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Faculty Senate Survey Report Part 2: Qualitative

USM Faculty Senate

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August 12, 2015

TO: Faculty Senate

FROM: Charles H. Tardy

RE: Report of Faculty Survey Open-ended Responses

 I previously described the construction, administration, and results of the questionnaire completed by faculty at the end of the spring semester. That report included only the quantitative data. The questionnaire included 3 open-ended questions. This report describes the qualitative data produced by this survey.

Total number of participants in the survey was 247. For two of the open-ended questions, specific responses were grouped into themes or categories. One question asked faculty to comment on specific issues. The report includes the verbatim responses of faculty.

I'd like to thank Ms. Colleen Mestayer, a doctoral student in the Department of Communication Studies, who organized the data, developed the categories, and coded the responses.

Results of Faculty Survey: Part 2

All faculty responses to the open-ended questions were read and general themes were identified. All responses were reread and coded into the most relevant categories. Only categories that included 5 responses were retained. The responses to each question are presented below.

Question #1: What are the most important problems or issues you think the Faculty Senate should address in the upcoming school year?
- 202 responses, most with multiple items.
- Specific responses by participants follow.

Category	Percentage
1. Salary: Low Rate/Compression/Equity	43.1%
2. University Administration & Leadership	19.8%
3. Student Recruitment, Admission & Retention	17.8%
4. Budget	14.4%
5. Faculty Work Load & Support	13.4%
6. Faculty Performance Standards & Evaluation	9.4%
7. Discrimination/Equality/Fairness	8.4%
8. Morale & Communication	5.0%
9. University Identity	3.5%
10. Facilities & Technology	2.5%
11. Gulf Coast-Hattiesburg Relations	2.5%
12. Miscellaneous	14.4%

Category #1 Salary: Low Rate, Compression, Equity (43.1%)
• Salaries—overall
• Pay equity
• Faculty pay issues. Compression
• Salaries
• Salares
• Salary compression etc; summer teaching pay
• Faculty salaries (particularly compression issues)
• low salaries
• salaries
• Equal pay
• Faculty salaries
• Faculy salaries
• Compression
• Low salaries
• continued faculty salary raises
• salary compression
• faculty raises
• salary compression
• pay equity
• Faculty Salaries- Development of a permanent yearly salary raise system
• Salary
• salary inversion
• Salary Compression
• Summer Salaries
• salary compression
• Salary inequity
• salary inversion and compression
• low salaries for long-time faculty and summer pay
• Pay equity for women
• salary compression
• Faculty Salaries
• Raises
• salary compression
• Issues with faculty salary equity (i.e., compression)
• faculty salary
• Salary compression
• Faculty Salary / Medical Benefits
• salary compression
• faculty salary compression and equity across the university
• faculty compression
• faculty salary compression
• salaries of long-time faculty who get screwed when money is allocated for compression and gender rather than merit
• faculty and staff salaries
• Salary compression
• Raises and salary equilibration
• continuing to address compensation of the faculty
• Addressing continuing inversion and compression in faculty and staff salaries.

• faculty and staff salaries (or lack thereoff) compared to other universities
• Salary compression
• Salaries
• Low salaries
• Faculty salaries and isssues of salary compression and inversion remain the most important issues that face USM (despite our impending raise).
• faculty/staff salary vs admin salary
• Teacher Pay
• Salary compression
• Pay raises
• Gender equity in salaries
• Summer pay
• faculty salaries' not aligning with CUPA
• salaries
• Salary inversion for those who you want to keep
• Salary compression without a doubt.
• Salary compression
• pay equity
• raises
• raises
• Salaries
• reconciling the dismissal of staff for budget reasons while giving administrators significant raises
• Salary inversion, for those that might merit un-inverting
• Salary
• Addressing low pay.
• Compression
• Salaries for faculty (which is already being somewhat addressed, but I would like to think I will not have to wait another 4 years for a raise of a couple percent)
• Faculty salaries
• Faculty raises
• faculty salaries of faculty in assistant professor if at USM for some time will still not be as high as new hires – very unfair
• salary
• Pay
• salary compression
• Faculty Salary
• Salary
• salary compression
• Salary Increase
• Salary
• Salary compression
• salary compression
• low salary

Category #2 University Administration & Leadership (19.8%)
• Reducing the administration to faculty ratio.
• administrative transparency
• Mistrust between faculty and administration.
• improving communication within colleges and with administration
• the proliferation of administrative roles with less support for faculty
• transparency in the administration
• Know updated current information important to all faculty asap
• proliferation of administrative appointments during budget crisis and cuts to academics
• administrative grandstanding
• Debating the need for an army of adminstrators
• Lack of true leadership from the President. He seems to have no concept of faculty.
• Poor communication among administration and faculty (not just those 'in the know' - especially junior faculty)
• Shared governance
• Ensure faculty continues to have a voice in the Provost selection process.
• Gulf Coast Associate Provost position/hiring
• the trend of more administration and less instructional faculty.
• Giving input on the new Provost- needs to be very strong in support of academics.
• shared governance
• faculty governance within departments
• Business model of education that proliferates administrators.
• Governance
• administrative transparency
• Shared governance, the appropriate role of administrative influence in faculty personnel matters
• Administration
• stability within the upper administration
• The dirty of talent in administration
• retention of upper level positions - this causes much worry and instability in the university that we have had so much turnover these past years
• Alarming increasing level of bureaucracy on campus - too much emphasis on forms and rubrics, too little emphasis on quality education
• lack of transparency
• selection of new provost
• lack of shared governance with the dean of the graduate school
• who will be our next provost
• Leadership. There is a vaccum of leadership on campus. Filling the Provost position with the "right" person will be paramount. Also, Dr. Bennett has been tapped for fund raising; he needs to step up as the "leader" of the university. Too much power has been shifted to the CFO.
• Administrative practices and policies that sustain top-down hegemonic structures failing to support the diversity of research and instructional talents needed to assure the success of students
• Collegiality in upper administration
• Our ineffective President
• defining an institutional planning process that includes faculty and data so that growth can be planned.
• Help select a good provost
• Why did provost resign?
• conducting competitive national searches for important positions.

Category #3 Student Recruitment, Admission, & Retention (17.8%)
• recruitment strategy and resources
• more stringent admission policies for undergraduates
• terrible, apathetic students
• Enrollment and student success
• campus beautification efforts and their tie to recruitment
• Communication with students.
• Quality of students the university is admitting
• academic standards
• Increasing student engagement and success rates.
• enrollment of students not prepared for college
• academic rigor vs retention
• the need for agressive recruiting and expanding the potential pool of students beyond the state's borders
• enrollment
• Decreasing enrollment
• Balancing retention and success/recruitment issues with quality issues
• ensuring enrollment though enhanced recruitment strategies
• increasing student recruitment
• recruitment
• Student retention
• retention of students
• student retention
• orientation of students to college
• student admissions standards
• place increasing emphasis on student success
• student success
• low enrollment
• Support for undergrads lacking in basic academic skills.
• Enrollment
• the role of faculty in student success and retention.
• Expanding Enrollment
• student success
• recruitment
• external indicators of student success
• The drive for increase enrollment without addressing student learning and outcomes, as well as quality of programs.
• problems with education in Mississippi
• Plagiarism/an Honor Code

Category #4 Budget (14.4%)
• Lack of research support for faculty in light of budget cuts
• The continual blame of faculty for budget deficits
• budget issues affecting faculty
• Budget cuts
• The university's financial problems and the way those affect our ability to be a research university.
• oversight of the budget
• Dealing with upcoming funding cuts and ensuring that student-center academic programs receive funding priority
• Budget
• Budget cuts--especially to faculty lines--because of lower than expected enrollment, ensuring a new provost who respects and understands the role of faculty
• budget cuts affecting programs
• Budget
• Budget
• Restoration of Budget Cuts
• budget cuts
• Program funding
• We can;'t talk about faculty salaries, benefits, or other issues until we address the economic problems we are having and how we intend to fix them.
• Financial management of the university
• Budget
• Budget
• Budget
• across the board budget cuts
• budgetary shortfalls
• not letting funding be cut drastically for academic or faculty programming
• Budget/fundraising opportunities
• lack of strategy with budget cuts
• Budget
• The budget
• strategic planning for the future (to avoid across the board cuts)
• Hiring for needed teaching positions despite budget cuts.

Category #5 Faculty Work Load & Support (13.4%)
• Tenure line factulty working overloads without compensation. In some cases, wel over 1.5 load, in addition to service, and research requirements.
• the imposition of more administrative responsibilties on faculty taking time away from the important roles of teaching and research
• Support for faculty research and scholarship
• Work load
• Faculty Load
• Faculty are being asked to do more with less, and this is not sustainable. We will continue to lose talented faculty to other universities that pay better and offer more realistic job descriptions.
• retention of junior faculty
• Lack of support for collaborative initiatives
• Retaining faculty.
• Retention of productive faculty
• Decreasing lecture class sizes for historically difficulty courses or ones in which students tend to change majors after taking it (such as General Chemistry I and II)
• mentoring of junior faculty
• faculty service load is too high
• Administrator expectations/requirements that 9-month faculty work during the summer without compensation. Some departments require faculty to work on committees, advising, and similar activities, including keeping scheduled office hours, without compensation.
• faculty retention
• making sure faculty needs (especially research support) are being met
• Faculty retention
• faculty development
• faculty and staff retention
• class sizes too large that make quality instruction for all students not possible
• Load
• support for faculty research, particularly in the humanities
• Support for faculty/graduate student travel and research
• Support for faculty with additional staff positions and a formal program
• Workload
• better and more efficient integration of services across the University
• Representation of non tenure track faculty

Category #6 Faculty Performance Standards & Evaluation (9.4%)
• Continued erosion of faculty lines and the academic standards that result
• Class attendance of students AND faculty
• Faculty Accountability
• clear expectations for non-tenure faculty
• I have concerns regarding the evaluation procedures.
• Annual Assessments
• tenure policies
• tenure and promotion process
• annual evaluation process
• setting fair yet flexible (based on finer tuning of job description) standards and expectations for faculty
• how faculty should balance teaching and research and student success
• Ensuring tenured faculty are providing quality instruction
• systemization of annual reviews/work load guidelines for the university
• tenure issues
• Professional behaviors-faculty, staff, and students.
• grade inflation
• academic standards
• Removing subjectivity in the promotion and tenure process. Ensuring guidelines are very clear
• Due Process

Category #7 (8.4%)
• equity issues
• Diversity and equality (fostering a climate that values inclusive & diverse campus, both students and faculty/staff)
• Diversity and inclusiveness
• gender equality
• The small number of African American faculty members and the university's lack of serious diversity efforts.
• check on gender equity progress
• lack of racial diversity amonst faculty ranks
• women' equal pay
• sexual assaults
• LGBTQ fair treatment
• Racism
• Discrimination
• Gender equality
• equality on campus
• Gender bias and college bias in promotion and tenure at the university level
• Fair delegation of resources on campus
• lack of diversity on committees (same folks rotate around committees)

Category #8 – Morale and Communication (5.0%)

- morale
- Faculty morale
- A more positive work environment. Less focus on budget concerns and more on quality instruction.
- building a sense of community
- effective communication with the university community,
- working conditions
- Faculty morale, crushed in the face of budget cuts and a bloated administration.
- Incivility in the workplace among faculty
- Collegiality
- more connection in our community.

Category #9 University Identity (3.5%)

- The university needs an identity -- not a "brand". We need to figure out who we are in order to understand what our "market" is. Recruitment of students (and planning how we intend to educate them) is futile without a clear mission to which our efforts are dedicated.
- focus of university
- get a focused mission for USM (who are we)
- university image
- Actualizing a strong long-range vision for the university with a clear mission statement that promotes our strengths.
- Marketing
- Lack of PR for what faculty do

Category #10 Facilities & Technology (2.5%)

- poor facilities (requests for repairs that are ignored).
- office space
- Efforts to improve facilities
- Opening and upgrading research space
- updating of university technology

Category #11 Gulf Coast-Hattiesburg Campus Relations (2.5%)

- improving relationship between Gulf Park and Hattiesburg
- Gulf Park reorganization
- The Hattiesburg campus faculty and students have opportunities that are not available to the Gulf Coast campus faculty and students. I suggest to investigate equal access to opportunities for faculty and students in the GC campus.
- gulf park re-organization
- Disconnect between Hattiesburg and the Coast. Dept chairs not coming to the Coast, Deans only coming for ADLT meetings, Just lack of proper attention from Hattiesburg.

Category #12 Miscellaneous (14.4%)
• TA support
• a lack of concern or care for the future and good direction of the institution
• hiring full time academic advisors for the university
• not sure
• Student needs are great but not focusing on academics at times giving in to students to keep enrollment is not good in the long run. Also Vanzant really is not considering all options and needs to keep in mind that the academic leadership really do have a handle on needs and budget. He emotional pity of self is unprofessional (pretending to cry at meetings with staff, lying to students..)
• Respecting faculty who chose not to be on the tenure track. This university has embraced programs that offer clinical doctorates, yet the university does not support the clinical non-tenure track faculty. These faculty are experts in their fields, yet are not recognized as part of the corps of instruction. I find this quite disturbing.
• efforts to improve university level guidance on external funding processes
• Program Prioritization
• The fact that people seem to talk and talk endlessly about things that will never matter. Also, they read resolutions out loud. I have a copy of the damn thing sitting in front of me. I can read
• The adjunctification of our university. We have too many adjuncts teaching our students, in not only GEC but major classes.
• Faculty Family Insurance Rate
• successfully teaching through both the classroom and research
• no opinion
• finding ways to get our faculty and staff to work together accross campus for the betterment of our univiersity (rather than each college having its own methodology).
• focusing on 1 extra hour in the sciences dedicated to a recitation section that is mandatory for students to attend - both will increase retention and will appeal to potential students as a recruiting tool.
• I am fairly new faculty, do not know the issue
• digital literacy
• Clinical services in the Dubard School are based on the Association Method wich was dismissed in the field in the 1950s.
• Investing in research programs that generate income
• ensuring faculty lines are expanded for programs that have high enrollment so not as many adjuncts need to be used
• hiring full time academic advisors
• The cafeteria receives abominable ratings by students and faculty. New ideas to remedy the situation is needed.
• student concerns r/t to different departments, which affects the public perception of and giving to, USM
• Hiring abilities--partner hires and better ability to negotiate
• academic freedom
• Academic Freedom and Faculty Rights
• Parking
• Parking
• Still concerned about parking fees and locations

Question #4: Please use this space to comment on any of these items (university resources, services, or programs).
- 56 responses.
- Specific responses by participants follow.

Item Discussed	Percentage
1. Support for Research	41.1%
2. University Funding	23.2%
3. Facilities and Lab Space	19.7%
4. Library Resources	12.5%
5. Release/Reassigned Time	10.7%
6. Miscellaneous	12.5%

Category #1: Support for Research (41.1%)
• There is not enough support for research from the administration
• Nobody helps faculty write successful grants (including SPA). Too much focus on undergraduate teaching.
• the research support at this university is inadequate to allow researchers to thrive. We are expected to write grant applications but there are few resources to assist this process and many mistakes are often made by SPA.
• Faculty won't be recognized for efforts to fund their won't even if full F&A is not part of the package. Basically, the VP for Research needs a broader vision of "research" at Southern Miss.
• Even though I work in a department with large numbers of students, the amount of resources available to me and my peers are very limited.
• In particular, I think that the ORA (grants office) and college resources for finding and applying for external funding are inadequate. Additionally, improvements in the IRB office can be made, such as electronic web submission of documents (rather than emailing static documents).
• We may all be tenure track but clearly some are in environments condusive for research while others are treated like instructors. There should be more consistency.
• Research support all goes to new assistants. Highly productive senior faculty are ignored.
• research support cut first, technology is under-supported and well behind current practices. No appreciation for or conversations about faculty research on campus or off. We are spending a lot of money to recruit and retain students (new dorms, high perk promotions), but who is putting anything into recruiting and retaining faculty? All the budgets for that have been gutted.
• ORA office is very poor at providing necessary support services
• Humanities has little to no university research support
• The university requires research but is now getting rid of The Center for Research Support, does not award much in internal funding opportunities, and does not provide for release time. There is no mentoring in my college.
• The IRB and grant application process needs improvement. IRB should be online with no need to email/send pdfs. The grant application process is also cumbersome. Having to get IRB approval before submitting a grant, particularly when one is not required by the granting agency or it is a developmental grant creates unrelated work during a timeline intensive process. If the university is serious about external funding, each college should have a grant level person and standardized information regarding the college should be readily available for applications. The external funding office (formerly SPA) should be able to answer questions with some level of certainty about the process for each type of grant. Currently, that is not the case.
• The best thing the administration can do, is give us just a little support, we don't asl for a lot, and please, just let us do our jobs . . . we are actually really good at it :).
• The support services for research are very good. The staff who perform these tasks are under appreciated. The IRB office needs additional staff. Staff in the office of research administration need pay raises.
• In addition to more support for research, the university must make every effort to strengthen operational budgets, especially in the arts.
• The university rarely expresses an understanding of how research works in the humanities. In departments such as English, graduate assistants are teaching two courses of their own, and do not assist in teaching or service or research. In fact, service loads are increased because we must mentor students as teachers as well as in their research, which has nothing to do with our own. By the time we teach 3/3 classses (with extensive preparation (reading esp) and grading); advise undergraduates; support both undergraduates and graduates in their research; do all the service that allows a department to run, etc- well, there is very little time for research. There need to be more opportunities for reassigned time for research. If we are valuing teaching, research, and service equally, we need to be given time for it. Research involves a lot of time- reading, thinking, and writing. Also, those with high research profiles often have higher profiles and demands in service in the profession- service that brings positive attention to our university but that doesn't minimize the university service.
• USM aspires to research university status, but fails to make the investments to realize that aspiration.

• once faculty are tenured they are pretty much left to fight for their own in terms of research, with more service being placed on them (and picking up more courses)
• university added more paper work for faculty and literally with zero university support for scholarly activitie. VPR slashed MIDAS program and nothing is being given back to Pis
• Teaching load often conflicts with research mission.
• teaching load heavy and do not give graduate student to faculty to research with and to continue at least 2 semesters
• A high research institution can't have faculty on a 3-3 teaching load

Category #2 University Funding (23.2%)
• Unlear criteria for research awards make it not worth applying when the minimal time available is better spent just doing the research.
• The VP for Research only recognizes "funded" research as a priority. Not all content areas have equal 14ncentivize14s to secure external funding, but may be equally or more important for our state/nation. Also, not all external funds provide full F&A;however, all external funding brings revenue to the 14ncentiviz. Faculty won't be recognized for efforts to fund their won't even if full F&A is not part of the package. Basically, the VP for Research needs a broader vision of "research" at Southern Miss.
• refusal to fund faculty research presentations at national/international venues is largest USM impediment to tenure/promotion in A&L
• There seems to be no money for the Arts or Humanities for research or research related travel. I've been accepted to two international symposia, but can't attend because there is not travel money. And, at my currently salary, I can't afford to take food out of my children's mouths to go present research.
• eliminating funding to support travel for presentations (required part of the job) must be resolved.
• Internal funding opportunites are underfunded. The university requires research but is now getting rid of The Center for Research Support, does not award much in internal funding opportunities
• There should be more financial support for presentation of research at professional conferences. Also, a formal mechanism to request small amounts of money to support research would be helpful, such as to buy new supplies, software, etc.
• We need adequate travel support for faculty and graduate students. We need some F&A to come back to the labs and researchers who brought it in so we can reinvest.
• Travel funding was cut for professional development opportunities, this is an area that for faculty is very important and needs to be funded appropriately.
• university only gives one conference to pay for but looks at conferences attendance for promotion
• I am o tenure track and under huge pressure to 14ncent scholar work. I have tried to applyresearch grant internationally and externally, however, I have not been able to 14ncenti so far. There are funds but it is not won't to support and tenure track faculty. School should give an certain amount of fund to start our research.
• Internal funding opportunites are underfunded
• the university must make every effort to strengthen operational budgets, especially in the arts.

Category # 3 Facilities & Lab Space (19.7%)
• It is not only space for research that is very lacking, space for teaching is sometimes very substandard, and there seems to be no systematic and reliable way to request improvements/repairs
• The university provides very little support to my department's lab (Center for Child Devslopment)
• unequal resources (Gas, lab space) for Gulf Coast faculty
• Those who make decisions about allocation of space for academics are often non academics with out a concept of the needs for teaching and research space.
• My department has three faculty members working in the same small lab space, there are not enough office spaces for faculty members, and classrooms are not large enough to hold all of the students signed up for classes.
• Lab space is small and shared across several faculty members, making it nearly impossible for a productive lab to complete its work.
• The university lacks core facilities for commonly used equipment/infrastructure, such as mass spec or greenhouses.
• unequal GA support/lab space for coast faculty
• A review needs to be made of departments that are growing in research productivity, but have no existing support for research (i.e., labs or space).
• The standard computer available under the CEP is inadequate for many purposes. Expecting faculty to use these computers for four years is silly.
• technology is under-supported and well behind current practices.

Category #4 Library Resources (12.5%)
• Library resources are poor
• The library does not have subscriptions to several key journals.
• funding slashed for the library first
• Library is in bad shape. Budget cuts are making it harder to do research there
• library resources are very limited, all the common journals in my research field are NOT available.
• In terms of the library, while we do have electronic access to many chemistry journals, the ones we do not have access to online, but do have as a hard copy in the library, we have to personally go over there to photocopy or scan the articles (or have our students to do it). At such a large university, this is uncommon and takes away from valuable research time. A student worker should be hired to cover a 'request' desk in which he or she makes copies and emails them to the faculty.
• The library does not subscribe to relevant journals in my field and has not been given the budget to do so.

Category #5 Release/Reassigned Time (10.7%)
• As the amount of service asked of faculty increases, research time is squeezed. We need to address this longterm, possibly with a more generous sabbatical policy.
• Sabbaticals should NOT need to be tied to fellowships, etc. for faculty to be awarded them
• I received a $16,000 start up grant when I was appointed as tenure-track faculty. I do not know how the university funds research beyond this.
• suspending sabbaticals was deeply counterproductive; won't'm glad won't had my chance last year, as it was the best scholarly experience of my life.
• If we can't get time off for research, then research shouldn't count as much on T & P
• does not provide for release time.

Category #6 Miscellaneous (12.5%)
• We want to be an R1, but that's hardly how we operate.
• I am not on tenure track
• Unfortunately, our current decline in enrollment makes addressing many of these issues theoretical. I think every school on the state has a clearer identity than we do. We need to give students a reason to choose us – and we need to identify the kinds of things we do that no one else in the state does or does as well and sell them. We want students to choose USM for positive reasons, and we'd like them to chose USM over other schools, rather than USM being the default choice. They won't do that if we aren't a positive identify. As university.
• Incentives seem to be in place for pursuit of reasonable productivity, but less of a system in place to 16ncentivize excellence
• Need to do more to ensure quality research standards across department s
• There is no mentoring in my college.
• Instructor position

Question #5: Please identify anything you think would help the Faculty Senate represent the interest of the faculty.
- 83 responses
- Specific responses by participants follow.

Category	Percentage
1. Communication between Senate and Faculty	31.3%
2. Salaries	20.5%
3. Administration & Leadership	14.5%
4. Senate Representation	9.6%
5. Research Support	6.0%
6. Miscellaneous	18.1%

Category #1 Communication Between Senate & Faculty (31.3%)
• Faculty bringing issues to the table that only certain departments and colleges may know about, but have implications for us all.
• Do this type of survey once a year. Not only does doing this survey reveal what issues are important to faculty, doing this survey helps inform faculty of the types of issues that FS can be involved.
• hold meetings concerning special interests. Doing more polls like this to gather data.
• Faculty Senate is often obsessed with issues that directly pertain to faculty (such as salaries). While these are issue of worth, the Faculty Senate needs to start acting as a leader on all issues, including issues of importance to students and staff.
• better dissemination on the Coast of senate meeting minutes
• It would be helpful if the Executive Cabinet of FS would send out minutes/agendas monthly to all faculty and staff. This would ensure members of each college are getting the same information. Also, each college should include one of their Senators on its College Council to facilitate two-way communication.
• Be more visible.
• continue to actively promote two-way communication between faculty senators and those they represent
• Dissemination / transparency of degree program analytics to inform program prioritization
• Keep asking with surveys such as these. Thanks.
• Senate should be a voice for faculty by presenting meaningful grievances, claims and resolutions on behalf of faculty even if that means being in conflict with the administration.
• The administration does not really listen to the individual faculty, and they appoint committees to suppress voices.
• more faculty input
• That senators communicate with their faculty members regularly and by issuing metting "Briefs"
• (1)monthly email on Senate brief minutes to all faculty; (2)email all faculty link to Senate anonymous comment link; (3) invite faculty to annual meeting with Senate but get Deans to call the meeting and request advance sign in as done in teaching forums.
• Faculty have no voice here. Not unusual, but clearly evident here. Very frustrating. And probably makes faculty less likely to care about senate.
• The USM Campus Climate Survey: Findings and Conclusions from Research Initiative on Social Justice and Equity
• The senate needs to communicate better with the faculty. This has always been the case however. I am pleased to see you initiate this survey. It and other announcements such as elections should be better communicated and announced. An email to the faculty a week or two before elections giving the a heads up would increase voter participation. I am grateful for the service of our senators. Thank you all
• I like the idea of surveys such as this.It is very hard to make it to non-essential meetings and also hard to find time to read non-essential emails, so I appreciate having the opportunity to take a quick survey
• Walk around campus and see what is happening such as eat in the cafeteria and make new friends here and there.
• faculty senate is about faculty success. if we want to become better ___ then offer workshops, bring in folks for talks . . . ask us what we want to do better or need some guidance on and then support that
• some faculty senate reps could do a better job of communicating with the faculty they represent
• It's hard to feel like there is shared governance here, and that faculty has a voice.
• More communication between departments
• Be bold. So much of what faculty senate spends time on is of little to no consequence.

Category #2 Salaries (20.5%)
• compression salaries
• compression and inversion of faculty wages
• Address salary compression issues;
• Prioritizing the university's need to recruit and then keep high quality faculty members. This can only be done with better resources.
• Salary issues at USM are causing a faculty hemorrhage
• Salaries should be considered of faculty to be closer to other university averages, especially for faculty who have been at USM for an extended period of time.
• Allowing faculty to keep their adminstrative pay after they've returned to their regular positions is insane.
• the university loses strong faculty because they do not pay them a comparable salary to what research faculty make at other institutions. This leads to wasted resources because we constantly have to do faculty searches, even for tenure-track positions.
• The faculty need to be adequately compensated for summer teaching. $4,200 for a full professor is a joke...it has been roughly that amount for 20 years. The administration sponsors any number of programs during the summer on our backs. One last thing to "bitch" about. The fact that the University gives away $20 million dollars in scholarship but claims they ca't pay their faculty is an outrage.
• Facsen must demand transparency and shared governance in the budget process. we must demand no more cuts to faculty lines. make the administrators cut themselves. There are too many of them and they make too much money. make them stop telling me what to do in my classroom.
• get to the bottom of the budget cuts and the way they were again made by the seat of the pants while some people got big raises
• University should do its best to keep productive faculty from leaving the university by incasing salary and providing necessary support for their search
• Study comparing summer pay with pay for courses during school year and comparing with other institutions
• Creating mechanism for consistent faculty raises to keep up with inflation
• look at all university salaries not just some and pay raises that have to come at same time at all levels of faculty or staff. It needs to actually be an across board raise. and Question: How much raise to admistrators get
• Raises larger than 2%
• Faculty salary

Category #3 Administration & Leadership (14.5%)
• Make the interests of faculty clear and forcefully rather than bow to student and administration's interests
• Help select a provost who will continue to challenge the president (or should I say CFO) to truly support faculty.
• Decisions regarding the Provost and who should take over as interim have been poorly handled
• hold administrators accountable for managing colleges
• Question administrative background and experience in support of a strong diverse research and teaching community. Most were promoted within, without transparent or rigorous review.
• i'd like to see the exact reasoning as to why the administration thinks they need 15-20 undergraduate students in a class just to "break even", when the only variable cost is the faculty, whose stipend is met after 4 students
• I have had six presidents and countless provosts in my 15 years at the university. The constant turnaround of administration and change of leadership has left us perpetually asking back and forth in terms of our mission (whatever that is). This means units cannot make long range plans or put themselves in alignment with larger university goals. The process by which presidents are selected is enormously flawed and contributes to this -- ever since the last time we had an open search with three candidates and the IHL conspicuously defied the nearly universal disapproval of the candidate who was eventually selected, we have had a series of searches in which the university NEVER gets to do comparative shopping. Hence we never get to compare how potential president or a provosts see the university's mission and get buy in from the community from the beginning. Since is the process is one and done we always approve the first candidate because we assume that the first is the best of the lot. That's incredibly fled thinking It also means that the candidates do not need to articulate a clear sense of direction -- they can waffle in public. Which means the IHL sets the agenda for the President when it hires the President and that agenda is not public. Its a mess. The Presidential selection system is designed for failure at USM -- it may succeed at OL Miss or State because they are the darlings of the IHL. and have the kind of public profile that is difficult to radically change.But we lurch from president to president. Its mortifying and completely unworthy of an academic institution that has ambition.
• Actually advocate for the faculty instead of speding time praising an administration that's basically just doing what they're supposed to do
• The faculty senate needs to protect the faculty from arbitrary bureacratic rules
• Look back at the claims administrators made in the past about their actions and use this information as a basis for realizing they often do not fulfill their promises.
• less administrative positions
• How much raise to admistrators get

Category #4 Senate Representation (9.6%)
• Junior representation
• Encourage non-Senators to attend meetings of Senate
• dpt chairs should not be allowed on Faculty Senate
• Long term non tenure faculty. Need representation on university committees and considered valuable
• Not having chairs on faculty senate. This is a conflict of interest.
• The senate should be a membership comprised of faculty representatives. Too many times the Senate takes on a mission that does not universally represent concerns of the majority of faculty. Furthermore our senators are not fully engaged with the colleges and programs they represent. The mission of the senate should also include publicly acknowledging the many accomplishments and advancements the faculty have accomplished - at least those directed at making the university a more collegial environment.
• why do some of are the same people on the search committees for administrators or faculty in many department of the university-- this is not fair-- other voices need to be heard. Too many same people appointed on some university committees too. Appreciate faculty and staff more

•	ensure that each unit has representation (currently, representation is only guaranteed for each college)

Category #5 Research Support (6.0%)

•	research support
•	A study of research support resources at peer institutions (esp with similar enrollment profiles). Travel money, start up grants, etc.
•	Please help the faculty by offering them help in nonsense pile of paperwork from IRB to. iACUC to ORA.
•	The library needs to be more efficient with inter-library loans if we will not have direct access to most new journals
•	provide research fund for each new on tenure track faculty to start out research. It is very important.

Category #6 Miscellaneous (18.1%)

•	actually maintain a focus on teaching and learning excellence
•	NA
•	More concern with preserving academic integrity and freedom; less concern with "PC" issues
•	keep academics the top priority of the university (not parking, athletics, grounds, administration, etc.)
•	Treatment of instructors -
•	Protect new incoming faculty from bad tenured Senior faculty
•	Increase diversity within the faculty
•	Family Insurance Rate
•	Research into why Ole Miss and Mississippi State are doing so much better than we are in recruiting students
•	See previous comments
•	Take away the bias towards different colleges and respect that each has their own standards to uphold.
•	I wish I knew; all seems pretty hopeless right now
•	Doing a academic freedom. We should not be forced to use same textbooks as others teaching sections
•	Try to find the balance between students and faculties, and try to take care of diverse information needs of faculties in different areas
•	Hold those faculty accountable who show poor student evaluations
•	Get some guts