

Campus Climate Survey Spring 2012

Gallaudet University

September 24, 2012

Office of Institutional Research

Summary

Background

The Gallaudet University Campus Climate Survey was developed in 2007 in order to better understand, respond to, and monitor concerns of Gallaudet University employees regarding climate and campus strategies designed to improve climate. After piloting in 2007, the Survey was first used in 2008, and was administered again in 2009 through 2012. The survey is used in conjunction with other indicators of campus climate including the National Survey of Student Engagement (NSSE), the Office of Diversity and Equity's Student Climate Survey (2009), and evaluations of Intergroup Campus Dialogues.

- The Campus Climate Survey consists of 48 statements. 46 statements each describing a climate characteristic and two open response questions.
- Six subscales were constructed based on themes from 2003 consultant report.

Survey Methodology

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

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

For each of the six thematic areas eight to eleven statements were written describing campus climate characteristics for a total of 46 statements. Some statements were used on more than one scale. All but one of these statements was written as a positive statement (see Appendix 1). For analysis purposes the negative statement was rephrased and responses recoded. In 2008, 2009, and 2010 the same survey statements were used so as to be able to make comparisons from year to year. For the 2011 survey, the Bilingualism subscale was refined and expanded. In 2012, two statements were added regarding receptivity to input from one's immediate supervisor and deans and directors. Another statement was reworded for clarity regarding recognition of individual effort. Two additional open response questions were added to the survey that allowed respondents to state what they appreciate about Gallaudet and what they would improve about Gallaudet.

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

Survey Distribution

In spring 2012, the survey was advertised to 922 faculty, staff (professional and non-professional), and administrators through four Daily Digest reminder postings, and one BlackBoard initial message and five email reminders. The BlackBoard messages and Daily Digest postings included the link to the English online survey, as well as the .pdf version of the survey. The survey was not offered in Spanish or ASL this year due to the fact that in the past less than 1% of the respondents used any language other than English. Participants were permitted to print off the survey from online and mail it through campus mail or drop it off with the Institutional Research office. Paper versions of the survey were available in three locations on campus. 340 individuals completed survey online (96%) and 15 individuals completed the paper version (4%) and submitted their response either through the drop box or through campus mail.

Survey Participation and Response Rate

- Response rate in 2012 was 39% of GU employees; the response rate was 38% in 2011. Faculty and professional staff responses rates were the highest, while staff and administrator response rate was lower.
- 355 GU employees responded to the 2012 GUCCS.
- The survey asked each respondent to report which campus stakeholder group they belonged to – administrator, faculty, professional staff, or staff. The survey contained a definition of each group where necessary.
 - Administrator – president, provost, vice president, senior administrator, dean, associate dean, executive director, director (reporting to a vice president or provost), and unit administrator, director, manager, and department head (reporting to a senior administrator)
 - Faculty
 - Professional staff – exempt staff (paid by salary, not hourly)
 - Staff – non-exempt staff (paid hourly)
- Response rates were highest for faculty and professional staff (59% or 108 individuals, and 43% or 144 people respectively). In 2011, the response rate of faculty was 45% and 49% for professional staff). Non-professional staff and administrators had lower response rates at 25% or 73 people, and 26% or 30 people, respectively. Last year these two groups also had a lower response rate of 23% and 33%, respectively.
- Additionally, the highest response rate among employment categories was for professional staff who accounted for 41% of the total number of respondents. 30% of the respondents were faculty, 21% were staff, and 8% were administration.

Number and Percent of Responses by Role, 2009-2012

	2009		2010		2011		2012	
	#	%	#	%	#	%	#	%
Total	241	27%	329	37%	310	38%	355	39%
Administrator	15	16%	27	27%	30	33%	30	26%
Faculty	91	58%	100	50%	87	45%	108	59%
Professional Staff	90	33%	141	50%	129	49%	144	43%
Staff	45	14%	61	20%	64	23%	73	25%

In 2012, three optional demographic questions were added to the survey regarding race/ethnicity, gender and hearing status.

While respondents were able to check more than one category, for reporting purposes some respondents were grouped into a "Two or More" group.

Number and Percent of Responses by Race/Ethnicity, 2012

	#	%
Total headcount	355	100%
Asian	15	4%
Black or African American	50	14%
Hispanic	18	5%
Two or More	12	3%
White	208	59%
Not reported	52	15%

Number and Percent of Responses by Gender, 2012

	#	%
Total headcount	311	100%
Male	99	32%
Female	212	68%

Number and Percent of Responses by Hearing Status, 2012

	#	%
Total headcount	310	100%
Deaf	139	45%
Hard of Hearing	28	9%
Hearing	143	46%

Survey Methodology

There has been a push in recent years to be able to examine more closely the responses to this survey. As a result, three additional demographic questions were added regarding race/ethnicity, gender, and hearing status. Additionally, an adjustment in coding responses has been adopted this year. Each respondent was assigned a score depending on his/her response. The scores range from "1" (Strongly Disagree) to "5" (Strongly Agree). Furthermore the methodology of calculating subscale scores changed. Instead of calculating subscale scores directly by group, this year each respondent was first assigned a subscale score (an average of his/her responses to the statements within the subscale). Subscale scores of disaggregated groups were then computed as the average of the individual subscale scores within each group. This change was adopted to ensure that the unit of analyses (survey respondent) is consistent throughout this report.

Analysis

- 2012 subscale scores in all areas were higher than in 2011.
- 63% of the statements received positive responses in 2012 compared to 45% in 2011, 35% in 2010, and 43% in 2009.
- 11% of the statements received a negative response in 2012 compared to 20% in 2011, 33% in 2010, and 30% in 2009.
- Twelve statements received a neutral or varied response across stakeholder groups (26%).

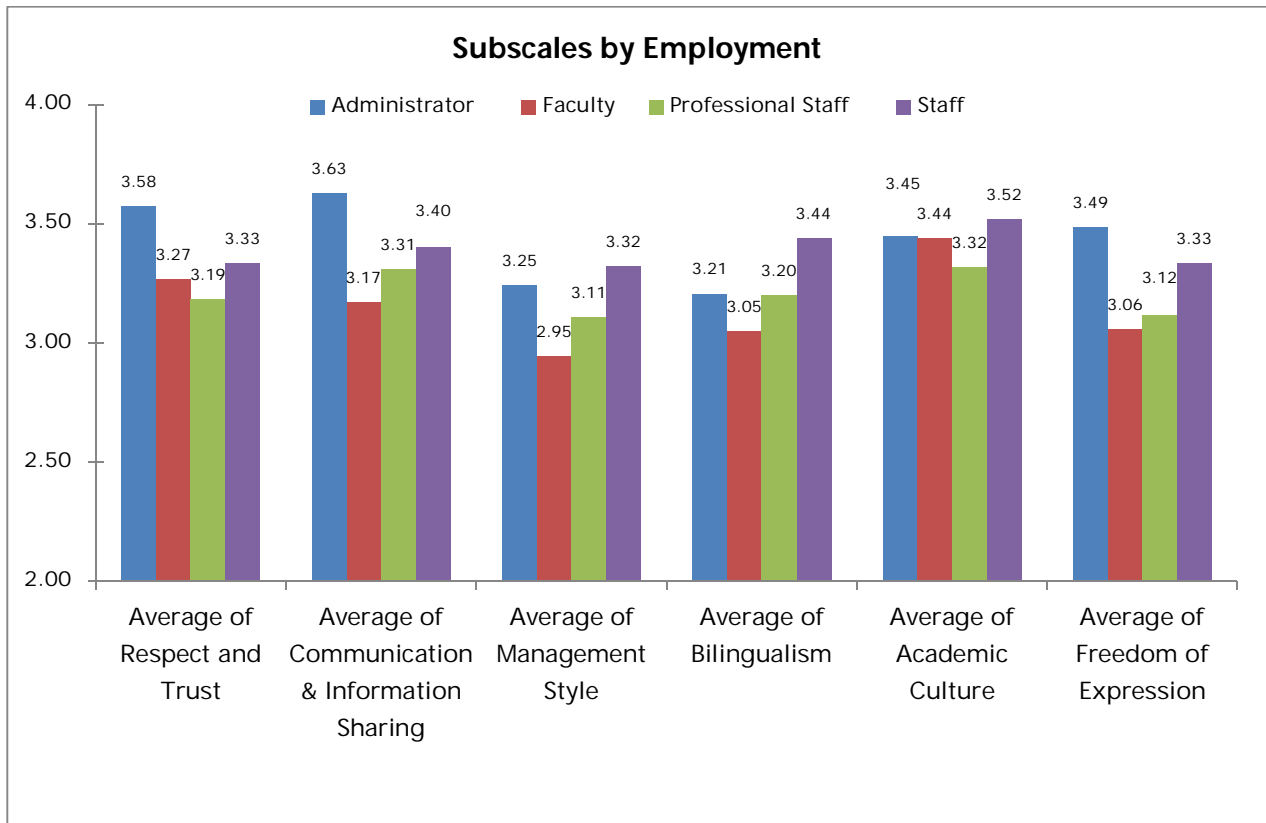
Subscale Analysis

A higher score on a subscale indicates agreement while a lower score would indicate disagreement.

Employment

Subscale Data by Employment

Subscales	Administrator	Faculty	Professional Staff	Staff	Grand Total
• Respect and Trust	3.58	3.27	3.19	3.33	3.28
• Communication & Information Sharing	3.63	3.17	3.31	3.40	3.31
• Management Style	3.14	2.79	2.93	3.20	2.96
• Bilingualism	3.21	3.05	3.20	3.44	3.21
• Academic Culture	3.45	3.44	3.32	3.52	3.41
• Freedom of Expression	3.49	3.06	3.12	3.33	3.18

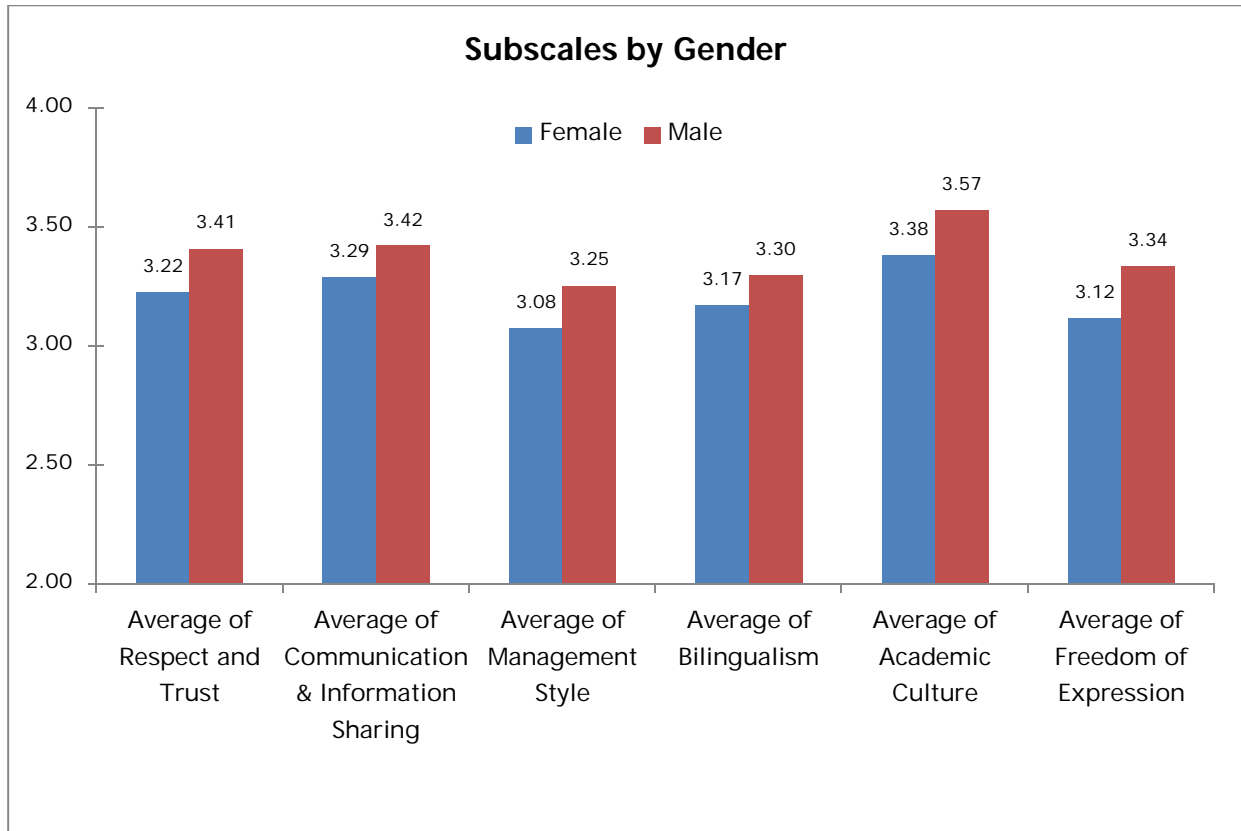


The only statistically significant differences among employment roles are found on the Management Style subscale (ANOVA, $p < .05$), where faculty members gave the lowest score.

Gender

Subscale Data by Gender

Subscales	Female	Male	Grand Total
Respect and Trust	3.22	3.41	3.28
Communication & Information Sharing	3.29	3.42	3.31
Management Style	2.89	3.13	2.96
Bilingualism	3.17	3.30	3.21
Academic Culture	3.38	3.57	3.41
Freedom of Expression	3.12	3.34	3.18

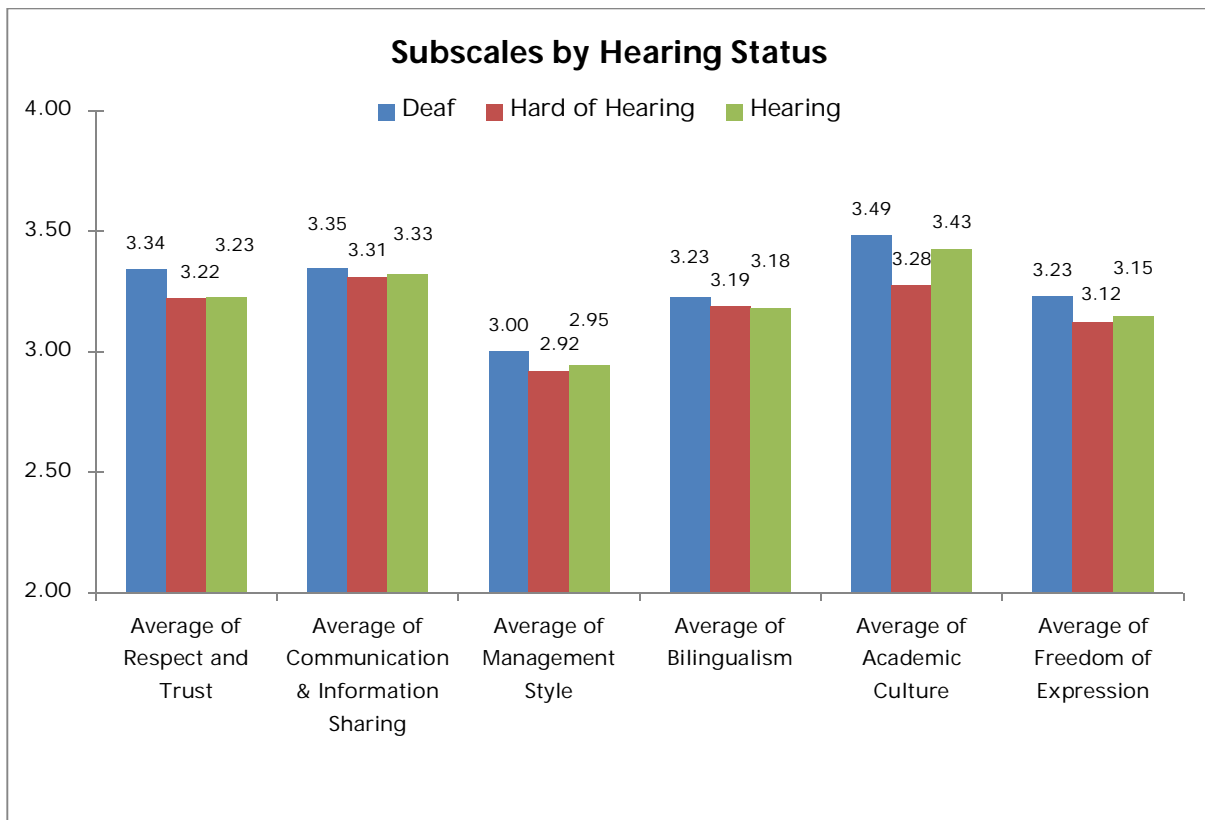


Women were generally more negative than men. The Bilingualism, Management Style, and Free Expression subscales showed statistically significant differences between males and females. (ANOVA, $p < .05$).

Hearing Status

Subscale Data by Hearing Status

Subscales	Deaf	Hard of Hearing	Hearing	Grand Total
Respect and Trust	3.34	3.22	3.23	3.28
Communication & Information Sharing	3.35	3.31	3.33	3.31
Management Style	3.00	2.92	2.95	2.96
Bilingualism	3.23	3.19	3.18	3.21
Academic Culture	3.49	3.28	3.43	3.41
Freedom of Expression	3.23	3.12	3.15	3.18

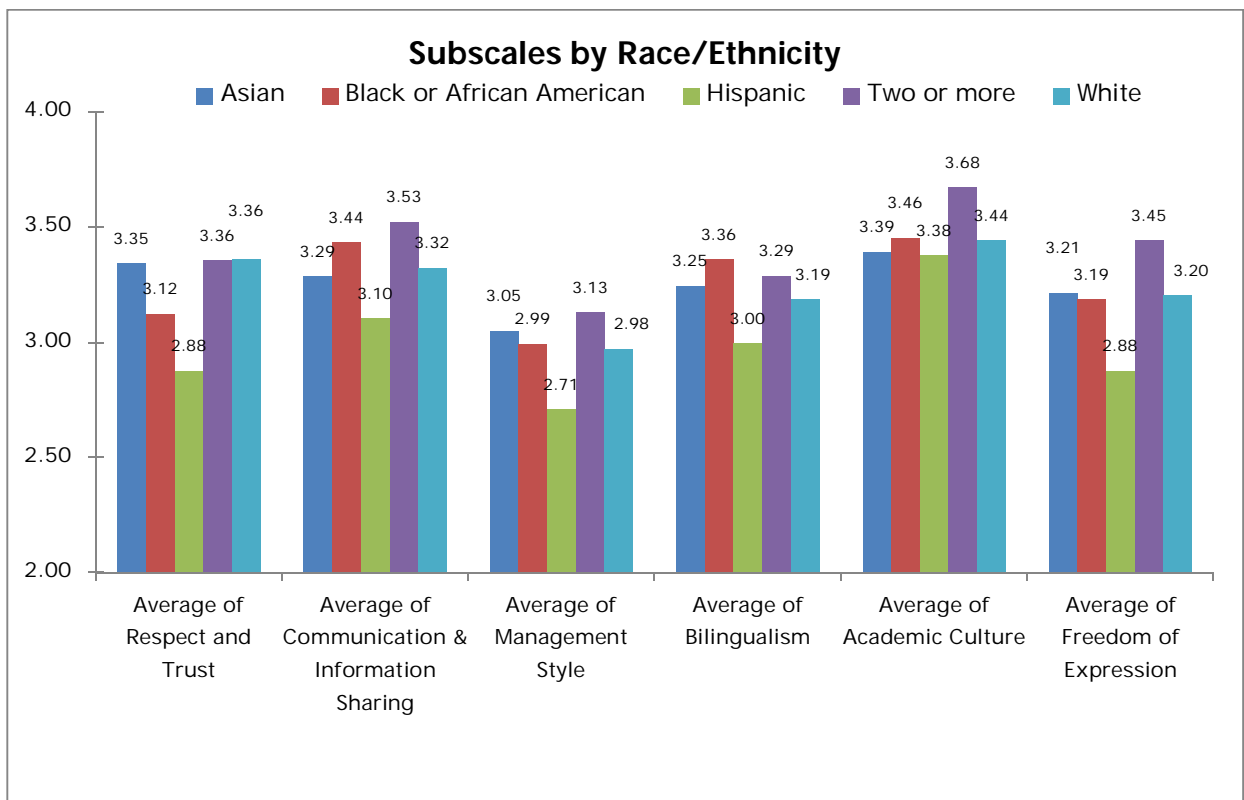


There were no statistically significant differences respondents based on their hearing status.

Race/Ethnicity

Subscale Data by Race/Ethnicity

Subscales	Asian	Black or African American	Hispanic	Two or More	White	Grand Total
Average of Respect and Trust	3.35	3.12	2.88	3.36	3.36	3.29
Average of Communication & Information Sharing	3.29	3.44	3.10	3.53	3.32	3.34
Average of Management Style	3.05	2.99	2.71	3.13	2.98	2.96
Average of Bilingualism	3.25	3.36	3.00	3.29	3.19	3.21
Average of Academic Culture	3.39	3.46	3.38	3.68	3.44	3.45
Average of Freedom of Expression	3.21	3.19	2.88	3.45	3.20	3.19



The responses of Hispanics to this survey tended to be more negative than those of respondents in other ethnic/racial groups. Respondents who identified as Asian, White, and people Two or More racial/ethnic identities, tended to respond more positively than Black and Hispanic respondents. However, the only statistically significant differences among race/ethnicity are found on the Respect and Trust subscale (ANOVA, $p < .05$).

Subscale Statement* Analysis

Items within the subscales were further analyzed in order to understand the reasons for statistically significant differences among identity groups. For this next stage of analysis, statements were first categorized into three sets: Positive, Negative, or Neutral/Varied. "Strongly Agree" and "Agree" statement responses were categorized as "Positive," while "Strongly Disagree" and "Disagree" were categorized as "Negative" for analysis. Statements were categorized as "Neutral/Varied" for which there were a high number of "Neither Agree nor Disagree" responses, or for which responses were bimodal in the distribution of "Positive" and "Negative" responses. If a statement had at least 40% responses in the category of "Positive," "Negative," or "Neutral," that statement was categorized accordingly. (Appendices 2-5 describe in detail the classification of each statement.)

Management Style Subscale

Items on the Management Style subscale showed differences in responses by employment groups and by gender.

Employment

Staff tended to be neutral when the other three employment groups are either positive or negative. On one statement, regarding demonstration of expected ethical behavior by influential university leaders, Administrators were neutral while others were positive.

There were two statements where responses were more varied and they both were related to transparency – decision making and budget making policies. In both instances Administrators were positive, Staff were neutral, and Faculty and Professional Staff were negative.

Gender

Males were generally more positive than females in their responses to survey statements. This was also true for the Management subscale. Men were neutral on transparency of decision making and budget making policies, while women were negative. Men were positive about personalities not defining unit success while females were neutral.

The one exception to this was the statement regarding unit managers being receptive to input from subordinates. For this statement females were positive, while males were neutral.

* For this survey analyses report, the word "statement" is used to describe the individual items on the survey.

Respect and Trust Subscale

Items on the Respect and Trust subscale showed differences in responses by racial/ethnic groups.

On this subscale and throughout the survey responses, Hispanic respondents were more negative than other racial/ethnic groups. Hispanics were neutral on individual effort being recognized while others were positive. Regarding multiculturalism being demonstrated on campus, Hispanic respondents were negative; respondents who labeled themselves as "Two or More" were neutral, while others (Asian, Black, and White) were positive. Hispanic respondents were again negative, while Black respondents were neutral, and all others (Asian, Two or More, and White) were positive about having security and freedom to express diverse perspectives.

Two statements showed a difference between Asian respondents and most of the other racial/ethnic categories. Regarding transparent communication, Asian and Two or More were neutral, while Black, Hispanic, and White respondents were negative. Regarding hiring and promotion equality, Asians were positive, Two or More were neutral, while Black, Hispanic, and White were negative.

Bilingualism Subscale

Items on the Bilingualism subscale showed differences by gender.

Again males were more positive than females. Men were positive about comparable standards for ASL and English, guidance on language use in public settings, and ASL strengthening programs in place while women were neutral.

Freedom of Expression Subscale

Items on the Freedom of Expression subscale showed differences by gender, with men responding more positively than women.

Men were positive about reasons for change/closings/budget decisions being communicated and administrators being receptive to input while women were neutral. Men were neutral about transparency in decision making and communication, while women were negative.

Statement Analysis

Statements were further analyzed for patterns of response in comparison to patterns in previous years. Again, responses were categorized as positive, neutral, or negative. Each statement was also categorized as positive, neutral, or negative by disaggregated groups based on employment categories, race/ethnicity, hearing status, and gender. A detailed list of positive and negative responses can be found in Appendices 5 & 6.

Positive Responses

Overall, there were a higher percentage of positively categorized statements in 2012 than in 2011. 63% of the statements received positive responses in 2012 compared to 45% in 2011, 35% in 2010, and 43% in 2009. Additionally, generally statements that received a positive rating last year scored higher positive scores this year.

	2009	2010	2011	2012
% of Statements with Positive responses	43%	35%	45%	63%

In 2012, 29 statements were categorized as "Positive" (i.e., received responses of "Strongly Agree" or "Agree." These 29 statements can be summarized as those related to:

- programs for diversity
- variety and frequency of communication from the administration
- accessibility of meetings
- accessibility of their immediate supervisor
- mutual respect encouraged among peers
- accommodations made for students with exceptionalities
- academic integrity among students.

Six statements that were categorized as negative or neutral in 2011, were categorized as positive in 2012.

Five statements moved from neutral to positive:

- "Unit managers, whether academic units or non-academic units, are responsive to their subordinates' input."
- "Gallaudet has comparable standards for use of ASL and English in an academic setting."
- "The University is proactive in creating and applying solutions to problem/barriers with input from the community."
- "There are specific processes for resolving conflict between units and individuals."
- "There are adequate programs in place to strengthen my use of ASL."

One statement moved from negative to positive:

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

Other statements were primarily categorized as positive, but received negative responses from one or more groups. For example, the statement about comparable standards for use of ASL and English in an academic setting was positive overall, but when disaggregated by subgroups, some groups had more neutral responses, and Faculty responded negatively. Additionally, the statement about having ASL programs in place was positive overall, but respondents within many subgroups responded neutrally, and Administrators were negative.

Negative Responses

Overall there were a lower percentage of negatively categorized statements in 2012, compared to previous years. Eleven percent of the statements were categorized negatively in 2012, while the figure was 20%, 33% and 30% in the previous three years, respectively.

	2009	2010	2011	2012
% of Statements with Negative Responses	30%	33%	20%	11%

One statement that received a negative response in 2011 (43% negative) was reworded in 2012 and received a 51% positive response.

- “Evaluation practices reward individual effort” was changed to “Individual effort is recognized by unit managers.”

Five statements received predominantly negative responses in 2012. One statement was negative from all groups - “Favoritism doesn’t occur in the operation of the University.” This statement has consistently received the most negative responses for all years of survey administration.

Four statements received predominantly negative responses, but received neutral or positive responses from respondents in some groups. On the whole Staff, Asians, and males were neutral when others responded negatively. For three statements, those regarding inclusive and transparent decision making, transparent budget policies, and equality of hiring and promotion, Administrators were positive while others were negative or neutral. (See Appendix 6 for item response classifications by subgroups.)

Neutral or Varied Statements

Beginning with the 2010 survey analysis, statements were categorized as neutral or varied if responses to the statements were not able to be categorized as positive or negative or showed a great deal of response variation.

In 2012, in total, twelve statements were categorized as neutral. Six statements were classified as neutral, although there were subgroups that responded positively. Two statements were classified as neutral, although when the data was disaggregated by subgroups, it was noted that there were groups that responded negatively. Administrators responded negatively to the statement about having

programs in place to strengthen English use. Faculty, Hispanics, and Hard of Hearing respondents were negative about information flowing upward and being recognized by the administration.

Four statements were classified as neutral, but some groups responded positively, while others responded negatively. In three of these cases, Administrators (and other groups) were positive while Faculty and other groups were negative. These statements were about the coordination of problem resolutions, administrators being accessible and receptive to input, and transparent and informed communication practiced consistently throughout the University. One statement about guidance of language use in a public setting received a positive response from Staff, Asians, Blacks, and Males, while administrations, Faculty, Professional Staff, and Hispanics were negative.

Open Response

The survey in 2012 allowed respondents for the first time to state what they appreciate about Gallaudet as well as what they would improve about Gallaudet University. 59% of the respondents completed these two questions.

“One thing I appreciate about working at Gallaudet is...”

An analysis of the responses to “One thing I appreciate about working at Gallaudet is...” found that the responses fall into seven general categories. Examples of responses in these categories are provided with the most popular responses listed first.

- Campus community/collegiality (33%)
 - A wonderful place!
 - Family atmosphere
 - My exceptional, devoted colleagues
 - The community
 - Great group of people
- Communication access/bilingualism (21%)
 - Communication access
 - Deaf-friendly
 - Using American Sign Language on campus
- Education/students (15%)
 - Fascinating academic environment
 - Dedication to the students
 - To see students grow
 - The ability to interact with students one on one
 - The collaboration of teaching, service, and research among departments
- Multiculturalism/culture/diversity (10%)
 - The rich history of the University
 - The unique culture
 - Diversity and respect
- Opportunities (9%)
 - Professional development opportunities
 - I learn something every day.
 - Challenging and yet fun!
 - The opportunity to learn, grow, and to move up the ladder with the support from my own team.
- Employment/benefits (8%)
 - Employee and tuition assistance
 - Federal benefits
 - Having a job and get paid
 - Flexible hours
- Environment/location (4%)
 - Close commute
 - It's a beautiful place to work.

"One recommendation to improve Gallaudet is..."

An analysis of the responses to "One recommendation to improve Gallaudet is..." revealed more varied responses than the previous question. Responses were grouped into twelve categories. Examples of responses within the categories are provided with the most popular responses listed first.

- Employment (27%)
 - Salary increases/more benefits/bonuses/rewards/incentives
 - Eliminate favoritism
 - Appreciate hard working faculty and staff
 - Hiring, promotions, and salary equity
 - Increased promotional opportunities
 - Provide professional development for faculty and staff
 - Allow telecommuting
 - Hire young Deaf scholars as role models
- Language (14%)
 - Support communication preferences
 - Support ASL
 - Clarity on bilingualism
 - Support bilingualism
 - Promote ASL proficiency development opportunities
 - Improve integration of new signers
 - Create a language policy
 - Promote ASL and English proficiency development opportunities
- Communication (12%)
 - More transparency/communication
 - Managers, directors, and administrators to be more receptive of opinions
 - Clarity on policies and procedures
 - Improve relationship with students
- Structure/restructuring (10%)
 - Promote collaboration & efficiency
 - Transparency and inclusion for restructuring and decision making
 - Eliminate bureaucracy
 - Eliminate General Studies Program
 - Support General Studies Program
 - Stop restructuring
 - Improve research infrastructure
- Leadership and accountability (8%)
 - Promote ethical standards
 - Promote professional accountability
 - Less talk, more action
 - Promote qualified and courageous leadership
 - Promote shared governance
 - Use of this survey's results
 - Academic accountability
- Academics (6%)

- Raise academic standards
- Improve student literacy
- Promote academic integrity with undergraduate students
- Increase educational opportunities
- Promote higher education affiliations
- Promote student development
- Improve student services
- Campus environment (6%)
 - Promote more positive attitudes
 - Improve customer service
 - Create campus social opportunities
 - Improve community relations
 - Appreciate religious diversity
 - Integrate Clerc Center to the University
- Diversity (6%)
 - Promote diversity
 - Decrease emphasis on diversity
- Budget (5%)
 - Make fiscally sound decisions/improve budgeting process
 - Centralize interpreting services budget
- Facilities and services (4%)
 - Improve environment/facilities
 - Bring back banking services on campus
 - Reduce fees for faculty and staff to use exercise facilities
 - Improve/maintain campus security measures
- Mission and vision (1%)
 - Clarity on Gallaudet's mission
- Enrollment (1%)
 - Promote recruitment, enrollment, and retention

Survey Limitations

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

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

Appendix 1: Content of the Subscales by Items

Respect & Trust (8)

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

Institutional Communication & Information Sharing (11)

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

Management Style (10)

- There are clear and available statements and policies defining ethical behavior for all members of the campus community.
- There is regular communication and demonstration of expected ethical behavior and attitudes by influential University leaders.
- There are regular programs to inform and support ethical behavior at all levels of the university.
- Unit managers, whether academic units or non-academic units, are responsive to their subordinates' input.
- Unit success is defined on the basis of institutional criteria rather than the personalities of those involved.
- The organizational structure of the university is efficient.
- Decision making at all levels is inclusive and transparent.
- Policies used in budget making for the University are transparent.
- There is a "customer friendly" attitude in services for students.
- Favoritism doesn't occur in the operation of the University.

Bilingualism (9)

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

Academic Culture (8)

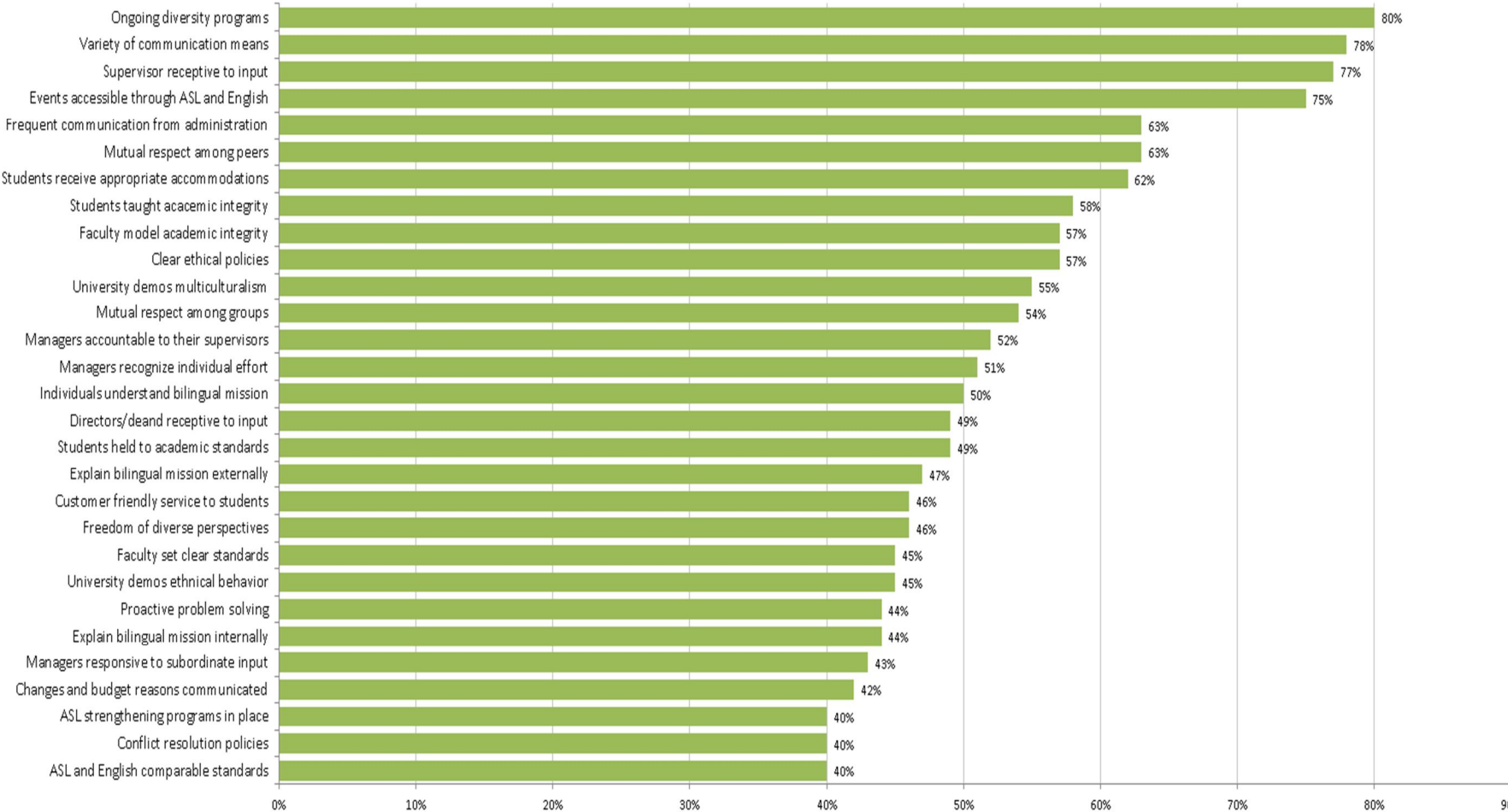
- Students are taught and encouraged to observe standards of academic integrity.
- Faculty model appropriate standards of academic integrity.
- Students are held to consistent but reasonable standards of academic performance.
- Rules of civil behavior are modeled and enforced in the dorms.
- Appropriate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

Freedom of Expression (11)

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

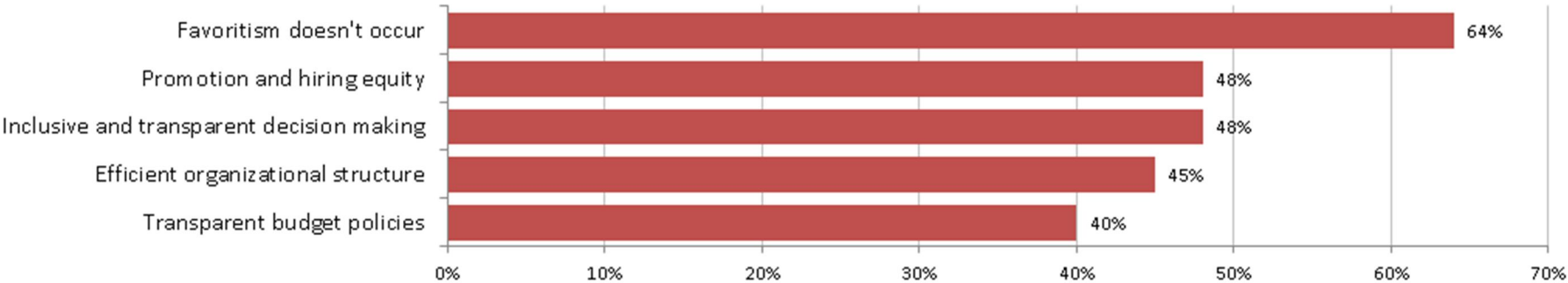
Appendix 2: Positive Statements

Positive: All employment roles

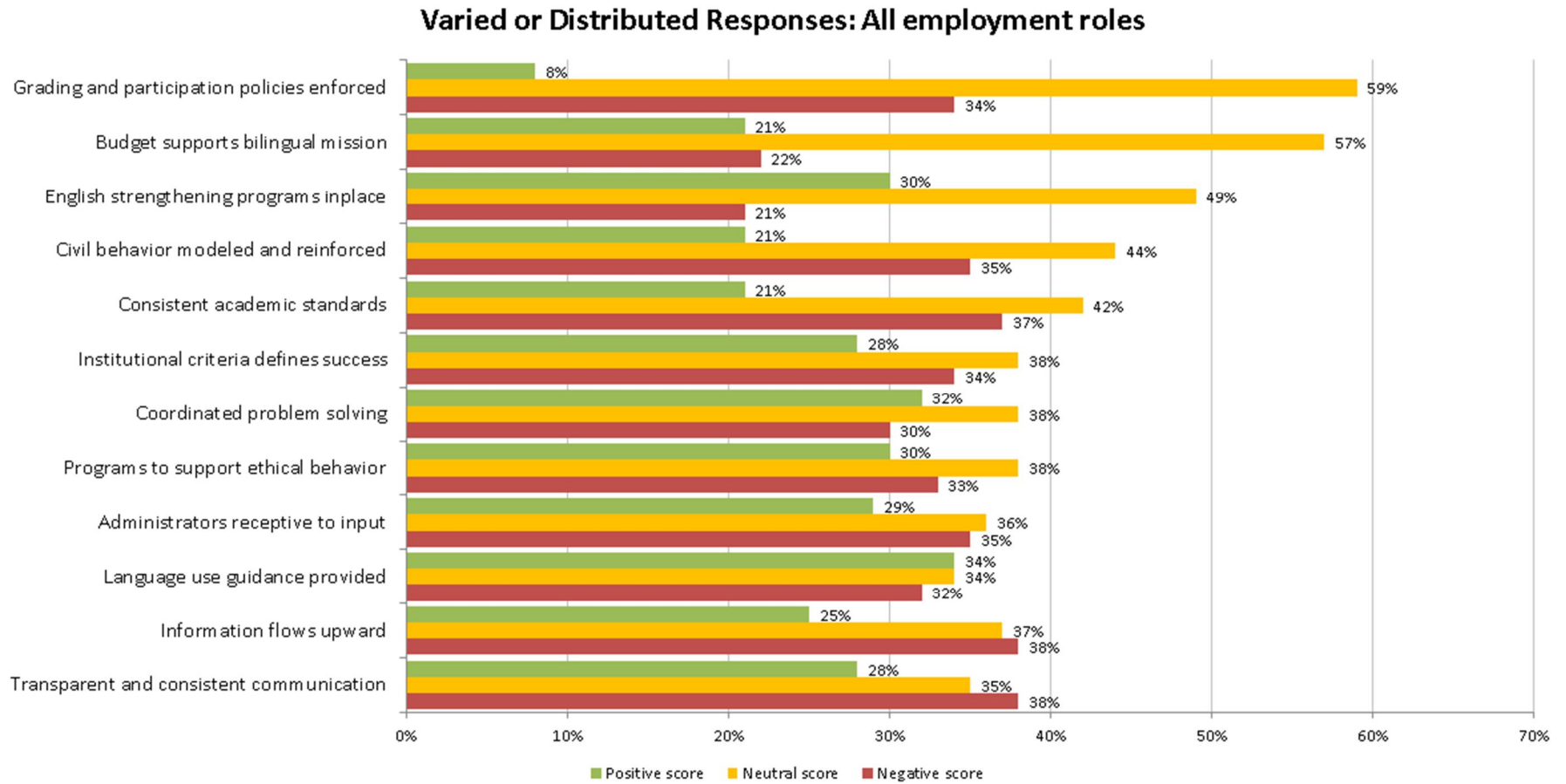


Appendix 3: Negative Statements

Negative: All employment roles



Appendix 4: Neutral/Varied Response Statements



Appendix 5: Statements by Rank: Positive, Negative, and Neutral

Positive Responses in 2012

In 2012, 29 statements were positive overall.

Eight statements were positive from all disaggregated groups.

- "There are ongoing programs focusing on diversity and respect for multiple perspectives."
- "The University administration uses a variety of means to communicate with the campus community."
- "My immediate supervisor is accessible and receptive to input."
- "Appropriate accommodations are made for students with exceptionalities."
- "Mutual respect is encouraged and practiced among my peers (students, staff, faculty, administration)."
- "Meetings and events on campus are fully accessible through ASL and English."
- "The University administration communicates with the campus community on a frequent and basis and in a timely manner."
- "Students are taught and encouraged to observe standards of academic integrity."

Eight statements were positive from all, but showed some variances among racial/ethnic group response.

- "There are clear and available statements and policies defining ethical behavior for all members of the campus community." (Hispanic was neutral.)
- "Individual effort is recognized by unit managers." (Hispanic was neutral.)
- "Individuals in my unit understand ways in which to implement the bilingual mission." (Hispanic was neutral.)
- "Mutual respect is encouraged and practiced between and among groups." (Hispanic was neutral.)
- "Students are held to consistent but reasonable standards of academic performance." (Hispanic was neutral.)
- "The University is proactive in creating and applying solutions to problems/barriers with input from the community." (Two or More was neutral.)
- "There is a 'customer friendly' attitude in services for students." (Two or More was neutral.)
- "Faculty model appropriate standards of academic integrity." (Asian was neutral.)

Eight statements were positive from all, but two to three groups.

- "It is clear that unit managers are accountable to their supervisors." (Hispanic and Two or More were neutral.)
- "The university actively demonstrates multiculturalism and social justice in its day-to-day operations and interpersonal interactions among all community members throughout the university community." (Two or More was neutral and Hispanic was negative.)
- "University leaders articulate the bilingual mission to external audiences." (Two or More were neutral, and Hispanic was Negative.)
- "There is a sense of security and freedom to express diverse perspectives." (Hard of Hearing and Black were neutral, and Hispanic was negative.)

- “There is regular communication and demonstration of expected ethnical behavior and attitudes by influential University leaders.” (Administrators, Hispanic, and Hard of Hearing were neutral.)
- “University leaders explain the bilingual mission to internal audiences.” (Staff, Hispanic, and Two or More were neutral.)
- “Directors and deans are accessible and receptive to input.” (Staff, Hispanic, and Hard of Hearing were neutral.)
- “There are specific processes for resolving conflicts between units and individuals.” (Staff, Hispanic, and Hard of Hearing were neutral.)

Five statements were positive overall, but received neutral or negative responses from more than three groups.

- “Unit managers, whether academic units or non-academic units, are responsive to their subordinates’ input.” (Staff, Hispanic, Two or More, and males were neutral.)
- “Individual faculty sets clear standards for academic performance, and challenges students to meet them.” (Administrators, Professional Staff, Staff, and Black were neutral.)
- “The reasons for institutional changes such as unit closings or budget decisions are communicated to all concerned on a frequent basis and in a timely manner.” (Staff, Two or More, Hard of Hearing, Hearing, and females were neutral.)
- “Gallaudet has comparable standards for use of ASL and English in an academic setting.” (Administrators, Asian, Hispanic, White, Hearing, and females were neutral; and Faculty was negative.)
- “There are adequate programs in place to strengthen my use of ASL.” (Faculty, Professional Staff, Hispanic, Two or More, White, Hearing, and females were neutral; and Administrators were negative.)

Negative Responses in 2012

Five statements received an overall negative response in 2012.

One statement was negative from all groups.

- “Favoritism doesn’t occur in the operation of the University.”

Four statements were negative overall, but received neutral or positive scores from respondents in some groups.

- “The organizational structure of the university is efficient.” (Staff, Asian, and Black were neutral.)
- “Decision making at all levels is inclusive and transparent.” (Staff, Asian, and males were neutral, while Administrators were positive.)
- “There is equality of opportunity in promotion and hiring.” (Faculty, Two or More, and males were neutral, while Administrators and Asian were positive.)
- “Policies used in budget making for the University are transparent.” (Staff, Asian, Black, Hispanic, Deaf, Hard of Hearing, and males were neutral, while administrators were positive.)

Neutral or Varied Statements in 2012

In 2012, twelve statements were categorized as neutral.

Six statements were overall neutral, but there were groups that responded positively.

- "Budget decisions support the bilingual mission." (Asian was positive.)
- "There are regular programs to inform and support ethical behavior at all levels of the university." (Staff and Black were positive.)
- "Rules of civil behavior are modeled and enforced throughout the university campus, including dormitories." (Administrators, Black, Deaf, and males were positive.)
- "Unit success is defined on the basis of institutional criteria rather than the personalities of those involved." (Administrators, Faculty, Professional Staff, Asian, Deaf, and males were positive.)
- "Existing policies regarding grades and participation in extracurricular activities are enforced." (Faculty, Asian, Hispanic, Two or More, Deaf, and males were positive.)
- "Academic departments are working together to establish consistent standards for academic performance." (Administrators, Faculty, Black, Hispanic, Two or More, Deaf, Hard of Hearing, and males were positive.)

Two statements were overall neutral, but there were groups that responded negatively.

- "There are adequate programs in place to strengthen my use of English." (Administrators were negative.)
- "Information flows upward and is recognized at higher levels of the administration." (Faculty, Hispanic, White, and Hard of Hearing were negative.)

Four statements were overall neutral, but some groups responded positively, while others responded negatively.

- "There is coordination across units in the resolution of problems." (Administrators and Asian were positive, while Faculty and Hispanic were negative.)
- "University administrators are accessible and receptive to input." (Administrators, Black, and males were positive, while Faculty and Hispanic were negative.)
- "Transparent and informed communication is practiced consistently throughout the university community." (Administrators were positive, while Faculty, Professional Staff, Black, Hispanic, White, Hearing, and females were negative.)
- "The University provides guidance on language use in public settings." (Staff, Asian, Black, and males were positive, while Administrators, Faculty, Professional Staff, and Hispanic were negative.)

Appendix 6: Detailed Response of Statements by Disaggregated Groups

The first question in the survey asked for the respondent’s job status at the university. The following 46 statements asked for responses on a Likert-like scale. They are provided below in order and with the number as it appears in the survey itself (starting with number 2).

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	55%	26%	20%
Administrator	66%	24%	10%
Faculty	55%	20%	25%
Professional Staff	53%	26%	21%
Staff	53%	33%	14%
Asian	60%	13%	27%
Black/African American	46%	28%	26%
Hispanic	33%	22%	44%
Two or More	36%	45%	18%
White	62%	23%	15%
Deaf	57%	26%	17%
Hard of Hearing	57%	21%	21%
Hearing	54%	23%	23%
Male	58%	25%	17%
Female	54%	25%	21%

3: “There are clear and available statements and policies defining ethical behavior for all members of the campus community. ”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	57%	25%	18%
Administrator	57%	33%	10%
Faculty	56%	20%	24%
Professional Staff	55%	27%	18%
Staff	62%	26%	12%
Asian	60%	20%	20%
Black/African American	52%	38%	17%
Hispanic	33%	50%	17%
Two or More	50%	33%	17%
White	61%	21%	18%
Deaf	61%	23%	16%
Hard of Hearing	57%	29%	14%
Hearing	55%	27%	18%
Male	67%	25%	8%
Female	54%	26%	20%

4. "University leaders articulate the bilingual mission to external audiences."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	47%	33%	19%
Administrator	53%	33%	13%
Faculty	45%	29%	26%
Professional Staff	49%	29%	22%
Staff	44%	47%	8%
Asian	60%	20%	20%
Black/African American	44%	36%	20%
Hispanic	28%	28%	44%
Two or More	33%	33%	33%
White	52%	31%	17%
Deaf	45%	32%	24%
Hard of Hearing	54%	25%	21%
Hearing	51%	33%	15%
Male	53%	31%	21%
Female	47%	33%	16%

5: "Students are taught and encouraged to observe standards of academic integrity."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	58%	32%	10%
Administrator	41%	59%	0%
Faculty	76%	9%	14%
Professional Staff	51%	39%	10%
Staff	52%	38%	10%
Asian	53%	40%	7%
Black/African American	59%	35%	6%
Hispanic	56%	28%	17%
Two or More	67%	25%	8%
White	62%	29%	9%
Deaf	56%	34%	10%
Hard of Hearing	43%	46%	11%
Hearing	67%	25%	8%
Male	63%	27%	10%
Female	59%	33%	8%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	80%	14%	6%
Administrator	90%	7%	3%
Faculty	80%	13%	7%
Professional Staff	84%	10%	6%
Staff	80%	14%	6%
Asian	73%	20%	7%
Black/African American	78%	12%	8%
Hispanic	89%	6%	6%
Two or More	67%	25%	8%
White	83%	13%	5%
Deaf	76%	15%	9%
Hard of Hearing	78%	15%	7%
Hearing	85%	11%	4%
Male	78%	15%	6%
Female	82%	12%	6%

7: “The University Administration uses a variety of means to communicate with the campus community.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	78%	12%	10%
Administrator	87%	3%	10%
Faculty	71%	10%	19%
Professional Staff	78%	17%	6%
Staff	84%	8%	8%
Asian	80%	13%	7%
Black/African American	86%	4%	10%
Hispanic	67%	17%	17%
Two or More	75%	17%	8%
White	78%	12%	10%
Deaf	76%	14%	10%
Hard of Hearing	79%	11%	11%
Hearing	81%	8%	11%
Male	79%	11%	10%
Female	78%	11%	10%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	45%	30%	25%
Administrator	37%	53%	10%
Faculty	41%	24%	35%
Professional Staff	44%	30%	26%
Staff	57%	31%	13%
Asian	53%	27%	20%
Black/African American	44%	38%	18%
Hispanic	39%	28%	33%
Two or More	42%	33%	25%
White	46%	29%	25%
Deaf	47%	26%	27%
Hard of Hearing	37%	41%	22%
Hearing	48%	31%	22%
Male	51%	29%	20%
Female	44%	30%	27%

9: “University leaders explain the bilingual mission to internal audiences.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	44%	33%	23%
Administrator	47%	30%	23%
Faculty	46%	27%	27%
Professional Staff	45%	31%	24%
Staff	38%	43%	13%
Asian	47%	27%	27%
Black/African American	42%	38%	20%
Hispanic	28%	39%	33%
Two or More	33%	42%	25%
White	47%	31%	23%
Deaf	48%	27%	26%
Hard of Hearing	41%	41%	19%
Hearing	43%	36%	21%
Male	46%	32%	21%
Female	43%	33%	24%

10: "My immediate supervisor is accessible and receptive to input."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	77%	11%	12%
Administrator	83%	10%	7%
Faculty	82%	10%	7%
Professional Staff	76%	8%	16%
Staff	68%	21%	11%
Asian	67%	13%	20%
Black/African American	78%	14%	8%
Hispanic	72%	17%	11%
Two or More	83%	8%	8%
White	80%	9%	11%
Deaf	75%	13%	12%
Hard of Hearing	82%	11%	7%
Hearing	80%	8%	11%
Male	78%	11%	11%
Female	78%	11%	11%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	77%	11%	12%
Administrator	83%	10%	7%
Faculty	82%	10%	7%
Professional Staff	76%	8%	16%
Staff	68%	21%	11%
Asian	33%	60%	7%
Black/African American	52%	36%	12%
Hispanic	61%	33%	6%
Two or More	50%	50%	0%
White	62%	31%	7%
Deaf	57%	33%	9%
Hard of Hearing	41%	44%	15%
Hearing	60%	34%	6%
Male	63%	28%	9%
Female	54%	38%	7%

12: "Individual effort is recognized by unit managers. "

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	51%	26%	23%
Administrator	70%	17%	13%
Faculty	55%	20%	25%
Professional Staff	45%	29%	26%
Staff	49%	31%	20%
Asian	53%	20%	27%
Black/African American	50%	26%	24%
Hispanic	17%	44%	39%
Two or More	42%	42%	17%
White	58%	24%	19%
Deaf	53%	30%	17%
Hard of Hearing	57%	22%	21%
Hearing	53%	22%	25%
Male	57%	25%	18%
Female	51%	26%	23%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	52%	29%	19%
Administrator	63%	23%	13%
Faculty	46%	31%	23%
Professional Staff	52%	30%	18%
Staff	59%	27%	14%
Asian	40%	47%	13%
Black/African American	66%	34%	10%
Hispanic	33%	44%	22%
Two or More	33%	58%	8%
White	54%	27%	19%
Deaf	53%	33%	14%
Hard of Hearing	46%	43%	11%
Hearing	55%	25%	20%
Male	52%	36%	12%
Female	54%	27%	19%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	33%	38%	30%
Administrator	30%	40%	30%
Faculty	26%	38%	36%
Professional Staff	32%	38%	29%
Staff	43%	36%	20%
Asian	36%	29%	36%
Black/African American	40%	30%	30%
Hispanic	33%	44%	22%
Two or More	33%	58%	8%
White	32%	40%	29%
Deaf	31%	40%	29%
Hard of Hearing	32%	43%	25%
Hearing	36%	36%	29%
Male	39%	39%	22%
Female	31%	37%	32%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	50%	28%	22%
Administrator	63%	27%	10%
Faculty	57%	19%	24%
Professional Staff	44%	28%	28%
Staff	46%	42%	11%
Asian	47%	27%	27%
Black/African American	54%	38%	8%
Hispanic	39%	22%	39%
Two or More	50%	33%	17%
White	49%	27%	24%
Deaf	53%	23%	24%
Hard of Hearing	43%	32%	25%
Hearing	45%	34%	21%
Male	48%	25%	27%
Female	49%	31%	20%

16: “Students are held to consistent but reasonable standards of academic performance.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	49%	31%	20%
Administrator	47%	30%	23%
Faculty	57%	20%	23%
Professional Staff	40%	42%	18%
Staff	54%	29%	16%
Asian	62%	31%	8%
Black/African American	57%	29%	14%
Hispanic	33%	44%	22%
Two or More	58%	17%	17%
White	49%	30%	21%
Deaf	54%	29%	17%
Hard of Hearing	44%	30%	26%
Hearing	46%	35%	20%
Male	56%	25%	19%
Female	47%	34%	20%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	46%	21%	33%
Administrator	53%	27%	20%
Faculty	49%	13%	38%
Professional Staff	39%	23%	38%
Staff	50%	27%	23%
Asian	50%	21%	29%
Black/African American	40%	20%	40%
Hispanic	22%	22%	56%
Two or More	42%	33%	25%
White	51%	19%	30%
Deaf	50%	22%	28%
Hard of Hearing	32%	32%	36%
Hearing	46%	15%	39%
Male	55%	20%	26%
Female	43%	20%	37%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	42%	30%	29%
Administrator	57%	27%	17%
Faculty	41%	26%	33%
Professional Staff	44%	24%	32%
Staff	31%	47%	21%
Asian	40%	40%	20%
Black/African American	44%	30%	26%
Hispanic	56%	17%	28%
Two or More	33%	50%	17%
White	41%	29%	30%
Deaf	48%	30%	23%
Hard of Hearing	32%	39%	29%
Hearing	38%	30%	32%
Male	47%	27%	27%
Female	39%	32%	29%

19: “Unit managers, whether academic units on non-academic units, are responsive to their subordinates’ input.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	43%	34%	23%
Administrator	53%	40%	7%
Faculty	42%	33%	25%
Professional Staff	45%	30%	25%
Staff	37%	40%	23%
Asian	53%	20%	27%
Black/African American	50%	28%	22%
Hispanic	11%	50%	39%
Two or More	33%	50%	33%
White	47%	34%	20%
Deaf	40%	38%	22%
Hard of Hearing	54%	29%	18%
Hearing	47%	30%	23%
Male	39%	42%	19%
Female	47%	30%	23%

20: “Meetings and events on campus are fully accessible through ASL and English.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	75%	12%	13%
Administrator	67%	13%	20%
Faculty	65%	18%	17%
Professional Staff	81%	7%	12%
Staff	80%	13%	7%
Asian	80%	0%	20%
Black/African American	84%	6%	10%
Hispanic	72%	6%	22%
Two or More	50%	25%	25%
White	74%	14%	12%
Deaf	74%	13%	13%
Hard of Hearing	68%	11%	22%
Hearing	77%	10%	13%
Male	72%	15%	13%
Female	77%	10%	13%

21: “Appropriate accommodations are made for students with exceptionalities.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	62%	28%	10%
Administrator	70%	27%	3%
Faculty	65%	20%	15%
Professional Staff	58%	34%	7%
Staff	62%	28%	10%
Asian	73%	30%	7%
Black/African American	69%	27%	4%
Hispanic	78%	11%	11%
Two or More	50%	42%	8%
White	62%	28%	10%
Deaf	64%	28%	8%
Hard of Hearing	57%	21%	22%
Hearing	65%	27%	9%
Male	70%	21%	8%
Female	60%	30%	10%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	63%	19%	18%
Administrator	83%	7%	10%
Faculty	63%	18%	20%
Professional Staff	62%	19%	19%
Staff	59%	26%	14%
Asian	67%	13%	20%
Black/African American	61%	18%	20%
Hispanic	45%	33%	22%
Two or More	58%	25%	33%
White	66%	18%	16%
Deaf	63%	24%	13%
Hard of Hearing	64%	18%	18%
Hearing	64%	15%	21%
Male	60%	26%	14%
Female	65%	17%	19%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	40%	28%	32%
Administrator	21%	43%	36%
Faculty	34%	19%	48%
Professional Staff	38%	32%	29%
Staff	60%	26%	13%
Asian	53%	7%	40%
Black/African American	53%	30%	17%
Hispanic	33%	28%	39%
Two or More	42%	42%	17%
White	37%	26%	37%
Deaf	44%	25%	31%
Hard of Hearing	48%	30%	22%
Hearing	35%	30%	36%
Male	45%	27%	29%
Female	38%	28%	35%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	35%	44%	21%
Administrator	41%	38%	21%
Faculty	33%	44%	23%
Professional Staff	36%	42%	22%
Staff	31%	51%	18%
Asian	33%	47%	20%
Black/African American	41%	36%	23%
Hispanic	17%	67%	17%
Two or More	33%	50%	25%
White	37%	43%	20%
Deaf	41%	41%	18%
Hard of Hearing	39%	39%	21%
Hearing	29%	48%	23%
Male	42%	39%	19%
Female	32%	45%	22%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	54%	24%	21%
Administrator	59%	26%	15%
Faculty	55%	21%	23%
Professional Staff	52%	26%	23%
Staff	57%	25%	19%
Asian	47%	27%	27%
Black/African American	53%	22%	25%
Hispanic	39%	39%	22%
Two or More	50%	42%	8%
White	58%	23%	20%
Deaf	61%	24%	15%
Hard of Hearing	50%	29%	21%
Hearing	50%	25%	26%
Male	57%	27%	16%
Female	54%	24%	23%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	44%	30%	25%
Administrator	59%	38%	3%
Faculty	43%	26%	30%
Professional Staff	44%	32%	25%
Staff	41%	30%	29%
Asian	53%	20%	27%
Black/African American	45%	33%	23%
Hispanic	44%	33%	22%
Two or More	25%	42%	33%
White	47%	29%	24%
Deaf	49%	27%	25%
Hard of Hearing	46%	32%	21%
Hearing	42%	31%	26%
Male	49%	26%	26%
Female	44%	31%	25%

27: “Favoritism doesn’t occur in the operation of the University.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	12%	24%	64%
Administrator	21%	24%	55%
Faculty	11%	25%	64%
Professional Staff	8%	27%	69%
Staff	17%	27%	56%
Asian	7%	40%	53%
Black/African American	12%	18%	69%
Hispanic	6%	6%	83%
Two or More	8%	25%	67%
White	13%	27%	60%
Deaf	10%	24%	66%
Hard of Hearing	7%	25%	68%
Hearing	13%	27%	61%
Male	18%	25%	57%
Female	8%	26%	65%

28: “Academic departments are working together to establish consistent standards for academic performance.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	37%	42%	21%
Administrator	55%	34%	10%
Faculty	42%	21%	37%
Professional Staff	29%	55%	17%
Staff	38%	54%	9%
Asian	33%	53%	13%
Black/African American	41%	51%	8%
Hispanic	56%	22%	22%
Two or More	42%	42%	17%
White	36%	40%	24%
Deaf	40%	37%	23%
Hard of Hearing	43%	39%	18%
Hearing	35%	48%	17%
Male	48%	29%	24%
Female	33%	49%	19%

29: “Directors and deans are accessible and receptive to input.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	49%	33%	18%
Administrator	75%	21%	4%
Faculty	53%	25%	21%
Professional Staff	46%	36%	18%
Staff	39%	43%	17%
Asian	47%	33%	20%
Black/African American	49%	46%	6%
Hispanic	33%	39%	28%
Two or More	67%	33%	0%
White	53%	28%	19%
Deaf	50%	31%	19%
Hard of Hearing	36%	54%	11%
Hearing	56%	28%	16%
Male	54%	33%	13%
Female	50%	31%	19%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	30%	38%	32%
Administrator	50%	36%	14%
Faculty	25%	34%	41%
Professional Staff	30%	35%	35%
Staff	29%	51%	20%
Asian	47%	40%	13%
Black/African American	39%	43%	18%
Hispanic	6%	50%	45%
Two or More	8%	58%	33%
White	31%	33%	36%
Deaf	34%	33%	33%
Hard of Hearing	32%	40%	29%
Hearing	27%	42%	32%
Male	34%	36%	30%
Female	29%	38%	33%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	25%	31%	45%
Administrator	26%	26%	48%
Faculty	20%	21%	60%
Professional Staff	25%	35%	41%
Staff	32%	42%	26%
Asian	21%	43%	36%
Black/African American	30%	38%	32%
Hispanic	6%	33%	61%
Two or More	0%	50%	50%
White	28%	25%	48%
Deaf	29%	26%	45%
Hard of Hearing	18%	29%	54%
Hearing	24%	34%	42%
Male	33%	24%	43%
Female	22%	33%	46%

32: "Information flows upward and is recognized at higher levels of the administration."

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	25%	37%	38%
Administrator	29%	39%	32%
Faculty	19%	31%	50%
Professional Staff	26%	37%	37%
Staff	32%	47%	21%
Asian	33%	47%	20%
Black/African American	31%	43%	27%
Hispanic	11%	45%	44%
Two or More	25%	42%	33%
White	27%	33%	40%
Deaf	26%	38%	36%
Hard of Hearing	18%	39%	43%
Hearing	28%	34%	38%
Male	33%	33%	34%
Female	23%	38%	39%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	21%	31%	48%
Administrator	43%	29%	29%
Faculty	19%	24%	57%
Professional Staff	14%	34%	52%
Staff	28%	37%	34%
Asian	27%	40%	33%
Black/African American	18%	42%	40%
Hispanic	6%	33%	61%
Two or More	25%	33%	42%
White	22%	29%	48%
Deaf	25%	32%	43%
Hard of Hearing	7%	43%	51%
Hearing	19%	30%	51%
Male	32%	35%	34%
Female	15%	31%	54%

34: “University administrators are accessible and receptive to input.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	35%	36%	29%
Administrator	64%	14%	21%
Faculty	31%	29%	40%
Professional Staff	32%	39%	29%
Staff	37%	51%	12%
Asian	33%	40%	27%
Black/African American	41%	45%	14%
Hispanic	11%	44%	45%
Two or More	33%	58%	8%
White	38%	32%	31%
Deaf	36%	35%	29%
Hard of Hearing	25%	43%	32%
Hearing	39%	36%	25%
Male	46%	29%	25%
Female	31%	40%	29%

35: “Transparent and informed communication is practiced consistently throughout the university community. ”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	28%	35%	38%
Administrator	46%	25%	29%
Faculty	23%	30%	47%
Professional Staff	28%	31%	41%
Staff	25%	54%	21%
Asian	33%	53%	13%
Black/African American	30%	40%	40%
Hispanic	22%	33%	44%
Two or More	17%	58%	25%
White	30%	30%	40%
Deaf	31%	37%	32%
Hard of Hearing	15%	47%	39%
Hearing	28%	32%	40%
Male	32%	41%	28%
Female	26%	33%	41%

36: “Policies used in budget making for the University are transparent.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	23%	36%	40%
Administrator	50%	14%	36%
Faculty	17%	31%	52%
Professional Staff	24%	37%	39%
Staff	21%	53%	26%
Asian	13%	53%	33%
Black/African American	20%	44%	36%
Hispanic	33%	39%	28%
Two or More	8%	50%	42%
White	25%	33%	42%
Deaf	30%	37%	33%
Hard of Hearing	18%	47%	36%
Hearing	20%	35%	46%
Male	28%	34%	37%
Female	21%	38%	40%

37: “There are specific processes for resolving conflicts between units and individuals.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	40%	36%	24%
Administrator	57%	21%	21%
Faculty	39%	32%	29%
Professional Staff	39%	36%	25%
Staff	36%	48%	16%
Asian	40%	40%	20%
Black/African American	44%	34%	22%
Hispanic	17%	44%	39%
Two or More	50%	33%	16%
White	43%	33%	16%
Deaf	40%	36%	24%
Hard of Hearing	32%	36%	32%
Hearing	45%	35%	20%
Male	44%	36%	20%
Female	40%	35%	25%

38: “Unit success is defined on the basis of institutional criteria rather than the personalities of those involved.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	34%	38%	28%
Administrator	43%	32%	25%
Faculty	35%	33%	32%
Professional Staff	35%	33%	32%
Staff	28%	58%	13%
Asian	47%	40%	13%
Black/African American	36%	36%	28%
Hispanic	22%	45%	33%
Two or More	33%	67%	0%
White	37%	36%	27%
Deaf	41%	40%	19%
Hard of Hearing	32%	36%	32%
Hearing	32%	38%	31%
Male	42%	36%	21%
Female	33%	39%	28%

39: “Individual faculty sets clear standards for academic performance, and challenges students to meet them.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	45%	44%	10%
Administrator	32%	57%	11%
Faculty	68%	20%	12%
Professional Staff	33%	57%	10%
Staff	39%	53%	8%
Asian	60%	33%	7%
Black/African American	38%	50%	12%
Hispanic	50%	33%	17%
Two or More	58%	42%	0%
White	46%	45%	9%
Deaf	42%	44%	14%
Hard of Hearing	43%	46%	11%
Hearing	50%	46%	4%
Male	52%	38%	10%
Female	42%	49%	9%

40: “There is equality of opportunity in promotion and hiring.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	31%	21%	48%
Administrator	54%	11%	36%
Faculty	36%	27%	36%
Professional Staff	23%	17%	59%
Staff	27%	23%	50%
Asian	40%	33%	27%
Black/African American	26%	18%	56%
Hispanic	17%	17%	67%
Two or More	42%	17%	42%
White	34%	20%	45%
Deaf	33%	17%	50%
Hard of Hearing	32%	18%	50%
Hearing	31%	24%	49%
Male	42%	18%	40%
Female	27%	22%	51%

41: “The University Administration communicates with the campus community on frequent basis and in timely manner. ”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	63%	23%	14%
Administrator	68%	29%	4%
Faculty	60%	19%	21%
Professional Staff	67%	21%	12%
Staff	58%	32%	9%
Asian	40%	47%	13%
Black/African American	67%	25%	8%
Hispanic	56%	33%	11%
Two or More	67%	25%	8%
White	66%	20%	14%
Deaf	63%	26%	11%
Hard of Hearing	54%	29%	18%
Hearing	68%	20%	12%
Male	64%	24%	12%
Female	64%	23%	13%

42: “There is a “customer friendly” attitude in services for students.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	46%	31%	23%
Administrator	57%	25%	18%
Faculty	40%	28%	32%
Professional Staff	42%	39%	20%
Staff	58%	23%	18%
Asian	53%	40%	7%
Black/African American	55%	27%	18%
Hispanic	45%	28%	28%
Two or More	25%	42%	33%
White	46%	30%	24%
Deaf	40%	32%	28%
Hard of Hearing	46%	29%	25%
Hearing	54%	30%	17%
Male	47%	34%	19%
Female	46%	30%	24%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	34%	59%	8%
Administrator	25%	71%	4%
Faculty	45%	41%	13%
Professional Staff	28%	66%	5%
Staff	31%	65%	5%
Asian	67%	27%	7%
Black/African American	29%	69%	2%
Hispanic	50%	44%	6%
Two or More	42%	50%	8%
White	33%	58%	9%
Deaf	43%	46%	10%
Hard of Hearing	21%	64%	14%
Hearing	30%	66%	4%
Male	46%	46%	8%
Female	30%	63%	7%

44: “The University provides guidance on language use in public settings.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	32%	34%	34%
Administrator	22%	30%	48%
Faculty	33%	30%	37%
Professional Staff	27%	33%	40%
Staff	43%	48%	9%
Asian	40%	40%	20%
Black/African American	41%	37%	22%
Hispanic	28%	28%	45%
Two or More	33%	42%	25%
White	32%	32%	36%
Deaf	33%	31%	36%
Hard of Hearing	25%	43%	32%
Hearing	34%	34%	31%
Male	42%	30%	29%
Female	29%	36%	35%

45: “Budget decisions support the bilingual mission.”

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	22%	57%	21%
Administrator	32%	54%	14%
Faculty	21%	45%	34%
Professional Staff	20%	64%	17%
Staff	23%	66%	11%
Asian	40%	33%	27%
Black/African American	30%	58%	12%
Hispanic	28%	39%	33%
Two or More	25%	67%	8%
White	18%	60%	21%
Deaf	23%	52%	25%
Hard of Hearing	14%	75%	11%
Hearing	23%	61%	16%
Male	31%	51%	18%
Female	18%	61%	21%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	40%	32%	29%
Administrator	39%	18%	43%
Faculty	31%	30%	39%
Professional Staff	38%	38%	24%
Staff	57%	26%	17%
Asian	40%	40%	20%
Black/African American	64%	16%	20%
Hispanic	33%	28%	39%
Two or More	17%	58%	25%
White	38%	34%	29%
Deaf	42%	40%	18%
Hard of Hearing	47%	25%	29%
Hearing	39%	26%	35%
Male	52%	24%	24%
Female	36%	35%	29%

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

	Strongly agree/Agree	Neither agree nor disagree/Neutral	Disagree/Strongly disagree
Total	21%	49%	30%
Administrator	11%	43%	46%
Faculty	18%	44%	38%
Professional Staff	23%	53%	24%
Staff	28%	51%	22%
Asian	27%	67%	7%
Black/African American	20%	52%	28%
Hispanic	6%	56%	39%
Two or More	25%	50%	25%
White	24%	46%	30%
Deaf	32%	52%	26%
Hard of Hearing	18%	54%	29%
Hearing	13%	54%	33%
Male	31%	47%	22%
Female	18%	50%	33%

Appendix 7: 2012 Institutional Climate Survey

2012 Institutional Climate Survey

1. Instructions

Hello Gallaudet University Faculty and Staff,

Thank you for participating in the 2012 CAMPUS CLIMATE SURVEY.

Please answer each question. The survey can only be taken once and in one sitting. Once you have completed the survey, hit the "submit" button.

Your responses are confidential.

The survey will remain open until close of business, Friday, April 13, 2012.

Please email Institutional Research at Institutional.Research@gallaudet.edu if you have any questions about the survey.

Again, thank you for your participation!

2. Survey Questions

***1. What is your job status at Gallaudet University?**

Administrator [president, provost, vice president, senior administrator: dean, associate dean, executive director, director (reporting to a vice president or provost), and unit administrator: director, manager, and department head (reporting to a senior administrator)]

Faculty

Professional Staff [exempt staff (paid by salary, not hourly)]

Staff [non-exempt staff (paid hourly)]

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

3. There are clear and available statements and policies defining ethical behavior for all members of the campus community.

Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

4. University leaders articulate the bilingual mission to external audiences.

Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

2012 Institutional Climate Survey

5. Students are taught and encouraged to observe standards of academic integrity.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

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

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

7. The University administration uses a variety of means to communicate with the campus community.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

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

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

9. University leaders explain the bilingual mission to internal audiences.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

10. My immediate supervisor is accessible and receptive to input.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable

3.

11. Faculty model appropriate standards of academic integrity.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

12. Individual effort is recognized by unit managers.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

13. It is clear that unit managers are accountable to their supervisors.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

2012 Institutional Climate Survey

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

15. Individuals in my unit understand ways in which to implement the bilingual mission.

Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

17. There is a sense of security and freedom to express diverse perspectives.

Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

4.

21. Appropriate accommodations are made for students with exceptionalities.

Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

2012 Institutional Climate Survey

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

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

23. Gallaudet has comparable standards for use of ASL and English in an academic setting.

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

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

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

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

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

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

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

27. Favoritism occurs in the operation of the University.

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

28. Academic departments are working together to establish consistent standards for academic performance.

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

29. Directors and deans are accessible and receptive to input.

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly disagree
 Not applicable

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

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

2012 Institutional Climate Survey

5.

31. The organizational structure of the university is efficient.

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

32. Information flows upward and is recognized at higher levels of the administration.

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

33. Decision making at all levels is inclusive and transparent.

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

34. University administrators are accessible and receptive to input.

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

35. Transparent and informed communication is practiced consistently throughout the university community.

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

36. Policies used in budget making for the University are transparent.

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

37. There are specific processes for resolving conflicts between units and individuals.

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

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

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

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

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly Disagree
 Not applicable

2012 Institutional Climate Survey

40. There is equality of opportunity in promotion and hiring.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

6.

41. The University Administration communicates with the campus community on a frequent basis and in a timely manner.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

42. There is a “customer friendly” attitude in services for students.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

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

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

44. The university provides guidance on language use in public settings.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

45. Budget decisions support the bilingual mission.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

46. There are adequate programs in place to strengthen my use of ASL.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

47. There are adequate programs in place to strengthen my use of English.

- Strongly agree Agree Neither agree nor disagree Disagree Strongly Disagree Not applicable

7. Free response

48. One thing I appreciate about working at Gallaudet is...

2012 Institutional Climate Survey

49. One recommendation to improve Gallaudet is....

8. Demographic information

50. What is your race/ethnicity? (check all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic
- Native Hawaiian or Other Pacific Islander
- White

51. What is your gender?

- Male
- Female

52. What is your hearing status?

- Deaf
- Hard of Hearing
- Hearing