














Survey Key: ZS68942

This is an anonymous survey.

The number of people who took this survey by 4/24/2008 12:58:53 PM is: 208

Faculty Accreditation Survey-1-1-1

We seek your input for two simultaneous projects. First, the Re-accreditation Steering Committee needs data for the five criteria required in the self-study. Second, we are planning to apply for an additional category under the Carnegie classification for universities engaged in communities. That initiative will benefit from your responses.

Faculty Roles					
Please indicate whether or not the following statements are true for you. If the item does not apply to your situation, please leave it blank.		Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
1.	I use research from my field while teaching undergraduate courses.	 [117]	[38]	[7]	[6]
2.	I use research from my field while teaching graduate courses.	 [133]	[10]	[2]	[3]
3.	When doing research, I conceive new ideas for teaching.	 [100]	[70]	[3]	[3]
4.	While teaching, I discover ways to address my research problems.	 [68]	[70]	[20]	[7]
5.	I consider UMSL's mission as a public metropolitan research university in my teaching.	 [108]	[65]	[13]	[3]
6.	My research aligns with UMSL's mission.	 [112]	[38]	[8]	[2]
7.	I consider the program goals in my academic area when I design my courses.	 [140]	[52]	[2]	[2]
8.	My program area uses student assessment results to enhance the program.	 [87]	[74]	[13]	[8]
9.	My courses help prepare UMSL students for our global society.	 [126]	[68]	[9]	[0]
10.	My courses help prepare UMSL students for our diverse society.	 [134]	[57]	[9]	[1]
11.	My courses help prepare UMSL students for our technological society.	 [99]	[79]	[18]	[1]

12.	In our program's last Five-Year Review many faculty participated in the self-study.		<input type="radio"/> [59]	<input type="radio"/> [44]	<input type="radio"/> [16]	<input type="radio"/> [5]
13.	The last Five-Year review allowed the program to investigate its strengths and weaknesses.		<input type="radio"/> [64]	<input type="radio"/> [47]	<input type="radio"/> [11]	<input type="radio"/> [5]
14.	During the Five-Year review site visit, the reviewers asked insightful questions.		<input type="radio"/> [51]	<input type="radio"/> [48]	<input type="radio"/> [16]	<input type="radio"/> [3]
15.	The last reviewers' reports were useful to the program for planning over the next five years.		<input type="radio"/> [41]	<input type="radio"/> [50]	<input type="radio"/> [19]	<input type="radio"/> [8]

Resources for Research					
Do the following resources support your research? If so, please rate their effectiveness. If you didn't use or have access to a resource, please leave it blank.			Effective	Sufficient	Insufficient
16.	Additional faculty lines		<input type="radio"/> [27]	<input type="radio"/> [14]	<input type="radio"/> [48]
17.	Animal research procedures		<input type="radio"/> [2]	<input type="radio"/> [5]	<input type="radio"/> [7]
18.	Center for Teaching and Learning		<input type="radio"/> [43]	<input type="radio"/> [50]	<input type="radio"/> [13]
19.	Departmental research environment		<input type="radio"/> [52]	<input type="radio"/> [48]	<input type="radio"/> [33]
20.	Faculty reward criteria		<input type="radio"/> [22]	<input type="radio"/> [36]	<input type="radio"/> [56]
21.	Faculty travel funds		<input type="radio"/> [28]	<input type="radio"/> [33]	<input type="radio"/> [75]
22.	Graduate student research support		<input type="radio"/> [13]	<input type="radio"/> [28]	<input type="radio"/> [75]
23.	Graduate student travel support		<input type="radio"/> [8]	<input type="radio"/> [22]	<input type="radio"/> [64]
24.	Grant accounting systems		<input type="radio"/> [22]	<input type="radio"/> [41]	<input type="radio"/> [26]
25.	Grant writing support		<input type="radio"/> [15]	<input type="radio"/> [37]	<input type="radio"/> [45]
26.	Human subjects review		<input type="radio"/> [23]	<input type="radio"/> [41]	<input type="radio"/> [13]
27.	Internal grants programs		<input type="radio"/> [34]	<input type="radio"/> [43]	<input type="radio"/> [28]

28.	Laboratories		<input type="radio"/> [7]	<input type="radio"/> [18]	<input type="radio"/> [19]
29.	Library resources		<input type="radio"/> [42]	<input type="radio"/> [58]	<input type="radio"/> [42]
30.	Office of Research Administration processes		<input type="radio"/> [20]	<input type="radio"/> [53]	<input type="radio"/> [33]
31.	Personal office space		<input type="radio"/> [50]	<input type="radio"/> [66]	<input type="radio"/> [35]
32.	Research assistant(s)		<input type="radio"/> [20]	<input type="radio"/> [32]	<input type="radio"/> [64]
33.	Start-up funds		<input type="radio"/> [9]	<input type="radio"/> [34]	<input type="radio"/> [37]
34.	Technology (e.g., hardware, software)		<input type="radio"/> [44]	<input type="radio"/> [55]	<input type="radio"/> [38]
35.	Technology Help Desk		<input type="radio"/> [70]	<input type="radio"/> [55]	<input type="radio"/> [11]
36.	Undergraduate research support		<input type="radio"/> [5]	<input type="radio"/> [30]	<input type="radio"/> [35]
37.	Workload		<input type="radio"/> [25]	<input type="radio"/> [72]	<input type="radio"/> [43]

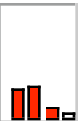
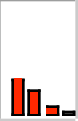
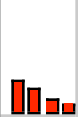
Resources for Teaching					
Please rate the usefulness of resources for teaching that you've used since FS 2005. Indicate that you haven't used or had access to a resource by leaving it blank.			Effective	Sufficient	Insufficient
38.	Academic Affairs' dishonesty investigations		<input type="radio"/> [30]	<input type="radio"/> [42]	<input type="radio"/> [5]
39.	Additional faculty lines		<input type="radio"/> [11]	<input type="radio"/> [18]	<input type="radio"/> [57]
40.	Bookstore		<input type="radio"/> [43]	<input type="radio"/> [99]	<input type="radio"/> [15]
41.	Center for Teaching and Learning		<input type="radio"/> [72]	<input type="radio"/> [57]	<input type="radio"/> [9]
42.	Class photo rosters		<input type="radio"/> [86]	<input type="radio"/> [40]	<input type="radio"/> [7]
43.	Class scheduling		<input type="radio"/> [71]	<input type="radio"/> [89]	<input type="radio"/> [17]
44.	Classroom space		<input type="radio"/> [51]	<input type="radio"/> [72]	<input type="radio"/> [62]
45.	Departmental support for teaching		<input type="radio"/> [68]	<input type="radio"/> [72]	<input type="radio"/> [33]

46.	DisAbility Access Services		<input type="radio"/> [65]	<input type="radio"/> [71]	<input type="radio"/> [10]
47.	Faculty Resource Center		<input type="radio"/> [77]	<input type="radio"/> [55]	<input type="radio"/> [9]
48.	Faculty reward criteria		<input type="radio"/> [11]	<input type="radio"/> [50]	<input type="radio"/> [51]
49.	Laboratories		<input type="radio"/> [6]	<input type="radio"/> [18]	<input type="radio"/> [26]
50.	Libraries		<input type="radio"/> [58]	<input type="radio"/> [84]	<input type="radio"/> [26]
51.	Mid-semester on-line course feedback		<input type="radio"/> [62]	<input type="radio"/> [47]	<input type="radio"/> [8]
52.	Personal office space		<input type="radio"/> [72]	<input type="radio"/> [66]	<input type="radio"/> [41]
53.	Student Affairs' student conduct investigations		<input type="radio"/> [19]	<input type="radio"/> [23]	<input type="radio"/> [10]
54.	Supplemental Instruction tutors		<input type="radio"/> [11]	<input type="radio"/> [18]	<input type="radio"/> [24]
55.	Teaching assistant(s)		<input type="radio"/> [27]	<input type="radio"/> [31]	<input type="radio"/> [41]
56.	Technology (e.g., hardware, software, My Gateway)		<input type="radio"/> [95]	<input type="radio"/> [69]	<input type="radio"/> [18]
57.	Technology Help Desk		<input type="radio"/> [92]	<input type="radio"/> [60]	<input type="radio"/> [7]
58.	Undergraduate research support		<input type="radio"/> [5]	<input type="radio"/> [15]	<input type="radio"/> [32]
59.	Workload		<input type="radio"/> [39]	<input type="radio"/> [83]	<input type="radio"/> [42]

Resources for Students		How effective for students were the services provided in the following offices? If you have not referred students to the office or service since FS 2005, please indicate that by leaving that item blank.				
		Very effective	Somewhat effective	Somewhat ineffective	Very ineffective	
60.	Career Services		<input type="radio"/> [18]	<input type="radio"/> [30]	<input type="radio"/> [7]	<input type="radio"/> [2]
61.	Counseling Services		<input type="radio"/> [26]	<input type="radio"/> [26]	<input type="radio"/> [6]	<input type="radio"/> [2]
62.	Early Alert System		<input type="radio"/> [18]	<input type="radio"/> [45]	<input type="radio"/> [13]	<input type="radio"/> [3]

63.	English as a Second Language		<input type="radio"/> [3]	<input type="radio"/> [26]	<input type="radio"/> [8]	<input type="radio"/> [3]
64.	Financial Aid		<input type="radio"/> [12]	<input type="radio"/> [21]	<input type="radio"/> [19]	<input type="radio"/> [11]
65.	Graduate School		<input type="radio"/> [32]	<input type="radio"/> [37]	<input type="radio"/> [5]	<input type="radio"/> [6]
66.	Health Services		<input type="radio"/> [14]	<input type="radio"/> [20]	<input type="radio"/> [3]	<input type="radio"/> [2]
67.	ITS Help Desk		<input type="radio"/> [39]	<input type="radio"/> [44]	<input type="radio"/> [8]	<input type="radio"/> [2]
68.	Libraries		<input type="radio"/> [60]	<input type="radio"/> [47]	<input type="radio"/> [9]	<input type="radio"/> [5]
69.	Mathematics Lab		<input type="radio"/> [6]	<input type="radio"/> [12]	<input type="radio"/> [1]	<input type="radio"/> [0]
70.	Police		<input type="radio"/> [32]	<input type="radio"/> [23]	<input type="radio"/> [9]	<input type="radio"/> [1]
71.	Student Success Center		<input type="radio"/> [16]	<input type="radio"/> [18]	<input type="radio"/> [1]	<input type="radio"/> [5]
72.	Testing Center		<input type="radio"/> [50]	<input type="radio"/> [29]	<input type="radio"/> [2]	<input type="radio"/> [0]
73.	UMSL's website		<input type="radio"/> [37]	<input type="radio"/> [61]	<input type="radio"/> [16]	<input type="radio"/> [8]
74.	Undergraduate research symposium		<input type="radio"/> [24]	<input type="radio"/> [16]	<input type="radio"/> [10]	<input type="radio"/> [2]
75.	Writing Lab		<input type="radio"/> [16]	<input type="radio"/> [32]	<input type="radio"/> [14]	<input type="radio"/> [8]

Engagement with External Constituents						
We are interested in classes in which your students interact with local/regional/national or international organizations to fulfill requirements for your class. This might include assignments that require your students to work at or work for some governmental agencies, not-for-profit, or for-profit organization. Please give your opinion about your experiences.		Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree	
76.	Faculty members at UMSL are rewarded for responding to requests from local/regional/national or international organizations for their professional contributions.		<input type="radio"/> [13]	<input type="radio"/> [61]	<input type="radio"/> [34]	<input type="radio"/> [23]

77.	Students at UMSL like classes where they can earn credit while learning through off-campus activities.		<input type="radio"/> [52]	<input type="radio"/> [56]	<input type="radio"/> [11]	<input type="radio"/> [0]
78.	Students at UMSL would like more academic programs to include a paid internship.		<input type="radio"/> [64]	<input type="radio"/> [44]	<input type="radio"/> [7]	<input type="radio"/> [0]
79.	I list all my professional work with external organizations on the Faculty Accomplishment System .		<input type="radio"/> [69]	<input type="radio"/> [47]	<input type="radio"/> [18]	<input type="radio"/> [9]

80. Since FS 2005 I have taught classes in which students are engaged in (please check all that apply)

- [69] required activities in external organizations in this region
- [7] required activities in other states
- [11] required activities internationally
- [64] optional activities in external organizations in this region
- [20] optional activities in other states
- [18] optional activities internationally
- [60] no activities off campus

81. The approximate number of students who participate each semester in off-campus activities in my courses is (please check only one):

- [39] 0
- [55] 1-10
- [26] 11-20
- [9] 21-30
- [7] 31-40
- [5] 41-50
- [5] 51-60
- [8] more than 60

82. Please approximate the number of hours a given student spent with or for each organization during the semester. (Please check only one.)

- [24] less than 1
- [55] 1-10
- [17] 11-20
- [7] 21-30
- [3] 31-40
- [2] 41-50

- [2] 51-60
 - [20] more than 60
83. External constituents I work with have responded to UMSL's contributions in these ways (please check all that apply):
- [72] Thank you notes to me
 - [13] Thank you notes to my supervisor
 - [44] Letters of reference for students
 - [21] Letters for faculty reviews
 - [30] Messages about ways to improve the relationship
 - [23] Newsletter articles promoting the partnership
 - [60] Hiring our students as a result of the project
 - [11] Made donation as a result of the project
84. Since FS 2005 I have participated in the following types of research projects in collaboration with external organizations (please check all that apply):
- [48] funded projects with other St Louis organizations
 - [70] unfunded projects with other St. Louis organizations
 - [20] funded projects with Missouri organizations outside of St. Louis
 - [20] unfunded projects with Missouri organizations outside of St. Louis
 - [49] funded national projects
 - [26] unfunded national projects
 - [24] funded international projects
 - [20] unfunded international projects
85. Students participated in the research projects above in the following roles (check all that apply)
- [56] Graduate students were paid as research assistants.
 - [20] Undergraduate students were paid as research assistants.
 - [25] Graduate students volunteered without pay to contribute to the project.
 - [23] Undergraduate students volunteered to participate in the project.
 - [43] Graduate students worked on the project for course or research credit.
 - [23] Undergraduate students worked on the project for course or research credit.
 - [28] No student participated.
86. Please approximate the number of hours a given student in # 85 spent with or for each research project over one semester. (Please check only one.):
- [9] less than 1 hour