



University of Virginia Survey of the Faculty 2012

REPORT OF RESULTS

Prepared for:

FACULTY SENATE
UNIVERSITY OF VIRGINIA

Prepared by:

CENTER FOR SURVEY RESEARCH
UNIVERSITY OF VIRGINIA

November 2012



WELDON COOPER
CENTER FOR PUBLIC SERVICE

University of Virginia

CSR Project Number 11.020

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Acknowledgements

The survey report presented here is the result of years of dedicated volunteer work by the Faculty Senate, in collaboration with the Center for Survey Research (CSR), with which the Senate contracted in 2011 to assist. The Office of the President of the University provided funding for the survey. We would like to offer special thanks to the following individuals:

- The three Faculty Senate chairs who served during the development, launching and roll-out: Gweneth West, Robert Kemp, and George Cohen. This group of faculty leaders contributed an enormous amount of time and energy to assure the effectiveness of the Faculty Survey.
- Christopher Holstege and Joe Garofalo, chairs of the Senate's Faculty Recruitment, Retention, Retirement and Welfare Committee (FRRRWC). They took primary leadership in working with CSR as the survey progressed throughout the entire process.
- Members of the FRRRW committee for 2011-2012: Rasheed Balogun, Benjamin Bennett, George Cahen, David Maloney, George Mentore, Michael Moxley, James Rubin, Nina Solenski, Barbara Spellman, Jennifer Tsien, Mary Lee Vance, and Mark Whittle.
- Faculty Senate secretary Kathryn Ann Witkower, Her work was central to communication between CSR and FRRRW committee members and contributed to the success of this endeavor.

In addition to the work of the Faculty Senate, other members of the faculty participated in the development of the survey through two focus groups. A November 2011 group helped identify and specify issues for inclusion in the survey. A second focus group in February 2012 served as a pretest for the survey and resulted in some substantive and technical improvements. We are grateful for the time and effort contributed by participants in both of these groups.

At the Center for Survey Research, Director Thomas M. Guterbock, Professor of Sociology and Public Health Sciences was responsible for the scientific direction of the study and oversight of all

phases of the project. He was assisted by Kathryn F. Wood, Ph.D., Senior Project Director at CSR and Robin Bebel, Assistant Director at CSR. Mr. Guterbock and Ms. Wood directed the analysis and edited the report presented here. Ms. Bebel directed questionnaire development work and drafted the methodology section. Ms. Wood moderated the focus groups.

An experienced team at CSR was responsible for technical aspects of the survey. John Lee Holmes, Survey Operations Manager, managed programming of the questionnaire into the Sensus Web software and the web hosting of the survey. He was assisted by research analysts David Shreve, Huili Tang and Andy Lin. Brice McKeever, Research Analyst, served as head RA through the planning phase of the project and developed the analysis plan. Jill N. Jones, Research Analyst, served as head RA through the actual analysis of the data and took leadership in drafting the report. She was assisted by research analyst Yue Li. David Shreve handled mass emails, tracking, and respondent support for the survey. Kathy Coker, Senior Research Technician also tracked the survey responses and managed the open-ended comments.

The Center for Survey Research, a unit of the Weldon Cooper Center for Public Service at the University of Virginia, is responsible for any errors in this report. Inquiries may be directed to: Center for Survey Research, University of Virginia, P.O. Box 400767, Charlottesville, VA 22904-4767. The Center can be reached by telephone at 1-434-243-5222, by email to surveys@virginia.edu, or through the World Wide Web at <http://surveys.virginia.edu>.

Executive Summary

About the Survey

This survey is only the second survey conducted in the history of UVa by the Faculty Senate, with the first having been conducted in 2007. The Faculty Recruitment, Retention, Retirement and Welfare Committee (FRRRWC) began preparation for a second survey in 2010, with extensive review and discussion of the previous 2007 survey, other UVa school specific faculty surveys and surveys performed by other top tier universities. The decision was made to conduct a second survey five years after the first to both determine what changes occurred over the five-year time span and to determine the state of the faculty opinion as a baseline for the beginning of a new UVa administration. It is important to also note that this survey was undertaken nearly a year prior to the series of events at the University in June 2012 that included the resignation and then reinstatement of President Sullivan. The survey administration and data collection were complete before those events occurred.

Survey Design and Administration

The UVa Faculty Senators' time was solely on a volunteer basis, both for the 2007 and the 2012 surveys. The Office of U. Va. President Teresa Sullivan offered to provide funds to enable assistance in survey development, distribution and analysis. As a result, the University's Center for Survey Research (CSR) was hired to work with the FRRRWC. Staff at CSR worked intensively with Faculty Senate leaders during the fall of 2011 and the early spring of 2012 to develop a questionnaire and field the survey. In November 2011, CSR conducted a focus group with 12 faculty members randomly selected from across the University in order to help identify issues needing to be addressed in the questionnaire. In February 2012 a second group of faculty members convened to pretest the questionnaire for both technical and substantive problems.

The survey questionnaire addressed a broad range of topics, including workplace issues, communication and leadership, the Honor Code, the academic community, time devoted to work, and overall satisfaction with work at the University. One set of questions was selected from

the 2007 Faculty Senate Survey to allow for direct comparisons between the two surveys.

The 2012 Faculty Senate Survey was hosted completely on the web. The Center for Survey Research utilized the Dillman Tailored Design Method to ensure the highest level of faculty response to the survey. A list of 3,083 salaried faculty members and 865 wage faculty members was obtained from the University's Office of Institutional Assessment. A letter was then sent from President Sullivan announcing the survey and explaining its goals, accompanied by letters from Faculty Senate leaders and CSR Director Tom Guterbock. The advance mailing was followed by an email invitation to participate in the survey, including a link to the questionnaire itself. A series of follow-up contacts were made to faculty members by CSR to promote participation in the survey. Details are included in the full body of the report and in Appendix G, *Survey Methodology*.

The survey was designed to ensure anonymity for the respondents. At the close of data collection, CSR had received a total of 2,102 usable surveys, some of them incomplete. After adjusting for exclusions and a proportional adjustment to estimate the ineligible cases among those from whom we never heard, the survey response rate is 53.7%.

Demographic Overview

The survey questionnaire included demographic questions about respondents to allow for analysis of the data by personal, academic, and social characteristics. Included among these were the respondent's departmental and school affiliation, highest degree earned, academic rank and tenure status, and whether the respondent was teaching and research faculty or administrative and professional faculty, and length of affiliation with the University of Virginia. In addition, to allow potential further analysis, respondents were asked about their age, race, sex, sexual orientation, whether dependent children resided in the household and about the employment situation of their spouse or partner, if one was present. To ensure anonymity of respondents, some small categories were grouped for purposes of data

analysis. Where such grouping was inappropriate, results involving small groups are not reported.

UVa leadership beyond the department level, with performance reviews, and with communication and transparency.

Sampling Error

The overall margin of error for the survey as whole is ± 2 percentage points. This means that in 95 out of 100 samples of this size drawn from the entire UVa faculty, the results obtained in the sample would fall in a range of ± 2 percentage points of what would have been obtained had every faculty member completed a questionnaire.

Priority Matrices

The “priority matrix” presented below helps to summarize the responses of faculty in several areas of the questionnaire. This matrix combines ranking of the *importance in needing attention* of key-topic areas with measures of *performance* (satisfaction) for those areas. Cross-classifying performance and importance results in the matrix below; Table 0-1 shows this matrix schematically. Table 0-2 indicates the results of the faculty survey. On both importance and performance, key-topic areas have been assigned a category: high, medium and low, depending on the survey results. Each key-topic area falls into one of nine cells in the matrix based on the cross-classification of these two dimensions. The matrix suggests areas that are the highest priority for change – those that are high in importance but low in performance.

Results

Summary of Satisfaction

The overall results of the survey suggest that the University of Virginia’s faculty members are quite satisfied with UVa as a place to work and are proud to be affiliated with the school. They like and respect their colleagues and enjoy their work. The survey showed high levels of satisfaction with collegiality, autonomy at work, and benefits. There are a number of areas of concern. Responses showed low level of satisfaction with pay, with

Table 0-1: Schematic of a Priority Matrix.

		Measure of Importance (Faculty Member Choices or Derived Statistically)		
		<i>High</i>	<i>Medium</i>	<i>Low</i>
Performance	<i>High</i>	Areas of Strength		
	<i>Medium</i>	Second Priority		
	<i>Low</i>	First Priority	Third Priority	

Table 0-2: Priority Matrix: Perceived Importance and Performance Ratings, 2012.

Performance (Mean Summary Satisfaction Scores)	Ranked Importance in Needing Attention (Faculty Choices)			
		<i>High</i>	<i>Medium</i>	<i>Low</i>
	<i>High</i>		Collegiality Benefits	Autonomy
	<i>Medium</i>	Appreciation/Value	Departmental Leadership	Diversity & Equal Opportunities
<i>Low</i>	Pay UVa Leadership (deans and above) Communication & Transparency	Performance Reviews		

The grid can be interpreted this way: we see that faculty respondents rated four items high in needing attention: appreciation/value, pay, UVa leadership (deans and above), and communication and transparency. Of those areas, none was rated high in performance by the faculty, though appreciation and value fell into the middle category of performance. That no areas rated high in satisfaction fall into the important area is to be expected, since those areas in which the University is doing well would not be perceived as needing attention. Areas both important and having a low performance rating are: pay, UVa leadership (deans and above), and communication and transparency. Performance reviews were viewed as less important than those items, but also were rated low in performance. Those low performing items can be viewed as the areas needing attention from University leaders.

The grid indicates areas of strength as well. Those items rating high in performance included collegiality, benefits, and autonomy. Departmental leadership was rated both medium in importance and middle-level in performance. Faculty choices suggested that diversity and

equal opportunities were less in need of attention and received a middle-level performance rating.

Chapter VII of the report provides a second matrix, based on regression of overall satisfaction with the University as a place to work on the summary key-topic satisfaction scores. That matrix provides insight into what areas actually drive satisfaction with the University.

Summary of Opinion about the Honor System

The survey asked a number of questions about familiarity with and support for the Honor System. Most of the faculty are at least somewhat familiar with it. Support remains high among faculty, but many have reservations about it. Thirty-eight percent strongly support it, and an additional 35 percent support it with reservations. Support is weakened and reservations increased when experience is considered; those who have referred a case to the Honor System are much less likely to support it than those who have not (20 percent compared to 41 percent). As is detailed in Chapter VI, about 48 percent of faculty believe

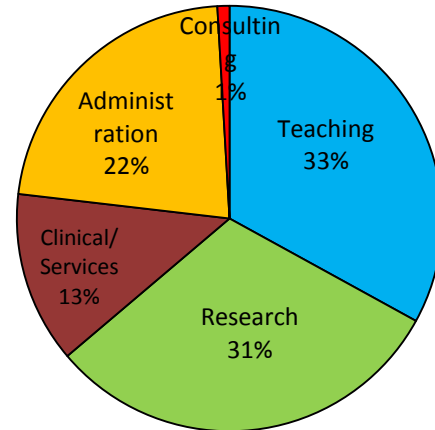
that cheating is very or somewhat common at the University, but when their own classes are considered, that figure drops to 21 percent.

Summary of Faculty Time Use

This survey was designed in part to determine how faculty members spend their time at work, a sizable challenge given the wide variety of faculty members' disciplines and professional commitments. Faculty tasks include teaching, research, clinical work, administration, and service work. Some faculty members are teachers of students; others are not. Some work on nine-month contracts, some on twelve-month contracts. The survey data showed that the average UVa faculty member worked just under 55 hours per week, and when the analysis was restricted to full-time only, that number was about 57 hours per week. About 30 percent of full time faculty respondents reported working 60 or more hours per week. In-depth analysis, reported in detail in the report, resulted in classification of faculty into five types, depending on broad emphasis of their work: teaching, research, administration, clinical and service work, and "balancers," those whose work is balanced between teaching and research. The analysis also determined how specifically effort was spent in each of those areas.

The pie chart below illustrates the overall allocation of time in each major work area for faculty. Roughly speaking, the faculty as a whole devotes about one-third of its time to teaching, one third to research, and one third to clinical, service, and administrative work combined. Consulting takes up very little faculty time: less than one percent of total work time when averaged across all faculty, amounting to only one-half hour per week per faculty member.

Figure 0-1: Broad Areas of Faculty Work.



Conclusion

Overall, University of Virginia faculty members find the university a collegial and satisfactory place to work. They work hard in all of the various tasks that make up their professional lives. They report feeling satisfied with their students, colleagues, and their own work. They are proud to be part of the University of Virginia. But the faculty respondents to this survey clearly identified areas in need of improvement.

The opinion of the faculty and their detailed assessment of way they spend their time comprise a significant tool for decision-making for faculty and administrators at the University charged with strategic planning. The wealth of data provided by the Faculty Senate's Survey of the Faculty 2012 provides a clear statement of direction from one important group of stakeholders at the University of Virginia.

Introduction

About the Survey

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The survey questionnaire addressed a broad range of topics, including workplace issues, communication and leadership, the Honor Code, the academic community, time devoted to work, and overall satisfaction with work at the

University. One set of questions was selected from the 2007 Faculty Senate Survey to allow for direct comparisons between the two surveys.

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See Table I-1 for the sequence of survey-related communications with faculty during the survey period.

Table 0-1: Sequence of Survey Related Communications.

<i>Type</i>	<i>Date</i>
Pretest focus group	2/24
Invitation Letter	3/26
Announcement email	3/27
1 st Reminder email	4/3
2 nd Reminder email	4/10
Reminder Letter	5/3
Reminder Phone calls	5/22- 5/29
Extend deadline email	5/22
Close-out email sent	5/25
Survey website closed	5/29

The survey was designed to ensure anonymity for the respondents. The questionnaire asked for no personal identifying information other than the demographic questions noted previously.

Respondents completing the online survey were asked to send an email separate from submission of the survey indicating completion or requesting removal from the reminder emails.

At the close of data collection, CSR had received a total of 2,102 usable surveys, some of them incomplete. After adjusting for exclusions and a proportional adjustment to estimate the ineligible cases among those from whom we never heard, the survey response rate is 53.7%.

Topics included in the Questionnaire

The questionnaire was divided into nine principal parts. The first five sections included eleven areas of concern, designated “key-topic areas” in this report: Part I asked about collegiality, perceptions of appreciation and value for their work, and their commitment to UVa. Part II asked about faculty autonomy, pay and benefits, performance reviews, and diversity within department/work unit. Part III focused on department leadership, UVa leadership at the level higher than the department, and communication and transparency at UVa. Part IV focused on the Honor System.

Following the questions on these eleven “key-topic areas,” Part V asked faculty to identify their three most important concerns among the topics, allowing analysts to rank faculty concerns. Part VI then explored satisfaction with the academic community in a series of questions asked of the faculty in 2007, allowing some analysis of change in faculty opinion since that time. Part VII asked respondents to think carefully about the way they spent their work time and to quantify it. Part VIII explored overall satisfaction with the University of Virginia. Finally, Part IX asked the series of demographic questions to be used when conducting subgroup analysis of survey results.

Questionnaire Scales

Several sets of scales were used throughout the questionnaire. For the items within each key-topic area, faculty were asked to rate the extent to which they agreed or disagreed with the key-topic items using a five-point scale where 5 indicated “Strongly Disagree” and 1 indicated “Strongly Agree.”

A separate scale was used for the overall summary questions in each key-topic area. The overall questions in each key-topic area were phrased as satisfaction questions and also used a five-point scale ranging from “Very satisfied” to “Very

dissatisfied.” An exception is the key-topic summary item measuring commitment to the University, which used a commitment scale, from “very committed” to “very uncommitted.” A separate section of the survey replicated the Faculty Senate survey from 2007, also using a five-point satisfaction scale.

Perhaps the most significant question in the survey, which asked faculty to state how satisfied they were with the University of Virginia as a place to work, used an expanded 7-point satisfaction scale, ranging from “extremely satisfied” to “extremely dissatisfied.”

Open-ended comments

For each area of the questionnaire, faculty respondents were invited to provide additional comments, to qualify or expand upon their survey answers. Those comments have been recorded and have been “cleaned” of individual identifiers, and will be the subject of a separate analysis. The “open-ends” report will be available for review at a later time.

Data Analysis

Demographic Overview

As noted, the survey questionnaire included demographic questions about respondents to allow for analysis of the data by personal, academic, and social characteristics. Included among these were the respondent’s departmental and school affiliation, highest degree earned, academic rank and tenure status, whether the respondent was teaching and research faculty or administrative and professional faculty, and length of affiliation with the University of Virginia. In addition, to allow further analysis, respondents were asked about their age, race, sex, sexual orientation, whether dependent children resided in the household and about the employment situation of their spouse or partner, if one was present.

All schools and administrative units at the University were represented among the respondents to the survey, with the School of Medicine and the College and Graduate School of Arts and Sciences having the highest representation, reflecting their large numbers in the faculty as a whole. Twenty-seven percent of our respondents were from the School of

Medicine, while 23.7 percent were from the College.

The distribution of respondents among the various units is shown in tables 0-2 and 0-3. Approximately 500 survey respondents chose not to identify their school or unit affiliation. They are not included in these tables.

Table 0-2: Respondents by School (Un-weighted).

	Number Responding	Percent	Response Rate
College and Graduate School of Arts and Sciences	452	29.9%	47.8%
School of Continuing and Professional Studies	58	3.8%	24.1%
Curry School of Education	66	4.4%	21.2%
Darden School of Business	44	2.9%	35.8%
Frank Batten School of Leadership and Public Policy	5	0.3%	38.5%
McIntire School of Commerce	32	2.1%	38.1%
School of Architecture	31	2.1%	38.8%
School of Engineering and Applied Science	100	6.6%	46.3%
School of Law	53	3.5%	29.4%
School of Medicine	386	25.5%	34.3%
School of Nursing	55	3.6%	68.8%
President's Office	13	0.9%	35.1%
Sr VP for Development & Public Affairs	22	1.5%	51.2%
VP for Management and Budget	9	0.6%	60.0%
VP for Student Affairs	25	1.7%	41.7%
VP/CIO	11	0.7%	73.3%
VP for Research	8	0.5%	47.1%
EVP, Provost & Other Vice Provosts and Vice/Associate Provosts	65	4.3%	36.3%
UVa Library	39	2.6%	59.1%
Athletics Department	38	2.5%	35.5%
Total	1512	100.0%	38.4%

Table 0-3: Respondents by School (Weighted).

	Number Responding	Percent
College and Graduate School of Arts and Sciences	356	23.7%
School of Continuing and Professional Studies	129	8.6%
Curry School of Education	123	8.2%
Darden School of Business	44	3.0%
Frank Batten School of Leadership and Public Policy	4	.3%
McIntire School of Commerce	33	2.2%
School of Architecture	30	2.0%
School of Engineering and Applied Science	83	5.5%
School of Law	65	4.3%
School of Medicine	408	27.2%
School of Nursing	32	2.2%
President's Office	11	.7%
Sr VP for Development & Public Affairs	19	1.3%
VP for Management and Budget	9	.6%
VP for Student Affairs	21	1.4%
VP/CIO	12	.8%
VP for Research	6	.4%
EVP, Provost & Other Vice Provosts and Vice/Associate Provosts	57	3.8%
UVa Library	25	1.7%
Athletics Department	33	2.2%
Total	1501	100%

Of our respondents, 60.4% reported that they were Teaching and/or Research faculty, 20.1% were administrative faculty, and 19.5% were professional faculty.

By rank, 26.6% were professors, 21% associate professors, 17.6% assistant professors, and 34.9% either lecturers or instructors (reflecting the significant number of administrative and professional faculty respondents). The vast majority (86.4%) were full-time, salaried faculty members. Those tenured or on tenure-track were in the minority, 34.5% tenured and 8.7% in a tenure-track position, but not yet tenured. More than half, 56.8%, were not tenure-track.

Our respondents reflected a full range of time affiliation at UVa, with 8.3% reported being at UVa two years or less, 36.2% 3-10 years, 28.1, 11-20 years, and 27.4% have been at UVa more than twenty years.

Turning to more personal demographics, the survey shows that 7.2 percent of the faculty are ages 18 to 34, 23.2 percent are ages 35 to 44, 26.8 percent are ages 45 to 54, 30.4% are ages 55 to 64, and 12.5 percent are age 65 or older. Fifty-four percent report that they have been professionally active in their field for twenty years or more, with only 16.5 percent saying they have been active for ten years or less.

With the data weighted to match university-wide faculty statistics, our sample is 61.5 percent male and 38.5 percent female; a total of two respondents classified themselves as “transgender.” The weighted racial and ethnic composition shows 88.8 percent white, 5.5 percent Asian, 3.1 percent black or African-American, 1.7 percent Hispanic or Latino, and less than one percent (0.9%) classifying themselves as “two or more races.” The survey asked faculty members to report their sexual orientation¹; of those who reached that point in the survey, 10.2 percent declined to answer that item. Of those who did answer, 95 percent are straight or heterosexual, 4.1 percent are gay or lesbian, and less than one percent of faculty (0.8%) are bisexual.

Another item asked faculty about their household employment situation, finding that 14.1 percent do not currently have a spouse or partner in the household, 18.8 percent have a spouse or partner who is not employed, nearly half (48.7%) have a spouse or partner who works part time, and 18.5% have a full-time employed spouse or partner. As for children living in the home, the majority (55.6%) have no minor dependents living at home, 15.9 percent have one child, 20.6 percent have two children at home, and 7.8 percent have three or more children.

¹ The questions on gender and sexual orientation were based on wording recommended by the University’s Diversity Task Force.

Sampling Error and Weighting

The overall margin of error for the survey as whole is ± 2 percentage points. (See Appendix G for a more detailed discussion.) This means that in 95 out of 100 samples of this size drawn from the entire UVa faculty, the results obtained in the sample would fall in a range of ± 2 percentage points of what would have been obtained had every faculty member completed a questionnaire. Larger sampling errors are present when analyzing subgroups of the sample or questions that were not asked of all respondents; smaller sampling errors are present when a lopsided majority gives the same answer (e.g., 80 percent of the sample are satisfied with a given service).

For the combined estimate of overall hours worked per week, presented in Chapter VII, we can be 95 percent certain that our estimate is within a range of ± 1 hour.

Statistical weighting of the survey results was designed to accomplish two objectives: (1) to correctly represent the demographic and employment characteristics of the faculty, and (2) to properly represent each school of the university.

Details of the procedure are reported in Appendix G. Because the rates of response were fairly even across these various characteristics, the weights we used were fairly close to 1 for most faculty members, so that the weighting process did not have a large impact on the sampling precision of the survey. Nevertheless, the “design effect” of weighting, as well as the finite size of the study population, were fully taken into account in the tests of statistical significance reported here.

Regression Analysis

Multiple regression analysis is a statistical method used to analyze relationships between a set of variables known as *independent variables* and a single variable known as the *dependent variable*. The objective is to use the independent variables to predict variation in the dependent variable. More specifically, a regression routine weights the independent variables through regression analysis to insure maximal prediction of the dependent variable from the set of independent variables.

The regression analysis produced standardized regression coefficients or weights known as betas

(β) that can have a value of -1 to +1. The standardized betas can be interpreted as the relative importance of the independent variables in predicting the dependent variable. The significance level of the beta coefficient is tested and reported along with the beta coefficients. The significance level can take on values from .000 to 1. For this report, any value that is .05 or less is considered statistically significant. That is, there is a 95% chance that the beta is not zero.

For this analysis, both the summary measures in each key-topic area and the “overall satisfaction with the University as a place to work” item served as dependent variables. In each key-topic chapter, the individual survey items within that topic were ranked in order of importance in their impact on the summary measure for that chapter. The importance weights are shown in the beta column and the level of significance is in the significance column. Results for these regressions are shown in Appendix C.

For the final chapter, we analyzed the key-topic areas using multiple regression analysis to establish their influence on overall satisfaction with the University as a place to work. In this case, the dependent variable was “Overall satisfaction” (Survey item O1) and summary item for each key-topic area constituted the independent variables.

In short, for this report, we can visualize a model in which the individual agreement items constitute independent variables for the summary measure in each key-topic area (the initial dependent variable) and then those summary measures themselves become independent variables for determining the overall satisfaction ratings, the new dependent variables.

Cross-tabulation Analysis

In this study, a cross-tabulation analysis relates demographic variables to ratings of the items in the key-topic areas and to the overall satisfaction rating as well. Independent T-tests were used to assess statistical significance between the ratings and the demographic variables. Demographic questions were included at the end of the questionnaire to obtain information about the respondents who completed the survey. The demographic information was used to evaluate differences in ratings given by sub-groups, such as males versus females, or those with different numbers of years worked at the University, or full-time versus part-time. Details of the demographic

cross-tabulation analysis are presented in Appendix F.

The analysis made use of SPSS Complex Samples, an add-on module for SPSS for Windows®. This module provides more statistical precision with respect to inferences for a population by incorporating the sample design into survey analysis. It also takes into account the finite population correction factor, a characteristic of surveys taken with a limited study population, when conducting the statistical tests. Consequently, small differences in means ratings could be found statistically significant that would not be so identified without the module.

Summary Measures by Demographics; and G. Survey Methodology.

About the Report

Overview

The next sections of the report will examine the 11 key-topic areas, beginning with an assessment of overall satisfaction with the University in Chapter II, and then in Chapters III through VI considering each of the key-topic areas in detail. Analysis for each area will include discussion of the summary measure for each key-topic area, a discussion of the mean rating of each item within the key-topic area, and a report of whether there were significant differences among the subgroups.

Chapter VII presents a detailed analysis of the faculty time-use data. In Chapter VIII, several tools are presented to aid in summarizing the data and drawing conclusions from the wealth of information presented in prior chapters. First, the question of change since 2007 is addressed. Then two priority matrices are presented, allowing assessment of faculty opinion on both performance and importance in each of the key-topic areas. Finally, two tables are presented: a ranking of means on each question, from high to low, and then a list of means, by question in each topic area, arranged by topic.

The appendices to the report include: A. Questionnaire; B. Frequencies and Means by Key-Topic Areas; C. Predictive Power of Key Topic Items On Key Topic Summary Measures;

D Correlation of Key Topic Items with Overall Satisfaction Ratings; E. Predictive Power of Summary Key Topic Measures on Overall Satisfaction Ratings; F. Crosstabulations of Overall Satisfaction Ratings and Key-Topic

II Overall Satisfaction

Rating the University as a Place to Work

Perhaps the most significant question in the survey asked the respondents to report their overall level of satisfaction with working at the University. Specifically, the survey asked:

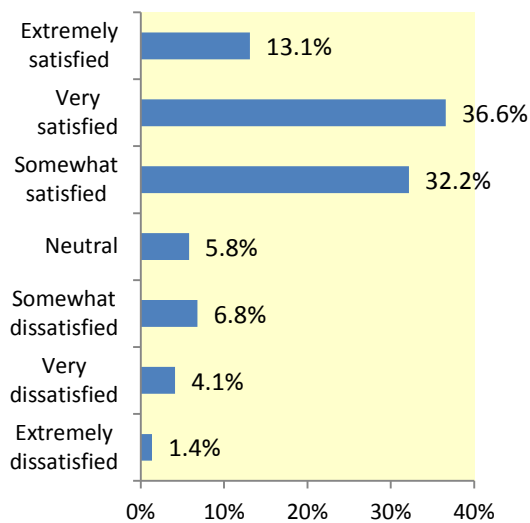
How satisfied are you overall with the University of Virginia as a place to work?

Overall, the response was very favorable. Faculty members at UVa are very satisfied with the University as a place to work, as the following details indicate.

Performance Analysis

The mean response to this question, on a seven point scale in indicating level of satisfaction, was 5.26. By percentage, 81.9 percent indicated that they were somewhat, very, or extremely satisfied. Thirteen percent were extremely satisfied, 36.6 percent very satisfied, and 32.2 percent somewhat satisfied. Only 5.5 percent said they were either extremely dissatisfied or very dissatisfied, and about the same number (5.8 percent) were neutral. Figure II-1 illustrates these findings.

Figure II-1: Overall Satisfaction with UVa as a place to Work.



Importance Analysis

What is it that makes the University a satisfying place to work—or an unsatisfying place to work?

For each of the key topic areas discussed in future chapters, we asked how strong an effect that part of faculty work-life had on the overall sense of satisfaction with UVa. That analysis is presented in Chapter VIII of this report.

Demographic Analysis

Faculty classification, rank, length of contract (for salaried faculty), and tenure status are significant factors when measuring overall satisfaction with the university as a place to work. Administrative faculty members gave significantly higher ratings of overall satisfaction with the university as a place to work compared to professional and teaching/research faculty. In contrast, 9-month contract faculty (vs. 10-, 11-, or 12-month contract), associate professors compared with those of other ranks, and tenured faculty, compared with non-tenured faculty, gave significantly lower ratings of overall satisfaction with the university as a place to work.

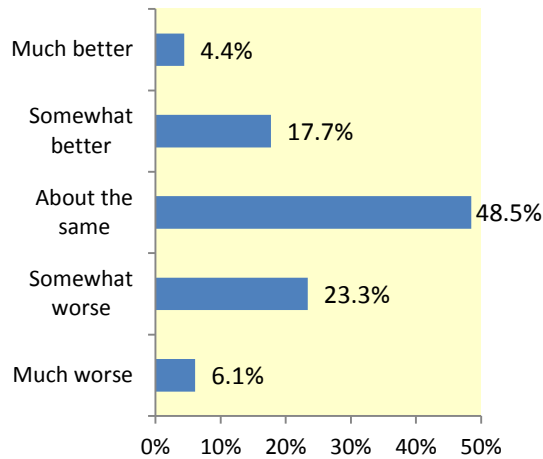
Gender, age, and household employment situation also show statistically significant differences. Male faculty and faculty over the age of 65 gave the highest ratings of the University as a place to work. Additionally, a faculty member who has a spouse who is not employed or spouse who works part-time gave higher ratings of the University as a place to work compared to a faculty member who does not have a spouse or whose spouse works full time.

Perception of Change over Two Years

In addition to the overall satisfaction rating, faculty members were asked to rate the University as a place to work now compared to the way it was two years ago. Using a five-point scale where 5 meant “Much better” and 1 meant “Much worse,” nearly half of the respondents (48.5%) indicated that, compared to two years ago, the University is about the same.

Twenty-two percent of survey respondents said the University is “somewhat better” or “much better” than it was two years ago, while 29.4 percent said it is “somewhat worse” or “much worse.” The mean rating for the University compared to two years ago is 2.92. Figure II-2 illustrates these findings.

Figure II-2: UVa Now Compared to Two Years Ago.



Demographic Analysis

Faculty rank, tenure status, and length of employment were significant factors when measuring opinion about the University as a place to work relative to two years ago. Associate professors, full professors, and tenured faculty gave significantly lower ratings than other groups. Conversely, faculty members who had been at the institution for less than 10 years gave significantly higher ratings of the university as a place to work compared to two years ago.

Race/ethnicity and sexual orientation were also significant demographic characteristics when measuring faculty opinion about the University two years ago. Individuals who identify as African American/Black gave higher ratings than other racial groups, indicating that they thought the University had improved over the last two years. Heterosexuals gave higher ratings on this question than did gays, lesbians, or those reporting themselves to be bisexual.

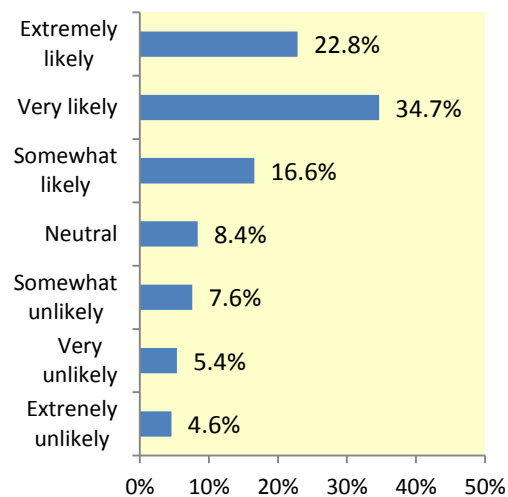
Likelihood of Working for the University Three Years from Now

Faculty were also asked how likely it is that they will be working for the University three years from now. On a scale of 1 to 7 with “1” being “Extremely likely or definitely intend to stay” and “7” being “Extremely unlikely or definitely intend to leave,” about three quarters of survey respondents indicated they were likely to be working for the University three years from now.

More than half (57.5%) said they were “extremely likely” or “very likely” to be working for the University three years from now, as Figure II-3 below shows.

Those respondents (17.6 %) who said they were unlikely to be working for the University three years from now were asked why. More than a third (38%) indicated dissatisfaction with UVa, with 4% saying they were dissatisfied specifically with pay. A quarter of them (25.8%) were looking elsewhere, 17.7 percent expect to retire, 5.5 percent indicated that their positions were not stable², and 4.9 percent said they were only here temporarily. About 4 percent reported some other reason.

Figure II-3: Likely to be Working for the University Three Years from Now.



Demographic Analysis

Rank, contract length, and tenure status were all important factors when faculty members indicated their likelihood of working for UVa three years from now. Faculty members who were on an 11-month contract were more likely to indicate that they would be working for UVa in three years. On the other hand, instructors and non-tenure track faculty were less likely to indicate that they would still be at UVa in three years.

² For example, these individuals were not sure of their employment because they are adjuncts, are uncertain about promotion and tenure outcomes, or are aware of decreased grant or department funding.

Additionally, faculty age and household employment situation were also significant demographic characteristics when faculty members indicated the likelihood of working for UVa three years from now. Faculty members between the ages of 45-64 were significantly more likely to indicate that they would be working for the university in three years than were other age groups. Conversely, faculty members who do not have spouses were less likely to indicate that they would be working for the university three years from now.

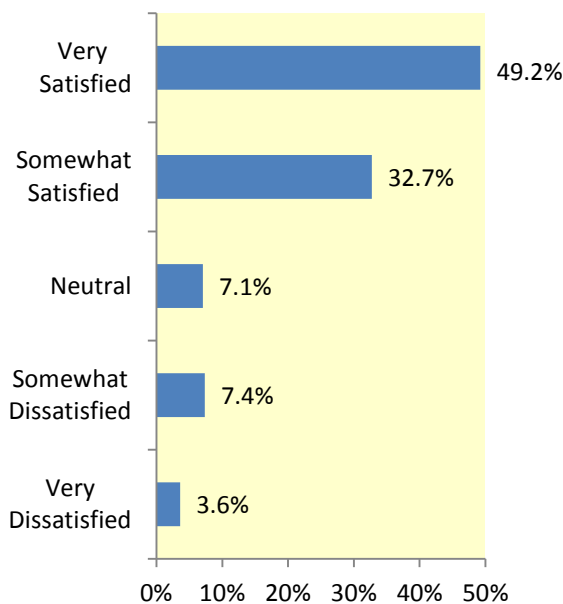
III Collegiality, Appreciation and Value and Commitment to the University

The first section of the UVa faculty survey addressed key-topic areas that examine how faculty assess the collegiality of their work environment, their sense of being appreciated and valued, and their commitment to the University.

Collegiality

Five questions on the survey probed issues of collegiality, followed by a summary question asking about overall satisfaction with collegiality of those they work with most. Turning first to the summary measure, overall 82 percent of faculty members said they were somewhat or very satisfied with the collegiality of those they work with most. On a five-point scale, the mean was 4.17.

Figure III-1: Overall Satisfaction with Collegiality.



Performance Analysis

Of the statements measuring opinion about collegiality, that with the highest mean rating

(measuring highest level of agreement) was “The people I work with most behave ethically in the workplace.” The mean score for that item was 4.35. It was followed by “My department is a collegial place to work,” at 4.10, and “People I work with the most work well as a team,” at 4.0. The lowest rated items were, “When there is conflict, the people I work with most handle it appropriately,” at 3.86 and “Beyond my department, the University of Virginia is a collegial place to work,” with a mean score of 3.89. (See Appendix Table B-1.)

Importance Analysis

All of the items have a positive and significant impact on overall satisfaction with collegiality. “My department is a collegial place to work” had the greatest impact on faculty satisfaction with collegiality and those they work with most. The second strongest item was, “People I work with most work well together.” Details are shown in Appendix Table C-1.

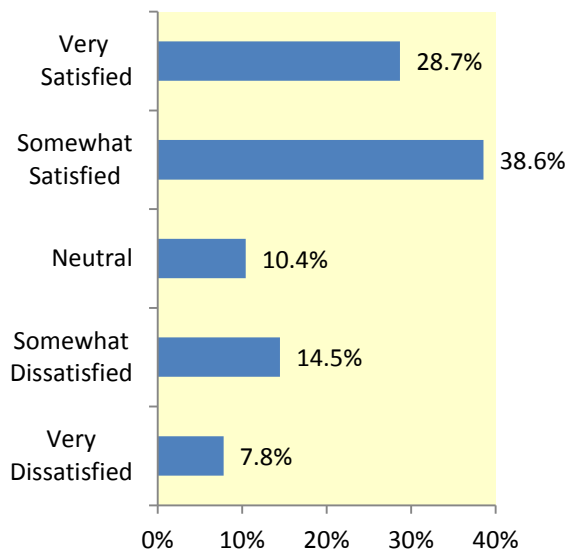
Demographic Analysis

Respondents who self-identified as instructors were more satisfied with collegiality than were other ranks. Conversely, faculty members who have worked for UVa for 16-20 years were less satisfied with collegiality than were others with either shorter or longer history at UVa. Faculty who self-identified with two or more races were also less satisfied with collegiality.

Perceptions of Being Appreciated and Valued

In a second key-topic area, faculty members were asked about their feelings of being appreciated and valued while performing their work at UVa. Following the previous pattern, nine specific items were followed by an overall satisfaction question. Overall, the level of satisfaction with being valued and appreciated at work was 67.3 percent, as Figure III-2 indicates. The mean for this item, on the five-point scale, was 3.66.

Figure III-2: Overall Satisfaction with being Appreciated and Valued.



Performance Analysis

The specific items asked whether faculty members felt their teaching, research, and service were valued in their departments and in their schools. Respondents were asked whether they felt appreciated, respected, and valued at work, whether their time was valued in their department, and whether their work gives them a feeling of personal accomplishment. On this series of nine items, that with the highest level of agreement was “My work gives me a feeling of personal accomplishment,” which had a mean level of agreement of 4.34. Second, faculty felt their teaching was valued at the departmental level, with a mean agreement of 3.86. Lowest rated items were “My teaching is valued in my school,” 3.42, and “My research is valued in my school,” 3.34. (See Appendix Table B-2.)

Importance Analysis

Except for the item, “My research is valued in my department” (B4), all the items were statistically significant in determining overall satisfaction with being valued and appreciated when performing their work at UVa. The item with the strongest impact was, “I feel appreciated, respected, and valued at work.” (See Appendix Table C-2.)

Demographic Analysis

Faculty classification, rank, tenure status, and length of employment at UVa were all significant factors when respondents rated their overall satisfaction with being valued and appreciated at the university. Administrative faculty (vs. professional or teaching/research faculty) and faculty who are on the tenure-track but not yet tenured were more satisfied. Additionally, instructors were more satisfied with how they are valued and appreciated, but their associate professor counterparts were significantly less satisfied. Faculty members who have been employed at UVa for less than five years were also more satisfied than faculty members who have been employed at UVa for more than five years.

Gender, age, race/ethnicity, sexual orientation, and household employment situation were other significant demographic characteristics when respondents rated their overall satisfaction with how they are valued and appreciated at UVa. Faculty members whose spouse/partner does not work or works part-time were more satisfied with how they are valued and appreciated compared to faculty members who do not have a spouse/partner or whose spouse/partner is not employed. Additionally, males were more satisfied than females, and faculty members who are either less than thirty-four years of age or greater than sixty-five were also more satisfied than other age groups. Conversely, individuals who are bisexual were significantly less satisfied than others, and the small number of faculty members who identify with two or more races were less satisfied with value and appreciation than those who selected any one race. Asians felt less appreciated than did black or Hispanic faculty members.

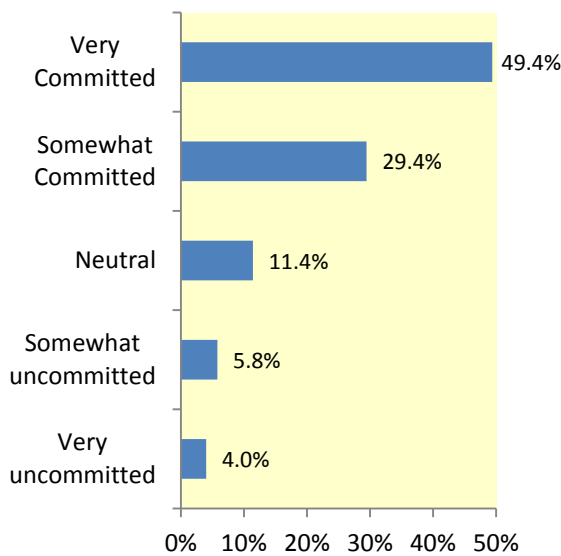
Commitment to the University

The third key-topic area in this section asked faculty about their commitment to the University. Faculty commitment to the University was measured with three items, in addition to the summary measure. Faculty members were asked about their happiness about spending the rest of their career at UVa, about their sense of being part of the UVa community, and about their pride in being part of the faculty at UVa.

The highly positive response to all these items was reflected in their overall sense of commitment to the University, with 49 percent saying they are very committed to UVa, 29 percent somewhat

committed, 11 percent neutral, and about 10 percent somewhat or very uncommitted. Figure III-3 illustrates the summary measure for Commitment to the University. The mean on this item, with higher numbers reflecting higher level of commitment, was 4.14.

Figure III-3: Overall Commitment to the University.



Performance Analysis

The highest-rated item in this area was “I am proud to be part of the faculty at the University of Virginia,” with a mean rating of 4.26. The statement, “I would be very happy to spend the rest of my career at UVa” had a mean of 3.87, while the statement, “I have a strong sense that I’m a part of the UVa community” was the lowest rated item in this section, at 3.67. (See Appendix Table B-3.)

Importance analysis

All three items in this key-topic area have a positive and significant relationship with commitment to the university overall. The item with the strongest relationship was, “I would be happy to spend the rest of my career at UVa”. (See Table C-3.)

Demographic Analysis

Faculty classification, contract length, and rank were all significant factors when respondents rated their overall commitment to the university. Administrative faculty (vs. teaching/research or

professional faculty) or those on an 11-month contract (vs. 9-, 10-, or 12-month) indicated higher levels of commitment. Instructors also indicated significantly higher levels, but their associate professor counterparts were significantly less committed to the University, based on this item.

Gender, age, household employment situation, and race/ethnicity were also important demographic characteristics when respondents rated their commitment to the university. Males and individuals over the age of 55 gave higher ratings to commitment. A respondent whose spouse/partner does not work or works part-time also gave higher ratings for his/her commitment compared to a faculty member who does not have a spouse/partner or whose spouse/partner does not work. Individuals who self-identify with two or more races/ethnicities gave the lower ratings for their commitment to UVa than did others.

IV Autonomy, Pay, Benefits, Performance Reviews, and Diversity

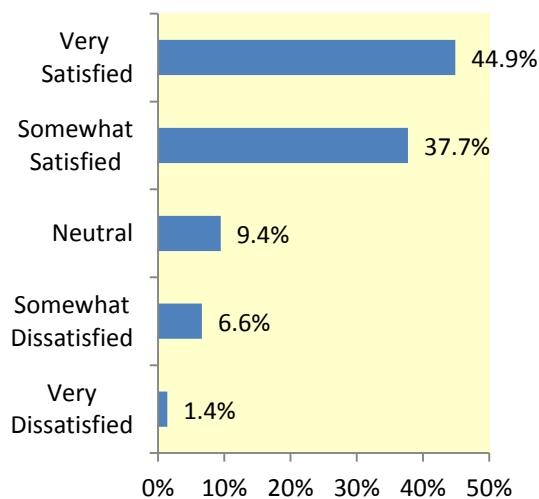
Several sections of the survey addressed important workplace issues: autonomy, pay and benefits, performance reviews, and the way diversity is handled in the workplace. As in prior sections, in each key-topic area, respondents were given the opportunity to state their level of agreement with a series of statements, using a five-point scale.

Autonomy

Six statements probed the respondents' sense of personal autonomy in decision-making, work/personal life balance, opportunities to learn new skills, using the skills they have, training in technology and opportunities for professional development.

The overall satisfaction with the autonomy a faculty member has to perform their work at UVa is reported in Figure IV-1 below. On this summary measure, 82.6 percent were either very satisfied or somewhat satisfied, with the plurality (44.9%) saying they were very satisfied. On the five-point satisfaction scale, the mean was 4.18.

Figure IV-1: Overall Satisfaction with Autonomy.



Performance Analysis

A series of statements measured respondents' sense of autonomy at work, probing the ability to

make decisions, flexibility for work/life balance, opportunities for learning new skills and talents, use of skills and abilities, opportunities for training in technology, and opportunities for professional development. The statement with the highest mean response rate was "My work makes good use of my skills and abilities," at 4.26. Opportunities for training in technology and opportunities for professional development scored lower than the other items, both under 4.00. The lowest rating was for the statement, "I have opportunities for professional development in my current position," at 3.81. (See Appendix Table B-4.)

Importance Analysis

All of the items have a positive and significant relationship on the summary measure for satisfaction with autonomy. The item with the greatest impact was, "I can made decisions I need to make to do my work well." The second highest impact item was, "I have the flexibility I need at work to balance my work and personal life." (See Appendix Table C-4.)

Demographic Analysis

Faculty members' tenure status, gender, age, and race/ethnicity are all significant characteristics when respondents rate their satisfaction with autonomy. Tenure-track (but not tenured) faculty members gave higher ratings for their satisfaction with autonomy. Moreover, male faculty members and faculty over the age of 65 also seem to be more satisfied than females and younger age groups. Conversely, individuals who identify as Asian gave lower ratings for satisfaction with their autonomy.

Pay and benefits

The next section of the survey dealt specifically with pay and benefits. The summary measures pertaining to satisfaction with pay and benefits are illustrated in Figure IV-2 and Figure IV-3. Fewer than half (41.9%) said they were either somewhat or very satisfied with pay at UVa. Nineteen percent were very dissatisfied on this item. The mean level of satisfaction with pay, on the five-point scale, was 2.91, the lowest in the survey.

Overall, faculty members are happier with their benefits than with their pay. Of those respondents receiving benefits at UVa, 81.3 percent said they

were either very satisfied or somewhat satisfied. The mean on this item was 4.09.

Figure IV-2: Overall Satisfaction with Pay.

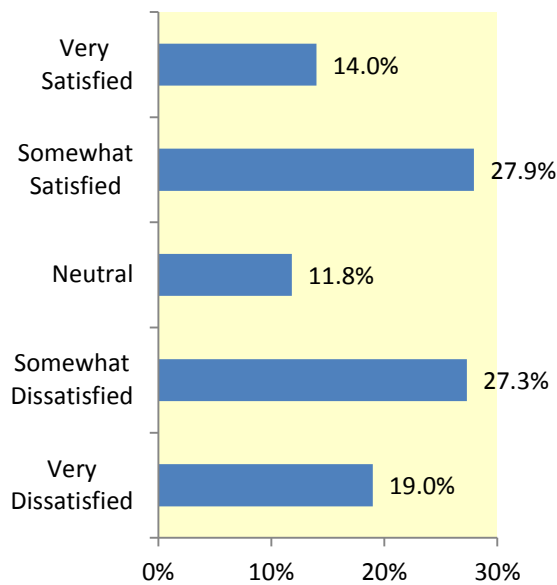
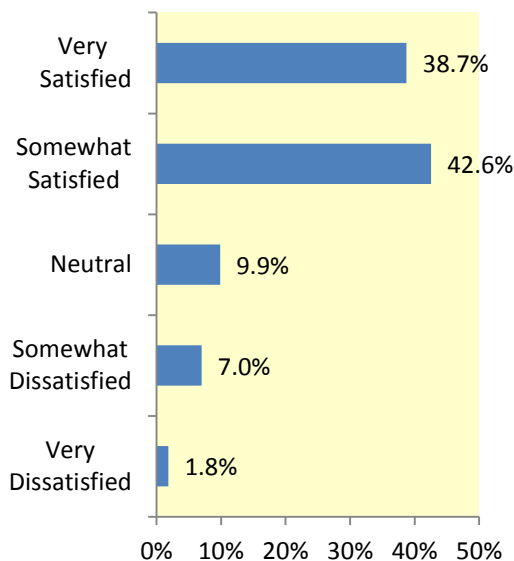


Figure IV-3: Overall Satisfaction with Benefits.



Performance Analysis

The individual items in this section probed salary issues, though the overall measures asked about pay and benefits separately. Since this was a section where some discontent was reported, we will report each statement separately. Two statements probed fairness in compensation and

pay change. The first was, “I feel that I am compensated fairly.” The second was, “When changes in pay occur, they are made fairly.” On the 5-point scale, both received mean ratings of 2.86. For each statement, fewer than half of respondents either agreed or strongly agreed with the premise. Asked whether his or her chair or supervisor communicated clearly about salary decisions, the results were somewhat better, with a mean of 3.26, and half of the respondents agreeing or strongly agreeing that this was the case. Finally, the most positive response was to the statement, “I am satisfied with the amount of leave time I receive.” The mean rating on this item was 3.79, with 69 percent of respondents either agreeing or strongly agreeing. (See Appendix Table B-5.)

Importance Analysis

Except for the item, “My chair/supervisor communicates clearly about salary decisions,” all the items were statistically significant factors in predicting the summary measure of satisfaction with pay *and* benefits at UVa. For overall satisfaction with pay, the item with the greatest impact was, “I feel that I am compensated fairly.”. For overall satisfaction with benefits, the item with the greatest impact was, “I am satisfied with the amount of leave time I receive.” (See Appendix Tables C-5 and C-6.)

Demographic Analysis

Faculty classification, rank, and tenure status were significant factors when faculty members rate their satisfaction with pay *and* benefits. Faculty members who have administrative appointments gave higher ratings to overall satisfaction with pay and benefits compared to professional or teaching/research faculty. Conversely, associate faculty and tenured faculty members gave significantly lower ratings.

Other factors were also important when respondents rated their satisfaction with pay, but were unimportant when they rated benefits. These factors include faculty length of employment at UVa, gender and race/ethnicity. Male faculty and faculty members who have worked at UVa for two years or less gave higher ratings to their overall satisfaction with pay. On the other hand, individuals who identify with two or more races gave significantly lower ratings for their overall satisfaction with pay.

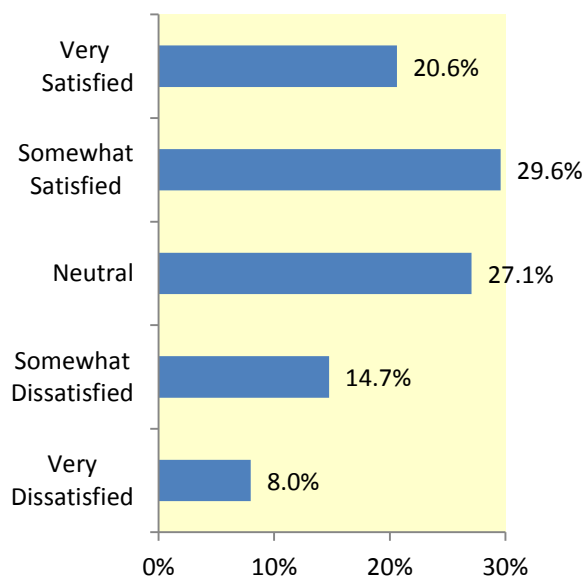
While sexual orientation is not significantly related to satisfaction with pay, gay and lesbian faculty members are less satisfied than heterosexual faculty members with benefits at UVa.

Performance Reviews

Probing yet another key-topic area, a series of questions asked about performance reviews. A preliminary question asked whether respondents had had an overall performance review in the past year that included direct feedback from their chair or supervisor. More than half (60.4%) of the respondents had a performance review, while 35.2 percent had not, and 4.4 percent declined to answer.

Overall, about half (50.2%) of faculty members said they were either very satisfied or somewhat satisfied with performance reviews, while 27.1 percent said they were neutral and 22.7 percent were either very dissatisfied or somewhat dissatisfied, as Figure IV-4 below illustrates. The mean was 3.40, on a five-point scale.

Figure IV-4: Overall Satisfaction with Performance Reviews.



Performance Analysis

A series of questions probed faculty perception of the performance review process. For the five statements in this set, the mean scores ranged from 3.20 for “I believe the performance review process is effective,” to 3.96 for “My chair/supervisor

recognizes me for doing a good job.” In between were “I have a clear understanding of how my performance is evaluated” (mean of 3.42), “My chair/supervisor communicates clearly with me regarding my performance,” (3.54) and “I have been fairly treated during the performance evaluation process,” (3.86). (See Appendix Table B-6b.)

Importance Analysis

Every statement in this key-topic area was significant in measuring faculty satisfaction with performance reviews at UVa. The strongest factor was, “I believe the performance review process is effective.” (See Appendix Table C-7.)

Demographic Analysis

Faculty rank, tenure status, and length of employment are all significant factors when faculty members rated their experiences with performance reviews. Assistant professors rated their experience with performance reviews significantly higher than other faculty ranks. Additionally, tenure-track (not yet tenured) faculty members also gave significantly higher ratings for performance reviews. On the other hand, faculty members who have been employed for the university more than 16 years gave significantly lower ratings for their experiences with performance evaluations than individuals who have been at the university for less than 16 years.

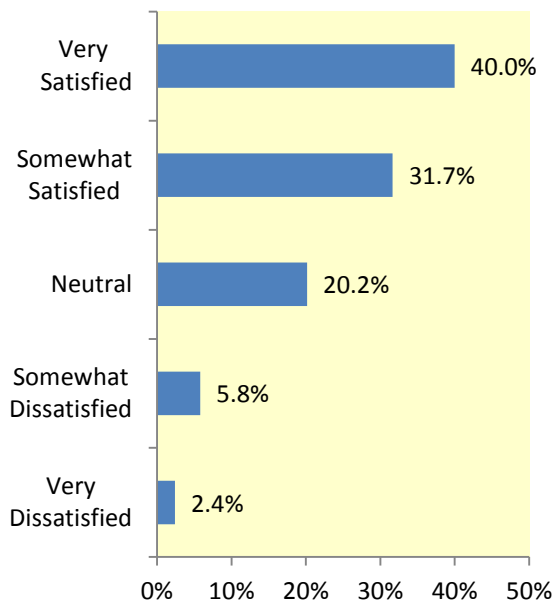
Other demographic characteristics were also important when faculty members rated their satisfaction with performance reviews, such as faculty members’ sexual orientation and household employment situation. Faculty members who identify as bisexual gave significant lower ratings for overall satisfaction with performance reviews. Moreover, a faculty member who does not have a spouse or partner also gave significantly lower summary ratings for performance reviews compared to faculty who do have a spouse or partner.

Diversity and Equal Employment Opportunity

One series of questions probed faculty members’ opinion about diversity and equal employment opportunities at their work. Questions asked about the hiring and retaining of employees of diverse backgrounds, treating all employees with fairness and respect, discrimination, and training. Overall,

faculty members at UVa were quite satisfied with diversity and equal employment opportunities at UVa. Nearly three quarters of them (71.7%) said they were somewhat satisfied or very satisfied. Figure IV-5 illustrates these findings. On this item, the mean level of satisfaction was 4.01, out of 5.

Figure IV-5: Overall Satisfaction with Diversity and Equal Opportunity.



Performance Analysis

A series of seven statements asked respondents to consider diversity issues at the University of Virginia. The highest mean rating of the seven was 4.41, for the statement, “I know what procedures are available to me if I experience discrimination or harassment at work.” Also highly rated, both at 4.27, were “My department/unit treats employees of diverse backgrounds with fairness and respect,” and “My department/unit has been successful in providing a work environment free from discrimination and harassment.” The lowest rating was 3.65, for “My department is doing a good job of hiring employees of diverse backgrounds at all levels of the organization.” (See Appendix Table B-7.)

Importance Analysis

All seven statements in this key-topic area were significant factors in measuring faculty overall satisfaction with diversity and equal employment opportunities in their department or unit. The two most significant factors were, “My department is

doing a good job of hiring employees of diverse backgrounds at all levels of the organization” (G1) and “My department/unit has been successful in providing a work environment free from discrimination and harassment” (G4). (See Appendix Table C-8.)

Demographic Analysis

Faculty contract length, gender, and race/ethnic were important factors when faculty members rated their satisfaction with diversity and equal employment opportunities in their department. Faculty on 11-month contracts (vs. 9-, 10-, or 12-month contracts) gave higher ratings to their satisfaction with diversity and equal employment opportunities in their department. Male faculty also gave significantly higher ratings for these opportunities than did females. Conversely, Black or African American faculty (and those choosing more than one race) provided significantly lower ratings for diversity and equal employment opportunities.

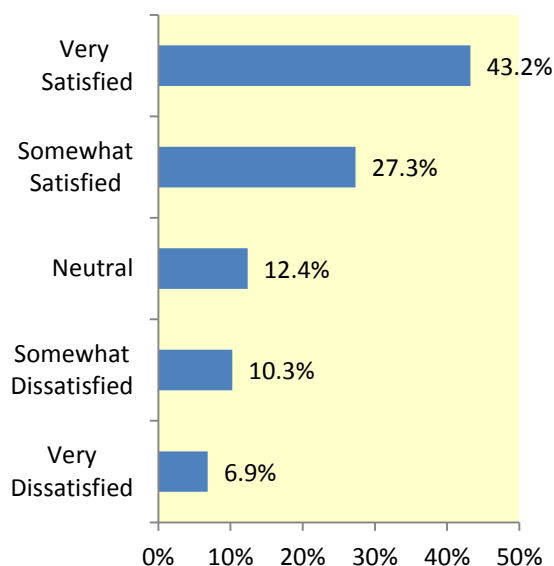
V Communication and Leadership

The third major area of the UVa Faculty Survey addressed three key-topic areas that related to department leadership, University of Virginia leadership (deans and above) and communication and transparency.

Department leadership

Questions related to departmental leadership asked about whether the chair or supervisor solicited input in decision-making, support, trust (both in the department head and from the department head), respect, the management of conflict, and governance. The summary question asked how satisfied the respondents were overall with departmental leadership.³ About seventy percent of our faculty respondents reported being somewhat or very satisfied, as is illustrated in Figure V-1. The mean satisfaction level on this item was 3.90, on a five-point scale.

Figure V-1: Overall Satisfaction with Departmental Leadership.



Performance Analysis

A series of seven items probed departmental leadership. Slightly more than 80 percent of

³ Those who do not work in a department were asked to rate the leadership of their “work unit.” Several schools of the University are not divided into departments.

respondents agreed that they were treated with respect by departmental leadership, resulting in the highest rating in this section (4.20). Nearly as high was, “My departmental leadership shows trust in me,” (4.18). Respondents were less likely to agree that “My participation in departmental governance is valued and encouraged,” which had a mean rating of 3.67, with 61.7 percent agreement, and “When there is a conflict, departmental leadership handles it appropriately,” (3.68). (See Appendix Table B-8.)

Importance Analysis

All but one statement in this key topic area were statistically significant in measuring faculty overall satisfaction with department leadership. The statement with the greatest impact was, “I have confidence and trust in my departmental leadership.” “When there is a conflict, departmental leadership handles it appropriately” had the second highest impact. The item that was not statistically significant (when other items are statistically controlled) was, “I am treated with respect by my department leadership.” (See Appendix Table C-9.)

Demographic Analysis

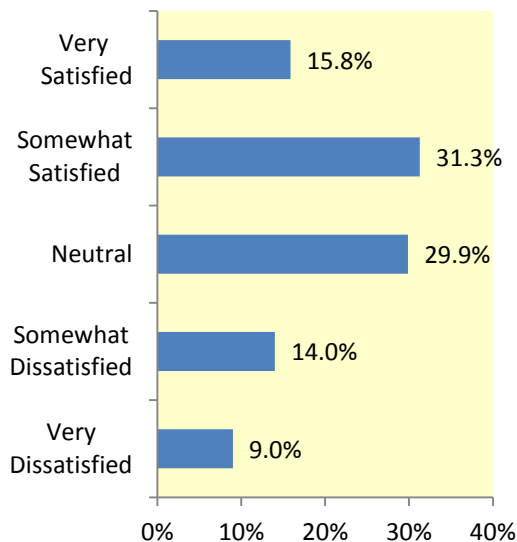
Faculty tenure status and length employed at UVa are significant factors when faculty ranked their overall satisfaction with their departments’ leadership. Tenure-track (not tenured) faculty and faculty who have worked for the university two years or less gave significantly higher ratings for their overall satisfaction with their departments’ leadership.

University of Virginia Leadership (Deans and Above)

Moving beyond the department or work unit level, a series of questions asked about respondents’ perception of the University of Virginia’s current leaders, “defined broadly as administration and leadership above the department/unit level.” Questions asked about the ability to discuss problems and concerns, the sense that UVa’s leaders are concerned about faculty, whether leaders will do something about the issues raised in the survey, general trust, management of conflict, and considering diverse perspectives when making decisions. The summary question again asked how satisfied respondents were overall with UVa’s current leaders. A smaller

percentage of faculty respondents reported that they were satisfied with leadership beyond the department level than at the department level. Slightly fewer than half (47.1%) said they were somewhat satisfied or very satisfied with leadership at this level. Figure V-2 illustrates these findings. The mean response was 3.31.

Figure V-2: Overall Satisfaction with University of Virginia Leadership (Deans and Above).



Performance Analysis

Of the statements probing opinion about UVa leadership beyond the departmental level, the level of agreement ranged from a mean of 2.97 for “UVa’s leaders will do something about many of the issues raised in this survey,” to 3.30 for “UVa’s leaders are concerned about faculty and their experience.” Also scoring relatively high were “I have trust in UVa’s leaders,” (3.27) and “UVa’s leaders do a good job considering diverse perspectives when making a decision,” (3.28). Fewer than half of respondents (41.1%) agreed that they “feel free to discuss problems and concerns with UVa’s leaders” resulting in a mean score of 3.04 for that item. (See Appendix Table B-9.)

Importance Analysis

When measuring how these items affect overall satisfaction with UVa’s current leaders, the item with the greatest impact was, “I have trust in UVa’s leaders” (14) and the second highest was,

“When there is conflict, UVa’s leaders handle it appropriately (15). All six statements were statistically significant in this analysis. (See Appendix Table C-10.)

Demographic Analysis

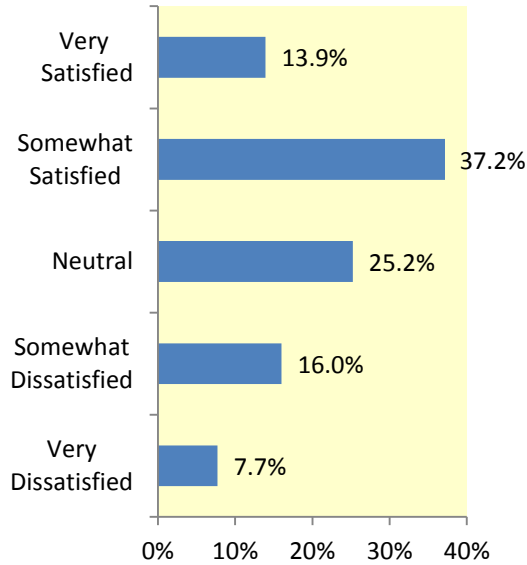
Faculty classification, rank, tenure status, and contract with the university were all significant factors when faculty ranked their overall satisfaction with UVa’s current leaders. Administrative faculty members were significantly more satisfied with University leadership than were professional or research/teaching faculty. Eleven-month contract faculty members were also more satisfied, especially compared to 9-month contract faculty. Additionally, tenured faculty and associate and full professors were significantly less satisfied with UVa’s current leaders (Deans and above).

Communication and Transparency

Nine items in the survey addressed issues of communication and transparency. The items probed faculty sense of being included in decision making and changes, receiving necessary information, appropriate communication from department chairs and higher leadership, and the use of and feedback on ideas.

Overall, 51.1 percent of respondents reported being very satisfied or somewhat satisfied on the summary item on communication and transparency. A quarter of respondents reported being neutral, and 23.7 percent said they were somewhat dissatisfied or very dissatisfied. These findings are illustrated in Figure V-3, below.

Figure V-3: Overall Satisfaction with Communication and Transparency.



Performance Analysis

Of the nine items, the lowest rated item pertained to meetings: “The time I spend in meetings at UVa is time well spent,” (3.00), with “Changes that affect my work are discussed with me before they are put into effect,” also relatively low at 3.12). The highest rated item was “My chair/supervisor communicates information about matters that affect employees,” (3.90). Nearly as highly rated was “I feel free to share constructive feedback with my peers,” (3.82). No item in this section received a rating of 4.00 or better. (See Appendix Table B-10.)

Importance Analysis

Eight out of the nine items for this key-topic area were statistically significant factors when measuring overall satisfaction with communication and transparency at UVa. The statement with the strongest impact was, “Current university leadership sets the appropriate tone in communication with employees.” The second strongest was, “When I have submitted ideas, I have received feedback and follow-up from others.” The item that was not statistically significant (with other items controlled) was, “I feel free to share constructive feedback with my peers.” (See Appendix Table C-11.)

Demographic Analysis

Faculty classification, rank, tenure status, and length of time at UVa were all significant factors when faculty ranked their overall satisfaction with communication and transparency at UVa. Administrative faculty members were significantly more satisfied with university communication and transparency compared to professional and teaching/research faculty. Moreover, faculty members who have been at the university for less than two years gave higher ratings to communication and transparency. On the other hand, tenured faculty and associate and full professors gave significantly lower ratings for their overall satisfaction with communication and transparency at the university.

Faculty members’ race/ethnicity and sexual orientation were also important demographic factors when faculty ranked their overall satisfaction with communication and transparency. Faculty members who identify with two or more races or who are bisexual gave significantly lower ratings to communication and transparency at UVa than did other members of the faculty.

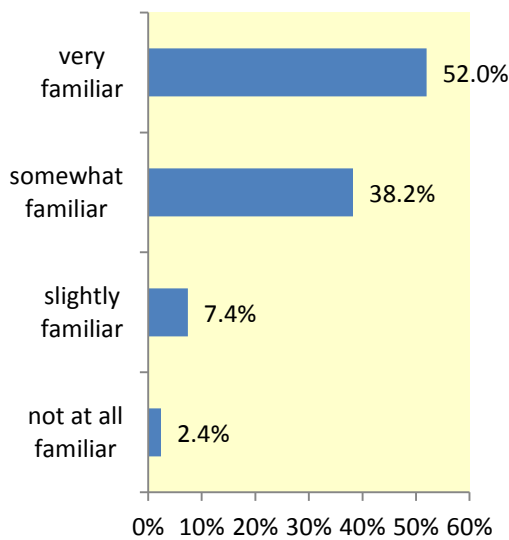
VI The Honor System

Although the major part of the survey was designed to assess faculty satisfaction on work-related issues, the Faculty Senate asked CSR to include a number of questions pertaining to the Honor Code at UVa. In addition to providing information about current faculty opinion on the Honor Code, the data allows direct comparison with a prior faculty survey on the Honor Code, conducted by CSR in 2006.⁴ Five questions were asked of faculty, to gauge familiarity with the Honor Code, perception of the level of cheating by students both in their own classes and in the University in general, whether they had ever referred a case to the Honor Committee, and overall support of the Honor System.

Familiarity with the Honor System

The first question asked faculty to assess their own level of familiarity with the Honor system. More than half, 52 percent, said they were very familiar with it, while an additional 38.2 percent said they were somewhat familiar with it. Only a tiny fraction of faculty (2.4%) reported that they were not at all familiar with the Honor system. Figure VI-1 illustrates these findings.

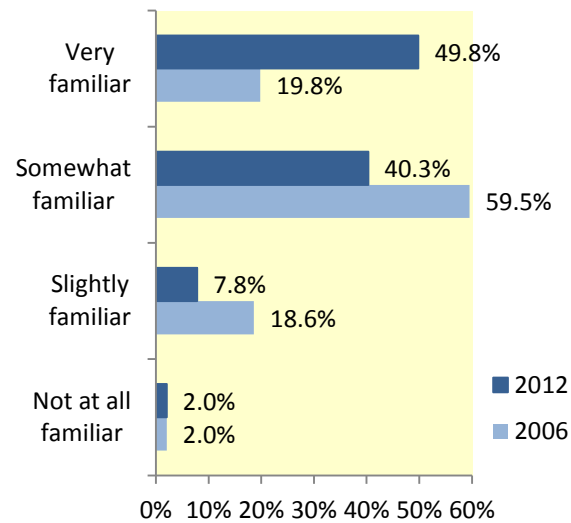
Figure VI-1: Familiarity with Honor System: All Faculty.



⁴ Thomas M. Guterbock, Kate F. Wood, Deborah L. Rexrode, and Alison V. Tramba, *Faculty Survey on the UVa Honor System, 2006: Report of Results* (UVa Center for Survey Research, November 2006).

The 2006 Honor Survey went only to teaching faculty. For comparison purposes, we separated teaching faculty from the rest of our respondents in 2012, and report the comparison on familiarity with the honor system in Figure VI-2. While about half of teaching faculty said they were very familiar with the Honor System in 2012, slightly less than 20 percent said that in 2006. In 2006, about 60 percent of teaching faculty said they were somewhat familiar with the Honor System. The percent reporting that they were not at all familiar was identical for both years, at 2 percent.

Figure VI-2: Teaching Faculty Familiarity with Honor System, 2012 and 2006.

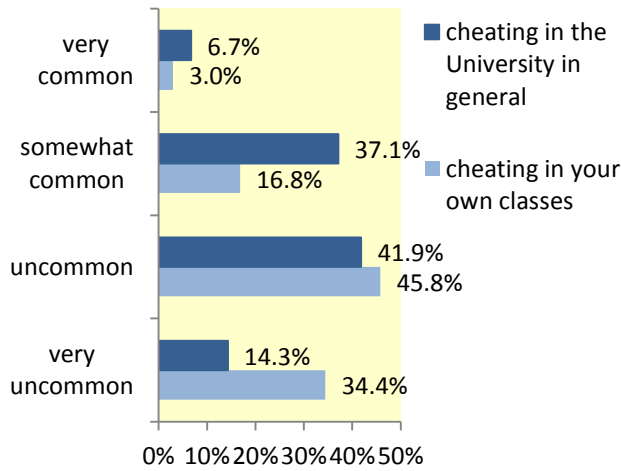


Faculty Perception of Student Cheating

Figure VI-3 suggests that the faculty respondents to our survey believe that cheating in their own classes is uncommon, but that they are less optimistic about that when considering the University as a whole.

Eighty percent of faculty said they felt that cheating in their own classes was either very uncommon or uncommon, while that total was 56 percent when considering the University in general. More than a third of our respondents said that they thought that cheating in the University was somewhat common.

Figure VI-3: Comparison Student Cheating in Own Classes vs. University as a Whole.



Comparing these figures with 2006, we again separated the teaching faculty from the 2012 respondents, to report the comparison. Figure VI-4 illustrates the level of perceived cheating in their own classes among teaching faculty, in 2006 and 2012. Figure VI-5 shows the same comparison, considering cheating in the University in general.

Our comparison shows that in 2012, teaching faculty are more likely to think cheating is very common or somewhat common in their own classes than they were in 2006, (a total of 21 percent compared with 12.2 percent). Considering the University as a whole, in 2012, 47.7 percent believe that cheating is very common or somewhat common, while that total was 43.4 percent in 2006.

Figure VI-4: Teaching Faculty Perception of Cheating in Own Classes, 2012 and 2006.

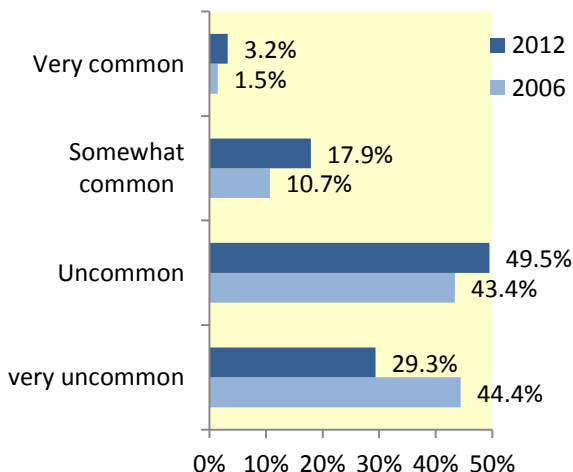
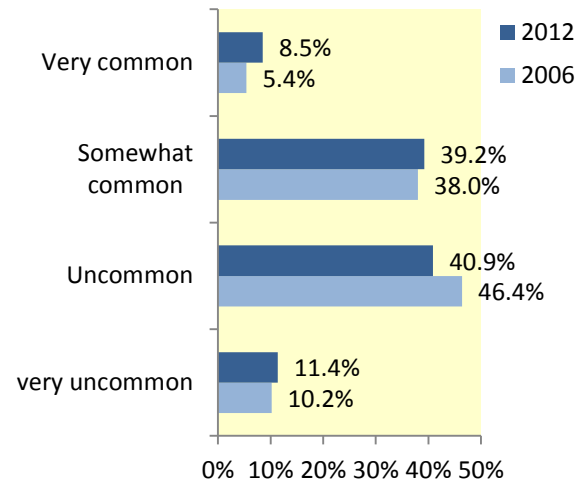


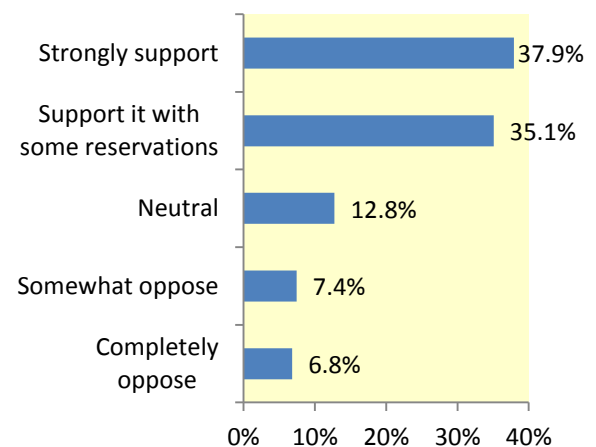
Figure VI-5: Teaching Faculty Perception of Cheating at the University in General, 2012 and 2006.



Support for the Honor System

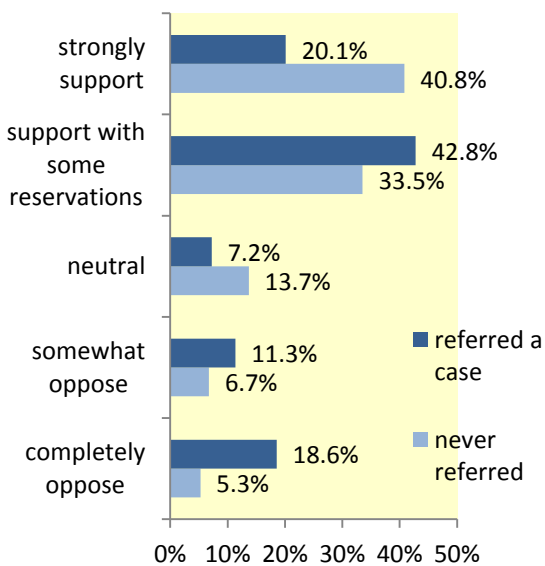
The faculty respondents were asked both about their experience with the Honor System, and their support for it. Our data showed a divided faculty on this matter. The plurality, though not the majority (37.9%), strongly support the Honor System. An additional 35.1% support it, but with some reservations. Nearly thirteen percent say they are neutral, while 7.4% somewhat oppose it and 6.8% strongly oppose it. Figure VI-6 illustrates these findings.

Figure VI-6: Support for the Honor System.



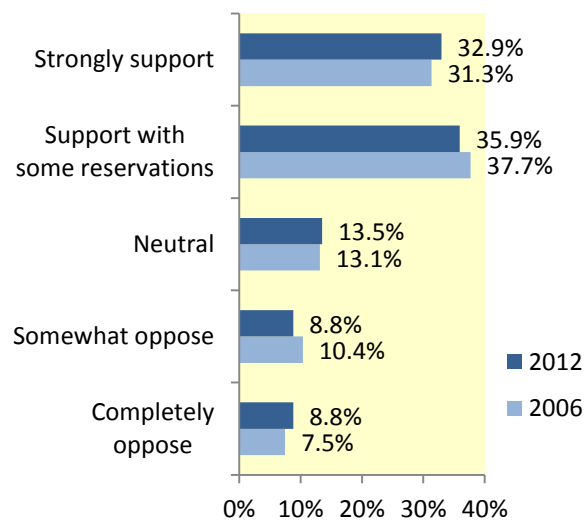
We wondered whether experience with the Honor system would impact the level of support expressed by faculty respondents. Very few of the faculty (11.1 percent) have ever referred a case. But our data suggests a significant difference in level of support between those who have referred and those who have not. While about 38% of all faculty strongly support the Honor System, among those who have referred a case to the Honor system, that percentage drops to 20.1 percent. At the opposite end of the spectrum, while 6.9% of all faculty completely oppose the honor system as it now exists, that percent is 18.6 among those who have referred a case. The details are illustrated in Figure VI-7 below.

Figure VI-7: Level of Support by Prior Experience with Honor System.



Comparing 2012 with 2006, among teaching faculty, we find that the level of strong support for the Honor System remains constant, with change between the years falling within the margin of error for this study, as Figure VI-8 shows. Comparing the results in Figure VI-6 above and Figure VI-8, it is clear that teaching faculty support the Honor System somewhat less than the faculty as a whole.

Figure VI-8: Teaching Faculty 2012 and 2006 Support for the Honor System.



In short, faculty support for the Honor System remains high, though many have reservations about it, and those reservations increase when a faculty member has actually referred a case to the system. In spite of that support, many faculty members believe that cheating is at least somewhat common at the University.

Demographic Analysis

The demographic analysis suggests some differences in level of support, in addition to whether a respondent had ever referred a case to the Honor system. Faculty classification, rank, contract length, tenure status, and length of time at UVa were all significant factors when faculty members indicated their level of support for the UVa Honor System. Instructors gave significantly higher support compared to other faculty ranks. Faculty members who are teaching/research gave significantly lower support than faculty who are administrative or professional. Other groups also indicated less support, such as 9- and 11-month contract (vs. 10- and 12-month) faculty, tenured faculty, and faculty who have been at the university for more than 20 years.

Two other demographic factors were important when faculty members indicated their support for the UVa Honor System. Male faculty supported the System at a higher rate than females. Finally, faculty members who self-identify as bisexual provided lower levels of support for the system.

VII Time Devoted to Work

A key goal of the 2012 Survey of the Faculty was to learn more about how much time members of the faculty spend on their work each week and how that time is allocated across various faculty responsibilities. While there have been national studies of faculty time use across many institutions of higher learning, and some universities have surveyed their own faculty on similar topics, there has never been an attempt to ascertain, by means of a scientific survey, the particular workloads and allocations of effort of the University of Virginia faculty as a whole.

This is an important task because budget pressures and the rising costs of higher education have led some to question the productivity of faculty. College professors operate with a great deal of independence and flexibility, and are not generally obliged to account for their daily work time in any detail. Some members of the public, learning that the teaching load of a typical faculty member at a research university is two courses per semester, imagine that this boils down to just six hours of work per week. They may not understand either the additional time commitments that teaching entails outside the classroom nor the other duties—research, service, and clinical work—that faculty members fulfill in their non-teaching work roles. This is one reason that we need data that can tell us what types of effort actually fill the work week of the typical professor at UVa.

Any survey designed to meet this information need faces difficult challenges. Faculty work in a very wide variety of settings and roles, and it is a challenge to develop categories of work that are detailed enough to be useful yet meaningful to faculty across all of the University's schools and work settings. It is difficult for any worker to reconstruct, in a retrospective report, the exact amount of time he or she has devoted to work or to specific work tasks. Instead, most survey respondents must rely on generalized recall and estimation strategies in order to provide answers to questions about the types of work they do each week and how long each type of work takes. Moreover, it is to be expected that some workers will tend to over-estimate their work hours in any self-report, as a way of demonstrating their

productivity and value to themselves, their employer or to other audiences. This tendency toward higher rates of reporting desired behaviors—known in survey parlance as “social desirability bias”—is particularly important in evaluating reports of overall hours worked per week; but we can be more confident that reports of how faculty allocate their time across different kinds of tasks will be more reliable in the aggregate.

This survey did not ask faculty about how many students they teach, how many articles they write, or any other measures of either throughput or output. The questions about time use are simply questions about inputs of effort. They thus cannot, in themselves, be taken as evidence of faculty productivity or efficiency.

Despite these limitations, these data do provide a wealth of information that has never before been available. The analysis below will reveal estimates of the average time UVa faculty work each week; examine how work time varies across faculty with different types of employment; and look at summer effort as related to academic year effort. Moving beyond hours worked, the analysis will show how faculty effort is allocated across the broad areas of teaching, research, clinical and service work, and administration. Data are also provided on individual consulting by faculty.

It will be seen that faculty can be divided into five broad types of worker, based on how they allocate their time across these categories. These types of faculty are distributed unevenly across University schools, reflecting the intellectual division of labor in a large institution that simultaneously pursues excellence in teaching, research, service, and health care.

The data will also allow examination of how time is allocated to more specific tasks. For example, we will be able to see how a teacher allocates teaching effort between various activities such as classroom hours, class preparation, advising, new course preparation, etc.

Measurement of faculty work time by self-report

To design appropriate survey questions for measuring faculty time use, CSR began by examining other U.S. surveys that have had similar goals. Among these are the National Study of Postsecondary Faculty⁵, the Higher Education Research Institute Faculty Survey⁶, the Faculty Survey of Student Engagement⁷ and the Virginia Faculty Survey⁸. Some faculty surveys have asked faculty to list the number of hours devoted to each kind of task each week. Others have taken the approach of first asking how many hours the faculty member works each week overall, followed by the task of showing the *percentages* of time given to each task each week. The surveys vary widely in the amount of detail they seek, some using a few broad categories and other breaking down the workweek into many types of task. We were particularly impressed with the statewide survey of faculty effort in Virginia, completed on behalf of the State Council on Higher Education in Virginia in 1991 by the Survey and Evaluation Research Laboratory at Virginia Commonwealth University (Keeter, Ellis & Fisher, 1991). We sought initially to replicate this survey instrument at UVa., but as we worked with the Faculty Senate's FRRRW committee and conducted focus groups to test successive drafts of the questionnaire, it became clear that the VCU model would need to be substantially modified to be workable for our purposes. In the end, we devised a measurement tool that gives us reliable and detailed information on faculty effort at this institution without providing direct comparability to other surveys.

⁵ National Center for Education Statistics [NCES]. (n.d.). National Survey of Postsecondary Faculty: Survey Forms. Retrieved August 16, 2012, from http://nces.ed.gov/surveys/nsopf/survey_forms.asp.

⁶ Higher Education Research Institute [HERI] (2012). HERI Faculty Survey: The Survey Instrument. Retrieved August 16, 2012, from <http://www.heri.ucla.edu/facoverview.php#forms>.

⁷ Trustees of Indiana University (2012). Faculty Survey of Student Engagement: View the FSSE Survey Instrument. Retrieved August 16, 2012, from <http://fsse.iub.edu/?cid=13>.

⁸ Keeter, S., Ellis, J. M., & Fisher, K. (1991). An Overview of Results from the Virginia Faculty Survey. Virginia Commonwealth University: Survey Research Laboratory.

The time use section of the survey takes the responding faculty member through several steps. (Exact wording and screen images are provided in Appendix A). A text screen states the purpose of the time use questions and defines five broad areas of faculty effort. It then asks the respondent to estimate the hours worked per week during Fall semester 2011. This was followed by a series of grids, each one related to a broad area of effort. The respondent was asked if she or he did any teaching in Fall 2011 (with the definition of teaching being repeated on screen). Those who said 'yes' to this screener were then shown a grid that listed specific sub-tasks of teaching and asked for an estimate of weekly hours devoted to each of the tasks. Upon completion of the grid, the hours were totaled and displayed to the respondent. This was followed with a similar screener and grid for each of the remaining broad areas (research, clinical and service work, administration, and consulting). When all screeners and applicable grids had been completed, the survey program totaled up all hours and displayed to the respondent a summary of the hours in each grid, the percentage of overall effort that each broad area represented based on their report of hours, a grand total of all hours in the grids, and—for comparison—the number of weekly hours they initially reported. Respondents were invited to backtrack and adjust their reported hours until they were satisfied with the estimates; the program allowed respondents to continue whether or not their initial estimates and final grid totals closely corresponded.

The survey then asked whether the faculty member's time allocation in Summer 2011 was substantially different than in Fall 2011. If the answer was yes, the respondent was asked to fill in a screen for summer hours that asked for the hours devoted each week in summer to each of the five broad categories of effort. The total from this grid was then shown to the respondent.

All of this proved to be a challenging set of tasks for some of our respondents. A sizable number (about 170) abandoned the survey at or near the point where the survey task switched from giving overall opinions to reporting work time. Others started the task but failed to finish. A few apparently misread the instructions, and filled in percentages instead of hours into the detailed

grids. (The resulting totals were impossibly high if taken as hours worked in a week). One or two faculty members gave impossibly high responses, perhaps to send a message about how they think of their work: for example, one professor claimed to spend 128 hours per week on class preparation, which we take as an indication that he or she thinks about teaching “all the time.” These flawed cases (respondent records) were all excluded from our analyses of faculty time use.

In contrast, a sizable number of faculty (529 cases) were so meticulous in entering and editing their hours worked that they brought their final total of hours worked (the total of the grid entries) into exact agreement with their initial estimate of total hours worked. However, there were many who were satisfied to leave these totals in only approximate agreement.

The totals summed from the grid entries were generally higher than the initial estimates of hours worked per week. It is to be expected that a person’s recall of tasks performed will be aided by reading a list of possible faculty tasks, so we think it is probable that the grid entries include some tasks that the faculty member may not have had in mind when they gave their initial estimate. This would argue for regarding the final estimates as more accurate than the initial estimates. On the other hand, to rely solely on the ‘aided recall’ estimate opens up the possibility that we would be accepting inflated estimates (that is, the hours for each task might be over-estimated or rounded upwards and thus yield an inflated sum of hours). Or, the focus on work tasks might cause the respondent to lose sight of the many non-work tasks that could demand time during the week. These considerations would argue that the initial estimate is more accurate.

Weighing all these imperfections, and working with detailed analyses of response distributions, we reached the estimates in this chapter by the following protocols:

- We excluded the results for any respondent who failed to complete the entire sequence of questions about work time.

- We excluded any case where the initial estimate of weekly hours was greater than 105. (While greater work hours per week are theoretically possible for a sleepless workaholic, examination of the answer distribution suggested that the bulk of higher cases were misreports.)
- We excluded any case where the final sum of weekly hours from the grids exceeded 105 hours.
- We based estimates of hours worked per week on a limited set of cases: those for which the final total was no more than 10% higher or 10% lower than the initial estimate of hours. These criteria were met by 998 cases.
- We based the estimates of *hours worked* per week on a weighted sum of the initial estimate (counting for 2/3 of the estimate) and the final total (1/3 of the estimate), for the 998 qualifying cases only. As noted above, although the final estimates were in some cases lower than the initial estimate, on average they were higher (by a margin of about one-half hour a week or about 1 percent among the qualifying cases). This combined estimate gives some credence to the final estimate but is based primarily on the initial estimate, yielding a more conservative estimate of faculty effort than we would get if the final estimate were given greater weight.
- We based our percentage estimates of *allocation of effort* across tasks (e.g., “33% of total time was spent on teaching,” or “17% of teaching time was spent on class prep”) on a broader but still limited set of cases: those for which the final total was between 80% and 133% of the initial estimate. These criteria were met by 1,280 cases. Since initial estimates were not broken down into subtasks, the numerator and denominator for all of these proportions are both drawn from the hour entries in the grids for the 1,280 qualifying cases.

As will be seen below, the estimates we derived from these edited data show the variations we would expect from reliable and valid self-reports, and they also are in alignment with reports from other surveys of faculty effort in Virginia and across the nation. We offer these as the best

available estimates of how much UVa faculty work and how they allocate their work time during the academic semester.

Average hours worked per week

We estimate from these Spring 2012 survey data that the average UVa faculty member worked just under 55 hours per week (54.75 hours) during the Fall semester of 2011.⁹ Of course, full time faculty members work longer hours than part-time faculty members. Table VII-1 shows that the average weekly hours for full-time appointees was 56.8 hours, compared to an average of 38.1 hours worked per week by part-time salaried faculty.

Table VII-1: Mean Hours Worked per Week.

	Mean hours worked per week	Number reporting
All UVa faculty	54.8	998
Full-time, salaried	56.8	873
Part-time, salaried	38.1	68
Part-time, wage	31.8	23

This result is closely comparable to that obtained by Keeter, et al. in their 1991 statewide survey of Virginia faculty. They reported an average of 54 hours worked per week by faculty in doctoral granting universities in the Commonwealth. Similar findings are reported in the 2004 National Study of Postsecondary Faculty Survey¹⁰ which found that the average number of hours

⁹ To gauge the robustness of this estimate, we note that, for the 998 qualifying cases, the mean initial hour estimate was 54.56 while the final estimate was 55.14 hours. For the 549 cases whose initial and final estimates were in exact agreement, the estimate of weekly effort was 52.4 hours. (Outliers with values over 105 for either the initial or final total are excluded from all these statistics.) The margin of error (95% confidence range) for the overall hours is plus or minus one hour (see Appendix G for details).

¹⁰ National Center for Education Statistics [NCES] (2004). 2004 National Study of Postsecondary Faculty: Background characteristics, work activities, compensation of instructional faculty and staff: Fall 2003. Retrieved August 16, 2012, from: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006176>.

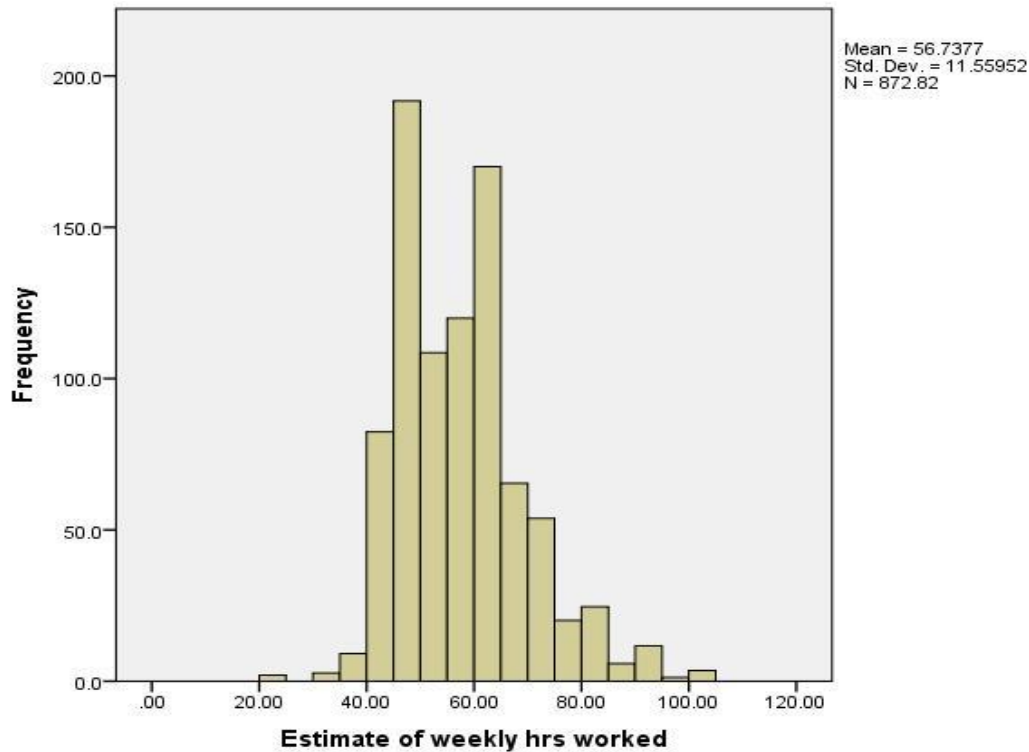
instructional faculty and staff¹¹ reported working per week is 55.5 in doctoral institutions.

Figure VII-1 shows, for full-time faculty members only, the distribution of reported weekly work hours. The median value is 55 hours per week, meaning that half the faculty work more than 55 hours, and half work less than that. As seen in Table VII-2, very few of the full-time faculty reported working less than 40 hours per week. Overall, about a third of faculty work between 50 and 60 hours a week, a third work less than 50 hours, and the remainder work 60 hours or more per week.

Table VII-2: Distribution of Hours Worked, Full Time Faculty Only.

Weekly hours	Percent
Less than 40	7.7%
40-50	25.3%
50-60	36.6%
60-70	19.3%
70-80	6.8%
80 or more	4.2%
Total	100%

¹¹ Instructional faculty and staff include only faculty and staff who have instructional responsibilities.

Figure VII-1: Frequency Distribution of Hours Worked Per Week, Full Time Faculty Only.**Table VII-3: Hours Worked by Various Types of Faculty.**

	All Faculty		Full-time Faculty	
	Mean hours worked per week	Number reporting	Mean hours worked per week	Number reporting
All UVa faculty	54.8	998	56.7	873
Teaching and research	56.9	533	58.9	468
Administrative	50.5	222	51.5	209
Professional	56.0	163	57.8	153
Professor	60.8	238	61.1	232
Associate Prof	58.0	190	58.2	184
Assistant Prof	55.9	143	57.5	131
Instructor	40.9	42	49.3	15
Lecturer	50.2	276	51.9	241
Tenured	60.5	336	60.8	330
Tenure-track, not tenured	61.0	79	61.3	76
Not tenure-track	50.3	544	53.1	450

Table VII-3 shows that the average hours worked does not differ vary greatly by tenure status, type of appointment, or faculty rank, especially when cases are limited to those with full-time appointments. The longest average work weeks are reported by those on tenure track who are not yet tenured, and Full Professors: both groups report around 61 hours of work per week. Instructors work just over 40 hours per week, but when only full-time faculty are considered this figure rises to 49.3 hours per week, similar to the 51.9 hours per week reported by lecturers.

Summer hours worked

Faculty members were asked to state whether their time allocation for the summer months in 2011 was significantly different than it was for the fall. Five hundred eleven gave an affirmative response. For these 511 cases, the average weekly work time for the summer was 42.4 hours per week. For the remaining faculty, those who said their work hours in summer did not differ significantly, we can use their report of hours worked in the Fall semester as representing their summer work hours as well. Considering, then, all faculty who met the reporting criteria for hours worked, the average faculty work week in summer 2011 was 50.1 hours.

Many UVa faculty work on nine-month contracts, with their salary being based on their work during the academic year only. The average summer work week for 304 responding faculty paid on nine-month contracts was 45.9 hours, compared to 54.0 hours for the 598 faculty paid on 12-month contracts. The survey did not ask about summer compensation of nine-month faculty (for example, from summer teaching or summer grants), but we can be certain that a portion of the summer effort reported by the 9-month faculty members is contributed without compensation.

Allocation of time by broad area

We asked faculty to report the hours they spent each week during the Fall 2011 semester on five broad areas of work effort, defined in the text box on this page.

ALLOCATION OF TIME IN THE FALL 2011 SEMESTER

Time devoted to your work as a faculty member can be divided into five main categories; (1) *Teaching*, (2) *Research*, (3) *Clinical Work, Service, and Professional Development*, (4) *Administration, Management, and Duties of the Professional/Administrative/General faculty* and (5) *Paid Consulting*.

Teaching, Advising and Mentoring students: not only includes classroom activities, but curriculum development, grading student work, advising, office hours, supervising individual student effort and other tasks in support of learning activities.

Research and Scholarly Activity: would include such tasks as creating new knowledge through your work and the efforts that support your research, service to the scholarly community and keeping up with your discipline.

Clinical Work, Service, and Professional Development: includes organized community and student service, training that you take, and outreach through speeches or talks. Patient care is also included in this category.

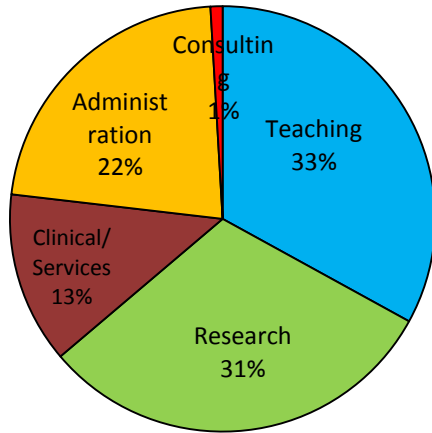
Administration, Management, and Duties of Professional/Administrative/General Faculty: includes the work of Deans and Chairs, governance and administrative tasks. Much of the work of Administrative and Professional Faculty falls in this category, including development work and services to the University community.

Paid Consulting: a prior agreement with the University allowing the individual to use professional capabilities or knowledge with an entity outside the University in return for an immediate or prospective gain.

In the discussion to follow, we will refer to these five areas respectively as: teaching, research, clinical/service work, administration, and consulting.

Based on the 1,280 cases that met our reporting criteria for allocation of effort, UVa faculty allocated their work time in Fall 2012 as seen in Figure VII-2 and in Table VII-4.

Figure VII-2: Broad Areas of Faculty Work.



Roughly speaking, the faculty as a whole devotes about one-third of its time to teaching, one third to research, and one third to clinical, service, and administrative work combined. Consulting takes up very little faculty time: less than one percent of total work time when averaged across all faculty, amounting to only one-half hour per week per faculty member.

Table VII-4: Broad Areas for All Faculty and Full-time Faculty Only.

Broad areas of work	All faculty (1280)	Full-time faculty (1113)
Teaching	33.0%	30.3%
Research	30.8%	31.3%
Clinical/Service Work	13.0%	13.5%
Administration	22.2%	24.2%
Consulting	0.9%	0.7%
Total	100%	100%

When all faculty are considered, teaching takes up slightly more time than research, but among full-time faculty the percent of effort devoted to research is slightly higher than teaching. This difference reflects the fact that many of the part time faculty are hired to fill a teaching role primarily.

As seen in Table VII-5, faculty with different types of appointment vary considerably in how they allocate their time. Not surprisingly, teaching and research are the primary pursuits of T&R faculty. Faculty holding administrative appointments spend the bulk of their time on administrative, management and general faculty tasks. The effort of professional faculty is spread more evenly across the four areas of teaching, research, clinical and service work, and administration.

Table VII-5: Allocation of Effort by Type of Faculty Appointment.

Broad areas of work	Teaching & Research faculty (709)	Administrative faculty (247)	Professional faculty (225)
Teaching	42.8%	10.9%	27.1%
Research	39.4%	6.2%	28.6%
Clinical/Service Work	9.9%	11.0%	25.3%
Administration	6.8%	71.8%	18.2%
Consulting	1.2%	0.2%	0.8%
Total	100%	100%	100%

Classifying faculty by type of work emphasis

While faculty effort in the aggregate is spread fairly evenly across teaching, research, and the other broad areas of effort, it is not the case that every faculty member divides his or her work week in that way. With data in hand on how each individual UVa faculty member allocates his or her work time, we can classify the respondents into several distinct groups based on how they actually allocate their time.

This classification is accomplished by a statistical technique called cluster analysis, which examines multiple characteristics of a large number of respondents and attempts to place them into a small number of similar groups. We conducted a cluster analysis based on just five characteristics of the faculty member: the percentage of weekly time devoted to each of the five broad areas of work. Working with just the 1,280 cases that met our reporting criteria for allocation of effort, we constrained the solution to four clusters and the resulting groupings were clearly recognizable as representing those who focus their work on administration and general faculty tasks, those who do significant amounts of clinical or service work, those who focus on research, and those who focus on teaching. After exploration of this trial solution, we created a fifth category to represent those who balance their effort between research and teaching.¹²

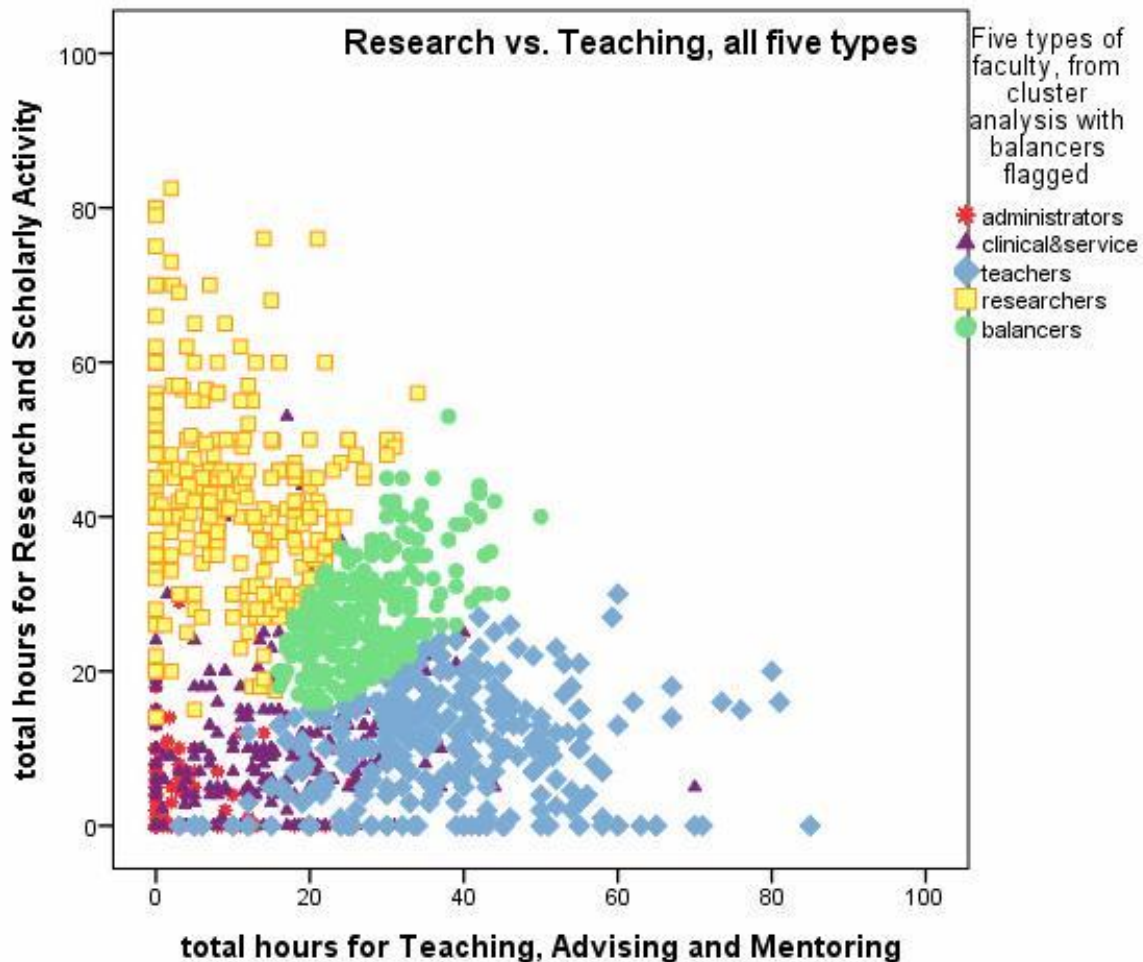
The resulting classification divides the faculty into five groups that turn out to be similar in size, as seen in Table VII-6.

Table VII-6: Five Categories of Work Emphasis.

Faculty work emphasis	Number of cases	Percent of all faculty
Teaching emphasis	307	24.0%
Research emphasis	269	21.1%
Balancers	233	18.2%
Clinical/Service emphasis	237	18.5%
Administrators	233	18.2%
Total	1,280	100%

The differences in work allocation among these five groups are graphically displayed in Table VII-7, which charts each case on the dimensions of teaching versus research.

¹²¹² *Balancers* were defined as those faculty members initially classified as having a teaching or research emphasis, who devote 16 hours a week or more to teaching and 16 hours or more to research, and for whom the ratio of research percentage to teaching percentage was not less than two thirds and not greater than 1.5.

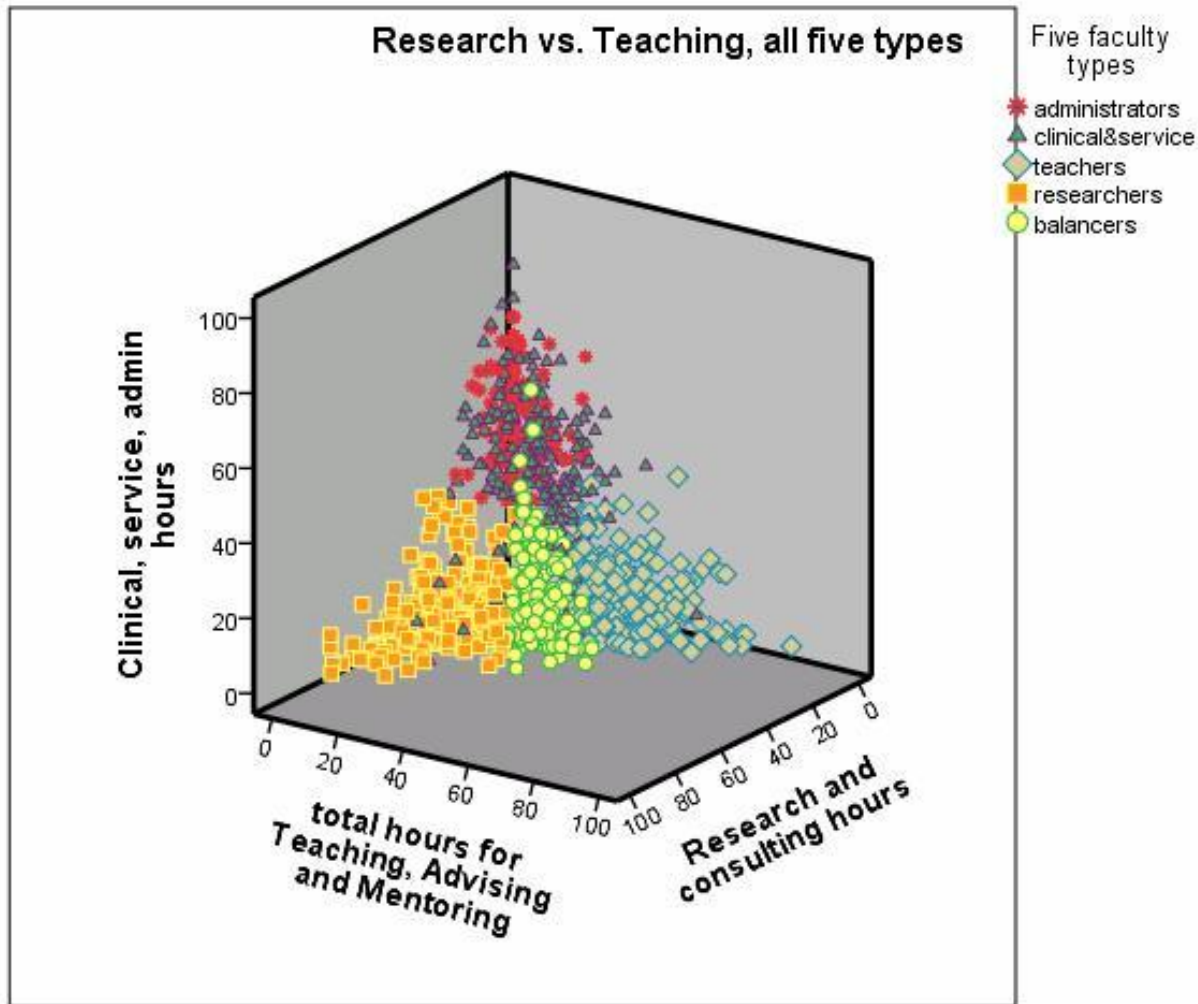
Table VII-7: Work Emphasis Types Displayed in Two Dimensions.

Cases weighted by Main weight variable:preserves sample n

Balancers cluster around the main diagonal of the graph, which would represent those with equal percentages devoted to teaching and research. Research-emphasis faculty are high on research but fairly low on teaching, when considered in proportion to their research effort. Teacher-emphasis faculty are the opposite. Nearly all administrators, and most of the clinical/service-emphasis faculty, are low on both research and teaching, but there are some faculty members here classified as clinical/service emphasis who also have very substantial teaching or research commitments.

In Table VII-8, we see the same cases displayed on three dimensions. On the base plane of the graph are arrayed the dimensions of teaching and research, as seen already in Table VII-7. The vertical axis combines into one sum the other broad areas of work: clinical/service work, and administrative/general faculty work. Nearly all administrators and most of the clinical/service emphasis faculty are clustered high on the vertical axis, and near the origins of the teaching and research axes, here displayed as the back corner of the three-dimensional space. Balancers, as is appropriate, are clustered along the diagonal of the base plane, and generally are low in relation to the vertical axis.

Table VII-8: Work Emphasis Types Displayed in Three Dimensions.



Cases weighted by Main weight variable:preserves sample n

Table VII-9: Time Allocation (Percent of Work Hours) by Faculty Work Emphasis.

Broad areas of work (n of cases:)	Teaching emphasis (307)	Research emphasis (269)	Balancers (233)	Clinical/service emphasis (237)	Administrators (233)
Teaching	70.7%	14.9%	43.1%	23.2%	4.0%
Research	16.6%	74.6%	43.7%	13.6%	3.4%
Clinical/Service Work	5.3%	5.4%	7.3%	44.6%	5.6%
Administration	6.9%	4.7%	4.9%	15.7%	86.8%
Consulting	0.4%	0.4%	1.0%	2.9%	0.2%
Total	100%	100%	100%	100%	100%

The differentiation of these five groups is very clearly seen in Table VII-9, which shows the mean percentage of effort in each broad area for each of the five types of work emphasis. The teaching-

emphasis faculty devote over 70% of their time to teaching activities, and the research-emphasis faculty give about three-quarters of their work time to their research. The balancers give nearly

87 percent of their work time to their teaching and research. Those with a clinical or service emphasis in their work give about 45% of their time to clinical or service activities, but they also give substantial effort, as a group, to teaching, research, and administration. Administrators devote seven eighths of their time to administrative and management tasks, including duties of the “general faculty.” Consulting time is a low percentage of overall effort for all groups, but is highest (nearly 3% of effort) among those with a clinical or service emphasis in their work.

Table VII-10: Weekly Work Hours by Work Emphasis Type (Full Time Faculty Only).

	Mean hours worked per week	Number reporting
Full time faculty	56.7	873
Teaching emphasis	56.6	160
Research emphasis	57.9	205
Balancers	60.3	158
Clinical/Service emphasis	59.2	154
Administrators	50.8	196

At the start of this chapter, we looked at the average number of hours that faculty work in a

week. This measure of overall work effort varies somewhat according to type of work emphasis, as can be seen in Table VII-10.

The totals suggest that those who give emphasis to more than one of their faculty roles tend to put in more hours. Those who focus fairly equally on both teaching and research, the balancers, work over 60 hours per week. Those who do clinical work or service work are close behind; as seen above these faculty members are often doing substantial research, teaching, or administration work in addition to their clinical duties. Those who focus primarily on an administrative or general faculty role have the lowest weekly hours, but still register over 50 hours of work per week.

Table VII-11: Distribution of Faculty Work Emphasis Types by School (Percent of Faculty Members).

School	Teaching emphasis	Research emphasis	Balancers	Clinical/service emphasis	Administrators
Arts and Sciences	37.0%	25.7%	31.0%	4.2%	2.1%
Natural Sci & Math	26.3%	25.0%	42.5%	6.3%	0%
Social Sciences	26.4%	35.8%	35.8%	1.9%	0%
Humanities	49.3%	24.0%	24.0%	1.3%	1.3%
Arts	53.3%	3.3%	26.7%	10.0%	6.7%
Continuing and Professional Studies	50.0%	2.3%	3.5%	4.7%	39.5%
Curry: Education	25.2%	19.6%	29.0%	18.7%	7.5%
Darden: Business	21.1%	7.9%	10.5%	26.3%	34.2%
McIntire: Commerce	50.0%	3.3%	10.0%	13.3%	23.3%
Architecture	50.0%	18.2%	13.6%	13.6%	4.5%
Engineering	35.6%	17.8%	28.8%	13.7%	4.1%
Law	34.5%	10.3%	43.1%	3.4%	8.6%
Medicine	4.5%	37.7%	9.3%	38.3%	10.2%
Clinical	1.5%	29.7%	8.4%	55.0%	5.4%
Basic Science	10.1%	67.1%	15.2%	2.5%	5.1%
Other	10.5%	23.7%	5.3%	15.8%	44.7%
Nursing	37.5%	12.5%	20.8%	20.8%	8.3%
Non-school work assignment	7.5%	5.4%	2.0%	20.4%	64.6%
ALL FACULTY	24.1%	21.6%	18.1%	18.9%	17.3%

The faculties of the various schools of the University differ considerably in their composition with respect to work emphasis type. While all the schools of the University contribute in various ways to the institution's overall missions of teaching, research, service and patient care, each school accomplishes its missions using a different faculty mix, as is evident in Table VII-11. Faculty with a clinical or service emphasis are concentrated in the clinical departments of the School of Medicine, where a majority of faculty have a clinical emphasis. The Darden School and the School of Nursing both have fairly high proportions of faculty who specialize in clinical or service work. Two-thirds of the faculty members in the basic science departments in the School of Medicine have a research emphasis, but the social scientists in Arts and Sciences are nearly as likely to be research-emphasis faculty as are the Medical faculty taken as a whole. Faculty with a teaching emphasis make up half or more of the faculty in the Humanities and Arts departments of Arts & Sciences, and also in Continuing Education, Architecture, and Commerce. The highest

proportions of balancers—those with fairly equal and significant loads of teaching and research—are found in the Law School and in the Natural Science and Math departments of Arts and Sciences.

Teaching, advising, and mentoring

It was reported above that the average U.Va faculty member works 55 hours per week and devotes 33 percent of that time to teaching activities, broadly defined. This amounts to an average of 18 hours per week. How do faculty members allocate these hours across specific teaching-related tasks?

Table VII-12: Allocation of Teaching Time: All Faculty, Classroom Teaching, Teaching Emphasis Faculty.

	All Faculty	Faculty with classroom hours	Teaching Emphasis
Curriculum Development	11.9%	12.2%	13.2%
Day to Day Course Prep	16.6%	22.3%	22.8%
Classroom Hours	15.6%	21.6%	19.2%
Education of Medical Students/House Staff outside of classroom	7.6%	2.7%	1.0%
Grading	6.6%	8.9%	9.0%
Advising	10.8%	7.5%	10.6%
Supervision of theses, dissertations, independent study	11.6%	8.5%	6.3%
Office Hours and Other Contact with Students Outside of Class	10.0%	9.7%	10.1%
Letters of reference and advising former students	5.3%	4.2%	3.7%
Other teaching activities	4.1%	2.4%	3.9%
total	100%	100%	100%

As seen in the column of percentages for all faculty in Table VII-12, the hours that faculty members spend in the classroom account for less than one-sixth (15.6%) of the time they devote to teaching tasks. Curriculum development, day to day course prep, and grading account for more than twice the time that is actually spent in the classroom for a course. Faculty members devote substantial amount of time to mentoring and advising duties, including student advising, supervision of theses and dissertations, office hours, and writing letters of reference; together these duties take up about a third of the total time they devote to teaching activities. Note, however, that these figures are based on all faculty who reported time on teaching duties, whether or not they were actually teaching a class in Fall Semester 2011.

The second column of Table VII-12 shows the allocation of teaching time only for those faculty who reported 2 hours or more of classroom hours per week—just over half of all faculty reporting (53.1%). These faculty members devoted over half (51.6%) of all their work time in Fall 2011 to the various teaching tasks, compared to just 15.9 percent of total time devoted to teaching tasks for those not in the classroom for two hours a week. For these active classroom teachers, the percentages of teaching time taken up with classroom hours, day-to-day preparation, and grading are all higher than for the faculty as a whole. Together, these daily tasks of classroom teaching occupy over half (52.8%) of the teacher's teaching-related time, thus accounting for 27 percent of total work time, or about 15 hours per week.

For those faculty whom we classify as having a teaching emphasis in their work (that is, not classified as clinical/service emphasis or research emphasis and having teaching hours more than 1.5 times their research hours), teaching duties make up over 70 percent (70.8%) of the work week. For these teaching specialists, the allocation of effort across teaching tasks is quite similar to that of classroom teachers more generally, with a total of 51 percent of teaching time devoted to class prep, classroom hours, and grading. For those with a teaching emphasis, these tasks account for 36 percent of total work time, or about 20 hours per week.

For faculty who teach, nearly half of their teaching-related time involves tasks less directly tied to the classroom, such as advising, mentoring, office hours, and supervision of individual student research. It can truly be said that hours of direct classroom contact represent but the tip of the iceberg, in relation to total hours devoted to teaching, advising and mentoring tasks of the faculty.

Research and scholarly activity

The average UVa faculty member devotes 30.8 percent of the 55-hour work week to research and scholarly activities, or about 17 hours per week. As can be seen in **Error! Reference source not found.**, about half of all research time (for all

faculty) is spent on research proper, that is, “creating new knowledge.” That work is about evenly split between externally funded and unfunded (or internally funded) research. Service to the scholarly community (for example, reviewing journal or book manuscripts, tenure reviews, etc.) occupies about 15 percent of faculty research time. About a quarter of the scholarly time for all faculty goes to “keeping up with the discipline.”

Table VII-13: Allocation of Research Time, All Faculty and Research Emphasis Faculty.

	All Faculty	Research Emphasis
Service to the scholarly community	15.1%	9.6%
Keeping up with your discipline	23.9%	13.8%
Creating new knowledge - not externally funded	27.3%	23.7%
Creating new knowledge - externally funded	23.6%	41.6%
Activities that support your research	8.3%	9.4%
Other scholarly activity	1.9%	1.8%
total	100%	100%

For faculty whom we classified as having a research emphasis (that is, not classified as clinical/service emphasis or teaching emphasis and having research hours more than 1.5 times their teaching hours), the allocation of their research time looks quite different. They spend 74.6% of their 57.9 hour work week (about 43 hours) on research, and about two thirds of that time (65.3%) is devoted to producing new knowledge. These faculty members spend a higher percentage of their time on funded research, which makes up about 2/3 of their time spent on research proper. These statistics reflect the system, common in research institutions, that allows faculty to “buy out” of teaching time by obtaining external research funding. Those who are able to do so reduce their effort on unfunded research. They also reduce their teaching time in relation to research time and so are classified as research-emphasis faculty.

Clinical work, service, and professional development

The average UVa faculty member devotes 13 percent of the 55-hour work week to clinical work, service and professional development, a wide ranging category that takes up seven hours per week.

Table VII-14: Allocation of Clinical, Service, and Professional Development Work, All Faculty and Clinical/Service Emphasis Faculty.

	All Faculty	Clinical/Service Emphasis
Patient care and clinical work	14.9%	38.4%
Record keeping	4.4%	10.7%
Committee work; admissions; governance	30.3%	17.8%
Advising student groups	6.7%	4.3%
State mandated assessment activities	1.6%	1.9%
Outreach work with K-12 schools	5.0%	3.8%
Activities for your own professional development	14.6%	7.8%
Non-required community service using professional expertise	7.3%	4.7%
Assigned community service	0.7%	1.0%
Speeches, interviews, talks	12.1%	6.0%
Other service or clinical activities	2.3%	3.5%
total	100%	100%

As seen in Table VII-14, for all faculty the largest share of this effort goes to committee work and governance, including time-consuming work on admissions and promotion committees on which many faculty serve. Patient care takes up about 15 percent of the time, as does professional development work. Outreach to K-112 schools, a significant activity for faculty in the Curry School of Education, represents only 5 percent of the clinical and service work of the faculty as a whole.

For the faculty whom we classify as having a clinical or service emphasis in their work, such work takes up 44.6% of their 59 hour work week, for a total of 26 hours a week. As seen in Table

VII-14, these faculty devote 38.4 percent of their time to patient care and clinical work, and another 10.7 percent to associated record keeping, meaning that about half their clinical and service time, or 13 hours a week, is devoted to the clinic.

Administration, management, and duties of professional, administrative and general faculty

The average UVa faculty member devotes 22.2 percent of the 55-hour work week to administration, management, and duties of the general faculty¹³, or about 12 hours per week. As is shown in Table VII-15, for all faculty, about half of this time falls under administration—the work of department heads, Deans, and others who manage and run the University’s academic units. (However, research administration, such as time a faculty member might spend managing a research grant, was reported in a separate category under research and scholarly activity.) About a third of the time in this broad category (31.5%) is other work on behalf of the University community—the work of librarians, Association Deans, IT specialists, managers of research service units, and many other specialized faculty.

Table VII-15: Allocation of Administrative Time, All Faculty and Administration Emphasis Faculty.

	All Faculty	Administration Emphasis
Work on behalf of UVa community	31.5%	43.0%
Administration not directly related to research activity	50.3%	45.0%
Other service or administrative activities	18.3%	12.0%
total	100%	100%

For the faculty whom we classify as administrators, this kind of work takes up 86.8

¹³ General Faculty at U.Va. include librarians, some athletic coaches, Deans who directly advise students, development officers, and others with academic credentials who were hired to do jobs other than teaching and research. These positions are now generally classified as administrative and professional faculty.

percent of their 50.8 hour work week, or 44 hours a week. For these faculty members, service to the UVa community takes up 43 percent of their administrative and management time, while a nearly equal percentage (45.0%) is devoted to general administration.

Paid consulting

University policy allows most faculty to do some paid consulting, although for most faculty there are requirements that consulting be reported and there are limits on the amount allowed.¹⁴ The survey reveals that for all faculty, paid consulting takes up only a small fraction of work time: just 0.9% or less than one-half hour per week. Just 16.4 percent of faculty reported any consulting hours at all in this survey; these respondents averaged 3.1 hours of consulting per week.

Table VII-16: Consulting by Work Emphasis Type.

	Percent who consulted	Hours per week for those who consulted
All faculty	16.4%	3.1
Teaching emphasis	13.0%	1.6
Research emphasis	13.0%	1.6
Balancers	22.7%	2.7
Clinical/Service emphasis	30.4%	5.1
Administrators	4.3%	2.0

As seen in Table VII-16, the prevalence of consulting is different for faculty members with different emphases in their work. Those with a clinical/service emphasis are most likely to have some consulting (30.4% do) and the average consulting hours for those within this group who do consulting is highest, at 5.1 hours per week. Those who balance research and teaching are next

¹⁴ A limit of one day per week is typical.

most likely to consult (22.7% do) and for those within the balancer group who do consult the average is 2.7 hours per week. Less than one in twenty of those with an administration emphasis do outside consulting.

Allocation of time during summer

As was noted above, faculty members were asked to state whether their time allocation for the summer months in 2011 was significantly different than it was for the fall. Five hundred eleven gave an affirmative response.

Table VII-17 contrasts the allocation of time in summer with the fall semester, for these faculty only. Many of these are teaching and research faculty who work on nine-month contracts. Most carry full teaching loads during the semester, with 48.2 percent of their fall semester time devoted to teaching activities, and 34.1 percent to research. When summer comes, only some of these faculty members take on summer teaching. In the summer, teaching takes up only 16 percent of their time, while over 60 percent of their time in summer is devoted to their research. These figures portray a familiar pattern: the teaching faculty member who devotes his or her summers to research and writing, whether or not the time is compensated.

Table VII-17. Summer vs. Fall Time Allocation, for those with Different Summer Hours.

	Fall 2011	Summer 2011
Teaching	48.2%	16.3%
Research	34.1%	62.2%
Clinical/Service Work	8.0%	6.3%
Administration	8.6%	11.6%
Consulting	1.1%	3.6%
Total	100%	100%

If the same data are assembled so as to include all faculty, including those whose summer work hours are the same as those in the fall semester, then we see less contrast between fall semester and summertime. Table VII-18 shows that faculty overall do spend more time on research in the summer and less on teaching, but the contrast is

softened because the twelve-month faculty are included in the calculation. Since many faculty with clinical/service work emphasis or administrative work emphasis are on twelve-month contracts, Table VII-18 also shows higher percentages of time being devoted to clinical and administrative work, both in the fall semester and the summer.

Table VII-18: Summer vs. Fall Time Allocation, All Faculty.

	Fall 2011	Summer 2011
Teaching	33.0%	18.6%
Research	30.8%	43.7%
Clinical/Service Work	13.0%	11.4%
Administration	22.2%	24.5%
Consulting	0.9%	2.1%
Total	100%	100%

VIII Overall Analysis and Conclusions

In conclusion, we will consider four areas in which to summarize this wealth of data. First, we present a comparison to the Faculty Senate Survey of the Faculty in 2007, based on the items included in 2012 for just this purpose. Secondly, we will discuss overall satisfaction with the University as a place to work and its components, both in areas with which University faculty are highly satisfied and those with which they are dissatisfied. That analysis will provide two matrices that define priorities for attention at the University. A first matrix will examine the faculty-identified priorities for attention, combined with the level at which the University performs in those areas. The second matrix combines the performance levels with a regression analysis which seeks to identify the most important determinants of overall satisfaction with the University. We will then summarize the findings on the Honor System, and finally, the findings on the faculty's use of time.

Comparison to 2007 Faculty Senate Survey

In 2007, the faculty senate administered a survey to faculty that included eighteen satisfaction items, in a section called "Academic Community." These items were repeated in 2012 Faculty Senate Survey and the means for each item and year are displayed in Table VIII-1. Like most of the satisfaction items in the 2012 survey, scoring was based on a five-point satisfaction scale, where 5 equals "very satisfied." Therefore, higher mean scores correspond to higher levels of faculty satisfaction on that item. The means are displayed in descending order by the 2012 data. An asterisk in the right-hand column indicates that the difference between the two means is statistically significant.

In 2012, the five academic community items with the *highest* mean satisfaction rating were undergraduate students, department faculty, faculty within your school, department graduate students and non-discrimination efforts of your department or school. The five items with the *lowest* mean satisfaction rating were efforts to retain valued faculty, support for your discipline within the university, support for your department

within your school, mentoring of faculty, and support for career development.

Overall, few items differed significantly between the 2007 and 2012 Faculty Senate Surveys; only seven out of the 18 items differed significantly. Six items had a significantly higher mean rating in the 2012 survey compared to the 2007 survey. These items include satisfaction with undergraduate students, department graduate students, non-discrimination efforts in the department or school, departmental intellectual exchange, diversity of faculty, and support for discipline within university. Conversely, one item had a significantly lower mean rating in 2012 compared to 2007, that is, the level of satisfaction with department leadership.

Table VIII-1: Mean Satisfaction with Academic Community Items.

Level of Satisfaction with:	2012	2007	Sign.
M5: Undergraduate students	4.22	4.12	*
M2: Department Faculty	4.02	3.97	
M3: Faculty of your school	3.97	3.94	
M4: Department graduate students	3.89	3.76	*
M9: Non-discrimination efforts of your department or school	3.87	3.70	*
M1: Department Leadership	3.80	3.87	*
M18: Quality of departmental leadership	3.73	3.68	
M6: Department intellectual exchange	3.67	3.59	*
M7: Interdisciplinary intellectual exchange	3.51	3.46	
M13: Support for your personal academic priorities within your department	3.48	3.45	
M17: Fairness of review and promotion process	3.41	3.47	
M12: Opportunities to participate in department/University governance	3.40	3.45	
M8: Diversity of faculty	3.37	3.19	*
M16: Support for career development	3.29	3.25	
M10: Mentoring of faculty	3.23	3.20	
M14: Support for your department within your school	3.13	3.19	
M15: Support for your discipline within the university	3.10	3.01	*
M11: Efforts to retain valued faculty	2.99	3.05	

Overall Satisfaction with the University as a Place to Work

The purpose of this analysis is to use statistical techniques to determine which key-topic areas contribute the most to faculty overall satisfaction with the University as a place to work. This analysis allows identification of items on the survey that are most strongly correlated with, or predictive of, overall faculty satisfaction. Combined with the performance scores (mean satisfaction ratings) of the summary key-topic measures, the results may suggest areas in which change might bring about higher levels of faculty satisfaction.

Key-Topics Performance Ratings

Table VIII-2 contains the summary performance (satisfaction) measures for the key-topic areas, based on faculty response to a five-point satisfaction scale, analyzed so that higher numbers reflected higher satisfaction.¹⁵ The reported mean is the mean score on each summary item, for all faculty respondents. The means are divided into three levels: *High*, *Medium*, and *Low*, indicating high satisfaction, medium satisfaction, or low satisfaction with each area.

The survey indicated that the faculty reported high levels of satisfaction with their autonomy on the job, collegiality, and benefits. Medium levels of satisfaction were reported for diversity and equal employment opportunities, departmental leadership, and the respondents' sense of being valued and appreciated at work. Faculty expressed low levels of satisfaction for performance reviews, communication and transparency, and UVA leadership (deans and above). The lowest level of satisfaction concerned pay.

¹⁵ For purposes of this analysis, we did not include the item "commitment to the University," for two reasons. It was very highly correlated with the overall satisfaction item, and commitment was not measured on a satisfaction scale. Results pertaining to the Honor System also were not included in this analysis, since there was no summary satisfaction question for it.

Table VIII-2: Key-Topic Performance, 2012.

<i>Key-Topic Areas</i>	<i>Survey Question</i>	<i>Mean</i>
<i>High</i>		
Autonomy	D7	4.18
Collegiality	A6	4.17
Benefits	E7	4.09
<i>Medium</i>		
Diversity & Equal Employment Opportunities	G8	4.01
Departmental Leadership	H8	3.90
Appreciation/Value	B10	3.66
<i>Low</i>		
Performance Reviews	F7	3.40
Communication and Transparency	J10	3.34
UVA Leadership (Deans and above)	I8	3.31
Pay	E5	2.91

Analysis of Issues Needing Attention

In addition to the ratings of the individual items contained in the various key-topic modules, U.Va. faculty were asked to identify which key-topic items they thought were most important for the University to address. A list of choices closely paralleled the sections of the questionnaire, separating pay and benefits.

The question allowed faculty respondents to select up to three categories as most important to them, when considering which issues the University should address. Table VIII-3 presents faculty responses on these items. The numbers in the “n” column on the table indicate the number of times a particular category was chosen. The numbers under the “% of respondents” column represent the percentage of respondents who selected each item of the list.

Priority Matrix

In interpreting these results, it can be useful to combine the analysis of importance (need for attention by the university, as selected by faculty) on the one hand, and the measures of performance (satisfaction level) on the other, to examine where each key-topic area falls on these two dimensions. Using a single “Priority Matrix,” Table VIII-4 schematically combines the High, Medium, and Low perceived importance levels with the High, Medium, and Low performance levels. The high performing, high importance areas indicate areas

of strength, while the low performing but high importance areas indicate areas for change.

Table VIII-3: Ranked List of Issues Needing Attention by Category, 2012.

<i>Most important issue or concern</i>	<i>n</i>	<i>% of respondents</i>
High		
Pay	1149	63.7
Appreciation/Value	755	41.9
Communication and Transparency	590	32.8
UVA Leadership: Deans and above	533	29.5
Medium		
Departmental Leadership	355	19.7
Benefits	353	19.6
Collegiality	347	19.3
Performance Reviews	278	15.4
Low		
Diversity & Equal Opportunities	219	12.2
Autonomy	132	7.3
Honor System	97	5.4

Table VIII-4: Schematic of a Priority Matrix.

	Measure of Importance			
		<i>High</i>	<i>Medium</i>	<i>Low</i>
Performance	<i>High</i>	Areas of Strength		
	<i>Medium</i>	Second Priority		
	<i>Low</i>	First Priority	Third Priority	

Table VIII-5 takes the schematic a step further and fills in the blanks, combining the results of the survey on both performance and importance in needing attention. No items fell into the high performing/high importance in need for attention box, as would be expected. By definition, high performing areas would not be viewed by faculty as needing attention. For instance, faculty are highly satisfied with their autonomy at work, and

therefore it is low on the list of things needing attention. Similarly, collegiality and benefits have high levels satisfaction, and medium levels of importance. Most crucial for identifying areas for change are those areas that faculty deem most in need of attention, and as we might expect, they are those areas with which the faculty is least satisfied: pay, leadership above the department level, and communication and transparency.

Table VIII-5: Priority Matrix: Issues Needing Attention and Performance Ratings, 2012.

Performance (Mean Performance Scores)	Rank in Needing Attention (Faculty Choices)			
		<i>High</i>	<i>Medium</i>	<i>Low</i>
	<i>High</i>		Collegiality Benefits	Autonomy
	<i>Medium</i>	Appreciation/Value	Departmental Leadership	Diversity & Equal Employment Opportunities
<i>Low</i>	Pay UVA Leadership (deans and above) Communication & Transparency	Performance Reviews		

Derived Importance (Regression) Analysis

A second way to use this matrix format is to define importance differently, considering the variables from the survey that most contribute to overall satisfaction with the University, rather than the ranked list of areas needing attention. This is the “derived importance” analysis of the key-topic areas. This analysis allows us to indicate the relative strength of each key topic summary item on the question of how satisfied faculty are with the University as a place to work.

The *standardized beta coefficient* reveals the relative association of each independent variable (the key-topic areas) with the faculty overall satisfaction score, taking into account all other independent variables in the equation. Positive numbers indicate positive relationships (e.g. high ratings on overall satisfaction being associated with high key-topic ratings) and negative numbers represent negative relationships (low ratings on overall satisfaction being associated with high key-topic ratings). The strength of the relationship is indicated by the magnitude of the beta coefficient.

Results of the regression analysis are presented in Table VIII-6, which lists the beta coefficients for each of the key-topic areas included in the analysis.¹⁶ Specifically, the area with the highest beta coefficient, at 0.343, was Appreciation/Value, indicating that a sense of being appreciated and valued at work was the most important of all the areas in predicting overall satisfaction with the University. Second was UVa Leadership (above the department level), with a beta of 0.298, followed by Collegiality, at 0.167. High levels of satisfaction in these three areas were more highly predictive of overall satisfaction with the University than satisfaction in those areas with lower beta coefficients. Autonomy, Communication & Transparency, Benefits, and Pay were of medium importance in predicting overall satisfaction with the University, while Diversity & Equal Opportunities, Performance Reviews, and Departmental Leadership were of low predictive importance.

This list shows some discrepancy from the list of items faculty respondents believe need attention

¹⁶ For purposes of this regression, as in the prior analysis, the key-topic summary measures for commitment to the University and for the Honor System were excluded.

from the University (Table VIII-3). Pay, which was ranked most important by faculty as an area that needs attention, has less predictive value statistically than might be expected in determining a respondent's overall satisfaction with the University. Communication and transparency are also not as important as they appear to be in the ranked list of faculty concerns.

Table VIII-6: Derived Importance for Overall Satisfaction with the University, 2012

Key-Topic Areas	Standardized beta coefficient
High	
Appreciation/Value	0.343
UVA Leadership	0.198
Collegiality	0.167
Medium	
Autonomy	0.121
Communication & Transparency	0.105
Benefits	0.094
Pay	0.069
Low	
Diversity & Equal Opportunities	0.038
Performance Reviews	-0.021
Departmental Leadership	-0.029

Table VIII-7 combines the *High*, *Medium*, and *Low* "derived importance" levels (Table VIII-6) with the *High*, *Medium*, and *Low* performance rating levels (Table VIII-2).

The table indicates that the performance scores on the three items most important statistically in contributing to overall satisfaction with the University (collegiality, a sense of being appreciated and valued, and UVA leadership above the department level) place them in different categories. Of these three important areas, UVA performs well on collegiality, fairly well on the appreciation and value area, and not very well on leadership above the department level.

In sum, taking the lower left quadrant of this matrix as an indicator of priority areas for attention, the University would do well to focus on ensuring that faculty feel they are valued, improving relationships with UVA leaders above the department level, and addressing issues of pay as well as communication and transparency.

Table VIII-7: Priority Matrix: Derived Importance and Performance Ratings, 2012.

		Derived Importance for Overall Satisfaction with the University (Regression Analysis)		
		<i>High</i>	<i>Medium</i>	<i>Low</i>
Performance (Mean Performance Scores)	<i>High</i>	Collegiality	Autonomy Benefits	
	<i>Medium</i>	Appreciation/Value		Diversity & Equal Employment Opportunities Departmental Leadership
	<i>Low</i>	UVA Leadership (deans and above)	Pay Communication & Transparency	Performance Reviews

Additional Summary Table

In addition to the analysis of the summary measures above, a table is included here that provides more detail on the key-topic items. Table VIII-8 provides a ranked list of each item, in descending order, by mean level of agreement, with higher numbers indicating higher levels of agreement. This table tells us that the highest level of agreement on the entire survey pertained to knowing what procedures are available in the event of discrimination or harassment, which had a mean agreement score of 4.41. The least agreement, with a mean of 2.86 was, “I feel that I am compensated fairly.”

Summary Demographic Analysis

Considering all the satisfaction questions posed on the survey, across the key-topic areas, some differences among demographic groups are consistently noticeable. More detail can be found in Appendix F of this report.

Considering faculty classification, administrative faculty were significantly more satisfied in a number of areas than were teaching and research or professional faculty. Administrative faculty were more satisfied with the University overall, were more satisfied with feeling valued and appreciated, were more satisfied with pay, more satisfied with benefits, more satisfied with

diversity and equal employment opportunities, more satisfied with UVa’s current leaders (deans and above), and were more satisfied with communication and transparency. They were also more likely to support the Honor System, and were more strongly committed to UVa.

Considering faculty rank, instructors were more satisfied than others with the university overall, and with their sense of being valued and appreciated. They showed the strongest level of support for the Honor System. Associate professors were often less satisfied than faculty in other ranks. They also showed the lowest level of support for the Honor System.

There were some differences depending on type of contract, as well. Those faculty members on a 12-month or 11-month contract were significantly more satisfied with the university overall than were those on a 9-month contract. Those on a 12-month contract were somewhat more satisfied with pay than were those in other contract categories, and 9-month faculty were the least satisfied.

Tenure status also made a difference in level of satisfaction. On overall satisfaction with the university, both those not on a tenure-track and those on tenure track but not yet tenured were more satisfied than tenured faculty. Those on the tenure track but not yet tenured were also more likely to be satisfied with their sense of being

valued and appreciated, with their autonomy, and with performance reviews, and with departmental leadership than were others. Tenured faculty were the least satisfied with UVa overall, were the least satisfied with pay, with departmental leadership, with UVa's current leaders (deans and above), with communication and transparency. They were the least likely to support the Honor System.

In general faculty respondents who had worked for UVa less than five years were more satisfied with the University overall than were those who had worked for the University longer. The least satisfied group were those who had been at UVa sixteen to twenty years. In general, the same pattern holds for satisfaction with pay. Newer faculty members are more satisfied than those who have been at the University longer. Satisfaction with departmental leadership and leaders above

the department suggests a similar connection. Those with a long history at UVa were less satisfied than newer respondents.

Considering gender, male faculty members reported higher levels of satisfaction with the University overall than did female respondents. Males were also more satisfied with their sense of being valued and appreciated, with their autonomy on the job, with their pay, and with diversity and equal employment opportunities. Perhaps reflecting these findings, females were less likely to say they were committed to UVa. They were however, more supportive of the Honor System than were males.

Table VIII-8: Key-Topic Items Listed from Highest Mean Rating to Lowest (5 point scale).

G5. I know what procedures are available to me if I experience discrimination or harassment at work.	4.41
A3. The people I work with most behave ethically in the workplace.	4.35
B9. My work gives me a feeling of personal accomplishment.	4.34
G3. My department/unit treats employees of diverse backgrounds with fairness and respect.	4.27
G4. My department/unit has been successful in providing a work environment free from discrimination and harassment.	4.27
D4. My work makes good use of my skills and abilities.	4.26
C3. I am proud to be part of the faculty at the University of Virginia.	4.26
G6. If I were to experience harassment or discrimination in my department/unit, I would feel comfortable asking for help.	4.20
H4. I am treated with respect by my departmental leadership.	4.20
H3. My departmental leadership shows trust in me.	4.18
D3. The work I do presents plenty of opportunities to learn new skills and develop new talents.	4.12
A1. My department or unit is a collegial place to work.	4.10
D1. I can make the decisions I need to make to do my work well.	4.09
D2. I have the flexibility I need at work to balance my work and my personal life.	4.09
A4. People I work with the most work well as a team.	4.00
D5. I have opportunities for training in the technology I need to do my work well.	3.97
F5. My chair/supervisor recognizes me for doing a good job.	3.96
G7. The training I have received in my department/unit regarding diversity has helped me understand diversity issues.	3.94
H2. My departmental leadership actively supports me in the performance of my work.	3.94
J7. My chair/supervisor communicates information about matters that affect employees.	3.90
H5. I have confidence and trust in my departmental leadership.	3.89
A2. Beyond my department, the University of Virginia is a collegial place to work.	3.89
C1. I would be very happy to spend the rest of my career at UVA.	3.87
B3. My teaching is valued in my department/unit.	3.86
A5. When there is a conflict, the people I work with most handle it appropriately	3.86

F4. I have been fairly treated during the performance evaluation process.	3.86
J3. I feel free to share constructive feedback with my peers.	3.82
B5. My service is valued in my department/unit.	3.81
D6. I have opportunities for professional development in my current position.	3.81
E3. I am satisfied with the amount of leave time I receive.	3.79
B2. My time is valued in my department/unit	3.77
B1. I feel appreciated, respected, and valued at work.	3.75
B4. My research is valued in my department/unit.	3.75
H1. When making decisions, my chair/supervisor asks for input from those who will be affected by the decisions.	3.73
H6. When there is a conflict, departmental leadership handles it appropriately.	3.68
H7. My participation in departmental governance is valued and encouraged.	3.67
C2. I have a strong sense that I'm a part of the UVA community.	3.67
G1. My department/unit is doing a good job of hiring employees of diverse backgrounds at all levels of the organization.	3.65
J2. I receive the information I need to do my work at UVA effectively.	3.64
F3. My chair/supervisor communicates clearly with me regarding my performance.	3.54
G2. My department/unit is doing a good job retaining employees of diverse backgrounds.	3.49
B8. My service is valued in my school.	3.43
F2. I have a clear understanding of how my performance is evaluated.	3.42
B6. My teaching is valued in my school.	3.42
J9. When I have submitted ideas, I have received feedback and follow-up from others.	3.40
J4. I am able to let key decision makers know how I feel about things that affect me.	3.36
B7. My research is valued in my school.	3.34
J8. My ideas are often sought and used constructively.	3.32
I2. UVA's leaders are concerned about faculty and their experience.	3.30
I6. UVA's leaders do a good job considering diverse perspectives when making a decision.	3.28
I4. I have trust in UVA's leaders.	3.27
E4. My chair/supervisor communicates with me clearly about salary decisions.	3.26

J6. Current university leadership (above the department/unit level) sets the appropriate tone in communication with employees.	3.23
F1. Overall, I believe the performance review process is effective.	3.20
I5. When there is a conflict, UVA's leaders handle it appropriately.	3.17
J1. Changes that affect my work are discussed with me before they are put into effect.	3.12
I1. I feel free to discuss problems and concerns with UVA's leaders.	3.04
J5. The time I spend in meetings at UVA is time well spent.	3.00
I3. UVA's leaders will do something about many of the issues raised in this survey.	2.97
E2. When changes in pay occur, they are made fairly.	2.86
E1. I feel that I am compensated fairly.	2.86

Considering race, there were few significant differences in satisfaction overall or in the key-topical areas, except in the small category of those respondents who were multi-racial. That group was consistently less satisfied than the other racial groups. African-Americans were less satisfied than others with diversity and equal employment opportunity at UVA. Asians and white respondents were somewhat more likely to express support for the Honor System than African-Americans and Hispanic respondents.

Few differences were found when considering sexual orientation. But on some issues, the small number identifying as bisexual were less satisfied than either heterosexual or homosexual respondents on their sense of being valued and appreciated, performance reviews, UVA's current leaders (deans and above), and communication and transparency. Gay or lesbian respondents were significantly less satisfied with benefits at the University than were heterosexuals. Bisexuals were less likely than the others to support the Honor System.

The employment situation in a household did have some impact on satisfaction of respondents, with those whose partner was either not employed or who was employed part-time reporting higher levels of satisfaction with the University overall. They were more satisfied with collegiality, with feeling valued and appreciated, with pay and benefits, with diversity and equal employment opportunities, and with leadership. Both groups reported being more satisfied than others with UVA's current leaders, while those with a part-time employed spouse or partner were more satisfied with departmental leadership. Those

whose spouse was unemployed were more likely to support the Honor System.

The Honor System

To summarize the findings on the Honor System, most of the faculty are very familiar with it, and support remains high among faculty, but many have reservations about it. Thirty-eight percent strongly support it, and an additional 35 percent support it with reservations. Support is weakened and reservations increased when experience is considered: Those who have referred a case to the Honor System are much less likely to support it than those who have not (20 percent compared to 41 percent). As is detailed in Chapter VI, about 48 percent of faculty believe that cheating is very or somewhat common at the University, but when their own classes are considered, that figure drops to 21 percent.

Faculty Time Use

This survey was designed in part to determine how faculty members spend their time at work, a sizable challenge given the wide variety of faculty members' disciplines and professional commitments. Faculty tasks include teaching, research, clinical work, administration, and service work. Some faculty members are teachers of students; others are not. Some work on nine-month contracts, some on twelve-month contracts. The survey data showed that the average UVA faculty member worked just under 55 hours per week, and when the analysis was restricted to full-time only, that number was about 57 hours per week. About 30 percent of full time faculty respondents reported working 60 or more hours per week. In-depth analysis, reported in detail in

the report, resulted in classification of faculty into five types, depending on broad emphasis of their work: teaching, research, administration, clinical and service work, and balancers, those whose work is balanced between teaching and research. The analysis also determined how specifically effort was spent in each of those areas.

Roughly speaking, the faculty as a whole devotes about one-third of its time to teaching, one third to research, and one third to clinical, service, and administrative work combined. Consulting takes up very little faculty time: less than one percent of total work time when averaged across all faculty, amounting to only one-half hour per week per faculty member.

Conclusion

Overall, University of Virginia faculty members find the university a collegial and satisfactory place to work. They work hard in all of the various tasks that make up their professional lives. They report feeling satisfied with their students, colleagues, and their own work. They are proud to be part of the University of Virginia. But the faculty respondents to this survey clearly identified areas in need of improvement.

The opinions of the faculty and their detailed assessment of way they spend their time comprise a significant tool for decision-making for faculty and administrators at the University charged with strategic planning. The wealth of data provided by the Faculty Senate's Survey of the Faculty 2012 provides a clear statement of direction from one important group of stakeholders at the University of Virginia.