2019 William & Mary Faculty Survey Report

An Initiative of the

William & Mary Faculty Assembly

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I.   EXECUTIVE SUMMARY

Background

The William & Mary Faculty Survey is an on-going initiative of the Faculty Assembly conducted approximately every three years to assess faculty attitudes, perceptions, and opinions on a wide range of issues. The 2019 version of the survey was developed by the Faculty Affairs Committee of the Faculty Assembly. For questions or clarification about the analyses contained herein, contact Cathy Forestell at caforestell@wm.edu.

Survey Approach and Overall Response

In 2015, a working group of the Faculty Assembly reduced the length of the faculty survey to increase response rates and to provide a more succinct and timely report to the faculty. Questions for the 2015 survey were selected based on their ability to provide 1) timely information about current issues, new policies, or initiatives on campus; 2) unique information that could not be obtained elsewhere; and 3) longitudinal information that, in combination with information from previous surveys, might help to detect trends in how perceptions and attitudes have changed over time. Although some additional questions that pertain to satisfaction with the administration, the degree to which the institution was serving its mission and goals, and campus climate were added to the 2019 survey, many of the questions have been maintained from the 2015 survey. The 2019 survey included a range of questions that touched on the following themes:

- **Job Satisfaction** – Assessed the degree to which faculty are satisfied with their positions at W&M. The survey also asked faculty about their satisfaction with 21 aspects of their position that related to teaching, research, and well-being.

- **Faculty Retention** – Asked whether faculty have considered leaving W&M and if so why.

- **Faculty Evaluation** –Assessed whether faculty felt that they are fairly evaluated during the merit process and the degree to which performance standards were clear for tenure and promotion.

- **Research & Grant Support** – Asked what type of grant support faculty have received and their level of satisfaction with the services provided by various offices across campus that support applications for and management of these grants.

- **University Governance & Administration** – Assessed faculty satisfaction with the central administration (i.e., President, VPs, Provost, BOV etc.) over the past academic year.

- **Goals & Mission of the University** – Assessed the degree to which faculty feel that William & Mary is achieving it mission and goals.

- **Discrimination & University Climate** – Asked about whether faculty have witnessed or experienced discrimination and how often they assist students who have experienced discrimination or sexual assault?

- **Budget Priorities** – Faculty rated nineteen budget items and indicated which they thought were 1st, 2nd, or 3rd highest priority.

- **Faculty Comments –** Faculty were invited to elaborate on their responses to items in this survey and to raise additional issues that were not included in the survey.

The 2019 survey had strong participation with 65% of all faculty responding; a 22% increase from the 2015 survey. Below we provide an overview of findings for each section of the survey.

Job Satisfaction

Overall, 79% of respondents indicated that they were satisfied with their position at W&M, which was similar to 2015 (74%), but higher than 2013 (66%). Of note, there appears to be a substantial drop in rates of dissatisfied faculty members (i.e., 7% drop in TE faculty over 10 years and 20% drop in NTE faculty over 6 years). While satisfaction was similar across academic rank, across schools and units there was more variability. The highest satisfaction was reported at VIMS (86%) and the lowest satisfaction was reported at the Business School (68%). Across schools and academic units, faculty indicated strong satisfaction for *support for teaching at W&M*, *teaching load*, *wellbeing of the campus community*, and *faculty collegiality and engagement*. Faculty were also satisfied with their *overall benefits*, but unsurprisingly, not with the lack of *tuition benefits for dependents*. With the exception of faculty at VIMS and the Business School, TE and NTE faculty were more dissatisfied than satisfied with *faculty salaries overall* at W&M. It is important to distinguish this question from *satisfaction with personal salary,* where responses were mixed.

Faculty Retention

More than 20% of the faculty are actively looking elsewhere for a job and almost half have considered leaving W&M in the past three years. This is lower than in 2015 when 69% of faculty indicated that they had considered leaving W&M. The top four reasons for considering leaving W&M were: *dissatisfaction with salary* (72%), *dissatisfaction with the research support* (38%), and lack of *tuition benefits for dependents* (28%). In addition, when prompted, 34% of faculty identified the following additional reasons for why they considered leaving: 1) the lack of leadership from various levels of administration; 2) increased expectations and workload; 3) lack of belonging, equity, and inclusion 4) lack of institutional support for professional development and growth.

Tuition remission is an ongoing theme throughout this survey as well as a survey conducted by the Faculty Assembly in the 2017-18 academic year, in which faculty spontaneously raised this issue. Previous research conducted by working groups on campus have shown that about 80% of our peer institutions provide some form of tuition remission to faculty. A previous report conducted by the Faculty Compensation Board, concluded that we are disadvantaged relative to the vast majority of our peer institutions and have an opportunity to creatively retain our most at-risk faculty and staff along while attracting new employees that may not consider W&M financially viable. Rough estimations suggested that full tuition remission would cost approximately $300,000 per year. Today, with our current tuition rate, this estimation would be approximately $500,000.

Faculty Evaluation

Across A&S, the School of Business, and the School of Education, less than half of the faculty felt that they were fairly evaluated during the merit process, whereas 25-30% did not. Results were mixed at the Law School, with 30% indicated that they were fairly evaluated and 30% indicating they were not fairly evaluated. At VIMS more than two thirds of faculty indicated that they were fairly evaluated during the merit process. Fewer continuing NTE (39%) than TE (51%) faculty members and fewer women (46%) than men (57%) perceived that they were fairly evaluated for merit.

Faculty generally indicated that standards were clear for the tenure and promotion processes. Of note, 73% of Associate professors, who have been through the process recently, indicated that these standards were clear. The only exception was the School of Business, where only 27% of faculty indicated that the standards for promotion were clear and 42% indicated that this process was unclear. Similarly, few continuing NTE faculty (29%) indicated that the performance standards for promotion were clear.

Another aspect of faculty evaluation, student evaluation of teaching, is currently undergoing review by the Faculty Affairs Subcommittee of the Faculty Assembly. A report outlining their findings and recommendations should be available in Spring 2020.

Research and Grant Support

Of the 463 faculty who responded to these questions, 272 indicated that they received at least one external grant and 261 indicated that they had previously received an internal grant over the past three years. With the exception of VIMS, where approximately half of the faculty indicated they were satisfied with the support received for *identifying* external grants, satisfaction was low across schools and academic areas – ranging from 6% satisfied in the School of Education to 33% satisfied in A&S Area III (Natural Sciences and Mathematics).

Moreover, few faculty were satisfied with the support they received for *applying* for external grants. With the exception of A&S Area III (48% satisfied), satisfied faculty ranged from 3% in the School of Business to 32% at VIMS. There are a number of factors that could contribute to these low satisfaction rates – we believe that it would be in the best interest of the institution to identify and rectify ongoing issues with this process, given the revenue that external grants provide.

Faculty who had received external grants in the past three years indicated their satisfaction with the support they received in managing their grants. Again, few faculty appear to be satisfied with the support they received from the Office of Sponsored Projects (range: 3 - 22% satisfied, with the exception of A&S Area III where 48% were satisfied), Human Resources (range: 3 - 16% satisfied), Accounts Payable (range: 9 - 15% satisfied, with the exception of VIMS where 46% were satisfied).

University Governance and Administration

These questions asked about faculty satisfaction with the central administration (i.e., President, VPs, Provost, BOV etc.) over the past academic year. Responses were fairly consistent compared to responses in 2015; in both surveys about half of faculty indicated that they were satisfied with the administration, overall. Of note, compared to the 2015 survey, more NTE faculty indicated that they were satisfied with the *level of communication with faculty* (24% satisfied in 2015, 48% satisfied in 2019). However, fewer faculty were satisfied with the *commitment to improving faculty salaries* in 2019 relative to 2015 (overall: 40% satisfied in 2015, 19% satisfied in 2019).

Goals & Mission of the University

Faculty generally agreed that W&M is pursuing its goals and mission, overall. TE faculty were most satisfied with the institution's success in *attracting outstanding students* (82%), *attracting faculty who*

value teaching (78%), and *providing a challenging Liberal Arts & Sciences curriculum that encourages depth, breadth, and curiosity* (65%). There was less agreement that the professional schools and graduate programs were *offering high quality programs that were preparing students for intellectual, professional, and public leadership* (range 41 - 45%). However, this may have been due to the lack of knowledge about professional programs from the perspective of A&S; approximately 30% of A&S faculty indicated that they were "Not Sure" about these questions.

Discrimination & University Climate

Over a third of faculty indicated that they witnessed discrimination based on race, gender, or ideology at least sometimes at William & Mary. Approximately a quarter of minority (i.e., non-White) respondents indicated that they witnessed discrimination based on race at W&M, and approximately a quarter of women indicated that they witnessed discrimination based on gender. While about 60% of faculty indicated they had assisted a student who had experienced discrimination, few indicated that they had reported incidents of discrimination or counseled a student who had experienced sexual assault.

Overall, more than 75% of faculty members at William & Mary indicated that they never or seldom experienced discrimination. However, fewer minority (i.e., non-White) respondents indicated that they never or seldom experienced discrimination (64%). The design of the questions included in this survey make it difficult to provide further interpretation of these findings. In future surveys, the Faculty Assembly should further probe the issue of discrimination at William & Mary to identify ongoing issues within our community.

Budget Priorities

Approximately 45% of faculty indicated that *increasing the number of TE lines* was one of the top three budget priorities. This was followed by *providing need-based aid to undergraduates* (33%), and *internal funding for research support* (25%). Of note, 20% of faculty identified *graduate and professional student stipends* and 18% identified *facilities (building maintenance and renovation)* as budget priorities.

Faculty Comments

Ninety faculty contributed comments at the end of the survey. Comments centered around six themes:

1. Diversity and inclusion/campus climate
2. University governance and administration
3. Educational quality
4. Research and grant support
5. Graduate student support
6. Faculty salary and support

Interpreting Tables and Figures in this Report

For all questions that assessed faculty satisfaction throughout the 2019 survey, response options were: "Very Satisfied," "Satisfied," "Neither Satisfied nor Dissatisfied", "Dissatisfied", and "Very Dissatisfied." In general, for the tables and figures, faculty who indicated that they were either "Very Satisfied" or "Satisfied" were combined to form the category of "Satisfied", while those who indicated that they were either "Very Dissatisfied" or

"Dissatisfied" were combined to form the category of "Dissatisfied". Similarly, for questions that assessed faculty agreement, those who indicated that they "Strongly Agree" were combined with those who indicate that they "Agree", and those who "Strongly Disagree" were combined with those who "Disagree".

Therefore, it is important to remember that graphs and tables that show low percentages of "Satisfied" and "Dissatisfied" faculty suggest that many faculty are undecided or do not feel strongly about the issue. One example of this is the question about level of satisfaction about *Job support for spouses/partners of faculty members* (Figure 7, on page 13). In general, 50-60% of faculty indicated that they were "Neither Satisfied nor Dissatisfied" with the level of support for spouses/partners. The same reasoning applies to tables and figures that assess faculty agreement with various issues.

In tables and figures throughout the survey, responses from faculty in Arts & Sciences are divided into academic areas: A&S I (Humanities), A&S II (Social Sciences), and A&S III (Natural Sciences and Mathematics). Refer to the A&S bylaws (Article 1, Section 3) here to see which departments are included in each of these academic areas.

II.   RESPONSE RATES [1]

The 2019 survey was made available to approximately 884 full-time and part-time instructional faculty members on September 9th, 2019 and remained open to faculty until October 28th. A total of 469 William & Mary faculty (166 females, 199 males, two non-binary, and 102 unspecified gender) responded. Of those who indicated their race (N= 343), 303 were White, 13 were Asian, 11 were Black, nine were Hispanic, and seven were mixed race or other. Of the 462 respondents who indicated their faculty status (i.e., whether they were tenured/tenure eligible or non-tenure-eligible), 321 were tenured or tenure-eligible (TE) faculty, and 141 were non-tenure-eligible (NTE) faculty[2]. Table 1 presents the percentage of each unit's faculty who responded to the survey in 2019 relative to previous years. Although the response rate for this survey (65%) increased relative to 2015 (43%), there is decline in response relative to earlier surveys which boasted response rates of about 73%. Tables 2 and 3 show the breakdown of respondents by rank for TE and NTE faculty. As in 2015, the percentages of respondents by academic rank reflect the percentages of TE and NTE faculty at W&M in each rank.

Table 1: Response Rate for each Academic Area or School, 2006 - 2019

Academic Area	2019	2015	2013	2009	2006
A&S Humanities	75%	48%	80%	85%	85%
A&S Social Sciences	50%	41%	70%	55%	70%
A&S Natural Sciences	62%	52%	89%	90%	86%
School of Business	44%	38%	70%	65%	81%
School of Education	69%	50%	87%	75%	76%
School of Law	79%	45%	38%	52%	39%
School of Marine Science/ VIMS	77%	29%	42%	49%	54%
Total Mean Response Rate	**65%**	**43%**	**74%**	**72%**	**73%**

Table 2: TE Share of Responses by Academic Rank

	2019		2015	
Academic Rank	**Percentage**	**_n_**	**Percentage**	**_n_**
Assistant Professor	17%	56	19%	49
Associate Professor	30%	94	36%	92
Full Professor	53%	168	45%	114
Total	**100%**	**318**	**100%**	**255**

Note: three tenured professors did not indicate their rank.

Table 3: NTE Share of Responses by Academic Rank

	2019		2015	
Appointment Category	**Percentage**	**_n_**	**Percentage**	**_n_**
Continuing	42%	59	49%	30
Specified Term	58%	80	51%	31
	100%	**139**	**100%**	**61**

Note: two NTE professors did not indicate their NTE status.

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[1] Because not every individual answered every question, the total number of respondents varies between questions.
[2] In this report the term "NTE" encompasses all types of instructional 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.

III.   GENERAL SATISFACTION

The survey asked faculty how satisfied they are overall with their position at William & Mary and how satisfied they were with 21 selected aspects of employment. Response options were: "Very Satisfied," "Satisfied," "Neither Satisfied nor Dissatisfied", "Dissatisfied", and "Very Dissatisfied."

A.   OVERALL JOB SATISFACTION

a.   *Job satisfaction compared to previous surveys*

**Table 4: Job Satisfaction Levels Over Time
for TE and NTE faculty members**

On the whole, how satisfied are you with your position at the College?		
Year	**Satisfied**	**Dissatisfied**
2019 TE	79%	10%
2015 TE	74%	14%
2013 TE	66%	34%
2009 TE	83%	17%
2019 NTE	77%	13%
2015 NTE	77%	15%
2013 NTE	68%	32%

Note: percentages do not add up to 100% for 2015 and 2019
because "neither satisfied nor dissatisfied was included
as an option for these years.

b.   *Overall Job Satisfaction by Academic Rank*

Table 5: Overall Satisfaction by Academic Rank for TE and NTE faculty members

Academic Rank	On the whole, how satisfied are you with your position at William & Mary?				
	Very Satisfied	**Satisfied**	**Neither Satisfied nor Dissatisfied**	**Dissatisfied**	**Very Dissatisfied**
Assistant Professor	32%	48%	9%	9%	2%
Associate Professor	23%	49%	16%	7%	4%
Full Professor	27%	55%	9%	6%	2%
TE Total	27%	52%	11%	7%	3%
Continuing	19%	59%	7%	8%	3%
Specified Term	31%	45%	9%	10%	5%
NTE Total	26%	51%	8%	9%	4%

Notes: - One TE and three NTE faculty members did not answer this question.
- Percentages may not add to 100% due to rounding.

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

Table 6: Overall Satisfaction by Academic Area or School in 2019

Academic Area	*On the whole, how satisfied are you with your position at the College?*				
	Very Satisfied	**Satisfied**	**Neither Satisfied nor Dissatisfied**	**Dissatisfied**	**Very Dissatisfied**
Arts and Sciences Area I (Humanities)	25%	48%	11%	8%	7%
Arts and Sciences Area II (Social Sciences)	30%	52%	10%	6%	2%
Arts and Sciences Area III (Natural Sciences and Mathematics)	26%	52%	10%	10%	2%
Mason School of Business	21%	47%	18%	6%	6%
School of Education	32%	56%	6%	3%	3%
Law School	19%	60%	11%	8%	0%
School of Marine Science/VIMS	35%	51%	5%	8%	0%
Total	26%	51%	10%	8%	4%

Table 7: Overall Satisfaction by Academic Area or School in 2015

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

B.   JOB SATISFACTION— 21 SELECTED ASPECTS OF EMPLOYMENT

To explore job satisfaction levels in detail, the survey asked faculty how satisfied they were in general with 21 specific aspects of their work at the W&M. Due to the small number of NTEs within each school, their data are combined with TE data in all analyses in this section, except for those related to salary.
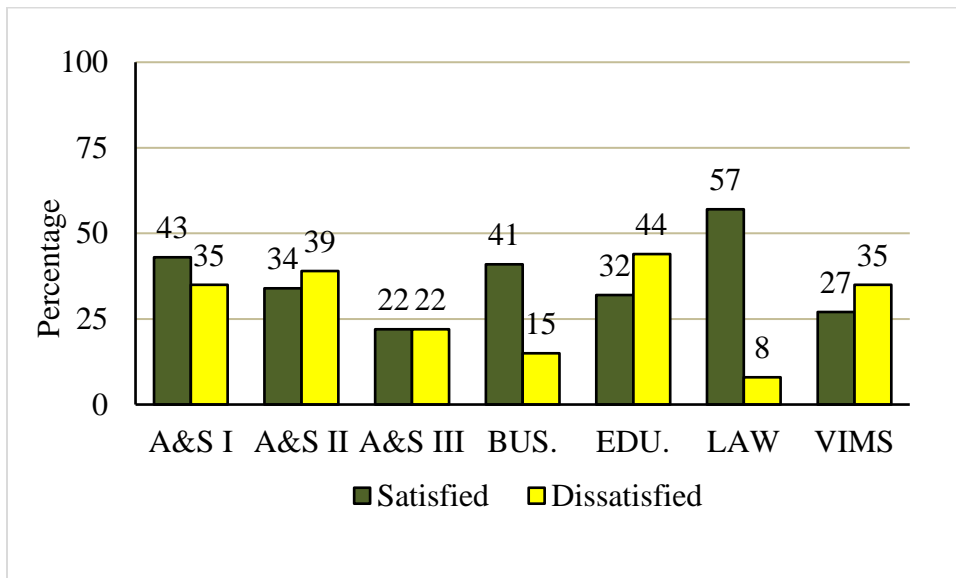
a. *Level of support for internal summer research grants for faculty*

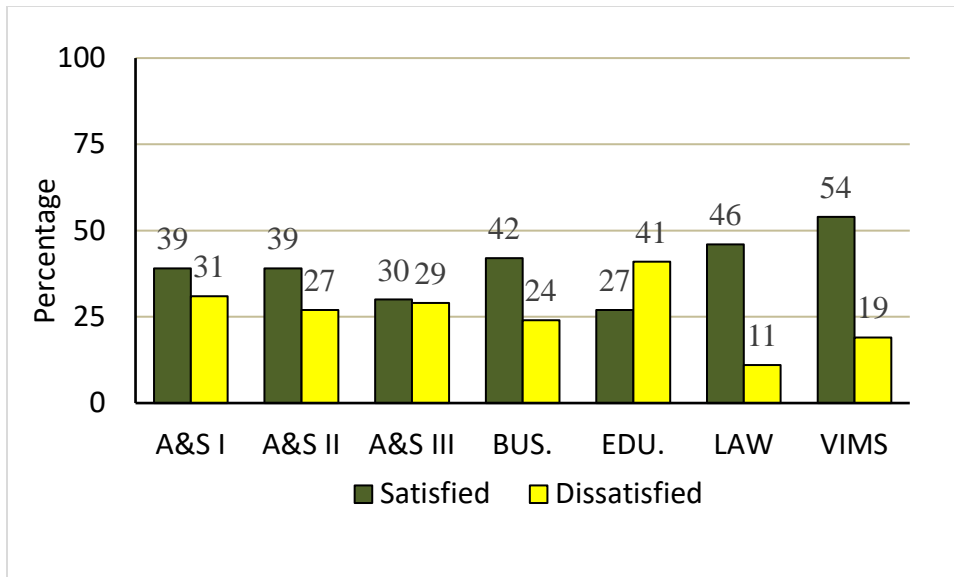**Figure 1: How satisfied are you with the level of support for internal summer research grants at W&M?**
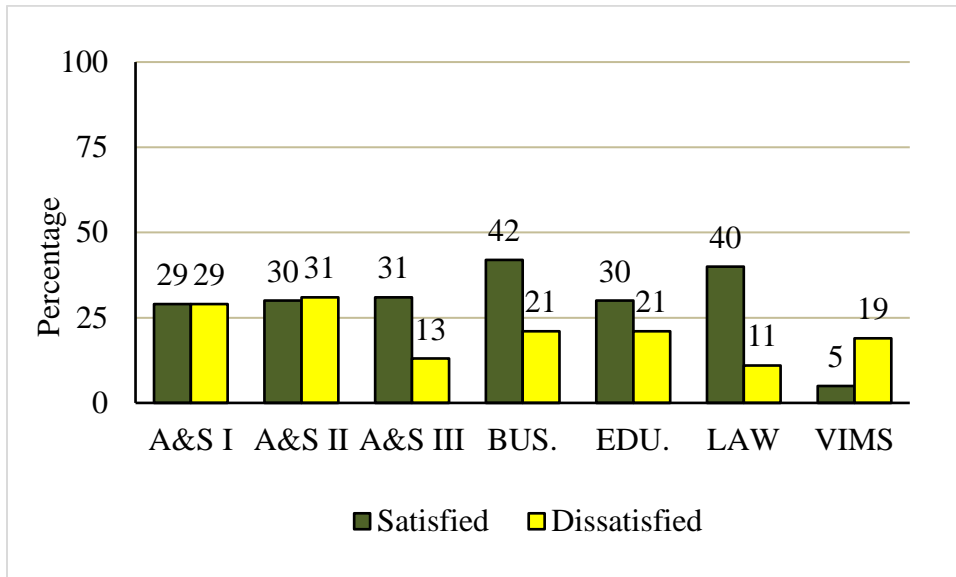
b. *Travel support for research presentations at conferences*

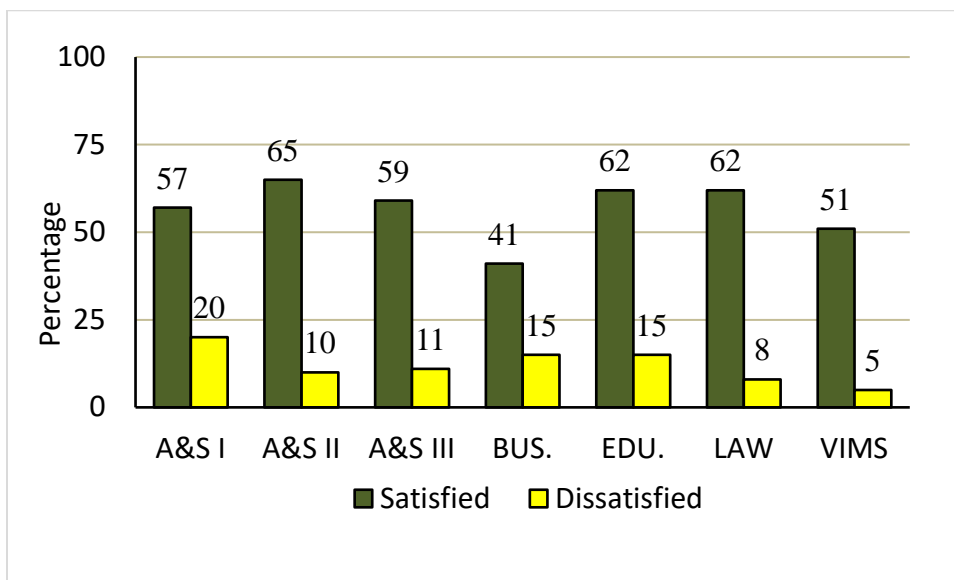**Figure 2: How satisfied are you with travel support for research presentations at W&M?**

c. *Overall research support*

Figure 3: How satisfied are you with overall research support at W&M?
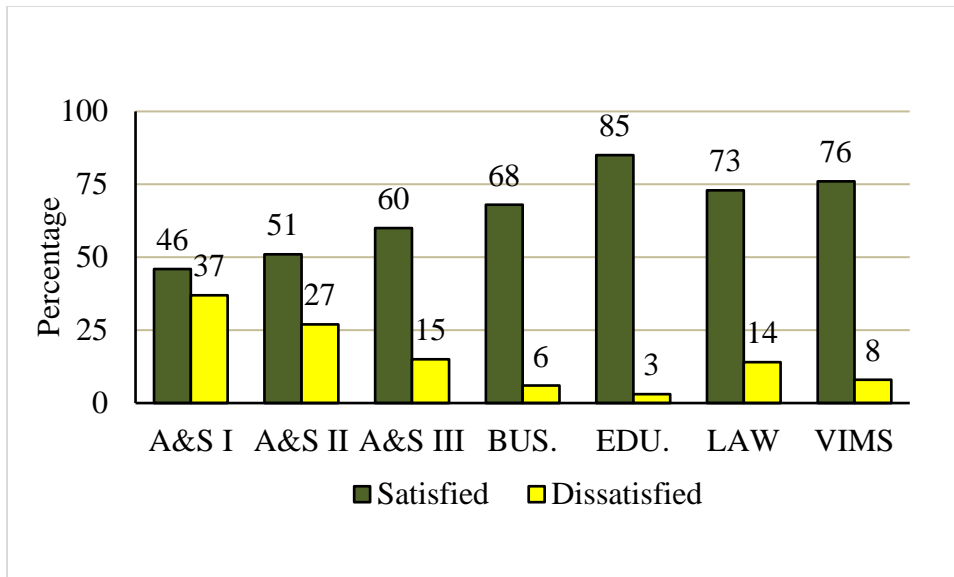

d. *Support for teaching (faculty development)*

**Figure 4: How satisfied are you with the level of support
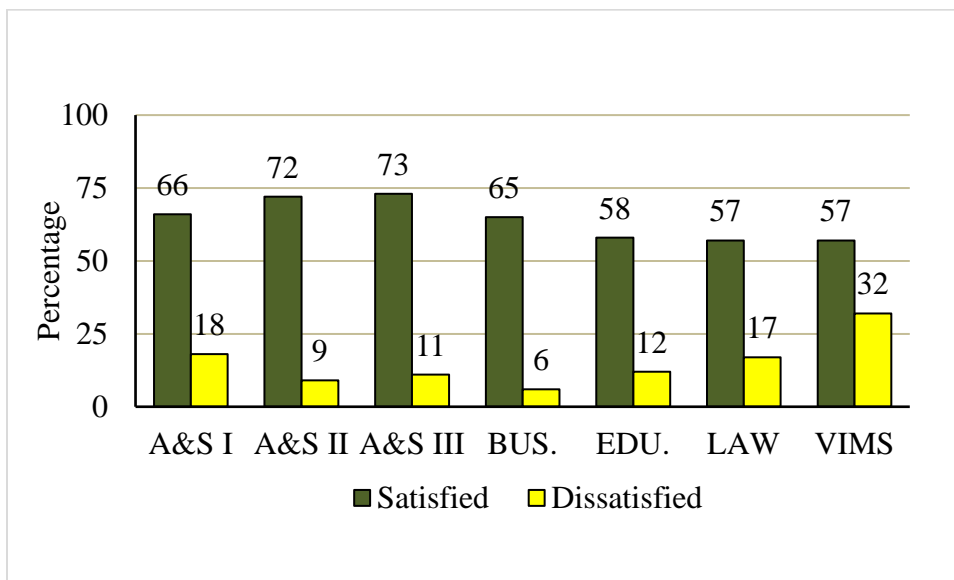for teaching (faculty development) at W&M?**

e.   Availability of classroom space appropriate for teaching needs

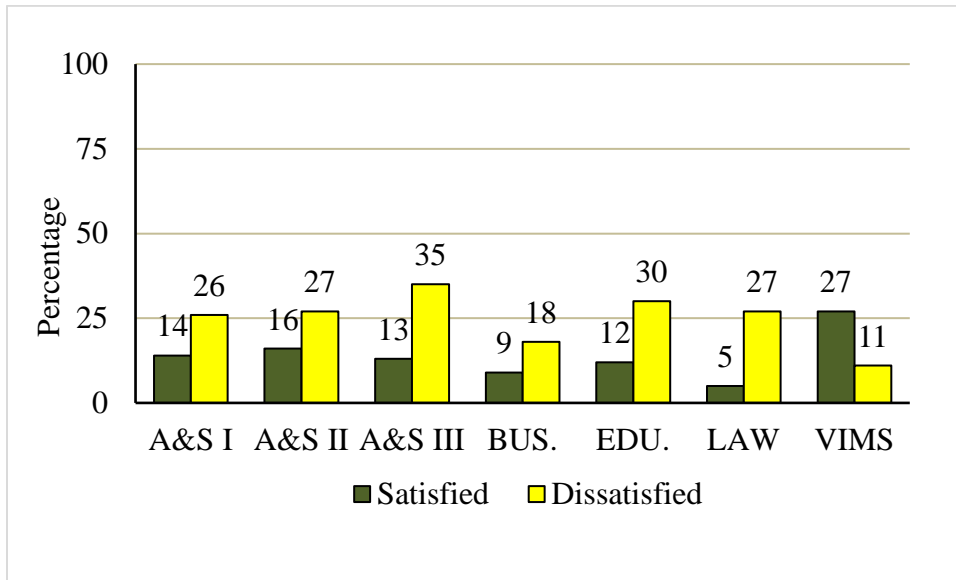**Figure 5: How satisfied are you with the availability of classroom space at W&M?**

f.   Support provided by secretarial/office staff

Figure 6: How satisfied are you with the level of support
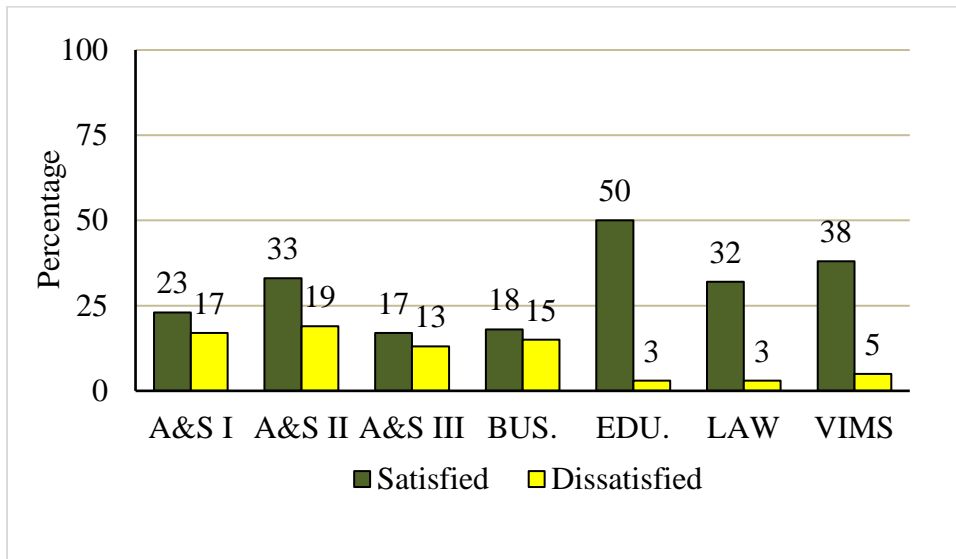**provided by secretarial/office staff at W&M?**

g. Job support for spouses/partners of faculty members

**Figure 7: How satisfied are you with the level of support
for spouses/partners of faculty members at W&M?**

h. Support for faculty who are caregivers

**Figure 8: How satisfied are you with the level of support
for faculty who are caregivers at W&M?**

i. *Faculty salaries in general (TE faculty)*

Figure 9: How satisfied are you with the level of support for faculty salaries at W&M?
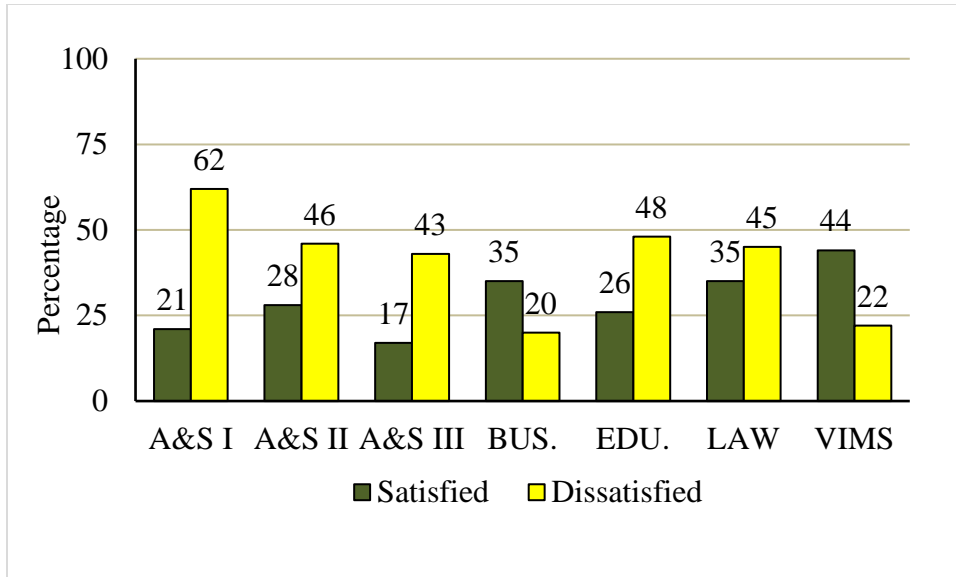
j. *Faculty salaries in general (NTE faculty)*

Figure 10: How satisfied are you with the level of support for faculty salaries at W&M?
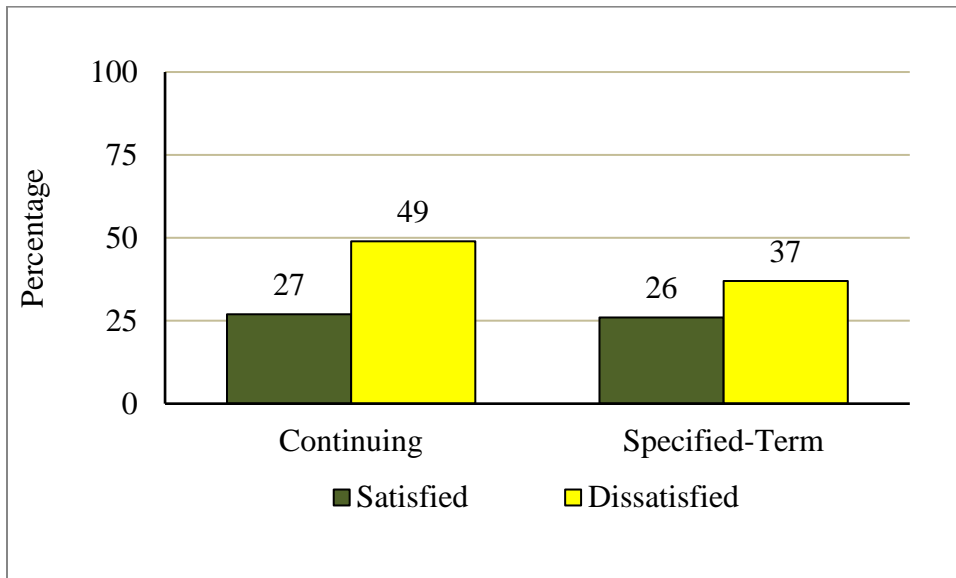
k. *Personal salary (TE faculty)*

Figure 11: How satisfied are you with the level of support for your salary at W&M?
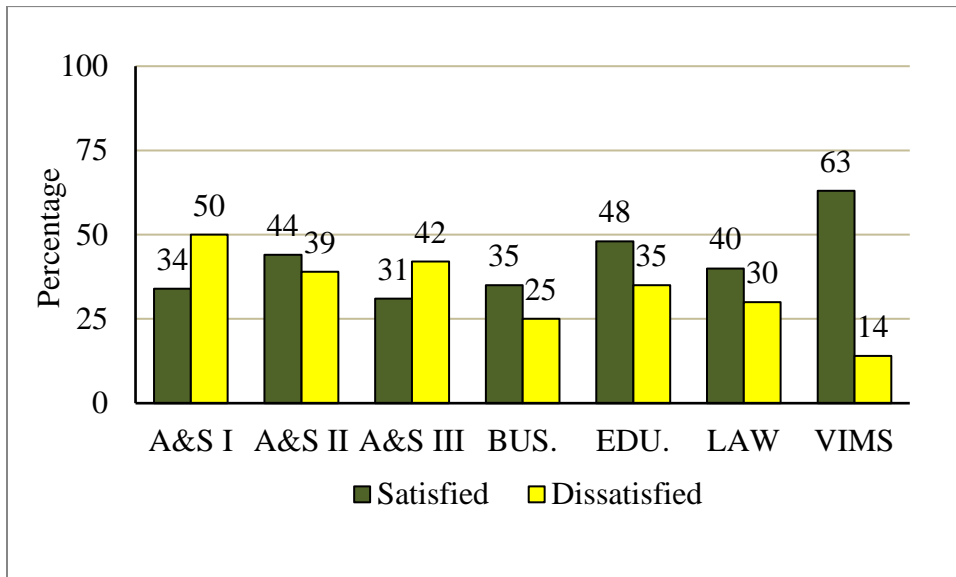
l. *Personal salary (NTE Faculty)*

Figure 12: How satisfied are you with the level of support for your salary at W&M?
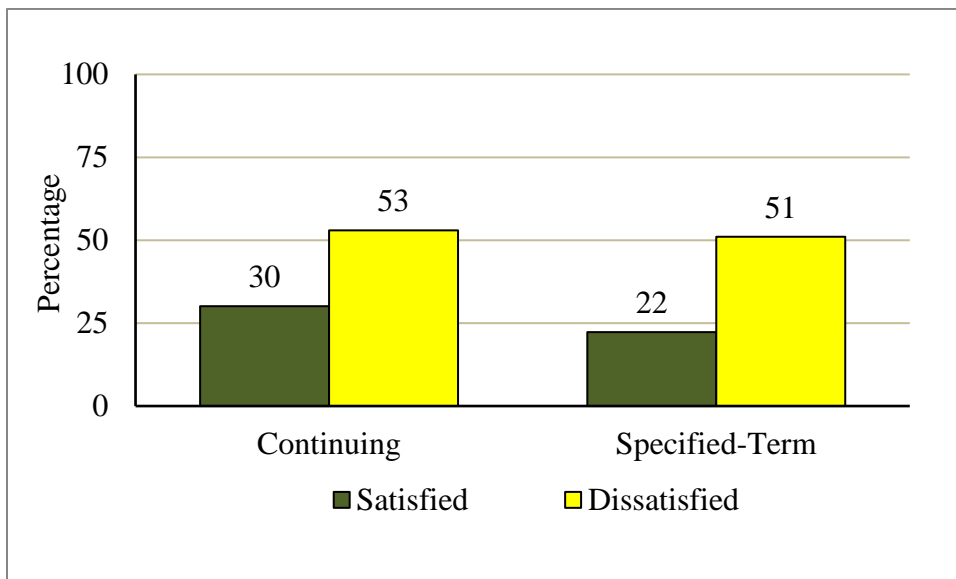
m. Overall benefits

Figure 13: How satisfied are you with the level of support for overall benefits at W&M?
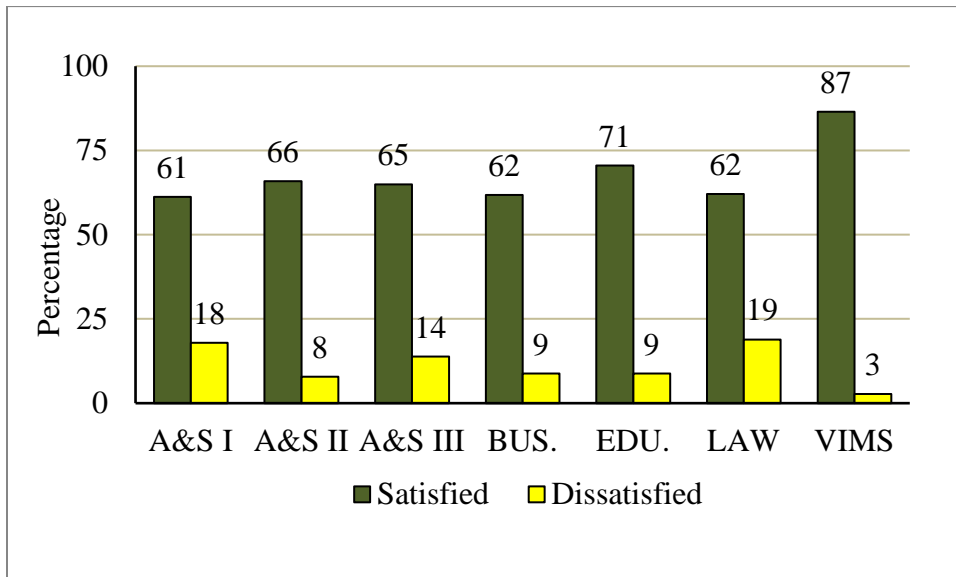
n. Tuition benefits for dependents

**Figure 14: How satisfied are you with the level of support
for tuition benefits for dependents at W&M?**
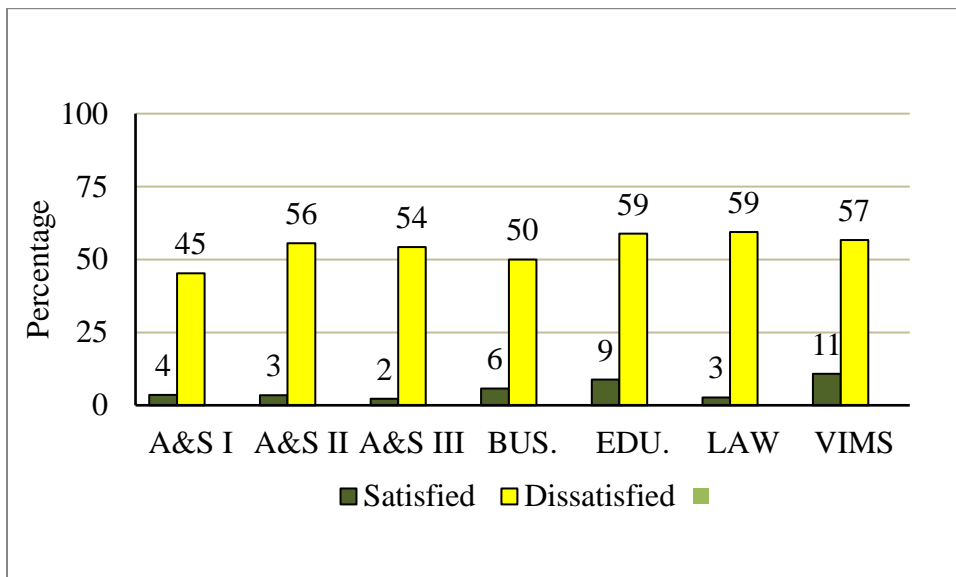
o.   Ability to manage workload, stress, and burnout

**Figure 15: How satisfied are you with your ability to manage
workload, stress, and burnout at W&M?**
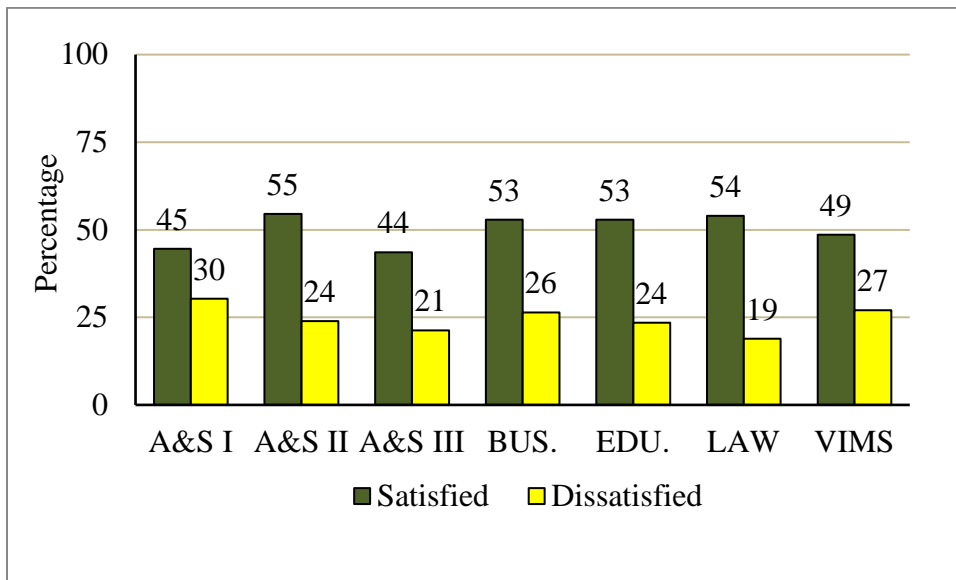
p.   Expectations for balancing and integrating teaching and scholarship

**Figure 16: How satisfied are you with expectations for balancing
and integrating teaching and scholarship at W&M?**
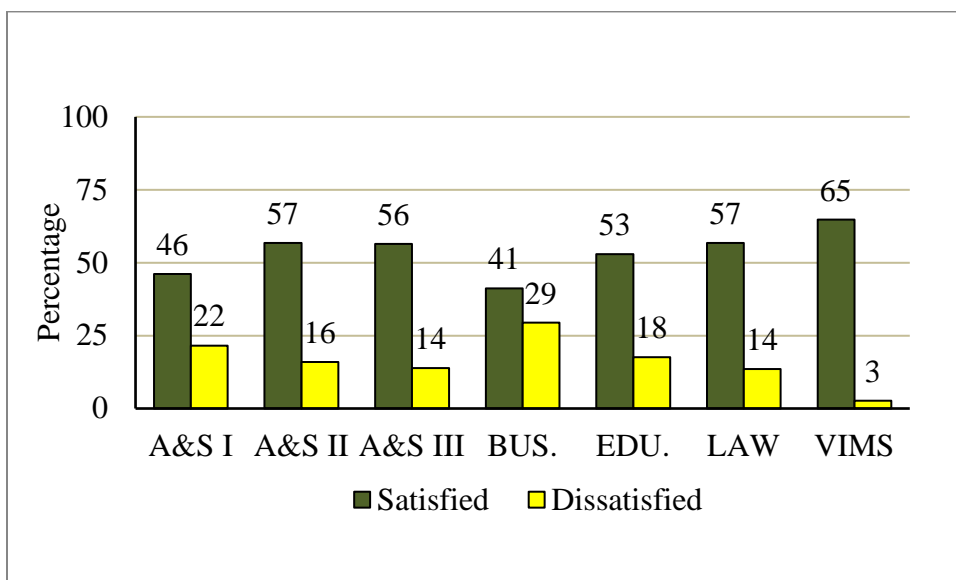
q.   *NTE inclusion (TE faculty)*

Figure 17: How satisfied are you with NTE inclusion at W&M?
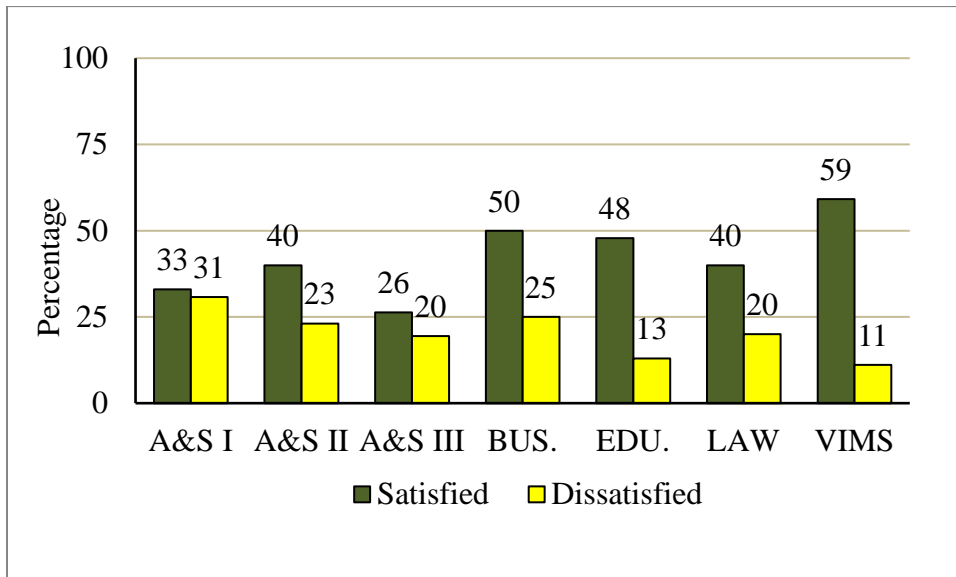
r.   *NTE inclusion (NTE faculty)*

Figure 18: How satisfied are you with NTE inclusion at W&M?
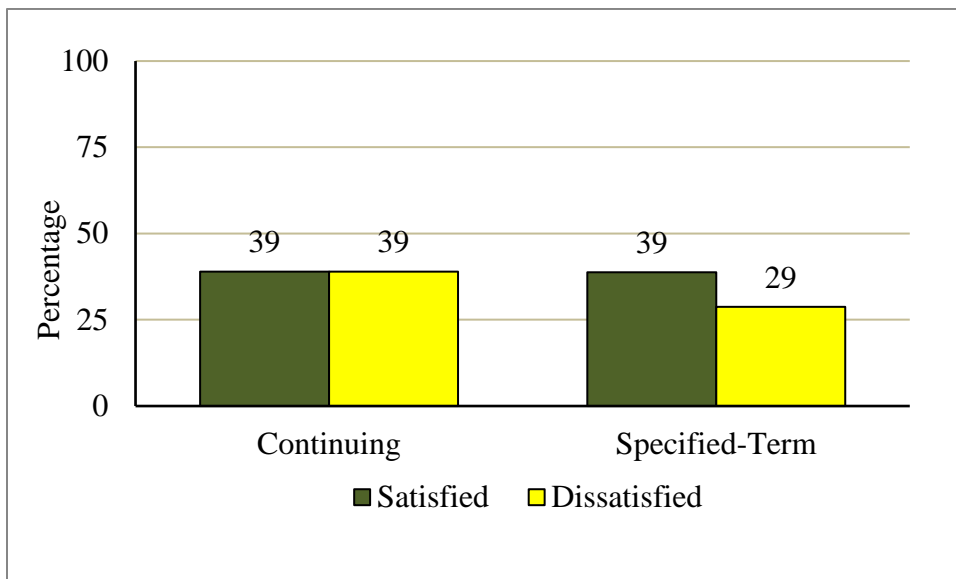
s.   *Faculty retention*

Figure 19: How satisfied are you with faculty retention at W&M?
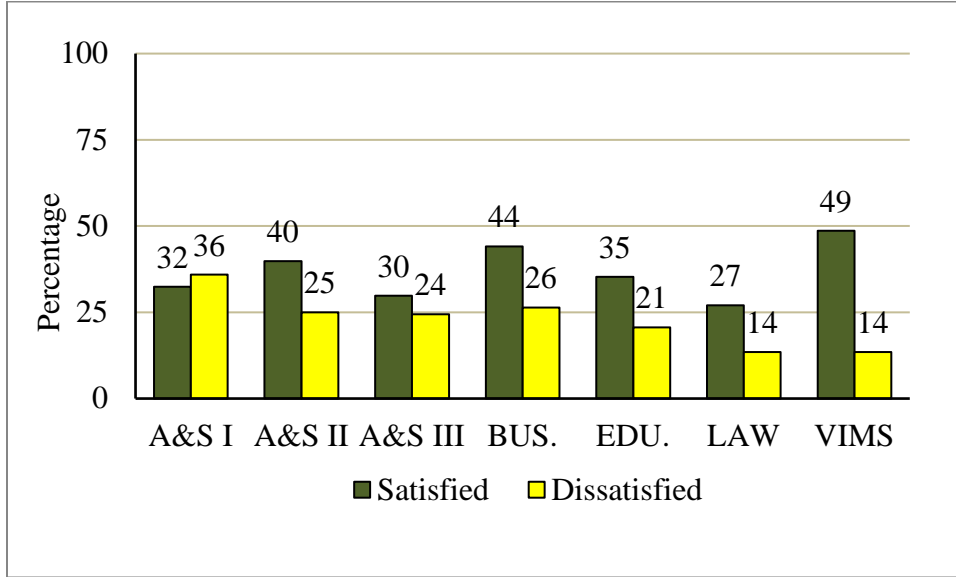
t.   *Well-being of campus community*

Figure 20: How satisfied are you with the well-being of the campus community at W&M?
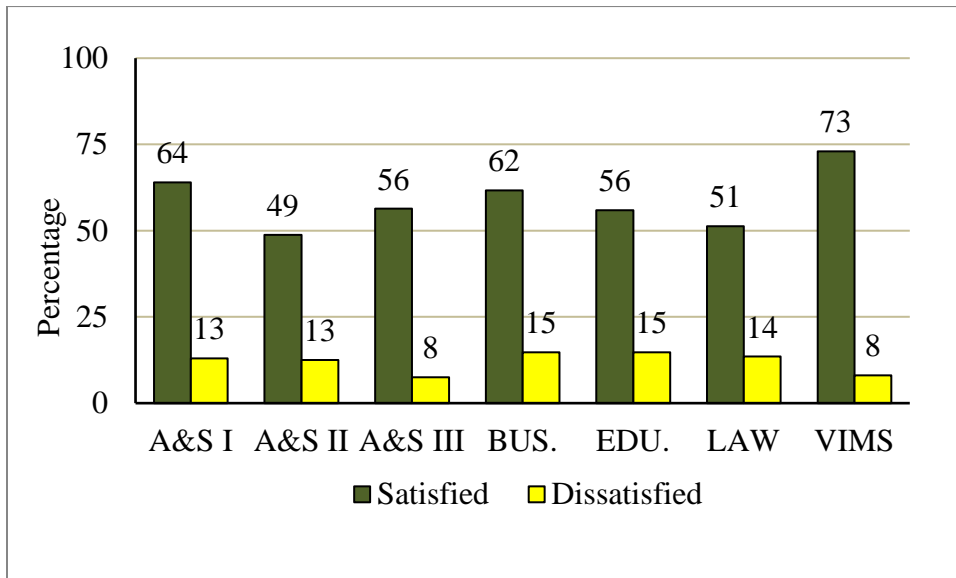
u. *Faculty collegiality and engagement*

Figure 21: How satisfied are you with faculty collegiality and engagement at W&M?
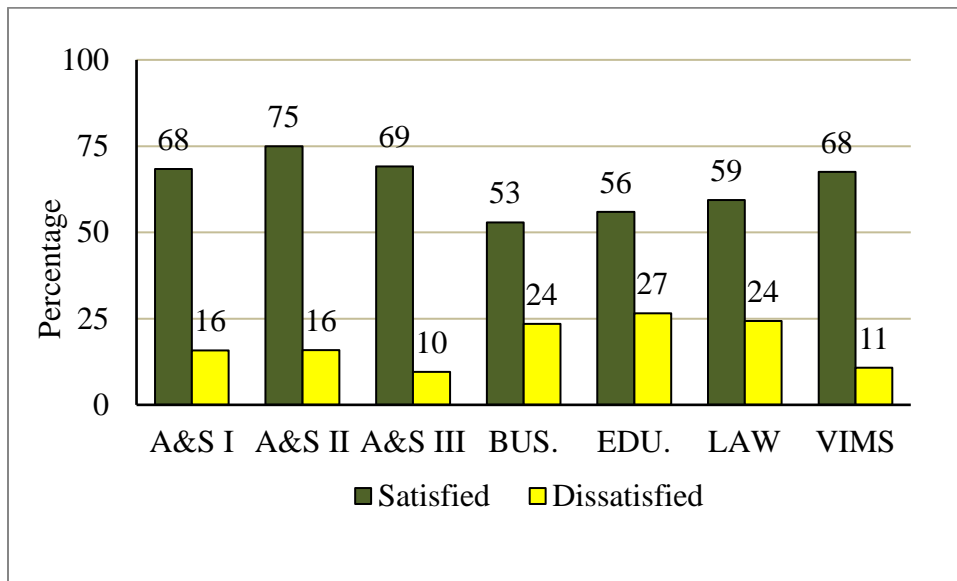
v. **Diversity & inclusion**

Figure 22: How satisfied are you with diversity & inclusion at W&M?
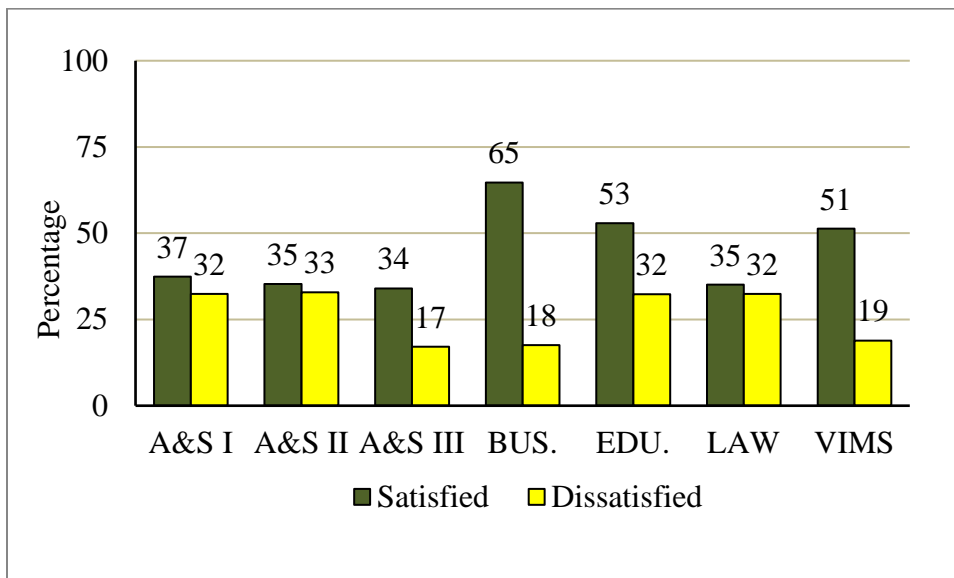
w. *Teaching Load*

Figure 23: How satisfied are you with the teaching load at W&M?
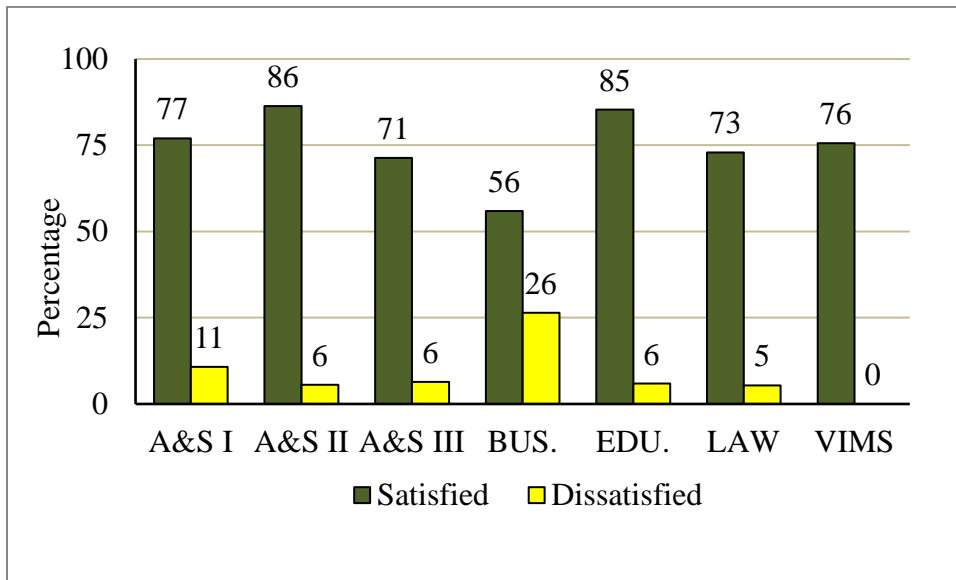
x. *NTE Ratio*

Figure 24: How satisfied are you with the NTE ratio at W&M?
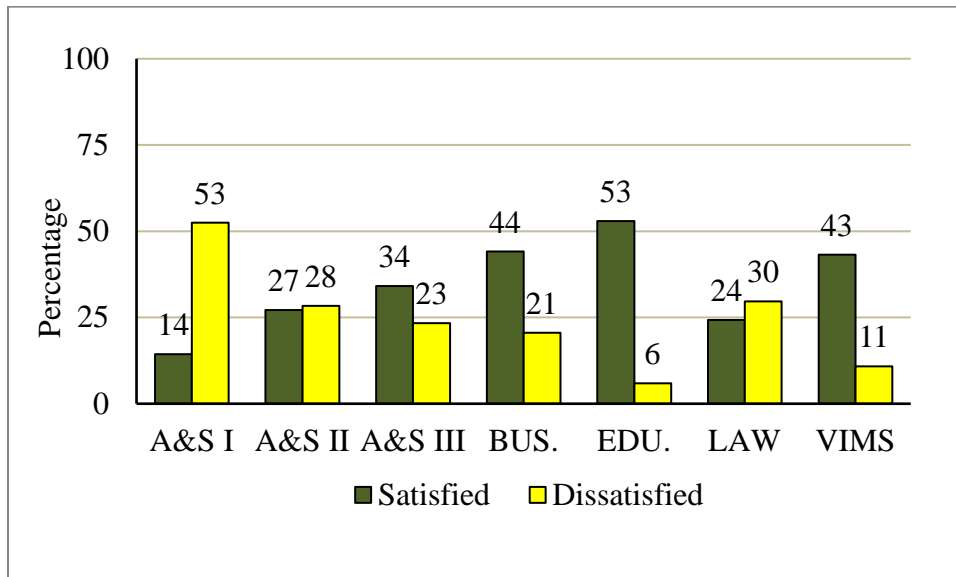
C. OVERALL JOB SATISFACTION BASED ON GENDER AND ACADEMIC RANK

In Table 8, we assessed satisfaction as a function of gender (169 women, 199 men). Because of the small number of faculty who identified as non-binary ($n = 2$), they were not included this analyses. In Table 9, TE and NTE faculty are categorized as a function of their academic rank. Responses from 2019 were compared to those from 2015. Twelve new questions were added to this section of the 2019 survey, therefore 2015 comparisons are not available for these questions. Moreover, NTE responses were not categorized as a function of employment status in 2015.

a. *Job satisfaction: Responses grouped by gender*

Table 8: Job Satisfaction Grouped by Gender

	Percentage of faculty satisfied with each of the following aspects of their work:			
	Women		**Men**	
	Satisfied	**Dissatisfied**	**Satisfied**	**Dissatisfied**
Level of support of summer grants	28.3%	28.9%	30.6%	16.0%
Travel Support	38.6%	34.3%	34.2%	28.6%
Overall Research Support	35.5%	30.7%	44.3%	22.1%
Teaching Support	60.9%	16.3%	59.8%	9.0%
Availability of Classroom space	53.0%	24.1%	65.8%	18.6%
Secretarial/office support	72.9%	13.2%	69.9%	12.5%
Spouse/partner support	11.4%	29.0%	17.1%	23.7%
Caregiver support	29.5%	16.2%	27.6%	9.0%
Salaries, general	24.7%	56.1%	30.1%	35.7%
Salaries, personal	36.1%	44.0%	40.7%	37.2%
Overall Benefits	72.3%	7.8%	65.8%	14.1%
Tuition Benefits	2.4%	51.8%	6.5%	54.3%
Ability to Manage Workload and Stress	47.6%	26.5%	53.8%	23.1%
Expectations for Balancing and Integrating Teaching and Scholarship	50.0%	21.7%	59.3%	10.5%
NTE Inclusion	36.1%	29.5%	41.3%	23.6%
Faculty Retention	32.5%	24.7%	44.7%	23.6%
Well-being of Campus Community	59.6%	13.8%	63.8%	8.5%
Faculty Collegiality	69.9%	15.7%	70.4%	13.1%
Diversity and Inclusion	33.7%	35.5%	43.8%	22.1%
Teaching Load	79.5%	10.8%	78.9%	5.5%
Ratio of NTE to TE Faculty	29.5%	33.7%	29.6%	29.6%

b. Job satisfaction: Responses grouped by academic rank

Table 9: Job Satisfaction for each Work Category
Grouped by Academic Rank

Percentage of faculty satisfied with each of the following aspects of their work:				
	2019		**2015**	
Academic Rank	**Satisfied**	**Dissatisfied**	**Satisfied**	**Dissatisfied**
Level of support of summer grants				
Assistant Professors	48%	23%	39%	39%
Associate Professors	27%	35%	21%	38%
Full Professors	38%	19%	33%	29%
Specified-term NTE	14%	54%	8%	13%
Continuing NTE	10%	70%		
Support for Travel				
Assistant Professors	41%	20%	31%	47%
Associate Professors	36%	39%	28%	50%
Full Professors	39%	33%	36%	39%
Specified-term NTE	30%	18%	40%	26%
Continuing NTE	34%	31%		
Overall Research Support				
Assistant Professors	55%	29%		
Associate Professors	38%	34%		
Full Professors	46%	31%		
Specified-term NTE	20%	14%		
Continuing NTE	25%	22%		
Teaching support (Faculty Development)				
Assistant Professors	63%	11%	61%	12%
Associate Professors	62%	14%	55%	13%
Full Professors	63%	10%	63%	8%
Specified-term NTE	53%	13%	48%	14%
Continuing NTE	51%	19%		
Availability of Classroom space				
Assistant Professors	66%	20%	61%	12%
Associate Professors	50%	29%	33%	50%
Full Professors	63%	20%	53%	24%
Specified-term NTE	56%	21%	69%	14%
Continuing NTE	63%	20%		

Percentage of faculty satisfied with each of the following aspects of their work:				
	2019		**2015**	
Academic Rank	**Satisfied**	**Dissatisfied**	**Satisfied**	**Dissatisfied**
Secretarial/office support				
Assistant Professors	70%	20%	65%	22%
Associate Professors	66%	18%	53%	26%
Full Professors	64%	17%	69%	13%
Specified-term NTE	76%	9%	74%	11%
Continuing NTE	70%	15%		
Spouse/partner support				
Assistant Professors	13%	36%	12%	29%
Associate Professors	10%	33%	14%	35%
Full Professors	20%	27%	21%	26%
Specified-term NTE	8%	19%	21%	16%
Continuing NTE	17%	17%		
Caregiver Support				
Assistant Professors	27%	7%	16%	14%
Associate Professors	23%	20%	14%	21%
Full Professors	35%	13%	29%	11%
Specified-term NTE	24%	11%	11%	6%
Continuing NTE	18%	9%		
Salaries, generally				
Assistant Professors	34%	47%	18%	51%
Associate Professors	43%	48%	21%	49%
Full Professors	29%	45%	24%	50%
Specified-term NTE	26%	38%	29%	34%
Continuing NTE	27%	49%		
Salaries, personal				
Assistant Professors	34%	45%	26%	53%
Associate Professors	33%	42%	27%	40%
Full Professors	35%	35%	47%	39%
Specified-term NTE	23%	51%	28%	53%
Continuing NTE	31%	53%		
Overall Benefits				
Assistant Professors	75%	11%		
Associate Professors	60%	13%		
Full Professors	68%	11%		
Specified-term NTE	59%	18%		
Continuing NTE	76%	9%		

Percentage of faculty satisfied with each of the following aspects of their work:				
	2019		**2015**	
Academic Rank	**Satisfied**	**Dissatisfied**	**Satisfied**	**Dissatisfied**
Tuition Benefits				
Assistant Professors	0%	55%		
Associate Professors	3%	63%		
Full Professors	5%	58%		
Specified-term NTE	23%	28%		
Continuing NTE	36%	51%		
Ability to Manage Workload and Stress				
Assistant Professors	54%	21%		
Associate Professors	38%	32%		
Full Professors	51%	24%		
Specified-term NTE	58%	20%		
Continuing NTE	48%	22%		
Expectations for Balancing and Integrating Teaching and Scholarship				
Assistant Professors	59%	16%		
Associate Professors	59%	21%		
Full Professors	66%	16%		
Specified-term NTE	29%	13%		
Continuing NTE	37%	19%		
NTE Inclusion				
Assistant Professors	34%	34%		
Associate Professors	30%	23%		
Full Professors	43%	19%		
Specified-term NTE	39%	29%		
Continuing NTE	39%	39%		
Faculty Retention				
Assistant Professors	34%	27%		
Associate Professors	29%	40%		
Full Professors	41%	24%		
Specified-term NTE	33%	16%		
Continuing NTE	36%	19%		
Well-being of Campus Community				
Assistant Professors	61%	4%		
Associate Professors	42%	19%		
Full Professors	61%	13%		
Specified-term NTE	71%	5%		
Continuing NTE	66%	10%		

Percentage of faculty satisfied with each of the following aspects of their work:				
	2019		**2015**	
Academic Rank	**Satisfied**	**Dissatisfied**	**Satisfied**	**Dissatisfied**
<u>Faculty Collegiality</u>				
Assistant Professors	71%	9%		
Associate Professors	64%	23%		
Full Professors	66%	17%		
Specified-term NTE	78%	9%		
Continuing NTE	63%	17%		
<u>Diversity & Inclusion</u>				
Assistant Professors	39%	34%		
Associate Professors	24%	44%		
Full Professors	42%	19%		
Specified-term NTE	55%	23%		
Continuing NTE	49%	27%		
<u>Teaching Load</u>				
Assistant Professors	84%	7%		
Associate Professors	80%	6%		
Full Professors	84%	4%		
Specified-term NTE	64%	19%		
Continuing NTE	61%	12%		
<u>NTE to TE Ratio</u>				
Assistant Professors	34%	21%		
Associate Professors	22%	45%		
Full Professors	29%	33%		
Specified-term NTE	28%	20%		
Continuing NTE	37%	20%		

IV.   FACULTY RETENTION

This section of the survey asked faculty whether they are currently in the job market and if they have contemplated leaving William & Mary over the past three years (Tables 10 and 11) and if so, about their reasons for such contemplation (Table 14). Table 11 groups NTE faculty into continuing and specified term to determine whether sentiments were consistent across these groups. Tables 12 and 13 are included for comparison from the 2015 survey.

A.   Faculty Who Have Considered Leaving

Table 10:
TE & NTE[3] faculty who are Considering Leaving W&M

	% TE	*n*	% NTE	*n*
I am currently on the job market.	22%	71	29%	40
I have considered leaving WM.	47%	150	55%	77

Table 11:
NTE Faculty who are Considering Leaving W&M

	% Continuing	*n*	% Specified Term	*n*
I am currently on the job market.	33%	15	32%	25
I have considered leaving WM.	61%	35	52%	41

B.   Faculty Who Have Considered Leaving (2015 Survey)

Table 12:
TE & NTE[4] faculty who are Considering Leaving W&M

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

Table 13:
NTE Faculty who are Considering Leaving W&M

	% Continuing	*n*	% Specified Term	*n*
I am currently on the job market.	17%	15	60%	25
I have considered leaving WM.	63%	35	74%	41

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[3] Five TE and four NTE professors did not indicate whether they were on the job market and three TE and three NTE professors did not indicate whether they had considered leaving W&M in the past three years.

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

Reasons Why Faculty Consider Leaving W&M

Faculty who indicated that had considered leaving over the past three years were asked to indicate which of the options listed in Table 14 reflected their reasons for wanting to leave. Faculty could choose multiple answers. Fifty-two faculty indicated that there were "other reasons" beyond those listed. When asked to elaborate, six themes emerged; faculty indicated frustrations with 1) the lack of leadership from various levels of administration; 2) increased expectations and workload; 3) lack of belonging, equity, and inclusion 4) lack of institutional support for professional development and growth. Additionally, specified term NTEs indicated the need for a permanent position.

Table 14: Reasons why TE and NTE Faculty Considered Leaving W&M in the Past Three Years

| Faculty Retention	Please indicate why you have considered leaving your position at William & Mary. (check all that apply)					
	TE		Continuing NTE		Specified-term NTE	
	% Yes	*n*	% Yes	*n*	% Yes	*n*
Desire for reduced teaching load	8%	11	14%	5	19%	7
Desire to join a department or school that places more emphasis on my research specialty.	25%	36	9%	3	16%	6
Dissatisfaction with my salary at W&M	72%	105	62%	22	62%	23
Dissatisfaction with the level of collegiality in my department or school	19%	27	29%	10	14%	5
Dissatisfaction with the research support that I receive	38%	56	20%	7	24%	9
Desire for a tenure-eligible position	0%	0	46%	16	43%	16
Tuition benefits for dependents	28%	41	34%	12	11%	4
Spouse/partner hiring issue	13%	19	17%	6	14%	5
Other reason	34%	49	37%	13	32%	12

Note: percentages are based on the number of faculty who indicated they had considered leaving; people could choose multiple answers.

V: FACULTY EVALUATION

This section focused on the extent to which faculty felt that they are fairly evaluated during the merit process in their department or school, and the degree to which performance standards were clear for tenure and promotion in their department or school. Response options were: "Strongly Agree", "Agree", "Neither Agree nor Disagree", "Disagree", and "Strongly Disagree." In the graphs that follow, NTE responses are combined with TE data for the questions about merit evaluation (Figure 25) and clarity of standards for promotion (Figure 17) and only TE data are shown for clarity of tenure standards (Figure 16). In the tables, faculty are divided by rank (for TE faculty) and appointment category (for NTE faculty).
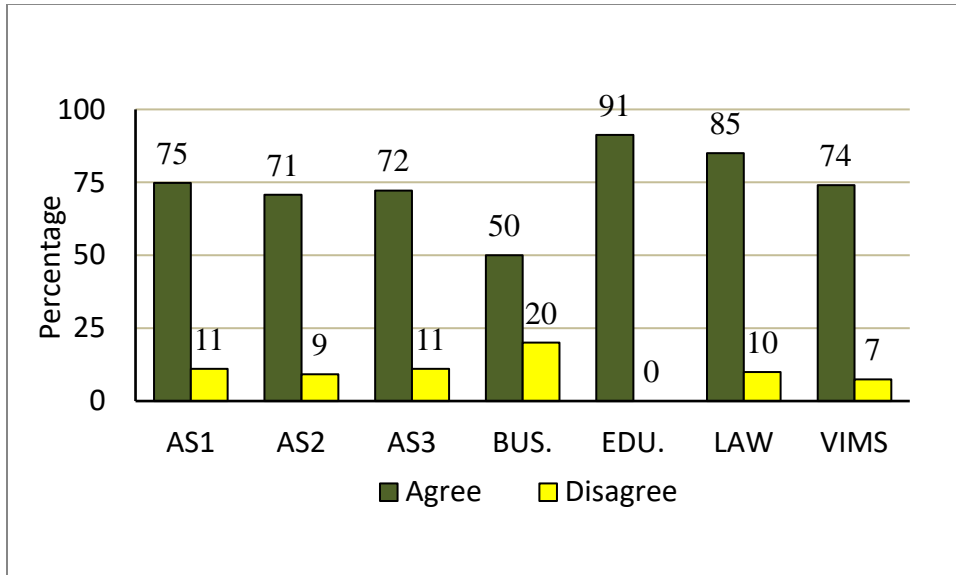
A. Fair Evaluation for Merit

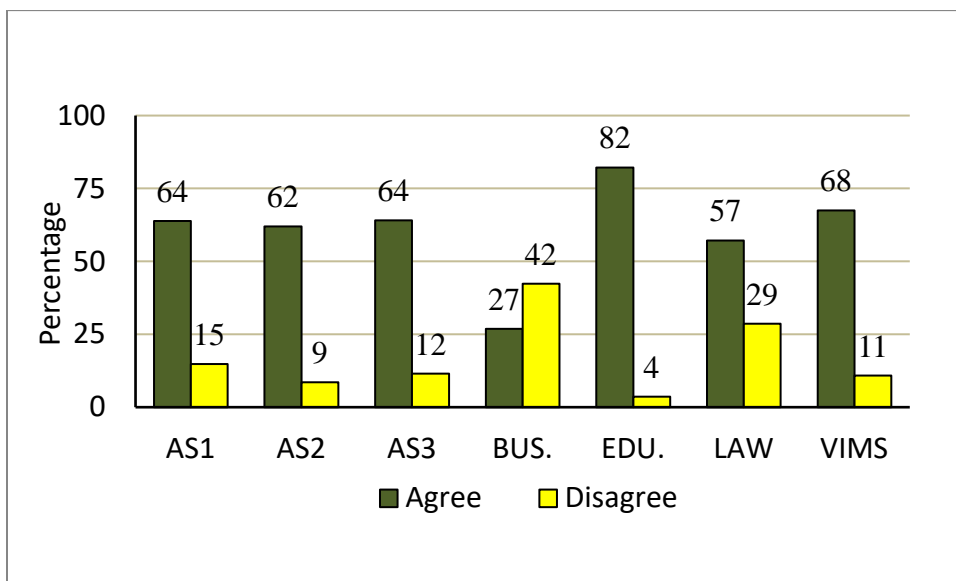**Figure 25: Fair Evaluation during the Merit Process**
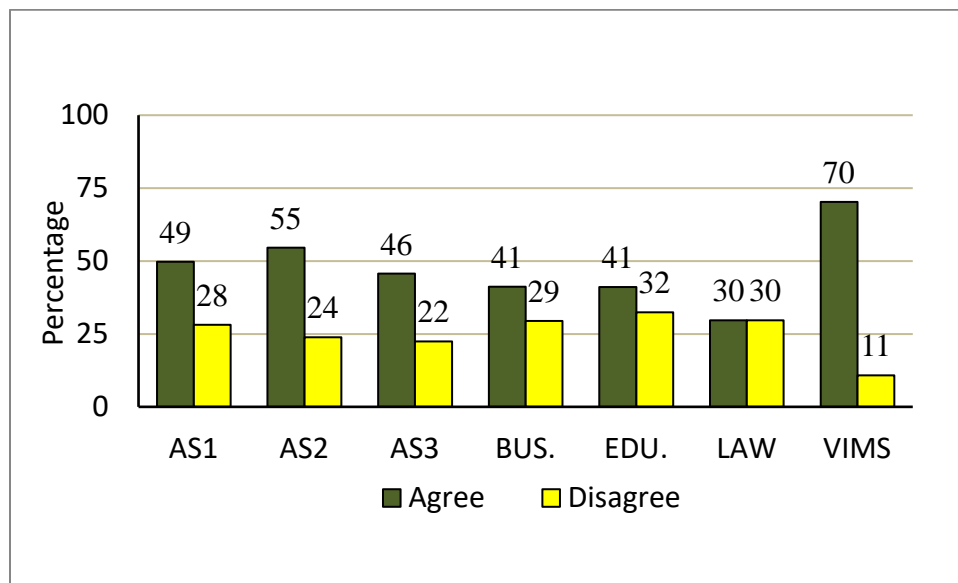
B.   Performance Standards Clear for Tenure (TE only)

Figure 26: Performance Standards Clear for Tenure; TE Faculty Only

C.   Performance Standards Clear for Promotion (TE & Continuing NTE)

Figure 27: Performance Standard Clear for Promotion; TE and Continuing NTE Faculty

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

Table 15 shows the degree to which faculty agree that they are fairly evaluated for merit, and performance standards are clear for tenure and promotion as a function of academic rank. Only the tenured and tenure-eligible faculty were asked the degree to which they agreed that performance standards are clear for tenure and only continuing NTEs were included in the analyses that asked about clarity of performance standards for promotion.

Table 15: Faculty Evaluation Grouped by Academic Rank

	Fairly Evaluated during Merit Process		Performance Standards are clear for Tenure		Performance Standards are clear for Promotion		
Academic Rank	**Agree**	**Disagree**	**Agree**	**Disagree**	**Agree**	**Disagree**	***n***
Assistant Professors	50%	16%	57%	12%	54%	12%	56
Associate Professors	51%	24%	73%	14%	64%	14%	94
Full Professors	51%	32%	80%	7%	76%	8%	167
NTE: Continuing	39%	29%	N/A	N/A	29%	34%	57
NTE: Specified-term	51%	15%	N/A	N/A	N/A	N/A	78

E. Faculty Evaluation: Responses Grouped by Gender

Table 16 shows faculty perceptions of merit evaluations and tenure and promotion standards by women ($n = 166$) and men ($n = 199$).

Table 16: Faculty Evaluation grouped by Gender

	Fairly Evaluated during Merit Process		Performance Standards are clear for Tenure		Performance Standards are clear for Promotion	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Women	46%	31%	62%	12%	56%	26%
Men	57%	21%	67%	11%	58%	12%

VI.   RESEARCH & GRANT SUPPORT

This section of the survey asked faculty about the type of grant support they have received over the past three years (Table 17) and their level of satisfaction with the services provided by various offices across campus in identifying potential funding sources and in managing grants (Table 18).

A.   Types of External Research Grants Awarded

Of the 463 faculty members who responded to this question, 272[5] indicated that they had received at least one external grant over the last three years and 261 indicated that they received an internal grant.

Table 17: Research Grants grouped by Academic Area or School

Academic Area	Have you received funding for your work from the following agencies?								Total
	Foundation		Internal		Federal		Business/Industry		
	% Yes	n	% Yes	n	% Yes	n	% Yes	n	n
A&S Humanities	37%	51	61%	85	13%	18	6%	8	139
A&S Social Sciences	46%	40	61%	54	27%	24	10%	9	88
A&S Natural Sciences	46%	43	55%	52	56%	53	19%	18	94
School of Business	38%	13	38%	13	9%	3	21%	7	34
School of Education	47%	16	38%	13	29%	10	12%	4	34
School of Law	30%	11	60%	22	11%	4	14%	5	37
School of Marine Sciences/ VIMS	73%	27	49%	18	97%	36	41%	15	37
Total		203		261		149		66	463

B.   Satisfaction with Support for Managing External Research Grants: Responses Grouped by Academic Area or School

All respondents were asked whether they were satisfied with the support they received in identifying and applying for grants. Next the 272 respondents, who indicated that they had received at least one external grant in the past three years, additionally were asked how satisfied they were with the support they received from the Office of Sponsored Projects, Human Resources, and Accounts Payable in managing their grants. In Table 18, responses are divided by academic area or school. Because of the small number of respondents from the School of Business ($n = 7$), their results are not included for the last three questions.

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[5] Note that because some faculty indicated that they received grants from more than one external source, this number does not correspond with the total of individuals who received external grants in the Table 15.

Table 18:
Satisfaction with Administrative Support for Grants
by Academic Area or School

Academic Area or School	Satisfied	Dissatisfied	*n*
Satisfaction with Support Received for Identifying Grants			
A&S Humanities	26%	24%	139
A&S Social Sciences	26%	17%	88
A&S Natural Sciences	33%	13%	94
School of Business	6%	12%	34
School of Education	12%	53%	34
School of Law	30%	8%	37
School of Marine Sciences/ VIMS	46%	32%	37
Satisfaction with Support Received for Applying for Grants			
A&S Humanities	22%	22%	139
A&S Social Sciences	27%	18%	88
A&S Natural Sciences	48%	18%	94
School of Business	3%	12%	34
School of Education	18%	53%	34
School of Law	19%	11%	37
School of Marine Sciences/ VIMS	32%	40%	37
Satisfaction with the Office of Sponsored Programs			
A&S Humanities	13%	7%	60
A&S Social Sciences	22%	10%	48
A&S Natural Sciences	48%	15%	67
School of Education	15%	35%	22
School of Law	3%	8%	10
School of Marine Sciences/ VIMS	19%	54%	37
Satisfaction with Human Resources			
A&S Humanities	7%	11%	53
A&S Social Sciences	3%	16%	35
A&S Natural Sciences	16%	19%	51
School of Education	9%	35%	18
School of Law	3%	5%	10
School of Marine Sciences/ VIMS	14%	57%	35
Satisfaction with Accounts Payable			
A&S Humanities	12%	12%	61
A&S Social Sciences	11%	14%	41
A&S Natural Sciences	15%	17%	51
School of Education	9%	26%	21
School of Law	8%	3%	12
School of Marine Sciences/ VIMS	46%	14%	34

VII. UNIVERSITY GOVERNANCE & ADMINISTRATION

Table 19 compiles responses to questions regarding faculty satisfaction with the central administration (i.e., President, VPs, Provost, BOV etc.) over the past academic year for TE and NTE faculty. Responses from 2019 were compared to those from 2015, which asked about faculty satisfaction over the previous three years. Five new questions were added to this section of the 2019 survey, therefore 2015 comparisons are not available for these questions.

Table 19: TE and NTE Faculty Members' Satisfaction with the Record of Central Administration

How satisfied are you with the record of the central administration in the following areas:	2019				2015			
	NTE		TE		NTE		TE	
	Satisfied	Dissatisfied	Satisfied	Dissatisfied	Satisfied	Dissatisfied	Satisfied	Dissatisfied
Representation to External Constituencies	37%	6%	39%	8%	36%	8%	38%	14%
Developing Partnerships with R&D Entities	12%	3%	11%	12%				
Setting Priorities for Building Repair & Construction	27%	21%	31%	21%	27%	15%	34%	21%
Establishing Budget Priorities	17%	20%	21%	30%	24%	29%	22%	32%
Commitment to Improving Faculty Compensation & Salary	17%	37%	21%	41%	29%	33%	51%	26%
Communication with Faculty	48%	15%	42%	21%	24%	29%	40%	34%
Consultation on Policy Decisions	29%	14%	29%	24%	34%	22%	26%	39%
Faculty inclusion in Administrative Searches	30%	9%	37%	19%	30%	10%	34%	17%
Support for Teaching	42%	12%	55%	9%	62%	12%	60%	16%
Setting Appropriate Goals for Research	19%	6%	26%	16%	29%	17%	29%	41%
Support for Graduate and Professional Programs	22%	11%	22%	25%	32%	14%	24%	26%
Support for Faculty Role in Shared Governance	35%	9%	38%	22%	36%	19%	37%	24%
Securing Increased Private Giving	26%	5%	39%	12%				
Encouraging Broad Viewpoints about University Priorities	40%	15%	39%	15%				
Protecting Free Speech and Academic Freedom	45%	12%	44%	14%				
Accountability for Increasing W&M's Research Output	19%	4%	17%	20%				
Overall satisfaction with Administration	47%	17%	46%	18%	51%	20%	42%	30%

VIII. GOALS & MISSION OF THE UNIVERSITY

Table 20 compiles responses to questions regarding the extent to which William & Mary is achieving a range of goals. Response choices included "Strongly Agree", "Agree", "Neither Agree nor Disagree", "Disagree", "Strongly Disagree", and "Not Sure". This was the first time these questions were asked. Responses for NTE and TE faculty are included below. The category "Agree" includes all of those who indicated that they strongly agree or agree with each statement, whereas the category "Disagree" includes those who indicated that they strongly disagree or disagree with each statement.

Table 20: TE and NTE Faculty Members' Perceptions of whether William & Mary is Achieving its Mission & Goals

In pursuing its mission, do you agree that WM is currently achieving the following goals:	NTE			TE		
	Agree	**Disagree**	**Not Sure**	**Agree**	**Disagree**	**Not Sure**
Attracting outstanding students	77%	4%	2%	82%	6%	2%
Attracting faculty who are nationally and internationally recognized	54%	9%	9%	56%	17%	3%
Attracting faculty who value teaching	60%	12%	9%	78%	6%	3%
Providing a challenging Liberal Arts & Sciences curriculum that encourages creativity	64%	7%	10%	63%	8%	10%
Providing a challenging Liberal Arts & Sciences curriculum that encourages independent thought	64%	9%	9&	61%	9%	10%
Providing a challenging Liberal Arts & Sciences curriculum that encourages depth, breadth, and curiosity	63%	9%	9%	65%	9%	9%
Offering high quality graduate and professional programs that prepare students for intellectual leadership	45%	8%	20%	46%	12%	20%
Offering high quality graduate and professional programs that prepare students for professional leadership	45%	6%	23%	43%	9%	24%
Offering high quality graduate and professional programs that prepare students for public leadership	41%	4%	25%	37%	10%	24%
Instilling a concern for the human condition in students	55%	8%	14%	47%	8%	17%
Instilling a concern for public well-being	59%	6%	12%	53%	9%	12%
Instilling a life-long commitment to learning in students	62%	7%	12%	59%	6%	13%
Using the scholarship and skills of its faculty and students to address specific real-world problems	56%	4%	14%	52%	10%	11%

IX.   DISCRIMINATION & UNIVERSITY CLIMATE

This section of the survey asked faculty whether they had ever witnessed discrimination at William & Mary, how often they had assisted students who had experienced discrimination or sexual assault, and how often they had experienced discrimination themselves. Response options for these questions were "Very Often", "Often", "Sometimes", "Seldom", and "Never." This is the first time these questions were asked.

A.   Witnessed Discrimination at William & Mary

Table 21 compiles data for the all of the faculty combined. Figure 28 categorizes faculty by race for the question of whether they have witnessed discrimination based on race, and Figure 29 categorizes faculty by gender for the question of whether they had witnessed discrimination based on gender.

a. Witnessed Discrimination; Faculty as a whole

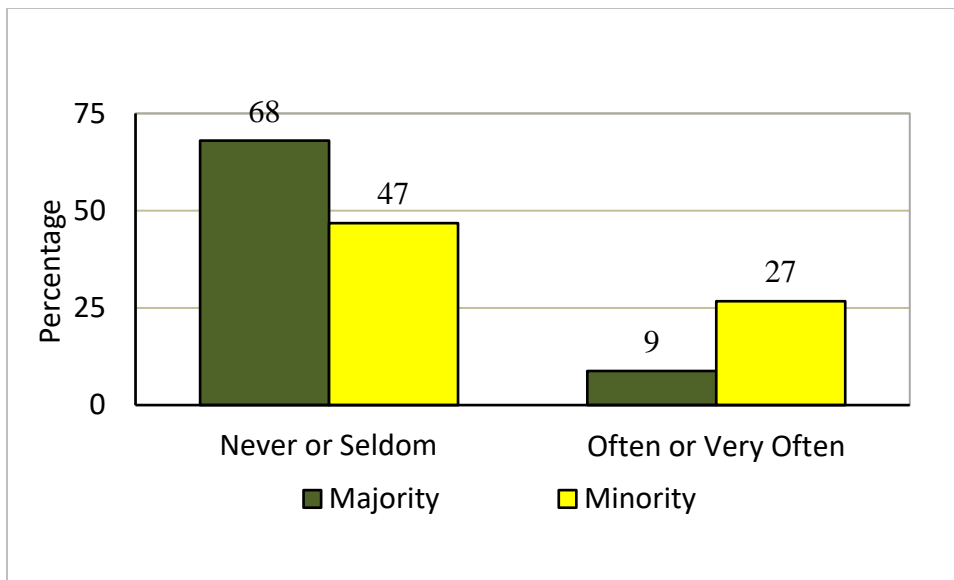**Table 21: The Extent to which Faculty have Witnessed Discrimination**

At William & Mary, how often have you witnessed discrimination based on:	Never	Seldom	Sometimes	Often	Very Often
Race	41%	26%	22%	8%	3%
Gender	33%	25%	26%	12%	4%
Ideology	40%	24%	28%	6%	2%
Religion	56%	25%	15%	4%	0%
Sexual Orientation	56%	25%	16%	2%	1%
Other Identities	60%	22%	13%	2%	2%

*Note – Percentages may not add to 100% due to rounding

b. *Witnessed discrimination based on race: Responses grouped by majority/minority racial status*

Figure 28 shows faculty's responses as a function of their racial background. Because of the small number of minority respondents, respondents were divided into "Majority (White; $n = 303$) and minority (non-White; $n = 40$) categories for this analysis.

Figure 28: How often have you witnessed discrimination based on race?

c. Witnessed discrimination based on gender: Responses grouped by gender

Figure 29 shows how often male and female faculty indicated that they witnessed discrimination based on gender. Only those who indicated their gender were categorized (164 women, 198 men). Because of the small number of faculty who identified as non-binary (*n* = 2), they were not included in this analysis.

Figure 29: How often have you witnessed discrimination based on gender?
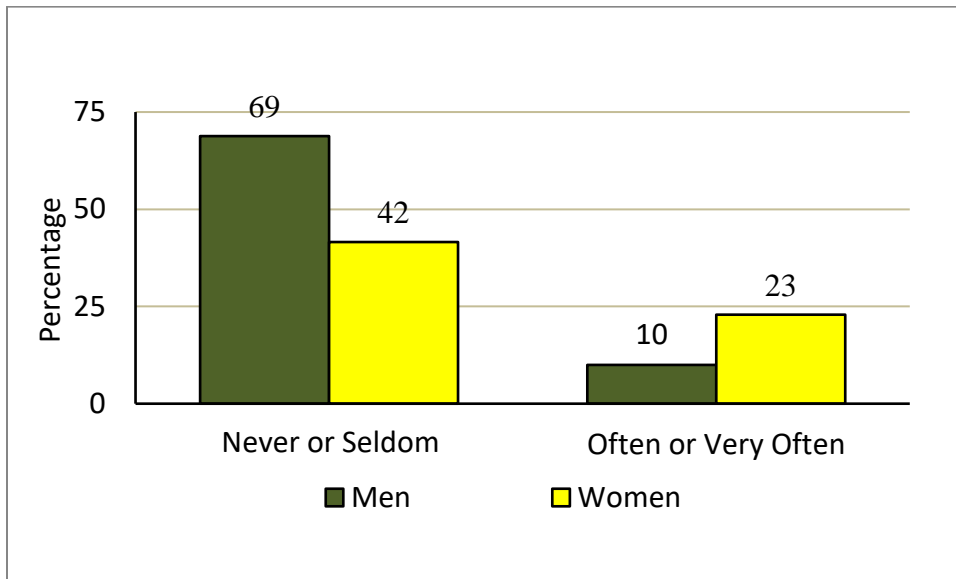
B. Assisted Students who had Experienced Discrimination or Sexual Assault

Table 22: The Extent to which Faculty have Assisted Students who have Experienced Discrimination or Sexual Assault *

At William & Mary, how often have you …	Never	Seldom	Sometimes	Often	Very Often
assisted a student who had experienced discrimination?	42%	28%	22%	6%	2%
reported an incident of discrimination to a campus authority?	78%	14%	6%	1%	1%
counseled a student who had experienced sexual assault	74%	18%	8%	0%	0%

*Note: percentages may not add to 100% due to rounding

C.   How often Faculty Members have Experienced Discrimination

a.   Experienced discrimination: Responses grouped by academic rank

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**Table 23: The Extent to which Faculty have Experienced Discrimination by Academic Rank***

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Academic Rank	At William & Mary, how often have you experienced discrimination or felt excluded because of your identity?				
	Never	Seldom	Sometimes	Often	Very Often
Assistant Professors	68%	9%	15%	6%	2%
Associate Professors	60%	15%	18%	4%	2%
Full Professors	60%	16%	19%	3%	2%
NTE: Continuing	72%	8%	15%	5%	0%
NTE: Specified-term	75%	8%	15%	1%	1%

*Note: percentages may not add to 100% due to rounding

b.   Experienced discrimination: Responses grouped by majority/minority racial status

Figure 30 shows the extent to which faculty have experienced discrimination as a function of the respondents' racial background. Because of the small number of minority respondents, faculty were divided into "majority" (White; $n = 305$) and "minority" (non-White; $n = 47$) categories for this analyses.

<div align="center">

Figure 30: How often have you experienced discrimination?

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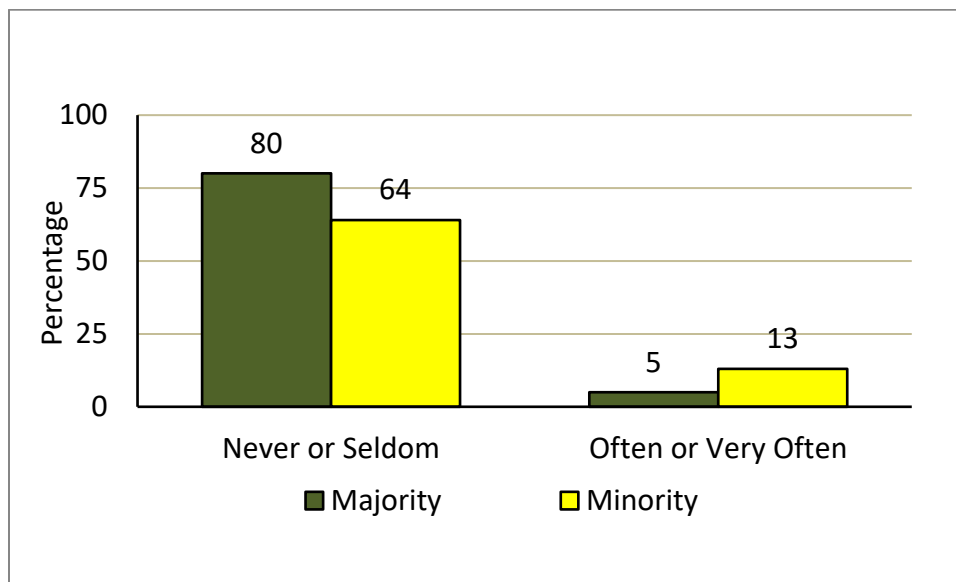
c. *Experienced discrimination: Responses grouped by gender*

Figure 31 shows how often faculty indicated that they experienced discrimination as a function of the gender of the respondents. Only those who indicated their gender were categorized (164 women, 198 men). Because of the small number of faculty who identified as non-binary (*n=2*), they were not included this analyses.

Figure 31: How often have you experienced discrimination?
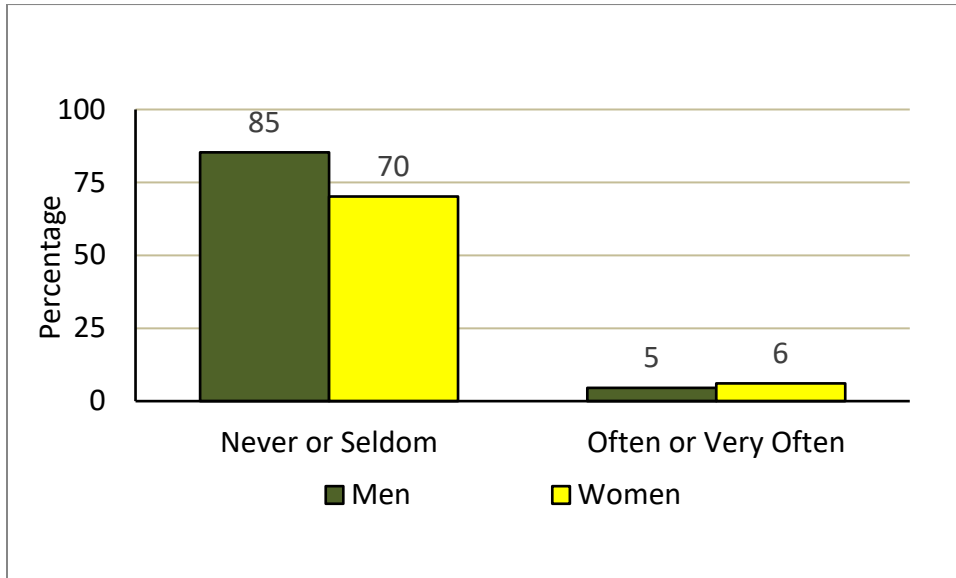
D. Self-censored or Changed Course content because of Fear Negative Reactions

The last two questions in this section asked faculty how often they have self-censored themselves in discussions of potentially controversial topics or changed course content because they feared illiberal reactions. In this section, responses are broken down by faculty rank (Table 22), then by school or academic unit (Table 23).

a. *Self-censored or changed course content: Responses grouped by academic rank*

Table 24: Self-censored or Changed Course Content by Academic Rank

	At W&M, how often have you self-censored yourself in discussions of potentially controversial topics because of social pressure or fear of administrative retaliation?		At W&M, how often have you changed course content because you feared illiberal actions by a few?	
Academic Rank	**Never/Seldom**	**Often/Very Often**	**Never/Seldom**	**Often/Very Often**
Assistant Professors	54%	18%	72%	15%
Associate Professors	52%	24%	77%	10%
Full Professors	60%	15%	83%	3%
NTE: Continuing	62%	19%	83%	4%
NTE: Specified-term	58%	21%	80%	7%

b. *Self-censored or changed course content: Responses grouped by school or academic unit*

Table 25: Self-censored or Changed Course Content by Academic Area or School

School or Academic Unit	*At W&M, how often have you self-censored yourself in discussions of potentially controversial topics because of social pressure or fear of administrative retaliation?*		*At W&M, how often have you changed course content because you feared illiberal actions by a few?*	
	Never/Seldom	Often/Very Often	Never/Seldom	Often/Very Often
A&S Humanities	52%	20%	75%	8%
A&S Social Sciences	63%	15%	79%	8%
A&S Natural Sciences	58%	25%	81%	8%
School of Business	57%	13%	77%	3%
School of Education	48%	29%	77%	6%
School of Law	37%	20%	67%	7%
School of Marine Sciences/ VIMS	73%	14%	100%	0%

VIII: BUDGET PRIORITIES

In the final section of the survey, respondents were asked to rate 19 budget items in terms of whether W&M should reduce funding, make no change in funding or increase funding for each of the items. They were then presented with a list of the items for which they had indicated "no change in funding" or "increased funding" and asked to indicate which items were the highest budget priority, the second highest priority, and the third highest priority. Figure 32 shows each of the budget items and the percentage of faculty who indicated they are the highest budget priority (green), 2nd highest budget priority (yellow) and third highest priority (white).

Figure 32: Percentage of Faculty who Chose Each Item as their First, Second, and Third Budget Priority
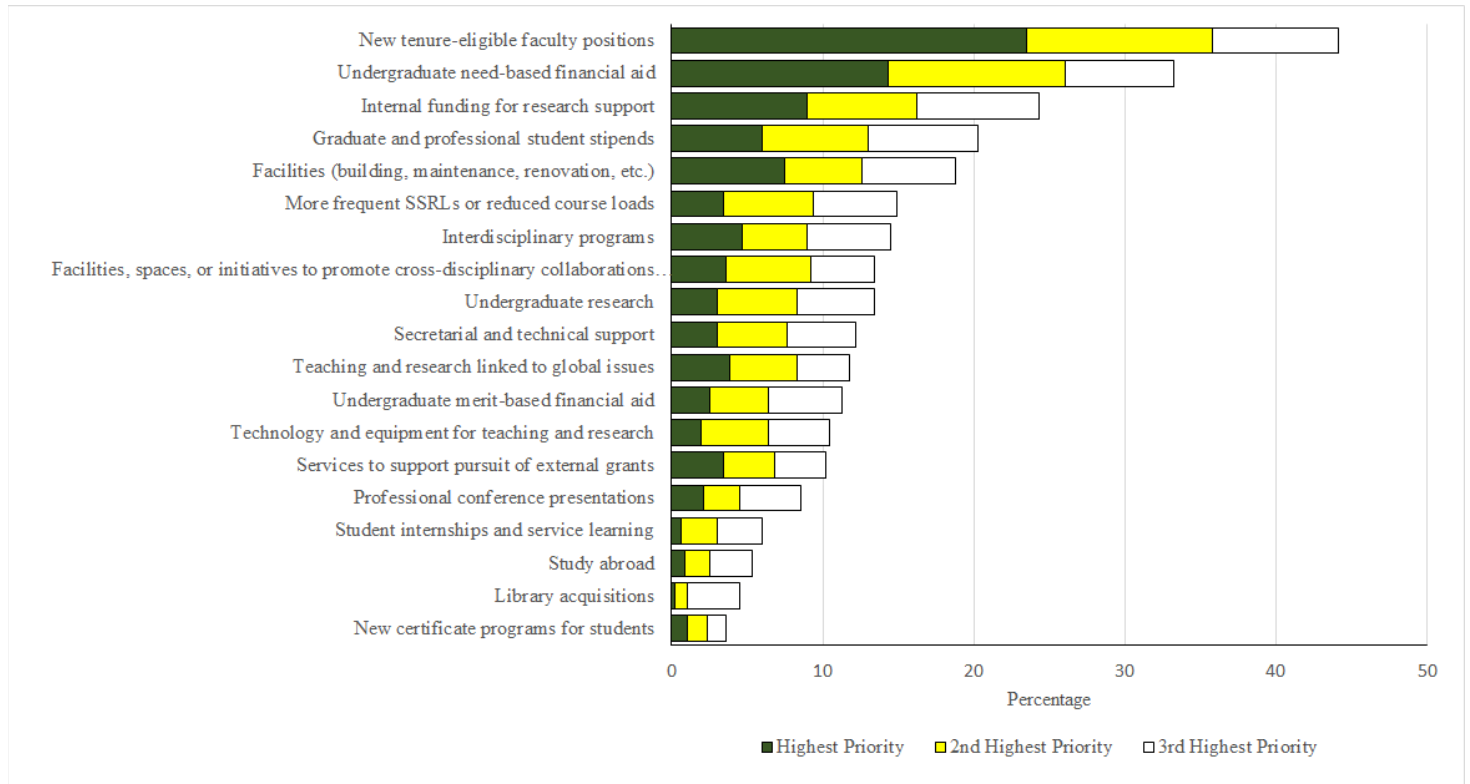
XI: FACULTY COMMENTS

Approximately, ninety faculty provided comments at the end of the survey. These comments centered around six themes:

A.   Diversity & Inclusion / Campus Climate Issues (17 comments)
Some faculty expressed frustrations about the failure of the University to address issues of diversity of religion and ideology, as well as lack of support for faculty disabilities. Some felt that there was little tolerance for conservative viewpoints on campus. Some faculty expressed concern about the poor work environment in their academic unit and indicated that they did not feel welcome on campus.

B.   University Governance & Administration (24 comments)
Faculty expressed frustration with the growth of the administration and the feeling that the administration has a "top down" approach, with little faculty governance and input – especially about academic matters. Several individuals expressed dissatisfaction with the exclusion of faculty from search processes. Others were concerned about the trend toward corporatizing the University. There was also some dissatisfaction with the Deans within academic schools or units.

C.   Educational Quality (8 comments)
Faculty expressed concern about the advertised 12:1 (now 11:1) student-to-faculty ratio when many departments' student-to-faculty ratios are much higher. Some expressed concern about the emphasis on activities that happen outside of the classroom and thought that we should increase our focus on helping students excel in the classroom.

D.   Research and grant support (8 comments)
Several faculty commented on the need for greater research and grant support along with expressing frustrations with offices that support grant applications and management. It was also suggested that more internal funding for research would be helpful given that so many faculty spend substantial time and energy on service-related activities and undergraduate research projects. Although students receive funding to engage in research – resources needed for their projects are often not funded.

E.   Graduate student support (3 comments)
Some faculty felt that graduate and professional students' stipends should be increased to remain competitive. One individual suggested that money could be diverted from need-based aid to increase stipends. Unlike many schools, W&M does not provide health insurance to graduate students.

F.   Faculty salary and support (27 comments)
Many expressed dissatisfaction with the recent lack of merit-based raises at W&M. Others expressed frustration with the increasing service expectations and the assumption that we will do more with less. There was also concern about the low compensation and lack of overall campus support for NTE faculty members. Some expressed frustration with the lack of tuition remission for dependents. They felt that this benefit would increase retention and make us more attractive to job applicants.