



**Faculty Senate  
Faculty, Staff, and Administration Evaluation Committee  
18<sup>th</sup> Faculty Survey, 2006**

**Open-Ended Comments (Edited)**

**What solutions would you recommend to solve your parking problem, if one exists?**

A faculty parking garage.

Prohibit students from certain areas and tow their cars if they park illegally.

Make students ride the Trams.

Allow Brookley campus police to provide parking passes for the main campus. I lose a lot of time having to stop to get a daily parking pass which I only need once or twice a month.

Better enforcement of student parking in faculty zones; too many students are getting out of paying for tickets via 'contacts' in the ticketing office.

**BIKE PATHS!**

Checking to see which students have 'lost' their hang tags so that they will actually have two or three thereby parking anywhere they want. Maybe towing those with numerous tickets?

Dedicated faculty parking spaces, even in the evenings, and free faculty parking.

Designated parking for physicians.

Electronic gates for faculty lots, with card-keys issued to faculty.

Enforce existing regulations. **GIVE OUT TICKETS!**

Enforce parking regulations (keep students out of faculty/staff parking).

Enforce the existing rules. I routinely see students getting out of cars having faculty-parking tags.

Enforce the ticketing and have more stringent consequences for students who repeatedly disregard parking regulations.

Except for handicapped parking, there should be no restrictions (lot, faculty, or student) as long as the car is legally parked.

Faculty only parking areas.

Fine the students who park in faculty spaces.

Finish the Alumni Building so I can have my parking lot back. Also, I think the routing and timing of the JagTran should be examined because many of my students have relayed to me their frustration with that system.

For faculty: Have gated lots with electronic passes issued ONLY to faculty (not to students as 'rewards'). Ticket at UCOM. Expand parking hours requiring tags to night time in locations (e.g., COE-UCOM) that offer many night classes.

For the COE, students frequently park in faculty and/or handicapped parking places. They rarely receive tickets and the presence of the Campus Police is almost nonexistent. I do not feel that anything new is needed for our problems in the COE; just implementation of the policies we already have.

Gated Faculty lots that require a ID card to access.

Get some ticket writers to the UCOM Tow the unauthorized vehicles away.

Give tickets to student vehicles in faculty/staff parking lots every day and make them stick.

Give up the extra ticket revenue and simply install controlled access gates to the faculty parking lots.

Have a SEPARATE faculty lot.

Have all students park in perimeter parking lots and use the shuttle service.

Having students park in one area, as it is done now, is a solution. Really just continue as it is now.

I believe that faculty should not be charged for a parking permit.

I don't think that most faculty and staff have major parking problems, but clearly many students do. The solution ought not to be to build more parking lots or structures, but to promote a university/city partnership that would improve mass transit access to USA. The Jag Tran system does not alleviate parking problems, and, as far as I can determine, simply makes students late for class. It would be more desirable if the funding for Jag Tran could be used instead in conjunction with federal matches to the city and county for real mass transit access.

Increase the cost of parking tickets for violators and patrol the parking lots frequently.

Issue free parking to faculty and staff; it should be considered as part of the university's responsibility to its employees. Control can easily be maintained by issuing tags through department offices. What ever funds were derived from this process should be handled in the university budget process by direct allocation. Likewise, any registered student should automatically be mailed a parking tag that expires at the end of the semester. Student parking fees, for those who desire parking, should be collected with registration fees. Since we have a student AR function, any fines can be collected with next semester's tuition.

I've never seen a university campus with better parking.

JagTran seems to be a tremendous boondoggle, a waste of taxpayer and student dollars. Just look at the pathetic ridership. Common sense would have suggested the routes are too roundabout and slow. You can usually walk wherever you need to go well within the time it would take to wait for a tram and then ride it. The system needs trams running more frequently, but much smaller, cheaper vehicles. The ones they have now are ludicrous overkill.

Keep students out of Faculty parking spaces. Start towing their cars away.

Let anyone park in any space (other than handicapped). First come, first served....no preferences (including staff and faculty). (Will not be a popular suggestion!)

More faculty parking

More faculty slots

More frequent ticketing and higher fines. Tow cars at owners' expense after a certain number of fines have been issued.

More parking options for faculty

More places designated for faculty

More ticketing early in the morning. Ticketing in afternoon is a waste of time as there are plenty of parking spaces. The early classes tend to get the violators who want to park right at the building to avoid walking/tram. Most of these violators are gone by 10 am, so they are not caught. Ticketing after noon penalizes parkers during a period when there are now plenty of spots.

Move faculty spots to the far edges of the respective lots and give the students more spots close to the buildings.

One tag for both the hospitals and the campus, please.

Parking Decks

Please return the parking lot assigned to my department (HPELS) that has been taken over as a construction site for the new addition to the Mitchell College of Business when that construction is completed.

Post signs indicating that students who park in faculty lots will be ticketed.

Provide parking spaces for student assistants (part-time employees) in lots adjacent to where they work on campus.

Raise the financial penalty for tickets, and make vehicle towing at the owner's expense a realistic threat.

Remote student parking and more use of the Jag-Tran.

Should NOT be a 'grace' period at the beginning of each term. Students park in faculty parking the first week.

Start gating the campus

Stop students from taking up Faculty spots on and off the main campus and add more faculty spots.

Students should be restricted to parking in large parking lots from 7:30 am - 5:30 pm.

Students should not be allowed faculty/staff parking stickers.

The new buses will be part of the solution.

There are very few problems. A college campus should not try to mimic a shopping mall. Able bodied persons should be walking.

Ticket not only in the am but in the afternoon also.

Ticket students parked in faculty spaces --- even at UCOM.

Ticket the students who park in the blue lines.

Tiered parking facilities.

Tiered parking lots.

UCOM- Students frequently park in faculty parking. We need some enforcement of the 'blue lines.'

Use key entry systems, similar to those used at most large universities and/or ticket more frequently and increase fines.

We might consider the obvious, give us more spaces by adding 10 or 12 to each lot.

With respect to parking issues, why must faculty purchase two parking permits even though they primarily drive only one automobile? I have been ticketed when I have driven automobile #2 and simply forgot to relocate the parking permit from car # 1. I understand the policy if two members of a family drive two automobiles. Is there another solution other than purchasing two permits under the aforementioned conditions?

Write more tickets for students parking in faculty spaces.

**Please list any suggestions or concerns you have with this survey, or its methodology.**

A couple of library questions appear to be repeated.

Ask for faculty status to get a good take on opinions.

Concerned that the college I work in will know who I am just because it is small in faculty number. That's why I will not answer the college I work in.

Don't use yellow for a background.

Ensure confidentiality

Flawed questions (What is an 'adequate' copay'? Adequate to keep plan solvent? Adequate is NOT the same as appropriate!) Inappropriate response categories (What is 'slightly credible'??) incomplete response categories, (e.g., For better healthcare we need greater university contribution, but that response was not available.)

Good, but could be shortened.

I do not get excited about these surveys. I have never seen a change at USA as a result of any action of the Faculty Senate. A classic example was the information on Mr. Moulton's salary. He is not qualified to be a graduate faculty at USA, yet his raises have been 'interesting' when compared to faculty. Nothing happened after the Faculty Senate mentioned this. These surveys give some faculty a sense of empowerment so I guess they may falsely increase morale. They were changed so the demographics could not be used to identify individual faculty members. That has been an improvement.

I have concerns with online survey products such as survey monkey - e.g., do you know where the original data (that is the data file in survey monkey's hand) is kept? What is the level of access to the server on which it resides? Is it located in an office in a strip-mall somewhere that could easily be breached by thieves? Also, having worked for survey research companies before - survey monkey and similar products provide probably a necessary tool for students and people looking to get by with survey research on the cheap; however, it is also a tool that can be used by people who have little knowledge of survey research and just like someone who does not know how to use a statistical software package but can punch computer keys - data and results will be generated but there is no necessary guarantee that they are meaningful. Anyway, just my opinion.

I really don't understand many of the questions--concerned with offices and programs with which I have no experience or knowledge. Would like a place for faculty to say what they would like added to the survey.

I think that the choices of answers to question #11 were poor. What is Very adequate? Isn't that a better choice than the physical top choice on the survey?

I'd ask for comments at the end of each section. I have several that I'd like to have made.

Is it accessible to people with disabilities?

It keep re-routing me to the top of the page (after every answer)

It's fine, except I can't see any way to prevent multiple voting, unless there's a login at the end of the survey I haven't reached yet.

Make survey monkey available for teacher use with research agendas.

More opportunity should be provided for specific comments. I didn't understand the question about adequate copay. Are you asking if my contribution is adequate, or the university's?

More specific questions on the competence, or otherwise, of the dean as well as on his integrity, or lack thereof, would have made this a more worthwhile endeavor.

Need to define 'adequate' perhaps 'appropriate' more accurately defines what is being asked in some of the questions

Not all questions pertaining to biomedical library (as opposed to main library) were clearly labeled as pertaining to biomedical library. Some questions have too much bureaucratic jargon and are hard to decipher.

Offer the opportunity for faculty to make comments in each area of the survey.

Overall, the survey is well-constructed. I would qualify a couple of the earlier questions regarding the fairness of tenure & promotion decisions (see comments on next page). One question notably absent from the survey is that of the availability of new faculty lines. Our college and departmental enrollments have grown dramatically, yet our program operates with the same number of tenure track faculty that it had when I was recruited. This is true for many of the humanities and social science departments in the college, and has made it increasingly difficult for us to fulfill the needs of our students. Unfortunately, the present administration seems to place more priority in infrastructure and public-private partnerships than in faculty recruitment, which is basic to our teaching mission.

Privacy and ability to trace name or participant

Question 12 could be eliminated (at least until the next crises). The survey should be more streamlined.

Seems straightforward, valid and practical.

Should have some questions about our treatment of women, minority, disabled, dual career, parent faculty and students.

Some times more than one answer should be allowed. This is the case when it concerns dealing with increasing medical costs. A combination of things is probably necessary to deal with it.

Survey is TOOOOOOO Long.

Takes too much time. Too many nit picky questions.

Thanks for this opportunity.

The format is effective for the speedy tabulating and reporting of results, but a drawback is that it really is not anonymous. Because it is in electronic format, responses could be traced to the faculty members.

The instructions say the Faculty Senate will receive aggregate comments; however, the instructions as to how the comments will be presented to the administration are still not clear--will they be aggregate or the actual comments--this needs clarification--

The survey does not adequately address non-tenure track faculty.

The survey is too lengthy.

There is a limited ability to respond to specific issues. In previous survey formats having open-ended questions attached to each section allowed for capture of thoughts on specific issues. The SWOT-like format gave us the ability to state strengths, concerns, as well as the ability to contribute suggestions for solutions. You have removed a powerful mechanism for input and change.

There is no opportunity to provide concrete, verifiable examples to back up constructive criticism of leadership, etc.

This survey is about my only contact with the senate. So once a year I respond to whatever. I believe this comes at the end of the year, so the senate will not really be able to deal with this information. If the senate really wants to maintain an oversight function, perhaps adding specific focused opinion gathering, even on a monthly basis would enable timely information gathering, solution development and review. This annual survey mechanism reminds me of interdepartmental collegiality expressed once a semester while turning in grades--an institution now retired. Simon-type problem solving could be important--if it is deployed!

Too long

Well done.

What exactly are the results used to improve? I see the survey results but see very little positive changes at the University. How about some real teeth to reduce administrators pay increase when they have less than 90% favorable responses? Let's rank the Deans across the campus and judge which one gets a 1/2% raise to a 4.5% raise. Like that will ever happen.

Wording on some questions is a little vague.

Would like to see an 'employee + 1' option for insurance coverage. Rather than family vs. single coverage, would be a valuable third option that would be appropriate for many participants.

**Any comments which you wish to add:**

We need uniform USA wide policies in many areas to prevent Deans making their own policies. Examples include instructors' pay scales, travel budgets, summer research funding, etc.

Move the College of Nursing back to main campus

A major university such as USA should have a President with a Ph.D. degree.

How is it possible that a college that has a Dean who is supposed to be knowledgeable in the accreditation process, can do so poorly when they are reviewed for accreditation. No matter what the report comes out saying in the end, we did not do well. Much of our effort was misdirected. Where was the leadership?

A full time associate dean is what this college needs. It should be a full professor who understands how a college works. A retired military person just does not have that background or stature to do a good job. An associate dean's position requires a self starter, someone who can be creative and yes, someone who can speak their mind even if it is unpopular. There are certain intangibles that an associate dean must have. Our current assistant dean does not have them. How long can we continue to go in this college without an associate dean?

There should be more communication between the upper administration (above the dean level) and a college. It is not always obvious that we know what you are doing and thinking. The amount of correspondence that comes across our desk in the form of emails, etc. is a lot, at times. It is not possible to read everything.

More transparency of administrative politics, especially those departmental ones surrounding hiring, tenure and promotion. More accountability at administrative levels; more serious representation for faculty.

\$\$\$ for student IT needs should be given to and managed by students not allocated to departments. Great disparity exists. All labs should be open to all students. Longer lab hours are needed.

Additional duties have been added to many faculty in the LTE department without additional compensation. I would like to see this issue addressed.

There is a disparity in salaries among faculty in this department, especially if you consider the salaries of the faculty teaching leadership courses compared with those teaching other courses. In addition, public school faculty make considerably more than higher education faculty without the additional qualifications [especially if you consider the raise for the upcoming year]. I would like to see this issue addressed.

I would like to have some preset amount to spend on resources for my teaching and/or classroom such as classroom pull-down maps.

I would like to see more resources available to our students such as those found in many Curriculum Libraries of other universities. We are training teachers who need access to tools for making items for their classrooms such as die cut machines, laminating machine, copy machine, etc. [especially if you consider that we are separated from the main campus]

I have enjoyed the new leadership in the LTE department. David Gray has been wonderful for morale and respects the feelings and opinions of his faculty. This is much improved over the last administrator!!!

I think leasing Knollwood Hospital to Mobile Infirmary was not a smart move. The faculty who try to use USA Physicians and hospitals are now severely limited in resources available to them.

Not knowing whether not Mobile Infirmary-Knollwood will honor the USA Health Plan is stressful to faculty. The reason most employees prefer USA Hospitals to Mobile Infirmary is because we do not like Mobile Infirmary.

Students in the Baldwin County Nursing program need housing available to them!!!

Add eye care to the health plan

The Biology department needs a new building.

College of Medicine management/administration is incompetent and overpaid, and is largely responsible for financial constraints due to mismanagement. The university president and the hospital CEO and COO (Knollwood) are insincere towards the COM and the college's mission of research and teaching, and have probably been well compensated for reducing our medical facilities to a joke. If there was to be a sincere effort to interact with the community to make the college stronger, it could have been done by complimenting and supporting services in the community with services not available there. Instead, due to poor management, the COM is left with faculty that is at best comparable to the medical community in the city and has nothing more to offer. Instead of facilitating research and academics, undue pressure on the faculty to generate clinical revenue has lead to declining services and exodus. This is a dangerous practice for an academic institution and must be stopped. For improved revenue, I suggest revamping and overhauling the management with fewer upper level staff (whose salaries shame most physicians) and improved efficiency.

Confidentiality and anonymity are two very different things. Without any anonymity guarantee, many respondents will not be forthcoming in their evaluations of administrators. Even your confidentiality statement is vague and meaningless.

Administrators are destroying the College of Education. The morale is at an all time low. They say they want input from faculty, but really don't. Just look at the new Department of L&TE. There are 3 Leadership folks and a dozen or so Teacher Educators so which name did they select? LATE, not TE&L. If you say something that the administration thinks you shouldn't, you will be scolded. Programs aren't working because this isn't the University of Georgia. The mission of South Alabama is teaching, but he could care less about quality teaching.

The Dean didn't have time to meet with the grant committee to decide which proposals should be funded. All fluff and no substance as usual.

We are treated as if the Upper Crust of the College of Education knows what is best for the COE and that the Lower Crust cannot understand.

He doesn't know the elementary, secondary, or special education programs. He won't stand-up for his faculty.

Other candidates were not considered for this chairman's position. This is very sad for the COE faculty members that really care about the students, their profession, and the university. The COE appears to be working for Mobile County Public School System. They talk about quality,

but the COE has little quality in its leadership team. They want us to have high standards in our classes but will not back us when we try to establish certain entrance and exit requirements or when students complain or file grade grievances, especially if the student is an African American. Something should be done because we are losing quality professors.

Every year I suggest that we have more initiatives that encourage interdisciplinary exchanges, research, co-teaching, etc. We're still mostly in silos, teaching and modeling an individualistic culture of knowledge. - That seems out of touch with the real world where making those interfaces among disciplines is so essential to progress in most fields. I also think it's amazing that no philosophy course is required in the Alabama university system. Philosophy was the original discipline under which education was structured. It seems unbelievable that we don't require it. I also believe that higher education should be flexible enough to respond to current world issues, and the need for inter-religious understanding is so great now that it would seem very logical to make a course in understanding ethnic, religious, and cultural differences available as fulfilling a general education requirement.

Faculty are required to accept additional duties and responsibilities without compensation in the form of time or money. This directly influences productivity in terms of research and publication.

Fix the heating and cooling system in the College of Medicine building.

For specialties that the USA health system does not have, I think we should pay the \$10 instead of the \$25 copay.

Hire a president of the university that has a Ph.D.

I am an instructor teaching four courses. I draw on 30 years of experience. I devote myself to constantly improving the quality and relevance of my teaching. The reward system for instructors at USA is not commensurate with contribution. If I had to support a family on instructor pay, I wouldn't be here.

I am concerned that the freshman retention program is not being addressed with adequate funds, creative ideas, personnel or teacher training. I don't understand how the University's web services are not part of Academic Computing but rather Public Relations. Web technologies like survey programs (like this one), assessment software, open source software are, or should be, part of academic curriculum development, but University web services is concentrated on image instead. As a result individual department or college servers must develop on their own with more division and less cooperation and collaboration across the campus, as usual.

Faculty Development programs and opportunities need to be more coordinated across the campus and available on days and at hours that are convenient for the teaching faculty (e.g., M/F teaching instructors can never attend Academic Computing workshops as they are only offered on M/F --- never T/TH). 4 to 6 on Friday evenings are the only hours OLL offers its sessions--not a congenial time for learning any new technology.

I am glad the Senate is actually asking questions about collective bargaining and union representation. The grievance procedures here were written by administration to 'protect' administration. In particular, union representation might actually allow faculty a fair chance at tenure and promotion. In our college, one chair in particular feels no need to prepare the faculty for tenure/promotion, or give reasons why they are turned down. A collective bargaining agreement would make such practices--which seem to be on the increase--virtually impossible. Administration has for too long treated faculty as if they were the 'enemy', and it is time for us to stand up for our rights. It is a myth that unions are impossible in higher education in Alabama.

Something needs to change soon at this university, and perhaps a collective bargaining agreement should be seriously discussed.

I am happier at USA than I have been in the past (tenure helps) but I still think the administration has a tendency to micro-manage and to listen to the opinions of only a very narrow group of faculty. I think they are working hard and in good faith, but I still get the feeling that they think the faculty are children who have to be protected from themselves.

I believe in faculty evaluation and this evaluation being related to raises. When are evaluations of administrators going to have a positive or negative impact upon their financial situation????? If it is so good for faculty, why not apply it to administrators???

I did not go through 4 years of college and 2 years of graduate school to become a unionized employee. USA does not need a union.

I do not want any part of a UNION!!!!!!!

I feel that the service load on faculty is increasing, without any visible benefit to the quality of programs. Time and energy spent on discussing and developing assessment documents and other administrative demands saps the will for creative innovations in the department.

I think this survey is a wonderful opportunity for us to express our opinions and I'd like to compliment everyone who worked on the survey for their hard work!

I very much love my job here at USA and I intend to retire here after many years of happy service. Thanks for all that you do for me.

I would very much like to see us investigate a 'criterion' form of evaluation, where faculty members set individual goals and are evaluated on the basis of whether or not they have achieved their goals. These goals could be developed with the department chairs. Our current system of pitting faculty members against one another works against collaboration and encourages unhealthy competition. Let us know what we should be doing and evaluate that.

I'm worried about loss of senior positions with the drop program. Should we not be training the next wave of senior administrators and faculty now?

Issues related to retention and student success are directed from the administration to the faculty. Students are not involved in the issue. Perhaps they see that scholarship is not among the values of the top administrators. It would be nice if the administration shares the values of research and scholarship that make a university a center of learning.

It is a very good way to collect faculty's comments and points of view regarding university's development. Keep up the good work and keep every one informed about the results after the survey.

It is more discouraging to be asked for your opinion when you realize that the decisions have already been made.

It is one thing to not be appreciated by students, but it is truly offensive to be asked to take on multiple mundane tasks around the department and then be told that the reason your FAR score is low is because you can always do more.

Morale in the College of Medicine is very poor and we are likely to see a mass exodus of faculty that will destroy the College. A change in leadership, w/ vision, is emergently needed.

Now that I'm off the Faculty Senate, I have no idea what the Senate is doing. Each college's representatives need to do a better job of communicating with the faculty (or the senate itself might be able to find a way to do so).

Our college of medicine will not be able to advance beyond its current state of mediocrity without leadership that is dynamic, creative and progressive. Specifically, we will not be able to recruit and retain outstanding faculty, and without outstanding faculty, no new programs will develop, and existing programs will languish and wither. I have a fair amount of experience w/ other medical schools across this country, and never have I encountered a medical campus so lacking in esprit de corps and, directly related to that, so poorly led.

Over the last 10 years The University of South Alabama has consistently declined in providing a professional and rewarding work environment. Specifically, the College of Education has gone downhill over the last four years. Faculty are not treated with respect and are viewed as simple-minded employees with no rational thought processes of their own. They are ruining one of the best assets USA has to offer the community. The majority of the college of education faculty is very hard-working and dedicated to improving education, yet, the only faculty who are recognized and treated with any civility are those who go out of their way to pretend that they support our administration.

Paying headhunter companies to find candidates for faculty positions is a complete waste of money.

USA physicians should have had a voice in the decision about the Mobile Infirmery takeover of USA Knollwood Hospital.

I hope that the new dean of the College of Medicine will be much more responsive to the medical faculty than the previous dean.

Regarding distance learning -- the way it is approached at USA is a disgrace. All that matters is it being a profit center, ultimately to the detriment of USA's reputation. There appears to be no interest in putting in place minimal requirements to thwart academic misconduct. Many other universities require that students come in person with ID to take their final exams, others also require one in-person meeting at the beginning of the semester. It is worth it to lose the hypothetical revenue from a distance learner in Alaska in favor of putting some minimal integrity into the program.

Some secretarial staff are slow and incompetent in their work. Basic requests from faculty are not handled in a timely manner. Such incompetence costs time in all aspects of academic activities.

The Dean came in making many promises to improve faculty problems. Instead he has focused on pet projects that take up money that could have been spent on decreasing faculty load, providing additional assistants to faculty with heavy loads, hiring advisors to reduce or eliminate faculty advising loads.

Faculty previously had more freedom to pursue their goals. Now everything is top-down, micromanaged. Tenured faculty were reorganized with no real say as to where they would be put. If we leave, we lose our pension. If we stay, we have to play by rules we had no say in developing. Diversity concerns are not really being addressed (except superficially).

COE teaching loads are heavier (3/4 and even 5/6) than in other colleges, yet we are still expected to do the same amount of research, etc. as those who are teaching a 1/2 or 2/3 load. Just saying our teaching is a particular percent of our job doesn't make it so.

The Faculty Handbook appears to be a 'guide' for the University Administration -- and nothing more. For example, my department has NEVER evaluated the Chair, even though the Handbook outlines the procedure for annual performance evaluation of chairs. I cannot understand how -- or why -- this goes unnoticed! T&P guidelines are also not followed. No college-wide standards and far too many 'secret' measures of performance. The composition of the T&P committee should not be a primary determinant of the T&P decision and yet that appears to be the case. Like everything else, it is apparent that administrators simply don't care about their employees. Are we a 'dime a dozen?' Rules for and expectations of the faculty are unclear, to say the least. There's a constantly moving 'bar' and the evaluation process (both annual and T&P) is patently unfair. Are we a teaching school or a research school? If it's the former, then we need more support and fewer research requirements. If it's the latter, then we need more research support and fewer course preps. Every term, I have a new course prep, an overwhelming number of committee assignments and advisees, and yet I'm supposed to turn out quality research. FYI: it must be noted that they won't tell us the research expectations. Quantity? Quality? Quantity and quality? Depends on the day, depends on the source. I have taught elsewhere (successfully, I might add) and knew precisely what was expected of me. Here, I've never had a clue. I am paid 20% below market value, unsupported, overworked, and just plain tired. Were it not for the RSA, I would not have stayed after the first year.

The handling of the Cancer Institute initiative is a total disaster. The net effect is Mobile Infirmary getting all the benefits at the expense of USA. The alliance with Mobile Infirmary was announced without consultation with faculty, was poorly thought through and not researched or negotiated before the decision was made.

The heating and ventilation system in the Medical Sciences Building is horrible and a threat to the health of the employees that work there. The administration has been completely unresponsive to this problem for literally decades. This is deplorable considering the large numbers of multi-million dollar grants that the basic medical sciences faculty bring to this institution through indirect costs. The institution trumps the College of Medicine as a world class research institution yet it provides its employees a working environment that is surpassed by schools in most third-world countries. I for one am sick and tired of working 12 hour days in an office that is 58 degrees. WAKE UP OUT THERE AND HELP US OUT!!!!

The issue of fairness in tenure and promotion decisions really depends upon the department in question (some being quite explicit in procedures & expectations, others highly arbitrary), as well as the Dean who happens to preside over the college at any given time. The present Dean of A&S is vastly more judicious and fair minded than his immediate predecessor, but problems still remain at the level of some departments. When negative recommendations for tenure have been made largely for political reasons by chairs or departmental committees, it is incumbent upon the administration to demand greater transparency and fairness from the chairs in question. If they refuse to act accordingly, they should be removed from their positions. Unfortunately, this has not happened, allowing for injustices in tenure & promotion to continue in some departments. It saddens me that the College of Arts & Sciences has lost some of its brightest instructors and scholars as a result.

The noise in classrooms in UCOM makes teaching difficult. UCOM is too isolated from campus

The top leadership is good at 'making the trains run on time,' but seems to have little appreciation for the faculty, either in teaching or research. We need new leaders who have stronger and more recent teaching and research experience.

The Faculty Senate would be strengthened if untenured faculty were banned from serving.

With the new USA Dental Plan, I seem to be paying for services I do not need, since my spouse has (free) dental coverage elsewhere. If each plan pays, say, 50% of a given service, my family members and I should receive 100% payment (50% from each plan), not zero from one plan and 50% from the other, which now appears to be the case. Full payment was the practice in a similar situation at another university where I taught.

The USA medical school seems to be at the bare minimum level for a medical school, which affects the quality of medical care for all USA faculty, staff and students, as well as that of everyone else in the area. It also harms USA's reputation. The university's leadership needs to be more open about the lack of state funding for a medical school that serves half the state and neighboring areas, instead of pretending that all is well.

The university health plan's current policy on exclusion of pre-existing conditions for the first nine months of employment is very unfair and unethical. This policy should be reviewed.

The university should develop strategies for academic faculty to participate more in research and provide strategies to allow faculty the time to work on doctorate degrees.

The university should keep in mind that academic freedom (if use responsibly) is one of the few fringe benefits that attracts good people to academia over industry. The current trend to harass people who fill out the proper paperwork and assure proper substitution in the classroom, if their reasons for absence are not spelled out to the letter, is demoralizing, especially if the harassed person is one who puts in more than his/her fair share of extra-time.

There is a feeling by many of the faculty that we are not allowed to speak our minds regarding various issues. There are those who get very upset if someone dares to voice an opinion that is different or contrary to the administration's take on a situation. Why are they so afraid of hearing something different?

Why are the only rooms big enough to hold a large gathering of students kept locked and off limits to faculty and students? Who are these rooms for, and what is their purpose?

There should be a limit to the number of students that can be in one section of a class. If there is over a certain number, faculty should be given credit for two sections. Having 70 or 80 in a class is unfair to students and faculty. The only one to benefit from the arrangement is the University.

They say a nation gets the government it deserves. I think the same is probably true for the government of a university campus. That being said, I wonder, sometimes, what we, the faculty, have done to deserve such a mediocre and academically impoverished administration at many levels.

Thus far, the University's effort to develop a 'strategic alliance' with the Infirmity Health System has been pursued with substantial public fanfare, but with little detectable attention to the research and educational missions of the College of Medicine. While this has seriously eroded morale of College of Medicine faculty, it is also troubling from another vantage point. There are multiple precedents showing that the long-term success of academic-private sector mergers depends critically on the operational details defining how the two institutions interact. Such issues have not been considered in a timely manner. The entire episode appears to be another unfortunate example of a 'top-down' style of management that has little interest in receiving input from its own faculty.

USA is stagnant and will remain so under present leadership. We need a new leader with his/her own team of upper administrators.

Why do we not have rotating chair positions? For example, chairs on a three year appointment? Having a bad chair for years or decades creates havoc for the whole department, especially when administration continues to look the other way again and again.