

Campus Climate Survey

Spring 2011

Gallaudet University

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Summary

Background

- The Gallaudet University Campus Climate Survey (GUCCS) consists of 44 items, each describing a climate characteristic. Likert item responses are on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with an NA (Not Applicable) option.
- Response rate in 2011 was 38% of GU employees. Faculty and professional staff responses rates were the highest (45% and 49% respectively); while staff and administrator response rate was lower (23% and 33% respectively).

Subscales

- Six subscales were constructed based on themes from 2003 consultant report. All items on the Bilingualism subscale were revised for 2011 and four additional Bilingualism questions were added.
- 2011 subscale scores in all areas were higher than in 2010.

Analysis

- 45% of the statements received positive responses in 2011 compared to 35% in 2010 and 43% in 2009.
- 20% of the statements received a negative response in 2011 compared to 33% in 2010 and 30% in 2009.
- Twelve statements received a neutral or varied response across stakeholder groups. The faculty, in general, responded more negatively to statements that received a neutral response from other stakeholder groups.
- Communication has been a climate issue of concern at Gallaudet and appears to be an area that is improving, according to the results of the climate survey. Statements on communication received positive or neutral responses this year when in the past they received a negative response.
- As a whole, respondents feel most positive about official and formal actions taken to convey respect and trust and to share information.
- As a whole, respondents feel most negative about individual and specific decisions, consistency and transparency of decision-making, and efficiency of the organization.

Survey Background

The Gallaudet University Campus Climate Survey (GUCCS) was developed in 2007 in order to better understand, respond to, and monitor concerns of GU employees regarding climate and campus strategies designed to improve climate. After piloting in 2007, the Survey was first used in 2008, and was administered again in 2009, 2010, and 2011. The GUCCS is used in conjunction with other indicators of campus climate including the National Survey of Student Engagement (NSSE), the Office of Diversity and Equity's Student Climate Survey (2009), and evaluations of Intergroup Campus Dialogues.

Survey Methodology

Survey Instrument

The pilot GUCCS was based on a content analysis of consultant reports which had identified a series of important themes including:

- Respect, trust, and fairness
- Institutional communication and information sharing
- Management style
- Academic culture
- Freedom of Expression
- Bilingualism

For each of the six thematic areas, four to nine statements were written describing campus climate characteristics for a total of 44 items. Some items were used on more than one scale. All but one of these statements was written as a positive statement (see Appendix 1). In 2008, 2009, and 2010 the same survey items were used so as to be able to make comparisons from year to year. For the 2011 survey, the Bilingualism subscale was refined and expanded. This decision was made for several reasons:

- a) Most items on the original (2008) GUCCS were developed in response to consultant feedback on issues of concern at Gallaudet. The Bilingualism subscale on the other hand had been developed separately, in response to the newly defined GU Mission;
- b) The original Bilingualism subscale had fewer items than most of the other subscales; and
- c) Since the original GUCCS, resources for the bilingual aspect of the Mission have slowly increased and there was a desire to gather some feedback on perceived impact of these allocations on this aspect of climate.

Survey questions were formatted into Likert items on a scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). An additional option for NA (Not Applicable) was also available.

Survey Distribution

In Spring 2011, the Survey was advertised to 825 faculty, staff (professional and non-professional), and administrators through three Daily Digest reminder postings, and three BlackBoard email reminders. Several of the BlackBoard email reminders included the link to the English, ASL, and Spanish online surveys, as well as the .pdf version of both the English and Spanish versions. The Gallaudet Staff Council also helped with publicizing and promoting the survey. Participants were permitted to print off the survey from online and mail it through campus mail or drop it off with the Institutional Research office. Paper versions of the survey were available in three locations on campus in both English* and Spanish. Respondents submitted their surveys in the following ways:

- 289 individuals completed the English version online (93%);
- 18 individuals completed the English paper version (drop box) (6%)
- one individual completed the ASL version online (<1%);
- one individual completed the Spanish version online (<1%); and
- one individual completed the Spanish paper version (drop box) (<1%)

Survey Participation

- 310 GU employees responded to the 2011 GUCCS, for an overall response rate of 38%. This was an increase of one percent from last year's response rate.
- The survey asked each respondent to report which campus stakeholder group they belonged to – administrator, faculty, professional staff, or staff. The survey contained a definition of each group where necessary.
 - Administrator – president, provost, vice president, senior administrator, dean, associate dean, executive director, director (reporting to a vice president or provost), and unit administrator, director, manager, and department head (reporting to a senior administrator)
 - Faculty
 - Professional staff – exempt staff (paid by salary, not hourly)
 - Staff – non-exempt staff (paid hourly)
- Response rates were highest for faculty and professional staff (45% or 87 individuals, and 49% or 129 people respectively). Non-professional staff and administrators had lower response rates at 23% or 64 people, and 33% or 30 people, respectively.
- Additionally, the highest response rate among employment categories was for professional staff who accounted for 42% of the total number of respondents. 26% of the respondents were faculty, 21% were staff, and 10% were administration.

* A copy of the Survey in English is attached as Appendix 6.

Number and Percent of Responses by Role, 2009-2011

	Fall 2009		Fall 2010		Fall 2011	
	#	%	#	%	#	%
Total	241	27%	329	37%	310	38%
Administrator	15	16%	27	27%	30	33%
Faculty	91	58%	100	50%	87	45%
Professional Staff	90	33%	141	50%	129	49%
Staff	45	14%	61	20%	64	23%

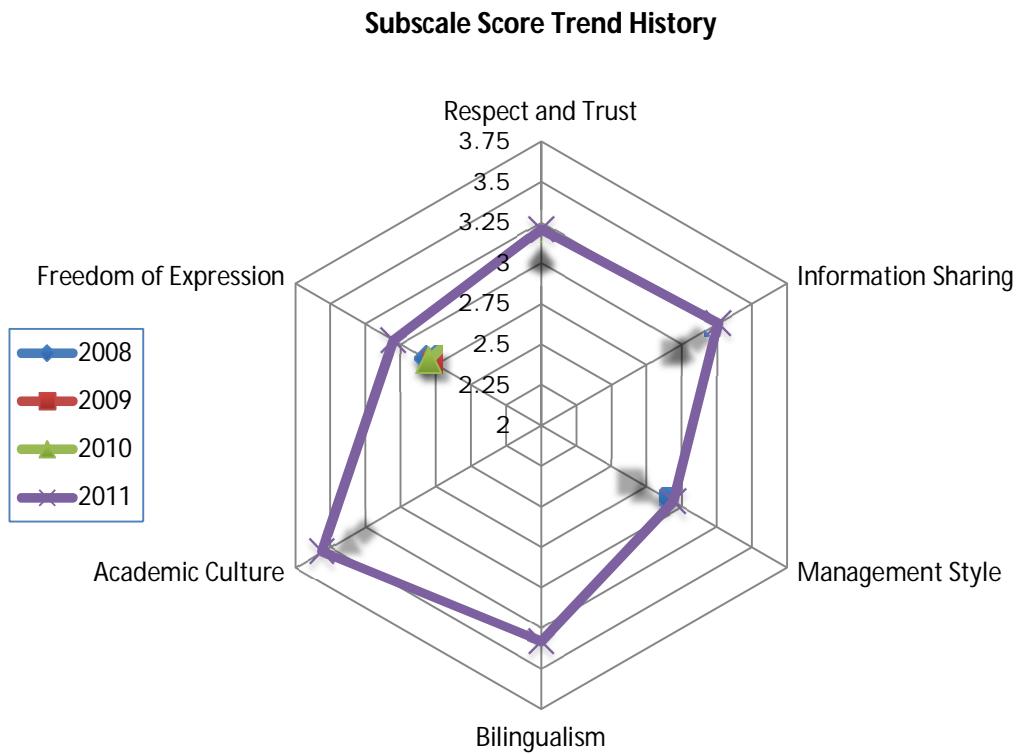
Historically, the faculty has had a strong response rate. The goal during the past two years has been to increase participation in the survey from all campus stakeholders, especially staff and administrators. While the overall response rate of this year's GUCCS has been stable, there has been greater balance among campus audiences in GUCCS responses. This enables us to gain a better picture of the impact of policies, decision-making, and other actions across the campus.

Survey Analysis

Subscale Scores

Based on the 2007 Pilot Survey, a series of simple additive subscales were computed. For each subscale, responses to the subscale items[†] are totaled, and then averaged. The subscale score is computed as the sum of all responses divided by the number of possible responses in the subscale. This yields a subscale average that reflects the original individual answers. In other words, a score of 4.5 to 5 on a subscale indicates strong agreement while a score of 0 to .5 would indicate strong disagreement. For all items except one, this agreement or disagreement is in response to a positive statement about campus climate. Therefore agreement (4 or 5) with an item indicates a positive sense of that area of climate. The graph displays average subscale scores as plot on a scatter plot diagram. The diagram shows higher subscale scores closer to the outside edge of the scatter plot (web). 2009 had the average lowest scores as those scores are closest to the middle. 2011 had the highest scores, since they are the scores closest to the outer edge.

[†] The specific contents of each subscale are provided in Appendix 2.



Subscale scores for 2011 were higher in every area[†] when compared to all previous years. The trend across the past three years has been towards increased average subscale scores on the GUCCS. The trend of increasing subscale scores generally holds true within each of the four campus stakeholder roles. Although the number of respondents in each category does not allow tests of significance, some trends can be noted. Increases in subscale scores from 2010 to 2011 were strongest in all subscales for staff. In addition, scores on all six subscales were highest for staff.

Respect and Trust

	Fall 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
Total Mean	3.03	3.03	2.70	3.06	3.21
Administrator	N/A	3.26	2.93	3.31	3.27
Faculty	3.10	3.05	2.69	3.00	3.09
Professional Staff	2.92	2.97	2.62	3.03	3.18
Staff	3.13	3.19	2.82	3.09	3.43

[†] While the mean subscale score for *Bilingualism* also appears to be higher in 2011 than in previous years, results for this subscale should be interpreted cautiously since all items were changed on this subscale between 2010 and 2011.

Institutional Communication and Information Sharing

	<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Spring 2009</i>	<i>Spring 2010</i>	<i>Spring 2011</i>
Total Mean	3.11	3.11	2.95	3.00	3.26
Administrator	N/A	3.27	3.24	2.30	2.40
Faculty	3.11	3.09	2.78	2.82	2.93
Professional Staff	3.07	3.07	2.96	3.01	3.35
Staff	3.23	3.26	3.18	3.11	3.60

Management Style

	<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Spring 2009</i>	<i>Spring 2010</i>	<i>Spring 2011</i>
Total Mean	2.83	2.89	2.64	2.73	2.94
Administrator	N/A	3.14	2.71	3.04	3.00
Faculty	2.83	2.83	2.50	2.53	2.62
Professional Staff	2.80	2.87	2.68	2.75	3.00
Staff	2.87	3.18	2.82	2.85	3.30

Academic Culture

	<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Spring 2009</i>	<i>Spring 2010</i>	<i>Spring 2011</i>
Total Mean	3.29	3.26	2.87	3.37	3.56
Administrator	N/A	3.25	2.53	3.4	3.64
Faculty	3.28	3.28	3.18	3.38	3.47
Professional Staff	3.29	3.24	2.63	3.32	3.51
Staff	3.34	3.26	2.73	3.47	3.77

Freedom of Expression

	<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Spring 2009</i>	<i>Spring 2010</i>	<i>Spring 2011</i>
Total Mean	2.48	2.82	2.75	2.80	3.05
Administrator	N/A	3.00	3.10	3.09	3.16
Faculty	2.53	2.80	2.60	2.64	2.71
Professional Staff	2.32	2.76	2.72	2.79	3.11
Staff	2.63	3.08	2.98	3.12	3.45

Bilingualism

	<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Spring 2009</i>	<i>Spring 2010</i>	<i>Spring 2011</i>
Total Mean	2.86	2.82	2.77	3.04	3.33
Administrator	N/A	3.11	2.64	2.79	3.18
Faculty	2.75	2.73	2.79	2.90	3.04
Professional Staff	2.88	2.85	2.66	3.05	3.38
Staff	3.15	2.96	3.00	3.41	3.80

Item Analysis

While analysis of subscale scores can provide a sense of general areas of concern and well-being with respect to campus climate, responses to individual items provide a more detailed picture. The 44 individual items on the GUCCS consist of statements about campus climate. All but one of these was stated as a positive campus characteristic. Survey respondents could respond positively (defined for this analysis as "agree" or "strongly agree"), negatively (defined for this analysis as "disagree" or "strongly disagree"), neutrally ("neither agree nor disagree" or "not applicable"). For one statement, which is worded as a negative climate characteristic[§], responses were categorized in the reverse (i.e., if response agreed with this negative description, it was categorized as negative; if response disagreed with this negative description, it was categorized as positive).

Any statement that had 40% or more responses that fell into the positive or negative category would be classified as such. If a statement had a 40% or more neutral or varied response, it was categorized as neutral/varied.

[§] This item is, "Favoritism occurs in the operation of the university."

Positive Responses

Overall, there were a higher percentage of positively categorized statements in 2011 than in 2010. Overall 45% of the statements received a positive response in 2011, compared to 35% and 43% in 2010 and 2009 respectively. Additionally, statements that received a positive rating last year scored higher positive scores this year.

Bilingualism Subscale

Four out of the nine items on the new Bilingualism Subscale received 40% or more positive responses. These items also showed consistently positive responses among all campus stakeholders (e.g., administrators, faculty, professional staff and staff).

The new Bilingualism subscale statements that were categorized positively were:

- “University leaders articulate the bilingual mission to external audiences.”
- “University leaders explain the bilingual mission to internal audiences.”
- “Individuals in my unit understand ways in which to implement the bilingual mission.”
- “Meetings and events on campus are fully accessible through ASL and English.”

Other Subscales

There were three additional statements ranked positively in 2011 but not in previous years.

Two questions moved from neutral to positive:

- “There is regular communication and demonstration of expected ethical behavior and attitudes by influential University leaders.”
- “University administrators are accessible and receptive to input.”

One question moved from negative to positive:

- “The reasons for institutional changes such as unit changes or budget decisions are communicated to all concerned on frequent basis and in timely manner.”

In addition, one question moved from negative to neutral:

- “There is coordination across units in the resolution of problems.”

Negative Responses

Overall there were a lower percentage of negatively categorized statements in 2011, compared to previous years. Twenty percent of the statements were categorized negatively in 2011, while the figure was 33% and 30% in the previous two years.

All statements that received negative responses this year also received negative responses in 2010. However, three statements that were categorized negatively last year received a positive or neutral categorization this year. Those statements are:

- "The reasons for institutional changes such as unit closings or budget decisions are communicated to all concerned on frequent basis and in timely manner."
- "There is coordination across units in the resolution of problems."
- "University administrators are accessible and receptive to input."

Neutral or Varied Statements

Beginning with the 2010 GUCCS analysis, statements were categorized as neutral or varied if responses to the statements were not able to be categorized as positive or negative or showed a great deal of response variation. The number of items that fell into this category in 2011 increased. Twelve statements were categorized as neutral/varied because at least two groups of campus stakeholders varied significantly in the trend of other responses. For nine statements faculty tended to have a negative response, while trends in responses from one or more other employment group had positive responses.

Two statements ranked negatively for faculty, but positively for all other groups. Those statements were:

- "The reasons for institutional changes such as unit closings or budget decisions are communicated to all concerned on frequent basis and in timely manner."
- "There is regular communication and demonstration of expected ethical behavior and attitudes by influential University leaders."

One statement ranked negatively for faculty, but positively for professional staff and staff. That statement was:

- "The University is proactive in creating and applying solutions to problems/barriers with input from the community."

Five statements ranked negatively for faculty, but positively for administrators. Those statements were:

- "Information flows upward and is recognized at higher levels of the administration."
- "University administrators are accessible and receptive to input."
- "There are regular programs to inform and support ethical behavior at all levels of the university."
- "Unit success is defined on the basis of institutional criteria rather than the personalities of those involved."
- "There is a sense of security and freedom to express diverse perspectives."

One statement received a divided response from faculty (40% responded negatively and 40% responded positively), while administrators and staff responded negatively. That statement was:

- "Evaluation practices reward individual effort."

Three statements, that happen to be part of the Bilingualism subscale, received a neutral/varied categorization because of conflicting responses by various employment groups. In this case the

statement tended to receive positive responses from staff, but a negative response from administrators and faculty. Those statements were:

- "The university provides guidance on language use in public settings."
- "Gallaudet has comparable standards for use of ASL and English in an academic setting."
- "There are adequate programs in place to strengthen my use of ASL."

Trend Analysis

The last few years have been a period of tremendous change at a rapid pace at Gallaudet University. The challenges of current trends in higher education have necessitated a strong focus on controlling costs while increasing the quality of and accountability for our programming. In the past year, there have been layoffs, salaries are frozen, and academic and administrative support service programs have gone through a prioritization process. Given these dramatic changes on campus, the overall increase in positive responses and decrease in negative responses to climate statements is encouraging. Also encouraging was that several statements that are specifically related to climate in a time of change received positive responses or no longer received a majority of negative responses. Those statements are:

- "The reasons for institutional changes such as unit changes or budget decisions are communicated to all concerned on frequent basis and in timely manner."
- "The reasons for institutional changes such as unit closings or budget decisions are communicated to all concerned on frequent basis and in timely manner."

Communication has been a climate issue of concern at Gallaudet since our previous MSCHE report in 2003, and communication is an area that seems to be slowly improving.

The patterns of items to which campus stakeholders are responding favorably remain the same as in past years. Overall, respondents feel most positive about official and formal actions taken to convey respect and trust and to share information.

It is also noteworthy that four of the nine items on the new Bilingualism subscale received positive responses from 44 to 79% of stakeholders. In 2007 Gallaudet adopted a new mission for which bilingualism is central. During the past four years Gallaudet University has struggled to understand and operationalize the bilingual core of the mission. Both items related to University leaders explaining and articulating the bilingual mission to internal and external audiences were rated positively by 40% or more of respondents. On the other hand, there was one statement that stakeholders were divided (administrators and faculty responding negatively to it while staff responded positively). That statement was:

- "The University provides guidance on language use in public settings."

Further analysis shows, however, that there are differences in perspectives on many of these areas of climate between faculty and other campus stakeholders. These differences warrant further exploration.

As a whole, respondents feel most negative about individual and specific decisions, consistency and transparency of decision-making, and the efficiency of the organization. There was one statement that had the strongest negative ranking (72% of all respondents strongly agreed or agreed). This score is slightly better than last year when the result was 78% of all respondents strongly agreed or agreed. That statement was:

- "Favoritism occurs in the operation of the university."

Survey Limitations

As with all surveys, response bias can influence survey data. That is, those people who chose to respond to the survey may be those who have strongest opinions, either positive or negative, and may not be representative of the campus as a whole.

Strategic initiatives to strengthen Gallaudet University in a variety of ways have created a different context than was the case in 2007 when the GUCCS was first developed. Focused efforts to improve student engagement, academic rigor, and effective use of resources may mean that the themes (along with the items) on which the survey was based, are no longer the most appropriate ones for a Gallaudet University Campus Climate Survey. Reexamination of the content of the GUCCS will be an important part of realigning data use for the next Gallaudet Strategic Plan.

Appendix 1: Content of the Subscales by Items

Respect & Trust (8)

- The university actively demonstrates multiculturalism and social justice in its day-to-day operations and interpersonal interactions among all community members throughout the university community."
- There are ongoing programs focusing on diversity and respect for multiple perspectives.
- Evaluation practices reward individual effort.
- There is a sense of security and freedom to express diverse perspectives.
- Mutual respect is encouraged and practiced among my peers (students, staff, faculty, administration).
- Mutual respect is encouraged and practiced between and among groups (students, staff, faculty, administration).
- Transparent and informed communication is practiced consistently throughout the university community.
- There is equality of opportunity in promotion and hiring.

Institutional Communication & Information Sharing (9)

- The University Administration communicates with the campus community on frequent basis and in timely manner.
- The University Administration uses a variety of means to communicate with the campus community.
- It is clear that unit managers are accountable to their supervisors.
- The reasons for institutional changes such as unit closings or budget decisions are communicated to all concerned on frequent basis and in timely manner.
- The University is proactive in creating and applying solutions to problems/barriers with input from the community.
- There is coordination across units in the resolution of problems.
- Information flows upward and is recognized at higher levels of the administration.
- There are specific processes for resolving conflicts between units and individuals.
- University administrators are accessible and receptive to input.

Management Style (10)

- There are clear and available statements and policies defining ethical behavior for all members of the campus community.
- There is regular communication and demonstration of expected ethical behavior and attitudes by influential University leaders.
- There are regular programs to inform and support ethical behavior at all levels of the university.
- Unit managers, whether academic units or non-academic units, are responsive to their subordinates' input.
- Unit success is defined on the basis of institutional criteria rather than the personalities of those involved.

- The organizational structure of the university is efficient.
- Decision making at all levels is inclusive and transparent.
- Policies used in budget making for the University are transparent.
- There is a "customer friendly" attitude in services for students.
- Favoritism occurs in the operation of the University.

Bilingualism (9)

- University leaders articulate the bilingual mission to external audiences.
- University leaders explain the bilingual mission to internal audiences.
- Individuals in my unit understand ways in which to implement the bilingual mission.
- Meetings and events on campus are fully accessible through ASL and English.
- Gallaudet has comparable standards for use of ASL and English in an academic setting.
- The University provides guidance on language use in public settings.
- Budget decisions support the bilingual mission.
- There are adequate programs in place to strengthen my use of ASL.
- There are adequate programs in place to strengthen my use of English.

Academic Culture (8)

- Students are taught and encouraged to observe standards of academic integrity.
- Faculty model appropriate standards of academic integrity.
- Students are held to consistent but reasonable standards of academic performance.
- Rules of civil behavior are modeled and enforced in the dorms.
- Appropriate accommodations are made for students with exceptionalities.
- Academic departments are working together to establish consistent standards for academic performance.
- Individual faculty sets clear standards for academic performance, and challenges students to meet them.
- Existing policies regarding grades and participation in extracurricular activities are enforced.
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Free Expression (9)

- There is a sense of security and freedom to express diverse perspectives.
- The University actively demonstrates multiculturalism and social justice in its day-to-day operations and interpersonal interactions among all community members throughout the university community.
- There is regular communication and demonstration of expected ethical behavior and attitudes by influential University leaders.
- The reasons for institutional changes such as unit closings or budget decisions are communicated to all concerned on frequent basis and in timely manner.
- Mutual respect is encouraged and practiced between and among groups (students, staff, faculty, administration).
- Information flows upward and is recognized at higher levels of the administration.

- Decision making at all levels is inclusive and transparent.
- University administrators are accessible and receptive to input
- Transparent and informed communication is practiced consistently throughout the university community.

Appendix 2: Subscale analysis by response percentage

The responses to each statement are grouped by subscale. Each statement is listed along with percent of each campus stakeholder group and by response category – strongly agree/agree, neither agree nor disagree/neutral, or disagree/strongly disagree.

Respect & Trust Subscale

Statement: “The university actively demonstrates multiculturalism and social justice in its day-to-day operations and interpersonal interactions among all community members throughout the university community.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	53%	27%	20%
Administrator	60%	13%	27%
Faculty	49%	26%	26%
Professional Staff	52%	31%	16%
Staff	56%	25%	19%

Statement: “There are ongoing programs focusing on diversity and respect for multiple perspectives.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	75%	16%	9%
Administrator	73%	17%	10%
Faculty	78%	14%	8%
Professional Staff	77%	14%	9%
Staff	68%	24%	8%

Statement: “Evaluation practices reward individual effort.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	25%	32%	43%
Administrator	14%	38%	48%
Faculty	41%	12%	48%
Professional Staff	21%	38%	41%
Staff	19%	45%	36%

Statement: "There is a sense of security and freedom to express diverse perspectives."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	36%	25%	39%
Administrator	45%	34%	21%
Faculty	35%	15%	50%
Professional Staff	36%	25%	39%
Staff	33%	33%	34%

Statement: "Mutual respect is encouraged and practiced among my peers (students, staff, faculty, administration)."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	57%	18%	25%
Administrator	59%	17%	24%
Faculty	61%	11%	28%
Professional Staff	54%	23%	23%
Staff	54%	21%	25%

Statement: "Mutual respect is encouraged and practiced between and among groups (students, staff, faculty, administration)."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	45%	25%	341%
Administrator	45%	28%	28%
Faculty	43%	23%	35%
Professional Staff	42%	26%	32%
Staff	53%	25%	23%

Statement: "Transparent and informed communication is practiced consistently throughout the university community."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	24%	34%	42%
Administrator	38%	24%	38%
Faculty	12%	21%	67%
Professional Staff	28%	35%	37%
Staff	25%	56%	19%

Statement: "There is equality of opportunity in promotion and hiring."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	22%	30%	48%
Administrator	26%	41%	33%
Faculty	26%	34%	39%
Professional Staff	23%	25%	52%
Staff	13%	31%	56%

*Institutional Communication & Information Sharing Subscale***Statement: "The University Administration communicates with the campus community on frequent basis and in timely manner."**

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	59%	24%	17%
Administrator	52%	22%	26%
Faculty	52%	26%	21%
Professional Staff	66%	21%	12%
Staff	59%	26%	15%

Statement: "The University Administration uses a variety of means to communicate with the campus community."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	71%	15%	14%
Administrator	59%	3%	20%
Faculty	76%	16%	24%
Professional Staff	73%	14%	10%
Staff	71%	19%	8%

Statement: "It is clear that unit managers are accountable to their supervisors."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	42%	32%	26%
Administrator	52%	28%	21%
Faculty	40%	37%	23%
Professional Staff	42%	28%	30%
Staff	39%	36%	25%

Statement: “The reasons for institutional changes such as unit closings or budget decisions are communicated to all concerned on frequent basis and in timely manner.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	44%	22%	33%
Administrator	61%	14%	25%
Faculty	31%	21%	48%
Professional Staff	51%	23%	26%
Staff	42%	27%	31%

Statement: “The University is proactive in creating and applying solutions to problems/barriers with input from the community.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	35%	37%	28%
Administrator	38%	31%	42%
Faculty	25%	33%	42%
Professional Staff	40%	40%	20%
Staff	40%	39%	21%

Statement: “There is coordination across units in the resolution of problems.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	26%	41%	33%
Administrator	34%	24%	41%
Faculty	24%	34%	42%
Professional Staff	28%	41%	31%
Staff	19%	60%	21%

Statement: “Information flows upward and is recognized at higher levels of the administration.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	25%	32%	43%
Administrator	41%	24%	34%
Faculty	20%	19%	61%
Professional Staff	26%	36%	38%
Staff	23%	49%	28%

Statement: "There are specific processes for resolving conflicts between units and individuals."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	36%	43%	22%
Administrator	41%	34%	24%
Faculty	33%	38%	29%
Professional Staff	35%	48%	17%
Staff	39%	42%	19%

Statement: "University administrators are accessible and receptive to input."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	33%	31%	36%
Administrator	48%	14%	38%
Faculty	28%	23%	49%
Professional Staff	35%	33%	32%
Staff	28%	47%	25%

*Management Subscale***Statement: "There are clear and available statements and policies defining ethical behavior for all members of the campus community."**

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	58%	24%	19%
Administrator	43%	23%	33%
Faculty	52%	26%	22%
Professional Staff	64%	20%	16%
Staff	62%	27%	11%

Statement: "There is regular communication and demonstration of expected ethical behavior and attitudes by influential University leaders."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	40%	32%	28%
Administrator	40%	27%	33%
Faculty	27%	34%	40%
Professional Staff	47%	30%	23%
Staff	44%	36%	20%

Statement: "There are regular programs to inform and support ethical behavior at all levels of the university."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	31%	36%	34%
Administrator	41%	21%	38%
Faculty	26%	35%	40%
Professional Staff	34%	34%	33%
Staff	26%	49%	25%

Statement: "Unit managers, whether academic units or non-academic units, are responsive to their subordinates' input."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	37%	34%	29%
Administrator	59%	21%	21%
Faculty	35%	29%	37%
Professional Staff	37%	34%	29%
Staff	32%	46%	22%

Statement: "Unit success is defined on the basis of institutional criteria rather than the personalities of those involved."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	28%	39%	33%
Administrator	45%	21%	34%
Faculty	22%	34%	45%
Professional Staff	26%	46%	27%
Staff	34%	41%	25%

Statement: "The organizational structure of the university is efficient."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	18%	33%	49%
Administrator	7%	34%	59%
Faculty	13%	21%	66%
Professional Staff	18%	35%	47%
Staff	30%	46%	25%

Statement: "Decision making at all levels is inclusive and transparent."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	13%	33%	54%
Administrator	29%	32%	67%
Faculty	7%	26%	67%
Professional Staff	13%	31%	56%
Staff	12%	49%	39%

Statement: "Policies used in budget making for the University are transparent."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	21%	34%	45%
Administrator	48%	17%	34%
Faculty	13%	21%	66%
Professional Staff	26%	34%	40%
Staff	11%	60%	30%

Statement: "There is a "customer friendly" attitude in services for students."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	45%	28%	27%
Administrator	41%	26%	33%
Faculty	37%	31%	32%
Professional Staff	47%	31%	22%
Staff	55%	20%	25%

Statement: "Favoritism occurs in the operation of the University." (For analysis purposes, this statement has been rewritten to: "Favoritism doesn't occur in the operation of the University.")

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	8%	20%	72%
Administrator	21%	24%	55%
Faculty	7%	14%	79%
Professional Staff	7%	23%	70%
Staff	4%	21%	75%

*Bilingualism Subscale***Statement: "University leaders articulate the bilingual mission to external audiences."**

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	44%	35%	20%
Administrator	34%	37%	30%
Faculty	43%	28%	29%
Professional Staff	46%	37%	17%
Staff	44%	35%	20%

Statement: "University leaders explain the bilingual mission to internal audiences."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	44%	32%	25%
Administrator	33%	30%	36%
Faculty	39%	26%	35%
Professional Staff	47%	31%	22%
Staff	48%	42%	9%

Statement: "Individuals in my unit understand ways in which to implement the bilingual mission."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	47%	29%	24%
Administrator	38%	34%	27%
Faculty	54%	22%	25%
Professional Staff	47%	33%	21%
Staff	45%	28%	28%

Statement: "Meetings and events on campus are fully accessible through ASL and English."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	79%	10%	12%
Administrator	75%	3%	20%
Faculty	72%	13%	15%
Professional Staff	87%	6%	7%
Staff	74%	16%	11%

Statement: "Gallaudet has comparable standards for use of ASL and English in an academic setting."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	35%	28%	36%
Administrator	17%	24%	58%
Faculty	29%	16%	55%
Professional Staff	37%	36%	26%
Staff	61%	30%	19%

Statement: "The University provides guidance on language use in public settings."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	30%	32%	38%
Administrator	22%	22%	55%
Faculty	27%	26%	46%
Professional Staff	26%	36%	38%
Staff	44%	38%	19%

Statement: "Budget decisions support the bilingual mission."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	21%	57%	22%
Administrator	33%	33%	34%
Faculty	20%	50%	30%
Professional Staff	20%	63%	17%
Staff	18%	65%	16%

Statement: "There are adequate programs in place to strengthen my use of ASL."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	36%	32%	32%
Administrator	37%	22%	41%
Faculty	32%	22%	46%
Professional Staff	31%	41%	28%
Staff	53%	33%	15%

Statement: "There are adequate programs in place to strengthen my use of English."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	24%	44%	31%
Administrator	15%	52%	34%
Faculty	25%	27%	48%
Professional Staff	25%	50%	25%
Staff	27%	53%	20%

*Academic Culture Subscale***Statement: "Students are taught and encouraged to observe standards of academic integrity."**

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	54%	31%	14%
Administrator	67%	13%	20%
Faculty	68%	15%	17%
Professional Staff	48%	41%	11%
Staff	42%	42%	16%

Statement: "Faculty model appropriate standards of academic integrity."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	53%	34%	13%
Administrator	62%	28%	10%
Faculty	78%	14%	8%
Professional Staff	37%	46%	17%
Staff	47%	41%	12%

Statement: "Students are held to consistent but reasonable standards of academic performance."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	43%	35%	21%
Administrator	55%	24%	21%
Faculty	49%	20%	31%
Professional Staff	39%	44%	17%
Staff	39%	44%	17%

Statement: "Rules of civil behavior are modeled and enforced in the dorms."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	24%	49%	27%
Administrator	24%	54%	21%
Faculty	26%	43%	31%
Professional Staff	22%	53%	25%
Staff	25%	44%	32%

Statement: "Appropriate accommodations are made for students with exceptionalities."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	68%	20%	12%
Administrator	76%	17%	7%
Faculty	69%	6%	26%
Professional Staff	68%	25%	7%
Staff	63%	32%	5%

Statement: "Academic departments are working together to establish consistent standards for academic performance."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	36%	45%	19%
Administrator	48%	31%	21%
Faculty	45%	26%	19%
Professional Staff	26%	59%	16%
Staff	39%	53%	9%

Statement: "Individual faculty sets clear standards for academic performance, and challenges students to meet them."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	43%	45%	11%
Administrator	44%	56%	0%
Faculty	72%	14%	13%
Professional Staff	24%	64%	12%
Staff	42%	47%	11%

Statement: “Existing policies regarding grades and participation in extracurricular activities are enforced.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	29%	62%	10%
Administrator	26%	67%	15%
Faculty	42%	43%	15%
Professional Staff	21%	74%	6%
Staff	27%	62%	11%

Free Expression Subscale

Statement: “There is a sense of security and freedom to express diverse perspectives.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	36%	24%	39%
Administrator	45%	34%	21%
Faculty	35%	15%	50%
Professional Staff	36%	26%	39%
Staff	33%	32%	34%

Statement: “The University actively demonstrates multiculturalism and social justice in its day-to-day operations and interpersonal interactions among all community members throughout the university community.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	53%	27%	20%
Administrator	60%	13%	27%
Faculty	49%	26%	26%
Professional Staff	52%	31%	16%
Staff	56%	25%	19%

Statement: “There is regular communication and demonstration of expected ethical behavior and attitudes by influential University leaders.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	40%	32%	28%
Administrator	40%	26%	33%
Faculty	27%	34%	40%
Professional Staff	47%	31%	23%
Staff	44%	36%	20%

Statement: “The reasons for institutional changes such as unit closings or budget decisions are communicated to all concerned on frequent basis and in timely manner.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	44%	22%	33%
Administrator	61%	14%	25%
Faculty	31%	21%	48%
Professional Staff	51%	23%	26%
Staff	42%	27%	31%

Statement: “Mutual respect is encouraged and practiced between and among groups (students, staff, faculty, administration).”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	45%	25%	31%
Administrator	45%	27%	28%
Faculty	43%	23%	35%
Professional Staff	42%	26%	32%
Staff	53%	25%	23%

Statement: “Information flows upward and is recognized at higher levels of the administration.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	25%	32%	43%
Administrator	41%	24%	34%
Faculty	20%	19%	61%
Professional Staff	26%	36%	38%
Staff	23%	49%	28%

Statement: “Decision making at all levels is inclusive and transparent.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	13%	33%	54%
Administrator	29%	32%	39%
Faculty	7%	26%	67%
Professional Staff	13%	31%	56%
Staff	12%	49%	39%

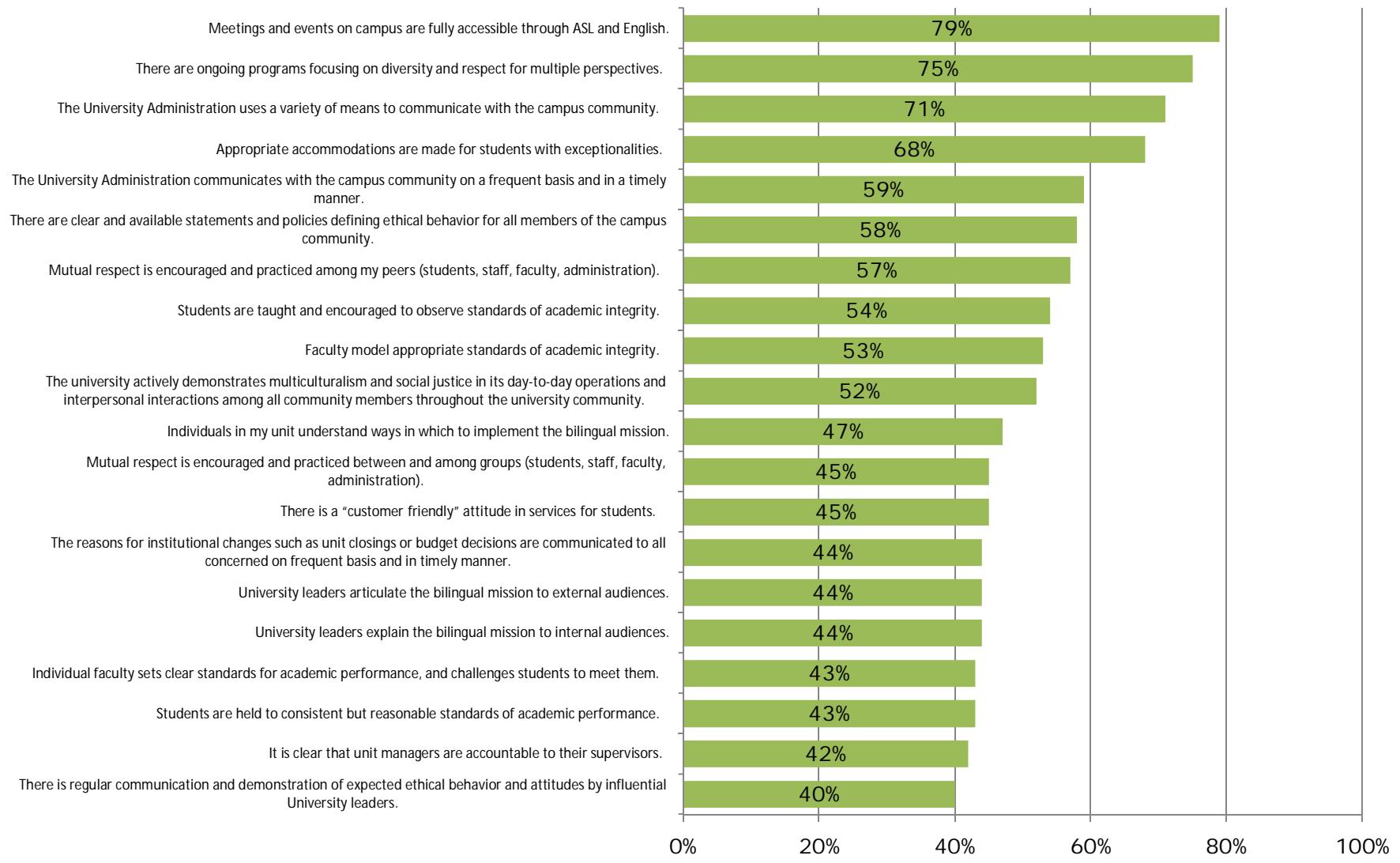
Statement: "University administrators are accessible and receptive to input."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	33%	31%	36%
Administrator	48%	14%	38%
Faculty	28%	23%	49%
Professional Staff	35%	33%	32%
Staff	28%	49%	25%

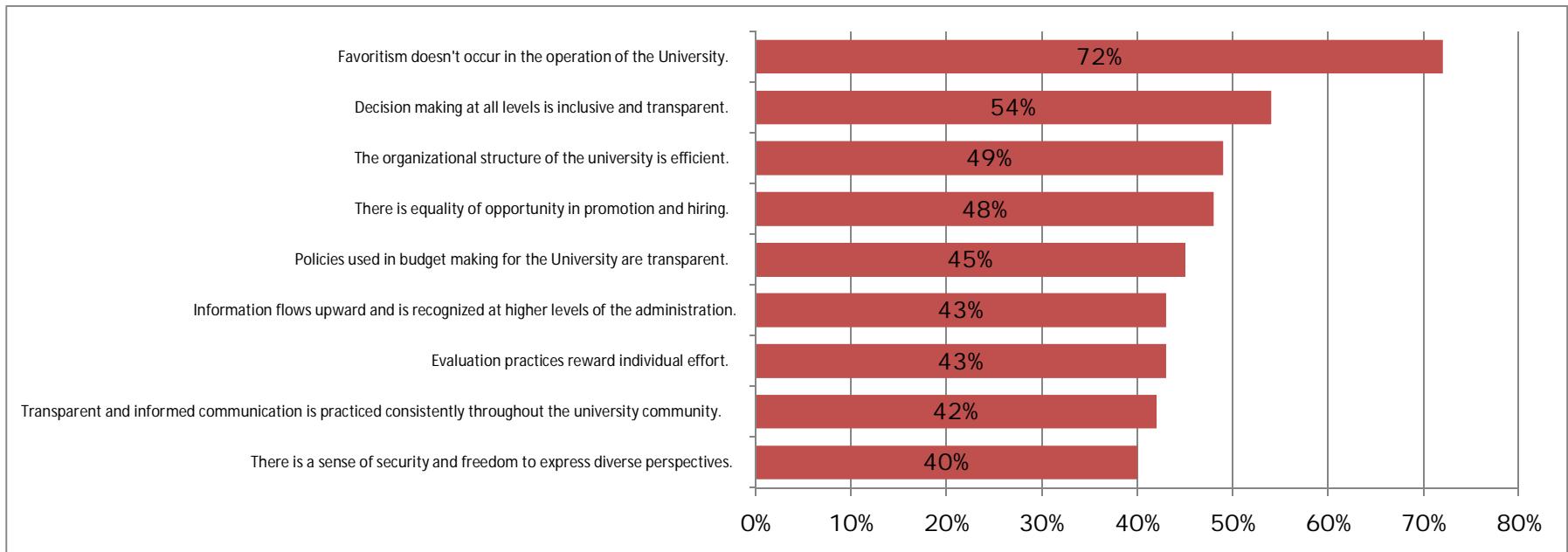
Statement: "Transparent and informed communication is practiced consistently throughout the university community."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	24%	34%	42%
Administrator	38%	24%	38%
Faculty	12%	21%	67%
Professional Staff	28%	35%	37%
Staff	25%	57%	19%

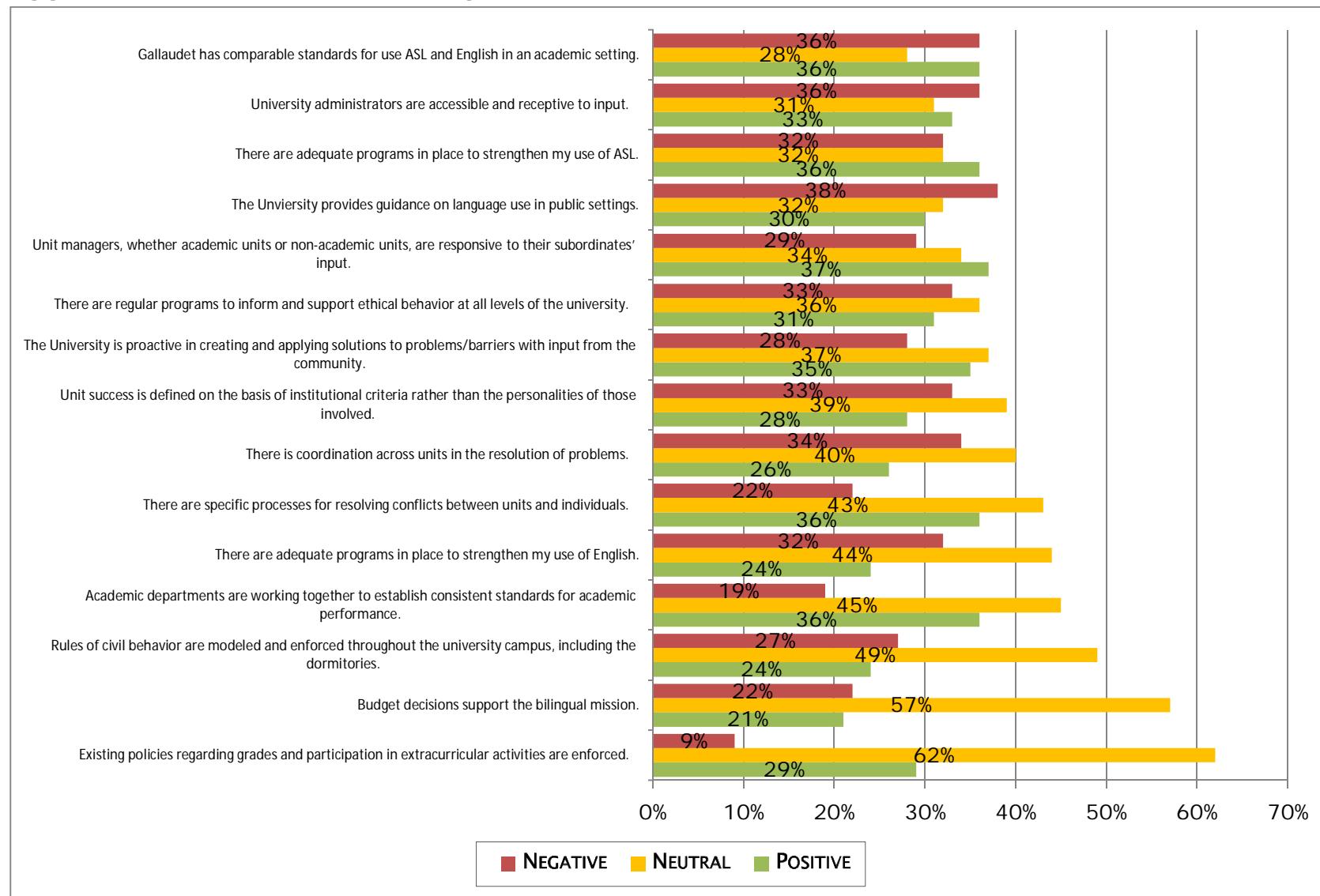
Appendix 3: Positive Statements



Appendix 4: Negative Statements



Appendix 5: Neutral/Varied Response Statements



Appendix 6: 2011 Institutional Climate Survey (English)

2011 Institutional Climate Survey					
1. Instructions					
<p>Hello Gallaudet University Faculty and Staff,</p> <p>Thank you for participating in the 2011 INSTITUTIONAL CLIMATE SURVEY.</p> <p>Please answer each question. The survey can only be taken once and in one sitting. Once you have completed the survey, hit the "submit" button.</p> <p>Your responses are confidential.</p> <p>The survey will remain open until close of business, Thursday, April 28, 2011.</p> <p>Please email Institutional Research at Institutional.Research@gallaudet.edu if you have any questions about the survey.</p> <p>Again, thank you for your participation!</p>					
2. Survey Questions					
<p>* 1. What is your job status at Gallaudet University?</p> <p><input type="radio"/> Administrator [president, provost, vice president, senior administrator: dean, associate dean, executive director, director (reporting to a vice president or provost), and unit administrator: director, manager, and department head (reporting to a senior administrator)]</p> <p><input type="radio"/> Faculty</p> <p><input type="radio"/> Professional Staff [exempt staff (paid by salary, not hourly)]</p> <p><input type="radio"/> Staff [non-exempt staff (paid hourly)]</p>					
<p>2. The university actively demonstrates multiculturalism and social justice in its day-to-day operations and interpersonal interactions among all community members throughout the university community.</p> <p><input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree <input type="radio"/> Not applicable</p>					
<p>3. There are clear and available statements and policies defining ethical behavior for all members of the campus community.</p> <p><input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree <input type="radio"/> Not applicable</p>					
<p>4. University leaders articulate the bilingual mission to external audiences.</p> <p><input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree <input type="radio"/> Not applicable</p>					
<p>5. Students are taught and encouraged to observe standards of academic integrity.</p> <p><input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree <input type="radio"/> Not applicable</p>					

2011 Institutional Climate Survey

6. There are ongoing programs focusing on diversity and respect for multiple perspectives.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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7. The University Administration uses a variety of means to communicate with the campus community.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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8. There is regular communication and demonstration of expected ethical behavior and attitudes by influential University leaders.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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9. University leaders explain the bilingual mission to internal audiences.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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3.

10. Faculty model appropriate standards of academic integrity.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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11. Evaluation practices reward individual effort.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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12. It is clear that unit managers are accountable to their supervisors.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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13. There are regular programs to inform and support ethical behavior at all levels of the university.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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14. Individuals in my unit understand ways in which to implement the bilingual mission.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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2011 Institutional Climate Survey

15. Students are held to consistent but reasonable standards of academic performance.

<input type="radio"/>	Strongly agree	<input type="radio"/>	Agree	<input type="radio"/>	Neither agree nor disagree	<input type="radio"/>	Disagree	<input type="radio"/>	Strongly Disagree	<input type="radio"/>	Not applicable
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16. There is a sense of security and freedom to express diverse perspectives.

<input type="radio"/>	Strongly agree	<input type="radio"/>	Agree	<input type="radio"/>	Neither agree nor disagree	<input type="radio"/>	Disagree	<input type="radio"/>	Strongly Disagree	<input type="radio"/>	Not applicable
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17. The reasons for institutional changes such as unit closings or budget decisions are communicated to all concerned on frequent basis and in timely manner.

<input type="radio"/>	Strongly agree	<input type="radio"/>	Agree	<input type="radio"/>	Neither agree nor disagree	<input type="radio"/>	Disagree	<input type="radio"/>	Strongly Disagree	<input type="radio"/>	Not applicable
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18. Unit managers, whether academic units or non-academic units, are responsive to their subordinates' input.

<input type="radio"/>	Strongly agree	<input type="radio"/>	Agree	<input type="radio"/>	Neither agree nor disagree	<input type="radio"/>	Disagree	<input type="radio"/>	Strongly Disagree	<input type="radio"/>	Not applicable
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4.

19. Meetings and events on campus are fully accessible through ASL and English.

<input type="radio"/>	Strongly agree	<input type="radio"/>	Agree	<input type="radio"/>	Neither agree nor disagree	<input type="radio"/>	Disagree	<input type="radio"/>	Strongly Disagree	<input type="radio"/>	Not applicable
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20. Appropriate accommodations are made for students with exceptionalities.

<input type="radio"/>	Strongly agree	<input type="radio"/>	Agree	<input type="radio"/>	Neither agree nor disagree	<input type="radio"/>	Disagree	<input type="radio"/>	Strongly Disagree	<input type="radio"/>	Not applicable
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21. Mutual respect is encouraged and practiced among my peers (students, staff, faculty, administration).

<input type="radio"/>	Strongly agree	<input type="radio"/>	Agree	<input type="radio"/>	Neither agree nor disagree	<input type="radio"/>	Disagree	<input type="radio"/>	Strongly Disagree	<input type="radio"/>	Not applicable
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22. Gallaudet has comparable standards for use of ASL and English in an academic setting.

<input type="radio"/>	Strongly agree	<input type="radio"/>	Agree	<input type="radio"/>	Neither agree nor disagree	<input type="radio"/>	Disagree	<input type="radio"/>	Strongly Disagree	<input type="radio"/>	Not applicable
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2011 Institutional Climate Survey

23. Rules of civil behavior are modeled and enforced throughout the university campus, including the dormitories.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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24. Mutual respect is encouraged and practiced between and among groups (students, staff, faculty, administration).

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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25. The University is proactive in creating and applying solutions to problems/barriers with input from the community.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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26. Favoritism occurs in the operation of the University.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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27. Academic departments are working together to establish consistent standards for academic performance.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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5.

28. There is coordination across units in the resolution of problems.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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29. The organizational structure of the university is efficient.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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30. Information flows upward and is recognized at higher levels of the administration.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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31. Decision making at all levels is inclusive and transparent.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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2011 Institutional Climate Survey

32. University administrators are accessible and receptive to input.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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33. Transparent and informed communication is practiced consistently throughout the university community.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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34. Policies used in budget making for the University are transparent.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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35. There are specific processes for resolving conflicts between units and individuals.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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36. Unit success is defined on the basis of institutional criteria rather than the personalities of those involved.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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6.

37. Individual faculty sets clear standards for academic performance, and challenges students to meet them.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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38. There is equality of opportunity in promotion and hiring.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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39. The University Administration communicates with the campus community on a frequent basis and in a timely manner.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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40. There is a "customer friendly" attitude in services for students.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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2011 Institutional Climate Survey

41. Existing policies regarding grades and participation in extracurricular activities are enforced.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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42. The university provides guidance on language use in public settings.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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43. Budget decisions support the bilingual mission.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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44. There are adequate programs in place to strengthen my use of ASL.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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45. There are adequate programs in place to strengthen my use of English.

<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Neither agree nor disagree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Not applicable
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