

2013 William & Mary Faculty Survey

Report



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

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I. INTRODUCTION

The 2013 William & Mary Faculty Survey Report is the eighth in a series of such reports (1991, 1993, 1996, 1999, 2003-2004, 2006, 2009, 2013) based on surveys designed to assess William & Mary faculty attitudes, perceptions and opinions on a wide range of issues. The Faculty Survey is an on-going initiative of the Faculty Assembly. The 2013 Faculty Survey is the first to include Non-Tenure Eligible (NTE) faculty among the population surveyed.¹ A total of 555 William & Mary faculty responded to the 2013 Survey. Of the 536 respondents who indicated their faculty status, 72% are Tenure-Eligible (TE) faculty, and 28% are NTE faculty. Thanks to the William & Mary faculty for their enthusiastic response to the 2013 Faculty Survey, which enjoyed the highest response rate in the survey’s history. Special thanks to Professors Rick Gressard, Katherine Kulick, Susan Grover, Gul Ozyegin, Christy Porter, Suzanne Raitt and Jeanne Wilson.

II. RESPONSE RATES ²

College-wide, 74% of all TE faculty members responded to the survey, surpassing (by two percentage points) the 72% response rate for the 2009 Faculty Survey. Response rates from the seven academic areas³ (the schools and the areas of Arts & Sciences) ranged from a low of 42% (School of Marine Science/VIMS) to a high of 89% (Arts & Sciences-Natural Sciences). School of Education response rates increased from 75% in 2009 to 87% in 2013. In the same period, the Law School response rate decreased from 52% to 38%, and that of Marine Science faculty fell from 49% to 42%.

**Table 1 TE⁴
Survey Responses by Academic Area
2013, 2009, 2006, 2003**

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

¹ 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.

² Because not every individual answered every question, the total number of respondents varies from one survey item to the next.

³ The College’s seven academic areas are the three areas of Arts & Sciences (Humanities, Social Sciences and Natural Sciences) and the four schools (Business, Education, Marine Science and Law).

⁴ Comparable data not available for NTE faculty.

While Table 1 (above) indicates what percentage of each area's TE faculty responded to the Survey, Table 2 (below) indicates what percentage of total TE and NTE Survey respondents came from each academic area. In effect, Table 2 shows where the responses to the Survey originated. Thus, Table 1 (above) tells us that 70% of Business faculty responded to the Survey. Table 2 (below) tells us that these Business faculty accounted for only 8% of the total faculty College-wide who responded to the Survey. As demonstrated by Table 2, Arts & Sciences faculty provided by far the largest portion of Survey responses. A total of 77% of TE and 69% of NTE Survey responses originated in Arts & Sciences.

**Table 2 TE and NTE
Percentage of Survey Respondents from Each Academic Area⁵**

Academic Area	TE Respondents from Each Academic Area		NTE Respondents from Each Academic Area	
	Percentage	n	Percentage	n
A&S Humanities	28%	105	38%	56
A&S Social Sciences	24%	90	20%	29
A&S Natural Sciences	25%	96	11%	16
School of Business	8%	31	9%	13
School of Education	7%	28	8%	12
School of Law	3%	11	9%	13
School of Marine Sciences/ VIMS	5%	18	5%	8
Total	100%	379	100%	147

⁵ Note: when survey results are viewed by academic area, the number of respondents can become relatively modest, particularly for the professional schools where the numbers range from 31 individual faculty members in the School of Business to 11 individual faculty members in the School of Law. Therefore, each survey response received can represent 2-3 percentage points. At times in this report, the actual number of responses will be reported (in addition to percentages) so as to provide additional perspective and context. Also, in some tables, rounding may cause some percentage totals to exceed 100%.

As in 2009, the percentages of respondents by academic rank fairly reflect the percentages of the general TE and NTE faculty at the College in each rank. In 2009,⁶ only 21% of respondents were assistant Professors, whereas in 2013 that percentage increased to 25%.

Table 3 TE
2013 TE Faculty Survey Respondents By Academic Rank

Academic Rank	Percentage
Assistant Professor	25%
Associate Professor	34%
Full Professor	41%
Total	100%

Table 3 NTE
2013 NTE Faculty Survey Respondents By Academic Rank

Academic Rank	Percentage	n
Instructor	28%	40
Lecturer	11%	16
Senior Lecturer	3%	4
Post-Doctoral Fellow	1%	2
Assistant Professor	31%	44
Associate Professor	13%	18
Full Professor	13%	19
Total	100%	143

⁶ The 2009 William & Mary Faculty Survey Report is available at <http://wmpeople.wm.edu/asset/index/kmkuli/facultysurveyreport2009withcorr>
 2013 Faculty Survey Report

III. JOB SATISFACTION IN GENERAL

The Survey asked faculty how satisfied they are on the whole with their positions at the College and how satisfied they are with thirteen selected aspects of employment at the College. For all satisfaction questions, response options were: "very satisfied," "moderately satisfied," "a little dissatisfied" and "very dissatisfied."⁷ The following job-satisfaction analyses focus on comparisons between TE responses in 2009 and TE responses in 2013, between TE faculty responses and NTE faculty responses, between male and female responses and between responses of faculty at the three TE academic ranks.

A. Overall Job Satisfaction

On the whole, 66% of TE survey respondents indicated that they are satisfied (whether very or moderately) with their positions at the College. This percentage was a substantial reduction from the 2009 percentage of 83% of TE faculty who reported being either very or moderately satisfied. Table 4.1

Table 4 TE and NTE On the whole, how satisfied are you with your position at the College? Job Satisfaction Levels Over Time [2013, 2009, 2006, 2003, 1999]				
Overall Satisfaction	<i>On the whole, how satisfied are you with your position at the College?</i>			
	Very Satisfied + Moderately Satisfied		A Little Dissatisfied + Very Dissatisfied	
Year	Very Satisfied	Moderately Satisfied	A Little Dissatisfied	Very Dissatisfied
2013 NTE	28%	40%	17%	15%
2013 TE	20%	46%	26%	8%
2009 TE	36%	47%	14%	3%
2006 TE	41%	40%	16%	3%
2003 TE	30%	48%	16%	5%
1999 TE	44%	42%	9%	4%

summarizes the survey responses to this question for the current survey, and provides historical perspective by including the responses from the 2009, 2006,

2003 and 1999 Faculty Surveys. The percentage of moderately satisfied faculty remained somewhat constant, while the percentage of very satisfied faculty diminished substantially with a concomitant increase in the percentage of dissatisfied faculty. NTE 2013 faculty satisfaction levels were similar to those of TE faculty, with 68% of NTE faculty reporting overall satisfaction.

⁷ In some tables "very satisfied" is combined with "moderately satisfied" and "very dissatisfied" is combined with "moderately dissatisfied."

B. Overall Job Satisfaction by Academic Rank

When survey responses were sorted by academic rank, close to two-thirds or more of the TE faculty at each rank were either very satisfied or moderately satisfied. The proportionate rate of satisfaction among ranks was similar in 2009, but, as stated above, 2009 respondents in general expressed overall higher satisfaction rates. Assistant professors in 2013 were, by far, the most satisfied TE faculty (77%), followed by faculty at the full professor rank (63%) and, finally, faculty at the associate professor rank (62%).

NTE faculty respondents at every rank expressed more satisfaction than dissatisfaction. The high satisfaction rates for NTE Instructors and NTE assistant professors come from respondent groups of 25 and 27 respectively. By contrast, the 100% satisfaction rate for post-graduate fellows comes from only two respondents.

**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	Moderately Satisfied	A Little Dissatisfied	Very Dissatisfied
Assistant Professor	22%	55%	17%	6%
Associated Professor	14%	48%	30%	8%
Full Professor	24%	39%	28%	10%
Total	20%	46%	26%	8%

**Table 5 NTE
Overall Satisfaction by Rank**

<i>On the whole, how satisfied are you with your position at the College?</i>				
Academic Rank	Very Satisfied	Moderately Satisfied	A little dissatisfied	Very Dissatisfied
Instructor	40%	36%	12%	12%
Lecturer	18%	45%	9%	27%
Senior Lecturer	25%	50%	0%	25%
Post-Doctoral Fellow	50%	50%	0%	0%
Assistant Professor	16%	54%	22%	8%
Associate Professor	31%	38%	8%	23%
Full Professor	38%	19%	31%	13%
Total	28%	42%	17%	14%

C. *Overall Job Satisfaction of TE and NTE Faculty by Academic Area*

Table 7 TE

<i>On the whole, how satisfied are you with your position at the College?</i>				
Academic Area	Very Satisfied	Moderately Satisfied	A little Dissatisfied	Very Dissatisfied
A & S Area I Humanities	18%	49%	28%	4%
A & S Area II Social Sciences	19%	53%	23%	5%
A& Sciences Area III Natural Sciences & Mathematics	21%	41%	24%	14%
Business	7%	46%	29%	18%
Education	16%	48%	32%	4%
Law	55%	18%	18%	9%
Marine Science/VIMS	41%	29%	18%	12%
Campus Wide	20%	46%	25%	8%

Comparisons between TE and NTE faculty experiences reveal several notable disparities. At the Business School, only 53% of TE faculty are satisfied (very satisfied and satisfied combined), while 77% of NTE faculty are satisfied. Among Education faculty, 64% of TE faculty are satisfied, while 80% of NTE faculty are satisfied. On average, however, satisfaction rates appear to be about equal between the two types of faculty at the College. TE faculty express satisfaction at the overall rate of 66%, and NTE faculty at the overall rate of 68%.

Table 7 NTE

Overall Satisfaction	<i>On the whole, how satisfied are you with your position at the college?</i>			
	Very Satisfied	Moderately Satisfied	A little Dissatisfied	Very Dissatisfied
Arts and Sciences Area I (Humanities)	14%	40%	24%	21%
Arts and Sciences Area II (Social Sciences)	28%	56%	8%	8%
Arts and Sciences Area III (Natural Sciences and	27%	45%	18%	9%
School of Business	55%	22%	0%	22%
School of Education	50%	30%	10%	10%
School of Law	43%	29%	14%	14%
School of Marine Science (VIMS)	40%	20%	40%	0%
Campus Wide	28%	40%	17%	15%

IV. JOB SATISFACTION—FIFTEEN SELECTED ASPECTS OF EMPLOYMENT⁸

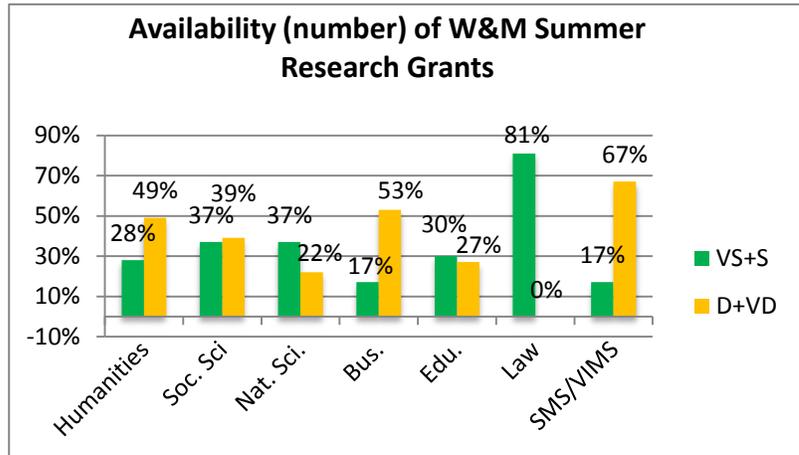
To explore faculty job satisfaction levels in greater detail, the Survey asked faculty how satisfied they are in general with specific aspects of their work situations. There followed a list of 15 specific items for which the response options were: very satisfied (VS), satisfied (S), neutral (N), a little dissatisfied (D), very dissatisfied (VD), not sure (NS), and not applicable (NA).

⁸ The 2013 Survey moved questions of work-life balance and overall compensation from the selected work aspects series and gave them their own line of questions. The 2013 also added three new elements to the selected work aspects series: Health Insurance, Other Benefits and Office Computer.

A. Availability of Summer Research Grants

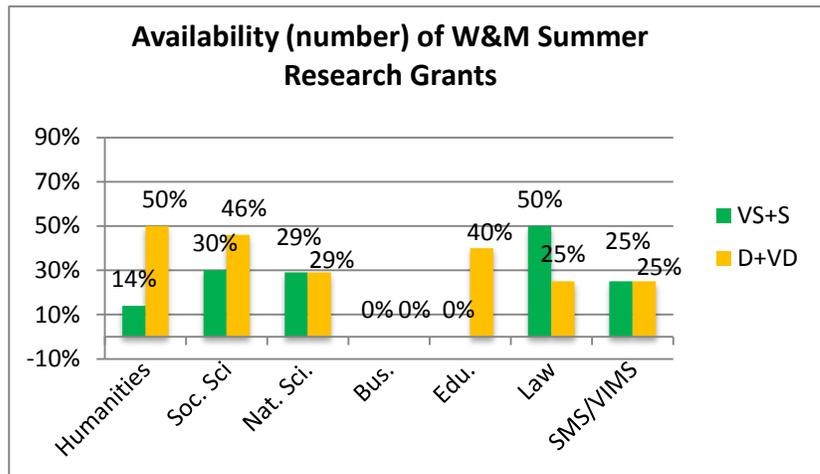
On the question of summer research grants, differences between TE faculty responses and NTE faculty responses may be a function of differences in summer grant policies between the academic areas. In Arts & Sciences–Humanities and Social Sciences, both TE and NTE faculty expressed more dissatisfaction than not with summer grants. NTE faculty in Humanities reported the lowest rate of satisfaction on campus, followed by their TE Humanities counterparts. TE faculty in Natural Sciences are more satisfied than not with summer grants. At the same time, Natural Sciences NTE faculty are equally

Figure 8 TE
Job Satisfaction: Availability of W&M Summer Research Grants
 (responses by academic areas)



divided between satisfied and dissatisfied. At the schools, Law faculty (both TE and NTE) reported very strong satisfaction. At the opposite end of the spectrum, TE faculty at Business and at Marine Science/VIMS reported very strong dissatisfaction. In contrast to their TE counterparts, the NTE faculty at the School of Marine Science/VIMS are equally divided between satisfied and dissatisfied on this measure, while NTE faculty at the School of Business did not respond to the question. All Education NTE faculty respondents expressed strong dissatisfaction with summer research grants, with no countervailing

Figure 8 NTE
Job Satisfaction: Availability of W&M Summer Research Grants
 (responses by academic areas)



expression of satisfaction by any Education NTE. By contrast, the TE Education faculty are almost evenly divided between satisfied and dissatisfied.

B. College Assistance in Obtaining External Grant Support

Among TE faculty, the greatest gaps between satisfaction rates and dissatisfaction rates with College assistance in obtaining external grant support are between Natural Sciences faculty and Education faculty. Among Natural Sciences TE faculty, 48% are satisfied with College support in this area, while only 21% are dissatisfied. The situation is reversed at the School of Education, where 8% of TE faculty are satisfied with College assistance in obtaining external grant support and 76% are dissatisfied.

At the schools of Business and Education, NTE faculty’s satisfaction rates on this measure are markedly higher than those of the TE faculty. By contrast, NTE faculty are less satisfied than the TE faculty in Humanities, Social Sciences and Law.

Figure 9 TE
Job Satisfaction: College Assistance in Obtaining External Grant Support
Responses by Academic Areas (in percentage)

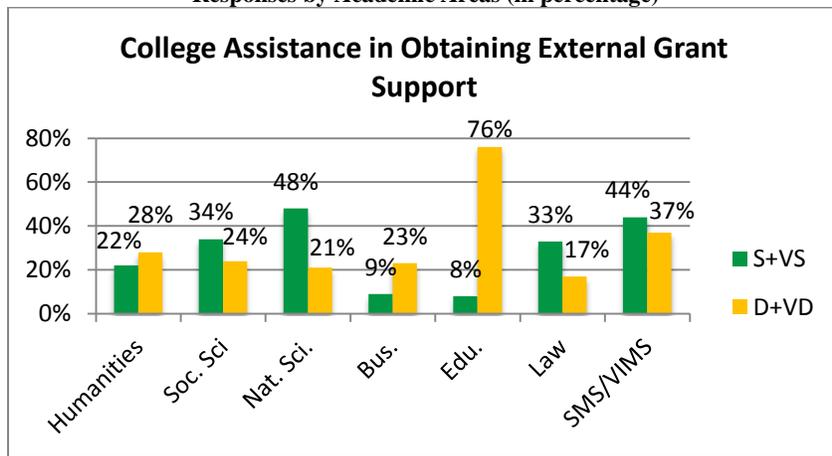
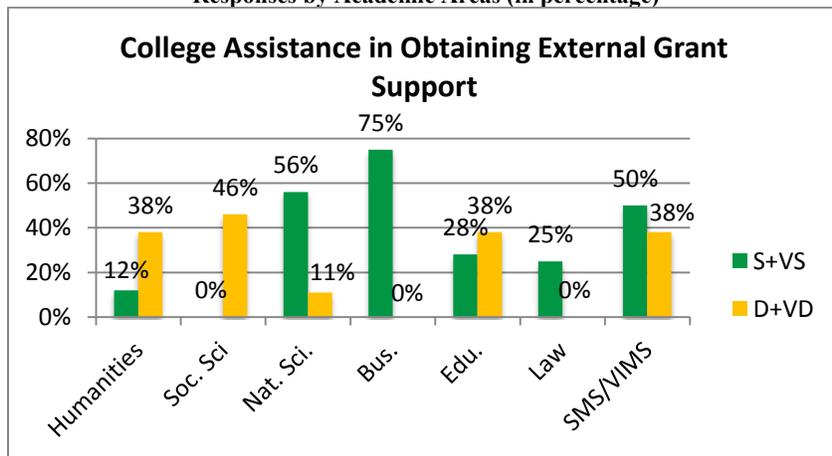


Figure 9 NTE
Job Satisfaction: College Assistance in Obtaining External Grant Support
Responses by Academic Areas (in percentage)



C. Funding for Research Presentations at Conferences

The Survey asked faculty about their level of satisfaction with the College’s support for travel to research presentations at conferences. Answers to this question reveal extreme dissatisfaction across the campus, with the exception of Law School faculty. At the Law School, the number of satisfied TE and NTE faculty respondents (TE: 54%; NTE: 50%) is much higher than the number of dissatisfied respondents (TE: 36%; NTE: 25%). Those faculty who expressed the greatest dissatisfaction with travel money were the TE faculty at the schools of Business and Education and the NTE faculty at the School of Marine Sciences/VIMS. Comparison of 2013 TE faculty responses with those on the 2009 Survey reveals that satisfaction has decreased across-the-board, with the exception of a slight increase (from 8% satisfaction to 16% satisfaction) at the School of Marine Science/VIMS.

Figure 10 TE
Job Satisfaction: Support for Travel to Research Presentations at Conferences
Responses by Academic Area (in percentages)

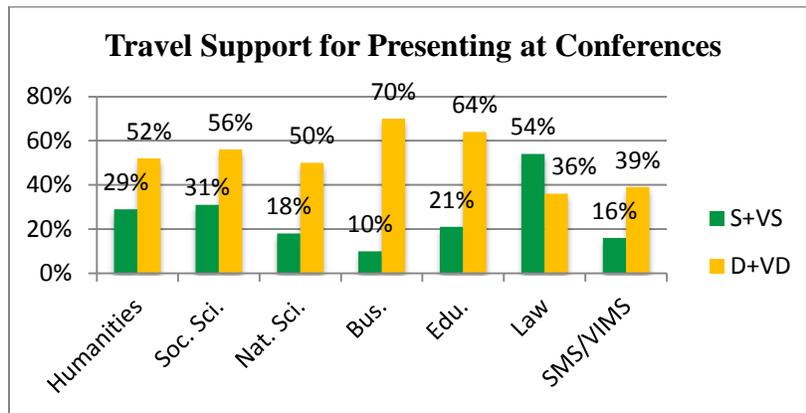
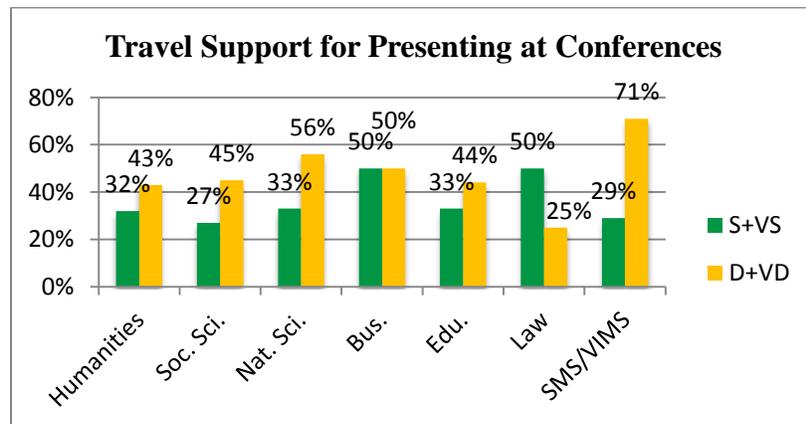


Figure 10 NTE
Job Satisfaction: Support for Travel to Research Presentations at Conferences
Responses by Academic Area (in percentages)



D. Secretarial/Office Support

Overall, NTE respondents are more satisfied than TE respondents with secretarial/office support. Campus-wide, a majority of NTE faculty are satisfied with this element of their work. The NTE satisfaction rate is above 80% in Humanities, Social Sciences, Natural Sciences/Mathematics, Law and at the School of Marine Science/VIMS.

Among the TE faculty, a majority of respondents are satisfied, except for those from the Business and Law schools. Even at those two schools, the gap between percentage satisfied and percentage not satisfied is small (Business: satisfied=34%; dissatisfied=47%; Law: satisfied=36%; dissatisfied=45%). Satisfaction rates on this work aspect roughly parallel those reported in the 2009 Survey Report, except that Law faculty went from being more satisfied than not (59% satisfied and 12% dissatisfied in 2009) to less satisfied than not (36% satisfied and 45% dissatisfied in 2013).

Figure 11 TE
Job Satisfaction: Secretarial/Office Support
Responses by Academic Areas (in percentages)

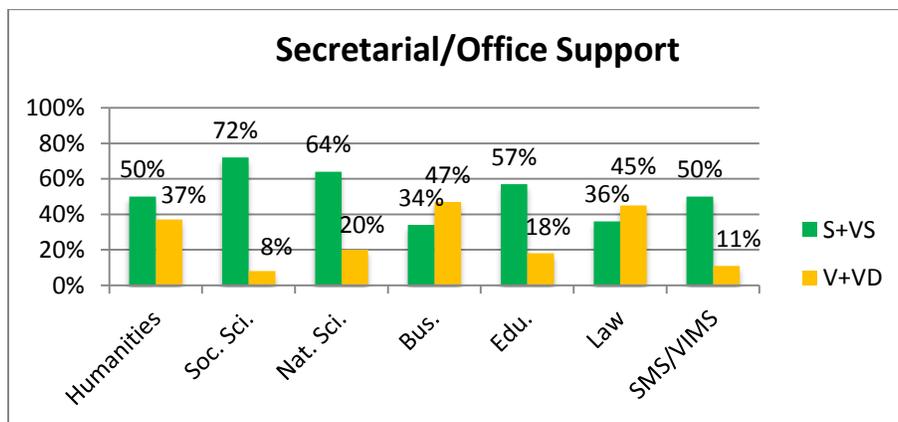
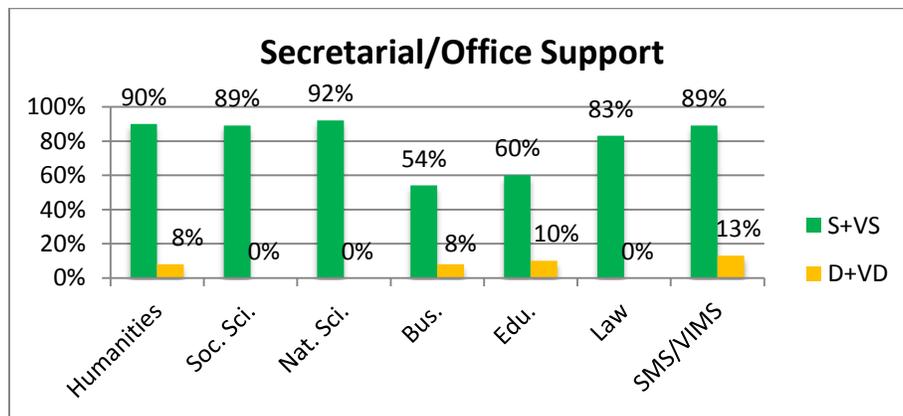


Figure 11 NTE
Job Satisfaction: Secretarial/Office Support
Responses by Academic Areas (in percentages)



E. Support for Teaching (faculty development)

With the exception of TE Business School faculty, faculty across the campus responded positively to the College’s support for teaching. Even at the Business School, the percentage of negative TE responses was only 9 points higher than that of the positive responses. TE faculty in Arts & Sciences-Humanities and at the School of Marine Science/VIMS are much more satisfied with teaching support than NTE faculty in those areas. By contrast, NTE faculty in Arts & Sciences-Natural Sciences and in Business appear notably more satisfied than their TE counterparts.

Figure 12 TE
Job Satisfaction: Support for Teaching (faculty development)

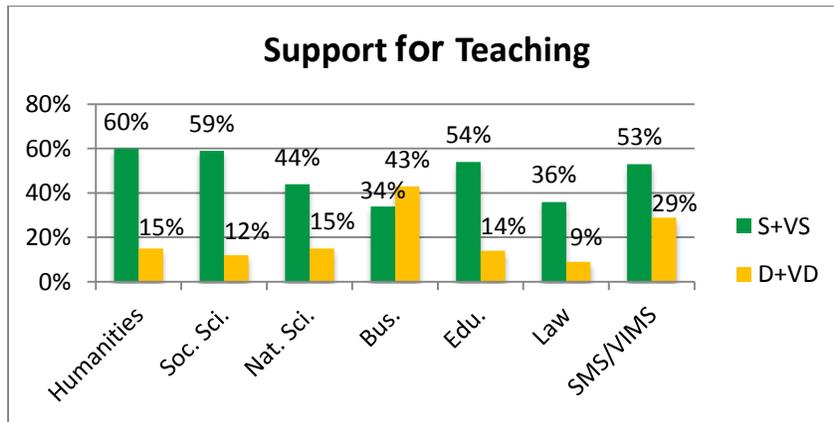
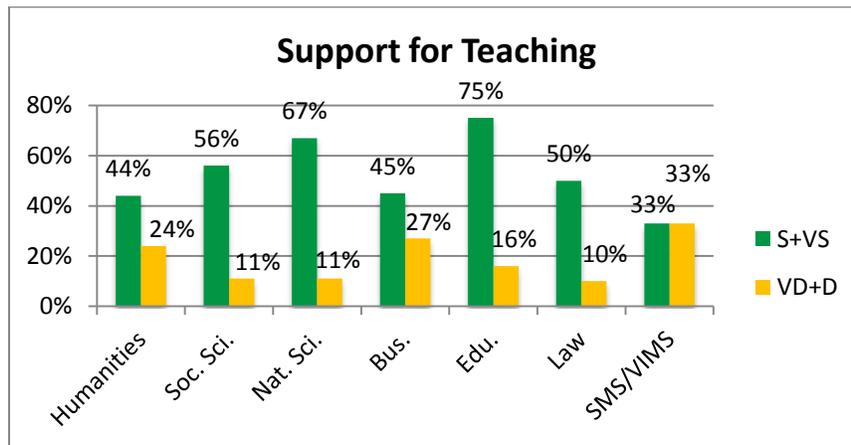


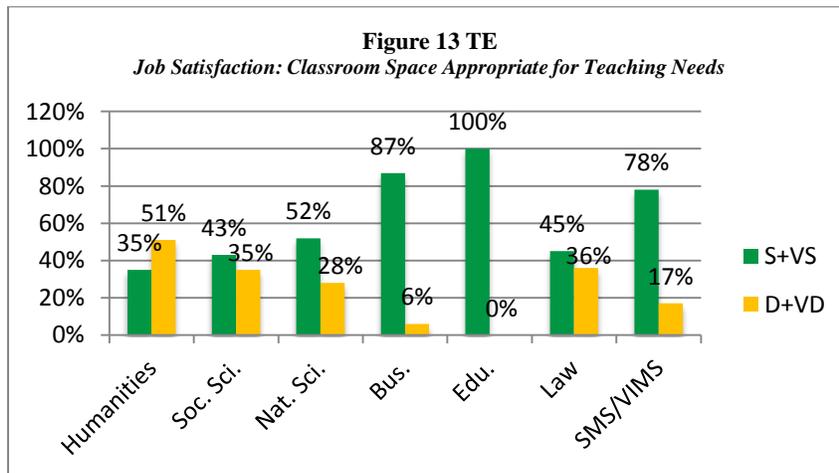
Figure 12 NTE
Job Satisfaction: Support for Teaching (faculty development)

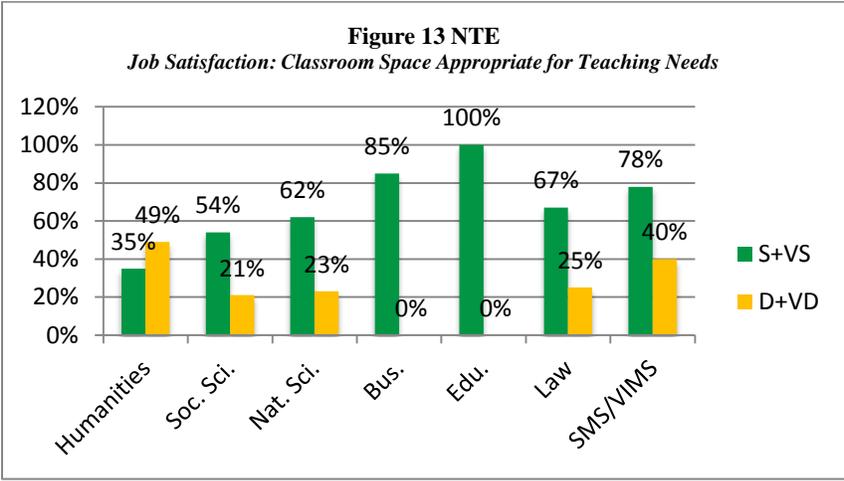


F. Classroom Space Appropriate for Teaching Needs

In 2009, Arts and Sciences faculty were almost equally divided as to the adequacy of classroom space. The exception was faculty in Area II, the Social Sciences. Of Social Sciences faculty, 53% reported satisfaction in 2009, while 29% reported dissatisfaction. The 2013 Survey reveals a shift among Arts and Sciences faculty. Humanities and Social Sciences faculty are significantly less satisfied with their classroom space than they were in 2009. Natural Sciences faculty by contrast, are now somewhat more satisfied than they were in 2009. The 2009 satisfaction rate for Natural Sciences faculty was 39%, compared with 52% in 2013.

In 2009, faculty at the schools were markedly more satisfied than not with classroom space, with the exception of Education faculty, 63% of whom expressed dissatisfaction in 2009. In 2013, with the new School of Education facility in place, 100% of Education faculty report satisfaction with classroom space. The other three schools have experienced some diminishment in this category. Most notably, the School of Law has witnessed a drop from 88% in 2009 satisfaction to 45% satisfaction with classroom space in 2013. When TE faculty responses are compared with NTE faculty responses to the question of classroom space, the differences are not striking for the most part. The greatest differences are between TE and NTE faculty at the Law School and at the School of Marine Science/VIMS. At the Law School, NTE faculty are somewhat more satisfied with classrooms than the TE faculty. At the School of Marine Science/VIMS, by contrast, TE faculty are somewhat more satisfied with classroom space than the NTE faculty.

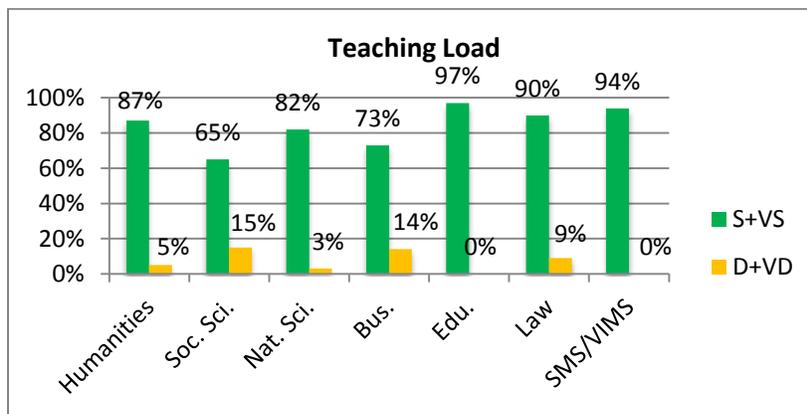




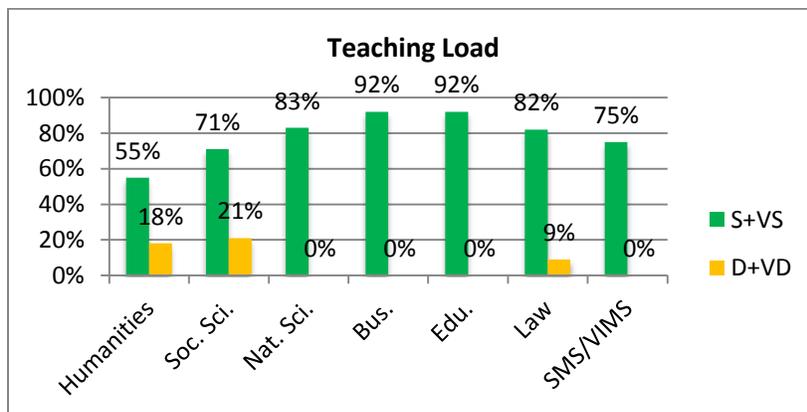
G. Your Teaching Load

Between 2009 and the 2013 Survey, the rate of TE faculty satisfaction with teaching load increased in most areas, but diminished at Arts and Sciences-Social Sciences. In 2009, a majority of faculty respondents (in some cases a strong majority) from every academic area indicated satisfaction with their teaching loads. In 2013, satisfaction rates of Social Sciences faculty diminished, from 81% satisfied in 2009 to 65% satisfied in 2013. Outside of the Social Sciences, a majority of TE respondents report satisfaction. Overall, NTE faculty express very strong satisfaction with their teaching loads. Their satisfaction rates are higher than those of TE faculty in Social Sciences, Natural Sciences/Mathematics and Business. At the School of Marine Science/VIMS and in Arts & Sciences-Humanities, NTE faculty are less satisfied with teaching loads than their TE colleagues. In Humanities, only 55% of NTE faculty report satisfaction, while 87% of TE faculty report satisfaction. At the School of Marine Science/VIMS, 75% of NTE respondents are satisfied with their teaching loads, while 94% of TE faculty are satisfied.

**Figure 14 TE
Job Satisfaction: Your Teaching Load**



**Figure 14 NTE
Job Satisfaction: Your Teaching Load**



H. Health Insurance Coverage Options

For the first time, the 2013 Survey asked faculty how satisfied they are with their health insurance. Faculty consistently reported very high satisfaction in this area. NTE faculty in Arts & Sciences reported less satisfaction with health benefits than their TE counterparts. NTE faculty in Business, Education, Law and the School of Marine Science/VIMS reported greater satisfaction with their health insurance than their TE colleagues reported.

Figure 15 TE
JOB SATISFATION: Health Insurance Coverage Options

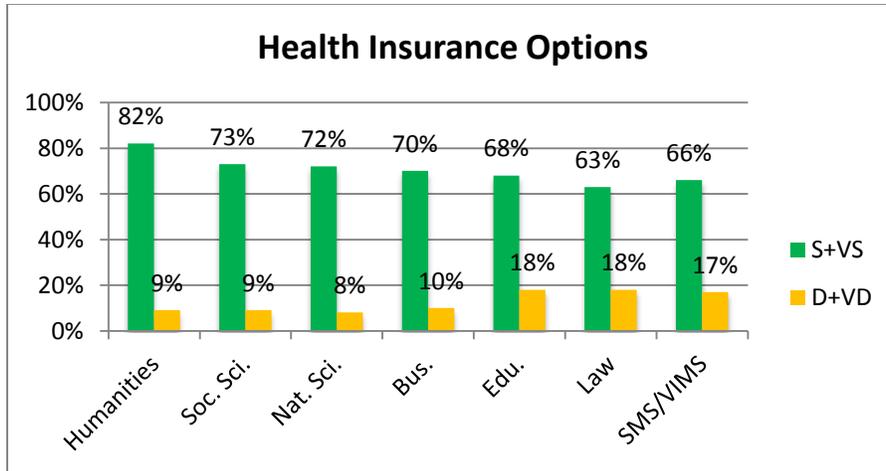
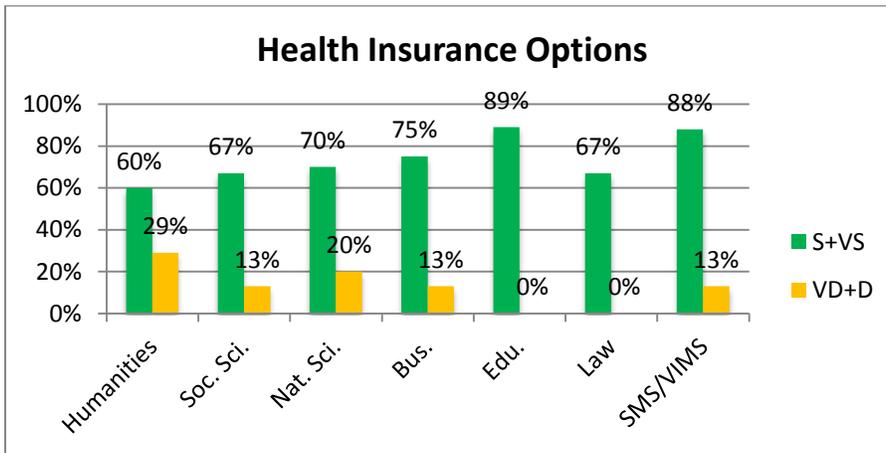


Figure 15 NTE
JOB SATISFATION: Health Insurance Coverage Options



B. Other Benefit Options (e.g., retirement, long-term care insurance, disability, etc.)

The Survey asked faculty how satisfied they are with other benefit options, such as retirement, long-term care insurance and disability insurance. Although faculty expressed strong satisfaction with these benefits, their rates of satisfaction with these benefits were lower than the rates of satisfaction for health benefits. NTE faculty at the four schools expressed a higher degree of satisfaction with these benefits than their TE counterparts. Arts & Sciences NTE faculty are less satisfied with these benefits than the TE faculty, except that Social Sciences NTE faculty reported a satisfaction rate 4% higher than that of their TE colleagues.

Figure 16 TE
JOB SATISFACTION: Other Benefit Options
(retirement, long-term care insurance, disability)

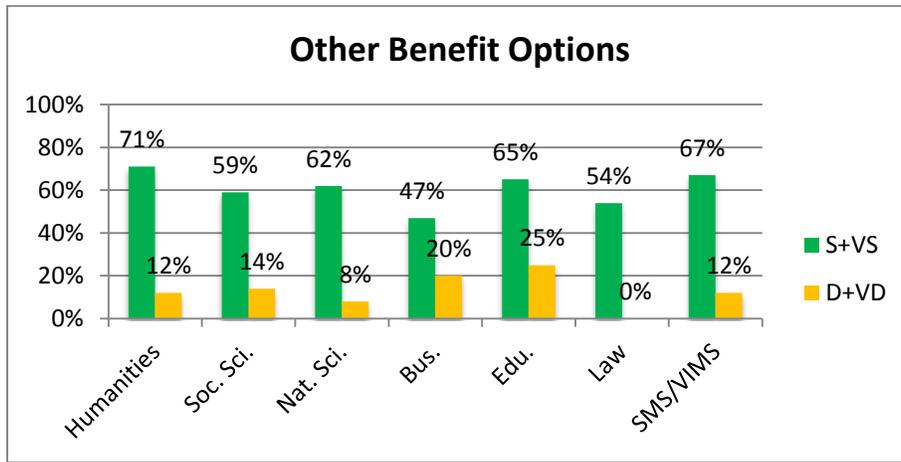
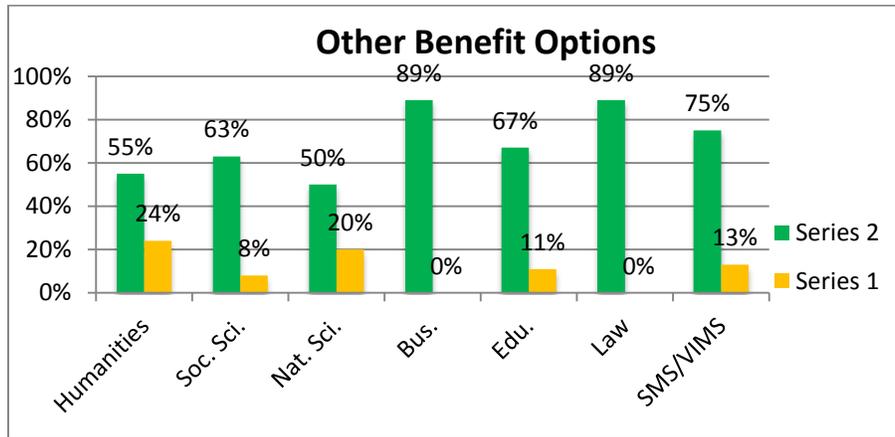


Figure 16 NTE
JOB SATISFACTION: Other Benefit Options
(retirement, long-term care insurance, disability)



C. Availability of Equipment (other than computers & laboratory equipment)

In 2009, more faculty than not reported satisfaction with the availability of equipment (other than computers and laboratory equipment). In 2013, rates of satisfaction remained similar to 2009 rates for Arts and Sciences faculty, but altered for faculty at all of the schools. In 2009, 63% of Education faculty reported satisfaction with equipment; in 2013, that rate went up to 90%. The School of Marine Science/VIMS also enjoyed an increase from 48% satisfied in 2009 to 74% satisfied in 2013. The Business and Law faculty, by contrast, reported diminished satisfaction. For Business faculty, 55% reported satisfaction in 2009, compared with 45% in 2013. For Law faculty, the rate went from 56% to 33%.

In Arts & Sciences-Natural Sciences, at Business and at Law, the NTE faculty are consistently more satisfied with the availability of equipment than are the TE faculty. At Education, NTE faculty are slightly less satisfied than the TE faculty. At the School of Marine Science/VIMS, the NTE faculty are markedly less satisfied than their TE counterparts (33% of NTEs satisfied; 74% of TE satisfied).

Figure 17 TE
Job Satisfaction: Availability of Equipment
(other than computers & lab equipment)

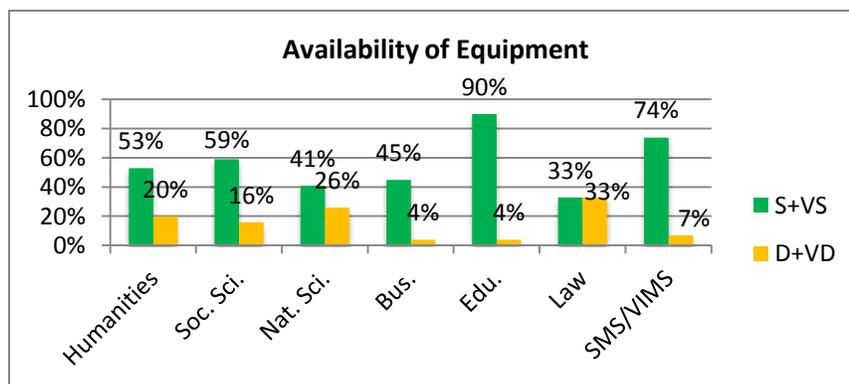
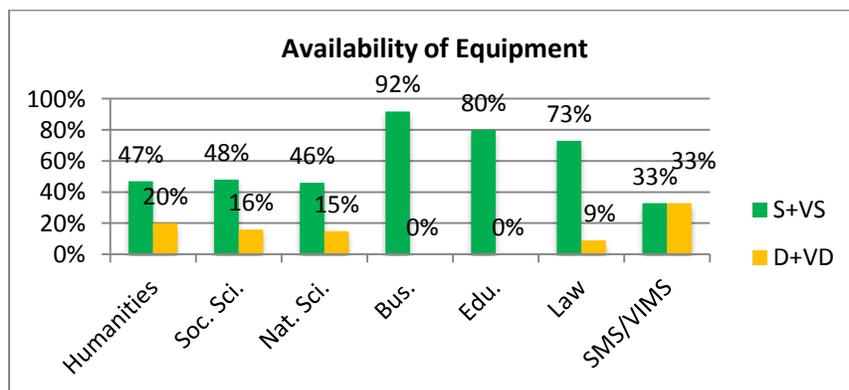


Figure 17 NTE
Job Satisfaction: Availability of Equipment
(other than computers & lab equipment)



D. Your College-Assigned Computer

In 2013, for the first time, the Survey inquired about satisfaction with the College-supplied computer. A majority of faculty across the campus reported strong satisfaction with their computers. NTE faculty were less satisfied than TE faculty in Social Sciences and Natural Sciences/Mathematics and at the School of Marine Science/VIMS. They were notably more satisfied than TE faculty at the schools of Business and Law.

Figure 18 TE
JOB SATISFACTION: Your College Assigned Office Computer

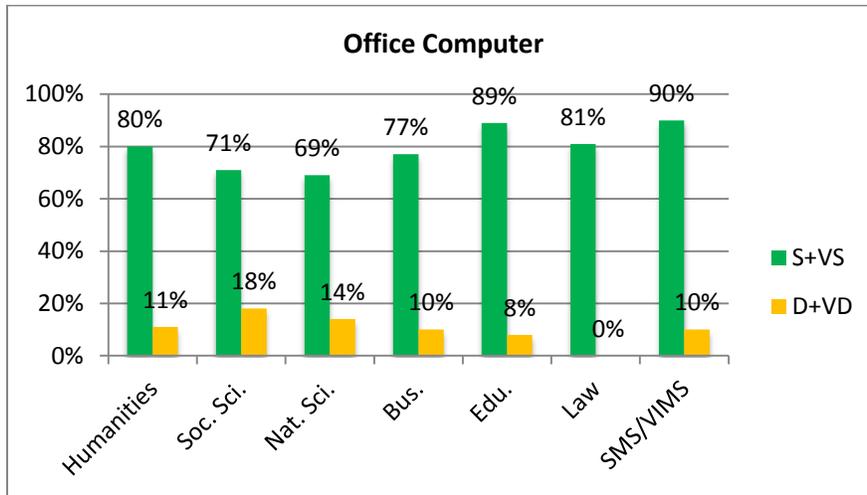
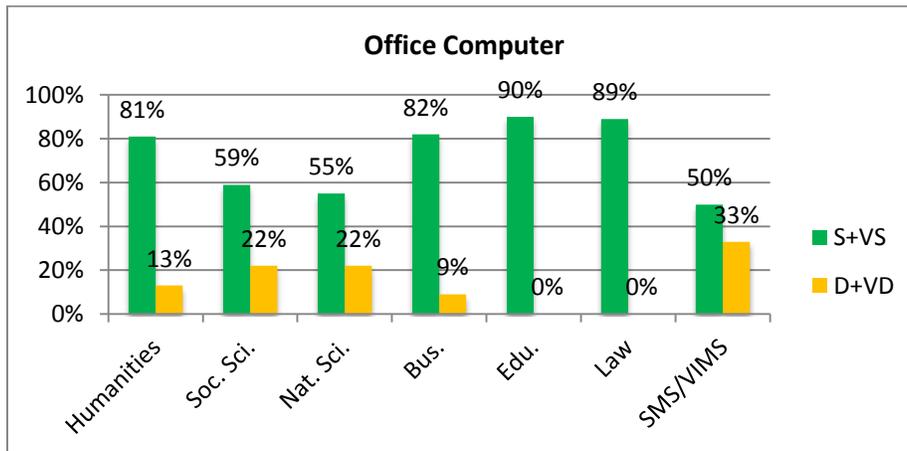
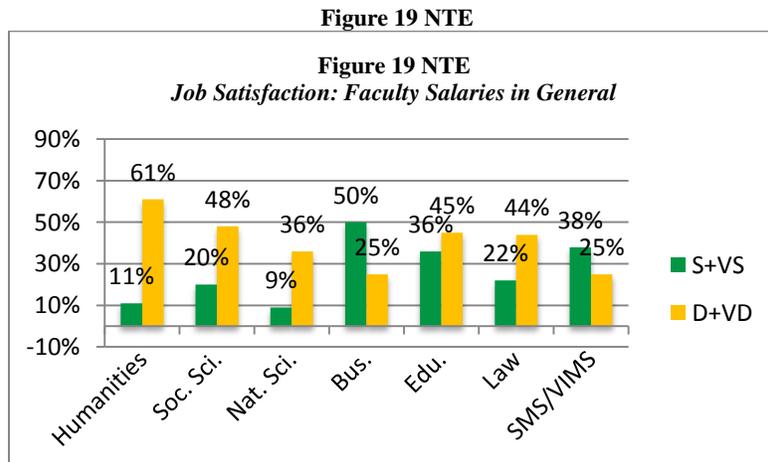
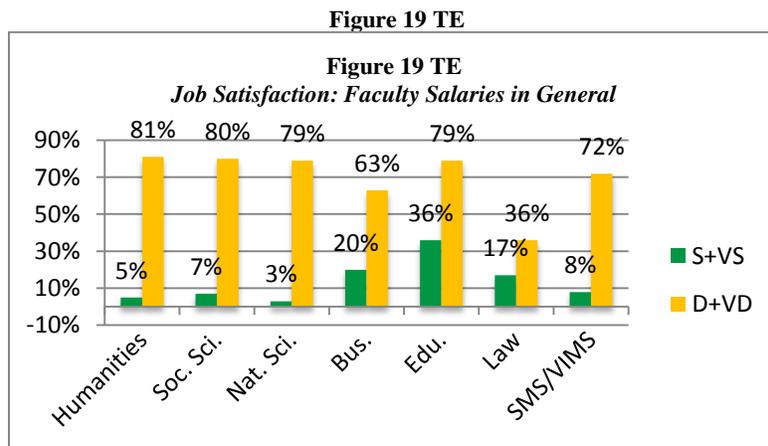


Figure 18 NTE
JOB SATISFACTION: Your College Assigned Office Computer



D. Faculty Salaries in General

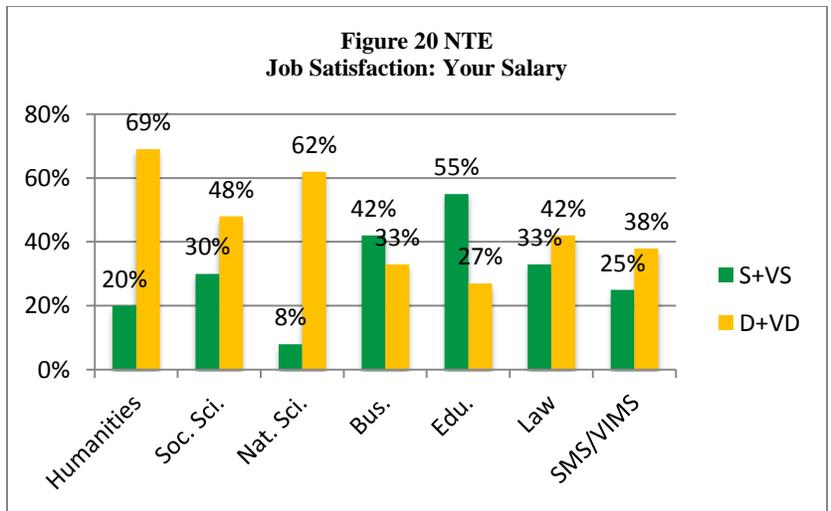
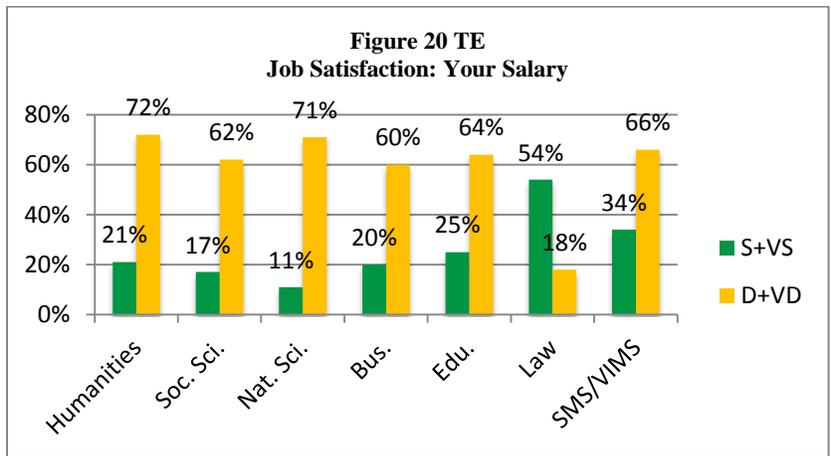
The Survey asked two questions about salary. This first asked about respondents' perceptions of the adequacy or inadequacy of salaries at the College overall. The second, which is discussed in the next section, asked about respondents' satisfaction with their own salaries. Strong dissatisfaction characterized responses to the question about salaries in general in both 2009 and 2013. Increased levels of dissatisfaction are evident in responses from TE faculty in all areas of Arts and Sciences, as well as the Business School and the School of Marine Science/VIMS. Education faculty exhibited more satisfaction in 2013. They went from 8% satisfied/88% dissatisfied in 2009 to 36% satisfied/79% dissatisfied in 2013. Law faculty, who were less responsive to this question overall in 2013, went from 35% satisfied/41% dissatisfied in 2009 to 17% satisfied/36% dissatisfied in 2013. There are only two areas of the College where NTE faculty expressed more satisfaction than dissatisfaction with salaries in general: the School of Business and the School of Marine Science/VIMS.



E. Your Salary

Most faculty respondents reported strong dissatisfaction with their own salaries both in 2009 and in 2013. In Arts and Sciences, dissatisfaction rates remained constant or increased. Rates of satisfaction diminished in all three areas of Arts and Sciences. Education faculty remained constant on both satisfaction and dissatisfaction rates. Law faculty were the only group reporting increased satisfaction on this factor. In 2009, 41% of Law faculty reported satisfaction, and 41% of law faculty reported dissatisfaction. In 2013, 54% of Law faculty expressed satisfaction, and only 18% reported dissatisfaction.

With the exception of Law NTE faculty, NTE faculty expressed less salary dissatisfaction than TE faculty expressed. The disparity between NTE and TE dissatisfaction rates ranged from as low as three percentage points in Arts and Sciences-Humanities to as high as 37 percentage points at the School of Education. In contrast, NTE faculty at the Law School were more dissatisfied with their salaries than the TE Law Faculty were, with a 24 percentage point difference.



F. Support for Spouses/Partners

For the first time, the 2013 Survey asked faculty about their satisfaction with support for spouses and partners of faculty members. There is considerable disparity around this campus on satisfaction with this aspect. Except for the School of Marine Science/VIMS, more TE faculty across the campus reported dissatisfaction than satisfaction with this aspect. Of responding School of Marine Science/VIMS faculty, 46% are satisfied with this aspect of their work, and 31% are dissatisfied. Among NTE faculty, respondents from the Schools of Business and Education expressed strong satisfaction, while those from Areas II and III of Arts and Sciences expressed strong dissatisfaction.

Figure 21 TE
Job Satisfaction: Support for Spouses/Partners of Faculty Members

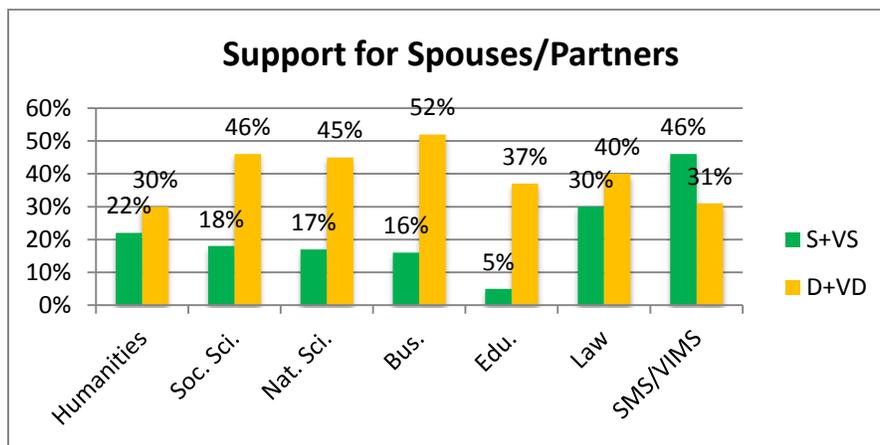
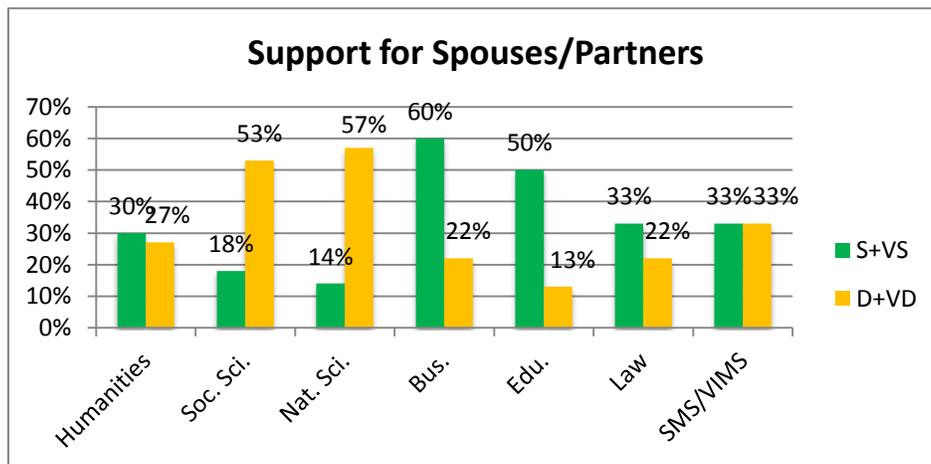


Figure 21 NTE
Job Satisfaction: Support for Spouses/Partners of Faculty Members



G. Support for Faculty Who Are Caregivers to Family Members

For the first time, the 2013 Survey asked faculty about their satisfaction with support for faculty who are caregivers to family members. Among TE faculty campus-wide, more faculty reported satisfaction than dissatisfaction with this area of their professional lives. The only exception is in Natural Sciences/Mathematic, where the responses were balanced: 16% reported satisfaction and 16% reported dissatisfaction. Among responding Social Sciences faculty, 28% reported satisfaction and 26% reported dissatisfaction. Responding faculty in Humanities and the schools of Education, Law and Marine Science exhibited substantially more satisfaction than dissatisfaction with this element. NTE faculty, by contrast, exhibited pockets of strong dissatisfaction on this measure. Specifically, NTE faculty in Area III of Arts & Sciences (Natural Sciences) and the School of Marine Science/VIMS reported strong dissatisfaction with support for caregivers. In Natural Sciences, 28% of responding NTEs expressed dissatisfaction and no NTEs expressed satisfaction. At the School of Marine Science/VIMS, 40% of NTE respondents expressed dissatisfaction, and no NTE respondents expressed satisfaction.

Figure 22 TE
Job Satisfaction: Support for Faculty Who Are Caregivers to Family Members

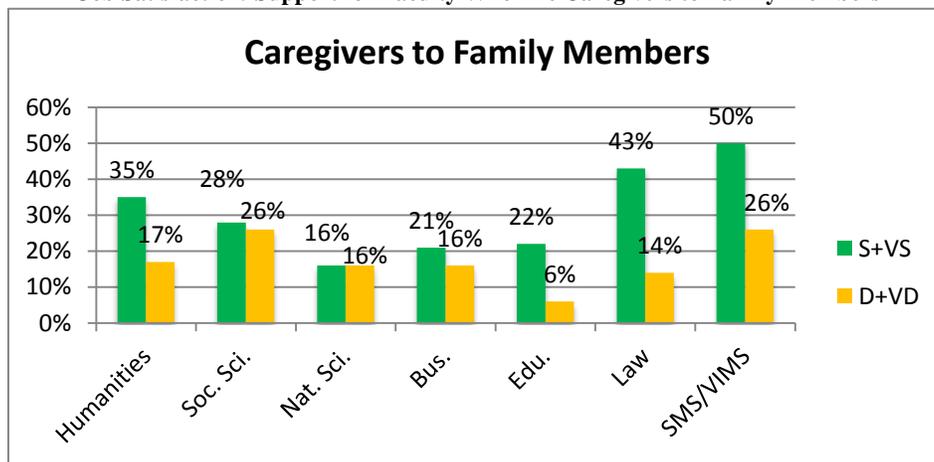
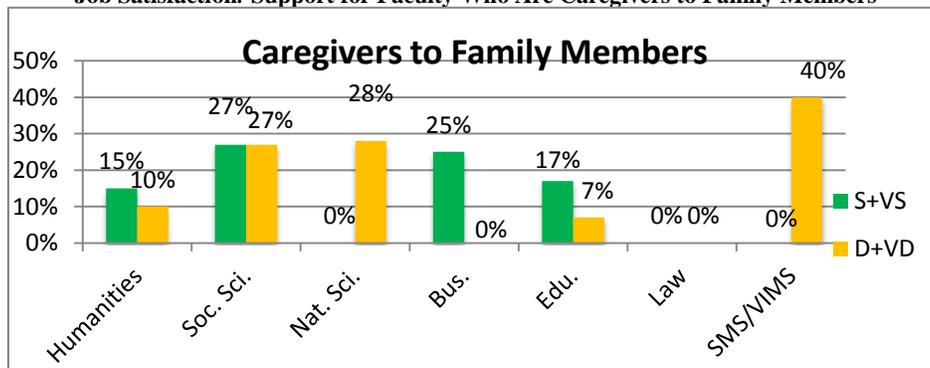


Figure 22 NTE
Job Satisfaction: Support for Faculty Who Are Caregivers to Family Members



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

This section reports differences between the experiences of male and female TE faculty of the same fifteen selected aspects of work that were compared for NTE and TE faculty above. As the table below demonstrates, disparities between satisfaction levels of male and female TE faculty, though not large, are strikingly consistent in 2013. In all categories a lower percentage of males than females expressed dissatisfaction. In all categories but two, a higher percentage of male than female respondents expressed satisfaction. The two exceptions are in the categories of Teaching Load and Caregiver Support, in which women expressed satisfaction equal to that expressed by men. It is interesting to note that both male and female faculty expressed greater dissatisfaction with salaries generally than they expressed with their own individual salaries.

Between the 2009 Survey and the 2013 Survey the salary-satisfaction gender gap diminished. In 2009 24% of male respondents reported satisfaction with their own salaries, and 17% of women reported satisfaction with their own salaries. In 2013, the rate of satisfied male respondents went down to 20%, and the rate of satisfied female respondents went up to 19%.

Table 23 TE
Satisfaction on Selected Work Aspects
(responses grouped by gender)

Satisfaction on selected aspects	How satisfied are you with the following...?					
	Female			Male		
	VS+S	N	D+VD	VS+S	N	D+VD
Summer grants	29%	25%	47%	36%	32%	33%
External grant sup.	21%	45%	34%	38%	37%	26%
Professional travel	23%	22%	56%	27%	21%	53%
Office support	51%	21%	27%	62%	16%	23%
Teaching support	49%	31%	19%	52%	32%	16%
Classroom space	47%	11%	42%	56%	18%	26%
Teaching load	81%	11%	9%	81%	13%	6%
Availability equip.	50%	28%	21%	56%	28%	16%
Office computer	75%	12%	14%	76%	11%	12%
Salaries, generally	7%	12%	81%	8%	18%	73%
Salaries, personal	19%	15%	67%	20%	15%	65%
Spouse/partners support	17%	34%	49%	21%	46%	34%
Caregiver support	26%	47%	26%	26%	61%	13%

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

This section of the Report focuses on those work aspects in which there are disparities in satisfaction between academic ranks among TE faculty. With respect to support for teaching,

TE respondents at the assistant professor level went from 49% satisfied in 2009 to 63% satisfied in 2013. Associate Professors remained at the same level of satisfaction, but full professors reported a starkly diminished level of satisfaction, from 55% in 2009 to 13% in 2013. In 2013, respondents reported increased satisfaction with respect to teaching load. On this measure, full professors reported the greatest increase in satisfaction from 75% in 2009 to 83% in 2013.

With respect to the number of summer grants awarded, respondents at the assistant professor level went from 46% satisfied in 2009 to 50% satisfied in 2013. Associate professors remained at the same level of satisfaction, but full professors reported a slightly lower level of satisfaction, from 28% in 2009 to 25% in 2013. On the question of travel support, satisfaction levels among assistant professors and full professors decreased. Assistant professors went from 41% satisfied in 2009 to 26% satisfied in 2013 and full professors went from 32% satisfied in 2009 to 22% satisfied in 2013. In contrast, associate professors reported a slightly higher level of satisfaction, from 22% in 2009 to 26% in 2013.

A notable discrepancy among the academic ranks is on the issue of satisfaction with individual/personal salary. On this measure, assistant professor satisfaction declined from 31% in 2009 to 17% in 2013. By contrast, satisfaction levels among associate and full professors remained approximately the same, each increasing by one percent.

Table 24 TE

Job Satisfaction Levels on Selected Work Aspects, Responses Organized by Academic Rank

Selected aspects of work situation	Satisfaction Level		
	VS+S	Neutral	D+VD
Academic rank			
<u>Number Summer Grants</u>			
Assistant Professors	50%	21%	28%
Associate Professors	27%	28%	46%
Full Professors	25%	36%	38%
<u>Obtaining External Grants</u>			
Assistant Professors	30%	42%	29%
Associate Professors	25%	43%	32%
Full Professors	37%	37%	26%
<u>Travel Support</u>			
Assistant Professors	26%	24%	50%
Associate Professors	26%	25%	59%
Full Professors	22%	25%	53%
<u>Office Support</u>			
Assistant Professors	67%	14%	20%
Associate Professors	43%	15%	32%
Full Professors	57%	23%	20%
<u>Teacher Support</u>			
Assistant Professors	63%	28%	9%
Associate Professors	46%	26%	28%
Full Professors	13%	39%	47%
<u>Classroom Space</u>			
Assistant Professors	54%	17%	29%
Associate Professors	47%	15%	39%
Full Professors	47%	14%	29%
<u>Teaching Load</u>			
Assistant Professors	78%	15%	6%
Associate Professors	79%	8%	12%
Full Professors	83%	14%	3%

Table 24 TE (continued)
Job Satisfaction Levels on Selected Work Aspects, Responses Organized by Academic Rank

Selected aspects of work situation	Satisfaction Level		
	VS+S	Neutral	D+VD
Health Insurance			
Assistant Professors	70%	21%	10%
Associate Professors	78%	11%	12%
Full Professors	75%	16%	9%
Other Benefits			
Assistant Professors	56%	33%	12%
Associate Professors	67%	20%	13%
Full Professors	62%	25%	13%
Availability of Equipment			
Assistant Professors	55%	32%	13%
Associate Professors	51%	26%	23%
Full Professors	55%	26%	18%
Office Computer			
Assistant Professors	77%	11%	11%
Associate Professors	74%	10%	15%
Full Professors	76%	12%	13%
General salary			
Assistant Professors	11%	18%	71%
Associate Professors	6%	15%	79%
Full Professors	8%	15%	77%
Personal Salary			
Assistant Professors	17%	21%	61%
Associate Professors	16%	15%	69%
Full Professors	23%	11%	66%
Spouse/Partner Support			
Assistant Professors	7%	44%	49%
Associate Professors	21%	36%	43%
Full Professors	24%	44%	31%
Caregivers support			
Assistant Professors	18%	61%	21%
Associate Professors	26%	51%	24%
Full Professors	31%	58%	11%

V. CLIMATE

A. *Fairness to Faculty*⁹

The Survey asked faculty whether they agreed or disagreed with a series of statements regarding fair treatment of: faculty of color, female faculty, male faculty, LGBTQ faculty, and faculty with disabilities.

Faculty Compensation. Table 25 TE and Table 25 NTE report reactions of faculty respondents to the question of whether members of each of the above groups receive fair treatment with respect to their salaries. As a group, TE and NTE faculty respondents view males as the group most consistently receiving fair treatment. Fifty-eight percent of TE respondents and 39% of NTE respondents agreed with the statement that “male faculty are treated fairly in terms of salary.” A twenty-percent gap separates males from the next highest group viewed as receiving fair treatment, females (38%). Among NTE respondents, the gap is smaller, with only 12 percentage points separating the 39% who perceive males as receiving fair treatment and the 27% who perceive females as receiving fair treatment. The other groups follow with faculty of color (35% TE and 31% NTE perceive fair treatment), LGBTQ faculty (31% of TE and 24% of NTE perceive fair treatment) and faculty with disabilities (26% of TE and 23% of NTE perceive fair treatment). At the same time, the percentages of respondents who report neutrality or uncertainty with respect to fairness to faculty of color, faculty with disabilities and LGBTQ faculty are much higher than those expressing neutrality or uncertainty with respect to fairness to male and female faculty.

Table 25 TE
Climate Issues, Faculty Compensation
Overall Responses

Climate & Hiring Issues	SA+A	Neutral	D+SD	NS	n
<i>Faculty of color are treated fairly in terms of salary.</i>	35%	15%	7%	43%	369
<i>Women faculty are treated fairly in terms of salary.</i>	38%	16%	24%	21%	367
<i>Male faculty are treated fairly in terms of salary</i>	58%	13%	13%	16%	364
<i>LGBTQ faculty are treated fairly in terms of salary</i>	31%	15%	3%	50%	362
<i>Faculty with disabilities are treated fairly in terms of salary</i>	26%	15%	4%	55%	358

⁹ Responses to this series of questions pertaining to “fairness” necessarily allow for some ambiguity. When a respondent indicates that male faculty are treated “unfairly,” he may mean that male faculty are given too much, rather than treated less well than other faculty.

On all fairness categories, NTE faculty report greater uncertainty about whether groups receive fair treatment than TE faculty report.

**Table 25 NTE
Climate Issues, Faculty Compensation
Overall Responses**

Climate & Hiring Issues	SA+A	Neutral	D+SD	NS	N
<i>Faculty of color are treated fairly in terms of salary.</i>	31%	7%	9%	54%	136
<i>Women faculty are treated fairly in terms of salary.</i>	27%	16%	23%	34%	137
<i>Male faculty are treated fairly in terms of salary</i>	39%	16%	10%	35%	134
<i>LGBTQ faculty are treated fairly in terms of salary</i>	24%	11%	3%	62%	132
<i>Faculty with disabilities are treated fairly in terms of salary</i>	23%	8%	3%	66%	130

Service Expectations. Table 26 TE and Table 26 NTE report reactions of faculty respondents to the question of whether members of each of the noted groups receive fair treatment with respect to service expectations. Service expectations matter in the sense that faculty who are tasked with more service obligations than others have less time to devote to teaching and research, while the merit evaluation system normally weighs teaching and research more heavily than service. It is sometimes argued that members of underrepresented groups bear more of the brunt of service obligations than others because of the need to have representation and student mentoring from diverse segments of the faculty, even though these segments are composed of fewer members.¹⁰

Responses to the *service expectation* question largely parallel those of the *salary* fairness question. A substantial majority of respondents (61% of TE and 45% of NTE) see male faculty as treated fairly in terms of service expectations. Female faculty are perceived as a distant second in fair treatment on service expectations with 39% (TE) and 35% (NTE) perceiving fairness. Faculty of color are third at 37% (TE) and 35% (NTE) perceiving fairness. LGBTQ faculty and faculty with disabilities again come in last on the fairness measure both among TE and NTE respondents. Thirty-three percent of TE faculty and 28% of NTE faculty view LGBTQ faculty as fairly treated when it comes to service expectations, and 25% percent of TE faculty and 26% of NTE faculty view faculty with disabilities as fairly treated.

Table 26 TE
Climate Issues, Service Expectations
Overall Responses

Climate & Hiring Issues	SA+A	Neutral	D+SD	NS	n
<i>Faculty of color are treated fairly in terms of</i>	37%	13%	14%	35%	368
<i>Female faculty are treated fairly in terms of service</i>	39%	13%	30%	17%	365
<i>Male faculty are treated fairly in terms of service</i>	61%	15%	11%	14%	365
<i>LGBTQ faculty are treated fairly in terms of service</i>	33%	15%	3%	49%	362
<i>Faculty with disabilities are treated fairly in terms</i>	25%	16%	2.0%	57%	363

¹⁰ This series of tables reveals a lack of familiarity on the part of the majority with the situation of the three minority groups listed: faculty of color, LGBTQ faculty and faculty with disabilities. Consistently, the columns that are headed “neutral” and “not sure” contain high percentages on the lines for these three minority groups.

Table 26 NTE
Climate Issues, Service Expectations
Overall Responses

Climate & Hiring Issues	SA+A	Neutral	D+SD	NS	N
<i>Faculty of color are treated fairly in terms of service expectations.</i>	35%	6%	7%	52%	136
<i>Female faculty are treated fairly in terms of service expectations.</i>	31%	15%	18%	35%	137
<i>Male faculty are treated fairly in terms of service expectations.</i>	45%	14%	5%	36%	136
<i>LGBTQ faculty are treated fairly in terms of service expectations.</i>	28%	9%	1%	62%	132
<i>Faculty with disabilities are treated fairly in terms of service expectations.</i>	26%	8%	1%	65%	134

Teaching Expectations. Table 27 TE and Table 27 NTE report faculty perceptions of the fairness to faculty with respect to teaching expectations. TE faculty respondents perceive all groups, except faculty with disabilities,¹¹ to receive fairer treatment with respect to teaching assignments than they receive with respect to compensation and service expectations.¹² Among faculty groups, the same hierarchy of fair treatment exists for teaching expectations as exists for service expectations and salary: 67% of respondents perceive males to receive fair treatment; 63% of respondents perceive females to receive fair treatment; 47% perceive faculty of color to receive fair treatment; 37% perceive LGBTQ faculty to receive fair treatment; and 26% perceive faculty with disabilities to receive fair treatment. At the same time, the percentages of respondents who report neutrality or uncertainty with respect to fairness to faculty of color, faculty with disabilities and LGBTQ faculty are much higher than those expressing neutrality or uncertainty with respect to male and female faculty. While, as noted above, faculty perceive males as receiving fairer treatment than females with respect to salary and service expectations, the gap between perceptions of men and women closes among TE faculty with respect to teaching. On the question of fairness in terms of teaching expectations, 67% of respondents agree that males are treated fairly, and 63% of respondents agree that females are treated fairly.

Table 27 TE
Climate Issues, Teaching Expectations
Overall Responses

Climate & Hiring Issues	SA+A	Neutral	D+SD	NS	n
<i>Faculty of color are treated fairly in terms of teaching expectations.</i>	47%	13%	5%	36%	367
<i>Female faculty are treated fairly in terms of teaching expectations.</i>	63%	12%	12%	13%	366
<i>Male faculty are treated fairly in terms of teaching expectations.</i>	67%	13%	5%	14%	365
<i>LGBTQ faculty are treated fairly in terms of teaching expectations.</i>	37%	16%	1%	47%	361
<i>Faculty with disabilities are treated fairly in terms of teaching expectations.</i>	26%	15%	2%	57%	363

¹¹ Seventy-two percent of TE respondents and 76 % of NTE respondents are either neutral or unsure of the fairness to faculty with disabilities on questions of teaching expectations.

NTE respondents perceive in teaching expectations a degree of fairness largely equivalent to that perceived in service expectations. An exception is in their perception of fairness to female faculty. Thirty-one percent of NTE respondents report that female faculty are treated fairly in terms of teaching expectations. Thirty-one percent report fairness to women in service expectations. In this series of questions the NTE respondents express consistent uncertainty with respect to fairness to faculty of color, LGBTQ faculty and faculty with disabilities.

**Table 27 NTE
Climate Issues, Teaching Expectations
Overall Responses**

Climate & Hiring Issues	SA+A	Neutral	D+SD	NS	N
<i>Faculty of color are treated fairly in terms of teaching expectations.</i>	37%	9%	2%	52%	136
<i>Female faculty are treated fairly in terms of teaching expectations.</i>	43%	15%	9%	33%	136
<i>Male faculty are treated fairly in terms of teaching expectations.</i>	44%	16%	2%	37%	135
<i>LGBTQ faculty are treated fairly in terms of teaching expectations.</i>	29%	10%	1%	61%	133
<i>Faculty with disabilities are treated fairly in terms of teaching expectations.</i>	25%	10%	0%	66%	134

Research Expectations. The responses to questions of fairness to various faculty groups in research assignments are very similar to responses on fairness of teaching assignment. The only possibly noteworthy difference is that 12% of TE respondents perceive unfairness to female faculty in teaching expectations, and only 8% of TE respondents perceived unfairness to women in research expectations.

NTE faculty express less certainty about fairness to the various groups with respect to research expectations. The hierarchy of fairness perceived by the TE faculty is shared by the NTE faculty. Male faculty are seen as being treated most fairly, followed closely by female faculty, then followed by faculty of color, LGBTQ faculty and faculty with disabilities.

Table 28 TE
Climate Issues, Research Expectations
Overall Responses

Climate & Hiring Issues	SA+A	Neutral	D+SD	NS	n
<i>Faculty of color are treated fairly in terms of research expectations.</i>	47%	12%	5%	36%	368
<i>Female faculty are treated fairly in terms of research expectations.</i>	65%	13%	8%	14%	365
<i>Male faculty are treated fairly in terms of research expectations.</i>	67%	15%	4%	14%	365
<i>LGBTQ faculty are treated fairly in terms of research expectations.</i>	38%	15%	1%	46%	362
<i>Faculty with disabilities is treated fairly in terms of research expectations.</i>	26%	15%	2%	57%	361

Table 28 NTE
Climate Issues, Research Expectations
Overall Responses

Climate & Hiring Issues	SA+A	Neutral	D+SD	NS	n
<i>Faculty of color are treated fairly in terms of research expectations.</i>	36%	7%	4%	53%	136
<i>Female faculty are treated fairly in terms of research expectations.</i>	40%	15%	10%	35%	136
<i>Male faculty are treated fairly in terms of research expectations.</i>	41%	16%	1%	41%	136
<i>LGBTQ faculty are treated fairly in terms of research expectations.</i>	28%	10%	1%	61%	131
<i>Faculty with disabilities is treated fairly in terms of research expectations.</i>	25%	8%	1%	66%	134

Mentor Availability. Table 29 TE and Table 29 NTE report perceptions of fairness to faculty with respect to mentor availability. As with all categories, the group as to which the largest percentage of TE and NTE respondents perceives fair treatment is male faculty (52% of TE respondents and 38% of NTE respondents see male faculty as treated fairly on this measure). TE and NTE respondents perceive less fairness for all groups in mentor availability compared with fairness of research and teaching expectations. There is a marked perception that faculty of color do not receive fair treatment when it comes to the availability of mentors. Only 32% of TE faculty and 31% of NTE faculty agree with the statement that faculty of color are treated fairly in terms of mentor availability. Eleven percent of TE respondents and 7% of NTE respondents disagree with the statement that faculty of color are treated fairly in mentor availability. At the same time, 42% of TE respondents and 55% of NTE respondents report that they are not sure whether faculty of color are fairly treated in this regard. Compared with the preceding categories, there is also less agreement that LGBTQ faculty and faculty with disabilities receive fair treatment on mentor availability, corresponding with a higher percentage of respondents who are “not sure,” and a higher percentage of respondents who disagree with the statement that LGBTQ faculty and faculty with disabilities are treated fairly in mentor availability. As with prior categories, the numbers may reflect a lack of awareness among non-members of these three minority groups of the status of mentor availability for members of these groups.

Table 29 TE
Climate Issues, Mentor Availability
Overall Responses

Climate & Hiring Issues	SA+A	Neutral	D+SD	NS	n
<i>Faculty of color are treated fairly in terms of mentor availability.</i>	32%	15%	11%	42%	367
<i>Female faculty are treated fairly in terms of mentor availability.</i>	46%	20%	12%	22%	366
<i>Male faculty are treated fairly in terms of mentor availability.</i>	52%	21%	4%	23%	366
<i>LGBTQ faculty are treated fairly in terms of mentor availability.</i>	26%	17%	5%	52%	358
<i>Faculty with disabilities are treated fairly in terms of mentor availability.</i>	20%	16%	4%	61%	361

**Table 29 NTE
Climate Issues, Mentor Availability
Overall Responses**

Climate & Hiring Issues	SA+A	Neutral	D+SD	NS	N
<i>Faculty of color are treated fairly in terms of mentor availability.</i>	31%	7%	7%	55%	136
<i>Female faculty are treated fairly in terms of mentor availability.</i>	36%	17%	10%	37%	135
<i>Male faculty are treated fairly in terms of mentor availability.</i>	38%	15%	2%	45%	131
<i>LGBTQ faculty are treated fairly in terms of mentor availability.</i>	25%	10%	2%	63%	131
<i>Faculty with disabilities are treated fairly in terms of mentor availability.</i>	24%	10%	0%	66%	133

Fairness to Faculty of Color. Table 30 reports TE answers to the fairness series of questions for faculty of color.¹³ With respect to salary and mentor availability, a majority of respondents expressed uncertainty or neutrality on the question of whether faculty of color receive fair treatment. Close to 50% of respondents believe that faculty of color receive fair treatment when it comes to teaching expectations. For each of the categories measured, though, (salary, service expectations, teaching expectations, research expectations and mentor availability), there is a notable dissent from the statement that the College affords faculty of color fair treatment. Specifically, 7% of respondents disagree or strongly disagree with the statement that faculty of color are treated fairly with respect to salary. A full 14% report perceiving unfairness with respect to service expectations. Five percent perceive unfairness on research and teaching expectations, and 12% perceive unfairness on mentor availability.

It bears repeating that the reader should be skeptical. Numbers in this Survey Report do not necessarily accurately represent the situation or experience of minorities on campus. What is essential about data purporting to assess fairness to any minority is that the minority members' responses may be so few in number that they are swallowed up by responses of a majority that may be unfamiliar with the fairness issues that the minority group confronts.

Table 30 TE
Level of Agreement or Disagreement with Each of the Following Statements
Faculty of Color

Questions	Faculty of Color are Treated Fairly in Terms of:					
	Not Sure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Salary	43%	10%	25%	15%	5%	2%
Service Expectations	35%	10%	27%	13%	12%	2%
Teaching Expectations	35%	11%	36%	13%	4%	1%
Research Expectations	35%	10%	38%	12%	4%	1%
Mentor Availability	42%	9%	23%	15%	9%	3%

¹³ Because the number of faculty of color at William & Mary is so low, we cannot break down these answers by race without the danger of identifying respondents. Nevertheless, Table 30 TE is helpful in providing the responses of all faculty to questions on fairness to faculty of color.

Fairness to Female Faculty. Table 31 TE reports gender-specific responses to the question of whether female faculty are treated fairly¹⁴ with respect to salary, service expectations, teaching expectations, research expectations and mentor availability.¹⁵ Most noteworthy are the responses in the categories of salary, service expectations and mentor availability.

Only 23% of female respondents reported that women are treated fairly as to salary; 49% of male respondents reported that women are treated fairly in this category. Similarly, 22% of female respondents reported that women are treated fairly as to service expectations, while 52% of male respondents reported that women are treated fairly in this category. There is thus a significant difference between male and female perceptions on this question, with men viewing women as faring much better than the women perceive themselves to be faring.

On the other hand, women respondents give the College higher marks than their male counterparts when it comes to mentor availability for female faculty. Of female respondents, 75% reported that women are treated fairly when it comes to mentor availability. Of male respondents, 50% reported that women are treated fairly in this category. Because mentoring is perceived by many faculty as essential to success as an academic and because it is an area in which women historically were disadvantaged, it is heartening to find such strength at the College in this regard.

Table 31 TE
Level of Agreement or Disagreement with Each of the Following Statements
Women Faculty (by gender)

Women Faculty are Treated Fairly in Terms of ...						
		Not Sure	SA+A	Neutral	Disagree	Total n
Salary	Female	18%	23%	17%	41%	147
	Male	23%	49%	16%	13%	217
	Combined	21%	39%	16%	24%	364
Service Expectations	Female	12%	22%	14%	53%	147
	Male	20%	52%	13%	14%	215
	Combined	17%	40%	13%	30%	362
Teaching Expectations	Female	9%	59%	12%	19%	146
	Male	15%	67%	12%	7%	217
	Combined	12%	63%	12%	12%	363
Research Expectations	Female	10%	59%	16%	15%	146
	Male	16%	69%	12%	3%	216
	Combined	14%	64%	13%	8%	362
Mentor Availability	Female	16%	75%	19%	22%	146
	Male	26%	50%	20%	5%	217
	Combined	22%	47%	20%	12%	363

Fairness to Male Faculty. Table 32 reflects male and female TE faculty perceptions on fairness to male faculty members. It appears that there is a perception of greater fairness to male faculty members than to female faculty members.

Table 32 TE
Level of Agreement or Disagreement with Each of the Following Statements
Male Faculty (by gender)

		Not Sure	SA +A	Neutral	D + SD	Total n
Salary	Female	18%	58%	12%	11%	145
	Male	15%	59%	14%	13%	216
	Totals	16%	58%	13%	12%	361
Service Expectations	Female	18%	51%	15%	16%	145
	Male	10%	68%	14%	7%	217
	Totals	13%	62%	14%	11%	362
Teaching Expectations	Female	19%	60%	14%	7%	145
	Male	10%	72%	12%	5%	217
	Totals	14%	68%	13%	6%	362
Research Expectations	Female	19%	60%	18%	3%	145
	Male	10%	73%	13%	4%	217
	Totals	14%	67%	15%	4%	362
Mentor Availability	Female	29%	49%	18%	3%	146
	Male	19%	54%	23%	3%	217
	Totals	23%	52%	21%	4%	363

Fairness to LGBTQ Faculty. The combined scores for “not sure” and “neutral” on this question suggest that majority faculty may feel unequipped to opine on fairness to LGBTQ faculty.

Table 33 TE
Level of Agreement or Disagreement with Each of the Following Statements
LGBTQ Faculty

Questions	LCBTQ are Treated Fairly in Terms of:					
	Not Sure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Salary	51%	7%	24%	15%	2%	1%
Service Expectations	49%	7%	26%	15%	3%	1%
Teaching Expectations	46%	8%	30%	15%	1%	0%
Research Expectations	46%	7%	31%	15%	1%	0%
Mentor Availability	52%	6%	20%	17%	4%	1%

Fairness to Faculty with Disabilities. Table 34 TE focuses on the answers to the fairness series of questions for faculty with disabilities. Because the number of faculty with disabilities at William & Mary is so low, we cannot break down these answers by disability status without the danger of identifying respondents. Nevertheless, like the above tables that provide this information for faculty of color and LGBTQ faculty, Table 5.3e is helpful in at least providing the responses of all respondents to questions on fairness to faculty with disabilities. Overall, most faculty respondents express uncertainty or neutrality on this issue, with the remainder agreeing that faculty with disabilities receive fair treatment. As to all of the categories measured, though, there is some dissent from the position that faculty with disabilities are treated fairly. Specifically, 4% of respondents disagree or strongly disagree with the statement that faculty with disabilities are treated fairly with respect to salary. Two percent disagree with the statement that faculty with disabilities are treated fairly with respect to service expectations. Two percent also perceive unfairness on research and teaching expectations, and 3% perceive unfairness on mentor availability.

It bears repeating that the reader should be skeptical. Because people with disabilities comprise such a small minority of faculty on campus, it is unlikely that responses to this Survey can give us an accurate reading of their situation or experience. The population of people with disabilities is so small that their own responses may be swallowed up by those of the majority. The majority may be unfamiliar with the fairness issues that characterize the experience of the minority. Thus, despite the relatively small percentage of respondents who disagree with the fairness statements, there may be cause for concern in this area.

Table 34 TE
Level of Agreement or Disagreement with Each of the Following Statements
Regarding Faculty with Disabilities

Questions	Faculty with Disabilities are Treated Fairly in Terms of:					
	Not Sure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Salary	55%	6%	20%	15%	3%	1%
Service Expectations	57%	6%	19%	16%	1%	1%
Teaching Expectations	57%	6%	21%	15%	1%	1%
Research Expectations	57%	6%	21%	15%	1%	1%
Mentor Availability	61%	4%	16%	16%	2%	1%

General Climate and Hiring Issues. Table 35 TE reports faculty perceptions of fairness in general toward all faculty, regardless of gender, race or ethnicity. On this question, 42% of respondents agree that such fair treatment is afforded, while 16% of respondents believe that it is not. Forty-two percent of respondents are either neutral on this issue or unsure. Forty-two percent are not sure or neutral on the issue.

Table 35 TE
Level of Agreement or Disagreement with the Following Statement
Regarding Gender, Race, and Ethnicity

Faculty Members are Treated Fairly Regardless of Gender, Race, or Ethnicity					
Not Sure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
27%	9%	33%	15%	12%	4%

B. Need to Diversify Faculty

The next two tables report TE faculty perceptions on the question of whether the College should hire more faculty of color and more female faculty. With respect to the need to hire more faculty of color, a majority (60%) of respondents agree that the College should diversify in this manner. Only 6% of respondents disagree with the statement that the College should hire more faculty of color. Thirty-four percent of respondents are either unsure or neutral on the question of whether the College should hire more faculty of color.

Table 36 TE
Level of Agreement or Disagreement with the Following Statement
Regarding Hiring

This Institution Should Hire More Faculty of Color					
Not Sure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9%	28%	32%	25%	4%	2%

As reflected in Table 37 TE, there is less perception of a need to hire more female faculty. Forty-two percent of respondents agree that the College should hire more female faculty. Eight percent of respondents disagree with the statement that the College should hire more female faculty.

Table 37 TE
Level of Agreement or Disagreement with the Following Statement
Regarding Hiring

This Institution Should Hire More Women Faculty					
Not Sure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10%	17%	25%	39%	6%	2%

VI. FACULTY RETENTION

This section of the Survey asked faculty about whether they have contemplated leaving William & Mary (Table 38) and about their reasons for such contemplation (Table 39).

Of TE respondents, 64% have considered leaving permanently; 36% have not considered leaving. By far, the most prominent reason for contemplating employment elsewhere is dissatisfaction with salary. The second most frequently cited reason for contemplating leaving the College is dissatisfaction with research support at William & Mary.

Of NTE respondents, 34% have considered leaving permanently; 66% have not considered leaving. By far, the two most prominent reasons for NTE faculty's contemplating employment elsewhere are the desire for a tenure-eligible position and dissatisfaction with salary. Other than those, the most frequently cited reasons are dissatisfaction with research support, a desire to join a school that places more emphasis on the faculty member's research specialty, dissatisfaction with the level of collegiality in the department or school and "other reasons."

Dissatisfaction with salary is significantly higher among TE faculty than among NTE faculty, as are dissatisfaction with research support and research support facilities, and desire to move to an institution with more national prestige. About two times more NTE faculty than TE faculty report having considered leaving because they would like a reduced teaching assignment.

**Table 38 TE
Considered Leaving?**

During the last three years, have you considered leaving (permanently) your position at W&M?(Overall)		
	%	n
<i>Yes</i>	64	236
<i>No</i>	36	135
Total	100	371

**Table 38 NTE
Considered Leaving?**

During the last three years, have you considered leaving (permanently) your position at W&M?(Overall)		
	%	n
<i>Yes</i>	34	45
<i>No</i>	66	86
Total	100	131

Table 39 TE
Reasons for Going on the Job Market --All TE Survey Respondents Currently on the Job Market

Faculty Retention	Please indicate the reason(s) why you are actively seeking another job. (check all that apply.)	
	Yes	n
<i>Dissatisfaction with my salary at W&M</i>	86%	61
<i>Dissatisfaction with the research support that I receive at W&M</i>	58%	41
<i>Dissatisfaction with the research support facilities at W&M</i>	35%	25
<i>Desire to be more involved in graduate education</i>	30%	21
<i>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)</i>	31%	22
<i>Desire to move up in terms of the national prestige of the university where I work</i>	20%	14
<i>Desire for reduced teaching assignment</i>	14%	10
<i>Dissatisfaction with the level of collegiality in my department or school</i>	30%	21
<i>Spouse/partner hiring issue</i>	30%	21
<i>Other reason</i>	27%	19
Total Responses		71

Table 39 NTE
Reasons for Going on the Job Market -- All NTE Survey Respondents Currently on the Job Market

Faculty Retention	Please indicate the reason(s) why you are actively seeking another job (check all that apply)	
	Yes	n
<i>Dissatisfaction with my salary at W&M</i>	59%	29
<i>Dissatisfaction with the research support that I receive at W&M</i>	35%	17
<i>Dissatisfaction with the research support facilities at W&M</i>	20%	10
<i>Desire to be more involved in graduate education</i>	19%	9
<i>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)</i>	33%	16
<i>Desire to move up in terms of the national prestige of the university where I work</i>	8%	4
<i>Desire for reduced teaching assignment</i>	27%	13
<i>Dissatisfaction with the level of collegiality in my department or school</i>	33%	16
<i>Spouse/partner hiring issue</i>	22%	11
<i>I would like a tenure-eligible position</i>	67%	33
<i>Other reason</i>	35%	17
Total Responses		49

VII. SATISFACTION WITH LIBRARY RESOURCES AND SERVICES

This section of the Survey asked faculty how satisfied they are with aspects of library materials and services. For most aspects of library resources and services, a majority of TE respondents expressed satisfaction. The exception is in the area of “collections of digital media,” with which only 44% of TE respondents expressed satisfaction.

Table 40 TE
Satisfaction with Library Resources and Services (general)

<i>Library</i>	In general, how satisfied are you with the following aspects of library materials and services at the College?						
	VS+S	n	Neutral	n	D+VD	n	Total n
<i>Adequacy of library holdings</i>	65%	240	15%	54	18%	67	370
<i>Library Services</i>	86%	317	7%	25	2%	7	369
<i>Accessibility to library electronic resources from my office or home</i>	84%	310	6%	23	8%	29	368
<i>Easy-to-use access to tools that allow me to find things on my own</i>	78%	289	14%	51	5%	20	369
<i>Library website enables me to locate information on my own</i>	77%	286	13%	47	7%	25	368
<i>Comprehensive collections of full text articles online</i>	63%	233	16%	60	18%	66	369
<i>Online library licensed journals and databases</i>	65%	240	14%	53	19%	68	367
<i>Collections of digital media</i>	44%	160	23%	84	10%	37	364
<i>Access to online databases</i>	71%	262	15%	55	8%	31	367
<i>Overall library support for my teaching and research needs</i>	77%	283	16%	57	5%	17	367

Overall, NTE faculty members reported levels of satisfaction with library holdings and services comparable to those of TE faculty. Unlike the TE faculty, a majority of NTE respondents reported satisfaction with “collections of digital media.”

Table 40 NTE
Satisfaction with Library Resources and Services

<i>Library</i>	In general, how satisfied are you with the following aspects of library materials and services at the College?						
	VS+S	N	Neutral	N	D+VD	N	Total N
<i>Adequacy of library holdings</i>	71%	95	13%	17	10%	13	133
<i>Library Services</i>	82%	109	8%	11	2%	2	133
<i>Accessibility to library electronic resources from my office or home</i>	81%	106	13%	17	3%	4	131
<i>Easy-to-use access to tools that allow me to find things on my own</i>	78%	103	11%	14	5%	6	132
<i>Library website enables me to locate information on my own</i>	73%	96	12%	16	8%	10	132
<i>Comprehensive collections of full text articles online</i>	70%	93	17%	23	3%	4	132
<i>Online library licensed journals and databases</i>	73%	96	15%	20	5%	6	132
<i>Collections of digital media</i>	53%	70	18%	24	5%	7	131
<i>Access to online databases</i>	75%	97	13%	17	2%	3	130
<i>Overall library support for my teaching and research needs</i>	81%	106	10%	13	3%	4	131

VIII. SATISFACTION WITH TECHNOLOGY

Technology on Campus. This segment of the Survey asked faculty about their experiences with technology on campus. It first asked which technologies are most essential to faculty research. The Survey then asked faculty to assess the quality of technologies and technological services available on campus and to report on preferred methods for learning to use new technologies and obstacles to faculties' employing new technologies.

A. Research Technology

With respect to technologies necessary to research, approximately 96% of TE respondents view “online library licensed journals and databases” as the most important technology. The next most important technology, identified by 78% of TE respondents as important, is “presentation technology.” This is followed by “collections of digital media and/or data,” which 51% of TE respondents identified as important.

Table 41 TE
Importance of Technology for Research

<i>Technology</i>	How important are the following technologies for your research?						Total n
	Very Important + Important	n	Neutral	n	Not So Important + Not At All Important	n	
<i>Online library licensed journals and databases</i>	96%	349	2%	7	2%	9	365
<i>Collections of digital media and/or data</i>	51%	186	21%	77	27%	101	364
<i>Database applications</i>	46%	168	25%	90	29%	104	362
<i>Data analysis software (SPSS)</i>	49%	178	14%	51	37%	135	364
<i>Presentation technology</i>	78%	285	10%	36	12%	44	365
<i>Survey software</i>	25%	92	22%	81	52%	191	364
<i>Other</i>	14%	28	37%	76	50%	102	206

NTE faculty respondents report placing less importance on research technology than TE faculty do. Like the TE faculty respondents, the NTE respondents place the greatest importance on “online library licensed journals and databases.” Yet, while 96% of TE respondents view this area of technology as important to their research, only 76% of NTE respondents view it as important.

Table 41 NTE
Importance of Technology for Research

<i>Technology</i>	How important are the following technologies for your research?						
	Very Important + Important	n	Neutral	n	Not So Important + Not At All Important	n	Total n
<i>Online library licensed journals and databases</i>	76%	99	13%	17	11%	13	130
<i>Collections of digital media and/or data</i>	56%	72	26%	33	19%	24	129
<i>Database applications</i>	44%	56	31%	40	24%	31	127
<i>Data analysis software (SPSS)</i>	37%	48	24%	31	39%	50	129
<i>Presentation technology</i>	68%	88	20%	26	12%	15	129
<i>Survey software</i>	22%	28	28%	36	50%	65	129
<i>Adobe Connect</i>	30%	39	29%	37	41%	53	129
<i>Other</i>	22%	8	42%	15	36%	13	36

B. Teaching Technology

When asked which technologies are most important to the faculty member’s teaching, the most frequently cited were “course management systems, such as Blackboard” (TE: 88%; NTE: 78%), and “presentation technology in the classroom” (TE: 88%; NTE: 80%). A close third was the presence of a “multimedia presentation podium in the classroom” (TE: 83%; NTE: 75%).

**Table 42 TE
Most Important Technologies for Teaching**

Most Important Technologies (very important + important)	Percent
Course Management Systems (e.g. Blackboard)	88%
Library e-reserves	37%
My own website	31%
Video sharing applications	24%
Wireless connectivity in the classroom	72%
Clickers in the classroom	8%
DVD players in the classroom	50%
Presentation technology in the classroom	88%
Multimedia presentation podium in the classroom	83%
Adobe connect	28%
Other (please identify)	20%

**Table 42 NTE
Most Important Technologies for Teaching**

Most Important Technologies (very important + important)	Percent
Course Management Systems (e.g. Blackboard)	78%
Library e-reserves	40%
My own website	20%
Video sharing applications	18%
Wireless connectivity in the classroom	70%
Clickers in the classroom	10%
DVD players in the classroom	54%
Presentation technology in the classroom	80%
Multimedia presentation podium in the classroom	75%
Adobe connect	N/A
Other (please identify)	31%

C. *Satisfaction with Technology and Technical Support*

Faculty satisfaction with technology materials and services at the College is strong. According to TE and NTE faculty responses, the College’s weak point in technology is “availability of computer software.” Even this lowest-rated aspect of technology received approval ratings from 61% of TE respondents and 68% of NTE respondents.

Table 43 TE
Satisfaction with Technology and Technical Support

Technology	In general, how satisfied are you with the following aspects of information technology materials and services at the College?							
	VS+S	n	Neutral	n	D+VD	n	Not Applicable	Total n
Availability of computer equipment	76%	279	12%	43	10%	36	7	365
Availability of computer software	61%	222	22%	79	16%	60	4	365
IT technical support	75%	273	15%	56	10%	35	1	365
Support for integrating technology in the classroom	63%	229	22%	79	12%	42	12	362

Table 43 NTE
Satisfaction with Technology and Technical Support

Technology	In general, how satisfied are you with the following aspects of information technology materials and services at the College?							
	VS+S	N	Neutral	n	D+VD	n	Not Applicable	Total n
Availability of computer equipment	73%	95	12%	16	15%	19		130
Availability of computer software	68%	89	15%	20	16%	21		130
IT technical support	85%	110	4%	5	11%	14		129
Support for integrating technology in the classroom	69%	88	18%	23	13%	17		128

D. Adopting New Technologies

Barriers to Increased Use of Technology. Following inquiry into importance of and satisfaction with various teaching and research technologies, the Survey asked questions about barriers to using technology and preferred methods for learning to use new technologies. TE and NTE Respondents reported that the greatest obstacle to faculty’s using technology is the lack of time available to become familiar with the technology’s use. The second greatest obstacle is that the in-class benefits to be derived from employment of a technology do not warrant the extra time in preparation. The primary difference between TE and NTE faculty is in the area of “lack of classroom equipment.” Of TE respondents, 13% cite this lack as a barrier to increased use of technology, while 20% of NTE respondents cite this lack as a barrier.

**Table 44 TE
Barriers to Increased Use of Instructional Technology
Overall Responses**

Top barriers to increasing use of instructional technology	Percent
Lack of time (need more hands-on experience with technologies before using them in my teaching.)	67%
Lack of money	19%
It represents extra work in course preparation with little enhancement to the course	41%
Lack of technology support	15%
Lack of classroom equipment	13%
Faulty or unreliable classroom equipment	17%
Other	6%

**Table 44 NTE
Barriers to Increased Use of Instructional Technology**

Top barriers to increasing use of instructional technology	Percent
Lack of time (need more hands-on experience with technologies before using them in my teaching.)	66%
Lack of money	17%
It represents extra work in course preparation with little enhancement to the course	39%
Lack of technology support	9%
Lack of classroom equipment	20%
Faulty or unreliable classroom equipment	16%
Other	9%

Preferred Method to Learn about New Technologies. Most TE and NTE faculty respondents prefer to learn new technologies by means of interaction with faculty colleagues who have already used the technology. The second most popular method is online tutorials, and the third is self-teaching.

Table 45 TE
Preferred Method to Learn About New Technologies

By what means do you prefer to learn about new technologies?	Percent
Online tutorial (self-paced, no instructor)	53%
Interaction with faculty colleagues who have already used the technology	65%
Face-to-face group workshops	36%
Brown bag lunch demonstrations	31%
Self-teach or explore on your own	50%
Interaction with Academic technology staff	44%
e-mail with links to websites	19%
Listening to podcasts or webcasts	14%

Table 45 NTE
Preferred Method to Learn About New Technologies

By what means do you prefer to learn about new technologies?	Percent
Online tutorial (self-paced, no instructor)	59%
Interaction with faculty colleagues who have already used the technology	60%
Face-to-face group workshops	42%
Brown bag lunch demonstrations	28%
Self-teach or explore on your own	51%
Interaction with Academic technology staff	38%
e-mail with links to websites	21%
Listening to podcasts or webcasts	15%

IX. FACULTY ROLES IN TEACHING, RESEARCH, SERVICE, AND CREATIVE ACTIVITIES

A. *Scholarship Activities*¹⁶

The Survey asked faculty to indicate where their scholarship and creative activity focus, how their work is funded, with whom they collaborate and the degree of student engagement in their scholarship activities. These questions reflect the College's Strategic Plan, in which recurrent themes include: outside funding support for research, interdisciplinary research & teaching, collaborative teaching & research (within disciplines – across disciplines – across institutions), faculty/student engagement in research, a global focus in teaching & research, research & teaching with a focus on community issues, and service learning. The Survey asked faculty to report on these facets of their scholarship for the preceding three-year period by checking all items that apply. Responses are organized as follows:

Figure 46 reports on the geographical reach of faculty scholarship

Figure 47 reports on faculty support for student scholarship

Figure 48 reports on the receipt of external funding for scholarship

Figure 49 reports on the focus of scholarship

Table 50 breaks responses down by gender

Table 51 breaks responses down by academic rank

The choices in the scholarship series of questions are not comparative or competing, but rather cumulative. Thus a single faculty member may respond affirmatively to all choices. Survey responses reveal a vibrant and far-reaching scholarly agenda on the part of William & Mary faculty. It is an agenda that honors the role of undergraduate research in the William & Mary educational model and that reflects high energy and vision in the scholarly choices that faculty make.

¹⁶ In this Report, the term “scholarship” includes creative activities, research, writing and all other forms of faculty enterprise and inquiry beyond the discrete areas of teaching and service.

Geographical Reach of Scholarly Focus. Figure 46 reports on the geographical reach of faculty scholarly focus. A majority of respondents address national and international issues in their scholarship.

Figure 46 TE

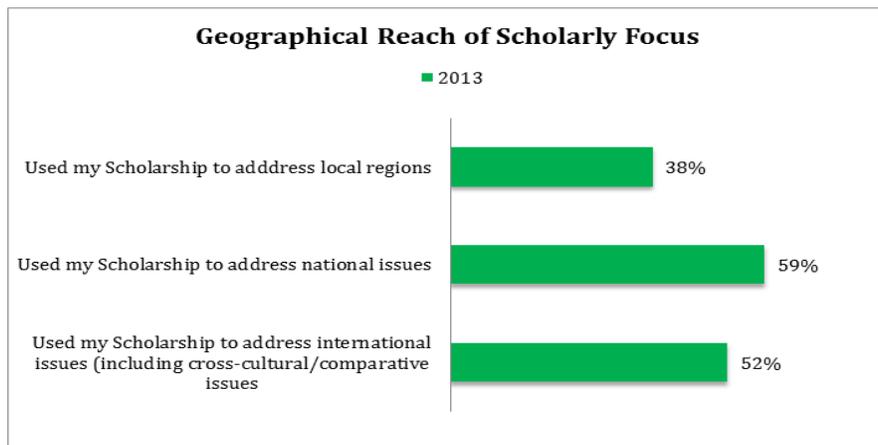
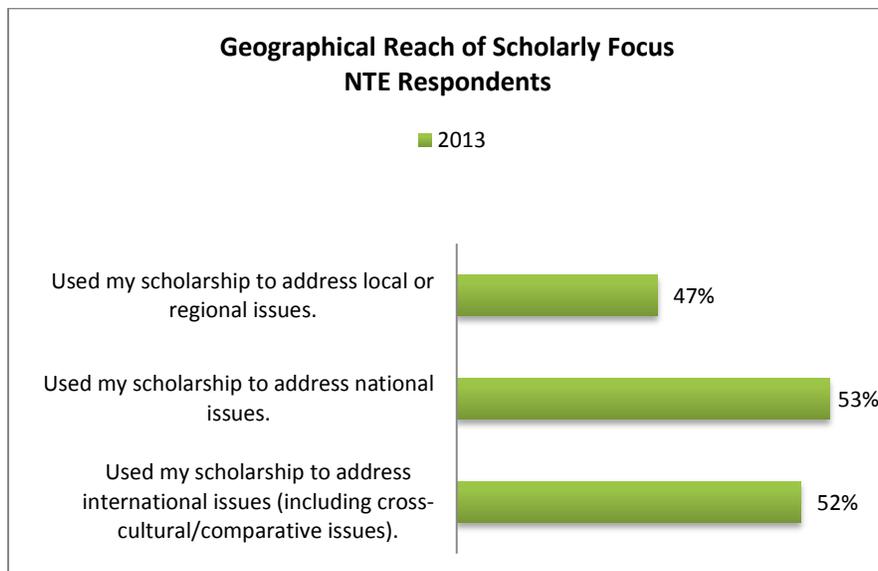


Figure 46 NTE



Support for Student Scholarship. Even more telling is the high level of involvement of the College’s undergraduate student population. A full 75% of TE respondents and 73% of NTE respondents have advised or supervised undergraduate students on research projects other than honors theses. Sixty-six percent of TE respondents and 44% of NTE respondents have advised or supervised an undergraduate student on an honors thesis. These percentages are stunning, given that many respondents teach at the schools and focus their student-engagement solely on graduate students. It is also notable that a very high percentage of NTE respondents supervise undergraduate research, and around a quarter of NTE

respondents are supervising graduate research. The percentage of undergraduate faculty involved in student research thus must be well above seventy-five. William & Mary's commitment to engaging undergraduate students in research is evident in these numbers.

Figure 47 TE
Support for Student Scholarship

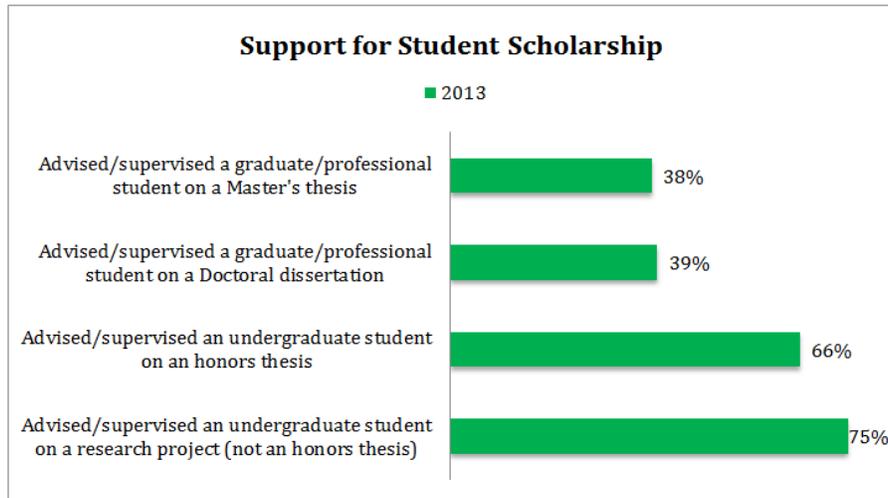
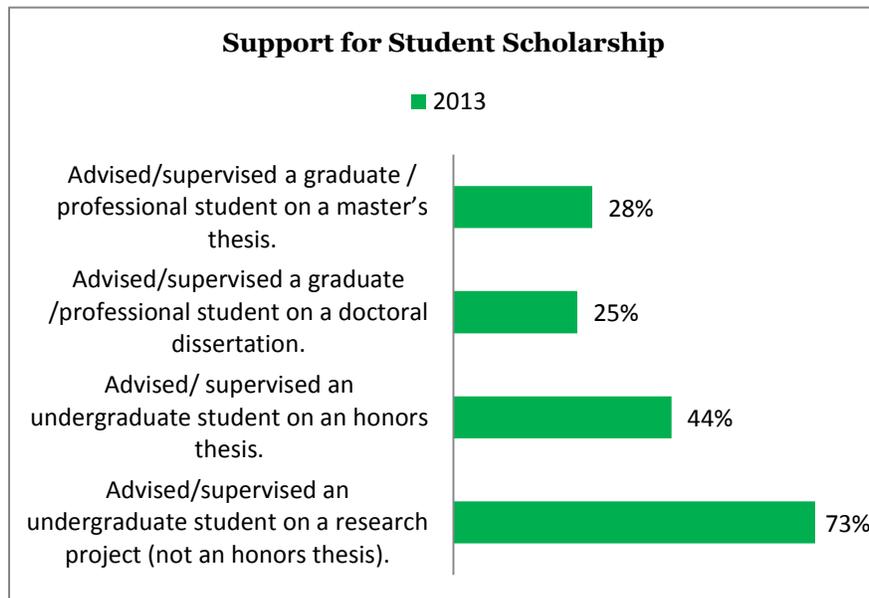


Figure 47 NTE
Support for Student Scholarship



Receipt of External Funding for Scholarship. Of TE and NTE faculty respondents whose research receives financial support from outside the College, most receive government aid or aid from a foundation. More than 40% of TE respondents and more than 30% of NTE respondents are engaged in sponsored research.

Figure 48 TE

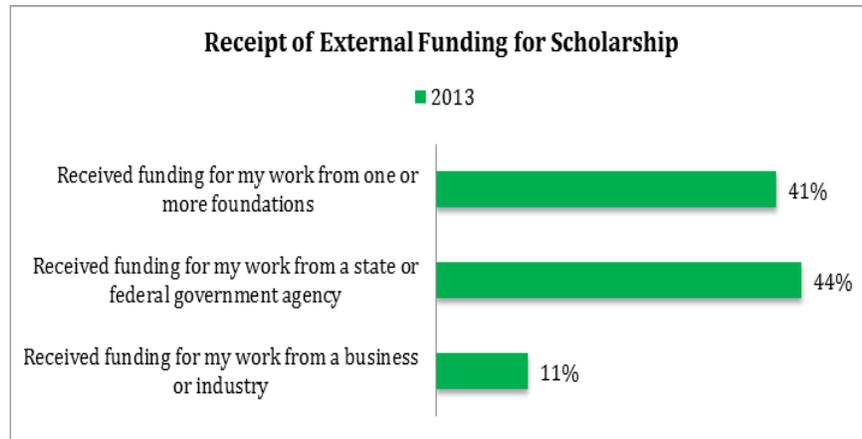
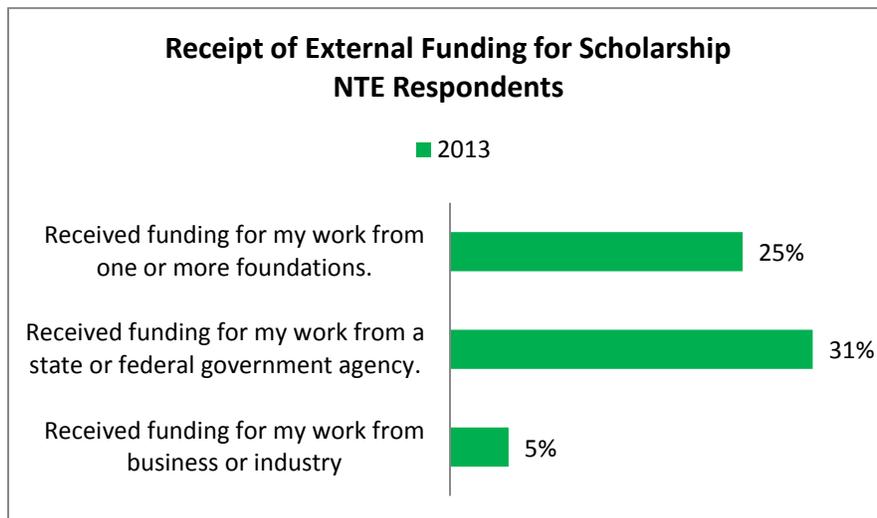


Figure 48 NTE



Focus of Scholarship Overall Responses. Figure 49 provides overall response information about the substantive areas of focus for faculty scholarship. Again, the numbers suggest that faculty scholarship reaches far beyond the confines of the William & Mary campus. Sixty-nine percent of TE respondents and 47% of NTE respondents collaborate with non-William & Mary colleagues in their own disciplines. A majority of TE respondents (51%) and a significant minority of NTE respondents (45%) engage in cross-disciplinary research with non-William & Mary colleagues. Forty-seven percent of TE respondents

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and 42% of NTE respondents engage in cross-disciplinary research with colleagues at William & Mary. With respect to substantive focus of faculty scholarship, the Survey asked about four areas of focus: international/global issues; women and gender issues; racial and ethnic minority issues; and social or economic minority issues. Each of these categories garnered strong minorities of respondents. The category that most frequently receives faculty attention is international/global issues, at 46% (TE) and 47% (NTE).

Figure 49 TE
Focus of Scholarship, Overall Responses

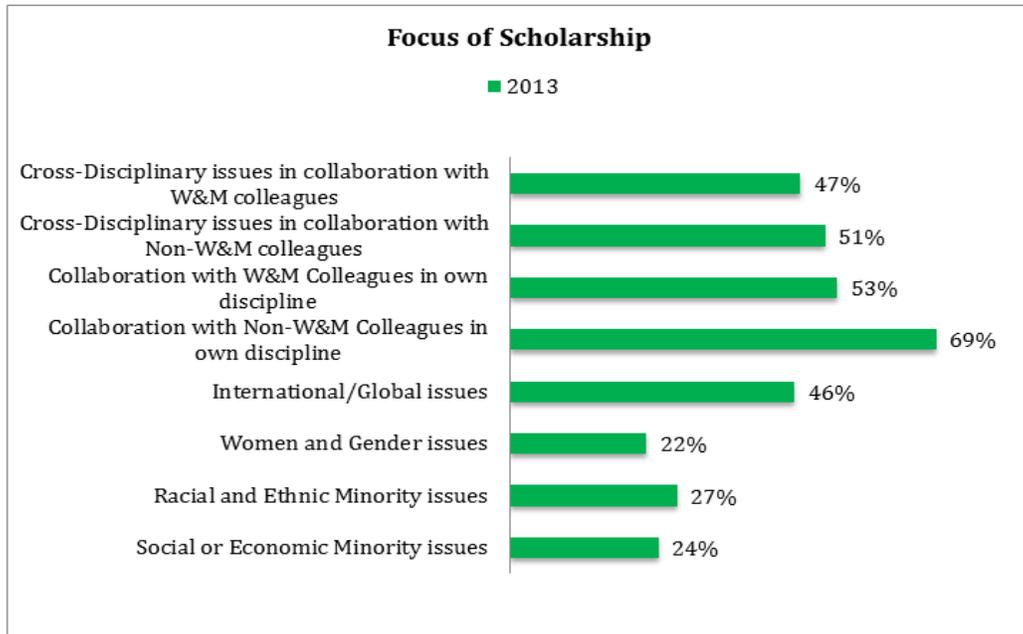
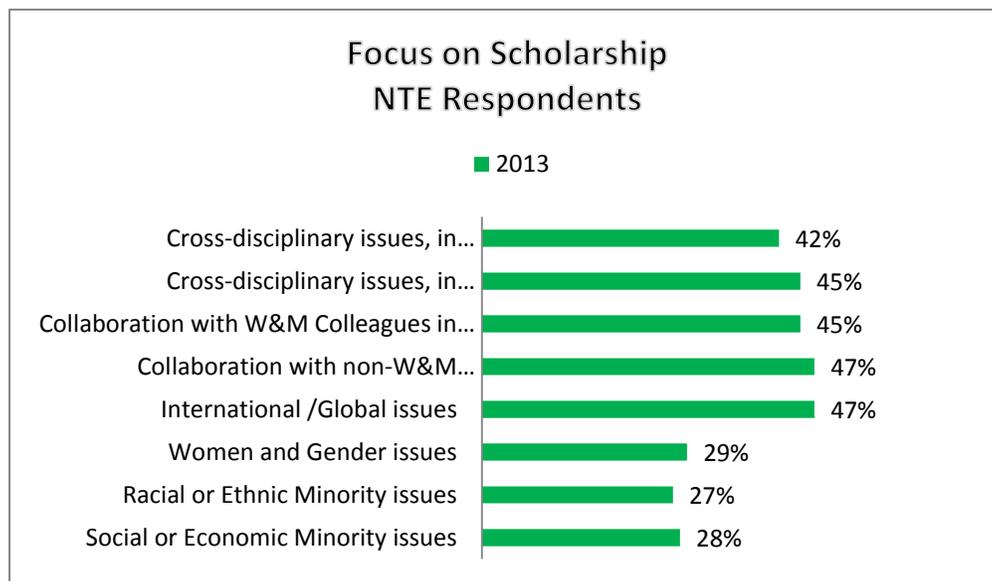


Figure 49 NTE
Focus of Scholarship, Overall Responses



Scholarship Activities: Responses by Gender. Table 50 TE provides gender-specific information about TE responses to Survey questions pertaining to scholarship. On all categories of scholarly activity, female respondents report less reach, less support and fewer focuses. Questions about geographical reach of scholarly focus provide three non-exclusive options: addressing local/regional issues, addressing national issues and addressing international issues. The question does not provide a fourth option: no geographical focus. Male respondents overall report research far more capable of being defined by geographical focus than female respondents report. Thus, 62% of male respondents report that they use their scholarship to address local or regional issues, while only 38% of female respondents describe their scholarship as addressing local or regional issues. Similarly, 60% of male respondents report that they use their scholarship to address national issues, while only 39% of female respondents report that their work addresses national issues. Finally, 60% of male respondents report that their work addresses international issues (including cross-cultural /comparative issues), while only 40% of female respondents describe their scholarship in that way.

On the question of faculty support for student research, female respondents indicate less support than their male counterparts on all measures. The greatest gap between males and females is in advising/supervising master's theses, with 36 % of female respondents and 64% of male respondents reporting such work.

With respect to the receipt of funding from outside sources, male respondents again provided far more affirmative answers than did female respondents. Thirty-two percent of females and 62% of males receive foundation support; 35% of females and 65% of males receive federal and state support; and 21% of females and 79% of males receive funding from business or industry.

In matters of collaboration, more male respondents than female respondents gave affirmative responses on all measures. In work on cross-disciplinary issues, 42% of females and 58% of males report collaboration with William & Mary colleagues on such issues, and 43% of females and 57% of males report collaboration with non-William & Mary colleagues on such issues.

As to collaboration in the faculty member's own discipline, 34% of female respondents and 66% of male respondents report collaboration with William & Mary colleagues on such issues, and 38% of female respondents and 62% of male respondents report collaboration with external colleagues on such work.

Finally, as to the substantive issues on which scholarship focuses, female respondents surpass male respondents on issues of women and gender (female=68%, male=32%) and on issues of racial or ethnic minorities (female=53%, male =47%). Male respondents surpass female respondents on international or global issues (female=41%, male=59%) and issues pertaining to social or economic minorities (female=49%, male=51%).

Table 50 TE
Scholarship Activities, Responses by Gender

	Gender	
	Female	Male
Used my scholarship to address local or regional issues.	38%	62%
Used my scholarship to address national issues.	39%	60%
Used my scholarship to address international issues (including cross-cultural/comparative issues).	40%	60%
Advised/supervised a graduate / professional student on a master's thesis.	36%	64%
Advised/supervised a graduate /professional student on a doctoral dissertation.	37%	63%
(Advised/ supervised an undergraduate student on an honors thesis.	41%	59%
Advised/supervised an undergraduate student on a research project (not an honors thesis).	40%	60%
Received funding for my work from one or more foundations.	38%	62%
Received funding for my work from a state or federal government agency.	35%	65%
Received funding for my work from business or industry.	21%	79%
Cross-disciplinary issues, in collaboration with W&M colleagues	42%	58%
Cross-disciplinary issues, in collaboration with non-W&M colleagues	43%	57%
Disciplinary issues, in collaboration with W&M colleagues	34%	66%
Disciplinary issues, in collaboration with non-W&M colleagues.	38%	62%
International / global issues	41%	59%
Women and gender issues	68%	32%
Racial or ethnic minorities	53%	47%
Social or economic minorities	49%	51%

Scholarly & Creative Activities, Responses by Academic Rank. Perhaps unsurprisingly, percentages of affirmative responses on questions relating to scholarly work and creative activities increase for the most part with increase in rank. Thus, senior faculty report greater use of scholarship to address issues at all geographical scopes, more involvement in supervision of student research, a greater frequency of funding from external sources, and more collaboration on cross-disciplinary issues. The exception to the last item is that a slightly higher percentage of associate professors than full professors report collaboration with outsiders on cross-disciplinary issues.

The trend for senior faculty to provide a higher percentage of affirmative responses on questions relating to scholarly work and creative activities reverses when it comes to questions on the substantive issues upon which scholarship focuses. Assistant professors and associate professors, more frequently than full professors, report working on issues of women and gender, racial or ethnic minorities and social or economic minorities. In addition, associate professors report working on international and global issues at the same rate as full professors.

Table 51 TE
Scholarly Work & Creative Activities, Responses by Academic Rank

Faculty Activities	Academic Rank		
	Assistant	Associate	Full
Used my scholarship to address local or regional issues.	21%	31%	49%
Used my scholarship to address national issues.	25%	33%	42%
Used my scholarship to address international issues (including cross-cultural/comparative issues).	25%	35%	41%
Advised/supervised a graduate/professional student on a master's thesis.	21%	32%	46%
Advised/supervised a graduate/professional student on a doctoral dissertation.	16%	30%	54%
(Advised/ supervised an undergraduate student on an honors thesis.	20%	38%	42%
Advised/supervised an undergraduate student on a research project (not an honors thesis).	25%	37%	38%
Received funding for my work from one or more foundations.	26%	29%	45%
Received funding for my work from a state or federal government agency.	22%	30%	48%
Received funding for my work from business or industry.	12%	17%	70%
Cross-disciplinary issues, in collaboration with W&M colleagues	20%	37%	42%
Cross-disciplinary issues, in collaboration with non-W&M colleagues	24%	39%	37%
Disciplinary issues, in collaboration with W&M colleagues	24%	32%	44%
Disciplinary issues, in collaboration with non-W&M colleagues.	27%	32%	42%
International / global issues	24%	38%	38%
Women and gender issues	28%	47%	25%
Racial or ethnic minorities	30%	42%	27%
Social or economic minorities	30%	40%	29%

B. Teaching Activities

Questions pertaining to teaching asked faculty to specify which teaching activities occupy them and also whether teaching loads are appropriate. Several questions on the survey asked faculty to indicate whether they had, in the preceding three years, engaged in any of a number of teaching activities. Tables 52-54 provide overall faculty responses to questions about which teaching activities most occupy faculty time. Table 52 TE & NTE provides this information overall.

**Table 52 TE & NTE
Teaching Related Activities, Overall**

Faculty Activities	Overall	
	NTE	TE
Teaching-related Activities		
Taught a first-year seminar (freshman seminar)	21%	28%
Taught a cross-listed course	48%	48%
Taught a course with an interdisciplinary focus	49%	58%
Taught a course as part of an established interdisciplinary program	27%	38%
Taught a course with an international focus	35%	35%
Team-taught a course	21%	30%
Directed an independent study course	56%	63%
Developed a new course	61%	66%
Substantially revised an existing course	56%	71%
Supervised graduate students in their teaching	18%	21%
Supervised undergraduate students in a teaching internship or practicum	14%	17%
Taught a service-learning course	2%	5%
Advised/supervised students involved in a service learning project (for academic credit)	10%	9%
Advised/supervised students involved in non-credit community service	8%	7%
Taught a course that has been shared with students from another College or university (e.g. distance learning).	4%	4%

Teaching-Related Activities, Responses by Academic Rank. These data, when broken down by TE faculty rank (Table 53 TE), show that assistant professors are not substantially engaged in supervising service learning or non-credit community service. Likely, because assistant professors generally must compile scholarly records to qualify them for tenure, they are not engaged in the sometimes onerous roles involved in service learning.

Table 53 TE
Teaching- Related Activities
Response by Academic Rank

Faculty Activities	Academic Rank		
	Assistant	Associate	Full
Teaching-Related Activities			
Taught a first-year seminar (freshman seminar)	22%	41%	38%
Taught a cross-listed course	28%	36%	36%
Taught a course with an interdisciplinary focus	21%	38%	41%
Taught a course as part of an established interdisciplinary program	24%	37%	39%
Taught a course with an international focus	30%	41%	29%
Team-taught a course	17%	39%	34%
Directed an independent study course	23%	40%	28%
Developed a new course	26%	39%	34%
Substantially revised an existing course	24%	39%	37%
Supervised graduate students in their teaching	19%	29%	52%
Supervised undergraduate students in a teaching internship or practicum	15%	41%	44%
Taught a service-learning course	18%	25%	56%
Advised/supervised students involved in a service learning project (for academic credit)	10%	50%	40%
Advised/supervised students involved in non-credit community service	12%	48%	40%
Taught a course that has been shared with students from another College or university (e.g. distance learning).	23%	7%	69%
Taught a course that has been shared with students at another College or university?	11%	27%	61%

C. Balancing Responsibilities: Teaching, Research and Service

When asked whether the balance between teaching and research is currently satisfactory, TE respondents reported slightly more dissatisfaction than satisfaction (39% of respondents are satisfied; 42% of respondents are dissatisfied). NTE responses were similar, with slightly lower levels of dissatisfaction and more faculty reporting feeling neutral (40% of respondents are satisfied; 33% of respondents are dissatisfied). Overall, faculty report spending much more time on teaching than on research (50% of TE respondents and 75% of NTE respondents spend more time on teaching than on research; 24% of TE respondents and 12% of NTE respondents spend more time on research than on teaching). Fully 73% of TE respondents and 54% of NTE respondents would like to increase the time they devote to research, while only 8% of TE respondents and 14% of NTE respondents would like to increase the time they devote to teaching. These numbers make sense when one looks down the table at the pressures that faculty feel to perform in the two areas. Fifty-six percent of TE respondents and 33% of NTE respondents feel pressure to do more research than they are currently doing, whereas only 20% of TE respondents and 15% of NTE respondents feel pressure to do more teaching. With respect to the question of whether faculty feel pressure to be more involved in governance and service, TE faculty are evenly balanced, with 37% of TE respondents reporting such pressure, and 36% of TE reporting that they do not feel pressure in this regard. Fifty-eight percent of NTE faculty report that they do not feel pressure to be more involved in governance and service, and 14% report that they do feel such pressure. The remaining 27% (TE) and 27% (TE) report neutrality on this question. Interestingly, the service/governance portion of this question yielded a TE faculty response rate far lower than the response rates to the other portions of the balance question. The TE response number on most of the elements of the balance question was approximately 367, but the number of responses to the service/governance portion of the question was only 269.

Table 54 TE
Balancing Responsibilities: Faculty Roles in Teaching, Research and
Governance/Service Overall Responses
(across all academic areas)

Faculty Roles	<i>Balancing Faculty Roles in Teaching, Research and Governance/Service</i>					
Overall Responses	SA	A	N	D	SD	n
Currently, I spend more time on teaching than on research.	19%	31%	24%	21%	5%	368
Currently, I spend more time on research than on teaching.	7%	17%	23%	37%	16%	367
I would like to increase the time I spend on teaching.	1%	7%	28%	47%	16%	367
I would like to increase the time I spend on research	27%	46%	19%	6%	<1%	367
I am satisfied with my current balance of teaching & research.	8%	31%	18%	34%	8%	369
I feel pressure to do more research than I am currently doing.	18%	38%	16%	23%	6%	367
I feel pressure to do more teaching than I am currently doing.	5%	15%	23%	46%	10%	369
I feel pressure to be more involved in faculty governance & service than I currently am.	10%	27%	27%	27%	9%	269

Table 54 NTE
Balancing Responsibilities: Faculty Roles in Teaching, Research and
Governance/Service Overall Responses
(across all academic areas)

NTE Faculty Roles	<i>Balancing Faculty Roles in Teaching, Research and Governance/Service</i>					
	SA	A	N	D	SD	n
Overall Responses						
Currently, I spend more time on teaching than on research.	55%	20%	12%	8%	5%	121
Currently, I spend more time on research than on teaching.	6%	6%	14%	28%	46%	117
I would like to increase the time I spend on teaching.	6%	8%	45%	27%	14%	120
I would like to increase the time I spend on research	23%	31%	29%	8%	9%	118
I am satisfied with my current balance of teaching & research.	12%	28%	28%	23%	10%	120
I feel pressure to do more research than I am currently doing.	10%	23%	21%	25%	22%	120
I feel pressure to do more teaching than I am currently doing.	3%	12%	25%	40%	21%	120
I feel pressure to be more involved in faculty governance & service than I currently am.	4%	10%	27%	34%	24%	119

X. FACULTY EVALUATION: THE MERIT SYSTEM

The Survey asked faculty to agree or disagree with a series of assertions about tenure and promotion standards, and the annual merit review system. Because the schools and specific departments within Arts & Sciences have distinct faculty evaluation practices, answers are divided by academic area. Following that area-specific information, campus-wide data about the merit system are presented by gender and academic rank. Tables 55-62 report TE faculty responses according to academic area. Table 63 reports NTE faculty responses.

Arts and Sciences-Humanities Faculty Satisfaction with Merit System In Arts and Sciences-Humanities, 67% of faculty respondents are dissatisfied with the merit system. Of respondents from Humanities, 70% report that the merit system does not effectively evaluate teaching.

Table 55 TE
Faculty Evaluation: The Merit System Arts & Sciences, Humanities

Faculty Evaluations	The Merit System ...				
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Effectively evaluates teaching	3%	25%	2%	40%	30%
Places appropriate weight on teaching	6%	59%	2%	18%	15%
Effectively evaluates research, scholarship, and creative activity	5%	41%	1%	36%	16%
Places appropriate weight on research, scholarship, and creative activity	6%	52%	1%	28%	12%
Effectively evaluates service contributions to my department, program, or school	5%	42%	5%	24%	24%
Places appropriate weight to my department, program, or school	5%	48%	4%	21%	22%
Effectively evaluates service beyond my unit	5%	38%	10%	23%	24%
Places appropriate weight on service beyond my unit	3%	38%	11%	22%	25%
Effectively evaluates professional off-campus activities	2%	32%	13%	32%	21%
Places appropriate weight on professional off-campus activities	2%	32%	19%	28%	20%
Effectively evaluates jointly-appointed faculty members	2%	21%	40%	18%	18%
I am satisfied with the overall functioning of the merit system	1%	28%	4%	43%	24%

Arts and Sciences-Social Sciences Faculty Satisfaction with Merit System. In Social Sciences, 40% of respondents are satisfied with the merit system, and 51% are dissatisfied. Social Sciences respondents reported that the merit system is ineffective at evaluating teaching (56%).

Table 56 TE

Faculty Evaluations	The Merit System ...				
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Arts & Sciences (Social Sciences)					
Effectively evaluates teaching	5%	28%	11%	31%	25%
Places appropriate weight on teaching	7%	53%	11%	16%	13%
Effectively evaluates research, scholarship, and creative activity	8%	43%	11%	22%	16%
Places appropriate weight on research, scholarship, and creative activity	8%	56%	8%	15%	14%
Effectively evaluates service contributions to my department, program, or school	6%	48%	18%	16%	13%
Places appropriate weight to my department, program, or school	8%	53%	17%	11%	10%
Effectively evaluates service beyond my unit	6%	43%	20%	17%	15%
Places appropriate weight on service beyond my unit	6%	40%	18%	20%	16%
Effectively evaluates professional off-campus activities	6%	29%	27%	24%	14%
Places appropriate weight on professional off-campus activities	5%	30%	31%	20%	14%
Effectively evaluates jointly-appointed faculty members	4%	17%	45%	18%	17%
I am satisfied with the overall functioning of the merit system	4%	36%	9%	27%	24%

Arts and Sciences-Natural Sciences/Mathematics Faculty Satisfaction with Merit System In Natural Sciences and Mathematics, respondents are more dissatisfied (53%) than satisfied (44%) with the annual merit system. Natural Sciences and Mathematics respondents reported that the merit system is ineffective at evaluating teaching (53%).

Table 57 TE

Faculty Evaluations	The Merit System ...				
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Effectively evaluates teaching	9%	33%	6%	40%	13%
Places appropriate weight on teaching	18%	55%	3%	18%	6%
Effectively evaluates research, scholarship, and creative activity	13%	41%	8%	24%	15%
Places appropriate weight on research, scholarship, and creative activity	17%	56%	3%	17%	7%
Effectively evaluates service contributions to my department, program, or school	13%	49%	8%	18%	13%
Places appropriate weight to my department, program, or school	16%	48%	6%	21%	9%
Effectively evaluates service beyond my unit	14%	43%	9%	19%	15%
Places appropriate weight on service beyond my unit	15%	43%	9%	20%	13%
Effectively evaluates professional off-campus activities	11%	37%	16%	25%	10%
Places appropriate weight on professional off-campus activities	9%	37%	15%	27%	12%
Effectively evaluates jointly-appointed faculty members	7%	21%	49%	13%	10%
I am satisfied with the overall functioning of the merit system	9%	35%	3%	37%	16%

School of Business Faculty Satisfaction with Merit System. School of Business faculty respondents reported extreme dissatisfaction with the merit system. On every measure, Business faculty report that the system is ineffective. They are dissatisfied with how the merit system evaluates teaching and with the amount of weight that the system gives to teaching. Unlike the Arts & Sciences faculty, Business faculty also reported dissatisfaction with the system's effectiveness at evaluating research, scholarship, and creative activity, along with all other measures included in this item.

Table 58 TE

Faculty Evaluations	The Merit System ...				
School of Business	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Effectively evaluates teaching	4%	32%	4%	46%	14%
Places appropriate weight on teaching	0%	36%	4%	43%	18%
Effectively evaluates research, scholarship, and creative activity	0%	25%	7%	39%	29%
Places appropriate weight on research, scholarship, and creative activity	4%	25%	11%	29%	32%
Effectively evaluates service contributions to my department, program, or school	0%	29%	25%	32%	14%
Places appropriate weight to my department, program, or school	4%	26%	30%	26%	15%
Effectively evaluates service beyond my unit	0%	19%	27%	35%	19%
Places appropriate weight on service beyond my unit	0%	22%	33%	22%	22%
Effectively evaluates professional off-campus activities	0%	4%	37%	22%	37%
Places appropriate weight on professional off-campus activities	0%	11%	44%	22%	22%
Effectively evaluates jointly-appointed faculty members	0%	4%	76%	12%	8%
I am satisfied with the overall functioning of the merit system	0%	26%	4%	41%	30%

School of Education Faculty Satisfaction with Merit System. Faculty at the School of Education report overall satisfaction with the merit system. The only measure on this item that received more dissatisfied than satisfied responses from the Education faculty, was the system for merit evaluation of jointly-appointed faculty.

Table 59 TE

Faculty Evaluations	The Merit System ...				
School of Education	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Effectively evaluates teaching	19%	35%	0%	31%	15%
Places appropriate weight on teaching	8%	73%	0%	8%	12%
Effectively evaluates research, scholarship, and creative activity	19%	58%	0%	12%	12%
Places appropriate weight on research, scholarship, and creative activity	19%	50%	0%	15%	15%
Effectively evaluates service contributions to my department, program, or school	19%	42%	0%	19%	19%
Places appropriate weight to my department, program, or school	23%	27%	0%	35%	15%
Effectively evaluates service beyond my unit	20%	32%	12%	20%	16%
Places appropriate weight on service beyond my unit	20%	28%	12%	24%	16%
Effectively evaluates professional off-campus activities	19%	31%	4%	27%	19%
Places appropriate weight on professional off-campus activities	19%	35%	4%	19%	23%
Effectively evaluates jointly-appointed faculty members	14%	0%	71%	10%	5%
I am satisfied with the overall functioning of the merit system	19%	35%	4%	27%	15%

School of Law Faculty Satisfaction with Merit System. Faculty at the Law School are more satisfied than not with the merit system, though many law faculty report being “not sure” whether the merit system is adequate. Two measures on which Law faculty expressed dissatisfaction were “effectively evaluates service contributions to my department program or school” and “effectively evaluates professional off-campus activities.”

Table 60 TE

Faculty Evaluations	The Merit System ...				
School of Law	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Effectively evaluates teaching	10%	30%	30%	20%	10%
Places appropriate weight on teaching	20%	30%	10%	30%	10%
Effectively evaluates research, scholarship, and creative activity	20%	30%	20%	30%	0%
Places appropriate weight on research, scholarship, and creative activity	20%	40%	20%	10%	10%
Effectively evaluates service contributions to my department, program, or school	0%	30%	30%	30%	10%
Places appropriate weight to my department, program, or school	0%	40%	30%	20%	10%
Effectively evaluates service beyond my unit	0%	44%	22%	22%	11%
Places appropriate weight on service beyond my unit	0%	44%	33%	11%	11%
Effectively evaluates professional off-campus activities	0%	22%	33%	22%	22%
Places appropriate weight on professional off-campus activities	0%	44%	33%	11%	11%
Effectively evaluates jointly-appointed faculty members	0%	25%	75%	0%	0%
I am satisfied with the overall functioning of the merit system	11%	22%	33%	11%	11%

School of Marine Science/VIMS Faculty Satisfaction with Merit System. Faculty at the School of Marine Science/VIMS are satisfied overall with the merit system. On two measures the dissatisfied responses just slightly exceeded the satisfied responses: “effectively evaluates professional off-campus activities” and “places appropriate weight on professional off-campus activities.”

Table 61 TE

Faculty Evaluations	The Merit System ...				
School of Marine Sciences /VIMS)	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Effectively evaluates teaching	12%	53%	12%	0%	24%
Places appropriate weight on teaching	6%	71%	6%	0%	18%
Effectively evaluates research, scholarship, and creative activity	24%	65%	0%	0%	12%
Places appropriate weight on research, scholarship, and creative activity	18%	59%	0%	6%	18%
Effectively evaluates service contributions to my department, program, or school	12%	53%	12%	12%	12%
Places appropriate weight to my department, program, or school	12%	47%	12%	18%	12%
Effectively evaluates service beyond my unit	12%	41%	24%	12%	12%
Places appropriate weight on service beyond my unit	6%	41%	24%	18%	12%
Effectively evaluates professional off-campus activities	0%	41%	18%	24%	18%
Places appropriate weight on professional off-campus activities	0%	41%	18%	24%	18%
Effectively evaluates jointly-appointed faculty members	0%	7%	93%	0%	0%
I am satisfied with the overall functioning of the merit system	0%	71%	6%	12%	12%

Faculty Satisfaction with Merit System, by Gender. When campus-wide TE responses are broken down by gender, male and female responses are strikingly similar.

Table 62 TE
Agree/Disagree by Gender

Agree/Disagree by Gender:	Gender	Agree (SA+A)	Disagree (D+SD)
Merit System Effectively Evaluates Teaching	Female	35%	58%
	Male	40%	54%
Merit System Places Appropriate Weight on Teaching	Female	67%	30%
	Male	65%	29%
Merit System Effectively Evaluates Research	Female	51%	42%
	Male	53%	41%
Merit System Places Appropriate Weight on Research	Female	66%	28%
	Male	62%	34%

NTE Faculty Satisfaction with Merit System. The area where NTE respondents are strongly more negative than positive is in the weight our merit system places on teaching. By contrast, there appears to be fairly strong satisfaction with the amount of weight placed on professional off-campus service activities. Because these data reflect responses from NTE faculty across the campus, it is possible that the situations in individual units vary significantly from one to the next.

**Table 63 NTE
Faculty Evaluation: The Merit System**

Faculty Evaluations	The Merit System ...				
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Effectively evaluates teaching	18%	17%	20%	35%	9%
Places appropriate weight on teaching	17%	11%	14%	48%	9%
Effectively evaluates research, scholarship, and creative activity	21%	13%	19%	40%	6%
Effectively evaluates professional off-campus service activities	29%	15%	29%	24%	3%
Places appropriate weight on professional off-campus service activities	32%	19%	26%	21%	2%
I am satisfied with the overall functioning of the merit system	22%	20%	28%	29%	2%

XI. MOST IMPORTANT EMPLOYEE BENEFITS

The Survey asked faculty to select the ten most important employee benefits from a list containing several benefits that are already available and several that are not currently offered. Table 64 breaks responses down by NTE and TE and by gender among TE faculty. The most important benefit to all faculty is extended health care coverage, followed by cash-matching contributions to pension plans and then paid family leave. These three benefits deemed most important by faculty are already afforded to William & Mary faculty. The greatest variations between male and female responses occurred in the categories of paid family leave (F=79%; M=52%), extended unpaid family leave (F=38%; M=21%), availability of day care for children of employees (F=54%; M=37%) and health insurance in retirement (F=56%; M=39%).

Of benefits not presently offered to William & Mary faculty, those deemed most important by faculty of both genders are William & Mary tuition waivers for child, spouse or domestic partner of employee (F=55%; M=58%), tuition exchange with Virginia Colleges and universities for child, spouse or domestic

partner of employee (F=51%; M=57%), and inclusion of domestic partners in basic health insurance (F=45%; M=57%).

**Table 64 NTE & TE
Faculty Benefits: By Gender
Personal Perspective (best for you and your family)**

Compensation benefits: Personal, Perspective, by Gender	NTE	Overall TE %	Female TE %	Male TE %
Basic health insurance	48%	40%	32%	45%
Basic health insurance (to include domestic partners)	54%	52%	45%	57%
Extended health insurance with dental and/or vision coverage options	83%	85%	85%	86%
Flexible health care savings accounts (reimbursement for medical expenses using pre-tax dollars)	32%	37%	36%	38%
Long term care insurance option	49%	56%	57%	56%
Long term disability insurance option	43%	50%	50%	50%
W&M tuition waiver for children, spouse or domestic partner, of employee	55%	57%	55%	58%
Tuition exchange with VA Colleges & universities for children/ spouse/domestic partner of employee	53%	54%	51%	57%
W&M matching contributions to individual College funds for children/spouse/domestic partner of employee (specified limit for matching funds)	32%	37%	31%	42%
Paid family leave (for the birth or adoption of a child, to care for an ailing family member)	53%	63%	79%	52%
Extended unpaid family leave	24%	28%	38%	21%
Availability of daycare for children of employees	35%	44%	54%	37%
Assistance with adoption expenses	4%	2%	4%	1%
Automatic option for one-year delay of tenure clock following birth or adoption of a child	26%	35%	42%	30%
Efforts on behalf of newly-hired faculty to help spouse or domestic partner find employment	27%	37%	36%	37%
Free use of recreation center (for employee & members of his/her household)	47%	34%	35%	34%
Cash-matching contributions to pension plans	x	71%	73%	69%
Phased retirement plan (opportunity to work part-time after retirement for a fixed number of years)	41%	37%	38%	36%
Health insurance in retirement (five years or until age 65, whichever comes first)	49%	46%	56%	39%
Free health screenings on campus	27%	11%	12%	10%
On-campus information sessions/classes for stress reduction, finance management, etc.	13%	5%	5%	5%
Free on-campus parking pass for retirees	24%	13%	11%	14%
Free use of recreation center for retired faculty & members of household	23%	14%	15%	13%
Use of office space by emeritus faculty.	20%	17%	12%	21%

XII. GOVERNANCE

Faculty participate in College governance and decision-making through participation on school and College-wide standing committees assigned to specific tasks (e.g., promotion and tenure, educational policy), standing administrative-faculty committees (e.g., budget planning), ad hoc committees at all levels (e.g., search, evaluation, curriculum, policy), on the Faculty Assembly and in academic governance of the academic areas and schools. The Survey asked faculty about their participation in faculty governance, their opinions concerning the role of faculty in a shared governance environment and their perceptions about the level of influence or input that faculty currently have in specified decisions and policies at the College.

A. Faculty Participation in Governance

Table 65 TE depicts, by academic rank, TE faculty perceptions on whether “faculty governance” is an important part of William & Mary tradition and culture. A significant majority of respondents at all levels indicated that governance is a very important part or an important part of the College’s tradition and culture.

Table 65 TE
Importance of Faculty Governance at William & Mary
by Academic Rank

Faculty Governance	To what degree is “faculty governance” an important part of the W&M tradition and culture?				
	Very Important	Important	Not So Important	Not at all Important	Not sure
Assistant Professor	33%	39%	6%	1%	21%
Associate Professor	36%	44%	9%	0%	10%
Full Professor	35%	46%	7%	4%	8%
Overall	35%	44%	7%	2%	12%

In recognition of the fact that historically, NTEs have usually not been required or expected to participate in governance, NTEs were asked a different question. Table 65 NTE shows percentage participation of NTE respondents in school and campus-wide committees. Thirty-six percent of NTE respondents are currently on one or more school or campus-wide committees.

Table 65 NTE
Participation in Faculty Governance at William & Mary

<i>Do you participate in school and/or campus-wide committees?</i>	
Yes	No
36%	64%

B. Faculty Input and Influence on Selected Policies and Issues

The next three figures provide TE responses to questions about the adequacy of influence that respondents perceive faculty to have on specified areas of College functions. In recognition of the different role played by NTE faculty, these questions did not appear on the NTE branch of the Survey. Figure 66 TE (Part 1) focuses on the adequacy of faculty influence on undergraduate and graduate admissions and academic requirements. According to the data in Figure 66 TE (Part 1), respondents believe that faculty have adequate influence on all listed functions, with the notable exception of graduate program academic requirements. Figure 66 TE (Part 2) shows that faculty believe that faculty have sufficient influence on all listed areas except for the size of the student body. Fifty-five percent of respondents indicated that faculty lack sufficient influence in student body size, while 11% indicated that faculty have sufficient influence, and 35% reported being unsure of whether faculty influence on the size of the student body is sufficient.

Figure 66 TE (Part 1)
Rate the Level of Influence William & Mary Faculty have on the Following Policies and Decisions Related to Admissions and Academic Programs. (Part 1)

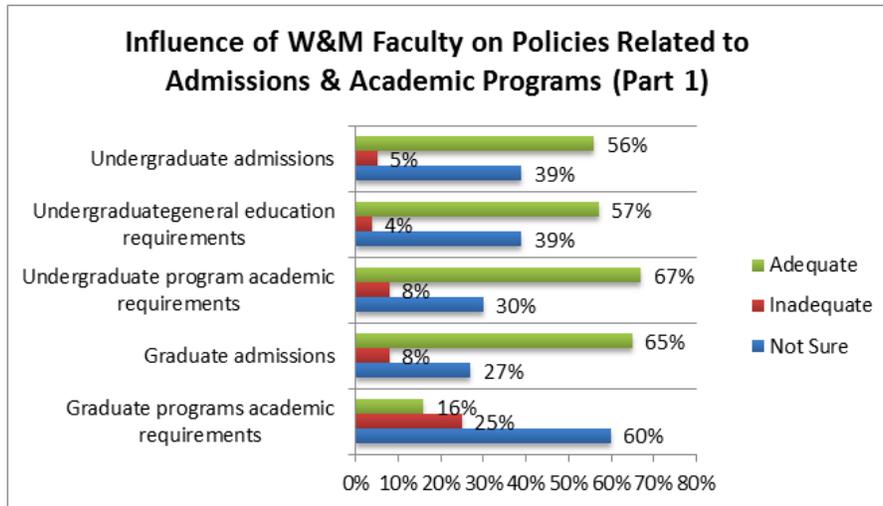


Figure 66 TE -2 (Part 2)
Rate the Level of Influence William & Mary Faculty have on the Following Policies and Decisions Related to Admissions and Academic Programs. (Part 2)

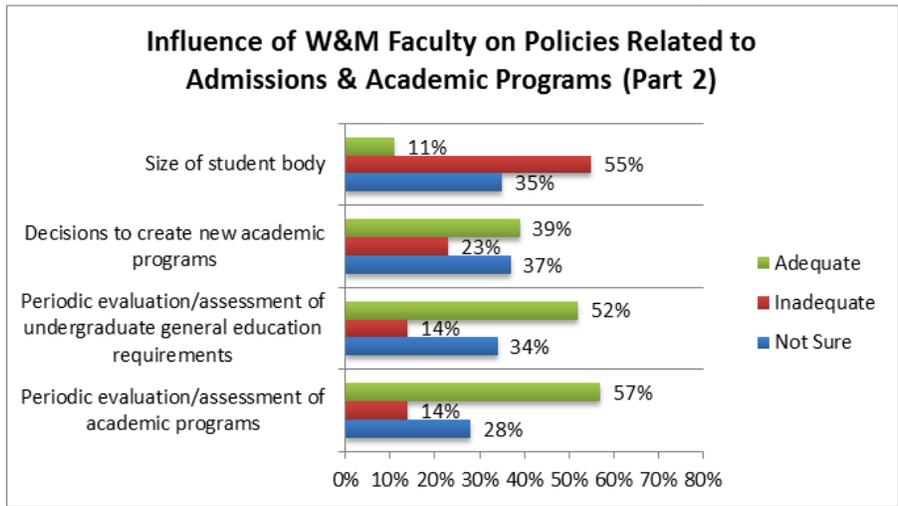
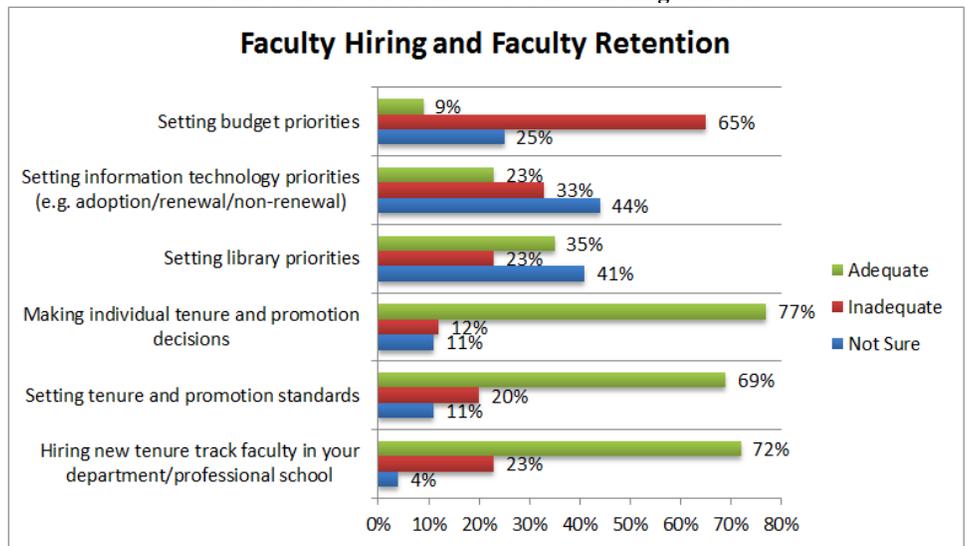


Figure 67 TE reflects a generally held view that faculty have sufficient influence on College priorities, with the exception of budget and IT priorities. Sixty-five percent of respondents believe that faculty do not have sufficient influence on policies and decisions related to setting budget priorities. Only 9% of respondents view the faculty influence in this context as sufficient, and 25% reported not being sure of whether or not faculty influence is sufficient. With respect to establishing IT priorities, 33% of respondents believe faculty lack sufficient influence, and 44% are unsure.

Figure 67 TE
Rate the Level of Influence William & Mary Faculty Have on the Following Policies and Decisions Related to Establishing Priorities



C. Faculty Perspectives on College Administration

Tables 68 TE and 69 TE compile TE faculty responses by area, by rank and overall to the question of whether the administration is responsive to faculty. Table 69 NTE gives NTE faculty responses overall. Across the areas, the greatest satisfaction is found at Marine Science/VIMS and the greatest dissatisfaction in Arts and Sciences. When viewed as a function of rank, the greatest satisfaction with the administration’s responsiveness is among full professors, and the greatest dissatisfaction is among associate professors. Both TE and NTE respondents report slightly higher levels of dissatisfaction than satisfaction (TE 26% satisfied and NTE 31% satisfied; TE 42% dissatisfied and NTE 37% dissatisfied).

Table 68 TE
Satisfaction with the responsiveness of the College administration
by Academic Area

Governance	<i>On the whole, I am satisfied with the responsiveness of the College administration to the needs of the faculty</i>		
Academic Area	Strongly Agree + Agree	Neutral	Disagree + Strongly Disagree
A&S Humanities	24%	29%	47%
A&S Social Sciences	26%	25%	49%
A&S Natural Sciences	27%	35%	38%
Business	25%	36%	39%
Education	27%	46%	27%
Law	11%	56%	33%
Marine Science/VIMS	41%	29%	29%

Table 69 TE
Satisfaction with the Responsiveness of the College Administration
By Academic Rank and Overall

Governance	<i>On the whole, I am satisfied with the responsiveness of the College administration to the needs of the faculty.</i>		
Faculty Rank	Strongly Agree + Agree	Neutral	Disagree + Strongly Disagree
Assistant Professor	20%	46%	33%
Associate Professor	23%	28%	49%
Full Professor	32%	28%	41%
Overall	26%	32%	42%

Table 69 NTE
Satisfaction with the responsiveness of the College administration

<i>On the whole, I am satisfied with the responsiveness of the College administration to the needs of the faculty</i>		
Strongly Agree + Agree	Neutral	Disagree + Strongly Disagree
31%	32%	37%

Support for Undergraduate Academic Programs. Of all Arts and Sciences TE faculty, respondents from Humanities expressed the lowest satisfaction with the administration’s support for undergraduate academic programs. While 34% of Humanities respondents agree with the statement: “the College administration provides appropriate support for undergraduate academic programs,” 41% of Humanities respondents disagree with it. The Arts and Sciences area expressing the greatest agreement that support is adequate was Natural Sciences and Mathematics, with 46% in agreement on adequacy.

At the schools, respondents from the School of Business (46%) expressed the greatest agreement with the adequacy of support of undergraduate academic programs. Education and Marine Science/VIMS respondents were in more agreement than not. Respondents from the Law School, which has no undergraduate students at all, expressed 78% neutrality, with the remainder of respondents equally divided between in agreement and not in agreement with the adequacy statement. Overall, TE faculty responses to the adequacy statement were fairly evenly divided between agreement, neutrality and disagreement. NTE faculty respondents expressed slightly higher levels of satisfaction with the administration’s support for undergraduate academic programs than did TE respondents overall.

Table 70 TE
Support for Undergraduate Academic Programs
by Academic Area and Overall (all responses combined)

Governance	<i>The College administration provides appropriate Support for undergraduate academic programs.</i>		
Academic Area	Strongly Agree + Agree	Neutral	Disagree + Strongly Disagree
Arts and Sciences Area I (Humanities)	34%	25%	41%
Arts and Sciences Area II (Social Sciences)	37%	34%	28%
Arts and Sciences Area III (Natural Sciences and Mathematics)	46%	25%	29%
School of Business	40%	43%	18%
School of Education	27%	58%	16%
School of Law	11%	78%	11%
The School of Marine Science /VIMS)	25%	69%	6%
Overall	36%	35%	28%

Table 70 NTE
Support for Undergraduate Academic Program

<i>The College administration provides appropriate support for undergraduate academic programs</i>		
Strongly Agree + Agree	Neutral	Disagree + Strongly Disagree
44%	34%	22%

Support for Graduate & Professional Programs. Table 71 TE reports TE faculty responses when asked to agree or disagree with the statement: “The College administration provides appropriate support for graduate & professional programs.”

Approximately half of TE Arts and Sciences respondents (70% of Humanities faculty) express neutrality on this issue. For those TE Arts and Sciences respondents who expressed a position on the issue, more disagree than agree with the statement that support for the graduate and professional programs is adequate. Of these, the greatest dissent from the statement is on the part of Natural Sciences and Mathematics, 42% of whom disagree or strongly disagree with the statement. Natural Sciences and Mathematics are also the least neutral on the issue in Arts and Sciences, and thus had the largest percentage of respondents agreeing with the statement as well.

The two outliers at the schools on the question of adequacy of support for graduate and professional programs are the School of Education and the School of Marine Science/VIMS. No TE Education respondents agreed with the statement that support is adequate, and a striking 77% disagreed or strongly disagreed with the statement. At the School of Marine Science/VIMS, 51% of TE respondents (the highest by far of any group) agreed with the adequacy of support, and only 26% disagreed with the statement.

Overall, both TE and NTE faculty reported high levels of neutrality on the issue (probably because many faculty are not involved in graduate or professional programs). TE respondents reported higher levels of dissatisfaction than NTE respondents (TE 32%; NTE 17%).

Table 71 TE
Support for Graduate & Professional Programs
Overall (all responses combined) and by Academic Area

Governance	<i>The College administration provides appropriate support for graduate & professional programs.</i>		
Academic Area	Strongly Agree + Agree	Neutral	Disagree + Strongly Disagree
Arts and Sciences Area I (Humanities)	10%	70%	19%
Arts and Sciences Area II (Social Sciences)	23%	47%	29%
Arts and Sciences Area III (Natural Sciences and Mathematics)	28%	30%	42%
School of Business	32%	43%	25%
School of Education	0%	23%	77%
School of Law	33%	44%	22%
The School of Marine Science /VIMS)	51%	25%	26%
Total	21%	46%	32%

Table 71 NTE
Support for Graduate and Professional Programs

<i>The College administration provides appropriate support for graduate and professional programs</i>		
Strongly Agree + Agree	Neutral	Disagree + Strongly Disagree
31%	53%	17%

Satisfaction with Central Administration. Table 72 NTE & TE compiles responses to questions regarding faculty satisfaction with the central administration, specifically the President and Provost. The table compares 2013 responses with earlier Surveys' responses and also adds two new areas of inquiry.

Between the 2009 Survey and the 2013 Survey, faculty satisfaction with the central administration saw several slight declines (communication with faculty, consultation on policy decisions, representation to

external constituencies) and several slight improvements (establishing budget priorities, faculty inclusion in administrative searches, support for teaching). A more notable improvement is in the area of commitment to faculty compensation and salary (2009 satisfied= 18%; 2013 satisfied= 25%). The rate of satisfaction on this element remains lower than the rate of dissatisfaction, but the latter did decrease in the period from 2009 (53%) to 2013 (48%). These changes may reflect faculty awareness of the salary focus that formed a major portion of discussions regarding the William & Mary Promise, which was brought to fruition during the same semester that this Survey was administered.

Table 72 NTE & TE
Satisfaction with the Record (over the past three years) of the
Central Administration (President & Provost) in the Following Areas.

Governance	<i>How satisfied are you with the record of the Central administration (President & Provost) in the following areas:</i>									
	2013				2009		2006		2003	
	NTE		TE		VS+S	D+VD	VS+S	D+VD	VS+S	D+VD
	VS +S	D + VD	VS+S	D+VD	VS+S	D+VD	VS+S	D+VD	VS+S	D+VD
W&M Faculty Surveys										
Communication with Faculty	48%	16%	49%	22%	51%	19%	57%	14%	40%	34%
Establishing Budget Priorities	32%	24%	32%	33%	30%	28%	32%	21%	28%	43%
Consultation on Policy Decisions	25%	20%	23%	30%	27%	30%	33%	25%	19%	47%
Priorities: Building Repair & Construction	30%	17%	26%	25%	26%	26%	28%	29%	20%	47%
Faculty Inclusion in Administrative Searches	40%	3%	52%	10%	48%	9%	42%	10%	34%	20%
Commitment to Faculty Comp. & Salary	18%	45%	25%	48%	18%	53%	35%	33%	25%	49%
Support for Teaching	39%	16%	50%	17%	47%	14%	47%	11%		
Support for Research	25%	22%	30%	42%	30%	30%	36%	31%		
Representation to External Constituencies	37%	4%	42%	11%	44%	12%	52%	6%		
Support for Faculty Role in Shared Governance	18%	14%	36%	15%						
Adherence to Faculty Handbook Policies	26%	7%	40%	8%						

NTE faculty express levels of satisfaction similar to those of TE faculty with regard to the central administration's communication with faculty (NTE 48% vs. TE 49% satisfied or very satisfied), establishment of budget priorities (NTE 32% vs. TE 32% satisfied or very satisfied), and consultation on policy decisions (NTE 25% vs. TE 23% satisfied or very satisfied). For the remaining areas, NTE faculty

express less satisfaction than do TE respondents, with the greatest gaps found in the support for faculty role in shared governance (NTE 18% vs. TE 36% satisfied or very satisfied), adherence to faculty handbook policies (NTE 26% vs TE 40% satisfied or very satisfied) and faculty inclusion in administrative searches (NTE 40% vs 52% satisfied or very satisfied).

NTE faculty express levels of dissatisfaction similar to those expressed by TE faculty with regard to the central administration's commitment to faculty compensation and salary (NTE 45% vs TE 48% dissatisfied or very dissatisfied), support for teaching (NTE 16% vs. TE 17% dissatisfied or very dissatisfied), support for faculty role in shared governance (NTE 15% vs. TE 14% dissatisfied or very dissatisfied), and adherence to Faculty Handbook policies (NTE 7% vs. TE 8% dissatisfied or very dissatisfied). For the remaining areas, NTE faculty express less dissatisfaction than TE respondents, with the greatest gaps found in responses regarding support for research (NTE 22% vs. TE 40% dissatisfied or very dissatisfied), consultation on policy decisions (NTE 20% vs TE 30% dissatisfied or very dissatisfied), and establishing budget priorities (NTE 24% vs. TE 33% dissatisfied or very dissatisfied). Although NTE respondents show a pattern of somewhat less extreme responses overall compared with their TE counterparts, it is notable that close to one half of all faculty respondents are satisfied with central administration's communication with them and close to one half express dissatisfaction with the central administration's commitment to faculty compensation and salary.