

Faculty Assembly's 2018 Survey of Faculty Priorities *Findings*



WILLIAM & MARY

CHARTERED 1693

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Background

- Survey developed by Academic Affairs Committee (AAC)
- Inspired by W&M 2026 discussions and desire for greater faculty engagement
- Initiatives identified by AAC members through a series of brainstorming rounds and synthesis into categories
- Initiative categories:
 - IMPROVE THE QUALITY OF OUR TEACHING AND PROGRAMS
 - DEVELOP EXPERIENTIAL & NON-CLASS LEARNING
 - STRENGTHEN EXTERNAL PARTNERSHIPS
 - STRENGTHEN FACULTY SUPPORT & RETENTION
 - SUPPORT FLEXIBLE AND EFFICIENT TEACHING
 - IMPROVE THE INTERDISCIPLINARITY OF OUR TEACHING AND RESEARCH
 - PROVIDE LIFELONG LEARNING AND PROFESSIONAL TRAINING
 - ESTABLISH NEW PROFESSIONAL PROGRAMS
 - ENHANCE RESEARCH EXCELLENCE ACROSS THE UNIVERSITY
 - STUDENT ACADEMIC SUPPORT AND RETENTION

Methodology

- Online survey deployed on Qualtrics platform
- Open for two weeks (Spring 2018); promoted through W&M Digest
- Survey structure
 - Ranking of initiatives within (10) categories
 - Open-ended solicitation of new initiatives
 - Ranking of categories
 - Open-ended feedback
 - Respondent characteristics

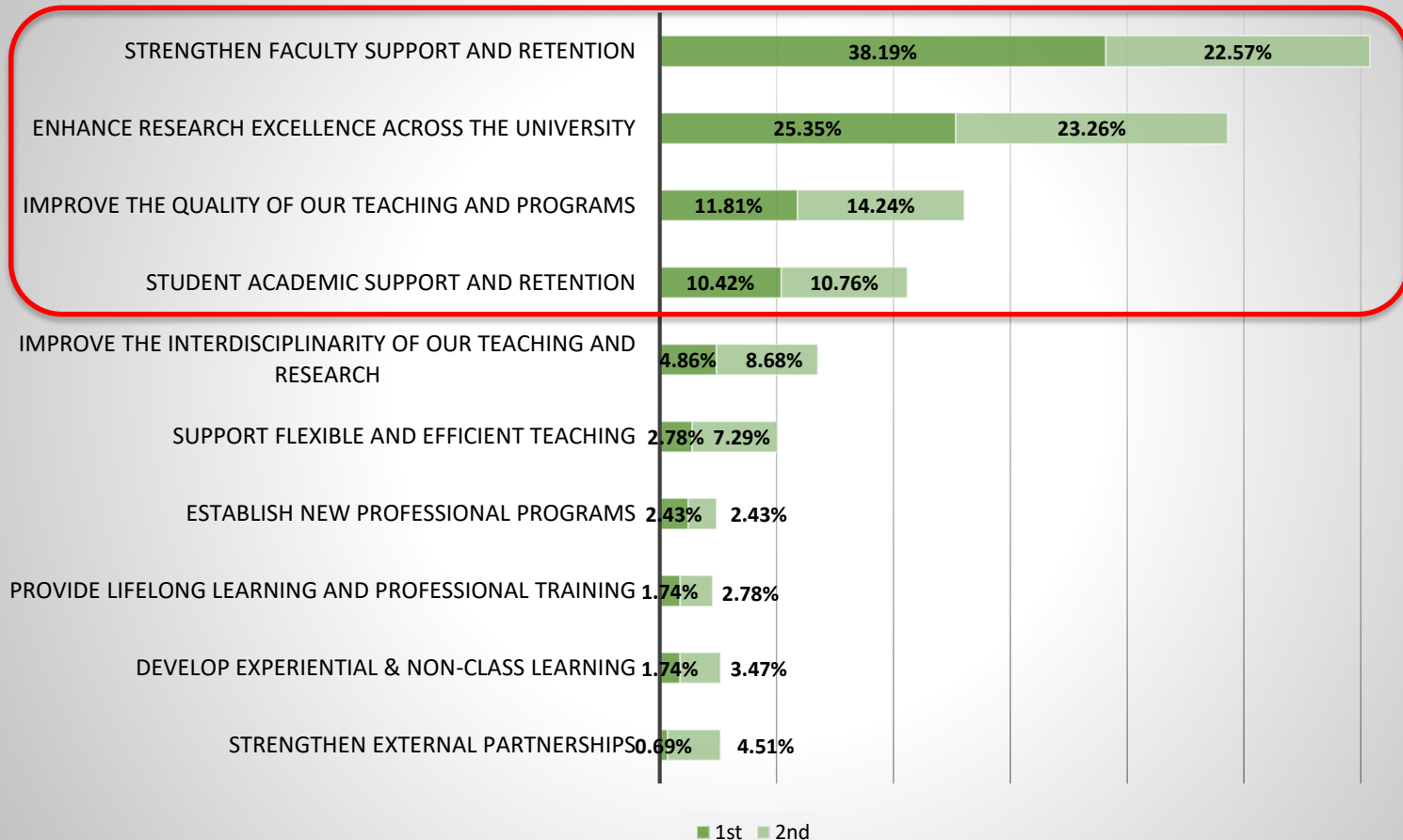
Respondent characteristics

- 290 completed responses (40.4% response rate)
- Close match to actual population on gender, rank and tenure status
 - 53% Male, 46% Female, 1% Other
 - Possibly under represents Assistants
 - 73% TE, 27% NTE
- Over-represents A&S Humanities, under-represents A&S Natural Sciences
 - 25% A&S Humanities, 18% A&S Social Sciences, 27% A&S Natural Sciences
 - 6% Business, 12% Education, 5% Law, 7% VIMS

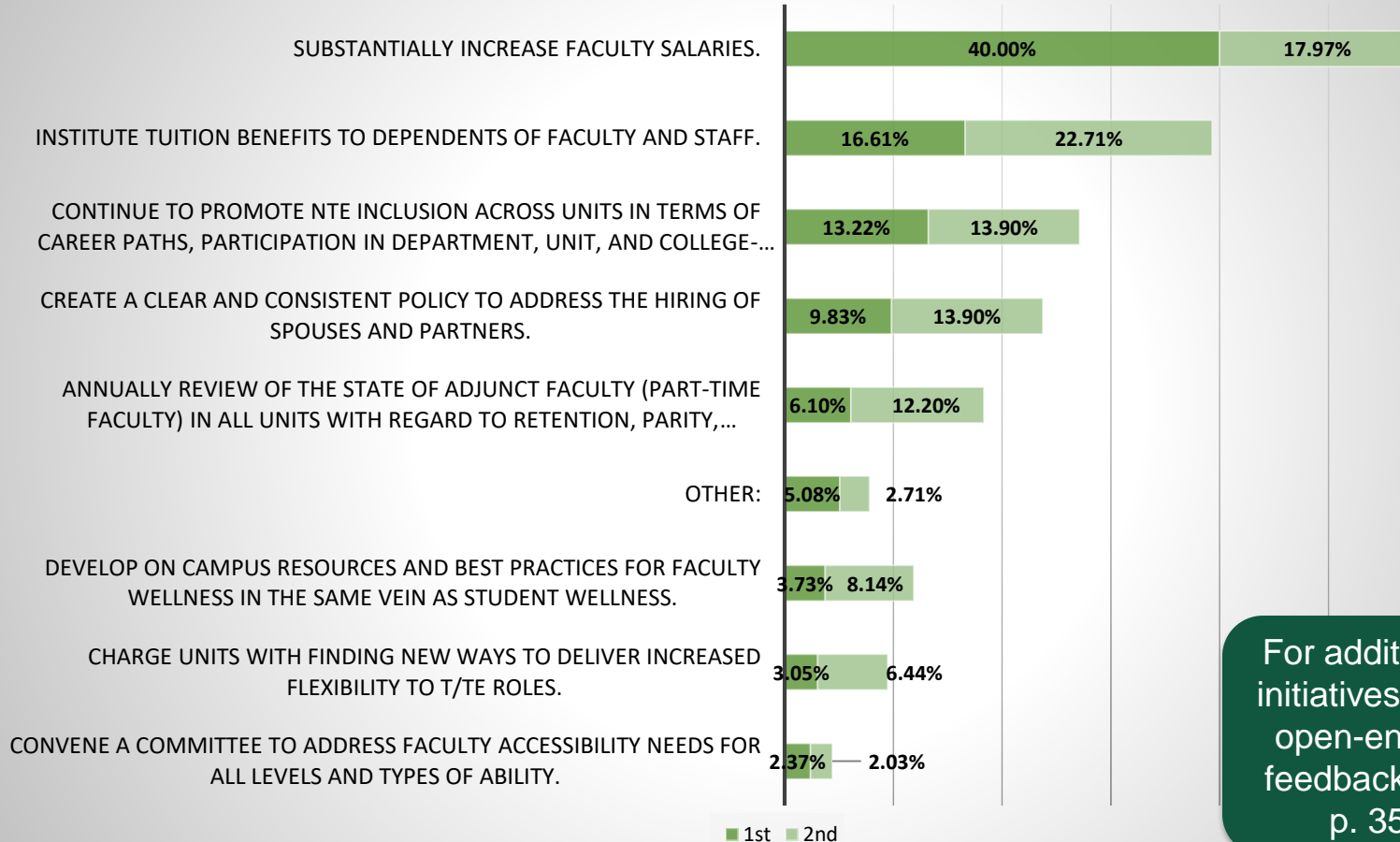
SUMMARY OF FINDINGS



Overall category ranking

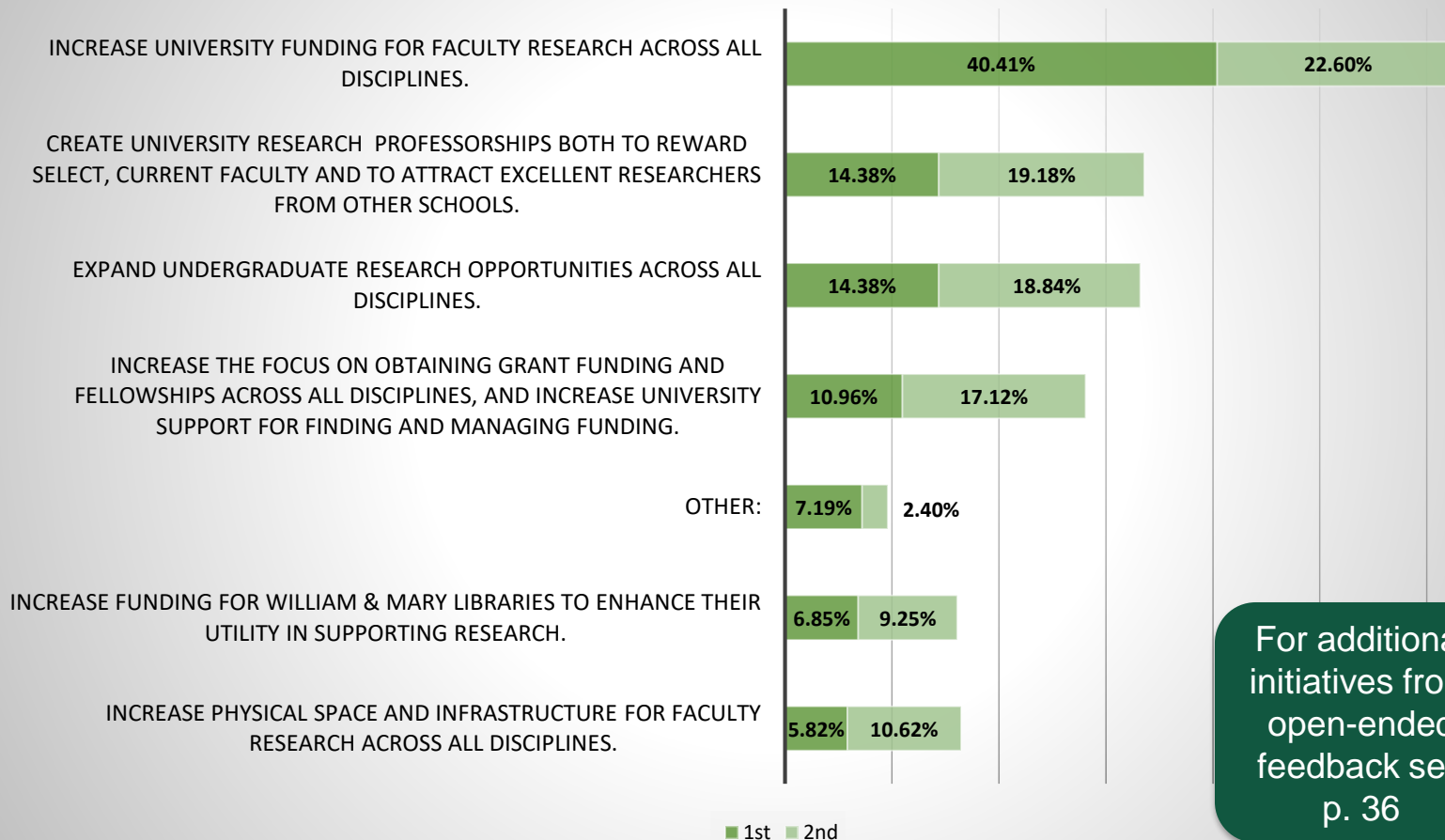


Faculty Support and Retention



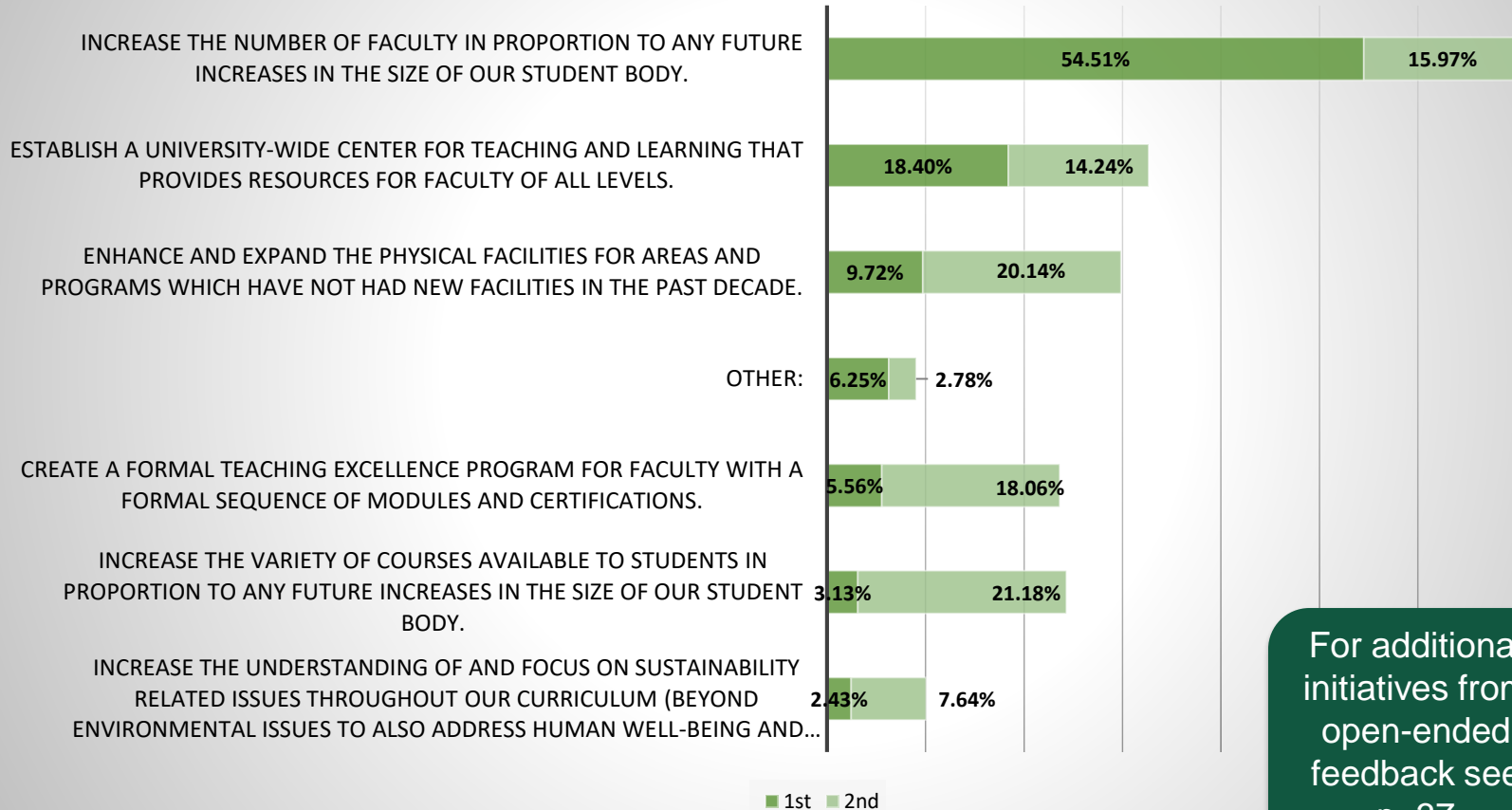
For additional
initiatives from
open-ended
feedback see
p. 35

Enhance Research Excellence



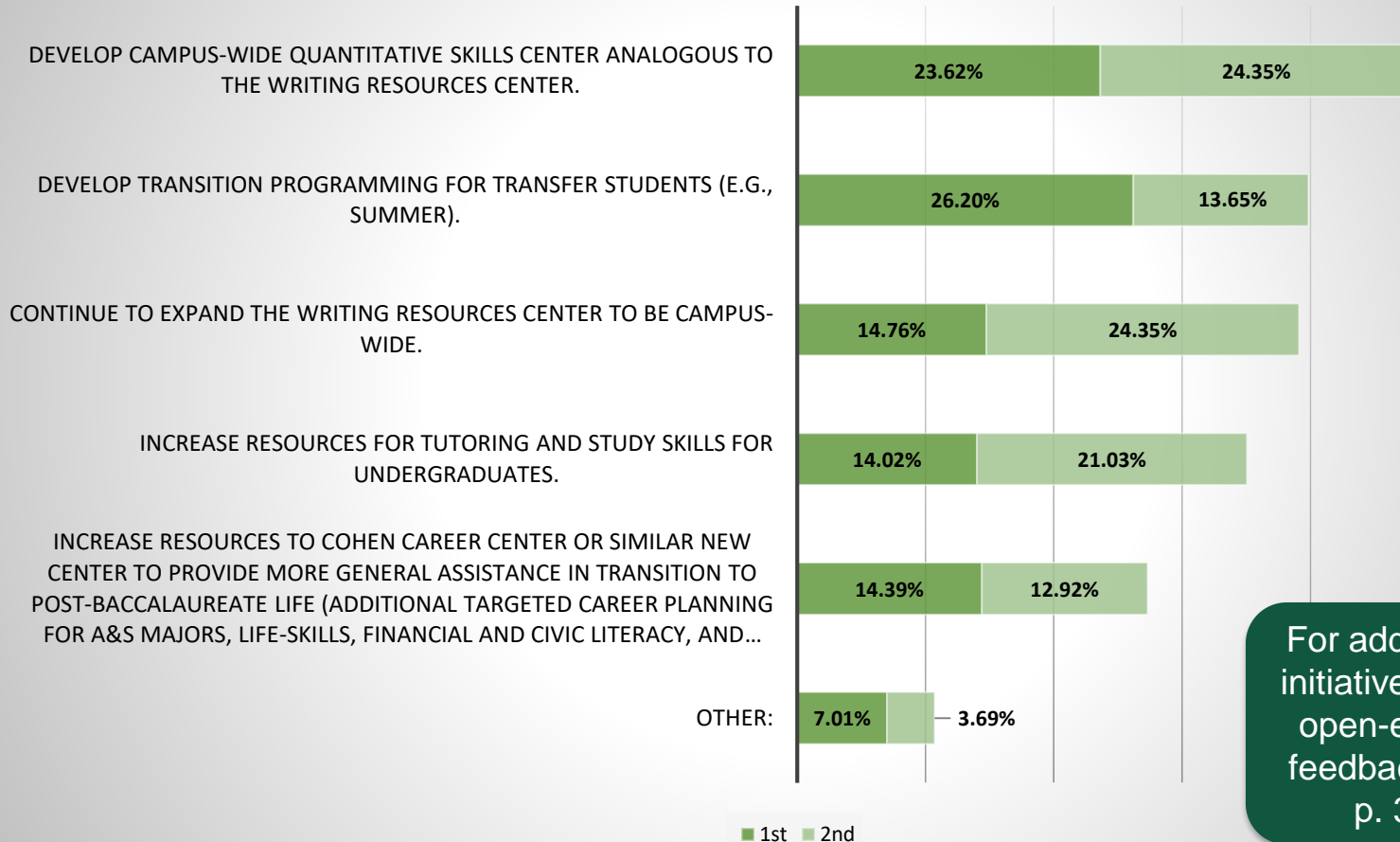
For additional
initiatives from
open-ended
feedback see
p. 36

Improve the Quality of our Teaching and Programs



For additional initiatives from open-ended feedback see p. 37

Student Academic Support and Retention



For additional
initiatives from
open-ended
feedback see
p. 38

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

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

Erosion of unique W&M teacher-scholar model

Respondents worry that we are losing the qualities that most distinguish W&M (which was what attracted them to W&M in the first place and have been uniquely appealing to prospective students as well)

Creation of an NTE “underclass”

Respondents expressed concern that NTEs are being exploited, and are not being properly supported nor integrated into the W&M community

Faculty burnout/retention

Respondents express frustration with shifting demands on their time (away from teaching and research) and lack of fair compensation and benefits

Lack of faculty governance

Respondents are concerned that recent changes to W&M’s model and programs have not sufficiently engaged faculty (and/or have not been led by faculty)

Some perception of administrative & programmatic bloat

Respondents express concern about the perceived shift of resources away from core (research and teaching) activities

* For illustrative quotes, see pp. 47-51

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

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

Strengthening “the core”	Respondents want to see more resources and policy decisions that support our historical strengths as a teacher-scholar, liberal arts focused, small university
New programs that leverage W&M’s unique model	Acknowledging the need to innovate, respondents suggest that we do so in ways that legitimately fit our strengths, e.g., interdisciplinary programs that build on our liberal arts core
Promoting well-being on campus	Respondents highlight the importance of explicitly promoting the holistic well-being (physical and psychological) of all members of the W&M community
Promoting faculty collegiality and engagement	Respondents propose a facility for faculty that promotes collegiality, enables collaborations across typical boundaries, and that generally supports faculty well-being
Promoting diversity and inclusion	Respondents were concerned that there were no specific diversity and inclusion initiatives in the survey, and they wanted to make sure that issues of diversity and inclusion are also considered within the context of academic priorities.

* For illustrative quotes, see pp. 52-56

Limitations

- Ranked survey initiatives were generated through a brainstorming process (i.e., can only rank what is presented)
- Ranking method makes the interpretation of results relative to the other elements in the category
- The survey sample characteristics deviate somewhat from those of the overall faculty population

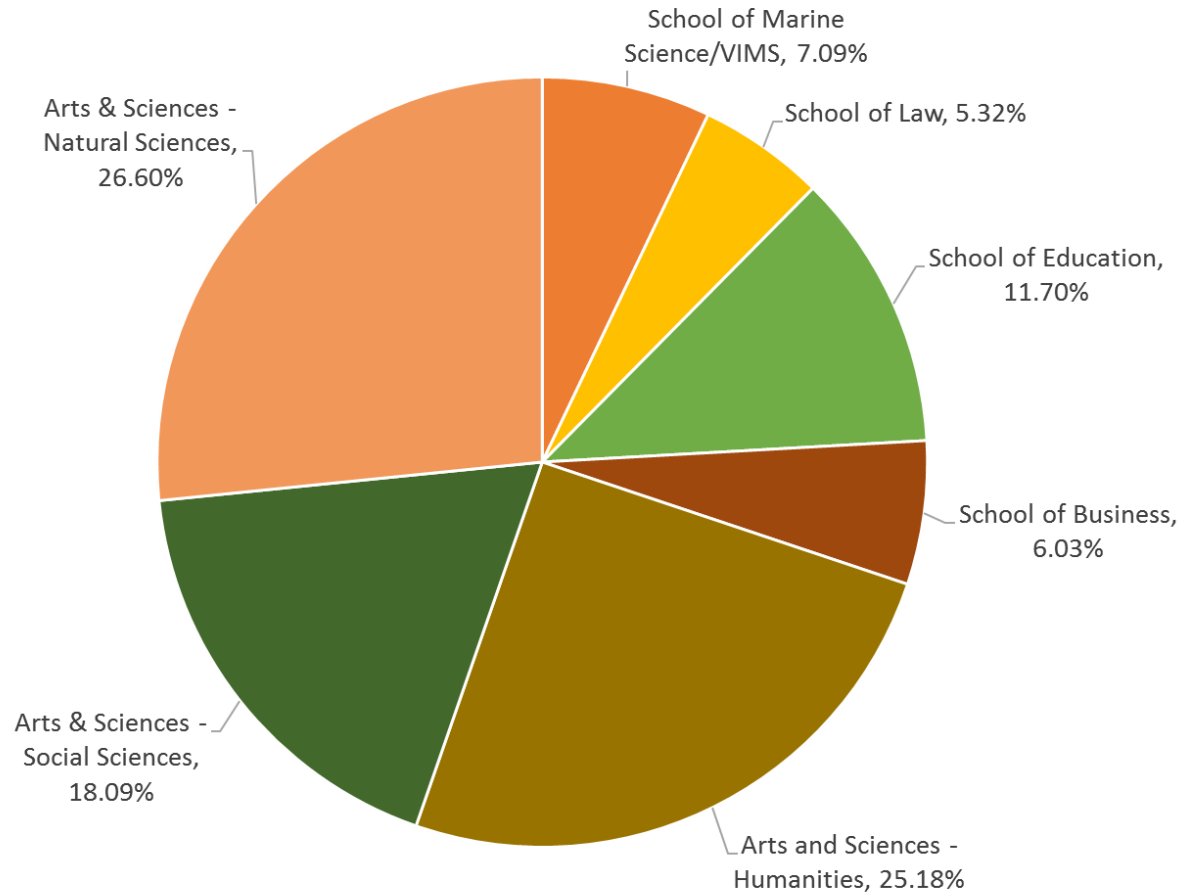
Appendices

Respondent characteristics	pp. 16-22
Rankings of initiatives within each category	pp. 23-33
Synthesis of category open-ended responses	pp. 34-44
Synthesis of general open-ended responses	pp. 45-56
Survey results by faculty grouping	pp. 57-71

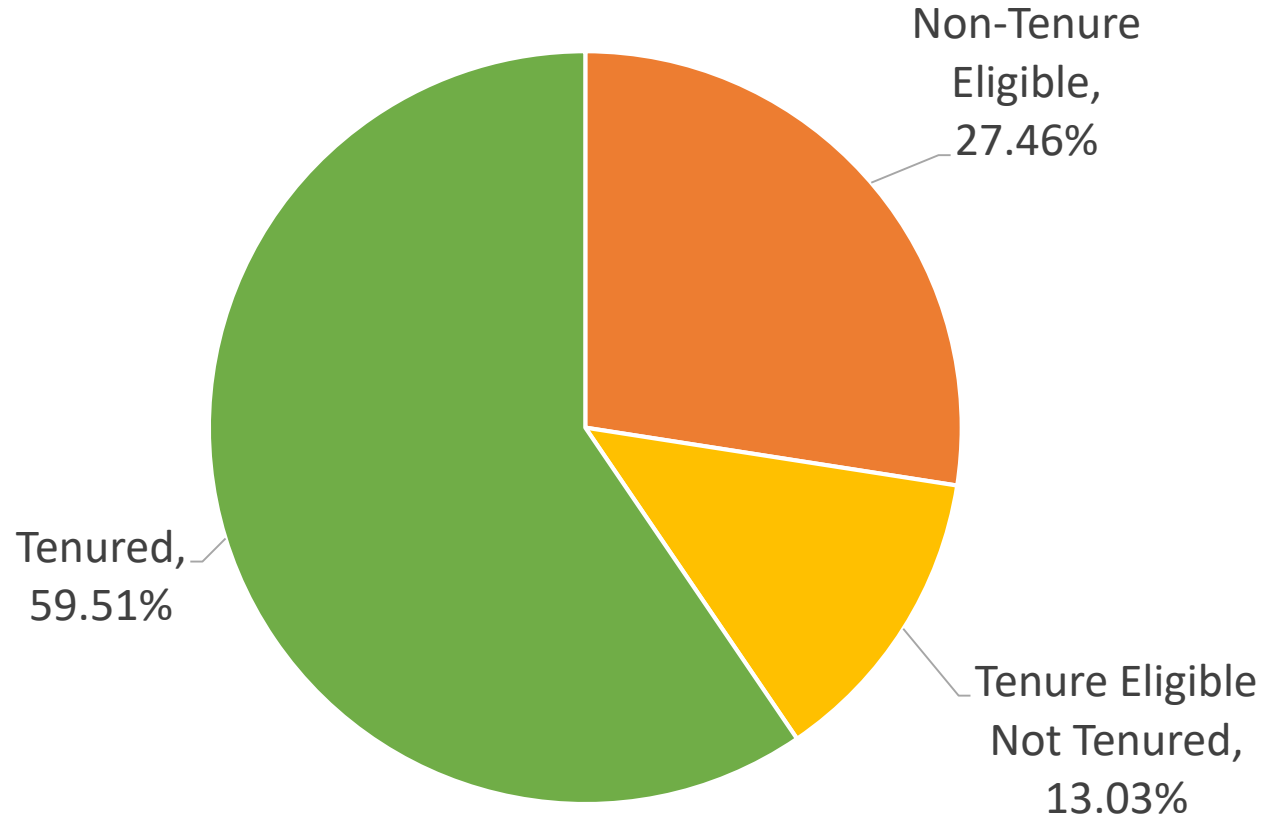
RESPONDENT CHARACTERISTICS



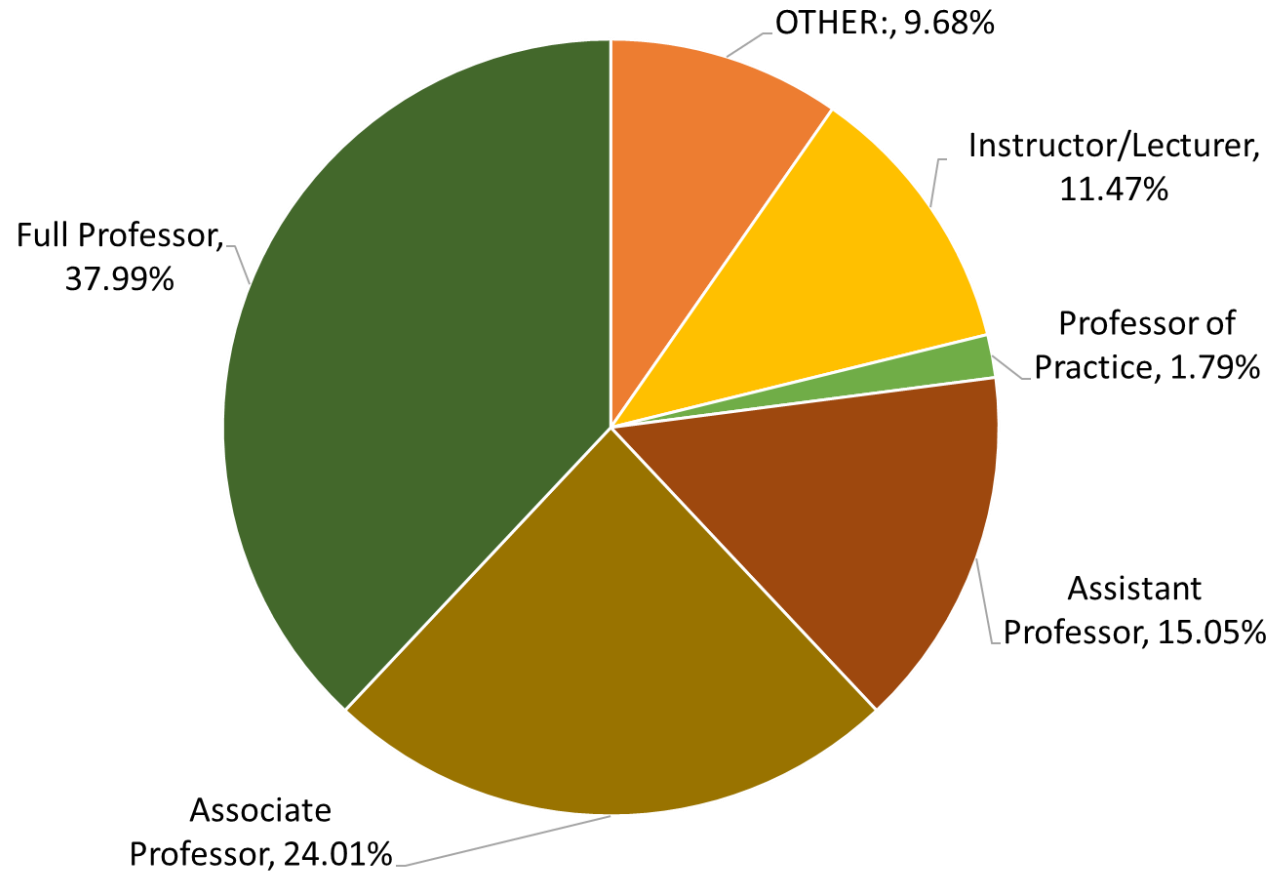
Academic Units as Percentage of Total Response



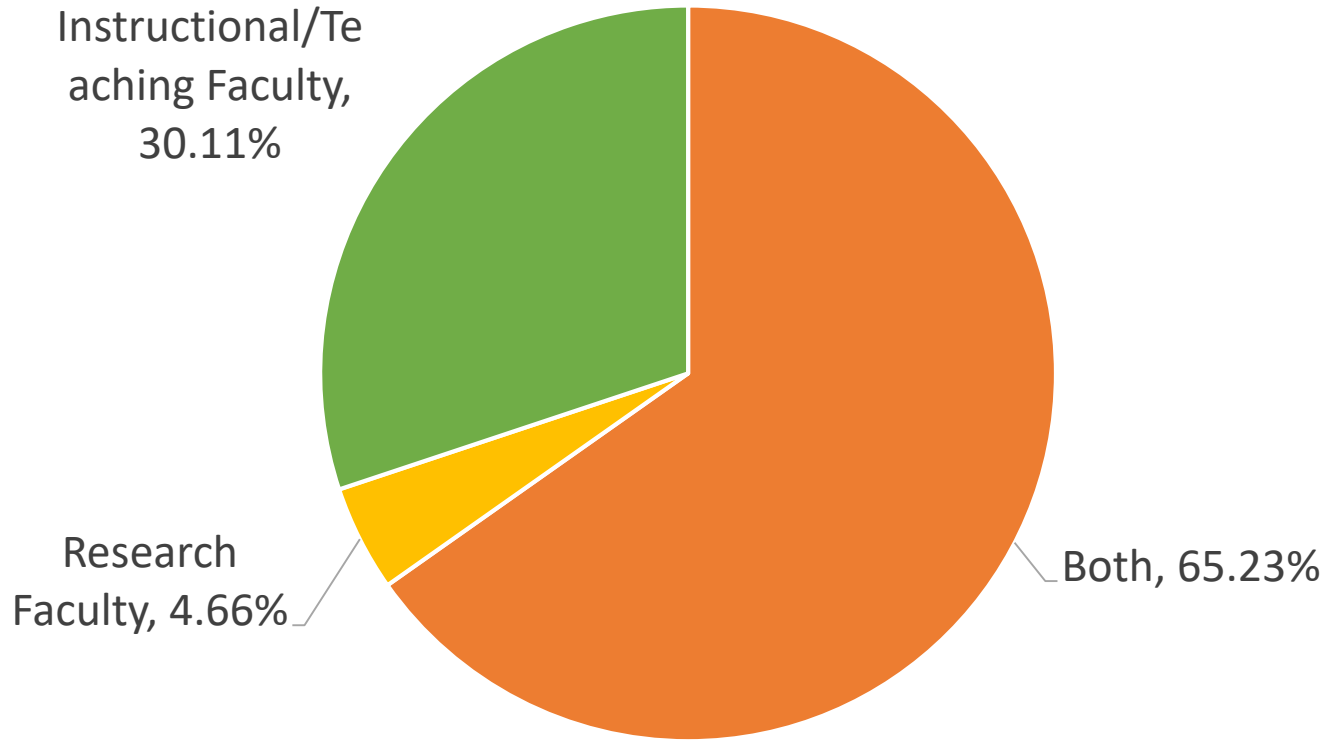
Tenure Status as Percentage of Total Response



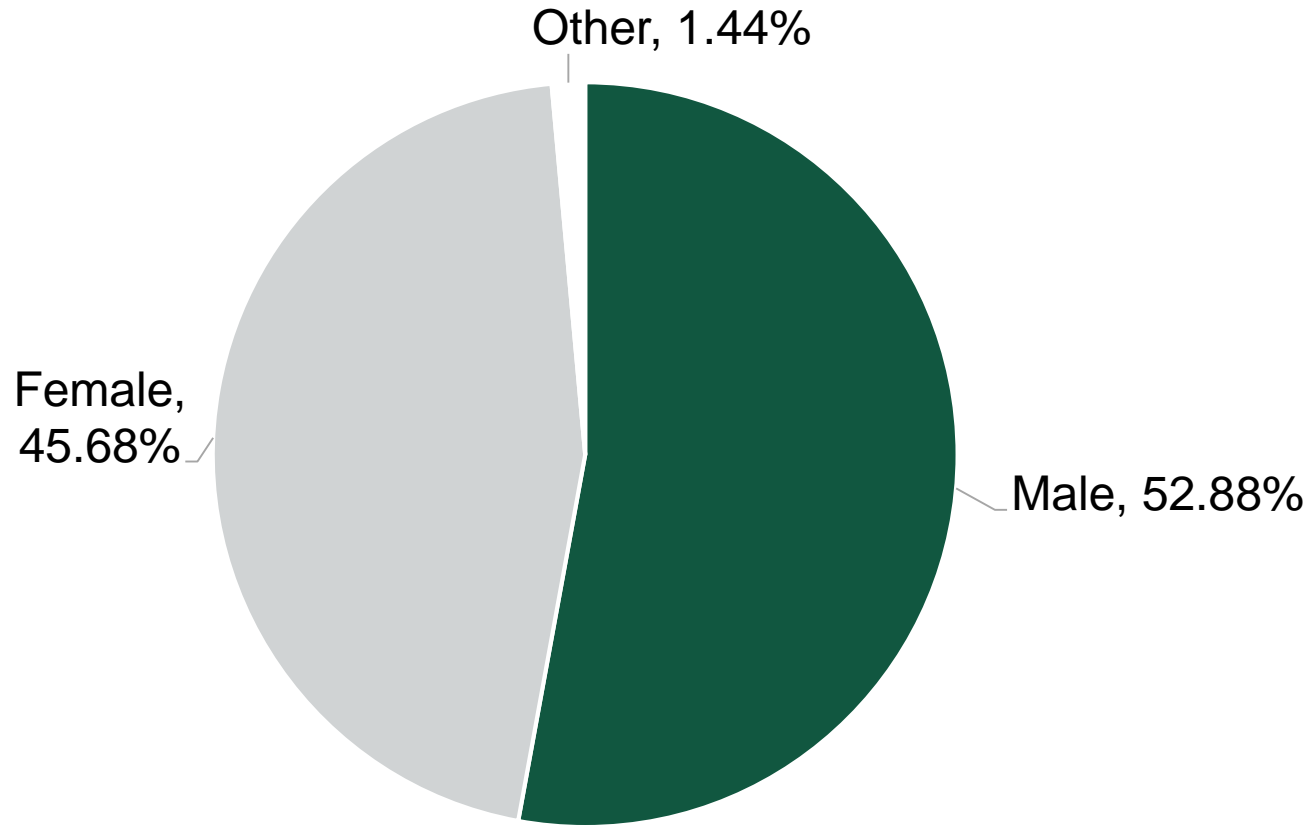
Academic Rank as Percentage of Total Response



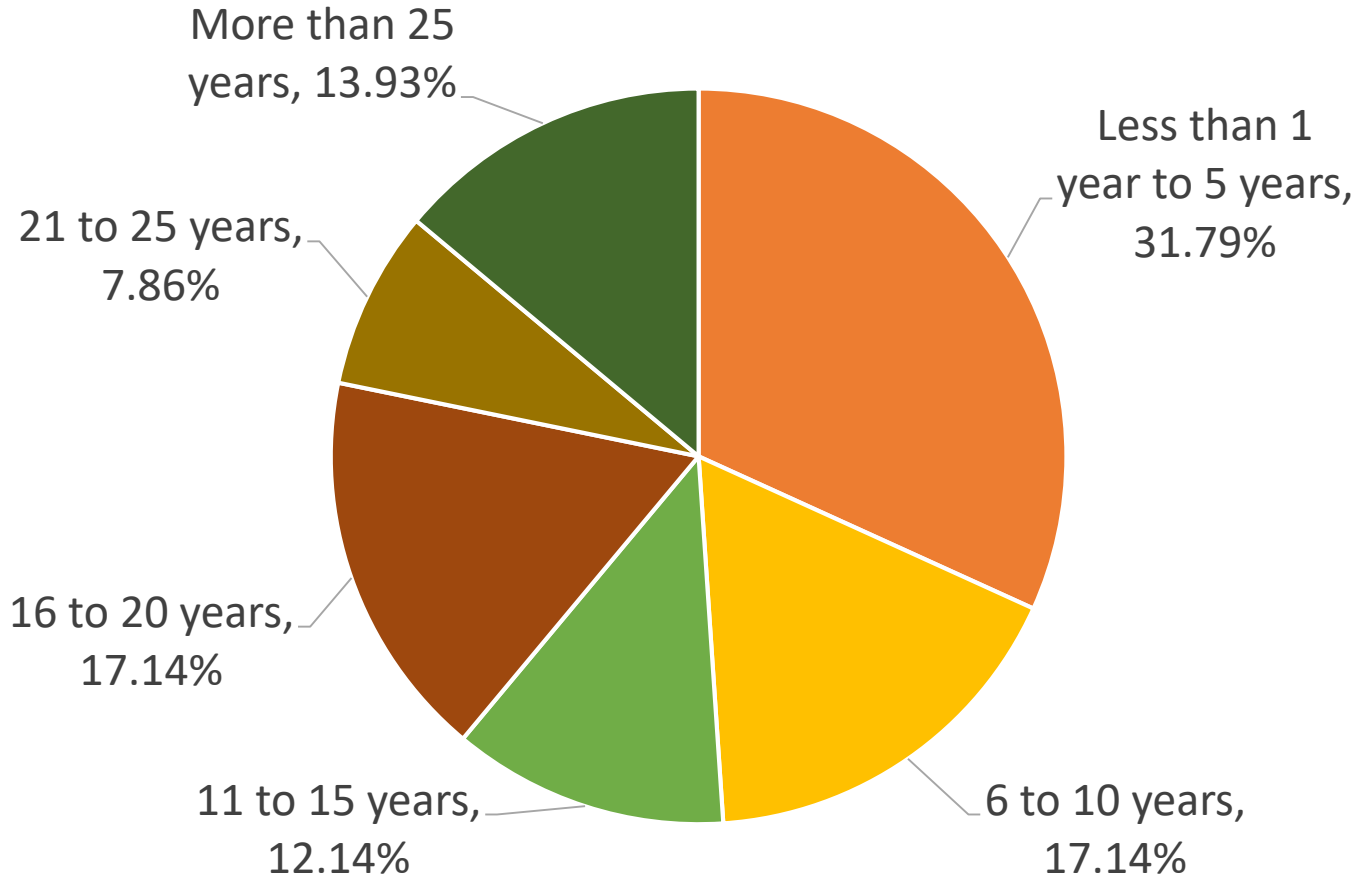
Position Type as Percentage of Total Response



Sex as Percentage of Total Response



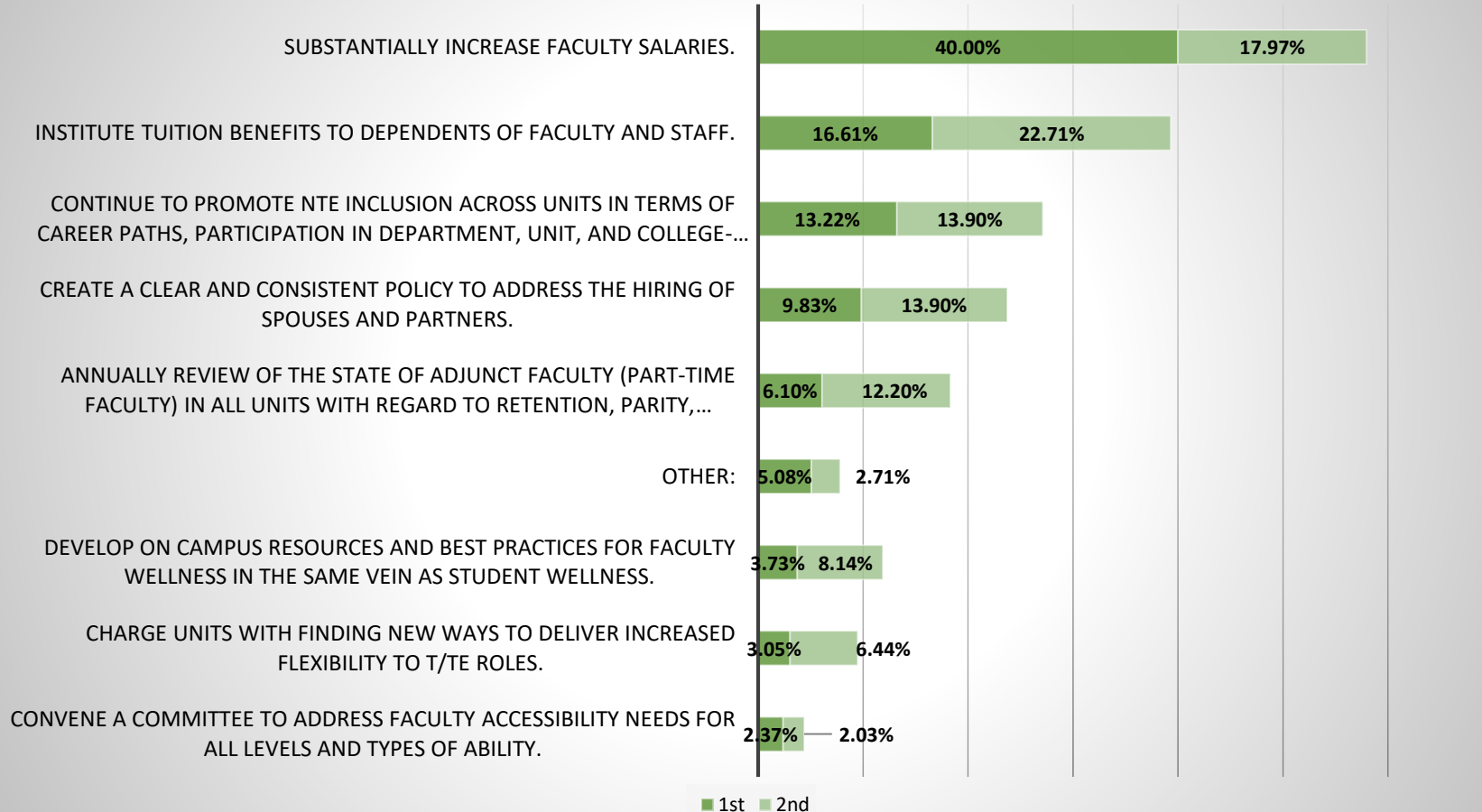
Years at W&M as Percentage of Total Response



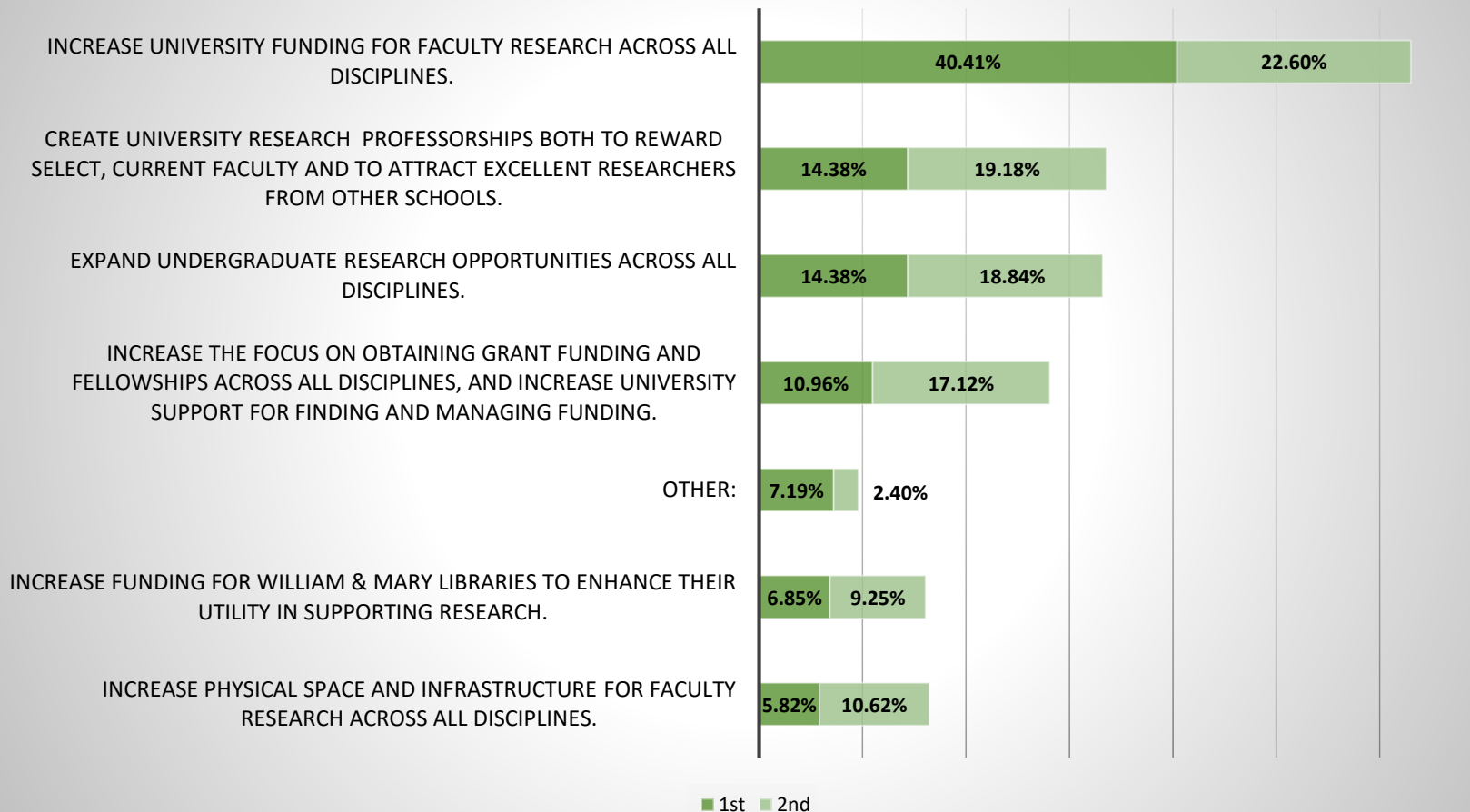
RANKINGS OF INITIATIVES WITHIN EACH CATEGORY



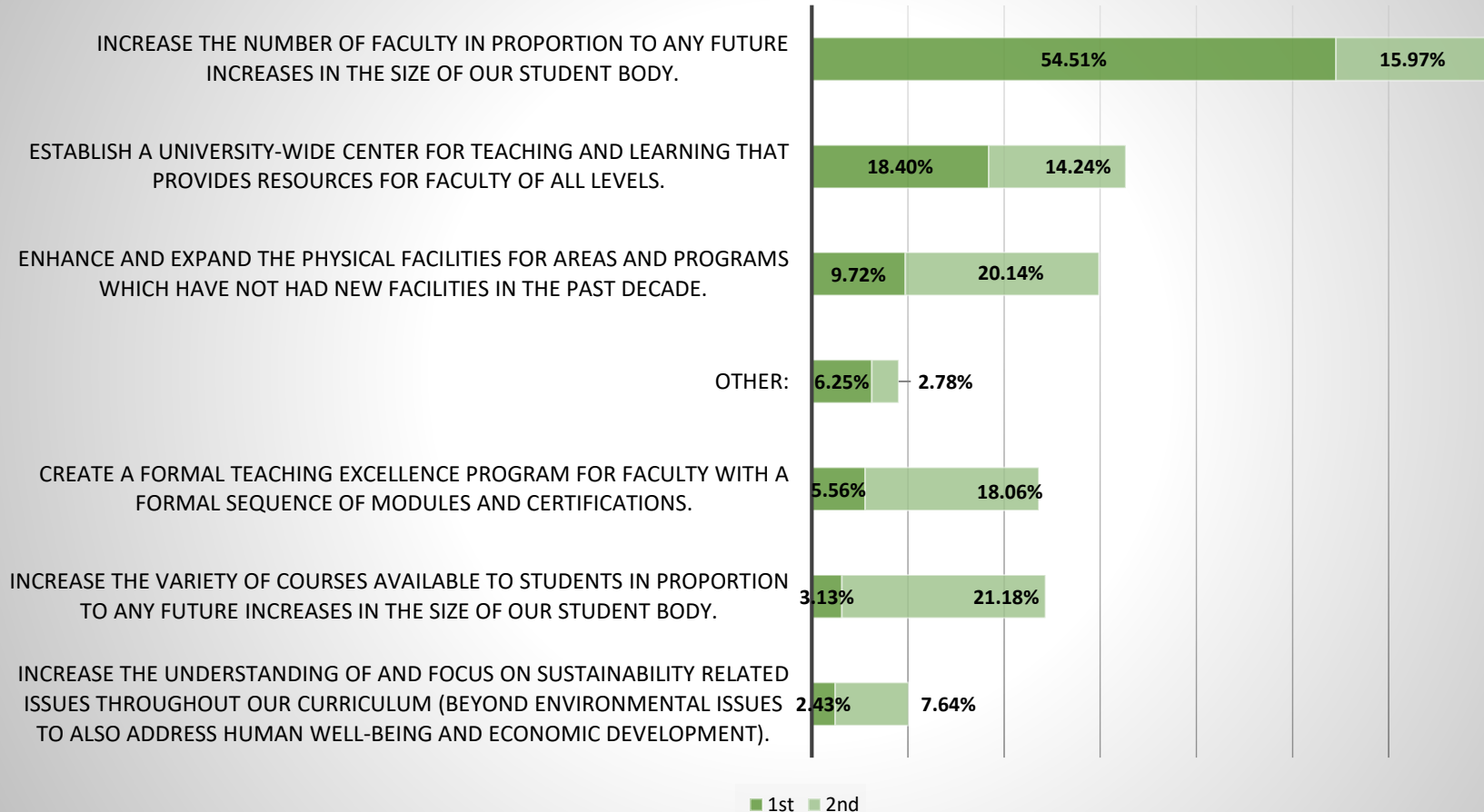
Faculty Support and Retention



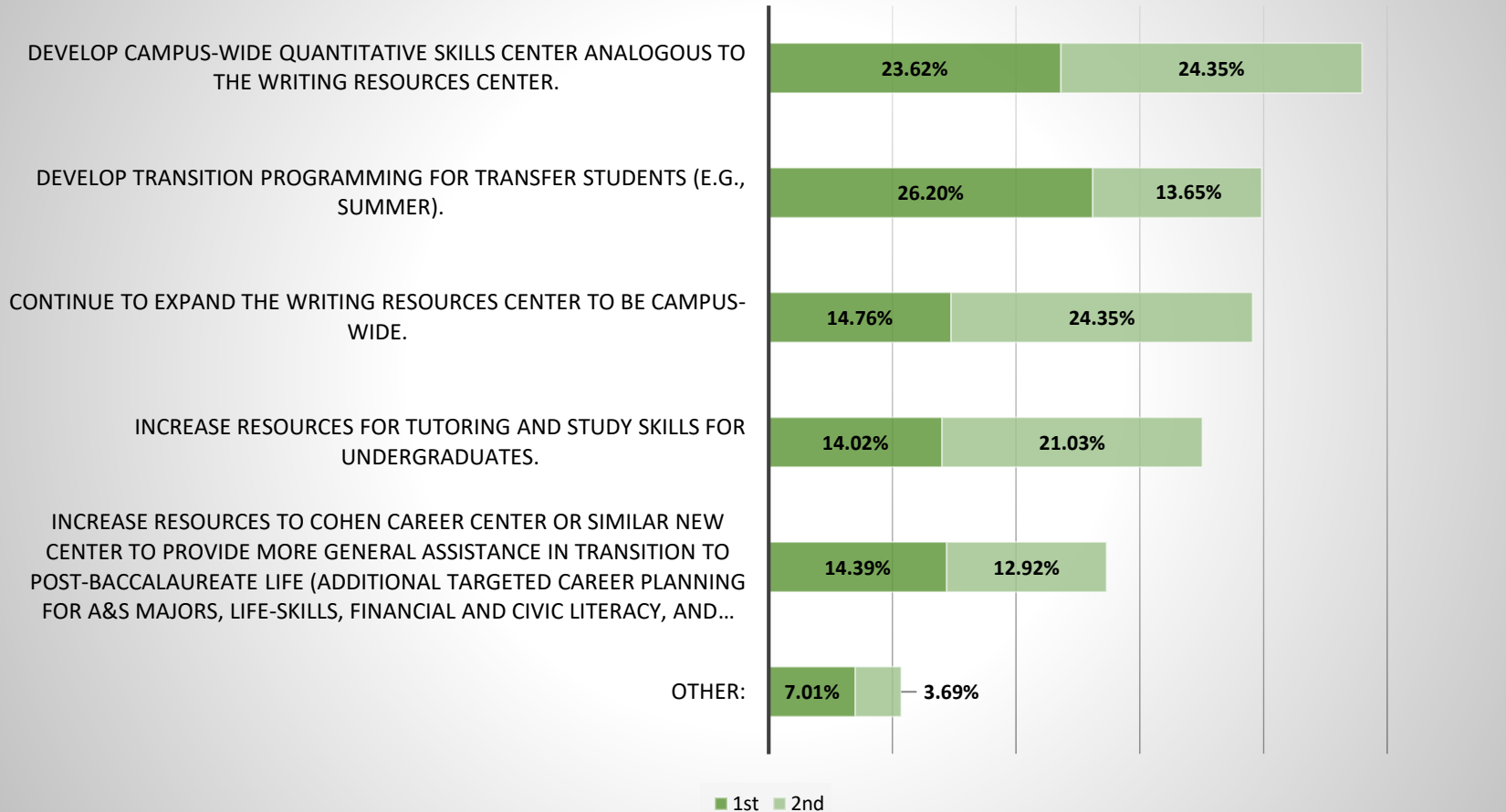
Enhance Research Excellence



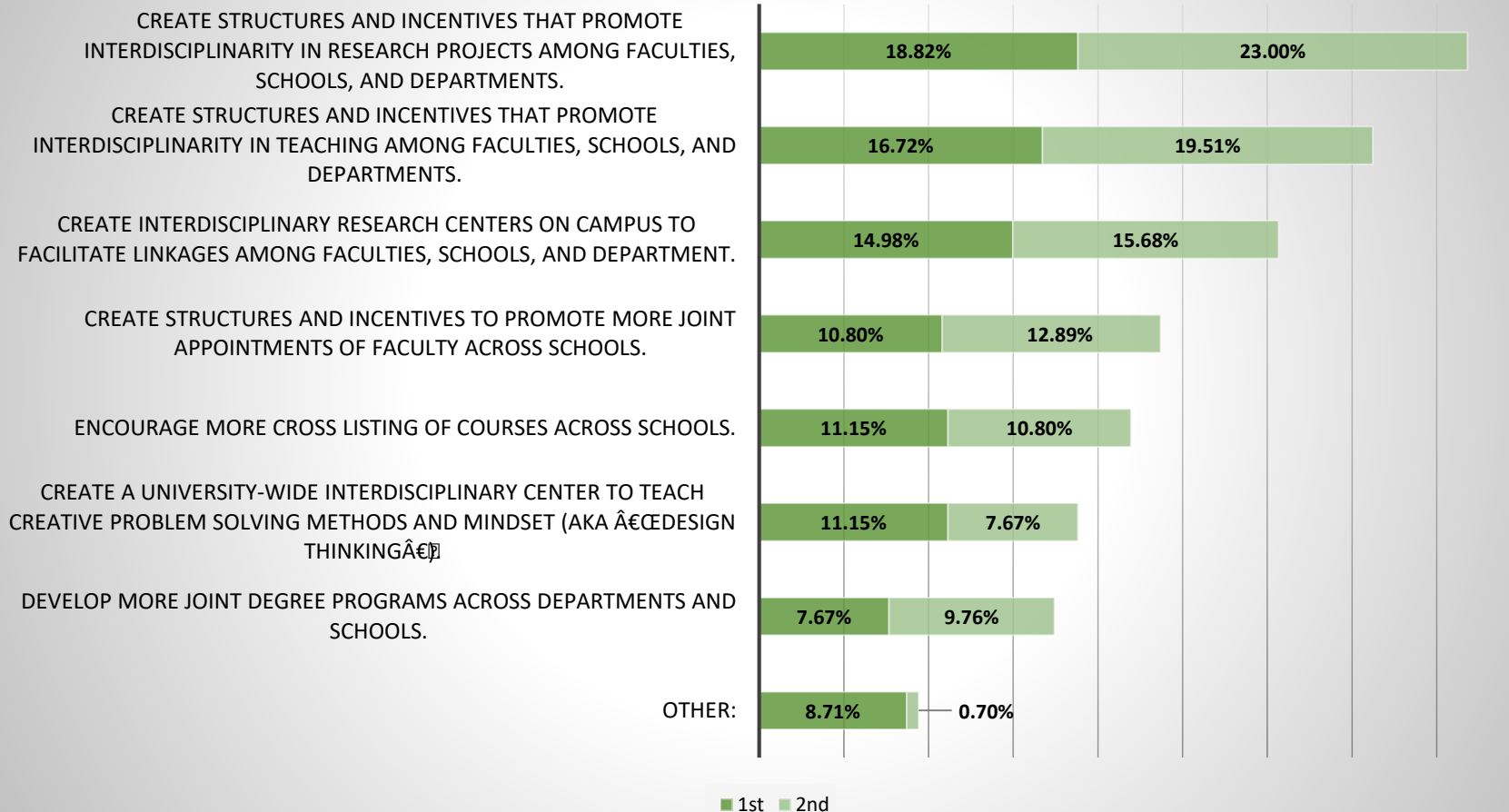
Improve the Quality of our Teaching and Programs



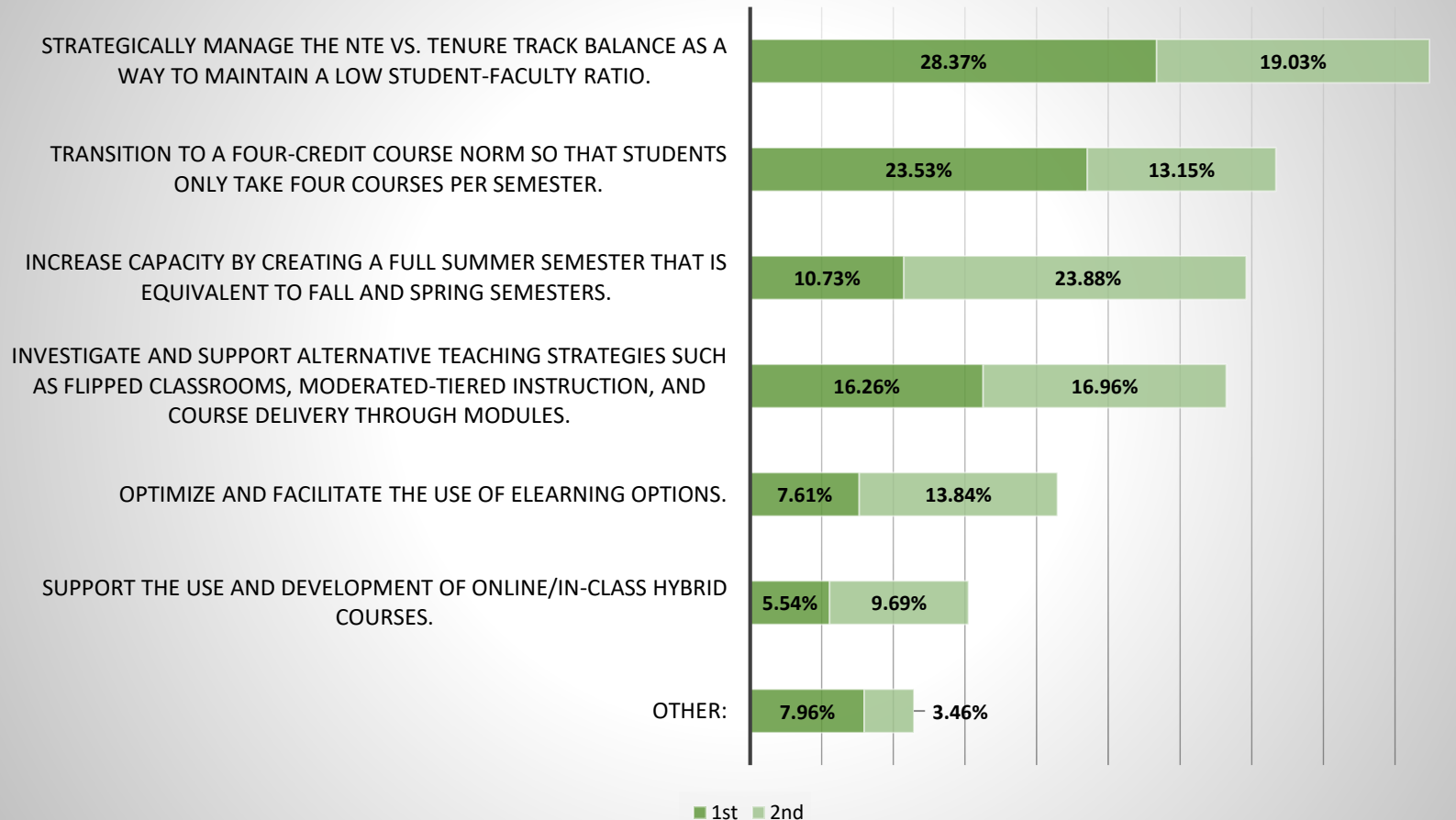
Student Academic Support and Retention



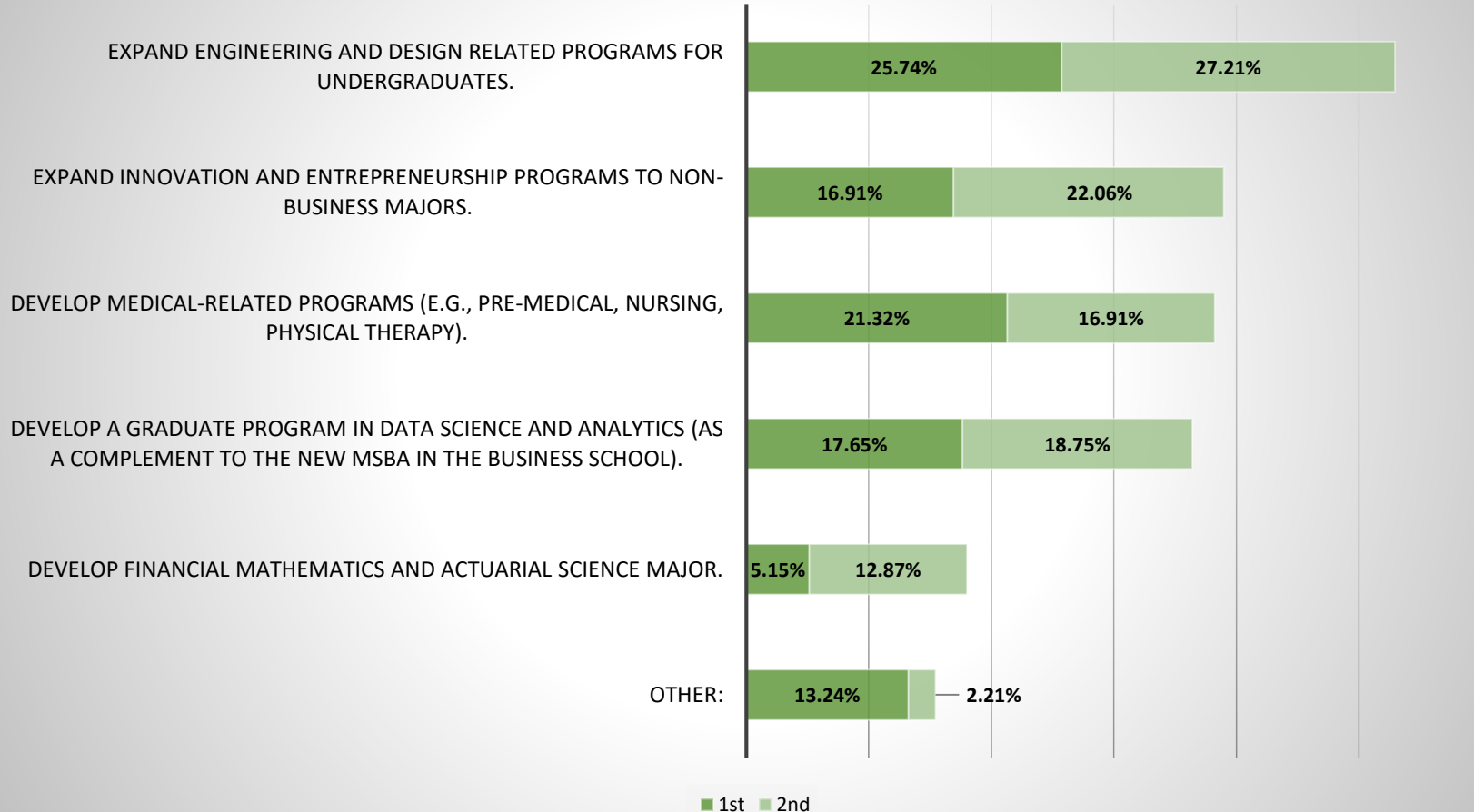
Improve the Interdisciplinarity of Teaching and Research



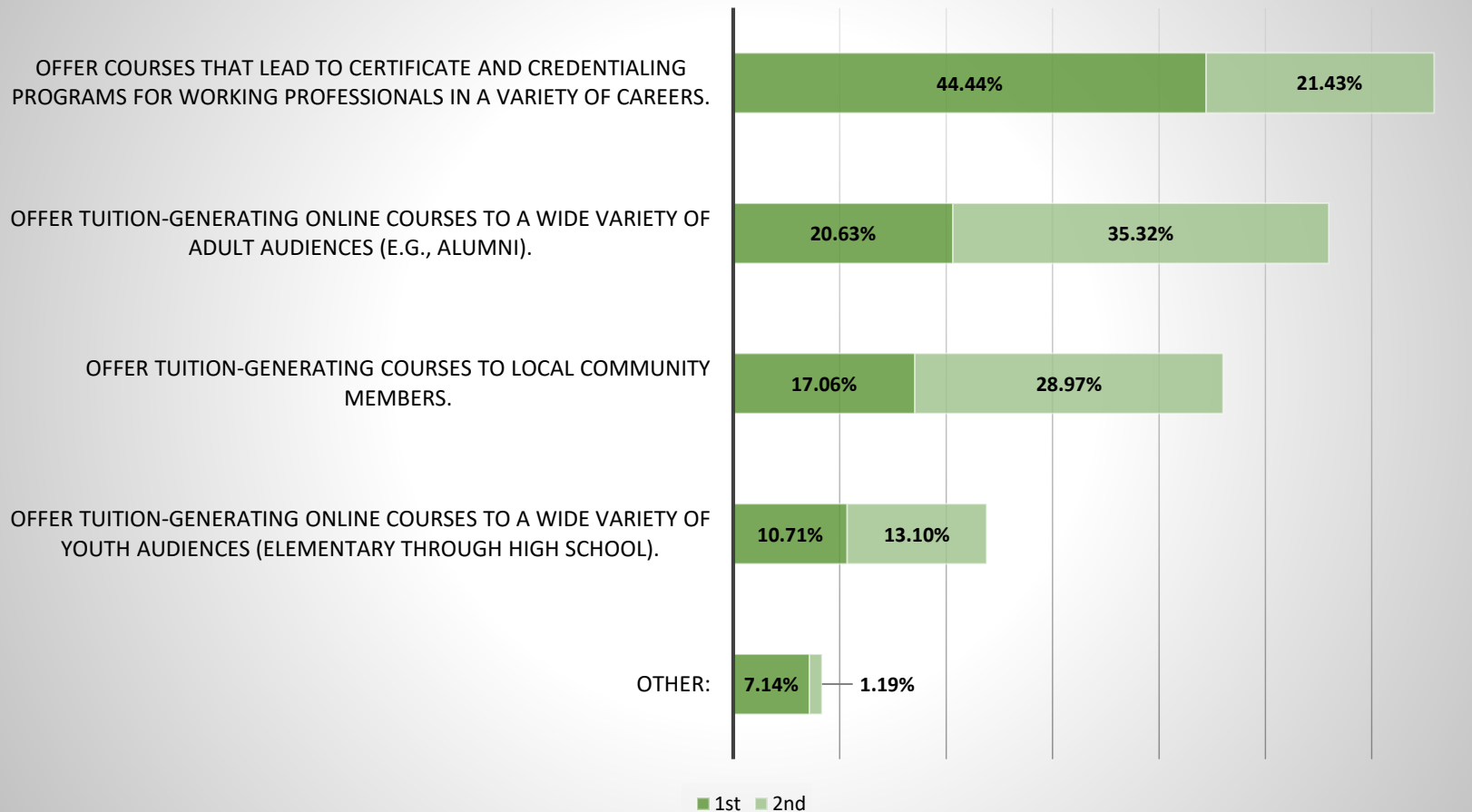
Support Flexible and Efficient Teaching



Establish New Professional Programs



Provide Life-Long Learning and Professional Development



Develop Experiential & Non-Class Learning

DEVELOP A WORK-STUDY CO-OP PROGRAM AND NETWORK OF EXTERNAL PARTNERS; THIS PROGRAM WOULD GIVE STUDENTS PRACTICAL EXPERIENCE, INSIGHTS INTO CAREERS, AND PROFESSIONAL NETWORKING OPPORTUNITIES.

35.05%

35.98%

DEVELOP FORMALIZED RESEARCH AND TEACHING OPPORTUNITIES THAT USE CAMPUS AS A “LAB OF THE FUTURE” (E.G., EXPLORING INNOVATIONS IN HOUSING, FOOD, AND TRANSPORTATION).

31.31%

28.97%

CREATE A CAMPUS-WIDE STRUCTURE AND APPROVAL PROCESS FOR CREDIT-GRANTING EXPERIENCE-BASED COURSES (E.G., ENTREPRENEURIAL VENTURES, SERVICE PROJECTS).

20.56%

33.18%

OTHER:

13.08%

1.87%

■ 1st ■ 2nd

Strengthen External Partnerships

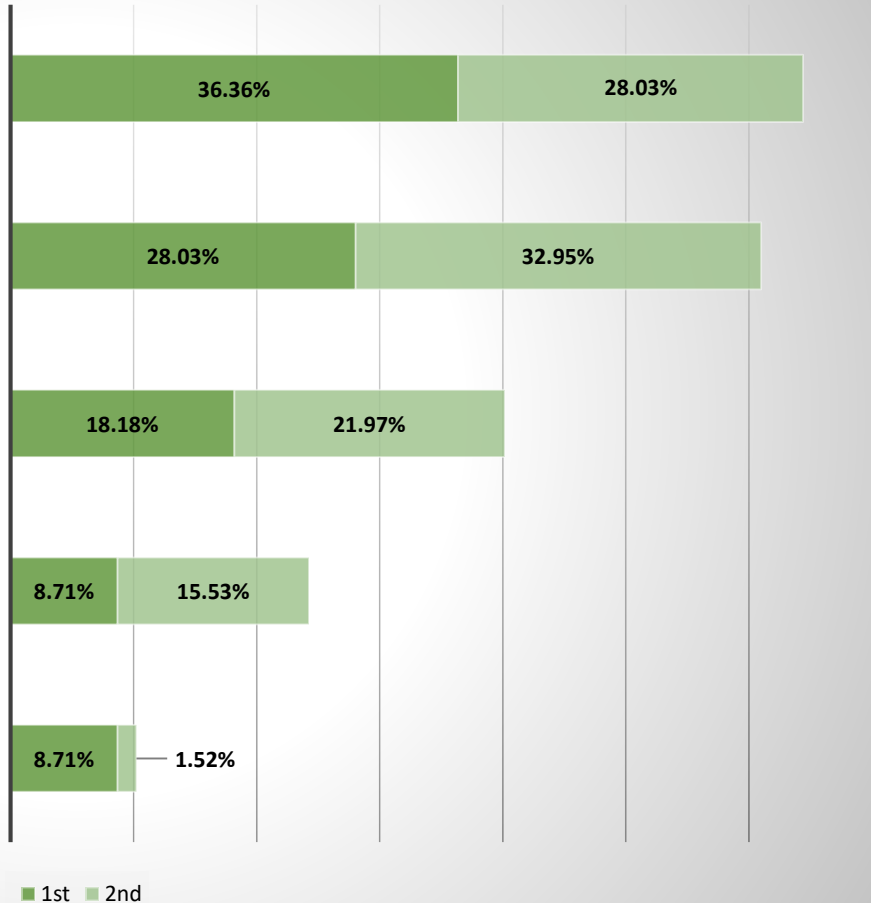
INCREASE INVOLVEMENT OF NASA AND JEFFERSON LABORATORY SCIENTISTS AS STUDENT RESOURCES, AND AS MENTORS AND INSTRUCTIONAL FACULTY AT W&M.

CREATE NOVEL JOINT DEGREE PROGRAMS BETWEEN W&M AND PARTNER UNIVERSITIES (E.G. SAINT ANDREWS PROGRAM).

CREATE RECIPROCAL ACCESS (FOR EXAMPLE, BY LIVE VIDEO FEED) BETWEEN W&M AND PARTNER INSTITUTIONS FOR CLASSES NOT OFFERED AT THE ALTERNATE UNIVERSITY.

DEVELOP SATELLITE CAMPUSES AROUND VIRGINIA AS FEEDER PROGRAMS TO W&M.

OTHER:



SYNTHESIS OF CATEGORY OPEN- ENDED RESPONSES



STRENGTHEN FACULTY SUPPORT AND RETENTION

“Please share freely other ideas that you believe should be considered”

- Increase financial support for faculty research/travel and faculty/student collaboration
- Diversify faculty and provide faculty training on diversity (defined broadly)
“Substantially increase resources toward recruiting first-rate scholars of color and providing resources to support them through tenure.”
- Increase and expand benefits to faculty and staff (e.g., portable tuition benefits for dependents, affordable housing, commuting resources)
“All levels of fac/staff need good benefits for themselves and their families...this is the only way to retain top notch faculty and staff.”
- Increase NTE salaries and decrease pay disparity across units
“Address egregiously low NTE salaries.” “Pay NTE’s a living wage. \$40k/year is not sustainable for anyone.”
- Decrease resources for administration
“Reign in bureaucracy on campus and change from a culture of policing to support and enablement.” “The administration at A&S needs to stop being so adversarial and hold welcoming and inclusive events that engender a positive feeling about the school...”
- Increase ratio of TE to NTE faculty
“Continue to hire more TE faculty instead of replacing retired faculty...with NTE faculty”

RESEARCH EXCELLENCE

“Please share freely other ideas that you believe should be considered”

- Enhance support for research in graduate programs and departments
- Increase diversity and involvement of first generation students in research
- Increased release from teaching
- Increased financial support for research
- Financial rewards for research and/or enhanced evaluation of faculty research

IMPROVE THE QUALITY OF OUR TEACHING AND PROGRAMS

“Please share freely other ideas that you believe should be considered”

- More effective incentives to improve teaching (e.g., merit/tenure/promotion metrics that reward quality teaching, recognizing invisible teaching, course release/compensation for new courses)
“Place a higher weight on Teaching in comparison to Scholarship and Service in compensation models”
- Increase ratio of TE to NTE faculty
“Hire more TE faculty to increase the staying power of their name recognition...among students...great faculty attract and retain great students”
- Prioritize faculty over administrative hires (e.g., increase faculty in proportion to any future increase in administrators or administrative staff, reduce administrative bloat)
“Stop creating centers and hiring more administrators! Make sure resources are adequate for our core mission...”
- Promote diversity and inclusion in teaching (e.g., by recruiting/retaining faculty of color, curriculum)
“Hire and retain faculty of color to improve the diversity and quality of teaching and student mentoring.”
- Adjunct support: improve training and define teaching expectations for adjuncts
“More training/better on-boarding for adjunct faculty to ensure they have the skills necessary to successfully support students”
- Classroom facilities: redesign classroom spaces to facilitate active learning
“Work to reduce class sizes and redesign classroom spaces to facilitate interactions in teaching spaces”

STUDENT ACADEMIC SUPPORT

“Please share freely other ideas that you believe should be considered”

- Improve support and mentoring, especially by faculty, of first-generation, low-income, minority, LGBTQ, and at-risk students
- Enhance mental health services
- Improve policies, training, and expertise for handling students requiring accommodations
- Overall greater emphasis on student-faculty interaction

INTERDISCIPLINARITY OF TEACHING AND RESEARCH

“Please share freely other ideas that you believe should be considered”

- Increase support and effective administration and implementation of existing interdisciplinary programs and initiatives, including cost-benefit analysis of existing programs and initiatives, enforcement of MOUs, training for faculty
- Involve non-instructional professionals with terminal degrees in initiatives
- A number of comments suggested specific ways to enhance structures to promote this goal, e.g. make it easier to team teach, faculty training, let students register for courses across campus, instructions for faculty to access facilities, better computer system for Registrar, use of online courses.

SUPPORT FLEXIBLE AND EFFICIENT TEACHING

“Please share freely other ideas that you believe should be considered”

- Increase ratio of TE to NTE faculty
“Invest in TE faculty and the rest of these take care of themselves.”
- Do nothing. Or maintain status quo.
“Don’t change too much! If it ain’t broke, don’t fix it.”
- Prioritize teaching through higher weight in merit, tenure, and promotion (including invisible teaching and mentoring)
“Provide a more effective means of evaluating teaching beyond gender- and race-biased student evaluations.”
- Provide additional opportunities to NTE and adjuncts (increased salary, promotion)
- Don’t lose the core focus of W&M
“Don’t lose basic character of WM education. Personal contact with scholar-teachers.”
- Consider flexibility in scheduling and teaching spaces (e.g., block scheduling, winter break courses, modular credits, physical space for flipped classrooms)
“Consider block scheduling to allow concentrated immersion.”

NEW PROFESSIONAL PROGRAMS

“Please share freely other ideas that you believe should be considered”

- A few responses suggested expanding/enhancing programs for continuing professionals; one specific example was developing a sustainability professional certificate program.

LIFELONG LEARNING AND TRAINING

“Please share freely other ideas that you believe should be considered”

- Develop a W&M version of “Great Courses”
- Develop the infrastructure needed to provide quality lifelong learning and training experiences

DEVELOP EXPERIENTIAL & NON-CLASS LEARNING

“Please share freely other ideas that you believe should be considered”

- Compensate faculty for experiential, student research mentorship, and non-class learning (e.g., stipends, research \$, course release, merit evaluations)
“Reward and incentivize what we already do so well instead of reinventing the wheel....Give faculty credit when they do out of classroom research with students. Duh!”
- Many faculty see little value in expanding experiential and non-class learning
“None of these. We are a university not a technical college.” “I think we already devote sufficient attention to experiential learning.”
- Make it easier for students to get credit for experiential learning (e.g., more flexibility, creative incorporation of internships into courses, more funding)
“Make it easier (decrease the admin hoops) to get credit for work experience.”
- Make experiential and non-class learning accessible to everyone (e.g., fund to support student off-campus internships, accessibility training)
“Prioritize how diverse/first gen students will access and benefit from these.”

STRENGTHEN EXTERNAL PARTNERSHIPS

“Please share freely other ideas that you believe should be considered”

- Many faculty see little value in external partnerships

“The choices dilute the W&M brand and cheapen the experience for our students and alums.” “It’s ironic that W&M had satellite campuses (e.g., CNU, ODU). Arguably, W&M has a better external standing now than it did in the past...What has changed to revisit this idea”
- Develop campuses abroad or partner with international universities
- Creative partnerships with other universities (e.g., UVA, VPI; faculty joint positions, tuition swap for students, reciprocal research experiences)

“Find effective schemes to facilitate faculty joint positions between WM and other prestigious institutions.”
- Increase involvement with government partners as mentors and faculty

“Take more advantage of DC”
- Strengthen community college ties

“Develop pipelines from certain community colleges to W&M”
- Diversity and inclusion (e.g., work with local non-profits)

“Focus on increasing W&M racial and class diversity by building external partnerships”

SYNTHESIS OF GENERAL OPEN- ENDED RESPONSES



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

Threats

- Erosion of unique W&M teacher-scholar model
- Creation of an NTE “underclass”
- Faculty burnout/retention
- Lack of faculty governance
- Administrative & programmatic bloat

Opportunities

- Strengthening “the core”
- New programs that leverage W&M’s unique model
- Promoting well-being on campus
- Promoting faculty collegiality and engagement
- Promoting diversity

Erosion of unique W&M teacher-scholar model

Respondents worry that we are losing the qualities that most distinguish W&M (which was what attracted them to W&M in the first place and have been uniquely appealing to prospective students as well)

“William & Mary is gradually losing its identity. No longer are we home to teacher-scholars; instead, we rely more and more on NTEs whose only job is teaching. And we allow/encourage tenured and tenure-eligible faculty to teach fewer courses and spend more time on research. Academically, the only meaningful difference between W&M and a place like UVa is that we have fewer students. I find this change really sad. I came to teach at W&M because it was not like UVa.”

“...increasingly W&M is moving away from the scholar/teacher model and the model of an engaged liberal arts education that established our institutional “brand” and becoming more and more like generic large state research universities with an upper class of research faculty and a lower class of teaching faculty. Parents will not want to pay top dollar for their children to be largely taught by contingent faculty; if this trend continues, the institutionalization of a two-tier faculty system at W&M will undermine the very qualities that made a W&M education special and desirable in the first place.”

“Institutionally we have a focus on teacher-scholars (our definition of a liberal arts university is highly related to this) yet we are increasing the number of people who do not fit this integration and we do not have a budget in departments/programs that encourages or rewards faculty for mentoring students in research. We need to put our money where our mouth is otherwise we will continue to slide toward being a mediocre state university. I thought we had something special here at W&M...”

Creation of an NTE “underclass”

Respondents expressed concern that NTEs are being exploited, and are not being properly supported nor integrated into the W&M community

“I am NTE and miserable-even with extra courses and a second job, I can't afford to buy a house or even rent an apartment in a decent school district, and the uncertainty of renewal is a constant source of anxiety for me. I can't afford the \$1000/month fee for William & Mary's child care program, I can't afford to pay for gym access, and the health insurance is either pathetic or more than half my monthly net pay. My wife had to leave VA to find a job for a year to pay for health care thanks to the paltry, inadequate insurance. I teach an extra course or two EVERY semester, plus summers. I am burnt out, unable to work on finishing my dissertation, and my student evaluations are slowly declining despite my genuine enthusiasm for this college and for my field. I'd like to earn a living wage without teaching 14 classes a year (4-4-2-2-2; 4-4 during the regular year, 2 in each summer session; and 2 at a nearby college).”

“These faculty members (NTEs) many of whom are equally or more qualified than TE peers, are coerced into providing excessively cheap labor with little to no research support and job security. This contradicts the core values of the humanities and liberal arts.

Faculty burnout/retention

Respondents express frustration with shifting demands on their time (away from teaching and research) and lack of fair compensation and benefits

“Over the past 4-5 years I have noticed a marked decrease in morale among faculty that I routinely interact with. I believe the reason for this is predominantly that faculty are continually being pressed to do more with less, and it is becoming overwhelming for many of us. It is important that the administration be aware that many faculty are routinely working 16-hour days and weekends, spending less time with families, and facing increasing demands from every level of the administration. We see valued faculty being denied tenure and promotion, and faculty who leave are not being replaced so that their work load need to be picked up by the rest of us. I fear that we will soon reach a breaking point, in response I have witnessed an increase in faculty seeking out other employment.”

“At present the university depends for its survival and day-to-day functioning on "the good will" of the faculty. This is a good recipe to a) overburden and grind down faculty and b) drive the most talented among us to jobs elsewhere.”

“Take care of the faculty you have. Don't allow them to feel worthless once they're hired or get promoted. Salary increases are fabulous. But research and travel money doesn't hurt. It would also help not to have to devote 50% of my work load to service. We are researchers! And I often feel like the College doesn't care about that.”

Lack of faculty governance

Respondents are concerned that recent changes to W&M's model and programs have not sufficiently engaged faculty (and/or have not been led by faculty)

“As a longtime member of the faculty, I have grown increasingly concerned that the administration has been sidelining faculty in determining the academic priorities of the institution by excluding most faculty voices from the strategic planning conversation. Therefore, it is good to see this survey, though I remain skeptical as to how much administrators will consider the data that it provides conflicts with the direction they have been taking in recent years.

I would note that the rank-and-file faculty were largely excluded from the deliberations preceding the Board of Visitors' adoption of W&M Promise several years ago. While its goals might have been noble, unfortunately, the result of the Promise is an overburdened financial aid program. (A recent faculty meeting reported that approximately \$3 million more committed in financial aid to last year's freshman class than was originally budgeted, which will result in a \$12 million shortfall over four years.) As a result, Arts & Sciences and other units are being forced to contemplate cuts to academic programs and hiring freezes, even as faculty salaries continue to stagnate.”

“I believe there is a big disconnect between the administration and the faculty. I also don't think it is appropriate that the administration (and staff) leads certain things that should be faculty driven (i.e., accreditation).”

Some perception of administrative & programmatic bloat

Respondents express concern about the perceived shift of resources away from core (research and teaching) activities

"Instead of focusing on core activities the College fosters administrative sprawl-- centers, initiative, workshops to "enhance" this and that-- when what we really need most as faculty is a re-framing of the problem. The problem is NOT making us more efficient, more connected to other institutions, more this, more that, by dreaming up more and more administrative tasks so that administrators look "innovative." Rather, it is for the administration to focus on ONE goal: a well-run, academically excellent university that is funded adequately to perform its core mission."

"I am extremely concerned about the state of faculty governance at W&M. There is administrative bloat, both in terms of numbers and salaries. The bureaucracy has grown substantially and unnecessarily over the last decade, even the last five years! There is more and more red tape that taxes faculty effort to the point of adversely influencing our teaching and research. Offices within the university, like procurement, the grants office, HR, etc., have developed a life of there own. These offices are more concern about protecting the institution than there is about facilitating faculty research and teaching, and these offices are not responsive to individual faculty, nor is there a clear mechanism for faculty oversight via committee structures."

"Students are our number one priority. Faculty are the ones who teach the students. Everything else is secondary. The administration should be streamlined so that resources can be put into faculty and students. We don't need fancy new centers, we need faculty who are empowered to teach students. Long after they graduate, alum will forget the shiny "Centre for ..." but they will always remember the professor who took the time to really get to know them. They will forget the administration and the folks behind the curtain, but when they have time to deeply explore a topic in a small classroom with fewer demands on their time outside (4 classes instead of 5), their lives will be forever changed. We have a long tradition of producing leaders. Let's not spoil that by trying to do too many fancy things too quickly. If we do, we run the risk of losing it all."

Strengthening “the core”

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

“Maintain our comparative advantage by remaining in the goldilocks spot of being big enough for good research but small enough for quality teaching. I fear becoming a second-rate UVa if we try to do things we aren't good at.”

“The cost-saving appeal of online courses and adjunct faculty is undoubtedly attractive to administrators, but putting students into a classroom with a tenure-worthy faculty member should be the absolute priority for any institution of higher learning.”

“Considering how difficult is to compete with very rich small liberal arts colleges with very large endowments I think WM should aspire to be more like Dartmouth or Brown by emphasizing its research component and research opportunities for undergraduates.”

“I know change is important, but W&M is pretty magical. And we need to be attentive to what works well here and how we can support what is going well already, as we move forward.”

New programs that leverage W&M's unique model

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

“William and Mary will never grow to a position of being a good engineering school. But we are extremely good at interdisciplinary science and mathematics, and could be extremely good at integrated science/math/humanistic educational approaches. I think we should introduce “technological” education in a way that make sense in a liberal arts and science university: via mathematical science, critical analysis of technique, ethics of technology, science policy, etc.”

“We should capitalize on what makes us good: excellent undergraduates who are often interested in interdisciplinary topics. Moving forward, I don't think we should try to compete with giants like Virginia Tech (i.e., building engineering); instead, we should develop niches, like in bioethics or media ethics (I'm not a philosophy professor even though both of my examples suggest that).”

Promoting well-being on campus

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

“I personally value interdisciplinary work and teaching very much, as well, and believe my scholarship and teaching are interdisciplinary, but if efforts to increase connections aren't paired with efforts to reduce other kinds of work there just aren't enough hours in the day to attend to connective work. Generally, there are a great many sexy ways for universities to spend their money these days, and some to earn it, but happy teachers and happy students go a long way to improving a university's reputation, too.”

“In a time when our current generation of youth is predicted to have a lower average life span than that of its parent generation, largely due to inactivity, W&M has made a huge blunder to further devalue physical activities in the curriculum of the liberal arts undergraduate (referring specifically to Kinesiology).”

Promoting faculty collegiality and engagement

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

“...Can we create an interdisciplinary faculty center that would provide spaces and services for our faculty to meet, eat, drink, think, identify collaborators, dream in teams. This center would provide services that would help faculty make the best of their time but also learn, relax, have a nap, organize small meetings, brainstorm.”

“Whereas students are here for 4 years, excellent faculty drive the mission for 20-40 years! I think a faculty club, a proper restaurant and bar, is an important missing piece. Faculty need a place designed for VIP meetings, social events, and other informal and formal gatherings that enhance the experience apart from the spaces on campus that are student-filled. I think a faculty club would be an important development for W&M.”

“A faculty lounge somewhere on campus would go a long way towards providing a place for faculty from different departments to meet one another. This could be a small cafe that serves coffee and tea or something larger that serves lunch and dinner.”

Promoting diversity and inclusion

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

“I found it extremely problematic that diversity and inclusion, and the priorities/themes established by the Task Force on Race and Race Relations, were not reflected in any way in this survey of Academic Priorities”

“Diversity, Diversity, Diversity. Increase the number of diverse faculty in terms of race and gender and sexual identity. (Please don't forget about gender and sexuality when we're talking about diversity!)”

“The College should increase the resources it provides to support effective diversification of faculty, students, curriculum, staff, and community environment.”

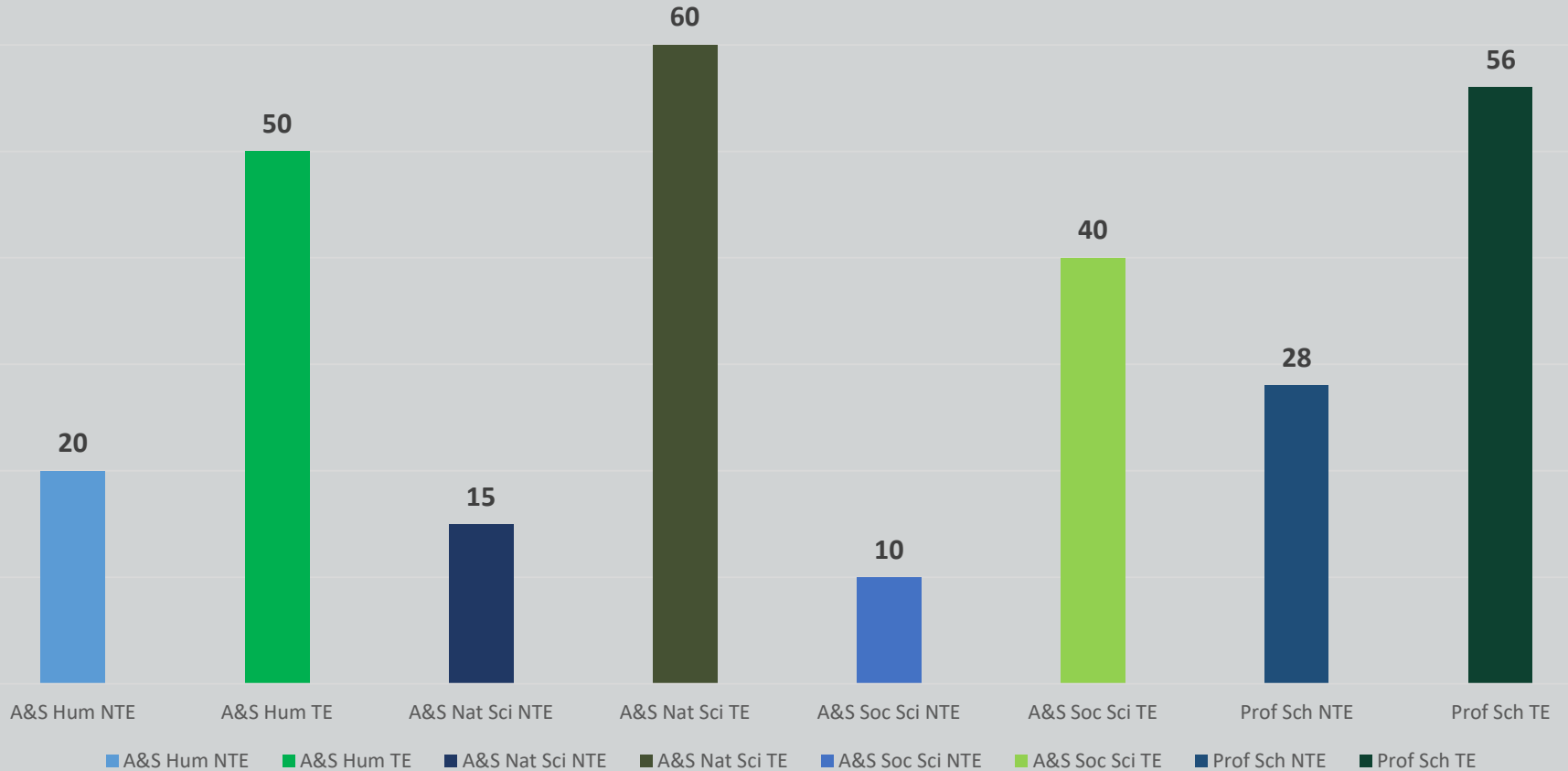
SURVEY RESULTS BY FACULTY GROUPING



Groupings

- The respondent pool was divided into subgroups to examine for differences in rankings based on Tenure Status (TE vs Non-TE) and Academic Unit.
- Because of the low number of NTE respondents from the professional schools, the results from all professional schools were pooled.

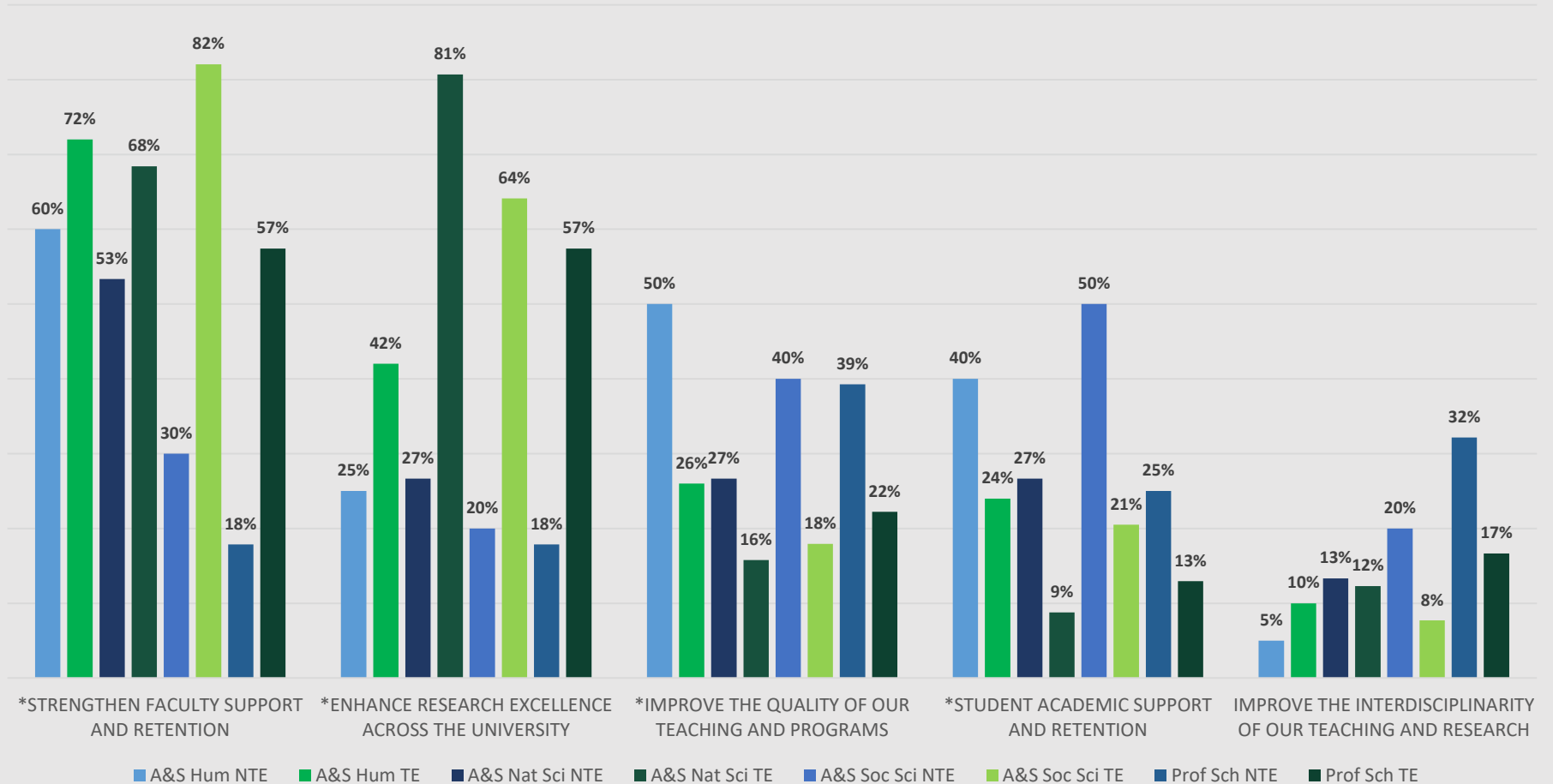
Number of Patricipants by Academic Grouping



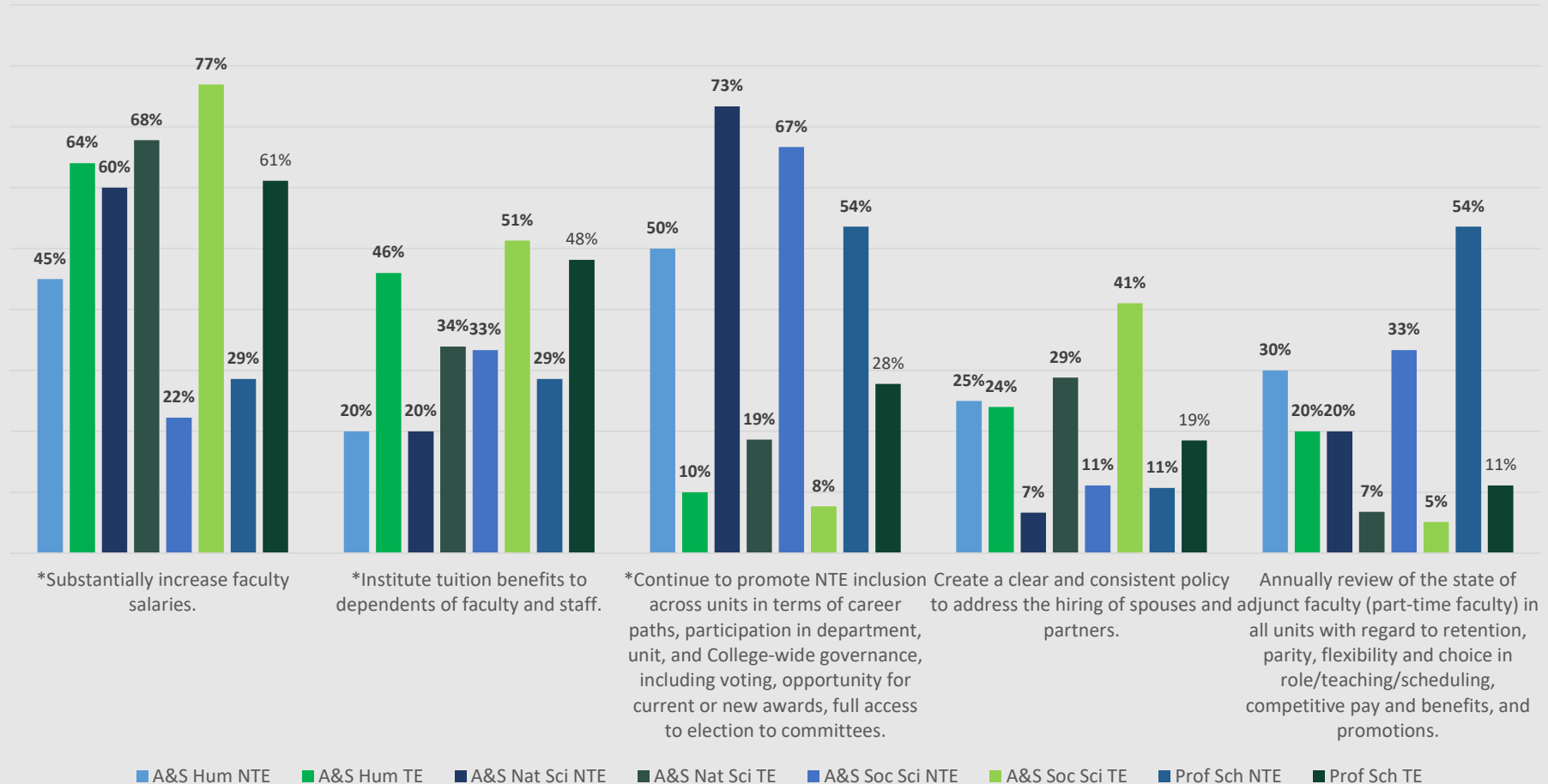
Analysis

- Rankings were compared across academic groupings.
- Instances of significant difference are indicated by an * on the accompanying graphs.
- The data in the graphs represent the proportion of the group that rated an element as one of their top two priorities.

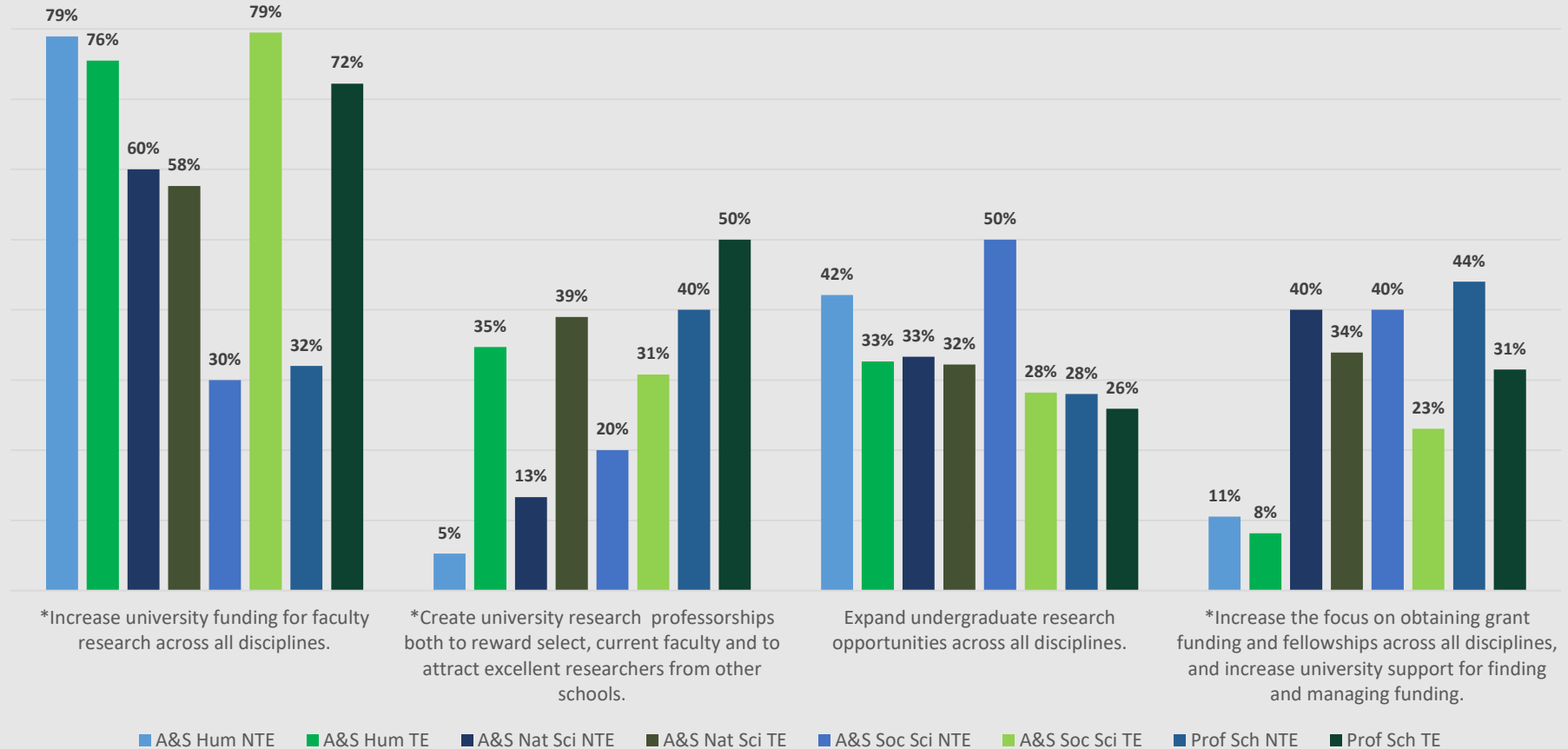
Overall



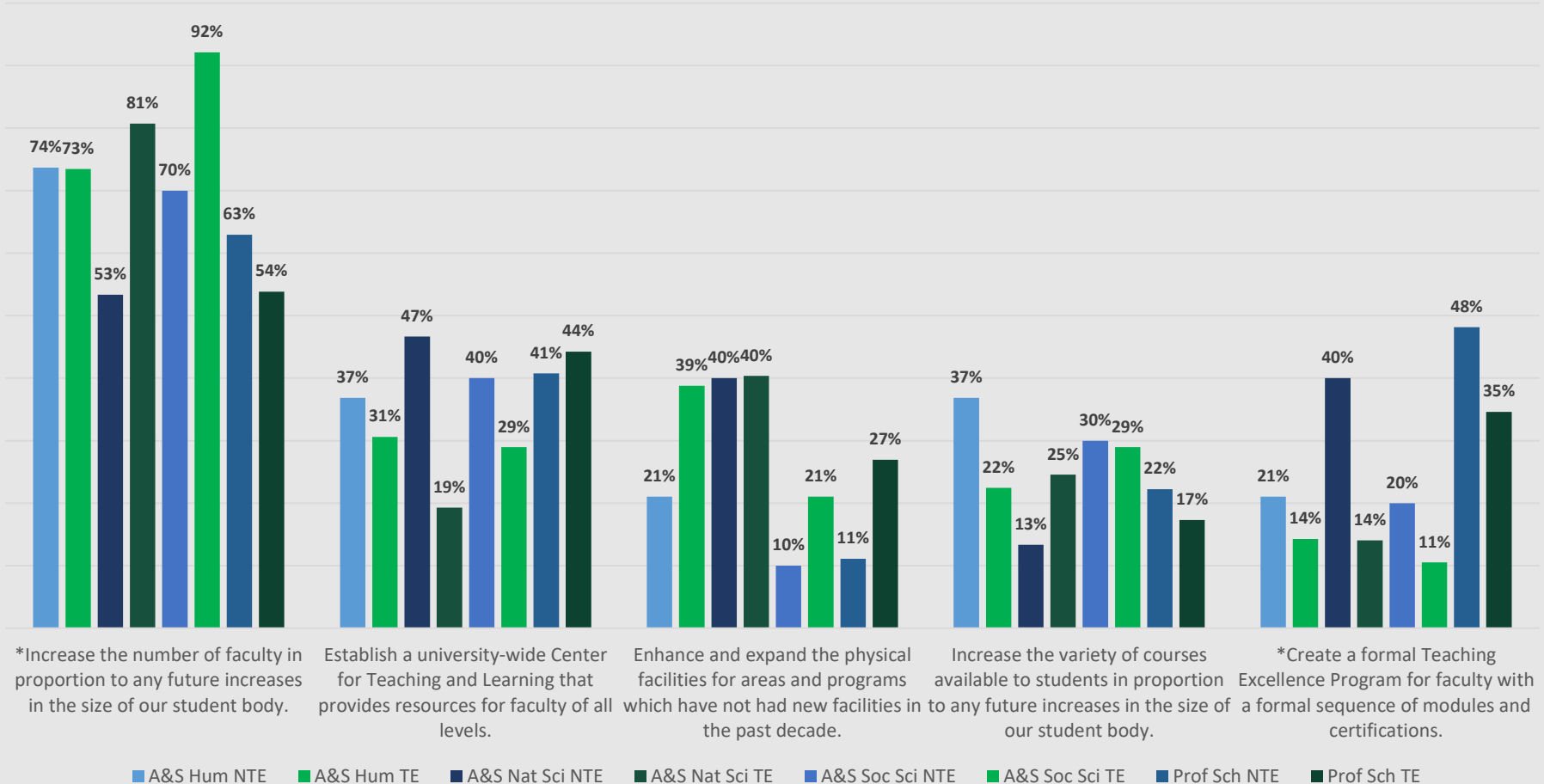
Faculty Support and Retention



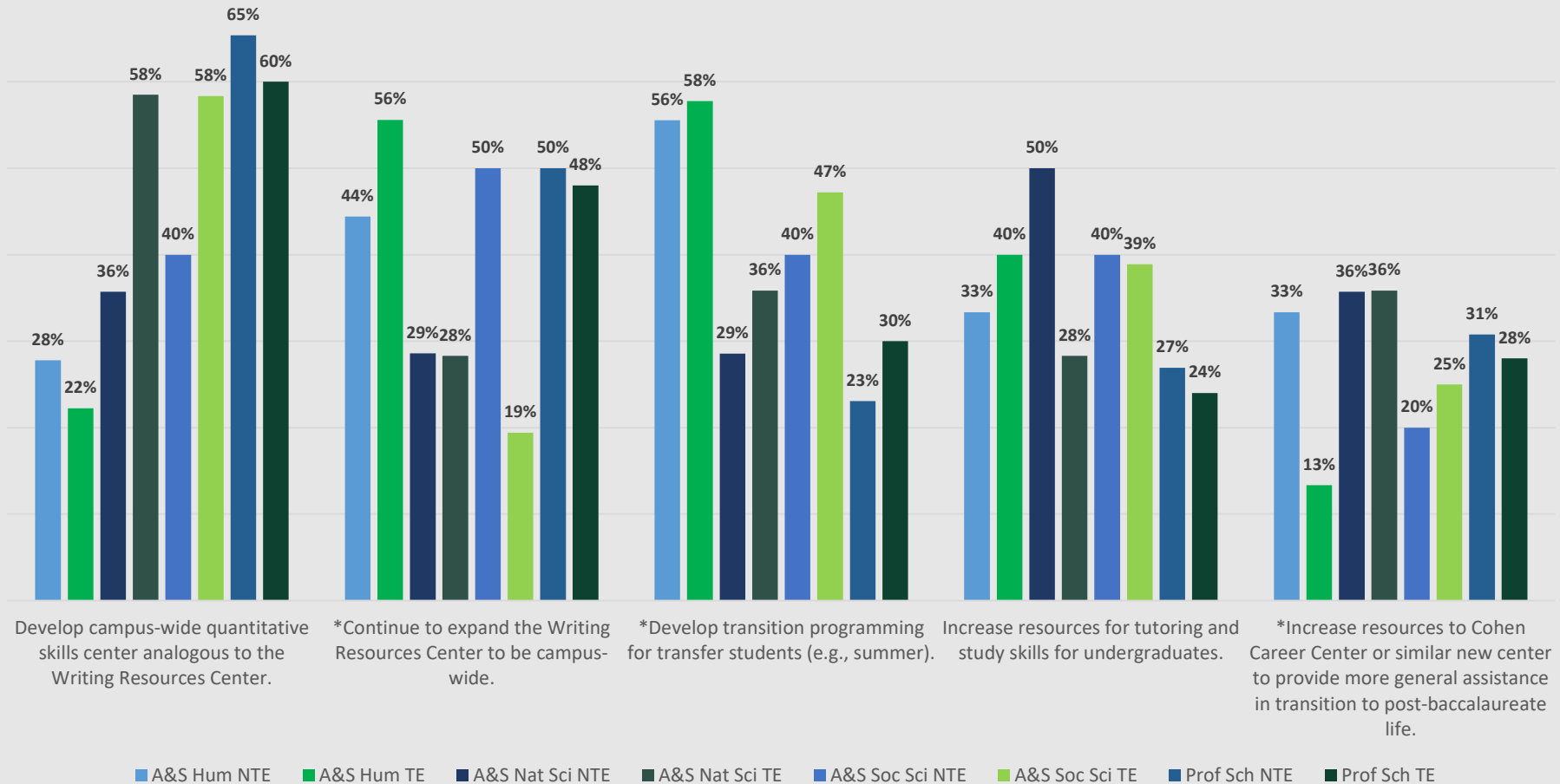
Enhance Research Excellence



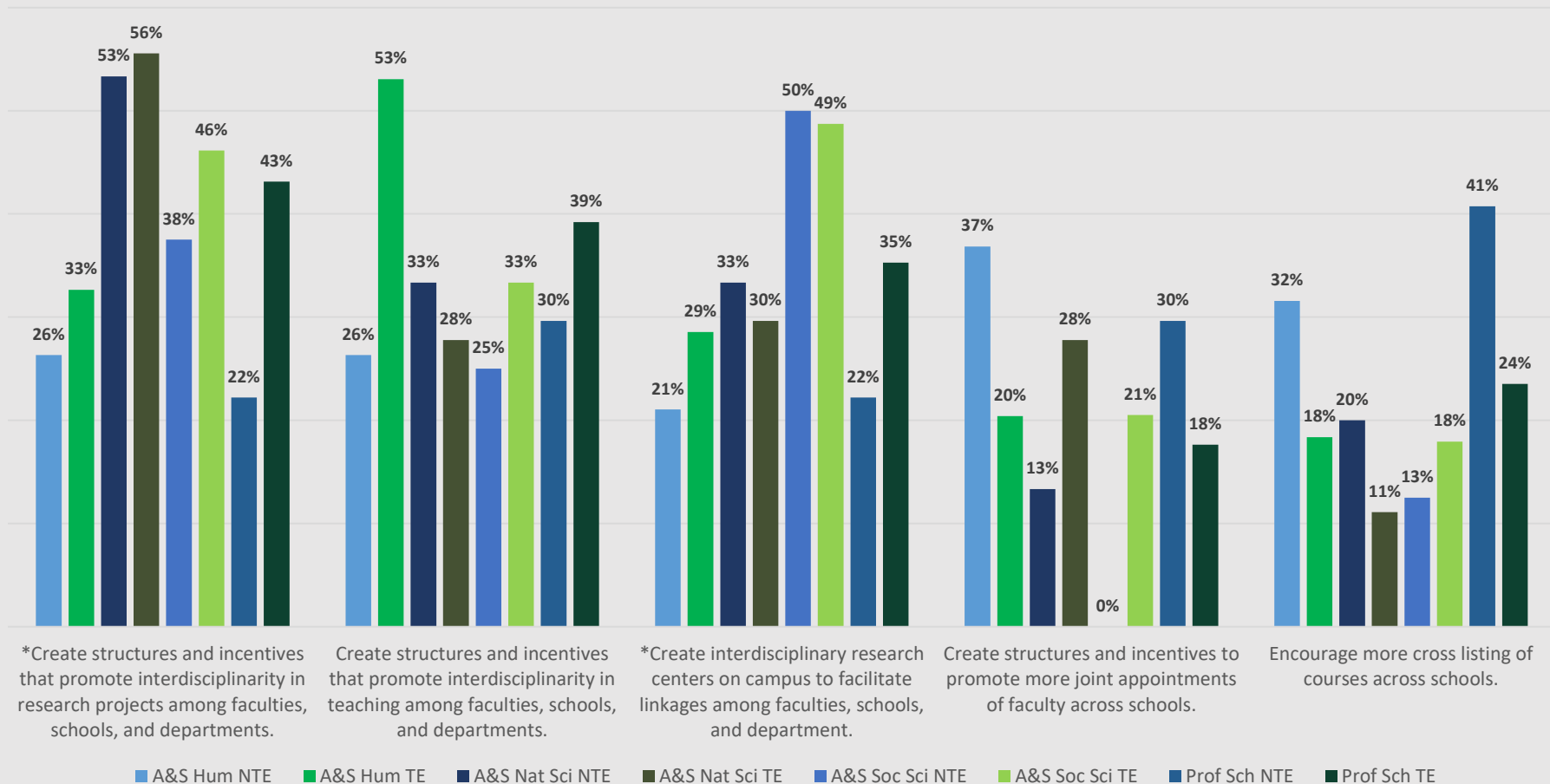
Improve the Quality of Teaching and Programs



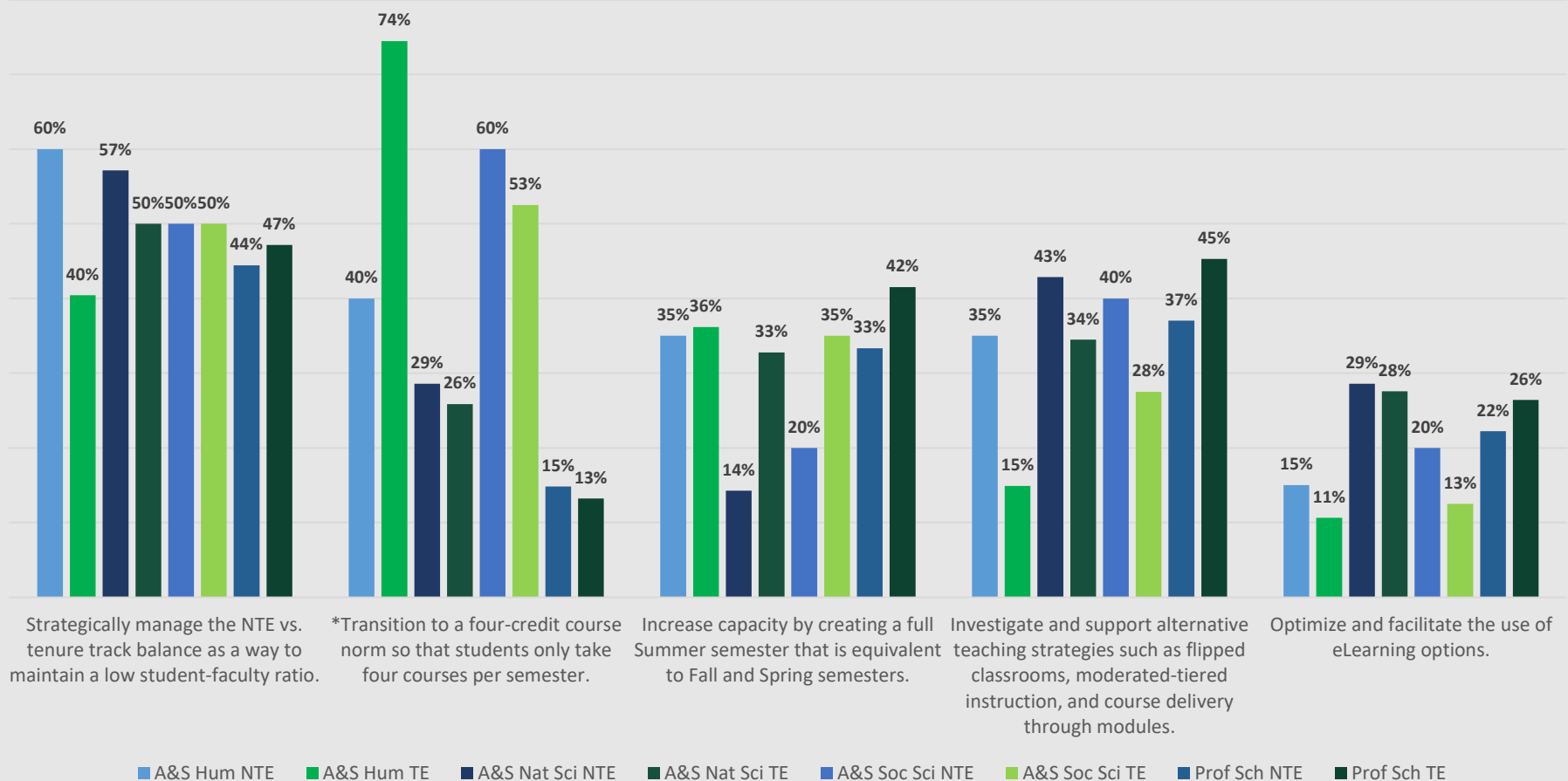
Student Academic Support and Retention



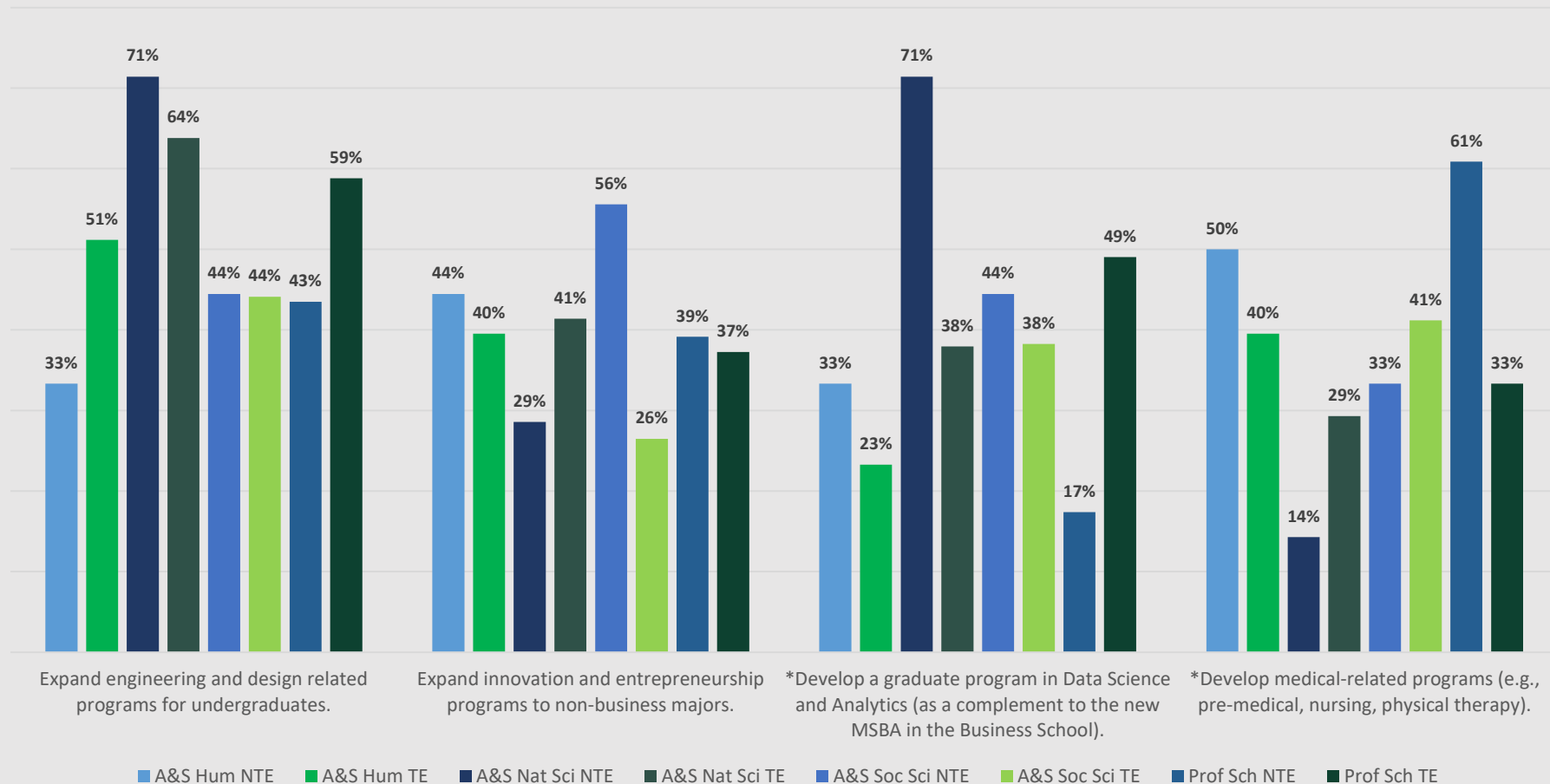
Improve the Interdisciplinarity of Teaching and Research



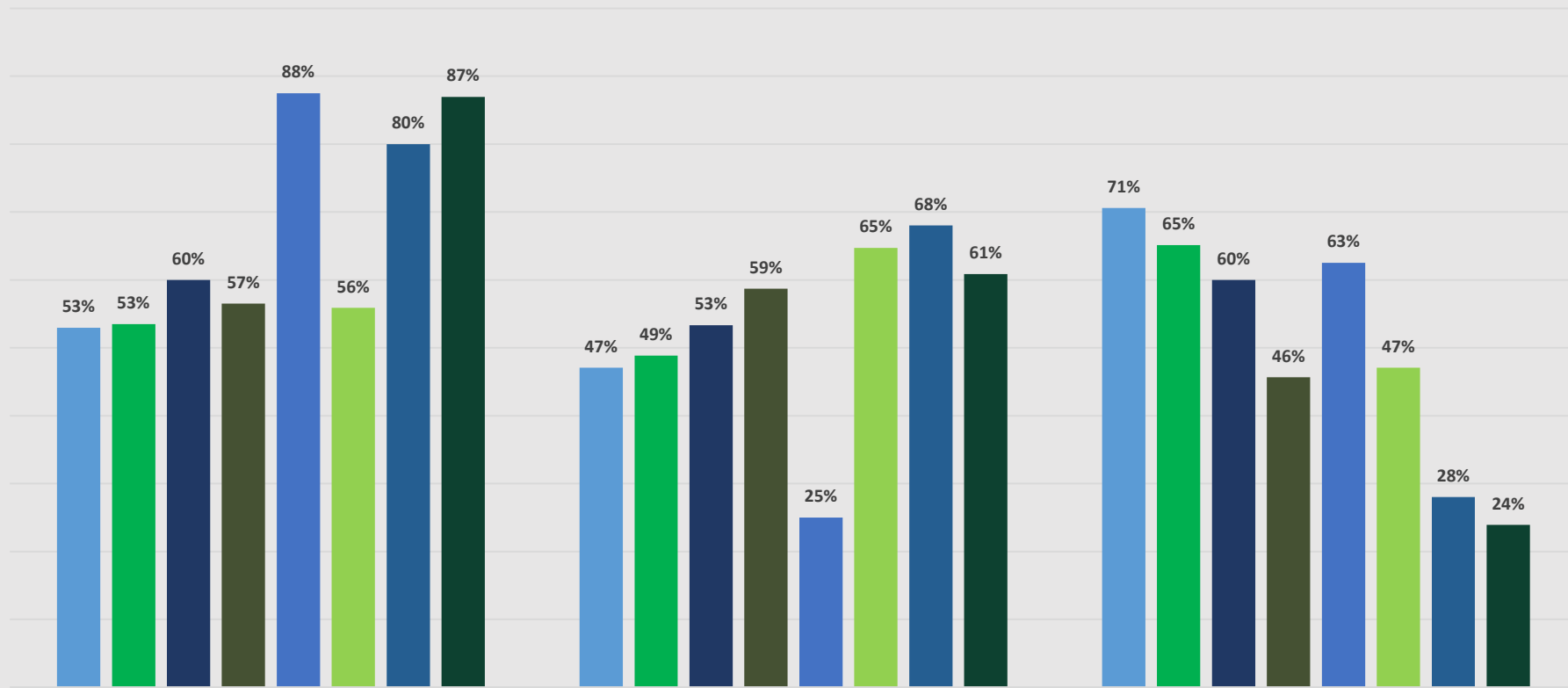
Support Flexible and Efficient Teaching



Establish New Professional Programs



Provide Life-Long Learning and Professional Development



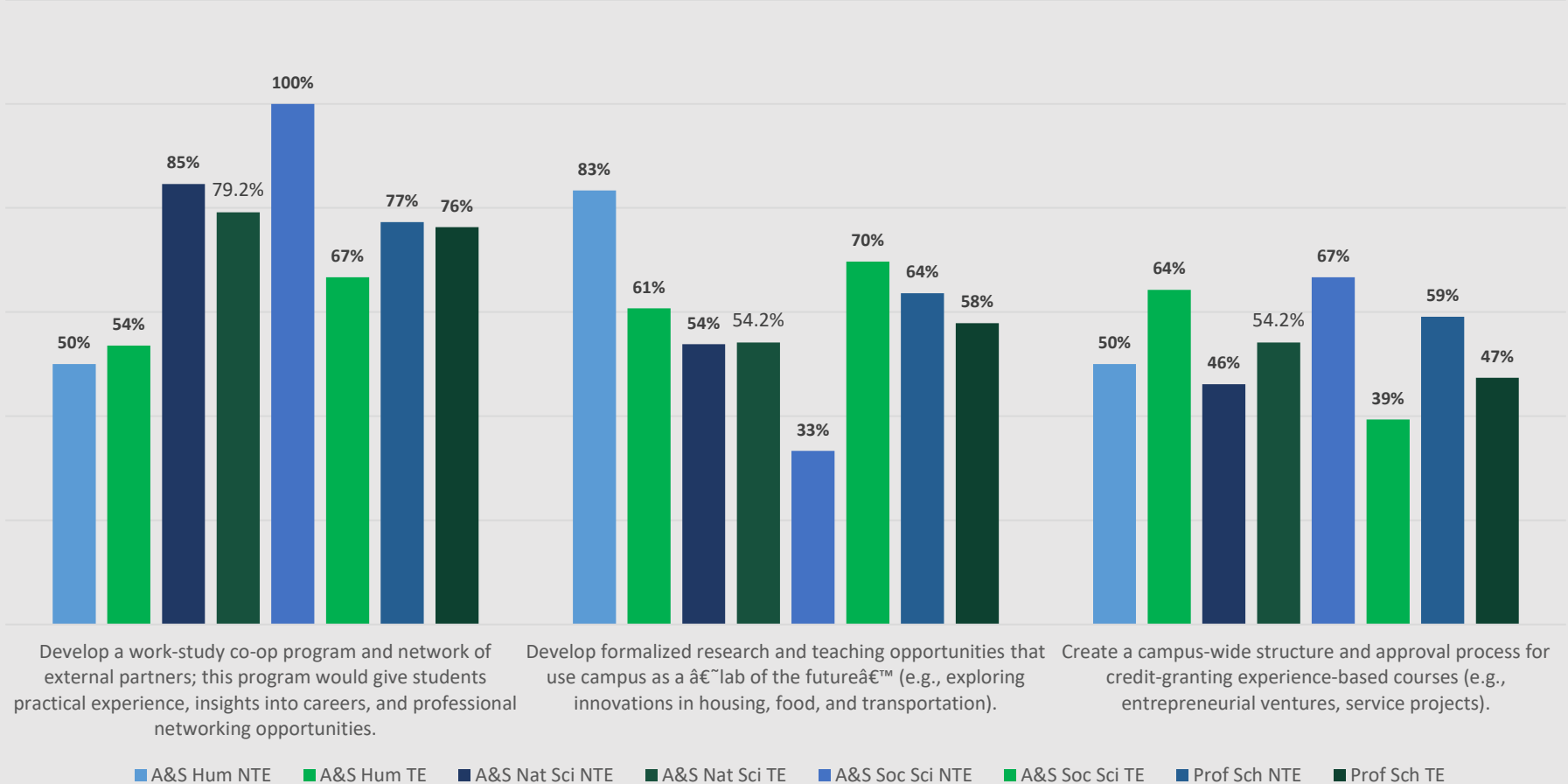
*Offer courses that lead to certificate and credentialing programs for working professionals in a variety of careers.

Offer tuition-generating online courses to a wide variety of adult audiences (e.g., alumni).

Offer tuition-generating courses to local community members.

■ A&S Hum NTE ■ A&S Hum TE ■ A&S Nat Sci NTE ■ A&S Nat Sci TE ■ A&S Soc Sci NTE ■ A&S Soc Sci TE ■ Prof Sch NTE ■ Prof Sch TE

Develop Experiential & Non-Class Learning



Strengthen External Partnerships

