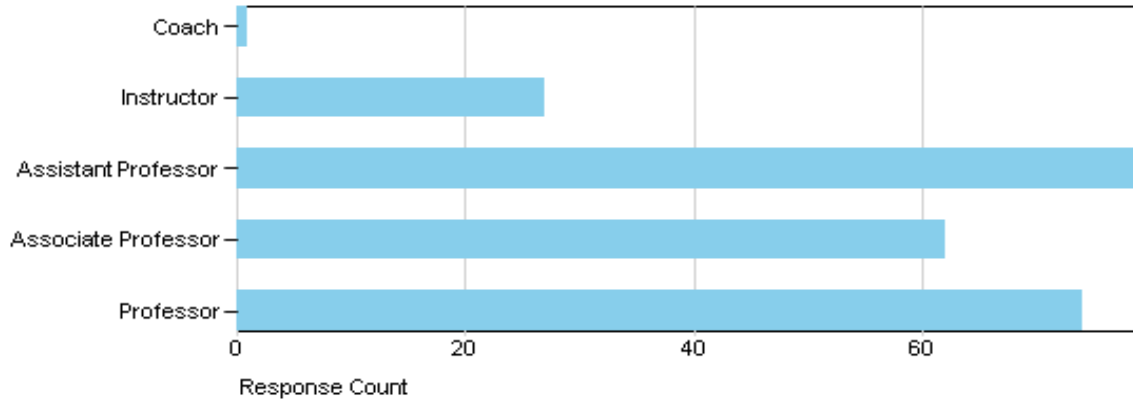


What is your Rank?



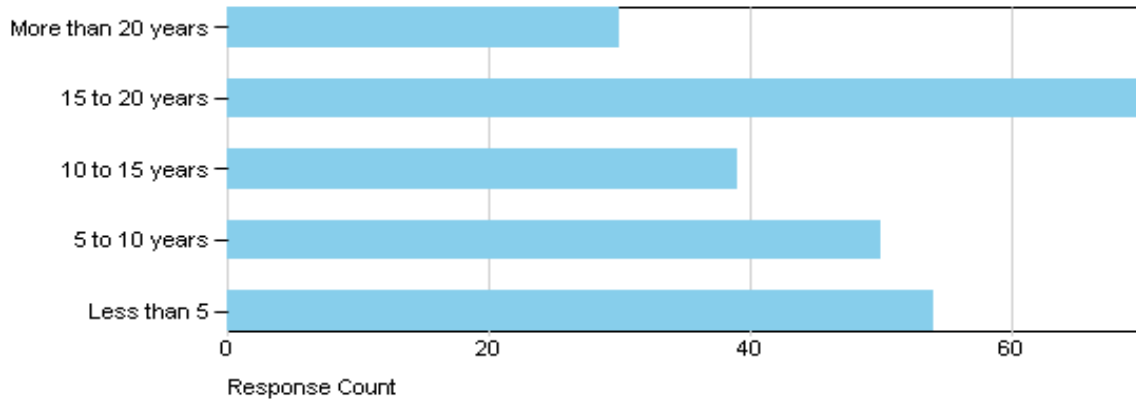
Total Respondents: 243

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Professor	30.45%	74
2	Associate Professor	25.51%	62
3	Assistant Professor	32.51%	79
4	Instructor	11.11%	27
5	Coach	0.41%	1

Analytics	
Mean	2.255
Standard Deviation	1.023
Standard Error	0.066
Variance	1.046

How many years of service do you have at EUP?

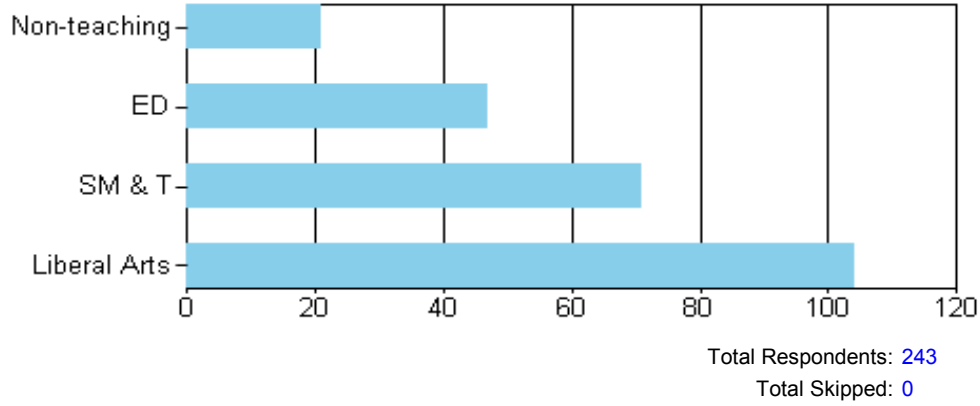


Total Respondents: 243
Total Skipped: 0

	Choice	Response Percent	Response Total
1	Less than 5	22.22%	54
2	5 to 10 years	20.58%	50
3	10 to 15 years	16.05%	39
4	15 to 20 years	28.81%	70
5	More than 20 years	12.35%	30

Analytics	
Mean	2.885
Standard Deviation	1.365
Standard Error	0.088
Variance	1.863

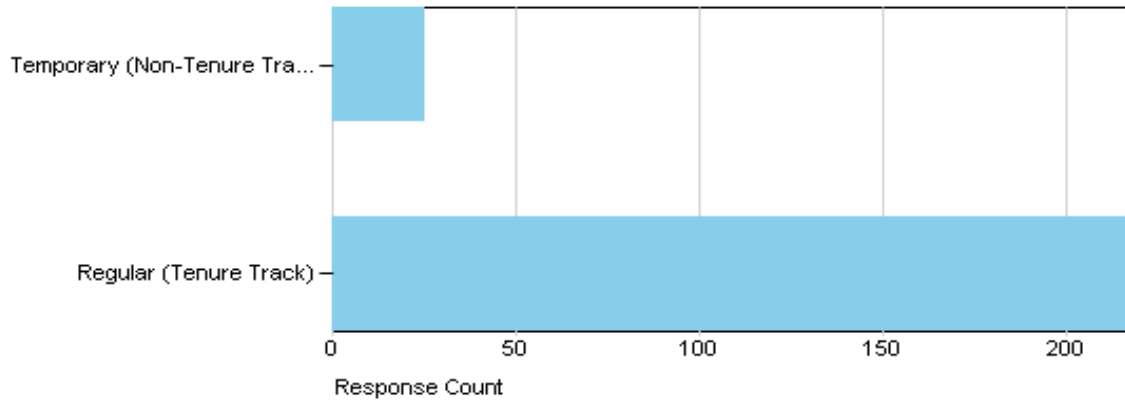
For which school do you work?



	Choice	Response Percent	Response Total
1	Liberal Arts	42.80%	104
2	SM & T	29.22%	71
3	ED	19.34%	47
4	Non-teaching	8.64%	21

Analytics	
Mean	1.938
Standard Deviation	0.981
Standard Error	0.063
Variance	0.963

What is your Work Status?



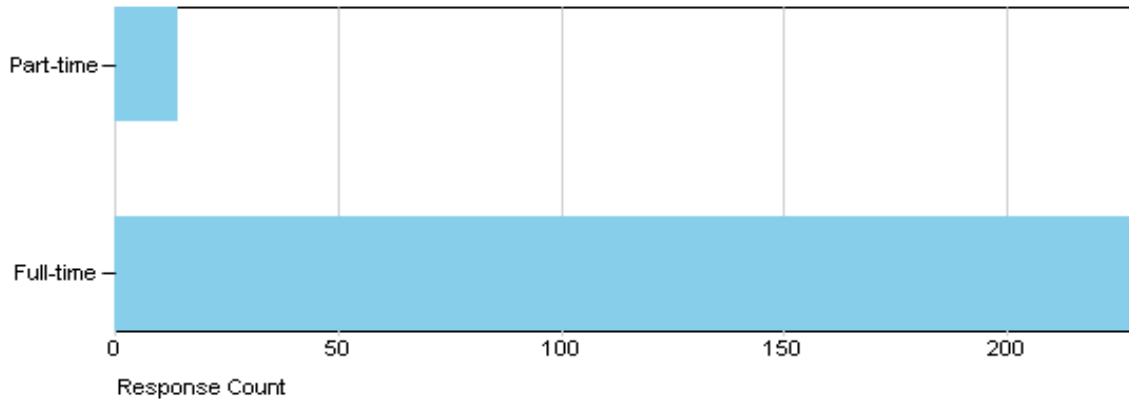
Total Respondents: 243

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Regular (Tenure Track)	89.71%	218
2	Temporary (Non-Tenure Track)	10.29%	25

Analytics	
Mean	1.103
Standard Deviation	0.304
Standard Error	0.019
Variance	0.092

What is your Work Load?



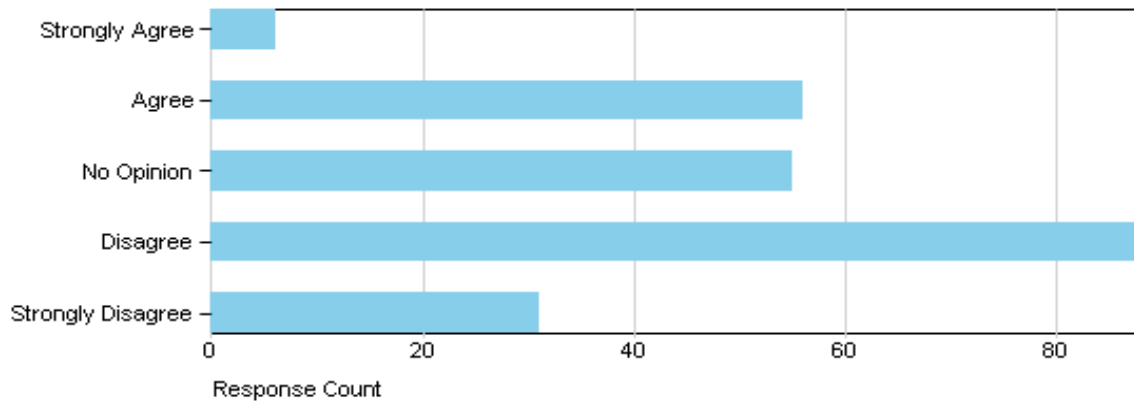
Total Respondents: 243

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Full-time	94.24%	229
2	Part-time	5.76%	14

Analytics	
Mean	1.058
Standard Deviation	0.233
Standard Error	0.015
Variance	0.054

Management's planning process will promote academic excellence.



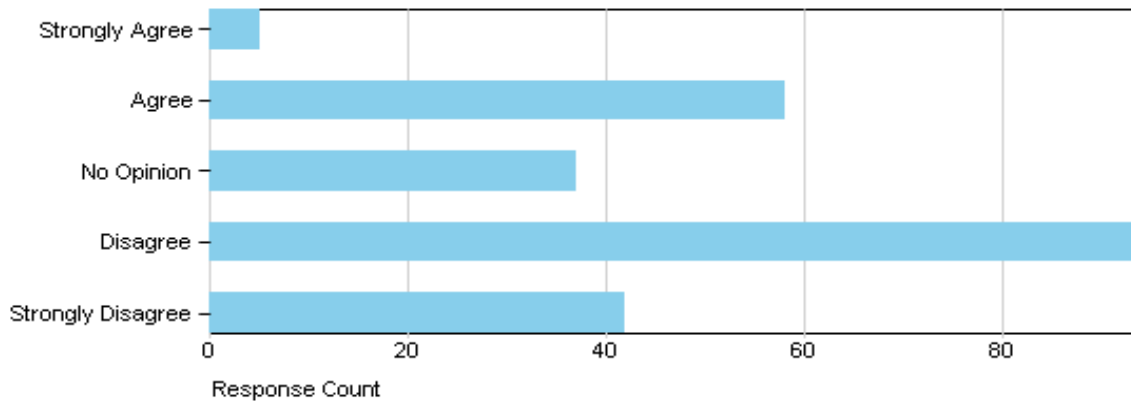
Total Respondents: 236

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	13.14%	31
2	Disagree	37.29%	88
3	No Opinion	23.31%	55
4	Agree	23.73%	56
5	Strongly Agree	2.54%	6

Analytics	
Mean	2.653
Standard Deviation	1.057
Standard Error	0.069
Variance	1.117

The EUP management culture promotes consultation with faculty regarding academic matters.



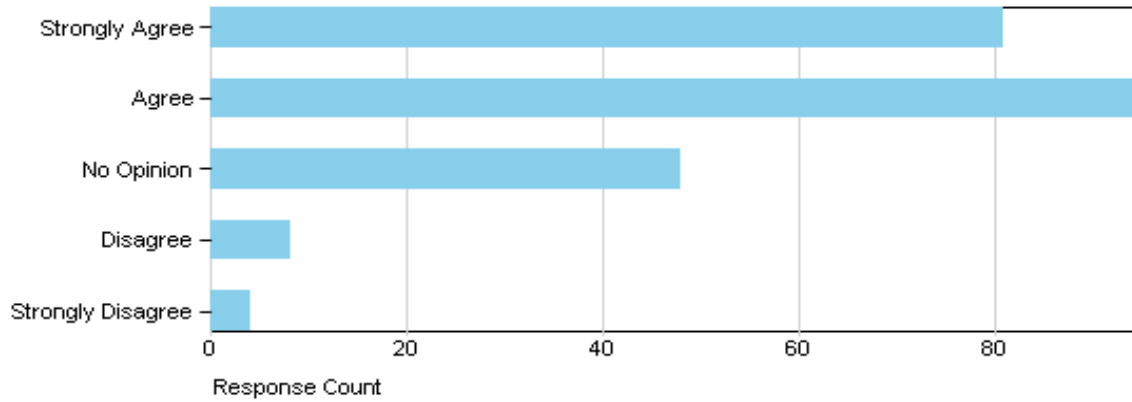
Total Respondents: 236

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	17.80%	42
2	Disagree	39.83%	94
3	No Opinion	15.68%	37
4	Agree	24.58%	58
5	Strongly Agree	2.12%	5

Analytics	
Mean	2.534
Standard Deviation	1.106
Standard Error	0.072
Variance	1.223

Since EUP has failed to achieve success with SSHE Performance Funding, both the low ranking and the reduction in funding have negatively impacted the University



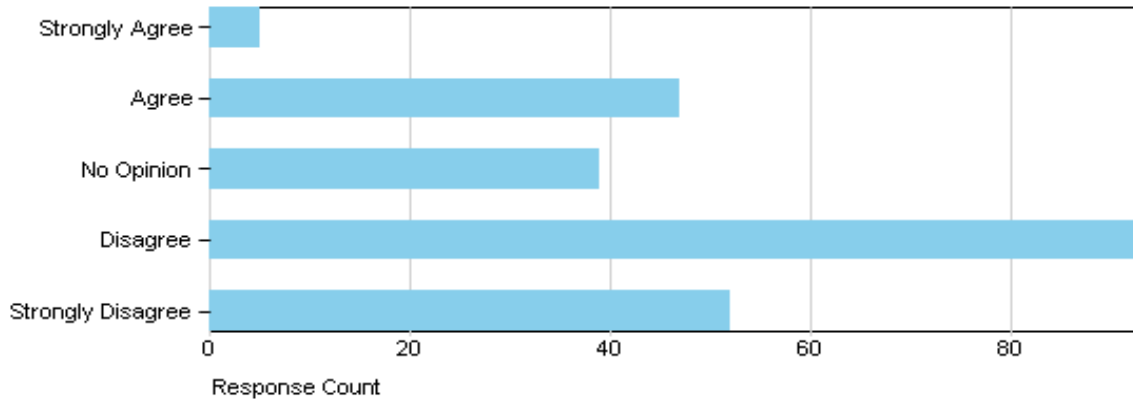
Total Respondents: 236

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	1.69%	4
2	Disagree	3.39%	8
3	No Opinion	20.34%	48
4	Agree	40.25%	95
5	Strongly Agree	34.32%	81

Analytics	
Mean	4.021
Standard Deviation	0.913
Standard Error	0.059
Variance	0.834

Faculty morale is good.



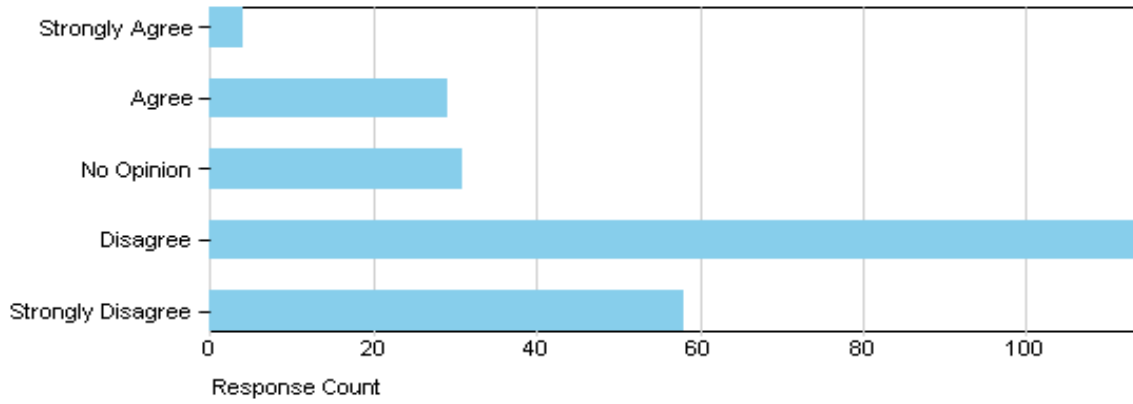
Total Respondents: 236

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	22.03%	52
2	Disagree	39.41%	93
3	No Opinion	16.53%	39
4	Agree	19.92%	47
5	Strongly Agree	2.12%	5

Analytics	
Mean	2.407
Standard Deviation	1.099
Standard Error	0.072
Variance	1.207

Faculty believe they play a significant role in decision-making on campus.



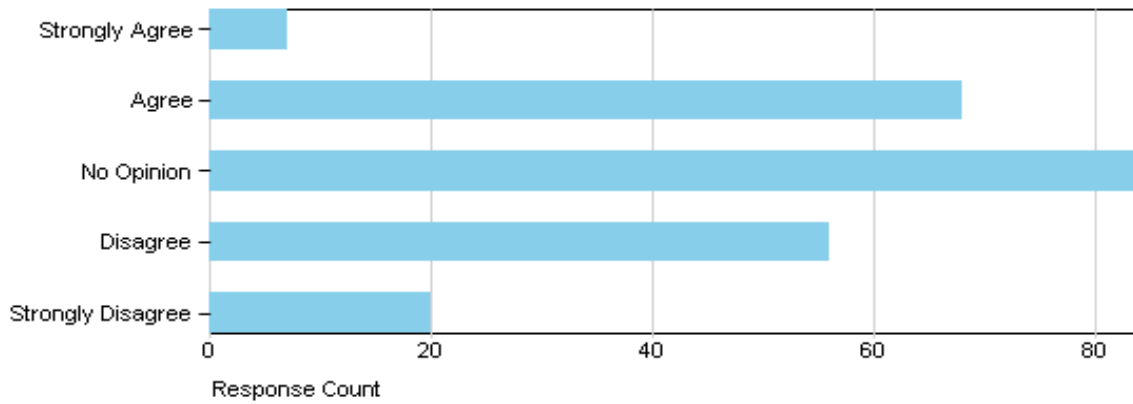
Total Respondents: 236

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	24.58%	58
2	Disagree	48.31%	114
3	No Opinion	13.14%	31
4	Agree	12.29%	29
5	Strongly Agree	1.69%	4

Analytics	
Mean	2.182
Standard Deviation	0.994
Standard Error	0.065
Variance	0.988

EUP has an effective student recruitment plan.



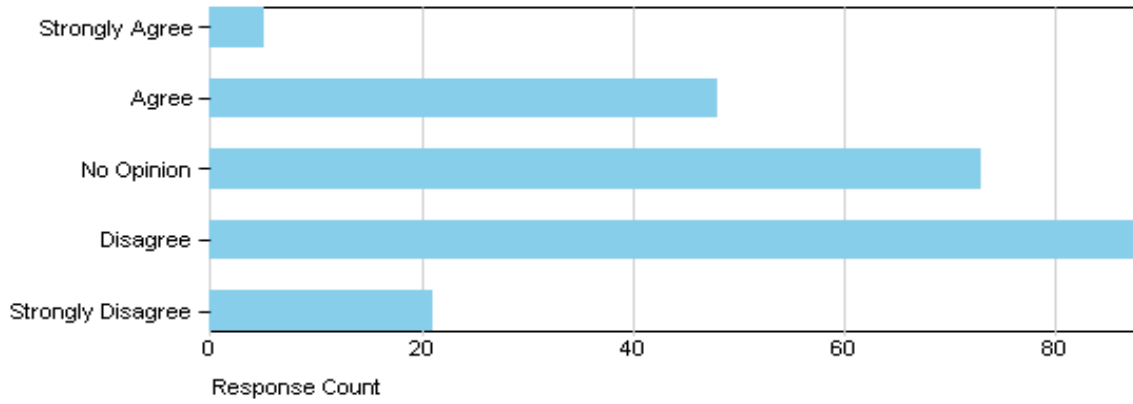
Total Respondents: 235

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	8.51%	20
2	Disagree	23.83%	56
3	No Opinion	35.74%	84
4	Agree	28.94%	68
5	Strongly Agree	2.98%	7

Analytics	
Mean	2.940
Standard Deviation	0.992
Standard Error	0.065
Variance	0.984

EUP has an effective student retention plan.



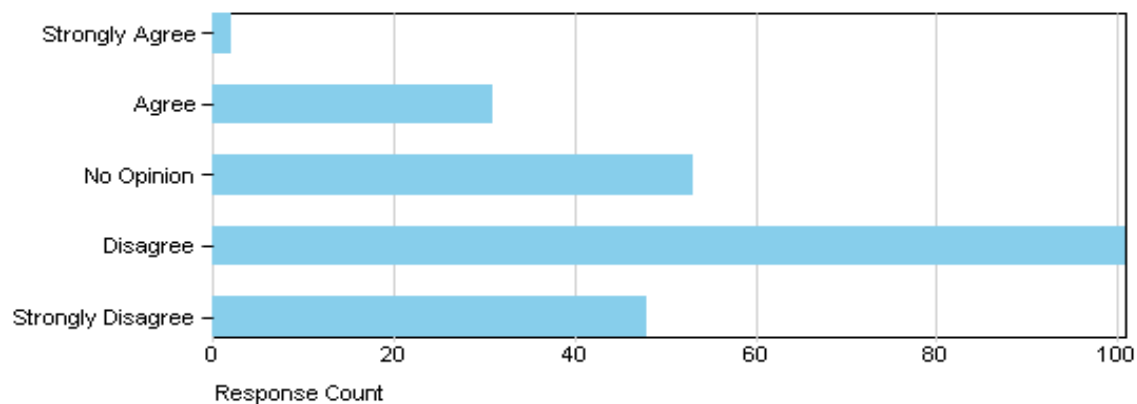
Total Respondents: 235

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	8.94%	21
2	Disagree	37.45%	88
3	No Opinion	31.06%	73
4	Agree	20.43%	48
5	Strongly Agree	2.13%	5

Analytics	
Mean	2.694
Standard Deviation	0.963
Standard Error	0.063
Variance	0.927

Appropriate admission standards are used to ensure that students who are admitted can be retained.



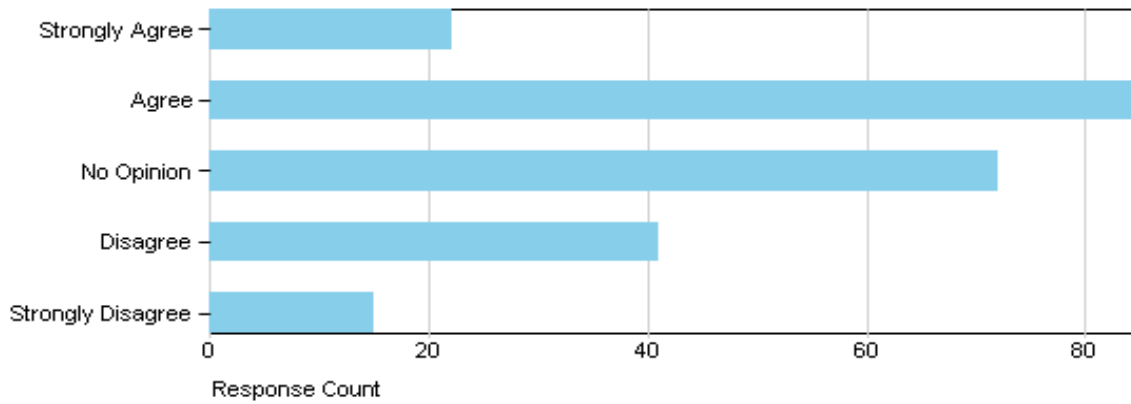
Total Respondents: 235

Total Skipped: 0

Choice	Response Percent	Response Total
1 Strongly Disagree	20.43%	48
2 Disagree	42.98%	101
3 No Opinion	22.55%	53
4 Agree	13.19%	31
5 Strongly Agree	0.85%	2

Analytics	
Mean	2.311
Standard Deviation	0.968
Standard Error	0.063
Variance	0.938

Management decisions affecting academics are data driven.



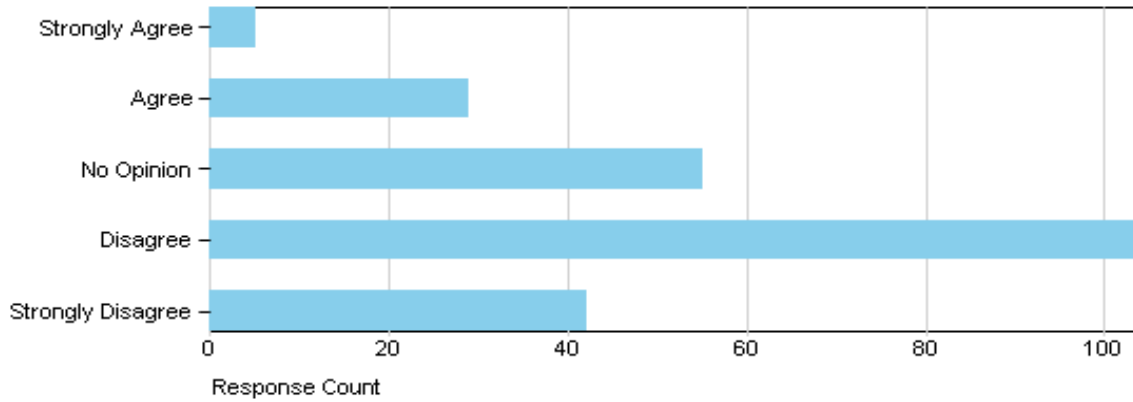
Total Respondents: 235

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	6.38%	15
2	Disagree	17.45%	41
3	No Opinion	30.64%	72
4	Agree	36.17%	85
5	Strongly Agree	9.36%	22

Analytics	
Mean	3.247
Standard Deviation	1.051
Standard Error	0.069
Variance	1.105

Data used in decision making is shared with faculty.



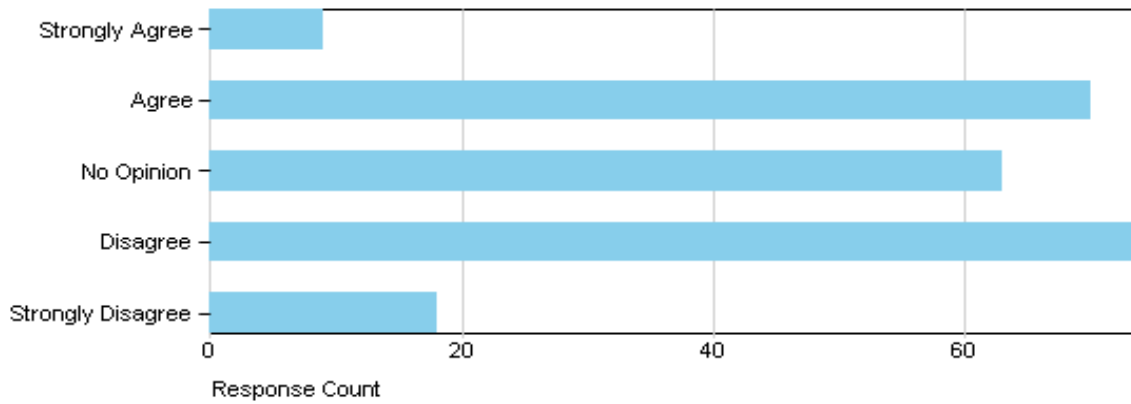
Total Respondents: 235

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	17.87%	42
2	Disagree	44.26%	104
3	No Opinion	23.40%	55
4	Agree	12.34%	29
5	Strongly Agree	2.13%	5

Analytics	
Mean	2.366
Standard Deviation	0.982
Standard Error	0.064
Variance	0.964

EUP has a clear and sound vision for the future.



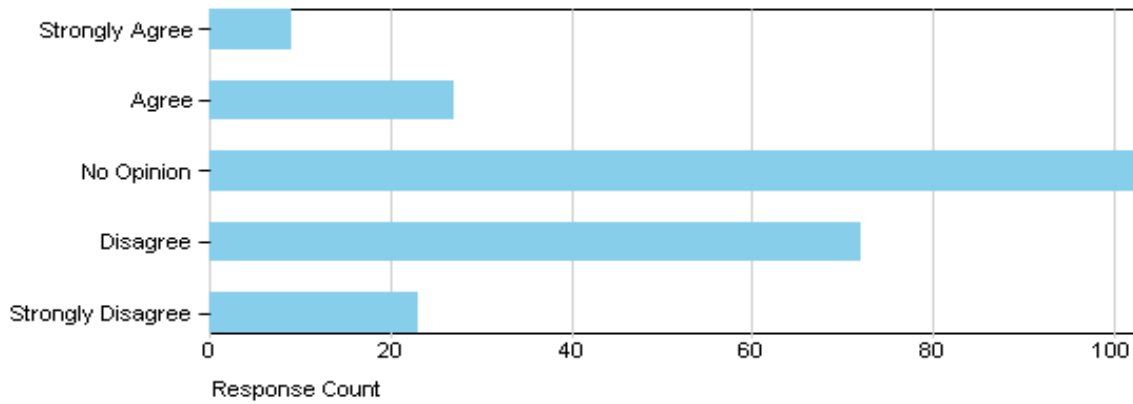
Total Respondents: 234

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	7.69%	18
2	Disagree	31.62%	74
3	No Opinion	26.92%	63
4	Agree	29.91%	70
5	Strongly Agree	3.85%	9

Analytics	
Mean	2.906
Standard Deviation	1.033
Standard Error	0.068
Variance	1.068

EUP is on track to achieve strong marks on the PASSHE performance indicators.



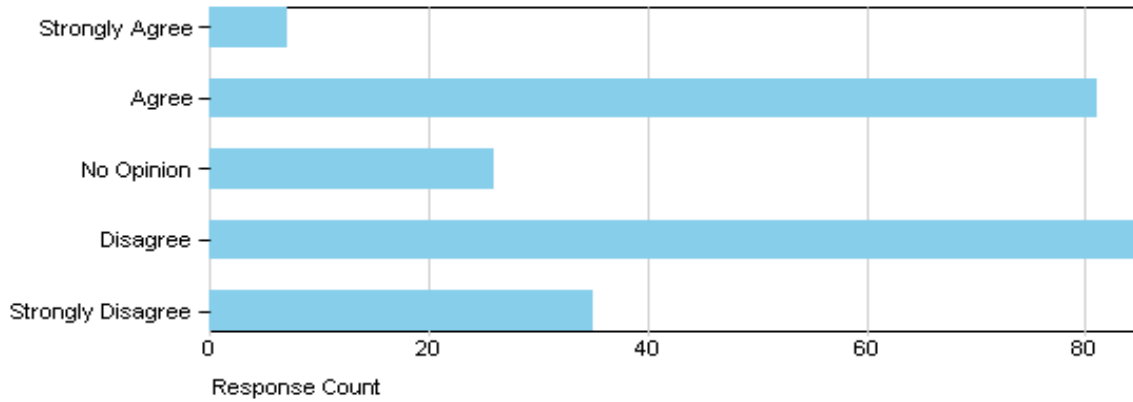
Total Respondents: 234

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	9.83%	23
2	Disagree	30.77%	72
3	No Opinion	44.02%	103
4	Agree	11.54%	27
5	Strongly Agree	3.85%	9

Analytics	
Mean	2.688
Standard Deviation	0.934
Standard Error	0.061
Variance	0.873

Technology in the EUP classrooms is satisfactory.



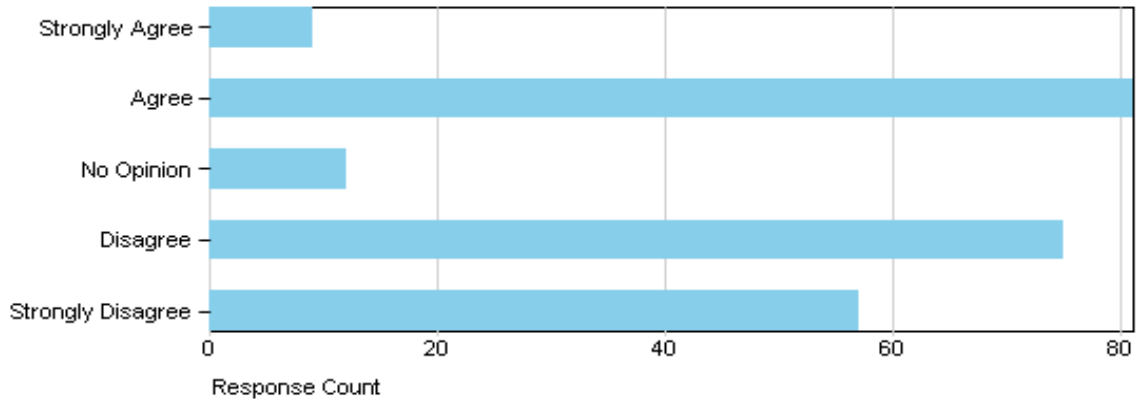
Total Respondents: 234

Total Skipped: 0

Choice	Response Percent	Response Total
1 Strongly Disagree	14.96%	35
2 Disagree	36.32%	85
3 No Opinion	11.11%	26
4 Agree	34.62%	81
5 Strongly Agree	2.99%	7

Analytics	
Mean	2.744
Standard Deviation	1.167
Standard Error	0.076
Variance	1.362

The classroom environment (temperature, cleanliness, leaking ceilings, ect.) is satisfactory.



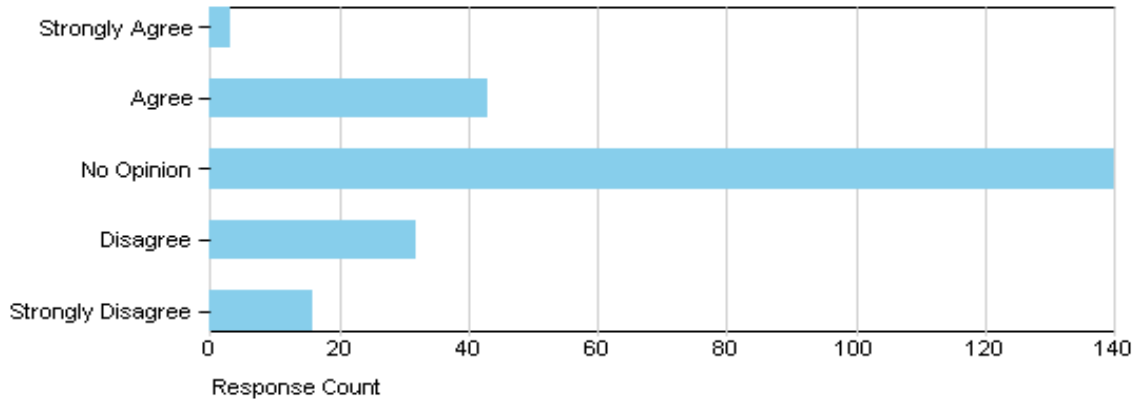
Total Respondents: 234

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	24.36%	57
2	Disagree	32.05%	75
3	No Opinion	5.13%	12
4	Agree	34.62%	81
5	Strongly Agree	3.85%	9

Analytics	
Mean	2.615
Standard Deviation	1.283
Standard Error	0.084
Variance	1.647

Dean assignments are fairly distributed.



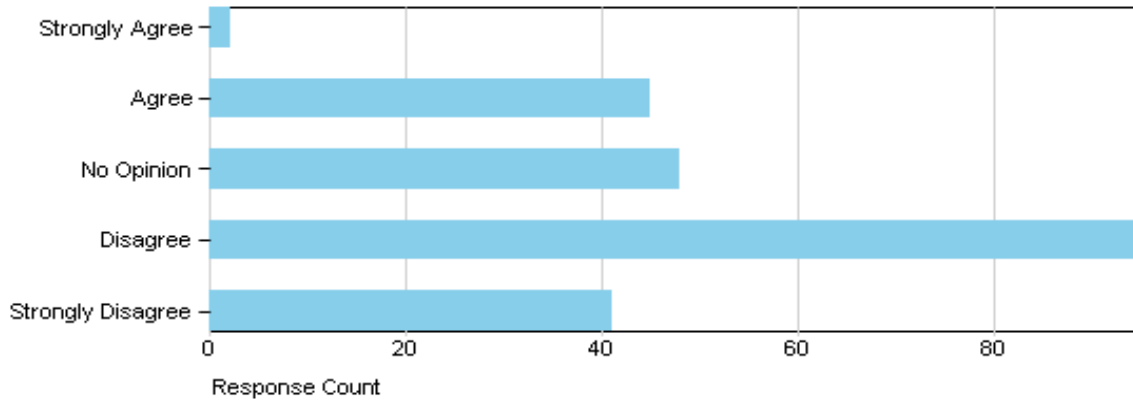
Total Respondents: 234

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	6.84%	16
2	Disagree	13.68%	32
3	No Opinion	59.83%	140
4	Agree	18.38%	43
5	Strongly Agree	1.28%	3

Analytics	
Mean	2.936
Standard Deviation	0.801
Standard Error	0.052
Variance	0.641

EUP management responds to faculty needs in a timely manner.



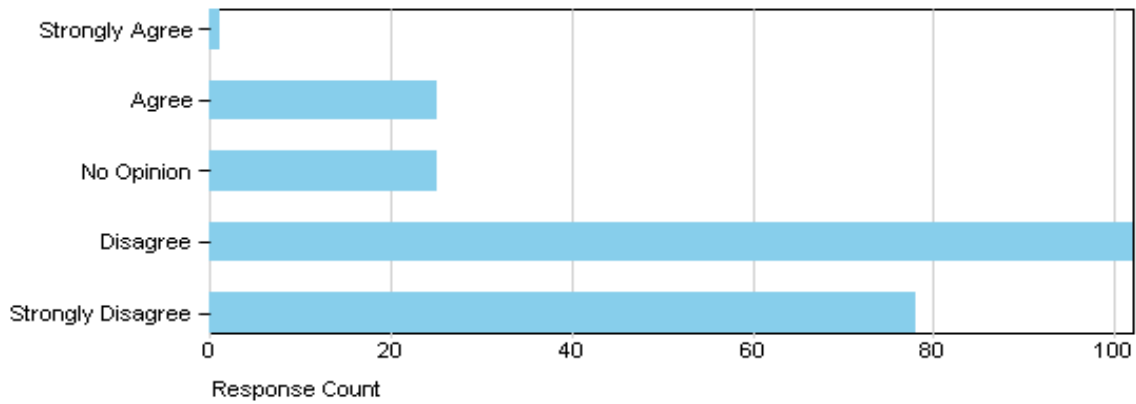
Total Respondents: 231

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	17.75%	41
2	Disagree	41.13%	95
3	No Opinion	20.78%	48
4	Agree	19.48%	45
5	Strongly Agree	0.87%	2

Analytics	
Mean	2.446
Standard Deviation	1.022
Standard Error	0.067
Variance	1.044

EUP administration provides adequate support for faculty scholarship.



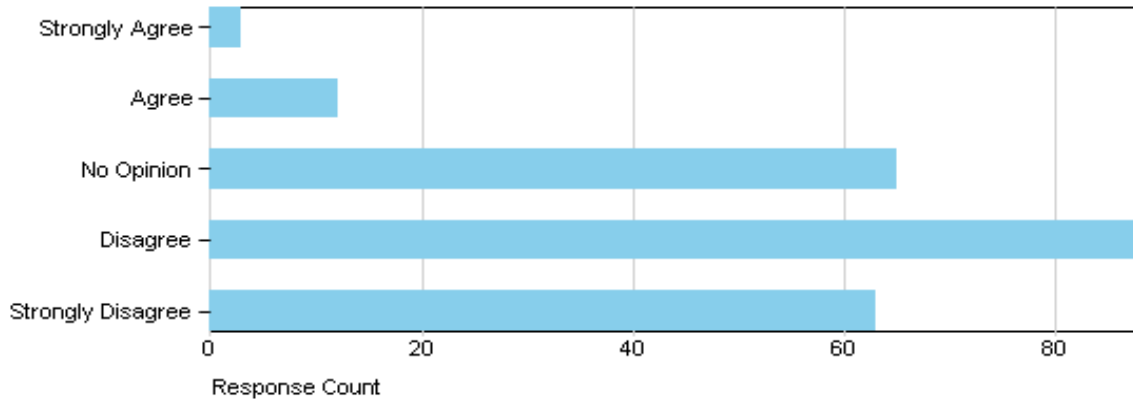
Total Respondents: 231

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	33.77%	78
2	Disagree	44.16%	102
3	No Opinion	10.82%	25
4	Agree	10.82%	25
5	Strongly Agree	0.43%	1

Analytics	
Mean	2.000
Standard Deviation	0.958
Standard Error	0.063
Variance	0.918

The EUP budgety process is inclusive and transparent.



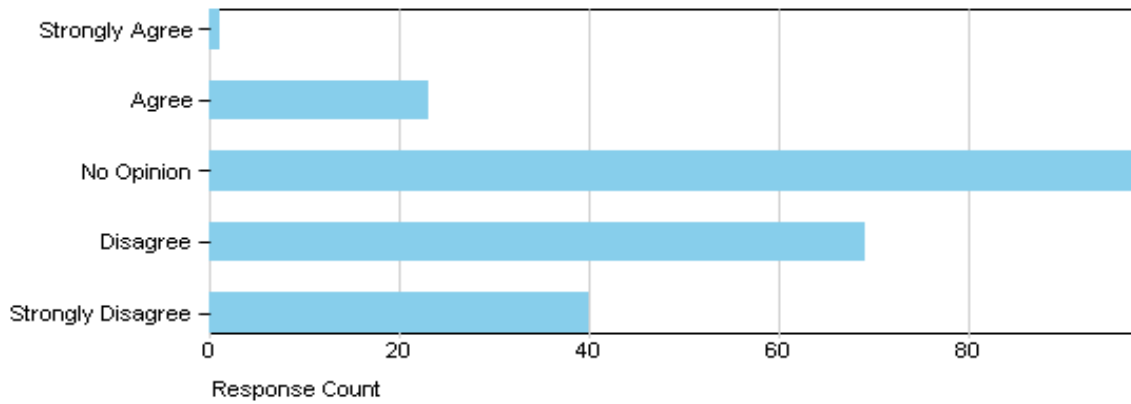
Total Respondents: 231

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	27.27%	63
2	Disagree	38.10%	88
3	No Opinion	28.14%	65
4	Agree	5.19%	12
5	Strongly Agree	1.30%	3

Analytics	
Mean	2.152
Standard Deviation	0.925
Standard Error	0.061
Variance	0.856

EUP does a good job managing its budget.



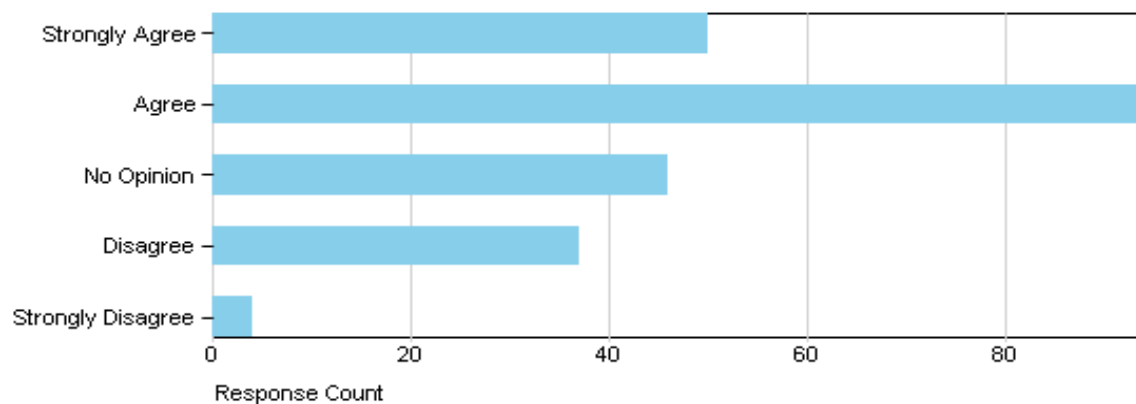
Total Respondents: 231

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	17.32%	40
2	Disagree	29.87%	69
3	No Opinion	42.42%	98
4	Agree	9.96%	23
5	Strongly Agree	0.43%	1

Analytics	
Mean	2.463
Standard Deviation	0.906
Standard Error	0.060
Variance	0.820

EUP's public relations efforts focus too much on "image" and not enough on true academic excellence.



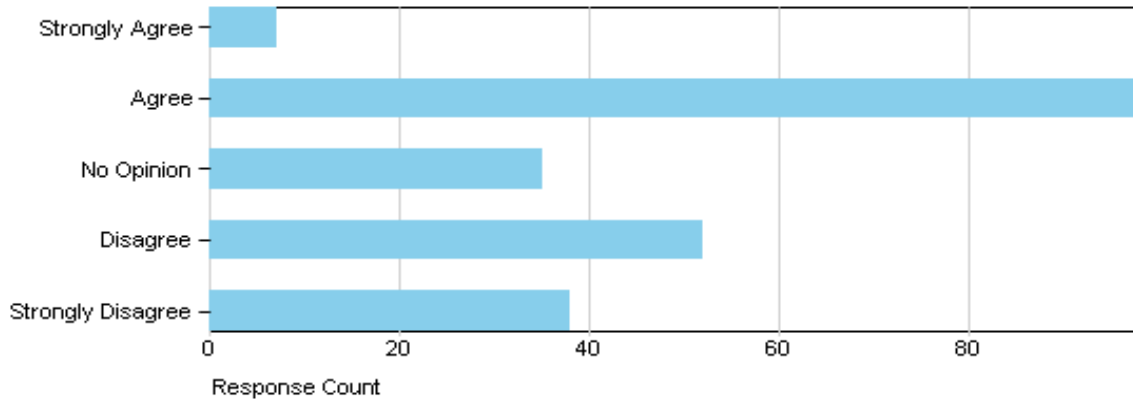
Total Respondents: 231

Total Skipped: 0

Choice	Response Percent	Response Total
1 Strongly Disagree	1.73%	4
2 Disagree	16.02%	37
3 No Opinion	19.91%	46
4 Agree	40.69%	94
5 Strongly Agree	21.65%	50

Analytics	
Mean	3.645
Standard Deviation	1.042
Standard Error	0.069
Variance	1.086

My contributions are valued at EUP.



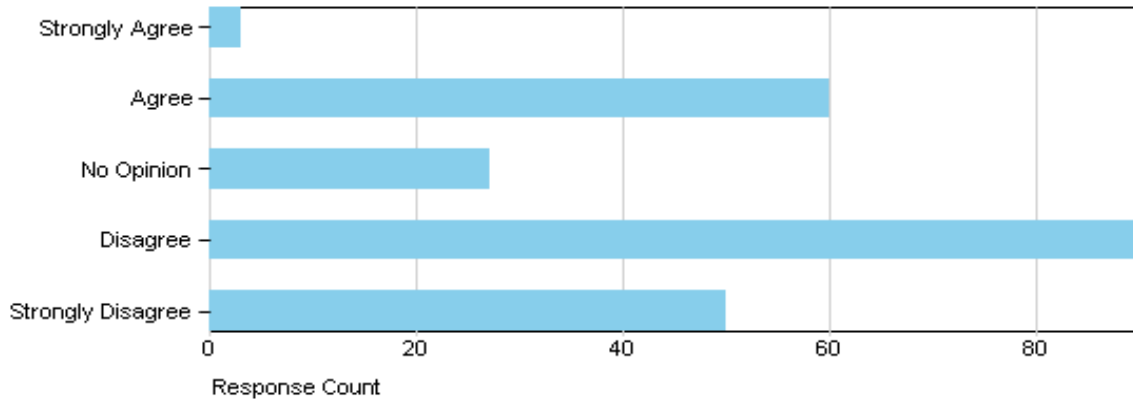
Total Respondents: 230

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	16.52%	38
2	Disagree	22.61%	52
3	No Opinion	15.22%	35
4	Agree	42.61%	98
5	Strongly Agree	3.04%	7

Analytics	
Mean	2.930
Standard Deviation	1.196
Standard Error	0.079
Variance	1.430

The working conditions for faculty (office, supplies, computers, etc.) demonstrate that Management views them as valued professionals



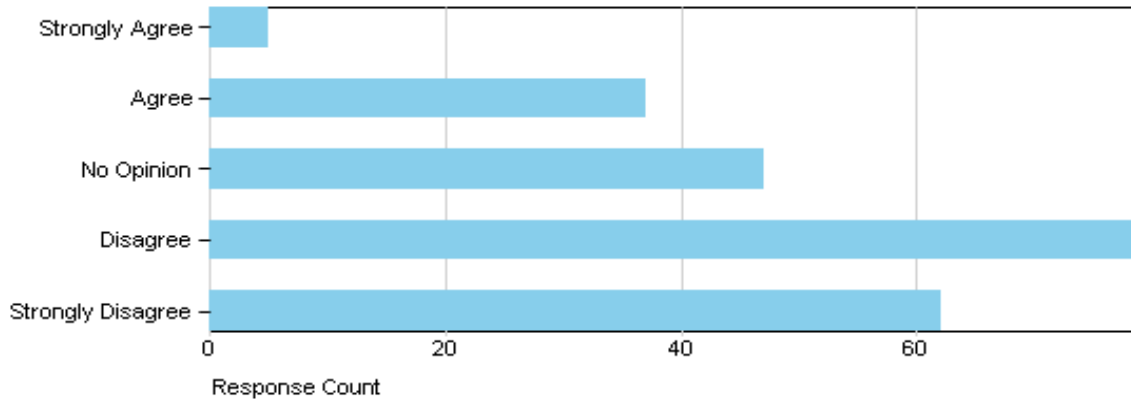
Total Respondents: 230

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	21.74%	50
2	Disagree	39.13%	90
3	No Opinion	11.74%	27
4	Agree	26.09%	60
5	Strongly Agree	1.30%	3

Analytics	
Mean	2.461
Standard Deviation	1.133
Standard Error	0.075
Variance	1.283

The working conditions for faculty, when compared to that of managers, seem fair and appropriate.



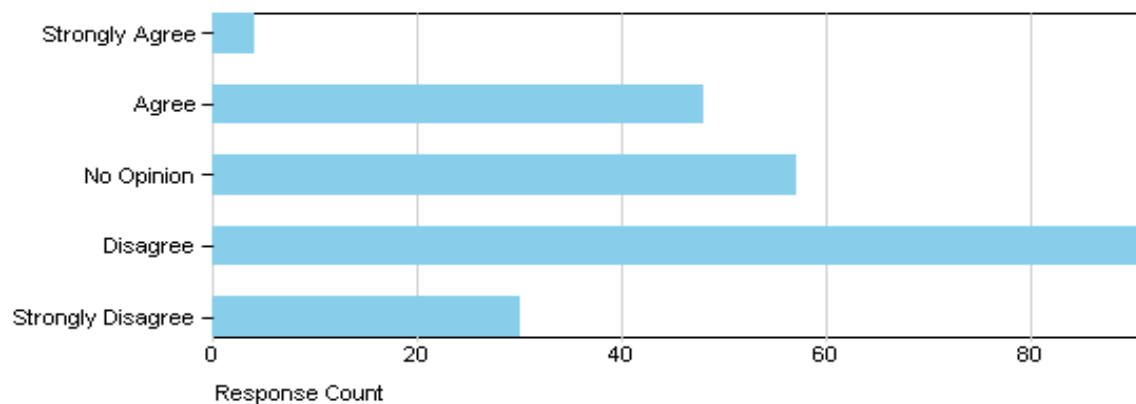
Total Respondents: 230

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	26.96%	62
2	Disagree	34.35%	79
3	No Opinion	20.43%	47
4	Agree	16.09%	37
5	Strongly Agree	2.17%	5

Analytics	
Mean	2.322
Standard Deviation	1.100
Standard Error	0.073
Variance	1.210

The University has a clear mission that is understood and shared by faculty and management.



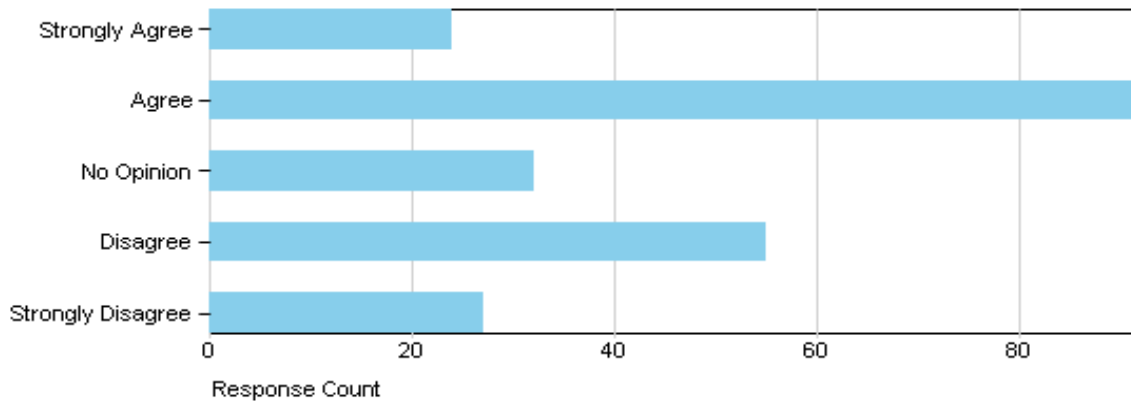
Total Respondents: 230

Total Skipped: 0

Choice	Response Percent	Response Total
1 Strongly Disagree	13.04%	30
2 Disagree	39.57%	91
3 No Opinion	24.78%	57
4 Agree	20.87%	48
5 Strongly Agree	1.74%	4

Analytics	
Mean	2.587
Standard Deviation	1.012
Standard Error	0.067
Variance	1.025

My class sizes are appropriate to the course.



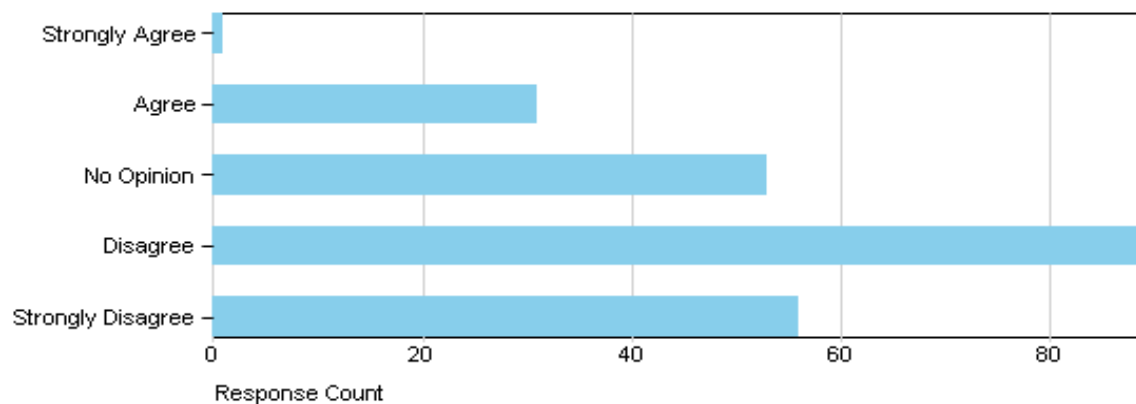
Total Respondents: 230

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	11.74%	27
2	Disagree	23.91%	55
3	No Opinion	13.91%	32
4	Agree	40.00%	92
5	Strongly Agree	10.43%	24

Analytics	
Mean	3.135
Standard Deviation	1.228
Standard Error	0.081
Variance	1.508

Excellence in faculty research is supported by management in tangible ways.



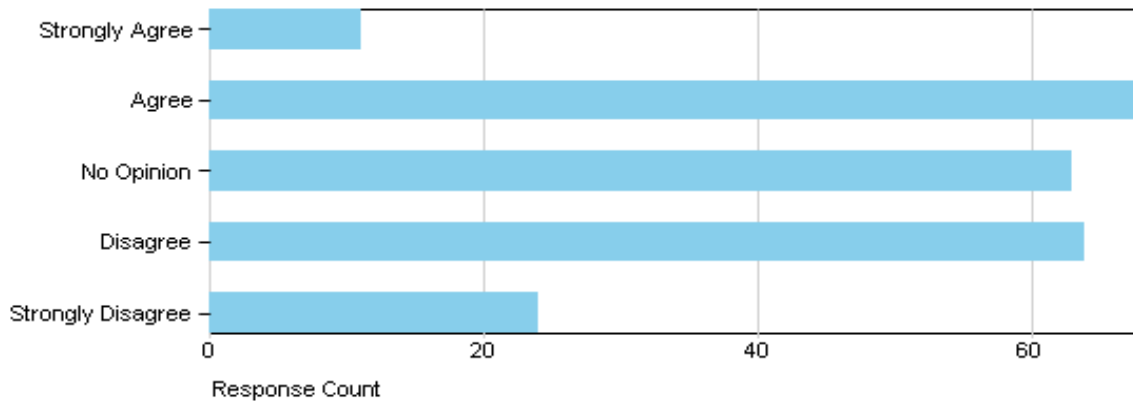
Total Respondents: 230

Total Skipped: 0

Choice	Response Percent	Response Total
1 Strongly Disagree	24.35%	56
2 Disagree	38.70%	89
3 No Opinion	23.04%	53
4 Agree	13.48%	31
5 Strongly Agree	0.43%	1

Analytics	
Mean	2.270
Standard Deviation	0.990
Standard Error	0.065
Variance	0.980

Teaching assignments are a collaborative faculty/management decision.



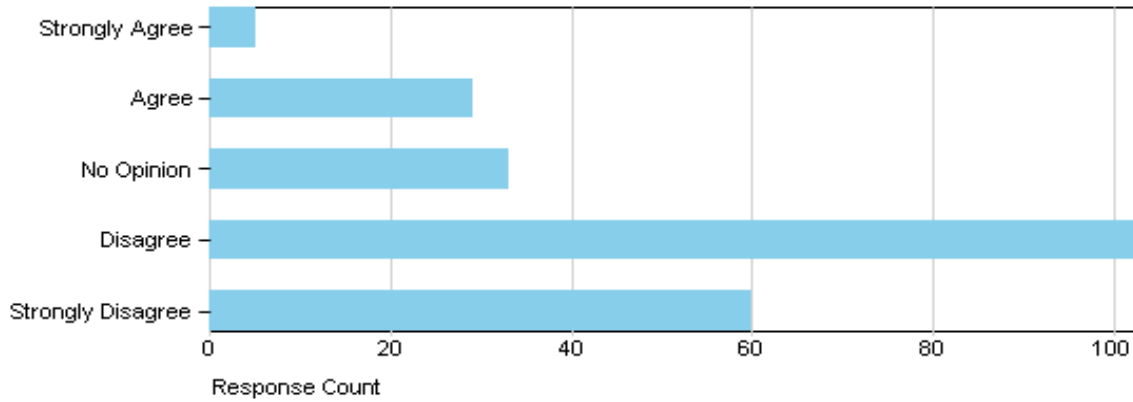
Total Respondents: 230

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	10.43%	24
2	Disagree	27.83%	64
3	No Opinion	27.39%	63
4	Agree	29.57%	68
5	Strongly Agree	4.78%	11

Analytics	
Mean	2.904
Standard Deviation	1.083
Standard Error	0.071
Variance	1.173

Management supports hiring practices that will bring excellent faculty to EUP.



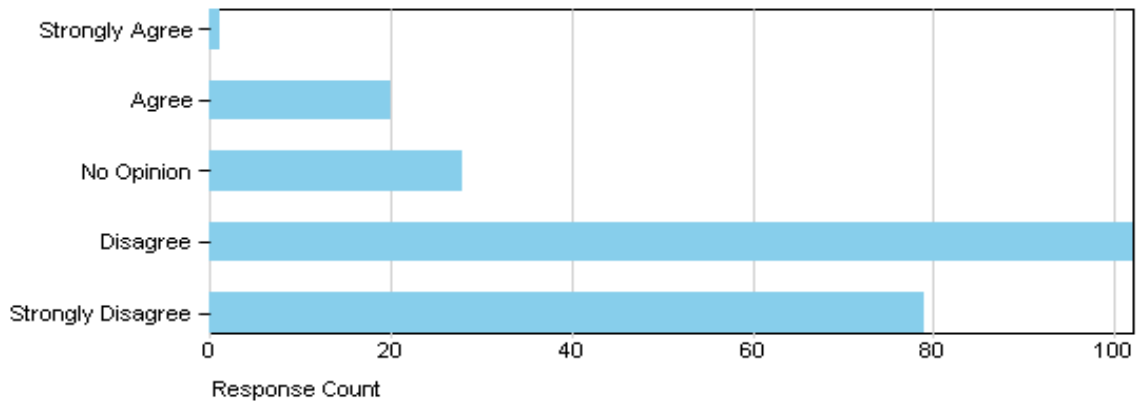
Total Respondents: 230

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	26.09%	60
2	Disagree	44.78%	103
3	No Opinion	14.35%	33
4	Agree	12.61%	29
5	Strongly Agree	2.17%	5

Analytics	
Mean	2.200
Standard Deviation	1.032
Standard Error	0.068
Variance	1.064

The hiring process is efficient.



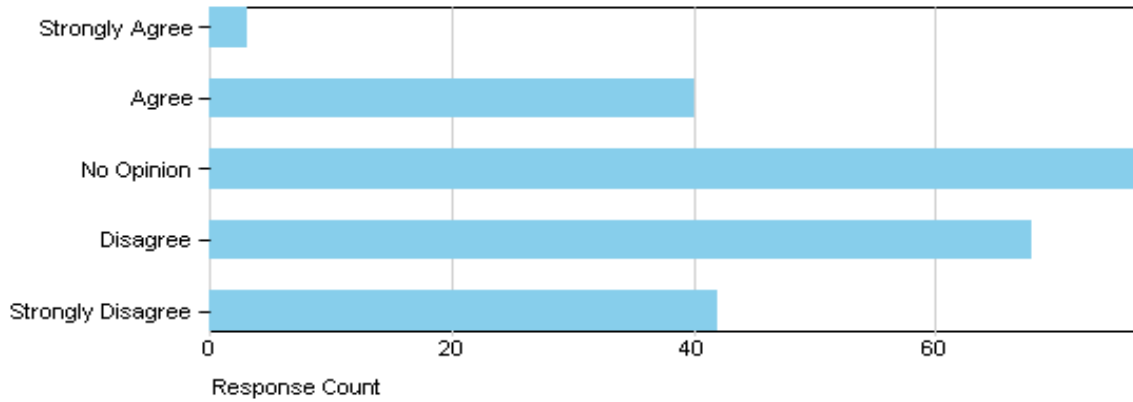
Total Respondents: 230

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	34.35%	79
2	Disagree	44.35%	102
3	No Opinion	12.17%	28
4	Agree	8.70%	20
5	Strongly Agree	0.43%	1

Analytics	
Mean	1.965
Standard Deviation	0.922
Standard Error	0.061
Variance	0.851

The faculty has confidence in the current executive management team.



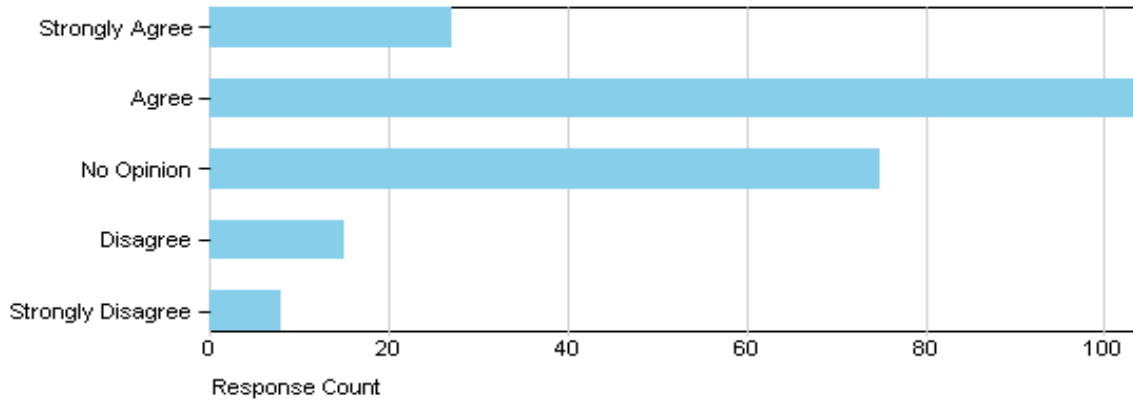
Total Respondents: 230

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	18.26%	42
2	Disagree	29.57%	68
3	No Opinion	33.48%	77
4	Agree	17.39%	40
5	Strongly Agree	1.30%	3

Analytics	
Mean	2.539
Standard Deviation	1.020
Standard Error	0.067
Variance	1.040

The new president has a plan to turn EUP around.



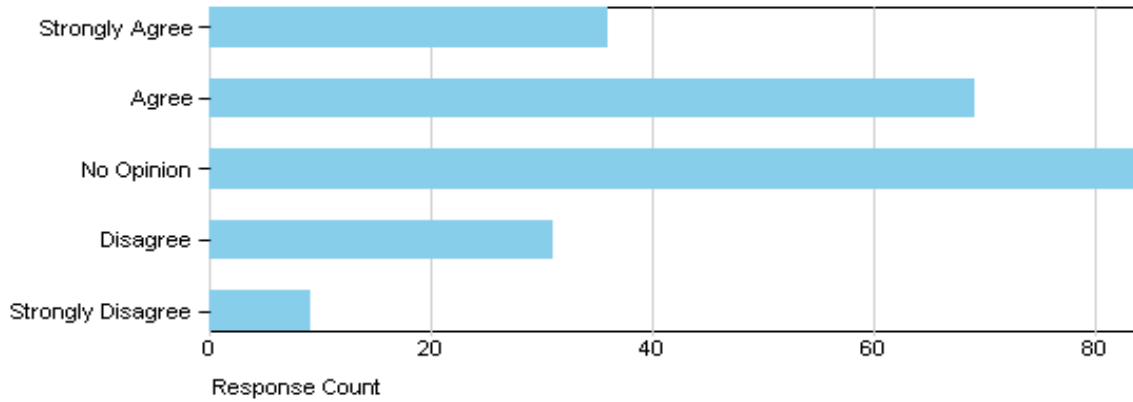
Total Respondents: 229

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	3.49%	8
2	Disagree	6.55%	15
3	No Opinion	32.75%	75
4	Agree	45.41%	104
5	Strongly Agree	11.79%	27

Analytics	
Mean	3.555
Standard Deviation	0.907
Standard Error	0.060
Variance	0.823

The new president has good ideas, but they will be impossible to achieve with the current managerial culture.



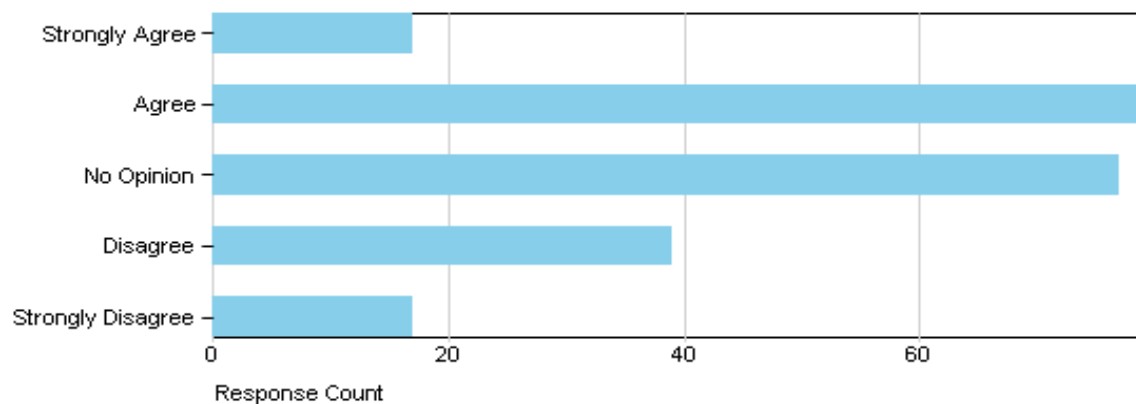
Total Respondents: 229

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	3.93%	9
2	Disagree	13.54%	31
3	No Opinion	36.68%	84
4	Agree	30.13%	69
5	Strongly Agree	15.72%	36

Analytics	
Mean	3.402
Standard Deviation	1.030
Standard Error	0.068
Variance	1.061

There is noticeable and substantive improvement happening under the new president.



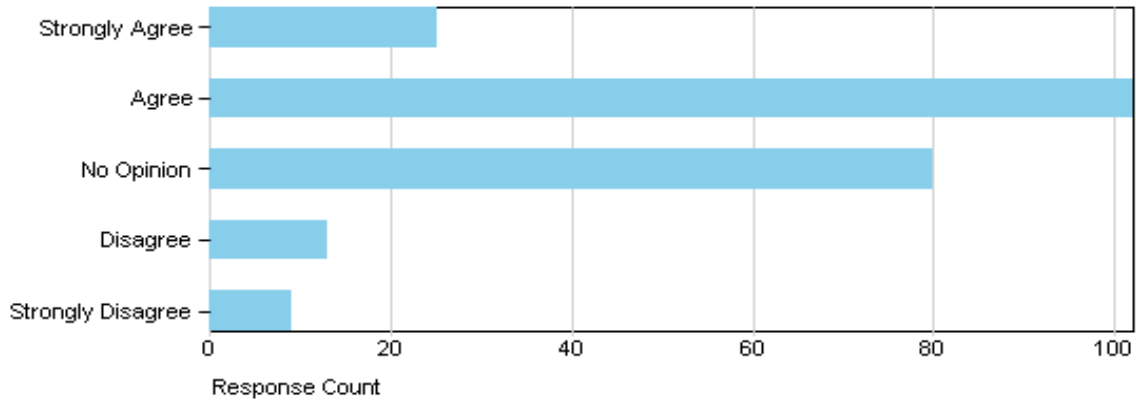
Total Respondents: 229

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	7.42%	17
2	Disagree	17.03%	39
3	No Opinion	33.62%	77
4	Agree	34.50%	79
5	Strongly Agree	7.42%	17

Analytics	
Mean	3.175
Standard Deviation	1.039
Standard Error	0.069
Variance	1.079

The new president has the skill to effect real changes at EUP.



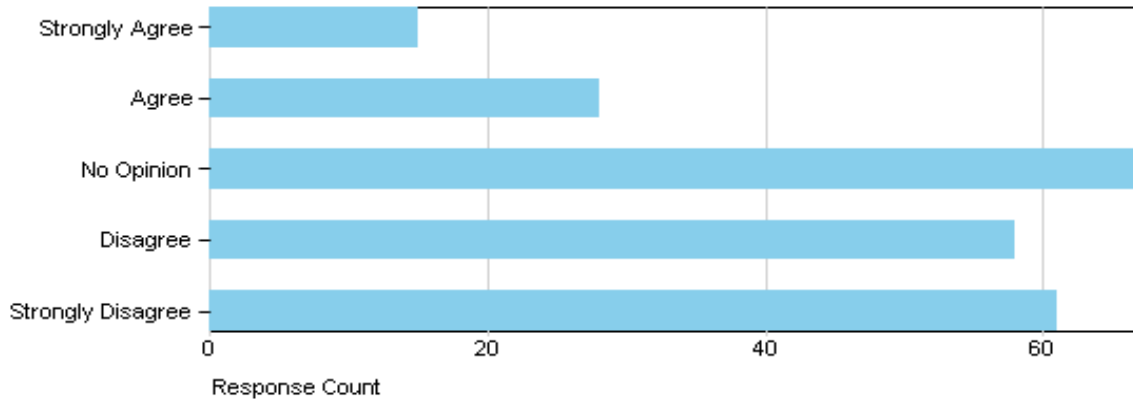
Total Respondents: 229

Total Skipped: 0

Choice	Response Percent	Response Total
1 Strongly Disagree	3.93%	9
2 Disagree	5.68%	13
3 No Opinion	34.93%	80
4 Agree	44.54%	102
5 Strongly Agree	10.92%	25

Analytics	
Mean	3.528
Standard Deviation	0.904
Standard Error	0.060
Variance	0.817

I plan to leave EUP for another job within 5 years.



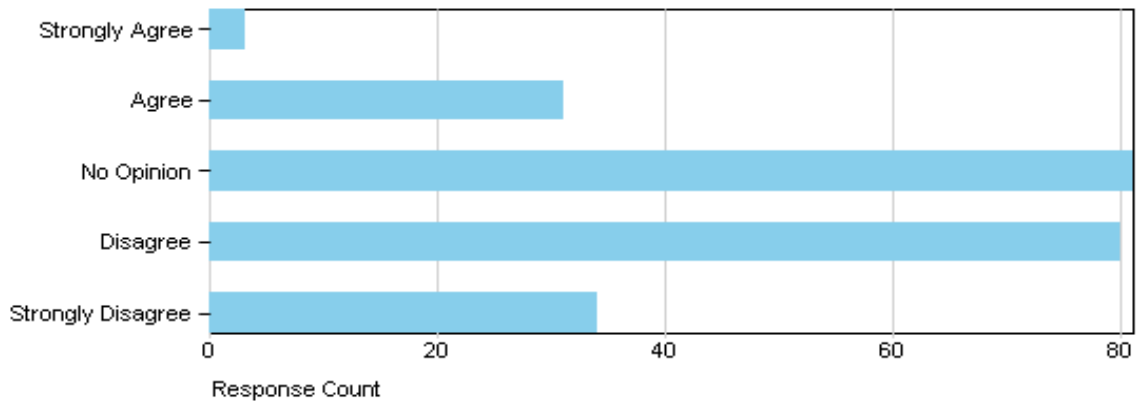
Total Respondents: 229

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	26.64%	61
2	Disagree	25.33%	58
3	No Opinion	29.26%	67
4	Agree	12.23%	28
5	Strongly Agree	6.55%	15

Analytics	
Mean	2.467
Standard Deviation	1.191
Standard Error	0.079
Variance	1.419

The university planning process is effective.



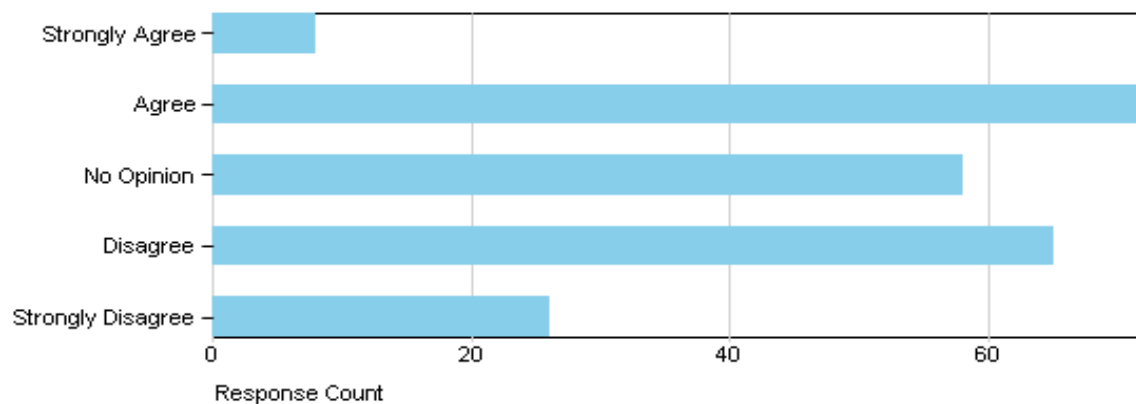
Total Respondents: 229

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	14.85%	34
2	Disagree	34.93%	80
3	No Opinion	35.37%	81
4	Agree	13.54%	31
5	Strongly Agree	1.31%	3

Analytics	
Mean	2.515
Standard Deviation	0.947
Standard Error	0.063
Variance	0.896

The faculty performance evaluation process is transparent.



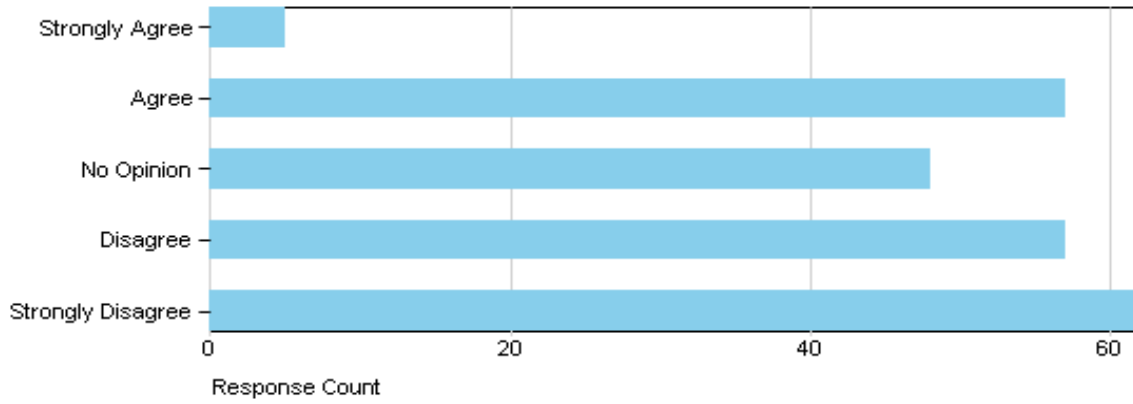
Total Respondents: 229

Total Skipped: 0

Choice	Response Percent	Response Total
1 Strongly Disagree	11.35%	26
2 Disagree	28.38%	65
3 No Opinion	25.33%	58
4 Agree	31.44%	72
5 Strongly Agree	3.49%	8

Analytics	
Mean	2.873
Standard Deviation	1.084
Standard Error	0.072
Variance	1.176

The promotion process is executed fairly.



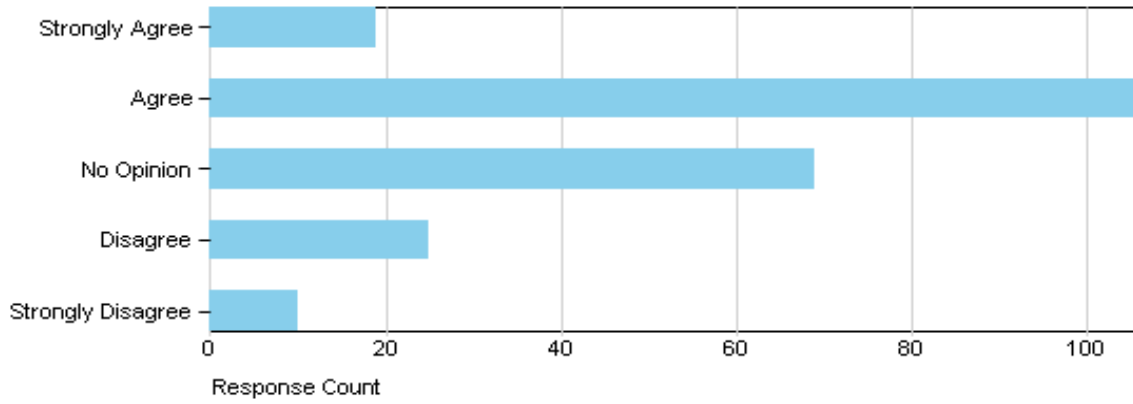
Total Respondents: 229

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	27.07%	62
2	Disagree	24.89%	57
3	No Opinion	20.96%	48
4	Agree	24.89%	57
5	Strongly Agree	2.18%	5

Analytics	
Mean	2.502
Standard Deviation	1.192
Standard Error	0.079
Variance	1.420

The tenure process is executed fairly.



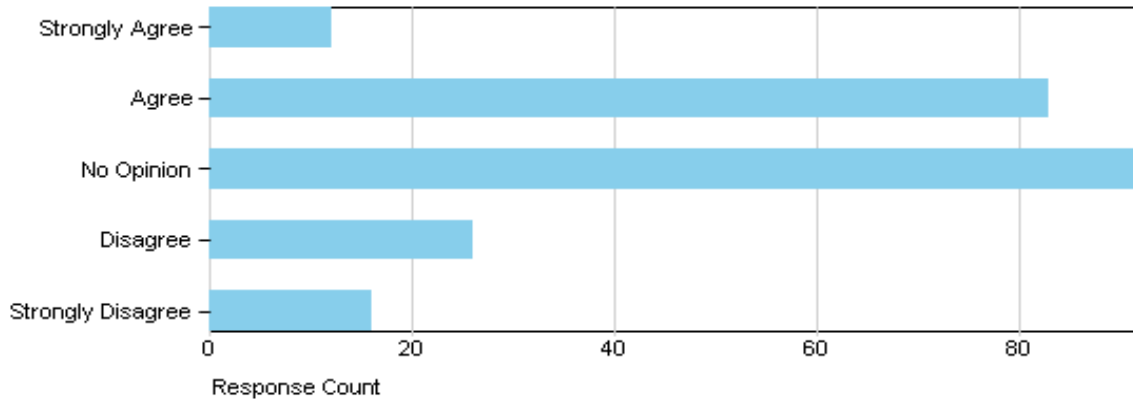
Total Respondents: 229

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	4.37%	10
2	Disagree	10.92%	25
3	No Opinion	30.13%	69
4	Agree	46.29%	106
5	Strongly Agree	8.30%	19

Analytics	
Mean	3.432
Standard Deviation	0.944
Standard Error	0.062
Variance	0.892

The sabbatical process is executed fairly.



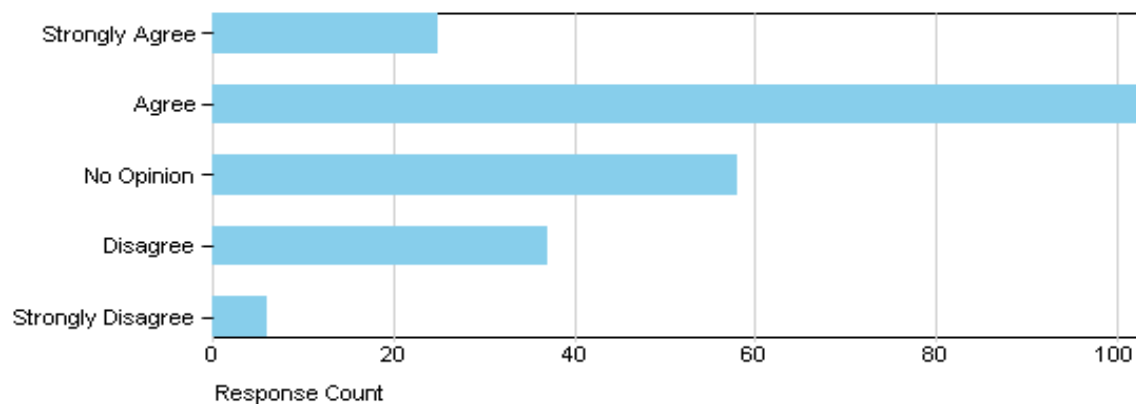
Total Respondents: 229

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	6.99%	16
2	Disagree	11.35%	26
3	No Opinion	40.17%	92
4	Agree	36.24%	83
5	Strongly Agree	5.24%	12

Analytics	
Mean	3.214
Standard Deviation	0.959
Standard Error	0.063
Variance	0.919

EUP APSCUF elected leadership is responsive to the faculty.



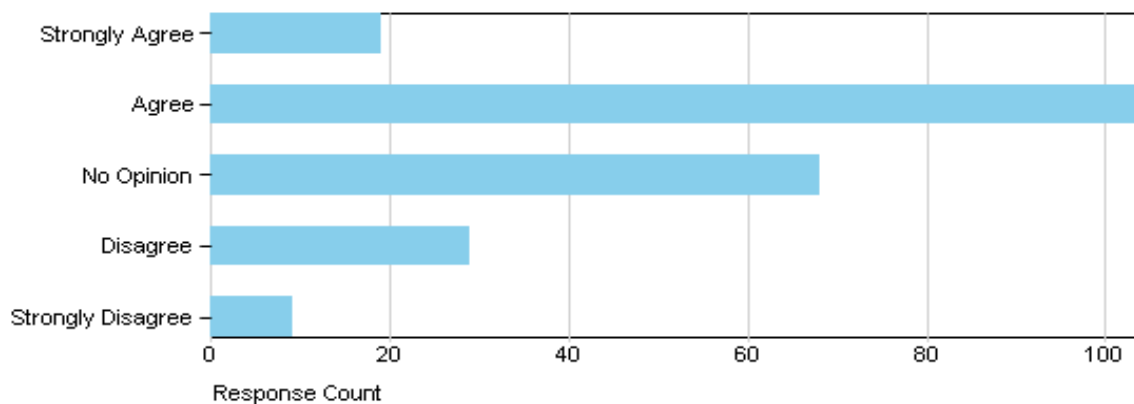
Total Respondents: 229

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	2.62%	6
2	Disagree	16.16%	37
3	No Opinion	25.33%	58
4	Agree	44.98%	103
5	Strongly Agree	10.92%	25

Analytics	
Mean	3.454
Standard Deviation	0.973
Standard Error	0.064
Variance	0.947

EUP APSCUF elected leadership is representative of the faculty.



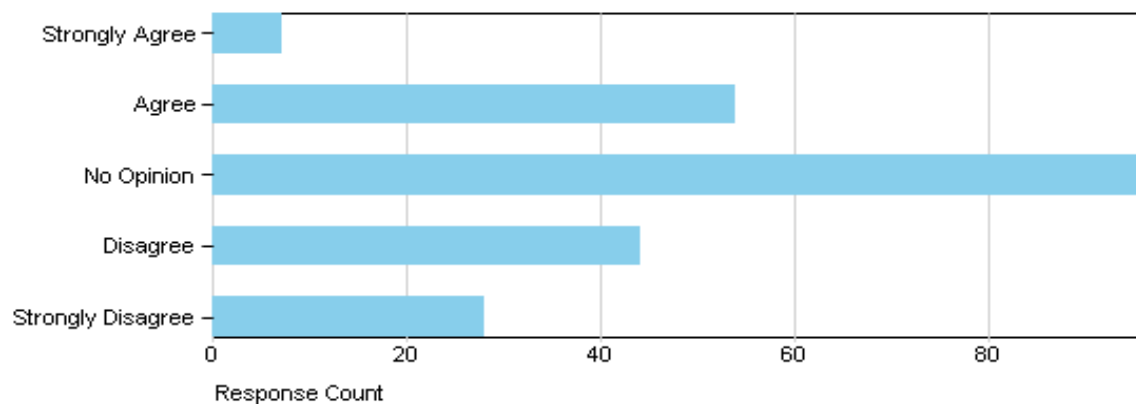
Total Respondents: 229

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	3.93%	9
2	Disagree	12.66%	29
3	No Opinion	29.69%	68
4	Agree	45.41%	104
5	Strongly Agree	8.30%	19

Analytics	
Mean	3.415
Standard Deviation	0.948
Standard Error	0.063
Variance	0.898

The university senate is responsive to the faculty.



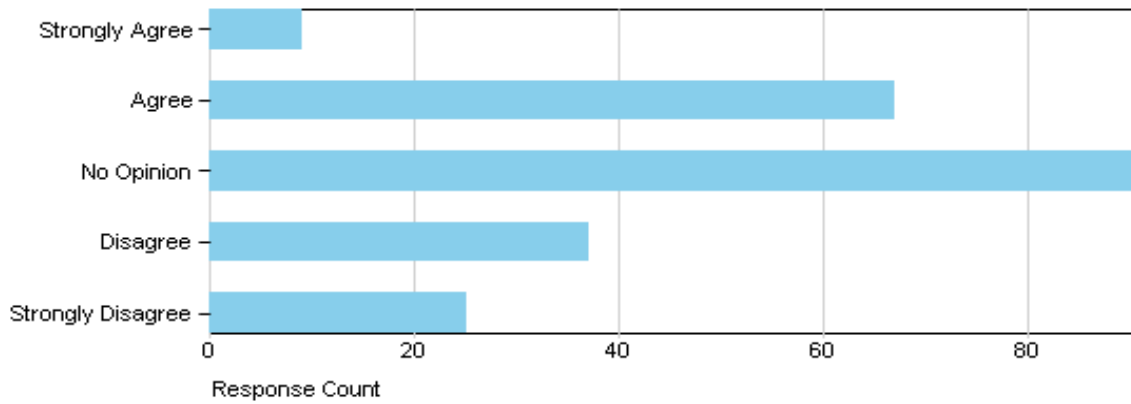
Total Respondents: 229

Total Skipped: 0

	Choice	Response Percent	Response Total
1	Strongly Disagree	12.23%	28
2	Disagree	19.21%	44
3	No Opinion	41.92%	96
4	Agree	23.58%	54
5	Strongly Agree	3.06%	7

Analytics	
Mean	2.860
Standard Deviation	1.010
Standard Error	0.067
Variance	1.020

The university senate is representative of the faculty.



Total Respondents: 229

Total Skipped: 0

Choice	Response Percent	Response Total
1 Strongly Disagree	10.92%	25
2 Disagree	16.16%	37
3 No Opinion	39.74%	91
4 Agree	29.26%	67
5 Strongly Agree	3.93%	9

Analytics	
Mean	2.991
Standard Deviation	1.024
Standard Error	0.068
Variance	1.048

What do you think the university president should make as his top priorities?

Total Respondents	163
Total Skipped	63

#		Response
1		Reduce Management/Administrative positions and focus on upgrading Teaching Positions and Support.
2		Raise admission standards.
3		Acceptance to EUP should be more selective.
4		improving academic standards
5		recruiting students with solid academic backgrounds
6		Get rid of the "Old Guard" and get new people with good ideas..
7		True academic excellence not just numbers
8		Those things we need to do our job. Why is it that president's impose their agendas without understanding what the university needs. I think this president listens but really doesn't hear.
9		academic excellence in student recruitment
10		Involve all stake-holders and banish mono-culture decision-making by administrators. Focus on recruitment and retention of qualified students, faculty and staff.
11		Improve admissions standards. Overhauling the promotion policy (if you can call what we have a promotion policy!).
12		Put Academics first. Change the management team that got EUP is this Terrible situation. Demand accountability from all...starting at the top.
13		Recruitment of talented and motivated students; focusing on improving the academic atmosphere for the best students, rather than propping up marginal students.
14		improve faculty hiring process and change upper level management.
15		Academics, faculty scholarship, raising academic reputation of the institution through more selective admissions standards, raising institutional faculty standards through better hiring practices.
16		EUP image.....ACADEMIC EXCELLENCE....Retention
17		Needs of the faculty and students. Excellence in the classroom.
18		Classrooms/environment that are conducive to the teaching/learning process HIRING PROCESS!!! We need to be advertising a year in advance instead of the month before a semester begins
19		Improved academic excellence, improved faculty moral, increased support for faculty research including release time
20		keep faculty positions intact; fill faculty vacancies rather than hire part-time faculty or reduce faculty complement increase faculty complement in CAPS which has been historically understaffed; in light of increasing severity of mental health problems among our students and increased demand for services, adequate counselor availability is critical; this also aids greatly with student retention

21			<p>I can think of several including: I think that Dr. Brown should concentrate on hiring effective people and getting rid of some of Pogue's carry-overs. He should recruit higher quality students (GPA and test scores) to attend Edinboro. He should work on balancing the budget of the University.</p>
22			Raise enough funds to improve instrumentation needed for teaching.
23			<p>Academic excellence. Recruitment. Scholarship. Retention.</p>
24			<p>Recruiting quality students and keeping them. Keeping them involves providing good service. This includes basics like easy registration for classes they want, help with financial aid, ease of getting a parking sticker, correct answers from advisors, adequate computing and library services as well as good classes.</p> <p>We need to speed up the process of getting license agreements signed by purchasing so we can obtain electronic resources that everyone wants.</p> <p>Good things happen here but you rarely hear about it in the papers or TV news stories. We need an effective PR dept. to get out the word about what is going on here. We could spend less money on advertising if we had free publicity about the community service and special events here. Gannon and Mercyhurst are always being spotlighted for the types of things that their students do. Why not us?</p>
25			Faculty morale, including financial support for scholarship, increasing department budgets for educational resources.
26			recruitment and retention
27			Quality of education
28			student retention
29			Recruiting more college capable students. Reaching out to a larger number of students in PA, NY, and OH to come to Edinboro University.
30			technical/clerical support for faculty--esp. with all of the tech expectations! revisitation of the management "team" and their "true" qualifications/performance!
31			Excellence in academic goals
32			funding for faculty scholarly efforts
33			<ul style="list-style-type: none"> - Academic excellence - Recruitment of highly qualified undergraduate students
34			Retention and recruiting quality students
35			Academic scholarship. With a four course load and a \$300 stipend for travel to conferences, engaging in scholarly research is tough.
36			reducing the number of upper management and making funds available for hiring new faculty

37			Academic excellence; support for faculty research, grants, and time actually spent in the classroom becoming more effective educators. There is so much pressure to obtain your doctorate, publish, research, be on numerous committees, etc., that my time and energies are far too split to adequately focus on excellence in the classroom. Clinical excellence and strong educators are not valued or rewarded; credentials are. I believe this is a mistake.
38			Academic excellence
39			We all should focus on recruiting quality students. Then we should all work on the retention of those students.
40			Sound financial practices that are transparent.
41			Academic excellence and support for faculty research.
42			Raise admittance standards; replace the dean of SM&T who is obstructive, ineffectual and incompetent.
43			Admission and retention of quality underclassmen
44			promoting the univesity
45			Recruitment and retention of quality students and faculty.
79			Improving the quality of students that are admitted to EUP.
46			Reviewing the promotion process for fairness across non-teaching, as well as teaching departments. Evaluating top level administrators and replacing those who are not effective leaders. Increasing funding for non-teaching faculty research.
47			The infrastructure (new buildings) is important, however making sure there are enough faculty to teach all of the students that are accepted is even more important in my opinion. For example in the Nursing Department, temorary staff has been hired for the last 4 or more years a week before the semester starts. Since there is no indication that acceptance of nursing students will DECREASE there should be a plan to hire more tenure track faculty
48			Recruitment of quality students. Better hiring practices for tenure track positions
49			Fundamentals - classroom that that works, return to reasonable class sizes for everyone
50			I am very frustrated with the lack of ability to be promoted in spite of the fact that I am very accomplished and have had multiple major achievements over the years that I have been here at EUP. Every other employment situation that I have been in has generously rewarded me economically for similar achievements except at Edinboro. I am dissapointed that I came here to work versus other universities and am currently considering my options. I would think that a university that cares about holding on to it's PhD prepared persons would work a little harder at keeping them on board by rewarding them appropriately. Deans, Provosts, and other managers only know how to speak "unionese" rather than treat professors with the respect that they have earned and rightly deserve.

51			<p>Admissions and retention- bring the right students here and keep them here. Reject the bottom x%, attract a fair proportion of great students, but realize that most of our students will be local and quite average. Then, go out of our way to keep them -- with first year seminar classes, freshmen advising, and few classes larger than 35.</p> <p>Hiring: Let us advertise the positions we need 9 months ahead of time. Don't make us wait. If the tenure track search fails, let us hire a temp 6 months before fall starts. Last minute hiring (and uncertainty) makes department administration very difficult for chairs and for hiring committees and the entire department (and for the students that are affected by uncertain schedules).</p>
52			Improving admission standards.
53			Improving the retention of faculty and replacing full-time, temporary positions with tenure track positions. This improves not only the morale of faculty, but the caliber of the classes being taught, which directly affects student performance.
54			Raising standards for admission
55			Academic excellence. The financial issues at EUP must also be resolved.
56			Retaining excellent faculty members
57			The president should bring in a new management team, one that is competent. This should start with the Human Resource director.
58			Academic Excellence Development Sound Fiscal Management
59			Better classroom conditions and produce a culture within management that respects academics. The culture of EUP management has always had a high school attitude. Many people have been through Education not ACADEMICS.
60			<p>Continue to hire quality faculty who have a terminal degree, not just a master's degree.</p> <p>It is also important to hire faculty who come from different institutions in order to have new ideas flowing into the university.</p>
61			Openmindedness is lacking. It is hypocritical to include ALL philosophies and thinkers in the arena of public debate except the Bible. This applies to colleagues as well as the administration. We could pray at ceremonies for over 200 years, but now we can't? Sounds like the Soviet plan. We see how well that worked.
62			Raising the academic standards. Valuing excellence in teaching. LISTEN and VALUE the faculty viewpoint when the entire department protests the dean's wrong-headed decision to terminate a highly respected tenure track professor! Don't rubber stamp the narrow-minded dean's recommendations!
63			1. Improving the academic standing of the University in terms of both students and faculty. As it currently stands (and has for many years), mediocrity is not just accepted, it is often aggressively pursued and embraced. The best and the brightest are NOT in administration, where one would expect to find those kinds of people--if the University were serious about improvement and academic achievement.

64			raising the admission standards (which he has done) but it cannot be done overnight. Patience is tough considering the budget situation being so driven by enrollment #'s
65			Academic excellence. Recruitment of students with higher GPAs and test scores. More proactive advertising about the great things that do happen here and the wonderful programs we offer with highly qualified and respected faculty.
66			I think he is on the right track. I am not sure the liberal arts Dean is on the same track though and is a hinderance to programs moving forward.
67			Have a better communication with the faculty of the various departments so that the opinions and suggestions of these groups could help him galvanize his agendas of change
68			Increasing the academic quality of faculty, programs, incoming students.
69			Academic excellence, recruitment of students prepared for college-level work
70			The University President needs to force our Deans to be collegial with the faculty. The President should have cleaned house when he had the chance. Terry Smith is pathetic as an administrator. He doesn't answer emails, respond to telephone calls or serve as an inspiration to his faculty. Why are we having the very first Dean-Faculty meeting in the history of Terry Smith's tenure? Why are we having it now? Is Terry Smith trying to save his job? I think it is too little too late. President Brown you need to eliminate people like this from your administration.
71			Recruiting students who are capable, ready for college, and know how to behave.
72			reducing management; increasing ability for faculty to devote more time to professional development; reduce redundant paperwork and committees
73			Recruitment and retention of students
74			Student admission and retention toward academic excellence Faculty scholarship Faculty and student service to college and community
75			1. Change the old leadership 2. Emphasis on Globalization and development of academic linkages which results in sending students and faculty around the world
76			Hiring needed professors to ensure that programs/departments can provide quality academics.
77			Uncertain at this point
78			1. Aiding the increase of research-based contracts and helping create and gather funds for the development of an interdisciplinary research center. 2. Increase focus on health related education, policy and research, and curriculum. 3. Improve the library system (e.g., join library consortiums both nationally and internationally). 4. Perhaps also look at the current departmental structure and evaluate if there is a need for restructuring the current arrangement of the departments (e.g., perhaps health and social sciences should not be considered liberal arts, including social work). New structures bring new energy.

80			Reducing the number of non-teaching staff to focus our dwindling financial resources on the core mission of educating people!!!
81			We need more full time faculty in growth programs, less temporary hires. More focus on Academics and less middle management.
82			Academic excellence - and put his money where his mouth is. We have little money for educational expenses, but the football team has money to travel to Long Island, NY for a game.
83			recruiting and retaining academically sound studnets (i.e. not esp or esp wanta bees).
84			Hiring more teachers full time to reduce Gen Ed class sizes, hence provide more individual support for studenst
85			Academic excellence Recruitment of quality students
86			Focus on academics. New appointments, not re-assignment of top management, to show he means what he says about academic excellence.
87			Improving infrastructure, facilities. Funding for faculty travel to conferences, research. Funding for new or updated equipment in the classrooms/labs/studios for students and faculty both. ie improve quality of education.
88			1. Increase academic quality of incoming students. 2. Set the University on the path to environmental sustainability; local generation of power from sustainable and/or robustly available resources 3. Modernize classrooms 4.
89			Focus on retention and fair allocation of funds across academics.
90			The campus is very fragmented. There is very little done to bring the various departments together. Many people, including myself, decide to leave due to the isolation of the campus and departments. This interferes with the ability to attract new faculty.
91			Academics Retention
92			He needs to focus on the basics-- support staff, technology support, data that is accessible and reliable, increasing the academic caliber of our student body, having sufficient faculty for academic programs to remain strong.
127			Raising admission standards.
93			Fund raising to meet academic needs - not necessarily athletic needs Improving the quality of students admitted to the university. Raising admission standards will result in an increase in applications; not the other way around.

94			<p>Faculty morale has been broken by the previous administration. Pres. Brown should "clean house" of the ineffective leaders under him (V.P's, Deans, Chairs and Staff). The faculty members are not supported and are faced with unending continuous frustrations. As time consuming as it may be, faculty morale needs to be improved. How can Pres. Brown's new insights and ideas be successfully implemented with hundreds of dead souls operating under him fearful of yet another blow to their dignity. I want to believe in him, but my Dean (Smith) and my Chair (who basically just pushes paper and has no real knowledge or interest in my field) are not equipped to handle their positions. Dean Smith may be a good bean counter, but he has no interpersonal skills and therefore does not know how to encourage his faculty, rally his faculty, or even thank his faculty for the work they do under sub-par academic circumstances.</p> <p>In addition, it seems the Student Government Association runs the University. They hold the funds that are used to operate many of the curricular and co-curricular programs on campus. They, in turn, have no effective leadership or advisor. They do not have the knowledge or the maturity to manage such ventures. The closest advisor they have is on the SGA payroll. Therein lies a considerable conflict of interest.</p>
95			academic excellence and infrastructure (Cooper Hall)
96			Attracting and retaining high quality students; reducing class size
97			<p>Stronger focus on higher academic achievement by providing faculty with the tools they need such as better technology, staff development, and acknowledgement of quality teaching. Currently, the focus is more on service to the University which often means those that spend less time teaching and more time networking are promoted instead of our best teachers. As a member of the departmental promotion committee for many years, I see that numerous faculty work in areas that do not lend themselves well to the forms we currently use for promotion. I see people promoted that set low standards for our students to keep their evaluations looking good and spend most of their time socializing with students, peers and management; while our most excellent faculty go unrewarded by management. This certainly does nothing to encourage academic achievement in our students.</p>
98			Admitting students who have the motivation and intelligence to succeed academically. More support for faculty professional development;
99			New academic program development that is responsive to regional needs at the certificate, associate and bachelor's levels.
100			Minority Recruitment and inclusion.
101			I would like to see the President extend himself to the faculty the way he does with the students. I believe opportunities will be upcoming to talk with him, but I would like to see him visiting classrooms.
102			Academic achievement

103			<p>1) Working with PASSHE to do away with performance indicators.</p> <p>2) Working to increase criteria for tenure to make it more parallel with similar institutions. For example, no one should be tenured without a peer-reviewed publication.</p> <p>2) REFORMING the promotion process. Some of the people on that committee (not the chair who has tried to make improvements) use it as an opportunity to take revenge on people they don't like. 1) It should not rely so heavily on a written essay that can be nothing but creative non-fiction, especially if the members of the committee don't look at the supporting documentation. 2) Assistant and Associate Professors should not be voting on applications for Full, nor should Assistants be voting on applications for Associate. 3) Teaching should be a much lower percentage for applications for Full. If a person can't teach they shouldn't be tenured in the first place. 4) Members of the committee don't even read any of the letters from dept chair, dept committee, dean or provost. It is ALL up to them. There is little inter-rater reliability (the rankings are all over the place on any particular person) which demonstrates either that the instrument is poorly put together, or more likely, random scores are assigned with no reference to materials, only to the agendas of members of the committee. If anyone ever got an outside lawyer and subpoenaed the scores, they could really discredit of ..</p>
104			<p>Hiring adequate faculty members to support current curriculums</p> <p>Increasing enrollment</p> <p>increasing retention</p> <p>Increase academic excellence</p> <p>Add new curriculum projects - new programs</p> <p>focus on performance indicators</p> <p>Fund raising</p>
105			<p>I agree strongly with his priority to improve the Edinboro University website. I also believe he is correct that we need to develop online classes to remain competitive. But not all classes can be offered effectively online. Faculty or Departments should never be rewarded or penalized for the number of online courses they offer. I don't have a problem with faculty getting compensation for developing online courses, but there is a fine line to tread as the money has to come from somewhere. I think the new dorms and dome are also good for Edinboro. I don't know enough about the University wide budget to know if the new building projects are overextending the University.</p>
106			<p>Teaching students that College is a place where you learn how to Think. And that without practicing active use of the Brain, one does not achieve a college degree.</p> <p>He could start this by supporting faculty who wish to engage in scholarly activity so we can provide prominent models of what it means to be a thinker.</p>
107			<p>Increasing the budget</p>
108			<p>hiring faculty</p>
109			<p>academic excellence though support for research, teaching, and service</p> <p>managing tough budget in difficult times while still moving forward</p> <p>keep striving for passhe "performance" funding, while continuing to work to change that very system....</p>
110			<p>Increase the number of programs offered, which means hiring quality full-time faculty. Some startup funding, even just a few thousand, would help a great deal. Continue success in recruiting better students and cutting the acceptance rate. Overall, Jeremy Brown has done a great job thus far.</p>

111			<p>Faculty hiring (e.g., effective timelines, reasonable funding to cover expenses for a short list of applicants, competitive salary offers commensurate with market value)</p> <p>Computer replacement plan (including a new computer for new faculty)</p> <p>Moratorium on new academic programs until existing ones are either eliminated due to low enrollments OR additional resources are received to completely cover the expenses. We must stop the cannibalization of programs by other programs brought on by poor planning.</p>
112			<p>More funding for faculty professional development (it is simply pathetic and embarrassing presently) and recruitment of better students, not students who verbally assault faculty in the classroom and sell crack in Philly.</p>
113			<p>1)Increasingly selective admissions 2)Timely hiring processes that will allow us to hire competitively</p>
114			<p>I understand that he is concern about retention and recruitment.</p>
128			<p>Academics and updating academic buildings. Our building was newly renovated - but I know buildings like Cooper are horrific. I also fail to see how canceling GRADUATE level courses with fewer than 10 students is academically sound - I don't think I had more than 10 students in any of my grad courses. I also believe that Independent Studies are a real plus for our academically talented students - allowing them to carry out research or other projects that we can't do in large classroom settings. I don't see how we can justify not allowing Independent Study credit - it can't cost the University that much money.</p>
115			<p>--Supporting faculty scholarship and research: With the Thistle Post only online, and embedded within an email, faculty "accolades" require finding the link buried in a sidebar within the inside pages of the latest issue, and then having to click again on an embedded link within the pdf to get merely a few paltry lines, so it's not even worth telling Anita Joslyn which I did upon publication of 2 significant articles and then never even saw it appear. So it seems like "great things" only involve a Fulbright or a book, which are highlighted other places around campus, forget conference presentations, shorter publications....)</p> <p>--Raising academic standards (would improve retention and reputation) for admission (right now students feel that ANYBODY can get in as long as they breathe and pay \$ and I'm seeing it in the classroom)</p> <p>--NOT tolerating hostile/incivil behavior by other faculty: deans don't do anything, provost doesn't do anything, (former) president doesn't do anything but say they'll "look into it" which doesn't happen.</p>
116			<p>Make resources available to hire new faculty, and improve the hiring process! As it is, funding is denied for lines that have been empty for several years, faculty positions are not advertised in national forums (The Chronicle of Higher Education website, for example), and candidates are not treated respectfully with reference to the ridiculously long hiring process. When a position is not offered until May, that forces the candidate into a difficult situation where they must either turn down the offer or greatly inconvenience their current employer.</p>

117			Hiring. Replacing faculty members who have left or been fired - NOT NOT NOT reducing class offerings.
118			Equality among program support.
119			Recruitment and Retention
120			Educational technology Academic excellence Marketing EUP/recruiting students and faculty Faculty professional development Faculty scholarly research
121			Academic Quality
122			Academic excellence.
123			Raising academic standards for admission Streamlining management Supporting faculty research
124			Academic excellence and development of teacher/scholars in all programs
125			Academic excellence through recruitment outside the area, investment in facilities appropriate to each major, focus on technology.
126			Academics
129			Reducing obstacles from students receiving a quality education. ie reducing class sizes, enabling class offerings, and promoting quality students.
130			Recruitment & retainment of quality students and quality faculty.
131			Increase admissions standards. Better students will be more successful, and ultimately be better able to give back to the university.
132			Raising the standards for student admission which will enormously affect student retention.
133			Authentic academic excellence. So far, it's been more lip-service to "excellence" while corrupt "programs" like ESP, as well as incompetent, sometimes nearly illiterate management personnel go on and on.
134			ACADEMIC EXCELLENCE! Better recruitment and retention. Facilitate faculty excellence through better hiring and research support.
135			academic excellence making EUP a fun place
136			Increase in admission standards Building of morale through positive communication
137			Review management in each of the colleges.
138			1. Raising admission standards (for students at the undergraduate level) 2. Stabilizing the Academic Support Services Department so that changes in faculty/staff assignments are far less frequent. Right now it seems that faculty responsibilities (and office spaces) are changing every 6 months. Also, faculty assignments should be matched with their strengths rather than arbitrarily reassigning faculty responsibilities with little attention paid to the skill set each individual faculty member possesses. 3. Providing adequate services for students who struggle academically. 4. Controlling class size to optimize "excellence" in learning outcomes.

139			increase the number of well-qualified students and decrease the number of ill-prepared students
140			Continue focusing on academic excellence. Better students will pay off.
141			his resignation
142			No opinion
143			1. Position EUP to attract students who would otherwise attend Gannon, Penn State Behrend, or other PASSHE schools by raising Academic Excellence, minimizing class sizes greater than 25, and stop cancelling classes because of temporary, short term enrollments below 10 (only after three semesters of under enrollment). 2. Student population is likely to shrink regardless: prepare a plan that responsibly reduces administrative staff, then Faculty, to keep the school financially in balance.
144			I think that academic excellence should be more than just a phrase. We are admitting too many underprepared students and not providing enough support for them. Faculty have stated that this is so and so far it has been to no avail. I am truly concerned about the academics.
145			Recruitment,
146			Academics, academics, academics and enlisting the help of active and concerned faculty in making academic decisions. Ensuring the quality of education for top-performing students and supporting the Honors Programs and those students in it. Also, getting our story out. Had lunch with with a former graduate student of mine (now getting a Ph.D at SIU with a great advisor) and she and her fiancé (graduate of LECOM) from EUP are appalled at the lack of attention paid to highly successful graduates. Also recognition by them that if we want a graduate program (they do), PAY stipends that allow students to survive without working two or three additional jobs. Students here are generally extremely pleased with their academic educations, but dismayed at how they are viewed by administration and a lack thereof of understanding.
147			Raise admission standards Raise funds
148			Improve the quality of incoming students.
149			Find ways to attract students to come in person to EUP, rather than relying on online programs to fill the rosters.
150			Academic Excellence
151			The recruitment and admittance of higher caliber students.
152			Match student academic needs with sufficient support to give the students a reasonable chance for success. This includes appropriate academic facilities, support services, and policies that will allow good students to continue and poor students to leave the university. Faculty should be provided the tools (physical and intellectual) to enhance their work.
153			#1. The budget needs to be larger and prioritized better / more to the Departments....much more! #2. Recruit better students, who in turn would increase our retention rate. Don't promise things and then later retract them due to budget constraints (ie. The Graduate Program and subsequently Assistantships).
154			Continue working on enhancing academic standards. Kudos to President Brown. More support of faculty and student research would be great!

155			Thin out the bloated administration. We do not need them all and we could use the money for people who teach, books, equipment or other needs. Second, develop the Erie campus as well as continue to improve Meadville.
156			retention and student involvement
157			retention
158			reversing a decade of academic deterioration with substance, not slogan
159			Admission requirements, look at changing the productivity. Numbers are getting in the way of quality.
160			The president continuously talks about raising expectations at EUP. I agree with raising expectations, but this requires increased funding. I see decreases, not increases.
161			academics and research
162			Recruitment and retention of qualified faculty and students. Ensuring adequate classroom and office facilities. Allowing scholarship activities to be a component of faculty workload.
163			Hiring replacements to fill spots vacated by retirements when appropriate.

Have you been affected by larger class sizes? If so, how?

Total Respondents	152
Total Skipped	74

#		Response
1		No
2		Not enough time to help all of the students in a very large science laboratory.
3		Yes, I have classes that are 40 students.
4		no more than usual
5		no
6		Yes!!!!!! I test less and pray more. My room is so full I cannot walk the aisles. I request a larger room for tests.
7		I teach online and am limited to 25 students
8		Our class sizes vary. Actually, I wish we could have larger intro courses so we could teach much smaller senior level courses.
9		I teach four classes, three with 80 students each and one with 40 students. You do the math. Not only is the 4-4 course load unduly burdensome, but this student load is ridiculous. The university should hire enough faculty to get everyone's course load down to 3-3, like any other reasonable university, and to allow faculty to teach some actual seminars instead of nothing but huge Gen Ed courses.
10		Large sized classes result in the lesser use of term papers and essay tests.
11		As a studio art professor, my class sizes are manageable.
12		class size has doubled since I started at Edinboro...Classroom are in horrible shape. Most are in violation of H & S regulations. One entrance/exit for all those students. Windows that do not open...heat is unbearable in Summer and Sept.
13		Larger class sizes make an emphasis on writing more difficult. As a result, students are writing (and being critiqued on their writing) less.
14		2 classes of 50 students and 2 anatomy classes with 30 students.
15		Yes, detrimentally. Over the years, class sizes have been slowly growing to uncomfortable sizes. In Art Department, where I teach, the class size is too large to teach effectively, and to give proper attention to students.
16		yes....25 to 36 and 35 to close to 50
17		Not so far.
18		Not yet.
19		No
20		no
21		I think that idea of class size is a no issue to me, if an instructor can't handle a few extra students then maybe they shouldn't be teaching at a University. (I understand in regards to equipment though, art, science, etc)
22		Not really
23		No.
24		NA
25		No.

26			Not here long enough to say
27			Not yet (thanks to the protection of the union).
28			no
29			No.
30			yes--too many grad students per class!
31			yes, in terms of supplies and support resources. I have had to use my own finances to purchase needed AV aids for the classroom.
32			no
33			- Our class sizes are already perhaps to large, but they have not grown significantly in the past 10 years
34			My graduate classes are HUGE now. In years past teaching at the graduate level was a treat compared to large undergraduate courses. Now, my graduate courses are larger than undergraduate courses and there's no incentive for teaching graduate classes.
35			Our class suzes have remained the same.
36			No
37			No. My classes are 25 to 30 students, and I feel this is an appropriate class size.
38			Yes, discussion in my philosophy classes is more difficult with large class sizes. No class should have more than 20 students. There is no doubt such a change would benefit the students and allow us to advertise ourselves honestly as a university with a commitment to a student-friendly learning environment. Yes, it is costly, but you get what you pay for (on balance).
39			Not yet.
40			N/A
41			yes, the numbers have increased in higher level teaching strategies courses. This limits the amount of time students can practice micro teaching.
42			Yes. When I first began teaching here, there was a smaller limit on class size for professional education classes. In one course, that size is now 50 and it is difficult to get students in front of the class to perform.
43			not so far
44			Yes, as above. The nursing department needs more permanent faculty.
45			No
46			I have not but some classes in our dept have.
47			Yes, last year I had the largest class size while at EUP. I have had larger classes at other universities though. It is not conducive to excellence in learning.
48			Composition class size is too large. Professors no longer have the time to devote to individual instruction--Conferencing and commenting on papers.
49			No. Our department is capped at 35-40 students per section, and I'd like to keep it that way. Any more in a class will just encourage Ws and Fs.
50			No
51			While my class sizes are relatively small in comparison to lecture classes, the facilities do not support such a class size, which makes teaching difficult and students unhappy.

52			Yes. Online cohorts in the School of Ed are held constant while other courses sizes continue to rise.
53			Class sizes have increased which influences experiences students have outside the classroom.
54			Very large classes are difficult to give personal attention
55			no
56			no
57			no
58			No.
74			Teaching multiple sections of large (50-90) gen ed courses.
59			Yes, it is difficult to control and manage large classes. What most managers do not understand is problems in a classroom go up exponentially with class size, not linearly.
60			I have not been affected by larger class sizes (yet), but colleagues have had fairly large classes.
61			Larger numbers of students makes the quality of education suffer. You cannot offer quality in certain courses with more students than is feasible.
62			No, because I teach one on one.
63			Classes have grown considerably over the years. Performance-based courses have been seriously compromised as a result. I am not teaching those kinds of courses, so although seat counts have increased and continue to do so, the effects are not as damaging as they are in other courses.
64			not applicable as non-teaching member. But this is a major retention issue at schools our size. Students still need that one on one relationship with faculty.
65			Large class sizes tend to make instructors give fewer, if any, writing assignments or essay-style exams. Instead, MC & T/F question exams are given on scantron sheets and students are not polishing their writing skills. My assessment of EUP students' writing skills is one of shock. Many students are not writing at a level even suitable for a freshman at high school. Also, hands-on science lab courses are best done with a class size of 15-20 students to maximize supervision of their assignments. Groups larger than that are difficult to manage.
66			It has become more difficult to promote class discussion or small group work. It has become possible for students to blend in. The amount of writing has been reduced.
67			Not yet, but I fear it is coming soon.
68			no
69			NA
70			Not really
71			Does not apply to me.
72			Yes. More problems in skills courses, less student involvement in lecture-size courses
73			I've had to change how I test and how I teach. No longer can I conduct classroom exercises with students, class discussions are a thing of the past, term papers are history and essay tests are no more.
75			Marginally
76			in a discipline in which class ratio is important, some of the practice classes are large and impact interaction

77			yes - teaching a small college experience class in an attempt to provide support to new freshman was at 20 now at 30, difficult to track these students and give them the attention they need.
78			No
79			large class size has affected faculty to put less emphasis on scholarship and research. In addition, faculty assignments given to students are less and testing methods are superfluous rather than conducting intensive appraisal for each student before grade is assigned.
80			I have been unable to hire temps when needed to increase a large seat count class to two sections. I have a senior level course with 41 students--16 over the limit--which necessitated a classroom change because the dean would not authorize the hiring of additional temps to allow me to rework my schedule and offer two sections.
81			Class sizes are as good as they are going to get.
82			It depends on the focus and topic of the class. If it is for instance a research-thesis class the large size makes it difficult to follow and individualize learning effectively and efficiently. But in general I believe that maintaining relatively small class size provides opportunities for more interaction and individual attention to students.
83			No
84			Only in combination with 4/4 teaching load. It's about the number of contact hours, not just class sizes.
85			No.
86			No. Class size is limited by lab space
87			Yes. I no longer teach higher level courses that do not attract large numbers.
88			They are trying to increase our seat count. Classrooms and/or studios will not accommodate more bodies.
89			Mostly unaffected.
90			I anticipate the large sections (60+) students will be increased soon with no logistical assistance.
91			No
92			Not yet.
93			No
94			<p>I have had to alter my course schedules to exclude group work, student presentations, etc. Instead of combining and varying teaching styles to assist the different types of learners in the classroom, I have to maintain a more authority role. I do implement Socratic methods, however, and strive to keep students vocal regardless of the size of the class.</p> <p>In performance or lab-based classes, I have less and less time to work one-on-one with the students. I spend a lot of time (weekends, evenings) outside of class time working with students who are motivated. That is not a problem because I care about my students so much. But, if I had children or a spouse, I would not be "able" (nor would I be willing) to give so much of my time to accommodate my students. I deserve the right to have my own life. The University, my program and my students have benefitted because I don't.</p>
95			no
96			Yes! I have nearly twice as many students per class as I did 10 years ago.

97			No. Due to the nature of my teaching assignments, my classes are limited in size.
98			Students hardly fit in the classroom;
99			No.
100			Not really.
101			No
102			No
103			Yes our department is has many overloaded sections.
104			No
105			yes, always being pushed for larger number (i.e performance indicators).
106			No
107			No - I'm a non-teaching faculty member
108			I have not.
109			Our faculty have been cut in Math and Computer science. Consequently our service courses are always full to the brim and even our majors courses are beginning to max out. Students feel they are invisible and act accordingly.
110			Not at all. Class sizes are quite manageable.
111			No, but canceling required classes due to low enrollment is a horrible thing to do.
112			not at all
113			yes, workload increase with a decrease in student relationships, learning, and ability to retain what is learned because of changes to teaching and learning styles that must be made in order to deal with in some cases vastly larger class sizes....also use of I-TV to increase class size also makes all of this even more complex....
114			Our undergraduate pre-professional program currently has a student to faculty ratio of 37:1, every single course had to be overloaded this semester because we now only offer one section of every core course PER YEAR so students would have their graduation delayed by a full year if we did not overload them. One course is overloaded by 15 students. Our enrollments shot up 38% over last year, yet our faculty FTE is down 15%. We now have more part-time faculty than full-time, some of whom are hired a week or so before the start of the semester. It's beyond ridiculous.
115			All of my classes are large (45 students) and because I wish to live and see my family a bit, I have recently stopped requiring writing assignments in these (large) sections. Sad but true. I learned early on here in this climate that no one cares about you, so you must look out for yourself.
116			no
117			only slightly, with 1 more than allowed.
118			Yes - sections were canceled by my dean and as a result all of my courses are overloaded - one by almost 100%. As a result, it is extremely difficult to teach hands-on skills and have enough time for everyone to respond or discuss course content.
119			I teach classes as big as 80 students. This is no problem.
120			not yet

121			Class sizes have been gradually increasing over the years. Negative impact on: a. Introductory courses for programs b. Methods courses c. Graduate "seminars"
122			Yes. Many of my classes are too large for effective discussion and reading papers can be an excessive burden.
123			I have had to quit requiring substantial research papers in my 300-level classes, because there are too many students. Now the paper is optional to replace a bad test grade.
124			Yes. My FTE has doubled, making it more difficult to do what I want to do in classes.
125			Unfortunately yes, the Graphic design classes are much too large, the idea class size for our upper level studios is 12-15 students.
126			Yes, The larger class sizes only facilitate lecture format. it does not allow application demonstration that drives the content home.
127			Courses involving hands-on activities can be unmanageable with the larger class sizes.
128			Anyone who has ever attempted to teach a graduate level Research class knows what type of writing intensive course that should be - trying to read the myriad drafts and redrafts of 25 students (in addition to other courses and coursework) is almost impossible - Since I've been here, I've seen the requirements for Research drop from a 5 chapter finished product, to a 3 chapter proposal, to now "pieces" of the proposal that can be assembled at some later date in to a proposal (or not). We are at risk for losing our accreditation since our student/faculty ratio is almost double what the target is. We can't have it both ways - all programs accredited that have an accrediting body - and larger and larger classes - that impede accreditation.
129			Yes. Less chance to actually teach, as opposed to managing pre-adolescent (at best) behavior.
130			Our classes are slowly inching up in student numbers.
131			yes, my classes have grown 25% or more over the last seven years, making it more difficult for discussion, written projects
132			I have reduced the number of assignments. I require few writing assignments. I use more scan-tron testing.
133			As a part-time temp, I am subject to overflow in classes without the same compensation that full-time tenure track professors enjoy. Further, I have no right to refuse such a condition.
134			Yes. Periodically, the "cap" on class size is increased, which influences what can (and cannot) be done in the classroom. A distinction should be made between the enrollment size in undergraduate and graduate classes (i.e., fewer students in graduate classes).
135			no
136			The size of my classes has gone from 30 (too many) to 35 (way too many). I have had to cut down on student presentations, as a result. There is not enough time to really allow 35 students to present and receive feedback from peers.
137			crammed classrooms
138			No

139			1. Not in main stream subjects (only in CS104 - and 40 students would be OK if the lab were configured so all students could see the instructor, but as it is 30 students should be the max.
140			Not at this point because I am limited by lab space. But almost all my students comment on the close relationship we can engender and how it helps their education and achievement. This is one of the BIG plusses of EUP that we do not sell.
141			No
142			Increrases in class size have come to appear inevitable. There is a breaking point at which instructional excellence is lost. I have not been as dramatically effected as some of my colleagues have.
143			No
144			No.
145			no.
146			Last year i was placed in a room with filing cabinets in the middle. This year my class had five extra people added in a room where all seats (literally every chair) were taken. Despite their best efforts, the bookstore people cannot keep up with this . Meanwhile, if we report missing students the first day, the seats are immediately taken and then two days later the overload seekers appear again, or various admin officers want to put the fist group back in the classes.
147			no
148			Yes-there are too many students in a classroom to guarantee quality experiences.
149			NO.
150			yes. I have larger classes in awkward spaces for discussion with a heavier essay-grading load.
151			No, I have not been affected.
152			I have not yet been affected.

Do you have any general comments?

Total Respondents	114
Total Skipped	112

#		Response
1		Any interaction I have had with the administration, which have been very few, have been negative. While I don't expect a great deal of encouragement from them, less obstruction would be appreciated.
2		There must be a means of handling contract situations that is less divisive of the membership. Throwing around terms like "scab" via e-mail and creating a scenario where only a small percentage of those teaching during a summer session will be fully impacted by the consequences of a job action undermines solidarity rather than enhancing it. We must all face equal risks and make equal sacrifices if we are going to maintain solidarity.
3		1. Increase free shuttle vans and build heated shelters. 2. Create an outdoor exercise route. 3. Create more sheltered seating areas. 4. Provide sheltered bike racks. 5. Create an on-campus elementary school and day-care. 6. Investigate the possibility of reusing the historic BOILER HOUSE industrial building as a lounge / cafe / art supply store / Art Sales gallery / Bruce Gallery / and Art Office center. 7. Review potential donations of public art with the Art Dept. 8. Lobby PASSHE to revive the in-state rate for international students. 9. Create a universal, mid-day, non-teaching hour. 10. Examine physical plant and create a long-term space plan. 11. Examine the budget, including how SGA spends its money.
4		We are hopeful that things will change with the new president. He's been here for over a year....some minor changes so far. We hope for some positive trends and changes soon..the sooner the better.
5		This is a teaching university that does not have the resources to support and reward faculty scholarship. Scholarship should be de-emphasized so that faculty can concentrate on innovative and effective teaching, as well as university service.
6		The promotion process sucks. It is biased and unfair.
7		Thank you for continuing to serve the faculty and for being there for everyone.
8		One year ago, I was very excited. Now, I am very dejected. I do not believe Jeremy really cares what faculty think or say. Look at what his priorities have been since arriving. Why did it take him over 6 months before he met with dept. chairs? His reliance on the same sources of influence is very disturbing. He has money for consultants but we don't have money for student workers.....
9		We have no idea where our president stands on education, what his goals are. He should communicate with each dept on a regular basis--meaning he should physically visit each dept.
10		No
45		Too much emphasis on distance education (online classes), sports, and form over substance.
54		Help out the coaches. We are treated like 2nd class citizens.

11			Dean Smith should be made to read some current literature on the utility and validity of student evaluation of faculty teaching performance and USE those studies to guide his assessment of faculty performance. In order to enhance the academic reputation of EUP, President Brown not only needs to address the quality of the students we recruit but also the low faculty expectations of students and the gross grade inflation that currently exists here.
12			I think that most places are as good as you make them. Edinboro for me is a great place to work, try working in public high schools for a few years and you will quickly understand what I mean.
13			No
14			APSCUF needs to initiate a change in the ridiculous promotion policy that it inflicted on this institution.
15			I find my colleagues and myself exhibiting a defeated and depressive attitude as it is a struggle on a daily basis to perform one's job in a satisfactory manner. One would think that after 20+ years on the job (which I certainly love) that it would be easier. It isn't. I would just be happy to have classrooms without broken desks and leaking ceilings and equipment that functions. It is discouraging to me. It is impossible to get anything accomplished in a timely manner on this campus. Do people really work or do they just go through the motions to make it seem like they are doing their jobs?
16			I have only been at the University for a few months and therefore I do not have enough information to answer many of these questions. My experience so far has been positive in all respects but I am sure that there are many improvements that could be made.
17			I admire President Brown's initiatives and his ideas about improving EUP's culture. I do think he is being hampered by the bloated and stupid bureaucrats and management culture that he's inherited, which are Frank Pogue's legacy. Frank Pogue dug EUP into a deep hole, and it will take years for EUP to climb out of the hole. I hope that EUP APSCUF is able to cultivate a cooperative working relationship with President Brown, while making clear our disapproval of the management structure that he inherited. Also, I think technology is vastly overrated on this campus, and is given too much priority. I'm much more concerned with TRADITIONAL forms of infrastructure, such as the state of the classrooms, having walls that reach the ceiling, windows that open, heat and electricity that works, etc. As far as technology, I need the website and e-mail to work, but I think there's too high a price being paid for ultra-wired buildings, and too much emphasis on the idea that technology replaces effective teaching.
18			Dr. Brown is action-oriented. The amount of growth in buildings is much needed and much welcomed. I think he has a plan for turning Edinboro around. I just wonder how long he's going to stay. Good presidents get scooped up by other institutions.
55			It is difficult to fill valuable in the current situation
19			The current president is interested in technology. He is having new buildings started which is good but without sufficient resources to do it right (residence halls are much smaller and not as nice as those on other campuses). There has been no clear vision articulated to faculty. There have been no visible changes in the leadership team or philosophy (if one existed in the first place). He is building a sports dome but there is no money to staff it -he has ordered programs created without providing funding.
20			None.
21			Nothing further
22			No comments so far.

23			When a student calls a department, someone should answer the phone. This doesn't always happen. When a department needs answers from another department, they should get a response even if its I don't know but will get back to you. That doesn't alway happen. Pres. Pogue talked about civility but we never had a program to stress cooperation across the campus. We need one.
24			I like it here. Although EUP has many problems and sometimes difficulty even identifying what the problems are, I think most of the people are dedicated to university and to the education of its students. The problems are bigger than the incompetence of one or two people.
25			I'm concerned about the emphasis on on-line courses. I've talked to faculty who have taught on-line (and/or distance ed) and they seem to fall into two camps: those that take the minimalist approach (and seriously compromise the academic integrity of the course) and those that attempt to do it right but are overwhelmed by the time and effort it takes to do it right. And it's worth thinking about all the attempts in the past to move instruction outside the classroom (starting with Skinner's personalized system of instruction; correspondence courses; courses delivered on educational television channels). These approaches work for highly motivated individuals, ususally people already in a career, and who needed to gain additional credentials. They did NOT work well for the typical college undergraduate. We're making a mistake if we think that on-line or distance ed courses should become a mainstay instructional approach at Edinboro.
26			Why doesn't APSCUF quit worrying so much about the compensation for faculty who teach online (i.e. extra pay for planning, extra pay for the number of students enrolled in an online course) and start worrying about the professors (the majority mind you) that teach in the classroom? These professors plan for classes as well, and the class sizes are usually (almost always) larger than online courses. Where is the extra pay for planning and compensation based on the number of student enrolled in their courses? Lets start getting our priorities straight!!!!!!
27			Yes, faculty should be more involved with decision making.
28			The managerial infrastructure is top heavy. The morale of faculty is low because of the last administration's policies toward bottom-line recruitment. Dumbing down instruction has been a priority for retention, which has caused recruitment problems. The new president should seek to reverse this trend. Privatization of public facilities should stop. This is a way of de-unionizing workers. Of course, the federal military expenditures are reducing funds for education and other services, so the problem is national. Oh, and another thing: we should have a lively international-student mission, which has been decimated since 9/11, with the former university administration toeing the xenophobic line--or doing nothing about it.
29			I have only been here for a few months, so I am not able to provide an opinion on very many questions. I am also temporary faculty, so my position is always in limbo once the contract is up. I will definitely look elsewhere for a permanent position. I only have a Master's Degree, so I should have more success with a permanent position at a community college.
30			The promotion process is totally biased and hurts morale substantially. For one thing it is based on inaccurate data. Student evaluations are not credible, which are included in the packet. Also form over substance takes precedence. I've been told repeatedly that it doesn't matter whether I do or do not do something but how I present it in my packet.
31			The President does have a vision. Be patient with him. He is going a bit faster than most wish he would but I would rather have someone like Jeremy as opposed to our previous president who was never willing to risk anything (mainly his own image)

32			<p>Less emphasis on sports and more on academics would help this university. Increase the number of faculty who are promoted, that will help morale. Institute more fair peer evaluation process. From what I hear some departments aren't even evaluating professors when they are due to be evaluated. This happens to the FEMALE profs. Apply some sanctions to profs. who are nearing retirement and just coasting...and not meeting their contractual obligations. Reassign tenured faculty who are not meeting with their classes regularly. Give them administrative jobs. Then fire them if they don't perform.</p>
33			<p>APSCUF needs to be clear about political stances. There are a few instances where APSCUF has taken a strong stance on an issue which I completely disagreed with but it was implied that all members supported. APSCUF should routinely poll members on issues and either;</p> <p>- Only take a stance on issues where a clear majority (90%+) share a common opinion.</p> <p>- Use appropriate language when dealing with issues, ie: "65% of APSCUF members support this issue."</p>
34			<p>My department chair consistently fails to respond to my emails, phone calls, direct conversations; she has provided me with misinformation and delayed paperwork that have caused me thousands of dollars, delayed my doctoral progression, and in general, I feel completely disrespected and undervalued by my department chair. I am obligated to maintain certain certifications as a part of my job and this requires me to work 2 clinical jobs in addition to teaching full-time and obtaining my doctorate; this is a task that is simply not manageable. I believe the morale and potential for growth in our department are significantly and negatively impacted by a failed management within the department. When basic communication with faculty members is ignored, it leaves me questioning the ability to move and grow in positive directions thus impacting the educational experiences of our students.</p>
35			<p>No.</p>
36			<p>Well, I had to respond no opinion on many of the questions because being relatively new I have had no enough data or experience to make a valid judgment. One of a not so positive experience I had so far was with the computer tech help center. I found it slow and ineffective since the problem was not properly resolved after leaving it there for almost 4 days. After that experience I called because still the wireless was not working properly off campus but when I heard that the machine had to be taken there I just gave up since I needed the machine to work. So I just try to the best with what I have. Also, the ordering of new machines seem to be slow in being processed and I am still unsure about the quality of the machine that in the end I will be getting since it would seem that there is no much room for personalizing the computer's specs and hardware.</p>
37			<p>Administrators need to think more about quality and less about quantity in all areas!!!</p>
38			<p>The administration pays lip service to undergraduate research, but balks at students earning Independent Study credit, and has no mechanism to pay students to conduct research. If the research is not in the context of a credit-bearing course, and is not part of a job, then the professor will be financially liable should an accident occur in the research lab. It is an untenable situation.</p>
39			<p>Great things are not happening here. Low, mid and high level managers need to be let go.</p>

40			The new Stalinistic and stupid non-smoking edict issued by the Chancellor should be amended or dropped! It is too broad and hard to enforce. It is stricter than the Commonwealth Non-Smoking in Public places law recently signed into law.
41			No
42			No, except that I cannot speak for "Faculty", as asked to in many of the questions. I can only speak for myself.
43			I am enjoying my assignment very much. I am encouraged to departm in department meeting and to share my perspectives.
44			Having a doctorate is not the end-all for good quality teaching.
46			When I interviewed here, Dean Smith wanted to grow the program I would be joining. I knew coming in to EUP that I had a hard job ahead of me. That challenge was acceptable and even thrilling to me. In the four years I have been here, I have been asked to (basically) perform miracles in the program. I have rallied the students, encouraged my fellow faculty members to raise the bar, fought for more funding (to no avail), endured obstacle after obstacle, completed every single task put before me by Dean Smith, completed work that on other campuses (nationwide) are done by three faculty, and performed very well to excellent reviews while fighting breast cancer. HOWEVER, my dignity, my morale, my nerves, my patience, my sense of self-worth are GONE. Something is wrong with that picture.
47			both EUP and APSCUF must join the 21st century! at this time, I am owed \$18,000.00 (I will accepts checks from either pASShe or APSCUF)
48			I am concerned that we are looking at online education to save the university - when it takes months for a new faculty member to get a computer, when classroom tech doesn't work consistently - and when we are building new campus housing.
49			I am not happy here at EUP and would leave if I did not have family members to consider. I do enjoy teaching though but wish that I was in a different atmosphere. There is no encouragement for achievement at EUP. There are no tangible rewards. Persons who are "dead wood" are making more money than I do. I have family to support and can barely make it on what I earn. I never thought that I would be in this situation with all that I invested in my degree and my achievements. I wish that someone would work on this but by the time they get all of the problems worked out here I will be dead from old age.
50			The association concentrates on issues that are reflective of only a few. I am more disappointed in the chapter president and his actions than anything else on campus. I want an association I can be proud of that can reflect the true membership of Edinboro University.
51			I think the new president is trying, but he has to work with these deans, some of whom are just yes men. Also, no one who has grown up here, taught locally in K-12 schools should be a dean. They have NO new perspective on anything. The sad truth is that many of the faculty are juat as bad, particularly in certain areas. There are people here who seem to think that their extremely modest accomplishments are on par with a national prize or something. They are closed to new information and think that Edinboro is a great place. Well, it is for them.

52			<p>Remember our general mission to serve the local students. Keep class sizes reasonable because if students wanted class sizes of 200, they'd go to Penn State.</p> <p>Support research, but please don't make us hire professors that excel in research but cannot teach the average students that we have always and will always continue to attract. Reward research, but reward good teaching even more.</p>
53			<p>For the first time in 17 years I see signs that we may be turning things in the right direction.</p>
56			<p>Edinboro remains an unpolished diamond. While our local competitors increase enrollment, EUP is declining. We need a better local image to claim a larger share of high school grads. This is a quality school but it is not considered such by the local high school guidance counselors.</p>
57			<p>Have not seen the improvements that we expected with the new President. Decisions continue to be secretive. Too many bad decisions in allocation of resources.</p>
58			<p>Because of these issues, I am considering leaving EUP in the near future. I truly wish that I could have been more positive in this assessment.</p>
59			<p>Yes, I think the new president seems to be doing okay in some respects, but needs to do something more to highlight faculty accomplishments. The In-Touch was at least published, sent out, and circulated at the library, put in our mailboxes. Faculty Accolades section has all but disappeared, and that's next.</p> <p>One other VERY IMPORTANT issue concerns me: I understand that President Brown is British, and while he may have internalized good spelling by British standards, he is not modelling Standard Edited American English, which is especially important for our students. I do not think it is appropriate for him to stick to his British spellings in University publications. He writes "enrolment" for "enrollment" and "programme" for "program," and so forth. Certainly, even though he writes that way by reflex or instinct, perhaps an executive assistant could go through and make sure the spellings are American. We are an American university, after all, and he is living HERE. I try very hard to teach my students the differences between Standard English and Non-Standard English, and even mention the differences between British and American spelling, and that they should be aware of their audience for every writing, and then they see him spelling things differently. I cannot say it is "okay," because I would say to him that Pres. Brown should a) consider his audience</p>
60			<p>EUP is doing a disservice to Art Dept. programs by placing Animation as the most important program within the department. If it were not for the Cinema program there wouldn't be an Animation program, period. How do the other Art programs feel by taking a backseat to Animation?</p>
61			<p>thank you for the survey.</p>
62			<p>Some decisions by the dean of liberal arts are anti-educational. They are driven by either dollar pinching concerns or personality likes and dislikes, rather than academic necessity of the students. We recently lost the only faculty member with expertise in world music - a required area of knowledge for music ed students - due to the dean's imaginary perception of her 'deficiencies.' I lost my ensemble and the opportunity to teach elective students who are neither majors nor minors, out of budget concerns. The dean restricted who could take applied music, and only begrudgingly allows just the very minimum number of applied credits for students on the music minor - all to save money, not with any view of the students' academic enrichment in mind.</p>
63			<p>Why is it so difficult for the administration to be honest and transparent in relating to students and faculty.</p>
64			<p>I found many of these questions difficult to answer because they are so general - Do I personally experience this (leaking classrooms) - or do I know of other faculty who do. Time after time I wanted to answer - "sometimes" - the closest response was "no opinion" - which really wasn't accurate.</p>

65			<p>Although there may be a vision or plan in place (or in the works) for EUP, I don't believe it is being clearly communicated to the faculty.</p> <p>Fewer and fewer resources (full time, tenure track positions in particular) are being made available, yet the amount of work being asked of us only ever increases.</p>
66			The past couple of bargaining rounds have poisoned the atmosphere because PASSHE negotiators made insulting proposals to APSCUF.
67			No
68			Administration seems to exist in a completely different world than the faculty. If they had to deal with low level students in poorly maintained buildings they might have a different orientation. I do think it's true, however, that faculty seem to have no sense of reality when it comes to the headaches of running a poorly funded state institution.
69			Until the "performance" standards as currently constituted are abolished outright, EUP has no chance to get better. That's NO CHANCE, no matter how many feel-good "programs" and "initiatives" get underway. And APSCUF/the faculty must face (I hold out no hope for this, but I'll say it anyway) the incompetence, venality, and empty posturing of too many of the membership. Just surviving x number of years at EUP is no grounds for "respect."
70			I would like to see some non-functional members of the administration pushed out (even if we have to pay the remainder of their contracts) because they are a serious drag on morale and an impediment to President Brown's (and our) hopes for progress.
71			Our union leadership, in its attempt to be collegial, have let too many faculty rights slip away. Tom Heard would have grieved most of the things that our current union take with a smile on their face. I'm tired of being told "what can we do for you?" When the union should be telling us what we can do.
72			<p>It seems we are asked to do more supporting work, with smaller budgets, little or no secretarial or student work help.</p> <p>Students who are not ready for college or have no idea how to behave in class, are belligerent and defiant in class, speak inappropriately to faculty, are allowed to get away with it. I have been "forced" to let students return to my class after such behavior.</p>
73			There has not been enough time to evaluate the new administration but I no longer volunteer for extra service because the past administration was abusive and not in the least appreciative of such service. Lots of rhetoric and no substance. Too much to the managers and little to the faculty and others that actually make things happen. The entitled attitude by managers and administration has continued in some important instances. I have not applied for promotion because I find that my professional development is more satisfying and, additionally, lucrative than if I were to sit on the number of bs committees that it takes for promotion. Even though I constantly bring positive, national notice to Edinboro it would not seem nearly as important as if I had chaired the campus beautification committee. Too many administrative tasks have been passed on to the faculty; we no longer have the time or energy to actually improve our performance with so much unnecessary managerial tasks to complete. I must also mention that I have heard many complaints from prospective, "continuing education" adults that opt for Gannon or other regional campuses because they either receive no help or follow through on the part of admissions. These are responsible intelligent adults that form a good size
74			Until we replace quite a few of the long-term ineffective administrators, little true change will happen.
75			I lost confidence in APSCUF during the last negotiations. I was teaching summer school at the time and would have had to carry the burden in the event of a strike.

76			In this type of evaluation/survey, the roll of the Chairperson of the department is essential. The roll of the chairperson is heavily leaning towards the administration and affects the culture of the Department not only against students but also on faculty and susequently on the culture and the image of the university . Therefore evaluation of chairpersons/survey of the chairpersons should have been included in this survey.
77			Although I am hugely appreciative of the ability to teach the students, my experience with EUP as an organization in general has be aweful. In the for-profit world, such inadequacy especially in management would result in the collapse of the organization.
78			I feel that the President is still surrounded by the old managers who continue to insulate and make recommendations that are out dated and obstructionist.
79			Appreciated the opportunity to provide feedback.
80			No comment!
81			I am most often disgruntled by the way this university operates and how they set priorities for improvments of campus facilities.Lack of funding to get things done, or at least thats what they say!
82			Faculty do not have timely updated technology such as adequate computers in their own office and access to necessary software when needed. I have found the tech support staff are completely overwhelmed and the concept of more online course offerings without tech support is frightening. I cannot even get a response to help me with BlackBoard. I could not imagine the insaity that will begin with the prospect of teaching an online course with NO REAL training or support.
83			I am happy and proud to work for Edinboro University.
84			EUP lacks a vibrant academic culture of scholarship; too much like a training institute.
85			No
86			I hope our new President is able to change the "good old boys" culture at Edinboro. Of all the professional settings I have worked in, I think I have received the least recognition from management for my achievements here at Edinboro. Certainly, this is true for the majority of peers in my department as well. Management is vertyually unseen and ineffective.
87			1. If the president wants faculty to compete by producing original, substantive research, there needs to be an easier route to research dollars, and reduction in course load: for example, being apple to apply for dollars AT ANY TIME; plan work releases 1 semester ahead, and then have the administration create a follow-up verification or review process that evaluates the results and provides feedback regarding the impact of the research. There needs to be a process that runs full circle and the administration has roles to play to keep their skin in the achievements of faculty.
88			Because of Edinboro's location in a region without a community college, we have become that by default but without all of the services needed by our customers.
89			Faculty are being nickeled and dimed to save money. I have seen waste and too many administrators for the number of faculty we have here. It seems more like a day care ratio than an efficient way to run things on a university campus.
90			EUP is a wonderful university, with a NEW FOUND positive attitude and outlook. Great things WILL start happening here. I hope these "things" are both a product of EUP faculty and student contribution.
91			Questions highly biased. Not a straight question in the bunch.
92			Better PR for this University. Actively promote our successes and truly mean "great things happen here"--I've seen too much to the otherwise.
93			Still watching and waiting on Dr. Brown.

94			I understand we'll take an enrollment hit if we up our requirements to get in but in the long run we'll gain more students and increase quality of education and academic reputation.
95			I am worried about my department--Business & Economics. It has been given some special benefits, but a lot has been asked of it. We are too understaffed. I worry that the general discouragement may negatively effect faculty recruitment efforts.
96			The tail is wagging the dog. Instead of setting expectations and "selling" them to the public, we are letting the public dictate policy. It will take a few years, but the wisdom which eludes us now will later demonstrate where we went wrong in 2008. Our ratio of "management to faculty" is appalling. We have too many "chiefs" and not enough workers.
97			I feel the President has great ideas but no idea how to translate that into a publicly funded institution. This is not a private inst! We need to explore how to cut back waste and generate more students.
98			No
99			No.
100			As an institution, EUP should be a place where intellectual pursuit is closely followed by ethical considerations. Although it has been stated that EUP is raising standards, it appears that this may be just another way of statistically reporting numbers to suggest progress (higher entrance scores). Unfortunately, it also appears that ethics are slipping to allow more and more students with marginal abilities to enroll in classes for which they are unprepared to meet minimum standards. The University continues to off-load responsibilities from management to faculty, decreasing availability for scholarly activities. The University continues to build buildings that we do not have sufficient staff to support nor maintenance staff to maintain. There seems to be a disconnect between the day to day operations and needs of faculty and students with the goals of management. There is planning for the future at the expense of today's needs.
101			Give president Brown some more time to see if he can make the improvements we need. I believe he needs to make changes in Managerial positions in order to accomplish the things he (we) set out to do.
102			I think we need to have a firm deadline for contract negotiations this time as we did the last time. I don't think we should work without a contract.
103			At a recent union luncheon it was noted by a speaker that we have never had a dues increase. But did we not vote a few years ago to start paying dues on summer class pay? That was an increase. Local and state union leadership should be praised for all their hard work on behalf of the membership. My major criticism of the bargaining team is that they seem a bit more concerned with enhancing benefits to senior faculty and much less so to junior faculty.
104			I have spent forty years traveling from room to room, hunting parking, falling in the snow . The failure to provide the English Dept with a home is typical of an institution which has no sense of culture or understanding of the necessity of reading and writing as central aspects of any education.

105			<p>You should survey satisfaction with APSCUF. I believe that YOU are at least partially culpable for the unfairness in the promotion, tenure and sabbatical process. You point fingers at management and say that they are the ones responsible for the process, yet they almost always follow the recommendations of APSCUF constituted committees.</p> <p>You fail to ask what the rank and file want. You are currently negotiating with management over these policies, but have you come to the members to ask for input?</p> <p>I am HIGHLY DISSATISFIED with APSCUF.</p>
106			no
107			I think that the President is working to improve the image. A doctorate doesn't guarantee quality instruction - look at people on an individual basis-don't make blanket judgements based on where they are in their doctoral programs.
108			I am not impressed with the administration. I question the president's leadership abilities. Self promotion seems to be more important than promoting EUP.
109			I don't feel that the morale is good on campus. I don't think that encouraging academics and/or research is necessarily a question of money, though I do see release time granted for things that seem trivial in comparison to some of the research projects by some faculty.
110			I was really heartened to read that this year's freshmen have SAT scores an average of 20 points higher than previous years, and the freshmen in my beginning classes turned in much better first papers than I usually get at that level--so I'm hopeful that something good is happening.
111			Recognize real faculty achievements in scholarship and teaching; de-emphasize service activity as a reward in tenure and promotion.
112			I have been working as a full-time tenure-track professor for over a month now and still have not been given a computer. I teach three classes that require lectures on software and technology, but the University has not yet supplied me with the most basic tool used in the Graphic Design profession. It's embarrassing.
113			No
114			I suggest that we review the promotion guidelines and update the instrument for both promotion and evaluation. It is dated and has some questions that are ambiguous.