

University of Alabama Faculty Climate Survey

A Faculty Climate Survey was administered to full-time and part-time faculty by the Faculty Senate of the University of Alabama during April 2015. The survey itself was written by the Faculty Life committee of the Senate during the 2014-15 academic year, with the goal of gathering the opinions and interests of the faculty with regard to a set of key issues. The survey was designed so that it might be administered in a similar form in future years, so as to gather comparative data. The survey data were compiled and analyzed by the Faculty Life Committee and the Steering Committee during summer 2015 and made publically available early in the 2015-16 academic year.

The survey consisted of 54 questions to be answered on an Agree-Disagree continuum, with an opportunity for the respondent to offer narrative comments regarding each survey area. To protect the anonymity of respondents from small groups, the survey instructions stated that no results would be reported for any respondent group with fewer than 10 members.

The survey results are found in two documents:

1. Tabular data (separate document)

- Demographic data. Percentage of each respondent class with regard to sex, race, ethnic group, faculty position/rank and College. In some cases the self-identified classifications do not correspond to those maintained by OIRA, making these data less reliable.
- Survey results sorted by College. Responses from the Law School were omitted as not meeting the 10-respondent minimum.
- Survey results sorted by sex, race and ethnicity. Responses from persons identifying as American Indian / Alaskan Native were omitted as not meeting the 10-respondent minimum.
- Survey results sorted by faculty position/rank. Responses from persons identified by OIRA as Administration and as Temporary Full-Time were omitted as not meeting the 10-respondent minimum.

2. Narrative responses (this document). The unsorted narrative comments for each of the major question categories. Several responses that were deemed by the Faculty Life Committee and Steering Committee to be malicious or disparaging were redacted, but otherwise the comments are reproduced exactly as submitted.

Narrative responses about Academics

It's been sad to see all the centralized mentoring developments since it suggests Depts and senior faculty are failing to do this with their colleagues--centralization thus hurts Depts, but their own senior faculty seems to be helping to make this happen by not giving their new colleagues attention.

"re: raises. I have no idea how my raise is calculated beyond the mean of the 1-5 rating I receive on research, teaching, and service. The process could and should be a lot less opaque.

re: administration. I am part of A&S. There is FAR too much administrative interference in what we do, and not enough support. The funding for searches is ridiculously low, and makes it appear that the Dean and upper administration couldn't care less about what faculty are hired. This needs to be changed ASAP."

Low ratings for clarity of tenure requirements refer to the division level or to the misfit between the division and department.

I believe the T&P requirements are clear and fair in my department, but I do not feel they are always applied in a neutral and equal way to all faculty who go up for tenure. I also know of adjunct faculty who are not given chances for advancement. People who have worked for many years for our department are still getting the same (quite horrid) adjunct pay with no chance for raises or advancement.

There is a serious situation of classism at UA. Non-tenured instructors are treated poorly by tenured faculty. It creates a hostile and unfair work environment. In my discipline it is unethical but still ignored.

Faculty Senate minutes rarely reflect non-tenure track concerns.

Greater attention needs to be given to program rigor

UA tends to accept sub-par performance from tenured faculty. After tenure UA provides very little incentive for continued performance.

It seems the increase in the student population has been matched with a proportionate increase in administrative personnel. You advertise for one administrator and end up hiring two, for example. But there has not been a proportionate increase in the number of tenure track faculty. Counting FTTIs as teaching faculty and increasing their work load from four to five courses per semester is not a solution to this problem. We need reasonable expectations for contingent faculty: five courses per semester is simply not reasonable. It is not equitable. It is not just. Above all, we need more tenure track appointments throughout the University. The faculty senate should be screaming about this!

There are new CTLF positions within the College of Arts and Sciences and the criteria for T & P are not well defined.

T&P guidelines in my department are clear yet I work with two people that didn't meet them and still received T&P. That is not good for morale, for our image, or for our students. If I stay here I will spend my career alongside inept professors.

need mentors for new faculty from outside UA

My department uses the T&P process to demean and belittle untenured faculty members. It loves to praise itself for its "mentorship", but the reality is the exact opposite.

The above questions are, in part, meaningless because of the lack of distinction between tenure track and non-tenure track faculty. The situations of the two groups are quite different.

There should be a P&T process for instructors very similar to that for professors. I am very disturbed that this process seems to get held up over stupid issues.

I have been teaching full time for 20 years and my title is still "Temporary Instructor". Teaching is NOT properly recognized or rewarded. There is no opportunity for career advancement for non-tenure teachers in my department. Why can we not drop the temporary tag and why can we not have a category called "Senior Instructor" or something similar to recognize teachers that have achieved , say, 10 years of service. This would help build morale and seems like it would cost nothing. Twenty years of service, and I will retire with the temporary tag one day soon, if nothing changes. Thank you for the opportunity to express these views.

T&P procedures should address academic ethics and predatory journal publications.

I strongly oppose the University's expansion of contract faculty. These positions are exploitative. The expansion of these positions at UA and nationally reduce tenure-track positions for new professors. The long term result will be to weaken academic freedom of expression, reduce the quality of undergraduate education, and possibly destroy the tenure system.

We have had six department heads in five years. We have been in complete disarray. This entirely due to an incompetent dean.

Some in my department seem to be providing feedback based on Alabama in the 1980s, not as it is now. The university is much more high powered now than it was decades ago and our standards need to raise to reflect that.

New dept chair, [redacted], has given travel, graduate students, and course releases to non-tenured faculty. Leaving senior tenured faculty with nothing.

My department treats tenure track faculty perfectly and barely recognizes the small number of adjuncts who teach courses.

I think the administration of the university needs to be much more clear about the extent to which it plans to use tenure track versus part-time and clinical faculty. It also needs to be clear about whether it thinks it has the financial resources to promote academic research in areas such as humanities and social sciences where it is difficult to obtain grant money.

I feel that the course load for FTTI is not compensated at an adequate level and it also interferes with service and academic activities that non-tenured instructors still want to participate in.

The promotion criteria are not clearly defined; there are no clear guidelines/measures. It is not clear what is required for RTP, especially for promotion. It appears that promotion depends pretty much on who are in the department/college committees and the department head and the dean.

This survey is clearly geared to TT faculty, not FTTIs like me. Next time your group proposes that I complete a survey, it would be helpful if that survey actually related to my job description.

I think it is a BIG mistake to expect pre-tenured faculty to get grants...who is going to give money to people who have not demonstrated a "track record" of being able to manage funding, carry out research and get published? The reward for earning tenure should be invitations to training in grant writing and that should be the work of associate professors.....

Things good at dept level but far from okay at college level.

I have seen a great deal of evidence of retention and tenure decisions being applied in a way that suggests (perhaps inadvertent) gender discrimination.

These questions are apparently geared toward research faculty. Teaching faculty--those who actually teach tuition-paying students--have little or no chance for tenure / promotion. There is also no incentive for teaching faculty to make improvements. We are given more students to teach without an increase in pay.

More value of top-tier academic journals.

I'm in my 2nd year in [redacted]. The chair won't talk to me, and the tenure standards are unclear. The dean just tenured a woman who would not get tenure anywhere else, because [redacted]. What do I do?

FTTI's are treated as 2nd class citizens and guns for hire, not valued in the culture or instructional decision making. Which is, on the surface, insane.

UA's desire to enhance its standing as a research university cannot happen without the ability to compete at the hiring stage for professors. Time and again, at all ranks, we have lost candidates to other schools because we do not compete in terms of salary or research support. And the problem of this failure is that the people we do hire and tenure are not all that productive and won't ever be. So failure to hire well means 20 or 30 years of poor research productivity.

My department [redacted] has quite unclear tpr guidelines, and the chair does the opposite of mentoring junior faculty.

My Department has added 2 CLTF positions, but I'd like to see more. As a full-time instructor, even though I've been here 9 years and do administrative work as well, there's little opportunity for me to obtain a tenure-track position.

In my college, tenure is becoming a thing of the past, as is scholarship.

I am a part-time employee. I teach on-line classes. I really do not have any knowledge of the ins and outs of the day-to-day operations of the university.

To be fair-it has gotten better for contract faculty but even if you are an excellent instructor you are always aware that you could lose your position to someone with a doctorate. Unfortunately, having a doctorate does not equate with being an effective teacher.

I don't know a single contract faculty member who can make ends meet under a standard 4-4 load. We all have to take second jobs to afford to teach at UA. Talk of promotion and retention make no sense when we work to work.

Hiring so many non-tenure track faculty is unjust to many of those faculty, erodes collegiality and the professoriate, and negatively impacts the quality of teaching and research at the university. We should find ways to make a larger percentage of our hires tenure-track.**

As an adjunct, I value and appreciate the academic freedom afforded adjunct instructors in my college.

No and no! Slave labor for PTI.

It appears that individuals are sometimes held to different standards regarding tenure and promotion. It was made blatantly clear that standards could not be changed in the middle of an individual's tenure and promotion process; however, this still took place. When this issue was raised it was ignored.

Promotion standards applied by my College seem to vary a lot from year to year and department to department.

Faculty should be promoted and tenured based upon a Portfolio approach, rather than just research. The University values service and teaching so those activities should be given the appropriate scoring for these decisions. Although, I have a strong research record and I have been promoted to Full Professor, there are several faculty deserving of Full Professor that have served our department, college and university through service to our students and college. We must promote faculty that "make a difference" to the students, the college and the university, as opposed to just faculty who "sit in their office" conducting research while ignoring students and service activities.

I am contract faculty in my department, where contract faculty outnumber tenured and tt faculty. We have only 2 CLTF positions, one was an outside hire, one an internal hire without being advertised. The positions were to include specific course loads, and in practice do not include those loads. FTTI morale is quite low as a result of this, crowded office conditions, minimal input into scheduling, lack of voting privileges or inclusion in faculty meetings and many committees. The atmosphere is, to be frank, quite terrible. I understand that there is a FS committee working to move contract faculty to a system of promotion, but I had to find that out from a senate member outside of my department--our own representatives do not communicate back to instructors what is going on, and we are barred from senate participation, even though contract faculty in other schools hold senate positions.

The department/division aspect of these questions will muddy your results. In my responses, I answered assuming "department" and "chair", My answers would be different if I assumed "division" and "dean."

Merit pay is not fairly applied in my area

Impacts of increased enrollment are having a negative impact on promotion and tenure. Divisions and Departments have not adjusted to the increased enrollment other than adding more students to the classroom. Teaching Assistant support from central administration needs to increase across the University as enrollment grows.

There could be more mentoring for junior faculty, specifically on how to complete the FAR and T&P online dossiers. I got through that process largely by figuring it out with other junior faculty.

Often administrators comment "option 'x' is a non-option because it cannot be applied to all faculty across all colleges. If this is true- a document should exist that outlines the steps for tenure and/or promotion for ALL faculty across the campus. Faculty are left "taking the word" of the administrator because it is not outlined clearly in the handbook.

I am retired, but still have some limited teaching responsibilities, but have no involvement with tenure and rank decisions.

I am a full-time instructor with a 3 year contract. We are not given any opportunity to engage with our College or Department.

As a non-tenure track faculty member, there is no room for advancement in either status or pay. We are not, at present, allowed voting in departmental matters. Most R1 universities pay their contingent faculty in a more competitive manner.

There is no advancement procedure or opportunities for full time clinical instructors.

I would like to see the Instructor pool in the English department turned into a larger Clinical staff--as someone who has taught as an adjunct, instructor, and as a tenure track person, I can say that such a move improve morale all around and especially the teaching quality. It would also improve student retention. Studies have shown that if students make just ONE relationship on campus, they're much more likely to remain. The small class size and discussion-oriented nature of the required English classes make them an ideal place to focus on developing these relationships. But if most of these classes are taught by underpaid staff, then you will not have people willing to

put in the service energy to forge relationships. To create English classes that are taught with highly invested instruction and mentoring, you need full-time, well-compensated, well-regarded employees. Increase the Clinical pool!

"At my previous institution there was a formal mentoring program that connected junior faculty with faculty from other departments and colleges on campus. I wish such a program existed here. I have received wonderful informal mentoring from colleagues and my chair, but sometimes you can't be as candid as you would be with a mentor from another department.

I don't think I received enough critical feedback about my T&P performance in the early probationary years. The last two years were zingers in terms of feedback. I would have rather had this reversed. Have harsh critiques when you can do the most to change your performance and then supportive toward the end when it's getting to be too late to change anyway. It didn't help that we went from a dean who merely echoed the supportive feedback given at the departmental level to an interim dean who had much different standards for performance. All of a sudden, there was a major problem in my case."

Have requested many times a detail outline of how to be promoted from an Instructor position to Assistant Professor. Response is: We are working on it.

I am non tenure track and half administrative and half academic. I started i January and received very little information concerning what is available regarding teaching resources. For example i learned that i had a long distance section attached to my course, but no information on how to make arrangements for this, what would be required, and how to access help. Tthe semester had already started before i got this all lined up and I'm still behind the curve on it.

Our full-time, non-tenure track faculty should be paid the equivalent of tenure-track faculty and not 25% less. The pay rate for adjunct faculty is disappointingly low.

obtaining grants aren't properly rewarded in p&t processes

I came here two years ago as an adjunct hoping to 'work' my way into a full time clinical position. My scores have been exemplary in the SOI - what feedback I have received has been positive...yet I have watched faculty leave like a revolving door opening slots and I am passed over every time

No official mentoring in my department.

My answers may be biased as I feel deceived by the department head as a non-tenure track faculty member.

I am completing my second year at the University of Alabama therefore it is difficult to assess many of the issues raised.

This is my first academic year teaching, and I have not yet gone through a review so I am unable to answer some of these questions.

Unless you are on a tenure track, it appears that your work is insignificant. And trying to get on a tenure track is not treated consistently or fairly. I get virtually no support or ideas from my program chair. We do not have program meetings or at least ones that I am included. It is a passive aggressive-hostile work environment which I think is racially and sexually insensitive.

In my department, there is too great a divide between tenure track and non-TT faculty. As an FTTI, I have often felt looked down on by TT faculty, and my academic achievements and service aren't valued as highly as theirs are, even though I have a PhD and more teaching experience than many of our tenured faculty. I have also been told that I cannot teach upper level courses that are within my specialty; when non-TT faculty were unavailable to

teach sections, they were offered to graduate students or people outside of our department before they were offered to FTTIs within our department. When I asked for a raise during my last contract renewal, I was told that this was not possible because the Dean's office has a set formula for faculty salaries and that I couldn't ask for more than what was listed on my offer letter. I do not feel that my salary adequately reflects my contributions to the department and beyond, nor do I get a sense that I will be allowed to advance beyond my current position. The current chair is vigorously trying to improve conditions for my colleagues and me, but I don't know that the support is there from some members of our TT faculty or the administration.

The tenure & promotion requirements within my department are currently up for discussion, and there seems to be a lot of disagreement among the tenured faculty members (who make up the T&P committee within the department) as to what kind of research outputs should count towards tenure. As an assistant professor, I find it alarming that the people who are supposed to be advocating for the validity of my scholarly contributions when my case comes before the College and the Dean cannot agree among themselves as to what counts as a good research portfolio for someone in my position.

"A few highlights of many issues:

Ethics violations are widespread to the extent that it is difficult, if at all possible, to trust students/administrators. The academic quality is so low in some programs that it is difficult to avoid the question of whether or not corruption exists. Our high student to faculty ratio is indication of corruption, and it has severely damaged the quality of our programs. Student job placement rates make this obvious. Administrative salaries are competitive with top tier institutions of similar demographics, yet our administrator's performance metrics are severely uncompetitive with the same institutions. This also is some indication of corruption. As an example of our leadership, at least one dean on this campus displays power lifting medals in his office, which to anyone properly trained in leadership/people management knows to be an abusive intimidation tactic. A dean at a competitive institution of similar demographics would typically display academic accomplishments, such as their membership in the National Academies."

At this time there is no established opportunities for career advancement for non-tenure track that I am aware of. This is very disheartening as non-tenure track carry a very heavy teaching and advising load to allow the tenure track the time to do their research for which they are rewarded for.

Because I'm an adjunct, most of these questions aren't relevant to my experience.

"- The mentoring is unofficial. It would have been nice to have specific meetings with someone right away when I was new.

- There seems to be a disconnect between the importance of administrative responsibilities (i.e., language program direction) and how that translates to retention, tenure and promotion. From the departmental level it seems rather important (and is a very visible portion of my job), but from the college level it seems to be almost irrelevant since it is not research, teaching or service. Since it is a unique situation in that most faculty do not have such large administrative responsibilities, it is not worded explicitly in any of the tenure and promotion materials.

- The salary for non-tenure track faculty is ridiculously low for the amount of work they do. Also, I do not understand why there are not more clinical positions in the humanities."

I am new to the University and to Academia in general

I am a senior faculty member, so my answers are from my own perspective and may be more positive about our mentoring of junior faculty than those of the junior faculty themselves.

In our department the Dean has absolutely no understanding of the tenure process. This means that he interferes with the committee and the process with impunity. (who is going to argue with the Dean.) Raises are arbitrary and

capricious. Only people in the Dean's favor get raises. Clinical faculty? Do they count for anything? The reason why the growth in this area in our department has exploded in the last few years is because the Dean wants the right to hire and fire at will. Not for any other reason.

New faculty orientation covers a range of topics, but did not discuss the issues that faculty deal with everyday-honor code issues, office hour policies, etc. My department/college did not have a separate orientation and I did not know this procedures and did not realize I was doing things incorrectly until it was an issue.

As I understand it there is no promotion path for non-tenure track faculty, i.e., instructors, yet it is instructors that perform the bulk of the teaching at freshman and sophomore levels. From emails I have seen regarding Faculty Senate meetings, the discussion of promotion path only addresses tenure track positions. For the university to completely ignore the "work horses" of the university is a great way to dis-incentivize an entire group/class of individuals. What a shame!

I wonder if a more formal mentoring program might be helpful (e.g., pairing up a junior faculty member with someone outside of their department). I know this is done at some other institutions.

ASTRA is a mess. On more than one occasion I have been assigned to classrooms with inadequate computer software on the podium despite what I state as my needs. Large classes and pressure to reduce credit hours seem more motivated by revenue than by student learning.

I believe the university is working on career advancement opportunities for non-tenure track faculty, and I see this as very important. It is difficult for faculty to truly "do it all" well, so I am open to having more positions that allow faculty to focus on what they are best at (e.g., teaching or research or clinical practice) with the majority of their time and still be able to advance in their career.

Mentoring in my department and feedback from my department chair is very very helpful. I have very significant concerns about the fairness of our tenure and promotion committee. Unclear standards are listed for promotion. The unclear standards allow the committee to favor those whom they want to be promoted and deny those they do not want to be promoted. There is a long history of favoritism for some faculty and negativitiy to other faculty. The unclear feedback has caused some faculty to go up for promotion and then be denied. Checks and balances are not in place to hold the committee accountable

In some instances, there is a disconnect between the views of those on T&P committees at the College level and the realities of departments. I recently sat on a panel during a workshop to help untenured junior faculty understand the process better. One of the other panel members indicated that junior faculty had no business serving on committees, fulfilling service obligations, etc., until they were tenured. I agree in principle, and I agree that some time should be protected, but the reality is that with the high enrollments the university has pushed over the past several years, some departments are spread thin, and a major reason they are hiring junior faculty is to help with some of the burden. This means that junior faculty don't have the luxury, as this person implied, of just saying no to everything, because their help is desperately needed. As a junior faculty member who was just recently tenured I have been expected to serve on 2 university-wide committees, 2 college-wide committees, other departmental ad hoc committees, help advise 700+ undergraduate majors, not to mention chairing dissertations and serving on countless dissertation committees. I didn't really have the choice to say no b/c that would have been viewed unfavorably by my departmental peers and might have compromised my T&P chances. College-wide committee members need to understand the reality of departmental situations, and it is up to the departmental representative on the college-wide T&P committee to communicate that to them.

we need the finished Clinical Faculty document

One problem is that in the humanities you have an abundant of people who were picked on as kids, nerds who were picked on, and now they wield power and now they are angry power-wielding nerds. It's a joke. Why? TEACHING doesn't matter! If only the public knew. Precious dollars to support slack-ass faculty who publish inane

scholarship and don't give a flip about teaching. Wow. I wish it were MORE like a sport and competition would separate the weak from the strong.

There are inconsistent promotion and tenure procedures and expectations among departments in C&BA. This is not really a problem until college-wide P&T committee members meet to evaluate candidates. P&T committee members with quite disparate evaluation criteria can be counterproductive the process of rewarding and promoting valued faculty members.

The promotion process for clinical track faculty (most of our college) is somewhat murky. What is required seems to be in "the eye of the beholder." The new guidelines from the University seem to clarify only modestly.

The tenure criteria are not well defined, executed, and manipulated in some cases.

Currently there is a disconnect between what the department values and how they guide/direct folks through the tenure process and how the college dean and/or college-wide tenure committee vote. I was already tenured at this point but it has impacted members of our faculty going up for tenure. This situation resulted in the rug being pulled out from under two professors that are crucial to running a department that is faced with a fast growing student population. I am concerned that two-three faculty that have helped build our program may leave it. I understand that different Deans and different tenure committees have different requirements. However, wouldn't it make more sense for at least one member of the committee that over turns department decisions (on tenure qualifications) participate in each department tenure review committee at least once or twice so everyone would be on the same page in directing tenure-hopefuls?

Tenure and promotion criteria differ greatly from department to department. Some departments are very vague, and as committee chairs for T & P within the department change, so do the policies and procedures. This makes it very confusing for junior faculty as well as for those who are tenured and are evaluating retention and promotional dossiers.

The hiring of adjunct faculty over tenure track faculty as a cost-saving measure for the university is a real problem. In the department in which I teach, English, the department's recent self-study indicated that 75% of the courses are taught by GTAs and instructors. This is not just a University of Alabama problem, this is a higher education problem. At some point, tenure track faculty are going to have to take some leadership here, or if the historical trend continues, there will no longer be tenure in higher education. The Chronicle of Higher Education and numerous other journals and newspapers have raised this issue repeatedly. It is time for The University of Alabama to take a courageous stand and end these kinds of hiring practices. Hopefully the faculty senate will have the courage to work with the new President to effect a change, granting its teaching faculty both security, raises, and the possibility of promotion. Similar positions have been created at UAB. Step up, Senate!

Non-tenure track faculty need to have more say in departmental matters.

I was formerly an FTTI in English. I received no mentoring from any faculty member, nor were my classes ever observed, and my contract was not renewed based entirely on the caprice of the then chair. No evidence of my teaching effectiveness or scholarly contribution was ever cited, nor was any reason given.

Treatment of non tenure track teaching faculty in Arts and Sciences is shameful. They are being cornered in a low prestige,, low paying, inescapable job.

My position is FTTI. Dean [redacted] comes to our faculty meetings once a year and talks about how few "pennies" he has for raises. I assume that all FTTI's receive the same raise, which this year was about \$ 400 I believe. I am required to submit the FAR, and I received a very high rating (5.2) from my department head. It would be very nice if FTTI's could receive merit raises.

More mentoring would be helpful for me, as I am a first year tenure track faculty member.

I am a full-time non-tenure track hire. Ostensibly there is review process in place that determines whether I will be retained, but even after working for more than 2 years, I still have no indication of how that process works, what its metrics are, or any other information that I can use to assure that I am on track to be retained or promoted.

I am new faculty at UA since 1/2015

Y'all are obsessed with tenure-track peeps.

Research needs to be given more weight in raises.

There is a way too "top heavy" priority for teaching that is giving overpaid (or at least well compensated) administrators too much credit for getting out of teaching. It should not be optional for them and should be at least 1/2 the load of a research intensive faculty member. This would seriously contribute to the overload, as it is disheartening to watch more and more Assistants to the Associates to the VP of VPs of Economic Provost Development (get the drift?) continue to balance more administrative activities (going to workshops, meetings, leadership conferences that end up in little leadership action) vs. assisting in the much needed teaching load we are deluged with now.

One thing that is unclear to me is how the timing of submission, acceptance, and publication of articles affects which ones "count" toward tenure.

I think contract faculty are treated better in my department than tenured/tenure-track faculty. They are given most of the benefits, without the stress.

As an adjunct instructor I'm pretty much taken for granted and feel I have little opportunity for advancement or involvement.

"I understand that the roles and expectations of tenure and non-tenured are different, and as such should be addressed differently. Since the basic foundation of UA is Research, Teaching, and Service, each component should have its own requirements and criteria. One should not be more important than another.

While administration have often indicated that all 3 are equally important to the success of the university, the actions taken by administration at the department, college, and institutional level do not indicate equal support."

I find the above section to be indicative of a huge problem on campus. You have sent this survey to me as if I am a "valued" faculty member, yet the first few questions don't even pertain to me and reflect the emphasis placed on tenure-tracks even as non-tenure-tracks like myself shoulder the bulk of teaching on this campus. While in theory I should be able to answer the questions anyway, the reality is that non-tenure-track faculty members are completely alienated from the day-to-day business of departments. We basically don't exist, and this is so ironic considering the alleged politics of many academics. They pontificate about the "haves" and "have-nots" in the world, even as they fight tooth and nail to maintain a rigid hierarchy in the academy.

Recent changes in our college leadership have lead to more silence in our faculty meetings than in previous years. It is as though confidence is lacking among faculty. Faculty are not speaking up to question administrative decisions that have always been left to faculty. Some faculty have taken opportunities to criticize administration and peers in anonymous suggestion(gossip) boxes rather than directly discuss concerns and conflicts. Faculty governance is "encouraged" but not meaningful since younger faculty do not really feel confident enough in the leadership roles. Tenured faculty are often tired out from a long history of increasing workload to take on any hot issues.

It used to be clear and concise, but P&T issues have become very stringent, unclear, and frustrating.

The college is in deep shit

True rules are not applied evenly; dissertation work is not considered adequately in either tenure or merit pay consideration, yet it is an essential part of what we do. If we admit students, someone must do it. To read those faculty doing research and grant work, while bearing little to none of this load, is disingenuous. Also, no pay for summer dissertation work, while accepting money from students for taking summer hours, is inappropriate.

I think new faculty orientation experiences can be much more robust and hands on - I was never trained in DegreeWorks, FAR, even in the basics of myBama and these are software platforms we use all the time. Given the intense focus on compliance training for issues far afield of my contract duties, support in terms of training and updates on issues I actually do have to perform seems only fair. In terms of review/retention, my college seems to be a leader on this and I think there are plenty of healthy ways for faculty to be employed satisfactorily without being on the tenure track.

Mentoring for junior faculty is spotty in my department/division, depending on the department.

My department is predominantly male. When a female assistant professor came up for tenure two years ago, one-third of our tenured faculty found nitpicky reasons to vote against her (even though she had an outstanding record in all areas and had a major grant). Last year, when a male assistant professor with a very good, but less stellar record came up for tenure, his vote was unanimously positive. The provost, my dean, and my chair are all fair and have no gender bias, but fortunately several male members of my department are biased against female faculty in our department. Sexism at the faculty level (faculty against other faculty) has decreased in recent years as UA (primarily due to retirements), but unfortunately has not yet disappeared.

The University has to formulate a plan for treating FTTI's and Clinical faculty more humanely.

A cleaner distinction ought to be made between non tenure and tenure track faculty in departmental functioning. We also need to increase the number of TT faculty. It is too unbalanced for a research oriented university.

There is a lot of misinformation floating around about the different categories of non-tenure track and contract faculty. Because every department and college seems to handle their various non-tenure track faculty so differently, it is hard for faculty senate to really address any of the problems that relate to job mobility and promotion. It is hard for them to even talk about the issue because the language is so muddy. I find this bad for campus morale and for departmental morale. My personal circumstance seems pretty straight forward as far as expectations go, but I have no opportunity for advancement of any kind. This will slightly change with the document that faculty senate has drafted, but I know plenty of people who's position will not change as far as I can tell. I see this as a huge problem for retention. There are a lot of promising, bright, ambitious, hard working people in non-tenure track positions, and there is no incentive for them to stay here. This is especially a problem in colleges and units where "clinical" (long term non-tenure track appointments) are the majority or in some cases unanimously (in my unit, there are several departments that are entirely or almost entirely made of clinical faculty).

I would like to hear more about opportunities for Instructors to advance. Not just in salary, but perhaps also in responsibility and job security (i.e. more long term contracts/commitments).

The single most important issue facing the faculty is the lack of a promotion and raise structure for non TT faculty.

"If we are to be evaluated on teaching, senior faculty deserve Teaching Assistants. I spend hours grading, making tests, etc. This is all valuable time that could be used improving lectures, applying technology in the classroom, etc. It might be considered unfair to be evaluated against faculty who have TAs.

Even 10 hrs/week would be helpful."

I do not think UA respects research performance much. Undergraduate teaching seems to be the number one priority.

Scholarship (grants and publications) is the number one tenure expectation in our college, far outweighing teaching or service. However when teaching nursing clinical courses (one day of class, two days of clinical per week) we are allowed one full day of scholarship at best (we teach an additional course plus have a day set aside for meetings). Therefore 20% of my time is spent on the number one determinant of my tenure. In instances such as these it would be helpful if teaching was emphasized more in the tenure process.

Academic requirements have drastically weakened as professorate is often temporary, locally selected, with little protection for asking challenging questions to consumers/ students.

Tenure and promotion is heavily weighted on the dollar amount of external funding in the College of Engineering which is not fair and demoralizing. The scholarly activities such as refereed journal publications are not given equitable credit compared to the the dollar amount of external funding.

There is no opportunity for advancement for FTTI faculty, which provides no incentive to contribute to the department or university beyond the bare minimum required.

Last point--"university provides opportunity for career advancement for non-tenure track"--in A&S at least faculty can teach up to 4 or 5 classes a semester and still be counted part time for benefits because they are teaching those courses across different departments. This is not how the university should be trying to save money. And this is an issue that the senate needs to take up on behalf of our instructors.

"The annual tenure and promotion feedback forms from COE have a very ""bean counting"" feel to them (e.g., exact numbers of dollars brought in on grants compared to exact dollars in start up package, exact number of publications, exact teaching SOI evaluations to the decimal). On the other hand, our department chair tells junior faculty that the real tenure criterion is how well you function as a member of the team to accomplish our mutual goals.

Also, in my 2.5 years at UA, the tenure goalposts have moved from ""bring in grants and publish"" to ""recruit and graduate PhD students"" and now this January it changed to ""PhD students only count if you fund them with external grants.""

Tenure & Promotion committee needs diversity representation.

Mentoring in my department is a problem because different people say different things. Examples: Yes, you should be concerned with student evaluations, and no you shouldn't be concerned. Teaching will not get you tenure, but you need to have teaching evaluations above 4, etc. The target constantly moves, and the "encouragement" is based on inducing fear and insecurity. This is difficult to deal with when you have children, bills, mortgage, etc. - we are human beings. Sometimes they say they want articles and then sometimes it is grants. They talk about top tier journals all the time, but when asked what they mean...they cannot define them. Just last week, one of the committee members told us that we do not have "places" at the university. She said that we are here to work toward being a part of the University. They need some leadership training.

Clinical Instructors are brought in for their senior management experience and business and technical accomplishments and then are treated as second class citizens in the academic hierarchy.

All "temporary" faculty who are de-facto permanent should be converted to the new teaching track RT positions as soon as possible.

The University publicly refers to itself as a "Research I" institution and yet its policies and practices toward tenure-track faculty are not sufficient for comparable career advancement. The Arts and Sciences division is particularly

hostile with regard to fair and transparent tenure and promotion procedures, often not honoring the departmental guidelines in place upon a faculty's hiring. The arbitrary and retrospective application of such changes places all faculty job security at risk--women and faculty of color have been statistically more at risk.

Mentoring in my department for junior faculty members has improved, but still needs work. When I was hired, I received very little help or guidance from my dept or division. The tenure/promotion workshops were the most helpful. I think more thorough tenure/promotion workshops could be offered for tenure and full-professor candidates. The T/P guidelines for my department are very subjective and difficult to interpret....both for the faculty and those on tenure committees. This lack of clarity puts candidates from our department at a disadvantage.

The tenure and promotion processes are abused. There is a culture of hostility and bullying. The process is used as a power tool to control junior faculty. It is ugly and demeaning.

The University provides no opportunities for career advancement for non-tenure track faculty. And for a working artist with national success, that's a pity because it makes faculty want to leave and go somewhere else with a better structure for non-tenure track. Something like a "Professor of the Practice" position would be greatly appreciated for working professionals who also teach.

I feel the non-tenure track and contract faculty are actually more valued than non-tenure track. We don't have tenured faculty in my department working in teaching/research roles, so it is challenging to really know what is expected and also to be respected when "I only teach two courses."

The COE (university?) policy of intentionally splitting departments into many separate buildings has made managing a department and providing adequate mentoring almost impossible.

I am non-tenure track Instructor and have no access or knowledge of any of this.

For a faculty member with 20% commitment to service, a full-time teaching load is supposed to be 12 hours (a 3-hour course = 0.2 FTE). However, the way the FTE is calculated in A&S, you would have to teach 5, three-hour classes, or a total of 15 hours, to have a full-time teaching load. This is directly in conflict with University policy, which says that only faculty with a full-time teaching load and no service commitment would teach 5 course per semester.

Specialty fields need clearer guidelines for journal publications in their field as a possibility for tenure.

I serve in a non-tenure track position. There is currently no policy in place for career advancement.

HIRE MORE TENURE-TRACK FACULTY!!!!

Our college places exclusive weight on the last two questions of the SOI and completely disregards the other questions. SOI completion rates are low but improving, yet the college uses the last two questions of the SOI almost exclusively to evaluate teaching (even when peer evaluations and other SOI questions are available).

Non favored tenure-track faculty are not truly given the time or support for research that is required for tenure. It is an unspoken rule that they must do everything completely outside of work hours, or be punished in some way for it. Clinical staff have absolutely no means for advancement or increase in base salary. Rather, some are expected to take on additional tasks above their pay grade, and are rarely rewarded for it without pressing the issue or outright confrontation.

There seems to be a lack of research interest/support at the university. This negatively affects our ability to recruit strong candidates in that our start-up offers are not competitive and the amount of service (e.g., advising) expected is high.

Tenure requirements SEEM clear on their face but then you have people that meet them and get denied tenure while others who do not meet them still end up with tenure. Could be clearer.

Some schools have clear guidelines for tenure requirements that are written; that's not the case here at UA. It would be nice to be more transparent about the expectations in each department/college.

I'm very new, just coming on board full time in the fall after a couple of semesters as an adjunct. I'm learning as I go about the professional/career side of the university life.

none

There is too much emphasis on results of student opinions of instruction (SOI) when making tenure decisions. This alarms me when the research on what soi's really means is inconclusive. Some studies find that the most effective and challenging instructors have LOWER soi's. I would like for the university to develop a better way of evaluating teaching effectiveness.

When I sought assistance it was provided but it was an active search on my part. I am concerned about what opportunities I might have missed due to my ignorance of the UA system. I am sure that will change as I become more familiar with the department and the university.

Standards vary based on person. While within a year consistent standards may be applied, those same standards are not applied across time.

I've been an instructor here for the past year and though I am committed to teaching, there is no possibility for advancement in this role at UA and little institutional respect for the position. I am leaving effective this summer for a job outside of academia.

I am a first year faculty member I have not been involved in much promotion discussion yet.

There is a strong gender bias in my department. Male colleagues with similar if not identical levels of productivity EARN MORE and receive HIGHER RAISES than female colleagues. Similarly, leadership opportunities go to male colleagues first, female colleagues second. This kind of gender inequity is demoralizing and abhorrent.

The current department head does not support assistant professor, and he tries to limit the develop of growth of research lab.

I know in some areas of the university these issues are treated more fairly than my own. We have instructors with PhDs who are given little consideration at all for tenure-track positions even though they are committed to this campus.

I think that the University could do more for FTTIs. They perform essential services in this time of rapid growth, but as far as I can tell, processes are not in place to assure that all have opportunities for professional development.

Too much time spent writing syllabi in university-mandated format, filling out activity reports, carrying out retention reviews, etc. In my time at the university, time available for research, teaching, and service has significantly diminished.

As adjunct, I am not aware of much of the tenure processes, so I am not able to rate most of the questions regarding them.

I am a adjunct instructor and do not have access to this information.

My department chair takes the time to discuss goals and progress with us. We have to seek it out. As in life, your supervisor is not going to place the expectations in your lap. You have to show interest and ask for direction. I like how my department chair made available a tenure folder, so we could look through and see what a successful portfolio looks like.

I think we need to strictly enforce the requirements of our tenure and promotion standard, and we need to gradually increase it to a bar that is comparable to similar flagship state university such as Ohio State or University of Florida.

My spouse and I are full-time non-TT instructors. No, we have NO opportunities for career advancement, and no, our contributions are NOT valued in the form of raises, promotions, etc. Do you think these things are even options for contingent faculty? I don't even have a real office! We are applying for jobs elsewhere.

I am a brand new adjunct faculty member and have just finished with my first course. I have really enjoyed working with the faculty at UA.

My department/college offers creative activity track for tenure and promotion. College leadership is quick to promote that option, and encourages creative faculty to pursue that option. However, I'm not sure that everyone in the college T&P pipeline are clear on what creative activity entails or how to weigh it against traditional research.

Faculty need to be provided more support on issues of academic integrity--or at least we need to be not actively undermined by the dean. The punishments for plagiarism (at worst a 0 on an assignment or a rewrite) are a joke, and students have almost nothing to lose by plagiarizing a paper, since they won't be in any worse position than someone who just didn't do the work (and sometimes, in the case of a rewrite, are actually in a better position.) We also desperately need better accommodations processes for students with disabilities who need testing. We don't have the space to test students, we don't have the support staff, and we don't necessarily have the time to do this in a way that meets the legal requirements. It's absolutely ridiculous that there is not more testing space available at ODS.

I think that it's inhumane to require the FTIs to do service. I would call teaching a 4/4 load with no possibility of advancement service enough.

The status of long-term contract, non-tenure faculty is unclear and non-uniform across the university. This should probably be addressed in a more direct way by the faculty senate. What are their privileges in faculty meetings? How are they reviewed? What determines what responsibilities can be assigned to a tenure-holding vs. non-tenure-holding faculty? How is the balance of tenure vs. non-tenure faculty determined?

One-on-one feedback from my chair regarding my dossier and yearly performance is particularly helpful in planning my goals and objectives for the future.

Please remember your adjunct faculty. Current adjunct pay makes the decision to "re-up" to teach challenging. I am willing to receive less pay for adjunct teaching than I could make with a comparable time investment in my "day job" -- but the pay is so low that I'm taking an active loss in return for teaching.

Narrative responses about Diversity

If the University spent as much time and energy worrying about issues such as IT and academics as it does worrying about diversity, we would be in great shape. I am not saying that we spend too much time on diversity (what we do is needed), we just need this same level of effort in other areas.

Fraternities and sororities, along with UA staff who manage these organizations, have a vested interest in the status quo. F&S pull down the academic achievements of our students.

I continue to hold grave misgivings about the Greek culture on the campus because of its inherent tendency to discriminate and discourage diversity.

Faculty = 70% male, 30% female

The university's hiring of faculty of color may seem as though there are sufficient numbers of people of color at UA, yet when examining retention of faculty it is clear that we are not keeping these faculty here because of a chilly climate. Furthermore, most focus seems to be devoted to hiring pre-tenure faculty of color. We need more concerned efforts to hire associate and full faculty of color. These priorities should be central in the provost's office and should not be an individual program/department initiative. Additionally, diversity does not solely equate to racial/ethnic representation and climate. LGBTQ faculty and faculty with disabilities, in particular, are deserving of intentional recruitment and climate initiatives.

Diversity is about more than skin color. I feel the university is placing unnecessary emphasis on hiring persons of color, just to up the numbers, without making sure this is an environment in which they would want to work. There seems to be a system of being proud about saying how many Blacks are hired (which is still pathetically small), but many of them end up leaving because the environment does not support them - this also applied to the issues within the Greek System. Racial tensions are still evident here and I do not see STRONG leadership from the top down to ensure a supportive and safe climate for all persons. There are many issues with gender and sexual orientation inequality that are not being addressed at our institution as well.

The racial divide is repeatedly ignored by administrative leadership

The problems of attracting quality minority faculty to this campus are legion. Under existing circumstances, departments are doing the best they can. But the problem is systemic and, as such, is related to the ridiculous reputation this University has--and rightly so, unfortunately--for being a bastion of white privilege. The unintegrated status of the Greek system, the unchallenged power of the (nudge-nudge, wink-wink) Machine, the semiotic insanity of lining up University Boulevard and Bryant Drive with plantation homes for Greeks that outdo the Old South in ostentation, the SGA's absurd power to determine funding for student activities, the spillover of Machine politics into local elections, the destruction of neighborhoods in the vicinity of the campus along with the transformation of numerous decent homes near campus into frat and sorority party houses and the unavailability of reasonable housing for new faculty in close proximity to the campus, not to mention the sad state of most of the public primary and secondary schools, make Tuscaloosa a difficult sell to anyone who isn't from here and to many who are. The faculty senate should be addressing this problem!

more scholarship opportunity for minority students. Minority shouldn't just mean African-American at UA, but it does.

Let's hire and recruit the best and brightest and not worry about race, gender, etc.

Departments should be provided with more information about students qualifying as "diverse" who show interest in the major.

What do you mean diversity? You should have defined diversity before this section. Is this strictly an issue of race or does it encompass religion, ethnicity, and economics as well?

my department doesn't hire people over 35

We play a good game in this regard but ask for resources to actually do something about it and you get a bunch of legal talk. Well, the law won't allow us to target any group. The budge is too tight at the moment. I'd have more respect if we'd just say we didn't care.

Diversity statements are pro forma and typically ignored.

The Greek system at UA is the epicenter of organized bad behavior and criminal activity in student organizations, as it is nationally.

Scholarships based on standardized test scores go to rich kids (that can take prep courses and many attempts). Almost all of these kids are white. This strongly reduces diversity.

U of A lacks the progressive leadership to attract diverse faculty and students, this in part can come from faculty leadership but only in part.

Please be clear what you mean by diversity. Do you mean a diversity of opinions? Do you mean a diversity of skin color? What do you mean? It seems like diversity is a code word that means whatever the speaker wants it mean and then used to persecute those who have a different opinion. I want good faculty members dedicated to teaching and doing research or creative activities with their own discipline.

UA needs to take care that we don't hire too many folk from the Southeast....we risk much in terms of too much sameness of approach by hiring so many from this part of the country.....

No real diversity for faculty and students

I am in a department that professes a commitment to faculty diversity but in which the members of which are strongly opposed to any measures that would in fact lead to any much needed steps that would in fact achieve greater diversity. As far as I can tell, student recruitment and admissions policies are aimed at improving diversity of the student population, but there is inadequate support in ensuring student success of particular minority groups. Segregation in student politics and the Greek system at large is appalling and efforts to address this problem have failed to meaningfully address the underlying issues.

I don't see this as a problem in our college.

I don't value diversity to the degree that this survey does. I would like good students who want to learn and I am not concerned about their other characteristics.

Greek Letter Organizations and their secret society subset known as The Machine is completely counter-productive to the mission of the university and the fostering of an inclusive culture and citizenry amongst the students. The faculty must take a strong stand against their undue influence and destructive goals which lead directly to the suffering of both students and the town in general!

1)) Obviously, the Greek system is an enormous problem. But I don't see this University--or really, any other--doing much more than cosmetic treatments, band-aids. Little has been done in the decades I've been here. 2) Diversity should not be achieved at the cost of quality. UA needs many more remedial classes, especially in writing and composition. We need dozens and dozens of pre-baccalaureate courses in English.

In my college there are very few minority faculty, and one such senior faculty member is leaving. With about 12 new faculty hires in the past 3 years, there have been no minority hires and no discussion of the need for such. Policies on scholarships at UA are destined to support children from elite educationally advantaged backgrounds, working against the effort to diversify the student body with minority students with good, but not elite, credentials. Is this institutional racism?

Obvious continuing issues with the sororities and particularly fraternities.

There are some serious concerns with Greek organizations that I think are valid.

The Greek system is still segregated.

There have been a number of discussions regarding diversity and stating that there is support of diversity. However, there have been a number of instances when well-qualified faculty and staff have not been hired or promoted.

A number of units rely very heavily on entrance exams such as the GRE which we know reduce the diversity of applicant pools.

UA may be the largest university in America not to have an independent graduate student government organization with control over their own student fees

UA could be taking more strident measures to hire a diverse faculty and to accept a diverse student body.

The Greek privilege system is problematic and creates a regressive community that enhances segregation and negative national publicity for the university and the State of Alabama.

The situation with the fraternities and sororities is a national, even international, embarrassment. Leniency with racist infractions perpetuates negative stereotypes about the south and about UA in particular. Make (highly) visible efforts to address the legacy of racism and have a no tolerance policy that results in the suspension of not just individuals but organizations.

There is NOT enough done to stand up for integration of the Greek system. It's outrageous and so completely behind the times.

The support and highlighting give to the Greek system is a shame.

the greek system and the machine still have too much control over student organizations

Retention of faculty of color is not shared across the university. It ranges greatly from hostile to ambivalent to encouraging. There needs to be more efforts in retaining and creating an environment in which diversity remains. It is not sufficient to hire a diverse faculty if they do not remain and receive tenure.

Diversity, in my opinion, is often couched in terms of racial diversity when in fact the diversity that should be valued is diversity of ideas and perspectives.

I have no idea what the policies of social organizations are and don't know what UA oversight is. Student professional organizations are open.

Why we continue to support the greek organizations when they are a MAJOR barrier to diversity and inclusion is beyond me. They are a vulnerable spot that can undermine all the academic progress UA has made in the last decade with one video or tweet. The administration is just LUCKY they have not yet faced a University of Oklahoma situation, and we need to stand up to the greek organizations and the liability they pose.

We need a Chief Diversity Officer!!! We need to reduce the social class power disparity- the Greek system has too much power because and we invest too much in them. As long as we have this hierarchy, diversity will not be achieved.

This campus is certainly more diverse than it was when I arrived, but I don't think it is what it could be.

The university does almost nothing to combat racism, especially in the Greek system.

How do you define diversity? Is class part of this equation or only race/ethnicity/gender?

"A few highlights of many issues:

Our campus is the least diverse campus of several which I have experiences. Prejudice is obvious in many facets, which includes the Greek system. My experiences support that UA students and administrators are so abusive in the area of diversity that it constitutes aggressive disciplinary action, yet administrators tend to cover up any such instances instead of confronting them as intelligent leaders would do. Overall, this gives the impression that our campus is not an academic institution. There is a serious lack of intellectual thinking on this campus to the point where it is embarrassing to anyone external. Two solutions to eliminate aggressive discrimination on this campus would be to end the Greek system and suspend the football program until the pursuit of academic excellence becomes apparent. Of course this is drastic, but I believe that our campus being ranked as the least studious university in the USA is ultimately tied to diversity issues, unusually low state GDP per capita, low property taxes the sustain our weak K-12 system, and to the corruption of our administrators."

[Comment redacted]

When I look at the upper executives here on campus, I see many White men. I am also concerned with the lack of diversity in sexual orientation here at UA. With so many students of color and LGBT students feeling cut out of society, there should be more representation at the top of the organization and across campus.

Faculty diversity is an extremely difficult goal to achieve. We hire from a pipeline with too few people of color. That said, there are many best practices in place at other universities (including those in the South) that improve faculty diversity that are not in place here. Given our history, it is our responsibility to try that much harder to achieve diversity, both in terms of hiring and retention of faculty of color. Beyond our history, we also owe our diverse student body a diverse faculty. We also owe these students equal opportunities to take on leadership responsibilities in the most influential student organizations. Clearly on this measure we are allowing the inmates to run the asylum and it is our responsibility as educators and citizens of this state to actively dismantle the Machine, the Jaxons, and every other silly underground, undergraduate organization. And note that I say this not as some presumably liberal faculty member, but also as the spouse of a third generation Greek alumnus of UA. It is well past time to be done with this nonsense.

Sororities and Fraternities are the main problem with diversity. As long as UA continues to promote this lifestyle UA will continue to not have a diverse population. As long as UA continues to recruit in higher income areas and from out-of-state, UA will continue to have a diversity problem. As long as UA continues to pour money into the building of plantation houses for these organizations UA will continue to have a diversity problem.

The Greek system is still much too lacking in diversity and fairness. Pledging activities for freshman students during fall semesters should be prohibited--because freshmen are just becoming used to being college students. Adding Greek responsibilities on top of the pressures of being college freshmen is far too much. Greek pledging should not be allowed until spring semester of freshman year.

I am not sure about faculty diversity at the university level, but I think it's an issue in my department. I am not sure about other student organizations, but clearly, lack of diversity is a major issue in the Greek system.

There is really not a lot share regarding UA diversity initiatives. My college speaks about the importance of diversity but no real strategy or plan is implemented.

Concern that there is not enough oversight for selection of students to honor type positions, preferential seating at football games, entirely too much control by the Machine.

It is very discouraging to work on a campus in which the administration appears to "look the other way" or even worse, to sanction the discrimination that openly occurs by The Machine/Greek Organizations on campus. Our university has so much good that is going on, including a diverse student body. However, it is all overshadowed by the fact that there is active racism and discrimination occurring on campus and the administration appears to sanction it, due to its reliance on money from the Greek alumni. It is very disheartening to work on a campus where this occurs. I see the new (UA financially-sponsored) fraternity and sorority buildings going up on campus are like temples of racism and classism and a sign that rather than trying to address the discrimination that occurs on campus, the university appears to be "doubling down" and investing in them. The university has to find ways to be less financially reliant on money from Greek alumni so that this issue can be sufficiently addressed or else talented faculty and students are not going to want to come/stay here. Leading UA to become a Tier 1 research institution appears to be a clear path to moving in a new, positive direction.

While policies are in place to support diverse faculty, the actual practices do not support this. While diversity in the student population may initially appear good, not enough is done to support and retain diverse students at the university through their entire academic process, such that most who enter also graduate.

The problem is people who are FTTI an large amount of the teaching but are not "faculty." I love the hypocrisy of a university setting: preach tolerance and welfare and pay admins nothing. What a liberal joke.

The Greek system is quite segregated.

"As the flagship public institution in a state where 30% of the population is not white, UAs campus should reflect that reality at the student level. Given the history of UA in terms of racial, gender, and LGBTQI issues (some in the very recent past), changing the demographic profile across campus should be the number one priority.

Students should also be exposed to faculty from all backgrounds in terms of social, racial, gender, nationality, and economic status. Our faculty is woefully non-diverse. As long as the Dean's Office refuses to acknowledge that minority candidates run a very broader gamut, and does not provide real support for faculty from underrepresented backgrounds, nothing will change. We need to hire minority faculty at senior positions in all departments to indicate a real change."

"The tenure criteria are not well defined, executed, and manipulated in some cases.

Faculty hiring process in COE is funny in some cases. For example, additive manufacturing hiring committee was chaired by ME head with members of AD ,,,. None of them has expertise in manufacturing. What a hilarious committee! In other cases, committee decisions were trampled by the department head and other administrators."

"The student organizations that I tend to see lean towards heavy white upper class sorority (just sorority, just mainly white sororities) representation for whatever reason.

I do not know that numbers on university wide staff representation. I feel it would be wrong to make guesses on race, gender and sexual orientation representation based on my limited committee work and walking across campus viewing folks. I think it would be more appropriate to ask folks about their own College or Department. Thanks!"

I am pleased with the faculty senate's emphasis on racial diversity and the Greek system.

The University of Alabama has an ongoing image problem based on the racial divisions in its Greek system. Like the President of the University of Oklahoma, we need strong, united leadership that sends a message to fraternities and sororities, using the leverage it has since these houses sit on state property and their organizations receive generous loans from the university for their mansions. Given Alabama's general national reputation, it is such an embarrassment for the University not to take a strong position on segregation practiced on its own campus. Attracting black faculty and top-tier students is severely crippled by the University's tacit approval of the ongoing racial practices.

Concentrate on recruiting foreign students beyond China... The Chinese economic bubble will burst eventually. UA is depending on WAAAAAY too many students from China.

It seems to me that years ago when I first arrived, diversity was more valued than it is currently. As females vacate faculty positions it is more common for those lines to be filled by white males.

None of the precise mechanisms used to make these decisions seem to be available. We're left to look at the outcome (how diverse is the faculty and the student body?) and infer from this what the policy is. Of course, this may not make sense. If the faculty or student body is not diverse, this may be a consequence not of a lack of attempts to make it diverse, but to a lack of qualified minority applicants. Unless the mechanisms by which decisions are made are made clearer, then it seems impossible to evaluate them.

Student Government equal Greek life. It reminds of President Dwight Eisenhower warning about the "military-industrial complex". It is now so engrained it is hardly ever mentioned.

Understanding that it can be a difficult sell to get qualified candidates with diverse backgrounds to come to Alabama, I still think more could be done.

Actually, I think the hiring practices in terms of diversity are somewhat skewed in the opposite direction - to the point of over-representation of diversity. As to whether or not that's good or bad, I can't say.

The Machine...please...there is nothing more annoying than obsessing about student politics, but faculty hires are a different issue and need to remain a priority.

Some student organizations, particularly fraternities and sororities, appear to have a culture of discrimination against racial minorities and create a hostile environment on campus.

Lilly-white fraternity/sorority culture roots for all-black sports teams. Ironies abound.

"It seems that the diversity addressed in the suggestions pertain only to the ""race"" of individuals. UA needs to have a broader view of what diversity really means and stop making race the issue. While diversity in race is an important issue, too often it's being used to hinder as oppose to promoting diversity issues.

For example, having just one black faculty on a search committee, does not make it a diverse search committee."

It's a joke to pretend that the faculty is "diverse." Unless by diverse you mean comprised mostly of spousal hires. I can list numerous fake job searches that have been conducted on this campus over the past few years, just to insure that faculty members' spouses or partners have jobs. And as far as student recruitment, the huge increase in out-of-state students over the past few years should tell you all you need to know. Out-of-state tuition is extremely high, so that only the wealthiest can afford to come here. And some departments on campus look like the 13th grade for Mountain Brook.

From my perspective as a faculty advisor of student organizations, the Greek organizations appear to dominate the SGA financial support and governance structures. Not sure this is avoidable or desired, but prevents the development of a truly diverse student body and representative organizations.

We have lost several women and several African Americans without any replacements.

Little effort at administrative levels to ensure diversity is found in faculty ranks. Calls to broaden searches help, but when candidates are relatively even, I have not seen a push to challenge committees to expand diversity.

I would like a "strongly" instead of "completely" for these answers but I stick with the strongest category of response here - we have to think beyond bean counting of nonwhite students as a way to measure diversity on our campus. We need to think in terms of climate, for one, and we have to be better about multiple modes of diversity and not binaries. It is imperative that we keep working on black student enrollment/retention and black faculty/staff/admin hiring/promotion but we are not nearly sophisticated enough in our policies, practices, or messaging around other forms of diversity and the ways they overlap and combine. Momentum seems to have swung toward a VP for Diversity and even with the new renovation the Ferguson is not a multi-cultural center - the student services spaces that grew the most in the new building are SGA (machine run, predominantly straight white), Frat/Sor Life, and Dean of Students. We did nothing to support the 500+ student orgs that actually represent diversity on our campus, the entities that do 85% of the diversity programming on our campus are spread across 3 divisions and multiple colleges/dept's, making it incredibly hard to have a coherent impactful set of events or dialogues even around things as massive as the Selma commemoration. We have to do better on this. The 21st century will simply pass us by otherwise.

As everyone already knows, diversity is lacking in some of the Greek organizations and in SGA. That the new SGA president is having trouble appointing his own chief of staff is egregious (because of Machine politics). Other students groups, however, are making progress and are even contesting the presence of the Machine on campus, so there is some hope. But as long as the Administration enjoys the status quo, then chances for improvement are small.

The segregation of the Greek system at UA not only makes us a joke as a serious academic university with our colleagues in other places but it also significantly impacts our ability to recruit either a) students of color or b) White students who see a segregated Greek system and think we must still be in the 1950s Jim Crow.

There needs to be a Diversity Office and Officer at UA to monitor diversity and to connect the many diversity initiatives across campus.

The frat and sorority influence on campus particularly with administration is an embarrassment

All you have to do is look around to see that there is a real lack of diversity in many areas of our campus. Our faculty should reflect the makeup of our student body, and there shouldn't be such a contrast in race between faculty and facilities staff. If we didn't know any better (just from a quick visual analysis) you would think we were still in the old south. This is completely unacceptable in a research university with lofty aspirations for reputation and prestige such as ours.

This campus is MUCH more diverse than it was even 10 years ago. Not just racially, but also culturally (both within the US and internationally).

UA strategic diversity plan does not ensure adequate planning, evaluation, or systematic allocation of persons, programs or monies. A ship without a captain. Consistent efforts are improbable when clarity lacks coordination.

"The discriminatory policies of sororities and fraternities are disgraceful. Not enough has been done to deal with this.

In fact the general perception is that the university administration and overseers have worked against the solution of this problem. It is a blot on the honor of the University and the State of Alabama."

Until UA fully faces its issues with the Greek system with more than PR babble, this will continue to be a problem.

Administration needs to temper support for class-based organizations, such as fraternities and sororities--and not simply because they operate secret societies that corrupt the politics of campus. I think the university needs to take bolder stands against segregated organizations that use campus funding, and prime campus real estate.

We try to hire diverse faculty in our department. I do not know about others or if student organizations have changed.

The abundance of affinity groups in the MIS program help assure that each student has a place when they can feel represented and empowered.

"Greater clarity, both from the next president and from other segments of administration, would be most helpful in emphasizing that we're not just paying lip-service to diversity issues on this campus. While actual actions taken may have been effective in the past year or two, communications haven't been very clear and the communication process has felt more like a PR machine response than someone taking a stand on a clear moral and ethical issue.

Ideally, the university would also get out ahead of the problem of a lack of economic diversity within certain student organizations on campus. Or at least, articulate a reason better than tradition (and fundraising) for massively subsidizing organizations whose members are wealthy without demanding those same organizations decouple membership from social and economic class."

The questions should distinguish greek organizations from other organizations,

In comparison to regional, let alone national standards, UA is sorely behind in creating the institutional and administrative changes necessary for creating a diverse and inclusive environment for faculty and students. If appropriate measures to gauge retention were in place, this would provide clear evidence.

A broad definition of diversity would be helpful I believe. Currently the supported definition is very narrow, and this is detrimental to the university culture and to the experience we provide our students in the classroom. The Greek system merits greater oversight (for diversity among other things) and less financial support (such as nearly free land rent) from the university.

Univ. is already pro-active in hiring diverse people. However, more needs to be done in relation to diverse people who are faculty here already. Whatever happened to the diversity task force? A vice-president for diversity? Fac/staff that have been on campus for a long time need more diversity (i.e. non-WASP) awareness sessions.

I am not fully aware campus-wide. However, within my department, diversity among the student body is practically missing.

The Greek system as it currently exists at UA stands in direct opposition to the larger academic and service goals of the University plain and simple. The goal of creating more enlightened, thoughtful and socially responsible students is greatly hindered by the existence of the Greek system in its current form. Further, the expansion of the Greek system without any serious attempt to address the systemic racial discrimination implicit in current policies is a powder keg of bad publicity waiting to explode if a serious journalist from a national media outlet were to take the time to come here and report on what actually happens in the Greek recruiting process and its subsequent influence on campus politics. Not addressing the longstanding and deeply troubling problems within the Greek system is the greatest failing of the previous two administrations and I sincerely hope - for the future success of the University - that the next administration has the courage and the conviction to fundamentally alter the way our Greek system works.

We used to have one of the highest minority representations in the US. I believe this has faltered. The MEP in engineering probably lacks resources.

We have no real mechanism for increasing diversity of faculty other than urging by the admin. to do so. As an institution we are at a disadvantage to recruit the very few (at least in sciences) minority candidates yet there is no program to try to help departments actually hire underrepresented faculty. There is talk but no money, and no organized sustained effort.

Faculty and staff should have mandatory diversity training. I came from 25 yrs in industry/private sector before teaching here where this was required and it have not seen anything on this in the 13 yrs I have been employed here.

Many Greek organizations seem to have clear whites-only policies. This is obviously racist and despicable. The university is culpable in this racism because it does so much to support these segregated institutions.

The University must continue to push campus social organizations to incorporate a diverse membership as a fundamental operating principal. In addition, there should be a zero tolerance policy for intolerant and abusive behavior toward LGBTQ and other minority groups.

UA has a long way to go on diversity within the student body. Although my college is historically female, this is changing in other parts of the country much faster than here at UA. Same is true of faculty. Most of the faculty who teach here, went to school here and stay here and have never been exposed to other campuses or ideologies.

Still segregated greek system in 2015...fail

This place is still an Anglo-Saxon male cesspool that needs to be cleaned out badly.

The University MUST change their definition and view of what qualifies faculty as minority representatives. It is my understanding that currently the only recognized minority is African American. When we have departmental committees that require a minority to serve on them, I cannot begin to understand why we cannot utilize faculty in our departments who would be considered minority in any other organization. This is also a detrimental issue when we are doing new faculty searches.

We have a long way to go. I don't see diversity as a campus priority.

Again, I'm new, so I don't know, but my first impression is that diversity is valued and there is intentional effort in creating and maintaining diversity.

none

As we repeatedly see in national news, the Greek everything at UA is rife with racism that is facilitated by the very structure and functioning of Greek societies, such that anti-democratic/anti-representative practices are allowed to affect not only campus politics, but Tuscaloosa politics (e.g. school board elections) too! This is a national and international source of why UA is not perceived as a fair and diverse place for student life.

I am very concerned about the activities of "The Machine," and their blocking of the current SGA president's nominations for cabinet members. This perpetuates racism.

The University claims that it has hiring policies and practices to ensure hiring diverse faculty, but in reality, when occasion has arisen in the past, support was not exactly forthcoming and it was not explained to the search committee why this was so.

The climate the university promotes with regards to student learning is terrible. The university allows wealthy, privileged, racist alumni to control too much of the climate here - the Greek organizations should be completely overhauled or dismantled.

"Regarding diversity. In hiring we advertise freely. Qualified persons can choose to apply.

I am tired of worrying about diversity. I don't care. I will support hiring any person, provided they are qualified."

The continuing discrimination policies and practices by fraternities and sororities is an embarrassment to the university on a national scale.

The lack of diversity in our Greek system should be an offense to any right-thinking person,

Obviously, as the international news has shown, the US Greek system presents substantial challenges related to diversity.

Excellent. Sometimes, we go out of our way to make everyone feel welcome. Frankly, your qualifications prepare you to perform. You choose to perform well if you wish. One's diversity (e.g., gender, ethnicity) should not matter. Do the work.

The greek system.

Dealing with the segregation in the fraternities and sororities, and the continued presence of the Machine on campus and in off-campus politics absolutely has to be a top priority for the university. It is utterly disgraceful that this has been allowed to continue so long.

There are fields in which a diverse faculty, for typical definitions of diverse, is effectively impossible. There simply aren't enough people of the appropriate groups in the nation of the right profession to fill positions. Hiring policy cannot change this.

Narrative responses about Benefits

Medical plan does not cover therapies for a child with autism.

I wish we had a choice of more than just BCBS of Alabama for dental.

Parking policies disregard the needs of aging issues among faculty and staff. Parking inavailability steals time that could otherwise be used for teaching and research. Parking troubles serve as one of the major contributors to troubled morale and less-than-satisfactory campus climate among faculty and staff.

Sponsored adult dependent benefits are frustrating at best and marginalizing at worst. I have had numerous negative experiences with HR and their ignorance with policies. These policies should not be championed by one person - everyone in HR should be familiar with all policies. Additionally, as a gay/queer man, I have been quite frustrated with the lack of awareness around LGBTQ health issues in the faculty/staff clinic. Their staff should receive more training and have greater understanding of the unique health needs of all constituents, including LGBTQ people.

Costs seem to be going up while services offered go down. I am thoroughly confused by our vision insurance.

Employees with chronic medical conditions are charged more although they pay much more for medical expenses. The out-of-pocket cap excludes "non-network" medical costs which are the only options with some conditions.

Prescription drug copays have risen considerably, to the point where prescription drugs are now becoming a real employee economic burden and something I worry about a lot, even with full coverage.

These response options are useless.

What pharmaceutical Plan??

Parking should not be used as a revenue-generating activity. It should be free for staff.

Out of pocket costs are going up all the time.

Parking fees are ridiculous.

I haven't studied this stuff.

It seems like there is too much focus on how to pay for everyday medical care and medicines. The real issue with health insurance is major medical events and expensive tests.

I am highly dissatisfied with the cost of my birth control, in fact so much so, that I have decided to stop taking it. \$40-50 (w/o copay) on a monthly basis are not affordable on a FTTI salary.

Coverage for some procedures not adequate. Prescriptions need lower copays

I'm really pleased with the health-care plan.

When two faculty members are married their dependents should receive full tuition. Anything less is devaluing the benefits of one member of the couple.

I would love to see a more flexible childcare option available for UA employees. A part-time or drop-in child care center would be so helpful and would have a tremendous impact on the productivity and flexibility of dual-career couples.

Everyone would like to get more for less.

The flex card aspect is mysterious and difficult to navigate, especially for dependent care and how to pay the Children's Program on campus through the dependent care part of the flex card system. Another insane problem.

I don't purchase the vision or the dental plan because each is too expensive. As for the medical and pharmaceutical plans, each goes up every year, which in this world is to be expected. But I would like to know what the co-pays are going to be for a given calendar year before we have to submit our HSA requirements!

Although I know this is not caused by the University, the decrease in maximum benefit for the Flexible Spending Account has had a detrimental impact on the affordability and level of care for my family.

I think UA needs a +1 option for LGBTQ couples--the option in place now means that these couples have to pay the same rate as large families, even if the couple is childless and has no other dependents.

A parent with one child pays the "family rate" just like an employee supporting a spouse and multiple children. It's grossly unfair to favor certain employees because of their family status. There should be a Plus 1 option that allows us to designate a child or single family member.

The vision and dental plans are too expensive to be worth the purchase.

As an adjunct instructor, I don't receive benefits.

Don't have any benefits

The university needs to follow the local school systems (including Birmingham) when making decisions on weather closures. For dual-job families, when the university is open and school systems are closed it means that I must choose between my family and teaching class. Very un-family friendly.

It seems that co-pays continue to increase. This can become a way for the university to shift the burden. I would rather see premiums increase, holding to the current 75/25 obligation.

the question as worded assumes all questions will be answered by HR website. They don't. But their staff are very helpful when you talk to them.

The benefits for a single person are reasonable, but it is a pain in the neck that the cost jumps so much from a single person to a family rate.

The child care services on campus are woefully undersized relative to the population on this campus.

I do not pay for vision and dental plans because the premiums are the higher than my routine check ups.

When you have a 2 year wait list for child care on campus that is ridiculous.

I would like to see more HR/benefits presentations in each college/school - perhaps monthly videos on specific topic if individuals/HR Partners do not have enough time. Could focus on a different benefit each month: training & development; health care consumerism 101; tuition and other opportunities for our family, etc.

Parking is ridiculous. I pay \$200+ to park with the students. As a faculty member, I find it incredible that I have to pay for parking that is so far from my building when my salary isn't that high to begin with.

I am very happy and fortunate to have a job with the benefits that I have.

I am an adjunct and qualify for no benefits

It is very expensive in comparison to other plans that I had previously. Initial out-of-pocket expenses need to be lessened.

Parking has become extremely difficult. The parking lots outside my building are filled with students who park in the faculty lot. About half of these students have a green parking tag and are clearly neither staff or faculty. Parking management needs to crack down on students parking in faculty lots and also address the problem with staff or faculty members giving passes to students.

There is very little to no direct help given to faculty hires who have dual-career needs. This makes life extremely difficult in Tuscaloosa, where there are not many other companies. Being told to "look in Birmingham" is not satisfactory nor should that have to be the only option for a faculty spouse.

Adding the pharmacy located in the student health center would be a great convenience for full-time staff.

There has been an enormous amount of cost shifting to employees through increased co-pays and the cost of prescription drugs. This is especially burdensome when the ACA reduced the amount that could be contributed to Flex Ben.

Our vision plan is a joke.

Of course, I would like lower health care costs, especially lower deductibles. I know that this is difficult in the current market, though, especially because BCBS has almost monopolized our state's health care. I would like to see better prenatal/postnatal care, such as free prenatal vitamins and a better selection of breast pumps. Why is birth control free but prenatal vitamins aren't? They are in other states! (More nursing/pumping rooms on campus would be great too.) We also need more daycare options on campus, including the possibility of part time or drop-off care. The CDRC is wonderful, but the wait list is too long and the lack of discounts for families with multiple children enrolled makes it difficult to afford, and the required year-round care can be inconvenient if faculty wish to spend summers with their children.

Medical is good, childcare is good but insufficient in capacity. Dental plan is pathetic. \$1000 lifetime cap on orthodontia. That's realistic. For a DIY plan that I've dubbed "Brace Yourself."

Tuition reimbursement benefits and housing assistance are weaknesses of this institution, which are important while living within an artificially inflated real estate market.

As a employee with no children I would like to see an option for employee and spouse with a rate somewhere between individual and family.

"Child care is completely adequate. Our son went on the list when I was pregnant... after he turned 3, we were offered a spot. Really?! I understand there is some variability, but this is a sign of inadequate capacity. AND what are we supposed to do on snow days for the public schools? child care obviously is not on UAs radar.

As far as parking... what on earth happened to the garage on Campus Drive? why would we need so much 30 minute parking? who parks for 30 minutes? maybe during the first week of classes, there is an issue... but the rest of the year? seriously?!?!?! we need that parking. please."

Very good benefits and outstanding quality service from the HR Department.

The coverage for the medical plan as well as dental plan is not as good as what is available in industry.

I think benefits are fine and comparable with other universities. We actually have quite a few benefits (like paid maternity leave and domestic partner benefits) that comparable institutions in neighboring states do not offer. Childcare is a serious issue. When I tell anyone that I have a child at the university's child development center the immediate response is always either "You won the lottery!" or "Who do you know?" Either response is a clear indication that we do not do enough in terms of childcare. Finally, I am embarrassed to say this, but parking is the most serious benefits issue I face. My building is surrounded by defacto residential student parking lots. Technically they are faculty/staff/student lots, but there is never a space open at ANY time of day for faculty or staff. It is absolutely demoralizing to walk from a very distant lot past rows upon rows of student cars that never move. It literally makes me angry. I have been told that once the south deck opens that will change, but I really wish I had some guarantee that will be the case.

What we have for medical, dental, and eye care covers the basics. It does nothing else. It is a basic plan. It is not going to attract people to work here. This benefit needs to be improved and the main culprit is the pharmaceutical plan. Even though pharmaceuticals are overpriced in the first place, the plan needs to provide better coverage. UA needs to start lobbying the Pharma-medical companies to lower their charges and provide better training and counseling to doctors and hospital administrators about costs. In short UA needs to take the lead and start talking about some sort of Universal health care plan and then support it.

Co-pays are too high.

Nice to see you still privilege those faculty members who are married and/or have children and ignoring the rest of us.

Rates for all health benefits at UA are fabulous - UA employees don't know how lucky they are. Would love to see us have the option of a healthcare spending account (HSA) rather than a flexible spending account.

Information about benefits needs to be provided to part-time/temporary employees.

The CDRC was marketed as a benefit for faculty with children when I was recruited and during my orientation. My child recently got in to the CDRC after being on the waitlist for 4.5 years. I am not complaining about the CDRC and it's policies, but it should not be marketed to new faculty as a resource with that kind of wait time.

"After having the vision plan for several years I cancelled it as I was paying more for the premiums over the 2 year required span, than what the plan paid for on the lenses and frames on new glasses. I recent got a new pair of glasses. I did not get anything special. new frames, progressive lenses and a rather strong prescription. I paid over \$400.00 of a \$520.00 bill. At over \$5.41 a month over 2 years it wasn't worth it to me.

I find the co-pays and deductible on pharmaceuticals extremely high. I actually am thinking about joining a plan at Walgreens or something similar. I recently was ill and had to have several different prescriptions. Between the differences in the deductible and the co-pays I could have saved nearly 2 years of premiums and that is just on this one illness. I can't imagine how much people could save if they were on maintenance drugs."

It would be a great and helpful benefit if UA would increase the amount of tuition discount for employees' dependents--100% discount like some universities. I have 3 children that I hope will one day attend UA. With the tuition increases WAY outpacing my salary increases I fear they will have difficulty attending my alma mater. Parking here is expensive, too. It just feels demoralizing to have to pay to park where you are employed.

Our plan is excellent. Do not want it watered down.

Need for more quality child care on campus (such as expanding CDRC). Faculty are often recruited with the hope their child can go there, but in reality can't get in for 3+ years. The UA should also be working to ensure that the Tuscaloosa City Schools system is strong financially and in the curriculum offered and diversity within the schools. This is also a very important factor in faculty recruitment. If UA does not wish to do so, then they should really

consider sponsoring a UA laboratory school on campus (k-12). I have colleagues elsewhere who are specifically staying in their university position (rather than taking lucrative positions elsewhere) because their university's laboratory school is so strong. There really needs to be more support for working parents at UA, preferably with HR not within just the graduate school. I also think UA should look at offering faculty members more tuition benefits from their children to attend other colleges than UA, to be more competitive in faculty recruitment vs other universities where this is a much more common part of the benefits package.

I am a new employee at the University and I have been quite disappointed in the assistance from Human Resources. It seems that every encounter I had in signing up for benefits was much more stressful and difficult than it should have been. I am disappointed with the lack of timely response and belittling I have received from Human Resources. I am also finding out how poor our insurance is. I came from a small, self-insured entity that had much better health benefits than those offered at UA. I have received many bills for things that were fully covered under my previous plan. I must change ophthalmologists to stay within network. I spent many hours trying to find where to get glasses for my children, going to three different offices to find someone who offered a descent price. I never found the fully covered frames to choose from. I haven't yet had any experience with the dental plan, but my pharmaceutical bill tripled when I changed jobs! Disappointing!!! Has made me question my move.....

Mental health benefits are not equally provided or reimbursed, when compared to general medical benefits.

HR is not helpful at all, when you call for help you get someone who is rude and condescending. Very discouraging, you don't even want to call over there for fear of rude call and rude emails.

Had two kids while my wife and I worked her and there was NO policy for FTTIs who have children. Taught 7 classes to "keep it on the down low". Again, a farce.

I only recently started using UA health insurance and am still learning my way around.

My dissatisfaction with the plans stems from the fact that while I understand that (relative to the US healthcare system has a whole) we have it "good" it is still ridiculous that we have to pay co-pays for regular visits to the doctor (what are my premiums for if I'm also paying to see someone?), and that all costs aren't covered. The vision plan is particularly poor. The dental plan is better as long as you don't have any serious dental issues.

While this is not an issues for many faculty members, I think it is worthwhile to consider more medical coverage for females needing assisted reproductive technology. According to the CDC more than 7.4 million women ages 15-44 have used infertility services. I can name more than five tenured or tenured-track faculty members who have undergone this process and the expenses associated with it. Considering that many people decide to wait on starting a family until careers are in place or tenure and promotion has been finished, it is not surprising that many do not discover issues until they are in their 30s.

"Pharm plan continues to get worse annually. Flexible health savings plan is too complicated.

I would like to see a ""one plus one"" plan covering childless couples. We are a lot less expensive than families of 3 or more but are subsidizing their care."

There should be a option for those of us who park in decks, and pay a premium, to purchase an add on to park in faculty/staff spots around campus. It is a bit ridiculous that we pay the highest fee to park and are the most restricted.

I am extremely pleased with the costs and quality of the Employee Assistance Program. This program is exceptional and a necessity for coping with the stressors associated with being a faculty member.

I do not have UA insurance. Faculty should not have to pay for parking.

Mental health rates preclude use of many/any providers

The vision coverage is garbage. There is only one medical office I can find in town that accepts it. As far as the prescription drug coverage goes, that is not as bad, but it could be better. My co-pays for medicines that I have to have are still very high.

The parking situation is a joke. They don't have enough spots and anyone who claims otherwise is a liar. It's costing the university a fortune in lost productivity, turnover, and morale. Moreover, they could easily fix the problem since they know how many people work in each building; how many of them have bought parking permits; and how many spaces are available in that general area, but the truth is that they flat don't care. To make matter worse, anytime there's a fleck of paint missing somewhere, they close off ten parking spaces and set up camp; or the facilities folks decide they all want to eat lunch somewhere and jam up the parking spots.

"Parking for faculty and staff is insufficient and should be free of charge (Which other company charges its employees for parking? And then does not provide sufficient nor convenient parking space?) There is an incredible lack of planning regarding parking. The current parking situation at UA can only be described as frustrating and wastes an incredible amount of faculty time.

Childcare service availability needs to be improved!!!"

Less and less every year seems the mantra for prescription benefits. It adds up.

The childcare services offered on campus should be greatly expanded, because I know many colleagues are unable to enroll their children, and the only alternatives in Tuscaloosa seem to be religiously affiliated.

As someone without kids, I feel I am expected to be available much more than my peers with children.

To my knowledge, benefits are not available to adjuncts.

It would be nice if the medical plan was slightly reduced from what it is now.

As regards Rx benefits, BCBS covers different amounts for the same medication at different times (and I am not talking about the copay at the beginning of the year), using standards that are completely mysterious to me. To understand this means calling BCBS and waiting on the phone for help, or just paying up. This is frustrating to me.

University has to find a way to support dual careers other than thrusting unwanted faculty spouses on departments that are told to grab-their-ankles.

The vision plan DISCRIMINATES against those who wear glasses as opposed to those using contact lenses.

Again, you are treating me as a full faculty member when clearly I am not. I do not have benefits. Also, I 5d about dual-career couples because of the University's tendency to create positions for faculty spouses and partners, then run "searches" as if they are legitimate, only to miraculously find the perfect person for the position, a person who just happens to married to someone who is already on faculty. If that isn't supporting "dual careers," I don't know what is. Bravo, UA.

It is crap that the US passed the allowable roll over of flexible spending in the amount of \$500 and UA does not participate or allow. Nor, do they allow the option of a health savings account. Crap! Other places do in Alabama with BCBS

Although I have been to talk with HR several times in the past about retirement benefits and health insurance after retirement, I was not told about the possibility of buying back years of service from another state university. This was huge thisng to know. The HR director and staff always asked if I had service in Alabama, which I did not.and

now much more difficult to document back 25 years. Faculty search and recruitment should be honest with candidates who are thinking of coming to work at UA about the post-retirement penalty for retirees insurance coverage. I was told it might be much more affordable for me in the healthcare marketplace.

Lately, I have found the Human Resources department to be extremely helpful. The employees have been friendly, knowledgeable, and helpful. Very thankful for them.

As an adjunct, these are not available to me.

Specific coverages and rates are acceptable given we are a self-funded system. The pricing for Single to Family is punitive on married couples without children - I don't know of a single married faculty couple who uses the Family plan. The answer I was given by a HR administrator is that it pays off once you are married with multiple kids but that presumes I am staying here for 15+ years - not all faculty are and we are underserved in the meantime. I also expect UA to be fully compliant when and if federal marriage equality is granted this summer - any delay or obstruction there will be shameful, not to mention illegal.

Have been advised by my doctors that the dental and vision plans are not worth the money I pay. They don't cover what is needed.

I do not understand how UA can justify paying a 9 month faculty salary out over 12 months. I would like to be paid for 9 months over 9 months, instead of UA holding some of my salary back and then returning it (without interest) months later. Unlike most institutions, UA faculty have no choice of a 9-month or 12-month pay out for 9 months of work. Even UAH and UAB give faculty a choice. How can it even be legal for UA to withhold faculty pay without permission and then return it months later without interest?

Family coverage is very high compared to other organizations in this geographical area.

Drugs and co-pays keep going up. Even for just a few drugs it becomes a real financial factor every month.

"The rates and the coverage are different things so the responses to these questions may not be valid.

I am very glad to have my health insurance and glad it has a fairly low monthly rate. I do think it should cover a few more things. I am very appreciative it has covered my unique health needs, but some of my coworkers have been denied care their families should receive."

I feel like we could do much better with the rates for pharmaceuticals.

Couples who both work at UA should get a discount rather than having to pay the full cost of the family plan.

"(1) It is borderline impossible to get into the UA Child Development Center.

(2) Parking is too expensive, particularly for faculty/staff

(3) We have BC/BS but to be honest I think I had better coverage (both Dr. visits & Rx fulfillment) at UAB. The co-pays on Rx are excessive imo. I have to spend \$125 or more out of pocket for each family member (wife & child) before I get much benefit. At UAB Rx were priced reasonably from the get go. I think UA could do better in this area."

It is difficult to find any information on the HR website. I always spend too much time looking around for info whenever I have a question.

We should have tiered prices for parking permits. It is deeply unfair for low paid staff to have to pay the same amount for a parking pass as highly paid administrators.

In the immediately preceding set of questions there should be a choice for 'somewhat uncomfortable'. The answer ranges are too limited.

The coverage has been getting worse each year.

I feel the deductible is way too high. I also feel that the \$1000 lifetime limit for braces is 1 realistic.

I would love to have lower rates but that's not likely to happen.

The one year "vesting" period for dental prior to receiving full benefits is ridiculous.

The University health benefits overall are outstanding.

The coverage for glasses under the vision plan is laughable.

There needs to be a healthcare plan for couples without children that costs somewhere between individual and family. Also, the deductibles are too high. Last year I did not benefit at all from insurance--I did not go to the doctor, and I paid for all my meds because the total did not reach the deductible. I am generally a healthy person that gets sick rarely. But I hesitate to go into the doctor when I need to because in my mind we are penalized for "sick visits" by having to pay the deductible, while routine visits cost \$20. I had much better insurance at my previous institution (\$10 copays and no deductible) while I was still a postdoc.

Tooth implants to restore a tooth that have failed completely and been extracted are not covered at all. What is covered is a bridge and this is an inferior solution that has roughly the same cost. I perceive this as a cynical means for the insurer to avoid paying costs to restore teeth that have been extracted as if an employee can afford to pay for an implant out of pocket they will as it is a far superior solution to a bridge. That is, when you include the fact that a bridge requires that the two adjoining teeth to the extraction also receive crowns in order to support the bridge that cost approaches or exceeds the cost of a dental implant. Likewise, the insurance coverage for a bridge would be roughly equivalent to the coverage of three crowns. At the very least the equivalent amount of coverage for a bridge restoration should be available to cover costs of a dental implant. An implant is a far superior solution and it is expected to last a life-time. Whereas bridges typically need to be replaced at some point, adding further costs and the risk of further compromising existing teeth. I have had two teeth fractured and as a result needed to be extracted. I opted to pay for the implants out of pocket due to the difference in the quality of the outcome and future health of my teeth and gums.

Unfortunately, I have not had time to compare our medical plans with others. I do know that the vision plan is poor. There seems to be one doctor in Tuscaloosa who takes the plan (at Riverside Optical), and it is difficult to get an appointment.

If you're over 65 most of this doesn't matter

Health care benefits are better here than with my previous institution, which was similarly ranked and funded.

The lack of childcare is a significant issue for recruitment and retention of faculty with young children.

"Charging employees to park at work seems absurd. Every faculty and staff member should get one free pass.

I don't keep track of expenses very well, but it seems like my copay for medicines has been going up too fast."

We should have a high deductible option (with associated HSA plan) for those that want it.

I am covered for all of these under my husband's plan which are much better than UA's.

I recently discovered that the \$2,500 limit for pre-tax dollars to flexible spending accounts only applied to an individual. The Benefits Office should better advertise the fact that \$2,500 per person can be deposited into accounts for those with Family Plans.

Anything is better than nothing

There needs to be an option for a couple rather than a family. The cost difference between an individual medical plan and the family plan (2 or more) is extremely high, especially for 2 people.

Too expensive, especially given how much the university doles out to other areas. I'm not sure this university really respects its faculty and staff enough to pay wages comparable to peer and aspirational institutions.

The medical plan lacks an employee + 1 option, thus charging couples without children the same high rate as families with children. An employee + 1 option would be extremely helpful to those employees who do not plan to have children but who do want good medical coverage for their spouses or same-sex partners.

Based on my first exposure to the benefits, they are very much in line with my experiences from my previous private sector employer.

I worked at the university of pittsburgh and their rates and copay are significantly lower. I was disappointed that a bigger university such as UA fares so low on that aspect of faculty life.

none

UA needs to have a double hire/spouse hire policy in place to help double-career couples!

There is completely inadequate opportunities for childcare on campus. Please inquire with the CDRC about waiting lists, and you will see what the situation is: several hundred children whose parents are waiting for a spot to miraculously open up. My child is going to be two years old soon, and has been on five Tuscaloosa daycare wait lists. Finally, on 8 June, we will have a spot for him at a daycare that is definitely not our first choice.

"Copays are too high!!! The University has consistently raised copays to transfer the cost of health care away from the university to the employee. In effect, our salaries have been reduced by this.

UA needs to examine how other universities provide full tuition waivers for dependents of faculty. Raising the tuition waiver from half to full would be an easy way to increase faculty benefits, provide an incentive to retain faculty, and provide incentive to attract children of faculty to UA (many go to Ivy league or private schools where their parents earned degrees). My own alma mater, Baylor University, provides a full tuition waiver for children of faculty. Baylor is a member of a consortium of private universities so that if a child does not wish to attend Baylor, the child can receive the tuition waiver at one of the other universities in that consortium."

The vision plan has always been a little thin. I have always felt that the medical was excellent, even as premiums have risen.

The vision and dental plans are practically non-existent. I pay for most everything out of pocket for dental work, except for teeth cleaning twice a year. I pay for everything out of pocket in anything regarding vision.

Deductible is too high.

Parking for faculty is a huge problem. I have had to help elderly faculty carry huge loads from their cars parked blocks away from their buildings. Faculty have had to get to campus earlier and earlier to get parking which means we are working longer than what we are being paid. Students park in faculty spots with tags that are covered up or

illegally obtained somehow. They sit in spots to wait for their friends to get out of classes. There is no need to drive friends to classes on campus. The Mary Harmon Bryant parking lot at the corner of Hackberry and University is awful for faculty parking. Some faculty have to leave the university at lunch or during the day to pick up a sick child or whatever and are out of luck when we get back to parking lots near our building because students are parked in the spots. STUDENTS HAVE FACULTY TAGS AND ARE NOT FACULTY.

As the mother of a 16-month-old (my partner is also a full-time University employee), I am VERY dissatisfied with the lack of availability of childcare options for University faculty and staff. The CDRC is great, but it is not nearly enough to begin to support the level of need that faculty and staff have for childcare. I placed my son on the CDRC wait list when I was 5 WEEKS PREGNANT (again, he is now 16 mos old, so he's been on the list now for two years), and even after communicating at length with the staff at the CDRC (who are very helpful and understand the problems with the system but can do nothing to change it), we are no closer to finding him a space there.

I have had a serve illness that can not be cured. The BC/BS plan has been there for me.

Copays and pharmaceutical costs have risen steeply in the last 5 years. For family coverage, there should be a discount for single parents who are covering their children, but not a spouse.

The UA children's program does not support faculty well. Can UA expand the program to admit faculty's children to the daycare program. A certain number of female faculty is struggling to take care of their babies (without admission from UA children program), teach, do research, and do public service.

Dental implants are cost-effective procedures, but insurance for these is basically non-existent.

I do not have insurance through UA.

The vision plan is pretty crappy. It doesn't cover a lot of places.

Have not had any problems. I have found ways to make it (e.g., parking, benefits, insurance) work. We have it pretty good here.

Re: childcare services: maybe affordable for well-paid tenure track instructors, but 1 affordable for contract faculty, and 1 readily available! My child has been on the CDRC waitlist for FOUR years.

I am an adjunct, so I get none of these benefits.

There should be a medical plan option for single+1. In other words, there should be a medical plan option for couples without children instead of paying the same premiums as a family with 3 kids.

Parking costs are ridiculous, especially because there are no free options. This isn't a city with a real lack of space for parking--we shouldn't have to pay to do our jobs. It would also be really nice if the gym were free--wouldn't that actually help keep health costs down?

There has been an increase in co-payments over the years which I'm not happy with. The deductible for prescriptions is unreasonable, as is the deductible for allergy and asthma.

Drug co-pays and deductibles are soaring.

It seems unfair that there is a separate annual deductible for doctor's visits and for prescriptions. Do I remember correctly that these used to be blended together?

"The separation of the medical plan deductible among dependants is poorly structured.

The vision plan does seem useful with allowances provided.

Drug categories for the pharmaceutical plan should be more appropriate and kept up to date; new drugs don't get added promptly."

See my previous comment about adjunct pay. One way to help adjunct faculty would be to waive or reduce their parking permit fees.

That said, I'm glad our daughter was born in Canada because for prenatal care and birth we never paid a dime, never had to make an appointment, and never waited more than 10 minutes...

Narrative responses about Governance

It is hard to see any true contributions that the faculty senate has made over the last 5-10 years. It is needed, but it appears that administration pretty much ignores the faculty senate.

UA is run for the benefit of select few. We can read about the Board of Trustees. Bonner is the puppet of certain BOT members.

There is an appearance of respect for faculty governance, but not a belief in it.

What is the faculty senate's formal position on part-time labor in higher ed? Online education? The proliferation of upper-administration positions on our campus (Rose now routinely advertises one opening and hires two people to do it)? The student-teacher ratio on campus? The proliferation of student services positions? The invention of a two-tier faculty in which some are non-tenure-track and thus have little say in campus life? The extent to which some Departments rely significantly on part-time labor to teach their students? The future of the liberal arts on our campus? These are all national issues in US higher ed, of relevance to UA and its future, but we, as a senate, are completely silent on them and preoccupy ourselves, as a faculty senate, with the pet issues of those members who happen to have served the longest.

I would like to see stronger faculty governance.

It would seem that despite passionate faculty involvement in the Senate, their decisions are not always respected by upper administration.

From my perspective, non-tenure track faculty are ignored.

The current administration at UA is very insular, exclusionary, and autocratic.

It is difficult to enact change or contribute meaningfully through the faculty senate. Other joint governance bodies on campus that have a clearer charge are more effective.

I fundamentally disagree with the past president of the faculty senate in his relentless worship of the current administration. Issues of justice and equity have gone unaddressed and all the president has been able to offer has been the invitation to "trust" his judgment because he is a trusting person. Telling us that certain administrators are the finest in the history of this institution is not reassuring. What happened to GUY BAILEY? Now there was a person who was willing to challenge the status quo. Did he ruffle a few feathers? Get a few trustees a little upset? It's about time! None of the changing stories that have been manufactured during the last two years have provided closure or even clarity on the situation. But what it looks like, based on the way the story unfolded, was that Bailey was willing to take on some of the problems mentioned above -- the racism and child-abuse practices of the Greek system, for example -- and he got pushed aside for that. "Transparency" remains a huge governance policy here.

The Faculty Senate should have term limits. Three terms is a reasonable limit.

What we really need is a UNION! With actual power. What we have now is nothing. We have no leverage. We get nothing. The University routinely breaks its own "policies" because they are nothing more than policies, not actual contracts that they have to abide by. The disparities between how faculty are treated in different colleges and schools across campus is appalling. Some are very privileged; others get nothing (i.e., Business and Law versus Humanities and Fine Arts). This will not change without collective bargaining power and an acknowledgement that we all do the same job and should be treated equally.

The Senate does not represent the faculty at all. There is very poor representation of competent faculty on most university committees.

I would welcome the opportunity to serve in any governance capacity.

The university functions like a law firm intent on preventing litigation with student education as a secondary objective.

Dr. Bonner was an excellent provost and during her tenure in that position, I often commented that this was the best academic leadership I had ever worked for, at the department chair, dean, provost, and president level. I can no longer say that. It is an incredibly top-down organization, with faculty having little input in decisions that matter. I hope it is different when the leadership changes occur, but I have grave doubts that it will be different. It is much easier to close an organization than it is to open it up again.

If you stack the senate with administration aficionados, then real issues get swept under the table.

Shared governance is a reality only in little corners of the system. The corporate university is a command-and-control system. Administration is unwilling to share power and faculty are too busy to govern. Administration monitoring and interference with faculty knows no bounds. Tuition increases due to the expansion of the administration, not faculty increases.

The university seems to operate with a shadow structure, where most major decisions are not items open for faculty input. This ranges from academics and the key hires at the top of the structure and include athletics, where there is no elected Athletic Council, which is stunning.

Senate faculty has been far too genteel and soft spoken, needs to take more active positions and embrace strident language and confrontation with administration.

It is my experience that since the presidency of Roger Sayers academic affairs has had little or no interest in getting any input from not only faculty but deans and department heads as well. Furthermore, I think the faculty senate is too narrowly concerned with salaries (so it was basically bought off by Pres. Witt) and making partisan statements on matters of government policy rather than keeping an eye on academic quality. The faculty senate should be complaining constantly about a rule that allows students to drop a class without penalty 8 to 10 weeks into a semester.

I don't even seem to know what the Faculty Senate does. I cannot recall the effect of any single decision made by the Faculty Senate affecting my abilities as a professor. The single recent rule passed with a consequence seems to be the no-smoking rule. I am expecting the obesity to be next.

The faculty senate at this university seems to have no teeth. They debate important issues and make recommendations. But in the end, the administration seems to be unresponsive to faculty concerns and instead caters to the concerns of two parties: alumni and, increasingly, to the parents of undergrads. I've never been at a university before where the administration seems to give so little regard to the views of faculty members.

The university is run almost totally by the administration, which is in turn run by SACS. Faculty have virtually no say in anything important. The faculty senate is a joke and never deals with important issues.

The delay in getting information about agenda and (Draft) minutes for faculty senate meetings makes current access content near useless. The structure of the few meetings I have attended makes it near impossible for an outsider to understand how to access open meeting information or even influence the agenda or discussion at, or before, such meetings. Furthermore, secret meetings with members of the administration and the dictate that information shared at such meetings cannot be shared subverts the open aspects of the faculty senate and renders its leadership untrustworthy. This process makes the senate an organ, rather than a check, of the university administration.

Faculty governance is a foreign concept to this campus.

There has been decay in faculty senate's resolve to maintain faculty voice in governance and to hold the administration accountable for gutting the faculty handbook of faculty participation in decisions such as meaningful evaluation of chairs and deans. No longer does faculty dissatisfaction matter. No longer are holistic reviews conducted. It is a matter of meaningless questionnaires from individuals that removes the faculty's voice as a group in such evaluations. It is top down management, not shared governance.

My department prohibits me from serving on the Faculty Senate. I cannot recall the FS taking up issues of importance to contract instructors.

My sense is that the upper administration does what they want with little real consideration of faculty input.

The Chancellor and Board of Trustees need to quick micro-managing the UA campus.

I wish the Faculty Senate had more than symbolic power.

As far as I can see the faculty senate is a sham; they have no ability to influence university governance, which is dictated from the top down by career administrators.

Please see comments above.

In the midst of racism, unethical political activity , and nepotism on campus, the senate's primary accomplishment has been a smoking ban. What nonsense.

UA has same internal governance today it had when it was half its size. We are too big to keep running things in the highly centralized way we run things now.

Faculty input via the Faculty Senate has been lacking. Faculty Senate needs to be more active in voicing the concerns of the faculty in terms of increased enrollment, classroom facilities, classroom locations, and an increased emphasis on growing the University's research programs.

As a non-tenure faculty member of this campus I feel I am not represented or looked out for at all.

The Faculty Senate has not done enough to advance changes to the family leave policy. The one year addition to the tenure clock is appreciated; however, we are behind other similar institutions that offer a year per child (like Texas A&M, another SEC school). There is also no support in terms of salary while on maternity/paternity leave. It is up to the individual to negotiate this with the department chair. If you have no choice but to not teach for a semester because of a birth, the default if you don't try to negotiate for yourself, is to go without pay after the 8 weeks or so of standard leave are up.

I am not allowed to serve on Faculty Senate due to nature of position (non-tenure track).

I would be willing to serve but as a 1/2 time appointee i do not think i am eligible

I am an adjunct as as such have no input

I do not believe the Faculty Senate has done nearly enough to address faculty concerns and needs. The faculty senate is supposed to represent the faculty to the administration, but over the last few years it has acted more as a buffer between administration and faculty and done the opposite of their function by trying to convince faculty of administrative policies that are not in the best interest of this university.

My department head is secretive concerning some decisions and only appears to turn to policy when it is in his favor.

Where does any faculty senate have any power?

The faculty senate meets at a time when there are lots of classes--Tuesday afternoon. It's time to re-evaluate the time of meetings.

The University has become increasingly top-down in administration and almost all real effective faculty governance has disappeared in the past 20 years. We are developing a corporate model that is WAY too heavy with expensive top administrators. Why does the university conceivable need SEVEN associate provosts???? The faculty senate has been a rubber stamp for the administration in every case I can remember EXCEPT when they stood for the need to make Foster Auditorium a landmark site.

Too many spies at the Senate meetings, and too many long arms of the administration.

To be honest, as non-tenure track faculty I don't know how much say I have in governance and policy issues. I can only hope that others represent me well, and I try to voice any concerns I have at a departmental level.

University policy is consistently disregarded by administrators who have held office for prolonged periods, who have not demonstrated nationally competitive teaching, scholarship, service, and research contributions, and by administrators who have no employment experience outside the Tuscaloosa area. My experiences support that any opinion/action of junior people that opposes that of an administrator (and even students in some instances) is followed by aggressive and life threatening retaliations. Our academic climate is extremely abusive to the point where I question whether our administrators have lost sight of their purpose: to serve.

Faculty senate has become a marshmallow organization that never opposes UA administration on anything, be it parking, diversity, or academics. The very idea that the faculty senates greatest accomplishment in the last two years is to make UA a smoke free campus is ridiculous. Surely, they could come up with something that has to do with academics, workforce policies, enrollment, or even parking - instead they pick on the smokers with rules that can't be enforced. Faculty senate needs to grow a backbone and start dealing with the sorority and fraternity diversification problem. Now that would have been something to brag about.

I don't even really know what any of these questions mean. I don't know actually know what Faculty Senate does or how to bring up concerns/issues.

Why are policies not enforced? The no-smoking policy, for example. We are supposed to now be a smoke-free campus, but still people stand/sit around outside buildings and smoke. Also, the parking lots, especially the one near the ALI department in BB Comer, are filled with people smoking each time classes change. It's impossible to exit a car in that ALI parking lot without having to walk through a gauntlet of cigarette smoke. And the lot is filled with cigarette butts that the smokers carelessly and uncaringly just toss on the ground. What a mess. UA should not have a no-smoking policy that is not going to be enforced. If cars can be ticketed in parking lots, then smokers should be ticketed also. Let's completely ban smoking and enforce the ban with heavy fines--or else let's not enforce parking policies nor any other policy. How does a parking space deserve more protection than a lung?!!! Enforce the no-smoking policy!

Governance is top down, though muffled with copious verbiage. Senate is earnest, but ineffective. When main accomplishment of past several years is a smoke free campus, one wonders what is on the minds of the Senate and its officers.

"There should be some limit on how long someone can serve as senate president.

Senate president needs to be cautious about representing ""views of the faculty"" that may represent his/her own, rather than the faculty in general; the views of the faculty are much more often diverse and who's in charge can skew the perceptions of the whole."

It often appears as if administration and BOT acts within its own interests (pandering to the wishes of the Greek alumni/Machine) rather than truly listening to the Faculty Senate and honoring the wishes of the academic faculty

My day to day scheduled responsibilities, meetings, teaching responsibilities and scholarship activities currently prohibit my participation in the Faculty Senate.

FTTI have little or no voice. Migrant workers. Keep your head down and mouth closed and work.

It seems to me that the faculty senate has no real power, and too often reflects administration positions (see all of the fawning over Judy Bonner's completely inadequate, inappropriate, and frankly offensive response to the issue of sorority integration).

The faculty senate is not highly regarded by my colleagues. Having attended several meetings as a substitute I can understand why. The issue brought forth did not seem to have much of a bearing on faculty worklife, but represented the pet political projects of some individual faculty.

Retiring in a year--I don't think I should try and shape the future for others

As an instructor, I am not eligible to serve on the Faculty Senate.

Faculty has little voice in the real conduct of business. We are regarded by Rose as a thorn in me side rather than a resource to be protected or a collaborative partner.

I served as an alternate on faculty senate for the last two years. While I believed that they attempted to tackle some important issues, they did a poor job of informing faculty of what they were doing. It is unclear to me why they don't have a regular column in the Dialog where they list their activities.

Each Dean seems to set his/her own policies on governance.

The University is currently in a leadership vacuum. Our doubling, good for small groups that were struggling with viability, has hammered larger groups with some experiencing triple enrollments. Faculty growth in some of these units has been negative with everyone able to leave doing so (retirements and new positions). Several Dean have proven incapable of managing the growth. We are great at building buildings, but have put little effort into building a University. Sports appear to be the only endeavor where the University chooses to invest in excellence. The architect of this crisis sits in the Chancellors office and appears to be hand picking our new leadership. I feel as if I have no influence on governance or policy.

Faculty senate is good, but the workings of college-level administration and higher is deliberately obscure and breeds mistrust.

Generally speaking, y'all operate as a forum for tenured folks come to yell insults at the administration, like three-year-olds, and do little else.

Faculty Senate is a noble effort, but seemingly has little impact on the reality of issues that face faculty in terms of teaching load, salary, and overwhelming student numbers now.

At this point, I have too many duties within the department but I will not rule out future Faculty Senate service.

I don't fully understand how the governance structure works, so I am unsure how faculty views are represented or how seriously they are taken.

I think the administration basically does what it wants to do and the board determines what the administration does. I value the Faculty Senate as a voice but question its power to effect change.

University governance doesn't give a shit about faculty. All smoke-and-mirrors, and decisions are still made behind closed doors. Faculty Senate is the house Negro.

I am not able to serve on Faculty Senate, because I am non-tenure-track. Do we even have representation?

The faculty senate DOES provide valuable representation for faculty concerns and issues --- but I don't think the administration pays any attention. It is the provost's office that seems most indifferent to faculty concerns.

Decisions are made by the BOT not the faculty. Faculty have limited impact on policy.

There is little connection with faculty (in terms of knowing about Senate efforts) and little evidence of movement on what the Senate has as an agenda.

Faculty Senate is doing better at our job, though I would still like to see more robust discussion of key issues rather than stale committee reports. We effectively have small pods of faculty (each committee) hashing our major issues that affect the whole campus. However, the much bigger fish to fry is the lack of transparency in VP/Pres/Chancellor levels about campus decision - we talk a BIG game about being student centered but I don't see that consistently reflected in our decisions. See comment above about renovations to the Ferg - only some students were served by that, and only in certain ways. Events of fall 2014 make me worry that the System office is pulling all the strings and it's unclear who has any power to check that office - junior and contract faculty on our campus feel utterly powerless on that front.

Not sure how much the administration of the University listens to the Faculty Senate.

I have already served on the Faculty Senate for many years and believe it is time to give younger faculty their opportunity.

Without the voice of the Faculty Senate Shared Governance would not exist in any form at UA.

The faculty are increasingly being shut out of university governance --we are window dressing with the important decisions being made in Rose. Our senate is not very effective particularly compared to a decade or so ago.

I feel like the faculty senate works hard to address issues and represent the faculty of this campus, but their voice is not always heard or acknowledged, and they are not given the authority to actually affect change in many areas. Diversity is one of the examples of this. For several years, the faculty senate have been debating one or another of some sort of diversity issue, most recently what to do about some of the major discrimination problems that have occurred on campus, but also how to recruit and retain a diverse faculty, but I feel like they are powerless to affect real change in these areas due to a lack of support from administration. The senate members that I know take their roles seriously and their hearts are in the right place.

"(1) Governance is neither open nor inclusive.

(2) Faculty Senate is a joke amongst most Faculty I speak with"

Administration loves faculty senate because faculty senate serves to maintain the illusion that administration is attentive to faculty views.

I have served o the Faculty Senate already. I think other faculty in my division should serve because you can learn a lot about the University.

Governance through shared faculty/ administration vision and implementation decreasing or lacking entirely. Huge debt incurred without significant faculty input, a debt now necessitating financial management triage and educational restructuring lacking pedagogical wisdom.

The departure of President Bailey and upcoming departure of President Bonner have never been adequately explained, and certainly imply political meddling in the process.

Hiring of the current president, regardless of merits, without real faculty input or transparency.

The faculty senate can appear toothless, afraid to exercise and accrue power on behalf of faculty and students. I say this not only because Senate spends priority time working out bans for vaping on campus when so many other pressing issues face us, not only because the chair of the senate seems to understand his role as chief complimenter of an administration, rather than a policy watchdog on behalf of faculty: I say it also because the faculty senate seems no where to be found in supporting the labor conditions of the instructors on campus, on dealing with intellectual property protection for faculty, on allowing the administration to repeatedly frame the question about campus costs in terms of faculty student credit hours, rather than bloated admin costs, inflated salaries, and building expansions. It seems that faculty senate could do a better job asking for financial accountability on campus, and could do a better job actually running numbers--seeing where money comes in to campus, and to where it goes. It would also behoove Senate to investigate the growth of temporary instructors.

In COE, I haven't seen much evidence that the leadership values faculty perspectives on key decisions.

I am not sure about how the Faculty Senate values and respects my input. I do like the fact that it is easier for faculty to attend graduation now and that we are recognized.

The university is increasingly top-down, with input from faculty less and less considered

I get the impression that university administration doesn't listen to Faculty Senate opinions. This is very disheartening for me.

Univ. is already pro-active in hiring diverse people. However, more needs to be done in relation to diverse people who are faculty here already (token representation is not enough. There needs to be honest commitment to having diversity in committees at the college and University level) Whatever happened to the diversity task force? A vice-president for diversity? Fac/staff that have been on campus for a long time need more diversity (i.e. non-WASP) awareness sessions. Many in the University Senate seem to be uncomfortable around non-WASP faculty members.

The faculty senate agenda seems to focus on the wrong issues. For instance, this semester there was a big effort to set a couple policy documents concerning greek/campus integration. Worthy concern but I felt the policy was impractical, poorly written, full of "academese", and even had a major misspelled word in the title. How about issues like protecting tenure, pension contributions, teaching support in the face of huge increases in enrollment, increasing use of adjuncts, etc.?

University Standing Committees should be chaired by faculty motivated to properly lead the committee. It is also the responsibility of administrators who are the reporting channels for the committees to provide the charge and direction for committee work. There should be no "frozen" University committees.

Senators in my division don't seek input from colleagues before voting.

Non-tenure track faculty are not well represented on the faculty issues committee. Many committees are closed to non-tenure track faculty.

faculty senate is impotent...meanwhile a runaway bot, 3 presidents in 3 yrs, a segregated greek system...sga beats faculty senate every time...fail

As non-tenure track faculty, I don't think I'm qualified to serve on the Faculty Senate.

I see the Faculty Senate as a waste of time, energy, and breath. Little gets accomplished that promotes faculty involvement in governance.

We need to unionize as a faculty and bring issues of race, class, gender, and pay inequality to the fore.

I don't know if non-tenure/contract instructors are allowed to serve in the Faculty Senate, and I have little to no idea about what the Faculty Senate does, and who might represent me.

none

Simply put: the Senate has no teeth and some issues (like protecting elephants!?) to which it devotes time are completely ridiculous and make it look like a sham. With refreshments provided by the upper-level admin, we see the symbolic gesture of this. I am NOT necessarily asking for the Senate to become more agitated or activist-oriented. Furthermore, despite being a toothless, "yes-man" kind of (non)legislative body, the Board of Governors sees the Senate as somehow at odds with the BOG (attested to by the BOG's recent, incredibly pedantic and ill-informed presentation to the Senate). I am not suggesting that the Senate become an agitated, anti-BOG/admin body. 1. I am asking that this body 1) take its job more seriously (i.e. NEVER vote on leadership with the nominee(s) present! that was a sham!) 2) have leadership that starts working at ways and means of making this elected body more effectively able to substantively intervene in campus affairs on the behalf of those whom it putatively represents. Currently, given the events of this last year, I have no respect for the Senate as a whole.

My own experience on faculty senate (I am a current senator) suggests that senators are reported to rather than taken into account with seriousness in shaping priorities and action plans for the University.

I have served on the Senate before, and see a lot of "career Senators". While their service is truly selfless and appreciated by fellow faculty members, the UA's top down, heavy-handed administration has successfully hamstrung the Senate, which is essentially an ineffective body. Participation in the Senate is time-consuming. It should also be compulsory so that all faculty can become better aware of the issues they are facing with respect to faculty governance.

Thanks to all the senators who put in the time and effort. I really appreciate them!

Frankly, I do not know how my opinions can be heard by the faculty senate. I think it is most likely because the faculty senate in our department rarely reached out to me for my opinions. This is a bit disappointing.

I would really like to see the faculty senate take a more active role in pushing for serious change at the university, especially in relation to the academic issues of plagiarism and the issues surrounding racial segregation and the Machine. I want to be proud of this university.

It's not clear whether the senate has any actual power or influence over what goes on at this University. This is a very administratively-run institution where faculty have little influence on policies and decisions. It's quite different from my graduate institution, in which there was not permanent class of administrators running the whole show. It really was faculty-run.

Little communication about what various university committees do. Higher level governance seems out of touch with reality and lacking vision.

I've found my time invested in the Faculty Senate extremely enlightening and rewarding.

Narrative responses about Information Technology

"We ask students to bring a laptop, but we don't have the ability to support wireless activities in a class that has more than 10-15 people. This is simply unacceptable.

OIT seems focused on trying to be viewed as a research arm of the University when it should instead be focusing on ensuring that the fundamental technology is available to all faculty and students.

Classroom technology is not standardized at all, you have no idea what you will see in a given classroom, which makes it harder for faculty now that we are moving to a more centralized course scheduling module."

As a faculty person, using the Helpdesk drives me crazy. I know they are triaging, but it wastes my time.

Airports can figure out how to get large numbers of people onto WiFi but we can't, for some reason. Classroom multimedia computers are routinely a problem, such that many of us just stop calling the classroom help line staffed by students who try their best but they just aren't who we should be dealing with). Office computers routinely get kicked off the internet when the IP address is reassigned and you sit there for 4 or 5 min before getting a connection again--we clearly go "on the cheap" for technology whereas we should be on the cutting edge--we're likely on the cutting edge for special tech projects but I'm talking basic tech infrastructure. That I had to call tech support because the classroom computer takes 2 or 3 min just to open a Word document is just embarrassing. Staff who work with faculty try their best--it's not their fault.

Contacting the IT folks is not so much of a problem as talking with them. They are unsympathetic and often non-responsive ... telling me that they will "check it out" and get back to me, without ever bothering to "get back to me."

We need one common mail server for all faculty and administrative staff

Huge variation in podium equipment, layout, controls. If administration is going to schedule us all over campus, equipment should be standardized, not this hodge-podge that they have created and perpetuate.

IT support seems very good.

Never sure about the tech divide

has definitely improved in the past several years

Almost all technology related issues at UA are completely inadequate. Examples: The wifi in my science building is extremely slow. My graduate students rely on this for uploading and downloading data to their devices and they are impeded by our shoddy offerings. I have repeatedly requested upgrades and have been told that it is not possible. How are we supposed to compete on a national level with support like this? In the classroom I can expect my Tegrity lectures to be lost (not loaded) a few times each semester due to unknown problems with the Tegrity server. Furthermore, the CPS system is terrible. It does not interface well with other programs and a few times a semester my data is lost. This causes a flurry of emails from gunner pre-med students asking me where their "points" are for that day, because of course they never got them, thanks to the problems with the system. I do not need the aggravation. The biggest problem with technology on campus, however, is that when there is a problem with classroom technology, I have no idea who to call and I am often re-routed from office to office. This is frustrating and annoying. Truly these folks just need to join forces and assist faculty in getting to the job of educating our students. This is most glaringly obvious when standing in front of 250+ students and calling the "hot phone" in a classroom and hearing from the person on the other end of the line that they cannot help you and that I should call some other office on campus. Seriously? What is an instructor supposed to do? The instructor is stressed, nervous, and thinking about alternative ways to provide content for the day, vs. being caught up in UA tech office politics.

I know never ever to contact the IT Helpdesk except as a last resort. More often than not, they can't actually solve the problem. The fact that it is staffed with students who do not know what they are talking about makes calling the Helpdesk an exercise in extreme frustration.

There is no high performance computing provided by UA at all. There is no adequate backup for faculty desktop computers or data. The IT organization is focused on networking and does not care about the faculty needs. There is no data management policy and plan to store faculty research data to meet federal requirements. The IT Helpdesk is grossly incompetent and cannot deal with most issues. There a complete lack of support for faculty by OIT. The teaching technology group is competent but woefully understaffed.

There are too many different organizations in charge of IT and it is not entirely clear how they overlap.

Wifi (wpa2) service stinks for non-apple devices in my experience.

OIT does a great job.

IT and tech support are very good here.

Often slow and inconsistent.

On campus WiFi is spotty or nonexistent in many places. UA is WAY behind in this regard. Blackboard Learn is clunky; I used more effective systems at other universities nearly a decade ago.

I often have classroom technical malfunctions in 90-seat classrooms. It often takes 2-3 weeks for a simple fix. It makes it extremely difficult to teach. Technical support for research computing is extremely poor.

It is amazing how far behind we are here. My building has spots where wifi does not work and where even getting a cell signal is inconsistent. We cannot even Skype consistently with colleagues. The MyBama system is also close to impossible to navigate, seeming to adopt a "throw everything at the wall and see if people can find it" structure.

Classroom tech devices could be more up to date, IT is split into too many categories for any faculty to know whom to contact first.

The connections to mybama and degreeworks are way too slow from time to time, extending the time it takes to advise students and discuss their course plans.

"Though I am very satisfied with the overall classroom technology, what is lacking is frequent updates of operating systems on the classroom computers. Also, projectors have malfunctioned quite often since I joined the faculty in the fall 2014. Also, office computers/printers should be more current.

The UA box storage for faculty should be higher from the beginning and easier to use."

Computer resources are scattered. It is not even clear if we have HPC resources; I am aware of individuals having computer resources but not the university. Cloud resources I know are 10 gig space per person, which is not even sufficient to store what is in my phone. WiFi availability depends on where you are on campus. There are no web conferencing capabilities that I know. VPN is a burden on the students. Students cannot access campus resources if they are not on campus. VPN privileges are to be requested from and approved by the department head. I know a couple of people that I can ask IT questions. Good luck waiting a few days after contacting the IT department.

Gorgas' search results are completely difficult from off-campus. I'm constantly being forced to log in every single time I want to access search results, a specific PDF, or link to a full-text article. This process repeats even when I don't switch sites in between searches. Very annoying.

The more we depend on technology, the more things go wrong when it doesn't work...which is fairly frequently, in my experience.

Wi-fi on campus is really problematic, hard to rely upon. Connectivity in classrooms has been a problem lately.

Classroom hardware is, in many cases old and breaks down often

I've been very frustrated with the university's IT--both the technology and the support. We use a very old version of blackboard that has a number of known glitches that aren't addressed (compared to the premium paid versions used by most universities). Very simple functions aren't supported in blackboard, making the use of it much more time-intensive for faculty than is reasonable. The support provided by both the FRC and OIT is very poor--there have been many instances where parties in both of those organizations have been unable to solve the simplest of problems, and in the end I had to work out a solution to a problems myself and inform them of the method. The folks in both are very nice and try to be helpful, but they don't seem to know the relevant technologies well. The wireless and ethernet connections in my office have cut out numerous times in the past three years during normal weekday office hours, which has been very frustrating and interfered with classroom instruction.

The computers in the Lloyd computer labs are at least 5 years old. That is ancient. It reflects a level of disrespect for those teachers and students who use the labs.

Technology is encouraged far beyond its actual worth in teaching.

Wifi in many areas is completely unreliable, even in places like the Ferg where many students/faculty meet for collaborative work and connection is often impossible or drops randomly.

The inability for in-classroom PCs to manage two monitors without mirroring (e.g. a Power-point presentation in "presentation mode" such that notes, and real-time clicker responses are visible on a screen and not on the in-class projector, is INSANE. Best clicker practices are to use the clicker feedback in real-time without showing it to the students. Classroom technology setup subverts this best practice.

Grants ERA is terrible! Please replace.

UA is spending far too much money on technology in the classroom and in all areas of student service. Hire more faculty, reduce class size, especially for introductory classes, please. And remunerate those faculty appropriately

These people do a great work in supporting on-line classes.

The WiFi in my area is spotty at best, and not sufficient for the productivity of my research group.

As an adjunct who only teaches online, I use my own computer and teach from home. Sometimes IT assumes that everyone is using a university-issued computer.

I reserved a computer lab in A&S and held a class session in which I was going to demonstrate a system to the class and have them work on an activity. I visited the lab prior to class and tested the podium computer to make sure I could access the system (which I could without any problem). When time came for the class, none of my students could access the system on the lab computers. I called the Help Desk at OIT and was told that someone would address my issue in 48 hours. I had to send the students home. Unacceptable.

Information Technology is unreliable and I avoid when possible.

Just because I know who to contact, that does not mean they know what to do...

Support for equipment dedicated computing [often requiring older or unique computing] is inadequate.

It is confusing--different technology offices handle different issues--it often takes several phone calls to get appropriate help.

It is impossible to get technology support during evening classes. We need somebody on call with access to a golf cart who can provide live, face-to-face troubleshooting when necessary.

The more you strengthen tech support in the "half not" colleges-- i.e., not business, engineering--the better.

"University technology in classrooms is a hit-or-miss proposition. The classroom technology is great when it works but is inconsistent across buildings and classrooms.

University technology for growing research is woefully lacking. University IT does not communicate with faculty or attempt to understand the needs of faculty in terms of research and external collaboration. University IT approaches requests for research/entrepreneurial services with a guarded and negative attitude rather than a customer driven perspective."

The wifi in ten Hoor is really spotty, and can make getting work done difficult. In addition, the computer consoles in classrooms are often out of date, and do not consistently function as expected - for some reason, every so often sound just won't work, even though it is turned on on the console and computer.

Processes for initiating requests for help are overly complex and bureaucratic. The IT Service Desk should be available 24/7. Students and faculty don't operate on an 8:00 - 4:45 day and frequently experience the greatest needs when the IT Service Desk is closed.

It would be nice to have a central place to contact with any issues, rather than having to decide if I should email OIT, eTech, AV Solutions, or the FRC.

Many of our office PCs are antediluvian. Many still use Windows XP. XP was EOL'd (end of life) on April 8th 2014. I am doing this survey on April 13th 2015 and there are still plenty XP computer in our department, 1 full year after support for XP ended. We are completely exposed to viruses and attacks, which puts our students' information at risk. We need ALL computer to be updated at a minimum to Windows 7, a now 5 year old operating system. Better yet, wait until the fall and simply upgrade everything to the soon-to-be-released Windows 10. The upgrade is free for most 7/8/8.1 users and UA employees would be protected from online attacks while sensitive student information would remain safe.

A lot of IT infrastructure in SERC is not working properly

I have enjoyed the OIT Box. Wifi still has some issues on campus at varying times. Would like to see web conferencing information. Continued communications of these services would also be valuable.

IT is great. The communication college IT support is phenomenal.

the faculty resource center provides great service, i wish they offered more workshops. The i took the young woman whizzed through as though we already knew the information and told us to call the center for help if we needed it. I'd rather know HOW to do the things i need to do rather than have someone help me.

the university spends too much money and attention on classroom/teaching technologies

IT support is good - some of the resources are getting quite old and outdated.

There are many issues with IT support for the overall campus. Faculty based/teaching issues are put in the same queue as student issues. Weekend support is non-existent such that if a system goes down over the weekend and it is needed Monday AM, there is no methodology to support or address the issue. Changes are made to the overall operation of systems (faculty/staff/classroom systems) without prior warning or information being provided by OIT.

There are too many entities with varying roles so that I rarely know where to turn. I should add that, because there are so many helpful people working in these multiple forums, I can always find help.

The telephone policy is opaque. Better guidance is needed about the options.

OIT only seems to be interested in supporting the back of the house administrative function, and most of the programs they adopt serve to shift the work down from central administration to the departments. Support for teaching with technology is DISMAL, and no one ever knows who is in charge of fixing any particular problem with technology.

I would like to see universal WiFi on campus. I still lose connection in some hallways/classrooms, which is a problem when our university-supplied iPads don't have data plans. I also was unable to connect to the VPN from my home the other day, so I could not access our departmental share drive. The FRC, eTech, and CCS tech support are usually helpful but not always as efficient as they could be, and sometimes it takes longer to fix technical issues than I would like. Still, I think that technology on campus is a priority and something that continues to improve each year.

Don't let A&S tech people add more software onto classroom computers. In ten Hoor loading Word and PowerPoint takes nearly 2 minutes thanks to software-happy A&S tech people who load up programs we don't need to justify their own existence. Think of the students, think of our sanity. PS. I know our opinion doesn't matter, but my impatient students certainly notice and then mock the twits who would allow such a disgrace.

Information security is absent from our campus, relatively speaking, compared to top tier programs.

I just wish we could replace computers when they died.... I have plenty of grant funding and do analyses for research., but if my laptop dies I am SOL. No grant is allowed to cover it! There should be funds available for those of us that are computationally focussed and really need the computer power.

"- Most of the software I have used (e.g., Blackboard, Tegrity, etc.) are not user friendly.

- The FRC is really helpful, though.

- Also, I regularly have issues with the software installed on the podium computers in BB Comer (e.g., none of the browsers are ever up to date, I have to restart them regularly so the internet works, etc.). Etech has not been helpful with that issue."

While I know who to contact if I have an issue in the classroom, the response has been slow to non-existent.

I have called IT twice in the past two weeks, and it took forever for the person on the line to tell me that they couldn't help me.

The list of software provided by and supported by the university is woefully inadequate. It really does not reflect what is the norm at research universities and is a hindrance to my productivity and the research opportunities I can offer my students.

UA needs to start pushing the city to provide more public Wi-Fi access. A good place to start would be to push the city to provide more computers and better connectivity at the Tuscaloosa Public Library. What they have is

pathetic. There is NO reason why Wi-Fi shouldn't be provided for free at every establishment on the Strip, be it a bar or a dress shop. After all, UA owns almost all of the Strip. They could also provide coverage at some of the huge new apartment complexes that are defacto dormitories. (like The Lofts and the Woodlands.)

Have connectivity issues with wi-fi in Alston and Bidgood Halls all the time.

Wi-Fi is slow on campus at times- which makes it hard to collaborate in groups.

I believe the University would be better served if all IT came out of the same place rather than each college having their own IT department. Think of the cost savings the university could realize. The current "silo" set up of services is redundant and does not always provide good customer service to all levels. Having one IT center servicing all colleges and departments could also increase our access to some of the more cutting edge technologies that are out there and help us continue to advance in research and academics.

It's unclear whom to contact regarding office computer issues- the faculty resource center or the college's e-tech office, or UA's IT department. Why can't it all be under one umbrella, with one easy- to- remember phone number?

OIT offers quite poor service, especially the cost for storing large quantities of data for research studies

why aren't students required to own a laptop or tablet, so that any classroom can in effect be a lab?

IT department is often difficult to work with at the higher levels as if in some sort of power struggle.

The faculty need better functionality on e-mail. If students have university accounts through Gmail, why can't we?

IT here is wonderful!!!

There is very little software available to faculty in comparison to other universities (e.g. Endnote, Acrobat, Sigmaplot). Additionally, the university makes it difficult for faculty to have these programs on personal computers. As a faculty member we are given 1 computer; if it is a desktop, it is impossible to be productive at the house. Also, there is not a person associated with the department who I can go to when I have an issue. It is very difficult to get support.

Really enjoyed using the multi-media classrooms. They really are an asset in the class.

"I would like to learn more about educational technology and how to apply it in what I do but classes,etc are not convenient to me.

I would love to see wifi access in more outdoor areas and the buses."

I have yet to teach in classroom that does not have a serious technology issue at some point in the semester. Computers are old, systems are not updated, software expires. This seems to be especially true in large lecture theaters. Calling IT can raise someone, but I gave up complaining about issues in a classroom last semester after realizing that I was one of three or four faculty who had been consistently calling to ask for a serious overhaul to be done. This was in a large lecture theatre serving 240 students at a time.

There is a need for an upgrade to blackboard. It is fairly good, but UA has the basic version of blackboard.

Student and faculty growth has REALLY outpaced our tech support in the college/department

"UABox is a total disaster--synch function unusable (literally -- it seizes up your computer every time you reboot) and web interface is clunky.

IT help desk often knows less than I do about the problem I'm reporting. They generally treat you like a total idiot and refuse to understand that maybe, just maybe, you know what you are talking about.

"We are not yet into the 21st century technologically"

Blackboard is not conducive to optimal teaching. Our classroom technologies (i.e., smart boards, etc) are also well behind the times. There are public high schools in the State with better teaching technology than ours.

Money is wasted on replacement of computers and iPads. Why does everyone's iPad need to be replaced? Mine is perfectly fine. (A&S)

"off campus access is strangled by slow speed of external internet providers

wifi access in many buildings is inadequate for demand at peak student times"

OIT leadership incompetent from the Dean down through the second and third level of management. Desk technician fear (for their jobs) reporting problems.

OIT staff are great on a one-on-one basis, but telephone / email interactions are frequently less than helpful. I routinely have problems with my computer that are not fully resolved by OIT - not through the fault of the personnel of OIT who work on the machine, but because the set-up of my computer was thoroughly botched. This leads to serious productivity problems. I also know other faculty members who battle with their ailing computers and lose time.

The ITAS folks in CCS are clueless.

The never-ending circus between different areas of IT at UA remains an annoyance at best, and a serious impediment in times of crisis (like when a computer in the classroom or software on it is acting up in front of hundreds of students). OIT vs. eTech vs. FRC vs. WTF is the paradigm now - and more things fall through cracks than should happen. Having said that, the offerings and connectivity since Dr. McGowan has been hired are dramatically improved in terms of the intraculture and professional workplace. There needs to be more hands on from the administrators, however, and less delegating.

The internet should be reliable.

On several occasions it was left up to me to hand data transfer. Also the turnaround of some time sensitive issues were poor.

Regarding what I need, UA has been very helpful.

The WiFi could be better in many parts of campus.

I know who to contact with problems, it is another question whether I will get a competent answer.

Why is the wi-fi so crappy?

Have had some issues this semester with the classroom technology in Bidgood, but I think CBA IT is aware of it.

This is pertaining to the last question. While I know who to contact with IT issues, it does not mean that the issues are solved in a timely manner.

OIT does such a poor job on several areas that I am migrating many of my work-related needs to third parties off campus.

Decentralization is also our foe here - very unclear who handles what and who to ask about what. Given that majority of faculty associate technology with email and teaching tools, we could spend more support energy there. Cloud storage seems way behind then particular research needs of particular faculty become very case-by-case basis. Another category of understaffed on the services side of our university.

The faculty staff email system is atrocious. We need something better - like the students have - or the ability to forward mail restored.

Computers in faculty offices and labs need to be automatically backed up at least weekly (daily preferred). UA has no mechanism to do this. UA does not even have a mechanism for providing "free" data back-up as is specified for National Science Foundation grants. This data backup/storage should be paid from overhead funds by UA because it is part of our institutional commitment when accepting the grant

IT has improved greatly the past few years--with OIT being very responsive to faculty needs.

The wifi and network problems on this campus are really annoying.

It is frustrating for data storage that we are not permitted to use DropBox. While I appreciate that the university's Box contract includes added security, nearly every other collaborator I work with at other institutions uses dropbox.

Students do not have adequate orientation to on-campus resources. As an example- I use blackboard for my courses. Undergraduates had no idea how to access blackboard or how to turn assignments in on blackboard or how to make a .pdf... There really should be an intro to blackboard as part of their orientation and a help number that they can call when they're having difficulties accessing/using blackboard. We assume that students being part of the tech generation are fluent with computer resources and they really are not.

A shared server that allows us to store files on a cloud through the University would be ideal

The classrooms are constantly malfunctioning. We couldn't get clickers to work (or figure out why they wouldn't) in one classroom this semester. It took 3 weeks for them to figure it out. Another classroom's audio just went out and it took a month to get fixed. White boards in another classroom are currently stuck and haven't been fixed in a few weeks.

It is difficult to find information on the OIT website.

The university really needs to continue developing and maintaining an institutional repository. A research university at this level should be doing all that it can to ensure that data management practices of faculty are of the utmost importance.

Although I do know who to contact, I don't find them readily available or it takes a while for a response.

Computer problem resolution takes a long time.

Lots of students whine about UA WiFi. Don't know how much of that is real or imagined.

The entire University needs to move to VOIP. The phone systems in most buildings are very antiquated. We need things like visual voicemail, fax to email, etc. There should also be University wifi in the outdoor public spaces everywhere on campus.

The business school technical support is outstanding.

I'm not sure who to contact with an IT issue. There seem to be 4 options and I don't know if a non-response from one of them indicates that it's not their job or they just haven't replied yet.

Blackboard is cumbersome and awful.

I know who to contact; however, I do not know about technology across campus.

Client collaboration is a critical component of the MIS program. Voice conferencing is adequate but video conferencing capability is extremely poor.

I have a terrible time whenever I try to get help through OIT or the Help Desk. My requests seem to get lost, people answering the phone are rude, and the assumption seems to be that any problems are mine to solve. They seem not to appreciate that my job is attending to students and research.

There're still some problematic spots on campus regarding reliable and consistent WIFI access (e.g. Ferguson Center). Software in classrooms needs to be updated by IT in a timely and consistent fashion. Many valuable minutes of class time are spent answering system questions on blocking/allowing/plugins, etc, etc. All equipment needs to be ready to go at any and all times.

Need VPN access for journals, journal access is clunky and inconvenient

This is probably a departmental thing, but our faculty have very limited access to computer upgrades. It's rare to get a new machine, and we work in a high computing field (video editing). A University wide policy to support technology upgrades for faculty on an every other year basis as needed would be greatly helpful.

Faculty should have university resources to replace their PCs when needed - that used to be the case but now we are expected to buy from our OH. On that same note, the students are not getting the computer resources that their computer fees reflect.

"I usually call my son with IT issues on my office desk top because I can get them resolved faster - the plus side is that he is a UA graduate.

In the classrooms, IT service is an issue and they are not willing to come after hours to fix it. Our rooms are used 8 am - 4:50 pm. We cannot stop teaching during class time just so IT can figure out why Tegrity or Smart Ink does not work. There is no rhyme or reason why it works one day but not the next time you have to teach."

When I have an IT issue or question, I know whom to contact.

OIT Help Desk students are typically unable to provide necessary assistance. In situations where classroom issues arise, it is unclear who is at the other end of the telephone or who is responsible for correcting the issue.

blackboard sucks. "hi students, welcome to 1996"

OIT people work really hard, but sometimes fixing unexpected issues caused by too much connectivity (viruses that get in because somebody doesn't know when NOT to open attachments...) can cause them to have to push back planned setup or maintenance processes. Can we get more staff in that department??

Having to complete data management plans for federal grant proposals is challenging as there is no real infrastructure that is available at UA for data storage. Other universities offer a template plan for researchers based on their available options; that does not exist here.

Tech people who are employed here work hard. Student volunteers are pleasant but useless.

We seem to have a lot more resources these days. Unfortunately, there are still times when technology pushes back against faculty needs. For example, the syllabus system needs to be open earlier in the semester so that syllabi can be made available in Banner to students when they're making registration decisions. The lack of response to phone calls about this matter is troubling.

I have had several occasions to get help/need help, and have found IT to be very helpful.

"Blackboard is a disaster. It would take far too long to detail all its failings.

As an FTTI, I had a hand-me-down desktop computer and no iPad. I taught two 260-person sections of a class and did not have a TA. I ended up using my own laptop to do most of my work. This is absurd."

none

I have been fortunate that we have had IT support within my college. I would be extremely unhappy if that went away. The campus-wide IT Department has always been poor, in my opinion, and I have been with the University for almost 20 years.

Classroom IT issues (software and hardware) were handled beautifully. Connectivity issues with personal technology was a different story.

"This is in regard to the Training Academy program. The program is valuable per se, but it takes an undue time to complete it, not because the videos and tests are long, but because the program is not compatible with standard browsers. EVERY TIME I HAVE TAKEN IT, I have had to spend several hours to upload programs and plug-ins and whatnot, and have tried both the office and home computers with poor results. I have heard a lot of complaints from other faculty members as well on the same issue.

This is very frustrating and time consuming! A training session that should normally take 20 minutes ends up taking hours of our time. If we are required to do these training sessions every year, somebody needs to make sure the programs are compatible with whatever computers and programs we have, at least on our office computers. In my opinion, the program is too fancy, using pop-up windows and such that are troublesome. A simpler program would cause less frustration and would achieve the goal of training us in these important issues better; now we dread having to do this task."

The wifi is not reliable campus-wide. Biggest issue as a faculty member is that C&IS has no official policy or support for faculty computer upgrades. You get an allowance for a computer coming in but in my home department there is no support for repairs if your office computer breaks and no allowances if a computer upgrade is needed. I am in process of requesting a machine as a "tenure bonus" but my Chair has denied the request and I have to go speak with the Dean. I computer upgrade allowance should come with tenure --- in 6 years a faculty member, if tenured, has certainly earned a new computer.

Moody Music Building's wifi is very spotty, particularly in the recital hall and concert hall.

Need better disposal by tech of old computer parts etc. (beyond calling surplus). They come in and set up a new computer and just leave everything for surplus. We have a large room filled with old computers that need to be surplusd.

In the 25 ears I have been at UA the help desk is helpless.

The technology is improving - but access to suitable web conferencing technology is horrible. I have taught graduate courses in which some students are at another site, and connectivity was at best tenuous and the in-class

monitors were so small that the students on-campus could not read the information on the monitors. Another major issue relates to the Office of Research and specifically the online Internal Coordination Sheets that we are supposed to complete for submission of grants. The program ONLY works for PCs and limited browsers. Seriously?! This software is so completely out of date that it's not worth the hassles to get one filled out on line. Integration of clickers, Tegrity etc in a real pain.

Some of us need one-on-one (person-to-person) help, not just phone calls (or even worse) phone menus.

I love the technology here. Thank you!!!

I think in general the technology staff in our college are great. But for years I have not known how to access a supercomputer to run intense simulations on matlab with optimization toolbox. For most other major research schools where I have collaborators I know they have access to such resources. I don't know if we have it , and even if it does I have no idea how to use it because there is no such instructions or right staff who can teach us how to use it. It has been frustrating to me for years. I think this is simply unacceptable for a major research university like us.

In my college, the IT support is separate from OIT and I believe we do not have the informed, competent service that could be occurring if OIT were directly involved in my college's IT oversight and services

I have had excellent support on any technology concerns!!!

There seems to be no plan for regular replacement of office and/or classroom workstations within our college.

I wish we didn't have wifi in classrooms. It's a nightmare in large classes.

When I have an IT issue or question, I know WHOM to contact (not who).

OIT does not appear to have a mindset to help faculty with their IT issues.

MyBama's interface is an unholy mess and has been since it was first implemented. It needs to be totally overhauled, made simpler and more logically organized. Blackboard is also a bloated, illogically organized interface. The Blackboard grading module, which is one of the elements I use the most, is a distinct step backward from eLearning's (and I didn't think that was possible).

All around excellent!

Narrative responses about Undergraduate education

We have larger classes, we can't change that. However, getting our college administration (engineering) to recognize this and provide faculty with the resources to address this issue is problematic.

"SOI's provide for administrators to shirk their duties of managing and improving instruction. If students don't care for instruction in a particular class, they should vote with their feet.

My department is highly understaffed, Some of us have as many as 4 preps."

My unit enjoys the benefits of appropriate class sizes, but I'm not convinced that's true across campus.

Classes are too large

Class sizes have ballooned so we invent ways to try to engage students--technology is the go to. There was a time when you looked someone in the eye to figure out if they understood your point but now we hope they click their clicker (an initiative that seems to have petered out by now, actually). The trouble is that the admin seems incapable of understanding faculty needs; instead, it seems that someone in the admin sees something at a trade show or hears someone in Georgia or Texas is using a certain ed service, and we then get it here and faculty are told to use it--but who knows what actually grass roots problem it solves.

Smaller classes at the 200 and, especially, the 300 level would help; non tenure-track faculty have woefully inadequate meeting spaces; SOIs can help but are not an effective measure of quality.

The sciences have gorgeous new facilities. The arts and humanities do not. Buildings for those various departments are literally falling apart. Classrooms are too small for the large number of students crammed into classes. The university seems very proud of the ever increasing number of students, yet besides great labs for sciences and resort type new dormitories, there is no where appropriate to put all these students for their classes. The growth of Arts and Humanities facilities is non-existent or running at a snails pace with lots of promises and no action.

"SOI on-line volunteer response process is ridiculous, because only students who respond are those who have a grudge, or those that are very satisfied. The vast majority (the middle) never respond because they are not required to respond. All the data the administration gets is biased and unreliable for decisions on tenure, promotion, and raises. You would think people with PhDs in the OIRA and our administration would realize this...

Class (section) sizes have grown to ridiculous sizes. How in the world can you teach 100, 200, 500 students in one section? How can you get to know student names? The answer is you cannot. Administrators (my department head, dean, and provost) argue there is no difference in the learning experience with these sorts of section sizes versus the more reasonable sizes of 40-50 max, but they are fooling themselves. The result is poor learning environment for many undergraduate courses, sacrificed as the alter of research productivity and saving \$. The past decade especially, UA has lost focus on quality of undergraduate education going after larger and larger freshman classes and total enrollment. No one stops to question the decline in quality of the education these kids are getting. Focus groups with random mix of undergraduates, permitted to speak openly, would reveal the problem that larger and larger section sizes has created."

ODS is ridiculously short of resources. I have about 6 students who need to take tests there, and there's never room for more than 2 or 3 of them.

"IT is CLEAR that UA values tuition in, but is NOT concerned with quality of instruction. It is appalling the LACK of concern for UG teaching quality.

Students, espec undergrads are in a very poor position for judging instructional quality. Almost every honest person knows this-- but it is expedient!!"

We need more tenure-track professors and smaller classes. That's how effective learning occurs. What counts for quality in sports is not the same as what counts for quality in the classroom. While filling a stadium with over 100,000 persons who yell Roll Tide on cue, queue up obediently for access to the portable toilets near the quad, and wear crimson and white on Saturdays are all admirable exercises in conformity and identity-formation, these are not the qualities that education should demand and instill. Where there is commonality between the sports program and the educational mission of the university is in the demand for excellence. For excellence on the field this university will spare no expense. That same commitment to excellence--and the devotion of resources to it--should be applied to the academic mission of the University. It isn't. One example of this is the reliance on FTTIs for so much instruction. Another is the so-called Honors College--which is basically a segregated cabal of persons who performed well in high school. The University pledges to keep them in close proximity to others of their kind but offers no real educational mission for these students, no pedagogical philosophy that underlies the notion of "honors," and no real faculty to enact the mission of this "college." It is honors on the cheap. Nick Saban would never settle for it! Neither should the next president of the University. Or the next president of the faculty senate, for that matter.

Class sizes are becoming unmanageable in the sciences. I expect to see large lower level classes, as they have existed at UA and all large state universities. The problem is that we have so many students now that 400 level classes in my department have increased from 30 students per class to 60 - 90 students per class. Faculty have done what they can to keep the instruction active and collaborative in these 400-level classes, but it is taking a much larger percentage of our time to do this. Also, speaking personally, my 400-level class has seen a huge drop in attendance this year now that the class size has doubled. Clearly anonymity plays a role in this. Another instruction issue in my department (a STEM dept) is that there are increasing numbers of students requesting undergraduate research opportunities. However, we are hiring both PTTIs and tenure-track faculty instead of just tenure-track faculty when tenure-track faculty retire as replacements for teaching slots. The PTTIs are not accepting undergraduate research students. Therefore, there are not nearly as many positions available for students looking for opportunities as there are students inquiring.

"SOI's are NOT valuable. All objective studies prove this. They are biased and they disproportionately penalize members of minority groups (race, gender, sexual orientation) whereas they advantage straight, white, men. They should never be used to evaluate a faculty member's teaching ability.

Our department has more FTTIs and PTTIs than TT faculty. How could that possibly indicate support for undergraduate teaching? If the university really cared about undergraduate teaching, they wouldn't subject undergraduates to being taught by graduate students who are only a year or two older than them and by instructors who are grossly underpaid and overworked. They would hire TT faculty and treat them well. Real support for undergraduate teaching would involve reversing the trend of the adjunctification of the university."

There is a lack of adequate classroom space convenient to faculty offices.

There should not be large lecture sections for 200 level EN classes. They are not conducive to learning / understanding / discussing these often difficult texts. In addition, while the cap size is appropriate for regular 200 level sections, the cap should be lowered for EN 101 and 102 to allow more one-on-one writing instruction in such a critical class.

Classroom number and size options have not kept pace with enrollment increases. SOI is OK, but additional factors should be taken into account. This is a tough issue with no obvious right answer, but basing teaching evaluations on one number certainly is not optimal.

Stuffing more and more students into classroom leads to poorer quality education.

I'd prefer to teach in classrooms that have roundtables or at least some way to perform team projects in class. They are configured to have students facing a lecturing instructor and not for any other purpose. It would be nice to be able to move chairs...

The continued expansion of contract faculty will devalue and degrade undergraduate education for several reasons. Retention of contact faculty depends on positive student evaluations so standards will decline; forced to teach too many classes means contract faculty will not improve classes, and contract faculty will just "teach from the book."

Our student:faculty ratio is about 4x our other peer groups. This significantly degrades teaching quality, and virtually no time is left for research. This is disappointing since our department has demonstrated capacity to bring in large amounts of funded research.

The rise in the undergraduate population has led to hiring decisions that have severely disadvantaged graduate studies. Full professors are replaced with a pair of instructors or other combinations, meaning that every other issue moves to the back burner to deal with the onslaught of new undergraduates. Larger lecture spaces need to be created so we can handle the huge surge in the student population more effectively.

Classroom sizes above 30 compromise effective teaching, making it hard to keep up with quieter students.

The university should allow one-hour-and-a-quarter classes on Monday and Wednesday mornings and needs to come up with a better way of allocating operating funds to departments. The result is too many evening and T-Th classes making it difficult for many students sign up for a reasonable schedule.

"The number of students filling out the SOI has been steadily decreasing. It is important to have students feedback, but the current system does not seem to provide incentives for the students to provide their opinions.

The number of teaching assistants is not increasing by the same rate as the number of students. The number of students in my class has doubled within the last few years. Given that you are not assigned a TA unless your class is a service course makes it very difficult to properly assign/grade HW, do recitation classes.

Sometimes I teach undergraduate/graduate/on-line classes as a single class. I thus teach three separate classes within the same class. This class counts as a single class in my academic evaluation. And sometimes I have two of these within the same semester. There has to be more clear description of how to count the classes assigned."

I teach undergraduates English composition 200-level literature survey courses. In both cases, most of my students are severely underprepared to engage with texts and ideas. Their knowledge of Standard English grammar and mechanics is poor. My comp courses are capped at 24 and my lit sections at 35. that's far too many students for me to provide adequate feedback and suggestions for improvement. If UA really wants to improve its students' abilities to write and think critically, it must seriously consider reducing comp sections to 18 students and lit sections to 25. Moreover, the ESL students (most of whom are from Asia) are incredibly underprepared for the literature courses they are required to take. These students should be required to take NOT ONLY the English comp courses for ESL students, BUT ALSO EN 101 and 102 that all other students take prior to enrolling in the 200 or higher lit courses.

I am convinced that the programs in which I teach are high-quality; from comments made by colleagues in other programs within the department, this is not true of all programs.

White boards are often placed under the screen, which means we can't write on them while using the projection.

For an R1-aspirational university, I have a higher course load and larger class sizes than anyone I know at a comparable university. Teaching between 130-200 students each semester without and TA or grading assistance is incompatible with having sufficient time to devote to research. The smallest classes I teach at the seminar level are

capped at 25 students. That number is far too high to achieve the aims of meaningful student discussion and the sort of assessment I would like to conduct (and I believe would foster better student learning outcomes) if I had smaller classes.

Not relevant for me. Graduate level only

We seem to be taking in more students without increasing the number of teaching faculty. Hiring a professor who teaches a total of five students does not provide service to the increased student body. We should be a university who provides students with personal attention. Having 150+ students in a classroom is not personal attention.

I advise an unreasonable amount of students.

While I personally think my class sizes are manageable, I see many other classes that seem too large for the kind of critical thinking they are supposed to teach and encourage.

Class loads for FTTIs and CLTFs are somewhat insane.

Larger lecture classes need graduate teaching assistants, potentially associated with recitation/discussion sections. Class sizes for 400 level lecture classes are too large, particularly without assistance from GTAs. These courses should have essay exams, papers, break out discussions in class, field trips if relevant, etc. This is very challenging and in some cases impossible for one person- i.e., faculty to manage with 60+ students. The new classroom facilities are quite nice and functional, but more classrooms need to be built and old facilities need to be renovated.

Clocks need to be installed in every classroom that is visible to the instructor.

"24 students in first-year composition is inappropriate. 2nd-year MA students teaching two sections of 24 students is utterly inappropriate. It is sinful. Exploitative.

Having 1st-year MA students teach sophomore survey courses (do all the grading, lead a discussion section) should be against accreditation rules if it isn't already. Certainly, this situation violates the spirit of having instructors in the classroom certified with at least 18 hours of graduate work.

More faculty, smaller class sizes, more remedial courses."

My department has a 3/3 course load for tenure and tenure-track faculty, and I believe this is too high.

Undergrad enrollment has gone up by over 120% in the Business School and now exceeds 8,000, with little increase in faculty positions. At times, the university has even cut down faculty positions. When we do get a replacement position back, it is to hire purely instructional faculty. I think the university is cutting down on its research mission in an attempt to cut costs.

I am only peripherally involved with undergraduate education.

I think using SOI's as part of our evaluation is okay but it should not be the main measure of faculty effectiveness. It seems like students complete SOIs only if they are angry or really like the instructor, if they are satisfied then they just don't bother.

SOIs measure popularity, not teaching. The quickest and easiest ways to boost your SOI numbers are to inflate grades and ignore cheating. The worst thing for your SOI numbers is to turn a student in for plagiarism, as the student still gets to evaluate your class at the end of the semester.

I strongly believe all research-productive faculty (before and after tenure) should be eligible for reassignment-to-research (away from teaching) for one term every three years.

I teach "W" courses and the class size of 35 is not conducive to strong student-teacher interactions and appropriate/intensive training in writing within the discipline.

University policy and practices force us to coddle undergraduates to a degree that makes students too dependent and faculty too distracted from doing what they are trained to do--teach and conduct research..

Additional students have been added to classes with limited additional support. It is very difficult to be an effective and efficient instructor when resources have been limited or decreased.

When I teach upper division classes in the range of 20 students I am crammed into a tiny classroom with just enough chairs to seat all the students. This does not allow for group work. There should be more flexibility in assigning classes to classrooms. Astra takes away flexibility and imposes rigid standards on small classes that should be the most interactive and dynamic but cannot be because of inadequate space.

The university needs to reduce its focus on undergraduate education and put more of a focus on graduate studies and research

Double to triple student population and negligible increase in faculty. Do the math.

Expectations to teach large 100-level classes, very few new faculty, growing numbers of students, and research opportunities for UG students combined with any research productivity for faculty are unrealistic.

In terms of the kind of work instructors in my department are required to do, as opposed to instructors in other departments, I feel that we are thoroughly exploited by the university. I grade essays, other writing assignments, and discussion based tests endlessly for students every semester. The amount of essays I must grade is mandated (and currently mandated to be above state requirements). The class sizes, for this kinds of work, are rather large, and the burnout rate among instructors is high.

It is time to admit that the computerized SOI is not getting it done, and move back to old system.

See comments above. The University is lagging behind addressing undergraduate instruction as enrollment has grown. Lack of TA support. Lack of adjustments in faculty load as class sizes grown. Lack on instructor, non-tenure positions to support divisions that service majors across the University.

The SOIs are terrible - most students will not take the trouble to answer online surveys unless they either love or hate the class/teacher. Either way, the numbers are meaningless because so small a number of students respond. It is unfathomable to me why we don't do in-class paper evaluations - that way, more students respond, and professors can get a much better idea of how the class as a whole responded to the content and style of instruction. As a junior faculty, this type of feedback is important to me. I can give them my own in-class evals, but I would much rather do official evaluations in class.

The trend of larger class sizes with less TA support is not conducive to student learning. The SOI are a terrible measure of instructional quality, and should not be used as the primary indicator of successful teaching. I have heard of departments on this campus who evaluate faculty teaching entirely on the SOI scores, without ever setting foot in the instructor's classroom--such a fundamental misunderstanding of how to evaluate teaching shows a lack of commitment of the university to undergraduate education.

We need more computer labs for classroom use. I do use the student opinions to help improve my class but for the most part the students are not taught or guided on how to use the survey. The feedback is usually too vague to be helpful or too internalized to be valid.

The student-professor ratio is horrible in my department. Junior faculty also end up teaching too many lower level courses with high enrollment numbers while senior faculty teach small class sizes at the upper level.

With a 4/4 load, I average about 105 students per semester. Grading becomes a challenge.

Back to the Clinical staff in English--the instructor population has no incentive to develop their pedagogy--yet, they work very closely with students as part of the freshmen experience. The English instructors are our frontline of engagement with freshmen. They need more professional development and regard, in my opinion.

Just don't think I've received much useful feedback from students on the surveys because it is all over the map. I also fail to understand how the only two scores that matter in my performance evaluations are the two about the overall class and the overall evaluation of the instructor. There are all kinds of other questions that are asked that, apparently, are not even reviewed by administration.

The evaluations are a joke due to low response rates. There should be a phone app. and a graduate student should come into class and ask students to do the evaluation on their phone. This would get response rates up.

Class sizes are too large for appropriate teaching techniques. Meeting spaces are well behind needs. More faculty and/or clinical instructors are needed to meet the demands of the increases in student population.

When classes get to big, there is a disconnect between the students and the instructor. It makes it hard to personalize the lectures.

I do not instruct undergraduates

Student evaluation process needs to be overhauled. Too few students participate. As a result, it is not an accurate reflection of instruction. Moreover, students only select numbers and are not required to provide qualitative responses for each question. Thus, some feel that they can "punish" the instructor for their poor performance in class or "overrate" if they like the instructor. Neither is helpful in using evaluations for promotion process or self-evaluation for improvement in the course. Department paper evaluations are more effective under the current system.

The increase in enrollment has not been supported by an effective increase in faculty size. We are far too many administrators and keep adding to the upper administrative staff while class sizes have increased significantly but we do not see the same increase in faculty numbers. This university should be using the money spent on extra associate provosts and VPs to hire more faculty. The administration is not placing a priority on maintaining the quality of the education by supporting the hiring of enough faculty. Technology can only do so much to compensate for an increase in class size.

Classes sizes in engineering are out of control. The student:faculty ratio continues to grow at an alarming pace. Little is being done by the administration, but expectations regarding research productivity are also very high.

Wireless access and availability of electrical outlet for charging is an ongoing issue.

It is almost criminal that the university has added the number of students it has over the prior decade but only added a *very* small number of tenure/tenure track faculty. Class sizes have increased significantly.

Class size is always going to be the obvious point of disconnect at any large university. More students is the classroom means more money. Period. Fewer students in the classroom means a stronger opportunity for learning. Period. The conflict is inherent and cannot be solved. The only that can be done--it seems from the administrative side is to assert that technology can fix that. This is a convenient lie. However, some technologies can be helpful and make courses expandable. What teachers need, then, is time and support to make work-

intensive changes can at least improve the learning in large classes. Administrators must acknowledge the time required and support it with time and money--not "awards" and mandates.

The technology is coming around but there is a need for a consistent platform across campus. For example, if you teach in ten Hoor your access to the H drive should follow the same protocol as if you teach in Bidgood.

I don't think any method that has such a low response rate (SOI) can be an effective measure of quality. While any constructive feedback is always welcome, I wonder why the University moved away from in-class surveys that carried a higher response rate.

Rising class size hinders teaching effectiveness.

The class sizes are way too big, therefore the quality of student education has gone down. They are not prepared for upper level classes because they have never written a paper due to large class sizes.

Course caps in first-year composition classes are currently set at 24 students, when our national conference recommends these courses capped at 18. It is difficult to adequately instruct and respond to student work when we're sometimes commenting on 100+ students' work (multiplied by multiple papers, daily work, etc.). Many of our classrooms are also too crowded, making it difficult to move around. I sometimes worry about safety--both students' and mine--because of how close tables/desks are in many classrooms. In the event of a fire or other emergency, I could imagine many students getting hurt trying to exit the classroom.

SOIs seem to carry far too much weight in tenure decisions at UA (in my T&P file this year, I think the SOIs were the only thing my Dean read despite the fact that I provided plenty of other documentation of my teaching including a letter about my teaching following a classroom observation by a senior colleague). Student evaluations of instruction are notoriously poor indicators of instructor effectiveness, as recent research has shown (see, e.g., <http://www.npr.org/blogs/ed/2014/09/26/345515451/student-course-evaluations-get-an-f>).

"When I joined the faculty almost 10 years ago, I had a manageable number of students in my lab course. Over the past 2-3 years, my class size has been increased 50% without any warning, which is not optimal because the larger class size makes it difficult for me to have more discussion with students and in-class-activities. Also, the grading is much more demanding given that I still have the same number of assignments as when I structured the course about 10 years ago, mostly because I do not want to devalue student learning by decreasing their assignment load just to make it easier on me.

Also, our chair loves online courses and has just built an online program that will be run completely by adjuncts. I don't think this is wise as we rarely, if ever, interact with adjuncts and while many of our adjuncts are likely to be good instructors, we don't know what they are teaching in class, their experiences, etc., since adjuncts don't attend faculty meetings or participate in research or service.

Finally, my daughter who is a senior at Alabama has complained to me about her very large Sociology 101 course and the poor quality of the instructor, who is a full faculty member, including starting class 10-15 minutes late every day, cancelling class 2-3 times (not weather related), etc. My daughter is an Honor student and has a stellar GPA.

Overall, I worry that with the tremendous growth of our class sizes, and the push by some for online programs to have courses filled by adjuncts, that Alabama is at risk of reducing the integrity of their programs. This is not to say that all online programs or all large courses are poorly designed. However, there is a fine line that is starting to emerge between quantity and quality of UA programs and I seriously worry about quantity trumping over quality if the trend continues."

Classroom space may be available to teach in, but it is often overcrowded. And there is no room for use of space for professional organizations or out of class speakers. We have "optimized" space to the point there is no availability for "off schedule" collaborative learning.

My experiences support that students on our campus are aggressive, violent, unethical, and prejudicial as compared to all of the several other institutions where I have experiences. Our SOI system is routinely used as a retaliation mechanism rather than its intended purpose. The level of instructional support also seems ludicrous when considering external programs.

Due to the formula used to allocate funds to the individual departments, students are being forced into night classes. Given the empty classrooms during the day, there does not appear to be a need to force the students into night classes. In my opinion, it is not fair to force students who chose to attend a traditional university -- rather than a commuter school -- into a commuter school environment. I am having a lot of problems with international students cheating in my classes. Roughly 25% of my students are international and it is apparent when I grade quizzes that there is a lot of cheating going on (people who sit next to each other always miss the exact same problems), but there are too many groups for me to watch close enough to have proof.

"- I don't have a problem with my course load, but in reality my course release (1 course during the academic year) is not equate to the amount of administrative responsibilities I have.

- Also, language classes should not be over 20 students. It is not possible to foster an environment of communicative language practice with a large group."

I am teaching a class of 33 for what should be a seminar class due to the need for increased discussion and participation on the part of the students.

While my unit offers a wide array of classes consistent with the norms of my discipline, FAR too many of these classes are taught by non-tenure track faculty. While the entire university has grown, my department has grown at a greater rate. And while faculty has grown, faculty and staff lines are distributed in too egalitarian a manner. Those departments that have grown the most should get the most lines. It is ridiculous that every virtually every department in my college received the same number of new hires this year, regardless of the size or growth pattern of the program.

There are not enough lecture halls and classrooms. The technology provided in some of the newest large lecture halls is totally inadequate. The idea that the lecture hall in the Biology building doesn't even have white boards is silly. For these large lecture halls that are used all day everyday of the week there should be a tech support person in attendance to help professor set up and keep the equipment running.

From what I can tell, there is not a Center for Faculty Excellence with seminars on teaching, teaching resources, etc. I also could not find teaching grants. I was able to read about some grant programs that existed in the early 2000's but I do not think this continue to be funded.

Rather than increasing class size to bring in dollars, bring in more tenure track faculty to teach students on a smaller scale. Every year I hear of students shopping for classes taught by adjunct faculty because they are smaller than the mega classes professors have to teach.

Classes of 100 to 300 students do not allow effective instruction.

Why do honor's sections have a lower class limit than regular sections of the same class? One would think the policy would be exactly opposite: have lower class size in regular sections because "regular" students will need more individualized assistance than honor students. Why is this policy backwards at UA?

As class sizes grow, it becomes more challenging to implement certain teaching practices and to develop relationships with students, but I recognize that this is not changing.

I am not in a teaching position.

University privileges undergrads and undergraduate education over graduate education.

There needs to be an active review of the curriculum and faculty should be willing to make changes to strengthen programs. Just because something was done 20 years ago does not mean we cannot change and explore new ideas. Faculty who are tenure are at times reluctant to change.

As the university has grown the student body, it has not grown the faculty in an equivalent way. Thus class sizes are too large for meaningful discussion and faculty are not well-remunerated for the increased work. To address student cheating/academic misconduct requires far more work on the part of the faculty member and students are often given entirely too much leeway, out of concern for disgruntled parents/negative press/perception that this is a "service industry" rather than conveying that this place of learning (including learning responsibility, integrity and self-discipline)

Our department has inadequate lab teaching space for undergraduate core major classes. We have lobbied the Provost for additional space allocation, to no avail.

I think the SOIs for every instructor should be administrated to all students in a course, not just the instructor that has that particular section.

I just think we should make more money. I know that is a trite gripe but it is how I feel. A big problem is that non-teaching jobs at UA have grown through the roof but compensation for teachers has not. It is the truth.

I only teach graduates and post-docs.

SOIs rarely provide any information that I find useful for helping to improve my instruction. Conversations with students, analyzing their performance on assignments, and my own discursive evaluations are much more useful. Currently my department is offering too many larger classes that aren't filling because the Dean wants us to be teaching larger lecture classes to students more regularly. We don't have demand, and the extra seats take students from smaller upper division classes that students perceive to be more difficult. This is frustrating. Optimization has meant that I rarely get to teach in classroom that allows me to use all of the pedagogical techniques I would like. When students are crammed into a room that barely fits their number group work is difficult, and rearranging the class to talk in a circle becomes impossible.

The online SOI student survey is answered by about 30% of my students typically yielding a bimodal distribution. Given this small number of ratings, my evaluations can move by a half point or more between semesters. We need a mechanism to ensure that there is 100% participation in the SOI or this should not be used for evaluation purposes.

"We've outgrown our classrooms and computer support due to quick growth....

30 plus students is too many in a writing class unless you want us to simply flunk kids that can't write or give them a ""social pass""

The new bean counting system of chairs per classroom doesn't count time spent on hundreds of internship students year round---money goes to the university but teachers don't get productive class credit.

We will lose out to community colleges and smaller universities if we get too greedy during our growth period--we need to understand that it takes more adj.s and more teachers to handle more students CORRECTLY!"

As an instructor of English who teaches a 4/4 load and who regularly participates in the activities of the department, it is shocking that the administration seems to have no understanding of the workload this entails. In a typical semester, when teaching English Composition and sophomore literature survey courses, I grade hundreds of essays, not to mention daily quizzes and reading responses. To suggest that instructors also be required to contribute an additional 8 hours a week to service to the department illustrates a stunning ignorance of an instructor's work load. Again, it should be an embarrassment to the University to not only expect adjunct faculty to bear the tremendous teaching load for the department but to also expect them to do the general work of the department. For example, in the English department, there are over 25 full-time temporary instructors. $25 \times 8 = 200$ hours per week. Why would the administration take away valuable grading and preparation time from an instructor to do service that cannot possibly be generated by the department? Again, the Faculty Senate needs to step up and work with the new President to remove this onerous burden on a group of professionals who are already bearing an enormous load.

Foreign language classes must be smaller with more one-on-one interaction per student. The 15 student minimum instituted last year is not conducive to foreign language instruction. Class size of 8-10 for upper level foreign language instruction is optimal at most universities.

A significant minority of my students have writing problems, including not only composition issues, but also bibliographic style, library resource use, and word processor mastery. I regularly send them to the Writing Center for help, but those that go (too few, I grant) generally return with mixed to negative feedback. Sometimes they report simple ignorance on the part of the staff, but more often they report simply, "They don't do proofreading and editing." I understand that policy, but I wonder if the staff is making the effort to pull the students into the more targeted instruction they actually need.

Classes are getting far too big.

It is challenging to continue to grow enrollment while neither the faculty growth nor the facilities growth for start of the art practices keeps paced. Colleagues at peer, and some lesser, institutions have far superior facilities to ours.

Often there are no available white board markers

We could double 250 person stadium seating classroom and still not have enough.

This is more a departmental issue, but they allow way too many faculty to offer non-catalog courses on pretty off-the-wall topics, which ends up costing students the opportunity to take courses they need to graduate and to be a well-rounded major.

"The question ""The Student Opinion of Instruction is an effective measure of instructional quality and is useful in helping me improve my instruction"" should have been split in two parts: SOIs to me are helpful to improve instruction, as they can provide valuable student feedback. However, I feel that they do not necessarily provide an effective measure of instructional quality. In particular I suspect a correlation between the average grade students get (or expect) in a class and their evaluation of a class and/or instructor. This should be evaluated and the implications of this should be discussed.

We need more tenure track faculty to be able to effectively teach the increased number of undergraduate students."

Regarding Student Opinion of Instruction, you'll have much more effective feedback if you ask your better students (the ones that come to class the most, more involved, etc.) their opinions. I have received some very valuable insight from the student perspective with these conversations. One of the big flaws with the SOI is that each entry has an equal voice. You can't compare the student who pays attention and is invested in his/her education to the

student that's treating their education as a 4-year vacation. The data is practically useless without a deeper understanding of the source. Should you ask the lazy, "Is the grading procedure fair?" knowing that they are going to have a bad grade in the class because they didn't participate, what do you think the answer to that question would be? Anyone who has done the slightest bit of industry research knows that the heavy, involved user is much more valuable than the casual user.

There needs to be more of an incentive to increase student participation in SOIs, so that it's not just the students who hate the instructor who bother to do the evaluations. For example, grades could be withheld for a period of time for students who don't complete SOIs.

The SOI is a popularity measure. It does not adequately measure quality of instruction.

There's a shortage of seminar rooms for Honors seminars.

Some very good students, but the bulk are not old enough for college, not prepared to think, and unwilling to learn beyond "what's-on-the-next-test"? This is an American problem but the focus on football and social life at UA means that the bulk of students don't know how to take advantage of what is actually a pretty good education on offer.

"55 students per section for an intensive, junior-level technology course is unreasonable. The students could benefit greatly from smaller section sizes.

Would like to see more ""wired"" classrooms to support classes that require laptops."

There should be one uniform standard for faculty teaching on-line classes. In some program it is considered as one class load, and in others it is not considered a class load if a similar class is being taught on campus. Or it needs to be clarified for each department or program.

Depends upon the department as to whether class size is appropriate. I do not currently teach in a program that has large classes, but I have in the recent past. There has been a tendency to pack as many bodies as possible into classrooms. It's exhausting, and there are numerous discipline problems in these large classes. Also, the "clickers" are really the only option available to manage large classes and still provide quality instruction, but "clickers" are horrible. They are clunky and counter-intuitive.

Although the method of collecting SOI data is easy for accreditation and evaluation purposes, the low response rate and the non-constructive nature of the respondents' comments are not really very effective in measuring instructional quality.

The administration is raising the numbers of students without adequately funding the resources needed to effectively teach such large numbers. The answer is NOT to simply increase class sizes. Today's students are too A.D.D. to learn well in lecture halls of 200+. (And not all classes can be taught in large sections. Anything with a skill based component MUST be taught in a smaller class.) UA may be teaching more students but we are NOT teaching them WELL. Our department is being penalized because we can't teach more -- but we don't have the space or instructors to teach more than we do. Nothing coming from the Provost's office makes sense. No one in the administration is trying to solve the problem -- they are putting the onus on departments, then applying penalties for those who can't find "solutions." It is beyond frustrating.

This is a random comment but the temperature in Morgan 302 desperately needs to be regulated. It was fixed at one time but for the fall I'd recommend looking again. It was unbearably hot and difficult to breathe in there.

SOI is now a joke - by going online, we get polarized results. The manual fill in the bubbles is archaic, but at least gets a good pulse of the class. At present, online SOI only gets posts from the two ends of the course (high performers with praise, and those who slacked and want to complain)

SOIs are limited in usefulness. I had a semester I used an action research approach, in which students learned more than normal and earned 3 national conference presentations for their work. However, those who didn't want to do the work gave me 1s. Law of averages says, to remain above a 4 (or acceptable), I had no chance after this. Other semesters, only 2 or 3 fill out the survey online, often those who are not doing well. Using this as a basis for merit pay and P&T is disconcerting.

The rate of pay for adjunct teaching does not support the size of classes that are assigned.

I am very satisfied on these measures due mostly to my Dept chair, Dean, and terms of employment. I would say far more support for effective online teaching given the pressure/encouragement we're getting for these classes and programs. Handouts on BBoard is not the same as an effective online class.

I am concerned that class sizes are increasing as enrollment is increasing. UA's student to faculty ratio is going up, when it should be going down or at least staying the same.

Where possible, I think undergraduate classes should be kept to 40 or fewer students.

There is a low participation rate for student opinion of instruction surveys. It seems that students will only fill out the survey if they especially liked or disliked the course or instructor or if they are offered extra credit. The students who did not like the instructor or course do not provide constructive feedback or suggestions for improvements and the students who like the course do not feel there needs to be anything improved. I believe offering extra credit is faulty and can create a sense of bribery. First, the SOI system should be overhauled. But in the very least, SOIs should either be required before students' grades are released (or tied to some other incentive for the student) or administered in such a way that students can fill out the surveys during class time (not all students can bring a laptop to class or even have a device).

Classrooms at my school have inadequate seating to encourage collaboration and inclusive environments. Seating is also not available for very large students or students who have mobility concerns - students of this nature do not have the same opportunity to collaborate with peers, as they must sit in a specific place to accommodate their need. This is also true for students who are left-handed and use a desk specifically designed for right-handed persons - typically there are one or two left-handed desks and the persons who need these do not all get them.

I teach a W designated course that requires at least 3 writing assignments from each student every semester. Quality feedback is compromised because the size of the classes is too large.

Students do not have adequate orientation to on-campus resources. As an example- I use blackboard for my courses. Undergraduates had no idea how to access blackboard or how to turn assignments in on blackboard or how to make a .pdf... There really should be an intro to blackboard as part of their orientation and a help number that they can call when they're having difficulties accessing/using blackboard. We assume that students being part of the tech generation are fluent with computer resources and they really are not.

Big intro classes are fine, but I had 100+ in a 300-level which is not.

The large class sizes make it difficult to interact with students. Also, it is extremely difficult to find classrooms for classes of 50+ students.

Optional SOIs are worse than meaningless; they're misleading.

"The SOI can be improved. SOI from a Spring semester cannot be included in that academic year's annual evaluation because the scores come in too late.

In many cases student participation in the SOI is so low as to be meaningless. There needs to be a better way to control for grade inflation as it is unfair to consider courses/faculty with no grade inflation to those with grade inflation.

The undergraduates do not do the readings and in too many cases writing skills are woefully lacking."

Average class size is over 100 students.

Classes are large and ineffective educationally. No methodology for improvement exists.

I am graduate faculty

Within my field, it would be better to use graduate students as Teaching Assistants (with larger introduction classes) rather than allowing 2nd year students operate as the Instructor of Record for undergraduate classes. Pre-comprehensive exam graduate students are not qualified to teach such courses, and lower the quality of education of our students, leaving them unprepared for upper-level courses.

The student enrolment in many college of engineering course sections have increased 3 to 4 times which is totally disastrous for engineering education where one to one basis instruction is required. Because of the large number of students it is not being possible which is unfair to the students.

Need more classroom space for classes of all sizes.

Online classes should not be treated as dumping grounds for the sheer number of students enrolling at the university. Just because the university makes a great deal of money from packing several hundred students into a single online section with no classroom costs does not mean this should be done.

I would like a better method to have the SOIs administered. As it stands, I get a very low response rate. They should somehow be made mandatory. Also, undergraduate advising is a complete waste of time. I want to be a good advisor, but I don't have adequate knowledge of all class requirements or offerings nor the time to gain it so that I can be of benefit to my students. I would be more than happy to advise them about career paths etc, but I do not feel it should be my responsibility to advise on courses. There needs to be hired specialists who take on that task.

"The online SOI process is a complete a complete joke. The response rates alone produce results that would never withstand any sort of real statistical validation. The only thing that correlates per national studies with SOI ratings is the expected grades students receive. Very few students provide comments of any use for making course changes. If you want high evaluations just make sure that the majority of students perceive that they will be earning an 'A' and give them a couple of extra credit points for producing validation that they completed the SOI survey to get the response rate up (e.g., a printed screen shot of the survey confirmation). Notice there is nothing to do with the actual quality of the instruction that correlates with student evaluations, even those done with paper. Ridiculous. Count the countable. There is complete faculty cynicism on this topic. It is so bad that I consider leaving the university for just this one issue as it puts in the position of trying to find a balance between providing the highest quality student instructional experience I can and and getting high SOI ratings. The balance between being the best educator I can become and earning tenure and raises. Likewise, turning in a student for academic misconduct will result in the student giving the lowest possible SOI evaluation. With the low response rates such things have a material impact on the overall SOI score. Ridiculous. Just ridiculous. And nothing will be done about it. The inconvenient truth of the matter is not something the administration seems to be willing to face.

Oh, the classrooms are a joke compared to other universities. At the very least there should be guillotine whiteboards and the ability to project and write on a visible whiteboard at the same time.

I've taught a 'writing required' courses that have had double the amount of students that were supposed to be in them. Discussion class sizes are way above those in comparable universities. It is impossible to run a discussion in a class of 70-80 students. Let's see. 50 to 75 minutes of class instruction. 70-80 students being able to be engaged. Really."

Before I go in to teach my large lecture class, I watch the students in the hall, who are skipping their own large lecture class in the period before mine, but have shown up at the last minute with their clickers to sign in from the hallway.

I love teaching large classes. I do think students learn better in smaller classes but I understand the need for large classes. Students, though, seem to learn much better and permanently when the class meets multiple times per week rather than once per week with remaining work taking place online (especially for 100-level classes).

Our program is growing fast. Class size for our 300-level course has gone from 40 to 75 over the last year. It is manageable now but it won't be in 3-4 years unless we get some additional teaching support.

SOI is so outdated as IT is responsible for many aspects the students hold us responsible for and they need to be evaluated separately.

Student opinion surveys are usually for the two or three students who did not earn the grades they wanted. I feel that I am held hostage by young people who do not understand the consequences of their actions.

50+ students in a section and multiple sections in a row is not conducive to strong class interaction . Insufficient whiteboard space and podium placement which blocks the view of at least six students in the room.

"Lower-level undergraduate course caps are too high. Classroom spaces designed for a smaller undergraduate population are being ""optimized"" for use under very different conditions; the Optimizer tool needs to offer departments more options in placing requests.

The change from Scantron to SOI evaluations may be cheaper and more convenient for the University but the percentage of students responding has dropped in almost every course. No attempt has been made to track which students' voices haven't been heard since the change; OIRA could easily associate each student evaluation with the student's posted grade in the course, for example, to measure the association between student grade and evaluation scores both for individual instructors and across time in specific courses. If SOIs are here to stay, OIRA needs to make more analytic use of them."

Classrooms have inconsistent multi-media resources. This semester, the projector interface in the two official classrooms I taught in couldn't even support an HDMI output from my laptop. The projector resolution and brightness in one of the classrooms was so poor, I often had to rewrite information on the whiteboard. The support crew responds quickly, but most podiums have no basic instructions to help when there are issues that may be simply corrected by changing a system setting.

"The teaching load in psychology (a department that gets more grant dollars than any other department in the university) is a 2-2, while many other A&S departments in the ""hard sciences"" have a 1-1 TL, or a 1-2 TL. Engineering faculty have a 1-2 TL. This has been pointed out by external reviewers and ignored, and we have never gained any traction with a reduced TL (although many of our NRC peers and aspirational peers in psychology have either a 1-1 TL or a 2-1 TL)

facilities at Gordon Palmer are old, unattractive, and often broken (even the desks/chairs);

I cannot keep the undergraduates from texting and otherwise using their networking capabilities in class, and it is getting disheartening. It would be nice to have a university policy on this."

Recently-instituted minimum numbers for class size are completely inappropriate for some kinds of classes (seminars, conversation classes, writing-intensive classes, for example). That policy needs review. The SOI's are a terrible way to measure instructor effectiveness; their main result in my classroom has been a dumbing-down of material. My department sorely needs increased administrative support (like secretaries and non-professor professional advisors) to alleviate the always-increasing service expectations for professors; I feel like we're drowning in paperwork. We also need more classroom spaces. One of my classrooms has an 18-person limit, and if they put 18 students in there, am I to assume there's no room for the professor (or such luxuries as a guest speaker)?

I don't have teaching responsibilities.

I can only speak for engineering. It is not like teaching non-professional courses or ones that lend themselves to large lecture halls and multiple choice exams. With 20-30 students I can know what every student knows and assure that they become competent or fail. Now we have large classes with 100+ students and it is not even possible to learn their names, much less really assess their mastery of the material. Grading homework and exams is a nightmare that takes away time for other expected activities like research. On top of all this, even though enrollment has tripled (and more) no additional resources like TA support have been added. We need to reduce and cap enrollment or add a lot more faculty and GTAs.

University needs to achieve a better balance between class sizes in fall versus spring - we are usually overloaded in the fall and have to cancel sections in the spring. Also, all undergraduate courses need to be offered every semester - no more offered only in spring or only in fall classes. We have too many students now versus 15 yrs ago and need to accommodate all types of students including offering more evening and night classes.

I could do much more with my undergraduate courses if they were smaller. My classes are typically 65 students. These are upper-level courses.

Class sizes vary widely across campus. The largest class sections in my discipline have 260 seats, which is too large for effective instruction. Other sections have 100 students, which are fine. The new rule that graduate courses must have a minimum enrollment of 7 could prevent students from making adequate degree progress.

Finance is growing very quickly as a popular major in the business school. I am not sure that we have an adequate number of faculty and classroom space in this area.

Undergraduate SOIs are too influential in the decision process regarding tenure and promotion. These evaluations are typically higher in popular courses and visa versa. Also, the classrooms do not support small group experiential learning which makes it difficult to improve SOI scores in larger classes. Undergraduate science classes are too large for effective student learning to occur.

SOIs are as effective as an opinion survey at dominos pizza

It's impossible to get to know students in a large (~100) class and much easier for students to "fall through the cracks". Smaller classes allow for more personal interaction and more effective instruction/learning.

More emphasis should be placed on hiring qualified practitioners for undergraduate instruction to augment or support the current traditional research/scholarly staff.

The size of the student body has increased dramatically without a concomitant increase in faculty size. Thus, the number of students in individual classes has increased dramatically, making grading of materials challenging (faculty are resorting to all multiple choice exams in response) and lessening our ability to get to know our students. In my opinion, the quality of education that our students receive has decreased in recent years with the increase in enrollment.

This university purports to value undergraduate education but will not hire full time tenure track faculty to keep the student-faculty ratios low. Unacceptable for a flagship "teaching-research" university.

I do not enjoy teaching to a classroom that is too small for the number of students (they are packed in like sardines).

In my program, class sizes are about twice as large as would be optimal.

It may be worthwhile to investigate other evaluation instructions. Other schools have an evaluation that asks questions that seem more directed at getting to what the students learned and their experience rather than focusing on overall faculty and course ratings. These evaluations ask more specific questions about the course experience, including the role of the instructor, but do ask the how would you rate the course and how would you rate the instructor questions. The answers to those questions become the focus of the evaluation and not the actual student experience.

My only issue with the SOI so far is that I think it needs to be rebranded for students to make it (1) clearer what it is about and (2) to encourage students to fill them out. I think there should be some sort of incentive for student participation. It feels, looks and smells like a test (ACT, SAT, SOI) and that doesn't help.

none

The new construction on the Bryce property seems to be entirely geared towards large-enrolment courses. This is good for UA fiscally, but terrible for effective pedagogy and student success.

Classes are too large; I teach 3 per semester and I cannot keep up. I am constantly overwhelmed with trying to balance the demands of teaching, advising, conducting research, and working with graduate students. The job has become much harder than it was 10 years ago.

Class size is increasing. It is difficult, if not possible impossible to have interactive classes with classes exceeding the 50 person mark. A significant number of students are being left out of the learning process

Class sizes are not even remotely appropriate. The national professional teaching association for my discipline suggests we should have far fewer students, per class, than the university is currently registering. My instructional methods are excellent, but the university puts far too many students in my undergraduate classes. the students' learning suffers due to over-enrollment.

Music curriculum needs more upper level electives.

Classes have gotten too large- period. The mentality of the university seems to be accept as many as we can and if they don't finish in four years then it is just more money for the university. Went to Wisconsin with my daughter to look at the university and they tell everyone in the student/parent meeting that your child will not finish in four years. Chemistry labs are on weekends and start at 5 in the morning. Alabama is going that way. Student quality as measured by test scores seems high, however, students cannot write at all. Papers are horrible. And, they don't want to write- thinking I won't have to write a paper when I get a job. AND MANY OF THE STUDENTS DO NOT READ BOOKS. The attitude is - I didn't read the book because there are too many words. Geez. I had one student who had never, ever finished a book in his middle school, high school and college career. When the class found this out they were appalled.

I understand the pragmatics of putting the SOIs online, but the response rates have plummeted ever since. The only way to change that currently lies in the willingness or ability of a professor to incentivize SOI submission or punish failure to submit through grading, and that seems problematic to me on all sorts of levels.

After teaching english survey courses (capped at 35) all year and previously as a graduate student, I'm completely disappointed in the university's commitment to student learning. It is difficult to hold an effective conversation about literature with 35 individuals, very difficult to grade and comment meaningfully on papers when teaching multiple sections. But what else is a literature class for? After speaking with other instructors, I hear that these surveys are most often taught as lecture classes with multiple choice exams--i.e. no papers, no original student thinking, no student engagement. I think this is a major failure for the students.

I do not agree with the Student Opinion of Instruction as the major criteria for teaching in my faculty evaluation. Several of the graduate faculty simply advise me to "go along with students", "do not challenge them" or "just give them what they want" so that the faculty are able to receive scores of 4.0 or better. Because I do challenge students, my scores may be lower than 4.0 and I generally have several unhappy students. The way the faculty evaluation process is set up with SOI scores as a major criteria for teaching only promotes complacency and needs to be revisited.

Class size has increased, practically doubled in the last 5 years from previous years. We are offering two sections of courses that formerly did not reach capacity with just one section being offered. We have increased caps. Even so, these courses have wait lists and much time now goes to fielding student override requests and redirecting students to other courses. Grading (no graders in my department) has become such a time-consuming and cumbersome task, feedback to students is often delayed. Quality of instruction will soon be compromised, because faculty are by necessity forced to reduce the total number of assessment measures in order just to cope. FTTI positions are slow in coming to my particular program.

As the university grows, more tenure-track faculty lines are surely needed.

I recognize the need for student body growth, but the fact that a comparable effort has not been made for growth of faculty and graduate teaching assistantships has created a seriously stressful and unsustainable environment. Numerous faculty in my department have chosen to retire earlier than they initially planned as a direct result of the disconnect, while others have left for other academic positions and others, including some of our most productive faculty, have seriously considered beginning a job search. We all have noted that the growth of upper level administrators is expanding with student numbers. We do not have GTAs to assist with classes with enrollments of 300 or 400, yet are constantly being pushed to move to active learning methods that simply cannot be implemented usefully by one person. Does anyone in administration really know how many emails hit our inboxes from classes of 400? Faculty in my department are admirably committed to offering the best instruction and assistance they can to their students, but they are frustrated and exhausted. We have consistently been reassured that we will get raises, but many of us would be happy to exchange a percent or two raise for more faculty and teaching assistants. We cannot serve our students well in the current environment.

We are growing, so I know we cannot do anything about this right now. However, a class of 40 students this year (up from last year) has been unmanageable. I made it work. But the students are not getting the attention they deserve. I cut corners, frankly, so the tight living quarters do not come back to bite me in SOIs. Students adapt the best they can, however classrooms need upgrading (e.g., temperature, enough space to move desks around).

My normal teaching load is 2 per semester, which is a bit too much. For most other major research schools and programs in my discipline, it is 3 per year.

The volume of grading is such that it consistently interferes with my class prep time.

Although the SOI are in themselves well thought out and constructed, the interpretation of the data is somewhat problematic given the antipathy by the students towards SOI in general, and the reading of student results by the faculty. For example, if out of a class of 40, three students respond and those three are negative, then the instructor's superiors interpret the data as the instructor being a poor instructor. However, these results are neither an accurate reflection of the teacher's abilities, nor the students' opinions of the course, given the low respondent rate of the survey. The climate for completing SOI needs to be improved.

The faculty handbook should address distance education so that courses taught on-line or on-campus are treated the same in load.

We have an ever growing number of undergraduates in our track, 300 plus undergraduate majors, only 3 full-time faculty to support the core courses. We are restricted by accreditation to 20 student max enrollment in skills classes, but most skills/technology based classrooms only have room for 12-16 students. At the same time we are told we must decrease the use of adjuncts to support the undergraduate courses. The math doesn't work.

The kinds of class sizes that we have prevent us from doing the kinds of assignments that we ought--like writing papers. We have too many students who graduate with virtually none of the kind of writing demanded of students at other universities.

Many of the classes in my discipline (English) are capped at 35 which is too large for an effective seminar. Many of our classrooms are too tightly packed at 35. We meet firecode, but we are crowded.

More funding for GTAs and graders to support undergraduate courses is needed. More faculty are needed to deal with drastic growth in student body. Classroom IT is extremely variable, and often poorly supported. No notice of changes to classroom IT is ever given. New classrooms lack functioning clocks - this is something that would be useful during exams. Many undergraduate courses at the 100/200/300 level are now very large - this is a huge problem with laboratory classes that either have sections sizes that are too large, or require more sections than can be adequately supported given the GTA support provided to instructors. Technical writing courses are ineffective. Even supposed 'higher-quality' students appear to lack ability to write effectively.

Attempts to consolidate the assigning of classrooms have not been effective. Every semester it seems to get worse and we're left scrambling for appropriately sized and equipped classrooms. The SOI is utterly useless--as has been shown by numerous studies of student course surveys--and it's a travesty that the SOI data are used to evaluate tenure-earning faculty.

It would be beneficial for undergraduates to take an economics or personal finance course as part of their general education requirements.

Narrative responses about Graduate education

Our top graduate awards (e.g. fellowships) are simply not competitive. If we are unable to attract the top students, our graduate programs will suffer. However, our best awards simply can't compete with top offers from other schools.

The dissertation load in my department far exceeds healthy work loads for faculty (i.e., 15+ dissertation advisees per faculty).

That we, in Depts, need significantly more GTA lines seems to obvious that why would one even write it here?

Graduate funding levels are not competitive and do not provide a living wage for a 12-month period. Students have to work over the summer, denying them any chance to keep pace with graduate students at other universities.

Graduate students are treated better than long-term contract instructors.

Again, it is CLEAR that UA does NOT value quality instruction in any way, at any level.

We are not a Tier 1 university and do not attract the best and the brightest. There are great students here. There are great students everywhere. There is not a concentration of great students here.

Our graduate program is in peril for many reasons. Because we have so many STEM undergraduate students we must make sure that we cover all teaching needs for these students before we offer graduate classes. The graduate classes we offer are now double in size. This makes learning a bit less effective as students have less time for discussion, active, and collaborative learning. Furthermore, the "best and brightest" undergrads are also allowed to enroll, to ease undergrad enrollment. Our stipends are not competitive with UAB Medical School, which is close by.

Graduate students should not be used as cheap labor to teach the lower-level introductory courses. Graduate students are here to study, not to be exploited. The amount they are paid for the amount of work they do is completely out of whack. It's disgraceful. Then the university says it wants us to recruit better students and place them in high-ranking academic jobs. The administration is completely out to lunch about the reality of the situation.

Dean Francko is great at providing whatever support is at his disposal.

GRA needs to be offered more. Both GTAs and GRAs are quite underpaid. They have not gotten a raise over the last 6 years that I am aware.

Graduate Scholarship/Teaching assistants aid is ridiculous for an institution that has aspirations to be more than a regional college, much less a university. Peer institutions all do better, and considerably so.

"The lines provided for GTAs are well below market pay, meaning we have to supplement them significantly. They are inflexibly tied to tuition waivers making it hard to combine them.

Administration pushes for more graduate enrollment, but does not provide assistantships necessary to provide incentives."

Confining my remarks to my department's situation, we do not have enough graduate faculty, a few profs have more grads than they can handle while other faculty have none, and internal support of grad travel and research is inadequate. Grad students often do not have sufficient funds to travel to meetings to present their research.

We have some of the lowest assistantship stipends in the country, making recruiting highly difficult. Moreover, the graduate school does not have any policies to bolster quality of students, only quantity. Everything appears to be based on enrollment rates and that is all.

My department has few grad students, but they seem fairly treated.

You could disagree with the statement that class size is appropriate either because they are too small or too large. I think my MA classes are too large and the PhD classes in my department are too small.

"Graduate classes do not get TAs assigned in my department.

Class sizes are adequate but they are lumped together with undergrad classes.

GRA supports are rather a joke at UA. We pay GRAs only for nine months, as they are expected to hibernate during summer. There has been a movement lately on this, but i am not sure if it is implemented yet. The money paid is about \$700-800 less than well-known universities. We seem to spend a lot to attract undergraduate student but not graduate students."

Most of the doctoral students we graduate would not be competitive for entry-level, tenure-track positions at UA.

Need more GA positions

The university pushes graduate education far beyond the need for our graduates in the job market.

Graduate Teaching Assistant training is virtually nonexistent. All GTAs should be instructed in classroom pedagogy techniques including active learning and use of clickers. Currently the only requirement is that graduate students speak english to some degree, and no emphasis is actually placed on how to teach.

Cross-listed undergraduate and graduate courses (400/500) are far too large to be of benefit to the graduate students. It is difficult to attract good quality graduate students, they go to universities with larger graduate stipends and better research programs and facilities.

We cannot compete for the best graduate students because our stipend is too low and our teaching load too high (2-2). The latter in particular is almost blindingly onerous. It is shameful. As with faculty (see above), you get what you pay for....

We offer below-market stipends to Ph.D. students, making it difficult to attract good students who have offers from other schools. We don't offer the same stipend amount to all Ph.D. students, leading to a bad climate among them.

The University has created barriers to developing a Master's degree program whose alumni are needed by a large portion of Alabama's population. A Master's in Rural Public Health is needed to prepare students in the Rural Health Pipeline for top flight qualifications to practice rural Primary Care and Preventive Medicine. The drive for excellence in developing this educational program has been diverted by substituting the "Master's of Science in General Studies in Human Environmental Sciences with Rural Community Health Specialization" for the Master's in Rural Public Health that is needed in the College of Community Health Sciences. This should be fixed for the good of rural Alabama and for the reputation of The University of Alabama. Those students who do accept the substituted Master's find themselves with little likelihood of finding any financial support through the University. The faculty who teach in this program are not supported by the tuition that accompanies the students.

Should be more support of minority grad students, not just additional recruiting support, bot more minority GTA lines

The stipends for graduate student TAs are not competitive, and we lose quite a number of high-quality graduate students to institutions that provide greater financial support.

GTA wages are too low. There should be more GRA positions to help professors with their research.

Our department had TAs taken away by our Dean because we were too successful. Departments that were less successful were rewarded with more TA lines while we were punished. This practice does not do anything to engender trust within the department and hurts our overall ability to succeed in papers and grants.

Expectations that small but productive programs meet minimum graduate class sizes are unrealistic.

As I understand it, the Provost assumes a normal doctoral level class should be 20 students. I can teach that many, but it won't be doctoral level.

"In my area, there are five faculty who AVERAGE 10 dissertation chairs EACH (note--this survey does not even acknowledge dissertation and thesis direction as an issue). Doctoral GAs in my college are paid \$800 a month less than in Engineering. Engineering Master's GAs are paid more than doc GAs. EVERY GA in our area has to assume extra work assignments to make due because of this pay imbalance.

UA metrics do not recognize dissertation workload; they are all undergraduate-based. No great university allows so many faculty to have more than 5 dissertation chairs at one time. Has anyone ever made a list with number of faculty with THIS?"

For the University to increase research expenditures, the University MUST invest in graduate student recruiting and funding much as was done with undergraduate enrollment.

The policy of not allowing graduate students to teach graduate students is antiquated and detrimental to the graduate learning experience. There is no reason at all that doctoral students should be denied the opportunity to teach master's students, particularly in units that do not host an undergraduate component.

Our GTA support lags behind the rest of the country (even accounting for cost of living), limiting our ability to attract the best students.

Graduate students barely make ends meet, and they often complain that their insurance is highly inadequate.

I just know that at the doctoral level, the funding offered to incoming students is not competitive with what is offered at other programs in my discipline. As a result, I believe we miss out on a lot of great doctoral students who go where the better offers are.

Our faculty has grown and the number of undergraduate classes has grown. We need more Ph.D. students to help support the extra faculty and the extra teaching. There is a huge strain placed on our Ph.D. students now because there are not enough to support what we do on the teaching side.

I was given a stipend when I was a graduate student and really appreciated it.

More financial support for graduate students is necessary in obtaining and retaining graduate students overall.

This university needs to invest in building the research infrastructure to support research faculty who train the graduate students. The university also needs to step into the 21st century and at the very least match other large southeastern universities in graduate student stipend levels and services to remain competitive. With a strong graduate program this university will not maintain the quality of instruction needed to support such a large undergraduate student body.

GTA funds in engineering have not grown alongside in enrollment.

Graduate students should be given more opportunities or information about summer work. They often have to rely on loans or low-paying jobs to make it through the summers. Stipends could also be higher, especially for those who teach two classes on top of taking classes/researching/writing.

Several of my graduate classes have been canceled in recent years due to low enrollment. This has caused some of the students to have to stay an extra semester just to take classes that they couldn't take. On-line classes are not always the answer to this problem.

Need a larger PhD program so we can have the needed PhD-only courses. Currently, PhD students take too many of their courses at the Master's level.

Our department's GTAs are only 3 years for PhD students. I believe that many students would benefit from 4 years. Regardless of my opinion, faculty comment on "why are these students rushing to graduate in 3 years", but don't seem to understand the financial implications if they do not. I am not suggesting that they sacrifice good work, but the option to extend some students would be appropriate.

Not sure about other departments, but at least in my department, more funded TA slots are needed.

I am not in a teaching position.

Graduate education is, at best, a secondary concern of the university. Consider all the publicity given to undergrad research in comparison to the relative neglect of graduate student research.

Would be nice for graduate students to have consistent funding for a year, rather than varying by semester and often not having funding during summer months (unless they prefer not to).

The lack of a true medical or veterinary school here with mammalian physiology classes is a real drawback. This severely limits the course offerings available to our graduate students. Our department has a severe shortfall of GA lines, so we end up likely losing some quality students to other schools.

We have reduced the number of hours in our MS program to allow students to complete studies in 14 months. This decision is driven by economics, the faculty agree that the program is weaker because of this decision.

I sometimes feel that the medical students on our campus are forgotten. I understand that the complex relationship between UA and UAB in this makes this difficult.

Grad students could benefit from better financial support.

GTA was treated as welfare and distributed in a non-transparent way.

I am over my head in undergraduates--No time to teach a graduate class

"grad students often miss out on important courses because they can only be taught every 3-4 years

the work load for TAs make the university uncompetitive for the better grad students."

Dean Francko has worked tirelessly to improve graduate educutions. GRA, GTA and fellowships would be competitive if doubled.

We need more graduate students (and GTA support) to catch up with the increase in undergraduate enrollment.

There needs to be more support at the University level for expanding and creating new graduate programs.

Again, some very good graduate students, but quality tails off quickly. No where near enough financial support for graduate education. Protocols involved in cutting loose failing students is too byzantine to be described.

We are desperately trying to cover our undergraduate population -- and yet we have to stretch our resources to try and cover graduate education as well. We implemented a stellar recruitment program, but our top picks were quickly wooed away to other institutions that had more money to offer them.

TA support in my department was cut in half recently, yet claims to become more of a research university are often voiced by administration.

We have a dissertation load of over 10 for most of our faculty. We need to do this to admit for our courses, given that we "lose" courses to foundations and research requirements, things that are allowed to be taught within other comparable programs at other institutions. Thus, we need to admit more students as we get fewer enrollments from each student, pushing up dissertation load. Yet, as a result, we cannot offer foundational class in our own area. These thoughts are not always universalistic. GRAs are clearly paid just over half in some fields/colleges what they are paid in others.

UA needs more graduate fellowships. The UA Graduate School should be actively contacting industry and trying to set up long-term sponsored graduate fellowships. Major research universities (Purdue, U. Michigan, U. Texas, etc.) have these industry-sponsored fellowships, especially in the sciences. UA has almost none of this type of support.

Our graduate program in the humanities/arts is less competitive for matriculating graduate students because of low financial support.

Our stipends are not particularly competitive

We need higher stipends for GTAs if we want to compete for the best students.

Too many graduate students teaching courses when our department sorely needs TAs. More TAs = better teaching and more research publications in my opinion.

The number of GTA should be increased largely. In college of engineering they use some kind of a formula to allocate GTA to each department which depends on the research funding without considering the departmental need and number of students taking courses offered by the department.

Regarding GTAs, there needs to be more summer support. Also, I believe the salaries for grad students needs to be more competitive so we can recruit better students.

The GRA lines (lowest allowed stipend + tuition + health care) does not meet the federal guidelines to hire an international student, meaning the student (or faculty member) must come up with the difference, which is ~ \$1000. This is embarrassing when we hire new faculty and use such lines for start-up packages only for the faculty member to learn they really can't hire an international student unless someone comes up with the balance of the funds. Of course this issue resides in how dept. and colleges handle individual cases, but I was surprised to learn that our base amounts is under the federal guidelines to full support an international applicant.

Graduate students in my division teach two of their own classes, as much as professors. This is double the teaching load at other graduate programs, and they are paid far less than other places. This makes it harder to attract better students, and harder for them to develop to their potential when their teaching loads are so high--and so low is their pay that in the summer when they should be researching and writing--they are scrambling to get jobs around town.

"Recruiting top graduate students will require higher stipends. Perhaps an elite-level competitive fellowship for recruits (not from UA undergrad) with a \$30,000 stipend would allow us to get some top, domestic grad students.

Internal UA graduate fellowships are really inadequate and inflexible."

Financial support for graduate students is low and not competitive with similar programs.

Graduate education at this university has been neglected and supplanted by a clear focus on undergraduate education (and the dollars it brings). It has clearly shifted over the past 10 years.

Our graduate students need improved working conditions. A higher stipend would make a big difference for them. As their professor, my first hope would be for a reduction in their teaching load, which is currently four courses per academic year (where they are the sole instructor for courses that meet three times per week). This is unreasonable and very negatively affects their academic development.

Financial support is below other large institutions like UA. Health insurance and confidentiality at Student Health center are matters of concern to graduate students. Students in many units don't have the chance of research assistantships.

Need to offer more grad classes

The doctoral program courses offered in the department are completely irrelevant to today's profession. Several of the recent graduates have been unable to secure faculty positions because their course repertoire, topics, and education are not relevant to a changing discipline. Some senior faculty prefer to keep it this way so they can teach their niche courses and not have to work to update their knowledge and teaching.

The university has put most of their resources into undergraduate scholarships. It seems like the graduate program is left to grow on its own. In the COE we have a 50/50 goal; 50 PhDs graduated and \$50 million in research funding each year. There is no real plan on how to do this and nominal targeted resources (such as the post-doctoral award) and way too small to be really effective. UA proved it could grow the undergraduate program from 18k to 35k, now it is time to do the same thing with the graduate program.

Not involved in any of this.

Much graduate-level instruction in my discipline is instrument-based. There is no University support for teaching instrumentation.

Our unit needs to provide additional elective courses for graduate students, but we do not have enough Ph.D. level faculty to provide many more elective courses without taking away faculty from the undergraduate program. We do not have enough assistantships for all doctoral students or any master's students. We would be able to attract better students if we had more assistantships.

We are scrambling to cover undergraduate classes, leaving our graduate students with few options. Additionally, our stipends are not competitive with other institutions in the region so we have difficulties attracting high quality graduate students.

All graduate students should have full funding for five years with only a small number of duties. Unfortunately, in A&S graduate students are indentured servant labor for large survey classes.

We need to offer more 600-level courses for Ph.D. students.

Stipend for GTAs could be improved.

GTA lines while I'm sure vary from department to department are most definitely lacking in some. We have on average half of the GTA lines when compared to other comparable departments at other institutions. Recruiting a strong graduate population is next to impossible for us due mainly to this very issue.

N/A

none

We need more state-supported GTA's.

Same comment above for class size

More GTA's are needed in the music area and more elective courses need to be offered now that the comprehensive exams are area specific.

I also was a graduate student here, and the stipend is very low--just above the cutoff for social services. The cost of living in this town has gone up significantly (i.e. apartments are no longer so cheap or readily available) in the 5 years that I've lived in Tuscaloosa, but the stipend has remained the same.

Graduate courses are not considered as part of teaching load

Our undergraduate teaching load is so high that we can not teach required courses for graduate students.

"Our total number of GTA lines is insufficient. Competition within the department for allocation of resources to different programs within the department leads to tension between colleagues on the graduate committee.

GTA compensation is lower than that of competing institutions. GTAs are precluded from teaching for the first 18 hours, a rule that prevents us from using GTA resources effectively."

We are nowhere near a competitive stipend for graduate students. We consistently lose recruits to graduate programs that pay \$10,000 more than we are able to pay and who have larger numbers of faculty members to participate in their training. Because of the fact that all of our departments have 1/4-1/3 of the faculty that is standard for a student body of 38,000 or so, faculty are spread dangerously thin. Graduate courses suffer the most. No matter how many times we rethink and reorganize our graduate education, the numbers cannot allow competitive programs. We have to change priorities at this institution or programs will begin to implode.

We don't have enough TA and RA funding to support our doctoral students.

Small departments need additional graduate assistance to grow. Funding for GRAs needed.

Our graduate students have to teach too many students, and our packages aren't competitive with what some of our peer institutions can offer.

More GTA positions need to be created. Better health care plan is needed for graduate students. Stipends need to be increased for graduate students. Fellowship stipends are too low to be an effective recruiting tool.

We supplement GTA salaries at the department level and also have too few GTAs to support our courses within the department.

Narrative responses about Research and Scholarship

Sponsored programs is doing the best it can. However, in our college (engineering), support for research is non-existent. Our associate dean for research contributes negatively to the effort (in the eyes of most faculty). We do not have a good environment for growing research within the college.

We count pubs just like we rely on SOI's.

Reward structures in the college only value tenured and senior colleagues. Internal college and university accolades should have separate recognitions for pre-tenure faculty.

Please rename the Office of Research as the Office of Sponsored Programs for it's not about doing research but, instead (and yes, I get this) about getting outside funding for expensive research that, hopefully, as the promise of patents or financial profit. Also, please begin requiring people who get outside grants (perhaps over a certain amount) to transfer a significant portion of their salary to the grant--the whole point of outside funding it to assist the Univ's budget.

The research leave policy changed after my hire, and no pre-tenure 100% FTE will be offered to junior faculty already on the tenure track. If UA wishes to compete with high research universities, sabbaticals must be awarded for a full year at full pay. Conference travel money is too limited to allow one to maintain a high national and international research profile without paying a majority of costs out of a salary that is below the national average for research universities.

My experience with the RGC program was positively awful. Unclear why and how they select grants to fund. Process is slow, inefficient, and fails to be transparent in any meaningful way.

Good research is showcased (including mine) and there are many good reserchers at UA, but the drive for more students in my college (C&BA) has led to an actual reduction in research faculty, replacing positions with clinical faculty.

UA rewards QUANTITY and FUNDING- these are quantifiable. Excellence is NOT quantifiable.

It is very difficult to run a successful research program at UA because there are so many barriers - the biggest is time at UA to get the research accomplished. For one, the numbers of students in our STEM classrooms has more than doubled in the last few years. In my department we do not have GTAs for assistance. Therefore, the workload is enormous (email can be overwhelming, grading, office hour appointments). One of the biggest challenges has been the increase in recommendation letters for medical schools, graduate schools, MBA programs, law schools, scholarships, fellowships, transfers to other universities, etc. Oh my! I estimate that I write letters for at least 50 students a year, and some of these students ask for multiple uploads to many different programs/awards. Advising takes about 1 month a year (60 students to meet with twice a year). So, pile this on top of having your grants repeatedly rejected by government agencies that have acceptance rates of about 12% (vs. 20% pre-2008), and the research world of 2015 is an exercise in frustration. Because scientific grants are now a dog-eat-dog world, I am finding that the peer-review of research manuscripts have often become overly snarky and zealous as well. It is simply taking much longer to get anything done in science, without the added burden of our UA situation. On a completely different subject, there are some research admin support offices at UA that are great (Sponsored Programs), but others that are much more of an impediment. For example, it can take a very long time to get any response from the Research Compliance office. I can email them multiple times asking for a response and not get anywhere. Internal funding at UA is almost not worth the effort in the STEM disciplines, as \$5,000 does not help very much. The UA Systems Office offered a similar program whereby two UA institutions (Tuscaloosa, UAB, Huntsville), in collaboration could apply for a total of \$5,000 to split to pilot a project. Honestly, most faculty in my department did not apply because we were embarrassed to approach faculty at UAB or Huntsville about such low stakes funding. There was a decent amount of paperwork to do for this money and we did not to ask our collaborators to do the paperwork for this small amount of money (for them). We thought it might tarnish our

reputations. While we appreciated the idea, the amount of money should have been at least doubled to make it worthwhile for collaboration.

The sabbatical "policy" is a joke. It says profs should be granted a sabbatical after 6 years to be taken in their 7th year, but in reality the administration has manipulated the language so that newly tenured faculty cannot apply until their 7th year and don't actually get to take it until their 8th year. So all new Associate professors lose a year that then trickles down the rest of their career. The rate of compensation for sabbatical is also absurd. 50% if one takes a full year? That has to be the lowest rate I've ever heard of anywhere. Yet the university wants us to be a R1 school with a strong research profile. Even small liberal arts colleges give pre-tenure research leave, but UA doesn't. How are pre-tenure faculty members supposed to achieve research goals that are increasingly being raised each time the tenure guidelines are reviewed if they are never given adequate time in which to respond to the increased demands? The Faculty Senate, if it were to act like the union we really need, could and should negotiate with the administration to fix the sabbatical policy and to secure pre-tenure research leave.

Again, the answer here is radically different for tenured and non-tenured faculty rendering the answers almost meaningless.

Research-active faculty should have more time for research.

Administrative support for grants is inadequate.

There is insufficient internal support for faculty research. Even modest travel/research stipends would improve research in my department. Grants are the gold standard for status and reward in my college/department, and everything else -- quality of publications and scholarship or teaching is a distant second. The University values money above all else.

Research and scholarship pursuits in COE are actively squashed, unless you are one of the Dean's buddies.

I don't believe our college promotes scholarship other than an award won. Publishing in a high quality journal is not widely celebrated.

Pre-tenure leave being added by Arts & Sciences is a great step, and overall there is good support for research.

The university does not have the financial resources to be a first class research institution except in those areas where large grant dollars are possible. We need to think about how to organize the university to allow faculty to have more time to devote to research.

Research is demanded if you want to be greeted in the mornings. Teaching, meetings, departmental/college assignments without adequate TA support pretty much forces working relentless hours. As we are in the last two weeks of the semester, I am amazed I could find time to complete this survey. You are pretty much on your own with research. OSP started compiling research opportunities lately. This is not enough as that is what we have learnt to do ourselves all along. Purchasing folks are very helpful, but the process is designed for you to not to do purchases. You have to get approvals from preferred vendors, pretty much prohibiting you ordering anything quickly. I am not sure if you could call the internal funding for research as funding. The return expected from a few thousand dollar support are so high that I don't even bother to apply. Internal funding does not count for promotion and tenure, so you better turn that funding into external funding in a short time.

I teach 4 courses a semester. I have absolutely no time for research.

Research compliance and grant accounting are two of the weakest areas on the entire campus. Office of Research on a whole is weak, and recent leadership changes have done nothing to improve the situation (any possibly done the reverse)

The College's expectations and policies are quite a bit higher than my department's..... I answered the first two questions in this section thinking about my department, not the College.

A great deal of emphasis is placed on research, but the teaching expectations are incompatible with achieving the expected level of achievement in research. There is insufficient research support and leave (my department offers no junior research leave nor teaching nor administrative support for junior faculty).

I am given no research or scholarship opportunities. I am not given funds to attend conferences.

I advise an unreasonable amount of students, this takes up a considerable amount of time.

Faculty academic advising for undergraduates is a giant time sink and needs to go away. We essentially waste 40-60 hours of productivity time each semester on this exercise that benefits a very small number of students who actually put the time and effort to get something out of the advising experience and not just show up to get cleared for registration without having put any thoughts into their class requirements/schedules etc. I would estimate that 4-5 out of the 50 students I advise actually care about getting any advice at all.

FTTI and CLTF scholarship should be supported actively.

"The undergraduate student body is so large that it is no longer feasible for faculty to advise. This takes more than 80 hours per semester for each faculty member during which time teaching and research suffer significantly. A central advising office is warranted. Please review the advising practices of comparably sized state schools.

Faculty should be permitted to relegate all teaching commitments to a single semester when research demands a semester off campus. Many faculty conduct international and/or field research that becomes constrained and relegated to the summer. This greatly jeopardizes the ability to do many types of research and thus negatively impacts the quality of research."

Funding and support for research and conference travel is low and inadequate. Regarding internal funding, I have several times applied for specific grants only to be disheartened by the way even the application itself privileges and favors the sciences and social sciences. The norms for research in science do not apply to humanists and fine artists. Failure of the University to recognize this in its application forms and procedures of analysis is disheartening, to say the least. Research funding has not gone up in my department in decades. And finally more and more service is being asked of us all the time, cutting into time for teaching and research.

My department provides tenure and tenure-track faculty with only \$300 per year for travel and research. This is inordinately low.

The university's decision to derisively refuse to support faculty research in the humanities and fine arts is both disturbing and foolhardy.

As an example, when colleagues in my college applied for a small (\$10,000) extramural grant for a research project and received \$5000 with the stipulation that the College would match that, the College refused to make the match from \$600K at its discretion. There are very few refereed publications from my college and little encouragement to produce them. There is little effort from the administration, beyond platitude, in support of research and scholarship.

This area should have also included Creative Activities. And now there is a growing concern in the faculty that "research" really means "grant money".

I strongly believe all research-productive faculty (before and after tenure) should be eligible for reassignment-to-research (away from teaching) for one term every three years. Research expectations are going up across campus, but so are the number of students and teaching pressures.

Responsibilities such as advising and the lack of teaching credit for mentoring undergraduates in a research setting has significantly impacted research/scholarship time

The infrastructure for research is very limited in my department. Our Office of Scholarly Affairs has provided very limited assistance and some staff can be somewhat difficult to work with. The graduate research assistant is split between that office and the faculty which is not a fair allocation of resources and not always accessible to faculty when needed.

The RGC was a disaster this year, especially in A&S.

Research support at UA is woefully inadequate. Teaching and service to the university (but not the profession) is more valued than research. If UA wants to become a nationally recognized leader in research then it needs to change its priorities and start supporting research at the graduate level. Undergraduate research can only go so far. More money needs to be pumped into faculty who are active in their fields.

"The University claims that research is important but this is lip service. No major research institution closes their sponsored programs over spring break or the entire Christmas break.

Also our VP of research has no idea how to manage research or move the research profile of the university to the next level."

Infrastructure in labs and equipment are inadequate, and staff support are inadequate for a nationally competitive research university.

Research is not a component of my job, but it matters in my department anyway. Funding is non-existent for people in my position unless that research is pedagogical, even though maintaining currency in other areas of scholarship is vital to effective teaching practices. Conference travel is minimally supported--I travel and research using my own money because none is allocated to people in my position.

I wonder how many more publications I might have if I weren't constantly in meetings talking about how to fill out Smallwood's rubrics for SACS.

"In my program, 5 faculty average 10 dissertations each. We have no time for major research grants, because UA is teaching us to death.

Sponsored Programs by requiring colleges to put up half the funding for trips to DC has CUT funding. Faculty lack staff to get some money from three different pots to travel. Who has time for the paperwork when you lack secretarial?"

Research Administration needs to be more customer driven working with Faculty to generate larger proposals, multi-institution collaborations, and diverse funding agencies. Research Administration is geared toward working with traditional funding agencies (NSF) and needs to diversify to work with different funding models such as DoD, NGAs, and Industrial partnerships. Successful research organizations at universities that "rank" higher than UA, have recognized that NSF is a relatively small portion of their overall research funding portfolio. The University needs to accelerate efforts to accommodate different funding models.

The university needs to sort out its policy for the RGCs - there are clear disagreements between the provost and the College of Arts and Sciences about matching funds, which is confusing and frustrating for junior faculty trying to get funding to do research necessary to retention and promotion.

My department clearly values research and does what it can to reward good scholarship, but the College and University as a whole still do not support research adequately. In fact I sometimes think the upper administration

actually tries to limit research activity. A disproportionate amount of research resources goes to Engineering. The science departments are far too small to be competitive nationally. Start-up funds are too low as well.

Very grateful for the CARSCA and RGC grants

There is a huge disconnect between the push for research productivity and the values of my department, which are teaching and service. This makes the T&P expectations very difficult to navigate and it is hard to know where to put my energy. However, there are some great opportunities for grants and funding of research. I've never had any difficulty getting my research funded.

The problem in our department is that Research Faculty do not want to deal with students. Research faculty only want to teach on Tuesday's and Thursdays and do not want to advise. They miss the point that without students, they would not have a job. I understand that research faculty have a variety of things they have to accomplish to reach tenure, but not at the expense of their co-workers or the students.

Research is the spoken priority but teaching, advising, committee service (and there are lots of committees) comes first. I am in a research support role for junior faculty, but frankly they don't have time to do what they need to do get a research career launched

there is too much research administrative support, adds too much red tape

For the past ten years, I have found it to be come increasingly more difficult to successfully undertake research on this campus and compete for external funding. This is large due to the increasing number of obstacles that PI's face in order to have a fruitful research program. For me, time and effort is wasted and my work is held up because of the road blocks put in place by Compliance, which is further confounded by the delays and break down in correspondence with Compliance. My colleagues at other similar-size universities are surprised to hear of the problems that I have encountered over the past decade, problems that they say would be quickly resolved at their institution and would never impact one's research progress. If this university strives to increase their research productivity and exposure, then they need to start by making changes to Compliance and committees that approve research-based protocols so that they work to facilitate and promote research rather than hindering research. For this part of Research Administration Support, I would select 1. However, I selected 2 for Research administrative support, because I have always had a good relationship with Sponsored Program office, and they have been extremely helpful with my grant submissions. Purchasing has also been accommodating, though it does take a little extra effort to ask for permission for purchase from vendors that are not on UA's list for contract vendors. The internal funding mechanisms have been adequate. Unfortunately, this past year's RGC funding request deadline was moved to an earlier date that coincided with the deadline for NSF preproposals. Administrators need to check dates of other funding opportunities before they move the dates of internal grants. I hope that next year the RGC deadline is returned back to its original date.

I am an adjunct and as such have limited access to funding/research resources

The university should have never combined the Office of Research with Economic Development. The new VP of research now has a distraction to actually trying to bring this university's research capabilities up to be at least equivalent to other universities in the state, let alone try and achieve a larger reputation at the regional or national level. There is also a significant disconnect between the Compliance Office and the Research Office. Numerous faculty from several departments have complained consistently about the Compliance Office and its poor attitude towards supporting faculty...and yet nothing has been done about it. The Compliance Office should be supporting the researchers rather than viewing their job as policing faculty.

With the dramatic increase in the number of students and the lack of hiring of new tenure track/tenured faculty has seriously eroded the ability to conduct research at the level required at an institution like the University of Alabama.

There is strong support in my college for junior faculty members and for endowed professors, but the associates are pinched with little support for second projects. Professors at that level do the bulk of service in the university and often perform much of the crucial teaching, but they often struggle to find adequate support to more aggressive projects.

I am a clinical instructor, so I am not required to do much research.

Almost all research and scholarship efforts are being directed to helping obtain more grant funding. My field has very few grants---we need TIME, not money for our research and nothing is being done in that area.

Research is not encouraged for non-tenure-track faculty, even though most people continue to keep up with their scholarly pursuits. Additional support for non-teaching related research would be nice, although I don't think teaching faculty should be held to the same standards for research as TT/research faculty.

Research in the humanities at UA does not seem to be as highly valued as that in the sciences. UA's library collections are woefully inadequate for my subject, yet the university has not supported my applications for summer travel to a better library that will enable me to proceed with my research in a timely fashion. When I applied for RGC funding, for example, I was openly told that my application for funding for summer travel to work on my monograph was very unlikely to be awarded funding. The RGC application process this year was terribly disorganized. I still do not know if my application (submitted in January) will receive funding; in any case the decision will arrive too late for me to make use of any funding awarded during this summer - and for pre-tenure faculty, every summer is crucial!

While there are internal mechanisms to support research and the OSP is great, there is too much service expected in my college and as a result my research suffers during the Spring and Fall. I am a tenured faculty with a 9-month appointment. I do ALL of my manuscript and grant writing during the summer because I am simply overwhelmed during the Spring and Fall with teaching and service. I do mentor students in research in the Spring and Fall, however, I have no spare time to write. My evenings are typically occupied with grading, answering email, and my free time during the week (in-between teaching) is occupied with service related work and/or long faculty meetings. One evaluation may be to examine if chairs of departments with tenure-track and tenured faculty are themselves tenured so that they understand and value the research process.

Recent changes to the RGC and movement to science-relevant criteria for research granting in the humanities and social sciences has put a chilling effect on my once-positive view of UA as a serious R1-aspirational institution. With its current emphasis on sciences that seems to have come in with Carl Pinkertt, faculty morale has dropped, as has productivity. As a faculty member who is productive and award-winning, I find this inexplicable. Equally baffling is the staunch resistance by the President and Provost to an occasional 3-3-0 teaching load that would be of immense benefit to faculty with research that requires travel off-campus, out-of-state, and out-of-country. When the Provost's response to this (which, by the way, most of our SEC peers offer) is the completely asinine and public response of "What would do about advising?", I despair for our future and can only assume the desire for research excellence is far from genuine. Or demonstrates a complete lack of understanding of how to attain excellence.

While I am not required to do research for my position, I have brought grants in to the department. I am not given time or resources to write up this grant research.

IRB continues to be sluggish and overly picky in approving applications. Look at the U of Florida for a completely different and much more efficient model.

"first of all, what tier 1 research institution has OSP closed during spring break? I will tell you.... none.

second, RGCs are now only available at higher levels for cross-college research??? I am now going to do sub-par research because I am forced to try to incorporate people who have nothing to do with my research interests... thanks."

- There is very little funding from the department to attend conferences, which is a crucial part of the research process for my discipline. There seems to be this idea that publications are important, not conferences so that is why they are underfunded. However, it is important to point out that good manuscripts for publication will only come from work that has been presented and discussed with peers. Without that step, it is unlikely to get anything published in a timely manner.

I am happy with the support I have for my own research. But I do wish all of the faculty in my department carried their weight when it comes to research productivity.

I receive no support for sabbatical work and sabbatical's are not encouraged in my area. I receive no time off from regular duties to do research. Enough said. A dummy could figure out what that problem is.

The University, college, and department says they are committed to becoming a research university, but the infrastructure is missing to truly make this transition. Maybe in 5-10 years and a commitment to bring in research faculty (more than 1/department) this will more clearly be a priority.

It is unfortunate that non-tenure instructors are not encouraged to conduct research.

In my department, a 2-2 teaching load is challenging given the research productivity and expectations of my department.

My college does not support research with adequate funding, or time to complete research. Though research is encouraged it is not a requirement unless one is going for promotion. There is a small amount of funding available per faculty member for travel to association meetings which is encouraged, but it rarely covers even on meeting when if you are a chair of a committee you are required to attend 2 a year. I regularly spend \$1500.00 a year out of pocket. An research or professional writing that takes place, is out side of work time.

Research funding is there for the sciences and scientific professions. It is almost completely absent for the social sciences and social science-oriented professional schools, and completely absent for the humanities. This at the same time the university treats all faculty as if they had equal access to external funding.

In order to move toward becoming a Tier 1 Research Institution, UA needs to have a stronger Office of Research, Sponsored Programs, Grant Accounting, and most especially a more effective and responsive IRB/Research Compliance office). Some positive changes have been noted, but we still have quite a ways to go. UA does a pretty nice job of offering internal pilot/seed funding to help faculty initiate pilot research.

Research and external grant seeking are priorities in terms of philosophy, but in terms of practice there are so many infrastructure hurdles to overcome that these areas are not what they could be. Faculty who are trained with postdoctoral research experiences and capable of high-level research are burdened with advising, chairing sub-par dissertations, serving on teacher certification committees completely unrelated to their professional skill set, and administrative minutiae.

"The IRB continues to use a cumbersome and inefficient on-line utility for managing protocols and IRB-researcher communications and notifications. The training of IRB members is inadequate to ensure fairness and consistency from one member to the next and one application to the next among the same reviewer. Neither IRB members nor researchers are happy with the process. The medical IRB is particularly dysfunctional.

Purchasing, as well as other administrative departments appear to be more concerned about making their work easy and safe rather than trying to understand what researchers need to get their work done and developing solutions to make those things happen."

I get research in the sciences but don't think it should be a high priority in the arts.

First, I and most of my colleagues are clinical faculty. That being said, we are encouraged to do research. However, we receive very little in the way of support or training in this process. Most of us spend 80% or more of our time in patient care and teaching. The remaining 20% usually gets absorbed by administration, committee service and the like. Any research we do is essentially on our own time. Therefore, little serious research is done. The exception is some of the faculty that have significantly cut back their clinical time.

My department values research, and has recently worked to try and give associates leave in addition to sabbatical. The College claims to want to push us to R1 status, but doesn't provide the support necessary to make this happen. Although the recent decision to offer pre-tenure leave to new faculty is welcome, there needs to be better support at the College level for leave and there needs to be better financial support too. The recent change to RGC funding practices is really hurting humanities.

The internal resources/awards were managed by the poor academic performance associate dead in black box.

Research is a top priority. However, teaching demands, service demands (especially accreditation, etc.), and the stupefying amount of paperwork (e.g. ethic form, pointless HR training on hazardous chemicals, etc.) make it difficult for me to be an effective scholar and teacher.

It seems that the university is shifting the research priority towards the hard sciences and those that they think will bring money to the university. There is little support for the humanities and fine arts and not as much assistance to help smaller areas to continue to have support for research. The university needs to find universities that have a clear vision for research and examine their standards and guidelines. I have colleagues at other institutions who have complete support for research, to the point that they have people finding grants and writing their research grants for them.

Finally, it should be apparent that the workload of full-time instructors prohibits any research and professional develop. If the University is going to create a de-facto two-tier system, a teaching faculty that are poorly paid, have little job security, and little chance for promotion or raises, upon whose backs the research faculty and the top-heavy administration depends, it is only ethical that the University create a formal teaching faculty track, beyond its current attempts to incorporate a few CLTF positions.

I am not expected to do any research, just continuing education.

Scholarly opportunity for PTTIs is essentially nil.

Ratings above are a compromise. Department is great; college is minimally supportive. The new VP for Research appears to have been hired to destroy what little research infrastructure we had on this campus, and to insult as many people as possible in the process.

No time.

I am FTTI so I do not do research.

The only comprehensive plan I was able to fine put out by President Bonner did not mention Research until points 20 and 21. The formula for faculty startups in research intensive fields in whole inadequate - startups in my field could easily be doubled and still not be competitive. The hiring of VP Pinkert illuminates the University's position research – second rate and on the cheap is just fine. Sponsored Programs and Grant Accounting are dedicated to helping faculty obtain and manage extramural research funds. Purchasing - I'm not so sure.

R-1 is not a realistic goal for UA. Even if it were, competent accounting professionals would have to be hired (and retained) to effectuate this on campus. Plus, the current skewing of research to exclude non-science working groups, opportunities, and so on is problematic.

"The questions should have been separated to allow for different opinions regarding department and college level issues. While research clearly is a priority in my department the situation is very different at the college and University level.

The University needs to significantly improve its research profile and make this a major focus (and with this I do not mean ""undergraduate research""). Research faculty salaries need to increase and excellence in research needs to be rewarded. Departments need to be given the resources to reward research excellence.

Sponsored Programs does an excellent job - the other entities listed: not so much."

Our typical teaching load, as research active faculty, needs to shift to 1.0 - 0.5, at least in a functional sense if we are to devote the time needed to grantsmanship in such a competitive environment. This has been the load at other top schools in the SEC and aspirant public institutions. It does no good to build new buildings and not provide time to adequately pursue scholarship. What happens is your best researchers become marginalized vs. their peers. This has a lot to do with enrollment, but equally has to do with a mindset that we need more administrators and their assistants instead of using those funds to lessen faculty loads or hire more GTAs. One \$200K administrator and their support staff/benefits = 1/3 of some department allocations for teaching hundreds of students. It is not the right direction and sends a weak message when multiple times you see one job opening for an Associate VP morph into 2 hires over and over again.

I'm not tenure track.

I believe the University could be more supportive of research by being more generous with matching funds, which are increasingly required by many funding sources.

Research environment is good. Makes life here reasonable.

As an instructor, I do not conduct research for UA.

Again, you are prioritizing tenure-track and research faculty. If non-tenure-tracks are not priorities, even though we teach most of the classes, then why did you send me this survey? You certainly don't pay me enough to make it worthy my time.

Research is not an expectation of my faculty role.

The college and university have narrowed down the definition of "research." They over-value research that is "numbers" related or brings in grant money. Everything can't fall into those two categories and still maintain a diverse campus. We have been told that our research doesn't "count" because we don't get grants -- but there are so very few grants available to our discipline.

I am in the University Libraries. I was never given time to allocate to research and scholarship. My daily work load has always been incredibly heavy and allows for very little time for research and scholarship within my M-F, 8-5 work week.

IRB lost an extension request when I was on sabbatical, costing me 2 months of work time. They deny proposals that are practically identical to previously accepted ones, making the process seem arbitrary, especially when conducting survey research on adults, which is minimal invasive. Dissertation load is not considered in terms of cost of time lost for research. So the University demands increased enrollments, incurring increased dissertation load. We are legal exposed if we do not service them. However, the rewards go to the faculty who do minimal work here and comparatively "punish" those who do the work of supporting our students. I find this one of our largest issues. I value research too, or I wouldn't be here. But to reward colleagues who tell students "no" when someone must say yes, troubles me.

According to my department/college research is supposed to be conducted after hours.

I believe that the current research administrative support is set on a path to decrease research at UA. I am very unimpressed with some of their recent decisions. UA needs to be spending money to grow our research efforts (which will eventually pay off monetary in terms of increased overhead returns) but is instead developing penny-pinching policies that will decrease research efforts.

as non-tenure track faculty, research is 1 supported in my unit.

Research is king (for now). I am paid to teach, not research so my opinion on this is probably not of interest.

There are too many bureaucratic levels to each step in research, which is a disincentive to proposing and carrying out the research.

Difficult to keep straight who to contact in C and G office.

There is a lack of rewards to research excellence.

Previous comment: Scholarship (grants and publications) is the number one tenure expectation in our college, far outweighing teaching or service. However when teaching nursing clinical courses (one day of class, two days of clinical per week) we are allowed one full day of scholarship at best (we teach an additional course plus have a day set aside for meetings). Therefore 20% of my time is spent on the number one determinant of my tenure. In instances such as these it would be helpful if teaching was emphasized more in the tenure process.

Internal funding opportunities can help but almost negligibly. For instance, in science, \$1,000 internal grant award can be helpful but when a chemical (25 g) cost \$300 and a basic chemical separation filter costs \$350, and air-gas cylinder rentals (cost every month), etc. there is hardly enough to do "research". Basic auto samplers can cost \$50K. So, I believe there may be some stark disparities between the research needs of social sciences and natural/hard sciences.

As I am clinical faculty, my department and college do not require me to conduct research. However, I am also not rewarded for conducting research anyway.

Other than sabbaticals, are there other policies for leave?

Research involving criticism of institution practices receives little support.

"The college/department reward grant dollars, but there's no real way to evaluate or reward quality/impact of research/scholarship.

No faculty in my department were granted sabbatical leave over the last 10 years (!).

OSP support for my department (Lisa Joiner) is EXCELLENT! Head and shoulders above my experience at previous universities.

The changes to RGC internal funding have not been helpful to faculty in COE. The dept/college leadership don't want to match for the large (Cat 1 and 2) proposals, so getting one of these grants is considered a ""request"" for COE funding rather than a ""win"" of getting a grant."

Sponsored programs and grant accounting will meet, though their follow-through needs work.

UA is dead last in the System in research funding despite being the "flagship" institution. It may be true that we cannot compete with Huntsville's aeronautics and military research or Birmingham's medical school, but it is also true that both those institutions spend a considerably greater amount of their own money on internal funding. Meanwhile, I have colleagues who can't afford to go to more than one conference a year. Offering more research support and linking that support to continued productivity would seem an obvious step, unless someone believes that "flagship" status relies entirely on the football program.

Research Dean does almost nothing to promote our capabilities and seems to operate in secret when he does.

I don't know what you mean by "short and long term leave". To my knowledge, all we have are sabbaticals.

Some areas of research, or creative activity, are more expensive than others, so without financial support (internal or external), those faculty members whose specialties are in those areas are at a distinct disadvantage for fulfilling the tenure/promotion guidelines.

I do not have enough time to dedicate to research and scholarship, and it negatively affects my scholarly production. We need more frequent sabbaticals (I'm currently in my sixth year and will be ineligible to even request sabbatical for another two years), summer funding, and administrative staff to alleviate advising burdens.

Scant conference travel support. No research assistants. Misinformation or disinterest by higher administration about research fields of their faculty.

Despite that 10% of job responsibilities include scholarly activities, I'm allowed zero time during the regular working hours to engage in those activities.

The department is not supportive of research. Actually, they treat faculty with successful research and funding records very negatively.

Sabbatical leave is important to maintain research competence. I have had a relatively successful research career but was only granted one sabbatical (and denied twice in spite of invitations from other universities and national labs) in my almost 30 years at UA. If I were king of the world - or at least university president - I would REQUIRE faculty to put together plans for profession-enhancing sabbaticals every 7 years unless their personal situation would not allow it.

Not involved in any of this.

We do not have any time to do research. We are swamped with service and committee work. We don't get enough RGC or CARSCA grants to research during the summer. We need more sabbatical leaves as well. We need more travel money for conferences in order to publish our work.

The current method for selecting research white papers to go forward for limited submissions is flawed. This is obvious from the low rate of success for MRI and other large-scale funding programs achieved by the University. White papers should be peer-reviewed, rather than evaluated by associate deans who often have poor understanding of what will and won't be successful and may not even be active researchers themselves.

I am a clinical instructor so I do not have as much time for research due to my course load.

stop with the committees already, when did internal service become to center point of the university

There is minimal internal funding and with the revamping of the RGC awards, departmental match is required for most proposals. My department does not have sufficient funds to provide match for multiple proposals, limiting the number of applications that can be submitted. The requirement for departmental match has been detrimental to establishing internal funding mechanisms.

Teaching load is adequate. Advising should not be left to individual professors. Leave policies in order to conduct research are worse than peer institutions and far worse than aspirational ones. This university cannot expect a research profile comparable with a R1 university and teaching profile like a SLAC at the same time without higher pay and more tenure-track appointments.

The allotted \$250 of funding given to each faculty member per Academic year is simply not effective. While additional funding can and sometimes is awarded, it is a major problem.

When it comes to funding, more is always better.

As contract faculty, I'm not familiar with research -- but I do have interest in some topics. I wouldn't mind helping on some research projects, but I don't have any idea as to how that might work, or even if it would be welcomed or, more importantly, respected.

none

Office of Sponsored Programs is pretty good and pretty helpful. But the indirect cost share has been an impediment to winning some grant funding. It is way too high.

Research is only important when the administration wants it to be important. Those the administration like, who do not do research get the benefit of making it up in teaching for raises and promotions. The rest of us are held to standards where we have to publish in top tier journals.

More travel funds are needed.

We are burdened by too much administrative paperwork and assessment and checks on anything we do that it is hard to get anything done. Overabundant university emails and student emails requesting information etc. take immense amounts of time away from research and teaching. AND WORK STARTS EARLIER AND ENDS LATER AND CONTINUES 24 HOURS A DAY AND THROUGH WEEKENDS WITH NO REAL RAISE IN PAY. My wife and I are both employed by the university and are contacted after hours and on weekends and on holidays requesting answers (sometimes by department chairs, other faculty members, students, prospective students, athletics etc.). Some of this is in fact important but there needs to be a filter university wide on what is sent after hours. This survey which I wanted to do took longer than it should have and I am trying to get a chapter for publication out in two days. Too much stuff thrown at us which prevents research and can make preparation for class hectic and less organized. If it is happening to me I know it is happening to others in the faculty.

"Travel funding is insufficient even to cover one academic conference per year in my program. Airfare and hotel prices have increased exponentially and yet funding has remained static for the last decade. There is no travel or research funding available for sabbatical leaves, and my discipline (in the Humanities) is one in which external funding is rare and difficult to obtain.

My College should be applauded for its current effort to encourage research among junior faculty by way of a paid pre-tenure research semester. However, no such benefit is promised to post-tenure faculty, who are often saddled with so much service, there is little time for research that would help lead them to further promotions. Associate-level faculty in my department have a difficult time making the move to Full. Additional research support needed."

Read above on my comments regarding unattainable undergraduate growth, lack of adequate growth and support of stipends and faculty numbers. All of these issues coupled with the most serious reduction of extramural research funding, creates a perfect storm of research disaster. If this institution really wants to be a serious research institution, upper administration needs a realistic view of what their policies are doing to faculty, and I've seen no evidence that this is happening. We have talented faculty who cannot possibly sustain prolific research programs under the current policies and environment.

Research Compliance (IRB) produced more barriers for me than help.

I'm in a teaching only position as is everyone else in this department, so I answered "don't know."

A 4/4 load leaves very little if any time for scholarship/research. I have to teach at least one summer course a year to supplement my \$36k income-- so I don't have much time for research in the summer either. If the university cared about research, it would financially support it.

In the music department, there is no difference made between creative/performance activities and research. As a result, funding is not adequately spread among the various divisions of the department. I am given \$300 a year for support to attend conferences, not once a conference but total. I am not paid to present at conferences and that money covers neither lodging nor travel to the conference, let alone conference registration. However, performers are also given that money to perform at a venue and they are paid to perform. So, performers get money from the University to perform and are paid to perform, but academic faculty get neither support from the conference nor the university to adequately cover their expenses. This policy is inherently unfair.

These areas do not pertain to me.

Create individual profiles for research for ALL faculty.

We really need a lot more funding available for research.

The main issue with research is that teaching and service interfere with it. There's much too much service work in my department. I don't know what the answer is to this problem.

New RGC grant programs appear to be designed to minimize applications - matching requirements were excessive and no department had the chance to plan for this. While research is a stated priority, the university appears unable to figure out how to support that goal effectively. Support staff have good intentions but are likely insufficient in number to support the level of research the university would like to achieve.

Instead of protecting faculty time to accomplish research, administration frequently about assigns extra administrative tasks to faculty that detract from research productivity. Instructional issues are often handled in a way that uses faculty time that should be allocated to research. Purchasing is more of a hinderance to accomplishing research than a help.

Incredible support from Sponsored Programs and Grant Accounting!

Faculty in our department have a 20-hour weekly courseload normally, so it seems expectations for research are much lower.

Narrative responses about leaving the University

"If you have considered leaving the University, can you share your reasons as to why you considered leaving and/or why you did not leave?"

For growth in research

I didn't consider leaving, but that's primarily because of the structural binds of retirement benefits.

Location and campus climate for LGBTQ people. As a gay/queer man, I have such difficulty finding affirming social and professional spaces on campus. In particular, I have felt directly discriminated against in my professional pursuits with several faculty and administrators in the Honors College. There is an overall lack of respect and sense of belonging for LGBTQ people at the university. Although Capstone Alliance and other faculty/student-run organizations provide safe havens, there is no institutional voice for LGBTQ inclusion (or inclusion across social identities at all). UA needs to take a stronger stance on social justice issues in several ways - representativeness of senior administrators, formal student/faculty/staff services for identity-based communities, institution-wide campus climate assessment, chief diversity officer, more intentional social justice curriculum initiatives. Really, if we start anywhere it will be more progressive than where we are now.

My reasons generally have more to do with issues local to my department than the university itself, but support for research in the humanities was certainly one concern I have, and the dominance of administration over faculty at the university level was another, in particular the apparent unwillingness of the upper admin to listen to faculty concerns. I expressed my concerns to an assistant dean during my interview here, and received the reply "That's not the way we're going." End of discussion. The message was loud and clear. The low quality of students coming in, especially graduate students, was also a concern. I remain because I now have tenure, and have not seen too many open jobs that are interesting enough to leave a tenured position.

pursuing more research-oriented program.

I would prefer to live closer to my family. I would prefer not to live in Alabama for all the obvious social (poor schools, uncongenial ideological climate and pattern of development), political, and financial (low salary, regressive taxation) reasons. I have not left because at this point going on the job market is inefficient--it requires more time and effort than the probability of successfully landing a better position could justify--and because I have become invested my faculty colleagues and students. That calculation is subject to change.

To achieve a livable salary.

Poor support for families, particularly maternity leave policies, childcare, and spousal employment opportunities. My quality of life outside of work is diminished by these inadequate systems.

Considered leaving due to dual-career issues and lack of reasonable child care options. Did not leave because did not receive job offer from short-listed opportunity.

Lack of vision and inadequate leadership from the University administration.

Considered leaving for offers at better ranked universities. Stayed because my department gives me a lot of personal flexibility here.

"I feel UA no longer values quality education- having forsaken it for the income.

If an appealing position arises, I will likely apply."

My spouse and I (both at UA) have both been approached with offers to interview at other institutions and/or leave with other offers. The circumstance for each offer and reason for decline was a little different. However, mostly the reasons can be summed up as wrong fit, worry of the unknown at other institutions, and counter offer.

Lack of support and resources for humanities researchers; lack of pre-tenure sabbatical

Like most people, I would leave for better pay at a more prestigious school.

Senior admins should come from outside UA and hopefully from aspirant institutions.

Would like to go to an institution with a higher research ranking and better research culture. Did not leave because there are not many opportunities for more senior faculty positions.

It's Alabama.

As non-tenure track faculty, there is zero opportunity for advancement.

The shift in academic culture in my college is too extreme and demoralizing. The policies for vesting in the retirement system discourage leaving.

I don't feel very appreciated for my inputs (or attempts to add input) to teaching, research and service. It's amazing that when I go give a seminar somewhere else, how much more I'm asked for my opinion and input than here. It's a matter of being where you are celebrated and not just tolerated.

Dual tenure track career objectives (married couple)

The leadership at the provost level and below is much less responsive to faculty than it had been under Dr. Witt and Dr. Bonner. There appears to be a movement to make this the University of Tuscaloosa rather than the Capstone for the State.

Family reasons.

Leadership in my College has created a hostile workplace. I did not leave because two of my children are enrolled at UA and the other wants to complete high school here.

The ability to advance professionally at UA seems to be based 99% on kissing up to the right people. An organization based on this structure is doomed to fail. Generating ideas for improvement are met with extreme punishment. More than anything, the new COE structure (completely destroying academic departments) is one of the most unproductive and demoralizing changes that I have ever witnessed. Externally, it is viewed as a major catastrophe.

Will leave in 2017 if benefits support it.

My contract was up and I was unsure if the position would be available for the next academic year. Since then, I have started the process to renew my contract.

I am too busy in my current position to conduct an MLA/Chronicle of Higher Ed/HigherEdJobs.com search. I would love to teach students who are actually prepared to take college-level composition and literature courses, but as I have no time to research and no time to search for another job, I am here at UA, hoping my contract will be renewed next year.

Dual-career couple concerns.

The university expands the student population but does not increase the number of faculty or faculty resources. This creates a lot of stress for faculty. I'm not sure how long I want to endure that.

Negative climate when it comes to diversity. Very low pay. Lack of leave and funding opportunities.

Although UA is a research university, its support for faculty research seems far below the standard level than that we can expect from research universities.

I would prefer to be in a place with greater support for a diverse faculty as well as greater support for research. I think the teaching expectations--with respect to classroom size, course-load, and the system of documentation of student learning outcomes (producing a great deal of meaningless data rather than providing resources to instructors) are generally unreasonable, and not in line with comparable universities. I have also been very disappointed at the administration's perceived disregard for the viewpoints of faculty as compared to that of students (and their parents) in response to a range of issues, small and large. The University also has significant and, I believe, unwarranted disparities in its compensation of employees: our administrators are amongst the highest paid in the nation, and our instructors amongst the lowest paid. Instructors seem generally discontented as a result, and this contributes to a negative climate.

I am currently looking to leave the University and will do so as soon as possible. My experience here has ruined the profession of teaching for me, and I hope to move to another line of work. If I am going to be part of a for-profit business I would like to do so without the guise of public service.

There are not enough faculty who do similar research to my own to support a community of graduate students with similar interests, and this lack of interaction necessarily puts a stint on a major source of intellectual development on my students at this stage of their career and ability to attract students. The focus on undergraduate vs graduate education is not correctly balanced (too much undergraduate). I also think Tuscaloosa could stand from some cultural improvements. I didn't leave because I see potential in the university and I like my colleagues/facilities in my department.

Not enough emphasis or support for research and the graduate program. UA is trying to provide a liberal arts experience for 35000 undergraduates. This is not possible, and is difficult if not impossible for faculty to maintain research productivity. The university needs to decide if it is going to be a research or teaching university and proceed accordingly.

Not feeling valued or significant in my department. No position was readily available in the area I wish to live. My pay salary is better at UA

"Research support, over-emphasis on technology in the classroom, salary.

I wasn't offered the job!"

Complete dissatisfaction with the management of my department by my department chair. Comparatively high teaching load. I didn't leave b/c I respect the College of Arts and Sciences and even though my department seems dysfunctional and under performing, I have confidence in my college for support in the future.

More money. Family did not want to move at this time

I have been recruited to enter competition for positions elsewhere, but this is my home and my home state, and the opportunity to make a difference is greater here than anywhere else.

Despite claims to the contrary, UA does not offer a competitive salary for someone with my credentials. Cost of living in Tuscaloosa is higher than expected, without the benefits of a large city.

I considered taking another appointment but ultimately did not because it was not the best decision for my family. I considered leaving because the recruiting institution had a core faculty group in my area that would improve my own (and my graduate students') scholarship.

I would like to leave the University for a multitude of reasons. For one, there is way too much red tape in the job of a professor compared to what it used to be--I don't have time to be the researcher and teacher that I was trained to be. My classes are also too large, and the wrong people are awarded administrative jobs in my college (A&S). The politics of the college and university as a whole are repugnant. The Chancellor and Trustees are way too incline to micro-manage the University. Bob Witt grew the University and sold its soul. He needs to go yesterday. Sadly, UA is an environment where people misbehave and are never held accountable because of their power and because people do not have the character to stand up for what is right.

Better salary, more support/administrative resources.

"I considered leaving due to the lack of support and the environment within the college. There is a high level of incivility in some areas of the department. Despite numerous attempts to discuss this issue it has not been resolved and in fact the individuals displaying this behavior have been protected.

I have not yet left because I care a great deal about the students I teach and the research I'm involved in. The entire college is not toxic but the elements that are make it very difficult to work in."

Leadership is ineffective or incompetent at the College level and above. The relationship between my Dean and the upper administration is terrible. Not sure who is to blame.

I would like to work in a place that values research as much as teaching, taking seriously the 40, 40, 20 ratio of teaching, research and service ideal.

"The University is not serious about research and my research program has been hindered at times because of the University Administration's lack of understanding of how to increase the research profile of the university.

Also the national attention regarding racism on campus has made it difficult to recruit top students to work in my lab.

I have also had collaborators refuse to travel to the University because of these racism issues."

Not valued by the university.

The faculty that perform well in the college are overburdened with additional service and teaching activities, while the faculty who are "socially difficult" are allowed to "hide" in their office and only work on research. If a faculty member does not attend committee, department, or college meetings or if they are perceived as difficult, then they are relieved of serving on committee meetings. Some faculty would argue that the difficult faculty are "rewarded" by having to teach fewer classes and serve on fewer committees because they are considered "socially difficult". It is unreasonable for the "good" faculty to "shoulder the burden" of the "difficulty" faculty because it is easier for the Dept. Chair and the Dean.

To be unappreciated within one's department, to have no hope for promotion, to have no variations in course load, to have a department in which professional hierarchy is valued so much that practices are exclusionary, to be treated as second-rate faculty in terms of offices (how can I reasonably be expected to hold meetings with students about grades and work, when there is always another person's ear at the other desk?), course loads, scheduling, expectations--all of this is very demoralizing. If my husband did not have his own lucrative career in this city, I would have left long ago.

Overall stigma attached to Alabama. Weak UA President, backward governor, right wing legislature. I did not leave because I have an oasis of excellent colleagues.

UA is a great institution, with great people, and has been generally hospitable to my work, which is why I chose to stay.

I have a doctoral degree and am a full-time instructor. I have published several times and have continued to be invited to present at conferences. However my department does not reward my efforts or promote me to at least a clinical assistant professor position. I am not encouraged to associate with the tenured or tenure-track faculty and I am not even invited to our departmental or college-wide events. This to me is a very uninviting environment that will not help me grow as an academic. I chose this position due to family constraints and location issues with my spouse but I feel that I should be able to "bloom where I am planted". I feel the soil here at UA is not conducive for growth.

I was frustrated by life in Tuscaloosa as compared to more progressive cities in the South. I am also frustrated by the lack of focus on growing UA's scientific research profile. I deeply hope the new President and Provost will invest in the long-term funding and support needed to increase our research output to be competitive with the top of the SEC.

Problems within the department and disappointing undergraduate students who (for the majority) seem like they are only at UA to watch football. Class sizes are so big that they do a disservice to the students; they can't write well (or spell for that matter) and have no oral communication skills that should have

been taught in the first two years at the university, but large class sizes mean professors can't focus on developing these elements in students. I didn't leave this year for logistical reasons.

Low pay, lack of advancement opportunities, lack of departmental support.

Poor representation of graduate students negates any efforts to improve the research mission of the university. There are more than enough undergraduates and the numbers should flatten or be reduced.

I was approached about a position at another university. It was not a good fit from my perspective.

Not being valued by my co-workers. Have been informed by other PhD co-workers that they are superior to Instructors and should have more opportunities than Instructors or Associate Professors. PhD co-workers have told me that they should have first pick of lecture times and office spaces. They should be considered as CEO's in the industry.

lack of support of administration for research and teaching

Considered leaving due to my continued issues with Research Compliance and feeling that other institutions would be more supportive, enabling me to continue a successful research program.

No value to research, low salary, lack of career progression to leadership roles.

Because it seems that I can't find a full-time position at UA ... seems as though full-time faculty attrition is being compensated for with doctoral candidates and adjuncts.

Failure to understand needs of my particular department and overwhelming emphasis and marketing of athletics vs. academics.

"-Adequate graduate funding

-better quality incoming student

-spousal hires not valued here"

Lack of university support for research infrastructure.

Lack of support to research faculty and the administration concern about student numbers rather than maintaining a quality education.

Turmoil in the department is radically altering the program in a negative way.

Because of the racially segregated climate and the lingering misogyny. I have ties to the area and want to stay in the area but it is difficult.

The University is very status quo, very entrenched in the old boy network, and this is disheartening. The university needs to embrace change in terms of diversity, less power for the Greek system, less sexism/racism/heterosexism, etc. At the same time, I found a niche of faculty who support each other and make it easier to perform under these circumstances.

I have pursued TT positions at other universities that would give me greater freedom to teach within my discipline. I went on a campus visit for a largely administrative position but chose to stay at UA because the work and benefits were better.

See above on research issues. Why not? Haven't had time yet. Too busy researching, teaching, and doing service, which is what I'm supposed to do, even if not appreciated at the top of this institution. I should add that our Dean is quite supportive as is my department, but that doesn't shape the course of the University. I'm sure a breaking point for me will come soon under present direction.

"There are too many reasons to cover. To name a few:

- 1) Aggressive, violent, unethical, retaliatory, and prejudicial students and administrators.
- 2) The Tuscaloosa community does not welcome outsiders. It most certainly does not.
- 3) I do not feel as though our campus is an academic institution.
- 4) Our facilities, resources, students, and administrators are uncompetitive."

lack of support for dual career couples, administration's unwillingness to stand against the machine and greek dominance of campus life, failure to hire faculty and support staff at a rate to accommodate the growing student population

"the university's total ignorance (or apparent ignorance) of the greek voting scandal.

totally unforgivable"

Moving is difficult, and I am optimistic that things are changing here. I want to see what comes next for my department and my students.

The lack of support and understanding from my college and departmental administrators. Lack of pay raises in my department comparable to the amount of work I do. The knowledge that I will never be promoted to Professor under present department head and Dean. Blatant use of faculty lines in the hiring of clinical/contract faculty.

Looking for a better research climate and commitment to the growth of academic programs.

Spouse was hired. Faculty salary is pretty good relative to the cost of living here. Reasonable research expectations relative to some other institutions.

I am truly vested in the university and feel we have done a lot of great things with more opportunities to come.

People approached me. I did not find the position to dominate my current position.

Better benefits at other University (college tuition to range of colleges for faculty members children), more support for research at other institution, less reliance on alumni/Greek dollars and related overt discrimination occurring on campus

Other equivalent universities for which my research profile would make me competitive pay more, have a more tolerant and diverse administration, the towns in which they are located are more diverse, more tolerant, and have more eating options, are cheaper to live in, have more public transportation, etc.

I've gotten interest from other departments; one is pending, the other didn't pan out. I like it here, but can't decide until I have a firm offer

Strong offer with higher salary, chair, reduced teaching load, and better research support at a comparable research school. Didn't leave because the move was not right for my family at this time. Was a very close call. I love it here very much, but my department has been incredibly dysfunctional and leadership has been lacking.

no upward movement, I need to be more challenged. I am leaving as soon as I can, but it has to be the right fit elsewhere.

salary inequality, gender inequality

Salary is not what I would consider adequate for my level of education.

Family issues have contained my options.

Because to be a long-term FTTI who is a "great" teacher by many accounts gets you nothing. Nada. I'm just upset I didn't know this decades ago: Teaching, actually, matters very little at a university. And the money they charge students is an outrage. Joke. Less quality for more money. Wal-Mart? I will say, as a Southerner, having students from all over is a positive, but I do worry about less fortunate students from Alabama. How much can we bow to the Dallas money?

A lack of faculty inclusion in governance at the departmental and college level has resulted in very low morale levels within my department.

I ended up not applying for the position for reasons that had everything to do about "fit" there, and nothing to do with here.

The internal resources were actually managed by associate deans with poor academic performance. Do not have the required expertise and moral standard to manage.

Quality of department leadership.

Retiring

Opportunities for greater research support.

I suppose all instructors are looking for the opportunity to have security, a reasonable workload, and a chance to do research and contribute to their chosen field. But as much research has illustrated, it is

increasingly difficult to find tenure track positions, given the difference between the numbers of PhDs generated by university graduate programs and the much lower number they are actually willing to hire.

My significant other was recently turned down for an internal position; disengaged undergraduate population; poor support for LGBTQ community; lack of mentorship and positive reinforcement from superiors; terrible health care options (particularly at the Faculty/Staff Clinic).

In my interdisciplinary field, I can't find a way to get UA to use my skills, let alone to find a full-time position doing so.

"the university administration is crumbling around us even as the number of administrators (doing who knows what, it's hard to tell) continues to skyrocket. We have an Assistant Associate Mini-me for every administrative slot on campus. Meanwhile, support for research is dwindling, class sizes are growing, and students and parents raise hell if we don't give students an A for just showing up to class now and then.. The university is best known for football, the Greek system and rampant racism.

If I were a little younger, I would be gone in a heartbeat. I am currently weighing options and may yet leave."

"Tenure decisions are not fairly applied. I understand it is a moving target, but I have seen people get tenure-track lines for no other reason than the faculty liked that person. At the time it was presented as a decision based purely on publication record. That is fine, but others who the faculty do not like for whatever reason who had similar publication records were told they could not get tenure track lines. Even though this did not impact me directly, it was nonetheless unfair and I do not want to be associated with such blatant inequities.

Diversity is no longer valued as is evidenced by the fact that women and minorities are rarely brought on campus for interviews. At one point, there was a concerted effort in place to seek out qualified diverse candidates. I am aware that the former provost did not support any efforts to target women and minorities, which most likely explains what is occurring during our interviewing process.

Finally, there is no process in place to discuss decision-making. I want to work for an institution where I feel like I can contribute and be a valued member of the team. This used to be a great place to work, which is why I was here for so years, but that is no longer the case."

The politics, and lack of consistent, fair leadership in my College are most troubling. Even when problems are brought to higher administration about leadership issues in our College, reportedly from multiple sources, nothing seems to be done about them.

The professional culture and morale within the university is by far the worse that I have seen in my more than 25 years at UA. The faculty and administration are heavily divided. The Dean's Office is unsupportive, and generally non-functional. There is no active leadership from the central administration, and with the current leadership transition, everything is essentially frozen while everybody sorts out their own futures - which is a terribly way to run a large, complex organization. Excellence is neither rewarded or supported. It is a slog for me to get out of bed every day and come to work - it is simply no fun anymore.

Yes. I have been offered multiple opportunities to leave for prestigious institutions that offered me much higher compensation. My spouse and I are limited to shared opportunities, and we have this at UA; we recognize such matters are difficult to reproduce. We love UA, as well, but are deeply concerned with a growing administrative-level emphasis vs. faculty support in numbers and dollars.

A job closer to family opened up. It is clear that I love my position, students, and colleagues and realized that there is no better place to be. Now if the state of Alabama could just get their heads out of their asses in regards to budgeting the economy and humanitarian issues i.e. gay marriage, race and gender equality then things may just be as close to perfect as I can see.

Spouse dissatisfaction as it pertains to professional and personal adjustments is a major problem. Also - local schools are inadequate.

It's depressing hearing about ongoing racism, the Machine, and resistance to change. I'd feel more hopeful if the administration seemed more open to taking a stand. I also sometimes feel undermined by my chair and the amount of service I do. I feel like I have sacrificed some of my potential as a researcher for the department (taking on administrative roles that are uncompensated). It would help if we had more administrative staff in our department. We've grown tremendously and still have only one staff person -- often we are asked to pick up the slack on tasks that could easily be done by someone with a high school degree.

While the public face of UA is one of aiming towards the future, there are intransigent powerful figures behind the scenes that continue to uphold out-of-date and out-of-touch policies and approaches to education and UA's educational culture that have publicly embarrassed the institution time and again at the national level in recent years. The lack of transparent leadership, of empowering the faculty and students to have actual agency in the shared leadership and stewardship of the institution, etc. continues to be an issue that makes it hard to be a supporter/endorser of the institution when speaking with colleagues and otherwise publicly off-campus.

Most other places are worse.

Have not found another option at this time but am currently interviewing

I quit a full-time non-tenure-track position just last year because of a corrupt and dishonest department chair. The only reason I didn't file a formal grievance against him was because I would have had to have involved students in the grievance process. There was also negligence and corruption at the college level in the previous year. [Remainder of comment redacted]

Former department head was a blatant academic bully for question his process and he pitted students against faculty and faculty against faculty. [Redacted]

The focus on numbers instead of effective teaching is very discouraging. We are treating our students like cattle. Additionally, I don't feel my research is fully supported by the administration.

Poor leadership of the college. Unethical rewards to certain faculty.

Reasons noted throughout survey. I believe in research, teaching, and service, but this institution rewards only some of those, and more in some disciplines than in others. Dissertation load is not

considered in terms of cost of time lost for research. So the University demands increased enrollments, without more faculty to service these in our field at least, incurring increased dissertation load for current faculty. We are legal exposed if we do not service them. However, the rewards go to the faculty who do minimal work here and comparatively "punish" those who do the work of supporting our students. I find this one of our largest issues. I value research too, or I wouldn't be here. But to reward colleagues who tell students "no" when someone must say yes, troubles me. If the only resolution is "playing the game" of being willing to leave, it is a dangerous game. As I think about leaving, I get serious about it, not as a way to get something. Little is done to make systematic improvement, but the weight on faculty is increased, and if you manage it, it is as if they assume you had not been working hard enough before. It is getting impossible to do all 3 elements of our job well.

I have not yet decided. I find all the requirements for adjuncts to be excessive -- required HR-type training (when you aren't even on campus), paperwork, technology that isn't user-friendly for online instructors, constant emails that are not appropriate for someone who is not a full-time, on-campus instructor, but never-the-less need to be processed in case there is something that needs to be attended to. There is a pretty high expectation that I engage in all of this administrative and developmental "stuff" when I am being paid less than minimum wage to be an instructor as an adjunct. There is no additional accommodation or compensation for all of these items that are outside the instructor contract. The reason I continue to be an instructor is that I really enjoy seeing the development of the students over the course of the semester. It is definitely a hobby activity for me and not something that I can in any way consider a professional activity due to the cost/benefit analysis.

Opportunities for growth and development here are severely limited in my field, and my spouse is unable to be fully employed here on a regular basis.

I am a female in a male-dominated department that has several sexist faculty members. It can be very difficult and draining at times. Because of this environment, I would have left UA several years ago, but I was already a fairly late career hire at UA and I am concerned about retirement. I am too old to start over with retirement at a new place.

As contract faculty I have limited career growth. I do, however, have excellent SOI's, have publications, and present outside of UA frequently. I do not have a PhD and do not intend to get one mainly because my School has no mechanisms in place to support faculty who wish to get a PhD. I have strong experience and success in practice [redacted]. I am currently being recruited by a university in another state, and am not sure if I will leave or not. I do not want to leave UA - but I would like to move forward somehow career-wise.

I would never leave The University of Alabama. It has given me great opportunities to grow creatively and personally for 26 years.

Better research climate including support and student capabilities.

Due to the culture of stress and bullying created by some of my colleagues. Also because The University can concurrently be a wonderful and ridiculous place to work. It just depends on the day. There are times it is exciting and times where it seems thankless. But I am grateful to be employed here and know my job is a gift.

I am interested in working somewhere where I can pursue my research interests and where I have an opportunity for advancement. I have been in my position for almost 4 years, and it is disheartening to know that while your administration appreciates your work, there is no way for you to move forward and no incentive for you to continue to work as hard as you've been working. It's hard to invest and commit when you don't feel the reciprocal commitment and investment.

"The mixed missions held by the university: intense teaching expectations and poor research infrastructure while having high expectations for research productivity.

Poor support for dual career couples and families.

Sexual harassment and hostile work environment in my department."

Higher salary and more time for research

salary, under-rewarding of research and over-rewarding of teaching; the latter can sometimes be a matter of entertaining students and giving good grades rather than challenging students

No research support and respect.

I plan to retire in five years so leaving wouldn't be a strategic option for me. If I were younger with more years in my career, I would consider leaving. I know of tenured faculty in other divisions that are leaving because they're unhappy with the way they've been treated by their division's administration (includes teaching loads and salary increases). These tenured colleagues are going to public research institutions for better positions (tenured, higher salary, lower teaching load and in some cases, administrative positions).

Better opportunity (tenure-track) and a significant increase in salary. I did not leave because the institution cancelled the search, but they will repost the position during the summer. I intend to apply again.

System is mired in conformity, politics and mediocrity.

Research productivity is not rewarded by the department or university.

I considered leaving UA for several reasons: faculty disputes and egos, not happy with the community of Tuscaloosa and its lack of amenities, and the pressure and almost unrealistic expectations in the Tenure and Promotion process.

Ultimately an offer was made, but it was not the best fit for my family. Main motivation to pursue opportunities elsewhere reside in contentious atmosphere within the dept.

"Better research support. Higher value of quality research (vs. quantity of publications in 2nd and 3rd tier outlets that no one reads). Not being able to get the personal satisfaction of doing a high quality job in the classroom that I've experienced at other universities.

I did not leave because the transition for my kids to the non-US educational system was incompatible for their stage in K-12 (non-US offers). For the couple of US opportunities I've had to leave the cost of living

difference was too hard to bridge. Plus the 10-year vesting makes the retirement hit a material issue. If you are single, don't have kids, young and not vested, older and vested, there are few barriers to leaving and I've seen a significant number of the most productive faculty leave."

Tuscaloosa area is not equipped with the social/cultural environment that is available in larger cities. However, those increased benefits are matched with increased costs of living.

I never receive validation for my work or efforts; it is depressing. I have been unable to locate a position in my particular field, and I have a family to consider.

The administration's inability to progress in terms of diversity and inclusion. Lack of research support. Very limited departmental and college funding for research and travel. No pre-tenure research support in terms of course release or sabbatical semester. Too many service demands of department that is not valued by the College division. Completely arbitrary and unfair tenure and promotion procedures, especially when compared to the very limited resources and support provided for research and writing in my department and division.

Reason for considering leaving is limited continued opportunities for area of research/creative activity. Reason for not leaving (so far) is the quality of students in my area.

I considered leaving because the university doesn't offer enough sabbatical and summer research funding, because my grad students are overworked as GTA's and unable to focus enough on their studies, and because the academic rigor of the classroom is lacking. I only got as far as an interview with another institution (I did not get a job offer).

Scholarly activities are not encouraged and the associate dean's managerial style is extremely negative, ill-informed, short-sighted and bully-ish. There is little or no direction or vision, and it's really a shame given the talent and wealth afforded University Libraries.

The hostile work environment in my department makes it very uncomfortable to go to work.

The growth of the University seems untenable. The focus on out of state students seems at odds with the mission of being the "capstone" university in Alabama. The consistent problems of the Greek system and the University's unwillingness to engage in any form of public critique or to suggest any meaningful change of the system is deeply depressing to me. The response to the longstanding systemic issues of the Greek system seems only to be to building larger and more Greek houses on campus. The image of the University is diminished by our scandals with the Greek system and I long for a University that takes diversity and inclusiveness seriously enough to do something about these issues. I also am a contract faculty member who works professionally as a [several sentences redacted]. But because I'm trapped in a contract position with no model for advancement, my national accomplishments are met by a press release and a letter from Dr. Bonner. It's appreciated to be recognized by your department and your dean and occasionally the president of the University, but I would much prefer to be compensated financially or moved into a more secure position with room for advancement. I do plan to leave the University in the next year or two if I am not moved to a more stable position.

Retire, collect my pension, obtain a position at an out-of-state university. Can't do it because of family ties in the area. The DROP program was supposed to prevent that but it was dropped before I was eligible to enroll.

Considering new opportunities to expand/focus on my research

I have thought about leaving not for another academic position but to go back to work in the industry/private sector where the pay is higher and the work week is shorter. I can honestly say that I am working more hours/week as an educator that I ever did working in my profession as an engineer.

I need to go to a place where I feel more valued. Our salaries are below the national average. There are not enough institutional resources for research here. I would love to go to a Research 1 university.

I have considered leaving, but for a position with industry. Salary and re-location to be closer to family were the factors leading me to consider this. The collegiality of my department was a major factor in deciding not to take the opportunity.

"Lack of faculty governance.

Lack of transparency"

Lack of advancement opportunities for non-tenure track faculty.

I was harassed by another faculty member.

find a place where faculty matter as much as students

Considering leaving: Extremely poor management with little to no planning, nonexistent conflict management, retaliation, and consistent habit of devaluing the institution, faculty and staff; deplorable culture of distrust, silence for fear of retribution and terribly low morale; top-down dysfunctional department dynamics; good employees leave without being replaced and others must absorb duties, sometimes well above their pay grade, for little to no reward.

Too many students in classes and too little support from the way too many administrators hired by the university. Each seems to feel the need to justify their position by creating extra 'opportunities' for faculty to participate in. Just what we didn't need- more time away from the classroom and research lab!

Racism among student body has not been adequately addressed, Greek system continues to hold too much power, ineffectual leadership at the highest levels, inadequate leave policies for faculty, restrictions on team-teaching or adjusting course load to accommodate more research, increasing enrollments without proportional expansion of tenure-track faculty (over reliance on contingent teaching), pressure for grade inflation because SOIs are so poorly written and yet taken seriously by administration, low pay compared to peer institutions, over emphasis on sports to the exclusion of most other pursuits, no dedicated grant writing office (like at University of Michigan, for instance) means faculty get to do all this work themselves AND have a lower success rate. Bottom line is we cannot figure out if we're a teaching or a research university. Sure we want to do both well, but we haven't thrown enough eggs into any one basket institutionally. We say we want to be a big research institution, but we expect faculty to do miracles with students. When faculty do spend more time/effort working with a low performing student body, faculty are reprimanded for not producing enough research. We need to figure ourselves out.

More opportunity for administrative promotions, higher salary, tired of the politics. I still may leave. I haven't fully decided.

N/A

I and my work are not valued here.

I am leaving, because UA failed to match the outside offer for a tenure track position that I obtained. The salary and the terms of my contract at UA do not compare to those of other similar institutions.

n/a

As I mentioned before, I am completely overwhelmed with all of the responsibilities I have for teaching (undergraduates and graduates), advising, and conducting research. I fear that none of it gets done well. I also think that the emphasis on sois for evaluating teaching effectiveness has led to grade inflation as many instructors now give extra credit, no final exam, etc. to raise students' satisfaction with the course.

I recently left due to other opportunities at another University and due to changes at the administrative level in another college that affected my spouse (also former UA faculty). This semester was my last teaching in any capacity at UA.

"(1) Lack of transparency in how raises and promotions are given. Research matters in terms of raises and promotion except for those faculty for whom it doesn't.

(2) Increase in class size"

temporary employment at UA; left for permanent tenure-track position

I consider leaving because of over-enrollment in undergraduate classes that I teach. Also, because of a total lack of support from the Dean of Arts & Sciences office. Finally, the university is atrocious in its treatment of teacher-track, full-time faculty members.

did not make the cut. wanted to leave for new location and much better pay.

Need more research support and leave to conduct research.

Departmental issues. Bad leadership in home department, lack of resources for faculty like computer upgrades, and overall apathy of the TCF department where mediocrity is too often celebrated.

I have family in Alabama, which compelled me to stay. I was also interested in following the development of the program I am in as I have watched it grown during my time here.

Was approached to apply and head up the creation of a new portion of a department at another large university. Pay here for what I do is substandard. Did not leave because because timing wasn't right and have spent years setting up what I have here and had graduate students depending on me here at that time.

I am leaving the university. I don't think the infrastructure is adequate to serve the students or to retain instructor teachers in the English department. I would prefer to work a full-time job outside of academia.

Faculty salaries for assistant professor are quite low in comparison to other universities. I took a 30,000 cut in salary when accepting a position here and told that I would have an opportunity to make this up with my summer teaching load. Clearly, that has not been the case and I am quite disappointed to be told something that was completely "false". Since then, this dean has left, but had I known this, I would have never left my previous position.

Considered leaving for personal reasons. I didn't leave because I was not offered the positions for which I applied.

Money and how I am valued in my department and college. I have been offered freelance and consulting jobs at twice the salary I make at UA with a PhD and 25 years of experience in my field. The students, the schedule, and the benefits associated with UA are what keep me here.

I feel that University of Alabama is not a good fit for scholars who want to do critical work with diverse communities. This work should be the mission of our college. Teaching for social justice and equity (e.g. restorative English Education) is not a priority of our institution on any level.

For all the reasons above. Implementing forward thinking education methods, building a highly competitive research program, the difficulty in recruiting the best graduate students grows more impossible with every year. Fantastic colleagues, outstanding undergraduates and nice new building are attractions, but I am very tired of having to compete with my counterparts in both public and private institutions have faculty numbers in departments in my field that are 3 or more fold greater than in this institution. And I have no confidence that anyone in the administration fully understands the issues or has any interest in changing this situation.

Salary and leave time.

Salary is low and class load is too heavy.

I love the large campus, because we have access to so many resources (e.g., technology, libraries). However, the quality of UA students has severely declined and I am not sure what to do about it.

I think there is some issue with the departmental evaluation of the existing faculty, relative to the faculty brought in from outside. The department is willing to spend much more resources to bring in a faculty from outside but is reluctant to do so to maintain a similar or even better faculty who is already in the department. This led to some frustrations and has the potential to create a unhealthy environment.

I have not yet been offered another position, but I am actively looking for employment elsewhere. I'm hesitant to give details (in the interest of maintaining anonymity), but key factors are: 1) the workload in my department-- particularly the grading-- is overwhelming; 2) not only are there no raises, promotion opportunities, etc, but my partner and I have very short contracts. I am invested in this university, I am well qualified, experienced (I have been here six years; teaching for 13), and in short I am excellent at

my job-- it is absolutely ridiculous that I have to worry whether or not I will be employed in the upcoming academic year, whether or not I will be able to pay rent, childcare, bills.

Ceiling effect for salaries in the School of Music.

Because I do not feel valued or respected as a member of my department. I am a woman who has seen my male colleagues--year after year--get better raises than me, even in years where I should have gotten better raises based on my performance. It's not about the money. It's about the message that it sends to me. I have seen other people's achievements celebrated and applauded and mine not even get mentioned (and it's not because they didn't know).

Tuscaloosa may not be the place I would like to raise children, and I have concerns about spouse/partner hire support. Have not left because the right opportunity has not presented itself.

Narrative responses about Other Issues

The demographic information provided below is limited in several ways. First, it does not ask about citizenship, sexual identity, disability status, relationship status, family status. Additionally, it does not allow for participants to select more than one gender or racial identity. How in the world can you make generalizations about different marginalized constituencies without identifying these faculty? This is another institutional example of explicit marginalization - silencing voices of those who need to be heard most. Finally, examining solely the faculty experience limits our voice and narrative on campus. We need to have a collective and concerned effort for assessing campus climate across all constituencies (students, faculty, staff, administrators, alumni).

I wish there was a classroom in Rose Admin (renovate that break room in the basement into a seminar room) and I wish our new system office had been built with a classroom in it, so everyone here knows why the univ exists. With that in mind, I'd like to see the new President require her/his senior administrators, and Deans to do the same, to teach a class, at least once every 2 or 3 semesters--as soon as one becomes an administrator here one begins to lose touch with what the univ is all about--one never teaches, one never gets bumped from a class by Astra, one never learns how to use multimedia, etc., etc., yet these are the people who make decisions that directly impact all of the people who do teach. So it would be so nice to see such a policy.

As you can see, my concerns and those of the Senate, as gauged by the topics covered in this survey, are not the same. My main concerns are quality, quality, and quality: of research, governance, and education.

"The UA campus was a friendly place to work many years ago. That is no longer true. The present emphasis is on short-term contracts that generate research overhead, with no concern about true research that advances the state of scientific knowledge. Teaching is regarded as satisfactory (or good) as long as the students (that UA now calls ""customers"") don't complain."

Growth in teaching space and teaching faculty is woefully short of the growth in the student population.

I understand fully that UA has maneuvered for \$\$\$, and it has been effectively done. Quality of life and of instruction have been casualties. Many respondents will share this view. We have great recruiting and poor instruction-- very lucrative for UA.

I know that the Administration can provide statistics that show our new students have higher test scores, on average, than students who entered the University five years ago. In my experience, this has not resulted in improved studying, reading, or writing skills. To use writing as one example, the quality of student writing has diminished significantly in the last five years. Maybe this is because students take multiple choice tests in high school and in the early semesters of college as well. The amount the average student is able (or at least willing-- especially during football season) to read has diminished significantly. I used to assign approximately five books a semester for my upper division classes; now I am lucky if the three books I assign are read. A student visiting my office recently asked me (oddly) how long it took me to read a 325 page book that she saw on my shelf. When I said "about four days" her response was: "it would take me at least a month to finish a book that long."

I have strong hopes that our future President will be more progressive about race and class issues than the current one has been. I also think this President needs to address issues of problem drinking and sexual harassment in the Greek system.

I think the university is making a big push to be at the forefront of national universities, unfortunately my college seems unsure of its priorities.

Not all schools within UA are the same; however, UA seems to some extent to be run with a one size fits all mentality or a "if we do this, then the _____ school will be upset" mentality. We need a new Pres. and Provost who run UA more like the business that it is. This is not to disparage the fact that UA needs to be run like a

business; rather, it's to recognize it. We need people clearly willing AND ABLE to implement the business plan to which we are committed.

There needs to be a more clear vision for this university than "growth." We get mixed messages -- research is supposed to be important, but only if it is funded (yet there is no administrative support and the role it plays in P&T and merit is unclear). Teaching is important, but we use terrible means by which to evaluate it. Faculty cannot be all things to all people. This has led to many faculty disengaging and leaving the rest of us with higher workloads.

While the quality of students at UA has improved, faculty life continues to decline at UA and other non-elite schools due to: the entrenched corporate model of higher education or the "Walmartification of higher ed, Administrations rewarding themselves, the disappearing tenure-track, inequities in resources and salaries across colleges and faculty.

Why does a single person, dept chair determine merit, thus salary, thus ret I relent goals. Chair is bias and can hide decision. Appeal process a joke. Is this not a serious state employee personnel issue.

It is clear that the university is too expensive, but any one who thinks he knows what the answer is to the other questions above is lying. By the way, I decide to consider myself "other" below, because whether I am male, female, or transgender should not make any difference at all to how the above answers are interpreted unless you are a shallow Hal.

My impression of this university is that it is a business and that I am a cog in a broken machine. Students are admitted because their presence means money, not because they are academically prepared. When I submit academic misconduct cases involving potential plagiarism to the dean of my division, that person's response is rarely to recognize the student's poor/unethical use of sources, but to send that student to a meaningless tutorial on plagiarism that has no effect on that student's behavior at all. Putting those packets together takes hours because the dean has specifically instructed faculty to submit "airtight" cases. Yet even when my cases are airtight and my documentation copious, in all but a few cases, I am told to grade the student's paper as I would grade the work of their peers, who have followed the rules for appropriate source use.

The ACADEMIC quality of students is higher; their emotional stability is considerably less. Students today do not have much of a work ethic---they are quick to decide that they have a headache or at not well....and they do get sick a LOT more than students used to do. Students seem to much more stressed than they used to be....

The University's commitment to academic integrity is a farce. When an instructor brings forth charges against a student for alleged academic misconduct, it is the instructor who is questioned. The end result is generally a mild reprimand with no real consequences for students who are found guilty. Cheating on coursework is unacceptable, and students should be held accountable for their violation of the policies. This is college--not high school 2.0.

"By most external measures the university is better and stronger than ever, but it is rotten within. Students are more distracted, lazier, and less involved than ever. Courses have been dumbed down to accommodate them. Entertainment is the measure ("I enjoyed your course"). The honors program is a complete joke--it is merely a set of privileges meted out to attract students and has no real academic

value. Everything here aims merely at image. I'll agree that the image is wonderful and convinces many who do not know the reality, but eventually everyone will learn what a fraud we are perpetuating."

open communication and representation of all faculty is inadequate to addressing the concerns of the faculty and instructional staff as currently implemented by the faculty senate. It appears that the only method to bring concerns to the surface in regard to engaging the administration is to shame the university publicly through national media rather than existent internal processes such as the faculty senate.

Good luck!

The defining issue for the University of Alabama in the eyes of the nation is our responsiveness to minority populations of the South. Beyond public relations "moments," I see little substance in terms of recruiting and supporting faculty and students (aside from athletes) to make this responsiveness real.

I sincerely doubt my concerns will be heard or acted upon.

Although UA has not been as financially hurting as other Universities over recent years, the University is a morally shallow work environment where too many incompetent, mean-spirited officials have been allowed to terrorize the faculty and staff.

Living inside Alabama, but far from Tuscaloosa (I teach online as an adjunct) I can tell you that there is wide spread dismay over the large number of out-of-state students now being served at UA.

I would like to know the priorities of the administration towards research. Currently, the messages that emanate from the administration are confusing and overwhelming. There are too many mandates and not enough clearly articulated goals except for a policy of growth, which appears to be the solution to all problems.

There is a two class system: administrators and everyone else.

Ask faculty in the graduate section how many dissertations they chair, and see what comes back.

A big factor in whether we will stay will be the development of the city of Tuscaloosa over the next several years - quality of public schools, public transit and bike/walking paths, access to cafes - paying attention to what makes a city liveable will be an important facet to retaining faculty.

As noted above, I am a retired tenured professor and returned to monitor graduate students in internships. I believe my current rank is Instructor which I find a bit interesting; however, I answered below what my status was with the university at the time of retirement. Much of what I answered is perceptual, but I do have concerns about the growth of the university and the reliance on online instruction. This emphasis compromises the influence and academic reputation of the university.

The faculty senate does not have much representation for non-tenure track faculty who make up a large part of the university's teaching employment.

I would like to see a center for teaching excellence as a resource for UA faculty. I would also like to see a stronger program on faculty well-being (life-work balance, access to health care for faculty/families, physical and emotional well-being, faculty mentors, leadership training for all faculty).

Management was sent emails alerting faculty that instructor lines would be omitted if students numbers fall. This is very scary considering I have taught for nine + years. I would hope that my faculty would find a place for me on campus if that were the case.

There are long term concerns about the health of the university. The fast pace of growth in enrollment is not sustainable, and it is worrying that debt loads at the university have been increasing significantly while enrollments have been increasing. I am not convinced the administration is properly preparing for the eventual rainy day.

The University of Alabama is not known for education. The University of Alabama is known for football. This will continue to be a detriment to the University unless the University changes its marketing strategy. Football does not need advertising. The degree programs do.

The Board only cares about football and the upper Administration only cares about undergraduate education. No real commitment to research.

Racial climate of the university and handling of incidents needs to be studied, made available online, and results used in making improvements.

Many of the issues I have with the current environment stem from being in a department that is heterogeneous in composition with regard to programs offered. The current department head is not in my area of expertise, yet appears to believe he knows what is best in regard to the education of professionals in my field. After many years in industry, I can say with confidence this is not the case.

As noted above, I can't believe those responsible for making the decision to double the size of the student body without any plan in place to correspondingly increase the size of the research faculty are allowed to roam free. It is practically criminal that this has occurred. My reason for coming to Alabama was to be at a large, comprehensive, research institution. What I have found is a place that once was that but one that is increasingly becoming more like a community college with large class sizes and classes being taught by adjunct/lecturers.

Each successive year UA has done a better job of promoting its image. Buying good students with scholarships is a good idea. However, the decline in students' attitudes toward studying is truly breathtaking. I can give similar exams to those I gave five years ago and the students fall on their face. It's lack of prep and they just won't study even though the overall student profile is better.

I am contract faculty, so I do not feel comfortable providing any comments or information that may be linked to me.

Overall, I think UA offers a lot of great benefits, and I would not trade my job for many comparable positions at other universities. I would like to see policies more clearly defined and more administrative support for non-TT faculty, many of whom wish to stay and enjoy their jobs but don't feel as valued as they should be. I would also like to see the CLTF position offered to more FTTIs who intend to build a career at UA and desire more job security.

Transparency in governance continues to be a persistent problem as does the administrative tendency to be reactive rather than to anticipate.

UA has many great things going for it. I love my colleagues/department and Dean, but the disconnect between the top administration's bleating about how great we are and how we need to do more, and then to cut back funding, or funnel to sciences only, and to not even entertain alternative teaching schedules (like 3-3-0) that would, at no cost, boost research and publications immensely, just baffles me. I can't decide whether it is from cluelessness/ignorance or something even nastier. Believe me, I'm not alone in my disdain or contempt. At the same time, we have excellent people. I like to have faith, but faith only takes on so far.

I have had almost no negative experiences whatsoever concerning our faculty.

Role of permanent (research) vs. temporary (clinical) faculty! SENIOR PROFESSOR (Clinical track)?

"Though I have not truly considered leaving the University recently, it is only because I am too close to retirement. I am counting down. I have great ties to the University, as I am a double alum as well as nearing 25 years as a faculty member. The issues I have are not with the University as a whole (and probably outside of what the Senate could have an impact on) but with what seems to be the lack of regard and action taken after negative reviews of department heads, associate deans and deans. I am not of course, privy to letters of reprimand etc. but personal does not change nor do individuals change their management style.

The one course the University has taken in recent years is the proliferation of hiring clinical faculty. These faculty members are unfairly treated when it comes to retention and any thought of promotion. We have a revolving door

of clinical faculty coming and going. Many of these are truly good faculty but they are looking to advance in their careers. Their appointments as clinical faculty is conducive to that accomplish this. This creates a lack on continuity in the institution, but also more importantly, a lack of experience in the field. So we hire, train them in their field and then the leave. Then we start all over. My college has gone from having 38-40 tenure track/tenured libraries to having only 23 tenured faculty with 17 clinical faculty."

The central administration has demonstrated commitment to academic excellence in its drive for growth and that has been realized each year. The support for research and the value of teaching has been touted by the President consistently and she will be missed; travesty that her term is short and many question the reasons behind this from the System.

I think the growth of the University has actually hurt the image of the University in the community. The roadways and other infrastructure cannot handle this type of growth without planning and time to bring services up to demand.

Despite all my negative comments above, I believe UA has great potential and has done a number of things well. It's just the shortcomings are extremely frustrating and crippling at times.

I think there are some really solid, good people on the UA faculty, but I just think the whole system is and needs to be changed to professionalize FTTIs OR kick them to the curb and have some integrity and hire all TT people.

They keep telling us the test scores are higher for our current students but something is off when you consider the (lack of) maturity of the students and their limited abilities.

It is my sincere hope that the University will have the courage and the moral backbone to do the right thing and take some leadership in acknowledging the professional contribution that adjunct faculty make to the success of the university. I am aware that few universities have been willing to make visible the enormous dependence they have on that contribution. Alabama could make a name for itself if it were to craft a framework for its instructors that provided security, promotion, and raises based on a rigorous evaluation process, similar to research tenure track appointments. If indeed the hiring practices of universities has changed so drastically, as all research suggests they have, then the university must adapt to those changes.

It is a hindrance our students, to the state, and to the nation at large, that UA is never thought of by anyone outside our own community for anything other than football.

Administration is. In shambles and is becoming very overt in its disdain for "mere faculty." Research infrastructure is being downgraded. Class sizes are out of hand. We are being turned into a community college.

I am fear that with our growth, our moral and ethical compass is being lost. This is evidenced by the number of high profile issues we have had with students, etc. If we continue our current growth our financial situation may improve, but I fear that the true nature of what it means to be a University of Alabama graduate will be lost. We need to recapture what that means and perhaps update it to reflect the diversity of our student body and rebuild a strong culture that make faculty, staff and students all say "I am proud to be for The University of Alabama."

We need more money for undergraduate scholarships! The Board of Trustees should not continue to raise tuition. Many students are having to work long hours, and this affects their ability to do their best work.

"If there is any talk of reforming the tenure process here at UA, I'm all for it. I know its usually a non-starter, but when I talk to folks outside of academia, I cannot defend the tenure system. We're relying on underpaid adjuncts, and older (70 or older) faculty have no incentive to produce research and are taking positions away from younger faculty who have a strong incentive to produce research. The ""academic freedom"" defense of tenure doesn't hold up, as it can be (and often is) used to publish books that merely tell people like-minded editors/publishers and a handful of readers what they want to hear and to tell the students whatever the professor happens to believe in.

If one's teaching or research is criticized, or if one is denied a grant for his/her research, one can always claim that one's academic freedom is being infringed upon. I understand the potential for abuse if the tenure system is reformed or abolished, but all of the downsides of tenure have gotten a lot worse in the past decade, and there are other avenues for expressing one's opinions through which you could reach billions of people.

Teaching at a university, you don't have the freedom to say/write/teach whatever you want. You're an employee. I assume (or at least hope) that the leaders of our university are interested in maximizing knowledge of our world through research and teaching, not maximizing the freedom of individual faculty members to say/write/teach whatever they want while representing the U of A. It would be a good time to take a long, hard look at what the faculty are publishing and what they are teaching and ask, ""what evidence do we have that this is furthering understanding of the world?"" If you find that some teaching and research isn't doing that, then it needs to be addressed, as painful as that might be."

"The thought that faculty will be happy as long as they get raises (not that raises are bad) again illustrates the lack of understanding that the current University of Alabama system has of its faculty.

The University continues to stumble, particularly in area of race relations. President Bonner's video with Bill Cosby is but a vignette (I'm not racist, my best friend is black) – made even more ludicrous by the subsequent disclosure that he is a serial rapist!"

The one advantage of the growing student body is that it has brought students from outside the state to campus in large numbers. Their presence has challenged the provincial outlook of our in-state students and is a primary factor in the recent diversification measures in the Greek community and the SGA. But, they've done that largely on their own, with virtually no support from the administration, who is perfectly willing and complicit in allowing the most obscene/racist/sexist/abhorrent policies/groups do as they please, unless the inclusion of large numbers of out-of-state students was all part of a master scheme to accomplish this end (which anyone who's dealt with the admin types can surely attest is to ascribe to them the kind of foresight for which they are devoid).

Research support for Graduate students needs to be on par with peer institutions like Tennessee, Georgia and Florida. There is too much excuse making in terms of comparing apples and oranges in programs vs. the bottom line of stipends being non-competitive in the STEM areas. Also, there is a serious need for a capital campaign for support of research faculty (endowments, summer funds, equipment) and undergrads conducting research (at much cost of time and money). Less scholarships....more toward research funds!

Although the growth of the undergraduate student body is a good thing, I don't think there has been sufficient growth of the faculty to keep up.

Given the high percentage of adjunct and non-tenure-track instructors on this campus and across the country, I think that universities need to look at cost-effective ways to be more inclusive of those instructors, from benefits options to shared office space to annual meetings with administration to features in Dialog to awards of recognition to mini-grants for research or conference travel. While some adjuncts do want and seek full-time employment, many adjuncts are happy with their situation but, like me, feel pretty much non-entities when it comes to university acknowledgment of the good work we do, our dedication to students, and the way we help keep rising university costs down.

It is my hope that someday the University will initiate a tiered system of salary to its FTTI's. All around UA there are full-time instructors that have been teaching for many years and are very good and needed for what they do - teach our undergraduate population. It is always tough to see good instructors with many years of experience and knowledge of the inner workings of their departments leave for jobs at community colleges because they can earn more, thus increasing their retirement average. It also seems unfair that someone just hired as an FTTI is making close to what I make after 16 years in the business.

There was a time that I absolutely loved teaching here. That is no longer the case. The way you treat FTIs and PTIs is a disgrace, and 80s-style corporate culture is destroying this University. There is ineptitude, corruption, and negligence at every level. UA is very lovely to look at from a distance, but not so beautiful up close and personal. I do hope that you have the courage to hire a President who is not a puppet and who maybe will rehab UA so that it is again a true academic institution instead of a gigantic recruiting tool.

The quality of the graduate students especially in the college of engineering is poor. It is very difficult to recruit good students with such low salary offers and no name recognition in engineering for our school.

[Comment redacted]

I think Alabama has some wonderful programs. I like being able to encourage prospective students to consider Alabama.

The seeming spate of high level vacancies is alarming to me - even as a junior faculty member. VPs, Deans, Provosts, now President. I hope for a stable admin structure so that we can truly work on the pressing issues facing our campus and not keep rebooting based on personnel. And we MUST commit to staff hiring and raises/support if we are going to function at our highest level - I'd be ok with faculty wage freeze for 2-3 years to allow for staff raises. We rely on staff for so many functions and it is often embarrassing how poorly they are paid and treated in terms of professional development, adequate advancement, skilled management, etc.

I think the University could do a better job being more environmentally friendly. There are few places to recycle in buildings, if at all. The amount of paper could be reduced. For example, the weekly "Dialog" could easily be delivered in an email (which it is), instead of hard copy. The University could save money by regulating the temperature in buildings more effectively. It seems that many buildings are excessively cooled when the outdoor temperature is hot and excessively heated when outside temperatures are cold. I understand that the heating and cooling systems are much larger and more complex, but there has to be a way to prevent excessively heating and cooling.

Thank you

We need a University policy that addresses family leave in the event of birth or adoption of a child, or need to care for sick spouse/parents. Many other universities have such policies and the lack of this policy hurts our ability to recruit. We must have a policy regarding tenure clock stoppage for pregnancy.

I have fortunately been retained for another year, and will do all I can do to make myself strive harder and overcome hardships I struggle with on a personal level.

My greatest concern for UA is its approach to research as part of its core mission. UA often states a desire to be excellent in research, but when approx. half the faculty are not tenure eligible (research is not part of the expectation of the job), how that can be achieved? Faculty offers for start up research packages are often below the average start up packages to equivalent institutions; this makes it difficult to attract the best and brightest faculty to the campus.

I expect that nothing will be done with the results of this survey as has been the case in the past and likewise what long-timers have told me. The results will not be made available to the faculty. But despite my cynicism and experience I still try to have some hope. If things stay the same I will leave as soon as my personal circumstances change.

Wish we had more faculty specific activities-- outdoor events (whitewater rafting, etc), social activities, etc. Spaces specifically for faculty socialization would be great. Happy faculty are more productive and will result in better teaching and research opportunities for students.

I cannot risk sharing the details of my identity.

Communication on campus is very weak; both within our College (engineering) and throughout the University. At the College level, in particular it seems much more a problem at the secondary administrative level. Our Dean is very straightforward and open. The Associate Deans are another story, seemingly making ad-hoc rules that we have to find out about through indirect channels.

I was elated to earn a position at my Alma mater, even after earning tenure institution. Unfortunately, my move looks to be a big mistake. I've little opportunity or guidance here, and the most unfortunate part of it is that it really comes down to a few bad apples. Otherwise I'd be happy to serve this university until retirement.

Overall, I am optimistic about the trajectory of UA. The students seem well-qualified for a state university and I love the diversity of >50% out of state - that seems to be changing the culture for the better. I have listed a number of serious issues but I think they will be solved and this is still a wonderful place to work.

There is not a strong enough focus on increasing our research profile (i.e., not enough support for research (e.g., course reduction, higher awards for grad students), or understanding by higher admin. of what a strong research U. looks like).

The University is poised to place a greater emphasis on research with the hiring of a new president. Faculty must be given the time and resources (infrastructure, seed funding, student support) necessary to be successful in raising the research profile of the University. UA will never become a Tier I research university, but it can significantly increase its level of external research funding and scholarship. I hope the historical practice of focusing resources on departments and programs which already have considerable research success is moderated, so it isn't "only the rich who get richer". Resources should be more equitably distributed to include smaller, but highly promising groups. With great risks, there are often great rewards...

I have not left because I love this university, and I care deeply for my colleagues and our users. No place of employment is perfect, but there are some very concerning issues that should be addressed. This could be a wonderful place to work, as it is well funded, in a great locale and has wonderful, hardworking people.

I would like to see the Criminal Justice Department expand their degree program offerings to include a PhD in Criminal Justice. This program should be developed to target both the full time students and part-time practitioners.

"This university speaks out of both sides of its mouth. In that regard, it is probably not that different than other schools of its calibre. But I thought that we were trying to improve the calibre of this university! Why keep pursuing the same ineffectual policies? Because ""if it ain't broke, don't fix it?"" But it IS ""broke"" -- that's why colleagues at other institutions look at the University of Alabama as a backward, low performing school for students who want to hold onto racist and classist ideology. When this university appears in the news, it is almost always BAD news. ""Well, at least we're not Mississippi State!""

Hiring practices in Social Work and Education colleges, among others -- A&S and engineering are the exceptions to this -- seem to favor those who come from around here instead of looking for top talent outside of Alabama,"

(1) I'm excited to be here (2) I'm very interested in how my onboarding process this fall (as I transition to full time position) will answer some of these questions

n/a

I think that UA's reputation, quality and infrastructure have all improved dramatically over the last 10 years. It is a GOOD place to work and one which values effective faculty. I do think that it must continue to fight for education dollars and for students. It must continue to do things that have allowed it to improve so dramatically, and it must

resist the temptation to greatly increase teaching loads, to second-guess its mission and to entertain doubts about its path, its faculty or its goals. It has issues, like any institution, but it is better positioned to become a dynamic national institution than most any other state institution in the South.

The "paper work" that we have to do for the university, our classes, outcomes assessment, training academy, committee service, student recruitment, reaching minimum class numbers, justifying the existence of smaller classes, and on and on, has grown geometrically in the past five years and has affected my ability to do research.

It has been difficult for my spouse to find his place in the community. If we leave it will be because he cannot find the right fit. He has not been able to get on at UA and has a wealth of skills/experience...very disappointing and something that will keep folks from coming and pushes them to leave...We have worked with the program that is supposed to assist spouses/partners in employment opportunities.

Faculty parking at the Moody Music Building is highly unpredictable and problematic. Due to lack of communication from the Bryant Conference Center, we often arrive in the morning hours to a completely full lot, and there are no other lots in reasonable proximity that would allow us to arrive on time at our class when we do not have advance notice of these events. A gated lot would be appreciated.

I think it's great that our college is seeking to hire a full time professor who can assist us with statistics and our own research!

I think individual faculty members should be assessed for their contributions. An across the board statement about contract faculty doesn't work and isn't fair. We have some contract faculty without PhDs making six figures and some with PhDs paid half that amount in some areas.

Some faculty members highly insensitive to LGBTQ issues and are vocal about their opposition in the workplace setting. This is highly unprofessional and needs to be addressed.

Thank you for inviting our feedback and good luck in your research!

I would love to teach at UA full time.

I am a faculty liaison and work with the graduate students who are in field placement in Georgia.

I have concern that the Office of Human Resources responds to concerns from one faculty member about another (in terms of harassment, inappropriate behavior towards students, staff and faculty colleagues) in a manner which discourages reporting--in fact, it seems that often, rather than a report being taken and carried forward appropriately, the faculty member making the report is "calmed down", in other words, told that likely nothing will come of their report and otherwise discouraged from initiating action about an unprofessional and sometimes unethical fellow employee.

I can see in my classes a tremendous improvement in the quality of the average English major. Moreover, our department has benefitted tremendously from the merit funding that has been offered over the past several years. We've had several National Merit Finalists and others on generous scholarships. These students are a real asset to the University, and what attracts them is the funding package they have received. I would encourage the university to continue to offer these very attractive merit awards to undergraduates, so that we can continue to attract such high-quality students. These top-notch students won't come from out of state without the financial incentive.