

## Appendix B: Faculty Survey Comments

### Comments on Part I, Teaching-Related Questions

- I teach undergraduate classes only, but I teach graduate students as their theses and dissertation committee member.
  - The business of the university has becoming corrupted, politicized, and commercialized.
  - The Shepherd Building, where my courses are taught, has the quirks of older buildings.
  - I teach in Ballentine Hall so the results would be different if I were in some of the other places on campus.
  - While on the surface, the administration encourages interdisciplinarity in the classroom, I have found uncountable challenges in my attempts to do so. These range from trying to hold discussions in a lecture hall so large that students' responses to my questions and to each others' comments were inaudible, to attempting to discuss a film without access to a DVD player, to being informed that IRC does not provide services in the buildings where I am assigned to teach.
  - Physical plant is in sad shape, especially walkways and parking areas. I no longer feel it is safe for me to walk on the Chafee lot because of grooves, holes, etc.
  - Equipment sufficiency and accessibility is totally a function of the classroom/building assignment and time of class.
  - Equipment sufficiency and accessibility is totally a function of the classroom/building assignment and time of class.
  - I only teach undergraduates in URi 101. That has its own set of issues.... too long, the support they promise really doesn't exist...
  - I like to believe that our students maintain a high degree of academic integrity but then I hear about all the ways that students can and do cheat, and I just don't know how our students fit into the national picture.
  - I am a nontenured lecturer. If you only want responses from tenure track faculty, please ignore my questionnaire.
  - Although my current courses are only graduate, I still am required to advise about 30 undergraduates per year and I also work with undergraduates on Independent Studies/Field Work.
  - I've been generally satisfied with all the issues above; usually if I have a problem it is a small one (e.g., not enough chalk in the classroom).
  - My Department has provided computer video projectors, etc., for use by the faculty, otherwise the classrooms assigned are generally poorly equipped.
  - As to question #3, the lighting in Fogarty 214 is ineffective (too glaring with lights on, too dim with lights off).
  - I have had nothing but problems with classroom assignment and audio visual support. I have invested my own money to compensate and spent hours working with the ridiculously incompetent offices supporting this area. The one exception is the staff and resources in Flagg 210; of course, I now hear that this exceptional teaching facility is to be converted to office space!!!

## **Comments on Part I, Teaching-Related Questions (continued)**

- Regarding my comments on graduate students: I participate actively in a graduate program run by another department. Despite years of attempting to create a structure that provides opportunities for a successful and appropriately supported experience for students in my program, we have been chronically unable to enact a single positive change. I cannot for the life of me understand why the English Department is still allowed to run (and ruin) our shared graduate program. It is the bane of my existence at URI, the single largest contributor to any of my unhappiness and ongoing frustration.
- Spring 2006 semester it took 5 weeks to get the lights working in my classroom. How do I justify this to the students?
- Lippitt needs work urgently.
- I have noticed a continuing trend of increasing class size as well as in the lack of motivation in our students. This includes some graduate students.
- In Washburn, we need more consistent quality janitorial services; and handicap access to the first floor for students, staff and faculty ( a ramp ?).
- The major renovation of some of the older buildings on campus is woefully behind. This certainly affects teaching in the classrooms, and the overall environment for students, and first impressions of visitors and parents. This should be a top priority, not some distant promise for the future. Heating, bathrooms, and water are not in good shape at all in many of the older buildings.
- The electronic equipment in the classrooms is adequate because I bring my own from our department. It would be much better to have equipped classrooms, but I checked adequate because I can live with the current status.
- The quality of students has declined greatly during my years at URI. While much of it must be attributed to lower standards at K-12, the preparation in prerequisite courses for my courses is dreadful and the central administration's lack of emphasis on building even a national class university is a problem.
- Plagiarism is becoming an increasing issue.
- With regard to academic integrity: undergraduate students seem to feel a sense of entitlement that I have never seen at such a deplorable level. Students have remarked on surveys that I have given that I should make homework assignments count toward the final grade even if students cheat by having a boot-leg copy of the Solutions Manual. The reasoning the student gave was that even if students copy homework solutions, they are still learning in the process. Many of my colleagues have said that there is nothing that can be done if students cheat on homework and to simply ignore it, as it does not well-serve the good students who are doing the work themselves. I do not agree.
- Many of the classrooms are poorly equipped, poorly ventilated, lack adequate illumination, and do not lend themselves to student-teacher interaction. Most of the rooms are not set up to have internet access.

## Comments on Part I, Teaching-Related Questions (continued)

- I did teach advance level courses in chemistry, but since I am an older professor, they have assigned me undergraduate courses. My brain is almost as good as it ever was and I teach well.
- Closing access by the administration to selected graduate level program of study at the Master's level in Education without consult of faculty (by either discussion or vote) nor consult of teaching faculty in this area has been a disservice to many URI graduates who are seeking to enroll in this program and being turned away. Other potential new graduate students who have transferred to RI and are seeking to enroll in this program of study are being told by the administration (as are faculty directed by the administration) to apply to RIC or PC. This is ludicrous and injurious to students, teaching faculty (& assigned courses), and the Graduate School @ URI, not to mention the resources that are being redirected to these institutions and away from URI. There are also significant issues of differential treatment and policy application when the administration deals with students and faculty of diverse backgrounds & ethnicities when compared to those from the New England area.
- The classroom facilities are scandalous. I have difficulty with a technology as primitive as slide projection (on my own projector!) Rooms in Independence and Washburn couldn't be darkened. Shades, always of the cheapest possible quality, break, or their brackets give way. Our masters are careful never to leave sumptuously restored Green Hall. The chief academic officer of the University has been engaged on this issue. Some whiteboards were installed.
- I do not teach credit courses
- 1. above. It's easy to get equipment in Chafee 271 and help is very well organized but I have complained for ages about the poor quality of projection for tapes and dvds. A colleague who went to the student film festival in that room also commented on this. 2) Students: I have wonderful freshmen students and terrible freshmen students. I think admissions/administration bamboozles us with averages. 8.) Most of my students are pretty honest but every year I have some incident of cheating on papers and, I fear, rather sophisticated electronic cheating on my large class multiple choice tests which I am poorly equipped to detect.
- I teach in the College of Business Administration so I feel very fortunate regarding my classroom space.
- In my 42 years at the university I have seen a marked and consistent decline in the quality of both graduate and undergraduate students. As for facilities, my classrooms are relatively unchanged since I began teaching in 1964. Enough said?
- Cheating/plagiarism at the undergraduate level requires me to implement once extraordinary measures to minimize occurrences, but they are working.

## Comments on Part I, Teaching-Related Questions (continued)

- As section head of a language in the Dpt. of Languages, I teach a full 3-3 load in addition to running the section. I am not paid or given any course release time for this administrative work, which I find outrageous. I am responsible for all curriculum development. I hire, train and supervise all adjuncts and coordinate of all their courses (both here at CCE campus). This means I supervise 6 people a semester (in addition to my younger tenure track colleague), and at this point, they change every semester (b/c of low pay and no benefits) so that every semester I have to start over (if I can find qualified teachers), and it is impossible to maintain cohesiveness and consistency. I am also the principal advisor for all majors and minors in my area and for those who want to study abroad. This is a highly unsatisfactory teaching-administration load and the University should either pay me for my administrative work or give me course release time. Can you do anything about this?

- 1. VCR missing in Room 213 2. Chalk usually missing in Room 213 3. Table broken in Room 319; rooms often too cold (with air conditioning) or too hot (with heating)

- Students are unprepared to write at the level required for a graduate course. They do not understand how to determine if articles are peer reviewed, they do not know how to conduct literature searches, they do not understand relevant research or statistics in their area.

- I think that we have a mix of qualified and unqualified, privileged and unprivileged. What that means is that some students are mature, ready to work and learn. A majority, however, expect to be spoon fed w/ step-by-step instructions and rubrics, but then don't use them when provided....and complain about any work other than reading ONE easy textbook. Current classrooms that we use have small white- or blackboards, seldom chalk (or markers); NO projection screens--I use multimedia a good bit, and rely on the boards for additional insights or pathways that arise in class. Students have no media for use either in the smaller classrooms, despite the possibility of buying a survey pod (which undoubtedly function only in the huge halls). I am frustrated w/ WebCT, as faculty cannot add or delete individuals after the beginning of the term, nor does the "Help" area provide information that actually pertains to the version we're using...so maybe Blackboard can address this.

- There needs to be wireless internet service in the classrooms!

- I think its terribly inefficient for us to be lugging our department equipment, such as projectors to classrooms in other buildings.

- If I don't carry markers with me, there never seems to be any at the whiteboards, and the whiteboards in Surge are often quite dirty. It would be great to eliminate all chalkboards & replace with whiteboards.

- We really need to have smart board technology to make our teaching experience better for library and information studies.

- I teach mostly graduate students these days. In the one class that I teach undergraduate student, I am supervising them on internships in their last years. So unable to confidently comment on the quality of these studentns.

## Comments on Part I, Teaching-Related Questions (continued)

- The physical environment of the classroom depends upon the room assigned. I would love to teach with Powerpoint but I am not willing to carry the equipment around campus.
- Students vary too widely in abilities, and a substantial proportion of undergraduates are not serious students. Physical facilities vary a great deal.
- The quality of our graduate students is currently quite good, but unless we raise our stipends by \$3000 to \$4000 for the academic year and waive non-resident tuition to resident tuition levels (so we don't drain our grant funds) we will fail to attract graduate students of high quality. Note that URI is the ONLY university in the northeast that does not waive non-resident tuition to either resident levels or to nothing for grant-funded graduate assistants. Additionally, we pay the lowest 9 month stipends for graduate assistantships.
- We need a serious upgrade of blinds and shades.
- The quality of the students is very variable, lot's of room to improve.
- Entirely too much cheating goes on in large courses. Without TAs, it is hard to stop this.
- Sadly, we admit far too many students into this University who might be better served by a 2 year technical college.
- As a dept chair I don't do much teaching these days. So have responded in terms of 1) my observations as an instructor; 2) my observations of instructors' experience (e.g., no. 8 above)
- Ancillary facilities such as foundation, alumni and sports are superb relative to facilities dedicated to teaching and research. Core facilities directly related to the mission of the university are disintegrating.
- How is it that our competitors - UConn, UVM, UMass - can continue to raise tuition and yet continue to increase enrollments as well as the quality of their students? It is because they begin at the point of attracting students by bringing them in as prospective students throughout the week - not just at 8:00 on SUNDAY mornings - and show them a well-run university that provides many things to attract young people who wish to do lots of things in the evenings and on weekends as well as academically. It doesn't help if we have great English programs, or biology programs -- we have nothing to offer on campus. 8:00 on a Sunday morning is insane -- look to what other campuses do -- doesn't anyone else on this campus have high school seniors as children who are going through this process themselves? Don't they see alternative ways to do all this better? It begins at the recruitment stage, and then continues through the retention. Again -- what is our competition doing right that we're missing (other than investing millions of dollars in infrastructure)?
- We have a bi-modal distribution of students. I'd like to give our students better grades on this but I have to give them a neutral undecided because half are great and the other half are really unprepared for the rigor of college
- No supplies (pens, chalk, legal pads, etc), no real copy privileges, no real clerical support. Part time instructors are treated more poorly than at ANY university I have ever experienced. And I have taught for MANY. It is appalling, and the administration should be ashamed.

## Comments on Part I, Teaching-Related Questions (continued)

- The academic quality of our students is below what a university the size of URI should attract. We seem to be bringing in way too many students who think that cheating and plagiarism is OK. The academic reputation of URI is on the line and the state of RI does not seem to want to provide the support that will rectify the situation.
- The classroom that I teach in is not a general University classroom; therefore, our department provides A-V equipment.
- Students need better access to writing mentors/tutors and a course on what constitutes plagiarism.
- I'm at the Narragansett Bay Campus, and believe that both our physical and academic environments may differ from those in Kingston. My slight disaffection with enrollment relates to disagreements I have on our curriculum, and does not mean I feel burdened by large populations of dozing nincompoops. Some seven and more years ago I taught UG students in Kingston, and I was disappointed in the preparation, effort and attitude of the average student; I have the impression these have improved but perhaps not sufficiently.
- various acts of academic dishonesty by both graduate and undergraduate students continue to be a major problem
- Under 7 and 9-- technically incorrect-- I teach professional doctorate students (neither undergraduate or graduate).
- An Honor code might be useful. The physical state of classrooms (windows with no screens, no storm windows, no shades); broken desks; not a positive environment.
- The survey would be more effective if there were a category such as "Mildly Disagree." The problem with these kinds of questions is that they appear to be everything or nothing at all. I am not entirely satisfied with the quality of students or with their integrity, but I am not going to damn the entire student body because I have some students in classes who cheat or who are not up to genuine college work.
- They still don't quite get plagiarism!
- Scheduling my classes to be held in Chafee 235 is extremely challenging. My students need access to the equipment and furniture in this classroom and there is no other room with this setup in Chafee.
- 5. I teach Gen ED courses at the English Department and am shocked about the low level of knowledge too many English Seniors have. 6. The maximum number of students allowed in Short Story courses, 35, is appalling.
- I have had more incidents of cheating in recent years than in the past. I have also had more students complain about their grades.
- My department chair is extremely biased in how course assignments are made and gives all of her "favorite faculty" their preferred course requests and then gives the rest of the faculty what is left over. As for part-time faculty, after the preferred people are given assignments there is often nothing left for other part-time faculty even those who have been contingent faculty members at URI for many years.
- 2- supplies are mediocre, at best 3- lights and heating are occasional irritants 6- my answer is based on our role as a land-grant university

## Comments on Part I, Teaching-Related Questions (continued)

- occasionally I teach some graduates
- As soon as I got to be 65, though my advance courses were good, I was assigned undergraduate courses in my field. I would like to teach advanced courses again because my courses are different.
- #5 is the biggest problem I see at URI. The quality of the classroom experience for BOTH teachers and students is proportional to class size. Big classes mean less connection between the knowledge and expertise of the instructor and the students. Quantity diminishes quality. This affects everything else.
- These questions are not well done.
- I am very satisfied with Prov campus facilities and students, not with Kingston....
- My office and classrooms in Rodman Hall do not have air-conditioners. I cannot work in summer in that building. In winter it is too cold in my office. The heating system does not work properly. The School will not provide quality chairs for faculty office use. Requests by different faculty members have been denied.
- I believe that the culture of my dept is the defining factor, more than the culture of the university
- The quality of our classrooms need to improve (appearance, condition, heating, windows, blackboard, etc.). URI has some excellent undergraduate students and a very high quality of graduate students. I am seeing more and more plagiarism (off of the web), and some plain cheating (at both the undergraduate and graduate levels).
- Electronic equipment in some rooms is great, unfortunately these rooms are often reserved or otherwise unavailable. Reserving equipment and bringing it to a room is impossible unless the equipment is in the building itself.
- Comments are numbered to match questions: 1. More classrooms should have document cameras. 3. Acoustics are poor in some classrooms, particularly in Bliss. 8. Too many undergraduate term papers are plagiarized from internet sources.
- I only teach on-line, so the classroom questions do not apply.
- I will never be satisfied. These are mostly not very useful questions in my opinion. East Auditorium has been terribly lit forever and no change has been even attempted as far as I know. I am not concerned with 'technology' in the classroom. 'Academic integrity' is a fantasy if multiple-choice exams are given shoulder-to-shoulder as they must be because of large numbers of students.

## Comments on Part I, Teaching-Related Questions (continued)

- #2: white boards in some classrooms are bad quality; markers scarce; and white or blackboards not in some classrooms at all
- #3 We'll see what the new Indy looks like whenever it goes back online
- #5 u.g. classes too big (excluding lectures)--they're more like mini factories despite innovative pedagogies
- #6 a mix of good and bad and indifferent--a real lack of college-level skills, and I have real problems with the WRT program (cf. the rigor at UMass)--what's happening there? The good (prepared, intellectually motivated and curious) students are self-selecting, but it's hard to give them the support they need and deserve. But the overall level of preparation of at least 33% of my students is not admirable. There's resentment at and toward "critical thinking." Allegiance to "opinion" is rampant, thus resistance to "difference" and critical understanding. Argumentative and analytical skills are sometimes not even at h.s. levels.
- #8 Plagiarism is down, but I suspect more sophisticated methods are used; reserve materials are rarely consulted (empirically demonstrable) despite requirements, quizzes, pleas. If integrity is measured by engagement with materials and doing work, way too many students devote energy to cutting corners.

- I am very, very, very, very dissatisfied with E-Campus!!! It is not logically set up, it is extraordinarily complex, it is hard to use. One example: In the good old days we had a course registration book in which all courses were listed. How convenient! How logical. I would like a simple click to produce the same thing now. Can that be arranged?

- In teaching discussion classes with enrollments of 35 students, I have found that students feel anonymous, and seem to think that poor performance, lack of preparedness, poor attendance, or academic dishonesty will go unnoticed. I believe smaller class sizes (perhaps 20-25 students) would help students feel more involved and responsible in these classes, and teachers would have a better opportunity to diagnose problems and get students help when they need it. In some 200-level English courses, I have had students with very, very weak backgrounds in basic grammar, sentence structure, and textual analysis.

- The parking for the students remains awful.

- Recent increases in enrollment in our professional program have led to an increase in class size with no adjustment in additional teaching support or compensation.

- We have a huge increase in the number of nursing students, & the availability of resources & faculty is a SERIOUS issue.

- I think it is a sad state of affairs when I have to make sure to come to class early solely for the purpose of locating chalk or a lecturn.



## Comments on Part II, Research/Creative Activity-Related Questions

- It would be nice if faculty had better access to specialized software that they need. This is not only an issue concerning computing, but also financial resources.
- The adjunct faculty office in the Shepherd Building is a joke.
- Again, as above, I am in Ballentine Hall which has great facilities. Also, I am not sure I would do any more research even if I had more resources. I like teaching.
- Physical plant support and basic lab necessities do not exist here. Heating, air conditioning, hoods, good floors, lighting, power and maintenance, especially electrical, is usually not available. Keys are hard to get.
- When I go to an international conference--my field is one that deals with countries outside the US--and all I can get is \$400, and it means that I can't go to the conference in the US that is the parent organization's, I feel angry and cheated. What is all the talk about research when I can't get money for that and I can't even go to a professional conference with more than half of the price coming out of my pocket. How many professionals have to pay for their own conferences, have to pay for their own materials--i.e., books--and even have to pay for part of the price of xeroxing for their students OUT OF POCKET??
- I need better library facilities for my research activities.
- No access to adequate science search engines which are widely available in comparable institutions Substandard selection of (electronic) subscriptions for science research journals
- Resources such as Grad Assistanships, access to data entry resources and secretarial assistance are the major barriers. Everything must be funded by external resources. When you get external resources, they begin taking away the URI resources. Go Figure!
- I put agree for the above questions, but as I am an adjunct faculty they really don't relate to me directly.
- These physical resources are largely funded by external research contracts, the provision from internal university sources is very poor.
- My "newest" computer is a Win98 hand-me-down
- My students can't get research articles because we own so few journals and the on-line holdings are limited and difficult access. Travel funds are available in bite size increments and require too much of paperwork (any paperwork is too much I think). The overall amount of internal research funds available to the whole university is a tiny fraction of the total indirects that the university realizes through extramural research awards. It's no wonder the NIH have downgraded the indirect rate, what exactly is the university doing with indirects on research?
- There is no campus-wide resource for high-performance computing. We are left to fend for ourselves, duplicating lots of effort. The support for research overall is dismal. Do any administrators realize that a "research institution that focuses on education" is bound to fail at both?
- wish there was funding to attend professional conferences and more seed money for consultants boondoggle of paperwork in research and grant accounting is a large barrier to productivity
- My particular need is for substantially increased [from current zero] travel funds.
- Not Applicable do not do research at the school

## Comments on Part II, Research/Creative Activity-Related Questions

- The ever-worsening student/faculty ratio worries me.
- Clinical faculty in the College of Pharmacy have very limited office space on campus. This causes problems when trying to speak with students privately or meeting with advanced experience rotation students.
- I would very much like to have campus access to more statistical programs on the computer (e.g., EQS, MPlus)
- We need to have site licenses for commonly used software packages across campus such as MS Office, etc. RIC and CCRI do, why don't we?
- I am a very active researchers. There are two glaring problems: 1) Post-award support. Navigating the beauracracy of trying to spend grant money is a nightmare. 2) Seed money for experienced faculty. There are times when I have very good ideas that will lead to external funding if I could get a student to work with me on it. The research initiation grants are ear-marked for less experienced faculty. I agree that this is how it should be if there are limited funds (as there are). However, URI is missing out by not having funds for its experienced researchers, the ones with higher probability of getting grants, to initiate new projects. Space is another big problem.
- The University has made it clear that research is NOT a priority. The college I am in has made it clear that research is not a priority. My colleagues at lesser Universities (and colleges) have more travel money, more soft money for research support and better teaching loads to give more time to research. There is NO emphasis on research quality in this University. When people are promoted who have never written a quality article, when third tier journals are viewed as the goal and first tier journals from the top Universities in the world are removed from lists with no consultation with faculty the message is clear: RESEARCH QUALITY AT URI IS NOT IMPORTANT.
- My research is going well.
- The expectations are extremely high for production of quality research, but the support for faculty to conduct research is nonexistent and certainly well below that of other Research 1 institutions. Faculty are stretched so thin (because of understaffing, vacancies not filled, and no resources from the URI budget coming to the School) that it makes it very challenging to focus on one's research agenda, without ignoring one's students(needs & requests) and/or the quality of one's teaching or service to the land-grant or sea-grant partner institutions.
- The URI Library has been destroyed. I occasionally am able to get books through Interlibrary Loan. They come from places like Salve, PC, Roger Williams. Current management pays lip service to the humanities, but has systematically gutted the infrastructure necessary for humanities research. I personally have been paying \$750 a year to use the Harvard College Library.
- It has been difficult to get help with survey software.
- For my entire career I have relied on my own resources or resources outside the university to sustain my research. At this point I have published 13 books and loads of smaller works. The university has never even provided me with a computer--I've bought all my own.
- None. It seems that we always need more.
- Time for research or writing does not exist during the academic year. (see comments above in teaching section).

## Comments on Part II, Research/Creative Activity-Related Questions

- I need access to computing resources to create and participate in presentations at conferences
- I do not do research.
- The red tape at URI discourages research and grant perusal ...this is a major problem at URI
- I am an adjunct professor and all research is on my own time as a partner with a full professor at URI.
- 11. Spend much time for teaching activities, like creating rubrics for students, and dealing w/ a few prima donnas; and any service takes away that much more. I want to be a good "citizen" and yet to do that means time investment that is not allowed for in my work assignment—teaching 3 courses per semester. 12. and 13. Several of us in my dept. could benefit from a particular kind of laboratory, and have written grant proposals to try to acquire funds to establish; problem is there is no \$\$ from dept, college, or URI; or that what is seems limited to smaller sums for small or seed projects, and even then more readily awarded to physical/natural sciences. Lab, specialized software for behavior observation, technical support, etc. would be greatly enhanced for a great many scholars on our campus if we could have even 1 shared "lab." Finally, if I want to run statistical analyses, I have to either go to the limited student versions in the Library IT lab, OR pay for my own software license. Do BUS, EGR, PHARM, CHM, Physics, or CELS folks pay for their own? I'd guess that besides the grants for which they get help, if a faculty in those tiers really needed \$300 license for software that it would happen.
- I was never able to get access to copy room after hours even though I teach an evening class.
- The university should supply desktop computers to faculty every three years. They treat them the way they used to treat staplers...you get one... when you are hired.
- It would be extremely helpful to me if I had a laptop to use at all times. Given the small size of our department, each faculty member is called upon to handle administrative duties that while needed take valuable time away from research and creative projects.
- I am disappointed you do not ask about the interface between teaching and research. I am most dissatisfied with my inability to teach subjects closely related to my research or to work with advanced graduate students with shared interests. The University Administration is totally unrealistic about time and workloads. Their formula of 3+3 with one course-equivalent per semester for "research" ignores administrative (e.g., Annual Reports) and service (e.g. committee work) responsibilities, as well as things that should not be faculty responsibilities but URI puts them on the faculty (e.g., installing anti-virus software or sending travel forms in unempty-ump times). The 3+3 formula does not make any allowances for preparations, new courses, or other things that realistically affect work required to teach a course. Consequently, research plays a distant second-fiddle for those who come out on the short end of the bureaucratic formula.

## Comments on Part II, Research/Creative Activity-Related Questions

- I am satisfied with the equipment available for my research only because a number of us have gone out and obtained grant funds to purchase that equipment. I am very unsatisfied with the current physical state of the building in which I work. Fortunately, when the new Center for Biotechnology and Life Sciences is built, I will move out of my poorly maintained building
- The University requires that we do research/creative activities, but does not demonstrate that it values those activities
- Faculty do not have enough memory in e-mail so that when large documents come in it often pushes my mailbox over the size limit.
- The building is falling down, the library resources are pathetic, and we are limping along on greenhouses, growth chambers and field space/equipment which should have been replaced or remodeled years ago. Also, the electricity supply is so unstable that we regularly lose equipment to power fluctuations.
- I am not satisfied with the amount of post-award support for externally funded research. I am not satisfied with the way in which university travel is handled for faculty with external support.
- Is this a teaching institution or a research institution? We try to do both and consequently, end up doing both poorly.
- Major concern is access to professional research literature. Despite the library's online subscriptions there is still too limited access to major journals in my field. Consequently, I invest a significant amount on personal subscriptions in order to keep informed of new developments in my area (i.e., Science and Nature are not enough and most of the library's journal subscriptions are in secondary not primary journals in molecular and cell bio, genetics, genomics, bioinformatics, etc.
- The cultural, scholarly integrity of the University is diminishing or nearly absent...the campus is a "ghost town" at night and on weekends...all resources seem dedicated to courting outside funding to support further fund raising activities. The lack of library support is catastrophic.
- We need more support for graduate student tuition waivers, graduate student fellowships, things of that nature.
- I buy my own computers hence the answer to 14. I don't have a lab, but do have an office which is really silly for a research associate professor. I can't have graduate students. So I write my own grants and do all my research myself. No such thing as a break for research staff. I also teach one to two courses a semester to help out my department, so the time I can spend on research is limited by these activities. What do you get for helping out, a thanks from your colleagues and a "should have done more research" from the Deanlings. Softmoney people get pinched from both sides, an indication that URI is not yet a premier research institution in this state or elsewhere. We are not Duke University as some administrators might have us believe.
- If in question 12 you mean financial resources from URI (as opposed to those from my grants), then the answer becomes "strongly disagree"

## Comments on Part II, Research/Creative Activity-Related Questions

- Research and graduate education are not of primary importance at URI. Consequently graduate education and scholarship are not able to define URI as the public research university that this state seems to want. The main problem is the same one as in the teaching realm: Little funding is coming in from the state to improve URI's land, sea and urban grant status across this university.
- funding opportunities to upgrade technological materials and equipment for those who primarily teach are non-existent internal and external to the university
- Adjunct faculty office was taken away at CCE -- a real loss. Not having faculty-only copying and internet at CCE is a real hassle. A one-week turnaround time for copies is not acceptable.
- I recognize that faculty in OCG have opportunities for research which are unavailable to many others, and feel that we need to work especially hard to excel, to balance and justify these advantages. The declining portion of retained overhead provided to the GSO administration in recent years contrasts with increasing costs on this campus, and makes management especially difficult.
- between teaching and admin. there is very little time to engage in scholarly endeavors.
- The University server is a disaster with respect to SPAM and viruses.
- I'm a chair; I have no life.
- Our library electronic subscriptions need to be improved. Not having key journals like Science and Nature available for immediate online (not 1+year old) access is a real disadvantage, since these journals are read by scientists in MANY departments at URI).
- We need better mechanisms/ more support for enabling grad students (especially out of state) to do research with us.
- More travel money for conferences would be helpful.
- IT is fine... it's the lack of 'human' resources.. lack of support, instructional design, etc... that is abysmal
- Since I am part-time, I do not have access to some of the above resources for research
- Note, the level of satisfaction I have is because I wrote grants that were funded and provide support. I am very dissatisfied about the existing level of university infrastructure support for research. Currently, it serves as a large DISINCENTIVE for seeking and conducting funded research.
- I still do novel research. I get asked if I have any opening for post-docs in my lab from around the world, about 3 times a month.
- Several URI computer-based systems require PCs or an outdated buggy Mac program. Also not good filtering on URI's computer network. And we need help with web pages for faculty!
- Research funding for the humanities is tiny, and yet the money can go a long way because the humanities do not require huge amounts of equipment.
- 14. I'm well satisfied with my computer and software; however the computer was bought with funds from an external research grant and the software consists of free (GNU) packages I've located and installed. If I had to rely on URI supplied computing resources, I'd be strongly dissatisfied. To provide adequate resources for scientific computing, URI needs to shift resources from feeding Microsoft to supporting Grinder and the Linux cluster.

## **Comments on Part II, Research/Creative Activity-Related Questions**

- Adjunct faculty....my full-time field is not academia.
- It would be a great help to have a dedicated laptop with wireless options to use at all times. This is has not been available for me me through my department.
- I will never be satisfied with the amount of time, money or resources that I have. Grading exams papers and other written work fills my days. With the introduction of 'technology' I do more and more administrative and clerical tasks previously done by administrative and clerical staff.
- Institutional support for humanities-based research in IMHO nonexistent. Teaching loads are fundamentally out of whack with colleagues and peers at other institutions with similar research and grad teaching expectations. My office for years was about 50 sq feet. (And even in the rehabbed Indy office spaces remain mostly tiny.) Many have been so demoralized by being backburnered for so long they no longer even bother to react to the marginalization. "Research" as a permanent mindset at too much of URI = "funded" or just "money."
- If we are required to teach specific skills in GenEd courses, the classes should be smaller.
- I teach part-time, so this section does not apply.
- The professional program that I teach in demands professional competency. It is difficult to maintain all aspects of professional life--practice, teaching, research, scholarship.
- I have not engaged in research at this institution

## **Comments on Part III, Physical Conditions on Campus**

- There needs to be sidewalks on campus, including lower college.
- Someone needs to sink a few poles into the ground on either side of the Chafee lot entrance. At 5 or 6 pm when most of the faculty are leaving the lot, there are always students' cars parked in the no-parking area on either side. This forces us to pull way out into the road and chance being hit. Just fix it because it is obvious that we have a shortage of traffic tickets and ticketers on campus.
- New system seems to have helped considerably!
- Parking downtown is not convenient at all. I don't think that there is much that can be done to improve it, though.
- During academic year 2005-2006 I was regularly scheduled to teach on the Quad although my Department and office was on 210 Flagg Rd. This made it difficult for me to meet with and consult with students.
- Parking Services is a laugh. They need to leave their warm building and monitor the lots.
- The pedestrian facilities on this campus are dreadful. No stop or "yield to pedestrians" signs on Upper College Road. Sidewalks don't have ramps, or don't exist at all in places where faculty and students actually walk.
- PLEASE SEE COMMENTS IN SECTION 1. THERE IS NO CONVENIENT AREA FOR HANDICAP PARKING NEAR CHAFEE. This is a serious problem, especially given the deplorable state of the lots.
- I don't drive. The 1/2 price program for bus passes is great, however.

### Comments on Part III, Physical Conditions on Campus (continued)

- My classroom has shades only because I have scrouged for them. One of the window has no shades at all because the fixture that attaches it to the frame is broken. How many administrators have to worry about forty-year old shades that are broken or missing? Try showing a film in a classroom with the sun streaming in. Many of the seats in the student desks are broken. Every semester, I have to take some of them out. I believe they could be fixed but it isn't my job to do it. Many screens are missing. That's really fun during the summer when it's too hot to close the windows and the wasps and bees fly in.
- Students are continuously parking in faculty areas. I also observe able-bodied students with presumably stolen handicapped tags.
- Free parking is something I was not used to before I came here; I think that's wonderful!
- No that the Chafee gates are in effect, parking is not a problem.
- Parking situation for faculty has improved. Our building has some serious maintenance problems - leaky roof, etc.
- Each winter the grounds (grass areas) are torn up by snow removal, requiring much effort to repair or leave unrepaired.
- Parking is better than it had been. Buildings are too hot or too cold. Some classrooms have poor lighting and acoustics.
- Parking seems to be something that got addressed definitively. It's nice to be able to tell my students that parking is no excuse for a late arrival and it is even better to not have to do laps to park for my own office.
- There has been great improvement in the buildings and grounds since I was hired, and it is still clearly a work in progress. As for parking, I LOVE the new gates that keep the students from parking in the Chafee lot.
- The building in engineering are a disgrace. I'm embarrassed to have visitors. Parking continues to be a joke... Regular, sincere enforcement would cure most if not all the parking problems. No student ever dropped out of college because he got too many parking tickets.
- Jantorial service has been cut resulting in poorer cleanliness in classrooms. More serious is dirty bathrooms - and no toilet paper or paper towels especially on Wednesdays in White Hall.
- Independence has been the pits. But we're looking forward to its reincarnation.
- Gates on the Chafee lot now make parking accessible to me that formerly was not.
- The parking situation is much better now that we have the electronic gates working.
- The major renovation of some of the older buildings on campus is woefully behind. This certainly affects teaching in the classrooms, and the overall environment for students, and first impressions of visitors and parents. This should be a top priority, not some distant promise for the future. Heating, bathrooms, and water are not in good shape at all in many of the older buildings. Parking is still a very difficult issue, particularly with many staff lots constantly being filled with student vehicles.
- Faculty staff parking is just fine if you get here very early. But if you go away and come back...not so good. I must admit making card access to lots seems to have helped a lot.

### Comments on Part III, Physical Conditions on Campus (continued)

- I have repeatedly tried to request a sidewalk along Lower College Rd. No one seems to be willing to be responsible for this. Since HDF has faculty offices at the end of Lower College Rd. and we are the 4th largest major on campus, the faculty, students, and staff face daily risks without a sidewalk.
- Groundskeeping has improved significantly. But the academic buildings have fallen into shocking disrepair. The central administration accommodates the pobs in Providence who prefer to erect Convocation Centers and Amgen lab facilities: the gravy is in new construction, not basic maintenance.
- 17. The Fine Arts Center is falling apart--roof continues to leak although it is regularly "repaired." This has been going on for the 30+ years I've been in it and none of the repairers seem to be held responsible for their shoddy work. It's leaked on my desk in two different offices and on my printer.
- Buildings other than Ballentine Hall are deplorable. Some are improving
- Better is the enemy of good enough.
- there are serious mold and mildew problems in my building
- Fogarty hall is falling apart.
- The handicap accessibility condition of the buildings that I've taught in are unacceptable. I've been temporarily confined to a wheelchair and it is extremely difficult (without assistance) to maneuver a chair into the buildings, get through double doors leading to elevators etc.
- In some areas (usually not frequented by administrators), upkeep of grounds (removal of trash, weeds) or even improvement is absent or of poor quality. Having moved to a different building, and thus, having different custodial folks seems to equate to much cleaner interiors...perhaps a mechanism to report ongoing inattention? How about cleaning windows? I've noticed that the backs and/or high areas (as from the Quad) of several buildings are in atrocious disrepair. Even a coat of paint would help, particularly Roosevelt and Lippitt. Can we campus users (both resident, commuter students, faculty and non-custodial staff) do some kind of "no littering" or litter pickup drive 3X a year? Finally, the parking areas and some "streets" on campus are crumbling. What a great impression this must create for visitors and prospective students! When I've interviewed for faculty positions at a number of other universities, I paid close attention to the physical plant, as the amount of \$\$ available for maintenance (or, gasp! improvement or replacement) seems related closely to what and how the U provides for students (and all of us who serve them).
- The parking situation has improved tremendously with the implementation of the gates. Before that, it was awful.
- The building was new but it was never cleaned during the semester.
- lands and grounds are embarrassing for guests and I should think prospective students.
- I do find the general look or the campus and the state of disrepair of some buildings rather sad.
- Rodman Hall's heating and cooling environment needs improvement. there are moments in the winter when I don't have heat in my office and need to use a portable heater. In the summer there are no fans or AC available in the classrooms.



### Comments on Part III, Physical Conditions on Campus (continued)

- Our building is very dirty - and we can do nothing to resolve the problem. The grounds should be better maintained. Parking is available, but not near the building. We had two faculty members on crutches this year and both were forced to stay home because they could not park close enough to the building. I have learned about the problems with handicapped stickers - but maybe there could be URI handicapped stickers (similar to the mothers with children spaces at the supermarket).
- Does Parking Services have any idea if parking within reasonable walking distance of a building is adequate for those who work there?
  - It is not too bad, but there is a lot of room for improvement
  - Parking is terrible primarily because there is little or no enforcement and students take the spots reserved for faculty.
  - Trash is allowed to accumulate all over campus. Most of the time campus looks very run down and trashy.
- Gating of lots has resulted in a significant improvement in parking.
  - Much improvement with restricted access to faculty parking lots; however, I don't move around during the day so unaware if there are problems for people leaving or entering campus other than early in the a.m.
  - The only campus improvement occurs during the "big lie" prior to the arrival of the public for graduation. Physical plant seems to only work just minimally through "overtime" assignments. Where are they during the day? The same physical deterioration has gone unattended for 30 years.
  - I use land at the agricultural experiment station and with talk of restructuring all of that my field studies are sort of up in the air. How can you put proposals in that rely on AES land when AES is restructuring everything. By the way, that is also the case at other institutions, not just limited to URI.
  - While there is a great deal of construction going on at URI now there is little attention paid to maintenance of the physical plant that is already here. Funding cuts are placing a great strain on the staff that is hired to do this activity. Why the state would deliberately remove funding for the maintenance of its properties is a very big and unanswerable question from a mere faculty member?
    - if they start to charge that will be a different matter
    - heating is uneven -- sometimes too much, sometimes not enough; several times this winter the heat was off during the daytime working hours, but ran from 8 pm to early morning hours, which made no sense
    - i can't stand it when uri vehicles drive over curbs and across lawn areas.
  - Chafee Hall and its classrooms are seedy; without art or any pleasant environment; The building rooms need to be renumbered; It is a nightmare for disabled students; The building flow is a disaster waiting to happen in an emergency.
  - Some of our buildings are disgraceful. Pastore, Morrill ....
  - My building leaks in numerous places and I'm always afraid that a new leak will develop right over my computer or lab equipment.
  - Washburn Hall needs to be remodeled. Same complaints as above: no storm windows, no window shades, windows that are difficult to open and close, asbestos tile floors, etc.

### Comments on Part III, Physical Conditions on Campus (continued)

- Same thing here. I have taught in some rooms that are disgraceful, but most sites have been adequate or more than adequate.
- The new gate for the Chafee parking lot is wonderful in protecting faculty parking spaces.
- Only recently (05-06) was handicapped parking clearly marked and signed in the lot nearest my building. However, walkway safety is lacking - they are not cleared of leaves, debris, snow. They are not level/smooth in the first place .
- URI could have a great-looking campus. I am maddened by vehicles (usually university-owned) driving along pathways. The paths are too narrow for them, so they create muddy ruts. Either ban the vehicles, or make the paths wide enough for them!
- 16. the conditions of the lands and grounds around the campus are not inviting. So much dirt, trash, junk is all over the place. I'm ashamed when I bring visitors.
- PARKING LOTS AND SIDEWALKS (WHERE THERE ARE ANY) ARE IN DANGEROUS CONDITION. I HAVE A MILD DISABILITY AND CHAFEE PARKING IS TOO FAR AWAY FROM THE ENTRANCE.
- 16-18 - the physical plant leaves much to be desired
- I spend most of my time in the Chemistry Building. This is a very old building.
- The card swipe machine for chafee was built for an orangutan's arms.... note the tire marks on the concrete berm below (one of those is mine)
- The heat in my building escapes out broken windows in the winter -- and sometimes that's a good thing. The wiring is poor, which is unfortunate, given the need for air-conditioners and space heaters to modify extreme heat or chill at unpredictable times. Think what could be saved by fixing the system! But the initial capital outlay, ugh.
- Unauthorized undergraduate student parking, and lack of frequent monitoring is the problem. Gated parking with pass cards is the solution. I will not mind to pay a reasonable fee in the first few years of initiation.
- I am on the Bay Campus
- The Fine Arts Center is an environmental, functional and aesthetic disgrace to the University
- Students know that there is hardly any enforcement of the parking restriction. If I come to the campus after 8:45am, I have to wait in line with students for "Staff and Faculty" parking space!
- 17. Leaks from pipes in attic of Coastal Institute have repeatedly damaged equipment and books on floors below.
- Use Providence as a base.
- I am dissatisfied with the amount of motorized traffic on the walkways. There is too much and it is intrusive and destructive. Newly built walks are soon seriously damaged because they are used as roads.
- Overall the landscaping at URI is remarkable--and has improved significantly over the past ten years. Indy was a disaster for the entire time I've been at URI--and always as intensifying one. We'll see what the new one looks and works like.
- #18 my pleasure is a direct result of the new gates on campus- thank you!!!

### **Comments on Part III, Physical Conditions on Campus (continued)**

- Some of the buildings need a \*lot\* of work.
- Parking is a HUGE issue when moving to another part of the campus, a quick run to the Union, the computer center, etc. There should be designated 10 minute parking spaces in different locations.

### **Comments on Part IV, General Issues**

- As a major constituency group, University governance should be responsive to our concerns as faculty.
- A \$1000 stipend that was due to me in July was only received in December, and only after the Deans (at my request) intervened
- PeopleSoft is a major hassle. The very fact that researches did not have access to proper accounting for their grants for 3 full years is a strong statement on how the administration views research. Enrollment services is still a problem but they have assigned responsible people to handle issues. Payroll is a major make-work situation.
- As clinical faculty, I have NO input. A peon, slave labor. No respect or input whatsoever.
- Wait a minute while I get up off the floor. Phew! I needed that comic relief. The faculty has so little to say about what goes on that its a total joke. There's some committee that has three parts: one for staff, one for students, one for faculty. The faculty is brought in last after the students and staff. What a total joke. The administration DOES NOT UNDERSTAND what the faculty does; what is involved in teaching or that actual being in the classroom is only one-third of our professional commitment. As for PeopleSoft, all it has done for faculty is to shift more of the work that was done by staff onto faculty. It is not intuitive and I hate it. As for equipment, if I want to show a film, it's a race to beat out somebody else in my dept. who might need the equipment at the same time. If I want to show something with a digital projector, I have to do it instead of having someone from AV help. Again, more work has shifted onto faculty instead of being done by staff. And the heating system! Chi-rist! All spring, the heat is blasting away so I have to run the air conditioner so I can work in my office, and that only brings it down to 80+ degrees.
- While I am highly satisfied with the opportunities available to me for participating in governance, because of my teaching and advising loads; the broad range of service expectations; and the emphasis on producing publications and bringing in grant money, it is difficult to engage in these opportunities.
- There is a dire need for customer service training for all faculty and staff at URI. We seem to have lost sight of why we are here - we're here for the students! The students are not here for us.
- Peoplesoft is one of the most user unfriendly pieces of software I have ever come across. How we managed to purchase it is almost beyond belief

## Comments on Part IV, General Issues (continued)

- Peoplesoft menu system for classroom management by faculty is unwieldy. Access to rosters and grade management is many layers of menus down, requiring excess clicking and waiting for another menu to download from the server. Is it possible to get the most used items directly available from the top menu (or at least second menu)?
- forms and staff courtesy are variable. PeopleSoft should allow us to work without so many (almost) blank screens. "Regular" faculty cannot get course schedules (except the multi line listings) in a format that is easy to use.
- Almost all times that I try to do something sensible, I get walloped over the head by some fiendish auditing clerk. URI can't get out of its own way.
- Moral is particularly low among staff. Many have voiced that they look forward to retirement. Few seem to enjoy their job.
- The length of time it takes to get a financial decision is a major hindrance. Example (of myriad examples): we need per-course staff to meet basic curricular obligations for the fall but weren't able to get permission even to advertise to create a pool before faculty departed for the summer.
- PeopleSoft is not at all user friendly. It is a large and cumbersome system that needs a lot of work. A major problem is the ineffective communication between financial units (domains) of the university, which often leads to constant correction of unnecessary errors (wasted time and efforts), and great frustration for those trying to use it. Faculty input into University governance does not appear to be very effective, beyond being given the opportunity for input. For example, changes that are made are often superficial and feel like they have done simply to be able to say that faculty did have input, when in fact it appears to be cosmetic, and often over inconsequential matters. Another example, there appears to be little value in the regular reviews of the administration by faculty - reviews are often done after the fact (when decisions have been already made), and this all just appears to be an exercise being done just to say that it was done.
- PeopleSoft is poor. The idea of PeopleSoft is excellent and necessary - its interface is very poor. My concern with university staff is not the staff itself, which is OK (not great), but the sheer bureaucracy, which is mind numbing. I have a decent tolerance for bureaucracy, but what it takes to do anything innovative at URI is extremely stifling.
- Too much bureaucracy. Reimbursement for expenses incredibly slow. Using Donovan travel is a nightmare...then you get charged a fee for doing it...they are totally unresponsive and do not frequently get best rates...but you have no choice. Who is getting the big payoff in this one?????
- I find PeopleSoft to be of mixed quality. It is great to be able to submit grades online, to see students' unofficial transcripts, and to get info re: classes and rosters. The format for reviewing the schedule of classes is not as useful as the old format, and we encounter many problems each semester related to students enrolling, being blocked, etc. I don't use the financial side as often but I believe there are many problems with those screens, and the personnel screens as well.

## Comments on Part IV, General Issues (continued)

- The Senate practices an original form of democracy. Issues are voted on again and again-- until the President gets the desired result. The central administration is simply non-responsive on unsatisfactory arrangements like the Travel monopoly awarded Carlson Wagon-Lits. Oh, wait-- they like it for arranging athletic travel; they could care less about travel for academic research and keeping up academically.
- Using Peoplesoft as a University College Advisor means that I must have longer appointments and see fewer students. There is still no capacity for an electronic credit audit/report of progress toward graduation which was available before peoplesoft and greatly appreciated by students and advisors.
- The recent WebCT fiasco (Spring 2006) was enormously detrimental to the performance of my teaching, research, office hours, eating, breathing, ....
- as an Appendix H employee, I don't have enough say in important matters
- This section is a mixed bag. First, faculty have no real power for finances or really, the approval, revision, or rejection of any programs or services at URI. For example, some highly talented folks at the staff level should have been listened to regarding needs and problems when PeopleSoft was coming on; they were ignored, and apparently we got a product more computer tech friendly than for others (btw, I've used mainframes writing code, etc., since 1978). Some forms are online in usable format, but usually limited to downloadable docs rather than interactive format. The location(s) of needed ones are often unclear or in unlikely places, and there is NO central online directory for such forms...which would be truly advanced.
- After submitting TAR, TEV, LVPO, PR, etc forms, they go into a deep abyss and there is no way to track them. These forms (and others) should all be automated online, where people could log in and enter their electronic approval, rather than signing the goldenrod carbon copy.
- I was never able to use my ID to gain access to my classroom even after several calls and two trips to campus.
- PeopleSoft sucks!
- University does not take full advantage of computer resources, lot's of forms duplication, paperwork need to be streamlined further, specially in the accounting, purchasing departments
- the purchasing system is medieval! It takes weeks, sometimes months to get supplies and equipment, and the delay is almost entirely in getting approval to place the order with the supplier.
- I find most university staff to be courteous most of the time. Job stress does affect most staff occasionally, and some staff (a few) are frequently rude.
- In general, URI is a huge and unwieldy bureaucracy. Faculty governance seems to be of little importance to the administration and they go out of their way to squash faculty input.
- PeopleSoft has a big learning curve but has improved for services needed by faculty such as access to rosters, student records, online advising system, etc. It is still insanely cumbersome and getting worse for financial or fiscal applications, hiring, and related functions.

## Comments on Part IV, General Issues (continued)

- Administrative rules and regulations are enormous. Purchasing, personnel and travel regulations are more burdensome than ever. They are impediments to the mission of the University. PeopleSoft is a disaster and a major impediment to productivity. We are top-heavy with administrators and staff. Where are the facilitators?
- Generally there is only one person trained to do each job - when that person is gone or out sick then that job is not performed. This can present some significant problems when something really needs to be done due to deadlines and the appropriate person is away.
- So yeah?!? PeopleSoft. Funny that it's a part of the survey. I think it is poorly written and structured. Too many choices along the way. The architecture of the user interface is so convoluted and so contrived that I am losing more of my hair. Give me simple menus with multiple access points to the same function. Lack of intuitive grace (for lack of better words) is a big short coming. Send the whole thing to India and let one of their consultants talk directly to those who are affected by the silly thing. Outsource it, the guys at PeopleSoft have earned their place among the outsourced many.
- PeopleSoft is the spawn of the devil.
- Re: Courtesy among University Staff Most of my classes over the past year were canceled due directly to the fact that the Freshman Advisor steered students away from it, telling them it was "Too Hard" and I was a "hard grader". Give me a break, guys.
- It is difficult for a university the size of URI to be efficient with the deficient size of its staff, faculty and administrators that is needed to satisfy the customers. The budget of university is mainly supported by our customers and yet the state, with its less than 20% contribution has virtual veto power over staffing and funding issues. Higher education is an enterprise that is mainly run with people power. With low numbers of people as staff and low wages as well it is difficult to maintain a quality and competitive enterprise here at URI.
- while PeopleSoft helps me complete my work, it is cumbersome, repetitive in requesting information, and the categorization of where information is located with regard to student learning usually makes no sense
- Kingston librarians do not treat CCE faculty as equals. Classroom Media Assistance policies make it difficult to use videos without reserving them months in advance for a brief use. Interlibrary loan does not acknowledge my requests for research materials.
- The eCampus enterprise has been a dismal failure, in my view. The effort expended in carrying 'shadow' account files, attempting to correct erroneous entries, accomplish purportedly straightforward tasks and other unproductive things is disturbingly high. I recognize that this was a mandated change, and I do not wish to impugn the integrity of those responsible for the implementation. However, the result is unacceptable on its face, in my opinion.
- Most paper processes, including budgetary/grant/hiring/etc are impossible to understand or implement. Few of the administrative offices follow through on paperwork without being needed. THERE IS NO ACCOUNTABILITY.
- Purchasing research supplies here is extremely difficult and cumbersome. Even though the financial person in my department is wonderful, purchasing supplies over \$500 can be very challenging and time consuming, much more so than at other universities that I have been at.

## Comments on Part IV, General Issues (continued)

- The library staff is very helpful and courteous. The Research office staff is also very helpful.
- peoplesoft is getting there....
- Our dept admin assistnat is superlative and personable. A great combination- but papers re \$\$ end up sitting i a U office- and I wait wnad wiat for \$- without a call or followup from the U \$ office. Why is that? Understaffed? I refuse to think the financial personnel are mean spirited or incompetant. They must be overwhelmed.
- I often use WebCT for my courses and often need help, because the options are not clear or confusing. Still, I like the chance to use WebCT a lot, since it saves the university A LOT of copying costs.
- AMount of time for travel reimbursement and making travel arrangements is unacceptable. Purchasing is too cumbersome. Issue credit cards to faculty.
- Very often in the dealings that I, or members of my research team, it seems that rather than attempting to be helpful, staff members are being obstructionist (withholding helpful information or doling it out piecemeal). The efficiency of university services is very low. In part this is due to some of the odious state procedures that wouldn't apply if the university had a research foundation (see note on infrastructure above)
- I am much happier with Providence staff than with Kingston in general, though not always.
- Most University staff are polite and helpful. When they are not, it's usually because they're being asked to do two or three jobs simultaneously. We are understaffed.
- Those who make the effort will be heard.
- I would feel more strongly about governance input if I was in a full-time capacity.
- I have not been allowed to participate in University governance by my director.
- Peoplesoft is a monster. Improvements that have been obviously needed since its introduction have not been made. "Help" is a joke. Ken Sisson seems to try but there seems to be some obstacle to actually improving anything. Office efficiency is severely limited by what the 'system' makes possible. People try to be helpful. Input is mostly an illusion. The president and his closest advisor make those important decisions that are not dictated by the governor or board.
- Most of the staff I come into contact with are courteous, helpful, and work to solve problems the U generates with its nearly hopeless bureaucracy. While I can get a number of forms electronically, many I can't--and that begs the question of the amount, esp. at the graduate level--the paper trails are horrendous. PeopleSoft is a dystopic nightmare. Governance works some times--but in key areas not at all or very little (e.g. the budget--administration sometimes just doesn't "get it" when cost-effectiveness viewed from other justifiable criteria doesn't compute into its preordained categories). "Governance" means squat when CAS is beggared.
- #22 reflects my frustration at not being able to submit curricular materials to CAC and grad council electronically- 25 hard copies in this day and age are senseless!
- We still use part timers too much and have too few full time positions. Also, I sense that we have not cracked down on hazing enough. Finally for now, black market Adderall and other such meds are \*much\* too easy for the kids to get, I fear.

## Comments on Part IV, General Issues (continued)

- Sometimes I don't know how to get help with computing services, despite the availability of forms online.

## Comments on the Survey as a Whole

- This isn't exactly anonymous since you now have my e-mail and know my rank, college and building. But I hope the survey results are useful.
- This is one of the first surveys that I have taken at URI that is actually well written and complies with social science methodological standards - Bravo!
- I'd really like to see URI consider expanding its downtown presence into a full fledged campus, not merely a limited function satellite facility.
- I feel the instrument will be answered by those who are unhappy for all kinds of reasons. I have found that being unhappy on the job in most cases is an indication of unhappiness in another segment of one's life. Unfortunately, faculty as a whole are not very positive people. However, I realize that the university has a responsibility to deal with these negative attitudes.
- PeopleSoft has created more problems than it has solved. Computer software should not cost us time. It has created a negative atmosphere on campus, plus a shift of a significant burden from the administration to the department level.
- You didn;t address any concerns (except for governance) of non tenure track faculty who have no rights, no job security. Have been treated like dirt, and have no recourse.
- I fear that it will go the way of most of the studies on this campus: First onto a shelf and then into the circular file. Just another way to waste time and appease the faculty who may think for a brief, shining moment that we actually have a say in what goes on.
- Good questions
- I a new on the faculty and have not had adequate time to evaluate some of the areas threquested.
- Have not addressed the fact that there are fewer full time faculty/staff and more part timers. The part timers do not engage in the governance of the University. Too many of us are getting Burned out by the number of committees, task forces, studdy groups, etc. in which we MUST participate. Who has time for research or scholarly activity.
- Easy to use survey. Short and to the point.
- Thanks for doing it!
- I was disappointed to see that Summer teaching compensation was not addressed. Using the overall campus salary average to compensate summer teaching is not equitable. Most NE universities pay a min. of \$5,000 - or a percentage of salary per class. Why doesn't URI follow this convention?
- All the demographic data above is false.
- Needs an not applicable category for some of the questions



## Comments on the Survey as a Whole (continued)

- I hope it ultimately leads to needed improvements....one issue not addressed: The state has NO committment to this University....it is clearly not a priority of the Governor or the Legislature....and all of those folks need to understand by constantly underfunding it they are destroying this state...and the future of this state.

- It's a good idea.
- Please spend more time and resources to encourage research...
- Instructors would benefit from better compensation and more support from regular faculty.
- It would be helpful if we could have information about the work loads among faculty, as there appear to be some inequities with regard to course load.
- Thanks for clarity and brevity. For several questions I wanted to respond "it depends" or "variable" and was forced to put "undecided" instead.
- There need to be more slots for N/A
- With diminishing support from the state of RI, consideration must be given to privatizing the University into an efficient organization dedicated to the mission of teaching, research and public service. Where are the new faculty hired to replace the aging Full Professors???
- It would be more helpful to you to ask the questions in a way that determines what the priorities are that people have for getting things fixed. In other words, given fixed budgets, if we were to put money anywhere, what's a higher priority - putting money into technology in the classrooms or into hiring more people to put more forms onto PeopleSoft? In other words, what's most important to people? That seems to me to be more helpful -- otherwise everyone will just tell you that they want more technology in the classrooms -- that's a no brainer -- as well as tell you that they don't have enough resources for research.
- I would have thought you would have asked more about administrative support for faculty, given that the number of administrators appears to be on the rise and the number of people who are full-time employed faculty on the decline. What are the numbers on that. Anybody know.
- The comments section of the survey could be a valuable tool if those that participate avail themselves of the opportunity. In the aggregate the multiple choice questions may prove to be of little use to the faculty senate as a whole as most of our members are not trained to be able to evaluate these types of surveys with these types of agree/disagree questions. There will definitely have to be an expert interpretation person behind the scenes to contribute to any follow up.
- Examining the ExComm membership list leads me to believe that your intentions are honorable and your goals in conducting this survey are for the betterment of the University. In this I wish you the best of luck.
- You may wish to question the faculty about morale; about their perceptions of the administration; of the role of faculty in evaluating administrators on a timely basis (That is prior to being rehired or promoted) of reviewing justifications for more administrative positions which are more costly than new faculty; of the distribution of institutional funds and debts across colleges, etc,
- See comments above.
- Thanks for asking. Please disseminate your results.
- useful and painless to fill in.

## Comments on the Survey as a Whole (continued)

- I am very dissatisfied with many classrooms on campus. However, since I teach mainly in Ballentine, I know things should be a great deal better across the campus.
- I continue to be distressed that the College of Arts and Sciences is taken for granted, even though it is demonstrably the economic engine of the University. Grants are sexier than tuition income apparently.
- the choice "undecided" seems peculiar. Do you mean "sometimes"? Do you mean "I don't know"? Do you mean "I have no basis on which to have an opinion"?
- My total time teaching w/URI is between 5 and 10 years - though I had a break in between....
- How much did it cost to buy such inane questions?
- I wish there were some questions on how faculty and perhaps students "feel" about differences in their work, study, teaching, and resource-accessibility environments. The questions are so specifically targeted they omit issues like morale, perceptions of unequal working conditions and expectations, and "elitism" among cadres or colleges (based on poverty vs. "riches" (can I say "overhead"). Questions about perceived changes over the years would be helpful. Or about future directions (another survey, I realize).
- Apparently we had more than one section IV! :-)
- Faculty in the professional programs are not necessarily compensated equally. It is difficult to retain faculty because of the disparity in salaries as a professional practice.
- I hope this isn't too late!