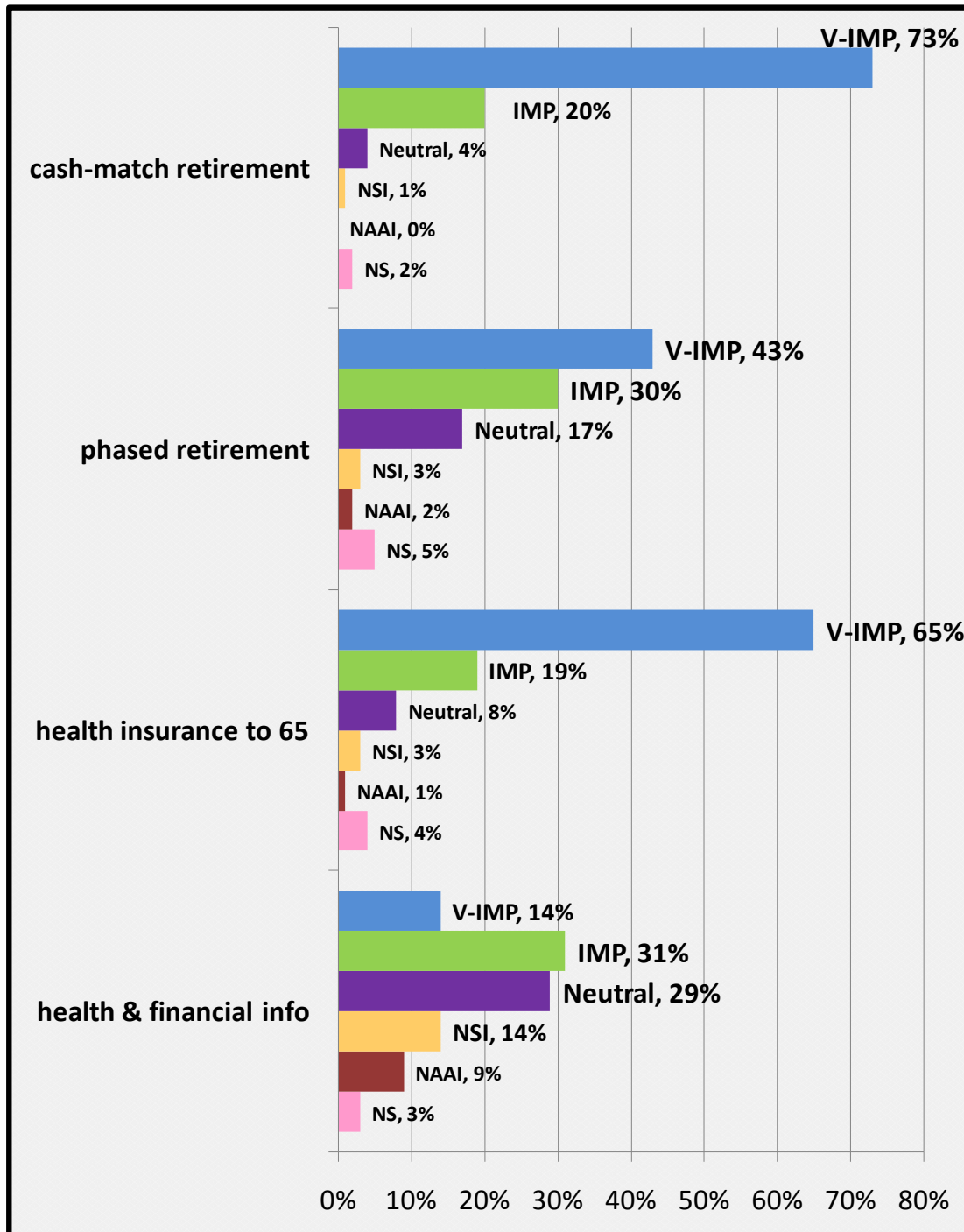
Part 2: Compensation benefits – a dual perspective

Survey instructions for this item (Question 44) were as follows: *The next part of the survey asks you to answer the same question twice, <u>first from your personal viewpoint</u> (the benefits that you & your family would like the College to offer) <u>and a second time, from a broader college-wide perspective</u> (the benefits needed for faculty recruitment and retention).*

In the first column (your personal viewpoint), select up to 8 benefits (8 maximum) that you consider very important and would like this institution to offer for you and your family. In the second column (a broad college-wide perspective), select up to 8 benefits (8 maximum) that you believe are very important for the College to offer for the purposes of faculty recruitment and retention. The resulting two lists may be identical, may overlap, or may be completely different. Note: the list contains some benefits that the College currently offers, as well as others not offered at this institution.

Insurance Options

      a. *basic health insurance*
      b. *basic health insurance (to include domestic partners)*
      c. *basic health insurance with options for extended coverage for dental, hearing and/or vision*
      d. *flexible health care savings accounts (reimbursement for medical expenses using pre-tax dollars)*
      e. *long term disability insurance option*
      f. *long term care insurance option*

Family Support Options

      g. *W&M tuition waiver for children, spouse or domestic partner of employee*

      h. *tuition exchange with Virginia colleges & universities for the children, spouse or domestic partner of employee*

      i. *W&M matching contributions to individual college funds for children, spouse or domestic partner of employee*

j. *paid family leave for the birth or adoption of a child, or to care for an ailing family member*

k. *extended unpaid family leave*

l. *availability of daycare for children of employee*

m. *assistance with adoption expenses*

n. *automatic option for one-year delay of tenure clock following the birth or adoption of a child*

o. *efforts on behalf of newly-hired faculty to help spouse or domestic partner find employment*

p. *a housing assistance program (for faculty first-time home buyers and newly-hired faculty)*

Retirement-related and Wellness Options

q. *cash-matching contributions to retirement accounts/pension plans*

r. *phased retirement plan (work part-time after retirement for a fixed number of years)*

s. *health insurance in retirement (for five years or age 65, whichever comes first)*

t. *free health screenings, information sessions on health & financial issues, etc.*

Faculty Compensation Benefits (beyond salary) – a personal perspective

Survey respondents were instructed to select those benefits that they deemed most important personally for themselves and their families (up to a maximum limit of eight) from a list of twenty benefit options. Faculty were not asked to rank order the benefits – simply to identify a subset of the most important benefits from the larger listing. The results reported below provide ranges of the voting percentage for each item (the percentage of faculty answering this survey question who selected each item as one of the eight most important benefits for themselves & their families personally). For example: between 70%-79% of survey respondents to this question selected "*cash match contributions to retirement accounts / pension plans*" as one of the eight most important benefits for the College to offer.

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Table/Figure 10.5 Faculty Compensation: Overall response
Personal perspective (best for you and your family)

Compensation	Benefits – personal (immediate family)
Voting % 70-79%	Basic health insurance with options for extended coverage
	Cash match contributions to retirement accounts/pension plans
50-59%	Basic health insurance
40-49%	Health insurance in retirement (5 yrs or age 65, first to occur)
	Long term disability insurance options
	Basic health insurance (to include domestic partners)
30-39%	Long term care insurance option
	W&M tuition waiver
	Paid family leave (birth/adoption, ailing family member care)
	Phased retirement program
	Tuition exchange with other VA institutions
20-29%	Flexible health care savings accounts
	Matching contributions to individual college funds
10-20%	Availability of daycare
	Efforts to help spouse or domestic partner find employment
	Free health screenings, information on health & financial issues
	Automatic option for one-year delay of tenure clock following the birth or adoption of a child
	Extended unpaid family leave
< 10%	Housing assist: first-time home buyers & newly hired faculty
	Assistance with adoption expenses

Faculty Compensation (a personal perspective) Responses by Gender

Fifty percent or more of female survey respondents identified the following benefits as most important, from a personal perspective, for themselves and their families: *basic health insurance with options for additional coverage* (76%), *health insurance in retirement – 5 years or age 65* (57%), *long term disability insurance options* (51%), *cash matching for retirement accounts & pension plans* (72%).

Male survey respondents (50% or more) reported that the following benefits as most important for themselves and their families: *basic health insurance* (58%), *basic health insurance with options for additional coverage* (73%), *cash matching for retirement accounts & pension plans* (71%).

There was remarkable agreement on compensation benefits (from a personal perspective), when responses to this survey question were viewed by gender. Of the twenty benefits under consideration, responses from male and female faculty differed by more than 10% on only three items: *basic health insurance* (male = 58%, female = 45%), *health insurance in retirement* (male = 44%, female = 57%), and *paid family leave* (male = 28%, female = 45%).   Note: with multiple options for health insurance, survey respondents may have included only one, or more than one health insurance option in their selection of eight most important benefits.

Those items for which there was general consensus (differences of less than, or equal to 10%) are shaded in gray. Benefits which received response variations of greater than 10% between male and female faculty respondents are shaded in red and the percentages highlighted (enclosed in a box).   A reminder: faculty were not asked to rank order these items – only to identify the most important benefits (up to 8 items).

Table/Figure 10.6 Faculty Compensation: by Gender
Personal perspective (best for you and your family)

Compensation benefits: Personal Perspective, by Gender	Female %	Male %	Overall %
Basic health insurance	45	58	52
Basic health + options	76	73	72
Basic health + domestic partners	36	46	41
Health insurance (5 yrs or age 65, 1st to occur)	57	44	48
Flexible savings health account	29	31	29
Long term disability insurance option	51	42	45
Long term care insurance option	40	36	37
Free health screenings, health & financial info	10	14	12
Paid family leave	45	28	34
Extended unpaid family leave	17	8	11
Adoption expenses	3	3	3
Available daycare	19	15	16
Tenure delay	15	8	11
W&M tuition waiver	37	36	36
Va tuition exchange	33	34	33
Matching college funds	24	27	27
Spousal hiring assistance	16	17	16
Housing assistance	7	10	9
Cash match for retirement accounts/pensions	72	71	70
Phased retirement	33	36	34

Faculty Compensation (a personal perspective) Responses by Academic Rank

A majority of survey respondents at the rank of Assistant Professor identified the following benefits as (personally) most important for this institution to offer: *basic health insurance*, *basic health insurance plus optional additional coverage, basic health insurance which includes domestic partner benefits, paid family leave,* and *cash matching program for retirement accounts*.

Fifty percent or more of faculty at the rank of <u>Associate Professor</u> reported the most important benefits for them personally as: *basic health insurance plus optional additional coverage, health insurance in retirement (5 years or age 65, whichever occurs first),* and *cash matching program for retirement accounts.*

At the rank of <u>Full Professor</u>, fifty percent or more of survey respondents selected the following benefits as most important to them, personally: *basic health insurance*, *basic health insurance plus optional additional coverage, health insurance in retirement (5 years or age 65, whichever comes first), long term disability insurance option, long term care insurance option, cash matching program for retirement account,* and *the phased retirement program.*

For six of the twenty benefit items listed, voting percentage differences among the three academic ranks were less than, or equal to ten percent. Finally, when viewed by academic rank, there were discernable differences (greater than 10 percentage points) for fourteen of the twenty benefit items listed. Variations in response ratings by academic rank appeared to reflect concerns often associated with early career (Assistant professors), mid career (Associate professors) and long-term careers (Full professors).   Early career faculty (often younger in age) indicated greater importance for benefits supporting a young family – *paid family leave, available daycare, tenure clock delay for the birth/adoption of children, housing assistance*, etc.. While long-term faculty (Full professors) were more likely to be approaching retirement and identified as priorities those benefits reflecting preparations for retirement: *health insurance in retirement, long term disability insurance options, long term care insurance options,* and *a phased retirement program*.

Those items for which there was general consensus (differences of less than, or equal to 10%) are shaded in gray. Benefits which received response variations of greater than 10% among the three academic ranks are shaded in red and the percentages highlighted (enclosed in a box).   A reminder: faculty were not asked to rank order these items – only to identify the most important benefits (up to 8 items).

Table/Figure 10.7 Faculty Compensation: by Academic Rank
Personal perspective (best for you and your family)

Compensation benefits: Personal Perspective, by Academic Rank	Assist prof %	Assoc prof %	Full prof %	Overall %
Basic health insurance	56	47	57	52
Basic health + options	78	74	72	72
Basic health + domestic partners	56	40	38	41
Health insurance (5 yrs or age 65, 1st to occur)	32	56	50	48
Flexible savings health account	21	27	38	29
Long term disability insurance option	28	43	57	45
Long term care insurance option	15	36	51	37
Free health screenings, health & financial info	6	16	13	12
Paid family leave	55	37	21	34
Extended unpaid family leave	13	14	9	11
Adoption expenses	4	4	1	3
Available daycare	36	14	9	16
Tenure delay	35	7	2	11
W&M tuition waiver	47	42	27	36
Va tuition exchange	38	34	30	33
Matching college funds	33	28	22	27
Spousal hiring assistance	45	13	5	16
Housing assistance	31	7	1	9
Pensions match	68	75	70	70
Phased retirement	10	32	50	34

Faculty Compensation Benefits (beyond salary) – a general perspective

Survey respondents were instructed to select those benefits that they deemed *most important for the institution to offer for faculty recruitment and retention* (up to a maximum limit of eight selections) from a list of twenty benefit options. Faculty were not asked to rank order the benefits – simply to identify a subset of the most important benefits from the larger listing. The results reported below provide ranges of the voting percentage for each item (the percentage of faculty answering this survey question who selected each item as one of the eight most important benefits for this institution to offer – for faculty recruitment and retention). For example: a majority of survey respondents (between 50%-59%) selected: "*paid family leave, basic health*

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insurance (to include domestic partner benefits), basic health insurance with options for *extended coverage, and cash match contributions to retirement accounts / pension plans*" as among the eight most important benefits for the College to offer.

Table/Figure 10.8 Faculty Compensation: Overall
General perspective (best for faculty recruitment & retention)

Compensation	Benefits – general (recruitment & retention)
Voting % **50-59%**	Cash match contributions to retirement accounts/pension plans
	Basic health insurance with options for extended coverage
	Basic health insurance (to include domestic partners)
	Paid family leave (birth/adoption, ailing family member care)
40-49%	Availability of daycare
	Basic health insurance
	W&M tuition waiver
	Tuition exchange with other VA institutions
	Efforts to help spouse or domestic partner find employment
30-39%	Automatic one year delay of tenure clock (birth/adoption)
	Long term disability insurance option
20-29%	Matching contributions to individual college savings funds
	Health insurance in retirement (5 yrs or age 65, first occurring)
	Flexible health care savings accounts
10-20%	Long term care insurance option
	Housing assist: first-time home buyers and newly hired faculty
	Phased retirement program
	Extended unpaid family leave
< 10%	Assistance with adoption expenses
	Free health screenings, information on health & financial issues

Faculty Compensation (a broader, general perspective) Responses by Gender

Fifty percent or more of female survey respondents identified the following benefits as most important, from an institutional perspective, for faculty recruitment and retention: *basic health insurance with options for extended coverage* (65%), *basic health insurance to include domestic partner benefits* (57%), *paid family leave* (66%), *available daycare* (61%), *W&M tuition waiver program* (51%), *assistance for spouses to find employment* (53%), *cash matching program for retirement accounts/pension plans* (63%).

Male survey respondents (50% or more) selected the following benefits as most important for faculty recruitment and retention: *basic health insurance* (50%), *basic health insurance with options for extended coverage* (56%), *basic health insurance to include domestic partner benefits* (58%), and *cash matching program for retirement accounts/pension plans* (58%).

There was considerable consensus between male and female faculty on the benefits needed for faculty recruitment and retention. Differences in voting percentages were within 10 percentage points for 15 of the 20 benefit items listed.   However, differences of greater than 10% were recorded for the following benefits: *basic health insurance* (male = 53%, female = 40%), *paid family leave* (male = 43%, female = 66%), *available daycare* (male = 44%, female = 61%), *automatic tenure clock delay for birth/adoption of a child* (male = 26%, female = 49%), and *assistance for spouses seeking employment* (male = 36%, female = 53%).

Those items for which there was general consensus (differences of less than, or equal to 10%) are shaded in gray. Benefits which received response variations of greater than 10% between male and female faculty respondents are shaded in red and the percentages highlighted (enclosed in a box).   A reminder: faculty were not asked to rank order these items – only to identify the most important benefits (up to 8 items).

Table/Figure 10.9 Faculty Compensation: by Gender
General perspective (best for faculty recruitment & retention)

Compensation benefits: General Perspective, by Gender	Female %	Male %	Overall %
Basic health insurance	40	53	47
Basic health + options	65	56	58
Basic health + domestic partners	57	58	57
Health insurance (5 yrs or age 65, 1st to occur)	25	25	24
Flexible savings health account	22	21	21
Long term disability insurance option	36	29	31
Long term care insurance option	19	19	19
Free health screenings, health & financial info	4	4	4
Paid family leave	66	43	50
Extended unpaid family leave	12	9	10
Adoption expenses	1	<1	1
Available daycare	61	44	49
Tenure delay	49	26	33
W&M tuition waiver	51	45	46
Va tuition exchange	42	41	41
Matching college funds	24	27	25
Spousal hiring assistance	53	36	41
Housing assistance	18	15	16
Cash matching for retirement accounts/pensions	63	58	59
Phased retirement	14	14	14

Faculty Compensation (a broader, general perspective) Responses by Academic Rank

A majority of survey respondents at the rank of <u>Assistant Professor</u> identified the following benefits as most important, <u>from an institutional perspective, for faculty recruitment and retention</u>: *basic health insurance*, *basic health insurance plus optional additional coverage, basic health insurance which includes domestic partner benefits, paid family leave, available daycare, a W&M tuition waiver program, assistance with finding employment for spouses,* and *cash matching program for retirement accounts*. This is the same listing of benefits selected by a majority of Assistant professors for the "personal perspective" survey question.

Fifty percent or more of faculty at the rank of <u>Associate Professor</u> reported the most important benefits <u>from an institutional perspective, for faculty recruitment and retention</u>: *basic health insurance plus optional additional coverage, basic health insurance which includes domestic partner benefits, paid family leave,* and *cash matching program for retirement accounts.*

At the rank of <u>Full Professor</u>, a majority of survey respondents selected the following benefits as important <u>from an institutional perspective, for faculty recruitment and retention</u>: *basic health insurance plus optional additional coverage, basic health insurance which includes domestic partner benefits, available daycare,* and *cash matching program for retirement accounts.*

For twelve of the twenty benefit items listed, voting percentage differences among the three academic ranks were less than, or equal to ten percent. Finally, when viewed by academic rank, there were discernable differences (greater than 10 percentage points) for eight of the twenty benefit items listed.

Those items for which there was general consensus (differences of less than, or equal to 10%) are shaded in gray. Benefits which received response variations of greater than 10% among the three academic ranks are shaded in red and the percentages highlighted (enclosed in a box).   A reminder: faculty were not asked to rank order these items – only to identify the most important benefits (up to 8 items).

Table/Figure 10.10 Faculty Compensation: by Academic Rank
General perspective (best for faculty recruitment & retention)

Compensation benefits: General Perspective, by Academic Rank	Assist prof %	Assoc prof %	Full prof %	Overall %
Basic health insurance	53	44	49	47
Basic health + options	59	62	57	58
Basic health + domestic partners	67	60	53	57
Health insurance (5 yrs or age 65, 1st to occur)	27	25	23	24
Flexible savings health account	14	24	22	21
Long term disability insurance option	26	33	33	31
Long term care insurance option	10	20	24	19
Free health screenings, health & financial info	4	7	2	4
Paid family leave	63	52	44	50
Extended unpaid family leave	12	9	9	10
Adoption expenses	<1	1	1	1
Available daycare	51	49	50	49
Tenure delay	42	32	32	33
W&M tuition waiver	51	49	43	46
Va tuition exchange	49	38	42	42
Matching college funds	29	26	22	25
Spousal hiring assistance	56	40	37	41
Housing assistance	24	15	13	16
Cash match for retirement accounts/pensions	59	67	54	59
Phased retirement	6	14	19	14

Faculty Compensation Overall – a comparative view

The following table (Table/Figure 10.11) provides a side-by-side view of the overall responses for compensation benefits from *both a personal perspective* (the faculty member & immediate family), *and from a broader, institutional perspective* (for faculty recruitment and retention).

The importance of certain benefits remained high for both the "personal perspective" listing and the "institutional perspective" listing. E.g. *basic health insurance with options for additional coverage*

Other compensation benefits were deemed more important, personally, by the current faculty, than they were from the same faculty when asked to consider an institutional perspective for future faculty recruitment and retention. E.g. *health insurance in retirement (5 years or age 65, which occurred first), long term disability insurance option, long term care insurance option*, *the phased retirement program.*

Finally, some compensation benefits were reported as more important for future faculty recruitment and retention than they had been rated as personally important to current faculty. E.g. *basic health insurance to include domestic partner benefits, paid family leave, availability of daycare, automatic delay in tenure clock for the birth or adoption of a child, efforts to help spouse or domestic partner find employment.*

Although both sets of important benefit listings (personal and general/institutional) were created by the same set of survey respondents, the marked change in relative importance for some compensation benefit items between the two lists merits examination. The two listings appeared to reflect first, the personal perspectives of a currently established, and largely mid & full career faculty population and second, acknowledgement by that same body that important differences may exist between their current needs and those benefits that would attract future faculty.

Note: specific items for which there was a difference greater than ten percentage points (between personal viewpoint selections and general perspectives for recruitment and retention) are shaded.

The color blue indicates greater importance, although in some instances, both perspectives deem the item very important (while still differing by ten percentage points).

**Table/Figure 10.11 Faculty Compensation: Overall
Comparison between Personal perspective and General perspective responses**

Compensation		Selected Benefits
Personal	General	Comparison of benefits chosen from two perspectives: 1. personal & immediate family 2. general recruitment & retention
52%	47%	Basic health insurance
72%	58%	Basic health insurance w/options extended coverage
41%	57%	Basic health insurance (including domestic partners)
48%	24%	Health insurance in retirement: (first) 5 yrs or age 65
29%	21%	Flexible health care savings accounts
45%	31%	Long term disability insurance option
37%	19%	Long term care insurance option
12%	4%	Free health screenings, health & financial information
34%	50%	Paid family leave (birth/adoption, family care)
11%	10%	Extended unpaid family leave
3%	1%	Assistance with adoption expenses
16%	49%	Availability of daycare
11%	33%	Automatic 1-yr delay of tenure clock (birth/adopt)
36%	46%	W&M tuition waiver
33%	42%	Tuition exchange with other VA institutions
26%	25%	Matching contributions to college savings funds
16%	41%	Efforts to help spouse/domestic partner find employment
9%	16%	Housing assistance: first-time buyers/newly hired faculty
70%	59%	Cash match contributions to pension plans
34%	14%	Phased retirement program

Part 3: Open remarks on faculty compensation benefits

The final survey item on compensation benefits was an open-ended question on which no limit was placed for length of response.

> *Which benefit(s) not currently offered by the College would you most like to see adopted? Your choice is not limited to the benefits listed in the previous question. Please write your answer in the textbook provided.*

Approximately 90 survey respondents took time to share their thoughts on compensation benefits in brief narrative statements. By far, the most requested new benefit was some sort of tuition waiver (with W&M), tuition exchange (with other VA institutions or with other institutions across the nation), or matching contributions to college funding accounts.

Some sort of tuition assistance/waiver for dependents, particularly children. We are very far behind competing institutions in this regard, (…) I will seriously consider looking for a job at another institution that will provide such benefits. As much as I love W&M, I often regret that I did not accept an offer from another institution with a generous tuition policy for children.

Tuition waiver for children of faculty, it is why I am currently seeking employment options at other institutions that provide this benefit.

A tuition waiver. At this point, with no raises to match the high increases in the cost of living in Williamsburg, it is next to impossible for faculty to save much for college for even one child.

Tuition exchanges for faculty children is an extremely important benefit. W&M will have difficulty competing with colleges that offer this. Hallway conversations suggest that some faculty feel they will be forced to look for positions outside of W&M that offer this benefit as their children approach college age.

The second most frequently cited benefit was for health insurance beyond age 65, and/or beyond retirement.   Currently, the College provides paid health insurance for retiring faculty for five years beyond the date of retirement, or until age 65, whichever occurs first.

Health insurance in retirement (maybe based on years of service at W&M or in VA system).

improved retirement health care benefits

extended health care for retirees after age 65

Among the other benefits mentioned multiple times by survey respondents were: extending health care coverage and benefits to the domestic partners of W&M faculty, greater assistance in helping a spouse/domestic partner find employment, and an increase to the cash match program for retirement accounts.

Domestic partner health benefits:

I would like to see health insurance benefits available for domestic partners of employees and not limited to employee spouses and children. I currently unmarried but I have a domestic partner who has carries his own health insurance. In my case, my partner could be covered under my insurance should we ever decide to marry. Unfortunately, here in Virginia my gay and lesbian colleagues don't have the option of marrying their domestic partners and putting them on their health plans. As a result, I feel that the college benefit policies unfairly favor traditional married couples. Many academics don't conform to that stereotype, and we will have trouble attracting faculty in nontraditional family situations if we don't change our benefits policy.

We MUST offer domestic partner health coverage immediately. It is the most important of all employee benefits and denying certain families health coverage means that the College as an employer is examining and judging families and finding some disqualified for equal compensation. (…) Singling out gay couples for sharply reduced compensation is a scandal, and in an environment where many 3rd- and 4th-tier institutions offer such benefits their lack marks us as an undesirable work environment.

Assistance for spouses seeking employment:

Spousal hiring assistance. It seems that many people have to commute 30-60 minutes because there are no local options for their spouses (especially for joint-academic couples). When faculty live far away, they are less likely to be a presence on campus, and it detracts from the small, close-knit college community W&M wants to be.
Better effort to help spouse/domestic partner find employment.

Increased matching contributions to retirement accounts:

Higher contributions to retirement funds, basic insurance to off-set low salaries.

Sample of other comments:

College-funded pre-tenure leaves. Currently these are paid for by using departmental private funds, or by canceling classes (and thereby letting our students pay for them). The administration tells faculty job candidates that these pre-tenure research leaves are College policy and then tells departments to fund them. They should be seen and funded as part of start-up costs.

Faculty-Staff parking privileges, without hugely exorbitant costs to participants

reliable and affordable child care; this is important for young faculty

We should allow for more frequent family leaves (or at least maternity/paternity leaves) for births that occur more frequently than every four years.

The full set of narrative comments received in response to this survey question may be found in the Appendices of this report.

11. Faculty Priorities

Introduction

The Faculty Survey 2009 continued a tradition of dedicating one section of the survey to elicit faculty views on setting priorities.   New in the 2009 Faculty Survey, was a further ranking of priorities beyond the top three choices. Faculty were asked to rank order their top eight (8) priorities from a list of 16 goal statements.

Overall results for this question combined the priority rankings for all survey respondents. Then the overall findings were compared with the last William and Mary faculty survey which was conducted in 2006.   Survey responses were also reviewed for patterns related to the gender, faculty rank, and academic area of the survey respondents. With few exceptions (which are noted in the appropriate discussion section on each question), the greatest differences in survey responses to questions on priorities were found when items were sorted by academic area. There was nearly unanimous agreement on the top two priorities, but it is important to note that the pattern of priority ratings for some items varied greatly from one academic area to another. The pattern of responses appear to reflect the differing missions and needs of the various disciplines within Arts and Sciences, and among the professional schools of Business, Education, Law and Marine Science/VIMS.

A reminder: College-wide, 72% of all tenured and tenure-eligible, full-time faculty members responded to the survey (nearly three out of four faculty members).   Response rates from the seven academic areas spanned a range from a low of 49% (School of Marine Science/VIMS) to a high of 90% (Arts & Sciences – Natural Sciences).   The following table gives response rates by academic area as background for interpreting the data when grouped by academic area.

Table/Figure 11.1 Survey Response Rates by Academic Area – 2009

Academic Area	Response rates W&M Faculty Survey 2009	
A&S Humanities	85%	103
A&S Social Sciences	55%	73
A&S Natural Sciences	90%	99
School of Business	65%	33
School of Education	75%	27
School of Law	52%	17
School of Marine Science /VIMS	49%	25

Survey Item Q46

The survey question and instructions for the section on priorities was as follows:

Q46 How would you rank the following goals in terms of priority? Please indicate your highest priorities (your top four choices) by numbering them 1-4, with one being the highest priority, two being the second highest priority, etc.   Then, please indicate your second tier priorities (next more important) by numbering them 5-8 in descending order of priority (5 = higher priority than 6 which is a higher priority than 7, which is a higher priority than 8). Note: Each item may receive only one ranking and each rank will receive only one item.

a. *Increase funding for library acquisitions*

b. *Increase start-up support for new faculty (in all disciplines)*

c. *Expand student opportunities for internships, service learning & study abroad*

d. *Increase support for teaching & research linked to global issues*

e. *Increase funding to obtain new and replacement technology/equipment*

f. *Increase secretarial support within departments, programs and schools*

g. *Expand availability of / access to technology to support teaching*

h. *Provide additional support for facilities (maintenance, renovation, etc.)*

i. *Increase support for research presentations at professional conferences*

j. *Expand junior faculty research leave program to all academic departments, programs & schools*

k. *Increase support for undergraduate student research*

l. *Increase support for faculty research*

m. *Increase funding for undergraduate student financial aid*

n. *Increase funding for graduate & professional students (stipends, research, etc.)*

o. *Improve institutional sustainability and environmental footprint of W&M*

p. *Increase funding for faculty salaries*

Methodology

To account for the relative priority ranking that survey respondents assigned to each of their top eight priorities, a two part system was used. **Part 1**: A simple weighted tally was calculated, using the following formula. Each time an item was ranked by a faculty member as one of his/her top eight priorities, a value was attributed to that item reflecting where on the priority scale it was ranked. Items ranked high on the scale received more points than items ranked lower on the scale, which were assigned fewer points.

The following scale/formula was used:

- [# of faculty who ranked the item as priority 1, multiplied by 8 points] +
- [# of faculty who ranked the item as priority 2, multiplied by 7 points] +
- [# of faculty who ranked the item as priority 3, multiplied by 6 points] +
- [# of faculty who ranked the item as priority 4, multiplied by 5 points] +
- [# of faculty who ranked the item as priority 5, multiplied by 4 points] +
- [# of faculty who ranked the item as priority 6, multiplied by 3 points] +
- [# of faculty who ranked the item as priority 7, multiplied by 2 points] +
- [# of faculty who ranked the item as priority 8, multiplied by 1 point] +

The points awarded to each item were summed for a total weighted tally for that specific item. The larger the weighted tally for an item would mean the greater a priority ranking for that item.

Part 2: To create a score that would be easily translatable back to an 8-point scale, a further calculation was made. This second score also allowed for a more easy comparison across varying sized subsets of survey respondents (survey responses grouped by academic area, by academic rank, or, by gender). The weighted tally (described in Part 1 above) was divided by "n" – where "n" was defined as the number of survey respondents from the subset who answered survey Question 46. This final score would take into account all of the survey respondents within the subset – those who selected the item as a priority as well as those who did not select a specific item for inclusion in his/her top eight priorities.

Finally for further context, the percentage of survey respondents (overall, or within a specific subset) was calculated.   Table/Figure 11.2 presents a quick summary overview of the results for

survey Question 46. Table/Figure 11.3 provides a more detailed view, including the various numerical calculations described above.

Faculty priorities, multiple views

Results for Survey Question 46 are presented in multiple ways in this report. The following outline indicates how this section of the report is organized.

- First, a summary view of the <u>overall responses</u> (all subsets combined)
- A more detailed view of the overall responses (with weighted scores indicated)

- A comparative look at faculty priorities in the Faculty Survey Report 2009 and the Faculty Survey Report 2006.

- Highlights of <u>priority ranking order by Academic Area</u> (a quick view across academic areas)
- A <u>detailed view</u> of priority rankings <u>for each Academic Area</u> (with weighted scores indicated)

- A summary overview of faculty priorities <u>by Gender</u>
- A summary overview of faculty priorities <u>by Academic Rank</u>

Summary highlights for Faculty Priorities – Overall responses (all subsets combined)

Viewing survey results for combined responses from all academic areas yielded an identifiable set of five tiers of faculty priorities. Response patterns revealed a clearly discernable ordering of the top four ranked priority items (the first three tiers), while the remaining items were distributed between two lower tiers. The priority items in tier four were rated as more important than the items found in tier five. However, within the fourth tier, the close grouping of priority items made it difficult to conclusively rank order those items. Further on in this report, when the survey responses to the same question were grouped by academic area, the results revealed a much clearer hierarchy of priority rankings, perhaps reflecting a greater consensus on priorities among faculty in similar academic disciplines within Arts & Science and within each of the professional schools.

The overall survey results for this question (combining all academic areas) revealed a clearly discernable ordering of the top four ranked priorities. The highest priority was identified as

increased funding for faculty salaries. Faculty salaries outdistanced the second highest priority by a considerable margin, leaving no doubt as to the importance faculty placed on reversing the trends of the last couple of years in which faculty salaries were stagnant, not even keeping up with the rising cost of living.   Earlier in this report, it was noted that faculty dissatisfaction with salaries was the greatest source of dissatisfaction for faculty and the strongest reason cited for faculty going back on the job market.

The second highest priority, *increased support for faculty research*, also outdistanced its closest runner-up by a similar margin.   The top two faculty priorities are unarguably the overall, top two priorities for faculty, and survey results show, unequivocally, the relative ordering of these two priorities: first – salaries, second – research support.

After the top two identified priorities, there was a large drop in scoring, followed by a more closely ranked pair of priorities, *increased funding for graduate & professional students*, and *increased support for research presentations at professional conferences.* These two items formed a third tier of priorities that stood clearly above all the remaining goal statements.

After the fourth priority, the next set of goal statements appeared to be very tightly grouped, effectively suggesting a fourth tier of priorities, but not clearly establishing a ranked order among items in the fourth tier.   The five items that were prioritized as below the top four priorities, but clearly above the remaining goal statements were: *increased funding for library acquisitions*, *additional support for facilities (maintenance, renovation, etc.)*, *increased support for undergraduate student financial aid*, *increased start-up support for new hires – in all disciplines* and, *improve institutional sustainability and environmental footprint of W&M*.

The remaining goal statements (all those below tier four) formed a final, fifth tier. A reminder is in order at this point. Because faculty were instructed to select only 8 items from a list of 16 goal statements, it was impossible to conclusively determine the priority rankings for items below that cut off point. It should be noted that because an item was not ranked in the upper tiers of the priority list does not mean that it was deemed 'unimportant' by survey respondents. In fact, every single one of the sixteen goal statements received a top eight priority ranking from sixty or more faculty survey respondents.

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The following two tables (Tables/Figures 11.2 & 11.3) present the overall survey responses to Survey Question 46 (Faculty priorities).   Table/Figure 11.2 provides an overview of the ranked faculty priorities.   Table/Figure 11.3 offers a more detailed examination of the results, reporting the weighted tally, final score and voting percentage for each of the 16 goals statements.

Table/Figure 11.2 Summary overview of ranked faculty priorities

Overall responses (all responses combined)

Faculty priorities		Ranked priorities - overall
Ranking		**Goal statements**
Tier 1	1	increase funding for faculty salaries
Tier 2	2	increase support for faculty research
Tier 3	3	increase funding for graduate & professional students
	4	increase support - research presentations @ prof. conferences
Tier 4 unranked		provide additional support for facilities (maintenance, renov.)
		increase funding for library acquisitions
		increase start-up for new hires (in all disciplines)
		increase support for undergraduate student financial aid
		improve institutional sustainability & e-footprint of W&M
Tier 5 unranked		increase secretarial /office support in depts, progs, & schools
		expand junior faculty research leave program to all
		increase support for undergraduate student research
		increase funding to obtain new/replacement tech & equipmnt
		increase support for teaching/research linked to global issues
		expand student opportunities for internships, service learning, and study abroad
		expand availability of / access to technology for teaching

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Table/Figure 11.3. Faculty ranked priorities
Overall responses (detailed view)

Faculty priorities		Ranked priorities - overall		
Ranking	Goals	Weighted tally	Final score	Voting %
Tier 1 — 1	Faculty salaries	2197	6.42	91.52%
Tier 2 — 2	Faculty research	1654	4.84	84.50%
Tier 3 — 3	Grad/prof students	1095	3.20	61.40%
Tier 3 — 4	Research @ conferences	897	2.62	58.19%
Tier 4	Facilities	700	2.05	49.71%
Tier 4	Library acquisitions	667	1.95	52.63%
Tier 4	Start-up (all disciplines)	660	1.93	46.49%
Tier 4	UG student financial aid	642	1.88	46.49%
Tier 4	Sustainability	566	1.65	45.03%
Tier 5	Office support	484	1.42	36.84%
Tier 5	Junior faculty leave	474	1.39	35.96%
Tier 5	UG student research	461	1.35	35.96%
Tier 5	Technology/equipment	454	1.33	35.67%
Tier 5	T&R linked global issues	430	1.26	30.99%
Tier 5	Service learning, study abroad, internships	294	0.86	25.15%
Tier 5	Technology for teaching	189	0.55	17.54%

Priority rankings compared, source:

William and Mary Faculty Surveys 2009, 2006, 2003, 1999

Earlier W&M Faculty Surveys have included a question on priority rankings, however, survey respondents were asked to rank order only their top three priority goals (compared with a ranked list of eight priority goals in the 2009 Faculty Survey). In W&M Faculty Surveys dating back ten years (Faculty Survey 2006, Faculty Survey 2003, Faculty Survey 1999), the same three goal statements consistently claimed the top three priority ranks: *increased faculty salaries*, *increased student financial aid* (for undergraduate, graduate & professional students), and *increased support for faculty research*. Although the three goals may have shifted positions slightly (exchanging places among the positions of first, second or third priority), the same three goals remained consistently the top three priorities identified by faculty.

In the 2009 Faculty Survey, *increased faculty salaries*, and *increased support for faculty research* again occupied the positions of the top two faculty ranked priorities. A change in the current survey (2009) separated *graduate & professional student funding*, and *undergraduate student financial aid* into two distinct goal statements. Support for *graduate & professional students* was ranked as the third highest priority, followed closely by support *for faculty presentation of research at professional conferences*.

Overview of faculty priority rankings – grouped by Academic Area

When faculty priority rankings were grouped by individual academic areas, two patterns emerged. One pattern revealed widespread consensus on the rankings of several overarching priorities (e.g. faculty salaries and faculty research support), while the second "pattern" indicated less consensus, but somewhat predictable differences in rankings corresponding to the mission of a professional school, and the range of disciplines in Arts and Sciences.

A reminder here – that the survey response rates varied among the seven academic areas as seen in Table/Figure 11.4 below. In addition, the size of the academic areas varied greatly, from the smallest number of faculty survey respondents (17) found in the School of Law, to the largest set of survey respondents (103 faculty) in Arts & Sciences – the Humanities, followed closely by 99 faculty survey respondents from Arts & Sciences – the Natural Sciences.

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Table/Figure 11.4   Survey response rate & survey respondent count, by Academic Area

Academic Area	Survey response rate	Survey respondents (n)
A&S Humanities	85%	103
A&S Social Sciences	55%	73
A&S Natural Sciences	90%	99
School of Business	65%	33
School of Education	75%	27
School of Law	52%	17
School of Marine Science / VIMS	49%	25
Overall	72%	381

Six of the seven academic areas ranked the same goal statement as highest priority: *increased funding for faculty salaries*. Four of the six academic areas also made the same choice for the second highest priority, *increased support for faculty research*.   The faculty in the School of Business (the only academic area not to place *faculty salaries* first), simply exchanged positions within the top two priority categories – selecting *faculty research support* as their top priority, with *faculty salaries* as their second highest priority. The faculty from the School of Education and from the School of Marine Science/VIMS ranked *support for graduate & professional students* as their number two priority.

Support for graduate & professional students was ranked among their top eight priorities by three of the professional schools (Education, Law, & Marine Science) as well as by the Social Sciences and the Natural Sciences within Arts & Sciences.   Six of the seven academic areas included *support for research presentations at professional conferences,* in their top eight priorities, including all three areas within Arts & Sciences (Humanities, Social Sciences, and Natural Sciences) as well as the professional schools of Business, Education, and Law.

Additional support for facilities made the top eight priorities listing in Arts & Sciences – Humanities, Arts & Sciences – Natural Sciences, the School of Law, and the School of Marine Science/VIMS. *Improved sustainability & a reduced environmental footprint for the College of William and Mary* appeared in the top eight priorities for both the Humanities and Social

Sciences in Arts & Sciences, as well as for the professional Schools of Business, Education and Marine Science/VIMS.

For the purposes of the following table/figure (Table/Figure 11.5), the final (weighted) score as described earlier in this section of the Faculty Survey report) was used to determine a ranked order within each academic area.   At times, there were multiple priorities that tied in their ranking within an individual academic area. They are so noted in Table/Figure 11.5 below.

Table/Figure 11.5 Overview of faculty ranked priorities – by Academic Area

Priorities – academic area	overall	Huma-nities	SocSci	Nat Sci	Bus	Edu	Law	SMS
Faculty salaries	1	1	1	1	2	1	1	1
Faculty research	2	2	2	2	1	3	2	4
Grad & professional students	3		5	3		2	7	2
Research @ prof. conferences	4	3	3	7	3	4	6	
Facilities		6		6			3	5
Library acquisitions		4 tie	6					6
Start-up (all disciplines)				4			5	8
Undergraduate financial aid		4 tie	4			7 tie		
Sustainability & E-footprint		7	7 tie		6 tie	5		7
T & R linked to global issues			7 tie		4		4	
Junior faculty research leave		8	7 tie		5			
Secretarial/ office support					6 tie		8	
UG student research				5	6 tie			
Technology/equipment				8				3
Interns, service learning, etc.						7 tie		
Avail / access tech for teaching						6		

Detailed view of priority rankings for each Academic Area (with weighted scores indicated)

The following set of tables/figures (Tables/Figures 11.6-11.19) provides a more detailed view of the survey response data separately for each of the academic areas.   Because the seven academic areas represent faculty groups of differing sizes, the individual cell groups formed for calculations were sometimes quite small. Therefore, an additional column was added to the tables, providing the actual number of votes cast for each item as one of the top eight priorities.

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Arts & Sciences – Humanities

Table/Figure 11.6 Faculty ranked priorities – Arts & Sciences, Humanities

	Faculty priorities	Arts & Sciences - Humanities			
Rank	Goals	Total votes	Weighted tally	Final score	Voting %
1	Faculty salaries	90	662	7.04	87.38%
2	Faculty research	75	435	4.63	72.82%
3	Research @ conferences	59	282	3.00	57.28%
4 tie	Library acquisitions	62	244	2.60	60.19%
4 tie	UG student financial aid	55	244	2.60	53.40%
6	Facilities	40	193	2.05	38.83%
	Sustainability	45	171	1.82	43.69%
	Junior faculty res leave	43	167	1.78	41.75%
	Grad & prof students	39	162	1.72	37.86%
	Office support	38	153	1.63	36.89%
	Start-up (all disciplines)	35	133	1.41	33.98%
	T&R on global issues	33	132	1.40	32.04%
	Service learning, study abroad, internships	29	92	0.98	28.16%
	Technology/equipment	20	60	0.64	19.42%
	UG student research	17	50	0.53	16.50%
	Technology for teaching	10	29	0.31	9.71%

Table/Figure 11.7 Faculty ranked priorities – Arts & Sciences, Humanities

Arts &Sciences -- Humanities

Goal	weighted score
faculty salaries	7.04
faculty research	4.63
research pres	3
library acq	2.6
UG financial aid	2.6
facilities	2.05
sustainability	1.82
junior leaves	1.78
grad/prof aid	1.72
office support	1.63
start-up (for all)	1.41
global T & R	1.4
student options	0.98
tech/equipment	0.64
UG research	0.53
tech for teaching	0.31
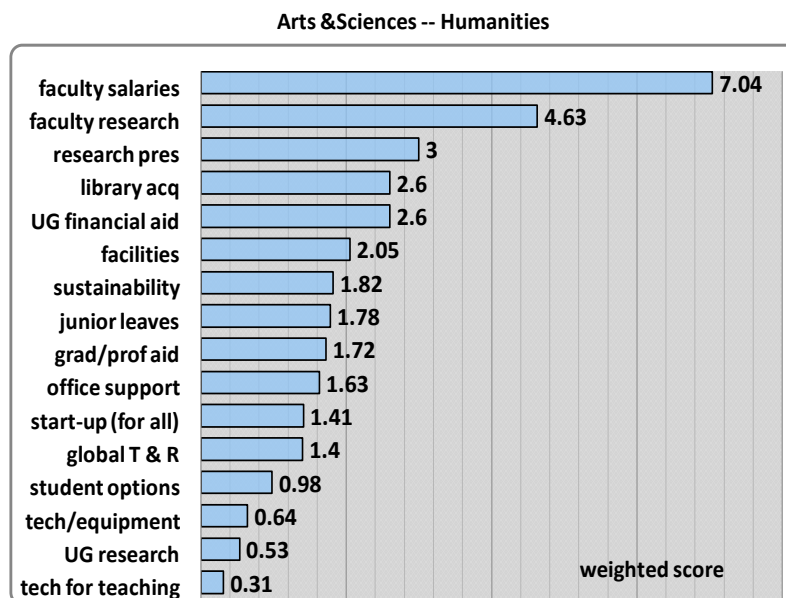
Table/Figure 11.8 Faculty ranked priorities – Arts & Sciences, Social Sciences

	Faculty priorities	Arts & Sciences - Social Sciences			
Rank	Goals	Total votes	Weighted tally	Final score	Voting %
1	Faculty salaries	58	427	6.89	79.45%
2	Faculty research	60	366	5.90	82.19%
3	Research @ conferences	42	189	3.05	57.53%
4	UG student financial aid	39	165	2.66	53.42%
5	Grad & prof students	31	145	2.34	42.47%
6	Library acquisitions	36	128	2.06	49.32%
	Junior faculty res leave	26	111	1.79	35.62%
	Sustainability	28	110	1.77	38.36%
	T&R linked global issues	23	109	1.76	31.51%
	UG student research	28	106	1.71	38.36%
	Facilities	31	105	1.69	42.47%
	Office support	29	102	1.65	39.73%
	Start-up (all disciplines)	29	95	1.53	39.73%
	Technology & equipment	17	63	1.02	23.29%
	Service learning, study abroad, internships	12	47	0.76	16.44%
	Technology for teaching	10	27	0.44	13.70%

Table/Figure 11.9 Faculty ranked priorities – Arts & Sciences, Social Sciences

Arts &Sciences – Social Sciences

	weighted score
faculty salaries	6.89
faculty research	5.9
research pres	3.05
UG financial aid	2.66
grad/prof aid	2.34
library acq	2.06
junior leaves	1.79
sustainability	1.77
global T & R	1.76
UG research	1.71
facilities	1.69
office support	1.65
start-up (for all)	1.53
tech/equipment	1.02
student options	0.76
tech for teaching	0.44
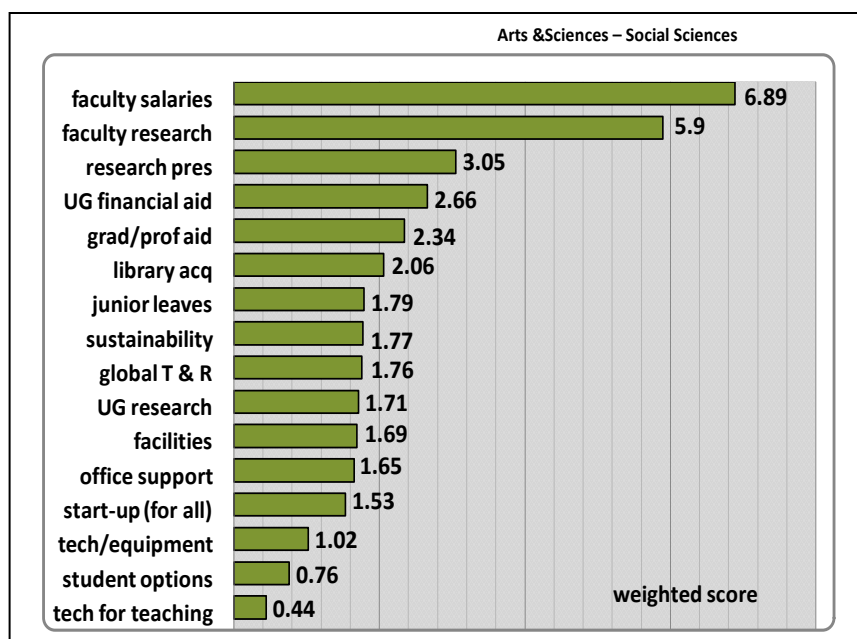
Table/Figure 11.10 Faculty ranked priorities – Arts & Sciences, Natural Sciences

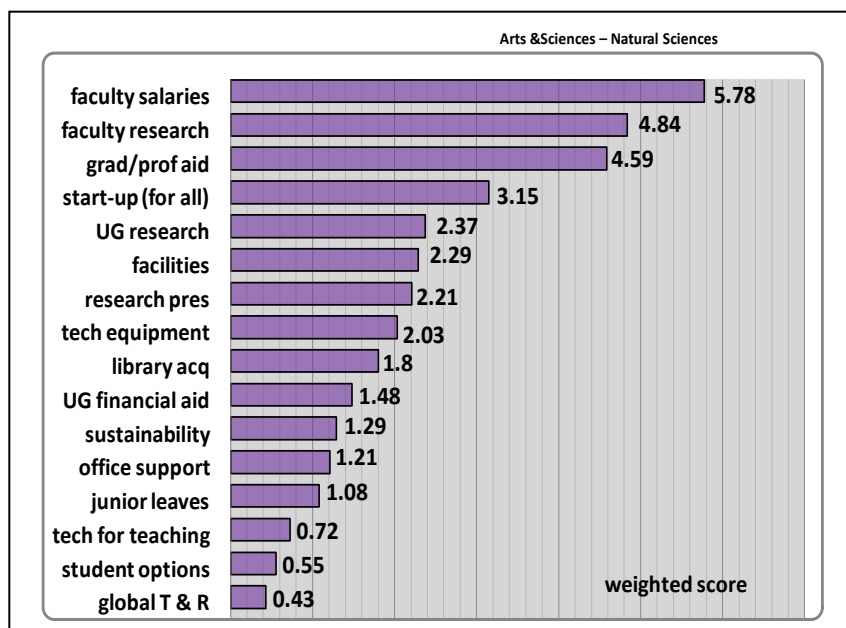|	Faculty priorities	Arts & Sciences	Natural Sciences		
Rank	Goals	Total votes	Weighted tally	Final score	Voting %
1	Faculty salaries	83	532	5.78	83.84%
2	Faculty research	83	445	4.84	83.84%
3	Grad/prof students	75	422	4.59	75.76%
4	Start-up (all disciplines)	62	290	3.15	62.63%
	UG student research	53	218	2.37	53.54%
	Facilities	54	211	2.29	54.55%
	Research @ conferences	50	203	2.21	50.51%
	Technology/equipment	44	187	2.03	44.44%
	Library acquisitions	48	166	1.80	48.48%
	UG student financial aid	39	136	1.48	39.39%
	Sustainability	36	119	1.29	36.36%
	Office support	29	111	1.21	29.29%
	Junior faculty res leave	27	99	1.08	27.27%
	Technology for teaching	18	66	0.72	18.18%
	Service learning, study abroad, internships	14	51	0.55	14.14%
	T&R on global issues	11	40	0.43	11.11%

Table/Figure 11.11 Faculty ranked priorities – Arts & Sciences, Natural Sciences

Table/Figure 11.12 Faculty ranked priorities –School of Business

Faculty priorities		School of Business			
Rank	Goals	Total votes	Weighted tally	Final score	Voting %
1	Faculty research	29	193	6.23	87.88%
2	Faculty salaries	28	190	6.13	84.85%
3	Research @ conferences	20	103	3.32	60.61%
4	T&R on global issue	16	61	1.97	48.48%
5	Junior faculty res leave	12	60	1.94	36.36%
6 tie	UG student research	15	53	1.71	45.45%
6 tie	Sustainability	15	53	1.71	45.45%
6 tie	Office support	10	53	1.71	30.30%
	Grad & prof students	15	47	1.52	45.45%
	Start-up (all disciplines)	11	45	1.45	33.33%
	Facilities	9	44	1.42	27.27%
	UG student financial aid	12	38	1.23	36.36%
	Service learning, study abroad, internships	13	36	1.16	39.39%
	Technology/Equipment	8	26	0.84	24.24%
	Library acquisitions	7	21	0.68	21.21%
	Technology for teaching	4	12	0.39	12.12%

Table/Figure 11.13 Faculty ranked priorities –School of Business

School of Business

	weighted score
faculty research	6.23
faculty salaries	6.13
research pres	3.32
global T & R	1.97
junior leaves	1.94
office support	1.71
UG research	1.71
sustainability	1.71
grad/prof aid	1.52
start-up (for all)	1.45
facilities	1.32
UG financial aid	1.23
student options	1.16
tech/equipment	0.84
library acq	0.68
tech for teaching	0.39
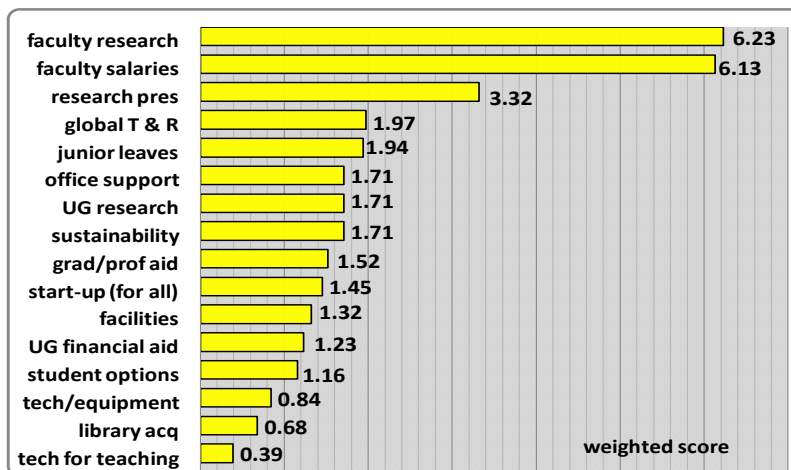
School of Education

Table/Figure 11.14 Faculty ranked priorities – School of Education

	Faculty priorities	School of Education			
Rank	Goals	Total votes	Weighted tally	Final score	Voting %
1	Faculty salaries	23	172	6.88	85.19%
2	Grad & prof students	23	157	6.28	85.19%
3	Faculty research	22	114	4.56	81.48%
4	Research @ conferences	14	68	2.72	51.85%
5	Sustainability	13	49	1.96	48.15%
6	Technology for Teaching	12	40	1.60	44.44%
7 tie	Service learning, study abroad, internships	10	37	1.48	37.04%
7 tie	UG student financial aid	9	37	1.48	33.33%
	Facilities	12	34	1.36	44.44%
	Library acquisitions	10	33	1.32	37.04%
	Start-up (all disciplines)	7	29	1.16	25.93%
	T&R on global issues	8	28	1.12	29.63%
	Technology/equipment	9	23	0.92	33.33%
	Junior faculty res leave	6	19	0.76	22.22%
	Office support	6	18	0.72	22.22%
	UG student research	3	4	0.14	11.11

Table/Figure 11.15 Faculty ranked priorities – School of Education

School of Education

average weighted score

- faculty salaries: 6.88
- grad/prof aid: 6.28
- faculty research: 4.56
- research pres: 2.72
- sustainability: 1.96
- tech for teaching: 1.6
- student options: 1.48
- UG financial aid: 1.48
- facilities: 1.36
- library acq: 1.32
- start-up (for all): 1.16
- global T&R: 1.12
- tech/equipment: 0.92
- junior leaves: 0.76
- office support: 0.72
- UG research: 0.14
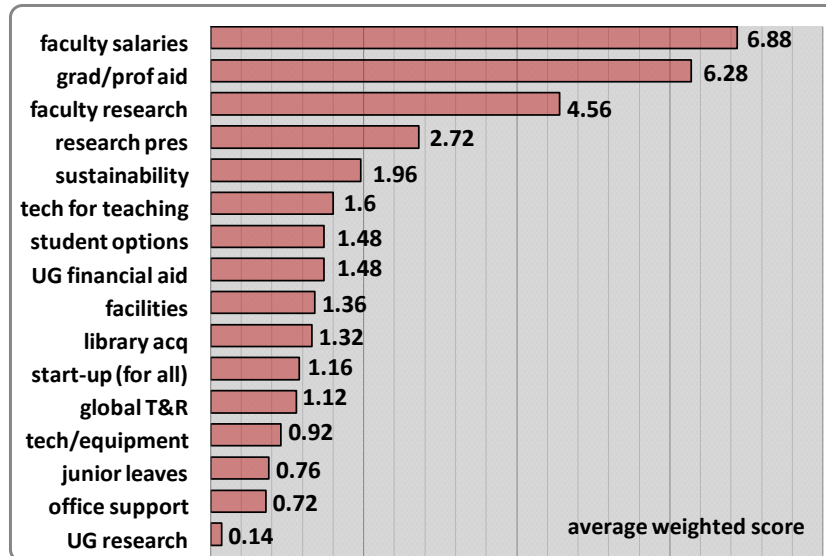
School of Law

Table/Figure 11.16 Faculty ranked priorities – School of Law

Rank	Goals	Total votes	Weighted tally	Final score	Voting %
	Faculty priorities	**School of Law**			
1	Faculty salaries	13	96	6.86	76.47%
2	Faculty research	11	58	4.14	64.71%
	Facilities	9	38	2.71	52.94%
	T&R on global issues	8	37	2.64	47.06%
	Start-up (all disciplines)	8	35	2.50	47.06%
	Research @ conferences	8	33	2.36	47.06%
	Office support	9	32	2.29	52.94%
	Grad & prof students	7	31	2.21	41.18%
	UG student financial aid	3	21	1.50	17.65%
	Library acquisitions	4	20	1.43	23.53%
	Technology/equipment	6	17	1.21	35.29%
	Sustainability	5	17	1.21	29.41%
	Junior faculty res leaves	5	14	1.00	29.41%
	Service learning, study abroad, internships	4	11	0.79	23.53%
	Technology for teaching	2	5	0.36	11.76%
	UG student research	1	4	0.29	5.88%

Table/Figure 11.17 Faculty ranked priorities – School of Law
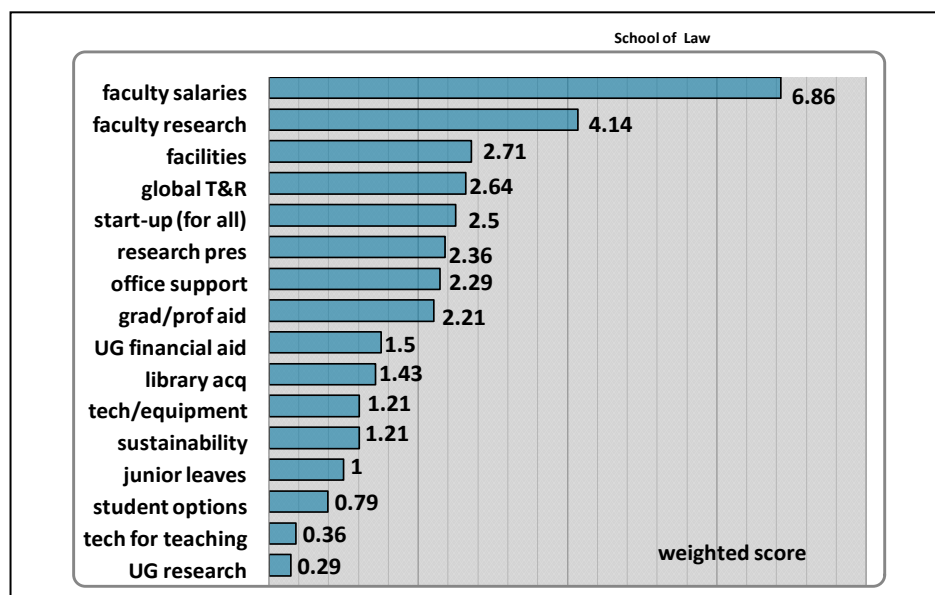
Table/Figure 11.18 Faculty ranked priorities – School of Marine Science/VIMS

Faculty priorities		School of Marine Science / VIMS			
Rank	Goals	Total votes	Weighted tally	Final score	Voting %
1	Faculty salaries	22	144	6.00	88%
2	Grad/prof students	21	138	5.75	84%
3	Technology/equipment	18	78	3.25	72%
4	Faculty research	14	77	3.21	56%
5	Facilities	15	73	3.04	60%
	Library acquisitions	13	51	2.13	52%
	Sustainability	12	47	1.96	48%
	Start-up (all disciplines)	10	45	1.88	40%
	T&R on global issues	10	34	1.42	40%
	UG student research	8	33	1.38	32%
	Service learning, study abroad, internships	7	30	1.25	28%
	UG student financial aid	6	27	1.13	24%
	Research @ conferences	9	25	1.04	36%
	Office support	5	14	0.58	20%
	Junior faculty res leave	5	10	0.42	20%
	Technology for teaching	4	10	0.42	16%

Table/Figure 11.19 Faculty ranked priorities – School of Marine Science/VIMS
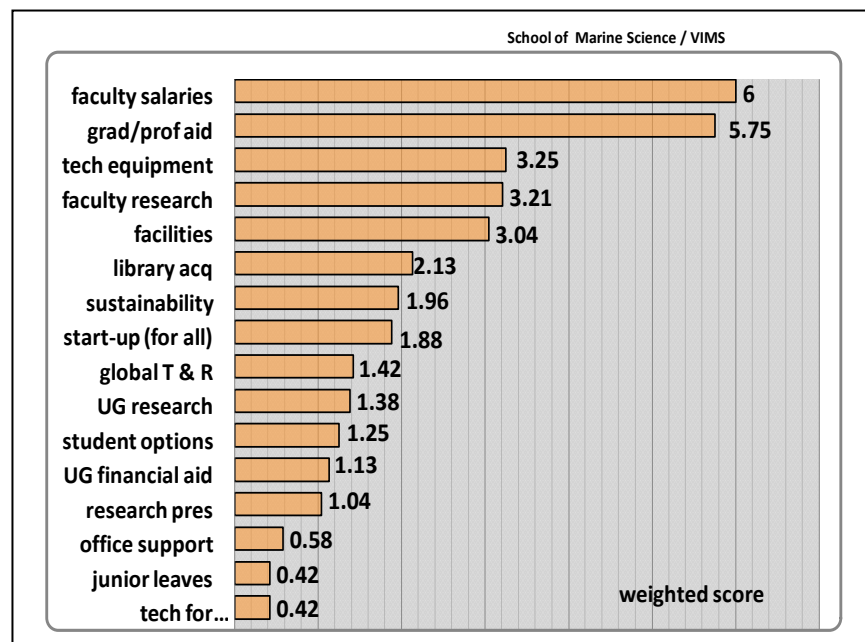
Faculty priority rankings – grouped by Gender

When survey responses to Question 46 (Faculty Priorities) were grouped by gender, the four top priorities for female faculty were the same four items rated as the top priority for male faculty. However, priority number 3 for female faculty (*support for research presentations at professional conferences*) and priority number 4 for female faculty (*grad & professional student support*) traded positions in the priority ranking by male faculty.

Priority ranked goals number five through nine were essentially the same items for male and female survey respondents, albeit in a slightly different order. There was only one item included on either list (for male or for female faculty) that was not found on the list for the other gender. The goal statement that female faculty included (but was not ranked on the male faculty set of priorities) was *improve institutional sustainability*.   For male survey respondents, *support for undergraduate student research* replaced *sustainability*.   In addition to the ordered priority ranking, the final scores provide a further gauge of the relative emphasis placed on each priority item within a single gender, and a further measure of comparison across gender categories.

Note: In the following table/figure (Table/Figure 11.20), the final (weighted) score, as described earlier in this section of the Faculty Survey report, was used to determine a ranked order within the categories of female faculty and male faculty.

Table/Figure 11.20 Faculty ranked priorities – by gender

Faculty Priorities		Ranked priorities *female*	Faculty Priorities		Ranked priorities *male*
1	Faculty salaries	6.78	1	Faculty salaries	6.21
2	Faculty research	5.06	2	Faculty research	4.71
3	Research @ conferences	3.02	3	Grad & prof students	3.45
4	Grad & prof students	2.76	4	Research @ conferences	2.40
5	Facilities	2.20	5	Library acquisitions	2.09
6	UG student financial aid	2.12	6	Start-up (all disciplines)	1.99
7	Sustainability/E-footprint	1.86	7	Facilities	1.95
8	Start-up (all disciplines)	1.80	8	UG student financial aid	1.74
9	Library acquisitions	1.73	9	UG student research	1.58

Faculty priority rankings – grouped by Academic Rank

Viewed by academic rank, the top two priorities (*faculty salaries*, and *support for faculty research*), remained top priorities across all three academic ranks of faculty, although the relative positions of the two priorities were reversed (putting *support for faculty research* first, and *faculty salaries* second) for survey respondents at the rank of Assistant professor. The remaining top priorities for each academic rank overlapped, for the most part, although relative positioning varied somewhat. Faculty survey respondents at the rank of Assistant professor included one goal among their eight highest priorities that did not appear in the top priorities identified by faculty at the ranks of either Associate professor, or Full professor. The goal statement ranked among the top eight priorities by Assistant professors (but not by faculty at the other ranks) was *expansion of the junior faculty research leave program (to include all departments, programs and professional schools)*. The one priority identified by faculty at the ranks of Associate professor and Full professor (but not by Assistant professor survey respondents) was *undergraduate student financial aid*.

Table/Figure 11.21 Faculty ranked priorities – by academic rank

Priorities		Assistant Professors		Associate Professors			Full Professors	
1	Faculty research	5.63	1	Faculty salaries	7.11	1	Faculty salaries	6.41
2	Faculty salaries	5.29	2	Faculty research	4.84	2	Faculty research	4.41
3	Research @ conferences	2.93	3	Research @ conferences	2.98	3	Grad/prof students	3.80
4	Grad/prof students	2.68	4	Grad/prof students	2.84	4	UG financial aid	2.21
5	Start-up (all disciplines)	2.58	5	Facilities	2.10	5	Research @ conferences	2.13
6	Library acquisitions	2.29	6	Library acquisitions	1.94	6	Start-up (all disciplines)	2.08
7	Junior fac leave	2.21	7	UG financial aid	1.84	7	Facilities	2.07
8	Facilities	1.95	8	Sustainability	1.58	8	Library acquisitions	1.78
9	Sustainability	1.71	9	Start-up (all disciplines)	1.43	9	Sustainability	1.69

12. Governance at the College of William and Mary

Introduction

The 2009 Faculty Survey included a series of questions related to governance issues at the College.   This section of the report summarizes those findings in three parts: (1) faculty participation in governance, (2) the perception of faculty input and influence on selected policies and (3) the record of the administration on specific governance issues, as viewed by the faculty.

A reminder: College-wide, 72% of all tenured and tenure-eligible, full-time tenured and tenure-eligible faculty responded to the survey (nearly three out of four faculty members).   Response rates from the seven academic areas spanned a range from a low of 49% (School of Marine Science/VIMS) to a high of 90% (Arts & Sciences – Natural Sciences).

The following table gives response rates by academic area as background for interpreting the data when grouped by academic area.

Table/Figure 12.1 Survey Response Rates by Academic Area – 2009

Academic Area	Response rates W&M Faculty Survey 2009	
A&S Humanities	85%	103
A&S Social Sciences	55%	73
A&S Natural Sciences	90%	99
School of Business	65%	33
School of Education	75%	27
School of Law	52%	17
School of Marine Science / VIMS	49%	25

Faculty participation in governance

"Faculty governance" includes participation in academic departmental and program governance, in professional school governance, participation in Arts & Sciences level committees (e.g. Retention, Promotion & Tenure Committee, Faculty Affairs Committee), and participation in elected or appointed college-wide standing committees (e.g. Faculty Compensation Board, Faculty University Priorities Committee, Faculty Assembly) as well as participation in ad-hoc committees assigned specific tasks (e.g. administrative search committees, administrative evaluation committees, strategic planning steering committee).

Survey Questions 34-38 explored the issue of faculty involvement in governance at the College. The specific survey items were:

> Q34. *To what degree is "faculty governance" an important part of the W&M tradition and culture?*
>
> Q36. *How involved are you in the faculty governance process at W&M (all levels combined: department/program, school, and university level)?*
>
> Q37. *Is your current level of involvement in faculty governance appropriate for your academic rank?*
>
> Q38. *Would you like to be more involved in faculty governance?*

Survey Question 34 asked faculty "*To what degree is 'faculty governance' an important part of the W&M tradition and culture?*" Response options were: "very important" (VI), "important" (I), "not so important" (NSI), "not at all important" (NAI), and "not sure" (NS).

Overall (all survey responses combined), 82% of faculty reported that "faculty governance" is either "very important" or "important" to the tradition and culture of the College of William and Mary. The combined total of responses (82%) for "very important" (38%) and "important" (44%) marked a slight increase over the same set of responses from the 2006 Faculty Survey (81%). More than 85% of faculty at the rank of associate or full professor confirmed the importance of faculty governance to the tradition and culture of W&M. A majority of survey respondents in the assistant professor category (68%) also found faculty governance to be a very important or important part of the culture at W&M. However, an additional 28% of assistant

professors selected "not sure" in response to this question. In light of the fact that assistant professors are traditionally within the first five years of employment at the college, it was not surprising to see that they were still learning about the W&M culture and unsure about several survey questions. Table/Figure 12.2 summarizes responses to Question 34 overall, and also for responses grouped by academic rank. Note: row percentages may not tally to one hundred due to round off.

Table/Figure 12.2 Importance of faculty governance at William & Mary
Overall and by Academic Rank

Faculty Governance	To what degree is "faculty governance" an important part of the W&M tradition and culture?				
Academic Rank	*Very Important*	*Important*	*Not so important*	*Not at all Important*	*Not Sure*
Assistant Professors	24%	45%	3%	1%	28%
Associate Professors	44%	44%	9%	1%	2%
Full Professors	41%	45%	8%	3%	3%
Overall	38%	44%	7%	2%	8%

When survey results are sorted by academic area, a strong majority (>70%) of faculty in each of the professional schools and in each of the three subsets of Arts & Sciences reported that they believe "faculty governance" to be a 'very important' or 'important' part of the W&M tradition and culture. The next table (Table/Figure 12.3) shows what happens when survey responses to Question 34 are grouped by academic area. Note: row percentages may not tally to one hundred due to round off.

Table/Figure 12.3 Importance of faculty governance at William & Mary by Academic Area and Overall

Governance	To what degree is "faculty governance" an important part of the W&M tradition and culture?				
	Very important	Important	Not so important	Not at all important	Not sure
A&S Humanities	49%	39%	8%	1%	4%
A&S Social Sciences	36%	49%	6%	1%	7%
A&S Natural Sciences	31%	48%	10%	1%	11%
Business	28%	44%	6%	3%	19%
Education	60%	32%	0%	8%	0%
Law	24%	59%	6%	0%	12%
Marine Science/VIMS	24%	48%	12%	4%	12%
Total overall	**38%**	**44%**	**7%**	**2%**	**8%**

Survey Question 36 asked faculty "*How involved are you in the faculty governance process at W&M (all levels combined: department/program, school, and university level)?*" Response options were: "*a great deal*", "*somewhat*", "*not much*", or "*not at all*".

Slightly more than three quarters of all faculty (78%) reported that they were "a great deal" or "somewhat" involved in governance at the College. Not surprisingly differing levels of involvement in governance were found when survey responses for this question were grouped by academic rank. Faculty at the ranks of Associate professor and Full professor reported widespread participation in faculty governance with 85% of Associate professors and 90% of Full professors involved at least "somewhat". Pre-tenure faculty still in the probationary period, reported participation levels of 5% (involved a great deal) and 36% (involved somewhat) in governance at the college. Nearly 60% of faculty at the rank of Assistant professor indicated that they were "not much" or "not at all" involved in faculty governance – not a surprising finding given their fewer years on campus than most faculty at other ranks. Once faculty attain the rank of Associate professor, involvement in governance issues appeared to increase by more

than 40%.   The following table (Table/Figure 12.4) summarizes the survey responses to this question when grouped by academic rank, and overall.

Participation levels in faculty governance are slightly higher for female faculty (81%) than for male faculty (75%).

Table/Figure 12.4. Extent of Involvement in faculty governance at William & Mary by Academic Rank and Overall

Faculty Governance	How involved are you in the faculty governance process at W&M (all levels combined)?			
Academic Rank	A great deal	somewhat	Not much	Not at all
Assistant Professors	5%	36%	41%	18%
Associate Professors	38%	47%	14%	1%
Full Professors	42%	48%	10%	1%
Overall	33%	45%	18%	5%

When grouped by academic area, response rates remained high – where more than 90% of the faculty in the School of Education (92%) and the School of Law (94%) reported that they were "a great deal" or "somewhat" involved governance at the college.   Responses from faculty within Arts & Sciences revealed participation rates of 80%, 76% and 72% for the Humanities, the Social Sciences, and the Natural Sciences, respectively.   Three quarters of the faculty in the School of Marine Science/VIMS (76%) indicated that they were involved in governance, while 69% of faculty in the School of Business reported the same.

Table/Figure 12.5 shows what happens when the responses to this question (Question 36) were grouped by academic area and, once again for comparison, how the faculty responded as a whole.

Table/Figure 12.5 Extent of Involvement in faculty governance at William & Mary by Academic Area and Overall

Governance	How involved are you in the faculty governance process at W&M (all levels combined)?			
	A great deal	somewhat	Not much	Not at all
A&S Humanities	34%	39%	8%	1%
A&S Social Sciences	33%	49%	6%	1%
A&S Natural Sciences	32%	48%	10%	1%
Business	25%	44%	6%	3%
Education	48%	32%	0%	8%
Law	35%	59%	6%	0%
Marine Science/VIMS	31%	48%	12%	4%
Total overall	**33%**	**45%**	**18%**	**5%**

Rounding out the set of questions on individual levels of faculty involvement in governance at the college, Survey Question 37 asked faculty "*Is your current level of involvement in faculty governance appropriate for your rank?*" The response options were: "*yes", "no"* and "*not sure*." The next table (Table/Figure 12.6) shows responses to this question for all faculty, and for survey responses grouped by academic rank as well. Note: row percentages may not tally to one hundred due to round off.

Overall, three quarters of survey respondents reported that their level of involvement in faculty governance was appropriate for their academic rank. There were very small percentages of "no" responses, reflecting the number of faculty who considered their level of participation in faculty governance not appropriate for their academic rank. However, whether that non-appropriate level of involvement was "over" or "under" involvement was not known.

**Table/Figure 12.6 Involvement in faculty governance – appropriate to rank?
Overall, and by Academic Rank**

Governance	Is your current level of involvement in faculty governance appropriate for your rank?		
Academic Rank	Yes	No	Not sure
Assistant Professors	80%	4%	16%
Associate Professors	72%	12%	16%
Full Professors	78%	9%	13%
Overall	76%	9%	15%

Survey Item 38 followed up on the previous question by asking faculty *"Would you like to be more involved in faculty governance?"* There were four possible answers offered:

- *Yes, I would like to be more involved in faculty governance.*
- *Yes, but I cannot be more involved at this time because of time limitations.*
- *No, my current level of involvement in faculty governance is right for me.*
- *No, I would like to be less involved in faculty governance than I currently am.*

Overall, a majority of survey respondents (57%) reported that their current level of participation in faculty governance was right for them (expressing no desire to either increase or decrease their involvement). One in four faculty members (25%) expressed an interest in becoming more involved in faculty governance, but cited time limitations that prevented them from doing so. There were some faculty respondents who indicated that they would prefer to be less in faculty governance; this figure was not completely offset by the 6% of survey respondents who reported a willingness to become more involved in faculty governance at the college.   [Note: if the 23 individuals willing to become more involved in governance (the 6%) would come forward and identify themselves, they would be warmly welcomed.   Theoretically, this would reduce the number of faculty preferring less involvement by 23, leaving 18 more seeking a reprieve from their current level of participation in faculty governance.]

Six of the seven academic areas reported a majority of faculty satisfied with their current level of involvement in faculty governance, ranging from 55% in the School of Business, to 76% in the School of Education.   In Arts & Sciences, Humanities, less than half of the faculty (42%) reported that their current participation level was right for them, while 9% expressed an interest in becoming more involved and 14% said that they would prefer to be less involved. The next table summarizes survey findings for this question overall, and when responses are grouped by academic area.

Table/Figure 12.7 Would you liked to be more involved in faculty governance?
Overall, and by Academic Area

Governance	Would you like to be more involved in faculty governance?			
Academic Area	Yes	Yes, but no time	Current level is right for me	No, prefer to be less involved
A&S Humanities	9%	34%	42%	14%
A&S Social Sciences	4%	25%	62%	9%
A&S Natural Sciences	9%	22%	57%	12%
Business	6%	26%	55%	13%
Education	0%	12%	76%	12%
Law	6%	6%	65%	24%
Marine Science/VIMS	4%	16%	76%	4%
Total overall	**6%**	**25%**	**57%**	**12%**

Survey responses to this question (Question 38) did not reveal meaningful differences when grouped by gender. In every response category, the variance was less six percentage points (ranging from 2%-5%).   The following table (Table/Figure 12.8) summarizes the data when grouped by academic rank, and includes the overall response percentages for comparison.

Table/Figure 12.8 Would you liked to be more involved in faculty governance?
By Academic Rank and Overall

Governance	Would you like to be more involved in faculty governance?			
Academic Rank	Yes	Yes, but no time	Current level is right for me	No, prefer to be less involved
Assistant Professors	3%	41%	51%	5%
Associate Professors	10%	27%	51%	12%
Full Professors	6%	15%	66%	14%
Overall	6%	25%	57%	12%

Faculty input and influence on selected policies

Survey Item 35 posed the question, "*Are faculty sufficiently involved in decision-making on this campus.*" The response options were: "*yes*", "*no*", or "*not sure*". Table/Figure 12.9 (below) presents the results grouped by gender, grouped by academic rank, grouped by academic area, and overall.

Table/Figure 12.9 Are faculty sufficiently involved in decision-making at W&M?
By Gender, Academic Rank, Academic Area, and Overall

Governance	Are faculty sufficiently involved in decision-making at W&M?		
	Yes	No	Not sure
Gender – female	36%	39%	25%
Gender – male	38%	33%	29%
Rank – Assistant professor	22%	16%	62%
Rank – Associate professor	37%	45%	18%
Rank – Full professor	45%	37%	18%
Area – A&S, Humanities	39%	40%	22%
Area – A&S, Social Sciences	43%	30%	27%
Area – A&S, Natural Sciences	34%	35%	31%
Area – School of Business	19%	38%	44%
Area – School of Education	40%	36%	24%
Area – School of Law	53%	12%	35%
Area – Marine Science/VIMS	44%	40%	16%
Total overall	37%	35%	28%

Faculty Influence on Selected Policies and Issues

Faculty have varying levels of influence depending upon the individual policy or issue. In a series of questions, the 2009 Faculty Survey asked respondents to gauge the level of influence faculty have across various issues at the College.

Survey Question 39a-39j asked faculty to "*rate the level of influence W&M faculty have on the following policies and decisions related to admissions and academic programs*: [followed by a list of specific issues]". Available response options were: "*Adequate*" (A), "*Inadequate*" (I) and "*Not Sure*" (NS). The specific items for Question 39 were as follows:

      Q39a. *undergraduate admissions*

      Q39b. *undergraduate general education requirements*

      Q39c. *undergraduate program academic major requirements*

      Q39f. *periodic evaluation / assessment of academic programs*

      Q39g. *periodic evaluation assessment of undergraduate general education requirements*

      Q39d. *graduate admissions*

      Q39e. *graduate program academic requirements*

      Q39h. *decisions to create new academic programs*

   Q39i. *decisions to greatly expand or build up existing programs*

      Q39j. *decisions to cut an existing academic program*

Overall, a majority of survey respondents reported "adequate" faculty influence on: *undergraduate academic program major requirements* (63%) and *periodic evaluation / assessment of academic program* (56%).

For the two items concerning graduate programs – *graduate admissions* and *graduate program academic requirements*, survey responses were counted only for those faculty directly involved in a graduate program or professional school. This was done in order to reduce the large percentage of "not sure" responses received for these two items in the last survey (2006).

The following series of tables/figures provides the overall responses for all questions, except for the two items focused on graduate & professional programs, as noted above.

Table/Figure 12.10 Rate the level of influence W&M faculty have on the following policies and decisions related to admissions and academic programs.
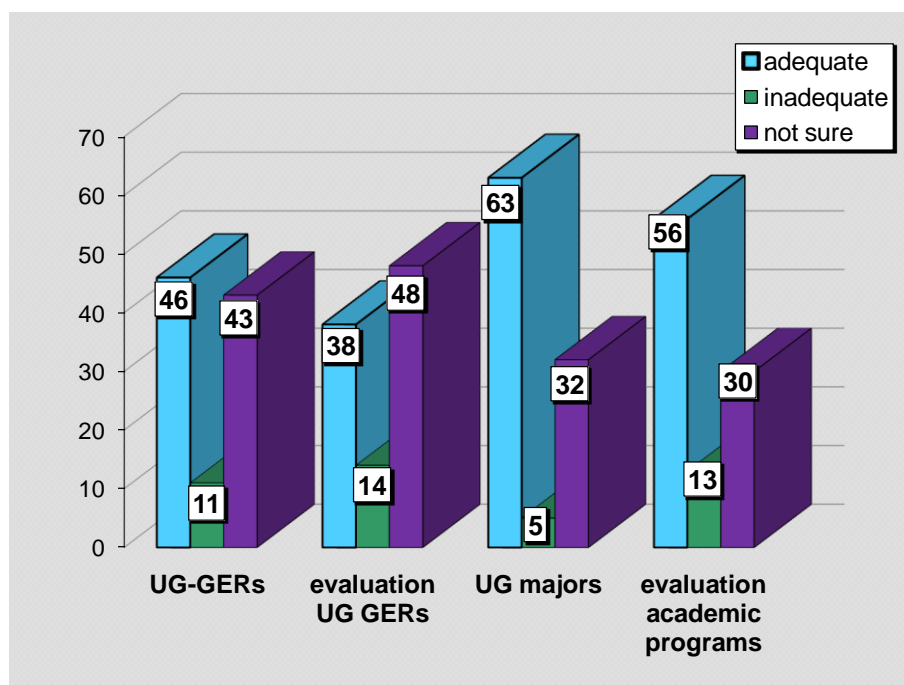

Table/Figure 12.11 Rate the level of influence W&M faculty have on the following policies and decisions related to admissions and academic programs.
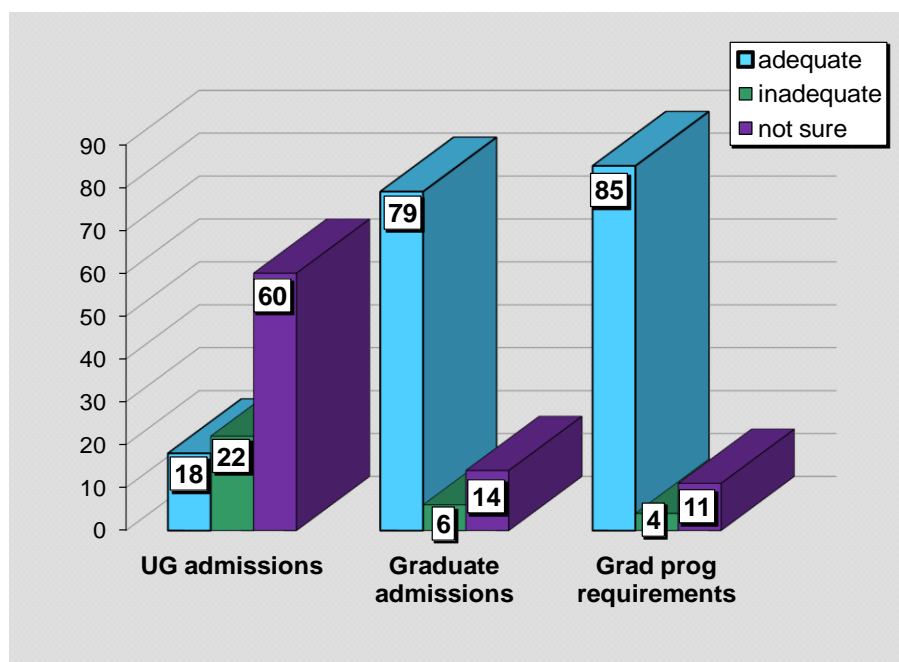
When decisions are made to create a new academic program or to expand / build up an existing program, survey respondents were divided on their view of the amount of influence that faculty have into these decisions. For the creation of new academic programs, faculty noted adequate influence (31%) in equal proportions to inadequate influence (31%), and slightly more (38%) survey respondents marked "*not sure*". A similar pattern (with slight variation) was found in the responses to the question about decisions to expand or build up already existing programs. While 36% of faculty selected "*not sure*" for this item, slightly more than one in three survey respondents (37%) indicated that faculty influence was inadequate on these decisions compared to 27% adequate. The same percentage of responses for inadequate faculty influence (37%) was also reported for decisions to cut existing programs. Only 12% of survey respondents felt that there was adequate faculty influence on such decisions. It must be noted that a majority of faculty responding to this survey item (51%) expressed uncertainty on the level of faculty influence in decisions to cut programs.

Table/Figure 12.12 Rate the level of influence W&M faculty have on the following policies and decisions related to admissions and academic programs.
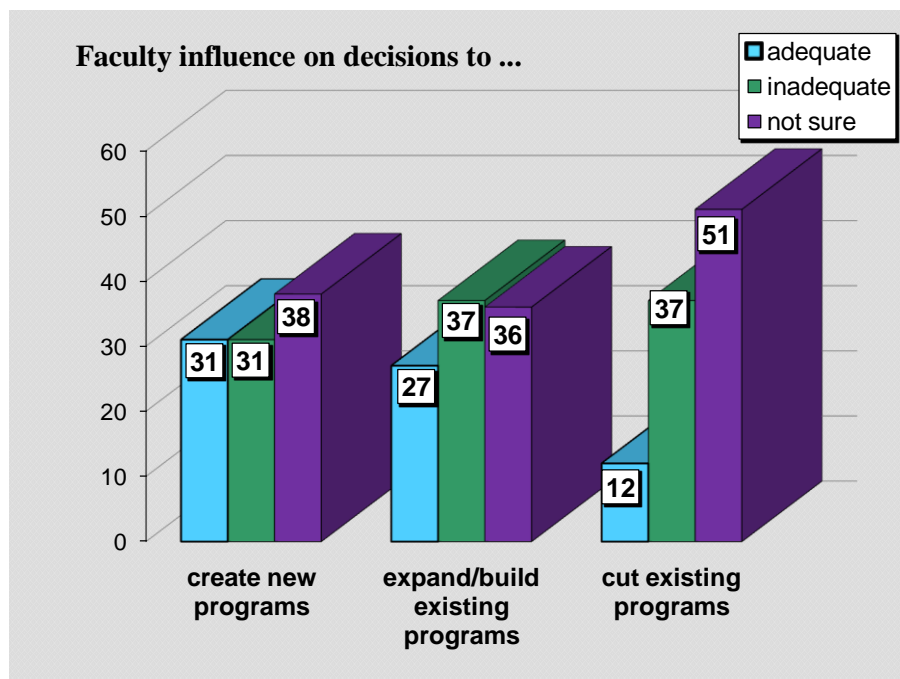
A similar set of survey questions (Questions 40a-40h) shifted the focus to a different array of issues with instructions to "*rate the level of influence of W&M faculty on the following policies and decisions related to faculty hiring & evaluation, and setting priorities, etc*." Once again, the response options were: "*Adequate*" (A), "*Inadequate*" (I) and "*Not Sure*" (NS). The specific items for Question 40 were as follows:

Q40a. *hiring new tenure-track faculty in your dept, program or professional school (influencing the rank order of candidates to be offered the position)*

Q40b. *influence on where a tenure-eligible search (or non-TE search) will be authorized within a dept, program or school (in which subset or research specialty)*

Q40c. *setting tenure and promotion standards*

Q40d. *making individual tenure and promotion decisions*

Q40e. *setting library policies*

Q40f. *setting information technology priorities (e.g. adoption / renewal /non-renewal of equipment and software)*

Q40g. *setting budget priorities*

Q40h. *athletic policy*

The first four items in Survey Question 40 (Q40a-Q40d) address the issue of faculty recruitment and retention. A strong majority of survey respondents (82%) reported that faculty influence was adequate in hiring new tenure-track faculty within a department, program or professional school (with regards to the rank ordering of candidates to be offered the position). Over three quarters of survey respondents (78%) indicated adequate faculty influence in making individual tenure and promotion decisions, and 69% of faculty reported adequate influence in setting tenure and promotion standards. A slight majority (52%) of survey respondents thought that there was adequate faculty influence on decisions concerning where a tenure-eligible search (or non-TE search) was authorized within a department, program or school (in which subset or research specialty). However, nearly a third of the faculty (30%) reported inadequate faculty influence on this issue.

Table/Figure 12.13 Rate the level of influence W&M faculty have on the following policies and decisions related to faculty hiring and faculty retention (all response combined)
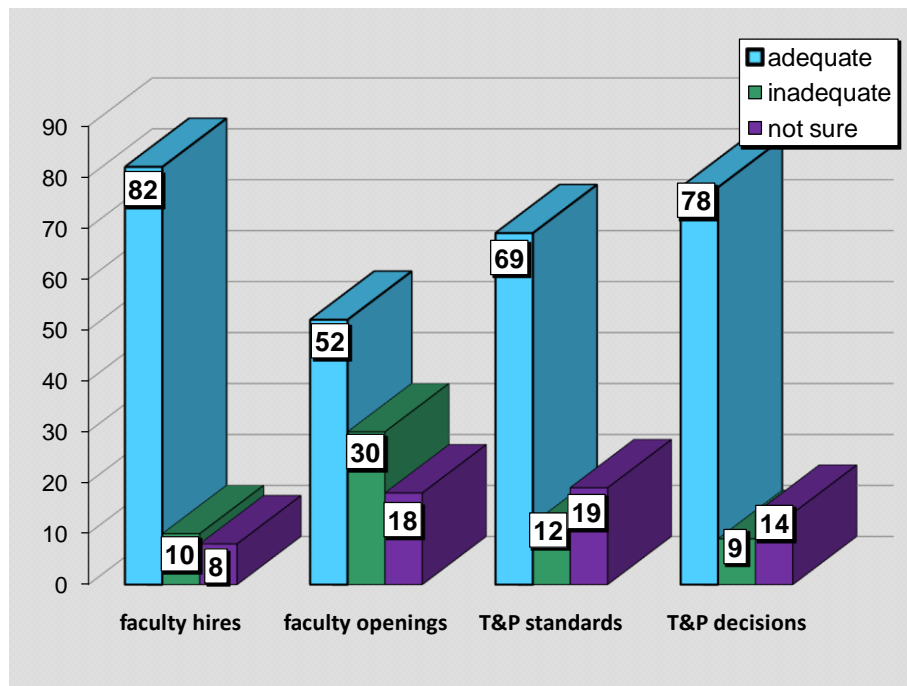
When survey responses were grouped by academic area, percentages were not uniform across all academic areas. On the issue of faculty influence on the hiring of new tenure track faculty in a department, program or professional school (defined as influencing the rank order of candidates to be offered the position) academic areas reporting "inadequate" faculty influence ranged from a low figure of 0% in the School of Law, to a high figure of 33% in the School of Marine Science. The only other academic areas indicating "inadequate" influence rates greater than 10%, were Arts & Sciences – Humanities (17%), and the School of Education (16%).

More widespread reports of inadequate faculty influence were found for the survey item "*influence on where a tenure-eligible search (or non-TE search) will be authorized within a department, program or school (in which subset or research specialty)."*   The School of Marine Science/VIMS provided the highest percentage of "inadequate" as a response (54%), followed by the School of Education (44%), the School of Business (42%), and Arts & Sciences –

Humanities (39%). The other two academic areas within Arts &Sciences – Social Sciences and Natural Sciences indicated lower percentages, 24% and 17% respectively.   In the School of Law, no survey respondents (0%) reported inadequate faculty influence on this issue, although 44% of Law faculty expressed uncertainty, by selecting the response of "*not sure*".

Responses to the survey item asking about faculty influence on "making individual tenure and promotion decisions", revealed that a majority of faculty in every academic area felt that faculty influence was adequate.   In one academic area, the School of Education, while a majority of survey respondents (60%) reported adequate faculty influence on this important matter, a sizeable minority, nearly one in three faculty (32%), stated that there was inadequate faculty influence in these decisions.

Finally, in the set of survey questions inquiring about faculty influence on setting policies and/or priorities, there were mixed results.   In each instance, library policies, athletic policies, IT priorities, and budget priorities, many faculty reported that they were uncertain as to the extent of faculty influence, with "not sure" responses ranging from 60% for athletic policies, 48% for library policies, 45% for IT priorities, and 31% for budget priorities. Despite a great deal of uncertainty, slightly less than a third of survey respondents indicated that there was inadequate faculty influence on athletic policy (30%) and IT priorities (32%).

The survey item for which faculty respondents reported the greatest percentage of "*inadequate*" faculty influence was "setting budget priorities". Overall, a majority of faculty (56%) rated faculty influence inadequate on setting budget priorities. This figure marked an increase of eleven percentage points over responses to the same item in the 2006 Faculty Survey.   This finding is especially disheartening after a promising start (5 years ago) when the previous budget priorities advisory committee (BPAC) was completely reconfigured to include a stronger faculty voice in the process. The Faculty University Priorities Committee was established and the 2006 Faculty Survey reported a marked improvement (a decrease of 25 percentage points) in the category of inadequate faculty influence on the budget priority setting process.   The results of the current Faculty Survey (2009) reversed that positive trend. Once again, a majority of faculty (56%) reported inadequate faculty influence. Several narrative comments received in the open-

ended final survey question addressed this specific issue, with a few current, and recent past members of the Faculty University Priorities Committee expressing frustration with what some have identified as a "breakdown" in communication, in the availability of budget information and in the functioning of the FUPC.

Table/Figure 12.14 (below) summarizes the survey results for the items pertaining to faculty influence on selected policies and priorities.   For a more detailed examination of faculty views on library materials, resources and services, please refer to the separate Library section (Section 6) of this Faculty Survey Report. Additional information on faculty satisfaction with technology, frequency of technology use, and Information Technology services can be found in Section 7 of this report.

Table/Figure 12.14 Rate the level of influence W&M faculty have on the following policies Overall (all responses combined)
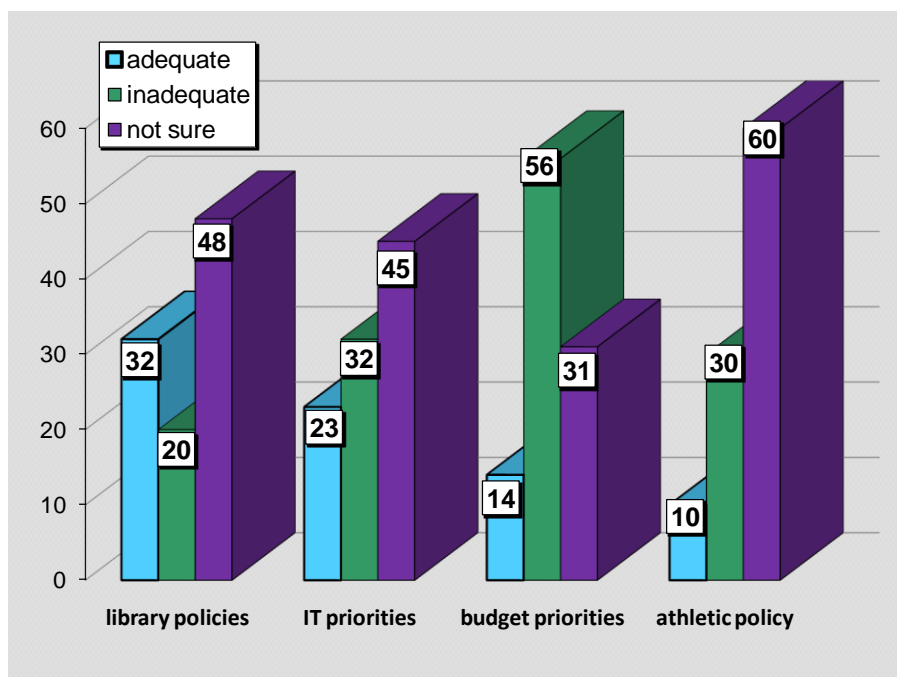
Faculty Perspectives on College Administration

Survey Question 41a asked faculty to indicate their level of agreement with the following statement: "*On the whole, I am satisfied with the responsiveness of the College administration to the needs of the faculty.*"   The response options were: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), Not Sure (NS) and Not Applicable (NA).

Overall, faculty were divided on their assessment of the responsiveness of the College administration to the needs of the faculty.   When survey responses were grouped by academic area, responses continued to be strongly divided – among all three response categories: agreement, disagreement and neutral.   Only in the School of Law did a majority of survey respondents report satisfaction with the responsiveness of the College administration to the needs of the faculty.

A greater percentage of male faculty (34%) than female faculty (21%) expressed satisfaction with the administration's responsiveness to faculty needs. Correspondingly, female faculty reported greater dissatisfaction (40%) than male faculty (26%) on this same issue.

Responses to this same survey question, when sorted by academic rank, revealed that faculty at the rank of Full professor were closely divided in their assessment of the responsiveness of the College administration to faculty needs, reporting combined agreement percentages of 31% and combined disagreement percentages of 33%.   Associate professor faculty expressed the strongest levels of dissatisfaction (42%), while faculty at the rank of Assistant professor reported the least disagreement (12%).   Faculty at the ranks of Assistant professor and Full professor were similarly in agreement (30% and 31%, respectively).   Associate professor survey respondents registered a modestly lower percentage of agreement (25%).

The following table (Table/Figure 12.15) presents responses to Question 41a grouped by academic area as well as overall responses across all academic areas.   A reminder: the combined survey response rate from all academic areas was 72%.   Row percentages in the next table may not add to 100% due to round-off.

Table/Figure 12.15 Satisfaction with the responsiveness of the College administration Overall (all responses combined) and by Academic Area

Governance	*On the whole, I am satisfied with the responsiveness of the College administration to the needs of the faculty.*			
Academic Area	**Strongly agree + agree**	**Neutral**	**Disagree + Strongly disagree**	**Not sure**
A&S Humanities	**28%**	**25%**	**40%**	**6%**
A&S Social Sciences	**33%**	**28%**	**32%**	**7%**
A&S Natural Sciences	**24%**	**43%**	**27%**	**6%**
Business	**34%**	**28%**	**31%**	**6%**
Education	**28%**	**28%**	**32%**	**12%**
Law	**56%**	**13%**	**13%**	**13%**
Marine Science/VIMS	**20%**	**40%**	**32%**	**8%**
Total overall	**29%**	**31%**	**31%**	**7%**

Table/Figure 12.16 Satisfaction with the responsiveness of the College administration, by Academic Rank.

Governance	*On the whole, I am satisfied with the responsiveness of the College administration to the needs of the faculty.*			
Academic Rank	**Strongly agree + agree**	**Neutral**	**Disagree + Strongly disagree**	**Not sure**
Assistant Professors	**30%**	**33%**	**12%**	**22%**
Associate Professors	**25%**	**31%**	**42%**	**2%**
Full Professors	**31%**	**31%**	**33%**	**4%**
Total overall	**29%**	**31%**	**31%**	**7%**

Survey Questions 41b and 41c asked faculty to indicate their level of agreement or disagreement with statements concerning appropriate support for undergraduate and graduate/professional programs. The response options were: *Strongly Agree* (SA), *Agree* (A), *Disagree* (D), *Strongly Disagree* (SD), *Not Sure* (NS), and also for this question, *Not Applicable* (NA).

    41b. *The College administration provides appropriate support for undergraduate academic programs.*

    41c. *The College administration provides appropriate support for graduate & professional programs.*

The only academic area where a majority of faculty agreed with the statement that undergraduate academic programs receive appropriate support from the College administration was Arts & Sciences – the Natural Sciences. The other academic areas within Arts & Sciences (Humanities & Social Sciences) reported agreement levels of 41% and 43% respectively. Faculty in Arts & Sciences – the Humanities expressed the highest levels of disagreement with this statement. More than one out of four faculty in the Humanities (28%) expressed disagreement that appropriate support is provided for undergraduate academic programs – twice the level of disagreement for the same statement reported by the Natural Sciences (14%). Faculty in the Social Sciences (25%) echoed the disagreement levels of the Humanities (28%).

Survey responses from faculty in the School of Business revealed similar levels of disagreement (25%) and even lower levels of agreement (31%) on the appropriateness of support provided for undergraduate academic programs.

Although neither gender reported a majority of faculty who agreed with the level of support for undergraduate academic programs, male faculty expressed greater agreement (45%) with the statement that appropriate support is provided for undergraduate academic programs than did female faculty (34%). Female faculty were more likely to disagree (24%) with the level of support for undergraduate academic programs than male faculty (16%).

When responses were grouped by academic rank, reported levels of agreement on this issue were closely bunched within six percentage points for all ranks, ranging from a low of 37% (Associate

Professors) to a high of 43% (Full Professors); faculty at the rank of Assistant Professor indicated a similar level agreement (42%). There was, however, a much greater spread in the responses measuring disagreement with the support provided for undergraduate academic programs. Just over one in four faculty at the Associate Professor rank (29%) disagreed with the statement that undergraduate programs receive appropriate support, while there was less disagreement on this issue for Full Professors (17%) and Assistant Professors (8%).

Table/Figure 12.17 summarizes the responses to the issue of support for undergraduate academic programs by academic area as well as overall (across all academic areas).

Table/Figure 12.17 Support for Undergraduate Academic Programs
Overall (all responses combined) and by Academic Area

Governance	The College administration provides appropriate support for undergraduate academic programs.			
	Strongly agree + agree	Neutral	Disagree + Strongly disagree	Not sure
A&S Humanities	41%	22%	28%	7%
A&S Social Sciences	43%	25%	25%	7%
A&S Natural Sciences	53%	23%	14%	7%
Business	31%	28%	25%	16%
Education	33%	4%	13%	42%
Law	13%	0%	6%	50%
Marine Science/VIMS	17%	17%	0%	33%
Total overall	40%	21%	18%	13%

The survey included a similar same statement concerning appropriate support for graduate and professional programs. Just as there was in the previous question regarding undergraduate program support, only one academic area (the School of Law) reported that a majority of faculty (56%) agreed with the statement that the College administration provides appropriate support for

graduate & professional programs. At the same time, however, two academic areas (the School of Education & the School of Marine Science/VIMS) recorded disagreement on this survey item for a majority of their faculty. The School of Education indicated widespread disagreement (70%) that appropriate support is provided for graduate professional programs while 56% of the faculty in the School of Marine Science/VIMS offered the same perspective.

In Arts & Sciences, faculty disagreement that there is appropriate support for graduate and professional programs ranged from 28% to 45%.   The percentages in the next table fall noticeably short of one hundred percent in both the Humanities and Social Sciences due to the number of "not applicable" responses received from these areas (19% and 14%, respectively). This reflects the fact that there are many faculty in the Humanities and in the Social Sciences without direct involvement in a graduate program.

Table/Figure 12.18 Support for Graduate & Professional Programs
Overall (all responses combined) and by Academic Area

Governance	The College administration provides appropriate support for graduate & professional programs.			
Academic Area	**Strongly agree + agree**	**Neutral**	**Disagree + Strongly disagree**	**Not sure**
A&S Humanities	11%	12%	28%	30%
A&S Social Sciences	14%	17%	30%	23%
A&S Natural Sciences	19%	22%	45%	13%
Business	38%	25%	28%	9%
Education	8%	13%	71%	8%
Law	56%	0%	19%	19%
Marine Science/VIMS	16%	24%	56%	4%
Total overall	**17%**	**17%**	**38%**	**18%**

While the previous item (Question 41) was a general one about the responsiveness of the administration and included all levels of administration, the following question (Question 42) focused on faculty satisfaction levels with the record of the central administration (specifically, the President and Provost) on a variety of issues. It is important to note that faculty are asked to consider the record of the central administration for the past two years and that the individuals who currently hold these positions may not be the same as those who occupied these roles in the preceding two years. The record being considered is that of the Office of the President and the Office of the Provost. The wording of this survey item was:

Q42 *"In general, how satisfied are you with the record (over the past two years) of the central administration (President & Provost) in the following areas*:

subset 1:
- *communication with the faculty*
- *support for faculty role in shared governance*
- *adherence to faculty handbook policies*
- *consultation with faculty on policy decisions (affecting faculty)*
- *inclusion of faculty in administrative searches*
- *administrative commitment to faculty compensation & salary, and efforts to improve the same*

subset 2:
- *establishing budget priorities*
- *setting priorities for construction/repair of campus buildings*
- *support for teaching*
- *support for research*
- *representing the College of external constituencies*

The response options were: *Very Satisfied* (VS), *Satisfied* (S), *Neutral* (N), *Dissatisfied* (D), *Very Dissatisfied* (VD), and *Not Sure* (NS).

In the first subset of items, the highest levels of satisfaction were reported for *"communication with the faculty"* (51%) and *"inclusion of faculty in administrative searches"* (48%).   A

majority of survey respondents (53%) indicated dissatisfaction with the commitment of the central administration to "*faculty compensation & salary*" and almost a third of the faculty (30%) registered dissatisfaction on the record of the administration for "*consultation with faculty on policy decisions (affecting faculty")*.   For all other items in this subset, dissatisfaction levels were relatively low.

In the second subset of issues within Survey Question 42, there were no items that recorded response levels greater than 50% for either satisfaction or dissatisfaction. The highest levels of satisfaction were reported for "*support for teaching*" and "*representing the College to external constituencies"* reached 47% and 44%, respectively. Dissatisfaction levels ranged from 26% to 30% for "*setting priorities for construction/repair of campus buildings*" (26%), "*establishing budget priorities*" (28%), and "*support for research*" (30%).

The following two tables (Tables/Figures 12.19 & 12.20) present overall responses to Question 42a-42k. A reminder: the combined survey response rate from all academic areas was 72%. Row percentages in the next table may not add to 100% due to round-off.

**Table/Figure 12.19 Satisfaction with record of the central administration in selected areas.
Overall (all responses combined) and by Academic Area**

Governance	How satisfied are you with the record of the central administration (President & Provost) in the following areas:			
	VS +S	Neutral	D + VD	Not sure
Communication with the faculty	51%	22%	19%	7%
Support for faculty role in shared governance	35%	34%	12%	19%
Adherence to faculty handbook policies	39%	23%	5%	33%
Consultation with faculty on policy decisions (affecting faculty)	27%	28%	30%	16%
Inclusion of faculty in administrative searches	48%	23%	9%	21%
Commitment to faculty compensation & salary, and efforts to improve the same	18%	19%	53%	11%

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Table/Figure 12.20 Satisfaction with record of the central administration in selected areas. Overall (all responses combined) and by Academic Area

Governance	How satisfied are you with the record of the central administration (President & Provost) in the following areas:			
	VS +S	Neutral	D + VD	Not sure
Establishing budget priorities	30%	29%	28%	14%
Setting priorities for construction/ repair of campus buildings	26%	24%	26%	24%
Support for teaching	47%	27%	15%	11%
Support for research	30%	31%	30%	9%
Representing the College to external constituencies	44%	23%	12%	21%

When viewed over time, satisfaction levels for four of the items followed a similar trend. Combined satisfaction levels (Very satisfied + Satisfied) declined slightly from what had been reported in the 2006 Faculty Survey, but remained above the levels recorded in the 2003 Faculty Survey. This was true for: "*communication with the faculty*", "*establishing budget priorities*", "*consultation with faculty on policy decisions (affecting faculty)*", and "*setting priorities for construction/repair of campus buildings.*"

Combined satisfaction levels (S + VS) for "*inclusion of faculty on administrative searches*" continued to increase, continuing an upward trend begun in Faculty Survey 2006. However, combined levels of dissatisfaction (D + VD) regarding "*commitment to faculty compensation & salary, and efforts to improve the same*" rose by twenty percentage points from the levels reported in the 2006 Faculty Survey, surpassing the previously highest reported dissatisfaction levels of the 2003 Faculty Survey.

The following table (Table/Figure 12.21) summarizes the overall combined satisfaction levels (S+VS) and combined dissatisfaction levels (D+VD) for three consecutive (most recent) W&M Faculty Surveys (2009, 2006, & 2003). There are six items included in the table that were

common to all three faculty surveys (2009, 2006, 2003), and three additional issues that were not part of the 2003 Faculty Survey, but were included in both the 2006 & 2009 Faculty Surveys. Note: row percentages for Table/Figure 12.21 do not total one hundred percent as this table does not include responses for "*neutral*" and "*not sure*".

Table/Figure 12.21 Satisfaction with record of the central administration in selected areas. Overall response trends over time

Governance	How satisfied are you with the record of the central administration (President & Provost) in the following areas:					
W&M Faculty Surveys	*2009*		*2006*		*2003*	
	VS+S	*D+VD*	*VS+S*	*D+VD*	*VS+S*	*D+VD*
Communication with the faculty	51%	19%	57%	14%	40%	34%
Establishing budget priorities	30%	28%	32%	21%	28%	43%
Consultation on policy decisions	27%	30%	33%	25%	19%	47%
Priorities: bldg repair/construction	26%	26%	28%	29%	20%	47%
Faculty inclusion in admin search	48%	9%	42%	10%	34%	20%
Commitment to fac comp & salary	18%	53%	35%	33%	25%	49%
Support for teaching	47%	14%	47%	11%		
Support for research	30%	30%	36%	31%		
Representation to external constit.	44%	12%	52%	6%		

13. Narrative Remarks

The last two questions of the survey were open-ended, offering faculty an opportunity to provide narrative remarks in their own words. Although there were two open-ended questions – one asking for feedback on the Strategic Planning's "Ten Early Priorities", and a second question, more general in nature, inviting comments on any topic – in the end, there was considerable overlap in the responses received for both questions. Many of the same issues were addressed, by different survey respondents, in the narrative comments received for each questions. Brief samplings of both sets of comments are presented here, while the full text of the narrative remarks may be found in the Appendices to this report.

Part 1: Strategic Planning Feedback

Introduction

After a year long strategic planning process in academic year 2008-2009, a set of "ten early priorities" was released to guide the planning process as it moves forward. In an open-ended survey question in September 2009, faculty were asked for their comments on these ten early priorities. While the planning process continued to move forward throughout the Fall semester 2009, and consequently, these early priorities were revised and reduced in number, many aspects of these challenges, goals and opportunities remain at the core of the strategic planning effort.

The narrative comments provided by the faculty survey respondents offer essential feedback on the strategic planning priorities, and on the process itself – from a broad base of faculty. You will recall that College-wide, 72% of all tenured and tenure-eligible, full-time tenured and tenure-eligible faculty responded to the survey (nearly three out of four faculty members). Response rates from the seven academic areas spanned a range from a low of 49% (School of Marine Science/VIMS) to a high of 90% (Arts & Sciences – Natural Sciences).

Instructions for this survey item were worded as follows: "*After reading the list of the Ten Early Priorities, you are invited to share your thoughts on these priorities in the textbook that follows the narrative text.*"

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- Carry out a university-wide conversation on the nature of W&M as a *liberal arts university* in the 21st century, exploring how academic programs and research activities will promote the core values of liberal arts education, and articulating the essential role of graduate and professional programs within a liberal arts university.

- Inspire a *life-long commitment* to W&M by engaging alumni in the life of the campus, celebrating their achievements, and underscoring the important of community; communicate our success with student athletes; review the recent study of alumni perceptions and take appropriate steps.

- Make it easier for members of our community both on and off campus to *collaborate and innovate*. Design a strategy for internationalization, pursue innovative uses of IT including global knowledge networks, and review the merit and promotion system and governance structures to remove barriers to collaboration.

- Expand the percentage of undergraduate alumni who *give annually* from 20% to at least 30% over the next five years.

- Increase the funds we raise for *sponsored research* by 25% over the next five years.

- Expand the availability of *student housing and off-campus amenities*, focusing particularly on the Richmond Road residence and retail project and the addition of a new residence on campus.

- Promote the *innovative use of IT* as a cross-cutting theme and initiate a sustained, systematic program of IT replacement and improvements.

- Complete a comprehensive review of the College's *communication strategy* by February 2010.

- Ensure that our communications, both internally and externally, highlight the College's commitment to diversity.

- Aggressively pursue *continuous improvement and entrepreneurship* through the recently established Committee on Continuous Improvement.

"If you would like to share any thoughts or suggestions concerning the Ten Early Priorities, please do so in the textbook provided below."

After multiple readings of the narrative responses, several repeated themes or topics were identified.   A set of broad categories was created as thematic umbrellas under which similar or related (sometimes opposing) comments could be grouped.   Please consider these thematic categories to be merely organizational tools to help summarize the range of narrative comments received. A few sample remarks are provided here in order to share with the reader the tone and flavor of the comments. The following topic headings reflect the subject of multiple comments received in response to Survey Question 47.   A fuller set of verbatim remarks can be found at the end of this report, in the Appendices.

Campus-wide conversation

Re priority one - such a university-wide conversation is a good idea. We do so many things well, and it could be interesting and productive to have such conversations. I don't want us to lose track of the undergraduate program and its essential role within a liberal arts university, and some of the discussions I've heard seem to downplay the role of the undergraduate program.

The first priority is clearly essential and should be made the main priority. The discussion must involve as many faculty as possible and consensus (or at least majority opinion) should be reached before we move on.

I find the 10 early priorities acceptable. In the discussion of the nature of liberal arts education I believe there needs to be careful consideration of the balance of research and teaching and the tendency to over value funded research versus unfunded but highly influential research in one's respective field.

Financial model

A critical point that seems implicit in the priorities is to increase the endowment to a significant amount. There is no greater priority in my mind as so many of our current problems could be solved by having greater financial independence from Richmond.

Fundamental to the discussion of the nature of W&M as a liberal arts university in the 21st century is a discussion of our financial model; we have the aspirations of a private school but the resources of a small public school. One or the other needs to change, I think. Personally, I think we need to significantly increase tuition in order to enable many of the objectives on the table. In addition, we need to get better aligned. Different departments and schools have different visions and are pulling in different directions.... (e.g. re: teaching vs. research emphasis)

All of these goals are admirable and worthy. But everything pales (IMO) in view of our basic problem: inadequate funding. That need is reflected to a great extent in some of the goals, but we need to increase funding to meet our *current* priorities

Graduate programs / Undergraduate programs

Doctoral level graduate assistantships are not competitive. In fact, they are terrible. This needs to be a topmost priority.

Our existing master's and doctoral programs are excellent and often nurture lower-level course offerings, but in all depts. with non-graduate level majors we must maintain a clear distinction between an undergraduate and a graduate curriculum. Not all of our course offerings will be derived from current faculty research: we run the risk of assembling a curriculum of boutique courses, skipping the basics which map the field and give it a comprehensible structure.

We need to explicitly focus on strengthening funding and benefits for graduate students-- emphasis on EXPLICITLY.

It's time for the College to make a genuine commitment to graduate student support in Arts & Sciences, especially in departments and programs in the humanities.

Too much emphasis on the few graduate programs in A&S. They need assistance yes, but don't lose sight of the fact that the undergraduate core of this institution has played the greatest role in earning the current strong reputation of the institution. [along with the professional schools -- they are distinct assets] Throughout the discussions of last year, detected an increasingly strong theme of greater emphasis on A&S graduate programs (...) discussions seem dominated by those who would direct all new resources to the PhD programs, and talk of 'tradeoffs' always seem to refer back to taking existing funds away from undergraduate programs and projects to reallocate to PhD programs

Only cursory attention is given to preserving the core mission of the undergraduate program: preserving and enhancing the direct interaction between full-time, permanent faculty and undergraduate students in smaller classes and direct interaction.

Research / Teaching / Collaborations

There is no compromise a university runs on research and if you're not making that the priority with increased faculty and increased support internally for research - more money and more teachers - then you are simply re arranging the deck chairs on the titanic. Raise the money or change the subject.

I think that undergraduate research commitment sets us apart - where does that fall in these priorities?

I think that the College should place more emphasis on research at the graduate and undergraduate levels. The College considers itself a University, and so it should emphasize full-scale research a lot more. Colleges teach, but Universities create and discover new knowledge through research.

As a new faculty I would like to emphasize the importance for collaboration on and off campus. This will not only strengthen research but also serve as a fertile ground for inter-disciplinary teaching preparing students for a world in which experts need to have a holistic approach to solving issues.

Alumni relations

A great many fundraising and alumni relations priorities. I think the extent to which our graduates will continue to feel engaged in this college depends far more on the extent to which they feel a part of a community, and a sense of ownership, while they are here as students, than on anything we can do to promote the college to alums after they have left. The best way to improve alumni engagement and giving long-term may be to evaluate and refine how we create community here, in the present.

Greater attention to outreach and involvement, and bringing alums back to the school could help. So, too, using IT as a means of involving our grads in lifelong learning (e.g., podcasts, webinars).

Quality of faculty/ Faculty morale

As I indicated earlier, it is shocking to me that raising faculty salaries is nowhere to be found in these Ten Early Priorities--after more than a year of discussion!(...) Without raising our salaries, these priorities only ask us to do more for less, which is just adding insult to injury.

little evidence of any priority placed on quality of faculty

I find it pretty surprising that not a single one of these priorities explicitly addresses faculty development. The faculty is the core of this institution, and their teaching and research are what determines the school's reputation and long run viability.

Unless faculty salaries are increased along with research support, faculty morale will remain low and none of the other priorities will make a bit of difference.

Sustainability

The sustainability initiative is critical to the mission of the College. In order to make our sustainability initiative a prominent one, especially at the level of research and teaching, we need to consider internationalizing this initiative.

Internationalization / Globalization

There is not enough mention here of globalization (defined as a change in perspective academically).

We have a responsibility to graduate students who are globally aware, promote inclusiveness in their future careers, and are trained for the new (green) economy. This should be a basic function of the College, yet this is not stressed in the plan. (...) I also disagree with the statement above that the strategic planning process was an inclusive process (...)

Internationalization is an empty buzz-word for most programs.

Strategic planning process

We will be limited to implementing only those priorities that do not cost anything. We will have to rethink the priorities whenever the budget finally stops the downward spiral. The strategic plan was not a useful exercise at this time.

Are there operational definitions for each of these Ten Early Priorities? What evidence will be gathered and analyzed to verify which Priorities have been met within a set period of time? Basically, how will W&M know that it has successfully implemented and achieved each Priority?

How deep is the commitment to these priorities? There were priorities in the last large-scale strategic planning (1993 or 1994?) that were never substantially and systematically addressed. Specifically, the goal of having faculty salaries at the 60th percentile of cohort universities (70th percentile in some planning statements) has never been a reality.

Part 2. Final Survey Question

Introduction

It is customary for the Faculty Survey to end with an open invitation for narrative comments or remarks from faculty survey respondents.   Here is the wording used for the final survey question:

"If you would like to elaborate on your response to any item on this survey, or if there are issues that were not included in the survey that you would like to raise, please do so in the textbox provided."   Note: there is no limit placed on the length of your remarks. The textbook that appears on the screen will automatically expand to accommodate your comments, as you begin to write.

The remarks received in response to the final open invitation for comments are wide-ranging and touch upon many issues, including the following sample topics: faculty salaries & faculty morale (the most often mentioned topic – by far), financial issues and tuition increases, curricular issues, the annual merit evaluation system, research support, faculty support in generally, faculty governance, etc. There was considerable overlap between the narrative remarks received for the previous survey question and those submitted in response to the final invitation to comment.

A few sample remarks are provided here in order to share with the reader the tone and flavor of the comments. A fuller set of narrative remarks can be found at the end of this report, in the Appendices

On faculty salaries / faculty morale:

As much as people may not want to admit it, salary increases that are more consistent and at least keep up with cost of living increases are vitally important in keeping faculty

I believe that morale of faculty is ok, but that we are all heartily sick of always doing more, more, more with less, less, less. Someone recently said it well: W&M is a ivy-league caliber institution on a community college budget.

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The lack of faculty salary raises has received no attention from the administration (. . .). No raise is a cut in real dollars

My biggest priority is reversing the freeze on faculty salaries and making up for lost ground over the last two years. Second is tuition waivers / VA exchange for families. Overall, I love W&M!

I can't emphasize enough how important faculty salaries are. Most of the people I know are very happy here, but are upset about their salaries and know that they could earn a lot more elsewhere. To know that the administration cared about and was making an effort to improve this problem would go a long way toward making people happier.

On financial model / tuition issues:

Three years in a row we have moderated our tuition increases in response to promises by the Governor and the legislature of additional appropriations. (Even when we declined 'tuition moderation fund' money we still only raised tuition less than 10 percent, choosing to raise fees by much more than that.) Each year the state then cuts our budget in October. We need to 'get wise' and start raising tuition every October when the State cuts our budget.

On curricular issues:

Look at the geopolitical changes the world is going through--most are related to the increasing interconnectedness of the globe and the environmental threats we are facing. For goodness sake, let's create an institution that produces graduates who are able to lead the decision making in this new global economy. I don't see this adequately stressed in our strategic plan so far.

The general education requirements are far too structured and complicated. Students are being unnecessarily restricted and confused about course selections. A simpler, more flexible system is required. E.g., why not just require 9 or 12 credit hours from each of Humanities, Natural Sciences and Social Sciences?

No priority was asked about enhancing the undergraduate classroom experience by encouraging small classes and direct student/faculty interaction.

On graduate program and professional school support:

If the College of W&M does not develop and implement a sustainable plan soon for support of existing A&S graduate programs (specifically A&S graduate student financial aid), we will lose our status as a liberal arts university and will need to redefine our peer group to consist of small public colleges.

On merit evaluation:

Merit evaluations often do not reflect the contributions of the individual to the department, because the evaluators do not necessarily know how to measure the contributions.

The merit system is broken beyond repair.

The whole annual merit review system (and implications thereof) are totally out of whack. Personally, my review bears little resemblance to what I do from day-to-day. Why review every year? Why force the same systems across all units? Why don't we evaluate teaching, research, and service in a way that assesses quality as well as quantity. For teaching, numerical 'popularity scores' are over-emphasized, incoming research $$ are over-emphasized. In service, we make no attempt to assess the real contributions faculty are making. We need to thoroughly revise the merit review system. (…)

Appendices

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The American Faculty Poll, Allen Sanderson, Voon Chin Phua, David Herda. TIAA-CREF, New York, New York, National Opinion Research Center, Chicago, Illinois, 2000.

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Technology for Research

"If you utilize another technology (not mentioned in the previous question) that is important for your research, please identify it in the textbox provided."

Survey narrative responses:

skype

VIMS Graphics department is extremely helpful in preparation of my research posters and other graphic needs. Susan Stein is my excellent contact person.

The discipline related software would encompass everything so it, defeats the impetus to list anything here. Certainly the products listed at not related to any specific discipline.   Mathematica, matlab, ROOT, HPC applications and tool kits. LabView.   Video and conference calls using good speakerphones are essential.

NVivo--college support would be beneficial

Image J (Java based free image analysis software) for microscopy

most of the software in use in research is open source.
High-performance computing (SciClone), Matlab, C/C++ compilers, Python, AMPL/optimization software
Specifically, data-analysis software: Stata

Web-cam.
R stats

I am a heavy user of Linux. There is little support for this os.
Atlas.ti
GPS and survey technologies; side scan sonar; digital bathymetry;

EViews

Printing--I waste so much paper with outdated technology that requires me to hand-duplex my printing. That is, the printer shared by ALL FACULTY does not automatically duplex material. Thus, I waste ream upon ream of paper in proofing alone!

Perhaps this falls into discipline-specific, but support for languages such as Python, BioPython

audio/video hardware - media center

audio/video conferencing (e.g. Skype)

internet-based audio/video teleconferencing software (EVO, VRVS etc.)

GIS and Google Earth.

Adobe Acrobat Stata

Software for building and maintaining research related websites.

CPlex - mathematical programming software

IT seems focuses either on classroom-related technology or administrative (departmental) technology (websites, CMS, etc.). There is no real assistance with respect to research-related technology (which is often necessary for grant proposals, etc.).

Support needed for Macintosh systems in research applications.

my students sing with mp3 files sent to them from accompanist - we play them on the computer in the classroom and use computer for listening and viewing you tubes...

Tablet PC.

High performance Computer cluster

High performance computer cluster
qualitative analysis software e.g. atlas ti

Finale--notation software.

MATLAB

High performance computing is an essential aspect of my research that need to be even more highly supported at the university level.
SWEM Media Center for audio and video recording

SuperLab Pro

Laser, optics, ultra-high vacuum, and electronics
Genopro

Endnote (Bibliographic software)

qualitative data analysis assistants (e.g., NVivo, HyperRESEARCH)

Better support for Unix/OS X open source software

Please keep in mind while analyzing the results of these questions that what was asked was how important these technologies are to you now. Some are not commonly available (e.g. interactive whiteboards). I have used them elsewhere and would probably incorporate them if we had more of them.

Matlab; unix platform at computer center

GIS software such as ArcGIS and ENVI or ERDAS
Large Computer Cluster

I use Linux and open source software (emacs, gcc, cstdlib, openoffice, python, root). I can pretty much do my own technical support but have trouble making the encrypted wireless work. The instructions are not adequate for linux (and I know my machine and software supports the protocol).

GIS software

Specialized software for analysis of spectroscopic data, e.g., 'Casa'

Conversion of my VHS and Hi-8 videotapes to DVD
GIS software; SAS, Sigma Plot, other statistical software, Mac compatible software such as Parallels

Scientific typesetting programs (e.g., Tex, Scientific Workplace), Adobe Acrobat, Microsoft FrontPAge or Sharepoint Designer, Microsoft Visual Studio and accompanying programming languages, SQL Server database, Matlab (probably included in the above) and probably others I cannot remember right now

Generally: Open Source Software (linux, OpenOffice, Gimp, Firefox, Thunderbird etc.). Great products for free! Could save lots of license fees. One just needs to start making the switch!

Software such as The Observer
I use audio technology in my research often with considerable frequency - I basically do this and subsidize this on my own as the college has no resources or interest.

NVIVO

Matlab

mobile phone for field research

Discipline related: xmgrace graphics subversion control (svn, cvs, etc) Fortran compilers Parallel computing licensed software packages: Gaussian, Molpro, VASP, CASTEP
Stata, SAS

I do analysis of interview data, and have used Atlas-ti for that purpose in the past. I am currently experimenting with Mathematica as an alternative for analysis and display of coding relationships; the software is not readily available through the college, as far as I can find out.

MDID

You probably don't mean something as common as Microsoft Word, but it's essential.

qualitative analysis programs

Matlab has become critical to how I analyze data.

*Video equipment (not computer software, but the actual equipment used to film)
I have used power point but I was too detailed power paragraph rather than
point. I may create power points in future.*

bibliographical software (EndNote, Zotero)

Technology for Teaching

Survey Question:

"If you utilize another technology (not included in the previous question) that is important for your teaching, please identify it in the textbox provided."

Survey narrative responses:

Distributed power in the classrooms would make use the laptops much more useful.
ability to connect my laptop to classroom projector/display
tablet-pc, doodle.com

well configured classroom

webcam, e-learning.

overhead projector chalk board

Printing--we need printers that automatically print on two sides of pages, especially on our shared printers. We WASTE so much paper when proofing presentation notes.

I use a tablet PC in every class presentation.

I would really love to see tablet PC technology supported !   This makes teaching interactive.

audio/video hardware - media center
Digital Media Center tools and resources
I occasionally show a debate on DVD in the classroom.

It would be nice to have the chance to experiment with an interactive whiteboard... however, the document camera (aka 'visualizer') available in several of the classrooms I have taught in seems to meet most of my needs.
Access to high speed scanner
Tablet PC; simple photo software (Picasa); PDF Annotator

My tablet laptop. I am member of the first class of tablet users in the classroom. It has become a critical component of my teaching. Currently there is no mechanism in place to replace this machine. When it dies, I'll have to go back to 1950s-style overhead transparencies and will be unable to post my lecture notes to Blackboard.

A good 'old-fashioned' white board.
photoshop, picasa, excel
SuperLab
SWEM Media Center for audio and video recording
Electronics design software, computer-electronics interfacing, electronics test and measurement equipment, electronics components, etc ...

discipline-related software (LaTeX, Matlab)

Other Web sites than my own
Same comment as before, especially about the interactive whiteboard. I don't have access to any in the rooms I teach, but would probably use them if available. At least I would give them a try. Colleagues I have talked to at other institutions who use them like them very much.
Use of Tablet PC daily in classroom.
I use the document camera + projector extensively. It's a must have for larger classrooms like those in Millington and Small.
Centra, Polycom
seamless hookup of Macs to video projectors
Tablet PC

I use a pc tablet, which enables me to handwrite comments on student work and return it promptly electronically.
video apps

video conference

MDID

I use a tablet PC when I lecture

Classrooms should have a portable lectern for table in center of room. This is 'old technology' but essential for many professors' teaching style. Most of the lecterns in my building are old, taped together, or gone. Lecture hall and classroom design should not assume media as center of teaching. A Marker to write on the Whiteboard. (10 years ago I would have said 'Chalk to write on the Blackboard.').

Matlab, for visualization and computation

clickers

Barriers to Use of Instructional Technology

Survey question:

"What are the barriers to increasing your use of instructional technology? If other, please identify in textbox below."

Survey narrative responses:

don't know how it could assist me

I use a lot of technology in the classroom. I would be interested in using the classroom clickers if they were not so expensive for the students to buy then use for just one course.

lack of classroom support: Screens cover Blackboards so must use one or the other

Not always the best way to learn

attitude of some IT colleagues who communicate that helping me is not their job

I was unaware of the availability of some software until taking this survey.

Technology often distracts students from what's going on in the classroom

ignorance of what is available

inconsistent systems in different classrooms

I'm not convinced that instructional technology really helps students master the material in my humanities discipline; instructional technology's an expensive buzzword and no substitutes for thoughtful live discussion.

don't know enough about options available or lack of training opportunities

lack of classroom equipment in some classrooms

For my purposes, I have not seen the added value.

Some types of instructional technology would actually be detrimental to my course.

doesn't add much to teaching compared to thinking about what to say and how to say it

It is my experience that most of these new technologies don't add much value. But, it's important to keep trying them out. The one's that work become part of our common toolkit.

I teach a field lab on the Eastern Shore, so distance is the primary barrier

Finding technology that actually adds value. One has to ask the question, 'What does a particular technology do for you that you simply couldn't do better without it?'

need to see clear benefits upfront to justify time investment

no funding for new, very expensive tablet PCs

I am not so sure that better technology means better teaching

Preferences for Learning about Technology

Survey question:

"How would you prefer to learn about new technologies? (through what means?)
If other, please specify in the textbox provided."

Survey narrative responses:

Short info on website is useful (having to go through a podcast or webcast is not particularly useful as I'd rather go at my pace and skip the parts I'm don't need help with). I checked brown bag demonstrations, but I'd rather have them be interactive.

manuals

Compensation Benefits

<u>Survey question</u>:

"Which benefit(s) not currently offered by the College would you most like to see adopted? Your choice is not limited to the benefits listed in the previous question. Please write your answer in the textbox provided."

<u>Survey narrative responses</u>:

a true maternity leave policy

1. help with dual career family moves for spouse 2. tuition waivers for W & M and options for tuition exchanges at other VA schools 3. reimbursement if not using health plan benefits 4. annual raises

Some sort of tuition assistance/waiver for dependents, particularly children. We are very far behind competing institutions in this regard, and the amount of money involved is so great--and the issue at stake so important--that I will seriously consider looking for a job at another institution that will provide such benefits. As much as I love W&M, I often regret that I did not accept an offer from another institution with a generous tuition policy for children. I do not think this issue will benefit one segment of the faculty unfairly, b/c we all benefit from faculty retention, but at the same time, I think it would be reasonable to offer people without children a different benefit option.

Health insurance throughout retirement.

We MUST offer domestic partner health coverage immediately. It is the most important of all employee benefits and denying certain families health coverage means that the College as an employer is examining and judging families and finding some disqualified for equal compensation. Would we deny library cards to racially mixed marriages? daycare access to adoptive parents? tuition waivers to those from foreign countries? Singling out gay couples for sharply reduced compensation is a scandal, and in an environment where many 3rd- and 4th-tier institutions offer such benefits their lack marks us as an undesirable work environment.

student loan assistance

extended health care for retirees after age 65
Better efforts to help spouse/d.p. find employment.

Some form of assistance with College costs for dependents
Health Insurance for Domestic Partners
tuition waiver for children

College-funded wellness and fitness classes for all faculty and staff.

College-funded pre-tenure leaves. Currently these are paid for by using departmental private funds, or by canceling classes (and thereby letting our students pay for them). The administration tells faculty job candidates that these pre-tenure research leaves are College policy and then tells departments to fund them. They should be seen and funded as part of start-up costs.

College tuition assistance.

I would like more adequate health insurance coverage at lower cost. However it is my opinion that until the College makes raising faculty salaries a priority, along with ending salary compression at the rank of Associate and Full Professor, it will never be able to attract or retain the people that it deserves. How is it that none of the so-called 'Grand Challenges' make reference to the economic status of the faculty?

W&M tuition waver for children of employee
College tuition assistance for children of faculty and staff.

college tuition for children (probably with tuition exchange at other Virginia colleges and universities)(note -- my child has graduated from college, I would not realize a direct benefit from this policy)

Tuition waiver or tuition exchange.

tuition exchange with VA colleges

long-term care insurance

Housing assistance program, higher contribution to 403b, tuition waiver and tuition exchange

Tuition benefits for children (at W&M and at other state schools) is critically important. W&M lags far behind most other universities in this regard. I had 6 other offers (all offered free tuition for children) and this almost caused me not to come to W&M.

Would love to see a W&M tuition waiver to make up for 'lost' compensation. cash-matching contributions to pension plans international travel insurance for college business

Tuition waiver for children of faculty, it is why I am currently seeking other employment options at other institutions that provide this benefit.

long term care insurance
health insurance after retirement

Phased retirement plan; Health insurance in retirement (maybe based on years of service at W&M or in VA system).

College tuition waiver and tuition exchange

Housing Assistance Program
Group discounts on cell phones and electronics, Concierge service: Ability to pay a nominal fee for a pool of workers to assist in a personal task (party planning, gift acquisition, dry cleaning drop-off/pick-up, addressing holiday cards)

W&M tuition waiver and tuition exchange with Virginia colleges & universities.

Faculty-Staff parking privileges, without hugely exorbitant costs to participants. It's an outrage to have to pay hundreds of dollars a year to park at your place of employment. There is no other profession/occupation for which that is the expectation.
Anything to assist with long term care of very elderly or ill family members for whom we have primary responsibility--even advice for options.

tuition waiver for dependents.

College tuition assistance for children of employees.
Assistance with adoption expenses.

W&M tuition waiver for children

I think some kind of tuition wavier would be really a cheap deal that would help recruiting.

Summer research is one area of compensation in which the college is sorely lacking. When I was last on the market, schools were commonly offering 1/9th summer support, and many 2/9th. This was close to guaranteed, at least through tenure. The Summer Research grant available here pales in comparison. Secondly, free tuition for children would be an invaluable tool to keep current faculty members here, especially if it also applied to UVA.

Tuition exchange with VA colleges and universities for children, etc of employee

Tuition exchange program

benefit h.

Spousal hiring assistance. It seems that many people have to commute 30-60 minutes because there are no local options for their spouses (especially for joint-academic couples). When faculty live far away, they are less likely to be a presence on campus, and it detracts from the small, close-knit college community W&M wants to be.

Tuition benefits for children, exchange with other VA institutions.

A tuition waiver. At this point, with no raises to match the high increases in the cost of living in Williamsburg, it is next to impossible for faculty to save much (if anything) for college for even one child.

Tuition exchange.

W&M tuition waver for children, tuition exchange with VA colleges-- to me this is incredibly important and I hope we faculty can push for it. It puts us, W&M, at a significant disadvantage compared to other schools, for quality of life for faculty and also for recruiting/retention.

health benefits for domestic partners: we are not competitive in this area

help spouses and partners get employment

Vision.

Tuition waiver for spouses, children, and domestic partners.

Higher contributions to retirement funds, basic insurance to off-set low salaries.

W&M tuition waiver for children, spouse, or domestic partner; tuition exchange; automatic option for one-year delay of tenure clock for birth or adoption (regardless of whether faculty member is primary care-giver for child)

I would like to see health insurance benefits available for domestic partners of employees and not limited to employee spouses and children. I currently unmarried but I have a domestic partner who has carries his own health insurance. In my case, my partner could be covered under my insurance should we ever decide to marry. Unfortunately, here in Virginia my gay and lesbian colleagues don't have the option of marrying their domestic partners and putting them on their health plans. As a result, I feel that the college benefit policies unfairly favor traditional married couples. Many academics don't conform to that stereotype, and we will have trouble attracting faculty in nontraditional family situations if we don't change our benefits policy.

W&M tuition waiver and tuition exchange with Virginia colleges & universities for children, spouse, etc.

W&M matching contributions to individual college funds for children, spouse, or domestic partner of employee

cafeteria plan that gives employees choices

Tuition exchange with VA colleges & universities

W&M matching contributions to individual college funds for children, spouse, or domestic partner of employee   W&M tuition exchange with Virginia colleges & universities for children, spouse, domestic partner of employee W&M tuition exchange with public and private colleges & universities for children, spouse, domestic partner of employee

reliable and affordable child care; this is important for young faculty; tuition assistance program (not limited to CWM or VA schools)

Tuition benefit for dependents; tuition exchange program

tuition exchange with Virginia colleges & universities for children of employees

Approximately 20 years ago I served on the Faculty Compensation Board and advocated tuition waiver and intra-state exchange for tuition for faculty children. My child is long since grown, but I still think this is highly desirable and justifiable, given what is in effect at other institutions, and that it would constitute an excellent recruiting tool. Of course, Virginia will never implement it.

Guaranteed health care for those who retire before age 65.

Tuition waiver or reduction for children or spouse/partner to W&M and other schools in the state system.

More formal efforts on behalf of newly-hired faculty to help partner find employment.

not sure

Better assistance with helping spouse find employment

Free tuition for faculty children at W&M or an equal amount at other institutions
tuition waiver / exchange with VA colleges for families

Better mental health insurance--parity would be fair.
W&M tuition waiver for children, spouse, or domestic partner of employee and tuition exchange with VA colleges for the same   and WM matching contributions to individual college funds for the same

W&M tuition waiver for children, spouse, or domestic partner of employee; tuition exchange with Virginia colleges & universities for children, spouse, domestic partner of employee

health insurance in retirement

I strongly support the family support options (tuition, adoption, etc.) even though I personally would not benefit from them as I think it would increase our holding power for outstanding faculty and recruitment power for potential new faculty.

W & M tuition waiver in conjunction with tuition exchange with other VA colleges and universities for children, spouse, and domestic partners tuition exchange

W&M tuition equivalent for children etc. toward paying tuition in other colleges and universities in the country

cover domestic partners

domestic partner benefits

Tuition waiver/exchange

Tuition exchange with the consortiums of colleges and universities--Pomona, Northwestern, Davidson, Wake Forest, Amherst, etc.--that have SATs and HS class ranks similar to ours. When I came to William and Mary, I was told that these other schools would gladly have included us in their consortiums, but that the General Assembly's view was that 'if you get it, the State Police should also get it.'   Now that the legislature has less power to influence W&M policy, we might be able to achieve this relationship, once the economy improves. When I taught at another school, they were able to keep some of their best faculty because the faculty with children--in one notable case, five children--were willing to leave only for schools that offered the same benefit. For the star with five children, the total, he told me, was something like a half-million dollars added to his salary if he remained at the school.

As it is now the faculty leave policy only allows for a semester every four years, which is difficult for female faculty who have waited to have children until they've gotten a job or received tenure. Each couple I know has had to negotiate a different deal with the dean depending on whether or not their partner is at the College. We should allow for more frequent family leaves (or at least maternity/paternity leaves) for births that occur more frequently than every four years.

W&M tuition equivalent to any US college or university for children, spouse, domestic partner of employee

tuition assistance for children of faculty

improved retirement health care benefits

More comprehensive disability insurance

Better child care options (part-time/full-time/half-day, etc.), shorter waiting list in child care program.

health insurance in retirement
Do more to help spouses/partners find employment. Do more to help faculty send their own kids to college.

Better Health Insurance
inclusion of coverage for the children of domestic partners

Tuition waivers for children of faculty/staff and/or tuition exchange.
Tuition assistance for children

None

Cash matching contributions to pension plan

Tuition waiver for W&M employees/ faculty

Expanded 'well baby' care for adults, especially trainers, gym access (perhaps via subsidy for membership; the on-campus facilities are usually packed), and research on healthy aging.

tuition remission if child attends W&M or other state school
tuition exchange with Virginia colleges and universities
Vision care separate from dental and hearing. Academics have terrible eyes but the current level of coverage for the money makes it not worth buying.
college tuition exchange, as broadly construed as possible

health insurance in retirement

domestic partner health insurance

tuition remission for children of faculty

Tuition exchanges for faculty children is an extremely important benefit. W&M will have difficulty competing with colleges that offer this. Hallway conversations suggest that some faculty feel they will be forced to look for positions outside of W&M that offer this benefit as their children approach college age.

Tuition exchange with Virginia colleges and universities

W&M should offer a tuition program for faculty that pays up to 100% of W&M tuition at any institution around the world that a faculty member's child attends.

W&M tuition waiver for children

Basic health insurance to include domestic partners. Tuition exchange with Virginia colleges and universities for children, spouse, or domestic partner of employee.

tuition assistance for college for faculty/staff children

tuition waiver/tuition exchange

Full year full salary sabbaticals. The current system penalizes faculty who cannot afford a paid cut. The penalty continues when that faculty member is not as productive. This translates into lower merit scores, lower salaries and thus the need, again, for a semester leave in lieu of a full year.

A portable tuition benefit equal to, say, 80 percent of the College's out-of-state tuition.   What the heck, let's make it 100 percent.

tuition waiver & tuition exchange

W&M matching contributions to individual college funds for children, spouse, or domestic partner of employee

Narrative comments: Strategic Planning & Ten Early Priorities

*The strategic planning process strikes me as mostly a waste of time, an initiative that was created
by W&M administrators at a loss about how to confront the real challenges that we face as an institution.*

*There is a danger that the catch phrases 'globalization' and 'internationalization' will soon drive every
aspect of the curriculum, and perhaps every hire.*

*1,2,4,5,8,9,10 are good   3,6,7 seem below the level that we should aspire to in a strategic plan
Given time and resource constraints, priorities within the 10 listed will need to be made.
These decisions will have a big impact on change and what it means for W & M in the future.*

*Life-long commitment to W&M should not carry over to having to hire every W&M graduate in the
applicant pool. Approximately 50% of the School of Education faculty are W&M graduates, including
the Dean, Associate Dean. There is too much inbreeding at W&M.*

*Our existing master's and doctoral programs are excellent and often nurture lower-level course offerings,
but in all depts. with non-graduate level majors we must maintain a clear distinction between an
undergraduate and a graduate curriculum. Not all of our course offerings will be derived from current
faculty research: we run the risk of assembling a curriculum of boutique courses, skipping the basics
which map the field and give it a comprehensible structure.   Already it often looks like essential
introductory and survey courses which define fields are disdained and handed off to adjuncts
and instructors.   The residential experience is a core feature of a Wm & Mary education; expanded
housing that will keep students on campus is an important need with spin-off benefits for
building community in the short and long term.*

*We will be limited to implementing only those priorities that do not cost anything.
We will have to rethink the priorities whenever the budget finally stops the downward spiral.
The strategic plan was not a useful exercise at this time.*

*A critical point that seems implicit in the priorities is to increase the endowment to a significant amount.
There is no greater priority in my mind as so many of our current problems could be solved by
having greater financial independence from Richmond.*

We have a responsibility to graduate students who are globally aware, promote inclusiveness in their future careers, and are trained for the new (green) economy. This should be a basic function of the College, yet this is not stressed in the plan. Our students are entering into a work environment very different than just 5-10 years ago yet the College has barely responded. We have made some limited ground with global awareness, but not much in terms of teaching about inclusiveness, or instilling an understanding of environmental responsibility. We need to be MUCH more student focused in this planning process--who are we graduating? What abilities do our students have upon graduation? Right now we are favoring the same old voices within the faculty and being too administration focused--as evidenced by the composition of the PSC. We need to remember why this institution exists at all.   I also disagree with the statement above that the strategic planning process was an inclusive process--the close knit group of faculty that make 90% of all decisions at WM also steered this whole process and many voices were silenced (either actively or passively).   I feel we need to work a lot on the morale of faculty at WM. So many of my colleagues are disenchanted with their careers. The Dean of A&S office has been very frustrating to work with and, frankly, we have been continually mislead and/or ignored in decision making that affects our daily work lives. Time for a change! We need to inject some fun and enthusiasm back into this place. Thank goodness for the students and their energy, because a lot of faculty are getting so petty and small-minded it's easy to lose sight on why I should come to work each day.   The whole annual merit review system (and implications thereof) are totally out of whack. Personally, my review bears little resemblance to what I do from day-to-day. Why review every year? Why force the same systems across all units? Why don't we evaluate teaching, research, and service in a way that assesses quality as well as quantity. For teaching, numerical 'popularity scores' are over-emphasized. For teaching, incoming research $$ are over-emphasized. In service, we make no attempt to assess the real contributions faculty are making. Many faculty sit on committees and do nothing, literally--I'm totally fed up with that. In many units, interdisciplinary work or work outside the home unit is punished by our current system. We need to thoroughly revise the merit review system, and simultaneously reconsider how faculty are hired into units. For example, why can't faculty have full-time appointments in interdisciplinary units? This is totally crazy.

Environmental sustainability should be given more emphasis. I think that undergraduate research commitment sets us apart – where does that fall in these priorities?

Diversity appears to figure only tangentially within the listed priorities -- increasing the diversity of faculty, students, curriculum, and student experience should be clearly articulated as a priority.

When applied to the academic side of a university, the tenth priority (continuous improvement model) often leads to wasteful assessment studies such as the silly pre- and post-testing of GER courses that SCHEV imposed on the College. If someone believes that a part of our academic program is inferior, let him/her present evidence to support that view before requiring time-consuming record keeping, surveys, and testing.

As I indicated earlier, it is shocking to me that raising faculty salaries is nowhere to be found in these Ten Early Priorities--after more than a year of discussion! I don't know a single faculty member in the Arts and Humanities who is satisfied with his salary, apart from a few individuals who have successfully renegotiated their contracts with the leverage of external job offers. Without raising our salaries, these priorities only ask us to do more for less, which is just adding insult to injury.

Why isn't the goal of raising faculty salaries to the 60th or 75th percentile of our peer institutions an early priority?

doctoral level graduate assistantships are not competitive. In fact, they are terrible. This needs to be a topmost priority.

Internationalization is an empty buzz-word for most programs. I cannot imagine how internationalization would improve any of the physical science programs, for instance. This priority concerns me, because I feel like it places undue emphasis on potentially expensive improvements for some disciplines, ultimately at the expense of others.

An excellent list - expand notion of community to include faculty interaction of a social and intellectual nature - e.g. faculty club. Incorporate revision of summer school, as a part of a meaningful year round education.

too many and too diffuse

I find it pretty surprising that not a single one of these priorities explicitly addresses faculty development. The faculty is the core of this institution, and their teaching and research are what determines the school's reputation and long run viability. Yet, more and more of our (at least in the Business School) budget is spent on administrative positions and activities. And discussion related to solving the resulting budget crunch is focused more and more on substituting non-tenure-track faculty for tenure-track faculty. I seldom hear about students selecting a school because of the administrative support. I seldom hear about students coming to alumni events to see administrators. I would like to see one of the Ten Early Priorities stating that it is an important goal to make W&M a very desirable place for research-oriented tenure-track faculty to pursue their careers. Right now we are slipping

further and further behind. I now hear from the Business School senior administration that we are a great teaching school and our research just needs to be adequate. I don't want to be on the faculty of a teaching school. I believed when I came here that W&M was intending to be a special place, a place seeking a balance of high-quality teaching and high-quality research. However, I don't hear this message anymore and I find it very disappointing. I had hoped this was a short-term view based on the poor current economic conditions, but when I see no mention of faculty in the Ten Early Priorities, I fear that maybe this attitude is becoming more pervasive across the university.

Maintain the moderate size of campus--do not increase the undergraduate population beyond its mark from 5 years back.

I like number 2, but I think it misses the point that we have to start this when the alumni are students. We have to provide an educational experience that creates alumni who want to give back. Also several of these things are not strategies; they are goals (sponsored research by 20%, or percentage of alumni who give to at least 30%). Why can't we use the language correctly? It seems that the way colleges manage their endowments is a major question these days, and I don't see it here. Concerning priority #3: I am skeptical of the goal of interdisciplinary research: I suggest that it is not a good thing in and of itself, so I'm not sure focusing on it for its own sake is a good idea. It seems to me that productive inquiry is the goal and breaking interdisciplinary boundaries is good to the extent that it promotes productive inquiry. Perhaps this tends to be the case, but I personally don't see the evidence now, other than some anecdotes showing successes of interdisciplinary work. I think it would be helpful to study when (and if?) interdisciplinary research is not fruitful and try to understand why. Then, we could focus on using interdisciplinary collaboration in the most productive ways.

Fundamental to the discussion of the nature of W&M as a liberal arts university in the 21st century is a discussion of our financial model; we have the aspirations of a private school but the resources of a small public school. One or the other needs to change, I think. Personally, I think we need to significantly increase tuition in order to enable many of the objectives on the table. In addition, we need to get better aligned. Different departments and schools have different visions and are pulling in different directions.... (e.g. re: teaching vs. research emphasis)

I would suggest that priorities 1, 5, 7 and 10 are most important
The stated priorities do not put enough emphasis on the recruitment and retention of excellent faculty.

A university-wide conversation sounds lovely, but I notice that this item excludes the word 'public' from the phrase 'liberal arts university.' I wonder if this reflects the antipathy toward that word from the wealthy alumni and members of the BOV, the fact that the contribution to higher ed from the state coffers is constantly diminishing, or an unspoken

desire by the administration to abandon the College's previous mission to the public and to become ever more elitist.   About the last item: I wasn't aware that there is now a 'Committee on Continuous Improvement,' but it is risible. I can imagine the president of the College standing in front of the faculty of Arts and Sciences, explaining what 'entrepreneurship' has to do with the liberal arts education that appears to be the FIRST priority: wild applause from faculty in economics, gagging from faculty in the humanities.

little evidence of any priority placed on quality of faculty   Too much emphasis on the few graduate programs in A&S. They need assistance (for grad student stipends) yes, but don't lose sight of the fact that the undergraduate core of this institution has played the greatest role in earning the current strong reputation of the institution. [along with the professional schools -- they are distinct assets]   throughout the discussions of last year, detected an increasingly strong theme of greater emphasis on A&S graduate programs, to the detriment of all undergraduate programs   the discussions seem dominated by those who would direct all new resources to the PhD programs, and talk of 'tradeoffs' always seem to refer back to taking existing funds away from undergraduate programs and projects to reallocate back to PhD programs   it feels like W&M is turning into a 'science-tech' school   the Humanities are treated as the poor step child of the institution, rather than the core strength of a distinguished liberal arts institution

Add an 11th. Expand the size of the faculty in order to improve the student:faculty ratio.

I am distressed, regarding both its inclusion here in the priorities and at its increasing use as an empty buzz-word, about 'internationalization.' The administration keeps imposing a commitment to 'internationalization' and 'globalization.' My research and teaching are 'international,' and I might add, 'interdisciplinary.' But my research and teaching are not what the administration means by those terms: they instead are fomenting some sort of politically correct 'intervention' with a presentist bias. That is, the emphasis on 'internationalization' and 'globalization' completely ignores, discounts, and is biased against almost anyone on this campus in the humanities who doesn't work on the late 20th century or on contemporary issues (the bulk of us). It leaves out the natural sciences. It puts an undue emphasis on the social sciences that engage only in contemporary issues. I am quite tired of the administration's attempts to promote 'internationalization' and 'globalization' to the extent that it has harmed departments. The administration will okay hires that promote its pet issues; it will not okay those positions that are important in a department but that don't toe the party line.

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*The sustainability initiative is critical to the mission of the College. In order to make
 our sustainability initiative a prominent one, especially at the level of research and teaching,
we need to consider internationalizing this initiative. Ideally, that should mean funding
for sustainability research that is internationally focused and not merely campus-based.
Several faculty doing research in this area are unable to realize their work on this campus.
Green fees are used at other institutions to fund research that is international in scope,
so it might be interesting to consider more possibilities. It should not be hard for us to
link sustainability and internationalization at W&M... and it is the wave of the future.*

*How deep is the commitment to these priorities? There were priorities in the last large-scale
strategic planning (1993 or 1994?) that were never substantially and systematically addressed.
Specifically, the goal of having faculty salaries at the 60th percentile of cohort universities
(70th percentile in some planning statements) has never been a reality.*

*We need to explicitly focus on strengthening funding and benefits for graduate students
-- emphasis on EXPLICITLY.*

We need to build the new arts center -- it would have a huge impact.

*A great many fundraising and alumni relations priorities. I think the extent to which our
graduates will continue to feel engaged in this college depends far more on the extent to
which they feel a part of a community, and a sense of ownership, while they are here as
students, than on anything we can do to promote the college to alums after they have left.
 The best way to improve alumni engagement and giving long-term may be to evaluate and
refine how we create community here, in the present.   I would like to see the work-life
 balance issue examined. One justification for a liberal arts education is that is gives the
individual tools to live as fully-realized, reflective, social responsible human being.
Do we undermine our efforts to the extent that we fail to model lives which leave little
room for reflection, for reveling in the simple pleasure of our brief existences?*

*There is not enough mention here of globalization (defined as a change in perspective academically).
 There is not enough emphasis on improving faculty salaries and benefits. Few of these priorities
 touch on academics, and there is no mention of academic excellence as a priority-a tremendous mistake.
These are the priorities of bean-counters, not educators.*

Re priority one - such a university-wide conversation is a good idea. We do so many things well,
and it could be interesting and productive to have such conversations. I don't want us to
lose track of the undergraduate program and its essential role within a liberal arts university,
and some of the discussions I've heard seem to downplay the role of the undergraduate program.
I'm not sure how the current governance structures are barriers to collaboration - my own experience
is that the governance structures in place promote collaboration and exchange of ideas.
I'm all in favor of expanding the resources from alumni giving and sponsored research –
but are these realistic goals? My sense is that faculty are stretched thin right now, so who will
be getting more research dollars? I know that some units bring in lots of money - but when
we consider raising the amount brought in, we should also consider how much it costs (space, etc)
as well as how much is brought in.

Improve recognition of academic research contributions of students in graduate programs.
Improve access to state of the art research equipment. Assist faculty in maintaining said equipment.

All of these goals are admirable and worthy. But everything pales (IMO) in view of our
basic problem: inadequate funding. That need is reflected to a great extent in some
of the goals, but we need to increase funding to meet our *current* priorities. Many of the
goals will require a lot of time and effort on the part of faculty who will meet, discuss,
come up with plans, etc. Having a plan is wonderful, but the cost (in time) is not insignificant.
And if there is (in reality) little likelihood that there will be funding to implement the
recommended changes, then the expenditure of time/effort is questionable.

I believe there should be a stronger emphasis on the role of interdisciplinary sciences in the context
of a liberal arts university as well as the role of faculty and student research. I also believe there should
be a stronger commitment to graduate programs at the College.

There is nothing here regarding attracting and retaining the best faculty, which is a shame.
Yet, faculty are asked to increase their grant getting by 25%. Completely uninspiring; in fact,
this is not a strategic plan at all.

I find the 10 early priorities acceptable. In the discussion of the nature of liberal arts education
I believe there needs to be careful consideration of the balance of research and teaching
and the tendency to over value funded research versus unfunded but highly influential
research in one's respective field. Funding availability sometimes reflects value of research,
but there is considerable pressure for researchers to simply follow the dollars and, in effect,
prostitute themselves. Universities are all the more vulnerable to this influence in difficult
economic times, such as we now face.

I agree that we should ensure that our communications, both internally and externally, highlight the College's commitment to diversity. It's important to 'make it easier for member of our community both on and off campus to collaborate and innovate, but there should be some accountability in the process.

It's time for the College to make a genuine commitment to graduate student support in Arts & Sciences, especially in departments and programs in the humanities. The College also needs to consider ways to support and expand interdisciplinary teaching. The current budget structure for all intents and purposes makes interdisciplinary teaching very difficult.

1. *I think that the College should place more emphasis on research at the graduate and undergraduate levels. The College considers itself a University, and so it should emphasize full-scale research a lot more. Colleges teach, but Universities create and discover new knowledge through research. Furthermore future customers (i.e. students) will want an institution that will teach them to do research and expose them to the state-of-the-art, since quality employment in a knowledge/innovation based-economy will depend on such skills. 2. I think that the College will significantly improve the quality of its undergraduate education by adopting a formal program of internships at external locations (i.e. 'junior year/semester abroad' in a company, in government, laboratory, museum, etc ...) The price might be a lengthening of the undergraduate course of study be one semester.*

3. *The international reputation of the College is non-existent, which is very surprising given that we are the 2nd oldest university in the country. 4. The endowment of the College is much smaller than what you would expect given the accomplishments of its students. This significantly limits the budgeting flexibility of the College.*

We are resting on our laurels and past investment and the bottom will drop out soon. Faculty are asked to wear too many hats and need better professional and technical support. We need to recognize the need for hiring administrators who are not also faculty members. These priorities listed above are important and we need to take bold action quickly or our standing and functionality will suffer, as well as our morale.

The first priority is clearly essential and should be made the main priority. The discussion must involve as many faculty as possible and consensus (or at least majority opinion) should be reached before we move on.

Life-long commitment to W & M would be better accomplished by having our prize-winning teachers give

more seminars in the Academic Festival on Homecoming Weekend. Many of the heralded teachers at W & M are never asked to give lectures or to teach a class. Despite what some administrators may think, many of the alumni and alumnae would prefer engaged education to going to the football game. Witness the popularity of Christopher Wren classes, which are overflowing.

The 'Ten Early Priorities' appear to be 'Three Early Priorities and Some Underlying Themes' i.e. (abbreviated) I. Liberal Arts University A. Sponsored research B. Continuous improvement & entrepreneurship II. Inspire Life Long Commitment A. Expand annual giving B. Student housing and off campus amenities III. Collaborate & Innovate A. Innovative use of IT B. Communication strategy C. Commitment to diversity I think it would be easier for the institution to embrace three priorities. In addition, the first three sound visionary and the others less so. For example, why set a goal of expanding alumni donors from 20% to only 30%, why in five years and why not focus on enlarging individual donations?

The first priority is difficult to visualize beyond some coffee klatches. I'd rather see an emphasis on diversity and continuous improvement & entrepreneurship because I think that those are the things that will shape W & M in the future.

Unless faculty salaries are increased along with research support, faculty morale will remain low and none of the other priorities will make a bit of difference.

The Strategic Plan is the BoV's covering their rear end after firing Gene Nichol supposedly for not taking such a plan on. It's a waste of time and money, but, fortunately, will little affect what we really do and do well.
Increasing student diversity (and faculty diversity) should remain a top priority. Also, becoming a more sustainable institution is important, as we are training future leaders and should set the example.

regret that we did not include cultivating an international perspective
Ensuring that our communications highlight commitment to diversity may be skipping a step. The commitment itself needs nurturing.

Only cursory attention is given to preserving the core mission of the undergraduate program: preserving and enhancing the direct interaction between full-time, permanent faculty and undergraduate students in smaller classes and direct interaction.

A mistake W&M has made over the years, I believe, has been to ignore the influence faculty have on alumni whom they have taught. Most alumni don't know development officials or Society of the Alumni heads. Most support, but can't quite identify with (because they do not know them), presidents and provosts. Many don't know department chairs personally.

Yet, with the exception of appeals from current undergraduates for funding--and those can resonate with alumni who see themselves in the students--these figures, I believe, are the ones who sign appeals to alumni for contributions. Add class secretaries to that list. My sense is that if annual requests for contributions were sent to, say, alumni from the 70s signed by a group of perhaps six faculty who were teaching at W&M in the 70s and who stated the needs of the school, then the level of contributions would rise. Just enough alumni would have studied under those faculty or heard good things about them so that the appeal would have more authenticity. The same principle would apply to all decades of graduates, though alumni in their 50s and above are generally the ones who have the disposable income to contribute. Some faculty must still be around who taught here in the 1950s. The same holds true for the 1960s. I wonder if we couldn't try such a program. The mailing would include photos of the professors. It would be jointly signed. And it would state the clear need for funding the alumni's alma mater needs to become the liberal arts university of high quality they and we want it to become. How to choose such persons? Maybe a cross-section of the winners of awards such as the Graves Award, the Jefferson Award, the Alumni Society Teaching Award, plus faculty who may not have won those awards but who have done notable research? The key is that such faculty (or administrators, such as Sam Sadler) would have a substantial following among students who have become alumni. That's not the case when a development officer or new dean or provost signs an appeal for contributions.

I am bothered that the Administration acts like they are interested in what faculty think BUT in the end, it's the loudest who are heard. There are too many special interest groups (diversity, internationalization, service learning) who force their agenda on others.

As a new faculty I would like to emphasize the importance for collaboration on and off campus. This will not only strengthen research but also serve as a fertile ground for inter-disciplinary teaching preparing students for a world in which experts need to have a holistic approach to solving issues.

This needs to be focused around a core element that is William and Mary. What is the overarching theme here? UNITY of FOCUS is needed. Most of the elements listed above could then find their way under the main umbrella. Without it though we have another laundry list that is not very well connected for planning and resource allocation.

What is a 'liberal arts university'? I think it would be helpful to name some other universities in this category, particularly ones that we regard as superior to us and that we are trying to catch. Princeton? NO

I agree that the first priority listed above is central to the strategic planning process at W&M. The recent study of alumni perceptions was limited to undergraduate alumni, which is regrettable. Why is the fourth priority above restricted to a consideration of undergraduate alumni only?

Much more should be done to 'showcase' W&M faculty and staff in the national media.

We need to over-haul University Relations.

Most of these don't seem particularly strategic to me. Managing the college's communications plan, for example, seems like what the top leadership of the college does as a part of overall operations.

What is a liberal arts university? The danger is that we get the worst of both worlds--some small liberal arts colleges place more than W&M does in things like PhD programs because they give so much personal attention, and big mills do better, sometimes, because the faculty are so much more active in research than W&M. How do we capture the *best* of both (how do we become Oberlin or Carleton)?

All of this language of these priorities emphasizes entrepreneurship and none of it faces squarely the administrations responsibility to increase our ability to do what we do better – that is. calling us a liberal arts university doesn't mean anything if you're not putting the money into making us a real university with research at the forefront and the driver of education. There is no compromise a university runs on research and if you're not making that the priority with increased faculty and increased support internally for research - more money and more teachers - then you are simply re arranging the deck chairs on the titanic. raise the money or change the subject.

There is too much emphasis on the vision of W&M as a liberal arts university and not enough on our national and international status as a research university. I believe this is due to misguided grasping for more alumni giving. It is clear why this is appealing in the short term, but it could be disastrous long term. If W&M undervalues externally funded research, nationally and internationally recognized, and if it does not do enough to articulate the research mission in its vision, there could be serious consequences. The outstanding laboratories in the region (JLAB, NASA) will be less enthusiastic about W&M]collaborations and may look for research partnerships elsewhere. Peer reviewers on federal grant proposals will tend to devalue the worth of research from W&M. Brilliant young researchers will be less likely to accept appointments at W&M. The unfortunate endpoint of such policies and priorities is that William & Mary may evolve in the direction of Mary Washington, excellent in undergraduate teaching, but negligible in research – and a weak sister to UVa, Virginia Tech, and, sadly, even ODU, VCU, and George Mason.

The 30% goal is 'way too low, in light of the enthusiastic loyalty of our undergraduates. Greater attention to outreach and involvement, and bringing alums back to the school could help. So, too, using IT as a means of involving our grads in lifelong learning (e.g., podcasts, webinars). William and Mary will never be compared favorably to the very best US research universities unless more departments develop first-rate PhD programs. There is overwhelming evidence that the highest impact research does not originate from 4-year teaching colleges.

The faith in IT as the catalyst for some of the above is misplaced.

I'm not sure 'internationalization' is terribly important.

I am wary of pushing too hard to increase sponsored research funding. There is a fine line between encouraging research, versus making faculty so concerned about research funding that they collectively begin (or continue) to reduce their effort and concern for teaching. I feel that we are already over the line into overly heavy emphasis on research. (And I say this as a faculty member who ranks highly in both external research funding and publication within my department.)

develop a graduate school that cuts across the university
Although funds are clearly not available this year, we must increase graduate financial aid ASAP to enable programs to compete nationally as expected at W&M.

A top priority must be to achieve a sound financial foundation. W&M is in a precarious position with respect to not being able to sustain what our academic programs currently require, let alone being aspirational to meet the challenges of higher education in this century, and as identified in the current strategic planning process.

The list is quite uninspiring and bears little connection to improving the ACADEMIC program at the College. 'Go forth and increase sponsored research' sounds great, but HOW WILL THIS HAPPEN, when positions in the Physics Department, for instance, are being held open to pay start-up costs? 'Review the Communications Strategy?' How can that be 'a priority?' We already spend lots of resources and time celebrating diversity and the contributions of alumni and student athletes, leaving out more 'mundane' things like celebrating the ACADEMIC achievements of students and faculty --- something we barely do. (Instead of celebrating the FACT that some people are 'diverse,' (and thereby not celebrating those who are not diverse) we should be celebrating the achievements and contributions of ALL members of the community, diverse or not. This is the way to make all members of the community feel welcome and united in a common enterprise to which all contribute according to their talents and gifts.) On another note, sometimes the front page of the College's website reads like we are some sort of Service Fraternity/ Athletic Club, with one or two academic programs thrown in for good measure. There are lots of core priorities that have repeatedly been identified over the past several years, but the College has refused to fund them, choosing instead to spend money on things like undergraduate need-based financial aid (more than $3 million in FY 10), sustainability ($200K per year), subsidizing volunteerism, etc. Whenever there is a trade-off between social causes and the academic program, the academic program loses.

Are there operational definitions for each of these Ten Early Priorities? What evidence will be gathered and analyzed to verify which Priorities have been met within a set period of time? Basically, how will W&M know that it has successfully implemented and achieved each Priority?

The University needs to support the 'Arts' part of the Liberal Arts; to support, commend and communicate the success of our student artists (Music, Theater, Dance, Fine Arts, etc.), not just our student athletes.

Narrative Comments --

I'd be curious to learn more about retention of faculty at the college. As a newer faculty, I hear tales of those early career faculty who have opted to leave. What are the reasons? What does this say about the college/department climate? Is it all financial? More singles than families?

It is difficult to identify whether sufficient allocation of faculty input is used in W&M decision-making. It appears that much of the faculty input is merely pro forma, with little attention paid to what faculty actually say. Rather, with surveys and 'select' faculty representation administrations' goals are generally met, while merely presenting the appearance of shared faculty governance.

We should seek innovative strategies to keep faculty close to campus as well. Housing prices within a 10-mile radius are increasing rapidly and are routinely beyond the means of new hires, yet these are precisely the individuals who have the energy and connection to our students to engage them outside the classroom. Some sort of housing support for faculty would have tremendous benefits for the life of the institution.

The general education requirements are far too structured and complicated. Students are being unnecessarily restricted and confused about course selections. A simpler, more flexible system is required. E.g., why not just require 9 or 12 credit hours from each of Humanities, Natural Sciences and Social Sciences?

Look at the geopolitical changes the world is going through--most are related to the increasing interconnectedness of the globe and the environmental threats we are facing. For goodness sake, let's create an institution that produces graduates who are able to lead the decision making in this new global economy. I don't see this adequately stressed in our strategic plan so far. If we don't open our eyes to what is happening outside WM we are going to quickly fall behind our peers. We need to be looking externally as well as internally as we complete this review process, and we need to be much more focused on student training/education. We have some crappy graduate programs out there (as well as some good ones). Let's have the reputation of our graduate programs match that of our undergrad program. If that means cutting in some areas and investing more in others--let's do it and do it well. We should NOT think of the strategic planning process as a zero-sum-game, as so many faculty seem to talk about. This is an opportunity to refocus and reposition our future and put us on a vector of growth. This process should create NEW opportunities, not just re-balance a budget. We need visionaries who think big. We are resting on our laurels and established WM traditions far too much in the current process. Let's shake things up!

The problems of faculty salary are critical at W&M: since there are almost never sufficient Allocations for faculty raises, the problems of compression and inversion are more dramatic here than at any other institution I know of. Faculty salaries MUST be a priority of the next strategic plan,

and this priority should not be obscured by the other buzzwords and trendy (and typically ephemeral) schemes that the administration loves or has loved over the past 15 years: e.g. service-based learning, 'globalization' (which seems to mean, in the humanities and social sciences, 'scholarship as presentist political intervention') inter-disciplinarity, 'student research experiences,' etc. A&S has made some real headway in lowering teaching assignments to 2-2 for most departments; now the challenge lies in paying the salary we've managed to assemble over the past 20 years, especially more senior faculty, something approaching market value.

Faculty salaries are becoming an absolute priority after years of neglect.

My negative evaluations of IT and Library support pertain to those services WITHIN the Business School. Swem and W&M IT are fabulous in my experience!

The lack of faculty salary raises has received no attention from the administration (and is met with snide remarks from the president). No raise is a cut in real dollars. The best faculty are leaving. Meanwhile, incredible amounts are spent on building expansion.

A lot of the student-related funding issues should be resolved through marking the tuition to market. William & Mary won't lose students or interest through an increase in tuition--in fact, to maintain comparable faculty benefits, it needs to charge comparable tuition.

Verbal support for commitment to excellence in research needs to be consistent with financial support for research activities, including teaching loads that are consistent with those of leading universities. For tenure decisions, recognition needs to be given to the fact that hurdles to successful publishing have increased in certain fields.

Given the current state of the state of Virginia - gay and lesbian faculty who are partnered or creating families are in need of special protections and consideration over all faculty issues concerning spouses/partners from simple policy language to benefits

and support for adoption.

The merit system is broken and has been for years. Study abroad needs to be evaluated on outcomes, not on numbers of participating students. Reves needs to be funded by a student fee paid by all students, since it advises virtually all students, rather than by a user fee paid only by students who study abroad. These are ongoing problems and the college administration should have long ago taken a leadership role in solving them. In the College's search for revenue it might look critically at its administrative structure and conduct a cost-benefit analysis, position by position. Could there be a metric for administrators similar to one with which we evaluate faculty, something like 'overall effectiveness?' Why not? For example, who exactly evaluates the effectiveness of (...)? Could his salary and compensation package be better utilized elsewhere in the College? Maybe evaluation of administrator effectiveness is a job for the Committee on Continuous Improvement.

The survey is poorly designed and will lead users of these data unsure of their meaning. A huge proportion of the questions ask about whether an issue is important without asking anything about the DIRECTION in which respondent would like to see the college go. For example, it would be patently stupid to ask someone on an opinion survey whether they thought the issue of abortion was very important, important, neutral, not important, or irrelevant without also asking them whether they thought the status quo was good or bad. Without that information you can't possibly interpret the data beyond saying, 'WM faculty think abortion is an important issue.' Salience is relevant, but direction of opinion is also relevant if you are going to use this information to advocate for the interests of faculty. You WON'T know their preferences after you get all the data inputted. This was aggressively ignorant on part of the designers. Next time include someone who does survey research. On your long list of priorities for the college, you should add the option of: 'Increase the size of the tenure eligible faculty.'

I think that the W&M administration is weak

I believe I read in the results of some previous survey: Everyone knows what William & Mary is: it is an excellent liberal arts university. Our students are attracted to its traditions of excellence

in the humanities and in the sciences. We don't need to go chasing after some manufactured persona. And I'm tired of undergraduate research. It's the imposition of a science model of learning on the humanities. Not all undergraduates should be expected to do research, as they're not all able to do it. Salary inversion remains a serious issue on this campus.

The School of Marine Science needs to move to a 9-month salary model in order to be competitive with comparable research-oriented schools around the country.

I am glad the survey included questions about balance of work vs. the rest of life. I have taught for 21 year s at W&M and while I am engaged, energetic and committed to the students and to my teaching and research, as a full prof., it seems the demands are endless and increasing. At one point, the Women's Caucus featured panels on 'how to balance work and the rest of life' and I would like to see more attention to this issue, as I know so many faculty who get completely exhausted and end up with inadequate time to spend with family, which is not good for anyone (including the institution). I have to say NO a lot, and this can lead to a bit of guilt-- but it should not...

I repeat what I wrote above: these priorities are not worthy ones for a first rate academic institution, they are very routine priorities for administrators engaged in fund raising and alumni relations. We are a university first, and these priorities, particularly the lack of any mention of maintaining or increasing the quality of our academic program, are not worthy of us.

A few issues: Bias toward current jargon: I'm concerned about how much weight this survey places on current educational trends like technology in the classroom and jargon like globalization, which only seems to focus on present-day concerns. I'm a humanities scholar whose research centers on distant lands and the distant past, and who uses technology in the classroom only insofar as it aids students in mastering my discipline, not as an end in itself. Quite frankly, the persistent present-ism that I note in this survey and much of the strategic planning during over the past year is very alienating.
  Top _Two_ Priorities: I am glad that we are going to have a dialogue about being an excellent 'liberal arts university' this coming year, and to express my opinion that the two things we most need to work on to achieve that are attracting and retaining a strong and committed faculty through adequate salaries and benefits packages and giving them teaching and research facilities that are modern and decently maintained. I routinely work in buildings that are falling apart due to long

deferred maintenance and renovations. I note that the Business School and School of Education
currently have (or are about to have) some very nice new facilities, but Arts and Sciences—which
should be the core of the College's much vaunted liberal arts mission, seems to have gotten largely
left behind in the recent campus building spree. The new integrated sciences building is certainly
impressive, but when will we ever see renovations to Morton Hall, Phi Beta Kappa/
Andrews Hall and Tucker Hall (just to name three non-science buildings in very sorry shape)?
The plans for a new arts complex sound great, but will we ever get the money to build it?
It's a shame that the humanities, arts, and social sciences keep getting left behind at W&M ,
when they are disciplines key to our liberal arts mission--and generally don't need nearly as
much expensive equipment as the sciences. *Faculty Governance: I hope that participation*
in this faculty survey is high, because after a huge spike in faculty participation in governance
issues during the brouhaha following Gene Nichol's resignation, faculty participation seems
to have returned to the largely apathetic status quo. Possibly, it's because everyone's feeling
just fine and dandy now, but I think it's more likely that it's that faculty are feeling
demoralized by budget cuts and flat salaries.   Moreover, faculty governance at W&M appears
to me to have social cliques that remind me of the more unpleasant parts of high school.
At certain points in the last two years, certain members of the Faculty Affairs Committee
openly said in A&S Faculty meetings that the assembled body should not pass certain motions
expressing its views because FAC had already conveyed a sense of faculty sentiments on the
issues in question to the President and Board of Visitors. The FAC certainly does have a role in
speaking for A&S faculty, but should not presume to cut off a wider debate in a public meeting
in this fashion. Is it any wonder that attendance at most A&S Faculty meetings is so sparse?
When faculty feel excluded from their own governance structures (and think that the campus
administrators don't actually listen to them all that much anyway), they behave like rational people:
they focus on their own research and teaching rather than wasting time attending meetings in which
a select in-group appears to have already decided on the outcome ahead of time and silences
discussion and debate. Personally, I haven't given up just yet, but I do hope to see less
cliquishness and more collegiality and open discussions in faculty meetings in the future.

Space is a big issue in our department - there is not enough of it to do our teaching
well, nor to support our research.

I am on SSRL this year, so the questions regarded balance between teaching and research were difficult to answer, so I responded N/A or neutral. The questions concerning the performance of the administration (Provost/President) were also difficult to answer, as we are in (yet another) difficult budgetary situation. I believe that the administration is doing what it can, but that the primary problem--inadequate funding ACROSS THE BOARD--is not of their doing. We also have a new provost and it is impossible to answer questions about his performance. I believe that morale of faculty is ok, but that we are all heartily sick of always doing more, more, more with less, less, less. Someone recently said it well: W&M is a ivy-league caliber institution on a community college budget.

I am a highly productive faculty member who is regularly asked to consider applying to research universities with less commitment to undergraduate education and research. My satisfaction with my current position depends on the College's commitment to being a 'liberal arts (and sciences) RESEARCH UNIVERSITY'. This includes the College's support of faculty research, graduate programs (in particular, the Dean's contribution toward student stipends in my program), and long-term support of interdisciplinary science activities and high performance computing.

We over assess ourselves, wasting time and resources that could better be employed elsewhere. I'm not saying some assessment isn't necessary, just that we go way overboard.

As a member of the Psychology Department I wish to register my complete contempt for the manner in which our Doctor of Psychology program, of long demonstrated high quality, was dropped with no advance discussion or indication that such a decision was pending. I consider this to have been a cowardly disingenuous process, and not worthy of a university that purports to aspire to a reputation for international excellence. The decision may be defensible, though I do not find it so. The process was despicable.

Merit evaluations often do not reflect the contributions of the individual to the department, because the evaluators do not necessarily know how to measure the contributions.   With regard to facilities maintenance, the College should not allow buildings on campus to remain empty for extended periods, especially buildings such as Tucker Hall, which is not only an integral part of 'Old campus,' but symbolically, an integral part of the College's image. We should do everything possible to renovate the building in a timely manner.

Many questions had only one-sided answers. For example, there were questions in which we were asked whether faculty have 'adequate' or 'inadequate' influence. No option was granted to say we have 'excessive' influence.

The merit system is broken beyond repair. My department does not have an effective administrative assistant (when she decides to show up for work). My salary is far too low. I am an associate professor with a salary lower than that of two new assistant professors in my department. I often find the grants office staff inadequate (sometimes they are obstructive). Many of these are all problems that can be addressed by a better dean.

In some departments, there is gender based inequity in pay levels. This should be remedied.

My biggest priority is reversing the freeze on faculty salaries and making up for lost ground over the last two years. Second is tuition waivers / VA exchange for families. Overall, I love W&M!

In some crucial ways, I think the faculty are not fully appreciated at William and Mary. Even those who publish all the time and are celebrated teachers make very little money, much less than most comparable institutions. There is also terrible disparity within departments for no good reason; often the much more prolific and responsible and brilliant colleague will make less money than the colleague who happened to be an administrator for three years or to go on the job market long ago. This is not good for morale.

Nice job on the survey!

As a new hire, it would be nice to have a transparent presentation of salaries in various departments, along with a comparison of teaching loads, and numbers of students per class.

In general, I am quite happy with my W & M experience. However, I am aware that I have many more resources at my disposable compared to most other faculty on this campus. I am sure that that means that I don't have an adequate understanding of the issues and needs in other schools and departments. The issues that don't impact me personally probably mean a great deal more to others than I realize.

Keep a realistic view about the research possibilities at W&M. It's a great place, but will never be a major research institution in the way that Stanford or UVa are.

At the first A&S faculty meeting for the new academic year the possibility of eliminating the 8%/7% pay increase for the last two years of service prior to retirement was brought up. I was appalled to learn that this issue had been discussed in committee last year without the knowledge of the faculty as a whole. Apparently some feel that the increases do not benefit the faculty enrolled in TIAA-CREF as much as they do the faculty enrolled in the Commonwealth retirement plan. While this is true, one must consider that all new faculty have a choice of either plan and know the pros and cons of each plan when they make that choice. Most choose TIAA-CREF due to the portability of their retirement plan if they move to another state. Those on the Commonwealth plan don't have that benefit and must seriously consider the consequences of accepting a position in another state. I also want to point out that was no real option to change to TIAA-CREF for faculty who had been at W&M for a number of years prior to the addition of TIAA-CREF to W&M since they could not transfer their previous contributions from the Commonwealth plan to the TIAA-CREF plan. Doing such would have resulted in their having two retirement plans (Commonwealth and TIAA-CREF) and decreased income at retirement.

Any change in the current arrangement should be grandfathered for those on the Commonwealth
retirement plan, at least for those of us that did not really have the option of TIAA-CREF.
In addition, Faculty nearing retirement have made their plans with 8 and 7 % increases in mind.
If the increases are eliminated, they'll have to reconsider their plans. In my case I'll simply
delay retirement a few more years to make up for the resulting loss of retirement income.

Too many of the same faculty are nominated for and elected to A&S committees.
Also, a handful of faculty are effectively blackballed from such service. Too much here depends
on adherence to conventional views which can be described, if loosely, as politically correct.
Also, too many endowed chairs have been devoted to faculty below the rank of full professor.
And there has not been enough attention given to how chairs that do go to bestowed are
balanced in A&S. Too many faculty in certain department with truly superlative research
records go without, while a number of faculty in other departments with merely good to even no
more than solid hold chairs.

It is a good survey. Well done.

No priority was asked about enhancing the undergraduate classroom experience by
encouraging small classes and direct student/faculty interaction.

Our teaching load is fine. We should resist all efforts to reduce it further. The tradeoff for
such reductions involves larger classes and more classes taught by teaching assistants and a
diminution of students receive for four years. In fact, given the economic downturn and the
continual struggle for funding, William and Mary would probably have been wiser to have
moved to a 3-2 or 3-2-2 or even 3-2-2-2 teaching load. But I understand those who advocated
such loads essentially, alas, got nowhere.

My response on the administration's priorities may be unclear. I generally believe that the
administration has been responsive to faculty, but that their actions have NOT been transparent.
This is especially true on the University Priorities Committee, on which I have served. That mostly
felt like I was being asked to provide blind support for whatever Geoff and Sam wanted to do,

without providing accurate information for me to consider.

I do not like surveys that require ranking because many questions need to be elaborated on, so many in fact that I would not have the space nor the time here to do so. I think you need a better way to gather this information, for example, face-to-face discussions and forums. I'm not worried about being identified so much as I am about my views being lost in the shuffle.

I can't emphasize enough how important faculty salaries are. Most of the people I know are very happy here, but are upset about their salaries and know that they could earn a lot more elsewhere. To know that the administration cared about and was making an effort to improve this problem would go a long way toward making people happier.

As a new faculty I answered many questions as 'not sure' given the lack of exposure to the topics covered in the survey.

I think 'interdisciplinary', used many times in this survey, has become a ridiculous buzzword without any real meaning and is inappropriate, especially when applied to science. I am in the Physics department. Physics is the foundation of all other sciences and has contributed important ideas to philosophy, mathematics and economics. Is it interdisciplinary? I don't know. Probably not. The other disciplines rarely feed anything back (math is an exception). That is OK/expected but constant harping on interdisciplinary stuff seems not to recognize this. I don't think good physics research or teaching comes from an 'interdisciplinary approach' and I hate to see the constant stream of college initiatives toward interdisciplinary and internationalized work. My research is conducted in collaboration with 100s of other scientists on three continents but I rarely find any of the initiatives helpful as they are all oriented toward liberal arts, study abroad, junkety things.   The best thing the college could do for my research would be to take less money in overheads, most of which our department does not get back and which is so large that it must generally be used for 'welfare'. If the overhead rates were lower I could support more graduate and undergraduate students. Specifically, the college should go for an on/off campus overhead split like the one UVa uses.

NO

If the College of W&M does not develop and implement a sustainable plan soon for support of existing A&S graduate programs (specifically A&S graduate student financial aid), we will lose our status as a liberal arts university and will need to redefine our peer group to consist of small public colleges.

The Dean of *** is a disaster.

The treatment and salaries of adjunct and non tenured faculty is not addressed and should be addressed. Have them fill out a survey to understand the problems and grievances they have. Programs rely heavily on them due to the lighter teaching load of full time faculty.

It is impossible for us to become a 'liberal arts university' if we give so little support to faculty research. There are a few private funds that provide a bare minimum for occasional research in our department, but we have almost no funds for presenting our research at conferences or otherwise engaging our colleagues outside W&M. For a department of more than 25 tenure-track faculty we had a budget of $8,000 for conference travel, a fraction of the cost to go to even one conference per faculty member. I don't believe that we can remain at the cutting edge of our disciplines if we can't afford to participate in our fields' basic intellectual exchanges. I also wonder how we can direct theses and dissertations when we're not even sure what's already being done or with whom we should connect our students.

How is it possible to have such a long questionnaire in which there are no questions about the troubled leadership in ***

the emphasis in the planning process has been heartening in that people are giving lip service to grad education which has be a third class citizen here, largely out of fears of alumni and Richmond. But such talk is easy when there is no money. When the money is restored, what then? that's when we'll know if this has been meaningful.

The ninth priority of Strategic Planning is very important to the life of The College in a multicultural world. While a great deal is being done to increase diversity in admissions and to offer experiences with diverse populations in some academic work, The College should highlight these activities both inside the college community and beyond it. Future students, their parents, public schools, and other constituencies must be made aware that WM welcomes students from diverse populations and that once such students are admitted they will have support to achieve all that they can. I am heartened by our efforts in the last few years, but we can do more to dispel misconceptions that we are a private institution or that we are a 'public ivy,' a phrase that signals exclusiveness and privilege.

As much as people may not want to admit it, salary increases that are more consistent and at least keep up with cost of living increases are vitally important in keeping faculty - especially in a place that is so expensive to live. Housing assistance for new people and salary increases are vital to maintaining any kind of competitive faculty - along with a much more effective grants office.

A benefit that would be valuable as a recruitment and retention tool would be to have expanded availability of child care.

I'd really like to make more use of classroom technology, notably clickers and tablet PC capabilities. The new business school has new technology, but getting to know it and learning to use it effectively is difficult (we are into the third week of classes, some technology is not yet available, and time for experimenting is limited -- classes are in session, I'm busy, and instruction doesn't seem available. I know it's been difficult to get the whole, wonderful building up and running in time; it would have been a real luxury to have had two weeks before classes to get really comfortable with the technology (I'm not, yet). The tablet PC-live mark-up capability in Miller Hall is not as advanced as elsewhere on campus (!); we should have a concerted effort (akin to the tablet PC project in recent years) to push classroom technology and train our faculty in how to make it sing and dance to OUR tune, for effective educational impact.   I want to learn more about how to use Mathematica's graphing and 'live interactive' functions in the classroom, and for students – it seems a truly wizard opportunity to help all our students really understand the impact of

changes in various numbers ... But I need some coaching (plus a real full professional license;

I've only bought the personal Home edition, so don't have the classroom capabilities I'd like).

I suspect there are faculty on campus using these capabilities, but I sure don't know who they are.

I suspect that we could use this software in particular to make the numbers much more

accessible to the 'poets' as well as the 'physicists' among us, in the liberal arts tradition.

William and Mary should cover the cost of tuition for children of

Faculty and Staff who are admitted to the college. The cost to the

school would be trivial, but the payoff to the faculty would be

enormous. Given all of the cuts this would be a great morale

booster, and it would help in faculty retention.

The tuition remission for children of faculty needs to be addressed. It

is a more important issue with our salary freeze and could be a big

draw in hiring

Improved communication across campus. Suggest a weekly newspaper (hard copy preferred),

different from W&M News, that (1) reports decisions by the Administration, by the Faculty Assembly,

by faculty committees etc and (2)discusses issues that face the campus--maybe in pairs of columns that

present both sides of an issue. Then we might be able to learn in a timely way about not-so-important

matters (e.g., changes in allocation of faculty parking spaces) to the very important (e.g., assignments

of who will occupy the ISC-III; whether the building will have lecture hall, classroom, and who is

doing the planning).

Faculty salaries at the assistant professor level pose a serious problem to the sustained enactment

of any strategic plan. Low entry salaries make life in Williamsburg difficult, a fact that those who

have lived here longer than eight years probably do not recognize. Housing prices rose dramatically

in the early part of this decade and have not appreciably come down, making home ownership and

long-term economic stability difficult for new faculty. This, in turn, will make retention difficult and

any discussion of long-term plans led by faculty subject to the dispersal of our most precious human

resources.

The merit review system seems extremely flawed by the reliance on teaching scores. There's a fixation on scores during tenure and promotion reviews too. The preoccupation with scores damages faculty morale. Everyone is cynical about it, and everyone feels trapped by it.

raise graduate student funding!!

The priorities ranking exercise seems unlikely to identify genuine priorities, and you've set up potential false oppositions. That I ranked increased support for faculty research as my top priority and did not rank service/community engagement at all does not mean I consider service/community engagement a non-priority; it means I assume that faculty with an interest in this will be able to use research resources as they wish, whether for service/community engagement, international/global, etc.

Discipline-specific technical staff support is essential, especially in the hard sciences. Currently, in our department, it is not given adequate funding (or the staff we have are highly underpaid). Faculty would greatly increase their productivity if they did not spend substantial hours each week maintaining equipment and performing routine tasks that should be given to technical staff. If the increase in grant dollars is important to the college, then this should be thought of as an investment to make that happen.

The question 'whether we should hire more women and minorities' is poorly specified. No one opposes hiring more women and minorities in the abstract, so who could possibly say 'disagree.' A better question would be 'should the College make special efforts, over and above those necessary to ensure equal opportunity, to hire additional women and minorities.' My 'strong disagreement' is an answer to this latter question. We should be

trying to hire the best faculty, period, without regard to race, creed, color, gender, national

origin, etc.   2) The BOV and the President are too timid when it comes to raising

undergraduate tuition. Three years in a row we have moderated our tuition increases

in response to promises by the Governor and the legislature of additional appropriations.

(Even when we declined 'tuition moderation fund' money we still only raised tuition

less than 10 percent, choosing to raise fees by much more than that.) Each year the state

then cuts our budget in October. We need to 'get wise' and start raising tuition every October

when the State cuts our budget.   3) The College has an irrational attachment to need-based

financial aid. Given the state's consistent cuts and regulation of our tuition, we cannot

be all things to all people --- we cannot both create and sustain a powerful academic

program AND make sure that each and every person who enters here graduates with a

modest amount of debt. Academic cuts that were made early in this decade were never

restored. Instead, the 'priority' of need-based financial aid, handed down 'ex cathedra' by

the administration, leapfrogged over the needs of the academic program. The College

is beginning to act like a 'Social Cause Piggybank.' 'Sustainability, 'service to others,'

redistribution of income through need-based financial aid, and diversity --- all involve

investments and costs, e.g., the Gateway Program, sustainability fees, etc., whose NET

impact on the academic program is ambiguous at best.   Before embarking on even more

investments in these causes, be they financial or rhetorical, we need to think through

the net impact of such investments on the academic program, particularly in light of

the opportunity costs of such expenditures.   5) We need a 'retention fund,'

so that counter-offers do not come out of the salary pool.   6) Fundraising priorities

need to focus more on faculty support than student support.

I am drowning in mundane administrative tasks, the relief of which would improve my job outlook

substantially. This semester, I have 85 students in my classes (typical in my department) which

leads to a huge number of student e-mail -- not to mention grading that I alone am responsible for,

since my department has no graduate students. AT THE VERY LEAST, I beg the Registrar's

Office to set up the Wait List system (which I believe is in use at the Law School?) to work for

A&S so that I would not have to manage an additional 100 or so queries from students trying to

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get into my classes. And please make it known to students that more pestering does not improve their chances of getting into a class. Of course, I do feel badly for students who aren't able to get into the classes they want to take -- which they should be able to do. More faculty hires is the only solution to that problem.