

# **ST. CLOUD STATE UNIVERSITY**

## **Telephone Survey of St. Cloud State University Faculty and Staff-2006**



**A Telephone Survey Conducted for the  
St. Cloud State University Office of Institutional Effectiveness  
and the St. Cloud State University Center for Excellence in  
Teaching and Learning  
by the  
St. Cloud State University Survey**

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**St. Cloud State University Survey  
Social Science Research Institute  
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**SCSU SURVEY HOMEPAGE  
[HTTP://web.stcloudstate.edu/scsusurvey](http://web.stcloudstate.edu/scsusurvey)**

Drs. Frank, Wagner and Kukoleca Hammes are members of the Midwest Association of Public Opinion Research (M.A.P.O.R.) and the American Association of Public Opinion Research (A.A.P.O.R.) and subscribe to the code of ethics of the A.A.P.O.R.

## **I. INTRODUCTION, METHODOLOGY AND SUMMARY FINDINGS**

This report was prepared for the St. Cloud State University Office of Institutional Effectiveness and the St. Cloud State University Center for Excellence in Teaching and Learning, St. Cloud, Minnesota. The Office of Institutional Effectiveness and the Center for Excellence in Teaching and Learning employed the St. Cloud State University Survey to conduct a scientific telephone survey of a minimum of 400 St. Cloud State University faculty and staff. The SCSU Survey concluded interviewing with 455 staff and faculty.

### **METHODOLOGY**

All University faculty and staff—full and part time—were included in the population the SCSU Survey contacted to interview. Individuals not included were those faculty and staff without a campus telephone number and faculty (adjuncts) and staff who are employed on an occasional basis. Normally, telephone survey research is conducted on a sample of the population. Since the population of St. Cloud State University faculty and staff consists of less than 1,400 individuals, the entire population became the interview sample.

The beginning population consisted of 1,384 persons. Of those, 686 or 49 percent are staff and 698 or 51 percent are faculty. The final interview sample consists of 455 individuals. Of those, 244 or 54 percent are staff and 211 or 46 percent are faculty. The population was organized by the University Center for Information Services. The sample frame was constructed by name, campus telephone number, employee type (staff such as MAPE, University Administrator, faculty), gender, age, race or ethnic background, age, and length of service to the University. Tables 2-7 show various population and sample demographic indicators.

In total, 11 questions were asked of all respondents and eight were asked only of faculty. Interviewing was conducted at various times from December 4 to December 11. Most interviewing was conducted during the day or regular work hours but two special interviewing shifts were conducted to ensure second and third shift staff were able to complete the survey. The instrument was pre tested Thursday, November 30. Interviewing was conducted:

Monday, December 4, 9am to 12pm  
Tuesday, December 5, 11am to 2pm and 10:30pm to 11:30pm  
Wednesday, December 6, 10am to 2pm and 4pm to 5pm  
Thursday, December 7, 11am to 12:30pm  
Friday, December 8, 11am-1pm  
Monday, December 11, 10:30am to 1:pm

A cooperation rate of 85 percent was obtained. This is 30 to 35 percent higher than what is obtained by most market research companies. Cooperation rate means that once we reached an eligible respondent, more than eight of ten respondents agreed to participate in the survey. The cooperation rate is determined by adding the number of completed interviews (455) to the total number of refusals (82) and dividing the number of completed interview (455) by the sum of the completions and refusals (537). The average time to complete the survey was about three minutes for staff and five minutes for faculty.

Since the sample frame consisted of the entire University population of faculty and staff, the usual issues of margin of error do not apply. It appears the characteristics of the sample are a close match to the real population of faculty and staff (see various tables below). In all surveys there are other possible sources of error for which precise estimates are not calculated. It is very important to remember the usual considerations of margin of error do not apply when a relatively small population is entirely used for the sample frame.

The remainder of this report is divided into six distinct parts. Part II details the history and purpose of the St. Cloud State University Survey. Part III details the personal of the Survey, both the University faculty directed the survey and the University students who trained the interviewers, supervised interviewing and

maintained the interviewing system. Part IV details the operating environment of the Survey. Part V is a series of tables displaying the demographic indicators of the interview respondents. Part VI displays tables from the questions asked of the respondents. Included are frequency and percent responses. Refusal answers are not included in the tables. Don't know responses are included in the column totals but are not included in the row totals. The separation between total sample frequencies, faculty and staff was accomplished by using a question – “are you staff or faculty” – instead of the imported data on staff and faculty association. Part VII is a listing of the open end responses to five questions---strengths of the University, challenges facing the University, potential budget expenditures, why faculty didn't attend training-type sessions sponsored by the Center for Excellence in Teaching and Learning and how those faculty that did attend a session or sessions utilized the knowledge they gained. The final section of the report contains the questionnaire used to conduct the interviewing.

## **SUMMARY FINDINGS**

Overall, the data tables show that about one quarter of respondents find the main strength of the University is dedication of faculty and staff and additional one-quarter find the main strength a combination of degree choices, accredited programs and quality or academic rigor.

Challenges facing the University are varied but the data does show that one quarter of all respondents suggests that some combination of adequate funding, state funding support or tuition cost is the greatest challenge. Ten percent of all respondents see race relations or diversity as the greatest challenge facing the University.

Almost all respondents either strongly agree or agree the University maintains an open and welcome environment. The same conclusion can be reached about the university's commitment to academic excellence. Importantly, about one of ten respondents do not agree the university is open, welcome nor committed to academic excellence.

Almost 80 percent of all respondents are always or usually proud to be an employee of the University. Importantly, only about 20 respondents indicated they are not very often or never proud to be an employee of the University.

Respondents were given an opportunity to imagine for a moment they were suddenly put in charge of the University and asked what one thing they would spend money on. Equipment, labs, programs, and student scholarships were the favorite option of one-third of the respondents. Less than one in ten noted pay for faculty and staff but almost 15 percent noted more faculty and staff.

In terms of the University openly sharing information, about two-thirds of all respondents strongly agree and agree but about one-third disagrees or strongly disagrees.

When asked about attending professional development workshops of training sponsored by the University, about three-quarters have attended between one and four activities this year. The modal frequency is two activities. Two of ten have not attended one activity so far this year.

Most respondents—almost 90 percent—noted they strongly agree and agree they have the tools and technology to complete their jobs.

Two questions were asked of faculty to evaluate the five criteria used for tenure and promotion. When asked to suggest which is most important for them, eight of ten faculty said teaching effectiveness. When asked which is most important to those evaluating faculty, it was pretty well split between teaching effectiveness and research and publication.

All faculty were asked if they had attended an event sponsored by the Center for Excellence and Teaching and Learning in the past year. Of the 211 faculty respondents, about two-thirds said yes. Of those that did attend something, convocation, January workshop days and faculty forum day seem to hold the most popular events. In terms of applying what was learned from the various attended events, almost

no discrimination was found between teaching, learning assessment, course design and general communication and work behaviors with colleagues. Importantly, about two-thirds of those that attended something strongly agree and agree the workshops will help them with tenure and promotion. Equally important, almost one-third disagreed the workshops will them with tenure and promotion. For those that did not attend an event this past year, about one-third did not because they didn't have the time, another third found the times unworkable and another third found the sessions not relevant to their work.

## **II. HISTORY AND MISSION OF THE SCSU SURVEY**

The SCSU Survey is an ongoing survey research extension of the Social Science Research Institute in the College of Social Sciences at St. Cloud State University. The SCSU Survey performs its research in the form of telephone interviews. Telephone surveys are but one of the many types of research employed by researchers to collect data randomly. The telephone survey is now the instrument of choice for a growing number of researchers.

Dr. Steve Frank began the SCSU Survey in 1980 conducting several omnibus surveys a year of central Minnesota adults in conjunction with his Political Science classes. The SCSU Survey conducts its statewide omnibus survey once a year. In addition to questions focusing on the research of the faculty directors, clients can buy into the survey or contract for specialized surveys.

Presently, the omnibus surveys have continued, but have shifted to a primary statewide focus. These statewide surveys are conducted once a year in the fall and focus on statewide issues such as election races, current events, and other important issues that are present in the state of Minnesota. Besides the annual fall survey, the SCSU Survey conducts an annual spring survey of SCSU students on various issues such as campus safety, alcohol and drug use, race, etc. Lastly, the SCSU Survey conducts contract surveys for various public and private sector clients. The Survey provides a useful service for the people and institutions of the State of Minnesota by furnishing valid data of the opinions, behaviors, and characteristics of adult Minnesotans.

The primary mission of the SCSU Survey is to serve the academic community and various clients through its commitment to high quality survey research and to provide education and experiential opportunities to researchers and students. The directors of the SCSU Survey strive to assure that all SCSU students and faculty directors contribute to the research process, as all are essential in making a research project successful. This success is measured by our ability to obtain high quality survey data that is timely, accurate, and reliable while maintaining an environment that promotes the professional and personal growth of each staff member. The survey procedures used by the SCSU Survey adhere to the highest quality academic standards. The SCSU Survey maintains the highest ethical standards in its procedures and methods. Both faculty and student directors demonstrate integrity and respect for dignity in all interactions with colleagues, clients, researchers, and survey participants.

## **III. SURVEY PERSONNEL**

The Survey's faculty directors are Dr. Steve Frank (SCSU Professor of Political Science), Dr. Steven Wagner (SCSU Associate Professor of Public and Non-Profit Administration) and Dr. Michelle Kukoleca Hammes (SCSU Assistant Professor of Political Science). The faculty directors are members of the Midwest Association of Public Opinion Research (M.A.P.O.R.) and the American Association of Public Opinion Research (A.A.P.O.R.). The directors subscribe to the code of ethics of A.A.P.O.R.

### **Stephen I. Frank**

Dr. Frank holds a Doctor of Philosophy in Political Science from Washington State University. Dr. Frank teaches courses in American Politics, Public Opinion and Research Methods at St. Cloud State University. Dr. Frank started the SCSU Survey in 1980, and since has played a major role in the development, administration and analysis of over 150 telephone surveys for local and state governments,

school districts and a variety of nonprofit agencies. Dr. Frank has completed extensive postgraduate work in survey research at the University of Michigan. Dr. Frank coauthored with Dr. Wagner and published by Harcourt College, *"We Shocked the World!" A Case Study of Jesse Ventura's Election as Governor of Minnesota*. Revised Edition. Dr. Frank, with Dr. Steven Wagner, recently published "The Maverick Campaign and Election of Jesse Ventura" in *Campaigns and Elections*, edited by Robert Watson and Colton Campbell, Lynn Rienner Publishers. Dr. Frank's most recent publication is "New Directions in Public Opinion" in *Perspectives on Minnesota Government and Politics*, Fifth Edition. Dr. Frank is immediate past chairperson of the SCSU Department of Political Science and immediate past president of the Minnesota Political Science Association.

### **Steven C. Wagner**

Dr. Wagner holds a Doctor of Philosophy in Political Science and a Master of Public Administration from Northern Illinois University. Dr. Wagner earned his Bachelor of Science in Political Science from Illinois State University. Dr. Wagner teaches courses in American Politics and Public and Nonprofit Management at St. Cloud State University. Dr. Wagner joined the SCSU Survey in 1997. Before coming to SCSU, Dr. Wagner taught in Kansas where he engaged in community-based survey research and before that was staff researcher for the U.S. General Accounting Office. Dr. Wagner has written many papers on taxation, health care delivery and state politics and has published articles on voting behavior, federal funding of local services and organizational decision making. Dr. Wagner, with Dr. Frank, recently published two texts on Jesse Ventura's election as Minnesota's Governor and a book chapter on the campaign. Dr. Wagner currently serves as chairperson of the SCSU Department of Political Science.

### **Michelle Kukoleca Hammes**

Dr. Kukoleca Hammes holds a Doctor of Philosophy in Political Science and a Masters in Degree Political Science from the State University of New York at Binghamton. Dr. Kukoleca Hammes earned her Bachelor of Arts in Political Science from Niagara University. Dr. Kukoleca Hammes' is a comparativist with an area focus on North America and Western Europe. Her substantive focus is representative governmental institutions. She teaches courses in American Government, Introduction to Ideas and Institutions, Western European Politics, and a Capstone in Political Science at St. Cloud State University. Dr. Kukoleca Hammes is using her extensive graduate school training in political methodology to aid in questionnaire construction and results analysis. Dr. Kukoleca Hammes recently published "Political Participation" in *Perspectives on Minnesota Government and Politics*, Fifth Edition. Dr. Kukoleca Hammes is currently on leave from the Survey.

### **Students Assigned to the Survey**

St. Cloud State University undergraduate student, Ms. Sara Lohrman, serves as senior student lab supervisor. Mr. Justin Rassier, also a SCSU student, provided technical support to ensure the interviewing network and all related hardware and software functioned.

After five or more hours of training and screening, approximately 10 SCSU students completed the interviewing. Under the director of Drs. Frank, Wagner, Ms. Sara Lohrman trained all callers and supervised all interviewing.

## **IV. SURVEY OPERATING ENVIRONMENT**

The SCSU Survey operates the CATI Lab in Stewart Hall 324. The CATI Lab, which stands for Computer Assisted Telephone Interviewing Lab, is equipped with 13 interviewer stations that each includes a computer, a phone, and a headset. In addition to the interviewer stations, there is the Supervisor Station, which is used to monitor the survey while it is in progress. The SCSU Survey has its own server designated solely for the use of the SCSU Survey.

The SCSU Survey is licensed to use Sawtooth Software's Ci3 Questionnaire Authoring Version 4.1, a state-of-the-art windows-based computer-assisted interviewing package. This program allow us to develop virtually any type of questionnaire while at the same time programming edit and consistency checks and other quality control measures to insure the most valid data. Interviewing with Ci3 offers many advantages:

1. Complete control of what the interviewer sees;
2. Automatic skip or branch patterns based on previous answers, combinations of answers, or even mathematical computations performed on answers;
3. Randomization of response categories or question order;
4. Customized questionnaires using respondents' previous responses, and,
5. Incorporation of data from the sample directly into the sample database.

In addition, all interview stations are networked for complete, ongoing sample management. Sawtooth Software's Ci3 allows immediate data updating, ensuring maximum data integrity and allowing clients to get progress reports anytime. The Survey directors are able the review data for quality and consistency. Question answers are entered directly into the computer, thus keypunching is eliminated, which decreases human error and facilitates immediate data analysis. The calling system is programmed to store call record keeping automatically, allowing interviewers and supervisors to focus on the interviewing task. Callbacks are programmed through the computer network and made on a schedule. Each number is called up to 12 times. Interrupted surveys are easily completed. Persons who are willing to be interviewed can do so when it is convenient to them, improving the quality of their responses. The calling system maintains full and detailed records, including the number of attempts made to each number and the disposition of each attempt. Initial refusals were contacted and many were converted to completions. The disposition of the interviewing is contained in Table 1.

<b>Table 1: Calling Record</b>	
<b>Disposition Record</b>	<b>Frequency</b>
Completed Calls	455
No Answer	44
Answering Machine	542
Busy	11
Callbacks – Appointments made but contact could not be made with designated respondent.	176
Refusals – Attempt to re-contact and convert refusals to a completion was made for almost all refusals.	82
No longer works at SCSU	6
Ill, sick, in hospital	1
Wrong number, no other number	3
Away from on-campus job	52
Not Working Numbers	9
Partial, could not be completed	2
Call Blocking	1
<b>Total Calls Placed</b>	<b>1,384</b>

V. POPULATION AND RESPONDENT INDICATORS

**Table 2:**  
*Employee Groups -- Breakdown by Association  
Population and Sample -- Imported from the database*

<b>Response</b>	<b>Population Frequency</b>	<b>Population Percent</b>	<b>Sample Frequency</b>	<b>Sample Percent</b>
AFSCME	356	26	129	28
Health-Non Professional	4	0	1	0
Health Rx Professionals	1	0	1	0
Commissioner's Plan	12	1	7	2
MAPE	88	6	24	5
MMA	25	2	13	3
University Administrative	151	11	56	12
Excluded	42	3	7	2
Non Unit	4	0	1	0
Mn. Nurses Association	3	0	0	0
IFO	698	51	211	46
<b>Total</b>	1384	100	455	100

**Table 3:**  
*Employee Groups--Summary  
Population and Sample -- Imported from the database*

<b>Response</b>	<b>Population Frequency</b>	<b>Population Percent</b>	<b>Sample Frequency</b>	<b>Sample Percent</b>
Staff	686	49	244	54
Faculty	698	51	211	46
<b>Total</b>	1384	100	455	100

**Table 4:**  
*"Faculty Status-Tenure, Probationary, Fixed Term"  
Asked of sample participants*

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Tenured	132	64
Probationary	36	17
Fixed Term	36	17
Don't Know	5	2
<b>Total</b>	209	100

**Table 5:**  
**Employee Gender**  
**Imported from sample database**  
**Broken down by faculty and staff**

<b>Response</b>	<b>Total Sample Frequency</b>	<b>Total Sample Percent</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>
Male	214	48	123	58	91	38
Female	237	52	88	42	149	62
<b>Total</b>	451	100	211	100	240	100

**Table 6:**  
**Employee Age**  
**Imported from sample database**  
**Broken down by faculty and staff**

<b>Response</b>	<b>Total Sample Frequency</b>	<b>Total Sample Percent</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>
22-29	26	6	4	2	22	9
30-39	73	16	42	20	31	13
40-49	132	29	64	30	68	28
50-59	179	40	72	35	107	45
60-69	37	8	26	12	11	5
70 +	4	1	3	1	1	0
<b>Total</b>	451	100	211	100	240	100

**Table 7:**  
**Employee Race**  
**Imported from sample database**  
**Broken down by faculty and staff**

<b>Response</b>	<b>Total Sample Frequency</b>	<b>Total Sample Percent</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>
African/African American	10	2	7	3	3	1
Asian	16	4	14	7	2	1
Caucasian	413	92	181	88	232	97
Hispanic	5	1	4	2	1	0
American Indian	2	0	0	0	2	1
<b>Total</b>	446		206	100	240	100

**Table 8:**  
***Employee Length of Service***  
***Imported from sample database***  
***Broken down by faculty and staff***

<b>Response</b>	<b>Total Sample Frequency</b>	<b>Total Sample Percent</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>
10 years or less	241	53	121	57	120	50
11 – 20 years	104	23	54	26	50	21
21 – 30 years	77	17	29	14	48	20
31 years and more	29	7	7	3	22	9
<b>Total</b>	<b>451</b>	<b>100</b>	<b>211</b>	<b>100</b>	<b>240</b>	<b>100</b>

#### VI. FACULTY AND STAFF SUBSTANTIVE QUESTIONS

**Table 9:**  
***“We would like to begin by asking you what you believe is the main strength of St. Cloud State University.”***  
***[Interviewers probed for one specific response]***

<b>Response</b>	<b>Total Frequency</b>	<b>Total Percent</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>
Accredited Programs	44	10	20	10	24	10
Choice of Degree Programs	47	10	18	9	29	12
Cost	25	6	17	8	8	3
Diversity	61	13	28	13	33	14
Faculty Dedication	82	18	52	25	30	13
Faculty Reputation	19	4	11	5	8	3
Location	24	6	7	3	17	7
Quality/Academic Rigor	22	5	12	6	10	4
Staff/ Administration Dedication	24	6	5	2	19	8
Other	71	15	32	15	39	17
Don't Know	30	7	8	4	22	9
<b>Total</b>	<b>449</b>	<b>100</b>	<b>210</b>	<b>100</b>	<b>239</b>	<b>100</b>

See section VII, Open End Responses for a listing of Other responses.

**Table 10:**  
***“What do you believe is the greatest challenge facing the University community?”***  
***[Interviewers probed for one specific response]***

<b>Response</b>	<b>Total Frequency</b>	<b>Total Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>
Academic Reputation	20	4	17	8	3	1
Academic Preparation of Students	16	4	10	5	6	3
Adequate Funding	36	8	22	10	14	6
Budget/State Financial Support	38	9	18	9	20	8
Buildings and Facilities	6	1	1	1	5	2
Cost/Tuition	41	9	16	8	25	10
Civility/Trust	4	1	0	0	4	7
Courses/Majors Offered	7	2	4	2	3	1
Declining # High School Graduates	9	2	5	2	4	2
Diversity/Race Relations	44	10	19	9	25	10
Faculty Quality	10	2	3	1	7	3
Jobs for Grads	1	0	0	0	1	0
Keeping up with Technology	6	1	2	1	4	2
Keeping Students Informed	12	3	7	3	5	2
Lack of Clear Priorities	11	2	8	4	3	1
Maintaining Affordability	2	0	1	1	1	0
NnScu	2	0	0	0	2	1
New President	5	1	2	1	3	1
Off Campus Housing	2	0	1	1	1	0
Party School Reputation	6	1	1	1	5	2
Parking	8	2	4	2	4	2
St. Cloud Community	7	2	3	1	4	2
University Admin. Turnover	7	2	5	2	2	2
Other	105	24	50	23	55	23
Don't Know	43	10	11	5	32	13
<b>Total</b>	<b>451</b>	<b>100</b>	<b>210</b>	<b>100</b>	<b>238</b>	<b>100</b>

See section VII, Open End Responses for a listing of Other responses.

**Table 11:**  
*“Do you strongly agree, agree, disagree, strongly disagree the university maintains an open and welcome environment for employees?”*

<b>Response</b>	<b>Total Frequency</b>	<b>Total Percent</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>
Strongly Agree	117	26	49	23	68	28
Agree	287	64	133	63	154	64
Disagree	37	8	23	11	14	6
Strongly Disagree	4	1	3	1	1	1
Don't Know	6	1	3	1	3	1
<b>Total</b>	<b>451</b>	<b>100</b>	<b>211</b>	<b>100</b>	<b>240</b>	<b>100</b>

**Table 12:**  
*“Do you strongly agree, agree, disagree, strongly disagree the university is committed to academic excellence?”*

<b>Response</b>	<b>Total Frequency</b>	<b>Total Percent</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>
Strongly Agree	121	27	38	18	83	34
Agree	273	60	132	63	141	59
Disagree	43	10	32	15	11	5
Strongly Disagree	4	1	2	1	2	1
Don't Know	10	2	7	3	3	1
<b>Total</b>	<b>451</b>	<b>100</b>	<b>211</b>	<b>100</b>	<b>240</b>	<b>100</b>

**Table 13:**  
*“Do you always, usually, sometimes, not very often or never feel proud to be an employee of St. Cloud State University?”*

<b>Response</b>	<b>Total Frequency</b>	<b>Total Percent</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>
Always	191	41	70	33	121	49
Usually	160	36	82	39	78	33
Sometimes	79	18	46	22	33	14
Not very often	12	3	6	3	6	3
Never	7	2	5	2	2	1
Don't Know	1	0	1	1	0	0
<b>Total</b>	<b>454</b>	<b>100</b>	<b>211</b>	<b>100</b>	<b>241</b>	<b>100</b>

**Table 14:**  
***“If you were suddenly in charge of St. Cloud State University, what one thing would you spend money on?”***  
***[Interviewers probed for one specific response]***

<b>Response</b>	<b>Total Frequency</b>	<b>Total Percent</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>
Increase in Budget/Funding for Equipment/Labs	55	12	22	10	31	13
Increase Budget/Funding for Programs	43	10	20	9	23	10
Increase Pay for Faculty/Staff	35	8	22	10	13	5
Increase support/Academic Staff	32	7	14	7	18	8
More Faculty Positions	26	6	18	9	8	3
Parking	26	6	8	4	18	8
Professional Development	19	4	9	4	10	4
Student Scholarships	55	12	25	12	30	13
Other	118	25	54	26	64	27
Don't Know	41	10	18	9	23	9
<b>Total</b>	<b>449</b>	<b>100</b>	<b>210</b>	<b>100</b>	<b>239</b>	<b>100</b>

See section VII, Open End Responses for a listing of Other responses.

**Table 15:**  
***“Do you strongly agree, agree, disagree, strongly disagree the university openly shares information about important campus decisions?”***

<b>Response</b>	<b>Total Frequency</b>	<b>Total Percent</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>
Strongly Agree	43	10	17	8	26	10
Agree	258	57	116	55	142	59
Disagree	123	27	63	30	60	25
Strongly Disagree	12	3	6	3	6	3
Don't Know	14	3	8	4	6	3
<b>Total</b>	<b>450</b>	<b>100</b>	<b>210</b>	<b>100</b>	<b>240</b>	<b>100</b>

**Table 16:**  
***“How many times in this academic year have you participated in a professional development workshop or training opportunity sponsored by St. Cloud State University?”***

<b>Response</b>	<b>Total Frequency</b>	<b>Total Percent</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>
0	88	20	36	17	52	22
1-5	323	72	150	72	173	73
6-10	22	5	15	7	7	3
More than 10	6	1	5	2	1	0
Don't Know	9	2	4	2	5	2
<b>Total</b>	<b>446</b>	<b>100</b>	<b>208</b>	<b>100</b>	<b>238</b>	<b>100</b>

Modal number of professional development workshops and training opportunities attended for the entire sample is 2. Of the 446 respondents, 105 attended 2 workshops or training opportunities. Of faculty, 48 attended 2 and for staff, 55 attended 2.

**Table 17:**  
***“Do you strongly agree, agree, disagree, strongly disagree the university provides adequate technology and tools for you to do your job?”***

<b>Response</b>	<b>Total Frequency</b>	<b>Total Percent</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>	<b>Staff Frequency</b>	<b>Staff Percent</b>
Strongly Agree	132	29	61	29	71	30
Agree	257	58	113	53	144	60
Disagree	53	12	31	15	22	9
Strongly Disagree	6	1	4	2	2	1
Don't Know	2	0	1	1	1	0
<b>Total</b>	<b>450</b>	<b>100</b>	<b>210</b>	<b>100</b>	<b>240</b>	<b>100</b>

**Table 18:**  
***“The next question is about you. Are you staff, such as AFSCME, MAPE, confidential, unclassified manager, or faculty?”***

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Staff	240	53
Faculty	211	47
Don't Know	2	0
<b>Total</b>	<b>453</b>	<b>100</b>

For staff respondents and for respondents who answered don't know or refused, the survey ended and they were thanked for their time. Faculty continued with additional questions.

The remainder of the questions asked of faculty, not faculty and staff.

**Table 19:**  
*“Now I have two questions about the five criteria used for tenure and promotion. The first asks how you evaluate the criteria and the second asks you how you think those who evaluate faculty for tenure and promotion rate the criteria.*

*For you personally, which of the five criteria, teaching effectiveness, research and publication, continuing professional development, service to students, and service to the university and community, is most important?”*

<b>Response</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>
Teaching Effectiveness	161	79
Research and Publication	16	8
Continuing Professional Development	4	2
Service to Students	13	6
Service to the University and Community	7	3
Don't Know	4	2
<b>Total</b>	205	100

**Table 20:**  
*“Of the same criteria, teaching effectiveness, research and publication, continuing professional development, service to students, and service to the university and community, which do you think is most important to those who evaluate faculty for tenure and promotion?”*

<b>Response</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>
Teaching Effectiveness	83	40
Research and Publication	92	46
Continuing Professional Development	5	2
Service to Students	7	3
Service to the University and Community	9	4
Don't Know	10	5
<b>Total</b>	206	100

**Table 21:**  
***“Have you attended an event sponsored by the Center for Excellence in Teaching and Learning in the last 12 months?”***

<b>Response</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>
Yes	135	64
No	73	35
Don't Know	2	1
<b>Total</b>	210	100

Respondents who no were asked the next questions listed and asked why they didn't attend a CETL event. Those who answered yes, were skipped over that question and asked what event or events they attended. Those who answered don't know or refused where skipped to the final question in the survey inquiring whether they are tenured, probationary or fixed term.

**Table 22:**  
***“Why did you not attend?”***  
**(responses read; multiple responses accepted)**

<b>Response</b>	<b>Frequency of Response -Faculty-</b>	<b>Percentage in Response -Faculty-</b>	<b>Percent of Cases -Faculty-</b>
I don't have the time to attend Center events.	19	24	28
The events are scheduled at times when I cannot attend	18	23	26
The sessions are not relevant to my work	21	27	30
Other	13	17	19
Don't Know	8	10	12
<b>Total</b>	79	100	NA

All respondents were skipped to the final question in the survey inquiring whether they are tenured, probationary or fixed term.

See section VII, Open End Responses for a listing of Other responses.

**Table 23:**  
***“What did you attend?”***  
**(responses read; multiple responses accepted)**

<b>Response</b>	<b>Frequency of Response -Faculty-</b>	<b>Percentage in Response -Faculty-</b>	<b>Percent of Cases -Faculty-</b>
Book Talk	32	13	24
Reading Circle	10	4	8
New Faculty Orientation	33	17	25
Convocation Week Keynote, Workshop or Panel	51	20	39
January Work Days Keynote, Workshop or Panel	51	20	39
Faculty Forum Day Keynote, Workshop or Panel	48	19	36
Faculty Writers Group	8	3	6
Perspectives on Teaching and Scholarship	14	6	10
Don't Know	7	3	5
<b>Total</b>	254	100	NA

**Table 24:**  
***“Based on the session or sessions you attended, have you applied what you learned to your...?”***  
**(responses read; multiple responses accepted)**

<b>Response</b>	<b>Frequency of Response -Faculty-</b>	<b>Percentage in Response -Faculty-</b>	<b>Percent of Cases -Faculty-</b>
Teaching	68	27	52
Teaching and Learning Assessment Activities	52	20	40
Course Design	51	20	39
Research and Writing	27	11	21
General Communications and Work Behaviors with Colleagues	31	21	24
Other	7	3	5
Don't Know	20	8	15
<b>Total</b>	256	100	NA

See section VII, Open End Responses for a listing of Other responses.

**Table 25:**  
***“Do you strongly agree, agree, disagree, strongly disagree the CETL session or sessions you attended helped prepare you for tenure, promotion, and ongoing performance evaluation?”***

<b>Response</b>	<b>Faculty Frequency</b>	<b>Faculty Percent</b>
Strongly Agree	18	14
Agree	67	51
Disagree	38	29
Strongly Disagree	1	1
Don't Know	7	5
<b>Total</b>	<b>131</b>	<b>100</b>

## VII. OPEN END RESPONSES

### ***Main strength of St. Cloud State University***

- reputation of campus
- access and affordability
- smaller class sizes
- commitments to global education
- both faculty dedication and reputation
- faculty availability
- students
- students
- location, and also the affordability for international students and still maintain quality
- body of international student
- students
- solid undergraduate education
- students
- different area of accreditation
- openness to new idea and encouraging diversity
- dedication that students have for their coursework
- value
- teaching and relationship with students
- college of business
- services available in SCSU
- Good student/faculty relationship
- mnsu system
- good faculty
- small size and focus on teaching and students have a lot of access to professors
- Teacher and students
- supportiveness and senses community
- students
- Union
- closeness of faculty n staff
- attention to students need

- the resources for academic purpose
- compatibility of faculty and students
- enrollment
- faculty, staff, students
- students
- good general atmosphere
- athletics
- university
- job security, salary, and benefit
- international program
- good relationship and environment between students, staff, and faculty
- students
- focus on student learning
- dedicated staff and faculty
- Staff, students, Programs
- value of education
- students
- excellent education
- diversity of programs, students, and faculty
- small classes for faculty to teach
- international students n connection
- education of the students
- faculty ability to give attention to students
- students
- faculty student relationships
- recognition of sovereignty for American Indians
- has an identity as a institute of higher education
- faculty dedication and reputation
- Students and faculty
- Students
- serve student in a great manner
- both faculty dedication and reputation
- continually tries to make itself better
- information from faculty and staff
- individual attention from faculty to students, though not everyone can do that, but I saw some have good potential
- students
- students
- more of sense of community'

***Greatest challenge facing the University community***

- students
- retaining student
- keeping low cost and the intellectual standard
- clashing between faculty members and students value about teaching and education
- Value of the school versus the cost
- administration and exec
- diversity
- high faculty work load advising, researching and teaching load
- good leadership

- inadequate funding from mnsu system
- lack of diversity
- budget
- communication
- building space
- people
- level of graduates
- general reputation
- the ability to run the university for underrepresented student
- equality
- returning students
- assessment efforts
- staff and miscommunication
- maintaining student enrolment
- faculty salary comparing national levels esp in business
- getting new students
- Maintaining the image of SCSU and it's international look
- money
- Lack of meaningful faculty leadership
- enrollment
- internal communication between staff
- Balance in dealing with diversity issues
- cooperation to service the students
- keeping the public for the excellence to realize how good we are quality of education
- the reputation of university
- enrollment management
- public relation
- better professors
- understanding the two people
- lack of money and communication
- reaching more diverse faculty and students body
- erosion of resources
- funding from the state
- images of university to the entire community outside
- divide the funds equally
- recruitment
- Keeping the city and the students and the community surrounding St. Cloud University all happy.
- go to division 3 football to play local teams
- working around construction (for the students)
- Safety
- finance not used properly
- Lawsuits
- communications problem, and information gap
- recruitment of faculty, due to faculty retention
- communication
- vision
- working with restricted budget
- communication
- willingness to be innovative
- establishing a sense of campus identity
- keeping good staff
- public relation
- attracting students to St. Cloud

- class space for the demand
- faculty union mentality
- student enrollment
- under-funded
- Appreciation for others, sense of community
- Union Issues, University focuses on Union that takes away from goals and importance of education.
- communication in department
- too much paper work
- nationality conflict
- Use of Alcohol and Drugs in the Dorms mainly and security
- economics
- keeping up the enrolment
- meeting the diversity need of diversity body
- increasing the diversity among faculty
- classes for students
- enrollment
- student preparation
- clearing up misinformation about American Indians
- inferior administration
- to get along academic faculty, staff, and students
- focus
- recruiting students from different and variety of ethnicity/cultural group
- collegiality
- to attract and retain diverse and talent student body
- understanding culture and international students
- returning students
- culture diversity
- competition
- image
- working together
- communication between department
- faculty has too much power
- the increasing amount of paper-work and lack of staff, yet need to keep up with working
- faculty and student
- recruitment and retention
- high standard of incoming students, but not to high for students to get success in university
- faculty overload
- faction on campus
- space
- building
- culture and learning them

***What one thing would you spend money on***

- strengthening academic program
- Keep tuition lower
- signs around campus
- beatification of campus
- more health education for students, and solving problem of drinking/ health issue problem
- more diversity education for faculty

- new provost
- facilities
- athletics
- new building
- more guest speakers
- more spending on cultural diversity
- study abroad program
- supplies for department and classroom use
- building improvement
- support key efforts of the university
- involve more environment
- division one sports
- Massive advertisement on the positives of SCSU and its graduates
- Better signage and parking so people know where to go and it's a more inviting space
- improve the parking situation
- do not spend any money
- Increasing number of administrators
- athletics
- building improvement
- Focus on student success and improving retention and student success
- improve college of business faculty salary
- Attracting academically prepared students
- to make Eastman place to help for every one
- registered dietician
- class room and faculty dinning room
- advertising the good thing
- improve the writing center
- remodeling building
- diversity, such as access from university to marginal people
- classroom environment
- the significant university campaign funding
- health service
- New health service
- staff enrichment
- more fund for faculty recruitment
- public image
- spend way too much money as it is
- College/real life experience course for incoming Freshman.
- access
- international programs development and environment.
- tuition breaks
- better mgmt
- Renovating buildings, remodeling
- enhancement of the university
- Hiring new staff
- faculty development
- innovation
- making the campus more beautiful and landscaping
- Give it back to students
- Review of positions to ensure people are adequately filling their roles and being compensated appropriately.
- change faculty teaching work load from 12 credit to 9 credit per semester
- Terminating her boss

- learning environment that is user friendly and environmentally conscious
- increase support for artistic thing/ or the art
- reduce tuition
- advertising
- increase the support or funding for diversity on campus
- retention
- assessment
- academic programs
- try to reduce tuition
- More money for repairs
- Increase pay for lower level positions
- funding or raise for staff
- try to fund infrastructure things, fund repairs, Stewart hall ceiling etc
- Higher level classes for students (PHD programs)
- division 1 in athletics
- increase funding to hire new faculty
- renovation of hockey center
- faculty salaries
- diversity and race issues
- student involvement
- as a member of department facilities in much imp up grading of equip lowering tution of student
- another library
- increase support for minority/immigrant to continue their education
- athletics
- outreach to student media
- managerial training
- increase funding for technology
- To expand the health Services
- Promoting the University in positive way to the cities
- change the tenured and fixed term program
- institutional anti racism program
- reducing faculty teaching lot
- to bring the staff back to full employment as they were many years ago.
- art
- outdoor design
- hire more staff
- do something for time releasing of faculty member
- tutors
- faculty improvement funding
- cooperation between students and campus
- technology
- athletics
- reducing the gap between student life and academic life
- provide facilities to improve math skill
- Academic assistance funding, student are very unprepared.
- improving financial and humanity building
- change the honor program and increase fund
- support for department and improvement
- build a management TEAM
- building and parking
- campus environment use the river front, physical plant investment reducing class size
- building
- reducing class size

***Why did you not attend***

- I have been teaching for many years, and it's more valuable to use my time for doing research and improve what I can give to students in my class.
- new staff
- worthless people they putting these to avoid teaching
- not interested
- sometimes I am not aware of the opportunity
- waste of time
- not interested
- didn't match with schedule
- have been away from on campus job

***Based on the session or sessions you attended, have you applied what you learned to your***

- Not apply
- not really have a chance yet
- curriculum assessment
- group at local and state level

**VIII. QUESTIONNAIRE**

C: FACULTY/STAFF SURVEY 2006 (12-2-06)  
CATION  
SQN RIGHT

C: CATI DRAW

C: MACRO DRAW  
C: BOX 2 2 25 80 D  
C: ENDMACRO

Q: CHECKQ -----  
T:

IF INTERVIEW IS A RESTART MAKE SURE YOU HAVE PROPER  
RESPONDENT. REINTRODUCE YOURSELF AND SAY SOMETHING LIKE:  
"We previously started this interview and couldn't finish it at the  
time. May we finish it now?"

IF RESPONDENT WANT TO KNOW WHO THE INTERVIEW IS FOR [FINAL 12-2-30]  
TELL THEM IT IS FOR THE UNIVERSITY EFFECTIVENESS OFFICE AND CENTER  
FOR EXCELLENCE IN TEACHING AND LEARNING.

YOU CAN HIT CONTROL/EDN AT ANY TIME TO TERMINATE AN INTERVIEW,  
PUT MESSAGE FOR CALLBACKS, INCOMPLETES, REFUSALS, ETC.

I:  
COLOR GREEN 4 2 5 70  
KEY

C: QAL THANKYOU

Q:HELLO -----

T:

Hello. This is \_\_\_\_\_ (YOUR FIRST NAME)  
calling from the St. Cloud State University Survey.  
May I speak with \_\_\_\_\_ (NAME)?  
(IF PERSON COMES TO PHONE, YOU MAY HAVE TO REINTRODUCE YOURSELF.  
We are conducting a survey of SCSU faculty and staff to gather  
opinions about what they think are the strengths of SCSU, challenges  
facing the university, and commitment to academic excellence.  
This interview is confidential and completely voluntary, and will take  
about three to five minutes. If we come to any question which you  
don't want to answer, just let me know and we'll go on to the next  
question.  
IF NO  
When may I call back to reach him/her?  
(NAME) \_\_\_\_\_  
(TIME AND DAY FOR CALLBACK) \_\_\_\_\_

IF 'WRONG PLACE', press  
'control-end' keys together  
Otherwise, PRESS 1 to continue

I:

COLOR GREEN 2 2 4 79  
COLOR GREEN 6 2 12 79  
COLOR GREEN 14 2 14 45  
COLOR RED 18 2 20 33  
KEY 1

Q: LOADDATA

I:

CMDI AREACODE "AreaCode"  
CMDI PHONENUM "PhoneNum"  
CMDI FIRST "FirstName"  
CMDI LAST "LastName"  
CMDI GENDER "1" 1  
CMDI BIRTH "2" 1  
CMDI STATUS "3" 1  
CMDI UNIT "4" 1  
CMDI YEAR "5" 1  
CMDI RACE "6" 1  
QAL THANKYOU  
KEY

Q: Q1GOOD -----

T:

I would like to begin by asking you what you believe is the main  
strength of St. Cloud State University.

[DO NOT READ LIST. PROBE FOR ONE SPECIFIC RESPONSE]

1. ACCREDITED PROGRAMS
2. CHOICE OF DEGREE PROGRAMS

3. COST
4. DIVERSITY
5. FACULTY DEDICATION
6. FACULTY REPUTATION
7. LOCATION
8. QUALITY/ACADEMIC RIGOR
9. STAFF/ADMINISTRATOR DEDICATION
10. OTHER
11. DON'T KNOW
12. REFUSED

I:

COLOR GREEN 2 2 3 70

COLOR AQA 5 2 5 53

NUMERIC 1 12 2 0

OTHER 10

SHOW "You have selected" 23 10 19 RED

SHOW ANS 24 32 25 RED

SHOW "Is this correct? (Y/N)" 25 23 55 RED

KEY Y,N

IF (KEYSTROKE="N") REASK

SHOW "You have selected" 23 10 19 RED

SHOW ANS 24 32 25 RED R

SHOW "Is this correct? (Y/N)" 25 23 55 RED

KEY Y,N

IF (KEYSTROKE="N") REASK

Q: Q1BAD -----

T:

Thanks. What do you believe is the greatest challenge facing the University community?

[DO NOT READ LIST. PROBE FOR ONE SPECIFIC RESPONSE]

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1. ACADEMIC REPUTATION            | 15. KEEPING STUDENTS INFORMED  |
| 2. ACADEMIC PREP. OF STUDENTS     | 16. LACK OF CLEAR PRIORITIES   |
| 3. ADEQUATE FUNDING               | 17. LIBRARY HOURS/HOLDINGS     |
| 4. BUDGET/STATE FINANCIAL SUPPORT | 18. MAINTAINING AFFORDABILITY  |
| 5. BUILDINGS & FACILITIES         | 19. MNSCU                      |
| 6. COST/TUITION                   | 20. NEW PRESIDENT              |
| 7. CIVILITY/TRUST                 | 21. OFF CAMPUS HOUSING         |
| 8. COURSES/MAJORS OFFERED         | 22. ON CAMPUS HOUSING          |
| 9. DECLINING # HIGH SCHOOL GRADS  | 23. PARTY SCHOOL REPUTATION    |
| 10. DIVERSITY/RACE RELATIONS      | 24. PARKING                    |
| 11. FACULTY QUALITY               | 25. ST. CLOUD COMMUNITY        |
| 12. HANDICAP ACCESSIBILITY        | 26. UNIVERSITY ADMIN. TURNOVER |
| 13. JOBS FOR GRADUATES            | 27. OTHER                      |
| 14. KEEPING UP WITH TECHNOLOGY    | 29. DON'T KNOW                 |
| 30. REFUSED                       |                                |

I:

COLOR GREEN 2 2 3 70

COLOR AQA 5 2 5 53

NUMERIC 1 30 2 0

OTHER 27  
SHOW "You have selected" 23 10 19 RED  
SHOW ANS 24 32 25 RED R  
SHOW "Is this correct? (Y/N)" 25 23 55 RED  
KEY Y,N  
IF (KEYSTROKE="N") REASK  
SHOW "You have selected" 23 10 19 RED  
SHOW ANS 24 32 25 RED R  
SHOW "Is this correct? (Y/N)" 25 23 55 RED  
KEY Y,N  
IF (KEYSTROKE="N") REASK

Q: Q3OPEN -----  
T:

Do you strongly agree, agree, disagree or strongly disagree  
the university maintains an open and welcome environment for  
employees?

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE
8. DON'T KNOW
9. REFUSED

I:  
COLOR GREEN 2 2 4 70  
KEY 1, 2, 3, 4, 8, 9  
IF (KEYSTROKE <> 1)  
SHOW "You have selected" 22 3 19 RED L  
SHOW ANS 22 21 1 RED R  
SHOW "Is this correct? (Y/N)" 22 23 55 RED R  
KEY Y,N  
If (KEYSTROKE="N") REASK  
ENDIF  
SHOW "You have selected" 22 3 19 RED L  
SHOW ANS 22 21 1 RED R  
SHOW "Is this correct? (Y/N)" 22 23 55 RED R  
KEY Y, N

Q: Q4EXCEL -----  
T:

Do you strongly agree, agree, disagree or strongly disagree  
the university is committed to academic excellence?

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE
8. DON'T KNOW
9. REFUSED

I:  
COLOR GREEN 2 2 3 70  
KEY 1, 2, 3, 4, 8, 9  
IF (KEYSTROKE <> 1)  
SHOW "You have selected" 22 3 19 RED L  
SHOW ANS 22 21 1 RED R  
SHOW "Is this correct? (Y/N)" 22 23 55 RED R  
KEY Y,N  
If (KEYSTROKE="N") REASK  
ENDIF  
SHOW "You have selected" 22 3 19 RED L  
SHOW ANS 22 21 1 RED R  
SHOW "Is this correct? (Y/N)" 22 23 55 RED R  
KEY Y, N

Q: Q5PRIDE -----

T:

Do you always, usually, sometimes, not very often or never feel proud to be an employee of St. Cloud State University?

1. ALWAYS
2. USUALLY
3. SOMETIMES
4. NOT VERY OFTEN
5. NEVER
8. DON'T KNOW
9. REFUSED

I:  
COLOR GREEN 2 2 3 70  
KEY 1-9  
IF (KEYSTROKE <> 1)  
SHOW "You have selected" 22 3 19 RED L  
SHOW ANS 22 21 1 RED R  
SHOW "Is this correct? (Y/N)" 22 23 55 RED R  
KEY Y,N  
If (KEYSTROKE="N") REASK  
ENDIF  
SHOW "You have selected" 22 3 19 RED L  
SHOW ANS 22 21 1 RED R  
SHOW "Is this correct? (Y/N)" 22 23 55 RED R  
KEY Y, N

Q: Q6BUCKS -----

T:

Thanks. Next is a fun question. If you were suddenly in charge of St. Cloud State University, what one thing would you spend money on?

[DO NOT READ LIST. PROBE FOR ONE SPECIFIC RESPONSE]

1. INCREASE BUDGET/FUNDING FOR EQUIPMENT/LABS

2. INCREASE BUDGET/FUNDING FOR PROGRAMS
3. INCREASE PAY FOR FACULTY/STAFF
4. INCREASE SUPPORT/ACADEMIC STAFF
5. MORE FACULTY POSITIONS
6. PARKING
7. PROFESSIONAL DEVELOPMENT
8. STUDENT SCHOLARSHIPS
9. OTHER
10. DON'T KNOW
11. REFUSED

I:

COLOR GREEN 2 2 3 70

COLOR AQUA 5 2 5 53

NUMERIC 1 11 2 0

OTHER 9

SHOW "You have selected" 23 10 19 RED

SHOW ANS 24 32 25 RED R

SHOW "Is this correct? (Y/N)" 25 23 55 RED

KEY Y,N

IF (KEYSTROKE="N") REASK

SHOW "You have selected" 23 10 19 RED

SHOW ANS 24 32 25 RED R

SHOW "Is this correct? (Y/N)" 25 23 55 RED

KEY Y,N

IF (KEYSTROKE="N") REASK

Q: Q7DAYS -----

T:

Thanks. Do you strongly agree, agree, disagree, or strongly disagree the university openly shares information about important campus decisions.

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE
8. DON'T KNOW
9. REFUSED

I:

COLOR GREEN 2 2 4 70

KEY 1, 2, 3, 4, 8, 9

IF (KEYSTROKE <> 1)

SHOW "You have selected" 22 3 19 RED L

SHOW ANS 22 21 1 RED R

SHOW "Is this correct? (Y/N)" 22 23 55 RED R

KEY Y,N

IF (KEYSTROKE="N") REASK

ENDIF

SHOW "You have selected" 22 3 19 RED L

SHOW ANS 22 21 1 RED R

SHOW "Is this correct? (Y/N)" 22 23 55 RED R

KEY Y, N

Q: Q8TIMES -----

T:

How many times in this academic year have you participated in a professional development, workshop, or training opportunity sponsored by St. Cloud State University?

- NUMBER \_\_\_\_\_  
88. DON'T KNOW  
99. REFUSED

I:

```
COLOR GREEN 2 2 4 70
NUMERIC 0 99 3 0 9 1
SHOW "You have selected" 22 4 19 RED L
SHOW ANS 22 22 5 RED
SHOW "Is this correct? (Y/N)" 23 23 55 RED
KEY Y,N
If (KEYSTROKE="N") REASK
SHOW "You have selected" 22 4 19 RED L
SHOW ANS 22 22 5 RED
SHOW "Is this correct? (Y/N)" 23 23 55 RED
KEY Y,N
```

Q: Q9ATOOLS -----

T:

Do you strongly agree, agree, disagree or strongly disagree the university provides adequate technology and tools for you to do your job?

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE
8. DON'T KNOW
9. REFUSED

I:

```
COLOR GREEN 2 2 4 70
KEY 1, 2, 3, 4, 8, 9
IF (KEYSTROKE <> 1)
SHOW "You have selected" 22 3 19 RED L
SHOW ANS 22 21 1 RED R
SHOW "Is this correct? (Y/N)" 22 23 55 RED R
KEY Y,N
If (KEYSTROKE="N") REASK
ENDIF
SHOW "You have selected" 22 3 19 RED L
SHOW ANS 22 21 1 RED R
SHOW "Is this correct? (Y/N)" 22 23 55 RED R
KEY Y, N
```

Q: QSTATUS -----

T:

Thanks. The next question is about you. Are you staff, such as AFSCME, MAPE, confidential, unclassified manager, or faculty?

1. STAFF
2. FACULTY
8. DON'T KNOW
9. REFUSED

I:

COLOR GREEN 2 2 3 70

KEY 1, 2, 8, 9

IF (KEYSTROKE <> 1)

SHOW "You have selected" 22 3 19 RED L

SHOW ANS 22 21 1 RED R

SHOW "Is this correct? (Y/N)" 22 23 55 RED R

KEY Y,N

If (KEYSTROKE="N") REASK

ENDIF

SHOW "You have selected" 22 3 19 RED L

SHOW ANS 22 21 1 RED R

SHOW "Is this correct? (Y/N)" 22 23 55 RED R

KEY Y, N

IF (ANS = 1) SKIPTO THANKYOU

IF (ANS = 8) SKIPTO THANKYOU

IF (ANS = 9) SKIPTO THANKYOU

Q: Q9BFIVEF -----

T:

Thanks. Now I have two questions about the five criteria used for tenure and promotion. The first asks how you evaluate the criteria and the second asks you how you think those who evaluate faculty for tenure and promotion rate the criteria.

For you personally, which of the five criteria, teaching effectiveness, research and publication, continuing professional development, service to students and service to the University and community, is most important.

1. TEACHING EFFECTIVENESS
2. RESEARCH AND PUBLICATION
3. CONTINUING PROFESSIONAL DEVELOPMENT
4. SERVICE TO STUDENTS
5. SERVICE TO THE UNIVERSITY AND COMMUNITY
8. DON'T KNOW
9. REFUSED

I:

COLOR GREEN 2 2 5 70

COLOR GREEN 7 2 10 70

KEY 1, 2, 3, 4, 5, 8, 9

```

IF (KEYSTROKE <> 1)
SHOW "You have selected" 22 3 19 RED L
SHOW ANS 22 21 1 RED R
SHOW "Is this correct? (Y/N)" 22 23 55 RED R
KEY Y,N
If (KEYSTROKE="N") REASK
ENDIF
SHOW "You have selected" 22 3 19 RED L
SHOW ANS 22 21 1 RED R
SHOW "Is this correct? (Y/N)" 22 23 55 RED R
KEY Y, N

```

Q: Q9CFIVEA -----  
T:

Of the same criteria, teaching effectiveness, research and publication, continuing professional development, service to students and service to the University and community, which do you think is most important to those who evaluate faculty for tenure and promotion?

1. TEACHING EFFECTIVENESS
2. RESEARCH AND PUBLICATION
3. CONTINUING PROFESSIONAL DEVELOPMENT
4. SERVICE TO STUDENTS
5. SERVICE TO THE UNIVERSITY AND COMMUNITY
8. DON'T KNOW
9. REFUSED

```

I:
COLOR GREEN 2 2 6 70
KEY 1, 2, 3, 4, 5, 8, 9
IF (KEYSTROKE <> 1)
SHOW "You have selected" 22 3 19 RED L
SHOW ANS 22 21 1 RED R
SHOW "Is this correct? (Y/N)" 22 23 55 RED R
KEY Y,N
If (KEYSTROKE="N") REASK
ENDIF
SHOW "You have selected" 22 3 19 RED L
SHOW ANS 22 21 1 RED R
SHOW "Is this correct? (Y/N)" 22 23 55 RED R
KEY Y, N

```

Q: Q10CETL -----  
T:

Have you attended an event sponsored by the Center for Excellence in Teaching and Learning in the last 12 months?

1. YES
5. NO
8. DON'T KNOW
9. REFUSED

I:  
 COLOR GREEN 2 2 3 70  
 KEY 1, 5, 8, 9  
 IF (KEYSTROKE <> 1)  
 SHOW "You have selected" 22 3 19 RED L  
 SHOW ANS 22 21 1 RED R  
 SHOW "Is this correct? (Y/N)" 22 23 55 RED R  
 KEY Y,N  
 If (KEYSTROKE="N") REASK  
 ENDIF  
 SHOW "You have selected" 22 3 19 RED L  
 SHOW ANS 22 21 1 RED R  
 SHOW "Is this correct? (Y/N)" 22 23 55 RED R  
 KEY Y, N  
 IF (ANS = 1) SKIPTO Q12YES  
 IF (ANS = 8) SKIPTO Q15FACT  
 IF (ANS = 9) SKIPTO Q15FACT

Q: Q11NOT -----  
 T:

Why did you not attend?

[READ RESPONSES 1-3; SELECT ALL THAT APPLY]

1. I don't have time to attend Center events
2. The events are scheduled at times when I cannot attend
3. The sessions are not relevant to my work
4. OTHER
5. DON'T KNOW
6. REFUSED
7. NO OTHER RESPONSE

[CLICK WITH MOUSE ON ANSWERS AND ALWAYS CLICK ON NO OTHER RESPONSE TO GO TO THE NEXT QUESTION. NEVER US THE ENTER KEY]

I:  
 COLOR GREEN 2 2 2 45  
 COLOR AQA 4 2 4 45  
 COLOR RED 15 2 16 68  
 LOCATE 6 7 1  
 OTHER 4  
 SELECT 7 1 7 1  
 IF (ANS = 7) SKIPTO Q15FACT

Q: Q12YES  
 T:

What did you attend?

[READ RESPONSES 1-8; SELECT ALL THAT APPLY]

1. Book talk
2. Reading circle

3. New Faculty Orientation
4. Convocation Week Keynote, Workshop or Panel
5. January Workshop Days Keynote, workshop or Panel
6. Faculty Forum Day Keynote, workshop or Panel
7. Faculty Writers Group
8. Perspectives on Teaching and Scholarship
9. DON'T KNOW
10. REFUSED
11. NO OTHER RESPONSE

[CLICK WITH MOUSE ON ANSWERS AND ALWAYS CLICK ON NO OTHER RESPONSE TO GO TO THE NEXT QUESTION. NEVER US THE ENTER KEY]

I:

COLOR GREEN 2 2 2 45

COLOR AQA 4 2 4 45

COLOR RED 19 2 20 68

LOCATE 6 11 1

SELECT 11 1 11 1

Q: Q13APPLY

T:

Thanks. Based on the session or sessions you attended, have you applied what you learned to your

[READ RESPONSES 1-5; SELECT ALL THAT APPLY]

1. teaching
2. teaching and learning assessment activities
3. course design
4. research and writing
5. General communications and work behaviors with colleagues
6. OTHER
7. DON'T KNOW
8. REFUSED
9. NO OTHER RESPONSE

[CLICK WITH MOUSE ON ANSWERS AND ALWAYS CLICK ON NO OTHER RESPONSE TO GO TO THE NEXT QUESTION. NEVER US THE ENTER KEY]

I:

COLOR GREEN 2 2 3 60

COLOR AQA 5 2 5 45

COLOR RED 18 2 19 68

LOCATE 7 9 1

OTHER 6

SELECT 9 1 9 1

Q: Q14WORK

T:

Do you strongly agree, agree, disagree, or strongly disagree the CETL session or sessions you attended helped prepare you

for tenure, promotion, and ongoing performance evaluation?

1. STRONGLY AGREE
2. AGREE
3. DISAGREE
4. STRONGLY DISAGREE
8. DON'T KNOW
9. REFUSED

I:  
COLOR GREEN 2 2 4 70  
KEY 1, 2, 3, 4, 8, 9  
IF (KEYSTROKE <> 1)  
SHOW "You have selected" 22 3 19 RED L  
SHOW ANS 22 21 1 RED R  
SHOW "Is this correct? (Y/N)" 22 23 55 RED R  
KEY Y,N  
If (KEYSTROKE="N") REASK  
ENDIF  
SHOW "You have selected" 22 3 19 RED L  
SHOW ANS 22 21 1 RED R  
SHOW "Is this correct? (Y/N)" 22 23 55 RED R  
KEY Y, N

Q: Q15FACT  
T:

Are you a tenured, probationary or a fixed term faculty member?

1. TENURED
2. PROBATIONARY
3. FIXED TERM
8. DON'T KNOW
9. REFUSED

I:  
COLOR GREEN 2 2 2 70  
KEY 1, 2, 3, 8, 9  
IF (KEYSTROKE <> 1)  
SHOW "You have selected" 22 3 19 RED L  
SHOW ANS 22 21 1 RED R  
SHOW "Is this correct? (Y/N)" 22 23 55 RED R  
KEY Y,N  
If (KEYSTROKE="N") REASK  
ENDIF  
SHOW "You have selected" 22 3 19 RED L  
SHOW ANS 22 21 1 RED R  
SHOW "Is this correct? (Y/N)" 22 23 55 RED R  
KEY Y, N

Q: THANKYOU -----

T:

Thank you for your time and cooperation. The results of this survey will be available on the Office of Institutional Effectiveness website. Questions you have about the survey should be directed to Lisa Foss at [lhfoss@stcloudstate.edu](mailto:lhfoss@stcloudstate.edu).

I:

COLOR GREEN 2 1 5 70

CPL

DISPOS=20

KEY

CTRLEND

Q: NOTQAL

T:

Thank you for your time.

I:

COLOR GREEN 2 2 2 26

KEY

CTRLEND

**St. Cloud State University Survey  
Social Science Research Institute  
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**SCSU SURVEY HOMEPAGE**  
[HTTP://web.stcloudstate.edu/scsusurvey](http://web.stcloudstate.edu/scsusurvey)

Drs. Frank, Wagner and Kukoleca Hammes are members of the Midwest Association of Public Opinion Research (M.A.P.O.R.) and the American Association of Public Opinion Research (A.A.P.O.R.) and subscribe to the code of ethics of the A.A.P.O.R.