Fall 2012 Faculty Staff Results
OPRA # 2012-853

Demographic Questions (q1 – q4)

1. Are you...

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Faculty	243	40.7	41.3	41.3
2 Support Staff	151	25.3	25.6	66.9
3 Administrator	195	32.7	33.1	100.0
Total	589	98.7	100.0	

2. Are you full or part-time?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 full-time	535	89.6	91.0	91.0
2 part-time	53	8.9	9.0	100.0
Total	588	98.5	100.0	

3. How many years have you been affiliated with USI as an employee?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Just starting (less than 1 month)	8	1.3	1.3	1.3
2 Between 1 month and 2 years	99	16.6	16.7	18.0
3 Between 3 and 5 years	138	23.1	23.2	41.2
4 Between 6 and 10 years	116	19.4	19.5	60.8
5 More than 10 years	233	39.0	39.2	100.0
Total	594	99.5	100.0	

4. What college or division are you a faculty member?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Business	26	4.4	11.1	11.1
2 Liberal Arts	80	13.4	34.2	45.3
3 Nursing and Health Professions	42	7.0	17.9	63.2
4 Science, Engineering, and Education	80	13.4	34.2	97.4
5 University Division	6	1.0	2.6	100.0
Total	234	39.2	100.0	

General Work Place Questions (q5 – q21)

5. There is regular and open communication among faculty, administration, and staff at USI.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	49	8.2	8.4	8.4
2 Agree	199	33.3	34.1	42.5
3 Sometimes Agree and Sometimes Disagree	257	43.0	44.0	86.5
4 Disagree	59	9.9	10.1	96.6
5 Strongly Disagree	20	3.4	3.4	100.0
Total	584	97.8	100.0	

6. I am given the opportunity to develop my skills at USI.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	122	20.4	20.9	20.9
2 Agree	267	44.7	45.7	66.6
3 Sometimes Agree and Sometimes Disagree	145	24.3	24.8	91.4
4 Disagree	41	6.9	7.0	98.5
5 Strongly Disagree	9	1.5	1.5	100.0
Total	584	97.8	100.0	

7. I feel a strong sense of loyalty to USI.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	215	36.0	36.7	36.7
2 Agree	227	38.0	38.7	75.4
3 Sometimes Agree and Sometimes Disagree	116	19.4	19.8	95.2
4 Disagree	21	3.5	3.6	98.8
5 Strongly Disagree	7	1.2	1.2	100.0
Total	586	98.2	100.0	

8. At USI, people are supportive of their colleagues regardless of their heritage or background.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	195	32.7	33.3	33.3
2 Agree	257	43.0	43.9	77.1
3 Sometimes Agree and Sometimes Disagree	100	16.8	17.1	94.2
4 Disagree	20	3.4	3.4	97.6
5 Strongly Disagree	14	2.3	2.4	100.0
Total	586	98.2	100.0	

9. Senior leadership provides a clear direction for USIs future.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	126	21.1	21.5	21.5
2 Agree	254	42.5	43.4	65.0
3 Sometimes Agree and Sometimes Disagree	159	26.6	27.2	92.1
4 Disagree	32	5.4	5.5	97.6
5 Strongly Disagree	14	2.3	2.4	100.0
Total	585	98.0	100.0	

10. Overall, my department is a good place to work.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	243	40.7	41.5	41.5
2 Agree	207	34.7	35.3	76.8
3 Sometimes Agree and Sometimes Disagree	111	18.6	18.9	95.7
4 Disagree	18	3.0	3.1	98.8
5 Strongly Disagree	7	1.2	1.2	100.0
Total	586	98.2	100.0	

11. There is a sense that we are all on the same team at USI.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	80	13.4	13.7	13.7
2 Agree	228	38.2	38.9	52.6
3 Sometimes Agree and Sometimes Disagree	196	32.8	33.4	86.0
4 Disagree	67	11.2	11.4	97.4
5 Strongly Disagree	15	2.5	2.6	100.0
Total	586	98.2	100.0	

12. I understand how my job contributes to USI's mission.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	228	38.2	39.1	39.1
2 Agree	291	48.7	49.9	89.0
3 Sometimes Agree and Sometimes Disagree	44	7.4	7.5	96.6
4 Disagree	18	3.0	3.1	99.7
5 Strongly Disagree	2	.3	.3	100.0
Total	583	97.7	100.0	

13. I receive feedback from my supervisor or department chair that helps me.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	154	25.8	26.3	26.3
2 Agree	234	39.2	40.0	66.3
3 Sometimes Agree and Sometimes Disagree	124	20.8	21.2	87.5
4 Disagree	54	9.0	9.2	96.8
5 Strongly Disagree	19	3.2	3.2	100.0
Total	585	98.0	100.0	

14. USI takes reasonable steps to provide a safe and secure environment for the campus.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	224	37.5	38.4	38.4
2 Agree	302	50.6	51.8	90.2
3 Sometimes Agree and Sometimes Disagree	47	7.9	8.1	98.3
4 Disagree	9	1.5	1.5	99.8
5 Strongly Disagree	1	.2	.2	100.0
Total	583	97.7	100.0	

15. I can count on people to cooperate across departments.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	72	12.1	12.3	12.3
2 Agree	259	43.4	44.3	56.6
3 Sometimes Agree and Sometimes Disagree	201	33.7	34.4	90.9
4 Disagree	44	7.4	7.5	98.5
5 Strongly Disagree	9	1.5	1.5	100.0
Total	585	98.0	100.0	

16. USIs policies and practices give me the flexibility to manage my personal and family life.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	145	24.3	24.8	24.8
2 Agree	308	51.6	52.6	77.4
3 Sometimes Agree and Sometimes Disagree	94	15.7	16.1	93.5
4 Disagree	31	5.2	5.3	98.8
5 Strongly Disagree	7	1.2	1.2	100.0
Total	585	98.0	100.0	

17. Faculty, administration and staff are meaningfully involved in institutional planning.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	80	13.4	13.7	13.7
2 Agree	265	44.4	45.3	59.0
3 Sometimes Agree and Sometimes Disagree	168	28.1	28.7	87.7
4 Disagree	63	10.6	10.8	98.5
5 Strongly Disagree	9	1.5	1.5	100.0
Total	585	98.0	100.0	

18. USIs culture is special - something you do not find just anywhere.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	160	26.8	27.4	27.4
2 Agree	276	46.2	47.3	74.7
3 Sometimes Agree and Sometimes Disagree	108	18.1	18.5	93.2
4 Disagree	35	5.9	6.0	99.1
5 Strongly Disagree	5	.8	.9	100.0
Total	584	97.8	100.0	

19. USI places sufficient emphasis on having diverse faculty, administration and staff.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	122	20.4	21.0	21.0
2 Agree	313	52.4	53.8	74.7
3 Sometimes Agree and Sometimes Disagree	107	17.9	18.4	93.1
4 Disagree	36	6.0	6.2	99.3
5 Strongly Disagree	4	.7	.7	100.0
Total	582	97.5	100.0	

20. All things considered, this is a great place to work.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strongly Agree	222	37.2	38.1	38.1
2 Agree	254	42.5	43.6	81.6
3 Sometimes Agree and Sometimes Disagree	91	15.2	15.6	97.3
4 Disagree	15	2.5	2.6	99.8
5 Strongly Disagree	1	.2	.2	100.0
Total	583	97.7	100.0	

21. USI's spirit mark is the eagle. In your opinion, what characteristics and/or attributes of an eagle best represent the spirit and mission of USI?

Bold.(12)
Brave.(2)
Character.(3)
Confidence.(3)
Determined.(8)
Don't Like Question - Don't care to answer.(20)
Excellence.(3)
Fly/Soar Above.(81)
Focused.(7)
Freedom.(24)
Graceful.(2)
Independence.(14)
Integrity.(3)
Leader.(23)
Loyal.(3)
Nurturing.(3)
Other Responses.(24)
Patriotic.(2)
Perseverance.(2)
Power.(11)
Proud.(23)
Respect.(3)
Strength.(73)
Supportive.(2)
The eagle does not represent USI.(11)
Vision/Eyesight.(36)
Wingspan/Reach.(17)

Administrative Senate Questions for Administrators (q22 to q35)

The Administrative Senate plans to offer various professional development opportunities for administrators.

22. Please indicate how interested you are in the following professional development topics.

	1 Very interested		2 Somewhat interested		3 Not at all interested	
	N	%	N	%	N	%
22.a Monthly Brown Bag Seminar on Leadership/Management topics (Lunch time sessions focused on improving management skills, leadership qualities, etc.)	63	33.0%	88	46.1%	40	20.9%
22.b Leadership/Management Certificate program (Program centered around professional development courses in the areas of management and leadership	69	35.9%	71	37.0%	52	27.1%
22.c Know your strengths and how to use them workshop (strength finder, strengths quest type or program)	68	35.8%	82	43.2%	40	21.1%
22.d Innovative Thinking Workshop (Series of workshops with guest speakers featuring how to think more creatively)	96	50.0%	72	37.5%	24	12.5%

23. What other professional development topics would you like to see offered to employees at USI?

"Selling" the university to community. How to articulate the mission, vision, goals, and direction of the University to engage our community. The ins and outs of Strategic planning and what does it mean to us as a University - differences between strategic goals/strategies/initiatives - the value of mission and vision statements, etc. How do we live and embrace the strategic plan?(1)
Any leadership or professional development opportunities(4)
Balancing work and family.(1)
Better communications skills.(1)
Bring in a nationally recognized guest speaker on topics of leadership, higher education administration, etc.(2)
Computer training.(4)
Collaboration among departments.(2)
Conflict resolution.(5)
Current trends in specific areas, multi sessions mini-conference.(1)
Diversity Inclusion.(4)
Emphasis on using technology in completing job related duties; ethics of social media if used to monitor students.(1)
FERPA Guidelines Updates on accounting practices at USI.(1)
Getting published.(1)
How about some sessions on "Meaningful Gamification in the University Environment." Gamification is a big topic right now and there are lots of good and bad ways to apply it to the work place environment. Especially as we have a core audience, students that has grown up always on, entertainment rich, environment, it is often a challenge to shepherd them through some of the more mundane processes of the university. Thinking of ways to instill internal rewards through meaningful and involved "play" that helps the students who are geared towards this type of entertainment interaction to engage with the university and help both the university and the students to meet their goals. One example would be to turn the necessary (and very helpful) library orientation services into an activity that is engaging and fun AS WELL AS informative. One idea would be to turn that orientation process into a murder mystery where the primary characters (suspects) and location ns are the staff and services of the library itself. It's a simple twist, but one that can be more engaging for both the staff involved and the students that the staff is seeking to instruct. Check out this video by noted game scholar and university librarian, Scott Nicholson, for a gentle introduction to "Meaningful Gamification": http://www.youtube.com/watch?v=jqFEJ6fdBqI(1)
How to do my job successfully. How to understand USI Payroll system.(1)
How to get promoted.(1)
How to Market yourself? I think that may be one of the things about strengths, but just how to excel in interviews and those skills once leaving USI.(1)
How to write a good resume and cover letter.(1)
I would like to see mini-sessions offered during the work day in things like advanced Access, advanced Excel, or public speaking. Outreach and engagement offers these types of courses to the public in the evening, but the courses don't always run, depending on enrollment. There are also credit classes covering the same topics, but that's a substantial time commitment for someone working full-time, even if the course is online.(1)
I would like to see us utilize the expertise of our employees. Many present at regional, national and international conferences. Why not, invite those folks to present on those topics for the employees.(1)
No response/NA.(6)
OPEN FORUM AMONG ADMINISTRATORS.(2)
Perhaps some kind of retreat would be nice.(1)
Perhaps some of the topics listed on the previous question could be made available to our support staff (e.g. administrative assistants.)(1)
PhD at no cost.(1)

23. What other professional development topics would you like to see offered to employees at USI? *(continued)*

Professional administrative staff should have opportunities to participate in international travel. This should not be limited to just faculty and directors/administrative heads of departments.(1)
Reading groups and workshops on using OrgSync, LanSchool, and other new technologies.(1)
Sales training.(1)
Skill/strength development.(6)
Social Media.(2)
The USI Brand.(1)
Time/Work Balance issues Maintaining Mental Health in a frantic world/work place.(1)
Technology in classroom/with students.(3)
Workshops featuring faculty (or others) on topics that deal with other areas of our lives - a nutritionist discussing healthiest dining choices on campus and nearby; early childhood development specialist hosting a group of mothers/soon-to-be mothers to discuss relevant topics; an art appreciation group that meets monthly and a different faculty member could present each time. We have the resources - let's use them!(1)

24. How interested would you be in participating in a volunteer day of service opportunity during work hours?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Very interested	67	11.2	34.4	34.4
2 Somewhat interested	91	15.2	46.7	81.0
3 Not at all interested	37	6.2	19.0	100.0
Total	195	32.7	100.0	

25. Would you be interested in mentoring new administrators?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes	116	19.4	60.4	60.4
2 No	76	12.7	39.6	100.0
Total	192	32.2	100.0	

26. Did you attend the May 2012 Milestones ceremony?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes	122	20.4	62.6	62.6
2 No	73	12.2	37.4	100.0
Total	195	32.7	100.0	

27. Do you have any suggestions for enhancing the Milestones ceremony?

Anyone who is to receive a certificate should be seated up front and not have to wait for them to walk up from the back of the room. (1)
Going forward, it might be nice to have a full page ad in the USI Shield or (even better) the Courier and Press that showcases those people that have made those long term commitments to the university. (1)
I believe this year will provide a better opportunity to answer the question. Last year was an exception. I thought the gifts offered should have been more worthwhile or eliminated entirely. (1)
I don't personally need a ceremony to recognize my contribution to this university. All I need is a thank you once in a while. I do appreciate the gift and these gifts are probably overdue, but for me, not the reason why I do the job. (1)
I liked how it was set up, but I would like to see how it goes next year before I can make suggestions. (3)
I think it would be nice if someone from the Presidents Council was there to shake hands and present the awards. It seemed like we were recognizing ourselves. (3)
I thought for the sheer size of recipients, it was well done. However, I think as the number of recipients decreases, a luncheon would be lovely. (4)
I thought it was very good to acknowledge administrators because most of the campus focus always seemed to be on the support staff before. (1)
I would rather have an option for giving back to USI instead of having money spent on me for a promotional item I won't use. Could the money that would be spent on a gift go to Archie's Closet, a scholarship, or back into the Administrative Senate budget to be used in a better way? (1)
If the next ceremony will be more "intimate" because less employees will be honored; perhaps more emphasis can be made on showcasing individual accomplishments at USI. (1)
Include a short, but informative history on USI. Remind everyone of how far the institution has advanced in such a short amount of time and how our work plays a role in the advancement of the institution. (1)
I thought it was great/nice. (14)
Needs more humor. Maybe a slide show of the employees receiving milestones in some fun photo ops? (1)
No suggestions. (9)
PATTERN IT MORE AFTER STAFF DEVELOPMENT SPECIAL EVENTS (1)
People who have been here for quite a long period of time should have been recognized with nicer gifts. (1)
Perhaps offer a gift certificate to a supermarket or clothing store or cash value donation to the recipient's charity or nonprofit of their choosing. (1)
Question - why aren't senior staff recognized for their years of service? (1)
With fewer individuals to recognize in coming years, I believe that more profile information about each honoree could be presented, e.g. department, job title(s)- a photo, etc. (2)
With the number of people being recognized, Administrative Senate did a great job in getting everyone through in a relatively short amount of time. Congrats! (1)

28. Did you receive one of the following years of service awards?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Five year award	35	5.9	18.6	18.6
2 Ten year award	29	4.9	15.4	34.0
3 Fifteen year award	17	2.8	9.0	43.1
4 Twenty year award	9	1.5	4.8	47.9
5 Twenty five year award	7	1.2	3.7	51.6
6 Thirty year award	3	.5	1.6	53.2
7 Thirty five year award	1	.2	.5	53.7
9 I did not receive a service award	87	14.6	46.3	100.0
Total	188	31.5	100.0	

29. Please indicate your level of satisfaction with the award selection offered for your years of service options.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Very satisfied	32	5.4	31.7	31.7
2 Satisfied	34	5.7	33.7	65.3
3 Neither satisfied nor dissatisfied	18	3.0	17.8	83.2
4 Dissatisfied	13	2.2	12.9	96.0
5 Very dissatisfied	4	.7	4.0	100.0
Total	101	16.9	100.0	

30. How important was it to you that the USI logo was on the Milestone of service award you received?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Very important	34	5.7	33.7	33.7
2 Somewhat important	41	6.9	40.6	74.3
3 Not at all important	26	4.4	25.7	100.0
Total	101	16.9	100.0	

31. Will you attend the May 2013 Milestones reception whether or not you are being recognized for an award?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes	138	23.1	72.3	72.3
2 No	53	8.9	27.7	100.0
Total	191	32.0	100.0	

32. Have you attended any of the Administrative Toolkit sessions, which are periodic educational seminars or discussions intended to help administrators with their day-to-day job activities?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes	92	15.4	47.2	47.2
2 No	103	17.3	52.8	100.0
Total	195	32.7	100.0	

33. How interested would you be in attending a leadership, information or training session after work hours? (Starting at 4:45 pm)

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 Very interested	14	2.3	7.3	7.3
2.00 Somewhat interested	90	15.1	46.6	53.9
3.00 Not at all interested	89	14.9	46.1	100.0
Total	193	32.3	100.0	

34. How interested would you be in attending a social networking event organized by the Administrative Senate after hours? (Restaurant, museum, or event on or off-campus, etc.)

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 Very interested	23	3.9	18.0	18.0
2.00 Somewhat interested	105	17.6	82.0	100.0
Total	128	21.4	100.0	

35. Do you have any topics for the Administrative Senate to investigate during the upcoming academic year?

An additional day off when students and faculty are not on campus (Martin Luther King, Jr., day before Thanksgiving, etc.) (1)
Collaboration; team building; avoiding silo mentalities (4)
Compensation survey comparing to industry standards (1)
Creating a more effective 24 hour campus. (1)
Employee recognition. Every year, USI announce many awards to faculty members. But no matter how good an employee (administrative) worked for USI, we seldom get recognized and awarded. Also, for university raise, those graduation metrics is for academics, but our administrative employees got affected (no raise) because of the faculty/students' academic performance no matter how hard/good work we have done. That seems a little bit confusing. (1)
Employees who are in graduate programs that only offer certain courses should be able to use fee waivers during the summer for two courses in the same session if that is the only time it is offered. (1)
Equality in pay and promotions and how those who are evaluated should be treated equally even across departments. (1)
Family passes to the RFC to encourage health households. Having this would reduce health care costs and will pay for itself. (3)
Formal performance evaluations. (1)
Help administrators do more work with less staff and resources and keep morale up in departments. (1)
I do not have any topics to suggest. (7)
It feels like the policies and procedures for the university are spread all over the place. While it would be a big effort (and will probably take multiple years), it seems that it should be a priority to pull all those sources together into one place and set up a coordinated system to keep that single source updated going forward. There should be one place to go for the ultimate answer to most questions at the university. At the moment, I don't feel that that exists. Don't get me wrong. The answers do exist. However, and I could be wrong, it feels like it takes a bit more legwork than should ultimately necessary to find that information. (1)
Lack of any positions available for promotion to higher level of employment, or any ability to achieve merit raises. (2)
No cost benefits such as flex times other than during summer. (1)
Pay issues and morale. (7)
Presentation skills. (1)
Professional administrators on this campus need to be better recognized for their contributions, and not just through years of service milestones. There really are no awards that I am aware of that are presented to those of us not eligible for Phenomenal Women and/or Advisor Awards. If such awards do exist, I believe the campus community needs more communication and information about such awards. I hate to state this, but I frequently feel like a "second class citizen" on this campus because I am not a full-time faculty member. I value the work that faculty members do, but I think it is as equally important to celebrate and recognize the work that the rest of us do as well. (1)
Push HR on administrative evaluations. (1)
Sick/ vacation days and holidays (7)
The University strategic plan and what it means to us. What are the main features of a strategic plan (goals, strategies, initiatives, mission, vision, etc.) and how do we live it. (1)
Tuition waivers. (3)
To include New Harmony and topics relevant to this area and our positions. (1)
Twice I was asked to run for Adm Senate and twice was denied the opportunity by my director because he/she wanted to run.This doesn't seem right and maybe that's something for the Senate to address. (1)
Wellness, safety, security, financial planning. (1)
Year-long employee discount at USI Bookstore. I'd like for there to be a Friday Spirit Day when employees can wear USI casual wear. Another option is to offer a catalog of USI Apparel for work that is affordable. A polo shirt with logo in the bookstore is $60, which is way too expensive. (1)

University Core Curriculum – First Year Experience Course Questions (q36 – q39)

The objectives of the First-Year Experience (FYE) course are to guide first-year students in gaining the knowledge and skills necessary to achieve academic success, increase campus involvement and community engagement.

36. Please select what you consider to be the top three most important objectives for the FYE course.

	N	%
Managing time and priorities effectively	109	46.0%
Identifying personal learning styles and developing strategies to become active, independent learners	102	43.0%
Using written and oral communication to discover, develop, and articulate ideas and viewpoints	100	42.2%
Understanding the value of higher education for the individual and for society and for the program of study	95	40.1%
Making responsible decisions in and out of the classroom	65	27.4%
Using campus resources and opportunities to support academic and co-curricular interests and goals	44	18.6%
Identifying informational needs and evaluating the appropriateness and reliability of information	35	14.8%
Developing and applying skills that build positive relationships with peers, staff, and faculty members	35	14.8%
Working effectively and respectfully with others, incorporating diverse points of view	31	13.1%
Understanding and demonstrating a commitment to integrity and civility	30	12.7%
Engaging in co-curricular experiences that promote personal, social, and professional development	26	11.0%
Understanding and using appropriate university policies, processes, and procedures	14	5.9%
Respecting beliefs and values of other cultures	13	5.5%
Demonstrating a commitment to equity and justice	3	1.3%
Other learning goal for First-Year Experience course	2	.8%

36.a What other learning goal should be included in the First-Year Experience Course?

	Frequency	Percent	Valid Percent	Cumulative Percent
	595	99.7	99.7	99.7
development of the habits of mind that support rationality and appreciation for the life of the mind	1	.2	.2	99.8
Personal responsibility for learning. They need to learn that they must take an active role in the learning process.	1	.2	.2	100.0
Total	597	100.0	100.0	

37. Do you agree the first 250 minutes should be part of an intensive Welcome Week?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes	162	27.1	70.4	70.4
2 No	68	11.4	29.6	100.0
Total	230	38.5	100.0	

38. As a faculty member, would you be willing to teach portions of the First-Year Experience course during Welcome Week?

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 Yes	116	19.4	48.5	48.5
2.00 No	123	20.6	51.5	100.0
Total	239	40.0	100.0	

39. For students who are unable to attend Welcome Week (commuter student and late registrants), what suggestions do you have as to how the 250 minutes of "Welcome Week minutes" should be completed by such students?

A banquet at which students can learn how appropriately to converse in mixed company.(1)
Add an extra hour session in the following five weeks.
Adding on make-up modules that total 250 minutes.(2)
All of these students should be funneled into a course/experience following the ten week course and an instructor (may be different than taught the ten week course) given a one hour assignment to their teaching load to oversee the 250 minutes (50 per week for five weeks).
An hour a night for first week.(1)
An intensive weekend at the end of the first week of classes.(2)
Assigned readings.(1)
Assignment projects of existing Core Classes' subjects.(1)
Commuters should be able to participate; late registrants might have a second opportunity?(1)
Design 5 extra fifty minute sessions over the first 2 or 3 weeks in which those students are automatically enrolled, in addition to the 750 minutes.(1)
either a 6-week one-hour session or an online module.(1)
Extended the 250 minutes over the semester.(6)
First, in response to the last question, I would be willing to teach FYE assuming I am compensated for my work. I think student development should make it clear that "Classes begin for all new freshmen on the date that welcome week begins." If students do not participate in welcome week, perhaps the 250 minutes can be made up during an evening or Saturday event.(1)
Flexible options throughout the semester.(7)
FYE is an expensive overkill solution to a problem of an inadequate orientation. Normal orientation should be overhauled, late registration should be abolished, and the appropriate FYE experience and information facilitated by a mixture of well - trained students and faculty during welcome week.
Good question! The only hesitation I had on the previous screen about saying I was in favor since there are so many that decide late to come to school. One option would be to have them take a Saturday makeup class (or 2 consecutive Saturdays).
Have a special 4 hour class on the following weekend or 2 two hour classes during week 2...maybe in the evening.
I do not feel there is a need.(5)
I don't know.(4)
I think that the most important thing that they can do is to have something that will help them to come to understand all of the different programs that are in place to help them to succeed while they are here. Maybe, what can be done is to create modules that they will have to complete by meeting different people and discussing what their department and program does. Then there could be some sort of sign off to show that they have actually gone to those places. I think that actually being able to go to the places is super important as it makes it so that the information sinks in.(1)
Increase the number of 50 minute sessions. Anything else makes the experience seem optional and students will quickly find ways to get out of it.(1)

39. For students who are unable to attend Welcome Week (commuter student and late registrants), what suggestions do you have as to how the 250 minutes of "Welcome Week minutes" should be completed by such students? *(continued)*

It depends what is taught during those 250 minutes, but I would start by suggesting that they make up those minutes on Saturdays. Another option is to have different times throughout the week that a student can visit during the regular week, but not be tied to a specific class section, if that makes sense.(1)
It should be mandatory.(2)
Maybe link it to a mandatory orientation session.(1)
Night or evening sessions.(5)
No suggestions.(6)
On-line course/interaction(33)
Saturday make-up session/class time.(8)
Service learning project later in the semester.(1)
They should be required to complete it before the end of the first three weeks of the semester.(1)
They should be required to take it during the next welcome week (and the remaining hours during the next semester).(1)
They should read the readings equivalent to 250 minutes "Welcome Week minutes," and submit their thought to USI.(3)
This should not happen during welcome week
through a make-up block(s) of instruction on the first weekend
Webinar/video/presentation.(9)
Weekend sessions.(9)

Distance Education Questions (q40 to q46)

40. Have you ever taught a Distance Education course? By distance education, we mean a course that was taught completely, partially, or both (hybrid) online.

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 Yes	105	17.6	43.6	43.6
2.00 No	136	22.8	56.4	100.0
Total	241	40.4	100.0	

41. When was the last time you taught a distance education course at USI?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 2011-2012 academic year	73	12.2	71.6	71.6
2 2010-2011 academic year	9	1.5	8.8	80.4
3 2009-2010 academic year	2	.3	2.0	82.4
4 2008-2009 academic year	3	.5	2.9	85.3
5 2007 or earlier	3	.5	2.9	88.2
6 Have not taught a distance education at USI	12	2.0	11.8	100.0
Total	102	17.1	100.0	

42. What is the primary reason you have not taught a distance education (DE) course at USI?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 I am not comfortable with DE technology	4	.7	3.1	3.1
2 I believe DE courses require significantly more time to teach than traditional lecture courses	3	.5	2.3	5.4
3 I believe the course materials/topics I teach do not lend themselves well to being taught via DE	38	6.4	29.2	34.6
4 I do not believe DE courses provide the same quality of teaching as traditional lecture courses	22	3.7	16.9	51.5
5 There is no incentive for me to set up a course in DE	5	.8	3.8	55.4
6 I am just not interested in teaching DE	10	1.7	7.7	63.1
7 Other reason for not teaching a DE course at USI	48	8.0	36.9	100.0
Total	130	21.8	100.0	

42.a What is the primary reason you have not taught a distance education(DE) course at USI?

DE courses do not fit my job description. (1)
Haven't been asked. (13)
I am currently developing DE courses.
I am not a teaching faculty member. I am a faculty member but I do not teach. (2)
I believe the course outcomes I strive for require a classroom-community interaction that is not achieved online. (1)
I feel that I lose the person-person contact with the students that can be nurtured through-out the semester. I believe that while it may be difficult to identify the online student's learning style without having a good interaction, that MAY not be able to occur over the internet! (1)
I have to have a pool (1)
I only taught an eight weeks course under the instructions of my department
I was interested in DE, but opportunity was not given to me.
I will be teaching one next semester.
I would like to receive compensated training to prepare a course.
I would love to teach a DE course, but have not yet been given the opportunity. (6)
It is partly a matter of incentive and partly a matter of time. There are many demands on my time in the summer as well as the semester. I'd love to develop one of my courses for DE and I've been intending to do so for several years.
Lab courses are not conducive to DE (1)
Lack of time to develop the materials for DE delivery. (3)
My course is not listed as a DE course. (2)
My program is set up as 100% face to face. However I am exploring how I might make some of the classes DE. (1)
Need training.
Teaching DE classes this fall
We are supposed to teach directly to the students. (1)

43. What two types of faculty support resources would be most interested in terms of developing and delivering a Distance Education Course?

	N	%
Teaching pedagogy for Distance Education (e.g. best practice, guidelines, tips & tricks, templates, etc.)	134	58.5%
Online assessment (e.g. exams, assignments, paper submission, academic integrity matters)	75	32.8%
Online class-interaction student engagement	62	27.1%
Lecture delivery (e.g. pre-recorded lecture, live online lecture)	57	24.9%
Online communication (e.g. Discussion Board, webinars, online meeting)	44	19.2%
Course Management System (e.g. Blackboard)	36	15.7%
Group collaboration (e.g. wiki, blog, Google apps, etc.)	27	11.8%
Other faculty support resources for DE	8	3.5%

44. If available, how interested would you be in each of the following types of teaching resources and technology support?

	1 Very interested		2 Somewhat interested		3 Not at all interested	
	N	%	N	%	N	%
q44.a Online course development consultation (e.g. syllabus templates, pedagogy, guidelines, and best practices)	102	44.2%	92	39.8%	37	16.0%
q44.b Lecture recording	71	30.7%	95	41.1%	65	28.1%
q44.c Developing an online classroom for Distance Education (e.g. Blackboard)	77	33.6%	98	42.8%	54	23.6%
q44.d Online exam	80	34.8%	100	43.5%	50	21.7%
q44.e Grading methods and grade book	69	30.5%	82	36.3%	75	33.2%
q44.f Online course activities for learning collaboration and student engagement	114	50.2%	96	42.3%	17	7.5%
q44.g Interactive online group activities	108	47.4%	83	36.4%	37	16.2%
q44.h Synchronous and asynchronous communication for online learning	82	36.0%	93	40.8%	53	23.2%
q44.i Live lectures and online meetings	79	34.2%	106	45.9%	46	19.9%
q44.j Online assignments/paper submission	80	35.4%	88	38.9%	58	25.7%
q44.k Student Technical challenges	56	24.9%	104	46.2%	65	28.9%
q44.l Academic integrity	109	47.4%	90	39.1%	31	13.5%
q44.m Student engagement	108	47.8%	92	40.7%	26	11.5%
q44.n Faculty peer support	75	33.0%	103	45.4%	49	21.6%
q44.o Other distance education teaching resource and technology support	45	21.7%	92	44.4%	70	33.8%

45. What other distance education teaching resources and technology support are you interested in?

A Blackboard system that does not allow students to print tests to give to other students or Google answers.(2)
Copyright issues, using video resources and PDFs. Editing overlays for PDF (stylus writing).(1)
effective utilization of existing resources (who can help as well).(1)
Everything.(1)
Evidence that it produces educational outcomes that are equal or better than classroom teaching.(1)
Examples of things others have done - best practices.(4)
"Go to meeting" (3)
Good software that allows you to record and to write solutions for problem solving questions.(1)
Greater availability of e-readings/e-books through Rice Library.(2)
Green Screens.(1)
How to combine classrooms with students in other states and/or countries.(1)
How to encourage students to get to know each other and share ideas in an online setting.(1)
how to incorporate the new technology behaviors and become competent with the technology in addition to the other faculty position responsibilities.(1)
Hybrid courses.(1)
I am interested in how a "Flipped" classroom would work.(1)
I'm interested in not being forced into a technological box (e.g. BlackBoard) with badly designed software that inhibits learning. If I move to online courses I want the freedom to experiment with both style and delivery methods. The absolute worst outcome is for the University to (again) choose a poorly designed software system (e.g. BlackBoard, Banner, Windows email) and force faculty to use it in their courses.
identified best practice methods of course presentation, how to assess student learning in ways other than tests.(1)
integration and articulation into a program that is not primarily based online.(1)
Knowing what the overall student experience has been for students that have participated in such courses.
Laptop.(1)
No suggestions.(14)
On campus lab for faculty to utilize when developing course materials. Resource specialist available.(5)
Release time to prepare the materials.(1)
Second language learning through high technology including e-books, speech recording, virtual cultural topics, tests, and online exercises.(1)
Step by step class on how to do an on line program .(1)
Training with new technology that is available.(1)

46. What do you believe to be the primary challenge facing USI in terms of expanding distance education options for students?

Providing faculty with staff support for bringing course content on-line.
A comprehensive plan has not been developed regarding the target audience for DE courses, which ones should be taught, and which courses within a major should be offered online. Cost-benefit analysis needs to be done.
Academic integrity.(14)
Academic rigor.(17)
Access to the school.(10)
Are we trying to have distance courses or online courses?(1)
Assessment of learning outcome.(1)
Balancing engagement with convenience.(1)
Classes tend to be large at times.(1)
Commitment and Resources.(2)
Competition with other distance learning providers.(4)
Content Development.(1)
Convincing all parties that distance education is equivalent to classroom.(1)
Convincing supervisors it should be offered. Beyond that, making all distance education courses similar in how the syllabus looks, how the Blackboard homepage looks, etc. There would need to be a standard template to follow.(1)
Courses that require hands-on, lab work, or face-to-face collaboration.(18)
Developing a more interactive online system.(1)
Development time.(5)
Dial up or satellite connection.(1)
Distance Education is an entirely different educational product compared to a traditional course. An organization should not change its product without careful consideration. We shouldn't do it because everybody else is doing it or students say they like it. It is not entirely clear that our most successful strategy is to compete within the online market. We have been a high-touch institution. We have small classrooms and a lot of access to faculty. We add value to students who are first generation college students. We and our students do not have the broadband connections needed for successful online education at a level equal to what we do in the classroom. If our students want to learn from a DVD or online streaming they should purchase a product that has been developed with more resources that we have available.(1)
Effective engagement with students without excessive demands on faculty time.(1)
Faculty availability and willingness.(17)
Faculty compensation.(6)
Faculty resources.(5)
Faculty support.(1)
Faculty/student involvement.(2)
Finance.(2)
Finding a way to do REAL lab work.(1)
Flexibility of administration to allow more offerings.(2)
Fulfilling its demand - many students want to become educated from their homes.(4)
Getting the other colleges up to speed.(1)
Good pedagogy would indicate that entire classes should not be totally online.(1)
Having our degree and those of other peer institutions mean something when it comes to having a degree from a liberal arts college. What most academics who espouse the online paradigm fail to realize is that many (most) students opt for the online version because they feel they can "work the system" to their advantage without actually having to master the material. Something that is much more difficult to accomplish in a traditional classroom setting. As far as I'm concerned, that is the main thing that I have not seen mentioned by any review of online coursework. As such, maintaining a significant level of academic rigor and integrity are the main challenge.(1)

46. What do you believe to be the primary challenge facing USI in terms of expanding distance education options for students? *(continued)*

helping the students feel connected and helping students believe they aren't teaching themselves.(1)
I do not believe in the need to expand distance education options for students.(2)
I think the main issue is that we need to improve the quality, rigor, and faculty accountability in online courses. I want the President, the Provost, and other USI brass to sit down with faculties that are in the trenches to evaluate our current online courses. I know students who have taken classes online at USI and passed the course without studying one bit, because some of the faculty that teach online courses are lazy and use canned homework and exam questions, verbatim, that can be Goggled. Websites such as Course Hero are perpetrators of this very thing. In my course, I have to reword everything so the students can't find the answers online. There needs to be some system in place where ALL online courses at USI must conduct their exams on campus. In addition, I think online courses should be subject to evaluation by third parties as to their rigor and quality. I know this gets into academic freedom issues, but if we are going to go the way of online instruction, it needs to remain rigorous. You can't do that unless there is some sort of third party evaluation. There is too much temptation for some faculty to put a course together at the beginning of the semester and then take a vacation the rest of the semester, intervening only intermittently. That evaluation must be anonymous and unplanned or a surprise evaluation. This way, faculties are always on their toes and paying attention to their courses.(1)
Ignorance and lack of experience.(1)
Involving and training faculty.(3)
Lack of support (financial and time) to develop such courses. I guess I could spend my weekend evenings working on it, between the course overloads and service commitments.(4)
Maintaining the quality of courses from in the classroom to online.(8)
More experienced faculty are still holding to the idea of lecture (teacher centered learning).(1)
Not having the infrastructure to allow the DE growth needed campus-wide.(3)
Not sure.(2)
Not utilizing the expertise of adjunct faculty members in development of courses (especially those who have taught these courses at other schools!).(1)
Personally engaging prospective students outside the US.(1)
Preparing students for the expectations of online learning. University policies and procedures that make development difficult.(1)
Primary challenge is the lack of staff training in course development and technology, and inadequate faculty selection for distance learning courses. Sometimes the coursework for traditional and distance students is the same. Often it is not. There can be a lot of up front effort in designing distance learning material. This can impose a burden on teachers who already have material for traditional classrooms. Computers, video equipment, communications software, and the like, present challenges and frustrations. Faculty must know how to the use these technologies if they are to teach distance courses. Training students and staff, particularly in troubleshooting problems, is imperative to success in technical distance learning.(1)
Professional development for instructors.(1)
Providing comfortable condos in exotic locations for faculty.(1)
Putting the right people in place. Hiring personnel that can conduct themselves in a professional manner and provide leadership as well as creativity and initiative.(1)
Resources: faculty to teach courses and teach them well.(6)
State legislative pressure to make all courses available online combined with the state's efforts to cut university operating budgets.(1)
Students do not realize the amount of time they have to put into these types of courses. It takes more time then they budget for the course.(1)
Technology support for professors.(4)
The ability to translate classroom material to a DE format while maintaining the overall integrity of the course and content.(1)
The integrity of the work that students will submit. I believe that it will be much easier for students to cheat.

46. What do you believe to be the primary challenge facing USI in terms of expanding distance education options for students? *(continued)*

the limited class size particularly in the core classes; RN-BSN are limited course available then seek other schools to complete.(1)
The majority of the students taking them are not up to the challenge. Most of our students need to be in the classroom.(1)
Thinking that DE = taped face-to-face courses.(1)
Training of faculty.(3)
Working to increase the acceptance of online learning to those who come from a more traditional environment.(1)

Marketing USI (q47)

47. How do you feel the marketing efforts in the past year, including the Get REAL and the USI=Student Success campaigns, have changed the community's image of USI?

"Get Real" Campaign was not well received in my opinion. Heard more folks make fun of it than think it brought interest.(1)
Advertised to the community that USI is focused on practical applications of a college education.(1)
An improvement but not a significant impact; too limited in scope.(1)
Any kind of marketing is good. I am ready for some commercials.(1)
Better than what was/A positive.(49)
Change community's view in a positive way.(7)
Community's perception has changed from being big "high school" to authentic university!(5)
Don't know.(35)
Dr. Bennett has put a lot of emphasis on promoting USI in a positive light.(1)
Enhanced USI profile in comparison to geographic competitors.(1)
Excellent.(4)
Gave a media presence, not a very inspired campaign. Could be any university. And what isn't real?(1)
General campaign was okay but a long-term marketing plan needs to be established.(1)
Gives us a "modern", technical, cutting edge appearance. Real life learning, not just classrooms.(1)
Good start.(10)
Great.(7)
Has improved, but still needs much work.(7)
Hated "get real" - thought it sounded very dated - thought choice of pictures of students was very odd - especially the science student with goggles.(1)
Have given USI more visibility.(57)
Having seen no data concerning measures of effectiveness, I will have to base my answer on personal opinion and hearsay. I do not personally find the slogans particularly noteworthy. How do they differentiate USI from other institutions? Also, what are they trying to say? Where is the 'unique unified voice'? I can give no testimony to word-of-mouth as I have not heard anyone mention the campaigns.(1)
Hope so. I like seeing the billboards and the advertisement on WFIE TV.(16)
Hopefully they have generated a positive attitude towards USI. I saw the billboards commuting to/from the campus, and they looked great. I thought they expressed USI's focus on student learning as one of our most important goals very well.(1)
I am not as familiar with these methods. I think showing the practical application of the major and minors helps contribute to the success of all involved. The student success campaign is vital to help achieve the graduation rate at 4 years unless they are double majors. Having satellite tutoring is necessary for students that are academically challenged.(1)
I would like to see marketing outside the area.(7)
I believe they are successful in reaching the target areas of Indiana. I was born (1978) and raised in Indiana my entire life and had not heard of USI until 2008 when I applied of a job here. Now, though, the marketing program is doing very well at engaging the State of Indiana as a whole.(1)
I didn't feel that what was seen on the USI web site carried the same message over to the "road" advertising.(1)
I do not like the Get REAL campaign. I don't think it elevates the university.(9)
I don't watch TV or read local papers (other than Posey County News and Mt. Vernon Democrat). I saw a billboard near Hwy 41. It was good. (1)
I feel that any marketing campaign this past year has been useful since we didn't have any marketing before. Just getting our name out there as a competitor of other universities is a positive step.(1)

47. How do you feel the marketing efforts in the past year, including the Get REAL and the USI=Student Success campaigns, have changed the community's image of USI? *(continued)*

I feel that many people in the community see a large push to help USI develop an identity. Unfortunately, being from the area, I can say that I feel there is a huge disconnect between the USI campus and the community at large. I feel that when on campus and talking with faculty and administration, USI has an image of a strong institution of higher learning. In the Evansville community I think there is still a strong identity of USI being "West Side High" because of the relaxed admissions standards.(1)
I have heard and seen evidence that the campaign has received attention; especially the Get Real campaign. I am not sure it has changed the community's image; I think that is more a job left up to employees, students and supporters to share information in a positive way about our university.(1)
I have seen more USI marketing in the past year than in the past five combined! While the campaign doesn't speak to me as such, just seeing USI's name more often has increased my sense of pride.(1)
I have seen the Get Real campaigns but not the USI Student Success campaigns so perhaps that one could be improved.(1)
I imagine that it has continued to raise awareness of the university's growth and promotes the idea that we are a "real" university that has a lot to offer our students aside from just being local and affordable.(1)
I like seeing the billboards around town and knowing that others are seeing our message. Hopefully local students will want to come here because we're awesome and not just because we're local.(1)
I love the campaigns, but haven't heard much from anyone off campus.(1)
I really do not feel that they changed the community's image of USI at all because if you were not on campus you would not really understand what the "Get REAL" or the "USI=Student Success" campaign. I feel like they were both very confusing for the general public.(1)
I really enjoyed the Student Success Campaigns, but the "Get REAL" campaigns were corny. I realize what they were trying to do, and Photography services did a great job capturing the students, but no one says "Get Real" anymore.(1)
I think it has made an impression to consider what type of education and how it relates to careers today.(1)
I think it has made people think about USI more often, but I don't know that it has changed their image of USI. I think the message needs to be stronger and more apparent.(1)
I think it has made the community realize that we remain strongly interested in supporting young people as they grow into becoming self-sufficient, engaged citizens.(1)
I think it is a great start to helping the community recognize USI. I think there is a need to communicate the events on campus that are available to the community and to other departments. There are many events that happen that I don't find out about until the week before they occur, and I've already made plans.(1)
I think it is wonderful to use media in the local market to put USI into Evansville homes on a daily basis. I notice the signs along the roadways and hear USI mentioned regularly on television. Of course my ears perk up when I hear USI, so I am thrilled that others in Evansville will also hear more about the place I have worked for over twenty years. USI has made an impact in Evansville, but many people still don't realize how important USI is in our community. Thanks for the marketing efforts. Other colleges and universities continue to advertise here and we need to continue to promote USI as the very best there is.(1)
I think that USI has a strong presence in the community, everyone seems to know about USI. I have never heard anything negative from anyone in the community about USI.(1)
I think the marketing efforts have been great in helping to extend our presence in the community. However, I also question how much money is being used for TV and billboard promotions when we are so financially constrained. TV and billboard promotions do not improve the quality of students' academic or co-curricular experiences. Is this really the best way to use our limited funds?(1)
I think the professional look of these campaigns have really improved our image. What a great feeling to be driving to Indianapolis on I-70 and seeing a huge USI billboard!(1)

47. How do you feel the marketing efforts in the past year, including the Get REAL and the USI=Student Success campaigns, have changed the community's image of USI? *(continued)*

I think there needs to be more than our logo on the TV screen...action clips or the field classes, art shows, etc.(1)
I think they've helped but we need to have an enduring branding campaign. Hopefully the new Get The Edge campaign will serve that purpose.(1)
I think people are becoming more familiar with what we have to offer. (9)
I was in the movie theatre on Saturday and a USI 'commercial' was shown before the previews. I was thrilled. I love the billboards. I have not traveled up 41 lately, but when I do, I hope to see billboards all the way to Terre Haute.(1)
I was not impressed with the Get REAL campaign and have not seen or heard anything about the USI=Student Success campaign. But I don't listen to the radio very often or watch much local TV. I don't remember seeing anything in the Courier & Press either.(1)
I'm not sure "get real" is a valid campaign -- students seem to think it is silly.(1)
I'm very proud of the campaign. I think it represents us well, and puts in to words what we do - giving students a real education and experience they can actually use to become better citizens.(1)
I've honestly been a little disappointed in the advertising that I heard on public radio... that said "USI Credits transfer to nearly all other 4 year institutions"... it made us sound like a Community College. Thankfully, I haven't heard it lately, so I'm relieved. I think the 'Real' campaign is nice.(1)
Improved our presence; don't know about our image(1)
Improving our image; I like it.(1)
In many cases, it's heightened the sense of pride already out there in the community and region. In other cases, it's created visibility where it wasn't before. I especially liked seeing the billboard on I-70.(1)
Initially, when asked about the Get Real statement, I did not like it. I did not know at the time the Get Real theme had more information. Years ago when you said get real it was a sarcastic remark and there was negative connotation behind the statement. Now that the market spin of get real is out to the public on billboards and various media sights it flows better with the closing catch and with different ways of using the get real statement. Looking forward to the second phase of the marketing plan.(1)
It was not a well thought out or implemented campaign, but happy something was done.(1)
It's made the university more prominent like larger universities.(7)
Makes USI a more appealing school along with the extra activities, new/remodeled buildings, and a great place to get some extra physical activities with the nature trail.(1)
More are seeing what USI can offer are students but I still think the overall story that we need to convey to the public as far what are students accomplish upon graduation is weak.(1)
Much better. it's good to be advertising at all!(1)
Need to focus on non-Evansville area for marketing. This area saturated and local students view as a last resort college. Would prefer to go away from home.(1)
Nice change and I believe it is helping a little. I think USI is in the beginning stages of marketing this way, so it will take time to truly see the results.(1)
No impact/haven't seen any.(24)
Not sure. Both campaigns are a bit overdone and cliché, but I think they are meant to emphasize the opportunities at USI. I think our message can be stronger!(1)
Not sure. I thought it was clever but I think marketing needs to work more with the departments in marketing their offerings and opportunities for the community to understand what "Get Real" means.(1)
Only somewhat. Need to promote more of the successes publically. Share more of the stats from the dashboard to the public media.(1)
Seems like people can see there's actually another university than UE in town.(1)
So glad to hear/see USI around town. Ch. 14News is really the only audio/visual I see it on a regular basis, other than the "Welcome USI students" around town. Haven't heard anyone outside of USI comment. I smile when I see anything USI out and about town!(1)

47. How do you feel the marketing efforts in the past year, including the Get REAL and the USI=Student Success campaigns, have changed the community's image of USI? *(continued)*

The billboards look nice. I have not seen any other marketing for USI.(1)
The campaigns have definitely brought USI to the minds of our community I do feel we could be doing a better job of telling our story. The strengths of our programs, how our students are interfacing in the community. USI is a very exciting and challenging university. Would like to see our pride of the programs we have built shown off more to the community.(1)
The community already respects USI and has it in high regard. Those campaigns don't target an audience that isn't already coming here.(1)
The community is now aware that USI exists and can provide good quality education. The campaign has been great for community image. The ad during the Channel 14 news has been great marketing. The voice over for the ad communicates strong academic programs, a caring institution and the "Get REAL" campaign resonates with students, parents and the community. This is a great recruiting tool. Keep up the good work.(1)
The get REAL concept seems rather 80's to me, but maybe it worked. I'm not at all familiar with the other campaign. I guess I missed that one.(1)
The landscape of the not-too-distant past included every other college in the region EXCEPT USI, so it is nice to see USI on billboards and other media. I also like the fact that we are not just advertising for new students, but instead are featuring important qualities of USI. Also, I think the color black should be banned from any future print advertising of USI. It has been overused and does not give a pleasing visual experience.(1)
The marketing campaigns have been a positive change. While marketing may not have been necessary in the past, it is essential now, even in our own community. Too many people in SW Indiana are unaware of what USI is and does.(1)
The marketing efforts are much needed to make people aware of the great product we have to offer. We need to continue to expand the effort to further parts of the state, and even to other states in the region as we continue to strengthen the quality of students and continue to offer outstanding academic programs with such great faculty dedicated to student success.(1)
The marketing efforts have presented the University as trustworthy, reliable, welcoming and diverse institution. Job well done.(1)
The media campaigns are helping to show USI as a place that connects education with jobs that people in the community can see themselves actually doing.(1)
There has been a significant increase in marketing efforts that helps USI to gain a stronger appeal a more traditional campus.(1)
They have reminded people that a college exists on the edge of the city. I'm not sure USI's image has changed. That remains to be seen.(1)
Too soon to tell.(12)
Top of mind recall.(1)
Typical academic traditional marketing(1)
Unaware/haven't seen these programs.(21)
Unknown at this point. I do know that following the graduation ceremony this past spring, I overheard parents stating that the ceremony was "mercifully short" and that it reminded them of their high school graduation ceremony. Not really what you want to hear when shaking the perception of being "West Side High". That said, It is, I believe a small step in the right direction. I wonder how many people would use a bill board to guide their decision to enter college at a particular university. I know when I was in high school, TV and radio ads were a much more effective way of reaching me, as I paid no attention to bill boards. I think web paced advertisements on search engine giants like Google would be a more likely way to reach people who would come to USI, given our current state of computer technology infatuation.(1)
USI's awareness has increased, but I am not sure of how it has changed the community's image of USI. I am not that familiar with these campaign slogans. Perception is reality, as the saying goes and one must experience something to understand its impact.(1)
Way past time! Great job.(1)

47. How do you feel the marketing efforts in the past year, including the Get REAL and the USI=Student Success campaigns, have changed the community's image of USI? *(continued)*

We don't let our campaigns run long enough to create an image.(1)
We need to put USI out there, attack attention, we need the recognition.(1)
While I didn't really like the Get REAL campaign, it is wonderful to see and hear USI much more in the community. I think the marketing efforts are long overdue and will help enhance the community's image of USI if the marketing is done well.(1)
Would have liked to see more collaboration with how to incorporate the marketing efforts with departments. For example we should do stuff with the Glenwood project.(1)
Yes, definitely.(6)
Yes. The Get REAL campaign has legitimized USI as a joke. How did they think the phrase "get real" was going to be perceived? Not only would I disassociate who ever dreamed that up, but I would look for a legal ground to issue a claw back of some portion of what they were paid.(1)

Printing Services (q48 to q49)

One year ago, a new copier fleet with enhanced features was installed and training on how to use the new features was offered.

48. Have you used the new copiers for copying, printing from your desktop, or scanning documents to email?

	1 Yes		2 No	
	N	%	N	%
q48.a Copying	461	81.0%	108	19.0%
q48.b Printing from your desktop	302	53.6%	261	46.4%
q48.c Scanning documents to email	310	54.8%	256	45.2%

49. Why have you not used the printing from your desktop or scanning to email features?

Adjunct.(6)
Administrative staff handles this.(8)
Because I could not get IT to get me a Novell Client Profile and had to bring a personal notebook computer to campus.(1)
Because I rarely print anything due to the College of Liberal Arts' effort to save paper.(1)
Because we were not given one.(1)
Confidentiality concerns.(1)
Don't know how.(11)
EASIER TO USE ANOTHER COPIER.(1)
Generally have everything done before I get to campus.(1)
Had forgotten I could.(3)
Have other printing/scanning option available.(9)
Have not taken the time to learn the process.(5)
I cannot get it to work using my mac.(4)
I can't locate the printer.(1)
I didn't know I could.(8)
I do not understand the process.(6)
I do not use these features in my work.(1)
I don't have a scanner.(1)
I don't have the need to.(52)
I don't have the capability on my laptop.(1)
I don't print that much.(5)
I don't use printed materials in my classroom.(1)
I have a personal desktop printer/scanner.(36)
I have a different printer available to me.(7)
I have not had a need.(9)
I have not setup my computer to do so.(14)
I missed the training sessions.(7)
I need training.(4)
I teach a DL class.(1)
I try to simply post everything online.(1)
I use Blackboard posts for my classes (including syllabus, notes, etc.) to reduce paperwork. If I have a large set of copies, I send them to the Copy Center which I believe saves energy and money.(1)
I was not aware of training sessions.(7)
I wasn't aware of the features.(12)
I work off campus.(2)

49. Why have you not used the printing from your desktop or scanning to email features? *(continued)*

Inaccessible and inconvenient.(11)
Lack of Linux support.(1)
Library employees were told they were not encouraged to use these features. None of us use them. We have never been given passwords or instructions.(1)
Need training.(7)
No on campus office.(2)
Quality.(1)
That is not an option in my department.(6)
Too much of a hassle.(1)
Used to how I have always done it.(1)
Usually work at home.(4)
We already have a local printer and it is sometimes needed for Banner job printing.(1)
We are being encouraged to cut down on copies.(1)
What is scanning to email?(1)
why should I?(1)

USI Tobacco Policy (q50 to q51)

50. Do you currently use any type of tobacco products?

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 Yes	29	4.9	4.9	4.9
2.00 No	559	93.6	95.1	100.0
Total	588	98.5	100.0	

51. How has the USI no tobacco use on campus policy affected your use of tobacco products?

Don't care to comment.(1)
I leave/ smoke in my car.(3)
I probably smoke more cigarettes overall, since I can't just dash out for a quick puff or two. I have to actively plan my trips and my car is set up comfortably to grade papers, review material, eat lunch and relax. I tend to interact less with other smokers, especially students who smoke. It seems to me as if the student smokers are often the most 'at-risk' and the less likely to seek interaction with faculty in a formal situation (no data, just anecdotes). I wonder if this policy has impacted retention of students who smoke.(1)
I smoke less because it is difficult to get out to my car, but even before the ban I did not smoke that much on campus.(1)
I'm a casual, social smoker. It hasn't made much difference to me. HOWEVER, I think a designated area or two... other than peoples cars... would be a good idea for the students between class and such. A policy will never make a person quit. It's a very individual thing.(1)
it has reduced the amount of use.(3)
Made me less productive. Must spend time going out to car which may be parked a long way from office. I come back hot or cold or wet and generally in a bad mood.(1)
No change.(13)

David L. Rice Library Questions (q52 – q58)

52. How satisfied are you with the following Rice Library resources and services?

	1 Very Satisfied		2 Satisfied		3 Dissatisfied		4 Very Dissatisfied		5 Have not used		6 Not aware of	
	N	%	N	%	N	n	%	%	N	%	N	%
52.a Electronic books	102	17.8%	121	21.2%	10	85	14.9%	1.7%	7	1.2%	247	43.2%
52.b Interlibrary Loan services	155	27.3%	126	22.2%	8	49	8.6%	1.4%	0	.0%	230	40.5%
52.c Course reserves	125	22.0%	120	21.1%	3	48	8.5%	.5%	0	.0%	272	47.9%
52.d Materials supporting student research	105	18.4%	149	26.1%	16	54	9.5%	2.8%	13	2.3%	233	40.9%

53. If sponsored by the Rice Library, how interested would you be in attending the following:

	1 Very interested		2 Somewhat interested		3 Not at all interested	
	N	%	N	%	N	%
53.a Interest in attending - Author/book talks	141	24.3%	269	46.3%	171	29.4%
53.b Interest in attending - Lecture	104	18.1%	289	50.2%	183	31.8%
53.c Interest in attending - Special displays	123	21.5%	300	52.4%	149	26.0%
53.d Interest in attending - Drop-in discussion (e.g. open forums on library-related issues	106	18.6%	248	43.4%	217	38.0%
53.e	59	10.3%	247	43.1%	267	46.6%

54. Please provide any additional suggestions for Rice Library for faculty, staff, and or students.

All students should be required to take a 1 or 2 credit course in their Freshman year in using the library and on doing college-level research.(1)
As I said earlier. I think the library is a prime area to experiment with Meaningful Gamification. I think it would be a great idea to try out a murder mystery style library orientation session to see how it goes over. Also, I think the library should stock board games and host regular board game nights as part of its normal services as another way of incorporating the library, as a source of entertainment and socializing) into the student population's lives.(1)
Copyright.(2)
Demonstrations of the latest online searching.(3)
Discuss problematic ILL requests with the faculty member before kicking them out of the system. I have had to resubmit valid requests because they were rejected.(1)
e-Reserves four courses need to be better organized.(
Electronic access to academic journals is limited.(3)
Extensive eBook library.(
Faculty study room extended hours mid-week.(1)
Greater access to journals and other subscription publications.(3
Have the meetings in an open area, not in a room without windows.(1)
Help with publishing.(1)
I don't have time to bring my students in for a class session to learn about using resources so it would be nice if the students could come in and sign up for a one-on-one session with a librarian to help them with their research (to learn about using resources).(1)
I haven't used much of the resources or holdings of the Library yet, but it seems to have advanced facilities.(1)
I LOVE RICE LIBRARY!(1)
I think more author/book meetings are good.(1)
I think the library should tap into current events and hold discussions/programming to connect students with current event topics and research for their classes.(1)
I think the staff does a great job in assisting students and I in locating resources. ILL has really improved!(1)
I think they need to be more inclusive with the rest of campus. They seem to operate on their own island over there.(1)
I think this is a great idea in principle, but in the end I don't attend these events because of existing (over)commitments.(1)
I would like to know if the Rice Library had books that would teach me more on how to do my job more efficiently.(1)
Info about the history of USI.(4)
I think that overall it has been very good.(1)
It would be good to have periodic discussions with faculty on collection development.(1)
Keep up the great work!(1)
Library Orientation Class
More computers since a lot of my students need access to the Blackboard. Also, more training on the use of Blackboard to provide assistance to students who are either taking a test through the system. Also, training to assist students who are taking a test or quiz through Respondus LockDown Browser.
More lectures on a wide variety of topics
more program specific journals; also Inter-professional Education resources and journals
More time for interlibrary loans.
My students really need help with APA formatting. I love the libguides for this topic. Possibly something live like this for students?

54. Please provide any additional suggestions for Rice Library for faculty, staff, and or students. *(continued)*

No suggestions.(21)
On line services are growing daily, education in this area would be good.
Open up the computer labs to allow faculty or adjunct faculty to help their own students with research for assignments.(1)
Organize meetings with every department/program to update the holdings of the library with books specific to that discipline. Individual faculty does this occasionally, but we still miss important titles.(1)
Perhaps Rice Library benefits for administrators could be a Toolkit for the Administrative Senate. There are certainly benefits, even for those of us not teaching or taking classes, and I'm sure many administrators aren't aware.(1)
Provide more workshops on using the Library for students. Some have never used the library for anything, other than studying. They don't know where to start and are afraid to ask for help.(1)
Recreate the indoor space/setting/environment of Rice Library so that it is more conducive to a learning, sharing, creating, innovating atmosphere.(1)
Staff is always great.(1)
The impact of e-books on student learning and retention of information would be a great discussion topic.
The Library should be open most hours for our 24/7 campus strategy. (1)
The library staff is fantastic!(1)
The programming needs to be completed by 8:00 in order to make certain persons can use public transportation.(1)
The programming would be appealing if it was interesting (contemporary, creative).(1)
The Rice Library should provide more information about its collection and services.(4)
They are doing a great job.(1)
USI needs to get a redbox video rental on campus. Not necessarily at the Library - but didn't know where else to suggest.(1)
We need better resources to support the scholarship demand required of our entire Faculty. The resources available are simply inadequate. (1)
We need more foreign movies on DVD, documentaries about cultural diversity, and science development. We also need more books in foreign languages, and more books in general.(1)

55. Information literacy is a set of skills needed to find, retrieve, analyze, and use information. How interested would you be in Rice Library offering an elective-credit information literacy course to students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 Very interested	93	15.6	39.1	39.1
	2.00 Somewhat interested	111	18.6	46.6	85.7
	3.00 Not at all interested	34	5.7	14.3	100.0
	Total	238	39.9	100.0	
Missing	System	359	60.1		
Total		597	100.0		

56. If offered, which method would you prefer for educating students on information literacy?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 Info sessions offered by Rice Library staff at the request of faculty (as part of a class, online or in the library)	52	8.7	22.3	22.3
	2.00 As an elective credit information literacy course	32	5.4	13.7	36.1
	3.00 As an information literacy module in a first-year seminar course (UNIV101, HONS101, etc)	149	25.0	63.9	100.0
	Total	233	39.0	100.0	
Missing	System	364	61.0		
Total		597	100.0		

57. Please choose five preferred communication methods for getting information about Rice Library

	N	%
Direct communication (e-mail, telephone, face-to-face)	369	66.2%
Rice Library Web pages	286	51.3%
Rice Library announcement on MyUSI	207	37.2%
Rice Library News newsletter	162	29.1%
Special notices on Rice Library Web page	120	21.5%
Social media (Facebook, Twitter, Pinterest, etc.)	99	17.8%
New faculty orientations	94	16.9%
Spotlight features on Rice Library Web page	90	16.2%
Communication via University's closed circuit television (Symon)	76	13.6%
Promotional materials	75	13.5%
Kiosk in Rice Library lobby	58	10.4%
Rice Library Information Wall (First Floor)	58	10.4%
Rice Library workshops/presentations	56	10.1%
None of the above	51	9.2%
New faculty resource fair	38	6.8%
"Let's Talk Library" Blog	27	4.8%
Other communication method(s)	16	2.9%

57.a What other communication methods do you use to get information about Rice Library

e-mails
I attend at least four library orientations with my students every year.
I typically use USI Today to learn about all areas on campus. Announcements there would be appropriate.
I would like to see more use of focus groups by Rice Library. In this, users and potential users would have a chance to interact with librarians in an informal atmosphere and really tell the librarians what users need.
Newspapers and USI today.
talk to reference rep in person
USI newsletter
USI Today
word of mouth

58. Please choose the top three sources you use to meet your work-related information needs. - Rice Library (staff, resources, services, etc.)

	N	%
Internet search engines (Google, Bing, etc.)	430	78.8%
Preferred web sites (professional association site, bookmarked site, etc.)	346	63.4%
Rice Library (staff, resources, services, etc.)	264	48.4%
Journal articles directly from publisher's web site	115	21.1%
Open access websites (PubMed Central, DOAJ, etc.)	79	14.5%
Other academic/special libraries	78	14.3%
Public libraries	46	8.4%
Departmental library	39	7.1%
Other sources	34	6.2%
Commercial document delivery services	12	2.2%

Counseling Center Questions (q59 – q63)
The USI Counseling Center offers a variety of services for students

59. Which of the following services for students are you aware of?

	N	%
Individual (personal) counseling	463	82.4%
Disability services and accommodations	449	79.9%
Walk-in crisis appointments to assist students in distress	348	61.9%
Referrals for mental health and disability related concerns	301	53.6%
Mental health education tables (resource fair)	233	41.5%
Outreach programming and events	198	35.2%
Group counseling	182	32.4%
Class Presentations	144	25.6%
Relaxation Room	94	16.7%
Web-based self-assessment resources	84	14.9%
A mental health resource library	72	12.8%
Not aware of any of these services for students	41	7.3%
Other Counseling Center student services	33	5.9%

60. The USI Counseling Center also offers services for faculty and staff. Which of the following services are you aware of for faculty and staff?

	N	%
Support for faculty and staff in assisting distressed students	263	47.0%
Consultation/support on disability accommodations and services for students	246	44.0%
Consultations about student-related concerns	200	35.8%
Not aware of any of these services for faculty and staff	188	33.6%
Mental health care resources and referrals	186	33.3%
Presentations on Counseling Center services during department/staff meetings	144	25.8%
Educational presentations for classes and meetings	125	22.4%
Consultation regarding course content that addresses mental health topics	73	13.1%
Other Counseling Center services for faculty and staff	28	5.0%

61. The USI Counseling Center offers a variety of resource materials to faculty, staff, students, and alumni.

	N	%
Not aware of any of these Counseling Center resource materials	234	43.3%
Pamphlets/brochures on mental health related concerns	221	40.9%
Disability Resources Guide	134	24.8%
Resource Cards ("important phone numbers for USI students" info card)	111	20.6%
Decision tree for assisting a distressed student	108	20.0%
Outreach and Programming Guide	102	18.9%
A mental health resource library	65	12.0%
Web-based self-assessment resources	62	11.5%
Other campus community resource materials	11	2.0%

62. What issues do you see as the three most common areas of concern for our students?

	N	%
Balancing responsibilities (juggling multiple life roles)	330	59.2%
Academic stress	319	57.3%
Adjustment to college life	236	42.4%
Family difficulties/problems at home	116	20.8%
Anxiety	115	20.6%
Substance abuse (alcohol and other drugs)	112	20.1%
Problems in friendships or other relationships	76	13.6%
Romantic relationship problems	73	13.1%
Depression	67	12.0%
Homesickness	64	11.5%
Health and wellness	35	6.3%
Other area of concern	24	4.3%
Sexuality and sexual orientation	15	2.7%
Discrimination/exclusion	11	2.0%
None of the above	8	1.4%
Eating concerns	7	1.3%
Suicide	4	.7%
Trauma	2	.4%

63. What additional programs, training, or services would you like to see the Counseling Center offer to the University community?

A resource for staff to talk with a counselor if needed rather than having to go to an off campus facility.(1)
Adjunct instructors are often left out of the information loop; we are in a lower caste. A bit more support/information regarding how to help students and/or deal with difficult students that includes adjunct instructors would be helpful.(1)
Anything pro-active that will get students to think about their mental health as something worth taking care of.(1)
Be more visible, present services in more classes, more information posted.(1)
Bully prevention resources.(1)
Consultation on Family issues.(1)
Counseling Center Services for distance learning students online.
Dating/Relationship issues with students.(1)
Dealing with anxiety workshops.(3)
Expand their services to weekends and afterhours.(2)
Get a director that knows what he is doing.(1)
Group diversity counseling.(1)
I like the work that the Counseling Center is doing on multicultural topics and would like to see them continue with that.(1)
I think the Director needs to be more genuine and truthful.(1)
I would like to be taught to have a safe environment for students or even faculty, administrators here. Teach us how to handle specific stresses.(1)
I would like to see a monthly/biweekly newsletter coming from them so that we will know what events will they have and if I am interested in any of them, I would like to attend.(1)
I would like to see the counseling center do more preventive services for students and work with other departments to meet student's needs.(1)
Increased assistance for students with disabilities .(3)
Information on social media and impact on current and future decisions (Facebook consequences).(1)
Loved that you came out to the departments to talk about services...just keep offering and reminding us about what you have.(1)
Money management.(2)
More about a variety of topics including adjusting to college life, moving away from home, juggling priorities, sexuality issues, etc.(1)
More attention to preparing for job opportunities after graduation.(1)
More help with handicap parking issues on campus. There are not enough spaces for handicapped students to park in. As a result, the campus is not truly accessible for those who are on crutches or wheelchair-bound.(1)
More outreach to make students aware of services.(1)
No suggestions.(31)
On-call services for students.(1)
Programs on how students can be more accepting of other personality types.(1)
Racial discrimination.(1)
Something that would make the student realize it's ok to seek help and to not be ashamed of going to the counseling center.(1)
Stress management/training.(4)
Substance Abuse Education with the Social Work Department. (1)
Support services (personal issues).(3)

63. What additional programs, training, or services would you like to see the Counseling Center offer to the University community? *(continued)*

The last time the Counseling Center presented at our department meeting, the message was that the Counseling Center does not have enough employees to fulfill daily needs. Before considering additional programs, trainings, and services, I would like to see more employees hired.(1)
The services for administrators to be more openly communicated.(2)
Training faculty on classroom management with students who have mental health problems.(1)
Transition programs to move students from needing accommodations to full independence where appropriate. Most bosses are not going to allow the types of accommodations that faculty are forced to provide.(1)
Wellness programs.(2)
Writing support for international students and faculties.(1)

International Programs and Study Abroad Questions (q64 – q73)

64. Please indicate how much you agree or disagree with the following statements:

	1 Strongly Agree		2 Agree		3 Disagree		4 Strongly Disagree	
	N	%	N	%	N	%	N	%
64.a USI students should be encouraged to participate in some type of study abroad experience during their undergraduate career	201	35.3%	296	51.9%	73	12.8%	0	.0%
64.b USI faculty should be encouraged to participate in some type of teaching abroad experience as part of their teaching career	162	29.0%	289	51.7%	108	19.3%	0	.0%
64.c Having a variety of international students as part of the USI community is an important part of the college experience for all students	289	50.9%	250	44.0%	29	5.1%	0	.0%

65. In the classes that you teach, do you use or include…

	1 Most or all classes		2 Some classes but not all		3 Do not use or include in any class	
	N	%	N	%	N	%
65.a In the classes that you teach, do you use or include - Text books that include international topics or events	92	39.0%	76	32.2%	68	28.8%
65.b In the classes that you teach, do you use or include - Current international topics or events in lecture or discussion	80	33.8%	106	44.7%	51	21.5%
65.c In the classes that you teach, do you use or include - International films	22	9.4%	37	15.7%	176	74.9%

66. Do you currently have an international component as part of your academic research?

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 Yes	65	10.9	27.4	27.4
2.00 No	172	28.8	72.6	100.0
Total	237	39.7	100.0	

67. Do you have research expertise regarding a particular country or countries?

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 Yes	65	10.9	11.2	11.2
2.00 No	513	85.9	88.8	100.0
Total	578	96.8	100.0	

68. What country or countries do you possess research expertise?

1400s-1700s West and West Central Africa.(1)
Austria.(2)
Belgium.(1)
Belize.(1)
Bulgaria.(1)
Canada.(1)
Caribbean.(1)
China.(3)
China, South Korea, and Thailand- Health related
Circumpolar North.(1)
Cyprus.(1)
Czechoslovakia.(1)
Dominican Republic.(1)
England.(3)
Eritrea.(1)
European.(2)
France.(3)
Germany.(6)
Ghana.(1)
Greece.(3)
India.(1)
Ireland.(2)
Israel.(1)
Iraq.(1)
Italy.(1)
Japan.(1)
Kenya.(2)
Korea.(2)
Latin America.(2)
Mexico.(1)
Middle East.(1)
New Zealand.(1)
Nigeria.(1)
Pre-Columbian North America.(1)
Romania.(1)
Russia.(5)
Scotland.(1)
Soviet Union.(1)
Spain.(1)
Switzerland.(1)
Turkey.(1)
United Arab Emirates.(1)
The U.K.(6)
The United States of America.(2)
Vietnam.(1)

69. Do you have extensive experience living in a particular country or countries?

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 Yes	120	20.1	20.7	20.7
2.00 No	461	77.2	79.3	100.0
Total	581	97.3	100.0	

70. What country or countries do you possess extensive living or traveling experience?

Afghanistan.(1)
Afghanistan.(1)
Asia.(1)
Australia.(4)
Austria.(3)
Belgium.(4)
Belize.(4)
Botswana.(1)
Cambodia.(1)
Canada.(4)
Caribbean Islands.(1)
Chile.(1)
China.(7)
Columbia.(1)
Costa Rica.(2)
Cuba
Curacao.(1)
Cyprus.(2)
Denmark.(2)
Ecuador.(1)
El Salvador.(1)
Eritrea (East Africa).(1)
Europe.(3)
France.(12)
Germany.(18)
Ghana.(1)
Greece.(6)
Guadeloupe.(1)
Guam.(1)
Honduras.(1)
Hungary
Hungary.(1)
India.(2)
Indonesia.(1)
Iraq.(2)
Ireland.(3)
Israel.(2)
Italy.(8)
Jamaica.(1)

70. What country or countries do you possess extensive living or traveling experience?
(continued)

Japan.(4)
Kenya.(2)
Kuwait.(1)
Lithuania.(1)
Mexico.(9)
Myanmar.(1)
Nepal.(1)
Netherlands.(3)
New Zealand
Nicaragua.(1)
Nigeria.(1)
Northern Africa.(1)
Peru.(1)
Puerto Rico.(1)
Romania.(2)
Russia.(3)
Saudi Arabia.(1)
Scandinavia.(1)
Scotland.(1)
South Korea.(6)
Spain.(5)
Switzerland.(1)
Switzerland.(2)
Taiwan.(2)
Thailand.(2)
The Dominican Republic.(2)
United Arab Emirates.(1)
United Kingdom.(19)
Venezuela.(1)
Vietnam.(1)
Western Europe.(2)

71. What is your country of origin?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 United States of America	539	90.3	93.1	93.1
2 Canada	4	.7	.7	93.8
3 China	4	.7	.7	94.5
4 India	1	.2	.2	94.6
5 Other Country	31	5.2	5.4	100.0
Total	579	97.0	100.0	

71.a What is your country of origin?

Cyprus
Czechoslovakia, Slovak Republic
Eritrea (East Africa)
Germany
Greece
Guyana
I claim multiple countries as my origin.
I hold dual citizenship, U.S.A. and U.K. (2)
Ireland
Kenya
Mexico (2)
Nigeria
Romania (3)
Romania and Belgium
South Korea (2)
Taiwan (3)
Vietnam

72 Would you like to be included in the international expertise data base?

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00 Yes	83	13.9	14.4	14.4
2.00 No	495	82.9	85.6	100.0
Total	578	96.8	100.0	

USI Foundation Questions (q74 – q80)

74. Have you made a gift to the USI Foundation in the past 5 years?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes	262	43.9	45.3	45.3
2 No	317	53.1	54.7	100.0
Total	579	97.0	100.0	

75. Which of the following best describes the reason you have made a gift to the USI Foundation in the past 5 years?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 I want to assist students in reaching their academic goals	72	12.1	27.8	27.8
2 I want to continue to make USI an outstanding institution of higher education	88	14.7	34.0	61.8
3 It is a good tax-deductible opportunity	12	2.0	4.6	66.4
4 As a USI employee, I feel I should "give back"	59	9.9	22.8	89.2
5 Other reason	28	4.7	10.8	100.0
Total	259	43.4	100.0	

75.a What is the reason you gave made a gift to the USI Foundation?

Alumni.(6)
Because I was asked..(1)
Dr Pitzer scholarship.(1)
I am an alumni and an employee and want to give back.(2)
I want to continue to make USI an outstanding institution of higher education.(1)
It was an alternative gift request for a friend of mine for a life event.(1)
Memorial gift.(11)
Particular programs.(1)
Personal reasons.(2)
There was a particular organization through Foundation with which I was working.(1)

76. Which of the following best describes the reason you have not made a gift to the USI Foundation in the past 5 years?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 I do not think my gift would make a difference	6	1.0	2.0	2.0
2 I do not know how the funds raised by the USI Foundation are used	10	1.7	3.3	5.2
3 I have never been asked to make a gift to the USI Foundation	14	2.3	4.6	9.8
4 I do not believe employees should have to "give back" to their employer	42	7.0	13.7	23.5
5 There are other non-profit organizations that I prefer to give to	124	20.8	40.4	63.8
6 Other reason	111	18.6	36.2	100.0
Total	307	51.4	100.0	

76a. What is the reason you have not made a gift to the USI Foundation?

Cannot afford to.(60)
Funds are NOT used wisely. Mark Rozewksi paid his wife for volunteering at USI - and the funds came from the Foundation. I will not give money to the Foundation in the future.(1)
I have only been here a short time.(4)
I make donations elsewhere.(6)
Other financial reasons.(15)
Personal.(2)

77. What is your preferred method for receiving information from the USI Foundation regarding charitable giving opportunities to help support USI?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Email	335	56.1	59.6	59.6
2 Telephone	1	.2	.2	59.8
3 Mail sent to my personal address	127	21.3	22.6	82.4
4 Mail sent to my office	84	14.1	14.9	97.3
5 Other method	15	2.5	2.7	100.0
Total	562	94.1	100.0	

77a. What is your preferred method for receiving information from the USI Foundation regarding charitable giving opportunities to help support USI?

Do not contact me.(6)
I'll think about giving USI money again when we resume pay rises.(1)
On USI Today or USI home page.(1)
Singing telegram.(1)
USI Today web site.(1)
Word of mouth, as it is not likely to come up.(1)

78. To better understand the financial impact USI employee giving has on the region, please indicate whether or not you currently make financial gifts to non-profits organizations located within the Southwestern Indiana area?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes, I currently make financial gifts to non-profit organizations	397	66.5	69.6	69.6
2 No, I currently do not make financial gifts to non-profit organizations	84	14.1	14.7	84.4
3 I prefer not to answer	89	14.9	15.6	100.0
Total	570	95.5	100.0	

79a. What are the primary three non-profit organizations in the Southwestern Indiana area you support with financial gifts?

4C.(1)
4-H.(1)
Albion Bacon Center.(1)
Albion Fellows Bacon Center.(1)
Alhambra Theatre.(1)
Alzheimer's Association.(1)
American Cancer Society.(6)
American Diabetes Association.(1)
American Red Cross.(3)
ARK Crisis Nursery.(2)
Arts Council of SW Indiana.(1)
ASPCA.(1)
Aurora.(3)
Autism Awareness.(1)
Big Brothers Big Sisters.(2)
Boy & Girls Club.(5)
Boy Scouts.(3)
CAJE.(1)
Calvary Chapel.(1)
Cancer Society.(3)
Carver Day Care
CASA.(4)
Castle Marching Knights (band).(1)
Catholic Charities.(5)
Children's school.(1)
Christian organizations.(1)
Church.(36)
Civic Theatre.(1)
Cystic Fibrosis Foundation.(1)
Diocese of Evansville.(1)
Easter Seals.(2)
Evansville African American Museum.(1)
Evansville African-American Museum
Evansville ARC.(4)
Evansville Beautiful.(2)
Evansville Blind Association.(2)
Evansville Christian Life Center.(3)
Evansville Hot Stove.(1)
Evansville Lutheran School.(1)
Evansville Mission.(3)
Evansville Museum.(4)
Evansville nonprofits.(1)
Evansville Philharmonic.(1)
Evansville Rescue Mission.(4)
Evansville Zoo and Botanic Garden.(1)
EVSC.(1)
Feed the Hungry.(1)

79a. What are the primary three non-profit organizations in the Southwestern Indiana area you support with financial gifts? *(continued)*

Food Bank.(3)
FOP.(1)
Gilda's Club.(1)
Girl Scouts.(4)
Goodwill.(3)
Habitat for Humanity.(1)
Heart Association.(1)
Heart Funds.(1)
Help those who can't help themselves.(1)
Historic Newburgh.(1)
Historic Preservation.(1)
Homeless Centers.(1)
Hoosier Mountain Bike Association.(1)
Humane Society.(3)
Indiana University Foundation.(1)
It Takes A Village Animal Rescue.(1)
JDRF.(1)
Jr. League of Evansville.(1)
Kentuckiana Pug Rescue
K-LOVE radio.(1)
Lampion Center.(6)
Libraries.(1)
Life Choices.(1)
Local fire department.(1)
March of Dimes.(2)
Mater Dei High School.(1)
MDA.(1)
Meals on Wheels.(1)
Mended little hearts.(2)
Mental Health Association.(3)
Monastery.(1)
NAMI.(1)
National Domestic Violence Organization.(1)
New Life Ministries.(1)
NPR.(3)
Ohio Valley Search and Rescue.(1)
PAAWS Animal Rescue.(1)
Parenting Time Center.(1)
Patchwork.(2)
PBS.(1)
Planned Parenthood.(2)
Potter's Wheel.(2)
Public Education Foundation.(1)
Public Radio.(2)
Public Schools.(2)
Race for the Cure.(2)
Red Cross.(4)

79a. What are the primary three non-profit organizations in the Southwestern Indiana area you support with financial gifts? *(continued)*

Rehab Center.(1)
Reitz Home Museum.(1)
Relay for Life.(1)
Religious organization.(3)
Rescue Mission.(4)
Right to Life.(3)
Riley Hospital.(6)
Ronald McDonald House.(1)
Rotary Foundation.(1)
Saint Jude Hospital.(2)
Salvation Army.(5)
Signature High School.(1)
Sisters of St. Benedict.(1)
SIUC Foundation.(1)
St. Vincent.(3)
Susan G. Komen Breast Cancer Foundation.(7)
SWIRCA.(2)
TEA PARTY.(1)
Temple Adath B'nai Israel.(1)
The Literacy Center.(2)
The Nature Conservancy.(1)
Toys for Tots.(1)
Tri-State Food Bank.(4)
UMDA.(1)
Uncharted International.(1)
United Caring Shelters.(2)
United Methodist Youth Home.(1)
United Way.(13)
University of Evansville.(2)
University of Southern Indiana.(8)
USO.(1)
Vanderburgh Humane Society.(8)
VFW.(1)
VOICES.(2)
Warrick Co. Humane Society.(3)
Wesselman Nature Society.(2)
Wesselman Park.(1)
Wesselman Woods.(1)
West Side Food Pantry.(1)
West Terrace PTA.(1)
Westside Improvement Assoc.(1)
WKYU.(1)
WNIN.(5)
Women's Fund of Vanderburgh Co.(1)
Wounded Warriors.(1)
YMCA.(2)
Youth First.(1)

79a. What are the primary three non-profit organizations in the Southwestern Indiana area you support with financial gifts?

Youth Resources.(1)
Youth, Inc..(1)
YWCA.(2)
Zoo.(1)

80. What college or division are you a faculty member? (Please select your primary affiliation)

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Business	4	.7	50.0	50.0
2 Liberal Arts	2	.3	25.0	75.0
3 Nursing and Health Professions	1	.2	12.5	87.5
4 Science, Engineering, and Education	1	.2	12.5	100.0
Total	8	1.3	100.0	

Readiness for Interprofessional Learning Scale (RIPLS) Questionnaire (q81 – q121)

81. What is your year of birth?

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1948
1950
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1979

113. Which College of Nursing and Health Professions department are you in?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Dental Assisting	2	.3	5.3	5.3
2 Dental Hygiene	2	.3	5.3	10.5
3 Food and Nutrition	2	.3	5.3	15.8
4 Health Services and Health Administration	4	.7	10.5	26.3
5 Nursing	19	3.2	50.0	76.3
6 Occupational Therapy	1	.2	2.6	78.9
7 Occupational Therapy Assistant	2	.3	5.3	84.2
8 Radiologic Imaging Sciences	3	.5	7.9	92.1
9 Respiratory Therapy	1	.2	2.6	94.7
10 Other department within CNHP	2	.3	5.3	100.0
Total	38	6.4	100.0	

113.a What other CNHP department are you in?
- There were no respondents to q113.a

114. What is your gender?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Male	5	.8	12.2	12.2
2 Female	36	6.0	87.8	100.0
Total	41	6.9	100.0	

115. Have you completed the RIPLS questionnaire before?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes	10	1.7	23.8	23.8
2 No	23	3.9	54.8	78.6
3 Do Not Know	9	1.5	21.4	100.0
Total	42	7.0	100.0	

116. Please indicate how long ago you last completed the questionnaire.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 - 3 months	1	.2	11.1	11.1
4 - 6 months	1	.2	11.1	22.2
7 - 12 months	6	1.0	66.7	88.9
13 - 24 months	1	.2	11.1	100.0
Total	9	1.5	100.0	

117. Have you had previous experience of interprofessional teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes	26	4.4	61.9	61.9
2 No	16	2.7	38.1	100.0
Total	42	7.0	100.0	

118. Please give a very brief statement of what this inter-professional teaching was and any impact it may have had.

collaboration between dental hygiene and nursing students and faculty in providing oral care to patients in an acute care setting
Helping with simulation learning activities
I have been involved in several IPE simulations, online case studies, and other learning activities. I have one published article and have presented locally, nationally, and internationally on IPE experiences.
I have given presentations to different interest groups and I have given individual diet instructions. Providing information to improve diet and health is part of my profession. To see the information used appropriately with positive outcomes is most rewarding.
I participated in an interprofessional education project between radiologic technology students, nursing students, and health profession students
I participated in several interprofessional simulations. It helped students feel more comfortable and have respect for other professionals
I taught a class in Germany this past summer with an Economics Professor from the College of Business. Our students enjoyed the team teaching environment and how healthcare and business/economics overlap. Students from other countries also were also enrolled in the course in addition to students from USI.
Impacts my practice greatly.
important in healthcare
In Spring 2012 we conducted an IPE activity among Health Services/MHA, Nursing and Rad Tech students.
Lecture in other disciplines. Good dialogue
My students have worked with nursing students to perform health screenings in the community.
My teaching experience was in a doctoral class that populated with students from a variety of disciplines. We worked together in groups to survey a community, present the findings to the class and write a report on the community.
PALS and CPR courses. It was gratifying to see the physicians struggle with the scenarios also. RT always had unique input.
simulation exercise that opened my eyes to how much my students and myself do not know about the roles that other professions take in the health care environment.
Worked with Radiology Technology to perform an inter-professional simulation with a transport.

119. Please indicate your level of agreement with the following questions:

	1 Strongly agree		2 Agree		3 Undecided		4 Disagree		5 Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
q119.a Learning with other students/professionals will make me a more effective member of a health and social care team	30	71.4%	11	26.2%	1	2.4%	0	0%	0	0%
q119.b Patients would ultimately benefit if health and social care students/professionals worked together	32	76.2%	8	19.0%	2	4.8%	0	0%	0	0%
q119.c Shared learning with other health and social care students/professionals will increase my ability to understand clinical problems	30	71.4%	11	26.2%	1	2.4%	0	.0%	0	.0%
q119.d Communications skills should be learned with other health and social care students/professionals	30	71.4%	10	23.8%	1	2.4%	1	2.4%	0	.0%
q119.e Team-working skills are vital for all health and social care students/professionals to learn	33	78.6%	8	19.0%	1	2.4%	0	.0%	0	.0%
q119.f Shared learning will help me to understand my own professional limitations	25	59.5%	15	35.7%	2	4.8%	0	.0%	0	.0%
q119.g Learning between health and social care students before qualification and for professionals after qualification would improve working relationships after qualification/collaborative practice	31	73.8%	8	19.0%	3	7.1%	0	.0%	0	.0%
q119.h Shared learning will help me think positively about other health and social care professionals	28	66.7%	12	28.6%	2	4.8%	0	.0%	0	.0%
q119.i For small-group learning to work, students/professionals need to respect and trust each other	32	76.2%	9	21.4%	1	2.4%	0	.0%	0	.0%
q119.j I don't want to waste time learning with other health and social care students/professionals	5	12.2%	1	2.4%	1	2.4%	9	22.0%	25	61.0%

120. Please indicate your level of agreement with the following questions:

	1 Strongly agree		2 Agree		3 Undecided		4 Disagree		5 Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
q120.a It is not necessary for undergraduate/postgraduate health and social care students/professionals to learn together	2	4.8%	0	.0%	2	4.8%	14	33.3%	24	57.1%
q120.b Clinical problem solving can only be learnt effectively with students/professionals from my own school/organization	3	7.5%	4	10.0%	2	5.0%	17	42.5%	14	35.0%
q120.c Shared learning with other health and social care professionals will help me to communicate better with patients and other professionals	22	52.4%	17	40.5%	1	2.4%	0	.0%	2	4.8%
q120.d I would welcome the opportunity to work on small group projects with other health and social care students/professionals	25	61.0%	14	34.1%	2	4.9%	0	.0%	0	.0%
q120.e I would welcome the opportunity to share some generic lectures, tutorials or workshops with other health and social care students/professionals	25	59.5%	13	31.0%	4	9.5%	0	.0%	0	.0%
q120.f Shared learning and practice will help me clarify the nature of patients' or clients' problems	23	56.1%	15	36.6%	3	7.3%	0	.0%	0	.0%
q120.g Shared learning before and after qualification will help me become a better team worker	23	56.1%	16	39.0%	2	4.9%	0	.0%	0	.0%
q120.h I am not sure what my professional role will be/is	1	2.4%	3	7.1%	10	23.8%	10	23.8%	18	42.9%
q120.i I have to acquire much more knowledge and skill than other students/professionals in my own faculty/organization	2	5.0%	6	15.0%	14	35.0%	10	25.0%	8	20.0%

121. Please provide any other comments regarding inter-professional education.

?
I am a member of the inter-professional committee so I fully support the idea of inter-professional education
I believe we could begin to team teach more and more courses at USI. (2)
Needed
No suggestions.