University of South Alabama

JagWorks@USA

2014

2014 Faculty Senate Survey Results

Faculty Senators

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Q1 Please click the option that best indicates your opinion of the overall effectiveness of the following USA personnel. Low scores represent a poor rating and high scores a good rating.
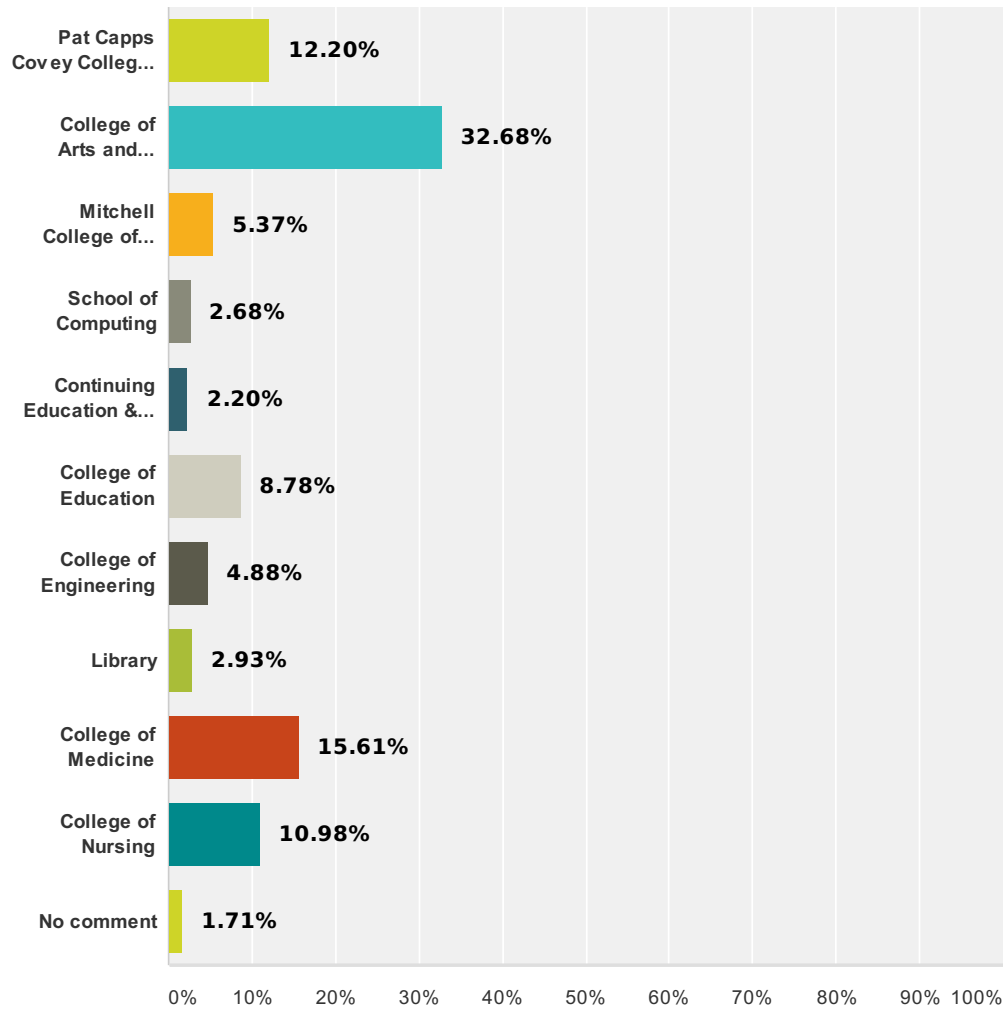
Answered: 408   Skipped: 4
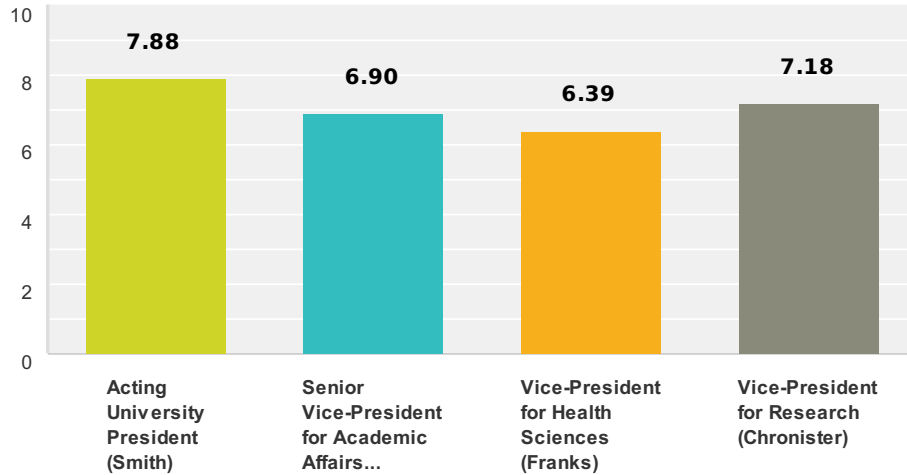
|	1	2	3	4	5	6	7	8	9	10	No opinion	Total	Average Rating
Acting University President (Smith)	0.98% 4.00	0.98% 4.00	0.98% 4.00	1.23% 5.00	6.37% 26.00	2.94% 12.00	9.80% 40.00	14.95% 61.00	18.14% 74.00	15.20% 62.00	28.43% 116.00	408	7.88
Senior Vice-President for Academic Affairs (Johnson)	1.72% 7.00	4.68% 19.00	2.46% 10.00	2.96% 12.00	9.61% 39.00	4.68% 19.00	10.84% 44.00	14.29% 58.00	11.08% 45.00	10.84% 44.00	26.85% 109.00	406	6.90
Vice-President for Health Sciences (Franks)	2.45% 10.00	3.92% 16.00	3.68% 15.00	3.68% 15.00	7.60% 31.00	2.21% 9.00	4.90% 20.00	9.31% 38.00	6.13% 25.00	8.09% 33.00	48.04% 196.00	408	6.39
Vice-President for Research (Chronister)	1.74% 7.00	1.99% 8.00	1.74% 7.00	2.48% 10.00	6.20% 25.00	4.96% 20.00	7.69% 31.00	11.66% 47.00	11.66% 47.00	9.18% 37.00	40.69% 164.00	403	7.18

Q3 Please select your college

Answered: 410   Skipped: 2

College	Percentage
Pat Capps Covey Colleg...	12.20%
College of Arts and...	32.68%
Mitchell College of...	5.37%
School of Computing	2.68%
Continuing Education &...	2.20%
College of Education	8.78%
College of Engineering	4.88%
Library	2.93%
College of Medicine	15.61%
College of Nursing	10.98%
No comment	1.71%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
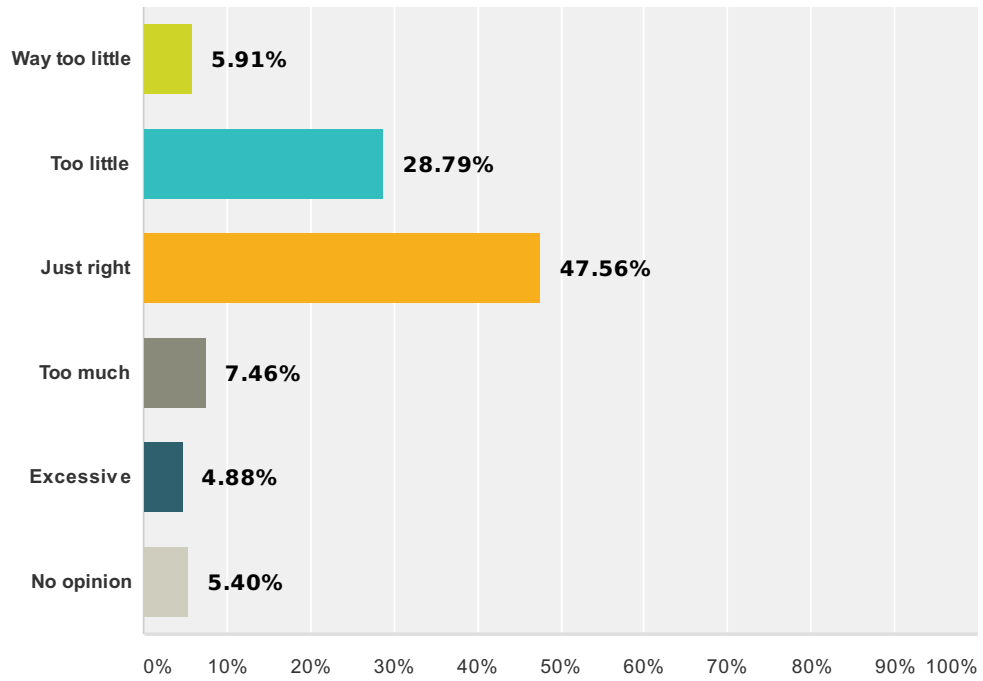
Q47 How would you rate the importance of teaching performance to your career development?
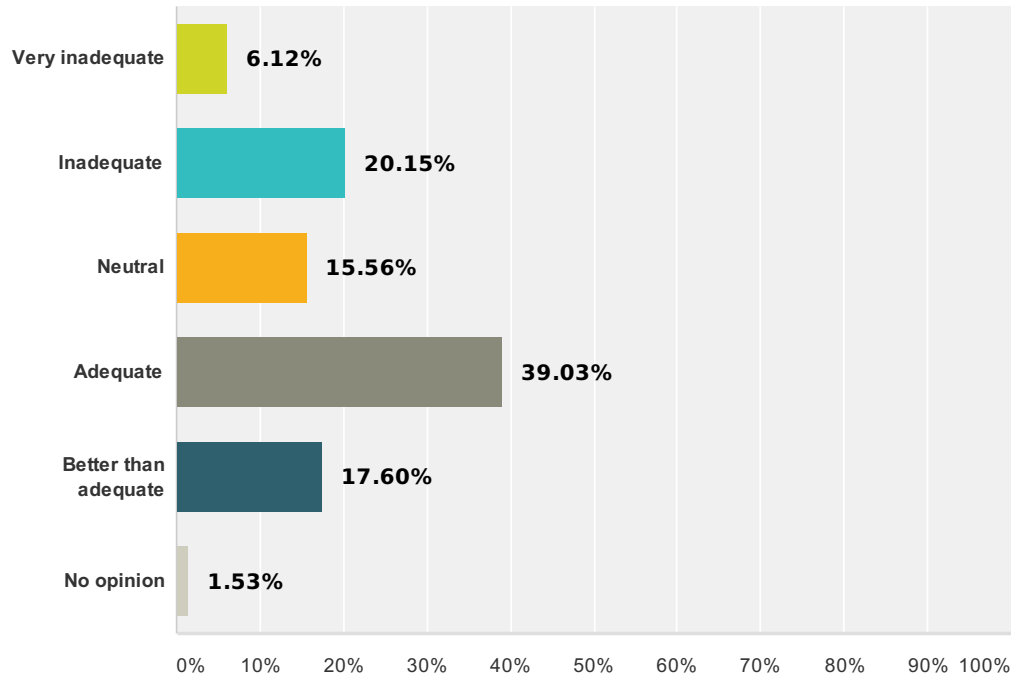
Answered: 390   Skipped: 22
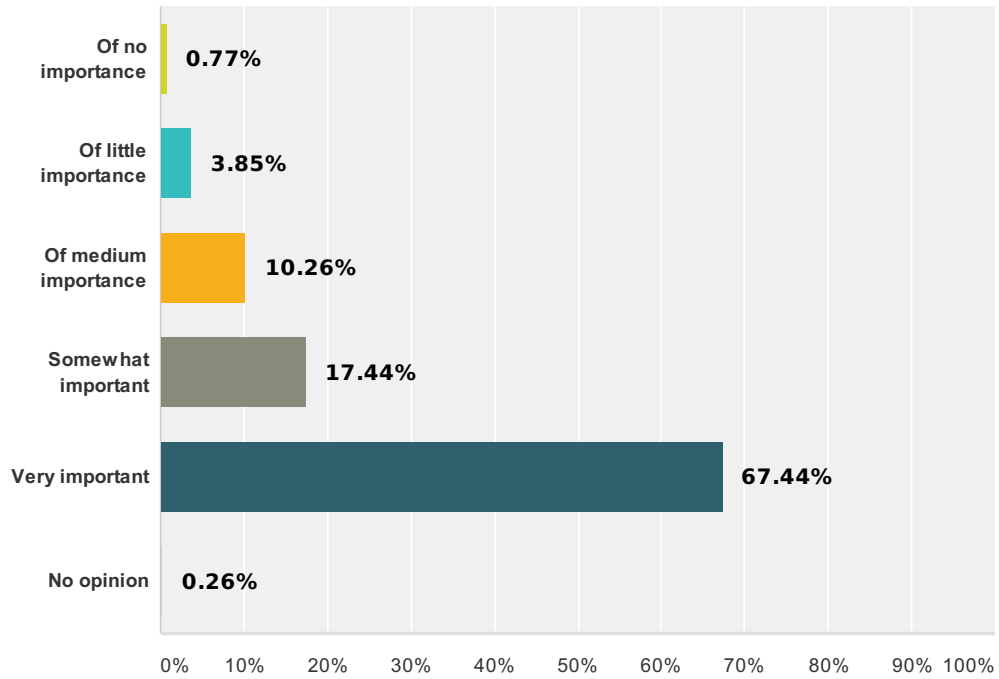
Q48 How much emphasis do faculty leaders and administrators at USA place on effective teaching for career advancement?

Answered: 389   Skipped: 23

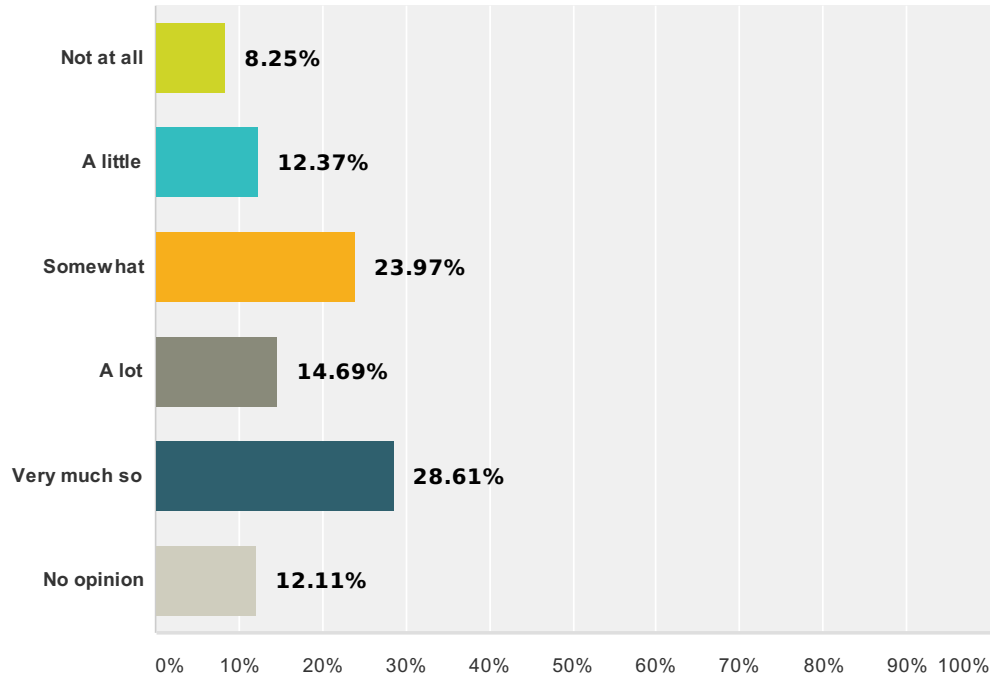| Response	Percentage
Way too little	5.91%
Too little	28.79%
Just right	47.56%
Too much	7.46%
Excessive	4.88%
No opinion	5.40%

Q49 Are you provided with adequate and appropriate resources to teach effectively at USA?

Answered: 392   Skipped: 20

Q50 Do current faculty teaching loads hinder the University's research mission?

Answered: 388　Skipped: 24

Category	Percentage
Not at all	8.25%
A little	12.37%
Somewhat	23.97%
A lot	14.69%
Very much so	28.61%
No opinion	12.11%

0%　10%　20%　30%　40%　50%　60%　70%　80%　90%　100%

Q51 Any additional comments related to teaching?

Answered: 111   Skipped: 301

#	Responses	Date
1	While teaching is "valued" through lip service, there is no criteria for use in furthering career goals. In addition, the creation of a "division of Medical Education" that includes only two physician (who of whom is a pathologist that is unable to practice, the other is excellent but woefully overextended) and several scientists who are unable to obtain funding is a joke and points to the value of providing quality education in the College	
2	A course of different strategies for teaching at a post-graduate level, especially for junior academic faculty	
3	If the administration wants USA faculty to produce research like an R1 institution, we should not be expected to take on community college teaching loads.	
4	Being a good teacher takes a lot of effort, and adapting to some of the new teaching styles has been very time consuming. The certificates are nice, but have little meaning. Good teachers need more recognition on the campus.	
5	Whiteboards and AV in HUMB suck. Research does not clearly support distance/digital learning, learning communities and group learning. South's QEP does not and can not deliver. Please stop chasing fads.	
6	Consistency and support from administration	
7	I do more clinical work and have no teaching requirements, but some of my colleagues in other departments are really given large teaching loads as compared to my previous experiences	
8	All research tenure track research faculty should have a baseline four course load	
9	Teaching loads are too high.	
10	Faculty in our college have widely-different teaching loads. We are 3/3 while comparable departments are 2/3. No reasonable administrator can support this inequity.	
11	There is zero mentorship in the COE for new faculty in the area of teaching. Teaching loads are heavy. Both of these issues need to be addressed for the benefit of both students and faculty. It's also a factor in long-term retention of new faculty.	
12	Reduce the teaching load so faculty can effectively conduct research. Possibly rotate faculty teaching loads within a department to facilitate conducting research.	
13	teaching loads are unrealistic to maintain a quality product	
14	I hear that teaching loads in some A&S departments are higher than others and/or in other colleges. Has a comparison of teaching loads across campus ever been done at USA?	
15	mainly, clinical duties and lack of support (data collection, analyses; staff personnel working side by side for grants). Many departments are made of one faculty	
16	The faculty of this department has been teaching in overload for over a year and advisor all of our own students which is over 450 students. Between teaching and advising this department has no time to think of anything else much less research.	
17	How can one be expected to publish when on average USA faculty teach more courses than at peer institutions.	
18	A smartboard in the Auditorium and smaller classrooms would be very useful.	
19	It feels as though being an effective teacher in clinical medicine is considered an "interesting" additional talent (important only to students/residents/fellows). It would improve our faculty to hire clinicians with bedside skill and a talent/drive to teach. It seems that we would rather hire someone that generates grant monies without regard for their interest in teaching.	
20	All A&S teaching faculty should have parity, rather than having a few departments shouldering a 3-3 load or above.	
21	I have a 4:4 teaching load and a 2 publication per year expectation for research. We have the teaching load of a pure teaching institution and the research expectations of a research based institution. I know this first hand because I have looked into it. The expectations here are a bit, in my opinion, unrealistic. Corners have to be cut somewhere to ensure the research track is on target, and unfortunately, the cuts come in the classroom. That is the reality of the situation. I am not sure if the 4:4 load with these research expectations is common campus-wide. If so, I feel that demands on the research end need to be reduced, or there needs to be a reduction in the teaching load so research can take place.	

22	there is constant chaos in this department. There is no time to reflect on how I am teaching, if I am effective to the students, much less attend any teaching services offered at USA or elsewhere. I have felt that I can barely thread water for years. I have many ideas for how to improve my courses for the students; however, there is never any time to plan and/or implement this ideas before it's time to start over again.
23	I wish we could foster an atmosphere that prevents high faculty turnover rates so that we all might be able to be more invested in our students the material we are teaching rather than just getting by or spending our Saturdays, Sundays, and late evenings here because we refuse to let the circumstances affect our student's learning.
24	The College of Arts and Science does not have equal teaching loads between departments. If research is a true mission, the 2/3 load needs to be universal in the college. Otherwise, some departments are permanent underdogs as scholars and as candidates for tenure and promotion.
25	Although funding is tight, there needs to be more effort towards funding open and needed faculty positions and help with labs in the STEM areas.
26	A 4/4 load with the expectation that faculty will still produce 2 peer reviewed research based articles is unfair and unrealistic. 40 + students in upper level division courses makes it difficult to offer a quality education for all students, especially for transfer students who are not adequately prepared for a four-year-college work and expectations. Even a 3/4 load makes it very difficult to conduct quality qualitative research. Faculty should be given equal opportunity to perform duties (advising, serving/chairing thesis committees and so on) that reduce course loads. Class size limits should be the same across departments in a college for upper level undergraduate courses. Faculty in one department should not have limits of 40-50 in a class while those in another department have 15-20. Administrators should not be allowed to infringe on academic freedom of faculty.
27	It is my impression that teaching is grossly undervalued in the current tenure and promotion structure.
28	Mixed message about supporting research but support emphasis has been on teaching and student first philosophies. Reflected in evaluations and teaching load.
29	While the emphasis on teaching is vital to the mission of the University, the translation to direct application in the promotion and tenure process is lost. Teaching is important, however if the emphasis in promotion/tenure is on scholarly research. We want to be certain that these efforts aren't hampered by a lack of support or even discouraged. To summarize, it seems there is a slight disconnect between the emphasis placed on effective teaching and what is emphasized for promotion/tenure. Both strengths are necessary for a successful program.
30	Preparation for teaching is often done after hours as there is little to no time for this during the day. If you decide to participate in teaching at the medical school vs teaching in the residency program this is just another responsibility that is not greatly valued
31	Teaching and research, when done correctly, take time. Provide enough time for both.
32	Seriously need more teachers, rather than increasing class sizes and switching to on-line classes.
33	What does the Center for Learning Innovation actually DO? I have yet to get any constructive assistance from CLI on any pedagogical issue. Their mission seems to be touting the technology of the month, but they don't seem to provide support for technology, or teaching innovations in general. They offer a lot of workshops, but they don't appear to be faculty-driven.
34	All faculty should be encouraged in scholarship/research/creative activities. Teams could be developed. Clearer criteria for those on tenure track and/or interested in promotion should be developed.
35	Need immediate infrastructure improvement at USAMC to allow for TBL teaching during clinical rotations
36	60% of total evaluation which means nothing for tenure. Emphasis Is on research. Publish or perish with very little support for new faculty to publish.
37	I am personally committed to being an excellent teacher and thus don't mind the time taken to attend workshops etc., but doing so does little toward my tenure requirements, so I could see how others might resent the time taken away from research.
38	In my college, the Dean is out of touch or insensitive to the reality of the teaching load of teachers. Morale is low and faculty are not rewarded for striving for quality.
39	Teaching loads are too high. The University also needs to pay closer attention to teaching overloads and either pay extra for overloads or not allow them to happen at all.
40	Need better media facilities for teaching in Humanities Bldg. Equipment frequently does not work.
41	While the emphasis on teaching matters and makes a difference to the education we provide, sometimes it seems resources flow in that direction at the expense of the research mission.
42	Our technological resources are limited and yet our college depends heavily on technology. Classroom space is at a premium.

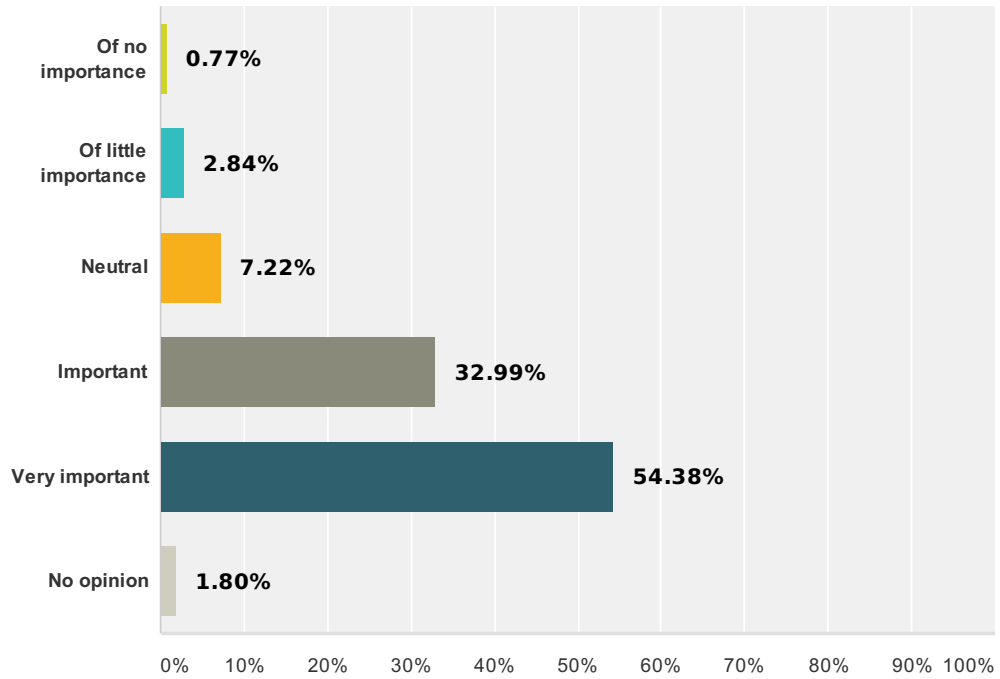| 43	Give me access to some funds, not necessarily a grand amount, to give my graduate students a scholarship. The amount is less important than the award - it creates a whole new level of commitment to learning. A title creates expectations, not from others, but from one's self.
44	NA
45	Teachers want to be backed up with their decisions pertaining to student behaviors.
46	USA is designated as an R1 institution according to the Carnegie foundation. In the college of business teaching load should be 2-2 or max 3-2.
47	11. Need more current computer technology (hard- and software) in the classroom.
48	More interest is placed on events and relationships which have nothing to do with the classroom and students.
49	Faculty roles in on-line courses, especially those requiring use of Remote Proctor, have been reduced to that of monitor and tech trouble-shooter. I seldom feel as if I'm teaching. Even When grading, the sheer numbers and grading load prevent giving the student much meaningful feedback.
50	In my department we are severely overloaded, with only 5 faculty to take care of approximately 80 majors. We need more help. Also, every time we want even a small piece of equipment, it takes forever because the Dean has to approve it. The department chairs should be able to approve those expenses.
51	Effective teaching is important and I believe the university is justified in requiring it. However, too much emphasis is placed on student opinions as a proxy for effective teaching. Student opinions are important, but are not the same thing as student learning. If teaching continues to be a large part of our performance evaluation, we should redefine it so that we are less reliant on student opinions and we are evaluated more for content and learning. I teach a graduate course and have additional research requirements (in addition to higher prep time for graduates). It would be helpful to have a course release (3-2) to allow for the higher standards I'm required to achieve to continue teaching graduate work. As is, it is difficult to meet teaching and research expectations.
52	Faculty buy-out of classes that are then not taught. If faculty must buy-out, then the money should be used to teach course.
53	Despite the emphasis on distance learning, I do not think the infrastructure is there to support it. For example - the filters used by the Computer Center that slow down videos. If I'm trying to show a YouTube video in an online lecture or one that I've recorded myself and it stops because of the packet filters, that's just one more obstacle to effective online teaching.
54	We need to use people in ways that deliver the overall best outcome rather than expect every faculty member to perform equally on teaching, research, and service. Evaluations and reward systems need to recognize that all aspects have value.
55	Technology in some classrooms is primitive. Why are we lugging our laptops around from class to class? A computer station with a working monitor should be made available in each classroom.
56	Teaching overloads and lack of balance among faculty within a department make it difficult to attain grants and conduct scholarly activities if grants are awarded
57	It often seems that the administration in the COE care about numbers only, and NOT the quality of teaching and learning.
58	Service load in COM of greater negative impact on research than teaching load.
59	Sakai works poorly in many regards.
60	We need access to better tools for online teaching. Sakai has serious flaws and we do not have a good solution for online synchronous class meetings. WebEx would be a good solution, but the University doesn't provide it.
61	Nursing faculty loads are unfair and their need to be 9 month contracts. salaries average minimum wage, we are never off
62	Even as we become more research-based, which is good, we must not neglect the central importance of great teaching to our mission and to our bottom-line.
63	Too much teaching makes it difficult/prohibitive to write effective grant proposals. Engineering has doubled the course sizes for many/most of the courses. However, there have been very few new faculty hires. ****Look at top 10 engineering institutions to see what they are doing (in terms of faculty hires) to stay competitive with student growth. It is progressive, thought-provoking, and shocking (and demoralizing) that we have no plan in place despite a steady 15% growth in number of students for the past 7 years!
64	Teaching takes a back seat to patient care

65	This will not become even a minor research university unless teaching loads are competitive with other universities delivering similar programs, e.g. a 2/2 teaching load for doctoral programs is standard but is a fight to get and keep at USA. I fully support attaching reduced teaching loads to research productivity, mentoring/advising productivity and grantsmanship, but faculty cannot effectively do those tasks if they are teaching a 3/2 or 3/3 or more while mentoring graduate students. I also support graduate faculty teaching some higher enrollment undergraduate sections in order to "earn their keep" in terms of credit hours.
66	It is not the teaching load, per se, that hinders the research mission. It is the insistence that everyone fit into one mold with equal levels of teaching, research and service regardless of what a particular faculty member is good at/interested in. We would have much more research productivity if the SVPAA would find a way to get his deans to let the good teachers focus on teaching (with enough research to stay "qualified" which is minimal in most disciplines) and let the good researchers spend the majority of their time researching. There is no recognition that someone with minimal research can be an excellent teacher, particularly for undergraduates, while someone with a stellar research record may be horrible in a typical undergraduate classroom.
67	Students currently have minimal interaction with the cancer center. Medical education in oncology is poor as a result.
68	Teaching is not valued nearly as much as direct patient care
69	It seems that the push toward new teaching methods (online, blended, etc.) is less about student success/learning, and more about teaching more students with fewer faculty.
70	Serious attention needs to be paid to workload distribution across campus. A faculty member and their Chair should discuss workload assignments on an annual basis and changes made according to anticipated duties and expectations for the coming year.
71	Hire more full time faculty to reduce load not just augmentation by adjunct or part time instructors
72	I have been told that teaching is not part of the MCI mission. I have little exposure but pursue it anyway. I have tried to get an adjunct appointment 2-3 times at the medical school but have been blocked for political reasons
73	There is an inconsistency in teaching loads across the university. Also, little recognition is made by upper administration for quality teaching and student enrollment.
74	Find a way to equalize teaching loads across departments at each level of teaching.
75	department chairs need to take faculty opinions seriously- they are experts in their field
76	I teach overload every semester and also teach through the weekend college. I do this because I have to. The base pay in our college is too low and I have to stretch myself thin so that I can pay bills and feed my family.
77	Teaching is the biggest part of our workload and one would assume this should be where most of our efforts are concentrated. More and more however, we are being pushed to publish in top tier journals while at the same time teaching 4 classes per semester. It is challenging and for me, quite intimidating.
78	We're expected to teach todays millennium students, produce more student outcomes, increase our class size, but yet, when do we have time to devote to research and scholarly activities. As it is, we are constantly having to take work home and work on our weekends. It is totally unrealistic.
79	Actually, the reverse is true. The push towards research and the desire for external funding hinders teaching.
80	Large class rosters limit time for research initiatives
81	It's not just teaching loads but teaching complexity, number of preps, new preps, changing of material that contributes. Best resources are from the QEP/TBL initiative, the USA Online, the ILC, and the CoTL annual meeting. Also, local support, too with educational technologies and faculty willing to help. All those are very positive. I could use financial support for travel to education conference(s) to present my TBL work. That would be good.
82	The social work department needs an increased number of faculty based on accreditation standards.
83	In my view teaching loads in colleges other than medicine do hinder development of their research portfolios
84	Every person I know that was a new faculty hire at other universities got a reduced teaching load the first year in order to establish their research. At USA, you are thrown in immediately with a full load, placed on multiple committees, etc.
85	Class sizes too large without TAs.
86	I love teaching, but I also love research. Research takes lots of energy and time. Teaching usually takes first precedence with regard to other duties.
87	Teaching in COM on UME and GME level is underrecognized and underappreciated above the department level. We are expected to produce revenue without regard to the effect that providing education has on this aspect.

88	Ronald Styron (leading QEP) and the ILC serve as wonderful resources, support, and enhancers of my ability to teach effectively. I appreciate it so much!!	
89	I assigned a "No opinion" to Q 13 because I'm retiring at the end of the summer session.	
90	My greatest joy in teaching is interacting with the students. I've noticed the past few years a general decline in student's preparation for college. I hope the university moves to raise student standards.	
91	not enough emphasis on teaching	
92	Most faculty have significant teaching loads that are completely incompatible with the university's goal of increasing research. The university needs to decided if it is a teaching school or a research school. If it wants to be a research school, the teaching loads (and thus, the faculty numbers) needs to be adjusted. Just replacing full time faculty with adjuncts is not the best approach.	
93	Teaching should way a lot more than it does when considering someone for tenure	
94	Faculty is our primary resource. We need more faculty.	
95	The "new" curriculum has been a dreadful development for the COM. It is very unpopular among the faculty and has put the survival of the Medical School in serious jeopardy. The blame for this sits squarely on the shoulders of the COM administration who completely dropped the ball on our accreditation renewal.	
96	Higher administration does not seem to realize that some courses (especially those in professional colleges) are harder to teach than others and hence require more preparation time. Teaching load calculations seem to be the same across the campus.	
97	Disappointed research is given such importance when faculty who are expected to complete research don't -- then are nor reprimanded for it. Nor are faculty held to completing their jobs effectively - teaching, research, advising, etc.	
98	In COM, health service delivery loads hinder effective teaching.	
99	N/A	
100	Peer review of teaching would be nice yearly. I have only received it when I asked.	
101	while many faculty truly value their teaching, it is becoming much more apparent that this is *not* the mission of the University. I respect that we desire to improve our status as a research institution, but at what cost? Small departments struggle to balance teaching loads and research responsibilities. We are told the focus is on grants, grants, grants, and we'll just hire adjuncts to cover our courses while we bring in the dollars. There should be a balance. While we do value many of our adjuncts, some admin believe we can be just 'good enough' and put a warm body in the room.	
102	Your choices here are biasing the question. There is only one choice that suggests that the teaching load does not hinder the mission. All other choices are as to how much teaching hinders research. Please put together an unbiased response list.	
103	After its brush with losing accreditation, the CoM needs to regain balance with respect to teaching versus research versus service. A heavy-handed Division of Medical Education exacerbates the problems.	
104	University officials are too quick to place the burden on faculty for improving retention and the general student experience. It will take smaller class sizes, more direct out-reach to students in difficulty (instead of relying on e-mail and computer-provided support), to really improve the situation.	
105	Revenue generation is more important than teaching.	
106	It is my perception that senior administrators do not understand what is required to attain a balance between teaching and research at an institution such as South Alabama, and if they do, their understanding is certainly not communicated to the faculty and the do act in such a way as to allow faculty to truly attain that balance. My dean places a high priority on undergraduate (especially lower division) courses, but doesn't actively acknowledge the efforts put forth for undergraduate research and how it advances the teaching mission. Research seems almost recreational to him at this point in his career. My department chair seems to find teaching a nuisance and has advocated minimal effort in this area multiple times. Such dissonance makes it frustrating to seek excellence in any area of my job.	
107	ILC has not been available to distance professors to aid in faculty development	
108	Effective teaching cannot be measured by student surveys--too much emphasis is placed on that. Teaching and service loads are too high for many people in the college to conduct research.	
109	Our primary mission is to teach the students	
110	The university seems torn between wanting R1-caliber faculty but not offering course reductions to support this mission. As a result, expectations for faculty are unreasonable.	
111	Honesty is the best policy	

Q52 How would you rate the importance of research or creative work to your professional development?

Answered: 388   Skipped: 24

Of no importance	0.77%
Of little importance	2.84%
Neutral	7.22%
Important	32.99%
Very important	54.38%
No opinion	1.80%

Q53 How much emphasis do faculty leaders and administrators at USA place on research or creative work for career advancement?

Answered: 388   Skipped: 24

Response	Percent
Too little emphasis	5.41%
Little emphasis	15.98%
Just right	29.12%
Much emphasis	31.96%
Excessive emphasis	12.89%
No opinion	4.64%
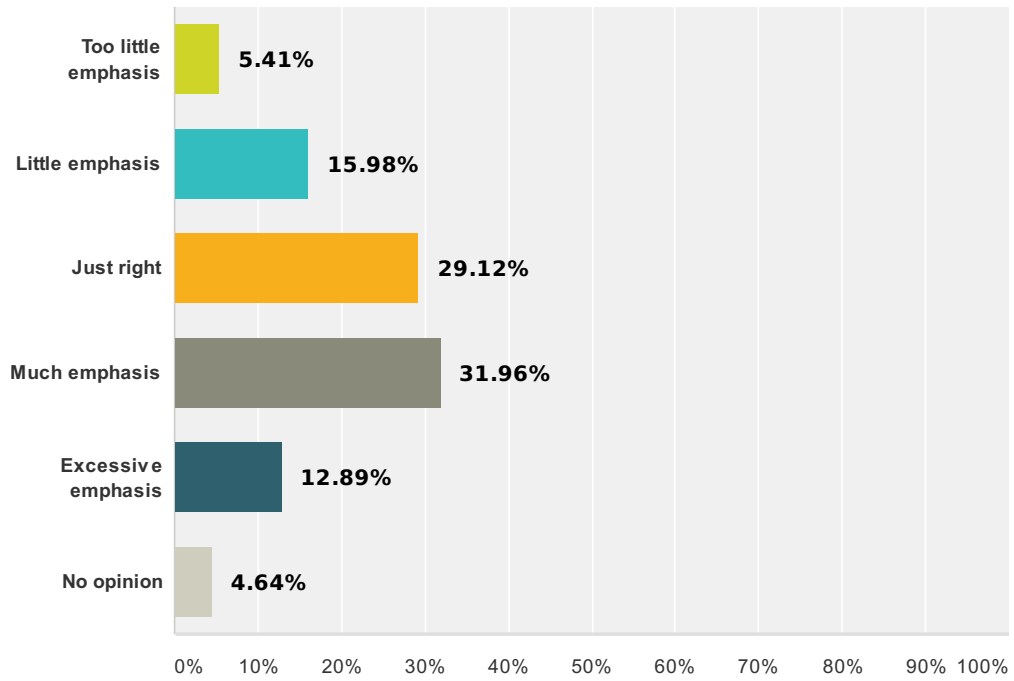
Q54 Are you provided adequate time and resources to conduct research or creative work at USA?

Answered: 389   Skipped: 23

Answer	Percentage
Very inadequate	21.08%
Inadequate	35.48%
Neutral	19.54%
Adequate	16.45%
More than adequate	2.57%
No opinion	4.88%
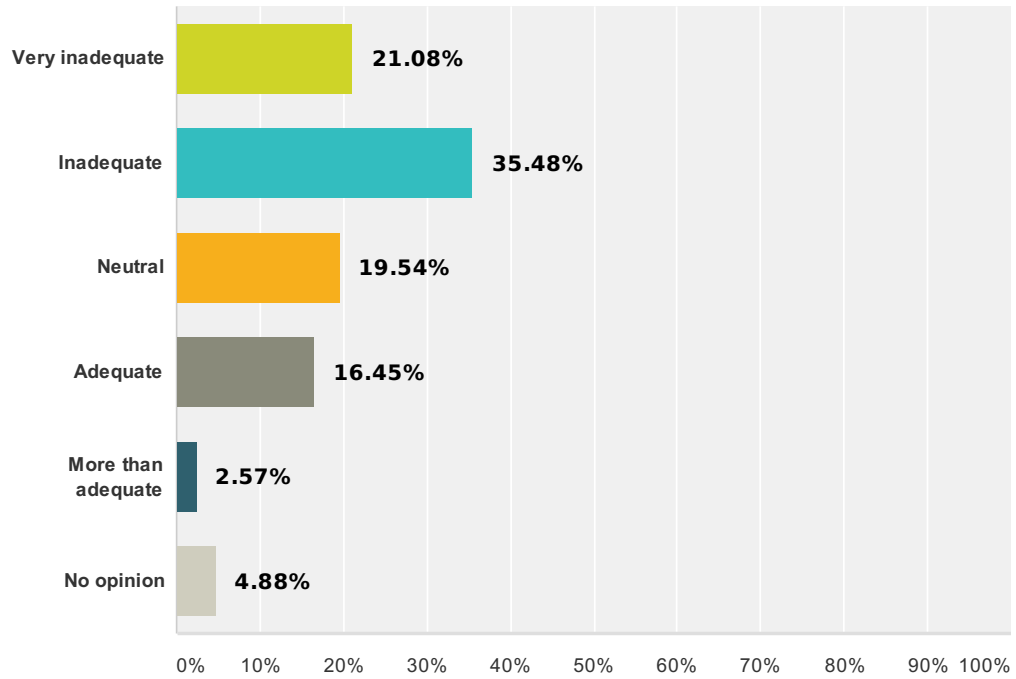
Q55 Any additional comments related to research?

Answered: 91   Skipped: 321

#	Responses	Date
1	Number 20 is noted as inadequate due to the lack of research infrastructure. Every piece of equipment has to be put on a grant which makes the PI build infrastructure that is common at other schools. This is challenging to fix given that research is just getting started but should be noted.	
2	Resources inadequate, support minimal,	
3	If the administration wants USA faculty to produce research like an R1 institution, we should not be expected to take on community college teaching loads.	
4	I switched from research to pre-health advising because even though I had NIH funded research for 9 years, my teaching load was more than full time when I had grants signed off by University administration to give me 60% time for research. This was hopefully a unique problem to our department, but it destroyed my research career. However, I am very happy in my current position in pre-health advising.	
5	I would leave a South if the market was not horrible. South does not take humanities research seriously.	
6	For clinicians, we are perceived as private practitioners with a faculty title by our administrative leadership. Teaching and research are "aside" from a work day. Success is seeing a lot of patients, not competing at the national level. Mediocrity is acceptable in this system. We waste a lot of talent at the University Medical System. I have had a number of innovative ideas not able to pursue for the clinical load expectations, only to find my ideas/projects performed by another institution a few years later and receiving national recognition. We have to decide as an institution whether we in Health Sciences are academic or practitioners. Also colleagues for collaboration for projects I would love to interact...also too busy clinically. Research should be a priority, not a hobby.	
7	There are truly some basic and fundamental inadequacies in our ability to get grant funding and sponsored research agreements. For example startup companies can not afford the offer head charges that pharma and NIH normally pay	
8	The universities support of graduate education is woefully inadequate, building a research university requires, graduate students and post-docs, graduate students in the initial phase of their training must be supported by the university, membership in ICPSR for training and access to data	
9	While the Library and its staff go above and beyond in helping me get access to many of the sources I need, my research requires travel - often international travel - in order to examine manuscripts that have not been digitized. The University's limitation on travel funds for research has seriously impeded my ability to successfully complete my research projects and has forced me to limit myself to projects that can be accomplished within such serious limitations. In addition, while I do get a reduced teaching load in return for publication and research, a 2/2 load or the use of graders/teaching assistants would help even more. This is not impossible, as the University of West Florida does provide many of its professors (even in the Humanities) with graders.	
10	Lighter teaching loads.	
11	Our faculty are given less release time for research than almost all other departments on campus. Please explain why this is fair.	
12	Offer retooling courses in methods and statistical analysis. Reduce teaching load.	
13	time is not given for research	
14	It might be time to consider adding tracks for separate research and teaching faculty	
15	Hire more full-time instructors to allow more research from tenure-track faculty.	
16	Funds for mentoring honors students would be helpful.	
17	Please see earlier comments. I am severely frustrated at the research expectations here, and the lack of time in the day and weeks that we have to get it done. Teaching, grading, and preparing for 4 classes takes up good amount of time. I understand that as the years pass, this preparation takes less time, but it is during this time we are expected to publish. Plus, we have the service expectations, and I have 100+ advisees to contend with. Just seems like a nice recipe for mediocrity.	
18	3-3 Teaching load after tenure inhibits research productivity	
19	I would like to publish; however I have never been provided any support in how this is done! Nor is there any time in my workload, or that of others in the department, to assist.	

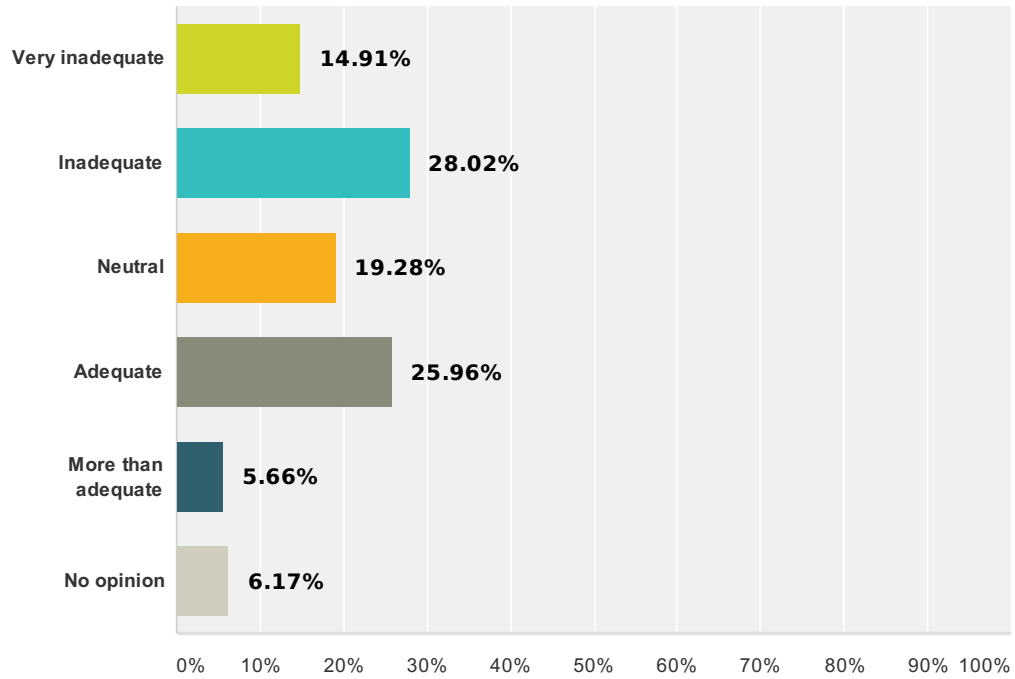| 20	Again, my teaching load effectively prevents me from conducting the research that is required of me for professional development (promotion, raises) and my own sanity.
21	Quality research takes time - a lot of time. This is especially true of qualitative research. If the university wants faculty to produce quality research we need to be assigned other duties (teaching, service, etc.) that leave us time for research and writing. Either that or don't require faculty to produce extensive research publications to earn tenure and promotion, raises and so on. Give faculty real help in locating and applying for funding. It is difficult enough to secure funding at a university that is not one of the big names - inadequate assistance in locating and securing funding makes this task unattainable for many faculty.
22	every new endeavor or research is created on week ends or night. I am tired.
23	No time for this!!! Although we will get penalized on our evaluations! This really needs to be looked at!
24	Again, research is "mandated" but then decisions made often support teaching and neglect scholarly support. Need better balance
25	Heavy course work loads interfere with creative research efforts.
26	Being expected to have an active productive research program while teaching 9-12 contact hours/semester is not realistic, especially in a building with inadequate facilities. Stipends for graduate assistants in much of A&S are woeful, making it hard to recruit students.
27	The University and college do not recognize excellence in these endeavors. They are too busy trying to measure it.
28	Teaching is primary objective but I have been funded twice by USARC (faculty development)
29	If USA expects to develop as a research institution, it will have to nvest a lot more in faculty support and infrastructure for research. This cannot and will not happen if the principal goal of the university is growing enrollment. The university is under-resourced for the number of students and the small research mission it has now. Growing enrollment is only going to exacerbate the situation.
30	Hard to say. In many ways research is not encouraged (at school level). In other ways, I think the culture is changing with more discussion, more incentives, more mentoring. All these need to be expanded.
31	Need infrastructure support for research collaborations between clinical and basic science departments.
32	Librarians were told by the Dean that release time is not an option.
33	Grants and external funding have less importance than actual publications. Bring the money in and manage it w limited resources...teach a full load..service..publish.
34	The Dean and administrators are insensitive toward faculty professional development. Unless a member is going up for promotion, hardly any emphasis is placed on research. The emphasis is placed on increasing numbers of students, improving retention and achieving more revenue.
35	Assistance with research opportunities should help those just starting out in their careers or newer to the field of research so they too can gain an understanding of the importance.
36	With such massive teaching loads (and overloads), there is little or no time to conduct research.
37	Our teaching loads are excessive and not in line with the emphasis the administration *says* it places on research. Many department chairs have been forced to let their research/scholarly work go entirely, because of the added administrative work without being given a break on their teaching loads.
38	My colleagues and I are funded to teach, not to do research. One cannot commit to scholarship when one is always preparing for he next class. Does a university believe in research - only when it commits "traceable" funds to research. Is there a difference between four classes and three, or three and two? Has there ever been a true scholar who teaches 8 or 9 courses a year?
39	NA
40	Sabbatical would be very helpful for professional development.
41	Faculty in my department are overloaded teaching. They have no time for research. They are expected to come in and do research in the summer, but they are not paid for that by the university. If the University expects summer work Faculty should be paid for Summer work.
42	The research requirements are similar to those at research-oriented institutions. This is fine if we also are given the teaching load of those institutions. However, with the current teaching load, it seems unlikely that we will be able to hit the research requirements.
43	Balance of teaching and service with research results in greater research productivity.
44	This varies greatly depending on department heads, so you are kind of at their mercy.
45	It is very difficult to perform competitive research without the facilities and equipment needed to seek external funding. In addition, pursuing research goals while trying to balance teaching requirements (large classes and multiple sections) is extremely difficult.

46	Research requires time and resources (space and equipment). High teaching loads preclude the time factor unless classes can be bought out. I disapprove of requiring buyout when the money is not used to hire another teacher. That approach seems punitive.
47	USA is a pretty good place for a researcher. 2 things could help: 1. Get an ICPSR membership 2. Switch to a long distance phone plan that allows unhindered communication with other academic institutions.
48	I have not yet been able to determine my time.
49	Teaching load too heavy in nursing, no release time for coordination of courses, etc
50	More travel money would give us more outlets for putting out our work and increasing our impact in our disciplines.
51	Limited resources: -no overhead in most accounts -can't even update 8 year old computers to perform sophisticated modeling and analysis -grad student stipends are 1/2 of the average of surrounding institutions -no institutional commitment to support grad students -start-up funds are so small they are silly (funny sometimes) -administration does not seem to know what a competitive research enterprise looks like or what is required -new faculty hires to not fit well with current areas of expertise -unfocused / unobjective / very subjective research mission
52	Too much time is spent d on accountability documentation and reports. Time would be better spent actually conducting the research and writing the findings
53	We spend a lot of time developing the basic literacy skills of our students. This will not help us to reach legitimate "Research One" institutional status. We are good at the business of education, getting federal and out of pocket funds from our clients. But the product we produce is grossly inadequate and a shame.
54	The emphasis is on generating clinical revenue. Resources have been stripped to the point where physicians have no support.
55	Faculty research is de-emphasized for adding direct patient care
56	We have gone too long "doing more with less" and for most faculty it is research that suffers.
57	It is hard to do any research when you are having to teach so many classes due to shortages and overload status.
58	MCi administration
59	Teaching loads do not reflect the emphasis placed on research. There needs to be more time and monetary funds allotted to helping tenure-track faculty prepare for tenure and promotion.
60	Not sure what's meant by emphasis. Productiveness counts a lot, so that's a lot of emphasis. Actually improving conditions for productiveness does not count a lot, so that too little emphasis.
61	research requirements vary according to discipline- chairs needs to be current on what is expected in a certain professional field
62	I had to stop pursuing my doctorate because I had to work overtime hours to survive and support my family. I did not and do not have enough time to perform adequate research to further my education or my career.
63	A&S is pushing for more research, but the resources are not there. We have been attempting to get the needed equipment for clinical research but have no funds to do so. There is no funding for travel to conduct or present research. I refuse to pay out of my OWN pocket to do my job (attend conferences to represent the university, recruit students, provide presentation opps to current students).
64	Again, research seems to be most important but on paper, teaching represents the greatest portion of our workload. Increasing pressure to publish... huge teaching loads.
65	We are always made to feel subpar from administration that we are not producing in the research arena; but yet, we are not given adequate faculty, resources, and reduced workload in order to accomplish anything. Whatever we do must be done on our time (weekends, holidays, etc.)
66	This is an is/ought question. It appears to me that in the administration's view research is all that matters in the area of professional development. That is what is but not what ought to be.
67	Added service responsibilities to Department, College, and University limit time for research projects.
68	I've focused less on research and more on teaching and service lately. I would like to gain a balance among the three areas by stabilizing my teaching and service assignments and finding effective strategies for being research-productive, because I am not certain I would make an ideal faculty member for doctoral program.
69	In the Libraries, we are required to do research and publish in order to get tenure, but most of our regular jobs require 40 hour weeks. We are consistently denied permission to set aside work time for research, instead being expected to do it on personal time.
70	In my opinion a 2-2 teaching load would be ideal
71	The limitations on travel funding makes it difficult, if not impossible, to do original research at national and international archives and other resources.

72	I think Dr. Chronister is making good changes in this area with the new internal seed grants but A&S offers little college support.
73	I think that if time is allotted, then products should be expected.
74	It is hard to teach a full load 12 - 15 hours, be active in university and community and still have time to do research, while still maintaining family/work life balance.
75	The university has pretty low levels of support (travel, release time, start up funds, etc) for faculty to carry out research/creative activities. If the university wants to compete with the 'R1s', it needs to provide more support to the faculty so they can generate the preliminary data/studies necessary to obtain the grants.
76	Resources is a tough one here. We are not a cash rich University. That said, faculty across campus have observed that we starve successes and feed failures.
77	Focus needs to shift towards research quality, not just quantity of publications.
78	COM administrators only see faculty as grant "cash cows." They do not appreciate the importance of faculty development. Nor do they ever solicit the opinions of the research faculty.
79	Number of committee assignments and teaching load should be decreased!
80	Research seems to be an "afterthought" on campus. Higher administration seems to think that faculty members should teach 3-4 courses every semester and somehow find time to do high-quality research on the side. Furthermore, there also seems to be no appreciation for the fact that in professional colleges, research also involves training graduate students.
81	N/A
82	There is very little money for overseas research. With what is available, I will never complete the second book I had wanted to write. Even with an outside grant. It's depressing. I also feel like the university does not value me or my research, but wants it for tenure files. After that, there is no focus. They just want us generating money from teaching.
83	The focus of research in career advancement has become paramount in this dept - innovative teaching is not valued at all anymore. The push to make education take a backseat to research will cost USA much more than they realize.
84	The promotions process has to mature to deal with the reality that faculty in clinical departments have limited ability and resources to create "traditional" academic products that are favorably viewed in promotion. Non-traditional work products such as new curriculum, novel teaching tools, teaching volume, and educational leadership must be given their appropriate weight.
85	CoM departments have been taxed by the Dean's and Vice President's office to the point where it has severely limited faculty ability to weather the decline in NIH funding.
86	University administrators reward scholarly accomplishments but they do not create an environment that favors it. They rely too much on the stick and not enough on the carrot.
87	If leadership really wanted research productivity, there would be adequate resources devoted to its development. Revenue generation is more important.
88	South Alabama is, as an institution, under-prepared to adequately support a research mission and there is not truly an institutional commitment towards research. One example: resources are stripped from research to fund the general budget. In my college, F&A monies that were distributed to departments to support research were recollected and sent back to academic affairs to cover the "debt" caused by state funding pro-ration. This fundamentally undercuts the ability of departments to support research and cover costs that they are still expected to bear the burden of.
89	Told must have multiple publications to achieve P&T yet push the course student numbers past those previously agreed upon. Keep pushing the limits of numbers in courses so there is practically NO time left in the average day to perform scholarly activity.
90	The college emphasizes research for promotion and raises, yet will not give us the time to conduct research. Teaching and service loads are high for many people in the college. We cannot do our research, therefore cannot get raises or promotions. The university needs to decide if it is going to be a teaching or a research university and then assign work appropriately.
91	tuition pays the bills

Q56 Are you provided with adequate resources to travel to meetings to present your work?

Answered: 389   Skipped: 23

Category	Percentage
Very inadequate	14.91%
Inadequate	28.02%
Neutral	19.28%
Adequate	25.96%
More than adequate	5.66%
No opinion	6.17%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q57 Are you provided with adequate resources to participate in professional development activities?

Answered: 389   Skipped: 23

Response	Percentage
Very inadequate	13.37%
Inadequate	26.48%
Neutral	19.28%
Adequate	32.13%
More than adequate	4.88%
No opinion	3.86%
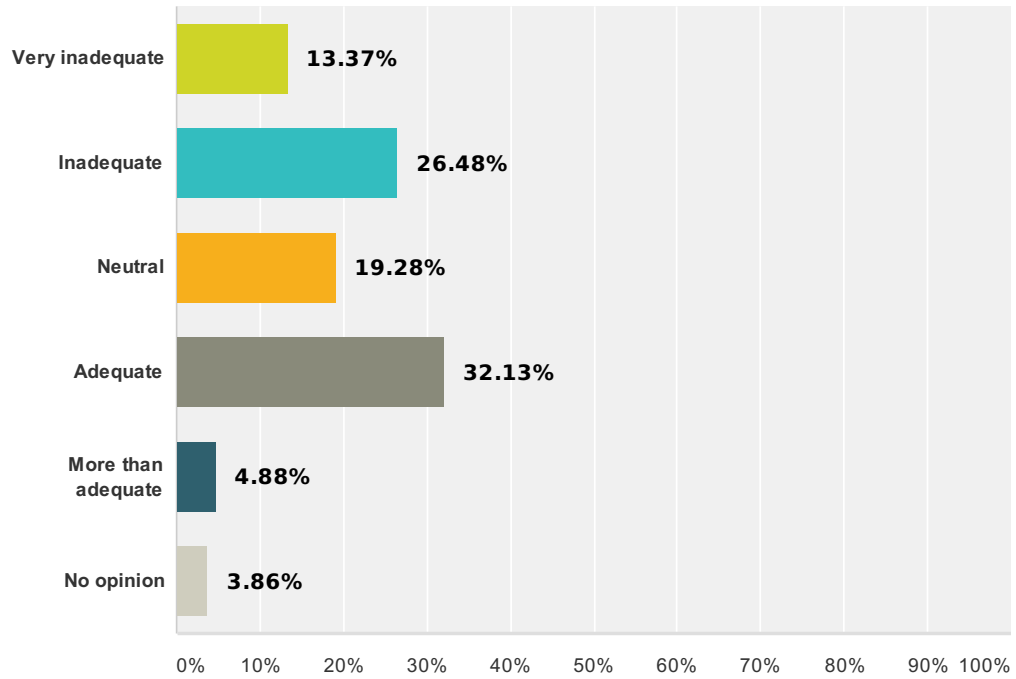
Q58 Are you encouraged to participate in regional and national professional meetings?

Answered: 387   Skipped: 25

Response	Percentage
Not at all	9.56%
A little	14.73%
Somewhat	36.43%
A lot	17.57%
Very much so	18.86%
No opinion	2.84%
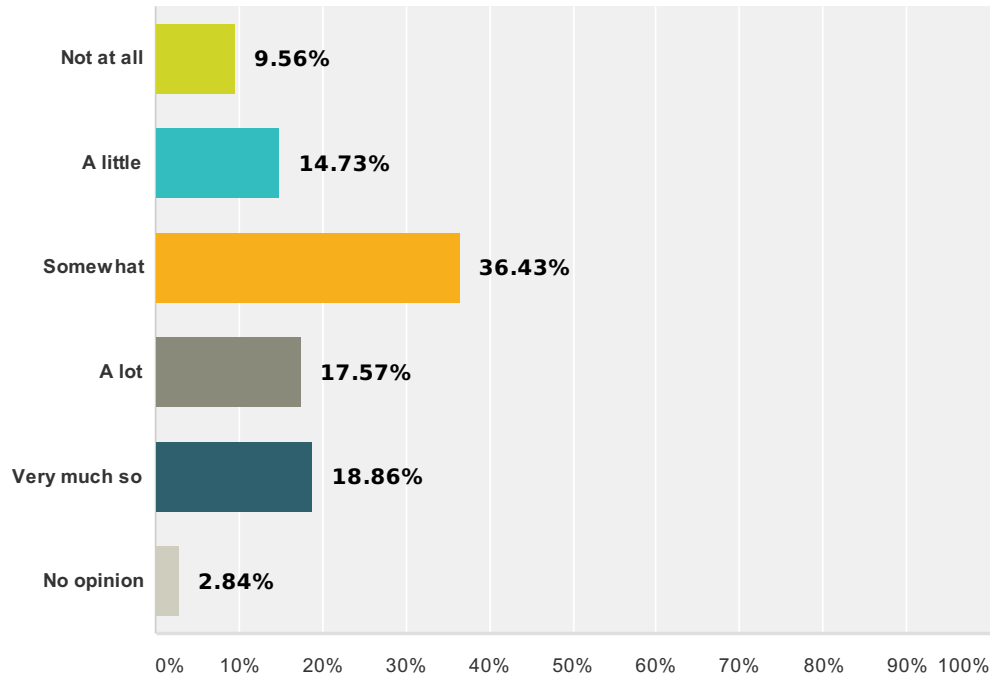
Q59 At what level are you reimbursed for travel expenses?

Answered: 382   Skipped: 30

Category	Percentage
<20%	9.95%
20-49%	9.95%
50-79%	20.16%
80-95%	22.51%
>95%	25.65%
Not applicable	11.78%
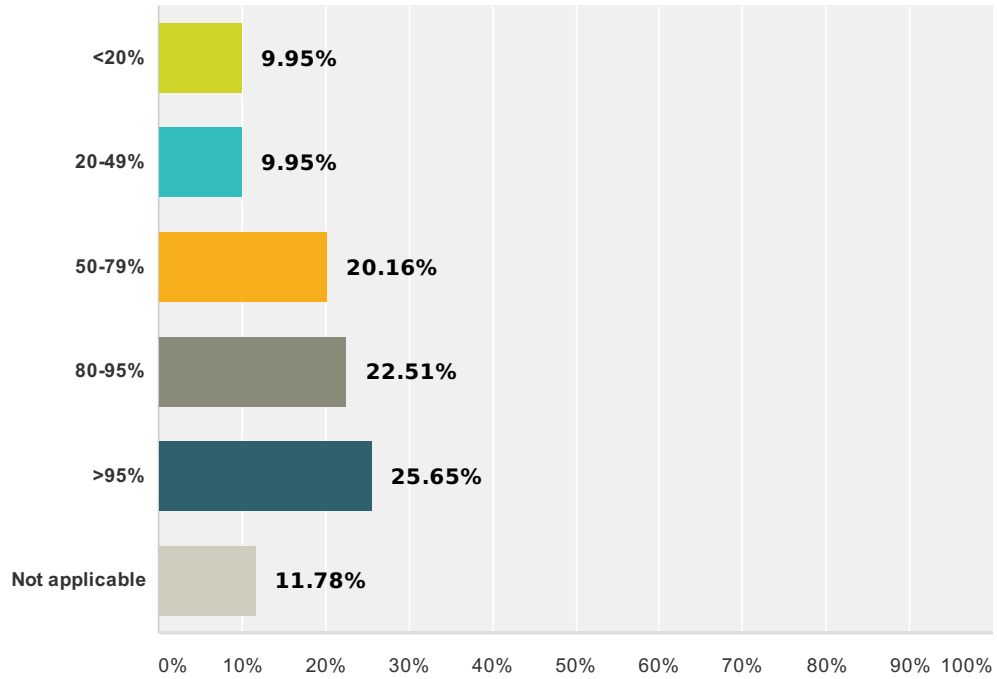
Q60 How many professional conferences have you attended in the last academic year?

Answered: 379   Skipped: 33

Category	Percentage
0	15.30%
1	40.37%
2	27.70%
3	9.50%
4	4.49%
5	2.37%
7	0.26%
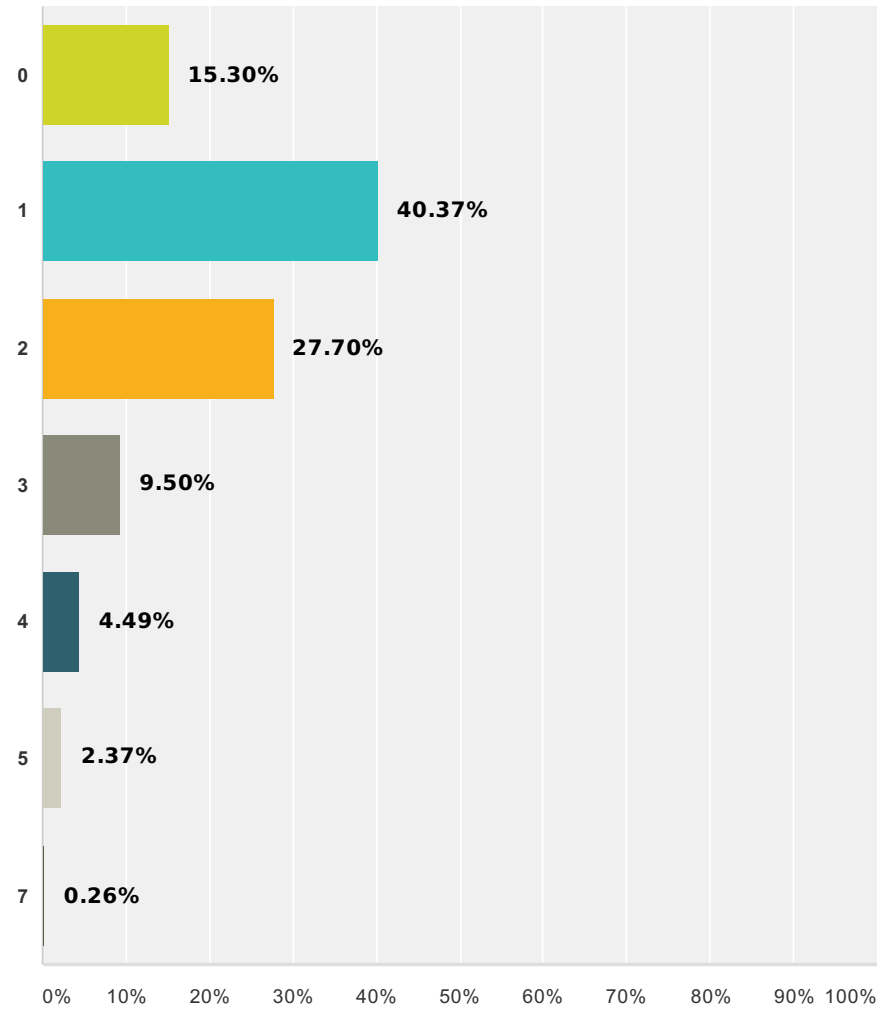
Q61 Of the [Q67] conferences you attended last year how many were funded?

Answered: 361   Skipped: 51

Response	Percentage
0	22.99%
1	51.25%
2	21.61%
3	2.77%
4	1.11%
5	0.28%
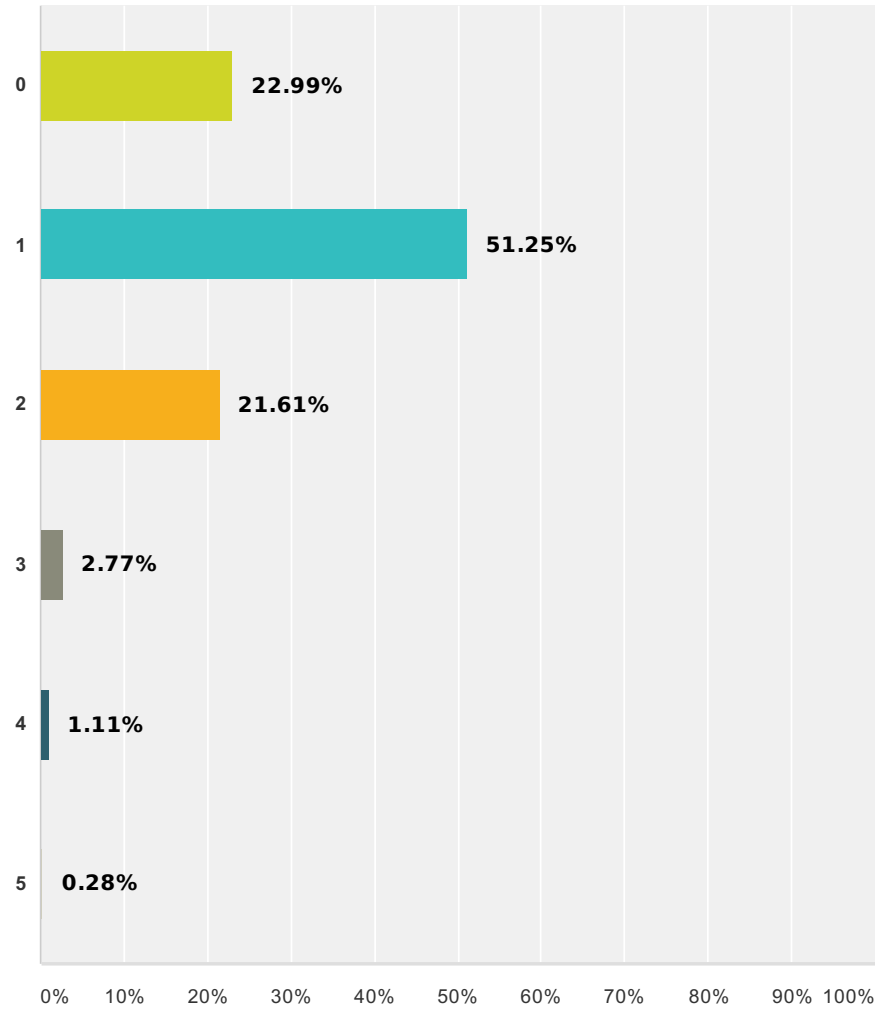
Q62 Ideally, how many conferences do you believe you would attend if funding were not an obstacle?

Answered: 372   Skipped: 40

Response	Percentage
0	0.81%
1	6.18%
2	33.33%
3	38.17%
4	13.98%
5	5.65%
6	1.08%
7	0.27%
8	0.54%
9	
10	
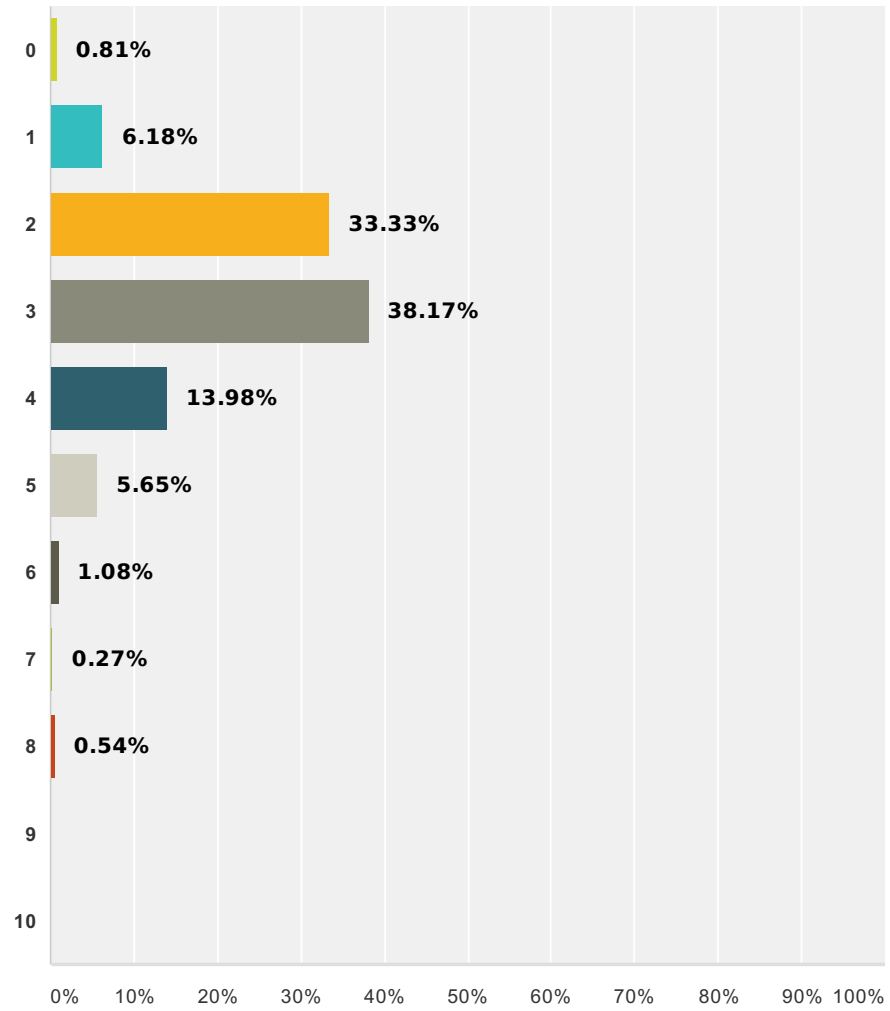
Q63 How would you rate the importance of institutional service for your career development?

Answered: 387   Skipped: 25

Of no importance	2.07%
Of little importance	9.04%
Neutral	23.00%
Important	46.77%
Very important	16.54%
No opinion	2.58%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
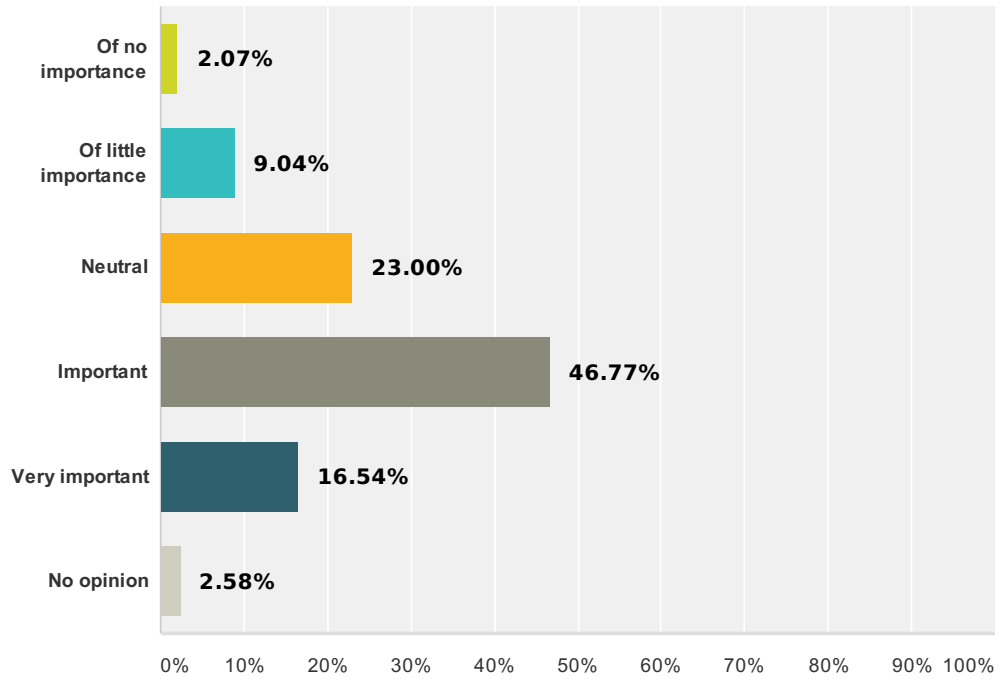
Q64 How much emphasis do administrators at USA place on institutional service for career advancement?

Answered: 388   Skipped: 24

Category	Percentage
Too little emphasis	5.15%
Little emphasis	27.32%
Medium emphasis	40.72%
A lot of emphasis	15.98%
Excessive emphasis	4.12%
No opinion	6.70%
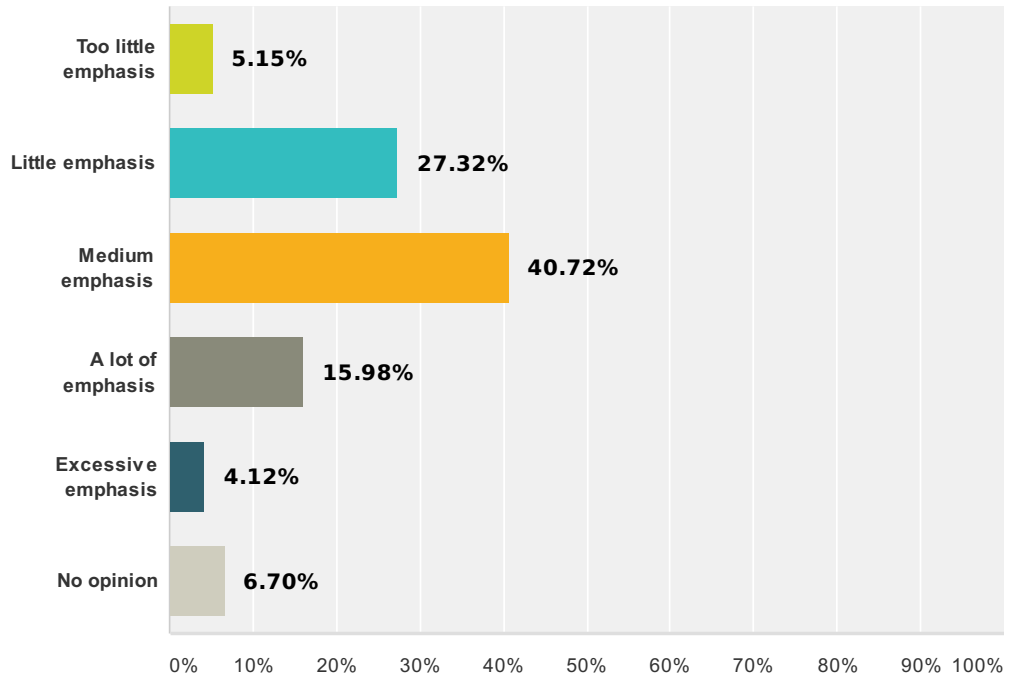
Q65 Are you provided adequate time and resources to engage in institutional service at USA?

Answered: 387   Skipped: 25

Response	Percentage
Very inadequate	8.27%
Inadequate	24.29%
Neutral	29.97%
Adequate	28.94%
Very adequate	2.07%
No opinion	6.46%

Q66 How would you rate the importance of community service to your career development?

Answered: 386   Skipped: 26

Response	Percentage
Of no importance	5.70%
Of little importance	16.58%
Neutral	23.06%
Important	36.27%
Very important	15.03%
No opinion	3.37%

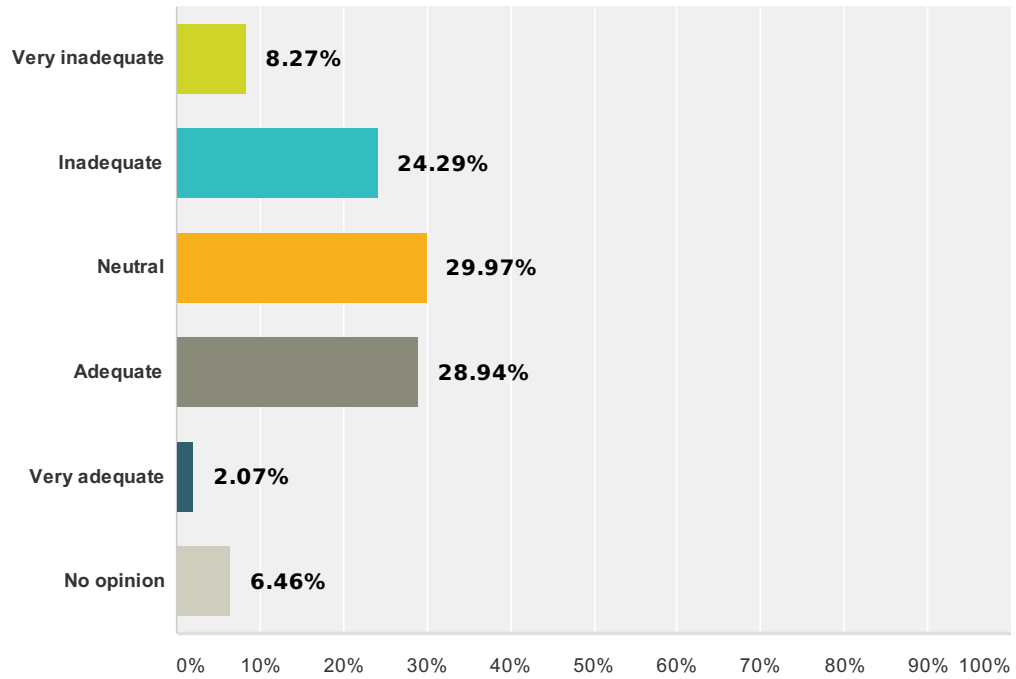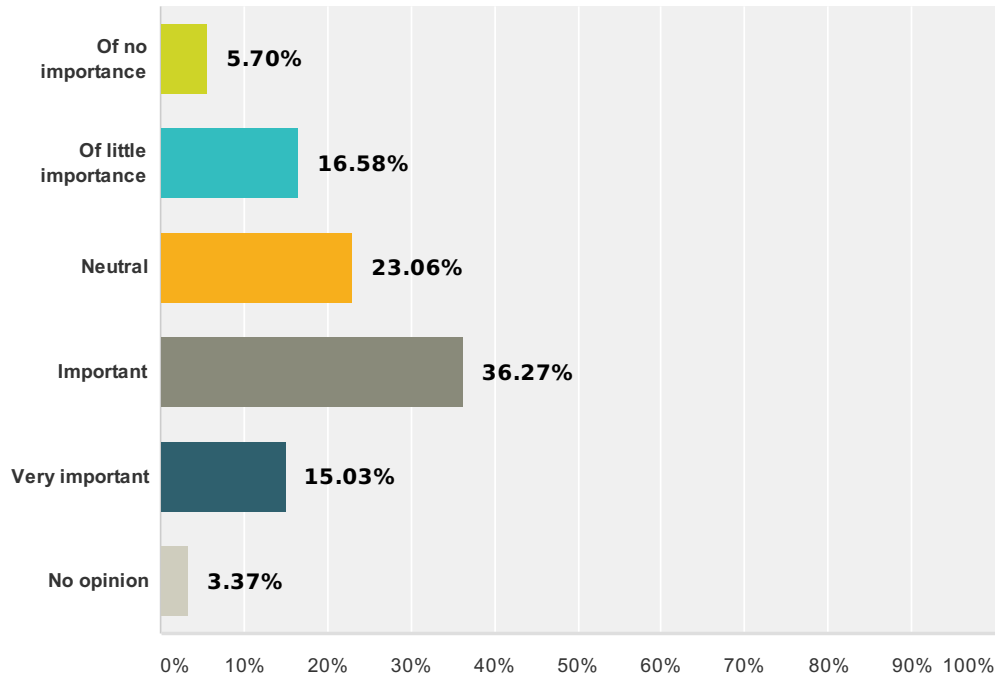## Q67 How much emphasis do administrators at USA place on community service for career advancement?

Answered: 386   Skipped: 26

Response	Percentage
Too little emphasis	10.62%
Little emphasis	40.67%
Medium emphasis	28.50%
A lot of emphasis	10.36%
Excessive emphasis	1.04%
No opinion	8.81%
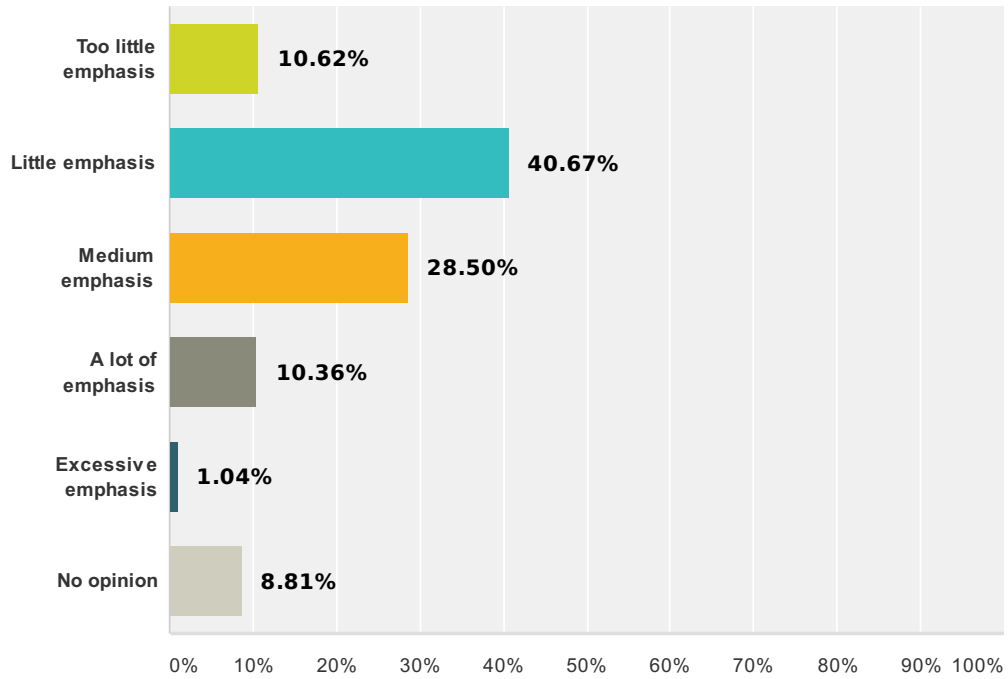
Q68 Are you provided with adequate and appropriate resources to engage in community service activities in support of the University's mission?

Answered: 386   Skipped: 26

Very inadequate — 9.59%

Inadequate — 23.83%

Neutral — 35.49%

Adequate — 17.10%

Very adequate — 2.33%

No opinion — 11.66%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
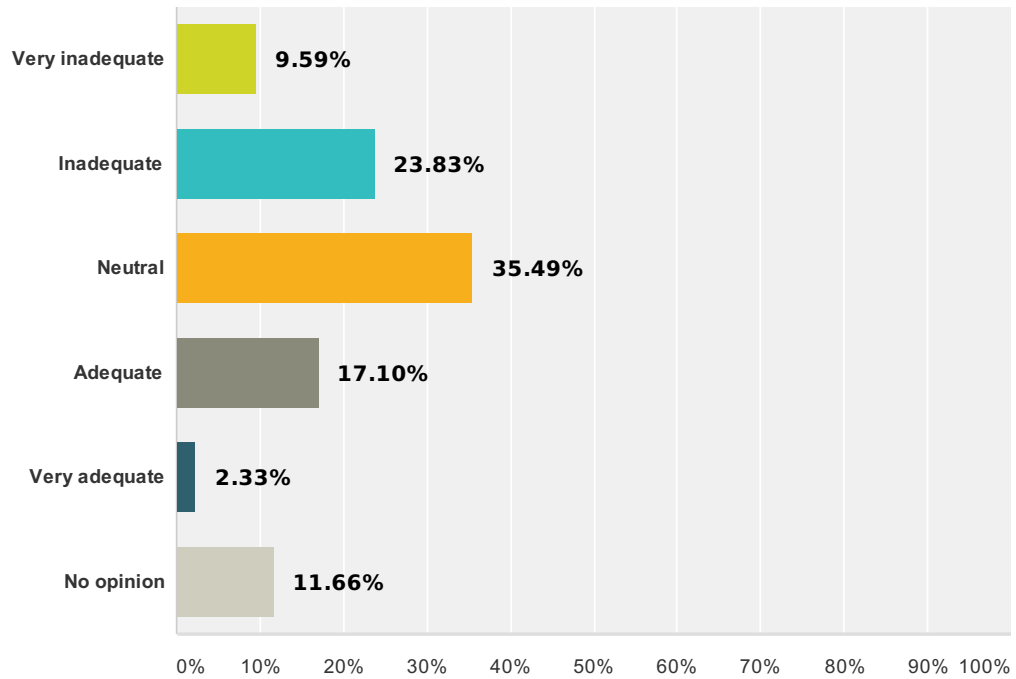
Q69 Have you participated in the Center for Academic Service-Learning and Civic Engagement programs/activities?

Answered: 378   Skipped: 34

Yes	17.72%
No	82.28%
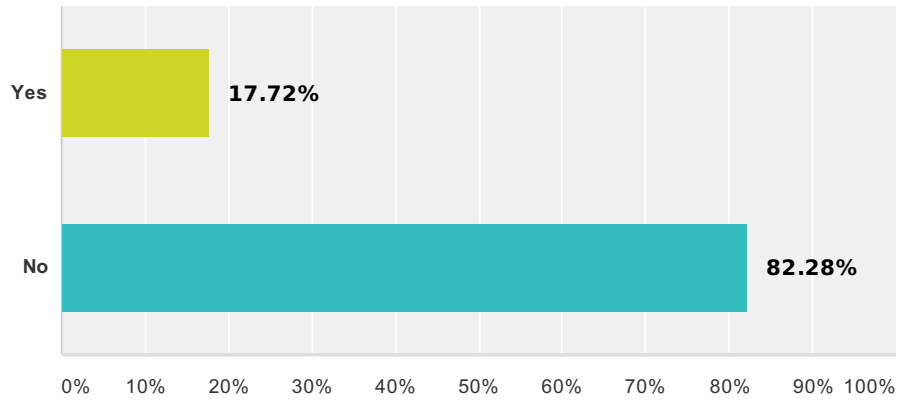
Q70 Are you satisfied with the process of recruitment of chairs and faculty?

Answered: 388 Skipped: 24

Very dissatisfied	11.08%
Dissatisfied	20.10%
Neutral	20.36%
Satisfied	31.19%
Very satisfied	9.02%
No opinion	8.25%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
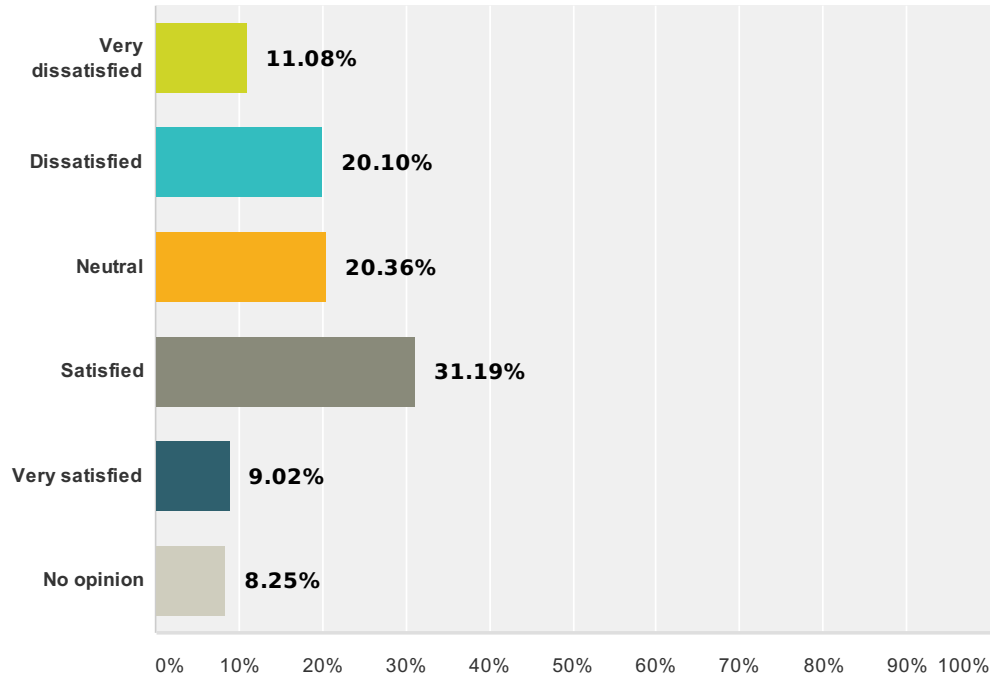
Q71 Are you satisfied with the mid-tenure review and feedback process?

Answered: 388   Skipped: 24

- Very dissatisfied: 3.87%
- Dissatisfied: 7.73%
- Neutral: 22.16%
- Satisfied: 25.26%
- Very satisfied: 9.28%
- No opinion: 31.70%
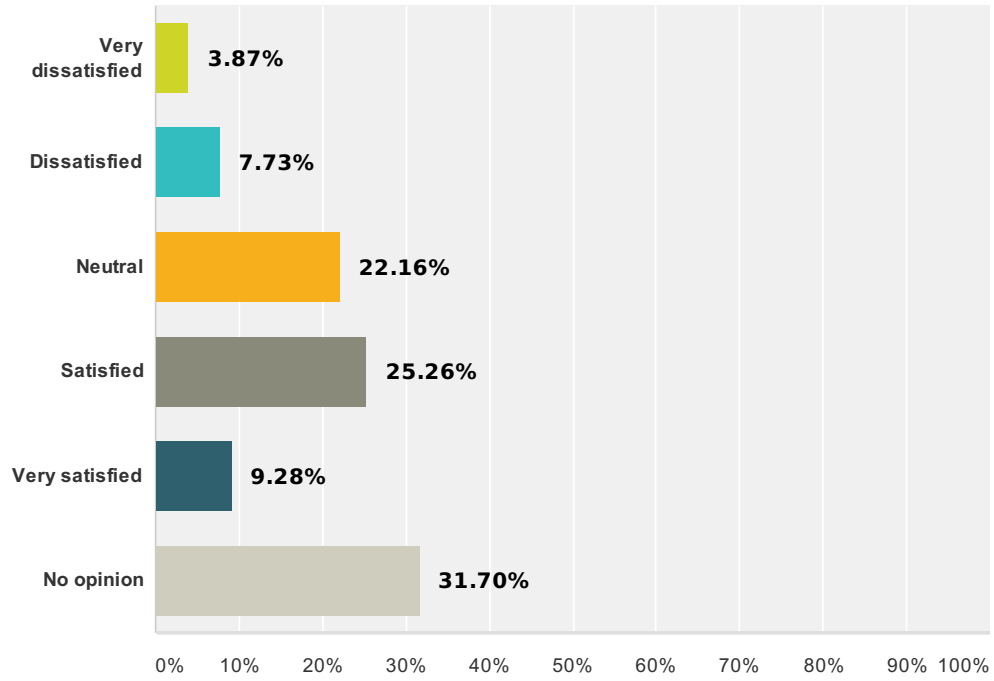
Q72 Is the tenure process in your college fair?

Answered: 390   Skipped: 22

Answer	Percentage
Extremely unfair	5.64%
Unfair	7.18%
Neutral	21.54%
Fair	28.46%
Extremely fair	7.69%
No Opinion	29.49%
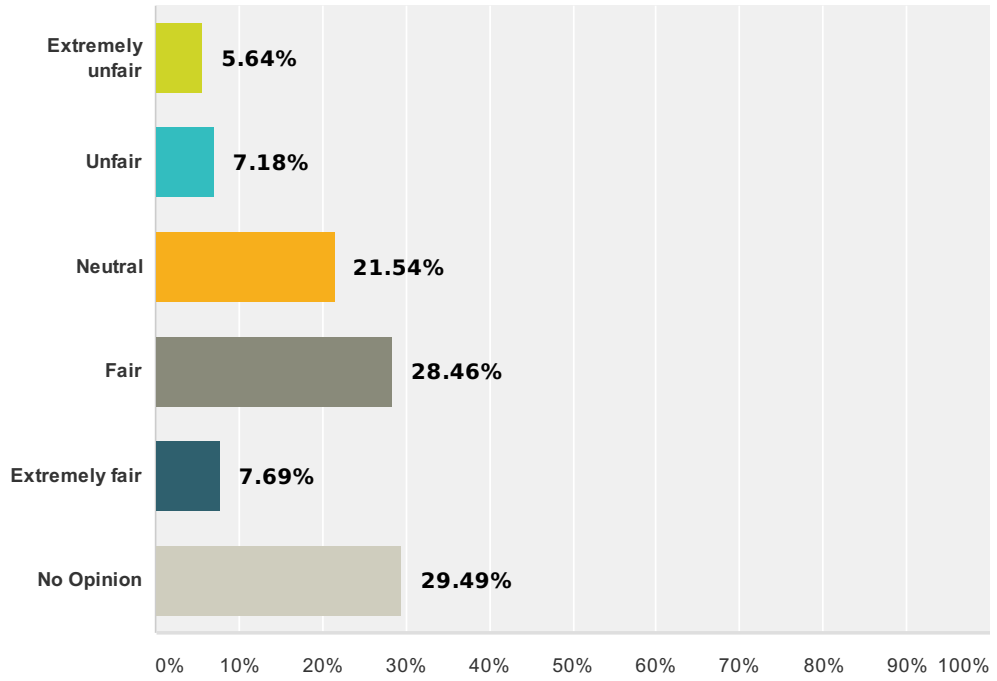
Q73 Are the expectations for tenure clearly known and formally documented for your college?

Answered: 387   Skipped: 25

Response	Percentage
Very poorly defined	7.75%
Not very well defined	15.76%
Neutral	21.45%
Well defined	26.10%
Very well defined	7.75%
No Opinion	21.19%
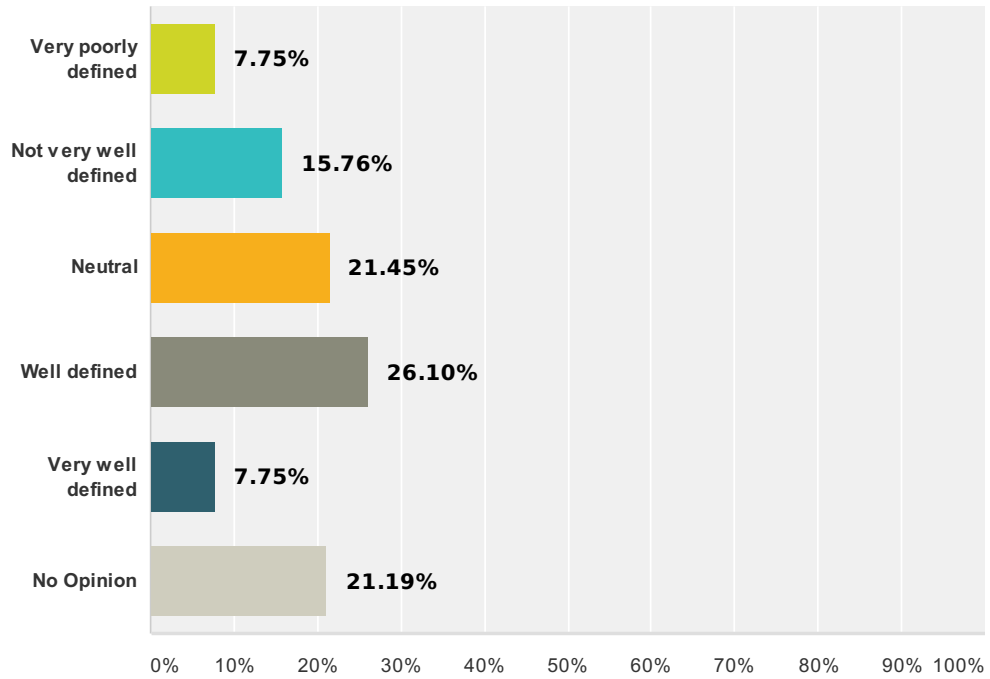
Q74 Is the promotion process in your college fair?

Answered: 389   Skipped: 23
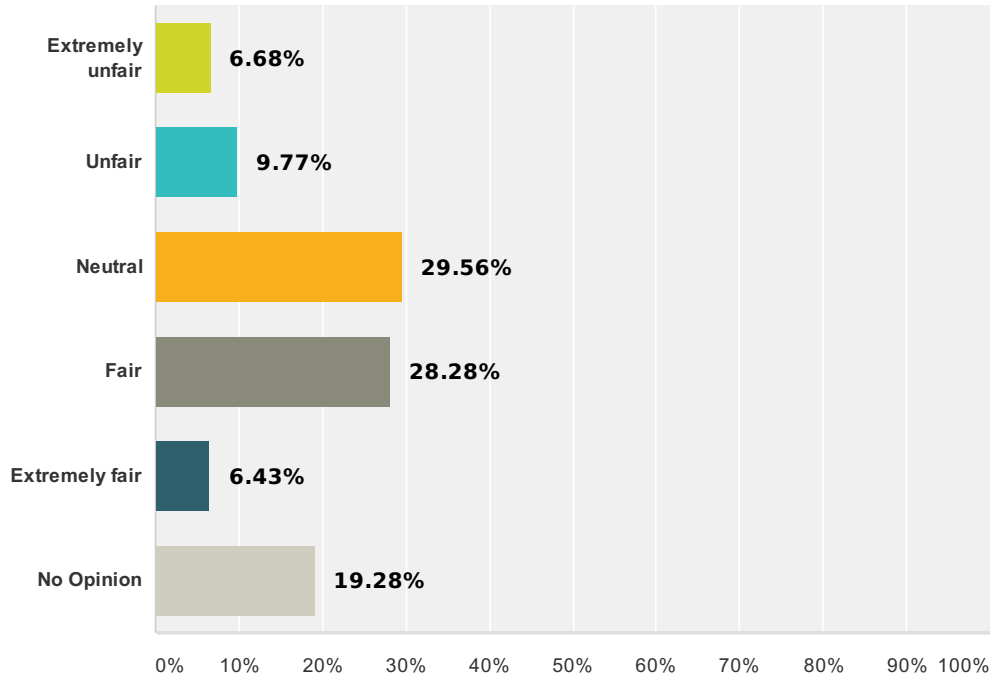
Q75 Are there any specific issues or concerns with the tenure and promotion process?

Answered: 101   Skipped: 311

#	Responses	Date
1	Criteria seem to be fluid and at the whim of the Dean	
2	not much room for advancement	
3	There needs to be limits as to how many levels one person can be involved in determining tenure and/or promotion. For example, the college committee should not include association or assistant deans or department committee members. That allows some people more than one vote.	
4	I have to teach more per semester than colleagues in some other departments.	
5	Politics seems to be more important than research achievements when it comes to tenure. If you want tenure then don't speak up on certain issues.	
6	The process is not promoted and not discussed unless faculty member requests information	
7	Faculty who come in, teach, then leave are the ones who are rewarded with promotion. The rest of us have to support such faculty or be told we are the ones who do the 'heavy lifting' or other such nonsense.	
8	SCE&SP does not offer tenure.	
9	Promotion process is only offered to persons who completed all or partial training at USA even though that is not stated.	
10	I appreciate the large variety of tenure possibilities within the college. However, the expectations for tenure are not well-stated or formally well-documented. Given the diversity within the college, I would not EXPECT that there be one set of expectations that can be worked out, nor do I think there SHOULD be one. That being said, I do feel that some codified expectations should be established early in the process, depending on the department's needs and wants for the tenure-track candidate. A possible solution here is that each tenure-track candidate has their department submit a proposal for tenure expectations early in that candidate's career that tracks with that candidate through their process here at the university. This proposal must be accepted by the candidate, as well as the departmental and college tenure committees. When applying for tenure, then, the candidate has a codified expectation list that is better suited to the unique circumstances that each department has. This is just a top-of-the-head possibility, but would be better than no expectations, set expectations for all candidates, or amorphous expectations for all candidates (similar to what is set now).	
11	most clinical faculties do not have tenure	
12	With the current funding environment, being funded is much more difficult. Given my tenure is based on being funded, it will be difficult to attain tenure. In the past 2-3 years was sufficient...now it is more like 5-7 years	
13	Promotion and tenure are no longer factors for clinical faculty in the COM. Tenure means nothing since all contracts now contain a 90-day no-cause firing clause. Since new clinical faculty hires are employed by the LLC, academic rank is really more of a courtesy title (except in the manner that it might affect one's salary).	
14	Teaching load is too high for the research expectations set forth by the college. I would love to do more research, but I spend most of my day dealing with teaching and classroom related issues.	
15	our chair says one thing about the requirements, other faculty in the department say another, the college handbook states another. It is not clear and there is great concern amongst faculty members over this topic.	
16	I'm not aware of the tenure process or promotion process for my department. That does not mean that it isn't available, I just have not sought the information yet.	
17	Upon tenure, I was switched to a 3/3 teaching load. Other departments retain a 2/3. The expectations of a book for full-tenure are the same in my department and those departments which have a 2/3. I face a material disadvantage in getting promoted compared to other faculty in other departments.	

18	AAUP sets out guidelines for tenure and promotion processes. We do not follow them. Written guidelines for tenure and promotion are vague. This allows administrators to set requirements individually for faculty depending on whether they view them as allies. This is exactly what happens in our college. Requirements change by the week depending on the faculty member and what the administration's agenda is at the moment. Faculty who have all the publications, good teaching record, lots of service are cut if they are not in the administration's favor. Faculty who have inadequate publications become "included" in publications to give them the "numbers" declared as required. Those put in charge of tenure and promotion committees are those who are allies of the administration and do their bidding. Minority faculty are inadequately supported for tenure if they are not allies.
19	still personality driven within a department.
20	expectations for tenure have been somewhat clarified recently.
21	Mid-tenure review was a waste of time--no constructive feedback was provided (although I suppose the fact that I was not terminated was a form of feedback).
22	Yes! Reports at every level should be made available to the candidate. It is absurd that chairs cannot even see the reports from above.
23	Promotion is not associated with any income increase and even basic standards (such as board certification) are overlooked if it is politically correct to promote someone. There is no tenure tract that I am aware of for clinical faculty.
24	In the last academic year, a highly qualified applicant for tenure was denied. I can no longer encourage good people to apply for positions here.
25	Our chair is very fair and supportive
26	Need clarification of promotion policy of non-tenure track faculty with the appropriate terminal degree.
27	Expectations vary from one person to another. Not clearly defined.
28	Promotion requires graduate degrees and completely ignores job experience!
29	Clinical faculty have no means of advancing beyond senior instructor if staying in the non-tenure track.
30	Expectations are not well known or well understood. We have lost some good people. I do not know how the mid-tenure process is handled. Faculty recruitment has involved all faculty in departmental meetings.
31	The limited levels for R01 funding.
32	Too much politics!
33	Librarians should not be expected to publish like teaching faculty to receive tenure & promotion. We're 12 month faculty and our mission is service oriented. Plus the time needed for publication endeavors is not given. Dean Wood's stance is this should be done on our free time.
34	Political aspect of it. Review process- unprofessional behavior by tenured faculty during review and and lack of feedback during mid year review. Minimal feedback about performance....submit annual goals in August, again in march. Nothing in between. Teaching effectiveness is not appreciated or counted as important for tenure.
35	Glad the tenure process is going digital!
36	Vague policies for T&P
37	It has not been administered fairly through the years in my college. It is widely known that the committee is hand picked and that the committee is commandeered by the Dean.
38	I am not sure if people are counseled prior to submitting for tenure that they are ready; if not I think that the Dept. Chair should define what needs to be done each year during the evaluation what the faculty member should work on for success.
39	Confidentiality in faculty discussions needs to be emphasized more. Some faculty and chairs are allowed to strong-arm other faculty into voting certain ways. All voting should be completely confidential and anonymous.
40	No
41	NA
42	I have seen several highly qualified faculty be denied tenure after poor guidance and marginal responsiveness from the tenure committee. Since this has not been the case across the board, it suggests that support was selective, effectively subverting the review process. Too much of a popularity contest.
43	The RTP process seems fair. However, the annual review process in our college and department has been unfair in the past. The criteria, while well defined in the handbook, were ignored by the previous department chair. Only with pressure from faculty did adjustments occur, and they were minor adjustments. There is little justice in the process; scores on the last evaluation seem to reflect a bias against certain groups (e.g., females).

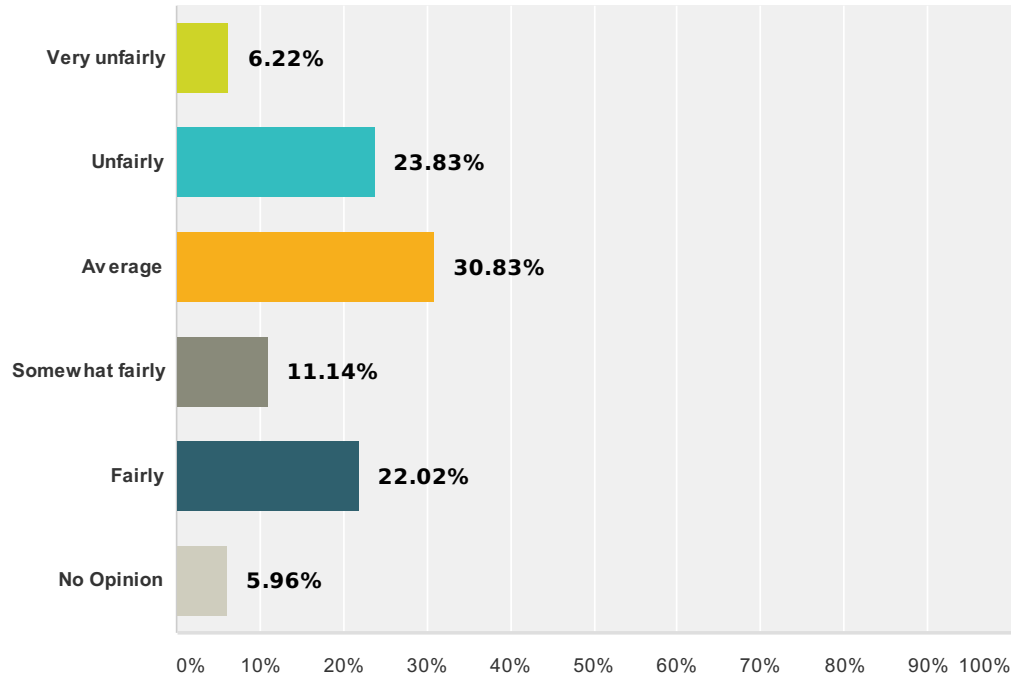| 44	Well, there's the written expectations for tenure and then there are the unwritten expectations, and they don't always match. Sometimes what is conveyed verbally is a moving target, which breeds a sense of instability and uncertainty as to what the requirements really are.
45	I think the phase in of Digital Measures is too fast. Requiring candidates to submit Fall 2014 tenure packages using Digital Measures when training sessions are not even taking place until summer is unrealistic. They should have this option but the requirement should allow about 2 years to phas in completely.
46	It is suspicious that there are many Associates here, but full professors seem a rarity. I wonder if the bar is set too high.
47	disatisfied in that we do not have adequate faculty to provide the best care to our patients. SEVERLY UNDERSTAFFED in some areas where it is virtually impossible to compete with other hospitals and provde good care.
48	Each applicant is not evaluated by the same yardstick when determining tenure and promotion outcomes
49	As a first year faculty member I have not experienced either the review or tenure process.
50	The Dean does what he wants regardless of what departments and faculty say. If the dean wants someone promoted, then the person is promoted. If the dean does not want someone promoted, then the person is not promoted.
51	The business school is "moving the goal posts" on tenure. Faculty were given one set of standards when they were hired. The research standards have since been dramatically raised. However, faculty lack the support to produce the required research.
52	DNP faculty are on tenure lines, this is not an academic degree. it is a practice degree
53	Too objective with no clear guideline for the nominating committees.
54	We could do a much better job at helping Jr. Facutly get ready for this milestone than we are now.
55	Yes
56	Dean Moore refuses to put anything in writing so that he can change his mind at a later date should he choose to do so. His decisions are capricious and arbitrary.
57	need separate category for clinical faculty like most academic centers have
58	Some faculty contribute to the construction and maintenance of the college, and by extension university infrastructure more than others and in varied ways without compensation or recognition in the tenure and promotion process. Some of us bring gifts and talents to the tAble that go unrecognized.
59	In the case of medicine, it has been the practice of the institution to appoint community practice physicians, rather than recruit qualified individuals with a strong research background.
60	Tenure and promotion are a moving target and no one has any idea what the target may be in any given year. There is no consistency and no development activity to help guide junior faculty (or, for that matter, senior faculty who are trying to move from Associate to Full).
61	The College does a poor job making sure individual faculty members have a mentor to help work through specific questions and issues involved in T&P.
62	Make it more better defined rather than vague and arbitrary
63	MCI has hired those with no academic experience as chairs.As a result they support their own practice and compete with their faculty. This is a toxic, unsupportive, prohibitive working environment. Coming here is a career buster
64	The tenure process seems a lot clearer than the promotion process (from Assoc to Full). Something about the need for a "quantum leap"...
65	There are no written expectations in out department. The chair does not adhere to requirements that are generally well known in my field, even though an organization he belongs to promotes the idea of sensitivity to what is required by a specific discipline. It has prevented me from doing the very best research I can do - since i have to follow what the chair expects. when confronted with this issue, the chair has told me that he will not help me with the tenure process. In addition I have had responsibilities taken away from me, and have not been given committee work as my peers have been assigned, while I have indicated that I want to serve the department and the college. It is also well known that exceptions for tenure requirements (years served) are also made especially when a faculty member gets another job offer.
66	As an instructor I had to provide a packet with all of my accomplishments to be promoted to a senior instructor. If I am doing a good job, then my department head should be able to recommend me for the position. I just seemed like the college wanted to see me jump through a hoop rather than look at what I've done as a professional.
67	Unclear process & expectations. No credit given for post-doctoral training or opportunities to go up early. Expectations not equitable across divisions, although funding is!

68	Everyone should be held to the same standards. Compare workloads, student class numbers, advisees, publications, presentations, etc. apples to apples... Hopefully this is the case.
69	I wouldn't know since the tenure and promotion committee is a BIG secret!
70	Too many faculty publish in "pools" - still get credit for doing little.
71	Committee recommendations are biased since faculty are not familiar with different academic discipline areas other than their own. Also, College evaluates EEOC areas differently between departments especially for conference presentations, article publications lead/co-authorship.
72	Limited promotion for clinical faculty
73	Mechanisms for stopping the tenure clock for child-bearing/family medical leave should be explored for the University. The tenure clock should be reconsidered, given the time frame required for securing funding in today's climate.
74	Faculty voice in promotion and tenure decisions are ignored by our dean
75	Lack of clear expectations for tenure FAR should match what will be evaluated for tenure/promotion
76	NA
77	I get good yearly reviews but have no real concrete standard for what is required for tenure, just many suggestions.
78	Not leave everything related to tenure on the Chairs alone
79	My concern regards the development of our document for promotion and tenure -- this document was taken away from us and rewritten by the Dean, so although, the process is well-documented, we didn't have input into it.
80	Our new department chair has done a great job sharing information with all of us about tenure and promotion.
81	Research is the only criterion considered by the College P&T committee; its members can't agree on whether or not to "count" on-line journal publications. On several occasions, despite P&T committee votes to the contrary, the Dean has circumvented the final vote with his own recommendation. That's his prerogative, but why ask committee members to spend a fair amount of time to make decisions, and then reject them without explanation?
82	There seems to be a disconnect between what is being considered scholarly work at a national stage and what my college considers scholarly work. In addition, its difficult to show adequate progression in the areas necessary for promotion when a lack of facutly and increasing clinical demands do not allow to devote time to scholarly work.
83	I fear my teaching load and grant will hinder my ability to make tenure. I have a back up plan if I don't make tenure, so I am prepared for that.
84	I am concerned about the support for the good young people that are having a difficult time getting NIH funding.
85	Department chair exerts control by placing himself on search committees and department tenure and promotion committees.
86	Pre-Tenure sabbaticals would help new faculty complete their research. Experienced part-timers should have a possibility of promotion.
87	Some of the recent candidates that have received tenure and promotion were rather weak in research. While this was pointed out by the college committee, they still got tenure and promotion. The tenure bar should be raised and should be HIGHER than promotion (this is the case in all other US universities), not LOWER. It makes no sense to have a TENURED ASSISTANT PROFESSOR in the university. These faculty, in general, end up being the least productive faculty members over a 30 year period.
88	Outcome tends to depend on whether one has the Dean's favor; Dean frequently ignores department and college committee votes.
89	A promotion process for non-tenure faculty has been promised for years, but if it is final, I don't know about it.
90	Information regarding promotion is clearly defined, but modified based on committees and politics involved. Very sad individuals play favorites and politics then these individuals promoted don't continue to complete research or service.
91	N/A
92	Expectations may be too high in some instances.
93	No one should be permanent chair of a department.
94	This is still obscure; dissatisfied with the Dean's opinion that he should prescreen applicants and influence the committee's decision on who should be invited to campus for interviews.

95	Chairs' recommendations and faculty requests for appointments to FCAPE, as well as all other CoM committees, are uniformly ignored by the Dean.	
96	I feel faculty in my department are not as active post tenure.	
97	There is a lot of lip service, but no real faculty development.	
98	Chair should be made to understand that they have a voice in the process, but should not take part in, advise or attend departmental level T&P meetings.	
99	Recruitment of chairs and faculty seems to be fine. Recruitment of administrators still seems to be skewed, with the dean or svpaa hand-picking the nominees. Search committees still waste their time because the choice will still be the choice of the administration with little attention to the opinion of the search committee or faculty.	
100	Promotion requirements between tenure and non-tenure tracks is not well understood. Those on non-tenure tracks are expected to have all of the exact same requirements as those on tenure track yet they have to teach more hours. Very unfair to expect the same yet allow time for research by some of those on tenure track that goes un-done or unpublished. It's a crock!	
101	Faculty have little input into predetermined outcomes	

Q76 Are you fairly compensated with respect to your colleagues at USA?

Answered: 386   Skipped: 26

Response	Percentage
Very unfairly	**6.22%**
Unfairly	**23.83%**
Average	**30.83%**
Somewhat fairly	**11.14%**
Fairly	**22.02%**
No Opinion	**5.96%**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q77 Are you fairly compensated with respect to national standards?

Answered: 387   Skipped: 25

Category	Percentage
Very unfairly	18.86%
Unfairly	37.47%
Average	20.41%
Somewhat fairly	7.49%
Fairly	10.08%
No Opinion	5.68%
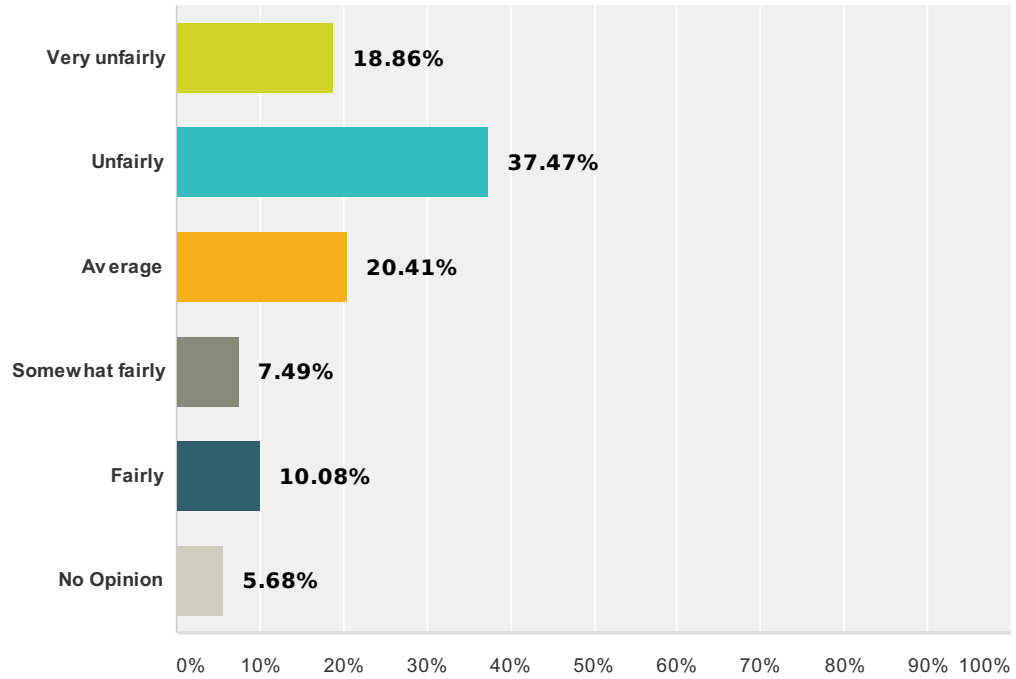
Q78 What is the best thing about being a faculty member at USA?

Answered: 203   Skipped: 209

#	Responses	Date
1	Collegial atmosphere.	
2	Can run year-round, beach is close	
3	At this point I am unsure	
4	Being a part of an institution with enormous potential.	
5	freedom	
6	being part of a strong institution	
7	My colleagues	
8	I want to comment on compensation first. Junior faculty are being better paid relative to time and service compared to senior faculty due to the economic situation. As for the best thing about being a faculty member at USA, teaching students and seeing their success is what it is all about. Everything should be secondary. I like that the University is putting more emphasis on student success.	
9	Our patients. Opportunity for projects and teaching if we have time and are supported by administration. I want to see the system get better and for this reason have stayed on as faculty...hope we will eventually evolve into the central health care system for this region. Much room to grow	
10	It used to be great to be a faculty member at USA. Unfortunately things have changed.	
11	Enjoy colleagues	
12	friendly working environment	
13	Research support and opportunities	
14	Honestly, the best thing about being a faculty member at USA is my colleagues and the very collegial atmosphere here. I have experienced other departments and universities and have seen how destructive dysfunction can be and yet, despite the fact that the last few years have been extremely difficult ones at USA, the faculty have remained, by and large, a positive group of people who are more interested in helping each other than in competing with one another.	
15	opportunities to make a difference	
16	In my brief time as a member of this faculty, I have been warmly welcomed. I appreciate the colleagiality and professionalism of the colleagues and the staff.	
17	opportunity to teach	
18	Friendly faculty, staff and administrators Supportive Department and School Supportive Faculty Senate	
19	Flexabiltiy in schedule	
20	Faculties, staff, and administrators are good people. Work environment and people dedication	
21	The collegiality here is terrific. I love the attitude of the other faculty, especially when it comes to improving their students' quality of knowledge and life.	
22	Despite the occasional lapse, I still think that we have excellent Administrator-Faculty-Student relationships on this campus.	
23	The love of teaching and watching our students excel	
24	USA has so many faculty members who care about what they do, even though they are not compensated like they should be.	
25	My department is one of the best places I have worked. The community between faculty members and staff is supportive and engaging.	
26	I love working with the students	
27	Support from colleagues and other faculty	

28	I LOVE the students here. That is the only reason I have turned down 3 tenure track faculty positions at other universities during my time here. The students have made the excessive work hours worth it, which has been approximately 70-75 hours per week. However, the work load is starting to outweigh the joy I get working with our students.
29	the benefit package.
30	Great people and environment.
31	The students are the best thing about teaching at USA. I love teaching and seeing them excited about what they have learned and accomplished. The positive feedback they provide me is genuine and very rewarding.
32	I love my colleagues and my chair. I am generally pleased with the direction of the university, but worried about the College of Arts and Sciences and the situation of the humanities departments
33	The students (most of them) are worth every minute of the grief at the hands of administrators. This university has so much potential if it would put its efforts into positive and fair treatment of faculty and students.
34	RSA and Insurance
35	The student and faculty community.
36	opportunities to participate
37	Growth potential of the institution and an apparent shift in focus to become more research oriented.
38	retirement benefits
39	Teaching the students.
40	helping develop students
41	The best part of being a faculty member at USA are other faculty. We function well together and are supportive in both academic and scholarly activity. Further, in my recent years here I have seen the communication and work between colleges improve and strengthen the University.
42	I love my job, and I like working with my faculty, staff, and students.
43	The people that I get to interact with.
44	My colleagues
45	Teaching the students.
46	Working with colleagues who believe in what they are doing and care about educating future physicians
47	Filling out faculty surveys. No seriously, interacting with the students in professional relations.
48	workload and freedom
49	There is flexibility involved in my position.
50	Support by chairperson & Dean's Office
51	The faculty and staff in the department. Helpfulness.
52	The students
53	Academic freedom
54	Feeling of community in our department.
55	It's a very dynamic institution with a very bright future.
56	Mentors in my department have been excellent through the years and teaching brings much satisfaction.
57	My colleagues at the USA Medical Center
58	Outstanding colleagues! Outstanding opportunities for creative/research/scholarly work! Great potential of this Academic Health Science Center!
59	I enjoy teaching in the CON
60	the individuals I work with
61	Collegiality of the faculty and staff.
62	Colleagues, access to campus facilities including rec center.
63	The sense of pride of being apart of the USA community.
64	Small size where each faculty makes a big difference.
65	I enjoy my colleagues and learn from them as well

66	Good working group and potential to develop great clinical programs
67	Students...opportunities to serve in the community
68	Collegial department, exciting time in development of university
69	Being a part of the Mobile community and a university that is striving to be better
70	The students!
71	Set my own schedule.
72	We have significant research reassigned time relative to similar institutions.
73	Small classes and decent administration.
74	We are still a relatively small college and it is easy to get to know administrators and faculty from other departments and colleges. We are on the verge of taking the next step in becoming a leading research university. It is challenging and exciting to be a part of this and I hope the new president will lead us in that direction.
75	Great colleagues
76	I absolutely love my colleagues, and I admire and respect my Dean
77	I truly appreciate that though we understand the importance of research, we still VALUE (truly) teaching. Really love our QEP project and the focus on a research proven strategy, Team Based Learning. There is a lot of positive momentum and energy on the campus which makes for an environment open to fostering new ideas.
78	Professional growth
79	The flexibility and the people
80	My colleagues.
81	The best thing about being a faculty member is "being a faculty member of this wonderful family called USA".
82	Supportive administration and helpful staff
83	The leadership and degree of collaboration within my department.
84	benefits, excellent faculty to work with
85	Students for the most part are interested in getting a college education.
86	Seeing health care positions filling up with my former students. It's a legacy I'm proud of.
87	Location
88	I enjoy teaching
89	colleagues
90	There is energy on campus and we seem to be growing in areas that make a difference for our professions (e.g., research) and community (e.g., healthcare). The faculty members are talented and work hard; I am impressed that even long-term tenured faculty continue to work hard on their teaching and their research.
91	the freedom for creative pursuits
92	Working with students - Young energy.
93	A few of my colleagues and some of the students.
94	I enjoy my work and have a fair amount of flexibility in my position.
95	Students
96	Appropriate balance between teaching and research
97	Introducing students to my discipline.
98	People are great.
99	95% of my colleagues are great people.
100	I like and admire the dedicated staff that I work with and I love taking care of the patients in this area.
101	The sense of being one community working together
102	It's a developing institution with lots of potential! New buildings.
103	It is a great place to work.

104	My program faculty is wonderful, my department and college are supportive. The University is in a period of growth, which is very exciting.
105	Support and encouragement from colleagues, and working with eager (overall) students who want to succeed.
106	Colleagues
107	A good school that continues to improve
108	The people!
109	The academic freedom
110	My ability to teach; colleagues
111	The people.
112	Respected by the community.
113	Overall a good balance between research and teaching. great students and overall the administration allows you the freedom to develop one's research and teaching portfolio the way one wants to.
114	Working with my colleagues.
115	-Great weather
116	My colleagues and students
117	I live in Mobile
118	The faculty I get to associate with.
119	Feedback from colleagues and students. I like having a job I love and being able to put a roof over the heads of my family.
120	The people with whom I work, being involved with graduate level students, and the population I serve.
121	Being part of an academic community that promotes the love of learning and maintains high standards.
122	There are a few outstanding individuals at the institution that are a pleasure ot work with.
123	The opportunity to work with students who are eager to learn and better their futures.
124	Very good tools to do a wonderful teaching job and nice colleagues and administrators.
125	Supportive colleagues
126	I generally have autonomy to pursue what I do best.
127	The interactions with the students
128	there are some good people here. I wish I had the opportunity to collaborate
129	The university is a friendly place to work, and I enjoying being on campus. I am pleased that efforts are being made to update the campus with more amenities, i.e. coffee shop in the library, improved bookstore and student union.
130	Things are improving
131	My colleagues, my students.
132	I love teaching and being in the university environment
133	I have met some wonderful faculty and people from other departments. The weather and climate is usually very good.
134	Colleagues and staff
135	Faculty interactions within my own department as well as with others.
136	I can get a job in my field outside of the university making a salary in the 80's. The basis for compensation does not reflect current employment conditions in my field. It should be reevaluated as soon as possible.
137	Freedom & Flexibility
138	I enjoy teaching and am given ample opportunities to do just that.
139	The health insurance/benefits
140	Being employed.
141	Opportunity to teach summer school.
142	making an impact in the personal and professional lives of my students
143	The wonderful faculty I work with each day.

144	Not having to come to campus on days I don't teach.
145	working with co-workers in my dept.
146	The opportunity to teach and learn with others that share my values for improving oneself and the world through higher education.
147	The community of faculty
148	The ability to do research in partnership with the community and schools.
149	My colleagues.
150	I work with a great groups of concerned and involved individuals.
151	academic freedom, class size, supportive relationships among faculty
152	Ambitious preprofessional students.
153	The flexibility of my schedule, working with others who have the same vision, and working with a Chair and Dean who support the Department.
154	My colleagues are supportive and inspirational.
155	The team (the colleagues) with whom I am working , our communication and interaction.
156	Flexibility and generally congenial colleagues.
157	Students, Research
158	My colleagues
159	Good colleagues and support staff.
160	The academic environment, the flexibility of schedules, the opportunities and the collaboration with other faculty
161	Working with students and faculty
162	Collegiality
163	It is a nice environment physically and emotionally to work in. I feel supported in my career and enjoy having the opportunity to support USAMC, WC, and the Mitchell Center as well as student organizations when possible. I feel that we are constantly moving in a direction of continuous improvement in the delivery of high quality education.
164	Creative license to teach.
165	Working with students.
166	The department I work for and my co-workers are a great group of people. A great advantage of USA is given its size, a facutly member has the ability to make an impact very quickly. While I have commented on areas that need improvement, I do love what I do and enjoy the institution. I want others to know that as well.
167	The reassign time to focus on academic research is by far the best aspect of being on faculty at USA
168	Small classes and good students
169	Collegiality, interaction among faculty across disciplines
170	Fairly is perception. My salary is below average for comparable positions, but in Mobile AL, and at USA, more than fair.
171	The ability to work with students
172	My colleagues and students. Scholarship opportunities for students. Facilities.
173	Cool Dean & Chair!
174	Being invited to all the talks given from different disciplines, the opportunity for research, the fact that you meet so many people from different areas and backgrounds. The cultural environment at USA is wonderful!
175	Locale (small city, Gulf coast), high quality faculty for the school's size
176	For the most part the faculty are collaborative, helpful and enthusiastic
177	working with my talented colleagues; flexibility in schedule
178	Interaction with students and other active faculty.
179	My Colleagues. The students. The great weather (excepting summer, of course!).
180	the students
181	Department colleagues got my back.

182	The opportunity to interact with bright faculty members and teach students in relatively small classes.
183	Gives me the opportunity to do what I love--teach and mentor great students.
184	Students
185	Access to patients with high levels of need; access to students/residents who are eager to learn.
186	Team work.
187	the students!
188	My schedule means I can spend a lot of time with my family.
189	Working with dedicated professors who care deeply about students' academic achievement.
190	benefits - and I truly like to teach
191	other faculty
192	Good community in which to live. Great weather. Faculty members truly want the institution to be as good as it can be.
193	Good colleagues in my department.
194	My colleagues
195	Nice location, fair compensation, pretty campus, good colleagues, latitude to teach courses the way you want within reason
196	A job in my field
197	Interacting with the students and other engaging faculty.
198	Dynamic university, forward thinking
199	It's a job.
200	flexibility with 2 weeks off at Christmas only
201	Collegial atmosphere, students
202	Academic freedom, my colleagues, the students...hard to say what the "best thing" is
203	the students

Q79 What would you like to see improved for faculty at USA?

Answered: 201   Skipped: 211

#	Responses	Date
1	retirement match to 403b should be reinstated	
2	Support for College of Medicine.	
3	I think we are in a crisis, at least in the College of Medicine. While change is hard, ignoring change occurring around is even harder yet that is what we are doing. The skill set needed for the physician of the future is not being spoke of, much less introduced. Instead we are being asked to prop up a tired old system that responds to the LCME with the minimum necessary to maintain accreditation.	
4	Compensation, resources to perform job	
5	compensation, critical mass of faculty to fulfill all obligations	
6	Less silos from the top to bottom	
7	We are overworked and stressed. Find a way to relieve the pressure we all work under.	
8	Pay. Treatment like university faculty. Upper Admin that doesn't hand over teaching concerns to educationalists. Sad to say, South is producing its own bureaucratic and intellectual impaction in the form of Instructional Design types. Has secondary ed been improved through the professionalization and "social-sciencing" of education? Don't let this sort of thing ruin higher ed, too. Get rid of that education innovation thing and replace it with a sustained push from Admin and faculty to mentor and develop excellent teachers and teaching. Get serious, Admin!	
9	Well defined vision and effective systematic approach to raise the research activities and university reputation. Create right Ph.D programs to help raise the reputation of the college and university.	
10	Communication When faculty work for years on projects...encourage them and capitalize on the passions of those who want to see the system grow to Regional and National Prominence. Do not stiffle the progress of faculty by administrative micromanagement...let us fly....let us succeed for USA	
11	Well defined advancement paths and salaries that are comparable to national averages.	
12	More flexibility with teaching loads	
13	better salary; way lower than the other universities	
14	Fewer administrators, less inequality in salaries, rotation of faculty into and out of admin positions	
15	I would like to see faculty compensation more in line with national standards. I would also like to see faculty in the Humanities earn salaries that are a bit closer to those of our colleagues in the Sciences. I would like to see the pressure from the administration for us to become more like traditional Monday-Friday, 8-5 employees disappear entirely. I would like to see more support for faculty research (especially regarding travel funds for research). I would like to see that the administration values our role in the University instead of treating us like spoiled prima donnas. I work hard for my students, colleagues, and profession and simply want that to be recognized.	
16	more travel opportunities/ lighter teaching loads/	
17	more time for research, more support for really teaching the material to the students and not just making them happy, fair compensation compared to the administration here at USA	
18	Administrators need to base decisions on what is best for students, not on what makes them (the admins) look good or what brings in money. This school is giving away credits with bogus online courses and with awarding all types of credit to international students who pay enormous tuition.	
19	improved support for research	
20	Salary. We are below average compared to others in AL and comparable programs, overall	
21	Mentoring of new faculty. This does not exist in the COE.	
22	More training on writing and securing grants. More University Summer team grant opportunities. More knowledge about colleagues with similar research interests across campus who are willing to work together and produce grants.	
23	Promotion process, compensation, and realistic teaching load	
24	Protection from bureaucracy (assessment, etc.).	

25	More transparency from some administrators. No favoritism between university and clinical departments.
26	While Mobile is an inexpensive place to live, the compensation here is pretty bad compared to the rest of the nation. Knowing that I could get a similar job in other places that are generally as inexpensive as Mobile for $20K more is a significant weight on morale.
27	Salaries......
28	Fair compensations and support for our efforts
29	Rates of pay that are on level with institutions USA wants to be like.
30	I would like to see COM faculty included as full members of the university community; have real academic titles with a tenure that counts. It would be nice not to see them specifically excluded from raises and bonuses as has happened in years past.
31	emphasis on students learning the material and not pass rate
32	Get some balance with the teaching, research, and service load.
33	improvements in our department, less chaos, clear guidelines for tenure specific to our faculty members, more sense of congeniality in the graduate school, more PhD program offered at USA, improvements to the budget so we do not have to rely on grant funding so much (it seems like a good idea, but actually takes so much time away from faculty and their mail goal of TEACHING and taking care of students and faculty, the mission becomes about meeting grant goals, deadlines and funding - not about teaching and taking care of students), more funding so faculty can attend more conferences like our colleagues at other universities that are able to attend all educational and national meetings (comes out of Health Services Budget, not College Budget).
34	Better pay in the Humanities to compensate for years of raises lost; all faculty in A&S on 2-3 teaching load; more leadership at the college and university levels to use existing and new resources to improve research and teaching. Get people excited about opportunity.
35	Decreased workload.
36	A more responsive administration, more equitable teaching loads and salaries.
37	The top-heavy power structure where faculty have very little real say in their futures. The politics of favoritism toward faulty who ally themselves with and support abusive administrators. The vagueness of rules and regulations in the Faculty Handbook pertaining to faculty employment, tenure, promotion, assignments, and lack of sufficient processes for addressing student complaints.
38	Less competition between departments for students; reduce the need for some departments to bad mouth others in order to recruit their majors away.
39	better integration between COM and clinical faculty
40	The administrative staff is bloated and continues to shift onus on department level staff. It is demoralizing to see admin staff continue to advance via promotion when the faculty have been effectively frozen in salary except for the rare occasions of promotion in rank.
41	We need to stop over-recruiting students. Also, imposing a football team on a medium sized institution like ours during an economic recession has been harmful. Things are changing in rapidly in higher education and sponsoring semi- pro sports teams is not going to be important in the future of education.
42	continued collaboration across disciplines, examine teaching/service/scholarship expectations. Different/less mandatory stringent "attendance/service" requirements for 12 month faculty
43	Respect of the faculty. Tiem to publish adn perform community service. If not given the time, then not penalize them on the evaluations. The load is too much on the faculty. Administration needs to be more in tune with what the faculty actually do. Excellent, experienced faculty will be lost if things don't change.
44	streamlined administration research/grad student support
45	Support to maintain current infrastructure (core facilities) and to develop new core facilities.
46	Fair compensation.
47	Pay, better communication from administrators, a committment to provide better support for research if we are serious about growing our research effort (release time & facililities).
48	1.) Equitable teaching loads in A&S. Tenured and tenure track faculty should have 2/3 loads across the college. The current system is abysmal. 2.) Compensation that matches peer institutions.
49	Internal departmental communication
50	Better inter-departmental, inter-specialty respect and cooperation
51	Salaries, reassigned time, espris du corp.
52	More respect and trust from administrators toward faculty.

53	Promotion opportunity.
54	More intramural grants or other sources for funding within the college
55	Annual raises
56	Creative spaces for collaboration
57	More personal recognition.
58	The university administration needs to engage and communicate with the faculty under a shared governance model. Quit treating the faculty like children and allow them some say in establishing goals and directions for the university. There is a lot of good things that could happen here, if the university would talk with the faculty and provide some real support.
59	Other than opening a door for promotion -nothing comes to mind.
60	Salaries
61	More research mentoring and education. More administrative encouragement for research (this is growing at university level). More support for faculty grantwriting (more faculty, more support).
62	increase in morale
63	Campus management
64	Salaries & the way raises are given when funding is available.
65	The move to HSM and no RSA retirement for medical school faculty is a significant drawback to recruitment especially with below average salaries. This is an initiative of Dr. Franks which has increased feelings that the faculty on the medical side is inferior to the University campus. For long term retention and recruitment we need to go back to RSA for medical school faculty.
66	Financial spport for meetings and academic improvement
67	Leadership- for the college of education to survive... Faculty morale, sense of community More opportunities to work w and develop relationships w students- with the goal not being publishing but relationships and mentoring Working conditions- more collegiality and networking
68	More opportunities for cross-disciplinary work/networking
69	Move beyond the culture of a community teaching college
70	Fair and equitable promotion, tenure process, and workload assignments for faculty.
71	Better pay.
72	Salary
73	Pay raises.
74	Salary increases, lower teaching loads, more support for travel and research, more support for regular sabbaticals, better benefits for adjunct faculty, smaller class sizes.
75	Better computer equipment and classroom media facilities.
76	Our pay is significantly below national standards and our teaching loads are unreasonably high.
77	More input in teaching assignments
78	Help change the expectation of students' scholarship. We need to demand more of our students, and ourselves in terms of learning and scholarship. We are too focused on numbers. In actuality, numbers increase with QUALITY of education, not relaxed standards or "progressive innovations in teaching (i.e., online instruction).
79	Would love to see more resources devoted to those who wish to pursue research (i.e. course releases, travel, mentors, etc.); and cross-discipline/institution research initiatives. Also, would love to have a center/office of interprofessional initiatives in the health sciences division to make activities currently being offered/initiated more cohesive and unified. It would also be nice to have institutional resources for those striving to embed IP into education and practice.
80	NA
81	Compensation to attend conferences and support for scholarship endeavors
82	Salary increases every year.
83	More engagement across different disciplines.
84	Technology for the classroom and equipment for the lab
85	Getting away from "one size fits all" regarding criteria for annual evaluation, tenure, and promotion.

86	decreased credit hour workload per year
87	Tenured professors being held to some standards and acting interested in the program.
88	Pay commensurate with other Research-1 institution faculty Teaching loads that allow for research and creative activity.
89	Teaching load decreased from 4/4 to 3/3 if we are expected to have 2 publications/yr. Also, pay that equals other universities for new hires. In my field other universities pay more and they require 1 pub/yr for a 4/4 load. I have no problem with the 2 publication requirement. However, to meet that requirement, with at least a 4/4/ load, I must make my job my life...and I do.
90	Teaching load decreased.
91	Better pay
92	better support to attend meetings; better access to state-of-the art technology
93	Less teaching if more research and service is required and equitable compensation for faculty based on national standards.
94	I would like to see teaching loads reduced so that meeting research requirements is more feasible. I also think the processes for making decisions (mostly at the college level) could be more transparent.
95	There is not enough space to list the items that need to be addressed.
96	more emphasis on research
97	Faculty salary and benefits need improvement. The loss of the 401k to new faculty should be reviewed and reconsidered. We may lose potentially great faculty members due to offers at other institutions with better benefits.
98	More frequent raises.
99	More flexibility of release time. Easier time working with Dean. Increase in salary - I make $15,000 less than equal position in another state with NO state income tax.
100	Continued improvement in the dialogue and relationship between faculty and administration.
101	Pay
102	I would like the opportunity to work across disciplines and teach with colleagues (and have everyone get paid).
103	faculty are feeling overworked and underpaid. Need to address this.
104	The salaries and crappy medical coverage are insulting.
105	I would like to not struggle every day to do my job well because of the lack of resources and personel. For example we take care of many patients with brain tumors but do not have a neuropathologist. samples are sent away for determination with a lenghty turn around time and making families wait a prolonged period of time for results. This is unfair to our patients but a problem with an easy solution.
106	More recognition for teaching excellence. More students are influenced in a classroom than in a research lab although both are essential to the growth of the university
107	At least a 10% increase in salary to make up for the last 7 years!!! Better healthcare coverage. Balanced teaching and research assignments. Formal recognition by senior management when faculty accomplish great things!
108	I would like to see more faculty input into decision making. Too often, a small circle of power makes all decisions without looking at any data. Decision are made from the armchair. If the administration likes something, it becomes policy without conducting the necessary background research and needs assessment. Decision making needs to become data driven not whim/power driven.
109	I believe that there should be additional monetary compensation for everyone not just those with PHD's.
110	Time and expectation to pursue collaborative activities.
111	We need more input. Past administrations have not regarded faculty opinion as relevant.
112	More professional development opportunities
113	New administrative leadership in Nursing; faculty taken for granted, not respected
114	More money.
115	Improvement of Internal respect for faculty by leadership.
116	The teaching load should be the same for all departments of the college.
117	A greater sense of efficacy and involvement with governing of the University. And a sense that our supervisors' outcomes are more closely linked with our evaluation of their performance.

118	-Enabling nationally-competitive research -Objective assessment of the current strengths of the University -Objective assessment of areas for potential research growth -Objective assessment of a lot of other things (resource allocation, administrative structure, ...) -Progressive allocation of resources to build on current strengths
119	1. Improved travel funding Item 26 asked how many conference travels were funded -- The amount was actually only 1/2 of one conference. 2. Positive support of faculty.
120	Salary first then support staff to adequately care for the number of patients requiring care without getting burn out. I am among the lowest paid employeees in the country for my specialty. The only ones lower are a few of my partners. This is with larger as well as smaller practices.
121	Encourage physicians/PA/nurse practitioners to go to national conferences; for the past few years there is no budget in our department for this very important matter; which is very sad.
122	Leadership from the top that is novel and exciting and doesn't take ten years to trickle down to those of us on the lowest ring. Also, pay us what we are worth, not what you can get away with.
123	Better awareness by the administration of the many responsibilities we are given without recognition of the limited time given to fulfill those responsibilities.
124	The primary role of a chairman is to enable the faculty to be successful, and the chair's compensation should be based primarily on the success of the faculty.
125	Compensation. Work load divisions based on interests/position.
126	Salary increases--there needs to be at least some attempt to adjust in a meaningful way for the several years we went with no raises.
127	Mentoring would be a great place to start. Salary is an area that needs attention.
128	The salary and benefits so that faculty and staff do not have to struggle to make ends meet.
129	Health care system. Pull MCI into medical school and restructure.
130	A better library, more help for tenure-track faculty, and more fairness in teaching loads and compensation.
131	Wages
132	Pay pay pay
133	Value effective teaching, dedication to students
134	I think the tenure process needs to be looked at. In our department tenure is granted without advancement, which seems to be very unusual as a national standard. The institution of an ombudsperson was good, but there needs to be more support or someone to turn to for help beyond the department chair. For example, a non-tenure track year to tear faculty member is given opportunities ahead of myself who is tenure-track
135	Salary compression and merit pay based upon performance and not favoritism.
136	Higher pay would improve the morale of the faculty. I love my job, but I feel like I'm treading water financially. I work 60 - 80 hours a week in the fall and spring semesters and it is aging me. This university is top heavy. The administration's salaries are too high. The purpose of this university (and every university) is to teach the students to think. As such teachers are what make the university. Proration and cuts should come off of the top end first. Just make the system fair.
137	Respect, funding, infrastructure, solid leadership at department & college level that are sensitive to needs.
138	Recruitment of faculty Increase salaries for part-time instructors Opportunities for clinical research Central office support for grant writing Reduced teaching loads for faculty scholarly activities Less micro-management from administration Increased faculty resources to travel to conferences to enhance our faculty skills, knowledge, pedagogical styles Recognition for our work instead of constant criticism Decrease some top heavy administrator incomes and increase faculty incomes. We are the ones doing all the work. You never see us leaving everyday at 3 o'c
139	More of them. Our department is woefully understaffed.
140	better salaries, more respect for individual initiative
141	Equal distribution of faculty teaching loads and travel money awarded to faculty presenting research at conferences.
142	salaries -- the cost of everything continues to rise, but any pay raises have been minimal, regardless of scores on faculty evaluations
143	Have faculty come to campus everyday.
144	salary increases
145	Discovery of breakthrough strategies for improving faculty productivity and to balance workload.

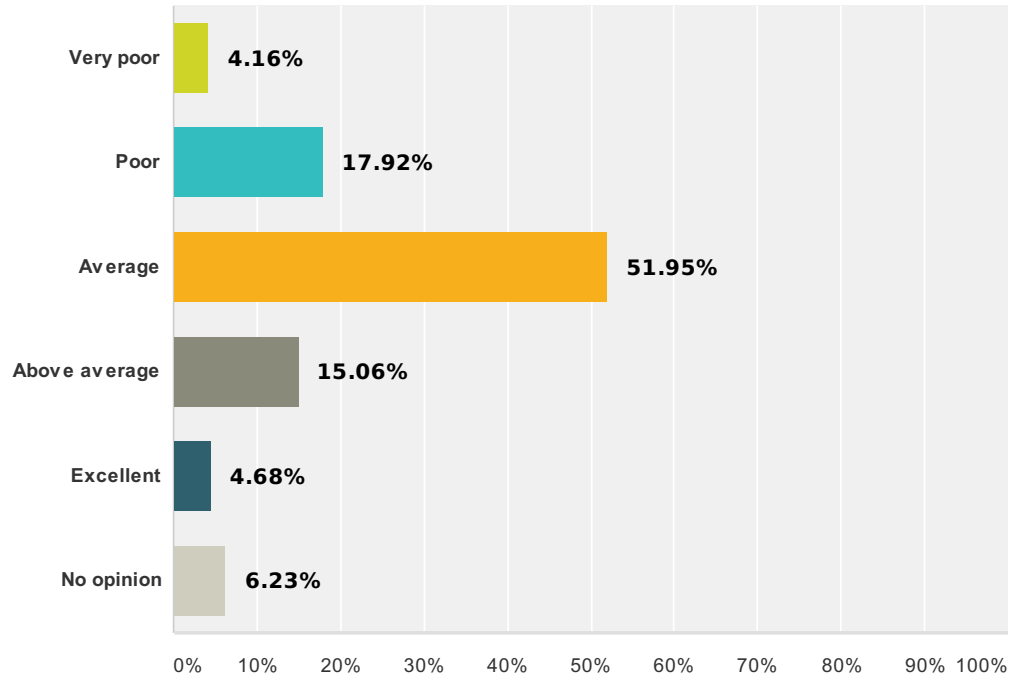| 146	Administrative trust, valuing, and listening to faculty. Also, the scholarly environment of the university needs to be reenergized.
147	Fewer administrative requirements.
148	better support for junior faculty
149	Minimize administrative work. Most can be delegated to staff.
150	Hiring of additional faculty to reduce workload or an increase in salary.
151	More even compensation and teaching loads among departments.
152	Salaries, research time, course reduction for research.
153	The university has a lack of vision and no true identity for what it wants to be. What is the 10 year plan for the university? More undergrads or expanded graduate degrees or increasing research output? I really have no idea. Also, there is a lot of lip service about how USA values faculty but my first year I was denied tuition reimbursement for my wife (which I was told was a faculty benefit) because we supposedly were 15 days short of the cutoff date to recieve reimbursement. This is one example of why I feel little actual loyalty to the University and would probably leave if a better job opened up. I feel USA has little actual loyalty to me or investment in my development.
154	Salaries
155	Better Chairs
156	More support for researchers outside the STEM fields.
157	Research funding and opportunities to do research.
158	Increased time and financial support (travel for conferences) for scholarly activities.
159	Enhanced community of scholars. Faculty scholarship is substandard based on standards of national, regional and state-supported universities.
160	Mentoring and partnering for those who would like to get started in participating in research and publication.
161	More time for personal research.
162	Faculty are privileged to work at a fine institution that will continue to grow during the next several decades.
163	I would like to see more faculty development activities and the salaries to better reflect national standards. I had the opprotunity to recently see data on academic national salaries and as a general rule the salary for many fields were less then the 20th percentile. It is difficult to recruit and retain faculty without other incentives if it is difficult financially to increase salaries.
164	The pay for faculty, especially in the Humanities, is by far the worst aspect of being at USA. USA humanities faculty are paid less than public school teachers and far less than peer institutions. The starting salary at UAB and UAH for an average humanities faculty is 15k greater than the average pay for a humanities faculty at USA.
165	More emphasis on teaching
166	Recognition of time for service and research activities and innovations in teaching Technology-based resources
167	Communication with administration. In some areas this is excellent (VP Chronister has done a good job reaching out to faculty to discuss their needs/concerns). In other areas communication is not good. Many specific examples that I would prefer not to put in writing. In some cases, from a faculty perspective, the VPs talk w/ Deans, Deans, talk with Chairs, and Chairs talk with faculty. It is tacitly assumed that the message is consistent. This is not necessarily the case. Solving this would help to develop trust between faculty and the administration.
168	Increased clinical faculty in the college of medicine in order to increase the clinical teaching and be able to innovate and provide one on one feedback to the students about performance
169	1) Salaries. Recent graduates in my field are reaching my salary within 3 years of graduation. My salary (at 9 months) is below many of my peers at other universities. Salary increases due to promotion are considerably less than peer institutions. The university should strive for a 10% increase in salary when promoted. 2) Faculty Recruitment. Increased recruitment efforts and hiring of faculty with a history of extramural funding. Increased funding efforts should be initiated to attract these faculty for each college. 3) Increased collaborative governance
170	It would be nice to have a person to go to for guidance on roles of faculty levels to clarify who has the right to do what to who and such and someone to go to for guidance on sensitive situations occurring in a department. It would be nice if a faculty member does not have to feel so isolated and taken advantage of by having a mentor to go to for advice and guidance.

171	Better administrative management, let faculty have a bigger role in the school. Morale among the faculty could not be lower. Faculty are held hostage between an ignorant demanding staff and an administration that goes out of its way to cut the faculty out of the decision and planning loop. It is not surprising that the grant productivity of the faculty is at an all time low.
172	When I down load a university form, I would be nice if I could save it. I spend a lot of valuable time simply filling in the same basic information again, again and again.
173	funding for conferences, allow faculty to specialize in one area rather than expecting each faculty member to excel in everything
174	Either election of chairs or action taken based on annual faculty evaluation of chairs.
175	More faculty. Fair teaching loads. Renumeration at national averages. Better safety nets for underprepared students.
176	hiring/promotion process pay equity
177	Pay raises that keep up with inflation. Fewer committee assignments. Lighten teaching load to encourage creative/research activities. A culture that encourages more appreciation and respect for faculty.
178	Create a better environment for doing research. This requires a coordinated effort that (a) reduces teaching loads, (b) increases research expectations, (c) hire more faculty members (d) hire laboratory technicians to assist with labs, (e) raise standards for promotion and tenure.
179	CONTROL!!!
180	Communication down to non-tenure and staff positions.
181	Voices to be heard. Fair and objective treatment for everyone. Students treated like customers by faculty and staff - their complaints are sad. Faculty not doing their job to be reprimanded and held to standards.
182	Financial support for ongoing professional development.
183	More time for the teaching process and more outcome related compensation.
184	more respect for the role of everyone in the departments and colleges
185	Almost everything. I plan to quit rather than continue at this institution, even though I have tenure.
186	Salaries
187	1) More support and recognition for faculty who try to enforce high academic standards in the classroom, 2) More time and support for research, given our increased publication requirements
188	better support for balance on research vs. teaching
189	We need salary increases every year. Once every ten years is not enough! What good is merit pay when faculty members are not rewarded for their hard work. Most faculty members do not want to do anymore than they have to because they know they will not receive any additional compensation for their hard work.
190	better funding and time for research activities
191	House cleaning of administration. Transfer of existing administrative lines to departments where they are understaffed, instead of using merit pay increases to reward faculty members for otherwise uncompensated administrative work.
192	Transparent, enlightened, and engaged leadership at the College and Division levels.
193	Less micromanagement, more respect for faculty by administrators, more emphasis on scholarship, better campus wide support for technology, overall more positive and professional organizational culture
194	More tenure track positions, more opportunities for those non-tenure track
195	360 degree feedback and regular, meaningful review of a Department Chairs performance. Chair's terms should be limited in duration with extension only possible if a majority the faculty vote for it.
196	Too many things for this small space. One place to start though would be for the administration to show some respect for the faculty. Mismanagement and incompetence on the part of many administrators leads to difficulties for the faculty who have to deal with last-minute or unreasonable demands. Micromanagement also creates problems--we don't need to be minutely watched over.
197	Salary; clear promotion and tenure; decreased class size; more fair teaching hours between tenure and non-tenure tracks since same promotion requirements.
198	Higher wages
199	Faculty compensation, improved classroom space for the Humanities
200	Arts & Sciences is undervalued, under-promoted...this is particularly egregious when it happens from within by ineffective chairs and administrators.

| 201 | Please stop pushing training for programs not useful to us - there's little time for the 'training' and the 'training' is usually very poorly done... | |

Q80 How would you characterize overall faculty morale at USA?

Answered: 385   Skipped: 27

Very poor — 4.16%
Poor — 17.92%
Average — 51.95%
Above average — 15.06%
Excellent — 4.68%
No opinion — 6.23%

Q81 How would you characterize faculty morale in your college/school?

Answered: 387   Skipped: 25

Response	Percentage
Very poor	12.66%
Poor	30.75%
Average	35.92%
Above average	13.18%
Excellent	5.43%
No opinion	2.07%
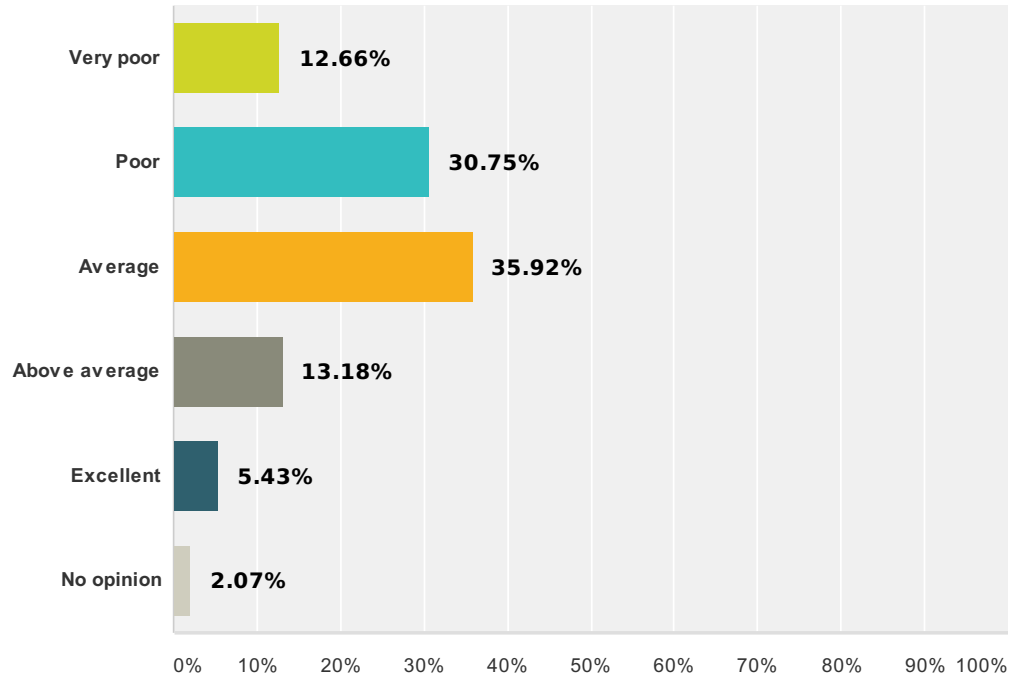
Q82 If you had a variety of professional options, would you prefer to:

Answered: 384   Skipped: 28

Option	Percentage
Remain at USA with little ...	39.32%
Remain at USA with...	25.26%
Move to another...	24.48%
Move to non-academic...	3.13%
No opinion	7.81%
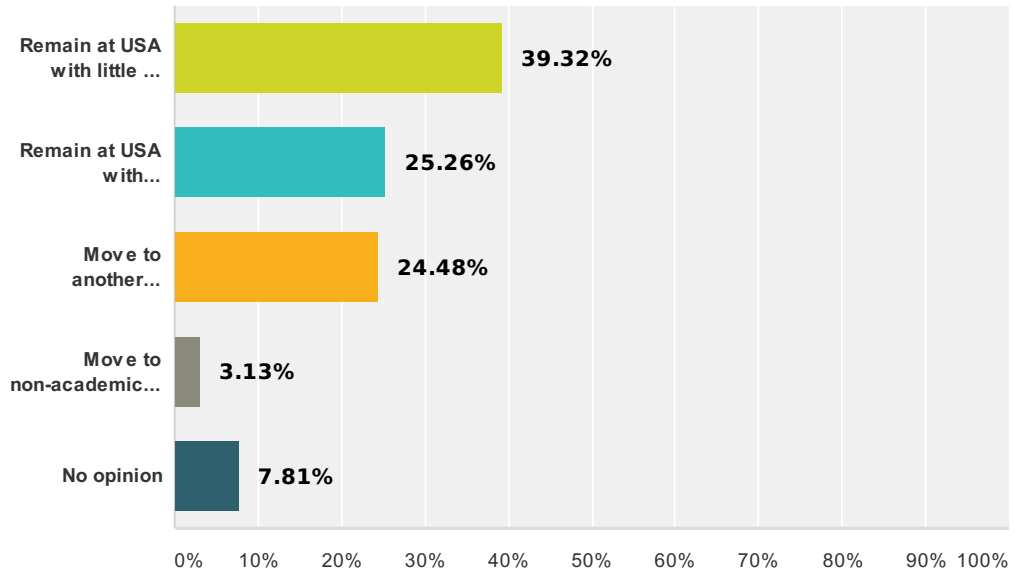
Q83 Please click the option that best indicates how satisfied you are with the following:

Answered: 386   Skipped: 26

26th Annual Faculty Survey, Spring 2014

The opportunitie...
- 7.79%
- 22.60%
- 22.34%
- 35.84%
- 9.87%
- 1.56%

The degree of academic...
- 2.85%
- 6.48%
- 12.18%
- 42.49%
- 30.83%
- 5.18%

The amount of freedom you...
- 10.42%
- 17.45%
- 25.26%
- 27.86%
- 11.20%
- 7.81%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Very dissatisfied ■ Dissatisfied ■ Neutral ■ Satisfied ■ Very satisfied
■ No opinion
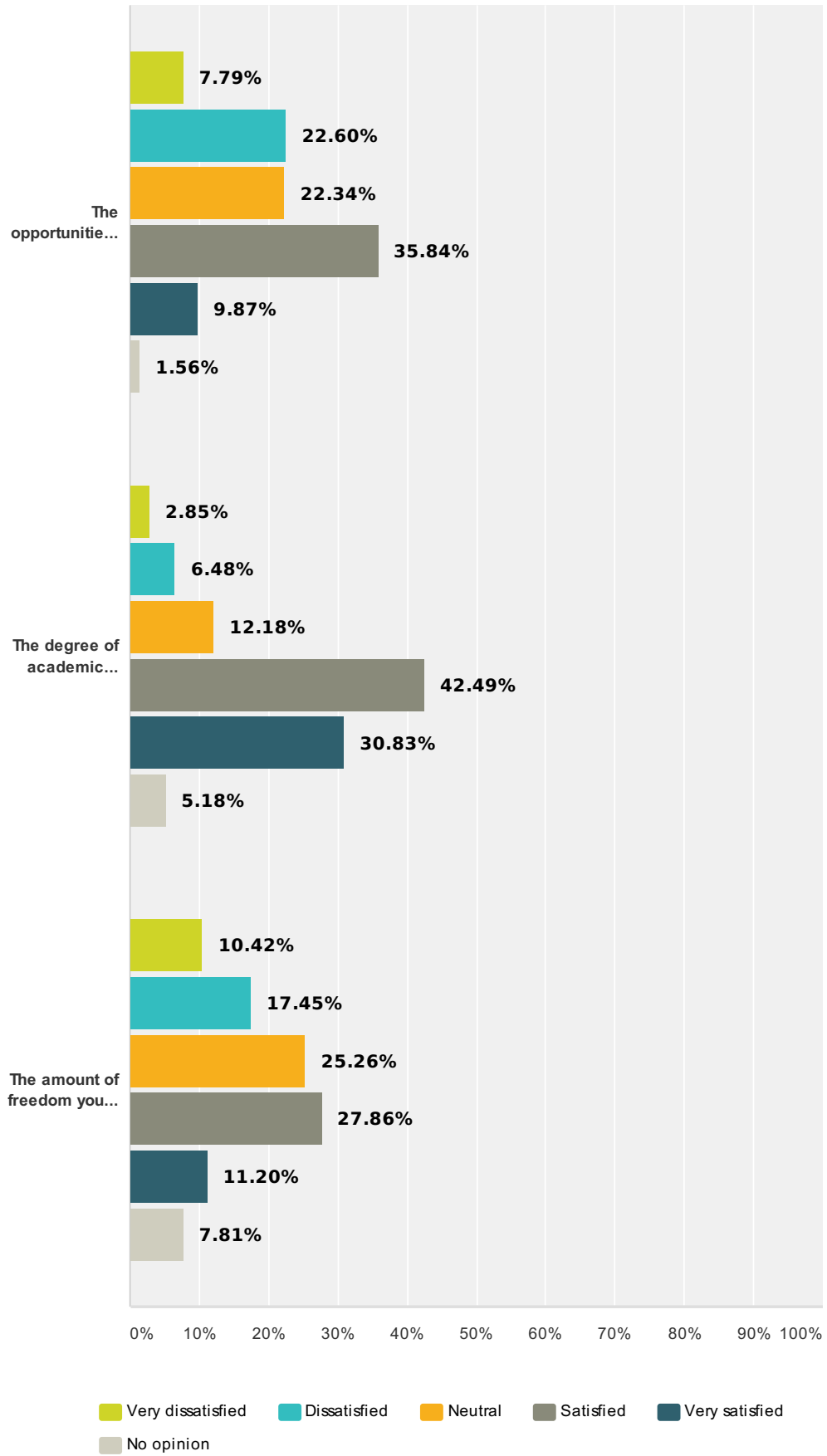
Q84 Would you advise a newly graduated peer to pursue a position at South?

Answered: 384   Skipped: 28

Category	Percentage
Extremely likely	16.67%
Likely	42.45%
Not likely	22.14%
Not at all likely	9.64%
No opinion	9.11%

26th Annual Faculty Survey, Spring 2014
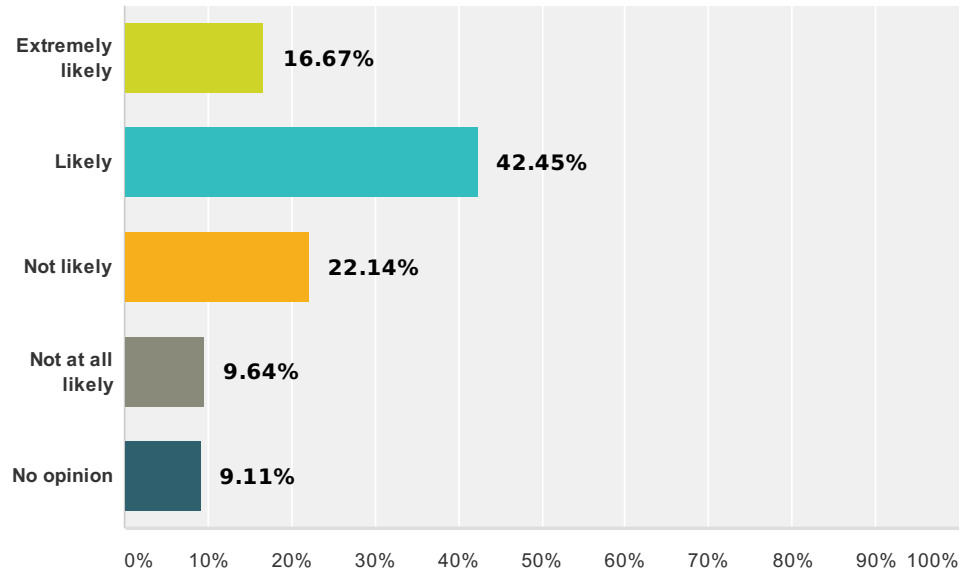
Q85 If there was one thing that you could change about your situation at USA, what would it be?

Answered: 180   Skipped: 232

#	Responses	Date
1	Support for MD's in College of Medicine.	
2	See new competent leadership. I would be willing to work with currently low resources if I felt I had good leadership who understand the complexity and direction of healthcare.	
3	Improved support for Interventional Radiology at USAMC.	
4	establish a tighter financial strategy and revamp their planning and development department	
5	Have administration that truly understood the needs of our program	
6	Decrease my work load.	
7	Wish I had more time to be a better teacher and scholar.	
8	Less clinical load or more support services and organization of clinical services	
9	I work in a medical department that is run by a manager. It should be run by a faculty chair and decisions should come from the chair. Faculty seem to be just "staff" in fact we are referred to as just staff.	
10	Pay that is in line with national norms	
11	Some initial start-up funds	
12	I've covered this in previous comments, but I'll repeat here: compensation, travel funds for research, and attitude by the administration.	
13	higher salary	
14	reduce administration	
15	Because admin does not listen to the polls or talk to real faculty or give a flip about what the Faculty Senate suggests, I would find a way just to teach my classes and go home so I can get away from what this school has deteriorated into.	
16	The hiring of two more full time faculty colleagues to assist me with the effective operation of my program.	
17	Mentoring of new faculty. And, it should be active mentoring.	
18	More faculty are needed in my department.	
19	Workload	
20	Focus on one thing so I can do better job, instead of too many insignificant achievements	
21	I would request more and timely communication from the deans on matters that influence my career here. I have been broadsided by a number of major changes in the last couple years with little time to react when it has been obviously known at levels above me for weeks or months in advance. While I am flexible and can generally accommodate these changes, the stress of doing so has been overwhelming at times and has led to much unpleasantness.	
22	less departmental service	
23	To acquire the resources needed to effectively do our jobs which is teaching.	
24	Funding for honors research students. ($5000/student)	
25	More job security.	
26	I've said too much already...	
27	More transparency in processes. More receptiveness to new ideas and/or change. More consistent and professional communication.	
28	Again, I would change the balance of the teaching load. I have a PhD in a hard science, and I want to be doing research. I enjoy teaching as well, but it is taking away from the focus I can generate in the laboratory.	
29	better direct leadership that is more focused on the students, improved departmental work equity, organization!	

30	Equitable teaching load, better pay to compensate for years of lost raises, and more initiative from administration to energize faculty and create opportunity. We've been in damage-control mode for so long that morale needs a boost.
31	My teaching load would change back to a 2/3.
32	Have a position in the university where I would be appreciated and treated fairly. Have those who have bullied me gone or regulated so they can not do this again, ever, to anyone rather than being rewarded for what they have done.
33	When pursuing tenure, the College of Nursing could offer more protected time for research and dissemination rather decreasing the number of required teaching hours.
34	I would like an office that stays dry when it rains.
35	Hire additional support staff in order to concentrate more on Creative Research and Academics.
36	More financial support for research activities in between extramural support.
37	change of duties.decrease the load.
38	Get rid of athletics. It's time to put the toys away and concentrate on education and research. Also, retention and growth are not worthy goals for an educational institution. Retention and growth can be the consequences of good instruction and research, but the reverse is not true.
39	less micromanagement and more policies/ treatment as a professional faculty and not like staff. 12 month faculty tend to be treated like staff regarding "attendance" e.g. on Wed before thanksgiving having to come it for half day. With all the technology available, why?
40	more consistent raises access to overhead funding to assist with research
41	A significant salary boost, much better infrastructure, and a significant reduction in micromanagement by the administration.
42	Lack of transparency in departmental issues.
43	Female faculty would be given the same opportunities as male faculty.
44	I would change my teaching load.
45	Decide if you want a medical school or not and if you do make it one of excellence.
46	Salary.
47	Raise First Time Freshmen minimum ACT admission requirement to a 22 with high school GPA of at least a 2.5. Additionally, move other admission criteria (e.g. conditional) correspondingly higher.
48	The College administration.
49	I would like my base salary to increase.
50	More diversity in faculty and staff and more diversity of thought
51	More teachers so I can continue to teach but have time to focus on my managerial responsibilities as well.
52	Smash the culture of micromanagement. This is stifling creativity and innovation here.
53	already mentioned in this survey
54	More research/scholarship mentoring in grantwriting.
55	Limit poor level students' admission.
56	The current dean
57	The VP for health Sciences creates an environment of excellent clinical care by supporting the building of infrastructure
58	Improve admistration bureaucracy
59	Change Leadership, dean, associate deans, department chairs- so many dedicated faculty who have devalued and not appreciated. Change leadership and change morale.
60	Salary more in line with national standards - we are about 13% below national average for my position and discipline.
61	I would prefer more time to pursue research, as I have little time given my clinical and administrative responsibilities.
62	Change the policy on appointment of chairs and those in leadership positions. For example, no appointment for life.

63	Different assignment, not less hours, but ability to apply myself in a different way with more time to devoted to my research and publishing.	3/16/2014 4:31 PM
64	None	
65	Salary	
66	I would seek greater recognition for advising and service in raises (on FARs) and in promotion and tenure decisions.	
67	I would fire or reassign the department chair who encourages power playing and the forming of factions within the department faculty. Morale is at an all-time low because of it.	
68	The status of my major within an multidisciplinary department.	
69	Reduced teaching load.	
70	More time for research activity	
71	Students who expect more of themselves. Learning is a gift - we're all lucky to be involved in this enterprise. I can't imagine a better way to live a life, than to be a university professor. I certainly would not change my Dean- he is the best I've had in my career. He likes to think! That's even more important than the fact that he likes to lead. He encourages others, largely by always showing an engagement in active learning himself. He's always thinking, and encouraging. He's a good writer too. Don't get me wrong, he's not perfect; he's just committed to education in all that he does...just like me.	
72	Have more resources for travel (present, publish, visit campuses with initiatives that might advance our current practice, collaborate internationally, etc.)	
73	NA	
74	More time for clinical focus	
75	give more academic freedom in classroom to faculties. Faculties should be able to select the most appropriate textbook to teach introductory courses.	
76	I would listen to what faculty had to say about problem students before assuming that they were not doing their jobs.	
77	would like to work part-time	
78	Spend time developing new courses and majors within our college that would serve the students.	
79	Return to teaching. I don't buy into the current TBL which de-emphasizes teaching and insists that my students should not be taught but instead be left to learn.	
80	Three Things More pay to recruit new hires Teaching and Research load that is comparable to other universities Current faculty salaries to be comparable to salaries at other universities	
81	Decrease my teaching load .	
82	I would like to make more money.	
83	For the University and the College to adopt an educational model well suited for the 21st century.	
84	more support for research from administrators with a track record in attracting research funding themselves	
85	Money	
86	I'm not sure.	
87	Salary and benefits (our health insurance is horrible compared to other institutions I have worked and or been offered employment)	
88	USA is behind other major universities in terms of facilitating research.	
89	Our Dean's Office needs to undergo significant personnel changes.	
90	Flexibility to do what I do best and be appreciated for it	
91	Salaries should graduate 3-5% annually per AAUP standards.	
92	the concept of just being good enough or just getting by. I would like a higher goals and aspirations. I want us to be the best not just mediocre.	
93	Increase my salary	
94	Greater faculty input into decision making.	
95	It is really getting past the first year adjustment and transition.	
96	More time available to write/research.	
97	A clear mission.	

| 98	An administration that listened to faculty input
99	Speeding up the approval process for hiring new faculty
100	Be eligible for retirement.
101	More money.
102	Salary needs to be commensurate with the amount of work and with the national average in the field.
103	I fear that there are some real threats to academic freedom afoot that will have to be fought back. Oh, and Chairs need a lot more development/mentoriing
104	-Reducing the excessive teaching workload
105	We desperately need a new Dean. Dean Moore has been emboldened in recent years due to his friendship with President Moulton. He saw himself as bullet-proof. As a result, he has run the College much as a dictator, without regard to policies, any ethical considerations, etc.
106	Salary. Other equivalent jobs in the region are ~170% what I receive here.
107	Change my teaching load 4/4 with a research course release to a 3/3 teaching load with a course release in order to focus on research/ publications/ grant writing
108	Finish my damn book.
109	To have the work we all do recognized.
110	Separation of human resources policies for the main campus and health sciences divisions. Current HR policies do not always satisfy nor are compatible with the current health care environment and needs.
111	Fully integrate the cancer center with a successful NCI cancer center, and cut back local administration
112	More emphasis on teaching and service. Less emphasis on research. More emphasis on working with actual area businesses and business professionals instead of writing articles for academic publications no one is going to read.
113	More internal support for faculty so faculty can concentrate on teaching, research, and service and not navigating the bureaucracy!!!
114	Bring in leadership from an NCI designated cancer center to restructure and lead MCI
115	The yearly salary and benefits package to be increased
116	Faculty should be allowed to set class policies and grading criteria without administration interference.
117	My compensation.
118	salary
119	Pay pay pay
120	To remain anonymous I cant answer this question
121	fair and respectful professional treatment by my department chair and opportunity for advancement based on research, not just a time frame, with the ability to express my honest opinion without being penalized in my career here so I can be the very best teacher and researcher.
122	The amount of disrespect shown to faculty and students is staggering. It would be nice to be acknowledged for the hard work we do in the face of an ever-increasing workload. Myself and many of my colleagues go above and beyond - often working >60-70 h per week and on weekends and holidays.
123	Higher compensation. It would make all the difference in the world. I could teach a normal full time load if I were fairly compensated.
124	$
125	To leave
126	More money.
127	Provide opportunity to investigate new program offerings.
128	University and college mission
129	More space for classrooms and office.
130	Less VPs and Assistant VPs. The USA administration is highly bloated at the expense of teaching resources.
131	more financial compensation
132	Gaining the ability to travel to one or two annual conferences of my choice, where I can get a paper accepted, something I used to have, but travel budget restrictions have hurt.

133	Cut back the focus on online teaching. We have really missed the opportunity to market our online programs nationally and all we get for most of our online course are local people. We are too late to the marketplace to really do much to become an online university.
134	Decrease administrative burden and have some of the multitude of bureaucrats in the administration do things to help the faculty.
135	access to resources (e.g., ICPSR, software)
136	Excessive power of SACS
137	Salary increase
138	lower my teaching load so I could work more on my research
139	To have less advising and administrative duties.
140	Better control of problematic faculty by my Chair and Dean. It has become very clear to me that if you bring in money, you can basically get away with murder at USA.
141	Salary
142	Less teaching load and more research time.
143	Can't think of anything other than what I have already mentioned - mentoring!
144	Salary
145	More faculty and compensation. I love this institution and want others to be part of it, but people leave or go other jobs because of higher salaries, more incentives, or better opprotunities to pursue their career interests.
146	I would change faculty pay. The Humanities faculty in particular are paid significantly below peer institutions. UAB and UAH pay Humanities faculty on average 15k more per faculty member.
147	more emphasis on teaching
148	More faculty to help teach courses.
149	1. Questions 43 and 45 are not well phrased because the answer is 'it depends'. 2. To have leadership that acknowledges are strengths and weaknesses; builds on strengths; brings weaknesses to an acceptable level. In other words 'Build on weaknesses to become mediocre; build on strengths to become great.' (An old Nike advertisement.) 3. Effective communication between faculty and administration. In other words, we need to set ourselves up for success by selecting to build strengths that we can maintain nationally. I do not believe that the administrators at USA have not interviewed the leaders and participants in successful programs to understand how the programs were developed.
150	To teach my own class as oppose to team teaching, where one person does all the work for the "team".
151	In my individual case, teaching demands are great, and they interfer with my ability to drive a productive research program. New faculty hires in my area would lessen my teaching burden and contribute to my success in research.
152	Hire deans and other administrators who who are sensitive to the needs of the faculty
153	Our office of tech transfer is worthless; it should be renamed to office of technology impediment.
154	Responsibilities and expectations more fairly allocated in my department
155	The college I'm in
156	Expand number of faculty members in the department to decrease teaching loads and class sizes.
157	Smaller classes.
158	More state support for the mission of USA.
159	During the giving of awards at the most recent "employee appreciation" event, faculty got ZERO applause, while non-faculty got tremendous applause and several photos with the Prez-elect. The culture of disrespect for faculty is reprehensible. Changing this one thing could be a great start to other things.
160	Help administrators in making policies that changes the research environment.
161	More administrative respect for teaching.
162	academic freedom in the classroom at college of nursing....
163	Provide domestic partner health care benefits.
164	More time for the teaching process and more outcome related compensation.
165	My salary is so low it is insulting.

166	Leaders that inspire faculty and students and lead us to excellence, to help us achieve our potential. Eliminate the attitude, "we tried that 30 years ago, and it wasn't successful, so we won't try again." The University of South Alabama is best kept secret in Alabama, but current leadership within our college does not have vision to lead us forward.	
167	More space, our department is very crowded	
168	find a dept leader that was less biased regarding personnel decisions and more support for teaching	
169	Compensation in line with national average for my position.	
170	1. Salary raises each year for all faculty and 2. salary compensation for faculty whose salaries have been compressed by years of service with no raises.	
171	less advisees and co-workers that don't coast but really want to make a difference and work hard to do that.	
172	Less survey level teaching or smaller class sizes.	
173	Work for transparent, inclusive, and enlightened leadership.	
174	I would change my Dean's method of addressing the inadequacies of department chairs to one of basic professional accountability rather than subtle, vague suggestion.	
175	There is a difference between being free to discuss your opinions and having those opinions receive a full and fair hearing (question 49). There is no point in expressing an opinion if that opinion is not taken into consideration.	
176	Love my job, would like more access to the ILC to improve professionally	
177	Equitability in teaching load between tenure/non-tenure track faculty within CON since tenure-track faculty are not performing research at the level expected. They are mostly performing administrative duties and barely teaching at all or they are just teaching and speaking at conferences without the research trajectory expected at other institutions. If the two are supposed to be different, they should be clearly different in expectations without tenure-track being petted!	
178	A higher wage	
179	See my comments from before. Departments need to grow. Stop relying primarily on adjuncts.	
180	Provide adequate time for the myriad things I'm expected to do, & compensate on par w/ national averages.	

Q86 Are you currently or have you been involved in distance learning (totally online course)?

Answered: 385   Skipped: 27
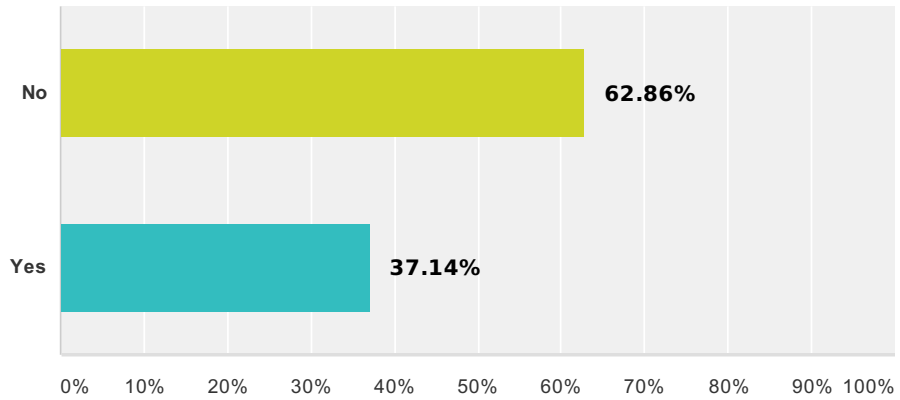
Q87 Please click the option that best indicates your opinion of the following:

Answered: 146   Skipped: 266

There is adequate...

11.03%

22.07%

15.17%

36.55%

12.41%

2.76%

There is adequate tim...

15.75%

32.19%

13.70%

28.77%

5.48%

4.11%

There is adequate tim...

8.97%

22.07%

15.17%

40.00%

9.66%

4.14%

16.44%

20.55%

26th Annual Faculty Survey, Spring 2014

There is adequate...
- 17.81%
- 29.45%
- 12.33%
- 3.42%

There are adequate...
- 6.99%
- 18.88%
- 18.18%
- 30.77%
- 13.99%
- 11.19%

Legend:
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No opinion
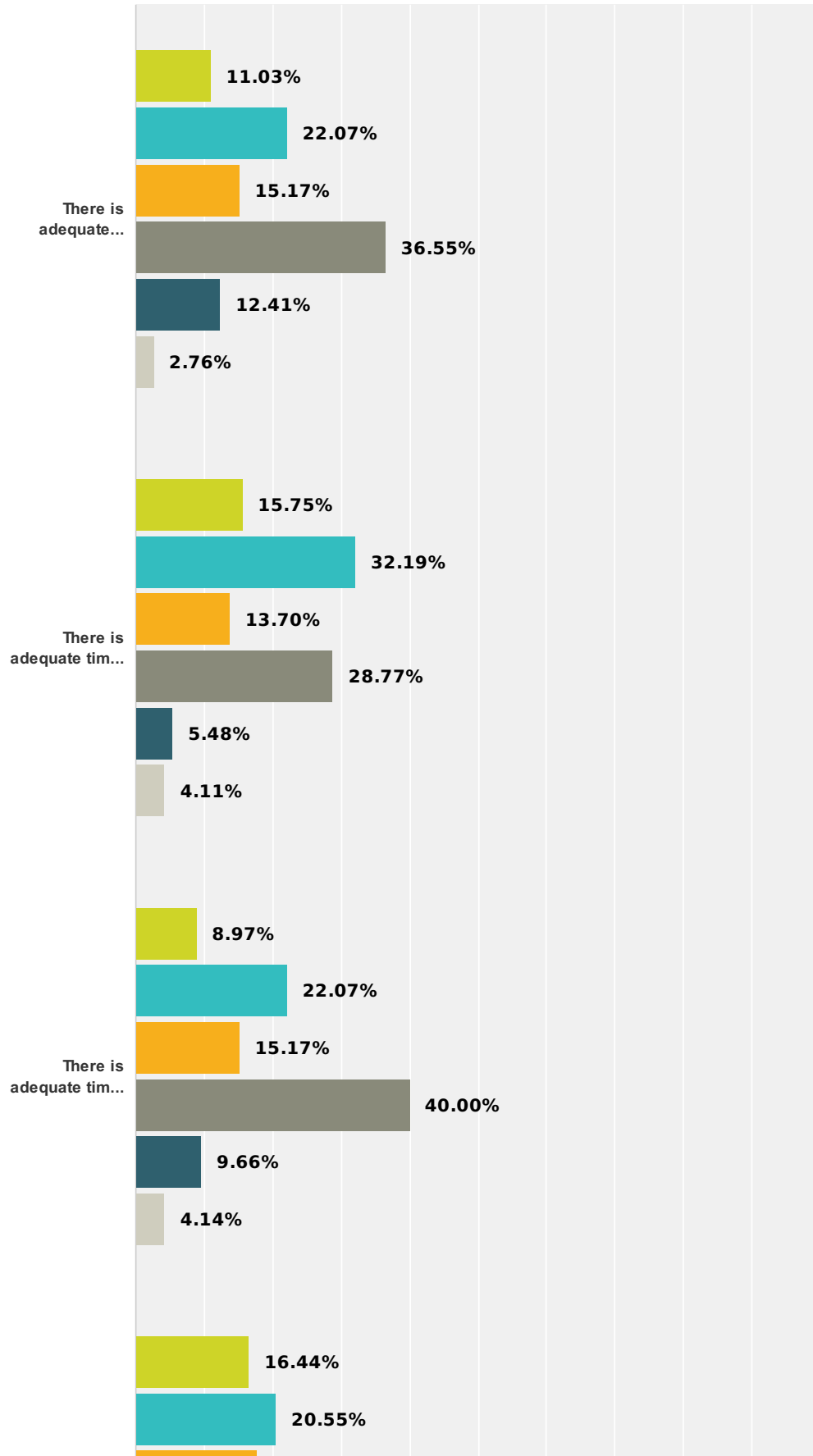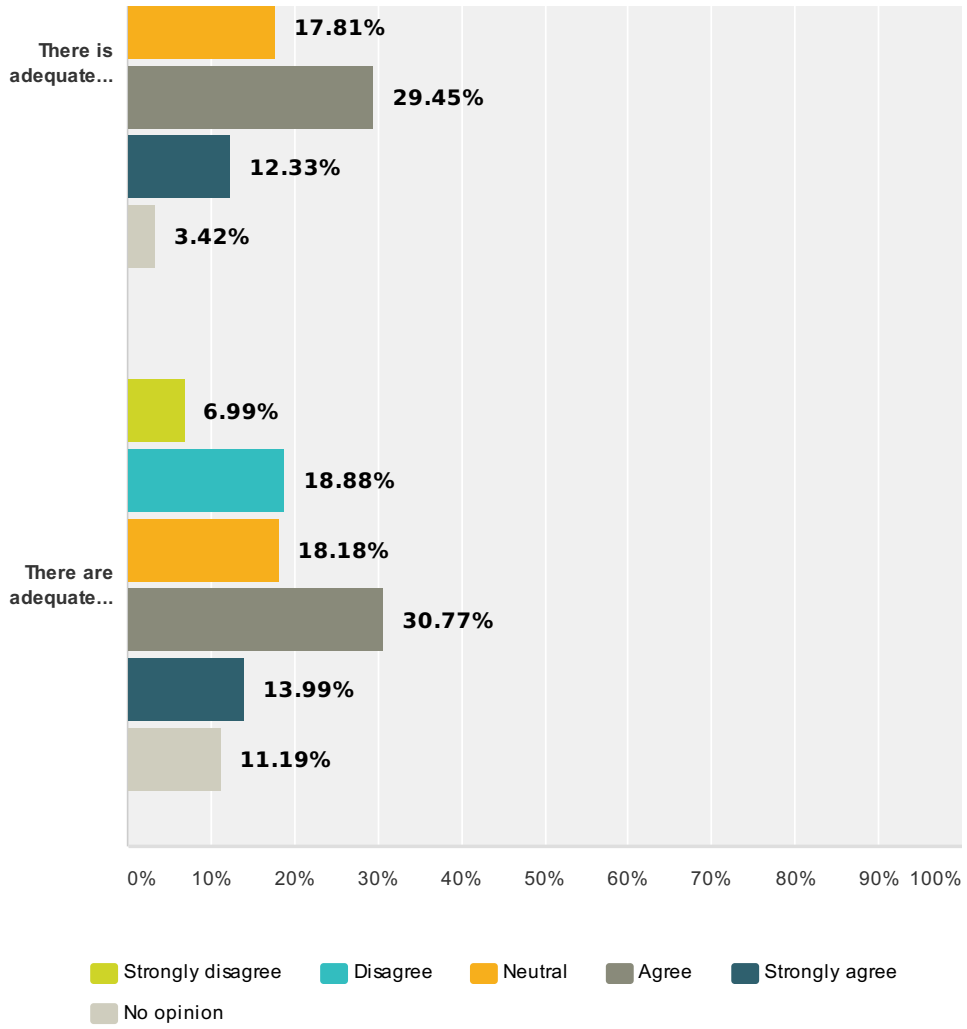
Q88 As an online instructor, what advice would you give a colleague who was interested in using distance education in his/her course?

Answered: 71   Skipped: 341

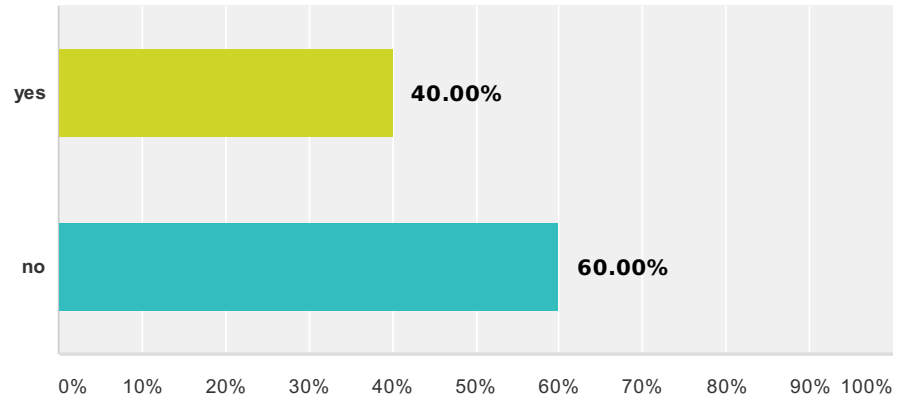| #	Responses	Date
1	Make sure you are given the resources you need before thinking of starting.	
2	I quit teaching a fully on-line course because I did not find it as effective. Could have been me.	
3	take the online learning course early	
4	provide opportunities for in class and online participation, avoid online courses for undergraduates	
5	Just to be aware of the differences between online learning and in-person learning, and how that might affect student performance.	
6	Make it a real course. Admin does not care as long as the tuition comes in, but keep your standards and try to teach something meaningful. And if online courses do not allow you to do so, walk away and teach in a real classroom.	
7	Get to know the technical support staff. There is a very helpful staff here at USA.	
8	Take as many ILC courses as possible. Get to know the ILC staff, very well. Practice, practice, practice!!! It takes at least 4 times to teach an online course, to really get it in excellent shape. Don't be satisfied, though. Maintain strives for continuous improvements each semester.	
9	Be computer literate	
10	there are good educational materiel online	
11	Be prepared for Sakai problems as this happens with every class at some point during the semester.	
12	Push to get better resources.	
13	Know the technology. Locate alternative technologies in case the main platform does not work. Have multiple means of communication with students. Use a variety of delivery modes (audio, video, written). Keep work to a minimum so students do not complain about too much work. Don't use many threaded discussions. Provide a regular time to be online for chat meetings. Realize that many students are not self-motivated or regulated. Have a set time each week for submission of all assignments. Include assignments where students must speak to one another via videoconferencing or phone. Assign experiences that get students away from the computer and into the field or community with real people. Supply alternate methods of supplying student grades since the Sakai gradebook can mess up. Check the calendar of each item in resources sine Sakai will set up times/dates to that make your resources invisible to students even though you can see them.	
14	try and figure out SAKAI, a giant step backwards and no one wants to hear about it or address the issues	
15	Do it! It will challenge you and that is good! It will provide increase access for education and that is good!	
16	I believe they will love it	
17	Jump in!	
18	Use his time in publishing and minimal time for course prep. If it is easier and more time efficient then do it. After tenure then teach as many as you can	
19	Keep it simple due to the above weakness of USA technical support and the College's habit of expecting too much, registering too many students to a class and providing faculty with little time to meet the needs of students. Also, remind a faculty new to online courses that the amount of emails that he/she will receive will be "staggering" and that being "connected" will mean that students will expect virtually immediate feedback so to craft course policies carefully and explain course expectations carefully to protect teacher privacy!	
20	Make sure the experience is worth the student's time and money.	
21	Be sure to know how to problem solve within the Sakai platform yourself because when students are instructed to contact the help desk they get told by the help desk that it is the teacher's fault-regardless of the situation. No resolutions occur unless you talk directly with Gabrielle who is VERY HELPFUL.	
22	Avoid teaching lower-division courses online; empirical research does not support their use. Online courses are more time intensive to teach as well.	
23	It is assumed that these courses are "easy" to teach by administration and take no time	

24	NA
25	specific instructions to the students. Be available to the students in either an online format or email/phone.
26	I'm a total convert and think that faculty COULD have much higher quality interactions with on-line students than in-class students. The problem is that, on-line faculty typically spend more time troubleshooting student tech issues to the extent that there is little time left for interaction related to course content.
27	Use a hybrid or blended approach. When teaching a totally online course, I felt removed from my students and I found that I spent more time as a computer technician than I did as a professional in my field. There's also a serious problem with cheating in online courses.
28	don't do it. It is too much work for the credit
29	Double or even triple the amount of prep time they think they'll need before the class even starts.
30	Find someone who has successfully implemented online courses to be your mentor and/or find someone who can provide good technical support in a timely manner.
31	Make sure you interact with your students continually. They need and want your input and voice.
32	It requires heightened attention as there is not a set "day/time" for class. Students are in the course around the clock and every day, so frequent "checking in" is important.
33	Sakai has too many glitches.
34	It's been a complete failure thus far. Students hate it. The administration continues to change the technology needed to run the courses. The administration has no means to curb cheating - and does not support faculty members who try to do so. If you choose to do it, be aware that you are no longer a professor - instead, you're a computer technician. Stay away from it.
35	The tools provided by the University for online instruction are of poor quality. Sakai is poorly desiged and we do not have a good tool for online synchronous class meetings. WebEx would be a good choice for this.
36	Get ready to have problems with Sakai
37	Get some one on one help with Sakai during the development stage, it will save you a lot of time.
38	Blended courses are a better option than fully online classes.
39	Students evaluate online learning rather than the instructor.
40	Learn to deal with frustration with Sakai. Try to prepare for and support your students when Sakai "acts up" because it will.
41	Do not do a fully on-line course. The resources are not available at South to do it well nor is there any support for administering. A fully on-line class with 40-50 students is akin to running 40-50 individual directed studies. An absolute nightmare, particularly given the University's current willingness to let any student, regardless of preparation or GPA, take an on-line class. As a practical matter a C/D student isn't going to do the work and then its the faculty member who gets blamed by administration for the student's failure to succeed.
42	ILC does a great job, though I think distance learning is very often inappropriately leveraged in programs in which the students do not want distance classes and mostly live in the Mobile area. We do distance learning well but delivery often to an audience that doesn't want it. Nursing school is particular good at appropriate distance learning.
43	make sure you have a great deal of time to develop your course before you begin to teach it online.
44	I hope you have time to develop this on your own
45	Ask for credit time to develop the course.
46	I would suggest that they keep track of how long it takes to grade online assignments and essay exams. I have found it takes much longer than what I originally allotted to grade online materials.
47	Fully prepare and dry-run the entire class well before the start date.
48	Attend quality matters inservice offered at USA.
49	Take advantage of ILC support, but beware of scheduling proctored exams in online/blended formats
50	Be sure to engage with your students in some way.
51	NA
52	The change from ecollege to Sakai was a huge mistake!!!!
53	Good way to go back to school.
54	Work hard to help each student know you are there to support them and encourage their success, while at the same time holding them to established standards of performance.
55	Make them very interactive. Don't just put up slides and expect students to learn.

56	Begin planning details early in the process. I've found that I have to "pull" relevant information about on-line procedures rather than technical support people "pushing" it to me. That's a challenge because one doesn't know what one doesn't know.	
57	Go the the ILC. Great help and resources.	
58	Be prepared to spend lots of time developing course materials on a LMS that is inadequate	
59	Keep enrollments low or reasonable to work with student needs.	
60	Take the time to develop your course before you begin teaching. It is very difficult to try to develop it as you are teaching.	
61	If you are reluctant to use this methodology, you will likely do very poorly in this format. There is a significant time commitment, especially during the first couple of semesters.	
62	Proceed cautiously.	
63	keep admissions low....	
64	there are not enough online classes to meet the demand, so prepare to be stalked by needy students	
65	It's great for working on writing.	
66	Don't the lack of technical support, limited control over students' cheating (no testing center), and increased time to develop online contact is a waste of precious time.	
67	learn from sources other than ILC; plan for LOTS of time to be needed to migrate courses online; really think about which courses online fits - don't move just to make admin happy	
68	Put a lot of effort into the development of the course. Too many faculty either don't want to put in the up front work, or make excuses as to why distance "won't work" and never undertake the activity.	
69	must be independent and willing to stay in close contact with your manager and colleagues	
70	Do not support use of Sakai. Find an LMS that is much more user-friendly!	
71	it is fake	

Q89 As a new faculty member, were/are you supported by a department mentor?

Answered: 380   Skipped: 32

Q90 **How would you rate your overall mentoring experience during the time you have been on the faculty at USA?**

Answered: 343   Skipped: 69

(no label)

16.91%	
27.41%	
22.74%	
22.74%	
10.20%	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Very satisfied   ■ Satisfisfied   ■ Somewhat satisfied   ■ Not satisfied
■ Very dissatisfied
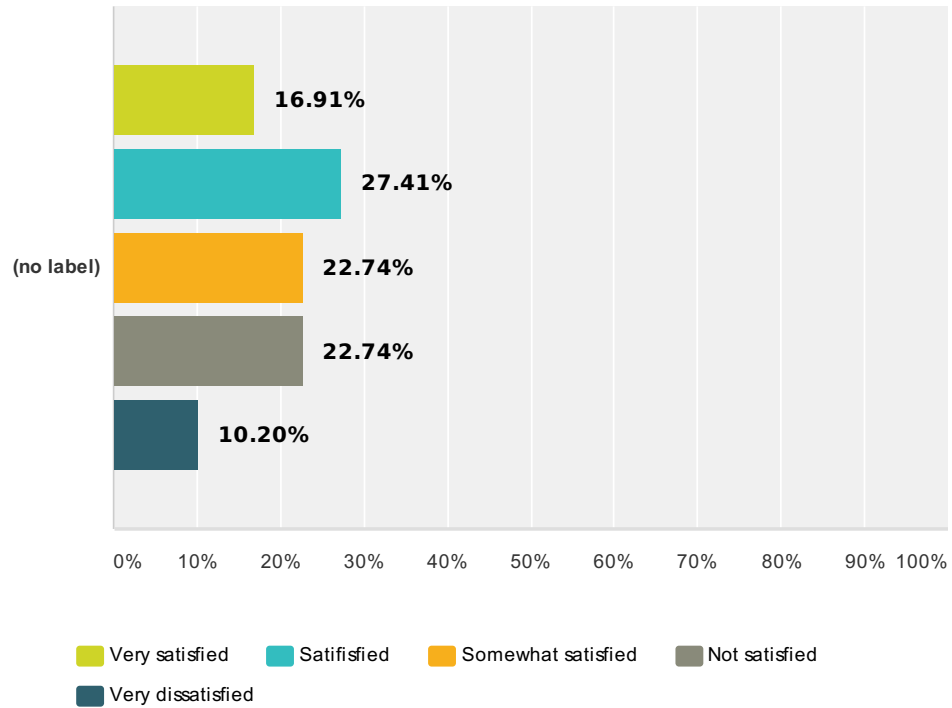
Q91 Please comment on the strengths of the current mentoring system?

Answered: 138   Skipped: 274

#	Responses	Date
1	N/A	
2	i'm not sure about the current because I experienced it some 20 years ago	
3	I am unaware of mentoring of new faculty. There is mentoring in the QEP program and I am involved in that, but it still needs some bugs worked out. But we have been successful in our mentoring group.	
4	What system?	
5	None that I can see.	
6	There is a mentoring system?	
7	there is no such system	
8	There was no official mentoring system for the first several years of my time here. I am unaware of the details of the current mentoring system.	
9	It's virtually nonexistent.	
10	Is there one?	
11	The fact there is a mentor faculty member and they are willing to extend themselves on your behalf.	
12	There is no mentoring system.	
13	My mentor was very supportive, caring, and informative.	
14	poor	
15	Not familiar with it	
16	Mentoring is a vital part of our department.	
17	I am the only person in my department that does what I do.	
18	The entire department had an open-door policy. Very welcoming to questions.	
19	I see little of it other than the advice and recs I offer.	
20	I am not aware of any mentoring system. I was not assigned a mentor when I began teaching.	
21	I have been at USA almost two decades. Recent new faculty in my department have been unequally mentored depending on their alliances or potential alliances. Faculty are "told" they need to publish, etc. but at least some are not given any significant help with publishing. Senior faculty are not given any incentive to mentor.	
22	I did not have a mentor. When I started the person who had my job had already left. I learned the job on my own. My previous chair helped when I had questions.	
23	What mentoring system?	
24	The new chair and various faculty members have been valuable to my professional growth, but this was informal.	
25	Is there a mentoring system?	
26	Not sufficiently knowledgeable to make any comments.	
27	Our current department head does not get along well with the faculty and she doesn't understand the curriculum. As far as I know, there is no mentoring system.	
28	it was not an official mentorship but my colleagues were very supportive. It has improved during my time here	
29	weak	
30	The mentors in Developmental Studies have been amazing.	
31	We do not have a formal mentoring system in our college and I think this allows junior faculty to seek out their own mentoring relationships. True mentoring comes in many forms and cannot be done by forcing two individuals to work together, regardless of shared interests.	
32	I am unaware of any mentoring system in our department.	

33	Nothing formal
34	Well, at least FS has a voluntary program.
35	Left to the department chair. I am not aware of a formal mentoring process.
36	Not applicable.
37	I am not aware of the current mentoring system. It all seems hit or miss.
38	No specific mentoring progra, Chair and associate deans are availableand accessible to help with issues of teaching, grant writing and manuscript editing
39	I cannot comment as I never benefited from the mentoring system
40	As a new faculty, my mentor was excellent but the issues were overwhelming. Currently I provide a lot of mentoring to others. I enjoy that role!
41	More time is needed with the mentor
42	none
43	We have one?
44	No official mentor in my department, but colleagues have been very helpful.
45	I am not a new faculty member
46	Our College does not have a mentoring program but I was fortunate to have a kind colleague to look up to and pattern my behavior upon.
47	Good
48	I haven't been mentored or active as a mentor.
49	I am not aware of an official mentoring system, but our department unofficially mentors new faculty and does it well.
50	I am unaware of this system in our college
51	Fine. Mentors carry the institution in the long run, much more so than the administrators.
52	what mentoring system?
53	Very good
54	I do not have actually a mentor. My senior colleagues give me advice. I believe I am fortunate to have such colleagues.
55	I was never mentored. No comments.
56	Experienced faculty have been more than willing to help new faculty.
57	I did not really have a true mentor.
58	I don't know that there IS a mentoring system
59	We do not have a mentoring system in place.
60	did not know we had any formal system
61	Is there a mentoring system? First I heard of it.
62	I don't believe I had a mentor when I first stated (+10 years ago). I essentially had to carve out a fulfilling role for myself within the expectations of my position, which I fortunately did. My department does now have a mentoring system., so that's an improvement.
63	I am a faculty mentor.
64	It's good.
65	no formal mentoring system in place
66	I don't think we have one anymore.
67	I have a fantastic mentoring situation.
68	Great mentor, open to questions and concerns.
69	Inadequate time.
70	The mentoring my my department has considerably improved since I joined it.
71	The mentors make themselves available to new faculty at any time, even off-campus. I could call or email any questions or concerns that I had and they were quickly answered.

72	It was not really a mentoring process. It was more like someone showing you the way thing are done or an orientation.
73	I don't know that I really have a feel for how the "system" does or does not work. I just happen to have a mentor that is very invested in me and my growth. I suspect it varies greatly according to the mentor.
74	What mentoring program? I was mentored by a colleague but it had nothing to do with a program. I don't see it happening with our current junior faculty.
75	I did not have a mentor -- so could not respond to questions in this section
76	What current mentoring system?
77	What mentoring system?
78	What mentoring system? Was I supposed to know about this????
79	One relies on the kindness of more experienced faculty/partners. A strength is that usually there is someone who will help.
80	Is it formal?
81	I am unaware if anyone was actually given the responsibility of mentoring me but I received good guidance and mentoring from my peers.
82	Not formally available
83	This is not applicable. The department I joined only had one member, who had no academic background.
84	There's a system? I was lucky. A senior faculty member took me under wing and provided guidance. It was not formal. It was not official. There was no guidance at all from the college or department. Particularly for recent grads or faculty moving from industry to academia much more is needed.
85	There is no current formal mentoring system whatsoever.
86	There is no mentoring system, other than that provided by the faculty Senate, and it began after my arrival.
87	I am a "season" faculty member, there is no one here who mentors
88	It is a weak system that is almost non-existent
89	Don't know of one
90	none
91	poor
92	As far as I have experienced, it does not exist in my department. I have sought out seasoned faculty from other departments who have been very helpful.
93	I attribute the excellent mentoring I received as a testimony to the strength of our department - and our commitment to the success of our colleagues.
94	There is not one.
95	I am not aware of an "official" mentoring program but the faculty within my department, as a whole, have taken care of me.
96	Didn't know we had a mentoring system
97	none
98	Little to no mentoring took place. I found out about school policies and support on my own.
99	We are working to improve how we mentor new faculty.
100	Is there one?
101	When I started, a number of faculty members took me under their wing. I favor a one-on-one mentoring relationship now.
102	I don't believe we have a mentoring system that is organized in any way.
103	Is there a formal one? There wasn't when I first started here - I received good guidance from older faculty in my department, but no formal mentoring relationship.
104	I am unaware of any mentoring system
105	It doesn't consume much time.
106	What mentoring system?
107	There is no mentoring system in my department. Not sure about my college but it was never offered to me.
108	It was informal but works well for me.

109	There does not appear to be a formal process for mentoring
110	I hadn't noticed a mentoring system, however I have built my own support structure through direct intearction.
111	The small faculty size allows for increased one on one time and more personalized advice/suggestions. While few people share my interests, I have been able to bounce between several to get advice.
112	What mentoring system?
113	Informal interactions, openness, lack of hierarchy
114	Mentoring is a team effort between departments, colleges and USA as a whole. We need to do a better job in communicating that to new faculty and to chairs/deans.
115	There is not one mentor. Basically all the tenured faculty are my mentors. Different "mentors" tell me different things. I'm really so confused.
116	Some faculty need mentoring more than others. I was better served by being given what I needed and then being left alone to work
117	My faculty mentor was formed by research interests and not a formal arrangement. It's been a valuable relationship professionally, and I only wish it had established itself earlier in my time at USA.
118	There is very little mentoring
119	I am not aware of a mentoring system.
120	My department mentor relationship was an informal one.
121	The dean meets all tenure-track faculty on a regular basis. This seems to serve no useful purpose, especially in light of the fact that the dean's research expectations are lower than that of all the department chairs.
122	What mentoring system??
123	we have none except on paper at college of nursing
124	What mentoring system?
125	We have a mentoring system?
126	N/A
127	As a new faculty member, I had extensive corporate experience and was more knowledgeable regarding research and publication than more experienced faculty in my department. Mentoring was unnecessary.
128	most mentoring is informal; you are lucky if you find a mentor that matches your goals/interests
129	my chair was great, no one else really could help me in my discipline because it is different from other areas.
130	Some get mentoring, some don't. There are those that are mentored and catered to, and those that are not.
131	I was not offered a mentor by my department, shouldn't all employees be offered a mentor, regardless of tenure track vs non tenure track status?
132	There is mentoring system?
133	I did not have a mentor, except my chair
134	currently my mentor has kept in close contact with me giving me different ideas on how to handle situations and allowing me to grow
135	Is there a mentoring system?
136	There is no mentoring. You simply are told to ask questions when you have them.
137	I have not been involved in or aware of a mentoring system
138	what mentoring system?

Q92 How do you think the mentoring program could be improved to better serve the needs of faculty?

Answered: 120   Skipped: 292

#	Responses	Date
1	N/A	
2	Needs to be more formal than currently performed.	
3	Let people know about it and formalize it.	
4	Not enough info to form an opinion.	
5	It is pick and choose how faculty are mentored in health sciences system...some get mentoring, some are sequestered to handpicked mentoring to create faculty of the demeanor of administration desires	
6	reduce teaching loads for untenured faculty	
7	Obviously, getting word about it out to faculty members.	
8	Allow for true relationships to develop within departments.	
9	More mentors for more faculty.	
10	Establish a mentoring system in the COE.	
11	I experienced informal mentoring. I did not know we have a formal mentoring program.	
12	Start one	
13	Providing seed money to compete for extra-mural funding	
14	give old faculties time and space, and make their efforts appreciated and NOT as everything else they do, expected.	
15	Mentoring is essential in preparing a new faculty member for the job of teaching.	
16	Maybe across disciplines.	
17	would be nice to have a research mentor to aid in grant writing and submissions.	
18	See my previous comments.	
19	Implement one.	
20	Some other universities have systems where faculty are not hired unless the intention is to keep them. In these universities full professors are required to mentor new faculty and the success of new faculty is tied to the senior faculty's raises. Mentoring is on load rather than a service activity. Even tenured faculty need help with research and publication. Senior faculty (full profs) should be responsible for helping those who are not full profs become senior level by connecting them with friends/networks through which they publish, co-authoring grants, including them in their networks of community service and so on. If senior faculty were held to a higher standard of responsibility to help their junior (assistant and associate) colleagues there would be far less stress and far more productivity.	
21	anything would be an improvement to what I had.	
22	Not sufficiently knowledgeable to make any comments.	
23	Unload faculty to help with this and other things like UCER and honors	
24	more focus	
25	I don't have a mentor.	
26	One way to improve the mentoring program would be to have a lecture series in which senior level faculty present the varied projects and history of their lab. This would facilitate junior faculty identifying appropriate labs that may be able to help with their research.	
27	Better linking with current faculty.	
28	The few ocassions I had the opportunity to chat with a tenured professor were very important to me; I picked up on lots of tips. But, this was ocassional. Mentoring should be a continued process.	
29	Not applicable.	

30	The faculty is extremely small in number which limits the number of mentors.
31	Use the strengths of senior to match needs of junior faculty
32	I would like to see a more structured program of research/scholarship mentoring to include grantwriting, writing/publication skills, team building (interdisciplinary), and grant budget/implementation skills. The opportunities abound!!
33	Mentor for an entire semester
34	match up a mentor with goal in mind - tenure or non-tenure first.
35	Every new faculty member should have a mentor. Senior faculty should be paid $3,000 for mentoring another faculty member for a year.
36	If the mentor gives you enough on playing the tenure game w regards to publishing and committee service- for professional growth it would be great but not likely to happen in our department
37	We have a mentoring program?
38	Formally endorsed mentoring program for Faculty
39	Not applicable
40	No
41	Expanded to reach all departments.
42	I didn't know that a mentoring program even existed.
43	Advertise, advertise, advertise! I didn't even know it existed. Use the Faculty Club for meet and greet activities, for new and existing faculty to get to know one another, for mentoring workshops, etc.
44	Not sure what the system is, to be frank. The Dean mentors us regularly,, but noone else that I can identify.
45	NA
46	NA
47	A formal orientation/mentoring program would better serve new faculty.
48	Mentor should want to be of value to the new faculty.
49	Assign specific mentors. Mentoring should be a service thing.
50	see above
51	Reach out to each and every assistant professor. Don't rely on chairs or emails to spread the word.
52	I have become a faculty mentor and believe it can be a valuable tool, especially where there are many adjuncts. However, when I was a new employee I had no mentor and wasn't made aware of a mentoring system.
53	I had to reach out of my department to find a mentor.
54	It can't.
55	Match the best person given the new faculty member's needs and expectations for growth and success.
56	A formalized program addressing general information on hire would be helpful and alleviate many concerns.
57	More time.
58	Include professional development workshops for new faculty
59	We need designated mentors in the colleges/departments to help mentee adapt to the policies and the environment (social and politically).
60	I can't speak as to how it is set up within the University because I don't know. However, I am sure that new faculty would have a much better experience if their mentor enjoys mentoring and has the time to do it. I suspect that if there were some kind of compensation for those that do mentor that it would not feel like an additional burden to those that do it. This does not necessarily have to be monetary but I know that you get what you reward.
61	Having a non-departmental mentor was very beneficial. That system should be brought back.
62	We could have one?
63	Create one - and give potential mentors some meaningful incentive to get involved.
64	What is the mentoring program?

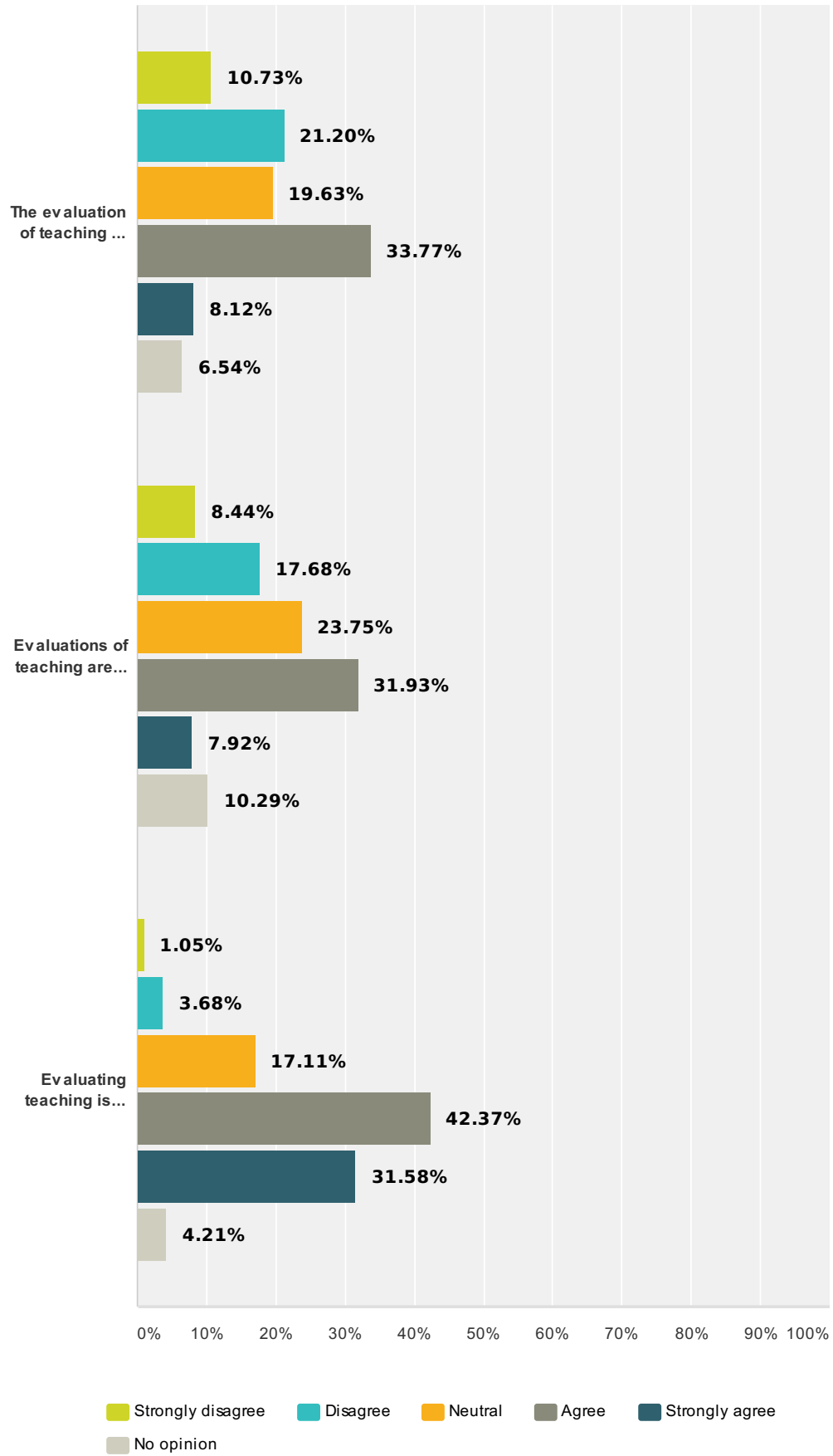| 65	There really isn't anyone in my college who is qualified to mentor me in my research area or in grant writing. Maybe hiring people who are actually nationally competitive (at associate professor or above level) who can also serve as good mentors to new faculty?
66	Make it more formal with adequate time for those involved factored into the process. Who can mentor with a full loads. Again, admin needs to be bold And creative. Pay and evaluate us for mentoring.
67	Development of more structured faculty development programs
68	How about having a mentoring program rather it being a matter of sheer luck.
69	To actual have a formal university-wide mentoring program that was endorsed and incentivized by the administration.
70	Formalize it and make mentoring an important aspect of university service.
71	If MCi were not isolated, I could reach into the medical schoool into another department for mentoring. If MCI recruited senior physician scientist leadership (cancer focused) then administration would not be running this place into the ground and mentoring could be a priority
72	All new faculty and newly promoted faculty should be matched with a higher level faculty member
73	Develop one and give someone teaching credit for being a mentor.
74	have one
75	Make sure everyone faculty member has a mentor
76	I was never assigned a mentor- I would still at this stage appreciate having one, even though I have already passed my mid-tenure review- for example the requirements for tenure and how to present research is very vague in my department and people do not seem very willing to give information- it could be because nothing is in writing and no one wants to give the wrong advice. I get vague help from the department chair.
77	I don't think our department has an issue with this...
78	Within & cross department/university mentors
79	Again, can't answer this question since I'm not aware of a mentoring system for faculty
80	forget it
81	Assign faculty mentors who are familiar and energetic to help new hires.
82	being more formalized in assigning mentors
83	Is there a mentoring process??
84	By giving new faculty members an assigned mentor in their department/college; not waiting for them to ask for one; assigning the "right" mentor; not asking them to choose; and letting the relationship continue as long as both parties are willing, letting it blossom into a trusting/mutually respectful relationship for the good of the development of the junior faculty member.
85	We need the train mentors, value time spent in mentoring in our promotion/tenure process, establish mechanisms for mentoring junior faculty
86	You really do not need a formal mentor if you have good colleagues who interact with you. Make sure the mentor and mentee have common interests.
87	If there is a formal one, publicize it more - I don't think I've seen any information about it.
88	Is there a mentoring program? I didn't even know that and I attended all of the orientation sessions, faculty meetings, etc.
89	If any kind of formal program is developed, it should be specifically tailored to each individual faculty member. A mentor within the same department would be most beneficial.
90	NA
91	I didn't even know there is a mentoring program.
92	The duties of the mentor could be more formalized. And a limit on the number of people one faculty member can mentor would be a good idea.
93	First, by actually having one. Secondly, having a list for the mentors of suggestions of things they might help new faculty with (new faculty could be surveyed on things they needed advice on).
94	More formal mentoring where mentors are trained and faculty are assigned. Many new faculty fall through the cracks without a good mentor.
95	Include more faculty in the process.

96	Is there one place where we could see the categories that all faculty who are participating in research? Find a way to link across departments so that we could do more joint research with multiple disciplines. Need mentorship to guide less experienced faculty in doing research and publishing. Need more time to do this work as well.
97	Actually have a formal mentoring system that is administrated in phases, such as, "newly arrived", "ongoing support", tenure and professional development support". Other phases may be needed.
98	It is difficult to find a mentor who fits my specific interests. Its largely because very few people have similar interests and formal training in those areas.
99	Nothing formal, should be more formalized (better integration of department into faculty sensate program)
100	This is tricky. One size does not fit all, so it is difficult to develop a specific policy. Improving communication between administration and faculty would help.
101	A research mentoring program should be in place considering the research expectations, and the research objectives and mission of USA.
102	I don't know.
103	The faculty for whom English is not their major language desperately need help writing manuscripts and grants. This is a terrible problem nationwide. The faculty for whom English is their major language are generally too busy to help re-write other faculty's papers and grants. There are departments where the majority of the faculty are foreign-born.
104	Specific training for mentors. A couple workshops and follow-up. Right now they are just assigned.
105	The chairs should let their faculty know exactly what is expected
106	Perhaps a list of ideas. No one wants workshops, though.
107	Departments should make tough tenure decisions. Currently there seems to be a tendency among department committees to "pass the buck" to the college committee and so weak candidates frequently get tenure. For this reason, mentoring should be done at the department level and not at the dean's level. Tenure expectations should be high and department chairs and senior faculty should be involved in ensuring that junior faculty are mentored to achieve this standard.
108	Have to have one first.
109	Actually have one.
110	N/A
111	make it known
112	Know it exists. I didn't.
113	It needs to be flexible based on the experience of the new faculty member.
114	outside reviewers earlier and allow person to contact the reviewer
115	Provide mentoring efforts to everyone
116	Assign mentors that want to be mentors
117	If there is a mentoring system, perhaps it would be a good start to let people know about it.
118	Assign a mentor that is expected to do the job. Maybe tie that to promotion!
119	Provide mentors to all junior faculty members - do not make faculty members ask for a mentor
120	Chairs! It is the chair's responsibility to ensure that new faculty members have some form of mentorship.

Q93 Please click the option that best indicates your opinion of the following:

Answered: 383   Skipped: 29

26th Annual Faculty Survey, Spring 2014

The evaluation of teaching ...
- 10.73%
- 21.20%
- 19.63%
- 33.77%
- 8.12%
- 6.54%

Evaluations of teaching are...
- 8.44%
- 17.68%
- 23.75%
- 31.93%
- 7.92%
- 10.29%

Evaluating teaching is...
- 1.05%
- 3.68%
- 17.11%
- 42.37%
- 31.58%
- 4.21%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Legend:
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No opinion

Q94 Do you have any specific recommendations for improving the evaluation process?

Answered: 105   Skipped: 307

#	Responses	Date
1	The on-line evaluations are not working. Students will not do it unless they are rewarded some how. I do not believe in extra credit points for something not related to the course subject.	
2	In-service pedagogical training and discussion sessions would work well with a more robust observation program. What evidence is there that SOSs ate useful or fair? Data indicate woman and minorities are evaluated more harshly. Such surveys are unscientific: at best impressionistic, at worst open to abuse. Get rid of SOSs.	
3	Raise the student quality (ACT score). Also it will be more meaningful to correlate the student expected grade with the evaluation.	
4	All clinical faculty should assist with teaching and be held accountable for participation and availability. Don't continue as faculty those who do not want/or are willing to teach	
5	Should not be used punitively	
6	The FAR is hokum. It should not be used in the evaluation of faculty and should never be used in considering pay increases	
7	Unfortunately, the online student evaluations only invite comments from those students who are either going to be extremely positive or extremely negative, and thus do not reflect the full spectrum of what you are more likely to find in the paper surveys.	
8	Ask questions specific to the course and subject area.	
9	No one really evaluates teaching using the "official USA procedure,' so admin needs to learn to work with teachers, not just themselves, with a real evaluation system.	
10	There is no in-class evaluation process.	
11	Too heavily based on student evaluations. Students typically complete evaluations only when they are dissatisfied.	
12	Provide faculty with course eval results on a semester basis rather than yearly so that we may implement suggestions/feedback in the following semester.	
13	Student evaluations: go back to the system where students had to do their faculty eval to get their grade. Now mostly those who have a complaint are the ones who evaluate. Make student evaluations available immediately to faculty once grades go in so they can use them to plan for the next semester. Have a system where faculty can eliminate eval questions that do not apply to their teaching style (like rating exams when there are none). Put less emphasis on student evals (they often say more about the student than the prof) and more on a faculty narrative about what they do (maybe including examples). Students may have opinions about what they like but that does not make it good pedagogy.	
14	I have always had good evaluations, others in my department have had very bad evaluations. I don't see any difference in the way evaluations were handled. We all got raises, including the person who does not come to work or do any work. I don't see any difference in the way people are rewarded at USA. It is very frustrating.	
15	Figure out a way to increase response rate. Announcements in class and extra credit opportunities are not increasing my response rates.	
16	I think student evaluations give only part of the story and are strongly influenced by the grade expected by the students. Peer evaluation might be helpful but would have to be developed with faculty input to ensure a fair and transparent process that was consistent across the various departments.	
17	Make the evaluation more relevant to specific areas and types of teaching; and, make it easier to understand the rating system.	
18	the timing of the student evaluation is at the most stressful time of the semester and therefore the evaluation is biased. Other more objective measures should be introduced like student outcomes	
19	tie evaluations to Sakai.....to assure participation also, compare to college and University scores	
20	Transparency and increased communication	
21	I prefer not to be evaluated by students when I have no contact with them in a semester.	

22	What process?
23	Make the course climate printouts easier to understand.
24	Too much emphasis on the student evals
25	Peer reviewed evaluations as well as student.
26	Teaching evaluation is haphazard and not very effective. No one seems to have a good idea of how to evaluate it.
27	I do not know how this is being done. We have had a major improvement this year in course evaluation with addition of certificates. We still need to follow up with evaluation, strategies for improvement, and re-evaluation.
28	There is often overlap between instructors/students. Students that I did teach are asked to evaluate me. Often these students rate me as poor or middle of the road- when in reality, they were not even in my class. This affects our final student evaluation outcomes.
29	Too much emphasis in students evaluations. Bad students don't appreciate faculty who make them study hard and it is reflected on their evaluations. On the other end, faculty who are not committed to teach but give easy grades are highly evaluated
30	When we submit our annual goals there is no feedback provided or opportunities to develop personal development plans to assist in attainment of goals. We get feedback in march...good job, thumbs up, publish more... Next! It doesn't how effective you are in teaching or service....we were told all the tenure committee does is count the pubs and the tenured professionals talk unprofessionally about your performance. Don't improve it....change it!
31	Tie online surveys to grade release so that students must complete evaluation in order to receive their final course grade
32	It should be important and should weigh into the promotion and merit system in a FAIR way. It is none of this. Evaluation is used against a faculty if the faculty is disliked but if evaluations are negative and a faculty is liked by administration it doesn't matter if the faculty is a poor teacher and has terrible evaluations, the "favored" faculty can enjoy promotions. This is witnessed time and again.
33	None
34	I think some dept. chairs realize that typically the students who are doing very well or very poorly in the classes will respond to a survey with comments, which means very few responses. Some dept. chairs take one comment to mean the entire process has to be changed and doesn't always understand that if only one person is complaining then change may not be needed.
35	Participation rates are too low with online evaluations of traditional courses. In my unit, good teaching outcomes are not reflected on FARs.
36	Insist that faculty teaching be observed and evaluated by chairs annually. That does not happen in my department.
37	Teaching evaluation depends merely on student evaluations. This is a difficult issue and I am unsure how it could be improved.
38	Electronic evaluations do not seem to be working well
39	No
40	A weighted system that includes class size should be considered. Evaluations of courses with 80 students are different from the one with 30 students.
41	The students feel that evaluations are not confidential that are done by computer such as this one! I have heard for years that is why they don't participate in evaluations unless they are upset about their grade.
42	I agree that teaching is important and should be evaluated. However, I feel that we overemphasize the easily measured criterion (student evaluations) as a substitute for the actual criterion we should be measuring (content and delivery of course material). Also, in my college, the procedures are clearly stated on how teaching will be evaluated, but the scores often are very different from these statements.
43	The new teaching evaluation survey are terrible. Their questions are not appropriate to the information we should be acquiring from our students. The old evaluations, while not perfect, where much better.
44	Faculty should not be discouraged from using active learning techniques for fear that their evaluations may decrease.
45	Get rid of them altogether if you want to graduate quality students! At least, please admit the notion of the student evaluation is ridiculous. College students are already empowered enough nowadays through BS sites such as "rate my professor", where they are free to slander and libel us at will. But they have the wrong impression of the world when they leave college and find out no one in the workplace really cares what they think. The evaluation process only harms the student and teacher in the end.

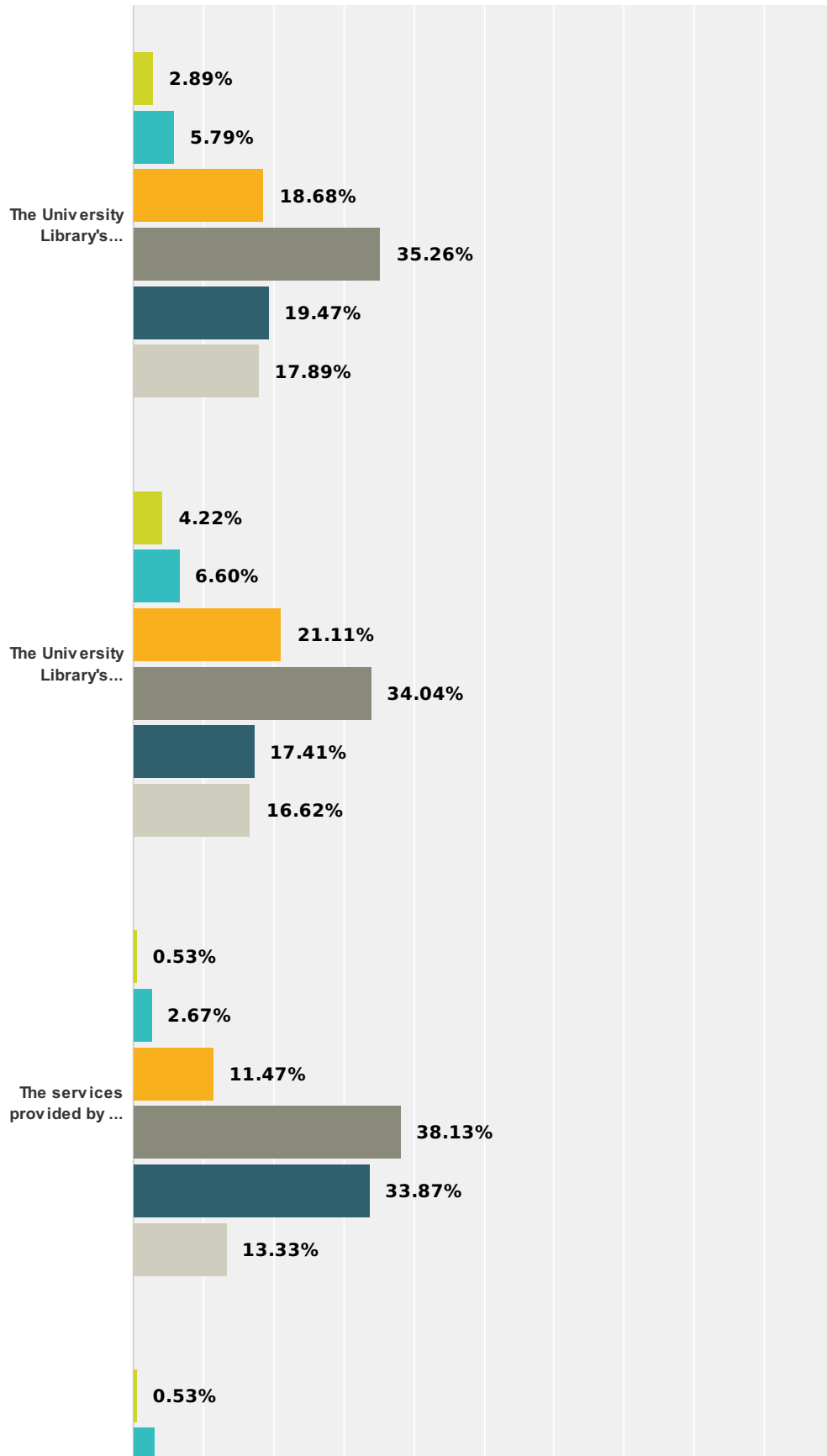| 46	The response rate should be increased by tying access to grades to completed course evaluations. If the response rate is low (<50%), then it should not be used in the faculty member's annual review. Also, need to use other methods than student based online methods of evaluation.
47	In business, it's whatever the dean feels like giving you. It's a cudgel used to beat uncooperative faculty members into silence.
48	Do it and not just by student evaluations but by observations and outcomes. It should also not be just evaluative but instructive. It should be done by those that have not just done it for a long time but that are actually good at it such that they can share valuable/helpful feedback.
49	They could be rendered and processed much quicker. They don't have much relevance now.
50	grade distributions need to be factored into how student evaluations of teaching are interpreted.
51	Move away from online/ electronic evaluations and back to in class scantrons. A majority of students do not fill out online evaluations.
52	Use the student satisfaction survey as a numerical instrument for faculty evaluations worth 40% of the total teaching score is insane, particularly with questions like "I learned what I expected to learn in this course." What in the world does that mean? If the student thought the class was about stars and it turned out to be about weather, but the kid learned a lot about weather, how does the student answer the question?? The proper question would be something akin to "I know more about the topics covered in this class now than I did at the beginning of the course". Also, how can a student evaluate pedagogy like testing methods?? If the kid is getting an A, the testing is great. If the kid is failing because he hasn't opened a book or she hasn't come to class, it, nevertheless, is the profs fault and the tests are bad.
53	The current system of evaluation seems to be primarily used for FAR/merit raise considerations. There should be a process for teaching evaluation / feedback that is outside of the annual evaluation process, in order to help faculty (particularly new faculty) improve in the classroom.
54	Online evaluation is not working in my college. When reviewing for the FAR score, there needs to be greater attention to what is accomplished in the classroom, not just student opinions. Perhaps a teaching portfolio would be a better method for evaluating teaching effectiveness.
55	It needs to be revamped to include student and fellow faculty input
56	Online evaluations have meaningless results. Students are allowed to evaluate faculty who are not their teachers.
57	Not enough students do the online evaluations. If these are going to be factored into annual review, than more students must do the evaluations.
58	Find a way to fire horrible teachers who resist all efforts to help them improve. Just that one little thing.
59	our department has gone to on line evaluations, so mostly the students who want to complain fill out evaluations. Return to having evaluations filled out by hand in class. Students know that they can pressure non tenured faculty for higher grades than they deserve- faculty who hold to standards are put in a difficult position when evaluations are considered.
60	I think that teaching evaluations are a necessity. However, I think the current format is not an objective one with respect to competency. Rather, the USA teaching evaluation in its current form is a "customer satisfaction" survey.
61	Instructors are rated by the same criteria as professors. We teach a much heavier load and are not allowed to receive grant money in most situations. This hamstrings us in the research aspect of our evaluations. Either alter the rating process or allow us to receive grant money.
62	Everyone held to the same standards. Student evals shouldn't be the only or main source of teaching evals. It should be from a variety of sources... peers, chairs, etc.
63	Give teaching more weight with respect the research. The stated 60/30/10 breakdown is certainly not the real breakdown. It is really 30/65/5.
64	Department Chairs and Program Directors should evaluate and observe faculty lectures for quality and be offered the opportunity to review faculty assignments, exams, and SAKAI websites
65	Need to hold all faculty to the same standards.
66	Sometimes, evaluation of teaching overemphasizes the student satisfaction surveys, particularly the anecdotal comments, instead of looking holistically at the teachers' overall performance
67	Primarily teaching evaluation is based on student feedback. Training faculty/others to assess teaching effectiveness based on other objective criteria might be helpful
68	work to find ways to improve the response rate. Also, there needs to be specific questions for online/hybrid courses in evaluations
69	Don't be so dependent on student evaluations. The students have very narrow perspectives.

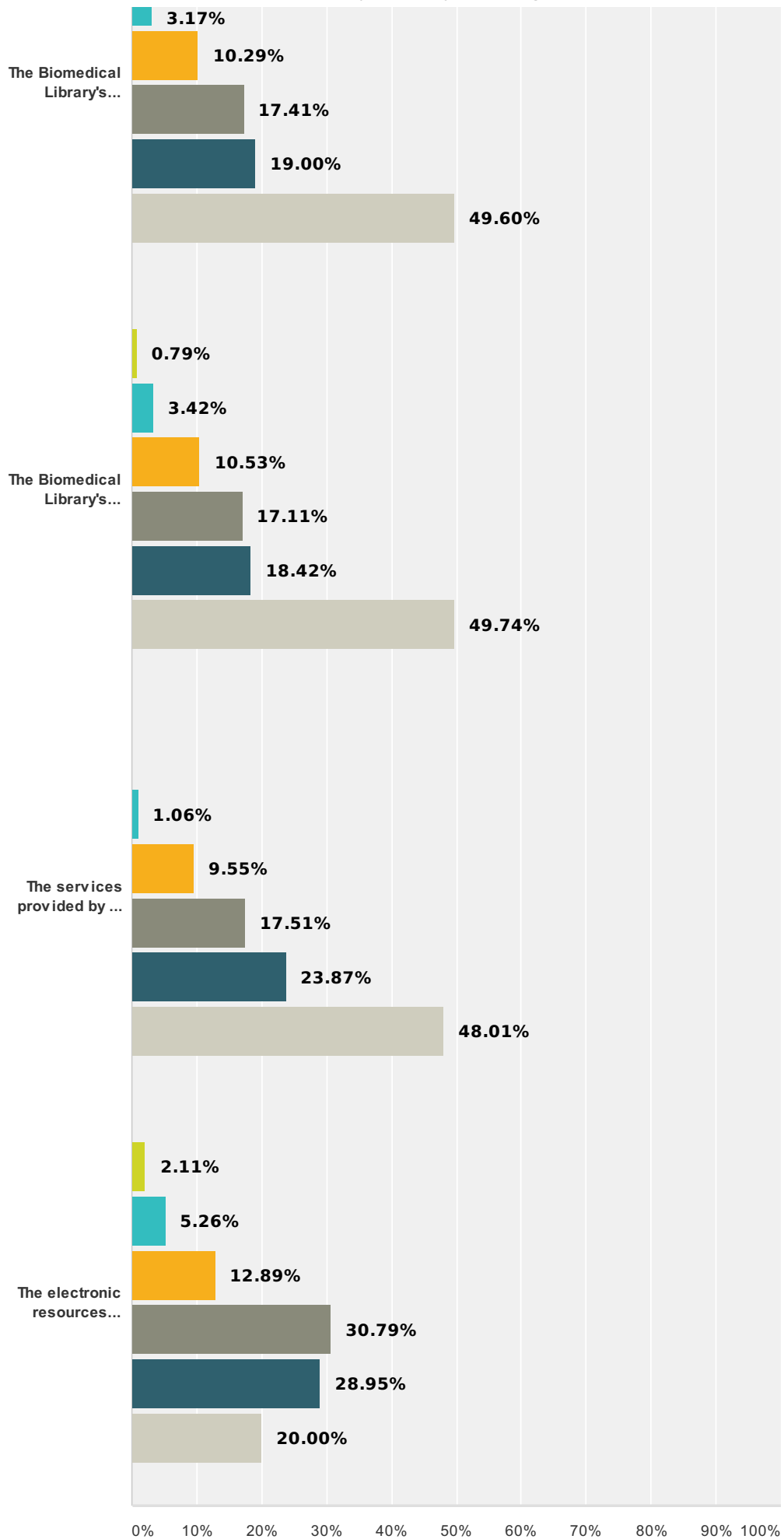| 70	If the University wishes to make teacher evaluations electronic, there needs to be an incentive for them to complete them. For example, requiring student to complete teacher evaluations before they can see their grades for a course.
71	I have never had a single faculty member sit in on one of my classes, including my first year teaching.
72	It seems there is a low response rate to the online evaluations. I have not yet seen my evaluations for the first semester, and we are nearly through the second semester. Feedback needs to be returned earlier.
73	Many students do not complete evals. It was better when this was mandatory. I get very little feedback from students.
74	Need more discussion about what is being evaluated and better deployment of those evaluations to learners that motivates the learners to complete them. Evaluation should not be a chore to the learner.
75	I think too much of the teaching score is based on the student evaluations, and not all students complete them. We need a better system to make sure all students complete evaluations.
76	Student evaluations are the lone measure of teaching effectiveness. They should be a portion of the process, but not the only measure.
77	In my opinion there is an over reliance on student evaluations. Student evaluations are one important piece of the puzzle. However, they are susceptible to documented flaws. There is a reason that nationally faculty are advised to give easier exams (presumably leading to better grades) in year prior to tenure applications. While no one really does this, it is anecdotal support for the reality that student evaluations are often influenced by exam and final grades.
78	Peer evaluation of teaching in addition to student evaluations to document teaching excellence. The opinion of the department chair should be weighted less and closer to that of a peer faculty member.
79	My teaching has never been evaluated other than by using the student evaluation forms. There appears to be no peer evaluation program. Suggestions/critique solely based on student feedback is a little one sided.
80	New department leadership.
81	This is a difficult question to answer. The new curriculum in the COM has twisted the process in a manner that too strongly emphasizes what the student's think and their grades. The best teachers are usually the ones who make students work the most on the most appropriate material. However, we feel we are punished if the students don't like us.
82	Teaching does not get enough importance. Research is always hanging over our heads but it is good teaching that gets and keeps students.
83	I have been teaching for a long time, and it seems the student's care more and more about the grades and less and less about learning. It is not their fault, in high school we now teach, "to pass a test". Good lectures and difficult test questions = poor evaluations. The easier the test, the better the students like you. So one can receive excellent evaluation by being funny and easy, not by providing excellent lectures and demanding excellence in learning.
84	Require all students to complete faculty evaluations at the end of the semester. Use these evaluations as reward/punishment; reward good instructors with raises; poor instructors with removal of tenure
85	The on-line evaluation process simply is not working. Students do not fill out the surveys, I am afraid.
86	Don't even know if the evaluations are taken into consideration.
87	According to the affirmative action form, teaching ratings are on a scale of 10 where 5 is supposed to be the NATIONAL AVERAGE. However, there is no defined process to find out if our faculty meet this standard. Most faculty seem to receive above average teaching evaluations. This is like Lake Wobegon where everybody is above average. Furthermore, evaluations are due to Academic Affairs in April whereas the Spring teaching evaluations are reported only in June. This implies that faculty are evaluated based only on Fall data. This makes no sense at all. Despite repeated complaints for the past 5 years, nobody seems to care about fixing this problem. Apparently, Academic affairs needs to give one year's notice to faculty if they are being terminated and so there is a rush to meet the May 15 deadline. The legal department should fix this problem so that faculty are evaluated for a calendar year (Jan 1 to Dec 31) rather than from August 15 to May 15.
88	Stop asking non-specialists (i. e., students) to judge our teaching. I would prefer peer evaluation, or none at all.
89	Use them for FAR's – faculty should be docked for low evaluations. Decide on one evaluation - they have been changed three times in the last two/three years. It would be nice to receive evaluations in a timely manner, not four months into the next semester.
90	N/A
91	We need peer evaluation in addition to student evaluations. They also need to get us student evaluations in a timely manner. I am waiting for mine from over a year ago.
92	Too much emphasis is placed on student evaluations.

93	students do not take evals seriously. there needs to be multiple ways to measure effectiveness - a grade distribution or survey evaluation does not reflect what we do	
94	if you are a hard teacher you will get bad reviews. There is no other way to gauge our teaching effectiveness	
95	I would say that a written process is needed but we have one that has not been followed for several years.	
96	Rely more on faculty peer judgments, less on student evaluations.	
97	In the CoM, excessive emphasis is placed on student evaluations of teaching. Clearly,I other metrics of student performance (national exams, peer evaluation for example) should carry equal or greater weight than students' evaluations.	
98	There is no teacher evaluation in my college.	
99	Undertake a best practices survey to find out what evaluative tools the best teaching institutions are using, rather than inventing something at USA.	
100	Do not rely on student evaluations.	
101	Don't look at a total of 3 responses out of 30 in an online class and see that 1 student was not happy and hold it against the faculty. 1 out of 30 does not make a statement true!	
102	Evaluating teaching is important but student evaluations are given way to much weight - usually the strongest responses are given by a small number of dissatisfied students.	
103	Perhaps a chair review of each individual faculty member's teaching abilities. Or, at least, some sort of oversight, chair or otherwise.	
104	Give students an incentive to fill out online evaluations. Only students with strong opinions (positive or negative) fill out these forms, skewing the results.	
105	Consumer satisfaction is not evaluation of teaching	

Q95 Please click the option that best indicates how satisfied you are with the following:

Answered: 380   Skipped: 32

The University Library's...

2.89%
5.79%
18.68%
35.26%
19.47%
17.89%

The University Library's...

4.22%
6.60%
21.11%
34.04%
17.41%
16.62%

The services provided by ...

0.53%
2.67%
11.47%
38.13%
33.87%
13.33%

0.53%

26th Annual Faculty Survey, Spring 2014

The Biomedical Library's...
- 3.17%
- 10.29%
- 17.41%
- 19.00%
- 49.60%

The Biomedical Library's...
- 0.79%
- 3.42%
- 10.53%
- 17.11%
- 18.42%
- 49.74%

The services provided by ...
- 1.06%
- 9.55%
- 17.51%
- 23.87%
- 48.01%

The electronic resources...
- 2.11%
- 5.26%
- 12.89%
- 30.79%
- 28.95%
- 20.00%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Very dissatisfied   Dissatisfied   Neutral   Satisfied   Very satisfied
No opinion

Very dissatisfied   Dissatisfied   Neutral   Satisfied   Very satisfied
No opinion

Q96 Do you have any suggestions for improving the University Library's offerings and/or access?

Answered: 69   Skipped: 343

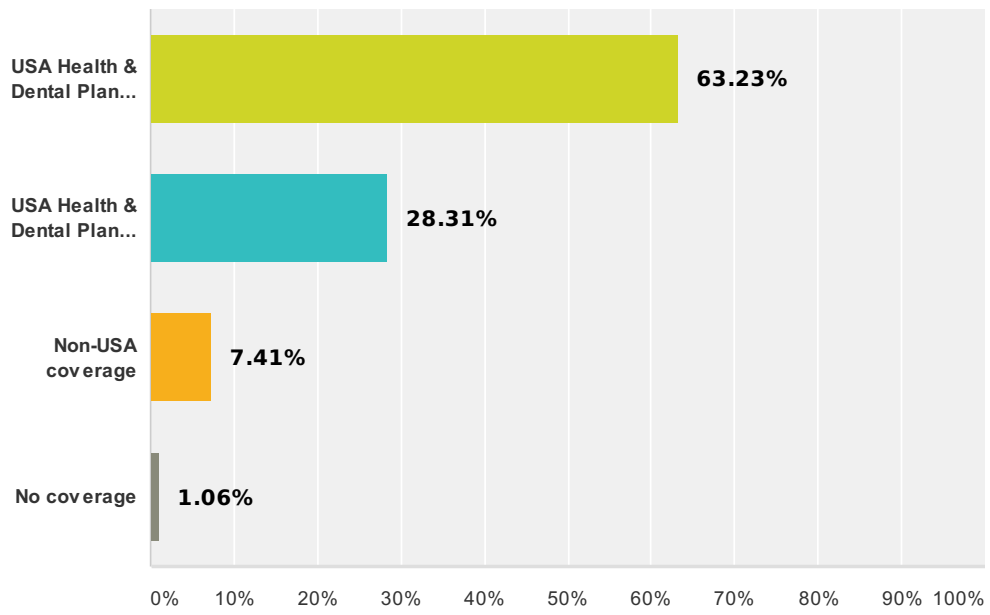| #	Responses	Date
1	Make web access easier, simple and communicate changes in the web access more efficiently.	
2	When the institution was unwilling to pay for Up-To Date, a standard electronic resource used by physicians worldwide because of cost was when I lost faith in their ability to be anything other than an appologist for an administration unwilling to provide us with the tools we need to perform our jobs	
3	Buy a subscription for Up To Date	
4	Some of the on-line resources are hard to access, especially when you need certain codes/passwords. One can only remember so many passwords, and as we get older, we can remember fewer.	
5	I realize that electronic books are cheaper than paper books, but we have to maintain room in the budget for actual, physical books.	
6	access to quality point-of-care resource	
7	Offer faculty sessions on utilizing their electronic resources and conducting data base searches.	
8	Increase journal's access	
9	I miss hard copies of journals :(	
10	It never fails..I have to email a friend at UAB to get access to journal articles that we do not have access to. In additon, UAB's Lister Hill has the option to sign in to their library ANYWHERE (remotely) and use pubmed...here at South, I have to write the journal article down, go into the library website and search an individual article remotely. I work from coffee shops and the like when writing...it would be nice to have the search feature here at South as well.	
11	The USA library currently has no major subscriptions to the journals that represent my specialty. Many major journal that are used by all are absent: Nature, Science, etc	
12	Need more journals especially on diversity and language	
13	I miss Up-to-Date	
14	The library staff has been great.	
15	Faculty corrals and longer time for faculty to hold on to books.	
16	It is professionally embarrassing when I have to contact a colleague at another institution to acquire PDF copies of old Nature papers (one of the most high impact scientific journals). I understand that money is an issue but to not have full access to the top tier scientific journals is counterproductive...	
17	Great work!	
18	Always helpful.	
19	Stop discarding print journals!	
20	The Interlibrary Loan system is excellent. I love being able to get journal articles quickly and electronically.	
21	The embedded librarians are a great mechanism for engaging the library resources with students and in faculty research!	
22	above you ask about the "ability" which is there, but the initiative is not there.	
23	More library assistance with things like electronic course reserves - and clarification of website as to the extent to which they are available	
24	Is there a way to keep access of ebooks without being logged out and can it be extended more than 3 days?	
25	None	
26	I primarily use the online resources and most articles I need are directly available or are provided via ILL with good turn around.	
27	Research consultation?	
28	No	

29	more funding
30	Offer Web of Sciences database
31	The Biomedical Library should include all required textbooks on their shelf.
32	Our Library has never been adequate for professional research in our field, except for Interlibrary Loan, which is a godsend. Enhanced electronic resources in Philosophy would be very desirable.
33	Keep up the good work.
34	Longer hours for students.
35	Why do we have separate electronic delivery and ILL systems for the biomedical library and the University library???
36	The medical books in our library are outdated; my suggestion would be to be able to provide newer books.
37	The new academic Lexis is horrendous. The easy search functions I used to teach students how to find legal materials are now so far buried in the site that I've stopped using the product for class purposes and almost given up using it for research purposes - a problem given that I'm a lawyer and the only legal resource the University offers is the academic version of Lexis.
38	We do not subscribe to the clearinghouse of federal research databases. This is ludicrous in my mind for a university wanting to be a research institution.
39	make it more friendly for students to study there.
40	The library's holdings and access online journals needs to be increased. I can not access the latest research in my field without going through interlibrary loan. Perhaps a survey asking what journals faculty needs access to would help.
41	There seems to be a limited number of electronic resources for my particular area of study.
42	Fantastic library services and reference help for personal research and student assignments.
43	I have had some occasions where the journal I wanted was not available electronically. Just keep working to make sure the electronic data bases and journal holdings are as comprehensive as possible
44	I believe that it is very alarming that the Biomedical Library has discarded much of its book collection. This initiative should have been widely publicized, and comments should have been solicited from the library's constituency.
45	The University library should not restrict faculty check outs with due dates. Of course materials should be able to be recalled by students for use but faculty writing books sometimes need library materials for a year or more and currently have to return their materials (cart loads of them at times) to the library to be re-checked out.
46	We need more online journal access. I rarely every check out a book anymore and what we have is dated.
47	The online catalog is very confusing - it turns up too many unrelated publications to the one I am searching.
48	Longer time frames for interlibrary loan and notification to the individual who orders a book to be purchased as to the decision of if the book is purchased or not.
49	Biomed library is amazing in their service and support!!
50	There may be a need for a distance learning librarian who's may role is to provide interactive library services and instruction to the online programs South now offers.
51	Bring back Up To Date
52	More online offerings.
53	In defense of our libraries, shrinking budgets have impacted their ability to provide journal access. But 'good considering shrinking financial support was not an option/difficult economic times' was not a response option.
54	The range of journals that we have access to is pretty dismal compared to other universities. Waiting 6 months or 1 year for the free version may not seem like a long time, but when you need that paper to publish your own work it begins to be significant.
55	The Biomedical Library got rid of all of their books this past year without any meaningful notification of the faculty about this. Apparently this was done for the purpose of increasing the number of meeting rooms. This is an appallingly poor comment on the value of scientific information to our school who likes to tout itself as a "major" regional and national educational research institution.
56	Our Biomedical library is outstanding. In particular, the electronic journal offerings and interlibrary loan programs provide near complete coverage of my field.
57	The university is making a BIG mistake in relying upon these on-line databases. The databases present a morass of information and the One Search engine is completely counter-productive. It offers an overwhelming body of material, most of which is sub-par.

58	I am very satisfied by the University Library
59	Need more journal subscriptions. I can't even get the journal in which I'm published -- that is not encouraging at all. Interlibrary loan service is excellent, but there is no substitute for having direct access.
60	Biomedical Library offers excellent service and support of faculty.
61	N/A
62	Do not switch to focusing on ebooks. Many have limited checkout times (three days), making it almost impossible to accomplish anything. And many students do not have ebook capability. It's not fair.
63	The selection of medical journals available through the Biomedical Library has grown weak due to budget cuts.
64	Purchasing real books rather than ebooks would be better. Ebooks are difficult to read with limited time options. Support print resources!
65	Everyone seems very helpful but I haven't had a chance to use this service as much as I would like at this point.
66	Access to more electronic journals
67	ICPSR memberships, statistics packages on computers, catching up to other Research 1 institutions....
68	I am unable to order many things on ILL because of the prohibitive personal cost for most items. This prevents me from doing better research. Improved coverage of ILL costs is necessary.
69	Renew subscriptions for all providers to UpToDate.

Q97 What type of Health Plan do you have?

Answered: 378   Skipped: 34

USA Health & Dental Plan... **63.23%**

USA Health & Dental Plan... **28.31%**

Non-USA coverage **7.41%**

No coverage **1.06%**

0%   10%   20%   30%   40%   50%   60%   70%   80%   90% 100%

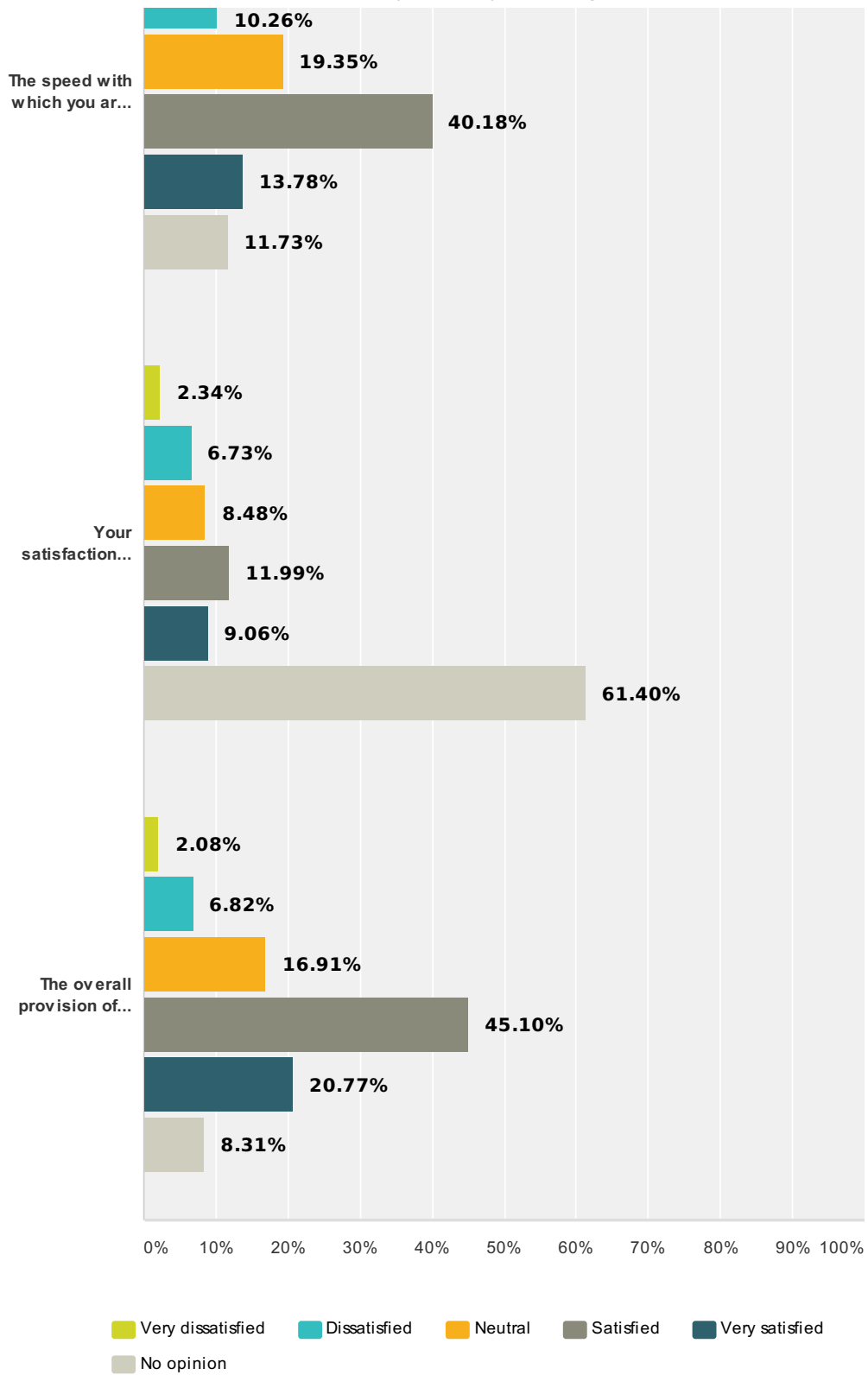## Q98 Please click the option that best indicates how satisfied you are with the following:

Answered: 343   Skipped: 69

Your ability to make time...
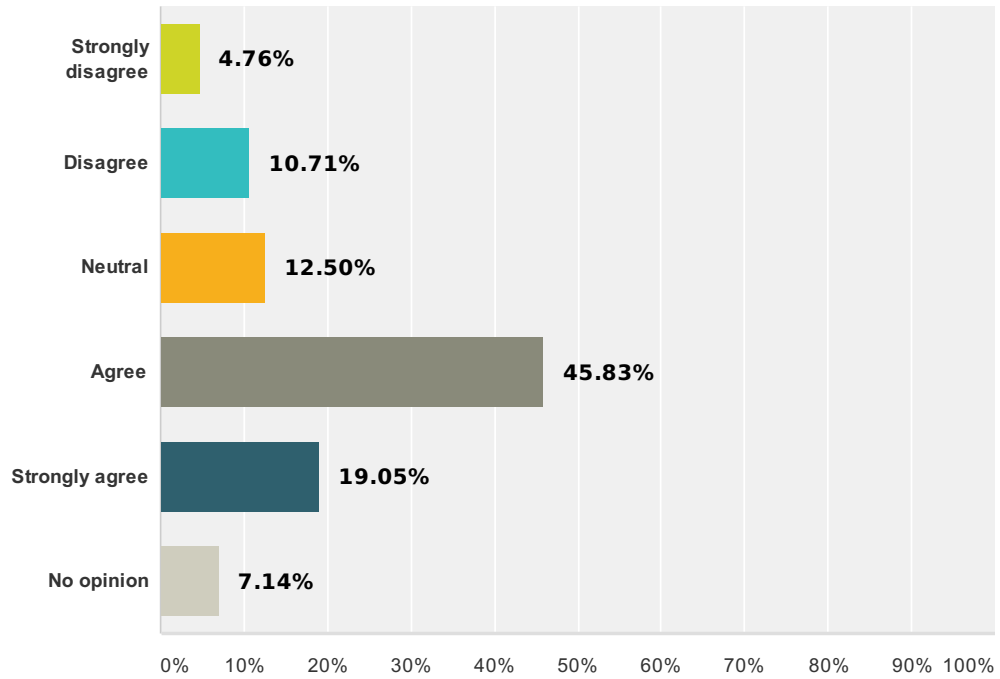5.25%
7.00%
11.66%
39.94%
23.91%
12.24%

Your ability to make time...
3.21%
8.75%
11.08%
31.20%
18.37%
27.41%

Your ability to schedule...
4.69%
8.21%
11.14%
40.18%
19.06%
16.72%

4.69%

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The speed with which you ar...
- 10.26%
- 19.35%
- 40.18%
- 13.78%
- 11.73%

Your satisfaction...
- 2.34%
- 6.73%
- 8.48%
- 11.99%
- 9.06%
- 61.40%

The overall provision of...
- 2.08%
- 6.82%
- 16.91%
- 45.10%
- 20.77%
- 8.31%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Legend:
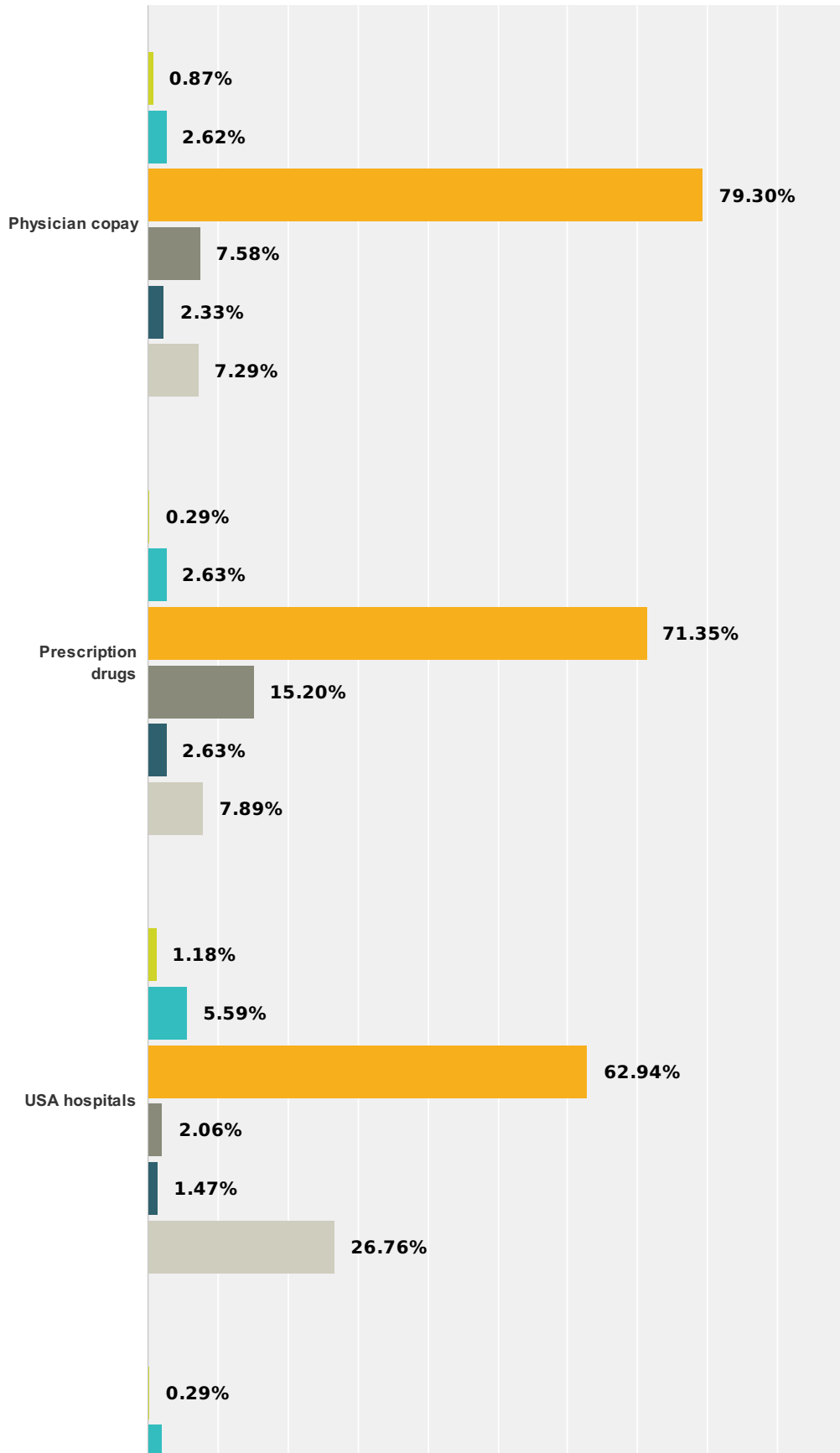■ Very dissatisfied ■ Dissatisfied ■ Neutral ■ Satisfied ■ Very satisfied
■ No opinion

Q99 With the USA Health & Dental Plan, I have an adequate choice of primary doctors.

Answered: 336   Skipped: 76

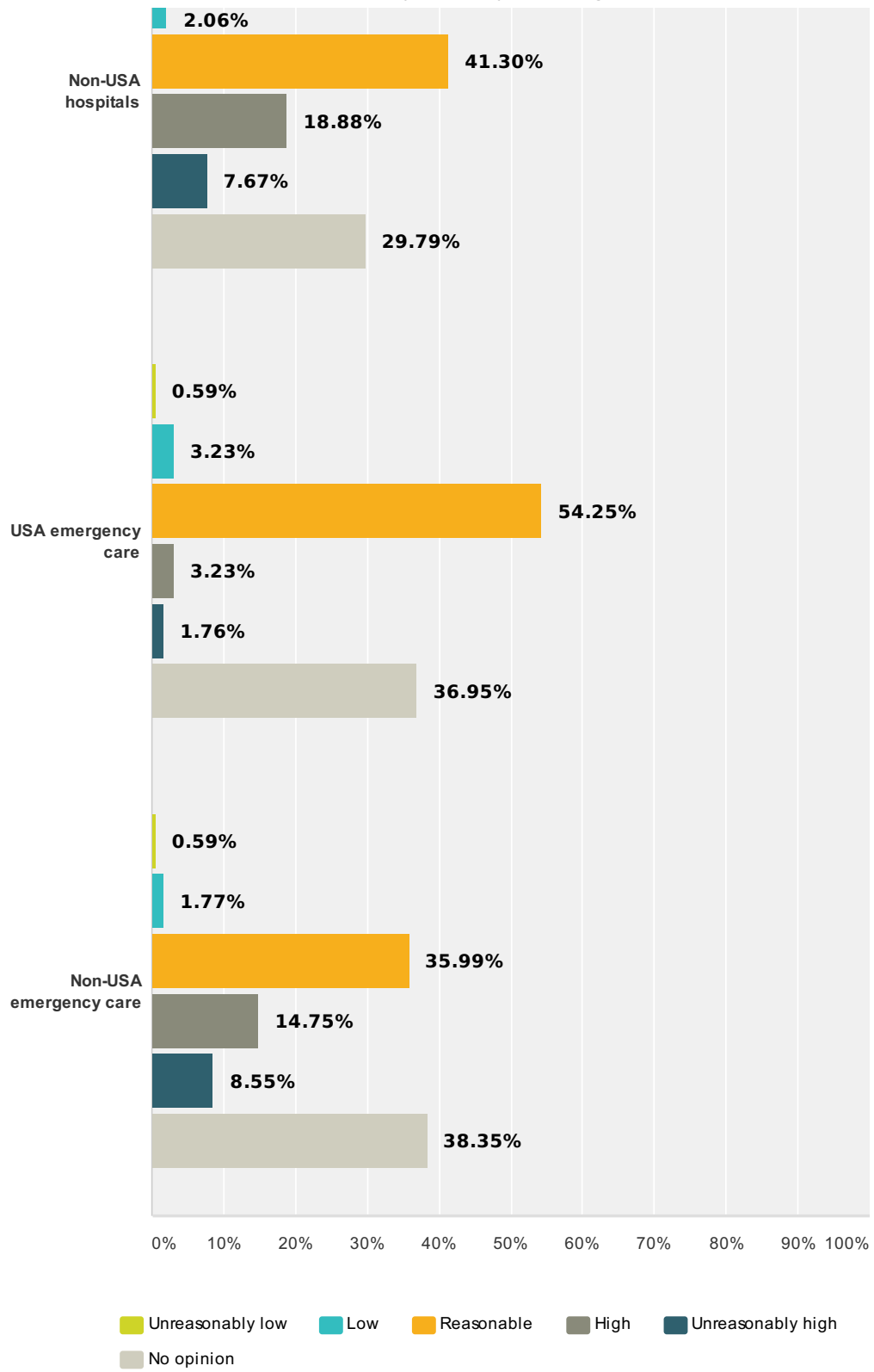| Response	Percentage
Strongly disagree	4.76%
Disagree	10.71%
Neutral	12.50%
Agree	45.83%
Strongly agree	19.05%
No opinion	7.14%

Q100 The co-pay under the USA Health Plan is appropriate for each of the following:

Answered: 343   Skipped: 69

Physician copay
- 0.87%
- 2.62%
- 79.30%
- 7.58%
- 2.33%
- 7.29%

Prescription drugs
- 0.29%
- 2.63%
- 71.35%
- 15.20%
- 2.63%
- 7.89%

USA hospitals
- 1.18%
- 5.59%
- 62.94%
- 2.06%
- 1.47%
- 26.76%

- 0.29%

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Non-USA hospitals
- 2.06%
- 41.30%
- 18.88%
- 7.67%
- 29.79%

USA emergency care
- 0.59%
- 3.23%
- 54.25%
- 3.23%
- 1.76%
- 36.95%

Non-USA emergency care
- 0.59%
- 1.77%
- 35.99%
- 14.75%
- 8.55%
- 38.35%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Legend:
- Unreasonably low
- Low
- Reasonable
- High
- Unreasonably high
- No opinion
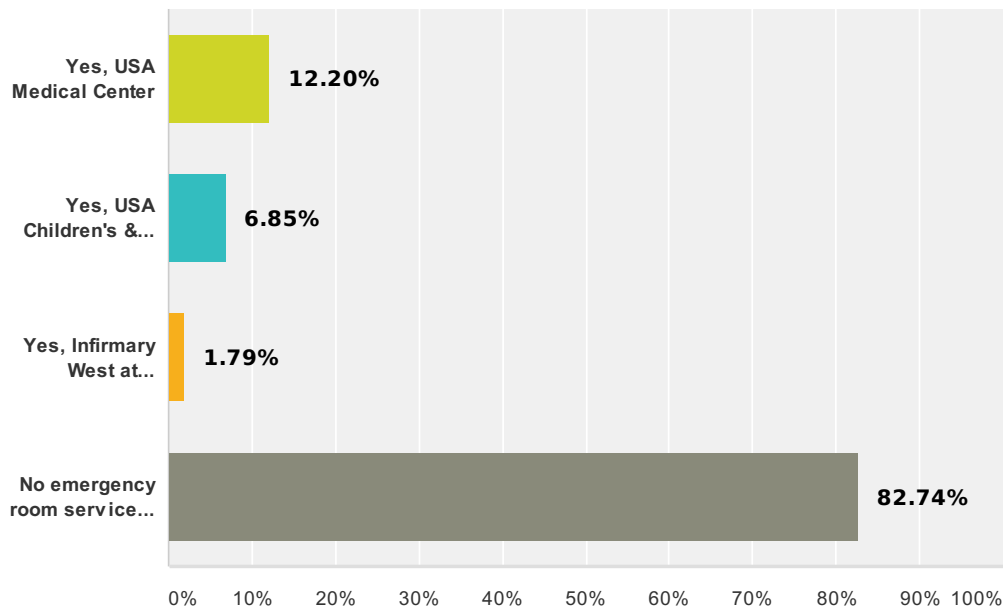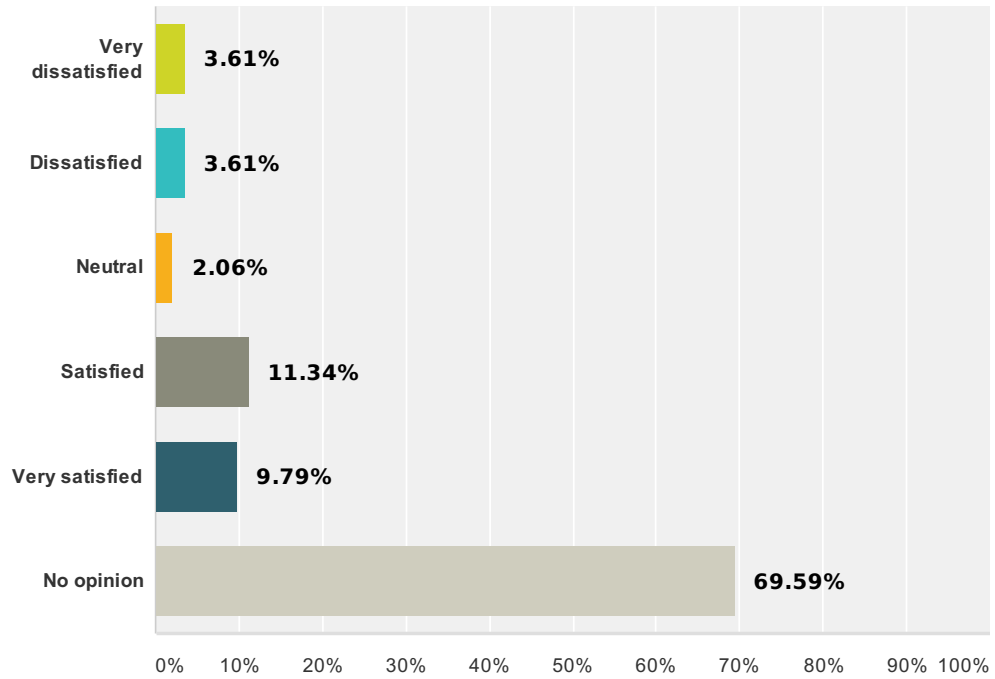
Q101 In the past year, have you had an occasion to be treated at a USA or USA-affiliated emergency room? (Check all that apply)
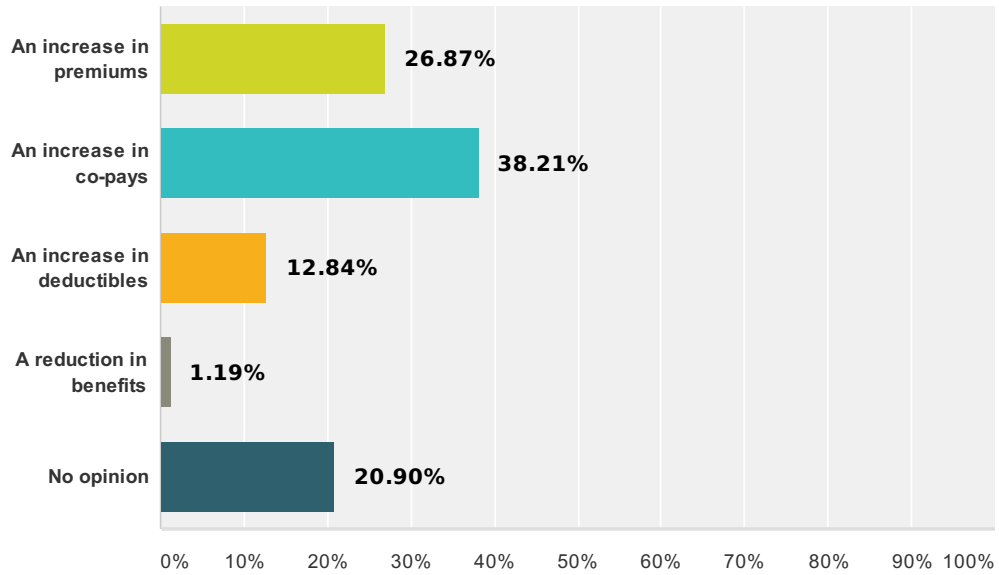
Answered: 336   Skipped: 76

Yes, USA Medical Center — 12.20%

Yes, USA Children's &... — 6.85%

Yes, Infirmary West at... — 1.79%

No emergency room service... — 82.74%

Q102 If "yes", how satisfied were you with the quality of services and care during your emergency room visit?

Answered: 194   Skipped: 218

Very dissatisfied	3.61%
Dissatisfied	3.61%
Neutral	2.06%
Satisfied	11.34%
Very satisfied	9.79%
No opinion	69.59%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q103 To pay for increased health care expenses, indicate which option you would most prefer:

Answered: 335   Skipped: 77

An increase in premiums — **26.87%**

An increase in co-pays — **38.21%**

An increase in deductibles — **12.84%**

A reduction in benefits — **1.19%**

No opinion — **20.90%**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q104 Do you feel that USA Health Care provides value for your contribution? If not, then what suggestions would you have for improvement?

Answered: 109   Skipped: 303

#	Responses	Date
1	The USA Health Care Plan is terrific!	
2	Blue Cross is a company that is not delivering value to us as medical consumers.	
3	numerous specialities not available	
4	I have been happy with the service. I wish to clarify my answer to questions 67 and 68. I had excellent care at the USA MC emergency room, even though the facility was crowded and there was a long wait. The receptionist is wonderful and takes so much abuse from patients waiting. Knollwood, however, provided terrible service. For a dog bit that broke my finger, with a pain rating of 7, the doctor had me wash my hands, took a quit look and then had the nurse put on some Neosporin and a Band-Aid. A pain level of 7 is very high, and the doctor did not even ask me about it.	
5	One of USA's surgeons almost killed my partner, and the nursing staff at the teaching hospital was so stupid they could not administer meals and medication together, per manufacturer's requirement. My wife suffered terribly and no one cared enough to understand how to dispense her drugs properly. A truly horrible experience.	
6	Blue Cross Alabama is very inadequate in resolving billing issues. Don't care attitude. Denial of coverage challenges time consuming and easier to pay the bill than pursue	
7	Yes, my health plan is good	
8	I would like to see my plan cover things such as cholesterol checks without previous problems. I would also like to be able to add my child without having to pay the premium for an entire family. Finally, I would like to stop being penalized for using a non-USA physician. Since I do not live in Mobile, this is not really an option for me.	
9	Recruit more primary health physicians that are not located at hospitals.	
10	yes.	
11	Repair some of the monitors in the USA Medical Center Emergency Room. Clean and sanitize the USA Medical Center Emergency Waiting Room. Reopen Infirmary West at Knollwood, immediately; there are not enough beds available at the other hospitals.	
12	yes	
13	It's okay for this country, but I wish we had REAL socialized health care	
14	In the past year, we have had an unusual year of medical issues...both me and my spouse and child. I was surprised at the high co-pays for both drs and prescriptions. We live on the Eastern Shore and have encountered significantly higher fees. I'd rather more come $ out of my paycheck as a premium than be stuck counting coins from our piggy banks to get my kids' antibiotic or suffer through back pain because I can't afford the dr/treatment co-pay this month.	
15	Care is generally fine. There are situations in which we as patients require services that are not provided by the USA system. There has been resistance to designating other hospitals' services as "within network". In the interim, those insured by USA are paying hundreds of dollars in "out of network" fees for services that USA doctors already provide at other hospitals (e.g., sleep studies).	
16	I would like a domestic partner benefit option in order to align with the strategic plan for 2014 which includes increased commitment to diversity.	
17	The plan is satisfactory. I currently do not use a USA physician because they leave or difficulty in getting an appointment. My spouse still uses the cardiology group.	
18	K-12 teachers have much lower co-pays for better service. Look at their system! We should have vision that is worth purchasing. Have primary care physicians within the USA system in Baldwin County.	
19	I would suggest that the options in question #64 say "primary-care provider" instead of "physician" since we educate and employ nurse practitioners and physicians assistants who are more than capable in the role of primary-care providers.	
20	For the most part.	

21	I would love a health maintenance savings account which would not restart each year at $0
22	difficult to get in with USA GYN and internal medicine when needed so had to go out of network for these services
23	Yes.
24	yes
25	A more permanent faculty at the USA Physicians group.
26	yes
27	Yes it provides good value but there are not enough primary care internists nor are there enough internal medicine specialists.
28	The premiums are quite a burden
29	Yes, very much so.
30	Yes. It would be nice if there were USA Health providers on the Eastern Shore however.
31	Yes.
32	yes
33	Yes
34	Yes
35	Allow the ACA to take effect in Alabama without delay. Also provide a public insurance option akin to medicare for all. This will force the criminal medical insurance agencies and their in-house death panels to at least at minimum to be marginally accountable.
36	I agree
37	increase access to internal medicine for adults and specialists not available under USA, such as dermatology, institute wellness and health promotion initiatives to decrease costs to those who engage in practices to maintain and improve health
38	Yes
39	Improved coverage for speech, physical and occupational therapies for the participants.
40	As a remote faculty; HR indicated that we would be able to pick doctors within our state and coverage would remain similiar except for NON-USA doctors, but in the case of dental work that is not the case.
41	Yes
42	yes
43	Cover, or partly cover, prescription glasses.
44	I do. With the exception of prescription expenses, I think USA does a great job and keeping a reasonable premium, deductible, and benefit program.
45	The scarcity of doctors is a problem. For example, there are no available USA pediatricians -- if you call them, they are not accepting new patients. When I had a lung problem, I received emergency care but gave up on finding a pulmonologist that wasn't a student (and, e.g., leaving in a few months).
46	My biggest problem has been the turn-over in physicians.
47	yes
48	Increase or advertise better our options for physicians. I have a new doctor...or PA...or whoever...each time I go for an annual evaluation or appointment. USA seems to have difficulty keeping consistent health care providers. I do not feel like I have a primary physician.
49	The medical services are quite good, but it is so difficult to see a physician, that we now take our children to a former USA physician who is in private practice. When we used USA, we were often told (when calling to make appointments) that the calendar wasn't up, that we couldn't make an advance appointment (for the next month), or that no one was available for quite a long time. When we did get appointments, our children did not see an MD. We couldn't take those chances with our children, so we, sadly, had to leave the USA system to find adequate care. We have been impressed, however, with OB and Prenatal services at USA. Those are excellent.
50	yes

51	Reduce the discrepancy between USA copays and non-USA copays. That is, increase the USA copay and decrease the non-USA copay. Too many of the USA doctors are subpar but the current health care plan overly supports their use through low USA copays and high non-USA copays. As a faculty member I sometimes feel like my family and I are trapped guinea pigs to train USA doctors (who too often seem like they weren't capable enough to get jobs outside USA).
52	My biggest problem is that the specialist (Regenerative Medicine) I need to best take care of my multiple chronic medical problems is not covered by my policy because he is not a BCBS provider. Further, no such specialist is available within the USA Medical system. In this instance, I believe my policy ought to cover my office visits even if it were at the highest copay level. Zero coverage for this required medical treatment is significantly hurting my finances!
53	Doctors at USA are always temporary because USA apparently does not make it worthwhile for them to stay here. It would be nice if doctors would stay for a long time at USA.
54	The doctors are good, but you can't see them. I had better healthcare at my old job in a another state. A school with a medical college should do better.
55	The coverage for Mental Disease treatment (e.g., hospitalization) is horrible: only 80% is covered, leaving a 20% doughnut hole that comes out of pocket. Also, the Southflex maximum was reduced to $2,500.00 which is very detrimental.
56	We don't use USA doctors or facilities. Quality is an issue.
57	Item #63 Have Alabama accept Federal funding for Medicaid. Item #61 There is no Infirmary West at Knollwood.
58	We need less turnover and more variety in Primary Care physicians in USA physicians group (nee KPG).
59	Do not limit our choices in doctors by restricting us to USA doctors only.
60	I have not used the health care services enough to have an opinion.
61	Yes, but I am against paying any more for premiums.
62	Question 60 appears to assume that if one has USA insurance one uses USA doctors. I have USA insurance but use private doctors in the Mobile area that are unaffiliated with USA. Is Question 60 really asking about my ability to schedule with my primary non-USA physician????
63	Go to a general BC/BS policy not restricted to USA
64	Yes.
65	The USA Plan is weak when compared to other local plans like City of Mobile, Mobile County with less employees. They have better benefits across the board and pay less for their plan versus USA.
66	yes
67	I am considering marriage, but I can not believe how unreasonable the cost of coverage for my spouse will be. We have no plans in the immediate future to have children, so I feel I should not have to pay the same as people who have children.
68	yes
69	I have never seen a primary more than once. Turnover in the doctor staff is awfully high. The relocation of Pediatrics has been a huge pain.
70	USA's healthcare is more costly than Mobile County School System's. If I change the doctors that I've used for 20+ years I could save money, but I like and trust these doctors. Every increase in insurance should by more than doubled by a COL pay increase.
71	yes
72	with no raises...there should be no increase in health care expenses
73	yes
74	I think that the plan is good. Biggest problem is getting and keeping primary care physicians who work for USA.
75	Yes, good value for the cost. However, wait for some specialists tends to be very (too) long.
76	The choice of "single" vs. "family" is not sufficient. There should be an additional category for "couple." Why should a childless couple pay the same premiums as a couple with 5 children?
77	I feel that our health insurance is a good value but to be honest my interactions with USA hospitals have not been positive compared to care in the community. I also feel that being a USA employee carries no added benefit in the USA hospital system.
78	yes
79	Yes

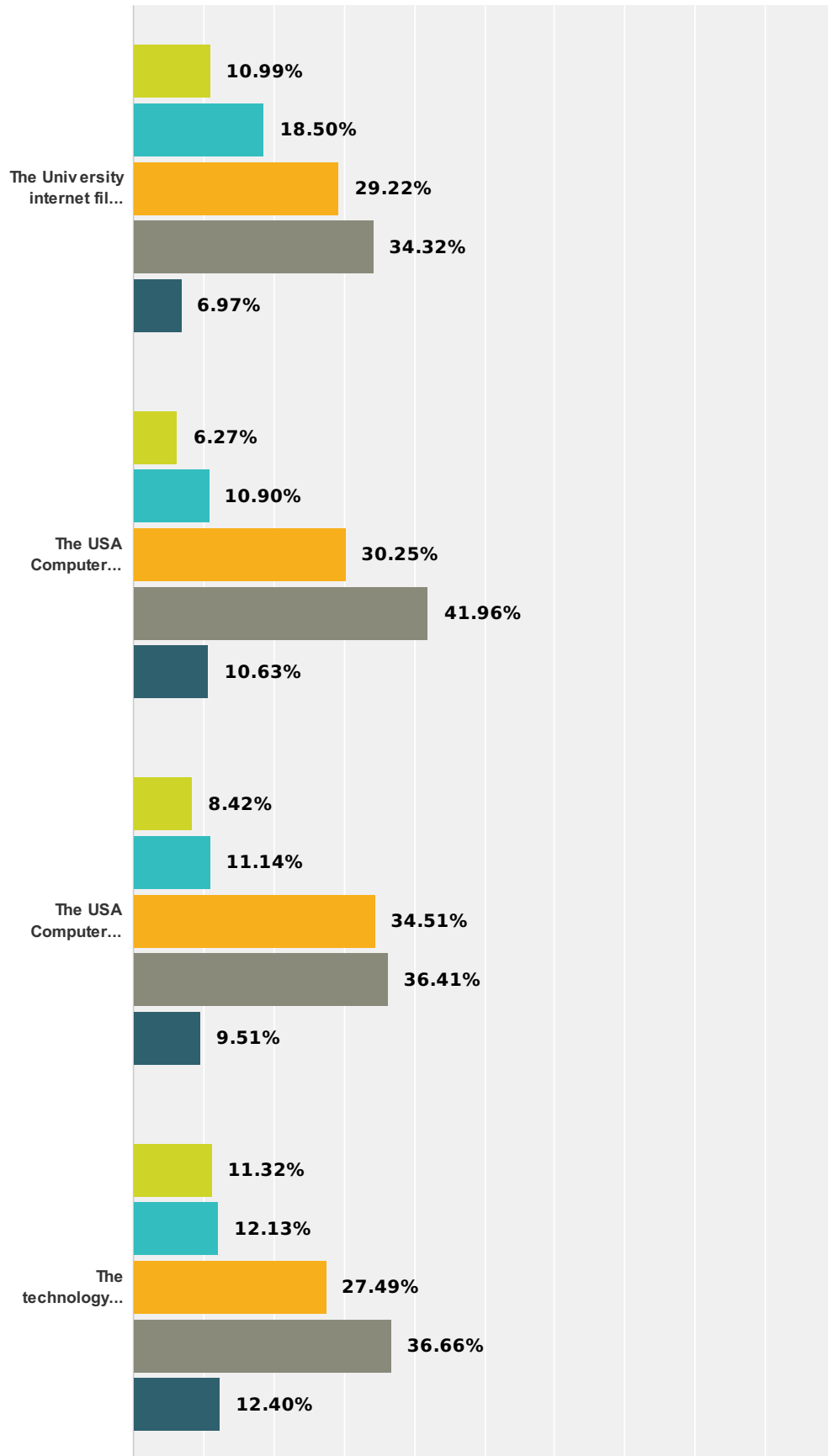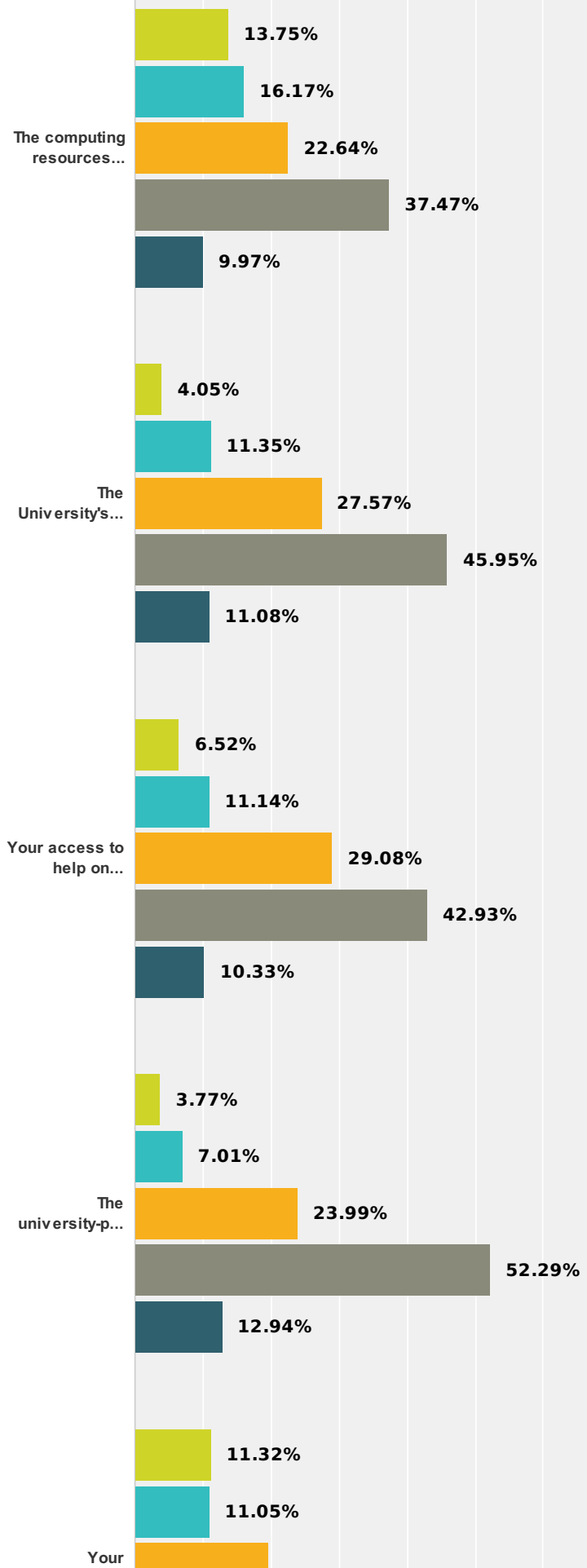| 80	We need more primary care options for the adult population. SRC is not adequate for this. We desperately need a fully staffed internal medicine office where faculty is not constantly revolving (ie KPG) and which is easily accessible from all areas of town.
81	USA Health Care needs to hire more Internal medicine physicians.
82	I think it's a great health care plan.
83	We need more primary care physicians at our institution. My family and many of my colleagues want to use a USA physician for my primary care needs but there really is not any. I grew up seeing an internist and that is my personal preference to see as a PCP but it is difficult to find one within the USA system.
84	Yes
85	Absolutely. This is as reasonable as Blue Cross Blue Shield gets.
86	No. We do not have adequate physicians in the USA system to provide quality health care to the faculty and staff of the university. The primary care base is inadequate to provide a patient base to funnel into the specialty clinics and is also inadequate to meet the health care needs of the university system.
87	I feel that there should be alternatives between single and family. I have a huge problem paying more than double when there are only two people on the plan compared to a family of four or more.
88	Yes. Excellent health care in general.
89	I am fortunate to have not required to use the program.
90	I am satisfied with USA Health Care
91	The billing is either suspicious or incompetent: we get double charged for visit co-pays on a routine basis, and have had to phone them to clear it, every time. Makes one wonder about those who pay without question -- that sounds like a scam.
92	No, the university should pay/provide more at a lower cost. We are a medical university after all.
93	Yes
94	YES
95	More primary care DOCTORS available at USA Physicians Group.
96	Great coverage at a reasonable cost, no complaints
97	considering how other individuals have been affected by ACA I think we have been fortunate with the minimal increases we are seeing - hope it stays that way. Only negative comments were because of trying to get into a particular specialist group that would not ever return calls to set up an apt because the specialist had to 'decide' if he would see patients.
98	Great insurance
99	The only good thing about the USA Health system is that we are not limited to it. University should compete with non-USA services by offering same co-pays for both.
100	USA Health Care needs to place more emphasis on "customer service" for USA employees. As a USAMC employee, I know how to "navigate" the system, but the same privileges I enjoy should be available to all USA employees.
101	Yes.
102	The value gets less and less. We went six years without a raise and when we got one, it wasn't much. Yet at the same time, health care costs continued to rise. We cannot keep taking pay cuts like this. The insult to the injury of an inadequate raise this year was that mush of the raise went into increased premiums. Some people only saw a take-home raise of $10-20 a month because the increased insurance premium ate most of the raise. Perhaps for administrators making six-figure salaries (and making the decision about premium increases), premium increases are not much, but for those of us well under the six-figure mark, it makes a big difference.
103	Don't raise premiums, co-pays, and deductibles as was recently done.
104	Not when you are only seen by a resident and not an actual licensed physician with experience. I realize the docs need to learn but really...no supervision? And, why are there no specialists from every area vs. having to go outside of USA to find all the services desired. We need vision.
105	Number 71...I have another option...none of the above. To pay for increased health care expenses we could look elsewhere.
106	Please have better vision coverage for glasses and contacts!
107	Enact universal healthcare at a state level
108	I'm not answering question 67. Really? None of the above is the answer.

| 109 | What is the deal with the travel doctors? | |

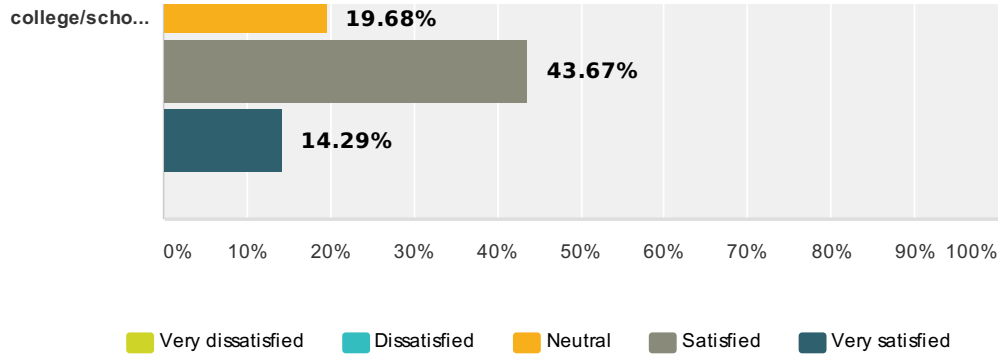## Q105 Please check the option that best indicates how satisfied you are with the following:

Answered: 373   Skipped: 39

The University internet fil...
- 10.99%
- 18.50%
- 29.22%
- 34.32%
- 6.97%

The USA Computer...
- 6.27%
- 10.90%
- 30.25%
- 41.96%
- 10.63%

The USA Computer...
- 8.42%
- 11.14%
- 34.51%
- 36.41%
- 9.51%

The technology...
- 11.32%
- 12.13%
- 27.49%
- 36.66%
- 12.40%

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The computing resources...

13.75%

16.17%

22.64%

37.47%

9.97%

The University's...

4.05%

11.35%

27.57%

45.95%

11.08%

Your access to help on...

6.52%

11.14%

29.08%

42.93%

10.33%

The university-p...

3.77%

7.01%

23.99%

52.29%

12.94%

Your

11.32%

11.05%

26th Annual Faculty Survey, Spring 2014

college/scho... 19.68% 43.67% 14.29%

| 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

■ Very dissatisfied ■ Dissatisfied ■ Neutral ■ Satisfied ■ Very satisfied

Q106 Any additional comments regarding technology?

Answered: 104   Skipped: 308

#	Responses	Date
1	faculty website development could be better facilitated with the computing center	
2	Email spam is a huge problem. I don't have the time to spend every day weeding out the spam. As soon as I reject a domain, the spam changes by one letter and I get a new spam with the same content., this is a major problem tha almost nullifies any aid that the University Email gives me. I use other accounts for any thing important, but this is very cumbersome.	
3	needs a major overhaul	
4	Computers are ancient and should have been replaced 7 years ago	
5	everyone should be notified about scheduled internet or network maintenance. There have been at least two instances in the last year when the network or internet were disrupted because of scheduled maintenance, and no warning was provided. This could be dangerous for patient care and research.	
6	have some training seminars about new advancements in the field	
7	Our IT person is outstanding and goes above and beyond what she is asked to do.	
8	Sheila Wesson is fantastic. She has saved Allied Health's technological services.	
9	My office computer is virtually useless and HUMB classroom technology is clunky, outdated, sometimes undependable. A joke.	
10	Need up to date equipment and IT support on sites in clinical venues to decrease inefficiency and increase productivity	
11	On the matter of access to help on technology issues, above, I rated it as dissatisfied strictly due to the lack of help I have received from the Sakai Helpdesk. I have yet to get a helpful response from this resource.	
12	Why does USA block so many legitimate websites? My students cannot use it to research topics such as gaming or even some Japanese-American issues!	
13	It would be nice if all faculty members have turning point software automatically downloaded to their computers. It helps alot with teaching.	
14	Update to Apple (Macs).	
15	Computing staff seems overworked and too busy for me.	
16	I hate Gmail........	
17	Sheila Wesson is the best thing that ever happened to this college!!!!	
18	For USA to grow they need some serious investment in IT.	
19	WiFi is spotty at the Mastin Clinic area.	
20	We need adequate bandwidth to provide for videoconferencing for faculty and classes. We need an email system where emails are not in long chains and get lost. We need working and up-to-date equipment. I bring my laptop because mu office computer has not adequately worked for years. We need doc cams. The techs do their best, but they can't fix inadequate resources and equipment.	
21	the filter does provide problems when I'm looking up sensitive material for lectures	
22	We have no Wi Fi in the classrooms, and of the 15 or so computers in our student computer lab, maybe 6 work. I find it ironic there is a push to use technology in the classroom, but we do not have the resources to do so.	
23	Move to a uniform university or college-wide platform for teaching computers in the classrooms. Have full time personnel who can respond to technology issues in the classroom when they occur. Research wise, web/computing services tends to impede rather than facilitate my research by assigning IP numbers to more than one piece of equipment, block sites I need access to. . .	
24	Technology should be upgraded and updated on regular basis to meet the needs of a 21st Century Institution. Every classroom should be a Smart classroom.	
25	any improvement will be appreciated (speed, hardware, connectivity)	

26	need to replace computers sooner than 7 years, glad technology advanced with QEP but need more technology in a bigger space in building
27	Sakai is not compatible with several browsers. It is not designed to be user friendly or provide for smooth navigation within online courses.
28	I have had 3 different emails in 5 years. There are not enough people to provide support but the ones that are there do everything they can to help. It is woefully under staffed.
29	Google mail is terrible when it comes to message strings.
30	Next Gen EMR is a disaster and does not coordinate with Soarian. Computer infrastructure in the offices is terrible and outdated with Windows XP
31	My answer to the last question is in regard to physical resources, which are function of budget. The technical support personnel in my library are great.
32	Our computer support person (Sheila Wesson) is excellent! Very capable, always accessible, goes above and beyond to support the faculty/fix problems.
33	Outstanding technical assistance!
34	Seems like the number one goal of the IT department is to build the biggest firewall, not to provide service and support to the faculty.
35	Anytime I have had questions, they have been quickly and very efficiently answered.
36	Sakai has numerous issues and managers/department heads from ILC/SAKAI rather than problem solving with us just take on a defensive demeanor. This does not assist in proactively improving the platform. Computer services have made changes (over weekends for example) that negatively impacted the online classroom when there was no helpdesk afterhours and on weekends. There is no one available 24/7 that is significantly aware of USA faculty's needs. The generic helpdesk does little more than take messages so that the M-F 9am-5 pm IT staff can get back to faculty during their office hours. Unfortunately, students often need assistance on weekends and at night and so do the online teachers. It would be a great improvement if USA employed graduate students to assist faculty around the clock like other vendors.
37	The filter is egregious and prevents me from being able to use various websites in my teaching. Requests to have sites unblocked seem to go into the ether with no response. The Google tools for email, calendar, etc. are excellent, but add-ons need to be enabled by the system administrator to make them truly useful.
38	Thank you for changing to GOOGLE
39	Inability to provide updated computers and software.
40	While the technology support staff in my college and the university computing center are knowledgeable, friendly, and helpful, they are overwhelmed and can't always assist.
41	At other institutions, regular replacement of computers with new equipment is a given. At USA that does not seem to happen, even though we have a large online student population.
42	No
43	The IT service within the College of Engineering is extremely inadequate. The student workers are MUCH more experienced and knowledgeable than the IT person.
44	Our google mail is missing features such as connection to youtube and other google apps.
45	During the intense migration to Sakai and adoption of Secure Remote Proctor, tech support should have been in-house, meaning resident in the College of Nursing. Under any other circumstance, SRP would have been abandoned prior to implementation. Yet, it was adopted unilaterally with little or no discussion of pros/cons and without being vetted sufficiently. During on-line exams, we should not have to leave a voice mail or be "escalated" to a support level that takes a week to get an appointment with. There have been several issues with SRP in which student answers on exams were not saved by SRP even though the student made a good faith effort to do so. These students undoubtedly were penalized for those answered but not saved questions, possibly with catastrophic impact on their academic progress. This was a "glitch" known to SRP but not shared with faculty. It was decided by the College of Nursing Leadership that we would "open a can of worms" if we told students. So, students suffered a loss that was not not their doing, possibly affecting their career, but we took no action to make them whole. Technology does not excuse abandonment of an ethical approach for fear of "opening a can of worms".
46	Better personnel to conduct the trainings in the College of Ed.
47	Our College provides excellent basic technology support
48	I see no reason why testing services cannot email an Excel spreadsheet containing the information from scantrons to professors. Every other university in the state does this. What is the hold-up? It wastes faculty time to hand enter grades from the scantron printout.
49	wifi doesn't work well in some buildings.

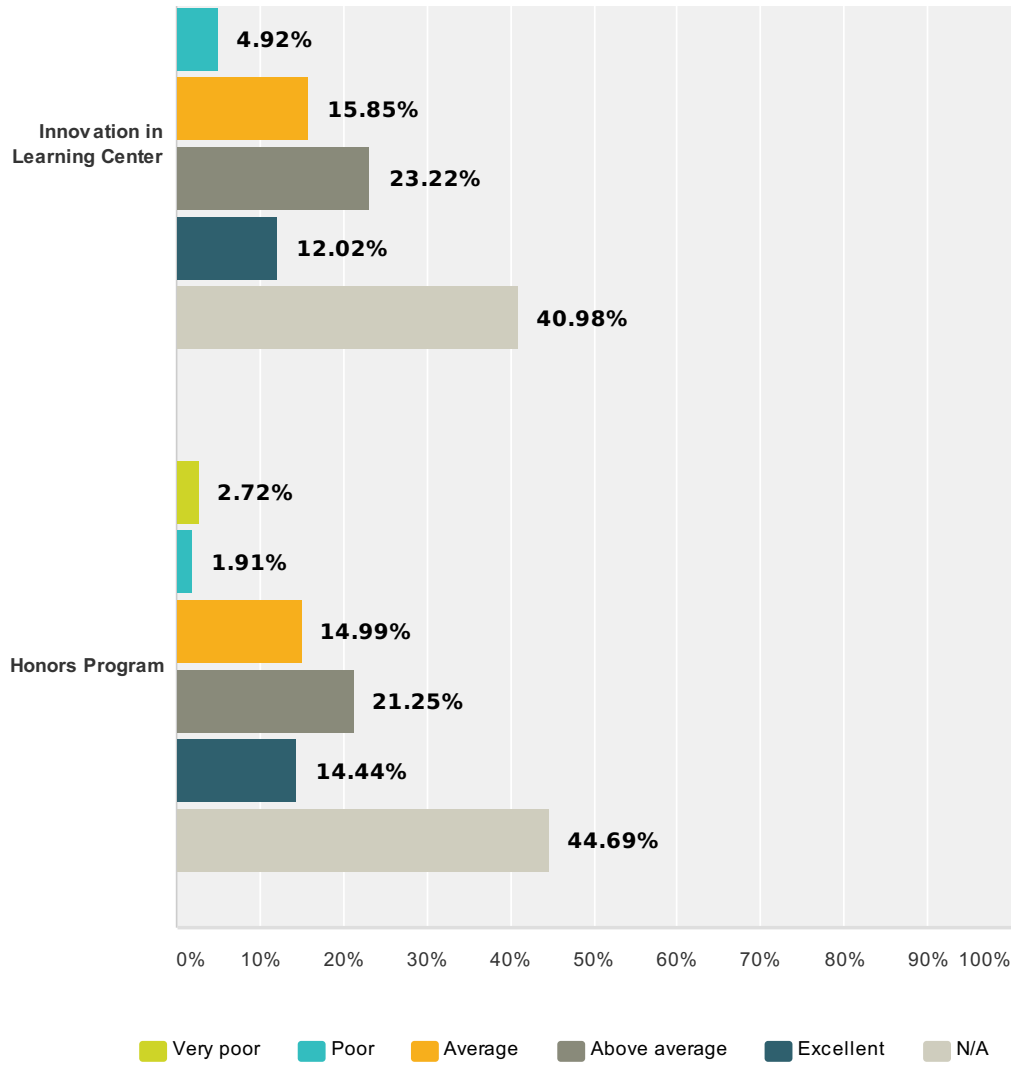| 50	Some classrooms are horrible!
51	Our tech support people are very good.
52	I would really like to see us having our own printers
53	Our college technician, Sheila Wesson is the most amazing, helpful person to have ever graced these hallways!
54	The Gmail/google system at USA is not as good as Gmail/Google what can be obtained by an individual user for free. It would be nice if we got the full Gmail/Google capabilities.
55	The fact that we do not require student to login when using a university computing lab or our wireless network is troubling. This could be a serious security issue. The computer center seems overwhelmed by technology and appears to be about 10-15 years behind in adopting new technology.
56	We really do need to get back to a regular computer-replacement schedule. These are our primary tools for everything we do, and technology moves so fast that by 5 years, our tools simply can't operate in the new environment very well - they still 'work', but not very well - at the expense of productivity.
57	What about allowing people to buy new computers? Have you ever tried using an 8-year old computer for advanced modeling simulations?
58	It is improving but has been poor in the past. Difficult to get someone to help because the person was so busy. Out dated technology is improving but still a problem opening certain files.
59	The filter is ridiculous. It is getting better but still blocks a lot of things it shouldn't and frequently the link to resolve the issue does not work.
60	Newer technologies are limited at USA due to firewall and other restrictions
61	MCi does not understand that some faculty write and need access to pubmed etc. Administration has tight control over programs and how they are used without faculty/phyiscian input. As a result all of our needs are not met. For example, when dictation services were changed to EMR, they discontinued access to old patient records that were still in clinical use without asking first.
62	More online offerings are needed. Faculty who live or work outside Mobile are often not able to attend live meetings. The entire university has online programs....why not ILC and others?
63	The wireless system is extremely poor. I often have trouble connecting to the wireless to access my powerpoints on google drive in the classroom. I do not feel confident that any problems in my office or classroom will be taken care of in a reasonable amount of time.
64	Daniel Miller in A&S is terrible.
65	One tech in the College of Arts and Sciences is not enough
66	Technical support is ABSENT!!! We can not get assistance when needed, and when we do it is a difficult and unpleasant process. Working or interacting with Daniel Miller is typically difficult. The university does not support the equipment that is installed, employees leave and then positions are not filled so we don't have any technical support. In my FOUR years here I have not received a university provided computer! I was told to just use the leftover computer in the office & then was fixed. The university website, especially the medical center, is terrible! Departments do not update pages nor are they helpful.
67	the computer labs for our students could be improved. I would love to see a building or area set outside for computer based testing only that will accommodate at least 30-35 students at a time.
68	We have two tech people for the whole college. That is just not enough.
69	Department does not have technology other colleges and departments have.
70	Wireless access sometimes becomes limiting in our active learning center and auditorium during heavy use times
71	Web seems slow sometimes. SPSS version on site license does not contain modules that address missing data and structural equation modeling
72	College technical support for computing is a lot better than it used to be.
73	We have outdated computers and generally slow service support. When I try to do my own support the filter will not allow updates for safe programs I have installed to maintain my computer.
74	The use of encrypted e-mail service would be more efficient for clinical faculty rather than g-mail.
75	A filter of any sort is inappropriate for a space of intellectual pursuits. The filter suggests that aspects of visual culture in particular are not appropriate for academic study.
76	Perhaps USA could provide an anti-virus program.
77	The addition of the filter to the University's internet access was ridiculous, We are a UNIVERSITY with adults, not an elementary school.

78	I think computer and technology services are improving lately at South.
79	Too often unannounced changes are made to technical pages for access. A "heads up" that USA"s Web page, Jag mail access, and Sakai instructional mode(s) are going to change would be helpful and less frustrating.
80	Daniel Miller is very helpful.
81	We should learn from our mistakes. Our handling of physician email is poor (I am not a physician). Using google filter settings to restrict access was not well considered. Historically we have not brought knowledgeable end users from all relevant groups to the table to discuss IT issues.
82	We should have the ability to create a youtube account with our USA jagmail
83	Computers are inadequate in the health care arm to provide rapid data entry into EHR in number and are outdated and provide slow access.
84	Standard, scheduled computer upgrades should be available for faculty.
85	The tegrity system, used at the college of medicine, works well for both faculty and medical students.
86	TOO many USA emails coming out at 7 each night. They cant be blocked or identified as spam. This is unacceptable
87	My internet at home is faster then in my office and labs. In the past my office was much faster.
88	Office computers are not great, and we are given no choice. A standard hiring benefit now is a lump-sum for computer purchase, or at least offering choices for customization to meet research needs.
89	Classrooms in the humanities buildings need a signal blocker so students can use their laptops for note taking without distraction from internet.
90	The university computing system is still stuck in the previous century. A complete overhaul is needed. The current system is barely adequate for teaching and is not suitable for conducting high-quality research.
91	Faculty should be allowed to get a new office desk computer every four years (or sooner) -- my computer is almost NINE years old and has never been replaced. Remove filters, just require user/password access to internet.
92	Sheila in Allied Health was the best hire of the decade.
93	at the college of nursing we have become mainly an online college yet we only have 2 tech support people for 2 campuses and most of us have computers over ten years old for our online courses.
94	Our university takes a long time to make decisions regarding technology, then faculty and staff don't use it adequately because they are not required to complete training or the completion time is too long. We don't have social media or a decent website. The website we have is not diverse – having pictures of African American students is not diverse, it is a disgrace. What about our students from different ethnicity?
95	N/A
96	We need more investment in tech for faculty and classroom computers. I should have access to more computer programs and resources for teaching and research than I do. We just get the most basic stuff.
97	Even faculty with newer computers do not have the software and the RAM to complete many basic tasks associated with research and teaching. The machines run very slowly.
98	Capacity to send larger attachments would be beneficial.
99	Sakai is the worst LMS I have ever used. There are so many more that are so much easier to navigate! You get what you pay for!
100	Where to begin? Faculty shouldn't be responsible for ensuring that they have the programs they need to do their jobs effectively. Nor should faculty be responsible for creating their own websites...that is ridiculous. The computing center does the best it can, I'm sure, with the resources available. Perhaps they are understaffed?
101	technology needs to be supported and needs to be reasonably easy for instructors to implement
102	Poor wireless internet connection in Humanities Building - I often have to leave just to attempt to get work done.
103	Education needs to spend a little money on tech
104	Woefully old hardware overall, way too few IT support personnel.

Q107 Please rate the effectiveness of the following programs in encouraging faculty/student interaction as part of the University mission:
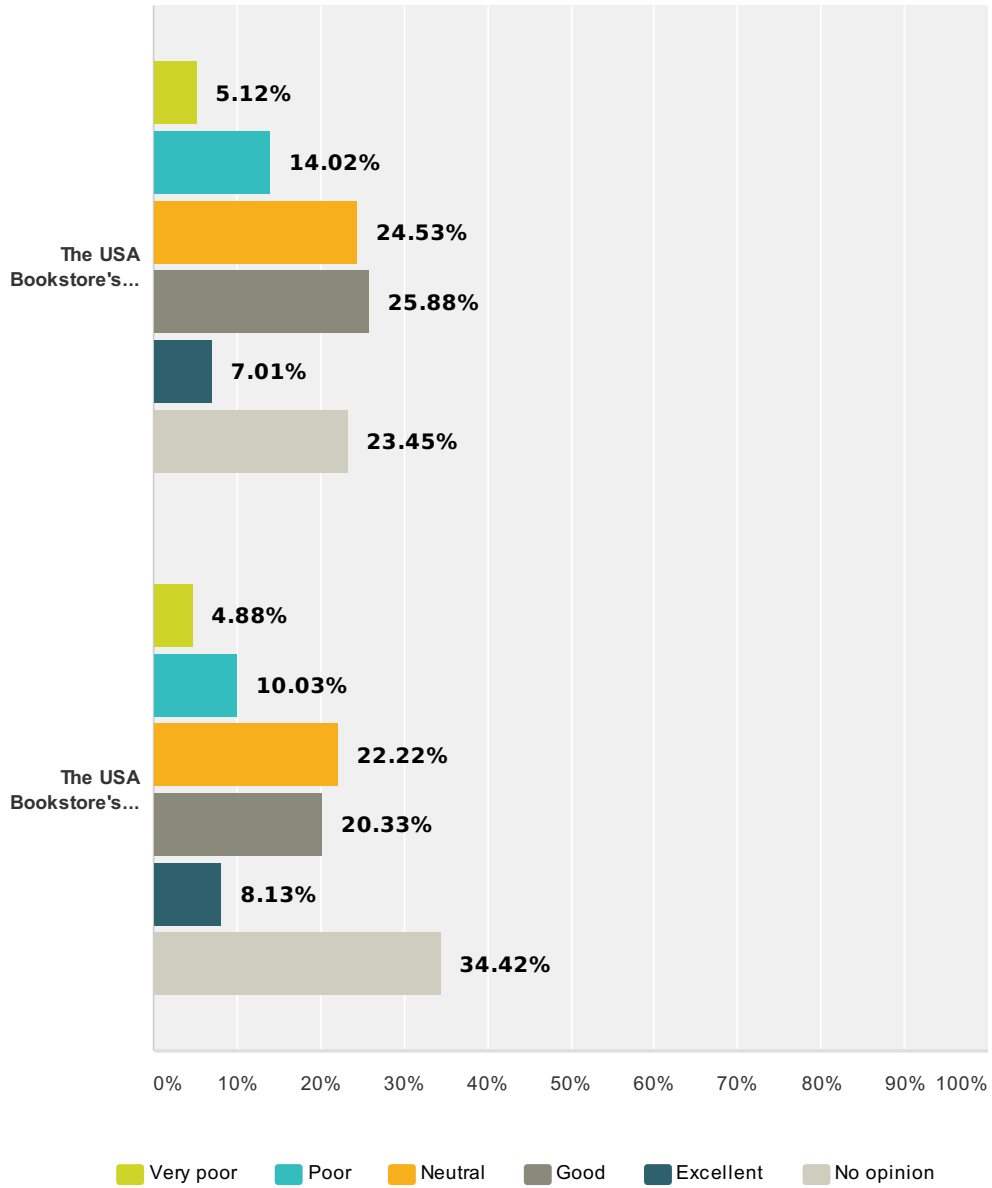
Answered: 371   Skipped: 41
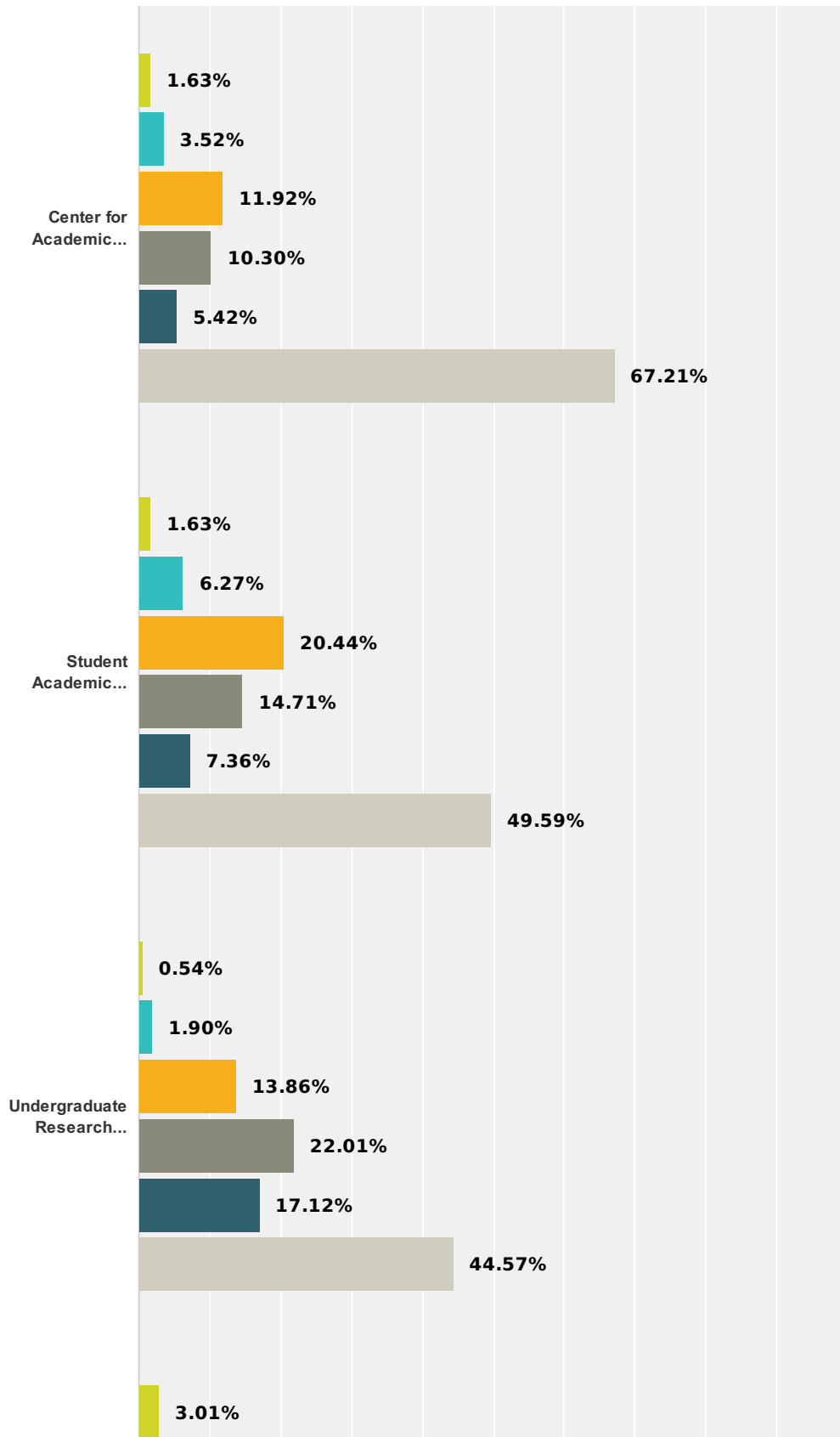
Center for Academic...
- 1.63%
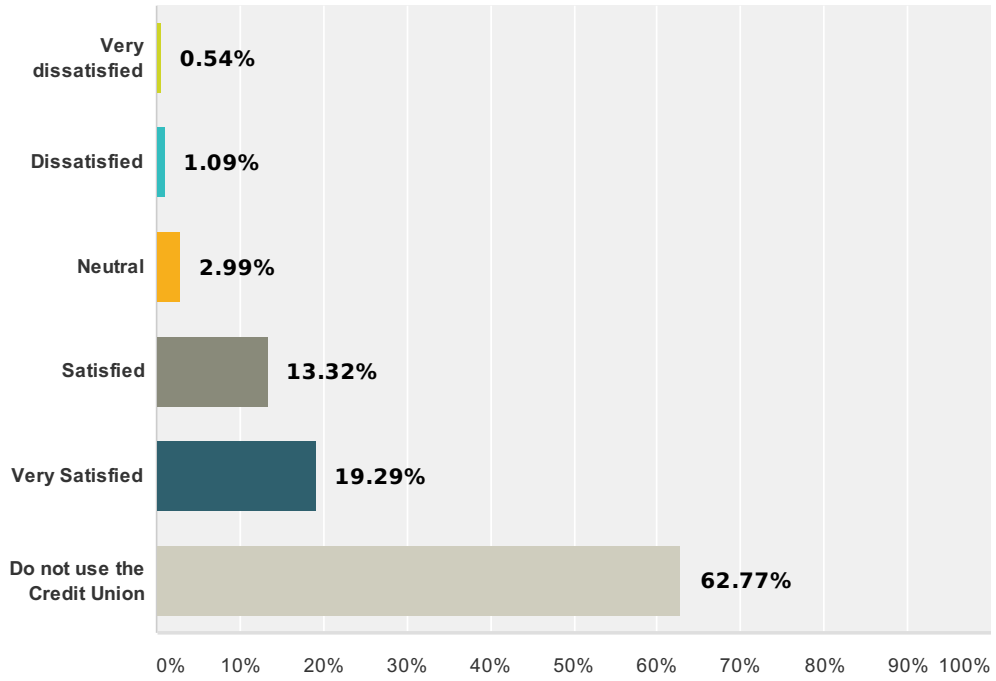- 3.52%
- 11.92%
- 10.30%
- 5.42%
- 67.21%

Student Academic...
- 1.63%
- 6.27%
- 20.44%
- 14.71%
- 7.36%
- 49.59%

Undergraduate Research...
- 0.54%
- 1.90%
- 13.86%
- 22.01%
- 17.12%
- 44.57%

- 3.01%

26th Annual Faculty Survey, Spring 2014

Innovation in Learning Center
- 4.92%
- 15.85%
- 23.22%
- 12.02%
- 40.98%

Honors Program
- 2.72%
- 1.91%
- 14.99%
- 21.25%
- 14.44%
- 44.69%

Legend: Very poor | Poor | Average | Above average | Excellent | N/A

Q108 Please click the option that best indicates your opinion of the following:

Answered: 373   Skipped: 39

Legend: Very poor (Very poor) | Poor | Neutral | Good | Excellent | No opinion

Data shown in chart:

The USA Bookstore's...
- 5.12%
- 14.02%
- 24.53%
- 25.88%
- 7.01%
- 23.45%

The USA Bookstore's...
- 4.88%
- 10.03%
- 22.22%
- 20.33%
- 8.13%
- 34.42%

Q109 How satisfied are you with the services of the USA Federal Credit Union?

Category	Percentage
Very dissatisfied	0.54%
Dissatisfied	1.09%
Neutral	2.99%
Satisfied	13.32%
Very Satisfied	19.29%
Do not use the Credit Union	62.77%

Q110 Please click the option that best indicates your opinion of the following:

Answered: 374   Skipped: 38

The organization...
- 5.61%
- 14.71%
- 20.32%
- 33.96%
- 9.63%
- 15.78%

Members of the Senate promo...
- 3.49%
- 8.58%
- 21.98%
- 42.09%
- 11.80%
- 12.06%

The USA Board of Trustees...
- 2.95%
- 7.51%
- 25.47%
- 31.64%
- 10.72%
- 21.72%

- 4.61%
- 4.34%

26th Annual Faculty Survey, Spring 2014

The USA Foundation...

23.31%

29.27%

13.01%

25.47%

The USA Foundation...

4.89%

8.15%

23.10%

27.99%

12.23%

23.64%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No opinion
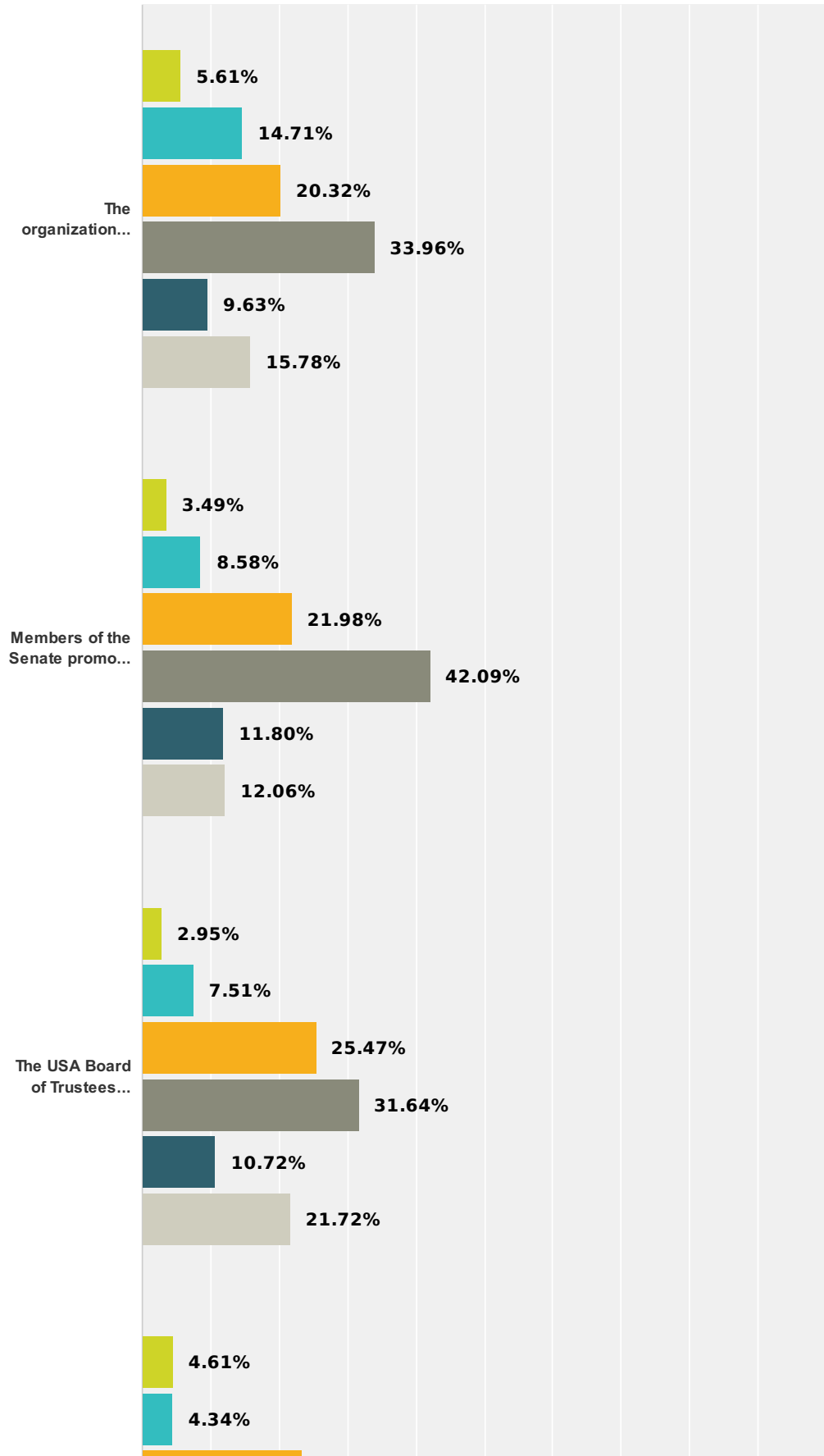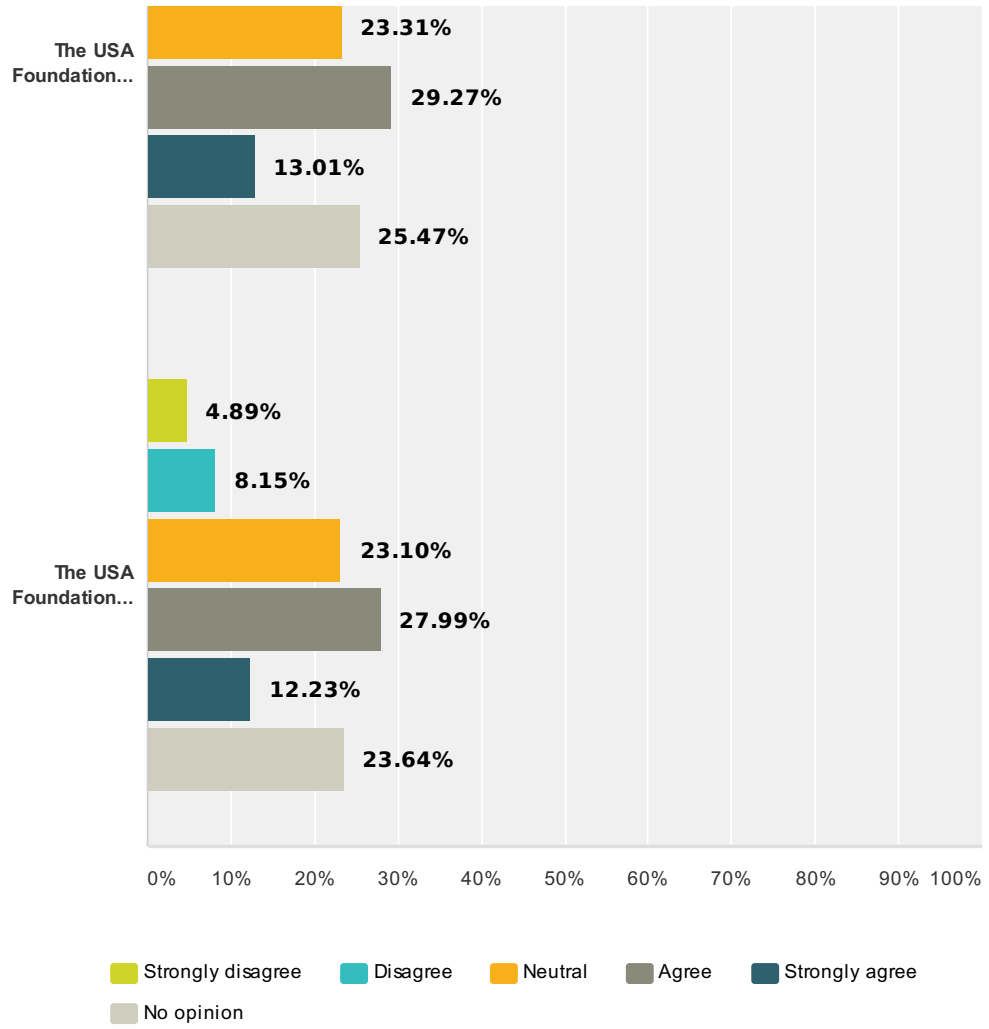
Q111 What is the most important issue or area for the Faculty Senate to pursue over the coming year?

Answered: 109   Skipped: 303

#	Responses	Date
1	no chaired positions via the foundation in engineering, more support for research infrastructure	
2	Faculty pay, retention and recruitment. All are interrelated.	
3	Identifying mission. vision, values for the organization (and its component divisions and a set of metrics to assure we are achieving our goals	
4	Readdress unrealistic mission statements. Engage the Mobile community like other institutions engage their public.	
5	expansion of the medical center.	
6	render this institution renowned for its graduate educational programs and research	
7	With our new President, hopefully the faculty senate can work with the President on providing more support for the faculty, even if it is just moral support.	
8	How is a rank and file prof supposed you answer the past three questions, above? Re FS: equitable teaching loads and bringing faculty pay up to regional level. An embarrassment.	
9	Talk to your faculty actively	
10	Encourage research and teaching environment directive in Health Sciences Divisions	
11	Faculty salaries	
12	Research support (including the Humanities)	
13	faculty success - growth of faculty	
14	Addressing salary and release-time inequities and trying to encourage admin to listen to faculty.	
15	Salary.	
16	"INCLUSION" VIA SHARED GOVERNANCE AND VALUING DIVERSITY.	
17	Getting a new president of faculty senate	
18	Ensure that the new President develops a strong and positive working relationship with the Faculty.	
19	Book prices are excessive for our students who are paying out of pocket	
20	The Faculty senate accomplishes very little. Sorry...	
21	Fair treatment of all faculty including more specific rules and regulations in the Faculty Handbook that will stop mistreatment of faculty by administrators.	
22	maintaining faculty rights, dress codes are being discussed, I believe this is against the faculty handbook?? Make some way for graduate faculty to feel more included in social aspects of the university (we feel isolated), keep down costs of insurance	
23	For me, it is the issue of the work load. Also, our summer teaching paycheck is taxed as a bonus, which results in over 49% of our check going to taxes. I am not sure if that is standard procedure, but i would like to make mention of it. For the university, making our new president feel welcome. I am excited in the selection of this candidate, and I feel the search was successful.	
24	Teaching Load in A&S and get faculty more involved with new president and help him create opportunities within the institution. Thanks for all that you do!	
25	Address salary inequities and workload inequities across the university.	
26	as COM clinical faculty, i do not feel that some specific concerns are addressed (ex. salary)	
27	Work with the incoming President to improve overall faculty morale.	
28	Great work on getting more involved in decisions and making opinions known. Keep pushing for more	
29	Improved communication between administrative bodies including department chairs and faculty members.	
30	Faculty Senate influence is limited.	

31	Equitable teaching loads.
32	Reevaluate student admissions requirements as a mechanism to increase retention.
33	Endowment is very low and not directed towards improving academics. COM clinical infrastructure is inadequate and the foundation puts money into trees in Mississippi.
34	Work with the new President to resolve ongoing issues
35	Developing a shared governance model whereby priorities and goals for the university are discussed and developed by administrators and faculty collaboratively.
36	Continued development of shared governance with transition to new administration (Waldrop).
37	Higher salaries for senior faculty.
38	Fair and equitable treatment of faculty by administration in promotion, salary, wages, policies, assignments and benefits.
39	Sustainability - USA could be a regional leader in this area
40	Salary
41	Faculty salary increases, teaching load decreases, class size reductions, sabbatical leave increases.
42	Teaching load reduction for active researchers and department chairs, space, pay raises, improved communication between administration and faculty.
43	Improving academic standards/quality of USA
44	leadership
45	Faculty time (how it is allocated to meet tenure and promotion requirements) and professional travel.
46	Salaries
47	keeping health insurance premiums down,
48	STOP the Senate's knee-jerk adversary relationship with administration. Fred Whiddon has been gone for near 20 years. There's been no tyrant since him. It's time we began a collegial relationship with administration.
49	Make USA a respected academic institution again we are looked on as a large community junior college.
50	Salary Equity, transparency of College and departmental budgets. Also, allotment of funding to colleges based on income generated in that college.
51	I am sorry but I do not have a high opinion of the Faculty Senate - I see a lot of people talking but no action.
52	Not sure. Infrastructure/technology support?
53	salary campus police issues
54	Salary increase Defined Tenure and Promotion policies Balanced teaching and research mission or get the resources to support increased research
55	Consider unionizing faculty so they will have a stronger voice, or do this some other way if you can.
56	Make sure that the faculty's voice is heard with the new president. Make sure that the old system is not allowed to continue.
57	Creative leadership.
58	Salaries and Tenure policies that is more up to date.
59	Shared Governance and Administrative Accountability
60	Uniformity of teaching loads.
61	-How to objectively identify and strengthen the current areas of research expertise with proven successful track records
62	Evaluating ways to make the Foundation more efficient in money management
63	Correcting mismanagement of the Mitchell Cancer Center.
64	Implementation of a 360 degree evaluation system for ALL academic-related administrators from chairs to SVPAA. In 15+ years I have been asked to evaluate my chair once, and that evaluation apparently disappeared into the black hole in the dean's office. Dean evaluations are equally ineffective given that the SPVAA apparently thinks all of his deans tell the truth while faculty do not and are wonderful at their jobs. Of course, there is no evaluation of anyone beyond that. The practice of annointing Chairs and Deans for life has to end.
65	Pay raises for cost of living expenses and salary adjustments that are equitable across units and colleges

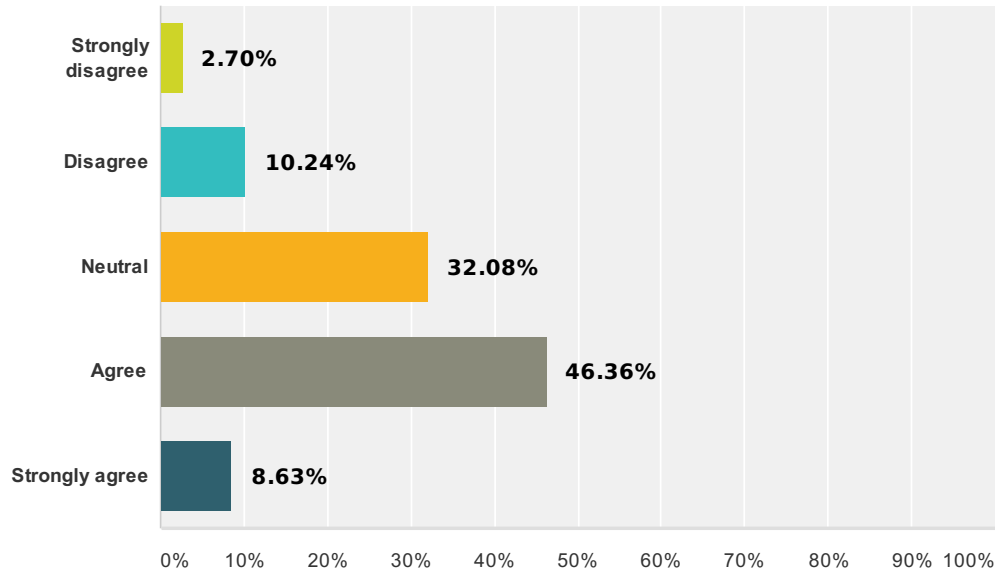| 66	General education reform
67	MCI faculty are so marginalized that we do not enogh interaction. It appears to me however, that there are too many politics that drive much of what goes on int he university.
68	Decrease teaching loads
69	Improve faculty retention, including evaluation of course load, research support and compensation.
70	Pay
71	better support for faculty research
72	Faculty hiring and salaries.
73	Increase faculty per department without having to increase student body. We don't have enough faculty to teach the students we currently have, but yet, are being asked to increase enrollment. What about office space? Classroom space? Resources?
74	pay increases
75	The increasingly top heavy administrative structure of the university (we continue to hire and create more and more VP jobs). the lack of value for faculty at this university.
76	Increased salaries and reasonable teaching load given research expectations.
77	Developing a positive relationship with the new President
78	Helping shape the future direction of the university with the new incoming president and likely changes at VP positions.
79	teaching loads
80	Support for faculty research.
81	Teaching loads, size of classes
82	Integrating faculty concerns, direction of the University and the new President.
83	They should attempt to secure monetary raises for all University faculty.
84	Investigate importance of teaching in faculty evaluations
85	Push for more equitable pay for faculty compared to peer institutions.
86	1. Historically USA has not had goals with specified metrics and benchmarks, thus the Foundation Board cannot effectively support USA missions (how can one measure effectiveness without quantifiable metrics and benchmarks). Thus, I pass. 2. The Board of Trustees did a good/great job with the presidential search. On other issues I need to pass. Lack of communication between the faculty and the administration is a problem here. Both parties (faculty and administration) have contributed to the current state (and this happens at many institutions). Efforts by the administration and faculty senate are starting to make headway -- other mechanisms of communication should be considered/adopted.
87	Evaluation of tenure and promotion
88	Working to define what type of university we are, teaching or research, and then working with the administration to ensure that the demands on the faculty appropriately reflect this (release time, course load, compensation, research/creative activity support, part time/full time instructor balance).
89	Reduce teaching loads. We are classified as a Carnegie research university with a high level of research activity, yet we're teaching more than many liberal arts colleges now. Our peer institutions have lighter teaching loads and more research support, including summer research funding for new hires.
90	For A&S, it is resources. For the FS at large, shared governance.
91	pay equity work conditions for adjunct faculty workplace bullying
92	Regular pay raise that keeps up with inflation rate. A commitment from the leadership to put a cap on committee assignments, and on teaching load, to encourage research/creative activity.
93	Raise tenure and promotion standards
94	to review work load of faculty
95	Equal benefits for all employees, including domestic partnerships.
96	Discussing with the faculty how the working environment works and how to improve it.
97	Pay equity
98	pay raises

99	Working with the new University President to initiate changes, so we can begin to change the organizational culture.
100	Long term plan
101	equity among faculty
102	Make sure that the new president hears genuine faculty views, not views promoted by high-level administrators who claim to speak for the whole university community. Same thing for students if possible.
103	Develop a working partnership with the new University president.
104	Supporting the new President in promoting the mission and goals of the University.
105	Teaching loads and compensation. I hope the new president takes a serious look at the morale issue. He will have his hands full straightening out the budgetary mess the former administration has left, but I do hope he has time to listen to faculty and staff and not just the upper administrators who will try to convince him that all is well in the trenches.
106	Consistency in Promotion guidelines between and within colleges of the university
107	Arts & Sciences....where to begin?
108	New Humanities building - important to present the students of USA with quality facilities as they spend the majority of their early years in these facilities
109	Increase faculty salaries

Q112 As an institution, is USA moving in the right direction?

Answered: 371   Skipped: 41

Category	Percentage
Strongly disagree	2.70%
Disagree	10.24%
Neutral	32.08%
Agree	46.36%
Strongly agree	8.63%

Q113 What would you most like Dr. Waldrop to do in his first two years as president of the University?

Answered: 215   Skipped: 197

#	Responses	Date
1	put the 403b match back in place	
2	I agree with the statement attributed to Dr Waldrop that we need to be able to compete with Alabama and Auburn in the state. I would add to that we need to compete with Florida State and LSU (also 3 hours away) as well as the myriad of public colleges on the lower tier such as Southern Miss and UNO. In order to compete, we will need to determine areas of excellence, areas of competence, and identify areas that, for lack of a better term, are terrible. We then need to determine if that portfolio will be sufficient to allow us to create a brand. It is clear that the College of Medicine can and should be an asset. Having said that, the college's initial mission (training physicians for primary care practice in Alabama) seems to not be of interest the the leadership or current faculty and the new "mission" (training the best doctors we can while providing care to the poor of Mobile) is in jeopardy as a consequence of changes in the health care delivery system. If Dr Waldrop can identify a direction for the Division of Health Sciences to move that assures relevance and viability in the new market of conversely have the intestinal fortitude to determine that training in health sciences is not a part of our mission I will be satisfied.	
3	Assess leadership at COM and USA Health Service sectors for competency to hold the positions they currently hold.	
4	Build a new hospital for the medical center, with more beds and newer facilities.	
5	strengthen the graduate educational programs and the research enterprise	
6	improve ennoblement and control spending	
7	Assess needs of the university community and students and make appropriate changes in administration where needed	
8	Make an attempt to meet faculty/staff/students to get a feel for what each group is looking for from the University.	
9	Put money into your faculty, including humanities--push on strong faculty development, improving standards and student experience. Do not let South become a third rate "bio-medical / nursing mill" with a football team. Raise student standards and expectations, and quality of teaching, and over the mid to long run South'll prosper. Continue the current drift and there will be nothing yo distinguish us from any other comprehensive state university in the region. Low tuition is not a plan for institutional progress. If the new President settles on "studying and listening" rather than acting, then nothing will change for the better.	
10	Form a plan to promote the university's reputation as a well-known research university	
11	Find a director for the Health Sciences Services that will focus on a direction that will foster the presence of USA Health Services and USAMC as the leader in health care in this region. Clearly define the goals and communicate with faculty. Nurture the passions of Physicians in each department to make the system more efficient, patient satisifying, and authoritative in Health Care Services in this region. If not, we will not survive financially. Do not continue the "GOOD OLE BOY" system in handpicking leadership who may not have a passion for USA as their primary driving force. Individuals who have a vision for success, not those who may have altered alliances to serve. Encourage team science in the Healthcare environment and allow cost avoidance models to flourish. Encourage mental health pursuits in standard care of patients. USA should be the "Go To" place for quality and innovative and cutting edge health care in Mobile and the region. We can do it as a team.	
12	Reduce the number of administrators and reduce their pay, institute a new system of faculty governance, increase faculty salaries,	
13	He has the daunting task of taking USA from being a good, regionally-known university to fulfilling its potential to become a great, regionally- (and perhaps even nationally-) known university. I would like to see him attempt to improve the situation for the faculty regarding compensation, support for research (including the Humanities), and faculty-administration relations. Please see my previous comments for the specifics of each of these situations.	
14	Get to know the faculty - provide resources for faculty	
15	to promote research and effective teaching and reduce administration	
16	Work with faculty and do not listen to the poison spread by so many deans and assistant deans. It is horrible the things they say about our best faculty.	

17	Thin out administration! Compensate faculty, bringing them up to comparable pay as other institutions. Bring up morale! Help faculty and staff feel proud to work at USA.
18	Not to neglect the college of medicine and hospitals/clinics. To focus on streamlining the business side of healthcare but at the same time provide competitive compensation to hospital/clinic employees. Otherwise, we'll lose good faculty.
19	1. Encourage the Research office to get on board with providing adequate services to help faculty identify potential sources of research funding. 2. Establish a mentorship program in the College of Engineering.
20	FOCUS ON "INCLUSION" VIA SHARED GOVERNANCE AND VALUING DIVERSITY.
21	I would like to see a TRUE commitment to fostering an environment in which diversity is celebrated. I am referring to diversity not only in ethnicity, gender, sexual orientation, socioeconomic status, and culture, but also in thought, innovation, ideas and self-expression.
22	PROMOTE RESEARCH AND PROMOTE ACADEMICS. REDUCE PAPER WORK REDUCE DISTRUST IN FACULTY REDUCE MICROMANAGING FACULTY
23	Support the college of Nursing
24	Chair (John Kowaleski) at Department of Health, Physical Education and Leisure Studies is strongly against diversity. Do not know what he should do for the department. Just want to emphasize his program (i.e., exercise science which is not accredited by the state). Do not know how to support tenure-track faculty members. Inappropriate comments on diversity. He should be removed from his post immediately.
25	Dare to be different.
26	Look at the vice president vision. Is it the status Quo or is it building for the future. We need to be the reference and the example for practitioners and educators
27	This response is related to question 80. The new President needs to establish a specific direction for USA to move. What are we to be 10 years from now? A Medical School? A first class teaching facility? A research school? I hope that Dr. Waldrop leads us down one road. I promise to follow if he provides the map
28	Conduct a salary adjustment survey, and ensure that each department has what it needs to complete the highest training possible.
29	Re-assess the mechanism of tenure solely based on NIH funding.
30	He needs to look at our mission of being a university with an impact on the international community and take that to heart. USA MUST invest in international studies and partnerships with foreign universities. And when they do that, it is necessary to involve all parties in the university that have any interest. Dr. Waldrop needs to take a serious look at how faculty in Arts and Sciences are treated as they make of the bulk of the teaching at USA but are severely underpaid and under-appreciated.
31	Work to energize faculty and staff after such long periods of cuts. Show leadership and innovation in programs across the board, including Humanities disciplines and others outside of STEM. Establish good ties with the Foundation and legislature.
32	Lower tuition and not make on-line courses mandatory.
33	Allow faculty senate more real decision making in all areas that affect faculty. Create a convivial, fair work environment for all employees in all colleges. Make USA financials and administrative activities transparent. Make administrators accountable for their actions.
34	maintain the mission of serving our community
35	Press on the Colleges to improve their leadership! Increase funding at USA, let the trustees know that USA is as important at AU and AL. Improve our image in Mobile and within the state.
36	Make our campus a nationwide example of physical activity, health, and exercise. We have the resources to do so, but we lack the opportunities. For example, we have very few bike paths that will allow students to ride their bikes to class safely.
37	Meet with departments, change the administrative culture.
38	Support Dr. Chronister and the department of Research and Development in placing more emphasis and support for research through funding and protected research time with reduced teaching loads.
39	Improve classroom and faculty office technologies. Move to having every classroom be a Smart classroom and provide faculty with technological support to make the best use of it.
40	Work on being an effective advocate for USA. Do a better job of publicizing accomplishments of USA faculty, staff and students. Lead an on-campus conversation about how the university is to balance its teaching, research, and service missions and allocate our resources in a way to best facilitate all three goals.

41	Take a close look at the amount of administration in comparison to faculty. In the end, we are here for the students and if cutting one administration salary would fund two new faculty to teach it seems clear what the course should be in order to improve the overall educational experience. Also, with respect to education quality, we as a University community must weigh the costs to education in general when we look at students as paying customers who have a 'right' to pay for a degree rather than granting degrees based on students' intellectual capacity and accomplishments...
42	support the local community 1. not charge non-profit groups for use of USA room/space 2. conduct more events that involve the community and not just USA students
43	Get rid of athletics. It's time to put the toys away and concentrate on education and research. Also, retention and growth are not worthy goals for an educational institution. Retention and growth can be the consequences of good instruction and research, but the reverse is not true.
44	Be an advocate for faculty. We need time to represent USA in publications/service. but can not with the high teaching loads and additional responsibilities. Of course a raise woudl be nice, Look at faculties salaries and be sure they are were they should be. Many faculty are considering going to other Universities that pay more with less demands.
45	1. streamline travel, purchasing, reimbursement 2. grad student/research support 3. evaluate faculty resources
46	The faculty are very pleased with the outcome of the presidential search, and we look forward to working with Dr. Waldrop. We strongly encourage Dr. Waldrop to conduct a through review of the performance of the college deans and vice presidents. Some of our administrative units are known for relentless indecision, and it is time to move forward.
47	Increase the graduation rate by addressing attendance policies.
48	Emphasize the importance of the marriage between the humanities and the sciences, and encourage interdisciplinary teaching, research, and fellowships.
49	Address inequities in teaching loads.
50	Continue to increase student enrollment.
51	Clarify the importance of the medical school to the university.
52	Secure better state funding, readjust the rest of the administration, focus and recognize good teaching and research.
53	Furnish his opinion on the value of traditional classroom teaching.
54	Integrate the various components of USA so faculty have practice access within USA and the USA system as a whole can prosper by using the expertise within of system rather than making faculty work elsewhere to promote programs with our competition.
55	Immediate review of the clinical activities of the COM with emphasis on infrastructure (POB, and new hospital), faculty recruitment (revaluate loss of RSA for new hires), no academic support ($750 for each faculty which only covers medical license and DEA), poor HSF support for clinical activities (Next Gen does not communicate to Soarian). President Waldrop needs to articulate a vision for the COM and in particular the direction of the clinical enterprise.
56	Faculty are evaluated equally on research and teaching, with more emphasis on research. Resources for research are limited (equipment, external funding sources). Would like to see more intramural grants available within the university as well as college. Obtaining external funding has been difficult.
57	Initiate a strong branding initiative; increase state and federal funding
58	Learn about the Mobile community and state. Identify student needs
59	Concentrate on improving the space and research in ALL departments not just some. CHEMISTRY in particular!!!
60	Listen and Learn.
61	Increase salaries
62	Increase infrastructure for added enrollment, increase research support services (especially education ones on grantwriting, etc.)
63	Do separate graduations
64	balance teaching load with research loads and make salaries comparable with UAB
65	Focus on areas of current faculty expertise that can be expanded to establish USA as a regional (eventually national) leader in those fields of research, invest heavily in those fields with key short term goals (2-3years).
66	Balance research & teaching. Provide enough resource to support and manage research activities with persons having strong experience

67	Build and grow the reputation of USA, so that students make it their first choice. As opposed to students going to Auburn or Alabama for a year or two, and then finishing at South...
68	Evaluate all aspects within the University System.
69	Increase intramural funding
70	Find ways to improve faculty/ staff morale.
71	Raise professor salaries, emphasize academics, get more grants from public and private sources, and try to increase the number of professional academic advisors that will do a great job with student advising while professors could spend most of their time teaching, engaging in research, and doing community service.
72	Clarify tenure and promotion clarify mission- teaching, service, or publications?
73	Reassess the upper level management positions and assure himself that he has the right leaders in charge of the future of our university. Is it time for a changing of the guard?
74	Clarify mission of the university and commit us to being a leader in research, sustainability, and student success - not just a commuter school but a University
75	Improve relationship between the academic side and USA health systems
76	Ensure the longevity and future of the STEM core within the University.
77	Raise salary
78	Improve academic advising of our students (perhaps by centralizing freshman advising). Improve evaluation of department chairs.
79	Find ways to improve faculty morale. Hold town hall meetings to listen to faculty and students and to allow faculty and students to get to know him.
80	Provide better communication between administration and faculty. Take us to the next level as a research institution. Address hampering paper work, slow processing of purchases and other requests, and outdated bureaucratic practices.
81	I know Dr. Waldrop is interested in increasing the size of USA, but I hope it does not come at the cost of lowering academic standards.
82	Lead
83	I would like Dr. Waldrop to establish a center/office for interprofessional initiatives in the health science division.
84	Continue with strong mission
85	Change and promote a new image of a first tier university. Doing this at state level is a good start. We are listed as unranked (2nd tier regional institution) on colleges US news. Unfortunately students read those stuff.
86	A philosophical recommitment to *quality* education and research productivity of the faculty.
87	Provide adequate technology in the classroom and equipment in the lab. The equipment budget is not sufficient.
88	Take a look at ways to individualize somewhat the evaluation, tenure/promotion process to get the best use of faculty talent.
89	Once again get back to academic success rather than expansion. Fix the old buildings which are in need of repair instead of sports facilities.
90	Clearly define the University direction with regard to Teaching and Research.
91	Decrease faculty teaching load; increase salaries;
92	improve technology; have open channels of communication
93	I would like to see him cut some dead wood from the upper administration, re-evaluate the equity of faculty and staff salaries, and give deans and department chairmen more leeway as to giving staff promotions/raises, make University finance more transparent.

94	USA is in an important position in its evolution. We face many challenges both internally and externally. Internally, the University's educational and business models are outdated (1960s and 1970s). Our budgeting process or lack thereof is antiquated. If we continue to operate in this manner, the colleges will not be able to maintain their programs, much less grow them. While funding is a problem for most public institutions of higher learning, we have not addressed this challenge creatively. Our colleges must have internal and/or external incentives to find creative ways to meet 21st century educational challenges. Externally, technological advancements and the recent financial crisis have permanently altered the education paradigm. Many other universities have already adapted, but we are stuck in "can't do that", "won't work", "no money", "don't rock the boat" mode. Many of our colleges see the need for dramatic change and are willing to become more entrepreneurial and responsive. However, some administrators fear the unknown; Some administrators lack the skill set to chart a new direction and get others on board; and some administrators are too invested in the current power structure. It is not in their best interest to change. To get to the next level, we need a new approach and a leader with the vision to help us adopt one. We need freedom to innovate to reach our full potential. I am not sure you were fully aware of all of the challenges you will face in your first two years, but for a leader, the fun part is the challenge. I can not wait to see what opportunities lie ahead. Thanks for accepting the challenge, and I look forward to working with you.
95	Hold administrators accountable for performance.
96	Understand, embrace, and explain the need for academic freedom at USA as an economic and quality of life benefit for the citizens of this region. This university improves the quality of life in this region in many ways that all essentially are ultimately tied to academic freedoms.
97	I would really like to see salary and benefits improve at the University. I would like to have clear and open communication with administration. Lastly, it seems many Chairs, Deans, and upper administrators are considered ineffective by faculty. I would like to see Dr. Waldrop investigate this (is this an accurate perception?) and put regular, meaningful evaluations in place for these positions. USA would benefit by rewarding effective leaders and removing ineffective leaders from their positions.
98	Continue to grow the university - Get our name known around the country - Begin a recycling program.
99	Raise faculty salaries. Increase faculty recruitment and administrative appointments from outside the university. Bring release time in line with research expectations.
100	Develop good relationships within the university community and the community at large, and get a good grasp on what issues to tackle in order to position the university to grow at a realistic rate in both academics and research.
101	Develop a clear vision and set of goals consistent with that vision so that faculty can decide if staying at South is in their best interest.
102	Help us do our jobs by providing meaningful direction. We are spread to thin between teaching, research, and service.
103	1. Raise salaries annually 2. Reel in the campus police
104	Rebuild faculty morale. Communicate with faculty through the faculty senate. Listen to issues/questions that come through the faculty senate.
105	Change the institutional culture so that it is not so relentlessly top-down. There is vast talent among the faculty that is being disregarded.
106	innovative and creative thinking and solutions to our problems, not business as usual. Take us to the next level. As concerns the medical school and especially the hospital not to be content to just get by with the most minimal of resources on a daily basis.
107	Continue to establish a presence that is more than that of a regional university. Work to continue to grow the undergraduate and graduate programs.
108	Instill an expectation of excellence in pursuit of a clearly defined and communicated mission that is appropriate for a regional state university.
109	Give the faculty a salary increase. Streamline the administrative processes. Establish a clear mission with the appropriate resources to support the balance between teaching and research.
110	Give faculty increased voice and emphasize research more than currently emphasized.
111	Listen to the faculty. Improve USA's reputation for scholarship.
112	Work hard on reducing the ever-burgeoning bureaucratic top-down micromanagement and demands. Work hard on encouraging development of innovations that would genuinely enhance pedagogy of USA students.
113	Listen to low level employees and forge a creative and unique vision for our university not worrying about what other universities do.
114	Building more of a campus community culture for both students and faculty. Encourage more campus wide activities and build a football stadium on campus if feasible.
115	Spend time getting to know each department/ college and their struggles.

116	Outline a clear vision of where the university is headed based on valid data from within and outside of the university. Help to create a system that rewards contributing to the execution of that vision.
117	Increase faculty salary
118	Institute meaningful administrative evaluation. Pay attention to just where most of the University's revenue is actually generated - in A&S classrooms.
119	Try to interact with small faculty groups regularly. Try to bring faculty salaries at par with, if not national, at least, regional, levels. Promote a more open and democratic relationship between faculty and administration.
120	Raise salaries to regional norms.
121	Perform an objective, externally advised assessment of USA, it's mission, it's priorities, and especially the structure of the health care and medical aspects of the University
122	Support the hospitals. It would be a great change.
123	Clearly define what is USA's direction - teaching or research.
124	Help establish an identity for USA as a college of "first choice" by helping to recruit top scholars in medicine and engineering. Be available and accessible to students and faculty at all times. For example, at UVA during move-in weekend, the president invites every member of the freshman class and their parents to a reception held in the courtyard of his home. It goes a long way towards building a bond with the class, the students and their families. Just a suggestion.
125	Develop a plan for the integration of academic missions among the different colleges.
126	Recruit a qualified director of the Mitchell Cancer Center, hopefully a person with a proven track record at an NCI designated cancer center. Evaluate chairmen based on the academic success of their faculty.
127	Implement an effective, open/transparent evaluation process for chairs, deans and academic-related VPs and begin taking action in areas where those transparent evaluation reflect problems.
128	Establish objective performance benchmarks for each college and require Deans to establish objective performance benchmarks within their college. Attach clear material incentives for colleges and programs that achieve benchmarks. Make clear the priorities and ensconce those priorities in these performance benchmarks. Mark the contingencies and currencies of the institution clearer and hold us accountable. At the same time support the substantive and aspirational values of your faculty who value science, scholarship and student learning. Don't let the benchmarks become our God, but we need them to know if and where we are moving. Lastly promote more entrepreneurial scholarship and program development. An instition like USA is going to succeed because it is nimble and creative, which requires us to be courageous and vulnerable. There is a culture of leadership conservatism and risk aversion at USA that is stifling our dynamism and growth and allowing faculty to become asleep at the wheel and disengaged from the governance of the institution. Support Faculty Senate and other self-governance efforts.
129	Chart a distinctive course for USA that isn't just a cheap imitation of Alabama and Auburn.
130	1. Promote the University to attract more research grants in the engineering. 2. Maybe offer me a tenure-track position.
131	Meet with departments and faculty in those departments
132	Dr. Waldrop should work to make USA student and faculty focused. There are too many people who do not understand the mission of USA. There are too many pockets of negativity on this campus. There are administrators who are too comfortable in their positions. Faculty need support to do what they do best: teaching, research, and service!
133	Get better faculty benefits and hire more faculty to offset the heavy teaching load at USA.
134	fix the medical system, revamp MCI, pull it into the medical school and take direct charge of the MCI director recruitment process.
135	Raise the College of Engineering to a much higher level by first replacing its dean who is incompetent and bias toward the faculty.
136	Place more emphasis on quality in education and less emphasis on increasing numbers of students. Also less emphasis on retaining low achieving students.
137	Promote faculty research.
138	Evaluate the administration to faculty ratio, and make sure that there is a focus on quality education and research.
139	Show his face to faculty, other than at once-per-year Laidlaw shows.
140	seriously look at the people in the high administrative positions and replace the ineffective with new effective people

141	To establish a clear vision and begin to address the disconnect that exists between administration and faculty. Although the administration says the overall goal is for the institution to attain R1 status, there are no concessions. Faculty can not be developing innovative teaching approaches AND invest significant amounts of time in writing proposals, managing grants, advising students, and conducting service. Something's got to give...provide more incentive, resources and release time for research endeavors.
142	I like where the school is going. However, there is a serious morale problem with the faculty. If this is not addressed, then you will have serious issues down the road.
143	Manage the administration effectively, have a strategic plan to move us forward that will most likely require a replacement of VPs & deans who do not provide services needed.
144	Let's spread the word about USA to more people in local areas. More people should be aware of what we have to offer. Try to compete with other universities by providing more online options to increase student access (and numbers as a whole).
145	Define the right "right direction." In my view, the research 1 direction may not be the right emphasis. Our students benefit from a faculty that can refine their teaching without interference from the push to hunt for external funding and research notariety.
146	Overall the university's administration.
147	Raise standards and put a stop to online course cheating by students - has become a real issue that is being ignored by administration. Get rid of research pools.
148	Have visionary leadership to add academic programs based on student needs. Capital improvements to all buildings/departments on campus and not those recommended by College Deans
149	Develop a realistic mission and vision statements
150	Be visible to the faculty
151	Make sure university and hospitals are fiscally stable
152	Facilitate implementation of strategies to enhance the university position in research
153	Make the financial operations of the university more transparent. Reorganize the administration of the university.
154	Listen to faculty and include in the decision making process for any changes in the university.
155	Improve administration of College of Medicine and develop a five-year plan for the medical school and hospitals.
156	Resist any pressure to expand team-based learning or force any particular instructional style on the faculty.
157	Get the USA hospitals on board with research and training collaborations. The med school faculty have been generally great to work with but physicians in the hospitals are not very open to research collaborations and don't feel any pressure to do so.
158	Dr. Waldrop must decide are we going to be a research university or a regional teaching university. If a research university, then additional resources must be given to reduce teaching and preparation loads. More research grants, additional graduate assistants, etc.
159	NA
160	Support the College of Arts and Sciences to strengthen and diversify its programs; provide funds to fill faculty positions in order to cover teaching needs; create flexibility in teaching and research assignments; revisit and improve some of the faculty benefits; bring salary levels up to salary ranges in peer institutions.
161	Increase salaries
162	Review tenure & promotion
163	Listen to faculty concerns. Support for faculty research.
164	Replace/retire most of the existing VP's.
165	Bigger emphasis on research
166	bring unity among many branches and enhance the reputation of the university
167	Meet with as many faculty members as possible to assess the state of the colleges and schools. Identify important problems, make an action plan and implement productive changes. Facilitate a graceful turnover of key personnel in units that are underperforming. Get sponsored projects/grants admin, technology transfer, business, legal and personnel operations up to modern standards of customer oriented performance.
168	Promote South as a strong research university, and encourage an influx of new faculty, chairs, deans, and administrative heads.
169	Keep us moving in a positive direction. Meet the people (faculty/staff). Be accessible. Thanks so much!

170	1. Tough questions. I would need clarification to answer. What is the direction that USA is moving? It is not clear, so no one can give an informed answer. 2. Develop a strategic plan that is both specific and quantifiable. Include benchmarks and quantifiable metrics. This may be different than the strategic plan listed on the website. Specific areas of strength and development should be included. 3. Invest to support these goals -- whether educational, research, or community outreach. Investments should be traceable so that measured outcomes can be correlated with investment. 3. Invest smartly. For example, do we put $50 million into one important development project, or do we put $40 million into that project and use the remaining $10 million to support existing (real not perceived strengths). (Numbers are completely arbitrary.) 4. Learn from mistakes of other universities. What have other Universities done to develop effective economic strategies (could pertain to any micro or macro economic group on campus)? Could they work here? What are the investments? How fast would we recoup investment? All relevant questions that can be applied to any group at USA. 5. Reward success.
171	Help recruit faculty within the College of Medicine.
172	More emphasis on teaching and academics.
173	Move USA in the direction of becoming a leading research institution for the Southeast.
174	Develop technology infrastructure (particularly within the classroom), increase support of high-impact practices
175	Define the balance between teaching and research. USA has a great history of being a teaching centered university. It isn't clear there has to be a push to more research, but if there is going to be that push, he needs to help define how it happens. Saying 'let's do research' and not making significant changes in how the university works is not reasonable.
176	Increase primary care provider numbers to allow adequate access to primary health care for both staff and their families. Also, some sub-specialty areas are not available or have a greatly limited availability in the USA system. These areas are needed to provide effective health care both to the university and to the community.
177	1. address faculty workloads, teaching loads are high and make scholarship and grantwriting difficult 2. increase payment for part-time faculty, the pay is so low it is difficult to recruit 3. increase funding for graduate assistantships
178	Solicit the opinions of faculty, individually or in small groups, in the absence of deans, chairs, and vice presidents.
179	1) Offer a clear vision for how research will be supported as part of the university mission. 2) Conduct an honest, thorough assessment of administrative positions.
180	I would like improved university forms that can be saved, and tech transfer that actually understands what they need to do.
181	Work on getting faculty salaries into alignment with other major colleges across the south eastern US.
182	Hire more faculty.
183	Align day-to-day administrative decisions and operations with University's mission so that faculty are enabled to carry out that mission.
184	Benchmark USA against our peer Carnegie RU/H universities, make appropriate changes to rebalance research and teaching, and provide resources so we can compete in recruiting and hiring.
185	Strengthen morale, sense of community, become very familiar with each college and its policies and procedures
186	Increase faculty salary. Remove poor faculty
187	Expand the faculty, particularly A&S. Raises for maintenance and lower admin staff (i.e. admin assistants) and faculty: part-timers and full timers.
188	Meet with faculty and research units.
189	Talk to department faculty and chairs and find out their concerns. Increase the number of faculty members and raise standards for promotion and tenure.
190	Encourage a culture of improved respect for the faculty. After all, no university could even EXIST, without them.
191	Increase visibility and communication out of the President's office in the community, with faculty, and on campus with students. Promote growth and excitement for a campus that seems to have been "on hold/waiting" for several years.
192	increase enrollment, get a football stadium on campus, keep all administrators in the roles they have now, reorganize allied health
193	Clean it up - faculty, staff and programs that are not effective. Listen to the voices of the students and actually make changes based on their suggestions. Find ways to bring everyone together and promote harmony.

194	Promote an institutional culture that is respectful of all faculty, staff and students inclusive of sexual orientation.
195	to please provide more human resources to the faculty of medicine.
196	Listen carefully to faculty and students. Most administrators seem very out of touch with our concerns and those of our students. We know what the biggest issues are. Retention is a big one, as is the lack of remedial courses at an open enrollment university like this. The list goes on.
197	support academics and meet and listen to faculty
198	You are joining an organization with a very unhealthy organizational culture. This is due to past treatment of faculty and staff by administrators, who use a command and control,manipulative leadership style. Unfortunately, many, in this environment, respond with passive-aggressive behaviors . Please work to build a coalition of faculty and staff to change the culture. Create a vision that will unite and inspire and eliminate the "good-ole boy" network that leaves many faculty and staff feeling disenfranchised..
199	Evaluate how deans are running the departments; reevaluate the push to move SO much online (students are NOT happy with the current TBL, blended, forced online offerings)
200	Stabilize and then expand and grow
201	Begin installing chairs and deans who are capable and competent in developing an advanced research and clinical agenda across the main campus and med center(s). Many currently in place are not.
202	Increase faculty salaries, increase travel budgets so faculty can be reimbursed for travel to professional events, increase technology budgets so faculty can have updated computers every 4 years.
203	Identify the academic areas where we will be great / regional and national leaders. Identify and development the next generation of leaders from among the young and mid-career faculty.
204	Clean administrative house. Take steps to drastically improve level of care at USA Medical Center. Decrease reliance on electronic communications and increase personal contact to help struggling students.
205	Change the "corporate culture" through strategic changes in leadership to one of inclusiveness, transparency, and energy.
206	Change the culture from a negative, cynical, depressing, micromanaging mess to a culture of positivity, cooperation, and civility (big task, I know)
207	Inspire change.
208	Change the culture of the University, especially at the administrative level, to one that values excellence above all else and is not afraid to take reasonable risks for high reward.
209	At the moment, I do not know what, if any, direction the university is moving. Dr Waldrop will have his hands full straightening out the mismanagement of the former and current administration. He needs to do that and get the university back on sound financial footing. But he also needs to listen to faculty and staff--he cannot allow himself to be put in a bubble, surrounded by those who tell him what he wants to hear. He needs to take a hard look at the distribution of resources on campus--Arts and Sciences as a college is under-resourced and the arts, humanities and social sciences in particular seem to receive even less. Yet we are the core of a liberal arts education--we are not just training students for jobs, we should be training them to think and take an active part in their world. Arts and humanities do that best.
210	Review the work of the Deans...the real work to see what it is they are doing vs. what the faculty are doing to make them look good.
211	Dialogue with faculty senate on that one.
212	Abandon the business model and focus on students and faculty
213	Support and reward the faculty Encourage effective teaching to retain students
214	Lose some VPs hire some faculty
215	Increase faculty salary and support