Gallaudet University Campus Climate Survey Spring 2013 Report

July 9, 2013

Office of Institutional Research -

Gallaudet Campus Climate Survey Spring 2013 -

Executive Summary

- 42% response rate; highest response rate in five years.
- Faculty and professional staff continue to have the highest response rate (over 50%); - administrators and staff continue to respond at a lower rate (20%-35%). -
- A relatively equal number of deaf/hard of hearing and hearing respond to the survey.
- Overall, results show the campus is not as positive as last year, but still more positive than the results from 2009-2011.
- There were noticeable drops in responses in the area of freedom to express diverse perspectives, and a sense that the university takes a proactive and coordinated approach to resolving problems.
- Respondents also expressed concerns regarding communication and other issues of transparency.
- The most positive statements overall were:

My immediate supervisor is accessible and receptive to input.
Events accessible through ASL and English

- The most negative statement overall was: -

Favoritism doesn't occur in the operation of the University.

- Open-ended questions received a variety of responses about what employees appreciate and would like to improve about Gallaudet University.
- The top item that employees appreciate about the University is the sense of campus community and collegiality.
- The top item that employees want to improve about Gallaudet is employment, salaries, and benefits.

The Survey
The Gallaudet Campus Climate Survey was developed in 2007 and has been administered every spring since then. The Survey consists of 48 items. 46 of the items are statements each describing a climate characteristic and asking for a response on a Likert scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with an NA (Not Applicable) option. Survey items address six themes:
- Respect, trust, and fairness
- Institutional communication and information sharing
- Management style
- Academic culture
- Freedom of Expression
- Bilingualism

Survey responses were analyzed through two different approaches:
- Categorizing each response as positive, negative, or neutral.
- Scoring responses and assigning a grade from a corresponding grading scale.

In 2012 and 2013, two additional questions were free response questions asking respondents: a) what they appreciate about the university; and b) what they'd like to see improved.

Survey Administration: Response Rate
The Office of Institutional Research sent the Gallaudet Campus Climate survey to 812 university faculty, staff, and administrators during spring 2013. 345 responses were received –- a 42% response rate. This is an increase from the 39% response rate for the 2012 survey[1]. Professional staff and faculty had the highest response rates at 60% and 53% respectively, while staff had the lowest at 20%.

2013 Response Rate by Employment Category

	Surveyed	Responded	%
Total	**812**	**345**	**42%**
Administrator	98	34	35%
Faculty	187	100	53%
Professional Staff	264	159	60%
Staff	263	52	20%

The pattern of response rates among various roles on campus is similar to trends from 2009 to 2013. This year, however, there was an increase in response rates in Administrators and Professional Staff, and a decrease in responses from Faculty and Staff.

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[1] GU Campus Climate Survey results from 2007 to 2012 can be found at
http://www.gallaudet.edu/Office_of_Academic_Quality/Institutional_Research/GU_Campus_Climate_Survey.html.

Response Rate Trend, 2009-2013

	2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%
Total	241	27%	329	37%	310	38%	355	39%	345	42%
Administrator	15	16%	27	27%	30	33%	30	26%	34	35%
Faculty	91	58%	100	50%	87	45%	108	59%	100	53%
Professional Staff	90	33%	141	50%	129	49%	144	43%	159	60%
Staff	45	14%	61	20%	64	23%	73	25%	52	20%

The survey also asked three optional demographic questions 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" category.

Number and Percent of Responses by Race/Ethnicity, 2013

	#	%
Total headcount	286	100%
American Indian or Alaska Native	3	1%
Asian	8	3%
Black or African American	45	16%
Hispanic	10	3%
Native Hawaiian or Other Pacific Islander	2	1%
Two or More	7	2%
White	211	74%

Number and Percent of Responses by Gender, 2013

	#	%
Total headcount	292	100%
Male	94	32%
Female	198	68%

Number and Percent of Responses by Hearing Status, 2013

|	#	%
Total headcount	294	100%
Deaf	128	44%
Hard of Hearing	21	7%
Hearing	145	49%

Analysis by Category

Responses to each item were assigned to one of two categories based on the percentage of Positive (Strongly Agree or Agree) or Negative (Strongly Disagree or Disagree) responses. If an item received more than 40% positive or negative responses it was labeled accordingly. Responses are labeled as neutral when the majority of responses were neutral, or there was a balanced even mix of positive and negative responses.

Data was analyzed to see what percentage of the total items received a Positive response, and what percentage received a Negative response. 54% of the statements on this year's survey received an overall positive response. 22% of the statements this year received a negative response, with the remaining statements (24%) receiving a neutral response.

Five-Year Trend of Positive, Negative and Neutral Responses

	2009	2010	2011	2012	2013
% Positive	43%	35%	45%	63%	54%
% Negative	30%	33%	20%	11%	22%
% Neutral	27%	32%	35%	26%	24%

The percentage of positive responses this year was down by 11% when compared to last year, after a two-year trend of increasingly positive responses. However, the percentage of positive responses continues to remain higher than during the period from 2009-2011.
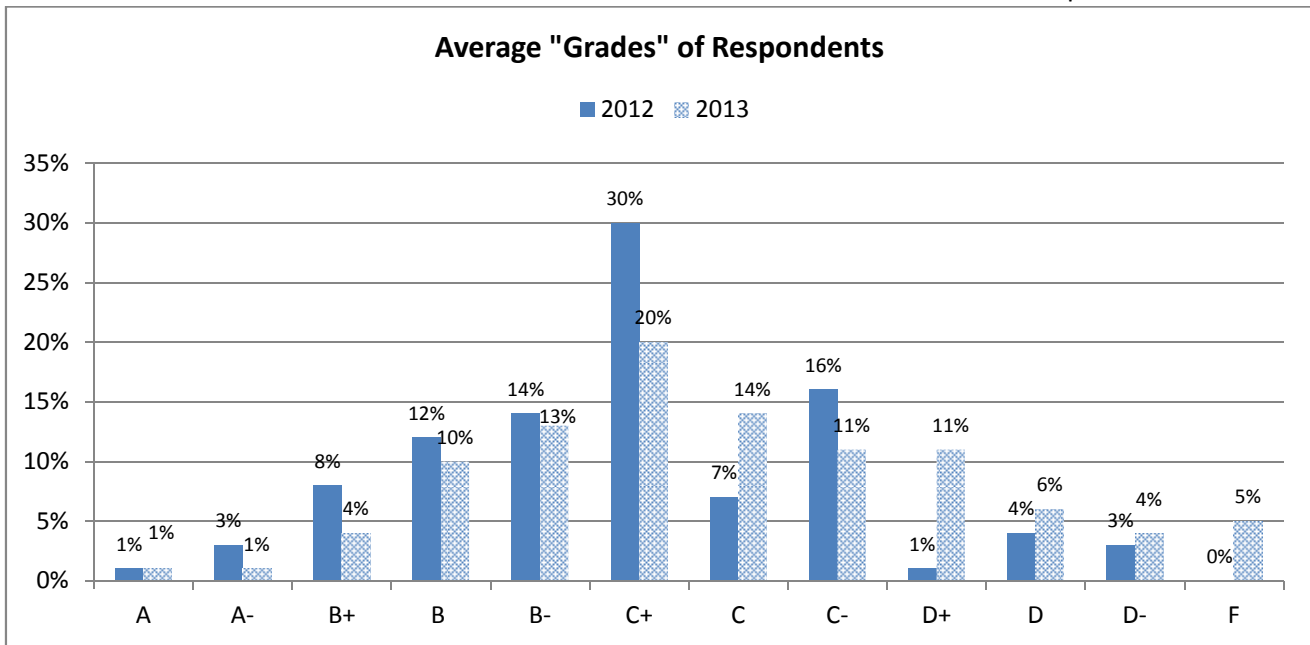
Response Trend of Survey Items
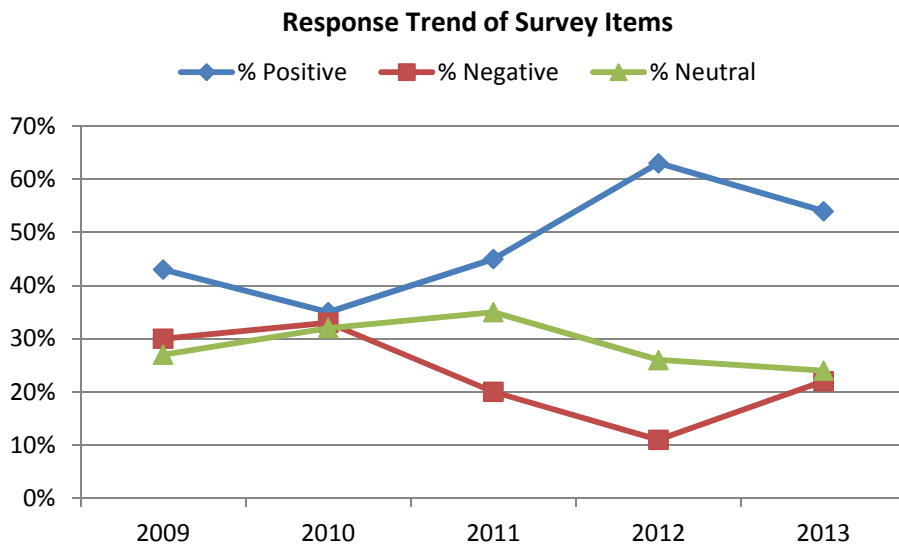
Analysis by Grades: Respondents

In order to provide a more familiar, user-friendly perspective on the 2013 Survey results, responses were also analyzed on a "grading scale" by individual respondent, items, and subscales. Each respondent was first assigned a numerical equivalent based on an average of all of their Likert scale responses. This average numerical "score" could be considered their current overall sense of climate at Gallaudet. Scores were then ranked from lowest to highest, and grade equivalents were assigned to the average scores. For example, Respondent A, who responded positively for most questions, could receive an average "grade equivalent" of A or B for all of their answers (see Endnotes for details on this analysis).

In both 2012 and 2013[2], "grades" distribute themselves in a normal, bell-shaped distribution with the majority of the respondents' responses falling in "C+."

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[2] 2012 GU Campus Climate Survey responses were reanalyzed using the new "grade" approach to allow for comparisons of 2012 and 2013.

Average "Grades" of Respondents

■ 2012 ▨ 2013

Grade	2012	2013
A	1%	1%
A-	3%	1%
B+	8%	4%
B	12%	10%
B-	14%	13%
C+	30%	20%
C	7%	14%
C-	16%	11%
D+	1%	11%
D	4%	6%
D-	3%	4%
F	0%	5%

However, "grades" dropped from last year to this year. For example, while in 2012, 38% of the respondents had an averaged overall response of "A" or "B" (3.5- 5.0), in 2013 29% had an average overall response of "A" or "B". This year 63% of the respondents had an averaged total of their responses that put them in the category of C or better, while last year it was 75%. The average overall grade last year was a C+ (3.22) and this year it is C (3.10).

Analysis by Grades: Items
As with each respondent, each statement's responses were averaged and a "grade" was assigned to allow for comparisons among items. This analysis provides another way to see the climate characteristics about which respondents feel positive and negative.

In 2013, 13% of the items would have been in the "A" or "B" range, and an additional 70% in the "C" range. Last year, 17% of the items received a grade in the "A" or "B" range, with an additional 70% receiving grades in the "C" range.

Items that scored in the A or B range:	2012 Grade	2013 Grade
My immediate supervisor is accessible and receptive to input.	A	B
Events accessible through ASL and English	B	B
There are ongoing programs focusing on diversity and respect for multiple perspectives.	B	B-
The University uses a variety of means to communicate with the campus community.	B	B-
Students taught and encouraged to observe standards of academic integrity.	B-	B-
Mutual respect is encouraged and practiced among my peers (students, staff, faculty, administration).	B-	B-
Appropriate accommodations are made for students with exceptionalities.	B-	B-
The University administration communicates with the campus community on a frequent basis and in a timely manner.	B-	B-
Faculty model appropriate standards of academic integrity.	B-	C+

Items that scored in the D or F range	2012 Grade	2013 Grade
Favoritism doesn't occur in the operation of the University.	D	F
Decision making at all levels is Inclusive and transparent.	D+	D
Policies used in budget making for the University are transparent.	D+	D+
There is equality of opportunity in promotion and hiring.	D+	D+
The organizational structure of the university is efficient.	D+	D+
There is coordination across units in the resolution of problems.	C-	D+
Information flows upward and is recognized at higher levels of the administration.	C-	D+
Transparent and informed communication is practiced consistently throughout the university community.	C-	D+

Analysis by Category: Items

Comparing this year's responses to last year's, the majority of statements (85%) remained in the same response category (i.e., positive, negative, or neutral). Seven items received more negative responses than last year. The greatest change, from positive response to negative response, were on two items, one related to a sense of security and freedom to express diverse perspectives, the other regarding the extent to which the University uses input from the community to proactively solve problems. The remaining items receiving more negative responses all relate to communication, particularly between administrators/leaders and the campus community.

These seven items, and their response change, are listed below.

- o Positive to Negative
  - There is a sense of security and freedom to express diverse perspectives.
  - The University is proactive in creating and applying solutions to problems/barriers with input from the community.
- o Positive to Neutral
  - There is regular communication and demonstration of expected ethical behavior and attitudes by influential University leaders.
  - There are specific processes for resolving conflicts between units and individuals.
- o Neutral to Negative
  - 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.

Interpretation of Results and Questions

Each year the GU Campus Climate Survey attempts to take the pulse of the university's faculty, staff, and administrators with regards to Gallaudet University's climate. In the three years between 2010 and 2012 the university saw a steady overall improvement in responses to key climate characteristics. This year, in 2013, overall responses were slightly more negative than last year. Yet, in both last year and this, the largest number of responses would receive grades in the "C" range. One question that arises from this analysis "Is a grade of "C" on campus climate acceptable? "As a university, what is our target? How do we get there?"

And, although 85% of the responses to climate characteristics remained in the same category (i.e., positive, negative, or neutral) there were **noticeable drops in responses in the area of freedom to**

express diverse perspectives, and a sense that the university takes a proactive and coordinated approach to resolving problems. Respondents also expressed concerns regarding communication and other issues of transparency. These issues are not new to Gallaudet. However, in times such as the present when we are under stress due to budget cuts and increasing pressure on higher education in general, proactive problem-solving, freedom to express ideas and a sense that they are being "heard" become critical to the health and well-being of a university.

Subscale Analysis

Groups of questions, or subscales, were also averaged and graded. The themes of the subscales are:
1. Respect and Trust (R&T)
2. Communication and Information Sharing (C&IS)
3. Management Style (MS)
4. Bilingualism (B)
5. Academic Culture (AC)
6. Freedom of Expression (FOE)

Overall, there was a decline in grades by subscales by disaggregated group from 2012 to 2013. The Bilingualism and Academic Culture subscales scored consistently higher than other subscales. Management Style subscale scored the lowest grade both years.

In 2013, Males, Asians, Whites, and Administrators were the most positive, while Hard of Hearing people and Hispanics were the most negative.

	R&T		C&IS		MS		B		AC		FOE		Overall	
	2012	*2013*	*2012*	*2013*	*2012*	*2013*	*2012*	*2013*	*2012*	*2013*	*2012*	*2013*	*2012*	*2013*
Employed Category														
Administrator	B-	C+	B-	C+	C	C	C+	C+	C+	C+	C+	C+	**C+**	**C+**
Faculty	C+	C	C	C	C-	D+	C	C+	C+	C+	C	C-	**C**	**C**
Professional Staff	C+	C	C+	C	C-	C-	C+	C+	C+	C+	C	C+	**C+**	**C**
Staff	C+	C	C+	C	C+	C-	C+	C+	B-	C+	C+	C	**C+**	**C**
Gender														
Male	C+	C+	C+	C+	C	C-	C+	C+	B-	C+	C+	C	**C+**	**C+**
Female	C+	C	C+	C	C-	D+	C	C+	C+	C+	C	C-	**C+**	**C**
Hearing Status														
Deaf	C+	C	C+	C	C	C-	C+	C+	C+	C+	C+	C	**C+**	**C**
Hard of Hearing	C+	C-	C+	C-	C-	D+	C+	C	C+	C+	C	D+	**C+**	**C-**
Hearing	C+	C	C+	C	C	C-	C+	C+	C+	C+	C	C	**C+**	**C**
Race/Ethnicity														
American Indian/Alaska Native		D+		D+		D+		C-		C		D+		**D+**
Asian	C+	C	C+	C	C	C-	C+	C+	C+	C+	C+	C	**C+**	**C**
Black/African American	C	C-	C+	C	C	C-	C+	C+	C+	C+	C+	C	**C+**	**C**
Hispanic of any race	C-	D+	C	C-	C-	C-	C	C-	C+	C+	C-	D+	**C**	**C-**
Native Hawaiian/Other Pacific Islander		C		B-		C		C		C+		C+		**C+**
Two or more	C+	D+	B-	C-	C	D+	C+	C	B-	C-	C+	D+	**C+**	**C-**
White	C+	C	C+	C	C	C-	C+	C+	C+	C+	C+	C	**C+**	**C**
TOTAL	**C+**	**C**	**C+**	**C**	**C**	**C-**	**C+**	**C+**	**C+**	**C+**	**C+**	**C**	**C+**	**C**

Statistical Significance

A review of statistical significance showed a few places where demographics have an impact on subscale scores.

Employment Category

Looking at employment categories, there were three subscales where there were significant differences – mainly between administrators and faculty with faculty scoring lower. Those three subscales are "Communication and Information Sharing," "Management Style" and "Freedom of Expression."

Gender

Women scored lower significantly on three subscales: "Respect and Trust," "Management Style" and "Freedom of Expression."

Hearing Status

There were no significant differences found among Deaf or Hearing respondents; however, Hard-of-Hearing respondents did respond significantly different than either other group. When Deaf and Hard-of-Hearing are combined into one category, there are statistically significant differences between this group and Hearing respondents(see slide presentation).

Race/Ethnicity

There was only one place where race makes a significant difference on a subscale – the "Respect and Trust" subscale. The mean rating was 3.13 (Grade of "C") for White, while Hispanic is 2.43 (Grade of "D+").

Analysis Review

Reviewing the grades of responses, statements, and subscales shows that when looking at specific statements, it is possible to see a wide range of responses - A through F. Even averaging all of the responses of a particular respondent, it is possible to see a wide range of grades – A through F. Some respondents were generally positive overall and some were negative overall. However, most of the responses were, on average, right in the middle – some positive and some negative that balanced each other. Subscales showed that neutralization of responses.

Open Response

The survey in 2013 allowed respondents to state what they appreciate about Gallaudet as well as what they would improve about Gallaudet University. 64% of respondents answered these questions.

Appreciate about Gallaudet

The respondents' answers in 2013 were similar to those in 2012 and responses could be grouped into the same general categories in both years.

	2012	2013
Campus community/collegiality	33%	29%
Communication access/Bilingualism	21%	17%
Education/Students	15%	17%
Multiculturalism/Culture/Diversity	10%	13%
Employment/Benefits	8%	11%
Opportunities	9%	5%
Environment/Location	4%	4%
Prestige/Unique mission & vision		4%

Examples of "Appreciate about Gallaudet" responses:

Campus community/collegiality
- I like the people I work with.
- Teamwork.
- The collegiality within my department.
- Working with committed co-workers.

Communication access/Bilingualism
- Able to communicate in both languages.
- Bilingual environment.
- Communication access.
- No communication barrier.
- I can find no other place in the world where I can walk on campus and understand nearly all conversations around me.

Education/Students
- Student interaction.
- The research that is conducted here.
- The exchange of knowledge.
- I love teaching.
- The allowance for creativity in designing courses and teaching them.

Multiculturalism/Culture/Diversity
- Climate that cherishes diversity of human conditions and experiences.
- The diverse community.
- The opportunity to learn about diverse groups of people.
- Strong sense of history and culture.

Employment/Benefits
- Federal benefits.
- Great benefits, i.e., tuition assistance.
- Having a job.
- My paychecks.
- The opportunity to attend school while working.

Opportunities
- Being in an academic environment and the opportunity to learn and grow.
- Job opportunity.

Environment/location
- Beautiful grounds.
- Location.
- I enjoy the beauty of the campus and how it's maintained.

Prestige/Unique mission & vision
- Shared passion for Gallaudet's mission.
- We are a unique institution.
- The name "Gallaudet" opens doors for me off campus.

Recommendation to Improve Gallaudet

	2012	2013
Employment/Benefits/Salaries	27%	35%
Leadership and accountability	8%	12%
Structure/restructuring	10%	11%
Academics	6%	9%
Communication	12%	9%
Diversity	6%	7%
Budget	5%	5%
Campus environment	6%	5%
Language	14%	5%
Facilities and services	4%	2%
Enrollment	1%	<1%
Mission and vision	1%	<1%

Examples of "Recommendation to Improve Gallaudet" responses:

Employment/Benefits/Salaries
- Favoritism.
- Increases in salary needed.
- More flexibility for telecommuting.
- Get rid of people who are incompetent.
- Recognize hard workers.

Leadership and accountability
- Apply policies and procedures fairly and consistently.
- Shared governance.
- Our administrators need to show better leadership during controversy.
- More ethical behavior.

Structure/restructuring
- Fewer administrators – we seem top heavy.
- Streamline efficiency.
- Trim the complicated and inefficient administrative structure.
- Fresh talent in all areas of administration and management.

Academics
- Faculty to increase their class time on Fridays and Mondays.
- Support for adjuncts within the department.
- Support research.
- Address needs of students with disabilities.

Communication
- Communication between different departments.
- Transparency.
- Improved communication in a timely manner.

Diversity
- Administration needs to take the lead in exhibiting support for diversity and respect for all members of the community.
- More openness to different opinions.
- Recognizing there are many ways to be deaf, and recruiting and welcoming all students, no matter their level of hearing or signing ability.
- Improve relations/support for the LGBT students/community.

Budget
- Create more transparency around the budget and how resources are allocated.
- Improve transparency.
- There needs to be far more communication about the budget situation.

Campus environment
- Audism.
- Listen more to the people on the front line.
- Reduce intergroup tension.
- Staff morale.

Language
- Clarification of what is "bilingual approach" for all courses.
- Practice bilingual respect. People who rely more on spoken or signed English are marginalized.
- Value ASL and enforce standards of sign communication for all employees.

Facilities and services
- Build more classrooms or upgrade every classroom to meet the technology classroom demand.
- Love to see better cleaning and neatness around campus.

Enrollment
- Broaden scope of recruiting and attracting more students.

Mission and vision
- Gallaudet should remain as transparent as possible about the overall mission, accomplishments and challenges faced by the institution.

Endnotes

Analysis by Grading: Details of Scoring and Grading Process

In 2013, to assist in the interpretation of the scores, a grading scale was developed. This grading scale was developed to better understand and compare scores. For example, in past years, when a disaggregated group "received" a 3.10 as their average score to a statement and another group gave that same statement an average score of 3.22, the next question was always, "what does that mean?" The obvious response is that 3.22 is more positive than 3.10, but the problem was that at-a-glance it was difficult to see the difference. The grading scale attempts to help with that by dividing the possible responses into equal groups and giving a grade based on the range. This grading scale was also applied to the results of the 2012 survey so that it could be used in comparison.

Each Survey response was given a score between 1.0 and 5.0. Responses were coded as follows:
- 5 for Strongly Agree
- 4 for Agree
- 3 for Neither Agree or Disagree
- 2 for Disagree
- 1 for Strongly Disagree

Grading Scale

4.54 – 5.00	A
4.30 – 4.53	A-
3.98 – 4.29	B+
3.74 – 3.97	B
3.50 – 3.73	B-
3.18 – 3.49	C+
2.94 – 3.17	C
2.70 – 2.93	C-
2.38 – 2.69	D+
2.14 – 2.37	D
1.90 – 2.13	D-
1.00 – 1.89	F

Subscale Categories and Statements

Respect and 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, f 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 on 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.

2013 Institutional Climate Survey

1. Instructions

Hello Gallaudet University Faculty and Staff,

Thank you for participating in the 2013 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 for three weeks and will close of business, Friday, April 19, 2013.

Please email Rosanne Bangura in the Institutional Research Office at rosanne.bangura@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

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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

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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

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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

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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

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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...

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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