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ABSTRACT

This collection of charts, graphs, and text; part of a series describing the public colleges and universities in Virginia, are intended to examine what the faculty in Virginia's public colleges and universities do, who they are, and how they are supported, evaluated, and rewarded. In most charts, institutions are grouped by mission doctoral institutions, comprehensive institutions, and two-year colleges. Information is provided on: comparison of 1990 and 1996 average workload of teaching and research faculty; categories of the 1996 faculty activity survey; statewide weighted averages of time utilization (teaching, research, service) from the 1996 survey; weighted averages by rank and discipline; full-time equivalent students per full-time equivalent faculty member by student level; research and public service dollars per full-time faculty member; full-time instructional faculty with terminal degree in related field; full- and part-time status by gender; full- and part-time status by race; full-time faculty by rank and gender; full-time faculty by rank and race; percent of faculty with tenure or on tenure-track; and 1996 authorized average faculty salaries and 1999-2000 benchmark goals at doctoral and two-year institutions. (DB)

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Indicators

of Institutional Mission

No. 4 1997 Who are the faculty?

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Indicators of Institutional Mission

No. 4: Who are the faculty?

This is the fourth in a series of publications, the *Indicators of Institutional Mission*, designed to address questions about the public colleges and universities in Virginia. The first three, respectively, answered the questions, "Who enters Virginia's public colleges and universities?" "What do students learn?" and "What do students experience on campus?" To see them, you may go to the State Council of Higher Education's home page on the World-Wide Web, at http://www.schev.edu, and look under "Academic Affairs." Or you may call 804-225-2632 for a copy of any or all of the first three publications.

This fourth publication aims to answer the questions, "What do the faculty in Virginia's public colleges and universities do; Who are they; and how are they supported, evaluated, and rewarded?" But the job of describing Virginia's faculty is harder than it seems. Just as higher education is made up of a diverse set of colleges and universities, so too is each institution made up of a diverse set of faculty members doing a variety of jobs. Moreover, faculty life is changing. Some of the demands now facing professors include learning to use new technologies in teaching, teaching and doing research in increasingly interdisciplinary ways, generating research support in an increasingly competitive environment, and contributing to the social good and economic development of their communities. To accomplish all of this, keep current in their fields, and prepare the knowledge-based work force of the future, all faculty -- from those at the community colleges to those at the doctoral institutions -- must continue to learn throughout their careers.

In the charts that follow, institutions are arranged by mission, since mission determines the configuration of faculty responsibilities. Doctoral institutions offer a full range of degrees, from the baccalaureate to the doctorate, and faculty in them typically engage in more graduate teaching and research than at other institutions. The comprehensive institutions offer undergraduate degrees, in most cases master's degrees, and in two cases a professional doctorate; their faculty tend to concentrate on undergraduate teaching but also do graduate teaching and research. The two-year colleges include Virginia's one junior college and the twenty-three community colleges in the Virginia Community College System. Two-year college faculty teach only undergraduates, and their research is typically tied to their work in class, as well as to their teaching field.

How do faculty members spend their time?

In 1991 and 1997 the Council of Higher Education surveyed a random sample of faculty members about how they spend their time. The survey details the activities that comprise the three traditional categories of professorial responsibility -- teaching, research, and service. Faculty reported working an average of 55 hours per week in Fall 1996, up from 52 hours per week in Fall 1990. In Fall 1996 faculty members also devoted more of their time to teaching and less to research. The proportion of a faculty member's time spent on teaching activities increased from an average of 56 percent in 1990 to 60 percent in 1996, while time spent on research decreased from 27 to 21.5 percent; service activities increased from 17 percent to 18.6 percent.

Averages, of course, obscure the ways in which faculty activity varies, depending not only on the day and week but also on the faculty member's institution, discipline, rank, part- or full-time status, type of appointment, and individual interests and expertise. To show this variation, we give statewide averages for faculty in several disciplines and by rank. The boundaries among teaching, research, and service are also often blurred: How should a professor who tells farmers about his or her latest agricultural research categorize that activity? In some Virginia institutions, faculty research is expected to contribute directly to teaching, and faculty are increasingly being asked to do research that benefits the local community or a relevant business or industry.

The charts that follow show the survey results for faculty respondents by total, rank, discipline, and institution. Also shown are the student-faculty ratios, by student level, and the average amounts of research and public-service money that the faculty members generate at each institution. The student-faculty ratio charts show how staffing levels are affected by the level of instruction and the disciplines taught at the first professional level (e.g., medical schools require a much lower student-faculty ratio than law schools). The last set of charts serves as a very rough proxy for the level of research and service performed (it doesn't capture, for instance, most research in the humanities or volunteer legal work). Two-year colleges also engage in research and public service, but precise dollar amounts are unavailable.

These measures vary by institutional mission. The research universities have some faculty whose primary responsibility is graduate education or research. For example, medical faculty at Virginia Commonwealth University and the University of Virginia, and the faculty at the Virginia Institute of Marine Science at William and Mary, do not teach undergraduates but generate large amounts of research and service funding that, in turn, contributes to the economic and social development of the state by producing jobs, knowle[illegible], and services.

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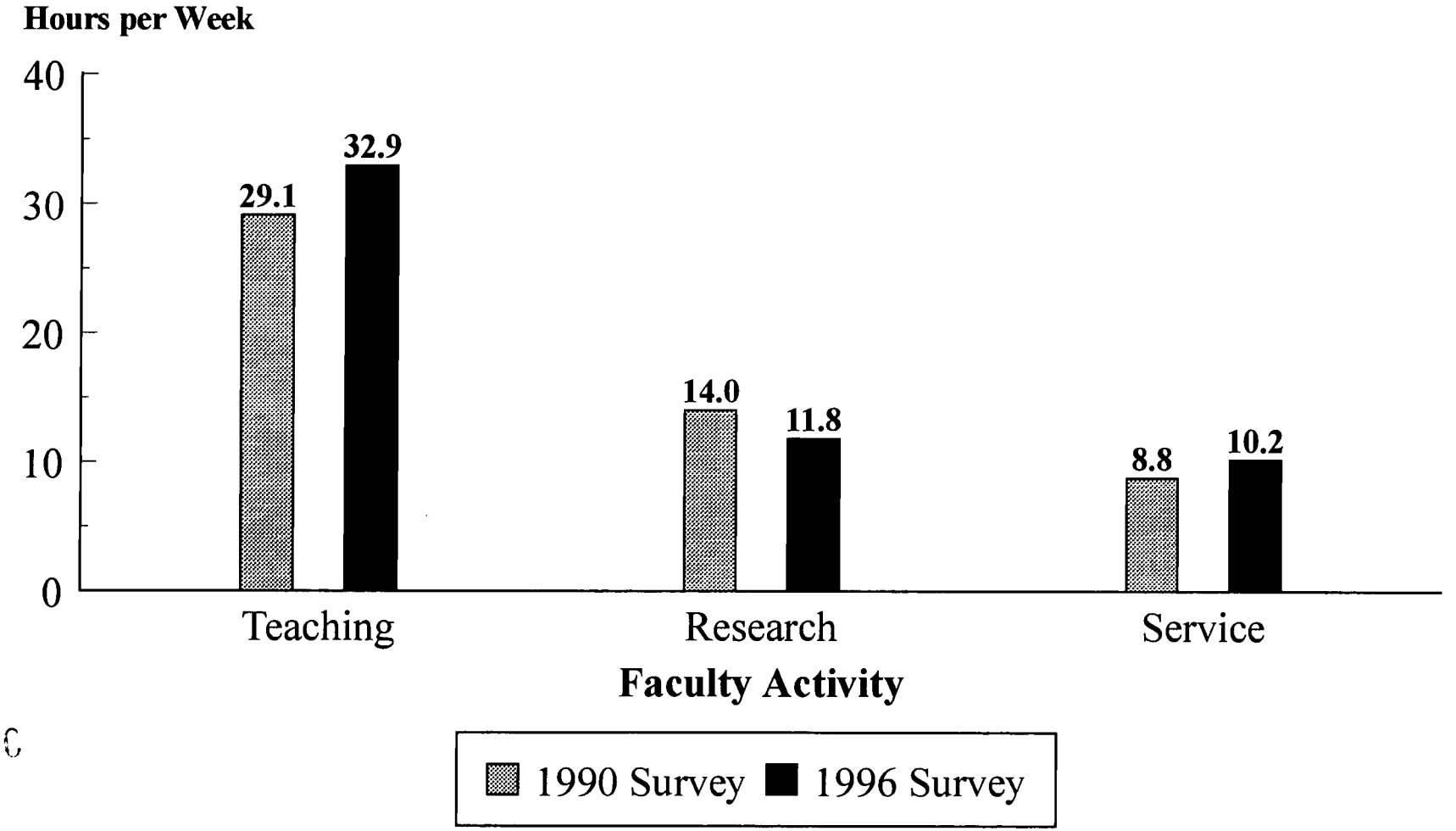
Charts

- Comparison between 1996 and 1990 faculty surveys
- The 1996 faculty survey
- Percentage of time spent in teaching, research, and service
- Full-time equivalent students per full-time equivalent faculty member
- Research and public service dollars generated by full-time faculty members

Comparison of 1990 and 1996 Average Workload of Teaching and Research Faculty



Source: The Virginia Faculty Survey, SCHEV 1991
Source: SCHEV Faculty Activity Survey, March 1997

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1996 Survey of Teaching and Research Faculty

A sample of 3,319 faculty from Virginia's public institutions were asked to report the average amount of time spent in each of the following areas during a typical week during the 1996-97 academic year. The overall response rate for the survey was 72.8 percent. The sample sizes were chosen to keep the error range within +/- 3% at the 95% confidence level. The format of the questionnaire contained eleven categories of faculty activities which were grouped into the broad areas of teaching, research, and public service.

FACULTY ACTIVITY

TEACHING

Formal Contact Hours (class, laboratory, clinical, and studio instruction)

Other Contact Hours (e.g., individual study supervision, clinical ward supervision, tutorials, review sessions, thesis and dissertation advising, supervision of student projects/research)

Course Preparation and Evaluation (e.g., developing lectures, syllabi, assignments, and readings; reviewing textbooks and software; technology applications; preparing classes, labs, demonstrations, and studios; and grading examinations and reviewing student work)

Pedagogical Development (e.g., curriculum development, mentoring junior faculty and supervising teaching assistants, and activities to enhance one's own teaching effectiveness)

Advising and Counseling (e.g., office hours with students, student counseling, academic advising, writing letters of recommendation for students, involvement with residential colleges and other student organizations, and other out-of-class interactions with students)

RESEARCH

Scholarship (e.g., writing and publishing articles, books, and reviews; serving on grant review panels; preparing conference presentations; experimentation; artistic creations and exhibitions; field research; supervising research staff; and developing and administering grant proposals)

Professional Development (e.g., attending professional meetings and conferences; keeping up with one's discipline; attending classes, seminars and workshops)

SERVICE

Formal Administrative Activities (e.g., fulfilling tasks related to assigned administrative position -- e.g., assistant division chair, program head, etc.)

Professional Service (e.g., meetings and ancillary activities, attendance at college/university functions, service to professional organizations, service on college/university committees, reviewing the work of colleagues, and other contributions to institutional mission)

Paid Public Service, Consulting, or Freelance Work

Unpaid Public Service (e.g., unpaid service to community, state, and federal agencies and other organizations relying on the expertise of the faculty member)

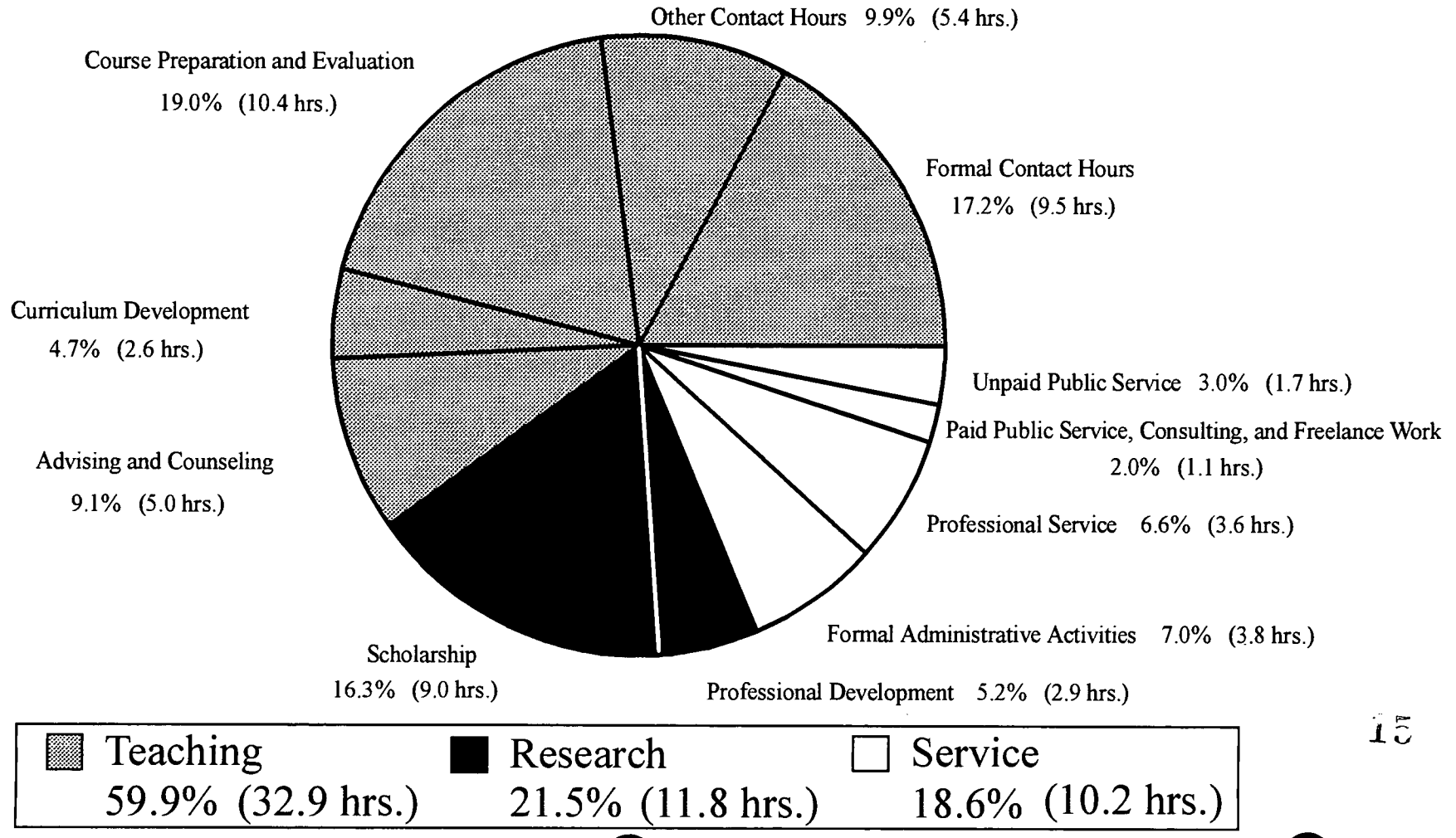
TOTAL HOURS FOR TYPICAL WEEK

1996 Survey of Teaching and Research Faculty
Statewide Weighted Average (Detailed)

Median Hours Worked = 55.0

number of responses = 2,337

response rate = 72.8%



Source: SUNY Faculty Activity Survey, March 1997

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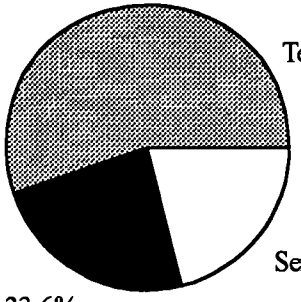
1996 Survey of Teaching and Research Faculty*

Weighted Averages by Rank, Fall 1996

Full Professors

number of responses =854

response rate =80.4%

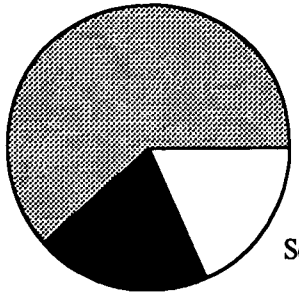


Median hours worked per week = 56.0

Associate Professors

number of responses = 710

response rate =72.9%

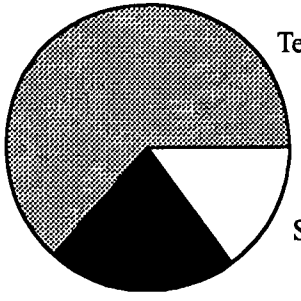


Median hours worked per week = 54.0

Assistant Professors

number of responses = 586

response rate = 67.6%

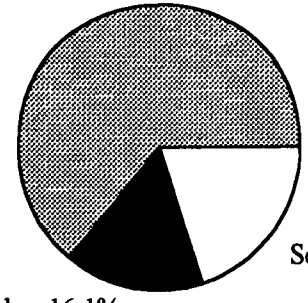


Median hours worked per week = 54.0

Instructors, Lecturers, Other Full-Time Faculty

number of responses = 187

response rate = 61.3%



Median hours worked per week = 50.0

Source: SCHEV Faculty Activity Survey, March 1997

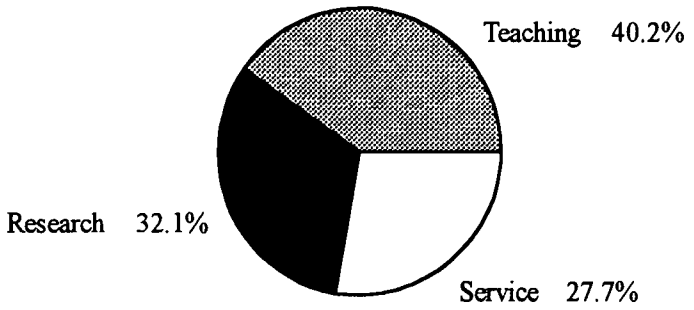
* Does not include VMI faculty.

1996 Survey of Teaching and Research Faculty*

Weighted Averages by Discipline, Fall 1996

Medicine

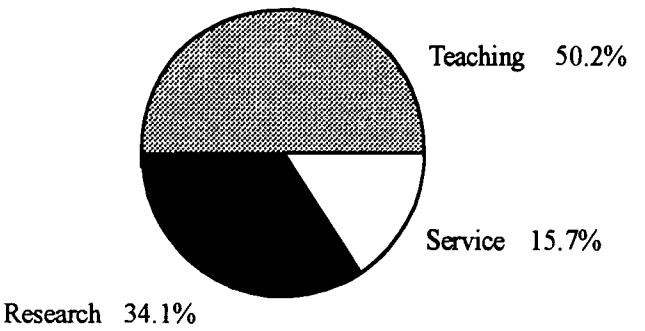
number of responses = 111 **response rate = 58.4%**



Median hours worked per week = 60.0

Law

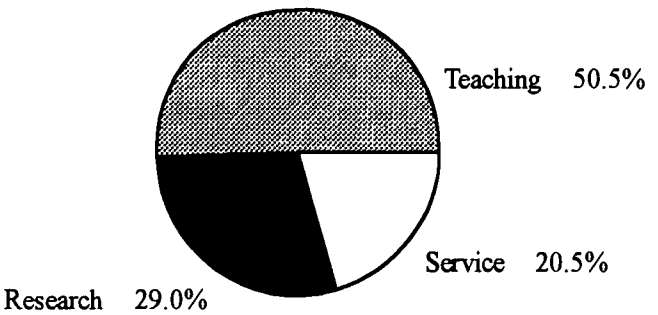
number of responses = 18 **response rate =56.3%**



Median hours worked per week = 58.0

Engineering

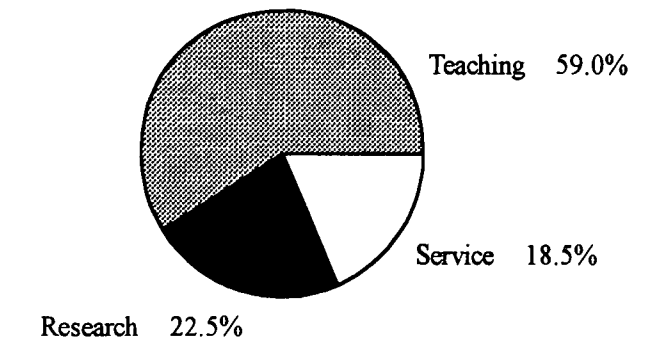
number of responses = 112 **response rate = 77.2%**



Median hours worked per week = 56.0

All Other Disciplines

number of responses = 2096 **response rate = 73.3%**



Median hours worked per week = 55.0

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Source: SCHEV Faculty Activity Survey, March 1997

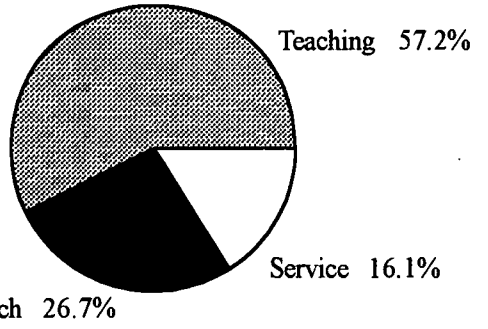
* Does not include two-year college nor VMI faculty.

1996 Survey of Teaching and Research Faculty

Doctoral Institutions, Fall 1996

College of William and Mary

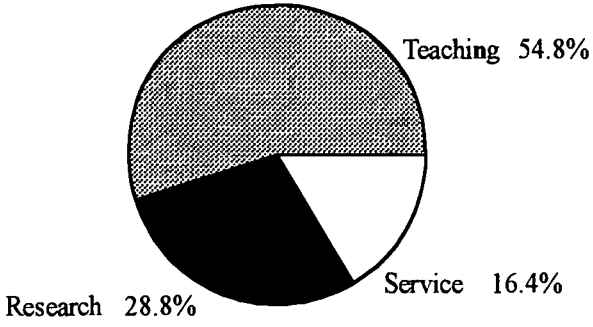
n = 157 response rate = 77.3%



Median hours worked per week = 56.0

George Mason University

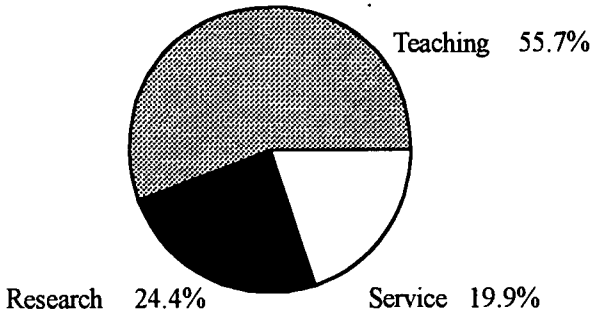
n = 152 response rate = 68.5%



Median hours worked per week = 54.0

Old Dominion University

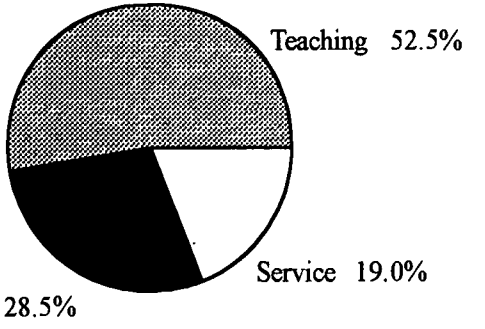
n = 163 response rate = 76.5%



Median hours worked per week = 56.0

University of Virginia*

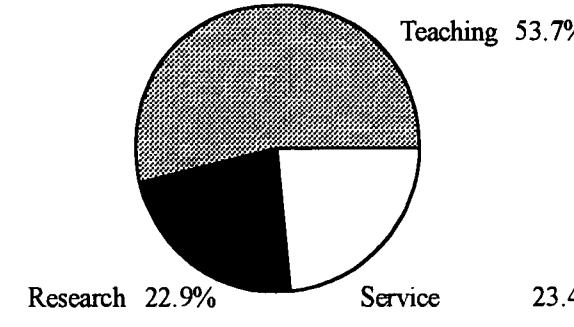
n = 169 response rate = 70.1%



Median hours worked per week = 57.75

Virginia Commonwealth University*

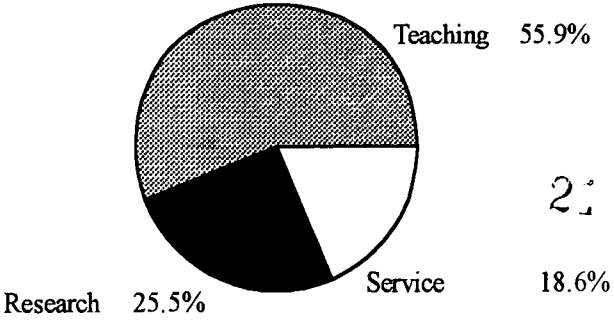
n = 171 response rate = 69.8%



Median Hours worked per week = 50.0

Virginia Polytechnic Institute and State University

n = 197 response rate =74.1%



Median Hours worked per week = 55.0

Source: SCHEV Faculty Activity Survey, March 1997

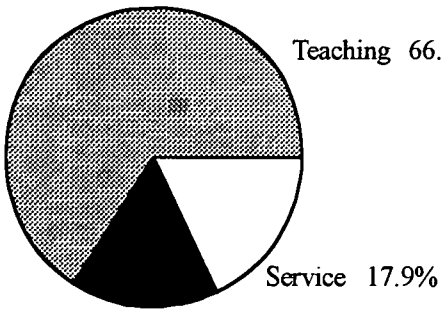
* Does not include medical faculty

1996 Survey of Teaching and Research Faculty

Comprehensive Institutions, Fall 1996

Christopher Newport University

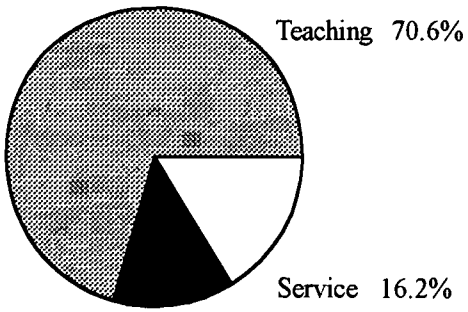
n =102 **response rate = 74.5%**



Median hours worked per week = 54.0

Clinch Valley College

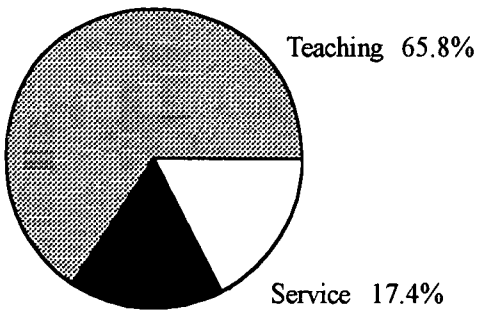
n = 42 **response rate = 72.4%**



Median Hours worked per week = 54.0

James Madison University

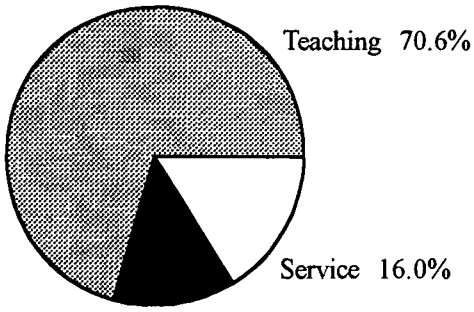
n = 152 **response rate = 71.7%**



Median Hours worked per week = 55.0

Longwood College

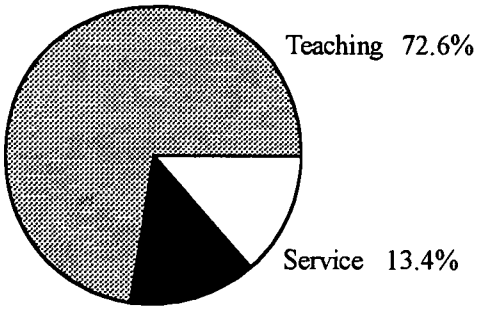
n = 108 **response rate = 72.9%**



Median Hours worked per week = 57.0

Mary Washington College

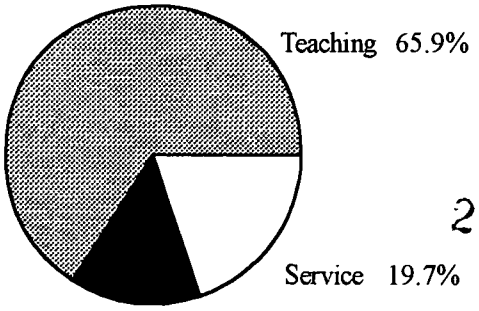
n = 120 **response rate =82.7%**



Median hours worked per week = 59.0

Norfolk State University

n = 111 **response rate = 60.3%**



Median Hours worked per week = 52.0

Source: SCHEV Faculty Activity Survey, March 1997

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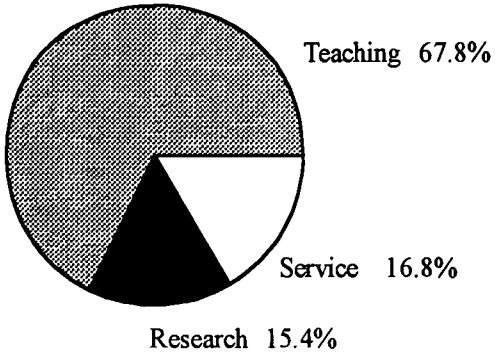
1996 Survey of Teaching and Research Faculty

Comprehensive Institutions, Fall 1996 (Continued)

Radford University*

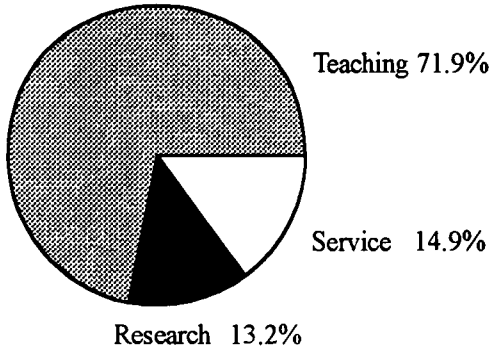
n = 300 **response rate = 80%**



Median Hours worked per week = 55.0

Virginia Military Institute*

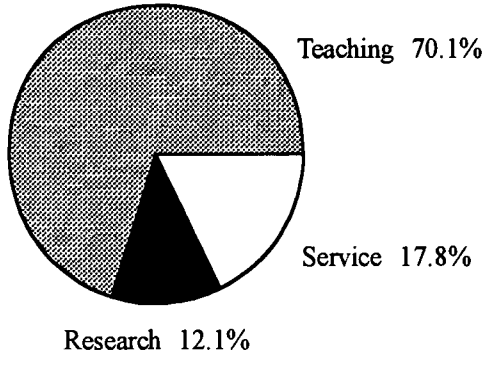
n = 86 **response rate = 85%**



Median hours worked per week = 52.0

Virginia State University

n = 91 **response rate = 60.3%**



Median hours worked per week = 55.0

24

25

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Source: SCHEV Faculty Activity Survey, March 1997

* Data collected by institution using same instrument and methodology

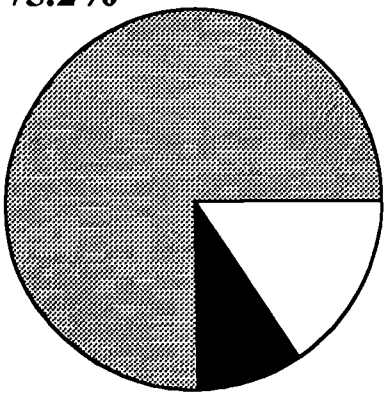
1996 Survey of Teaching and Research Faculty

Two-Year Institutions, Fall 1996

Richard Bland College

number of responses = 30 response rate = 90.9%

Teaching 75.2%



Service 15.6%

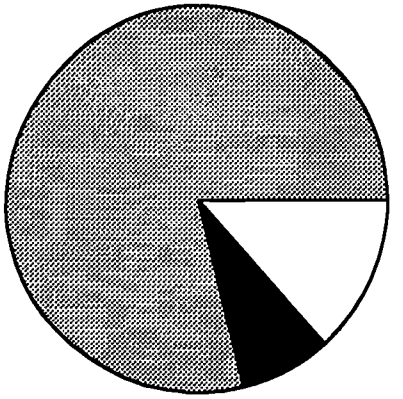
Research 9.1%

Median hours worked per week = 50.0

Virginia Community College System

number of responses = 186 response rate = 80.9%

Teaching 78.8%



Service 13.4%

Research 7.7%

Median hours worked per week = 51.0

Source: SCHEV Faculty Activity Survey, March 1997

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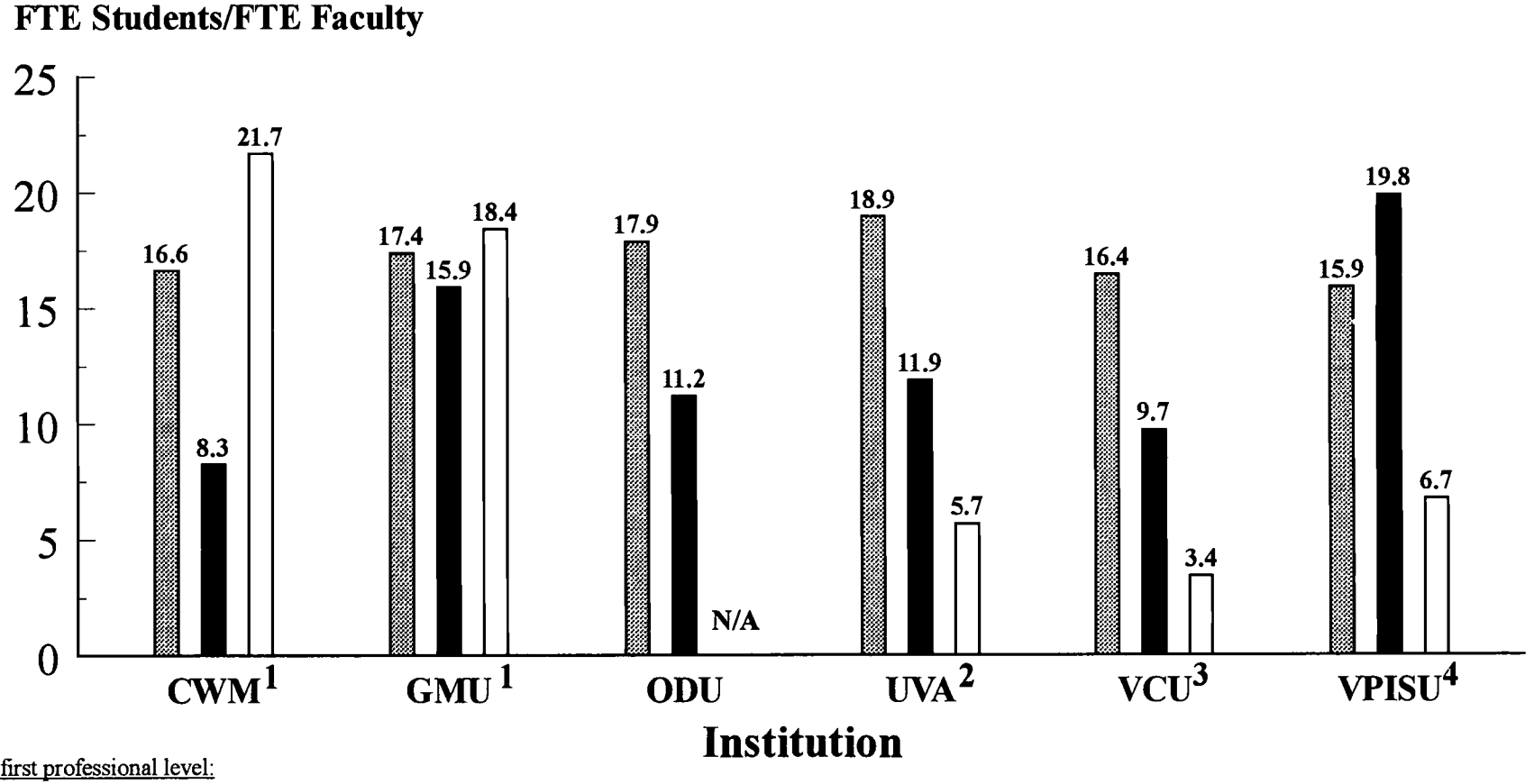
Full-Time Equivalent Students per Full-Time Equivalent Faculty

Doctoral Institutions (1996-97 Academic Year*)



Notes on first professional level:

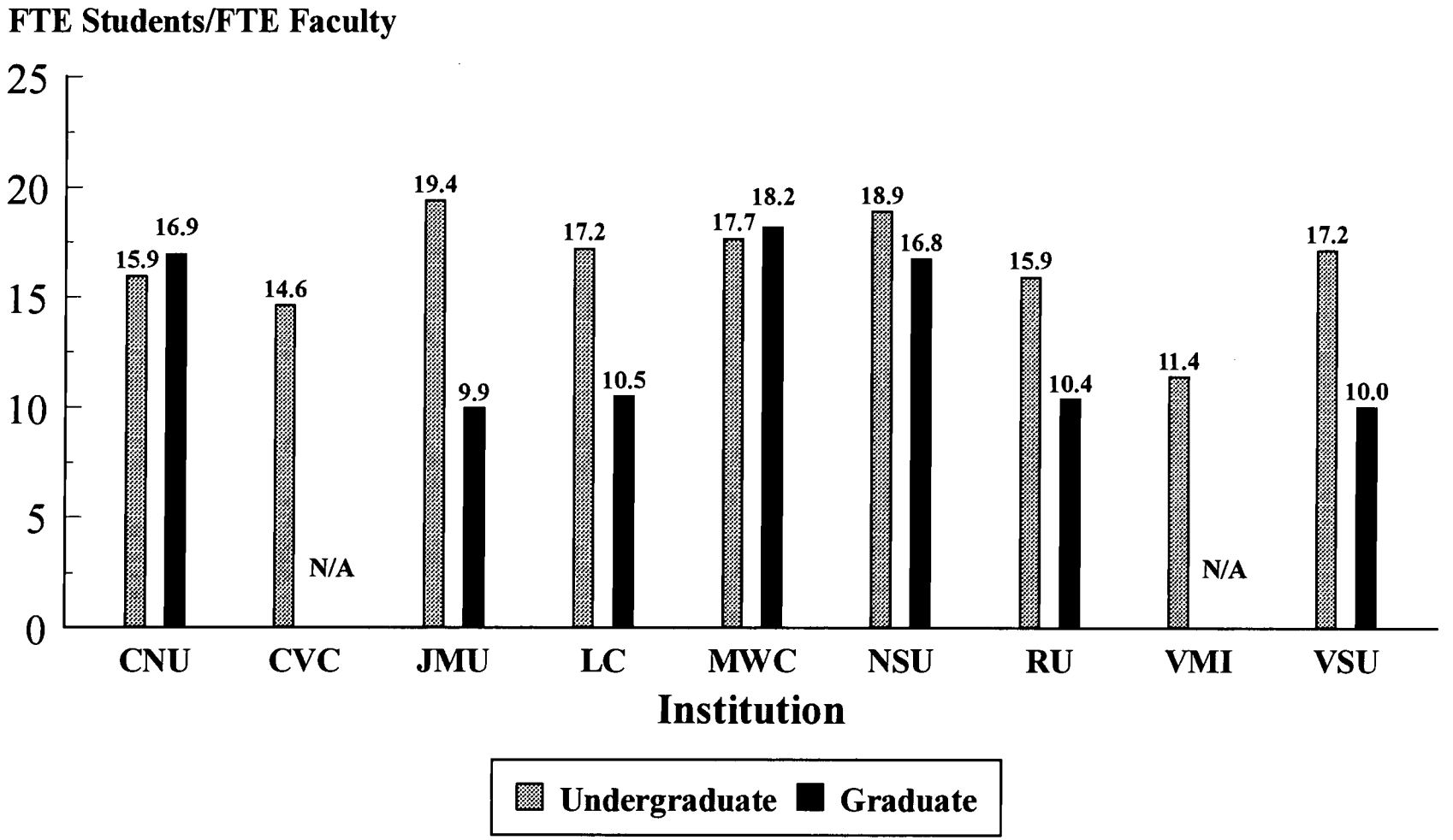
1. Law
2. Law and medicine
3. Medicine, dentistry, and pharmacy
4. Veterinary medicine

Source: FTE faculty positions reported by institution; FTE students computed from 1996-97 SCHEV Annual Course Enrollment Data File

* Includes Summer and off-campus instruction

Full-Time Equivalent Students per Full-Time Equivalent Faculty

Comprehensive Institutions (1996-97 Academic Year*)



Source: FTE faculty positions reported by institution; FTE students computed from 1996-97 SCHEV Annual Course Enrollment Data File

* Includ[illegible]ummer and off-campus instruction

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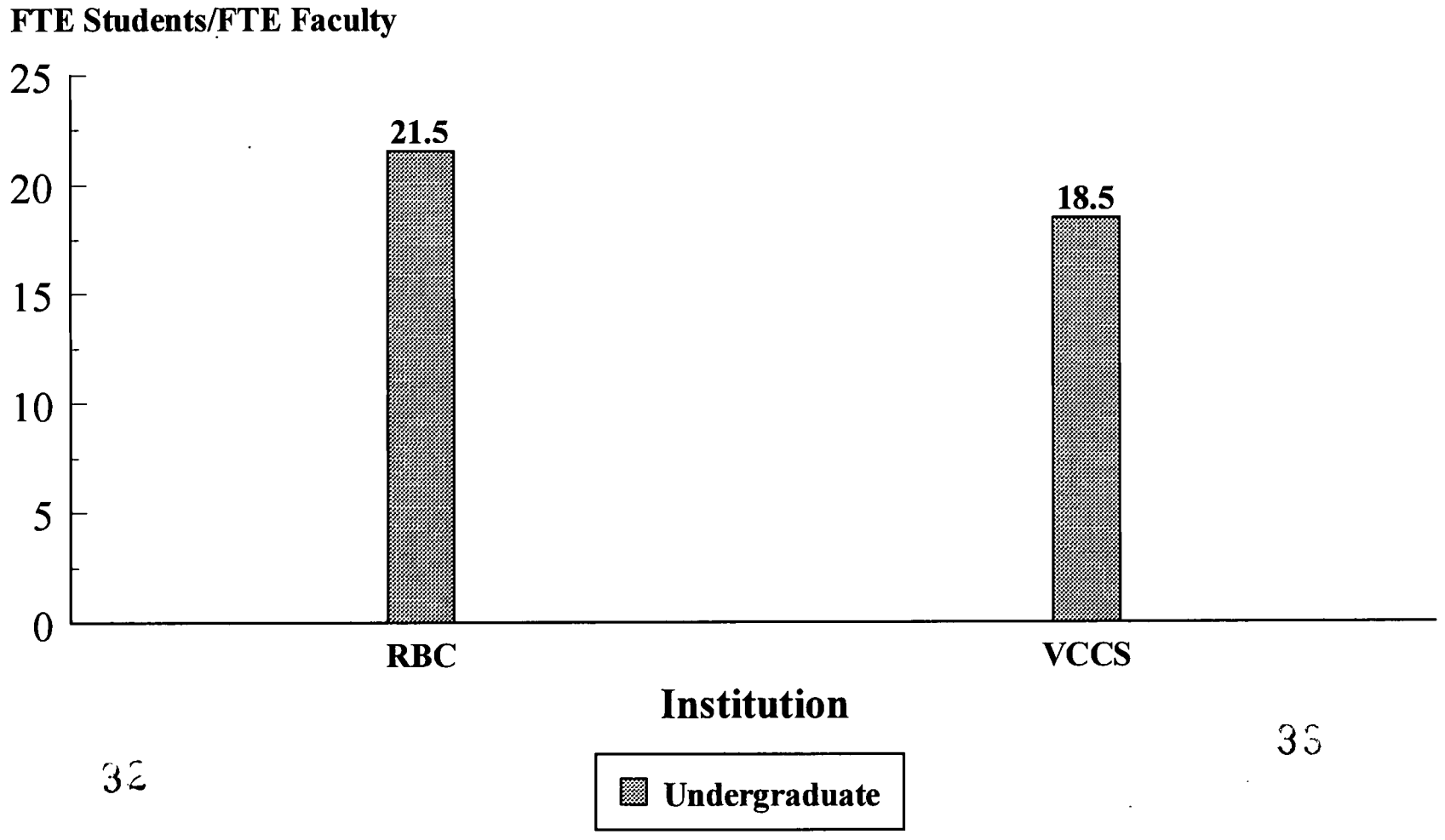
Full-Time Equivalent Students per Full-Time Equivalent Faculty

Two-Year Institutions (1996-97 Academic Year*)

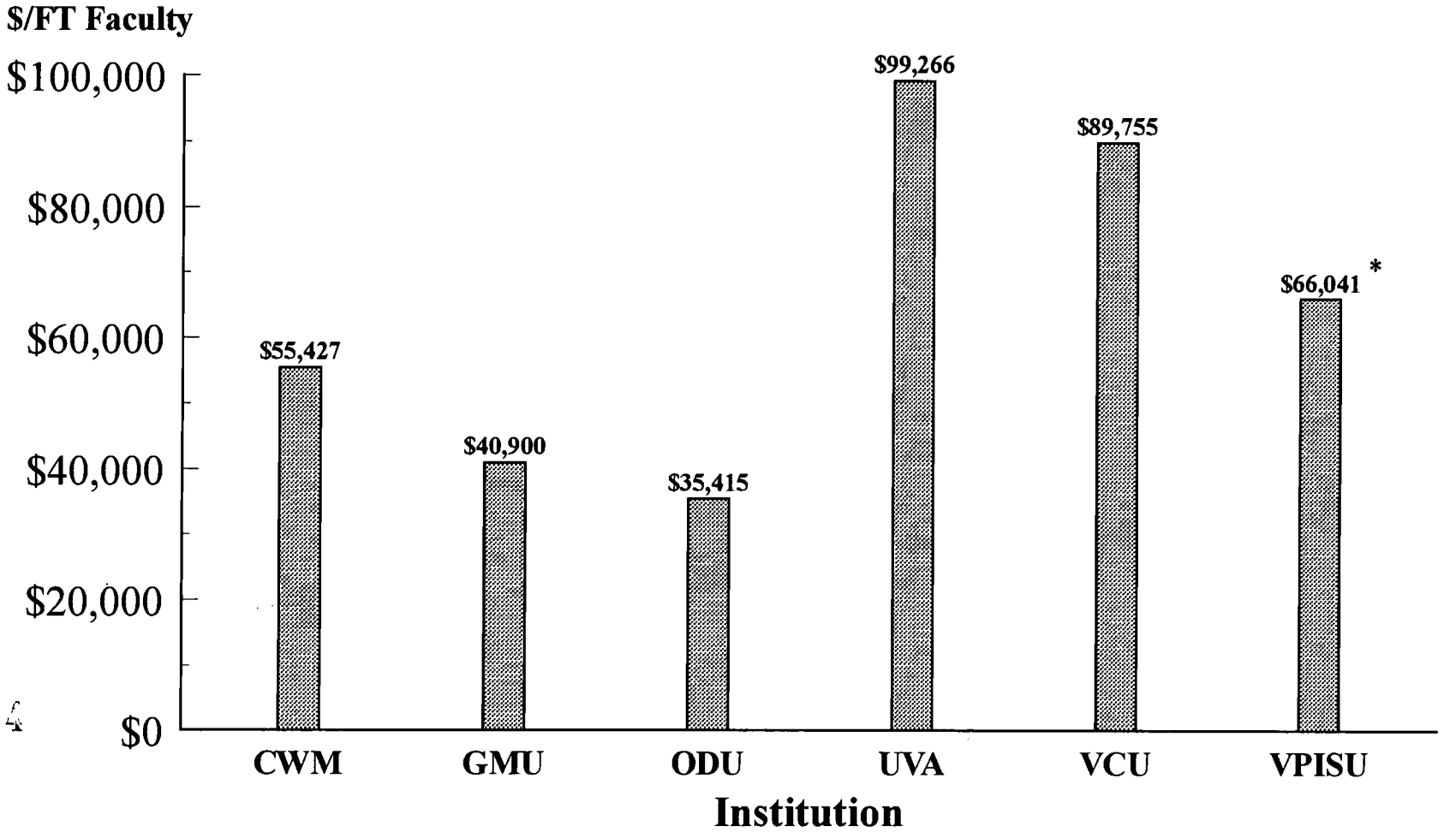


Source: FTE faculty positions reported by institution; FTE students computed from 1996-97 SCHEV Annual Course Enrollment Data File

* Includes Summer and off-campus instruction

Research and Public Service Dollars per Full-Time Faculty Member

Doctoral Institutions (FY 1996)



Source: CARS 6/30/96

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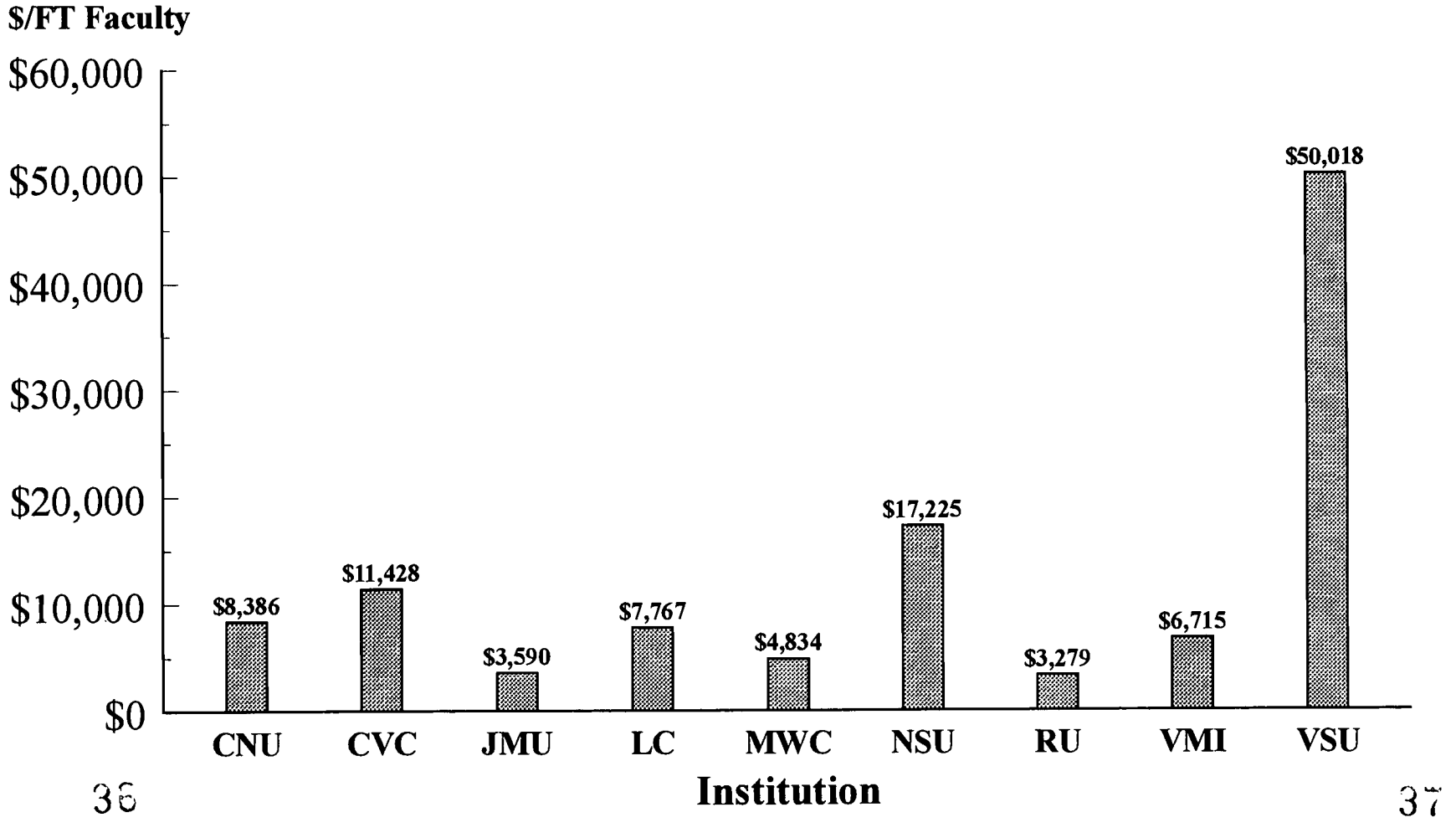
* Excludes research expenditures from agricultural experiment station research and cooperative extension public service

Research and Public Service Dollars per Full-Time Faculty Member

Comprehensive Institutions (FY 1996)



Source: CARS 6/30/96

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Who are the faculty?

Any attempt to describe "the faculty " must recognize that faculty members differ widely, both within and among institutions, according to function. Just as there is no generic "baseball player" but instead pitchers, catchers, shortstops, and outfielders, so there are research, clinical, administrative, and teaching faculty. Moreover, any given faculty member may play several of these positions in the course of a day or a career.

Virginia can be proud of the qualifications of its faculty. Statewide, 80% percent of them have received the highest degree that is typically held in their field of study, whether it be a Ph.D. (in arts and sciences), an Ed.D. (in education), an M.D. (in medicine), a J.D. (in law), or an M.F.A. (in fine arts). Nationally, 54.6% of the faculty at two-year and four-year colleges received a terminal degree in their field of study (1996 College Board Annual Survey of Colleges). The definition of what constitutes an appropriate qualification changes over time: for example, business faculty are increasingly expected to have doctorates instead of the M.B.A. that used to be the highest degree in that field.

Most faculty in Virginia's public colleges and universities are employed there full time. Part-time faculty, who are numerous at some institutions, usually teach only a course or two. They may be independent scholars, scholars from other institutions, or professionals in the community.

The typical full-time faculty member will progress through a series of ranks -- assistant, then associate, then full professor -- by way of a series of rigorous reviews. Instructors, lecturers, and other full-time faculty are also reviewed and may progress through the system of ranks.

The gender and racial makeup of the faculty as a whole has shifted slightly over time. For instance, women now make up 33.0 percent and African-Americans 8.0 percent of Virginia's full-time teaching and research faculty, whereas in 1989 women made up 28.8 percent and African-Americans 7.6 percent of the total. Nationally, women make up 32.1% and African-Americans 4.9% of the total full-time teaching and research faculty at public institutions (National Center for Education Statistics. National Study of Postsecondary Faculty, 1993). The larger percentage of women in the assistant professor ranks reflects increased female graduate-school enrollments and changed hiring patterns in the institutions.

The charts that follow display faculty qualifications, the distribution of part- or full-time faculty by gender and race, faculty rank by gender and race , and the percent of faculty who are either tenured or in tenure-track positions at each institution. Readers should remember that the charts are only snapshots of a rapidly changing landscape.

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Charts

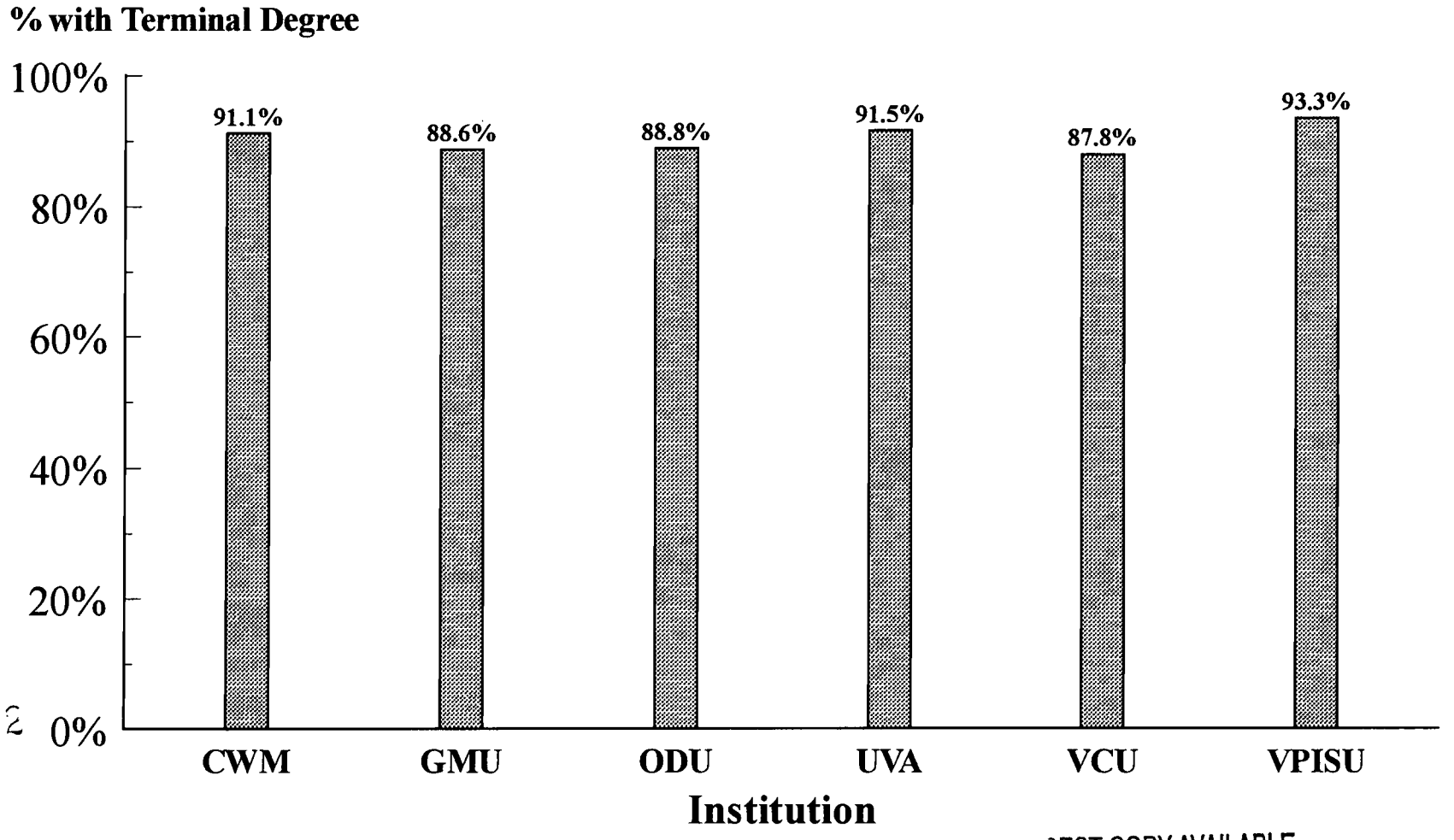
- Faculty qualifications
- Part-time and full-time faculty, by gender
- Part-time and full-time faculty, by race
- Faculty rank, by gender
- Faculty rank, by race

40

41

Full-Time Instructional Faculty with Terminal Degree in Related Field

Doctoral Institutions, Fall 1996



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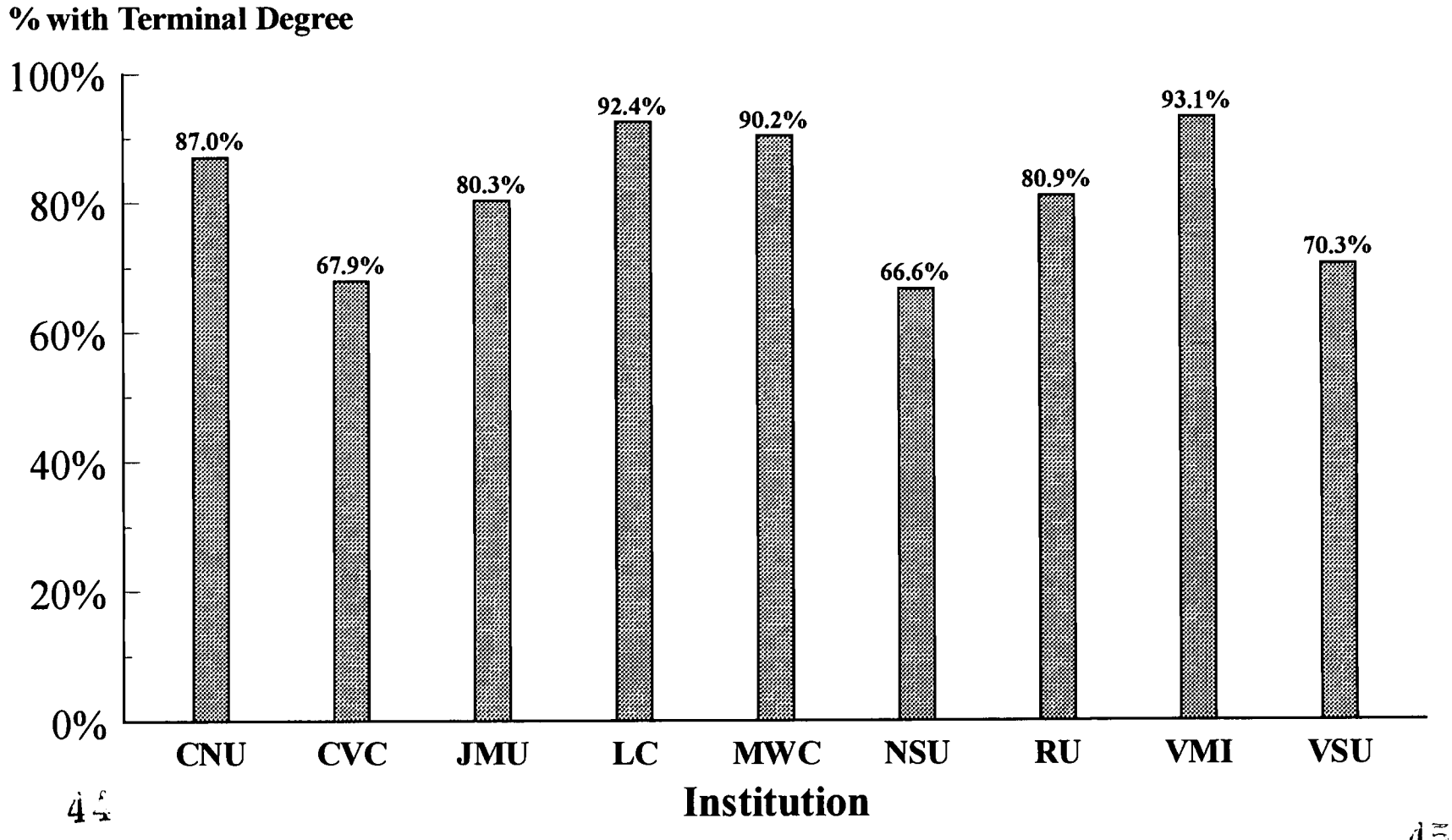
Source: Institutionally Reported

Full-Time Instructional Faculty with Terminal Degree in Related Field

Comprehensive Institutions, Fall 1996



Source: Institutionally Reported

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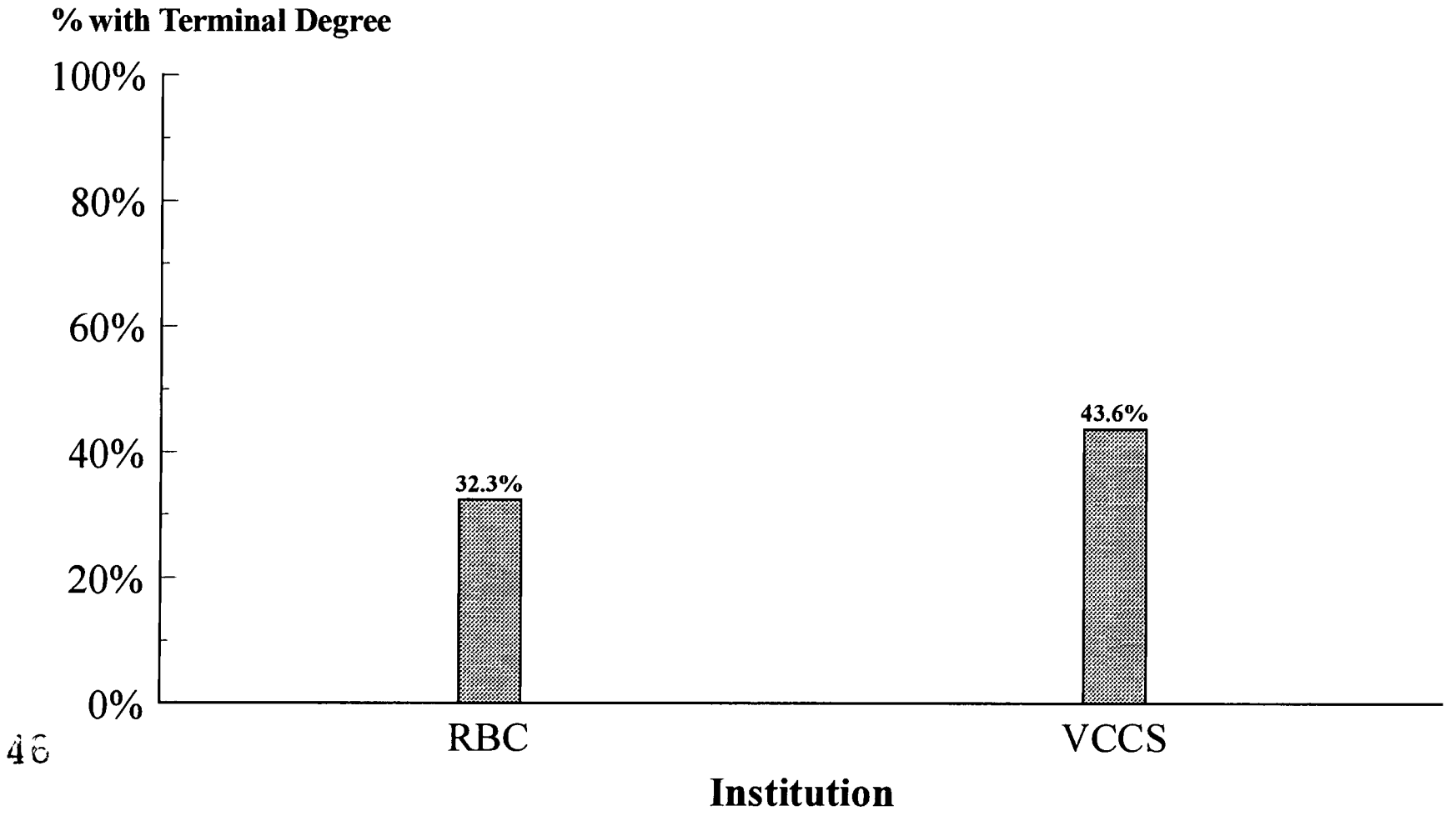
Full-Time Instructional Faculty with Terminal Degree in Related Field

Two-Year Institutions, Fall 1996



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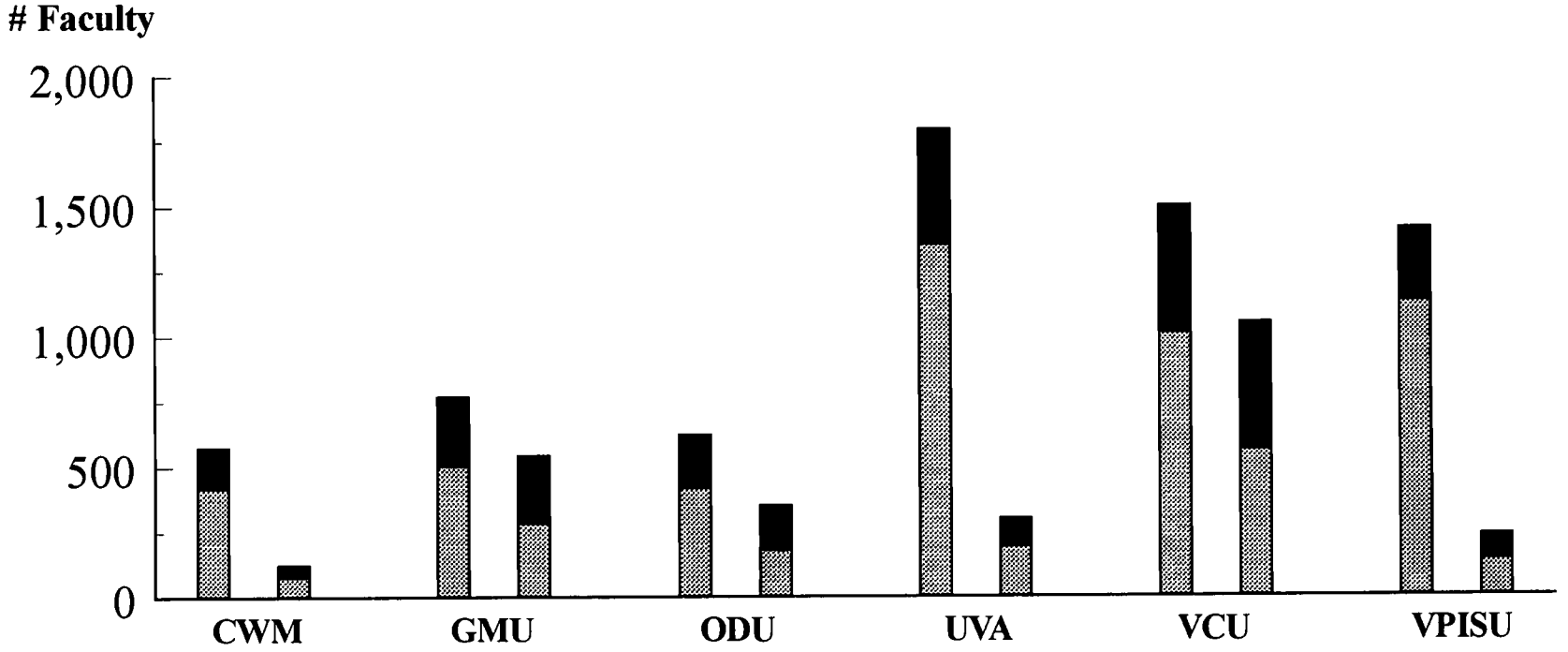
Full- and Part-Time Status (by Gender)

Doctoral Institutions, Fall 1996

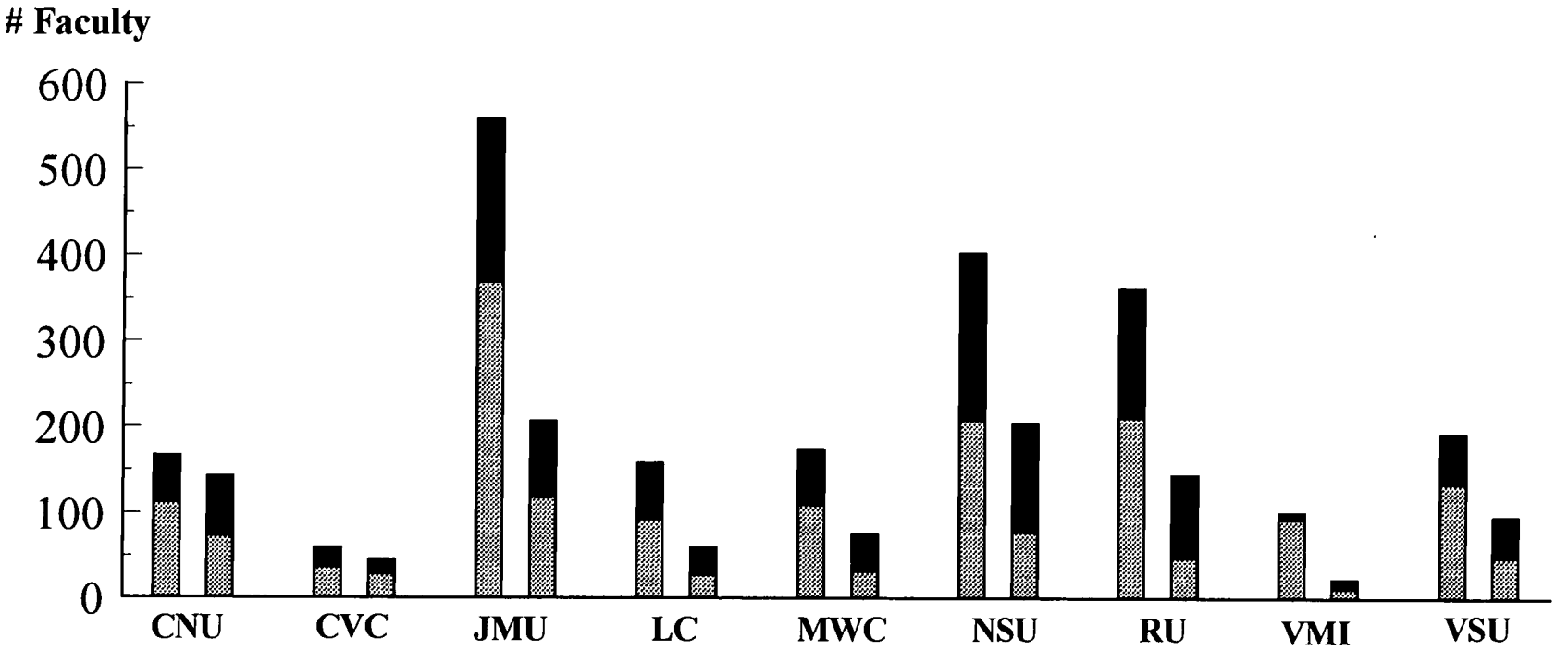


	CWM			GMU			ODU			UVA			VCU			VPISU	
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part		Full	Part
Male	418	77		505	283		418	179		1,351	193		1,009	561		1,131	139
Female	157	44		264	261		205	173		444	107		489	489		279	96
Total	575	121		769	544		623	352		1,795	300		1,498	1,050		1,410	235

Source: IPEDS-S, Fall 1996. Corrected or confirmed by institution

Full- and Part-Time Status (by Gender)

Comprehensive Institutions, Fall 1996



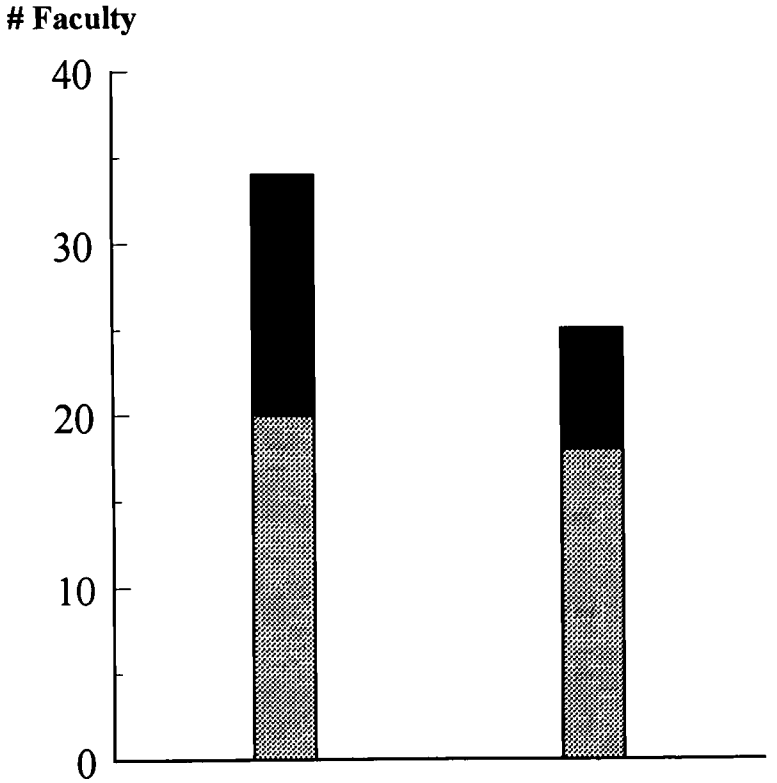
	CNU		CVC		JMU		LC		MWC		NSU		RU		VMI		VSU	
	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part
Male	112	73	36	28	369	118	92	27	109	31	208	78	211	47	93	12	134	48
Female	54	69	23	17	190	89	66	32	64	44	194	126	150	97	8	10	58	48
Total	166	142	59	45	559	207	158	59	173	75	402	204	361	144	101	22	192	96

Source: IPEDS-S, Fall 1996. Corrected or confirmed by institution

Full- and Part-Time Status (by Gender)

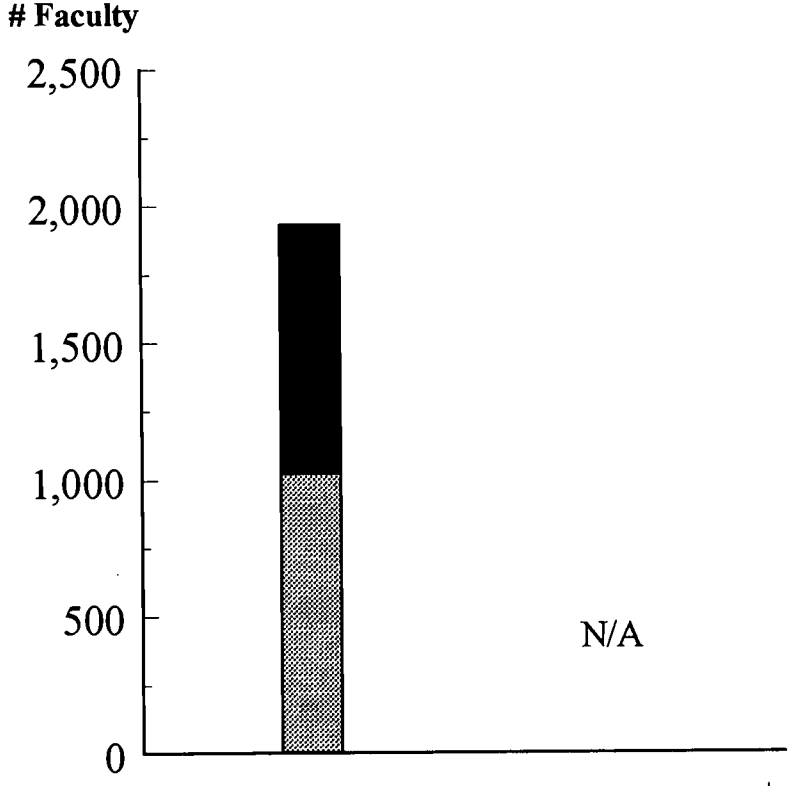
Two-Year Institutions, Fall 1996

Richard Bland College



	Full	Part
Male	20	18
Female	14	7
Total	34	25

Virginia Community College System

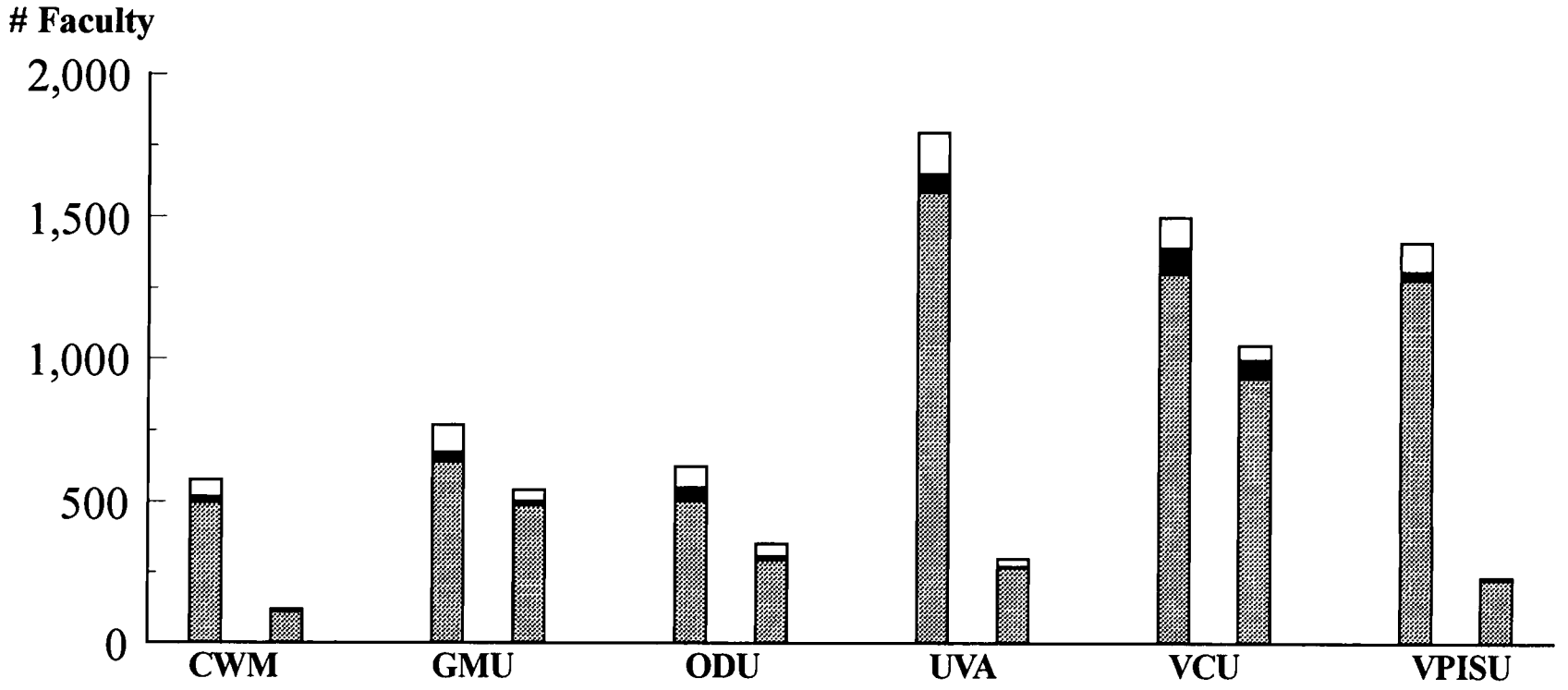


	Full	Part
Male	1,024	
Female	906	
Total	1,930	

Source: IPEDS-S, Fall 1996. Corrected or confirmed by institution.

Full- and Part-Time Status (by Race)

Doctoral Institutions, Fall 1996

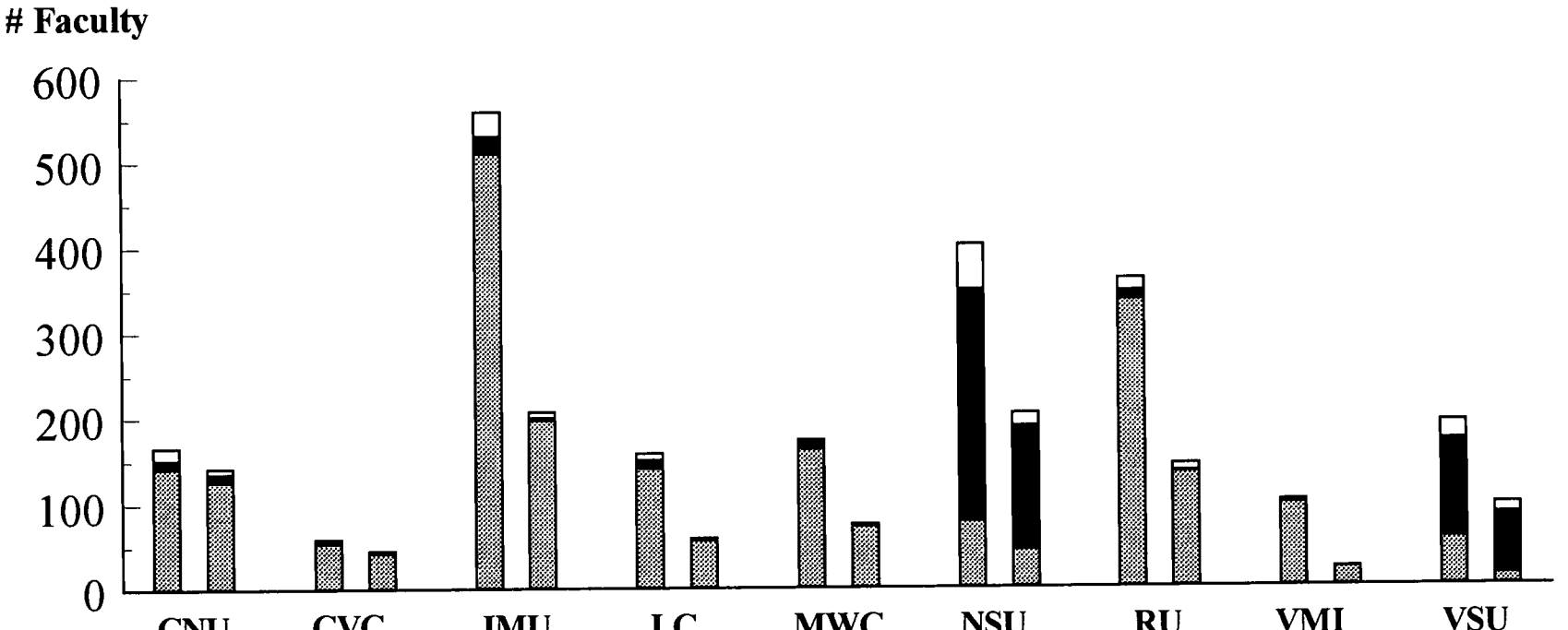


	CWM			GMU			ODU			UVA			VCU			VPISU	
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part		Full	Part
White non-Hispanic	496	112		640	487		502	295		1,587	266		1,302	933		1,279	226
Black non-Hispanic	19	6		30	14		46	11		60	4		86	63		28	3
Other	60	3		99	43		75	46		148	30		110	54		103	6
Total	575	121		769	544		623	352		1,795	300		1,498	1,050		1,410	235

Source: IPEDS-S, Fall 1996. Corrected or confirmed by institution.

Full- and Part-Time Status (by Race)

Comprehensive Institutions, Fall 1996



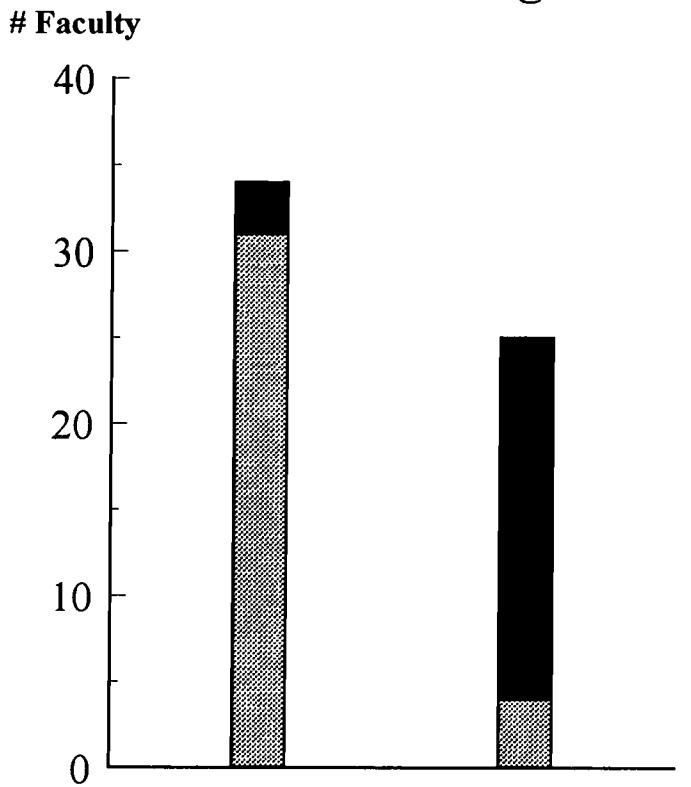
	CNU		CVC		JMU		LC		MWC		NSU		RU		VMI		VSU	
	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part
White non-Hispanic	142	126	54	42	510	197	140	56	163	72	78	44	336	134	97	21	56	13
Black non-Hispanic	9	9	2	1	20	2	9	2	7	2	270	144	10	1	2	0	114	70
Other	15	7	3	2	29	8	9	1	3	1	54	16	15	9	2	1	22	13
Total	166	142	59	45	559	207	158	59	173	75	402	204	361	144	101	22	192	96

Source: IPEDS-S, Fall 1996. Corrected or confirmed by institution.

Full- and Part-Time Status (by Race)

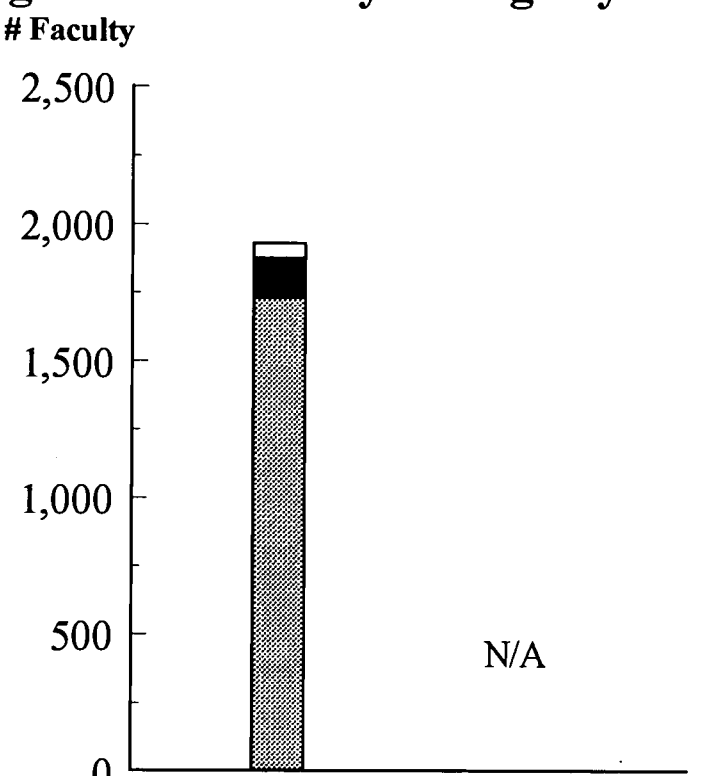
Two-Year Institutions, Fall 1996

Richard Bland College



	Full	Part
White non-Hispanic	31	4
Black non-Hispanic	3	21
Other	0	0
Total	34	25

Virginia Community College System



	Full	Part
White non-Hispanic	1,729	
Black non-Hispanic	144	
Other	57	
Total	1,930	

Source: IPEDS-S, Fall 1996. Corrected or confirmed by institution.

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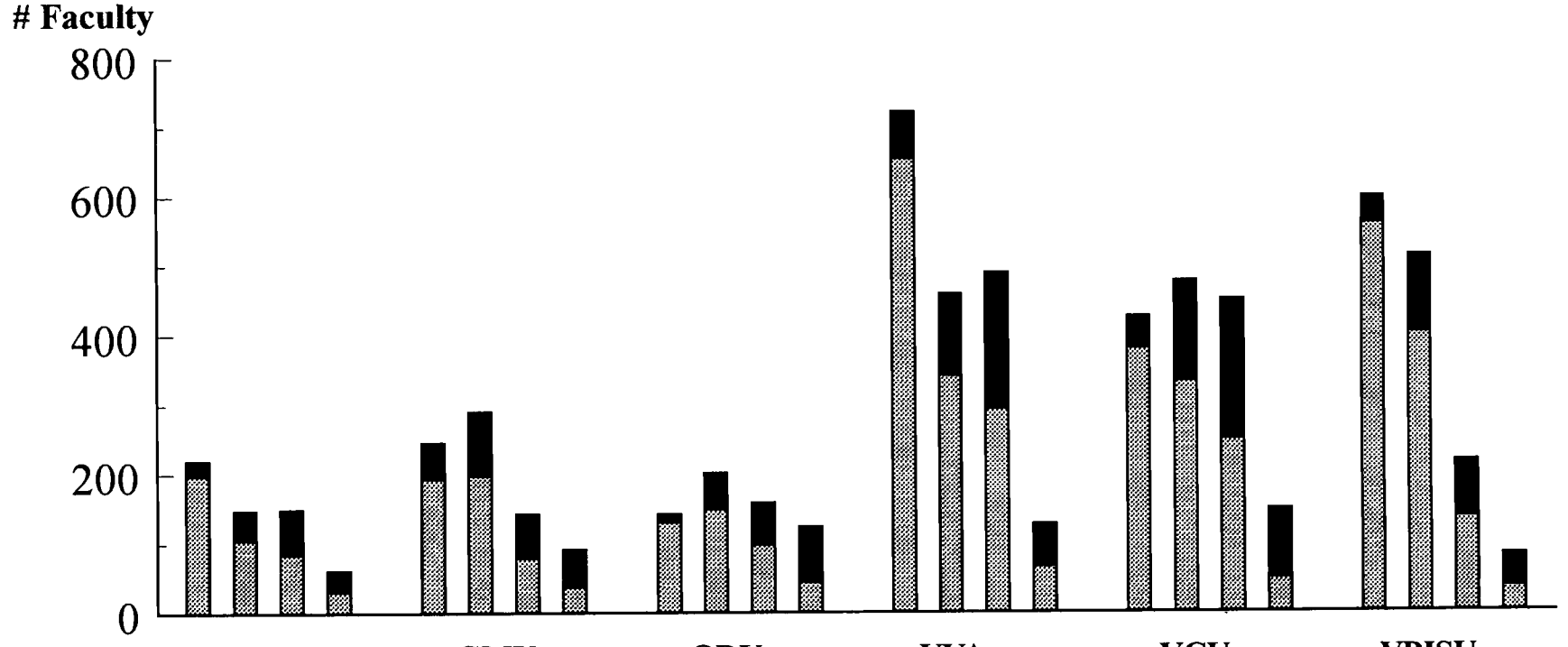
Full-Time Faculty (by Rank and Gender)

Doctoral Institutions, Fall 1996



	CWM				GMU				ODU				UVA				VCU				VPISU			
	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty
Male	198	105	84	31	193	197	78	37	130	148	97	43	653	340	293	65	380	332	249	48	559	401	136	35
Female	21	42	65	29	52	93	65	54	12	52	61	80	68	118	196	62	45	144	200	100	38	112	81	48
Total	219	147	149	60	245	290	143	91	142	200	158	123	721	458	489	127	425	476	449	148	597	513	217	83

Source: IPEDS-S, Fall 1996.

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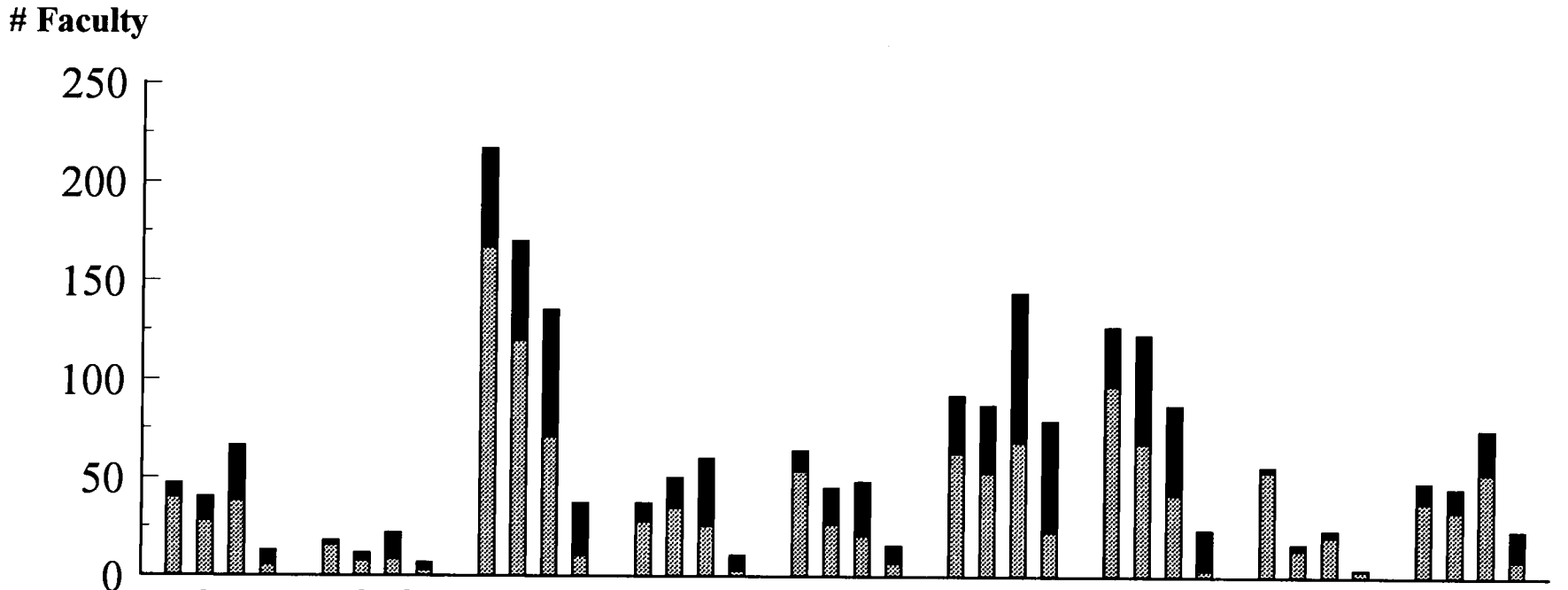
Full-Time Faculty (by Rank and Gender)

Comprehensive Institutions, Fall 1996



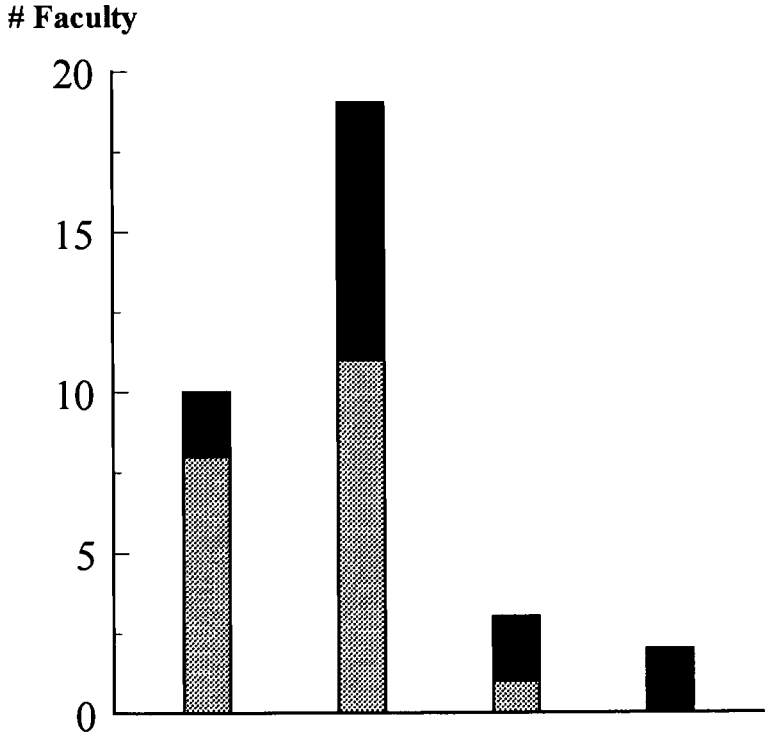
	CNU				CVC				JMU				LC				MWC				NSU				RU				VMI				VSU			
	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty
Male	40	28	38	6	16	8	9	3	167	120	71	11	28	35	26	3	54	27	21	7	63	53	69	23	97	68	42	4	54	14	21	4	38	34	53	9
Female	7	12	28	7	2	4	13	4	50	50	64	26	9	15	34	8	10	18	27	9	29	34	75	56	30	55	45	20	2	3	3	0	10	11	22	15
Total	47	40	66	13	18	12	22	7	217	170	135	37	37	50	60	11	64	45	48	16	92	87	144	79	127	123	87	24	56	17	24	4	48	45	75	24

Source: IPEDS-S, Fall 1996

Full-Time Faculty (by Rank and Gender)

Two-Year Institutions, Fall 1996

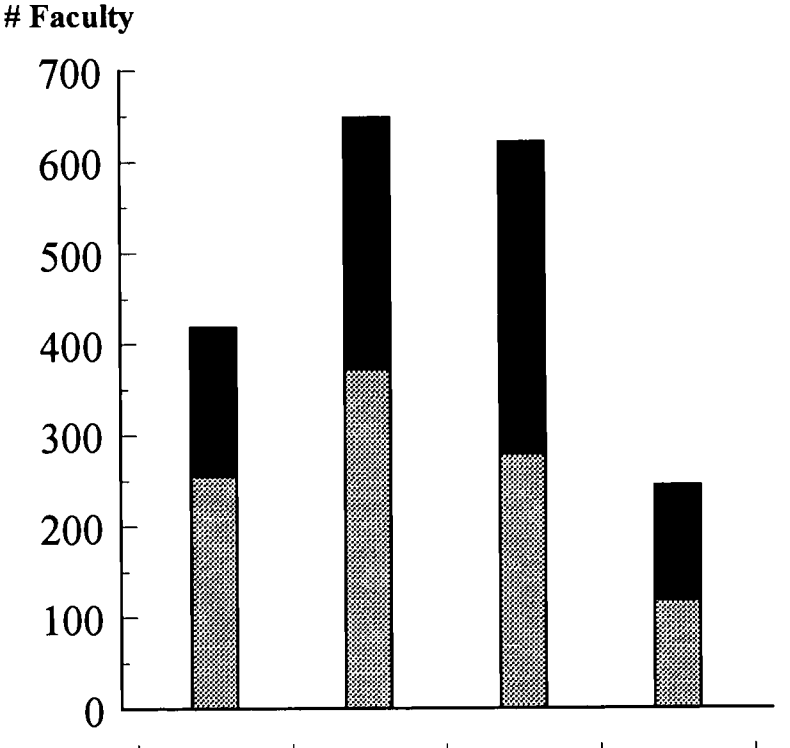
Richard Bland College



	Full Professor	Associate	Assistant	Other Faculty
Male	8	11	1	0
Female	2	8	2	2
Total	10	19	3	2

64

Virginia Community College System



	Full Professor	Associate	Assistant	Other Faculty
Male	255	372	279	118
Female	163	276	341	126
Total	418	648	620	244

65

Source: IPEDS-S, Fall 1996

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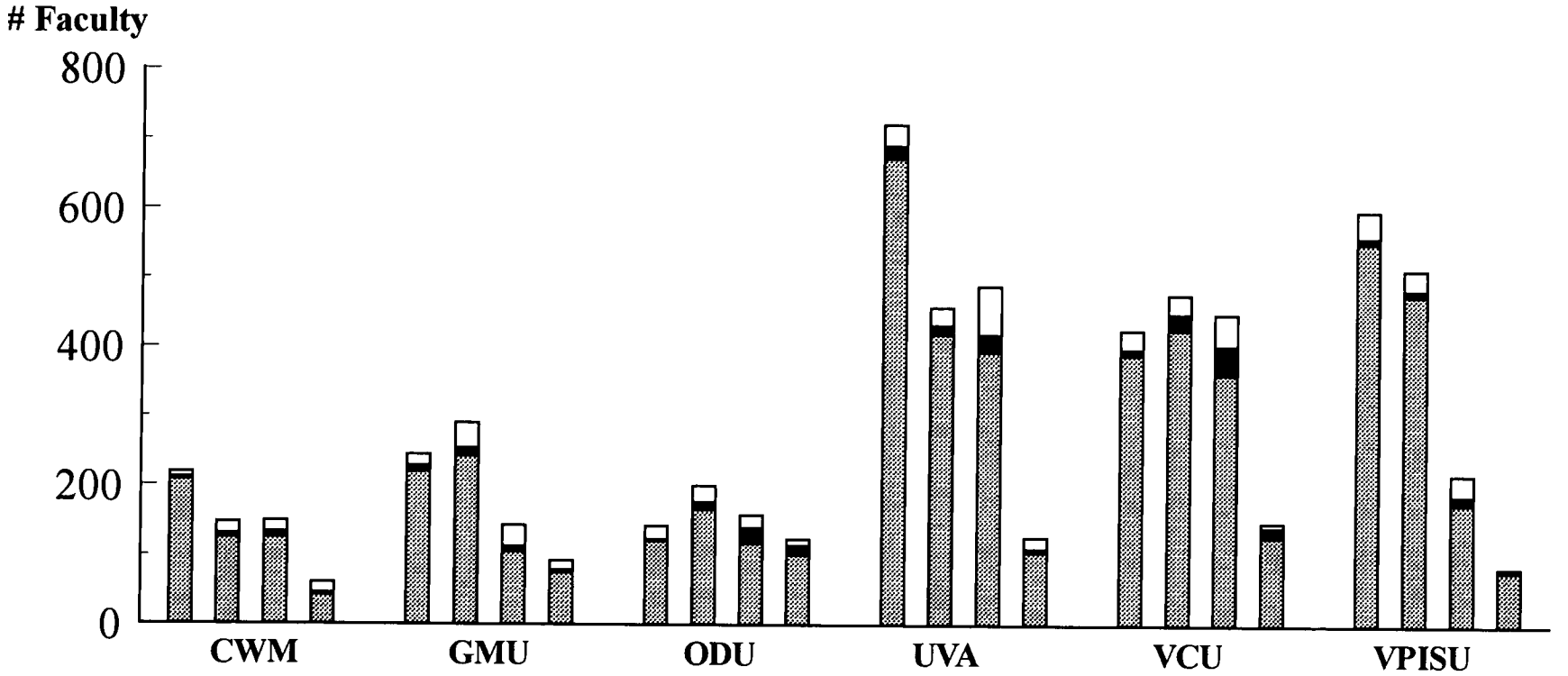
Full-Time Faculty (by Rank and Race)

Doctoral Institutions, Fall 1996

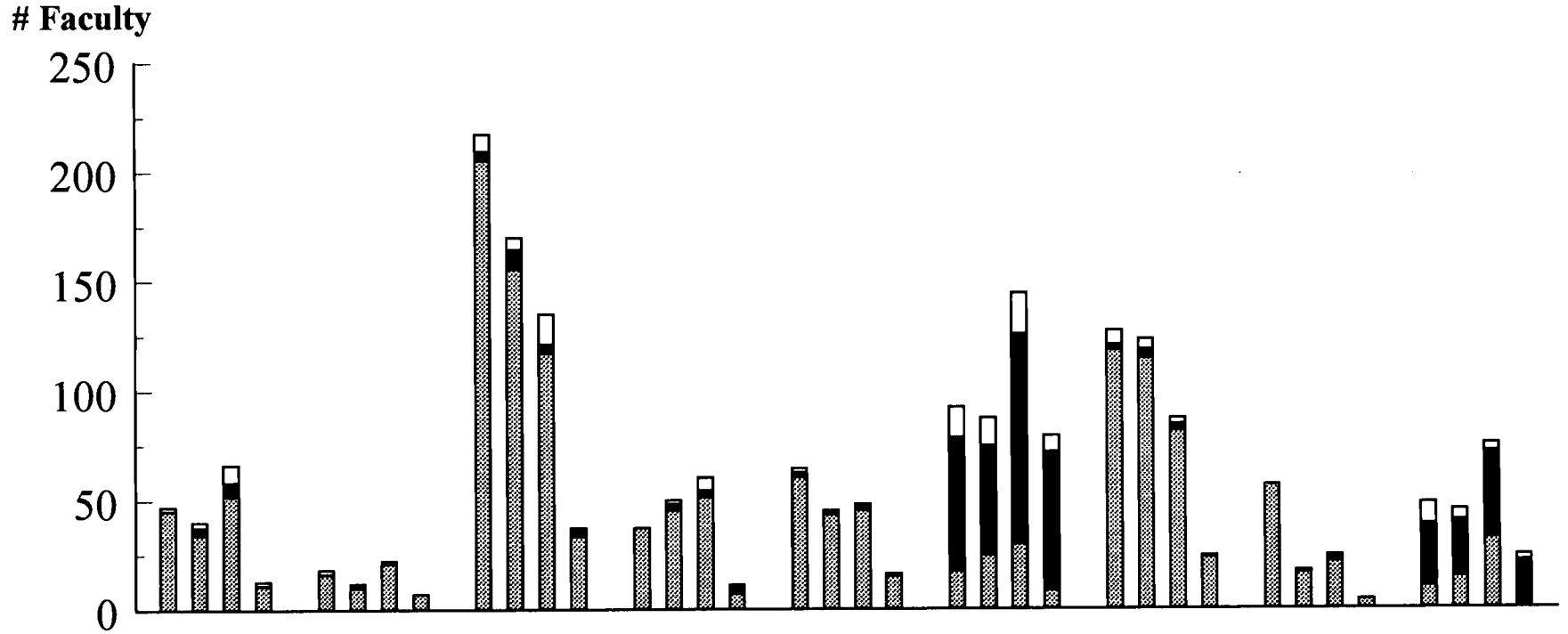


	CWM				GMU				ODU				UVA				VCU				VPISU			
	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty
White non-Hispanic	207	124	124	41	220	242	104	74	120	165	117	100	672	418	393	104	389	425	361	127	551	475	175	78
Black non-Hispanic	3	5	8	3	8	11	8	3	2	10	21	13	17	13	25	5	8	23	41	14	7	8	11	2
Other	9	18	17	16	17	37	31	14	20	25	20	10	32	27	71	18	28	28	47	7	39	30	31	3
Total	219	147	149	60	245	290	143	91	142	200	158	123	721	458	489	127	425	476	449	148	597	513	217	83

Source: IPEDS-S, Fall 1996

Full-Time Faculty (by Rank and Race)

Comprehensive Institutions, Fall 1996



	CNU				CVC				JMU				LC				MWC				NSU				RU				VMI				VSU			
	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty	Full Professor	Associate	Assistant	Other Faculty
White non-Hispanic	45	34	52	11	16	10	21	7	205	155	117	33	37	45	51	7	60	43	45	15	17	24	29	8	118	114	81	23	56	16	21	4	10	14	32	0
Black non-Hispanic	0	3	6	0	0	1	1	0	4	9	4	3	0	3	3	3	2	2	2	1	61	50	96	63	2	4	3	1	0	0	2	0	28	26	39	21
Other	2	3	8	2	2	1	0	0	8	6	14	1	0	2	6	1	2	0	1	0	14	13	19	8	7	5	3	0	0	1	1	0	10	5	4	3
Total	47	40	66	13	18	12	22	7	217	170	135	37	37	50	60	11	64	45	48	16	92	87	144	79	127	123	87	24	56	17	24	4	48	45	75	24

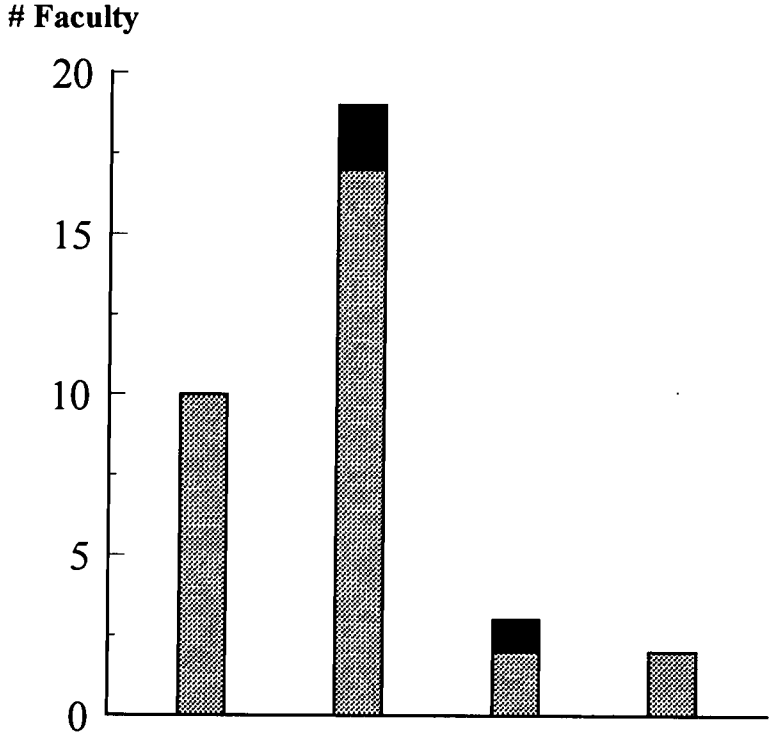
Source: IPEDS-S, Fall 1996

BEST COPY AVAILABLE

Full-Time Faculty (by Rank and Race)

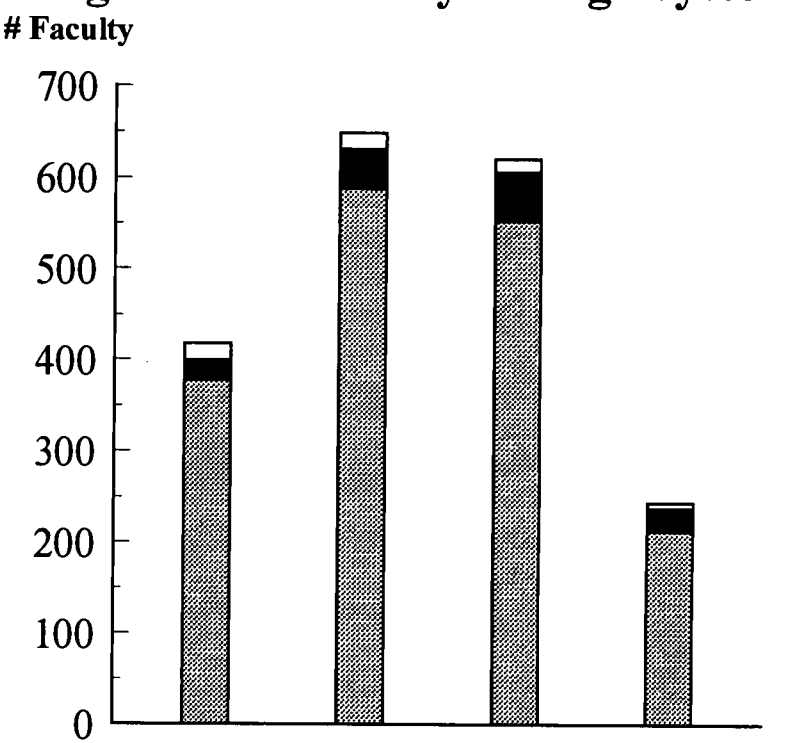
Two-Year Institutions, Fall 1996

Richard Bland College



	Full Professor	Associate	Assistant	Other Faculty
White non-Hispanic	10	17	2	2
Black non-Hispanic	0	2	1	0
Other	0	0	0	0
Total	10	19	3	2

Virginia Community College System



	Full Professor	Associate	Assistant	Other Faculty
White non-Hispanic	377	588	552	212
Black non-Hispanic	22	42	54	26
Other	19	18	14	6
Total	418	648	620	244

Source: IPEDS-S, Fall 1996

How are faculty evaluated, supported, and rewarded?

The performance of each faculty member in Virginia is evaluated annually, as the basis for merit pay. The first six years of a faculty member's appointment are probationary. Towards the end of that period, the faculty member undergoes a rigorous process of evaluation that eventuates in a tenure decision. In Fall 1996, 58.2% of the instructional, research, and public service faculty at Virginia's four-year public institutions had received tenure . Nationally, 64.7% of the faculty at four-year institutions had received tenure. The percentages of tenured and tenure-track faculty at each institution are shown in the following charts.

Every Virginia institution has a system of post-tenure review. Typically, tenured faculty members whose performance is found to be unsatisfactory on more than one annual evaluation undergo a full-scale review similar to the one for tenure. They generally have a limited time in which to correct any problems. If their performance does not improve, sanctions up to and including dismissal may follow. The relative weight that each institution gives to teaching, research, and service in its faculty evaluations varies by mission, but in their evaluation policies and in the distribution of faculty workload, Virginia institutions put teaching first.

Faculty members, as the people who train the next generation of professionals, must themselves be learners. Every institution has ways of supporting faculty in their continuing education. In the past decade, colleges and universities have added to the traditional research grants and sabbaticals other forms of support more directly focused on teaching: teaching centers; instructional technology training; short, often interdisciplinary seminars on new teaching topics; course-development or curriculum-reform grants; and mentoring relationships between junior and senior faculty.

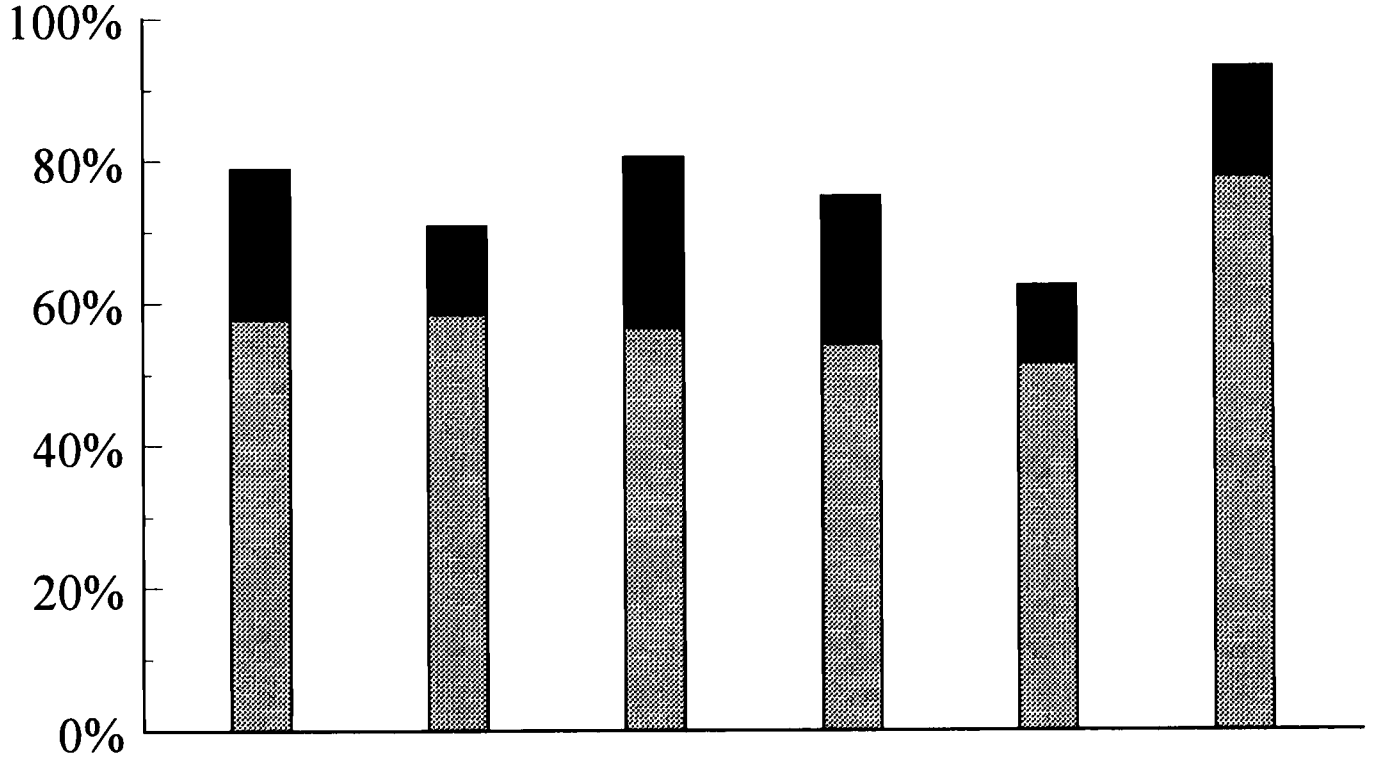
Virginia's ability to attract the best faculty is critical to its success at maintaining an excellent higher-education system. Each institution has a set of peer institutions -- similar in size, mix of disciplines, student characteristics, and level of research activities -- with whom it competes for faculty. Virginia's goal has historically been that every institution should be at the 60th percentile of its peer group -- that is, slightly above the average for its peer institutions. The final chart in this publication shows the estimated salary increase that would be necessary to bring each institution to the 60th percentile of its peer group by 1999-2000.

Charts

- Percent of faculty with tenure or in tenure-track position
- Faculty salaries in relation to peer groups

Percent of Faculty with Tenure or on Tenure-Track

Doctoral Institutions (Fall 1996)

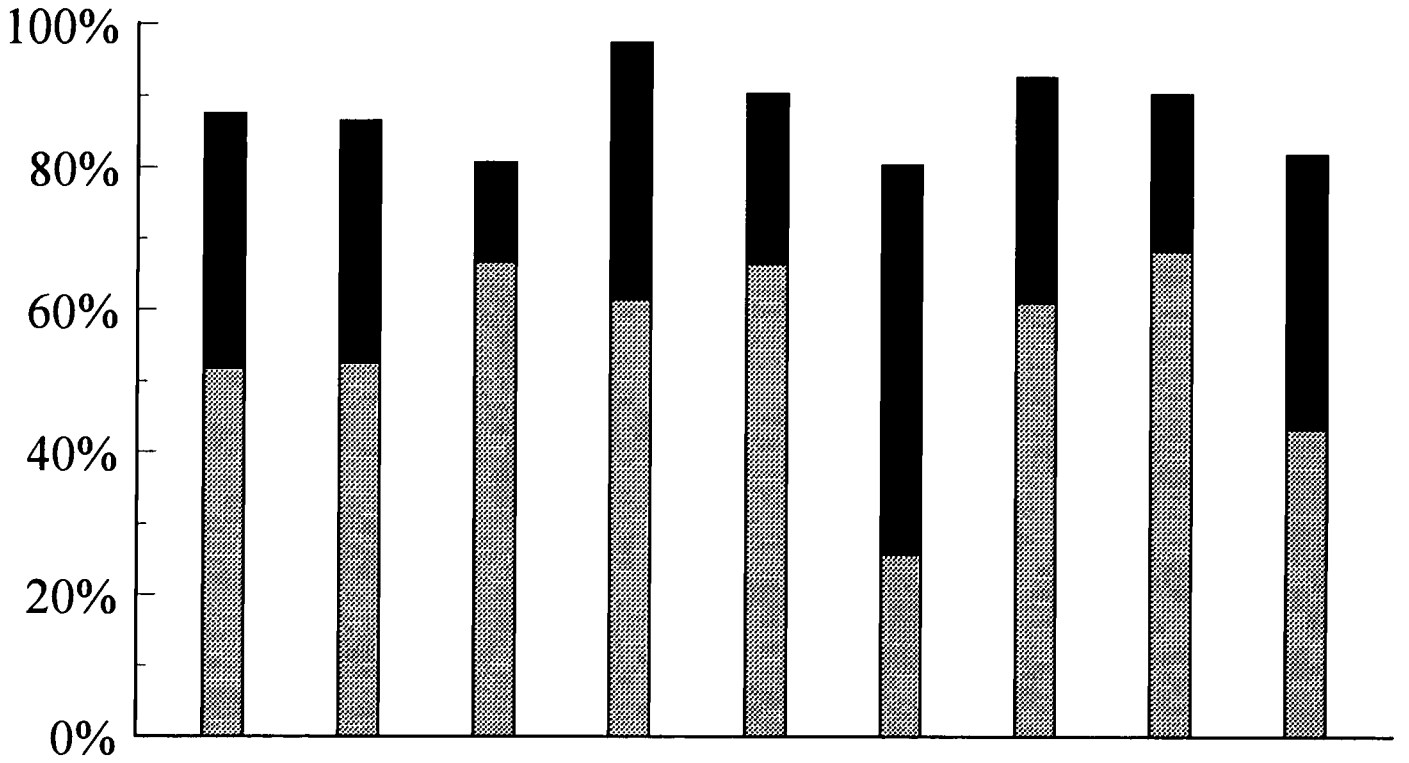


	CWM	GMU	ODU	UVA	VCU	VPISU
% Tenured	57.7%	58.4%	56.5%	54.0%	51.3%	77.6%
% Tenure-Track	21.0%	12.4%	23.9%	20.9%	11.0%	15.3%

Source: IPEDS-S, Fall 1996 (instructional, research, and public service faculty)

Percent of Faculty with Tenure or on Tenure-Track

Comprehensive Institutions (Fall 1996)

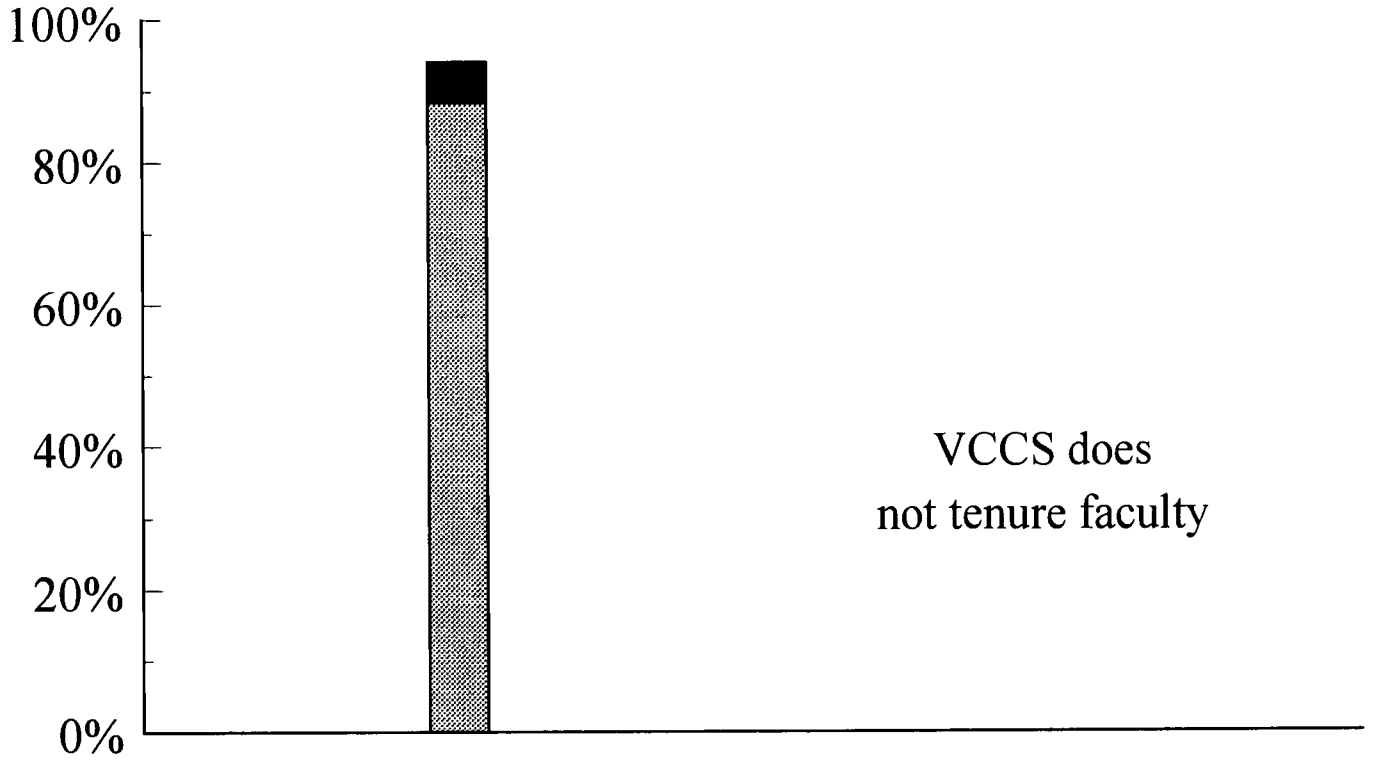


	CNU	CVC	JMU	LC	MWC	NSU	RU	VMI	VSU
% Tenured	51.8%	52.5%	66.7%	61.4%	66.5%	25.6%	60.9%	68.3%	43.2%
% Tenure-Track	35.5%	33.9%	14.0%	36.1%	23.7%	54.7%	31.6%	21.8%	38.5%

Source: IPEDS-S, Fall 1996 (instructional, research, and public service faculty)

Percent of Faculty with Tenure or on Tenure-Track

Two-Year Institutions (Fall 1996)

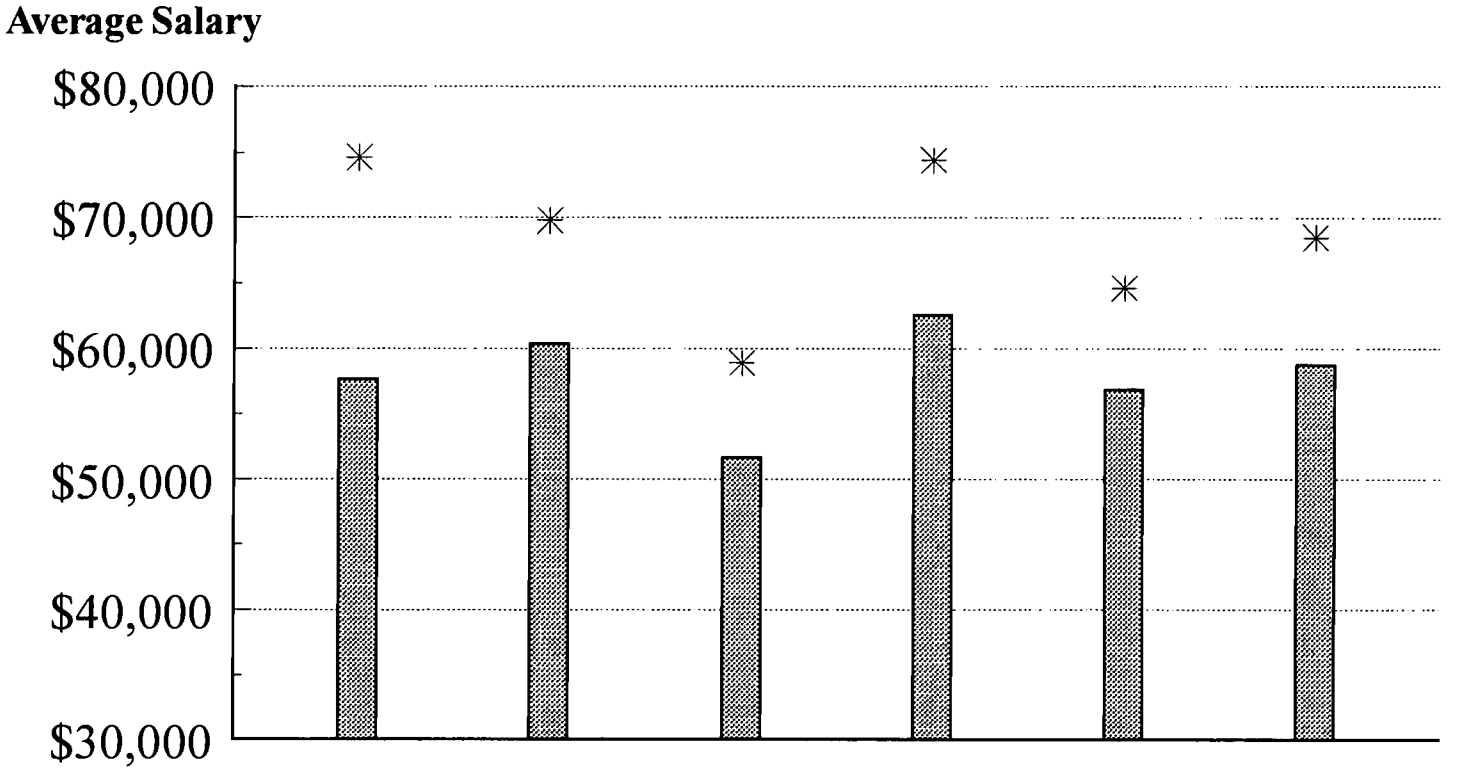


	RBC	VCCS
% Tenured	88.2%	
% Tenure-Track	5.9%	

Source: IPEDS-S, Fall 1996 (instructional, research, and public service faculty)

1996-97 Authorized Average Faculty Salaries and 1999-2000 Benchmark Goals

Doctoral Institutions



	CWM	GMU	ODU	UVA	VCU	VPISU
Average Salary	$57,628	$60,368*	$51,617	$62,554	$56,787	$58,737
Benchmark Goal ✳	$74,638	$69,792*	$58,929	$74,419	$64,612	$68,539

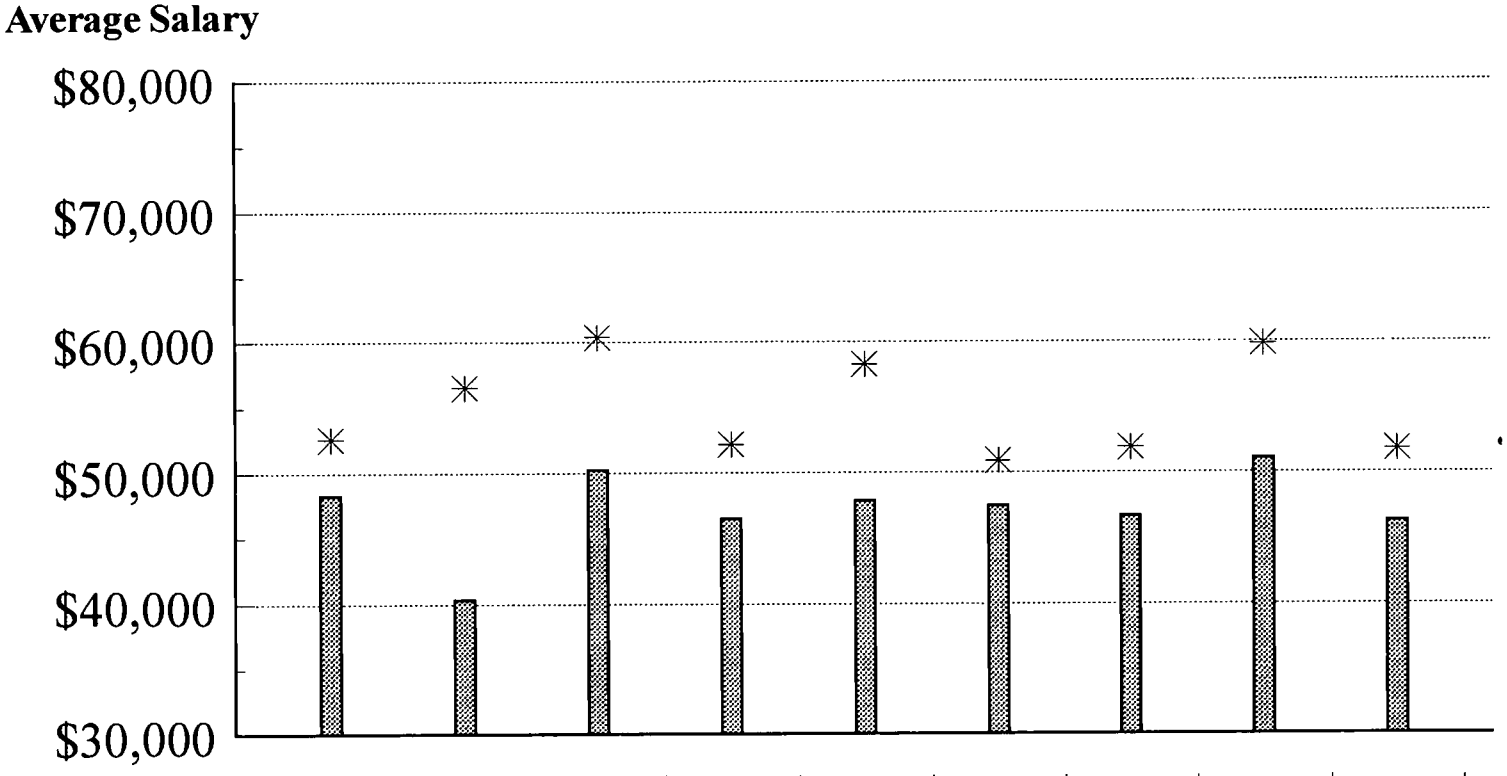
Note: The benchmark goal is where the institution's average salary would be if it were at the 60th percentile of its peer group..

Source: 1996-97 Consolidated Salary Authorization
Association of American University Professors, 1996-97

* GMU Salary Includes cost of living adjustment

1996-97 Authorized Average Faculty Salaries and 1999-2000 Benchmark Goals

Comprehensive Institutions



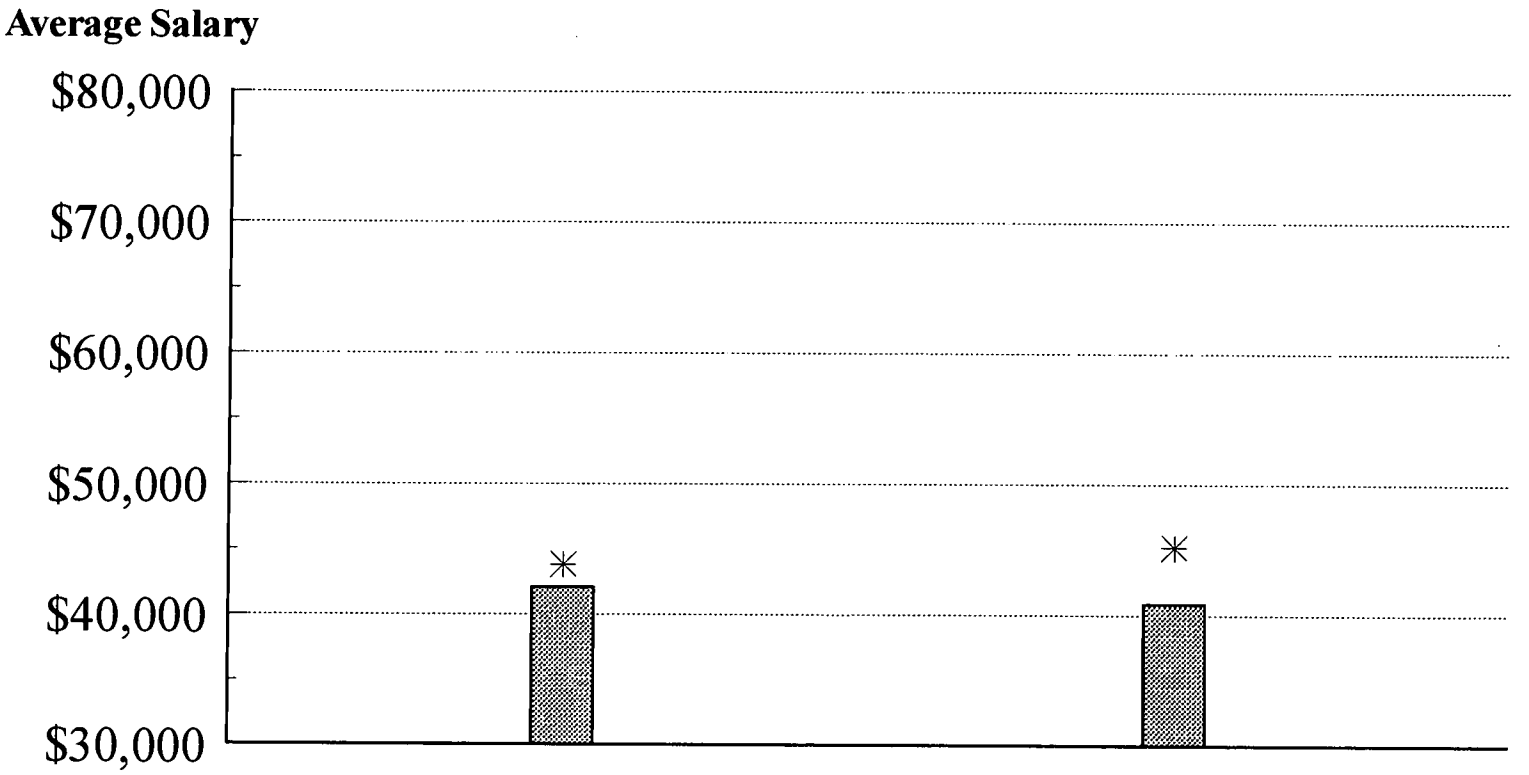
	CNU	CVC	JMU	LC	MWC	NSU	RU	VMI	VSU
Average Salary	$48,322	$40,311	$50,197	$46,483	$47,851	$47,473	$46,692	$51,054	$46,321
Benchmark Goal ✳	$52,589	$56,582	$60,399	$52,172	$58,315	$50,900	$51,909	$59,829	$51,790

Note: The benchmark goal is where the institution's average salary would be if it were at the 60th percentile of its peer group..

Source: 1996-97 Consolidated Salary Authorization
Association of American University Professors, 1996-97

1996-97 Authorized Average Faculty Salaries and 1999-2000 Benchmark Goals

Two-Year Institutions



	RBC	VCCS
Average Salary	$42,033	$40,827
Benchmark Goal ✳	$43,841	$45,245*

Note: The benchmark goal is where the institution's average salary would be if it were at the 60th percentile of its peer group..

Source: 1996-97 Consolidated Salary Authorization
Association of American University Professors, 1996-97

* Estimate based on 3% increase from 1995-96 peer group salaries

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