

2015 William & Mary Faculty Survey Report



**An Initiative of the
William & Mary Faculty Assembly**

TABLE OF CONTENTS

I.	INTRODUCTION	3
II.	RESPONSE RATES	3
III.	GENERAL SATISFACTION	5
III.	FACULTY RETENTION	21
V.	RESEARCH AND GRANT SUPPORT	22
VI.	COLLEGE GOVERNANCE AND ADMINISTRATION	25
VII	FACULTY EVALUATION	27

I. INTRODUCTION

The William & Mary Faculty Survey is an on-going initiative of the Faculty Assembly conducted approximately every three years to assess William & Mary faculty attitudes, perceptions, and opinions on a wide range of issues. Because the survey had grown over the years, the length of the current survey was reduced to enhance the quality of the data collected and to ultimately provide a more succinct and timely report to the faculty. Questions were selected for the 2015 Survey in terms of their ability to provide 1) timely information about current issues, new policies, or initiatives on campus; 2) unique information that could not be obtained elsewhere; and 3) longitudinal information that, in combination with information from previous surveys, might help to detect trends in how perceptions and attitudes have changed over time. Of special note, the current survey did not contain questions about climate, as have previous surveys, because climate issues were assessed in a separate survey conducted by Human Resources in the fall of 2015. Results of this survey can be found [here](#). Special thanks to Professors Ron Rapoport, Megan Tschannen-Moran, Carl Hershner, and Cathy Forestell for their efforts in designing the survey, analyzing the data, and writing the report. Thanks to Professors Eric Chason and Christy Porter for providing valuable feedback.

II. RESPONSE RATES¹

The 2015 Survey was made available to 758 faculty members on November 16th, 2015 and remained open to faculty until February 15th, 2016. During this time a total of 318 William & Mary faculty (123 females, 169 males, and 26 unspecified gender) responded. Of the 317 respondents who indicated their faculty status, 80% were Tenure-Eligible (TE) faculty, and 20% were Non-Tenure-Eligible (NTE) faculty². Table 1 presents the percentage of each area and school's faculty that responded to the Survey in 2015 relative to previous years. As shown in Table 1, response rates from the academic areas and schools³ ranged from a low of 29% (School of Marine Science/VIMS) to a high of 52% (Arts & Sciences-Natural Sciences). Compared to previous surveys, the rates of response for the 2015 faculty survey were lower for all areas and schools, with the exception of the Law School, which showed a slight increase in response rate from 38% in 2013 to 45% in 2015.

¹ Because not every individual answered every question, the total number of respondents varies from one survey item to the next.

² In this report the term "NTE" encompasses all types of surveyed faculty who do not occupy a tenure line. "TE" encompasses all faculty who are eligible to apply for tenure, whether or not they have yet achieved tenure. There are a few areas where data are available for TE faculty, but not for NTE faculty. For the most part, both faculty groups are included.

³ For the purposes of this report the College's schools consist of Arts & Sciences, the Mason School of Business, the School of Education, the Law School, and the School of Marine Science/VIMS. The academic areas are the three areas of Arts & Sciences; Humanities (Area I), Social Sciences (Area II) and Natural Sciences (Area III).

**Table 1 TE
Response Rate for each Academic Area
2015, 2013, 2009, 2006, 2003**

Academic Area	2015	2013	2009	2006	2003
A&S Humanities	48%	80%	85%	85%	67%
A&S Social Sciences	41%	70%	55%	70%	63%
A&S Natural Sciences	52%	89%	90%	86%	66%
School of Business	38%	70%	65%	81%	61%
School of Education	50%	87%	75%	76%	69%
School of Law	45%	38%	52%	39%	48%
School of Marine Science/ VIMS	29%	42%	49%	54%	48%
Total Mean Response Rate	43%	74%	72%	73%	62%

Note: Three people did not indicate their academic area or school.

Table 2 (below) indicates the percentage of total TE and NTE Survey respondents from each academic area. In effect, Table 2 shows in what schools and areas responses to the survey originated. As demonstrated by Table 2, Arts & Sciences faculty provided by far the largest portion of Survey responses. A total of 76% of TE and 60% of NTE Survey responses originated in Arts & Sciences.

**Table 2 TE and NTE
Percentage of Survey Respondents Originating from each Academic Area⁴**

Academic Area	TE		NTE		TOTAL	
	Percentage	n	Percentage	n	Percentage	n
A&S Humanities	27%	68	25%	15	27%	84
A&S Social Sciences	24%	62	20%	12	24%	74
A&S Natural Sciences	25%	63	15%	9	23%	72
School of Business	6%	15	13%	8	7%	23
School of Education	7%	18	8%	5	7%	23
School of Law	6%	14	13%	8	7%	22
School of Marine Sciences/ VIMS	6%	14	5%	3	5%	17
Total⁵	100%	254	100%	60	100%	315

Note – One person from A&S Humanities did not indicate their status and 3 people (1TE and 2 NTEs) did not indicate their area or school.

⁴ When survey results are broken down by academic area and academic status, the number of respondents can become relatively modest, particularly for the professional schools. Therefore, each survey response received can represent multiple percentage points. As a result of small sample sizes, results will not be reported separately for TE and NTE faculty for some of the subsequent analyses. Also, at times in this report, the actual number of responses will be reported (in addition to percentages) so as to provide additional perspective and context.

⁵ In some tables, not all percentages add up to 100% because of rounding.

As in 2013, the percentages of respondents by academic rank reflect the percentages of the general TE and NTE faculty at the College in each rank (Table 3 TE and Table 3 NTE).

**Table 3 TE
2015 TE Faculty Survey Respondents by Academic Rank**

Academic Rank	Percentage	n
Assistant Professor	19%	49
Associate Professor	36%	92
Full Professor	45%	114
Total	100%	255

**Table 3 NTE
2015 NTE Faculty Survey Respondents by Academic Rank and Category**

Appointment Category	Academic Rank	Percentage	n
Continuing	Senior Lecturer	18%	11
	Assistant Professor	5%	3
	Associate Professor	13%	8
	Full Professor	5%	3
	Professor of Practice (Law)	8%	5
Specified Term	Lecturer	13%	8
	Visiting Assistant Professor	26%	16
	Instructor	8%	5
	Post-Doctoral Fellow	3%	2
	Total	100%	61

Note: 2 people did not indicate their rank.

III. GENERAL SATISFACTION

The Survey asked faculty how satisfied they are on the whole with their positions at the College and how satisfied they were with ten selected aspects of employment at the College. For all questions that queried faculty about their satisfaction throughout the survey, response options were: "very satisfied," "satisfied," "neither satisfied nor dissatisfied", "dissatisfied", and "very dissatisfied."⁶

A. OVERALL JOB SATISFACTION

a. Job satisfaction compared to previous surveys

Table 4 summarizes the survey responses to the question of how satisfied faculty were with their position at the College for the 2015 Survey, and provides historical perspective by including the responses from faculty surveys conducted between 1999 and 2013. As shown, 74% of TE and 77% of NTE survey respondents indicated that they are either "very satisfied" or "satisfied" with their positions at the College. This percentage is increased from the 2013 percentage of 66% of TE and 68%

⁶ In all tables "very satisfied" is combined with "satisfied" and "very dissatisfied" is combined with "dissatisfied."

of NTE faculty who reported being either very or moderately satisfied, but somewhat lower than previous years for TE faculty (2009 and earlier).

**Table 4 TE and NTE
Job Satisfaction Levels Over Time
[1999 – 2015]**

<i>On the whole, how satisfied are you with your position at the College?</i>		
Year	Satisfied	Dissatisfied
2015 TE	74%	14% ⁷
2013 TE	66%	34%
2009 TE	83%	17%
2006 TE	81%	19%
2003 TE	78%	21%
1999 TE	86%	13%
2015 NTE	77%	15%
2013 NTE	68%	32%

b. Overall Job Satisfaction by Academic Rank or Category

When survey responses were sorted by academic rank (Table 5), two-thirds or more of the TE faculty at each rank were either “very satisfied” or “satisfied” with their position. Whereas Assistant Professors were the least satisfied (67%), Full Professors were most satisfied (80%). Due to the small number of respondents for each NTE rank, data for NTEs is presented according to academic category (Continuing and Specified-term). As shown in Table 6, regardless of appointment category, more than 75% of NTEs indicated that they were either “very satisfied” or “satisfied” with their position at the College.

**Table 5 TE
Overall Satisfaction by Rank**

<i>On the whole, how satisfied are you with your position at the College?</i>					
Academic Rank	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Assistant Professor	22%	45%	18%	12%	2%
Associate Professor	13%	57%	16%	11%	3%
Full Professor	34%	46%	7%	10%	3%
Total	24%	50%	12%	11%	3%

⁷ Percentages for 2015 do not add up to 100 because 12% of TE and 10% of NTE faculty indicated that they were “Neither satisfied nor dissatisfied” with their position at the College.

Table 6 NTE
Overall Satisfaction by Appointment Category

Academic Category	<i>On the whole, how satisfied are you with your position at the College?</i>				
	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Continuing	32%	39%	16%	10%	3%
Specified-term	37%	47%	0	17%	0%
Total	34%	43%	8%	13%	2%

c. Overall Job Satisfaction of Faculty by Academic School or Area

Below TE and NTE faculty responses were combined to make comparisons between academic Schools and Areas. This analysis revealed that a higher proportion of faculty at the Business (82%) and Law Schools (86%) and VIMS (82%) indicated that they were satisfied with their positions compared to A&S Area I and III where 69% indicated that they were either very satisfied or satisfied with their position.

Table 6
Overall Satisfaction by Academic School or Area

Academic Area	<i>On the whole, how satisfied are you with your position at the College?</i>				
	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Arts and Sciences Area I (Humanities)	15%	54%	9%	17%	5%
Arts and Sciences Area II (Social Sciences)	26%	51%	16%	7%	0%
Arts and Sciences Area III (Natural Sciences and Mathematics)	26%	43%	19%	7%	4%
Mason School of Business	52%	30%	0%	13%	4%
School of Education	22%	52%	13%	9%	4%
Law School	41%	45%	0%	14%	0%
School of Marine Science/VIMS	29%	53%	6%	12%	0%
Total	26%	48%	12%	11%	3%

B. JOB SATISFACTION—TEN SELECTED ASPECTS OF EMPLOYMENT

To explore faculty job satisfaction levels in greater detail, the Survey asked faculty how satisfied they were in general with 10 specific aspects of their work at the College. There followed a list of 10 questions for which the response options were: very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, very dissatisfied, and not applicable. In the analyses below, faculty who indicated that they were either “very satisfied” or “satisfied” were combined to form the category of Satisfied, while those who indicated that they were either “dissatisfied” or “very dissatisfied” were combined to form the category of Dissatisfied. Due to the small number of NTEs within each school, their data has been combined with TE data in all analyses in this section, except for those related to salary. If faculty indicated that a question was not applicable to them, they were excluded from the relevant analyses.

a. Availability and Level of Support for Summer Research Grants

Questions 1 and 2 in this section asked about the degree to which faculty were satisfied with the availability of internal summer research grants (Figure 1), and the level of support provided by internal research summer grants (Figure 2), respectively. As shown in Figure 1, Marine Science/VIMS showed very strong dissatisfaction and Faculty in Areas I and II in Arts & Sciences expressed more dissatisfaction than not with summer grants. In contrast, those in the Education, Law, and Business schools reported strong satisfaction. As shown in Figure 2, this pattern was similar for faculty’s satisfaction with the level of support provided by internal summer grants. Compared to 2013, faculty in the Education, Business, and Law Schools appear to be more satisfied with both the availability of and level of support provided by internal research summer grants.

Figure 1
Job Satisfaction: Availability (number) of Internal Summer Research Grants for Faculty

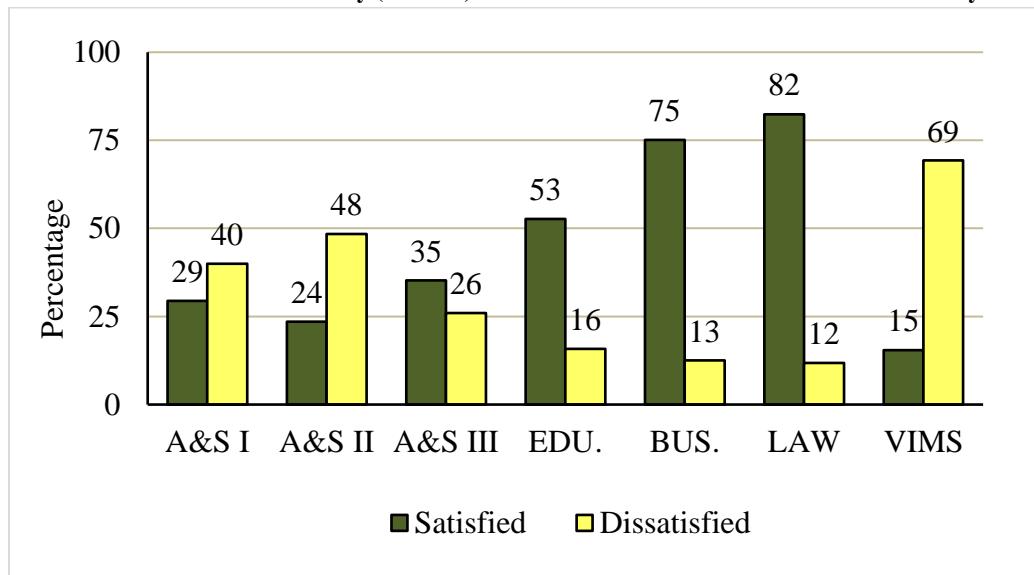
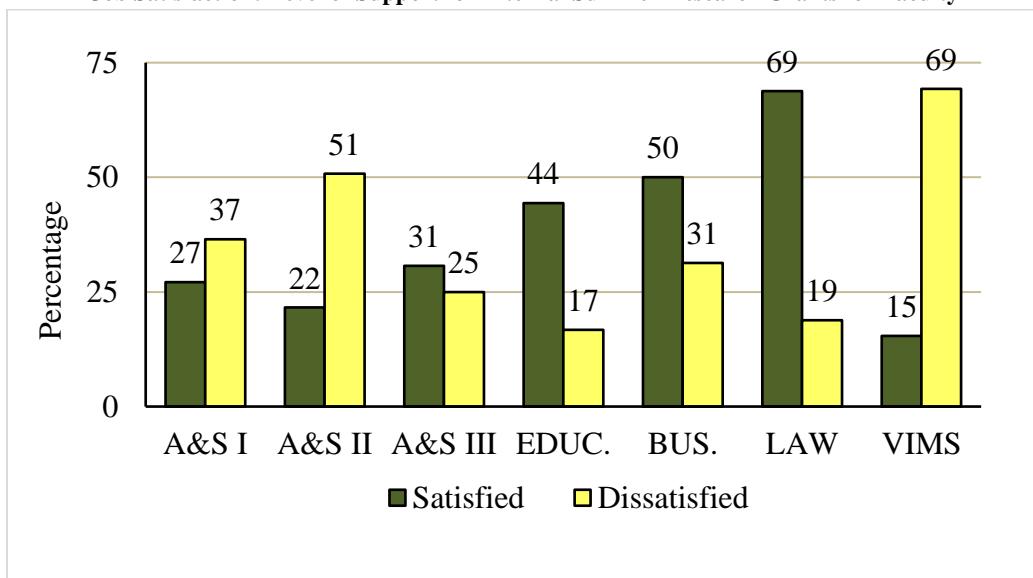


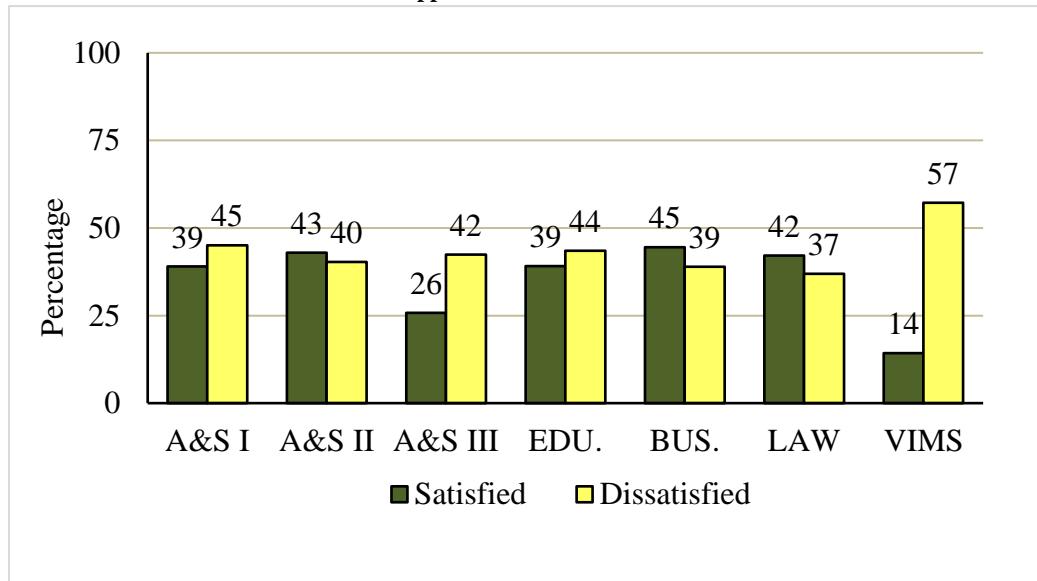
Figure 2:
Job Satisfaction: Level of Support for Internal Summer Research Grants for Faculty



b. Travel Support for Research Presentations at Conferences

Question 3 asked faculty how satisfied they were with travel support for research presentations at conferences. The greatest gap between satisfaction and dissatisfaction rates with conference travel was among faculty at the School of Marine Sciences/VIMS. As shown in Figure 3, among VIMS faculty, only 14% are satisfied with College support in this area, while 57% are dissatisfied. There is a similar trend among A&S faculty in Area III, where 26% are satisfied and 42% are dissatisfied. Faculty in the remaining schools and Areas were generally equally split between satisfied and dissatisfied.

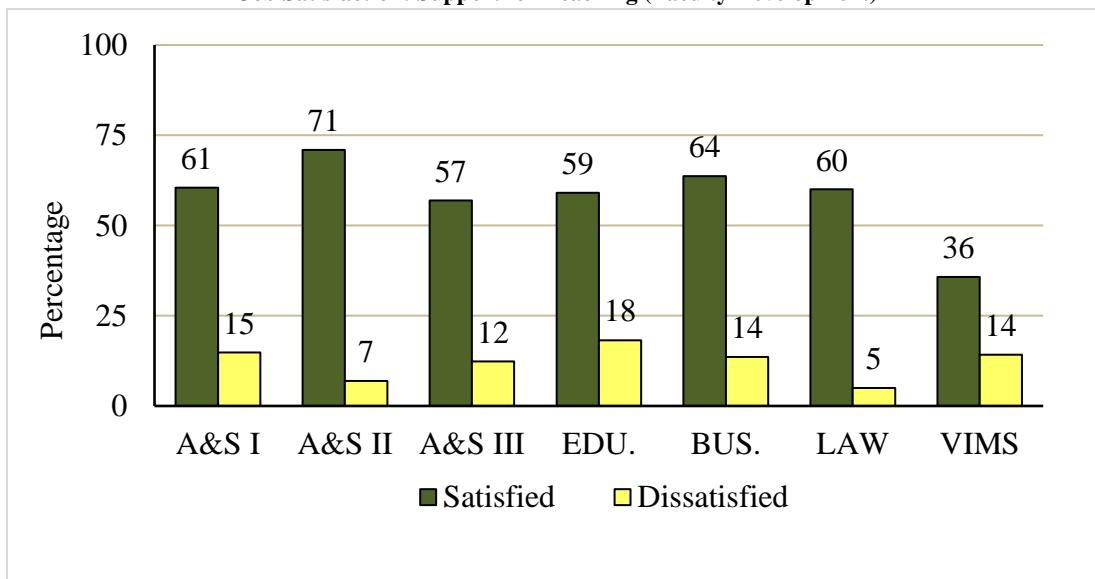
Figure 3
Job Satisfaction: Travel Support for Research Presentations at Conferences



c. Support for Teaching

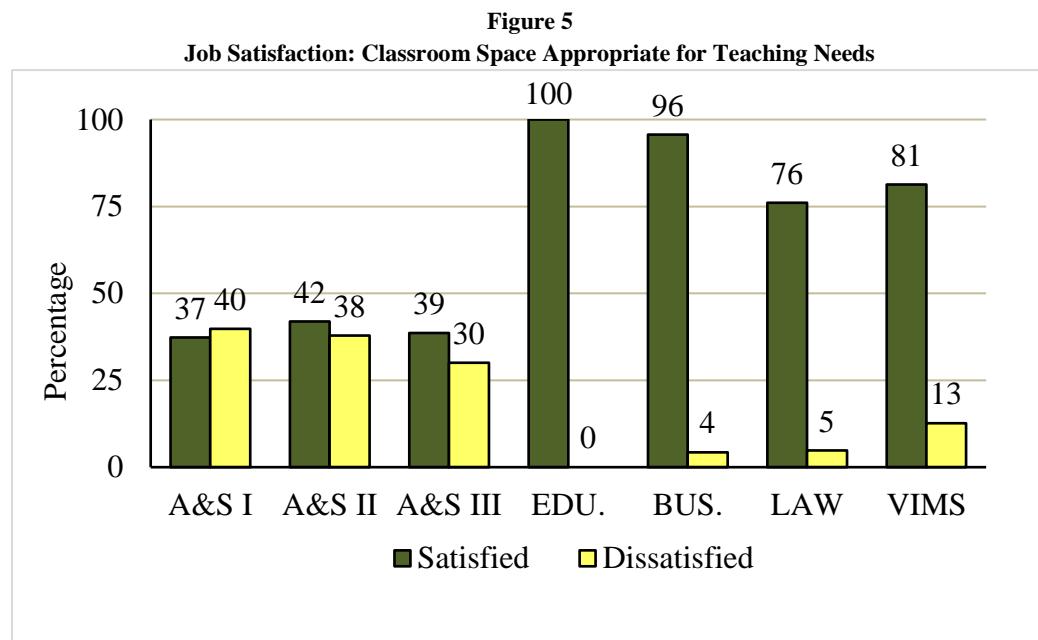
The fourth question asked how satisfied faculty were with support for teaching (faculty development). In general, faculty are relatively pleased with the level of support they receive for teaching and development of their teaching skills (Figure 4). Although the level of satisfaction is lower for Marine Sciences/VIMS, it is worth noting that half of the respondents from School of Marine Sciences/VIMS indicated that they were neither satisfied nor dissatisfied about the level of teaching support they received. These data are relatively consistent with those reported in the 2013 survey. The one shift observed is in the School of Business, where faculty appear to be more satisfied with the level of support for teaching in 2015 compared to 2013.

Figure 4
Job Satisfaction: Support for Teaching (Faculty Development)



d. Classroom Space Appropriate for Teaching Needs

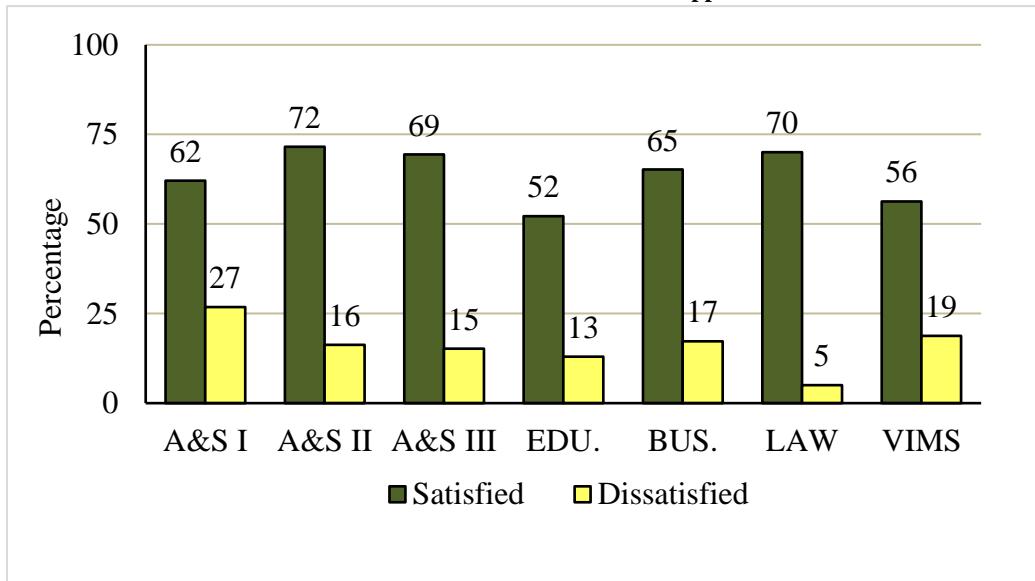
The fifth question asked how satisfied faculty were with the availability of classroom space appropriate for teaching needs. Large disparities between areas and schools exist in satisfaction with classroom space (Figure 5). Among the A&S Areas, faculty are roughly equally split in their satisfaction and dissatisfaction with classroom space. In contrast, the Schools of Education, Business, Law, and School of Marine Sciences/VIMS indicate strong satisfaction with their classroom space. The highest levels of satisfaction are in the Education (100%) and the Business (96%) Schools, which both reside in new buildings. The higher level of dissatisfaction in A&S relative to the other schools likely reflects aging facilities, as well as the inadequate numbers of classrooms on the main campus. Of note, the Law School showed an increase in satisfaction with their classroom space between 2013 (45%) and 2015 (76%), which is more in line with their satisfaction rate in the 2009 survey (88%).



e. Secretarial/Office Support

Next, faculty were asked the extent to which they were satisfied with the secretarial/office support provided. Overall, faculty across all Schools and Areas indicated that they are satisfied with the secretarial/office support (Figure 6). In 2013, faculty were generally more satisfied than not with their office support, with the exception of TE faculty from the Business and Law schools. For Business 34% were satisfied and 47% were dissatisfied, for Law 36% were satisfied and 45% were dissatisfied in 2013. In 2015, TE and NTE faculty are more satisfied in the Business school (65%) and the Law School (70%).

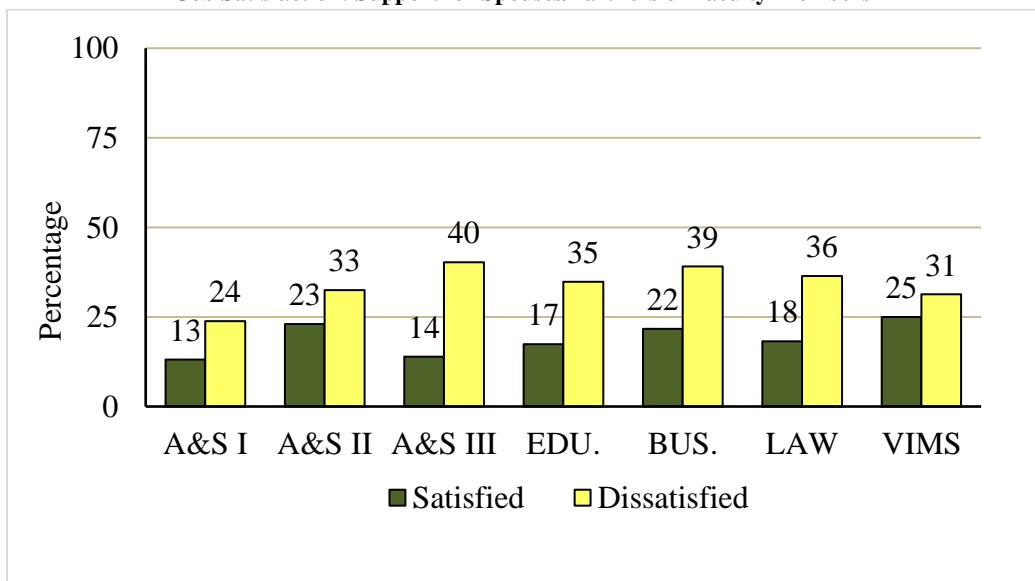
Figure 6
Job Satisfaction: Secretarial/Office Support



f. Support for Spouses/Partners of Faculty Members

Question 7 asked how satisfied faculty were with the support provided by the College for spouses/partners of faculty members. In general faculty were less polarized in their responses to this question in 2015 relative to 2013. Overall 26% of faculty indicated that this question was not applicable to them, and close to a third indicated that they were “neither satisfied nor dissatisfied” about the level of support provided to their spouse/partner. As shown in Figure 7, approximately a third of faculty across schools indicated they were dissatisfied with the level of support provided to their spouse/partner, whereas less than 25% indicate satisfaction.

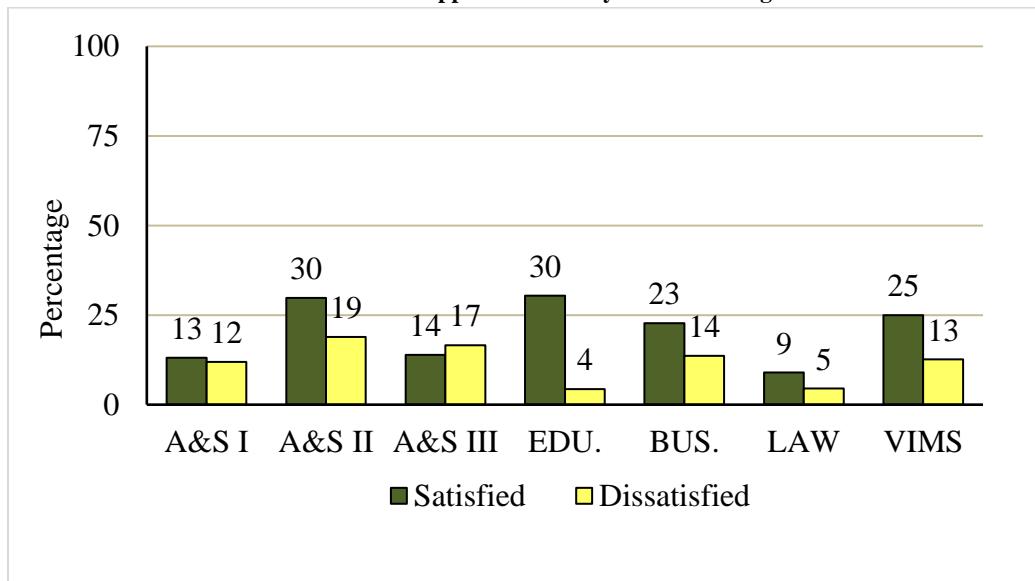
Figure 7
Job Satisfaction: Support for Spouses/Partners of Faculty Members



g. Support for Faculty who are Caregivers

Question 8 asked faculty to indicate the degree to which they were satisfied with the support provided to those who were caregivers. About 40% of all faculty indicated that this question was not applicable to them and a third of the faculty's responses to this question were indifferent; indicating that they were "neither satisfied nor dissatisfied" with the level of support provided for faculty who are caregivers of family members. As shown in Figure 7, for the small number of faculty who remained, overall responses were equally divided between those who were satisfied and those who were dissatisfied. Of all the schools, the Education School showed the greatest gap between satisfaction and dissatisfaction rates for this item where 30% indicated that they were satisfied, while only 4% indicated that they were dissatisfied with the support provided to faculty who are caregivers.

Figure 8
Job Satisfaction: Support for Faculty who are Caregivers



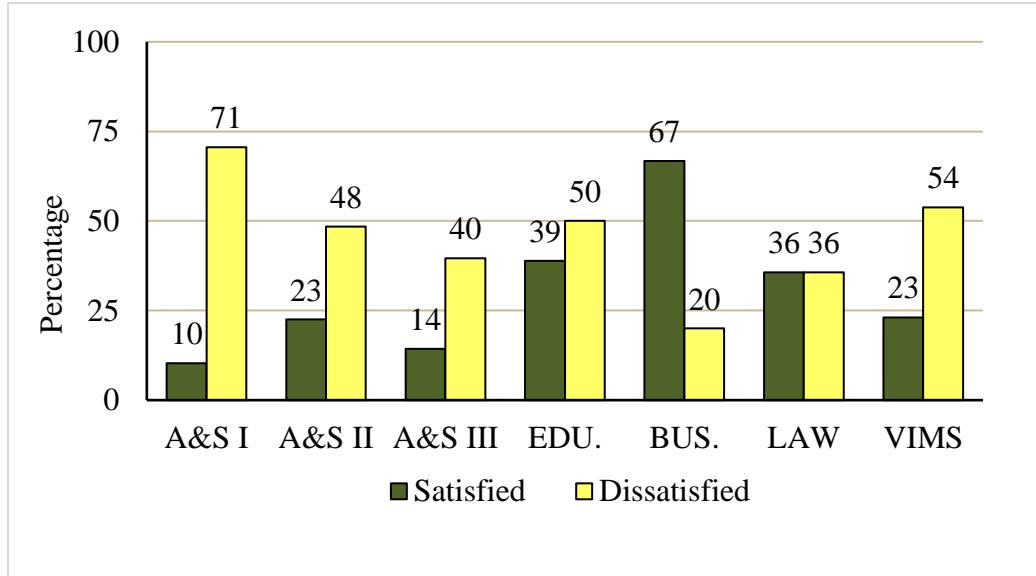
h. Faculty Salaries in General

Finally, two questions about salary were asked in this section. The first asked about respondents' general satisfaction with salaries at the College. The second, which is discussed in the next section, asked about respondents' satisfaction with their own salaries.

Strong dissatisfaction characterized responses to the question about salaries in general in both 2009 and 2013. Increased levels of dissatisfaction were evident in responses from TE faculty in all areas of Arts and Sciences (i.e., 79%-81% dissatisfied), as well as the Business School (63% dissatisfied) and the School of Marine Science/VIMS (72% dissatisfied) in 2013. Law faculty, who were less responsive to this question overall in 2013, went from 35% satisfied and 41% dissatisfied in 2009 to 17% satisfied and 36% dissatisfied in 2013.

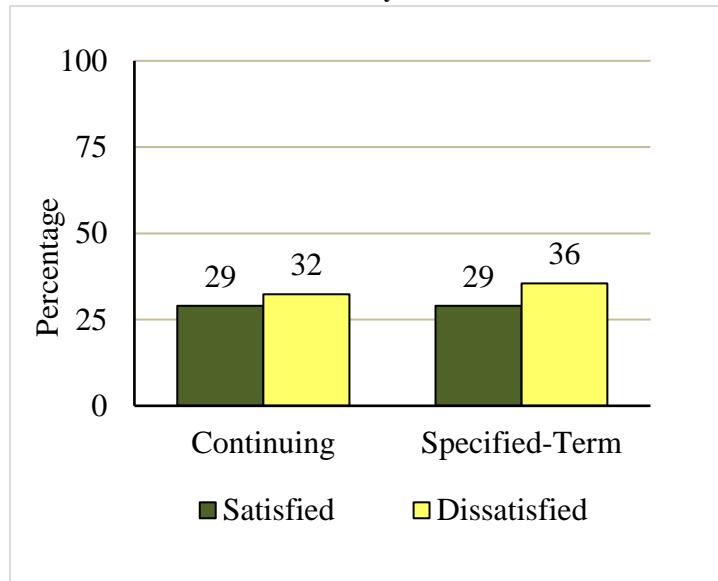
In Figure 9, general satisfaction for faculty salaries is depicted for TE faculty within each School and Area for 2015. Although in Arts & Sciences and Marine Science/VIMS only 10%-23% of faculty reporting that they were either satisfied or very satisfied with faculty salaries in general, levels of dissatisfaction dropped from around 80% in 2013 to 40% (Area III) and 48% (Area II). Dissatisfaction remains high in Area I at 71%. In contrast, 67% of the TE faculty in the Business School indicated satisfaction. The Law and Education schools were relatively equally divided, with a little over a third of faculty indicating that they were satisfied. While this represents an increase in satisfaction for the Law School, levels of satisfaction are similar in the Education School compared to those of 2013.

Figure 9 TE
Job Satisfaction: Faculty Salaries in General



Because of the low response rates of NTE faculty, their responses were collapsed across areas and schools. Overall NTE faculty were equally divided in terms of their satisfaction with faculty salaries, with 30% indicating that they were “satisfied” or “very satisfied”, 32% indicating that they were “dissatisfied” or “very dissatisfied”, and the remaining respondents indicated they were “neither satisfied nor dissatisfied”. Figure 10 below depicts NTE satisfaction with salaries in general as a function of whether they are continuing on specified-term. No differences between responses in these two appointment categories were observed.

Figure 10 NTE
Job Satisfaction: Faculty Salaries in General

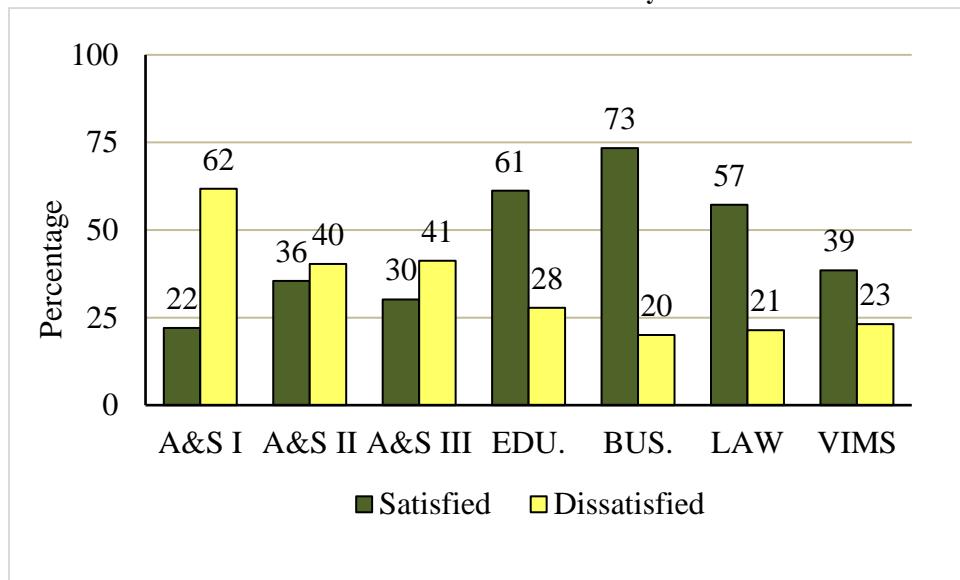


i. Personal Salary

Most faculty respondents reported strong dissatisfaction with their own salaries both in 2009 and in 2013. In 2013 Arts and Sciences' dissatisfaction rates remained constant or increased compared to 2009. Education faculty remained constant on both satisfaction and dissatisfaction rates between 2009 and 2013. Law faculty were the only group reporting a slight increase in satisfaction on this factor in 2013.

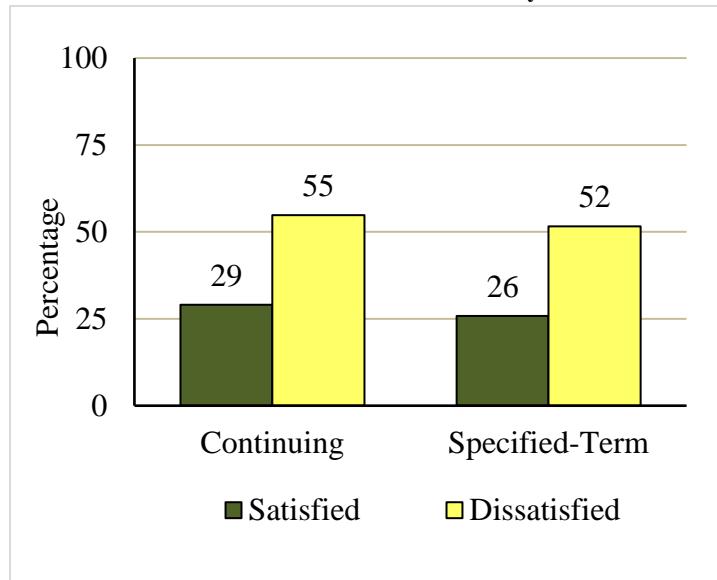
In 2015, the professional schools are showing more satisfaction than not with their salaries. In contrast to 2013 where more than 60% of TE faculty in the Business and Education Schools and Marine Science/VIMS reported dissatisfaction, in 2015 less than 30% are reporting dissatisfaction in these schools. Moreover, in 2015 more than 60% of TE faculty in the Business and Education schools and 40% of Marine Science/VIMS faculty are reporting satisfaction with their salaries. Responses for TE faculty at the Law School have remained relatively stable. In 2013, 54% and in 2015 57% of Law School respondents reported satisfaction with their salaries. In Arts and Sciences, Area I remains dissatisfied with their salaries. In 2015 62% reported dissatisfaction compared to 72% in 2013. However, in Areas II and III TE faculty reported less dissatisfaction with their salaries in 2015 relative to 2013. Whereas in 2013 62% of Area II and 71% of Area III reported dissatisfaction, only 40% of Area II and 41% of Area III are reporting dissatisfaction with salaries in 2015.

Figure 11 TE
Job Satisfaction: Personal Salary



NTEs' satisfaction with their own salaries was lower than most TE faculty members. As shown in Figure 11, regardless of their appointment category, over half of NTE faculty indicated that they were dissatisfied with their salaries, while a little over a quarter were satisfied.

Figure 11 NTE
Job Satisfaction: Personal Salary



j. Job Satisfaction on Selected Work Aspects: Responses Grouped by Gender

This section reports differences between the experiences of male and female TE and NTE faculty on the ten selected aspects of work reported above. Overall, there is little difference between male and female reported satisfaction with the selected work aspects. In four categories, there were small gaps between

female and male dissatisfaction, with females reported more dissatisfaction than males. These categories were the number of summer grants available, availability of professional travel support, availability of classroom space, and caregiver support. Consistent with this, for each of these four categories except one (professional travel), males expressed more satisfaction than females (of 5 percentage points or more). In addition males expressed more satisfaction with the level of office support provided compared to females.

Of interest, it appears that females (28%) tend to be somewhat more satisfied than males (21%) with salaries in general at William & Mary. However the pattern of results for personal salaries was different. Consistent with 2013, there was no gender gap in faculty satisfaction with personal salaries in 2015. In the current survey, levels of satisfaction were 37% for men and 36% for women. This represents an increase from the 2013 Survey where only 20% of males and 19% of females expressed satisfaction with their own salaries.

Table 7
Job Satisfaction for each Work Category
Grouped by Gender

	Percentage of faculty satisfied with each of the following aspects of their work:			
	Female		Male	
	Satisfied	Dissatisfied	Satisfied	Dissatisfied
Number of summer grants	27%	33%	33%	28%
Level of support of summer grants	27%	32%	26%	29%
Professional travel	37%	45%	35%	37%
Teaching support	60%	12%	58%	10%
Classroom space	45%	37%	55%	22%
Secretarial/office support	62%	18%	68%	18%
Spouse/partner support	18%	25%	18%	28%
Caregiver support	17%	21%	23%	8%
Salaries, general	28%	46%	21%	46%
Salaries, personal	37%	41%	36%	42%

k. Job Satisfaction on Selected Work Aspects: Responses Grouped by Academic Rank

This section focuses on work aspects in which there are disparities in satisfaction between academic ranks among TE and NTE faculty. Because of the small number of NTE respondents, this group is not divided according to rank or category. Relative to 2013, Full Professors show the greatest increase in satisfaction. As shown in Table 8, faculty at the rank of Associate Professor appeared to be least satisfied at the College in 2015.

With respect to the number of summer grants awarded, rates of satisfaction for Assistant and Associate Professors remained the same from 2013 to 2015, however full professors' satisfaction increased from 25% in 2013 to 36% in 2015. Although the 2013 Survey did not ask about satisfaction with the level of support of summer grants, in 2015 Associate Professors showed less satisfaction (21%) than Associate Professors (39%) and Full Professors (33%), whereas Full Professors (29%) showed less dissatisfaction

than Assistant (39%) and Associate Professors (38%). NTE faculty were less responsive to this question (many indicated this question was not applicable to them), but appeared to be more dissatisfied than satisfied with the number and level of support of summer grants.

On the question of travel support, close to half of Assistant Professors and Associate Professors indicated that they were dissatisfied, and about 28% - 31% indicated that they were satisfied with the level of support provided by the College. Although Full Professors' rates of satisfaction was similar to their rates of dissatisfaction in 2015, their satisfaction levels increased from 26% in 2013 to 36% in 2015. Assistant Professors showed a moderate increase from 26% satisfied in 2013 to 31% in 2015 and Associate Professors' level of satisfaction remained about the same, increasing from 26% to 28%. NTE faculty showed the highest level of satisfaction (48%) of all ranks and only 14% indicated that they were dissatisfied with travel support.

With respect to support for teaching, TE respondents at the Assistant Professor level remained at approximately the same level of satisfaction (from 63% to 61%). However, Associate Professors reported an increase in satisfaction from 46% in 2013 to 55% in 2015. Full Professors' satisfaction also increased from a low of 13% in 2013 to 63% in 2015. NTE faculty's level of satisfaction with teaching support was somewhat lower than their TE counterparts at 48%.

In general, faculty were more satisfied with classroom space in 2015 than in 2013. Reports of satisfaction increased for Assistant Professors from 54% in 2013 to 61% in 2015 with only 12% indicating that they were dissatisfied. Similarly, Full Professors' reports of satisfaction increased from 47% in 2013 to 53% in 2015. In contrast, Associate Professors' satisfaction for classroom space decreased from 47% in 2013 to 33% in 2015, and 50% of the faculty at this rank indicated that they were dissatisfied in 2015. Compared to TE faculty, NTE faculty reported greater overall satisfaction for classroom space at 69% in the 2015 Survey.

While Assistant professors' satisfaction for Office Support remained relatively consistent between 2013 (67%) and 2015 (65%), Associate and Full Professors expressed higher satisfaction in 2015 compared to 2013. In 2013, 43% of Associate Professors reported that they were satisfied with Office Support, in 2015 55% reported satisfaction, while levels of dissatisfaction fell from 32% to 26%. Similarly full professors' satisfaction increased from 57% in 2013 to 69% in 2015 and rates of dissatisfaction fell from 20% to 13%. The high level of satisfaction by Full Professors in 2015 was surpassed by NTEs of whom 74% reported satisfaction.

In contrast to the high levels of satisfaction reported for Office Support, faculty reported low levels of satisfaction for Spouse/Partner Support, similar to 2013. For Spouse/Partner Support in 2015, only 12% of Assistant Professors and 14% of Associate Professors reported satisfaction and close to half (49% and 43%, respectively) reported dissatisfaction. Full Professors reported somewhat more satisfaction than the other ranks at 20% satisfied, however close to a third (31%) indicated that they were dissatisfied. NTEs rate of satisfaction with Spouse/Partner Support was similar to that of Full Professors at 21%, however only 16% indicated that they were dissatisfied.

Similar to 2013, close to half of all faculty indicated that they were “neither satisfied nor dissatisfied” with Caregiver support, leaving a small number of faculty who were responsive. Whereas rates of satisfaction (16%) and dissatisfaction (14%) rates were similar for Assistant Professors, Associate Professors showed higher a rate of dissatisfaction (21%) than satisfaction (14%). An opposite trend was observed for Full Professors, with 29% indicating satisfaction, and only 11% indicating dissatisfaction.

Between 2013 and 2015, satisfaction with salaries increased among all faculty ranks both in terms of their perceptions of salaries in general and their personal salaries. However, in 2015, with the exception of Full Professors, faculty were still more dissatisfied than satisfied with their salaries at all ranks. Whereas approximately a quarter of Assistant (26%) and Associate (27%) Professors and NTEs (28%) indicated that they were satisfied with their salaries, close to half of Assistant (53%) and Associate (40%) Professors and NTEs (53%) indicated that they were dissatisfied. In contrast, Full Professors were more satisfied (47%) than dissatisfied (39%) with their salaries.

**Table 8 TE and NTE
Job Satisfaction for each Work Category
Grouped by Academic Rank**

Percentage of faculty satisfied with each of the following aspects of their work:		
Academic Rank	Satisfied	Dissatisfied
<u>Number of summer grants</u>		
Assistant Professors	49%	37%
Associate Professors	26%	38%
Full Professors	36%	26%
Non-Tenure Eligible	10%	15%
<u>Level of support of summer grants</u>		
Assistant Professors	39%	39%
Associate Professors	21%	38%
Full Professors	33%	29%
Non-Tenure Eligible	8%	13%
<u>Professional travel</u>		
Assistant Professors	31%	47%
Associate Professors	28%	50%
Full Professors	36%	39%
Non-Tenure Eligible	40%	26%
<u>Teaching support</u>		
Assistant Professors	61%	12%
Associate Professors	55%	13%
Full Professors	63%	8%
Non-Tenure Eligible	48%	14%
<u>Classroom space</u>		
Assistant Professors	61%	12%
Associate Professors	33%	50%

Full Professors	53%	24%
Non-Tenure Eligible	69%	14%

Table 8 TE and NTE (continued)

Job Satisfaction for each Work Category**Grouped by Academic Rank**

Percentage of faculty satisfied with each of the following aspects of their work:		
Secretarial/office support		
Assistant Professors	65%	22%
Associate Professors	53%	26%
Full Professors	69%	13%
Non-Tenure Eligible	74%	11%
Spouse/partner support		
Assistant Professors	12%	29%
Associate Professors	14%	35%
Full Professors	21%	26%
Non-Tenure Eligible	21%	16%
Caregiver Support		
Assistant Professors	16%	14%
Associate Professors	14%	21%
Full Professors	29%	11%
Non-Tenure Eligible	11%	6%
Salaries, generally		
Assistant Professors	18%	51%
Associate Professors	21%	49%
Full Professors	24%	50%
Non-Tenure Eligible	29%	34%
Salaries, personal		
Assistant Professors	26%	53%
Associate Professors	27%	40%
Full Professors	47%	39%
Non-Tenure Eligible	28%	53%

IV. FACULTY RETENTION

This section of the Survey asked faculty whether they are currently on the job market and if they have contemplated leaving William & Mary over the past 3 years (Tables 9 and 10) and about their reasons for such contemplation (Table 11).

Of TE respondents, 23% were on the job market in 2015 and 62% indicated that they considered leaving in the past 3 years. Of NTE respondents, 39% were on the job market in 2015 and 69% indicated that they have considered leaving permanently. In 2013 64% of TEs and only 36% of NTEs indicated that they had considered leaving the College. Table 10 breaks down NTEs into appointment categories to determine whether this sentiment was consistent across continuing and specified-term NTEs. Although more specified-term than continuing NTEs are on the currently on the job market, over the past three years close to two thirds (63%) of continuing NTE faculty have considered leaving the College.

Table 9 TE & NTE Faculty Retention

	% TE	n	% NTE	n
<i>I am currently on the job market.</i>	23%	57	39%	23
<i>I have considered leaving WM.</i>	62%	157	69%	42

Table 10 NTE Faculty Retention

	% Continuing	n	% Specified Term	n
<i>I am currently on the job market.</i>	17%	5	60%	18
<i>I have considered leaving WM.</i>	63%	19	74%	23

Note: Six people did not indicate whether they were on the job market and three of these people did not respond to either of these questions.

When asked to why they considered leaving the College around half of all faculty (TE = 55% and NTE (overall) = 48%) indicated that they were dissatisfied with their salary. In addition, close to half of TE faculty (48%) indicated that they considered leaving because of dissatisfaction with research support and a desire to find a department that placed more emphasis on their research specialty (40%). In addition to dissatisfaction with salary, 55% of all NTEs indicated that they had considered leaving to find a tenure eligible position. As indicated in Table 11, salary and a desire for a tenure eligible position were the top two reasons why continuing and specified term faculty have considered leaving the College.

Table 11 TE & NTE
**Reasons for Considering Leaving WM in the past 3 years; Includes all TE (n=157), continuing NTE (n=19), and
specified-term NTE (N=23) survey respondents who indicated that they have considered leaving.**

Faculty Retention	Please indicate why you have considered leaving your position at William & Mary. (check all that apply)					
	TE		Continuing NTE		Specified-term NTE	
	% Yes	n	% Yes	n	% Yes	n
Dissatisfaction with my salary at W&M	55%	87	53%	10	43%	10
Dissatisfaction with the research support that I receive	48%	75	16%	3	17%	4
Desire to join a department or school that places more emphasis on my research specialty.	40%	63	21%	4	9%	2
Desire for reduced teaching load	10%	15	5%	1	26%	6
Dissatisfaction with the level of collegiality in my department or school	28%	44	32%	6	17%	4
Spouse/partner hiring issue	18%	29	26%	5	4%	1
Desire for a tenure-eligible position	0%	0%	42%	8	65%	15
Other reason	39%	62	37%	7	13%	3

V. RESEARCH AND GRANT SUPPORT

This section of the survey asked faculty about the type of grant support they have received over the past three years (Table 12) and their level of satisfaction with the services provided by various offices across campus in identifying potential funding sources and in managing grants (Table 13).

A. Types of External Research Grants Awarded

Of the 316 faculty who responded to this question, 191 indicated that they had received at least one government, business/industry, or foundation grant over the last three years. The data below indicate that in many cases, faculty have received grants in multiple categories over the last three years.

While A&S Humanities appears to have more success with foundation grants, a higher percentage of A&S Natural Science and Education faculty report receiving government grants. A high percentage of School of Marine Sciences/VIMS respondents reported receiving government and foundation grants, though a significant proportion of their funding also comes from business/industry.

Table 12
Research Grants grouped by Area or School

Academic Area	Have you received funding for your work from the following agencies?						
	Government		Business/Industry		Foundation		Total
	% Yes	n	% Yes	n	% Yes	n	n
A&S Humanities	15	12	10	8	42	34	82
A&S Social Sciences	35	26	8	6	45	33	74
A&S Natural Sciences	76	55	14	10	39	28	72
School of Business	13	3	35	8	26	6	23
School of Education	52	12	13	3	26	6	23
School of Law	14	3	4	1	14	3	22
School of Marine Sciences/ VIMS	94	16	41	7	71	12	17
Total		127		43		122	313

B. Satisfaction with Support received from Administrative Offices in Managing External Research Grants

The 191 respondents who indicated that they had received at least one grant in the past 3 years, were additionally asked how satisfied they were with the support they received from the Office of Sponsored Projects, Human Resources, and Accounts Payable in preparing and managing their grants. In Table 13, responses are divided by areas and schools for the faculty who indicated that they worked with these offices. Because of the small number of respondents from the School of Law and the School of Business, their results are difficult to interpret.

There was a great deal of discrepancy between areas and schools in the level of satisfaction with the Office of Sponsored Projects (OSP). While the School of Marine Sciences/VIMS (65%), A&S Natural Sciences (48%), and A&S Social Sciences (49%) appear to be relatively satisfied, the remaining professional schools appear to be relatively dissatisfied with the support that they receive from this office. However, given the small numbers of faculty from the professional schools who indicated that they worked with OSP, these data should be interpreted with caution.

Overall, levels of satisfaction appeared to be uniformly low for Human Resources, which was at lower than 20% for each of the Areas in A&S and School of Marine Sciences/VIMS. Overall, more than half of the faculty indicated that they were dissatisfied with how this office assists in managing grants. Although faculty tended to be less responsive as to whether they were satisfied with the office of Accounts Payable, it appears that those who responded tend to be more dissatisfied than satisfied with the level of support provided by this office. The one exception, the School of Marine Sciences/VIMS, 41% indicated that they were satisfied with this office. Although respondents from the Law School appear to be satisfied as well, the sample size is too small to reliably interpret their results.

Table 13
Research and Grant Support: Satisfaction with Administrative Support provided for Grants grouped by Area or School.

In the past 3 years, how satisfied have you been with the support you have received from the following offices in preparing and managing your grants?				
Academic Area or School	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	n
The Office of Sponsored Projects				
A&S Humanities	65%	20%	15%	20
A&S Social Sciences	58%	22%	19%	36
A&S Natural Sciences	51%	25%	23%	59
School of Business	0%	0%	100%	3
School of Education	15%	8%	77%	13
School of Law	0%	0%	100%	2
School of Marine Sciences/ VIMS	65%	6%	29%	17
Human Resources				
A&S Humanities	12%	44%	44%	16
A&S Social Sciences	19%	47%	34%	32
A&S Natural Sciences	13%	32%	55%	47
School of Business	0%	0%	100%	2
School of Education	30%	10%	60%	10
School of Law	50%	0%	50%	2
School of Marine Sciences/ VIMS	6%	25%	69%	16
Accounts Payable				
A&S Humanities	6%	44%	50%	18
A&S Social Sciences	24%	27%	48%	33
A&S Natural Sciences	16%	42%	42%	50
School of Business	0%	0%	100%	4
School of Education	33%	17%	50%	12
School of Law	50%	25%	0%	4
School of Marine Sciences/ VIMS	41%	35%	12%	17

VI COLLEGE GOVERNANCE AND ADMINISTRATION

Table 14 compiles responses to questions regarding faculty satisfaction with the central administration. The table compares 2015 responses with 2013 Survey responses and also add a new area of inquiry (Support for graduate and professional programs). Compared to 2013, faculty satisfaction with the central administration in 2015 has decreased in the following areas: establishment of budget priorities (2013 satisfied = 32% for TE and NTE, 2015 satisfied = 22% for TE and 24% for NTE), communication with faculty (2013 satisfied = 49% for TE and 48% for NTE, 2015 satisfied = 40% for TE and 24% for NTE), and faculty inclusion in administrative searches (2013 satisfied = 52% for TE and 40% for NTE, 2015 satisfied = 34% for TE and 30% for NTE). In contrast there have been notable increases in satisfaction with the administration's commitment to faculty compensation and salary (2013 satisfied = 25% of TE and 18% of NTE; 2015 satisfied = 51% of TE and 29% of NTE faculty). These changes may reflect the administration's follow through on the William & Mary Promise, which resulted in faculty salary increases between the 2013 and 2015 surveys. Between 2013 and 2015 there was also an increase in satisfaction in the support for teaching. This is especially evident for NTEs whose rate of satisfaction increased from 39% in 2013 to 62% in 2015.

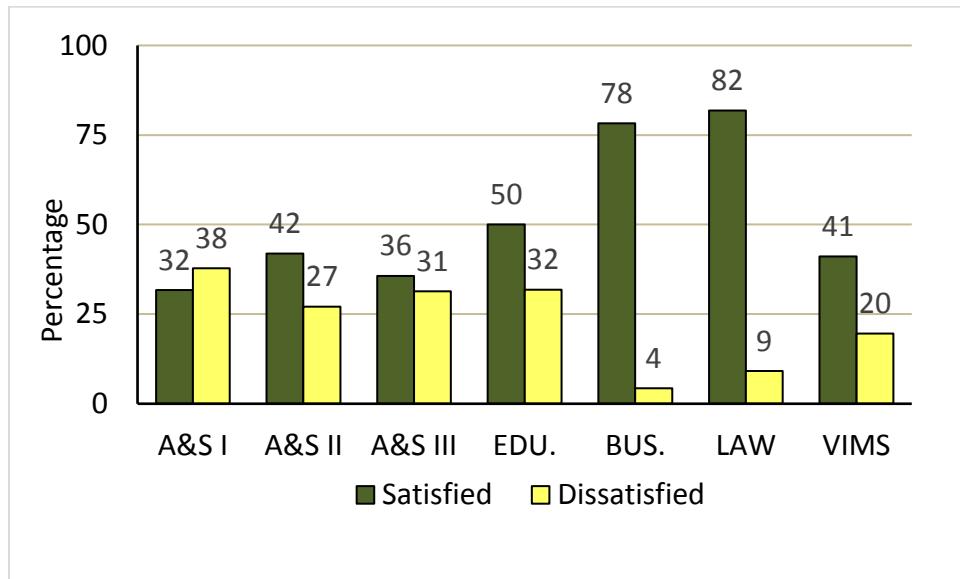
Comparisons between TE and NTE faculty's responses in the 2015 survey revealed similar levels of satisfaction with the central administration representation of the College to external constituencies (NTE 36% vs. TE 38% satisfaction), the administration's support for teaching (NTE 60% vs. TE 62% satisfaction), establishing budget priorities (NTE 24% vs. TE 22% satisfaction), and faculty's role in shared governance (NTE 36% vs. TE 37% satisfaction). Although levels of satisfaction were similar for the administration's support for research (NTE 29% vs. TE 29%), more TE faculty reported dissatisfaction (NTE 17% vs. TE 41%) with this item. NTE faculty expressed more satisfaction than TE respondents with regard to the administration's consultation on policy decisions (NTE 34% vs. TE 26%), and support for graduate and professional programs (NTE 32% vs. TE 24%). For the remaining areas, fewer NTE than TE faculty expressed satisfaction, with the greatest gaps found in responses regarding commitment to faculty compensation and salary (NTE 29% vs. TE 51%). With respect to communication with faculty, while levels of satisfaction were lower for NTE than TE faculty (NTE 24% vs. TE 40%), fewer NTE than TE faculty also reported dissatisfaction (NTE 29% vs. TE 34%).

Table 14 NTE & TE
Satisfaction with the Record (over the past three years) of the
Central Administration

	<i>How satisfied are you with the record of the Central administration in the following areas:</i>							
	2015				2013			
	NTE		TE		NTE		TE	
	Satisfied	Dissatisfied	Satisfied	Dissatisfied	Satisfied	Dissatisfied	Satisfied	Dissatisfied
Representation to External Constituencies	36%	8%	38%	14%	37%	4%	42%	11%
Priorities: Building Repair & Construction	27%	15%	34%	21%	30%	17%	26%	25%
Establishing Budget Priorities	24%	29%	22%	32%	32%	24%	32%	33%
Commitment to Faculty Compensation & Salary	29%	33%	51%	26%	18%	45%	25%	48%
Communication with Faculty	24%	29%	40%	34%	48%	16%	49%	22%
Consultation on Policy Decisions	34%	22%	26%	39%	25%	20%	23%	30%
Faculty Inclusion in Administrative Searches	30%	10%	34%	17%	40%	3%	52%	10%
Support for Teaching	62%	12%	60%	16%	39%	16%	50%	17%
Support for Research	29%	17%	29%	41%	25%	22%	30%	42%
Support for graduate and professional programs	32%	14%	24%	26%	--	--	--	--
Support for Faculty Role in Shared Governance	36%	19%	37%	24%	18%	14%	36%	15%
Overall satisfaction with administration	51%	20%	42%	30%	--	--	--	--

The last question in this section asked to what extent faculty were satisfied overall with the central administration. Close to half of faculty indicated that they were either very satisfied or satisfied with the central administration, with slightly more NTE than TE faculty reporting satisfaction (NTE 51% vs. TE 42%). In Figure 11, rates of satisfaction are depicted for each Area and School. While the faculty in A&S appear to be roughly equally divided in terms of satisfaction and dissatisfaction with the administration, the Education School and School of Marine Sciences/VIMS appear to be more satisfied than dissatisfied, and the Business and Law school faculty are indicating strong satisfaction with the administration.

Figure 12
Satisfaction with Administration



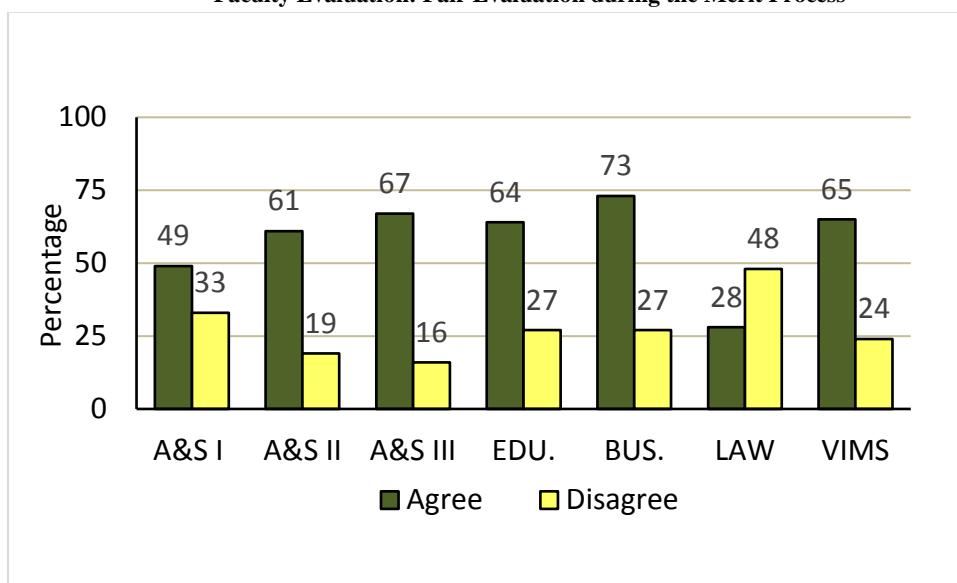
VII: FACULTY EVALUATION

This section focused on the extent to which faculty felt that they were fairly evaluated during the merit process in their department or school, and the degree to which performance standards were clear for tenure and promotion in their department or school. Response options were: "strongly agree," "agree," "neither agree nor disagree", "disagree", and "strongly disagree" and "not sure." Similar to previous analyses, those who indicated that they "strongly agree" were combined with those who indicated that they "agree" with each statement. Likewise, those who indicated that they "strongly disagree" were combined with those who indicated that they "disagree." In the graphs that follow, NTE responses have been combined with TE data. However in the tables that follow faculty are divided by rank (for TE faculty and Appointment Category (for NTE faculty).

A. Merit Evaluation

Although the majority of faculty in most areas and schools are satisfied with the merit evaluation process there are a few exceptions as shown in Figure 13. In Area I the level of satisfaction with the merit process was lower than other areas and schools. Additionally in the Law School, faculty who indicated that they thought they were fairly evaluated during the merit process were in the minority (28%), while 48% indicated that they disagreed with this statement.

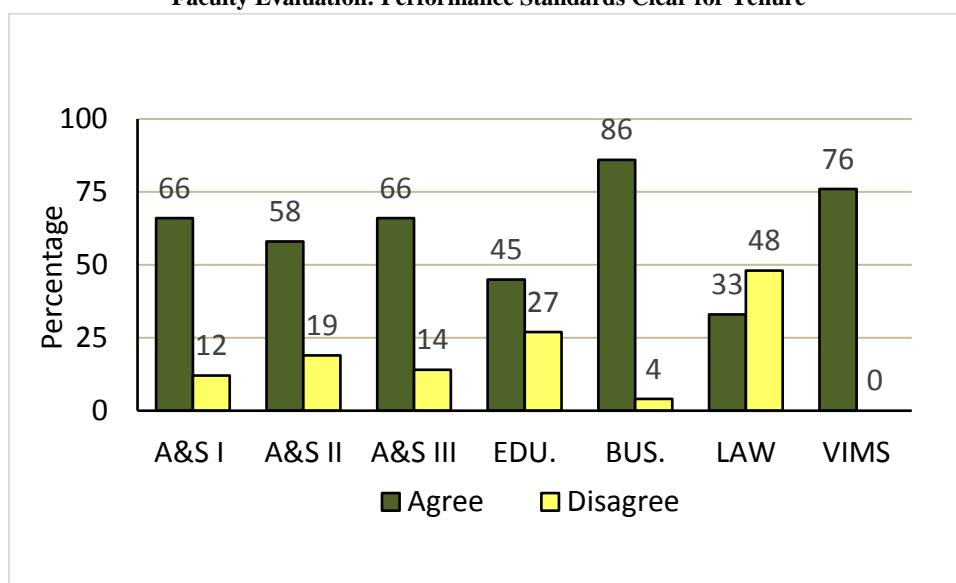
Figure 13
Faculty Evaluation: Fair Evaluation during the Merit Process



B. Performance Standards Clear for Tenure

As shown in Figure 14, faculty generally agreed that the performance standards were clear for tenure. This was overwhelmingly true for faculty in the Business School and the School for Marine Science/VIMS. In comparison many fewer faculty at the Education and Law Schools agreed with this statement. While those in the Education School were more in agreement (45%) than disagreement (27%), fewer faculty in the Law School agreed (33%) than disagreed (48%) with the statement that performance standard were clear for tenure.

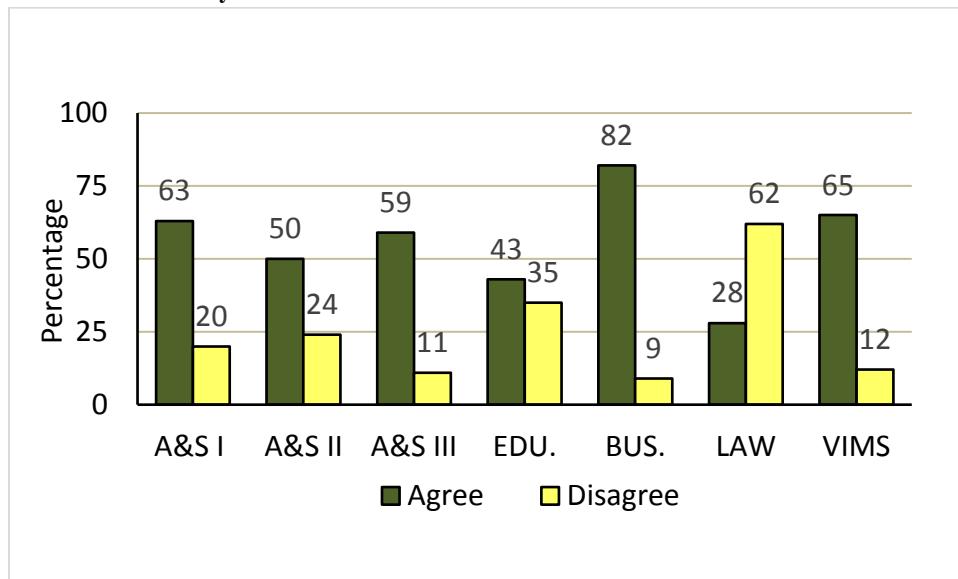
Figure 14
Faculty Evaluation: Performance Standards Clear for Tenure



C. Performance Standards are Clear for Promotion

As shown in Figure 15, faculty generally agreed that the performance standards were clear for promotion. Trends were similar here as in the previous two questions. Again for the School of Education the responses for this question are roughly equally divided (43% agreed, while 35% disagreed), and for the Law School, more faculty disagreed (62%) than agreed (28%) with this statement.

Figure 15
Faculty Evaluation: Performance Standards Clear for Promotion



D. Faculty Evaluation: Responses grouped by Academic Rank and Appointment Category

As shown in Table 15, regardless of rank or appointment category the majority of faculty are satisfied with the process of merit evaluation. It is important to note that a significant number (20%-33%) of faculty are not satisfied with the merit evaluation process. Only the tenured and tenure-eligible faculty were asked the degree to which they agreed that performance standards are clear for tenure. Although more than half of all TE faculty agreed with this statement, the degree to which Assistant Professors (56%) agreed with this statement was lower than Associate (67%) and Full Professors (72%). Of note approximately a quarter of all tenure-eligible professors felt that performance standards for tenure were not clear. With respect to performance standards for promotion, fewer Associate Professors (58%) agreed that these standards were clear than Full Professors (70%) and over a quarter of all Associate Professors felt that the performance standards for promotion were not clear. Specified-term NTEs were less responsive to this question. Many indicated that they were “not sure” about this, likely because many do not plan to stay at William & Mary over the long term. However, regardless of whether they were continuing or specified-term, less than half of NTE professors, felt that the performance standards for promotion were clear. Of note, almost half of continuing NTEs felt that these standards were unclear.

Table 15 NTE & TE
Faculty Evaluation grouped by Academic Rank or Appointment Category

	Satisfied with Merit Evaluation		Performance Standards are clear for Tenure		Performance Standards are clear for Promotion	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Assistant Professors	63%	20%	56%	24%	41%	15%
Associate Professors	51%	30%	67%	18%	58%	26%
Full Professors	64%	20%	72%	15%	70%	17%
NTE: Continuing	50%	33%	N/A	N/A	41%	41%
NTE: Specified-term	59%	31%	N/A	N/A	37%	20%

E. Faculty Evaluation: Responses Grouped by Gender

When faculties perceptions of merit evaluations, tenure, and promotion standards were assessed according to gender few differences emerged between female ($n = 123$) and male ($n = 168$) respondents. Overall close to 60% of females and males agreed that they were fairly evaluated by the merit process. Although more male than female respondents agreed that performance standards for tenure were clear, similar percentages of females and males agreed that the performance standards for promotion were clear. It is important to note that while there were similar levels of agreement between female and male respondents, across the board more females than males disagreed with statements that merit evaluation was fair and performance standards were clear.

Table 16
Faculty Evaluation grouped by Gender

	Satisfied with Merit Evaluation		Performance Standards are clear for Tenure		Performance Standards are clear for Promotion	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Female	58%	30%	56%	20%	56%	28%
Male	59%	22%	67%	15%	59%	17%

VIII: BUDGET PRIORITIES

In the final section of the survey, respondents were asked to rate twelve budget items in terms of priority ranging from “very high priority” to “not a priority”. They were then presented with a list of the items that they had rated as “very high priority” and “high priority” as asked to indicate they thought was the highest budget priority, the second highest priority, and the third highest priority. As shown in Figure 16, relative to all of the budget items, faculty overwhelmingly indicated that Faculty Salaries and Faculty Research need to be prioritized.

Figure 16
Budget Priorities: Percentage of Faculty who Chose Each Item as their First, Second, and Third Priority

