

## SECTION A: JOB SATISFACTION AND CONDITIONS

1. In general, how satisfied are you with your job at UK?

- 1 - Very satisfied
- 2 - Somewhat satisfied
- 3 - Somewhat dissatisfied
- 4 - Very dissatisfied

2. For each statement, please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree.

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
My salary is competitive with those of comparative positions at UK benchmark universities.	1	2	3	4
I have adequate opportunities for professional development.	1	2	3	4
UK provides adequate financial support for my attendance at professional meetings.	1	2	3	4
UK provides all faculty members, regardless of title series, the opportunity to continue their professional development throughout their careers.	1	2	3	4
UK's faculty retirement plan is competitive with other universities.	1	2	3	4
UK's health benefit plan options are satisfactory.	1	2	3	4
UK's sabbatical leave policy is satisfactory.	1	2	3	4
UK's maternity/paternity leave policy for faculty is satisfactory.	1	2	3	4
I feel safe and secure working on campus after working hours.	1	2	3	4
The climate for minority faculty on campus is good.	1	2	3	4
Gender-related issues receive an adequate hearing on campus.	1	2	3	4
More effort needs to be devoted to identifying and correcting gender-related inequities.	1	2	3	4

3. Sometimes people experience attitudes or behaviors that prevent them from feeling part of the campus community. Listed below are seven such discriminatory attitudes or behaviors. For each one, please circle the number indicating whether you have experienced the behavior or witnessed the behavior, and whether it was related to race, gender, age, sexual orientation, or something else. Please circle all that apply.

A. CONDESCENSION: The refusal to take someone seriously communicated through posture, gesture, or tone of voice.

Have you **personally experienced** this on campus?  
1 - No  
2 - Yes, RACE  
3 - Yes, GENDER  
4 - Yes, AGE  
5 - Yes, SEXUAL ORIENTATION  
6 - Yes, related to something else  
(please specify) \_\_\_\_\_

Have you **witnessed** this on campus, aside from personal experience?  
1 - No  
2 - Yes, RACE  
3 - Yes, GENDER  
4 - Yes, AGE  
5 - Yes, SEXUAL ORIENTATION  
6 - Yes, related to something else  
(please specify) \_\_\_\_\_

B. ROLE STEREOTYPING: Expectation of behavior that conforms to a stereotype, such as passivity and deference in demeanor or behavior, or suggesting a traditional career.

Have you **personally experienced** this on campus?  
1 - No  
2 - Yes, RACE  
3 - Yes, GENDER  
4 - Yes, AGE  
5 - Yes, SEXUAL ORIENTATION  
6 - Yes, related to something else  
(please specify) \_\_\_\_\_

Have you **witnessed** this on campus, aside from personal experience?  
1 - No  
2 - Yes, RACE  
3 - Yes, GENDER  
4 - Yes, AGE  
5 - Yes, SEXUAL ORIENTATION  
6 - Yes, related to something else  
(please specify) \_\_\_\_\_

C. PREJUDICIAL COMMENTS: Statements that are derogatory, such as sentiments that certain persons are inferior, not serious or hardworking, or not intelligent.

Have you **personally experienced** this on campus?  
1 - No  
2 - Yes, RACE  
3 - Yes, GENDER  
4 - Yes, AGE  
5 - Yes, SEXUAL ORIENTATION  
6 - Yes, related to something else  
(please specify) \_\_\_\_\_

Have you **witnessed** this on campus, aside from personal experience?  
1 - No  
2 - Yes, RACE  
3 - Yes, GENDER  
4 - Yes, AGE  
5 - Yes, SEXUAL ORIENTATION  
6 - Yes, related to something else  
(please specify) \_\_\_\_\_

D. **HOSTILITY:** Avoidance, expressions of annoyance, resentment, anger or jokes at someone's expense because of race, gender, age or sexual orientation.

Have you **personally experienced** this on campus?

- 1 - No
- 2 - Yes, RACE
- 3 - Yes, GENDER
- 4 - Yes, AGE
- 5 - Yes, SEXUAL ORIENTATION
- 6 - Yes, related to something else  
(please specify) \_\_\_\_\_

Have you **witnessed** this on campus, aside from personal experience?

- 1 - No
- 2 - Yes, RACE
- 3 - Yes, GENDER
- 4 - Yes, AGE
- 5 - Yes, SEXUAL ORIENTATION
- 6 - Yes, related to something else  
(please specify) \_\_\_\_\_

E. **DOUBLE STANDARDS:** Evaluating one person's work differently than another's because of race, gender, age or sexual orientation.

Have you **personally experienced** this on campus?

- 1 - No
- 2 - Yes, RACE
- 3 - Yes, GENDER
- 4 - Yes, AGE
- 5 - Yes, SEXUAL ORIENTATION
- 6 - Yes, related to something else  
(please specify) \_\_\_\_\_

Have you **witnessed** this on campus, aside from personal experience?

- 1 - No
- 2 - Yes, RACE
- 3 - Yes, GENDER
- 4 - Yes, AGE
- 5 - Yes, SEXUAL ORIENTATION
- 6 - Yes, related to something else  
(please specify) \_\_\_\_\_

F. **TOKENISM:** Selecting/hiring only one or a few persons because of race, gender, age or sexual orientation.

Have you **personally experienced** this on campus?

- 1 - No
- 2 - Yes, RACE
- 3 - Yes, GENDER
- 4 - Yes, AGE
- 5 - Yes, SEXUAL ORIENTATION
- 6 - Yes, related to something else  
(please specify) \_\_\_\_\_

Have you **witnessed** this on campus, aside from personal experience?

- 1 - No
- 2 - Yes, RACE
- 3 - Yes, GENDER
- 4 - Yes, AGE
- 5 - Yes, SEXUAL ORIENTATION
- 6 - Yes, related to something else  
(please specify) \_\_\_\_\_

G. **BACKLASH:** Rejecting or punishing someone because they have spoken out about or taken action on discrimination.

Have you **personally experienced** this on campus?

- 1 - No
- 2 - Yes, RACE
- 3 - Yes, GENDER
- 4 - Yes, AGE
- 5 - Yes, SEXUAL ORIENTATION
- 6 - Yes, related to something else  
(please specify) \_\_\_\_\_

Have you **witnessed** this on campus, aside from personal experience?

- 1 - No
- 2 - Yes, RACE
- 3 - Yes, GENDER
- 4 - Yes, AGE
- 5 - Yes, SEXUAL ORIENTATION
- 6 - Yes, related to something else  
(please specify) \_\_\_\_\_

**SECTION B: TEACHING AND ADVISING**

4. Are you involved in the teaching program in your department/unit?

1 - Yes

2 - No → **PLEASE SKIP TO SECTION C**

5. For each statement, please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree.

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
In my college, teaching is regarded as equal in importance to research.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
My research efforts also strengthen my teaching.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I have satisfactory access to specific instructional support units for help in the development of instructional materials.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The University should increase the teaching load of faculty who are least productive in research.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Graduates in my area are adequately prepared to enter their chosen fields.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The teaching evaluation forms used by students are an effective evaluation tool of my teaching performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student athletes are held to the same academic standards in the classroom as non-athletes.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I would become more involved in UNDERGRADUATE education if it were more adequately rewarded.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I would become more involved in GRADUATE education if it were more adequately rewarded.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

6. Based on **your** experience with student athletes in your classroom, do you think that athletics interferes with their success as students?

1 - Yes

2 - No

8 - No experience with athletes in class

7. Based on **your** experience with student athletes in your classroom, do you think that coaches support their academic endeavors?

1 - Yes      2 - No      8 - No experience with athletes in class

8. Please indicate the percent of in-class time used for each of the following instructional techniques:

\_\_\_\_\_ % Lecture  
 \_\_\_\_\_ % Discussion  
 \_\_\_\_\_ % Active learning exercises  
 \_\_\_\_\_ % Computer-based exercises  
 \_\_\_\_\_ % Group exercises  
 \_\_\_\_\_ % Other (Please specify:) \_\_\_\_\_

9. How helpful would each of the following be in your teaching efforts? For each one, please circle the number indicating whether it would be (1) very helpful, (2) somewhat helpful, or (3) not helpful—or whether you already have access to these resources in your unit (8).

	<b>VERY HELPFUL</b>		<b>NOT HELPFUL</b>	<b>HAVE ACCESS</b>
Information on sources of external funds to support teaching improvement, equipment purchases, etc.	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Consultations on applying new technologies in the classroom.	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Assistance in preparing materials.	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Consultations with "master teachers."	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Assistance in assessing the results of your teaching.	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Other (Please specify) _____	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>

10. Are you involved in advising undergraduate students?

1 – Yes      2 - No → **PLEASE SKIP TO 12**

11. For each statement, please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree.

	<b>STRONGLY AGREE</b>			<b>STRONGLY DISAGREE</b>
Advising students is adequately rewarded.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
As an advisor I am confident I understand the University Studies Program requirements and options.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

	STRONGLY AGREE		STRONGLY DISAGREE	
I feel that undergraduates who are advised by special/professional advisors receive better quality advising than those advised by faculty.	1	2	3	4
I understand the educational goals of my advisees and am able to explore curricular approaches with them.	1	2	3	4
I am able to refer students for personal or career counseling when I cannot provide it.	1	2	3	4
I can easily advise students regarding class scheduling.	1	2	3	4
I can easily advise students regarding registration procedures.	1	2	3	4

12. Are you involved in the graduate education program in your unit?

1 - Yes

2 - No → **PLEASE SKIP TO 14**

13. For each statement, please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree.

	STRONGLY AGREE		STRONGLY DISAGREE	
The academic success of graduate students could be better predicted by using more subjective measures (recommendations, writing examples, etc.) as well as standardized tests and undergraduate grades.	1	2	3	4
UK should use professional recruiters to aid in graduate student recruitment in much of the same way as is done in recruitment of undergraduate students.	1	2	3	4
UK should offer additional incentives to attract minority graduate student applicants.	1	2	3	4
UK should make graduate degree programs more accessible for non-traditional students (mid-career executives, professionals, older students).	1	2	3	4
All graduate faculty in my department/unit teach or supervise graduate students on a regular basis.	1	2	3	4

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
UK should make additional graduate programs accessible to students at extended-campus sites.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The current level of graduate student support (e.g., TA, RA, and fellowships) is sufficient to achieve and maintain a competitive graduate program in my discipline at the national level.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

14. How would you rate the following in providing support services for your teaching, classroom instruction and students? For each one, please circle the number indicating whether you would rate each service as (1) excellent, (2) good, (3) fair, or (4) poor—or whether a service is not applicable for your teaching efforts (8).

	<b>EXCELLENT</b>	<b>GOOD</b>	<b>FAIR</b>	<b>POOR</b>	<b>N/A</b>
Department/unit material & equipment	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Language lab	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Writing Center	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Instructional TV lab	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
TIPS program	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Computer labs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Office of Instructional Resources (OIR) film library	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
OIR video services	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
OIR A/V preparation services	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Library	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Undergraduate Studies Office	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Teaching and Learning Center	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>

**SECTION C: RESEARCH**

15. Does any of your appointment (or Distribution of Effort) include a research component?

1 – Yes

2 – No → **PLEASE SKIP TO SECTION D**

16. For each statement, please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree.

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
My academic unit demonstrates a high level of commitment to research.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The research environment in my department or unit is very supportive of BASIC research.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The research environment in my department or unit is very supportive of APPLIED research.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
There are adequate internal funds to support research that cannot attract external grants.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Administrators and/or peers in my College discourage faculty from becoming involved in multidisciplinary or interdisciplinary research.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Creative research at UK is inhibited by external political and/or business pressures.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The human subjects review process provides an appropriate balance between the needs of the researchers and the protection of human subjects.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
University library resources are adequate for my research needs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I receive sufficient information about the availability of outside resources for research.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

17. If you could choose **ONLY ONE** mechanism for improving the quality of research at UK, which one of the following would you select?

1 - Additional research space and facilities

2 - Greater access to research equipment, especially shared equipment

3 - Additional faculty

4 - Additional graduate students

5 - More competitive faculty salaries

6 - Other (Please specify): \_\_\_\_\_

18. Effective research in some areas requires multiple support facilities and services. Please circle the number indicating whether – for the purposes of your research - you would rate each of the following as: (1) more than adequate, (2) somewhat adequate, (3) somewhat inadequate, (4) very inadequate, or whether the facility or service is not applicable to your research (8).

	MORE THAN ADEQUATE			VERY INADEQUATE		N/A
The Office of Sponsored Program Development's assistance in identifying funding opportunities and in soliciting support from funding agencies.	1	2	3	4	8	
The Office of Sponsored Project Administration's assistance with budgets, administrative requirements, and accounting policies & procedures for administering externally funded grants & contracts.	1	2	3	4	8	
Facilities for constructing research instruments/devices.	1	2	3	4	8	
Drafting, photographic, & cartographic services for publication development.	1	2	3	4	8	
Policies & procedures for hiring research personnel.	1	2	3	4	8	
UK policies and procedures regarding animal research.	1	2	3	4	8	
UK policies & procedures regarding human subjects.	1	2	3	4	8	
Administrative procedures regarding safety in research laboratories and with equipment & hazardous materials.	1	2	3	4	8	
Safety practices in laboratories and research facilities in my area.	1	2	3	4	8	

19. Please provide the approximate percentage of your research program that is funded by each of the following (amount to total 100% of research effort):

- \_\_\_\_\_ % Department/unit funds include department research effort
- \_\_\_\_\_ % College funds
- \_\_\_\_\_ % Center(s)/institute(s)
- \_\_\_\_\_ % Sector/University funds
- \_\_\_\_\_ % Private foundations
- \_\_\_\_\_ % Private company
- \_\_\_\_\_ % Extramural state funds
- \_\_\_\_\_ % Extramural federal funds
- \_\_\_\_\_ % Other (Please specify:) \_\_\_\_\_

20. Have you been involved in a significant capacity with a UK research center or institute?

- 1 - Yes, currently
- 2 - Yes, in the past but not currently
- 3 - No → **PLEASE SKIP TO SECTION D**

21. What percent of your effort was formally assigned to work in the center or institute by your academic department chairman and/or dean? \_\_\_\_\_ %

22. What percent of your total workload did you ACTUALLY allocate to your center or institute research work? \_\_\_\_\_ %

### SECTION D: PUBLIC SERVICE

23. The following are some examples of public service activities. Please circle the number indicating how frequently you participate in each of the following activities - (1) never, (2) once or twice a year, (3) once or twice a month, (4) once a week, or (5) several times a week?

	NEVER	1 - 2 PER YEAR	1 - 2 PER MONTH	ONCE PER WEEK	2+ PER WEEK
Provide educational programs, conferences, or presentations to <b>external</b> organizations or individuals	1	2	3	4	5
Develop and disseminate knowledge, information, or technology to help solve problems for <b>external</b> organizations or individuals	1	2	3	4	5
Contribute interviews, columns, or other writing to mass media	1	2	3	4	5
Participate in economic development activities	1	2	3	4	5
Participate in community development activities, including youth development	1	2	3	4	5
Participate in cultural enrichment and artistic performances	1	2	3	4	5
Provide diagnostic services or treat patients	1	2	3	4	5
Provide testing of products or commodities	1	2	3	4	5
Serve as an officer, board member, or committee member/chair for a community agency or organization.	1	2	3	4	5

24. On HOW MANY professional organizations in your discipline have you served as an officer, board member, or committee member during the PAST THREE YEARS? \_\_\_\_\_

25. Approximately how many hours do you spend each week, *on the average*, on public service activities such as the ones listed above in question 23?

- 1 - None                                      3 - Between 4 and 8 hours                      5 - More than 16 hours  
2 - Less than 4 hours                      4 - Between 8 and 16 hours

26. Please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree with the following statements.

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
Public service should be an important component of UK's overall mission.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
UK's financial support for public service is currently sufficient to accomplish the University's public service mission.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
UK's administrative support for public service activities is adequate.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Public service activities are given sufficient weight in promotion decisions and merit reviews.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

## **SECTION E: FACULTY RECRUITMENT AND RETENTION**

27. Please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree with the following statements.

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
Sufficient start-up funds are available to attract the best new faculty members.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
My department/unit has written procedures for recruiting new faculty.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
My department/unit consistently includes qualified female candidates in our pools.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
My department/unit makes special efforts to ensure there are minority candidates in our pools.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
UK should establish a central personnel office to assist in recruitment of minority faculty.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Procedures and criteria for recruiting part-time faculty in my department are clear.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
Part-time teaching faculty in my department/unit meet the same requirements for professional, experiential, and scholarly preparation as their full-time counterparts.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
How well a candidate fits with the overall mission and goals of our department/unit is an important consideration in selecting new faculty for purposes of retention, promotion and salary.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I support the development of a specific University-wide plan to recruit new faculty members.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Search or screening committees of the faculty are used when recruiting new faculty.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Current faculty have direct input into selection of candidates for vacant positions.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Although faculty members have input into recruiting, the final decision among the candidates is often made by the department/unit chair.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I support the development of a specific policy at the college, sector or University level to deal with retention of faculty members.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Financial rewards are adequate to retain existing faculty members.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

## **SECTION F: PERFORMANCE AND RESOURCE ISSUES**

28. Please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree with the following statements.

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
UK's fiscal resources are adequate to support my RESEARCH.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
UK's fiscal resources are adequate to support my TEACHING.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
UK's fiscal resources are adequate to support my SERVICE OBLIGATIONS.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
My teaching load is comparable to other faculty in my department/unit with similar appointments or responsibilities.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I am satisfied with my level of input in decisions on resource allocation in my department/unit.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I am able to benefit from indirect monies returned to my department or unit from external grants I have obtained.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I have adequate influence over what happens to the salary reimbursements generated by external grants I have obtained.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
UK has continued to support my activities for which funds were supplied at the time of my hiring.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I have access to sufficient teaching or research assistants to enable me to perform my professional responsibilities.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The criteria for allocation of TAs within my college are appropriate.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The resources/start-up support promised to me when I was hired were provided in a timely fashion.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Greater involvement of faculty members in making salary adjustment outside of the merit system is needed.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
UK's physical plant and facilities where I work meet my research and teaching needs (are adequate, in good repair, safe).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I receive adequate information regarding University resources available to support grant writing and research procurement.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
UK's overall fiscal obligations to support faculty members is adequate.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Classrooms are adequate to accommodate instructional activities.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
UK makes fiscal resources available to faculty members in a timely manner when and as needed.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
My department has adequate support to replace/upgrade research equipment as it becomes obsolete.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The space occupied by my department/unit promotes collegiality.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
UK provides adequate training in management skills for persons assuming managerial/supervisory positions.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
My department/unit has adequate resources for acquiring teaching equipment.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Faculty members are given sufficient opportunity to provide input about space and equipment needs for their educational units.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Appropriate improvements have been made to physical, research-related facilities (exclusive of equipment) in the last five years.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

29. If you were involved in setting priorities for the University budget, how would you rank the following items: (1) high priority, (2) medium priority, (3) low priority, or (8) don't know?

	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>DK</b>
Faculty salaries	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Staff salaries	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Assistantship Salaries	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Administrative salaries	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Number of faculty positions	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Faculty release time	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Faculty recruitment inducements	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Non-sponsored research projects	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Research equipment	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>

	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>DK</b>
Instructional equipment	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Library holdings	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Maintenance and improvement of existing buildings and facilities	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Construction of new buildings and facilities	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>
Other (Please specify): _____ _____	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>

### **SECTION G: GOVERNANCE AND ADMINISTRATION ISSUES**

30. Please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree with the following statements.

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
Faculty members' opinion is reflected in policies governing the academic environment at UK.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Faculty members receive appropriate information about the agenda/actions of the Senate Council and its committees.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Faculty members have an important role in curriculum decisions in my department.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Faculty members have an appropriate level of influence over the selection of department chairs/unit heads.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
There is a formal mechanism for faculty to express views on their chair's performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Faculty members' opinions are included in the evaluation of their Dean.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Faculty members' opinions are included in the evaluation of the chancellor/vice president of their sector.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The current administrative organization (Sectors, Chancellors, and Vice Presidents) promotes the effective operation of UK.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
I feel free to disagree with my chair without concern for effects on my career.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
UK faculty have appropriate opportunities to have their grievances considered.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
From my perspective as a faculty member, I feel the Board of Trustees protects the administration from undue pressure from political, religious, or other external bodies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The fund-raising programs of UK are in harmony with the institution's purpose and mission.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The intercollegiate athletics program operates in harmony with UK's educational purposes.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Faculty members have an appropriate level of influence on academic standards established for student athletes.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The process of selecting faculty representatives for the athletics association should include faculty members' consultation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
My department/unit has a regular faculty retreat (outside of regular faculty meetings) to discuss department/unit concerns and issues.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

## **SECTION H: ACADEMIC FREEDOM**

31. Please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree with the following statements.

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
In my teaching, I feel free to choose the ideas and the materials I use.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I feel that my department's/unit's decisions on promotion & tenure are based on the quality of my work without bias against particular theoretical or methodological approaches.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The way I approach a research project is influenced by the way I think it will be received by my administrators or colleagues.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
The way I report the results of my research is influenced by the way I think it will be perceived by my administrators or colleagues.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
UK's definition of "academic freedom" (as written in the Faculty Handbook) provides a sufficient safeguard for you to fulfill your responsibilities as a faculty member.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

## **SECTION I: EVALUATION AND REWARDS**

32. Please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree with the following statements.

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
I received adequate orientation through my department or college on the promotion and tenure process and criteria.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
My department/unit has provided in writing the discipline-specific forms of productivity that are appropriate for evaluating performance in the unit's discipline.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
My department/unit has provided me adequate assistance in preparing for promotion.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Untenured faculty members should participate with tenured faculty members in all promotion and tenure decisions.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I received (or will receive) copies of my 2nd and 4th year reviews of progress toward tenure.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Promotion recommendations that have the accord of the department, the college review committee, and the dean should not be reviewed by a University area committee.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
University area committees are sensitive to the differences in workloads and expectations associated with different types of appointments.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

33. Are you aware that the University Administration and University Senate are preparing an official policy on Tenured Faculty Review and Development (TFRD)?

- 1 - Yes, very aware
- 2 - Yes, but only minimally
- 3 - No, not at all → **PLEASE SKIP TO 35**

34. Have you been asked for input into the development of this policy on Tenured Faculty Review and Development (TFRD)?

- 1 - Yes, by/to the Faculty Senate at one of its meetings
- 2 - Yes, by/to our Faculty Senate representative
- 3 - Yes, by/to a survey questionnaire
- 4 - Yes, by/to my colleagues at one of our regular faculty meetings
- 5 - Yes, but by some other mechanism not listed above
- 6 - No, I have not been asked for any input into this policy

35. What percent weight do you believe is **CURRENTLY GIVEN** in promotion, tenure, and salary decisions for these activities: *(should total 100%)*

- \_\_\_\_\_ Research productivity
- \_\_\_\_\_ Teaching
- \_\_\_\_\_ Public service
- \_\_\_\_\_ University service
- \_\_\_\_\_ Acquisition of extramural funds
- \_\_\_\_\_ Multi-disciplinary efforts
- \_\_\_\_\_ Other (Please specify): \_\_\_\_\_

36. What percent weight would you **RECOMMEND BE GIVEN** in promotion, tenure, and salary decisions for these activities: *(should total 100%)*

- \_\_\_\_\_ Research productivity
- \_\_\_\_\_ Teaching
- \_\_\_\_\_ Public service
- \_\_\_\_\_ University service
- \_\_\_\_\_ Acquisition of extramural funds
- \_\_\_\_\_ Multi-disciplinary efforts
- \_\_\_\_\_ Other (Please specify): \_\_\_\_\_

**SECTION J: INSTITUTIONAL PLANNING**

37. To your knowledge, does your unit have a formal mission statement that supports the mission of the University?                      1 - Yes                      2 - No

38. Please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree with the following statements.

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
I am familiar with the mission and goals contained in the UK Strategic Plan.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The mission and goals contained in the UK Strategic Plan are appropriate to the University of Kentucky.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I was included in the discussion of the University's strategic plan that was approved by the Board of Trustees in 1998.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
Goal-setting in my department is influenced in a meaningful way by the UK Strategic Plan.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The strategic plans of the educational units are used in making decisions about space and equipment resource allocations.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The planning process in MY department/unit involves the establishment of explicit objectives or goals related to the teaching, research, and/or service functions of the unit.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
My department/unit formally examines, sets, and revises its goals for what its graduates need to know and understand.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
My department/unit has explicit criteria to use in evaluating our own success in accomplishing the educational results of our program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
An assessment process is undertaken to determine the extent to which these objectives are met.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The results of the assessment process are used to improve the teaching, research, and/or service functions of the unit.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The results of planning and assessment influence budgeting and resource allocation within the unit.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The results of planning and assessment influence hiring decisions within the unit.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The periodic review process provides a fair assessment of my unit's strengths and weakness.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The periodic review process provides ample opportunity for faculty and staff input.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The periodic review leads to reallocation of college/sector resources to address needs or deficiencies identified in the final report.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The periodic review process leads to meaningful change and program improvement.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

39. How frequently do you use University data for each of the following: (1) frequently, (2) occasionally, (3) rarely, or (4) never, or is this not applicable to your position (8).

	FREQUENTLY			NEVER	N/A
Curriculum and course planning decisions	1	2	3	4	8
Budgeting	1	2	3	4	8
Resource and space allocation	1	2	3	4	8
Faculty recruiting and staffing decisions	1	2	3	4	8

40. Please rate the overall responsiveness of the Institutional Research support offices at the University to your requests. Would you rate each office's responsiveness as: (1) excellent, (2) good, (3) fair, or (4) poor - or do you never use this office(8)?

	EXCELLENT			POOR	NEVER USE
Office of Institutional Planning, Budgeting, and Effectiveness (Central Administration)	1	2	3	4	8
Office of Assessment and Institutional Data (Lexington Campus)	1	2	3	4	8
Office of Institutional Research and Decision Support (Medical Center)	1	2	3	4	8

## SECTION K: ACADEMIC SUPPORT - LIBRARIES

41. In general, how often do you use the libraries on campus?

- 1 - Almost daily
- 2 - More than once a week
- 3 - About once a week
- 4 - About once a month
- 5 - Less than once a month
- 6 - Never → **PLEASE SKIP TO SECTION L**

42. How satisfied are you with these aspects of the library you use MOST OFTEN? For each one, please circle the number indicating whether you are (1) very satisfied, (2) somewhat satisfied, (3) somewhat dissatisfied, or (4) very dissatisfied—or whether you don't use the service (8).

	VERY SATISFIED			VERY DISSATISFIED	DON'T USE
Reference service	1	2	3	4	8
Online catalog	1	2	3	4	8

	VERY SATISFIED			VERY DISSATISFIED		DON'T USE
Database research service	1	2	3	4	8	
Circulation service	1	2	3	4	8	
Course reserve service	1	2	3	4	8	
Interlibrary loan service	1	2	3	4	8	
Training in use of library and information resources	1	2	3	4	8	
Responses to requests for acquisition of materials	1	2	3	4	8	
Study facilities	1	2	3	4	8	
Copy facilities and service	1	2	3	4	8	
Dual catalog classification	1	2	3	4	8	

## SECTION L: ACADEMIC SUPPORT - COMPUTING

43. Do you routinely use a computer in your job?

1 - Yes

2 - No → **PLEASE SKIP TO SECTION M**

44. Do you have access to a PC in your office or work area?

1 - Yes

2 - No → **PLEASE SKIP TO QUESTION 46**

45. How satisfied are you with each of the following aspects of this PC: (1) very satisfied, (2) somewhat satisfied, (3) somewhat dissatisfied, or (4) very dissatisfied, or is the item not applicable (8).

	VERY SATISFIED			VERY DISSATISFIED		N/A
The quality and features of the equipment.	1	2	3	4	8	
Compatibility with University, college, or other departmental/unit systems	1	2	3	4	8	
Availability of information on & assistance in purchasing software.	1	2	3	4	8	
Connections to local area networks or the UK campus network.	1	2	3	4	8	

	<b>VERY SATISFIED</b>		<b>VERY DISSATISFIED</b>		<b>N/A</b>
Availability of the PC for use.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Service on the equipment.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Instruction and training courses.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Consulting assistance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Printer quality.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Printer availability.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>

46. For each statement, please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree.

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
When I experience problems using my computer, I know whom to contact for service and/or support.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I have been provided the appropriate computer hardware to efficiently complete my job.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I have been provided the appropriate computer software with which to efficiently complete my job.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I have been provided adequate technical support to keep my hardware and software functioning.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
My computer training has effectively prepared me to carry out my job.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I have continuing access to computer training.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I have sought more computer training.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The UK homepage on the web provides a route to useful information.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can find what I am looking for using the UK homepage.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

47. How many hours per week, on average, do you use computers for your University RESEARCH? \_\_\_\_\_

48. How many hours per week, on average, do you use computers for your University TEACHING? \_\_\_\_\_

49. How satisfied are you with each of the following aspects of INSTRUCTIONAL COMPUTING: (1) very satisfied, (2) somewhat satisfied, (3) somewhat dissatisfied, or (4) very dissatisfied, or is the item not applicable (8).

	<b>VERY SATISFIED</b>		<b>VERY DISSATISFIED</b>		<b>N/A</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
The availability of computer labs for class sessions.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
The availability of PCs or terminal with large screen or projection equipment for demonstration use in the classroom.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
The availability of computers for students with disabilities.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
The availability of knowledgeable personnel to assist with instruction in the use of computing systems.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
The number of terminals and/or IBM-compatible PCs available for student use in departmental, college, or university operated labs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
The number of terminals and/or Macintosh available for student use in departmental, college, or university operated labs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
Student access to computing from their residence halls or off-campus residences.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
The hours of operation of the labs containing the terminals and computers for student use.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
The software available for student use.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
The quality of printers available for student use.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>
The number of printers available for student use.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>

50. How significant is each of the following as a factor in **LIMITING** your use of computers in classes and instruction: (1) very significant, (2) somewhat significant, or (3) not significant.

	<b>VERY SIGNIFICANT</b>	<b>SOMEWHAT SIGNIFICANT</b>	<b>NOT SIGNIFICANT</b>
Not appropriate for my classes.	<b>1</b>	<b>2</b>	<b>3</b>
Lack of funds for equipment.	<b>1</b>	<b>2</b>	<b>3</b>
Lack of funds for software.	<b>1</b>	<b>2</b>	<b>3</b>
Lack of knowledge on my part concerning applications.	<b>1</b>	<b>2</b>	<b>3</b>
Lack of staff support to assist in development.	<b>1</b>	<b>2</b>	<b>3</b>
Shortage of my time to develop course materials or skills.	<b>1</b>	<b>2</b>	<b>3</b>
Other (Please specify): _____	<b>1</b>	<b>2</b>	<b>3</b>

51. Please circle the number(s) indicating the type of activities for which you use computers (*circle all that apply*).

- 1 - Research/data analysis
- 2 - Teaching
- 3 - E-mail
- 4 - Class listserv
- 5 - Power point presentations
- 6 - Computer-based labs
- 7 - Other (Please specify): \_\_\_\_\_

**SECTION M: CONTINUING EDUCATION**

52. Are you involved in teaching or administering the Continuing Education Programs of your department/unit?

- 1 - Yes
- 2 - No → **PLEASE SKIP TO SECTION N**

53. For each statement, please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree.

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>
Criteria for the selection of people to teach our continuing education program are clear.	<b>1</b>	<b>2</b>	<b>3</b> <b>4</b>
Facilities and rooms for continuing education are adequate.	<b>1</b>	<b>2</b>	<b>3</b> <b>4</b>

## SECTION N: DISTANCE LEARNING

54. Are you involved in teaching or administering the Distance Learning/Education Programs of your department/unit?

1 - Yes

2 - No → **PLEASE SKIP TO SECTION O**

55. In the past three academic years, what percent of the Distance Learning courses you have taught were at the following levels: (*should total 100%*)

\_\_\_\_\_ % Undergraduate-lower level, 100-200 level

\_\_\_\_\_ % Undergraduate-upper level, 300-400 level

\_\_\_\_\_ % Master's-500 level or above as appropriate

\_\_\_\_\_ % Graduate/professional level courses

56. How many courses EACH YEAR do you teach through the Distance Learning Program?

\_\_\_\_\_ <1 per year    \_\_\_\_\_ 1    \_\_\_\_\_ 2    \_\_\_\_\_ 3    \_\_\_\_\_ 4    \_\_\_\_\_ 5    \_\_\_\_\_ 6 or more

57. Do you teach Distance Learning classes:

1 - As part of my DOE

2 - In addition to my DOE for non-salary benefits

3 - In addition to my DOE for overload compensation

58. For each statement, please circle the number indicating whether you (1) strongly agree, (2) somewhat agree, (3) somewhat disagree, or (4) strongly disagree.

	<b>STRONGLY AGREE</b>			<b>STRONGLY DISAGREE</b>
Faculty are given appropriate support and training to develop and teach distance education courses.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Campus efforts are well coordinated regarding distance education.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Programs should be allowed to contract with other universities to provide distance learning courses as substitutes for required or elective coursework.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The university has articulated a long range and coordinated plan for distance learning activities.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Distance learning should continue to be a key focus of the University's educational programming.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

	<b>STRONGLY AGREE</b>		<b>STRONGLY DISAGREE</b>	
The University has formulated clearly stated, explicit goals for the distance education program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The goals of the distance education program are consistent with the mission of the university.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Appropriate evaluation procedures are in place to determine the quality and effectiveness of distance learning programs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The technology used to deliver distance education programs are adequate and appropriate for students and faculty.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The University consults with constituents of distance education programs (Faculty, students, staff, technician, administrator) to review, identify, and solve problems related to distance education.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

59. Distance education programs are comparable in quality to their on-campus counterparts:

- 1 - All of the time
- 2 - Sometimes
- 3 - Occasionally
- 4 - Rarely
- 5 - Never

60. Please rank order the types of support that would be beneficial to faculty when offering distance education. Place a 1 by the most important type of support, a 2 by the second-most important type of support, etc.

- \_\_\_ Released time (Reduction in non-teaching responsibilities)
- \_\_\_ Extra compensation
- \_\_\_ Course load reduction
- \_\_\_ Graduate/teaching assistants
- \_\_\_ Other (Please specify): \_\_\_\_\_

## **SECTION O: DEMOGRAPHIC AND OTHER INFORMATION**

61. These final questions will be used for analytic purposes only and will allow important comparisons to be made of responses across groups. First, are you:

- 1 - Male
- 2 - Female

62. Which of the following **best** describes your race or ethnicity? (*Please circle one.*)

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 1 - African-American/African descent | 4 - Hispanic                     |
| 2 - American Indian                  | 5 - White                        |
| 3 - Asian or Pacific Islander        | 6 - Other (please specify) _____ |

63. Have you received the terminal degree in your field?

- 1 - Yes
- 2 - No

64. What is the highest professional/academic degree you have earned?

- 1 - Master's (e.g., M.S., M.A.)
- 2 - Professional Master's degree (e.g., M.F.A., M.Arch, M.L.A.)
- 3 - Professional Doctorate degree (e.g., M.D., J.D., D.M.D., Pharm.D.)
- 4 - Discipline Specific Doctorate or Ph.D. or Ed.D.

65. Which of the following ranges describes your current age?

- |           |           |           |           |            |          |
|-----------|-----------|-----------|-----------|------------|----------|
| (1) 21-25 | (2) 26-30 | (3) 31-35 | (4) 36-40 | (5) 41-45  |          |
| (6) 46-50 | (7) 51-55 | (8) 56-60 | (9) 61-65 | (10) 66-70 | (11) 71+ |

66. Regarding share of household income you provide, are you:

- 1 – The primary income source
- 2 – A secondary income source
- 3 – Approximately equal with other(s) in household

67. Do you have primary responsibility for any of the following: (*Circle all that apply.*)

- 1 - Spouse/partner
- 2 - Child(ren)
- 3 - Parent(s)
- 4 - Other dependents

68. What was the year of your first appointment at UK?

- |               |               |               |               |               |
|---------------|---------------|---------------|---------------|---------------|
| (1) 1956-1960 | (2) 1961-1965 | (3) 1966-1970 | (4) 1971-1975 | (5) 1976-1980 |
| (6) 1981-1985 | (7) 1986-1990 | (8) 1991-1995 | (9) 1996-2000 |               |

69. What was your initial faculty rank at UK?

- 1 - Instructor
- 2 - Assistant Professor
- 3 - Associate Professor
- 4 - Full Professor

70. What is your current faculty rank at UK?

- 1 - Instructor
- 2 - Assistant Professor
- 3 - Associate Professor
- 4 - Full Professor

71. In what year did you achieve your current rank?

- (1) 1956-1960 (2) 1961-1965 (3) 1966-1970 (4) 1971-1975 (5) 1976-1980
- (6) 1981-1985 (7) 1986-1990 (8) 1991-1995 (9) 1996-2000

72. Which of the following is your current position?

- 1 - Non-tenured
- 2 - Tenure tract
- 3 - Tenured

73. In which sector do you work?

- 1 - Research and Graduate Studies
- 2 - Medical Center
- 3 - Lexington Campus
- 4 - Information Systems

74. In what title series is your current position at UK?

- 1 - Regular
- 2 - Special
- 3 - Research
- 4 - Clinical
- 5 - Librarian
- 6 - Extension

75. Where is your primary academic appointment?

- 1 - Agriculture
- 2 - Architecture
- 3 - Allied Health
- 4 - Arts & Sciences
- 5 - Business and Economics
- 6 - Communications & Information Studies
- 7 - Dentistry
- 8 - Research and Graduate Studies in a center or institute
- 9 - Lexington Campus in a center or institute
- 10 - Medical Center in a center or institute
- 11 - Education
- 12 - Engineering
- 13 - Fine Arts
- 14 - Graduate School
- 15 - Human Environmental Sciences
- 16 - Law
- 17 - Libraries
- 18 - Medicine
- 19 - Nursing
- 20 - Pharmacy
- 21 - Public Health
- 22 - Social Work
- 23 - Information Systems

76. Which of the following is your contract?

- 1 - 9 months
- 2 - 10 months
- 3 - 11 months
- 4 - 12 months
- 5 - Other (Please specify): \_\_\_\_\_

77. In which department is your primary academic appointment? \_\_\_\_\_

78. During your assignment period (e.g., 9 or 12 month contract period), how many HOURS, on average, do you spend in each of the following PER WEEK? (*Please insert the appropriate number of hours in each blank.*)

- \_\_\_\_\_ Teaching, including class preparation, reading in your field, advising
- \_\_\_\_\_ Research, including seeking funding, writing publications
- \_\_\_\_\_ Public service, including public service preparation, board and committee meetings, presentations, consulting (unpaid)
- \_\_\_\_\_ Clinical Practice
- \_\_\_\_\_ Consulting: colleagues, clients (paid)
- \_\_\_\_\_ Administration
- \_\_\_\_\_ Academic service to department, college, and/or university
- \_\_\_\_\_ Personal Professional development, including in-service, professional development credits, etc.
- \_\_\_\_\_ Professional service (reviewing, editorial work, etc.)
- \_\_\_\_\_ Professional service (leadership in professional organizations, boards, committees)
- \_\_\_\_\_ Other (specify) \_\_\_\_\_

79. Approximately what percent of your research is done during summer months? \_\_\_\_\_ %

80. How many courses do you typically teach per academic year (excluding summers)? \_\_\_\_\_

81. In the past three academic years, what percent of the courses you have taught were at the following levels: (*should total 100%*)

- \_\_\_\_\_ % Undergraduate-lower level, 100-200 level
- \_\_\_\_\_ % Undergraduate-upper level, 300-400 level
- \_\_\_\_\_ % Master's-500 level or above as appropriate
- \_\_\_\_\_ % Graduate/professional level courses

82. What is the average size of undergraduate classes you teach?

- 1 - 25 or less
- 2 - 26 to 50
- 3 - 51 to 100
- 4 - 100 to 250
- 5 - greater than 250
- 6 - Do not teach undergraduate classes → **PLEASE SKIP TO 84**

83. Do you have TA support for any of these classes?

- 1 - Yes
- 2 - No

84. How are your office hours accessed by students? (*Circle al that apply.*)

- 1 - Office hours on campus
- 2 - Office hours through e-mail or telephone
- 3 - Other method (specify) \_\_\_\_\_
- 4 - No office hours

85. What is your official Distribution of Effort for 2000-2001?

- \_\_\_\_\_ % Instruction
- \_\_\_\_\_ % Research
- \_\_\_\_\_ % Public Service/Extension
- \_\_\_\_\_ % University Service to department/college/university
- \_\_\_\_\_ % Professional Development
- \_\_\_\_\_ % Administration
- \_\_\_\_\_ % Other (Please specify): \_\_\_\_\_

86. If you were seeking another position building on your experience, where would you be most likely to find it? (*Please circle one.*)

- 1 - at UK
- 2 - in another academic institution
- 3 - in self-employment
- 4 - in the private sector in the Lexington area
- 5 - in the private sector outside the Lexington area
- 6 - in a non-academic public sector setting
- 7 - other (Please specify) \_\_\_\_\_

87. Are you planning to stay at UK until retirement?

- 1 - Yes → **PLEASE SKIP TO 89**
- 2 - No

88. Why might you leave UK before retirement?

89. How many more years are you likely to stay at UK?

- |                         |                                  |
|-------------------------|----------------------------------|
| 1 - less than one year  | 4 - six to ten years             |
| 2 - one to two years    | 5 - more than 10 years           |
| 3 - three to five years | 6 - until I retire in ____ years |

90. Are there any additional comments you wish to add about UK that would assist the University Self-Study? *Attach additional page(s) if necessary.*

**Thank you very much for completing this questionnaire.**