# GALLAUDET
## U N I V E R S I T Y

*Noel-Levitz Employee Satisfaction Survey Results: Disaggregated by Employee Category*

*Gallaudet University*
*Spring 2015 Report*

December 18, 2015

Office of Institutional Research

# Gallaudet Employee Satisfaction Survey Spring 2015

**Executive Summary**

The Employee Satisfaction Survey (ESS) consists of 83 items with 4 open-ended questions.  Of these items, 13 were Gallaudet-specific and were designed to address areas of particular interest to Gallaudet, including bilingualism, diversity, ethics, and communication.

The ESS was administered for the first time at Gallaudet University in spring, 2015.  Results from this year's ESS are compared to a cohort of private 4-year institutions.  The next scheduled administration of the ESS is in spring, 2016, which will allow us to compare results longitudinally.

Sections 1 and 4 of the ESS, which addresses Campus Culture and Policies, and Work Environment, ask employees to respond using a Likert scale to rate items in two ways: "importance to me" and "my level of satisfaction."  Areas with high importance and high satisfaction represent areas of strength.  Areas with high importance and low satisfaction identify challenges for Gallaudet to examine.  For section 2, Institutional Goals, employees were asked to rate how important each of the 10 institutional goals is on a Likert scale of 1 to 5 (1 = not important at all and 5 = very important).  For section 3, Involvement in Planning and Decision-making, employees were asked to rate how involved they felt each of the eight constituents were in planning and decision-making at Gallaudet University.  Again, the rating was on a Likert scale of 1 to 5 (1 = not enough involvement and 5 = too much involvement).

- 24.5% to 29.2% response rate, depending on the survey item.

- **Campus Culture and Policies (in order of importance) – Administrator**

| Strengths | Challenges |
|---|---|
| **The goals and objectives of this institution are consistent with its mission and values.*** | The leadership of this institution has a clear sense of purpose.* |
| **This institution makes sufficient budgetary resources available to achieve important objectives** | The reputation of this institution continues to improve. |
| **Administrator take pride in their work.** | This institution plans carefully.† |
| | There is a spirit of teamwork and cooperation at this institution. † |
| | Efforts to improve quality are paying off at this institution. |
| | Staff take pride in their work. |
| | This institution treats students as its top priority. |
| | This institution does a good job of meeting the needs of students. |
| | Most employees are generally supportive of the mission, |

| | purpose, and values of this institution. |
|---|---|

* Item included in more than one employee category

† Item included in all employee categories

- **Campus Culture and Policies (in order of importance) – Faculty**

| Strengths | Challenges |
|---|---|
| **Faculty take pride in their work.** | The leadership of this institution has a clear sense of purpose.* |
| **This institution promotes excellent employee-student relationships.** | This institution does a good job of meeting the needs of its faculty. |
| **Staff take pride in their work.*** | This institution makes sufficient budgetary resources available to achieve important objectives.* |
| **Administrators take pride in their work.** | There is good communication between the faculty and the administration at this institution. |
| **The goals and objectives of this institution are consistent with its mission and values.*** | This institution plans carefully. † |
| | There is a spirit of teamwork and cooperation at this institution. † |

* Item included in more than one employee category

† Item included in all employee categories

- **Campus Culture and Policies (in order of importance) – Staff**

| Strengths | Challenges |
|---|---|
| **This institution treats students as its top priority.** | There is a spirit of teamwork and cooperation at this institution. † |
| **This institution is well-respected in the community.** | This institution consistently follows clear processes for orienting and training new employees. |
| **Staff take pride in their work.*** | This institution plans carefully. † |
| | This institution consistently follows clear processes for selecting new employees. |
| | This institution makes sufficient budgetary resources available to achieve important objectives.* |

\* Item included in more than one employee category

† Item included in all employee categories

- **Work Environment (in order of importance) – Administrator**

| Strengths | Challenges |
|---|---|
| **The employee benefits available to me are valuable. †** | My department has the staff needed to do its job well. † |
| **My supervisor pays attention to what I have to say. †** | My department has the budget needed to do its job well. † |
| **I have the information I need to do my job well.** | University administrators are accessible and receptive to input.* |
| **I am paid fairly for the work I do.** | There are regular programs to inform and support ethical behaviors at all levels of the university. |
| **The type of work I do on most days is personally rewarding. †** | |
| **The work I do is valuable to the institution. †** | |
| **I am comfortable answering student questions about institutional policies and procedures** | |

\* Item included in more than one employee category

† Item included in all employee categories

- **Work Environment (in order of importance) – Faculty**

| Strengths | Challenges |
|---|---|
| **The employee benefits available to me are valuable. †** | Transparent and informed communication is practiced consistently throughout the university community. |
| **The type of work I do on most days is personally rewarding. †** | I am paid fairly for the work I do.* |
| **My supervisor pays attention to what I have to say. †** | My department has the staff needed to do its job well. † |
| **The work I do is valuable to the institution. †** | University administrators are accessible and receptive to input.* |
| **I am proud to work at this institution.*** | Information flows upward and is recognized at higher levels of the administration. |
|  | There is regular demonstration of expected ethical behaviors and attitudes by influential University leaders. |
|  | My department has the budget needed to do its job well. † |
|  | I am empowered to resolve problems quickly. |

\* Item included in more than one employee category

† Item included in all employee categories

- **Work Environment (in order of importance) – Staff**

| Strengths | Challenges |
|---|---|
| **The employee benefits available to me are valuable. †** | I am paid fairly for the work I do.* |
| **My supervisor pays attention to what I have to say. †** | My department has the staff needed to do its job well. † |
| **My job responsibilities are communicated clearly to me.** | My department has the budget to do its job well. † |
| **The work I do is valuable to the institution. †** | I have adequate opportunities for advancement. |
| **I am proud to work at this institution.*** |  |
| **The type of work I do on most days is personally rewarding. †** |  |

\* Item included in more than one employee category

† Item included in all employee categories

- Some of the strengths and concerns that were repeated from past surveys and were consistent across all employee categories of administrator, faculty, and staff were:

| Strengths | Concerns |
|---|---|
| Employees (faculty & staff) feel attended to by their immediate supervisors. | Careful planning. |
| Employees appreciate their benefits and/or pay. | Spirit of teamwork and cooperation. |
| | Sufficient budgetary resources to achieve objectives. |

- **Institutional Goals**
  **Administrators** found retention of current students to graduation to be the most important institutional goal followed by increasing the enrollment of new students and improving the quality of existing academic programs.  **Faculty** found improving employee morale to be the most important institutional goal followed by improving the quality of existing academic programs and improving the academic ability of entering student classes.  **Staff** found retention of current students to graduation to be the most important institutional goal followed by improving the employee morale and  improving the quality of existing academic programs.

- **Involvement in Planning and Decision-Making**
  **Administrators** found faculty to be the most involved in planning and decision-making followed by senior administrators at the vice president and provost level or above, deans or chairs of academic units, and trustees.  **Faculty and staff** found senior administrators at the vice president and provost level or above to be the most involved in planning and decision-making followed by the deans or directors of administrative units, deans or chairs of academic units, and trustees. **Administrators** also found staff to be the least involved , and **faculty and staff** found faculty to be the least involved with staff being the second to least involved.

## I. Addendum to Employee Satisfaction Survey 2015 Report

### A. Background
This is an addendum to the Noel-Levitz Employee Satisfaction Survey (ESS) 2015 report.  For additional information on the background, methodology, and overall results, refer to the Employee Satisfaction Inventory 2015 Report on the Office of Institutional Research website.[1]

The Noel-Levitz Employee Satisfaction Survey (ESS) supports the university in better understanding perspectives of faculty, staff and administrators at Gallaudet. The ESS was administered for the first time in spring, 2015. Results from this year's ESS are compared to a cohort of private 4-year institutions.  The next scheduled administration of the ESS is in spring, 2016, which will allow us to compare results longitudinally.

### B. Methods
The Office of Institutional Research sent the Gallaudet Campus Climate survey to 1,200 university faculty, staff, and administrators during spring 2015 through an on-line link sent via staff and faculty email distribution lists.  306 employees completed surveys and 238 partial and/or abandoned surveys were received.  Responses for each item ranged between 294 to 351 responses, which generated a 24.5% to 29.2% response rate, depending on the survey item.  This response rate is a decrease from the 42% response rate for the 2013 GUCSS survey[2].  For additional descriptive statistics refer to Appendix C.

For this report, a total of 301 respondents identified their employment category and were used for the analyses.  Of those 301 respondents, 15 individuals identified themselves as administrators, 110 individuals identified themselves as faculty, and 176 individuals identified themselves as staff.  Due to Noel-Levitz's administration and the lack of clarity in the definition of each employment category (i.e. administrators include anyone in the director level or above), the Office of Institutional Research was unable to verify the response rate for each employment category.  However, the Office of Institutional Research verified that at least 93% of the respondents were full-time employees, which generates validity or face value of the results.  However, given the small sample of  respondents who identified themselves as administrators, interpretations and generalizations should be done with caution.

## II. Employee Climate Survey Results

Noel-Levitz suggests using the matrix in figure 1 to analyze SSI results and prioritize actions.

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[1] Employee Satisfaction Survey (ESS) 2015 report can be found at
http://www.gallaudet.edu/office-of-academic-quality/institutional-research/gu-campus-climate-survey.html
[2] GU Campus Climate Survey results from 2007 to 2013 can be found at
http://www.gallaudet.edu/Office_of_Academic_Quality/Institutional_Research/GU_Campus_Climate_Survey.html.
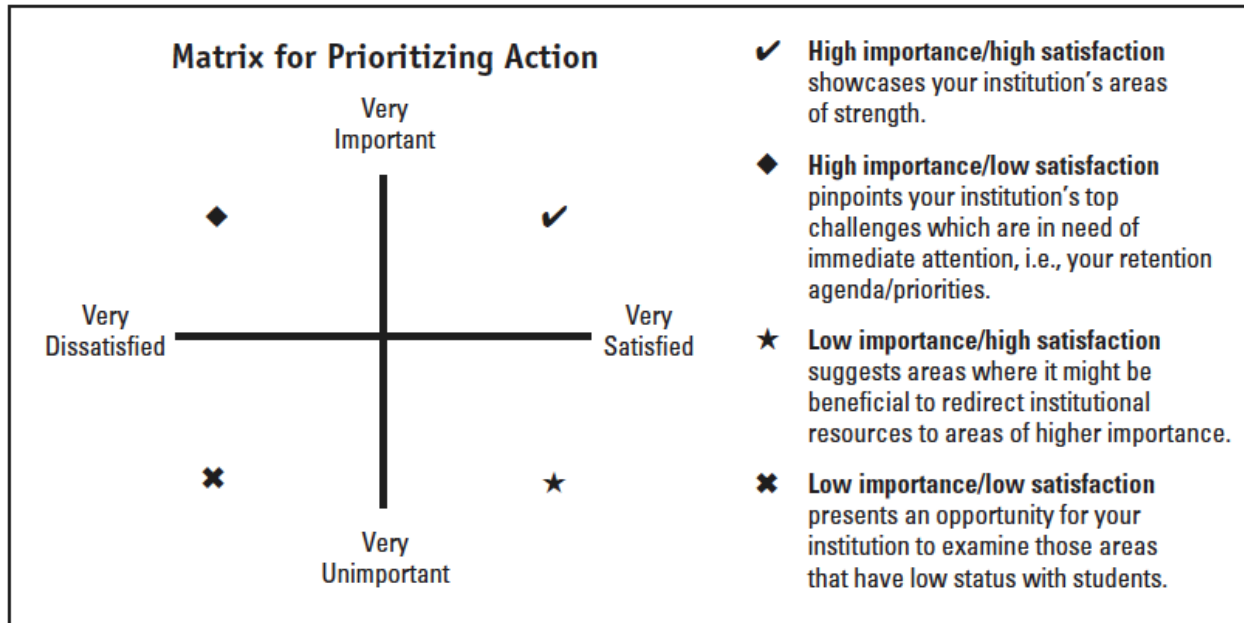
**Matrix for Prioritizing Action**

✔ **High importance/high satisfaction** showcases your institution's areas of strength.

◆ **High importance/low satisfaction** pinpoints your institution's top challenges which are in need of immediate attention, i.e., your retention agenda/priorities.

★ **Low importance/high satisfaction** suggests areas where it might be beneficial to redirect institutional resources to areas of higher importance.

✖ **Low importance/low satisfaction** presents an opportunity for your institution to examine those areas that have low status with students.

*Figure 1.* Matrix for Prioritizing Action

In identifying areas of strength, two conditions had to be met: 1) the item's average importance score was in the top 50% of all items' importance score and 2) the items' average satisfaction score was in the top 25% of all items' satisfaction scores.  In identifying areas of challenges, two conditions had to be met: 1) the item's average importance score was in the top 50% of all items' importance score and 2) the item's average satisfaction score was in the bottom 25% of all items' satisfaction scores or the gap (difference between importance and satisfaction) was in the top 25% of all items' gap scores.  In other words, items with high importance and high satisfaction are the institution's areas of strength, and items with high importance and low satisfaction are the institution's top challenges which are in need of immediate attention.

This report focuses on Gallaudet's areas of strength and challenge in Campus Culture and Work Environment for three sets of employees: administrators, faculty, and staff.   This report also presents detailed ESS results for other sections including institutional goals and involvement in planning and decision-making as follows:

**A. Campus Culture and Policies by Employment Category**
For Section 1: Campus Culture and Policies, employees were asked to rate 30 items.  For each item, employees were to rate how satisfied they are with the item on a Likert scale of 1 to 5 (1 = not satisfied at all and 5 = very satisfied), and important the item is to them on a Likert scale of 1 to 5 (1 = not important at all and 5 = very important), and how.

*1. Rank ordering of item by mean scores*

The tables below rank the top and bottom ten campus culture and policies items for each employment category by mean scores of satisfaction, mean scores of importance, and gap scores. Common themes in top areas of Satisfaction among **administrators** were: meeting employees' needs, pride in work, information sharing and communication with employees, consistency of the mission, and availability of resources. Common themes in bottom areas of Satisfaction among **administrators** included: support of the mission, clear sense of purpose, and careful planning.

**Satisfaction - Administration** Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Satisfaction | Importance | Gap |
|---|---|---|---|---|
| **Top 10** | This institution does a good job of meeting the needs of administrators | 3.80 | 4.07 | 0.27 |
| | This institution makes sufficient budgetary resources available to achieve important objectives | 3.53 | 4.60 | 1.07 |
| | Administrators take pride in their work | 3.47 | 4.60 | 1.13 |
| | Administrators share information regularly with faculty and staff. | 3.33 | 4.40 | 1.07 |
| | The goals and objectives of this institution are consistent with its mission and values | 3.27 | 4.80 | 1.53 |
| | This institution does a good job of meeting the needs of its faculty | 3.14 | 4.21 | 1.07 |
| | There is good communication between staff and the administration at this institution | 3.13 | 4.20 | 1.07 |
| | There is good communication between the faculty and the administration at this institution | 4.21 | 3.07 | 1.14 |
| | This institution makes sufficient staff resources available to achieve important objectives | 3.07 | 4.53 | 1.47 |
| | Faculty take pride in their work | 3.00 | 4.57 | 1.57 |
| | | | | |
| **Bottom 10** | Most employees are generally supportive of the mission, purpose, and values of this institution | 2.67 | 4.60 | 1.93 |
| | The leadership of this institution has clear sense of purpose | 2.67 | 4.84 | 2.20 |
| | The reputation of this institution continues to improve | 2.64 | 4.80 | 2.16 |
| | This institution treats student as top priority | 2.64 | 4.67 | 2.02 |
| | This institution involves its employees in planning for the future | 2.60 | 4.40 | 1.80 |
| | This institution consistently follows clear processes for selecting new employees | 2.53 | 4.20 | 1.67 |
| | This institution plans carefully | 2.50 | 4.73 | 2.20 |
| | Efforts to improve quality are paying off at this institution | 2.50 | 4.73 | 2.23 |
| | The spirit of teamwork and cooperation at this institution | 2.47 | 4.13 | 2.27 |
| | Employee suggestions are used to improve our institution | 2.47 | 4.13 | 1.67 |

Common themes in top areas of Satisfaction among *faculty* were: pride in work, institution's relationship with the students, consistency and support of the mission, and institution's respect in the community. Common themes in bottom areas of Satisfaction among *faculty* included: clear sense of purpose, careful planning, communication, resources, and meeting the needs of employees.

**Satisfaction - Faculty**   Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Satisfaction | Importance | Gap |
|---|---|---|---|---|
| Top 10 | Faculty take pride in their work | 3.34 | 4.70 | 1.36 |
| | This institution does a good job of meeting the needs of administrators | 3.26 | 3.93 | 0.66 |
| | Staff take pride in their work | 3.16 | 4.56 | 1.40 |
| | Most employees are generally supportive of the mission, purpose, and values of this institution | 3.13 | 4.40 | 1.26 |
| | The mission, purpose, and values of this institution are well understood by most employees | 2.97 | 4.33 | 1.36 |
| | This institution promotes excellent employee-student relationships | 2.96 | 4.59 | 1.63 |
| | Administrators take pride in their work | 2.96 | 4.46 | 1.50 |
| | The goals and objectives of this institution are consistent with its mission and values | 2.90 | 4.45 | 1.56 |
| | This institution treats students as its top priority | 2.85 | 4.48 | 1.63 |
| | This institution is well-respected in the community | 2.83 | 4.52 | 1.69 |
| | | | | |
| Bottom 10 | The reputation of this institution continues to improve | 2.40 | 4.50 | 2.10 |
| | This institution consistently follows clear processes for recognizing employee achievements | 2.35 | 4.25 | 1.90 |
| | This institution plans carefully | 2.25 | 4.52 | 2.27 |
| | The leadership of this institution has a clear sense of purpose | 2.21 | 4.62 | 2.41 |
| | This institution makes sufficient staff resources available to achieve important objectives | 2.19 | 4.40 | 2.21 |
| | Employee suggestions are used to improve our institution | 2.18 | 4.42 | 2.23 |
| | There is good communication between the faculty and the administration at this institution | 2.16 | 4.55 | 2.39 |
| | There is a spirit of teamwork and cooperation at this institution | 2.15 | 4.51 | 2.36 |
| | This institution does a good job of meeting the needs of its faculty | 2.11 | 4.58 | 2.47 |
| | This institution makes sufficient budgetary resources available to achieve important objectives | 1.98 | 4.58 | 2.60 |

Common themes in top areas of Satisfaction among *staff* were: pride in work, institution's relationship with the students, consistency and support of the mission, and institution's respect in the community. Common themes in bottom areas of Satisfaction among *staff* included: consistently following processes, resources, and communication.

**Satisfaction - Staff**  Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Satisfaction | Importance | Gap |
|---|---|---|---|---|
| Top 10 | This institution does a good job of meeting the needs of administrators | 3.22 | 4.05 | 0.83 |
| | Staff take pride in their work | 3.10 | 4.51 | 1.42 |
| | Faculty take pride in their work | 3.08 | 4.45 | 1.37 |
| | The goals and objectives of this institution are consistent with its mission and values | 3.08 | 4.35 | 1.27 |
| | Most employees are generally supportive of the mission, purpose, and values of this institution | 3.07 | 4.35 | 1.27 |
| | This institution is well-respected in the community | 3.04 | 4.54 | 1.50 |
| | This institution treats students as its top priority | 3.04 | 4.70 | 1.66 |
| | This institution does a good job of meeting the needs of its faculty | 3.02 | 4.21 | 1.19 |
| | The mission, purpose, and values of this institution are well understood by most employees | 3.02 | 4.43 | 1.42 |
| | Administrators take pride in their work | 2.99 | 4.46 | 1.47 |
| | | | | |
| Bottom 10 | There is good communication between staff and the administration at this institution | 2.53 | 4.41 | 1.88 |
| | This institution consistently follows clear processes for orienting and training new employees | 2.53 | 4.50 | 1.97 |
| | This institution plans carefully | 2.52 | 4.47 | 1.95 |
| | This institution consistently follows clear processes for selecting new employees | 2.52 | 4.47 | 1.95 |
| | This institution makes sufficient budgetary resources available to achieve important objectives | 2.51 | 4.47 | 1.95 |
| | This institution makes sufficient staff resources available to achieve important objectives | 2.50 | 4.38 | 1.88 |
| | This institution does a good job of meeting the needs of staff | 2.49 | 4.37 | 1.88 |
| | There are effective lines of communication between departments | 2.48 | 4.44 | 1.96 |
| | There is a spirit of teamwork and cooperation at this institution | 2.43 | 4.57 | 2.14 |
| | Employee suggestions are used to improve our institution | 2.42 | 4.37 | 1.95 |

Areas of highest Importance among **administrators** included institutional response to students, leadership with purpose, careful planning, and the reputation of the institution. Common themes in bottom areas of Importance among **administrators** included meeting the needs of employees, areas of communication, and consistently following processes.

**Importance - Administration**  Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Importance | Satisfaction | Gap |
|---|---|---|---|---|
| Top 10 | The leadership of this institution has a clear sense of purpose | 4.87 | 2.67 | 2.20 |
| | The reputation of this institution continues to improve | 4.80 | 2.64 | 2.16 |
| | The goals and objectives of this institution are consistent with its mission and values | 4.80 | 3.27 | 1.53 |
| | This institution plans carefully | 4.73 | 2.53 | 2.20 |
| | This institution is well-respected in the community | 4.73 | 2.86 | 1.88 |
| | Efforts to improve quality are paying off at this institution | 4.73 | 2.50 | 2.23 |
| | There is a spirit of teamwork and cooperation at this institution | 4.73 | 2.47 | 2.27 |
| | Staff take pride in their work | 4.67 | 2.67 | 2.00 |
| | This institution does a good job of meeting the needs of students | 4.67 | 2.73 | 1.93 |
| | This institution treats students as its top priority | 4.67 | 2.64 | 2.02 |
| | | | | |
| Bottom 10 | Administrators share information regularly with faculty and staff | 4.40 | 3.33 | 1.07 |
| | This institution consistently follows clear processes for selecting new employees | 4.33 | 2.93 | 1.40 |
| | The institution does a good job of meeting the needs of its staff | 4.27 | 2.93 | 1.33 |
| | There are effective lines of communication between departments | 4.27 | 2.73 | 1.53 |
| | This institution does a good job of meeting the needs of its faculty | 4.21 | 3.14 | 1.07 |
| | There is good communication between the staff and the administration at this institution | 4.21 | 3.07 | 1.14 |
| | This institution consistently follows clear processes for orienting and training new employees | 4.20 | 2.53 | 1.67 |
| | There is good communication between the staff and the administration at this institution | 4.20 | 3.13 | 1.07 |
| | Employee suggestions are used to improve our institution | 4.13 | 2.47 | 1.67 |
| | This institution does a good job of meeting the needs of administrators | 4.07 | 3.80 | 0.27 |

Areas of highest Importance among **faculty** included pride in work, resources, careful planning, and institutional response to students, and the reputation of the institution. Common themes in bottom areas of Importance among **faculty** included meeting the needs of staff and administrators, consistently following processes, understanding and supporting the mission, and some areas of communication.

**Importance - Faculty** Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Importance | Satisfaction | Gap |
|---|---|---|---|---|
| Top 10 | Faculty take pride in their work | 4.70 | 3.34 | 1.36 |
| | This institution does a good job of meeting the needs of students | 4.64 | 2.68 | 1.97 |
| | The leadership of this institution has a clear sense of purpose | 4.62 | 2.21 | 2.41 |
| | This institution promotes excellent employee-student relationships | 4.59 | 2.96 | 1.63 |
| | This institution does a good job of meeting the needs of its faculty | 4.58 | 2.11 | 2.47 |
| | This institution makes sufficient budgetary resources available to achieve important objectives | 4.58 | 1.98 | 2.60 |
| | Staff take pride in their work | 4.56 | 3.16 | 1.40 |
| | There is good communication between the faculty and the administration at this institution | 4.55 | 2.16 | 2.39 |
| | This institution plans carefully | 4.52 | 2.25 | 2.27 |
| | This institution is well-respected in the community | 4.52 | 2.83 | 1.69 |
| | | | | |
| Bottom 10 | This institution does a good job of meeting the needs of staff | 4.40 | 2.42 | 1.98 |
| | Most employees are generally supportive of the mission, purpose, and values of this institution | 4.40 | 3.13 | 1.26 |
| | This institution makes sufficient staff resources available to achieve important objectives | 4.40 | 2.19 | 2.21 |
| | The mission, purpose, and values of this institution are well understood by most employees | 4.33 | 2.97 | 1.36 |
| | There is good communication between staff and the administration at this institution | 4.30 | 2.43 | 1.87 |
| | This institution has written procedures that clearly define who is responsible for each operation and service | 4.27 | 2.46 | 1.81 |
| | This institution consistently follows clear processes for orienting and training new employees | 4.26 | 2.47 | 1.79 |
| | There are effective lines of communication between departments | 4.26 | 2.43 | 1.84 |
| | This institution consistently follows clear processes for recognizing employee achievements | 4.25 | 2.35 | 1.90 |
| | This institution does a good job of meeting the needs of administrators | 3.93 | 3.26 | 0.66 |

Areas of highest Importance among **staff** included institutional response to students, leadership with purpose, the reputation of the institution, spirit and teamwork, consistently following processes, and communication. Common themes in bottom areas of Importance among **staff** included consistency and support of the mission, meeting the needs of employees, and areas of communication.

**Importance - Staff** Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Importance | Satisfaction | Gap |
|---|---|---|---|---|
| **Top 10** | This institution treats students as its top priority | 4.70 | 3.04 | 1.66 |
| | This institution does a good job of meeting the needs of students | 4.64 | 2.90 | 1.75 |
| | The reputation of this institution continues to improve | 4.57 | 2.70 | 1.88 |
| | There is a spirit of teamwork and cooperation at this institution | 4.57 | 2.43 | 2.14 |
| | This institution is well-respected in the community | 4.54 | 3.04 | 1.50 |
| | Staff take pride in their work | 4.51 | 3.10 | 1.42 |
| | This institution promotes excellent employee-student relationships | 4.50 | 2.97 | 1.53 |
| | The leadership of this institution has a clear sense of purpose | 4.50 | 2.63 | 1.87 |
| | This institution consistently follows clear processes for orienting and training new employees | 4.50 | 2.53 | 1.97 |
| | Administrators share information regularly with faculty and staff | 4.49 | 2.77 | 1.72 |
| **Bottom 10** | This institution consistently follows clear processes for recognizing employee achievements | 4.40 | 2.61 | 1.80 |
| | There is good communication between the faculty and the administration at this institution | 4.39 | 2.80 | 1.59 |
| | This institution makes sufficient staff resources available to achieve important objectives | 4.38 | 2.50 | 1.88 |
| | Employee suggestions are used to improve our institution | 4.37 | 2.42 | 1.95 |
| | This institution does a good job of meeting the needs of staff | 4.37 | 2.49 | 1.88 |
| | The goals and objectives of this institution are consistent with its mission and values | 4.35 | 3.08 | 1.27 |
| | Most employees are generally supportive of the mission, purpose, and values of this institution | 4.35 | 3.07 | 1.27 |
| | This institution involves its employees in planning for the future | 4.30 | 2.79 | 1.51 |
| | This institution does a good job of meeting the needs of its faculty | 4.21 | 3.02 | 1.19 |
| | This institution does a good job of meeting the needs of administrators | 4.05 | 3.22 | 0.83 |

The charts below list survey items according to how large the gap is between the importance of the item to an employee, and how satisfied they are with the item. The item with the largest gap among **administrators** is "There is a spirit of teamwork and cooperation at this institution."

**Gap – Administration**          Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Gap | Importance | Satisfaction |
|---|---|---|---|---|
| **Top 10** | This institution does a good job of meeting the needs of administrators | 0.27 | 4.07 | 3.80 |
| | Administrators share information regularly with faculty and staff | 1.07 | 4.40 | 3.33 |
| | There is good communication between staff and the administration at this institution | 1.07 | 4.20 | 3.13 |
| | This institution makes sufficient budgetary resources available to achieve important objectives | 1.07 | 4.60 | 3.53 |
| | This institution does a good job of meeting the needs of its faculty | 1.07 | 4.21 | 3.14 |
| | Administrators take pride in their work | 1.13 | 4.60 | 3.47 |
| | There is good communication between the faculty and the administration at this institution | 1.14 | 4.21 | 3.07 |
| | This institution does a good job of meeting the needs of staff | 1.33 | 4.27 | 2.93 |
| | This institution consistently follows clear processes for selecting new employees | 1.40 | 4.33 | 2.93 |
| | This institution makes sufficient staff resources available to achieve important objectives | 1.47 | 4.53 | 3.07 |
| | | | | |
| **Bottom 10** | This institution is well-respected in the community | 1.88 | 4.73 | 2.86 |
| | This institution does a good job of meeting the needs of students | 1.93 | 4.67 | 2.73 |
| | Most employees are generally supportive of the mission, purpose, and values of this institution | 1.93 | 4.60 | 2.67 |
| | Staff take pride in their work | 2.00 | 4.67 | 2.67 |
| | This institution treats students as its top priority | 2.02 | 4.67 | 2.64 |
| | The reputation of this institution continues to improve | 2.16 | 4.80 | 2.64 |
| | This institution plans carefully | 2.20 | 4.73 | 2.53 |
| | The leadership of this institution has a clear sense of purpose | 2.20 | 4.87 | 2.67 |
| | Efforts to improve quality are paying off at this institution | 2.23 | 4.73 | 2.50 |
| | There is a spirit of teamwork and cooperation at this institution | 2.27 | 4.73 | 2.47 |

The item with the largest gap among **faculty** is "This institution makes sufficient budgetary resources available to achieve important objectives."

**Gap – Faculty**                    Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Gap | Importance | Satisfaction |
|---|---|---|---|---|
| Top 10 | This institution does a good job of meeting the needs of administrators | 0.66 | 3.93 | 3.26 |
| | Most employees are generally supportive of the mission, purpose, and values of this institution | 1.26 | 4.40 | 3.13 |
| | Faculty take pride in their work | 1.36 | 4.70 | 3.34 |
| | The mission, purpose, and values of this institution are well understood by most employees | 1.36 | 4.33 | 2.97 |
| | Staff take pride in their work | 1.40 | 4.56 | 3.16 |
| | Administrators take pride in their work | 1.50 | 4.46 | 2.96 |
| | The goals and objectives of this institution are consistent with its mission and values | 1.56 | 4.45 | 2.90 |
| | This institution treats students as its top priority | 1.63 | 4.48 | 2.85 |
| | This institution promotes excellent employee-student relationships | 1.63 | 4.59 | 2.96 |
| | This institution is well-respected in the community | 1.69 | 4.52 | 2.83 |
| | | | | |
| Bottom 10 | This institution does a good job of meeting the needs of staff | 1.98 | 4.40 | 2.42 |
| | The reputation of this institution continues to improve | 2.10 | 4.50 | 2.40 |
| | This institution makes sufficient staff resources available to achieve important objectives | 2.21 | 4.40 | 2.19 |
| | Employee suggestions are used to improve our institution | 2.23 | 4.42 | 2.18 |
| | This institution plans carefully | 2.27 | 4.52 | 2.25 |
| | There is a spirit of teamwork and cooperation at this institution | 2.36 | 4.51 | 2.15 |
| | There is good communication between the faculty and the administration at this institution | 2.39 | 4.55 | 2.16 |
| | The leadership of this institution has a clear sense of purpose | 2.41 | 4.62 | 2.21 |
| | This institution does a good job of meeting the needs of its faculty | 2.47 | 4.58 | 2.11 |
| | This institution makes sufficient budgetary resources available to achieve important objectives | 2.60 | 4.58 | 1.98 |

The  item with the largest gap among **staff** is "There is a spirit of teamwork and cooperation at this institution."

**Gap – Staff**                   Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Gap | Importance | Satisfaction |
|---|---|---|---|---|
| Top 10 | This institution does a good job of meeting the needs of administrators | 0.83 | 4.05 | 3.22 |
| | This institution does a good job of meeting the needs of its faculty | 1.19 | 4.21 | 3.02 |
| | Most employees are generally supportive of the mission, purpose, and values of this institution | 1.27 | 4.35 | 3.07 |
| | The goals and objectives of this institution are consistent with its mission and values | 1.27 | 4.35 | 3.08 |
| | Faculty take pride in their work | 1.37 | 4.45 | 3.08 |
| | Staff take pride in their work | 1.42 | 4.51 | 3.10 |
| | The mission, purpose, and values of this institution are well understood by most employees | 1.42 | 4.43 | 3.02 |
| | Administrators take pride in their work | 1.47 | 4.46 | 2.99 |
| | This institution is well-respected in the community | 1.50 | 4.54 | 3.04 |
| | This institution involves its employees in planning for the future | 1.51 | 4.30 | 2.79 |
| | | | | |
| Bottom 10 | The reputation of this institution continues to improve | 1.88 | 4.57 | 2.70 |
| | There is good communication between staff and the administration at this institution | 1.88 | 4.41 | 2.53 |
| | This institution makes sufficient staff resources available to achieve important objectives | 1.88 | 4.38 | 2.50 |
| | This institution plans carefully | 1.95 | 4.47 | 2.52 |
| | Employee suggestions are used to improve our institution | 1.95 | 4.37 | 2.42 |
| | This institution consistently follows clear processes for selecting new employees | 1.95 | 4.47 | 2.52 |
| | This institution makes sufficient budgetary resources available to achieve important objectives | 1.95 | 4.47 | 2.51 |
| | There are effective lines of communication between departments | 1.96 | 4.44 | 2.48 |
| | This institution consistently follows clear processes for orienting and training new employees | 1.97 | 4.50 | 2.53 |
| | There is a spirit of teamwork and cooperation at this institution | 2.14 | 4.57 | 2.43 |

For the mean scores of importance and satisfaction, and gap scores of each of the campus culture and policies items for each employee category, refer to Appendix D.

2. *Strengths and Challenges*

The tables below list the Strengths and Challenges in order of importance for Campus Culture and Policies in order of importance.

Items that **administrators** found to be important, and are satisfied with were the consistency of the goals and objectives of Gallaudet with its mission and values, the budgetary resources available to achieve important objectives, and their pride in their work.  Items that **administrators** found to be important, but are not satisfied with were the sense of purpose of the leadership at Gallaudet, the institution's planning, Gallaudet's reputation, the spirit of teamwork and cooperation at Gallaudet, the institutional response to students, and employees' support of the mission and values.

Items that **faculty** found to be important, and are satisfied with were employees' pride in their work, Gallaudet University's promotion of excellent employee-student relationships,  and the consistency of the goals and objectives of Gallaudet with its mission and values.  Items that **faculty** found to be important, but are not satisfied with were the sense of purpose of the leadership at Gallaudet, the institution's planning, the spirit of teamwork and cooperation at Gallaudet, communication, and the budgetary resources available to achieve important objectives.

Items that **staff** found to be important, and are satisfied with were the institutional response to students, the respect Gallaudet has in the community, and staff's pride in their work.  Items that **staff** found to be important, but are not satisfied with were the spirit of teamwork and cooperation at Gallaudet, consistently following processes, the institution's planning, and the spirit of teamwork and cooperation at Gallaudet.

**Campus Culture and Policies (in order of importance) – Administrator**

| *Strengths* | *Challenges* |
|---|---|
| **The goals and objectives of this institution are consistent with its mission and values.*** | The leadership of this institution has a clear sense of purpose.* |
| **This institution makes sufficient budgetary resources available to achieve important objectives** | The reputation of this institution continues to improve. |
| **Administrator take pride in their work.** | This institution plans carefully.† |
|  | There is a spirit of teamwork and cooperation at this institution. † |
|  | Efforts to improve quality are paying off at this institution. |
|  | Staff take pride in their work. |
|  | This institution treats students as its top priority. |
|  | This institution does a good job of meeting the needs of students. |

| | Most employees are generally supportive of the mission, purpose, and values of this institution. |
|---|---|

* Item included in more than one employee category

† Item included in all employee categories


**Campus Culture and Policies (in order of importance) – Faculty**

| Strengths | Challenges |
|---|---|
| **Faculty take pride in their work.** | The leadership of this institution has a clear sense of purpose.* |
| **This institution promotes excellent employee-student relationships.** | This institution does a good job of meeting the needs of its faculty. |
| **Staff take pride in their work.*** | This institution makes sufficient budgetary resources available to achieve important objectives.* |
| **Administrators take pride in their work.** | There is good communication between the faculty and the administration at this institution. |
| **The goals and objectives of this institution are consistent with its mission and values.*** | This institution plans carefully. † |
| | There is a spirit of teamwork and cooperation at this institution. † |

* Item included in more than one employee category

† Item included in all employee categories

**Campus Culture and Policies (in order of importance) – Staff**

| Strengths | Challenges |
|---|---|
| **This institution treats students as its top priority.** | There is a spirit of teamwork and cooperation at this institution. † |
| **This institution is well-respected in the community.** | This institution consistently follows clear processes for orienting and training new employees. |
| **Staff take pride in their work.*** | This institution plans carefully. † |
| | This institution consistently follows clear processes for selecting new employees. |
| | This institution makes sufficient budgetary resources available to achieve important objectives.* |

* Item included in more than one employee category

† Item included in all employee categories

## B. Work Environment

For Section 4: Work Environment, employees were asked to rate 31 items.  As with Section I, for each item in Section 4, employees were to rate how satisfied they are with the item on a Likert scale of 1 to 5 (1 = not satisfied at all and 5 = very satisfied), and  important the item is to them on a Likert scale of 1 to 5 (1 = not important at all and 5 = very important), and how.

1. *Rank ordering of items by mean scores*

The tables below rank the top and bottom ten work environment items by mean scores of satisfaction, mean scores of importance, and gap scores.

A common theme in the top areas of Satisfaction among **administrators, faculty, and staff** includes satisfaction with one's own work (e.g., pride, rewarding, valuable).  A common theme in the bottom areas of Satisfaction among **administrators, faculty, and staff** is communication (e.g., information flow, receptivity to input, transparency).

**Satisfaction – Administrator**  Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Satisfaction | Importance | Gap |
|---|---|---|---|---|
| **Top 10** | The employee benefits available to me are valuable | 4.57 | 4.73 | 0.16 |
| | My supervisor pays attention to what I have to say | 4.33 | 4.73 | 0.40 |
| | The work I do is appreciated by my supervisor | 4.33 | 4.40 | 0.07 |
| | The work I do is valuable to the institution | 4.27 | 4.53 | 0.27 |
| | The type of work I do on most days is personally rewarding | 4.13 | 4.53 | 0.40 |
| | I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University | 4.07 | 4.33 | 0.27 |
| | I have the information I need to do my job well | 4.00 | 4.73 | 0.73 |
| | I am paid fairly for the work I do | 4.00 | 4.60 | 0.60 |
| | I am comfortable answering student questions about institutional policies and procedures | 4.00 | 4.47 | 0.47 |
| | I have adequate opportunities for professional development | 3.93 | 4.40 | 0.47 |
| **Bottom 10** | University administrators are accessible and receptive to input | 3.40 | 4.47 | 1.07 |
| | My department has the staff needed to do its job well | 3.33 | 4.80 | 1.47 |
| | It is easy for me to get information at this institution | 3.27 | 4.33 | 1.07 |
| | I learn about important campus events in a timely manner | 3.27 | 4.13 | 0.87 |
| | My department or work unit has written, up-to-date objectives | 3.27 | 4.13 | 0.87 |
| | There is regular demonstration of expected ethical behavior and attitudes by influential University leaders | 3.27 | 4.47 | 1.20 |
| | Transparent and informed communication is practiced consistently throughout the university community | 2.87 | 4.40 | 1.53 |
| | There are regular programs to inform and support ethical behaviors at all levels of the university | 2.67 | 4.47 | 1.80 |
| | Information flows upward and is recognized at higher levels of the administration | 2.67 | 4.40 | 1.73 |
| | There is visible leadership to foster diversity/inclusion on campus | 2.27 | 4.13 | 1.87 |

**Satisfaction – Faculty**   Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Satisfaction | Importance | Gap |
|---|---|---|---|---|
| **Top 10** | The type of work I do on most days is personally rewarding | 3.79 | 4.59 | 0.80 |
| | The employee benefits available to me are valuable | 3.66 | 4.67 | 1.00 |
| | I am proud to work at this institution | 3.64 | 4.49 | 0.85 |
| | My department meets as a team to plan and coordinate work | 3.62 | 4.44 | 0.81 |
| | My supervisor pays attention to what I have to say | 3.55 | 4.56 | 1.01 |
| | The work I do is appreciated by my supervisor | 3.55 | 4.36 | 0.81 |
| | The work I do is valuable to the institution | 3.40 | 4.54 | 1.13 |
| | My department or work unit has written, up-to-date objectives | 3.36 | 4.24 | 0.88 |
| | I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University | 3.33 | 4.56 | 1.22 |
| | My supervisor helps me improve my job performance | 3.31 | 4.38 | 1.08 |
| **Bottom 10** | There is visible leadership to foster diversity/inclusion on campus | 2.62 | 4.29 | 1.67 |
| | There are regular programs to inform and support ethical behaviors at all levels of the university | 2.59 | 4.25 | 1.65 |
| | It is easy for me to get information at this institution | 2.50 | 4.41 | 1.91 |
| | I am empowered to resolve problems quickly | 2.50 | 4.45 | 1.95 |
| | There is regular demonstration of expected ethical behavior and attitudes by influential University leaders | 2.48 | 4.54 | 2.06 |
| | My department has the staff needed to do its job well | 2.26 | 4.56 | 2.29 |
| | Transparent and informed communication is practiced consistently throughout the university community | 2.13 | 4.60 | 2.47 |
| | Information flows upward and is recognized at higher levels of the administration | 2.08 | 4.55 | 2.46 |
| | University administrators are accessible and receptive to input | 2.04 | 4.55 | 2.51 |
| | My department has the budget needed to do its job well | 1.89 | 4.52 | 2.64 |

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**Satisfaction – Staff**   Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Satisfaction | Importance | Gap |
|---|---|---|---|---|
| Top 10 | The employee benefits available to me are valuable | 3.89 | 4.59 | 0.70 |
| | I am proud to work at this institution | 3.83 | 4.51 | 0.68 |
| | There are adequate programs or resources in place to strengthen my use of ASL | 3.71 | 4.23 | 0.53 |
| | The work I do is valuable to the institution | 3.68 | 4.54 | 0.86 |
| | The type of work I do on most days is personally rewarding | 3.53 | 4.44 | 0.91 |
| | My supervisor pays attention to what I have to say | 3.51 | 4.57 | 1.06 |
| | My job responsibilities are communicated clearly to me | 3.50 | 4.57 | 1.07 |
| | I learn about important campus events in a timely manner | 3.48 | 4.12 | 0.64 |
| | There are adequate programs or resources in place to strengthen my use of English | 3.48 | 4.02 | 0.54 |
| | The work I do is appreciated by my supervisor | 3.46 | 4.42 | 0.96 |
| Bottom 10 | There are regular programs to inform and support ethical behaviors at all levels of the university | 2.97 | 4.17 | 1.20 |
| | There is regular demonstration of expected ethical behavior and attitudes by influential University leaders | 2.95 | 4.38 | 1.43 |
| | My department has the budget needed to do its job well | 2.86 | 4.47 | 1.61 |
| | I am paid fairly for the work I do | 2.79 | 4.59 | 1.80 |
| | There is visible leadership to foster diversity/inclusion on campus | 2.78 | 4.28 | 1.50 |
| | I have adequate opportunities for advancement | 2.76 | 4.41 | 1.65 |
| | My department has the staff needed to do its job well | 2.69 | 4.57 | 1.89 |
| | Information flows upward and is recognized at higher levels of the administration | 2.67 | 4.37 | 1.69 |
| | University administrators are accessible and receptive to input | 2.63 | 4.32 | 1.68 |
| | Transparent and informed communication is practiced consistently throughout the university community | 2.62 | 4.37 | 1.75 |

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A common theme in the top items of Importance among **administrators, faculty, and staff** is resources (e.g., benefits, pay, and staffing) and communication. Somewhat surprisingly, items related to ethics, diversity and bilingualism appear in the bottom areas of Importance among **administrators, faculty, and staff**.

**Importance - Administrator**    Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Importance | Satisfaction | Gap |
|---|---|---|---|---|
| Top 10 | My department has the staff needed to do its job well | 4.80 | 3.33 | 1.47 |
| | The employee benefits available to me are valuable | 4.73 | 4.57 | 0.16 |
| | My supervisor pays attention to what I have to say | 4.73 | 4.33 | 0.40 |
| | I have the information I need to do my job well | 4.73 | 4.00 | 0.73 |
| | My department has the budget needed to do its job well | 4.73 | 3.67 | 1.07 |
| | My job responsibilities are communicated clearly to me | 4.67 | 3.80 | 0.87 |
| | There are clear and available statements and policies defining ethical behavior for all members of the campus community | 4.60 | 3.67 | 0.93 |
| | I am paid fairly for the work I do | 4.60 | 4.00 | 0.60 |
| | The work I do is valuable to the institution | 4.53 | 4.27 | 0.27 |
| | The type of work I do on most days is personally rewarding | 4.53 | 4.13 | 0.40 |
| | | | | |
| Bottom 10 | Information flows upward and is recognized at higher levels of the administration | 4.40 | 2.67 | 1.73 |
| | It is easy for me to get information at this institution | 4.33 | 3.27 | 1.07 |
| | I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University | 4.33 | 4.07 | 0.27 |
| | I have adequate opportunities for advancement | 4.20 | 3.80 | 0.40 |
| | There is visible leadership to foster diversity/inclusion on campus | 4.13 | 2.27 | 1.87 |
| | My department meets as a team to plan and coordinate work | 4.13 | 3.40 | 0.73 |
| | I learn about important campus events in a timely manner | 4.13 | 3.27 | 0.87 |
| | My department or work unit has written, up-to-date objectives | 4.13 | 3.27 | 0.87 |
| | There are adequate programs or resources in place to strengthen my use of ASL | 3.27 | 3.73 | -0.47 |
| | There are adequate programs or resources in place to strengthen my use of English | 2.79 | 3.50 | -0.71 |

**Importance - Faculty**   Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| Item | Importance | Satisfaction | Gap |
|---|---|---|---|
| The employee benefits available to me are valuable | 4.67 | 3.66 | 1.00 |
| Transparent and informed communication is practiced consistently throughout the university community | 4.60 | 2.13 | 2.47 |
| The type of work I do on most days is personally rewarding | 4.59 | 3.79 | 0.80 |
| I am paid fairly for the work I do | 4.58 | 2.66 | 1.91 |
| My department has the staff needed to do its job well | 4.56 | 2.26 | 2.29 |
| I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University | 4.56 | 3.33 | 1.22 |
| My supervisor pays attention to what I have to say | 4.56 | 3.55 | 1.01 |
| University administrators are accessible and receptive to input | 4.55 | 2.04 | 2.51 |
| Information flows upward and is recognized at higher levels of the administration | 4.55 | 2.08 | 2.46 |
| There is regular demonstration of expected ethical behavior and attitudes by influential University leaders | 4.54 | 2.48 | 2.06 |
| My supervisor helps me improve my job performance | 4.38 | 3.31 | 1.08 |
| There are clear and available statements and policies defining ethical behavior for all members of the campus community | 4.37 | 2.85 | 1.52 |
| The work I do is appreciated by my supervisor | 4.36 | 3.55 | 0.81 |
| There is visible leadership to foster diversity/inclusion on campus | 4.29 | 2.62 | 1.67 |
| There are regular programs to inform and support ethical behaviors at all levels of the university | 4.25 | 2.59 | 1.65 |
| My department or work unit has written, up-to-date objectives | 4.24 | 3.36 | 0.88 |
| I am comfortable answering student questions about institutional policies and procedures | 4.22 | 3.16 | 1.06 |
| There are adequate programs or resources in place to strengthen my use of ASL | 4.19 | 3.25 | 0.93 |
| I learn about important campus events in a timely manner | 4.17 | 3.21 | 0.96 |
| There are adequate programs or resources in place to strengthen my use of English | 3.93 | 2.96 | 0.97 |

**Importance - Staff**   Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Importance | Satisfaction | Gap |
|---|---|---|---|---|
| **Top 10** | I am paid fairly for the work I do | 4.59 | 2.79 | 1.80 |
| | The employee benefits available to me are valuable | 4.59 | 3.89 | 0.70 |
| | My department has the staff needed to do its job well | 4.57 | 2.69 | 1.89 |
| | My supervisor pays attention to what I have to say | 4.57 | 3.51 | 1.06 |
| | My job responsibilities are communicated clearly to me | 4.57 | 3.50 | 1.07 |
| | I have the information I need to do my job well | 4.55 | 3.39 | 1.17 |
| | The work I do is valuable to the institution | 4.54 | 3.68 | 0.86 |
| | I am proud to work at this institution | 4.51 | 3.83 | 0.68 |
| | My department has the budget needed to do its job well | 4.47 | 2.86 | 1.61 |
| | I have adequate opportunities for training to improve my skills | 4.46 | 3.07 | 1.39 |
| **Bottom 10** | University administrators are accessible and receptive to input | 4.32 | 2.63 | 1.68 |
| | My department meets as a team to plan and coordinate work | 4.31 | 3.20 | 1.11 |
| | I have adequate opportunities for professional development | 4.31 | 3.14 | 1.17 |
| | There is visible leadership to foster diversity/inclusion on campus | 4.28 | 2.78 | 1.50 |
| | My department or work unit has written, up-to-date objectives | 4.26 | 3.20 | 1.07 |
| | There are adequate programs or resources in place to strengthen my use of ASL | 4.23 | 3.71 | 0.53 |
| | There are regular programs to inform and support ethical behaviors at all levels of the university | 4.17 | 2.97 | 1.20 |
| | I am comfortable answering student questions about institutional policies and procedures | 4.17 | 3.24 | 0.94 |
| | I learn about important campus events in a timely manner | 4.12 | 3.48 | 0.64 |
| | There are adequate programs or resources in place to strengthen my use of English | 4.02 | 3.48 | 0.54 |

Items with large gaps are important because they focus on areas that are importance to employees, but ones with which they are not satisfied.  Themes among the items with the largest gaps among **administrators** include leadership and communication with respect to ethical behaviors and diversity/inclusion at Gallaudet, and communication.  Themes among the items with the largest gaps among **faculty and staff** include resources and communication, especially receptivity to information that flows upward.

**Gap - Administrator**  Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Gap | Importance | Satisfaction |
|---|---|---|---|---|
| Top 10 | There are adequate programs or resources in place to strengthen my use of English | -0.71 | 2.79 | 3.50 |
| | There are adequate programs or resources in place to strengthen my use of ASL | -0.47 | 3.27 | 3.73 |
| | The work I do is appreciated by my supervisor | 0.07 | 4.40 | 4.33 |
| | The employee benefits available to me are valuable | 0.16 | 4.73 | 4.57 |
| | The work I do is valuable to the institution | 0.27 | 4.53 | 4.27 |
| | I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University | 0.27 | 4.33 | 4.07 |
| | I have adequate opportunities for advancement | 0.40 | 4.20 | 3.80 |
| | My supervisor pays attention to what I have to say | 0.40 | 4.73 | 4.33 |
| | The type of work I do on most days is personally rewarding | 0.40 | 4.53 | 4.13 |
| | I have adequate opportunities for professional development | 0.47 | 4.40 | 3.93 |
| | | | | |
| Bottom 10 | I am empowered to resolve problems quickly | 0.96 | 4.53 | 3.57 |
| | My department has the budget needed to do its job well | 1.07 | 4.73 | 3.67 |
| | University administrators are accessible and receptive to input | 1.07 | 4.47 | 3.40 |
| | It is easy for me to get information at this institution | 1.07 | 4.33 | 3.27 |
| | There is regular demonstration of expected ethical behavior and attitudes by influential University leaders | 1.20 | 4.47 | 3.27 |
| | My department has the staff needed to do its job well | 1.47 | 4.80 | 3.33 |
| | Transparent and informed communication is practiced consistently throughout the university community | 1.53 | 4.40 | 2.87 |
| | Information flows upward and is recognized at higher levels of the administration | 1.73 | 4.40 | 2.67 |
| | There are regular programs to inform and support ethical behaviors at all levels of the university | 1.80 | 4.47 | 2.67 |
| | There is visible leadership to foster diversity/inclusion on campus | 1.87 | 4.13 | 2.27 |

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**Gap - Faculty**      Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Gap | Importance | Satisfaction |
|---|---|---|---|---|
| **Top 10** | The type of work I do on most days is personally rewarding | 0.80 | 4.59 | 3.79 |
| | The work I do is appreciated by my supervisor | 0.81 | 4.36 | 3.55 |
| | My department meets as a team to plan and coordinate work | 0.81 | 4.44 | 3.62 |
| | I am proud to work at this institution | 0.85 | 4.49 | 3.64 |
| | My department or work unit has written, up-to-date objectives | 0.88 | 4.24 | 3.36 |
| | There are adequate programs or resources in place to strengthen my use of ASL | 0.93 | 4.19 | 3.25 |
| | I learn about important campus events in a timely manner | 0.96 | 4.17 | 3.21 |
| | There are adequate programs or resources in place to strengthen my use of English | 0.97 | 3.93 | 2.96 |
| | The employee benefits available to me are valuable | 1.00 | 4.67 | 3.66 |
| | My supervisor pays attention to what I have to say | 1.01 | 4.56 | 3.55 |
| **Bottom 10** | There is visible leadership to foster diversity/inclusion on campus | 1.67 | 4.29 | 2.62 |
| | It is easy for me to get information at this institution | 1.91 | 4.41 | 2.50 |
| | I am paid fairly for the work I do | 1.91 | 4.58 | 2.66 |
| | I am empowered to resolve problems quickly | 1.95 | 4.45 | 2.50 |
| | There is regular demonstration of expected ethical behavior and attitudes by influential University leaders | 2.06 | 4.54 | 2.48 |
| | My department has the staff needed to do its job well | 2.29 | 4.56 | 2.26 |
| | Information flows upward and is recognized at higher levels of the administration | 2.46 | 4.55 | 2.08 |
| | Transparent and informed communication is practiced consistently throughout the university community | 2.47 | 4.60 | 2.13 |
| | University administrators are accessible and receptive to input | 2.51 | 4.55 | 2.04 |
| | My department has the budget needed to do its job well | 2.64 | 4.52 | 1.89 |

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**Gap - Staff**        Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

| | Item | Gap | Importance | Satisfaction |
|---|---|---|---|---|
| **Top 10** | There are adequate programs or resources in place to strengthen my use of ASL | 0.53 | 4.23 | 3.71 |
| | There are adequate programs or resources in place to strengthen my use of English | 0.54 | 4.02 | 3.48 |
| | I learn about important campus events in a timely manner | 0.64 | 4.12 | 3.48 |
| | I am proud to work at this institution | 0.68 | 4.51 | 3.83 |
| | The employee benefits available to me are valuable | 0.70 | 4.59 | 3.89 |
| | The work I do is valuable to the institution | 0.86 | 4.54 | 3.68 |
| | The type of work I do on most days is personally rewarding | 0.91 | 4.44 | 3.53 |
| | I am comfortable answering student questions about institutional policies and procedures | 0.94 | 4.17 | 3.24 |
| | The work I do is appreciated by my supervisor | 0.96 | 4.42 | 3.46 |
| | I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University | 0.97 | 4.43 | 3.46 |
| **Bottom 10** | I have adequate opportunities for training to improve my skills | 1.39 | 4.46 | 3.07 |
| | There is regular demonstration of expected ethical behavior and attitudes by influential University leaders | 1.43 | 4.38 | 2.95 |
| | There is visible leadership to foster diversity/inclusion on campus | 1.50 | 4.28 | 2.78 |
| | My department has the budget needed to do its job well | 1.61 | 4.47 | 2.86 |
| | I have adequate opportunities for advancement | 1.65 | 4.41 | 2.76 |
| | University administrators are accessible and receptive to input | 1.68 | 4.32 | 2.63 |
| | Information flows upward and is recognized at higher levels of the administration | 1.69 | 4.37 | 2.67 |
| | Transparent and informed communication is practiced consistently throughout the university community | 1.75 | 4.37 | 2.62 |
| | I am paid fairly for the work I do | 1.80 | 4.59 | 2.79 |
| | My department has the staff needed to do its job well | 1.89 | 4.57 | 2.69 |

For the mean scores of importance, mean scores of satisfaction, and gap scores of each of the work environment items for each employee category, refer to Appendix E.

   *2. Strengths and Challenges*
The table below lists the Strengths and Challenges in order of importance for Work Environment in order of importance.

Items that **administrators, faculty, and staff** found to be important, and are satisfied with were employee benefits, attention from supervisors to what employees have to say, the value and personal reward of work, and pride in working at Gallaudet.

Items that **administrators, faculty, and staff** found to be important, but are not satisfied with were how staff or budget that their department needs to do its job well and accessibility and receptiveness from

university administrators.  An additional item that **administrators** found to be important, but are not satisfied with was the programs to inform and support ethical behaviors.  An additional items that **faculty and staff** found to be important, but are not satisfied with was the fairness of pay.  Additional items that **faculty** found to be important, but are not satisfied with were consistency of transparent and informed communication throughout the university community, how information flows upward and is recognized at higher levels of administration, and demonstration of expected ethical behavior and attitudes by influential University leaders.  An additional item that staff found to be important, but are not satisfied with was opportunities for advancement.

**Work Environment (in order of importance) – Administrator**

| *Strengths* | *Challenges* |
|---|---|
| **The employee benefits available to me are valuable. †** | My department has the staff needed to do its job well. † |
| **My supervisor pays attention to what I have to say. †** | My department has the budget needed to do its job well. † |
| **I have the information I need to do my job well.** | University administrators are accessible and receptive to input.* |
| **I am paid fairly for the work I do.** | There are regular programs to inform and support ethical behaviors at all levels of the university. |
| **The type of work I do on most days is personally rewarding. †** | |
| **The work I do is valuable to the institution. †** | |
| **I am comfortable answering student questions about institutional policies and procedures** | |

\* Item included in more than one employee category

† Item included in all employee categories

**Work Environment (in order of importance) – Faculty**

| *Strengths* | *Challenges* |
|---|---|
| **The employee benefits available to me are valuable. †** | Transparent and informed communication is practiced consistently throughout the university community. |
| **The type of work I do on most days is personally rewarding. †** | I am paid fairly for the work I do.* |
| **My supervisor pays attention to what I have to say. †** | My department has the staff needed to do its job well. † |
| **The work I do is valuable to the** | University administrators are |

| | |
|---|---|
| **institution.** † | accessible and receptive to input.* |
| **I am proud to work at this institution.*** | Information flows upward and is recognized at higher levels of the administration. |
| | There is regular demonstration of expected ethical behaviors and attitudes by influential University leaders. |
| | My department has the budget needed to do its job well. † |
| | I am empowered to resolve problems quickly. |

\* Item included in more than one employee category

† Item included in all employee categories

**Work Environment (in order of importance) – Staff**

| *Strengths* | *Challenges* |
|---|---|
| **The employee benefits available to me are valuable.** † | I am paid fairly for the work I do.* |
| **My supervisor pays attention to what I have to say.** † | My department has the staff needed to do its job well. † |
| **My job responsibilities are communicated clearly to me.** | My department has the budget to do its job well. † |
| **The work I do is valuable to the institution.** † | I have adequate opportunities for advancement. |
| **I am proud to work at this institution.*** | |
| **The type of work I do on most days is personally rewarding.** † | |

\* Item included in more than one employee category

† Item included in all employee categories

## C. Comparisons of ESS with Previous GUCSS

There were strengths and concerns from past climate surveys that repeated in this year's survey. Some of the strengths and concerns that were repeated from past surveys and were consistent across all employee categories of administrator, faculty, and staff were:

| *Strengths* | *Concerns* |
|---|---|
| **Employees (faculty & staff) feel attended to by their immediate supervisors.** | Careful planning. |
| **Employees appreciate their benefits and/or pay.** | Spirit of teamwork and cooperation. |
| | Sufficient budgetary resources to achieve objectives. |

## D. Institutional Goals

For Section 2: Institutional Goals, there were 10 items that employees were asked to rate using a Likert scale of 1 to 5 (1 = not important at all and 5 = very important). In addition, from the list of institutional goals, they were to rank and list the top three institutional priority goals. The table below lists items in order of importance from most important to least important.

**Administrators** found retention of current students to graduation to be the most important institutional goal followed by increasing the enrollment of new students and improving the quality of existing academic programs. **Faculty** found improving employee morale to be the most important institutional goal followed by improving the quality of existing academic programs and improving the academic ability of entering student classes. **Staff** found retention of current students to graduation to be the most important institutional goal followed by improving the employee morale and improving the quality of existing academic programs.

**Administrator**

| RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important") | Mean |
|---|---|
| 1. Retain more of its current students to graduation | 5.00 |
| 2. Increase the enrollment of new students | 4.80 |
| 3. Improve the quality of existing academic programs | 4.67 |
| 4. Improve employee morale | 4.67 |
| 5. Improve the academic ability of entering student classes | 4.27 |
| 6. Develop new academic programs | 4.27 |
| 7. Increase a sense of security and freedom to express diverse perspectives | 4.27 |
| 8. Increase the diversity of racial and ethnic groups represented among the student body | 4.13 |
| 9. Recruit students from new geographic markets | 4.07 |
| 10. Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach | 4.00 |
| 11. Improve comparable standards for use of ASL and English in an academic setting | 4.00 |

| | 3.53 |
|---|---|
| 12. Improve the appearance of campus buildings and grounds | 3.53 |
| 13. Some other goal | 2.73 |

**Faculty**

| RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important") | Mean |
|---|---|
| 1. Improve employee morale | 4.75 |
| 2. Improve the quality of existing academic programs | 4.67 |
| 3. Improve the academic ability of entering student classes | 4.60 |
| 4. Retain more of its current students to graduation | 4.56 |
| 5. Increase a sense of security and freedom to express diverse perspectives | 4.45 |
| 6. Increase the enrollment of new students | 4.45 |
| 7. Increase the diversity of racial and ethnic groups represented among the student body | 4.23 |
| 8. Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach | 4.17 |
| 9. Improve comparable standards for use of ASL and English in an academic setting | 4.17 |
| 10. Recruit students from new geographic markets | 3.90 |
| 11. Develop new academic programs | 3.65 |
| 12. Improve the appearance of campus buildings and grounds | 3.57 |
| 13. Some other goal | 3.48 |

**Staff**

| RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important") | Mean |
|---|---|
| 1. Retain more of its current students to graduation | 4.77 |
| 2. Improve employee morale | 4.73 |
| 3. Improve the quality of existing academic programs | 4.66 |
| 4. Increase the enrollment of new students | 4.66 |
| 5. Improve the academic ability of entering student classes | 4.60 |
| 6. Increase a sense of security and freedom to express diverse perspectives | 4.42 |
| 7. Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach | 4.41 |
| 8. Improve comparable standards for use of ASL and English in an academic setting | 4.34 |
| 9. Increase the diversity of racial and ethnic groups represented among the student body | 4.31 |
| 10. Recruit students from new geographic markets | 4.23 |
| 11. Develop new academic programs | 4.16 |
| 12. Improve the appearance of campus buildings and grounds | 3.92 |
| 13. Some other goal | 3.64 |

## E. Involvement in Planning and Decision-Making

For Section 3: Involvement in Planning and Decision-Making, employees were asked to rate on a Likert scale of 1 to 5 (1 = not enough involvement and 5 = too much involvement) how involved they felt each of eight campus constituents were in planning and decision-making at Gallaudet University.  The table below lists items in order of importance from most important to least important.

**Administrators** found faculty to be the most involved in planning and decision-making followed by senior administrators at the vice president and provost level or above, deans or chairs of academic units, and trustees.  **Faculty and staff** found senior administrators at the vice president and provost level or above to be the most involved in planning and decision-making followed by the deans or directors of administrative units, deans or chairs of academic units, and trustees.  **Administrators** also found staff to be the least involved , and **faculty and staff** found faculty to be the least involved with staff being the second to least involved.

**Administrator**

| RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement") | Mean |
|---|---|
| How involved are: Faculty | 3.64 |
| How involved are: Senior administrators (VP, Provost level or above) | 3.60 |
| How involved are: Deans or chairs of academic units | 3.40 |
| How involved are: Trustees | 3.33 |
| How involved are: Deans or directors of administrative units | 3.29 |
| How involved are: Alumni | 2.57 |
| How involved are: Students | 2.33 |
| How involved are: Staff | 2.29 |

**Faculty**

| RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement") | Mean |
|---|---|
| How involved are: Senior administrators (VP, Provost level or above) | 4.19 |
| How involved are: Deans or directors of administrative units | 3.85 |
| How involved are: Deans or chairs of academic units | 3.38 |
| How involved are: Trustees | 3.29 |
| How involved are: Alumni | 2.41 |
| How involved are: Students | 2.24 |
| How involved are: Staff | 2.14 |
| How involved are: Faculty | 2.13 |

**Staff**

| RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement") | Mean |
|---|---|
| How involved are: Senior administrators (VP, Provost level or above) | 3.77 |
| How involved are: Deans or directors of administrative units | 3.46 |

| | |
|---|---|
| How involved are: Deans or chairs of academic units | 3.45 |
| How involved are: Trustees | 3.22 |
| How involved are: Alumni | 2.52 |
| How involved are: Students | 2.60 |
| How involved are: Staff | 2.27 |
| How involved are: Faculty | 3.22 |

## III. Comparing Gallaudet with Peer Institutions

Noel-Levitz provides data to allow GU to compare the responses of our employees to those at other peer institutions. However, comparisons were made only for all employee responses rather than by employee category: administrators, faculty, and staff.

## IV. Comparing Administrators, Faculty, and Staff

**A. Employee Comparisons: Campus Culture and Policies**
Gallaudet's administrators, faculty, and staff ratings of the **Importance** of 25 of all 30 items on the Campus Culture and Policies scale were not significantly different.

Gallaudet **administrators** rated 1 item as *more important* than did **staff**.  The item was:
- The goals and objectives of this institution are consistent with its mission and values.

Gallaudet **faculty** rated 2 items as *more important* than did **staff**.  These two items were:
- This institution does a good job of meeting the needs of its faculty.
- Faculty take pride in their work.

Gallaudet **staff** rated 2 items as *more important* than did **faculty**.  These two items were:
- This institution treats students as its top priority.
- This institution consistently follows clear processes for orienting and training new employees.

Gallaudet's employees' ratings of **Satisfaction** of 17 items on the Campus Culture and Policies scale were not significantly different.

Gallaudet's **faculty** were *less satisfied* with 5 items when compared to **administrators**. These five items were:
- This institution makes sufficient budgetary resources available to achieve important objectives.
- This institution makes sufficient staff resources available to achieve important objectives.
- Administrators share information regularly with faculty and staff.
- There is good communication between the faculty and the administration at this institution.
- There is good communication between staff and the administration at this institution.

Gallaudet's **faculty** were *less satisfied* with 11 items when compared to **staff**. These eleven items were:
- This institution plans carefully.
- The leadership of this institution has a clear sense of purpose.
- This institution does a good job of meeting the needs of its faculty.
- This institution makes sufficient budgetary resources available to achieve important objectives.
- This institution makes sufficient staff resources available to achieve important objectives.
- Administrators share information regularly with faculty and staff.
- There is good communication between the faculty and the administration at this institution.
- There is a spirit of teamwork and cooperation at this institution.
- The reputation of this institution continues to improve.
- Efforts to improve quality are paying off at this institution.
- This institution has written procedures that clearly define who is responsible for each operation and service.

Gallaudet's **staff** were *less satisfied* with 3 items when compared to **administrators**. These eleven items were:
- This institution makes sufficient budgetary resources available to achieve important objectives.
- This institution makes sufficient staff resources available to achieve important objectives.
- There is good communication between the faculty and the administration at this institution.

Gallaudet's **staff** were *less satisfied* with 1 item when compared to **faculty**. This item was:
- Faculty take pride in their work.


**B. Employee Comparisons: Work Environment**
Gallaudet's administrators, faculty, and staff ratings of the **Importance** of 26 of all 31 items on the Work Environment scale were not significantly different.

Gallaudet **faculty and staff** rated 2 items as *more important* than did **administrators**.  These two items were:
- There are adequate programs or resources in place to strengthen my use of ASL.
- There are adequate programs or resources in place to strengthen my use of English.

Gallaudet **faculty** rated 3 items as *more important* than did **staff**.  These three items were:
- Information flows upward and is recognized at higher levels of the administration.
- University administrators are accessible and receptive to input.
- Transparent and informed communication is practiced consistently throughout the university community.


Gallaudet's employees' ratings of **Satisfaction** of 4 items on the Work Environment scale were not significantly different.

Gallaudet's **faculty and staff** were *less satisfied* with 11 items when compared to **administrators**. These eleven items were:
- I am comfortable answering student questions about institutional policies and procedures.
- I have the information to do my job well.
- My supervisor pays attention to what I have to say.
- My department has the budget needed to do its job well.
- I am paid fairly well for the work I do.
- The employee benefits available to me are valuable.
- I have adequate opportunities for advancement.
- I have adequate opportunities for training to improve my skills.
- I have adequate opportunities for professional development.
- The work I do is appreciated by my supervisor.
- I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University.

Gallaudet's **faculty** were *less satisfied* with 8 items when compared to **administrators**. These eight items were:
- It is easy for me to get information at this institution.
- I am empowered to resolve problems quickly.
- My job responsibilities are communicated clearly to me.
- My department has the staff needed to do its job well.
- The work I do is valuable to the institution.
- There are clear and available statements and policies defining ethical behavior for all members of the campus community.
- There is regular demonstration of expected ethical behavior for all members of the campus community.
- Transparent and informed communication is practiced consistently throughout the university community.

Gallaudet's **faculty** were *less satisfied* with 15 items when compared to **staff**. These fifteen items were:
- It is easy for me to get information at this institution.
- I learn about important campus events in a timely manner.
- I am empowered to resolve problems quickly.
- I have the information to do my job well.
- My job responsibilities are communicated clearly to me.
- My department has the budget needed to do its job well.
- My department has the staff needed to do its job well.
- There are adequate programs or resources in place to strengthen my use of ASL.
- There are adequate programs or resources in place to strengthen my use of English.
- There are clear and available statements and policies defining ethical behavior for all members of the campus community.

- There is regular demonstration of expected ethical behavior for all members of the campus community.
- There are regular programs to inform and support ethical behaviors at all levels of the university.
- Information flows upward and is recognized at higher levels of the administration.
- University administrators are accessible and receptive to input.
- Transparent and informed communication is practiced consistently throughout the university community.

Gallaudet's **staff** were *less satisfied* with 1 item when compared to **administrators**. This item was:
- The type of work I do on most days is personally rewarding.

Gallaudet's **staff** were *less satisfied* with 1 item when compared to **faculty**. This item was:
- My department meets as a team to plan and coordinate work.


**C. Employee Comparisons: Institutional Goals**
Gallaudet administrators, faculty, and staff identified as of equal importance on six institutional goals: improve the academic ability of entering student classes, increase the diversity of racial and ethnic groups represented among the student body, improve the quality of existing academic programs, improve employee morale, improve comparable standards for use of ASL and English in an academic setting, and increase a sense of security and freedom to express diverse perspectives.  For all of the other institutional goals, specific employee categories rated the items more important than other employee categories.

Gallaudet's **administrators** rated 1 item as *more important* than did **faculty**.  This item was:
- Retain more of its current students to graduation.

Gallaudet's **staff** rated 6 items as *more important* than did **faculty**.  These six items were:
- Increase the enrollment of new students.
- Retain more of its current students to graduation.
- Recruit students from new geographic markets.
- Develop new academic programs.
- Improve the appearance of campus buildings and grounds.
- Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach.


**D. Employee Comparisons: Involvement in Planning and Decision-Making**
Gallaudet administrators, faculty, and staff identified as of equal involvement for four constituents: staff, deans or chairs of academic units, trustees, and alumni.  For all of the other constituents, specific employee categories rated the items more involved than other employee categories.

Gallaudet's **administrators** rated 2 items as *more involved* than did **faculty**.  These two items were:

- Faculty
- Senior administrators at the vice president and provost level or above

Gallaudet's **faculty** rated 2 items as *more involved* than did **staff**.  These two items were:
- Deans or directors of administrative units
- Senior administrators at the vice president and provost level or above

Gallaudet's **staff** rated 2 items as *more involved* than did **faculty**.  These two items were:
- Faculty
- Students

### V. Limitations

A key limitation in interpretation of this data is the ambiguity in understanding who received surveys in each of the role groups (staff, faculty, and administrators), and who responded to the survey in each role group. Although the survey  was sent through a link via two e-mail distribution lists, one for staff and one for faculty, the total distinct count of participants is unknown since one person could be in both distribution lists.  In addition, although the goal of the ESS was to reach full-time, "regular," faculty, staff and administrators, it later became clear that the actual distribution lists included a combination of full-time and part-time, temporary and contract personnel. In addition, the distribution list for faculty apparently included many personnel who are in teaching roles in relation to classes currently offered, including staff and, in some cases, students. And it is also unclear as to who is included in the "administrator" responses, since there is not an administrator distribution list. Because survey responses are anonymous, we were unable to link actual responses to distribution list names. In spite of this ambiguity regarding the specifics of respondent role, we do know that 94% and 93% of the respondents for the faculty and staff distribution lists respectively are full-time. Because respondents were almost all full-time personnel at Gallaudet, interpretations can be made as to satisfaction of full-time employees at Gallaudet.

A second limitation in the results of the spring, 2015 administration of the ECSS was the response rate. The response rate for this survey of   24.5% to 29.2%  is well below the response rate of the previous administration of the GUCSS (42%).  The drop in response rate is likely due to several factors including the change in format from a simple survey to a more complicated and longer survey. Another likely influence was the limited communication and education of campus stakeholders about this change.

Another limitation of this survey was the lack of definition in defining who administrators are. Respondents were categorized as administrators through self-report on the demographic section of the survey. It is possible that some staff self-reported as administrators, while other administrators may have self-reported as staff. This may have influenced the small sample of administrators (n = 15) in this report. As a result of this small sample, any interpretations with respect to administrators should be taken with caution.

## VI. Recommendations and Proposed Next Steps

To improve the interpretation and generalization of the data for the next survey cycle during spring 2016, the Office of Institutional Research (OIR) will define the study population as well as clarify these roles within the survey.  In other words, OIR will improve and create a distribution list to only include employees who are full-time and regular faculty, staff, and administrators.  In addition, OIR will include a short definition of administrators within the survey to allow respondents to correctly choose their role.

To improve the response rate of the ECS, OIR will educate the community about the survey as well as the value of the survey with a representative sample.  Educating the community includes creating an instructional video in ASL explaining how to complete the survey and the difference between rating for importance and rating for satisfaction with each item.  In addition to educating the community, OIR will increase its publicity of the survey.  Rather than relying on e-mail communication, campus community news (Daily Digest), and word of mouth, OIR will also make appearances in various units and departments' meetings and inform the community about the survey.

During the academic year of 2015 – 2016, OIR will also begin administering focus groups among faculty, staff, and administrators to increase understanding on the common themes that have appeared in previous surveys and this year's survey.  A supplemental report will be posted to describe what each subgroup perceive to be leadership with a clear sense of purpose, an institution that plans carefully, an institution with transparent and effective communication, an institution that has a spirit of teamwork and cooperation, and an institution that follows clear processes in selecting staff and ethical behaviors.

The data from Gallaudet University's administration of the Noel-Levitz Employee Satisfaction Survey will be valuable to the extent that it is analyzed, discussed, and applied by employee subgroups and individuals on campus.  Each person will, in particular, want to review the Strengths described in the Campus Culture and Policies, and the Work Environment sections to ask: "What are we doing well?" "What, specifically, does this show us about Gallaudet and its employees?"  In addition, each person will want to examine carefully the challenges that Gallaudet University has in increasing the campus climate among employees.  Where and how can you improve and make a difference in the lives of Gallaudet employees?  Leaders across campus will want to consider how we can operationalize areas that need improvement.  For example, performance reviews with items for evaluation adapted for the ESS, for administrators by the people they supervise are being implemented.

For more detailed information on the survey data, please contact Lindsay Buchko, Director of Institutional Research at lindsay.buchko@gallaudet.edu.

## Appendix A: Employee Satisfaction Survey Questionnaire

RESEARCH TOOLKIT – REVIEW SAMPLE

## Noel-Levitz Employee Satisfaction Survey

[INSTITUTION] has engaged Noel-Levitz to conduct this survey of employees to assess their satisfaction.
This survey should take about 20 minutes to complete. Your answers are completely confidential, and no information is collected
that will allow individuals to be identified.
Thank you!

Q1

| very important | important | somewhat important | not very important | not important at all | **SECTION 1: Campus culture and policies**<br><br>The following statements describe different aspects of colleges and universities. Rate how important each of these are to you as an employee of this institution, and then rate your satisfaction with how well the statement is implemented on your campus. | very satisfied | satisfied | somewhat satisfied | not very satisfied | not satisfied at all |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | This institution promotes excellent employee-student relationships | | | | | |
| | | | | | This institution treats students as its top priority | | | | | |
| | | | | | This institution does a good job of meeting the needs of students | | | | | |
| | | | | | The mission, purpose, and values of this institution are well understood by most employees | | | | | |
| | | | | | Most employees are generally supportive of the mission, purpose, and values of this institution | | | | | |
| | | | | | The goals and objectives of this institution are consistent with its mission and values | | | | | |
| | | | | | This institution involves its employees in planning for the future | | | | | |
| | | | | | This institution plans carefully | | | | | |
| | | | | | The leadership of this institution has a clear sense of purpose | | | | | |
| | | | | | This institution does a good job of meeting the needs of its faculty | | | | | |
| | | | | | This institution does a good job of meeting the needs of staff | | | | | |
| | | | | | This institution does a good job of meeting the needs of administrators | | | | | |
| | | | | | This institution makes sufficient budgetary resources available to achieve important objectives | | | | | |
| | | | | | This institution makes sufficient staff resources available to achieve important objectives | | | | | |
| | | | | | There are effective lines of communication between departments | | | | | |
| | | | | | Administrators share information regularly with faculty and staff | | | | | |
| | | | | | There is good communication between the faculty and the administration at this institution | | | | | |
| | | | | | There is good communication between staff and the administration at this institution | | | | | |
| | | | | | Faculty take pride in their work | | | | | |
| | | | | | Staff take pride in their work | | | | | |
| | | | | | Administrators take pride in their work | | | | | |
| | | | | | There is a spirit of teamwork and cooperation at this institution | | | | | |
| | | | | | The reputation of this institution continues to improve | | | | | |
| | | | | | This institution is well-respected in the community | | | | | |
| | | | | | Efforts to improve quality are paying off at this institution | | | | | |
| | | | | | Employee suggestions are used to improve our institution | | | | | |
| | | | | | This institution consistently follows clear processes for selecting new employees | | | | | |
| | | | | | This institution consistently follows clear processes for orienting and training new employees | | | | | |
| | | | | | This institution consistently follows clear processes for recognizing employee achievements | | | | | |
| | | | | | This institution has written procedures that clearly define who is responsible for each operation and service | | | | | |

**NOTE: WE CAN ACCOMMODATE UP TO 10 ADDITIONAL CAMPUS-SPECIFIC QUESTIONS IN SECTION 1.**

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## Q2

| very important | important | somewhat important | not very important | not important at all | SECTION 2: Institutional goals |  |
|---|---|---|---|---|---|---|
|  |  |  |  |  | How important is it to you that this institution pursue the following goals? |  |
|  |  |  |  |  | [A] Increase the enrollment of new students |  |
|  |  |  |  |  | [B] Retain more of its current students to graduation |  |
|  |  |  |  |  | [C] Improve the academic ability of entering student classes |  |
|  |  |  |  |  | [D] Recruit students from new geographic markets |  |
|  |  |  |  |  | [E] Increase the diversity of racial and ethnic groups represented among the student body |  |
|  |  |  |  |  | [F] Develop new academic programs |  |
|  |  |  |  |  | [G] Improve the quality of existing academic programs |  |
|  |  |  |  |  | [H] Improve the appearance of campus buildings and grounds |  |
|  |  |  |  |  | [I] Improve employee morale |  |
|  |  |  |  |  | [J] Some other goal |  |

**NOTE: WE CAN ACCOMMODATE UP TO 3 ADDITIONAL CAMPUS-SPECIFIC INSTITUTIONAL GOALS IN SECTION 2.**

From the list above (in Section 2), choose three goals that you believe should be this institution's top priorities, and enter the letter for that goal below, in order of importance:

First priority goal: _____
Second priority goal: _____
Third priority goal: _____

What other institutional goals do you think are important? Please describe them in the space below:

## Q3

| SECTION 3: Involvement in planning and decision-making | too much involvement | more than enough involvement | just the right involvement | not quite enough involvement | not enough involvement |
|---|---|---|---|---|---|
| In your opinion, how much involvement do each of the following have in planning and decision-making at your institution |  |  |  |  |  |
| Faculty |  |  |  |  |  |
| Staff |  |  |  |  |  |
| Deans or directors of administrative units |  |  |  |  |  |
| Deans or chairs of academic units |  |  |  |  |  |
| Senior administrators (VP, Provost level or above) |  |  |  |  |  |
| Students |  |  |  |  |  |
| Trustees |  |  |  |  |  |
| Alumni |  |  |  |  |  |

**NOTE: WE CAN ACCOMMODATE UP TO 3 ADDITIONAL CAMPUS-SPECIFIC POPULATIONS IN SECTION 3.**

**Q4**

| very important | important | somewhat important | not very important | not important at all | SECTION 4: Work environment<br><br>The following statements describe conditions of your work environment as an employee at this institution. Rate how important each of these are to you, and then rate your satisfaction with this aspect of your work environment. | very satisfied | satisfied | somewhat satisfied | not very satisfied | not satisfied at all |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | It is easy for me to get information at this institution | | | | | |
| | | | | | I learn about important campus events in a timely manner | | | | | |
| | | | | | I am empowered to resolve problems quickly | | | | | |
| | | | | | I am comfortable answering student questions about institutional policies and procedures | | | | | |
| | | | | | I have the information I need to do my job well | | | | | |
| | | | | | My job responsibilities are communicated clearly to me | | | | | |
| | | | | | My supervisor pays attention to what I have to say | | | | | |
| | | | | | My supervisor helps me improve my job performance | | | | | |
| | | | | | My department or work unit has written, up-to-date objectives | | | | | |
| | | | | | My department meets as a team to plan and coordinate work | | | | | |
| | | | | | My department has the budget needed to do its job well | | | | | |
| | | | | | My department has the staff needed to do its job well | | | | | |
| | | | | | I am paid fairly for the work I do | | | | | |
| | | | | | The employee benefits available to me are valuable | | | | | |
| | | | | | I have adequate opportunities for advancement | | | | | |
| | | | | | I have adequate opportunities for training to improve my skills | | | | | |
| | | | | | I have adequate opportunities for professional development | | | | | |
| | | | | | The type of work I do on most days is personally rewarding | | | | | |
| | | | | | The work I do is appreciated by my supervisor | | | | | |
| | | | | | The work I do is valuable to the institution | | | | | |
| | | | | | I am proud to work at this institution | | | | | |

> **NOTE: WE CAN ACCOMMODATE UP TO 10 ADDITIONAL CAMPUS-SPECIFIC QUESTIONS IN SECTION 4.**

**Q5**  Rate your overall satisfaction with your employment here so far:

☐ Very Satisfied
☐ Satisfied
☐ Somewhat satisfied
☐ Not very satisfied
☐ Not satisfied at all

**Q6** Please provide any additional feedback about the campus culture and policies at (INSTITUTION).

**Q7** Please provide any additional feedback about this institution's goals.

**Q8** Please provide any additional feedback about the work environment at (INSTITUTION).

**Q9  SECTION 5: Demographics**

How long have you worked at this institution?

| | |
|---|---|
| ☐ | Less than 1 year |
| ☐ | 1 to 5 years |
| ☐ | 6 to 10 years |
| ☐ | 11 to 20 years |
| ☐ | More than 20 years |

**Q10**  Is your Position:

| | |
|---|---|
| ☐ | Full-time |
| ☐ | Part-time |

**Q11**  Is your position:

| | |
|---|---|
| ☐ | Faculty |
| ☐ | Staff |
| ☐ | Administrator |

NOTE: WE CAN ACCOMMODATE UP TO 2 ADDITIONAL CAMPUS-SPECIFIC DEMOGRAPHIC QUESTIONS.

**Appendix B: Gallaudet University Specific Questions added to Noel-Levitz Employee Satisfaction Survey**

**Section 2: Institutional Goals**
1. Improve comparable standards for use of ASL and English in an academic setting.
2. Increase a sense of security and freedom to express diverse perspectives.
3. Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach.

**Section 4: Work Environment**
1. There are adequate programs or resources in place to strengthen my use of ASL.
2. There are adequate programs or resources in place to strengthen my use of English.
3. There are clear and available statements and policies defining ethical behavior for all members of the campus community.
4. There is regular demonstration of expected ethical behavior and attitudes by influential University leaders.
5. There are regular programs to inform and support ethical behaviors at all levels of the university.
6. Information flows upward and is recognized at higher levels of the administration.
7. University administrators are accessible and receptive to input.
8. Transparent and informed communication is practiced consistently throughout the university community.
9. I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University.
10. There is visible leadership to foster diversity/inclusion on campus.

**Demographics Section**
1. Is your hearing status: deaf, hard of hearing, or hearing
2. Is your ethnicity: American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, or White

## Appendix C: Descriptive Statistics for Additional Demographic Questions

### 2015 Response Rate by Employment Category

|  | Surveyed | Responded | % |
|---|---|---|---|
| **Total** | **1200** | **301** | **25%** |
| Administrator | - | 15 | - |
| Faculty | 478* | 110 | 23% |
| Staff | 722* | 176 | 24% |

*N's are not verified by Institutional Research due to Noel-Levitz's Administration: administrator category was not defined by N-L.

### 2015 Response Rate by Employment Category and Status

|  | Surveyed | Responded | % |
|---|---|---|---|
| **Total** | **1200** | **301** | **25%** |
| Administrator | - | 15 | - |
| Full-time |  | 15 | 100% |
| Part-time |  | 0 | 0% |
| Unknown |  | 0 | 0% |
| Faculty | 478* | 110 | 23% |
| Full-time |  | 101 | 21% |
| Part-time |  | 7 | 2% |
| Unknown |  | 2 | 0% |
| Staff | 722* | 176 | 24% |
| Full-time |  | 162 | 22% |
| Part-time |  | 13 | 2% |
| Unknown |  | 1 | 0% |

*N's are not verified by Institutional Research due to Noel-Levitz's Administration: administrator category was not defined by N-L.

### 2015 Response Rate by Years of Employment

|  | Surveyed | Responded | % |
|---|---|---|---|
| **Total** | **1200** | **305** | **25%** |
| Less than 1 year |  | 14 | 5% |
| 1 to 5 years |  | 59 | 19% |
| 6 to 10 years |  | 71 | 23% |
| 11 to 20 years |  | 79 | 26% |
| More than 20 years |  | 82 | 27% |

**2015 Response Rate by Ethnicity**

|  | Surveyed | Responded | % |
|---|---|---|---|
| **Total** | **1200** | **306** | **26%** |
| American Indian or Alaska Native |  | 6 | 2% |
| Asian |  | 16 | 5% |
| Black or African American |  | 47 | 15% |
| Hispanic |  | 19 | 6% |
| Native Hawaiian or Other Pacific Islander |  | 4 | 1% |
| White |  | 214 | 70% |

**2015 Response Rate by Hearing Status**

|  | Surveyed | Responded | % |
|---|---|---|---|
| **Total** | **1200** | **297** | **25%** |
| Deaf |  | 155 | 52% |
| Hard of hearing |  | 24 | 8% |
| Hearing |  | 118 | 40% |

**Appendix D: Analysis by Item for Each Employee Category: Campus Culture and Policies**

| RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied") | Administrator | | | Faculty | | | Staff | | |
|---|---|---|---|---|---|---|---|---|---|
| | IMP Mean | SAT Mean | GAP | IMP Mean | SAT Mean | GAP | IMP Mean | SAT Mean | GAP |
| This institution promotes excellent employee-student relationships | 4.60 | 2.73 | 1.87 | 4.59 | 2.96 | 1.63 | 4.50 | 2.97 | 1.53 |
| This institution treats students as its top priority | 4.67 | 2.64 | 2.02 | 4.48 | 2.85 | 1.63 | 4.70 | 3.04 | 1.66 |
| This institution does a good job of meeting the needs of students | 4.67 | 2.73 | 1.93 | 4.64 | 2.68 | 1.97 | 4.64 | 2.90 | 1.75 |
| The mission, purpose, and values of this institution are well understood by most employees | 4.47 | 2.87 | 1.60 | 4.33 | 2.97 | 1.36 | 4.43 | 3.02 | 1.42 |
| Most employees are generally supportive of the mission, purpose, and values of this institution | 4.60 | 2.67 | 1.93 | 4.40 | 3.13 | 1.26 | 4.35 | 3.07 | 1.27 |
| The goals and objectives of this institution are consistent with its mission and values | 4.80 | 3.27 | 1.53 | 4.45 | 2.90 | 1.56 | 4.35 | 3.08 | 1.27 |
| This institution involves its employees in planning for the future | 4.40 | 2.60 | 1.80 | 4.44 | 2.66 | 1.77 | 4.30 | 2.79 | 1.51 |
| This institution plans carefully | 4.73 | 2.53 | 2.20 | 4.52 | 2.25 | 2.27 | 4.47 | 2.52 | 1.95 |
| The leadership of this institution has a clear sense of purpose | 4.87 | 2.67 | 2.20 | 4.62 | 2.21 | 2.41 | 4.50 | 2.63 | 1.87 |
| This institution does a good job of meeting the needs of its faculty | 4.21 | 3.14 | 1.07 | 4.58 | 2.11 | 2.47 | 4.21 | 3.02 | 1.19 |
| This institution does a good job of meeting the needs of staff | 4.27 | 2.93 | 1.33 | 4.40 | 2.42 | 1.98 | 4.37 | 2.49 | 1.88 |
| This institution does a good job of meeting the needs of Administrator | 4.07 | 3.80 | 0.27 | 3.93 | 3.26 | 0.66 | 4.05 | 3.22 | 0.83 |
| This institution makes sufficient budgetary resources available to achieve important objectives | 4.60 | 3.53 | 1.07 | 4.58 | 1.98 | 2.60 | 4.47 | 2.51 | 1.95 |
| This institution makes sufficient staff resources available to achieve important objectives | 4.53 | 3.07 | 1.47 | 4.40 | 2.19 | 2.21 | 4.38 | 2.50 | 1.88 |
| There are effective lines of communication between departments | 4.27 | 2.73 | 1.53 | 4.26 | 2.43 | 1.84 | 4.44 | 2.48 | 1.96 |
| Administrator share information regularly with faculty and staff | 4.40 | 3.33 | 1.07 | 4.45 | 2.50 | 1.94 | 4.49 | 2.77 | 1.72 |
| There is good communication | 4.21 | 3.07 | 1.14 | 4.55 | 2.16 | 2.39 | 4.39 | 2.80 | 1.59 |

| RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied") | Administrator | | | Faculty | | | Staff | | |
|---|---|---|---|---|---|---|---|---|---|
| | IMP Mean | SAT Mean | GAP | IMP Mean | SAT Mean | GAP | IMP Mean | SAT Mean | GAP |
| between the faculty and the administration at this institution | | | | | | | | | |
| There is good communication between staff and the administration at this institution | 4.20 | 3.13 | 1.07 | 4.30 | 2.43 | 1.87 | 4.41 | 2.53 | 1.88 |
| Faculty take pride in their work | 4.57 | 3.00 | 1.57 | 4.70 | 3.34 | 1.36 | 4.45 | 3.08 | 1.37 |
| Staff take pride in their work | 4.67 | 2.67 | 2.00 | 4.56 | 3.16 | 1.40 | 4.51 | 3.10 | 1.42 |
| Administrator take pride in their work | 4.60 | 3.47 | 1.13 | 4.46 | 2.96 | 1.50 | 4.46 | 2.99 | 1.47 |
| There is a spirit of teamwork and cooperation at this institution | 4.73 | 2.47 | 2.27 | 4.51 | 2.15 | 2.36 | 4.57 | 2.43 | 2.14 |
| The reputation of this institution continues to improve | 4.80 | 2.64 | 2.16 | 4.50 | 2.40 | 2.10 | 4.57 | 2.70 | 1.88 |
| This institution is well-respected in the community | 4.73 | 2.86 | 1.88 | 4.52 | 2.83 | 1.69 | 4.54 | 3.04 | 1.50 |
| Efforts to improve quality are paying off at this institution | 4.73 | 2.50 | 2.23 | 4.44 | 2.48 | 1.96 | 4.47 | 2.73 | 1.74 |
| Employee suggestions are used to improve our institution | 4.13 | 2.47 | 1.67 | 4.42 | 2.18 | 2.23 | 4.37 | 2.42 | 1.95 |
| This institution consistently follows clear processes for selecting new employees | 4.33 | 2.93 | 1.40 | 4.42 | 2.52 | 1.89 | 4.47 | 2.52 | 1.95 |
| This institution consistently follows clear processes for orienting and training new employees | 4.20 | 2.53 | 1.67 | 4.26 | 2.47 | 1.79 | 4.50 | 2.53 | 1.97 |
| This institution consistently follows clear processes for recognizing employee achievements | 4.47 | 2.93 | 1.53 | 4.25 | 2.35 | 1.90 | 4.40 | 2.61 | 1.80 |
| This institution has written procedures that clearly define who is responsible for each operation and service | 4.60 | 2.87 | 1.73 | 4.27 | 2.46 | 1.81 | 4.45 | 2.77 | 1.69 |

**Appendix E: Analysis by Item for Each Employee Category: Work Environment**

| RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied") | Administrator | | | Faculty | | | Staff | | |
|---|---|---|---|---|---|---|---|---|---|
| | IMP Mean | SAT Mean | GAP | IMP Mean | SAT Mean | GAP | IMP Mean | SAT Mean | GAP |
| It is easy for me to get information at this institution | 4.33 | 3.27 | 1.07 | 4.41 | 2.50 | 1.91 | 4.38 | 3.04 | 1.34 |
| I learn about important campus events in a timely manner | 4.13 | 3.27 | 0.87 | 4.17 | 3.21 | 0.96 | 4.12 | 3.48 | 0.64 |
| I am empowered to resolve problems quickly | 4.53 | 3.57 | 0.96 | 4.45 | 2.50 | 1.95 | 4.32 | 3.04 | 1.28 |
| I am comfortable answering student questions about institutional policies and procedures | 4.47 | 4.00 | 0.47 | 4.22 | 3.16 | 1.06 | 4.17 | 3.24 | 0.94 |
| I have the information I need to do my job well | 4.73 | 4.00 | 0.73 | 4.48 | 3.08 | 1.39 | 4.55 | 3.39 | 1.17 |
| My job responsibilities are communicated clearly to me | 4.67 | 3.80 | 0.87 | 4.48 | 3.17 | 1.31 | 4.57 | 3.50 | 1.07 |
| My supervisor pays attention to what I have to say | 4.73 | 4.33 | 0.40 | 4.56 | 3.55 | 1.01 | 4.57 | 3.51 | 1.06 |
| My supervisor helps me improve my job performance | 4.53 | 3.67 | 0.87 | 4.38 | 3.31 | 1.08 | 4.46 | 3.29 | 1.17 |
| My department or work unit has written, up-to-date objectives | 4.13 | 3.27 | 0.87 | 4.24 | 3.36 | 0.88 | 4.26 | 3.20 | 1.07 |
| My department meets as a team to plan and coordinate work | 4.13 | 3.40 | 0.73 | 4.44 | 3.62 | 0.81 | 4.31 | 3.20 | 1.11 |
| My department has the budget needed to do its job well | 4.73 | 3.67 | 1.07 | 4.52 | 1.89 | 2.64 | 4.47 | 2.86 | 1.61 |
| My department has the staff needed to do its job well | 4.80 | 3.33 | 1.47 | 4.56 | 2.26 | 2.29 | 4.57 | 2.69 | 1.89 |
| I am paid fairly for the work I do | 4.60 | 4.00 | 0.60 | 4.58 | 2.66 | 1.91 | 4.59 | 2.79 | 1.80 |
| The employee benefits available to me are valuable | 4.73 | 4.57 | 0.16 | 4.67 | 3.66 | 1.00 | 4.59 | 3.89 | 0.70 |
| I have adequate opportunities for advancement | 4.20 | 3.80 | 0.40 | 4.42 | 3.03 | 1.40 | 4.41 | 2.76 | 1.65 |
| I have adequate opportunities for training to improve my skills | 4.40 | 3.73 | 0.67 | 4.40 | 2.94 | 1.46 | 4.46 | 3.07 | 1.39 |
| I have adequate opportunities for professional development | 4.40 | 3.93 | 0.47 | 4.40 | 2.90 | 1.50 | 4.31 | 3.14 | 1.17 |
| The type of work I do on most days is personally rewarding | 4.53 | 4.13 | 0.40 | 4.59 | 3.79 | 0.80 | 4.44 | 3.53 | 0.91 |

| RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied") | Administrator | | | Faculty | | | Staff | | |
|---|---|---|---|---|---|---|---|---|---|
| | IMP Mean | SAT Mean | GAP | IMP Mean | SAT Mean | GAP | IMP Mean | SAT Mean | GAP |
| The work I do is appreciated by my supervisor | 4.40 | 4.33 | 0.07 | 4.36 | 3.55 | 0.81 | 4.42 | 3.46 | 0.96 |
| The work I do is valuable to the institution | 4.53 | 4.27 | 0.27 | 4.54 | 3.40 | 1.13 | 4.54 | 3.68 | 0.86 |
| I am proud to work at this institution | 4.40 | 3.73 | 0.67 | 4.49 | 3.64 | 0.85 | 4.51 | 3.83 | 0.68 |
| There are adequate programs or resources in place to strengthen my use of ASL | 3.27 | 3.73 | -0.47 | 4.19 | 3.25 | 0.93 | 4.23 | 3.71 | 0.53 |
| There are adequate programs or resources in place to strengthen my use of English | 2.79 | 3.50 | -0.71 | 3.93 | 2.96 | 0.97 | 4.02 | 3.48 | 0.54 |
| There are clear and available statements and policies defining ethical behavior for all members of the campus community | 4.60 | 3.67 | 0.93 | 4.37 | 2.85 | 1.52 | 4.32 | 3.23 | 1.09 |
| There is regular demonstration of expected ethical behavior and attitudes by influential University leaders | 4.47 | 3.27 | 1.20 | 4.54 | 2.48 | 2.06 | 4.38 | 2.95 | 1.43 |
| There are regular programs to inform and support ethical behaviors at all levels of the university | 4.47 | 2.67 | 1.80 | 4.25 | 2.59 | 1.65 | 4.17 | 2.97 | 1.20 |
| Information flows upward and is recognized at higher levels of the administration | 4.40 | 2.67 | 1.73 | 4.55 | 2.08 | 2.46 | 4.37 | 2.67 | 1.69 |
| University Administrator are accessible and receptive to input | 4.47 | 3.40 | 1.07 | 4.55 | 2.04 | 2.51 | 4.32 | 2.63 | 1.68 |
| Transparent and informed communication is practiced consistently throughout the university community | 4.40 | 2.87 | 1.53 | 4.60 | 2.13 | 2.47 | 4.37 | 2.62 | 1.75 |
| I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University | 4.33 | 4.07 | 0.27 | 4.56 | 3.33 | 1.22 | 4.43 | 3.46 | 0.97 |
| There is visible leadership to foster diversity/inclusion on campus | 4.13 | 2.27 | 1.87 | 4.29 | 2.62 | 1.67 | 4.28 | 2.78 | 1.50 |