

Faculty Assembly Report
Presented by
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Vice President, Faculty Assembly



WILLIAM & MARY

CHARTERED 1693

Planned Activities for 2018-19

- Work with President Rowe on a successful first year.
- Continue revision of The Faculty Handbook.
- Conduct the regular faculty survey done every three years.
- Review university-wide committees and our own committee structure to make sure we are well informed and able to fulfill our mission.
- Participate in the search for a new Provost.
- Utilize the Faculty Priorities Survey to inform priorities.

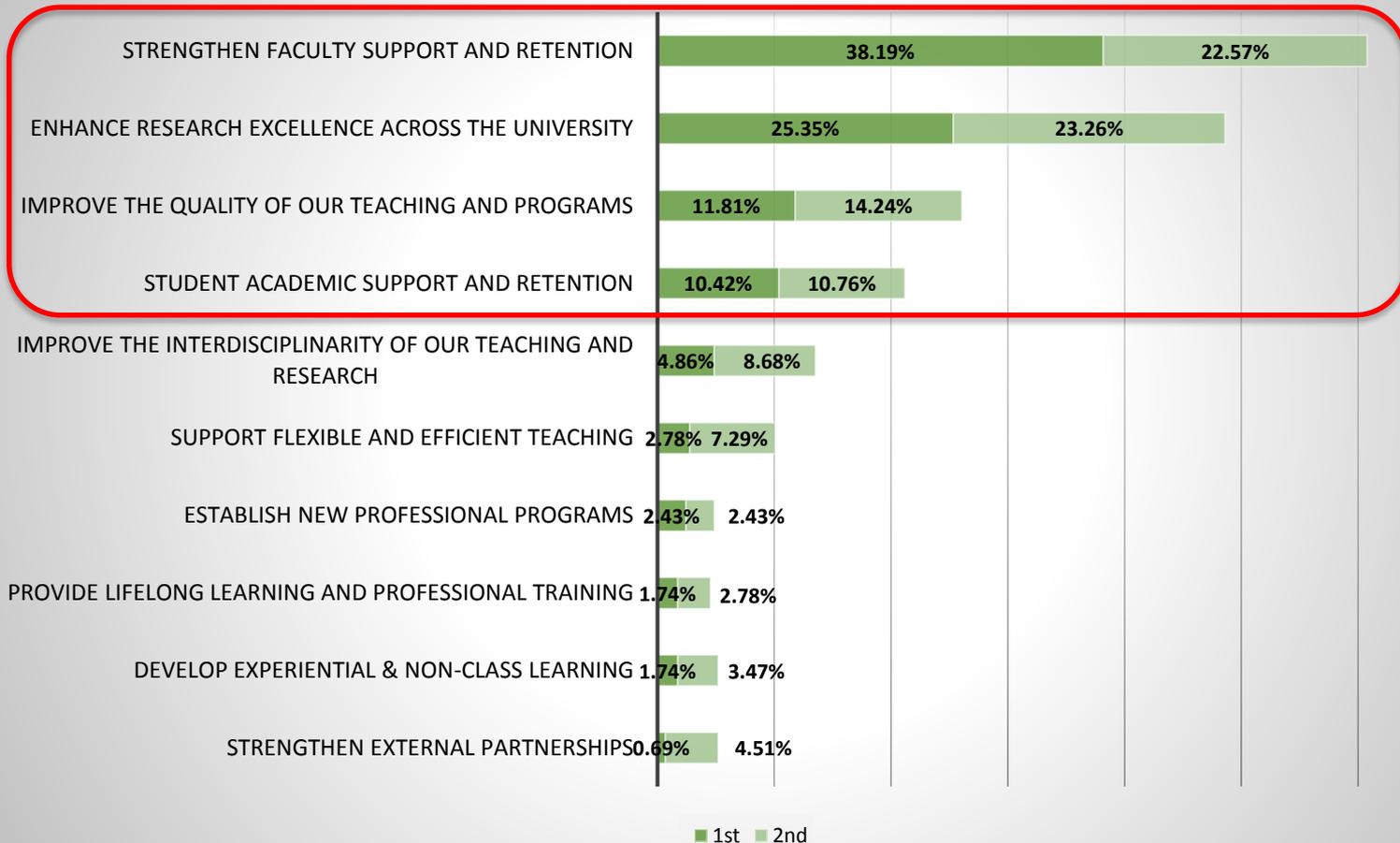
FACULTY ASSEMBLY'S 2018 SURVEY OF FACULTY PRIORITIES *FINDINGS*



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Overall category ranking



Possible **opportunities** identified through synthesis of open-ended feedback:

“Please provide any other comments concerning the academic priorities of the institution below.”

Strengthening “the core”

Respondents want to see more resources and policy decisions that support our historical strengths as a teacher-scholar, liberal arts focused, small university

New programs that leverage W&M’s unique model

Acknowledging the need to innovate, respondents suggest that we do so in ways that legitimately fit our strengths, e.g., interdisciplinary programs that build on our liberal arts core

Promoting well-being on campus

Respondents highlight the importance of explicitly promoting the holistic well-being (physical and psychological) of all members of the W&M community

Promoting faculty collegiality and engagement

Respondents propose a facility for faculty that promotes collegiality, enables collaborations across typical boundaries, and that generally supports faculty well-being

Promoting diversity and inclusion

Respondents were concerned that there were no specific diversity and inclusion initiatives in the survey, and they wanted to make sure that issues of diversity and inclusion are also considered within the context of academic priorities.

Possible **threats** identified through synthesis of open-ended feedback:

“Please provide any other comments concerning the academic priorities of the institution below.”

Erosion of unique W&M teacher-scholar model	Respondents worry that we are losing the qualities that most distinguish W&M (which was what attracted them to W&M in the first place and have been uniquely appealing to prospective students as well)
Creation of an NTE “underclass”	Respondents expressed concern that NTEs are being exploited, and are not being properly supported nor integrated into the W&M community
Faculty burnout/retention	Respondents express frustration with shifting demands on their time (away from teaching and research) and lack of fair compensation and benefits
Lack of faculty governance	Respondents are concerned that recent changes to W&M’s model and programs have not sufficiently engaged faculty (and/or have not been led by faculty)
Some perception of administrative & programmatic bloat	Respondents express concern about the perceived shift of resources away from core (research and teaching) activities