Employee Satisfaction Survey Report:
Supplement Disaggregated by Employee
Role

Gallaudet University
Spring 2017 Report

November 13, 2017

Office of Institutional Research

<div align="center">

I. Introduction

</div>

A. Background

This report is a supplement to the primary Gallaudet University (GU) Ruffalo Noel-Levitz Employee Satisfaction Survey (ESS) 2017 Report. While the *GU ESS Report for 2017* reports background, methodology, and key takeaways for all regular status GU employees as a group, this report analyzes the Strengths and Challenges identified by regular-status employees by role: Faculty, Staff (Exempt and Non-Exempt) or Administrator.

B. Methods

The ESS was administered for the third time in spring, 2017. Results from this year's ESS are compared to a cohort of 44 **comparable** private 4-year institutions. As in previous years, the Gallaudet administration of the ESS consisted of 82 items with 4 open-ended questions. Of these items, 13 were Gallaudet-specific and were designed to address areas of particular interest to Gallaudet, including bilingualism, diversity, ethics, and communication.

The survey also includes a question regarding the responder's role at Gallaudet to better allow an understanding of who completed the survey. This question was strengthened this year by adding clearer descriptions regarding the responder's role at Gallaudet. The purpose of this revision was to allow a better understanding of who completed the survey.

During the 2017 spring semester, the Office of Institutional Research administered approximately 735 regular status full-time employees of Gallaudet (faculty, staff, and administrators) using the Ruffalo Noel Levitz ESS during spring 2017 through an online link via email[1]. Instructions in ASL and English for completing the survey were publicized through Daily Digest and e-mail. 567 employees completed or partially completed the survey. Responses for each item ranged from 532 to 562 responses, which generated a 72.4% to 77% response rate, depending on the survey item. This response rate is an increase from the 30% to 41% response rate for the 2016 ESS survey[2].

The ESS was intended for regular status[3] employees at Gallaudet University. Although a few surveys (5.4%) were completed by employees in other categories the role-identifier question allowed analysis to eliminate those responses. Some respondents chose not to answer the role-identifier question (17.4%). Their responses were also eliminated to assure that the analysis reflected the responses of regular status employees at Gallaudet University. The majority of responders to the ESS were staff (74%), with 51% exempt staff and 23% non-exempt staff. 16% of the respondents were faculty, and 10% were administrators.

---

[1] Although the Employee Satisfaction Survey was intended for the employees of Gallaudet University and was distributed directly to these employees, the link to the ESS was also forwarded to Clerc Center employees. It is unknown how many Clerc Center employees completed the survey.

[2] For additional data about survey responders see the GU Ruffalo Noel-Levitz Employee Satisfaction Report data online at .

[3] Regular status employees are defined as full-time employees, both staff and faculty.

Table 2: Percentage of ESS Responses by Employee Group

Employee Role		% of Total ESS Responses- 2017	
Faculty		16%	
All Staff		74%	
Exempt Staff	Non-Exempt Staff	51%	23%
Administrator		10%	

The demographic representation of respondents in 2017 was very similar to that of 2016. As in previous years, the largest percentage of respondents were staff (74%), with 51% exempt and 23% non-exempt. 16% of the respondents were faculty, and 10% were administrators. Respondents represented a range of years of experience, with 4% having worked at Gallaudet for less than 4 years, 21% for 1 to 5 years, 17% for 6-10 years, 31% 11-20 years of experience, and 27% more than 20 years of experience. Again, these percentages were comparable to last year's. Sixty-three percent (63%) of respondents were White, while 37% were employees were members of racial or ethnic minorities or international students. Forty-five percent (45%) of respondents were Deaf, 7% Hard of Hearing, and 46% Hearing.

II. Employee Satisfaction Survey Results

This report focuses on Gallaudet's areas of strength and challenge in Campus Culture and Work Environment for three sets of employees: Administrators, Faculty, and Staff. Wherever possible, staff responses are disaggregated into Exempt and Non-Exempt Staff. The report also reports differences in Institutional Priorities and ratings of involvement in Planning and Decision Making among respondents in the various employee roles. ESS results are provided as follows:
  A. Campus Culture and Policies by Employee Category
  B. Work Environment by Employee Category
  C. Institutional Goals by Employee Category
  D. Overall Satisfaction with Gallaudet by Employee Category

A. Campus Culture and Policies by Employment Category

For Section 1: Campus Culture and Policies, employees were asked to rate 30 items. For each item, employees were to rate how satisfied they are with the item on a Likert scale of 1 to 5 (1 = not satisfied at all and 5 = very satisfied), and important the item is to them on a Likert scale of 1 to 5 (1 = not important at all and 5 = very important). The tables below list the Strengths and Challenges for Campus Culture and Policies for each employee category, in order of importance.

2017 Campus Culture and Policies: Faculty
(in order of importance)

Strengths	Challenges
Faculty take pride in their work.	This institution makes sufficient budgetary resources available to achieve important objectives.
The institution treats students as its top priority.	There is good communication between the faculty and the administration at this institution.
This institution promotes excellent employee-student relationships.	This institution does a good job of meeting the needs of its faculty.
Staff take pride in their work.	The institution plans carefully.
This institution is well respected in the community.	Administrators share information regularly with faculty and staff.
Administrators take pride in their work.	

2017 Campus Culture and Policies: Exempt Staff
(in order of importance)

Strengths	Challenges
This institution treats students as its top priority.	There is a spirit of teamwork and cooperation at this institution.
This institution is well-respected in the community.	The institution does a good job of meeting the needs of its staff.
Staff take pride in their work.	The institution makes sufficient budgetary resources available to achieve important objectives.
Faculty take pride in their work.	There are effective lines of communication between departments.
This institution promotes excellent employee-student relationships.	This institution consistently follows clear processes for orienting and training new employees.

2017 Campus Culture and Policies: Non-Exempt Staff
(in order of importance)

Strengths	Challenges
This institution treats students as its top priority.	This institution involves its employees in planning for the future.
Staff take pride in their work.	This institution does a good job of meeting the needs of staff.
This institution is well-respected in the community.	This institution consistently follows clear processes for orienting and training new employees.
The institution does a good job of meeting the needs of students.	
The leadership of this institution has a clear sense of purpose.	
Most employees are generally supportive of the mission, purpose, and values of this institution.	

2017 Campus Culture and Policies: Administrator
(in order of importance)

Strengths	Challenges
This institution treats students as its top priority.	This institution makes sufficient budgetary resources available to achieve important objectives.
Administrators take pride in their work.	There are effective lines of communication between departments.
Staff take pride in their work.	This institution plans carefully.
This institution promotes excellent employee-student relationships.	This institution makes sufficient staff resources available to achieve important objectives.
Faculty take pride in their work.	The institution does a good job of meeting the needs of staff.
	There is good communication between staff and administration at this institution.

2017 Campus Culture and Policies:
Comparisons by Employee Categories

Item	Faculty	Exempt Staff	Non-Exempt Staff	Admin
This institution treats students as its top priority.	Strength	Strength	Strength	Strength
This institution promotes excellent employee-student relationships.	Strength	Strength		Strength
This institution does a good job of meeting the needs of students.			Strength	
Faculty take pride in their work.	Strength	Strength		Strength
Staff take pride in their work.	Strength	Strength	Strength	Strength
Administrators take pride in their work.	Strength			Strength
This institution is well-respected in the community.	Strength	Strength	Strength	
The leadership of this institution has a clear sense of purpose.			Strength	
Most employees are generally supportive of the mission, purpose, and values of this institution.			Strength	
This institution does a good job of meeting the needs of its faculty.	Challenge			
This institution does a good job of meeting the needs of its staff.		Challenge	Challenge	Challenge
This institution makes sufficient budgetary resources available to achieve important objectives.	Challenge	Challenge		Challenge
This institution makes sufficient staff resources available to achieve important objectives.				Challenge
There are effective lines of communication between departments.		Challenge		Challenge
There is good communication between the staff and the administration at this institution.				Challenge
There is good communication between the faculty and the administration at this institution.	Challenge			

Item	Faculty	Exempt Staff	Non-Exempt Staff	Admin
Administrators share information regularly with faculty and staff.	Challenge			
This institution plans carefully.	Challenge			Challenge
This institution involves its employees in planning for the future.			Challenge	
There is a spirit of teamwork and cooperation at this institution.		Challenge		
This institution consistently follows clear processes for orienting and training new employees.		Challenge	Challenge	

Strengths: There was a great deal of similarity among the Strengths identified by employees in Campus Culture and Policies, regardless of their role. Employee groups typically identified five or six issues as Strengths. Employees all believe that Gallaudet treats students as their top priority, and all believe the institution promotes excellent employee-student relationships or meets the needs of students. Pride in their own work, and respect for Gallaudet was also common among employees, with the exception of Administrators' response for the latter.

Challenges: Employee groups agreed that meeting employee needs was a Challenge, with faculty focusing on meeting faculty needs, and all other employee groups focused on meeting staff needs. Another shared challenge was resources, in particular budgetary resources, with the exception of Non-Exempt Staff for whom budget was not identified as a Challenge. Administrators also identified staff resources as a Challenge. Adequate staff was also reiterated frequently in the open-ended comments. Stakeholders in all employee roles also identified some type of communication as a Challenge, usually related to their role.

Five other items were identified as Challenges. However, the item identified as a Challenge varied dependent on employee role. These variations included the following:
- Faculty and administrators identified items related to planning as a challenge. However, staff did not express concern with planning.
- Teamwork and cooperation was a Challenge identified only by Exempt Staff.
- Process for orienting and training new hires was identified as a Challenge by Non-Exempt and Exempt Staff.
- Non-Exempt Staff identified the smallest number of issues as Challenges (three), while Administrators identified the highest number of issues as Challenges (six)

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

important at all and 5 = very important), and how. The table below lists the Strengths and Challenges for Work Environment for each employee category, in order of importance.

Work Environment: Faculty
(in order of importance)

Strengths	Challenges
The type of work I do on most days is personally rewarding.	My department has the staff needed to do its job well.
The employee benefits available to me are valuable.	My department has the budget needed to do its job well.
My supervisor pays attention to what I have to say.	I am paid fairly for the work I do.
The work I do is valuable to the institution.	University administrators are accessible and receptive to input.
The work I do is appreciated by my supervisor.	Transparent and informed communication is practiced consistently throughout the university community.
I am proud to work at this institution.	

Work Environment: Exempt Staff
(in order of importance)

Strengths	Challenges
The employee benefits available to me are valuable.	I am paid fairly for the work I do.
The work I do is valuable for the institution.	My department has the staff needed to do its job well.
I am proud to work at this institution.	My department has the budget to do its job well.
My supervisor pays attention to what I have to say.	
The type of work I do on most days is personally rewarding.	
I am treated with respect for my cultural/personal differences in my unit/department at Gallaudet University.	

Work Environment: Non-Exempt Staff
(in order of importance)

Strengths	Challenges
The employee benefits available to me are valuable.	My department has the staff needed to do its job well.
I am proud to work at this institution.	I am paid fairly for the work I do.
There are adequate programs or resources in place to strengthen my use of ASL.	My department has the budget to do its job well.
The type of work I do is personally rewarding.	I have adequate opportunities for training to improve my skills.
The work I do is valuable for the institution.	I have adequate opportunities for advancement.
The work I do is appreciated by my supervisor.	

Work Environment: Administrator
(in order of importance)

Strengths	Challenges
My supervisor pays attention to what I have to say.	My department has the staff needed to do its job well.
The work I do is valuable to the institution.	My department has the budget to do its job well.
The type of work I do on most days is personally rewarding.	There are regular demonstrations of expected ethical behavior and attitudes by influential University leaders.
I am proud to work at this institution.	Transparent and informed communication is practiced consistently throughout the institution.
The employee benefits available to me are valuable.	I am empowered to resolve problems quickly.
The work I do is appreciated by my supervisor.	Information flowers upward and is recognized at higher levels of the administration.

Work Environment:
Comparisons by Employee Categories

Item	Faculty	Exempt Staff	Non-Exempt Staff	Admin
The type of work I do on most days is personally rewarding.	Strength	Strength	Strength	Strength
The work I do is valuable to the institution.	Strength	Strength	Strength	Strength
I am proud to work at this institution.	Strength	Strength	Strength	Strength
My supervisor pays attention to what I have to say.	Strength	Strength		Strength
The work I do is appreciated by my supervisor.	Strength		Strength	Strength
The employee benefits available to me are valuable.	Strength	Strength	Strength	Strength
There are adequate programs or resources in place to strengthen my use of ASL.			Strength	
I am treated with respect for my cultural/personal differences in my unit/department at Gallaudet University.		Strength		
My department has the budget needed to do its job well.	Challenge	Challenge	Challenge	Challenge
My department has the staff needed to do its job well.	Challenge	Challenge	Challenge	Challenge
I am paid fairly for the work I do.	Challenge	Challenge	Challenge	
There are regular demonstrations of expected ethical behavior and attitudes by influential University leaders.				Challenge
University administrators are accessible and receptive to input.	Challenge			
Transparent and informed communication is practiced consistently throughout the university community.	Challenge			Challenge
Information flows upward and is recognized at higher levels of the administration.				Challenge
I am empowered to resolve problems quickly.				Challenge
I have adequate opportunities for training to improve my skills.			Challenge	
I have adequate opportunities for advancement.			Challenge	

As with Campus Culture and Policies, employees, regardless of role, agreed a great deal on Work Environment Strengths at Gallaudet.

Strengths: Employees in all role groups identified six Strengths. Employees all express pride in their work, and agree that their work is rewarding and valuable. Employees in most roles feel appreciated by their supervisor (Exempt Staff are the exception to this). They also note that their supervisor pays attention to what they have to say (Non-Exempt Staff are the exception on this). All employees also note their appreciation of the employee benefits at Gallaudet. Non-Exempt staff rate programs to support their ASL as a Strength of Gallaudet.

Challenges: The number of Challenges identified by employees in a particular role varied from three, for Exempt Staff, to six, for Administrators. At the top of the list for challenges are budget and staff for departments to do their job well. The appearance of "staff needed to do the job well" as a Challenge is in contrast to the question under Campus Culture and Policies that asks, "This institution makes sufficient staff resources available to achieve important objectives." This item, regarding sufficient staff to achieve objectives, was identified as a Challenge only by Administrators.

In the Work Environment subscale, most other items identified as Challenges were identified by Administrators. However, Faculty and Administrators did share concerns regarding communication, although in different areas. Administrators responses identified "transparent and informed communication…" as a Challenge, while Faculty identified administrator accessibility and receptivity to input as a Challenge. These issues were also identified repeatedly in open-ended comments (see the full ESS Report for further information.)

D. Institutional Goals: By Employee Category

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

<div align="center">Faculty</div>

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean
1. Improve employee morale	4.76
2. Improve the quality of existing academic programs	4.54
3. Improve the academic ability of entering student classes	4.54
4. Retain more of its current students to graduation	4.61
5. Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach	4.15

Exempt Staff

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean
1. Retain more of its current students to graduation	4.77
2. Improve employee morale	4.73
3. Improve the quality of existing academic programs	4.67
4. Improve the academic ability of entering student classes	4.67
5. Increase the enrollment of new students	4.63

Non-Exempt Staff

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean
1. Increase the enrollment of new students	4.73
2. Improve the academic ability of entering student classes	4.70
3. Retain more of its current students to graduation	4.67
4. Improve employee morale	4.67
5. Improve the quality of existing academic programs	4.61

Administrator

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean
1. Retain more of its current students to graduation	4.83
2. Improve employee morale	4.64
3. Improve the quality of existing academic programs	4.66
4. Increase the enrollment of new students	4.59
5. Improve the academic ability of entering student classes	4.56

Respondents in all employee categories rated "retention to graduation," "employee morale," "improving the quality of existing academic programs", and "improving the ability of entering student classes" among their top five institutional goals. In 2017 Faculty included "Increase research activities…" among their top goals for the first time. All groups, with the exception of Faculty included "Enrollment of new students" as a top five goal.

III. Overall Satisfaction with Gallaudet

Employee Role	Overall Satisfaction: Mean Score
Exempt Staff	3.66
Administrators	3.63
Non-Exempt Staff	3.60
Faculty	3.30

Mean scores for overall satisfaction with Gallaudet were similar among employee groups, with the exception of Faculty, whose overall satisfaction was .30 less than the next highest employee group.

IV. Comparing Gallaudet with Peer Institutions

Noel-Levitz provides data to allow GU to compare the responses of our employees to those at other peer institutions. However, the data is provided for all employees as a whole and is not disaggregated by employee category.

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

Appendix A: Employee Satisfaction Survey

RESEARCH TOOLKIT – REVIEW SAMPLE

Noel-Levitz. Employee Satisfaction Survey

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

Q1

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

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

Page 1 of 4

Q2

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

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

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

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

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

Q3

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

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

Q4

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

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

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

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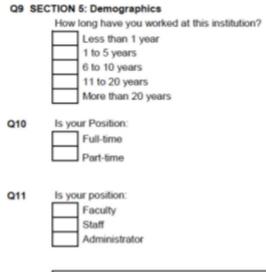☐ Satisfied
☐ Somewhat satisfied
☐ Not very satisfied
☐ Not satisfied at all

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

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

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

Q9 SECTION 5: Demographics

How long have you worked at this institution?

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

Q10 Is your Position:

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

Q11 Is your position:

	Faculty
	Staff
	Administrator

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

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

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

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

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