

**REPORT OF THE FACULTY SENATE
SURVEY**

Conducted Spring 2007

Submitted March 1, 2008

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Notes:

Query statements are presented in italic/underlined text:

UVa is collegial

Comments by faculty are presented in quotes using this font:

“There is a strong sense of collegiality in my department”

REPORT OF THE FACULTY SENATE SURVEY

Executive Summary

In Spring 2007, the Faculty Senate conducted a survey of UVA faculty on a range of issues relating to the recruitment, retention, and welfare of current and prospective faculty. The Senate's committee on Faculty Recruitment, Retention, and Welfare (FFRW) presents its findings here -- with the data appearing in the order of the original survey, followed by subanalyses of specific faculty populations. In addition to summarizing the data and written comments, this executive summary includes goals and action items offered by the faculty as constructive suggestions for addressing underlying issues. Survey responses reflect those of faculty that are employed at UVA and may not accurately reflect the views of those that were unsuccessfully recruited or those who were not retained. Methodology, details of survey results, additional suggestions, and School level data (Section IVE) are provided in the full report. The full report concludes with a focused discussion on diversity that brings together information from all areas of the survey (Section V).

I. Collegiality, Academic Community, and Charlottesville Community

A. Collegiality is strong at UVA with 77.7% of faculty agreeing or strongly agreeing that UVA is collegial. However, survey responses to questions regarding collegiality vary widely by school and department. Comments indicate that poor leadership is a major source of discord. For General faculty, inequalities and a two-tiered faculty system result in lower job satisfaction. In addition, the commitment to ***diversity*** appears somewhat superficial, without true commitment to political or sexual diversity. Women and minority faculty rate the importance of improved diversity higher than other faculty. A larger discussion of diversity is included at the end of the report that combines information from all portions of the survey (Section V).

- ▶ Goal: Improve leadership at the department and school level
 - Action item: Provide leadership training and mentoring programs for new Chairs and Deans
 - Action item: Provide 360° feedback (from peers, those who supervise, and those who are supervised) to Chairs and Deans regarding leadership
 - Action item: Chairs should be required to provide an annual review for all faculty (tenured/eligible and General) regarding performance and goals for the future. The Deans should hold Chairs accountable for providing annual reviews.
- ▶ Goal: Commit to improving diversity of the University, in race, gender, sexual orientation, and political perspective
 - Action item: Develop a plan of action with specific achievable goals for dealing with problems related to diversity, eliminate discrimination, and the development of mechanisms for identifying and dealing with the sources and effects of discrimination that will transform the atmosphere of UVA to one that embraces diversity with zero-tolerance of discrimination.
 - Action item: Commit significant resources to the recruitment, mentoring, and retention of a diverse faculty.

B. Academic community. Highest satisfaction was with undergraduate students, departmental faculty, faculty of their school, and departmental reputation. Highest

dissatisfaction was with support for their discipline within the University, efforts to retain valued faculty, and support for their department within their school. Comments in this section reflect a frustration with a lack of vertical communication between departments, schools, and University administration.

- ▶ Goal: Improve vertical interaction and communication between University administration, Schools, and Departments.
 - Action item: Encourage attendance of University administration at School meetings and Deans at Department meetings at least once annually to acknowledge contributions and create an open forum for discussion of concerns.

C. Charlottesville community is a strong positive in the recruitment and retention of faculty, though the small size of the community limits the ability to recruit a diverse faculty, including minority faculty and those of less common religious or political beliefs or sexual preference. But growing concerns are present regarding the increasing cost of living and cost of housing relative to faculty salaries, particularly as these problems hinder the ability to recruit junior faculty. Recruitment of faculty, particularly women and minority faculty, would improve with development of passenger rail service to major metropolitan centers.

- ▶ Goal: Improve communication and coordination of development with local, state, and possibly Federal government.
 - Action item: The Provost's office should work with city and county planning agencies to improve traffic in and around the University. This may also involve University faculty if appropriate.
 - Action item: The Provost's office should communicate with State and Federal authorities the importance of convenient and reliable passenger rail service to Richmond and Washington, D.C. for the development of the University and work toward accomplishing this goal.

II. Faculty priorities were evaluated regarding administrative, research, and teaching support and infrastructure. Highest administrative priorities include transparent administrative policies, streamlined administrative policies, facility improvements, and increased office staff support. Two items were clearly the highest research priorities: additional support for graduate students and additional support for travel to meetings and conference in the US and abroad. While there was one clear priority stated for teaching—additional resources for teaching and course development, a cluster of additional priorities also ranked exceedingly high, including improvements for all aspects of the teaching craft: renovations, increased space, IT support, and increased recruitment of diverse students.

A. Administrative Priorities

- ▶ Goal: Improve transparency in administrative policies
 - Action item: Increase involvement of faculty in administrative decisions (e.g. Board of Visitors, Cabinet, Future of the University, etc.).
 - Action item: Make financial plans available for faculty review and potentially involve business and/or economics faculty in the development of financial plans.
 - Action item: Develop and enforce clearly written policies on sabbatical, salary, and leave.

- Action item: Review the Promotions and Tenure process across Grounds. Work to improve transparency in the process, which should be supportive and educational. Feedback regarding P&T should be available a year or two (or earlier) before the candidate portfolio is due to be submitted in order to allow the candidate to address potential problems in advance. This could be provided by the Chair or department or school P&T committee.
- Action item: Develop a space accounting plan as well as clear future plans for offices and other Departmental spaces, including location and renovation
- ▶ Goal: Streamline administrative policies
 - Action item: Realize and respond to faculty difficulties in the use of Oracle and eVA
 - Action item: Develop an environment of customer service in Human Resources. Improve responsiveness of Human Resources to faculty needs by sitting in on actual hiring processes in Departments.
- ▶ Goal: Address facility improvement and increased office support concerns
 - Action item: Perform an inventory of offices. Integrate office space into planning of new space and renovations of current space.
 - Action item: Develop a training program for administrative assistants.

B. Research Priorities

- ▶ Goal: Improve graduate student recruitment
 - Action item: Raise graduate stipends to competitive levels, including summer stipends
- ▶ Goal: Provide additional support for travel in the U.S. and abroad
 - Action item: Establish funds for travel to meetings both in the U.S. and abroad
 - Action item: Develop clear written policies for access to travel funds

There are additional research items of concern, further discussed on pages 22 and 23.

C. Teaching Priorities

- ▶ Goal: Provide additional resources for teaching and course development
 - Action item: Establish Department level grants for new course development
- ▶ Goal: Address remaining teaching concerns
 - Action item: Establish a policy defining appropriate workloads for teaching assistants, with the goal of decreasing loads that are frequently too high
 - Action item: Raise Teaching Assistant stipends.
 - Action item: Perform inventory of classroom conditions. Develop, implement, and communicate a plan for classroom renovation, including ITC, to take place over the next five years. Involve the Teaching Resource Center in the design/implementation of new classrooms.
 - Action item: Provide support at the Provost level for team-teaching across schools

III. Benefits

Improvement in existing benefits and consideration of additional benefits may increase the ability to recruit and retain faculty. Some items may require expansion of available

resources through philanthropy or other sources. Other items require time and attention but little capital investment. This is further discussed in the body of the report.

A. Existing Benefits. Faculty are most satisfied with retirement programs, 403(b) Savings Program, and 403(b) Matching Program. Faculty are least satisfied with salary, dental services, discount vision plan, pre-tax parking, and exercise/health programs. Some improvements can be made with little or no funding, while others will require investment though costs will be recouped by improved faculty recruitment, retention, and general welfare.

- ▶ Goal: Improve existing faculty benefits
 - Action item: Establish a plan to increase faculty salaries in order to be competitive with other institutions and to catch up with increases in the costs of living and housing
 - Action item: Improve overall health care benefits, including addressing concerns with Southern Health, control of premiums, and maintenance of benefits. Revamp vision/eye care and dental programs
 - Action item: Increase employer contribution to retirement and to 403B matching accounts
 - Action item: Increase number and quality of child care facilities, particularly in hospital complex area. Faculty do not expect subsidy, but need these facilities to be available.
- ▶ Goal: Improve communication and responsiveness
 - Action item: Improve communication of benefits information to faculty
 - Action item: Develop role of Benefit's office as advocates of faculty in addressing concerns regarding vendors of services, such as changes in Mental Health Providers, reducing paperwork, etc.

B. Additional Benefits. The committee favors the development of a menu of benefits in order to meet the changing needs of faculty members. Three items particularly stood out as potential additional benefits. The addition of a tuition benefit for children of faculty received overwhelming support, in part because it would improve UVa's ability to recruit and retain faculty. The second and third priorities were subsidized parking and subsidized health/wellness programs. Childcare was often cited as difficult - faculty need quality childcare facilities nearby, but do not expect the University to subsidize the program.

- ▶ Goal: Increase faculty benefits with improved flexibility to suit faculty needs during different life phases.
 - Action item: Increase the pool of resources available for faculty support through philanthropy or other sources
 - Action item: Develop a menu plan for benefits so that faculty can tailor benefits to suit their needs
- ▶ Goal: Develop a tuition benefit for faculty dependents
 - Action item: Investigate how other institutions provide and support this benefit
 - Action item: Use this information to develop a program at UVa
- ▶ Goal: Improve parking situation

- Action item: Eliminate or subsidize parking fees. At a minimum, scale fees to salary
- Action item: Develop an environment of customer service in Parking and Transportation and create an open positive dialog with faculty
- Action item: Earmark Parking & Transportation revenues to initiatives that will provide convenient transportation alternatives to private cars
- ▶ Goal: Develop a strong Health and Wellness Program for faculty
 - Action item: Eliminate or subsidize fees for UVa exercise facilities
 - Action item: Develop a portion of exercise facilities (or their hours) oriented to faculty rather than students, or provide discount for community exercise facilities

IV. Subanalyses of Results by Respondents

A. Analysis by Rank: Assistant professors (junior faculty) consider cost of housing, availability of childcare facilities, diversity of community, proximity to major metropolitan centers, and support for teaching assistants more important than do Associate professors and Professors (senior faculty). Additional graduate student support is more important to senior faculty than junior faculty.

- ▶ Goal: Specifically improve recruitment and retention of Assistant professors
 - Action item: Facilitate improved transportation to Richmond and Washington
 - Action item: Provide additional support for teaching assistants
 - Action item: Increase availability of quality childcare facilities
 - Action item: Develop housing allowance and/or purchasing partnerships
- ▶ Goal: Specifically improve recruitment and retention of Associate professors and Professors
 - Action item: Develop a tuition benefit program for faculty dependents
 - Action item: Increase support for graduate students

B. Analysis of General Faculty: The greatest differences between General faculty and tenure-eligible faculty are evident in the academic community section of the survey. Non-tenure track faculty are less likely to agree that UVa is collegial, that their research is valued by their department, or that their participation in department governance is valued and encouraged. General faculty members are less satisfied with support for their personal academic priorities, support of career development, and fairness of the review and promotion process. Comments suggest essentially a caste system, where General faculty have considerably fewer rights and privileges and have considerably lower regard.

- ▶ Goal: Acknowledge the important role of General faculty in the operation of the University
 - Action item: Develop written administrative policies for General faculty on such matters as their role in department governance, annual review and performance evaluation, promotion criteria, and reasonable expectation of continued employment.

C. Analysis by Gender: Women are less satisfied than male counterparts with the diversity of faculty, non-discrimination efforts, mentoring, support for personal academic priorities, and fairness of the review and promotion process. Women faculty strongly support transparent administrative policies, which may improve perception and reality of

gender equity as it pertains to academic life. Diversity is more highly valued by women faculty.

A broad range of benefits may be important in recruiting and retaining women faculty. Women were likely to rank childcare facilities, equivalent benefits for unmarried and/or same sex partners, and increased flexible family and medical leave options more highly than did male faculty. As with male faculty, women rank subsidized childcare low.

- ▶ Goal: Specifically improve recruitment and retention of women faculty members
 - Action item: Develop an action plan to eliminate discrimination, including the development of mechanisms for identifying and dealing with the sources and effects of discrimination and transforming the atmosphere of UVa to zero-tolerance of discrimination.
 - Action item: Improve transparency in administrative policies
 - Action item: Ensure that faculty benefit needs are met, since this may be a high priority for women faculty.
 - Action item: Facilitate the placement of childcare facilities in and near the UVa campus (this would not require subsidies)
 - Action item: Improve flexibility of family and medical leave options

D. Analysis by Minority Identification: Minority faculty members are less likely to agree that UVa is a diverse community or that diversity is valued by their department. Minority faculty are less satisfied with the diversity of faculty, non-discriminatory efforts of their department or school, or efforts to retain valued faculty. Regarding the Charlottesville community, diversity of the community, proximity to major metropolitan centers, and city transportation were ranked higher by minority faculty than non-minority faculty. As to additional benefits, housing allowances and/or purchasing partnerships and spousal/partner employment assistance were ranked higher by minority faculty.

- ▶ Goal: Specifically improve recruitment and retention of minority faculty members
 - Action item: Develop a plan of action that includes specific achievable goals for dealing with problems related to diversity and commit significant resources to the recruitment, mentoring, and retention of a diverse faculty.
 - Action item: Facilitate improved transportation to Richmond and Washington
 - Action item: Facilitate improved city transportation
 - Action item: Provide spousal/partner employment assistance in recruitment of faculty

V. Next Steps

The FRRW committee will continue to stay active, working to improve faculty life, and the ability to recruit and retain a diverse faculty of the highest caliber. The committee hopes to serve as a resource to Deans, Chairs, and others in administrative roles that desire more information and discussion of survey results. This report can also serve as a baseline for gauging progress in the future.

REPORT OF THE FACULTY SENATE SURVEY

This survey was developed and conducted in the spring of 2007 by the Faculty Recruitment, Retention, and Welfare (FRRW) Committee, a subcommittee of the University of Virginia Faculty Senate, and administered by the Office of Institutional Assessment and Studies. The committee had full support from Provost Gene Block and President John Casteen.

Committee members: Peter Beling, Jack Brown, Melvin Butler, Sheila Crowe, Jennifer Harvey (chair), Nicholas Kuhn, Daniel Lefkowitz, Pamela Norris, Blaine Norum, Susan McKinnon, Jeffrey Rossman, Julie Turner, Gwenneth West

Office of Institutional Assessment and Studies: Jonathon Schyner

Methodology

A total of 3,447 UVa faculty members were asked to complete the survey. Definition of “faculty” was purposely made very inclusive. Faculty with appointments outside of Charlottesville (e.g. Wise) were excluded. Survey responses reflect those of faculty that are employed at UVa and may not accurately reflect the views of those that were unsuccessfully recruited or those who were not retained.

On March 29, 2007, the 3,447 faculty members were sent personalized letters or emails, signed by the then Chair of the Faculty Senate, Ken Schwartz, and Jennifer Harvey, the Chair of the Faculty Recruitment, Retention, and Welfare Committee of the Faculty Senate. The introductory letter informed the faculty of the importance and general purposes of the survey, assured them of confidentiality, and invited them to participate. The survey was conducted over the web, but a paper version was distributed to faculty who requested one. Respondents were tracked via an alphanumeric randomized respondent key. A series of four email reminders were sent to non-responders on April 6 and 13, and May 9 and 21. No financial incentives were offered for participation.

The survey was composed of three broad areas: Academic Community, Faculty Priorities, and Benefits. The section on Academic Community included questions about the Charlottesville Community.

Analysis of the data was performed by the FRRW committee. Statistical analysis was not performed as this resource was not available. The committee therefore made judgments about what results appeared relevant and/or distinct. It is possible that if the committee had been composed of a different group of faculty that the results could have been judged somewhat differently. Where possible, this report presents numerical data so that individuals may make their own conclusions.

Members of the FRRW committee read all written comments. The comments were very helpful for understanding the context of the numerical data. Written comments were identified by rank and school, but not by other identifiers in order to maintain confidentiality of the faculty member. Representative text comments are used throughout the report to illustrate the numerical information. However, comments for large populations, such as the College of Arts & Sciences, may reflect the views of select departments rather than overall views of the School.

Respondents

When the field period ended on June 1, 2007, a total of 2,086 faculty had responded to the survey (response rate of 61%). Overall sampling error for the survey was + 1.3%., though higher for subanalyses and questions where a significant number of respondents did not answer.

Since sampling error assumes a random sample, analysis was conducted to determine whether respondents differed from non-respondents in important known characteristics, gender, ethnic background, and school. Overall, respondents looked very similar to the population, with the exception that the College of Arts and Sciences faculty (Table 1) were somewhat overrepresented, while Continuing and Professional Studies, Curry, and Law School faculty were underrepresented. Accordingly, the data were weighted by school to account for differences in respondents and the population.

TABLE 1. RESPONSE RATE BY SCHOOL AND RANK

Key Subgroups	Respondents	Response Rate	Sampling Error
School			
College of Arts and Science	565	75.6%	±2.0%
Curry School of Education	105	56.5%	±6.3%
Darden Graduate School of Business	53	56.4%	±8.9%
McIntire School of Commerce	51	65.4%	±8.1%
School of Architecture	43	62.3%	±9.2%
School of Continuing and Professional Studies	39	28.7%	±13.3%
School of Engineering and Applied Science	143	68.4%	±4.6%
School of Law	56	44.4%	±9.8%
School of Medicine	577	57.9%	±2.7%
School of Nursing	58	74.4%	±6.6%
Other	317	47.4%	±4.0%
Rank			
Lecturer and Instructor	423	44.8%	±3.5%
Asst. Professor - Tenure Track	183	70.7%	±3.9%
Assoc. Professor and Professor - Tenured	776	63.9%	±2.1%
Asst. Professor - Non-tenure Track	221	63.3%	±4.0%
Assoc. Professor and Professor - Non-tenure Track	181	60.3%	±4.6%
Other	204	63.8%	±4.1%

When analyzed by Faculty Rank, the largest group of faculty respondents was full Professors, tenured (25.6%) (Figure 1). Tenure track faculty comprised 47% of the responding pool, and 6% of respondents declined to identify their rank.

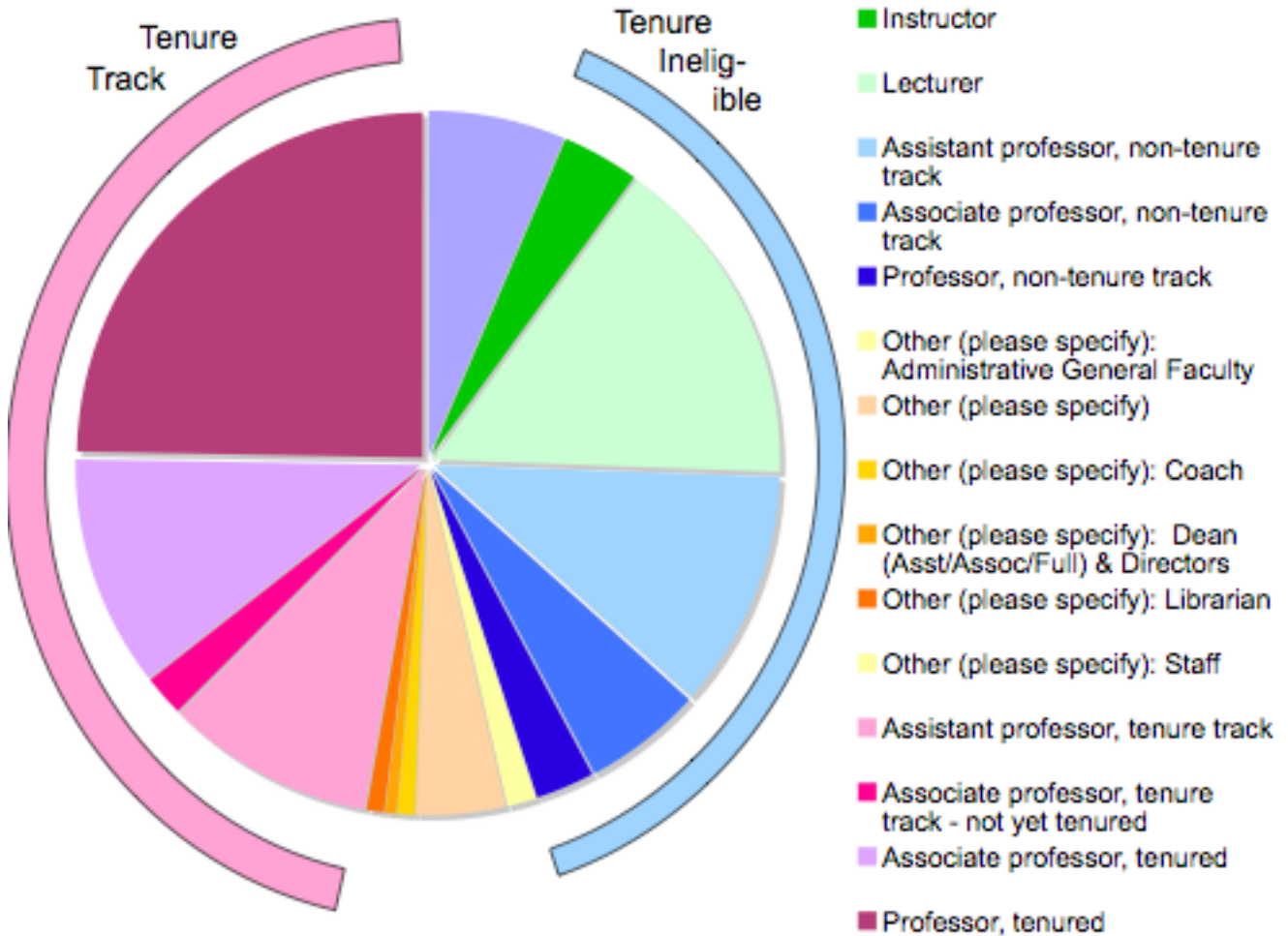


FIGURE 1. FACULTY SENATE SURVEY RESPONDENTS STRATIFIED BY RANK

When analyzed by affiliation, the largest pools of respondents affiliated with the School of Medicine (29%) and the College of Arts and Sciences (27%) (Figure 2).

Respondents to Faculty Senate Survey by Affiliation

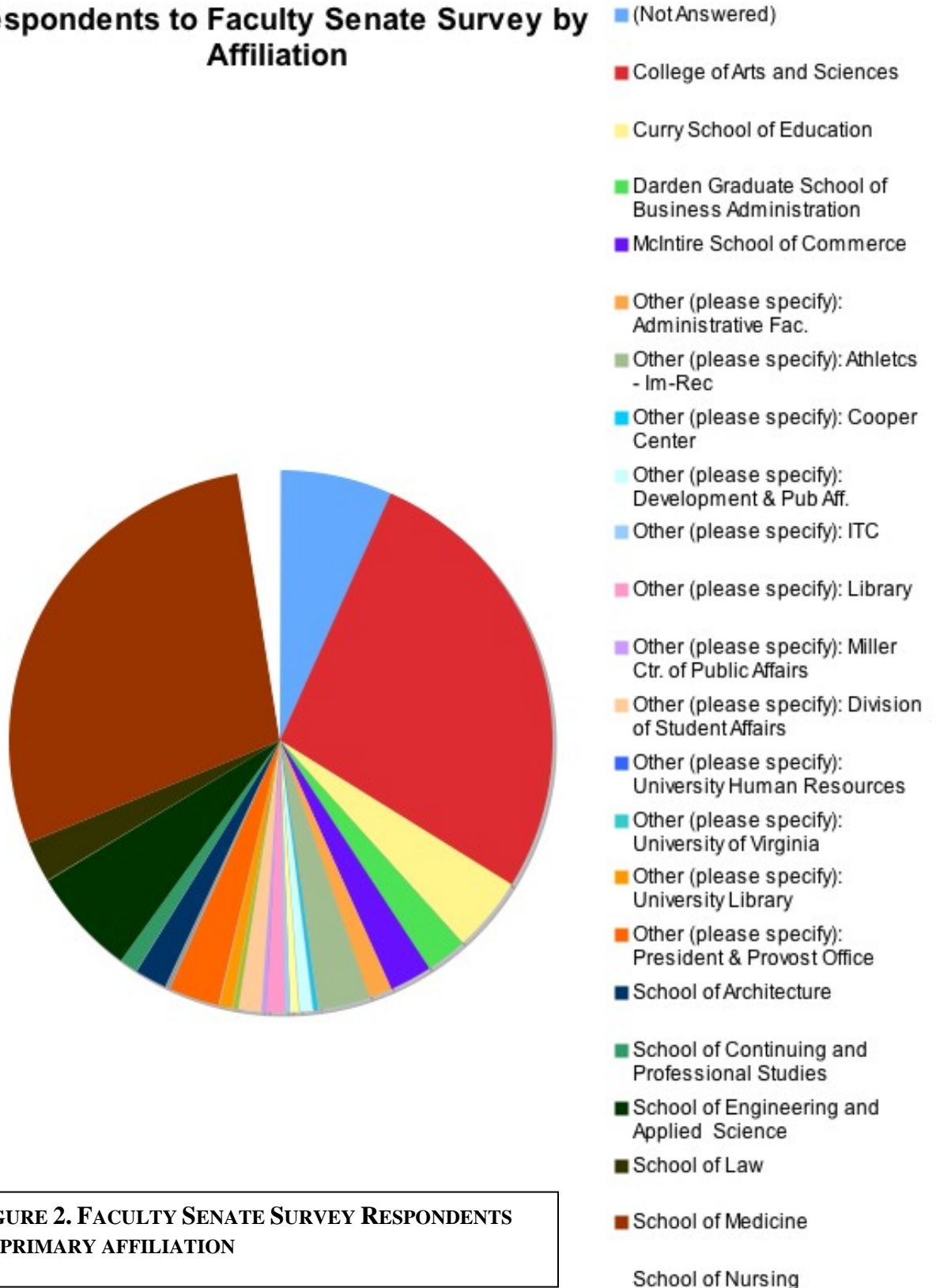


FIGURE 2. FACULTY SENATE SURVEY RESPONDENTS BY PRIMARY AFFILIATION

RESPONDENTS BY DEMOGRAPHICS

904 female and 1297 male faculty members responded to the survey. Women were slightly more likely to respond than male faculty (66% compared to 61%).

African-American and Hispanic faculty members were slightly less likely to respond to the survey than Asian and Caucasian faculty members.

Ethnic Origin	Number of Respondents	Response Rate	Sampling Error
Caucasian	1901	64%	±1.4%
African-American	83	55%	±7.2%
Hispanic (white)	6	60%	±26.7%
Hispanic (non-white)	15	50%	±18.2%
Asian	143	66%	±4.8%

Years of employment at UVa was evenly distributed:

Years of Employment	Frequency	Percent
5 years or less	602	28.9%
6-14 years	621	29.8%
15 years or more	678	32.5%
Not answered	185	8.9%

Most faculty responding to the survey have a spouse or partner that works full time:

Spousal/partner employment status	Frequency	Percent
I do not currently have a spouse/partner	287	13.8%
My spouse/partner is not employed	445	21.3%
My spouse/partner is employed full-time	933	44.7%
My spouse/partner is employed part-time	343	16.4%
Not answered	78	3.7%

About half of faculty have minor dependent children residing in their household:

Number of minor dependent children	Frequency	Percent
None	1123	53.8%
1	315	15.1%
2	428	20.5%
3	126	6.0%
4	34	1.6%
5 or more	12	0.6%
Not answered	48	2.3%

DEPTH OF RESPONSES

This survey solicited 2086 responses from faculty of all ranks and schools. Of the total respondents, 1197 (57.4%) individual respondents added specific comments. Highest areas of text comments were Academic Community and Benefits (Table 2). Most comments were made by individuals on the tenure track; they offered 621 comments out of 1197 total comments (53%) (Table 3).

TABLE 2. NUMBER OF TEXT COMMENTS BY SURVEY SECTION

	Number of Faculty Comments
Academic Community	801
Faculty Priorities	437
Benefits	786
Final Comments	302

TABLE 3: PERCENTAGE OF FACULTY PROVIDING TEXT COMMENTS

Faculty Rank	Number of Faculty Comments	Percent of total Faculty Rank Respondents	Number of Faculty Respondents	Percent of Faculty Rank
Instructor & Lecturer	229	54.1%	423	20%
Assistant professor, non-tenure track	119	53.8%	221	11%
Associate professor and Professor, non-tenure track	83	45.9%	181	9%
Assistant professor, tenure track	117	63.9%	183	9%
Associate professor and Professor, tenured	504	64.9%	776	37%
Other	112	54.9%	204	10%
Not given	33	33.7%	98	5%
TOTAL	1197	57.4%	2086	100%

Women had a slightly higher comment rate (60.3%) than men (55.4%).

Caucasian faculty made more comments (1075 comments, 58.8% of respondents) than African-American (40 comments, 48.2%), and other minority faculty (66 comments, 48.5%).

I. Academic Community

The purpose of this section was to evaluate collegiality and satisfaction with the academic community at UVa. Important aspects of living in the Charlottesville community were also evaluated in this section of the survey.

A. Collegiality

77.7% of faculty agree or strongly agree that *UVa is collegial*. Many comments were positive regarding collegiality, such as, “*After 28 years at another institution, UVa is heaven,*” “*There is a strong sense of collegiality in my department,*” and “*There is a great deal of respect for fellow colleagues in my school.*”

However, responses varied greatly by school and department. Collegiality is strongly influenced by department leadership. Example comments include “*My Chair rules by intimidation,*” “*My Chair values loyalty over open discussions,*” “*Faculty are excluded from department and school decision making. There is a culture of fear and retribution,*” and “*Our Chair disbanded faculty meetings, perhaps they felt too threatened.*”

► Goal: Improve leadership at the department and school level

- **Action item:** Provide leadership training and mentoring programs to be required for all new Chairs and Deans
- **Action item:** Provide annual 360° feedback (from peers, those who supervise, and those who are supervised) to Chairs and Deans regarding leadership
- **Action item:** Chairs should be required to provide an annual review for all faculty (tenured/eligible and general) regarding performance and goals for the future. The Deans should hold Chairs accountable for providing annual reviews.

Only 52.0% of faculty agree or strongly agree that *UVa is a diverse community*, and 27.6% disagree or strongly disagree. The survey purposely did not define diversity in order to capture a broad perspective. Comments reflect that the definition and value of diversity are variable across Grounds. The definition of diversity needs to be broadened literally to include religious, political, and sexual orientations. A sample comment suggests the current environment, “*UVa demands “political correctness” without the spirit of the real importance of diversity.*” Improving the diversity of the University enriches the environment by provoking faculty to consider the broader perspectives of others with views that differ from their own. UVa can lead the Commonwealth in supporting a diverse environment. Diversity is further discussed in a separate section, as well as the subanalyses on gender and minority status.

► Goal: Commit to improving diversity of the University, in race, gender, sexual orientation, and political perspective

- **Action item:** Develop a plan of action with specific achievable goals for dealing with problems related to diversity, eliminate discrimination, and the development of mechanisms for identifying and dealing with the

sources and effects of discrimination that will transform the atmosphere of UVa to one that embraces diversity with zero-tolerance of discrimination.

- **Action item:** Commit significant resources to the recruitment, mentoring, and retention of a diverse faculty.

Faculty were queried on the manner in which their Department (or other direct overseeing body) supports their interactions on Grounds. 70% or more of faculty agree or strongly agree with the statements:

My dept is collegial

My teaching is valued by my department

My research is valued by my department

My service is valued by my department

Diversity is valued by my department

However, only 61% of faculty agree or strongly agree with “My participation in department governance is valued and encouraged.” This may also be improved through bolstering leadership skills of department chairs.

B. Academic Community

Faculty were queried regarding their level of satisfaction of various aspects of the academic community as they pertain to their overall job satisfaction and long-term retention.

High satisfaction, as defined by 70% rating as satisfied or very satisfied, was present for many items including:

Undergraduate students (80.7% satisfied or very satisfied)

Departmental faculty (77.2%)

Faculty of your school (76.6%)

Departmental reputation (73.2%)

Moderate satisfaction, as defined by 50-69% rating as satisfied or very satisfied, was present for the following items:

Departmental graduate students (67.5% satisfied or very satisfied)

Quality of departmental leadership (65.1%)

Non-discriminatory efforts of your department or school (63.7%)

Departmental intellectual exchange (61.4%)

Support for your personal academic priorities within your department (58.6%)

Fairness of review and promotion process (57.3%)

Opportunities to participate in department/University governance (55.1%)

Interdisciplinary intellectual exchange (54.5%)

Highest levels of dissatisfaction (very dissatisfied or dissatisfied) were present for the following:

Support for your discipline within the University (36.2% dissatisfied or very dissatisfied)

Efforts to retain valued faculty (35.4%)

Support for your dept within your school (30.1%)

Of note, when viewed at the departmental level, and to a lesser extent at the school level, these last three items appear to have a particularly high variance. For example, there are large departments in the College of Arts and Sciences with dissatisfaction with Support for your department at over 80% while for other large departments it was only about 10%. More details are provided in the subanalysis by School/Department.

Moderate dissatisfaction was also present for the following:

Mentoring of faculty (29.1% dissatisfied or very dissatisfied)

Diversity of faculty (27.9%)

Support of career development (24.6%)

Comments in this section reflect a frustration with a lack of vertical communication between Departments, Schools, and University administration in such comments as “*I have no sense that the Dean knows much about my department or cares to foster intellectual life,*” “*There is no accountability for senior leadership,*” “*The contributions of this school have been willfully ignored by University administration, though it is one of the most highly ranked areas at UVa,*” and “*There is only lip service from central administration to boost sciences and engineering.*” This could be improved with increased opportunities for vertical interaction at many levels. Annual attendance of the Provost and/or President at a School meeting and annual attendance of the Deans at Department meetings would allow verbal acknowledgement of the contributions and discussion of the concerns of that School/Department.

► **Goal: Improve vertical interaction and communication particularly between University administration, Schools, and Departments.**

- **Action item:** Encourage attendance of University administration at School meetings and Deans at Department meetings at least once annually to provide acknowledgement of contributions and an open forum for discussion of concerns.

Regarding retention of valued faculty, comments reflect that the definition of “valued” is inconsistent and intervention is often too late. Comments specifically point at the lack of retention of valued junior and minority faculty, not necessarily due to monetary issues. Protecting the welfare of faculty is perhaps the best retention tool.

C. Charlottesville Community

Charlottesville is a family friendly community in a very beautiful setting with many, increasing sociocultural amenities. The community is overall considered a strong recruitment and retention asset.

Faculty were asked to rate features of the Charlottesville community as very important, important, somewhat important, not important at all, or not sure/not applicable.

Most important (>80% rated as important or very important) features of the Charlottesville community were:

Cost of living (85.0%)

Cost of housing (84.1%)

Range of sociocultural amenities (83.8%)
Quality of public schools (82.3%)
Range of recreational opportunities (80.4%)

Moderate importance (50-80% rated as important or very important):

Rail and air transportation (74.3%)
Diversity of community (72.5%)
Proximity to major metropolitan centers (55.3%)
Childcare facilities (51.9%)

Less important (<50% rated as important or very important):

Eldercare facilities (44.8%)
City transportation (37.1%)
Quality of private schools (32.6%)

The greatest concern regarding the Charlottesville community is the cost of living and cost of housing relative to faculty salaries. This particularly reduces UVa's ability to recruit junior faculty. Correcting this problem may require development of housing partnerships or the provision of more housing for junior faculty in the near future. Keeping salaries in pace with cost of living would also remedy the situation. UVa's overall growth, and particularly the expansions of its ancillary activities (such as research parks), undoubtedly fuel the rising cost of living. Put differently, the University's own policies contribute to shrinking the real incomes of its faculty.

A general issue important in the comments is the lack of coordinated efforts between UVa and city/county governance. This leads to resentment of the community toward the University. Better communication with local government would provide opportunities to improve local traffic, for example with development of bike paths, implementation of bus routes to the University from areas of the county where large numbers of staff and faculty reside (e.g. Redfields), and improved planning of traffic patterns in and around the University. Faculty could facilitate community engagement. For example, faculty experts in community planning could serve as consultants to the City and County. Eliciting and achieving such broad benefits to the community will, however, require that Chairs and Deans think differently about the service contributions of their faculty.

Charlottesville is also too small in some ways that affect faculty life. Improved transportation to Richmond and Washington via reliable and convenient passenger rail service would improve recruitment and retention, particularly for women, minority, and junior faculty. Improved access to larger metropolitan areas reduces isolation and provides additional employment opportunities. This would improve recruitment when there are spousal placement issues. UVa is the only large employer in the area limiting the ability of both spouses to develop fulfilling careers. This would also improve diversity, reducing the sense of isolation experienced by minority faculty and those whose religious belief lack a well-developed community in Charlottesville, such as Orthodox Judaism. Improvement of passenger rail service would require discussion with Commonwealth or Federal governmental bodies.

- ▶ **Goal: Improve communication and coordination of development with local, state, and possibly Federal government.**
 - **Action item:** The Provost's office should work with city and county planning to improve traffic in and around the University. This may also involve University faculty if appropriate.
 - **Action item:** The President and Provost could signal Deans and Chairs that service within the local community is a new priority in annual reviews and P& T evaluations, especially when faculty can offer disciplinary expertise that will benefit the region.
 - **Action item:** The Provost's office should communicate with State and Federal authorities the importance of convenient and reliable passenger rail service to Richmond and Washington, D.C. for the development of the University and work toward accomplishing this goal.

II. Faculty Priorities

Faculty were asked to rank their top three priorities for administrative, research, and teaching support and infrastructure.

A. Administrative Support and Infrastructure

Survey responses were weighted (11 points for a response ranking of 1st, 10 points for a response of 2nd, and 9 points for 3rd).

TABLE 4: OVERALL RESPONSES—PRIORITIES FOR ADMINISTRATIVE ISSUES

Please rank the top three items that would enhance your faculty effectiveness

	Count	% ranked 1, 2, or 3	Rank Score
Transparent administrative policies (i.e. leave, assigned sabbaticals, advocacy, promotion, salary)	894	48.9	7372
Streamlined administrative policies (i.e. Oracle, purchasing, hiring)	852	46.6	6924
Facility improvements (enhancement of office and common spaces)	826	45.2	6599
Increased office staff support	782	42.8	6353
Information technology equipment and support in departments	571	31.2	4506
Additional support for departmental equipment needs	533	29.1	4193
Increased departmental office space	509	27.8	4082
Increased support for individual desktop computing	319	17.4	2513
Other	200	11.0	1635
Total N		1828	

Data pooled from 1828 respondents delineated three priority groups (Table 4):

- a. Highest Priorities = Transparent administrative policies
Streamlined administrative policies
Facility improvements
Increased office staff support
- b. Moderate Priorities = Information technology equipment and support
Additional support for departmental equipment needs
Increased departmental office space
- c. Less Priority = Increased support for individual desktop computing

Comments detail significant dissatisfaction with Human Resources (procedures for hiring and firing), Oracle, and the eVA purchasing system (desired purchases are taking much longer, at higher prices, plus the 2% service fee). Descriptors of eVA include the following: “shameful,” “waste,” and “biggest mistake the State has ever made.” Additional comments focus on space, noting horrors of classroom conditions and

inadequate/inappropriate office space. Finally, numerous comments focused on inept staff that fail to accomplish supportive work and yet cannot be fired.

PRIORITY #1: Transparent Administrative Policies (rank score 7372)

Faculty describe:

- Top-heavy central administration with little understanding of faculty mission or accomplishment
- Administrative decisions made without faculty involvement or opinion
- Administrators display limited honesty and lack of follow-through on commitments

▶ **Goal: Improve transparency in administrative policies**

- **Action item:** Increase involvement of faculty in administrative decisions (e.g. Board of Visitors, Cabinet, Future of the University, etc.).
- **Action item:** Make financial plans available for faculty review and potentially involve business and/or economics faculty in the development of financial plans.
- **Action item:** Develop and enforce clearly written policies on sabbatical, salary, and leave.
- **Action item:** Review the Promotions and Tenure process across Grounds. Work to improve transparency in the process, which should be supportive and educational. Feedback regarding P&T should be available a year or two (or earlier) before the candidate's portfolio is due to be submitted in order to allow the candidate to address potential problems in advance. This could be provided by the Chair or department or school P&T committee.
- **Action item:** Develop a space accounting plan as well as clear future plans for offices and other Departmental spaces, including location and renovation

PRIORITY #2: Streamlined Administrative Policies (rank score 6924)

Faculty describe:

- Completely negative interactions with eVA and Oracle
- Consistent difficulties with Procurement
- Frustration with Human Resources in obtaining appropriate employees
 1. Impossible to hire the right person
 2. Difficult to fire non-performers
 3. Disconnection with HR staff

▶ **Goal: Streamline administrative policies**

- **Action item:** Realize and respond to faculty difficulties in the use of Oracle and eVA at the Departmental level
- **Action item:** Develop an environment of customer service in Human Resources. Improve responsiveness of Human Resources to faculty needs by sitting in on actual hiring processes in Departments.

PRIORITY #3: Facility Improvements (rank score 6599)

Faculty describe:

- Clear examples of unusable space being provided for offices
- Demonstrated lack of space and extremely poor working conditions

▶ **Goal: Address facility improvement concerns**

- **Action item:** Perform inventory of offices and classroom conditions. Communicate plans for renovation and a 10 year space plan
- **Action item:** Develop a web page detailing building and space plans to improve vertical communication between faculty and central planning

PRIORITY #4: Increased Office Support (rank score 6353)

Faculty describe:

- Inept, incompetent, and/or untrained support staff
- Lack of support staff (overworked)

▶ **Goal: Increase the amount and effectiveness of office support**

- **Action item:** Develop a plan to provide additional office support staff. This should be addressed before the anticipated hire of the 600 new faculty.
- **Action item:** Develop a training program for administrative assistants

B. Research Support and Infrastructure

Survey responses were weighted (13 points for a response ranking of 1st, 12 points for a response of 2nd, and 10 points for 3rd) (Table 5).

TABLE 5: OVERALL FACULTY PRIORITIES FOR RESEARCH SUPPORT AND INFRASTRUCTURE

Responses sorted in descending order of rank score.

Please rank the top three items that would enhance your faculty effectiveness

	Overall		
	Count	% ranked 1, 2, or 3	Rank Score
Additional support for travel to meetings and conferences in the US and abroad	838	46.4	10148
Additional support for graduate students	765	42.4	9387
Additional support for interdisciplinary research collaboration on Grounds	510	28.2	6046
Enhanced networking and interaction across Grounds	477	26.4	5738
Additional financial resources for intramural grant funding	474	26.3	5721
Redesigned buildings/spaces that invite interaction	436	24.1	5227
Enhanced diversity, including minorities and women	420	23.2	5039
Additional support for research equipment	304	16.8	3622
Additional (and specially designed) space for research endeavors	296	16.4	3591
Additional support for on-Grounds speakers and conferences	289	16.0	3381
Additional support for extramural research collaborations	270	15.0	3174
Enhanced library resources and facilities	251	13.9	3027
Other	87	4.8	1072
Total N		1805	

* Overall ranking was calculated based on a point system: 13 points (# of items) for a respondent ranking of 1; 12 points for 2; 11 for 3. These rankings were summed to formulate the overall ranking.

In the area of Research Support and Infrastructure, *Additional support for graduate students* and *Additional support for travel to meetings and conferences in the US and abroad* were clearly favored above the remainder of options.

Additional topics of concern, scoring lower but still amassing significant scores, include:

1. Additional support for interdisciplinary research collaboration on Grounds
2. Enhanced networking and interaction across Grounds
3. Additional financial resources for intramural grant funding
4. Redesigned buildings/spaces that invite interaction
5. Enhanced diversity, including minorities and women

PRIORITY #1: Additional Support for Graduate Students

Faculty describe:

- Inability to recruit the “brightest” graduate students
- Many potential students choose to go elsewhere as stipends are higher
- Cost of living is too high in Charlottesville with little accommodations for graduate student housing

▶ **Goal: Improve graduate student recruitment**

- **Action item:** Raise graduate stipends to competitive levels, including summer stipends
- **Action item:** Develop a plan to increase graduate student housing

PRIORITY #2: Additional Support for Travel (US and abroad)

Faculty describe:

- Inadequate or nonexistent travel budgets
- Lack of exposure and inability to attend key conferences that would benefit research and writing
- Inability to recruit new colleagues due to lack of exposure to potential outside candidates

Exposure of our best work in research, design, and the performing arts depends upon travel, collaboration, and diversity of thought. Unique projects and new initiatives often spring from international meetings and conferences

▶ **Goal: Provide additional support for travel in the U.S. and abroad**

- **Action item:** Establish funds for travel to meetings both in the U.S. and abroad
- **Action item:** Develop clear and written policies for access to travel funds

OTHER COMMENTS ON RESEARCH PRIORITIES:

Nearly 10% of the comments said that they needed to choose ALL categories, not just the top three.

Twenty-nine percent of comments focused on the lack of research funding, whether seed monies for new start-ups or interim funding.

This section boasted a host of other topics upon which faculty commented with regularity, including:

- Salary inadequacy reduces the ability to recruit faculty interested in research
- Faculty forced to remain academically productive in spite of carrying many duties that are handled by administrative assistants at other universities

- Imminent NIH budgetary constraints and their effect upon research, graduate student support, and faculty productivity
- Hindrance by Office of Sponsored Projects (OSP), Human Investigation Committee (HIC), and administrative procedures in promoting research

C. Teaching Support and Infrastructure

Survey responses were weighted (13 points for a response ranking of 1st, 12 points for a response of 2nd, and 10 points for 3rd) (Table 6).

	Count	% ranked 1, 2, or 3	Rank Score
Additional financial resources for teaching and course development	885	55.5	9043
Additional support for teaching assistants	618	38.8	6307
Renovation of existing classrooms	536	33.6	5356
Enhanced diversity, including minorities and women	425	26.7	4316
Increased ITC availability in classrooms	429	26.9	4250
Administrative support for team teaching	425	26.7	4185
Additional classrooms	405	25.4	4068
Enhanced library resources and facilities	319	20.0	3199
Support for inter-school teaching	311	19.5	3106
Improvement of the course evaluation system	311	19.5	3066
Other	118	7.4	1214
Total N		1594	

* Overall ranking was calculated based on a point system: 11 points (# of items) for a respondent ranking of 1; 10 points for 2; 9 for 3. These rankings were summed to formulate the overall ranking.

While there was one clear priority stated—*Additional financial resources for teaching and course development*, Table 6 shows that a cluster of 6-7 additional priorities ranked exceedingly high. These include improvements for all aspects of the teaching craft: renovations, increased space, IT support, and increased recruitment of diverse students.

The depth of this field is significant similar to some of the other survey queries, suggesting that the faculty experience different needs—and utilize a variety of teaching tools—throughout the semester. Such diversity of tools for the craft of teaching comprise a significant challenge for a University as broad as UVa to supply all the different levels of technology and necessary space, however it is clear that such improvements remain the prioritized requests of the faculty.

Within the verbatim comments were frequent references to the strength of technology at UVa, however numerous comments suggested that the “strength” becomes difficult to maintain, particularly if ITC is not well-represented in the classrooms when needed. That said, “ITC presence” did not score high as a priority by this stratification.

1. Additional financial resources for teaching and course development (rank score 9043)

Lack of resources available for course planning and preparation (A&S). Lip service to teaching; research is the real priority (SEAS, Med.). No summer grants and release time to improve teaching

▶ **Goal: Provide additional resources for teaching and course development**

- **Action item:** Establish department level grants for new course development
- **Action item:** To encourage new course development, Chairs should offer faculty multi-year commitments to fielding these innovations. This modest change would help faculty amortize the costs (in time and diversion from research) of curricular innovation over two to three years.

2. Additional support for teaching assistants (TA) (rank score 6307)

There is inadequate TA support, particularly for larger lecture courses. The current norm is one TA to teach three sections each with 20 students in many schools.

3. Renovation of existing classrooms (rank score 5356)

Classrooms are at crisis level: bad layouts, poor sight lines, and loud AC that drowns out voices. Sound and light labs are needed in Performing Arts. Classrooms should be laptop-friendly (wireless and power).

4. Enhanced diversity, including minorities and women (rank score 4316)

Enhanced diversity among faculty and students would improve learning across the University. We need moral, cultural and intellectual diversity of all kinds.

5. Increased ITC availability in classrooms (rank score 4250)

Insufficient ITC support/presence in classrooms discourages course innovations.

6. Administrative support for team teaching (rank score 4185)

Cross-listing is a mess. The current system discourages team teaching and interdisciplinary teaching. Only one teaching credit to go to all teachers. A course that is truly interdisciplinary and jointly taught by members of two departments or different schools cannot be taken for graded credit and cannot contribute to a students' major (A&S).

7. Additional classrooms (rank score 4068)

Unavailability of classrooms for morning hours. Better lecture halls, seminar rooms, and classrooms are needed. Rooms assigned often times lack enough chairs and tables.

▶ **Goal: Address remaining teaching concerns**

- **Action item:** Establish a policy defining appropriate workloads for teaching assistants, with the goal of decreasing loads that are frequently too high, particularly for larger classes
- **Action item:** Raise Teaching Assistant stipends.

- **Action item:** Perform inventory of classroom conditions. Develop, implement, and communicate a plan for classroom renovation, including ITC, to take place over the next five years. Involve the Teaching Resource Center in the design/implementation of new classrooms.
- **Action item:** Provide support at the Provost level for team-teaching across schools

III. Benefits

A. Existing Benefits

Faculty were asked to rate their level of satisfaction with existing benefits (Table 7).

TABLE 7: FACULTY SATISFACTION WITH EXISTING BENEFITS

Faculty Response	Benefit	Count	Unsatisfied or Very Unsatisfied	Neither	Satisfied or Very Satisfied
Highest Satisfaction	403(b) Savings	1853	2.2	12.8	85.1
	Retirement Programs	1830	6.6	15.6	77.9
	403(b) Matching	1835	10.4	16.5	73.1
Moderate Satisfaction	Healthcare Insurance	1901	17.4	17.1	65.5
	Prescription Drug	1816	15.3	23.5	61.2
	FlexAmerica	1369	409	28.0	67.1
	Disability Insurance	1433	4.9	31.6	63.5
	Life Insurance	1598	9.0	28.3	62.8
Highest Dissatisfaction	Salary	2008	30.2	18.1	51.6
	Dental Services	1877	22.2	21.0	56.8
	Discount Vision Plan	1656	30.8	30.0	39.2
	Pre-tax Parking	1563	28.4	24.8	46.8
	Exercise/Health Programs	1623	20.0	22.0	58.0
Low Satisfaction paired with High Neither Satisfied or Dissatisfied	Mental Health Plan	1065	16.1	44.8	39.1
	Accident Insurance	969	2.8	56.4	40.8
	Option to buy Long Term Care	1096	5.0	47.0	48.0
	Option to buy Savings Bonds	1001	2.0	58.5	39.5
	Option to buy Faculty and Staff Assistance Program	1068	5.5	44.1	50.4
	Occupational Health Svcs	1026	7.1	52.5	40.5

EXISTING BENEFITS: INTERPRETATION

Taking into account the fact that the percentages refer to those that responded to the particular question (i.e., the count is not the same for each question) the data on Existing Benefits breaks down roughly into four groups, as follows.

Percentage Satisfied/Very Satisfied above 70%

- Retirement Programs
- 403(b) Savings Program
- 403(b) Matching Program

Percentage Satisfied/Very Satisfied between 61% and 70%

- Healthcare Insurance
- Prescription Drug Program
- FlexAmerica
- Disability Insurance
- Life Insurance

Percentage Satisfied/Very Satisfied between 39% and 60% coupled with high percentage Unsatisfied/Very Unsatisfied (20%-31%)

- Salary
- Dental Services
- Discount Vision Plan
- Pre-tax Parking
- Exercise/Health Programs

Dissatisfaction in these five areas is evident.

Comments regarding the last two indicate that many people feel that the fees for parking and for the fitness centers are far too high and/or should not be charged at all.

Percentage Satisfied/Very Satisfied between 39% and 60% coupled with high percentage Neither Satisfied nor Dissatisfied (44%-59%)

- Mental Health Plan
- Option to buy Accident Insurance
- Option to buy Long Term Healthcare
- Option to buy Savings Bonds
- Faculty and Staff Assistance Program
- Occupational Health Services

These numbers suggest that many people (a) do not know about these plans; (b) do not use them; or (c) are actually unsatisfied with them.

The FRRW Committee stratified improvements in existing benefits by those that were important to faculty recruitment and retention and those that were important to faculty welfare. These were further stratified into areas that require funding and those that would require little funding to improve.

1. PRIORITIES FOR FACULTY RECRUITMENT AND RETENTION

a. Funding Required

i. Salary:

- need significant increases in order to be competitive with other institutions and to match the Charlottesville area's increasingly high cost of living
- salary compression needs serious (and repeated) attention

ii. Health care:

- enhance overall health care benefits to be competitive with other institutions
- address concerns with Southern Health as UVa's (sole) provider
- control increase in premiums, reductions of benefits, denial of coverage, and increasingly high co-pays of health insurance and prescription drug program
- institute a substantial vision/eye care benefit: current one is considered "a joke"
- increase dental coverage, which is considered poor

iii. Retirement:

- increase employer contributions to retirement and to 403B matching account (the latter is seen as ridiculously "tiny")

b. Funding Not Required

i. Child care:

- need more and better child care facilities (everywhere, but especially in hospital complex). Subsidized childcare was not ranked highly by any group, however. UVa could simply meet the childcare need by providing space for privately owned childcare businesses in and around the University. The assumption is that these would then be self-sufficient.

ii. Retirement:

- need more and better phased retirement options as at other universities

2. PRIORITIES FOR FACULTY WELFARE

a. Funding Required

i. Parking: this is a huge source of dissatisfaction

- eliminate or subsidize parking costs, which are seen as exorbitant
- if retained, fees should be scaled to salary
- if retained, reinstitute pre-tax deduction for parking fees
- deal with complaints about long waits, distance between parking and workplace, lack of connecting transportation, overselling of lots

ii. Exercise facilities: this is a huge source of dissatisfaction

- eliminate or subsidize fees, allow entrance to family/guests, and institute child care in exercise facilities
- need more facilities (especially near hospital)
- need facilities that cater to faculty/staff rather than primarily students
- need discount for ACAC or other exercise facilities, given the paucity and student-oriented nature of on-grounds facilities
- iii. Life insurance: need to increase the amount of life insurance, which is considered “miserly”

b. Funding Not Required

- i. Increase and improve flow of benefits information to users from Benefits Office
- ii. Improve provider response and amount of paperwork from Health Care providers, minimize micromanagement of physician care
- iii. Address concerns about confidentiality and micromanagement in UBH’s mental health coverage
- iv. Address multiple complaints about flexible spending account paperwork and process
- v. Advertise the services of the faculty and employee assistance program, which are deemed “terrific”
- vi. Attitude of customer service in parking and transportation needs to be improved

B. Additional Benefits

The pool of resources available for faculty support can be increased through philanthropy and other sources. This precedent has been set by other institutions (Duke, Stanford Universities). The committee favors offering a menu of additional benefit options worth a fixed amount. Faculty could then select from the menu those benefits that suited their individual needs (such an approach sidesteps such problems as unfairness to faculty who are unmarried and/or without children).

The faculty were asked to “rank the top three items that would most contribute to your overall well-being and long term retention.” The question was worded to assess the impact of these items on retention. The effect of these items on recruitment may be therefore be underestimated due to the wording of the question and self-selection of faculty under recruitment to competing institutions that may have these benefits. The following priorities were evident (Table 8):

TABLE 8: FACULTY PRIORITIES FOR ADDITIONAL BENEFITS

Benefit			Total Number of Votes
Tuition Benefits for Children			1058
1 st priority	651		
2 nd priority	247		
3 rd priority	160		
Subsidized Parking			766
1 st priority	229		
2 nd priority	287		
3 rd priority	250		
Subsidized Fitness/Wellness Programs			677
1 st priority	153		
2 nd priority	260		
3 rd priority	264		
More Accessible Parking			475
1 st priority	141		
2 nd priority	183		
3 rd priority	151		
Housing Allowance/Purchasing Partnership			452
1 st priority	126		
2 nd priority	164		
3 rd priority	162		
Spousal/Partner Employment Assistance			359
Childcare Facilities			356
Family Membership for Fitness Programs			342
Benefits for Unmarried/Same Sex Partners			307
Flexible Family/Medical Leave Options			288
Financial Assistance for Elder Care			258
Financial Assistance for Childcare			190
Other			186

The broad support for a tuition benefit for children had many roots, including comments such as “*Although my children are long gone from the house, I support a tuition benefit as it would improve our ability to recruit high quality faculty.*” Parking and wellness programs received many comments that the fees are too high given the distance of parking from work place and the crowded nature of the fitness facilities with students. Childcare was often also stated to be a difficult situation- faculty need quality childcare nearby, but do not expect the University to subsidize the program.

IV. Subanalyses of Results by Respondents

A. by Rank

I. Academic Community

Response by rank was similar by rank for nearly all queries. Assistant professors rated the following Charlottesville community characteristics as somewhat more important than other ranks for both tenure track and non-tenure track faculty (Table 9).

TABLE 9: CHARLOTTESVILLE COMMUNITY CHARACTERISTICS RANKED AS VERY IMPORTANT BY ASSISTANT PROFESSORS

	Non-tenure	Tenure
<u>Cost of housing</u>		
Assistant professors	45.4%	49.1%
Associate/Professors	39.6%	33.2%
<u>Childcare facilities</u>		
Assistant professors	40.6%	37.7%
Associate/Professors	20.1%	19.5%
<u>Diversity of Community</u>		
Assistant professors	40.1%	29.6%
Associate/Professors	21.5%	18.6%
<u>Proximity to Major Metropolitan Centers</u>		
Assistant professors	24.3%	18.9%
Associate/Professors	17.4%	14.3%

II. Faculty Priorities

Administrative Support and Infrastructure

Concordance occurred regarding faculty priorities among faculty of ranks.

Research Support and Infrastructure

In general, the priorities overall were identical to those by each faculty rank. Interestingly, tenure-track Associate and full Professors clearly favor increased graduate student support (Table 10).

TABLE 10: RESEARCH SUPPORT AND INFRASTRUCTURE PRIORITIES BY RANK

TOP FOUR PRIORITIES:	Assistant Professor Tenure Track	Associate and Professor Tenure Track	Assistant Professor Tenure Ineligible	Associate and Professor Tenure Ineligible	Lecturer and Instructor
	Count	Count	Count	Count	Count
<u>Additional support for travel to meetings and conferences in the US and abroad</u>	82	289	121	77	164
<u>Additional support for graduate students</u>	87	430	33	57	94
<u>Additional support for interdisc. research collaboration on Grounds</u>	52	193	79	66	79
<u>Enhanced networking and interaction across grounds</u>	32	100	54	42	154
<u>Additional financial resources for intramural grant funding</u>	59	205	76	47	61

Teaching Support and Infrastructure

Again, near unanimity speaks among all faculty ranks as the clear priority for teaching support is Additional financial resources for teaching and course development. The only exception is among Assistant professors on the Tenure Track, who equally ask for additional funding for teaching assistants (Table 11).

TABLE 11: TEACHING SUPPORT AND INFRASTRUCTURE PRIORITIES BY RANK

TOP PRIORITIES:	Assistant Professor Tenure Track	Associate and Professor Tenure Track	Assistant Professor Tenure Ineligible	Associate and Professor Tenure Ineligible	Lecturer and Instructor
	Count	Count	Count	Count	Count
<u>Additional financial resources for teaching and course development</u>	85	349	120	102	155
<u>Additional support for teaching assistants</u>	87	317	46	53	67
<u>Renovation of existing classrooms</u>	65	226	46	46	90
<u>Increased ITC availability in classrooms</u>	35	157	55	37	95
<u>Administrative support for team teaching</u>	40	172	62	34	86
<u>Increased office staff support</u>	41	139	56	38	92

III. Benefits

No significant differences for existing benefits by rank except Associate/Professor rank had mildly higher dissatisfaction (dissatisfied or very dissatisfied) for the following areas (Table 12):

TABLE 12: FACULTY SATISFACTION WITH EXISTING BENEFITS BY RANK

	Assistant Professor	Associate/Professor
<u>Prescription drug program</u>		
Tenure track	11.0%	17.4%
Non tenure track	11.7%	18.3%
<u>Dental services</u>		
Tenure track	19.4%	24.8%
Non tenure track	14.5%	25.1%
<u>Mental health services</u>		
Tenure track	10.7%	18.0%
Non tenure track	15.9%	24.2%

Regarding additional benefits, all ranks rated tuition benefit mostly highly. Comments regarding tuition benefit among Professors were largely in favor due to increased ability to recruit young faculty given the presence of this benefit at many competing institutions.

For the subsequent rankings, Assistant professors-non tenure track, Associate professors/ Professors (tenure and non-tenure track) had the same ranking as the survey overall. However, the priorities for **Assistant professors- tenure eligible** ranked Childcare facilities and Housing allowance more highly compared with other ranks (Table 13).

TABLE 13: FACULTY PRIORITIES FOR ADDITIONAL BENEFITS BY RANK

Assistant Professor- tenure track	Assistant Prof- non tenure track, Associate Prof/Professors
<i>Tuition benefits for children</i> (84)	<i>Tuition benefits for children</i> (649)
<i>Childcare facilities</i> (59)	<i>Subsidized parking</i> (451)
<i>Housing allowance and/or purchasing partnerships</i> (59)	<i>Subsidized fitness/wellness programs</i> (364)
<i>More accessible parking</i> (51)	<i>More accessible parking</i> (265)

- ▶ **Goal: Specifically improve recruitment and retention of Assistant professors**
 - **Action item:** Facilitate improved transportation to Richmond and Washington
 - **Action item:** Provide additional support for teaching assistants
 - **Action item:** Increase childcare facility availability
 - **Action item:** Develop housing allowance and/or purchasing partnerships

▶ **Goal: Specifically improve recruitment and retention of Associate professors and Professors**

- **Action item:** Develop a tuition benefit program for faculty dependents
- **Action item:** Increase support for graduate students

IV. Subanalyses of Results by Respondents

B. General Faculty

I. Academic Community

The greatest differences between General faculty and tenure-eligible faculty are evident in the academic community section of the survey. Non-tenure track faculty are less likely to agree with the following compared to tenured/eligible faculty (Table 14):

TABLE 14: ACADEMIC COMMUNITY RESULTS BY GENERAL FACULTY STATUS

	Non-tenure	Tenure
<u>UVa is collegial</u> (% agree/strongly agree)		
Assistant professors	74.5%	84.1%
Associate/Professors	67.6%	80.6%
<u>My research is valued by my dept</u> (% agree/strongly agree)		
Assistant professors	59.7%	80.9%
Associate/Professors	55.4%	75.4%
<u>My participation in dept governance is valued and encouraged</u> (% agree/strongly agree)		
Assistant professors	51.4%	62.4%
Associate/Professors	47.2%	67.1%
<u>Support for personal academic priorities</u> (% dissatisfied)		
Assistant professors	30.1%	19.0%
Associate/Professors	28.7%	23.3%
<u>Support of career development</u> (% dissatisfied)		
Assistant professors	29.2%	24.9%
Associate/Professors	31.1%	24.1%
<u>Fairness of the review and promotion process</u> (% dissatisfied)		
Assistant professors	30.0%	17.5%
Associate/Professors	26.1%	14.2%

II. Faculty Priorities

Tenure-ineligible Assistant professors clearly prioritize *Transparent administrative policies* (by >24% over other choices), all other ranks (Lecturers, Instructors, and Tenure-track faculty) prioritize the top four choices within 10%.

TABLE 15: FACULTY PRIORITIES FOR ADMINISTRATIVE SUPPORT AND INFRASTRUCTURE BY GENERAL FACULTY STATUS

TOP FOUR PRIORITIES:	Assistant Professor Tenure Track	Associate and Professor Tenure Track	Assistant Professor Tenure Ineligible	Associate and Professor Tenure Ineligible	Lecturer and Instructor
	Count	Count	Count	Count	Count
<u>Transparent administrative policies</u> (i.e. leave, assigned sabbaticals, advocacy, promotion, salary)	77	315	117	93	192
<u>Streamlined administrative procedures</u> (i.e. Oracle, purchasing, hiring)	65	314	75	80	202
<u>Facility improvements</u>	72	313	89	88	153
<u>Increased office staff support</u>	72	297	83	66	158

Comments regarding General faculty reflect a widespread disregard across the University toward General faculty, a lack of inclusion in department governance, and no set review or promotion policies. Many consider their positions terminal, despite holding the position for many years, with no opportunity for advancement. This does not encourage high performance. Most schools do not give teaching awards to General faculty, which is demoralizing given the proportion of teaching performed by them. General faculty fear retribution if they say the wrong thing. In addition, women are grossly overrepresented in the General faculty and under-represented in tenure-track positions. Clearly, General faculty feel marginalized in their roles at UVa.

- ▶ **Goal: Acknowledge the important role of General faculty in the operation of the University and encourage positive development of General faculty members**
 - **Action item:** Develop written policies for General faculty regarding administrative policies, including their role in department governance, annual review and performance evaluation, promotion criteria, and reasonable expectation of continued employment.

III. Benefits

There were no significant differences in benefit responses for General faculty.

IV. Subanalyses of Results by Respondents

C. by Gender

I. Academic Community

Women faculty members are more likely to be dissatisfied with the following (Table 16):

TABLE 16: ACADEMIC COMMUNITY RESULTS BY GENDER

	Female	Male
% Dissatisfied or Very dissatisfied		
<u><i>Diversity of faculty</i></u>	35.0%	22.9%
<u><i>Non-discrimination efforts of your department or school</i></u>	14.9%	9.6%
<u><i>Mentoring of faculty</i></u>	34.5%	25.4%
% Satisfied or Very Satisfied		
<u><i>Support for personal academic priorities within your department</i></u>	37.0%	59.6%
<u><i>Fairness of review and promotion process</i></u>	50.5%	61.8%

Some of the above differences are small. Comments in this section state that discriminatory behavior against women exists in some areas. This may be exemplified by demand for excellent service from female faculty, and lower respect of research needs of female faculty. There were also comments regarding the lack of female leadership other than in nurturing roles such as faculty development (but few Chairs/Deans). The lack of women faculty members in some schools/departments is also difficult and isolating. Women are stated to be grossly overrepresented in the General faculty and under-represented in tenure-track positions. This may be due to spousal placement needs, but it is rare that these General faculty positions cross to a tenure-eligible position even when performance is excellent.

Regarding the Charlottesville community, women faculty are more likely to rank childcare facilities and diversity as important or very important compared to male faculty.

TABLE 17: CHARLOTTESVILLE COMMUNITY RESULTS BY GENDER

Important or Very Important	Female	Male
<u><i>Childcare facilities</i></u>	60.0%	47.1%
<u><i>Diversity of community</i></u>	80.9%	66.4%

II. Faculty Priorities

Administrative Support and Infrastructure

Men and women have the same top four items prioritized, however their ranking was different (Table 18). *Transparent administrative policies* was the first priority for women, whereas *Facilities improvements* and *Streamlined administrative procedures* were the

highest priorities for men. Comments in this area voice a lack of consistent performance feedback and set policies regarding leave, salary, sabbaticals, and promotion.

TABLE 18: FACULTY PRIORITIES FOR ADMINISTRATIVE SUPPORT AND INFRASTRUCTURE BY GENDER

Female (n=765)	Male (n=1064)
<i>Transparent administrative policies</i> (419 count)	<i>Facilities improvements</i> (512 count)
<i>Increased office support</i> (349 count)	<i>Streamlined administrative procedures</i> (510 count)
<i>Streamlined administrative procedures</i> (342 count)	<i>Transparent administrative policies</i> (476 count)
<i>Facilities improvements</i> (314 count)	<i>Increased office support</i> (434 count)

Research Support and Infrastructure

Priorities among faculty for research infrastructure and support were *Additional support for travel* (#1, both genders) and *Additional support for graduate students* (#2, both genders). However, female faculty held *Enhanced diversity* at a much higher priority (#3) than did male faculty (#11) (Table 19).

TABLE 19: FACULTY PRIORITIES FOR RESEARCH SUPPORT AND INFRASTRUCTURE BY GENDER

Female (n=740)	Male (n=1065)
<i>Additional support for travel to meetings</i> (387 count)	<i>Additional support for graduate students</i> (492 count)
<i>Additional support for graduate students</i> (273 count)	<i>Additional support for travel to meetings</i> (451 count)
<i>Enhanced diversity</i> (255 count)	<i>Additional support for interdisciplinary research collaboration on Grounds</i> (300 count)
<i>Enhanced networking and interaction across Grounds</i> (240 count)	<i>Additional financial resources for intramural grant funding</i> (300 count)

Teaching Support and Infrastructure

The clear priority among both male and female faculty is that the University supply financial support for teaching and course development. After this clear edict, the male and female faculty separated with considerable disparity regarding the importance of *Enhanced diversity* among teachers. Both genders concur that additional TAs and classroom renovations carry significant importance (Table 20).

TABLE 20: FACULTY PRIORITIES FOR TEACHING SUPPORT AND INFRASTRUCTURE BY GENDER

Priority	Total Priority Count	Males			Females		
		Rank	Count	Rank Score	Rank	Count	Rank Score
<u>Additional financial resources for teaching and course development</u>	885	1	505	5151	1	380	3892
<u>Additional support for teaching assistants</u>	618	2	414	4250	3	205	2057
<u>Renovation of existing classrooms</u>	536	3	336	3371	4	200	1985
<u>Enhanced diversity, including minorities and women</u>	425	8	200	2015	2	226	2301

III. Benefits

Existing Benefits

Interestingly, males chose “neither satisfied or dissatisfied” more frequently than women on all existing benefits. This may indicate that: 1) Men are more ambivalent about existing benefits, 2) Women are more aware of existing benefits, and/or 3) Women more frequently interface with these systems for their family units and so have more developed opinions.

No other significant differences by gender for existing benefits were identified.

Additional Benefits

The top five priorities were not significantly different by gender. Differences were noted in the following subsequent priorities (by % ranked as 1st, 2nd, or 3rd priority) (Table 21):

TABLE 21: DIFFERENCES IN ADDITIONAL BENEFITS BY GENDER

	Female	Male
<u>Childcare facilities</u>	22.8%	15.7%
<u>Equivalent benefits for unmarried and/or same sex partner</u>	21.6%	12.1%
<u>More flexible family and medical leave options</u>	19.9%	11.7%
<u>Access to health/fitness programs for family members</u>	13.1	21.5

▶ **Goal: Specifically improve recruitment and retention of women faculty members**

- **Action item:** Improve transparency in administrative policies
- **Action item:** Ensure that faculty benefit needs are met, since this may be a high priority for women faculty
- **Action item:** Facilitate the placement of childcare facilities in and near the UVa campus (this would not require subsidies)
- **Action item:** Improve flexibility of family and medical leave options

IV. Subanalyses of Results by Respondents

D. by Minority Identification

Faculty were asked to self-identify as minority or non-minority.

I. Academic Community

Minority faculty are less likely to view UVa as diverse, and place greater value on diversity than non-minority faculty (Table 22).

TABLE 22: ACADEMIC COMMUNITY RESULTS BY MINORITY STATUS

	Minority	Non-Minority
% Agree or Strongly Agree		
<u>UVa is a diverse community</u>	39.7%	53.1%
<u>Diversity is valued by my department</u>	65.8%	73.2%
% Dissatisfied or Very Dissatisfied		
<u>Diversity of faculty</u>	35.4%	44.5%
<u>Non-discriminatory efforts of your department or school</u>	51.5%	64.9%
<u>Efforts to retain valued faculty</u>	34.5%	41.5%

Regarding the Charlottesville community, minority faculty were similar to non-minority faculty for most queries except that minority faculty are more likely to rank the following as important or very important compared with non-minority faculty (Table 23).

TABLE 23: CHARLOTTESVILLE COMMUNITY RESULTS BY MINORITY STATUS

	Minority	Non-Minority
% Important or Very Important		
<u>Diversity of community</u>	86.1%	79.6%
<u>Proximity to major metropolitan centers</u>	70.1%	53.4%
<u>City Transportation</u>	44.5%	36.1%

II. Faculty Priorities

Administrative Support and Infrastructure

Ranking by minority faculty was not significantly different from non-minority faculty.

Research Support and Infrastructure

Minority faculty ranked Enhanced diversity as the highest priority (92), otherwise rankings were similar.

Teaching Support and Infrastructure

Minority faculty ranked Enhanced diversity as the second highest priority, otherwise rankings were similar to non-minority faculty.

III. Benefits

Existing Benefits

There were no significant differences by minority or non-minority status identified.

Additional Benefits

Priorities for minority faculty were different than non-minority faculty after tuition benefit (Table 24):

TABLE 24: DIFFERENCES IN ADDITIONAL BENEFITS BY MINORITY STATUS

Minority	Non-minority
<u>Tuition benefits for children</u> (109)	<u>Tuition benefits for children</u> (931)
<u>Housing allowance and/or purchasing partnerships</u> (71)	<u>Subsidized parking</u> (696)
<u>Subsidized parking</u> (62)	<u>Subsidized fitness/wellness programs</u> (604)
<u>Subsidized fitness/wellness programs</u> (61)	<u>Housing allowance and/or purchasing partnerships</u> (366)
<u>Spousal/partner employment assistance</u> (56)	<u>Childcare facilities</u> (302)
<u>Childcare facilities</u> (43)	<u>Access to health/fitness programs for family members</u> (301)

Comments regarding minority faculty discuss that the lack of an African-American middle class in Charlottesville hurts the University's ability to recruit and retain minority faculty. If there was a larger African-American middle class in Charlottesville, there would be a greater sense of community including churches that are stated to be typically attended by African-American middle and upper class. African-American faculty drive to Richmond to attend church and other social events. The sense of isolation would be reduced by improved passenger rail service to Richmond and Washington. This would also improve options for spousal employment, which is a greater priority for minority faculty.

► **Goal: Specifically improve recruitment and retention of minority faculty members**

- **Action item:** Communicate the importance of diversity
- **Action item:** Facilitate improved transportation to Richmond and Washington
- **Action item:** Facilitate improved city transportation
- **Action item:** Provide spousal/partner employment assistance in recruitment of minority faculty

IV. Subanalyses of Results by Respondents

E. by School and Discipline

I. Academic Community

Perception of collegiality at UVa (Figure 4) and within their department (Figure 5) varied widely by school.

FIGURE 4: PERCENTAGE OF FACULTY THAT AGREE OR STRONGLY AGREE THAT UVa IS COLLEGIAL BY SCHOOL

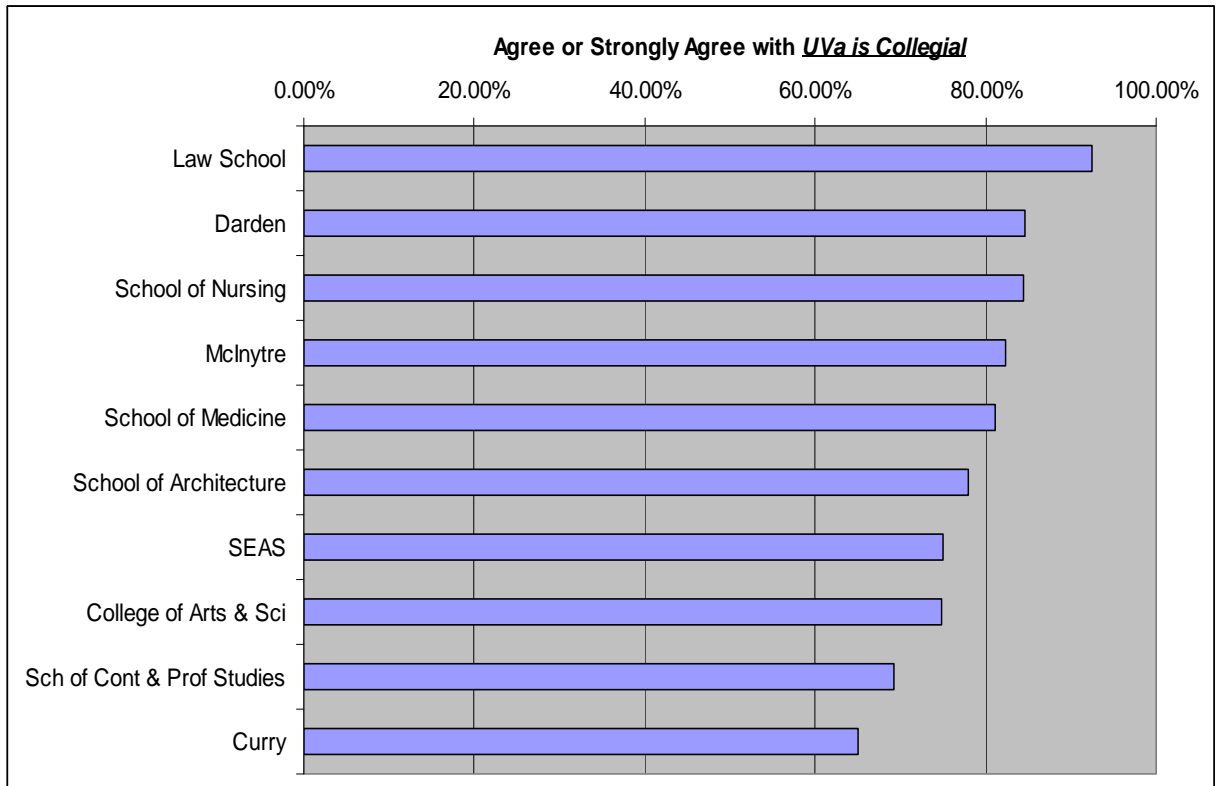
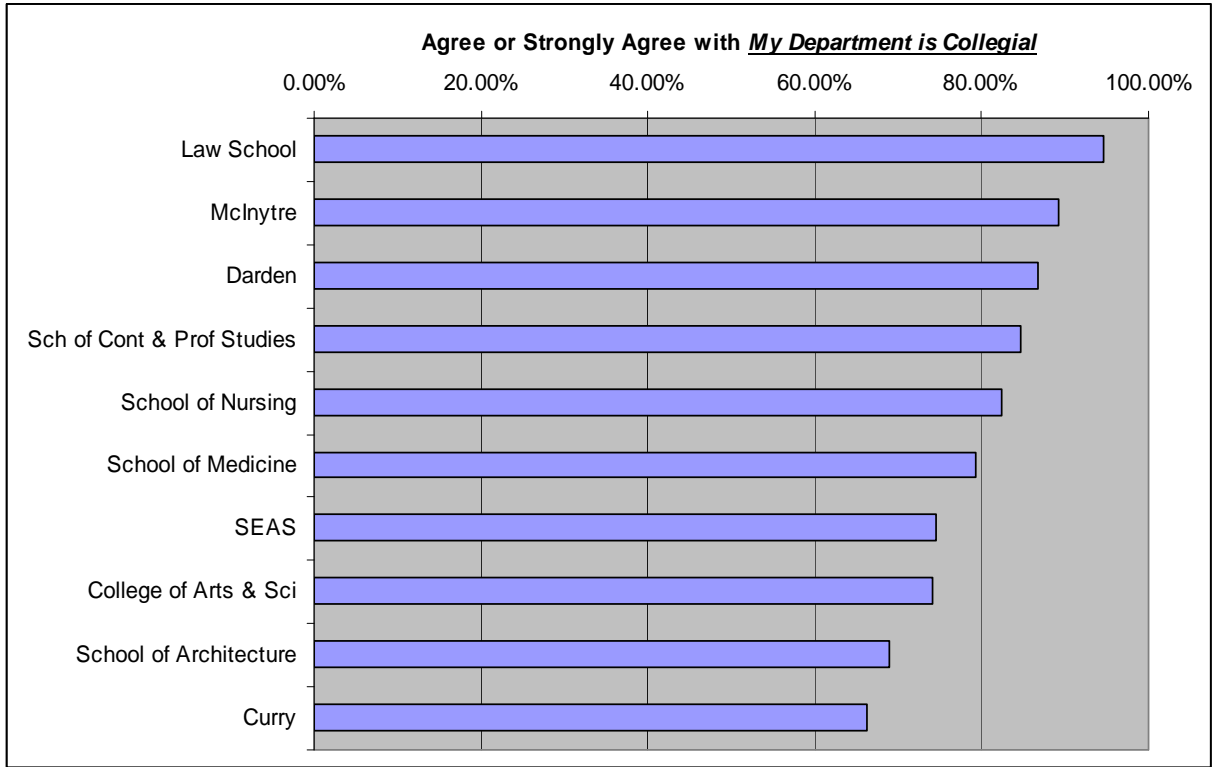


FIGURE 5: PERCENTAGE OF FACULTY THAT AGREE OR STRONGLY AGREE THAT MY DEPARTMENT IS COLLEGIAL BY SCHOOL



1. School of Medicine (SOM)

More faculty agreed or strongly agreed that *UVa was collegial* (81.1%) compared to all UVa faculty (77.3%). There was considerable variation by department, which correlated moderately with satisfaction of departmental leadership.

At least 75% of faculty agreed or strongly agreed that their department was collegial in 16 of 23 departments that had enough respondents to have evaluable data. Departments with 10% or more faculty disagreeing or strongly disagreeing that their department was collegial included (in alphabetical order): Anesthesiology, Cell Biology, Dept. of Medicine, Emergency Medicine, Neurological Surgery, Orthopedic Surgery, and Psychiatric Medicine.

Departmental *Collegiality* can depend upon Chair leadership style and influence. The percentage of faculty that were satisfied or very satisfied with departmental leadership ranged from 34.5% to 100% by department (mean 64.7% for SOM). Departments with significant dissatisfaction with leadership (defined as greater than 20% of faculty dissatisfied or very dissatisfied) included (in alphabetical order): Anesthesiology, Cell Biology, Dept of Medicine, Emergency Medicine, Molecular Physiology & Biological Physics, Neuroscience, Obstetrics & Gynecology, Pathology, and Psychiatric Medicine. SOM faculty are also more likely to disagree that their participation in departmental governance is valued and encouraged (24.6%) compared to UVa faculty in general (19.4%).

Many comments were very positive regarding collegiality and leadership, however there were just as many negative comments including comments such as: “*Our department is controlled by a small group of intimates of the Chair,*” “*My Chair rules by intimidation...I’m counting the months until I leave,*” and “*My Chair is a micro-manager.*” One department chair is noted to have discontinued faculty meetings. It is important to realize however that the comments were not evaluated at the department level in order to maintain faculty confidentiality. The comments could apply broadly to the school or be more polarized by department.

SOM faculty are more likely to disagree that their teaching is valued by their department (19.5%) compared to UVa faculty (13.9%). Comments strongly state that economics are far more important than research and teaching endeavors. Rewards are based on clinical productivity. At the department level, there is no support for research and teaching missions with rare acknowledgment of research and teaching accomplishments. Department meetings are centered on finances and coding with no celebration of accomplishments. Mentoring is poor in many departments. Faculty feel subservient to financially motivated decisions made by the Medical Center. There is a sense of moving away from being an academic community to a commercial enterprise. Also noted is little opportunity for interaction with faculty outside of the Hospital.

Gender issues raised indicate that women in leadership positions are typically in nurturing roles- in charge of faculty development rather than Chairs or Vice-Chairs. General faculty have no set review or promotion policies.

Some departments express a feeling of being undervalued (feel that they are perceived as a necessary evil), despite national recognition.

SOM faculty responses to other Academic community items are similar to other Schools except that SOM faculty are somewhat more dissatisfied (42.2%) with Efforts to retain valued faculty compared to UVa faculty overall (35.3%).

Also expressed is the desire for a faculty lounge, exercise facility in or near the hospital, and more available childcare facilities.

2. College of Arts & Sciences:

74.8% of faculty in the College agreed or strongly agreed the UVa is collegial, which is similar to the overall survey results (77.3%). Positive comments about collegiality include “*UVa more collegial than other institutions,*” “*After 28 years at a different institution, UVa is heaven,*” and “*There is strong sense of collegiality in my department.*” All comments are not positive, including “*UVa has no means of being collegial outside of immediate colleagues,*” “*Research is valued more than collegiality,*” and “*Extremely few activities that bring faculty and students together from different departments.*” Departments that rated UVa is collegial highly included Chemistry, Astronomy, Sociology, and Psychology. Departments with low ratings included Art, Germanic Language & Literature, and Media Studies.

Department collegiality is also widely variable with five departments with 95% or greater faculty agreeing that their department is collegial (Table 25). However, there are also 5 departments with less than 50% of faculty agreeing that their department is collegial (Table 25).

TABLE 25. RANKING OF COLLEGE DEPARTMENTS BY PERCENTAGE THAT STRONGLY AGREE/AGREE THAT THEIR DEPT IS COLLEGIAL

	Strongly Agree/ Agree
Astronomy	100
Classics	100
Philosophy	100
Economics	95.2
Psychology	94.6
Spanish, Italian, and Portuguese	87.6
Religious Studies	85.8
Chemistry	84.2
Anthropology	81.9
English Language & Literature	81.4
French Language & Literature	78.6
Drama	77
History	76.4
Politics	75
Germanic Language & Literature	71.5
Biology	70.8
Art	68.5
Music	68.2
Physics	56
Asian & Middle Eastern Languages and Culture	43.2
Mathematics	42.1
Media Studies	40
Environmental Sciences	34.7
Sociology	33.3

Variability in leadership, like the School of Medicine, plays a strong role in faculty happiness. Comments include “*Chair values loyalty over open discussions,*” “*Open discussions or dissent in opinions are not encouraged,*” and “*My department does not function as a team.*” Evidently the music department is getting its third chair in three years. Concerns include lack of significant input on major decisions, input on “visionary plans” solicited with feedback required within a few days, and lack of interaction between Department Chair and senior leadership. Also comments about lack of interaction and support by Dean- comments such as “*I have no sense that Dean knows much about my dept or cares to foster intellectual life.*” Faculty also complain that they have never been asked to participate in University administration and that there is no accountability for those in leadership positions. It is important to realize however that the comments were not evaluated at the department level in order to maintain faculty confidentiality. The comments could apply broadly to the school or be more polarized by department.

Many commented that priorities and resources in the College are skewed to the humanities and social sciences, leaving other areas to scramble. The table below (Table 26) shows that faculty that are satisfied with their level of support within the College are primarily in the humanities, while the sciences and performance arts are much lower.

TABLE 26. RANKING OF COLLEGE DEPARTMENTS BY PERCENTAGE OF FACULTY THAT ARE SATISFIED OR VERY SATISFIED WITH SUPPORT FOR THEIR DEPT IN THE COLLEGE:

	Satisfied/Very satisfied
Classics	85.7
History	81.6
French Language & Literature	69.2
Art	68.4
Anthropology	63.6
Media Studies	60
Psychology	55.9
Philosophy	55.5
English Language & Literature	54.7
Politics	48.3
Environmental Sciences	48
Religious Studies	47.7
Chemistry	38.9
Astronomy	38.5
Drama	38.5
Spanish, Italian, and Portuguese	37.6
Music	23.8
Physics	20
Germanic Language & Literature	16.7
Economics	10.5
Sociology	8.3
Asian & Middle Eastern Languages and Culture	7.7
Mathematics	5.3
Biology	4

An issue raised is that class size is too big, particularly in the sciences. 21.0% of College faculty are dissatisfied with *Departmental graduate students* compared with 12.5% for UVa overall. Comments discuss that *Support for graduate students* in the College is low.

Faculty in the College are somewhat more likely to disagree that *UVa is a diverse community* (33.3%) compared to UVa overall (27.9%). They are also more likely to disagree that diversity is valued in their department (16.3%) compared to UVa overall (10.9%). Likewise, College faculty are more commonly dissatisfied with *Diversity of the faculty* (35.4%), compared to UVa overall (28.3%). Gender issues were voiced in comments such as “*My department is dominated by senior male colleagues. Decisions (meeting times, etc.) are not family friendly,*” and “*Younger female faculty do disproportionately more administrative work.*” Comments indicate that discrimination against women interferes with job satisfaction. Research needs of women are not respected at the same level as male faculty.

College faculty are more dissatisfied with *Interdisciplinary exchange* (28.1%) compared with UVa overall (20.5%). Teaching is regarded as a chore by many faculty since there is

little acknowledgement and few rewards for excellence in teaching. Poor teaching has no consequences. Promotion does not depend on teaching, but only on research performance.

The promotions and tenure process could benefit from being more transparent. The role of the process should be educational and supportive. Improving the openness of the process would also improve the perception of fairness. The P & T process should be better defined. A pre-review a year or two before submitting would identify areas of weakness for the candidate in advance. Although a good Chair would play this role, from the above statements, it is clear that this level of mentorship by Chairs is poor or at best inconsistent.

Regarding recruitment and retention, issues raised were that service is disproportionately assigned to women and junior faculty, which may result in looking for other positions. The definition of “valued faculty” is inconsistent- this does not necessarily apply to mid-level and senior faculty. Young faculty that are the potential stars of the future are not necessarily sought to be retained if they receive a job offer elsewhere. Likewise, the University has had difficulty retaining valued minority faculty. Faculty feel that it is hard to feel valued and/or keep pace with salary unless a hard offer is received from another institution. By the time that hard offer is obtained, it is often too late to retain the faculty member. Use of this system of lack of support unless threatened by an outside offer leads to egocentricity of the retained faculty and unfairness for those faculty that are loyal to UVa.

Results of remaining items in Academic Community were similar to UVa overall mean responses. Other issues discussed in the comments regard service disproportionately given to younger faculty and lack of diversity in upper faculty and administration.

Many comments regard a two-tier system for General faculty and tenured/eligible faculty. There is fear that adjunct faculty will be dropped without a second thought. Performance faculty turnover in the Music department is high due to lack of support and feeling of being undervalued despite many years of service. Women are stated to be *“grossly overrepresented in the General faculty”* and *“under-represented in tenure-track positions in the College.”*

3. Law School

92.4% of Law School faculty agree or strongly agree that *UVa is collegial*, which was the highest of all schools. Likewise, 94.7% of Law School faculty agree or strongly agree that their department is collegial, which is also the highest of all the schools. The Law School faculty responses to nearly all academic community questions show a highly satisfied group, other than average satisfaction with *Diversity of faculty* (28.6% dissatisfied, compared with 28.3% UVa overall). Tone of comments points to collegiality and respect. No negative comments!

Attributes of the Charlottesville Community that were more frequently rated as important to Law School faculty included *Quality of private schools*, *Range of sociocultural amenities*, *Range of recreational opportunities*, and *Rail & air transportation*.

4. Darden

84.7% of Darden faculty agree or strongly agree that *UVa is collegial*, which is higher than for UVa faculty overall (77.3%). Faculty are likewise more likely to agree that their department is collegial (86.8%) compared with UVa faculty overall (78.6%). Comments note that geographic isolation is a barrier.

In most aspects of academic community, Darden faculty appear very satisfied. Teaching is clearly highly valued with 95.2% of faculty responding that they agree that their teaching is valued (compared with 72.5% of UVa faculty overall). Response to *My research is valued* is average compared to UVa faculty overall (71.4% 70.1% agree respectively). Comments state that research is driven by practitioners not other research institutions, which lowers quality and leads to a lack of incentive to publish high quality research. Other comments suggest offering more minority, women, and merit scholarships in order to compete with other programs.

5. McIntire School

82.4% of McIntire faculty agree or strongly agree that *UVa is collegial*, which is higher than for UVa faculty overall (77.3%). Likewise, 89.2% of McIntire faculty agree that their department is collegial (compared with 78.6% for UVa overall). Comments discuss strong collegiality, such as “*Love my department.*”

Academic community responses generally signal strong faculty satisfaction, better than most other UVa Schools. Not a single faculty responded as dissatisfied with *Departmental reputation*, *Departmental faculty*, or *Faculty of their school*, for example (UVa mean was 12.2%, 8.8%, and 4.1% dissatisfied, respectively). Satisfaction for *Quality of department leadership* was high (80.0%) compared to UVa overall (65.1%). The response to *My research is valued by my department* is close to the mean for UVa (73.0% agree compared with 70.1% overall). Comments express some concerns regarding research such as that UVa is not seen as strong on research, especially graduate education. The comments state that there is a lack of a research culture- development of a research vision from the Dean may be helpful.

Dissatisfaction with *Diversity of faculty* was similar for McIntire (27.5%) compared with UVa overall (28.3%). Some concerns of General faculty express anxiety regarding terminal position, despite holding the position for many years, and a lack of upward mobility for General faculty.

As far as Charlottesville community, faculty of McIntire placed somewhat more importance on *Range of recreational opportunities* (44.7% very important, 33.6% UVa overall).

6. Curry School of Education

65.0% of Curry faculty agree or strongly agree that *UVa is collegial*. Curry School is the lowest scoring school on this item. Likewise, 21.0% of Curry faculty disagree or strongly disagree that their *Department is collegial*, compared with 11.4% for UVa faculty overall. Again, this is lowest of all UVa schools. Nearly all comments regarding collegiality and leadership from Curry faculty are negative. Comments include, “*A few*

angry people create a toxic environment,” “There is a culture of fear and retribution,” “Faculty are excluded from department and school decision making,” and “Junior faculty are treated like graduate students.” Terms such as *backbiting, animosity, no accountability, and harshness* were used freely in the comments. One comment stated that differences in philosophy related to subject areas may be related to problems between colleagues.

30.4% of Curry faculty are dissatisfied with the Quality of departmental leadership (compared with 18.6% at UVa overall). Leadership is described as “*an old boys’ network*” and “*Poor leadership models poor behavior.*”

Academic community responses are concerning. Faculty dissatisfaction is readily apparent. Curry school faculty had the highest percentage responding as disagreeing with statements that their Teaching is valued (18.4%), their Research is valued (22.7%), and that their Service is valued (21.7%) (UVa overall 13.9%, 13.0%, and 13.3% respectively). Academic community items that also had very high dissatisfaction include: Departmental reputation (19.4%, UVa overall 12.2%), Departmental faculty (14.6%, UVa overall 8.8%), Departmental intellectual exchange (29.1%, UVa overall 20.1%), Interdisciplinary intellectual exchange (32.3%, UVa overall 20.5%), Mentoring of faculty (42.0%, UVa overall 29.2%), Efforts to retain valued faculty (45.0% UVa overall 35.3%), Support for your personal academic priorities (33.6%, UVa overall 22.7%), and Support of career development (36.4%, UVa overall 24.7%). Text comments include, “*Students value teaching but not Chair*” and “*There is little to no mentoring.*”

40.4% of Curry faculty disagree that UVa is a diverse community (UVa overall 27.9%). 42.3% of Curry faculty are dissatisfied with the Diversity of faculty, compared with 28.3% for UVa overall. 17.4% of Curry faculty are dissatisfied with Non-discriminatory efforts of their department, compared with 11.9% UVa overall. Text comments include, “*Faculty of color are in low power positions and don’t feel accepted resulting in people leaving UVa.*”

Facilities are remarked upon as being poor in the comments.

The Curry faculty find the Cost of living, Quality of public schools, Range of sociocultural amenities, Diversity of community, Proximity to major metropolitan centers, and Rail/air transportation somewhat more important than faculty of other schools.

The Dean of the Curry School is relatively new in the position. Allocation of resources may be necessary to address the above issues in order to be successful.

7. School of Engineering and Applied Sciences (SEAS)

75.0% of SEAS faculty agree or strongly agree that UVa is collegial, which is similar to UVa overall (77.3%). 74.5% of SEAS faculty also agree that their Department is collegial, slightly lower than UVa overall (78.6%).

SEAS faculty responses to most academic community queries were similar to UVa overall. A few areas where SEAS faculty are somewhat less satisfied than UVa faculty overall are *Departmental reputation* (20.7% vs. 12.2%), *Faculty of your school* (10.2% vs. 4.1%), and *Departmental graduate students* (20.6% vs. 12.5%). Many positive comments, particularly regarding the small in number but diverse and social faculty, were recorded. Negative comments discussed a very hierarchical structure, lack of support of mid-level faculty, a lukewarm environment, and favoring of some faculty over others. Some comments were very negative regarding selfishness and back-biting.

18.7% of SEAS faculty disagree that their *teaching is valued by their department*. Comments note that no improvement is required of faculty with poor teaching reviews.

Satisfaction with *quality of department leadership* was slightly higher (68.3%) than for UVa overall (65.1%). However, comments on leadership voice concerns that include little concern for career development, a lack of performance feedback, and being a “*good old boys’ network*.”

Faculty of SEAS are more dissatisfied with *Support for your department within your school* (42.3%, vs. 30.4% for UVa total) and *Support for your discipline within the University* (58.4% vs. 37.0% overall). Comments regarding interactions with central administration provide a sense that there is the feeling of only lip service to the idea of boosting the sciences or that this does not include SEAS.

Difficulty in recruiting top graduate students was expressed. Comments suggested that developing strong doctoral programs would lay the foundation for an intellectually vibrant atmosphere.

Comments state that promotion and tenure is a closed process and that feedback would be helpful.

Comments also state that there is concern for the lack of female faculty. Of note, spousal/partner employment assistance was ranked fourth as a priority for possible new benefits. SEAS faculty ranked this item higher than any other school. Improvement in this area may assist in recruitment of female faculty.

It is important to realize however that the above comments were not evaluated at the department level in order to maintain faculty confidentiality. The comments could apply broadly to the school or be more polarized by department.

8. School of Architecture

78.0% of Architecture faculty agree that *UVa is collegial*, which is similar to UVa overall (77.3%). However, faculty were less likely to agree that their *Department is collegial* (69.0%) than UVa faculty overall (78.6%). Comments were very mixed. Many comments stated that the School is very collegial. Almost an equal number however voiced concerns that the School is less than collegial. These comments include items such as, “...run by an “in-group” that answers only to the dean,” “Some individuals are aggressively non-collegial,” “Mid-level faculty are increasingly detached.”

Some concerns regarding leadership were expressed as being ineffective. Departmental leadership lacks certainty of direction and exhibits poor communication. Little involvement of tenured faculty in self-governance. Also a lack of clear intellectual leadership. Some comments were stronger, “*Department leadership is atrocious*” and “*Faculty are bitterly divided.*”

Also, there is a sense of a lack of acknowledgment of the strong national status and contributions of this School by central administration.

9. School of Nursing

84.5% of Nursing faculty agree that UVa is collegial, which is the third highest score. Collegiality, which is verbalized as especially strong at the departmental level, appears high. Comments include, “*Very professional atmosphere that encourages research and collaboration within my department*” and “*My chair encourages all of us to work together on research projects and in service projects.*” Leadership is voiced as strong. The environment is supportive at many levels. A concern voiced by a few is that the School does not have a strong mentoring environment. General faculty members do not feel valued. Some comments voice concern regarding diversity, including, “*the faculty in my department are nearly all white and of the same gender*” and “*anyone who is different is suspect to some extent, unless you are the right kind of different.*”

Several remarks stating that this School is not as valued as other Schools in the University, “*Although our Dean is one of the top Deans in the country, on Grounds nursing does not consistently get the recognition it deserves*” and “*Nursing is often invisible at this University.*”

10. School of Continuing and Professional Studies

69.2% of faculty in the School of Continuing and Professional Studies agree or strongly agree that UVa is collegial. This is the second lowest of the ten Schools. However, text comments speak to collegiality within the School and there were no negative text comments regarding leadership. Indeed, agreement with the statement My department is collegial was much higher. Some text comments do speak to lower levels of collegiality in interactions with other UVa schools and administration, so this may be the source of the lower collegiality score.

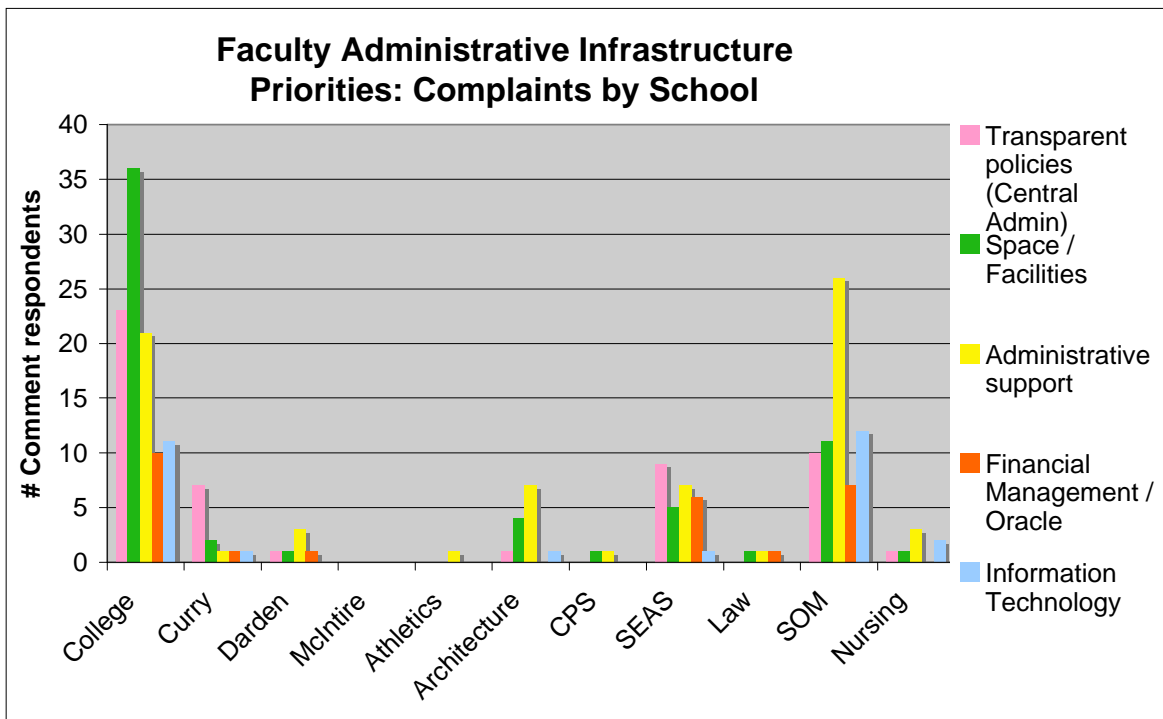
The response rate for this School was the lowest (only 28.7% of the faculty responded to the survey). Faculty in this School may feel less engaged than those in other Schools. It is therefore difficult to know if a larger sample of the faculty in this School would have the same results.

II. Faculty Priorities

Administrative Support

There was an amazing degree of consistency by School amongst the survey results for the category of Administrative Support and Infrastructure. Of the nine possible responses only four responses rank in the overall top three for at least two of the ten schools. The two most popular responses were *Transparent administrative policies* and *Streamlined administrative procedures*. *Transparent administrative policies* ranked in the top three for all schools other than SEAS, while *Streamlined administrative procedures* ranked in the top three for all schools other than Arts and Science, McIntire, Architecture, and Nursing. The next two most popular responses were *Facility improvements* which ranked in the top three for all schools other than Continuing and Professional Studies, and the professional schools – Darden, Law, and Medicine, and *Increased office staff support* which ranked in the top three for all schools other than Curry, Architecture, and Law. The only other responses ranking in the top three for any school were *Information technology equipment and support in departments*, which was tied for the top ranked response in the Law School and *Increased departmental office space* which ranked third for Architecture.

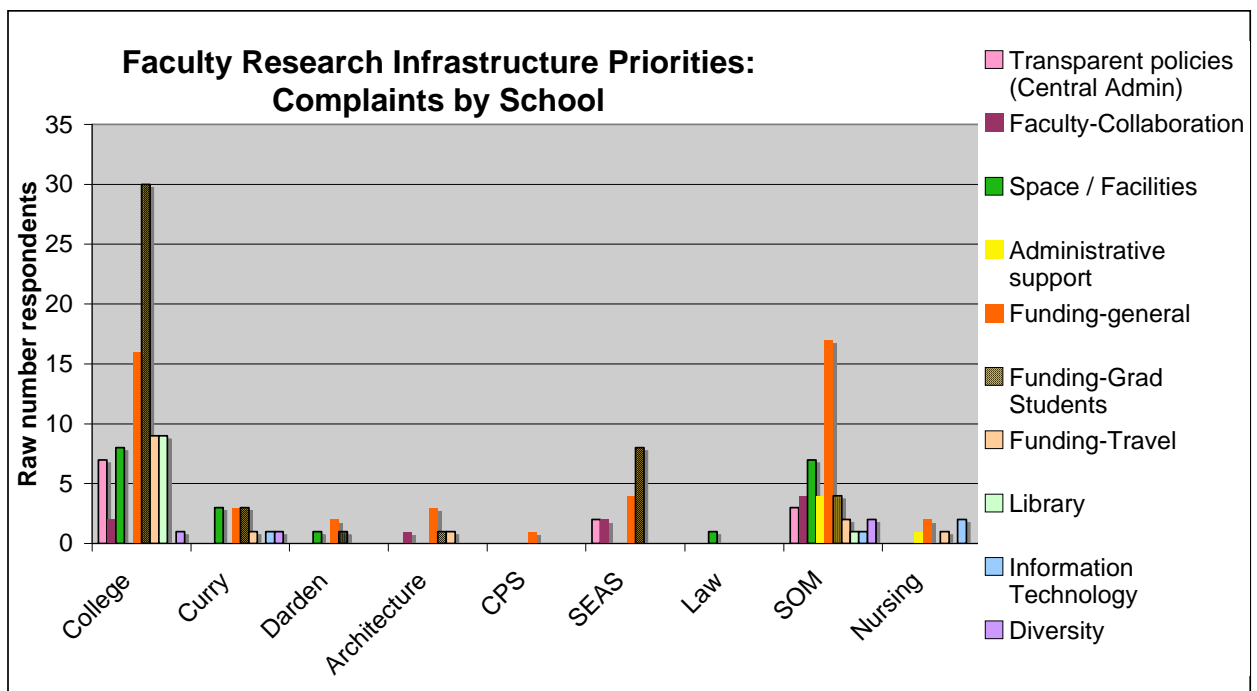
Reviewing verbatim comments, a lot of frustration stems from the recent trend to push much of the administrative work down towards the departments and the faculty, without any additional administrative staff. The examples of Oracle and eVA were frequently cited as impediments to efficiency and as examples of new administrative procedures which have significantly decreased the productivity of the faculty. The frustration with eVA was quite noticeable. There were also many faculty generally disappointed with the level and skill of the administrative staff and much frustration expressed about HR and their hiring and retention procedures.



Research Support

Again, there was good agreement among the Schools on the responses for the category of Research Support and Infrastructure. All Schools other than SEAS ranked *Additional support for travel to meetings and conferences in the US and abroad* as one of their top three priorities. Five of the schools, A&S, Curry, Darden, Architecture, and SEAS, ranked *Additional support for graduate students* as a top priority, making these two responses the overwhelmingly popular choices. The third most popular response, by a distant margin, was *Additional support for interdisciplinary research collaboration on grounds* which was a top priority for Architecture, Continuing and Professional Studies, SEAS, Medicine, and Nursing. The next most popular response was *Enhanced networking and interaction across Grounds* which was a priority for Darden, McIntire, Continuing and Professional Studies, Law, and Nursing. The next most popular response was *Additional financial resources for intramural grant funding* which ranked high overall but was a top priority only for the School of Medicine where nearly 50% of the respondents chose this item as their # 1 priority. Other top responses included *Additional support for on-Grounds speakers and conferences* which was the second ranked priority for McIntire respondents, *Enhanced diversity, including minorities and women* which was the third priority for Curry and Law, and *Redesigned buildings/spaces that invite interaction* which was the third priority for SEAS respondents.

In reviewing the comments, the most popular item of discussion was the great need for increased support of graduate students and for enhanced funding packages in order to recruit the top graduate students. There is general frustration about our inability to recruit the best graduate students and a recognition that our graduate programs are only as good as our graduate students.



Teaching Support and Infrastructure

While there was a fair degree of variability among the Schools on the responses for the category of Teaching Support and Infrastructure, EVERY school choose Additional financial resources for teaching and course development as one of their top three priorities (by an overwhelming margin). The second most frequent response was Additional support for teaching assistants which was a top ranked priority for all schools other than McIntire, Continuing and Professional Studies, Law, and Medicine (many of which do not use teaching assistants). The third most frequent response was Renovation of existing classrooms which was a top priority for A&S, SEAS, Continuing and Professional Studies, and Nursing. The next most frequent responses were all significantly less popular than these top three, and they include Support for team teaching, a priority for McIntire and Medicine; Enhanced diversity, including minorities and women which is a priority for Curry, Darden, and Law respondents; Support for inter-school teaching which was the top ranked priority for Law and third for Medicine; and Improvement in the course evaluation system which was a priority for McIntire and Continuing and Professional Studies.

While this area evoked fewer comments than the other two questions in this category, there is an obvious frustration over the lack of high-quality classroom space. Complaints included: general lack of availability and number, lack of reconfigurable space, lack of classes with integrated technology, poor acoustics, and old and outdated furniture and facilities. There is also great frustration over the current on-line evaluation system and the fact that the evaluations are openly available on the toolkit. Many faculty question the utility and value of the current system and question why the results of such surveys should be publicly available---expressing concerns over dumbing down of the material to increase evaluations. Finally, Support for team teaching, which was not a standard option, received a lot of discussion. Many question whether any credit is given for team teaching activities and state this as a impediment to development of classes that would greatly support our graduate students in particular.

III. Benefits

There was little variation in responses to survey questions when stratified by school or discipline.

For possible new benefits, more accessible parking was the third highest priority for SOM and McIntire, and fourth for Curry. Other Schools ranked this item much farther down on the list, indicating that accessible parking may be a problem near these schools.

V. Diversity at the University of Virginia

▶ **Goal: Commit to improving diversity of the University, in race, gender, sexual orientation, and political perspective**

- **Action item:** Develop a plan of action with specific achievable goals for dealing with problems related to diversity, eliminate discrimination, and the development of mechanisms for identifying and dealing with the sources and effects of discrimination that will transform the atmosphere of UVa to one that embraces diversity with zero-tolerance of discrimination.
- **Action item:** Commit significant resources to the recruitment, mentoring, and retention of a diverse faculty.

▶ **Goal: UVa should become a model in the Commonwealth for the development of a diverse faculty**

- **Action item:** Develop a plan of action that includes specific achievable goals for dealing with problems related to diversity and commit significant resources to the recruitment, mentoring, and retention of a diverse faculty.
- **Action item:** Improve transportation to major metropolitan areas to reduce the sense of isolation of minority faculty
- **Action item:** Embrace diversity at multiple levels- including sexual and political perspectives
- **Action item:** Reduce barriers to recruiting faculty with alternative lifestyles, including same-sex couples
- **Action item:** Invite speakers with controversial perspectives to broaden the internal perspectives of UVa

Survey results indicate that discrimination clearly does exist at UVa. Comments indicate that this interferes with job satisfaction. Perspectives that are different from the mainstream should be allowed and encouraged. This could be done by inviting outside speakers with controversial perspectives, for example, to broaden internal perspectives. Improving leadership at the Department and School levels may also encourage open discussion of topics that are controversial.

The Charlottesville community is small, too small in some regards. The region's limited minority populations, whether African-American, Jewish, or same-sex orientation, result in a sense of isolation. For example, there is a very small African-American middle class in Charlottesville. African American faculty members report traveling to Richmond every weekend to attend church services in order to maintain a sense of identity. Orthodox Jews report driving to Washington, D.C. to buy kosher foods. While the University cannot build churches, synagogues, or other religious buildings due to separation of church and state, support of transportation to larger metropolitan centers (Richmond and Washington, D.C.) would reduce the sense of isolation of our largely rural area. The University may also be able to provide meeting places for religious organizations that are small and cannot yet afford to rent or buy a building.

Difficulty in recruiting minority and women faculty is also limited by difficulties with spousal placement. Improvement in spousal placement was ranked as a high priority by minority faculty. Better access to larger metropolitan centers through improved passenger

rail service to Richmond and Washington, D.C., would improve the University's ability to recruit dual-career couples.

Same sex orientation is clearly a topic that is frequently avoided. The conservative political climate of our Commonwealth does not necessarily translate to the views of our faculty however. UVa has the ability to become a model institution in the Commonwealth that is friendly toward same-sex couples by communicating an open attitude and developing benefits for same-sex couples.

Gender discrimination clearly reduces the recruitment, development, and retention of women faculty at UVa. Gender discrimination may be underreported given fear of a backlash due to the small size of the University and Charlottesville community (everyone knows everyone). The research goals of women are not held in as high regard as male faculty. Women are overrepresented in the General faculty and under-represented in the tenure-eligible tracks. Women that are recruited with a male tenure-eligible spouse are often placed in General faculty positions. Rather than encouraging development of this pool of women faculty, the University lets them languish in roles that are perceived as second class even when performance is strong. Since there is little or no opportunity to change tracks, development of many women faculty is stymied by these constraints.

Appendix: Faculty Senate Survey Questionnaire

Faculty Senate Survey 2007

Page 1

Thank you for taking the time to complete this questionnaire.

Please read the instructions below carefully:

Completing this survey should take about 20-25 minutes, depending upon your answers to some questions and the length of your text comments.

If you wish to save your answers and finish the survey at a later time, click the "Save (ONLY to resume later)" button at the bottom of the page. You will need to bookmark the page in your web browser and you can return to the survey at any time during the field period.

When you have completed a page, click on the "Continue survey" button at the bottom of the page (sometimes it will be necessary to scroll down the page in order to see the "Continue survey" button).

You may look over and make changes to your previous answers by using the "View previous page" button at any time while taking the survey.

Once you click on the "Finish (submit survey)" button at the end of the survey, however, you cannot go back and change any answers.

If you have any questions, please call 434/924-3417 or email iaas@virginia.edu.

{Choose one}

1 Wage If you are paid waged, please go to page 2.

(*) 2 Non-wage Full or part-time salaried, please skip to page 3.

Section One: Collegiality

Please indicate the extent to which you agree or disagree with the following overall statements about UVa.

UVa is collegial.

{Choose one}

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree
- Not Sure/Not Applicable

UVa is a diverse community.

{Choose one}

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree
- Not Sure/Not Applicable

Please indicate the extent to which you agree or disagree with the following statements about the manner in which your Department (or other direct overseeing body) supports your interactions on Grounds.

My department is collegial.

{Choose one}

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree
- Not Sure/Not Applicable

My teaching is valued by my department.

{Choose one}

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree
- Not Sure/Not Applicable

My research is valued by my department.

{Choose one}

- Strongly Disagree

- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree
- Not Sure/Not Applicable

My service is valued by my department.

{Choose one}

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree
- Not Sure/Not Applicable

Diversity is valued by my department.

{Choose one}

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree
- Not Sure/Not Applicable

My participation in department governance is valued and encouraged.

{Choose one}

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree
- Not Sure/Not Applicable

Please cite any evidence regarding the area of collegiality. Feel free to allow your comments to extend beyond your Departmental structure, to the Grounds and University environment. In order to maintain confidentiality, please do not identify yourself or other faculty members.

{Enter answer in paragraph form}

Section Two: Personal Priorities for Employment / Retention

A. Existing Benefits

Please rate your level of satisfaction with your existing salary and benefits.

Salary

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Healthcare insurance (Southern Health)

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Prescription drug program (Pharmacare)

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Dental services (United Concordia)

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Discount vision plan (Eye Benefits)

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied

- Very Satisfied
- Not Sure/Not Applicable

Mental health and substance abuse services (United Behavioral Health)

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Pre-tax flexible reimbursement account (FlexAmerica)

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Option to buy into group accident insurance (Cigna Accident Insurance)

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Option to buy into long term care insurance (Metropolitan Life or Aetna)

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Retirement program (Faculty Retirement Plan or Virginia Retirement System)

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Disability insurance (through Faculty Retirement Plan or Virginia Retirement System)

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Life insurance (The Standard Life Insurance or VRS Group Life Insurance)

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

403(b) tax-deferred savings program (TIAA-CREF, Fidelity, or Vanguard)

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

403(b) matching contribution retirement plan (TIAA-CREF, Fidelity, or Vanguard)

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Option to buy savings bonds

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Pre-tax parking

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Faculty and Employee Assistance Program

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Occupational Health Services

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Exercise facilities/Health programs

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Please share any comments regarding existing benefits (suggestions for additional benefits will be solicited on the next page of this survey). In order to maintain confidentiality, please do not identify yourself or other faculty members.

{Enter answer in paragraph form}

C. Academic Community

Please rate your level of satisfaction with the following as they pertain to your overall job satisfaction and long-term retention.

Departmental reputation

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Departmental faculty

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Faculty of your school

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Departmental graduate students

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Undergraduate students

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Departmental intellectual exchange

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Interdisciplinary intellectual exchange

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Diversity of faculty

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Non-discrimination efforts of your department or school

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Mentoring of faculty

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Efforts to retain valued faculty

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Opportunities to participate in department/University governance

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Support for your personal academic priorities within your department

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Support for your department within your school

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Support for your discipline within the University

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Support of career development

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Fairness of review and promotion process

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Quality of department leadership

{Choose one}

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- Not Sure/Not Applicable

Please share any comments regarding the academic community. In order to maintain confidentiality, please do not identify yourself or other faculty members.

{Enter answer in paragraph form}

D. Charlottesville Community

Please rate the importance of the following to your overall job satisfaction and long-term retention.

Cost of housing

{Choose one}

- Not Important at All
- Somewhat Important
- Important
- Very Important
- Not sure/Not Applicable

Cost of living

{Choose one}

- Not Important at All
- Somewhat Important
- Important
- Very Important
- Not sure/Not Applicable

Quality of public schools

{Choose one}

- Not Important at All
- Somewhat Important
- Important
- Very Important
- Not sure/Not Applicable

Quality of private schools

{Choose one}

- Not Important at All
- Somewhat Important
- Important
- Very Important
- Not sure/Not Applicable

Childcare facilities

{Choose one}

- Not Important at All
- Somewhat Important
- Important
- Very Important
- Not sure/Not Applicable

Eldercare facilities*{Choose one}*

- Not Important at All
- Somewhat Important
- Important
- Very Important
- Not sure/Not Applicable

Range of sociocultural amenities*{Choose one}*

- Not Important at All
- Somewhat Important
- Important
- Very Important
- Not sure/Not Applicable

Range of recreational opportunities*{Choose one}*

- Not Important at All
- Somewhat Important
- Important
- Very Important
- Not sure/Not Applicable

Diversity of community*{Choose one}*

- Not Important at All
- Somewhat Important
- Important
- Very Important
- Not sure/Not Applicable

Proximity to major metropolitan centers*{Choose one}*

- Not Important at All
- Somewhat Important
- Important
- Very Important
- Not sure/Not Applicable

City transportation*{Choose one}*

- Not Important at All
- Somewhat Important
- Important
- Very Important
- Not sure/Not Applicable

Which statement most closely describes your household's employment situation?

{Choose one}

- I do not currently have a spouse/partner
- My spouse/partner is not employed
- My spouse/partner is employed full time
- My spouse/partner is employed part time

How many years have you been employed by UVa?

{Enter text answer}

[_____]

How many minor dependent children reside in your household?

{Choose one}

- None
- 1
- 2
- 3
- 4
- 5 or more

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If you would like to elaborate on any of the topics covered in this questionnaire, the questionnaire itself, or the survey process, please use the space below.

If you do not wish to make additional comments, you may click on the "Preview or print my responses" button to go over your answers before submitting them (or print out a copy for yourself). If you do not wish to review your answers, please press the "Finish (submit survey)" button to submit the questionnaire.

{Enter answer in paragraph form}

Please place the survey in the return envelope and mail it back to IAS.