



# **2006 Faculty Survey Report**

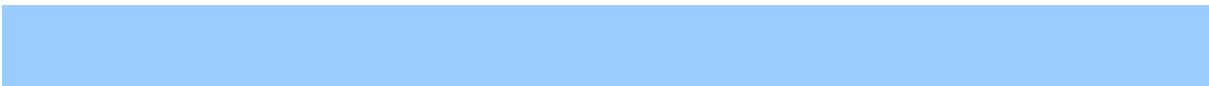
the sixth in a series of surveys administered to William and Mary faculty to assess their attitudes, perceptions and opinions on a wide range of issues

**An initiative of the  
W&M Faculty Assembly**



**The College of William and Mary**

**Survey conducted in Fall 2006. Report released in Fall 2007  
Katherine M. Kulick, Faculty Survey Director**



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## **Faculty Survey 2006-2007 Report**

### **2. Introduction**

#### **a. Background and Overview**

The 2006-2007 Faculty Survey Report is the sixth in a series (1991, 1993, 1996, 1999, 2003-2004) 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.

#### **b. Organization of the Report**

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

- List of Tables [[Section 1](#)]
- Introduction [[Section 2](#)]
- Profile of Survey Respondents [[Section 3](#)]
- Job Satisfaction [[Section 4](#)]
  - Overall Job Satisfaction
  - Faculty Satisfaction with 13 selected aspects of employment
  - Balancing Teaching, Research and Governance
  - Faculty Retention
- Faculty Satisfaction with Library Services [[Section 5](#)]
- Faculty personnel issues [[Section 6](#)]
  - Annual Merit Evaluation
  - Tenure & Promotion standards
- Governance at the College [[Section 7](#)]
  - Faculty Participation in Governance
  - Faculty Input and Influence on Selected Policies and Issues
  - Faculty Perspectives on College Administration
- Faculty Priorities [[Section 8](#)]
  - Faculty Priority Rating for 16 issues
  - Faculty Identify Top 3 Priorities
- Additional Faculty Comments [[Sections 9a,b,c](#)]
  - What does it mean to “internationalize” the College?
  - What could be done to further support faculty research at the College?
  - Other comments and concerns from faculty
- Appendices

An internet search for faculty surveys at other colleges and universities suggests that the nature and scope of the W&M faculty survey is unusual among faculty surveys conducted by individual institutions. Most of the colleges and universities that administer faculty surveys focus their survey on a specific topic, such as information technology use, library resources, distance learning, etc., or they use the more general national H.E.R.I. (Higher Education Research Institute) survey. On occasion, when the H.E.R.I. Survey Report contains a similar question to one on the W&M Faculty Survey, comparative findings will be presented.

### **c. Response rates for Faculty Survey 2006-2007**

College-wide, 72.7% of all tenured and tenure-eligible, full-time faculty members responded to the survey, up ten percentage points from 62% in the last Faculty Survey (2003-2004). This is the highest response rate of any faculty survey to date at the College. With one exception, response rates increased (sometimes dramatically) in each of the academic areas. Table 1 gives response rates by academic area.

**Table 1. Survey Responses by Academic Area – 2006, 2003**

Academic Area	2006	2003
A&S Humanities	85%	67%
A&S Social Sciences	70%	63%
A&S Natural Sciences	86%	66%
School of Business	81%	61%
School of Education	76%	69%
School of Law	32%	48%
School of Marine Science	54%	48%

## **2. Profile of Survey Respondents for Faculty Survey 2006-2007**

Surveys were sent to 533 tenured and tenure-eligible faculty, of whom 388 completed the survey for a response rate of 72.7%. 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 2. Faculty Survey Respondents and Sample Population by Gender**

	Survey respondents		College-wide	
Gender	%	n	%	n
Female	35%	136	33%	178
Male	65%	252	67%	355
Total	100%	388	100%	533

**Table 3. Faculty Survey Respondents and Sample Population by Academic Rank**

	Survey respondents		College-wide	
Rank	%	n	%	n
Professor	40%	156	39%	207
Associate Prof.	36%	141	34%	183
Assistant Prof.	23%	89	27%	143
Total	99%	388	100%	533

**Table 4. Faculty Survey Respondents and Sample Population by Academic Area**

	Survey respondents		College-wide	
Academic Area	%	n	%	n
A&S Humanities	26%	101	23%	120
A&S Social Sciences	22%	87	23%	125
A&S Natural Sciences	24%	95	21%	110
School of Business	10%	38	9%	47
School of Education	7%	29	7%	38
School of Law	3%	11	6%	34
School of Marine Science	7%	27	9%	50

Note: with only 32% of the faculty from the School of Law completing the survey (11 individuals), the responses summarized in the survey report may not accurately reflect the views of the majority of Law School faculty. From a statistical reporting perspective, it is important to keep in mind that percentages of responses reported for the Law School actually represent the views of only 11 individuals.

#### **4. Job Satisfaction**

As in previous surveys, the Faculty Survey 2006 included a question on faculty overall job satisfaction, as well as more focused questions exploring faculty satisfaction with selected aspects of the work situation. A separate, but also very important dimension of faculty satisfaction is the balance of work responsibilities. Teaching, research and governance & service all vie for faculty time and one series of questions examined how faculty see their level of involvement in each of these areas of responsibility.

Finally, we followed up on a single question from the 2003 Faculty Survey concerning faculty retention. That survey item generated much discussion on the issue of whether some faculty were exploring options for leaving the College and if so, for what reasons. In the Faculty Survey 2006 we have repeated the same question that was used in the 2003 Faculty Survey for the purposes of obtaining comparative results, and we have also added two additional questions in an effort to provide more focused, detailed information on this issue.

This section of the Faculty Survey 2006 Report will contain four parts: Overall Faculty Job Satisfaction, Faculty Satisfaction with (13) Selected Aspects of the Work Situation, Balancing Teaching, Research and Governance, and Faculty Retention.

##### **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 (VS), moderately satisfied (MS), a little dissatisfied (D) and very dissatisfied (VD).

The next table shows what happens when the responses are grouped by academic area, and for comparison, how the faculty responded as a whole.

**Table 5. How satisfied are you with your position at the College, by Academic Area**

Academic Area	VS	MS	D	VD
A&S Humanities	40%	46%	13%	2%
A&S Social Sciences	40%	42%	16%	2%
A&S Natural Sciences	34%	41%	19%	5%
School of Business	42%	37%	18%	3%
School of Education	47%	23%	23%	7%
School of Law	55%	45%	0%	0%
School of Marine Science	52%	30%	11%	7%
<b>All Faculty</b>	<b>41%</b>	<b>40%</b>	<b>16%</b>	<b>3%</b>

In terms of overall job satisfaction, all academic areas report that a majority of faculty (70% or more) are either very satisfied or moderately satisfied. The highest levels of dissatisfaction (combined responses for a little dissatisfied and very dissatisfied) can be found in the School of Education (30%) and A&S Natural Sciences (24%). Although the survey response rate for the School of Law was only 32%, the Law School faculty who did complete the survey were all either very satisfied or moderately satisfied.

When responses were sorted by academic rank, at least three quarters of the faculty at each rank were either very satisfied or moderately satisfied. Assistant Professors reported the highest percentage of satisfaction (88%), followed by Full Professors (83%), and Associate Professors (75%). One in four Associate Professors (25%) reported being a little dissatisfied or very dissatisfied overall.

There were only slight differences between the responses of male and female faculty regarding overall job satisfaction, 80% and 82% respectively indicated that they were either very satisfied or moderately satisfied. For male faculty, the 80% satisfaction level represented a slight increase of four percentage points from that reported in the 2003 Faculty Survey, while the 82% for female faculty was essentially unchanged (83%) from the earlier survey.

On the whole, 81% of survey respondents indicate that they are either very satisfied or moderately satisfied. Although faculty job satisfaction levels have risen since the last survey (2003), they remain slightly below the high satisfaction levels reported in the 1999 Faculty Survey. Nevertheless, overall job satisfaction levels (combining the categories of very satisfied and moderately satisfied) are over 80%, indicating that approximately eight out of ten faculty are satisfied with their position at the College. The table below (Table 6) summarizes the survey responses to this question for the 1999, 2003 and 2006 Faculty Surveys.

**Table 6. Job Satisfaction Levels Over Time**

	2006	2003	1999
Very satisfied	41%	30%	44%
Moderately satisfied	40%	48%	42%
A little dissatisfied	16%	16%	9%
Very dissatisfied	3%	5%	4%
Total	100%	99%	99%

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

To explore faculty job satisfaction levels in greater detail, Survey Item 12 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), moderately satisfied (MS), neutral (N), a little dissatisfied (D), very dissatisfied (VD) or not sure (NS).

The specific items included were:

- (a) availability (number) of summer research grants
- (b) level of support (dollar amount) for individual summer research grants
- (c) college assistance in obtaining external grant support
- (d) travel support for research presentations at professional conferences
- (e) secretarial support
- (f) availability of computer equipment & software
- (g) information technology support (IT)
- (h) support for teaching (faculty development)
- (i) technical / logistical support for teaching
- (j) faculty salaries in general
- (k) your salary
- (l) your teaching load
- (m) health insurance options / coverage

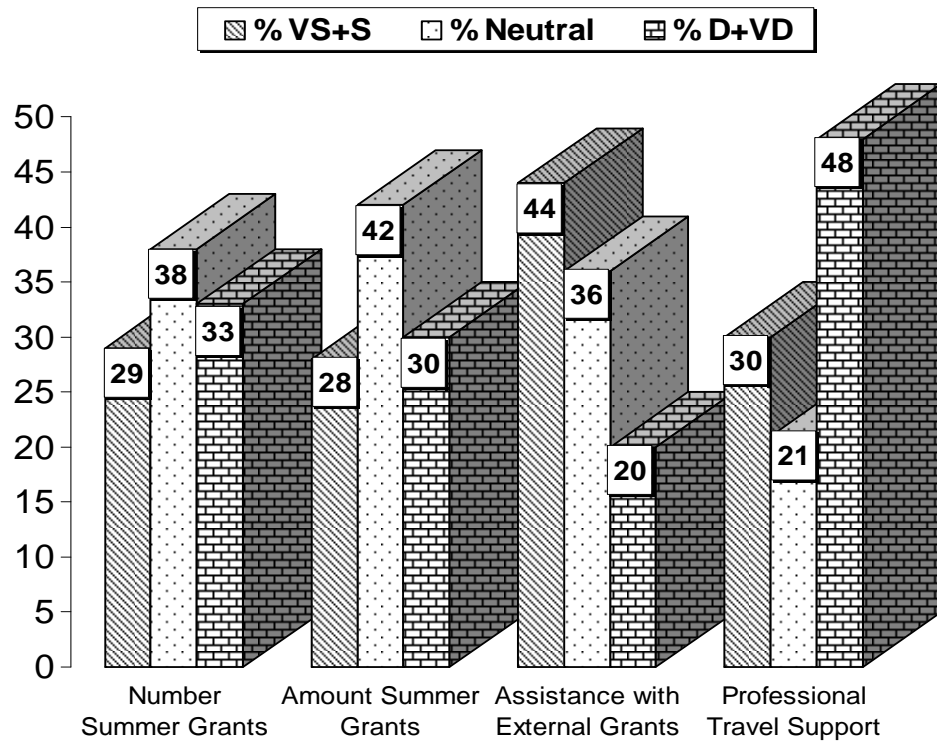
There were six additional items (Q12p-12t) all pertaining to library materials and services. They will be reviewed in a separate section of this report devoted to library issues.

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

The following table (Table 7) summarizes the combined responses to Questions 12a-Q12m across all academic areas. A reminder: the combined survey response rate from all academic areas was 72.9%. Row percentages in the following tables may not add to 100% due to round-off. Note: Faculty in the School of Marine Science do not participate in the same semester or summer research grant program as do other faculty. Likewise, the faculty in Law do not participate in the summer research grant program. As a result, the number of responses to these questions is lower than for other survey questions and also the percentage of neutral responses is markedly higher.



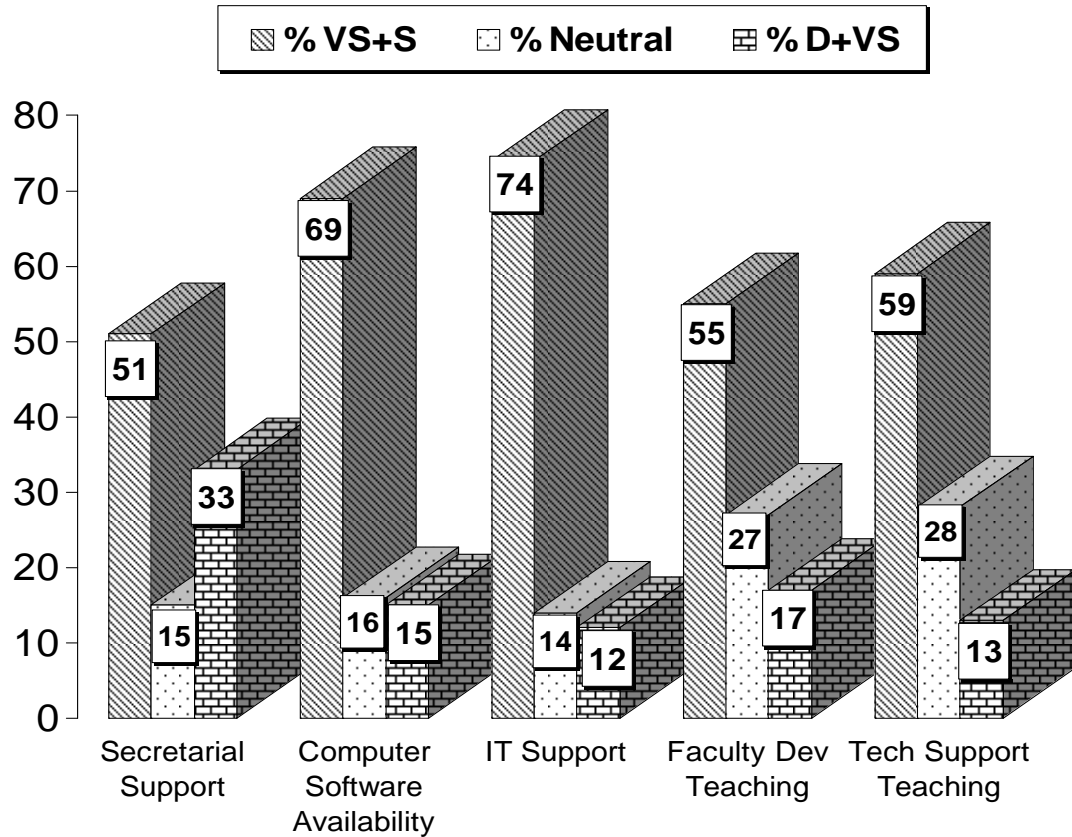
**Table 7a. Job Satisfaction Levels on Selected Work Aspects (Q12a-Q12d):  
Combined Responses – All Academic Areas**



Faculty levels of satisfaction with the internal W&M summer research grant program are nearly evenly divided between those expressing dissatisfaction with the number of available grants (D+VD=33%) and those registering satisfaction (VS+S=29%) for the same item. Similarly, levels of satisfaction regarding the amount of individual summer grants indicate a similar split (D+VD=30 and VS+S=28%). An even greater percentage of faculty (N=38% and N=42% respectively) responded with a ranking of neutral for both survey items. A caution is warranted here as figures for the neutral category may reflect survey respondents from the School of Law and the School of Marine Science, who do not participate in the internal summer research grant program.

On a related issue, that of providing funds to support faculty to travel to present research at professional conferences, nearly half of survey respondents (48%) indicate some level of dissatisfaction.

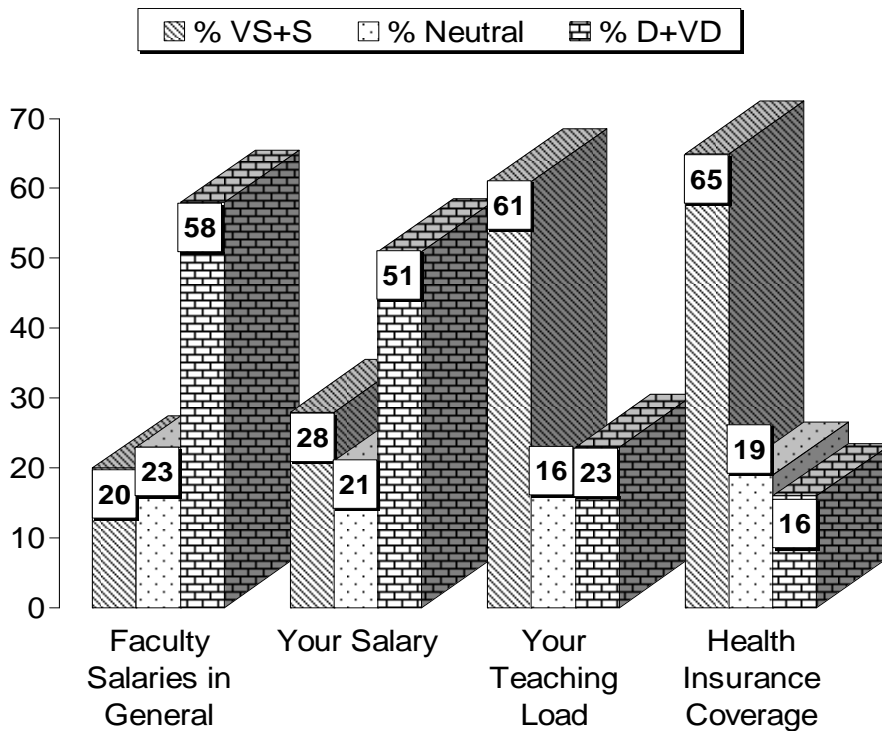
**Table 7b. Job Satisfaction Levels on Selected Work Aspects (Q12e-Q12i):  
Combined Responses – All Academic Areas**



In the combined responses from all academic areas, there is strong satisfaction reported for IT support (74%), availability of computer equipment and software (69%), health insurance coverage & options (65%) [Table 7c] and, less strong, but a majority of faculty report satisfaction for teaching loads (61%) [Table 7c], technical & logistical support for teaching (59%), faculty development support for teaching (55%) and secretarial support (51%).

**Table 7c. Job Satisfaction Levels on Selected Work Aspects (Q12j-Q12m):  
Combined Responses – All Academic Areas**

Finally, although there is improvement in the satisfaction levels reported for faculty salaries in general in the 2006 Faculty Survey (VS + S=20%) compared with the levels recorded in the 2003 Faculty Survey (VS+S=9%), faculty salaries remain the survey item with the greatest level of dissatisfaction (D+VD=58%). This is not surprising in light of modest increases in faculty salaries that have not kept pace with inflation.



### **Job Satisfaction Levels on Selected Work Aspects: Responses Grouped by Academic Areas**

The following series of tables (Tables 8-14) break out the satisfaction levels of Tables 7a-7c for each academic area. Row percentages in Tables 8-14 may not add up to 100% due to round-off.

#### **Responses for Arts & Sciences**

Tables 8, 9 & 10 present Arts & Sciences responses about the selected aspects of faculty positions at the College. The response rates to survey were as follows: Arts & Sciences Humanities (85%); Arts & Sciences Social Sciences (70%); and Arts & Sciences Natural Sciences (86%).

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

**Table 8. Job Satisfaction Levels on Selected Work Aspects (Q12a-Q12m):  
Arts & Sciences Humanities**

<b>A&amp;S Humanities</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>	<b>N</b>	<b>NS</b>
Number of summer grants	22%	35%	44%	98	3
Amount of summer grants	35%	42%	23%	94	7
Assistance w/ external grants	38%	45%	17%	92	8
Support for professional travel	29%	14%	<b>57%</b>	99	1
Secretarial support	<b>55%</b>	12%	33%	99	1
Availability computer/software	<b>80%</b>	12%	8%	100	1
IT support	<b>86%</b>	7%	7%	101	0
Faculty dev. for teaching	<b>66%</b>	22%	12%	97	1
Technical support for teaching	<b>69%</b>	26%	5%	99	1
Faculty salaries in general	15%	23%	<b>62%</b>	100	1
Your own salary	25%	19%	<b>55%</b>	100	1
Your teaching load	43%	13%	44%	101	0
Health insurance coverage	<b>59%</b>	21%	20%	100	1

**Table 9. Job Satisfaction Levels on Selected Work Aspects (Q12a-Q12m):  
Arts & Sciences Social Sciences**

<b>A&amp;S Social Sciences</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>	<b>N</b>	<b>NS</b>
Number of summer grants	35%	20%	46%	81	6
Amount of summer grants	36%	30%	34%	80	7
Assistance w/ external grants	39%	40%	21%	77	9
Support for professional travel	41%	14%	45%	83	3
Secretarial support	47%	20%	33%	85	2
Availability computer/software	<b>71%</b>	11%	17%	87	0
IT support	<b>82%</b>	9%	9%	87	0
Faculty dev. for teaching	<b>76%</b>	10%	15%	82	5
Technical support for teaching	<b>69%</b>	23%	8%	83	2
Faculty salaries in general	22%	13%	<b>65%</b>	83	3
Your own salary	31%	21%	48%	85	1
Your teaching load	<b>63%</b>	17%	20%	86	1
Health insurance coverage	<b>69%</b>	18%	13%	88	0

**Table 10. Job Satisfaction Levels on Selected Work Aspects (Q12a-Q12m):  
Arts & Sciences Natural Sciences**

<b>A&amp;S Natural Sciences</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>	<b>N</b>	<b>NS</b>
Number of summer grants	30%	<b>56%</b>	13%	82	12
Amount of summer grants	20%	<b>52%</b>	28%	83	11
Assistance w/ external grants	<b>66%</b>	20%	14%	93	1
Support for professional travel	20%	35%	45%	84	9
Secretarial support	<b>61%</b>	11%	29%	94	1
Availability computer/software	<b>69%</b>	16%	15%	94	1
IT support	<b>74%</b>	18%	8%	93	0
Faculty dev. for teaching	<b>51%</b>	35%	15%	89	4
Technical support for teaching	<b>69%</b>	23%	8%	83	2
Faculty salaries in general	23%	29%	48%	93	0
Your own salary	26%	24%	<b>50%</b>	94	0
Your teaching load	<b>77%</b>	13%	10%	90	0
Health insurance coverage	<b>69%</b>	19%	12%	95	0

A quick view of the three tables (Tables 8, 9 & 10) reveals that more than 50% of the faculty in the Humanities are either satisfied or very satisfied with six of the thirteen job aspects queried. While a majority of Humanities faculty indicate that they are dissatisfied or very dissatisfied in three of the thirteen categories – two of which pertain to faculty salaries.

In the Social Sciences, faculty also report satisfaction in six of the thirteen categories (5 of which overlap with the categories for which Humanities faculty indicated satisfaction). Only one item, that of faculty salaries in general, earned a rating of dissatisfaction from the faculty in the Social Sciences.

Finally, faculty in the Natural Sciences express satisfaction levels greater than 50% in eight of the thirteen categories. Once again, faculty salaries is the only item in this survey question to receive 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) report consistently high levels of satisfaction with IT Support (86%, 82% and 74%, respectively). In addition, a majority of survey respondents in each of the Arts & Sciences divisions indicate satisfaction with: the availability of computer equipment & software (80%, 71%, 69%), technical & logistical support for teaching (69%, 69%, 55%), and health insurance options & coverage (59%, 69%, 70%). A majority of faculty in the Humanities and Social Sciences also register strong satisfaction with faculty development support for teaching (66%, 76%), while half of the faculty in the Natural Sciences (50%) report being Very Satisfied or Satisfied with this same issue.

A majority of the faculty in both the Social Sciences and the Natural Sciences is satisfied with their teaching loads (63% and 77% respectively), while the faculty in the Humanities are divided on this issue with 43% expressing satisfaction and 44% indicating dissatisfaction.

A majority of the faculty in the Humanities (57%) express dissatisfaction with support for travel to present research at professional conferences and this concern is echoed by 45% of the faculty in the Social Sciences and Natural Sciences. Finally, survey findings indicate that over 40% of the faculty in the Humanities and Social Sciences are dissatisfied with research support in terms of the number of summer faculty research grants available.

The greatest levels of dissatisfaction, across all three divisions of Arts and Sciences concern faculty salaries in general. Faculty levels of dissatisfaction on this point are: 62% in the Humanities, 65% in the Social Sciences, and 48% in the Natural Sciences.

### **Responses for the Professional Schools**

This section presents responses 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 (81%); School of Education (76%); School of Law (32%); School of Marine Science (54%).

**Table 11. Job Satisfaction Levels on Selected Work Aspects (Q12a-Q12m):  
Professional Schools – School of Business**

<b>School of Business</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>	<b>N</b>	<b>NS</b>
Number of summer grants	24%	39%	36%	33	8
Amount of summer grants	3%	47%	<b>50%</b>	32	4
Assistance w/ external grants	13%	<b>61%</b>	26%	31	5
Support for professional travel	46%	23%	31%	35	1
Secretarial support	24%	27%	49%	37	0
Availability computer/software	38%	32%	30%	37	0
IT support	30%	22%	49%	37	0
Faculty dev. for teaching	29%	44%	26%	34	2
Technical support for teaching	42%	33%	25%	36	1
Faculty salaries in general	14%	31%	<b>56%</b>	36	1
Your own salary	28%	17%	<b>56%</b>	36	0
Your teaching load	<b>53%</b>	36%	11%	36	0
Health insurance coverage	<b>67%</b>	22%	11%	36	0

**Table 12. Job Satisfaction Levels on Selected Work Aspects (Q12a-Q12m):  
Professional Schools – School of Education**

<b>School of Education</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>	<b>N</b>	<b>NS</b>
Number of summer grants	14%	43%	43%	28	1
Amount of summer grants	10%	45%	45%	29	0
Assistance w/ external grants	30%	22%	48%	27	1
Support for professional travel	17%	10%	<b>72%</b>	29	0
Secretarial support	<b>50%</b>	18%	32%	28	1
Availability computer/software	<b>79%</b>	10%	10%	29	0
IT support	<b>89%</b>	7%	4%	28	0
Faculty dev. for teaching	38%	31%	31%	29	0
Technical support for teaching	48%	34%	17%	29	0
Faculty salaries in general	24%	24%	<b>52%</b>	29	0
Your own salary	38%	14%	48%	29	0
Your teaching load	45%	10%	45%	29	0
Health insurance coverage	<b>55%</b>	14%	31%	29	0

**Table 13. Job Satisfaction Levels on Selected Work Aspects (Q12a-Q12m):  
Professional Schools – School of Law**

<b>School of Law</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>	<b>N</b>	<b>NS</b>
Number of summer grants	<b>82%</b>	18%	0%	11	0
Amount of summer grants	<b>91%</b>	9%	0%	11	0
Assistance w/ external grants	25%	<b>50%</b>	25%	8	3
Support for professional travel	36%	27%	36%	11	0
Secretarial support	<b>64%</b>	18%	18%	11	0
Availability computer/software	<b>82%</b>	18%	0%	11	0
IT support	<b>64%</b>	27%	9%	11	0
Faculty dev. for teaching	45%	27%	27%	11	0
Technical support for teaching	27%	55%	18%	11	0
Faculty salaries in general	45%	27%	27%	11	0
Your own salary	<b>64%</b>	27%	9%	11	0
Your teaching load	<b>91%</b>	9%	0%	11	0
Health insurance coverage	<b>73%</b>	18%	9%	11	0

**Table 14. Job Satisfaction Levels on Selected Work Aspects (Q12a-Q12m):  
Professional Schools – School of Marine Science**

<b>School of Marine Science</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>	<b>N</b>	<b>NS</b>
Number of summer grants	29%	<b>57%</b>	14%	21	2
Amount of summer grants	20%	<b>65%</b>	15%	20	2
Assistance w/ external grants	<b>64%</b>	24%	12%	25	0
Support for professional travel	24%	32%	44%	25	0
Secretarial support	<b>60%</b>	8%	32%	25	0
Availability computer/software	<b>52%</b>	24%	24%	25	0
IT support	<b>59%</b>	30%	11%	27	0
Faculty dev. for teaching	29%	<b>54%</b>	17%	24	0
Technical support for teaching	<b>56%</b>	32%	12%	25	0
Faculty salaries in general	11%	15%	<b>74%</b>	27	0
Your own salary	19%	22%	<b>59%</b>	27	0
Your teaching load	<b>84%</b>	12%	4%	25	0
Health insurance coverage	<b>65%</b>	12%	23%	26	0



### **Job Satisfaction Levels on Selected Work Aspects: Responses Grouped by Gender**

When survey responses are grouped by gender there is remarkable consistency between the majority responses for both male and female faculty. A majority of female faculty report being satisfied or very satisfied in 7 of the 13 categories and a majority of the male faculty report satisfaction in the same 7 categories: secretarial support, availability of computer equipment & software, IT support, faculty development support for teaching, technical & logistical support for teaching, your teaching load and health insurance.

A closer look at the data reveals that a majority of both female and male faculty express satisfaction with their teaching load (54% and 65%, respectively), but only 19% of male faculty report being dissatisfied or very dissatisfied with teaching loads while 32% of female faculty (nearly 1 in 3) indicate dissatisfaction on this point. Female faculty are more dissatisfied than male faculty with regards to the number of internal W&M summer research grants (female, D+VD=46%, male, D+VD=26%).

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

Faculty at the assistant professor rank appear to be the most satisfied with more than 50% of the faculty reporting that they are satisfied or very satisfied in 8 of the 13 categories and no report of dissatisfaction greater than 50% in any of the remaining categories. Associate professors report higher levels of dissatisfaction than faculty at other ranks (in 9 of the 13 categories), but in only three categories does that dissatisfaction represent a majority of the faculty at that rank (support for research presentations at conferences, faculty salaries in general, and your salary). A majority of faculty at the rank of full professor also express dissatisfaction with faculty salaries in general (57%), and nearly one in two full professors (47%) reports dissatisfaction with support for research presentations at conferences. The following tables (Tables 15, 16, 17 & 18) summarize the responses to this set of survey items by academic rank.

**Table 15. Job Satisfaction Levels on Selected Work Aspects (Q12e-Q12i)  
By Academic Rank**

<b>Q12e-Q12i</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>	<b>N</b>
<u>Secretarial Support</u>				
Assistant Professors	64%	10%	26%	86
Associate Professors	47%	15%	38%	139
Full Professors	49%	19%	33%	150
<u>Availability computer/soft</u>				
Assistant Professors	66%	14%	21%	87
Associate Professors	71%	17%	13%	139
Full Professors	71%	16%	14%	154
<u>IT Support</u>				
Assistant Professors	74%	8%	17%	86
Associate Professors	71%	19%	10%	141
Full Professors	78%	12%	10%	154
<u>Faculty Dev. For Teaching</u>				
Assistant Professors	70%	23%	8%	80
Associate Professors	57%	22%	22%	134
Full Professors	47%	35%	18%	148
<u>Technical Support-Teaching</u>				
Assistant Professors	61%	25%	13%	83
Associate Professors	64%	29%	7%	137
Full Professors	53%	28%	18%	148

**Table 16. Job Satisfaction Levels on Selected Work Aspects (Q12a-Q12d)  
By Academic Rank**

<b>Q12a-Q12d</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>	<b>N</b>
<u>Number Summer Grants</u>				
Assistant Professors	59%	19%	22%	73
Associate Professors	16%	42%	42%	132
Full Professors	25%	44%	31%	145
<u>Amount Summer Grants</u>				
Assistant Professors	49%	28%	23%	74
Associate Professors	23%	44%	34%	128
Full Professors	22%	48%	30%	143
<u>Assistance w/external grants</u>				
Assistant Professors	43%	41%	16%	76
Associate Professors	38%	36%	26%	130
Full Professors	50%	32%	17%	143
<u>Research conferences</u>				
Assistant Professors	42%	24%	34%	79
Associate Professors	24%	18%	57%	137
Full Professors	30%	23%	47%	146

**Table 17. Job Satisfaction Levels on Selected Work Aspects (Q12j-Q12m)  
By Academic Rank**

<b>Q12j-Q12m</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>	<b>N</b>
<u>Faculty Salaries in general</u>				
Assistant Professors	32%	28%	40%	85
Associate Professors	9%	22%	69%	139
Full Professors	23%	21%	57%	151
<u>Your salary</u>				
Assistant Professors	34%	25%	40%	87
Associate Professors	17%	16%	66%	140
Full Professors	35%	22%	43%	153
<u>Your teaching load</u>				
Assistant Professors	59%	20%	21%	86
Associate Professors	55%	14%	31%	137
Full Professors	66%	16%	18%	150
<u>Health insurance coverage</u>				
Assistant Professors	72%	13%	16%	88
Associate Professors	62%	18%	20%	138
Full Professors	64%	16%	18%	156

### **c. Balancing Teaching, Research and Governance**

The 2006 Faculty Survey contained nine questions related to faculty responsibilities in teaching, research and governance. To what extent do faculty feel pressure to do more teaching, research or governance & service? Are they satisfied with the balance of their responsibilities? In response to a series of statements, faculty were asked to indicate their level of agreement with each statement using the scale: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD) or not sure (NS).

The specific items were as follows:

Q14. *Currently, I spend about the same amount of time on teaching and research.*

Q15. *Currently, I spend more time on teaching than on research.*

Q16. *Currently, I spend more time on research than on teaching.*

Q17. *I am satisfied with my current balance between teaching and research.*

Q18. *I would like to increase the time I spend on teaching.*

Q19. *I would like to increase the time I spend on research.*

Q20. *I feel pressure to do more research than I am currently doing.*

Q21. *I feel pressure to do more teaching than I am currently doing.*

Q22. *I feel pressure to be more involved in faculty governance and service than I currently am.*

### **Balancing Teaching, Research and Governance – Combined Responses from All Academic Areas**

The following table (Table 18) summarizes the combined responses to Questions 14-22 across all academic areas. A reminder: the combined survey response rate from all areas was 72.9%.

**Table 18. Balancing Teaching, Research and Governance – Combined Responses All Academic Areas**

<b>All responses combined</b>	<b>%(SA+A)</b>	<b>% (D+SD)</b>	<b>% Not sure</b>	<b>N</b>
I spend same time for teaching & research	28%	71%	1%	381
I spend more time on teaching than research	51%	47%	1%	373
I spend more time on research than teaching	26%	73%	1%	373
Satisfied with my current balance between teaching and research	53%	43%	4%	380
I would like to increase time on teaching	7%	90%	4%	364
I would like to increase time on research	73%	24%	2%	377
I feel pressure to do more research	56%	42%	2%	373
I feel pressure to do more teaching	19%	78%	3%	375
I feel pressure for more governance & service	35%	60%	5%	377

A slight majority of faculty (53%) are satisfied with their current balance between teaching and research. Most faculty do not feel pressured to do more teaching, or more governance and service, but just over half of the survey respondents (55%) do feel pressure to do more research. A clear majority of faculty (90%) do not wish to increase their time spent on teaching. Nearly three out of four faculty (73%) would like to increase the time they spend doing research.

With one exception, these overall findings remain essentially unchanged from the overall findings for this same survey item in the 2003 Faculty Survey (within a few percentage points). The percentage of faculty feeling pressured to take on more governance and service responsibilities increased by 5 percentage points, from 30% in 2003 to 35% in 2006.

In terms of balancing the responsibilities of teaching, research and governance & service, differences arise when the survey responses are grouped by gender, faculty rank and academic areas.

### Balancing Teaching, Research and Governance – Responses by Gender

The following table (Table 19) summarizes the responses to Questions 14-22 when grouped by gender. A reminder: female faculty accounted for 35% and male faculty 65% of the survey respondents.

**Table 19. Balancing Teaching, Research and Governance – Responses by Gender**

<b>Responses by Gender</b> <b>F=female, M=male</b>	<b>(SA + A)</b>		<b>(D + SD)</b>		<b>Not Sure</b>	
	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>
I spend same time for teaching & research	20%	32%	79%	67%	1%	1%
I spend more time on teaching than research	63%	45%	36%	54%	1%	1%
I spend more time on research than teaching	18%	30%	81 %	69%	1%	1%
Satisfied with my current between teaching and research	40%	61%	56 %	36%	4%	3%
I would like to increase time on teaching	4%	9%	93%	88%	3%	4%
I would like to increase time on research	83%	68%	15%	30%	2%	2%
I feel pressure to do more research	62%	53%	35%	45%	2%	2%
I feel pressure to do more teaching	22%	18%	75%	79%	3%	3%
I feel pressure for more gov & service	45%	30%	50%	66%	5%	4%

A higher percentage of female survey respondents, compared to male survey respondents, report feeling pressure to do more teaching, more research and more governance & service. Male survey respondents indicate greater satisfaction with the current balance between teaching and research. The percentage of female survey respondents (63%) is higher than the percentage of male survey respondents (45%) who agree with the statement --- *“I spend more time on teaching than on research.”*

### Balancing Teaching, Research and Governance – Responses by Rank

The following table (Table 20) summarizes the responses to Questions 14-22 when sorted by faculty rank. A reminder: assistant professors accounted for 23%, associate professors 36% and full professors 40% of the survey respondents.

**Table 20. Balancing Teaching, Research and Governance – Responses by Rank**

Responses by Academic Rank	(SA+A)			(D+SD)		
	AS	AO	F	AS	AO	F
AS=assistant, AO=associate, F=full						
Same time for teaching & research	29%	19%	34%	70%	80%	64%
More time on teaching than research	58%	62%	37%	42%	37%	61%
More time on research than teaching	24%	20%	33%	76%	80%	65%
Satisfied with my current between teaching and research	44%	41%	69%	51%	57%	25%
Like to increase time on teaching	8%	5%	8%	86%	93%	88%
Like to increase time on research	83%	80%	62%	12%	19%	36%
Pressure to do more research	63%	71%	40%	33%	29%	58%
Pressure to do more teaching	17%	20%	21%	77%	77%	77%
Pressure for more govern. & service	35%	41%	32%	55%	55%	66%

Assistant professors responding to the survey did not report significantly greater pressure to engage in more governance and service than faculty at other ranks, despite a concern for potential pressure in this area. In fact, survey results reveal that Associate professors had the highest rate of reporting pressure to do more research as well as pressure for more governance and service. A majority of full professor survey respondents indicate satisfaction with the current balance of between teaching and research.



## Balancing Teaching, Research and Governance – Responses by Academic Areas

The following tables (Tables 21-29) summarize the responses to each of the Questions 14-22 when grouped by academic area. A reminder: the response rates for each academic area were as follows: A&S Humanities - 85%, A&S Social Sciences - 70%, A&S Natural Sciences - 86%, School of Business - 81%, School of Education - 76%, School of Law - 34% and School of Marine Science - 54%. Row percentages in the following tables may not add to 100% due to round-off.

**Table 21. *Currently, I spend about the same amount of time on teaching and research***

Academic Area	SA+A	D+SD	NS	N
A&S Humanities	16%	84%	0%	99
A&S Social Sciences	21%	77%	2%	86
A&S Natural Sciences	45%	53%	2%	93
School of Business	33%	67%	0%	38
School of Education	30%	70%	0%	29
School of Law	36%	64%	0%	10
School of Marine Science	15%	85%	0%	26
<b>All Faculty</b>	<b>28%</b>	<b>71%</b>	<b>1%</b>	<b>381</b>

A majority of survey respondents disagreed with this statement and only faculty in Arts & Sciences – the Natural Sciences reported an agreement level of greater than 40%.

**Table 22. *Currently, I spend more time on teaching than on research***

Academic Areas	SA+A	D+SD	NS	N
A&S Humanities	81%	19%	0%	98
A&S Social Sciences	60%	38%	2%	84
A&S Natural Sciences	30%	68%	1%	91
School of Business	46%	51%	3%	36
School of Education	48%	52%	0%	28
School of Law	20%	80%	0%	10
School of Marine Science	8%	92%	0%	26
<b>All Faculty</b>	<b>51%</b>	<b>47%</b>	<b>1%</b>	<b>373</b>

Only two academic areas (Arts & Sciences – Humanities and Social Sciences) reported a great than 50% agreement with the statement that faculty currently spend more time on teaching than on research. In the Humanities, 81% of the survey respondents strongly agreed or agreed with the statement. Referring back to Tables 8 & 12, you may recall that faculty in the Humanities and faculty in Education expressed greater dissatisfaction (by far) than any of the other academic areas on the issue of teaching loads.

**Table 23. *Currently, I spend more time on research than on teaching***

Academic Areas	SA+A	D+SD	NS	N
A&S Humanities	8%	92%	0%	98
A&S Social Sciences	20%	78%	2%	84
A&S Natural Sciences	30%	69%	1%	90
School of Business	36%	61%	3%	35
School of Education	24%	76%	0%	28
School of Law	55%	45%	0%	11
School of Marine Science	78%	22%	0%	27
<b>All Faculty</b>	<b>26%</b>	<b>73%</b>	<b>1%</b>	<b>373</b>

The only academic areas that report more time on research than on teaching are the School of Law (55%) and the School of Marine Science (78%).

**Table 24. *I am satisfied with my current balance between teaching and research.***

Academic Areas	SA+A	D+SD	NS	N
A&S Humanities	26%	71%	3%	99
A&S Social Sciences	42%	55%	3%	85
A&S Natural Sciences	74%	22%	3%	93
School of Business	56%	33%	10%	38
School of Education	53%	43%	3%	29
School of Law	83%	17%	0%	11
School of Marine Science	100%	0%	0%	25
<b>All Faculty</b>	<b>53%</b>	<b>43%</b>	<b>4%</b>	<b>380</b>

With the exception of faculty in the Humanities and Social Sciences, a majority of faculty are satisfied with their balance between teaching and research. It is striking to note that only 26% of the survey respondents in the Humanities, and 42% in the Social Sciences reported satisfaction on this issue.

**Table 25. *I would like to increase the time I spend on teaching.***

Academic Areas	SA+A	D+SD	NS	N
A&S Humanities	6%	93%	1%	99
A&S Social Sciences	2%	93%	5%	84
A&S Natural Sciences	8%	88%	4%	89
School of Business	0%	97%	3%	32
School of Education	21%	79%	0%	27
School of Law	11%	78%	11%	9
School of Marine Science	13%	78%	9%	24
<b>All Faculty</b>	<b>7%</b>	<b>90%</b>	<b>4%</b>	<b>364</b>

In every academic area, survey respondents indicate that they would not like to increase their time spent on teaching.

**Table 26. *I would like to increase the time I spend on research.***

<b>Academic Areas</b>	<b>SA+A</b>	<b>D+SD</b>	<b>NS</b>	<b>N</b>
A&S Humanities	88%	11%	1%	100
A&S Social Sciences	80%	16%	3%	85
A&S Natural Sciences	61%	37%	2%	91
School of Business	73%	24%	3%	36
School of Education	70%	30%	0%	29
School of Law	67%	33%	0%	11
School of Marine Science	44%	48%	8%	25
<b>All Faculty</b>	<b>73%</b>	<b>24%</b>	<b>2%</b>	<b>377</b>

With the exception of the School of Marine Science, a majority of faculty in six of the seven academic areas would like to increase the time that they spend on research.

**Table 27. *I feel pressure to do more research than I can currently doing.***

<b>Academic Areas</b>	<b>SA+A</b>	<b>D+SD</b>	<b>NS</b>	<b>N</b>
A&S Humanities	58%	40%	2%	95
A&S Social Sciences	53%	45%	2%	86
A&S Natural Sciences	54%	44%	2%	92
School of Business	68%	27%	5%	36
School of Education	63%	37%	0%	29
School of Law	50%	50%	0%	10
School of Marine Science	46%	54%	0%	25
<b>All Faculty</b>	<b>56%</b>	<b>42%</b>	<b>2%</b>	<b>373</b>

A majority of faculty in five of the seven academic areas indicate that they feel pressure to do more research than they are currently doing (in the School of Law and the School of Marine Science the agreement levels are 50% and 46%, respectively).

**Table 28. *I feel pressure to do more teaching than I can currently doing.***

Academic Areas	SA+A	D+SD	NS	N
A&S Humanities	17%	81%	2%	95
A&S Social Sciences	20%	77%	3%	85
A&S Natural Sciences	17%	80%	3%	93
School of Business	42%	53%	5%	37
School of Education	17%	83%	0%	29
School of Law	0%	100%	0%	11
School of Marine Science	20%	76%	4%	25
<b>All Faculty</b>	<b>19%</b>	<b>78%</b>	<b>3%</b>	<b>375</b>

A majority of faculty in every academic area disagreed or strongly disagreed with the statement: “I feel pressure to do more teaching than I currently am.” However, a sizable minority of faculty in the School of Business (42%) report feeling pressure to teach more.

**Table 29. *I feel pressure to be more involved in faculty governance and service than I currently am.***

Academic Areas	SA+A	D+SD	NS	N
A&S Humanities	48%	47%	4%	98
A&S Social Sciences	33%	62%	6%	85
A&S Natural Sciences	30%	68%	2%	93
School of Business	39%	47%	13%	37
School of Education	38%	59%	3%	28
School of Law	8%	92%	0%	11
School of Marine Science	20%	80%	0%	25
<b>All Faculty</b>	<b>35%</b>	<b>60%</b>	<b>5%</b>	<b>377</b>

In every academic area except two, a majority of survey respondents indicate that they are not pressured to be more involved in faculty governance. In the Business School, 39% of faculty agree to some degree with this survey item (SA+A) and 47% of faculty express some

level of disagreement (D+SD). In Arts and Science – Humanities, however, the faculty are evenly divided on this issue: 48% =SA+A, 47% =D+SD.

#### **d. Faculty Retention**

In 2003, for the first time, the Faculty Survey included a single question (with subparts - Q9a-Q9e) to gather information about the number of faculty who had considered, or were actively considering permanently leaving the College. The 2003 Survey results on this issue were the subject of much concern and discussion. Out of that discussion came the following two decisions:

(1) to include the original question and its sub-questions (Q9a-9e) from the 2003 Faculty Survey in the 2006 Faculty Survey – exactly as written in the earlier survey. Keeping the same wording enables direct comparisons to be made between the 2003 and 2006 survey findings.

(2) to add to the 2006 Faculty Survey a new question on this issue to probe more specifically for the motivations that push faculty to actively go on the job market.

Although there was clearly overlap between the two sets of questions, the newly added second set of survey items (Q10a-Q10k) may help to clarify the reasons why faculty might choose to leave the College.

#### **Considered Leaving the College in the past two years?**

The following set of survey questions (Q9a-Q9e) was included in both the 2003 and 2006 Faculty Surveys:

*During the last two years. . .*

9(a) *have you considered leaving (permanently) your position at the College?*

9(b) *if you have considered leaving (permanently) the College, what motivated you to consider a move? Check all that apply.*

- i. a better salary*
- ii. better facilities*
- iii. better students*
- iv. better institution*
- v. other reasons*

9(c) *have you applied for a position at another institution?*

9(d) *have you received at least one firm job offer?*

9(d) *have you considered early retirement?*

**Overall Response to the question: During the past two years, have you considered leaving (permanently) your position at the College?**

The 2006 Faculty Survey data reveals that 62% of all survey respondents reported that they had considered leaving the College within the past two years. This figure marks a drop of 7 percentage points from in response to the same question in the 2003 Faculty Survey (69%).

For the first time, the Higher Education Research Institute included a similar question in The American College Teacher: National Norms for the 2004-2005 HERI Faculty Survey (Los Angeles: Higher Education Research Institute, UCLA).

The H.E.R.I. 2004-2005 Survey question was:

*During the past two years, have you:  
considered leaving this institution for another?*

The table below (Table 30) summarizes the overall responses to these very similar questions for the College of William and Mary 2003 and 2006 Faculty Surveys as well as for the 2004-2005 H.E.R.I. Survey.

**Table 30. *During the past two years, have you considered leaving this institution?***

	Percentage of “yes” responses	Survey Response Rates
<u>H.E.R.I. 2004-2005 Survey</u>		
All 4-year universities	43.2%	37.8%
All public universities	46.6%	30.8%
All private universities	40.7%	31.7%
<u>W&amp;M Faculty Assembly Survey</u>		
2006	61.5%	72.9%
2003	69.0%	62.1%

### Considered leaving the College? – Overall responses and responses sorted by academic areas

The following table (Table 31) summarizes the overall response to Question 9a across all academic areas, as well as sorting the results by individual academic area. Only the percentage for “yes” responses to this question is provided from the 2003 Faculty Survey findings, as a point of reference for “yes” responses to the same question in the 2006 Faculty Survey.

**Table 31. Considered leaving the College?  
Responses Overall & sorted by Academic Area for 2003 & 2006**

Academic Areas	% Yes [2003]	%Yes [2006]	%No [2006]	N [2006]
A&S Humanities	68%	60%	41%	101
A&S Social Sciences	70%	68%	32%	87
A&S Natural Sciences	65%	55%	45%	95
School of Business	64%	63%	37%	38
School of Education	62%	55%	45%	29
School of Law	86%	64%	36%	11
School of Marine Science	87%	74%	26%	27
<b>All Faculty</b>	69%	62%	38%	388

Although 62% of survey respondents report that they have considered permanently leaving their positions at the College, it is difficult to know whether that consideration was more of a “passing thought” or whether the faculty member has decided to take action to secure a position at another institution.

Even though we cannot know what subset of the faculty who have considered leaving the College will eventually decide to take action, it is useful to know what the major factors were that motivated faculty to even consider such a move.



Survey Question 9b asked faculty to identify the reasons why they have considered leaving the College. The following table (Table 32) summarizes the principle reasons that faculty identified as their motivation to consider employment elsewhere.

Note: a more detailed set of questions on the reasons for considering a move to another institution are included in the new survey question (Q10) – later in this report.

**Table 32. Considered leaving the College?**  
**Overall responses for reasons why faculty consider leaving**

<i><b>If you have considered leaving, what motivated you to consider a move?</b></i> [responses are from 2006 survey]	<b>%Yes</b>	<b>%No</b>	<b>N</b>
<i>a better salary</i>	80%	20%	212
<i>better facilities</i>	64%	36%	194
<i>better students</i>	13%	87%	178
<i>a better institution</i>	43%	8%	181
<i>other reasons</i>	87%	13%	212

Based on the responses to Question 9b, faculty salaries were, by far, the single motivation most frequently cited for considering a move from this institution. Better facilities was reported as a reason by 64% of faculty who have considered leaving the College in the last two years. It is important to note, however, that 87% of those who have considered leaving, also cite “other reasons” as a motivation. Reminder: because survey respondents were asked to check all reasons that might apply, the percentage totals for the columns do not add to 100%.

**Table 33. Faculty who (in the last two years) have applied for a position elsewhere, those who have received at least one firm job offer, and those who have considered taking early retirement**

[W&M 2003 & 2006 Faculty Survey]

Of <u>all</u> survey respondents	% Yes [2003]	N [2003]	%Yes [2006]	N [2006]
<i>During the last two years, have you applied for a position at another institution?</i>	29%	294	24%	388
<i>During the last two years, have you received at least one firm job offer?</i>	17%	289	16%	388
<i>During the last two years, have you considered early retirement?</i>	20%	292	17%	350

Nearly a quarter of all 2006 Survey respondents (or one in four faculty members) have applied for a position at another institution within the last two years. This figure is down from 29% in the 2003 Faculty Survey. Even as the actual number (headcount) of faculty who have applied for a job elsewhere has increased, the overall percentage of the faculty who have applied for a job at another institution has declined from 2003 to the 2006.

The percentage of survey respondents who have received at least one firm job offer remains essentially the same – 17% in 2003, 16% in 2006. This figure is somewhat misleading. If one considers only the pool of faculty who have applied for a position at another institution, then a full 45% of those who have applied elsewhere have succeeded in receiving a firm job offer. William and Mary faculty are apparently quite marketable and once they decide to apply to other institutions, their efforts are often met with success.

Of the W&M 2006 survey respondents, 17% answered “yes” to the question, “*During the last two years, have you considered early retirement?*”. To put this figure in context, we refer once again to the H.E.R.I. 2004-2005 National Faculty Survey.

**Table 34. *During the past two years, have you considered early retirement?***

	Percentage of “yes” responses
<u>H.E.R.I. 2004-2005 Survey</u>	
All 4-year universities	21.4%
All public universities	23.1%
All private universities	16.0%
<u>W&amp;M Faculty Assembly Survey</u>	
2006	17.4%
2003	20.0%

The percentage of W&M faculty who indicated that they have considered early retirement in the past two years (17%) corresponds closely to the national percentage of faculty from private universities (16%) who responded affirmatively to the same question included in the H.E.R.I. 2004-2005 Faculty Survey. The 17% reported in the W&M 2006 Faculty Survey represents a slight decrease from the 20% of survey respondents in the W&M 2003 Faculty Survey who had reported that they had considered early retirement.

Taking a closer look at the faculty who have applied to other institutions, we examine this group as a subset of the survey respondents who reported that they had considered leaving the College within the last two years.

**Table 35. Faculty who report that in the last two years they have applied for a position elsewhere, those who have received at least one firm job offer, and those who have considered taking early retirement [W&M 2006 Faculty survey]**

Of survey respondents who said that they <u>had considered leaving</u>	%Yes	%No	N
<i>During the last two years, have you applied for a position at another institution?</i>	40%	60%	235
Of survey respondents who said they had <u>applied for a position elsewhere</u>	%Yes	%No	N
<i>During the last two years, have you received at least one firm job offer?</i>	45%	55%	94

In the most recent Faculty Survey (2006), 40% of survey respondents who had considered leaving the College, also report that they have taken the next step and have already applied for a position at another institution. Of that number 45% report that they have received a firm job offer.

When survey responses are grouped by gender, the relative percentages of female and male faculty at the College are maintained. Among survey respondents who have considered leaving, 37% are female and 63% are male. This is not far from the overall distribution of the faculty at the College, where 33% are female and 67% are male.

Of the faculty who have indicated that they have applied to another institution within the last two years, the distribution among the different academic areas is as follows: 33% are faculty in the Humanities, 26% are faculty in the Social Sciences, 15% are faculty in the Natural Sciences, 5% are faculty in the School of Business, 8% are faculty in the School of Education, 3% are in the School of Law and 11% are faculty in the School of Marine Science.

When the survey data for those who have applied for a job at another institution is grouped by academic rank, 15% are faculty at the rank of Assistant Professor, 45% are faculty at the rank of Associate Professor and 40% are faculty at the rank of Full Professor.

Finally, on the issue of job offers, it is important to note that in addition to the faculty who received a firm job offer as the result of applying for a position at another institution, other faculty also reported receiving one or more firm job offers from other institutions without initially seeking or applying to those institutions. If these two pools of faculty were combined to form one group – consisting of all faculty who received firm job offers whether or not as the result of applying – 30% of that pool would be faculty who did not apply, but were sought out by other institutions.

Nearly one in three faculty members in the last two years who were offered a position at another institution did not apply for it. Apparently, the reputation of W&M faculty is drawing a great deal of attention and the word is getting out that the College of William and Mary is a good place to go looking for excellent faculty members.

### **Are you actively on the job market – right now?**

The following set of survey questions (Q10a-Q10k) is introduced for the first time in the Faculty Survey in 2006:

- 10(a) *Are you actively on the job market?*  
*If “yes”, please explain why. [Indicate all that apply.]*
- 10(b) *I am on the tenure track but not yet tenured, and looking at jobs elsewhere is a kind of insurance policy;*
- 10(c) *dissatisfaction with my salary at W&M;*
- 10(d) *dissatisfaction with the research support that I receive at W&M;*
- 10(e) *dissatisfaction with the research support facilities at W&M;*
- 10(f) *desire to be more involved with graduate education;*
- 10(g) *desire to join a department or school that places more emphasis on my research specialty;*
- 10(h) *desire to climb up a step in terms of the national prestige of my university;*
- 10(i) *desire for reduced teaching load;*
- 10(j) *dissatisfaction with the level of collegiality in my department or school;*
- 10(k) *other, please explain in the comment box provided.*

### **Are you actively on the job market? – Overall responses and responses sorted by academic areas**

In Fall 2006, 21% of all Faculty Survey respondents reported that they were actively on the job market at the time the survey was conducted.

Of the total number of faculty survey respondents actively on the job market, 35% were from A&S Humanities; 24% were from A&S Social Sciences; 23% were from A&S Natural Sciences and Mathematics, 4% were from the School of Business, 5% were from the School of Education and 10% were from the School of Marine Science. As noted earlier in this report, faculty survey respondents from the School of Law report higher satisfaction levels than any other academic area and so it is, perhaps, not surprising that none (0%) report being actively on the job market.

A more meaningful question might be what percentage of faculty survey respondents from a specific area indicated that they are actively on the job market.

The following table (Table 36) summarizes the overall response to Question 10a across all academic areas, as well as sorting the results by individual academic area. It answers the question, what percentage of faculty survey respondents from each area reported being actively on the job market?

**Table 36. *Are you actively on the job market?*  
Responses Overall & sorted by Academic Area**

<b>Academic Areas</b>	<b>%Yes</b>	<b>%No</b>	<b>N</b>
A&S Humanities	29%	71%	96
A&S Social Sciences	22%	78%	86
A&S Natural Sciences	20%	80%	92
School of Business	8%	92%	37
School of Education	14%	86%	29
School of Law	0%	100%	11
School of Marine Science	31%	69%	26
<b>All Faculty</b>	<b>21%</b>	<b>79%</b>	<b>377</b>

Survey findings reveal that faculty from the School of Marine Science (31%) and faculty from A&S Humanities (29%) were most likely to be actively seeking a position elsewhere – more than 1 in 4 faculty from each of these areas. Approximately, 1 in 5 faculty reported being actively on the job market from A&S the Social Sciences (22%) and from the Natural Sciences & Mathematics (20%), followed by smaller percentages of faculty from the School of Education (14%) and the School of Business (8%).

When survey data is grouped by academic rank, Associate Professors were more likely to be actively on the job market (approximately 1 in 4), followed by Assistant Professors, and lastly, faculty at the rank of Full Professor.

The percentages of female and male faculty actively on the job market corresponded approximately to their relative proportions in the W&M faculty population at large.

**Reasons why faculty decided to actively enter the job market? – Overall responses, combined from all areas**

Table 37 (below) summarizes the reasons that motivated faculty to actively go on the job market.

**Table 37. Reasons why faculty decide to go on the job market – Overall responses**

<b>Reasons why faculty decided to actively enter the job market – percentage of faculty actively on job market who cite this as a reason why.</b>	<b>% Yes</b>	<b>N</b>
Dissatisfaction with research support	63%	80
Dissatisfaction with my salary	60%	80
Seek a dept/school w/ emphasis on my specialty	58%	80
Desire for a graduate program	46%	80
Dissatisfaction with research facilities	44%	80
Dissatisfaction with level of collegiality (dept/sch)	43%	80
Desire for reduced teaching assignment	35%	80
Desire to move up – more prestigious institution	30%	80
I am untenured & always looking	14%	80

Overall, the top three reasons that survey respondents reported as motivation to actively enter (re-enter) the job market were: dissatisfaction with research support (63%), dissatisfaction with salary (60%) and a desire to join a department or school that places more emphasis on my research specialty (58%).

In Question 10k, survey respondents were invited to describe other factors in their decision to actively seek employment elsewhere, or to elaborate on their choice of reason(s) given in Table 37.

The following narrative comments (from open-ended questions) provide further support for the top three reasons indicated in Table 37.

*“...the Williamsburg housing market is such that I realize on my present salary I will never be able to afford a house within a reasonable distance from the College”*

*“...I routinely pay many travel expenses out of pocket because travel money is insufficient and does not fully support my need to travel to conferences where I am presenting research...”*

*“... the fear of paltry raises leads to a situation where productive mid-career faculty in my department are making (40%) less than comparable scholars at other comparable schools. I will search for new positions elsewhere until I find one.”*

*“would be nice to have colleagues that could be collaborators; to an outsider it may seem that there are several people who ‘do what I do’ – but they are far enough from my area of research that collaborations have not developed”*

*“I have lost half of my research space...it is extremely frustrating and has resulted in my doing laboratory work in my garage at home....(at W&M) our space and research facilities don’t come close to that of a Research I school.”*

*“It is very demoralizing to be told that the average salary raise is going to be 5%, to receive a better-than-average merit rating and to get a raise that is only 3-3.5%. Should this continue, I will more seriously pursue outside job opportunities.”*

While the overall percentage for the category “I am untenured and always looking” was low; it is essentially a choice that only a non-tenured faculty member would make (for the most part, faculty at the rank of Assistant Professor, with an occasional untenured Associate Professor). When the survey data is grouped by rank and this reason is examined solely within the category of Assistant Professors, the survey findings reveal that 53% of faculty at this rank who are actively on the job market cite this fact as part of their motivation. It was, however, not the first choice of motivation for faculty at this rank.



Among Assistant Professor survey respondents actively on the job market the top three reasons cited in descending order frequency were: [1] dissatisfaction with research support (71%), [2] dissatisfaction with salary (59%) and tied for [3] desire for a reduced teaching assignment (53%) and untenured & always looking (53%).

For faculty at the rank of Associate Professors, the top three reasons cited in descending order of frequency were: [1] dissatisfaction with salary (75%), [2] dissatisfaction with research support (69%), and [3] a desire to join a department/school that places more emphasis on my research specialty (58%).

Survey respondents at the rank of Full Professor actively on the job market cited the following top three reasons in descending order of frequency: [1] a desire to join a department/school that places more emphasis on my research specialty (65%), [2] dissatisfaction with research support (50%) and [3] Dissatisfaction with the level of collegiality in their department/school (46%).

### **Other reasons for entering the job market**

Among the other reasons that motivated (multiple) faculty members to actively go on the job market were: concerns about: a devaluing of the faculty governance structure by the college administration; the city of Williamsburg as a place for young & middle-aged faculty as well as single faculty; the difficulty for a spouse to find work in the area; the lack of domestic partner health insurance coverage, and increasing expectations for both teaching & research – with only a finite number of hours in the day.

### **Salary adjustments**

A new survey question in 2006 (Q11a-Q11e) asked faculty:

11(a) *Have you received a salary adjustment in the last 2 years (salary increase beyond that resulting from the regular annual merit evaluation score)?*

*If “yes”, please explain why. [Indicate all that apply.]*

11(b) *I received a salary adjustment in response to an outside job offer from another institution;*

11(c) *I received a salary adjustment as part of an effort to relieve salary compression;*

11(d) *I received a salary adjustment as the result of a review of my salary compared with the salaries of other W&M faculty;*

11(e) *I received a salary adjustment as the result of a review of my salary in relation to market forces in my discipline (not a specific outside job offer).*

The following table (Table 38) summarizes the overall responses to survey items Q11a-Q11e. Reminder: because survey respondents were asked to check all reasons for the salary adjustment that might apply, the percentage totals for the columns do not add to 100%.

**Table 38. Have you received a salary adjustment in the last 2 years (beyond that resulting from the regular annual merit evaluation) ? If so, why?**

<b>Overall combined responses</b>	<b>%Yes</b>	<b>%No</b>	<b>N</b>
<i>Have you received a salary adjustment in the last 2 years?</i>	25.4%	74.5%	381
<b><i>If you have received a salary adjustment, please explain why.</i></b>			
<i>- in response to an outside job offer</i>	12%	36%	97
<i>- part of an effort to relieve salary compression</i>	46%	87%	97
<i>- result of salary comparisons with that other W&amp;M faculty</i>	46%	8%	97
<i>-because of market forces in my discipline (not a specific job offer)</i>	19%	13%	97

One quarter of the survey respondents (25.4%) reported receiving a salary adjustment in the last two years, most frequently as the result of internal efforts to relieve salary compression and in comparison with salaries of other W&M faculty members.

Of the faculty who reported receiving a salary adjustment in the last two years, 60% were male faculty and 40% were female faculty. You will recall that male faculty account for 65% of the survey respondents and female faculty for 35%.

## 5. Faculty Satisfaction with Library Resources

### Introduction

The Faculty Survey 2006-2007 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.

College-wide, 72.9% of all tenured and tenure-eligible faculty members responded to the survey, the highest response rate of any faculty survey to date at the College. Table 39 gives the response rates by academic area.

**Table 39. Survey Response Rates by Academic Area – 2006**

Academic Area	2006
A&S Humanities	85%
A&S Social Sciences	70%
A&S Natural Sciences	86%
School of Business	81%
School of Education	76%
School of Law	32%
School of Marine Science	54%

## Overall Satisfaction Levels Concerning Library Services

To understand that level of faculty satisfaction with various aspects of library services, the Faculty Survey included seven focused questions (Q12n-Q12t). The questions were part of Survey Question 12, and were as follows:

- 12(n). *In general, how satisfied are you with the adequacy of library holdings (e.g. comprehensive print and journal collections)?*
- 12(o). *In general, how satisfied are you with Library services (e.g. timely document deliver and interlibrary load)?*
- 12(p). *In general, how satisfied are you with accessibility to library electronic resources from your office or home?*
- 12(q). *In general, how satisfied are you with comprehensive collections of full-text articles online?*
- 12(r). *In general, how satisfied are you with easy-to-use access tools that allow me to find things on your own?*
- 12(s). *In general, how satisfied are you with the library website enabling you to locate information on your own?*
- 12(t). *In general, how satisfied are you with library support for your teaching and research needs?*

Respondents were asked to choose one of the following for each question: Very Satisfied (VS), Satisfied (S), Neutral (N), Dissatisfied (D), Very Dissatisfied (VD), or Not Sure (NS). Because different academic areas use different library facilities as noted earlier in this section, we present the results of Question 12n-12t by academic area only (not by overall responses).

## Arts and Sciences Responses

Eighty percent of all tenured and tenure-eligible faculty in Arts and Sciences responded to the Faculty Survey. Tables 40-41 summarize Arts and Sciences faculty responses to the seven library questions listed above. Row percentages may not sum to 100% due to round-off. The response codes (VS, S, N, D, VD, NS) are described above.

**Table 40. Satisfaction levels with the Library: Arts and Sciences**

<b>Arts &amp; Sciences</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>
<b><u>Library Holdings</u></b>			
A&S Humanities	56%	15%	30%
A&S Social Sciences	52%	25%	23%
A&S Natural Sciences & Math	60%	25%	14%
<b><u>Library Services</u></b>			
A&S Humanities	91%	8%	1%
A&S Social Sciences	88%	12%	0%
A&S Natural Sciences & Math	80%	15%	4%
<b><u>Accessibility (home or office)</u></b>			
A&S Humanities	92%	7%	1%
A&S Social Sciences	90%	7%	3%
A&S Natural Sciences & Math	80%	13%	7%

**Table 41. Satisfaction levels with the Library: Arts and Sciences**

<b>Arts &amp; Sciences</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>
<b><u>Full-text online articles</u></b>			
A&S Humanities	83%	13%	4%
A&S Social Sciences	72%	14%	14%
A&S Natural Sciences & Math	66%	20%	14%
<b><u>Easy access tools</u></b>			
A&S Humanities	81%	15%	4%
A&S Social Sciences	80%	15%	5%
A&S Natural Sciences & Math	73%	23%	3%
<b><u>Library website</u></b>			
A&S Humanities	82%	10%	8%
A&S Social Sciences	80%	12%	8%
A&S Natural Sciences & Math	70%	26%	4%

**Table 42. Satisfaction levels with the Library: Arts and Sciences**

<b>Arts &amp; Sciences</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>
<b><u>Library Support for Teaching and Research Needs</u></b>			
<b>A&amp;S Humanities</b>	84%	11%	5%
<b>A&amp;S Social Sciences</b>	80%	16%	4%
<b>A&amp;S Natural Sciences &amp; Math</b>	76%	20%	4%

Overall, satisfaction levels for every aspect of library services included in the 2006 Faculty Survey were higher than the levels reported in the 2003 Faculty Survey. In some categories, reported satisfaction levels rose more than twenty percentage points.

Satisfaction levels with library services and the accessibility of electronic resources from home or office were particularly high in A&S with each of the three areas reporting at least 80% rates of Very Satisfied or Satisfied (in several instances, the satisfaction levels earned a greater than 90% satisfaction rating).

Satisfaction levels were also high for Arts and Sciences faculty in four of the remaining five areas of library services with 70% or more of responses indicating satisfaction. A majority of faculty in the Natural Sciences and Mathematics were satisfied or very satisfied with the various library services, but to a lesser degree than faculty in other areas of Arts and Sciences.

The one category that received the lowest satisfaction ratings – “*Library Holdings*” –still received a satisfactory rating from a slight majority of faculty in the Social Sciences (52%) and in the Humanities (56%). For this one item, faculty in the Natural Sciences and Mathematics reported a higher level of satisfaction (60%) than faculty in the other areas of Arts and Sciences

**Table 43. Satisfaction levels with the Library: School of Business**

<b>School of Business</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>
<b>Library Holdings</b>	41%	44%	16%
<b>Library Services</b>	67%	30%	3%
<b>Accessibility (home or office)</b>	64%	21%	15%
<b>Full text online articles</b>	42%	27%	30%
<b>Easy Access Tools</b>	62%	26%	12%
<b>Library Website</b>	55%	36%	9%
<b>Library Support for Teaching and Research Needs</b>	47%	35%	18%

**Table 44. Satisfaction levels with the Library: School of Education**

<b>School of Education</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>
<b>Library Holdings</b>	59%	17%	24%
<b>Library Services</b>	93%	7%	0%
<b>Accessibility (home or office)</b>	76%	7%	17%
<b>Full text online articles</b>	55%	21%	24%
<b>Easy Access Tools</b>	69%	14%	17%
<b>Library Website</b>	72%	14%	14%
<b>Library Support for Teaching and Research Needs</b>	83%	10%	7%

**Table 45. Satisfaction levels with the Library: School of Law**

<b>School of Law</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>
<b>Library Holdings</b>	82%	9%	9%
<b>Library Services</b>	91%	0%	9%
<b>Accessibility (home or office)</b>	82%	18%	0%
<b>Full text online articles</b>	100%	0%	0%
<b>Easy Access Tools</b>	73%	18%	9%
<b>Library Website</b>	73%	27%	0%
<b>Library Support for Teaching and Research Needs</b>	100%	0%	0%

**Table 46. Satisfaction levels with the Library: School of Marine Science**

<b>School of Marine Science</b>	<b>%(VS+S)</b>	<b>%Neutral</b>	<b>% (D+VD)</b>
<b>Library Holdings</b>	69%	19%	12%
<b>Library Services</b>	73%	23%	4%
<b>Accessibility (home or office)</b>	88%	4%	8%
<b>Full text online articles</b>	68%	20%	12%
<b>Easy Access Tools</b>	72%	24%	4%
<b>Library Website</b>	72%	24%	4%
<b>Library Support for Teaching and Research Needs</b>	85%	12%	4%



When survey responses on library services are grouped by academic rank, the only difference of more than a couple of percentage points is for the item “*adequacy of library holdings*” where there was a greater level of dissatisfaction reported by faculty at the Assistant (28% = D+VD) and Associate professor ranks (24% = D+VD), than for faculty at the rank of Full professor (13% = D+VD).

A review of survey findings on library services sorted by gender reveal strong consistency in the satisfaction levels reported by male and female faculty. The greatest difference was eight percentage points and this occurred in only one category – that of “*adequacy of library holdings*”. Just over one in four female faculty indicated that they dissatisfied or very dissatisfied with the library holdings (26% = D + VD), while only 18% of male faculty reported dissatisfaction in this category.

### Faculty Role in Setting Library Policy

Survey Question 30d asked faculty to rate the level of influence that W&M faculty have concerning the setting of library priorities. The scale used was Adequate, Inadequate or Not Sure. The table below (Table 47) provides a comparison of the faculty response to this question in the 2006 and 2003 Faculty Surveys when responses were grouped by gender.

**Table 47. Faculty Perceptions of Their Influence on Library Policy by Gender (2006 and 2003 Faculty Surveys)**

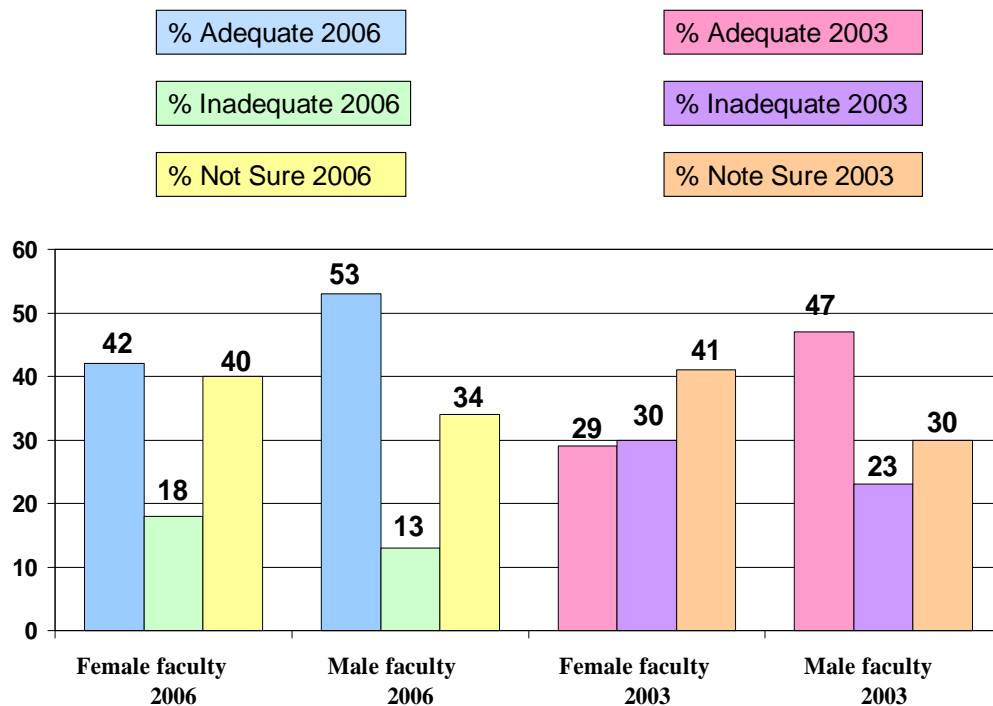


Table 48 summarizes the overall responses as well as the responses grouped by academic area for the question of faculty influence on policy library policy. Data is provided from the 2003 Faculty Survey (shaded table cells) for comparison.

**Table 48. Faculty Perceptions of their Influence on Library Policy, Overall & by Academic Area (2006 & 2003)**

<b>Academic Area</b>	<b>A 2006</b>	<b>I 2006</b>	<b>NS 2006</b>	<b>A 2003</b>	<b>I 2003</b>	<b>NS 2003</b>
A&S Humanities	47%	16%	38%	41%	21%	38%
A&S Social Sciences	55%	11%	35%	35%	24%	41%
A&S Natural Sciences	41%	15%	44%	43%	31%	26%
School of Business	35%	22%	43%	36%	29%	36%
School of Education	27%	17%	57%	50%	13%	38%
School of Law	17%	33%	50%	36%	21%	43%
School of Marine Science	54%	23%	23%	57%	30%	13%
<b>All Faculty</b>	<b>44%</b>	<b>16%</b>	<b>40%</b>	<b>41%</b>	<b>25%</b>	<b>34%</b>

As noted earlier in this section of the report, survey responses on library issues are most useful when viewed by academic area as faculty in different disciplines and schools may use completely different libraries. There is great variation in responses for this question and that may indeed be attributed to the procedures or opportunities for faculty input to the policy setting bodies for each of the libraries.

## Faculty Priorities and the Library

In the section of this report on Faculty Priorities, survey findings are presented on faculty perspectives of priority levels for sixteen specific items. In Question 31a-31p, survey respondents were asked to assign each item one of the following priority levels – Very High Priority, High Priority, Moderate Priority, Low Priority, Not a Priority or Not Sure. One of the sixteen items for priority assignment was the following: “*increased funding for library acquisitions*”.

Increased funding for library acquisitions received its highest priority ratings from Arts and Sciences – the Humanities (49%), Arts and Sciences – the Social Sciences (48%) and the School of Marine Science (48%).

A subsequent question on the survey (Q32-Q34) asked faculty to select and rank their top three priorities from among the sixteen items for which they had previously indicated a general priority level.

The highest ranking for “*increased funding for library acquisitions*” was the School of Law which ranked this item 4<sup>th</sup> out of 16 possible choices. In Arts and Sciences – the Social Sciences and the Humanities ranked increased library funding for acquisitions as 5 out of 16, and 6 out of 16 items, respectively. The lowest rankings for this item were in Arts and Sciences – the Natural Sciences and Mathematics (15<sup>th</sup> of 16) and the School of Education (15<sup>th</sup> of 16).

For a full review of the survey findings on these questions, and to see how the issue of library acquisition funding fared relative to other priorities, please refer to Section 8 of this report (Faculty Priorities).

## **6. Faculty Views of the Personnel System**

### **Introduction**

The 2006 Faculty Survey contained several questions exploring faculty satisfaction with the College's personnel system, including the annual merit evaluation system, and promotion and tenure standards. Survey findings on these issues are best interpreted within the context of academic areas, as policies and procedures may differ among the four professional schools and the faculty of Arts and Sciences. The overall response rate to the 2006 Faculty Survey was 72.9%. Response rates by academic area were as follows:

**Table 49. Faculty Survey Response Rates by Academic Area**

<b>Academic Area</b>	<b>2006</b>
A&S Humanities	85%
A&S Social Sciences	70%
A&S Natural Sciences	86%
School of Business	81%
School of Education	76%
School of Law	32%
School of Marine Science	54%

In the personnel section of the survey, faculty members were asked to indicate their level of agreement with a sequence of statements about various aspects of the College's faculty personnel system. Percentages of responses for each category of the following scale are reported separately: "Strongly Agree" (SA), "Agree" (A), "Disagree" (D), "Strongly Disagree" (SD) and "Not Sure" (NS). Because a given faculty member sees only the personnel system of his or her own department, program, or school, we report the results of the survey by academic area. Wherever combined categories of response (SA+A) and/or (D+SD) are equal to, or greater than 50%, those cells have been highlighted. Rows of the tables in this chapter might not sum to 100% due to round-off.

### **The Annual Merit Review System**

#### **Responses Viewed by Academic Area (Q23a)**

Faculty members were asked to report their level of agreement or disagreement with the assertion "*The annual merit evaluation system in my department, program or school effectively evaluates teaching.*"

Each of the academic areas reports substantial disagreement with this survey statement. Disagreement levels (D+SD) range from a low of 42% in A&S – the Natural Sciences and Mathematics, to a high of 77% in the School of Education. The highest levels of agreement with the statement (SA+A) can be found in A&S – the Natural Sciences & Mathematics (49%) and the School of Business (46%).

Within a single academic area, wherever combined categories of response (SA+A) and/or (D+SD) are equal to, or greater than 50%, those cells have been highlighted.

**Table 50. Merit System Effectively Evaluates Teaching**

<b>Academic Area</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>NS</b>
A&S Humanities	2%	26%	37%	30%	6%
A&S Social Sciences	5%	28%	30%	23%	14%
A&S Natural Sciences	6%	43%	28%	14%	9%
School of Business	0%	46%	27%	22%	5%
School of Education	3%	17%	41%	34%	3%
School of Law	9%	18%	36%	9%	27%
School of Marine Science	4%	35%	35%	27%	0%
<b>All Faculty</b>	<b>4%</b>	<b>32%</b>	<b>33%</b>	<b>23%</b>	<b>9%</b>

#### **Responses Viewed by Academic Rank within each Academic Area (Q23a)**

When the responses in Table 50 are broken down by rank within each academic area, there are identifiable variations in the patterns of responses. In Arts & Sciences – the Humanities, faculty at the Associate (79%) and Full Professor (69%) ranks strongly disagree with this survey statement, while Assistant Professors in the Humanities tend to agree (46%) with the merit evaluation system’s ability to effectively evaluate teaching.

The same pattern is evident in Arts & Sciences – the Social Sciences, where 60% and 61%, respectively of Associate and Full Professors disagree with this survey item. In the School of Business, there is a marked difference of opinion on this issue by faculty rank. A majority of faculty at the rank of Full Professor agree (67%) with the statement that the merit evaluation system effectively evaluates teaching, while Associate Professors in the School of Business disagree (69%). Assistant Professors in the School of Business are evenly divided with 40% in agreement with the survey statement and 40% expressing disagreement.

### Responses Viewed by Academic Area (Q23b)

The next table (Table 51) summarizes faculty agreement with the assertion “*The merit system places appropriate weight on teaching.*”

Each of the Academic Areas reported greater than 50% agreement (SA+A) with this survey item, with the exception of the School of Business (SA+A=38%) and the School of Law (SA+A=42%).

Within a single academic area, wherever the combined categories of response (SA+A) and/or (D+SD) are equal to, or greater than 50%, those cells have been highlighted.

**Table 51. Merit System Places Appropriate Weight on Teaching**

Academic Area	SA	A	D	SD	NS
A&S Humanities	5%	49%	28%	12%	6%
A&S Social Sciences	3%	53%	19%	12%	13%
A&S Natural Sciences	9%	67%	10%	5%	8%
School of Business	0%	38%	43%	14%	5%
School of Education	3%	59%	21%	14%	3%
School of Law	9%	36%	36%	0%	18%
School of Marine Science	4%	56%	22%	19%	0%
<b>All Faculty</b>	<b>5%</b>	<b>54%</b>	<b>22%</b>	<b>11%</b>	<b>8%</b>

### Responses Viewed by Academic Rank within each Academic Area (Q23b)

When the responses in Table 51 are grouped by rank with each academic area, there is only one exception to the assertion “Rank of the respondent doesn’t matter much.” The sole exception is in the School of Marine Science where a strong majority (86%) of Associate Professors agree with the statement that the merit evaluation system places appropriate weight on teaching, while a majority of the Marine Science faculty at the rank of Full Professor (71%) disagree with the same statement.

### Responses Viewed by Academic Area (Q23c)

Faculty agreement with the assertion “*The merit evaluation system effectively evaluates research, scholarship & creative activity*” is summarized in Table 52.

“Not Sure” responses were greater than 10 percentage points for this question in A&S – the Social Sciences, A&S – the Natural Sciences & Mathematics, and the School of Law.

Within a single academic area, wherever the combined categories of response (SA+A) and/or (D+SD) are equal to, or greater than 50%, those cells have been highlighted.

**Table 52. Merit System Effectively Evaluates Research, Scholarship & Creative Activity**

Academic Area	SA	A	D	SD	NS
A&S Humanities	4%	43%	34%	14%	5%
A&S Social Sciences	5%	43%	23%	16%	13%
A&S Natural Sciences	6%	49%	22%	11%	11%
School of Business	3%	54%	27%	11%	5%
School of Education	0%	55%	28%	14%	3%
School of Law	18%	27%	27%	9%	18%
School of Marine Science	8%	46%	35%	12%	0%
<b>All Faculty</b>	<b>5%</b>	<b>46%</b>	<b>27%</b>	<b>13%</b>	<b>8%</b>

### Responses Viewed by Academic Rank within each Academic Area (Q23c)

A review of survey responses to this question grouped by rank within academic areas, reveal a pattern across three academic areas. On this particular survey item, a majority of the faculty at the rank of Associate Professor in Arts & Sciences – the Humanities, in Arts & Sciences the Social Sciences, and in the School of Marine Science disagree with the assertion in survey Question 23c, at response percentages of 55%, 52% and 57% , respectively. At the same time, in the same three academic areas, the Full Professors agree with survey Question 23c -- 69% in Arts & Sciences – the Humanities, 61% in Arts & Sciences – the Social Sciences, and 53% in the School of Marine Science.

### Responses Viewed by Academic Area (Q23d)

The next table (Table 53) summarizes faculty agreement with the assertion “*The merit evaluation system places appropriate weight on research, scholarship & creative activity.*”

“Not Sure” responses to this question were greater than ten percent in: A&S – the Social Sciences, the School of Business and the School of Law.

Within a single academic area wherever the combined categories of response (SA+A) and/or (D+SD) are equal to, or greater than 50%, those cells have been highlighted.

**Table 53. Merit System Places Appropriate Weight on Research, Scholarship & Creative Activity**

Academic Area	SA	A	D	SD	NS
A&S Humanities	4%	56%	19%	15%	6%
A&S Social Sciences	6%	46%	22%	14%	12%
A&S Natural Sciences	14%	55%	20%	3%	8%
School of Business	6%	42%	31%	11%	11%
School of Education	3%	62%	28%	3%	3%
School of Law	0%	30%	40%	10%	20%
School of Marine Science	7%	56%	26%	11%	0%
<b>All Faculty</b>	<b>7%</b>	<b>52%</b>	<b>23%</b>	<b>10%</b>	<b>8%</b>

### Responses Viewed by Academic Rank within each Academic Area (Q23d)

When survey responses to this question (Q23d) were grouped by rank within academic areas, there was little or no difference in agreement or disagreement levels –with one exception. In Arts & Sciences – the Social Sciences, a majority of the faculty at the rank of Full Professor (65%) agreed that the merit system places appropriate weight on research, scholarship and creative activity, while a majority of Associate Professors in the Social Sciences (52%) disagree with the same statement.



### Responses Viewed by Academic Area (Q23e)

Faculty agreement with the assertion “*The merit evaluation system places appropriate weight on service to my department or school*” is summarized in the following table (Table 54).

Although there were several high percentages of “Not Sure” responses to this survey question, a majority of the faculty in five of the seven academic areas reported agreement or strong agreement (SA+A) with the statement.

Within a single academic area, wherever the combined categories of response (SA+A) and/or (D+SD) are equal to, or greater than 50%, those cells have been highlighted.

**Table 54. Merit System Places Appropriate Weight on Service to my Department or School**

Academic Area	SA	A	D	SD	NS
A&S Humanities	4%	53%	28%	11%	4%
A&S Social Sciences	6%	46%	21%	17%	10%
A&S Natural Sciences	9%	59%	13%	6%	13%
School of Business	0%	36%	31%	11%	22%
School of Education	3%	38%	34%	14%	10%
School of Law	18%	45%	27%	0%	9%
School of Marine Science	7%	67%	15%	11%	0%
<b>All Faculty</b>	<b>6%</b>	<b>51%</b>	<b>23%</b>	<b>11%</b>	<b>10%</b>

### Responses Viewed by Academic Rank within each Academic Area (Q23e)

When considering the statement that the merit evaluation system places appropriate weight on service at the departmental and school level, survey responses differed by rank in Arts & Sciences – the Humanities and the School of Education. A majority of the faculty in the Humanities at the rank of Full Professor (73%) agreed that appropriate weight is placed on departmental and school service. However, a majority of the Associate Professor faculty in the Humanities (51%) disagree with the same statement. The pattern of response by rank is somewhat reversed in the School of Education where 71% of Full Professors disagree with the assertion that the merit system places appropriate weight on service to their department and school, while a majority of faculty at the Associate Professor rank (67%) agree with the statement.

### Responses Viewed by Academic Area (Q23f)

The next table (Table 55) summarizes faculty agreement on the assertion “*The merit evaluation system places appropriate weight on service to the College.*”

This phrase “*service to the College*” includes such activities as committee service on college-wide committees and membership on the Faculty Assembly.

Within a single academic area, wherever combined categories of response (SA+A) and/or (D+SD) are equal to, or greater than 50%, those cells have been highlighted.

**Table 55. Merit System Places Appropriate Weight on Service to the College**

Academic Area	SA	A	D	SD	NS
A&S Humanities	4%	54%	26%	11%	5%
A&S Social Sciences	7%	37%	25%	18%	13%
A&S Natural Sciences	6%	59%	16%	6%	13%
School of Business	3%	22%	35%	8%	32%
School of Education	3%	45%	28%	14%	10%
School of Law	0%	55%	27%	0%	18%
School of Marine Science	4%	78%	11%	7%	0%
<b>All Faculty</b>	<b>5%</b>	<b>49%</b>	<b>23%</b>	<b>11%</b>	<b>12%</b>

### Responses Viewed by Academic Rank within each Academic Area (Q23f)

When responses in Table 55 are broken down by rank within each academic area, there are several instances where faculty perspectives on this issue differ markedly. In Arts & Sciences – the Humanities, approximately three quarters of the Full Professors (77%) agree with the statement that the merit system places appropriate weight on service to the College, while only 49% of Associate Professors hold that same view.

Both Full Professors and Associate Professors in Arts & Sciences – the Natural Sciences and Mathematics both agreed with the statement by a margin of 25 percentage points (74% and 59%, respectively).

Finally, a reversal of the pattern seen in some other academic areas is found in the School of Education where a majority of Associate Professors (67%) agree with the statement while disagreement is reported by over half of the faculty at the Full Professor rank (57%).

### Responses Viewed by Academic Area (Q23g)

Faculty agreement with the assertion “*The merit evaluation system places appropriate weight on professional off-campus advisory service activities*” is summarized in the following table (Table 56).

The term “advisory services” has special meaning in the School of Marine Science and the School of Education, and might have confused faculty in other academic areas. That might account for the relatively large percentage of “Not Sure” responses from Arts and Sciences and the School of Business.

In the two professional schools where “advisory services” are an integral part of faculty responsibilities, survey findings reveal substantial levels of disagreement with this particular statement. In the School of Education, a majority of the faculty (53%) reported being either “Dissatisfied” or “Very Dissatisfied”, while in the School of Marine Science, the faculty responses were evenly divided on this issue with SA+A=48% and D+SD=48%.

Within a single academic area, wherever combined categories of response (SA+A) and/or (D+SD) are equal to, or greater than 50%, those cells have been highlighted.

**Table 56. Merit System Places Appropriate Weight on Off-Campus Advisory Service Activities**

Academic Area	SA	A	D	SD	NS
A&S Humanities	1%	35%	34%	10%	19%
A&S Social Sciences	5%	28%	30%	19%	18%
A&S Natural Sciences	5%	34%	28%	7%	25%
School of Business	0%	17%	50%	3%	31%
School of Education	0%	34%	34%	21%	10%
School of Law	0%	55%	27%	9%	9%
School of Marine Science	4%	44%	33%	15%	4%
<b>All Faculty</b>	<b>3%</b>	<b>32%</b>	<b>33%</b>	<b>12%</b>	<b>20%</b>

### Responses Viewed by Academic Rank within each Academic Area (Q23g)

“Advisory Services” is a term used most frequently in the School of Marine Science, the School of Education and the School of Business. Within the School of Marine Science there is no meaningful difference in the survey responses to this question (Q23g) when those responses are grouped by rank. A majority of the faculty at the rank of Associate Professor (67%) in the School of Education report disagreement with the statement that the merit system places appropriate weight on off-campus advisory services while Full Professors in the School of Education are equally divided on this issue: SA+A = 50% and D+SD = 50%. However, in the School of Business, there is marked difference between the percentage of Full Professors who disagree with this survey item (75%) and the percentage of Associate Professors who report such disagreement (47%).

### Responses Viewed by Academic Area (Q23h)

The next table (Table 57) summarizes faculty agreement on the assertion “*The merit evaluation system places appropriate weight on interdisciplinary work.*”

Responses to this survey question report the highest percentages of “Not Sure” responses. Not all faculty in every academic areas are directly involved in interdisciplinary work and may therefore not be aware of its weight in the merit evaluation system.

“*Interdisciplinary work*” may have a broad interpretation by faculty in different academic areas. In Arts and Sciences, for instance, many faculty are involved in teaching in academic programs that transcend departmental lines. Some of these programs do not exist within any single department and are constituted of faculty who are members of a home department in addition to their membership and participation in the interdisciplinary program. Some examples of interdisciplinary programs (administered by the Charles Center) are: Neuroscience, Literary and Cultural Studies, Environmental Studies, Black Studies, Medieval and Renaissance Studies, Film Studies, etc..

A majority of faculty in Arts and Sciences – the Humanities (53%) and in the School of Education (52%) report disagreement or strong disagreement with this survey item.

Within a single academic area, wherever combined categories of response (SA+A) and/or (D+SD) are equal to, or greater than 50%, those cells have been highlighted.

**Table 57. Merit System Places Appropriate Weight on Interdisciplinary Work**

<b>Academic Area</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>NS</b>
A&S Humanities	1%	28%	31%	22%	19%
A&S Social Sciences	7%	18%	20%	31%	24%
A&S Natural Sciences	3%	23%	24%	20%	29%
School of Business	0%	28%	17%	14%	42%
School of Education	0%	24%	28%	24%	24%
School of Law	0%	55%	0%	0%	45%
School of Marine Science	4%	56%	19%	15%	7%
<b>All Faculty</b>	<b>3%</b>	<b>27%</b>	<b>24%</b>	<b>21%</b>	<b>25%</b>

**Responses Viewed by Academic Rank within each Academic Area (Q23h)**

When responses from Table 57 are grouped by rank within academic areas, the faculty expressing the largest percentage of disagreement with this survey question are Associate Professors in Arts & Sciences – the Humanities (D+SD=60%), Associate Professors in Arts & Sciences – the Natural Sciences and Mathematics (D+SD=55%), and Full Professors in the School of Education (D+SD=64%).

**Overall Satisfaction Levels with the Merit Evaluation System (Q23i)**

Faculty agreement with the assertion “*I am satisfied with the overall functioning of the merit evaluation system*” is summarized in the following table (Table 58).

Overall, across all academic areas, fifty percent of faculty are either “Dissatisfied” or “Very Dissatisfied” with the overall functioning of the merit evaluation system. The greatest percentages of dissatisfaction are reported in the School of Education (62%) and in Arts and Sciences, in the Humanities (60%) and in the Social Sciences (52%).

Within a single academic area, wherever combined categories of response (SA+A) and/or (D+SD) are equal to, or greater than 50%, those cells have been highlighted.

**Table 58. I am satisfied with the overall functioning of the merit evaluation system.**

<b>Academic Area</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>NS</b>
A&S Humanities	2%	30%	42%	18%	9%
A&S Social Sciences	2%	33%	31%	21%	12%
A&S Natural Sciences	4%	42%	26%	17%	11%
School of Business	0%	46%	23%	17%	14%
School of Education	3%	28%	41%	21%	7%
School of Law	9%	55%	27%	0%	9%
School of Marine Science	4%	48%	37%	11%	0%
<b>All Faculty</b>	<b>3%</b>	<b>37%</b>	<b>33%</b>	<b>17%</b>	<b>10%</b>

#### **Responses Viewed by Academic Rank within each Academic Area (Q23i)**

When survey findings for this question are broken down by rank within each academic area, there are marked differences in responses by rank within three of the academic areas. In the Arts & Sciences – the Humanities, faculty at all ranks express dissatisfaction with the overall functioning of the merit evaluation system, however, Associate Professors express the greatest dissatisfaction: Full Professors (D+SD=58%), Associate Professors (D+SD=71%), and Assistant Professors (D+SD=38%)

The greatest percentage of responses reporting satisfaction with the overall functioning of the merit evaluation system in Arts & Sciences – the Natural Sciences and Mathematics is a slight majority of faculty at the Full Professor rank (51%), followed by a less than majority percentage of Associate Professors (46%) and even fewer Assistant Professors (37%).

A majority of Assistant Professors in the School of Education indicate satisfaction with the overall functioning of the merit evaluation system (67%), while faculty at both the Full Professor and Associate Professor ranks report a majority of responses that disagree with this assertion (79% and 56%, respectively).

## Promotion and Tenure Standards

The 2006 Faculty Survey included a specific question on the clarity of standards for promotion and tenure in departments, programs and professional schools. Table 59 summarizes the level of faculty agreement with the assertion “*In my department, program or professional school, the standards for tenure and promotion are clear.*” The results in Tables 59 and 60 may be of special interest to the College’s deans and to the Procedural Review Committee.

Overall a majority of faculty in each of the seven academic areas reports agreement with the statement that tenure and promotion standards are clear. In some instances, the percentage of faculty agreeing with this survey item (Q24) represents an increase over the agreement level reported in the 2003 Faculty Survey, while in other cases, agreement levels have decreased since the last survey. Table 60 summarizes only the combined responses for the categories of “Strongly Agree” (SA) and “Agree” (A) reported in the 2003 and 2006 Faculty Surveys.

Within a single academic area, wherever combined categories of response (SA+A) and/or (D+SD) are equal to, or greater than 50%, those cells have been highlighted.

**Table 59. In my dept, program or school, the standards for tenure and promotion are clear.**

Academic Area	SA	A	D	SD	NS
A&S Humanities	16%	58%	17%	4%	5%
A&S Social Sciences	15%	59%	20%	3%	2%
A&S Natural Sciences	17%	62%	13%	5%	3%
School of Business	3%	49%	19%	22%	8%
School of Education	7%	57%	29%	7%	0%
School of Law	10%	50%	20%	20%	0%
School of Marine Science	4%	52%	44%	0%	0%
<b>All Faculty</b>	<b>13%</b>	<b>58%</b>	<b>20%</b>	<b>6%</b>	<b>3%</b>

**Table 60. In my dept, program or school, the standards for tenure and promotion are clear. [2003 & 2006]**

<b>Academic Area</b>	<b>SA+A 2006</b>	<b>SA+A 2003</b>
A&S Humanities	74%	66%
A&S Social Sciences	74%	64%
A&S Natural Sciences	79%	84%
School of Business	52%	55%
School of Education	64%	42%
School of Law	60%	55%
School of Marine Science	56%	72%
<b>All Faculty</b>	<b>71%</b>	<b>67%</b>



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

The Higher Education Research Institute included a similar question in The American College Teacher: National Norms for the 2004-2005 HERI Faculty Survey (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. 2004-2005 Survey statement was:

*The criteria for advancement and promotion decisions are clear.*

The statement in the 2006 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.

**Table 61. Clarity of criteria or standards for tenure and promotion**

	Percentage of “Strongly Agree” and “Agree” responses
<u>H.E.R.I. 2004-2005 Survey</u>	
All 4-year universities	69%
All public universities	69%
All private universities	70%
<u>W&amp;M Faculty Assembly Survey</u>	
2006	71%
2003	67%

## Responses Viewed by Academic Rank within each Academic Area (Q24)

The rank of respondents seems to have a substantial impact on faculty attitudes about clarity of tenure and promotion standards, as Tables 62-63 show. The number of responding faculty is indicated in Tables 62 and 63. When the number was less than 5, an asterisk appears and no percentage is given.

**Table 62. Clarity of Tenure and Promotion Standards: Arts & Sciences**

<b>Arts &amp; Sciences</b>	<b>N</b>	<b>SA+A</b>	<b>D+SD</b>	<b>NS</b>
<b><u>A&amp;S Humanities</u></b>				
Assistant Professor	24	54%	38%	8%
Associate Professor	52	83%	12%	6%
Full Professor	26	73%	27%	0%
<b><u>A&amp;S Social Sciences</u></b>				
Assistant Professor	27	59%	33%	7%
Associate Professor	25	72%	28%	0%
Full Professor	36	89%	11%	0%
<b><u>A&amp;S Natural Sciences &amp; Math</u></b>				
Assistant Professor	19	63%	26%	11%
Associate Professor	34	74%	24%	3%
Full Professor	42	86%	14%	0%

**Table 63. Clarity of Tenure and Promotion Standards: Professional Schools**

<b>Professional Schools</b>	<b>N</b>	<b>SA+A</b>	<b>D+SD</b>	<b>NS</b>
<b><u>School of Business</u></b>				
Assistant Professor	11	9%	82%	9%
Associate Professor	15	67%	33%	0%
Full Professor	12	67%	17%	17%
<b><u>School of Education</u></b>				
Assistant Professor	6	67%	33%	0%
Associate Professor	9	67%	33%	0%
Full Professor	14	64%	36%	0%
<b><u>School of Law</u></b>				
Assistant Professor	*	*	*	*
Associate Professor	*	*	*	*
Full Professor	9	56%	44%	0%
<b><u>School of Marine Science</u></b>				
Assistant Professor	*	*	*	*
Associate Professor	7	29%	71%	0%
Full Professor	18	61%	39%	0%

## Overall Responses Viewed by Gender (Q24)

The following table (Table 64) 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.

**Table 64. Clarity of criteria or standards for tenure and promotion (by gender) W&M**

Overall responses by gender	Male	Female
Strongly Agree	11%	16%
Agree	57%	55%
Disagree	27%	19%
Strongly Disagree	0%	5%
Not Sure	5%	6%

Table 65 presents the same data in juxtaposition to the H.E.R.I. Survey findings for a very similar question.

The H.E.R.I. 2004-2005 Survey statement was:

*The criteria for advancement and promotion decisions are clear.*

The statement in the 2006 W&M Faculty Survey was:

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

**Table 65. Clarity of criteria or standards for tenure and promotion (by gender) W&M and HERI**

	SA+A Male	SA+A Female
<u>H.E.R.I. 2004-2005 Survey</u>		
All 4-year universities	71%	65%
All public universities	72%	63%
All private universities	74%	62%
<u>W&amp;M Faculty Assembly Survey</u>		
2006	68%	71%
2003	70%	58%

## **7. Governance at the College**

### **Introduction**

The 2006 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) how involved are faculty in governance?, (2) do faculty have adequate influence on specific issues? And (3) how well is the administration doing from a faculty perspective?

College-wide, 72.9% of all tenured and tenure-eligible faculty members responded to the 2006 Faculty Survey, the highest response rate of any faculty survey to date at the College. Table 66 gives response rates by academic area.

**Table 66. Faculty Survey Response Rates by Academic Area**

<b>Academic Area</b>	<b>2006</b>
A&S Humanities	85%
A&S Social Sciences	70%
A&S Natural Sciences	86%
School of Business	81%
School of Education	76%
School of Law	32%
School of Marine Science	54%

### **How involved are faculty in governance?**

“Faculty governance” includes participation in the faculty assembly, in academic departmental and program governance, in professional school governance, in school or college-wide standing faculty committees assigned to specific tasks (e.g. promotion and tenure), participation in standing administrative-faculty committees (e.g. budget planning), participation in ad-hoc committees, etc.

Survey Questions 26-28 explored the issue of faculty involvement in governance at the College. The specific survey items were as follows:

Q26. *To what degree is “faculty governance” an important part of the W&M tradition and culture?*

Q27. *How involved are you in the faculty governance process at W&M? (dept/program level, school level, & university level, combined)?*

Q28. *Is your current level of involvement in faculty governance appropriate for your rank?*

Survey Question 26 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 “don’t know” (DK). The following table (Table 67) shows responses to Question 26 for all faculty, and also responses grouped by academic rank. Note: row percentages may not tally to one hundred due to round off.

**Table 67. Overall Importance of Faculty Governance  
by Academic Rank**

<b>Academic Rank</b>	<b>Very Imp + Important</b>	<b>Not so Imp + Not at all Imp</b>	<b>DK</b>
<b>Assistant professor</b>	72%	8%	20%
<b>Associate professor</b>	85%	10%	4%
<b>Full professor</b>	81%	16%	3%
<b>All Faculty</b>	81%	13%	7%

The next table (Table 68) shows what happens with the responses to Question 26 are grouped by academic rank. Note: row percentages may not tally to one hundred due to round off.

**Table 68. Overall Important of Faculty Governance  
by Academic Area**

<b>Academic Area</b>	<b>Very Imp + Important</b>	<b>Not so Imp + Not at all Imp</b>	<b>DK</b>
A&S Humanities	85%	10%	5%
A&S Social Sciences	81%	11%	7%
A&S Natural Sciences	75%	13%	12%
School of Business	68%	18%	13%
School of Education	86%	11%	4%
School of Law	72%	27%	0%
School of Marine Science	81%	15%	4%
<b>All Faculty</b>	<b>81%</b>	<b>13%</b>	<b>7%</b>

Overall, by academic rank and by academic area, a strong majority of faculty rate faculty governance as an important (or very important) part of the W&M tradition and culture.

Survey Question 27 asked faculty “*How involved are you in the faculty governance process at W&M? (dept/program level, school level, & university level combined)?*” Response options were: “a great deal”, “somewhat”, “not much” and “not at all.” The next table (Table 69) shows responses to Question 27 for all faculty, and also grouped by academic rank. Note: row percentages may not tally to one hundred due to round off.

**Table 69. Extent of Involvement in Faculty Governance  
by Academic Rank**

<b>Academic Rank</b>	<b>a great deal</b>	<b>somewhat</b>	<b>not much</b>	<b>not at all</b>
<b>Assistant professor</b>	9%	43%	31%	17%
<b>Associate professor</b>	40%	45%	14%	1%
<b>Full professor</b>	52%	34%	13%	1%
<b>All Faculty</b>	37%	40%	17%	5%

Just over three quarters of all faculty report that they are currently “a great deal” or “somewhat” involved in governance at the College. The lowest rate of involvement is at the rank of assistant professor (52%). That rate increases by thirty-three percentage points at the rank of associate professors (85%) and that high involvement rate is echoed and slightly surpassed by faculty at the rank of full professor (87%). Overall faculty levels of involvement are nearly identical by gender (female faculty = 39%, male faculty =40%).

The next table (Table 70) shows what happens when the responses to Question 27 are grouped by academic area and, once again for comparison, how the faculty responded as a whole.

**Table 70. Extent of Involvement in Faculty Governance  
by Academic Area**

<b>Academic Area</b>	<b>a great deal</b>	<b>somewhat</b>	<b>not much</b>	<b>not at all</b>
A&S Humanities	44%	37%	16%	3%
A&S Social Sciences	37%	37%	19%	7%
A&S Natural Sciences	30%	47%	19%	4%
School of Business	21%	38%	31%	10%
School of Education	47%	40%	3%	10%
School of Law	50%	25%	17%	8%
School of Marine Science	41%	44%	15%	0%
<b>All Faculty</b>	<b>37%</b>	<b>40%</b>	<b>17%</b>	<b>5%</b>

Faculty who are involved “a great deal” or “somewhat” in faculty governance represent 81% of faculty in Arts & Sciences – Humanities, 72% of faculty in Arts & Sciences – Social Sciences, and 77% of faculty in Arts & Sciences – Natural Sciences and Mathematics. In the professional schools, the corresponding figures reported are: School of Business: 59%, School of Education 87%, School of Law 75% and School of Marine Science 85%.

Survey Question 28 asked faculty “*Is your current level of involvement in faculty governance appropriate for your rank?*” The response options were: “yes”, “no” and “don’t know.” The next table (Table 71) shows responses to Question 28 for all faculty, and also grouped by academic rank. Note: row percentages may not tally to one hundred due to round off.

**Table 71. Involvement in Faculty Governance  
Appropriate to Rank by Academic Rank**

<b>Academic Rank</b>	<b>Yes</b>	<b>No</b>	<b>Don’t know</b>
<b>Assistant professor</b>	84%	8%	8%
<b>Associate professor</b>	73%	12%	14%
<b>Full professor</b>	80%	11%	9%
<b>All Faculty</b>	79%	11%	11%

The fact that most faculty report that their involvement in governance activities is appropriate to their rank, is in keeping with the responses to Survey Item 22 “*I feel pressure to be more involved in faculty governance and service than I currently am.*” For discussion of the responses to Survey Item 22 please refer to the section of this report on Jobs and Job Satisfaction (Section 5).

The next table (Table 72) shows what happens when the responses for Question 28 are grouped by academic area and once again for comparison, how faculty responded as a whole.

**Table 72. Involvement in Faculty Governance  
Appropriate to Rank by Academic Area**

<b>Academic Area</b>	<b>Yes</b>	<b>No</b>	<b>Don’t know</b>
A&S Humanities	80%	11%	9%
A&S Social Sciences	76%	8%	15%
A&S Natural Sciences	78%	13%	9%
School of Business	79%	8%	13%
School of Education	80%	10%	10%
School of Law	75%	25%	0%
School of Marine Science	78%	15%	7%
<b>All Faculty</b>	<b>79%</b>	<b>11%</b>	<b>11%</b>



## Faculty Influence on Selected Policies and Issues

Faculty have varying levels of influence depending upon the policy or issue. In a series of questions, the 2006 Faculty Survey asked respondents to gauge the level of influence faculty have across various issues at the College.

Survey Questions 29 and 30 asked faculty to “Rate the level of influence W&M faculty have concerning the following issues: [followed by a list of specific issues]”. The response options were: “Adequate” (A), “Inadequate” (I) and “Not Sure” (NS). The specific items for Question 29 were as follows:

- Q29a. *undergraduate admissions*
- Q29b. *undergraduate financial aid*
- Q29c. *undergraduate general education requirements*
- Q29d. *undergraduate major requirements*
- Q29e. *graduate admissions*
- Q29f. *graduate financial aid*
- Q29g. *graduate curriculum requirements*
- Q29h. *periodic evaluation of academic programs*
- Q29i. *athletic policy*

Table 73 summarizes the overall ratings of faculty influence on the specific items in Question 29a-i.

**Table 73. Faculty Influence on Specific Policies and Issues**

	<b>Adequate</b>	<b>Inadeq.</b>	<b>NS</b>
Undergraduate admissions	24%	18%	59%
Undergraduate financial aid	21%	13%	66%
Undergraduate gen edu requirements	60%	7%	33%
Undergraduate major requirements	75%	2%	23%
Graduate admissions	56%	5%	39%
Graduate financial aid	24%	25%	51%
Graduate curriculum requirements	60%	3%	37%
Periodic evaluation of acad. Program	65%	10%	25%
Athletic policy	13%	23%	64%

A majority of survey respondents reported “Adequate” faculty influence for *undergraduate general education requirements* (60%), *undergraduate major requirements* (75%) and *periodic evaluation of academic programs* (65%).

There were four items in Question 29 for which a majority of faculty were not able to state whether faculty influence was adequate or not. Several of the items that dealt specifically with graduate education had levels of “don’t know” responses that merit closer examination. It might be useful to look at those specific items with responses grouped by academic area.

The next set of tables (Tables 74, 75, 76) show what happens when the responses for Questions 29e, 29f, and 29g are grouped by academic area and, once again, for comparison, how faculty responded as a whole. Graduate programs exist in all of the professional schools and multiple graduate programs are offered in Arts & Sciences – in the Social Sciences as well as in the Natural Sciences. There is, however, only one graduate program in Arts & Sciences – the Humanities and that may help to explain the large percentage of “Not sure” responses from faculty in the Humanities.

**Table 74. Faculty Influence on Graduate Admissions by Academic Area**

<b>Academic Area</b>	<b>Adequate</b>	<b>Inadequate</b>	<b>Not sure</b>	<b>N</b>
A&S Humanities	17%	3%	80%	100
A&S Social Sciences	62%	5%	33%	83
A&S Natural Sciences	78%	4%	18%	94
School of Business	47%	14%	39%	35
School of Education	90%	0%	10%	28
School of Law	33%	0%	67%	11
School of Marine Science	93%	7%	0%	26
<b>All Faculty</b>	<b>56%</b>	<b>5%</b>	<b>39%</b>	<b>379</b>

**Table 75. Faculty Influence on Graduate Financial Aid by Academic Area**

<b>Academic Area</b>	<b>Adequate</b>	<b>Inadequate</b>	<b>Not sure</b>	<b>N</b>
A&S Humanities	5%	13%	82%	100
A&S Social Sciences	29%	24%	47%	83
A&S Natural Sciences	28%	37%	35%	94
School of Business	23%	17%	60%	34
School of Education	33%	43%	23%	28
School of Law	33%	0%	67%	11
School of Marine Science	59%	30%	11%	26
<b>All Faculty</b>	<b>24%</b>	<b>25%</b>	<b>51%</b>	<b>376</b>

**Table 76. Faculty Influence on Graduate Curriculum Requirements by Academic Area**

<b>Academic Area</b>	<b>Adequate</b>	<b>Inadequate</b>	<b>Not sure</b>	<b>N</b>
A&S Humanities	23%	1%	76%	100
A&S Social Sciences	59%	2%	39%	83
A&S Natural Sciences	77%	3%	20%	93
School of Business	76%	5%	19%	36
School of Education	83%	7%	10%	28
School of Law	67%	8%	25%	11
School of Marine Science	89%	11%	0%	26
<b>All Faculty</b>	<b>60%</b>	<b>3%</b>	<b>37%</b>	<b>377</b>

In Survey Question 30 respondents were again asked to rate the level of faculty influence as “Adequate”, “Inadequate” or “Not sure” for a series of specific issues. The specific items in Question 30 were as follows:

Q30a. *setting tenure and promotion standards*

Q30b. *making individual tenure and promotion decisions*

Q30c. *setting budget priorities*

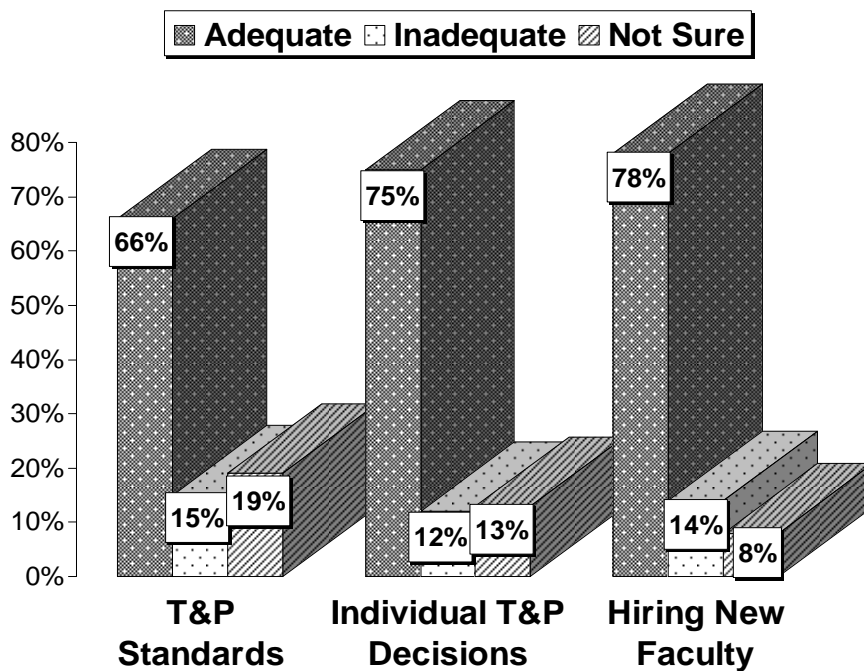
Q30d. *setting library priorities*

Q30e. *deciding to create new academic programs*

Q30f. *hiring new tenure-track faculty in your department or professional school*

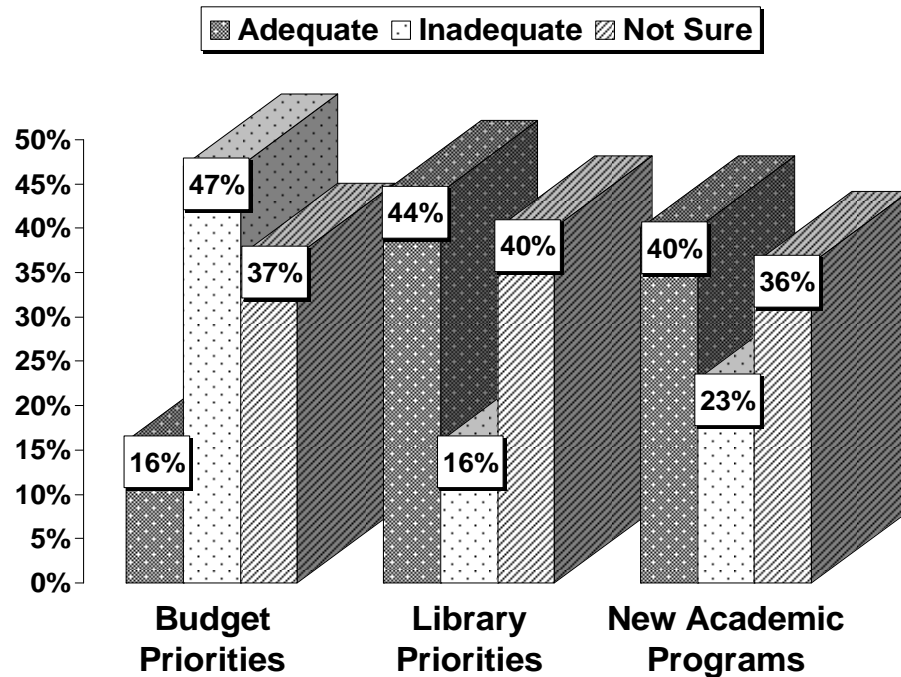
The following table (Table 77) summarizes the overall responses to Survey Question 30a-30f across all academic areas.

**Chart/Table 77. Faculty Influence - Personnel Issues**



A clear majority of survey respondents report “Adequate” faculty influence on personnel issues including setting tenure and promotion standards, making individual tenure and promotion decisions and hiring new tenure track faculty in their department or professional school.

**Chart/Table 78. Faculty Influence – Priorities and Issues**



While 47% of survey respondents continue to report that faculty influence on setting budget priorities is “Inadequate”, this represents a decline of 25 percentage points from the 2003 Faculty Survey when 72% of faculty rated faculty influence on budget priorities as inadequate. The dramatic improvement in the rating since the last survey reflects a substantive change in the process of setting budget priorities with the creation of the Faculty University Priorities Committee to replace the former Budget Advisory Policy Committee (BPAC). The 47% rating of “inadequate” means that progress has been made, but that more work needs to be done to refine and improve the process of setting budget priorities.

Approximately, one in three survey respondents were not sure about faculty influence in creating new academic programs (36%) and even more were unsure about faculty influence on setting library priorities (40%). For a more detailed examination of faculty views on library materials, resources and services, please refer to the separate Library section (Section 5) of this Faculty Survey Report.

## Faculty Perspectives on College Administration

Survey Question 13 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) and Not sure (NS).

The following table (Table 79) presents responses to Question 13 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 72.9%. Row percentages in the next table may not add to 100% due to round-off.

Wherever combined categories of response (SA+A) and/or (D+SD) are equal to, or greater than 50%, those cells have been highlighted.

**Table 79. “On the whole, I am satisfied with the responsiveness of the College administration to the needs of the faculty” by Academic Area & All Faculty**

Academic Area	SA+A	D+SD	Not sure	N
A&S Humanities	49%	45%	6%	98
A&S Social Sciences	53%	35%	12%	85
A&S Natural Sciences	40%	54%	5%	93
School of Business	50%	32%	18%	37
School of Education	50%	43%	7%	29
School of Law	42%	58%	0%	11
School of Marine Science	56%	44%	0%	27
<b>All Faculty</b>	<b>48%</b>	<b>44%</b>	<b>8%</b>	<b>380</b>

There were no substantive differences among responses to this question from female and male faculty.

When responses are grouped by academic rank, Assistant Professors report the strongest level of satisfaction with the responsiveness of the administration to faculty needs. Table 80 provides the responses to Question 13 by academic rank.

**Table 80. “On the whole, I am satisfied with the responsiveness of the College administration to the needs of the faculty” by Academic Rank**

Academic Rank	SA+A	D+SD	Not sure	N
Assistant professor	56%	31%	12%	89
Associate professor	42%	52%	6%	137
Full professor	49%	45%	6%	154
All Faculty	48%	44%	8%	380

While the previous question (Question 13) was a general question about the responsiveness of the administration and included all levels of administration the following question (Question 25) focused specifically on faculty satisfaction levels with the record of the central administration (President and Provost) on a variety of issues.

Question 25 asked “*How satisfied are you with the record of the present central administration (President & Provost) in the following areas: [followed by specific topics]?*” The response options were: Very Satisfied (VS), Satisfied (S), Neutral (N), Dissatisfied (D), Very Dissatisfied (VD), and Not Sure (NS).

The specific items used to complete the question were:

- Q25a *communication with the faculty*
- Q25b *establishing budget priorities*
- Q25c. *consultation with faculty on policy decisions*
- Q25d. *setting priorities for construction & repair of buildings, etc., on campus*
- Q25e. *inclusion of faculty on administrative searches*
- Q25. *administrative commitment to faculty compensation and salary, and efforts to improve the same*
- Q25g. *support for teaching*
- Q25h. *support for research*
- Q25i. *representing the College to external constituencies*

The following table (Table 81) reports overall responses to Question 25a-25i across all academic areas. A reminder: the combined survey response rate from all academic areas was 72.9%. Row percentages in the next table may not add to 100% due to round-off.

**Table 81. Overall Satisfaction with Central Administration  
on Specific Issues**

	VS+S	Neutral	D+VD	NS
Communication with the faculty	57%	23%	14%	6%
Establishing budget priorities	32%	29%	21%	18%
Consultation w/ faculty on policy	33%	27%	25%	15%
Setting priorities for bldg & repair	28%	29%	29%	15%
Inclusion of faculty-admin. search	42%	31%	10%	17%
Commitment & effort to improve faculty compensation and salary	35%	22%	33%	11%
Support for teaching	47%	30%	11%	12%
Support for research	36%	26%	31%	7%
Representation to external constit.	52%	26%	6%	16%

The highest levels of dissatisfaction reported are on the topics of faculty salaries (33%) and support for faculty research (31%). Dissatisfaction with these issues echoes the two highest priorities identified by faculty in the section of this report that focuses on priorities for the College. (see Section 8, Faculty Priorities)

On the positive side, a majority of survey respondents report satisfaction with the central administration for its communication with the faculty (57%) and its ability to represent the College to external constituencies (52%). On the issue of “communication with the faculty”, satisfaction levels in the 2006 Faculty Survey represent an increase of 17 percentage points over the satisfaction levels reported in the 2003 Faculty Survey.

In fact, there was an increase in satisfaction levels for every issue in Question 25 that was also included in the 2003 Faculty Survey (including “faculty salaries” and “support for faculty research”). Note: the first six items also appeared in the 2003 Faculty Survey. The last three topics represent new survey items added for the first time in the 2006 Faculty Survey.



The following table (Table 82) provides the (VS+S) and (D+VD) responses for the first six issues for both the 2003 and 2006 Faculty Surveys.

**Table 82. Overall Satisfaction with Central Administration  
on Specific Issues, Comparison of 2003 & 2006 Findings**

	<b>VS+S 2006</b>	<b>D+VD 2006</b>	<b>VS+S 2003</b>	<b>D+VD 2003</b>
Communication with the faculty	<b>57%</b>	<b>14%</b>	<b>40%</b>	<b>34%</b>
Establishing budget priorities	<b>32%</b>	<b>21%</b>	<b>28%</b>	<b>43%</b>
Consultation w/ faculty on policy	<b>33%</b>	<b>25%</b>	<b>19%</b>	<b>47%</b>
Setting priorities for bldg & repair	<b>28%</b>	<b>29%</b>	<b>20%</b>	<b>47%</b>
Inclusion of faculty–admin. search	<b>42%</b>	<b>10%</b>	<b>34%</b>	<b>20%</b>
Commitment & effort to improve faculty compensation and salary	<b>35%</b>	<b>33%</b>	<b>25%</b>	<b>49%</b>

## 8. Faculty Priorities

### Introduction

The Faculty Survey 2006-2007 included a series of questions to elicit faculty views on setting priorities. The priority questions were separated into two main parts. In the first part, faculty were asked to rate the individual priority level of 16 goals on a wide range of issues. The second set of priority questions asked faculty to rank their top three priorities from among all of the 16 goals.

In both sets of questions concerning priorities, survey responses were reviewed for patterns related to gender, faculty rank and academic area. With few exceptions (which will be 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. Although overall survey responses are included, the most useful data in the priorities section is found in the responses presented by academic area. Note that the pattern of priority ratings for some items varies greatly from one academic area to another. This reflects 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.

Reminder: College-wide, 72.9% of all tenured and tenure-eligible faculty members responded to the survey, the highest response rate of any faculty survey to date at the College. The following table (Table 83) gives response rates by academic area as background for interpreting the data when grouped by academic area.

**Table 83. Survey Response Rates by Academic Area**

Academic Area	2006
A&S Humanities	85%
A&S Social Sciences	70%
A&S Natural Sciences	86%
School of Business	81%
School of Education	76%
School of Law	32%
School of Marine Science	54%

## Priority ratings of individual goals

The first questions in the priorities section (Question 31) asked faculty to rate a set of actions or goals using the following scale: very high priority (VHP), high priority (HP), moderate priority (MP), low priority (LP), not a priority (NP) and not sure (NS).

For the purposes of this report, the responses of VHP (very high priority) and HP (high priority) have been combined, as well as the responses of LP (low priority) and NP (not a priority).

The 16 items to be rated were as follows:

*Q31. How would you rate the following goals in terms of priority?*

- (a) increased availability of / access to technology to support teaching*
- (b) increased secretarial and technical support within depts, programs and schools*
- (c) more opportunities for curriculum development grants*
- (d) increased support for interdisciplinary programs*
- (e) increased faculty development in using technology*
- (f) increased emphasis on internationalization of the curriculum*
- (g) increased funding for library acquisitions*
- (h) increased funding to support research presentations at professional conferences*
- (i) increased funding to obtain technology and other equipment*
- (j) creation and implementation of a College-wide junior faculty research leave program*
- (k) increased student financial aid (graduate and undergraduate)*
- (l) increased funds to support student research*
- (m) increased focus on student participation in off-campus academic programs  
(internships, fieldwork, study abroad, etc.)*
- (n) increased funding for faculty salaries*
- (o) increased support for facilities (renovation, building, maintenance, etc.)*
- (p) increased funds to support faculty research.*

The following table (Table 84 summarizes the overall response to this question across all academic areas. Row percentages in the next table may not add to 100% due to round-off.

**Table 84. Priority Ratings – All Academic Areas Combined**

<b>Overall responses</b>	<b>VHP + HP</b>	<b>MP</b>	<b>LP + NP</b>	<b>NS</b>	<b>N</b>
Increase tech for teaching	27%	45%	25%	2%	382
Secretarial & technical support	38%	38%	23%	1%	382
Curriculum development grants	20%	43%	33%	4%	381
Interdisciplinary prog support	36%	31%	29%	3%	382
Faculty dev using technology	19%	40%	37%	4%	382
Internationalize curriculum	29%	31%	35%	6%	380
Funding Library acquisitions	39%	42%	16%	3%	381
Research pres @ conferences	62%	25%	12%	1%	379
Funds for technology & equip.	44%	39%	16%	2%	382
Junior faculty research leaves	52%	24%	21%	3%	380
Increase financial aid (grad/ug)	62%	23%	8%	7%	380
Funds for student research	45%	35%	17%	3%	381
Support for facilities	73%	21%	4%	2%	379
Support for faculty research	76%	17%	5%	1%	384
Funds for faculty salaries	85%	12%	3%	1%	380
Student off-campus programs	29%	38%	28%	4%	378

#### **Summary highlights of cross-tabulation findings – Overall responses**

There are six items rated as Very High Priority (VHP) and High Priority (HP) by a majority of the survey respondents across all Academic Areas: Funds for Faculty Salaries, Support for Faculty Research, Support for facilities (renovations, buildings, maintenance, etc.), Increased funding for Student Financial Aid (Graduate & Undergraduate), Funding to Support Research Presentations at Professional Conferences and Creation & Implementation of a College-wide Junior Research Leave Program.

Faculty salaries still lag and not surprising this item receives the highest priority rating from survey respondents. This was also true in the 2003 Faculty Survey. Following salaries, there is a strong message to prioritize various forms of research support (research in general, presentations at professional conferences, facilities, and junior research leaves). Support for student financial aid is also among the top priorities. The top three faculty priorities in the 2003 Faculty Survey were: faculty salaries, student financial aid (graduate & undergraduate), and faculty research support.

## Overall Priorities Rankings by Gender and Academic Rank

When priority rankings were grouped by gender, there was strong consistency between male and female faculty survey responses. The top six priorities for female respondents were all included in the top six priorities for males; the only difference in ranked order was a juxtaposition or slight shuffling of the top three priorities. For female faculty the top three were: (1) Faculty Research, (2) Faculty Salaries, (3) Facilities. For male faculty, the top three were: (1) Faculty Salaries, (2) Facilities, (3) Faculty Research.

In all but one instance, differences in the percentage of responses for very high and high priority ratings were less than 10 percent for male and female responses. In the one exception, female faculty placed a higher priority on support for interdisciplinary programs (45%) than did male faculty (32%).

When survey responses were grouped by faculty rank, more differences in priority ratings occur, as each rank reflects the concerns of faculty at different stages of their professional careers. While the top two priorities for all three ranks included Faculty Salaries, and Faculty Research, the third priority for faculty at the Associate and Full Professor ranks was Facilities, and for faculty at the rank of Assistant Professor, it was Creation of Junior Faculty Research Leave Program.

Differences in the percentage of responses for very high and high priority ratings were greater than 10 percent in the following instances: Junior Leaves – Assist. (72%), Assoc. (53%), Full (39%); Student Financial Aid – Assist (47%), Assoc (68%), Full (66%); Faculty Salaries – Assist. (73%), Assoc. (91%), Full (86%); Professional Conferences – Assist. (65%), Assoc. (70%), Full (53%); Facilities – Assist. (64%), Assoc. (72%), Full (79%); and Student off-campus programs – Assist. (27%), Assoc. (37%), Full (24%).

There are clear differences in priority ratings by **academic area**. The following tables (Tables 85-91) summarize survey responses to Question (31) by academic area.

**Table 85. Priority Ratings: A&S Humanities**

<b>A&amp;S Humanities</b>	<b>VHP + HP</b>	<b>MP</b>	<b>LP + NP</b>	<b>NS</b>	<b>N</b>
Increase tech for teaching	21%	48%	28%	3%	101
Secretarial & technical support	38%	35%	25%	2%	101
Curriculum development grants	28%	41%	26%	4%	101
Interdisciplinary prog support	46%	24%	28%	3%	100
Faculty dev using technology	19%	41%	35%	5%	101
Internationalize curriculum	39%	32%	23%	6%	101
Funding Library acquisitions	49%	37%	11%	3%	101
Research pres @ conferences	67%	21%	11%	1%	100
Funds for technology & equip.	27%	45%	26%	3%	100
Junior faculty research leaves	70%	21%	7%	2%	100
Increase financial aid (grad/ug)	60%	24%	7%	9%	100
Funds for student research	36%	35%	25%	4%	99
Support for facilities	64%	29%	4%	3%	97
Support for faculty research	81%	14%	4%	1%	101
Funds for faculty salaries	88%	6%	4%	2%	100
Student off-campus programs	45%	27%	24%	4%	99

**Table 86. Priority Ratings: A&S Social Sciences**

<b>A&amp;S Social Sciences</b>	<b>VHP + HP</b>	<b>MP</b>	<b>LP + NP</b>	<b>NS</b>	<b>N</b>
Increase tech for teaching	20%	46%	32%	1%	84
Secretarial & technical support	36%	39%	23%	2%	84
Curriculum development grants	13%	46%	35%	6%	84
Interdisciplinary prog support	37%	30%	30%	4%	84
Faculty dev using technology	12%	42%	43%	4%	84
Internationalize curriculum	42%	26%	29%	2%	85
Funding Library acquisitions	48%	33%	15%	4%	85
Research pres @ conferences	70%	21%	7%	1%	84
Funds for technology & equip.	38%	42%	18%	2%	85
Junior faculty research leaves	65%	20%	13%	1%	84
Increase financial aid (grad/ug)	62%	25%	6%	7%	84
Funds for student research	45%	39%	13%	4%	84
Support for facilities	64%	26%	8%	2%	84
Support for faculty research	82%	13%	2%	2%	85
Funds for faculty salaries	64%	26%	8%	2%	85
Student off-campus programs	27%	42%	27%	4%	84

**Table 87. Priority Ratings: A&S Natural Sciences & Math**

<b>A&amp;S Natural Sciences &amp; Math</b>	<b>VHP + HP</b>	<b>MP</b>	<b>LP + NP</b>	<b>NS</b>	<b>N</b>
Increase tech for teaching	33%	41%	25%	1%	95
Secretarial & technical support	47%	35%	18%	0%	95
Curriculum development grants	13%	47%	35%	5%	95
Interdisciplinary prog support	28%	39%	29%	4%	95
Faculty dev using technology	19%	39%	39%	4%	95
Internationalize curriculum	8%	26%	56%	9%	95
Funding Library acquisitions	25%	49%	22%	3%	95
Research pres @ conferences	52%	33%	15%	0%	95
Funds for technology & equip.	57%	36%	6%	0%	95
Junior faculty research leaves	40%	30%	28%	2%	95
Increase financial aid (grad/ug)	65%	24%	6%	4%	94
Funds for student research	61%	29%	8%	1%	95
Support for facilities	85%	13%	1%	1%	95
Support for faculty research	79%	18%	3%	0%	95
Funds for faculty salaries	83%	16%	0%	1%	94
Student off-campus programs	14%	44%	38%	4%	95

**Table 88. Priority Ratings: School of Business**

<b>School of Business</b>	<b>VHP + HP</b>	<b>MP</b>	<b>LP + NP</b>	<b>NS</b>	<b>N</b>
Increase tech for teaching	38%	49%	10%	3%	38
Secretarial & technical support	37%	45%	18%	0%	37
Curriculum development grants	21%	39%	39%	0%	37
Interdisciplinary prog support	28%	28%	44%	0%	38
Faculty dev using technology	24%	37%	37%	3%	37
Internationalize curriculum	37%	32%	32%	0%	37
Funding Library acquisitions	42%	24%	34%	0%	38
Research pres @ conferences	68%	21%	11%	0%	37
Funds for technology & equip.	50%	37%	13%	0%	37
Junior faculty research leaves	45%	24%	29%	3%	37
Increase financial aid (grad/ug)	34%	34%	24%	8%	37
Funds for student research	33%	41%	23%	3%	38
Support for facilities	79%	18%	3%	0%	37
Support for faculty research	77%	15%	8%	0%	37
Funds for faculty salaries	92%	3%	5%	0%	38
Student off-campus programs	36%	41%	23%	0%	38

**Table 89. Priority Ratings: School of Education**

School of Education	VHP + HP	MP	LP + NP	NS	N
Increase tech for teaching	47%	43%	10%	0%	29
Secretarial & technical support	27%	50%	23%	0%	29
Curriculum development grants	30%	37%	33%	0%	29
Interdisciplinary prog support	27%	37%	33%	3%	29
Faculty dev using technology	33%	57%	10%	0%	29
Internationalize curriculum	23%	33%	30%	13%	29
Funding Library acquisitions	23%	67%	10%	0%	29
Research pres @ conferences	70%	23%	7%	0%	29
Funds for technology & equip.	43%	47%	10%	0%	29
Junior faculty research leaves	33%	37%	27%	3%	29
Increase financial aid (grad/ug)	87%	13%	0%	0%	29
Funds for student research	43%	47%	10%	0%	29
Support for facilities	83%	13%	0%	3%	29
Support for faculty research	80%	20%	0%	0%	29
Funds for faculty salaries	80%	20%	0%	0%	29
Student off-campus programs	33%	37%	27%	3%	29

**Table 90. Priority Ratings: School of Law**

School of Law	VHP + HP	MP	LP + NP	NS	N
Increase tech for teaching	17%	8%	58%	17%	11
Secretarial & technical support	42%	17%	33%	8%	11
Curriculum development grants	8%	33%	42%	17%	11
Interdisciplinary prog support	50%	25%	8%	17%	11
Faculty dev using technology	17%	17%	58%	8%	11
Internationalize curriculum	25%	33%	42%	0%	11
Funding Library acquisitions	42%	33%	8%	17%	11
Research pres @ conferences	45%	36%	9%	9%	10
Funds for technology & equip.	33%	17%	42%	8%	11
Junior faculty research leaves	42%	25%	17%	17%	11
Increase financial aid (grad/ug)	58%	0%	17%	25%	11
Funds for student research	33%	17%	33%	17%	11
Support for facilities	67%	33%	0%	0%	11
Support for faculty research	58%	42%	0%	0%	11
Funds for faculty salaries	91%	9%	0%	0%	10
Student off-campus programs	17%	17%	42%	25%	11



**Table 91. Priority Ratings: School of Marine Science**

School of Marine Science	VHP + HP	MP	LP + NP	NS	N
Increase tech for teaching	20%	56%	24%	0%	25
Secretarial & technical support	27%	35%	38%	0%	26
Curriculum development grants	24%	36%	36%	4%	25
Interdisciplinary prog support	46%	35%	19%	0%	26
Faculty dev using technology	27%	23%	50%	0%	26
Internationalize curriculum	13%	42%	46%	0%	24
Funding Library acquisitions	48%	40%	12%	0%	24
Research pres @ conferences	36%	28%	36%	0%	25
Funds for technology & equip.	73%	19%	8%	0%	26
Junior faculty research leaves	23%	15%	50%	12%	26
Increase financial aid (grad/ug)	69%	15%	12%	4%	26
Funds for student research	48%	32%	16%	4%	25
Support for facilities	81%	15%	4%	0%	26
Support for faculty research	27%	35%	41%	8%	26
Funds for faculty salaries	88%	12%	0%	0%	25
Student off-campus programs	21%	54%	17%	8%	24

### Summary highlights for Q31a-Q31p – Responses by Academic Area

With remarkable consistency, the following items were rated as Very High Priority or High Priority by a majority of the faculty **in all seven Academic Areas**: Support for Facilities and Faculty Salaries. In addition, the following items were identified as Very High Priority or High Priority by a majority of faculty **in at least six of the seven Academic Areas**: Increased Financial Aid and Support for Faculty Research. **In five of the seven Academic Areas**, Support for Research Presentations at Professional Conferences earned a rating of Very High Priority or High Priority by over 50% of the faculty in that area.

The high priority rating of increased funding to attend professional conferences in order to present research findings may well be linked to the widespread dissatisfaction expressed regarding faculty salaries and the shortage of M&O funds in Arts & Sciences departments & programs, and in the professional schools in recent years.

While not receiving a rating of Very High Priority or High Priority by a majority of the faculty, the following items did receive such a rating by at least 33% (one in three) of the survey respondents in the areas identified: Increased Secretarial & Technical Support – A&S Humanities (38%), A&S Social Sciences (36%), A&S Natural Sciences & Math (46%), School of Business (37%), School of Law (42%); Support for Student Research – A&S Social Sciences (45%), School of Business (33%), School of Education (43%), School of Law (33%), School of Marine Science (48%). A reminder that A&S Natural Sciences & Math had a majority of faculty (61%) rate this item as a Very High or High Priority.

## Priority ratings: Top Three Priorities

### Introduction and methodology

In the second set of priority questions, faculty were asked to rank their top three priorities from among all of the goals identified in Questions 31a – 31p. The questions were as follows:

Q32. *Considering all of the goals in Question 31, which goal, in your opinion, should be the College's **overall highest priority**?*

Q33. *Which item (different from your first priority choice) should be the **second highest priority**?*

Q34. *Which item (different from your first and second priority) should be the **third highest priority**?*

### Overall tally of ratings for all academic areas

To account for the relative priority rating that faculty members assigned to each of their top three priorities, the number of votes were tallied for each item as a first priority, a second priority and a third priority. The goal receiving the greatest number of total votes was identified as the highest priority; the second highest number of votes was labeled the second highest priority and the goal with the third greatest number of votes became the third highest priority.

The points were totaled and the resulting list provides a clear indication of faculty priorities. Row percentages in the next table may not add to 100% due to round-off.

**Table 92. Ranked Priority ratings – All Academic Areas combined**

<b>increased funding for faculty salaries</b>	<b>256</b>
<b>increased funds to support faculty research</b>	<b>218</b>
<b>increased student financial aid (graduate and undergraduate)</b>	<b>135</b>
<b>increased support for facilities-renovation, building, maintenance, etc.</b>	<b>121</b>
<b>increased funding to support research presentations @ prof conferences</b>	<b>54</b>
<b>creation /implementation of college-wide junior research leave program</b>	<b>50</b>
<b>increased funds to support student research</b>	<b>48</b>
<b>increased support for interdisciplinary programs</b>	<b>45</b>
<b>increased emphasis on internationalization of the curriculum</b>	<b>44</b>
<b>increased secretarial &amp; technical support within depts, programs&amp;schools</b>	<b>36</b>
<b>increased funding to obtain technology &amp; other equipment</b>	<b>29</b>
<b>increased funding for library acquisitions</b>	<b>27</b>
<b>increased availability &amp; access to technology to support teaching</b>	<b>17</b>
<b>more opportunities for curriculum development grants</b>	<b>13</b>
<b>increased faculty development in using technology</b>	<b>12</b>
<b>increased focus on off-campus programs (internships, field, study abroad)</b>	<b>10</b>

**Summary highlights of cross-tabulation findings – Overall responses**

Faculty identified Increased Faculty Salaries as the highest priority, followed by Increased Support for Faculty Research as the second highest priority and both of them by a very clear mandate. Student Financial Aid and Support for Facilities were the third and fourth ranked priorities, respectively. None of the other priorities were even close to the overall rankings of these first four priorities.

## Comparison of priority ratings with the 2003 & 1999 Faculty Surveys

The faculty have been remarkably consistent in the top three priorities identified in three separate surveys conducted over the last eight years.

- In the 1999 Faculty Survey, the top three priorities were: Faculty Salaries, Student Financial Aid, and Faculty Research Support.
- Again in the 2003 Faculty Survey, the top three priorities were: Faculty Salaries, Faculty Research Support and Student Financial Aid.
- And in 2006, once again, the Faculty Survey findings reveal the top three faculty priorities to be: Faculty Salaries, Faculty Research Support and Student Financial Aid.

There can be no doubt as to the faculty perspective on what the College's top three priorities should be.

The following list provides a summary of the top three priorities in descending priority rating when sorted by academic area.

### Priority ratings – grouped by Academic Areas

**Top three priorities in each Academic Area are:** [in descending order from left to right]

#### A&S Humanities:

Faculty Salaries,

Faculty Research,

Student Financial Aid

#### A&S Social Sciences:

Faculty Salaries,

Faculty Research,

Student Financial Aid

#### A&S Natural Sciences & Math:

Faculty Salaries,

Faculty Research,

Facilities

#### School of Business:

Faculty Research,

Faculty Salaries,

Facilities

#### School of Education:

Student Financial Aid,

Faculty Salaries,

Faculty Research

#### School of Law:

Faculty Salaries,

Student Financial Aid,

Faculty Research

#### School of Marine Science:

Faculty Salaries,

Student Financial Aid,

Interdisciplinary Supp

### **Full ranking of all 16 priorities by Academic Area**

The following tables (Tables 93-99) provide the full ordered ranking of priorities for each of the Academic Areas.

**Table 93. Ranked Priority Ratings – A&S Humanities**

<b>increased funding for faculty salaries</b>
<b>increased funds to support faculty research</b>
<b>increased student financial aid (graduate and undergraduate)</b>
<b>increased support for facilities-renovation, building, maintenance, etc.</b>
<b>creation /implementation of college-wide junior research leave program</b>
<b>increased emphasis on internationalization of the curriculum</b>
<b>increased support for interdisciplinary programs</b>
<b>increased secretarial &amp; technical support within depts, programs &amp; schools</b>
<b>increased funding to support research presentations @ professional conferences</b>
<b>increased funding for library acquisitions</b>
<b>increased availability &amp; access to technology to support teaching</b>
<b>more opportunities for curriculum development grants</b>
<b>increased funds to support student research</b>
<b>increased focus on off-campus programs (internships, fieldwork, study abroad)</b>
<b>increased faculty development in using technology</b>
<b>increased funding to obtain technology &amp; other equipment</b>

**Table 94. Ranked Priority Ratings – A&S Social Sciences**

<b>increased funding for faculty salaries</b>
<b>increased funds to support faculty research</b>
<b>increased student financial aid (graduate and undergraduate)</b>
<b>increased support for facilities-renovation, building, maintenance, etc.</b>
<b>increased emphasis on internationalization of the curriculum</b>
<b>increased support for interdisciplinary programs</b>
<b>increased funding to support research presentations @ professional conferences</b>
<b>creation /implementation of college-wide junior research leave program</b>
<b>increased secretarial &amp; technical support within depts, programs &amp; schools</b>
<b>increased funding for library acquisitions</b>
<b>increased funds to support student research</b>
<b>increased faculty development in using technology</b>
<b>increased funding to obtain technology &amp; other equipment</b>
<b>increased availability &amp; access to technology to support teaching</b>
<b>more opportunities for curriculum development grants</b>
<b>increased focus on off-campus programs (internships, fieldwork, study abroad)</b>

**Table 95. Ranked Priority Ratings – A&S Natural Sciences & Mathematics**

<b>increased funding for faculty salaries</b>
<b>increased funds to support faculty research</b>
<b>increased support for facilities-renovation, building, maintenance, etc.</b>
<b>increased funds to support student research</b>
<b>increased student financial aid (graduate and undergraduate)</b>
<b>increased funding to obtain technology &amp; other equipment</b>
<b>increased funding to support research presentations @ professional conferences</b>
<b>increased secretarial &amp; technical support within depts, programs &amp; schools</b>
<b>increased support for interdisciplinary programs</b>
<b>creation /implementation of college-wide junior research leave program</b>
<b>increased availability &amp; access to technology to support teaching</b>
<b>more opportunities for curriculum development grants</b>
<b>increased focus on off-campus programs (internships, fieldwork, study abroad)</b>
<b>increased faculty development in using technology</b>
<b>increased funding for library acquisitions</b>
<b>increased emphasis on internationalization of the curriculum</b>

**Table 96. Ranked Priority Ratings – School of Business**

<b>increased funds to support faculty research</b>
<b>increased funding for faculty salaries</b>
<b>increased support for facilities-renovation, building, maintenance, etc.</b>
<b>increased funding to support research presentations @ professional conferences</b>
<b>increased emphasis on internationalization of the curriculum</b>
<b>increased student financial aid (graduate and undergraduate)</b>
<b>creation /implementation of college-wide junior research leave program</b>
<b>increased availability &amp; access to technology to support teaching</b>
<b>increased secretarial &amp; technical support within depts, programs &amp; schools</b>
<b>increased focus on off-campus programs (internships, fieldwork, study abroad)</b>
<b>increased funding for library acquisitions</b>
<b>increased funds to support student research</b>
<b>more opportunities for curriculum development grants</b>
<b>increased faculty development in using technology</b>
<b>increased support for interdisciplinary programs</b>
<b>increased funding to obtain technology &amp; other equipment</b>

**Table 97. Ranked Priority Ratings – School of Education**

<b>increased student financial aid (graduate and undergraduate)</b>
<b>increased funding for faculty salaries</b>
<b>increased funds to support faculty research</b>
<b>increased support for facilities-renovation, building, maintenance, etc.</b>
<b>increased funding to support research presentations @ professional conferences</b>
<b>increased faculty development in using technology</b>
<b>increased funds to support student research</b>
<b>increased availability &amp; access to technology to support teaching</b>
<b>more opportunities for curriculum development grants</b>
<b>increased support for interdisciplinary programs</b>
<b>creation /implementation of college-wide junior research leave program</b>
<b>increased secretarial &amp; technical support within depts, programs &amp; schools</b>
<b>increased emphasis on internationalization of the curriculum</b>
<b>increased funding to obtain technology &amp; other equipment</b>
<b>increased funding for library acquisitions</b>
<b>increased focus on off-campus programs (internships, fieldwork, study abroad)</b>

**Table 98. Ranked Priority Ratings – School of Law**

<b>increased funding for faculty salaries</b>
<b>increased student financial aid (graduate and undergraduate)</b>
<b>increased funds to support faculty research</b>
<b>increased funding for library acquisitions</b>
<b>creation /implementation of college-wide junior research leave program</b>
<b>increased support for interdisciplinary programs</b>
<b>increased emphasis on internationalization of the curriculum</b>
<b>increased funding to support research presentations @ professional conferences</b>
<b>increased funds to support student research</b>
<b>increased support for facilities-renovation, building, maintenance, etc.</b>
<b>increased availability &amp; access to technology to support teaching</b>
<b>increased secretarial &amp; technical support within depts, programs &amp; schools</b>
<b>more opportunities for curriculum development grants</b>
<b>increased faculty development in using technology</b>
<b>increased funding to obtain technology &amp; other equipment</b>
<b>increased focus on off-campus programs (internships, fieldwork, study abroad)</b>

**Table 99. Ranked Priority Ratings – School of Marine Science**

<b>increased funding for faculty salaries</b>
<b>increased student financial aid (graduate and undergraduate)</b>
<b>increased support for interdisciplinary programs</b>
<b>increased funding to obtain technology &amp; other equipment</b>
<b>increased support for facilities-renovation, building, maintenance, etc.</b>
<b>increased funds to support faculty research</b>
<b>increased funds to support student research</b>
<b>increased emphasis on internationalization of the curriculum</b>
<b>increased funding for library acquisitions</b>
<b>increased secretarial &amp; technical support within depts, programs &amp; schools</b>
<b>increased funding to support research presentations @ professional conferences</b>
<b>creation /implementation of college-wide junior research leave program</b>
<b>increased availability &amp; access to technology to support teaching</b>
<b>more opportunities for curriculum development grants</b>
<b>increased faculty development in using technology</b>
<b>increased focus on off-campus programs (internships, fieldwork, study abroad)</b>



### **Summary of priority rankings by Academic Area**

Faculty salaries not only appear among the top three priorities for each of the seven academic areas, but it is identified as the highest priority in each of the three areas of Arts & Sciences and in both the School of Law and the School of Marine Science. It is the second highest priority in the School of Business and the School of Education.

Faculty research is ranked among the top three priorities in six of the seven academic areas (A&S Humanities, A&S Social Sciences, A&S Natural Sciences & Mathematics, the School of Business, the School of Education, and the School of Law).

Student Financial Aid appears among the top three priorities in A&S Social Sciences, and in three of the four professional schools (the School of Education, the School of Law and the School of Marine Sciences)

Finally, Support for Facilities is ranked among the top three priorities in two of the three areas in Arts and Sciences: the Humanities and the Natural Sciences & Mathematics, as well as in the School of Business.

## **9. Additional Faculty Comments**

### **Introduction**

In order to gauge faculty perspectives and elicit faculty feedback on two important and timely topics, the 2006 Faculty Survey included two opened-ended questions each with a comment box in which faculty could type their narrative responses. There were no space limits on the narrative comments.

Each question was an open-ended invitation for faculty to supply an answer in their own words.

Q35. *“What does it mean to you to ‘internationalize’ the College?”*

Q36. *“What could be done to further support faculty research at the College?”*

### **Internationalization**

#### ***What does it mean to you to “internationalize” the College?***

For this particular survey question, more than half of all survey respondents wrote a narrative response. Actual responses varied in length, from one & two word answers (some comical, some expressing frustration) to much longer answers of more than a hundred words (with specific suggestions).

After multiple readings of the narrative responses, approximately eight to ten common themes or topics were identified. A set of broad categories was created as thematic umbrellas under which similar or related comments could be grouped.

#### **How to read this summary:**

It is possible for some comments with multiple suggestions to overlap more than one category. Please consider these thematic categories to be merely organizational tools to help get a handle on the vast number of comments that were received. There were many examples of duplicate comments (which are not included here to save space). At the end of this report, in Appendix B (Faculty Comments on Internationalization), there are many direct quotes from the survey responses. A few sample remarks are provided here in order to share with the reader with the tone and flavor of the comments.

***Important note:*** *not all comments under a single heading say the same thing. Some of the narrative remarks contradict each other, while others offer differing perspectives, assorted recommendations or expressed a range of concerns. They have been grouped together because they share a common thread – not a common perspective.*

## Narrative Comments from Faculty

### *What does it mean to you to “internationalize” the College?*

Faculty interpreted the survey question in multiple ways. There are, perhaps, three main types of narrative responses to this question: (1) Some faculty interpreted the question to be a philosophical one asking for a definition of the term; (2) Other faculty interpreted the question to be a request for concrete suggestions, recommendations, or a set of priorities; and (3) a minority of faculty (but more than just a few) expressed reservations and/or strong concerns about what such an initiative would mean for already very limited resources. Finally, a smaller number of faculty simply expressed confusion regarding the question and the use of the expression “to internationalize”.

The bulleted lists that follow summarize the main issues raised or suggestions made for that category. Some of the categories have subdivisions – intended to make reading easier.

<b>Category A</b>	<b><u>Definitions</u></b>
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### *What does it mean to you to “internationalize” the College?*

This category contains survey responses in which faculty define what it truly means (to them) to internationalize the College. There is a wide range of views represented in these survey responses – at times very general, at other times more philosophical and still others outline suggestions for specific implementation strategies. The following 4 sample quotes capture a sense of the range of responses in this first category.

*“Internationalization” is more than the sum of internationally-focused courses, research, and activities already under way. It is, instead, a process of integrating international perspectives and global contexts into all our endeavors: from teaching to research and service; from our students to our faculty, administrators, and staff; from the humanities to the sciences, social sciences, and professional schools curricula; from formal class instruction to the events, organizations, and teams that form an integral part of students’ intellectual and social experience; from our efforts on campus to our programs and initiatives abroad. This doesn’t mean we all incorporate global issues or comparative global contexts into our own teaching and research. But it does mean we all recognize the significance of international/global perspectives and the critical need to integrate these into students’ intellectual experiences at the College.*

*Karl Popper’s notion of “open society.” Exchanges of students and faculty to not only “broaden understanding,” but to also keep doubt and skepticism alive in order for the University and by implication, American Society to be open to change, new ideas and challenges to our conventional paradigms of reality.*

*In abstract terms, it means to bring students (and faculty) into contact with ideas and approaches that are alien and unfamiliar. Even more abstractly, it means to make students (and faculty) aware of the fact that they live in a larger world populated by other people who don't necessarily share all of their beliefs and traditions. In more concrete terms, it means ensuring that the larger world beyond U.S. national borders are well represented in the curriculum and that students and faculty have opportunities to experience the world beyond U.S. national borders. Conversely, it means ensuring giving people outside U.S. national borders the opportunity to experience the States.*

*Internationalization means making the College aware of and engaged in global events. This can be attained in several ways, including but not limited to: 1) broadening the curriculum at W&M to reflect issues of global concern; 2) attracting international students, scholars, and faculty to W&M for various periods of time; 3) opening up opportunities for W&M faculty and students to be engaged in international events through research, teaching, internships; 4) holding regular fora on topics of international significance.*

More examples of faculty remarks are included in Appendix B (Faculty Comments on Internationalization).

<b>Category B    <u>The International Reputation of W&amp;M: Implications for Research</u></b>
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- the key to “internationalization” is through high quality research that garners international attention
- research with overseas colleagues will increase recognition of W&M abroad
- more collaborations with foreign universities and scholars
- creation of internationally-focused clusters (interdisciplinary)
- more research support, in general – without research productive faculty this institution will never gain an international reputation
- sponsor one or more international conferences & workshops on the W&M campus
- create research exchange programs
- increase funding support for international travel (conferences & research)

Note: this category overlaps substantially with the category on Faculty Hiring and Opportunities Beyond U.S. Borders

<b>Category C</b>	<b><u>Opportunities Beyond U.S. Borders</u></b>
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C1. – Study Abroad Programs (students & faculty)

- create, support and maintain quality study abroad programs
- increase the number of study abroad programs in non-English speaking countries
- make study abroad a core W&M tradition
- increase the number of students going abroad
- reduce costs for students (make it possible for all)
- recruit more faculty to participate in study abroad programs
- create more semester abroad programs
- increase opportunities for overseas student research and service learning

C2. – Exchanges for Students &/or Faculty

- increase opportunities for faculty exchanges (teaching abroad)
- more internship experiences for students overseas
- more exchanges of students with their counterparts overseas

C3. – Professional Conference Travel Abroad & Research Collaborations

- support faculty presenting research at international conferences
- increase support for research in other countries
- encourage collaborative research with colleagues worldwide
- create opportunities for students & faculty to collaborate on international projects with international colleagues
- create more connections (meaningful contact) with institutions abroad to promote research collaborations

Note: this category overlaps substantially with categories on Research and Curricular Issues

<b>Category D</b>	<b><u>Implications for Faculty Hiring</u></b>
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Note: this category overlaps substantially with categories on Research and Curricular Issues

- actively recruit more international scholars to join as permanent faculty
- increase opportunities for visiting appointments for international faculty
- bring more international faculty to campus for short courses (a few weeks)
- more tenure track lines for departments who make it a priority to hire international faculty

<b>Category E</b>	<b><u>Implications for the Curriculum</u></b>
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E1. – Foreign Languages & Cultures

- greater emphasis on foreign language study (beyond the basic proficiency requirement) [9X] & use of foreign language skills across the curriculum
- increase support for the foreign language programs currently on campus
- more tenure-track lines in the Modern Languages Department
- focus more on non-EuroAmerican languages & cultures
- increase cultural literacy of students & faculty
- introduce foreign language entrance requirement

E2. – Interdisciplinary Programs & Courses with an International Focus

- provide support for new interdisciplinary programs & courses
- increasing commitment to current interdisciplinary studies and projects
- develop a curriculum that emphasizes global awareness & a fuller understanding of the US's place in the world.
- more courses with an international focus
- support the fledgling TEFL/TESL program & ESL courses for internationals

E3. – New Courses, New Programs

- increasing the number of courses with an international focus
- bring in visiting, international faculty to teach new courses
- faculty development curriculum grants
- provide support for new interdisciplinary programs & courses

E4. – General Comments on Curricular Implications

- increase the diversity of cultural and national perspectives within the curricula
- increase the international component & perspectives of as many courses as possible
- increase content component of non-Western views or create new courses to do it
- diversify the core curriculum

Note: this category overlaps substantially with categories on Faculty Hiring, Opportunities Beyond U.S. Borders and with General Definitions.

<b>Category F</b>	<b><u>Implications for Diversity on Campus</u></b>
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- greater diversification of student body
- greater diversification of faculty (more culturally diverse & international)
- greater diversity of invited speakers, guest lecturers, visiting faculty
- greater diversification of student body in other ways beyond nationality
- general statements about greater diversity
- it means great diversity of students, staff and faculty at the College
- increase opportunities for women

Note: this category overlaps substantially with categories on Student Admissions and Faculty Hiring

<b>Category G</b>	<b><u>Implications for Student Admissions</u></b>
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- increase international (undergraduate) student population on campus
- increase admissions of international students
- actively do more to recruit international students and to make W&M a hospitable place for them when they come
- recruit the best & brightest students – wherever they come from (world-wide)
- create opportunities for international exchange students to spend a year on campus
- concern: increased admission of international students shouldn't detract from American student admissions
- concern: admitting more international students carries the risk of admitting only wealthy international students (who can afford to attend W&M)

Note: this category overlaps substantially with the category on Diversity

<b>Category H</b>	<b><u>Cultural Experiences on Campus</u></b>
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- invite more international speakers to campus, in general
- sponsor symposiums on international topics
- offer more “short course” experiences for faculty & students tied in to international guest speakers
- add more cultural enrichment activities for students
- highlight the international students (& their cultures) we already have on campus
- more publicity and support for the Language House activities
- increase focus & activities on issues of global concern

Note: this category overlaps substantially with categories on Student Admissions, and Implications for the Curriculum.



<b>Category I</b>	<b><u>Other Comments – Very General or Very Specific</u></b>
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This category includes approximately a half dozen comments / suggestions that transcended other categories. They are included in Appendix B (Faculty Comments on Internationalization).

<b>Category J</b>	<b><u>Concerns, Disinterest or Disagreement re: Internationalization</u></b>
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Approximately two dozen survey responses expressed reservation or skepticism about any attempt to “internationalize” the college. Some faculty expressed a view that “internationalization” may simply be a “fad” or the means to put a claim on limited resources. Samples of these remarks are included in Appendix B (Faculty Comments on Internationalization).

<b>Category K</b>	<b><u>Comments Expressing Confusion or Lack of Understanding</u></b>
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Approximately a dozen survey responses. Samples of these remarks are included in Appendix B (Faculty Comments on Internationalization).

## Research Support

Survey Question 36 asked the following question:

### ***What could be done to further support research at the College?***

More than 200 faculty (approximately 70% of all survey respondents) answered this optional question, offering both new ideas to add to research support at the College as well as concrete suggestions for improving our existing research support system.

After multiple readings of the narrative responses, approximately eight to ten common themes or topics were identified. A set of broad categories was created as thematic umbrellas under which similar or related comments could be grouped.

### **How to read this summary:**

It is possible for some comments with multiple suggestions to overlap more than one category. Please consider these thematic categories to be merely organizational tools to help get a handle on the vast number of comments that were received. There were many examples of duplicate comments (which are not included here to save space). At the end of this report, in Appendix C: Faculty Comments on Research Support, there are many direct quotes from the survey responses. A few sample remarks are provided here in order to share with the reader with the tone and flavor of the comments.

The two common threads that run through most of the comments received were the need for more time and more money. How to find more of each was the focus of many suggestions and recommendations.

Many survey respondents took this opportunity to recognize recent efforts that have already been made to enhance and support faculty research at the College, most notably the newly-implemented SSRL Program (Scheduled Semester Research Leave Program).

The following four sample quotes from survey respondents are characteristic of many narratives submitted by faculty in response to the question: ***What could be done to further support research at the College?***

*The new initiatives from President and Provost on sabbaticals and funding for research in all its dimensions are admirable.*

*The new leave program is a great improvement and I welcome this change. However, more support is needed for travel to conferences as well as the establishment of a college-wide policy re junior leaves (as well as support for replacements so that the department's teaching power would not be jeopardized). Additionally, summer grants are wonderful but they should be available to any faculty member able to produce a compelling research proposal.*

*Reduce teaching loads. My area has a 3-2 course load, and yet the College seems to be pressuring faculty in these areas to produce as much scholarship as areas with a 2-2 load (or even 2-1 loads). (...) Given the marginal state of the salary situation, such an expectation simply isn't reasonable. If the college wants to turn itself into a research institutions, than it needs to have teaching loads and salaries that match these expectations.*

*The most obvious way to support faculty research would be to reduce course loads by hiring additional faculty, thereby freeing up additional time for faculty to pursue research. A larger faculty would also make it possible to spread the governance load among a larger "denominator" of faculty.*

*At present my department cannot even fully fund every faculty member's participation in ONE national or international conference per year. For me this is a huge problem. Conference participation makes me a more up-to-date and engaged scholar, and it DEFINITELY keeps my teaching current and dynamic. A 2-2 teaching load would allow me to devote more time to research and obtain more external funding.*

The following category headings serve merely as a tool for organizing thematically the many survey responses. Many of the comments could easily be placed under multiple headings. The bulleted lists that follow, under each heading, summarize the main issues raised or suggestions made for that category. Some of the categories have subdivisions – intended to make reading easier.

Category A	<u>Suggestions for Finding More Time</u>
	<ul style="list-style-type: none"> <li>• reduce teaching loads (the most frequently mention way to support faculty research)</li> <li>• increase staff support (secretaries, technicians, etc.)</li> <li>• find ways to decrease or delegate paperwork associated with grants</li> <li>• reduce time spent in administrative and committee work</li> <li>• more research assistants</li> </ul>

<b>Category B</b>	<b><u>Research Support that Includes Students</u></b>
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- Encourage greater student participation in faculty research in the humanities
- More scholarships for excellent students
- Increase graduate student stipends (to attract high quality candidates)
- Give back to depts a greater percentage of overhead funds recovered from research grants
- Increase funding for student research assistants
- Stipends and housing for undergraduate students in the summer

<b>Category C</b>	<b><u>External Funding / Grants Office / Grant Writing</u></b>
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- Improve infrastructure and reward faculty for garnering external funding
- Improve quality of the accounting system (Banner) for tracking expenses, etc.
- Purchasing, reimbursement and reporting functions – revise
- Create the equivalent of the teaching project for grant writing
- Offer more training (and more detailed training) in grant writing
- Offer more collaborative (group) grant writing
- Increase funds to match external grants for equipment
- More support for preparing grants and manuscripts for submission
- More help on research design and data analysis

<b>Category D</b>	<b><u>Facilities</u></b>
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- Improve and enhance research laboratories
- Develop a plan to increase research space at the College
- Provide reliable utilities (power, water, heat, etc.)
- More resources to hire electricians and plumbers for the College
- Provide systematic building maintenance

<b>Category E</b>	<b><u>Support to Present Research at Professional Conferences</u></b>
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- Increase funds to enable faculty to present their research (repeated many, many times)
- Increase departmental M&O budgets

<b>Category F</b>	<b><u>Suggestions regarding Leave Programs</u></b>
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F1. Scheduled Semester Research Leaves (SSRL)

- More frequent FRAs
- Provide full-time replacements for faculty on leave
- Create alternatives or options to remain in the classroom and conduct research (not “all of nothing” approach to leaves)
- Offer mini-leaves (partial release from certain responsibilities)

F2. Junior Faculty Research Leaves

- Guarantee a college-wide junior faculty research leave program for everyone
- Provide a full-year research leave for junior faculty

F3. Summer Research Leaves

- Increase number of Summer Research Leaves and increase amount awarded
- Provide more opportunities for Associate and Full Professors to participate in Summer Research Grant program

<b>Category G</b>	<b><u>Interdisciplinary &amp; Collaborative Research</u></b>
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- Increase support for more collaborations with other institutions
- Provide start-up funds for new collaborative initiatives
- Give greater credit for interdisciplinary work in merit evaluations
- Create “interdisciplinary centers” where selected faculty can spend a year collaborating with colleagues from other disciplines
- Find ways to facilitate education/research activities among academic units
- Offer competitive grants for faculty to collaborate with colleagues at other institutions

<b>Category H</b>	<b><u>Start-up Funds</u></b>
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- provide more seed money to initiate research programs
- allow unused start-up funds to carry over beyond typical 2-3 years

<b>Category I</b>	<b><u>Library Support</u></b>
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- More funding for periodicals
- More funding for electronic collections

<b>Category J</b>	<b><u>Merit Evaluation System</u></b>
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- Revise to reward quality not just quantity
- Recognize differences in publication rates, grants by discipline
- Less reliance on student evaluations

<b>Category K</b>	<b><u>Faculty Appointments</u></b>
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- More post docs, visiting scholars programs, more faculty
- Better (more full-time) leave replacements
- Allow 9-month contracts for VIMS faculty
- Appropriate funding for full-time leave replacements
- Increase the instructional faculty by about 20%

<b>Category L</b>	<b>Other Suggestions to Increase/Support Research</b>
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- Broaden the rather narrow definition of “research”
- Technology (laboratory equipment) needs to be better supported
- Provide assistance/consultation on statistical analysis
- Create a unified speaker fund (time-saving & more efficient)
- Develop additional Ph.D. programs
- Organize a guest scholar program
- More support for mid-career faculty
- Create new grants for undergraduate & faculty research projects

Actual quotes from faculty survey responses can be found in Appendix C: Faculty Comments on Research Support.

## Final Survey Question

The final question on the survey (Q37) was an open-ended invitation to comment on any issue of importance to the faculty. Survey Item 37 was the following:

***“Please share any further thoughts not covered by previous questions or use this space to elaborate on your response to an earlier question.”***

Approximately 160 faculty responded to this invitation (about 40% of all survey respondents). After multiple readings of the narrative responses, it was possible to identify several prominent or recurrent themes in the remarks provided. Comments typically fell into one of the following categories:

Note 1: The themes are listed in descending order of their frequency of appearance.

Note 2: Some remarks might appropriately appear under more than one heading.

- Faculty Salary & Benefits issues
- Annual Merit Evaluation issues
- Faculty Research & Teaching-related issues
- Suggestions for improving the survey
- Facilities
- Faculty Hiring
- Perceived Inequity among Departments, Programs or Schools
- Childcare issues
- Graduate Student Support
- Other issues

Many of the remarks were somewhat lengthy. Sample comments (sometimes excerpts taken from longer narratives) are provided below corresponding to each of the recurrent themes. More samples of faculty quotes are in Appendix D: Additional Faculty Comments – a variety of topics.



**Category A****Faculty Salary & Benefits issues**

*When I first got here some 5 or so years ago, I heard the Provost and my Dean say that faculty salaries were going to be brought up to the 60th percentile of our peer group, and was assured that this would be "soon." I watched older faculty roll their eyes and thought to myself, "what cynics." I now understand why they roll their eyes. (...) I'm tired of hearing that you're going to raise our salaries to the 60th or even the 80th percentile and seeing that no real progress relative to our peer group is being made. That said, I love it here. Students are terrific, the culture is supportive, the President and Provost are outstanding, and our institution is second to none. GO TRIBE!*

*My work load has increased in the 10 or so years I have been at the College, as has pressure to publish and 'perform' in other ways. My salary has not kept up, and is effectively stagnant, despite being in the top quarter of my department's merit scores. All indications are that expectations will continue to rise, and salaries will remain stagnant. Is this any way to remain a top college?*

*Salary is my most significant concern as an employee. My current salary is not commensurate with the salary I could draw as a practitioner outside of academia. However, salary is not the sole issue. I am very, very concerned about the lack of competitiveness of the Optional Retirement Plan, our health benefits, and our life insurance benefits. I am also gravely disappointed that we do not have at W&M (or, better yet, across the public higher ed system in Virginia) tuition reduction or waivers for the children of faculty members. I feel strongly that the improvement of these benefits (i.e., retirement, health care, life insurance, and tuition reduction) should be a priority for the college in order to attract and retain the best faculty. They would go far in off-setting a salary that is less-than-competitive.*

*It is good for NO ONE at the College when faculty who are otherwise very satisfied with their jobs at W&M have to apply for other jobs before they can receive competitive salaries. It is demoralizing to their colleagues and potentially destabilizing for their students. Although I love teaching at W&M and have never actually applied for another job, I think I have reached the breaking point. (...) if I find myself enticed by another school, I have a feeling that I will in fact leave even if W&M can match my salary, mostly because of poor morale among mid-level faculty.*

*W & M is a good university that could be a great one. The faculty are terrific but grievously overworked and underpaid. Help!*

*The absurdity of the annual faculty reviews is almost beyond comprehension (and these are not sour grapes--I have always been in the top half of my department.) Because we are reviewed for our research productivity each and every year, we are forced to take on lots of piddling and inconsequential research products, just so that we can report some publication annually and score well on the review. (...) The review system has been set up in such a way as to steer faculty away from doing important work--only a brave few (and I do not count myself among them) brave their hammering in the annual merit reviews and persevere in a long-term project. A better solution would be to have a periodic review (say, every fifth year) of research activity, separate from annual reviews of teaching and service.*

*I am highly concerned about how merit scores translate into raises.*

*The biggest problem that I have at the moment is entirely too much time spent on administration. (...) The College, in reality, celebrates and rewards those faculty who \*avoid\* such service and put their time and effort instead into (...) doing a lot of the glitzier and more showy activities. I do not begrudge colleagues for doing this, but I \*do\* begrudge those who have figured out that it is \*this\* type of activity that is rewarded and that it is pretty easy not to take one's turn in what is supposed to be a shared burden. It is pretty demoralizing to watch the College administration, over and over again, reward those people who have figured out how to game the system in this manner.*

*We should have a distinct pool for salary raises (4.5 % given to all faculty, more or less based on merit) and another pool for faculty retention (matching offers) and early retirement incentives. We are currently behind other schools (...) in salaries in some departments because we don't pass on the annual percentage more directly to ALL faculty. It creates low morale and makes us waste a lot of time on the job market.*

*Merit is fine but it NEVER results in pay increase of any significance -- even when you get scores that are consistently higher than the norm you still make the same salary. Probably should do away with merit and just do individual evaluations -- 3rd year, tenure etc.*

*We need more support to improve our faculty's already proven research record. Including our students in our research is an exciting and very effective way to achieve student learning while at the same time furthering faculty's research agenda. We are all proud and committed teachers, but you can't get "blood out of stone." Our current teaching load just doesn't permit the level of research activity that I believe would allow us to compete with our peer institutions in terms of external funding and scholarly production. I could achieve so much more with one less course per year.*

*Our increased emphasis on research "productivity" has come at the expense of undergraduate teaching. For example, the move to reduced teaching "loads" obviously leads to larger class sizes and decreased opportunities for student-faculty contact. This must be kept in mind lest in our pursuit of scholarly distinction we lose that which has made William and Mary a special place.*

*The money provided for faculty to present research at national and international conferences is not keeping up with the increased cost of travel - also the limitations of the state limits for hotels, for example, means that faculty are paying out of their own pockets (substantially) to stay in a conference hotel.*

*At a strategic level, the College has tremendous opportunities to foster truly creative and innovative interdisciplinary research and education, as we have so much breadth to many of our departments. These activities exist in the form of small programs and initiatives. Faculty involved in these programs struggle to balance their career plans with their departmental responsibilities because the integrative work they are pursuing can often be in conflict with their strict departmental demands. W&M will always struggle to compete with large research universities if we stick to departmental boundaries. One of our strengths lies at the tangled intersection and overlap of traditional boundaries. We teach our students to think like this, and research agencies are diverting large amounts of money to integrative scholarship. W&M should better support integrative research initiatives and break down the hundreds of years of departmental inertia. This change of attitude needs to be directed from the very top of the administration, and department chairs need to be compensated and rewarded for encouraging their faculty to perform integrative scholarship and teaching. W&M could establish themselves as an international leader in several areas if we only had the vision from above to achieve this. We have so much potential that is being restrained by departmental boundaries and the arcane funding structure of Arts and Sciences*

**Category D****Suggestions for Improving the Faculty Survey**

Remarks in this category included suggestions for revised wording of specific survey items and ideas for additional topics for future surveys. These comments will be passed along to the Faculty Assembly sub-committee charged with preparing the next Faculty Survey (Fall 2009).

**Category E****Facilities issues**

*The times I most want to work elsewhere are when it rains and our offices flood and hundreds of ants start streaming in, looking for shelter. That's when I feel shabby.*

*The facilities are absolutely falling apart in certain science buildings. We devote a substantial number of hours to cleaning and housekeeping efforts (in Millington Hall, for example). The faculty need FAR MORE input into decisions made by the upper levels of Facilities Management and Capital Outlay.*

*I am constantly frustrated (and often infuriated) by the difficulty of getting a classroom appropriate to the kind of teaching I do. Simply put, in the humanities, classroom architecture has barely changed even though teaching methods and styles have changed dramatically.*

*The lack of space of facilities for conducting our mission are approaching critical mass for our department.*

*It's depressing (and a little worrying) to come to my office day after day and smell the odor of sewage, or whatever is causing the bad odor. I've complained about this many times, and have been told that nothing can be done about it. It's also depressing to teach in class rooms (near my office) that students don't want to sit in because of the foul odor. It's hard to work in my office at times during the winter because the heating system doesn't pump heat into my office (the temperature regularly gets down to 48-49 degrees), which would probably make an eskimo uncomfortable (...).*

**Category F****Faculty Hiring**

*We will only be able to attract and retain excellent scholars if the salaries, teaching load, and faculty resources are comparable to those offered at top public universities or top private teaching colleges (I have no illusions that we will ever be like Princeton or Harvard, nor should we try to be).(…)*

*I am deeply troubled by the frequent reference by Alumni, some Administrators, and some Faculty to a need to retain our 'best' or 'star' faculty. I am troubled because I think this tendency emphasizes individual achievement, most often in research, rather than skill at working together for our shared mission as teacher-scholars in an inherently collaborative process: education and advancement of knowledge. (...). I am especially troubled because my experience is that the definition for 'star' or 'best' faculty often seems to be defined most clearly by research (...) My perception is that faculty who sacrifice some of their research in order to meet our shared higher goals also tend to sacrifice the likelihood that they will be perceived as our stars or our 'best'. I am not troubled by our retention efforts--those are important. However, I wish that I saw more often that 'we need to retain our best contributors to our mission, including service, teaching, and research.'*

*The college should show a commitment to helping provide employment options for faculty spouses/long term partners with Ph.D.s. Williamsburg is a tiny place that offers few employment possibilities for those with advanced degrees. Without a commitment on the College's side, it will lose, in particular young faculty due to their partners' employment problems. The college should have a policy on encouraging diversity in hiring that is clearly spelled out to departments and their search committees.*

**Category G****Perceived inequities among Departments, Programs & Schools**

*We have great students here and many fine programs that support them. What is sad is the great disparity among programs in the quality of facilities and in levels of support from the administration and development office.*

*One of the larger structural problems that concerns me about William and Mary is the seeming inequality of departments across campus. those programs or departments with graduate programs are granted more prestige, more funds, and seem to garner more administrative attention than the undergraduate departments. this inequality is especially concerning given that William and Mary prides itself on superior undergraduate education. but it also fosters divisions and rivalries among faculty. (...) it can and does relegate some departments into the role of "service departments," not because the inadequacy of the faculty but because of the unequal distribution of funds, resources, institutional attention, and social prestige.*

*There is no research support in Area I. (...) In sum, the humanities at the College are treated like the red-headed step-child, like window dressing for pre-career training college masquerading as a liberal arts college.*

*A little equity across the constituencies would be nice. How about recognizing the requirements of an all graduate load that includes dissertations? School of Education is severely under-funded in faculty lines and general professional support -- not to mention salaries. One professional meeting wipes out our travel funds (...).*

*I feel strongly that the present administration is supporting the social and natural sciences at the expense of the humanities, international and interdisciplinary studies. This is why I am quite dissatisfied with W & M and seriously considering moving to another university.*

*I think this is one of the best jobs in the country, and I feel lucky, every day, to work here. But the administration made a commitment to get faculty salaries within competitive range of our peer institutions, and in the Humanities that has not happened.*

<b>Category H</b>	<b>Child-Care</b>
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*Finally, I would urge the College to find a way to make the College's daycare center officially part of the College so that those very hard-working and talented teachers can receive a decent wage and health benefits. Had we not had such a fine daycare center, I might have found myself that much more tempted to go on the job market in recent years. A top-notch daycare center like the one we have is essential for recruiting and retaining younger faculty. (...)*

<b>Category I</b>	<b>Graduate Student Support</b>
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*Graduate student support is very poor, which puts us in a difficult situation with regard to undergraduate lab courses. We need good quality TA's, but financially we starve them. Our top ranked grad applicants almost never choose W&M because our compensation package for TAing is so bad.*

*The fact that our graduate students have no health insurance - other than what they can pay for themselves with their fairly meager stipends in a town that where the cost-of-living has been consistently increasing over the past few years - is simply inexcusable. (...)The bottom line here is that: in the short-term there has to be a way to either subsidize all or part of this cost for graduate students and/or create the possibility of monthly payments so the large upfront lump sum isn't required of all grad students and in the long-term we MUST figure out a way to provide affordable health insurance to our graduate students.*

<b>Category J</b>	<b>Other</b>
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The items in this category include a few remarks on the following topics: support for a teaching center; concerns about ethnic diversity at the College; request for a college-wide ombuds-office to receive grievances and complaints; concerns about the number of administrative hires & number of faculty lines; funding for electronic library collections; faculty governance issues; technology & teaching, expansion of graduate programs, etc.

Samples of these quotes are found in Appendix D: Additional Faculty Comments – a variety of topics.

<b>Appendix A</b>	<b>2006 Faculty Survey Instrument</b>
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If you are interested in obtaining a copy of the 2006 Faculty Survey Instrument, please contact one of the officers of the Faculty Assembly.

## Appendix B Faculty Comments on Internationalization

This represents a large sampling of the narrative comments submitted by faculty in response to Survey Question 35. It does not include every comment from the survey.

### Category A Definitions

#### What does it mean to you “internationalize” the College?

This category includes comments that were often philosophical in nature. Some remarks were more abstract than others, but all of them attempted to define what it truly means to them – to internationalize the College.

*To promote the College and its programs, faculty and students internationally. We must become an international educational and research entity.*

*We should provide our students with the knowledge and perspective to effectively deal with scientific and political problems of global significance.*

*(it means) increased presence for the College on the world stage*

*To ensure that teaching and research is conducted from a global perspective as appropriate and to provide students and faculty ample opportunity to learn abroad.*

*For there to be a greater awareness of the College's unique mission in different nations, and for the College's educational and research programs to be relevant to cultures and issues outside of US boundaries.*

*increase meaningful contact between W & M students and faculty with international sphere*

*Increase the level of awareness of W&M as an active participant abroad.*

*Provide a broader international perspective of environmental problems and resources issues and global perspectives on potential solutions.*

*To move outward from a centralized emphasis on British, American Culture and History. So be more EU inclusive as well as So America, Africa, Asia.*



*I take it to mean placing increased emphasis on researching and teaching topics outside the U.S. and exposing students, through teaching, diversification of student body and teaching faculty, to subjects and people that originate elsewhere.*

*Greater understanding for students and faculty of our role as a country and as individuals as citizens of the world, not just a single country, realized through study abroad and on-campus programs that educate students about international politics, economics, cultures, and environmental problems.*

*Internationalization means making the College aware of and engaged in global events. This can be attained in several ways, including but not limited to: 1) broadening the curriculum at W&M to reflect issues of global concern; 2) attracting international students, scholars, and faculty to W&M for various periods of time; 3) opening up opportunities for W&M faculty and students to be engaged in international events through research, teaching, internships; 4) holding regular fora on topics of international significance.*

*To be more global in its thinking and scope of education.*

*I assume it means to make W&M known globally*

*increase W&M's footprint (raise our reputation) internationally*

*to prepare our students to function in the world This can be accomplished by providing opportunities for students to study abroad and, for faculty to be involved in research and teaching either abroad or with international issues - most of all to approach education from a global perspective*

*Educating students and faculty about the world outside of US border should be important*

*More focus on international issues through focus groups, presentations, research funding, funding of international students, and international cross-disciplinary projects.*

*less emphasis on the canon of learning as derived from the Western European tradition more international students, faculty, exchange programs intended for international programming that is not just frosting on the cake but that is incorporated into teaching and scholarship*

*To me, the best way to "internationalize" the College would be to enhance the quality of the College's academic program, particularly research output and quality, thereby raising the international profile of the College. With a higher profile, the College would attract more foreign students and scholars who want to spend time here, thereby enriching our community here. At the same time, a higher profile*

*would enhance the College's influence elsewhere and open doors for our alumni and faculty abroad. By contrast, self-conscious efforts to make the College itself more "international," either by sending students abroad to be taught by others or subsidizing new programs here on campus would consume very scarce resources that are better deployed enhancing the product that we produce and offer. I'd rather do the best possible job we can teaching students to read and understand Cicero, and encouraging faculty to do the best possible research about Cicero, than encourage students to spend a semester in Rome learning about Cicero from someone there.*

*a greater awareness of international issues*

*Increase opportunities and support for work on an international level.*

*Bring in more people from other countries, both students and faculty, and send more to other countries. Expand curriculum to give students exposure to knowledge necessary to function in a globalized world.*

*the true internationalization, however, comes incrementally in the day-to-day teaching and learning of our students and faculty and may be said to reside not so much in the external, apparently tangible alterations outlined above but rather in the cultivated teaching of ideas across the entire curriculum.*

*The College should also begin to see itself as responsive to a larger constituency beyond national borders.*

*Extend our reputation as an academic institution to international status*

*Increase the unbiased education of the next generation of world leaders. Specifically, to avoid entrenchment of dated ideologies and allow those with different viewpoints to express themselves in a non-hostile environment thus promoting critical thinking.*

*Beyond students and faculty studying and working abroad and bringing students from abroad into the College, it means holding a perspective in our many fields of study that includes an international context.*

*I suppose it means to do things, whether in research quality or depth of instruction, that merit international recognition. I suppose it also means to be outward-looking toward the whole world, rather than inward-looking toward Virginia or the USA*

*administrative funding for the development of courses with global content -initiating faculty exchange programs with overseas institutions -encourage and support faculty morally and financially with international linkages to develop programs and partnerships -increase international enrollment - increase multicultural enrollment within the U.S. -encourage departments to hold meetings to strategize and concretize plans to internationalize curriculum and programs -chairs and directors must receive detailed marching orders as to the objective of internationalizing the College - internationalizing is a dual objective alongside diversifying the college*

*We must prepare our students to live in a global society. They must be aware of other cultures and have opportunities to interact with people from other cultures.*

*Make the College known more to the international community*

*To be an integral part of the solutions to the problems facing the world as a whole including political, environmental, communication, etc.*

*Most importantly, having an outlook that we are a university with something to prove on the WORLD STAGE, not just in Virginia or the US.*

*Exchange and coordination with academic institutions in other countries. I notice that this usually occurs outside of the natural sciences and as such, it doesn't impact my research or teaching very much.*

*increase faculty and student awareness of international issues and policies. Promote student and faculty participation in international affairs.*

*To help our students and faculty to interact directly, indirectly, and continuously with people from other cultures, in as many different ways and contexts as possible. The end results for our students and faculty would be first-hand knowledge and understanding of cultures very different from our own. Exposure of the College and its programs internationally as well as exposing the students and faculty to international issues*

*Familiarizing students with values and life-ways of non-Western cultures*

*this is necessary to provide students and faculty with a transnational, cosmopolitan perspective -- there are international linkages to be identified and made*

*It's about the attitude of the students and faculty. The world should be what we study, not just the US.*

*Each course, as appropriate, would incorporate an international perspective. For example, a mathematical course such as statistics might have little or no "international content," whereas a course on a particular business topic would have material to facilitate learning on how the increasing "internalization" of the world affects decisions in that realm. Further, some "capstone" experiences with experience in another country or other countries where the subject matter was applied would give depth to the understanding of the differences between countries and cultures and how, in general, one might negotiate in a world with diverse cultures.*

*To raise the College's standing not just regionally or nationally, but internationally -- as well as to integrate international/global contexts into the curriculum.*

*To facilitate the development of a "world view" among students, faculty and administrators; increased openness to new perspective; different cultures without filtering through a European or Colonial lens.*

*Internationalizing the College means not just revising and rethinking the curriculum and exploring interdisciplinary studies more intensively but also exploring exchange programs and various methods of pooling resources with universities outside the country.*

*Turn foreign languages into a real life tool and professional tool that all faculty take seriously: too many depts. are, functionally, "depts. of monolingual studies"*

*Increasing the name-recognition of William and Mary in other countries.*

*In abstract terms, it means to bring students (and faculty) into contact with ideas and approaches that are alien and unfamiliar. Even more abstractly, it means to make students (and faculty) aware of the fact that they live in a larger world populated by other people who don't necessarily share all of their beliefs and traditions. In more concrete terms, it means ensuring that the larger world beyond U.S. national borders are well represented in the curriculum and that students and faculty have opportunities to experience the world beyond U.S. national borders. Conversely, it means ensuring giving people outside U.S. national borders the opportunity to experience the States.*

*Many, if not most, of us in the social sciences and humanities have been trained in geographically specific ways. We are professors of English literature (which usually means the literature of England, narrowly defined), German history, or Mexican anthropology. We may also be trained to teach a lower-level course that is more broadly construed like Great Books or Latin American History but this is not usually by choice. Yet the world has never been hermetically sealed along geographical lines*

*and it certainly isn't now. The British Empire spanned the globe, spreading the English language across one-third of the planet. So, why isn't English literature the literature of England, the Caribbean, and Canada too? And literate people in England were not just reading English literature. How have world literatures influenced each other? Geographical boundaries are even more problematic in history where the boundaries themselves are new. How can one stick to German history when Germany didn't exist as an entity until fairly recently? Might it not be better to think trans-nationally, some historians are wondering, about broad themes like the history of nationalism or the history of migration? So, in a theoretical sense, internationalizing the College helps us as faculty rethink the way we think about our fields, the way we organize our curricula, and perhaps the fields in which we will hire new faculty*

*To engage in and learn from the study of disciplines/programs in other countries for two purposes: (1) to inform the content and delivery of our own academic and professional programs and (2) to inform faculty members' own knowledge in their respective disciplines and programs, thereby strengthening their research and teaching.*

*To promote an international presence/identity*

*To broaden student perspectives so that they have a better understanding of people in other parts of the world, and as a result a better understanding of their own nation and situation.*

*There is a difference between "internationalizing the College" and "internationalizing the curriculum" I have heard of movement in the direction of the latter but not the former. to me "internationalizing the College" would mean to give it a presence world-wide - is that what the question means? If so, don't do it*

*"Internationalization" is more than the sum of internationally-focused courses, research, and activities already under way. It is, instead, a process of integrating international perspectives and global contexts into all our endeavors: from teaching to research and service; from our students to our faculty, administrators, and staff; from the humanities to the sciences, social sciences, and professional schools curricula; from formal class instruction to the events, organizations, and teams that form an integral part of students' intellectual and social experience; from our efforts on campus to our programs and initiatives abroad. This doesn't mean we all incorporate global issues or comparative global contexts into our own teaching and research. But it does mean we all recognize the significance of international/global perspectives and the critical need to integrate these into students' intellectual experiences at the College.*

*Karl Popper's notion of "open society." Exchanges of students and faculty to not only "broaden understanding," but to also keep doubt and skepticism alive in order for the University and by implication, American Society to be open to change, new ideas and challenges to our conventional paradigms of reality.*

*Students and faculty from abroad; research done or pertaining to things outside of the US*

*To embrace the global connections of the cultures and values of other populations.*

*Providing an environment in which students are made aware of the entire range of issues that face us in the era of globalization. To enable students to understand cultural issues at the national and transnational levels, to provide insights regarding unfamiliar or cross-cultural settings, and give students unique experiences with cultural immersion.*

*At the present time it seems that "internationalize" at William and Mary means sending our students to other countries to study and/or do research. A limited number of students are able to take advantage of these opportunities. Creating a rich international environment on the campus would make more sense if we want to give all our students the opportunity to understand how the world works differently in other places. I have encouraged my students to participate in Barbara Montieth's Conversation Partner program, and my students have found that frequent meetings and conversations with foreign graduate students often gives them greater insight into the culture of those students than they have had before. Because the aim is to help those students learn to speak English better, our students understand that something they take for granted--their language--is a major concern for students who are not native speakers and who must negotiate language at the College mostly for academic purposes. If we wish to internationalize The College, then how do we do it so that is a fundamental element of the life here and not a once-in-a- college career experience--and then only for those who can afford it?*

*To encourage more contact and interactions among the different departments across campus.*

*I view "internationalization" as efforts by the College to promote global education on campus and increasing W&M's visibility globally. On campus, this includes increasing the size of our international student population, addressing the needs of international students once on the W&M campus, increasing the number of faculty scholars from throughout the world visiting our campus, and increasing cultural events such international films, arts and literature. It also means increasing the level to which students and faculty participate in global study.*

*To "internationalize" the College to me means fostering student global awareness through a semester abroad program; supporting faculty participation and attendance at international meetings and conferences to foster increased international ties, and hosting scholars from other countries for visiting appointments to enrich our offerings and global awareness.*

*Placing an emphasis on opportunities for (1) international research programs by our faculty, (2) our students to study abroad, (3) international students to participate in education programs at W&M, and (4) visiting international researchers and instructors at W&M.*

<b>Category B    <u>The International Reputation of W&amp;M: Implications for Research</u></b>
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Note: this category overlaps substantially with categories on Faculty Hiring and Opportunities Beyond U.S. Borders

**What does it mean to you “internationalize” the College?**

- in pursuit of increased international reputation of the College

*To me this involves pursuit of increased international reputation both for our scholarly output and for ability to recruit international faculty, research staff, and graduate and professional students to the College. This involves increased internationally recognized scholarly output through new faculty hires with global sufficient resources for those faculty to maintain their international reputations and retain their association with the College throughout their careers. By hiring and retaining faculty with global perspectives and academic influence the students' education experience with naturally acquire a more global perspective during their time at the College.*

*The only thing meaningful internationalization (in my opinion) comes from faculty members attaining international standing through their scholarly activities. So support for these activities is the best way to achieve internationalization in my opinion.*

*For researchers to collaborate with international colleagues on neuroscience or biomedical research. To participate in meetings with international colleagues to share ideas and data. To sponsor international colleagues to travel to the US to participate in research and present lectures on campus.*

*This strikes me as a rather empty marketing buzzword designed to attract naïve 18 year olds. Good scholars are already doing "international" things if it is appropriate for their field (working on areas other than the U.S., being involved with international research organizations or conferences). Forcing mediocre scholars to "internationalize" will only mean petty fighting over perceived additional resources that might flow their way if they do so. What I'd like it to mean is increasing our international profile. As someone who spends a lot of time in Europe, W&M has \*zero\* name recognition there (at least in my field). This is because our overall research reputation is not sufficiently high and our faculty not sufficiently engaged in the larger research world for it W&M to have that reputation. Make W&M a serious research place where faculty are more concerned about doing world-class research than fighting over scraps of resources and worrying about seriously below-par salaries, and we won't need to rely on empty buzzwords. Does Princeton or Harvard (or for that matter Dartmouth or Williams) worry about "internationalizing"? I doubt it.*

*I view "internationalization" as efforts by the College to promote global education on campus and increasing W&M's visibility globally. On campus, this includes increasing the size of our international student population, addressing the needs of international students once on the W&M campus, increasing the number of faculty scholars from throughout the world visiting our campus, and increasing cultural events such international films, arts and literature. It also means increasing the level to which students and faculty participate in global study.*

*To increase faculty contact with scholars outside the US. William & Mary has almost no name recognition beyond the US. I don't consider tinkering with an International Studies Program to be making the institution more 'international'. Our faculty needs to be supported in their research efforts and a more international focus and scope will follow. The current focus on International Studies is a distraction from what I see as real and effective extension of the college into an international institution. If we want to have a more 'international curriculum' then I think we should do this within departments rather than siphoning off interest into yet another 'studies' category.*

*I guess it means getting more research collaborations in the international arena.*

*support faculty travel to international conferences (both here and abroad)*

*I would like to see collaborations with more international research universities.*

*Internationally-focused research clusters.*

*More attention to international issues in W&M professors' scholarship*



*Also, a truly international educational institution sponsors academic conferences on issues of global and international significance, and invites speakers of international repute to give talks on campus, neither of which happens often enough at the College.*

*Develop international collaborations, research exchange programs & travel-encouragement awards*

*Make W&M higher profile internationally in terms of it's name recognition and its impact in the international community - i.e. the focus of faculty and student research and ability to work within the international community.*

*Publish and attend international professional conferences. Advertise our College more to other countries, especially the best universities in the world. Encourage international collaborations.*

*To have more support for faculty to conduct research/teaching with other universities.*

*I hope that it means that the College would work to establish an international reputation for the school. However, we need to work on establishing a national reputation first. Right now we are known as a good small, state-sponsored, liberal arts undergraduate university; we need to become known as a good school, no qualifiers added.*

*Ensure faculty scholars create more of an international reputation that always has the college's name associated with their products, presentations, and presence.*

*To increase the number of comparative scholars*

*To include international research and subjects in all phases of the curriculum and research, and get away from the traditional (and bogus) idea that western civilization is the only one worth knowing about.*

*It means research projects conducted in other countries*

*Departmental and College-wide encouragement and respect for international, and cross-cultural faculty research and publication.*

*Organizing International Conferences and Workshops at the College*

*encourage/support the hosting of international conferences and workshops*

*Increase funds for international collaborative research for faculty and graduate students*

*Support for faculty research on international issues*

*more research on national and international priorities*

*create a centralized pool of faculties from all the departments and schools of the college that do international work and perhaps annually put forth a meeting or conference on a select international topic*

*"Internationalization" is more than the sum of internationally-focused courses, research, and activities already under way. It is, instead, a process of integrating international perspectives and global contexts into all our endeavors: from teaching to research and service; from our students to our faculty, administrators, and staff; from the humanities to the sciences, social sciences, and professional schools curricula; from formal class instruction to the events, organizations, and teams that form an integral part of students' intellectual and social experience; from our efforts on campus to our programs and initiatives abroad. This doesn't mean we all incorporate global issues or comparative global contexts into our own teaching and research. But it does mean we all recognize the significance of international/global perspectives and the critical need to integrate these into students' intellectual experiences at the College.*

*To me, the best way to "internationalize" the College would be to enhance the quality of the College's academic program, particularly research output and quality, thereby raising the international profile of the College. With a higher profile, the College would attract more foreign students and scholars who want to spend time here, thereby enriching our community here. At the same time, a higher profile would enhance the College's influence elsewhere and open doors for our alumni and faculty abroad. By contrast, self-conscious efforts to make the College itself more "international," either by sending students abroad to be taught by others or subsidizing new programs here on campus would consume very scarce resources that are better deployed enhancing the product that we produce and offer. I'd rather do the best possible job we can teaching students to read and understand Cicero, and encouraging faculty to do the best possible research about Cicero, than encourage students to spend a semester in Rome learning about Cicero from someone there.*

<b>Category C</b>	<b><u>Opportunities Beyond U.S. Borders</u></b>
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Note: this category overlaps substantially with categories on Research and Curricular Issues

**What does it mean to you “internationalize” the College?**

**C1. – Study Abroad Programs (students & faculty)**

*creating meaningful study abroad experiences that are linked to our curriculum and include service learning and research opportunities*

*send all students abroad*

*more Study abroad programs*

*more study abroad opportunities*

*Provide W&M students with experience with international firms, universities, and cultures.*

*increase the number of W&M students studying in other countries*

*generate more opportunities for our domestic students to travel and study abroad*

*encourage students to study abroad*

*Creating student learning programs abroad*

*It means making study abroad a core WM "tradition"*

*Create, support, and maintain quality study abroad programs like the now-dismantled JYF in Montpellier.*

*to internationalize the college means: to further link the study abroad programs to the WM curriculum and mission RE student/faculty research.*

*More students having significant abroad experiences (semesters, internships, class trips)*

*reduce the costs to students for study abroad (program fees are stratospheric and an inefficient and unfair way to fund global education)*

*continue to encourage students to study abroad, increase efforts by Reeves to recruit faculty from all areas (including the sciences) to offer programs abroad,*

*Make opportunities available for students to perform internships abroad*

*More students studying abroad*

*expansion of diverse study abroad and international service learning opportunities*

*Internationalizing the college also means providing additional study abroad programs for students*

*Have more participation in study-abroad programs, by sending our students to international universities and bringing international students here. To that end, develop courses for such programs with an international focus.*

*I think it should also mean that we make as many opportunities for students AND FACULTY to study abroad as possible*

*To create more opportunities for students to study abroad.*

*semester-abroad programs for our students*

*Create more foreign study programs abroad*

*more and better study abroad programs*

*not so much sending of undergrads (abroad) to drink Orangina.*

*We need to do a better job of providing our students with real international experiences (such as study abroad)*

*more study abroad*

*Move towards requiring a study abroad experience (either semester or summer) for each student; increase mentored research opportunities and service-learning experiences abroad for our undergraduates; develop mechanisms/program to foster professor and student exchanges between W&M and peer institutions abroad*

*Supporting development of study abroad programs. Funding for students to utilize these programs.*

*to increase student opportunities to learn abroad*

*increase student involvement in international study programs (semester and summer)*

*More opportunities for study abroad for students*

*Require semester or year or at least summer abroad – it should be earlier in student careers so they can bring back their experience. Ideally, two experiences abroad, one in Europe and one in a developing nation*

*Exchange students with other universities (study abroad)*

*more study abroad*

*I would put increased study abroad opportunities, both for students and our teaching faculty, high on the list of them.*

*have more WM students spending a semester or 2 abroad.*

*more study abroad opportunities in countries where the native language is not English*

*I don't see this experience so much as, necessarily, taking a semester to study at a school in another country, but perhaps having (from the business school perspective) a project or internship in another country.*

*having students study abroad*

*increase the opportunities for students to travel and learn abroad*

*Increase non European study-abroad programs*

*Support international Study Abroad programs and opportunities for Faculty-Student research programs abroad. Bolster the role of the Reeves Center and substantively recognize (through the tenure & promotion process) the contributions Study Abroad faculty and Faculty actively engaged in overseas research make to internationalization of W&M*

*One aspect is having students do study abroad programs. I would also like more opportunities to exchange with faculty abroad*

*More study abroad*

*Increased student study abroad for students!*

*More support for students to study abroad*

## **C2. – Exchanges for Students &/or Faculty**

*increased opportunities for faculty to teach at institutions abroad, both during the summer and regular academic year.*

*increase salaries for faculty who direct study abroad, current salaries are so low that they are a disincentive for faculty who take on the burden of student recruitment, planning, supervision all in addition to teaching a course abroad*

*more opportunities for faculty to visit abroad. Students and Faculty will bring back this experience and introduce it into the classroom. Cross cultural events that initiate the students and faculty of the College into the "World View."*

*Make sure that students and faculty have some form of international experience.*

*To create more faculty exchanges with colleges and universities overseas.*

*Increase study abroad offerings and faculty involvement here and abroad (reciprocal arrangements with other institutions)*

*To "internationalize" the College would be to increase the number of exchange programs with other educational institutions worldwide, to increase funding for individual and group study abroad for faculty and students.*

*encouraging international contacts*

*Funding support for faculty and student participation at international events*

*Encourage students to travel internationally and provide the resources to make this happen.*

*More support for faculty engaged in study abroad programs (teaching abroad counting for department teaching)*

*More movement of W&M professors and students to international universities and vice versa*

*Supporting faculty and student engagement in the application of their interests in other countries -- whether through study or travel or research abroad, or simply by bringing them in contact with scholars and students from other countries (either electronically or in real time.)*

*To engage in meaningful international exchanges involving students and faculty*

*It means exchange programs in the sciences and humanities*

*More faculty exchanges*

*Establish more opportunities for students and faculty to participate in exchanges with other universities.*

*increase opportunities for faculty and students to study, research and collaborate abroad*

*It means we have real exchange programs of faculty and students from abroad.*

*more programs for faculty and students to go abroad in groups*

*Offer more opportunities for students and faculty to study/work abroad*

*It means encouraging foreign faculty exchanges*

*increase student and faculty exposure to meaningful international experiences in other countries and classes here at W&M*

*To facilitate mutual exchanges with foreign countries of students and faculty, research and curriculum*

*Develop a close relationship with a small number of international institutions that would encourage faculty and student exchange.*

*It means creating opportunities for WM to work abroad.*

*More connections to institutions in other countries. Be more open to exchange programs, foreign faculties, students.*

*To establish truly meaningful contacts, exchanges, and enduring relationships with other institutions of higher learning throughout the world.*

### **C3. – Professional Conference Travel Abroad & Research Collaborations**

*I take this to mean providing opportunities for students and faculty to travel, work, or present their research abroad*

*Support for faculty educational travel abroad*

*availability of research and teaching exchanges with international faculty*

*increase support for research in foreign countries*

*aid for faculty travel to offshore conferences*

*it is about increasing the number of domestic students completing some research programs abroad*

*It means research projects conducted in other countries*

*To establish partnerships with international academic institutions or government agencies that allow easy exchanges of faculty and students, academic credit, and the initiation of collaborative research projects.*

*More connections with universities abroad.*

*There should be more funds for faculty to attend international conferences or spend research leaves abroad.*



*provide opportunities for international travel and research. Perhaps provide funds for or host international conferences. Promote faculty sabbaticals in foreign versus domestic locations.*

*supporting faculty participations in international conferences*

*Get more students and faculty involved in out of US teaching and research*

<b>Category D</b>	<b><u>Implications for Faculty Hiring</u></b>
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Note: this category overlaps substantially with categories on Research and Curricular Issues

**What does it mean to you “internationalize” the College?**

*place new positions in departments that can hire scholars/teachers whose training incorporates a trans-national perspective. These are faculty members who will be able to build bridges across disciplines and who likely will be more active in interdisciplinary & international programs.*

*I take this to mean the recruiting of international scholars as visitors or permanent faculty*

*Have more one-shot programs from international scholars.*

*By hiring and retaining faculty with global perspectives and academic influence the students' educations experience with naturally acquire a more global perspective during their time at the College*

*It means creating opportunities for faculty and students from abroad to spend time at the College*

*Increase the percentage of visiting or regular international faculty*

*bring international scholars to campus for talks and for one semester appointments*

*begin a generous fund to pay for high-profile international speakers in arts and sciences, and not just policy wonks. Funding for guest lecturers at William and Mary has always been pathetically low and requires an inordinate amount of faculty time, as those who take the initiative to bring speakers to campus must go hat-in-hand to multiple departments. Highly inefficient and short-sighted.*

*bring more foreign scholars to campus*

*increase visiting opportunities for foreign faculty-- faculty who are not in the sciences*

*Actively recruiting international faculty*

*It means that the curriculum should be internationalized, which is only possible if new tenure-line faculty that specialize in different regions of the world and on transnational topics are hired in various disciplines, not just international relations or global studies.*

*Invite visiting professors from abroad to take part in teaching programs and research*

*Hiring top faculty from around the world and supporting them so that they stay at W&M.*

*more tenure-track lines in the department of MLL*

*We need to do much more than bring to the College students from abroad. We need far more support for language study, especially adding new faculty lines in MLL.*

*bring in more non-U.S. visiting faculty, guest lecturers, master teachers for short programs (semester teaching, two-week lecture series, weekend master classes, etc.)*

*Actively recruiting international faculty*

*More international faculty*

*Bring in more internationally recognized scientist for short courses/seminar series*

*Hire the best faculty and admit the best students wherever they come from.*

*more visiting faculty from abroad would be tremendous.*

*Internationalizing the college means improving its reputation internationally so that it attracts more international students and international professors. To do this--to become a Harvard or Princeton or Stanford--requires money (endowment money). It's as simple as that. And it also requires an effort to hire the best, the brightest, and the most productive scholars*

<b>Category E</b>	<b><u>Implications for the Curriculum</u></b>
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Note: this category overlaps substantially with categories on Opportunities Beyond U.S. Borders, Faculty Hiring, and Cultural Experiences on Campus

**What does it mean to you “internationalize” the College?**

**E1. – Foreign Languages & Cultures**

*increased emphasis on foreign language study and use of foreign language skills across the curriculum (i.e., beyond the proficiency requirement)*

*greater emphasis on learning a second language [many similar comments not included here]*

*It would mean really offering courses in foreign languages across the curriculum instead of only in MLL. Students in all majors would be encouraged to study abroad in countries with languages other than English. It might involve more internships abroad. Ultimately it would mean encouraging students to see the world outside of the USA.*

*To expand and deepen support of the teaching and research of Foreign Languages on campus and create possibilities for enhanced study and research abroad.*

*Raise awareness on the campus and in the state of the importance of foreign languages and cultures through policies such as a four-year ENTRANCE language requirement.*

*Serious attention to non-US cultures. Full-time positions (and research support and library acquisitions) in Asian, African, Latin American and European history, culture and languages, not just adjuncts teaching "strategically important" languages.*

*increase support for the foreign language programs here on campus (not just international studies and study abroad). The language programs are dwindling and good faculty are leaving.*

*Increased cultural literacy on the part of faculty and students alike in selected sectors of the geopolitical world. Deeper knowledge of foreign languages and cultures on the part of our students.*

*To prepare students to interact with the outside world on its own terms. Foreign language acquisition and study abroad are central parts of this, because nothing does more to sensitize students to the importance of foreign cultures and nothing gives them a better understanding of their own culture from an outside perspective. We only pay lip service to both foreign language and study abroad today, and have DECREASED emphasis on both.*

*more tenure-track lines in the department of MLL; strict foreign language and cultural proficiency requirements.*

*a need to increase more course offerings. For example, it is a crime that, for lack of class space, that we turn away prospective students from learning languages like Chinese. Many analysts predict this will be the "Pacific century," so to understate China's importance seems idiotic. (I am not a China scholar or a Modern Languages faculty member, by the way.)*

## **E2. – Interdisciplinary Programs & Courses with an International Focus or Component**

*provide support for newer interdisciplinary endeavors -- like the fledgling TESL/TEFL program, not just the same old interdisciplinary programs, year after year.*

*Internationalizing the college means increased support for the development of a coherent and fully staffed curriculum that emphasizes an economically, politically, and culturally interconnected world. It also means support for faculty and students to participate in scholarly activities that further collective knowledge regarding cross-cultural, global processes. It means teaching our students to be "citizens" of the globe and to engage in comparative critical thinking that transcends the borders between nations and localities.*

*Work towards a broader curriculum that includes a fuller understanding of the US's place in the world. This will require political daring. Ultra-conservatives--"Lady" Thatcher, Henry Kissinger, and Lawrence Eagleburger -- have hitherto represented the College's international dimension. (...). How about having students read work by such writers as Noam Chomsky and Arundhati Roy? Our students have heard and seen so much pap and patriotic propaganda. College should be an opportunity to develop a critical understanding of the US and the world.*

*To provide students with a truly international perspective on the world, by incorporating team-teaching, inter- and cross-disciplinary teaching in our courses.*

*(it means) an increasing commitment to interdisciplinary studies and projects.*

*Course content should reflect the global economy and world in which we live.*

*Work to increase awareness of a global view in all disciplines*

*More attention to international issues and effects in W&M courses*

*Increase non-western curricula for undergraduates.*

*More courses with an international focus; increasing the number of international students; more study abroad opportunities; increased opportunities for faculty to teach at institutions abroad, both during the summer and regular academic year.*

*More departmental involvement in cross-disciplinary activities, the encouragement to team-teach courses that deal with international themes, greater financial and institutional support for existing CFACs.*

*more courses taught from non US-centric pov.*

*Invest more resources in internationally oriented programs like International Relations, Global Studies, Economics, and History.*

*Faculty should be integrating international issues and research into their courses so that students see the world through global eyes rather than merely domestic perspectives.*

*To have students take classes that examine other parts of the world, past and present. The GER4B requirement goes some way toward meeting that goal, but I would like to see an internationalization of the GER3 requirement as well.*

*broaden current disciplines to include more of the world's cultures and histories*

*It means to offer degree programs that focus on international issues and affairs*

*We need to do a better job of not only providing our students with real international experiences (such as study abroad), but need to better bring global and international issues into our courses. This is particularly true in Business, but is also relevant across campus.*

*continue to offer courses on non-US topics, cultures, literatures, and so forth*

*To make it a priority in terms of funding programs dealing with international topics-- including interdisciplinary programs in GS & IR - and professionally rewarding faculty actively involved in teaching on IR-related issues. Currently there is little-to-no incentive for faculty to participate actively in the IR & GS concentrations & that is a pity and inconsistent with priorities voiced by the college's administration.*

*It means inclusion of more material pertaining to other countries in classes*

*Raise awareness in students of the issues related to living in a globalized world.*

*increase faculty involvement in international programs*

*make sure curriculum reflects global awareness across disciplines*

*more courses with international focus*

*Clearer ties between Reves and Social Science Departments.*

*Internationalizing the curriculum*

*It means to add an international dimension to existing courses (as when, say, someone teaching American history puts more emphasis on the global context in which that history unfolded).*

*Make courses and curricular options available to students that help them familiarize themselves with other cultures, languages, civilizations which will help them think critically about their own culture and view themselves as a member of a global community. Support on the part of the College toward internationally oriented programs such as funding the core course for the European Studies major, for instance, would greatly help us achieve these goals.*

### **E3. – New Courses, New Programs**

*faculty development grants to research and create new courses*

*To broaden the curriculum beyond traditional the Western canon across the board. At the moment, it seems that we hire a few faculty to cover these areas instead of looking for ways to expand many curricular offerings.*

*More visiting faculty from abroad and courses on topics in economics, government, languages and environmental science dealing with concerns primarily in the middle and far east.*

*increase courses and faculty teaching substantive courses with international aspect, e.g. in law public and private international law and international business transactions and international tax law*

*provide much more support for Teaching English as a Second/Foreign Language Programs (they are not supported much at all at present and we have a great opportunity to offer more such courses (and in fact support a minor in this area), but there minimal (if any) support from Reves, the Charles Center, and the Dean's Office for this interdisciplinary program, which is of high interest to students. More support for the program would mean more students would be better prepared for many of the service and other opportunities while in college and after they graduate.*

*to allow for new program creation rather than to water down existing programs/majors*

*increase courses that emphasize US/Foreign ties*

*offer English as a second language courses and/or tutors particularly at the graduate level*

*Allocate curriculum development funds so that faculty can design international service-learning courses, international internships for students AND provide sufficient funding so faculty are paid for supervising such student work.*

*To include international research and subjects in all phases of the curriculum and research, and get away from the traditional (and bogus) idea that western civilization is the only one worth knowing about.*

*encourage the development of more interdisciplinary programs that deal with global issues.*

#### **E4. – General Comments on Curricular Implications**

*Increase the diversity of cultural and national perspectives within the curricula*

*bring more international perspectives to the classroom through the topics covered and the students present*

*It means that our students take required courses (and not just in IR or Government).*

*Cut down the disciplinary barriers between departments that currently prevent sharing faculty across disciplinary lines. Encourage courses that place content within the framework of global currents (political, historical, cultural, social, etc.).*

*Practically all departments and programs, at least those in Humanities and S. Sciences, have a strong international curricular component.*

*Curricular additions emphasizing international issues or international application of issues already studied.*

*Introduce a substantial international dimension (25-30%) into as many course offerings as feasible*

*Infusion of international education throughout the curriculum*

*Internationalize the curriculum where appropriate and relevant in each school and department*

*Create possibilities for interdisciplinary learning at all levels to incorporate study of global issues that are overflow the competency of any one discipline.*

*First I would like to see a much more diverse curriculum that doesn't assume internationalization = Global Studies, but appreciates that MLL, History, Women's Studies, Black Studies etc. and especially Anthropology are vital resources for cross-cultural understanding across the disciplines. There's so much "internationalization" going on in classes and with research projects that do not fall under "sexy" new initiatives.*

*more diversified core curricula.*

*It means designing curriculum in which students engage other points of views, histories, languages, and experiences*

*bring more international perspectives to the classroom through the topics covered and the students present*

*to connect all courses to issues impacting our world*

*including more materials regarding other countries and global topics.*

*it means to make serious efforts to expand the curriculum in all departments to include more non-Western viewpoints. A more diverse faculty and curriculum will move W&M to the forefront of educational institutions. Many other colleges are way ahead of us. We need to catch up if W&M wants to still consider itself one of the best.*

*making international connections across the curriculum*



*Expand the range of international cultural experiences presently available to students.*

*Internationalize the college means to deeply and broadly integrate throughout all areas of the curriculum the study of pressing international issues; these would include the study of human rights, globalization and peace.*

<b>Category F</b>	<b><u>Implications for Diversity on Campus</u></b>
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Note: this category overlaps substantially with categories on Student Admissions, and Faculty Hiring

**What does it mean to you “internationalize” the College?**

*First, it means to make a commitment to truly diversify the faculty and student body of this campus*

*more international diversity among students and faculty*

*Increase opportunities for faculty from other countries to be present at W&M.*

*(it means to) have a faculty that reflects the diversity of our students*

*without more international students/immersion environments, it means nothing*

*To have representation of a wide variety of people and cultures attending and working at the College.*

*It would be very important to increase ethnic diversity and opportunities for women at the college*

*Create more diverse role models (international speakers/lecturers/foreign students) on campus.*

*It means attracting a more diverse undergraduate body that represents the increasing diversity of our Commonwealth*

*to diversify the college by bringing students and faculty from countries other than the US to WM, not as visitors but as full time faculty or students; these students and faculty would include first generation US residents as well as nationals from other countries*

*Diversifying the college is a high priority for me but I don't think of diversity solely in terms of race or ethnicity. I think it's essential that we diversify the student body in terms of class, age, and experience something more financial aid will, of course, help. We need more rural student, not just students from NOVA. More students who work for a living, not just students who attend full time. So, while foreign students will have a lot to add to our classrooms (and they may have needs we will need to address), we will need to balance the priority of internationalizing our classrooms with the greater priority of true diversification.*

*I would push for an internationalized population on campus, with vital "pools" of visiting professors from other countries, a greater presence of students from other countries and so on, and even a pool of guest lecturer and art programs that reflect the whole world.*

<b>Category G</b>	<b><u>Implications for Student Admissions</u></b>
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Note: this category overlaps substantially with the category on Diversity

**What does it mean to you “internationalize” the College?**

*work to continue to recruit international students in the undergraduate programs*

*the College has to recruit a more international student body from different parts of the world, not just in the name of diversity, but because it is students, after all, that make a campus truly international.*

*To attract undergraduate students from around the world so that Virginia-born students have some exposure to different ways of living and thinking before they participate in study-abroad programs.*

*It is important to bring the best students from the whole world into this school.*

*recruiting the best and the brightest of international students.*

*admit the best students wherever they come from.*

*Increase the numbers and diversity of students from countries around the world.*

*Create more opportunities for attracting non-US students to the college*

*To have more students from other countries enrolled in programs of study*

*It means to include non-US citizens in the admissions pool*

*If it means increasing the number of foreign students, then sure, but that mustn't detract from American students admissions*

*I think it should also mean that we internationalize the student body. There is a risk, though, in admitting many foreign students who are ineligible for financial aid and thus must be quite wealthy to attend.*

<b>Category H</b>	<b><u>Cultural Experiences on Campus</u></b>
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Note: this category overlaps substantially with categories on Student Admissions, and Implications for the Curriculum.

**What does it mean to you “internationalize” the College?**

*I think that we are doing a pretty good job of internationalizing the College--study abroad programs, exchanges for faculty, etc. I think that internationalization should be much more than support for policy work programs or diplomacy; dealing with cultural issues (including performing ensembles) from other cultures is imperative. The Dept of Music goes a long ways, but our non-western ensembles are funded on a shoestring.*

*Add cultural enrichment opportunities by way of food, language, art, movies, and so forth from other countries.*

*to emphasize in campus programming and speaker choices US connections to other nations.*

*more performance programs with an international content*

*publicize programs sponsored by the Language Houses (Arabic, Chinese, French, German, Italian, Japanese, Russian, Spanish). They are open to the entire campus community and are hosted by international speakers.*

*promote frequent activities (lectures, panels, conferences) that focus on international or global issues, etc.*

*More opportunities for lectures/festivals on campus*

*Increase presence of international students on campus*

*Highlight programs (& create more) that team American students with international students on projects*

*It also should mean supporting extra-curricular activities that provide opportunities to learn about current developments, cultures, and perspectives, of communities outside of the U.S. It should also encourage grass-roots activities designed to address global problems such as communal violence, HIV, poverty, trafficking, etc.*

*International issues speakers*

<b>Category I</b>	<b><u>Other Comments – Very General or Very Specific</u></b>
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**What does it mean to you “internationalize” the College?**

*Creating intellectual and social spaces for public discussions of world events*

*asynchronous teaching that reaches out on the web to any qualifies student*

*Investment in technology for virtual teamwork across universities (faculty and student).*

*Accept and respect all forms of faculty international involvement -- including service.*

*A College website that clearly articulates a commitment to international initiatives and highlights high-quality initiatives that are ongoing at the College, an International Center that actually works conscientiously and effectively to support faculty and students in their international activities (which, unfortunately, the Reeves Center hasn't done for many years).*

*Use the Reves Center as a campus center of academic exchange: sponsoring year-long lecture series, with a given topic, which would include 1-credit team-taught courses. Develop a Peace Studies/Human Rights curriculum at W&M which would directly include international topics and issues. [this comment could also be located in the category on Implications for the Curriculum.]*

*Administrative & BOV commitment to international initiatives*

*Many, if not most, of us in the social sciences and humanities have been trained in geographically specific ways. We are professors of English literature (which usually means the literature of England, narrowly defined), German history, or Mexican anthropology. We may also be trained to teach a lower-level course that is more broadly construed like Great Books or Latin American History but this is not usually by choice. Yet the world has never been hermetically sealed along geographical lines and it certainly isn't now. The British Empire spanned the globe, spreading the English language across one-third of the planet. So, why isn't English literature the literature of England, the Caribbean, and Canada too? And literate people in England were not just reading English literature. How have world literatures influenced each other? Geographical boundaries are even more problematic in history where the boundaries themselves are new. How can one stick to German history when Germany didn't exist as an entity until fairly recently? Might it not be better to think trans-nationally, some historians are wondering, about broad themes like the history of nationalism or the history of migration? So, in a theoretical sense, internationalizing the College helps us as faculty rethink the way we think about our fields, the way we organize our curricula, and perhaps the fields in which we will hire new faculty*

*funding for student off-campus international learning experiences, , incentives and recognition for faculty involvement in international activities*

*It means far more than simply forcing departments and programs to forgo their own priorities for hiring if these do not match the administration's current definition of "international" fields in exchange for positions that the administration deems "more fitting" for this internationalization. It means a substantive conversation that involves faculty as to what this "goal" means so that faculty, departments, and programs feel they have a role in this definition and thus feel a vested interest in achieving this "goal." It means seriously listening to faculty on this question. And last, it means providing funding to make this happen. For years William and Mary has been the poster child for an institution that does "more with less" - and despite the pride that past administrators have felt in this adage, we simply cannot continue to call on members of the College to put their unpaid time and energy into initiatives like this one if there is no compensation for doing so. To "internationalize" the College, requires that we are all involved in this effort, that our voices count in this effort, and that we feel we have had some say in the ways this effort is both articulated and implemented.*

**What does it mean to you “internationalize” the College?**

*Trouble!*

*There is a difference between "internationalizing the College" and "internationalizing the curriculum" I have heard of movement in the direction of the latter but not the former. to me "internationalizing the College" would mean to give it a presence world-wide - is that what the question means? If so, don't do it*

*To me, it is mostly a cliché that has been articulated by college administrators across the country for a decade or more. As usual, W&M is around ten years behind the curve in embracing academic fads.*

*As an Area III faculty member, this is not a concern of mine.*

*A nebulous term to cover a variety of poorly justified and generally uncoordinated activities that reflect only a commitment to attracting and retaining donor funds.*

*Sounds like a PR exercise to make us look like other big research institutions that have international reputations*

*(1) to jump on a bandwagon that let's the College look something other than provincial and unworlly;  
(2)to get juicy travel grants permitting faculty to wing off to Europe and Asia and leave their students without a teacher in the classroom because they are off doing "research"; (3) to get more international students who can pay full-tuition and then exploit them as much as possible in support of item (1)*

*Jargon. Latest buzzword.*

*I am uncertain what that means, but if it means emphasis on admitting more students from other countries and more faculty from other countries, as contrasted with American students and American-born faculty, then I would give it a very low priority.*

*(it means) forcing students to have an "out of country" experience. While this is a noble pursuit in some disciplines, in others it creates gaps in course coverages and in general leads to poorer performance in future semesters where students are forced to double up on classes or to overcome preparation problems created by taking classes abroad that are not appropriate.*

*I am much more focused on the localization of the College. We must increase the attendance of minorities in this area and serve them through our research and teaching before we can worry too much about internationalizing. Otherwise our efforts will appear half-hearted and misguided.*

*I have no idea. So far, it appears to mean that we divert important resources to study-abroad, rather than study-at-home. I think it most peculiar that we are told that a Junior year abroad should be a standard experience, but it is impossible to provide a year-long research experience for each undergraduate.*

*We are all over the map on this issue--very un-systematic, ill-conceived (little conception, really) and ill-organized. Lack of senior admin leadership on this.*

*I fear that "internationalizing" the College is the College's latest venture into puffery: it's the cool thing to do. Of course students need to learn that they're citizens of the world as it exists now, and to learn about the history that made it so. But they also need to understand the history of the particular culture of which they are a part. I fear that "internationalizing" the College will further fragment the curriculum.*

*p.c., m-c educationese cloaking an unspoken political agenda via prioritizing certain "needs" (and thus the allocation of funds and energy)*

*money for glitz with little real gain*

*Throw money at trendy sub-disciplines.*

*It means diverting resources from core activities and complicating the curricula of students seeking majors in areas (esp. science) that have a sequential core of courses.*

*Not much. I have enough troubles satisfying the college mission nationally to worry too much about international. All programs include global perspectives; I don't see the need to formalize what we are doing already.*

*This seems to be the latest scheme to try to bring the College into touch with the wider world and contemporary issues, but it is too narrow. "Internationalizing" is fine-- more and wider connections-- but without a more important foundation engaged with systematic inequality and injustice, it just one more lightweight travelogue...*

*Mostly nonsense. For those in the sciences, we have been international for the past 150 years.*

*Not much. Just another mindless umbrella term designed to permit and justify almost anything.*

*Seems to me it's largely responding to the latest academic fad. Much more important to improve quality of individual courses and help students to master the fundamentals of their major fields of study, which they barely do.*

*Not sure -- I think that we need to do more with the area schools of greater diversity to develop cultural competency in the teachers that we prepare; in 14-month graduate programs, our time to attend to international issues in teacher preparation is limited*

<b>Category K</b>	<b><u>Comments Expressing Confusion or Lack of Understanding</u></b>
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**What does it mean to you “internationalize” the College?**

*I have no idea.*

*I have no idea what this means. I do think the College pays a lot of lip service to matters international. Trying to get anyone to actually do anything is very difficult.*

*I have no idea what this jargon means . . . must have been written by a humanities-trained administrator*

*I'm not sure what this means.*

*This is a buzzword I've heard a lot, and I am honestly not sure what it's supposed to mean.*

*I don't know what this catch phrase means -- promote more international exchange programs?*

*It doesn't mean anything. I don't know what it means.*

*Yes, what exactly does that mean?*

*I wish I knew...*



## Appendix C Faculty Comments on Research Support

Note: This represents a large sampling of the narrative comments submitted by faculty in response to Survey Question 36. It does not include every comment from the survey.

*The current initiative to fund tenured faculty's SSRs will do much to support faculty research in an ongoing manner*

*This topic has been beaten to death - give the president a chance to do his stuff*

### Category A Suggestions for Finding More Time

*Reduce teaching loads. My area has a 3-2 course load, and yet the College seems to be pressuring faculty in these areas to produce as much scholarship as areas with a 2-2 load (or even 2-1 loads). To do so, I would have to work even more hours than I already do, cutting even more significantly into the time I can spend with family and friends on evenings and weekends. Given the marginal state of the salary situation, such an expectation simply isn't reasonable. If the college wants to turn itself into a research institutions, then it needs to have teaching loads and salaries that match these expectations.*

*The biggest impediment is the lack of time. The heavy burden of committee work (for example, I'm on eight active committees) means that I'm in committee meetings at least one full day per week. Additional resources such as secretarial and grad student support and travel money would be helpful. I spend so much time writing proposals and doing the administrative tasks associated with my grants, that little time is left to actually do the research and writing I want to do.*

*Increase funding for graduate student support, technical scientific staff, research facilities and buildings.*

*The teaching load at the College needs to be reduced and standardized across campus. Right now certain departments in arts and sciences are carrying distinctly heavier loads than those department that have been singled out to support graduate education in particular. More to the point, the College needs to consider moving to a two/two load for faculty and a four-credit/four-course load for students if it wants to continue pursuing ambitious goals for improving undergraduate and graduate education here.*

*Reduce teaching loads.*

*I think that freeing faculty time and adequately supporting the research through facilities, space and technical support are a few factors that could have tremendous impact. To that end, I believe we should invest more support in technical staff (so that faculty don't spend time "running" our facilities) and clerical help which could take up more of the responsibilities now allocated to committees. I would guess that most faculty spend far more time on service than our theoretical allocations would have us believe. Time to be more creative.*

*Fewer course responsibilities or more help from teaching assistants would open up more time for research.*

*allow faculty to increase teaching load for one semester in order to decrease load the subsequent semester so that more focused writing/research time can occur*

*work to regularize teaching loads across campus*

*less administration and evaluation SHEV, GER Surveys etc. and more focus on just teaching and research*

*Decrease teaching load from five courses to four.*

*decrease teaching loads (esp. in departments where the load is 3-2 -- no serious research school asks its faculty to teach 5 courses a year)*

*Reduce the teaching load to 2-2.*

*Move to a four course/year teaching load.*

*More secretarial support and more student research assistants would be a start. I spend hours every week xeroxing, scanning, putting books on reserve etc when my time could be spent planning courses and researching for my book project. Our department has almost no secretarial support; all professors end up spending precious time on activities that could be done by secretaries and student research assistants.*

*Reducing the teaching commitment of research active faculty*

*The faculty needs more funding for research, but even more than money, we need TIME. My colleagues and I would produce more and better research if the following adjustments were made to our work loads: much less governance and administrative responsibilities; secretarial assistance in our day to day work place: other than asking for help when a copy machine breaks down, most of the faculty in my immediate work-place have no interaction with support staff.*

*More time to do it. with a 3-2 teaching load in a purely undergraduate program and 8+hours of administration and governance per week, my research is confined to the summer, where it competes with new course development for my time. Reduce my teaching and administrative load!*

*Change teaching load to no more than 2 courses per semester*

*Provide excellent secretarial support so that faculty can spend their time doing research and scholarly pursuits instead of tracking purchase orders, filling out forms, etc. At world class research institutions, they have better administrative support so that the researchers can do research.*

*Adopt models from other elite liberal arts and sciences colleges--many, private I grant you, give more generous sabbaticals and breaks from teaching. Our teaching demands are enormous and very draining and we just keep adding more and more demands so that these bring students can be taught in ways that mirror PRIVATE universities. There is a breaking point and I think we are collectively close to it!*

<b>Category B</b>	<b><u>Research Support that Includes Students</u></b>
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*Give back to the departments a greater fraction of the overhead that the college recovers from research grants. This money could be used to support graduate student stipends. Without competitive stipends, William and Mary will never be able to recruit the best graduate students into our PhD programs. Also, it would be useful if the College could come up with matching funds, for example for postdoctoral support, which might allow investigators who are applying for NSF or DOE grants to obtain larger awards.*

*Provide more funding to departments for grad student teaching assistantships (to lessen the burden of grading by the faculty)*

*Provide funding opportunities for faculty to work with student research assistants--this would aid faculty research and provide opportunities for undergraduates to work on advanced research.*

*graduate student support; if we cannot pay our graduate students at nationally competitive levels, we cannot maintain competitive graduate science programs; faculty research in my field is closely coupled to graduate student research.*

*Continue to support PhD programs at the highest level and encourage select departments, one by one, to begin a PhD program.*

*More money to help hire student research assistants, as with the Chappell program through the Charles Center. That is a fantastic program---and I know it could be expanded given the interest.*

*Increase support for graduate students*

*Adequate funding for graduate stipends. Losing sharp graduate students is devastating to our efforts.*

*Undergraduate research mentorship should be more highly valued and a system should exist whereby it counts as a fraction of the teaching load. Most of my colleagues don't do their serious research with undergraduates because they get no reward for it - you get quicker results working alone on your book or article. But if there was more reward from within, this could change.*

*create a work study program where students can be paid by the College for doing research with faculty - make these highly competitive and prestigious positions in order to attract the best students.*

*Maintain commitment to teaching while promoting research by placing greater value on undergraduate research experiences/courses.*

*Increased funding for internal student research is a very inexpensive and high-impact way to support faculty research in the sciences, where research is usually a collaborative effort between faculty members and their students.*

*Stipends and housing for undergrads to do research over the summer with faculty would be invaluable for both parties, and for the institution of course.*

*Improve and enhance the research laboratories and facilities and provide scholarships for excellent students in the sciences. The latter will attract higher quality research students to our labs and will defray the costs of the faculty in supporting their students.*

*Core funding to provide fully competitive support packages for a critical mass of research graduate students.*

*Summer stipends for graduate and undergraduate students would be very welcome. I can obtain funds to buy the relatively inexpensive equipment they need in my field, and funds for travel to research sites, but getting funds for stipends for students is very nearly impossible in my field. Therefore, my graduate and undergraduate students doing research during the summer either must work part-time or depend upon parents for living expenses*

*increase support for graduate students*

*provide more post-doctoral opportunities*

<b>Category C</b>	<b><u>External Funding / Grants Office / Grant Writing</u></b>
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*More technical assistance and coaching for grant-writing*

*The grants office could be a lot more aggressive at helping us secure outside funding, especially from foundations.*

*Better support within departments when faculty receive outside grants. This ambivalence is often related to the lack of clarity in the messages from the administration on this issue. In my experience when faculty get outside grants this is often perceived within my department as detracting from the department; in part b/c the amount of adjunct funding provided is not anywhere near adequate to replace the faculty person for their time away. Thus, we find ourselves as faculty in a situation where to take an outside grant often means possibly alienating other members of our department.*

*More grant opportunities*

*Seed funding for new ideas that, given initial results, could turn into competitive grant ideas for external funding.*

*More intensive training in grant acquisition*

*Enhance the infrastructure in the Grants office to be more responsive to the diversity of external funding sources. One size does not fit all when it comes to foundations and the federal expectations.*

*Expanded funding for faculty research leaves as well as seed money to help secure grants.*

*I feel that the research-oriented depts (in the sciences, etc.) should also have staff in the dept that are tasked with helping to prepare grants for the most relevant granting agencies for that dept.*

*create the equivalent of teaching project for grant writing*

*provide more group oriented grants writing semester or year-long workshops*

*More specialized grants for faculty research could be offered, through entities such as the Reves Center, for instance. The grants that are available now could be better advertised for faculty.*

*Better infrastructure in terms of purchasing and maintaining equipment essential to a major research university.*

*More funds to match external grants for equipment*

*We should invest more resources into programs that improve our ability to obtain external funds that provide support for students, non-faculty researchers and facilities. By leveraging our resources, we can grow the scholarly community without sacrificing the intimate character of academics at W&M. If we can build a larger scholarly community, we might actually be able to insist on a research experience for every graduate.*

*Improve the quality of the accounting system (Banner) for tracking expenses, encumbrances, and balances in externally funded projects. For those of us managing multiple grants and soft money research staff, the system and/or its implementation \*\*\*\*\*. It is untimely, difficult for the professional accounting staff to utilize to figure current balances, and does not answer the problem of having to keep a separate set of books to know current status.*

*The purchasing, reimbursement, and reporting functions currently available at the College are, frankly, abysmal. A more direct application (e.g. from the provost's office) of some of the indirect cost recoveries to future proposals from the same PI would be a strong indication for reviewers of proposals of the College's commitments to research.*

*More support in preparing grants and manuscripts for submission; more help/consultation on research design and data analysis; stronger infrastructure to help manage grants (budget management, secretarial support, purchasing, graduate follow-up); more access to the information in Banner needed to manage grants; more help in finding instructors to teach courses for faculty taking research leave (as is, we have to find own replacements or take on additional work for faculty on leave)*

*More internal grants; budgeting for faculty research funding, especially for faculty in the humanities who typically have fewer grant opportunities than those in the social sciences and natural sciences.*

*more assistance in helping faculty develop ideas for proposals and in targeting those proposals for specific funding agencies*

<b>Category D</b>	<b><u>Facilities, Space and Equipment</u></b>
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*Develop and implement an effective plan to increase research space at the College. Reconsider current plans to build an ISC that is so ridiculously small that it leaves 33% of the biology department without research space for the foreseeable future.*

*Having facilities with reliable power and water, plus the ability to control temperature in labs within 2C would be a big improvement. Also, having an intact roof so that our labs and shared equipment are not put at risk on every rainy day. The terrible facilities and inadequate construction in progress foster hostility within and among departments. We should be developing better departmental and interdisciplinary programs but instead are pitted against each other over a shared pool of inadequate resources.*

*Invest in capital facilities that make us more attractive as recipients for grants.*

*More financial resources are needed for infrastructure and instrumentation. Examples include the library holdings, facilities management, and even things like electricians and plumbers for the college. Pouring millions of dollars into building renovations is good, but when those buildings need to be modified in terms of power and plumbing issues, the cost becomes enormous since the college has inadequate resources in these areas and must subcontract the work out. As an instrumentalist, I also believe that the equipment trust fund should be used for obtaining new equipment and for replacing obsolete equipment. In the past few years this money has gone almost entirely to IT and to startup grants. We need to support IT and Startup from separate pots of money and allow the ETF to be used for what it was intended for.*

*Better maintenance and updating of facilities. The frequent power outages, particularly in the summer, are an obstacle to progress in research that relies on instrumentation. More modern facilities and core equipment are also needed to support the sciences. Many of us are competing against researchers at universities who have immediate access to state-of-the-art core equipment with support staff. Not only is there limited or no core research facilities, supplies, or services here at W&M, but as researchers, we are not even sure we will have electricity to perform our experiments.*

*we need better facilities to carry out high-level research.*

*Providing adequate, long term facilities that are actually maintained. Actually using ETF monies to support the instrumentation infrastructure of departments instead of IT and individuals.*

*The classrooms and research facilities are terrible!*

*Maintain buildings to prevent loss of research material and lessen faculty stress/time scrubbing floors and bench tops, build new buildings with enough space for post-doctoral fellows, visiting, scholars, etc.*

*The building I was working in is falling apart. I had very little technical help in terms of technical staff. Rather than spending important research time developing ideas, planning and evaluating experiments, I was fighting with the system just to get the equipment to work adequately in the conditions in our building. If the College wants to increase science research, the faculty need help - we need better lab facilities and technical staff such as research professors or staff to help the faculty maintain equipment. The job is just too overwhelming now-*

*Instituting a program to allow modernization, upgrades to one's office and lab computers every 4 years.*



*Facilities on campus are awful. Putting high priced research equipment/labs into rooms/spaces that don't even have proper heating/cooling, lighting, etc. is ludicrous. Support staff is also close to nonexistent--technicians of all kinds are needed to help faculty maintain those fancy machines and equipment. Finally, a solution for the 'economy of scale' problem that W&M has and successful large research universities don't have.*

*put funds aside to modernize systems. Constantly struggling with environmental conditions in laboratories does not help to promote research. The physical conditions in my home are better than in my lab! (electrical load, temperature stability, humidity control)*

*Infrastructure! Without adequate buildings, with proper labs (that don't leak when it rains, in which the climate is controlled, and with adequate electrical power, etc., etc.) it is a big challenge to do scientific research.*

*As a member of a science department, I believe that research would strongly benefit from more technical support to maintain instruments and to run routine analyses on these instruments. In addition faculty research would benefit from a program that routinely replaces old, failing instruments, maybe following regular replacement schedule.*

*Facilities: animal care facilities for biomedical research including neuroscience. Also, we need more lab space for research and collaborative efforts in biomedical research at WM.*

<b>Category E</b>	<b><u>Support to Present Research at Professional Conferences &amp; International Research</u></b>
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*The most immediate thing that could be done is to drastically increase travel and conference support. The current level of support barely covers half of expenses in most cases. If the College isn't able to offer competitive salaries, then it should at least fully cover conference expenses. Conference support is so low that it discourages me, at least, from giving conference papers, even though getting critical feedback at conferences is a crucial part of the publication process.*

*more funds for professional travel for data-collection, presentations at national/international conferences, etc.;*

*More funding for conferences*

*Greater availability of research funds for travel, conference participation, book subvention and production (academic publishers now often ask their authors to pay reproduction and permission fees for images used in their books). I'm currently doing OK on this, but only because I have a special research fund that comes with a three-year, non-renewable named professorship; once my term as named professor is over, I'll once again be spending thousands of dollars out of pocket on conference travel and book production.*

*I think in addition to providing additional funds to carry out the research, priority must be given to providing adequate M&O increases to allow the faculty to attend at least two conferences per year. Our current travel budget doesn't come even CLOSE to paying for one conference per year. Conferences are critical for junior faculty to make the connections they need, and they really do help my teaching by keeping me abreast of developments in my field.*

*Increasing support for travel to meetings including international travel from the paltry sums available.*

*Funding for faculty and students to travel to professional meetings and conferences to present papers and posters and to learn from other colleague's presentation, should be budgeted for yearly.*

*Support faculty travel to conferences to present research findings at both, here and in the international settings - a key element in internationalizing the college.*

*Another fairly inexpensive improvement to faculty scholarship would be realized if funds were routinely available for travel to conferences.*

*create a research travel grant program through which funding can be made available not just to present at conferences but to attend workshops, conduct interviews, etc.*

*increase the international travel grant for conferences - \$500 cannot even cover the airfare to most international conferences*

*More funding for faculty to attend conferences - both airfares and conference registration fees have skyrocketed in recent years*

*Funding for travel and lodging at professional meetings is badly needed for students, both graduate and undergraduate, as well as faculty. The sum of travel, lodging, food, and registration fee for a single student at a single meeting can be more than the cost of the two years of research that generated the paper that is being presented.*

*Our department as I am told has \$500 per year for faculty to travel to conferences- a larger and more varied pool (monies and research) would be helpful.*

*Offer money for research overseas a part from the summer research which effectively helps only non-tenured faculty. raise our annual research stipend from \$500 to at least \$1500 with the opportunity for more if overseas travel is necessary.*

*At present my department cannot even fully fund every faculty member's participation in ONE national or international conference per year. For me this is a huge problem. Conference participation makes me a more up-to-date and engaged scholar, and it DEFINITELY keeps my teaching current and dynamic. A 2-2 teaching load would allow me to devote more time to research and obtain more external funding.*

**Category F****Suggestions regarding Research Leaves**

*Implement the old "hire-to-retire" plan so that all faculty have access to support for their research. The compression does not merely arise in salaries, but also in access to research support. The grants office could be more proactive, helping faculty to find money rather than merely being reactive.*

*Give/create new internal research funding targeting mid-career faculty.*

**F1. SSRs**

*Fully fund the SSR program so that full-time replacements are guaranteed; fund the Junior Leave program so that programs are not left to shift for themselves. Both of these issues have an inordinate impact on smaller departments.*

*The recent construction of a regular research leave for faculty is extremely beneficial. More could be done to ensure longer periods (1 year) of research leave*

*Expand the faculty such that leaves are not replaced by visitor/adjuncts*

*Establish LONG TERM funding for faculty research efforts including matching funds for grants.*

*Compare the funding and space we receive from the college in physics to that which UVa has.*

*Though we have comparable external research funding, we have minimal support from the college compared to UVa. World class research versus middle class research. We need strong, continuing research funding and graduate students to do world class research.*

*Establish a private funds allocation that will be used to support and expanded Summer Research Grant program and FRA program, although the FRA's tend to be generously funded relative to other institutions. Since the money now comes from one source for both Summer Grants and FRA's, the financial enhancement of one is followed by decrease in funds for the other. Get this fixed with a significant fundraising effort dedicated to faculty research.*

*A serious research institution should offer a fully paid semester or 80% paid year every fourth year, at a minimum.*

*Supporting the SSR program with an adequate level of replacement instructors so that "one man's leave doesn't become another man's burden". The SSR program cannot work if it doesn't provide instructional support when needed.*

*While a matter of semantics, it will serve us well to move forward to a sabbatical leave system much like our peer institutions. As faculty, we should be given the trust and respect that we understand a sabbatical leave to automatically mean that we are meant to produce research and scholarly work. It's embarrassing to have to explain our system to our peers in other institutions.*

*Sabbatical every five years instead of six*

*Small doses of funds for research, including travel, and a meaningful accountability for research leaves. Two years after a research leave faculty should be asked to report on what they did with their leave: what they learned, what they wrote, what they published.*

*be a bit more creative in awarding support for faculty research -- rather than an "all or nothing" research leave approach -- offer options that would permit faculty members to remain in the classroom or the teaching laboratory with a reduced load and continue to conduct pedagogical or laboratory-based research with students.*

*Perhaps this is pie in the sky, because the administration always reminds us that our faculty research leave program is better than many places.... but can we better the every-6-years rate of leave, without compromising other aspects of life at W&M? Here's a radical idea: offer "mini leaves" that are leaves from governance only, in between the regular "big" research leaves. As my answers above indicate, I do think it is appropriate for senior faculty to take on governance: but it can be much too much, in addition to teaching and research expectations. Can we get a break every few years? Can we be relieved, formally, of an expectation to sit on a college wide committee as well as do departmental work? Can we think creatively and realize that SENIOR WOMEN especially bear the brunt of a lot of committee work, disproportionately perhaps?*

## **F2. Junior Leaves**

*support research leave for junior faculty [this same suggestion was echoed dozens of times]*

*Support a full year of funded pre-tenure research leave.*

*Fully fund the SSRL program so that full-time replacements are guaranteed; fund the Junior Leave program so that programs are not left to shift for themselves. Both of these issues have an inordinate impact on smaller departments.*

*(...) a more formalized junior leave program. This is a teaching intensive college and yet our tenure depends (to a significant degree) on our scholarship. We need the time to do the research necessary to obtain tenure. This is especially important to junior faculty*

### F3. Summer Research Leaves

*More summer research grants.*

*More funds for summer research.*

*Summer grants for senior faculty.*

*Over the years, support for Faculty Summer Research Grants has virtually almost dried up for Senior faculty. I acknowledge the efforts to give particular support to Junior faculty for these grants, although when I can here many years ago, all faculty competed equally for these sparse research monies. More effort needs to be spent to raise permanent monies for this program so Senior faculty will again be able to have more opportunities for support of their work. Research by all faculty, junior and senior, is what makes our teaching in the classroom evolve and thrive. Our students are the true winners of this research program.*

*Devise a real summer funding program that isn't always in jeopardy - the students seem to have an easier time securing summer 'research' money than the faculty!*

*Offer results-based perpetual summer research grants Hire summer Research assistants to support faculty research*

*increase summer research grant support - \$5,000 is far from enough to sustain faculty during the summer if they want to devote it to research*

*increase number of summer research grants*

*More money for additional summer support.*

*Summer funding for research needs to be increased dramatically. The school should not "shut down" during the summer; instead campus should be buzzing with funded tenure(d) track professors heavily engaged in research and the pursuit of new knowledge in their various fields.*

<b>Category G</b>	<b><u>Interdisciplinary &amp; Collaborative Research</u></b>
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*provide special grant opportunities to facilitate interdisciplinary research (including interdisciplinary collaborations among faculty on campus and promote collaborations with researchers at other universities)*

*start-up funds for new collaborative initiatives*

*Increased support for interdisciplinary research.*

*Faculty research is a hallmark of the SMS and main campus faculty should seek colleagues at the VIMS campus to enhance their research opportunities.*

*I feel that the college could do more to encourage faculty to share their research with students and each other, and to bring in visitors to share their research.*

*increase funding and opportunity for research projects, facilitate/encourage/fund cross-disciplinary research, provide forums (virtual and physical) for faculty and students to learn what others are doing in research areas, fund opportunities for students and faculty to conduct research together.*

*More credit for collaborative/interdisciplinary projects.*

*Faculty should also be actively encouraged to participate in interdisciplinary research, rather than the current system of forced overloads for participating in a new research area. Most of the research agencies are looking for integrative research, yet we are not rewarding or encouraging these activities sufficiently.*

*Some other universities (e.g., Princeton, Stanford) have inter-disciplinary centers where selected faculty members from various departments hang out for a year in a scholarly community, just doing research and writing and sharing their work within that community. That seems to be a very productive experience.*

*The Provost and administration should set aside a pool of resources to be used for facilitating education/research activities between units. There are fantastic opportunities for collaboration between the Schools of Marine Science, Law and A&S but budgetary constraints and heavy teaching loads prevent these efforts from getting off the ground. These efforts could be facilitated if faculty time could be bought out from departments and used to support/develop interdisciplinary initiatives.*

*More support for travel would lead to greater research activity. We are forced too often to work in isolation, particularly a problem for a relatively small university where you may be the only person in your special field. Even your category h in question 31 is product oriented, not directed at intellectual stimulation.*

*provide appropriate incentives for enhancing research; develop collaborative opportunities for research across schools and departments*

*Organize interdisciplinary workshops and conferences*

*Develop additional research centers or faculty clusters focused on salient scientific and practical issues.*

*increase support for collaboration with other institutions*

*establish a sufficient grant to support faculty to do research/teaching with other universities.*

<b>Category H</b>	<b><u>Start-up Funds</u></b>
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*New faculty need start-up funds to start their research programs that are more than just \$6,000 for a total of 6 years and \$1,000 a year for conferences. I got \$1,000 a year for conferences 10 years ago as an entry level administrator. Summer research grants are invaluable for getting new faculty off the ground for their research programs. There too -- more than just 4-4.5K for a summer's work is needed; we could make a lot more waiting tables and that is pathetic.*

*Broad investment in state of the art facilities for science, recognition that in non-science areas, research requires comparative investment to support different (non-capital) needs.*

*some seed money for new faculty to initiate research programs.*

*Allow unused funds in startup packages to carry over beyond the typical 2-3 years.*



<b>Category I</b>	<b><u>Library Support</u></b>
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*Increase budget or make funds available for library materials (books and paper periodicals)  
Better library holdings*

*More funding for periodicals in Swem*

*Increase the library budget for new acquisitions and the creation of additional funding opportunities.*

*More money for library acquisitions. The library budget was cut several years ago, and has not recovered. Meanwhile, costs have gone up. The costs associated with licensing agreements for e-materials is very high, thus it is difficult to acquire new materials as they come on-line.*

*Greater investment in Swem library. The increasing number of electronic publications, which Swem has to have if faculty are to do research with any seriousness at all, has strained the library budget well past the breaking point.*

<b>Category J</b>	<b><u>Merit Evaluation System</u></b>
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*develop an evaluation system that recognizes differences in publication rates, research grants, etc., by discipline.*

*Less reliance on student teaching evaluations. If we weren't so busy trying to please the students (as opposed to teaching them) we would have more time to learn something ourselves.*

*to encourage greater student participation in faculty research in the humanities, broaden the rather narrow definition of "research" that is used*

*lighter teaching loads overall w/ appropriate weighting in the merit system*

*Put more emphasis on the quality of research/scholarship, less on quantity. The merit evaluation system in my department pays no attention at all to quality, simply measures the number of publications. This encourages faculty to churn it out fast (I've heard joking about how the point is to produce the greatest number of "publishable units") and discourages long-term projects that require time.*

<b>Category K      <u>Faculty Appointments</u></b>
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*Allow VIMS faculty to have 9 mo. contracts with the possibility of summer support from grants*

*The most obvious way to support faculty research would be to reduce course loads by hiring additional faculty, thereby freeing up additional time for faculty to pursue research. A larger faculty would also make it possible to spread the governance load among a larger "denominator" of faculty.*

*Adequate funding to the Schools/Departments to replace faculty members who go on leave. New leave policy leaves the professional schools floundering to cover the courses that have been taught by the faculty member(s) going on leave.*

*Be sure that there is adequate funding to replace faculty on leave or that the faculty is large enough so that we can function properly with a certain percentage of the faculty on leave at any time.*

*give more money to get more strong researchers and give more space to them.*

*Hire more and better faculty members so those of us who are here can be part of a great intellectual environment. As a stop gap, you might try post docs and visiting scholars program.*

*Actually, I think the best thing that could be done to support faculty research is to increase the number of instructional faculty by about 20%, so that SSRL's are covered by tenure-line faculty and so that the teaching load would be lowered.*

<b>Category L      <u>Other Suggestions to Increase/Support Research</u></b>
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*Although I have a solid basic understanding of statistics, there are occasionally analyses that I want to run where I need some assistance. I currently have to "beg" time from colleagues who can help me. It would be wonderful to have more readily available personnel for this purpose. Also, I have mentored a number of junior faculty who have come into their positions not well-prepared to design and conduct research. Having technical assistance available to these people could also be very helpful.*

*Provide funds to support data collection. I currently pay to use the services of another major university to have survey forms printed and scanned in my research.*

*greater infrastructure for the support of PC/Mac + College software licenses*

*I think the administration has shown good awareness of the need for fostering faculty research. Perhaps it is inevitable, but in my opinion there is an excessive priority placed on research which generates ample indirect costs versus research which may be conceptually valuable.*

*-Design and implement one-week intensive faculty seminars with an internationally recognized scholar in residence. --Create a unified speakers fund so that faculty do not have to waste time stitching funding together from five different sources to bring someone in. --Create a fund to replace the loss of the Borgenicht funds to enable faculty/student joint research projects. --Create more faculty exchanges with other Universities abroad.*

*Adopt a faculty computing program that offers a wider selection of portable computers.*

*Those in the humanities continue to subsidize their own research from personal funds. I bear the lion's share of expense for my research annually (\$5,000-\$7,000), a significant portion of my salary. This circumstance is less apt to apply to those in the sciences for whom grant monies are in significantly greater supply. If a central priority for the College is increased research activity in the humanities, it should follow that the College would want to provide a significant increase in research funding for those in the humanities.*

*Develop additional PhD programs*

*Organize a guest scholar program*

*Improve the science infrastructure (dramatically) and reward faculty for garnering external funding. Currently, Social Science and Humanities faculty are regular given teaching reprieves and leaves when they obtain funding. Science faculty are expected to always have funding and are not given leaves. In fact, their research projects often increase their teaching as they must mentor and train students as part of their research. There is a fundamental inequality there that should be addressed.*

*While funding for junior faculty is pretty good, associate faculty tend to fall in the cracks of college funding for research.*

*Raise private funds for SSRL; relieve pressure for debt service on facilities that has burdened IDC; raise funds for seed funding of research opportunities, faculty travel, special resources-- invest in infrastructure and equipment needed for various specialized research*

*I noted the query above about a university-wide program junior faculty leave program. While I wouldn't object to such a program, it strikes me that there is a lot of external funding available for junior faculty. It might be helpful to have some internal funding for those (...) whose projects are a bit hard to find funding for, but generally speaking, junior faculty should be able to find external funding. It's those second books that are hard to jump start. In fact, according to something I once read, 85% of historians who publish one book never publish a second. I get that now. Now that the summer leave program is not available to tenured faculty, there is nothing but the occasional sabbatical for associates and fulls, unless you have an endowed chair that comes with a little research money. If you want us to keep publishing, don't concentrate just on junior faculty.*

*Primarily, I believe if the salary structure was appropriate and in line with the market, the faculty would be better motivated to work on research and other things that contribute to personal and college advancement. Otherwise, they are motivated to find funds and income elsewhere, shortchanging research. It is also an issue of fairness. If one feels they are getting paid fairly, they should be motivated to do the work they are expected to, plus some. When they believe they are underpaid, such motivation is limited and there is more of a feeling that they are not currently getting paid enough for what they are currently doing, so why do more.*

*Technology development. The college could be more open to the individual needs of the faculty research in terms of software and computers.*

*voluntary school- or department-based, collaborative professional development in research methods (offered at multiple levels and in different formats) would be very helpful, especially if seminars/workshops/minicourses/brownbag sessions were regularly offered.*

*To be successful and for their research to have impact, faculty need time off (rotating course releases perhaps) from teaching and the advising and service to research and write. We need staff to help identify and pull together major research grants, especially from teams of faculty who might be in an interdisciplinary area. We need much more active work by the University Relations or someone to do publicity for our work, to help identify when and how to influence the policy process or the political or public debate. We need departments to support interdisciplinary research (and teaching). And frankly,*

*graduate students support faculty research, and support for undergrads for summer and semester work to support faculty helps. These can be relatively small amounts of cash. Post-docs would be great, but are obviously more dough.*

*Greater funding to support purchase of materials, supplies, and travel, AND protection of faculty time for research! Strive to find ways to reduce and make more efficient paperwork, reports, and monitoring of rules and regulations. This is especially true for state financial rules and human resources rules!*

*1. More financial support for large equipment purchases. 2. More financial support for technical support. 3. Support for mid-level faculty to keep them research active. 4. Pressure on departments to accept interdisciplinary research and teaching. This falls apart at the department level. 5. Support for risky or preliminary projects in the sciences. 6. Create more opportunities for participation in program grants for research.*

*Fully fund the SSRL program so that faculty are replaced by full time replacement faculty in programs/departments that need such replacements so that the educational mission of the unit is not compromised. 2. Start a program by which faculty could get small amounts of funding that could really help out (3-10k) - in a way this would be a replacement for the former minor research grants program for faculty. And, this could be used to support faculty who are working on undergraduate-faculty research. In regards to this, I am fine with holding faculty responsible for having produced something as a result of a prior award. 3. Provide more support for travel to professional meetings to give presentations. In some departments, faculty spend their own money to present at meetings - this is generally not true in the sciences when one can use grant funding to attend meetings, but it doesn't seem right for faculty in the humanities or social sciences to have to do this.*

*What I need is more time for research. I have a heavy teaching load and expectations are great for research and publication in refereed journals. The students here are excellent, but they also deserve--and often demand--a great deal of individual attention. I find that when I have to make the choice between research/writing for publication and my students, my students always win. I am committed to their success and to excellence in our work together, and the immediacy of their needs seems more important than the article I should be writing or the book I should be finishing. I love teaching; I chose it as my life's work even before I came to William and Mary and as a member of the professorate I have not been able to place my research above my students' needs. The result is that I almost always feel guilty about what I am not doing as a scholar working on my research agenda. I understand that now FRAs will be automatic--if they are merited--but getting the FRA once every six years is not*

*enough to keep a research agenda alive and well. What happens to me is that I often give up breaks (the recent fall break is an example) so that I can finish an article or a book chapter or write a proposal or prepare a presentation. At my former university, faculty taught a two/two load--a situation for which they fought long and hard over a long time (before I arrived), and I can affirm that I felt far less frustrated and more productive in that environment than I do here at William and Mary. The demands of governance, which I enjoy, also require a great deal of time in my present position where I am a faculty member with a part-time administrative position. Recently I was awarded an FRA; because of my teaching duties and the nature of my program, I was not able to take a full year for my research; instead I had the same semester off in consecutive years. I knew this would not be ideal, but when I actually lived through the process, I realized, especially in the second FRA semester, how much I needed that uninterrupted time to really stay focused on my research. I was, despite my best efforts, far less productive than I had hoped to be. Greater funding and support from the administration would make it possible for many like me to enjoy both our teaching and our research without having to sacrifice one for the other. Thanks for the opportunity to express my opinion on this important issue.*

**Kudos to....**

*in the Law School much is already being done*

*In the School of Education, particularly, there is a great deal of recognition of, and support for, research.*

## **Additional Faculty Comments - a variety of topics**

### **Category A      Faculty Salary & Benefits issues**

*When I first got here some 5 or so years ago, I heard the Provost and my Dean say that faculty salaries were going to be brought up to the 60th percentile of our peer group, and was assured that this would be "soon." I watched older faculty roll their eyes and thought to myself, "what cynics." I now understand why they roll their eyes. We need to be told the truth. This isn't going to happen, but you'll keep working to make us as competitive as possible. I'm tired of hearing that you're going to raise our salaries to the 60th or even the 80th percentile and seeing that no real progress relative to our peer group is being made. That said, I love it here. Students are terrific, the culture is supportive, the President and Provost are outstanding, and our institution is second to none. GO TRIBE!*

*Williamsburg is a surprisingly expensive part of the state in which to live, especially considering that it lacks cultural and other attractions of living in Northern Virginia. There is a serious housing crisis in the city, when it comes to affordable housing, in my experience. Also, many faculty financed their educations with students loans and are in repayment, which makes salary issues a high priority.*

*The salary inversion (not just compression) has a great many faculty at the university contemplating leaving. If people decide to stay, they still are very unhappy about the compensation situation when viewed across other peer group schools.*

*W & M is a good university that could be a great one. The faculty are terrific but grievously overworked and underpaid. Help!*

*faculty salary not adequate to support childcare - subsidized childcare needed!*

*raises below standard cost of living make us poorer every year*

*My work load has increased in the 10 or so years I have been at the College, as has pressure to publish and 'perform' in other ways. My salary has not kept up, and is effectively stagnant, despite being in the top quarter of my department's merit scores. All indications are that expectations will continue to rise, and salaries will remain stagnant. Is this any way to remain a top college?*

*Salary and morale remain consistent issues for me.*

*Salary is my most significant concern as an employee. My current salary is not commensurate with the salary I could draw as a practitioner outside of academia. However, salary is not the sole issue. I am very, very concerned about the lack of competitiveness of the Optional Retirement Plan, our health benefits, and our life insurance benefits. I am also gravely disappointed that we do not have at W&M (or, better yet, across the public higher ed system in Virginia) tuition reduction or waivers for the children of faculty members. I feel strongly that the improvement of these benefits (i.e., retirement, health care, life insurance, and tuition reduction) should be a priority for the college in order to attract and retain the best faculty. They would go far in off-setting a salary that is less-than-competitive.*

*In some ways, I am embarrassed to have put faculty salaries as such a high priority, but I want to make clear that it is not just about MY salary. It is good for NO ONE at the College when faculty who are otherwise very satisfied with their jobs at W&M have to apply for other jobs before they can receive competitive salaries. It is demoralizing to their colleagues and potentially destabilizing for their students. Although I love teaching at W&M and have never actually applied for another job, I think I have reached the breaking point. (...) if I find myself enticed by another school, I have a feeling that I will in fact leave even if W&M can match my salary, mostly because of poor morale among mid-level faculty. I don't want to stay only to find that some of my most treasured colleagues will then leave a year or two later. All that said, I still would give the nod in terms of priorities to student financial aid and, especially, better wages for hourly workers, including--but not limited to--our very hard-working secretaries and custodians.*

*Just to clarify why I put faculty salary as the top priority: although I am generally satisfied and in some regards even delighted with my working conditions at the College (with respect to students, colleagues, library, administration), I find it impossible not to entertain thoughts of leaving since by doing so I could raise my salary by a third or more.*

*Our failure to provide domestic partner benefits for all faculty and staff makes for a huge gap in our competitiveness with peer institutions, a glaring omission (...).*

*Faculty salaries have been an ongoing issue for at least 25 years. We have been and remain below the 60% target figure.*

*Our salaries are not competitive with other peer institutions. The College needs to adjust them so that the faculty feels appropriately remunerated. This will help with Faculty retention and overall job satisfaction.*



*We all love this institution. That's why we stay, despite and because of everything. However, it will serve us all well if the love we have for this institution is reciprocated beginning first of all with how we are valued. Our salaries should be commensurate with the value we provide the College and the prestige and reputation we want to reflect to the world.*

*I have enjoyed my time at the College immensely; in some ways it's an ideal place to work. However, since my time here in Williamsburg, the cost of living and real estate prices have shot up while my salary has more or less remained the same. If I hadn't received an outside offer a couple years ago, my salary would have been so low that it would have been impossible for me to continue to live in Williamsburg with a family. It is imperative that the administration realizes that it will not be able to retain its great faculty on current faculty salaries.*

*The College needs to focus on faculty salaries; faculty are paid adequately when they arrive, but unless faculty members continually go on the job market to get outside offers (a waste of everyone's time if they genuinely aren't that interested in leaving), salaries tend to get compressed, and even inverted*

<b>Category B</b>	<b>Annual Merit Evaluation issues</b>
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*The biggest problem that I have at the moment is entirely too much time spent on administration. Like everything else, the College remunerates its Departmental Chairs and Program Directors on the cheap. (...) the "rewards" are pretty paltry. The College, in reality, celebrates and rewards those faculty who \*avoid\* such service and put their time and effort instead into going after external grants, publishing, and doing a lot of the glitzier and more showy activities. I do not begrudge colleagues for doing this, but I \*do\* begrudge those who have figured out that it is \*this\* type of activity that is rewarded and that it is pretty easy not to take one's turn in what is supposed to be a shared burden. It is pretty demoralizing to watch the College administration, over and over again, reward those people who have figured out how to game the system in this manner. The College Administration not only should not allow this game-playing, it should also not be part of the gaming itself.*

*there has to be more reward for those of us who do an enormous amount of service and a recognition that research and teaching may suffer when someone actively serves on a multitude of departmental and university-wide committees and serves in an official capacity within a department as well. (...) but what about merit increases. If faculty governance is so important and someone has to do it, why does service get half the merit points that teaching and research get? Perhaps those of us who do the lion's share of the service should simply say no, as Nancy Reagan would say.*

*I am highly concerned about how merit scores translate into raises.*

*The absurdity of the annual faculty reviews is almost beyond comprehension (and these are not sour grapes--I have always been in the top half of my department.) Because we are reviewed for our research productivity each and every year, we are forced to take on lots of piddling and inconsequential research products, just so that we can report some publication annually and score well on the review. No worthwhile research project can be completed in a year--few worthwhile projects can be completed in five years. The review system has been set up in such a way as to steer faculty away from doing important work--only a brave few (and I do not count myself among them) brave their hammering in the annual merit reviews and persevere in a long-term project. A better solution would be to have a periodic review (say, every fifth year) of research activity, separate from annual reviews of teaching and service.*

*Annual merit review is a problem. Merit reviews should take place every second or third year. Moreover, the administration needs to be transparent about how merit scores get translated into merit raises. This is a basic labor issue and, from my view, the administration is acting foolishly by withholding this very basic information. I am entitled to know how my raise is calculated. Further, my department has generated a set of criteria that are, in my view, very fair. However, so far as I understand the merit system, the members of a given department could have earned high average merit scores (say 13.5) but still receive the same raise as members of another department that have average merit scores of 10.5. My understanding is that merit raises are adjusted according to the mean score WITHIN a department. Thus, a very productive teacher-scholar in department X could receive a lower raise than an unproductive member of department Y. I see this is a huge problem if it is true. A faculty committee needs to be formed to suggest a new system to the administration.*

*there is considerable pressure--because of the merit review system--to do what you know how to do. changes in research directions, new ideas, risks, creativity are so discouraged (at least in my department) that one fears one will end up on one's death bed having done the same thing for decades. we should feel thrilled to explore new directions--not worried that -- oh my, i wont have a publication for a while--our merit scores will suffer as a result. sadly the merit system is based on number of publications and grant support--not on the importance and real merit of the work.*

*We should have a distinct pool for salary raises (4.5 % given to all faculty, more or less based on merit) and another pool for faculty retention (matching offers) and early retirement incentives. We are currently behind other VA schools--even behind local community colleges(!) in salaries in some departments because we don't pass on the annual percentage more directly to ALL faculty. It creates*

*low morale and makes us waste a lot of time on the job market. Value us for our publications, committee work, and teaching that we do here. Reduce salary inequity and try to do it "blind" to avoid any appearance of favoritism or lobbying of chairs and administrators. I think this is an urgent change.*

*In the calculation of meritorious teaching take student evaluations out of the classroom.*

*Evaluations are inadequate to measure excellence in teaching. First, students are not knowledgeable enough to know whether they have really gotten a good, critical dosage of the materials taught (sometimes several years after graduation they might realize a course was excellent but not while they were taking the course). Second, they might rate how enjoyable the class is or the professor is, but that doesn't necessarily mean the class or professor is actually a good class. They might like a professor but that doesn't mean the professor is good at teaching either. They might dislike being pushed to think, to be put "on the spot," to be confused, even when some degree of confusion is necessary to ultimate clarity. We need some other system*

*Merit is fine but it NEVER results in pay increase of any significance -- even when you get scores that are consistently higher than the norm you still make the same salary. Probably should do away with merit and just do individual evaluations -- 3rd year, tenure etc.*

*The academic community -- in it's effort to recognize scholarship -- can sometimes fail to value meaningful service. We give a free pass to anything published in an academic or scholarly journal, while service that is respected outside academe is undervalued at William & Mary*

*The questions asked regarding the Merit System assumes that such a system is in place at William & Mary. It is not. Since A&S (and possibly other faculties) require that the departmental mean merit scores are 11.5, it is an affront to ones intelligence to refer to this system as a "Merit" system.*

*One last comment relating to the merit evaluations...In my department, we do an excellent job evaluating each other based on teaching and research, yet that evaluation is rarely reflected in faculty raises for that year. There seems to be a disconnect between our evaluation scores and our merit raises.*

*We need more support to improve our faculty's already proven research record. Including our students in our research is an exciting and very effective way to achieve student learning while at the same time furthering faculty's research agenda. We are all proud and committed teachers, but you can't get "blood out of stone." Our current teaching load just doesn't permit the level of research activity that I believe would allow us to compete with our peer institutions in terms of external funding and scholarly production. I could achieve so much more with one less course per year.*

*Over the past fifteen years the College has placed increasingly heavier demands in teaching, scholarship, and governance on the faculty in its efforts to deal with ongoing budget crises and to increase faculty productivity. These demands have been placed on the faculty without corresponding support for research and for curriculum development. Journals have gone unfunded, research leaves have been withheld, summer grants have been reduced in number, and teaching loads have effectively been increased with the introduction of new interdisciplinary and graduate programs (without corresponding adjustments in teaching loads) and with a growing emphasis on student research and individual research projects. If there is any single problem in faculty morale that stands out at this university, it is with the workload that has increased significantly over the years--and I make this assessment from my experience of teaching at several other universities.*

*A maximum of a 2-2 teaching load across all departments.*

*Our increased emphasis on research "productivity" has come at the expense of undergraduate teaching. For example, the move to reduced teaching "loads" obviously leads to larger class sizes and decreased opportunities for student-faculty contact. This must be kept in mind lest in our pursuit of scholarly distinction we lose that which has made William and Mary a special place.*

*We need to consider different ways to give faculty course relief so that research projects can be sustained. In addition to the SSRL, why not give competitive funds for course release? Why not let programs and departments create innovative ways to give faculty time to do research?*

*The "strategic plan" pushed through by (an earlier administration) has done serious harm to W&M's growth as a graduate institution. We should expand graduate programs in math, government, English, sociology, and perhaps other fields. We have high-quality faculty, and I'd rather see us meet our obligations to the state through graduate education than by accepting additional undergraduates. On the other hand, if we are to accept additional undergraduates, especially through the transfer program, serious attention should be given to expanding summer offerings.*

*I believe that the College is on the right track, but as a very small campus we have difficulty competing with UVa and Tech as a high quality research institution. It can be done, just look at comparably sized UC campuses or Vanderbilt.*

*I think funding for visiting lectures (honorariums, especially) should be increased--what more cost-effective way could there be to move William and Mary deeper into the mainstream of academic research?*

*In the sciences I sense an emphasis on generating overhead monies ("indirect costs") that sometimes means that those with inexpensive research that regularly generates scholarly publications are valued less than those with very expensive research that generates more overhead money. I don't feel pressure to do more research or to publish more, but rather pressure to undertake more expensive ventures that would generate more overhead money.*

*The money provided for faculty to present research at national and international conferences is not keeping up with the increased cost of travel - also the limitations of the state limits for hotels, for example, means that faculty are paying out of their own pockets (substantially) to stay in a conference hotel.*

*Increase opportunities for faculty from different departments to co-teach; right now it's almost impossible to organize creative teaching that would also teach us something.*

*At a strategic level, the College has tremendous opportunities to foster truly creative and innovative interdisciplinary research and education, as we have so much breadth to many of our departments. These activities exist in the form of small programs and initiatives. Faculty involved in these programs struggle to balance their career plans with their departmental responsibilities because the integrative work they are pursuing can often be in conflict with their strict departmental demands. W&M will always struggle to compete with large research universities if we stick to departmental boundaries. One of our strengths lies at the tangled intersection and overlap of traditional boundaries. We teach our students to think like this, and research agencies are diverting large amounts of money to integrative scholarship. W&M should better support integrative research initiatives and break down the hundreds of years of departmental inertia. This change of attitude needs to be directed from the very top of the administration, and department chairs need to be compensated and rewarded for encouraging their faculty to perform integrative scholarship and teaching. W&M could establish themselves as an international leader in several areas if we only had the vision from above to achieve this. We have so much potential that is being restrained by departmental boundaries and the arcane funding structure of Arts and Sciences*

*Thanks for including questions about interdisciplinarity (the lack of which and the lack of support for which is a major weakness at this university, in my view) and internationalization*

*REWARD INTERDISCIPLINARY AND POLICY-RELEVANT RESEARCH - currently, involvement in interdisciplinary research is more likely to penalize rather than benefit faculty. Involvement in the solution of real-world problems rarely can result in a highly theoretical publication in the top journal in the field. Publications in interdisciplinary journals should be duly recognized in the merit and tenure processes. In fact, such publications should be encouraged. In addition, faculty contributions to policy processes (national and international) should be recognized and encouraged. If a faculty member's research is featured in publications with significant policy impact, it should be properly recognized. Currently, only contributions to the top disciplinary journals count as scholarship and aid a faculty member in their promotion and tenure.*

*I see our big current challenge as protection of our mission to focus on undergraduate teaching and our scholarship, especially scholarship with student collaborators. As we continue to hire excellent faculty, and as the expectations in research and grant-writing have continued to rise, we are at risk of drifting into a research-oriented institution. It now feels to me that research has become a greater priority in determination of tenure and promotion than teaching. This strikes me as a mistake. What makes W&M special is the balance between research and teaching, and an institutional culture that actively requires and encourages both. If we lose that balance, we would lose the reason I chose to come to W&M.*

<b>Category D    Suggestions for Improving the Faculty Survey    (place holder)</b>
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**Category E****Facilities issues**

*Some buildings on campus are disasters. Replacing them must be a high priority already, but the problem can't be overemphasized.*

*The lack of space of facilities for conducting our mission are approaching critical mass for our department. Increased secretarial support is also needed.*

*I am constantly frustrated (and often infuriated) by the difficulty of getting a classroom appropriate to the kind of teaching I do. Simply put, in the humanities, classroom architecture has barely changed even though teaching methods and styles have changed dramatically.*

*The times I most want to work elsewhere are when it rains and our offices flood and hundreds of ants start streaming in, looking for shelter. That's when I feel shabby.*

*The facilities are absolutely falling apart in certain science buildings. We devote a substantial number of hours to cleaning and housekeeping efforts (in Millington Hall, for example). The faculty need FAR MORE input into decisions made by the upper levels of Facilities Management and Capital Outlay. The waste of money and effort (...) is quite profound.*

*It's depressing (and a little worrying) to come to my office day after day and smell the odor of sewage, or whatever is causing the bad odor. I've complained about this many times, and have been told that nothing can be done about it. It's also depressing to teach in class rooms (near my office) that students don't want to sit in because of the foul odor. It's hard to work in my office at times during the winter because the heating system doesn't pump heat into my office (the temperature regularly gets down to 48-49 degrees), which would probably make an eskimo uncomfortable if he was sitting for hours in front of a computer.*

*The state of facilities at the college is generally poor. I work in a building that could charitably described as "sick," given the odd smells regularly emanating from the plumbing and ventilation system.*

*I'd like to see the College hire fewer of its own graduates for faculty positions; I'd like to see deans have less 'over-ride' weight when faculty vote down candidates for tenure and promotion.*

*I am deeply troubled by the frequent reference by Alumni, some Administrators, and some Faculty to a need to retain our 'best' or 'star' faculty. I am troubled because I think this tendency emphasizes individual achievement, most often in research, rather than skill at working together for our shared mission as teacher-scholars in an inherently collaborative process: education and advancement of knowledge. Before I go further, I want to emphasize that this is not jealousy. I can argue convincingly that my publication, grant, teaching, and service record place me in the 'best' or 'star' category. Rather, I am troubled because my experience is that our institution works best when we function as a team, and when we appropriately celebrate success, but do NOT separate ourselves into 'star' and 'other' faculty. I am especially troubled because my experience is that the definition for 'star' or 'best' faculty often seems to be defined most clearly by research (for example, such faculty earn the majority of the various term professorships, in some cases even when their teaching contributions appear quite low in numbers of students served and relatively poor in quality.) My perception is that faculty who sacrifice some of their research in order to meet our shared higher goals also tend to sacrifice the likelihood that they will be perceived as our stars or our 'best'. I am not troubled by our retention efforts--those are important. However, I wish that I saw more often that 'we need to retain our best contributors to our mission, including service, teaching, and research.'*

*I think in recent years administrators--deans and associate provosts, mainly--have been encroaching in areas that have been and should be left to the faculty--especially hiring and curriculum decisions. I also think the number of administrators has increased significantly while the number of instructional faculty has remained relatively constant, even as the College looks to increase undergraduate research opportunities and so the teaching load of the faculty.*

*We will only be able to attract and retain excellent scholars if the salaries, teaching load, and faculty resources are comparable to those offered at top public universities or top private teaching colleges (I have no illusions that we will ever be like Princeton or Harvard, nor should we try to be). Rather than constantly blathering on about student research, the administration should focus on building (over the next 10 years) a world-class faculty. A faculty that is doing cutting-edge research will bring far more prestige (and recognition) to the college than any amount of (even publishable) student honors theses. Moreover, top-level students will want to come to William and Mary if they can study with world-renowned scholars. While of course William and Mary should not do anything to damage its*



*reputation as place to receive an outstanding, hands-on education, it could maintain that reputation while increasing the research quality of its faculty, given enough resources.*

*Because the cost of housing in the Williamsburg area has increased so much in recent years, our starting salaries don't buy as much as they used to. This is becoming an issue in hiring. Any plans for the College to help out with housing, or to do more to employ spouses (since two incomes may be needed to afford a decent home)*

*There is a great need for more dedicated faculty recruitment in order to diversify the offerings of the College.*

*The college should show a commitment to helping provide employment options for faculty spouses/long term partners with Ph.D.s. Williamsburg is a tiny place that offers few employment possibilities for those with advanced degrees. Without a commitment on the College's side, it will lose, in particular young faculty due to their partners' employment problems. The college should have a policy on encouraging diversity in hiring that is clearly spelled out to departments and their search committees.*

*We have a ballooning administration with an unusually large number of new deans, administrators, and associate yada-yadas in Administration and Student Affairs. At the same time we have an underpaid faculty and a crumbling infrastructure. What to do? Hire more skilled folks in facilities and bring up faculty salaries - faculty shouldn't have to apply for jobs to bump ourselves up.*

<b>Category G</b>	<b>Perceived inequities among Departments, Programs &amp; Schools</b>
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*We have great students here and many fine programs that support them. What is sad is the great disparity among programs in the quality of facilities and in levels of support from the administration and development office.*

*A little equity across the constituencies would be nice. How about recognizing the requirements of an all graduate load that includes dissertations? School of Education is severely under-funded in faculty lines and general professional support -- not to mention salaries. One professional meeting wipes out our travel funds. In addition, we have no money to support the professional work of our doctoral students especially. It does a lot of good for me to mentor my doc students, co-authoring papers with them for meetings only to have them not have much support to go to the meetings. With the small*

*stipend we provide for GAs, they have nothing to live on, let alone afford professional work. Either we are a university with graduate programs or we are not.*

*One thing that strikes me regularly is that when new funds become available, they are doled out competitively to just a few. (And a limited number of faculty often make up those few.) Moreover, it is often unclear why the recipients are chosen, whereas others applicants are not.(...). And clarification of why the funds were distributed as they were would be wise. Suspensions of favoritism would be alleviated and folks might learn more how to be more effective in pursuing funds if they are given feedback.*

*One of the larger structural problems that concerns me about William and Mary is the seeming inequality of departments across campus. Those programs or departments with graduate programs are granted more prestige, more funds, and seem to garner more administrative attention than the undergraduate departments. This inequality is especially concerning given that William and Mary prides itself on superior undergraduate education. But it also fosters divisions and rivalries among faculty. I'm not sure what to do about it because it seems to be built into the very fabric of William and Mary as an institution, but it can and does relegate some departments into the role of "service departments," not because of the inadequacy of the faculty but because of the unequal distribution of funds, resources, institutional attention, and social prestige.*

*I feel strongly that the present administration is supporting the social and natural sciences at the expense of the humanities, international and interdisciplinary studies. This is why I am quite dissatisfied with W & M and seriously considering moving to another university.*

*teaching load and salaries in the Humanities should be commensurate with those of the Sciences and Social Sciences*

*there is no research support in Area I. Offering research funds to Area I is seen as tantamount to throwing money down the toilet, since after all, the scientists raise all the money. In sum, the humanities at the College are treated like the red-headed step-child, like window dressing for pre-career training college masquerading as a liberal arts college.*

*I think this is one of the best jobs in the country, and I feel lucky, every day, to work here. But the administration made a commitment to get faculty salaries within competitive range of our peer institutions, and in the Humanities that has not happened.*

**Category H****Child-Care**

*Finally, I would urge the College to find a way to make the College's daycare center officially part of the College so that those very hard-working and talented teachers can receive a decent wage and health benefits. Had we not had such a fine daycare center, I might have found myself that much more tempted to go on the job market in recent years. A top-notch daycare center like the one we have is essential for recruiting and retaining younger faculty. It is unnerving as a parent to know that 1) your child's teachers are being paid poorly and are often scrambling to make ends meet (to the point of not getting health insurance) and 2) to know that their financial instability means they might leave the center, which is a real problem for the emotional well-being of the children. Some of the very best teachers there have left over the years because of poor salaries and/or no health insurance. Those who have stayed have generally managed to do so only because they have spouses who have health insurance.*

*faculty salary not adequate to support childcare - subsidized childcare needed!*

**Category I****Graduate Student Support**

*Graduate student support is very poor, which puts us in a difficult situation with regard to undergraduate lab courses. We need good quality TA's, but financially we starve them. Our top ranked grad applicants almost never choose W&M because our compensation package for TAing is so bad.*

*The fact that our graduate students have no health insurance - other than what they can pay for themselves with their fairly meager stipends in a town that where the cost-of-living has been consistently increasing over the past few years - is simply inexcusable. And the most recent "requirement" that graduate students "must" have health insurance or they will not be allowed to register for classes (they will be disenrolled) is simply immoral. Although stipends have increased a bit over the past couple of years, they are just inadequate for students to come up with a fairly large lump sum (for history students this would be \$ 1400.00 of their 14K stipends) upfront at the beginning of each year. (...) The bottom line here is that: in the short-term there has to be a way to either subsidize all or part of this cost for graduate students and/or create the possibility of monthly payments so the large upfront lump sum isn't required of all grad students and in the long-term we MUST figure out a way to provide affordable health insurance to our graduate students.*

*I think the College is not supporting teaching at the level it could. The Charles Center does fabulous work, the University Teaching Project is great, but I think we still need more. There really isn't anything for faculty who want to work on their teaching but don't want to spend a year working on a course through the Teaching Project. What happened to the priority of establishing a Teaching Center with a faculty director (appointed for a fixed term to rotate every three years). I think it would be good for the College to increase opportunities for mid-career faculty to do "something different" - eg Teaching Center Director, Director of Advising, the rotating Contact Deans in Arts and Sciences (I very much hope these positions continue to be rotating and not permanent positions). Thank you for working on the survey. I know it is a lot of work and I think it is very important for the faculty as a whole to have faculty lead the survey efforts.*

*WM is a great place.*

*More needs to be done to ensure greater ethnic diversity at the College*

*It is important to increase the diversity (under-represented minorities, diverse social-economic background) on campus both at the student and faculty levels. However this effort must be supported by real recruiting efforts at the faculty level and effective support systems for our students. While I welcome the diversity contributed by our transfer students, they are not well supported and frequently struggle in our courses. These students need better advising and potentially special tutoring help during their first year.*

*We must do more to improve the ability of our students to write.*

*Departmental M&O budgets are hopelessly insufficient. It is the W&M way to do things on the cheap, but we should be ashamed, rather than proud, of this. Dealing with this situation becomes innervating after a while. I could say the same about the disgraceful condition of our teaching facilities.*

*In my view, the College should pay more attention and expend more resources on enhancing the objective quality of the academic program, by expanding the faculty, enhancing faculty opportunities for research, attracting the best possible students (via merit scholarships) and best possible faculty, etc.*

*The lack of ethnic and racial diversity of the student body at W&M is a major concern for me. Are we making any progress?*

*I very much feel that we must move away from the seemingly constant creation of new administrative lines in the college. Lines that are not clearly defined or justified.*

*If there is one thing besides money that would get me to go on the job market, it is the limited funding for electronic library collections. There is a collection that is central to my teaching and scholarship that the library just can't afford to buy even though much less-esteemed colleges on the Peninsula have access to it. It is too late for my own scholarship--I have completed the project for which it would have been invaluable--but it continues to hamper my teaching. I would be much more likely to have my students do research papers if we subscribed to this collection. The librarians have been very sympathetic, but they just don't have the money.*

*We must move to some kind of system that provides a forum for grievances and complaints to be heard in the College. A College-wide ombuds office - one that serves everyone - faculty, undergraduate students, and staff (including hourly employees) - and not just graduate students is long, long overdue. It is not just necessary, it is the right thing to do. Such a resource is vital to a healthier, more collegial, and more responsible environment for everyone.*

*I think the college is making a mistake in overemphasizing the use of technology in teaching. Technology, mostly, separates us from students, helping us avoid a direct exchange of ideas. Basic support for computer presentations should be available in some classrooms, but beyond that this is not an effective use of money.*

*I feel as strongly as I have felt about any issue in 18 years that individuals should be free from pressure to assume dept. chairship duties in lockstep rotation. If we cannot recognize that there are diverse ways to contribute to our students', and colleagues', and departments' well being, then I think we need to rethink....I am not writing this as a person who has given in to this pressure but as a person who continually feels it, and worries that my colleagues may express their dissatisfaction with my strong feeling, on merit scores, etc. If we are teacher-scholars who are highly productive and are definitely doing some governance, WHY must we be expected to necessarily take a chair's position?*

*Williamsburg is a surprisingly expensive part of the state in which to live, especially considering that it lacks cultural and other attractions of living in Northern Virginia. There is a serious housing crisis in the city, when it comes to affordable housing, in my experience.*

*Overall, W&M is a fantastic place to work! I have had a great time here so far. My students and colleagues are absolutely super. Let me underscore my earlier comment about Williamsburg, though: as the retirement community here continues to grow, it will become more and more challenging to keep younger faculty. The College should take a serious look at this issue.*

*On Question 22, I do not feel pressure to be more involved in faculty governance because I personally am already highly involved. I feel that many of my colleagues should be more involved and should feel some pressure to do so.*

*The "strategic plan" pushed through by (and earlier administration) has done serious harm to W&M's growth as a graduate institution. We should expand graduate programs in math, government, English, sociology, and perhaps other fields. We have high-quality faculty, and I'd rather see us meet our obligations to the state through graduate education than by accepting additional undergraduates. On the other hand, if we are to accept additional undergraduates, especially through the transfer program, serious attention should be given to expanding summer offerings.*

*William & Mary is a \*great\* institution for teaching and research. I am very satisfied in my employment here*

*William and Mary sure likes surveys and assessments.*