This is a 2013 Faculty Survey report that consists of frequencies for all of the items in the survey. Please note that the first branching question is #7 (What is your faculty status?). Questions 8 through 57 are the questions on the NTE or specified-term faculty form. The questions for the Tenure Eligible Faculty begin with question 58 and continue to the end of the items.

Report

Last Modified: 03/06/2013

1. Sex

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Male | |  |  | | --- | --- | |  |  | | 308 | 55% |
| 2 | Female | |  |  | | --- | --- | |  |  | | 247 | 45% |
|  | Total |  | 555 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.45 |
| Variance | 0.25 |
| Standard Deviation | 0.50 |
| Total Responses | 555 |

2. Ethnicity

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Hispanic or Latino/a | |  |  | | --- | --- | |  |  | | 13 | 2% |
| 2 | Not Hispanic or Latino/a | |  |  | | --- | --- | |  |  | | 514 | 98% |
|  | Total |  | 527 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.98 |
| Variance | 0.02 |
| Standard Deviation | 0.16 |
| Total Responses | 527 |

3. Race (check all that apply)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | American Indian or Alaska Native | |  |  | | --- | --- | |  |  | | 10 | 2% |
| 2 | Asian | |  |  | | --- | --- | |  |  | | 36 | 7% |
| 3 | Black or African American | |  |  | | --- | --- | |  |  | | 21 | 4% |
| 4 | Native Hawaiian or Other Pacific Islander | |  |  | | --- | --- | |  |  | | 2 | 0% |
| 5 | White | |  |  | | --- | --- | |  |  | | 479 | 90% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 5 |
| Total Responses | 532 |

4. Sexual Orientation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Homosexual | |  |  | | --- | --- | |  |  | | 23 | 4% |
| 2 | Heterosexual | |  |  | | --- | --- | |  |  | | 451 | 83% |
| 3 | Bisexual | |  |  | | --- | --- | |  |  | | 10 | 2% |
| 4 | Prefer not to answer | |  |  | | --- | --- | |  |  | | 57 | 11% |
|  | Total |  | 541 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 4 |
| Mean | 2.19 |
| Variance | 0.45 |
| Standard Deviation | 0.67 |
| Total Responses | 541 |

5. How many years have you been a faculty member at William & Mary

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | 5 years or less | |  |  | | --- | --- | |  |  | | 178 | 32% |
| 2 | 6-10 years | |  |  | | --- | --- | |  |  | | 105 | 19% |
| 3 | 11-15 years | |  |  | | --- | --- | |  |  | | 96 | 17% |
| 4 | 16-20 years | |  |  | | --- | --- | |  |  | | 65 | 12% |
| 5 | More than 20 years | |  |  | | --- | --- | |  |  | | 111 | 20% |
|  | Total |  | 555 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 5 |
| Mean | 2.69 |
| Variance | 2.30 |
| Standard Deviation | 1.51 |
| Total Responses | 555 |

6. How many years have you been a faculty member at any institution of higher education?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | 5 years | |  |  | | --- | --- | |  |  | | 127 | 23% |
| 2 | 6-10 years | |  |  | | --- | --- | |  |  | | 96 | 18% |
| 3 | 11-15 years | |  |  | | --- | --- | |  |  | | 93 | 17% |
| 4 | 16-20 years | |  |  | | --- | --- | |  |  | | 69 | 13% |
| 5 | More than 20 years | |  |  | | --- | --- | |  |  | | 158 | 29% |
|  | Total |  | 543 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 5 |
| Mean | 3.06 |
| Variance | 2.40 |
| Standard Deviation | 1.55 |
| Total Responses | 543 |

7. What is your faculty status?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Tenure Eligible | |  |  | | --- | --- | |  |  | | 384 | 72% |
| 2 | Specified-term Faculty | |  |  | | --- | --- | |  |  | | 152 | 28% |
|  | Total |  | 536 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.28 |
| Variance | 0.20 |
| Standard Deviation | 0.45 |
| Total Responses | 536 |

8. What is your faculty rank?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Instructor | |  |  | | --- | --- | |  |  | | 40 | 28% |
| 2 | Lecturer | |  |  | | --- | --- | |  |  | | 16 | 11% |
| 3 | Senior Lecturer | |  |  | | --- | --- | |  |  | | 4 | 3% |
| 4 | Post-Doctoral Fellow | |  |  | | --- | --- | |  |  | | 2 | 1% |
| 5 | Assistant Professor | |  |  | | --- | --- | |  |  | | 44 | 31% |
| 6 | Associate Professor | |  |  | | --- | --- | |  |  | | 18 | 13% |
| 7 | Full Professor | |  |  | | --- | --- | |  |  | | 19 | 13% |
|  | Total |  | 143 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 7 |
| Mean | 3.87 |
| Variance | 5.02 |
| Standard Deviation | 2.24 |
| Total Responses | 143 |

9. Which of the following title modifiers do you have?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | "Research" | |  |  | | --- | --- | |  |  | | 16 | 16% |
| 2 | "Clinical" | |  |  | | --- | --- | |  |  | | 13 | 13% |
| 3 | "Visiting" | |  |  | | --- | --- | |  |  | | 54 | 55% |
| 4 | "Executive" | |  |  | | --- | --- | |  |  | | 4 | 4% |
| 5 | "of the Practice" | |  |  | | --- | --- | |  |  | | 11 | 11% |
|  | Total |  | 98 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 5 |
| Mean | 2.81 |
| Variance | 1.25 |
| Standard Deviation | 1.12 |
| Total Responses | 98 |

10. How long have you worked at W&M?

|  |
| --- |
| Text Response |
| 8 years |
| 2 years |
| 6 months |
| 1 year |
| One or more years at different times |
| 2 years |
| Since 2006 |
| 33 years |
| Sine 2005 |
| 2.5 years (since Fall 2010) |
| 2 years full time; 10 years adjunct |
| 25 years |
| Under 1 year |
| seven years |
| 21 years |
| Adjunct Associate Professor - January 2001 |
| 3 years |
| This is my first year |
| 8 years |
| 29 years with 10 years at another college before coming here. |
| 10 years |
| 6 years, beginning Fall 2007 |
| Since January 2001 |
| 2 years |
| six years |
| 1.5 years |
| Two months |
| This is my first year. |
| four years |
| 24 years |
| 3 years as a University Supervisor in the SOE and 1 year as an adjunct instructor in the SOE |
| 14 yrs |
| more than 20 years |
| About 3 years. |
| 10 years |
| 19 years |
| Since August 2011 |
| 10 years |
| 6 months |
| I worked as a Full-time Visiting Instructor for two years, and as an adjunct for 8 years. |
| 2 years |
| 3 years |
| 3 years |
| 12 years |
| Since August 2012 |
| August 2012 |
| since 1966 |
| three semesters |
| I have been teaching a workshop through the Graduate Center since 1999 |
| since 1994 |
| 2 years |
| Since August 2012 |
| 23 years |
| Since August 1992 |
| 26 years |
| 2 years |
| 27 years |
| 6 years |
| 18 years |
| Since 2008 (full time) |
| 26 years |
| 14 years |
| 6 years |
| Since fall 2005 |
| 13 years |
| This is my 4th year. |
| 28 years |
| 1 semester |
| Full-time since 1998 |
| This academic year, after 9 semesters as an adjunct professor |
| 5 years |
| 2.5 years |
| 2005 |
| 2 years |
| 9 yrs |
| 6.5 years |
| 2.5 years |
| 1.5 years |
| 6 years |
| 2012 |
| 4 years |
| 3 years |
| 12 years |
| 1.5 years |
| 6 months |
| 3 years |
| 16 years |
| 15 years |
| 13 years |
| This is my 5th year |
| 8years |
| 26 years |
| 20 years |
| 14 years |
| May 2012 |
| less than one year |
| 20+ years |
| 13 years |
| Approximately 6 years |
| 2 years |
| 13.5 years |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 143 |

11. What is the length of your current contract?

|  |
| --- |
| Text Response |
| 1 year |
| 1 year |
| one semester |
| One year |
| 1 year |
| 1 year |
| tenured |
| One year, but it was revised after 6 months, my salary was lowered for the second term |
| one year (renewed for next year for another year) |
| annual appointment |
| 12 months |
| one year |
| Continuing |
| One semester at a time |
| 1 year |
| I year (Verbal agreement for summer and Academic year 2013-2014) |
| 5 years |
| 9 mos. |
| 3 years |
| 6 months |
| one year; hold a year-to-year appointment |
| one year at a time (specified-termn, full-time) |
| one year |
| 1 year (extended from previous 1 year) |
| One semester |
| Annual contract. |
| one semester |
| 5 years evergreen |
| Semester by Semester as needed |
| Tenured, yearly |
| do not have an official "contract", but a letter of appt. for 1 year |
| One year |
| annual contract |
| by semester |
| I technically have a 5 year max on my contract that gets renewed each year after a merit evaluation. I'm in year 2 of this contract. |
| 1 year |
| 1 |
| Semester |
| 1 year |
| 1 year |
| 1 year |
| 1 semester |
| One year |
| August 2012 - 2014 |
| year-to-year I guess |
| 1 semester |
| Two months |
| yearly |
| 1 year |
| 1 year |
| 1 year |
| I have no term limit to my NTE contract. |
| 1 year |
| one year |
| annual |
| 1 year |
| 1 year |
| year-to-year |
| One year |
| tenured |
| open |
| 9 month contract renewable up to 5 years. |
| one year |
| 1 semester |
| May 9, 2013 |
| one year |
| 1 year |
| one year |
| yearly |
| 1 year |
| annual renewal |
| One year contract |
| 9 months |
| 1 year |
| Fall 2012 |
| 1 year |
| 3 years |
| One year renewable |
| 2 years |
| 9 months |
| 1 year |
| continuous |
| annual |
| 1 semester |
| tenured |
| Yearly |
| 1 year |
| permanent |
| 3 years |
| one-year, and about to be renewed for one more year |
| yearly |
| 5 years |
| Annual |
| 1 year |
| One year |
| I have tenure |
| One year. |
| May 2013 |
| one year, I think? but I gather this is changing soon or changed recently? |
| 1 year |
| until retirement |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 137 |

12. Do you currently hold an administrative title, or have you held an administrative title in the past three years?  (e.g. Department Chair, Program Director, Director of Grad or Undergraduate Studies, Assistant Dean, Associate Provost, Vice President, etc.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 26 | 17% |
| 2 | No | |  |  | | --- | --- | |  |  | | 126 | 83% |
|  | Total |  | 152 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.83 |
| Variance | 0.14 |
| Standard Deviation | 0.38 |
| Total Responses | 152 |

13. What is your academic area or professional school?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Arts and Sciences Area I (Humanities) | |  |  | | --- | --- | |  |  | | 56 | 38% |
| 2 | Arts and Sciences Area II (Social Sciences) | |  |  | | --- | --- | |  |  | | 29 | 20% |
| 3 | Arts and Sciences Area III (Natural Sciences and Mathematics) | |  |  | | --- | --- | |  |  | | 16 | 11% |
| 4 | School of Business | |  |  | | --- | --- | |  |  | | 13 | 9% |
| 5 | School of Education | |  |  | | --- | --- | |  |  | | 12 | 8% |
| 6 | School of Law | |  |  | | --- | --- | |  |  | | 13 | 9% |
| 7 | School of Marine Science (VIMS) | |  |  | | --- | --- | |  |  | | 8 | 5% |
|  | Total |  | 147 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 7 |
| Mean | 2.78 |
| Variance | 3.78 |
| Standard Deviation | 1.94 |
| Total Responses | 147 |

14. In general, how satisfied are you with the following aspects of your work situation at the College?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied |  | Mean |
| 1 | Availability (number) of internal summer research grants | 15 | 11 | 26 | 12 | 1 | 65 | 3.58 |
| 2 | College assistance in obtaining external grant support | 10 | 13 | 36 | 10 | 5 | 74 | 3.82 |
| 3 | Funding for research presentations at conferences | 14 | 29 | 22 | 23 | 7 | 95 | 3.79 |
| 4 | Secretarial / office support | 4 | 3 | 16 | 61 | 54 | 138 | 5.14 |
| 5 | Support for teaching (faculty development) | 12 | 11 | 36 | 49 | 14 | 122 | 4.34 |
| 6 | Classroom space appropriate for teaching needs | 11 | 29 | 21 | 47 | 29 | 137 | 4.39 |
| 7 | Your teaching load | 4 | 12 | 21 | 59 | 35 | 131 | 4.83 |
| 8 | Health insurance coverage options | 10 | 10 | 17 | 53 | 25 | 115 | 4.63 |
| 9 | Other benefit options (e.g. retirement, long-term-care insurance, disability, etc.) | 10 | 7 | 25 | 52 | 22 | 116 | 4.59 |
| 10 | Availability of equipment (other than computers) | 7 | 13 | 39 | 53 | 20 | 132 | 4.50 |
| 11 | Your college-assigned computer | 9 | 8 | 16 | 58 | 31 | 122 | 4.77 |
| 12 | Faculty salaries in general | 30 | 30 | 40 | 26 | 1 | 127 | 3.51 |
| 13 | Your salary | 33 | 41 | 29 | 34 | 3 | 140 | 3.52 |
| 14 | Support for spouses/partners of faculty members | 10 | 19 | 31 | 20 | 5 | 85 | 3.89 |
| 15 | Support for faculty who are caregivers to family members. | 2 | 8 | 45 | 6 | 2 | 63 | 3.97 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Availability (number) of internal summer research grants | College assistance in obtaining external grant support | Funding for research presentations at conferences | Secretarial / office support | Support for teaching (faculty development) | Classroom space appropriate for teaching needs | Your teaching load | Health insurance coverage options | Other benefit options (e.g. retirement, long-term-care insurance, disability, etc.) | Availability of equipment (other than computers) | Your college-assigned computer | Faculty salaries in general | Your salary | Support for spouses/partners of faculty members | Support for faculty who are caregivers to family members. |
| Min Value | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Max Value | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Mean | 3.58 | 3.82 | 3.79 | 5.14 | 4.34 | 4.39 | 4.83 | 4.63 | 4.59 | 4.50 | 4.77 | 3.51 | 3.52 | 3.89 | 3.97 |
| Variance | 1.18 | 1.11 | 1.40 | 0.84 | 1.24 | 1.58 | 1.05 | 1.37 | 1.27 | 1.08 | 1.27 | 1.19 | 1.34 | 1.17 | 0.48 |
| Standard Deviation | 1.09 | 1.05 | 1.18 | 0.92 | 1.11 | 1.26 | 1.02 | 1.17 | 1.13 | 1.04 | 1.13 | 1.09 | 1.16 | 1.08 | 0.69 |
| Total Responses | 65 | 74 | 95 | 138 | 122 | 137 | 131 | 115 | 116 | 132 | 122 | 127 | 140 | 85 | 63 |

15. Indicate your level of agreement or disagreement with each of the following statements using this scale:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Not Sure | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |  | Mean |
| 1 | Faculty of color are treated fairly in terms of salary. | 73 | 2 | 10 | 9 | 25 | 17 | 136 | 2.72 |
| 2 | Faculty of color are treated fairly in terms of service expectations. | 71 | 3 | 7 | 8 | 30 | 17 | 136 | 2.81 |
| 3 | Faculty of color are treated fairly in terms of teaching expectations. | 71 | 1 | 2 | 12 | 34 | 16 | 136 | 2.89 |
| 4 | Faculty of color are treated fairly in terms of research expectations. | 72 | 2 | 3 | 10 | 33 | 16 | 136 | 2.84 |
| 5 | Faculty of color are treated fairly in terms of mentor availability. | 75 | 4 | 6 | 9 | 27 | 15 | 136 | 2.66 |
| 6 | Women faculty are treated fairly in terms of salary. | 47 | 9 | 22 | 22 | 23 | 14 | 137 | 3.05 |
| 7 | Women faculty are treated fairly in terms of service expectations. | 48 | 9 | 16 | 21 | 29 | 14 | 137 | 3.12 |
| 8 | Women faculty are treated fairly in terms of teaching expectations. | 45 | 6 | 6 | 21 | 43 | 15 | 136 | 3.41 |
| 9 | Women faculty are treated fairly in terms of research expectations. | 48 | 4 | 9 | 20 | 40 | 15 | 136 | 3.33 |
| 10 | Women faculty are treated fairly in terms of mentor availability. | 50 | 7 | 6 | 23 | 33 | 16 | 135 | 3.22 |
| 11 | Male faculty are treated fairly in terms of salary. | 47 | 3 | 11 | 21 | 36 | 16 | 134 | 3.33 |
| 12 | Male faculty are treated fairly in terms of service expectations. | 49 | 3 | 4 | 19 | 45 | 16 | 136 | 3.41 |
| 13 | Male faculty are treated fairly in terms of teaching expectations. | 50 | 1 | 2 | 22 | 44 | 16 | 135 | 3.42 |
| 14 | Male faculty are treated fairly in terms of research expectations. | 56 | 1 | 1 | 22 | 40 | 16 | 136 | 3.27 |
| 15 | Male faculty are treated fairly in terms of mentor availability. | 59 | 1 | 2 | 19 | 37 | 13 | 131 | 3.10 |
| 16 | LGBTQ faculty are treated fairly in terms of salary. | 82 | 1 | 3 | 14 | 18 | 14 | 132 | 2.45 |
| 17 | LGBTQ faculty are treated fairly in terms of service expectations. | 82 | 1 | 0 | 12 | 23 | 14 | 132 | 2.51 |
| 18 | LGBTQ faculty are treated fairly in terms of teaching expectations. | 81 | 1 | 0 | 13 | 24 | 14 | 133 | 2.55 |
| 19 | LGBTQ faculty are treated fairly in terms of research expectations. | 80 | 1 | 0 | 13 | 23 | 14 | 131 | 2.54 |
| 20 | LGBTQ faculty are treated fairly in terms of mentor availability. | 82 | 1 | 2 | 13 | 19 | 14 | 131 | 2.45 |
| 21 | Faculty with disabilities are treated fairly in terms of salary. | 86 | 0 | 4 | 10 | 17 | 13 | 130 | 2.32 |
| 22 | Faculty with disabilities are treated fairly in terms of service expectations. | 87 | 0 | 1 | 11 | 22 | 13 | 134 | 2.40 |
| 23 | Faculty with disabilities are treated fairly in terms of teaching expectations. | 88 | 0 | 0 | 13 | 20 | 13 | 134 | 2.37 |
| 24 | Faculty with disabilities are treated fairly in terms of research expectations. | 89 | 0 | 1 | 11 | 20 | 13 | 134 | 2.34 |
| 25 | Faculty with disabilities are treated fairly in terms of mentor availability. | 88 | 0 | 0 | 13 | 18 | 14 | 133 | 2.36 |
| 26 | Faculty members are treated fairly regardless of gender, race, or ethnicity. | 53 | 6 | 14 | 12 | 33 | 14 | 132 | 3.06 |
| 27 | This institution should hire more faculty of color. | 38 | 2 | 2 | 43 | 23 | 25 | 133 | 3.65 |
| 28 | This institution should hire more women faculty. | 36 | 3 | 7 | 52 | 18 | 15 | 131 | 3.44 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Faculty of color are treated fairly in terms of salary. | Faculty of color are treated fairly in terms of service expectations. | Faculty of color are treated fairly in terms of teaching expectations. | Faculty of color are treated fairly in terms of research expectations. | Faculty of color are treated fairly in terms of mentor availability. | Women faculty are treated fairly in terms of salary. | Women faculty are treated fairly in terms of service expectations. | Women faculty are treated fairly in terms of teaching expectations. | Women faculty are treated fairly in terms of research expectations. | Women faculty are treated fairly in terms of mentor availability. | Male faculty are treated fairly in terms of salary. | Male faculty are treated fairly in terms of service expectations. | Male faculty are treated fairly in terms of teaching expectations. | Male faculty are treated fairly in terms of research expectations. | Male faculty are treated fairly in terms of mentor availability. | LGBTQ faculty are treated fairly in terms of salary. | LGBTQ faculty are treated fairly in terms of service expectations. | LGBTQ faculty are treated fairly in terms of teaching expectations. | LGBTQ faculty are treated fairly in terms of research expectations. | LGBTQ faculty are treated fairly in terms of mentor availability. | Faculty with disabilities are treated fairly in terms of salary. | Faculty with disabilities are treated fairly in terms of service expectations. | Faculty with disabilities are treated fairly in terms of teaching expectations. | Faculty with disabilities are treated fairly in terms of research expectations. | Faculty with disabilities are treated fairly in terms of mentor availability. | Faculty members are treated fairly regardless of gender, race, or ethnicity. | This institution should hire more faculty of color. | This institution should hire more women faculty. |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Mean | 2.72 | 2.81 | 2.89 | 2.84 | 2.66 | 3.05 | 3.12 | 3.41 | 3.33 | 3.22 | 3.33 | 3.41 | 3.42 | 3.27 | 3.10 | 2.45 | 2.51 | 2.55 | 2.54 | 2.45 | 2.32 | 2.40 | 2.37 | 2.34 | 2.36 | 3.06 | 3.65 | 3.44 |
| Variance | 4.04 | 4.17 | 4.26 | 4.24 | 4.00 | 3.21 | 3.40 | 3.64 | 3.67 | 3.73 | 3.65 | 3.84 | 3.87 | 4.01 | 4.00 | 3.82 | 4.02 | 4.04 | 4.03 | 3.88 | 3.71 | 3.88 | 3.83 | 3.81 | 3.85 | 3.72 | 3.47 | 2.93 |
| Standard Deviation | 2.01 | 2.04 | 2.06 | 2.06 | 2.00 | 1.79 | 1.84 | 1.91 | 1.92 | 1.93 | 1.91 | 1.96 | 1.97 | 2.00 | 2.00 | 1.95 | 2.01 | 2.01 | 2.01 | 1.97 | 1.93 | 1.97 | 1.96 | 1.95 | 1.96 | 1.93 | 1.86 | 1.71 |
| Total Responses | 136 | 136 | 136 | 136 | 136 | 137 | 137 | 136 | 136 | 135 | 134 | 136 | 135 | 136 | 131 | 132 | 132 | 133 | 131 | 131 | 130 | 134 | 134 | 134 | 133 | 132 | 133 | 131 |

16. Please elaborate on any of your responses above if you so wish.

|  |
| --- |
| Text Response |
| The college does nothing to increase the amount of qualified female faculty in sciences here at the college. |
| Diversity is both ethnicity and world view. |
| NT faculty are not treated fairly, despite their full time commitment. There is no health insurance or benefits offered to adjuncts. Adjuncts make one third of full time salary, working at least twice the load of the full timers. Some of the adjuncts in my department has similar or higher achievements/ credentials of the full time faculty. |
| Having only been here for one semester and in a Visiting role I don't have any info in this area - sorry I don't have better answers. |
| Need more international faculty |
| Women in my department do proportionally far more service than men, especially junior women vs. senior men. And there is a terrible dearth of faculty of color in our department, despite a specific need for their areas of study and expertise. |
| My (limited) knowledge of faculty salaries shows some discrepancy in terms of people of color and women. On average, white faculty members and male faculty members appear more generously compensated than their colleagues. |
| There are many women in the SOE. |
| I responded "not sure" to a number of these questions because I do not have the information necessary to comfortably respond to these questions. I would imagine that the College would not treat LGBTQ faculty or faculty of color any differently. I really have no stats to base my feelings on so I thought the best response was "not sure." |
| None of my experiences indicate unfair treatment of minority or female faculty, but I am uncertain about the expectations on them. |
| It's important to be fair to everyone, no matter their race, origin, nationality, sexual orientation, physical condition, etc. It's not fair, however, to hire faculty members based on some "unofficial" preference to have a "diverse" faculty body. That is, there should be no effort made to hire someone because s/he is of a certain race/gender just for the sake of diversity. Faculty members should be hired based solely on their academic capacities. |
| As a newly-minted PhD, this is my first year in the profession. I have been shocked at the amount of sexism -- inappropriate touching on the knee, inappropriate confession of unrequited affection -- in the departments where I collaborate with colleagues. (My home department is fine, though it is mostly female. I think the gender imbalance in the other fields has something to do with the bad behavior of male faculty.) |
| W&M should know, and make public, the percentage of NTE faculty that are women, and the effect of that on average female faculty salaries. |
| Salaries, teachng load, research expectations, office space allocations of differing genders, ethnicities, sexual orientations are not known to me. |
| If faculty of color are not potential candidates, the College should not push it -- equity does not mean changing expectations. |
| I do not have sufficient information to judge the above questions since I teach only one day a week and I ma not privy to full time faculty matters. |
| Salary compression is a serious problem in the humanities and social sciences to the point of absurdity |
| we provide our own faculty (except college provided admin) in military science. we represent all race, color, creed, and fully support all college and national hiring EO policies. I have no basis to judge the majority of these questions. |
| The SMS has hired many new faculty recently, and all have been men. This seems more than just coincidence. |
| I do not have enough knowledge to respond to most of these questions with any certainty. I do not that salaries are not equitable in the School of Education, and I have been told too many times when i have inquired about professors newly hired below my rank (Full Professor) that the changing market is responsible for those higher salaries. My response is,"Who's minding the store?" I believe that the University and the School of Education (and all schools) should reward high ranking faculty for their accomplishment in rank before hiring new faculty that make more than full faculty. Recently one associate professor was hired in the SOE making $15,000 more annually than I was making. That's just not fair. |
| William & Mary has very solidly established its reputation for treating all faculty fairly, regardless of race, gender, and preferences. While current levels of support are phenomenal, if the College shifted sharply, faculty resentment could become very problematic, especially as we face budget issues. Department Chairs and support administrative assistants are performing in an exemplary manner. |
| The institution should hire the most capable faculty, regadless of their color, gender or race! |
| I have no way of knowing the answers to questions that relate to targeted groups. |
| mentoring seems to be an individual case by case basis, but i don't feel like i was mentored properly since i've been here. |
| These are not questions as to which adjunct faculty would have knowledge. |
| There are most certainly not ENOUGH faculty members of color and we are indeed passed over for more classes. |
| Science, research and teaching here are gender neutral either you are good or you are not! |
| I am most dissatisfied at the gross inequities in salaries between the different departments |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 28 |

17. Are you receiving sufficient support and supervision?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 102 | 76% |
| 2 | No | |  |  | | --- | --- | |  |  | | 33 | 24% |
|  | Total |  | 135 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.24 |
| Variance | 0.19 |
| Standard Deviation | 0.43 |
| Total Responses | 135 |

18. Do you receive annual feedback on your performance?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 94 | 71% |
| 2 | No | |  |  | | --- | --- | |  |  | | 38 | 29% |
|  | Total |  | 132 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.29 |
| Variance | 0.21 |
| Standard Deviation | 0.45 |
| Total Responses | 132 |

19. Have other faculty members or administrators visited your classes?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 58 | 43% |
| 2 | No | |  |  | | --- | --- | |  |  | | 61 | 45% |
| 3 | NA | |  |  | | --- | --- | |  |  | | 16 | 12% |
|  | Total |  | 135 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.69 |
| Variance | 0.45 |
| Standard Deviation | 0.67 |
| Total Responses | 135 |

20. I am provided feedback on whether my teaching is consistent with the expectations of the program.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 76 | 57% |
| 2 | No | |  |  | | --- | --- | |  |  | | 38 | 28% |
| 3 | NA | |  |  | | --- | --- | |  |  | | 20 | 15% |
|  | Total |  | 134 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.58 |
| Variance | 0.55 |
| Standard Deviation | 0.74 |
| Total Responses | 134 |

21. Do you have office hours?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 115 | 86% |
| 2 | No | |  |  | | --- | --- | |  |  | | 19 | 14% |
|  | Total |  | 134 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.14 |
| Variance | 0.12 |
| Standard Deviation | 0.35 |
| Total Responses | 134 |

22. An advocate is someone who speaks or writes in support or defense of another person.  During your time at William & Mary, do you feel that you have had or currently have an advocate on campus?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 73 | 54% |
| 2 | No | |  |  | | --- | --- | |  |  | | 63 | 46% |
|  | Total |  | 136 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.46 |
| Variance | 0.25 |
| Standard Deviation | 0.50 |
| Total Responses | 136 |

23. A mentor is an individual who provides wisdom, knowledge and career advise to a person who is at a more junior level relative to him or herself. At William & Mary, do you feel that you have had or currently have a mentor on campus?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 69 | 51% |
| 2 | No | |  |  | | --- | --- | |  |  | | 67 | 49% |
|  | Total |  | 136 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.49 |
| Variance | 0.25 |
| Standard Deviation | 0.50 |
| Total Responses | 136 |

24. During the last three years, have you considered leaving (permanently) your position at W&M?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 74 | 56% |
| 2 | No | |  |  | | --- | --- | |  |  | | 58 | 44% |
|  | Total |  | 132 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.44 |
| Variance | 0.25 |
| Standard Deviation | 0.50 |
| Total Responses | 132 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 42 | 32% |
| 2 | No | |  |  | | --- | --- | |  |  | | 91 | 68% |
|  | Total |  | 133 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.68 |
| Variance | 0.22 |
| Standard Deviation | 0.47 |
| Total Responses | 133 |

26. Are you actively on the job market now?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 45 | 34% |
| 2 | No | |  |  | | --- | --- | |  |  | | 86 | 66% |
|  | Total |  | 131 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.66 |
| Variance | 0.23 |
| Standard Deviation | 0.48 |
| Total Responses | 131 |

27. If yes, please indicate the reason(s) why you are actively seeking another job. Check all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Dissatisfaction with my salary at W&M | |  |  | | --- | --- | |  |  | | 29 | 59% |
| 2 | Dissatisfaction with the research support that I receive at W&M | |  |  | | --- | --- | |  |  | | 17 | 35% |
| 3 | Dissatisfaction with the research support facilities at W&M | |  |  | | --- | --- | |  |  | | 10 | 20% |
| 4 | Desire to be more involved in graduate education | |  |  | | --- | --- | |  |  | | 9 | 18% |
| 5 | Desire to join a department or school that places more emphasis on my research specialty (where there will be more colleagues who work in related research areas) | |  |  | | --- | --- | |  |  | | 16 | 33% |
| 6 | Desire to move up in terms of the national prestige of the university where I work | |  |  | | --- | --- | |  |  | | 4 | 8% |
| 7 | Desire for reduced teaching assignment | |  |  | | --- | --- | |  |  | | 13 | 27% |
| 8 | Dissatisfaction with the level of collegiality in my department or school | |  |  | | --- | --- | |  |  | | 16 | 33% |
| 9 | I would like a tenure-eligible position | |  |  | | --- | --- | |  |  | | 33 | 67% |
| 10 | Spouse/partner hiring issues | |  |  | | --- | --- | |  |  | | 11 | 22% |
| 11 | Other reasons | |  |  | | --- | --- | |  |  | | 17 | 35% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 11 |
| Total Responses | 49 |

28. Which library do you use most frequently?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Swem | |  |  | | --- | --- | |  |  | | 99 | 76% |
| 2 | School of Business Library | |  |  | | --- | --- | |  |  | | 9 | 7% |
| 3 | School of Education Library | |  |  | | --- | --- | |  |  | | 1 | 1% |
| 4 | Law School Library | |  |  | | --- | --- | |  |  | | 13 | 10% |
| 5 | VIMS Library | |  |  | | --- | --- | |  |  | | 8 | 6% |
|  | Total |  | 130 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 5 |
| Mean | 1.63 |
| Variance | 1.60 |
| Standard Deviation | 1.26 |
| Total Responses | 130 |

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Not Applicable | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied |  | Mean |
| 1 | Adequacy of library holdings (e.g. comprehensive print and journal collections) | 8 | 3 | 10 | 17 | 65 | 30 | 133 | 4.64 |
| 2 | Library services (e.g. timely document delivery and interlibrary loan) | 11 | 0 | 2 | 11 | 50 | 59 | 133 | 5.00 |
| 3 | Accessibility to library electronic resources from my office or home | 4 | 0 | 4 | 17 | 42 | 64 | 131 | 5.18 |
| 4 | Easy-to-use access tools that allow me to find things on my own | 9 | 3 | 3 | 14 | 49 | 54 | 132 | 4.92 |
| 5 | A library website enabling me to locate information on my own | 10 | 3 | 7 | 16 | 44 | 52 | 132 | 4.80 |
| 6 | Comprehensive collections of full-text articles online | 12 | 0 | 4 | 23 | 61 | 32 | 132 | 4.64 |
| 7 | Online library licensed journals and databases | 10 | 0 | 6 | 20 | 61 | 35 | 132 | 4.72 |
| 8 | Collections of digital media (audio, photographic, video, film, etc.) | 30 | 1 | 6 | 24 | 43 | 27 | 131 | 3.99 |
| 9 | Access to online databases | 13 | 0 | 3 | 17 | 56 | 41 | 130 | 4.74 |
| 10 | Overall library support for my teaching and research needs | 8 | 0 | 4 | 13 | 56 | 50 | 131 | 4.98 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Adequacy of library holdings (e.g. comprehensive print and journal collections) | Library services (e.g. timely document delivery and interlibrary loan) | Accessibility to library electronic resources from my office or home | Easy-to-use access tools that allow me to find things on my own | A library website enabling me to locate information on my own | Comprehensive collections of full-text articles online | Online library licensed journals and databases | Collections of digital media (audio, photographic, video, film, etc.) | Access to online databases | Overall library support for my teaching and research needs |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Mean | 4.64 | 5.00 | 5.18 | 4.92 | 4.80 | 4.64 | 4.72 | 3.99 | 4.74 | 4.98 |
| Variance | 1.70 | 1.92 | 1.21 | 1.91 | 2.12 | 1.88 | 1.75 | 3.32 | 2.09 | 1.59 |
| Standard Deviation | 1.30 | 1.39 | 1.10 | 1.38 | 1.46 | 1.37 | 1.32 | 1.82 | 1.44 | 1.26 |
| Total Responses | 133 | 133 | 131 | 132 | 132 | 132 | 132 | 131 | 130 | 131 |

30. In general, how satisfied are you with the following aspects of information technology materials and services at the College?

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Very Dissatisfied | Dissatisfied | Somewhat Dissatisfied | Neutral | Somewhat Satisfied | Satisfied | Very Satisfied |  | Mean |
| 1 | Availability of computer equipment | 4 | 7 | 8 | 16 | 18 | 47 | 30 | 130 | 5.29 |
| 2 | Availability of computer software | 3 | 4 | 14 | 20 | 16 | 47 | 26 | 130 | 5.21 |
| 3 | IT technical support | 2 | 2 | 10 | 5 | 17 | 49 | 44 | 129 | 5.76 |
| 4 | Support for integrating technology in my teaching | 1 | 6 | 10 | 23 | 13 | 43 | 32 | 128 | 5.33 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Statistic | Availability of computer equipment | Availability of computer software | IT technical support | Support for integrating technology in my teaching |
| Min Value | 1 | 1 | 1 | 1 |
| Max Value | 7 | 7 | 7 | 7 |
| Mean | 5.29 | 5.21 | 5.76 | 5.33 |
| Variance | 2.57 | 2.37 | 1.92 | 2.29 |
| Standard Deviation | 1.60 | 1.54 | 1.39 | 1.51 |
| Total Responses | 130 | 130 | 129 | 128 |

31. How often do you use the following (for teaching, research, service, communication with professional colleagues, -- all work related usages)?

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Never | Once per year | Once per semester | Monthly | Weekly | Several times per week | Daily |  | Mean |
| 1 | Course management system (Blackboard) | 15 | 6 | 6 | 4 | 19 | 31 | 52 | 133 | 5.31 |
| 2 | University library website | 16 | 4 | 15 | 20 | 24 | 33 | 19 | 131 | 4.58 |
| 3 | Clickers | 110 | 2 | 1 | 5 | 3 | 4 | 3 | 128 | 1.54 |
| 4 | E-portfolios | 114 | 2 | 5 | 2 | 3 | 1 | 2 | 129 | 1.36 |
| 5 | Webcasts or podcasts | 90 | 9 | 15 | 9 | 4 | 1 | 3 | 131 | 1.80 |
| 6 | Wikis | 81 | 5 | 11 | 11 | 6 | 7 | 7 | 128 | 2.26 |
| 7 | Blogs | 78 | 4 | 9 | 13 | 10 | 10 | 6 | 130 | 2.44 |
| 8 | White board | 74 | 1 | 4 | 6 | 12 | 17 | 14 | 128 | 2.91 |
| 9 | Photo or Video websites (Flickr, YouTube, etc.) | 42 | 4 | 8 | 15 | 22 | 25 | 14 | 130 | 3.78 |
| 10 | Online virtual words (Second Life, etc.) | 119 | 1 | 1 | 1 | 3 | 0 | 2 | 127 | 1.24 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Course management system (Blackboard) | University library website | Clickers | E-portfolios | Webcasts or podcasts | Wikis | Blogs | White board | Photo or Video websites (Flickr, YouTube, etc.) | Online virtual words (Second Life, etc.) |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| Mean | 5.31 | 4.58 | 1.54 | 1.36 | 1.80 | 2.26 | 2.44 | 2.91 | 3.78 | 1.24 |
| Variance | 4.15 | 3.52 | 2.12 | 1.31 | 2.02 | 3.69 | 3.98 | 5.72 | 4.99 | 1.01 |
| Standard Deviation | 2.04 | 1.88 | 1.46 | 1.15 | 1.42 | 1.92 | 2.00 | 2.39 | 2.23 | 1.00 |
| Total Responses | 133 | 131 | 128 | 129 | 131 | 128 | 130 | 128 | 130 | 127 |

32. How important are the following technologies for your research?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Not at all important | Not so important | Neutral | Important | Very Important |  | Mean |
| 1 | Online library licensed journals and databases | 13 | 1 | 17 | 27 | 72 | 130 | 4.11 |
| 2 | Collections of digital media and/or data | 17 | 7 | 33 | 33 | 39 | 129 | 3.54 |
| 3 | Database applications | 19 | 12 | 40 | 27 | 29 | 127 | 3.28 |
| 4 | Data analysis software (SPSS, etc.) | 34 | 16 | 31 | 23 | 25 | 129 | 2.91 |
| 5 | Presentation technology (Powerpoint, etc.) | 11 | 4 | 26 | 31 | 57 | 129 | 3.92 |
| 6 | Survey software (Qualtrics, etc.) | 47 | 18 | 36 | 16 | 12 | 129 | 2.44 |
| 7 | Adobe Connect | 40 | 13 | 37 | 22 | 17 | 129 | 2.71 |
| 8 | Other [please identify briefly] | 12 | 1 | 15 | 1 | 7 | 36 | 2.72 |

|  |
| --- |
| Other [please identify briefly] |
| matlab |
| Music recordings, music sheet |
| GIS software and support |
| Sound analysis software |
| digital archives: JCB, EADA |
| software specific to my field of expertise |
| Eviews, Matlab, Maple, Gauss |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Online library licensed journals and databases | Collections of digital media and/or data | Database applications | Data analysis software (SPSS, etc.) | Presentation technology (Powerpoint, etc.) | Survey software (Qualtrics, etc.) | Adobe Connect | Other [please identify briefly] |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | 4.11 | 3.54 | 3.28 | 2.91 | 3.92 | 2.44 | 2.71 | 2.72 |
| Variance | 1.62 | 1.77 | 1.76 | 2.14 | 1.54 | 1.80 | 1.97 | 2.29 |
| Standard Deviation | 1.27 | 1.33 | 1.33 | 1.46 | 1.24 | 1.34 | 1.40 | 1.51 |
| Total Responses | 130 | 129 | 127 | 129 | 129 | 129 | 129 | 37 |

33. How important are the following technologies for your teaching?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Not at all important | Not so important | Neutral | Important | Very Important |  | Mean |
| 1 | Course management systems (e.g. Blackboard) | 11 | 3 | 14 | 20 | 77 | 125 | 4.19 |
| 2 | Library e-reserves | 25 | 13 | 37 | 26 | 23 | 124 | 3.07 |
| 3 | My own website | 39 | 19 | 41 | 14 | 11 | 124 | 2.51 |
| 4 | Video sharing applications | 42 | 24 | 36 | 12 | 10 | 124 | 2.39 |
| 5 | Wireless connectivity in classroom | 14 | 6 | 18 | 27 | 60 | 125 | 3.90 |
| 6 | Clickers in classroom | 74 | 16 | 23 | 5 | 7 | 125 | 1.84 |
| 7 | DVD player in classroom | 33 | 9 | 17 | 25 | 43 | 127 | 3.28 |
| 8 | Presentation technology (Powerpoint, etc.) | 9 | 1 | 16 | 21 | 78 | 125 | 4.26 |
| 9 | Multimedia presentation podium in classroom | 10 | 6 | 15 | 23 | 71 | 125 | 4.11 |
| 10 | Other [please identify briefly] | 11 | 0 | 11 | 0 | 10 | 32 | 2.94 |

|  |
| --- |
| Other [please identify briefly] |
| Grand Pianos |
| better ability to use Skype in class |
| Headphones and microphones (which I currently can't use in my classes because they're not available). |
| CD player |
| Document camera |
| ONE outlets per seat in class so students can use their computers throughout the class |
| improved video recording of class content |
| Integrated media in classroom, not necessarily a podium |
| Dropbox |
| CD player |
| Tablet PC support for lectures and projections |
| White board - Chalk dust is unpleasant |
| Communication Like Skype |
| a blackboard or writing space |
| speakers on computers to you-tube music |
| need multiregional dvd players need more blackboards in language classrooms |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Course management systems (e.g. Blackboard) | Library e-reserves | My own website | Video sharing applications | Wireless connectivity in classroom | Clickers in classroom | DVD player in classroom | Presentation technology (Powerpoint, etc.) | Multimedia presentation podium in classroom | Other [please identify briefly] |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | 4.19 | 3.07 | 2.51 | 2.39 | 3.90 | 1.84 | 3.28 | 4.26 | 4.11 | 2.94 |
| Variance | 1.59 | 1.87 | 1.65 | 1.61 | 1.83 | 1.43 | 2.60 | 1.37 | 1.60 | 3.37 |
| Standard Deviation | 1.26 | 1.37 | 1.28 | 1.27 | 1.35 | 1.19 | 1.61 | 1.17 | 1.27 | 1.83 |
| Total Responses | 125 | 124 | 124 | 124 | 125 | 125 | 127 | 125 | 125 | 37 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Lack of time (need more hands-on experience with technologies before using them in my teaching) | |  |  | | --- | --- | |  |  | | 72 | 66% |
| 2 | Lack of money | |  |  | | --- | --- | |  |  | | 19 | 17% |
| 3 | It represents extra work in course preparation with little enhancement to the course | |  |  | | --- | --- | |  |  | | 43 | 39% |
| 4 | Lack of technical support | |  |  | | --- | --- | |  |  | | 10 | 9% |
| 5 | Lack of classroom equipment | |  |  | | --- | --- | |  |  | | 22 | 20% |
| 6 | Faulty or unreliable classroom equipment | |  |  | | --- | --- | |  |  | | 17 | 16% |
| 7 | Other | |  |  | | --- | --- | |  |  | | 10 | 9% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 7 |
| Total Responses | 109 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Online tutorial (self-paced, no instructor) | |  |  | | --- | --- | |  |  | | 74 | 59% |
| 2 | Interaction with faculty colleagues who have already used the technology | |  |  | | --- | --- | |  |  | | 76 | 60% |
| 3 | Face-to-face group workshops | |  |  | | --- | --- | |  |  | | 53 | 42% |
| 4 | Brown bag lunch demonstrations | |  |  | | --- | --- | |  |  | | 35 | 28% |
| 5 | Self-teach or explore on your own | |  |  | | --- | --- | |  |  | | 64 | 51% |
| 6 | Interaction with Academic Technology staff | |  |  | | --- | --- | |  |  | | 48 | 38% |
| 7 | e-mail with links to websites | |  |  | | --- | --- | |  |  | | 26 | 21% |
| 8 | listening to podcasts or webcasts | |  |  | | --- | --- | |  |  | | 19 | 15% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 8 |
| Total Responses | 126 |

36. Consider your activities over the last three years, as you complete the following statement. In the past three years, I have . . . (Check all that apply.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Used my scholarship to address local or regional issues. | |  |  | | --- | --- | |  |  | | 49 | 47% |
| 2 | Used my scholarship to address national issues. | |  |  | | --- | --- | |  |  | | 55 | 53% |
| 3 | Used my scholarship to address international issues (including cross-cultural/comparative issues). | |  |  | | --- | --- | |  |  | | 54 | 52% |
| 4 | Advised/supervised a graduate / professional student on a master’s thesis. | |  |  | | --- | --- | |  |  | | 29 | 28% |
| 5 | Advised/supervised a graduate /professional student on a doctoral dissertation. | |  |  | | --- | --- | |  |  | | 26 | 25% |
| 6 | Advised/ supervised an undergraduate student on an honors thesis. | |  |  | | --- | --- | |  |  | | 46 | 44% |
| 7 | Advised/supervised an undergraduate student on a research project (not an honors thesis). | |  |  | | --- | --- | |  |  | | 76 | 73% |
| 8 | Received funding for my work from one or more foundations. | |  |  | | --- | --- | |  |  | | 26 | 25% |
| 9 | Received funding for my work from a state or federal government agency. | |  |  | | --- | --- | |  |  | | 32 | 31% |
| 10 | Received funding for my work from business or industry | |  |  | | --- | --- | |  |  | | 5 | 5% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 10 |
| Total Responses | 104 |

37. Consider your activities over the last three years, as you respond to the following inquiry. In the past three years, I have conducted research or engaged in scholarly writing or creative activity focused on one or more of the following: (Check all that apply.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Cross-disciplinary issues, in collaboration with W&M colleagues | |  |  | | --- | --- | |  |  | | 39 | 42% |
| 2 | Cross-disciplinary issues, in collaboration with non-W&M colleagues | |  |  | | --- | --- | |  |  | | 42 | 45% |
| 3 | Disciplinary issues, in collaboration with W&M colleagues | |  |  | | --- | --- | |  |  | | 42 | 45% |
| 4 | Disciplinary issues, in collaboration with non-W&M colleagues. | |  |  | | --- | --- | |  |  | | 44 | 47% |
| 5 | International / global issues | |  |  | | --- | --- | |  |  | | 44 | 47% |
| 6 | Women and gender issues | |  |  | | --- | --- | |  |  | | 27 | 29% |
| 7 | Racial or ethnic minorities | |  |  | | --- | --- | |  |  | | 25 | 27% |
| 8 | Social or economic minorities | |  |  | | --- | --- | |  |  | | 26 | 28% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 8 |
| Total Responses | 93 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Taught a first-year seminar (freshman seminar) | |  |  | | --- | --- | |  |  | | 22 | 21% |
| 2 | Taught a cross-listed course | |  |  | | --- | --- | |  |  | | 50 | 48% |
| 3 | Taught a course with an interdisciplinary focus | |  |  | | --- | --- | |  |  | | 51 | 49% |
| 4 | Taught a course as part of an established interdisciplinary program | |  |  | | --- | --- | |  |  | | 28 | 27% |
| 5 | Taught a course with an international focus | |  |  | | --- | --- | |  |  | | 37 | 35% |
| 6 | Team-taught a course | |  |  | | --- | --- | |  |  | | 22 | 21% |
| 7 | Directed an independent study course | |  |  | | --- | --- | |  |  | | 59 | 56% |
| 8 | Developed a new course | |  |  | | --- | --- | |  |  | | 64 | 61% |
| 9 | Substantially revised an existing course | |  |  | | --- | --- | |  |  | | 59 | 56% |
| 10 | Supervised graduate students in their teaching | |  |  | | --- | --- | |  |  | | 19 | 18% |
| 11 | Supervised undergraduate students in a teaching internship or practicum | |  |  | | --- | --- | |  |  | | 15 | 14% |
| 12 | Taught a service-learning course | |  |  | | --- | --- | |  |  | | 2 | 2% |
| 13 | Advised/supervised students involved in a service learning project (for academic credit) | |  |  | | --- | --- | |  |  | | 10 | 10% |
| 14 | Advised/supervised students involved in non-credit community service | |  |  | | --- | --- | |  |  | | 8 | 8% |
| 15 | Have you taught a course that has been shared with students from another college or university (e.g. distance learning) | |  |  | | --- | --- | |  |  | | 4 | 4% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 15 |
| Total Responses | 105 |

39. Please indicate your level of agreement or disagreement with the statements below

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |  | Mean |
| 1 | Currently, I spend more time on teaching than on research. | 6 | 10 | 15 | 24 | 66 | 121 | 4.11 |
| 2 | Currently, I spend more time on research than on teaching. | 54 | 33 | 16 | 7 | 7 | 117 | 1.97 |
| 3 | I would like to increase the time I spend on teaching. | 17 | 32 | 54 | 10 | 7 | 120 | 2.65 |
| 4 | I would like to increase the time I spend on research. | 11 | 10 | 34 | 36 | 27 | 118 | 3.49 |
| 5 | I am satisfied with my current balance between teaching and research. | 12 | 28 | 33 | 33 | 14 | 120 | 3.08 |
| 6 | I feel pressure to do more research than I am currently doing. | 26 | 30 | 25 | 27 | 12 | 120 | 2.74 |
| 7 | I feel pressure to do more teaching than I am currently doing. | 25 | 48 | 30 | 14 | 3 | 120 | 2.35 |
| 8 | I feel pressure to be more involved in faculty governance and service than I currently am. | 29 | 41 | 32 | 12 | 5 | 119 | 2.35 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Currently, I spend more time on teaching than on research. | Currently, I spend more time on research than on teaching. | I would like to increase the time I spend on teaching. | I would like to increase the time I spend on research. | I am satisfied with my current balance between teaching and research. | I feel pressure to do more research than I am currently doing. | I feel pressure to do more teaching than I am currently doing. | I feel pressure to be more involved in faculty governance and service than I currently am. |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | 4.11 | 1.97 | 2.65 | 3.49 | 3.08 | 2.74 | 2.35 | 2.35 |
| Variance | 1.45 | 1.39 | 1.04 | 1.45 | 1.38 | 1.69 | 1.04 | 1.18 |
| Standard Deviation | 1.20 | 1.18 | 1.02 | 1.20 | 1.18 | 1.30 | 1.02 | 1.09 |
| Total Responses | 121 | 117 | 120 | 118 | 120 | 120 | 120 | 119 |

40. Do you participate in school and/or campus wide committees?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 45 | 36% |
| 2 | No | |  |  | | --- | --- | |  |  | | 79 | 64% |
|  | Total |  | 124 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.64 |
| Variance | 0.23 |
| Standard Deviation | 0.48 |
| Total Responses | 124 |

41. Do you not participate on committees because (check all that apply.):

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | I am not eligible to participate on committees, and I would not even if I was. | |  |  | | --- | --- | |  |  | | 11 | 15% |
| 2 | I am not eligible to participate on committees, but I would participate if I was. | |  |  | | --- | --- | |  |  | | 52 | 72% |
| 3 | I am eligible to participate on committees, but I prefer not to. | |  |  | | --- | --- | |  |  | | 10 | 14% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Total Responses | 72 |

42. Specified-term faculty are currently not represented in the faculty governance process.  Please check which of the following best represents your beliefs about specified-term faculty involvement in the faculty governance process:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | I don’t believe it is necessary for specified-term faculty to be involved in the faculty governance process. | |  |  | | --- | --- | |  |  | | 18 | 15% |
| 2 | I believe specified-term faculty should be represented on the Faculty Assembly. | |  |  | | --- | --- | |  |  | | 55 | 46% |
| 3 | I believe specified-term faculty should have their own assembly. | |  |  | | --- | --- | |  |  | | 4 | 3% |
| 4 | I believe specified-term faculty should have their own assembly and should also be represented on the Faculty Assembly. | |  |  | | --- | --- | |  |  | | 42 | 35% |
|  | Total |  | 119 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 4 |
| Mean | 2.59 |
| Variance | 1.26 |
| Standard Deviation | 1.12 |
| Total Responses | 119 |

43. Please indicate your level of agreement or disagreement with the statements below:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |  | Mean |
| 1 | On the whole, I am satisfied with the responsiveness of the College administration to the needs of the faculty. | 15 | 30 | 38 | 29 | 8 | 120 | 2.88 |
| 2 | The administration provides appropriate support for undergraduate educational programs. | 10 | 16 | 40 | 44 | 8 | 118 | 3.20 |
| 3 | The administration provides appropriate support for graduate & professional programs. | 9 | 10 | 61 | 31 | 5 | 116 | 3.11 |

|  |  |  |  |
| --- | --- | --- | --- |
| Statistic | On the whole, I am satisfied with the responsiveness of the College administration to the needs of the faculty. | The administration provides appropriate support for undergraduate educational programs. | The administration provides appropriate support for graduate & professional programs. |
| Min Value | 1 | 1 | 1 |
| Max Value | 5 | 5 | 5 |
| Mean | 2.88 | 3.20 | 3.11 |
| Variance | 1.25 | 1.09 | 0.83 |
| Standard Deviation | 1.12 | 1.04 | 0.91 |
| Total Responses | 120 | 118 | 116 |

44. How satisfied are you with the record (over the past two years) of the central administration (President & Provost) in the following areas?

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Not Sure | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied |  | Mean |
| 1 | Communication with the faculty | 17 | 8 | 11 | 26 | 45 | 12 | 119 | 3.92 |
| 2 | Establishing budget priorities | 23 | 10 | 18 | 28 | 31 | 6 | 116 | 3.45 |
| 3 | Consultation with faculty on policy decisions | 34 | 10 | 13 | 29 | 23 | 6 | 115 | 3.13 |
| 4 | Setting priorities for construction & repair of buildings, etc, on campus | 31 | 10 | 9 | 31 | 24 | 10 | 115 | 3.32 |
| 5 | Inclusion of faculty in administrative searches | 28 | 2 | 2 | 38 | 34 | 12 | 116 | 3.72 |
| 6 | Administrative commitment to faculty compensation & salary, and efforts to improve the same | 19 | 25 | 27 | 24 | 15 | 6 | 116 | 3.08 |
| 7 | Support for teaching | 18 | 6 | 13 | 34 | 34 | 11 | 116 | 3.80 |
| 8 | Support for research | 23 | 12 | 13 | 38 | 21 | 7 | 114 | 3.38 |
| 9 | Support for faculty role in shared governance | 35 | 7 | 9 | 42 | 13 | 8 | 114 | 3.13 |
| 10 | Adherence to faculty handbook policies | 44 | 2 | 6 | 32 | 23 | 7 | 114 | 3.08 |
| 11 | Representing the College to external constituencies | 32 | 4 | 1 | 35 | 27 | 16 | 115 | 3.60 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Communication with the faculty | Establishing budget priorities | Consultation with faculty on policy decisions | Setting priorities for construction & repair of buildings, etc, on campus | Inclusion of faculty in administrative searches | Administrative commitment to faculty compensation & salary, and efforts to improve the same | Support for teaching | Support for research | Support for faculty role in shared governance | Adherence to faculty handbook policies | Representing the College to external constituencies |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Mean | 3.92 | 3.45 | 3.13 | 3.32 | 3.72 | 3.08 | 3.80 | 3.38 | 3.13 | 3.08 | 3.60 |
| Variance | 2.44 | 2.48 | 2.80 | 2.97 | 2.91 | 2.07 | 2.37 | 2.41 | 2.75 | 3.22 | 3.31 |
| Standard Deviation | 1.56 | 1.57 | 1.67 | 1.72 | 1.71 | 1.44 | 1.54 | 1.55 | 1.66 | 1.80 | 1.82 |
| Total Responses | 119 | 116 | 115 | 115 | 116 | 116 | 116 | 114 | 114 | 114 | 115 |

45. Please answer the following questions.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Question | Yes | No |  | Mean |
| 1 | Do you participate on honors committees? | 44 | 79 | 123 | 1.64 |
| 2 | Do you engage in freshman advising? | 27 | 94 | 121 | 1.78 |
| 3 | Do you participate in major advising? | 46 | 75 | 121 | 1.62 |
| 4 | Are there other service activities you participate in? (please enter in the space provided) | 30 | 40 | 70 | 1.57 |

|  |
| --- |
| Are there other service activities you participate in? (please enter in the space provided) |
| webpresence committe |
| Graduating projects, RECITALS for music majors and minors |
| departmental undergrad studies committee |
| department and college committees |
| student club advising |
| advise internship for credit |
| Coordinating meetings and agendas for my department |
| coordinating departmental lecture series & events |
| Graduate Curriculum Committee; Doctoral Dissertation Committee |
| Giving advice, when asked, by my grad and undergrads in the Secondary Ed SOE program |
| far too many than I prefer. Faculty Assembly, research symposiums, department committees, advising... |
| a variety of community presentations. |
| Advisory service to the Commonwealth |
| I supervise TAs in our department and have weekly meetings. I am the language house advisor. I advise on students wanting to study abroad in our section. I taught a portion of the pedagogy course for new TAs in our deparment. |
| intercampus initiatives on race and gender in the early Americas |
| representing college via town events |
| Language House Advising |
| advising service programs |
| Language House |
| Departmental work and related outside community service |
| Monroe scholars |
| Departmental committees |
| Ad hoc committees |
| department webmaster, and serving on two major college-wide committees |
| Faculty and student writing support. |
| Supervise research |
| I participate in many many governance committees at VIMS |
| Student Associations mentoring, Student advising for scholarships |
| Informal Student Advising |
| advising, supervising student organixzations |
| PIE evaluation, program design |
| ENSP; COS |
| Member of a campus-wide committee |
| Graduate advising |
| directing summer abroad program, supervising undergraduate TAs |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Statistic | Do you participate on honors committees? | Do you engage in freshman advising? | Do you participate in major advising? | Are there other service activities you participate in? (please enter in the space provided) |
| Min Value | 1 | 1 | 1 | 1 |
| Max Value | 2 | 2 | 2 | 2 |
| Mean | 1.64 | 1.78 | 1.62 | 1.57 |
| Variance | 0.23 | 0.17 | 0.24 | 0.51 |
| Standard Deviation | 0.48 | 0.42 | 0.49 | 0.71 |
| Total Responses | 123 | 121 | 121 | 81 |

46. Do you undergo a regular merit evaluation?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 67 | 57% |
| 2 | No | |  |  | | --- | --- | |  |  | | 51 | 43% |
|  | Total |  | 118 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.43 |
| Variance | 0.25 |
| Standard Deviation | 0.50 |
| Total Responses | 118 |

47. To what extent to you disagree with the following assertions about your merit evaluation

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Not Sure | Strongly Disagree | Disagree | Agree | Strongly Agree |  | Mean |
| 1 | The merit system effectively evaluates teaching | 12 | 11 | 13 | 23 | 6 | 65 | 3.00 |
| 2 | The merit system places appropriate weight on teaching | 11 | 7 | 9 | 31 | 6 | 64 | 3.22 |
| 3 | The merit system effectively evaluates research, scholarship & creative activity | 13 | 8 | 12 | 25 | 4 | 62 | 2.98 |
| 4 | The merit system effectively evaluates professional off-campus service activities | 18 | 9 | 18 | 15 | 2 | 62 | 2.58 |
| 5 | The merit system places appropriate weight on professional off-campus service activities. | 20 | 12 | 16 | 13 | 1 | 62 | 2.40 |
| 6 | I am satisfied with the overall functioning of the merit system | 14 | 13 | 18 | 19 | 1 | 65 | 2.69 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statistic | The merit system effectively evaluates teaching | The merit system places appropriate weight on teaching | The merit system effectively evaluates research, scholarship & creative activity | The merit system effectively evaluates professional off-campus service activities | The merit system places appropriate weight on professional off-campus service activities. | I am satisfied with the overall functioning of the merit system |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | 3.00 | 3.22 | 2.98 | 2.58 | 2.40 | 2.69 |
| Variance | 1.66 | 1.63 | 1.66 | 1.53 | 1.42 | 1.34 |
| Standard Deviation | 1.29 | 1.28 | 1.29 | 1.24 | 1.19 | 1.16 |
| Total Responses | 65 | 64 | 62 | 62 | 62 | 65 |

48. Are you currently eligible to receive benefits from the College?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 91 | 76% |
| 2 | No | |  |  | | --- | --- | |  |  | | 29 | 24% |
|  | Total |  | 120 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.24 |
| Variance | 0.18 |
| Standard Deviation | 0.43 |
| Total Responses | 120 |

49. Check all the benefits that apply:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Health insurance | |  |  | | --- | --- | |  |  | | 86 | 98% |
| 2 | Retirement benefits | |  |  | | --- | --- | |  |  | | 84 | 95% |
| 3 | Disability insurance | |  |  | | --- | --- | |  |  | | 48 | 55% |
| 4 | Life insurance | |  |  | | --- | --- | |  |  | | 60 | 68% |
| 5 | Long term care insurance | |  |  | | --- | --- | |  |  | | 29 | 33% |
| 6 | Long term disability insurance | |  |  | | --- | --- | |  |  | | 24 | 27% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 6 |
| Total Responses | 88 |

50. From the list below, select the 10 most important benefits that you would like this institution to offer (for you & the members of your household). Note: this list includes benefits currently available at the college, as well as benefits not offered at this institution.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Basic health insurance | |  |  | | --- | --- | |  |  | | 55 | 48% |
| 2 | Basic health insurance (to include domestic partners) | |  |  | | --- | --- | |  |  | | 61 | 54% |
| 3 | Extended health insurance with dental and/or vision coverage options | |  |  | | --- | --- | |  |  | | 95 | 83% |
| 4 | Flexible health care savings accounts (reimbursement for medical expenses using pre-tax dollars) | |  |  | | --- | --- | |  |  | | 36 | 32% |
| 5 | Long term care insurance option | |  |  | | --- | --- | |  |  | | 56 | 49% |
| 6 | Long term disability insurance option | |  |  | | --- | --- | |  |  | | 49 | 43% |
| 7 | W&M tuition waiver for children, spouse or domestic partner, of employee | |  |  | | --- | --- | |  |  | | 63 | 55% |
| 8 | Tuition exchange with VA colleges & universities for children/ spouse/domestic partner of employee | |  |  | | --- | --- | |  |  | | 60 | 53% |
| 9 | W&M matching contributions to individual college funds for children/spouse/domestic partner of employee (specified limit for matching funds) | |  |  | | --- | --- | |  |  | | 36 | 32% |
| 10 | Paid family leave (for the birth or adoption of a child, to care for an ailing family member) | |  |  | | --- | --- | |  |  | | 60 | 53% |
| 11 | Extended unpaid family leave | |  |  | | --- | --- | |  |  | | 27 | 24% |
| 12 | Availability of daycare for children of employees | |  |  | | --- | --- | |  |  | | 40 | 35% |
| 13 | Assistance with adoption expenses | |  |  | | --- | --- | |  |  | | 4 | 4% |
| 14 | Automatic option for one-year delay of tenure clock following birth or adoption of a child | |  |  | | --- | --- | |  |  | | 30 | 26% |
| 15 | Efforts on behalf of newly-hired faculty to help spouse or domestic partner find employment | |  |  | | --- | --- | |  |  | | 31 | 27% |
| 16 | Free use of recreation center (for employee & members of his/her household) | |  |  | | --- | --- | |  |  | | 54 | 47% |
| 17 | Phased retirement plan (opportunity to work part-time after retirement for a fixed number of years | |  |  | | --- | --- | |  |  | | 47 | 41% |
| 18 | Health insurance in retirement (five years or until age 65, whichever comes first) | |  |  | | --- | --- | |  |  | | 56 | 49% |
| 19 | Free health screenings on campus | |  |  | | --- | --- | |  |  | | 31 | 27% |
| 20 | On-campus information sessions/classes for: stress reduction, finance management, etc. | |  |  | | --- | --- | |  |  | | 15 | 13% |
| 21 | Free on-campus parking pass for retirees | |  |  | | --- | --- | |  |  | | 27 | 24% |
| 22 | Free use of recreation center for retired faculty & members of household | |  |  | | --- | --- | |  |  | | 26 | 23% |
| 23 | Use of office space by emeritus faculty. | |  |  | | --- | --- | |  |  | | 23 | 20% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 23 |
| Total Responses | 114 |

51. From the list below, select the 10 most important benefits that you would like this institution to offer for faculty recruitment and retention purposes. Note: this list includes benefits currently available at the college, as well as benefits not offered at this institution

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Basic health insurance | |  |  | | --- | --- | |  |  | | 45 | 45% |
| 2 | Basic health insurance (to include domestic partners) | |  |  | | --- | --- | |  |  | | 68 | 69% |
| 3 | Extended health insurance with dental and/or vision coverage options | |  |  | | --- | --- | |  |  | | 90 | 91% |
| 4 | Flexible health care savings accounts (reimbursement for medical expenses using pre-tax dollars) | |  |  | | --- | --- | |  |  | | 43 | 43% |
| 5 | Long term care insurance option | |  |  | | --- | --- | |  |  | | 50 | 51% |
| 6 | Long term disability insurance option | |  |  | | --- | --- | |  |  | | 41 | 41% |
| 7 | W&M tuition waiver for children, spouse or domestic partner, of employee | |  |  | | --- | --- | |  |  | | 65 | 66% |
| 8 | Tuition exchange with VA colleges & universities for children/ spouse/domestic partner of employee | |  |  | | --- | --- | |  |  | | 57 | 58% |
| 9 | W&M matching contributions to individual college funds for children/spouse/domestic partner of employee (specified limit for matching funds) | |  |  | | --- | --- | |  |  | | 35 | 35% |
| 10 | Paid family leave (for the birth or adoption of a child, to care for an ailing family member) | |  |  | | --- | --- | |  |  | | 60 | 61% |
| 11 | Extended unpaid family leave | |  |  | | --- | --- | |  |  | | 26 | 26% |
| 12 | Availability of daycare for children of employees | |  |  | | --- | --- | |  |  | | 57 | 58% |
| 13 | Assistance with adoption expenses | |  |  | | --- | --- | |  |  | | 6 | 6% |
| 14 | Automatic option for one-year delay of tenure clock following birth or adoption of a child | |  |  | | --- | --- | |  |  | | 43 | 43% |
| 15 | Efforts on behalf of newly-hired faculty to help spouse or domestic partner find employment | |  |  | | --- | --- | |  |  | | 51 | 52% |
| 16 | Free use of recreation center (for employee & members of his/her household) | |  |  | | --- | --- | |  |  | | 39 | 39% |
| 17 | Phased retirement plan (opportunity to work part-time after retirement for a fixed number of years | |  |  | | --- | --- | |  |  | | 23 | 23% |
| 18 | Health insurance in retirement (five years or until age 65, whichever comes first) | |  |  | | --- | --- | |  |  | | 30 | 30% |
| 19 | Free health screenings on campus | |  |  | | --- | --- | |  |  | | 15 | 15% |
| 20 | On-campus information sessions/classes for stress reduction, finance management, etc | |  |  | | --- | --- | |  |  | | 5 | 5% |
| 21 | Free on-campus parking pass for retirees | |  |  | | --- | --- | |  |  | | 11 | 11% |
| 22 | Free use of recreation center for retired faculty & members of household | |  |  | | --- | --- | |  |  | | 9 | 9% |
| 23 | Use of office space by emeritus faculty. | |  |  | | --- | --- | |  |  | | 7 | 7% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 23 |
| Total Responses | 99 |

52. Which benefit not currently offered by the College would you most like to see adopted? [Your choice is not restricted to the benefits listed in the previous question.] Please write your answer in the textbox provided below.

|  |
| --- |
| Text Response |
| Tuition benefits for dependents, employees/faculty and spouses/partners at W&M or another public VA university. This is a benefit we had as a professional employee (and the faculty did as well) at both Rutgers and the University of CT. This covered both undergraduate and graduate degree work (for dependents). This is an excellent recruiting tool. |
| Free parking for all faculty |
| A more Just salary for Adjunct professors--The work load and office hours are not compensated for adequately. |
| Tuition exchange with Virginia colleges and universities |
| Health insurance and benefits for ALL faculty |
| reduced parking fees or at least a vast increase in parking spaces, esp for faculty in on weekends doing work, parking spots are always filled with students or community members. work does not stop after 5pm or on weekends |
| Tuition waiver for family |
| W&M Tuition Waiver for children, spouse, or domestic partner of employee |
| research leave |
| W&M matching contributions to individual college funds for children/spouse/domestic partner of employee |
| Domestic partner benefits, and paid family leave for NTE employees |
| Health insurance doesn't provide adequate coverage. Too expensive and not enough procedures FULLY covered |
| A better system by which non-tenured faculty can achieve tenure and long term contracts for non-tenure faculty. |
| Comparable benefits for childless facutly as those offered to faculty with children (e.g. free tuition, daycare) |
| W&M tuition waiver for children, spouse or domestic partner, of employee. |
| For adjuncts: free parking, free access to audit classes, a decent wage, multi-year contracts |
| Tuition benefits for children of employees (at W&M or other VA schools). |
| health care for NTEs currently not eligible (such as Applied Music faculty); tuition benefit for children of faculty, NOT limited to Virginia institutions |
| Health insurance in retirement |
| Tuition exchange or waiver |
| College support: tuition waver, exchange (VA and broader), matching contributions to college funds. Gaping hole in benefits, relative to peer institutions. |
| Same benefits for gay and lesbian couples |
| health insurance while working and in retirement |
| Free on-campus parking |
| Free parking |
| Tuition benefit awould be a very welcome addition to the excellent benefits the college already offers, especially in view of how low faculty salaries are. |
| College tuition benefit for faculty children |
| free parking for all faculty. |
| matching contributions to college funds |
| W&M tuition waiver for children, spouse or domestic partner, of employee |
| tuition waiver for children, spouse or partner |
| Tuition exchange with VA colleges |
| Pre-retirement faculty awards for career excellence |
| tuition exchange with other VA colleges and universities |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 34 |

53. How would you rate the following goals in terms of priority? Please indicate your highest priorities (your top four choices) by numbering them, 1-4 with one being the highest priority, two being the second highest priority, etc.   Please indicate your second tier priorities by numbering them from 5-8 in descending order of priority.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  | Mean |
| 1 | Expand availability of / access to technology to support teaching | 8 | 8 | 13 | 11 | 17 | 5 | 6 | 6 | 74 | 4.22 |
| 2 | Increase funding for library acquisitions | 9 | 14 | 9 | 11 | 15 | 6 | 5 | 9 | 78 | 4.18 |
| 3 | Increase secretarial and technical support within depts, programs and schools | 4 | 10 | 9 | 10 | 17 | 7 | 5 | 7 | 69 | 4.48 |
| 4 | Facilitate efforts in collaborative teaching & research (removing barriers to these often cross-disciplinary efforts) | 8 | 7 | 13 | 12 | 8 | 9 | 6 | 5 | 68 | 4.19 |
| 5 | Increase support for teaching & research linked to global issues | 11 | 10 | 10 | 9 | 7 | 7 | 6 | 5 | 65 | 3.94 |
| 6 | Increase support for research presentations at professional conferences | 20 | 15 | 10 | 8 | 6 | 5 | 5 | 6 | 75 | 3.40 |
| 7 | Increase funding for undergraduate student financial aid | 12 | 12 | 8 | 15 | 6 | 11 | 1 | 4 | 69 | 3.70 |
| 8 | Increase funding for graduate & professional student stipends | 9 | 16 | 9 | 14 | 8 | 7 | 7 | 3 | 73 | 3.82 |
| 9 | Provide additional support for facilities (building, maintenance, renovation, etc.) | 6 | 17 | 6 | 6 | 10 | 5 | 12 | 7 | 69 | 4.38 |
| 10 | Expand opportunities for student internships, service learning & study abroad | 9 | 8 | 10 | 13 | 5 | 7 | 6 | 3 | 61 | 3.93 |
| 11 | Increase support for undergraduate student research | 5 | 6 | 7 | 19 | 5 | 7 | 8 | 4 | 61 | 4.41 |
| 12 | Increase support for faculty research | 22 | 26 | 13 | 6 | 5 | 0 | 4 | 4 | 80 | 2.78 |
| 13 | Increase funding to obtain technology and other equipment | 9 | 12 | 14 | 9 | 8 | 4 | 6 | 7 | 69 | 3.96 |
| 14 | Increase funding for faculty salaries | 71 | 10 | 2 | 5 | 0 | 1 | 2 | 5 | 96 | 1.84 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Expand availability of / access to technology to support teaching | Increase funding for library acquisitions | Increase secretarial and technical support within depts, programs and schools | Facilitate efforts in collaborative teaching & research (removing barriers to these often cross-disciplinary efforts) | Increase support for teaching & research linked to global issues | Increase support for research presentations at professional conferences | Increase funding for undergraduate student financial aid | Increase funding for graduate & professional student stipends | Provide additional support for facilities (building, maintenance, renovation, etc.) | Expand opportunities for student internships, service learning & study abroad | Increase support for undergraduate student research | Increase support for faculty research | Increase funding to obtain technology and other equipment | Increase funding for faculty salaries |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| Mean | 4.22 | 4.18 | 4.48 | 4.19 | 3.94 | 3.40 | 3.70 | 3.82 | 4.38 | 3.93 | 4.41 | 2.78 | 3.96 | 1.84 |
| Variance | 4.12 | 4.82 | 3.99 | 4.31 | 4.96 | 5.27 | 4.13 | 4.15 | 5.41 | 4.30 | 3.91 | 3.80 | 4.90 | 3.54 |
| Standard Deviation | 2.03 | 2.20 | 2.00 | 2.08 | 2.23 | 2.30 | 2.03 | 2.04 | 2.33 | 2.07 | 1.98 | 1.95 | 2.21 | 1.88 |
| Total Responses | 74 | 78 | 69 | 68 | 65 | 75 | 69 | 73 | 69 | 61 | 61 | 80 | 69 | 96 |

54. Are you informed about the strategic planning process and the strategic initiatives to the extent that you would like to be?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 68 | 61% |
| 2 | No | |  |  | | --- | --- | |  |  | | 43 | 39% |
|  | Total |  | 111 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.39 |
| Variance | 0.24 |
| Standard Deviation | 0.49 |
| Total Responses | 111 |

55. Are you informed about the EVMS decision-making process to the extent that you would like to be?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 78 | 70% |
| 2 | No | |  |  | | --- | --- | |  |  | | 34 | 30% |
|  | Total |  | 112 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.30 |
| Variance | 0.21 |
| Standard Deviation | 0.46 |
| Total Responses | 112 |

56. [N] Overall Satisfaction Question On the whole, how satisfied are you with your position at the College?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Very Dissatisfied | |  |  | | --- | --- | |  |  | | 16 | 14% |
| 2 | A Little Dissatisfied | |  |  | | --- | --- | |  |  | | 18 | 16% |
| 3 | Moderately Satisfied | |  |  | | --- | --- | |  |  | | 47 | 42% |
| 4 | Very Satisfied | |  |  | | --- | --- | |  |  | | 32 | 28% |
|  | Total |  | 113 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 4 |
| Mean | 2.84 |
| Variance | 0.99 |
| Standard Deviation | 1.00 |
| Total Responses | 113 |

57. [O] Other If you would like to elaborate on your response to any item on this survey, or if there are issues that were not included in the survey that you would like to raise, please do so in the textbox provided below

|  |
| --- |
| Text Response |
| The college takes 48% of the grant money I bring in, gets tuition from the students that take my classes, but the college does not pay me a single penny for any of this, nor does the college show any respect towards me. |
| Adjuncts form a hidden, second-class society on campus; W&M also has a useless managment layer of Deans whose salaries belay money for competitive faculty pay. |
| Most students have been great. Some have been manipulative and bullying. My chair has been less than supportive or active in these situations. |
| I would like to share with you my observations about the direction of the Music Department. The Music Department is committed to the study of diverse musical styles and the music of many cultures. Students who come to this department at William and Mary come primarily to take lessons and to perform. [700 take applied lessons, 400 (mostly among the 700 taking lessons) take academic classes in music.] Therefore, as stated in the external review “in any given semester 1,400 students at the College, close to 25 percent of the undergraduate student body, are actively engaged with the music department”. But it should be emphasized that the majority of those students are enrolled in private lessons taught by the adjuncts instructors only. During the 2001 review it was suggested to create full-time positions for Voice, Piano and Strings. The recommendation was not implemented despite the obvious and urgent need. It is ironic that the group of teachers who serve the largest student body in the department (more than 1400 lessons last year) and attract them to the department are offered only part-time employment, per hour pay, and no insurance benefits. The same group of instructors serves some 25% of the entire undergraduate population of students. Overwhelmingly, students come to the department in order to take instrumental instruction, and are then required to take other music courses. In addition, the majority of graduation projects in the Music Department are in performance, not in musicology or in composition. The full-time faculty body consists only of musicologists, theorists, music directors and composers, who are not active performers themselves. Surely music should be considered as a performing art in substantial measure. The adjunct faculty are non-tenure and paid per hour, and only a few are able to sustain a performing career. This is because of the many hours of teaching required, being paid per hour instead of enjoying a full-time salary, and time needed for practice, research and performance. Therefore, the graduation projects and the performance part of the Music Department are unfairly served. Most of these performance graduation projects are not properly supervised and offer insufficient education for students who are interested in pursuing music as their life career and who wish to be accepted by graduate programs. Insufficient performing opportunities for the students are provided, because the basic performing aspects of music are awarded insufficient importance. Course offerings in performance, pedagogy, diction (for singers), instrumental literature, workshops, etc. are extremely inadequate. There are also no funds for development, guest artist series, or lectures, or performances. The level of performance and preparation is very poor compared to other institutions. The main issue in the Music Department is its structure, that is, a division between academic-full-time-faculty and applied-part time faculty and the lack of a single full time position for an instrumentalist. We are also in a great need for a new building and new pianos. The ratio between the number of full time faculty, 11 or 12 depending on counting approach, and part time faculty (who serve the largest student body), almost 40, is extremely unbalanced. It creates significant challenges and influences negatively the education in music the College offers. I believe that the view that “academic” aspects of music are so superior to “applied” or performance aspects of music as to deserve highly preferential treatment is both wrong in principle and unjust. Some comparisons should be noted: University of Richmond has 4 instrumentalists (one voice), full time-4 musicologists, and one conductor and composer combined. VCU has 13 full time instrumental positions. Music history and theory are taught by instrumentalists (who are also trained to lecture and research in these fields). Christopher Newport University has 6 full time instrumentalists and 2 conductors. Music history courses are taught by instrumentalists. The argument has been for years that WM is not a conservatory, therefore it does not attract performers. This is simply not true anymore. Times have changed and nowadays the opposite tendencies can be observed in most music departments nationally. The majority of performing students in the USA and an increasing number of students in Asia are not interested in pursuing a limited instrumental career and they are not interested in attending music conservatory. The top performers from around the world are interested in pursuing double majors and a liberal arts education. They do look for schools which offer an excellent general education and have reputable music departments, so they can continue performing. It is not by accident that Harvard has decided to join with the Boston Conservatory to offer a joint five-year program leading to a Bachelor of Arts (AB) at Harvard College and a Master of Music (MM) at New England Conservatory. (http://necmusic.edu/apply-nec/admission-requirements/specific-application-instructions/necharvard-double-degree-abmm-app) Similarly, Columbia University has joined with the Juilliard School (http://www.studentaffairs.columbia.edu/admissions/apply/first-year/juilliard-exchange.) Also, Yale University has one of the best Music Schools in the country, with performers fairly represented in tenured and tenure-eligible positions. The current trend in music education is to be broad and have multiple degrees. This is why the College of William and Mary has been bombarded with applications from advanced and accomplished performers from the USA, and applicants from Asia who studied in the most prestigious conservatories there ( for example, The Central Conservatory in Beijing.) And this is why restructuring the Music Department would be beneficial for the students, College and faculty. Often, the top performers are the brightest students in academics as well. Unfortunately, the lack of reputation in performance of the music department at WM, because of its structure, has turned many such students away. Those who come often leave after a year or two for more serious performing departments. The College of William and Mary does not offer an adequate performing curriculum and it does not support or promote performance on the professional level. |
| As a visiting prof, I teach 3 courses a semester including multiple GER courses, a freshmen seminar or advanced seminars, involve 10+ students every semester in research, supervise honors work, serve on masters and honors committees and serve on a dept committee. So I do as much, or more, than people who have a much better salary than I do. There needs to be greater attention to NTE faculty and all that we do, esp if enrollment is going to continue to increase and there is to be a high expectation on tenure faculty research. |
| NTE is a lousy situation. Existing full time NTEs should be considered for FTE positions. |
| Even on this questionnaire the "rankings" put lecturers below Visiting Asst. Professors yet now it seems many NTEs will be "demoted" by being reduced to lecturers. Very upsetting. We all know rank counts in this academic world. Low salaries aside, this is a very important issue for me and those like me who have been here 30 yrs. |
| I do not believe that non-traditional faculty are treated fairly with respect to salaries, ability to participate in governance activities, or access to research fund/stipendss. We are still subject to stigmatization, even though we often teach just as much or more as traditional faculty, and often we publish more and participate in more off-campus service activities than traditional faculty do. |
| There needs to be more flexibility in NTE position requirements. The rigidity re: teaching load makes it really hard to feel like there is anything more than a very short-term future in my current position. I would rather accept proportionally less pay for a lighter courseload (2/2 or 2/3.) Departments need to have the flexibility to work out arrangements that best suit their needs. |
| The gap between rhetoric (public PR and internal communications) and realities of funding, resources, and commitments is enormous. It feels to me that many of the core strengths of the College have been hollowed out. In the undergraduate liberal arts, I think we've reached a point where we are not are delivering that which we sell prospective students and their parents. |
| BlackBoard is very difficult and cumbersome to work with. While teaching K-12, I had better software to help me with grading, etc. Our SOE students need access to a program that would give them some practice with an integrated Grading/Class Management Program |
| Faculty salaries, graduate support, research support and research facilities |
| The College needs to provide better services to the non-tenured faculty who do a significantly higher amount of the teaching, are engaged with students, and in some cases conduct greater research and writing than tenured faculty. Short-term contracts of a year or less, the 5-year rule on non-tenured faculty, and the unwillingness of the college to incorporate non-tenured faculty in policy undermines the quality of the education to the undergraduates we teach. |
| I have served 19 years as a teaching adjunct. I am saddened to know that upon the end of my teaching I will lose my campus connection. |
| I was very satisfied with my job. Recently there has been a working group dedicated to the issue of NTEs in Arts and Sciences. I found it peculiar that a working group focused on NTE positions was made up of all TE faculty. The findings and the recommendations of this group will basically create a group of second class citizens among the NTE faculty. I feel the general tone of that document is very condescending in terms of what NTEs contribute to this campus. The document speaks of us as being "only teachers." According to the document we might occasionally do one aspect of service. Since the moment I arrived on campus, I have taught 5 days a week with a 3 - 3 load. I have served as the TA coordinator/supervisor in my section and the language house adivsor. I have been the study abroad advisor that meets with any and every student interested in going abroad. I have reviewed the textbooks and made a change at the intro level. I have volunteered to collaborate on the required pedagogy course for all new TAs in our department. I have proposed and had accepted by the college a new course in my second semester here. I drammatically redesigned an existing course and had an invited lecture by a documentary film maker. I feel that for someone who has been here for 1.5 years those are significant contributions to the department that will never be recognized or appreciated given the new language in that NTE policies document. This will be coming up for a vote at the March 12th A&S Faculty meeting. I would love to express my grave concerns and objections but according to the document I'm not allowed to participate in the discussion. This has been greatly disheartening to me because I was generally enjoying my job and feeling very appreciated in my department. To read that document and the proposed new policies, that feeling is fading. |
| My responses to all questions refer only to my position as an adjunct. I am married to a tenured faculty member, and feel that the college treats the tenured faculty very well. The abuse of adjuncts, however, is a disgrace. |
| As a visiting professor, I'm a sabbatical replacement for a professor with split teaching and research responsibilities. However, I'm expected just to teach (even though lack of research will kill any hopes of a future career). Also, I can't even apply for a grant or IRB approval through Sponsored Programs unless I can convince a tenure-track professor to agree to sign up as the PI. This is very detrimental to my research. |
| The tenure process is broken, at William and Mary and across the country. Tenured faculty is not compatible with the true future of higher education. |
| It's important to have more parking available for faculty and staff. We pay a fair amount for parking and it's extemely difficult to find parking between 10 a.m. and 3 p.m. Also, it's important to increase non-tenure eligible faculty's salary, if the College is really interested in retaining them. |
| I am dissatisfied that, after teaching for 14 years a very highly rated course, my employment has been reduced from teaching it once each semester to once each year. |
| About the dissatisfaction: despite a PhD from a top university and a tenure-worthy cv, I have been strung along as an adjunct for 20 years now. In those 20 years I have had exactly one evaluation, zero merit evaluations, zero merit pay raises (because nobody even looks at what I've done), and have been received health and retirement benefits for only the past two years out of the 20 that I've taught here. My department colleagues' attitude toward my situation ranges from indifference to hostility. I feel like the cheap labor that I am (I earn about half what my TE colleagues do) and think constantly of quitting. When I do leave W&M, I will leave with much fondness for many of the 2000 students I've taught here (so far), and much resentment at W&M's lazy exploitation of captive-spouse faculty. |
| A large part of my dissatisfaction at VIMS is a direct result of the complete lack of consistency exhibited by the administration. |
| I acciently checked the specified term employment button and was not allowed to go back to correct the error |
| It would be nice to have more stability. Annual appointments put a lot of pressure on me. |
| Biggest concern is the stagnation of salaries over tha past several years. Cost of living have increased but not salaries. NTE faculty often feel like and are treated like second class citizens. Having said that, we love what we do and the school and its students. |
| None |
| I spend great deal of time preparing and teaching my classes at the law school. The salaries for adjunct faculty, except for Sen. Norment are very low. This leads to rapid turn over in the adjunct faculty. Only true believers like me stick around long enough to become good at the job. |
| My colleagues have been wonderful and supportive and the 5 year NTE has been much nicer than a 2 year appt. But, the salary and nearly non-existant research support have been difficult to live on. |
| As NTE faculty, would like a longer contract (longer than one year) |
| I would like to raise my concern about the applied music program and treatment of our applied faculty. Current curriculum and standards of the applied program are way below acceptable and in need of a major reform. In my experience it has proven extremely difficult to make any changes to this curriculum being adjuncts. We are not treated as equal members of the department, and changes we propose are not being considered adequately. We are responsible for advising almost all of the senior projects, which are performance projects, yet have no voice in any of our department matters. Our current performance curriculum is not sufficient even for preparing our majors for their graduation projects, not mentioning the auditions for the graduate programs. To make any changes, or rather to create a new performance curriculum we need to be equally represented within the department. There are much better models that exist regarding to the ratio of full-time positions of academic and performance faculty within a music department, which I believe would be essential to adopt in order to create a successful music program at W&M. |
| I would like to clarify that my major source for complaint with my position at the college is my salary. It is at least $10,000 below what it should be in comparison with my peers in other state institutions. I also would have liked more support for research and travel on a permanent basis. Faculty awards are very welcome but they only last for 3 years. In addition, although the facilities for sciences on campus are excellent, the offices of humanities faculty are deplorable. I would like to see more commitment on the part of the college to improve facilities for ALL faculty. |
| The college needs to support speech as in Theatre, Speech, and Dance. There is no major let alone a minor!!! Very embarrassing to say W&M is a liberal arts college yet the powers that be do not support speech in any way. Students have left W&M because of this. The deans remain in limbo with what to do with speech. There MUST be more support and at least a minor added as soon as possible. From 3 tenured positions to ZERO speaks volumes about where they put their support. |
| I count it a great privilege to work with individuals of such high caliber as the Economics Department Chair, Applied Science, Public Policy, and the College's support staff. The College, while underfunded, is a remarkable and inspirational environment in which to work! |
| Part-time faculty are treated like scum in the Eng. dept. |
| I accidentally double clicked on the governance question and could not go back. :( I participate in lots of governance, but I think my lack of response was interpreted as no participation |
| Some members of the faculty do not participate on college-wide committees, because they don't get elected, even when they volunteer. |
| I am more dissatisfied with the way NTE contracts are determined. Every spring it seems I have to fight to keep my job or reapply for the job I already have when I know that my services are appreciated and needed. My department wants to keep me on in an NTE position, but they have to fight to have my contract renewed as well. I don't understand why it's so complicated and so last minute. |
| I would like to see more opportunities for an expanded role and improved salary. |
| Please make parking available. There are too many days that there are dozens of empty parking spots labeled "Reserved," and nobody can park in these locations. There must be a responsible solution to this problem. |
| As a new instructor, I would like to see more support and oversight |
| As I see it, the problem with the administration is that they want me to complete some bubble-forms but they wouldn't dare let me talk with them face-to-face if I encountered some professional challenge that \*required\* the attention of a higher-up. I didn’t think it was possible but the new dean seems worse than the old dean. "Speak when spoken to” seems to be the motto of the Dean’s Office--or, how about this alternative motto: "Do more with less!" I know of at least two (that's right, two) faculty members who have channeled millions of dollars in research funds to other universities because they did not have adequate support from the administration (mostly the Dean's office, but also from other administrator who run research centers and use those centers to leach off of the faculty). I find it puzzling that the College holds workshops on “grant writing” when it ignores faculty who are rain-makers. And, really, Qualtrics, how am I supposed to write a meaningful response in this little box? And will you stop sending me endless “reminders” to complete this survey? |
| 1) As an NTE, I am puzzled & dismayed that the College is just now recognizing/admitting the benefit of having NTEs. I commend the Committee on their work to promote NTE treatment, but wonder why no NTEs were on the Committee. 2) Faculty salaries must be raised to compete with peer institutions. 3) As at many institutions, women T and TE faculty are paid less than male counterparts, and spend far more time in service. |
| The university needs desperately to address the inequities in salaries for NTE positions - if the university is going to rely so heavily on NTEs they need to allow them to be full members of the faculty assembly, they need to increase salaries. In general the university needs to address the huge inequities in salaries between the different departments. The argument that an economist is worth double the salary of someone in the humanities is ludicrous because it implies that anyone teaching in the humanties could only be a teacher if they weren't at the university. The university needs to create more tenured positions - |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 43 |

Items for the Tenure Eligible Faculty start here.

58. What is your faculty rank?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Instructor | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | Assistant Professor | |  |  | | --- | --- | |  |  | | 95 | 25% |
| 3 | Associate Professor | |  |  | | --- | --- | |  |  | | 131 | 34% |
| 4 | Full Professor | |  |  | | --- | --- | |  |  | | 154 | 41% |
| 10 | Research Faculty, SMS-VIMS (all ranks) | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 380 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 2 |
| Max Value | 4 |
| Mean | 3.16 |
| Variance | 0.63 |
| Standard Deviation | 0.80 |
| Total Responses | 380 |

59. Do you currently hold an administrative title, or have you held an administrative title in the past three years?  (e.g. Department Chair, Program Director, Director of Grad or Undergraduate Studies, Assistant Dean, Associate Provost, Vice President, etc.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 124 | 33% |
| 2 | No | |  |  | | --- | --- | |  |  | | 256 | 67% |
|  | Total |  | 380 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.67 |
| Variance | 0.22 |
| Standard Deviation | 0.47 |
| Total Responses | 380 |

60. What is your academic are or professional school?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Arts and Sciences Area I (Humanities) | |  |  | | --- | --- | |  |  | | 105 | 28% |
| 2 | Arts and Sciences Area II (Social Sciences) | |  |  | | --- | --- | |  |  | | 90 | 24% |
| 3 | Arts and Sciences Area III (Natural Sciences and Mathematics) | |  |  | | --- | --- | |  |  | | 96 | 25% |
| 4 | School of Business | |  |  | | --- | --- | |  |  | | 31 | 8% |
| 5 | School of Education | |  |  | | --- | --- | |  |  | | 28 | 7% |
| 6 | School of Law | |  |  | | --- | --- | |  |  | | 11 | 3% |
| 7 | School of Marine Science (VIMS) | |  |  | | --- | --- | |  |  | | 18 | 5% |
|  | Total |  | 379 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 7 |
| Mean | 2.72 |
| Variance | 2.67 |
| Standard Deviation | 1.63 |
| Total Responses | 379 |

61. In general, how satisfied are you with the following aspects of your work situation at the College?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied |  | Mean |
| 1 | Availability (number) of summer research grants | 40 | 87 | 98 | 86 | 24 | 335 | 3.90 |
| 2 | College assistance in obtaining external grant support | 36 | 62 | 138 | 91 | 16 | 343 | 3.97 |
| 3 | Travel support for research presentations at conferences | 82 | 115 | 78 | 75 | 16 | 366 | 3.53 |
| 4 | Secretarial/office support | 35 | 56 | 69 | 142 | 76 | 378 | 4.44 |
| 5 | Support for teaching (faculty development) | 17 | 47 | 119 | 159 | 32 | 374 | 4.38 |
| 6 | Classroom space appropriate for teaching needs | 42 | 79 | 57 | 139 | 61 | 378 | 4.26 |
| 7 | Your teaching load | 8 | 19 | 46 | 199 | 103 | 375 | 4.99 |
| 8 | Health insurance coverage options | 8 | 30 | 59 | 202 | 77 | 376 | 4.82 |
| 9 | Other benefit options (e.g. retirement, long-term-care insurance, disability, etc.) | 10 | 38 | 93 | 188 | 45 | 374 | 4.59 |
| 10 | Availability of equipment (other than computers) | 12 | 53 | 98 | 149 | 40 | 352 | 4.43 |
| 11 | Your college assigned office computer | 13 | 35 | 40 | 163 | 106 | 357 | 4.88 |
| 12 | Faculty salaries in general | 144 | 143 | 59 | 26 | 3 | 375 | 2.94 |
| 13 | Your salary | 122 | 125 | 56 | 60 | 12 | 375 | 3.24 |
| 14 | Support for spouses/partners of faculty members | 67 | 57 | 128 | 50 | 10 | 312 | 3.61 |
| 15 | Support for faculty who are caregivers to family members | 16 | 33 | 153 | 49 | 23 | 274 | 4.11 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Availability (number) of summer research grants | College assistance in obtaining external grant support | Travel support for research presentations at conferences | Secretarial/office support | Support for teaching (faculty development) | Classroom space appropriate for teaching needs | Your teaching load | Health insurance coverage options | Other benefit options (e.g. retirement, long-term-care insurance, disability, etc.) | Availability of equipment (other than computers) | Your college assigned office computer | Faculty salaries in general | Your salary | Support for spouses/partners of faculty members | Support for faculty who are caregivers to family members |
| Min Value | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Max Value | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Mean | 3.90 | 3.97 | 3.53 | 4.44 | 4.38 | 4.26 | 4.99 | 4.82 | 4.59 | 4.43 | 4.88 | 2.94 | 3.24 | 3.61 | 4.11 |
| Variance | 1.27 | 1.05 | 1.37 | 1.50 | 0.93 | 1.60 | 0.79 | 0.84 | 0.85 | 0.98 | 1.12 | 0.89 | 1.35 | 1.18 | 0.86 |
| Standard Deviation | 1.13 | 1.03 | 1.17 | 1.23 | 0.97 | 1.27 | 0.89 | 0.92 | 0.92 | 0.99 | 1.06 | 0.94 | 1.16 | 1.09 | 0.93 |
| Total Responses | 335 | 343 | 366 | 378 | 374 | 378 | 375 | 376 | 374 | 352 | 357 | 375 | 375 | 312 | 274 |

62. Indicate your level of agreement or disagreement with each of the following statements using this scale:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Not Sure | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |  | Mean |
| 1 | Faculty of color are treated fairly in terms of salary. | 159 | 7 | 19 | 56 | 91 | 37 | 369 | 3.07 |
| 2 | Faculty of color are treated fairly in terms of service expectations. | 130 | 9 | 44 | 49 | 99 | 37 | 368 | 3.24 |
| 3 | Faculty of color are treated fairly in terms of teaching expectations. | 131 | 3 | 15 | 47 | 132 | 39 | 367 | 3.44 |
| 4 | Faculty of color are treated fairly in terms of research expectations. | 131 | 5 | 13 | 45 | 137 | 37 | 368 | 3.44 |
| 5 | Faculty of color are treated fairly in terms of mentor availability. | 154 | 10 | 31 | 56 | 83 | 33 | 367 | 3.01 |
| 6 | Women faculty are treated fairly in terms of salary. | 78 | 23 | 66 | 60 | 104 | 36 | 367 | 3.54 |
| 7 | Women faculty are treated fairly in terms of service expectations. | 63 | 39 | 70 | 49 | 108 | 36 | 365 | 3.57 |
| 8 | Women faculty are treated fairly in terms of teaching expectations. | 46 | 12 | 31 | 45 | 184 | 48 | 366 | 4.24 |
| 9 | Women faculty are treated fairly in terms of research expectations. | 50 | 12 | 18 | 49 | 191 | 45 | 365 | 4.24 |
| 10 | Women faculty are treated fairly in terms of mentor availability. | 81 | 14 | 29 | 72 | 133 | 37 | 366 | 3.75 |
| 11 | Male faculty are treated fairly in terms of salary. | 59 | 12 | 34 | 49 | 158 | 52 | 364 | 4.07 |
| 12 | Male faculty are treated fairly in terms of service expectations. | 50 | 10 | 29 | 53 | 169 | 54 | 365 | 4.21 |
| 13 | Male faculty are treated fairly in terms of teaching expectations. | 50 | 4 | 17 | 49 | 188 | 57 | 365 | 4.35 |
| 14 | Male faculty are treated fairly in terms of research expectations. | 50 | 3 | 11 | 55 | 190 | 56 | 365 | 4.37 |
| 15 | Male faculty are treated fairly in terms of mentor availability. | 85 | 3 | 10 | 77 | 139 | 52 | 366 | 3.92 |
| 16 | LGBTQ faculty are treated fairly in terms of salary. | 184 | 3 | 8 | 55 | 86 | 26 | 362 | 2.82 |
| 17 | LGBTQ faculty are treated fairly in terms of service expectations. | 178 | 2 | 9 | 54 | 93 | 26 | 362 | 2.89 |
| 18 | LGBTQ faculty are treated fairly in terms of teaching expectations. | 168 | 0 | 4 | 56 | 106 | 27 | 361 | 3.04 |
| 19 | LGBTQ faculty are treated fairly in terms of research expectations. | 166 | 0 | 3 | 56 | 111 | 26 | 362 | 3.07 |
| 20 | LGBTQ faculty are treated fairly in terms of mentor availability. | 186 | 5 | 13 | 60 | 72 | 22 | 358 | 2.70 |
| 21 | Faculty with disabilities are treated fairly in terms of salary. | 197 | 5 | 9 | 53 | 72 | 22 | 358 | 2.62 |
| 22 | Faculty with disabilities are treated fairly in terms of service expectations. | 208 | 3 | 4 | 59 | 69 | 20 | 363 | 2.55 |
| 23 | Faculty with disabilities are treated fairly in terms of teaching expectations. | 207 | 3 | 5 | 54 | 74 | 20 | 363 | 2.57 |
| 24 | Faculty with disabilities are treated fairly in terms of research expectations. | 205 | 3 | 5 | 54 | 74 | 20 | 361 | 2.58 |
| 25 | Faculty with disabilities are treated fairly in terms of mentor availability. | 219 | 5 | 8 | 57 | 56 | 16 | 361 | 2.37 |
| 26 | Faculty members are treated fairly regardless of gender, race, or ethnicity. | 98 | 15 | 43 | 55 | 119 | 31 | 361 | 3.48 |
| 27 | This institution should hire more faculty of color. | 34 | 6 | 14 | 93 | 116 | 102 | 365 | 4.53 |
| 28 | This institution should hire more women faculty. | 38 | 8 | 22 | 143 | 90 | 63 | 364 | 4.18 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Faculty of color are treated fairly in terms of salary. | Faculty of color are treated fairly in terms of service expectations. | Faculty of color are treated fairly in terms of teaching expectations. | Faculty of color are treated fairly in terms of research expectations. | Faculty of color are treated fairly in terms of mentor availability. | Women faculty are treated fairly in terms of salary. | Women faculty are treated fairly in terms of service expectations. | Women faculty are treated fairly in terms of teaching expectations. | Women faculty are treated fairly in terms of research expectations. | Women faculty are treated fairly in terms of mentor availability. | Male faculty are treated fairly in terms of salary. | Male faculty are treated fairly in terms of service expectations. | Male faculty are treated fairly in terms of teaching expectations. | Male faculty are treated fairly in terms of research expectations. | Male faculty are treated fairly in terms of mentor availability. | LGBTQ faculty are treated fairly in terms of salary. | LGBTQ faculty are treated fairly in terms of service expectations. | LGBTQ faculty are treated fairly in terms of teaching expectations. | LGBTQ faculty are treated fairly in terms of research expectations. | LGBTQ faculty are treated fairly in terms of mentor availability. | Faculty with disabilities are treated fairly in terms of salary. | Faculty with disabilities are treated fairly in terms of service expectations. | Faculty with disabilities are treated fairly in terms of teaching expectations. | Faculty with disabilities are treated fairly in terms of research expectations. | Faculty with disabilities are treated fairly in terms of mentor availability. | Faculty members are treated fairly regardless of gender, race, or ethnicity. | This institution should hire more faculty of color. | This institution should hire more women faculty. |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Mean | 3.07 | 3.24 | 3.44 | 3.44 | 3.01 | 3.54 | 3.57 | 4.24 | 4.24 | 3.75 | 4.07 | 4.21 | 4.35 | 4.37 | 3.92 | 2.82 | 2.89 | 3.04 | 3.07 | 2.70 | 2.62 | 2.55 | 2.57 | 2.58 | 2.37 | 3.48 | 4.53 | 4.18 |
| Variance | 3.79 | 3.50 | 3.77 | 3.77 | 3.58 | 2.81 | 2.69 | 2.32 | 2.38 | 2.94 | 2.69 | 2.44 | 2.35 | 2.30 | 3.10 | 3.77 | 3.79 | 3.87 | 3.87 | 3.54 | 3.59 | 3.53 | 3.58 | 3.58 | 3.23 | 3.14 | 2.11 | 2.00 |
| Standard Deviation | 1.95 | 1.87 | 1.94 | 1.94 | 1.89 | 1.68 | 1.64 | 1.52 | 1.54 | 1.71 | 1.64 | 1.56 | 1.53 | 1.52 | 1.76 | 1.94 | 1.95 | 1.97 | 1.97 | 1.88 | 1.89 | 1.88 | 1.89 | 1.89 | 1.80 | 1.77 | 1.45 | 1.41 |
| Total Responses | 369 | 368 | 367 | 368 | 367 | 367 | 365 | 366 | 365 | 366 | 364 | 365 | 365 | 365 | 366 | 362 | 362 | 361 | 362 | 358 | 358 | 363 | 363 | 361 | 361 | 361 | 365 | 364 |

63. An advocate is someone who speaks or writes in support or defense of another person.  During your time at William & Mary, do you feel that you have had or currently have an advocate on campus?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 202 | 55% |
| 2 | No | |  |  | | --- | --- | |  |  | | 164 | 45% |
|  | Total |  | 366 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.45 |
| Variance | 0.25 |
| Standard Deviation | 0.50 |
| Total Responses | 366 |

64. A mentor is an individual who provides wisdom, knowledge and career advise to a person who is at a more junior level relative to him or herself. At William & Mary, do you feel that you have had or currently have a mentor on campus?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 209 | 57% |
| 2 | No | |  |  | | --- | --- | |  |  | | 159 | 43% |
|  | Total |  | 368 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.43 |
| Variance | 0.25 |
| Standard Deviation | 0.50 |
| Total Responses | 368 |

65. During the last three years, have you considered leaving (permanently) your position at W&M?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 236 | 64% |
| 2 | No | |  |  | | --- | --- | |  |  | | 135 | 36% |
|  | Total |  | 371 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.36 |
| Variance | 0.23 |
| Standard Deviation | 0.48 |
| Total Responses | 371 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 69 | 19% |
| 2 | No | |  |  | | --- | --- | |  |  | | 298 | 81% |
|  | Total |  | 367 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.81 |
| Variance | 0.15 |
| Standard Deviation | 0.39 |
| Total Responses | 367 |

67. Are you actively on the job market now?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 69 | 19% |
| 2 | No | |  |  | | --- | --- | |  |  | | 299 | 81% |
|  | Total |  | 368 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.81 |
| Variance | 0.15 |
| Standard Deviation | 0.39 |
| Total Responses | 368 |

68. Please indicate the reason(s) why you are actively seeking another job. (Check all that apply.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Dissatisfaction with my salary at W&M | |  |  | | --- | --- | |  |  | | 61 | 86% |
| 2 | Dissatisfaction with the research support that I receive at W&M | |  |  | | --- | --- | |  |  | | 41 | 58% |
| 3 | Dissatisfaction with the research support facilities at W&M | |  |  | | --- | --- | |  |  | | 25 | 35% |
| 4 | Desire to be more involved in graduate education | |  |  | | --- | --- | |  |  | | 21 | 30% |
| 5 | Desire to join a department or school that places more emphasis on my research specialty(where there will be more colleagues who work in related research areas) | |  |  | | --- | --- | |  |  | | 22 | 31% |
| 6 | Desire to move up in terms of the national prestige of the university where I work | |  |  | | --- | --- | |  |  | | 14 | 20% |
| 7 | Desire for reduced teaching assignment | |  |  | | --- | --- | |  |  | | 10 | 14% |
| 8 | Dissatisfaction with the level of collegiality in my department or school | |  |  | | --- | --- | |  |  | | 21 | 30% |
| 9 | Spouse/partner hiring issues | |  |  | | --- | --- | |  |  | | 21 | 30% |
| 10 | Other reasons | |  |  | | --- | --- | |  |  | | 19 | 27% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 10 |
| Total Responses | 71 |

69. Do you plan to retire in the next three years?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 21 | 6% |
| 2 | No | |  |  | | --- | --- | |  |  | | 347 | 94% |
|  | Total |  | 368 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.94 |
| Variance | 0.05 |
| Standard Deviation | 0.23 |
| Total Responses | 368 |

70. Do you plan to participate in the Faculty Retirement and Return to Work Program (teaching part-time after retirement)?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 131 | 37% |
| 2 | No | |  |  | | --- | --- | |  |  | | 227 | 63% |
|  | Total |  | 358 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.63 |
| Variance | 0.23 |
| Standard Deviation | 0.48 |
| Total Responses | 358 |

71. If there were an incentive system for retirement, would you retire earlier than you are planning now?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 91 | 25% |
| 2 | No | |  |  | | --- | --- | |  |  | | 84 | 23% |
| 3 | Not Sure | |  |  | | --- | --- | |  |  | | 193 | 52% |
|  | Total |  | 368 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 2.28 |
| Variance | 0.70 |
| Standard Deviation | 0.83 |
| Total Responses | 368 |

72. Which library do you use most frequently?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Swem | |  |  | | --- | --- | |  |  | | 325 | 88% |
| 2 | School of Business Library | |  |  | | --- | --- | |  |  | | 13 | 4% |
| 3 | School of Education Library | |  |  | | --- | --- | |  |  | | 1 | 0% |
| 4 | Law School Library | |  |  | | --- | --- | |  |  | | 11 | 3% |
| 5 | VIMS Library | |  |  | | --- | --- | |  |  | | 18 | 5% |
|  | Total |  | 368 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 5 |
| Mean | 1.33 |
| Variance | 0.99 |
| Standard Deviation | 1.00 |
| Total Responses | 368 |

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Not Applicable |  | Mean |
| 1 | Adequacy of library holdings (e.g. comprehensive print and journal collections) | 10 | 57 | 54 | 171 | 69 | 9 | 370 | 3.70 |
| 2 | Library services (e.g. timely document delivery and interlibrary loan) | 4 | 3 | 25 | 123 | 194 | 20 | 369 | 4.52 |
| 3 | Accessibility to library electronic resources from my office or home | 5 | 24 | 23 | 135 | 175 | 6 | 368 | 4.27 |
| 4 | Easy-to-use access tools that allow me to find things on my own | 7 | 13 | 51 | 165 | 124 | 9 | 369 | 4.12 |
| 5 | A library website enabling me to locate information on my own | 6 | 19 | 47 | 171 | 115 | 10 | 368 | 4.09 |
| 6 | Comprehensive collections of full-text articles online | 14 | 52 | 60 | 151 | 82 | 10 | 369 | 3.72 |
| 7 | Online library licensed journals and databases | 17 | 51 | 53 | 159 | 81 | 6 | 367 | 3.69 |
| 8 | Collections of digital media (audio, photographic, video, film, etc.) | 13 | 24 | 84 | 113 | 47 | 83 | 364 | 4.12 |
| 9 | Access to online databases | 9 | 22 | 55 | 163 | 99 | 19 | 367 | 4.03 |
| 10 | Overall library support for my teaching and research needs | 6 | 11 | 57 | 161 | 122 | 10 | 367 | 4.12 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Adequacy of library holdings (e.g. comprehensive print and journal collections) | Library services (e.g. timely document delivery and interlibrary loan) | Accessibility to library electronic resources from my office or home | Easy-to-use access tools that allow me to find things on my own | A library website enabling me to locate information on my own | Comprehensive collections of full-text articles online | Online library licensed journals and databases | Collections of digital media (audio, photographic, video, film, etc.) | Access to online databases | Overall library support for my teaching and research needs |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Mean | 3.70 | 4.52 | 4.27 | 4.12 | 4.09 | 3.72 | 3.69 | 4.12 | 4.03 | 4.12 |
| Variance | 1.20 | 0.67 | 0.91 | 0.87 | 0.90 | 1.32 | 1.31 | 1.85 | 1.09 | 0.85 |
| Standard Deviation | 1.10 | 0.82 | 0.96 | 0.93 | 0.95 | 1.15 | 1.15 | 1.36 | 1.04 | 0.92 |
| Total Responses | 370 | 369 | 368 | 369 | 368 | 369 | 367 | 364 | 367 | 367 |

74. In general, how satisfied are you with the following aspects of information technology materials and services at the College?

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Not Applicable |  | Mean |
| 1 | Availability of computer equipment | 5 | 31 | 43 | 179 | 100 | 7 | 365 | 3.98 |
| 2 | Availability of computer software | 10 | 50 | 79 | 156 | 66 | 4 | 365 | 3.63 |
| 3 | IT technical support | 10 | 25 | 56 | 140 | 133 | 1 | 365 | 4.00 |
| 4 | Support for integrating technology in my teaching | 11 | 31 | 79 | 143 | 86 | 12 | 362 | 3.82 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Statistic | Availability of computer equipment | Availability of computer software | IT technical support | Support for integrating technology in my teaching |
| Min Value | 1 | 1 | 1 | 1 |
| Max Value | 6 | 6 | 6 | 6 |
| Mean | 3.98 | 3.63 | 4.00 | 3.82 |
| Variance | 0.93 | 1.10 | 1.05 | 1.18 |
| Standard Deviation | 0.97 | 1.05 | 1.03 | 1.08 |
| Total Responses | 365 | 365 | 365 | 362 |

75. Frequency of technology usage How often do you use the following (for teaching, research, service, communication with professional colleagues, -- all work related usages)?

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Never | Once per year | Once per Semester | Monthly | Weekly | Several times per week | Daily |  | Mean |
| 1 | Course management system (Blackboard) | 12 | 0 | 4 | 10 | 47 | 152 | 141 | 366 | 6.01 |
| 2 | University library website | 14 | 3 | 17 | 80 | 85 | 114 | 54 | 367 | 5.12 |
| 3 | Clickers | 323 | 10 | 2 | 5 | 5 | 8 | 6 | 359 | 1.35 |
| 4 | E-portfolios | 325 | 10 | 12 | 9 | 6 | 0 | 2 | 364 | 1.27 |
| 5 | Webcasts or podcasts | 255 | 21 | 39 | 35 | 10 | 4 | 1 | 365 | 1.74 |
| 6 | Wikis | 241 | 20 | 21 | 21 | 31 | 24 | 9 | 367 | 2.15 |
| 7 | Blogs | 232 | 20 | 14 | 37 | 27 | 20 | 15 | 365 | 2.25 |
| 8 | White board | 227 | 4 | 4 | 16 | 29 | 48 | 30 | 358 | 2.66 |
| 9 | Photo or Video websites (Flicker, YouTube, etc.) | 114 | 5 | 18 | 76 | 79 | 52 | 20 | 364 | 3.65 |
| 10 | Online virtual worlds (Second Life, etc.) | 337 | 6 | 8 | 6 | 5 | 1 | 0 | 363 | 1.18 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Course management system (Blackboard) | University library website | Clickers | E-portfolios | Webcasts or podcasts | Wikis | Blogs | White board | Photo or Video websites (Flicker, YouTube, etc.) | Online virtual worlds (Second Life, etc.) |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 6 |
| Mean | 6.01 | 5.12 | 1.35 | 1.27 | 1.74 | 2.15 | 2.25 | 2.66 | 3.65 | 1.18 |
| Variance | 1.55 | 1.98 | 1.44 | 0.77 | 1.62 | 3.35 | 3.60 | 5.37 | 4.10 | 0.51 |
| Standard Deviation | 1.24 | 1.41 | 1.20 | 0.88 | 1.27 | 1.83 | 1.90 | 2.32 | 2.02 | 0.72 |
| Total Responses | 366 | 367 | 359 | 364 | 365 | 367 | 365 | 358 | 364 | 363 |

76. How important are the following technologies for your research?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Not at all important | Not so important | Neutral | Important | Very important |  | Mean |
| 1 | Online library licensed journals and databases | 3 | 6 | 7 | 48 | 301 | 365 | 4.75 |
| 2 | Collections of digital media and/or data | 49 | 52 | 77 | 85 | 101 | 364 | 3.38 |
| 3 | Database applications | 49 | 55 | 90 | 90 | 78 | 362 | 3.26 |
| 4 | Data analysis software (SPSS, etc.) | 83 | 52 | 51 | 43 | 135 | 364 | 3.26 |
| 5 | Presentation technology (Powerpoint, etc.) | 22 | 22 | 36 | 85 | 200 | 365 | 4.15 |
| 6 | Survey software (Qualtrics, etc.) | 122 | 69 | 81 | 42 | 50 | 364 | 2.53 |
| 7 | Other [please identify briefly] | 92 | 10 | 76 | 5 | 23 | 206 | 2.31 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Online library licensed journals and databases | Collections of digital media and/or data | Database applications | Data analysis software (SPSS, etc.) | Presentation technology (Powerpoint, etc.) | Survey software (Qualtrics, etc.) | Other [please identify briefly] |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | 4.75 | 3.38 | 3.26 | 3.26 | 4.15 | 2.53 | 2.31 |
| Variance | 0.43 | 1.89 | 1.74 | 2.60 | 1.41 | 1.98 | 1.83 |
| Standard Deviation | 0.65 | 1.37 | 1.32 | 1.61 | 1.19 | 1.41 | 1.35 |
| Total Responses | 365 | 364 | 362 | 364 | 365 | 364 | 206 |

77. How important are the following technologies for your teaching?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Not at all Important | Not so important | Neutral | Important | Very Important |  | Mean |
| 1 | Course Management Systems (e.g. Blackboard) | 10 | 16 | 17 | 82 | 242 | 367 | 4.44 |
| 2 | Library e-reserves | 64 | 71 | 94 | 79 | 56 | 364 | 2.98 |
| 3 | My own website | 101 | 68 | 83 | 65 | 49 | 366 | 2.71 |
| 4 | Video sharing applications | 130 | 56 | 89 | 63 | 25 | 363 | 2.44 |
| 5 | Wireless connectivity in the classroom | 33 | 33 | 33 | 90 | 177 | 366 | 3.94 |
| 6 | Clickers in the classroom | 219 | 55 | 59 | 11 | 21 | 365 | 1.79 |
| 7 | Dvd player in the classroom | 93 | 44 | 43 | 69 | 118 | 367 | 3.20 |
| 8 | Presentation Technology (Powerpoint, etc.) | 17 | 11 | 16 | 65 | 258 | 367 | 4.46 |
| 9 | Multimedia presentation podium in the classroom | 14 | 16 | 31 | 83 | 221 | 365 | 4.32 |
| 10 | Adobe Connect | 110 | 40 | 109 | 50 | 51 | 360 | 2.70 |
| 11 | Other (please identify briefly) | 55 | 6 | 47 | 4 | 23 | 135 | 2.51 |

|  |
| --- |
| Other (please identify briefly) |
| Software for Digital Recording & Transcription |
| video conferencing software |
| Writing on a tablet computer and projecting it |
| High quality audio and video presentation tech |
| Email |
| lecture capture |
| Mac |
| GIS software |
| document projector |
| data analysis software |
| Bloomberg |
| VHS player |
| digital projector |
| Would love to have a smart board or touchscreen to write on presentations. |
| Tablet monitor for presentations |
| chalkboard |
| NVivo Qualitative Data Analysis software |
| Document camera |
| white or black board |
| blackboard |
| blackboard |
| This belongs under "research", but no box provided: high-performance clusters of unix computers (eg Sciclone and clusters owned by research groups); access to ESNET |
| Blu-Ray Capabilities |
| blackout shades for rooms to see technology (films, etc) |
| would like ability to turn off internet connection to classroom |
| lots of board space |
| video downloading softward |
| GIS;Stata;R;Access;Word |
| music and video playback equipment, a piano |
| Students having laptops and access to common software; Google Drive and other Cloud data storage systems |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Course Management Systems (e.g. Blackboard) | Library e-reserves | My own website | Video sharing applications | Wireless connectivity in the classroom | Clickers in the classroom | Dvd player in the classroom | Presentation Technology (Powerpoint, etc.) | Multimedia presentation podium in the classroom | Adobe Connect | Other (please identify briefly) |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | 4.44 | 2.98 | 2.71 | 2.44 | 3.94 | 1.79 | 3.20 | 4.46 | 4.32 | 2.70 | 2.51 |
| Variance | 0.93 | 1.74 | 1.92 | 1.73 | 1.75 | 1.36 | 2.57 | 1.07 | 1.11 | 1.95 | 2.30 |
| Standard Deviation | 0.96 | 1.32 | 1.39 | 1.31 | 1.32 | 1.17 | 1.60 | 1.04 | 1.05 | 1.40 | 1.52 |
| Total Responses | 367 | 364 | 366 | 363 | 366 | 365 | 367 | 367 | 365 | 360 | 140 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Lack of time (need more hands-on experience with technologies before using them in my teaching) | |  |  | | --- | --- | |  |  | | 225 | 67% |
| 2 | Lack of money | |  |  | | --- | --- | |  |  | | 63 | 19% |
| 3 | It represents extra work in course preparation with little enhancement to the course | |  |  | | --- | --- | |  |  | | 137 | 41% |
| 4 | Lack of technical support | |  |  | | --- | --- | |  |  | | 50 | 15% |
| 5 | Lack of classroom equipment | |  |  | | --- | --- | |  |  | | 44 | 13% |
| 6 | Faulty or unreliable classroom equipment | |  |  | | --- | --- | |  |  | | 58 | 17% |
| 7 | Other | |  |  | | --- | --- | |  |  | | 21 | 6% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 7 |
| Total Responses | 336 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Online tutorial (self-paced, no instructor) | |  |  | | --- | --- | |  |  | | 192 | 53% |
| 2 | Interaction with faculty colleagues who have already used the technology | |  |  | | --- | --- | |  |  | | 237 | 65% |
| 3 | Face-to-face group workshops | |  |  | | --- | --- | |  |  | | 131 | 36% |
| 4 | Brown bag lunch demonstrations | |  |  | | --- | --- | |  |  | | 114 | 31% |
| 5 | Self-teach or explore on your own | |  |  | | --- | --- | |  |  | | 181 | 50% |
| 6 | Interaction with Academic Technology staff | |  |  | | --- | --- | |  |  | | 160 | 44% |
| 7 | e-mail with links to websites | |  |  | | --- | --- | |  |  | | 68 | 19% |
| 8 | listening to podcasts or webcasts | |  |  | | --- | --- | |  |  | | 52 | 14% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 8 |
| Total Responses | 363 |

80. Consider your activities over the last three years, as you complete the following statement. In the past three years, I have . . . (Check all that apply.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Used my scholarship to address local or regional issues. | |  |  | | --- | --- | |  |  | | 136 | 38% |
| 2 | Used my scholarship to address national issues. | |  |  | | --- | --- | |  |  | | 212 | 59% |
| 3 | Used my scholarship to address international issues (including cross-cultural/comparative issues). | |  |  | | --- | --- | |  |  | | 187 | 52% |
| 4 | Advised/supervised a graduate / professional student on a master’s thesis. | |  |  | | --- | --- | |  |  | | 136 | 38% |
| 5 | Advised/supervised a graduate /professional student on a doctoral dissertation. | |  |  | | --- | --- | |  |  | | 141 | 39% |
| 6 | (Advised/ supervised an undergraduate student on an honors thesis. | |  |  | | --- | --- | |  |  | | 236 | 66% |
| 7 | Advised/supervised an undergraduate student on a research project (not an honors thesis). | |  |  | | --- | --- | |  |  | | 266 | 75% |
| 8 | Received funding for my work from one or more foundations. | |  |  | | --- | --- | |  |  | | 146 | 41% |
| 9 | Received funding for my work from a state or federal government agency. | |  |  | | --- | --- | |  |  | | 156 | 44% |
| 10 | Received funding for my work from business or industry. | |  |  | | --- | --- | |  |  | | 40 | 11% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 10 |
| Total Responses | 357 |

81. Consider your activities over the last three years, as you respond to the following inquiry. In the past three years, I have conducted research or engaged in scholarly writing or creative activity focused on one or more of the following: (Check all that apply.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Cross-disciplinary issues, in collaboration with W&M colleagues | |  |  | | --- | --- | |  |  | | 159 | 47% |
| 2 | Cross-disciplinary issues, in collaboration with non-W&M colleagues | |  |  | | --- | --- | |  |  | | 173 | 51% |
| 3 | Disciplinary issues, in collaboration with W&M colleagues | |  |  | | --- | --- | |  |  | | 182 | 53% |
| 4 | Disciplinary issues, in collaboration with non-W&M colleagues. | |  |  | | --- | --- | |  |  | | 235 | 69% |
| 5 | International / global issues | |  |  | | --- | --- | |  |  | | 157 | 46% |
| 6 | Women and gender issues | |  |  | | --- | --- | |  |  | | 76 | 22% |
| 7 | Racial or ethnic minorities | |  |  | | --- | --- | |  |  | | 92 | 27% |
| 8 | Social or economic minorities | |  |  | | --- | --- | |  |  | | 82 | 24% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 8 |
| Total Responses | 341 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Taught a first-year seminar (freshman seminar) | |  |  | | --- | --- | |  |  | | 101 | 28% |
| 2 | Taught a cross-listed course | |  |  | | --- | --- | |  |  | | 172 | 48% |
| 3 | Taught a course with an interdisciplinary focus | |  |  | | --- | --- | |  |  | | 205 | 58% |
| 4 | Taught a course as part of an established interdisciplinary program | |  |  | | --- | --- | |  |  | | 135 | 38% |
| 5 | Taught a course with an international focus | |  |  | | --- | --- | |  |  | | 124 | 35% |
| 6 | Team-taught a course | |  |  | | --- | --- | |  |  | | 105 | 30% |
| 7 | Directed an independent study course | |  |  | | --- | --- | |  |  | | 222 | 63% |
| 8 | Developed a new course | |  |  | | --- | --- | |  |  | | 236 | 66% |
| 9 | Substantially revised an existing course | |  |  | | --- | --- | |  |  | | 252 | 71% |
| 10 | Supervised graduate students in their teaching | |  |  | | --- | --- | |  |  | | 73 | 21% |
| 11 | Supervised undergraduate students in a teaching internship or practicum | |  |  | | --- | --- | |  |  | | 62 | 17% |
| 12 | Taught a service-learning course | |  |  | | --- | --- | |  |  | | 16 | 5% |
| 13 | Advised/supervised students involved in a service learning project (for academic credit) | |  |  | | --- | --- | |  |  | | 31 | 9% |
| 14 | Advised/supervised students involved in non-credit community service | |  |  | | --- | --- | |  |  | | 25 | 7% |
| 15 | Taught a course that has been shared with students from another college or university (e.g. distance learning). | |  |  | | --- | --- | |  |  | | 13 | 4% |
| 16 | Taught a course that has been shared with students at another college or university? | |  |  | | --- | --- | |  |  | | 18 | 5% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 16 |
| Total Responses | 355 |

83. Right now the typical undergraduate course load is 5/5.  Is this course load:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Too high | |  |  | | --- | --- | |  |  | | 183 | 53% |
| 2 | Too low | |  |  | | --- | --- | |  |  | | 4 | 1% |
| 3 | Just right | |  |  | | --- | --- | |  |  | | 157 | 46% |
|  | Total |  | 344 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.92 |
| Variance | 0.99 |
| Standard Deviation | 0.99 |
| Total Responses | 344 |

84. Please indicate your level of agreement or disagreement with the statements below, using the following scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |  | Mean |
| 1 | Currently, I spend more time on teaching than on research. | 19 | 77 | 88 | 115 | 69 | 368 | 3.38 |
| 2 | Currently, I spend more time on research than on teaching. | 60 | 135 | 85 | 63 | 24 | 367 | 2.61 |
| 3 | I Would like to increase the time I spend on teaching. | 60 | 172 | 103 | 27 | 5 | 367 | 2.31 |
| 4 | I would like to increase the time I spend on research. | 3 | 23 | 71 | 170 | 100 | 367 | 3.93 |
| 5 | I am satisfied with my current balance between teaching and research. | 28 | 127 | 68 | 116 | 30 | 369 | 2.98 |
| 6 | Feel pressure to do more research than I am currently doing. | 21 | 83 | 58 | 139 | 66 | 367 | 3.40 |
| 7 | I feel pressure to do more teaching than I am currently doing. | 38 | 168 | 86 | 57 | 20 | 369 | 2.60 |
| 8 | I feel pressure to be more involved in faculty governance and service than I currently am. | 34 | 99 | 100 | 99 | 37 | 369 | 3.02 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Currently, I spend more time on teaching than on research. | Currently, I spend more time on research than on teaching. | I Would like to increase the time I spend on teaching. | I would like to increase the time I spend on research. | I am satisfied with my current balance between teaching and research. | Feel pressure to do more research than I am currently doing. | I feel pressure to do more teaching than I am currently doing. | I feel pressure to be more involved in faculty governance and service than I currently am. |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | 3.38 | 2.61 | 2.31 | 3.93 | 2.98 | 3.40 | 2.60 | 3.02 |
| Variance | 1.34 | 1.30 | 0.77 | 0.79 | 1.29 | 1.40 | 1.08 | 1.31 |
| Standard Deviation | 1.16 | 1.14 | 0.88 | 0.89 | 1.14 | 1.18 | 1.04 | 1.14 |
| Total Responses | 368 | 367 | 367 | 367 | 369 | 367 | 369 | 369 |

85. To what degree is "faculty governance" an important part of the W&M tradition and culture?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Not Sure | |  |  | | --- | --- | |  |  | | 46 | 12% |
| 2 | Not at all important | |  |  | | --- | --- | |  |  | | 7 | 2% |
| 3 | Not so important | |  |  | | --- | --- | |  |  | | 27 | 7% |
| 4 | Important | |  |  | | --- | --- | |  |  | | 162 | 44% |
| 5 | Very Important | |  |  | | --- | --- | |  |  | | 128 | 35% |
|  | Total |  | 370 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 5 |
| Mean | 3.86 |
| Variance | 1.60 |
| Standard Deviation | 1.26 |
| Total Responses | 370 |

86. Are faculty sufficiently involved in decision-making on this campus?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 162 | 44% |
| 2 | No | |  |  | | --- | --- | |  |  | | 108 | 29% |
| 3 | Not sure | |  |  | | --- | --- | |  |  | | 98 | 27% |
|  | Total |  | 368 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.83 |
| Variance | 0.68 |
| Standard Deviation | 0.82 |
| Total Responses | 368 |

87. How involved are you in the faculty governance process at W&M? (all levels combined: dept/program level, school level, and university level)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | A great deal | |  |  | | --- | --- | |  |  | | 133 | 36% |
| 2 | Somewhat | |  |  | | --- | --- | |  |  | | 155 | 42% |
| 3 | Not much | |  |  | | --- | --- | |  |  | | 66 | 18% |
| 4 | Not at all | |  |  | | --- | --- | |  |  | | 16 | 4% |
|  | Total |  | 370 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 4 |
| Mean | 1.91 |
| Variance | 0.70 |
| Standard Deviation | 0.84 |
| Total Responses | 370 |

88. Would you like to be more involved in faculty governance?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes, I would like to be more involved in faculty governance. | |  |  | | --- | --- | |  |  | | 29 | 8% |
| 2 | Yes, but I cannot be more involved at this time because of limitations | |  |  | | --- | --- | |  |  | | 75 | 20% |
| 3 | I feel that my current level of involvement in faculty governance is just about right for me. | |  |  | | --- | --- | |  |  | | 188 | 51% |
| 4 | No, in fact I would like to be less involved in faculty governance than I currently am. | |  |  | | --- | --- | |  |  | | 77 | 21% |
|  | Total |  | 369 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 4 |
| Mean | 2.85 |
| Variance | 0.71 |
| Standard Deviation | 0.84 |
| Total Responses | 369 |

89. Please check all that apply to why your involvement in faculty governance is limited.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | My involvement in faculty governance is limited due to research expectations | |  |  | | --- | --- | |  |  | | 53 | 75% |
| 2 | My involvement in faculty governance is limited due to teaching expectations | |  |  | | --- | --- | |  |  | | 46 | 65% |
| 3 | My involvement in faculty governance is limited due to supervisory, mentoring or advising responsibilities for students | |  |  | | --- | --- | |  |  | | 36 | 51% |
| 4 | My involvement in faculty governance is limited due to personal responsibilities and commitments. | |  |  | | --- | --- | |  |  | | 29 | 41% |
| 5 | My involvement is limited for other reasons | |  |  | | --- | --- | |  |  | | 19 | 27% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 5 |
| Total Responses | 71 |

90. Please check all that apply to why you would like to be less involved.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | I feel I am currently overloaded in my faculty governance responsibilities. | |  |  | | --- | --- | |  |  | | 48 | 66% |
| 2 | Faculty governance is not a particular interest of mine. | |  |  | | --- | --- | |  |  | | 23 | 32% |
| 3 | I believe that participation in faculty governance is not adequately recognized/rewarded in annual and periodic reviews. | |  |  | | --- | --- | |  |  | | 34 | 47% |
| 4 | I believe faculty governance at this institution is not sufficient to effect real change. | |  |  | | --- | --- | |  |  | | 26 | 36% |
| 5 | No, for other reasons. | |  |  | | --- | --- | |  |  | | 9 | 12% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 5 |
| Total Responses | 73 |

91. Faculty have varying levels of influence on policies and decisions, depending on the issue.  In this section, we ask you to rate the level of influence W&M faculty have on the following policies an decisions related to admissions and academic programs.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Question | Not Sure | inadequate Influence | Adequate Influence |  | Mean |
| 1 | Undergraduate admissions | 214 | 89 | 56 | 359 | 1.56 |
| 2 | Undergraduate general education requirements | 96 | 30 | 232 | 358 | 2.38 |
| 3 | Undergraduate program academic requirements | 93 | 27 | 239 | 359 | 2.41 |
| 4 | Graduate admissions | 140 | 13 | 205 | 358 | 2.18 |
| 5 | Graduate program academic requirements | 139 | 19 | 200 | 358 | 2.17 |
| 6 | Periodic evaluation/assessment of academic programs | 101 | 52 | 206 | 359 | 2.29 |
| 7 | Periodic evaluation/assessment of undergraduate general education requirements | 122 | 49 | 188 | 359 | 2.18 |
| 8 | Decisions to create new academic programs | 134 | 84 | 142 | 360 | 2.02 |
| 9 | Size of student body | 126 | 197 | 38 | 361 | 1.76 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Undergraduate admissions | Undergraduate general education requirements | Undergraduate program academic requirements | Graduate admissions | Graduate program academic requirements | Periodic evaluation/assessment of academic programs | Periodic evaluation/assessment of undergraduate general education requirements | Decisions to create new academic programs | Size of student body |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Mean | 1.56 | 2.38 | 2.41 | 2.18 | 2.17 | 2.29 | 2.18 | 2.02 | 1.76 |
| Variance | 0.56 | 0.77 | 0.76 | 0.93 | 0.92 | 0.77 | 0.83 | 0.77 | 0.40 |
| Standard Deviation | 0.75 | 0.88 | 0.87 | 0.97 | 0.96 | 0.88 | 0.91 | 0.88 | 0.63 |
| Total Responses | 359 | 358 | 359 | 358 | 358 | 359 | 359 | 360 | 361 |

92. Faculty have varying levels of influence on policies and decisions, depending on the issue.  In this section, we ask you to rate the level of influence W&M faculty have on the following policies and decisions related to faculty hiring and evaluation, and setting priorities, etc.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Question | Not Sure | Inadequate Influence | Adequate Influence |  | Mean |
| 1 | Hiring new tenure track faculty in your department/professional school | 16 | 83 | 260 | 359 | 2.68 |
| 2 | Setting tenure and promotion standards | 38 | 71 | 248 | 357 | 2.59 |
| 3 | Making individual tenure and promotion decisions | 39 | 44 | 275 | 358 | 2.66 |
| 4 | Setting library priorities | 147 | 82 | 126 | 355 | 1.94 |
| 5 | Setting information technology priorities (e.g. adoption/renewal/non-renewal of equipment and software | 156 | 119 | 81 | 356 | 1.79 |
| 6 | Setting budget priorities | 91 | 234 | 33 | 358 | 1.84 |
| 7 | Decisions to cut academic programs | 157 | 166 | 35 | 358 | 1.66 |
| 8 | Athletic policy | 188 | 142 | 27 | 357 | 1.55 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Hiring new tenure track faculty in your department/professional school | Setting tenure and promotion standards | Making individual tenure and promotion decisions | Setting library priorities | Setting information technology priorities (e.g. adoption/renewal/non-renewal of equipment and software | Setting budget priorities | Decisions to cut academic programs | Athletic policy |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Mean | 2.68 | 2.59 | 2.66 | 1.94 | 1.79 | 1.84 | 1.66 | 1.55 |
| Variance | 0.31 | 0.46 | 0.44 | 0.77 | 0.62 | 0.32 | 0.42 | 0.40 |
| Standard Deviation | 0.55 | 0.68 | 0.67 | 0.88 | 0.79 | 0.57 | 0.65 | 0.63 |
| Total Responses | 359 | 357 | 358 | 355 | 356 | 358 | 358 | 357 |

93. College administration

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |  | Mean |
| 1 | On the whole, I am satisfied with the responsiveness of the College administration to the needs of the faculty. | 45 | 107 | 114 | 82 | 11 | 359 | 2.74 |
| 2 | The administration provides appropriate support for undergraduate educational programs. | 27 | 75 | 122 | 113 | 19 | 356 | 3.06 |
| 3 | The administration provides appropriate support for graduate & professional programs. | 40 | 75 | 163 | 64 | 11 | 353 | 2.80 |

|  |  |  |  |
| --- | --- | --- | --- |
| Statistic | On the whole, I am satisfied with the responsiveness of the College administration to the needs of the faculty. | The administration provides appropriate support for undergraduate educational programs. | The administration provides appropriate support for graduate & professional programs. |
| Min Value | 1 | 1 | 1 |
| Max Value | 5 | 5 | 5 |
| Mean | 2.74 | 3.06 | 2.80 |
| Variance | 1.09 | 1.04 | 0.94 |
| Standard Deviation | 1.04 | 1.02 | 0.97 |
| Total Responses | 359 | 356 | 353 |

94. How satisfied are you with the record (over the past three years) of the central administration (President & Provost) in the following areas?

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Not Sure |  | Mean |
| 1 | a. communication with the faculty | 23 | 55 | 90 | 126 | 51 | 14 | 359 | 3.47 |
| 2 | b. establishing budget priorities | 36 | 83 | 91 | 93 | 22 | 31 | 356 | 3.21 |
| 3 | c. consultation with faculty on policy decisions | 35 | 73 | 119 | 66 | 17 | 45 | 355 | 3.26 |
| 4 | d. setting priorities for construction & repair of buildings, etc, on campus | 27 | 61 | 110 | 76 | 17 | 67 | 358 | 3.55 |
| 5 | e. inclusion of faculty in administrative searches | 13 | 23 | 92 | 126 | 58 | 45 | 357 | 3.92 |
| 6 | f. administrative commitment to faculty compensation & salary, and efforts to improve the same | 68 | 104 | 79 | 77 | 12 | 18 | 358 | 2.76 |
| 7 | g. support for teaching | 19 | 43 | 96 | 150 | 29 | 18 | 355 | 3.51 |
| 8 | h. support for research | 35 | 113 | 86 | 81 | 24 | 16 | 355 | 2.98 |
| 9 | i. support for faculty role in shared governance | 16 | 39 | 130 | 108 | 20 | 43 | 356 | 3.58 |
| 10 | j. adherence to faculty handbook policies | 13 | 14 | 126 | 120 | 23 | 61 | 357 | 3.87 |
| 11 | k. representing the College to external constituencies | 12 | 28 | 108 | 115 | 33 | 58 | 354 | 3.86 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | a. communication with the faculty | b. establishing budget priorities | c. consultation with faculty on policy decisions | d. setting priorities for construction & repair of buildings, etc, on campus | e. inclusion of faculty in administrative searches | f. administrative commitment to faculty compensation & salary, and efforts to improve the same | g. support for teaching | h. support for research | i. support for faculty role in shared governance | j. adherence to faculty handbook policies | k. representing the College to external constituencies |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Mean | 3.47 | 3.21 | 3.26 | 3.55 | 3.92 | 2.76 | 3.51 | 2.98 | 3.58 | 3.87 | 3.86 |
| Variance | 1.46 | 1.89 | 2.06 | 2.27 | 1.51 | 1.80 | 1.28 | 1.62 | 1.57 | 1.57 | 1.66 |
| Standard Deviation | 1.21 | 1.38 | 1.43 | 1.51 | 1.23 | 1.34 | 1.13 | 1.27 | 1.25 | 1.25 | 1.29 |
| Total Responses | 359 | 356 | 355 | 358 | 357 | 358 | 355 | 355 | 356 | 357 | 354 |

95. Faculty Evaluation SystemsTo what extent do you disagree/agree with the following assertions about tenure and promotion standards, and the annual merit review system?  If you are a faculty member in A&S, the questions deal with the evaluations processes in your department. For faculty in Business, Education, Law, or Marine Science, the questions deal with the evaluation processes in your professional school.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Not Sure | Strongly Disagree | Disagree | Agree | Strongly Agree |  | Mean |
| 1 | In my department, program, or professional school, the standards for tenure and promotion are clear | 9 | 36 | 75 | 165 | 77 | 362 | 3.73 |
| 2 | The merit system effectively evaluates teaching. | 23 | 77 | 127 | 109 | 24 | 360 | 3.09 |
| 3 | The merit system places appropriate weight on teaching. | 18 | 43 | 66 | 200 | 33 | 360 | 3.52 |
| 4 | The merit system effectively evaluates research, scholarship and creative activity. | 22 | 57 | 93 | 153 | 34 | 359 | 3.33 |
| 5 | The merit system places appropriate weight on research, scholarship, and creative activity. | 16 | 47 | 70 | 188 | 39 | 360 | 3.52 |
| 6 | The merit system effectively evaluates service contributions to my department, program, or school. | 40 | 58 | 75 | 159 | 28 | 360 | 3.21 |
| 7 | The merit system places appropriate weight on service to my department (or school). | 37 | 50 | 72 | 166 | 35 | 360 | 3.31 |
| 8 | The merit system effectively evaluates service beyond my unit (across A&S or across the College). | 51 | 62 | 75 | 138 | 29 | 355 | 3.09 |
| 9 | The merit system places appropriate weight on service beyond my unit (across A&S or across the College) | 54 | 63 | 74 | 137 | 27 | 355 | 3.06 |
| 10 | The merit system effectively evaluates professional off-campus activities. | 66 | 62 | 94 | 107 | 22 | 351 | 2.88 |
| 11 | The merit system places appropriate weight on professional off-campus service activities. | 76 | 58 | 84 | 112 | 19 | 349 | 2.83 |
| 12 | The merit system effectively evaluates jointly-appointed faculty members | 168 | 42 | 48 | 55 | 14 | 327 | 2.10 |
| 13 | I am satisfied with the overall functioning of the merit system. | 21 | 75 | 120 | 120 | 18 | 354 | 3.11 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | In my department, program, or professional school, the standards for tenure and promotion are clear | The merit system effectively evaluates teaching. | The merit system places appropriate weight on teaching. | The merit system effectively evaluates research, scholarship and creative activity. | The merit system places appropriate weight on research, scholarship, and creative activity. | The merit system effectively evaluates service contributions to my department, program, or school. | The merit system places appropriate weight on service to my department (or school). | The merit system effectively evaluates service beyond my unit (across A&S or across the College). | The merit system places appropriate weight on service beyond my unit (across A&S or across the College) | The merit system effectively evaluates professional off-campus activities. | The merit system places appropriate weight on professional off-campus service activities. | The merit system effectively evaluates jointly-appointed faculty members | I am satisfied with the overall functioning of the merit system. |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | 3.73 | 3.09 | 3.52 | 3.33 | 3.52 | 3.21 | 3.31 | 3.09 | 3.06 | 2.88 | 2.83 | 2.10 | 3.11 |
| Variance | 0.97 | 1.03 | 0.97 | 1.10 | 1.00 | 1.32 | 1.31 | 1.46 | 1.48 | 1.47 | 1.55 | 1.71 | 0.98 |
| Standard Deviation | 0.99 | 1.02 | 0.99 | 1.05 | 1.00 | 1.15 | 1.14 | 1.21 | 1.22 | 1.21 | 1.25 | 1.31 | 0.99 |
| Total Responses | 362 | 360 | 360 | 359 | 360 | 360 | 360 | 355 | 355 | 351 | 349 | 327 | 354 |

96. In your opinion, is it time to consider alternatives to the current merit evaluation system?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 192 | 53% |
| 2 | No | |  |  | | --- | --- | |  |  | | 70 | 19% |
| 3 | Not sure | |  |  | | --- | --- | |  |  | | 100 | 28% |
|  | Total |  | 362 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.75 |
| Variance | 0.74 |
| Standard Deviation | 0.86 |
| Total Responses | 362 |

97. From the list below, select the 10 most important benefits that you would like this institution to offer (for you & the members of your household). Note: this list includes benefits currently available at the college, as well as benefits not offered at this institution.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Basic health insurance | |  |  | | --- | --- | |  |  | | 145 | 40% |
| 2 | Basic health insurance (to include domestic partners) | |  |  | | --- | --- | |  |  | | 188 | 52% |
| 3 | Extended health insurance with dental and/or vision coverage options | |  |  | | --- | --- | |  |  | | 309 | 85% |
| 4 | Flexible health care savings accounts (reimbursement for medical expenses using pre-tax dollars) | |  |  | | --- | --- | |  |  | | 133 | 37% |
| 5 | Long term care insurance option | |  |  | | --- | --- | |  |  | | 203 | 56% |
| 6 | Long term disability insurance option | |  |  | | --- | --- | |  |  | | 182 | 50% |
| 7 | W&M tuition waiver for children, spouse or domestic partner, of employee | |  |  | | --- | --- | |  |  | | 205 | 57% |
| 8 | Tuition exchange with VA colleges & universities for children/ spouse/domestic partner of employee | |  |  | | --- | --- | |  |  | | 196 | 54% |
| 9 | W&M matching contributions to individual college funds for children/spouse/domestic partner of employee (specified limit for matching funds) | |  |  | | --- | --- | |  |  | | 135 | 37% |
| 10 | Paid family leave (for the birth or adoption of a child, to care for an ailing family member) | |  |  | | --- | --- | |  |  | | 227 | 63% |
| 11 | Extended unpaid family leave | |  |  | | --- | --- | |  |  | | 99 | 27% |
| 12 | Availability of daycare for children of employees | |  |  | | --- | --- | |  |  | | 158 | 44% |
| 13 | Assistance with adoption expenses | |  |  | | --- | --- | |  |  | | 8 | 2% |
| 14 | Automatic option for one-year delay of tenure clock following birth or adoption of a child | |  |  | | --- | --- | |  |  | | 126 | 35% |
| 15 | Efforts on behalf of newly-hired faculty to help spouse or domestic partner find employment | |  |  | | --- | --- | |  |  | | 134 | 37% |
| 16 | Free use of recreation center (for employee & members of his/her household) | |  |  | | --- | --- | |  |  | | 123 | 34% |
| 17 | Cash-matching contributions to pension plans | |  |  | | --- | --- | |  |  | | 256 | 71% |
| 18 | Phased retirement plan (opportunity to work part-time after retirement for a fixed number of years | |  |  | | --- | --- | |  |  | | 132 | 36% |
| 19 | Health insurance in retirement (five years or until age 65, whichever comes first) | |  |  | | --- | --- | |  |  | | 168 | 46% |
| 20 | Free health screenings on campus | |  |  | | --- | --- | |  |  | | 40 | 11% |
| 21 | On-campus information sessions/classes for stress reduction, finance management, etc | |  |  | | --- | --- | |  |  | | 20 | 6% |
| 22 | Free on-campus parking pass for retirees | |  |  | | --- | --- | |  |  | | 47 | 13% |
| 23 | Free use of recreation center for retired faculty & members of household | |  |  | | --- | --- | |  |  | | 49 | 14% |
| 24 | Use of office space by emeritus faculty. | |  |  | | --- | --- | |  |  | | 61 | 17% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 24 |
| Total Responses | 362 |

98. From the list below, select the 10 most important benefits that you would like this institution to offer for faculty recruitment and retention purposes. Note: this list includes benefits currently available at the college, as well as benefits not offered at this institution.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Basic health insurance | |  |  | | --- | --- | |  |  | | 121 | 37% |
| 2 | Basic health insurance (to include domestic partners) | |  |  | | --- | --- | |  |  | | 217 | 66% |
| 3 | Extended health insurance with dental and/or vision coverage options | |  |  | | --- | --- | |  |  | | 277 | 84% |
| 4 | Flexible health care savings accounts (reimbursement for medical expenses using pre-tax dollars) | |  |  | | --- | --- | |  |  | | 142 | 43% |
| 5 | Long term care insurance option | |  |  | | --- | --- | |  |  | | 145 | 44% |
| 6 | Long term disability insurance option | |  |  | | --- | --- | |  |  | | 135 | 41% |
| 7 | W&M tuition waiver for children, spouse or domestic partner, of employee | |  |  | | --- | --- | |  |  | | 233 | 70% |
| 8 | Tuition exchange with VA colleges & universities for children/ spouse/domestic partner of employee | |  |  | | --- | --- | |  |  | | 222 | 67% |
| 9 | W&M matching contributions to individual college funds for children/spouse/domestic partner of employee (specified term for matching funds) | |  |  | | --- | --- | |  |  | | 171 | 52% |
| 10 | Paid family leave (for the birth or adoption of a child, to care for an ailing family member) | |  |  | | --- | --- | |  |  | | 249 | 75% |
| 11 | Extended unpaid family leave | |  |  | | --- | --- | |  |  | | 100 | 30% |
| 12 | Availability of daycare for children of employees | |  |  | | --- | --- | |  |  | | 228 | 69% |
| 13 | Assistance with adoption expenses | |  |  | | --- | --- | |  |  | | 16 | 5% |
| 14 | Automatic option for one-year delay of tenure clock following birth or adoption of a child | |  |  | | --- | --- | |  |  | | 164 | 50% |
| 15 | Cash-matching contributions to pension plans | |  |  | | --- | --- | |  |  | | 215 | 65% |
| 16 | Phased retirement plan (opportunity to work part-time after retirement for a fixed number of years | |  |  | | --- | --- | |  |  | | 66 | 20% |
| 17 | Health insurance in retirement (five years or until age 65, whichever comes first) | |  |  | | --- | --- | |  |  | | 101 | 31% |
| 18 | Free health screenings on campus | |  |  | | --- | --- | |  |  | | 32 | 10% |
| 19 | On-campus information sessions/classes for stress reduction, finance management, etc | |  |  | | --- | --- | |  |  | | 18 | 5% |
| 20 | Free on-campus parking pass for retirees | |  |  | | --- | --- | |  |  | | 10 | 3% |
| 21 | Free use of recreation center for retired faculty & members of household | |  |  | | --- | --- | |  |  | | 32 | 10% |
| 22 | Use of office space by emeritus faculty. | |  |  | | --- | --- | |  |  | | 15 | 5% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 22 |
| Total Responses | 331 |

99. Which benefit not currently offered by the College would you most like to see adopted? [Your choice is not restricted to the benefits listed in the previous question.] Please write your answer in the textbox provided below.

|  |
| --- |
| Text Response |
| Affordable dental/vision plan |
| W&M tuition waiver for children, spouse or domestic partner, of employee |
| Long term disability insurance option |
| Tuition exchange w/ Va. colleges and W&M tuition waivers for faculty/ staff and their families |
| tuition waivers for family members W&M and other VA schools |
| Paid Family Leave; Financial Assistance for Child or Elderly Care |
| none |
| W&M tuition waiver for current faculty |
| health care/tuition remission for domestic partners |
| Health insurance for retirees younger than 65. Better cash matching for pension plans. |
| More choice in Health care providers. |
| retirement "bump" |
| health insurance and long term care insurance for domestic partners. |
| Clear spousal hire policy |
| health insurance benefits for partner |
| The College could be much more effective in recruiting if we make serious efforts to resolve two-body problems. Curiously, this benefit was on fhe first of the preceding lists but not on the second, which directly pertained to recruiting. |
| health insurance beyond retirement regardless of retirement age |
| We need to do a much better job at spousal hiring. We keep losing good people because their spouses can't find work here. |
| partner benefits to EXISTING faculty-- not just as one-off deals to attract new faculty or retain those who would otherwise leave |
| Tuition waiver |
| College tuition assistance. |
| W&M Tuition waiver |
| W&M matching contributions to college funds and/or tuition waiver/exchange for children |
| health insurance in retirement beyond medicare |
| tuition waiver and exchange with VA colleges and universities for dependents |
| Tuition exchange with VA colleges and universities |
| More flexibility in optional retirement investing options |
| use of office space by emeriti |
| Efforts on behalf of newly-hired faculty to help spouse or domestic partner find employment |
| Use of office space by emeritus faculty |
| Dependent tuition waiver/reduction |
| The University of California system has a great mortgage assistance program for new faculty. I wish Virginia did, too! |
| subsidized daycare |
| Tuition assistance |
| domestic partner health care! |
| An actual policy and some kind of plan to hire academic spouses in order to retain excellent faculty. |
| Health insurance in retirement (five years or until age 65, whichever comes first) |
| Domestic Partner Benefits generally - health insurance and paid family leave |
| tuition waiver for children |
| tuition waivers and tuition exchanges for children/spouse/domestic partner |
| Please allow faculty to use the health center to be checked for minor things like ear infections, strep etc. |
| W&M tuition waiver for children, spouse or domestic partner, of employee |
| Children of employees should be able to attend W&M or VA colleges and universities at a reduced rate. |
| Tuition exchanges for family members |
| WM Tuition Waiver and Tuition Exchange |
| Automatic option for one-year delay of tenure clock following birth or adoption of a child |
| Efforts on behalf of newly-hired faculty to help spouse or domestic partner find employment--particularly two academic career couples. |
| Long term care |
| Health insurance for domestic partners |
| Extended health Insurance with Dental and/or Vision coverage (to include domestic partners) |
| Tuition waivers for spouses and dependents |
| Tuition exchange with VA colleges & universities for children/ spouse/domestic partner of employee |
| tuition for children |
| Tuition benefits for dependents |
| Assistance with employment for faculty partners/spouses |
| Tuition benefit and exchange program |
| tuition exchange with VA universities and colleges for faculty children |
| Tuition waiver combined with VA tuition exchange for immediate family of faculty |
| Efforts on behalf of faculty to help spouse or domestic partner find employment |
| Tuition support for employees children to any university |
| Tuition waiver for children |
| Tuition exchange with VA colleges & universities for children/ spouse/domestic partner of employee |
| health care: domestic partner coverage, health care: vision coverage |
| Tuition waiver/exchange |
| Full availability of daycare for all W&M employees' children. |
| Tuition waiver for children |
| Tuition exchange with VA colleges & universities for children/ spouse/domestic partner of employee |
| tuition exchange |
| Tuition exchange with VA colleges and universities |
| Commitment to appropriate spousal accommodation |
| Tuition exchange with VA colleges |
| paid family leave for becoming full-time stepmom or stepdad |
| W&M tuition waiver for children, spouse or domestic partner, of employee |
| W&M tuition waiver for children, spouse or domestic partner, of employee |
| reduced parking fees |
| College tuition waiver/assistance at other colleges universities an at W&M |
| Tuition waiver for children |
| 5 years health insurance post retirement without age limit |
| " Efforts on behalf of newly-hired faculty to help spouse or domestic partner find employment" is not in the 2nd list - I would include it there |
| Tuition waver for VA institutions |
| Tuition exchange/assistance at state colleges |
| tuition exchange |
| tuition exchange for faculty children |
| Library partnerhsip with other va IHE |
| W&M tuition waiver for children, spouse or domestic partner, of employee |
| Employer support to make academic education of own children affordable |
| Help with college expenses of faculty children |
| W & M tuition waiver for children, spouse or domestic partner, of employee |
| Long term care insurance |
| you dropped efforts to help spouses/domestic partners to get employment -- very important, but don't make a job or shove a partner down our throats |
| Life Insurance; better investment/retirement savings plans |
| tuition for children and spouses |
| W&M Tuition Waiver for Children, Spouses, and Domestic Partners of Employee |
| Tuition exchange with VA colleges & universities for children/ spouse/domestic partner of employee |
| Efforts on behalf of newly-hired faculty to help spouse or domestic partner find employment |
| Tuition exchange or tuition waiver for children of employees |
| Tuition exchange with VA colleges |
| W&M tuition waiver for children |
| Extended health insurance benefits |
| W&M tuition waiver for children |
| Tuition waivers and tuition exchange with VA colleges and universities for children/spouse/domestic partner of employee |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 157 |

100. How would you rate the following goals in terms of priority? Please indicate your highest priorities (your top four choices) by numbering them, 1-4 with one being the highest priority, two being the second highest priority, etc.   Please indicate your second tier priorities by numbering them from 5-8 in descending order of priority.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  | Mean |
| 1 | Expand availability of / access to technology to support teaching | 8 | 20 | 22 | 23 | 31 | 20 | 21 | 34 | 179 | 5.03 |
| 2 | Increase funding for library acquisitions | 12 | 22 | 29 | 23 | 44 | 27 | 21 | 27 | 205 | 4.78 |
| 3 | Increase secretarial and technical support within depts, programs and schools | 20 | 22 | 26 | 39 | 40 | 23 | 23 | 22 | 215 | 4.53 |
| 4 | Facilitate efforts in collaborative teaching & research (removing barriers to these often cross-disciplinary efforts) | 22 | 24 | 20 | 43 | 25 | 26 | 18 | 31 | 209 | 4.58 |
| 5 | Increase support for teaching & research linked to global issues | 21 | 18 | 20 | 29 | 27 | 17 | 28 | 21 | 181 | 4.61 |
| 6 | Increase support for research presentations at professional conferences | 48 | 46 | 55 | 44 | 25 | 26 | 12 | 13 | 269 | 3.53 |
| 7 | Increase funding for undergraduate student financial aid | 31 | 31 | 42 | 27 | 38 | 27 | 14 | 20 | 230 | 4.07 |
| 8 | Increase funding for graduate & professional student stipends | 28 | 49 | 48 | 35 | 22 | 22 | 17 | 21 | 242 | 3.88 |
| 9 | Provide additional support for facilities (building, maintenance, renovation, etc.) | 23 | 27 | 37 | 38 | 36 | 22 | 29 | 17 | 229 | 4.33 |
| 10 | Expand opportunities for student internships, service learning & study abroad | 6 | 17 | 22 | 33 | 28 | 12 | 20 | 28 | 166 | 4.90 |
| 11 | Increase support for undergraduate student research | 17 | 28 | 38 | 33 | 28 | 23 | 33 | 21 | 221 | 4.51 |
| 12 | Increase support for faculty research | 66 | 124 | 38 | 30 | 16 | 15 | 9 | 16 | 314 | 2.89 |
| 13 | Increase funding to obtain technology and other equipment | 12 | 33 | 40 | 30 | 23 | 18 | 18 | 27 | 201 | 4.39 |
| 14 | Increase funding for faculty salaries | 242 | 37 | 21 | 12 | 3 | 6 | 5 | 10 | 336 | 1.76 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statistic | Expand availability of / access to technology to support teaching | Increase funding for library acquisitions | Increase secretarial and technical support within depts, programs and schools | Facilitate efforts in collaborative teaching & research (removing barriers to these often cross-disciplinary efforts) | Increase support for teaching & research linked to global issues | Increase support for research presentations at professional conferences | Increase funding for undergraduate student financial aid | Increase funding for graduate & professional student stipends | Provide additional support for facilities (building, maintenance, renovation, etc.) | Expand opportunities for student internships, service learning & study abroad | Increase support for undergraduate student research | Increase support for faculty research | Increase funding to obtain technology and other equipment | Increase funding for faculty salaries |
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| Mean | 5.03 | 4.78 | 4.53 | 4.58 | 4.61 | 3.53 | 4.07 | 3.88 | 4.33 | 4.90 | 4.51 | 2.89 | 4.39 | 1.76 |
| Variance | 4.66 | 4.28 | 4.33 | 4.96 | 4.98 | 3.94 | 4.52 | 4.53 | 4.32 | 4.32 | 4.54 | 3.70 | 4.69 | 2.69 |
| Standard Deviation | 2.16 | 2.07 | 2.08 | 2.23 | 2.23 | 1.99 | 2.13 | 2.13 | 2.08 | 2.08 | 2.13 | 1.92 | 2.17 | 1.64 |
| Total Responses | 179 | 205 | 215 | 209 | 181 | 269 | 230 | 242 | 229 | 166 | 221 | 314 | 201 | 336 |

101. Are you informed about the strategic planning process and the strategic initiatives to the extent that you would like to be?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 230 | 63% |
| 2 | No | |  |  | | --- | --- | |  |  | | 133 | 37% |
|  | Total |  | 363 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.37 |
| Variance | 0.23 |
| Standard Deviation | 0.48 |
| Total Responses | 363 |

102. Are you informed about the EVMS decision-making process to the extent that you would like to be?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 242 | 67% |
| 2 | No | |  |  | | --- | --- | |  |  | | 120 | 33% |
|  | Total |  | 362 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.33 |
| Variance | 0.22 |
| Standard Deviation | 0.47 |
| Total Responses | 362 |

103. On the whole, how satisfied are you with your position at the College?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | very satisfied | |  |  | | --- | --- | |  |  | | 73 | 20% |
| 2 | moderately satisfied | |  |  | | --- | --- | |  |  | | 165 | 46% |
| 3 | a little dissatisfied | |  |  | | --- | --- | |  |  | | 94 | 26% |
| 4 | very dissatisfied | |  |  | | --- | --- | |  |  | | 30 | 8% |
|  | Total |  | 362 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 4 |
| Mean | 2.22 |
| Variance | 0.74 |
| Standard Deviation | 0.86 |
| Total Responses | 362 |

104. [N} Other If you would like to elaborate on your response to any item on this survey, or if there are issues that were not included in the survey that you would like to raise, please do so in the textbox provided below

|  |
| --- |
| Text Response |
| I've had trouble here in to ways: one, I teach greater numbers of students than my colleagues, and two, have not been protected or given good mentoring as a junior faculty. But when I have approached the administration for help, I have received it. |
| Evaluationi of administration within unit; |
| Faculty salaries, and equity adjustments within departments, still should be our highest priority. To save money, non-research-active faculty (and we could raise research-active-eligibility standards) should be assigned 2-3 teaching loads. |
| Salaries have become relatively low and increases are stagnant. |
| First, I found this survey very hard to complete--it wouldn't let me go backwards, and the ones that asked us to rank were complicated to fill out (and I did so in a way that doesn't accurately reflect my thinking). Second, I think that the service burdens at W&M are way too great; I can barely find time for my teaching and research at times--and a lot of the service seems to be a duplication of efforts and/or a way to give the illusion of faculty governance where it might not actually exist. In terms of merit: I have traditionally gotten high scores, so I have no personal beef, but I think it would make far more sense to do it on a three-year or five-year cylce, b/c in some fields that is more reflective of the time needed to produce scholarship. And the amount of faculty effort that goes into producing the annual merit reviews often seems to be a waste of time, especially b/c the reviews do not seem to influence salary and/or eligibility for named chairs. |
| It is obscene that W&M doesn't ALWAYS provide benefits to same-sex partners who have gotten married in another state. Private funds can be used to do this. We are losing too many potential faculty because of this. And our present policy is plain discriminatory and hypocritical considering our recent expansions of offices, etc., supporting "diversity". |
| It is difficult to answer some of these questions because they are not fine-grained enough or ambiguous. In general, salary inequities and compression remains a problem, and there seems to be little correlation between teaching and reserach performance and one's salary: some rotten teaches and unproductive people earn very hight salaries. |
| I may have made soem mistakes in the middle of the survey (some questions about faclty of color) because I did not realize the response scale had changed. Being able to go back a page would have fixed that. Also, too many items were yes/no when a more nuanced answer was needed -- at least some type of scale. Rarely are things black and white. |
| The balance between departments (and even school) in terms of support is not fair. |
| there is a lack of transparency in the way the upper administration negotiates with faculty for special priviileges incl. much larger salaries, teaching load, and research funding |
| Faculty salaries are low that this must be addressed. |
| The following option was dropped from the second benefits question asking what benefits we think are important for recruiting new faculty: "Efforts on behalf of newly-hired faculty to help spouse or domestic partner find employment." While it is not directly important to my family, I wanted to check it as a priority for recruitment. In fact, I think this is the single most important thing we can do to recruit and retain outstanding young faculty. Right now, it appears we have no policy about, or resources devoted to, this important task.. |
| We need to give attention to compensation for housekeeping, dining, and secretarial/support staff. |
| (1) Transparency in our budgeting. Try a search on "budget of arts and sciences" on the College's website. It seems the budget is a real big secret. We're in difficult times---how can faculty help find efficiencies if we don't know where the money goes?? (2) Transparency in decision making. For instance, how is it decided which departments are allowed to hire? (3) What is the academic vision for the College? (Not at the level of mission statements, mind you, but at the level of our goals for enrollments and staffing in different fields.) (4) Cronyism/favoritism/fairness. The departments that grow and enjoy the largesse of the administration are more often than not those departments that capture positions such as the contact deans or the Vice-provost for Research. |
| this survey is way too long and is a sop to every politically correct concern on campus. I believe it will also be used to justify an agenda already determined. |
| My own experience at W&M has been positive, but I'm concerned by discrimination against women in some departments. I'm also concerned about the ability of a small number of senior faculty to cause problems with tenure and promotion of junior faculty. I'm also waiting to see how the changes in administration will affect my department, as we've heard it'll be harder to get permission to hire replacements for faculty who retire. |
| The administration of the College has become overloaded with asst/assoc provosts and asst/asscoc vps, and other highly paid adminstrators whose roles and missions are unclear. It is simply wrong that many of these adminstrators are higher in the pecking order than the deans of arts and science or other educational units. Deans are linked directly to the faculty. Some are more effective than others. however, structurally, they and the provost should set the educational prioritis of the College. Instead a top-heavy hierarchy has grown up which is not past of the chain of linkages between faculty and admistration yet exerts authority over educational and research activities, setting direction and prioritis foir them. The effect is that faculty goverance and dean's knowledge of their units can be overridden or undercut, particularly in matters of distribution of funds. This top heavy admistrative layer also undercuts or overrids faculty governanc. And it also generates numerous srvice obligations that redound to faculty and program/dept officers usch as repetitious /reduplicative demands for data-- and a host of planning meetings that increase the service load. Many of these high level posts should be cut and the funds from unnecessarily high salary folded back into the pool for across the board faculty salary increases. Most of these positions are now occupied by pople who have help, or concurrently hold, faculty appointments. The College has created a channel by which faculty gain large increases from "promotion" to administrative positions. The faculty has no say in who gets these positions or whether the person promoted was effective in view of those on the faculty with whom thy formerly worked as, for example, department chairs and committee chairs when thy were part of the faculty governanc structure. The appearance or climate profile of this situation is promotion via schmooozing. Well, that may be inescapable, to some degree. What is not tolerable, however, is when this cluster of admisistrators is given power over dans and units and their budgets and priorities. As things now stand the former organizational structure-- which worked-- of Provost (Head of Educational Operations) > Deans (Heads of Operations for Schools and A&S) > Dept Chairs/Program Directors (Heads of Units) is becoming meaningless-- or seemingly so. Instead, dcisions about priorties are set within a chain of command that is for all intents and purposes operating increasingly out of touch with the faculty and the basic tasks of scholarship, teaching, and service. |
| Administration doesn't seem committed to maintaining small liberal arts environment. |
| too much emphasis on student teaching evaluations (although mine are very good); salaries are disgraceful |
| It was a bit hard to evaluate the Central Administration (Provost and President) as a unit, when they are two rather different individuals who operate in two rather different fashions. |
| I get the sense that the administration is less pragmatic and more utopian (or dogmatic?) We cannot ignore the market forces around us. |
| The tenure expectations in my department are not well outlined, nor is the process of merit review. I also lack basic laboratory space and teaching lab equipment that I will need to teach the classes that I was hired to teach. |
| I arrived here very recently, and feel that I don't know enough yet about these issues to have a meaningful opinion. |
| More support staff needed; re-think merit system (especially regarding service) so joint appointment faculty are not penalized. |
| Additional support needed to help internationalize curriculum and conduct international research. |
| The music department needs 1) a new building and 2) higher tenure standards so as not to be stuck with incompetent or polarizing persons |
| domestic partner benefits! |
| Scarce resources at the College over decades has resulted in ever increasing competition for those resources; with this has come a loss of quality--quality of education, quality of engagement of the faculty in the health and well-being of the common enterprise which is W&M, and the quality of the W&M experience for all who are part of this remarkable community. W&M is seeing an erosion of the important and unseen fabric of human interconnection that has defined W&M for generations; faculty are less apt to put the common good before personal interest; though there are many stalwart members of the faculty who selflessly and with integrity work to maintain the values of a W&M education, that group is dwindling with retirement (so it seems to me). While there is so much that is exceptional and good about W&M, I am concerned about the kind of leadership we have in our upper administration at present (one more apt to move expediently than one grounded in a strong and anchored awareness of deep principle); I am also concerned about the forces of change bringing MOOCs and the devaluation of face-to-face interaction between student and teacher (something that has been axiomatic to education heretofore). I am also concerned about the control (through financial incentive) or purchase of institutions of higher education by external entities (whether it be Goldman-Sachs or another domestic or foreign business), just as I am concerned about a move toward the business model for education while at the same time losing sight of the fundamental values of education. I also am moved to concern by the apparent inability of the administration and faculty to articulate central educational values clearly and persuasively in today's consumer climate. Ultimately, the cause of greatest concern to me is the unspoken expression of fear for the future on the part of the administration (cloaked in positive rhetoric about the need to embrace change) rather than a real expression of hope for the future grounded in a deep understanding of the educational enterprise and the people who are part of it--an expression of hope that should be conveyed not only in honest word (which takes into account the reality of our strengths and weaknesses) but also in deed. |
| Increased the size of the tenure eligible faculty. Stop expanding the size of the student body. In 2008 the student faculty ratio was 11:1. Now the ratio is 13:1. If W&M continues to expand the student body without increasing the size of the faculty, we will lose our comparative advantage. |
| My main issue is that my pay as an Associate Professor in an area III discipline is quite a lot lower than colleagues at other institutions. |
| Salaries are too low. The increased emphasis on research over the past 15 years has come at the expense of teaching excellence. Both are needed, but a large part of the College's identity will be lost as a result of this. |
| tuition waivers for W&M faculty would be a VERY important benefit for faculty here! W&M should also make it a very high priority to actively recruit and train students of color, especially those who have been traditionally underrepresented. As a public institution of high caliber, W&M could do a great amount of public good by doing so! |
| Please let me be done. |
| My responses come form the context of being a faculty member in SMS, so I have limited experience with issues related to the questions about faculty of color, undergraduate teaching, support for summer research, Swem library, etc. |
| Explicit area/department head turnover policies need to be in place. We've had the same area head for as long as I've been at W&M, and there's no process for changing him short of a coup. |
| we need more financial support for graduate students. |
| Would like to see increased coodination and collaboration among units that support faculty research. |
| Fix faculty salaries first before you fix anything else. |
| In my view, the university is at risk of losing its most precious asset, namely its ability to hire and retain a high quality faculty. Lose this battle, and all else is irrelevant. |
| Since Psychology is the only department that has participated in a collaborative degree program with EVMS (Psy. D, degree for 30 years) I thought it an egregious omission that no Psychology faculty member is on the committee to evaluate the possible integration of the two schools. The Psychology Department having been abruptly withdrawn from the program, it could now become the case that the College will be associated with a Clinical Psychology Ph. D. program, with which its own Psychology Department is unaffiliated. |
| I would like to see the university provide more support for research. |
| The Business School has very serious morale issues. We need a new Dean. The B-School is also rewards only white males. |
| We are a great institution but we need to competitive with other universities in terms of teaching requirements and salaries. Great name does not compensate for market inequities |
| The faculty salaries are a lot lower than our peer institutions and I would like some real effort to have this issue addressed. I also feel that the quality of research here is declining as top people are leaving or not wanting to come to W&M |
| There are no policies to protect against institutionalized racism at this college. |
| I am not satisfied that our current BoV understands the day-to-day demands of faculty attempting to balance teaching, research, and governance. The few things I hear suggest the Board is fixated on the number of courses we teach rather than the quality of the teaching. I am also not sure the Board understands how little we are paid given the cost of living in Williamsburg, and how our workload has increased year after year. |
| The deans of the business school are not leading with strategic vision, insular, somewhat antagonistic to faculty, and spend more time listening to outside voices |
| William & Mary has become a less appealing environment in which to work during the past several years, and that saddens me a great deal. The unintended consequence of well-meaning efforts to improve grants, HR, and travel procedures has been sometimes draconian, even innane, applications of policy that are counter-intuitive and, in the worst cases, have penalized or even punished individuals. Also, there have been recent instances of an evident lack of leadership and support from central administration, who seem to be willing to throw certain students, faculty, and even unit administrators "under the bus" in order to appease certain "loose canons" on the faculty. Sacrificing committed folks in an effort to head off complaints is a dangerous management practice. Regarding the strategic direction of the university, there is increasing evidence that the strength of our teaching and the "high touch" that so many of us have valued for so long about W&M is being lost to increasing publication and grant demands. We need to find a way to balance these. On a different note, the College must resolve the tensions that are occuring between the split demands for administrators, faculty, and programs/units to be "entrepreneurial" and "productive" (in terms of generating dollars) at the same time that fiscal regulations are being tighted and are even becoming counter-productive. The School of Business would tell us that these two pushes do not fit easily together. Finally, if there is ONE thing that W&M should do for its faculty as an incentive, it would be to offset the cost of college tuition for faculty children. This "benefit" is standard fare in our line of work and should have been put in place decades ago. Now is the time. |
| There should be a question that addresses our belief in the administration providing the facility positions needed to fulfill our teaching responsibilities. My department is neither able to replace nor to hire the full-time faculty it needs in order to meet student demand for our classes |
| I am not satisfied with the merit system because it is in effect not functioning as it has no impact to salaries. I know about salary raises in various departments that seem extraordinary (in excess of 10%) compared to what I see in my department. What merit evaluation system warrants such raises when in other departments nearly no raises are given? So first find ways to keep salaries from declining (in constant dollars) and then consider the reforms of the merit system. |
| Faculty salaries have been stagnant for 6 years, this is ridiculous. |
| Need more common spaces to promote collegiality |
| Survey did not address a major issue on campus--the failure of the grants, HR, and accounts payable offices to communicate clearly and coordinate with each other and with faculty on grants in a way that supports faculty productivity. At present, this is a major disincentive and challenge to faculty grants. The confusion and barriers (vs. support) are incredibly discouraging, frustrating, and disappointing. Despite years of asking that problems be addressed, little seems to be getting better. |
| I believe higher education is going to be increasingly under the microscope from the government, parents and from employers (like health care) especially at state aided institutions like ourself. State support will never go back to earlier funding levels, and tuition is becoming a higher & higher percentage of a family's income. We are going to have to figure out ways to deliver a quality "William & Mary" type education while containing costs. This is going to challenging for us, but we'd better start talking more about this on a regular basis before we get outside pressure to do something that is much less attractive. |
| salaries in the humanities are inadequate to the cost of living in Williamsburg |
| two issues raise alarms on my side to consider leaving WM, a) earning a salary that makes it difficult to pay for the academic education of my own children, and b) working in a department that produces graduates who have extraordinary career choices and this department being denied necessary resources (room, faculty lines, etc) by the administration who rather favors others |
| None at this time. |
| Why not ask, "Which part of your job do you enjoy the most?" |
| Faculty salaries must be addressed, especially in the humanities, or W & M will continue to lose some of its best faculty. |
| The totality of the work faculty do for the College is inadequately recognized and compensated. There is inadequate transperancy in administrative decisions. |
| 1) Need to address concern with balance of recent hiring for administrative vs. faculty positions. |
| Our faculty members are extraordinary, many at the top of their fields. Why are we not paid in line with our national ranking and our achievements? |
| As program director I have observed that spousal hires are not adequately addressed/supported W&M has lost many good scientists |
| This survey is far, far too long. It seems that people sat around a room trying to find new, redundant questions to ask. |
| Issues related to nepotism, cronyism, favoritism in hiring, assignments, merit, and evaluation |
| The post award help from the grants office must be improved. I am very satisfied with the pre-award process. If a professor wins a grant, the grant office should help facilitate the award not hinder its execution. Unfortunately, the grants office makes frequent mistakes and often creates unnecessary hurdles for the faculty to overcome. While the school benefits from the extra resources, the amount of non-research work and time that the grants office creates for the professor has created a disincentive for faculty to apply for money. This is unfortunate because in this resource scarce time, grants are an excellent way for the university to gain extra financial support. |
| I'm not sure I was clear on the instructions for ordering the priorities. |
| Job is great, wish I was better compensated for choosing a career in service our youth. |
| I feel a strong sense of disconnect between the ever growing-administration and the faculty. We are pressured to be "more productive" at the same time we are asked to serve on more committees, redefine and redesign the curriculum, offer up more time for advising, etc. We are also encouraged to be searching for donors to the college. Our faculty is somewhat compromised by the large addition of NTEs who feel no allegiance to the institution and who create a lot of difficulty for those who have to pick up the slack because of inattention to/unfamiliarity with college policy. I think a top down business model is a dangerous one for an academic institution and we are falling prey to these prevalent consumerist values at a great expense to our college and ourselves. |
| I feel that the School of Marine Science/ VIMS lacks leadership and vision, and is going the wrong direction. It is increasingly narrowly focused on local research and advisory services, and losing its reputation as a leading research institution in marine science. |
| I am somewhat dissatisfied with the way in which overhead money is spread around the institution, the level of overhead vs what it gets me, the lack of an off-campus rate, the overhead return to departments, and the direct overhead return to PIs. I think we need to clear the air on this with a review process in which we learn exactly how overhead funds are used, what special deals have been made, etc. Also, I am extremely unhappy with the travel reimbursement system which has become overly picky and even adversarial with an assumption of guilt/fraud unless proven otherwise. I for example, end up submitting full redacted credit card receipts with all my reimbursements. And, we have to use Enterprise/National, which are typically more expensive. Add to that the recent ruling that the Provost has to sign off on any conference or meeting attended by more than 3 employees. It's just become silly. Finally, we've recently been told that our nearly-useless expenditure reports will no longer have salaries on them. But, salaries for graduate students, post-docs, undergrads and technicians are usually the bulk of expenditures! It makes no sense! |
| Many of our best teachers and most distinguished researchers are in their final 10-15 years at the College. Increasingly, these most accomplished and famous scholar-teachers are being overlooked for Chairs and other awards, which often go to mid-career faculty who have accomplished much less. This is a mistake, in a university environment and economic climate in which some professors will not retire until well into their seventies. It is also unjust. I write as a faculty member who has in fact received quite a number of awards, so I write simply for justice to all. |
| As I approach the final phase of my career at William and Mary I would like see legitimate salary adjustments for senior faculty who have weathered the salary droughts over the past 35 years. |
| Most important areas to improve upon: (1) increase funding for departmental seminar series; (3) expand purchuase of licensed journals; (3) make merit review process transparent!!! (4) increase faculty salary |
| The Blackboard program needs to be replaced. It is difficult to use. |
| I rate faculty salaries as a critical issue not so much because of my own salary (I am not a materialistic sort), but because of the importance for recruiting and retaining the verty best colleagues. Also, I did not see salaries for support staff listed as a possible priority - many of our departmental staff are very poorly compensated. |
| Faculty raises are critical. My salary lags far behind my peers, even those faculty at less reputable institutions. Research support is inadequate and the lack of graduate research assistants and the paltry research funds available also place me at a competitive disadvantage with my peers. I also think that without tuition assistance plans for children of faculty, we remain at a competitive disadvantage with many of our peer institutions that offer such benefits. Even though I am generally happy at William and Mary, low faculty salaries, middling research support and the lack of college tuition assistance programs (along with the miserable way that my spouse has been treated here) are reasons why I am beginning to listen more seriously to other universities that express interest in having me. |
| W&M is a great place, and I love it here. But the College's leadership, in particular the Provost's office, is resting on its laurels. There has been a failure of leadership from the Provost to support activities crucial to maintaining W&M as a premier institution. In particular, spousal hires (an abysmal failure of leadership in the Provost's and A&S Dean's office), and providing credit and support for faculty going above and beyond the call of duty are sorely needed. In particular, the Provost likes to advertise to the world the great things that are happening at the College---as he should---but when it comes to adequately compensating or rewarding faculty who do the work that he headlines in his advertising to audiences beyond W&M, his talk is cheap. If he wants faculty to continue to bring their best efforts to these endeavors he needs to find the resources to reward them. |
| The College has completely lost its focus in the last 7 years. We are a liberal arts COLLEGE, and the efforts to be a university have produced mostly mediocrity, and limited opportunities for our undergraduates |
| The William and Mary way is to do more with less. After decades of doing that, I am tired of it. We try to provide a world class education on a community college budget, and the success we enjoy is at the expense of our faculty, who work and work and work. |
| The deans and deanlets appear incompetent. There is too much hiring from within. Everyone's heart is in the right place, but we are being slowly worked and volunteered to death. |
| The administration /dean is more interested in taking things away from faculty than in installing steps that will help faculty teach and research. The weekly calendar is filled with meaningless meetings. People who show up regularly are the same people. People who don't show up are the same people. And so it goes. Faculty meetings are held even when there's nothing important to discuss. Apparently our time is supposed to be unlimited. Like air and water, time is often wasted. |
| The brain drain will continue unless a REAL merit system- with A LOT more weight on scholarly performance. Currently raises occur based on years of service and if administrative position is held. |
| my department changes merit weight almost every year. I think they should have a policy set for 5 years before changes occur. I would also like us to keep most classrooms capped at smaller sizes, at least in the Humanities and labs. |
| The change in hiring policy in the College of A&S, with emphasis on NTEs, is extremely disappointing. I feel as though the College is fundamentally different in terms of research concentration than the one I was hired into, just 5 years ago. This policy will save money, but will be EXTREMELY detrimental to the quality of the College in compared to others. I will not be surprised if we see a drop in rankings in the near future. It is a BAD IDEA, and you will lose good faculty due to this policy. |
| The parking situation on campus is atrocious and requires strategic planning. |
| I am very concerned about the encroachment of fee-driven access to periodicals and other material on resources for acquiring print publications. Perhaps the college would consider requiring faculty to retain the right to publish their research even if it has been published by an outside periodical. |
| I have the very strong sense that the College operates a lot based on wishful thinking -- really, it is not a great honor to teach here, given our embarrassingly low salaries. The exodus is already happening. Maintaining high quality on a shoestring is not possible and this is something that the administration, the board of visitors, and the governor need to realize. In addition, there is always the sense that good citizens tends not to get rewarded in this environment, instead the squeaky wheel tends to get all the grease. So it is this sense of unfairness on behalf of the administration that makes people even more dissatisfied, and very often demoralized. |
| Growing class sizes and the specter of being required to participate in distance learning are threats to our liberal arts mission. Associate professors need to support and release from service overloads in order to make promotion. Full professors should have to do their fair share at the department level. |
| Faculty governance has a strong and important tradition at the College, but in my more than 20 years here I've seen "governance" degenerate from having faculty making important decisions to their distration from those issues with busy work. Some things faculty do could be more effectively and cheaply done by staff. Yet the College seems to want to save money by getting rid of staff and having faculty take over those functions. And any real decision making seems to be hidden by smoke and mirrors, while faculty are over-burdened with meetings, puppet committees, and paper-pushing. |
| I would like to be part of commettees beyond my Dep. I also feel that the same names from the big sections keep winning awards but not from the small sections. |
| I am concerned about our future; I worry that our strategic thinking is limited and our vision is narrow and hesitant. |
| To list: faculty salary compression and inversion, made worse by the differential salaries by department. If you are in the humanities, you should assume that your take-home pay will be the same, lower, or nominally higher than those who are just hired. There is thus little or any incentive ($1200?) for promotion. We do not need to hire more women; we need to correct the obvious bias against women throughout the college, not only in salaries and disproportionate service loads, but in space and time to do scholarship. Our percentage of women who are full professors is at rates comparable to other institutions in 1970, and it is the climate and demands of the college that make this happen. The treatment of gay and lesbian faculty is overtly biased by institutional policies, and I say this as a lesbian who has worked here for 15 years. No partner benefits unless negotiated individually with the administration, while the presumption of things like family leave is there for the taking with heterosexual couples, including those who are unmarried. I don't begrudge anyone benefits, but belonging in the group that needs to plead our individual cases is demoralizing and unacceptable. When the college makes cuts, and apportions funds, cutting M&O, extending computer contracts than mean we are trying to work on failing and obselete computers, raising costs on accessing helo from facilities mgmt or other college services, all tends to degrade the everyday possibilities in teaching and learning. As to disabilities, we might as well put on the website that those with motor disabilities need not apply. the college is everywhere deficient in compliance with the ADA, which I find unconscionable. In short, despite a haughty presentation of the college's image to the public, its success is on the backs of faculty and staff who have plugged in the holes. There is little or no sense that the workload or system of compensation will be made into something reasonable. No one can expect a raise for doing their jobs well; they could only expect a raise if they receive an outside job offer, or joined administration, which has balooned in the last two decades and with very high salaries to prompt the expansion. If one administers the parking lots here, one will make more than most tenured professors. If one is an assistant football coach, you are likely to make more as well. I write as a associate professor with a joint appointment , as someone who directed a major doctoral program on campus for 4 years, as someone who was on the Strategic Planning Committee, and who co-chaired the Dean's Advisory Committee, among other service duties. None of the problems I've listed are new, nor have any of them gone entirely unnoticed by the administration. The failiure to do something substantive and. dare I say,, courageous about them is the intolerable part. Faculty governance is only useful if it is not an enormously time-consuming effort to butt one's head against a wall. In short, the state of the college, despite its extraordinarily talented faculty and study body, is embarassing. Perhaps the only positive I can stress is that the school remains affordable for in-state students, thus giving me hope that we are providing an important service to the larger community. |
| Provide at least $2500.00 for each faculty for research. Work to be at par with our peers for salary. |
| please delete library acquisition as priority 8 ... i didn't intend to mark that as a priority. also note that average teaching load may not be 5/5 |
| In response to global issues, attention to non-western culture/history teaching and learning |
| Summer school should be better publicized to the students. That would help recruit students for summer school and aid faculty planning. |
| The current merit system ensures the stifling of any creative ventures outside the norm. cross-disciplinary work has no true mechanism for being effectively evaluated. |
| the long funding crunch is demoralizing, as is the concomitant emergence of a "suits" (admin) and "talent" (faculty) culture |
| (1)survey very poorly designed and conceived; (2) we have a dramatic crisis in lack of administrative competence and direction |
| The expectation to do more with fewer resources has become too onerous. We need more resources to fund our efforts and properly compensate faculty. |

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| Statistic | Value |
| Total Responses | 118 |