

Middle States Survey

Description:

Date Created: 12/3/2014 11:42:25 AM

Date Range: 12/11/2014 12:00:00 AM - 2/28/2015 11:59:00 PM

Total Respondents: 1851

Q1. What is your primary classification?			
Count	Percent		
846	45.71%		Student
283	15.29%		Faculty
722	39.01%		Staff
1851	Respondents		

Q2. Are you familiar with the concept of a co-curriculum?			
Count	Percent		
526	28.42%		Yes
800	43.22%		No
525	28.36%		Unsure
1851	Respondents		

Q3. What kind of student programs, activities, and events interest you? (Check all that apply)				
Count	Respondent %	Response %		
427	65.90%	11.47%		Campus events (movies, concerts, speakers)
383	59.10%	10.28%		Community service or service-­learning projects
243	37.50%	6.53%		Cultural and diversity organizations
279	43.06%	7.49%		Honor societies
334	51.54%	8.97%		Interprofessional activities
311	47.99%	8.35%		Leadership development
250	38.58%	6.71%		Performing arts (theater, music, dance)
172	26.54%	4.62%		Political and social activism
110	16.98%	2.95%		Student government
84	12.96%	2.26%		Student media (yearbook, newspaper, radio)
114	17.59%	3.06%		Spiritual and religious organizations
390	60.19%	10.47%		Sports, exercise, and fitness
260	40.12%	6.98%		Pre­-professional and academic organizations
335	51.70%	9.00%		Wellness activities
11	1.70%	0.30%		Other (please specify)

Count	Percent		
1	9.09%		Choir
1	9.09%		disability & diversity
1	9.09%		exercise classes
1	9.09%		Food!
1	9.09%		Job Opportunities
1	9.09%		more fun, free activities to socialize
1	9.09%		Outdoor activities
1	9.09%		outdoor activities clubs like sailing
1	9.09%		stress busters

1	9.09%	travel abroad opportunites	
1	9.09%	visual arts	
21	3.24%	0.56%	None of the above
648 Respondents			
3724 Responses			

Q4. How valuable are the following programs, events, and experiences to your educational experience? - Campus events (movies, concerts, speakers)

Count	Percent		
64	10.03%		Extremely valuable
144	22.57%		Very valuable
240	37.62%		Moderately valuable
103	16.14%		Not very valuable
47	7.37%		Not at all valuable
40	6.27%		Unable to judge
638 Respondents			

Q5. How valuable are the following programs, events, and experiences to your educational experience? - Community service or service-­learning projects

Count	Percent		
134	21.07%		Extremely valuable
215	33.81%		Very valuable
188	29.56%		Moderately valuable
40	6.29%		Not very valuable
23	3.62%		Not at all valuable
36	5.66%		Unable to judge
636 Respondents			

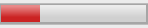
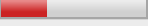
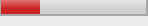
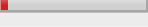
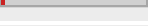
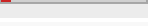
Q6. How valuable are the following programs, events, and experiences to your educational experience? - Cultural and diversity organizations

Count	Percent		
99	15.76%		Extremely valuable
179	28.50%		Very valuable
175	27.87%		Moderately valuable
79	12.58%		Not very valuable
49	7.80%		Not at all valuable
47	7.48%		Unable to judge
628 Respondents			

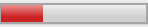
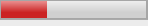
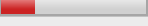
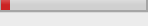
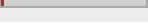
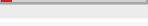
Q7. How valuable are the following programs, events, and experiences to your educational experience? - Honor societies

Count	Percent		
89	13.95%		Extremely valuable
155	24.29%		Very valuable
181	28.37%		Moderately valuable
106	16.61%		Not very valuable
48	7.52%		Not at all valuable
59	9.25%		Unable to judge
638 Respondents			

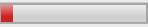
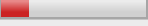
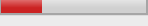
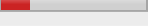
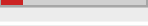
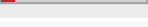
Q8. How valuable are the following programs, events, and experiences to your educational experience? - Interprofessional activities

Count	Percent		
170	26.81%		Extremely valuable
201	31.70%		Very valuable
173	27.29%		Moderately valuable
32	5.05%		Not very valuable
15	2.37%		Not at all valuable
43	6.78%		Unable to judge
634	Respondents		


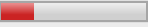
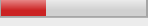
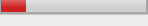
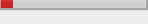
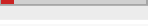
Q9. How valuable are the following programs, events, and experiences to your educational experience? - Leadership development

Count	Percent		
183	28.91%		Extremely valuable
203	32.07%		Very valuable
147	23.22%		Moderately valuable
41	6.48%		Not very valuable
13	2.05%		Not at all valuable
46	7.27%		Unable to judge
633	Respondents		

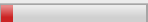

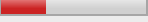
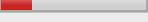
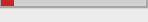
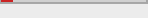
Q10. How valuable are the following programs, events, and experiences to your educational experience? - Performing arts (theater, music, dance)

Count	Percent		
54	8.56%		Extremely valuable
120	19.02%		Very valuable
178	28.21%		Moderately valuable
125	19.81%		Not very valuable
95	15.06%		Not at all valuable
59	9.35%		Unable to judge
631	Respondents		

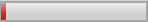
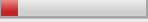
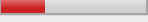
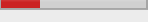
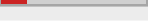
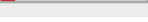
Q11. How valuable are the following programs, events, and experiences to your educational experience? - Political and social activism

Count	Percent		
75	11.89%		Extremely valuable
144	22.82%		Very valuable
195	30.90%		Moderately valuable
111	17.59%		Not very valuable
51	8.08%		Not at all valuable
55	8.72%		Unable to judge
631	Respondents		

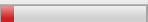

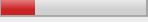
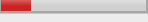
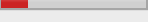
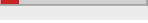
Q12. How valuable are the following programs, events, and experiences to your educational experience? - Student government

Count	Percent		
50	7.95%		Extremely valuable
139	22.10%		Very valuable
197	31.32%		Moderately valuable
136	21.62%		Not very valuable
55	8.74%		Not at all valuable
52	8.27%		Unable to judge
629	Respondents		




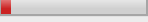
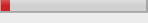
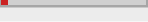
Q13. How valuable are the following programs, events, and experiences to your educational experience? - Student media (yearbook, newspaper, radio)

Count	Percent		
21	3.36%		Extremely valuable
72	11.52%		Very valuable
189	30.24%		Moderately valuable
167	26.72%		Not very valuable
114	18.24%		Not at all valuable
62	9.92%		Unable to judge
625	Respondents		

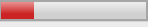
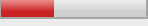
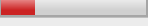
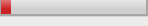
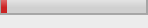
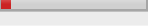
Q14. How valuable are the following programs, events, and experiences to your educational experience? - Spiritual and religious organizations

Count	Percent		
55	8.74%		Extremely valuable
101	16.06%		Very valuable
146	23.21%		Moderately valuable
131	20.83%		Not very valuable
118	18.76%		Not at all valuable
78	12.40%		Unable to judge
629	Respondents		

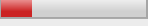
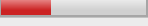
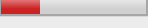
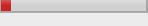
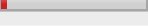
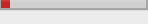
Q15. How valuable are the following programs, events, and experiences to your educational experience? - Sports, exercise, and fitness

Count	Percent		
160	25.16%		Extremely valuable
214	33.65%		Very valuable
153	24.06%		Moderately valuable
42	6.60%		Not very valuable
37	5.82%		Not at all valuable
30	4.72%		Unable to judge
636	Respondents		

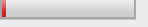
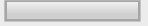
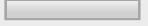
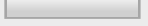
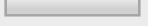
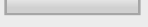

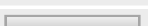
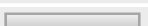




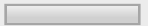
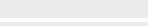
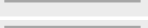
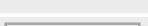
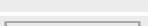
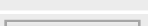
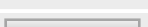

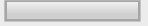
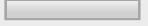
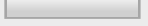
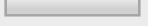
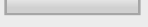

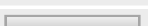
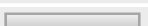




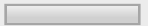
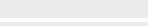
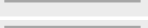
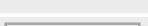
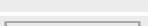
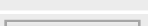
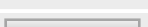

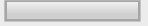
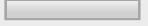
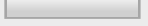
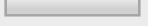
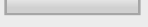

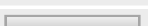
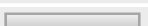




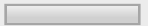
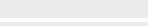
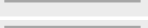
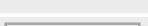
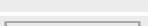
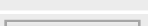
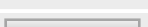

Q16. How valuable are the following programs, events, and experiences to your educational experience? - Pre- & professional and academic organizations

Count	Percent		
143	22.56%		Extremely valuable
231	36.44%		Very valuable
147	23.19%		Moderately valuable
42	6.62%		Not very valuable
26	4.10%		Not at all valuable
45	7.10%		Unable to judge
634	Respondents		

Q17. How valuable are the following programs, events, and experiences to your educational experience? - Wellness activities

Count	Percent		
136	21.48%		Extremely valuable
217	34.28%		Very valuable
170	26.86%		Moderately valuable
45	7.11%		Not very valuable
25	3.95%		Not at all valuable
40	6.32%		Unable to judge
633	Respondents		

Q18. Are there any other co-curricular programs, events, or experiences that are valuable to your educational experience?

Count	Percent																																																																																						
78	12.04%		Yes (please explain)																																																																																				
<table border="1"> <thead> <tr> <th>Count</th> <th>Percent</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Mentorship programs.</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Advising from professors/ other professionals would be nice.</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>alumni meeting with current students</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Any events that bring the students together is very important.</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Any inter-school activities that foster greater cooperation and communication together, which will help in our professional interactions later. Especially if there is free food involved.</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Anything online: I live out of state/ I am an online student</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>career development</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Career/employment skills</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Christian Legal Society, Lunch and Learn</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Community service</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Concerts are the most fun and will bring the most people to campus.</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Cross-disciplinary bridge classes and trainings with students of various schools within UMB</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Cultural Awareness and community service are both important and valuable to educational experiences.</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>cultural diversity issues</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>disability awareness, religious diversity for some instructors</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Economic Development initiatives happening at the university.</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Financing events</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Fitness classes Interdisciplinary service events</td> </tr> <tr> <td>1</td> <td>1.28%</td> <td></td> <td>Guest speakers and visiting lecturers I really value...</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Count	Percent			1	1.28%		Mentorship programs.	1	1.28%		Advising from professors/ other professionals would be nice.	1	1.28%		alumni meeting with current students	1	1.28%		Any events that bring the students together is very important.	1	1.28%		Any inter-school activities that foster greater cooperation and communication together, which will help in our professional interactions later. Especially if there is free food involved.	1	1.28%		Anything online: I live out of state/ I am an online student	1	1.28%		career development	1	1.28%		Career/employment skills	1	1.28%		Christian Legal Society, Lunch and Learn	1	1.28%		Community service	1	1.28%		Concerts are the most fun and will bring the most people to campus.	1	1.28%		Cross-disciplinary bridge classes and trainings with students of various schools within UMB	1	1.28%		Cultural Awareness and community service are both important and valuable to educational experiences.	1	1.28%		cultural diversity issues	1	1.28%		disability awareness, religious diversity for some instructors	1	1.28%		Economic Development initiatives happening at the university.	1	1.28%		Financing events	1	1.28%		Fitness classes Interdisciplinary service events	1	1.28%		Guest speakers and visiting lecturers I really value...				
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1	1.28%		guest speakers, leadership development
1	1.28%	<input type="checkbox"/>	Gym facilities
1	1.28%	<input type="checkbox"/>	Gym, library
1	1.28%	<input type="checkbox"/>	Health and fitness
1	1.28%	<input type="checkbox"/>	Honor Society for Nursing
1	1.28%	<input type="checkbox"/>	I am part of many cultural and professional organizations. Our monthly meetings are valuable.
1	1.28%	<input type="checkbox"/>	I really like inter-professional activities because I think so much of my future career will involve working with people from different professions.
1	1.28%	<input type="checkbox"/>	I would like us to have more conferences. 2. Not just interprofessional but also intercollegiate. We have so many schools - so many smart people - we should be a family or or work together to be the cutting edge in every area
1	1.28%	<input type="checkbox"/>	International programs, though that may fall under community service and service learning
1	1.28%	<input type="checkbox"/>	International travel opportunities
1	1.28%	<input type="checkbox"/>	Interprofessional activities are very important because we have the opportunity to interact with other students working in other professional fields.
1	1.28%	<input type="checkbox"/>	Interprofessional Global Health Initiative Trips
1	1.28%	<input type="checkbox"/>	Interprofessional lectures
1	1.28%	<input type="checkbox"/>	Interprofessional organizations, cultural diversity
1	1.28%	<input type="checkbox"/>	It may qualify as "campus events", but Continuing Ed or certification classes that are available to current students are extremely valuable, as long as they cover a plethora of subjects over the course of the semester/year. Also, access to Continuing Ed or certification courses online would be wonderful.
1	1.28%	<input type="checkbox"/>	Job shadowing and career development (certificate and training programs) and funding to join professional organizations and attend their national conferences and/or trainings
1	1.28%	<input type="checkbox"/>	Library workshops
1	1.28%	<input type="checkbox"/>	Mentoring program, externships, internships
1	1.28%	<input type="checkbox"/>	Mentorship opportunities (From faculty or alumni), Internships,
1	1.28%	<input type="checkbox"/>	Meyerhoff Scholars Program
1	1.28%	<input type="checkbox"/>	More events for weekends
1	1.28%	<input type="checkbox"/>	More help with and option for career related summer internships
1	1.28%	<input type="checkbox"/>	More LGBT events.
1	1.28%	<input type="checkbox"/>	Networking opportunites
1	1.28%	<input type="checkbox"/>	Networking opportunities with professionals currently in the field; job search educational sessions
1	1.28%	<input type="checkbox"/>	Opportunities outside of Baltimore (e.g. @ Shady Grove campus)
1	1.28%	<input type="checkbox"/>	Outdoor activities such as hiking.
1	1.28%	<input type="checkbox"/>	Peer-mentoring programs
1	1.28%	<input type="checkbox"/>	Practicum sessions. Such as CBT workshops.
1	1.28%	<input type="checkbox"/>	Pre--professional and academic organizations
1	1.28%	<input type="checkbox"/>	Professional networking with "current" specialty experts to speak to students
1	1.28%	<input type="checkbox"/>	PSLI
1	1.28%	<input type="checkbox"/>	Service learning, professional organizations and leadership development
1	1.28%	<input type="checkbox"/>	service/rotation abroad
1	1.28%	<input type="checkbox"/>	Serving on school committee
1	1.28%	<input type="checkbox"/>	Shadowing programs with individuals in our possible area of interest.
1	1.28%	<input type="checkbox"/>	sigma theta tau
1	1.28%	<input type="checkbox"/>	Sigma Theta Tau Honor Society
1	1.28%	<input type="checkbox"/>	Social work licensure test prep

1	1.28%	<input type="checkbox"/>	socials
1	1.28%	<input type="checkbox"/>	something for distance learners
1	1.28%	<input type="checkbox"/>	Specialty interest groups
1	1.28%	<input type="checkbox"/>	Student groups/coalitions, learning experiences
1	1.28%	<input type="checkbox"/>	Student Interest Groups (med school)
1	1.28%	<input type="checkbox"/>	studying abroad
1	1.28%	<input type="checkbox"/>	The gym, and all the fun things the gym puts on like intramural sports.
1	1.28%	<input type="checkbox"/>	They all enhance my educational experience.
1	1.28%	<input type="checkbox"/>	travel abroad opportunities
1	1.28%	<input type="checkbox"/>	Travel outside the country
1	1.28%	<input type="checkbox"/>	University of Maryland Nurses Association
1	1.28%	<input type="checkbox"/>	volunteering opportunities and research projects
1	1.28%	<input type="checkbox"/>	Wellness activesties help keep people inform on thing that will keep the world safe and healthy
1	1.28%	<input type="checkbox"/>	Wellness events and fitness classes help with my health and well being to do well in my classes
1	1.28%	<input type="checkbox"/>	Yes - working with the BLSA trial team has enriched my understanding that I get from my classes.

570 87.96% No

648 Respondents

Q19. Please rate the importance of these skills as they apply to your future profession. - Ability to verbally communicate with persons inside and outside the organization

Count	Percent		
513	80.03%	<input checked="" type="checkbox"/>	Extremely Important
106	16.54%	<input type="checkbox"/>	Very Important
14	2.18%	<input type="checkbox"/>	Moderately Important
3	0.47%	<input type="checkbox"/>	Slightly Important
2	0.31%	<input type="checkbox"/>	Not important
3	0.47%	<input type="checkbox"/>	No basis to judge


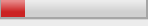
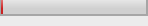
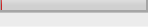
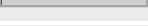
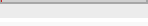
641 Respondents

Q20. Please rate the importance of these skills as they apply to your future profession. - Ability to work in a team structure


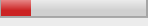
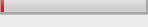
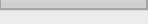
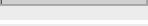
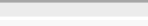
Count	Percent		
433	68.08%	<input checked="" type="checkbox"/>	Extremely Important
161	25.31%	<input type="checkbox"/>	Very Important
36	5.66%	<input type="checkbox"/>	Moderately Important
2	0.31%	<input type="checkbox"/>	Slightly Important
1	0.16%	<input type="checkbox"/>	Not important
3	0.47%	<input type="checkbox"/>	No basis to judge

636 Respondents


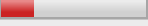
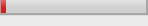
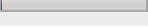
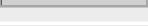
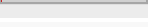
Q21. Please rate the importance of these skills as they apply to your future profession. - Ability to make decisions and solve problems

Count	Percent		
514	80.69%		Extremely Important
106	16.64%		Very Important
10	1.57%		Moderately Important
2	0.31%		Slightly Important
2	0.31%		Not important
3	0.47%		No basis to judge
637	Respondents		


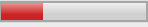
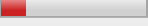
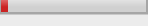
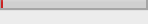
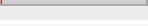
Q22. Please rate the importance of these skills as they apply to your future profession. - Ability to plan, organize, and prioritize work

Count	Percent		
483	76.42%		Extremely Important
132	20.89%		Very Important
12	1.90%		Moderately Important
1	0.16%		Slightly Important
2	0.32%		Not important
2	0.32%		No basis to judge
632	Respondents		

Q23. Please rate the importance of these skills as they apply to your future profession. - Ability to obtain and process information

Count	Percent		
461	72.83%		Extremely Important
146	23.06%		Very Important
20	3.16%		Moderately Important
2	0.32%		Slightly Important
2	0.32%		Not important
2	0.32%		No basis to judge
633	Respondents		

Q24. Please rate the importance of these skills as they apply to your future profession. - Ability to analyze quantitative data

Count	Percent		
302	47.63%		Extremely Important
182	28.71%		Very Important
110	17.35%		Moderately Important
30	4.73%		Slightly Important
6	0.95%		Not important
4	0.63%		No basis to judge
634	Respondents		

Q25. Please rate the importance of these skills as they apply to your future profession. - Technical knowledge related to the job

Count	Percent		
335	52.34%		Extremely Important
207	32.34%		Very Important
69	10.78%		Moderately Important
17	2.66%		Slightly Important
8	1.25%		Not important
4	0.63%		No basis to judge
640	Respondents		

Q26. Please rate the importance of these skills as they apply to your future profession. - Proficiency with computer software programs

Count	Percent		
198	31.18%		Extremely Important
256	40.31%		Very Important
130	20.47%		Moderately Important
38	5.98%		Slightly Important
11	1.73%		Not important
2	0.31%		No basis to judge
635	Respondents		

Q27. Please rate the importance of these skills as they apply to your future profession. - Ability to create and/or edit written reports

Count	Percent		
290	45.24%		Extremely Important
208	32.45%		Very Important
103	16.07%		Moderately Important
22	3.43%		Slightly Important
13	2.03%		Not important
5	0.78%		No basis to judge
641	Respondents		

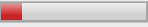
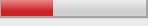
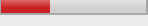
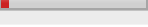
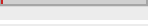
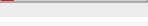
Q28. Please rate the importance of these skills as they apply to your future profession. - Ability to sell or influence others

Count	Percent		
203	31.82%		Extremely Important
202	31.66%		Very Important
145	22.73%		Moderately Important
54	8.46%		Slightly Important
28	4.39%		Not important
6	0.94%		No basis to judge
638	Respondents		

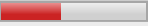
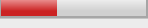
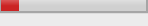
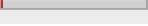
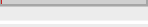
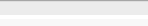
Q29. How long have you been a student at the University of Maryland, Baltimore?

Count	Percent		
250	38.58%		6 months or less
64	9.88%		7 months to 12 months
324	50.00%		1 year to 5 years
10	1.54%		More than 5 years
648	Respondents		

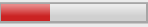
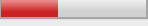
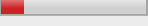
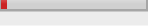

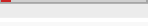
Q30. How valuable are the following programs, events, and experiences to students' educational experience? - Campus events (movies, concerts, speakers)

Count	Percent		
123	14.78%		Extremely valuable
298	35.82%		Very valuable
281	33.77%		Moderately valuable
48	5.77%		Not very valuable
8	0.96%		Not at all valuable
74	8.89%		Unable to judge
832	Respondents		

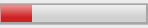
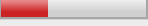
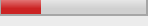
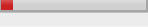
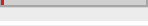
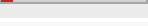
Q31. How valuable are the following programs, events, and experiences to students' educational experience? - Community service or service-­learning projects

Count	Percent		
347	41.61%		Extremely valuable
321	38.49%		Very valuable
103	12.35%		Moderately valuable
11	1.32%		Not very valuable
4	0.48%		Not at all valuable
48	5.76%		Unable to judge
834	Respondents		


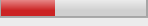
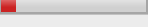
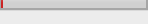
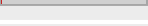
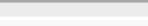
Q32. How valuable are the following programs, events, and experiences to students' educational experience? - Cultural and diversity organizations

Count	Percent		
280	33.78%		Extremely valuable
327	39.45%		Very valuable
129	15.56%		Moderately valuable
31	3.74%		Not very valuable
8	0.97%		Not at all valuable
54	6.51%		Unable to judge
829	Respondents		


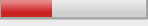
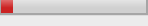
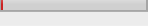
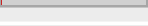
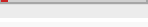
Q33. How valuable are the following programs, events, and experiences to students' educational experience? - Honor societies

Count	Percent		
179	21.67%		Extremely valuable
268	32.45%		Very valuable
229	27.72%		Moderately valuable
68	8.23%		Not very valuable
14	1.69%		Not at all valuable
68	8.23%		Unable to judge
826	Respondents		

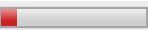
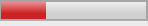
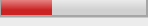
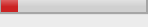
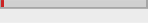
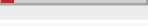
Q34. How valuable are the following programs, events, and experiences to students' educational experience? - Interprofessional activities

Count	Percent		
379	45.44%		Extremely valuable
310	37.17%		Very valuable
85	10.19%		Moderately valuable
9	1.08%		Not very valuable
2	0.24%		Not at all valuable
49	5.88%		Unable to judge
834	Respondents		

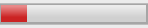
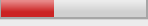
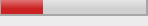
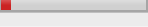
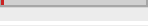
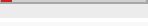
Q35. How valuable are the following programs, events, and experiences to students' educational experience? - Leadership development

Count	Percent		
414	50.12%		Extremely valuable
293	35.47%		Very valuable
67	8.11%		Moderately valuable
9	1.09%		Not very valuable
2	0.24%		Not at all valuable
41	4.96%		Unable to judge
826	Respondents		

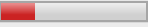
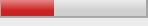
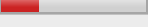
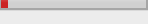
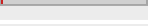
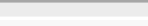
Q36. How valuable are the following programs, events, and experiences to students' educational experience? - Performing arts (theater, music, dance)

Count	Percent		
94	11.28%		Extremely valuable
258	30.97%		Very valuable
296	35.53%		Moderately valuable
98	11.76%		Not very valuable
15	1.80%		Not at all valuable
72	8.64%		Unable to judge
833	Respondents		


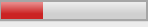
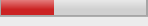
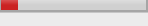
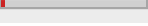
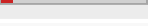
Q37. How valuable are the following programs, events, and experiences to students' educational experience? - Political and social activism

Count	Percent		
147	17.69%		Extremely valuable
304	36.58%		Very valuable
239	28.76%		Moderately valuable
58	6.98%		Not very valuable
19	2.29%		Not at all valuable
64	7.70%		Unable to judge
831	Respondents		

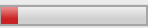
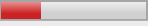
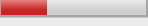
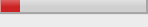
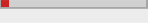
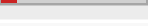
Q38. How valuable are the following programs, events, and experiences to students' educational experience? - Student government

Count	Percent		
196	23.61%		Extremely valuable
305	36.75%		Very valuable
218	26.27%		Moderately valuable
42	5.06%		Not very valuable
9	1.08%		Not at all valuable
60	7.23%		Unable to judge
830	Respondents		

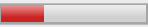
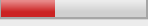
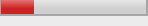
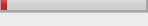
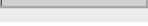
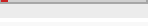
Q39. How valuable are the following programs, events, and experiences to students' educational experience? - Student media (yearbook, newspaper, radio)

Count	Percent		
96	11.54%		Extremely valuable
244	29.33%		Very valuable
307	36.90%		Moderately valuable
95	11.42%		Not very valuable
23	2.76%		Not at all valuable
67	8.05%		Unable to judge
832	Respondents		

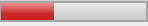
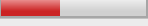
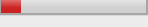
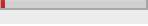
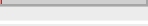
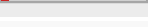
Q40. How valuable are the following programs, events, and experiences to students' educational experience? - Spiritual and religious organizations

Count	Percent		
97	11.74%		Extremely valuable
226	27.36%		Very valuable
264	31.96%		Moderately valuable
106	12.83%		Not very valuable
45	5.45%		Not at all valuable
88	10.65%		Unable to judge
826	Respondents		


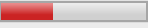
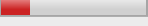
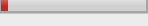
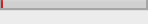
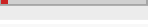
Q41. How valuable are the following programs, events, and experiences to students' educational experience? - Sports, Exercise, and Fitness

Count	Percent		
246	29.82%		Extremely valuable
309	37.45%		Very valuable
186	22.55%		Moderately valuable
35	4.24%		Not very valuable
7	0.85%		Not at all valuable
42	5.09%		Unable to judge
825	Respondents		


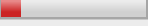
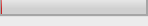
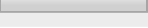
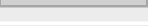
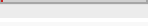
Q42. How valuable are the following programs, events, and experiences to students' educational experience? - Pre-professional and academic organizations

Count	Percent		
306	36.87%		Extremely valuable
338	40.72%		Very valuable
117	14.10%		Moderately valuable
20	2.41%		Not very valuable
3	0.36%		Not at all valuable
46	5.54%		Unable to judge
830	Respondents		

Q43. How valuable are the following programs, events, and experiences to students' educational experience? - Wellness activities

Count	Percent		
269	32.61%		Extremely valuable
299	36.24%		Very valuable
166	20.12%		Moderately valuable
40	4.85%		Not very valuable
10	1.21%		Not at all valuable
41	4.97%		Unable to judge
825	Respondents		

Q44. Please rate the importance of these skills as they apply to students as future professionals. - Ability to verbally communicate with persons inside and outside the organization

Count	Percent		
701	83.95%		Extremely Important
115	13.77%		Very Important
6	0.72%		Moderately Important
1	0.12%		Slightly Important
1	0.12%		Not important
11	1.32%		Unable to judge
835	Respondents		

Q45. Please rate the importance of these skills as they apply to students as future professionals. - Ability to work in a team structure

Count	Percent		
602	72.18%		Extremely Important
195	23.38%		Very Important
21	2.52%		Moderately Important
4	0.48%		Slightly Important
1	0.12%		Not important
11	1.32%		Unable to judge
834 Respondents			

Q46. Please rate the importance of these skills as they apply to students as future professionals. - Ability to make decisions and solve problems

Count	Percent		
680	82.22%		Extremely Important
130	15.72%		Very Important
7	0.85%		Moderately Important
1	0.12%		Slightly Important
0	0.00%		Not important
9	1.09%		Unable to judge
827 Respondents			


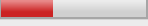
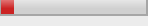
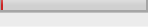
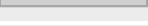
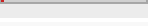
Q47. Please rate the importance of these skills as they apply to students as future professionals. - Ability to plan, organize, and prioritize work

Count	Percent		
645	78.28%		Extremely Important
156	18.93%		Very Important
13	1.58%		Moderately Important
0	0.00%		Slightly Important
0	0.00%		Not important
10	1.21%		Unable to judge
824 Respondents			


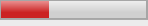
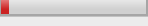
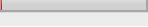
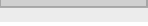
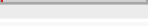
Q48. Please rate the importance of these skills as they apply to students as future professionals. - Ability to obtain and process information

Count	Percent		
607	73.31%		Extremely Important
194	23.43%		Very Important
17	2.05%		Moderately Important
1	0.12%		Slightly Important
0	0.00%		Not important
9	1.09%		Unable to judge
828 Respondents			



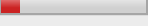
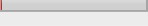
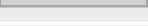
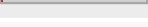
Q49. Please rate the importance of these skills as they apply to students as future professionals. - Ability to analyze quantitative data

Count	Percent		
431	51.87%		Extremely Important
300	36.10%		Very Important
75	9.03%		Moderately Important
8	0.96%		Slightly Important
0	0.00%		Not important
17	2.05%		Unable to judge
831	Respondents		


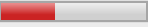
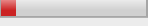
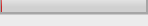
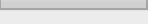
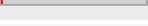
Q50. Please rate the importance of these skills as they apply to students as future professionals. - Technical knowledge related to the job

Count	Percent		
496	59.90%		Extremely Important
277	33.45%		Very Important
43	5.19%		Moderately Important
2	0.24%		Slightly Important
0	0.00%		Not important
10	1.21%		Unable to judge
828	Respondents		

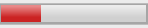
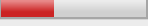
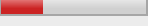
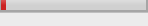
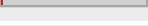
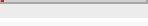
Q51. Please rate the importance of these skills as they apply to students as future professionals. - Proficiency with computer software programs

Count	Percent		
345	41.57%		Extremely Important
358	43.13%		Very Important
108	13.01%		Moderately Important
6	0.72%		Slightly Important
1	0.12%		Not important
12	1.45%		Unable to judge
830	Respondents		

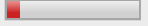
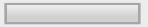
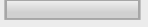
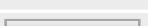
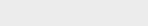
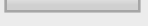
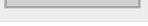
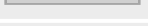
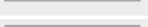
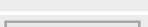


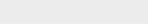
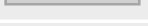
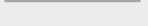
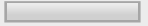
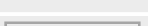
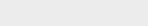
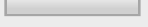
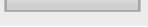
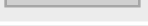
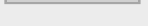
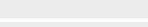
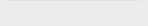
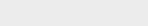
Q52. Please rate the importance of these skills as they apply to students as future professionals. - Ability to create and/or edit written reports

Count	Percent		
422	50.90%		Extremely Important
309	37.27%		Very Important
85	10.25%		Moderately Important
3	0.36%		Slightly Important
0	0.00%		Not important
10	1.21%		Unable to judge
829	Respondents		

Q53. Please rate the importance of these skills as they apply to students as future professionals. - Ability to sell or influence others

Count	Percent		
228	27.44%		Extremely Important
304	36.58%		Very Important
240	28.88%		Moderately Important
30	3.61%		Slightly Important
10	1.20%		Not important
19	2.29%		Unable to judge
831	Respondents		

Q54. Are there any other programs, events, or experiences that are valuable to students' educational experience?

Count	Percent		
151	17.98%		Yes (please explain)
Count	Percent		
1	0.66%		
1	0.66%		Co-curricular programs outside the classroom can create an atmosphere that stimulates meaningful learning if it is done well. Leadership on both sides is a necessary component.
1	0.66%		1. Campus-wide Toastmasters-like programs to develop public speaking skills. 2. Engaging local families in special events/Summer programs to strengthen campus environment.
1	0.66%		A firm grasp and understanding of professional ethics and morality standards
1	0.66%		Ability to advocate for self
1	0.66%		ability to balance one's life between fun (extra curricular activities) and studies.
1	0.66%		Ability to communicate with and interact with patients/clients/subjects
1	0.66%		ability to listen
1	0.66%		ability to obtain information from non-professionals
1	0.66%		Ability to problem solve/troubleshoot given available resources.
1	0.66%		Ability to work with people of all backgrounds, experiences, ethnicities, religions, and genders.
1	0.66%		Academic support programs (tutoring, guided study sessions, etc.)
1	0.66%		Activities that foster connections with people that our students are intended to serve in their professional capacity
1	0.66%		Activities to welcome new students and make them more comfortable with UMB and the neighborhood.
1	0.66%		any thing to do with assisting there clients or to help get the job at hand done with the best outcome that came be
1	0.66%		attending regional and national conferences
1	0.66%		be fair to all. all ethnicities should be represented
1	0.66%		business/ management skills
1	0.66%		Campus fellowships and churches; students complain there's not enough community and a lot of them find it hard to adjust in a new state. These organizations have usually been very effective in welcoming new students and building community.
1	0.66%		Career planning and options - e.g., corporate vs academic research, pharmacist at a hospital vs Rite Aid vs assisted living organization. Students need to be exposed somehow to potential employers and understand the skills/proficiencies expected for different situations.
1	0.66%		Career Services
1	0.66%		Career Services for students
1	0.66%		Career tools that help them be successful when they are ready to apply for positions (and knowledge of the various positions that are available to them with their degree)
1	0.66%		CE programs as well as general meetings which bring different groups together outside of

			the school environment. Occasions for public speaking. teaching opportunities.
1	0.66%	<input type="checkbox"/>	Clinical experiential learning
1	0.66%	<input type="checkbox"/>	clinics
1	0.66%	<input type="checkbox"/>	Communicating (in writing or testifying) with the legislature, congress, and advocacy groups about issues related to their profession, health care and public health issues, and advocating for budgets that affect those issues
1	0.66%	<input type="checkbox"/>	Communication. Students should learn how to be effective, clear and well-rounded communicators, to include learning how to be more cognizant listeners. Communication is a two-way endeavor. With so much emphasis placed on technology, students are losing their effectiveness as good, sensitive communicators.
1	0.66%	<input type="checkbox"/>	Community advocacy
1	0.66%	<input type="checkbox"/>	Community and political engagement, collaborative work with staff (e.g. Union organizing, living wage campaigns)
1	0.66%	<input type="checkbox"/>	Community Service based education Internships that involve co-circular learning fellowship of faculty to assist in co-circular development
1	0.66%	<input type="checkbox"/>	conference experiences from presenting their own work to networking with professionals beyond the campus
1	0.66%	<input type="checkbox"/>	Confidentiality...a sense of community... a good fit...strong advising. responsiveness from staff
1	0.66%	<input type="checkbox"/>	conflict resolution
1	0.66%	<input type="checkbox"/>	Cross cultural experiences to aid in understanding different points of view.
1	0.66%	<input type="checkbox"/>	Cultural competency
1	0.66%	<input type="checkbox"/>	Cultural humility, emotional intelligence
1	0.66%	<input type="checkbox"/>	Debate teams
1	0.66%	<input type="checkbox"/>	Departmental or Program based seminar series with outside speakers. Opportunities to meet scientist in field.
1	0.66%	<input type="checkbox"/>	direct interaction with top notch researchers and educators
1	0.66%	<input type="checkbox"/>	Discussion of Values and Ethics and how that guides professional work
1	0.66%	<input type="checkbox"/>	Diversity programs
1	0.66%	<input type="checkbox"/>	Do not hang around company that will make credentials worthless. Having a job in your field of study is a privilege not a right.
1	0.66%	<input type="checkbox"/>	e.g. SUPER- student chapter for AcademyHealth- engaging in professional activities with mentors
1	0.66%	<input type="checkbox"/>	Emotional intelligence; and if possible teach the students to show respect to people that clean the floors and answer their phones.
1	0.66%	<input type="checkbox"/>	Entrepreneurship Student-led research
1	0.66%	<input type="checkbox"/>	Ethics, it really must be taught because there is no guarantee that students, etc. arrived with any.
1	0.66%	<input type="checkbox"/>	Extensive career transition, placement, internship and move from school to work transitions.
1	0.66%	<input type="checkbox"/>	externships
1	0.66%	<input type="checkbox"/>	Faculty and alumni mentoring, internships, externships and fellowships that provide practical experience under the supervision of successful practicing professionals.
1	0.66%	<input type="checkbox"/>	Field Instruction was a very valuable experience for me, but not necessarily for some of my peers (depending on the placement). I also think it would be extremely helpful for both student wellness, academic success, professional proficiency, and institutional image if students were able/required to receive mental health counseling as part of course work. Many other developed countries actually require such a program component, at least for mental health professions (I am a SSW graduate). Also, specific coursework that focuses on navigating interoffice and intraprofessional politics/dynamics appropriately would be helpful (based on my personal experience that many of my peers in the workplace are lacking in this area of knowledge, including myself at times).
1	0.66%	<input type="checkbox"/>	Financial and future planning
1	0.66%	<input type="checkbox"/>	Financial planning. Personnel management.
1	0.66%	<input type="checkbox"/>	Financial skills and financial literacy for their profession. Legal understanding of the basics of legal issue in their profession.

1	0.66%	<input type="text"/>	gain experience in customer service
1	0.66%	<input type="text"/>	General contact with faculty and other students
1	0.66%	<input type="text"/>	Group team-building activities
1	0.66%	<input type="text"/>	Guest lecture/seminar series; career fairs; honor societies
1	0.66%	<input type="text"/>	Hands on experience solving real issues in field of study and related fields
1	0.66%	<input type="text"/>	Health professional student training should include more public health in the entry level programs. The social determinants of health!
1	0.66%	<input type="text"/>	Healthy conflict resolution
1	0.66%	<input type="text"/>	I believe developing critical thinking skills and strong writing skills are extremely important for future professionals. I also believe developing self-assessment skills is important.
1	0.66%	<input type="text"/>	I believe mentoring is a very important part of a students' educational experience.
1	0.66%	<input type="text"/>	I don't understand the term "sell" in this kind of survey for an educational institution like this.
1	0.66%	<input type="text"/>	I think everyone should know how their role in society effects everyone else. That all jobs are valuable, everyone is important.
1	0.66%	<input type="text"/>	I'm not sure what is meant by inter-professional activities. I think the most valuable experiences are the real world intern/externships.
1	0.66%	<input type="text"/>	In this current climate of texting, email and so-called 'social' media, students are becoming less able to communicate effectively on a face-to-face basis. As I presume you are asking these questions about our medical, nursing, law, etc. students, I feel it is imperative that they be able to effectively and caringly be able to communicate with their patients and clients. there are many considerations, not the least of which are cultural, financial, and psychological. It is important that our students be elucidated in these areas.
1	0.66%	<input type="text"/>	Interdisciplinary work
1	0.66%	<input type="text"/>	International training, volunteer and education experiences
1	0.66%	<input type="text"/>	internships
1	0.66%	<input type="text"/>	internships and externships
1	0.66%	<input type="text"/>	internships and externships provide real life experience
1	0.66%	<input type="text"/>	Internships with professors and outside professionals
1	0.66%	<input type="text"/>	internships, diversity in career development
1	0.66%	<input type="text"/>	Internships, Preceptor experiences, Volunteer/Abroad studies, Work placement services based on interests, experience
1	0.66%	<input type="text"/>	Internships, professional rotations.
1	0.66%	<input type="text"/>	Interpersonal interactions, emotional intelligence.
1	0.66%	<input type="text"/>	Inter-professional
1	0.66%	<input type="text"/>	Interprofessional activities between the schools
1	0.66%	<input type="text"/>	Interprofessional clinical experiences
1	0.66%	<input type="text"/>	It is implied in some of the questions above, but not overtly included - but acquisition of basic working knowledge of research methodologies/research tools (database access, finding and working with statisticians, practice with grant/proposal writing, etc...)
1	0.66%	<input type="text"/>	learn to agree to disagree and remain civilized
1	0.66%	<input type="text"/>	Learning from a faculty mentor how to deal with the university bureaucracy.
1	0.66%	<input type="text"/>	Links to events and activities in the profession and legislative process content and advocacy information
1	0.66%	<input type="text"/>	Listening skills - learning how to really hear what others are saying from their point of view and valuing that input as important to a decision process
1	0.66%	<input type="text"/>	Living in a safe and affordable neighborhood. Having decent affordable health and dental.
1	0.66%	<input type="text"/>	Mentoring experiences, shadowing.
1	0.66%	<input type="text"/>	Mentoring is very important!
1	0.66%	<input type="text"/>	Mentoring programs
1	0.66%	<input type="text"/>	mentoring programs involving their area of interest
		<input type="text"/>	

1	0.66%		Mentorship/feedback and assessment programs that are supportive and non-judgmental.
1	0.66%		More emphasis on history and values that can be learned from history. Also a sense of community needs to be instilled in European groups. Europeans are being battered which is destroying our own cultural heritage and the foundation of our dignity. The USA was founded on European values NOT other peoples values. It needs to STAY that way. Lastly religious groups who claim to be European and who want diversity but are from the middle east and only really care about themselves, their own, and their own religion need to be pushed out. They are destroying our country for their own benefit. YOU KNOW WHO I AM TALKING ABOUT!
1	0.66%		National/International Scientific/Medical/Professional meetings
1	0.66%		observerships research
1	0.66%		ONGOING Real-life application of work/life and professional skills. For example, student-led legal and health-care clinics that are permanent fixtures (instead of occasional activities).
1	0.66%		Open forums on current events that encourage conversation between students, faculty and staff
1	0.66%		Participate in activities in shared governance
1	0.66%		Participation in professional nursing organizations as a student and doing a mentorship program etc.
1	0.66%		Peer tutoring Peer mentoring
1	0.66%		perhaps some form of mentoring program?
1	0.66%		Practical experience - being able to use skills they are learning in a real environment. Practical application aids retention.
1	0.66%		presentation and public speaking skills
1	0.66%		Presentations (such as posters) at research days...low stress education on presentation skills. Really important educational experience.
1	0.66%		Professional ethics
1	0.66%		Professional meeting participation. Events that promote civility and professionalism. Ability to receive and respond to formative feedback.
1	0.66%		Professional mentoring programs can be very valuable for not only the mentee but the mentor as well.
1	0.66%		Programs that encourage the student as a professional care provider to give back to the community at large.
1	0.66%		programs that enhance the ability to network
1	0.66%		Questions fail to account for differences in professions. Lawyers must be good persuaders but bench scientists need to be good at interpreting data
1	0.66%		Regular communication with faculty and deans; mentorship of faculty or older students
1	0.66%		research opportunities outside their field of study
1	0.66%		resume writing, interview practice, job fairs
1	0.66%		rigorous performance in curricular activities
1	0.66%		Robust Career Services on Campus. The entire reason why most people pay tuition and seek higher education is to attain a job
1	0.66%		service learning projects, practicum experiences
1	0.66%		service learning, practicum experiences, independent study
1	0.66%		Shadowing researchers in ongoing studies ie at the Amish Research Clinic in Lancaster, Pa under the direction of Dr. Alan Shuldiner.
1	0.66%		Short term (2-3 day) "externships" that are experienced off campus in real world professional settings. Penn State has a good one, finding related positions through alumni and interested parties.
1	0.66%		Social consciousness - focus on understanding the trials of people without financial and other resources in the country and other countries
1	0.66%		Speakers relating professional real-world experiences and tips to enter the industry of choice
1	0.66%		student lead conferences, scientific writing courses, less social and more educational.
1	0.66%		student organizations that are an arm of health professions' associations mentoring with

		faculty	
1	0.66%	<input type="checkbox"/>	Students need to learn professional boundaries . Also need to have interviewing skills since job market is tight. Interviewing preparation should start in first college year and continue.
1	0.66%	<input type="checkbox"/>	Students should be involved with philanthropy on campus as every campus depends in part on the gifts received from individuals. If they learn this experience in a positive way while here on campus, they will be more likely to give back as they are able throughout their lives. This will translate into much needed support for so many programs here on campus.
1	0.66%	<input type="checkbox"/>	The ability to work within a diverse group, community and social environment.
1	0.66%	<input type="checkbox"/>	The above mentioned resources have an impact- but IPE and the ability to develop higher level written and verbal communication are key
1	0.66%	<input type="checkbox"/>	the campus activities, student center, study session
1	0.66%	<input type="checkbox"/>	the list could probably be exhaustive.
1	0.66%	<input type="checkbox"/>	the opportunity to mentor younger students to understand the importance of influencing the upcoming generation
1	0.66%	<input type="checkbox"/>	The programs,etc should be integrated into the mission of the schools and programs. the programs that stand alone are less useful
1	0.66%	<input type="checkbox"/>	The safety committee here on campus should also have students involved.
1	0.66%	<input type="checkbox"/>	The School of Medicine's Festival of Science, community service activities such as the School of Medicine's Project Feast
1	0.66%	<input type="checkbox"/>	The US is comprised of multi-ethnic individuals. It is critically important that students of all professions and trades learn how to interact with many diff. cultures. It makes life easier for everyone and reduces tensions and misunderstandings.
1	0.66%	<input type="checkbox"/>	Time management
1	0.66%	<input type="checkbox"/>	Time management skills
1	0.66%	<input type="checkbox"/>	Transcultural literacy and dialogue
1	0.66%	<input type="checkbox"/>	Traveling - Volunteer/Work/Study Abroad
1	0.66%	<input type="checkbox"/>	Tutoring and academic development
1	0.66%	<input type="checkbox"/>	understanding how to search and locate information
1	0.66%	<input type="checkbox"/>	volunteer experiences can have a lasting impact.
1	0.66%	<input type="checkbox"/>	Volunteer work with the sick, suffering and dying
1	0.66%	<input type="checkbox"/>	Volunteering
1	0.66%	<input type="checkbox"/>	Voulnteerism @ existing clinical services and clinics- coverage by NSTCA
1	0.66%	<input type="checkbox"/>	Well-structured internships
1	0.66%	<input type="checkbox"/>	Working in programs and centers within the schools to gain experience in research, legislative initiatives, and current (innovative) programs.
1	0.66%	<input type="checkbox"/>	Work-study
1	0.66%	<input type="checkbox"/>	work-study simulated practice student-to-student teaching/facilitating
1	0.66%	<input type="checkbox"/>	yes, research proficiency

154 18.33% No

535 63.69% Unsure

840 Respondents

Q55. Please rate your agreement with this statement: Meaningful learning can occur in co­-curricular programs outside the classroom.

Count	Percent		
565	67.26%	<input type="checkbox"/>	Strongly agree
228	27.14%	<input type="checkbox"/>	Moderately agree
37	4.40%	<input type="checkbox"/>	Neither agree nor disagree
5	0.60%	<input type="checkbox"/>	Moderately disagree
5	0.60%	<input type="checkbox"/>	Strongly disagree
840	Respondents		

Q56. Please indicate your level of agreement with the following statements: - Administration (e.g. President, Associate/Assistant VPs) functions as a team and provide effective leadership.

Count	Percent		
202	26.97%		Strongly agree
303	40.45%		Moderately agree
112	14.95%		Neither agree nor disagree
32	4.27%		Moderately disagree
9	1.20%		Strongly disagree
91	12.15%		Unable to judge
749	Respondents		

Q57. Please indicate your level of agreement with the following statements: - Strategic planning (setting priorities, focusing efforts, and assessing progress) is effectively employed across the institution.

Count	Percent		
166	22.19%		Strongly agree
283	37.83%		Moderately agree
155	20.72%		Neither agree nor disagree
51	6.82%		Moderately disagree
18	2.41%		Strongly disagree
75	10.03%		Unable to judge
748	Respondents		

Q58. Please indicate your level of agreement with the following statements: - Strategic planning (setting priorities, focusing efforts, and assessing progress) is effectively employed within my school.

Count	Percent		
146	19.49%		Strongly agree
262	34.98%		Moderately agree
143	19.09%		Neither agree nor disagree
60	8.01%		Moderately disagree
26	3.47%		Strongly disagree
112	14.95%		Unable to judge
749	Respondents		

Q59. Please indicate your level of agreement with the following statements: - The importance of innovative interdisciplinary and interprofessional experiences in education, practice, and research is promoted across the institution.

Count	Percent		
227	30.31%		Strongly agree
304	40.59%		Moderately agree
108	14.42%		Neither agree nor disagree
51	6.81%		Moderately disagree
6	0.80%		Strongly disagree
53	7.08%		Unable to judge
749	Respondents		

Q60. Please indicate your level of agreement with the following statements: - The importance of innovative interdisciplinary and interprofessional experiences in education, practice, and research is promoted within my school.

Count	Percent		
214	28.61%		Strongly agree
256	34.22%		Moderately agree
111	14.84%		Neither agree nor disagree
39	5.21%		Moderately disagree
21	2.81%		Strongly disagree
107	14.30%		Unable to judge
748	Respondents		

Q61. Please indicate your level of agreement with the following statements: - An environment and culture that promote professional behavior among students, faculty, administrators, preceptors, and staff are fostered across the institution.

Count	Percent		
212	28.42%		Strongly agree
321	43.03%		Moderately agree
107	14.34%		Neither agree nor disagree
48	6.43%		Moderately disagree
15	2.01%		Strongly disagree
43	5.76%		Unable to judge
746	Respondents		

Q62. Please indicate your level of agreement with the following statements: - An environment and culture that promote professional behavior among students, faculty, administrators, preceptors, and staff are fostered within my school.

Count	Percent		
215	28.86%		Strongly agree
280	37.58%		Moderately agree
98	13.15%		Neither agree nor disagree
47	6.31%		Moderately disagree
26	3.49%		Strongly disagree
79	10.60%		Unable to judge
745	Respondents		

Q63. Please indicate your level of agreement with the following statements: - Current diversity of research funding is excellent.

Count	Percent		
83	11.08%		Strongly agree
157	20.96%		Moderately agree
167	22.30%		Neither agree nor disagree
59	7.88%		Moderately disagree
26	3.47%		Strongly disagree
257	34.31%		Unable to judge
749	Respondents		

Q64. Please indicate your level of agreement with the following statements: - The UMB Office of Research Development provides effective mechanisms for assisting in the development of grant applications.

Count	Percent		
101	13.47%		Strongly agree
162	21.60%		Moderately agree
142	18.93%		Neither agree nor disagree
52	6.93%		Moderately disagree
19	2.53%		Strongly disagree
274	36.53%		Unable to judge
750	Respondents		

Q65. Please rate your agreement with the following statements: - My performance assessment criteria are explicit and clear.

Count	Percent		
174	23.17%		Strongly agree
311	41.41%		Moderately agree
113	15.05%		Neither agree nor disagree
71	9.45%		Moderately disagree
42	5.59%		Strongly disagree
40	5.33%		Unable to judge
751	Respondents		

Q66. Please rate your agreement with the following statements: - Decisions regarding promotion and tenure are linked to the type of funding source(s) associated with my grant.

Count	Percent		
70	9.41%		Strongly agree
122	16.40%		Moderately agree
103	13.84%		Neither agree nor disagree
21	2.82%		Moderately disagree
33	4.44%		Strongly disagree
395	53.09%		Unable to judge
744	Respondents		

Q67. Please rate your agreement with the following statements: - I receive adequate and constructive feedback from my supervisor.

Count	Percent		
242	32.14%		Strongly agree
241	32.01%		Moderately agree
117	15.54%		Neither agree nor disagree
74	9.83%		Moderately disagree
57	7.57%		Strongly disagree
22	2.92%		Unable to judge
753	Respondents		

Q68. Please rate your agreement with the following statements: - Review processes accurately measure job performance.

Count	Percent		
125	16.69%		Strongly agree
232	30.97%		Moderately agree
155	20.69%		Neither agree nor disagree
114	15.22%		Moderately disagree
68	9.08%		Strongly disagree
55	7.34%		Unable to judge
749	Respondents		

Q69. Please rate your agreement with the following statements: - I believe that the institution holds my supervisors accountable for their decisions and actions.

Count	Percent		
129	17.20%		Strongly agree
224	29.87%		Moderately agree
159	21.20%		Neither agree nor disagree
86	11.47%		Moderately disagree
85	11.33%		Strongly disagree
67	8.93%		Unable to judge
750	Respondents		

Q70. Please rate your agreement with the following statements: - I believe that the institution holds my peers accountable for their decisions and actions.

Count	Percent		
104	13.90%		Strongly agree
247	33.02%		Moderately agree
169	22.59%		Neither agree nor disagree
92	12.30%		Moderately disagree
62	8.29%		Strongly disagree
74	9.89%		Unable to judge
748	Respondents		

Q71. Please rate your agreement with the following statements: - I believe that the institution holds me accountable for my decisions and actions.

Count	Percent		
188	25.10%		Strongly agree
314	41.92%		Moderately agree
145	19.36%		Neither agree nor disagree
40	5.34%		Moderately disagree
15	2.00%		Strongly disagree
47	6.28%		Unable to judge
749	Respondents		

Q72. Please rate your agreement with the following statements: - UMB educates all personnel about the institution's Core Values.

Count	Percent		
139	18.63%		Strongly agree
250	33.51%		Moderately agree
165	22.12%		Neither agree nor disagree
100	13.40%		Moderately disagree
45	6.03%		Strongly disagree
47	6.30%		Unable to judge
746	Respondents		

Q73. Please rate your agreement with the following statements: - UMB educates all personnel about the institution's Mission.

Count	Percent		
142	19.03%		Strongly agree
247	33.11%		Moderately agree
174	23.32%		Neither agree nor disagree
97	13.00%		Moderately disagree
42	5.63%		Strongly disagree
44	5.90%		Unable to judge
746	Respondents		

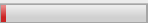

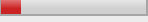
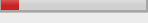
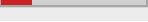
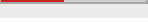
Q74. Please rate your agreement with the following statements: - UMB can do more to educate personnel about its Core Values.

Count	Percent		
199	26.71%		Strongly agree
286	38.39%		Moderately agree
155	20.81%		Neither agree nor disagree
41	5.50%		Moderately disagree
24	3.22%		Strongly disagree
40	5.37%		Unable to judge
745	Respondents		

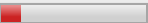
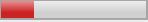
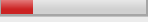
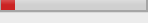
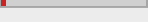
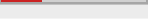
Q75. Please rate your agreement with the following statements: - UMB can do more to educate personnel about its Mission.

Count	Percent		
196	26.38%		Strongly agree
284	38.22%		Moderately agree
159	21.40%		Neither agree nor disagree
42	5.65%		Moderately disagree
24	3.23%		Strongly disagree
38	5.11%		Unable to judge
743	Respondents		

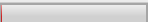

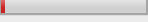
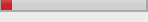
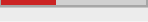

Q76. Please rate your agreement with the following statements: - I feel that research misconduct is a problem at UMB.

Count	Percent		
24	3.23%		Strongly agree
40	5.38%		Moderately agree
103	13.86%		Neither agree nor disagree
90	12.11%		Moderately disagree
160	21.53%		Strongly disagree
326	43.88%		Unable to judge
743	Respondents		


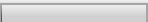
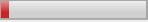
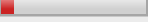
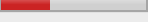

Q77. Please rate your agreement with the following statements: - UMB trains and educates the community about misconduct and how to avoid it.

Count	Percent		
105	13.98%		Strongly agree
170	22.64%		Moderately agree
165	21.97%		Neither agree nor disagree
70	9.32%		Moderately disagree
26	3.46%		Strongly disagree
215	28.63%		Unable to judge
751	Respondents		

Q78. How often do you witness or conduct the following types of research misconduct at UMB? - Data or result falsification

Count	Percent		
3	0.44%		Very often
5	0.73%		Often
18	2.64%		Occasionally
49	7.20%		Rarely
259	38.03%		Never
347	50.95%		No basis to judge
681	Respondents		

Q79. How often do you witness or conduct the following types of research misconduct at UMB? - Plagiarism

Count	Percent		
1	0.15%		Very often
4	0.59%		Often
39	5.77%		Occasionally
60	8.88%		Rarely
229	33.88%		Never
343	50.74%		No basis to judge
676	Respondents		

Q80. How often do you witness or conduct the following types of research misconduct at UMB? - Research without institutional approval

Count	Percent		
2	0.29%		Very often
8	1.18%		Often
27	3.98%		Occasionally
62	9.14%		Rarely
234	34.51%		Never
345	50.88%		No basis to judge
678	Respondents		

Q81. How often do you witness or conduct the following types of research misconduct at UMB? - Research administration (fraud)

Count	Percent		
2	0.30%		Very often
2	0.30%		Often
16	2.37%		Occasionally
26	3.85%		Rarely
267	39.56%		Never
362	53.63%		No basis to judge
675	Respondents		

Q82. How often do you witness or conduct the following types of clinical activity misconduct at UMB? - Financial or billing information

Count	Percent		
1	0.15%		Very often
4	0.59%		Often
15	2.20%		Occasionally
28	4.11%		Rarely
208	30.54%		Never
425	62.41%		No basis to judge
681	Respondents		

Q83. How often do you witness or conduct the following types of clinical activity misconduct at UMB? - Mishandling of confidential information

Count	Percent		
7	1.04%		Very often
6	0.89%		Often
28	4.14%		Occasionally
99	14.64%		Rarely
189	27.96%		Never
347	51.33%		No basis to judge
676	Respondents		

Q84. How often do you witness or conduct the following types of clinical activity misconduct at UMB? - Non­-compliance with appropriate regulations or policies and procedures

Count	Percent		
8	1.19%		Very often
18	2.67%		Often
35	5.20%		Occasionally
87	12.93%		Rarely
183	27.19%		Never
342	50.82%		No basis to judge
673	Respondents		

Q85. How easy do you think it would be for UMB to implement new technology and pedagogical models to improve academic offerings?

Count	Percent		
33	4.82%		Very easy
132	19.30%		Easy
315	46.05%		Neither easy nor difficult
173	25.29%		Difficult
31	4.53%		Very difficult
684	Respondents		

Q86. Please explain your above response:

Count	Percent		
441	100.00%		
Count	Percent		
2	0.45%		
1	0.23%		-
1	0.23%		if the right person with the knowledge and technology was implementing it that would be easy, but some one with less knowledge would be difficult but challenging
1	0.23%		(This response applies to clinical settings that would be used by students and I am not sure if new technology is affordable). However, because we do not have (costly) secure email servers, regular workday secure communications in the clinical environment have required us to institute workarounds to follow HIPPA regulatory requirements. The workarounds ensure HIPPA but it presents a challenging work environment that is less efficient.
2	0.45%		.
1	0.23%		A very strong, embedded culture will take years to change.
1	0.23%		Aligning technology across campus would be challenging.
1	0.23%		All changes come with problems to be overcome. But UMB has strong team dynamics.
1	0.23%		All depends on resource amounts and priorities for spending. State budget and university decisions have not been kind to faculty since I arrived 7 years ago. I would select recognition of faculty and raises over costs for new technology overhauls.
1	0.23%		All systems would have to be compatible.
1	0.23%		Always difficult to take on such a large project and expensive.
1	0.23%		Am not sufficiently familiar with current or potential new technology in the classroom to have a strong basis for reply to question 58
1	0.23%		An institution of this magnitude should have no problem with the multitude of resources at its disposal.
1	0.23%		Any broad changes to academia can be difficult
1	0.23%		Any implementation of new technology/protocols has a learning curve. Also, people are resistant to change, even change for the better. Once the bumps are ironed out and the change is accepted all is well.

1	0.23%		Any major change is difficult and encounters a lot of resistance.
1	0.23%	<input type="checkbox"/>	Any major changes would involve multiple systems, curricula, and personnel so it would not be an easy task.
1	0.23%	<input type="checkbox"/>	Any time something new is introduced it takes work
1	0.23%	<input type="checkbox"/>	appropriate implementation should not be easy, UMB is fully capable of implementing new technology etc.
1	0.23%	<input type="checkbox"/>	As a member of the SOM staff I am constantly frustrated by the lack of unity this school has with the other parts of the institution and UMB as a whole. I wish it would get on board! I think it's easy to implement models on a central basis but more difficult to get each school to implement the necessary changes in a rapid and responsive manner, esp in the SOM.
1	0.23%	<input type="checkbox"/>	as a umb we have this model all you have to do is give the direction for what you want the model to do we are able to learn so with great instruction it can be done
1	0.23%	<input type="checkbox"/>	As in any large institution, changes have many consequences (some unforeseen) and require thoughtful planning and alignment.
1	0.23%	<input type="checkbox"/>	As Library Faculty that does not work directly in a classroom environment I do not have the facts to answer this question.
1	0.23%	<input type="checkbox"/>	Assumptions about the quality of internet only programs are a concern that has not been addressed adequately.
1	0.23%	<input type="checkbox"/>	b/c we have the resources to do it.
1	0.23%	<input type="checkbox"/>	because
1	0.23%	<input type="checkbox"/>	Because I don't have enough information to answer the questions
1	0.23%	<input type="checkbox"/>	Because the size of the school and the silo effect of many professional schools- we don't even all do time sheets the same way, calculate work load the same or have seamless access to technology used in different schools- so it seems unlikely that it would be simple to implement a campus wide pedagogy or technology.
1	0.23%	<input type="checkbox"/>	Because the University has seven entities (eight if you include the hospital) that operate together, but separately at the same time, I think it could be difficult to get folks to agree to do the same kinds of things across the board.
1	0.23%	<input type="checkbox"/>	Blackboard is limited, there are better platforms
1	0.23%	<input type="checkbox"/>	Budget and financial resources to support IT staff, equipment, and maintenance. Updating of new equipment every few years as technology is updated so frequently. Having admin and IT staff on-hand for IT support when needed. If budget is limited, this issue can be very difficult; however, if budget is not an issue, it would be easy.
1	0.23%	<input type="checkbox"/>	budget constraints
1	0.23%	<input type="checkbox"/>	budget issues
1	0.23%	<input type="checkbox"/>	bureaucracy; limited funding
1	0.23%	<input type="checkbox"/>	by offering classes and workshops
1	0.23%	<input type="checkbox"/>	campus has tech resources to explain any changes
1	0.23%	<input type="checkbox"/>	Campus IT always seem behind the ball in getting current goals achieved.
1	0.23%	<input type="checkbox"/>	Campus-wide technology implementation costs could be significant and we are always under budget constraints.
1	0.23%	<input type="checkbox"/>	can implement more integration with smart phones, since most people have them.
1	0.23%	<input type="checkbox"/>	Can't agree or disagree
1	0.23%	<input type="checkbox"/>	Certain software lag behind.
1	0.23%	<input type="checkbox"/>	Change does not occur easily here.
1	0.23%	<input type="checkbox"/>	Change in this institution - at least in the SON - seems to frequently meet with resistance.
1	0.23%	<input type="checkbox"/>	change is adopted slowly
1	0.23%	<input type="checkbox"/>	change is always difficult - and change on two fronts complicates the process
1	0.23%	<input type="checkbox"/>	change is always difficult and not easily accepted
1	0.23%	<input type="checkbox"/>	Change is always hard, but using pedagogical people would understand the relevance of the whole task, encourages mastery of "life skills" application of those skill, and then reflect on the learning experience
1	0.23%	<input type="checkbox"/>	Change is always somewhat difficult to implement, but today's opportunities for improvement would seem to make it worthwhile and adopted by most

1	0.23%	<input type="checkbox"/>	Change is always suspect because change occurs on the emotional level, not the rational level. We know what to do but convincing others to follow suite is difficult.
1	0.23%	<input type="checkbox"/>	change is difficult for any large diverse organization
1	0.23%	<input type="checkbox"/>	Change is difficult, and the old guard (higher ups especially) don't like to do new things differently if it's not their own idea.
1	0.23%	<input type="checkbox"/>	Change is difficult, especially if you want to implement it across all schools.
1	0.23%	<input type="checkbox"/>	Change is difficult,, inevitably people adapt to changes.
1	0.23%	<input type="checkbox"/>	Change is hard and expensive. Given money and good tools, the institution is willing, administratively adaptable, and welcomes constructive change.
1	0.23%	<input type="checkbox"/>	Change is not easy here.
1	0.23%	<input type="checkbox"/>	Change is often difficult
1	0.23%	<input type="checkbox"/>	Change is really difficult in a big organization like UMB. Also, new technology is expensive.
1	0.23%	<input type="checkbox"/>	change is seen
1	0.23%	<input type="checkbox"/>	Change takes time to implement and be accepted by people. They must be told why it is needed and what is required of the people.
1	0.23%	<input type="checkbox"/>	changes in the university are always very slow.
1	0.23%	<input type="checkbox"/>	Changing faculty attitudes and providing enough support to implement the new technology
1	0.23%	<input type="checkbox"/>	Come on! ... This is important in order to keep up and compete. I think the program technology for distance education are overkill when most lectures consist of talking heads - hopefully a lot of visual aids. The visuals and capability to interact are more klooortant than elaborate lecture halls and studios. Money can always be found when there is a need that gets Perman engaged. You are way behind in this area. I have gone to UMUC for hour years. I know something about this. Perman is all show.
1	0.23%	<input type="checkbox"/>	Complex issues
1	0.23%	<input type="checkbox"/>	Cost is always a factor when introducing and implementing new technology. With the right people in place and the resources to teach end users, this is feasible and useful, although I would not say it is easy.
1	0.23%	<input type="checkbox"/>	creating new systems, while valuable, is never easy!
1	0.23%	<input type="checkbox"/>	current economic climate will make it difficult to implement anything new
1	0.23%	<input type="checkbox"/>	Depends on the particular school and whether this pertains to interprofessional academic offerings.
1	0.23%	<input type="checkbox"/>	Develop standards and hold schools accountable.
1	0.23%	<input type="checkbox"/>	different programs across schools would make it difficult to implement.
1	0.23%	<input type="checkbox"/>	Difficult because of the school silos, also lack of funding.
1	0.23%	<input type="checkbox"/>	Difficult but not impossible. People are just slow to learn new ways of doing things.
1	0.23%	<input type="checkbox"/>	don't believe I can judge this - I don't know what is involved.
1	0.23%	<input type="checkbox"/>	don't know
1	0.23%	<input type="checkbox"/>	Don't know the model
1	0.23%	<input type="checkbox"/>	Don't know what that is.
1	0.23%	<input type="checkbox"/>	Each school has its own needs and agenda and it is very hard to reach a consensus which generally impedes implementation of anything
1	0.23%	<input type="checkbox"/>	Each school seems to be very different in this regard. There is not always consistent adoption across the university. For instance, the School of Medicine seems to adopt technologies on its own. Why doesn't the SOM use BlackBoard?!
1	0.23%	<input type="checkbox"/>	Easy if community is receptive to using/learning new offerings.
1	0.23%	<input type="checkbox"/>	easy if the deans say it needs to be done, impossible if they waffle.
1	0.23%	<input type="checkbox"/>	easy to implement but probably difficult to afford new technology and education infrastructure
1	0.23%	<input type="checkbox"/>	Education and willing to accept may affect implementation. \$\$\$ too...
1	0.23%	<input type="checkbox"/>	Education comes a distant third in our school's priorities, and everyone knows it
1	0.23%	<input type="checkbox"/>	Education is not a priority in my School.
		<input type="checkbox"/>	

1	0.23%		Ensuring that new technology is user friendly may be a concern including access to new technology.
1	0.23%	<input type="checkbox"/>	even if new tech or methodologies are adopted, it will take staff to assimilate. if tech/methodologies are changed too often too frequently, staff will be in an uncomfortably constant state of unfamiliarity
1	0.23%	<input type="checkbox"/>	Every school is using its own technology platforms and tech folks. This will make things difficult to synchronize
1	0.23%	<input type="checkbox"/>	everything here seems difficult because there are too many people who have been here forever who put the stop to change.
1	0.23%	<input type="checkbox"/>	everything takes forever.
1	0.23%	<input type="checkbox"/>	F
1	0.23%	<input type="checkbox"/>	Faculty and students would need to improve their computer and information literacy.
1	0.23%	<input type="checkbox"/>	Faculty readiness to embrace and apply educational research is not supported by current culture and incentives regarding promotion and tenure.
1	0.23%	<input type="checkbox"/>	Faculty resistance
1	0.23%	<input type="checkbox"/>	farts
1	0.23%	<input type="checkbox"/>	Financial challenges, scheduling challenges, resistant faculty
1	0.23%	<input type="checkbox"/>	Financial situations vary.
1	0.23%	<input type="checkbox"/>	From experience.
1	0.23%	<input type="checkbox"/>	funding
1	0.23%	<input type="checkbox"/>	Funding
1	0.23%	<input type="checkbox"/>	Funding and leadership
1	0.23%	<input type="checkbox"/>	funding constraints; reluctance to change; autonomy of schools
1	0.23%	<input type="checkbox"/>	funding would be the main problem, ideas abound and implementation would have to start at the top. ease or difficulty would depend on who in the admin supports it.
1	0.23%	<input type="checkbox"/>	Greater access to the university community of courses offered at UMB (i.e. free lectures to UMB Community members from School of Law, Dentistry, Social Work, Medicine, etc.)
1	0.23%	<input type="checkbox"/>	hard to keep everyone up with the times. if a medical school faculty member teaches all day at bedside or in small groups, s/he uses one set of skills. it is cumbersome then to utilize all the password protected sites to upload lectures and answer preclinical student questions
1	0.23%	<input type="checkbox"/>	Have a meeting with professors and teachers whom want part-time employment. Come up with plan you want to be implemented within the university and take action on achieving goals.
1	0.23%	<input type="checkbox"/>	have no experience in these areas
1	0.23%	<input type="checkbox"/>	Have no idea.
1	0.23%	<input type="checkbox"/>	Haven't attended school at UMB; therefore, I am unable to answer this question.
1	0.23%	<input type="checkbox"/>	Having an outside consultant to help implement this technology
1	0.23%	<input type="checkbox"/>	Historically, some faculty are traditionalists and revert to the "old way" of doing things.
1	0.23%	<input type="checkbox"/>	I AM A STAFF PERSONNEL THAT WORKS OFF-SITE. I HAVE VERY LITTLE CONTACT WITH STUDENTS
1	0.23%	<input type="checkbox"/>	I am not familiar enough with the technology or models in question to give an appropriate answer.
1	0.23%	<input type="checkbox"/>	I am not involved in that aspect of the university
1	0.23%	<input type="checkbox"/>	I am not involved in this activity
1	0.23%	<input type="checkbox"/>	I am not involved with the academic offerings, so I cannot adequately judge.
1	0.23%	<input type="checkbox"/>	I am not really aware of what it would take to implement these procedures.
1	0.23%	<input type="checkbox"/>	I am not sure I understand the question.
1	0.23%	<input type="checkbox"/>	I am sure it will not be an easy task, but it will certainly be worth the effort.
1	0.23%	<input type="checkbox"/>	I am unsure of what it would take to implement new technology and pedagogical models to improve academic offerings.
1	0.23%	<input type="checkbox"/>	I believe it depends on the individuals involved. Some do not welcome change as much as

			others; therefore, it may be easier to promote new technology and pedagogical models to some, and harder to promote to others.
1	0.23%	<input type="text"/>	I believe it would require a change in thinking on the part of administration. In some cases, it would require actually changing the people who sit in positions of leadership, because their ways of thinking are so entrenched, they are unwilling to change.
1	0.23%	<input type="text"/>	I believe that in some schools, the senior level faculty and staff are resistant to technological changes.
1	0.23%	<input type="text"/>	I believe that the term "let's not re-invent the wheel" leads to substandard research. Unfortunately, technology goes in expensive mini steps and tends to damage the ability improve methodology. A moderate stance needs to be used. The current seems to be too conservative. Models of their nature take time to develop and are too often hampered by low or no funding.
1	0.23%	<input type="text"/>	I believe that there are some schools that have embraced new technology and pedagogical models (pharmacy, nursing), and have run with them. However, programs (like mine) not only have not done this, but are resistant because of barriers such as time and training, which could be easily remedied with both support from the administration and their own desire to improve.
1	0.23%	<input type="text"/>	I believe there should be more of a focus on using more technology with the instruction and practice with academic offerings.
1	0.23%	<input type="text"/>	I believe UMB is very well equipped and modern with academics and technology already.
1	0.23%	<input type="text"/>	I can't judge because I don't teach.
1	0.23%	<input type="text"/>	I consider the IT capability at UMB to be weak. The latest example of this weakness is the disastrous implementation of Quali Coeus this summer.
1	0.23%	<input type="text"/>	I do not have the basis to judge
1	0.23%	<input type="text"/>	I do not have the knowledge to answer the question.
1	0.23%	<input type="text"/>	I do not know.
1	0.23%	<input type="text"/>	I don't feel the majority of faculty have the adequate training in pedagogy to implement evidence-based practices in the classroom.
1	0.23%	<input type="text"/>	I don't have an opinion about it.
1	0.23%	<input type="text"/>	I don't have enough information to judge
1	0.23%	<input type="text"/>	I don't have enough knowledge about what is available to make a reasonable response.
1	0.23%	<input type="text"/>	I don't know enough about "new technology and pedagogical models"
1	0.23%	<input type="text"/>	I don't know what it means
1	0.23%	<input type="text"/>	I don't think the institution has the interest to do this. I also think there would be alot of push back in most schools. They do their own thing.
1	0.23%	<input type="text"/>	I dont know the itnerworkings enough to be able to assess the degree of ease in implementing new technology and models. Too many financial and administrative factors that i am unaware of.
1	0.23%	<input type="text"/>	I feel is very knowable when it comes to technology
1	0.23%	<input type="text"/>	I feel that the academic model is very entrenched in hierarchical systems and processes, both formally and informally. Sometimes these are difficult to changes due to the academic "culture" that pervades the institution. However, I think that modelling from the top down and bottom up/grass roots level would be helpful to effect middle leadership.
1	0.23%	<input type="text"/>	I feel that UMB is a big machine and it takes a while to get anything approved and in use.
1	0.23%	<input type="text"/>	I feel the School I am in and University are open to new approaches. Not sure if it would be applicable in other departments.
1	0.23%	<input type="text"/>	I find that anything to do with new technology or software runs into a problem in the lack of IT staff and lack of communication or policies between IT departments within UMB.
1	0.23%	<input type="text"/>	I find UMB faculty and administration are very receptive to new technology and techniques for teaching.
1	0.23%	<input type="text"/>	I have absolutely no idea what would be involved and cannot judge whether this would be easy or difficult.
1	0.23%	<input type="text"/>	I have found that we do not always have adequate resources or time for training, although we often have wonderful IT and media and technology people, they are often stretched very thin. We are often so busy with committee work and teaching and writing for grants and publishing that it makes it hard to find time to learn about new technologies and really get the training to implement them

1	0.23%	<input type="text"/>	I have no basis to form an opinion.
1	0.23%	<input type="text"/>	i have no basis to judge
1	0.23%	<input type="text"/>	I have no idea.
1	0.23%	<input type="text"/>	i have no way of knowing
1	0.23%	<input type="text"/>	I have seen that some of the systems are so deeply entrenched that making change can be quite difficult.
1	0.23%	<input type="text"/>	I really do not know how easy it would be to change the teaching models.
1	0.23%	<input type="text"/>	I really don't know.
1	0.23%	<input type="text"/>	I see no reason that it would be difficult.
1	0.23%	<input type="text"/>	I think as an academic institution this should be a priority. All staff should have pedagogical training and it is not part of the infrastructure at the Dental School.
1	0.23%	<input type="text"/>	I think each of the Schools have different mechanisms for technology and teaching models. I also think that the buildings (age of) can provide difficulties for technology.
1	0.23%	<input type="text"/>	I think faculty will be resistant to making changes, especially in the School of Medicine. I think that students are ready, and expect new technology and pedagogical models, and that this will negatively impact the School of Medicine's enrollment in the future. However, I do not think that students are the priority for the School of Medicine, so maybe they don't care.
1	0.23%	<input type="text"/>	I think implementation of new systems and offerings is a slow process in this size institution
1	0.23%	<input type="text"/>	I think implenting new technology in a large institution is always difficult.
1	0.23%	<input type="text"/>	I think it depends on the specific models and technology
1	0.23%	<input type="text"/>	I think it depends on the type of technology you are talking about. Adding or procuring a new program or technology can be easy but training people how to use it can be difficult. You have to be sure it is going to be truly beneficial to the university and students/faculty, because putting it into practice can be difficult.
1	0.23%	<input type="text"/>	I think it has the capability, just needs to find the right set of people to pull it through
1	0.23%	<input type="text"/>	I think it is always a challenge to get people on board with new technology and present it in a way that makes sense to a broad group of people with different learning styles.
1	0.23%	<input type="text"/>	I think it will be a process like any other, and will have to go through an infancy stage where problem areas are uncovered, and grow and develop. It should not be difficult, but also will not be particularly easy.
1	0.23%	<input type="text"/>	I think it will be easy if a strategy plan/goal is made specific toward that, but it will be difficult without any plan ahead.
1	0.23%	<input type="text"/>	I think it would be difficult because the culture of this institution has a very high resistance to even considering doing things differently.
1	0.23%	<input type="text"/>	I think it would be difficult without a large amount of funding to do so; given that, I think it is of vital importance that we do so...we are a major academic institution and have very outdated technology and pedagogical models. Improvements are needed.
1	0.23%	<input type="text"/>	I think it would be easy to set up and have a way to train. I do not know that all would be receptive to training.
1	0.23%	<input type="text"/>	I think it would require some training on the new technology and pedagogical models
1	0.23%	<input type="text"/>	I think the ease of implementation greatly depends on the type of technology and its application. It's difficult to offer an opinion without a more concrete example.
1	0.23%	<input type="text"/>	I think the institution is very divided. While some academic schools have easier access and implement new technology, some schools lack in this field.
1	0.23%	<input type="text"/>	I think the question is too broad to accurately answer in either agreement or disagreement. If we are talking about a specific technology or model then I may be better able to answer, however given the ambiguity of the question (what technology, implementation at what level - for a specific program, university-wide, etc.) I cannot say whether this would be an easy or difficult thing to do.
1	0.23%	<input type="text"/>	i think there is a lot of room for improvement of UMB's use of technology, especially IT which is poorly coordinated across the campus.
1	0.23%	<input type="text"/>	I think there is still a silo effect and unfortunately not all of the schools may be on board with a university-wide decision.
1	0.23%	<input type="text"/>	I think this varies greatly among Schools.
1	0.23%	<input type="text"/>	I think UMB has the technical expertise to do this.
		<input type="text"/>	

1	0.23%	<input type="checkbox"/>	I think we have sufficient staff with adequate knowledge to take us to the next level.
1	0.23%	<input type="checkbox"/>	I would have liked to put "no basis to judge" above.
1	0.23%	<input type="checkbox"/>	I'm not familiar with that as I'm not a student
1	0.23%	<input type="checkbox"/>	I'm not sure I understand the question. The University has already implemented a lot of computer technology in the last 5-8 years.
1	0.23%	<input type="checkbox"/>	I'm not sure it matters how easy or hard it is, it just has to be figured out. There are parts that are easy and parts that are hard.
1	0.23%	<input type="checkbox"/>	I'm unsure
1	0.23%	<input type="checkbox"/>	I've been on campus for more than 35 years. People often don't like change - it's human and it's academia.
1	0.23%	<input type="checkbox"/>	ideas not easily operationalized. We have different academic schedules. We have school specific requirements. We have school specific curriculum review and approval processes. We have campus run Bb but we do not have 24/7 Bb support for faculty or students. We have school IT help but do not have 24/7 IT help services.
1	0.23%	<input type="checkbox"/>	If not for inertia, it would be easy.
1	0.23%	<input type="checkbox"/>	If other institutions do this, UMB should be able to do this.
1	0.23%	<input type="checkbox"/>	If the implantation is necessary, then degree of difficulty does not matter.
1	0.23%	<input type="checkbox"/>	If the message is sent from the leadership it would be easy to implement.
1	0.23%	<input type="checkbox"/>	If the University knew of and understood how to implement, they could easily do it, the technology exists
1	0.23%	<input type="checkbox"/>	If the will is there, it could happen.
1	0.23%	<input type="checkbox"/>	Implement the proper tools and get it done.
1	0.23%	<input type="checkbox"/>	Implementation is often difficult at first, but worthwhile in the long run
1	0.23%	<input type="checkbox"/>	Implementation of new technology an models is never easy.
1	0.23%	<input type="checkbox"/>	Implementing new methods of anything is difficult for people who are accustomed to other methods.
1	0.23%	<input type="checkbox"/>	Implementing new technology and pedagogical models seems like a challenging process. I am not sure if this is something we need overall and do not feel I am the best judge of this.
1	0.23%	<input type="checkbox"/>	implementing new technology historically has been very difficult and has lacked coordination, communication, cooperation
1	0.23%	<input type="checkbox"/>	Implementing new technology is always difficult for a multitude of reasons, including financial, training, etc.
1	0.23%	<input type="checkbox"/>	Implementing new, technology-based anything across an institution like UMB will always be difficult. Improving academic offerings through technology, which typically limits or radically changes professor interaction with students and diminishes the ability to improve interpersonal skills, listening, constructive criticism and discussion is even more difficult. Invest in people, not technology.
1	0.23%	<input type="checkbox"/>	In some cases, easy improvements to power point presentations given by professors could be made, whereas retrofitting a lecture hall could be cost-prohibitive.
1	0.23%	<input type="checkbox"/>	Inconsistent systems in different schools.
1	0.23%	<input type="checkbox"/>	Instituting new technology and pedagogical models takes money and people. Funds need to be provided, people may need to be hired to implement the technology or train users. This is done all the time, but it is not easy to just do.
1	0.23%	<input type="checkbox"/>	Insufficient level of support.
1	0.23%	<input type="checkbox"/>	Insufficient time or inclination for many faculty to be involved in planning or execution of significant new educational offerings.
1	0.23%	<input type="checkbox"/>	It all hinges on the "approach"
1	0.23%	<input type="checkbox"/>	It can be a lot of work and expensive to change things in this area, so appropriate resources would be needed.
1	0.23%	<input type="checkbox"/>	IT department is understaffed and there should be more web based options and custom programs available on campus to meet the needs of the schools and departments
1	0.23%	<input type="checkbox"/>	It depends on the area of instruction.
1	0.23%	<input type="checkbox"/>	It depends on the budget and what kind of technology plans to be implemented.
1	0.23%	<input type="checkbox"/>	It depends on the focus and view of the institution. If the effort and finance is there, it will be

			implemented. But, letting it sit in committees will cause it to languish and die.
1	0.23%	<input type="text"/>	It depends on what is needed for the implementation.
1	0.23%	<input type="text"/>	it depends on what they are trying to implement
1	0.23%	<input type="text"/>	It depends on what you are referring to and who would be implementing it. Question is ambiguous.
1	0.23%	<input type="text"/>	It depends to the new models. I don't have enough information to judge about the issue.
1	0.23%	<input type="text"/>	it has been difficult to implement the EHR. Why should anything new not be difficult to implement.
1	0.23%	<input type="text"/>	It is always difficult to transition large organizations to new technological systems and/or models.
1	0.23%	<input type="text"/>	It is difficult to change existing systems without there being numerous problems arising.
1	0.23%	<input type="text"/>	It is hard to get professors to change their pedagogical models.
1	0.23%	<input type="text"/>	It is needed and necessary. By not doing so, things would be more difficult in the long run.
1	0.23%	<input type="text"/>	It probably depends on what it would be implementing.
1	0.23%	<input type="text"/>	It really depends on the degree to which the individual school administrators "buy into" the technology.
1	0.23%	<input type="text"/>	It would be a work in progress and take time to implement, but possible.
1	0.23%	<input type="text"/>	It would be difficult but not impossible to do so. Each of the seven schools were established and constantly up-dated to be in compliance with their respective disciplines and professional curricular. although the method of delivery of information and knowledge available to students and potential future professionals could be uniform across the campus, there are so many laws and compliance requirements with respect to field placements, internships, clerkships, etc. it would be truly difficult to find one or several pedagogical models that would improve academic offerings but maintain compliance with everything. Potential learning models that more effectively capitalize on adult learning models or that are Andragogeous in nature would probably be more effective at this level.
1	0.23%	<input type="text"/>	It would be easy if funds became available.
1	0.23%	<input type="text"/>	It would be easy to expand them, but I am not sure whether that is "improve". There are many online educational options "out there" -- promoting those already developed elsewhere (and/or vetting them for quality) may be much better than trying to develop them de novo.
1	0.23%	<input type="text"/>	It would be easy.
1	0.23%	<input type="text"/>	It would be possible, and would take planning, funding and effort. This is to be expected. It would not be easy. It would not be impossible. Funding for it would be the most difficult aspect.
1	0.23%	<input type="text"/>	it would depend on the technology and the cost of such
1	0.23%	<input type="text"/>	It would take concentrated effort by a team with a clear mission and priority.
1	0.23%	<input type="text"/>	It's difficult to determine the needs of individual schools v. budget concerns for new or enhanced offerings
1	0.23%	<input type="text"/>	Just need a team to develop and implement
1	0.23%	<input type="text"/>	lack of funding
1	0.23%	<input type="text"/>	large bureaucracy; individual schools and faculty are territorial re pedagogy; faculty need rewards for change; much depends upon an individual Dean's buy-in and leadership
1	0.23%	<input type="text"/>	large institution with diverse faculty and staff
1	0.23%	<input type="text"/>	large institution. Difficult to make changes
1	0.23%	<input type="text"/>	limited by funding and resources--when is there time to train /educate existing faculty on the new things when we are overwhelmed with just keeping up with duties of the current situation
1	0.23%	<input type="text"/>	Limited funding is an issue we are especially facing at this time. Hard decisions to be made.
1	0.23%	<input type="text"/>	Limited funds will keep this from progressing currently.
1	0.23%	<input type="text"/>	Limited training personal to implement new technology and new pedagogical models are never discussed or presented.
1	0.23%	<input type="text"/>	Many systems seem entrenched and unwilling to shift their learning lens with new technology or learning methodologies.
		<input type="text"/>	

1	0.23%	<input type="checkbox"/>	May be difficult to get buy-in across campus/for all faculty, staff, and students. While it may be difficult, it is still important to explore.
1	0.23%	<input type="checkbox"/>	More investment into technologies is needed.
1	0.23%	<input type="checkbox"/>	Most students and nearly all of the faculty are tech savvy so implementation would be relatively easy
1	0.23%	<input type="checkbox"/>	Most technological and pedagogical models are already used
1	0.23%	<input type="checkbox"/>	Much new educational technology is untested and not particularly well-suited for important components of professional education in my field.
1	0.23%	<input type="checkbox"/>	Much of the technology and infrastructure is in place at UMB to implement new pedagogical models.
1	0.23%	<input type="checkbox"/>	My area has nothing to do with academic offerings.
1	0.23%	<input type="checkbox"/>	My position does not involve academic responsibilities.
3	0.68%	<input type="checkbox"/>	n/a
3	0.68%	<input type="checkbox"/>	N/A
2	0.45%	<input type="checkbox"/>	na
2	0.45%	<input type="checkbox"/>	NA
1	0.23%	<input type="checkbox"/>	Need more information to judge
1	0.23%	<input type="checkbox"/>	New teachings are applied all the time...so step it up.
1	0.23%	<input type="checkbox"/>	New tech requires agreement and communications among various schools. UMB doesn't have a history of working well collectively.
1	0.23%	<input type="checkbox"/>	New technology and pedagogical models can significantly increase the rate at which students learn academic principles, however, they can also be very expensive, and data derived from models are often not perfect when extrapolating from different animals and models.
1	0.23%	<input type="checkbox"/>	New technology has been implemented in the past without difficulty
1	0.23%	<input type="checkbox"/>	New technology involves a learning curve shared among the end-users to the facilitators. The degree of the learning curve is dependent on the variables....
1	0.23%	<input type="checkbox"/>	new technology would be easy to implement, however funding it may not be as easy
1	0.23%	<input type="checkbox"/>	No
1	0.23%	<input type="checkbox"/>	No basis to judge academics
1	0.23%	<input type="checkbox"/>	No basis to judge on this topic
1	0.23%	<input type="checkbox"/>	no comment
1	0.23%	<input type="checkbox"/>	No context
1	0.23%	<input type="checkbox"/>	No money in the budget for new technology etc... State is cutting budgets. Hiring freeze.
1	0.23%	<input type="checkbox"/>	No resources to purchases new technology to implement. Existing technology is underutilized due to a lack of rich features and a lack of comprehensive training and followup support if features were enabled and/or purchased,
1	0.23%	<input type="checkbox"/>	NO way to judge.
1	0.23%	<input type="checkbox"/>	Not all schools use the same technology.
1	0.23%	<input type="checkbox"/>	Not clear as to what would be involved
1	0.23%	<input type="checkbox"/>	Not familiar with this area
1	0.23%	<input type="checkbox"/>	Not involved in academic
1	0.23%	<input type="checkbox"/>	Not saying it's easy, but it's certainly possible.
1	0.23%	<input type="checkbox"/>	not sure
3	0.68%	<input type="checkbox"/>	Not sure
1	0.23%	<input type="checkbox"/>	Not sure change would be embraced by many programs.
1	0.23%	<input type="checkbox"/>	Not sure I understand the question
1	0.23%	<input type="checkbox"/>	Not sure what this would entail, would be great if it was possible!
1	0.23%	<input type="checkbox"/>	Not sure you mean, but change is always hard, and requires effort

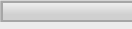
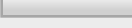
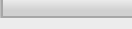
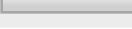
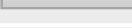
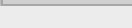
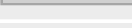
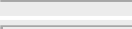
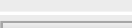

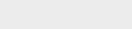
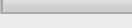
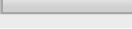
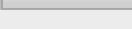

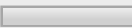
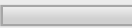
1	0.23%	<input type="text"/>	Not sure.
1	0.23%	<input type="text"/>	nothing about implementing new technology is 'very easy' in a big institution
1	0.23%	<input type="text"/>	Nothing is easy at UMB. Especially new things and things that require cooperation and change.
1	0.23%	<input type="text"/>	Nothing is ever easy!!
1	0.23%	<input type="text"/>	Old habits die hard
1	0.23%	<input type="text"/>	Once the structure was in place it would not be hard.
1	0.23%	<input type="text"/>	Open for new technology
1	0.23%	<input type="text"/>	Our budget is exceedingly limited. As a result, I believe we need to focus on strengthening what we already have to maintain our current programs.
1	0.23%	<input type="text"/>	Outside my experience.
1	0.23%	<input type="text"/>	People at UMB are accepting of change. If proposed changes reflect best practices or innovative approaches they would generally be accepted.
1	0.23%	<input type="text"/>	People don't care.
1	0.23%	<input type="text"/>	Physicians (I am faculty of the SOM) in general are resistant to change and to being told what/how to do things
1	0.23%	<input type="text"/>	Professional programs are expensive and time-consuming. It's difficult to add/change program offerings.
1	0.23%	<input type="text"/>	Q 58 is vague re "technology" and "models" but changing such core structures is usually challenging and somewhat difficult, which does not mean it is not worth doing or doomed to fail but rather indicates a need for thoughtful planning, sufficient resources, and persistence.
1	0.23%	<input type="text"/>	REALLY I DON'T KNOW
1	0.23%	<input type="text"/>	Receptivity to proposals seems to be above average.
1	0.23%	<input type="text"/>	Represents a technical challenge
1	0.23%	<input type="text"/>	Resistance from a majority of faculty members. Lack of will to redirect resources from traditional pedagogy to more modern and effective methods.
1	0.23%	<input type="text"/>	resistance from campus community
1	0.23%	<input type="text"/>	Resistance to change.
1	0.23%	<input type="text"/>	Resistance to change; schools in silos; medical school in a bubble
1	0.23%	<input type="text"/>	Resistant to change away from traditional, successful models.
1	0.23%	<input type="text"/>	Response is not an indictment of UMB, rather a honest response that it is difficult to get people - especially established faculty - to adapt to new ways of doing things. Not impossible, just difficult.
1	0.23%	<input type="text"/>	Schools are in silos. Each has its curriculum and IT support. If the SOM doesn't go along, and the most resistance appears to come from the SOM, interprofessionalism can't happen. The SOM is deeply entrenched in doing things its own way, whether that is beneficial to the rest of the campus or not. Having one day of interprofessional activities is not enough.
1	0.23%	<input type="text"/>	Schools bear the burden of the implementation and cost of new technologies to support their academic offerings. While some personnel and infrastructure support is provided by CITS, the schools are asked to pay for implementation of software that should be an enterprise level service to the campus community. A product might be useful to academic programs across the board, the scope of implementation is often limited to schools that have a mission critical need and can come up with appropriate funding. So much time and energy is put into defining payment models to support enterprise implementations of products that time is lost from development of support of implementing new or improved pedagogical models leaving programs without funding to make due with what the campus can provide. Faculty support of the implementation of new pedagogical models is mixed. Many faculty are interested in this, but others would require a mandate from a Department Chair, Dean, or campus to consider a different pedagogical approach.
1	0.23%	<input type="text"/>	Senior officials
1	0.23%	<input type="text"/>	Several schools on campus already have access to smart classrooms and the ability to capture lectures for uploading online. SOM falls behind in this. One MSTF classroom is dirty, with antiquated technology and simply unpleasant for students and instructors to be in.
1	0.23%	<input type="text"/>	Since the IT in UMB is really efficient and students are interested in learning the new developments in the field of technology.
1	0.23%	<input type="text"/>	Small graduate programs are more easily experimented on.

1	0.23%	<input type="checkbox"/>	Some faculty are early adopters, some will never, ever change
1	0.23%	<input type="checkbox"/>	Some of the best innovations - flipping classrooms, simulation, online course offerings are not being used widely and to do so would require a financial commitment that I am not sure exists from the State Legislature through the Deans. Research seems to have a higher priority than pedagogy - so it seems more likely that labs and research faculty recruitment will receive funding than "classroom" innovations.
1	0.23%	<input type="checkbox"/>	Some people are set in their old ways. Not willing to try change.
1	0.23%	<input type="checkbox"/>	Some would be easy while others would require considerable changes to the UMB system
1	0.23%	<input type="checkbox"/>	Speaking from a general perspective, anytime administrators seek to implement new technology or pedagogical models, there is always a learning curve that needs to take place. UMB is a vast institution with a number of different stakeholders who would need to be involved in such an implementation, and I think it might be difficult to get so many different stakeholders on the same page (at least initially) with regard to such an implementation. I'm sure it could be done, but I think the process would be somewhat arduous.
1	0.23%	<input type="checkbox"/>	suitable technologies are available; barriers - cost, acceptance, and institutional resistance to change
1	0.23%	<input type="checkbox"/>	technology changes always are difficult
1	0.23%	<input type="checkbox"/>	Technology continues to evolve, but when you try to implement it, there is rarely sufficient support to learn how to use the technology the best possible ways and to look for ways that best help the student. Also, every student learns in different ways. Just because there is something new, it does not make it better.
1	0.23%	<input type="checkbox"/>	Technology funding needs to be campus wide and not the responsibility of individual schools and groups. Without a solid backbone infrastructure it won't matter about all the technological bells and whistles at the endpoints.
1	0.23%	<input type="checkbox"/>	Technology is always advancing and UMB should be able to at least keep up with recent changes.
1	0.23%	<input type="checkbox"/>	Technology is always advancing so if new systems were developed the student's would adjust to the change.
1	0.23%	<input type="checkbox"/>	Technology is largely decentralized to Schools.
1	0.23%	<input type="checkbox"/>	Technology adoption is difficult, but UMB has the capacity to do it efficiently
1	0.23%	<input type="checkbox"/>	Thanks for all the jargon. Don't know exactly what you mean. Suspect online work with fewer FT faculty by using technology
1	0.23%	<input type="checkbox"/>	the administration and HRPO is open to new ideas etc.
1	0.23%	<input type="checkbox"/>	The administration has been successful in implementing challenging programs critical to the University mission. If that becomes one, I believe, it will be done successfully.
1	0.23%	<input type="checkbox"/>	The billing systems, IACUC approvals, and core scheduling are all either a) painful to work with or b) still in development (3+ years)
1	0.23%	<input type="checkbox"/>	The cost can be prohibitive
1	0.23%	<input type="checkbox"/>	The cost of innovating and lack of one clear expert on our campus is a huge barrier but this investment it is needed. We have fallen so far behind in making available and teaching all of our faculty the most current tools and teaching practices. Our state elementary schools are all loaded with the latest technologies available equally to all teachers and these teachers well versed on using modern teaching methods. 1st Graders are using video boards to present to entire schools and being introduced to so many other teaching methods and technologies. Elementary and High Schools are currently already using teaching methods that cater to multiple styles of learning. Without a massive effort and expense to make available this newer practice of exercising multiple teaching methods and tools we will continue to be a campus of silos with lone innovators and our incoming classes of students will be unimpressed. The students who benefit will be those who happen to get a class with someone more innovative in this area. In the end, we are still waiting for proven results in areas where multiple teaching methods and tools are used. We can start by bringing in some USM experts in pedagogy to share their knowledge for free - maybe a monthly speaker series on it.
1	0.23%	<input type="checkbox"/>	The courses online that I am required to take for regulatory purposes are easy to find and take at my own speed.
1	0.23%	<input type="checkbox"/>	The current system is very archaic - so any new system would require new technology, but not very advanced technology.
1	0.23%	<input type="checkbox"/>	The decentralization of the schools makes it difficult to implement new technology.
1	0.23%	<input type="checkbox"/>	The definition of pedagogical "of, relating to, or befitting a teacher or education". I am not quite sure what a new teaching or education model would look like, nor do I know what you are referring to by "academic offerings" do you mean new classes? Overall, it is an

			obnoxious question.
1	0.23%	<input type="checkbox"/>	The details matter. This requires details regarding the nature of the new technology and the specifics on the "pedagogical" models.
1	0.23%	<input type="checkbox"/>	The difficulty would lie in the ability to raise financial resources to implement.
1	0.23%	<input type="checkbox"/>	The funding source may make it difficult.
1	0.23%	<input type="checkbox"/>	The implementation (to be useful) must have wide support and attract broad acceptance. Reaching these goals would not be easy but are worth pursuing
1	0.23%	<input type="checkbox"/>	The implementation of new technology and pedagogical models requires training and the ability to support the new technology. When training is offered faculty don't attend. Help Desks and local support technicians need to be trained to support new technologies or they fumble around trying to help and that results in frustrated callers who want immediate assistance.
1	0.23%	<input type="checkbox"/>	The institution seems very slow in implementing institutional changes. In my opinion this is partially due to the fact that UMB has 7 schools who seem reluctant to relinquish autonomy and create mutually beneficial common ground.
1	0.23%	<input type="checkbox"/>	The process to study/implement new technology, especially involving patient care is very onerous when IRB, etc is involved here at UMB
1	0.23%	<input type="checkbox"/>	The school and university have a strong technology dept to assist in this endeavor.
1	0.23%	<input type="checkbox"/>	the schools each have their own systems and cultures so that change across campus is very difficult. The fact that we do not have a common academic calendar across schools is one example.
1	0.23%	<input type="checkbox"/>	The schools within the institution have separate IT departments, and implementation new technology would require buy-in from all those departments. Some schools don't have access to the institution's existing campus-wide technology.
1	0.23%	<input type="checkbox"/>	The siloed nature of our programs makes this a challenge.
1	0.23%	<input type="checkbox"/>	The size of the campus
1	0.23%	<input type="checkbox"/>	The Socratic method for teaching law is the most effective and cannot be easily made better by technology.
1	0.23%	<input type="checkbox"/>	The State's fiscal situation poses a significant challenge for implementation of new technology and models for the foreseeable future.
1	0.23%	<input type="checkbox"/>	the structure seems to be in place to incorporate new technology.
1	0.23%	<input type="checkbox"/>	The students are overly surveyed and assessed. New creative forms of assessment would need to be used to be successful.
1	0.23%	<input type="checkbox"/>	The talent and resources available on this campus make improvements in any category possible.
1	0.23%	<input type="checkbox"/>	The technology is there and is comparatively affordable, but faculty are extraordinarily resistant to change.
1	0.23%	<input type="checkbox"/>	The technology might be available, and the community in general are using different types of technologies on a daily basis, so it will not be difficult from that point. the funding might be the key element. If the solution/technology introduced provides an advantage, the willingness to embrace will be very high.
1	0.23%	<input type="checkbox"/>	The University has a wealth of technological knowledge among its staff, faculty and students that are excellent resources for the implementation of new technologies
1	0.23%	<input type="checkbox"/>	The university is risk averse which is great for compliance. The culture of compliance is intact. The question is how to have a culture that "grows" innovation as well as compliance. That is a challenge.
1	0.23%	<input type="checkbox"/>	There
1	0.23%	<input type="checkbox"/>	There are challenges when it comes to collaboration.
1	0.23%	<input type="checkbox"/>	There are faculty here with terrific ideas to improve academic offerings. These types of changes are always possible but they take time and need appropriate evaluation before and after implementation.
1	0.23%	<input type="checkbox"/>	There are good training mechanisms in place to facilitate the transition
1	0.23%	<input type="checkbox"/>	there are lots of layers and multiple people who feel the need to weigh in on such decisions; people/schools are prone to protect their turf and resources; this would take a lot of money and with the current climate it seems that the education sector is going to receive some major cut backs in the next year
1	0.23%	<input type="checkbox"/>	There are many institutions using amazing technologies to reach populations of people unable to make it to face to face classes at a specified time. It is relatively easy to implement

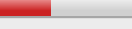
			effective technologies, but cost is a factor, and deciding which technologies to use is difficult since everyone has their own ideas about what platforms are best.
1	0.23%	<input type="text"/>	There are many talented and technologically savvy staff members on campus who could assist with #58.
1	0.23%	<input type="text"/>	There are many turf wars and it will be difficult for some groups to promote the good of the organization over the good of the division or department or school.
1	0.23%	<input type="text"/>	There are some simple innovations in technology and pedagogy which could be implemented quickly with little changes to existing systems. For example, "presenter view" on PPT could be enabled in classrooms.
1	0.23%	<input type="text"/>	There are too many home grown and legacy systems that do not talk to each other. There is no learning management system and there is no online degree or certificate programs for staff.
1	0.23%	<input type="text"/>	There does not seem to be great interest among many in UMB to improve academic offerings to increase the enrollment of students. Implementing new technology and improving pedagogy require an investment of resources up front; leadership does not seem inclined to provide this support.
1	0.23%	<input type="text"/>	There financial and bureaucratic hurdles when changing programs or implementing new policies and procedures. It will take time and money.
1	0.23%	<input type="text"/>	There is a lot of red tape to just get new computers for a lab. I can't imagine what the protocols must be to get new tech for academic purposes.
1	0.23%	<input type="text"/>	There is already a strong technology infrastructure and employees are already quite familiar with using technology to do their day to day jobs.
1	0.23%	<input type="text"/>	There is always a learning curve with implementing new technology.
1	0.23%	<input type="text"/>	There is an app for everything, and with web browsers, etc should be extremely easy to capture and summarize UMB activities followed by targeted improvement
1	0.23%	<input type="text"/>	There is an entrenched culture of not changing. The President has very little power/influence compared to the Dean (of the SOM in my case) and the historical institutional culture to effect change or new initiatives in any meaningful (beyond lip service) way.
1	0.23%	<input type="text"/>	There is an extreme reluctance to change systems within the administration. Individuals tend to be very insular in their activities.
1	0.23%	<input type="text"/>	There is inadequate staffing and time to train staff.
1	0.23%	<input type="text"/>	There is no campus wide entity for instituting these changes. CITS is utterly ineffective, and the schools operate completely independently. Any technological changes would be ad hoc and institution specific at best.
1	0.23%	<input type="text"/>	There is not enough infrastructure to facilitate the creation of e-learning and inadequate incentive for faculty to do so on their own.
1	0.23%	<input type="text"/>	There is not one unified agreed upon approach to discussing the issue and approaching the problem
1	0.23%	<input type="text"/>	There was no box for "unable to judge" so I picked something neutral.
1	0.23%	<input type="text"/>	this is a big institution
1	0.23%	<input type="text"/>	This is a very difficult question to answer because it really depends on the culture within each of the schools. Also, the question is too vague.
1	0.23%	<input type="text"/>	This organization is challenging when managing change.
1	0.23%	<input type="text"/>	This question is too broad.
1	0.23%	<input type="text"/>	This seems to be happening on a regular bases so it doesn't seem to be difficult from my perspective.
1	0.23%	<input type="text"/>	This would require resource both human and capital that I think would be very difficult for UMB
1	0.23%	<input type="text"/>	through engagement of students and teachers in process. Engagement is lacking.
1	0.23%	<input type="text"/>	Together, UMB & UMBC has a lot of excellent infrastructure and stakeholders with outstanding skills in place. It's just a matter of UMB campus leadership and Graduate School deciding on the most goals (immediate and medium term), appointing someone with no critical axe to grind for any particular school, who can work equally well with all of them, and bring everyone together towards the common goals! Then, what we don't know how to do well, we can ask/learn from others who've implemented these successfully.
1	0.23%	<input type="text"/>	too costly to do now.
1	0.23%	<input type="text"/>	too many bosses and meetings to be done first before anything gets resolved

1	0.23%	<input type="checkbox"/>	Too many entrenched personnel, staff and teachers. No planned process (or money as we are told) to hire additional perhaps better trained staff
1	0.23%	<input type="checkbox"/>	Top down management approach hinders innovation--medical school. Campus level seems to lost this as a priority.
1	0.23%	<input type="checkbox"/>	top/down management style prevents movement. Budgets constraints limit enhancements.
1	0.23%	<input type="checkbox"/>	Training programs and modules
1	0.23%	<input type="checkbox"/>	UMB and its employees are very big on tradition, which applies to technology and models. Change seems very difficult to implement here
1	0.23%	<input type="checkbox"/>	UMB could look at the process used by other institutions.
1	0.23%	<input type="checkbox"/>	UMB currently utilizes technology as part of student training. With pedagogical models it probably be less easy to implement.
1	0.23%	<input type="checkbox"/>	UMB does an excellent job educating the community (staff, faculty and students).
1	0.23%	<input type="checkbox"/>	UMB has a effective means of information and gradual implementation that introduction of new technology of models after similar fashion should be easy.
1	0.23%	<input type="checkbox"/>	UMB has a great team of software trainers to be able to take new technology and make sure the employees are able to use it.
1	0.23%	<input type="checkbox"/>	UMB has the resources available to implement such technologies and models.
1	0.23%	<input type="checkbox"/>	UMB has very good infrastructure, and I feel it would be easy to implement any technology.
1	0.23%	<input type="checkbox"/>	UMB has very qualified leaders and staff.
1	0.23%	<input type="checkbox"/>	UMB have already implemented new technologies that helps to improve academic offerings and adding more would be very easy
1	0.23%	<input type="checkbox"/>	UMB is a teaching University, any new technology to improve the processes, methods, and practices of teaching and learning should not be difficult.
1	0.23%	<input type="checkbox"/>	UMB is an enormous system, therefore any change or new implementation would be difficult. There is also a large gap between information being disseminated versus digested. Many emails get ignored or deleted, and mass messages are often viewed as irrelevant or annoying. Supervisors do not necessarily know nor are they proficient enough to instruct others about certain UMB policies, values, or even procedures. I often find that people do not know or misrepresent/incorrect in areas of their own expertise (such as HR). I think it would be vital to incorporate students as well as personnel input and feedback in an effective system-wide shift or change, and that would require a great deal of time, money, and humility on the part of those authorizing and leading the effort.
1	0.23%	<input type="checkbox"/>	UMB is behind in technology and could easily improve especially in academics and staff services
1	0.23%	<input type="checkbox"/>	UMB is effective and flexible in most of its undertakings
1	0.23%	<input type="checkbox"/>	UMB is fairly entrenched in the the pedagogical status quo.
1	0.23%	<input type="checkbox"/>	UMB is great at implementation of new technology
1	0.23%	<input type="checkbox"/>	UMB is moving toward providing education via the internet. Some courses/subjects are easier to convert than others. Also, some faculty may not necessarily be open to changes.
1	0.23%	<input type="checkbox"/>	UMB is still a very siloed institution. Change must come from the Deans and I don't see that happening.
1	0.23%	<input type="checkbox"/>	UMB is straddled with complex state obligations and a bureaucracy that is self-protecting and lacking in its ability to innovate and be nimble. The relationship with UMMS is given significant lip service while both institutions have clearly divergent goals and missions leaving those trying to straddle the abyss between them with little support from either institution. Information technology and other ideally centralized services are instead spread thin between diverse and divergent systems, schools, and departments so that multiple resources are duplicated, wasted, and otherwise broken.
1	0.23%	<input type="checkbox"/>	UMB offers many educational opportunities in diverse topics - work and home life.
1	0.23%	<input type="checkbox"/>	UMB seems equipped to handle these types of tasks, yet it will involve a process that leads to change which can always present unforeseen challenges.
1	0.23%	<input type="checkbox"/>	Unable to answer this question, as I have no personal knowledge in this area.
2	0.45%	<input type="checkbox"/>	Unable to judge.
1	0.23%	<input type="checkbox"/>	understanding the art of education and how technology can be put into this is not easy but is attainable
1	0.23%	<input type="checkbox"/>	University is resistant to change and very risk averse

2	0.45%		Unsure
1	0.23%		Unwillingness of schools, especially the school of medicine to buy into campus processes. Very poor IT leadership within schools but especially at campus level
1	0.23%		We are a professional institution and this should be easy to do.
1	0.23%		We are experiencing difficulty implementing the new BSN curriculum at the SON.
1	0.23%		We are top of the line in knowledge.
1	0.23%		We have already adopted a number of innovative approaches, and faculty are eager to use them.
1	0.23%		We have the staff to make changes but their time is limited.
1	0.23%		we must take into consideration the digital immigrant
1	0.23%		We seem to be bogged down by big technological systems with little maneuverability.
1	0.23%		we should be open to change and implementation of beneficial programs
1	0.23%		We're getting better but our technological systems don't work well. Some of the issues can be resolved, some are due to our ties to the USM/State of Maryland which cannot be resolved.
1	0.23%		While student buy in may be simple to obtain, faculty endorsement may be harder due to entrenched ideas.
1	0.23%		With appropriate training and education, I think you can implement anything.
1	0.23%		with changing technology it is difficult to implement a proper one that will last a long time before it changes again so I think it will be very difficult
1	0.23%		With strong leadership, anything can be changed.
1	0.23%		With tenured staff and faculty, I believe there will be significant resistance to changing models of teaching and learning new technology.
1	0.23%		Would require monetary investment but it could be done

441 Respondents

Q87. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Overall research funding

Count	Percent		
248	37.52%		Extremely important
285	43.12%		Very important
107	16.19%		Moderately important
15	2.27%		Slightly important
6	0.91%		Not at all important

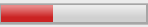

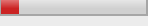
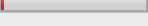
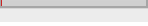
661 Respondents

Q88. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Graduation rate

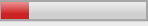

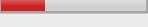
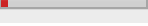
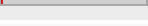
Count	Percent		
316	47.52%		Extremely important
284	42.71%		Very important
53	7.97%		Moderately important
7	1.05%		Slightly important
5	0.75%		Not at all important

665 Respondents

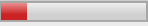
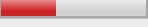
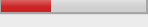
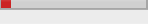
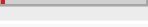
Q89. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Faculty retention

Count	Percent		
240	36.20%		Extremely important
325	49.02%		Very important
83	12.52%		Moderately important
12	1.81%		Slightly important
3	0.45%		Not at all important
663	Respondents		

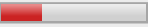
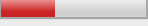
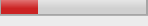
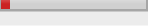

Q90. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Number of faculty publications

Count	Percent		
127	19.13%		Extremely important
292	43.98%		Very important
204	30.72%		Moderately important
33	4.97%		Slightly important
8	1.20%		Not at all important
664	Respondents		



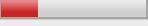
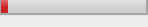
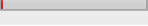
Q91. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Research funding per faculty member

Count	Percent		
117	17.92%		Extremely important
250	38.28%		Very important
225	34.46%		Moderately important
45	6.89%		Slightly important
16	2.45%		Not at all important
653	Respondents		


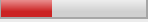
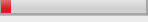
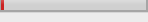
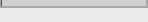
Q92. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Diversity of the student body/percent minority admissions

Count	Percent		
187	28.21%		Extremely important
250	37.71%		Very important
170	25.64%		Moderately important
40	6.03%		Slightly important
16	2.41%		Not at all important
663	Respondents		


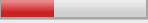
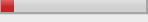
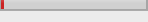
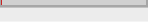
Q93. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Academic credentials of incoming class

Count	Percent		
138	20.88%		Extremely important
314	47.50%		Very important
169	25.57%		Moderately important
30	4.54%		Slightly important
10	1.51%		Not at all important
661	Respondents		

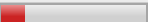

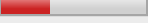
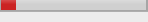
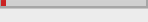
Q94. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Employment outcomes for graduates

Count	Percent		
362	54.77%		Extremely important
234	35.40%		Very important
46	6.96%		Moderately important
14	2.12%		Slightly important
5	0.76%		Not at all important
661	Respondents		


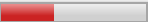
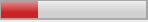
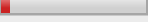
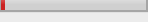
Q95. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Licensing rate of graduates

Count	Percent		
342	51.74%		Extremely important
242	36.61%		Very important
60	9.08%		Moderately important
11	1.66%		Slightly important
6	0.91%		Not at all important
661	Respondents		


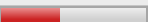

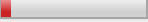
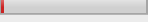
Q96. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Community service hours

Count	Percent		
110	16.69%		Extremely important
234	35.51%		Very important
223	33.84%		Moderately important
68	10.32%		Slightly important
24	3.64%		Not at all important
659	Respondents		

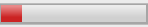
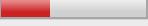
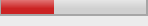
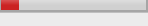
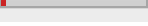
Q97. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - National rankings of institution

Count	Percent		
192	29.18%		Extremely important
241	36.63%		Very important
167	25.38%		Moderately important
41	6.23%		Slightly important
17	2.58%		Not at all important
658	Respondents		

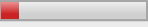
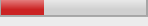
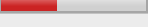
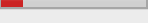
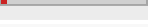
Q98. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Faculty awards, honors, and appointments to key boards and commissions

Count	Percent		
141	21.36%		Extremely important
269	40.76%		Very important
194	29.39%		Moderately important
43	6.52%		Slightly important
13	1.97%		Not at all important
660	Respondents		

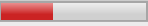
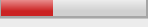
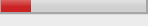
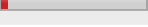
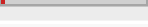
Q99. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Number of patents

Count	Percent		
94	14.29%		Extremely important
221	33.59%		Very important
242	36.78%		Moderately important
80	12.16%		Slightly important
21	3.19%		Not at all important
658	Respondents		

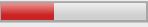
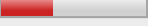
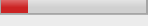
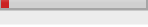
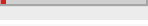
Q100. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Number of new companies developed

Count	Percent		
81	12.37%		Extremely important
194	29.62%		Very important
254	38.78%		Moderately important
98	14.96%		Slightly important
28	4.27%		Not at all important
655	Respondents		


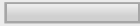
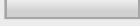
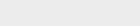
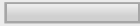
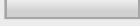
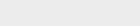
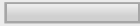
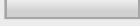
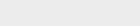
Q101. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Diversity of faculty/percent minority and women in faculty positions

Count	Percent		
238	36.12%		Extremely important
235	35.66%		Very important
138	20.94%		Moderately important
32	4.86%		Slightly important
16	2.43%		Not at all important
659	Respondents		

Q102. How important are these metrics and criteria for measuring the overall effectiveness of UMB in achieving its mission? - Diversity of institutional leadership/percent minority and women in executive and faculty leadership positions in the University

Count	Percent		
239	36.77%		Extremely important
236	36.31%		Very important
119	18.31%		Moderately important
34	5.23%		Slightly important
22	3.38%		Not at all important
650	Respondents		

Q103. If you think national institutional rankings are an important metric for measuring institutional effectiveness, please state which ones.

Count	Percent																		
181	100.00%																		
<table border="1"> <thead> <tr> <th>Count</th> <th>Percent</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0.55%</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>0.55%</td> <td></td> <td>National rankings are an important metric for measuring institutional effectiveness. These rankings include those based on their success in healing patients; the diversity of their leaders; and the diversity of their faculty.</td> </tr> <tr> <td>2</td> <td>1.10%</td> <td></td> <td>.</td> </tr> </tbody> </table>				Count	Percent			1	0.55%			1	0.55%		National rankings are an important metric for measuring institutional effectiveness. These rankings include those based on their success in healing patients; the diversity of their leaders; and the diversity of their faculty.	2	1.10%		.
Count	Percent																		
1	0.55%																		
1	0.55%		National rankings are an important metric for measuring institutional effectiveness. These rankings include those based on their success in healing patients; the diversity of their leaders; and the diversity of their faculty.																
2	1.10%		.																

1	0.55%	<input type="text"/>	1.) Graduation Rate 2.) Fields of employment of graduates after graduation
1	0.55%	<input type="text"/>	AAMC
1	0.55%	<input type="text"/>	AAMC and other related organizations that rank universities/schools
1	0.55%	<input type="text"/>	ability to attract top students, faculty, and staff
1	0.55%	<input type="text"/>	Academic and Student Life, Employee Satisfaction, Campus Services, and institutional costs, such as tuition.
1	0.55%	<input type="text"/>	Academic rankings
1	0.55%	<input type="text"/>	Achieving high rate of graduates' success in their field AND in the area of public service Making meaningful contributions to health and society through research and translation of research results to impact people and social structures in the real world
1	0.55%	<input type="text"/>	all of them not just women the best person for the job
1	0.55%	<input type="text"/>	All Schools
1	0.55%	<input type="text"/>	Although I do not believe the method used is valid, the U.S. News and Word Report still seems to get national attention.
1	0.55%	<input type="text"/>	Although they should not, national rankings are an important metric.
1	0.55%	<input type="text"/>	Amount of NIH funding
1	0.55%	<input type="text"/>	amount of research funding
1	0.55%	<input type="text"/>	Anything voted on by your peers should be given some weight but not an inordinate amount.
1	0.55%	<input type="text"/>	As a staff person, I do not know the names of the rankings. But I would think the higher the ranking, the more draw we would have to get the top faculty, students, and staff, and funding.
1	0.55%	<input type="text"/>	As far as it resembles how others perceive the University and, therefore, the quality of faculty and students we can hire and retain
1	0.55%	<input type="text"/>	Blue Ridge Report
1	0.55%	<input type="text"/>	can get more funding and attract excellent students
1	0.55%	<input type="text"/>	certification boards, professional associations, reputable publications
1	0.55%	<input type="text"/>	Credibility and Reliability
1	0.55%	<input type="text"/>	Depends on professional discipline
1	0.55%	<input type="text"/>	Diversity; women in leadership positions; post-doctorate programs
1	0.55%	<input type="text"/>	don't know
1	0.55%	<input type="text"/>	Don't know which ones, but the media, prospective faculty, patients and students check national rankings; if rankings are a means of keeping us in the spotlight and highlighting our achievements, they should be important to strive for then measure.
1	0.55%	<input type="text"/>	Don't know which specific ones. As a teaching institution, the one's that applying students focus on have to be addressed.
1	0.55%	<input type="text"/>	employment outcomes, licensing rates, graduation rates
1	0.55%	<input type="text"/>	Faculty awards and honors
1	0.55%	<input type="text"/>	For those of us in the medical school, research funding is very important. However, there are other metrics that may be important for other schools (e.g. law, social work).
1	0.55%	<input type="text"/>	funding and graduation rates
1	0.55%	<input type="text"/>	Given our makeup it is hard to do institutional rankings however school specific rankings are important.
1	0.55%	<input type="text"/>	global and regional reputation global, regional, and national partnerships and collaborations best workplace teaching greatness
1	0.55%	<input type="text"/>	Graduation rate; Diversity of the student body/percent minority admission; National ranking of institution; Diveristy of faculty/percent minority and women in faculty postions; Faculty retention; Diversity of institutional leadership of minority and women ins executive and faculty leadership positions in the University.
1	0.55%	<input type="text"/>	Graduation rates; Quality and cost of education; Collaborative research/clinical activities, Extramural funding & publications.
1	0.55%	<input type="text"/>	helps with recruitment of top level students
1	0.55%	<input type="text"/>	I am not familiar with the national institutional ranking systems.

1	0.55%	<input type="text"/>	I do not think they are.
1	0.55%	<input type="text"/>	I don't
1	0.55%	<input type="text"/>	I don't believe in rankings - they are too political.
1	0.55%	<input type="text"/>	I don't know enough about them to state which ones. However, I think that it depends to a large extent on what information is used to measure effectiveness.
1	0.55%	<input type="text"/>	I don't know specific ones.
1	0.55%	<input type="text"/>	I don't know, but I do know that US New & World Report is not very reliable - I've heard that they base rankings on interviews with deans of other schools and their opinions about what they think that others schools are doing.
1	0.55%	<input type="text"/>	I don't think of any of specific ones and frankly I think they are highly flawed, but they do matter to students and might impact the caliber of the faculty who are interested in being hired, so in that sense they matter.
1	0.55%	<input type="text"/>	I don't think there is a metric to really determine the ranking, but taken together a number of rankings can indicate in general which institutions are higher than others
1	0.55%	<input type="text"/>	I don't think they are. The source of the data is uncertain.
1	0.55%	<input type="text"/>	I don't understand whether items 60-75 are asking which I as respondent think to be important in UMB achieving its mission -VS- asking if I know which the campus uses as criteria. I answered according to the first, what I think are good measures. Also, why are there no criteria for health and community impact?
1	0.55%	<input type="text"/>	I have no information.
1	0.55%	<input type="text"/>	I think graduating skilled, ethical, and highly prepared students and producing excellent research is less importance than institutional ranking.
1	0.55%	<input type="text"/>	I think if we are doing all the other things, the ranking will follow. In and of itself, it's not important. It's a reflection of what else we are doing.
1	0.55%	<input type="text"/>	I think it's like sports. If you are high ranked you will get the best recruits, which will make it a high demand to go here.
1	0.55%	<input type="text"/>	I think national institution rankings such as those published by US News and World Report are very important for measuring institutional effectiveness, particularly as these rankings are what many prospective students and faculty look at before deciding to apply/accept a position with the University.
1	0.55%	<input type="text"/>	I think rankings are important because of the quality of faculty and students and research funding that are drawn to the school. However, I believe that there are schools that are not high in rankings, but can provide an excellent education. Because someone is a good researcher and publishes a lot does not make them a good teacher. In fact these activities can ake time away from teaching duties and preparation for classes.
1	0.55%	<input type="text"/>	I think they are important but I am not familiar with the rankings.
1	0.55%	<input type="text"/>	I think we place far too much value on national rankings.
1	0.55%	<input type="text"/>	I would love to see achievements in the area of giving students that might not present well academically - with a chance - "the old college try" It is BS to have marginally competent administrators, like Bahamonde-Gonzalez talk to prospective students that are less than stellar but have a lot of ambition and experience - give them a chance. Instead you have this administrator who speaks to such applicants - as well as staff "that can't do anything for him" like something he just wiped of his shoe. I have seen him crumple up a piece of paper and throw it at someone. Seriously? All the fabulous Latino men and women out here, and we get this clown to represent diversity and civility.
1	0.55%	<input type="text"/>	I'm not familiar with national institutional rankings that measure institutional effectiveness.
1	0.55%	<input type="text"/>	It can attract more potential students and funding
1	0.55%	<input type="text"/>	it could be interested more people to join UMB
1	0.55%	<input type="text"/>	It depends on the discipline
1	0.55%	<input type="text"/>	it is important for UMB to be recognized for high level of programs, degrees and accreditation in order to stay competitive
1	0.55%	<input type="text"/>	it represents a comparison among our peer institutions
1	0.55%	<input type="text"/>	it shows we are competitive
1	0.55%	<input type="text"/>	jhu
1	0.55%	<input type="text"/>	law school ranking, passage of the Bar percentages, academic Jornal rankings
1	0.55%	<input type="text"/>	MHEC

1	0.55%	<input type="checkbox"/>	Moreso for the recruitment of more academically sound incoming students.
1	0.55%	<input type="checkbox"/>	Motivational for each generation to be the best at what they do; A institution that leads the way will be called upon when a problem arrives in there field.
2	1.10%	<input type="checkbox"/>	n/a
4	2.21%	<input type="checkbox"/>	N/A
1	0.55%	<input type="checkbox"/>	N/a.
1	0.55%	<input type="checkbox"/>	na
1	0.55%	<input type="checkbox"/>	NA
1	0.55%	<input type="checkbox"/>	National rankings are misleading. They cannot measure effectiveness of an administration, but only the effectiveness of a collective faculty, whose success does not depend upon the institution's effectiveness
1	0.55%	<input type="checkbox"/>	National rankings bring awareness to those who might not look for education/employment opportunities in our city.
1	0.55%	<input type="checkbox"/>	NIH /NSF/USNWR/LICENSING EXAM PASS RATES/POLLS IN NATIONAL PRESS
1	0.55%	<input type="checkbox"/>	NIH and sadly, US New & World Report as that is where public gets its information.
2	1.10%	<input type="checkbox"/>	NIH funding
1	0.55%	<input type="checkbox"/>	NIH funding US News and World Report
1	0.55%	<input type="checkbox"/>	NIH funding/ NINR funding etc, of course. On a softer note- US News and world Report rankings are what seems to get current and prospective student's attention- and we are a tuition driven university
1	0.55%	<input type="checkbox"/>	NIH grant awards
1	0.55%	<input type="checkbox"/>	NIH raking for research is a start but with the funding cuts is limiting; US News Rankings- everyone touts these on their web site
1	0.55%	<input type="checkbox"/>	no
1	0.55%	<input type="checkbox"/>	No basis to judge
1	0.55%	<input type="checkbox"/>	no comment
1	0.55%	<input type="checkbox"/>	None
1	0.55%	<input type="checkbox"/>	none. they all have flaws, and it is meaningless anyway. Even if better than most, we can be better still. If everyone else is great, then a poor rank isn't so bad. Whether we do a good or great job is not contingent on how others are doing (much less on how somebody THINKS they are doing).
1	0.55%	<input type="checkbox"/>	not important
1	0.55%	<input type="checkbox"/>	not all disciplines have national rankings
1	0.55%	<input type="checkbox"/>	Not enough basis to answer
1	0.55%	<input type="checkbox"/>	Not important
1	0.55%	<input type="checkbox"/>	not sure
2	1.10%	<input type="checkbox"/>	Not sure
1	0.55%	<input type="checkbox"/>	Not sure.
1	0.55%	<input type="checkbox"/>	NSF Survey
1	0.55%	<input type="checkbox"/>	Only important if you are on top. Related to research funding per faculty; need to look at large multi-faculty grants and change promotion policies to incent faculty to work together to go after these grants.
1	0.55%	<input type="checkbox"/>	Overall research funding. Secondly, NIH funding.
1	0.55%	<input type="checkbox"/>	Pass/fail rate on Board examinations as well as the perception by others as to the quality of service and the integrity of the dentist.
1	0.55%	<input type="checkbox"/>	People pay a lot of attention to the US News & World Report rankings
1	0.55%	<input type="checkbox"/>	Petersons, US NEWS
1	0.55%	<input type="checkbox"/>	Princeton review.
1	0.55%	<input type="checkbox"/>	R01, membership to National Academy of Sciences,
1	0.55%	<input type="checkbox"/>	rankings are easily manipulated

1	0.55%	<input type="text"/>	Rankings based on the caliber of the work conducted at the institution recognizable a national level (of national importance)
1	0.55%	<input type="text"/>	Rankings help UMB attract the best students
1	0.55%	<input type="text"/>	Rankings mean perception. I have little faith in rankings, but they are important to many prospective faculty and students. For this reason, we need to follow the metrics and ensure we stay highly ranked. I want the best researchers coming here.
1	0.55%	<input type="text"/>	Rankings of med schools and grad school departments
1	0.55%	<input type="text"/>	rankings provided by the professional organizations
1	0.55%	<input type="text"/>	Reputation
1	0.55%	<input type="text"/>	Research and student achievement
1	0.55%	<input type="text"/>	research dollars
1	0.55%	<input type="text"/>	research funding across ALL levels (not just public)
1	0.55%	<input type="text"/>	Research Funding Research Impact as judged by number of citations in peer reviewed journals, generating new fundamental Knowledge , translational or clinical utility
1	0.55%	<input type="text"/>	Research funding, cutting edge research and medical/critical care equipments and facilities, medical practice.
1	0.55%	<input type="text"/>	Student retention, employment outcomes for graduates, quality of education that allows for creative thinking and problem solving skills to take into the work place and to society as a whole.
1	0.55%	<input type="text"/>	the leading ones
1	0.55%	<input type="text"/>	The only one I know well is the US News and World Report rankings, and while I think these rankings and others like them leave a lot to be desired, the fact is that they influence the impression people have about the university.
1	0.55%	<input type="text"/>	They are important only from a marketing perspective and how students and faculty may view the school in terms of attending it or joining the faculty. Rankings from reputable sources -- not necessarily US News, but higher education associations and accrediting bodies.
1	0.55%	<input type="text"/>	This is a poorly worded question...I don't know of any specific institutional rankings.
1	0.55%	<input type="text"/>	Those main rankings germane to each profession represented by the schools. Ex. US News for law, and graduate programs.
1	0.55%	<input type="text"/>	Times Higher Education Rankings
1	0.55%	<input type="text"/>	Times Higher Education, US News and World Report
1	0.55%	<input type="text"/>	Top medical institutions, Top research funding
1	0.55%	<input type="text"/>	top medical schools
1	0.55%	<input type="text"/>	U. S. News and World Report Higher Education Statistics
1	0.55%	<input type="text"/>	U.S. News and World Report
1	0.55%	<input type="text"/>	U.S. News and World Report, among others
1	0.55%	<input type="text"/>	U.S. News and World Report, plus all of the various organizations that rank graduate and professional schools, collectively and individually across the country.
1	0.55%	<input type="text"/>	U.S.News; NIH funding
1	0.55%	<input type="text"/>	Unable to address.
1	0.55%	<input type="text"/>	Unable to provide examples; however, from year to year you'll hear Hopkins rankings so I believe our rankings should be more in line with theirs.
1	0.55%	<input type="text"/>	unknown
2	1.10%	<input type="text"/>	unsure
1	0.55%	<input type="text"/>	Unsure
1	0.55%	<input type="text"/>	Unsure which ones, but if an institution is rated highly overall more students may seek that institution out to attend.
2	1.10%	<input type="text"/>	US news
3	1.66%	<input type="text"/>	US News
2	1.10%	<input type="text"/>	US News & World Report
		<input type="text"/>	

1	0.55%	<input type="checkbox"/>	US News & World Report, Princeton Review
1	0.55%	<input type="checkbox"/>	US News & World Report.
1	0.55%	<input type="checkbox"/>	US News & World Report. Even though the criteria are not good for ratings, this is what people look at when evaluating institutions.
5	2.76%	<input type="checkbox"/>	US News and World Report
1	0.55%	<input type="checkbox"/>	US News and World Report - this is based on perceptions of other institutions, so is a good measure of how we are viewed.
1	0.55%	<input type="checkbox"/>	US News and World Report - whether we agree with the validity or not, prospective students refer to it.
1	0.55%	<input type="checkbox"/>	US news and world report AAMC
1	0.55%	<input type="checkbox"/>	US News and World Report rankings (flawed but commonly used)
1	0.55%	<input type="checkbox"/>	US News and World Report NIH rankings by School
1	0.55%	<input type="checkbox"/>	US News and World report, NIH funding
1	0.55%	<input type="checkbox"/>	US News and World Report. Am not familiar with many others beyond this one. I don't think it is the most important metric by any means, but do think these play a role in students' decisions to attend one or another academic institution.
1	0.55%	<input type="checkbox"/>	US News and World Report? I don't really think rankings are that critical
1	0.55%	<input type="checkbox"/>	US News and World Report? The methodology for some of these rankings is unscientific at best. It is closer to a gossip session than it is to a guide helping future health professionals make a critical decision in their career. At the same time, they impact the number of applications to our school--to any school.
1	0.55%	<input type="checkbox"/>	US news and world reports
1	0.55%	<input type="checkbox"/>	US News top social work schools
1	0.55%	<input type="checkbox"/>	US World and New Report, Princeton Review
1	0.55%	<input type="checkbox"/>	US World and News report
1	0.55%	<input type="checkbox"/>	US World News and Report has an exaggerated role in rankings as they are based largely on 'club' member perception.
1	0.55%	<input type="checkbox"/>	USNWR
1	0.55%	<input type="checkbox"/>	When I worked at Hopkins the ranking achievements were known by all and ALL the people who made them possible were thanked and recognized. Certainly US News and The World University Rankings were considered important. In this school, US News is looked at but not much attention given to them as far as the general body is concerned.+
1	0.55%	<input type="checkbox"/>	whichever rankings have the highest "impact factor"
1	0.55%	<input type="checkbox"/>	while the rankings are suspect and when we do not make the higher ranks we dismiss them, but, whether they measure institutional effectiveness or not, we certainly extol them when we do. US News and World Report and NIH funding seem to be the most favored
1	0.55%	<input type="checkbox"/>	Yes
1	0.55%	<input type="checkbox"/>	yes b/c we are judged against others, like NIH
1	0.55%	<input type="checkbox"/>	Yes, any type of research funding is very important.
1	0.55%	<input type="checkbox"/>	Yes, Faculty, research and diversity

181 Respondents

Q104. If you think faculty awards, honors, and appointments to key boards and commissions are an important metric for measuring institutional effectiveness, please state which ones.

Count Percent

138 100.00%

Count Percent

1 0.72%

2 1.45%

1 0.72%

1 0.72% Achievement awards (career and junior investigator) from national organizations.

1	0.72%	<input type="checkbox"/>	again it helps attract a higher quality student
1	0.72%	<input type="checkbox"/>	all
1	0.72%	<input type="checkbox"/>	All
1	0.72%	<input type="checkbox"/>	All and we could be doing more in promoting excellence in teaching and learning.
1	0.72%	<input type="checkbox"/>	All awards that the university currently gives out
1	0.72%	<input type="checkbox"/>	All of them. It shows commitment to the community in and around the institution. It shows that we are more than just about us. It also allows the community to benefit from the great expertise in our community.
1	0.72%	<input type="checkbox"/>	ANA and state health entities.
1	0.72%	<input type="checkbox"/>	any and all awards are taken note of by applicants and future faculty. UM does not exploit this enough. Taking a look at a webpage from Lewis and Clark that a friend's son pointed out: Lewis & Clark has produced many winners for these competitive awards. Click on each award to see our past scholars and further details on the awards themselves! All-USA College Academic Team (USA Today) Blakemore Foundation Language Grant Coro Fellowship in Public Affairs Council on International Education Exchange Student of the Year Fannie and John Hertz Foundation Fellowship Ford Foundation Fellowship J. William Fulbright Grants Benjamin A. Gilman Scholarship Glamour magazine Top-Ten College Women in the Nation Barry M. Goldwater Scholarships Howard Hughes Medical Institute Predoctoral Fellowship in Biomedical Sciences Japan Foundation Fellowship National Association of Student Personnel Administrators James Madison Fellowships John Marshall Fellowships Andrew W. Mellon Fellowships Mountbatten Programme National Endowment for the Humanities Younger Scholar Award NCAA Postgraduate Scholarship National Defense Science and Engineering Graduate Fellowship National Science Foundation Graduate Research Fellowships Oregon Consular Corps Phi Kappa Phi Pisacano Scholarship from the Nicholas J. Pisacano, M.D., Memorial Foundation Rhodes Scholarship Rotary International Recreational and Vocational Fellowship Harry S. Truman Scholarships Morris K. Udall Scholarship Woodrow Wilson Fellowship Woodrow Wilson-Rockefeller Brothers Fund Fellowship UM has nothing like this
1	0.72%	<input type="checkbox"/>	any that show a broadness of interest and leadership in their community
1	0.72%	<input type="checkbox"/>	appointment to local and national professional association committees, appointment to peer reviewed journal editorial boards appointment to accrediting bodies
1	0.72%	<input type="checkbox"/>	Appointments to federal and state regulatory agencies and commissions, such as public service commissions, FERC, SEC, CFTC, FDA, USITC, NLRB, FEC, FINRA, etc.
1	0.72%	<input type="checkbox"/>	appointments to key boards and commissions
1	0.72%	<input type="checkbox"/>	Awards and honors for research, teaching, or mentoring are good, also being appointed to the board of a national/international committee where your work/knowledge in the field is being recognized (president of important society in your field, etc.) are also good.
1	0.72%	<input type="checkbox"/>	awards from professional societies
1	0.72%	<input type="checkbox"/>	Awards that show impact on patients and communities
1	0.72%	<input type="checkbox"/>	Awards, honors recognizing exemplary work done in their field of research (inclusive of coursework taught, research publications, publications from coursework, and influence on other faculty and students in their field)
1	0.72%	<input type="checkbox"/>	Campus, system, and professional organization awards; boards of local initiatives or non-profit organizations; professional organization participation/appointment
1	0.72%	<input type="checkbox"/>	can get more funding and attract excellent students
1	0.72%	<input type="checkbox"/>	Community boards; public school boards; national and state testing boards
1	0.72%	<input type="checkbox"/>	Community organizations, professional organizations, and governor's commissions/councils.
1	0.72%	<input type="checkbox"/>	Curriculum committees
1	0.72%	<input type="checkbox"/>	defines what is important
1	0.72%	<input type="checkbox"/>	Depends
1	0.72%	<input type="checkbox"/>	Depends on professional discipline
1	0.72%	<input type="checkbox"/>	Ditto to the above.
1	0.72%	<input type="checkbox"/>	Don't know
1	0.72%	<input type="checkbox"/>	Don't know which ones should be measured. Certainly the prestigious awards and honors. They may be good incentives for individual accomplishments, but not so sure about institutional effectiveness.
1	0.72%	<input type="checkbox"/>	FAAN

1	0.72%	<input type="text"/>	Faculty appointments, awards, honors facilitate expanded connection with national/international trends, and connection with new and emerging ideas, processes, etc.
1	0.72%	<input type="text"/>	Faculty awards given for establishment of innovative services and publications of innovative literature
1	0.72%	<input type="text"/>	Faculty awards, honors and appointments directly impact the reputation of the specific school and the University.
1	0.72%	<input type="text"/>	Faculty awards, honors, and appointments to key boards and commissions such as state and national professional societies (for pharmacy that would be APhA, MPhA, ASCP, etc.) greatly increase the University's reputation and perceived level of expertise among outside stakeholders.
1	0.72%	<input type="text"/>	Faculty Memberships in Professional Societies
1	0.72%	<input type="text"/>	FDA and NIH and editorial boards of key journals and national health care associations and advocacy groups.
1	0.72%	<input type="text"/>	Fellows at national organizations and the organizational awards
1	0.72%	<input type="text"/>	For nursing, appointment as fellow in American Academy of Nursing
1	0.72%	<input type="text"/>	for teaching/ research etc. excellence
1	0.72%	<input type="text"/>	Founder's day awards. Awards from academic and research societies.
1	0.72%	<input type="text"/>	From professional organizations like APTA, AMA, etc
1	0.72%	<input type="text"/>	Good for reputation
1	0.72%	<input type="text"/>	Honors and appointments are also unscientific. Use the Web of Science data to see how "connected" our faculty are to other institutions. That's a meaningful measure and could be used as a benchmark in the field.
1	0.72%	<input type="text"/>	Honors, awards and key appointments can be useful in recognizing the hard work and accomplishments of an individual. It is important that these accolades are really earned and awarded to qualified individuals.
1	0.72%	<input type="text"/>	I am not familiar enough with these to answer
1	0.72%	<input type="text"/>	I am not knowledgeable about specific ones, but I would think importance would increase with particular endeavors which receive media attention, have reach within the political system, aid or otherwise positively affect members of the Baltimore community and/or the general academic and professional community, etc.
1	0.72%	<input type="text"/>	I am sure there are many, but that is not a part of my work, so I am unsure which would be the most important.
1	0.72%	<input type="text"/>	I do believe that scholarly activities should be considered. There seems to be priority to NIH funding, publications, and publishing books. For non tenure track faculty other dissemination activities should be considered as a means to measure individual and team contributions that support institutional effectiveness
1	0.72%	<input type="text"/>	I do not know
1	0.72%	<input type="text"/>	I do not.
1	0.72%	<input type="text"/>	I don't believe that faculty awards and honors are important metrics by which to judge faculty that are successful in their work. Those that care about their impact on human health are most likely to continue working with others, also in leadership roles, to significantly move ahead in their research
1	0.72%	<input type="text"/>	I don't know.
1	0.72%	<input type="text"/>	I think it is important to have faculty involved with any respected national or international society is good for exposure of the university. (i.e. ATS, SCCM, NEJM, Nature, etc)
1	0.72%	<input type="text"/>	I think that it generally shows the relevance of the campus mission and values.
1	0.72%	<input type="text"/>	I think that they provide some indication that our faculty are contributing to the state, the community, and society. This is important, particularly at a public university.
1	0.72%	<input type="text"/>	I think they are important but I am not familiar with faculty awards.
1	0.72%	<input type="text"/>	In general.
1	0.72%	<input type="text"/>	Institutional effectiveness is cannot be measured by individual faculty achievements. Faculty tend to be entrepreneurial, UMB administration has nothing to do with those achievements. They just need to stop overburdening faculty with administrative rules.
1	0.72%	<input type="text"/>	IOM, NSF, AAAS,
1	0.72%	<input type="text"/>	It depends on the field of study of the faculty member.
		<input type="text"/>	

1	0.72%		it depends on what fields of study they are in
1	0.72%		it represents our reach outside of campus and improves the health of our communities be they local or global
1	0.72%		It shows hard work is appreciated as well as inspires others
1	0.72%		it shows merit
1	0.72%		It will have people talking stating, I want to go here because.....
1	0.72%		It would be nice to have a Nobel prize winner or a winner of a major prize
1	0.72%		It would depend on the faculty area of expertise.
1	0.72%		Leadership awards
1	0.72%		Like Q.76, this depends on the school and the specific goal of the individual faculty member within the school. For a research intensive faculty member in the medical school, more prominent faculty members elevate the "profile" of the school and make it easier for students and other trainees to get jobs, etc. Thus the h-index for a research-centric faculty member reflects somewhat the prominence of the impact of a faculty member. There are many more items to discuss.
1	0.72%		Local boards and federal commissions
1	0.72%		Major awards are important, (Nobel prize) but there are many lesser awards that are not too important
1	0.72%		Mentoring. Teaching. Then research. Community engagement - not just for show
1	0.72%		much more focus on Money
1	0.72%		n/a
5	3.62%		N/A
1	0.72%		na
1	0.72%		NA
1	0.72%		Named awards, e.g. Lasker NAS Government scientific advisory positions
1	0.72%		National Academies
1	0.72%		National Academies of Science Nobel Prize
1	0.72%		National academy of sciences
1	0.72%		National Advisory Councils/Boards of NIH Institutes and Centers
1	0.72%		National Association Boards, Bank Boards, Board of Visitors, Editorial Boards...
1	0.72%		National society leadership, Surgeon General
1	0.72%		NIH advisory boards, Journal editorial boards. Gov. advisory boards
1	0.72%		NIH panels and study sections, NAS, IOM, AAAS, FASEB, and other national specialty societies
1	0.72%		No basis to judge
1	0.72%		no comment
1	0.72%		Nobel Laureates on staff, members of the National Academy of Sciences, American Society of (Insert field here), etc.
1	0.72%		No-I don't think these measures make a faculty member more valuable.
1	0.72%		none
1	0.72%		None
1	0.72%		not enough basis to answer
1	0.72%		Not important
1	0.72%		not sure
2	1.45%		Not sure
2	1.45%		Not sure.
1	0.72%		NSA membership, endowed chairs and professorships, Prizes
1	0.72%		only moderately

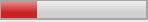

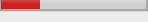
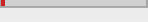
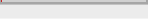
1	0.72%	<input type="checkbox"/>	participation in NIH study sections and advisory councils are important measures of recognition for expertise, can have important impact on which research is funded, quality of research nationally
1	0.72%	<input type="checkbox"/>	Peer sponsored professional societies
1	0.72%	<input type="checkbox"/>	Performance metric compared to their peers outside of the organization
1	0.72%	<input type="checkbox"/>	Professional associations, community service boards, university, local city, state, federal
1	0.72%	<input type="checkbox"/>	recognition and voice for the profession
1	0.72%	<input type="checkbox"/>	Recognition is critical and a rating by the students is as valid as from the administration.
1	0.72%	<input type="checkbox"/>	Regents awards and the others for Public Servant etc are all noteworthy. State and regional offices/ awards or awards from our surrounding community/ partners show commitment and reach.
1	0.72%	<input type="checkbox"/>	see above
1	0.72%	<input type="checkbox"/>	See Answer to 76
1	0.72%	<input type="checkbox"/>	Similar to previous perspective, faculty honors can demonstrate the accomplishments and recognition of faculty work, thereby drawing funding, funders and students to the school. It's a marketing thing, but only effective when through reputable sources, not commercial ones.
1	0.72%	<input type="checkbox"/>	Specific to field/profession but awards, honors, and appointments that recognize faculty members as leaders in their fields.
1	0.72%	<input type="checkbox"/>	state and national organizations
1	0.72%	<input type="checkbox"/>	State commissions
1	0.72%	<input type="checkbox"/>	state or federal government positions
1	0.72%	<input type="checkbox"/>	state/federal and national discipline specific
1	0.72%	<input type="checkbox"/>	teaching, research, service
1	0.72%	<input type="checkbox"/>	those related to social action and the betterment of the community.
1	0.72%	<input type="checkbox"/>	UMB already has awards for Teacher and Researcher of the year awards. If not already in place, might include awards for best Mentor and Service person.
1	0.72%	<input type="checkbox"/>	UMB faculty with awards and commissions increase the brand recognition for the institution.
1	0.72%	<input type="checkbox"/>	Unable to address.
1	0.72%	<input type="checkbox"/>	University's Faculty of the Year award, school-specific and profession-specific awards, etc.
1	0.72%	<input type="checkbox"/>	unknown
2	1.45%	<input type="checkbox"/>	unsure
1	0.72%	<input type="checkbox"/>	Unsure
1	0.72%	<input type="checkbox"/>	Visibility - feeds into how we are viewed by others.
1	0.72%	<input type="checkbox"/>	whichever awards, honors, and appointments have the highest "impact factor"
1	0.72%	<input type="checkbox"/>	yes
1	0.72%	<input type="checkbox"/>	Yes
1	0.72%	<input type="checkbox"/>	yes, National Academy, IOM, ASCI, AAAS, all professional societies. UAB needs to be a better job helping with promotion/nomination, and acknowledging faculty awards.

138 Respondents


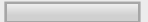
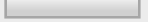
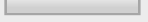
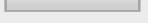
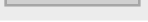
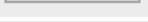
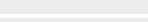
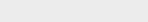
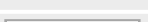
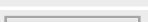

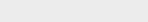

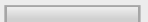
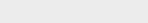
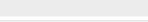
Q105. How many years have you worked for UMB?

Count	Percent		
49	7.16%		Less than a year
235	34.36%		1- - 5 years
147	21.49%		6- - 10 years
100	14.62%		11- - 15 years
55	8.04%		16- - 20 years
36	5.26%		21- - 25 years
62	9.06%		More than 25 years
684	Respondents		

Q106. How much of a priority should it be for UMB to implement new technology and pedagogical models to improve academic offerings?

Count	Percent		
309	25.14%		Very high
548	44.59%		High
333	27.10%		Moderate
31	2.52%		Low
8	0.65%		Very low
1229	Respondents		

Q107. Has UMB made progress in the past three years in promoting interprofessional teaching and learning across professions?

Count	Percent		
825	67.13%		Yes (please explain)
2	0.24%		
1	0.12%		-
1	0.12%		Several new dual degree offerings.
1	0.12%		(need a no basis to judge option)
1	0.12%		.
1	0.12%		a few mixed lecture courses
1	0.12%		a little we are VERY EXTREMELY behind on this topic
1	0.12%		A number of interprofessional opportunities have been made available to the students. It needs to be more integrated into the curriculum and may need a course requirement like the diversity requirement. That may be one suggestion.
1	0.12%		Actually, I am unable to judge.
1	0.12%		Advertising events related to things outside the law school.
1	0.12%		Although I did not participate in interprofessional groups in the academic setting, my leadership coursework included content about interprofessional communication and education, so it reinforced the value of these competencies.
1	0.12%		Although I have not participated in any of these, I hear/read about them often.
1	0.12%		Although there are a lot of opportunities offered, these often appear to be voluntary in nature. Students should have the opportunity to earn credit for enhancing their studies through inter-professional and interdisciplinary interaction, which would likely heighten both interest and engagement.
1	0.12%		Alumni council recent graduate committee focuses on volunteering in the community at a local site where students work during the semester (Paul's Place)
1	0.12%		An effort has been made to offer inter-professional discussion and courses.
1	0.12%		Anecdotaly, I just came from a conference in which our speakers were directly talking to researchers (like me) about interprofessional learning; specifically, entrepreneurship in

			science. It was very enlightening.
1	0.12%	<input type="checkbox"/>	As a first year dental student I cannot speak on the improvement over the past few years, however; I have had the privilege of interacting with some of the medical faculty in a classroom setting.
1	0.12%	<input type="checkbox"/>	As a relatively new student, it's hard to comment on the past three years. However, I appreciate what I have already seen as far as the promotion of interprofessional collaboration. There's a neat model that's a summer program involving professional schools in Philadelphia called "Bridging the Gaps," that would be nice to replicate here in Baltimore.
1	0.12%	<input type="checkbox"/>	As part of the strategic plan
1	0.12%	<input type="checkbox"/>	At least one event per semester
1	0.12%	<input type="checkbox"/>	At the Shady Grove campus, where I took my first year classes, an interpeofessional summer internship was offered. It was a great opportunity to familiarize with Montgomery County HHS.
1	0.12%	<input type="checkbox"/>	attempts have been advertised, but none apply to me.
1	0.12%	<input type="checkbox"/>	Awareness of IPE has increased on campus and the annual IPE day has become a major event on campus.
1	0.12%	<input type="checkbox"/>	because
1	0.12%	<input type="checkbox"/>	Began offering CIPP 970 - Interprofessional Service - course in fall 2014.
1	0.12%	<input type="checkbox"/>	Being an evening student, I am not sure.
1	0.12%	<input type="checkbox"/>	Better training and the ability to seek outside training and networking with members of your field regardless of employment level.
1	0.12%	<input type="checkbox"/>	Bringing in special guests/specialists for lectures
1	0.12%	<input type="checkbox"/>	but not so great
1	0.12%	<input type="checkbox"/>	but progress from (almost) zero is nothing to be proud of
1	0.12%	<input type="checkbox"/>	but there could be more interprofessional especially involving the SSW
1	0.12%	<input type="checkbox"/>	But we need buy-in from all schools.
1	0.12%	<input type="checkbox"/>	By organizing seminars
1	0.12%	<input type="checkbox"/>	By working with other Universities.
1	0.12%	<input type="checkbox"/>	Campus life services has programs dedicated to promoting inter professional experiences and diversity. They do a good job promoting programs and engaging students.
1	0.12%	<input type="checkbox"/>	campus wide and school activities have been planned and implemented.
1	0.12%	<input type="checkbox"/>	Center for Interprofessional Education operational. Will need greater cooperation from the School of Medicine
1	0.12%	<input type="checkbox"/>	Classes are always available to enhance your resume
1	0.12%	<input type="checkbox"/>	clinical and basic science exposure; mentoring
1	0.12%	<input type="checkbox"/>	Communicated through strategic plan and have seen schools and UMB professionals collaborating routinely on projects, studies, grants, etc.
1	0.12%	<input type="checkbox"/>	conference, research projects
1	0.12%	<input type="checkbox"/>	Could use more online classes
1	0.12%	<input type="checkbox"/>	Courses now offered to students between schools (ie offering a law class to medical students) is very valuable.
1	0.12%	<input type="checkbox"/>	courses offered at the law school extended to nursing students, for instance
1	0.12%	<input type="checkbox"/>	CPE courses
1	0.12%	<input type="checkbox"/>	Creation of the Inter-Professional Education Committee.
1	0.12%	<input type="checkbox"/>	Current activities of interprofessional teaching and learning are well publicized. Would love to see more more activities where students get to interact and learn about one another's professions here at UMB. Interprofessional teaching and learning at UMB can help to foster similar relationships and encourage collaboration when students enter the professional world.
1	0.12%	<input type="checkbox"/>	Dean Kirschling's leadership has had tremendous effect on the value and quality of IPE efforts.
1	0.12%	<input type="checkbox"/>	Deans clinic

1	0.12%	<input type="checkbox"/>	Definitely an increase in the availability of resources and seminars. When I started such resources were non-existent.
1	0.12%	<input type="checkbox"/>	dental hygiene students have partnered with nursing students the dental hygiene program has implemented partnering for the MPH program
1	0.12%	<input type="checkbox"/>	do not know not a student
1	0.12%	<input type="checkbox"/>	do not know specifics
1	0.12%	<input type="checkbox"/>	Don't know about change over the past years, but did participate in an interprofessional even that was beneficial.
1	0.12%	<input type="checkbox"/>	Don't know.
1	0.12%	<input type="checkbox"/>	Dr. Perman has focused on this but not necessarily fully translated into practice across the university
1	0.12%	<input type="checkbox"/>	efforts is put forth
1	0.12%	<input type="checkbox"/>	Efforts to work with other schools and campuses is encouraged and successfully implemented
1	0.12%	<input type="checkbox"/>	eLearning
1	0.12%	<input type="checkbox"/>	Elm publication highlights all schools
1	0.12%	<input type="checkbox"/>	Encouraged attendance, planned events
1	0.12%	<input type="checkbox"/>	Especially the emphasis on IPE
1	0.12%	<input type="checkbox"/>	Establishment of the Interprofessional Student Learning and Service Initiative, Student Global Health Interprofessional Grants, The Global Health Interprofessional Council, and IPE to name a few
1	0.12%	<input type="checkbox"/>	Events between the schools
1	0.12%	<input type="checkbox"/>	Events, emails and advocacy
1	0.12%	<input type="checkbox"/>	events, panel discussions, inter-professional groups
1	0.12%	<input type="checkbox"/>	Every seminar and class I have attended has subject matter and attendees that range from a wide variety of backgrounds and professions. This improves collaboration and discussion from different view points.
1	0.12%	<input type="checkbox"/>	Everyone seems enthusiastic. SOME is a little more ho-hum, like their Dean Reese, who does nothing to engage or excite people
1	0.12%	<input type="checkbox"/>	First, by putting this on the radar. Before this President, inter professional teaching and learning got occasional lip service, in the last few years there have been more opportunities for these activities. There is, however, still quite a bit of work to be done to fully incorporate these into curriculum and not have them as one-day events.
1	0.12%	<input type="checkbox"/>	Focus on IPE and planning for IPE has improved
1	0.12%	<input type="checkbox"/>	Frequent interprofessional announcements and opportunities. however, there is a bit of difficulty in determining if one should participate or not (e.g. qualifications, faculty level, etc)
1	0.12%	<input type="checkbox"/>	From the president of the University interprofessionalism is encouraged and opportunities are abundant
1	0.12%	<input type="checkbox"/>	From what I can see, yes, they have an interprofessional organization that holds lectures and presentations
1	0.12%	<input type="checkbox"/>	GAIT programs are very helpful
1	0.12%	<input type="checkbox"/>	GHIC is working hard to facilitate these activities. I admire President Perman's interdisciplinary clinics.
1	0.12%	<input type="checkbox"/>	Global education programs are making progress. BUT....staff have absolutely NO OPPORTUNITY to participate in anything interprofessional. It's very prejudiced against staff.
1	0.12%	<input type="checkbox"/>	Global Health
1	0.12%	<input type="checkbox"/>	grants
1	0.12%	<input type="checkbox"/>	Great success
1	0.12%	<input type="checkbox"/>	great the best way to get the job you want done is to tell us how to get the job done by lesson
1	0.12%	<input type="checkbox"/>	Hard to judge. I'm off campus a lot for my research.
1	0.12%	<input type="checkbox"/>	Hard to say since I've only been here a year and a half, but it seems like they are.
1	0.12%	<input type="checkbox"/>	Has been promoted in certain UMB schools more than others but promoted no the less.

1	0.12%	<input type="checkbox"/>	Have implemented many duo-majors.
1	0.12%	<input type="checkbox"/>	Have not been a student for the past 3 years, but there seems to be significant efforts to have interprofessional/interdisciplinary events.
1	0.12%	<input type="checkbox"/>	have worked with ABAE with students from all schools; have seen ads for (though have not participated in) inter-professional day & other similar activities
1	0.12%	<input type="checkbox"/>	Haven't been here 3 years but I know there are inter-professional opportunities now.
1	0.12%	<input type="checkbox"/>	Having courses that apply to different fields, like social work and law.
1	0.12%	<input type="checkbox"/>	Having different guest speakers on campus throughout the semester.
1	0.12%	<input type="checkbox"/>	Hear more about this and see more examples of it around campus
1	0.12%	<input type="checkbox"/>	held a variety of events
1	0.12%	<input type="checkbox"/>	HIV training
1	0.12%	<input type="checkbox"/>	I actually am not sure.
1	0.12%	<input type="checkbox"/>	I actually don't know
1	0.12%	<input type="checkbox"/>	i always receive emails regarding inter-professional learning opportunities that are interesting.
1	0.12%	<input type="checkbox"/>	I am currently taking a interdisciplinary class with the schools of social work, law, and business and I have only been at UMB for one semester.
1	0.12%	<input type="checkbox"/>	i am hearing more about interprofessional day than last year
1	0.12%	<input type="checkbox"/>	I am not completely certain since I have only been here for 10 months.
1	0.12%	<input type="checkbox"/>	I am not going to begin my studies at UMB until January but from attending open houses I have learned about the collaboration among different health major students for case studies
1	0.12%	<input type="checkbox"/>	I am not in a position to provide an answer
1	0.12%	<input type="checkbox"/>	I am not really able to judge, I've only been here for 2.5 years, but I do like the coordination between my school (law) and some of the medical schools. Like the president's invitation to go on rounds.
1	0.12%	<input type="checkbox"/>	I am only aware of IPE day and Dr. Perman's rounds.
1	0.12%	<input type="checkbox"/>	I assume so but I can't say for sure because I've only been a student for a semester.
1	0.12%	<input type="checkbox"/>	I attended a Global Brigades and regularly see emails from Global Health
1	0.12%	<input type="checkbox"/>	I attended IPE day last year. Also, I joined Toastmasters on campus, which is an interprofessional organization.
1	0.12%	<input type="checkbox"/>	I believe they have, but I haven't seen statistics to support it.
1	0.12%	<input type="checkbox"/>	I cannot comment on this as I am a new student (I have only been here 7 months). To me, it does seem like there is appropriate emphasis on interprofessional opportunities.
1	0.12%	<input type="checkbox"/>	I certainly hear/read that this is happening, but I have no first hand knowledge.
1	0.12%	<input type="checkbox"/>	I do not have enough experience with UMB to say "yes" or "no" in this matter.
1	0.12%	<input type="checkbox"/>	I do not have enough information to comment on this
1	0.12%	<input type="checkbox"/>	I do not know because I am a new student, but I have heard from other students that it has slightly improved.
1	0.12%	<input type="checkbox"/>	I do see efforts at both the campus and school levels. I know that a person in our school has been appointed to promote IPE initiatives. I have already seen some of these initiatives occur.
1	0.12%	<input type="checkbox"/>	I don't actually know.
1	0.12%	<input type="checkbox"/>	I don't have specific enough knowledge of prior endeavors in order to compare with the most recent three years, but I do encounter a great deal of interprofessional systems within the University since I've been working here.
2	0.24%	<input type="checkbox"/>	I don't know
1	0.12%	<input type="checkbox"/>	I don't know because I have only been here for one semester.
1	0.12%	<input type="checkbox"/>	I don't know- I've been here for <1 year
1	0.12%	<input type="checkbox"/>	I don't know what they did before, but now there are interprofessional events.
1	0.12%	<input type="checkbox"/>	I don't really know -- I haven't been here long enough,
		<input type="checkbox"/>	

1	0.12%	<input type="text"/>	I don't think interprofessional teaching existed prior to President Perman taking the helm and making it an initiative.
1	0.12%	<input type="text"/>	I dont know
1	0.12%	<input type="text"/>	I dont know - been here four months
1	0.12%	<input type="text"/>	I get a lot of emails about the interprofessional group, I haven't gone to any events though so I can't judge it
1	0.12%	<input type="text"/>	I get emails about inter professional days
1	0.12%	<input type="text"/>	I get emails regarding campus wide events and interprofessional classes.
1	0.12%	<input type="text"/>	I guess it has by things like Festival of Science.
1	0.12%	<input type="text"/>	I guess, but I really don't have any contact with those programs.
1	0.12%	<input type="text"/>	I guess? I've only been here for 6 months. I can't speak for what has happened during the past 3 years.
1	0.12%	<input type="text"/>	I have been aware of a few classes I could take that was not in my discipline. I think there needs to be more awareness and outreach about this because a lot of people still do not know that you can take interprofessional/interdisciplinary classes. I personally think that it is highly important to know how to work with others in different professions because it would prepare me for the working world, so, maybe at least one interprofessional class should be a mandatory elective so that everyone has that experience by the time they graduate.
1	0.12%	<input type="text"/>	I have been away from the university for about 4 years and I noticed a big change when I came back.
1	0.12%	<input type="text"/>	I have been here less than 2 years, so I can't answer this question.
1	0.12%	<input type="text"/>	I have been to more than a few interprofessional events that I find very useful.
1	0.12%	<input type="text"/>	I have had the opportunity to engage with students and faculty from other disciplines, but as I've only been a student at UMB for three semesters, I don't know if that's progress from a previous point.
1	0.12%	<input type="text"/>	I have heard many great things about the school. I cannot name specifics because I have yet to start my first semester.
1	0.12%	<input type="text"/>	I have heard more about it this year than any other year. I like the idea but have not yet attended these workshops.
1	0.12%	<input type="text"/>	I have little information on this as I am research faculty. I collaborate with folks of various professions and include those I mentor in that, and I've seen communications about the larger efforts of which I'm not a part.
1	0.12%	<input type="text"/>	I have no experience enough to judge about that.
1	0.12%	<input type="text"/>	I have no idea, but I am forced to answer this question in order to continue the survey. What does 'interprofessional' actually mean from a practical perspective? Defining that would have made it easier to perhaps answer this question
1	0.12%	<input type="text"/>	I have no way to judge.
1	0.12%	<input type="text"/>	I have not been here long (less than 2 years) but it appears that there have been cross discipline teaching opportunities to merge faculty from different colleges to engage students who would not otherwise have an opportunity to take those courses.
1	0.12%	<input type="text"/>	i have not been here long enough to know
1	0.12%	<input type="text"/>	I have not been here that long but I have seen/and heard a change in the past year. I know many students definitely want interprofessional opportunities from day one of their programs.
1	0.12%	<input type="text"/>	I have not personally experienced/attended any of these events, but i see them posted on message boards and receive invitations via email
1	0.12%	<input type="text"/>	I have not seen first-hand, but I know this is a goal of the university and am confident enough to say that this is something being improved-upon.
1	0.12%	<input type="text"/>	I have only been here for 1.5 years so I do not know about improvement over the last 3 years, but there are many interprofessional programs available to both students and faculty. I participate in several and I find that they are very valuable programs.
1	0.12%	<input type="text"/>	I have only been here for 4 months, but it seems that the school puts a fair amount of emphasis on communication and interaction between professions.
1	0.12%	<input type="text"/>	I have only been here for a few months, but they do offer forums that are relevant to several schools within the University System, as opposed to programs that are specific to each institution.
1	0.12%	<input type="text"/>	I have participated in several inter-professional activities.

1	0.12%	<input type="checkbox"/>	I have participated in the events but we need a Trader joes
1	0.12%	<input type="checkbox"/>	I have personally experienced UMB's efforts to promote interprofessional communication because I won a grant to participate in a international interprofessional trip with student representatives from three schools within UMB.
1	0.12%	<input type="checkbox"/>	I have seen a difference since we started working with UMCP.
1	0.12%	<input type="checkbox"/>	I have seen advertisements for interdisciplinary events, classes, trips
1	0.12%	<input type="checkbox"/>	I have seen fliers/emails about inter professional seminars/learning days.
1	0.12%	<input type="checkbox"/>	I have seen it occur with opportunities provided within my school.
1	0.12%	<input type="checkbox"/>	I have seen many events including an important IPE talk every year.
1	0.12%	<input type="checkbox"/>	I have seen more documentation of it.
1	0.12%	<input type="checkbox"/>	I have seen more opportunities for students from different schools to work together on projects, sometimes through classes.
1	0.12%	<input type="checkbox"/>	I have seen several events posted regarding interprofessional work
1	0.12%	<input type="checkbox"/>	I have seen several programs advertised
1	0.12%	<input type="checkbox"/>	I have seen successful interdisciplinary collaborations between the School of Medicine, the School of Pharmacy and UMCP School of Engineering. There has been an increased culture of sharing information and education, all of which is generating external funding and the potential for improved treatments for medical problems.
1	0.12%	<input type="checkbox"/>	I have seen the increase in more interdisciplinary courses being offered each semester/year.
1	0.12%	<input type="checkbox"/>	I have seen this through the President's Fellows, the professional development initiatives and the recent inception of a committee on arts and culture.
1	0.12%	<input type="checkbox"/>	I have some impression that this is being attempted, not very familiar with details since my duties are outside the classroom
1	0.12%	<input type="checkbox"/>	I have taken part in IPE simulation development within the past year. I was unaware of this type of program in the past.
1	0.12%	<input type="checkbox"/>	I have taken several classes offered as listed in daily bulletin and Elm
1	0.12%	<input type="checkbox"/>	I have to answer this question despite the fact that I just answered on the last page that I've only been here for less than 6 months, so I'm just marking an answer.
1	0.12%	<input type="checkbox"/>	I haven't been here for 3 years but based on what I know from talking to my seniors, yes there have been a lot of changes of such kind.
1	0.12%	<input type="checkbox"/>	I haven't been here for all that long since I am a first year but I have seen a variety of opportunities sent in my email that encourage students in interprofessional learning
1	0.12%	<input type="checkbox"/>	I haven't been here for three years but one of my professors talks about the presidents club and that students from all the schools go and work on a case. I think that is awesome and a great experience for students to learn what other professions are capable of.
1	0.12%	<input type="checkbox"/>	I haven't been here for very long, but this area seems proficient
1	0.12%	<input type="checkbox"/>	I haven't been here long enough to know!
1	0.12%	<input type="checkbox"/>	I haven't been here long enough to know. I've been here 53 weeks.
1	0.12%	<input type="checkbox"/>	I haven't been here very long. The promotion of inter-professional teaching and learning across professions seems adequate.
1	0.12%	<input type="checkbox"/>	i hear about it at least
1	0.12%	<input type="checkbox"/>	I hear about new offerings and programs but I have not witnessed them
1	0.12%	<input type="checkbox"/>	I hear all about interprofessional activities through e-mails, but never really partook in any.
1	0.12%	<input type="checkbox"/>	I hear more about the interprofessional programs and MPower collaboration.
1	0.12%	<input type="checkbox"/>	i hope so. im new here
1	0.12%	<input type="checkbox"/>	I just started but I enjoy the global health projects.
1	0.12%	<input type="checkbox"/>	I know that Dr. Perman and his leadership staff are proponents of promoting inter professional teaching among different schools
1	0.12%	<input type="checkbox"/>	I know that some of the programs with the Med School are conducted in conjunction with the other graduate schools on campus.
1	0.12%	<input type="checkbox"/>	I like the global interprofessional trip offerings.
1	0.12%	<input type="checkbox"/>	I love interprofessional education day- that and my HIV elective with the Jacques Initiative

and interprofessional seminars have been very valuable.

1	0.12%	<input type="checkbox"/>	I notice many opportunities to work with other professions and take courses from other schools.
1	0.12%	<input type="checkbox"/>	I only know in my dept, we have a dual degree program.
1	0.12%	<input type="checkbox"/>	I participated in an interprofessional Global Health Student Grant opportunity, which was key to my professional development; it seems to be an aspect of many campus events/programs.
1	0.12%	<input type="checkbox"/>	I really don't know
1	0.12%	<input type="checkbox"/>	I really don't know but there is no button for that answer
1	0.12%	<input type="checkbox"/>	I receive emails often about inter professional opportunities.
1	0.12%	<input type="checkbox"/>	I receive lots of emails of classes, committees, and talks related to interprofessional education.
1	0.12%	<input type="checkbox"/>	I receive substantial notification of opportunities available involving inter-professional teaching
1	0.12%	<input type="checkbox"/>	I see a lot of emails about opportunities on campus, so I'm assuming that there is progress in these areas. But I don't really know what opportunities were available prior to the last three years...
1	0.12%	<input type="checkbox"/>	I see a lot of events catered towards interprofessionalism
1	0.12%	<input type="checkbox"/>	I see different opportunities being talked or written about (on the school website etc.) even though I haven't participated in one yet.
1	0.12%	<input type="checkbox"/>	I see it addressed in newsletters, letters from the leadership.
1	0.12%	<input type="checkbox"/>	I see it advertised but I cannot attend.
1	0.12%	<input type="checkbox"/>	I see it everywhere, everyone is airways talking about it.
1	0.12%	<input type="checkbox"/>	I see lots of new interprofessional programs and classes.
1	0.12%	<input type="checkbox"/>	I see more IPE activities and grants
1	0.12%	<input type="checkbox"/>	I think it promotes learning across professions during the poverty simulation. Aside from that, I'm not sure what else.
1	0.12%	<input type="checkbox"/>	i think so
1	0.12%	<input type="checkbox"/>	I think the IPE day is an excellent function, and one that didn't exist before Dr. Perman and Dean Kirschling. It's a huge undertaking, but it seems to be permeating throughout our culture.
1	0.12%	<input type="checkbox"/>	I was surprised by the number of events held outside of my academic program that involved other schools.
1	0.12%	<input type="checkbox"/>	I will default to yes because I think the above statement is something that any school should implement as best practices. I have only been here or a semester
1	0.12%	<input type="checkbox"/>	I'm new. So I don't really know. But I have seen several opportunities circulate and would have been happy to participate if they had fit my schedule.
1	0.12%	<input type="checkbox"/>	I'm not aware of details but have heard about the emphasis on interprofessional education
1	0.12%	<input type="checkbox"/>	I'm not sure as I've only been here a semester.
1	0.12%	<input type="checkbox"/>	I'm not too sure, because I've only been here for a year and four months. But the opportunities to go on rounds with other students is a great way to see crossovers.
1	0.12%	<input type="checkbox"/>	I'm selecting yes but my position on campus does not give me an opportunity to witness such information.
1	0.12%	<input type="checkbox"/>	I'm too new to notice any difference as a matter of fact.
1	0.12%	<input type="checkbox"/>	I've gotten tons of emails about interprofessional learning across professions.
1	0.12%	<input type="checkbox"/>	I've only been a student at UMB for a little over a year, but I participated in IPE Day last year and thought that it was a great success. I only wish there were further opportunities to interact with students from other disciplines.
1	0.12%	<input type="checkbox"/>	I've only been here for a semester...
1	0.12%	<input type="checkbox"/>	I've seen a lot of advertisements for these opportunities
1	0.12%	<input type="checkbox"/>	I've seen many more opportunities available to the students for learning outside your graduate track.
1	0.12%	<input type="checkbox"/>	I've seen progress in promoting these things, but it seems that the promotion/advertising

			aspect is the biggest part of the change.
1	0.12%	<input type="checkbox"/>	I've seen several promotions for IPE Day
1	0.12%	<input type="checkbox"/>	I've seen some movement - but I can also say that it is difficult to get students to leave their buildings and classes and go to another for an event or program. I would also like to see things offered not only to students and faculty but to administrative staff as well.
1	0.12%	<input type="checkbox"/>	Identifying interprofessional opportunities is normal part of doing business at UMB.
1	0.12%	<input type="checkbox"/>	IEP Day
1	0.12%	<input type="checkbox"/>	If you define "progress" as increased awareness. UMB is far from implementation except for the occasional effort.
1	0.12%	<input type="checkbox"/>	It have only been here for almost one, but i think UMB has taken initiative to promote interprofessional teaching and learning through out all of the professions.
1	0.12%	<input type="checkbox"/>	implementation of IPE day
1	0.12%	<input type="checkbox"/>	Implementation of satellite teaching technology was very important
1	0.12%	<input type="checkbox"/>	Implemented IPE day and tried to promote it accordingly
1	0.12%	<input type="checkbox"/>	In all my years here it has been in the last 3 years that I have seen more movement in that direction with Presidents clinic, interprofessional teaching events, class offerings. This is an area of great opportunity for us as an institution and for our students. It is a feature why students are attracted to our campus.
1	0.12%	<input type="checkbox"/>	In my experience of 6 months alone, I have seen promotion of interprofessional work among students of pharmacy, nursing, and social work at a clinic.
1	0.12%	<input type="checkbox"/>	In the 2 courses I've taken so far as a UMB student, both have emphasized the need for not only interdisciplinary collaboration but also transdisciplinary collaboration in terms of providing good patient care.
1	0.12%	<input type="checkbox"/>	In the past three years, some progress has been made in promoting inter-professional teaching and learning. Some academic areas have increased better than others.
1	0.12%	<input type="checkbox"/>	in the year that I have been attending it would appear that there have been several information sessions regarding interprofessional relationships/teaching/learning.
1	0.12%	<input type="checkbox"/>	Inclusion of interprofessional learning, case studies and elaborate questionnaires in academic curriculum. And organizing student/campus events that focus on interprofessional learning.
1	0.12%	<input type="checkbox"/>	Incorporating classes that can be taken by students in different schools.
1	0.12%	<input type="checkbox"/>	Increase in the number of inter-departmental seminars
1	0.12%	<input type="checkbox"/>	Increased the number of opportunities and money available for such opportunities
1	0.12%	<input type="checkbox"/>	Increasing awareness.
1	0.12%	<input type="checkbox"/>	information comes out in the Elm newsletter
1	0.12%	<input type="checkbox"/>	Inter professional day is very helpful
1	0.12%	<input type="checkbox"/>	inter professional lectures and seminar
1	0.12%	<input type="checkbox"/>	Interdisciplinary team for the President's clinic, USGA seemingly playing large role with diversity from various schools
1	0.12%	<input type="checkbox"/>	interprofessional activities
2	0.24%	<input type="checkbox"/>	Interprofessional day
1	0.12%	<input type="checkbox"/>	Interprofessional day and funding for new courses.
1	0.12%	<input type="checkbox"/>	Interprofessional Education day (IPE day), Interprofessional global health initiative trips, and interprofessional courses are all extremely effective in promoting interprofessional teaching and learning across professions at UMB. Overall, UMB has made significant progress in that regard.
1	0.12%	<input type="checkbox"/>	Interprofessional Education Day has been a successful endeavor. Also, several Schools have cancelled classes on that day so that their students may take part in the event.
1	0.12%	<input type="checkbox"/>	Interprofessional programs; most schools can take classes through other programs on campus. Still needs improvement! We have a relatively small professional groups that greatly interact with each other in the career world. However, many schools rarely interact with each other.
1	0.12%	<input type="checkbox"/>	Interprofessional seminars are offered.
1	0.12%	<input type="checkbox"/>	Interprofessional societies and events

1	0.12%	<input type="text"/>	Interprofessional Task Force and annual interprofessional competition
1	0.12%	<input type="text"/>	Interprofessional teaching and learning across professions is something I regularly see in university publications, particularly in the last year or two.
1	0.12%	<input type="text"/>	Interprofessional teaching and learning is a priority for President Perman and as a result there has been an increase in interprofessional training programs, seminars and symposia.
1	0.12%	<input type="text"/>	Interprofessionalism group
1	0.12%	<input type="text"/>	Interproseional events are provided by they are not well advertised.
1	0.12%	<input type="text"/>	IPE Center established; IPE days; discussions occurring among deans and others on how to increase interprofessional education
1	0.12%	<input type="text"/>	IPE center, IPE day
7	0.85%	<input type="text"/>	IPE day
3	0.36%	<input type="text"/>	IPE Day
1	0.12%	<input type="text"/>	IPE Day (Inter professional Education Day)
1	0.12%	<input type="text"/>	IPE Day and 2013's President's Fellows Program
1	0.12%	<input type="text"/>	IPE Day and course offerings across many programs and schools
1	0.12%	<input type="text"/>	IPE day and dental hygiene oral examination with nurse practitioners, social work and pharmacy in a nursing home environment.
1	0.12%	<input type="text"/>	IPE Day and existence of IPE group on campus is a large step in the right direction. More could be done to enhance and encourage interprofessional collaboration and learning.
1	0.12%	<input type="text"/>	IPE day and some more focus in our classroom lectures
1	0.12%	<input type="text"/>	IPE Day but need more opportunities
1	0.12%	<input type="text"/>	IPE day has brought students of different schools together, but we still work very independently. We are starting to hold more events together, e.g. social work and law are holding special discussions around critical events, such as Ferguson.
1	0.12%	<input type="text"/>	IPE Day has evolved into a huge event. There are still strides to be made. IPE should not start and stop with a single event. More interprofessional courses and faculty would be great.
1	0.12%	<input type="text"/>	IPE day has improved the promotion but there needs to be a codified way of having students from all schools have interface with at least 3 of the other schools
1	0.12%	<input type="text"/>	IPE day in the spring- good experience for most who participate
1	0.12%	<input type="text"/>	IPE day is great, but all schools need to own it.
1	0.12%	<input type="text"/>	IPE day is highly visible and seems to have a very high priority placed on it by the University
1	0.12%	<input type="text"/>	IPE Day is something but token. More language around this as important, but all the IPE is special events and no real substantial change beyond the special days.
1	0.12%	<input type="text"/>	IPE Day is very successful.
1	0.12%	<input type="text"/>	IPE day is well attended and received.
1	0.12%	<input type="text"/>	IPE day was a very valuable tool for communication amongst future colleagues.
1	0.12%	<input type="text"/>	IPE Day, funding educational pilots and faculty development
1	0.12%	<input type="text"/>	IPE Day, JACQUES initiative HIV certification
1	0.12%	<input type="text"/>	IPE day, that's all I've seen. School must be doing a good job because in my clinical experience I've interacted with other HCPs that are aware of our new roles (almost all of them are <30 years old).
1	0.12%	<input type="text"/>	IPE day, USGA, PLSI, ISLSI
1	0.12%	<input type="text"/>	IPE days
1	0.12%	<input type="text"/>	IPE days and interprofessional classes
1	0.12%	<input type="text"/>	IPE days are a great success and well attended
1	0.12%	<input type="text"/>	IPE days are regularly held during the school year as well as announced in the daily bulletin for interprofessional experience off campus.
1	0.12%	<input type="text"/>	IPE Days are well-attended, and considered valuable.
1	0.12%	<input type="text"/>	IPE initiative is very good; need one for research
		<input type="text"/>	

1	0.12%		IPE programs
1	0.12%	<input type="checkbox"/>	It has certainly been promoted much more than it used to be, but my disinterest in interprofessional learning has not changed. Maybe students would be more interested if this sort of learning if it was actually taught in a class.
1	0.12%	<input type="checkbox"/>	it is absolutely a priority of Dr. Perman
1	0.12%	<input type="checkbox"/>	It is much more visible on campus and several seminars/courses offered
1	0.12%	<input type="checkbox"/>	It seems like there are constantly messages sent about opportunities. I don't know if students are participating.
1	0.12%	<input type="checkbox"/>	It seems that there are many more grants and foundation support through interprofessional projects, which seem to be also opportunities for students in these areas
1	0.12%	<input type="checkbox"/>	It seems to be a priority based on interprofessional research grants, teaching, and opportunities for student participation across professions.
1	0.12%	<input type="checkbox"/>	It seems to me that there are new classes being offered (e.g., comparative effectiveness research) and interprofessional seminars and workshops available to a greater extent than 3 years ago. I see more information on the website and news than previously.
1	0.12%	<input type="checkbox"/>	It's a theme though on the practical level more difficult to see.
1	0.12%	<input type="checkbox"/>	It's become a bit easier to navigate bureaucratic and registration hurdles in interprofessional teaching
1	0.12%	<input type="checkbox"/>	It's been holding inter-professional day events.
1	0.12%	<input type="checkbox"/>	It's communicated that it's an important priority for senior leadership. Whether it's actually happening is another matter.
1	0.12%	<input type="checkbox"/>	It's documented as a priority but not sure how much progress has been made.
1	0.12%	<input type="checkbox"/>	ive been to many events that involve the different schools on campus and they have given me an opportunity to talk to other students about their programs
1	0.12%	<input type="checkbox"/>	Judging from the number of events and articles written regarding interprofessional activities it appears we are making progress
1	0.12%	<input type="checkbox"/>	Just the impression I get
1	0.12%	<input type="checkbox"/>	Just working on it is progress.
1	0.12%	<input type="checkbox"/>	Law and social work, JustAdvice
1	0.12%	<input type="checkbox"/>	limited knowledge except in media announcements
1	0.12%	<input type="checkbox"/>	Lot of speakers and activities are organized all the time.
1	0.12%	<input type="checkbox"/>	Lots of emails about opportunities
1	0.12%	<input type="checkbox"/>	Lots of events aimed at IP.
1	0.12%	<input type="checkbox"/>	Lots of opportunities for growth
1	0.12%	<input type="checkbox"/>	Made effort is promoting, but there is little activity to show interprofessional teaching and learning.
1	0.12%	<input type="checkbox"/>	Many classes I have had since I've been here have been interprofessional and I get constant updates on activities in other departments that may interest me even though it may not be in my field.
1	0.12%	<input type="checkbox"/>	Many interprofessional conferences and meetings are available.
1	0.12%	<input type="checkbox"/>	Many interprofessional days and clinics
1	0.12%	<input type="checkbox"/>	Many IPE offerings have been implemented
1	0.12%	<input type="checkbox"/>	many more grant opp.
1	0.12%	<input type="checkbox"/>	Many new opportunities have cropped up which are interdisciplinary and inter-school.
1	0.12%	<input type="checkbox"/>	Many special events and activities - but very limited options for inclusion across campus and time of the day.
1	0.12%	<input type="checkbox"/>	maybe
1	0.12%	<input type="checkbox"/>	Media site, new Blackboard functionality and more tools for teaching have been offered
1	0.12%	<input type="checkbox"/>	Modest progress has been made through the annual IPE grants and IPE day activities.
1	0.12%	<input type="checkbox"/>	More activities for students to participate in activities from other disciplines.
1	0.12%	<input type="checkbox"/>	more awareness and opportunities made available (not just token words)

1	0.12%	<input type="checkbox"/>	More classes are open to other schools on the UMB campus (e.g. a nursing student taking classes at the law school).
1	0.12%	<input type="checkbox"/>	More classroom and funding opportunities are visible. The administration at my School and on the campus has been vocal in support of interprofessional education.
1	0.12%	<input type="checkbox"/>	more collaborations now than previously in my experience
1	0.12%	<input type="checkbox"/>	more events
1	0.12%	<input type="checkbox"/>	more events take place now than in the past
1	0.12%	<input type="checkbox"/>	More funding, more offerings, more emphasis on its importance
1	0.12%	<input type="checkbox"/>	More notices via email and signs in buildings
1	0.12%	<input type="checkbox"/>	more offerings
1	0.12%	<input type="checkbox"/>	more offerings for students
1	0.12%	<input type="checkbox"/>	more opportunities across campus; still need more
1	0.12%	<input type="checkbox"/>	More opportunities to work across disciplines have been offered
1	0.12%	<input type="checkbox"/>	More programs and better media coverage (social media, newsletters, the Elm, etc.)
1	0.12%	<input type="checkbox"/>	Most students, faculty and staff on campus understand the importance of IPE to UMB as demonstrated in increased educational opportunities in and outside of the university
1	0.12%	<input type="checkbox"/>	MPH program offers a variety of professors with a varied background
1	0.12%	<input type="checkbox"/>	MSW/JD program is just one example
1	0.12%	<input type="checkbox"/>	Multiple interprofessional case studies, courses, and shadowing opportunities. Also an interprofessional education day open to all students on campus.
1	0.12%	<input type="checkbox"/>	My dual degree program MSW/MPH between Maryland/Johns Hopkins was a great decision because I have worked with people of all different backgrounds and this has opened me up to so many perspectives on varying issues. Actually couldn't be more thrilled with the program.
1	0.12%	<input type="checkbox"/>	My impression is that Dr. Perman has fostered an environment that stresses interprofessional education, so more opportunities exist for those faculty members who are interested.
4	0.48%	<input type="checkbox"/>	n/a
4	0.48%	<input type="checkbox"/>	N/a
4	0.48%	<input type="checkbox"/>	N/A
1	0.12%	<input type="checkbox"/>	N/A I have only been here for 5 months
1	0.12%	<input type="checkbox"/>	N/A: new student
3	0.36%	<input type="checkbox"/>	na
2	0.24%	<input type="checkbox"/>	NA
1	0.12%	<input type="checkbox"/>	nah
1	0.12%	<input type="checkbox"/>	Named a director of interprofessional education and will soon hold third annual IPE day.
1	0.12%	<input type="checkbox"/>	New dean with new ideas
1	0.12%	<input type="checkbox"/>	New interdisciplinary programs with College Park
1	0.12%	<input type="checkbox"/>	New programs have become available.
1	0.12%	<input type="checkbox"/>	New student can't judge
1	0.12%	<input type="checkbox"/>	new to UMB
3	0.36%	<input type="checkbox"/>	no basis to judge
1	0.12%	<input type="checkbox"/>	No basis to judge
1	0.12%	<input type="checkbox"/>	No basis to judge. I'm a new student.
1	0.12%	<input type="checkbox"/>	no comment
1	0.12%	<input type="checkbox"/>	no idea, new student
1	0.12%	<input type="checkbox"/>	No opinion
1	0.12%	<input type="checkbox"/>	No response

1	0.12%	<input type="checkbox"/>	not been here long enough to judge but what I have read indicates there is interprofessional teaching and learning
1	0.12%	<input type="checkbox"/>	not completely certain...
1	0.12%	<input type="checkbox"/>	not familiar with what was happening 3 years ago, but in my class this semester, we had visiting professors from other depts to give lectures
1	0.12%	<input type="checkbox"/>	not sure
3	0.36%	<input type="checkbox"/>	Not sure
1	0.12%	<input type="checkbox"/>	Not sure - haven't been here long
1	0.12%	<input type="checkbox"/>	Not sure if UMB has made advancements promoting inter-professional teaching and learning across professions.
1	0.12%	<input type="checkbox"/>	Not sure, but there is no option for unsure
2	0.24%	<input type="checkbox"/>	Not sure.
1	0.12%	<input type="checkbox"/>	nothing
1	0.12%	<input type="checkbox"/>	Notice various activities promoted at the website. Department is also involved in various initiatives.
1	0.12%	<input type="checkbox"/>	Numerous seminars and workshops around campus have been offered as well as opportunities and some limited funding to implement these.
1	0.12%	<input type="checkbox"/>	nursing integrating with medicine
1	0.12%	<input type="checkbox"/>	Nursing, social work, and pharmacy and law schools hold offerings that are well attended by other schools. Medicine is conspicuously absent at these lectures.
1	0.12%	<input type="checkbox"/>	occasional interprofessional seminars
1	0.12%	<input type="checkbox"/>	offering courses that can be taken by students belonging to different schools such as nursing / social work
1	0.12%	<input type="checkbox"/>	offerings of learning always available
1	0.12%	<input type="checkbox"/>	Offers programs such as IPE Day
1	0.12%	<input type="checkbox"/>	Often interprofessional teaching and learning are promoted, published at my school along with related conferences, etc.
1	0.12%	<input type="checkbox"/>	one-day interprofessional event & some small grant funds to pilot a few projects. We still have a LOT of work to do to integrate interprofessional education into and across curriculums.
1	0.12%	<input type="checkbox"/>	Opportunities such as global trips.
1	0.12%	<input type="checkbox"/>	Over the past 6 years I have seen many more collaborations between faculty of different departments and a spur toward interdisciplinary research.
1	0.12%	<input type="checkbox"/>	Plenty of outside speakers from a variety of different fields.
1	0.12%	<input type="checkbox"/>	PLSI program seems to help many students from multiple schools
1	0.12%	<input type="checkbox"/>	President Jay A. Perman, MD, has made Interprofessional Education (IPE) a priority at the University of Maryland, Baltimore (UMB), launching the Center for Interprofessional Education under Jane M. Kirschling, PhD, RN, FAAN, dean of the School of Nursing and University director of IPE. The Center for IPE also hosts an annual IPE Day that promotes awareness and learning for IPE.
1	0.12%	<input type="checkbox"/>	President Perman has done a great job making sure we all know his vision of being a part of the community and by working across disciplines. We talk about it a lot here.
1	0.12%	<input type="checkbox"/>	President Perman has made it a priority, but the funding support is minimal. It is promoted much more than in previous administrations, but needs more support.
1	0.12%	<input type="checkbox"/>	President Perman has put a lot of energy and resources into promoting IPE at UMB and its importance has trickled down from there.
1	0.12%	<input type="checkbox"/>	President's clinic, establishment of Center for Interprofessional Education and IPE Day for example.
1	0.12%	<input type="checkbox"/>	President's Student Leadership Institute, President's Clinic
1	0.12%	<input type="checkbox"/>	President's symposium focused on this a yer or so ago putting it in the minds of University community. Not sure how well it is being implemented between schools
1	0.12%	<input type="checkbox"/>	professional development has become a top priority
1	0.12%	<input type="checkbox"/>	Promoting yes, implementing no

1	0.12%	<input type="checkbox"/>	psli
1	0.12%	<input type="checkbox"/>	PSLI Program
1	0.12%	<input type="checkbox"/>	PTF program by the Jacques Initiative
1	0.12%	<input type="checkbox"/>	publicity and funding
1	0.12%	<input type="checkbox"/>	Really a clear goal, with resources directed toward IPE.
1	0.12%	<input type="checkbox"/>	recent end-of-life care symposium was excellent
1	0.12%	<input type="checkbox"/>	Regular communications on the topic are sent to all university faculty and administration.
1	0.12%	<input type="checkbox"/>	Schools are starting to work together and learn about several ways to interact in the futures with our degrees
1	0.12%	<input type="checkbox"/>	seed grants and integrated courses
1	0.12%	<input type="checkbox"/>	Several high profile events and well publicized programs.
1	0.12%	<input type="checkbox"/>	Simply having the resources. However, it has becoming increasingly challenging given the amount of time available. This is especially true for PhD students.
1	0.12%	<input type="checkbox"/>	Since I am a new student, I cannot comment on progress over the past 3 years.
1	0.12%	<input type="checkbox"/>	Since I began employment with the University in 2012, I've noticed a concerted effort to increase interprofessional teaching and learning across the professions. President Perman often makes this topic one of the key talking points in his speeches, and administration makes a priority those events that facilitate and promote this type of activity. We've also launched a University-wide IPE Day, which suspends classes for a day to encourage students and faculty alike to participate in interprofessional experiences that they might not normally be exposed to.
1	0.12%	<input type="checkbox"/>	Some interdisciplinary events noted; there's plenty more progress that could be made
1	0.12%	<input type="checkbox"/>	Some progress has been made with IPE day and a IP group of presidential fellows
1	0.12%	<input type="checkbox"/>	Some progress; much more to do. I doubt if we will succeed; too much push back from schools to continue to maintain the status quo. Common calendar? Tuition?
1	0.12%	<input type="checkbox"/>	Some. i think there is real resistance or at least inertia about interprofessional education on the Baltimore campus. The Shady Grove campus has been promoting and supporting interprofessional courses and experiences for years.
1	0.12%	<input type="checkbox"/>	Speakers
1	0.12%	<input type="checkbox"/>	Strong focus on interprofessional education among students.
1	0.12%	<input type="checkbox"/>	Students are participating at a higher rate in cross-discipline educational opportunities
1	0.12%	<input type="checkbox"/>	Summer interdisciplinary internships, and global health interdisciplinary projects
1	0.12%	<input type="checkbox"/>	Sure, Dr. Perman has made it his mission!
1	0.12%	<input type="checkbox"/>	teachers are much more available
1	0.12%	<input type="checkbox"/>	That is my belief, although I do not know for sure.
1	0.12%	<input type="checkbox"/>	That seems to be a priority.
1	0.12%	<input type="checkbox"/>	The basics have been put in place, but it will not be an institutional priority until it is put into the success measurements for Deans and tenure review and promotion process for faculty.
1	0.12%	<input type="checkbox"/>	the blackboard collaborate is such an example.
1	0.12%	<input type="checkbox"/>	The brown bag lunches and ability to go on Grand Rounds with Dr. Perman are excellent options.
1	0.12%	<input type="checkbox"/>	the building that are bring built shows that UMB is trying to spread knowledge
1	0.12%	<input type="checkbox"/>	The central administration as been radical and progressive and I love what it has done for students, faculty and staff. If only my school would get on board on every level.
1	0.12%	<input type="checkbox"/>	The CGEI Grant Program for interprofessional research experiences! So excited about that!
1	0.12%	<input type="checkbox"/>	The concept is discussed and promoted but traction with the majority of the campus community is limited. Achievements are even more difficult to identify.
1	0.12%	<input type="checkbox"/>	The creation of IPE day and seed funding grants have provided a platform to encourage interprofessional collaboration. While there is still a long way to go to making IPE an integral part of our culture, a solid foundation is set for future growth.
1	0.12%	<input type="checkbox"/>	The effort has been there. My school (medicine) has NOT bought in.
1	0.12%	<input type="checkbox"/>	The Epi / Public Health department courses have students from many programs

1	0.12%	<input type="checkbox"/>	The establishment of Interprofessional Education Day, funding to promote interprofessional collaboration among the faculty from the IPE Center and the Center for Global Education Initiatives, programs offered through Campus Life Services and the President's Clinic all advance interprofessional education.
1	0.12%	<input type="checkbox"/>	The establishment of research and other centers.
1	0.12%	<input type="checkbox"/>	The global education committee seems to be pushing for more interprofessional projects across the various disciplines/graduate schools. However, I feel the law school is still being left behind, and that you should expand beyond just health.
1	0.12%	<input type="checkbox"/>	the global programs do great work in getting students and faculty from all professions working together
1	0.12%	<input type="checkbox"/>	The inter professional day is a huge success
1	0.12%	<input type="checkbox"/>	The Interprofessional Global Grant Program is one example of a concrete way that teaching and learning across professions is offered and sought out.
1	0.12%	<input type="checkbox"/>	The IPE day has been a great addition to the school.
1	0.12%	<input type="checkbox"/>	The IPE grant opportunities now pending is one example. A great deal more needs to be done for our students and in continuing education of health professionals.
1	0.12%	<input type="checkbox"/>	The IPE has expanded and raised awareness and acceptance at UMB. I feel this is a critical component for transference to "real-world" collaborations and interactions for present and future professionals. This is something that can set UMB apart from other universities where faculty and students interact across disciplines and do not train and practice in silos.
1	0.12%	<input type="checkbox"/>	The IPE team tries its best, but one activity a year isn't going to achieve true interprofessional teaching and learning. The schools each have a long way to go to achieve interprofessional education, especially the school of medicine
1	0.12%	<input type="checkbox"/>	The mediasite technology is a great learning tool at my school.
1	0.12%	<input type="checkbox"/>	The MPH program is one where students from all disciplines have taken advantage of participating in course work and discussion. The increase in the MPH/other UMB degree has grown, which is a great sign of interprofessional teaching and learning.
1	0.12%	<input type="checkbox"/>	The MPower Initiative with College Park
1	0.12%	<input type="checkbox"/>	the only things i'm aware of are the student government activities
1	0.12%	<input type="checkbox"/>	The president has been very active in promotion IPE but not all schools are on board.
1	0.12%	<input type="checkbox"/>	the president has been vocal and infrastructure has been put into place; leaders within each school provide the impetus - some more than others.
1	0.12%	<input type="checkbox"/>	The president is very involved and the school community really tries to get everyone aware of the value of IPE.
1	0.12%	<input type="checkbox"/>	The programming is consistent and well publicized, but I think it's somewhat lip service as it references the law school.
1	0.12%	<input type="checkbox"/>	The school hosts IPE days which are very helpful in allowing students to gain respect for other professions.
1	0.12%	<input type="checkbox"/>	The university has made some progress by developing the IPE Day. However, it can make better progress by encouraging more engagement with the different schools and schedules.
1	0.12%	<input type="checkbox"/>	The webpage is use appropriately
1	0.12%	<input type="checkbox"/>	The website (the elm) keeps the community informed of programs in advance so that arranging or rearranging can occur in order to attend the sessions.
1	0.12%	<input type="checkbox"/>	There appears to be offerings of interprofessional teaching and learning opportunities at UMB
1	0.12%	<input type="checkbox"/>	There are a decent amount of lectures, classes, etc. with the other professional schools
1	0.12%	<input type="checkbox"/>	There are a lot of interdisciplinary programs both locally and abroad that are administered by UMB Faculty.
1	0.12%	<input type="checkbox"/>	There are a lot of interprofessional opportunities, such as the Global Health Grants.
1	0.12%	<input type="checkbox"/>	There are continuance of classes and workshop for all professional levels.
1	0.12%	<input type="checkbox"/>	There are efforts to do this and so there is progress. We could do much better, however. There has been more progress for the research faculty working across school "lines" and I believe the barriers that do exist remain in place because of administrative issues in the different schools.
1	0.12%	<input type="checkbox"/>	There are for interprofessional events taking place.
1	0.12%	<input type="checkbox"/>	There are initiatives for IPE across all the schools at UMB.

1	0.12%	<input type="checkbox"/>	There are inter professional events on a regular basis.
1	0.12%	<input type="checkbox"/>	There are inter-professional days which are very helpful
1	0.12%	<input type="checkbox"/>	There are many events that encourage participation from the different schools at the university.
1	0.12%	<input type="checkbox"/>	There are many programs and events offered that are open and appealing to students across many schools.
1	0.12%	<input type="checkbox"/>	There are more events but it seems like not a lot of understanding of schedules of different schools or coordination.
1	0.12%	<input type="checkbox"/>	There are more events offered, though I haven't gone to any.
1	0.12%	<input type="checkbox"/>	There are multiple seminars that students can attend that promote interprofessional cooperation. Also, the graduate courses are taught by staff in different programs, exposing students to other disciplines.
1	0.12%	<input type="checkbox"/>	There are new and improved programs that has enable efficient and professional individuals.
1	0.12%	<input type="checkbox"/>	There are now inter professional seminars but medical students rarely attend these. It limits their growth and understanding of inter professional collaboration and prevents everyone from learning from their expertise
1	0.12%	<input type="checkbox"/>	There are now many different campus-wide and school specific service learning opportunities. Additionally, Dr. Perman has created a Student Center for Global Education and a separate Center for Interprofessional Education. Additionally, the campuswide University Student Government Association exclusively focuses on both educational and social programs that are designed to attract students and employees from all over the University.
1	0.12%	<input type="checkbox"/>	There are programs in the university that foster this activity
1	0.12%	<input type="checkbox"/>	There are several resources available.
1	0.12%	<input type="checkbox"/>	There are some interprofessional activities I was able to attend.
1	0.12%	<input type="checkbox"/>	There has been a focus on IPE and resources directed that way
1	0.12%	<input type="checkbox"/>	There has been an increase in global outreach availability for faculty and students to participate in.
1	0.12%	<input type="checkbox"/>	there has been effort to facilitate the concept
1	0.12%	<input type="checkbox"/>	There has been lots of networking events.
1	0.12%	<input type="checkbox"/>	there has been more speakers and events
1	0.12%	<input type="checkbox"/>	There have been more events of this kind
1	0.12%	<input type="checkbox"/>	There have been opportunities for inter professional events such as the IPE day.
1	0.12%	<input type="checkbox"/>	There have been opportunities offered, but based on school commitments they are often difficult to incorporate time-wise
1	0.12%	<input type="checkbox"/>	There have been opportunities to participate in courses that are for credit and available to students from multiple schools, applicable to each.
1	0.12%	<input type="checkbox"/>	There have been several opportunities to teach at other institutions including colleges as well as to children. They have brought in many speakers across professions and publicize these events well.
1	0.12%	<input type="checkbox"/>	There have many opportunities for students to get together. UMB should considering incorporating a requirement to having all disciplines have a mandatory shadowing of another discipline. For example, pharmacy students and medical students should be required to shadow a nurse for a day and nursing students should shadow a pharmacist for a day. Or they could make this an option for students.
1	0.12%	<input type="checkbox"/>	there is a group dedicated to IPE
1	0.12%	<input type="checkbox"/>	There is a new grant offerings, however it doesn't provide protected time (no salary support). It is extremely hard to build bridges that do not exist without protected time, especially when direct superiors to not see the same value in the outcome as those at the highest levels.
1	0.12%	<input type="checkbox"/>	There is a small grant program for interdis. studies.
1	0.12%	<input type="checkbox"/>	There is always meetings on a monthly basis that entails what is going on with experiments/collaborations.
1	0.12%	<input type="checkbox"/>	There is more collaborations between faculty of different departments than there has been in the past.

1	0.12%	<input type="checkbox"/>	There is more knowledge of the philosophy-I think continued improvement and implementation is important. Maybe ask off schools to have it as a faculty retreat topic.
1	0.12%	<input type="checkbox"/>	There is need to intensify efforts in this regard
1	0.12%	<input type="checkbox"/>	There is the IPE day, however I attended and did not benefit from it as a dental student.
1	0.12%	<input type="checkbox"/>	there really wasn't an "i don't know' option
1	0.12%	<input type="checkbox"/>	There seem to be more and more diverse activities now compared to 2 years ago
1	0.12%	<input type="checkbox"/>	There seem to be more course offerings including Pharmacy and Respiratory as well as Criminal Justice programs.
1	0.12%	<input type="checkbox"/>	There was a grant request for interprofessional research between schools, but there was never a response on who got a grant or how we ranked.
1	0.12%	<input type="checkbox"/>	There was actually an inter-professional elective that was offered for the SON and pharmacy. The elective that I am taking includes a trip to Israel with SON, social work, and law.
1	0.12%	<input type="checkbox"/>	There's more talk about promoting interprofessional teaching and learning; there are interprofessional degrees. Do we have outcomes to measure? Do faculty get the support they need? Do students?
1	0.12%	<input type="checkbox"/>	They are trying to break the towers down but it is very difficult!
1	0.12%	<input type="checkbox"/>	They continually incorporate modern things
1	0.12%	<input type="checkbox"/>	They have increased the exposure of each of the different professional schools to one another.
1	0.12%	<input type="checkbox"/>	they have interprofessional day every year and I am have participated in the president's clinic which also focuses on interprofessional education
1	0.12%	<input type="checkbox"/>	They have IPP day
1	0.12%	<input type="checkbox"/>	They have more widely promoted Interprofessional Day and improved the types of activities that day. There has also been addition of other activities/some classes that are interprofessional.
1	0.12%	<input type="checkbox"/>	They have offered interprofessional courses.
1	0.12%	<input type="checkbox"/>	They have offered training and created a VP position for interprofessional teaching
1	0.12%	<input type="checkbox"/>	they offer various inter-school offerings along with school-specific events and organizations.
1	0.12%	<input type="checkbox"/>	They started the Inter professional education day among the graduate schools. Could improve on this though.
1	0.12%	<input type="checkbox"/>	Things are better.
1	0.12%	<input type="checkbox"/>	This is evident by the creation of a campus-wdie center which is dedicated to interprofessional education. Additionally, this has been cited in the strategic plan as critical to the mission of the University.
1	0.12%	<input type="checkbox"/>	This is my first year here.
1	0.12%	<input type="checkbox"/>	This semester we participated in a poverty simulation with students of other programs
1	0.12%	<input type="checkbox"/>	Though I have only been a student for four months, the value UMB places on interprofessional teaching and learning is obvious
1	0.12%	<input type="checkbox"/>	Through program offerings
1	0.12%	<input type="checkbox"/>	Through the president fellow program and the other activities (as the JAQUES) that involved students from different schools, it was practically implemented.
1	0.12%	<input type="checkbox"/>	To excess! Time for models that are not physician-centric.
1	0.12%	<input type="checkbox"/>	UMB has held interprofessional conferences this year
1	0.12%	<input type="checkbox"/>	UMB has made more of an effort by creating more interprofessional events and competitions where different disciplines can collaborate and learn about each other's value.
1	0.12%	<input type="checkbox"/>	UMB has made progress in promoting interprofessional teaching and learning across professions through social media and various events that have been held. Much can still be done to expand the progress and I feel more needs to be done by the individual schools faculty rather than the students alone.
1	0.12%	<input type="checkbox"/>	UMB is doing a good job promoting IPE, but not as good a job implemeting it
1	0.12%	<input type="checkbox"/>	Unable to accurately assess
1	0.12%	<input type="checkbox"/>	Unable to answer because I have not been here long enough

1	0.12%	<input type="text"/>	unable to answer either yes or no from first hand experience, only by what I read or hear,.
1	0.12%	<input type="text"/>	Unable to determine.
1	0.12%	<input type="text"/>	unable to judge
1	0.12%	<input type="text"/>	Unable to judge as I am staff member. The only example I know of is President's clinic and that is only small cadre of students. Perhaps FPI could expand on concept with Family Practice or other physican practice plans and/or morph into an ACO. LOTS of work will need to be devoted to uniformed calendar.
1	0.12%	<input type="text"/>	Unable to say
1	0.12%	<input type="text"/>	Unaware of specifics due to being a brand new student at UMB
1	0.12%	<input type="text"/>	Unaware of the last 3 years as a first year student.
2	0.24%	<input type="text"/>	unknown
2	0.24%	<input type="text"/>	unsure
1	0.12%	<input type="text"/>	Unsure because I have only been here for a little while
1	0.12%	<input type="text"/>	Unsure- I was not here before interprofessional education became a priority.
1	0.12%	<input type="text"/>	Unsure of how to answer for the past 3 years but I do know interprofessional day seemed interesting to work with the other professional schools in order to solve case studies.
1	0.12%	<input type="text"/>	Unsure, have not been familiar with previous to this semester.
1	0.12%	<input type="text"/>	Very small progress but yes. There needs to be much more done on the part of changing the culture at UMB to facilitate interprofessional interactions between students and faculty. Also, career education has been lacking severely until the past year within the graduate program in life sciences.
1	0.12%	<input type="text"/>	we are starting and like any new initiatives takes time to be institutionalized. We still have many opportunities here and I look forward to see where UMB takes this.
1	0.12%	<input type="text"/>	We get a lot of emails about different interprofessional events across campus.
1	0.12%	<input type="text"/>	We now have a entrepreneur class. I am unaware of any other offerings.
1	0.12%	<input type="text"/>	We starts the IPE day two years ago which have been the first one ever existing at UMBSON.
1	0.12%	<input type="text"/>	We were able to have a session in Leadership Analysis that incorporated a representative from the pharmaceutical industry who discussed the pathway from drug discovery to FDA approval to mainstream use for health conditions.
1	0.12%	<input type="text"/>	Well, I do know that with regards to classes, often there are professors who will teach graduate students, medical students, and dental students (possibly also nursing?). However on the learning aspect I'd say that it's still rather central to our profession (with, as a grad student, some regard to the medical profession). However, there are also programs that I've seen promoted that span the seven schools and focus specifically on interprofessional teams solving problems.
1	0.12%	<input type="text"/>	White paper, Joint researcher of the year award for interdisciplinary work
1	0.12%	<input type="text"/>	With different organizations and speaker series
1	0.12%	<input type="text"/>	With the interprofessional institute - but more can be done
1	0.12%	<input type="text"/>	yes
1	0.12%	<input type="text"/>	Yes
1	0.12%	<input type="text"/>	Yes - through implementing interprofessionals days
1	0.12%	<input type="text"/>	yes we occasionally have professors from other depts. host our students for site visits or they come lecture to our students..
1	0.12%	<input type="text"/>	Yes a Pharmacy professor taught a lecture
1	0.12%	<input type="text"/>	Yes- but nursing is doing the most reaching out to the other schools and not always reciprocated. The new center for IPE is great. We need to be creating a model that is integrated across specialties and includes sharing didactic and shared clinical experiences - especially for APRN and Med Students. right now things are too compartmentalized
1	0.12%	<input type="text"/>	yes for professional staff, little or none for lay staff
1	0.12%	<input type="text"/>	yes slight improvement. None of the themes in the current strategic plan speaks to technology. You may infer there is a tech objective(s) within a themes. However if not a key theme, integration and coordination among themes might not occur. Tehcnology has to enable interprofessional teaching and learning
		<input type="text"/>	

1	0.12%	<input type="checkbox"/>	yes there have been a few occasions to attend seminars to learn how to work with other professions to meet a common goal.
1	0.12%	<input type="checkbox"/>	Yes there is an increase but I believe there is still much work to be done in this area. I think IPE day was set up a few years ago, which promotes interprofessional teaching and learning, but I believe it can be improved by lengthening the activity to a few days (one day is not enough).
1	0.12%	<input type="checkbox"/>	Yes through online courses
1	0.12%	<input type="checkbox"/>	Yes, as demonstrated from the Interprofessional day it shows progress in making it a priority
1	0.12%	<input type="checkbox"/>	yes, but it should be mandated, not recommended. the students will benefit, the faculty is slow to change. we should do what the students want, first.
1	0.12%	<input type="checkbox"/>	Yes, but more lip service than action. We speak of interdisciplinary care but in the school setting it is difficult to implement. Students graduate, care lasts more than 2 years.
1	0.12%	<input type="checkbox"/>	Yes, but not in clinical practice
1	0.12%	<input type="checkbox"/>	Yes, even without seeking it, I've had increasing opportunity to work and collaborate with those from a diverse background and skillset.
1	0.12%	<input type="checkbox"/>	Yes, I agree.
1	0.12%	<input type="checkbox"/>	Yes, I am member of the JustAdvice and we work in conjunction with the School of Law and the School of Medicine.
1	0.12%	<input type="checkbox"/>	Yes, I am aware of it and efforts surrounding it. We actively seek partnerships and are sought as partners more often now than past years
1	0.12%	<input type="checkbox"/>	Yes, I believe that UMB has pushed to have joint programs and classes between schools and even campuses. I know that there are opportunities between law and social work.
1	0.12%	<input type="checkbox"/>	yes, I have seen students, faculty, and staff from one department work in other departments labs and offices. I do student, staff, and faculty payroll and I can see that people are collaborating with other departments.
1	0.12%	<input type="checkbox"/>	Yes, President Perman has a program doing just that.
1	0.12%	<input type="checkbox"/>	Yes, seems to be a good beginning, but more effort is indicated. This needs to get beyond simulation into actual classroom learning experiences.
1	0.12%	<input type="checkbox"/>	Yes, there have been events like IPE day that combines people from different areas
1	0.12%	<input type="checkbox"/>	Yes, they have incorporated many interprofessional activities across the UMB campus to get students from different schools to interact with each other.
1	0.12%	<input type="checkbox"/>	Yes. Dr. Perman has a wonderful interprofessional medical clinic that students participate in, and many other events bring together the different schools together.
1	0.12%	<input type="checkbox"/>	Yes. My social work internship is a partnership at the law school
1	0.12%	<input type="checkbox"/>	You hear about it more, but it isn't clear how to access these new opportunities, or where to go if you have an idea for an IPE experience.

404 32.87% No (please explain)

Count	Percent	<input type="checkbox"/>	
1	0.25%	<input type="checkbox"/>	staff member
1	0.25%	<input type="checkbox"/>	they give lip service to this but it has no effect on the professional advancement of faculty
1	0.25%	<input type="checkbox"/>	(Not applicable - I haven't been here at the school long enough to see any progress)
1	0.25%	<input type="checkbox"/>	.
1	0.25%	<input type="checkbox"/>	Actually I don't have enough information to be able to answer this question.
1	0.25%	<input type="checkbox"/>	All of my classes are on-line and in Nursing - it is rather silo-ed - I would like for it to be more intra and inter school connected. Business is a great example. More business courses would be great.
1	0.25%	<input type="checkbox"/>	All schools need to value and embrace the concept.
1	0.25%	<input type="checkbox"/>	As a staff member, I have not seen any offerings for learning across professions.
1	0.25%	<input type="checkbox"/>	as an evening student I don't feel that I had time to pay attention to this.
1	0.25%	<input type="checkbox"/>	Can't say
1	0.25%	<input type="checkbox"/>	Can't say since I've been here 3 months
1	0.25%	<input type="checkbox"/>	Cannot comment (only recently rejoined the faculty)

1	0.25%	<input type="checkbox"/>	cannot judge
1	0.25%	<input type="checkbox"/>	Cannot say
1	0.25%	<input type="checkbox"/>	Cannot say - have only been at the school for one semester
1	0.25%	<input type="checkbox"/>	Department does not change even when suggestions are made.
1	0.25%	<input type="checkbox"/>	different schools do not often work with each other on a regular basis.
1	0.25%	<input type="checkbox"/>	Difficult to find colleagues in other schools with similar or complementary interests and talents
2	0.50%	<input type="checkbox"/>	Do not know
1	0.25%	<input type="checkbox"/>	Do not know enough about the past teaching. First year student.
4	0.99%	<input type="checkbox"/>	don't know
1	0.25%	<input type="checkbox"/>	don't know if they have
1	0.25%	<input type="checkbox"/>	Don't know.
2	0.50%	<input type="checkbox"/>	Don't really know
1	0.25%	<input type="checkbox"/>	Don't see much happening here, we are still in our own areas
1	0.25%	<input type="checkbox"/>	Even for IPE day, schools don't cancel their classes. Therefore not all professions are represented, and there's no point to IPE day.
1	0.25%	<input type="checkbox"/>	Hard to judge
1	0.25%	<input type="checkbox"/>	hard to say, I'm new
1	0.25%	<input type="checkbox"/>	Have no basis to comment.
1	0.25%	<input type="checkbox"/>	Have not been exposed
1	0.25%	<input type="checkbox"/>	Have not been long enough here to know any changes
1	0.25%	<input type="checkbox"/>	Have not observed any progress.
1	0.25%	<input type="checkbox"/>	Have not seen any real changes
1	0.25%	<input type="checkbox"/>	Have not worked long enough
1	0.25%	<input type="checkbox"/>	Haven't been a student long enough to judge
1	0.25%	<input type="checkbox"/>	Haven't been here long enough to really be able to tell, but I have not seen much cross training.
1	0.25%	<input type="checkbox"/>	haven't been informed or involved
1	0.25%	<input type="checkbox"/>	Haven't been on this campus for more than a year.
1	0.25%	<input type="checkbox"/>	haven't heard about it so maybe not.
1	0.25%	<input type="checkbox"/>	Haven't started classes yet first time /semester student.
1	0.25%	<input type="checkbox"/>	Havent seen any evidence of this type of work
1	0.25%	<input type="checkbox"/>	I am a brand spanking new, incoming student.
1	0.25%	<input type="checkbox"/>	I am a new admit, unsure
1	0.25%	<input type="checkbox"/>	I am a new student and can not comment
1	0.25%	<input type="checkbox"/>	I am an incoming student hence I am unsure about UMB's progress so far
1	0.25%	<input type="checkbox"/>	i am just in school 5 month so i has no idea
1	0.25%	<input type="checkbox"/>	i am not a teacher, hence, do not know.
1	0.25%	<input type="checkbox"/>	I am not aware of anything related to this.
1	0.25%	<input type="checkbox"/>	I am not located on site and can not judge. I think participation in this type of program should be a requirement for all students.
1	0.25%	<input type="checkbox"/>	I am not sure
1	0.25%	<input type="checkbox"/>	I am not sure as I have not been involved with the school for that long.
1	0.25%	<input type="checkbox"/>	I am not sure I have only worked here under 1 yr.
1	0.25%	<input type="checkbox"/>	I am not sure, that is why I am selecting this answer.
1	0.25%	<input type="checkbox"/>	I am not sure.

1	0.25%	<input type="text"/>	I am unable to judge, as I am new to the campus.
1	0.25%	<input type="text"/>	I am unaware of effort to promote interprofessional activities.
1	0.25%	<input type="text"/>	I am unsure
1	0.25%	<input type="text"/>	I am unsure. I just receive emails about the annual interprofessional day.
1	0.25%	<input type="text"/>	I believe little has been done in the arena of social work education. If there has been progress, then I am not aware of it.
1	0.25%	<input type="text"/>	I can guess what this means but I've never heard of it.
1	0.25%	<input type="text"/>	I can not judge this. It has not been my experience in the past 5 years.
1	0.25%	<input type="text"/>	I can't answer that
1	0.25%	<input type="text"/>	i can't explain it
1	0.25%	<input type="text"/>	I can't make comparisons, as I have been a student for one semester.
1	0.25%	<input type="text"/>	I can't say this is only my first semester at this institution.
1	0.25%	<input type="text"/>	I can't speak to the point of comparison 3 years ago, but I do not feel any emphasis is placed on interprofessional education in my coursework. Only one relevant course has been available while I am at the University and though the other professional schools are steps away I know little about them and feel we are very isolated as a school of social work. Not to mention much more isolated from professional and community endeavors in the surrounding community.
1	0.25%	<input type="text"/>	I cannot fairly answer this question since I Have not been here for the past three years
1	0.25%	<input type="text"/>	I cannot judge this since I have only been a student at UMB for less than one year.
1	0.25%	<input type="text"/>	I cannot list one example of this occurring
1	0.25%	<input type="text"/>	I do not feel qualified to answer this question, as I have not personally participated in interprofessional learning. I have noticed a few interprofessional classes being offered to students, however.
1	0.25%	<input type="text"/>	I do not have a basis to answer this question
1	0.25%	<input type="text"/>	I do not have a basis to judge and no such option on survey
1	0.25%	<input type="text"/>	I do not have enough experience, as this is my first semester, to answer this question.
1	0.25%	<input type="text"/>	I do not know
1	0.25%	<input type="text"/>	I do not know how to answer this question as I am not in a high position of authority.
1	0.25%	<input type="text"/>	I do not know why we should care about this.
1	0.25%	<input type="text"/>	I don't have enough information to answer
2	0.50%	<input type="text"/>	I don't have enough information to answer this question.
1	0.25%	<input type="text"/>	I don't have knowledge to answer this question either way.
6	1.49%	<input type="text"/>	I don't know
1	0.25%	<input type="text"/>	I don't know -- haven't been tuned in for 3 years
1	0.25%	<input type="text"/>	I don't know the answer
1	0.25%	<input type="text"/>	I don't know what it was like before I came to UMB so it's hard to know how to define "progress"
1	0.25%	<input type="text"/>	I don't know, I haven't been here for three years.
1	0.25%	<input type="text"/>	I don't know. I have only been a student at UMB for four months.
1	0.25%	<input type="text"/>	I don't really know as I haven't been here for 3 years.
1	0.25%	<input type="text"/>	I don't see any interprofessional course or activities since I am here, maybe I don't know where to get the information, but seminars are not enough in my mind.
1	0.25%	<input type="text"/>	I don't think that I interact with many other professions but I am a new student so I can't comment on the past 3 years
1	0.25%	<input type="text"/>	I don't understand why students from other schools and the SON aren't in some of the same classes.. For instance, classes about policy, research, statistical analysis, even pharmacology..
1	0.25%	<input type="text"/>	I dont know I am a new student.
1	0.25%	<input type="text"/>	I dont know.

1	0.25%	<input type="checkbox"/>	I feel that embedding pharmacy and nursing students in the medical school experience would be helpful for all students and for patients
1	0.25%	<input type="checkbox"/>	I have actually seen us steer away from this. Some of it is due to cost.
1	0.25%	<input type="checkbox"/>	I have been employed for one month. I am unable to judge.
1	0.25%	<input type="checkbox"/>	I have been here for 14 months and haven't seen any difference.
1	0.25%	<input type="checkbox"/>	I have had no interprofessional teaching recently
1	0.25%	<input type="checkbox"/>	I have hardly interacted with students or faculty from other schools in an academic setting.
1	0.25%	<input type="checkbox"/>	I have heard and seen a lot written, but have not witnessed any real changes at our school. We had an opportunity to hire a physician to work with the dental school students but "no monies" to do so. i.e. not a real priority
1	0.25%	<input type="checkbox"/>	I have information on the past two years. However for the period I have been here I have noted several opportunities for interprofessional learning and experiences.
1	0.25%	<input type="checkbox"/>	I have no basis to answer this question
1	0.25%	<input type="checkbox"/>	I have no basis to comment
1	0.25%	<input type="checkbox"/>	i have no experience
1	0.25%	<input type="checkbox"/>	i have no idea
1	0.25%	<input type="checkbox"/>	I have no idea - I do not see any evidence of this in my program
1	0.25%	<input type="checkbox"/>	I have no idea if there's been any change. My experience with UMB is mostly through online learning and I've only had one class that is from another discipline.
1	0.25%	<input type="checkbox"/>	I have no idea what UMB was doing three years ago.
1	0.25%	<input type="checkbox"/>	I have no idea
1	0.25%	<input type="checkbox"/>	I have no idea, am forced to answer a question I have no experience with
1	0.25%	<input type="checkbox"/>	I have no idea.
1	0.25%	<input type="checkbox"/>	I have no knowledge
1	0.25%	<input type="checkbox"/>	I have no knowledge of this area so really can't respond; I don't teach. Wish there was a "don't know" category.
1	0.25%	<input type="checkbox"/>	I have no knowledge of this question
1	0.25%	<input type="checkbox"/>	I have no no basis to judge
1	0.25%	<input type="checkbox"/>	I have no way to judge this.
1	0.25%	<input type="checkbox"/>	I have not attended UMB long enough to get a good idea of what progress has been made over the years.
1	0.25%	<input type="checkbox"/>	I have not been a student long enough to comment.
1	0.25%	<input type="checkbox"/>	I have not been at the school long enough to be able to answer this question.
1	0.25%	<input type="checkbox"/>	I have not been at UMB for three years yet, but have not seen any noticeable progress during my two years at UMB thus far.
1	0.25%	<input type="checkbox"/>	I have not been at UMB long enough to know if progress has been made.
1	0.25%	<input type="checkbox"/>	I have not been at UMB that long to effectively answer the question.
1	0.25%	<input type="checkbox"/>	I have not been attending UMB long enough to tell, but judging by the present limited interprofessional opportunities, I would say no. I would like for there to be more opportunities. It may be a good idea to mandate some of these, as well. The most recent interprofessional event for health professionals I attended a few months ago did not even have any medical students, the most prominent health-related field. After speaking with a few attendees who weren't first-year-attendees, I learned that the medical students "never attend" interprofessional events because they're "too busy."
1	0.25%	<input type="checkbox"/>	I have not been aware of any changes that have been made, so as far as I am concerned, no
1	0.25%	<input type="checkbox"/>	I have not been enrolled in the school for three years
1	0.25%	<input type="checkbox"/>	I have not been expose to any inter-professional teaching and learning across professions.
1	0.25%	<input type="checkbox"/>	I have not been exposed to interprofessional teaching.
1	0.25%	<input type="checkbox"/>	I have not been hear long enough to judge any recent developments in regard to this issue.
1	0.25%	<input type="checkbox"/>	I have not been here for 3 years. I would not know.

1	0.25%	<input type="text"/>	I have not been here for last three years.
1	0.25%	<input type="text"/>	I have not been here for three years so I cannot honestly answer this question
1	0.25%	<input type="text"/>	I have not been here for three years to know
1	0.25%	<input type="text"/>	I have not been here long enough to make a judgment.
1	0.25%	<input type="text"/>	I have not been here that long to testify to the claim.
1	0.25%	<input type="text"/>	I have not been made aware of any new interprofessional learning opportunities.
1	0.25%	<input type="text"/>	I have not experienced it
1	0.25%	<input type="text"/>	I have not personally attended any IPE activities, so I can't answer.
1	0.25%	<input type="text"/>	I have not seen a change in past 3 years. If it has been done, it has not been advertised or evident quite widely enough to catch my attention.
1	0.25%	<input type="text"/>	I have not seen anything
1	0.25%	<input type="text"/>	I have not seen evidence of this.
1	0.25%	<input type="text"/>	I have not yet seen much of this, but I know there is an upcoming IPE day.
1	0.25%	<input type="text"/>	I have only been a student for 5 months, so I am not sure.
1	0.25%	<input type="text"/>	I have only been here 6 mos. Unable to judge, but so far blackboard is a useless mess that is not user friendly. Check out webtycho if you want your minds to be blown.
1	0.25%	<input type="text"/>	I have only been here a semester but have not heard of opportunities with interprofessional teaching/learning
1	0.25%	<input type="text"/>	I have only been here for 2 full semesters and have not had a chance to experience any interprofessional opportunity. That may be due to my short time here or the lack of programs? The only one that I am aware of is the interprofessional day in late Feb.
1	0.25%	<input type="text"/>	I have only been here for a year, so I am unable to fairly judge this question.
1	0.25%	<input type="text"/>	I have only been here for less than a year so it is hard to say. It does seem that there are numerous interprofessional opportunities.
1	0.25%	<input type="text"/>	I have rarely been taught by those in other professions.
1	0.25%	<input type="text"/>	I have seen plans and beginnings of attempts, but no concerted effort
1	0.25%	<input type="text"/>	I have seen very little
1	0.25%	<input type="text"/>	I haven't been here for 3 years, but so far I've only seen about 3-4 interprofessional events and would definitely like to see more.
1	0.25%	<input type="text"/>	I haven't been here for three years, so I don't think I can accurately answer this question
1	0.25%	<input type="text"/>	I haven't been here long enough to say anything about this matter
1	0.25%	<input type="text"/>	I haven't been here more than a year so I can't comment on progress over the past 3 years
1	0.25%	<input type="text"/>	i haven't experienced it
1	0.25%	<input type="text"/>	I haven't heard of such initiatives.
1	0.25%	<input type="text"/>	I haven't noticed any
1	0.25%	<input type="text"/>	I haven't noticed anything on campus, so I am unsure of this answer.
1	0.25%	<input type="text"/>	I haven't seen any additional interdisciplinary courses offered in the school of nursing in the past few years.
1	0.25%	<input type="text"/>	I haven't seen any of this in my classes in a practical way
1	0.25%	<input type="text"/>	I haven't seen much involved in this effort.
1	0.25%	<input type="text"/>	i just started this spring
1	0.25%	<input type="text"/>	I see no evidence for this
1	0.25%	<input type="text"/>	I wasn't a student in the past 3 years. I cannot fairly answer the question. A "not sure" option was needed for this question #31.
1	0.25%	<input type="text"/>	I'm a new graduate student so I don't know about the progress that has occurred over the last 3 years.
1	0.25%	<input type="text"/>	I'm not aware of any efforts.
1	0.25%	<input type="text"/>	i'm not aware of any progress
1	0.25%	<input type="text"/>	I'm not sure because this is my first semester

1	0.25%	<input type="text"/>	I'm unfamiliar with their efforts on these issues
1	0.25%	<input type="text"/>	I've never seen opportunities for such things.
1	0.25%	<input type="text"/>	I've only been here for 1 semester but haven't seen much by way of learning across professions. I
1	0.25%	<input type="text"/>	I've only been here for 6 months, so it's hard to judge objectively the 3-year progress.
1	0.25%	<input type="text"/>	I've only been here for one year and I have yet to participate in any activities that foster interprofessional learning
1	0.25%	<input type="text"/>	I've worked here less than a year, so I cannot really say.
1	0.25%	<input type="text"/>	IDK... I'm brand new
1	0.25%	<input type="text"/>	If UMB has done it I am not aware of it.
1	0.25%	<input type="text"/>	In my current position, I have seen very little (via announcements, emails events, etc)
1	0.25%	<input type="text"/>	In the rehabilitation sciences, for instance, interprofessional cooperation in the real world is prominent as occupational therapists, speech and language pathologists, physical therapists, recreation therapists, nurses, social workers, case managers, neuropsychologists, and physicians all interact and work together to assist patients with various disabilities enhance their quality of life. However, UMB sends very few students through the state's largest inpatient rehabilitation hospital, while UMES therapy students feature prominently in the working of the institution.
1	0.25%	<input type="text"/>	In the School of Medicine, I feel as if the so-called "interprofessional teaching" is limited to my program. I have no use for most of the topics taught.
1	0.25%	<input type="text"/>	Insufficient basis for response
1	0.25%	<input type="text"/>	Interprofessional courses are a relative rarity. A decade ago there were a few, and these were most successful, but recently despite the "talk" about this the reality seems quite different.
1	0.25%	<input type="text"/>	Interprofessional learning has been promoted and with good intention, but it does not promote much of an interest within employees. Maybe because they do not see the significance in it.
1	0.25%	<input type="text"/>	IPE day is not enough. I feel that there should be some classes for credit that various professions can take as one group.
1	0.25%	<input type="text"/>	IPE day is unorganized and rarely are student groups actually mixed. There is no promoting in taking classes with other professions and implementing a required interprofessional class within the curriculum.
1	0.25%	<input type="text"/>	It is hard for me to judge since I have only been here for a year and a half
1	0.25%	<input type="text"/>	It seems to be done at the co-curricular level. I have not seen very many curricular interprofessional learning opportunities
1	0.25%	<input type="text"/>	It's been minimal. The attempts to improve technology by using online classes has only resulted in reduced quality classes. There needs to be a recall of in-person classes, and a greater variety of times.
1	0.25%	<input type="text"/>	Limited recognition for excellence in teaching for faculty result in teaching innovation being of diminished importance for APT, thus resulting in diminished innovative effort into interprofessional teaching or teaching in general.
1	0.25%	<input type="text"/>	Lip service, SOM not on board
1	0.25%	<input type="text"/>	Maybe need to be advertised more. Campus events that occur in other schools are not promoted amongst campuses or schools
1	0.25%	<input type="text"/>	More cross school offerings would expand collaboration
1	0.25%	<input type="text"/>	Most of the promotion I have seen has been limited to emails about opportunities, which have seemed to remain similar throughout the years.
1	0.25%	<input type="text"/>	much promotion; little real activity
1	0.25%	<input type="text"/>	My experience has been the same throughout my time at UMB.
1	0.25%	<input type="text"/>	My knowledge is limited in this area. However, in my work as an adjunct prof. for the law school, it would be very useful for the school to engage professionals in economics, health professions, science, sociology and psychology to broaden course offerings.
1	0.25%	<input type="text"/>	n/a I only have been a student for 4 months.
5	1.24%	<input type="text"/>	n/a
1	0.25%	<input type="text"/>	N/a
		<input type="text"/>	

10	2.48%	<input type="text"/>	N/A
1	0.25%	<input type="text"/>	N/A -- haven't been here for 3 years
1	0.25%	<input type="text"/>	n/a have only been here for less than 6 months
1	0.25%	<input type="text"/>	N/A I've been here less than a year.
1	0.25%	<input type="text"/>	N/A. I have only been a student for 7 months. However, I can say during that time I have not been aware of any interprofessional learning opportunities.
1	0.25%	<input type="text"/>	N/A. I've only been a student here for one semester
1	0.25%	<input type="text"/>	N/A: I have been here less than a year
3	0.74%	<input type="text"/>	na
1	0.25%	<input type="text"/>	no background to reponse
1	0.25%	<input type="text"/>	No basis to form any conclusions.
3	0.74%	<input type="text"/>	no basis to judge
2	0.50%	<input type="text"/>	No basis to judge
1	0.25%	<input type="text"/>	no basis to judge sufficiently
5	1.24%	<input type="text"/>	No basis to judge.
1	0.25%	<input type="text"/>	No clue.
1	0.25%	<input type="text"/>	NO direct contact to evaluate
1	0.25%	<input type="text"/>	no idea
1	0.25%	<input type="text"/>	no knowledge of this
1	0.25%	<input type="text"/>	No knowledge to base judgement on
1	0.25%	<input type="text"/>	No personal knowledge of this topic.
1	0.25%	<input type="text"/>	No. The schoold barely talk to each other! Maybe the dean's do but the students don't even within the umb campuses which are literally blocks apart. And certainly not with other schools or professions that might not be taught here at the school but would still impact us in our careers. We have so many schools and smart people within an hour in any direction
1	0.25%	<input type="text"/>	Not able to judge
1	0.25%	<input type="text"/>	Not able to say due to not being at the university that long
1	0.25%	<input type="text"/>	not applicable
1	0.25%	<input type="text"/>	Not been here long enough to answer.
1	0.25%	<input type="text"/>	Not enough time here to tell the difference
1	0.25%	<input type="text"/>	Not familiar with any examples of such progress.
1	0.25%	<input type="text"/>	not here in the past three years
1	0.25%	<input type="text"/>	not here long enough to assess
1	0.25%	<input type="text"/>	Not here long enough to know.
1	0.25%	<input type="text"/>	Not many opportunities for that kind of training or learning
1	0.25%	<input type="text"/>	Not really aware of any improvement t
1	0.25%	<input type="text"/>	Not really. Due to institutional silos and power of particular Deans (elitism between professions)--there is unwillingness to truly work interprofessionally in any capacity.
5	1.24%	<input type="text"/>	Not sure
1	0.25%	<input type="text"/>	Not sure if there's been much of a change either way.
1	0.25%	<input type="text"/>	Not sure, I have only been here for 6 months
1	0.25%	<input type="text"/>	not sure, only here less than 1 yr
1	0.25%	<input type="text"/>	Not sure.
1	0.25%	<input type="text"/>	Not sure. Have not seen reports explaining results
1	0.25%	<input type="text"/>	Not that I've seen, though I have only been attending for one semester
1	0.25%	<input type="text"/>	Nothing special that I'm aware of
		<input type="text"/>	

1	0.25%		nothing that I am aware of
1	0.25%	<input type="checkbox"/>	Only been a student for 6 months--no knowledge of past 3 years
1	0.25%	<input type="checkbox"/>	Only been here 1 year
1	0.25%	<input type="checkbox"/>	only been here for one semester. havent seen interprofessional teaching and learning across professions demonstrated
1	0.25%	<input type="checkbox"/>	Only on board for 15 months, but I have yet to see it.
1	0.25%	<input type="checkbox"/>	President Perman has made attempts, but these are limited to key schools. I believe additional students should be included in the groups. Also, I have concerns that the medical school leadership doesn't always place student learning at the top of the agenda.
1	0.25%	<input type="checkbox"/>	Profesional schools should be interwoven and accepted in cirriculum
1	0.25%	<input type="checkbox"/>	Rarely available at times when students can actually attend. Weak presenters, who appear to have not prepared. Little to no materials to take with us. Limited Q&A.
1	0.25%	<input type="checkbox"/>	See little evidence
1	0.25%	<input type="checkbox"/>	Seems to be little hiring
1	0.25%	<input type="checkbox"/>	Shady Grove campus is an island with no inter professional opportunities.
1	0.25%	<input type="checkbox"/>	Since you are sending this survey to persons who may have no knowledge of this you should have allowed for an N/A response here.
1	0.25%	<input type="checkbox"/>	Some progress has been made but the major barrier of tuition-sharing across schools remains unresolved.
1	0.25%	<input type="checkbox"/>	Teachers in our program are underqualified and inept.
1	0.25%	<input type="checkbox"/>	The campus as a whole has been involved with interprofessional events, but the medical school still is unaware/not involved enough
1	0.25%	<input type="checkbox"/>	The cultures and attitudes of the students and faculty themselves must change in order to facilitate more interprofessional opportunities.
1	0.25%	<input type="checkbox"/>	The dental school does not allot any time in my schedule to participate in these activities.
1	0.25%	<input type="checkbox"/>	The faculty I work with have never particiapted.
1	0.25%	<input type="checkbox"/>	The potential and interest are there to make Maryland a leader in IPE. But unless all schools are forced to get on board with required coursework (ahem, Medicine) and all faculty are given proper workload credit and release time to make it happen, IPE will just remain a day that screws up the schedule.
1	0.25%	<input type="checkbox"/>	The president's attempt via his rounds (which sounds awesome but is very limited in reach) and the newsletter are the only time I really hear about the schools outside of my own.
1	0.25%	<input type="checkbox"/>	The schools do not really know each other unless you attend both. It would be nice to have the ability to learn from other disciplines.
1	0.25%	<input type="checkbox"/>	There doesn't seem to be much on-the-job learning opportunities.
1	0.25%	<input type="checkbox"/>	there doesn't seem to have been much change
1	0.25%	<input type="checkbox"/>	There is no support from individual schools to further this initiative
1	0.25%	<input type="checkbox"/>	There is significant resistance from some leadership. IPE focus would be a career-killer for a young faculty member in certain Schools.
1	0.25%	<input type="checkbox"/>	There needs to be some incentive to be serious.
1	0.25%	<input type="checkbox"/>	There seem to be few events that welcome the various professions.
1	0.25%	<input type="checkbox"/>	There should be an option "not applicple" or "no basis to judge" I haven't been here long enough to know.
1	0.25%	<input type="checkbox"/>	they offer grant opportunities -- but no other real good was for inter-professional teaching unless the academic person is really looking for it.
1	0.25%	<input type="checkbox"/>	This does not well apply to my position.
1	0.25%	<input type="checkbox"/>	UMB does not focus on in-house training for professionals, such as CPAs and CIAs, that offer continuing professional education credits.
1	0.25%	<input type="checkbox"/>	UMB has made some progress but not enough. There is not a promotion of interprofessional teaching and learning opportunities across campus nor are the established ones highlighted. In order to be successful in expanding interprofessional teaching and learning all of the schools need to buy-in and embrace it. With the shift in health care toward preventative care students could benefit greatly from more interprofessional course offerings.
1	0.25%	<input type="checkbox"/>	UMB is very siloed in its approach to promoting the professional schools. There is no

			sharing of resources, skills, or information.
1	0.25%	<input type="checkbox"/>	Unable to answer based on lack of knowledge of previous years.
2	0.50%	<input type="checkbox"/>	Unable to assess
1	0.25%	<input type="checkbox"/>	unable to determine; new to UMB
1	0.25%	<input type="checkbox"/>	Unable to evaluate
2	0.50%	<input type="checkbox"/>	unable to judge
2	0.50%	<input type="checkbox"/>	Unable to judge
1	0.25%	<input type="checkbox"/>	Unable to judge - new employee
1	0.25%	<input type="checkbox"/>	Unaware
1	0.25%	<input type="checkbox"/>	Uncertain
1	0.25%	<input type="checkbox"/>	Unfortunately I do not think that UMB promotes teaching much at all, at least that is the general impression of many faculty. I am relatively new, but multiple colleagues have pointed out that while they enjoy teaching, it really does not translate into a promotion.
1	0.25%	<input type="checkbox"/>	UNK
1	0.25%	<input type="checkbox"/>	unknown
2	0.50%	<input type="checkbox"/>	Unknown
1	0.25%	<input type="checkbox"/>	Unknown--I am unable to speak to UMB's position on interprofessional teaching three years ago.
3	0.74%	<input type="checkbox"/>	unsure
2	0.50%	<input type="checkbox"/>	Unsure
1	0.25%	<input type="checkbox"/>	unsure becausw i am a new student
1	0.25%	<input type="checkbox"/>	Unsure haven't been here
1	0.25%	<input type="checkbox"/>	Unsure I haven't been involved for three years
1	0.25%	<input type="checkbox"/>	Unsure- only been a student for one semester
1	0.25%	<input type="checkbox"/>	Unsure.
1	0.25%	<input type="checkbox"/>	Unsure. Have not been a student long enough to assess.
1	0.25%	<input type="checkbox"/>	Unsure. I don't have enough experience with UMB to have a good perspective on this question.
1	0.25%	<input type="checkbox"/>	Unsure. This is my first semester.
1	0.25%	<input type="checkbox"/>	We are encourage to do so, but there are few if any events/paths in which to participate.
1	0.25%	<input type="checkbox"/>	We desperately more courses geared toward developing one's entrepreneurial skills.

1229 Respondents

Q108. Please indicate your level of agreement with the following statement:UMB should devote resources to promoting interprofessional teaching and learning across professions.

Count	Percent		
508	41.33%	<input type="checkbox"/>	Strongly agree
516	41.99%	<input type="checkbox"/>	Moderately agree
187	15.22%	<input type="checkbox"/>	Neither agree nor disagree
12	0.98%	<input type="checkbox"/>	Moderately disagree
6	0.49%	<input type="checkbox"/>	Strongly disagree

1229 Respondents

Q109. Do you think UMB's academic programs are affordable to most students?

Count	Percent		
740	60.21%	<input type="checkbox"/>	Yes
489	39.79%	<input type="checkbox"/>	No (please explain)

Count	Percent	
1	0.20%	<input type="text"/> \$1200 registration fee when i registered myself online? \$1800 health insurance for 6 months? I can buy an entire year of insurance less than that.
1	0.20%	<input type="text"/> Admission & students fees & lab fees boost the costs.
2	0.41%	<input type="text"/> .
1	0.20%	<input type="text"/> 20% discount will do
1	0.20%	<input type="text"/> A lot of the students have to take huge amount of loans to pay for their school expenses.
1	0.20%	<input type="text"/> a lot of variability regarding tuition and graduate funding to make a blanket statement about this.
1	0.20%	<input type="text"/> Across the country graduate programs are nearly impossible to afford for any student who pays independently (i.e. without help from family).
1	0.20%	<input type="text"/> Affordable is a tricky word to use. Affordable yes, because many can get loans...but then they walk out with a large student loan debt. It is difficult because many of them cannot work (either by choice or by mandate of their school) at least during their first year - so many rely on loans not just for tuition/books but for living expenses.
1	0.20%	<input type="text"/> Affordable to Maryland residents. Online programs/courses should offer these same rates to compete in this educational marketplace.
1	0.20%	<input type="text"/> Affordable to students whose supporting incomes are 100K or higher. Without loans, grants or scholarships, they average person would not be able to attend.
1	0.20%	<input type="text"/> Again, I don't know because I don't deal with students often. Again, wish there was a "don't know" response. But since this was the only box to explain, I chose No.
1	0.20%	<input type="text"/> All higher education is ridiculous now given the acceptance that nearly all will rely on loans. This acceptance allows essentially limitless costs.
1	0.20%	<input type="text"/> All universities are no longer affordable, but UMB is reasonably priced compared to other universities in the country
1	0.20%	<input type="text"/> almost all of my classmates are on loans.
1	0.20%	<input type="text"/> Although competitive, we are an expense that creates hardship for many graduates for a long period of time.
1	0.20%	<input type="text"/> Any tuition so high that it forces students to take out loans is too high.
1	0.20%	<input type="text"/> Are academic programs really affordable to most students in any University across the country these days.
1	0.20%	<input type="text"/> As a PhD student, it is affordable to me. However, I have many friends in the Dental school and the cost is extremely high. Students leave with a half a million dollars in debt, many are forced to live with their parents, despite being doctors. Then constant little fees are added such as being required to buy specific gowns for graduation from the school, a receipt is required to walk. They are even charging them to print school materials now? Then add the illegal, but still required paying patients to come in for boards. Stop building new buildings! We don't need fireplace lounges and 4th floor pools!
1	0.20%	<input type="text"/> As a recent graduate of the Master's of Molecular Medicine program, I can say that it is prohibitively expensive for out of state residents. It is a heavy student loan burden, with little to no aid. The return on investment is not that high.
1	0.20%	<input type="text"/> As an In-State Nurse Anesthesia student, yes! It is relatively cheaper compared to NA programs in other schools but expensive for out of state students.
1	0.20%	<input type="text"/> As an out of state student, the MSW program is very expensive compared to the likely salary a new grad will be able to earn in the current job market.
1	0.20%	<input type="text"/> As an out-of-state student in the MSW program, I pay nearly \$14,000/semester to attend UMB. Given the historically low pay of social workers this debt load is unreasonable.
1	0.20%	<input type="text"/> As an out-of-state student, I can say that my tuition is very high.
1	0.20%	<input type="text"/> Because most students depend on student loans
1	0.20%	<input type="text"/> books are crazy expensive even when bought online at discounted price
1	0.20%	<input type="text"/> Burdensome to many and more difficult to pay back loans
1	0.20%	<input type="text"/> Can anyone actually afford college/grad school?
1	0.20%	<input type="text"/> clinical schedules for graduate students make it sometimes impossible to hold a job. I had to take part-time work and take out loans.
1	0.20%	<input type="text"/> College and graduate schools are expensive. I believe most students rely on scholarships or loans. Loans create debt and there is not guarantee of jobs before or after graduation, so

			students may be left with a degree and several thousands of dollars in debt and no way to pay for them.
1	0.20%	<input type="text"/>	College education is no longer affordable for most people. The majority of students take out student loans.
1	0.20%	<input type="text"/>	College is never affordable, but that is understood going into it. UMD's qualifications for in-state tuition are a tad overwhelming. I may be a bit bias on this, however, I lived and worked in MD for a year, paid taxes, etc. and did not qualify for in-state tuition because I never updated my drivers license. I didn't do so because I didn't drive and had not put much thought into it. UMD refused to acknowledge this momentary indiscretion and instead of being understanding - they proceeded to charge me double tuition. That was disappointing.
1	0.20%	<input type="text"/>	current state of economy
1	0.20%	<input type="text"/>	Define affordable. Anyone who thinks graduate school is not indentured servitude in this country is sorely misinformed or denying outright fact. Twenty thousand dollars a year is "affordable"? 40 thousand out of state? The cost of UMB and all other graduate schools is ludicrous. Just because federal money is easily accessible to anyone who wants it (for now), does not justify the ridiculous cost of higher education, and UMB is not any more special than any other institution in this regard. In fact I can name several other institutions that provide significantly more in scholarship to their students. Affordable; that's rich.
1	0.20%	<input type="text"/>	Dental school is not affordable when you factor in living costs that must also be covered by loans.
1	0.20%	<input type="text"/>	Dental school is very expensive and I worry about how the students will be able to pay back the loans.
1	0.20%	<input type="text"/>	Dental school out-of-state fees are a lot
1	0.20%	<input type="text"/>	Dental school too expensive-students graduate with too much. debt.
1	0.20%	<input type="text"/>	Dental school tuition is incredibly high. Graduating with \$100k+ debt is unbelievable
1	0.20%	<input type="text"/>	Dental students come out of school with \$250,000 in debt or more. This is a nationwide issue, but it still applies to Maryland
1	0.20%	<input type="text"/>	dental tuition is acceptable, but the fee's are rather extreme
1	0.20%	<input type="text"/>	Depending on whether you consider being tens of thousands of dollars in debt after graduating is okay, the program is affordable.
1	0.20%	<input type="text"/>	Depends on your definition of affordable. Compared to private institutions, yes. In terms of how much debt students are taking on, no.
1	0.20%	<input type="text"/>	don't know
1	0.20%	<input type="text"/>	Don't know
1	0.20%	<input type="text"/>	Don't know.
1	0.20%	<input type="text"/>	dont know
1	0.20%	<input type="text"/>	Dont know
1	0.20%	<input type="text"/>	dont know what the tuition cost are for the schools
1	0.20%	<input type="text"/>	Education here is expensive. The teachers here are good. However, sources for scholarships, grants for social work grad students are limited.
1	0.20%	<input type="text"/>	Education in general is very costly and a large investment in not only money but also in time.
1	0.20%	<input type="text"/>	education in general isnt afforable, so UMB is no more or less affordable.
1	0.20%	<input type="text"/>	education is expensive in general
1	0.20%	<input type="text"/>	Education should be free to individuals - it would is a social responsibility
1	0.20%	<input type="text"/>	Educations costs are skyrocketing and the new governor isn't helping public institution tuitions.
1	0.20%	<input type="text"/>	Everyone has to take out student loans and the school doesn't provide too much financial assistance.
1	0.20%	<input type="text"/>	Everyone I know is in overwhelming student loan debt.
1	0.20%	<input type="text"/>	everything is too expensive these days
1	0.20%	<input type="text"/>	For an in-state student, the tuition itself is affordable, but the way the curriculum is structured does not allow for working during the semesters. This creates a need for students to take out the maximum amount of loans just to have that extra money to live off of, extremely frugally. It doesn't give much leeway for taking a summer course or two if you can't find a summer job to sustain you financially until the Fall semester. There should be a

way to do field work on the weekends if the placement is open and/or adjust the days you're in field according to your work schedule.

1	0.20%	<input type="text"/>	For the average middle to low class individual, one would need to take out several student loans
1	0.20%	<input type="text"/>	Funds should be allocated to a Trader joes. The school resides in a food dessert.
1	0.20%	<input type="text"/>	Good question. I truly do not know. Are they able to pay off their loans? If so, then it seems the answer is yes. If not, the opposite.
1	0.20%	<input type="text"/>	Grad and professional schools are expensive for students who already have undergrad loans to pay back and no family support on which to depend. UMB is more affordable than private schools, but it still is a big bite for many students.
1	0.20%	<input type="text"/>	Graduate degrees are expensive
1	0.20%	<input type="text"/>	Graduate learning is a challenging area. Working professionals who want to go part-time, people who can't afford the high price, online learning is becoming an attractive, approachable and affordable way to pursue higher ed.
1	0.20%	<input type="text"/>	Graduate programs are affordable only because PhD students are supported by UMB through GRAs. Other schools are more difficult to afford
1	0.20%	<input type="text"/>	Graduate programs are very expensive. The "extras" (nametags, uniforms, books) are overwhelming.
1	0.20%	<input type="text"/>	Graduate school is extremely expensive
1	0.20%	<input type="text"/>	Hidden fees are everywhere. If I had known how much the real cost of attending this school was, I would not have attended. The school is misleading, and, in some cases, flat out lies.
1	0.20%	<input type="text"/>	high tuition
1	0.20%	<input type="text"/>	High tuition that leaves graduates with massive student loan debt
1	0.20%	<input type="text"/>	higher education as a whole is not affordable, but UMB is affordable compared to other schools
1	0.20%	<input type="text"/>	Higher education in general is unaffordable.
1	0.20%	<input type="text"/>	I am a staff person so I really don't know.
1	0.20%	<input type="text"/>	I am an incoming out of state student and my tuition and fees are very costly. I am worried because of the amount of student loan I would accrue upon completion of the program.
1	0.20%	<input type="text"/>	I am an out of state student and get punished financially for taking one course at a time. Only full-time grad students get instate tuition. Most grad students must work so that makes full-time studying nearly impossible.
1	0.20%	<input type="text"/>	I am an out of state student, and feel that this program quality was a comparable price but of much lower quality that programs that i attended for undergrad at private schools. Very disappointing.
1	0.20%	<input type="text"/>	I am borrowing every penny as I don't have other financial support.
1	0.20%	<input type="text"/>	I am in a Masters Nursing program that is paid for by my employer. I am unsure if I could afford this without their support.
1	0.20%	<input type="text"/>	I am in the School of Social Work, and the cost is extremely high compared to the same master's program at other schools I was accepted to. I ended up choosing UMB's social work program primarily due to location close to my home.
1	0.20%	<input type="text"/>	I am not a student and do not know the fees for any of the academic programs here at UMB.
1	0.20%	<input type="text"/>	I am not aware of the costs
1	0.20%	<input type="text"/>	I am not really sure how affordable the academic programs are to most students.
1	0.20%	<input type="text"/>	I am not sure
1	0.20%	<input type="text"/>	I am not sure about this but many students are struggling.
1	0.20%	<input type="text"/>	I am not sure what you mean by "affordable." If you are factoring in large amounts of loans at the conclusion of the educational process, then yes. But to me, that is not affordable.
1	0.20%	<input type="text"/>	I am unable to determine
1	0.20%	<input type="text"/>	I believe that the tuition is high and is climbing with the budgets being reduced
1	0.20%	<input type="text"/>	I believe this only because we have such a high percentage of students receiving financial assistance. If the funding dried up we would not be affordable.
1	0.20%	<input type="text"/>	I can only speak for the medical school - it is absurdly expensive and ridiculous to suggest otherwise. How could \$90,000 a year be affordable to any student?

1	0.20%	<input type="text"/>	I can only speak from experience about the tuition for the DDS program, but most of my classmates (and several law and med students that I know) have to take out loans to pay for our education. It is extremely expensive.
1	0.20%	<input type="text"/>	I can't say yes because I do not know the average debt per student.
1	0.20%	<input type="text"/>	I cannot comment on this, as I am on full tuition remission, and my PI takes care of my fees.
1	0.20%	<input type="text"/>	i didnt pay for the academic programs.
1	0.20%	<input type="text"/>	I do not have enough information to judge one way or the other.
1	0.20%	<input type="text"/>	I do not know - I just am aware that things are quite expensive.
1	0.20%	<input type="text"/>	I do not know.
1	0.20%	<input type="text"/>	I don't blame the university for this, per-say, I think this is a nationwide struggle for all parents/students attending any higher education program in today's world.
1	0.20%	<input type="text"/>	I don't have enough information to answer this question.
1	0.20%	<input type="text"/>	I don't have knowledge to answer this question either way.
5	1.02%	<input type="text"/>	I don't know
1	0.20%	<input type="text"/>	I don't know for sure, but the prices look incredibly high and the loan terms are ominous when mixed in with post graduation professional expenses.
1	0.20%	<input type="text"/>	I don't know the costs to students
1	0.20%	<input type="text"/>	I don't know the program costs.
1	0.20%	<input type="text"/>	I don't know what the cost is od the academic programs.
1	0.20%	<input type="text"/>	I don't know.
1	0.20%	<input type="text"/>	I don't think any academic programs are affordable.
1	0.20%	<input type="text"/>	I don't think it's specific to UMB but tuition is SO expensive.
1	0.20%	<input type="text"/>	I don't think medical school is particularly affordable anywhere. UMB is average compared to other schools.
1	0.20%	<input type="text"/>	I don't think requiring student loans counts as affordable. Until a student can work part-time and pay for school, I won't consider it affordable.
1	0.20%	<input type="text"/>	I either need to work as well as attend class or get scholarship/grant funding or take out loans.
1	0.20%	<input type="text"/>	I feel arrangements should be made for those that live in DC to receive in state tuition or perhaps a variant there of, lowering the cost for students who live so close to campus.
1	0.20%	<input type="text"/>	I feel as though I'm not qualified to answer this. As a graduate student, I get a stipend for my work in the lab, so I am technically being paid to go to school here. I know it is not the same for the other schools.
1	0.20%	<input type="text"/>	I feel that UMB is expensive for what it is.
1	0.20%	<input type="text"/>	I have a previous degree from a private university and received much more financial assistance from that institution than I did from UMB.
1	0.20%	<input type="text"/>	I have no basis to answer this question
1	0.20%	<input type="text"/>	I have no basis to comment
2	0.41%	<input type="text"/>	I have no idea
1	0.20%	<input type="text"/>	I have no idea what the cost is and would prefer not to answer, but if I had to guess, it is probably ridiculously high priced.
1	0.20%	<input type="text"/>	I have no idea, am forced to answer a question I have no experience with
1	0.20%	<input type="text"/>	I have no looked in to the programs
1	0.20%	<input type="text"/>	I honestly do not know if they are affordable enough for most.
1	0.20%	<input type="text"/>	I honestly have no idea & feel unable to judge.
1	0.20%	<input type="text"/>	I honestly have no idea/no basis to judge this since I am not a student and I don't know what the cost is of academic programs here.
1	0.20%	<input type="text"/>	I know many students including myself who are paying for their education primarily through loans.
1	0.20%	<input type="text"/>	I personally had to take out a quarter of a million dollars in loans in order to attend school and pay for necessary exams and residency applications

1	0.20%	<input type="text"/>	I really don't know
1	0.20%	<input type="text"/>	I really don't know but there is no button for that answer
1	0.20%	<input type="text"/>	i really dont know
1	0.20%	<input type="text"/>	I think college is too expensive for most people; especially those who are not wealthy.
1	0.20%	<input type="text"/>	I think it costs way too much for the law and medicine programs.
1	0.20%	<input type="text"/>	I think most students have to make considerable sacrifices to attend UMB, but that's not to say its not the same at most graduate schools.
1	0.20%	<input type="text"/>	I think most university academic programs across the country are not very affordable for most students today, which is why a lot of students have to continue to take out student loans in order to pay for their education and end up with a massive student loan debt that they will be paying off for the majority of their lives.
1	0.20%	<input type="text"/>	I think professional education is expensive.
1	0.20%	<input type="text"/>	I think that it is expensive to attend this school. It's cheaper definitely than studying out of state but it is still petty expensive and the tuition and prices only keep going up.....
1	0.20%	<input type="text"/>	I think that students deal with it, but will be saddled with crippling student loans for years. I am currently working on paying off my student loans, and my tuition was comparable to UMB's- I will be paying my loans for 15-20 years, and have very little savings to speak of. It will be incredibly difficult to buy a house, especially in Baltimore City, between my student loan debt and my current salary here.
1	0.20%	<input type="text"/>	I think the cost of a graduate nursing degree (specifically the CNL degree, which is an entry to practice degree and does not lead to a salary in excess of 60k annually for most grads) is too steep!
1	0.20%	<input type="text"/>	I think the overall cost of education is very expensive and causes large debt to all students
1	0.20%	<input type="text"/>	I think the university does a good job of making sure students receive the necessary loans to pay for school. I don't believe this equates to affordability, most students will graduate with substantial debt.
1	0.20%	<input type="text"/>	I think the university programs are affordable for those who are in-state; not so much out of state students.
1	0.20%	<input type="text"/>	I think there could be more opportunities for financial aid.
1	0.20%	<input type="text"/>	I think they are comparable with other programs of similar institutional acclaim and caliber, but still not particularly affordable.
1	0.20%	<input type="text"/>	I think UMB does a great job, but just glancing at the website it looks like law students will have between \$90,000 and, if they don't work to pay the bills, \$160,000 worth of debt. The cost of higher education is out of control, but like I said, relative to other institutions, UMB is doing a great job.
1	0.20%	<input type="text"/>	I think UMB is more affordable than many other higher ed options, higher ed in general has become prohibitive for many
1	0.20%	<input type="text"/>	I was charged \$100,000.00 for the first 3 years here. How is that affordable?
1	0.20%	<input type="text"/>	I will graduate with \$200,000 of student loans. My life won't really be able to start until these are paid off.
1	0.20%	<input type="text"/>	I wish scholarships were easier to find for non-minorities.
1	0.20%	<input type="text"/>	I wish there were an "I don't know" option for this question. I suspect that the tuition and other costs are quite high here.
1	0.20%	<input type="text"/>	I wish they were a little more lenient with students who live in DC and have to pay out-of-state tuition but I understand there's a number of external policies in play with that request.
1	0.20%	<input type="text"/>	I work and have a family. I do not feel that UMB's academic programs are affordable.
1	0.20%	<input type="text"/>	I would not be able to go if work was not paying my tuition.
1	0.20%	<input type="text"/>	I'm an out-state student and will be in a lot of debt after graduation.
1	0.20%	<input type="text"/>	I'm assuming you mean students outside of the UMB system, because if they are UMB students, logic would dictate that they could 'afford' the academic programs. Costs are very high, with little endowment or alumni money trickling down in grants for students. There is also a lack of transparency in decision making regarding how grants are awarded and how costs are allocated.
1	0.20%	<input type="text"/>	I'm not sure
1	0.20%	<input type="text"/>	I'm not sure what this question is asking... Unless needing a loan to pay for an academic program is considered affordable, I would say no.

1	0.20%	<input type="text"/>	I'm paying a ton of money as an out of state student.
1	0.20%	<input type="text"/>	I'm working through school so things are very tight.
1	0.20%	<input type="text"/>	If you are on out of state student the tuition is not very affordable.
1	0.20%	<input type="text"/>	In general, higher education is becoming extremely unaffordable, regardless of the institution. This is not really a yes or no question.
1	0.20%	<input type="text"/>	In my case, it is reasonable because I commute. If I had to get residential housing it would be too expensive.
1	0.20%	<input type="text"/>	In my interactions with students, many report borrowing astronomical amounts of money to attend graduate school. I am not familiar with percentage of students who receive scholarships and other forms of financial aid.
1	0.20%	<input type="text"/>	In my opinion, any commodity that is priced such that students have to take out loans to be able to afford the commodity means that it is not affordable based upon the student's current income.
1	0.20%	<input type="text"/>	In some professions, the average starting salary is considerably below the average debt that students incur during the education. This is particularly true for students from low-income and racial minority backgrounds.
1	0.20%	<input type="text"/>	In state tuition rates are affordable however difficult to obtain for students who have relocated to the area.
1	0.20%	<input type="text"/>	In state tuition seems great and looks very competitive. Out of state rates are almost absurd by comparison.
1	0.20%	<input type="text"/>	Instate tuition definitely helps but students are still having to take out loans that they well indefinitely be paying into the there 50's. I know that there are no real options around this but possibly more university scholarships? You also have to take into account the ridiculous expense of living in the city, especially on campus housing.
1	0.20%	<input type="text"/>	In-state tuition should be easier to obtain.
1	0.20%	<input type="text"/>	Is this a serious question?
1	0.20%	<input type="text"/>	It costs a lot to go to school--many of our students struggle to hold down jobs while studying full time, and some accrue major debts. It's a huge sacrifice for many families. We need to do everything we can to keep tuition and fees at a reasonable level.
1	0.20%	<input type="text"/>	It is affordable only for those with in-state status.
1	0.20%	<input type="text"/>	It is expensive compare to other school
1	0.20%	<input type="text"/>	It is expensive, but all professional schools are.
1	0.20%	<input type="text"/>	It is for graduate students who are paid by their programs/mentors. Perhaps not with regard to other professional students (MD/DDS/PharmD/JD).
1	0.20%	<input type="text"/>	It is ridiculously expensive.
1	0.20%	<input type="text"/>	It is too costly, and the in-state v. out-state rules are not fair. There are also limited resources for those who rely on financial aid programs.
1	0.20%	<input type="text"/>	It is very expensive for someone who lives out of state
1	0.20%	<input type="text"/>	it on the higher side and people in the public think it is expensive
1	0.20%	<input type="text"/>	It would be more affordable if the student was paying in-state tuition, but I am out of state and it is very expensive. I know a lot of people wouldn't come here out of state just because of expensive it is.
1	0.20%	<input type="text"/>	It's all expensive. I'm out of state but took a Navy scholarship.
1	0.20%	<input type="text"/>	It's only affordable if they take loans.
1	0.20%	<input type="text"/>	Law school tuition increases faster than the rate of inflation every year and is already extremely expensive as we enter a job market unlikely to afford us with jobs that will enable us to recoup those expenditures. The only justification for continuing to charge as much as you do is that you are able to get away with it due to universally available and virtually unlimited student loans.
1	0.20%	<input type="text"/>	Living off of loans
1	0.20%	<input type="text"/>	Loans and loan repayment concerns.
1	0.20%	<input type="text"/>	Loans are tremendously expensive as is.
1	0.20%	<input type="text"/>	Majority of the students in the MSW program have to take student loans to attend school.
1	0.20%	<input type="text"/>	Many extra hidden fees and charges added to tuition. Even staff in the financial aid department have no idea what these charges are for when asked for a full breakdown of

charges.

1	0.20%	<input type="text"/>	Many grant and scholarship programs seem to have been cut. Out of state tuition is very expensive, especially for Summer classes.
1	0.20%	<input type="text"/>	Many of the schools are expensive enough that students have to borrow large amounts of money to attend. This is a burden that some students simply cannot take on. This is a problem in medical education nationally, and UMB is reasonably priced comparatively, but nevertheless the price is simply too high for many potential students.
1	0.20%	<input type="text"/>	many students have to take out loans in order to pay for school it seems, and then you get charged a lot extra to take summer classes
1	0.20%	<input type="text"/>	Many students I know must take out loans to help pay for school, which is difficult with having a family and other responsibilities
1	0.20%	<input type="text"/>	Marginal. Cost to students should be significantly reduced if possible.
1	0.20%	<input type="text"/>	Md state colleges have some of the highest tuition and fees by comparable schools in the nation
1	0.20%	<input type="text"/>	Medical education is extremely expensive
1	0.20%	<input type="text"/>	Medical school is not affordable to anyone without taking out extremely large loans which shape future professional choices
1	0.20%	<input type="text"/>	Medical school? Are you kidding?
1	0.20%	<input type="text"/>	Medical/dental education, even in-state, is not affordable.
1	0.20%	<input type="text"/>	Moderate
1	0.20%	<input type="text"/>	more financial aid for students
1	0.20%	<input type="text"/>	More scholarships or grants are needed and needs to be publicly posted for everyone's access
1	0.20%	<input type="text"/>	Most higher education is not affordable to most student
1	0.20%	<input type="text"/>	most- not sure
1	0.20%	<input type="text"/>	Most of my students struggle to work enough to keep ahead in graduate school because tuition may be paid for by their employer. Students are really afraid to take on student loans and this affects their ability to return to school or extends how long it takes them to complete. This especially affects our diversity.
1	0.20%	<input type="text"/>	Most people rely upon enormous federal loans in order to attend this school. Nothing about medical school is affordable.
1	0.20%	<input type="text"/>	Most people require loans.
1	0.20%	<input type="text"/>	most self paid students leave with a huge amount of financial aid to pay back.
1	0.20%	<input type="text"/>	Most students have to take out loans and graduate with an excessive amount of debt even if they are only taking classes in a year long program.
1	0.20%	<input type="text"/>	Most students I know rely heavily on loans to finance their education whereas students in most other industrialized countries in the world do not have this burden.
1	0.20%	<input type="text"/>	Most students I know rely on student loans in order to pay for tuitions.
1	0.20%	<input type="text"/>	Most students rely on financial assistance and it is disheartening that so many start off a career with so much debt.
1	0.20%	<input type="text"/>	Most students require loans.
1	0.20%	<input type="text"/>	Most students today (not just at UMB) graduate with tremendous debt. I feel this is a tremendous issue across most academic communities
1	0.20%	<input type="text"/>	Must take out an enormous amount of loans
1	0.20%	<input type="text"/>	my out of state tuition for graduate level courses if really high
1	0.20%	<input type="text"/>	My son finished dental school with close to \$250,000 in student loans because we were not financially able to help him with its cost. He will be paying his loans off for years to come. His choice of jobs is limited because he will need to maximize his income. The potential for buying a house or condo will be limited for years to come.
1	0.20%	<input type="text"/>	My student loan payment is going to be equivalent to a mortgage payment when i graduate
1	0.20%	<input type="text"/>	My tuition keeps increasing while my financial aid is shrinking. I am in-state. I have no idea how out of state students finance.
1	0.20%	<input type="text"/>	n/a
1	0.20%	<input type="text"/>	N/a

1	0.20%	<input type="text"/>	N/A
1	0.20%	<input type="text"/>	Nearly every student in the health professions goes into deep debt in pursuit of their career. This isn't limited to the university. It is a wide-spread problem.
1	0.20%	<input type="text"/>	No academic program is affordable in America today.
4	0.82%	<input type="text"/>	no basis to judge
2	0.41%	<input type="text"/>	No basis to judge
1	0.20%	<input type="text"/>	No basis to judge.
1	0.20%	<input type="text"/>	No clue
1	0.20%	<input type="text"/>	no experience
1	0.20%	<input type="text"/>	no grad schools are "affordable". they've become necessary so somehow students pay for it, but they are saddled with loans for way too long.
1	0.20%	<input type="text"/>	No higher level education is "affordable to many students", it's only affordable for very few.
1	0.20%	<input type="text"/>	no idea, actually
1	0.20%	<input type="text"/>	No, but higher education is costly at most institutions.
1	0.20%	<input type="text"/>	No. Out of state tuition is very high. Some students don't have in state options. Out of state tuition is twice in state.
1	0.20%	<input type="text"/>	Not affordable to out of state students.
1	0.20%	<input type="text"/>	Not affordable to the average student with undergraduate loans outstanding
1	0.20%	<input type="text"/>	Not all programs are fully funded. If you have to pay out of pocket the medical and dental programs for example are quite expensive and funding is limited.
1	0.20%	<input type="text"/>	Not at all. Just look at how tuition has shot up for the law and medical schools over the past ten years. Is it limited to inflation? No, its well in excess.
1	0.20%	<input type="text"/>	Not at all. Tuition and fees are too high, and I don't think students get value for money in the social work program.
1	0.20%	<input type="text"/>	Not enough financial support- staff in the financial office is hardly available
1	0.20%	<input type="text"/>	Not for minority underprivledge student whom families are unable to secure financial support
1	0.20%	<input type="text"/>	Not for out-of-state students.
1	0.20%	<input type="text"/>	not if your residence is out-of-state
1	0.20%	<input type="text"/>	Not in them of itself, but with loans, yes.
1	0.20%	<input type="text"/>	Not out of state
2	0.41%	<input type="text"/>	not sure
1	0.20%	<input type="text"/>	Not sure
1	0.20%	<input type="text"/>	Not very affordable for out of state students
1	0.20%	<input type="text"/>	Not when student loans accumulate and jobs after graduation do not pay that much to live and repay the loan.
1	0.20%	<input type="text"/>	Not without significant loans
1	0.20%	<input type="text"/>	Of the hundreds of students I know, only 2 have not accrued student debt since coming here. Dental and medical school undoubtedly cost the most. However, that is more of a national problem than one that is specific to UMB. I hear that it is relatively more affordable here than elsewhere
1	0.20%	<input type="text"/>	Only because the amount of aid and support provided makes it viable now. We are at a tipping point and many programs will continue to witness a decrease in enrollment due to more affordable options and outcomes.
1	0.20%	<input type="text"/>	Only know about my school
1	0.20%	<input type="text"/>	Only with extensive loans and grants.
1	0.20%	<input type="text"/>	Operates like a PRIVATE institutions
1	0.20%	<input type="text"/>	Our programs are cost prohibited; however, I think they are comparable to similar programs at other institutions
1	0.20%	<input type="text"/>	Our residents graduate with over \$275,000 of debt which means starting tour own practice is cost prohibitive. Tuition has maxed out for most.
		<input type="text"/>	

1	0.20%	<input type="text"/>	Our tuition for medical school leaves our students with more debt than Harvard students have.
2	0.41%	<input type="text"/>	Out of state tuition is exorbitant.
1	0.20%	<input type="text"/>	Out of state tuition is hella expensive and money is jealously guarded and largely awarded based on undergraduate performance
1	0.20%	<input type="text"/>	Out of state tuition is only a savings of \$5,000 for my entire program as compared to Hopkins.
1	0.20%	<input type="text"/>	Out of state tuition is very expensive - the facilities offered to PT students within the SOM is subpar compared to schools not shadowed within a som
1	0.20%	<input type="text"/>	Out of state tuition is very high
1	0.20%	<input type="text"/>	out-of-state and dental school is really, really expensive
1	0.20%	<input type="text"/>	Out-of-state students will find that the program, while being more affordable than Ivy league, is still quite expensive.
1	0.20%	<input type="text"/>	Out-of-State tuition very high.
1	0.20%	<input type="text"/>	Poverty in inner city Baltimore, difficult to get loans.
1	0.20%	<input type="text"/>	Prices have increased and available courses have decreased.
1	0.20%	<input type="text"/>	Professional education is very expensive for any student in the US; universities need to find a way to control costs or provide more scholarship assistance so students don't graduate with so much debt.
1	0.20%	<input type="text"/>	Professional education leaves our students highly indebted.
1	0.20%	<input type="text"/>	quite expensive
1	0.20%	<input type="text"/>	Registration fees and technology fees are over barring
1	0.20%	<input type="text"/>	Relying on loans that take 20 years to pay back = not affordable in my mind.
1	0.20%	<input type="text"/>	Scholarships are necessary.
1	0.20%	<input type="text"/>	Since so many students use loans for higher ed, especially in the UMAB campus, it is not affordable if debt accrument is the cost
1	0.20%	<input type="text"/>	Since UMB is a professional campus most degreed programs are advanced and typically these are more expensive per credit hour.
1	0.20%	<input type="text"/>	So expensive! One online class is 2500\$! It's so much money. Unaffordable
1	0.20%	<input type="text"/>	Sorry, I am not in the knowing. I am only staff.
1	0.20%	<input type="text"/>	staff not sure of cost
1	0.20%	<input type="text"/>	Starting with tuition
1	0.20%	<input type="text"/>	Student debt in the school of medicine and school of dentistry are too high.
1	0.20%	<input type="text"/>	Student debt is going to limit this generation's career choices
1	0.20%	<input type="text"/>	Student loan debt is high
1	0.20%	<input type="text"/>	Student loan rates are crippling
1	0.20%	<input type="text"/>	Student loan rates are outrageous and the fact that I am taking out the same amount as my parents' mortgage at a higher interest rate is crazy. UMB does not have control over it, but it is not right to expect students to acquire so much debt. The fcat remains that many people decide not to go to professional school because they cannot afford to do so. This limits the diversity of the student population to those who come from a middle class, mainly upper-middle/upper class background.
1	0.20%	<input type="text"/>	Students graduate with large loans and campus resources from the state are diverted to campus administration rather than schools.
1	0.20%	<input type="text"/>	Students have an incredible amount of debt which far exceeds what they will earn per year.
1	0.20%	<input type="text"/>	Students should not be graduating with \$200,000+ debt and no effort to educate them financially - preferable from year 1!!! This will be an economic tragedy not just for the students, but for our schools and the local economies
1	0.20%	<input type="text"/>	Students usually come here, with a great deal of debt, only to acquire more to study to be professionals in field where qualified workers are needed. Why not erase or reduce their debt in order to ensure they can be the professionals that the State of Maryland needs?
1	0.20%	<input type="text"/>	Taking out large loans!
1	0.20%	<input type="text"/>	Tends to be more expensive when you are part time 6 credits is the same \$amount as

taking 12 credits. Makes no sense especially when you have no choice but to go part time.

1	0.20%	<input type="text"/>	The amount in loans required for professional programs after a considerable debt for undergraduate education can easily turn away potentially successful students.
1	0.20%	<input type="text"/>	The amount of money students are borrowing is astronomical. Not much else to say about it...
1	0.20%	<input type="text"/>	The correct answer for me would be "unsure" b/c idk how much other programs cost (only in my area) and idk the difference b/t resident and non-resident tuition. I know my program is affordable for me but idk other people's financial circumstances. I think this is a bad question.
1	0.20%	<input type="text"/>	The cost of ALL higher education is NOT affordable to the average student.
1	0.20%	<input type="text"/>	The cost of education has become so inflated as to make it impossible to not take out enormous loans unless you already have significant savings. Thankfully UMaryland is less expensive than many private schools, but the overall cost is still incredibly high.
1	0.20%	<input type="text"/>	The cost of education is high and not everyone is able to afford it. I found that I invested a lot more in my education than I will get back. I will need 2 jobs just to pay off loans.
1	0.20%	<input type="text"/>	The cost of out-of-state tuition to the School of Social Work is disproportionate to the average salary the education prepares you for. Widespread alumni reliance on public loan forgiveness programs is not a signal that the academic program is affordable to most students.
1	0.20%	<input type="text"/>	The cost of tuition is still unaffordable to some students even though it is a state school.
1	0.20%	<input type="text"/>	The fees are absurd! It engenders students' mistrust in the institution. The student center should not have been built if the campus could not support it. Very irresponsible of the Planning Division
1	0.20%	<input type="text"/>	The fees are high. The books are expensive.
1	0.20%	<input type="text"/>	The in-state rate is, the out of state is too much
1	0.20%	<input type="text"/>	The insurance rate is extremely high.
1	0.20%	<input type="text"/>	The majority of people don't have that disposable income for education.
1	0.20%	<input type="text"/>	The need for full loan is needed including living expenses
1	0.20%	<input type="text"/>	The price is very high.
1	0.20%	<input type="text"/>	The price of college has risen way too much over the past two decades and student debt is crippling our country. We should be providing a supportive and nurturing environment for our youth. The high cost of college and subsequent student debt is a disservice to the future generations who are to support our economy.
1	0.20%	<input type="text"/>	The price tag is very high and the resources are being cut every year. In pharmacy school, the tuition are increased yet our resources are diminishing. We no longer have a printing budget, we don't have access to core online textbooks anymore so they advised us to buy the \$300 hard copy instead, its expensive to invest in a professional wardrobe but required if we want to attend class in person, etc.
1	0.20%	<input type="text"/>	The school does not make scholarship information broadly available
1	0.20%	<input type="text"/>	The student and resident tuition is high and budget constraints are enormous. I was shocked to learn the dental school is in financial distress, or at least, that is what is conveyed to the faculty and students. I was unaware of this when I decided to work here. Alumni relations in general, also seem to be very weak. Having trained at another institution located within an east coast city, I am also surprised that the patient flow in Baltimore is very slow.
1	0.20%	<input type="text"/>	The tuition is really high.
1	0.20%	<input type="text"/>	There are little to no scholarship opportunities for MPH students
1	0.20%	<input type="text"/>	There are no scholarships or grants available to students.
1	0.20%	<input type="text"/>	There aren't enough financial resources available to those who are most in need of it financial aid.
1	0.20%	<input type="text"/>	There could always be a possibility to cut cost in some way
1	0.20%	<input type="text"/>	There needs to be better access to scholarships and grants. I am a returning student at 36 years old into UMSON and the best the financial aid office could do is load me up with loans.
1	0.20%	<input type="text"/>	There should be a "I don't know" answer to this question.
1	0.20%	<input type="text"/>	There should be more financial assistant opportunities for out-of-students. Majority of the scholarship dollars are awarded to in-state students however their tuition is already half of what out-of -state students pay.

1	0.20%	<input type="text"/>	There should be more grants and scholarships, particularly for part-time students - especially those not having their classes' tuition fully reimbursed.
1	0.20%	<input type="text"/>	There will be a very high amount of debt that I will have to repay once I graduate. To say affordable to most students is not a correct statement.
1	0.20%	<input type="text"/>	These programs must reduce fees.
1	0.20%	<input type="text"/>	They are affordable only with scholarships and financial aid, but the amount of loans required and the loan rates are unaffordable and a significant barrier and hardship.
1	0.20%	<input type="text"/>	They are only affordable because most students rely on student loans.
1	0.20%	<input type="text"/>	This question is flawed because it assumes all academic programs together (medical, graduate).
1	0.20%	<input type="text"/>	Though programs cost higher, the standards at UMB are set so high that it tends to neutralize issues relating to affordability.
1	0.20%	<input type="text"/>	Times are tough. While there can be a great return on the price of education, it is super costly.
1	0.20%	<input type="text"/>	to Social Work yes
2	0.41%	<input type="text"/>	too expensive
1	0.20%	<input type="text"/>	Too expensive
1	0.20%	<input type="text"/>	too much money
1	0.20%	<input type="text"/>	Too often students have to stop midway through school in order to rebuild their piggy bank because they can't feed themselves/pay their bills and still be in schools, others more take out huge loans and a tiny few are supported by their parents who take on such a huge financial burden for their students
1	0.20%	<input type="text"/>	tuition + living expenses make the cost of the degrees quite expensive, usually burdening students with high loans
1	0.20%	<input type="text"/>	Tuition and fees are expensive and programs of study aren't flexible for working people, which might help to defray costs so that students can work and study at the same time. It is very difficult for non-wealthy students to study full time without going into a lot of debt. The programs lack a high quality part time education option. Most students take as many classes as they can in each semester because fees are prohibitive. As an example, there should be an easier way to earn a law degree part time than current program attending four nights every week. Another issue is that the school needs to advocate for higher salaries for social workers and new graduates into fields that require masters level education. Starting salaries of 40k for new SW grads is just unacceptable.
1	0.20%	<input type="text"/>	Tuition and fees come to about 20000/year up to 40000/year for most students. This leaves a student with a tremendous debt upon leaving school
1	0.20%	<input type="text"/>	Tuition costs are difficult for most students - at UMB as well as other schools and universities. And as budget cuts continue - the potential for higher tuition rates will be an issue for many. Students too often face massive loans/debts upon completion of their degree.
1	0.20%	<input type="text"/>	Tuition costs are skyrocketing in general.
1	0.20%	<input type="text"/>	Tuition expenses are very high, and still growing.
1	0.20%	<input type="text"/>	Tuition has been increasing every year.
1	0.20%	<input type="text"/>	Tuition is costly
1	0.20%	<input type="text"/>	Tuition is high across the nation, if the student is a Maryland resident then the programs are more affordable.
1	0.20%	<input type="text"/>	Tuition is high and most students have to obtain loans to attend school
1	0.20%	<input type="text"/>	tuition is not very affordable
1	0.20%	<input type="text"/>	Tuition is quite high, regardless of academic program.
1	0.20%	<input type="text"/>	Tuition is rather high
1	0.20%	<input type="text"/>	Tuition is too high. Offer more scholarships or grants.
1	0.20%	<input type="text"/>	Tuition is very expensive for graduate school, and parking is extra. Also, textbooks are pricey, as well.
1	0.20%	<input type="text"/>	Tuition is very expensive.
1	0.20%	<input type="text"/>	Tuition is very high to those who do not qualify for FAFSA or other financial aid
1	0.20%	<input type="text"/>	Tuition is very high. Post-graduation school loans approach \$300,000.00

1	0.20%	<input type="text"/>	Tuition is way too high, and is being invested in material possessions that only very marginally improve the quality of our education. I would very strongly prefer to have an old gym, and lower tuition, instead of having a new gym, and paying through the nose for the same level of education. Also, in a public university, there should be salary caps: frankly it is quite obscene that the Dean of our school makes almost half a million dollars, when the entry-level salary in our profession is a little over \$30,000, and the average MSW student carries almost \$50,000 in student debt upon graduation.
1	0.20%	<input type="text"/>	Tuition prices are ludicrous.
1	0.20%	<input type="text"/>	Tuition prices have risen to exorbitant levels in universities across the board, but it is especially concerning that as Social Work students with lower earning potentials and as individuals pursuing a degree to serve the community and provide for the public good, tuition and loan debt for many is near \$50,000-\$100,000 for a two year degree. For many of us that will take most of our lives to pay off.
1	0.20%	<input type="text"/>	tuition should be less for in state residents and more for out-of-state residents.
1	0.20%	<input type="text"/>	Tuitions and fees place higher education out of reach of lower income families.
1	0.20%	<input type="text"/>	Tuition is extremely high for a state school
1	0.20%	<input type="text"/>	UMB is better than most schools in this regard, but I'm still going to be in very significant debt once I finish. In state tuition after the first year would have helped...
1	0.20%	<input type="text"/>	Unable to answer
1	0.20%	<input type="text"/>	unable to judge
1	0.20%	<input type="text"/>	Unable to judge
1	0.20%	<input type="text"/>	Unfortunately, cost of attending is often out of the reach of average citizens.
1	0.20%	<input type="text"/>	University costs are nearly unaffordable throughout the USA.
1	0.20%	<input type="text"/>	University is not affordable for most students nationwide. Doesn't mean it doesn't have value. Unless student's come from very well off families, I do not think higher education is affordable in general.
1	0.20%	<input type="text"/>	unknown
1	0.20%	<input type="text"/>	Unsure.
1	0.20%	<input type="text"/>	VERY costly to continue to pay for fees every semester when you have not taken a semester off. There are graduate programs that you pay these fees, ONCE, as long as you are actively enrolled...a huge \$ maker for the schools to charge an additional several hundred dollars every semester.
1	0.20%	<input type="text"/>	very difficult for out of state
1	0.20%	<input type="text"/>	Very expensive for those working ie RN-BSN / MS programs. Payments break down for 11 credits 1675 / month. More than my mortgage . To inspire and draw professionals in to continue their education without inheriting a massive amount of debt, programs need to be more affordable or have more scholarships available to those with an RN title.
1	0.20%	<input type="text"/>	very expensive out-of-state tuition
1	0.20%	<input type="text"/>	Very expensive, almost same cost as a private school
1	0.20%	<input type="text"/>	Very few institutions of higher education can be considered "affordable"
1	0.20%	<input type="text"/>	Well, your tuition keeps going up. I think you need to clean up shop and be thoroughly audited to remove people embezzling money and not doing their jobs. With each year, I feel like I get less than what I'm paying for, as I am paying more. That is not right.
1	0.20%	<input type="text"/>	When I think affordable, I think can be paid for out of pocket. When students are taking on loans that will follow them for 20 years, that's not affordable to me.
1	0.20%	<input type="text"/>	When students graduate with the debt that rivals a mortgage, our academic programs can't be 3affordable to most students,
1	0.20%	<input type="text"/>	Who are students? Still very expensive.
1	0.20%	<input type="text"/>	With graduate tuition being twice the undergraduate rate, it is not very affordable (even if you are working part or full-time). A lot of hospitals have moved away from granting educational funds for higher education for their employees.
1	0.20%	<input type="text"/>	Without Financial Aid I don't think most students could afford to go here.
1	0.20%	<input type="text"/>	Without loans and/or scholarships, there are not many students who can afford our professional programs.
1	0.20%	<input type="text"/>	without student loan i would not be in school
1	0.20%	<input type="text"/>	Would prefer more scholarship options for my program.

1	0.20%	<input type="checkbox"/>	Would select "unsure" if option were offered. my graduate program will leave me with minimal debt, but I have no idea whether this is a general rule or a unique situation.
1	0.20%	<input type="checkbox"/>	Yes, only because they offer a lot of help and support where it is needed
1	0.20%	<input type="checkbox"/>	you'd have to define affordable. Affordable to me, means being able to pay for everything in cash. I have nearly \$80,000 in loans. I don't think that's affordable because I could only pay a small portion in cash.

1229 Respondents

Q110. Do you feel you have a sufficient role in governance at the University level?

Count Percent

693 56.39% Yes

536 43.61% No (please explain)

Count Percent

1 0.19%

1 0.19% (Most of us don't feel engaged in University, or School, governance. Power and decision-making are closely held centrally esp in SOM.)

1 0.19% .

1 0.19% A lot of Chiefs

1 0.19% A staff member and not faculty

1 0.19% Adjuncts essentially seem to have no role

1 0.19% As a student at the Law School that doesn't have a leadership position in the Law School's SGA, etc.

1 0.19% As a student who has a full time job it is very difficult to participate in activities and feel like my voice is heard.

1 0.19% As a student, I don't feel that I have any governance at the University level.

1 0.19% At the school level I might have some influence, but not at the University level.

1 0.19% At this time I don't belong to the Staff Senate on campus.

1 0.19% because as an African American female we are not given the same opportunities as other .

1 0.19% being an online student has not helped in this role

1 0.19% but I don't try to get involved at that level

1 0.19% but i dont go for it either

1 0.19% But it's also not an interest of mine.

1 0.19% but not interesred

1 0.19% But that's by choice -- I don't have much of any role in governance at the University level but that's not a priority of mine.

1 0.19% But this is largely my fault because I haven't been active in school government. I spend more time working field experience hours at the SSW.

1 0.19% by choice

1 0.19% Communication about what is actually being decided is quite poor.

1 0.19% Decisions that impact individual staff in schools are made at the university level with no input from the schools

1 0.19% Define governance? I'm assuming student voice?

1 0.19% definitely not, I am a clinical instructor and have worked at UMB since 1999. I am considered "faculty!" but have not vote in faculty meetings and do not have a voice anywhere within the university. My boss is ineffective and there is nothing that I can do.

1 0.19% Dental hygiene does not have a sufficient role in governance at the dental school. It can be noted by interactions and reactions by dental student and especially by the dental faculty.

1 0.19% Didn't try before

1 0.19% Do no participate

1 0.19% Do not have enough credentials to govern anything at the university.

1	0.19%	<input type="text"/>	Does not fit my job description.
1	0.19%	<input type="text"/>	don't have any role
1	0.19%	<input type="text"/>	Don't work at the main university so little interaction with what goes on.
1	0.19%	<input type="text"/>	DPT program is under-represented.
1	0.19%	<input type="text"/>	Elected to Faculty Senate
1	0.19%	<input type="text"/>	established network does not exist and am not certain that an individual carries much weight - his or her school might.
1	0.19%	<input type="text"/>	even if a suggestion is made, nothing changes. even if you sit on a committee, nothing changes. the people who chair the committees make sure that what they want rule, committees are made only for the chairs to get their agenda to the big guy
1	0.19%	<input type="text"/>	Faculty governance still has no real power to influence decisions made by administrators.
1	0.19%	<input type="text"/>	faculty senate affords input into key decisions and faculty senate educates faculty and solicits feedback from faculty. Need more opportunities to be on committees concerning budget, policy/procedures, and technology.
1	0.19%	<input type="text"/>	Faculty Senate seems weak.
1	0.19%	<input type="text"/>	Feel excluded
1	0.19%	<input type="text"/>	generally only higher level staff positions are involved in decision making activities, committees, planning teams, etc Town Hall Q&A for a few hours does not constitute meaningful "involvement"
1	0.19%	<input type="text"/>	Governance at UMB seems to be strongly influenced by faculty and Deans, and the administrative governance is contained to people in the President's and Vice Presidents' offices.
1	0.19%	<input type="text"/>	governance is at the very highest level with little to no communication throughout the organization
1	0.19%	<input type="text"/>	governance is generally top down, although efforts are made to involve faculty
1	0.19%	<input type="text"/>	Governance is not an open or active process.
1	0.19%	<input type="text"/>	Graduate students seem to be a little out of the loop on some decisions, or some decisions or rules don't work as well for our school compared to others. For example, the credit limit is absolutely ridiculous, especially because we go through all these hoops and hurdles to just sign up for the class on paper later, so everybody still ends up paying the same amount.
1	0.19%	<input type="text"/>	Ha! We are staff. Although Kate McManus is the best thing to ever happen to the staff senate (No. I'm not Kate.) I think that we are powerless. The houseleeks are literally bullied by their leadership. The parking increases serve to pad a slush fund surplus - not save toward maintenance.
1	0.19%	<input type="text"/>	hard to attend meetings with school, not many opportunities.
1	0.19%	<input type="text"/>	Have no role; I just an Adjunct
1	0.19%	<input type="text"/>	Have not been at university that long
1	0.19%	<input type="text"/>	Haven't seen or heard of any opportunities.
1	0.19%	<input type="text"/>	here again, I am staff
1	0.19%	<input type="text"/>	How would one even get that as a student?
1	0.19%	<input type="text"/>	I am a brand spanking new, incoming student.
1	0.19%	<input type="text"/>	I am a one year pharmacy resident.
1	0.19%	<input type="text"/>	I am a postdoctoral fellow, I don't think I play a role in governing the University.
1	0.19%	<input type="text"/>	I am an adjunct faculty member, so this is not something I have time to do.
1	0.19%	<input type="text"/>	I am an incoming student.
1	0.19%	<input type="text"/>	I am faculty, but have no vote because I have no PhD.
1	0.19%	<input type="text"/>	I am focused on my studies
1	0.19%	<input type="text"/>	I am just a student. The only influence I have is if I talk to my class president and he/she chooses to say something.
1	0.19%	<input type="text"/>	I am nobody.
1	0.19%	<input type="text"/>	I am not a member of USGA.
1	0.19%	<input type="text"/>	I am not aware of a good avenue to expressing my ideas for governance that would not be

potentially job-threatening...

1	0.19%	<input type="checkbox"/>	I am not free to become involved in the governance due to the responsibilities of my position.
1	0.19%	<input type="checkbox"/>	I am not involved in governance at the school level.
1	0.19%	<input type="checkbox"/>	I am not playing an active role in student government and that seems to be the place where you would have a sufficient role in governance at the university level (when the leaders connect to discuss).
1	0.19%	<input type="checkbox"/>	I am not sure I can recall what opportunities have been available to be involved beyond opportunities to attend town hall meetings (which are great and appreciated) but it would be great to have opportunities (reasonable ones) to become more involved
1	0.19%	<input type="checkbox"/>	I am not sure that staff have equitable footing in governance
1	0.19%	<input type="checkbox"/>	I am not sure what this question means but assume it relates to university-wide governance. I do not have a role at that level.
1	0.19%	<input type="checkbox"/>	I am only a staff member. I should not have a role in governance.
1	0.19%	<input type="checkbox"/>	I am too new to answer this question.
1	0.19%	<input type="checkbox"/>	I am unaware how to even influence governance at the University level.
1	0.19%	<input type="checkbox"/>	I am unaware of any role in governance. I feel as if my skillset is terribly under valued in this institution. I have many talented co-workers. Some have been here for many years. In general, they appear to be frustrated and have "given up" on the workplace. Apathy is the outcome. I am disappointed in my choice to join the faculty here, but I am trying to keep a positive outlook.
1	0.19%	<input type="checkbox"/>	I am unsure of what the governing body is like at the University level
1	0.19%	<input type="checkbox"/>	I am unsure. I am unaware of my ability to have a role in governance, nor am I sure I would have the time/interest in doing so. I am also leery of how meaningful it would be.
1	0.19%	<input type="checkbox"/>	I am, not really involved because it doesn't really appeal to me.
1	0.19%	<input type="checkbox"/>	I choose to have none.
1	0.19%	<input type="checkbox"/>	I come here, I work eight hours, I leave. I have no role beyond being a worker bee.
1	0.19%	<input type="checkbox"/>	I did not make an attempt to join governance at the University level.
1	0.19%	<input type="checkbox"/>	I did not seek to get involved in student government.
1	0.19%	<input type="checkbox"/>	i didn't even know this would be in any way an option, now was it anywhere I attended school in the past.
1	0.19%	<input type="checkbox"/>	I do not believe that student government is legitimate. I also feel that UMB faculty has little respect for anyone with less than a doctorate.
1	0.19%	<input type="checkbox"/>	I do not currently participate in any student government activities.
1	0.19%	<input type="checkbox"/>	I do not feel as students have a true voice and make much progress in certain areas.
1	0.19%	<input type="checkbox"/>	I do not feel that my opinions would cause changes at UMB
1	0.19%	<input type="checkbox"/>	I do not have any role in governance.
1	0.19%	<input type="checkbox"/>	I do not have enough experience with this matter at the UMB as I am a newly admitted student.
1	0.19%	<input type="checkbox"/>	I do not know enough to comment
1	0.19%	<input type="checkbox"/>	I do not make a strong effort to participate in governance.
1	0.19%	<input type="checkbox"/>	I do not participate in governance at the school level.
1	0.19%	<input type="checkbox"/>	I do not participate in governance matters.
1	0.19%	<input type="checkbox"/>	I do not participate in student government
1	0.19%	<input type="checkbox"/>	I do not participate in this.
1	0.19%	<input type="checkbox"/>	I do not think that I have any role.
1	0.19%	<input type="checkbox"/>	I don't even know how that would work.
1	0.19%	<input type="checkbox"/>	I don't even know what this question means. I feel I have no role in the governance. Of course, that may be sufficient enough for me b/c I don't recognize a need to have a role.
1	0.19%	<input type="checkbox"/>	I don't ever get the chance to vote on anything or give input to where dollars are being spent
1	0.19%	<input type="checkbox"/>	I don't feel I have any role.

1	0.19%	<input type="text"/>	I don't feel much connection to the wider University level and don't have time to get more involved, so I feel like an employee of the system rather than a governing member and need to be content with that.
1	0.19%	<input type="text"/>	I don't feel that I have any role in governance at the University level.
1	0.19%	<input type="text"/>	I don't have a role in the student government.
1	0.19%	<input type="text"/>	I don't have any role in governance at this university.
1	0.19%	<input type="text"/>	I don't have knowledge to answer this question either way. All I am aware of is what is read in the President's new letters.
1	0.19%	<input type="text"/>	I don't have the feeling that Administration really cares. The faculty senate seems perfunctory.
1	0.19%	<input type="text"/>	I don't know how faculty participate in this.
1	0.19%	<input type="text"/>	I don't know how much the opinion of low level staffs are appreciated. It is not sought for.
1	0.19%	<input type="text"/>	I don't know what if any role I have.
1	0.19%	<input type="text"/>	I don't know what's available because I am just not interested.
1	0.19%	<input type="text"/>	i don't know who i would report my concerns to
1	0.19%	<input type="text"/>	I don't partake in governing
1	0.19%	<input type="text"/>	I don't really find that students have much voice, unless you want to be part of USGA, which I don't. And even then, I'm suspect how much USGA actually does, especially when you don't even update your senator contact information consistently.
1	0.19%	<input type="text"/>	I don't really hear anything from them.
1	0.19%	<input type="text"/>	I don't simply because I have not gotten involved. I very easily could, though.
1	0.19%	<input type="text"/>	I don't think I have a role. I think I'm too busy with school work to think about other things, unfortunately, unless its readily accessible
1	0.19%	<input type="text"/>	I don't think I play any role in governance (even though I am a very involved student).
1	0.19%	<input type="text"/>	i don't think i've been asked to vote on anything
1	0.19%	<input type="text"/>	I don't think my position allows for a lot of governance because of the level that it is
1	0.19%	<input type="text"/>	i dont think i really have opportunity to do this, but do not necessarily want a role
1	0.19%	<input type="text"/>	I feel I do not
1	0.19%	<input type="text"/>	I feel I have no role in steering the University
1	0.19%	<input type="text"/>	I feel if you are not a member of one of the campus "senates" there is very little input.
1	0.19%	<input type="text"/>	I feel like I have minimal influence on governance at the University level, and that those in power hold most influence.
1	0.19%	<input type="text"/>	I feel like my role is only within my department within a school.
1	0.19%	<input type="text"/>	I feel that I can but I have not chosen to be a leader through student government. I do however understand the value of my opinions when brought up to the people who are.
1	0.19%	<input type="text"/>	I feel that there is not much influence regular staff will have on governance. Overall change is often dictated by senior management.
1	0.19%	<input type="text"/>	I fell distant to the University. This is my first time at a public institution and I don't think that my opinion matters.
1	0.19%	<input type="text"/>	I have been involved in Student Government since my first year here and I've learned that the school does not value the voice of students on important matters related to topics such as tuition, parking, and goals of the university.
1	0.19%	<input type="text"/>	I have been taking mainly on-line courses and have not participated in governance activities.
1	0.19%	<input type="text"/>	I have never opted for such a role
1	0.19%	<input type="text"/>	I have never, to my knowledge, been asked to play any role in university governance.
1	0.19%	<input type="text"/>	I have no basis to answer this question
1	0.19%	<input type="text"/>	I have no idea
1	0.19%	<input type="text"/>	I have no idea how to utilize that role
1	0.19%	<input type="text"/>	I have no idea what this would even involve, but I have not heard anything about it at the staff level.
		<input type="text"/>	

1	0.19%	<input type="text"/>	I have no idea who takes part in governance, who is supposed to represent me and how I can contribute.
1	0.19%	<input type="text"/>	I have no idea who to contact or how to truly influence outcomes of UMD decisions
1	0.19%	<input type="text"/>	i have no interest
1	0.19%	<input type="text"/>	I have no role
1	0.19%	<input type="text"/>	I have no role in governance at the university level. I don't even know who represents my school/class at the university level.
1	0.19%	<input type="text"/>	I have no role in governance.
1	0.19%	<input type="text"/>	I have no role, and I'm fine with that - for now (have been here for less than a year).
1	0.19%	<input type="text"/>	I have no role. The faculty senate does not seem to serve much of a purpose, though it should.
1	0.19%	<input type="text"/>	I have no say in what happens here, it is such a huge campus.
1	0.19%	<input type="text"/>	I have no voice. As mentioned, staff don't have enough input into UMB decisionmaking. Speaking personally, my department DOES NOT support anything that takes me away from my duties, even if it means serving for the greater good of the university.
1	0.19%	<input type="text"/>	I have no way to input feedback
1	0.19%	<input type="text"/>	I have not attempted to be involved in University governance
1	0.19%	<input type="text"/>	I have not had the opportunity to become involved; most meetings conflict with my class schedule
1	0.19%	<input type="text"/>	I have not yet gotten involved in governance at the university level and have heard very little about it so it would be a stretch to say that my role is "sufficient."
1	0.19%	<input type="text"/>	I have nothing to do with University governance.
1	0.19%	<input type="text"/>	I have very little time to get involved in this, I do not have enough time for all that I need to do. Research, Teaching, Community Service and Patient Care
1	0.19%	<input type="text"/>	I haven't been asked to vote on any issues
1	0.19%	<input type="text"/>	I know there is a staff senate, but I do not have the time to participate. This is on me, not UMB
1	0.19%	<input type="text"/>	I never tried - so, I really cannot answer this accurately.
1	0.19%	<input type="text"/>	i personally don't, but there are avenues to voice my concerns
1	0.19%	<input type="text"/>	i pursued involvement in the USGA and I still barely feel like I play a role in university governance. I can only imagine the disconnect I would feel if I wasn't involved in that organization.
1	0.19%	<input type="text"/>	I rarely hear of opportunities to speak directly with administration
1	0.19%	<input type="text"/>	I really do not know. My focus is teaching
1	0.19%	<input type="text"/>	I really do not think I've had any role in governance at the University level.
1	0.19%	<input type="text"/>	I really don't know
1	0.19%	<input type="text"/>	I sensed little communication between schools.
1	0.19%	<input type="text"/>	I serve on the faculty senate and still feel like the faculty opinions are not particularly valued.
1	0.19%	<input type="text"/>	I suppose I could have more of a role in governance if I were to be a part of SGA, but I do not have the time to participate in this type of extra-curricular. I am a commuter student, so I am only on campus for classes.
1	0.19%	<input type="text"/>	I think I know the right people to be heard but most people would not think that way.
1	0.19%	<input type="text"/>	I think the SGA is more focused on student social events and clubs than being an active voice in the governance of the university.
1	0.19%	<input type="text"/>	I think the SGA needs to be revamped, made more accountable, and represent the interests of students from all the schools.
1	0.19%	<input type="text"/>	I took first year classes at the Shady Grove campus. The campus and its students are very much separated from the main campus, although we want to be involved. More should be done for the computer campus in order to connect it'd students and faculty to the main University.
1	0.19%	<input type="text"/>	I work as a clinic coordinator for the school of medicine so I am not sure what governance or role would I consider sufficient.
1	0.19%	<input type="text"/>	I would like to have more input into key financial and space decisions. I know, however, that

			this is very difficult to implement.
1	0.19%	<input type="text"/>	I would not know where to go to make my opinions heard at the University level
1	0.19%	<input type="text"/>	I wouldn't even know how to access the university level.
1	0.19%	<input type="text"/>	I wouldn't even know where to start.
1	0.19%	<input type="text"/>	i'm a peon
1	0.19%	<input type="text"/>	i'm in a distance program
1	0.19%	<input type="text"/>	I'm not involved
1	0.19%	<input type="text"/>	I'm not involved with student government bodies
1	0.19%	<input type="text"/>	I'm not overly concerned with school government.
1	0.19%	<input type="text"/>	I'm not politically involved
1	0.19%	<input type="text"/>	I'm not really aware of what is going on at the University level.
1	0.19%	<input type="text"/>	I'm not sure what this means exactly, but I have not attempted to be involved in the university governance.
1	0.19%	<input type="text"/>	I'm not sure what those roles/opportunities would be outside of SGA.
1	0.19%	<input type="text"/>	I'm not sure.
1	0.19%	<input type="text"/>	I'm not there to make changes, just to get my degree
1	0.19%	<input type="text"/>	I'm part of support staff. We don't have a voice.
1	0.19%	<input type="text"/>	I'm unaware of opportunities for staff to play a role in governance if they're not members of the Staff Senate.
1	0.19%	<input type="text"/>	I've not tried to be involved.
1	0.19%	<input type="text"/>	individual school issues get damped down in the bigger forum
1	0.19%	<input type="text"/>	It seems you have to show up in person to have an impact. Online students have the obstacle of living far away.
1	0.19%	<input type="text"/>	Job responsibilities do not allow for these opportunities
1	0.19%	<input type="text"/>	Librarians are in an odd in-between status. We are only represented by a non-voting member of the faculty senate, and therefore don't really get a say in governance.
1	0.19%	<input type="text"/>	Librarians are not full members of the faculty senate.
1	0.19%	<input type="text"/>	Librarians aren't full members of the faculty senate or considered true "faculty."
1	0.19%	<input type="text"/>	limited faculty voice
1	0.19%	<input type="text"/>	Many decisions of a strategic nature are made at the top of the University with minimal, token, or nominal participation of faculty.
1	0.19%	<input type="text"/>	Many students are here for such a brief time and are focused on their competitive programs. Few opportunities are available for students to impact governance and students are always limited by time. The school could reach out to include students and alumni in making important decisions.
1	0.19%	<input type="text"/>	Many times that the University invites students to be active in decision making, I am not able to be present because of class or field. Sometimes I feel that the University should try to hold multiple sessions of events to accommodate the schedules of students.
1	0.19%	<input type="text"/>	More representation from international research teams
1	0.19%	<input type="text"/>	My limited time and busy academic schedule has limited my ability to partake in governance roles.
1	0.19%	<input type="text"/>	my staff level
1	0.19%	<input type="text"/>	My voice is not heard.
4	0.75%	<input type="text"/>	n/a
1	0.19%	<input type="text"/>	N/a
7	1.31%	<input type="text"/>	N/A
3	0.56%	<input type="text"/>	na
1	0.19%	<input type="text"/>	NA
1	0.19%	<input type="text"/>	never been asked for any opinion from that level

1	0.19%	<input type="checkbox"/>	No
2	0.37%	<input type="checkbox"/>	no basis to judge
1	0.19%	<input type="checkbox"/>	No basis to judge
1	0.19%	<input type="checkbox"/>	No basis to judge.
1	0.19%	<input type="checkbox"/>	No because I spend majority of my time in the social work building so I am unaware of things or events in other schools that make the university a whole
1	0.19%	<input type="checkbox"/>	no comment
1	0.19%	<input type="checkbox"/>	no experience
1	0.19%	<input type="checkbox"/>	no interaction with faculty and students from other schools
1	0.19%	<input type="checkbox"/>	no involvement at this time
1	0.19%	<input type="checkbox"/>	No knowledge to base judgement on
1	0.19%	<input type="checkbox"/>	no one listens to me now.
1	0.19%	<input type="checkbox"/>	no time
1	0.19%	<input type="checkbox"/>	No, but have not sought it out.
1	0.19%	<input type="checkbox"/>	No, but this is by choice. I am always torn between my desire to become more involved in university governance and ever increasing workload.
1	0.19%	<input type="checkbox"/>	No, no one listens to the students. I'm not sure why we still continue to fill out surveys. Shut down Lexington market and open up nice stores and a Trader Joe's.
1	0.19%	<input type="checkbox"/>	Non-exempt employees cannot participate in the Staff Senate, so the union is our only avenue, and most issues are not negotiable.
1	0.19%	<input type="checkbox"/>	not a priority of mine at this time, but overall seems to be little faculty input into governance, just like most AMCs I am familiar with- they are mostly run as businesses by businessmen.
1	0.19%	<input type="checkbox"/>	not allowed by supervisor
3	0.56%	<input type="checkbox"/>	Not applicable
1	0.19%	<input type="checkbox"/>	Not applicable to me as a part time instructor.
1	0.19%	<input type="checkbox"/>	Not at a level where my voice would be heard.
1	0.19%	<input type="checkbox"/>	Not in any leadership position
2	0.37%	<input type="checkbox"/>	Not interested
1	0.19%	<input type="checkbox"/>	not involved
1	0.19%	<input type="checkbox"/>	Not involved yet
1	0.19%	<input type="checkbox"/>	Not involved, unsure of ways to be involved
1	0.19%	<input type="checkbox"/>	not needed
1	0.19%	<input type="checkbox"/>	not personally
1	0.19%	<input type="checkbox"/>	Not really, but I am not trying to have a role either.
1	0.19%	<input type="checkbox"/>	Not sure how it works
1	0.19%	<input type="checkbox"/>	Not sure what governance means exactly. Although I do believe I make a difference on my campus.
1	0.19%	<input type="checkbox"/>	Not sure what this means
1	0.19%	<input type="checkbox"/>	not sure who to go to in terms of governance
1	0.19%	<input type="checkbox"/>	Of course, we would each like to be king. My experiences with faculty senates and the like are universally dismal -- there is no genuine ability or desire to offend or oppose the President (or Dean on smaller scale). When was the last time anything the "leader" proposed or pronounced got serious pushback that actually changed the course to be followed??? Is there really such universal approval of every single thing, or is the "faculty governance" a charade?
1	0.19%	<input type="checkbox"/>	One has to have a comparatively undemanding job in order to participate in staff organizations. Most middle and senior level staff are buried with work. Meetings are not an option. The university could make much better use of webinars, video recording of meetings, video conferencing and other tools for internal communication, professional development and staff participation in governance.
1	0.19%	<input type="checkbox"/>	only in the areas in which I am interested but by choice

1	0.19%	<input type="checkbox"/>	Opaque
1	0.19%	<input type="checkbox"/>	Opportunities are available to participate, I have chosen not to participate
1	0.19%	<input type="checkbox"/>	Part time faculty
1	0.19%	<input type="checkbox"/>	Phone calls don't get answered and few people will help you.
1	0.19%	<input type="checkbox"/>	Poor communication channels
1	0.19%	<input type="checkbox"/>	president holds open meetings for questions
1	0.19%	<input type="checkbox"/>	Professional programs require many students to incur a high number of debt. Would love to see more alternative forms of financial aid (both at UMB and nationwide), particularly for students who do not anticipate high-income positions after graduation.
1	0.19%	<input type="checkbox"/>	research tech at an off site facility
1	0.19%	<input type="checkbox"/>	Schedule conflicts make it difficult for off campus, commuter, and part time students who don't live in the area.
1	0.19%	<input type="checkbox"/>	see above explanation.
1	0.19%	<input type="checkbox"/>	See below
1	0.19%	<input type="checkbox"/>	Shared faculty/admin governance is a lie
1	0.19%	<input type="checkbox"/>	Some school issues have not been addressed stated by numerous students. e.g. academic fees etc
1	0.19%	<input type="checkbox"/>	Staff is always the last thought.
1	0.19%	<input type="checkbox"/>	staff member
1	0.19%	<input type="checkbox"/>	Staff members have been given a limited number of governance opportunities.
1	0.19%	<input type="checkbox"/>	Staff Senate is not taken seriously. Given lots of lip service.
1	0.19%	<input type="checkbox"/>	Student government does not seem to adequately represent the entire student body.
1	0.19%	<input type="checkbox"/>	Student input is seen as more of a token role, and not taken into consideration at higher levels. Administrations should take more seriously student input, especially since students essentially are the product that schools are producing. Students are more acutely aware of the professional environment post-graduation, and what employers are looking for. Taking the experience of administrators, and combining it with the ground-level knowledge of students, should be more of a priority.
1	0.19%	<input type="checkbox"/>	student involvement in governance is minimal, and my school seems very removed from the university as a whole.
1	0.19%	<input type="checkbox"/>	Students should participate in developing required course topics
1	0.19%	<input type="checkbox"/>	Suggestions, complaints about professors, administration, or policies falls not only on deaf ears, but there is always the threat of retaliation/resentment when one speaks up. Most of my peers have experienced this and have just 'given up' on the University. We feel like we are just cash-cows with little investment from administration.
1	0.19%	<input type="checkbox"/>	Take my classes online
1	0.19%	<input type="checkbox"/>	That is most likely due to my choice.
1	0.19%	<input type="checkbox"/>	the graduate school is not considered a professional school, so it is often left out or forgotten
1	0.19%	<input type="checkbox"/>	The law school is an outlier as compared to the other health-related schools.
1	0.19%	<input type="checkbox"/>	The number of representatives are limited to 2 people
1	0.19%	<input type="checkbox"/>	The only thing this school is focused on is diversity. Which means you're in luck if you're African American and completely neglected if you are anything else. Hello persons with disabilities, Hispanics, Asians, Muslims, Veterans, etc... I have never seen a school that allows students to pander for grades either. Have a C, no problem. Complain that the work is too hard and you magically get a B+ or extra credit that is unavailable to anyone else. Not cool!
1	0.19%	<input type="checkbox"/>	The SBA operates as a 'bubble' with regard to campus-wide affairs. It always feels like we at the law school operate separately from the other schools
1	0.19%	<input type="checkbox"/>	The senior leaders govern the university
1	0.19%	<input type="checkbox"/>	The staff and instructors are not qualified to teach at this University and any input from the students regarding this matter is ignored.
1	0.19%	<input type="checkbox"/>	The staff senate or RAC are ineffective. I have no confidence either.
1	0.19%	<input type="checkbox"/>	The State and USM dictate most of our actions

1	0.19%	<input type="checkbox"/>	The University don't ask for our feedback enough. Every 10 years is not of Our own schools within each program do not ask our feedback..chalking it up to us being singularly unsatisfied due to personal issues rather than hearing what the student body Actually has to say about the program. We feel ignored and unrespected and unappreciated. I've heard this from many students. We are seen as second to the research machine at this school rather than empowering us to help the research at the school
1	0.19%	<input type="checkbox"/>	The University asks for our opinions and never makes any changes.
1	0.19%	<input type="checkbox"/>	The university is a series of buildings that are built next to one another, but have nothing to do with one another. I have been here three semesters, and have had almost zero contact with any other school
1	0.19%	<input type="checkbox"/>	The university is a very large and powerful entity, I am on the lower end of the hierarchical system, so I do not feel that I have much say in actual governance decisions. That does not mean I think that I don't contribute.
1	0.19%	<input type="checkbox"/>	The University is too disorganized to listen to other opinions.
1	0.19%	<input type="checkbox"/>	The university prefers individuals who are "cheer leaders" rather those individuals who are diverse thinkers--more likely to challenge the process. The scope of committees is also adjusted so the X position from all schools serve.
1	0.19%	<input type="checkbox"/>	There are a number of landmines in navigating the hierarchy.
1	0.19%	<input type="checkbox"/>	There are many people working for UMB that work off site (in my case DHMH) . There is no one representing us.
1	0.19%	<input type="checkbox"/>	There are many problems with scheduling that students do not have a say in. Difficult to make changes.
1	0.19%	<input type="checkbox"/>	there is a widespread belief that, although we are included in the provision of information in some instances; overall, the non-professional staff are not as widely considered in the decision making process.
1	0.19%	<input type="checkbox"/>	There seems to be lots of redundancy at the University and School Level.
1	0.19%	<input type="checkbox"/>	this does not apply to me
1	0.19%	<input type="checkbox"/>	This year is the first year I felt well represented in university governance, and it is because of the student president and vice president of the Student Bar Association. Despite their efforts, I still think the law program is not well represented in the overall university.
1	0.19%	<input type="checkbox"/>	those above me made decisions and ignore my input/suggestions
1	0.19%	<input type="checkbox"/>	too large of an institution.
1	0.19%	<input type="checkbox"/>	UMB Social Work School is excellent. However, at UMB, the Medical/Science related schools are generally publicized more than the SW. Not sure if it is true or not, but my perception is that the other schools have much more value & might receive more funding than SW as publicized by the President of the University.
1	0.19%	<input type="checkbox"/>	Unable to answer
1	0.19%	<input type="checkbox"/>	Unable to determine
2	0.37%	<input type="checkbox"/>	Unable to judge
1	0.19%	<input type="checkbox"/>	Unable to respond.
1	0.19%	<input type="checkbox"/>	Unclear how to get involved other than through the Graduate Student Assembly.
1	0.19%	<input type="checkbox"/>	Unless you are a student senator, you are unaware of major issues in the University (FYI - no one reads the emails).
1	0.19%	<input type="checkbox"/>	Unless you are involved in the student government, your input isn't often heard.
2	0.37%	<input type="checkbox"/>	unsure
1	0.19%	<input type="checkbox"/>	Unsure of how to contribute
1	0.19%	<input type="checkbox"/>	Very big school that I don't know values student input to the degree that it could
1	0.19%	<input type="checkbox"/>	voice not heard
1	0.19%	<input type="checkbox"/>	We are told what to do and where to be and not asked for input.
1	0.19%	<input type="checkbox"/>	We are working to improve this concept--better definition is needed. More engagement of faculty in a consultative role is necessary. Endorsing post-hoc is not a serious approach by administrators.
1	0.19%	<input type="checkbox"/>	What is the governance at UMB-----????? Mostly it seems hidden---and run by a few elite executives at the top-----
1	0.19%	<input type="checkbox"/>	What on Earth does the Staff Senate do besides ask us for money?

1	0.19%	<input type="checkbox"/>	While I think the lines of communication to University leadership are open generally, I often feel that information is not forthcoming in a timely fashion such that input is solicited from stakeholders who are farther downstream from the leadership. I think a lot of folks are sensitive to the fact that senior leadership is very busy and manage large portfolios, but it often feels like decisions that affect those of us in mid-level management come to our attention after all the important decisions have been made.
1	0.19%	<input type="checkbox"/>	While there are the faculty and staff senates, the Deans and top administration make most significant decisions about campus priorities
1	0.19%	<input type="checkbox"/>	Work and school load keeps me from being up to date with university level decisions.
1	0.19%	<input type="checkbox"/>	Work in a location outside of UMB Campus

1229 Respondents

Q111. Do you feel you have a sufficient role in governance at the school level?

Count Percent

730 59.45% Yes

498 40.55% No (please explain)

Count	Percent		
1	0.20%	<input type="checkbox"/>	At the school level it depends on the effort the individual puts into it.
1	0.20%	<input type="checkbox"/>	don't feel I have any role.
1	0.20%	<input type="checkbox"/>	.
1	0.20%	<input type="checkbox"/>	Academic policies are changed without much input from students
1	0.20%	<input type="checkbox"/>	Adjuncts essentially have no role
1	0.20%	<input type="checkbox"/>	Administration does not allow us to make many decisions in regards to our education. Especially when it comes to our mental well-being. No one should have to experience 9 exams in the same amount of days.
1	0.20%	<input type="checkbox"/>	Again, because I choose not to.
1	0.20%	<input type="checkbox"/>	Again, my limited time and busy academic schedule has limited my ability to partake in governance roles.
1	0.20%	<input type="checkbox"/>	Again, no clue what is meant by "governance" at either the U or school level.
1	0.20%	<input type="checkbox"/>	Again, no one listens to us but we are the one's supplying the tuition.
1	0.20%	<input type="checkbox"/>	All attorneys in the building that teach used to go to faculty meetings. We are now excluded, so we only hear rumors and second or third hand information.
1	0.20%	<input type="checkbox"/>	Apart from orientation at employment, I am not aware that staff are involved in governance at any level.
1	0.20%	<input type="checkbox"/>	As a student, I don't feel that I have any governance at the school level.
1	0.20%	<input type="checkbox"/>	as above
1	0.20%	<input type="checkbox"/>	being an online student has not helped in this role
1	0.20%	<input type="checkbox"/>	but I don't try to get involved at that level
1	0.20%	<input type="checkbox"/>	but i dont go for it either
1	0.20%	<input type="checkbox"/>	but not interesred
1	0.20%	<input type="checkbox"/>	But that's by choice -- I don't have much of any role in governance at the school level but that's not a priority of mine.
1	0.20%	<input type="checkbox"/>	certain items are just not brought to the table because other ones are more important and we have to choose our battles wisely
1	0.20%	<input type="checkbox"/>	Dean of medicine does not invite staff to meetings if he has them.
1	0.20%	<input type="checkbox"/>	Deans and VP's make all the decisions
1	0.20%	<input type="checkbox"/>	Deans are distant and don't seem to care much about students' needs
1	0.20%	<input type="checkbox"/>	decisions made about my discipline are often made without consulting the program director nor the faculty associated with the discipline
1	0.20%	<input type="checkbox"/>	Decisions seem to be made befor voted on.
1	0.20%	<input type="checkbox"/>	definitely not, I am a clinical instructor and have worked at UMB since 1999. I am

			considered "faculty!" but have not vote in faculty meetings and do not have a voice anywhere within the university. My boss is ineffective and there is nothing that I can do.
1	0.20%	<input type="checkbox"/>	Dental hygiene does not have a sufficient role in governance at the dental school. It can be noted by interactions and reactions by dental student and especially by the dental faculty.
1	0.20%	<input type="checkbox"/>	Despite being an active member in a student group, I have noticed that it is difficult to make any changes, as all decisions are really passed by deans. Even in the student SGA, the deans have the final word. This seems unfair considering this is the experience that we are paying for.
1	0.20%	<input type="checkbox"/>	Didn't try before
1	0.20%	<input type="checkbox"/>	Ditto.
1	0.20%	<input type="checkbox"/>	Do not know how to engage with student teaching/governance/research for med students (have tried)
1	0.20%	<input type="checkbox"/>	Does not apply to me
1	0.20%	<input type="checkbox"/>	Does not fit my job description.
1	0.20%	<input type="checkbox"/>	Doesn't work like that.
1	0.20%	<input type="checkbox"/>	Don't have any say
1	0.20%	<input type="checkbox"/>	During the years I have worked at UMB, the faculty in my School have ceded more and more governing responsibility to the Dean or his designees. Important decisions about the strategic direction of the School have been made with little or no consultation or discussion among the faculty.
1	0.20%	<input type="checkbox"/>	Everything is dictated by the Dean's office and the Assistant Dean's. There is little autonomy for the student government to actually govern. If you do not agree with the Dean or his designees you are blacklisted and it impacts your success with other teachers and the classroom. The Dean does not have an open mind and is biased in many respects and does not respect students' opinions. The student government is simply a puppet of the administration and when students speak out they are closed out or eliminated from the opportunities.
1	0.20%	<input type="checkbox"/>	Faculty communications in this venue are stilted and not based on real faculty concerns. Not sure how this can be improved--these are learned behaviors regularly reinforced.
1	0.20%	<input type="checkbox"/>	Faculty governance still has no real power to influence decisions made by administrators.
1	0.20%	<input type="checkbox"/>	Faculty Senate doesn't do much; budgetary decisions are kept secret until the last minute when they are sprung on us, often forcing us to abruptly end a project that has been ongoing for a long while (hiring, for example)
1	0.20%	<input type="checkbox"/>	generally but some decisions seem pre-ordained
1	0.20%	<input type="checkbox"/>	Governance is only top down in the School of Medicine. Leadership is afraid to be honest
1	0.20%	<input type="checkbox"/>	have no role
1	0.20%	<input type="checkbox"/>	Haven't seen or heard of any opportunities.
1	0.20%	<input type="checkbox"/>	I am a brand spanking new, incoming student.
1	0.20%	<input type="checkbox"/>	I am an adjunct faculty member, so this is not something I have time to do.
1	0.20%	<input type="checkbox"/>	I am faculty, but have no vote because I have no PhD.
1	0.20%	<input type="checkbox"/>	I am nobody.
1	0.20%	<input type="checkbox"/>	I am not at a school.
1	0.20%	<input type="checkbox"/>	I am not free to become involved in the governance due to the responsibilities of my position.
2	0.40%	<input type="checkbox"/>	I am not in a school
1	0.20%	<input type="checkbox"/>	I am not in any positions in governance at the school level.....
1	0.20%	<input type="checkbox"/>	I am not in the student government.
1	0.20%	<input type="checkbox"/>	I am not part of a school.
1	0.20%	<input type="checkbox"/>	I am not sure
1	0.20%	<input type="checkbox"/>	I am not sure if students have any role to play in the governance of the school as such. At the most, only some can "voice" their opinions and concerns.
1	0.20%	<input type="checkbox"/>	I am not sure what is meant by governance in this context.
1	0.20%	<input type="checkbox"/>	I am too new at the university.

1	0.20%	<input type="text"/>	I am unaware how to even influence governance at school level.
1	0.20%	<input type="text"/>	I am unaware of any role in governance at the School level at UMB.
1	0.20%	<input type="text"/>	I come here, I work eight hours, I leave. I have no role beyond being a worker bee.
1	0.20%	<input type="text"/>	I did not seek to get involved in student government.
1	0.20%	<input type="text"/>	I do not attend school here
1	0.20%	<input type="text"/>	I do not feel that my opinions would cause changes at UMB
1	0.20%	<input type="text"/>	I do not have any role in governance.
1	0.20%	<input type="text"/>	I do not know
1	0.20%	<input type="text"/>	I do not participate in governance matters.
1	0.20%	<input type="text"/>	I do not participate in it at all and would have no idea how to.
1	0.20%	<input type="text"/>	I do not participate in this.
1	0.20%	<input type="text"/>	I do not think I have any role in the governance.
1	0.20%	<input type="text"/>	I do not work at a specific school.
1	0.20%	<input type="text"/>	I do not work in a school
1	0.20%	<input type="text"/>	I don't ever get the chance to vote on anything or give input to where dollars are being spent
1	0.20%	<input type="text"/>	I don't feel like our complaints and concerns generate any change.
1	0.20%	<input type="text"/>	I don't feel that student input changes things.
1	0.20%	<input type="text"/>	I don't have a role in the student government.
1	0.20%	<input type="text"/>	I don't know what's available b/c I am not interested.
1	0.20%	<input type="text"/>	I don't of any role available to staff members.
1	0.20%	<input type="text"/>	I don't partake
1	0.20%	<input type="text"/>	I don't perceive having much of a role in governance, but I've heard of student roles in governance.
1	0.20%	<input type="text"/>	I don't think administration at the law school listens to the student body.
1	0.20%	<input type="text"/>	I don't think I have a role. I think I'm too busy with school work to think about other things, unfortunately, unless its readily accessible
1	0.20%	<input type="text"/>	I don't think I play any role in governance (even though I am a very involved student).
1	0.20%	<input type="text"/>	I don't think my position allows for a lot of governance because of the level that it is
1	0.20%	<input type="text"/>	i dont think i really have opportunity to do this, but do not necessarily want a role
1	0.20%	<input type="text"/>	I feel as if the school lacks student involvement.
1	0.20%	<input type="text"/>	I feel like I have minimal influence on governance at the University level, and that those in power hold most influence.
1	0.20%	<input type="text"/>	I feel that there are so many things wrong with the Social Work program and they can easily be addressed. However, it is a two year program, so often I don't think anyone cares about my opinion. It makes me sad that I am not able to advocate for myself in a school that is teaching advocacy. Things at the school of social work are outdated and the classes are not where they should be academically speaking. I am HIGHLY disappointed in my experience so far.
1	0.20%	<input type="text"/>	I feel that there is not much influence regular staff will have on governance. Overall change is often dictated by senior management.
1	0.20%	<input type="text"/>	I feel the needs of the students who commute are disregarded. For example on snow days, when classes were beginning at 10:10, the building was locked until 10 am, and it was cold, rainy and there were several (at least 20) of us waiting out in the rain. As commuters in inclement weather we had to leave extra early in order to insure being prompt for our class, yet knowing full well, some of us would arrive before the opening hours, and the guard set right inside the locked door, we weren't permitted to enter (despite the fact she would unlock the door for soda delivery people. That is unconscionable! And, to your governance question, who could we tell that to, without fear of reprisal? Actually it happens almost every day. In order to beat rush hour, some of us must arrive by 7 am, otherwise our commute time doubles. So we do, but we are forced to wait in our cars, in unsafe, unlit, cold parked cars in parking lots where we know that criminal activity is rampant. Some people suggest we go walk the 4 extra blocks in the dark and cold, on some of the least safest streets in Baltimore to go down to the student center. Then of course, it is a two block walk back to campus, again through the crime infested part of town. I think the school should provide

commuters entrance cards for early access. There is always some staff in the building, so we can use the time for studying, rather than walking around dangerous streets waiting for the doors to unlock.

1	0.20%	<input type="checkbox"/>	I have little influence.
1	0.20%	<input type="checkbox"/>	I have never opted for such a role
1	0.20%	<input type="checkbox"/>	I have no basis to answer this question
1	0.20%	<input type="checkbox"/>	I have no idea
1	0.20%	<input type="checkbox"/>	I have no idea what this would even involve, but I have not heard anything about it at the staff level.
1	0.20%	<input type="checkbox"/>	I have no role in governance. From what I can tell, the med school is a monarchy, and the departments are fiefdoms, with individual chairs having absolute power if they so choose. This works well when the chairs rule well, but over my career and throughout a number of institutions I have seen chairs absolutely ruin departments, with no oversight as long as they are balancing the budget. I have even heard deans say that they realize that the chair's appointment was a mistake. And then they sit by for years and witness the egress of star faculty members and the department's fall in rankings and they do nothing as long as the budget is balanced.
1	0.20%	<input type="checkbox"/>	I have no role, and I'm fine with that - for now (have been here for less than a year).
1	0.20%	<input type="checkbox"/>	I have nothing to do with governance at the school level.
1	0.20%	<input type="checkbox"/>	I have tried to get involved with my school to set up a program but many are busy and have their own agenda.
1	0.20%	<input type="checkbox"/>	I have very little time to get involved in this, I do not have enough time for all that I need to do. Research, Teaching, Community Service and Patient Care
1	0.20%	<input type="checkbox"/>	I never tried - so, I really cannot answer this accurately.
1	0.20%	<input type="checkbox"/>	I really do not know. My focus is teaching!
1	0.20%	<input type="checkbox"/>	I really don't know
1	0.20%	<input type="checkbox"/>	I think I have less importance in the SOM and would be less heard in my own school than by members of the central administration.
1	0.20%	<input type="checkbox"/>	I think our dean is making great strides to improve the involvement of staff in governance at our school.
1	0.20%	<input type="checkbox"/>	I work all the schools. I do not recall a time when a school asked for governance assistance from me, an outsider. UMB schools appear to be close systems, not impossible to permeate, but one must be persistent to be allowed in. ,but difficult to permeate.
1	0.20%	<input type="checkbox"/>	I work in central administration
1	0.20%	<input type="checkbox"/>	I work in the Neurology division and so I do not believe I have any governance at the school level.
1	0.20%	<input type="checkbox"/>	I work within Administration & Finance, rather than an individual school.
1	0.20%	<input type="checkbox"/>	I'm a fellow, which is a strange hybrid between faculty and staff. Fellows are not included in school governance.
1	0.20%	<input type="checkbox"/>	i'm a peon
1	0.20%	<input type="checkbox"/>	i'm in a distance program
1	0.20%	<input type="checkbox"/>	I'm just one of the students
1	0.20%	<input type="checkbox"/>	I'm not a student or faculty member
1	0.20%	<input type="checkbox"/>	I'm not convinced my teacher evals even get read by anyone. I put a lot of feedback into those.
1	0.20%	<input type="checkbox"/>	I'm not important enough
1	0.20%	<input type="checkbox"/>	I'm not in a school.
1	0.20%	<input type="checkbox"/>	I'm not sure
1	0.20%	<input type="checkbox"/>	I'm only on campus in the evening and it seems like evening students are disconnected from the school of social work.
1	0.20%	<input type="checkbox"/>	I'm part of support staff. We don't have a voice.
1	0.20%	<input type="checkbox"/>	I've not tried to be involved.
1	0.20%	<input type="checkbox"/>	I've only been informed of decisions that were made

1	0.20%	<input type="text"/>	If I have a role in effecting the medical school, I feel it is minimal
1	0.20%	<input type="text"/>	Input from staff is not requested.
1	0.20%	<input type="text"/>	It has been a rare occasion; minimal input.
1	0.20%	<input type="text"/>	It is difficult for Junior faculty to have a voice that is heard.
1	0.20%	<input type="text"/>	It is very difficult to find time for everything, especially getting involved in school politics.
1	0.20%	<input type="text"/>	It seems you have to show up in person to have an impact. Online students have the obstacle of living far away.
1	0.20%	<input type="text"/>	Just my perception. Especially when it comes to disability accommodations from the SW administrative office. However, the instructors are excellent at providing disability accommodations!
1	0.20%	<input type="text"/>	limited faculty voice, Dean and Department chair don't always seem connected to the faculty
1	0.20%	<input type="text"/>	My position is in a department that is separated from the school and its objectives.
1	0.20%	<input type="text"/>	My profession is different than my school, and my profession is not well respected within this school
1	0.20%	<input type="text"/>	My role is within my department within the school.
1	0.20%	<input type="text"/>	My staff level
6	1.20%	<input type="text"/>	n/a
2	0.40%	<input type="text"/>	N/a
13	2.61%	<input type="text"/>	N/A
1	0.20%	<input type="text"/>	n/a I am not part of a school within UMB
1	0.20%	<input type="text"/>	N/A. I work in Central Administration.
5	1.00%	<input type="text"/>	na
2	0.40%	<input type="text"/>	NA
1	0.20%	<input type="text"/>	never been asked for any opinion from that level
2	0.40%	<input type="text"/>	no basis to judge
1	0.20%	<input type="text"/>	No basis to judge
1	0.20%	<input type="text"/>	No basis to judge.
1	0.20%	<input type="text"/>	No being at shady grove makes me feel somewhat isolated
1	0.20%	<input type="text"/>	no comment
1	0.20%	<input type="text"/>	No established staff feedback loop.
1	0.20%	<input type="text"/>	no experience
1	0.20%	<input type="text"/>	No information on getting involved
1	0.20%	<input type="text"/>	no interest
1	0.20%	<input type="text"/>	No knowledge to base judgement on
1	0.20%	<input type="text"/>	no opportunities offered to staff
1	0.20%	<input type="text"/>	No, but for staff members at my school this is improving and I am hopeful for the future.
1	0.20%	<input type="text"/>	Nobody knows what they could have a role in.
1	0.20%	<input type="text"/>	Non-exempt employees cannot participate in the Staff Senate, so the union is our only avenue, and most issues are not negotiable.
1	0.20%	<input type="text"/>	not allowed by supervisor
1	0.20%	<input type="text"/>	Not an open process & no opportunity to participate - even on the council it is scripted agenda; not an action or process oriented.
1	0.20%	<input type="text"/>	not applicable
3	0.60%	<input type="text"/>	Not applicable
1	0.20%	<input type="text"/>	Not at a level where my voice would be heard.
1	0.20%	<input type="text"/>	Not currently attending the school
1	0.20%	<input type="text"/>	Not directly tied to a school

1	0.20%	<input type="checkbox"/>	not employed by an individual school
1	0.20%	<input type="checkbox"/>	not in a school
1	0.20%	<input type="checkbox"/>	Not in a school. No way to judge
2	0.40%	<input type="checkbox"/>	Not interested
2	0.40%	<input type="checkbox"/>	not involved
1	0.20%	<input type="checkbox"/>	Not involved in the school level
1	0.20%	<input type="checkbox"/>	Not involved yet
1	0.20%	<input type="checkbox"/>	Not involved, unsure of ways to be involved
1	0.20%	<input type="checkbox"/>	not needed
1	0.20%	<input type="checkbox"/>	not personally
1	0.20%	<input type="checkbox"/>	not sure faculty is privy to really key decisions.
1	0.20%	<input type="checkbox"/>	not sure what is available
1	0.20%	<input type="checkbox"/>	Not sure what this means
1	0.20%	<input type="checkbox"/>	One of my professors told us within the first few weeks of class that our voices go largely unheard because the school will just wait us out since we'll graduate in 2 years. I don't know if that's true or not, but it was discouraging to hear. I do, however, feel as though the unpopular opinion is brushed aside and nobody would listen to it if it doesn't agree with the standard point of view preached at the school
1	0.20%	<input type="checkbox"/>	Only the actively self-aggrandizing will continuously find themselves in positions of governing power
1	0.20%	<input type="checkbox"/>	Only top executive leadership has the power.
1	0.20%	<input type="checkbox"/>	Opaque
1	0.20%	<input type="checkbox"/>	Opportunities are available however I have not participated
1	0.20%	<input type="checkbox"/>	Part time faculty
1	0.20%	<input type="checkbox"/>	personally not?
1	0.20%	<input type="checkbox"/>	Please see above (conflicts with meetings)
1	0.20%	<input type="checkbox"/>	Please see above.
1	0.20%	<input type="checkbox"/>	Problems with our department are never addressed. No one follows up on complaints.
1	0.20%	<input type="checkbox"/>	Read previous answer
1	0.20%	<input type="checkbox"/>	research tech at an off site facility
1	0.20%	<input type="checkbox"/>	same
1	0.20%	<input type="checkbox"/>	Same answer as question 34, I haven't involved myself in this aspect.
1	0.20%	<input type="checkbox"/>	Same answer at top.
1	0.20%	<input type="checkbox"/>	Same as #34
3	0.60%	<input type="checkbox"/>	same as above
1	0.20%	<input type="checkbox"/>	Same as above
1	0.20%	<input type="checkbox"/>	Same as above, being a commuter student, it is difficult to having this type of role.
1	0.20%	<input type="checkbox"/>	Same as above.
1	0.20%	<input type="checkbox"/>	same as above. i have sat on both, same thing happens.
1	0.20%	<input type="checkbox"/>	Schedule conflicts make it difficult for off campus, commuter, and part time students who don't live in the area.
1	0.20%	<input type="checkbox"/>	School level politics seem quite intricate and involved and inaccessible, which is ok as I don't want to wade into them.
1	0.20%	<input type="checkbox"/>	Schools have always been entities unto themselves based upon how they were initially founded. These are professional schools and subsequently the professionals within that domain must be allowed to govern their school.
1	0.20%	<input type="checkbox"/>	see #83
6	1.20%	<input type="checkbox"/>	see above

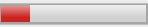
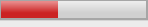
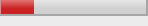
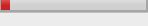
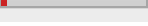
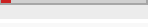
2	0.40%	<input type="text"/>	See above
2	0.40%	<input type="text"/>	see above answer
1	0.20%	<input type="text"/>	see above.
3	0.60%	<input type="text"/>	See above.
1	0.20%	<input type="text"/>	See answer to Question 34.
1	0.20%	<input type="text"/>	See my answer above. Same applies.
1	0.20%	<input type="text"/>	Senior leadership at my school is in transition.
1	0.20%	<input type="text"/>	Some decisions seem forced from the top down
1	0.20%	<input type="text"/>	Some school issues have not been addressed stated by numerous students. e.g. academic fees etc
1	0.20%	<input type="text"/>	sometimes yes sometimes no. Inconsistent
1	0.20%	<input type="text"/>	Staff have no input. Must be faculty and MD has more influence than PhD.
1	0.20%	<input type="text"/>	Staff is always the last thought
1	0.20%	<input type="text"/>	staff member
1	0.20%	<input type="text"/>	Still about to begin my first semester.
1	0.20%	<input type="text"/>	student involvement in governance is at the school level is minimal and the school level SGA seems to take a backseat role rather than standing up for the needs of the students.
1	0.20%	<input type="text"/>	Take my classes online
1	0.20%	<input type="text"/>	The committee I was a part of did not keep me up-to-date and has not met in many months.
1	0.20%	<input type="text"/>	The dental school doesn't care one bit about changing for the better.
1	0.20%	<input type="text"/>	The law school is run top-down, favoring the interests of top administration and faculty, despite any attempts to appear otherwise.
1	0.20%	<input type="text"/>	The level that I'm at decisions are made above my pay grade and communicated down. Sometimes that means that the decisions don't work for the folks who are required to implement them.
1	0.20%	<input type="text"/>	The medical school often asks for the opinions of students, only to promptly ignore them most of the time. Example given:the new research requirement which was opposed by a majority of students.
1	0.20%	<input type="text"/>	The medical students are not the priority in the school of medicine. Research rather than clinical medicine is the focus under the current dean.
1	0.20%	<input type="text"/>	The same answer as in the above question.
1	0.20%	<input type="text"/>	The school is basically take it or leave it. Academically there is an enormous amount of room for improvement, but we are stuck with the status quo.
1	0.20%	<input type="text"/>	The school needs to provide opportunities for the staff voice to be heard on governance of the school.
1	0.20%	<input type="text"/>	The School of Medicine government is a dictatorship.
1	0.20%	<input type="text"/>	the school of medicine is focused on the education of medical students, generation of clinical revenue, and NIH grant funding. Departments involved in other education programs within the SOM are not involved in governance.
1	0.20%	<input type="text"/>	The school regularly gives out community outreach assignments to students that were structured with minimal student input. I feel like little more than a source of income. I haven't even graduated, and already I am being bombarded with university emails trying to sell me things.
1	0.20%	<input type="text"/>	The UMB SSW does not care about improving the quality of pedagogy or addressing poor/inadequate field placements, and there is little recourse for a student who has a negative field internship and wishes to change once school has started.
1	0.20%	<input type="text"/>	The University don't ask for our feedback enough. Every 10 years is not of Our own schools within each program do not ask our feedback..chalking it up to us being singularly unsatisfied due to personal issues rather than hearing what the student body Actually has to say about the program. We feel ignored and unrespected and unappreciated. I've heard this from many students. We are seen as second to the research machine at this school rather than empowering us to help the research at the school
1	0.20%	<input type="text"/>	There are a number of landmines in navigating the hierarchy.
1	0.20%	<input type="text"/>	There are infrequent briefings from executive staff, who rarely solicit input from anyone but

			one another.
1	0.20%	<input type="text"/>	there is a widespread belief that, although we are included in the provision of information in some instances; overall, the non-professional staff are not as widely considered in the decision making process.
1	0.20%	<input type="text"/>	There is no faculty governance--AT ALL.
1	0.20%	<input type="text"/>	There is no school level staff input.
1	0.20%	<input type="text"/>	Things are improving with the new dean, but overall the law school is still more focused on secrecy and keeping students out of the loop. I have never been a part of an organization that was so awkwardly structured and where people seemed afraid to make decisions. It is highly dysfunctional despite the best efforts of the Student Bar Association and some select members of the administration.
1	0.20%	<input type="text"/>	this does not apply to me
1	0.20%	<input type="text"/>	Unable to determine
1	0.20%	<input type="text"/>	Unable to judge
1	0.20%	<input type="text"/>	Unaware of role.
1	0.20%	<input type="text"/>	unclear what level is given to those not in administrative roles.
1	0.20%	<input type="text"/>	unknown at present
1	0.20%	<input type="text"/>	Unless you are a student representative, you are unaware of major issues in the school (FYI - no one reads the emails).
2	0.40%	<input type="text"/>	unsure
1	0.20%	<input type="text"/>	Unsure of mechanisms to affect change or offer input
1	0.20%	<input type="text"/>	unsure with new governance and organizational structure. depends on the representation model. have adopted a "wait and see" attitude.
1	0.20%	<input type="text"/>	very unorganized
1	0.20%	<input type="text"/>	voice not heard
1	0.20%	<input type="text"/>	We are moving in a positive direction, but after the previous administration, we have a very long way to go.
1	0.20%	<input type="text"/>	we have a staff collaboration group but hardly anything gets done because 1 dean is tempermental
1	0.20%	<input type="text"/>	Work in a location outside UMB Campus

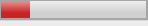
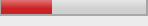
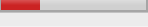
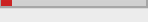
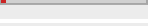
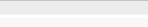
1228 Respondents

Q112. How well are our Core Values embodied by the University? - Accountability			
Count	Percent		
185	15.28%	<input type="text"/>	Extremely well
432	35.67%	<input type="text"/>	Very well
324	26.75%	<input type="text"/>	Moderately well
84	6.94%	<input type="text"/>	Slightly well
72	5.95%	<input type="text"/>	Not at all well
114	9.41%	<input type="text"/>	No basis to judge
1211	Respondents		

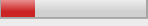
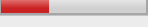
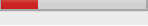
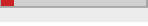
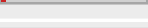
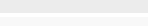
Q113. How well are our Core Values embodied by the University? - Civility

Count	Percent		
247	20.35%		Extremely well
482	39.70%		Very well
275	22.65%		Moderately well
75	6.18%		Slightly well
49	4.04%		Not at all well
86	7.08%		No basis to judge
1214	Respondents		

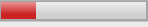

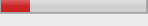
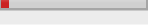
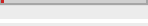
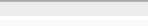
Q114. How well are our Core Values embodied by the University? - Collaboration

Count	Percent		
246	20.30%		Extremely well
430	35.48%		Very well
325	26.82%		Moderately well
93	7.67%		Slightly well
40	3.30%		Not at all well
78	6.44%		No basis to judge
1212	Respondents		

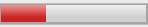
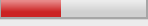
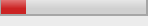
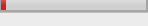
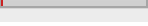
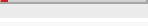
Q115. How well are our Core Values embodied by the University? - Diversity

Count	Percent		
282	23.23%		Extremely well
405	33.36%		Very well
311	25.62%		Moderately well
107	8.81%		Slightly well
40	3.29%		Not at all well
69	5.68%		No basis to judge
1214	Respondents		

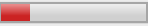

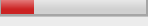
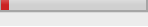
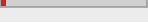
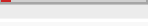
Q116. How well are our Core Values embodied by the University? - Excellence

Count	Percent		
291	23.97%		Extremely well
517	42.59%		Very well
245	20.18%		Moderately well
65	5.35%		Slightly well
27	2.22%		Not at all well
69	5.68%		No basis to judge
1214	Respondents		

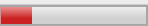
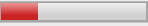
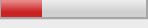
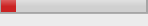
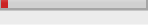

Q117. How well are our Core Values embodied by the University? - Knowledge

Count	Percent		
381	31.31%		Extremely well
507	41.66%		Very well
213	17.50%		Moderately well
41	3.37%		Slightly well
16	1.31%		Not at all well
59	4.85%		No basis to judge
1217	Respondents		

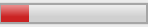
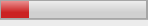
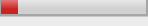
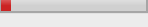
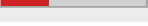
Q118. How well are our Core Values embodied by the University? - Leadership

Count	Percent		
240	19.85%		Extremely well
508	42.02%		Very well
274	22.66%		Moderately well
67	5.54%		Slightly well
39	3.23%		Not at all well
81	6.70%		No basis to judge
1209	Respondents		

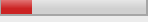
Q119. Please rate the following challenges facing the University and/or your school. - Burdensome administrative processes

Count	Percent		
254	21.11%		Extremely challenging
305	25.35%		Very challenging
345	28.68%		Moderately challenging
126	10.47%		Slightly challenging
53	4.41%		Not at all challenging
120	9.98%		No basis to judge
1203	Respondents		

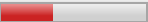
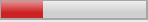
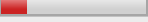
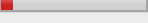
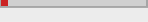
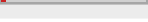
Q120. Please rate the following challenges facing the University and/or your school. - Career/job availability after graduation

Count	Percent		
121	9.99%		Extremely challenging
234	19.32%		Very challenging
232	19.16%		Moderately challenging
139	11.48%		Slightly challenging
85	7.02%		Not at all challenging
400	33.03%		No basis to judge
1211	Respondents		

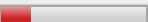

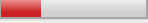
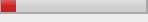
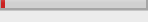
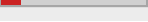
Q121. Please rate the following challenges facing the University and/or your school. - Changing student body

Count	Percent		
32	2.66%		Extremely challenging
138	11.45%		Very challenging
254	21.08%		Moderately challenging
182	15.10%		Slightly challenging
187	15.52%		Not at all challenging
412	34.19%		No basis to judge
1205	Respondents		


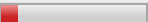
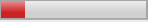
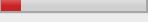
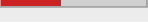
Q122. Please rate the following challenges facing the University and/or your school. - Campus Safety

Count	Percent		
439	36.25%		Extremely challenging
353	29.15%		Very challenging
220	18.17%		Moderately challenging
99	8.18%		Slightly challenging
59	4.87%		Not at all challenging
41	3.39%		No basis to judge
1211	Respondents		

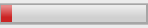
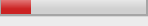
Q123. Please rate the following challenges facing the University and/or your school. - Cost for students

Count	Percent		
246	20.38%		Extremely challenging
309	25.60%		Very challenging
333	27.59%		Moderately challenging
122	10.11%		Slightly challenging
31	2.57%		Not at all challenging
166	13.75%		No basis to judge
1207	Respondents		

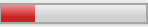
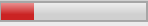
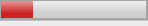
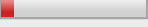
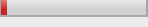
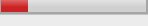
Q124. Please rate the following challenges facing the University and/or your school. - Declining enrollment

Count	Percent		
82	6.79%		Extremely challenging
143	11.85%		Very challenging
200	16.57%		Moderately challenging
113	9.36%		Slightly challenging
164	13.59%		Not at all challenging
505	41.84%		No basis to judge
1207	Respondents		

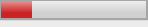
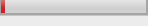
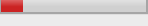
Q125. Please rate the following challenges facing the University and/or your school. - Diversity

Count	Percent		
87	7.19%		Extremely challenging
170	14.05%		Very challenging
314	25.95%		Moderately challenging
228	18.84%		Slightly challenging
253	20.91%		Not at all challenging
158	13.06%		No basis to judge
1210	Respondents		


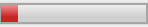
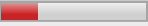
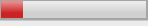
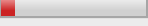
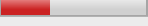
Q126. Please rate the following challenges facing the University and/or your school. - Financial Aid/Cost of Education

Count	Percent		
281	23.24%		Extremely challenging
277	22.91%		Very challenging
270	22.33%		Moderately challenging
111	9.18%		Slightly challenging
47	3.89%		Not at all challenging
223	18.44%		No basis to judge
1209	Respondents		

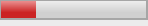
Q127. Please rate the following challenges facing the University and/or your school. - Funding and/or resources

Count	Percent		
316	26.27%		Extremely challenging
334	27.76%		Very challenging
257	21.36%		Moderately challenging
88	7.32%		Slightly challenging
28	2.33%		Not at all challenging
180	14.96%		No basis to judge
1203	Respondents		

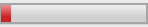
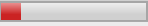
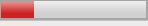
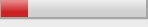
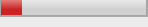
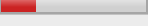
Q128. Please rate the following challenges facing the University and/or your school. - Globalization

Count	Percent		
55	4.56%		Extremely challenging
137	11.37%		Very challenging
305	25.31%		Moderately challenging
181	15.02%		Slightly challenging
115	9.54%		Not at all challenging
412	34.19%		No basis to judge
1205	Respondents		

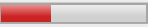
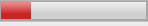
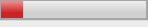
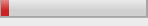
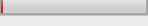
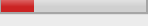
Q129. Please rate the following challenges facing the University and/or your school. - Government regulation

Count	Percent		
87	7.20%		Extremely challenging
184	15.22%		Very challenging
289	23.90%		Moderately challenging
144	11.91%		Slightly challenging
70	5.79%		Not at all challenging
435	35.98%		No basis to judge
1209	Respondents		


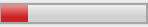
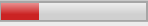
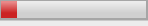
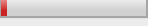
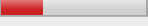
Q130. Please rate the following challenges facing the University and/or your school. - Online learning

Count	Percent		
81	6.74%		Extremely challenging
164	13.66%		Very challenging
273	22.73%		Moderately challenging
220	18.32%		Slightly challenging
173	14.40%		Not at all challenging
290	24.15%		No basis to judge
1201	Respondents		

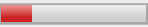
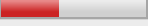
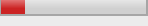
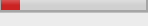
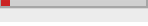
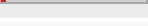
Q131. Please rate the following challenges facing the University and/or your school. - Shrinking state funding

Count	Percent		
420	34.68%		Extremely challenging
247	20.40%		Very challenging
181	14.95%		Moderately challenging
68	5.62%		Slightly challenging
17	1.40%		Not at all challenging
278	22.96%		No basis to judge
1211	Respondents		

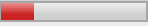
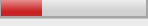
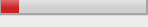
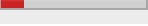
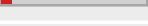
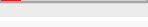
Q132. Please rate the following challenges facing the University and/or your school. - Workforce development

Count	Percent		
135	11.16%		Extremely challenging
229	18.93%		Very challenging
316	26.12%		Moderately challenging
130	10.74%		Slightly challenging
49	4.05%		Not at all challenging
351	29.01%		No basis to judge
1210	Respondents		

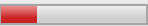
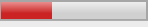
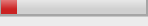
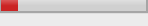
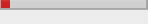
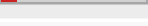
Q133. Please rate your agreement with the following with the following statements: - My school fosters a strong sense of community.

Count	Percent		
40	21.62%		Strongly agree
74	40.00%		Moderately agree
30	16.22%		Neither agree nor disagree
24	12.97%		Moderately disagree
11	5.95%		Strongly disagree
6	3.24%		Unable to judge
185	Respondents		

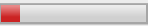
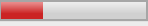
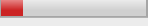
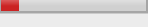
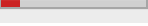
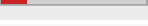
Q134. Please rate your agreement with the following with the following statements: - My school provides faculty development support (funds and/or programs) to improve teaching and to facilitate student learning.

Count	Percent		
42	22.58%		Strongly agree
53	28.49%		Moderately agree
23	12.37%		Neither agree nor disagree
29	15.59%		Moderately disagree
14	7.53%		Strongly disagree
25	13.44%		Unable to judge
186	Respondents		

Q135. Please rate your agreement with the following with the following statements: - My school provides faculty development support (funds and/or programs) to increase competence in research and/or scholarship.

Count	Percent		
47	25.00%		Strongly agree
66	35.11%		Moderately agree
21	11.17%		Neither agree nor disagree
22	11.70%		Moderately disagree
11	5.85%		Strongly disagree
21	11.17%		Unable to judge
188	Respondents		

Q136. Please rate your agreement with the following with the following statements: - My school provides sufficient administrative assistance to facilitate my research activities.

Count	Percent		
25	13.37%		Strongly agree
54	28.88%		Moderately agree
28	14.97%		Neither agree nor disagree
23	12.30%		Moderately disagree
24	12.83%		Strongly disagree
33	17.65%		Unable to judge
187	Respondents		

Q137. Please rate your agreement with the following with the following statements: - My school provides adequate physical infrastructure to facilitate my research activities.

Count	Percent		
33	17.55%		Strongly agree
57	30.32%		Moderately agree
26	13.83%		Neither agree nor disagree
15	7.98%		Moderately disagree
16	8.51%		Strongly disagree
41	21.81%		Unable to judge
188	Respondents		

Q138. Please rate your agreement with the following with the following statements: - The Health Sciences & Human Services Library (HSHSL) provides appropriate assistance to facilitate my research activities.

Count	Percent		
63	33.69%		Strongly agree
64	34.22%		Moderately agree
22	11.76%		Neither agree nor disagree
6	3.21%		Moderately disagree
3	1.60%		Strongly disagree
29	15.51%		Unable to judge
187	Respondents		

Q139. Please rate your agreement with the following with the following statements: - My school's leadership has a clear strategy for promoting diversity of research funding.

Count	Percent		
21	11.29%		Strongly agree
39	20.97%		Moderately agree
36	19.35%		Neither agree nor disagree
29	15.59%		Moderately disagree
16	8.60%		Strongly disagree
45	24.19%		Unable to judge
186	Respondents		

Q140. Please rate your agreement with the following with the following: Increasing interaction among the following would improve the chances of securing research funding: - UMB schools.

Count	Percent		
88	47.06%		Strongly agree
60	32.09%		Moderately agree
14	7.49%		Neither agree nor disagree
0	0.00%		Moderately disagree
0	0.00%		Strongly disagree
25	13.37%		Unable to judge
187	Respondents		

Q141. Please rate your agreement with the following with the following: Increasing interaction among the following would improve the chances of securing research funding: - UMB schools and other USM institutions.

Count	Percent		
75	40.98%		Strongly agree
60	32.79%		Moderately agree
21	11.48%		Neither agree nor disagree
0	0.00%		Moderately disagree
0	0.00%		Strongly disagree
27	14.75%		Unable to judge
183	Respondents		

Q142. Please rate your agreement with the following with the following: Increasing interaction among the following would improve the chances of securing research funding: - UMB schools and corporate/philanthropic organizations.

Count	Percent		
83	44.15%		Strongly agree
63	33.51%		Moderately agree
9	4.79%		Neither agree nor disagree
3	1.60%		Moderately disagree
2	1.06%		Strongly disagree
28	14.89%		Unable to judge
188	Respondents		

Q143. How do you feel about the amount of time that you spend on the following? - Teaching

Count	Percent		
13	6.84%		Too little
139	73.16%		Appropriate
16	8.42%		Too much
22	11.58%		Not applicable
190	Respondents		

Q144. How do you feel about the amount of time that you spend on the following? - Research

Count	Percent		
52	27.37%		Too little
108	56.84%		Appropriate
4	2.11%		Too much
26	13.68%		Not applicable
190	Respondents		

Q145. How do you feel about the amount of time that you spend on the following? - Service

Count	Percent		
25	13.23%		Too little
128	67.72%		Appropriate
14	7.41%		Too much
22	11.64%		Not applicable
189	Respondents		

Q146. How do you feel about the amount of time that you spend on the following? - Clinical service

Count	Percent		
19	10.00%		Too little
69	36.32%		Appropriate
12	6.32%		Too much
90	47.37%		Not applicable
190	Respondents		

Q147. What is your primary role?

Count	Percent		
51	26.29%		Instruction
63	32.47%		Research
41	21.13%		Clinical
8	4.12%		Public Service
31	15.98%		Other (please specify)

Count	Percent		
1	3.23%		Adjunct professor
2	6.45%		administration
7	22.58%		Administration
1	3.23%		Administration and Research
1	3.23%		Administration Division
1	3.23%		administrative
2	6.45%		Administrative
1	3.23%		all of above
1	3.23%		Aministration of Clinical
1	3.23%		clinical coordination
1	3.23%		combination of all plus admin
1	3.23%		Consultant
1	3.23%		Environmental Health
1	3.23%		faculty administrator
1	3.23%		Field placement - social work
1	3.23%		instruction and clinical
1	3.23%		Instructional education and research
1	3.23%		Librarian
1	3.23%		Program administration
1	3.23%		Research, teaching, service and academic administration
1	3.23%		Teaching, research & service (can't say which is really primary)
1	3.23%		Writing teaching assistant

194 Respondents

Q148. What is your rank?

Count	Percent		
40	20.62%		Professor
41	21.13%		Associate Professor
55	28.35%		Assistant Professor

1	0.52%	<input type="checkbox"/>	Professor Emeritus
9	4.64%	<input type="checkbox"/>	Instructor
0	0.00%	<input type="checkbox"/>	Lecturer
3	1.55%	<input type="checkbox"/>	Research Associate
0	0.00%	<input type="checkbox"/>	Assistant Instructor
11	5.67%	<input type="checkbox"/>	Adjunct Faculty
1	0.52%	<input type="checkbox"/>	Faculty Research Assistant
9	4.64%	<input type="checkbox"/>	Librarian
2	1.03%	<input type="checkbox"/>	Academic Administrator Without Rank
2	1.03%	<input type="checkbox"/>	No Rank
16	8.25%	<input type="checkbox"/>	Other (please specify)

Count	Percent		
1	6.25%	<input type="checkbox"/>	Academic Admin with rank
1	6.25%	<input type="checkbox"/>	Academic Fellow
2	12.50%	<input checked="" type="checkbox"/>	Assistant Dean
1	6.25%	<input type="checkbox"/>	Clinical Associate Professor
1	6.25%	<input type="checkbox"/>	Clinical Instructor
1	6.25%	<input type="checkbox"/>	Community Pharmacy Resident
1	6.25%	<input type="checkbox"/>	Post Doctoral fellow
1	6.25%	<input type="checkbox"/>	post-doc fellow
1	6.25%	<input type="checkbox"/>	postdoctoral fellow
2	12.50%	<input checked="" type="checkbox"/>	Postdoctoral fellow
1	6.25%	<input type="checkbox"/>	Post-Doctoral Fellow
1	6.25%	<input type="checkbox"/>	Research Assistant Professor
1	6.25%	<input type="checkbox"/>	Volunteer Faculty

4 2.06% Not Applicable

194 Respondents

Q149. What is your campus affiliation?

Count	Percent		
118	9.62%	<input checked="" type="checkbox"/>	Central Administration
98	7.99%	<input type="checkbox"/>	Graduate School
90	7.34%	<input type="checkbox"/>	School of Dentistry
131	10.69%	<input checked="" type="checkbox"/>	School of Law
324	26.43%	<input checked="" type="checkbox"/>	School of Medicine
181	14.76%	<input checked="" type="checkbox"/>	School of Nursing
74	6.04%	<input type="checkbox"/>	School of Pharmacy
169	13.78%	<input checked="" type="checkbox"/>	School of Social Work
41	3.34%	<input type="checkbox"/>	Other (please specify)

Count	Percent		
1	2.44%	<input type="checkbox"/>	
2	4.88%	<input type="checkbox"/>	Academic Affairs
1	2.44%	<input type="checkbox"/>	Communications and Public Affairs
2	4.88%	<input type="checkbox"/>	decline to answer
		<input type="checkbox"/>	

1	2.44%	<input type="checkbox"/>	Department of Medicine
1	2.44%	<input type="checkbox"/>	DPT
2	4.88%	<input type="checkbox"/>	Facilities
1	2.44%	<input type="checkbox"/>	Facilities maintenance
1	2.44%	<input type="checkbox"/>	Financials
1	2.44%	<input type="checkbox"/>	Greenebaum Cancer Center
3	7.32%	<input type="checkbox"/>	HS/HSL
1	2.44%	<input type="checkbox"/>	HSLSL
1	2.44%	<input type="checkbox"/>	Joint degree JD (UMB) and MBA, (UMD School of Business)
1	2.44%	<input type="checkbox"/>	Law and Social Work
1	2.44%	<input type="checkbox"/>	MSTP
1	2.44%	<input type="checkbox"/>	n
1	2.44%	<input type="checkbox"/>	n a
1	2.44%	<input type="checkbox"/>	n/a
1	2.44%	<input type="checkbox"/>	No answer
1	2.44%	<input type="checkbox"/>	OAA
1	2.44%	<input type="checkbox"/>	ODA
1	2.44%	<input type="checkbox"/>	off site services
1	2.44%	<input type="checkbox"/>	Prefer not to disclose
2	4.88%	<input type="checkbox"/>	Physical Therapy
1	2.44%	<input type="checkbox"/>	Physical Therapy Department
1	2.44%	<input type="checkbox"/>	School of Law and Social Work
1	2.44%	<input type="checkbox"/>	school of nursing, graduate program
2	4.88%	<input type="checkbox"/>	Staff
1	2.44%	<input type="checkbox"/>	Staff at SOM, former student of SSW
1	2.44%	<input type="checkbox"/>	UMB Foundation
1	2.44%	<input type="checkbox"/>	y

1226 Respondents

Q150. What is your gender?

Count	Percent	<input type="checkbox"/>	
880	71.78%	<input checked="" type="checkbox"/>	Female
287	23.41%	<input checked="" type="checkbox"/>	Male
2	0.16%	<input type="checkbox"/>	Transgender
2	0.16%	<input type="checkbox"/>	Self-identify
55	4.49%	<input checked="" type="checkbox"/>	Prefer not to answer

1226 Respondents

Q151. Which age range best describes your current age?

Count	Percent		
206	16.80%		18- - 24
252	20.55%		25- - 29
148	12.07%		30- - 34
105	8.56%		35- - 39
74	6.04%		40- - 44
94	7.67%		45 - 49
169	13.78%		50 - 59
95	7.75%		Over 60
83	6.77%		Prefer not to answer
1226	Respondents		

Q152. What is your veteran status?

Count	Percent		
33	2.69%		Veteran
1136	92.66%		Non-­veteran
57	4.65%		Prefer not to answer
1226	Respondents		

Q153. With which of the following races and/or ethnicities do you identify? (Check all that apply)

Count	Respondent %	Response %	
39	3.18%	3.03%	Hispanic or Latino
11	0.90%	0.86%	American Indian or Alaska Native
113	9.22%	8.79%	Asian
174	14.19%	13.53%	Black or African American
4	0.33%	0.31%	Native Hawaiian or Other Pacific Islander
775	63.21%	60.26%	White
21	1.71%	1.63%	Other (please specify)

Count	Percent		
2	9.52%		African
1	4.76%		Ashkenazi Jew
1	4.76%		biracial
1	4.76%		Black, white, Hispanic, greek
1	4.76%		Caribbean Born
2	9.52%		Indian
2	9.52%		Middle Eastern
1	4.76%		mixed (white and black)
1	4.76%		Race is imaginary
1	4.76%		Sicilian-American
1	4.76%		so white
1	4.76%		south asian - punjabi
1	4.76%		ukranian
1	4.76%		white/asian-american
149	12.15%	11.59%	Prefer not to answer

1226	Respondents
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1286	Responses
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