

Faculty Environment and Employment Committee (FEEC)

Final Report and Recommendations

Executive Summary

In response to the charge given to them by the Academic Senate Executive Board, the Committee spent the 2022-2023 academic year creating a literature review and survey exploring remote faculty labor. The results of this work are provided in the report that follows. In general, the survey results reflected prevailing national trends identified in the literature review. USC faculty appreciate the ability to work remotely, especially the improved work/life balance and reduced commute time, and report feelings of greater productivity and agency. A primary concern identified by the survey was a sense of disconnect from school culture that led to feelings of alienation, a response that also aligns with findings in the literature. Another major concern, one not identified in the literature review, was insufficient resources for working remotely such as tech support and basic office supplies.

A primary recommendation from the committee is the need for the University to establish a clear definition of “remote”. This recommendation is due to the difficulties encountered by the FEEC in addressing its assigned task. These difficulties are elaborated upon within the report.

Other full list of recommendations include:

Establish a definition of “remote”

Clarity around reimbursement policies for remote teaching and remote work equipment

Clarity around career progression and job security for remote and hybrid faculty

More centralized and transparent processes to authorize remote/hybrid work and support remote/hybrid faculty

Increased or improved tech support for remote faculty

Ensuring that remote faculty are included in hybrid meetings through increasing the number of spaces that have smart technologies

Introduction

The 2022–2023 FEEC was charged with undertaking an in-depth study of university faculty who work primarily at non-USC affiliated locations, studying these faculty's experiences and feelings of equity and inclusion within their schools and academic units. As part of this work, the Committee identified whether areas such as compensation, benefits, and communications positively or negatively affect these faculty's experiences and feelings of equity and inclusion. To carry out this charge, the Committee reviewed existing literature about faculty who primarily work remotely and surveyed this group of USC faculty. From this, the Committee developed recommendations for enhancing equity and inclusion of USC faculty who primarily work remotely.

FEEC Committee This new cohort for this charge was organized to have a strong representation of faculty who work remotely.

Co-Chairs

- **James Condon**, Associate Professor of Teaching at Dornsife
- **Ruth Cislowski**, Associate Professor of Social Work Practicum Education, Assistant Director of Practicum Education at Dworak-Peck

Members

- **Diana Catalina Beltran**, Adjunct Assistant Professor at Bovard College
- **Miriam Burgos**, Professor of Clinical Marketing at Marshall
- **Tyan Parker Dominguez**, Teaching Professor of Social Work at Dworak-Peck
- **Akilah Karene Lyons-Moore**, Assistant Professor of Clinical Education at Rossier
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- **Rob Parke**, Associate Professor of Information Technology Practice at Viterbi
- **Joe Saltzman**, Professor of Communication and Journalism at Annenberg
- **Hannah Maria Schilperoort**, Associate University Librarian at USC Libraries
- **Sara Laura Schwartz**, Associate Teaching Professor of Social Work at Dworak
- **Melissa Withers**, Associate Professor of Clinical Population and Public Health Sciences at Keck

The Four Step Approach



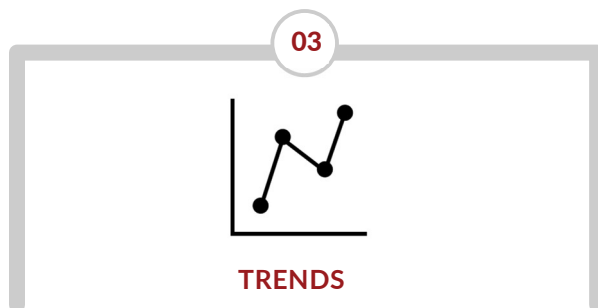
The FEEC deployed a survey to gather information about remote faculty members' experiences and feelings of equity and inclusion within their schools and academic units. The survey consisted of 23 questions. It went out to remote faculty across USC on Tuesday, April 4th, 2023.



LIT REVIEW

The FEEC researched recent scholarly literature on the state of remote work in higher education. The topics were broken into six areas of particular interest: COVID, Professional Status and Support, Labor and Work/Life Balance, Communities of Practice, Faculty Evaluation, and Diversity, Equity, and Inclusion.

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Survey findings and Lit Review both reveal disproportionate representation of non-tenure to tenure. Positive response to work/life balance and agency. Some feelings of disconnect from university culture, but this was more pronounced in the Lit Review than the survey. While the Lit Review did not include this topic, the survey included questions specific to resources that demonstrated a need for increased technical support and access to supplies.



NEXT STEPS

The FEEC report will be submitted to the Academic Senate for review and disseminated throughout the University. The FEEC committee co-chairs will present the committee's findings as requested. The committee members as a whole would welcome the creation of a university working group to create a definition of remote/hybrid faculty.

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1. Survey

METHODS

Survey Design

The FEEC constructed a survey (FEEC Survey of USC's Remote Faculty) to gather information about remote faculty members' experiences and feelings of equity and inclusion within their schools and units. The survey consisted of a mix of qualitative and quantitative questions—23 in total—six of which were open-ended. The survey centered on four main categories of inquiry: profile, campus time, working remotely, and open-ended feedback.

To develop the survey format, first the FEEC survey committee reviewed other academic committee surveys from the past three years, including past FEEC and Committee on Information Services surveys. Since there are different definitions by school as to what may be a remote faculty, questions were provided to understand participant profiles based on their time on campus and how they identify themselves. Next, to understand what could be improved for those working remotely, questions and options were focused with obtaining sentiment information. Lastly, the open-ended feedback section was added at the end to understand what people were thinking about and provide feedback freely.

Data Collection Procedures

To identify target faculty respondents (i.e., faculty designated as “remote”) the FEEC chairs emailed the following message to the Deans/Associate Deans of each USC school/unit in March 2023:

Dear Deans of Faculty,

The Senate Faculty Environment and Employment Committee (FEEC) has been tasked by the Senate Executive Board (in consultation with Interim Provost Graddy) with conducting a survey of USC's remote faculty members. The goal of this survey is to gauge their current job satisfaction and to diagnose any issues of remote faculty equity and inclusion that may require additional support. On behalf of the Senate FEEC, we request that you provide the name and university email address of any full or part-time employees in your academic unit designated as remote faculty to James Condon at condonvi@usc.edu. This information is strictly for the purpose of distributing the Committee Qualtrics survey in a targeted manner and will not be used in any other capacity.

We recognize that academic units may define remote faculty differently. One of our goals as a committee is to understand how the category “remote” is being classified within each academic unit. If your academic unit has a specific definition of what constitutes a remote faculty designation, we also ask that you include that definition in your response. Thank you for your time and your help in this important endeavor. We ask that you send your response to condonvi@usc.edu by Monday, March 27th. We look forward to your response. Respectfully,

*Ruth Cislowski, Associate Professor of Social Work Practicum
Education, Co-Chair, Senate FEEC
James J. Condon, Associate Professor, Teaching, Co-Chair,
Senate FEEC*

*Dan Pecchenino,
Associate Professor, Teaching
President, Academic Senate*

RESULTS

Participant Characteristics

Twenty-eight schools/units were sent emails from the Co-Chairs and responses were received from twenty. No school/unit provided a definition for remote faculty. Only Dornsife sent a working definition, and it was for hybrid faculty; Dornsife's Director of Faculty Affairs explained that Dornsife categorizes faculty who work 2-3 days off-campus as hybrid. On April 4, 2023, the FEEC Survey of USC's Remote Faculty was delivered electronically to 1,148 faculty across USC who were contacted through emails supplied by the Deans/Associate Deans of each participating school/unit. The following includes the survey description and request for faculty participation that was sent:

"The Senate Faculty Environment and Employment Committee (FEEC) has been tasked by the Senate Executive Board (in consultation with Interim Provost Graddy) with conducting a survey of USC's remote faculty members. Your email address was provided to us by your Dean in response to our request for the contact information of the faculty your school identifies as being remote. We encourage you to take the time to complete the survey in order to gauge your current job satisfaction and to diagnose any issues of remote faculty equity and inclusion that may require additional support. The information gathered will be compiled in a report that will be shared with the Academic Senate and faculty. We appreciate your time in completing this survey. This survey is anonymous and we do not collect emails or geolocation data, and thus we will not share any identifying information. Your participation in this survey is voluntary. The deadline to complete the survey is Friday, April 14th."

There was a total of 230 responses from faculty across USC (a response rate of 20.0%). As there is a lack of an agreed upon definition of remote and hybrid faculty that is shared across all schools (see Limitations section for more details), respondents were asked to self-identify the amount of time they worked on campus vs. remotely. This question enabled the FEEC to narrow analyses to only faculty who fit the Committee's operational definition of "remote faculty" (i.e., any faculty members who were employed by USC during Fall 2022, and during Fall 2022 who reported physically working on campus zero days per week on average), and thereby facilitated discovery of findings most aligned with the original charge of the FEEC. Respondents who met the criterion of what the FEEC defined as "remote faculty" identified themselves as remote or hybrid. This criterion resulted in 65 respondents.

The responses varied widely in the categories of personal profile and percentage of time on campus (Figure 1). Out of these 65 completed surveys, 55% (n=36) identified as adjunct/part time, 32% (n=21) identified as RTPC, 9% (n=6) identified as tenured/tenure track, and 3% (n=2) identified as other. Of the faculty who identified as RTPC, the majority (n=11) identified as teaching, followed by clinical (n=6), practitioner (n=3) and research (n=1) faculty.

Q2 - What is your faculty profile?

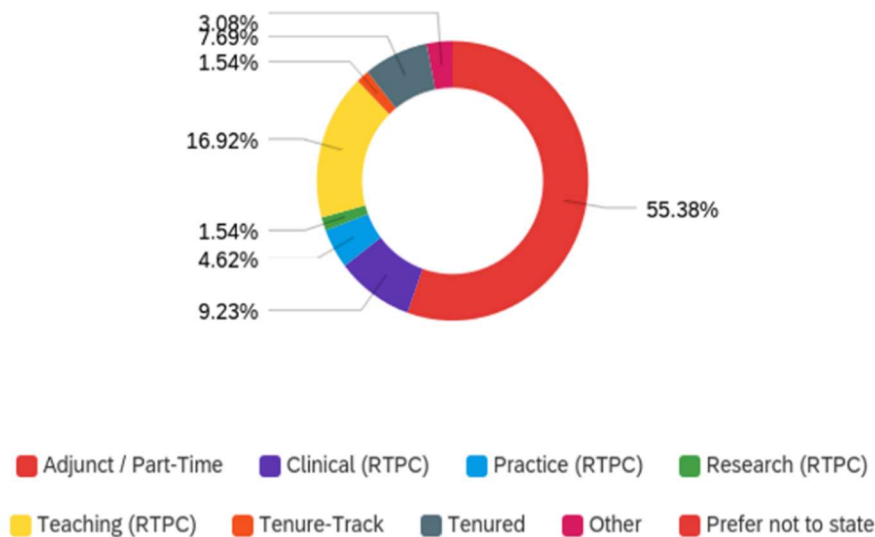


Figure 1: Answers to Question 2 from FEEC Survey for Remote Employees asking for self-identification of faculty profile.

The majority, 94% (n=34) of the participants who identified as remote (operationally defined above) were adjunct/part time faculty, whereas most of the participants, 67% (n=4) who identified as hybrid were tenured/tenure-track faculty (Figure 2).

Participants	N=	Remote	Hybrid	On Campus
Adjunct/ Part Time	36	94%	6%	0%
RTPC	21	86%	14%	0%
Tenured/Tenure-Track	6	9%	67%	33%
Other	2	100%	0%	0%

Figure 2. Data Collected from Question 2 from FEEC Survey for Remote Employees asking to identify themselves as on camps faculty, remote faculty, hybrid faculty. Answers separated by profile information collected from Question 1 shown in Figure 1.

Since the FEEC does not have access to a comprehensive list of USC faculty members who qualify as remote faculty as defined by the Committee, we could not assess participation rates by school. Additionally, the FEEC were concerned about repercussions and took extra steps for participants to feel like they could not be identified. Therefore, they we did not include schools to be an identifier. Refer to [Appendix A](#) for the complete results of our survey which excludes questions 3, 4, and 7 which were not relevant. Refer to [Appendix B](#) for the full set of survey questions that were administered.

Working Remotely

Overall, the majority of respondents (78%) indicated that they felt they did not have the option to choose whether to work from a USC-affiliated campus or remotely. When analyzed further, the majority (52 respondents) who answered “no” were adjunct/part-time and full-time RTPC faculty, most of whom identified as remote rather than hybrid (Figure 3).

Q9 - Do you have the option to choose whether you work on a USC affiliated campus or remotely?

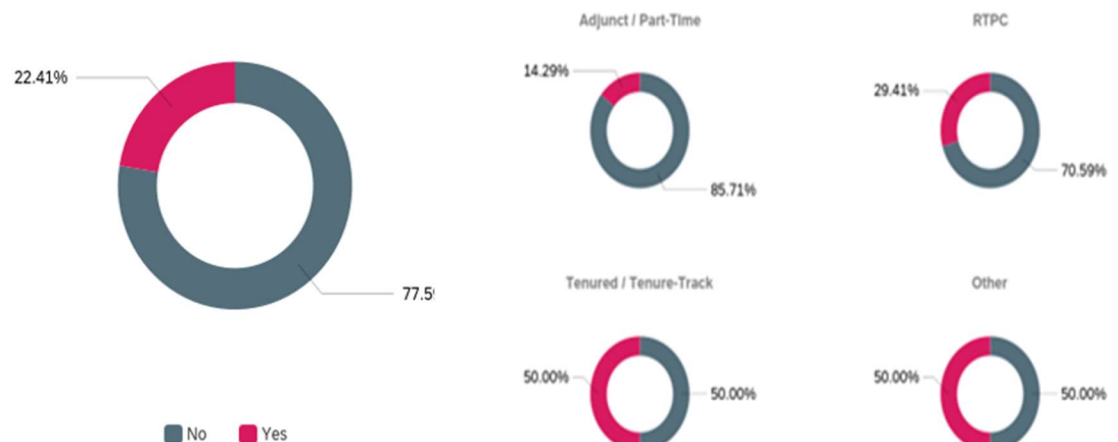


Figure 3. Answers to Question 3 from FEEC Survey for Remote Employees asking if they have the option to choose whether to work at a USC affiliated campus or remotely. Answers separated by profile information collected from Question 1 shown in Figure 1.

When asked which factors were most important when choosing to work remotely, the respondents overwhelmingly indicated that *distance from campus* and *commuting time* were either “very important” or “extremely important” to their decision to work remotely instead of on campus (Figure 4, next page). *Expenses* and *personal health* were also important factors when choosing to work remotely (likely also due to commuting and cost of living). Respondents were also asked whether a *sense of safety* and responsibility for *caregiving* factored into their views on remote work, but those two factors ranked as significantly less important than commuting distance and drive time.



Q10 - For you personally, how important are the following factors when choosing to work remotely?

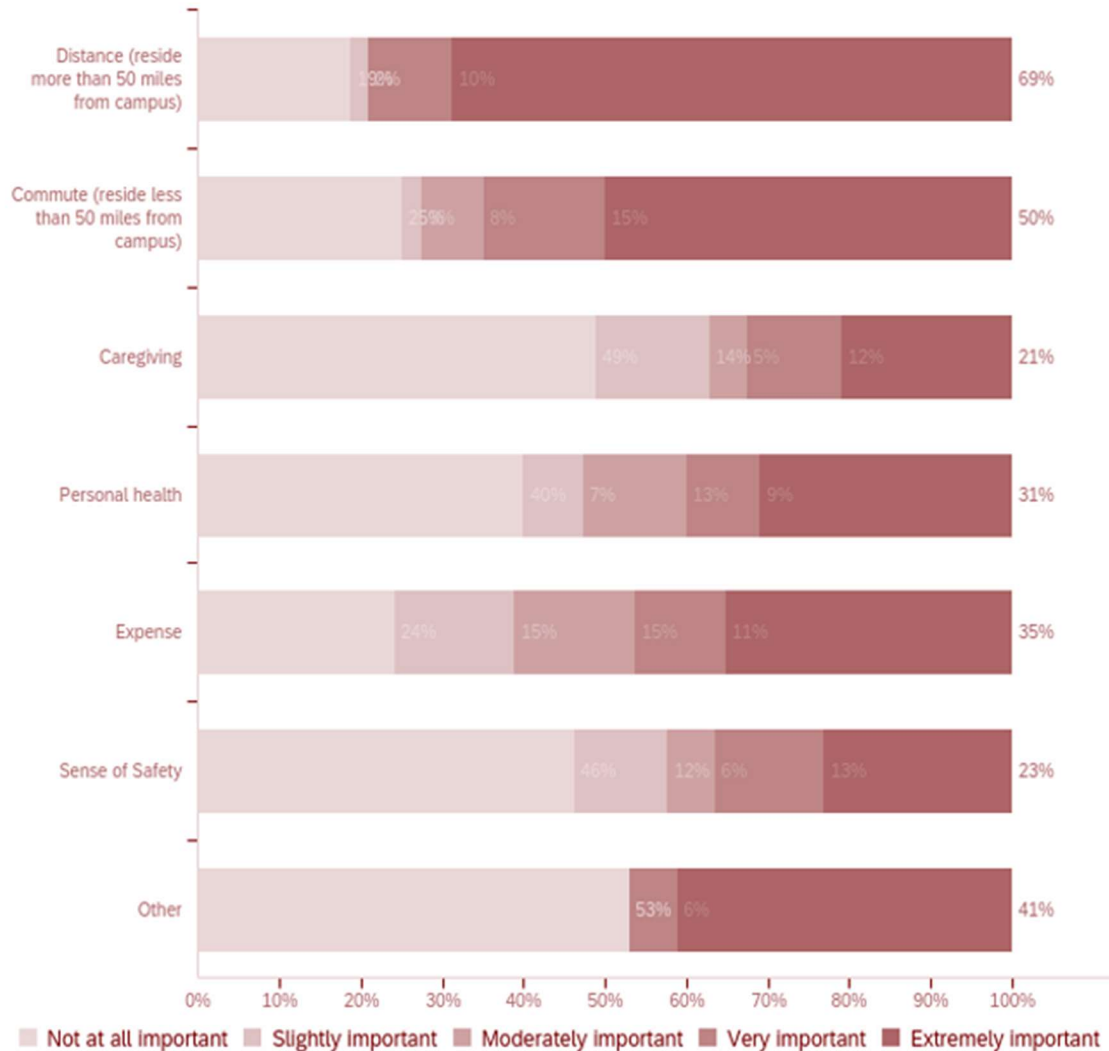


Figure 4. Answers to Question 10 from FEEC Survey for Remote Employees asking to choose from the listed factors which are important when choosing to work remotely.

In their open-ended commentary, respondents indicated the following points related to travel time/commuting:

- Not having a commute allowed them to conserve time and energy that could be reinvested elsewhere.
- Remote work allows them to live outside of the L.A. area (including other states) and still successfully work for USC.

Respondents were also asked the following question:

“Below is a list of items that some might consider advantages of working remotely compared to working on campus. Please indicate the extent to which, in your experience, you have found each item to be an advantage: Decreased commute, Greater flexibility, Improved work life balance, Increased productivity, More comfortable environment, Cost savings, Easier to manage caregiving responsibilities, Improved physical health, Improved mental health, Other.”

The vast majority of respondents identified the following factors as “significant advantages” for working remotely compared with working on campus: *decreased commute, greater flexibility, improved work life balance, increased productivity, more comfortable environment, and cost savings* (Figure 5, next page). Respondents from across all faculty classifications indicated that *improved physical and mental health*, as well as the *ease of managing caregiving responsibilities*, were also among the advantages of remote work, but to a lesser extent than the other factors on the list.

Q11 - Below is a list of items that some might consider advantages of working remotely compared to working on campus. Please indicate the extent to which, in your experience, you have found each item to be an advantage.

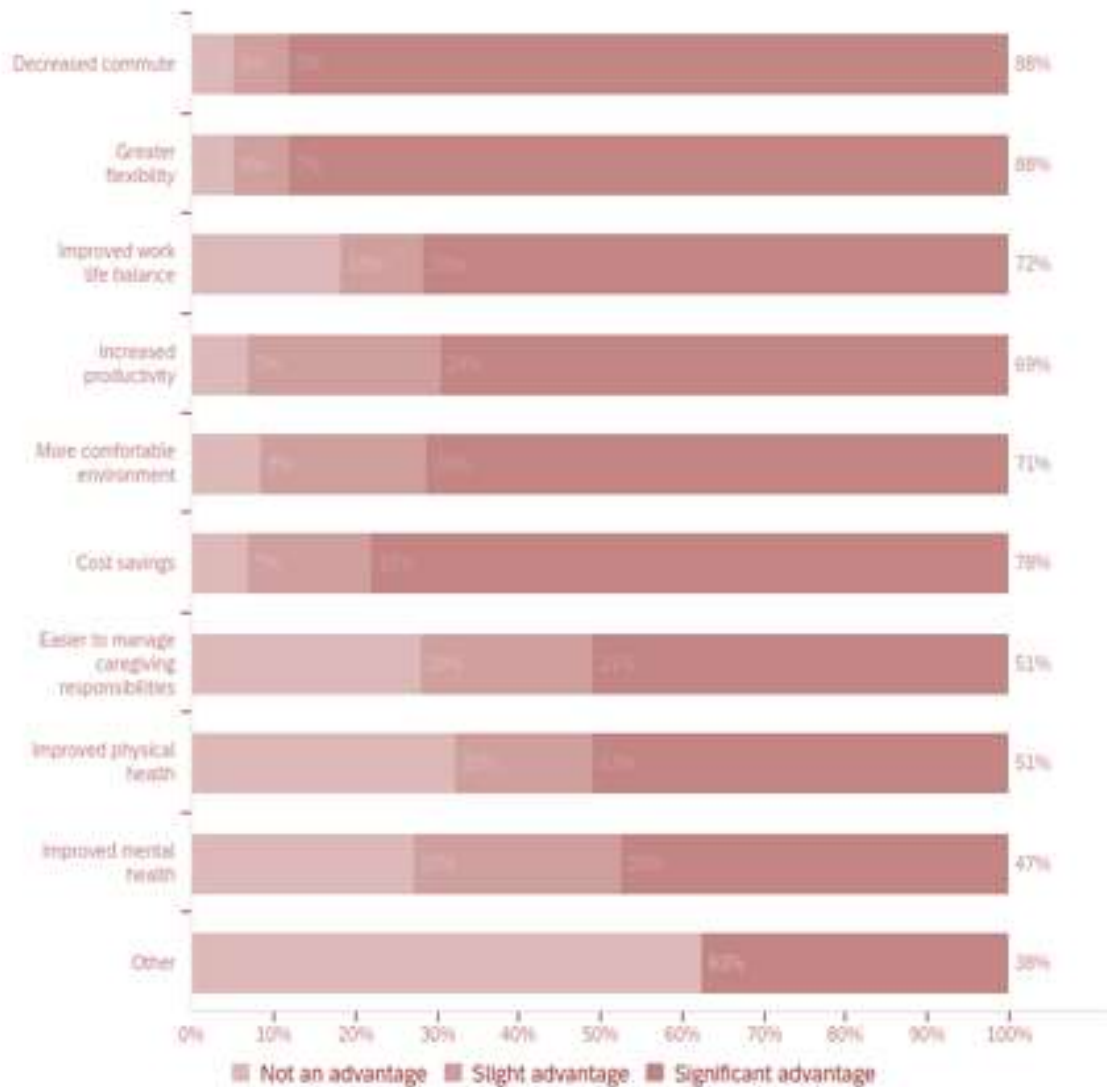


Figure 5. Answers to Question 11 from FEEC Survey for Remote Employees instructing participants to choose from the list of items which they may consider advantages of working remotely compared to working on campus.

Over half (56%) of RTPC respondents viewed *improved work-life balance* as a “significant advantage” of working remotely, and over 75% of adjunct/part-time faculty and tenured/tenure-track faculty responded similarly (Figure 6).

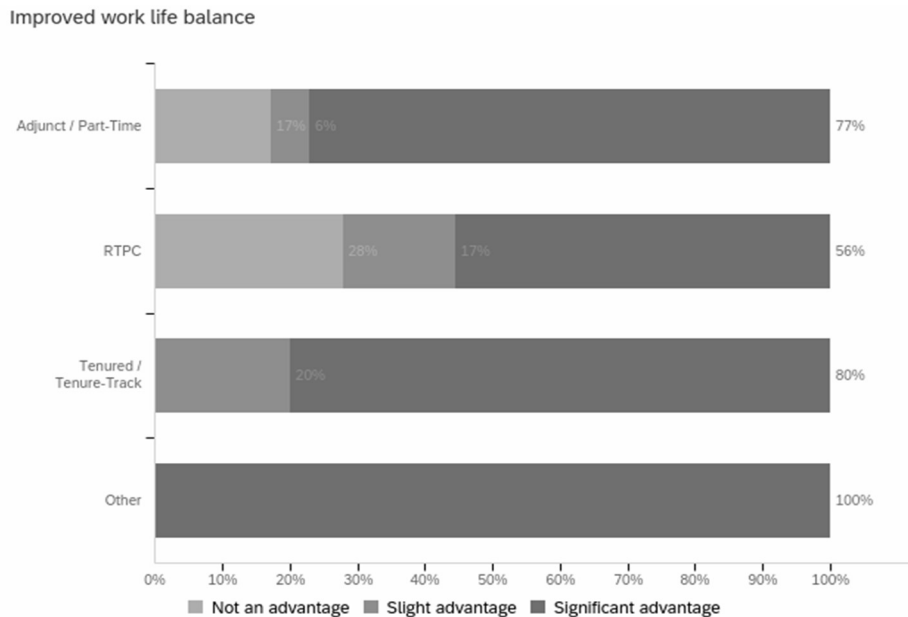


Figure 6. Question 11 from FEEC Survey for Remote Employees, same as Figure 5 focusing on “Improved work life balance. Answers separated by profile information collected from Question 1 shown in Figure 1.

In their open-ended commentary, respondents elaborated on the advantages of working remotely:

- Faculty appreciate the flexibility that remote-work arrangements offer.
- For some faculty, remote work results in increased productivity, and they can easily “jump from task to task” because commute times and times between meetings are significantly reduced or eliminated.
- Some faculty mentioned that the increased flexibility of hybrid and remote work arrangements lead to significant improvements in their mental and physical health.
- Faculty also described improvement in their work-life balance.

Respondents were also asked about the disadvantages of working remotely. Specifically, they were asked to rate the following factors as “not a disadvantage,” “slight disadvantage,” or “significant disadvantage” of working remotely:

Isolation/being invisible, Disconnection from school culture, Decreased work life balance, Lack of access to research opportunities, Lack of access to committee assignments, Lack of access to general opportunities to increase advancement, Negative impact on mental health, Negative impact on physical health, Other.

Generally, the most prominent areas of concern for respondents seem to be *isolation/being invisible as a result of remote work* and *feeling disconnected from school culture when they work off campus* (Figure 7).

Q12 - Below is a list of items that some might consider disadvantages of working remotely compared to working on campus. Please indicate the extent to which, in your experience, you have found each item to be a disadvantage.

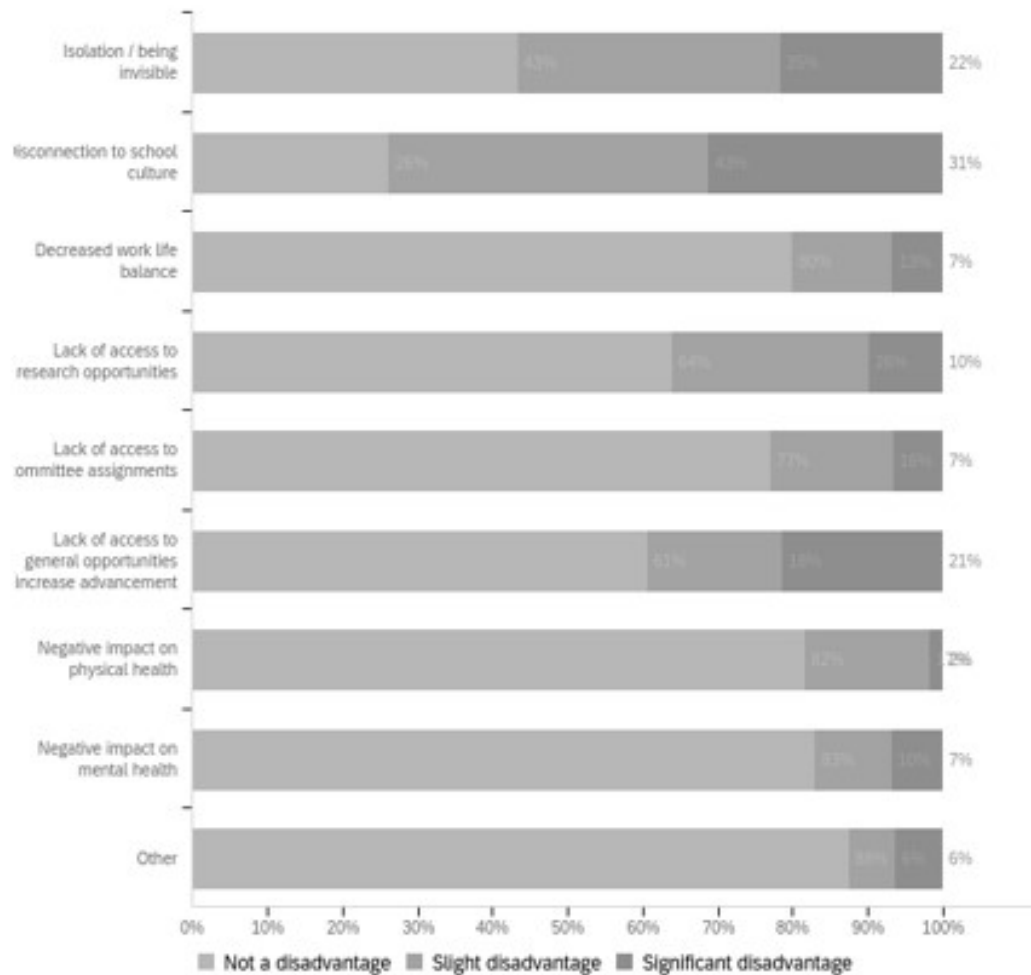


Figure 7. Answers to Question 12 from FEEC Survey for Remote Employees instructing participants to choose from the list of items which they may consider disadvantages of working remotely compared to working on campus.

Regarding these disadvantages, in their open-ended feedback some remote and hybrid faculty described concerns about their job security as well as a lack of clarity in terms of career progression.

Finally, respondents suggested some improvements to their remote work experience:

- Having a consistent, clearly communicated set of policies around reimbursements for remote equipment as well as increased technical support would be very helpful for faculty.
- Having optional, on-campus events for hybrid and remote faculty specifically designed to build community could be beneficial.
- One faculty member mentioned that “A reciprocal agreement for USC remote faculty to be able to use campus spaces or resources at other universities would be incredible.”

DISCUSSIONS

The next three questions in the survey specifically addressed remote faculty members’ feelings regarding inclusion. When asked, *“What is your level of satisfaction with your academic unit’s process for ensuring inclusion of remote faculty in the following?”*, faculty members’ responses revealed some dissatisfaction with how included they felt in terms of decision-making, committee assignments, and research opportunities within their academic unit. The responses to this question of disadvantages varied more broadly by faculty classification as compared with the question regarding advantages of remote work. The level of dissatisfaction in these areas was highest among RTPC faculty.

With regards to feeling a sense of community within their academic unit, 21% of respondents said their sense of community was “neither weak nor strong,” 30% said it was “somewhat strong,” and 18% rated it as “very strong.” These ratings seemed to reveal that while there are opportunities to improve the sense of community that remote faculty feel within their schools, this is an area where remote faculty have generally positive feelings.

Faculty responses also revealed that while some improvements may be in order in terms of timely communication of information to remote faculty, this is also an area where there isn’t significant dissatisfaction. Remote faculty generally feel supported and trusted by their chairs and their academic units. The survey results reveal, however, that there is some degree of dissatisfaction in the area of *feeling supported and trusted* among adjunct and RTPC faculty who work remotely.

The survey results show that significant improvements can be made in the area of reimbursement policies for equipment purchased to teach courses. For example, some faculty mentioned that they purchased an iPad specifically as a tool for their online teaching, but they were unaware that they could be reimbursed for teaching-related technology. The survey results seem to suggest that a more consistent, centralized set of reimbursement policies that are clearly communicated across USC could resolve this issue.

LIMITATIONS & CHALLENGES

The very diverse and wide-ranging responses hindered the committee's ability to identify clear trends and patterns. There were a few limitations to our methodology, including the following:

- **Lack of clear definition of remote and hybrid:** Each school was responsible for determining which faculty to include for the survey. Several schools chose to exclude faculty who worked at non-USC affiliated locations but did not meet the school's definition of "remote". For example, one school stated that they did not consider their faculty working off campus to be remote as the reason was due to health needs. Other schools varied in the number of days a faculty member needed to be on campus to be considered remote. For example, Dornsife provided over 800 names, as they consider faculty hybrid/remote if they work less than 4 days per week on campus, whereas other schools only provided the faculty who fully work off campus.
- **Identifying and collecting email addresses from the Deans:** Identifying the correct contact at each school who would be the person best able to provide the email addresses of remote faculty was challenging.
- **Number of responses and proportion of responses from each school:** The Chairs of the FEEC requested the list of remote faculty up to three times from the 28 schools identified by the Academic Senate and also made a verbal request at the March 22nd Academic Senate meeting. The Committee received responses from 20 schools. As stated previously, the responses varied depending on the individual school's definition of "remote faculty". The committee received 1,148 faculty email addresses, and 230 faculty (20.0%) participated in the survey.
- **Lack of response from schools:** In cases where a school did not respond to our request for a "remote faculty" roster, it was unclear whether the lack of response meant there were no remote faculty at all at that school, or that there is no system in place to track remote faculty, or that the email requests were simply overlooked.
- **Reluctance of recipients to be labeled as "remote faculty":** The survey link was sent the week of April 4 to the 1,148 faculty who were identified by the various schools. There was an accompanying email from the FEEC Chairs explaining the purpose of the survey and indicating that the recipient's information had been provided to the committee from their school, along with the request for participation. The FEEC Chairs immediately began to receive emails from survey recipients who were surprised and concerned to learn that they were identified as "remote" by their schools. The anxiety that being considered "remote" had created led to the FEEC Chairs to send a clarifying email to survey recipients that elaborated on how schools may have defined remote very broadly. Faculty were encouraged to contact their schools directly to better understand why they were included in the names submitted by their school to the committee.

CONCLUSION

Overall, the survey demonstrated that remote faculty were satisfied with their ability to engage with their teaching responsibilities via online modalities and were deeply committed and connected to their students while being remote. The ability to have a better work/life balance through remote work allowed them the ability to be better at their jobs. However, there were concerns about lack of resources for remote work and signs of a reduced sense of community due to geographical displacement.

2. Literature Review

Literature Review Design

The committee selected and read a sample of recent literature reviews, surveys, and scholarly analyses on remote work to get a sense of the current academic conversation. Based on this reading, the committee identified six major subjects of interest that were both prevalent in the literature and relevant to the committee's charge: remote work as a response to the COVID pandemic, professional status and support, labor and work/life balance, evaluation of remote faculty performance, communities of practice, and remote faculty diversity, equity, and inclusion. Individual members then selected an area of interest, conducted additional research on that area, and drafted a review of that literature. The committee then assembled the various subsections and synthesized the results into the larger literature review document.

Literature Review

Remote Faculty: A Review of the Literature

Remote work offers a variety of unique opportunities to disrupt the status quo of higher education, though these virtual modalities are not without their own challenges. While various modes of online labor have been in practice for decades and were showing some evidence of increased implementation across various institutions up through 2019, the COVID-19 pandemic thrust many more into this online-only space for the first time—often with little to no preparation. As university faculty and staff now find themselves years later with a greater level of remote work experience, and as many employees have returned to onsite campus locations with the loosening and removal of lockdown restrictions, this seems a timely opportunity to evaluate remote work and its place in higher education.

Despite a robust body of scholarship on the subject, the literature lacks a standard definition for remote faculty (Toner et al., 2021). The category typically includes both part-time and full-time employees who discharge their responsibilities through exclusively online modalities, though it is not uncommon for

hybrid modalities to also be included. Due to the abrupt pivot to virtual labor demanded by the pandemic for many universities, the scholarship on remote work includes a mixture of studies predating 2020 that explore the longstanding challenges and opportunities characteristic of geographically-dispersed faculty labor while other studies approach remote work specifically in terms of the pandemic's disruption, chronicling what steps were taken to accommodate the abrupt pivot to online work and distilling lessons from the successes and failures of that adjustment. In both cases, matters pertaining to online pedagogy and learning outcomes constitute a significant focus in the literature. This review, on the other hand, is primarily interested in the smaller but not insignificant body of scholarship exploring the departmental and institutional dimensions of remote work: questions of equity and inclusion, evaluation, and other aspects of participating in a professional community while being geographically separated from the physical spaces in which many of these professional operations take place. The authors note prevailing trends in terms of a number of these categories, and when appropriate, report on recommendations offered in the literature.

Impact of the COVID-19 Pandemic

The COVID-19 pandemic disrupted higher education in unique and challenging ways, forcing entire universities to abandon the ground campus and fully transition online (Amaya & Melnyk, 2020). In early 2020, universities around the world, including USC, had to make quick decisions to move countless faculty, staff and students, many with limited exposure to virtual education and interactions, online.

Teaching.

With little time to prepare for this shift or consider best practices, a distinct chasm occurred in higher education with scattershot approaches for online teaching emerging from COVID-19 alongside previously curated online curricula (Joosten, 2020). Institutions of higher education with pre-existing online programs, such as USC, capitalized on their expertise to quickly adapt, train, and transition their workforce to virtual learning, putting schools without existing online pedagogy at a disadvantage.

Jhangiani (2020) describes March 2020 as an “unplanned pedagogical shift” with instructors simply working to survive the rapid move to a virtual environment. Faculty and staff navigated the transition of work/school to home, adopted new forms technologically-enhanced communication, and developed teaching strategies while also facing the disorientation, fear and anxiety accompanying a global pandemic (Joosten, 2020). Along with this pedagogical shift came the job demands, work/life balance, stress, caregiving, and time management challenges that were present prior to COVID-19 but were intensified by the pandemic (Amaya & Melnyk, 2020; Supiano, 2020).

It must be noted that in the decades leading up to COVID, many universities were delivering online and hybrid options. Early adopters of online education were primarily there by choice—pursuing virtual teaching for an array of reasons that included flexibility, work/life balance, and caregiving responsibilities (Nicklin et al., 2016; Parga et al., 2022). This historical context is important as many of

the challenges identified by online faculty in a post COVID-19 world mirror those identified by early adopters.

What is unique about the COVID-19 pandemic is that entire universities had to pivot online, quickly. This meant that faculty and administrators who historically eschewed online education were forced to adapt. While these transition points were painful, it is noteworthy that the challenges online faculty face post COVID-19 mirror those faced by faculty teaching online for the years and decades before the pandemic. These challenges cluster around five themes: 1) sense of disconnectedness and isolation, 2) digital literacy, 3) institutional resources and supports, 4) diverse student needs in virtual classrooms, and 5) building an online pedagogy (Buckner et al., 2022; Curry, 2016; East et al., 2014; McCarthy et al., 2021; Parga et al., 2022; Schwartz et al., 2016; Singh et al., 2022; Smith, 2015; Toner et al., 2021; Zhang et al., 2021).

Research, Clinical Practice, and Administration.

It is important to note that the drastic shift in university life brought on by the pandemic not only had a significant impact on teaching faculty, but also for faculty whose primary focus centered on research, clinical practice, or administrative duties (Clemmons et al., 2022; Connolly et al., 2022). Faculty engaged in research were forced to either discontinue or pivot their in-person studies and clinical trials to fully remote engagement in order to protect the safety of participants and research personnel (Greenough et al., 2022). Other faculty researchers shifted their attention to study COVID-19-related phenomena, taking advantage of newly available funding mechanisms at the school or national level (Sezen-Barrie, et al., 2022). Clinical faculty practicing in the field and/or responsible for student clinical education found clinical settings that normally serve the community suddenly shutdown or otherwise unable to collaborate with university partners (Halbert et al., 2020). Certain clinical faculty like those who were treating patients in the healthcare system or practicing law had to identify ways and means to continue serving their clients, whether that be through telehealth or distance-based client sessions (Adams & Ecker, 2021; Archer et al., 2021). Additional faculty groups like those from libraries coordinated monumental efforts to ensure continuation of library services, taking actions such as digitizing hard copy resources, assisting in the conduct of systematic review studies (a popular activity during early COVID-19 lockdowns), and offering online student and faculty educational workshops (Mi et al., 2020).

Regardless of faculty track, the challenges described above, even when unrelated to a global pandemic, can be especially hard for part-time or adjunct faculty to navigate (Dolan, 2011; Smith, 2015). Research further illuminates that female faculty and faculty of color across online and ground campuses experience additional feelings of disconnectedness and marginalization (de Saxe Zerden et al., 2015; Pankin & Weiss, 2011; Vakalahi & Hardin Starks, 2010) and that these experiences can be compounded by the virtual medium (Dolan, 2011). The COVID-19 pandemic exacerbated and brought to light pre-existing and multifaceted gender and racial inequalities in academia (CohenMiller & Izenkova, 2022; Donmez, 2022)

Diversity, Equity, and Inclusion and Remote Work

Remote work nevertheless remains an attractive option for many faculty. In the wake of the COVID-19 pandemic, results of large-scale employment surveys of workers in the U.S. and across the globe reveal workers' strong preference for remote work options, as these increase flexibility, health and wellness, and work-life balance (*McKinsey & Co*: Alexander et al., 2021; *McKinsey & Co*: Dowling et al., 2022; Elliott, 2021; Owl Labs & Global Workplace Analytics, 2022). This preference is so strong that up to two-thirds of workers indicate that if remote options were not available, they would consider changing employers. Besides fostering employee retention, remote work options also help to attract a more diverse talent pool (Dowling et al., 2022). Employers with greater diversity and inclusion, especially in top leadership roles, tend to outperform and out-earn their competitors; they also tend to be more adept at problem-solving, and innovative and resilient in the face of crisis and change (Dixon-Fyle et al., 2020; Dolan et al., 2020; Rock et al., 2016). Remote work can be a particularly attractive option for people of color, as it shields them from discrimination, stereotypes, microaggressions, tokenism, and the pressure to code-switch to fit into traditionally white, male-dominated workspaces (Harper, 2022; McCoy & Lee, 2021; Subramanian & Gilbert, 2021).

On the other hand, historically under-represented employees (e.g., women, people of color, LGBTQ+) also report concerns that remote work could narrow mentorship, leadership, and advancement opportunities; isolate them from similarly identified colleagues, allies, and other supportive workplace resources; impact productivity due to "second shift" work-life demands; and subject them to further bias and scrutiny in virtual spaces where their homes and personal lives might be on display (Ellingrud et al., 2020; Harper, 2020; Roberts & McCluney, 2020; Staniscuaski, et al., 2021; Szilassy, 2020). In the era of remote work, employers must remain vigilant in cultivating diverse, inclusive, and equitable workplaces that afford employees the dignity, value, respect, resources and supports they uniquely need to thrive (Harper, 2022; McCoy & Lee, 2021; Roberts & McCluney, 2020).

Professional Status and Support

This literature on remote faculty equity and inclusion has demonstrated notable intersections with larger scholarly conversations on the treatment of contingent faculty and research, teaching, practitioner, and clinical-track (RTPC) faculty (i.e., non-tenure-track faculty). Multiple studies have found that remote faculty are rarely tenured or tenure track (Tipple, 2010; Kezar & Sam, 2014), with some institutions reporting that the majority of their online courses are taught by faculty off the tenure track. Bates and LaBrecque (2019) argue this state of affairs came to be through longer-standing economies of labor within the university: early faculty interest in online modalities waned as the challenges inherent in the medium became clearer, but administrators were still interested in the benefits of online courses' economies of scale, so programs increasingly turned to adjuncts to take on these positions that established onsite faculty were unwilling to. Many adjuncts felt their readiness to do this seemingly less-desirable work would set them apart in the eyes of administrators and potentially provide an advantage

in eventually securing full-time positions (Yakobski, 2016). However, studies suggest that there are comparatively fewer reliable promotion or advancement opportunities for remote faculty (Toner et al., 2022, Bates & LaBrecque, 2019).

Scholars have routinely noted dissatisfaction with the professional development offerings for remote adjunct faculty, be that a lack of sufficient opportunities due to being geographically dispersed (Ridge & Ritt, 2017), lack of compensation for development activities and the burden of attending and participating through online modalities (Lewis & Wang, 2015; Severs, 2017), or a lack of content tailored to remote instructors' needs, as for instance when professional development focuses on the basics of online instruction for remote faculty who already have extensive experience teaching online (Rhode et al., 2017).

More pronounced, however, are the concerns with remote faculty alienation and perceived subordination. As Haviland et al. (2017) have argued in terms of any faculty off the tenure track, "different employment categories (including emerging categories) might experience collegiality differently or to varying degrees, thereby potentially increasing experiences of role ambiguity or conflict" (p. 510). Recent literature has borne this out for remote faculty as well, with Mandernach et al. (2021) finding less than half of remote faculty believe their institution is supportive of them. Studies routinely cite insufficient communication from administration as a contributing factor (Golden, 2016; Bakley & Broderson, 2018; Ellis, 2021) as well as a lack of opportunities for social interaction with colleagues outside of scheduled meetings. As a result, remote faculty—be they adjunct or full-time RTPC—feel undervalued (Dolan, 2011, Haviland, 2017), and in those circumstances when their expertise is acknowledged, it is principally in terms of technology and online pedagogy rather than their areas of scholarly focus (Kezar & Sam, 2014).

The literature does offer a variety of recommendations to address these concerns. Toner et al. (2022) suggest creating remote tenure-track faculty positions, and in those departments where the qualifications of RTPC faculty are implicitly questioned, to actively address this hierarchical culture to make remote faculty feel more welcome and included. Mandernach et al. (2021) acknowledge these needs for inclusive procedures and effective communication, adding increased opportunities for professional development better suited to the needs of remote faculty. Christopher (2021) similarly supports any strategies that build relationships between remote faculty, their onsite peers, and their institution, offering faculty learning communities as a specific suggestion because of their emphasis on peer collaboration.

Online Communities of Practice

Administrators and faculty groups have facilitated the creation of formal and informal online communities of practice for on-campus and remote faculty for the purposes of professional development and community building. Wenger-Trayner & Wenger-Trayner (2015) define communities

of practice as “groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (What are Communities of Practice section). Communities of practice in higher education provide a collaborative approach to professional development in which faculty of all types and ranks can share and develop strategies, best practices, and resources to improve teaching and assessment and to engage with new instructional technologies in a supportive and collaborative environment (Stark & Smith, 2016). Communities of practice, even for on-campus faculty, have included virtual and hybrid modalities to facilitate resource sharing and accommodate various faculty schedules and locations (Stark & Smith, 2016).

Administrators and remote faculty in online and hybrid academic programs have developed online communities of practice that have primarily focused on online teaching strategies, pedagogies, practices, and technologies (Golden, 2016). Remote faculty participating in online communities of practices have indicated several benefits, including the sharing of resources and expertise, an increased sense of ownership over shared practice and professional growth, knowledge and skill development due to colleague feedback and self-reflection, collaboration and informal mentorship relationships with peers, and an increased sense of belonging and trust within the community (Golden, 2016).

Before the COVID-19 pandemic, administrators and remote faculty in online academic programs had developed rich online communities of practice as part of formalized professional development efforts with layers of online synchronous and asynchronous opportunities, coupled with periodic in-person retreats, that helped faculty become effective online instructors and build a sense of a sense of belonging within the academic community (Smith-Maddox et al., 2019). As a result of the Covid-19 pandemic, most faculty in higher education had to transition to remote teaching with little time to prepare and often without knowledge or experience teaching in completely online environments. Many educational leaders and faculty are now acknowledging the value of formal and informal communities of practice developed as a result of COVID-19 to support online teaching and foster methods of collective support during the crisis (Beres & Janes, 2023; Grunspan et al., 2021; Jakopovic & Gomez Johnson, 2023). Moving forward in an increasingly hybrid academic labor environment, communities of practice may continue to be further leveraged as an integral and valuable method of professional development and community building for faculty in higher education.

Work/Life Balance

Despite the rapid increase in faculty carrying out their responsibilities exclusively online on a global scale, the literature around work/life balance for faculty working remotely is generally sparse. Long before the pandemic forced many faculty to shift to an online teaching environment, the benefits of online teaching were being explored in the literature. Several studies have noted the benefits of remote work in the arena of work/life balance, which most commonly include more flexibility and autonomy over schedules (Cameron et al., 2016; Evans et al., 2014; Gappa & Austin, 2010; Huang & Hsaio, 2012; Milton et al., 2016; Nicklin et al., 2016; Portugal, 2015; Toner et al., 2020; Wood, 2016). Portugal (2015)

found that online faculty appreciated the freedom of working remotely and felt less micromanaged than when they are in a physical campus-based location with a traditional schedule. Flexibility may be especially important for faculty that require more leeway in their schedules to balance work with caregiving and other family responsibilities (de Saxe Zerden et al., 2015; Looser, 2017; Portugal, 2015; Simmons et al., 2020; Toner et al., 2020; Wolfinger et al., 2009). Studies also suggest that a flexible, remote position can have benefits by not tying down the faculty to one specific location. It can assist older faculty to postpone full retirement and continue to carry out their responsibilities without being required to have a physical presence on campus every day (Schwartz et al., 2016; Wood, 2016). Reduced commute time to campus and the ability to travel more, either for personal or professional reasons, are other noteworthy benefits relating to increased flexibility (Portugal, 2015). Cameron et al.'s study (2016) surveyed 1,000 university instructors in the United States who teach undergraduates. They found significantly lower stress levels among online educators as compared to on-ground educators. One factor that was mentioned as an explanation was fewer stressful face-to-face encounters, like boss drop-ins.

However, attaining a suitable work/life balance can present significant challenges for faculty who work exclusively online. One important theme that stands out in the literature is the perceived expectations and pressure for online instructors to work outside of traditional working hours, which often can cause significant stress. While this may not be unique to online faculty, the 24/7 nature of the online educational environment can heighten these pressures, as the stress that comes from a job with no clear start and finish time can be particularly salient for online instructors (Cameron et al., 2016; McClean, 2006; Portugal, 2015). Studies report that online faculty experience a sense of guilt and/or anxiety about being “unavailable” to students around the clock, feelings that online teaching is never over in the same way as an in-person class with a clear end time, and the pressure to check e-mail, discussion boards, and review assignments throughout the day (McClean, 2005; McClean, 2006; Huang & Hsaio, 2012; Perry, 2008; Portugal, 2015). For example, McClean's study found that online teaching was seen by faculty as especially “fatiguing” and intrusive on personal and leisure time (McClean, 2006). While the inability to “disconnect” may in large part derive from self-imposed expectations and the lack of reasonable boundaries, it can have a significant detrimental impact on faculty work/life balance and stress levels, leading to burnout (Cameron et al., 2016; Huang & Hsaio, 2012; McClean, 2006; Oliver, 2004; Perry, 2008; Portugal, 2015).

Program administrators must identify ways to encourage a better work/life balance for online faculty to reduce burnout. Online students may have unique needs as compared to traditional students, such as the ability to communicate with faculty outside of traditional work hours (Portugal et al., 2015). However, it is important to acknowledge that this sometimes can conflict with faculty's ability to maintain a healthy work/life balance and avoid burnout. Therefore, administrators must express their support of faculty to establish boundaries between work and personal life (McClean, 2006). Strong organizational and time management skills are critical and it is important to acknowledge that not all faculty are well-suited for online teaching (McClean, 2006; Portugal, 2015; Wood, 2016)

Performance Evaluation of Remote Faculty

Appraisal of faculty performance in higher education is a complex and oftentimes enigmatic process that varies greatly between institutions and even between individual departments (Wallingford & DuBois, 2014). Unsurprisingly, faculty who are in traditional in-person settings report that lack of clarity in expectations for performance and promotion serves as a major source of stress to their work life. This stressor is amplified, however, with the further ambiguity in such standards for telecommuting faculty (Ng, 2006). Adjacent yet relevant to the university arena, opportunities for promotion and pay raises in the corporate world are negatively associated with the extent to which one telecommutes (Golden & Eddleston, 2020). This association is modified by the degree to which remote work is normative within the organization and how much supplemental work is contributed by the remote worker. In applying these concepts to higher education, it would be interesting to explore if the performance of faculty who work primarily from a distance relies on the level of acceptance from administration for remote-based work and the faculty's capacity to go above and beyond the standard expectations for productivity, and if the sudden pivot to remote work during the pandemic has impacted that level of administrative acceptance going forward.

Woods et al. (2016) argue that the workload involved in being a productive faculty member should be no more or less for remote faculty, yet in contradiction they state that it is the remote faculty's responsibility to develop equivalent means of fulfilling their responsibilities expected of them if they were onsite. For example, "Committee service expectations should not be altered for a faculty in a remote worksite. The distant faculty member must initiate efforts with committee members to ensure technical and emotional connection with the group" (p. 259). Thus, the burden of developing equivalent means of meeting productivity expectations seems to rest on the remote faculty. The authors continue, explaining that by taking the "opportunity" to work remotely, the faculty member must accept the consequences of not having ready access to the resources that on-the-ground faculty have to meet their productivity requirements. "The faculty member must make the decision and be willing to accept the consequences of the requirements for teaching, scholarly productivity, and service that must be accomplished without the resources afforded to those on campus" (p. 259). Woods and colleagues (2016) conclude that administration should offer faculty a time-limited trial period of remote working to determine if the individual can remain productive from a distance. This recommendation implies that productivity in person is the barometer or gold standard against which an individual would be evaluated and that subsequently determines their eligibility to work remotely.

Others have long argued directly in opposition to Woods et al.'s position in that using the identical evaluation strategies or the "same ruler" for remote-based and in-person faculty is an outdated and ineffective approach (Mandernach et al., 2005). Relevant to this debate is Mickey and others' (2022) contention that a model of evaluation should be calibrated to the individual's context as a means of promoting equity and inclusion. Within such a model, remote faculty's performance evaluation would

take into consideration—as opposed to necessitating acceptance of the consequences—differential resources, opportunities, and biases that remote faculty may experience.

Conclusion

As higher education continues to adapt to a post-pandemic reality, it finds itself at an important crossroads in terms of remote faculty. Research suggests that remote work offers considerable benefits in a number of professional and personal respects—so much so, in fact, that the potential for remote work could prove to be an attractive hiring incentive and contributor to faculty retainment going forward. At the same time, the literature suggests that inequities between different categories of faculty seen elsewhere in the university may be mirrored or even exacerbated in remote work contexts. While remote faculty can begin to address this to some extent themselves through online communities of practice, employers must also recognize their responsibilities in terms of fostering an equitable and inclusive professional environment. Only then can the university take full advantage of the many benefits that remote faculty offer to the betterment of students, faculty, and higher education itself.

References for this Literature Review are listed under Appendix C

3. Trends: From Survey and Literature Review

The breakdown of adjunct/part-time and RTPC respondents compared to tenured/tenure-track respondents (approximately 87% of respondents to the survey identified as either adjunct/part-time or RTPC faculty) aligns with the disproportionate representation of contingent faculty discussed in the literature, which finds that remote faculty are rarely tenured or on the tenure-track (Tipple, 2010; Kezar and Sam, 2014). The greater dissatisfaction voiced by RTPC faculty, be that in terms of decision-making and departmental opportunities or general feelings of being supported and trusted, is also in keeping with the literature. Mandernach et al. (2021), for instance, found that less than half of remote faculty believe their institution is supportive of contingent faculty teaching online, leaving many remote faculty feeling undervalued (Dolan, 2011; Haviland, 2017). That said, the generally positive response in terms of sense of community suggests USC is doing a better job at outreach than other institutions, at least in terms of department chairs and colleagues' work to ameliorate some of this disconnect, a finding borne out by the Senate FEEC report in 2022 that found similarly favorable impressions of collegiality among junior faculty.

Respondents' positive impressions in terms of flexibility, greater autonomy, and reduced commute time are all in keeping with the benefits of remote work routinely cited in the literature (Gappa & Austin, 2010; Huang & Hsiao, 2012; Evans et al., 2014; Portugal, 2015; Milton et al., 2016; Nicklin et al., 2016; Wood, 2016; Cameron et al., 2016; Toner et al., 2020). Nor is the comparatively modest acknowledgment of drawbacks atypical of other survey findings, as studies have noted concerns of added stress and anxiety due to the nature of remote work (McClellan, 2006; Portugal, 2015; Cameron et al., 2016). However, the relevant literature on work/life balance shows little evidence that the category of faculty employment (part-time, non-tenure-track, tenure-track) has any impact on these findings, and thus the reduced recognition of work/life balance benefits among RTPC faculty in our survey is noteworthy.

Concerns surrounding the evaluation of remote faculty performance are not uncommon in the literature on remote work (Ng, 2006) and show evidence of taking root at USC as well. Most relevant are those qualitative responses that voice uncertainty about job security or a lack of clarity surrounding career progression, though concerns with service opportunities and feelings of removal from departmental decision making are all adjacent issues. While the connection is not explicitly made in any of the qualitative remarks, this would seem a complimentary response to the widespread discontent with current merit review processes noted in Senate FEEC's 2022 report and offer further justification for USC's current revisiting of merit review practices.

4. Next Steps: The Recommendations

The FEEC suggests the following next steps and recommendations based upon the findings from the committee's work and their observations during the process:

- **Establish an official definition of “remote.”** While the lack of any university-wide definition is in keeping with the literature, this should be seen not as an excuse but rather as an opportunity to craft a definition that best suits the circumstances of our faculty and institution—a need that appears all the more pressing as USC opens new geographically-dispersed campus extensions. Having a shared definition of remote will help us better understand who is part of this remote faculty population and thereby more effectively devise equitable policies and procedures.
- **Clarify reimbursement policies for remote teaching and remote work equipment.** This of course pertains to the computer hardware and software that makes remote work possible but should also include the kinds of office supplies that onsite faculty have regular access to.
- **Clarify career progression benchmarks and job security for remote and hybrid faculty.** Especially in light of the central role service plays in professional evaluation and advancement, concerns about poor communication regarding service opportunities or limitations to what service opportunities are available to geographically-dispersed faculty must be addressed to ensure equitable treatment of all faculty.
- **More centralized and transparent processes to authorize remote/hybrid work and support remote/hybrid faculty.** A symptom of the university's lack of a consistent definition is the different policies within schools as to who qualifies for remote work. Some schools apparently limit remote work to instances of medical leave or full-time faculty phasing out to part-time work as they approach retirement. Especially in light of the clear benefits of working remotely reported in the survey and literature, transparency and clarity regarding what remote work options are available and to whom would be an important step in the right direction.
- **Increased or improved tech support for remote faculty,** as timely and effective support is essential to this population's ability to carry out their professional responsibilities.
- **Ensuring that remote faculty are included in hybrid meetings through increasing the number of spaces that have smart technologies.** Current campus spaces with inadequate smart technology integration ensure that remote faculty will be unable to adequately hear and/or see the onsite elements of meetings, and most likely, limits their ability to fully participate in those meetings. This also creates additional difficulties for departmental staff as the current deficit of suitable spaces means a limited number of options available when trying to reserve meeting space.

Overall, the USC faculty have a largely positive response in both their personal and professional lives to working remotely, which suggests that the University as a whole and the Academic Senate specifically should be encouraging this trend. Creating transparent and clear policies that enable faculty to be engaged and productive, regardless of their work location, will be a benefit to faculty retention. A first essential step in supporting this effort and implementing subsequent recommendations would be to create a definition of remote faculty to ensure their equitable inclusion.

Appendix A: Remote Faculty Survey Complete Results

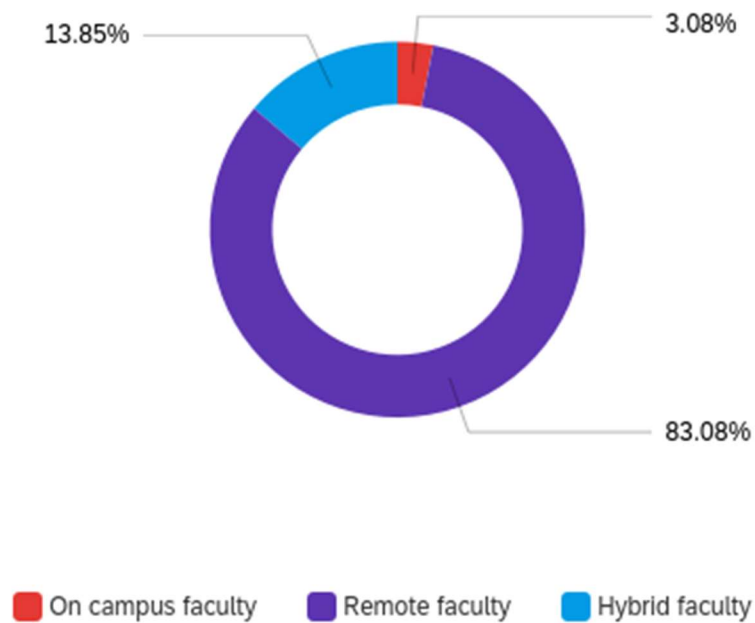
Survey Title: Remote Faculty Survey

Created and Conducted by: Faculty Environment & Employment Committee

When: Spring 2023

Who was surveyed: Responses include only faculty who worked remotely during Fall 2022

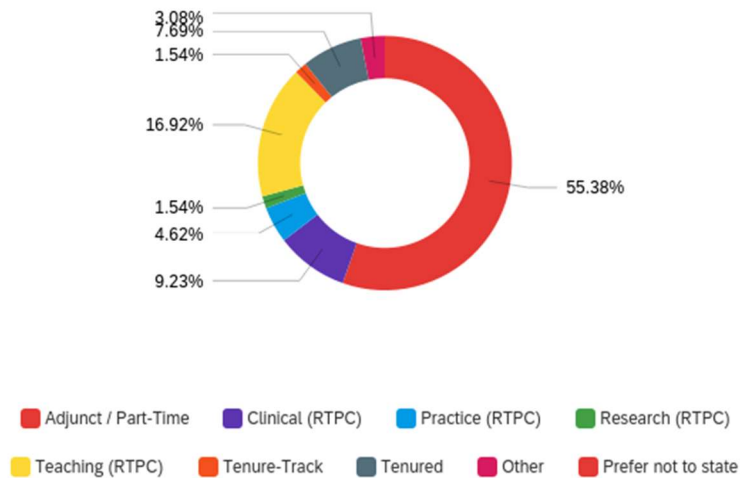
Q1 - Using the definitions above, how would you identify yourself?



#	Answer	%	Count
1	On campus faculty	3.08%	2
2	Remote faculty	83.08%	54
3	Hybrid faculty	13.85%	9
	Total	100%	65



Q2 - What is your faculty profile?



#	Answer	%	Count
1	Adjunct / Part-Time	55.38%	36
2	Clinical (RTPC)	9.23%	6
3	Practice (RTPC)	4.62%	3
4	Research (RTPC)	1.54%	1
5	Teaching (RTPC)	16.92%	11
6	Tenure-Track	1.54%	1
7	Tenured	7.69%	5
8	Other	3.08%	2
9	Prefer not to state	0.00%	0
	Total	100%	65

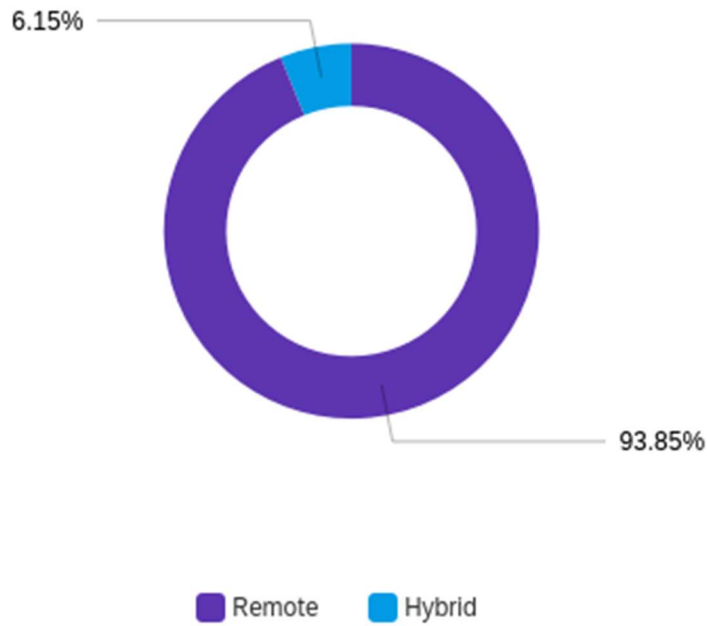
Q2 - Other Text Response

Other - Text

Practicum (RTPC)

Full time senior lecturer

Q5 - During the Fall 2022 semester, how did you primarily work for USC?



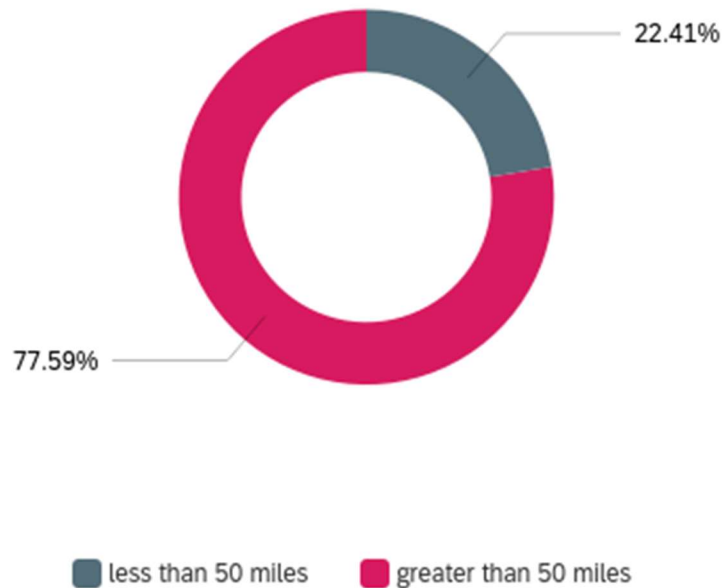
#	Answer	%	Count
1	Remote	93.85%	61
2	Hybrid	6.15%	4
	Total	100%	65

Q6 - During the Fall 2022 semester, on average, how many days per week did you physically go to a USC affiliated campus for the following activities?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Teaching	0.00	0.00	0.00	0.00	0.00	63
2	Research	0.00	0.00	0.00	0.00	0.00	60
3	Service (including committee meetings)	0.00	0.00	0.00	0.00	0.00	61
4	Practice	0.00	0.00	0.00	0.00	0.00	60
5	Something else (e.g. campus event, celebration)?	0.00	0.00	0.00	0.00	0.00	59

#	Question	0	1	2	3	4	5	Total
1	Teaching	100.00% 63	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	63
2	Research	100.00% 60	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	60
3	Service (including committee meetings)	100.00% 61	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	61
4	Practice	100.00% 60	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	60
5	Something else (e.g. campus event, celebration)?	100.00% 59	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	59

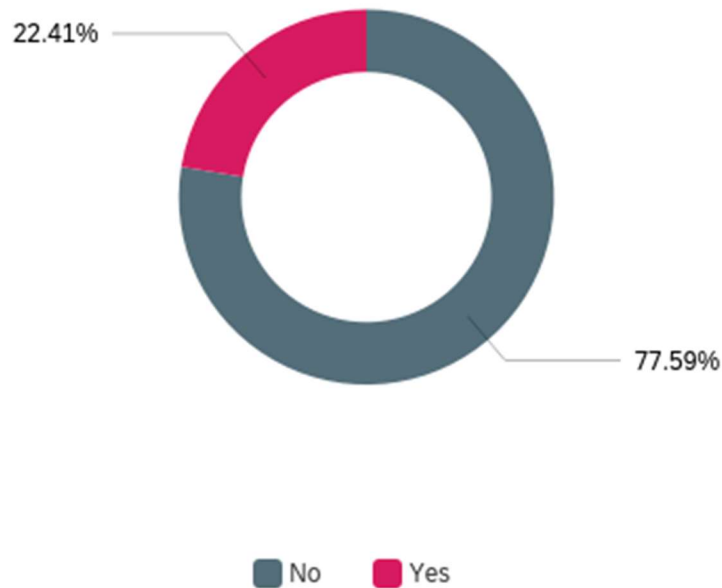
Q8 - How close to the primary USC campuses (UPC and HSC) do you live?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How close to the primary USC campuses (UPC and HSC) do you live?	2.00	3.00	2.78	0.42	0.17	58

#	Answer	%	Count
2	less than 50 miles	22.41%	13
3	greater than 50 miles	77.59%	45
	Total	100%	58

Q9 - Do you have the option to choose whether you work on a USC affiliated campus or remotely?

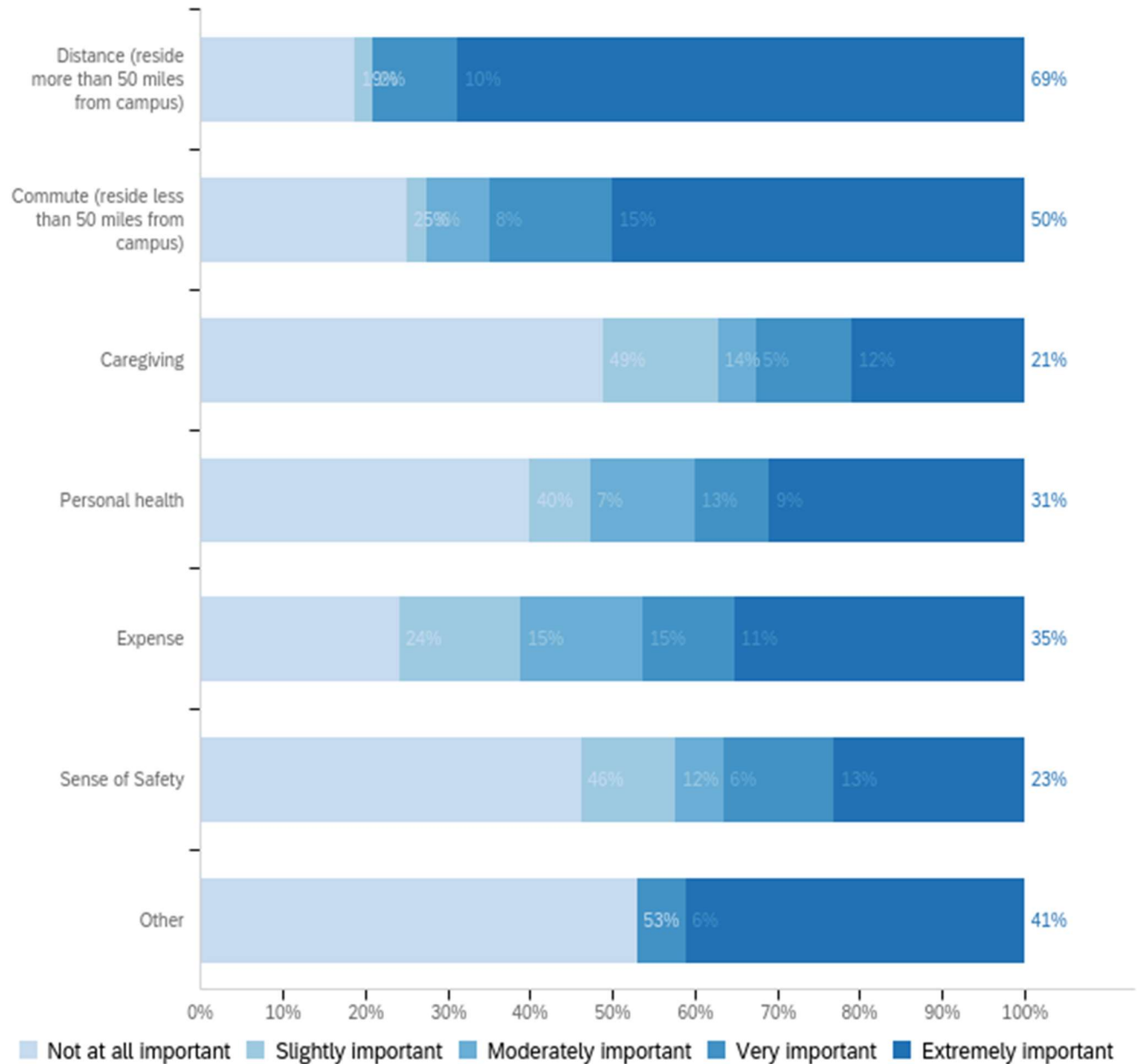


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have the option to choose whether you work on a USC affiliated campus or remotely?	1.00	2.00	1.22	0.42	0.17	58

#	Answer	%	Count
1	No	77.59%	45
2	Yes	22.41%	13
	Total	100%	58



Q10 - For you personally, how important are the following factors when choosing to work remotely?



Q10 - Other Text Response

Other - Text

Conserving Energy

Covid

Flexibility



I live in another state

No commute

Opportunity to work at USC while residing in South Carolina

Saving time

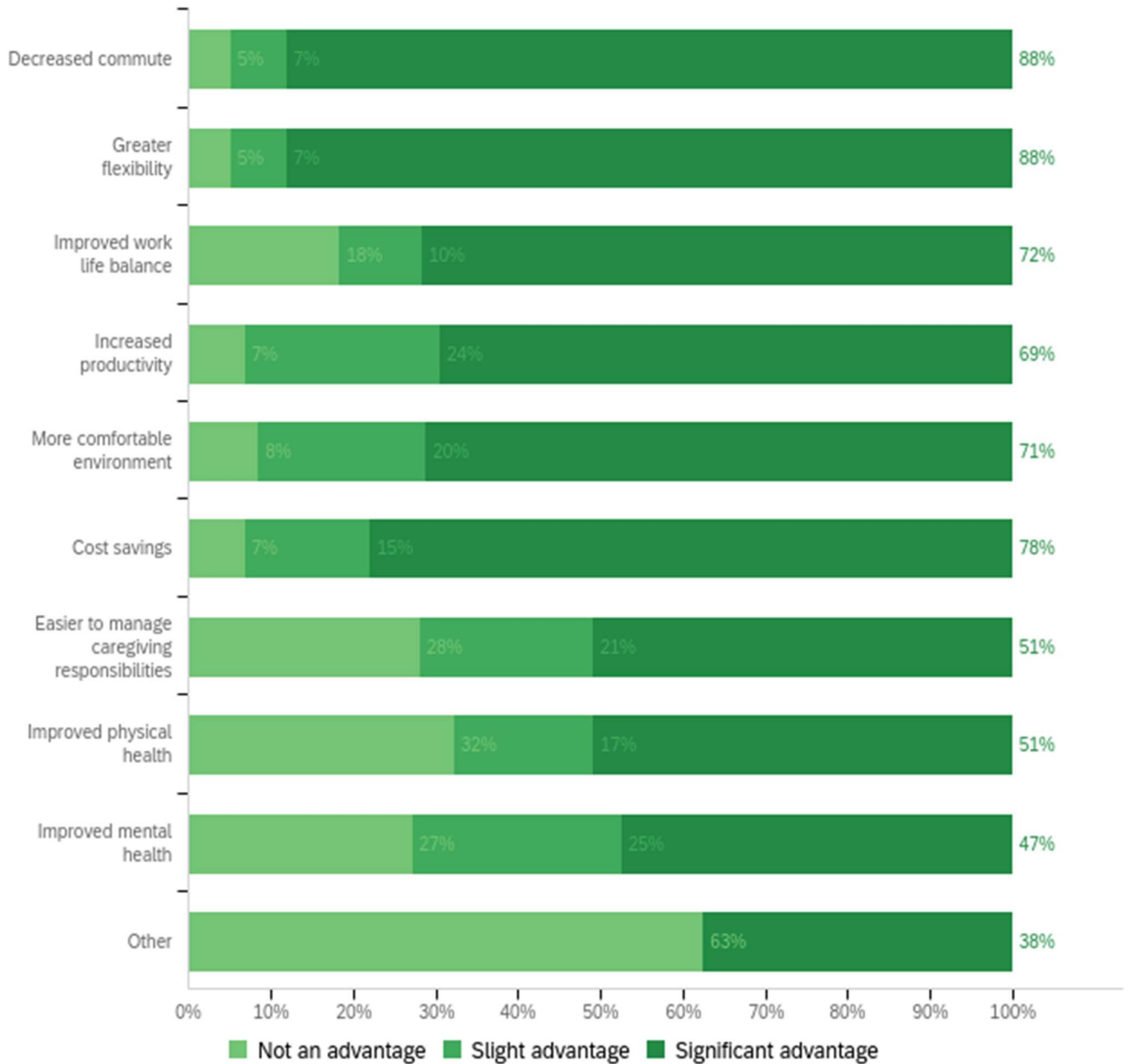
#	Question	Not at all important		Slightly important		Moderately important		Very important		Extremely important		Total
1	Distance (reside more than 50 miles from campus)	18.75%	9	2.08%	1	0.00%	0	10.42%	5	68.75%	33	48
2	Commute (reside less than 50 miles from campus)	25.00%	10	2.50%	1	7.50%	3	15.00%	6	50.00%	20	40
3	Caregiving	48.84%	21	13.95%	6	4.65%	2	11.63%	5	20.93%	9	43
4	Personal health	40.00%	22	7.27%	4	12.73%	7	9.09%	5	30.91%	17	55
5	Expense	24.07%	13	14.81%	8	14.81%	8	11.11%	6	35.19%	19	54
6	Sense of Safety	46.15%	24	11.54%	6	5.77%	3	13.46%	7	23.08%	12	52
7	Other	52.94%	9	0.00%	0	0.00%	0	5.88%	1	41.18%	7	17

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Distance (reside more than 50 miles from campus)	1.00	5.00	4.08	1.57	2.45	48

2	Commute (reside less than 50 miles from campus)	1.00	5.00	3.63	1.67	2.78	40
3	Caregiving	1.00	5.00	2.42	1.65	2.71	43
4	Personal health	1.00	5.00	2.84	1.72	2.97	55
5	Expense	1.00	5.00	3.19	1.61	2.60	54
6	Sense of Safety	1.00	5.00	2.56	1.68	2.82	52
7	Other	1.00	5.00	2.82	1.95	3.79	17



Q11 - Below is a list of items that some might consider advantages of working remotely compared to working on campus. Please indicate the extent to which, in your experience, you have found each item to be an advantage.



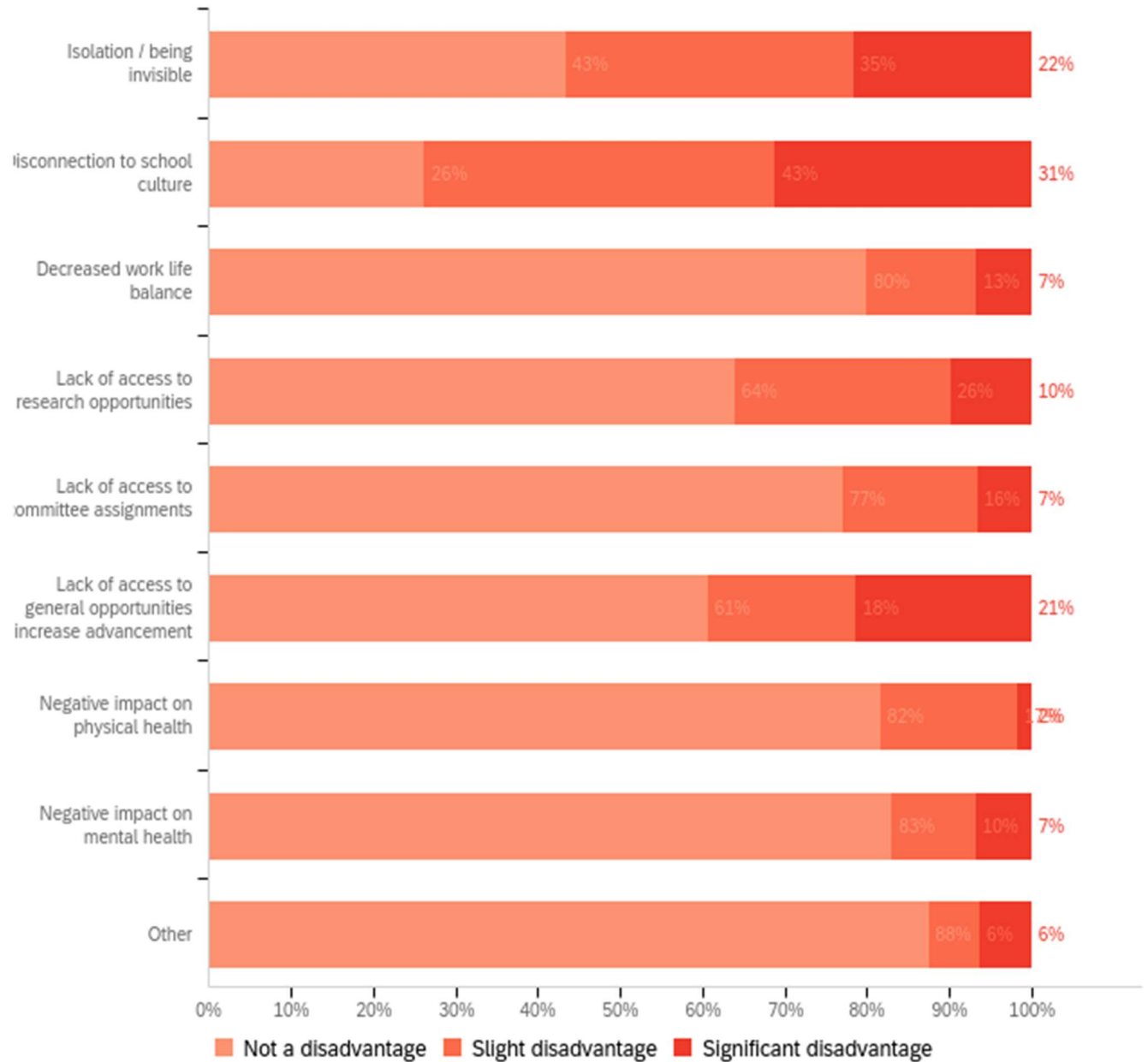
#	Question	Not an advantage		Slight advantage		Significant advantage		Total
1	Decreased commute	5.08%	3	6.78%	4	88.14%	52	59
2	Greater flexibility	5.08%	3	6.78%	4	88.14%	52	59

3	Improved work life balance	18.33%	11	10.00%	6	71.67%	43	60
4	Increased productivity	6.78%	4	23.73%	14	69.49%	41	59
5	More comfortable environment	8.47%	5	20.34%	12	71.19%	42	59
6	Cost savings	6.78%	4	15.25%	9	77.97%	46	59
7	Easier to manage caregiving responsibilities	28.07%	16	21.05%	12	50.88%	29	57
8	Improved physical health	32.20%	19	16.95%	10	50.85%	30	59
9	Improved mental health	27.12%	16	25.42%	15	47.46%	28	59
10	Other	62.50%	10	0.00%	0	37.50%	6	16

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Decreased commute	1.00	3.00	2.83	0.49	0.24	59
2	Greater flexibility	1.00	3.00	2.83	0.49	0.24	59
3	Improved work life balance	1.00	3.00	2.53	0.78	0.62	60
4	Increased productivity	1.00	3.00	2.63	0.61	0.37	59
5	More comfortable environment	1.00	3.00	2.63	0.64	0.40	59
6	Cost savings	1.00	3.00	2.71	0.58	0.34	59
7	Easier to manage caregiving responsibilities	1.00	3.00	2.23	0.86	0.74	57
8	Improved physical health	1.00	3.00	2.19	0.89	0.80	59
9	Improved mental health	1.00	3.00	2.20	0.84	0.70	59
10	Other	1.00	3.00	1.75	0.97	0.94	16



Q12 - Below is a list of items that some might consider disadvantages of working remotely compared to working on campus. Please indicate the extent to which, in your experience, you have found each item to be an disadvantage.

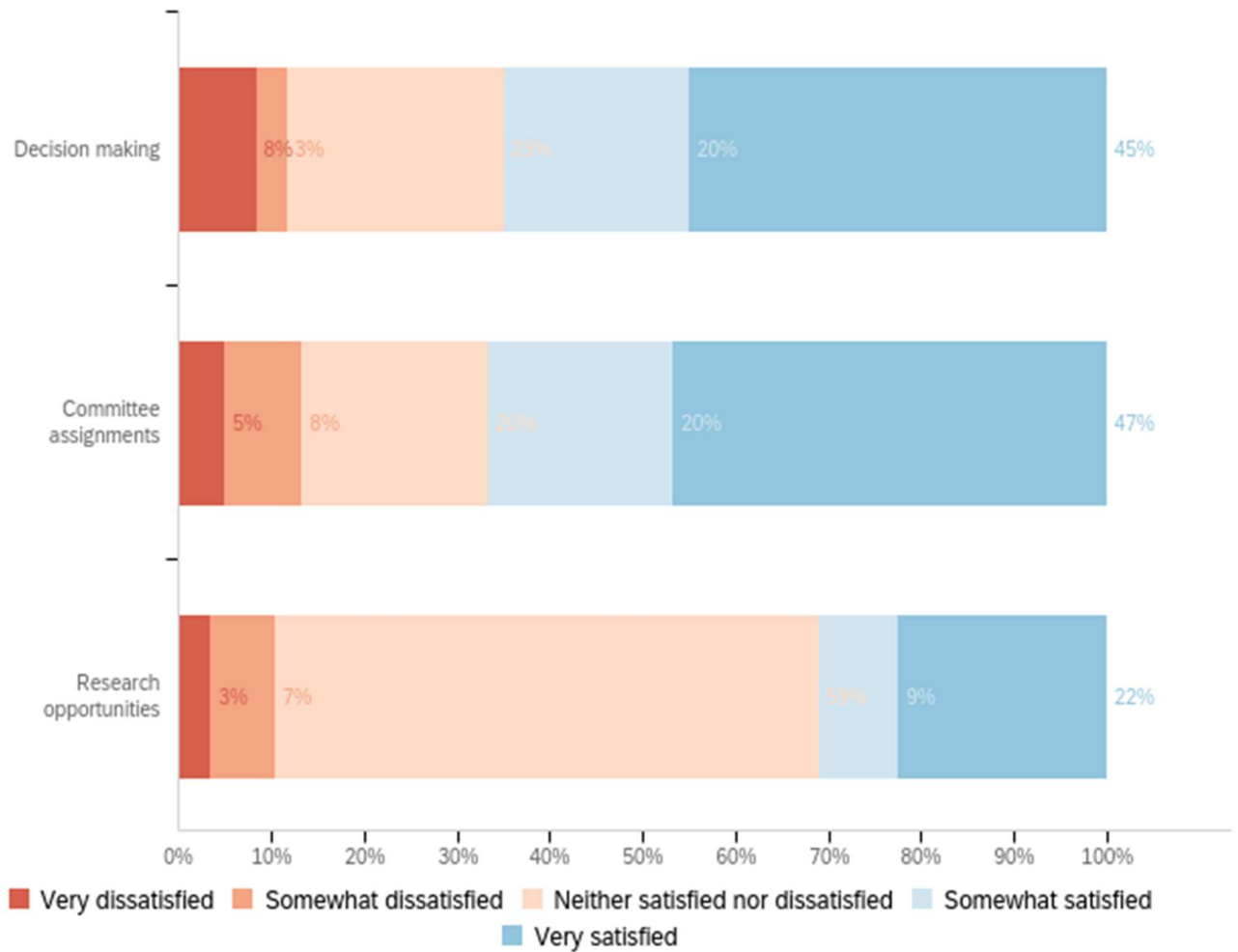


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Isolation / being invisible	1.00	3.00	1.78	0.78	0.60	60
2	Disconnection to school culture	1.00	3.00	2.05	0.76	0.57	61

3	Decreased work life balance	1.00	3.00	1.27	0.57	0.33	60
4	Lack of access to research opportunities	1.00	3.00	1.46	0.67	0.45	61
5	Lack of access to committee assignments	1.00	3.00	1.30	0.58	0.34	61
6	Lack of access to general opportunities to increase advancement	1.00	3.00	1.61	0.82	0.66	61
7	Negative impact on physical health	1.00	3.00	1.20	0.44	0.19	60
8	Negative impact on mental health	1.00	3.00	1.24	0.56	0.32	59
9	Other	1.00	3.00	1.19	0.53	0.28	16

#	Question	Not a disadvantage		Slight disadvantage		Significant disadvantage		Total
1	Isolation / being invisible	43.33%	26	35.00%	21	21.67%	13	60
2	Disconnection to school culture	26.23%	16	42.62%	26	31.15%	19	61
3	Decreased work life balance	80.00%	48	13.33%	8	6.67%	4	60
4	Lack of access to research opportunities	63.93%	39	26.23%	16	9.84%	6	61
5	Lack of access to committee assignments	77.05%	47	16.39%	10	6.56%	4	61
6	Lack of access to general opportunities to increase advancement	60.66%	37	18.03%	11	21.31%	13	61
7	Negative impact on physical health	81.67%	49	16.67%	10	1.67%	1	60
8	Negative impact on mental health	83.05%	49	10.17%	6	6.78%	4	59
9	Other	87.50%	14	6.25%	1	6.25%	1	16

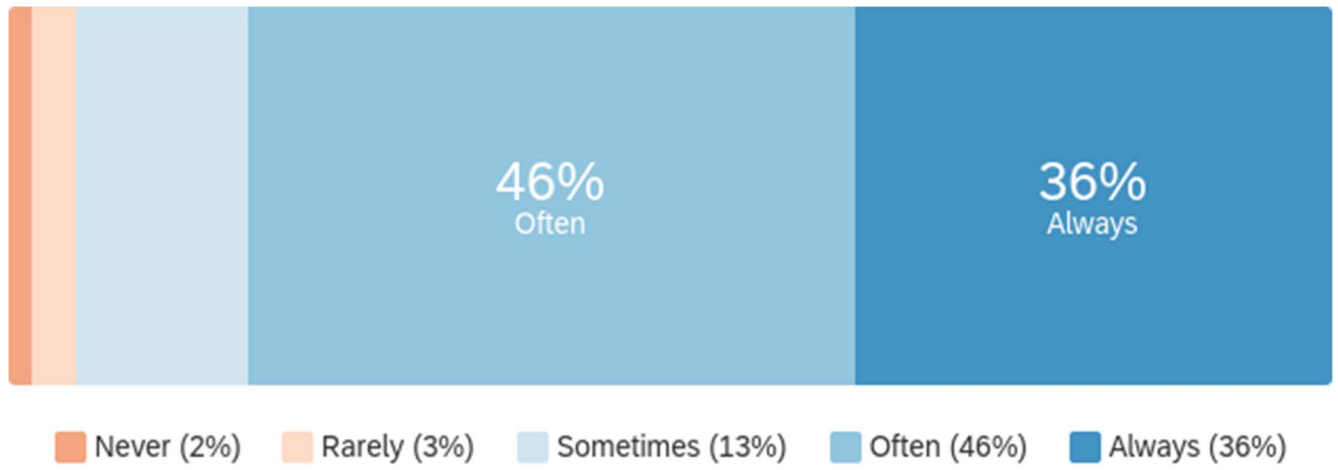
Q13 - What is your level of satisfaction with your academic unit's process for ensuring inclusion of remote faculty in the following?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Decision making	1.00	5.00	3.90	1.25	1.56	60
2	Committee assignments	1.00	5.00	3.95	1.20	1.45	60
3	Research opportunities	1.00	5.00	3.40	1.02	1.03	58

#	Question	Very dissatisfie d		Somewha t dissatisfie d		Neither satisfied nor dissatisfie d		Somewh at satisfied		Very satisfie d		Tota l
1	Decision making	8.33%	5	3.33%	2	23.33%	1 4	20.00%	1 2	45.00%	2 7	60
2	Committee assignment s	5.00%	3	8.33%	5	20.00%	1 2	20.00%	1 2	46.67%	2 8	60
3	Research opportuniti es	3.45%	2	6.90%	4	58.62%	3 4	8.62%	5	22.41%	1 3	58

Q14 - How frequently do you feel like you receive timely and consistent communication about your academic unit and the University as a whole when you are working remotely?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How frequently do you feel like you receive timely and consistent communication about your academic unit and the University as a whole when you are working remotely?	1.00	5.00	4.11	0.87	0.76	61

#	Answer	%	Count
1	Never	1.64%	1
2	Rarely	3.28%	2
3	Sometimes	13.11%	8
4	Often	45.90%	28
5	Always	36.07%	22
	Total	100%	61



Q15 - When you are working remotely, how is your sense of community within your academic unit?



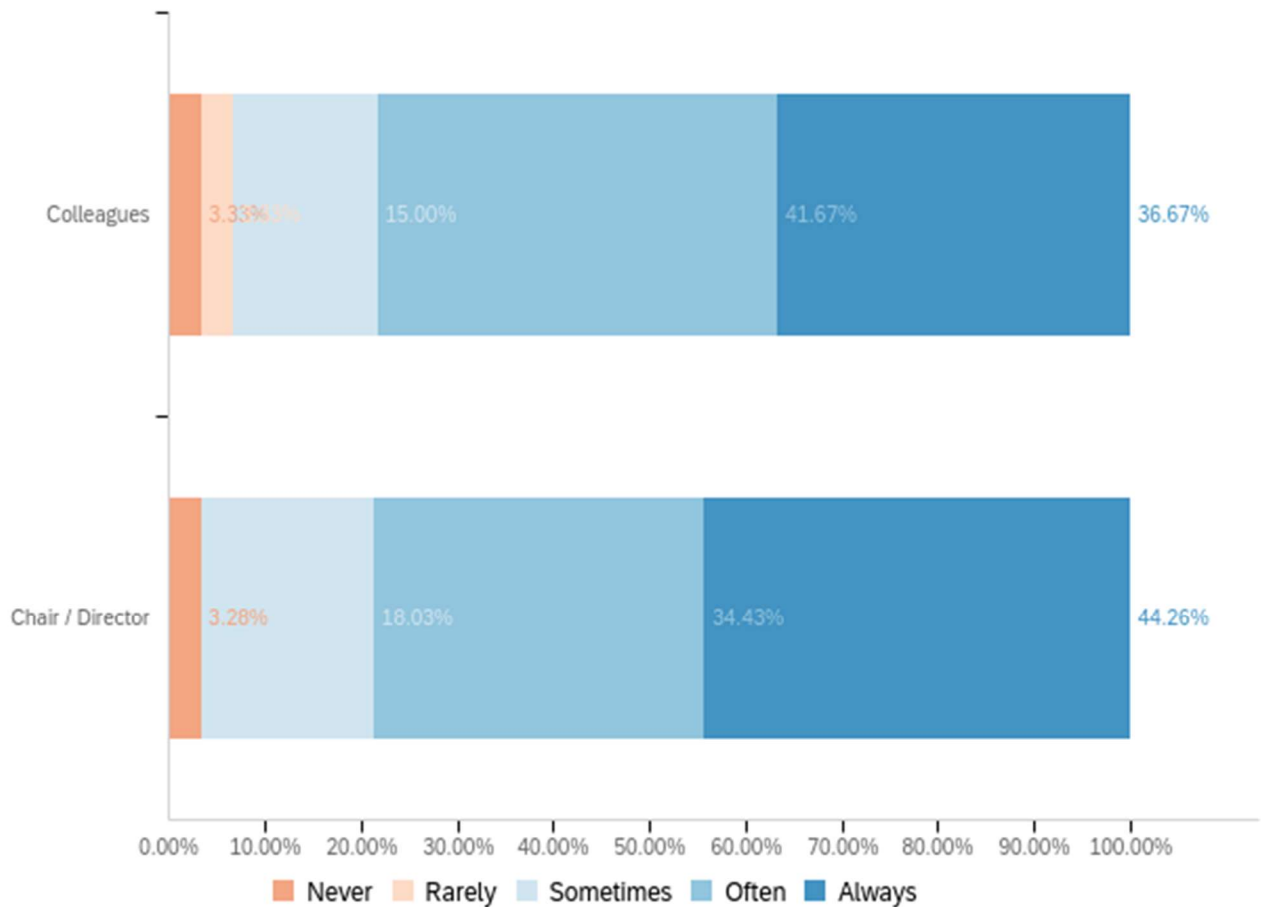
Very weak Somewhat weak Neither weak nor strong Somewhat strong Very strong

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	When you are working remotely, how is your sense of community within your academic unit?	1.00	5.00	3.44	1.15	1.33	61

#	Answer	%	Count
1	Very weak	6.56%	4
2	Somewhat weak	16.39%	10
3	Neither weak nor strong	21.31%	13
4	Somewhat strong	37.70%	23
5	Very strong	18.03%	11
	Total	100%	61



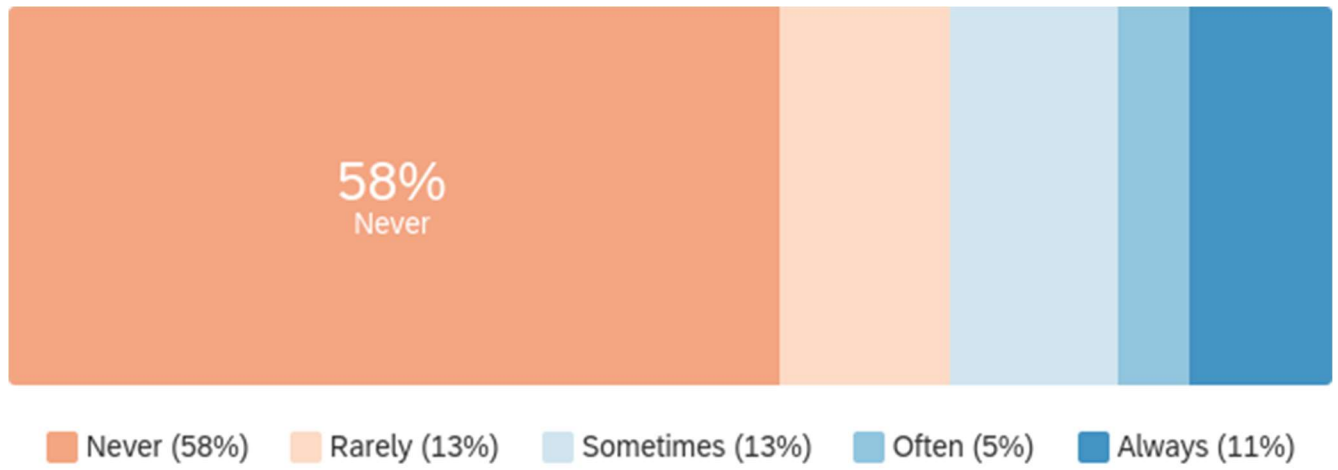
Q16 - When you are working remotely, do you feel supported and trusted by the following?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Colleagues	1.00	5.00	4.05	0.97	0.95	60
2	Chair / Director	1.00	5.00	4.16	0.94	0.89	61

#	Question	Never		Rarely		Sometimes		Often		Always		Total
1	Colleagues	3.33%	2	3.33%	2	15.00%	9	41.67%	25	36.67%	22	60
2	Chair / Director	3.28%	2	0.00%	0	18.03%	11	34.43%	21	44.26%	27	61

Q17 - When you are working remotely, does USC provide (or reimburse for) the following items necessary for your job?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Technology and equipment	1.00	5.00	1.98	1.38	1.91	55
2	Office supplies (e.g. paper, ink, phone or internet reimbursement, etc.)	1.00	5.00	1.50	1.00	0.99	54

#	Question	Never		Rarely		Sometimes		Often		Always		Total
1	Technology and equipment	58.18%	32	12.73%	7	12.73%	7	5.45%	3	10.91%	6	55
2	Office supplies (e.g. paper, ink, phone or internet reimbursement, etc.)	74.07%	40	11.11%	6	9.26%	5	1.85%	1	3.70%	2	54

Q18 - When you are working remotely, what (if any) equipment and remote tools are you lacking that you need to complete your work to your usual ability?

School provides/supplies, when contacted/asked for

i provide what I need

laptop, mouse, internet, occasional print paper, epson ink

Office supply

paper, printer, laptop

I have purchased all required equipment necessary - laptop, ring light, quality camera.

I use my personal computer, internet and supplies

None... because I purchased them myself

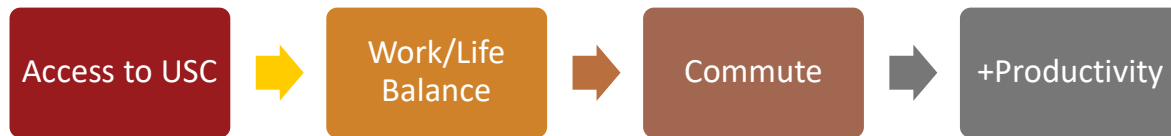
iPad; others can print papers and write on them, and my productivity would increase if provided with an iPad for grading via Canvas, writing on dissertations, etc. I would also use it for video production for classes and as an ancillary tool during class time as a virtual whiteboard.

I'm not lacking anything because I purchased the equipment myself. I wasn't aware that I can get reimbursed for my technology equipment. Seems like a hidden process by design.

A USC computer

Financial support for internet and phone and related equipment expenses

Q19 - In your experience, what are positive aspects of being a hybrid or remote faculty member?



ACCESS to USC/Affordability

- ✚ Having the option to teach and participate as a faculty member remotely provides me the overall opportunity to be part of this great faculty and staff.
- ✚ I am able to work for USC when I live in another state.
- ✚ I can live in NC and still work at USC. I stay connected to USC because I fly out for graduation every year.
- ✚ I live on the East coast and it allows me the ability to work for an amazing program; that does not exist in the schools near me.
- ✚ allows me to be a faculty member at USC since I reside on the East coast.
- ✚ Ability to live elsewhere (>50mi) with my family and work a full-time job while continuing to be able to teach one course per semester as adjunct faculty at USC is wonderful.
- ✚ I am able to work for the amazing USC despite residing in South Carolina.
- ✚ Being able to work for USC while living out of state

FLEXIBILITY/Quality of WORK-LIFE BALANCE

- ✚ Flexibility. My spouse is in the military, so living on campus or near campus is not an option.
- ✚ I am a remote faculty member and this provides me with more work-home balance.
- ✚ More flexibility
- ✚ Greater flexibility given the hours of the courses I teach.
- ✚ less stress. positive working environment and work/life balance
- ✚ The freedom to work as I see fit
- ✚ Convenience
- ✚ I love being a remote faculty member because it allows me to be a professor while doing other professional and personal endeavors. I can always commit to my classes, but can be anywhere to lead a live session or grade papers, be available for students, etc...
- ✚ Better work-life balance Being more available for kids/family Spend less money on clothes more flexibility in office hours - (I can meet on Zoom at any time on any day) - -- lectures are conveniently recorded and available to students- students can attend class in the comfort of their own environment - saves them time too
- ✚ Increased physical health and mental health and increased autonomy and decreased social pressures.

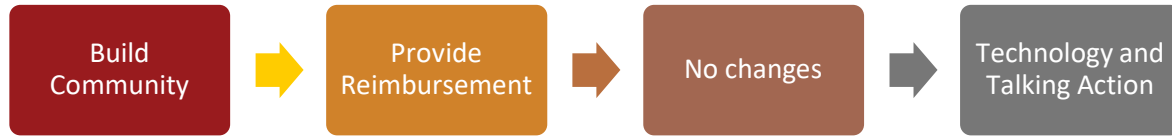
IMPROVED COMMUTE

- ✚ Avoiding long commute by train.
- ✚ no need to commute, meals at home,
- ✚ no commute or parking issues.
- ✚ Less time in traffic, not having to spend money on so much gas, not having to spend so much time grooming & looking perfect.
- ✚ Not having to spent time commuting. Not paying for expensive parking.
- ✚ I don't spend time or money with commuting. My department and the university still include me in meetings and updates of everything that is happening since there are online/remote options now for nearly all meetings.
- ✚ Elimination of long drive to campus, more efficient utilization of time, cost savings, less wear and tear

MORE WORK FOCUSED

- ✚ less focused on attire and more focused on work, privacy, better problem solving opportunity, getting competent on use of technology.
- ✚ Focus more on teaching content, safety, fewer classroom distractions.
- ✚ no office drama or getting pulled into unnecessary conversations, meetings, or decisions.
- ✚ I am able to be more productive because I can control my environment better. I enjoy teaching online, and I prefer it to teaching on ground.
- ✚ Increased ability to jump from task to task. I make all meetings now that I do not need to travel.
- ✚ save time by avoiding commutation
- ✚ I can do my work at any time of the day
- ✚ More productive

Q20 - What suggestions do you have to improve your experience as a hybrid or remote faculty member?



BUILD COMMUNITY/INCLUSION

- ✚ Ensure that committees, faculty meetings, events, etc. have a hybrid or remote option.
- ✚ Ensure that the audiovisual/technological setup is working correctly and is good enough to support remote and hybrid faculty participation. For example, university level service work is often not available remotely. - Whoever is running meetings, events, etc. should make a point to include the voices of remote faculty. Sometimes we're in the meeting and no one's paying attention.
- ✚ Recognize good online teaching!
- ✚ Communication.
- ✚ Send USC swag- proud to represent USC in SC
- ✚ Increase feeling of community by somehow bringing us into the USC community. Maybe events on campus.
- ✚ Maybe a better induction into all the available services and benefits of USC
- ✚ I enjoy my role as a remote faculty member. I look forward to opportunities to be on campus (such as graduation) where I can build more relationships with fellow faculty and staff. One thing that might improve my experience is if I found other ways to plug into the resources and community of the school and campus. Being fully remote, I often feel separate from that and even when I come once a year for graduation, I feel like an outsider despite being part of the school for over 4 years.
- ✚ Provide faculty the option to choose their mode of work and include them in every way possible

REIMBURSEMENT

- ✚ It would be nice to have more research opportunities.
- ✚ cover ink and computer paper supplies
- ✚ A stipend/reimbursement should be provided for technology.
- ✚ Reimbursements for equipment and tech.
- ✚ Offer financial support for remote faculty to travel to campus.
- ✚ At this point we are not reimbursed for basic things such as phone or printer ink. We used to get home office funds. That seems like an easy fix considering we are a small number of faculty.
- ✚ Equitable pay and job titles
- ✚ Provide a less expensive means of parking when I want to go to my office

- ✚ Provide remote workers with more money for technology, since our entire job is online. I had to wait 6 years for a computer update, and I can't get an iPad paid for by my department. - Provide stipends for home office expenses that actually take into account the cost of having a home office. Consider things like phone bills, internet bills, needing a larger space at home, furnishing a home workspace, etc. Some schools provide generous budgets for this and other provide very little

NO CHANGES

- ✚ Bovard College does an exceptional job regarding support, inclusion ,etc.
- ✚ None. My support or lack thereof was the same coming to campus or working remotely
- ✚ None, satisfied
- ✚ I don't think any. I think the administrators prepared me well and supplied all the books I needed
- ✚ None. Rossier does an excellent job integrating off site faculty. I think we face the same challenges in the categories you identified as our on site faculty.
- ✚ I can't think of any.
- ✚ Everything is going well.
- ✚ None I feel very supported

TECHNOLOGY

- ✚ Technical support.
- ✚ new computer equipment
- ✚ More tech support, and training and advanced LMs
- ✚ Providing a university phone number/phone that could be given to students instead of my personal number.
- ✚ so far the technology has worked extremely well, but if the technology crashes: It's a disaster.

TALKING < ACTION

- ✚ USC needs to stop talking about social justice and start implementing it- shrink the adjunct model and hire people as part time faculty.

Q21 - Please use the space below to highlight anything you think your school or academic unit is doing well to support hybrid or remote faculty that was not captured by this survey.



INCLUSION/INTEGRATION

- ✚ Bringing us out to campus twice a year to connect with colleagues
- ✚ It is good that all of the meetings are offered via zoom
- ✚ support creative ways to work remotely
- ✚ Holding faculty meetings on zoom is a big benefit, so that I can attend remotely or catch up on meeting recordings.
- ✚ Financially supporting participating in university events - for example the department will cover travel and one night hotel to attend our commencement! This goes a long way toward making me feel like I'm part of the community. When I am on campus, the department has a room of cubicles that are available for remote faculty to use when on campus. That's also very helpful.
- ✚ Regular check ins with Administration and meetings with other faculty members virtually.
- ✚ ensuring a strong level of opportunities for engagement,
- ✚ All meetings are remote which helps with equity.
- ✚ We are now far more included and supported than we were in the past. Improvements were made to physical spaces to be able to better carry out hybrid meetings, so now those of us online can be seen and heard well most of the time.
- ✚ hold faculty meetings
- ✚ Meetings with remote options.
- ✚ Department meetings, opportunities to come onsite for graduation ceremonies if desired

EVERYTHING IS GREAT

- ✚ I think our department does an excellent job! I believe the school does an excellent job!
- ✚ all is done well
- ✚ Bovard is VERY inclusive with adjunct and part time faculty. I have no issues there. I don't see the same level of support in other schools and it is disheartening but makes me proud of what is happening at Bovard.
- ✚ no suggestion
- ✚ Our support system is amazing
- ✚ They take a remote first mindset which levels the field.
- ✚ Bovard faculty support is on point! They make my remote life much easier.
- ✚ The support is there anytime that I need it so I feel that I have a strong connection to the workplace.

TECHNOLOGY RELATED

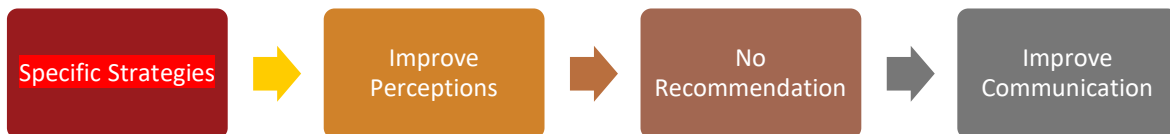
- ✚ Tech support Making technology available to user
- ✚ Great support during the classes from tech support before and during the sessions.

- ✚ Regular faculty meeting and good online support.
- ✚ Very good connection with faculty support.
- ✚ and make[ing] sure our AV is working great
- ✚ Our staff and IT support is top notch and I appreciate it very much. From that perspective, I feel there is a team supporting me, the students and our collective commitment to deliver valued and impactful learning experiences
- ✚ Likewise [Bovard] IT team is ready to help should an issue develop

COMMUNICATION

- ✚ Checking in on us
- ✚ Constant communication
- ✚ They continuously email us
- ✚ Communication is excellent as well as interaction amongst faculty.
- ✚ Frequent contact, extremely responsive
- ✚ Frequent communications via email to keep all faculty informed.

Q22 - Please use the space below to highlight anything you think your school or academic unit could do better to support hybrid or remote faculty that was not captured by this survey.



STRATEGIES

- ✚ Be mindful of faculty meeting times in different time zones.
- ✚ Make it a point to reach out to the remote faculty to ask them what they need. Include them in projects or initiatives.
- ✚ Reach out to online students to find out which remote faculty are excelling in the classroom, and recognize those faculty.
- ✚ On ground student groups and committees are often the ones who award and recognize faculty, and remote faculty get overlooked.
- ✚ Allow us to use faculty funds for things that will benefit our day to day work, and not only for conference presentations.
- ✚ I'd love to get to campus more, but understand budget constraints.
- ✚ Continue to invent more ways we can work remotely.
- ✚ Spousal faculty hires so that faculty do not have to commute or juggle two residences at great time and expense

PERCEPTIONS

- ✚ The remote faculty are often seen as a burden when having to be included. We are told that the methods of inclusion (Zoom and the like) are cumbersome, expensive, and require significant effort to establish. I have almost been pushed off of committees because they refuse to utilize the technology we've been using for the last 3 years to include me

- ✚ There have been varying levels of perceived "job security" in the 12 years that I have been remote faculty. When I was hired, it was an asset as we wanted national faculty presence. A few years ago the job felt MOST insecure. At this point I am feeling a bit more secure, as there continues to be work for geographically dispersed faculty to do.
- ✚ Remote faculty can be overlooked for recognition and opportunities because we aren't on campus.

NO RECOMMENDATION

- ✚ Bovard is a model for other programs considering remote teaching opportunities.
- ✚ Doing a good job
- ✚ No suggestions.

COMMUNICATION

- ✚ Making sure to keep the remote faculty in the loop of communication.
- ✚ Communicate what resources, such as IT equipment, is available for remote faculty

Q23 - Please use the space below to highlight any additional comments that you would like to bring to the attention of the Academic Senate and the Faculty Environment and Employment Committee.

- ✚ For a university that touts the value of innovation, it is hypocritical that administration actively wants to deny any benefits from online teaching of the pandemic (for undergraduates at least). No one wants USC to become an online-only university, but having some courses online brings huge advantages for students and faculty. Some students with mental health / learning struggles or students who have to work to pay for school, for example, have said they really appreciated attending class remotely and/or watching Zoom recordings, and faculty are more able to manage things like care-giving and their own health issues. Instead of bold initiatives, USC seems to be operating out of fear. Along those lines, many in administration seems to have no idea what a well-developed, high-quality remote class looks like. Many of the critiques I hear are that remote classes are just lecturing on Zoom for 90 min, and that it is a negative educational experience. I agree! That is a terrible experience, but it is also a model many disciplines have moved away ("the sage on the stage"). Instead, a high-quality online class can be highly interactive and engaging. Rather than rejecting remote teaching, USC could help to foster these approaches through faculty trainings. Finally, the possible virtues of working remotely should 100% apply to staff as well. The same health, finance, flexibility, etc. factors that can benefit faculty can also benefit staff. The university unfairly and unwisely acted when it required staff to return to campus after saying it would initially be more flexible.
- ✚ The main issue I have is feeling disconnected at times. I don't have much to suggest, but maybe a biweekly "happy hour" or some additional opportunities for social connections that don't involve meetings, etc.
- ✚ The survey asked about the fall 2022 semester. I was on sabbatical leave during that term, which is why I did not travel to campus at all.
- ✚ I think remote/ hybrid work arrangement has at least made the life and work more manageable. I used to commute (door to door) 6 hrs per day / 5 days a week before working remotely . I can

now spend those times on improving my teaching, services and scholar activities. I do not need to worry about work attire and accessories . I can save money , environment, can donate my time and money and cloths. I can spend part of my commute time on exercise , reading and self care. Instead of spending time in the traffic going to and coming back from work , I can attend courses, webinars to help me be better at work and less stressed out.

- ✚ I do not understand how to go from Associate Adjunct to an Adjunct; I think the progression of the remote professor position is not clear.
- ✚ A reciprocal agreement for USC remote faculty to be able to use campus spaces or resources at other universities would be incredible.
- ✚ Overall, I think the university as a whole is a very good employer and I'm proud of my affiliation.
- ✚ I think that remote higher education is the future. We could become a truly international university, meaning that our enrollments could be increased, and we could expand our faculty to include colleagues overseas. It seems to me that we should consider the academic community to be one community worldwide; in that way we might come to have a better understanding of each other.
- ✚ Other universities have adopted hybrid/remote undergraduate degrees (CU and Oklahoma). The last two years has seen the university invest in the technology to support it in every classroom. I personally feel that my work is BETTER when I'm remote because I can focus more on my work instead of being bombarded with small talk in the office. I have also seen an increase in my family's overall happiness now that I've been home more and can get my work done quicker and be more flexible with my time. I don't see how USC is still so behind the times with remote work.

Appendix B: FEEC Remote Faculty Survey

Introduction

Introduction.

Dear USC Faculty Colleagues,

The Senate Faculty Environment and Employment Committee (FEEC) has been tasked by the Senate Executive Board (in consultation with Interim Provost Graddy) with conducting a survey of USC's remote faculty members. Your email address was provided to us by your Dean in response to our request for the contact information of the faculty your school identifies as being remote. We encourage you to take the time to complete the survey in order to gauge your current job satisfaction and to diagnose any issues of remote faculty equity and inclusion that may require additional support. The information gathered will be compiled in a report that will be shared with the Academic Senate and faculty. We appreciate your time in completing this survey.

This survey is **anonymous** and we **do not collect emails or geolocation data**, and thus we will not share any identifying information. Your participation in this survey is voluntary. The deadline to complete the survey is **Friday, April 14th**.

Thank you for your time and your help in this important endeavor.

Ruth Ellen Cislowski
James Condon
Co-Chairs, Faculty Environment and Experience Committee (FEEC)

Profile

Definitions.

Please use the following definitions when answering the survey questions:

1. **On Campus** - You have a designated office space and teach on campus
 2. **Remote** - You do **not** have a designated office space on USC affiliated Campus; instead, you work/meet in a non-USC affiliated location or online
 3. **Hybrid** - You have a designated office space on a USC affiliated Campus, and **also** work/meet in a non-USC affiliated location or online
-

Q1. Using the definitions above, how would you identify yourself?

- ☐ On campus faculty
- ☐ Remote faculty
- ☐ Hybrid faculty

Q2. What is your faculty profile?

- ☐ Adjunct / Part-Time
- ☐ Clinical (RTPC)



- ☐ Practice (RTPC)
- ☐ Research (RTPC)
- ☐ Teaching (RTPC)
- ☐ Tenure-Track
- ☐ Tenured
- ☐ Other
- ☐ Prefer not to state

Q3. Do you have a designated office on a USC-affiliated campus?

- ☐ No
- ☐ Yes

Q4. If you have an office, compare **Fall 2019** and **Fall 2022**. How has your frequency of coming to campus changed?

- ☐ Significantly decreased
- ☐ Somewhat decreased
- ☐ Stayed the same
- ☐ Somewhat increased
- ☐ Significantly increased
- ☐ N/A

Campus Time

Definitions

Please use the following definitions when answering the survey questions:

1. **On Campus** - You have a designated office space and teach on campus
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3. **Hybrid** - You have a designated office space on a USC affiliated Campus, **and also** work/meet in a non-USC affiliated location or online

Explanation. The following questions are to provide an understanding of the amount of work time faculty currently spend at a USC affiliated campus so please consider specifically the **Fall 2022** semester

Q5. During the **Fall 2022** semester, how did you primarily work for USC?

- ☐ On campus
- ☐ Remote
- ☐ Hybrid



☐ I did not work for USC during Fall 2022

Q6. During the **Fall 2022** semester, on average, how many days per week did you **physically go to a USC affiliated campus** for the following activities?

	0	1	2	3	4	5
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service (including committee meetings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Something else (e.g. campus event, celebration)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7. During the **Fall 2022** semester, on average, how many days per week did you **remotely engage (not on a USC affiliated campus)** in the following activities?

	0	1	2	3	4	5
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service (including committee meetings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Something else (e.g. campus event, celebration)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WorkingRemote

Definitions.

Please use the following definitions when answering the survey questions:

- 1. On Campus** - You have a designated office space and teach on campus
- 2. Remote** - You do not have a designated office space on USC affiliated Campus; instead, you work/meet in a non-USC affiliated location or online
- 3. Hybrid** - You have a designated office space on a USC affiliated Campus, and also work/meet in a non-USC affiliated location or online

Q8. How close to the primary USC campuses (UPC and HSC) do you live?

- ☐ less than 50 miles
- ☐ greater than 50 miles

Q9. Do you have the option to choose whether you work on a USC affiliated campus or remotely?

- ☐ No



☐ Yes

Q10. For you personally, how important are the following factors when choosing to work **remotely**?

	Not at all important	Slightly important	Moderately important	Very important	Extremely important	N/A
Distance (reside more than 50 miles from campus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commute (reside less than 50 miles from campus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caregiving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11. Below is a list of items that some might consider **advantages of working remotely compared to working on campus**. Please indicate the extent to which, in your experience, you have found each item to be an advantage.

	Not an advantage	Slight advantage	Significant advantage
Decreased commute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater flexibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved work life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased productivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More comfortable environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easier to manage caregiving responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12. Below is a list of items that some might consider **disadvantages of working remotely compared to working on campus**. Please indicate the extent to which, in your experience, you have found each item to be an disadvantage.

	Not a disadvantage	Slight disadvantage	Significant disadvantage
Isolation / being invisible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disconnection to school culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decreased work life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of access to research opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of access to committee assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of access to general opportunities to increase advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Not a disadvantage	Slight disadvantage	Significant disadvantage
Negative impact on physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative impact on mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13. What is your level of satisfaction with your academic unit's process for ensuring inclusion of remote faculty in the following?

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
Decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14. How frequently do you feel like you receive timely and consistent communication about your academic unit and the University as a whole when you are working **remotely**?

- ☐ Never
☐ Rarely
☐ Sometimes
☐ Often
☐ Always

Q15. When you are working **remotely**, how is your sense of community within your academic unit?

- ☐ Very weak
☐ Somewhat weak
☐ Neither weak nor strong
☐ Somewhat strong
☐ Very strong

Q16. When you are working **remotely**, do you feel supported and trusted by the following?

	Never	Rarely	Sometimes	Often	Always
Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chair / Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17. When you are working **remotely**, does USC provide (or reimburse for) the following items necessary for your job?

	Never	Rarely	Sometimes	Often	Always	N/A
Technology and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Never	Rarely	Sometimes	Often	Always	N/A
Office supplies (e.g. paper, ink, phone or internet reimbursement, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18. When you are working **remotely**, what (if any) equipment and remote tools are you lacking that you need to complete your work to your usual ability?

penEnded

Definitions.

Please use the following definitions when answering the survey questions:

1. **On Campus** - You have a designated office space and teach on campus
2. **Remote** - You do not have a designated office space on USC affiliated Campus; instead, you work/meet in a non-USC affiliated location or online
3. **Hybrid** - You have a designated office space on a USC affiliated Campus, and also work/meet in a non-USC affiliated location or online

Explanation. The following open-ended questions are an opportunity for you to provide additional feedback and are optional.

Q19. In your experience, what are positive aspects of being a hybrid or remote faculty member?

Q20. What suggestions do you have to improve your experience as a hybrid or remote faculty member?

Q21. Please use the space below to highlight anything you think your school or academic unit is doing well to support hybrid or remote faculty that was not captured by this survey.



Q22. Please use the space below to highlight anything you think your school or academic unit could do better to support hybrid or remote faculty that was not captured by this survey.

Q23. Please use the space below to highlight any additional comments that you would like to bring to the attention of the Academic Senate and the Faculty Environment and Employment Committee.

Appendix C: References to Literature Review

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