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UNI Faculty and Staff Climate Survey, August 2004

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UNI Faculty and Staff Climate Survey



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August 2004

Table of Contents

	<u>Page</u>
Introduction	1
Method.....	2
Results.....	4

Summary of Responses by Employment Classification

Q1	Faculty and staff encourage students to participate in university-related intellectual activities (e.g. guest speakers, symposia, conferences)	10
Q2	Faculty and staff have developed high quality mentoring relationships with students.....	11
Q3	Faculty and staff give high quality advising to UNI students	12
Q4	Faculty encourage the expression of diverse points of view in the classroom.....	13
Q5	UNI provides opportunities for mentoring and social interaction among students, faculty, and staff.....	14
Q6	Faculty and staff collaborate with students on academic or extracurricular activities	15
Q7	I feel a sense of belonging to the university community	16
Q8	Faculty include information on multiple cultures and points of view in their classroom.....	17
Q9	Faculty effectively prepare UNI students to be contributing members of a multicultural/multinational world	18
Q10	I have experienced positive social interactions with faculty, staff, or students who have different backgrounds or beliefs than my own	19
Q11	UNI values all its members regardless of race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status....	20

Q12	I have experienced a prejudicial remark or behavior on campus tied to my race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status	21
Q13	UNI provides opportunities for participation in university governance activities	22
Q14	UNI provides a welcoming and responsive environment for members of the UNI community who have unique needs that may affect their opportunity for success.	23

List of Figures and Tables

Figure 1.	Comparison of the UNI Faculty and Staff Climate Survey and the UNI Student Satisfaction Survey: Mean Ratings.....	2
Figure 2.	Comparison of Mean Ratings by Survey Year	8
Table 1.	Demographic Information by Employment Classification	3
Table 2.	Comparison of Mean Ratings by Survey Year	7

Appendix A

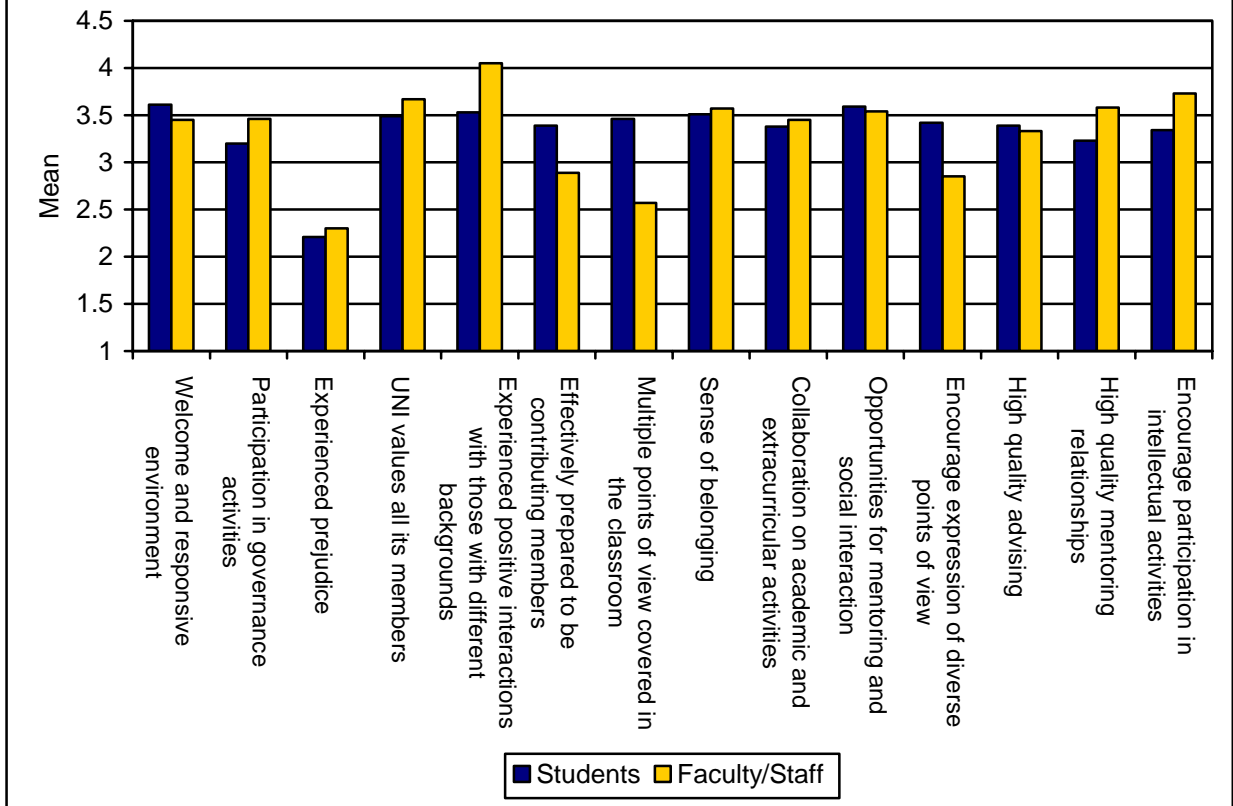
Cover Letter for the UNI Faculty and Staff Climate Survey.....	25
UNI Faculty and Staff Climate Survey.....	26

Introduction

This report presents the summary of the University of Northern Iowa (UNI) Faculty and Staff Climate Survey conducted during the Spring 2004 semester. The purpose of this report is to provide information on the opinions of faculty and staff members regarding the academic and social environment at UNI. This survey has been conducted annually in an attempt to obtain feedback from university employees on issues regarding their employment experiences and the university environment as a whole.

The UNI Faculty and Staff Climate Survey was developed along with the UNI Student Climate Survey to annually assess faculty, staff and student perceptions of the campus environment at UNI. Items used in the Student Climate Survey focus on student perceptions of the social and educational environment at UNI. The Faculty and Staff Climate Survey consists of similar questions grammatically altered from those on the Student Climate Survey to reflect the change from student respondent to university employee. The corresponding questions between faculty, staff, and students allow for a direct comparison between responses on both surveys to see whether any trends exist among these groups of respondents (see Figure 1 for a comparison of faculty, staff and student responses to similar survey questions).

Figure 1. Comparison of the UNI Faculty and Staff Climate Survey and the UNI Student Satisfaction Survey: Mean Ratings



Method

This survey was mailed to all UNI faculty and staff members during the first week of April 2004. Respondents were asked to answer questions regarding the social and educational environment at UNI. Each faculty member, professional and scientific staff member (P & S), and merit employee was mailed a survey instrument through the campus mail system (the UNI Mail Center provided information on total faculty and staff numbers at the time of survey administration). They were given instructions to complete the survey and return it to the Office of Information Management & Analysis within 10 business days. The survey encompassed 14 questions plus a section on demographic characteristics. Respondents were asked to indicate the extent to which they agreed or disagreed with the survey statements on a scale from 1 (strongly disagree) to 5 (strongly agree). They were also given a “not applicable” option. A copy of the survey

instrument can be found in Appendix A. All survey responses were entered into the computer and converted to a data file by a student research assistant. The data were then analyzed to show patterns of response. Of the 2,065 survey instruments mailed out, the survey was completed and returned by 504 faculty and staff members, resulting in an overall response rate of 24.4%.

Table 1 shows the demographic information for respondents to the UNI Faculty and Staff Climate Survey by employment classification. For the purposes of this study, demographic information consists of department, classification, employment status, sex, and race. We were unable to obtain demographic for some respondents. This missing data is reflected in the decreased total numbers for each category. Throughout the report most percentages were rounded to the nearest one tenth of one percent. Therefore, due to this rounding, the values of some of the tables may not equal exactly 100%.

Table 1. Demographic Information by Employment Classification										
	Faculty		P & S		Merit		Other		Total	
	N	%	N	%	N	%	N	%	N	%
Department										
Academic Affairs	121	74.2	34	20.7	34	33.3	5	45.5	194	44.1
Educational & Student Services	22	13.5	68	41.5	37	36.3	3	27.3	130	29.5
Administration & Finance	0	0	28	17.1	19	18.6	2	18.2	49	11.1
Advancement	0	0	14	8.5	2	2.0	0	0	16	3.6
President's Office	1	0.6	1	0.6	2	2.0	0	0	4	0.9
Other	19	11.7	19	11.6	8	7.8	1	9.1	47	10.7
Total	163	100	164	100	102	100	11	100	440	100
Status										
Full-Time	197	94.3	158	93.5	96	88.9	7	50.0	458	91.6
Part-Time	12	5.7	11	6.5	12	11.1	7	50.0	42	8.4
Total	209	100	169	100	108	100	14	100	500	100
Gender										
Male	112	56.3	62	36.7	19	17.9	3	21.4	196	40.2
Female	87	43.7	107	63.3	87	82.1	11	78.6	292	59.8
Total	199	100	169	100	106	100	14	100	488	100
Race/Ethnicity										
American Indian/Alaskan Native	1	0.5	2	1.2	0	0	0	0	3	0.6
Asian	8	4.1	2	1.2	2	1.9	0	0	12	2.5
Black/African American	1	0.5	10	6.0	3	2.9	1	7.1	15	3.1
Caucasian	176	90.3	148	89.2	95	92.2	13	92.9	432	90.4
Hispanic/Latino	3	1.5	3	1.8	1	1.0	0	0	7	1.5
Other	6	3.1	1	0.6	2	1.9	0	0	9	1.9
Total	195	100	166	100	103	100	14	100	478	100

Results

Summary tables and charts of responses to the survey questions show the number and the percent responding to each question. Responses to each question are also presented in summary tables and charts broken down by academic department and employment classification. Data for some respondents was unavailable; therefore, some percentages reflect this missing data.

Following data analysis of the UNI Faculty and Staff Climate Survey, certain patterns of response emerged. These survey response sets highlight key issues of importance for UNI faculty and staff members. Certain patterns of response may indicate a need for future examination of relationships in the university environment. The following list presents some of the key observations of the survey. Please note that agreement is presented in terms of individuals who responded either “agree” or “strongly agree” to the survey items. It is also important to take note of the percentage of “neutral” and “not applicable” responses from faculty and staff members. Presented below are some highlights of the survey.

- ❖ Faculty and staff perceive UNI as an environment where they are free to express their thoughts and ideas.
 - Faculty and staff feel a strong sense of belonging to the university community (63.9%).
 - 61.1% of respondents feel that UNI provided them with opportunities for participation in university governance activities.
 - Faculty and staff agree that UNI provides opportunities for mentoring and social interaction among students, faculty and staff (63.1%).

- ❖ Faculty and staff generally perceive UNI as an environment that promotes multicultural education and experiences.
 - Most faculty and staff agree that they experience positive social interactions with faculty, staff, or students who have different backgrounds or beliefs than their own (83.9%).
 - Over half of faculty and staff respondents (70.6%) feel that UNI values all its members regardless of race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.
 - In contrast, less than half of the respondents (42.6%) believe that faculty members effectively prepare UNI students to be contributing members of a multicultural / multinational world.

- ❖ UNI's commitment to diversity is generally perceived to be strong and widespread.
 - About half of the respondents agree that the expression of diverse points of view is encouraged in the classroom (49.0%).
 - While 38.5% of respondents indicate that faculty include information on multiple cultures and points of view in their classroom, most respondents indicate that this question does not apply to them (25.8%) or that their opinion is neutral (27.4%).
 - Less than one third of respondents (27.6%) have experienced a prejudicial remark or behavior on campus tied to their race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.

- ❖ UNI faculty and staff provide a supportive learning environment for students.
 - Well over half of the respondents agree (57.8%) that faculty and staff give high quality advising to UNI students.
 - 62.5% of respondents believe that faculty and staff collaborate with students on academic or extracurricular activities.

- Faculty and staff develop high quality mentoring relationships with students (64.9%).
- A large majority of respondents agree (73.4%) that faculty and staff encourage students to participate in university-related intellectual activities like attending guest speaker sessions and conferences.
- 59.7% of respondents said they feel that UNI provides a welcoming and responsive environment to members of the UNI community who have unique needs that may affect their opportunity for success.

Table 2. Comparison of Mean Ratings by Survey Year					
	1999	2000	2002	2003	2004
Faculty and staff encourage students to participate in university-related intellectual activities (e.g. guest speakers, symposia, conferences).	3.64	3.75	3.51	3.78	3.73
Faculty and staff have developed high quality mentoring relationships with students.	3.56	3.55	3.34	3.60	3.58
Faculty and staff give high quality advising to UNI students.	3.50	3.55	3.24	3.43	3.33
Faculty encourage the expression of diverse points of view in the classroom.	3.48	3.45	3.45	2.90	2.85
UNI provides opportunities for mentoring and social interaction among students, faculty, and staff.	na*	na	na	3.48	3.54
Faculty and staff collaborate with students on academic or extracurricular activities.	3.45	3.49	3.12	3.53	3.45
I feel a sense of belonging to the university community.	3.67	3.62	3.62	3.70	3.57
Faculty include information on multiple cultures and points of view in their classroom.	3.27	3.26	2.60	2.60	2.57
Faculty effectively prepare UNI students to be contributing members of a multicultural / multinational world.	3.20	3.19	2.81	2.93	2.89
I have experienced positive social interactions with faculty, staff, or students who have different backgrounds or beliefs than my own.	3.93	3.94	3.96	4.09	4.05
UNI values all its members regardless of race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.	3.49	3.48	3.44	3.74	3.67
I have experienced a prejudicial remark or behavior on campus tied to my race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.	2.31	2.34	2.24	2.29	2.30
UNI provides opportunities for participation in university governance activities.	na	na	3.61	3.56	3.46
UNI provides a welcoming and responsive environment for members of the UNI community who have unique needs that may affect their opportunity for success.	na	na	na	3.42	3.45

*na = not available for this survey year

Figure 2. Comparison of Mean Ratings by Survey Year

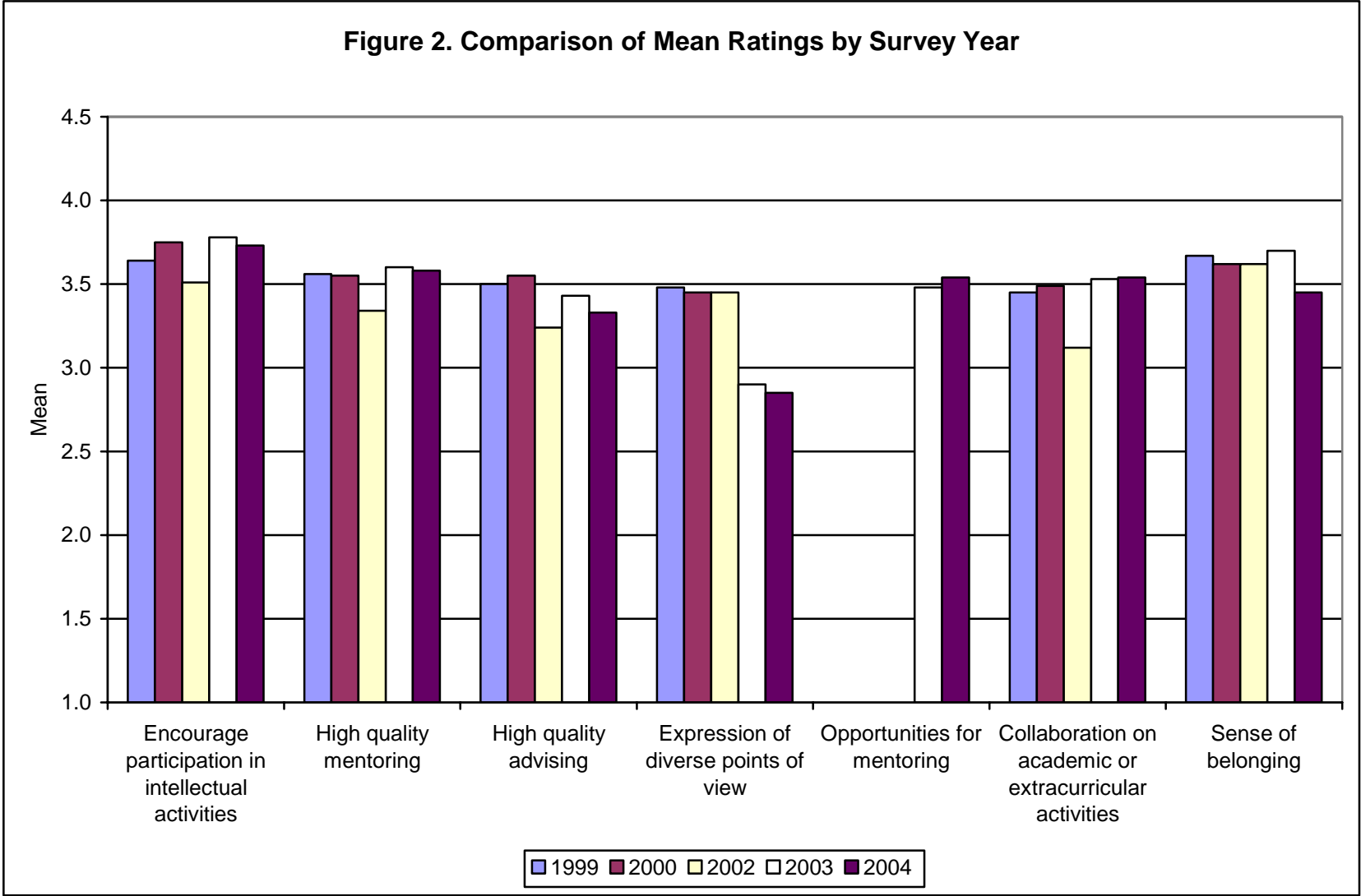
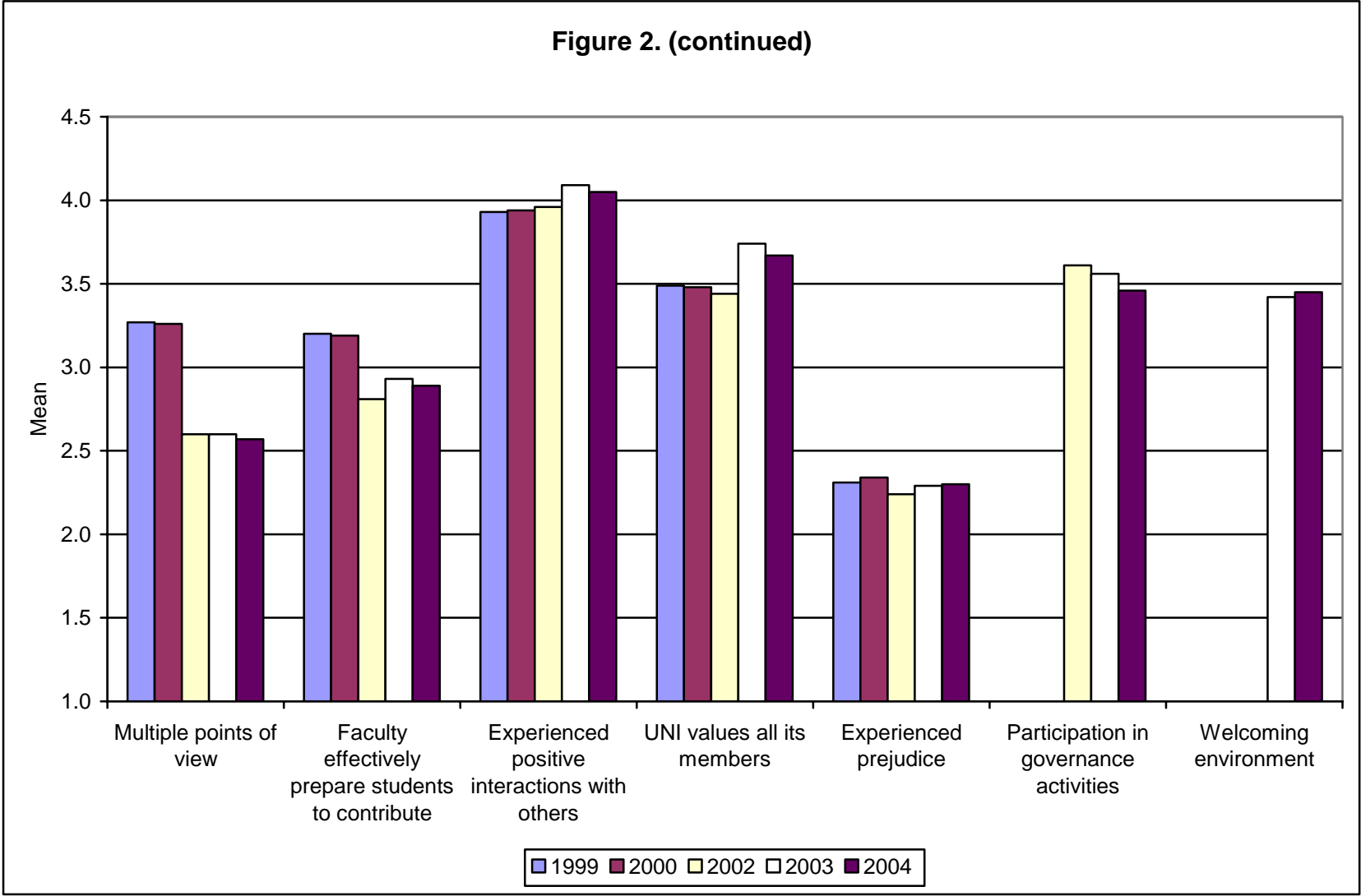


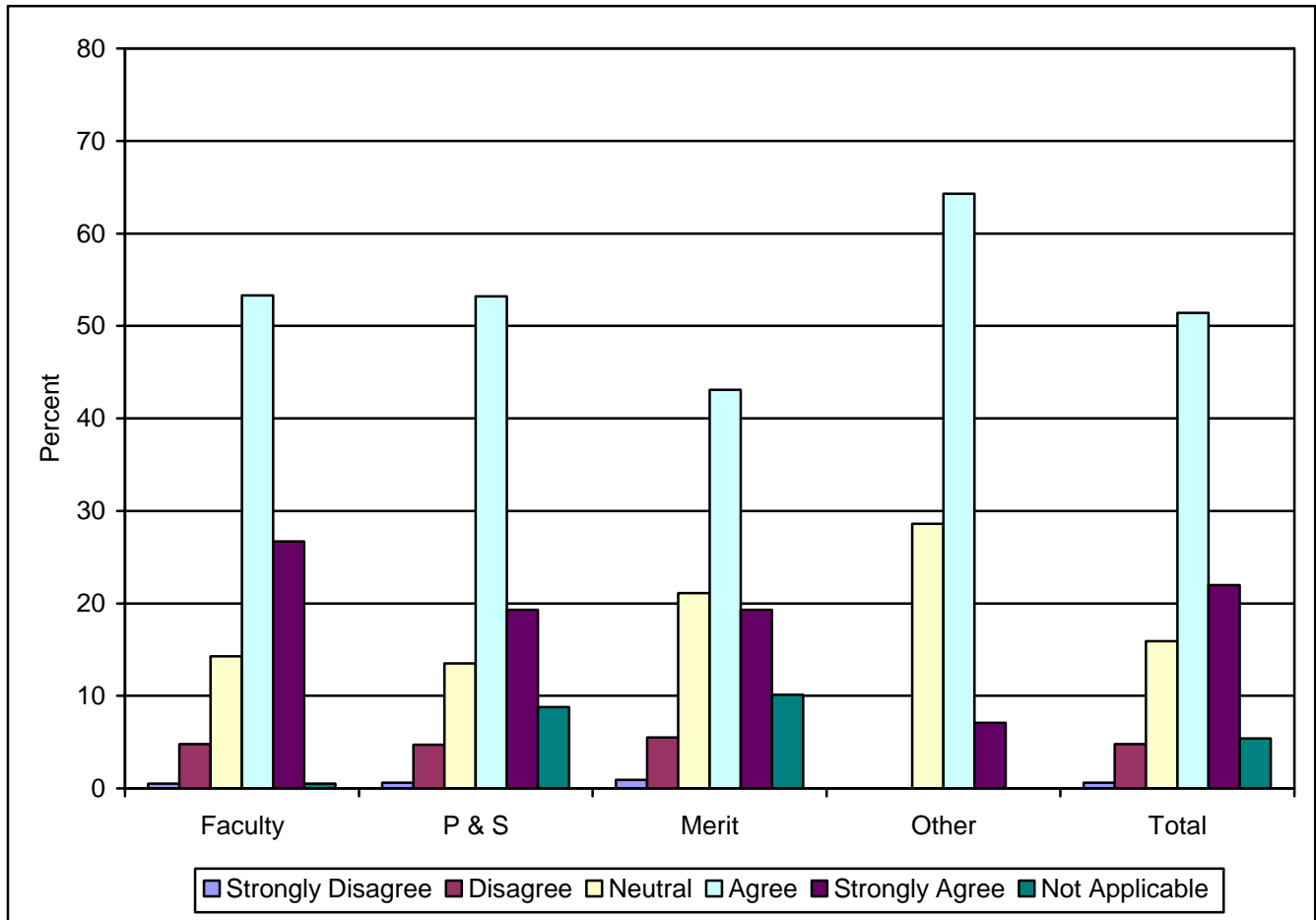
Figure 2. (continued)



Summary of Responses by Employment Classification

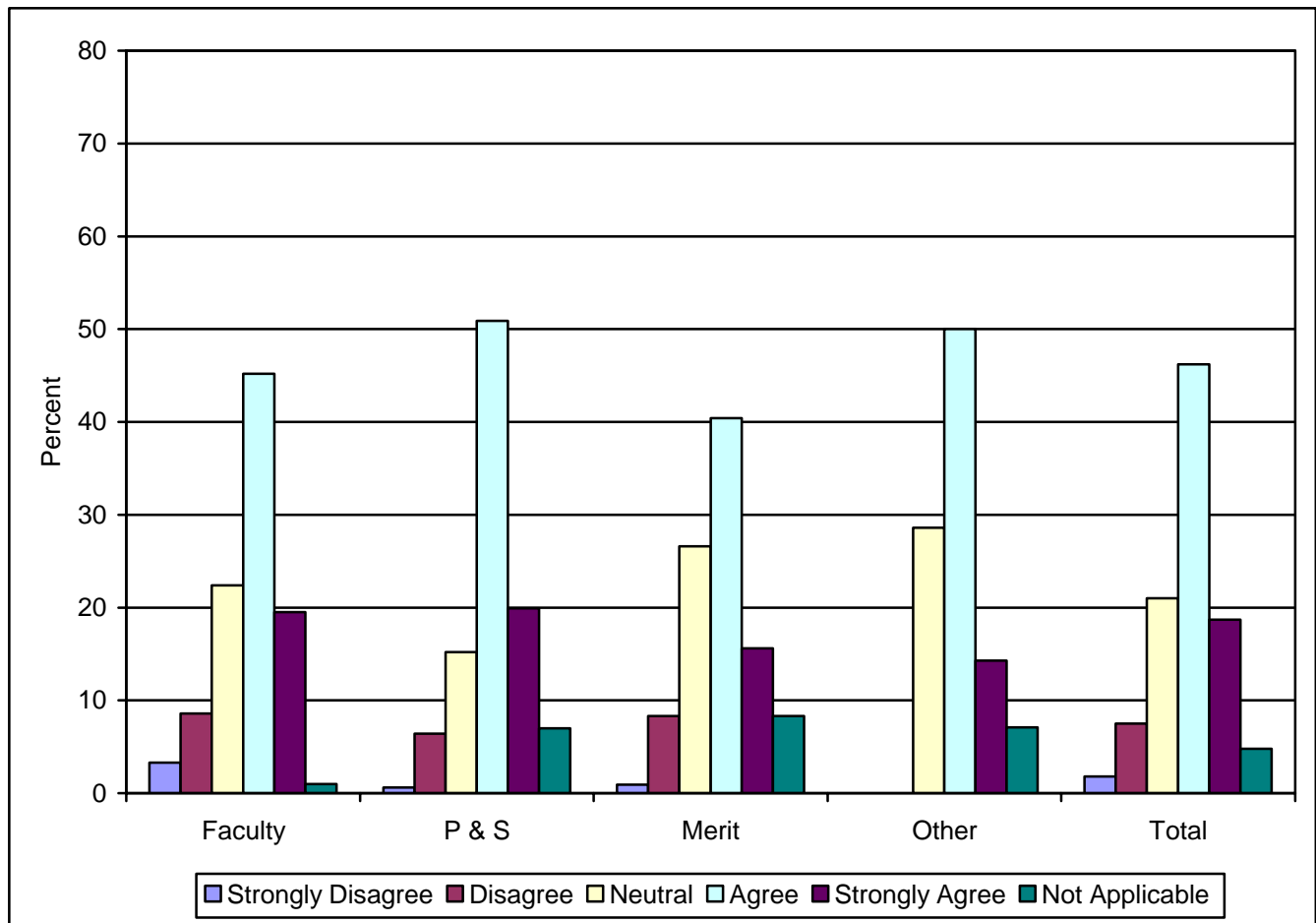
Q1. Faculty and staff encourage students to participate in university-related intellectual activities (e.g. guest speakers, symposia, conferences).

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	1	0.5	10	4.8	30	14.3	112	53.3	56	26.7	1	0.5	210	100
P & S	1	0.6	8	4.7	23	13.5	91	53.2	33	19.3	15	8.8	171	100
Merit	1	0.9	6	5.5	23	21.1	47	43.1	21	19.3	11	10.1	109	100
Other	0	0	0	0	4	28.6	9	64.3	1	7.1	0	0	14	100
Total	3	0.6	24	4.8	80	15.9	259	51.4	111	22.0	27	5.4	504	100



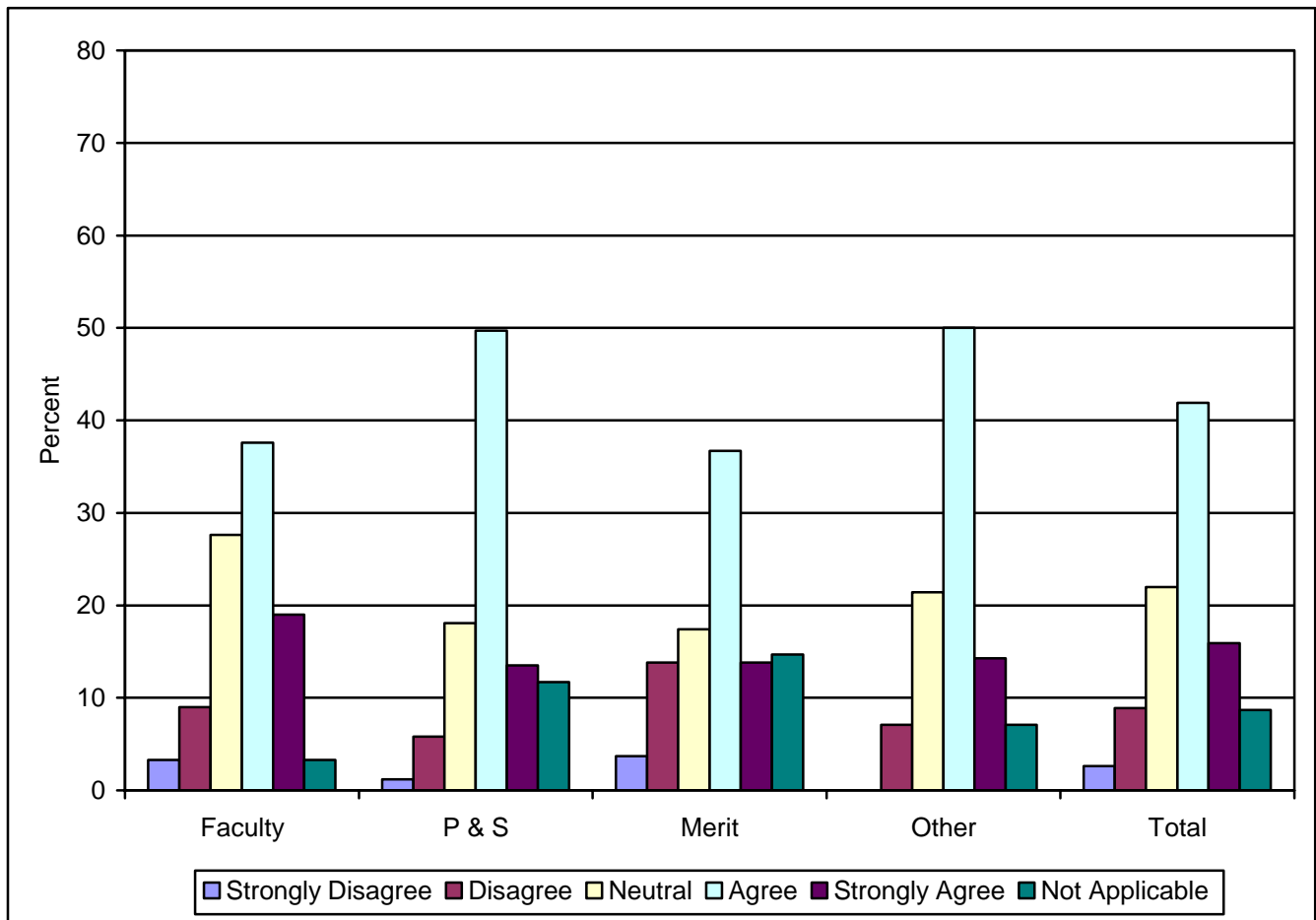
Q2. Faculty and staff have developed high quality mentoring relationships with students.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	7	3.3	18	8.6	47	22.4	95	45.2	41	19.5	2	1.0	210	100
P & S	1	0.6	11	6.4	26	15.2	87	50.9	34	19.9	12	7.0	171	100
Merit	1	0.9	9	8.3	29	26.6	44	40.4	17	15.6	9	8.3	109	100
Other	0	0	0	0	4	28.6	7	50.0	2	14.3	1	7.1	14	100
Total	9	1.8	38	7.5	106	21.0	233	46.2	94	18.7	24	4.8	504	100



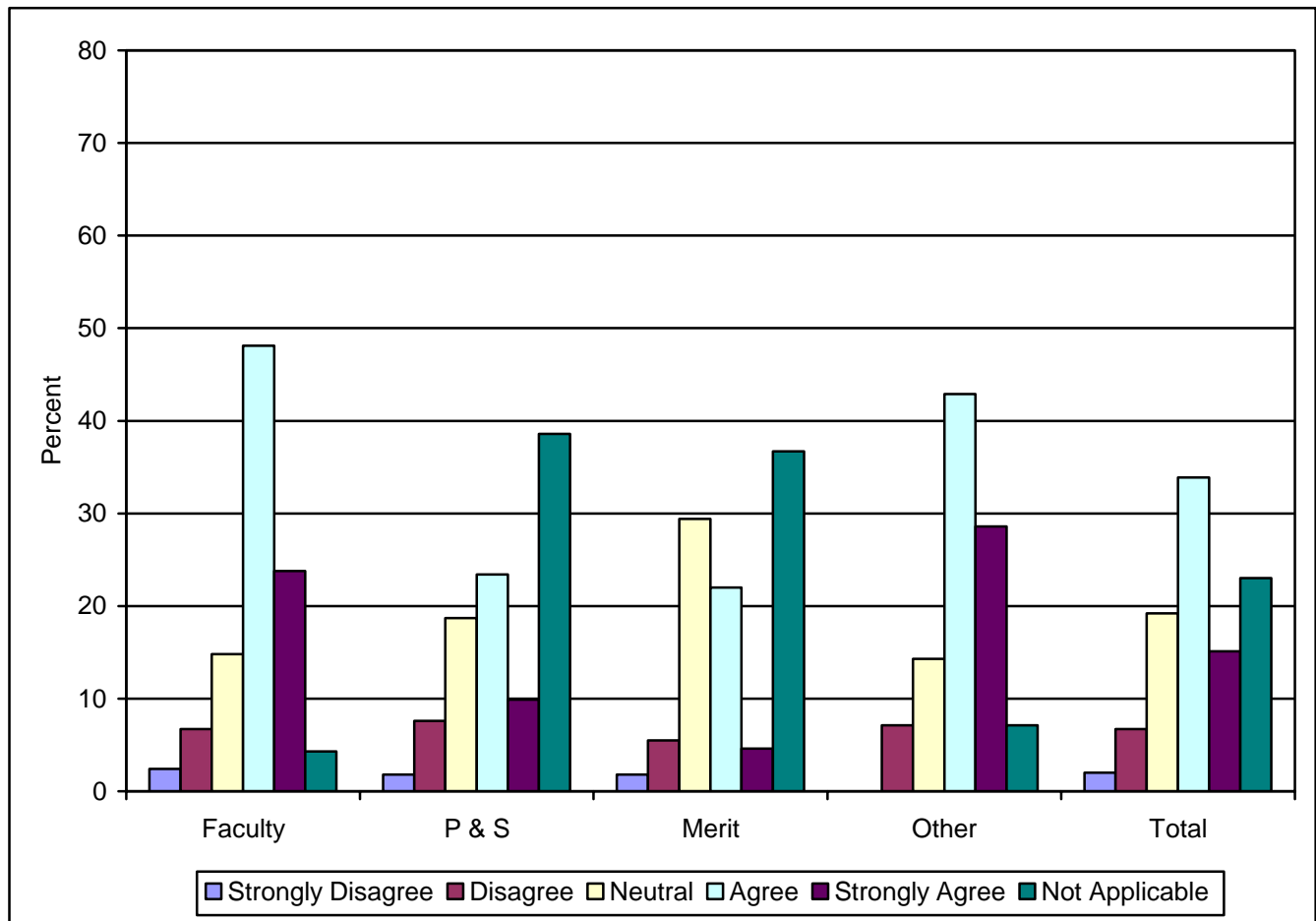
Q3. Faculty and staff give high quality advising to UNI students.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	7	3.3	19	9.0	58	27.6	79	37.6	40	19.0	7	3.3	210	100
P & S	2	1.2	10	5.8	31	18.1	85	49.7	23	13.5	20	11.7	171	100
Merit	4	3.7	15	13.8	19	17.4	40	36.7	15	13.8	16	14.7	109	100
Other	0	0	1	7.1	3	21.4	7	50.0	2	14.3	1	7.1	14	100
Total	13	2.6	45	8.9	111	22.0	211	41.9	80	15.9	44	8.7	504	100



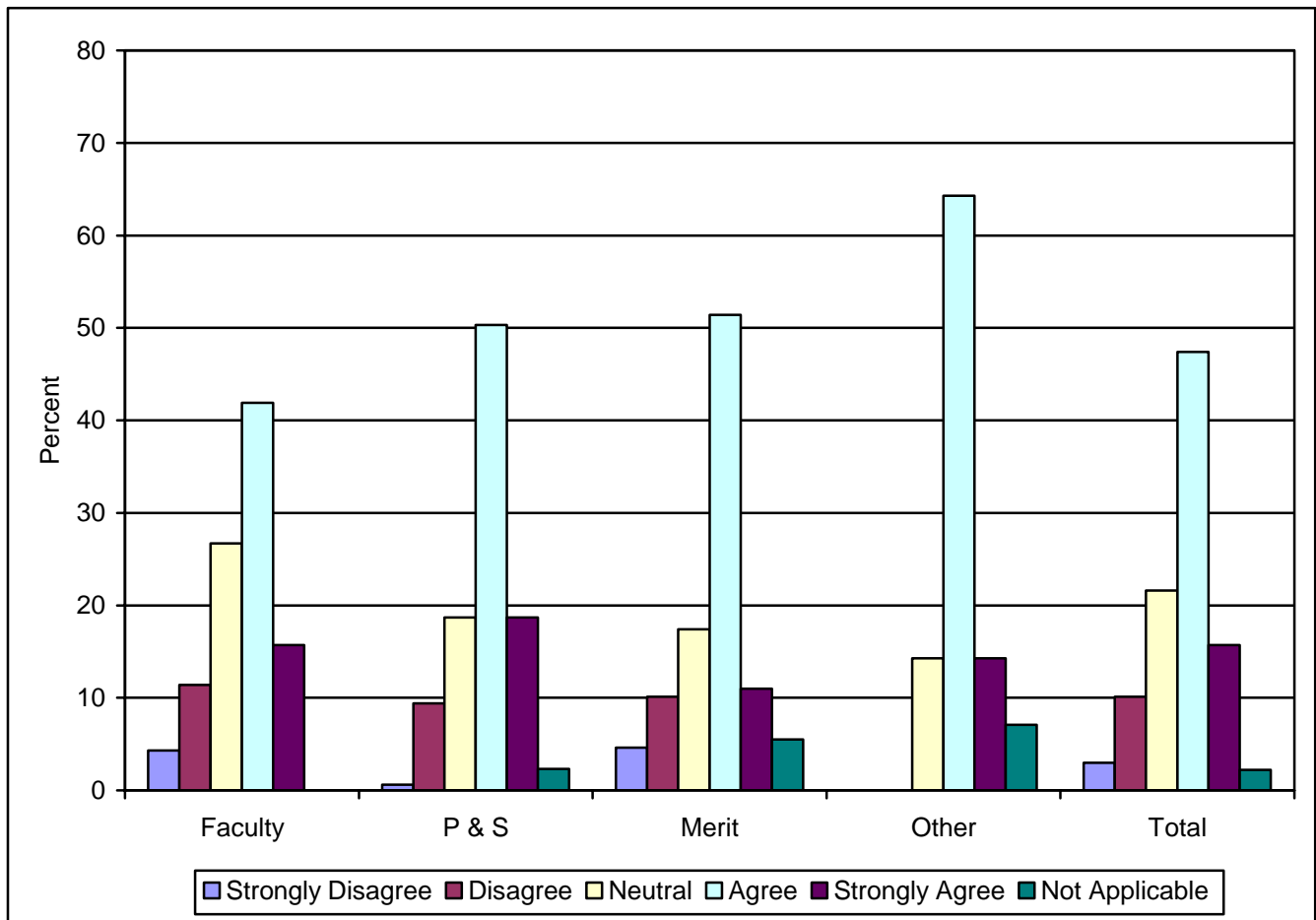
Q4. Faculty encourage the expression of diverse points of view in the classroom.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	5	2.4	14	6.7	31	14.8	101	48.1	50	23.8	9	4.3	210	100
P & S	3	1.8	13	7.6	32	18.7	40	23.4	17	9.9	66	38.6	171	100
Merit	2	1.8	6	5.5	32	29.4	24	22.0	5	4.6	40	36.7	109	100
Other	0	0	1	7.1	2	14.3	6	42.9	4	28.6	1	7.1	14	100
Total	10	2.0	34	6.7	97	19.2	171	33.9	76	15.1	116	23.0	504	100



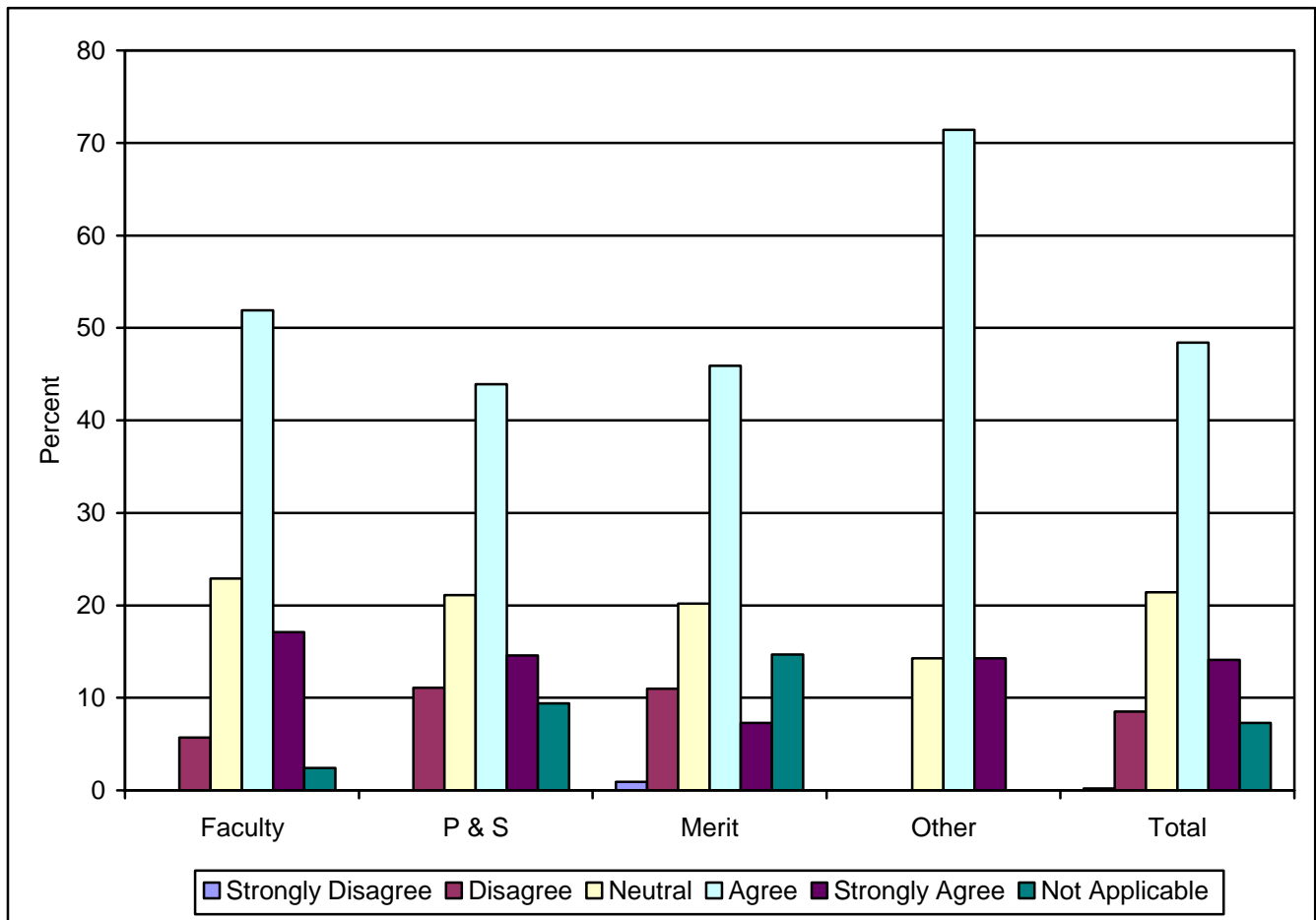
Q5. UNI provides opportunities for mentoring and social interaction among students, faculty and staff.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	9	4.3	24	11.4	56	26.7	88	41.9	33	15.7	0	0	210	100
P & S	1	0.6	16	9.4	32	18.7	86	50.3	32	18.7	4	2.3	171	100
Merit	5	4.6	11	10.1	19	17.4	56	51.4	12	11.0	6	5.5	109	100
Other	0	0	0	0	2	14.3	9	64.3	2	14.3	1	7.1	14	100
Total	15	3.0	51	10.1	109	21.6	239	47.4	79	15.7	11	2.2	504	100



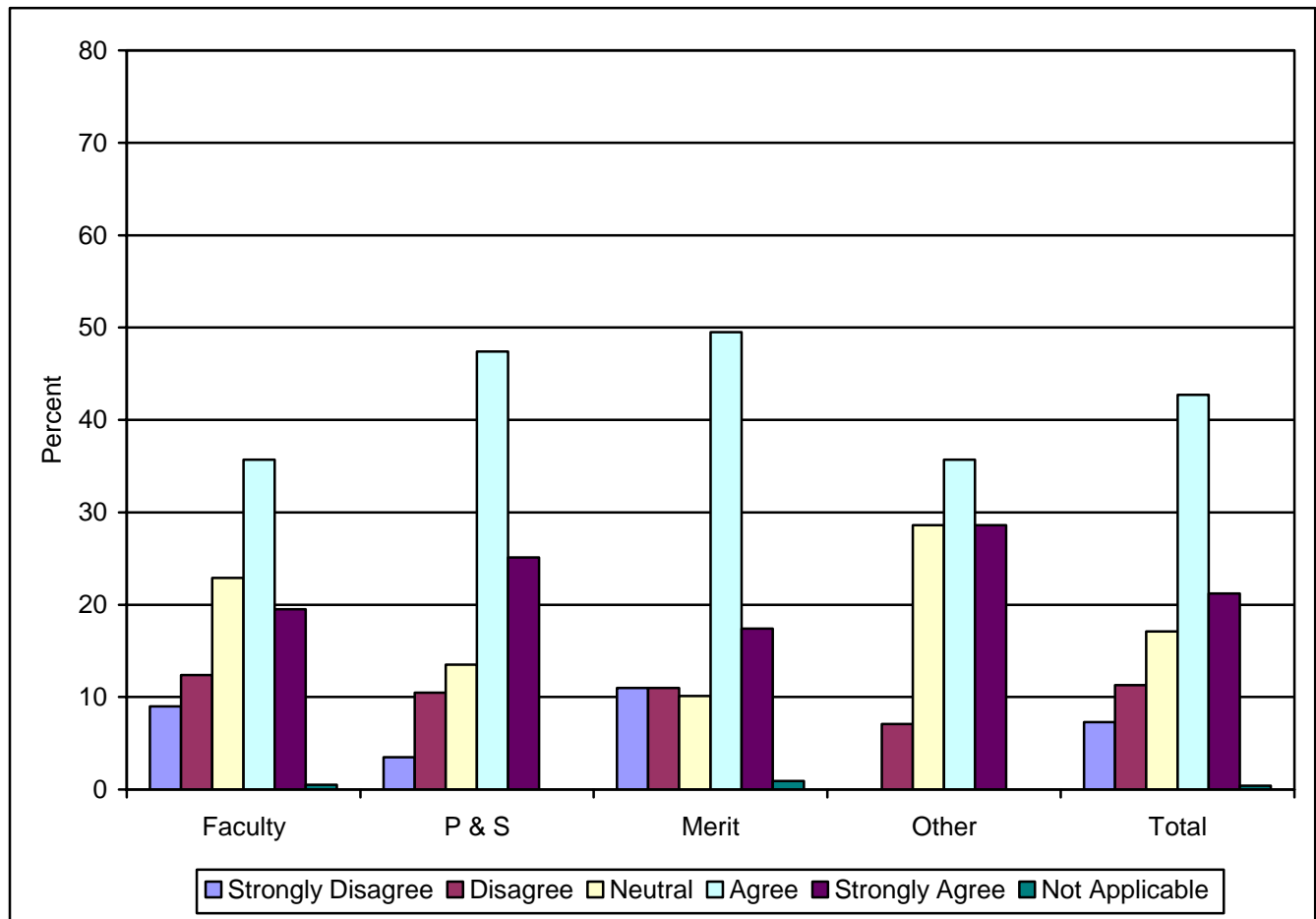
Q6. Faculty and staff collaborate with students on academic or extracurricular activities.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	0	0	12	5.7	48	22.9	109	51.9	36	17.1	5	2.4	210	100
P & S	0	0	19	11.1	36	21.1	75	43.9	25	14.6	16	9.4	171	100
Merit	1	0.9	12	11.0	22	20.2	50	45.9	8	7.3	16	14.7	109	100
Other	0	0	0	0	2	14.3	10	71.4	2	14.3	0	0	14	100
Total	1	0.2	43	8.5	108	21.4	244	48.4	71	14.1	37	7.3	504	100



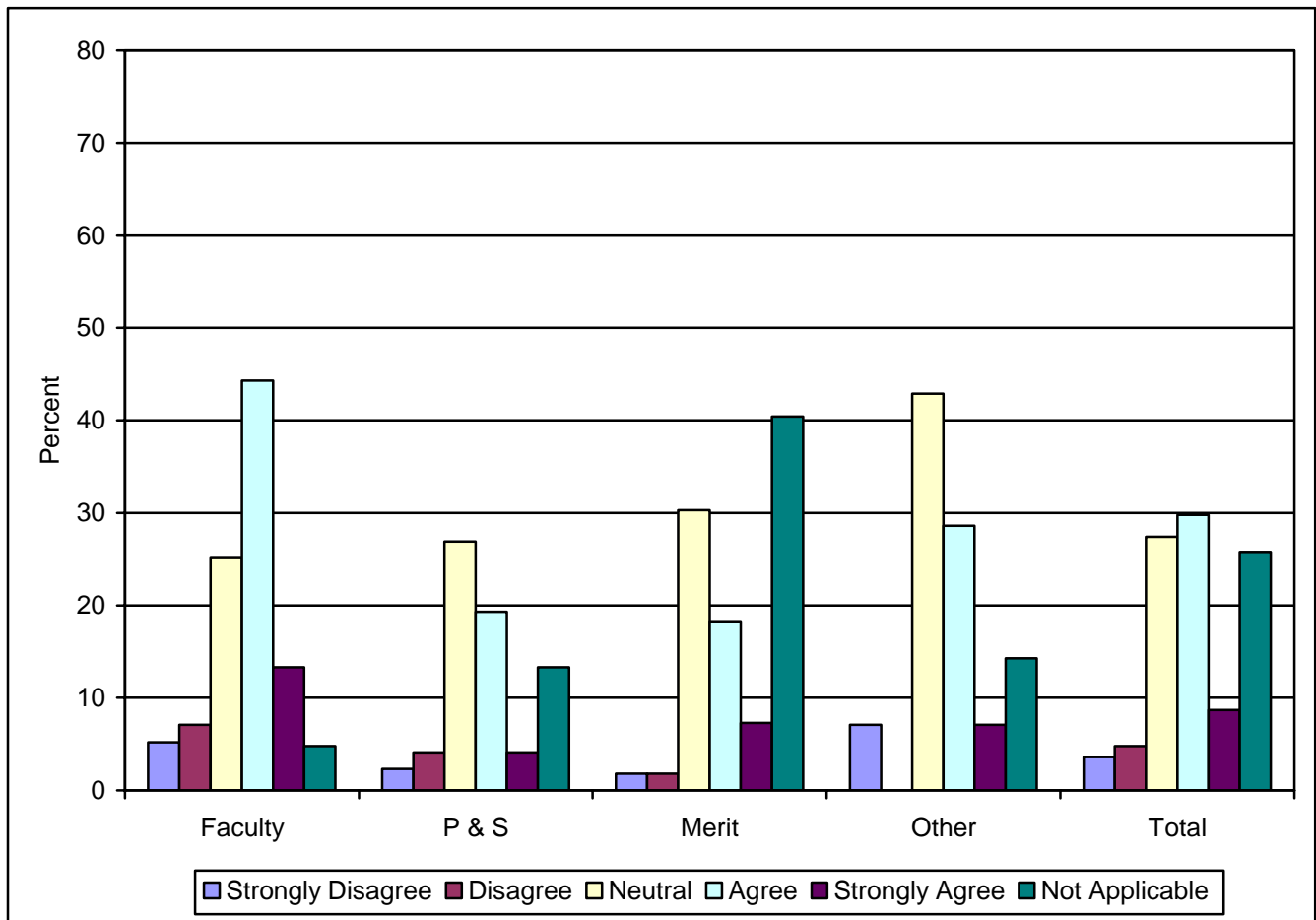
Q7. I feel a sense of belonging to the university community.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	19	9.0	26	12.4	48	22.9	75	35.7	41	19.5	1	0.5	210	100
P & S	6	3.5	18	10.5	23	13.5	81	47.4	43	25.1	0	0	171	100
Merit	12	11.0	12	11.0	11	10.1	54	49.5	19	17.4	1	0.9	109	100
Other	0	0	1	7.1	4	28.6	5	35.7	4	28.6	0	0	14	100
Total	37	7.3	57	11.3	86	17.1	215	42.7	107	21.2	2	0.4	504	100



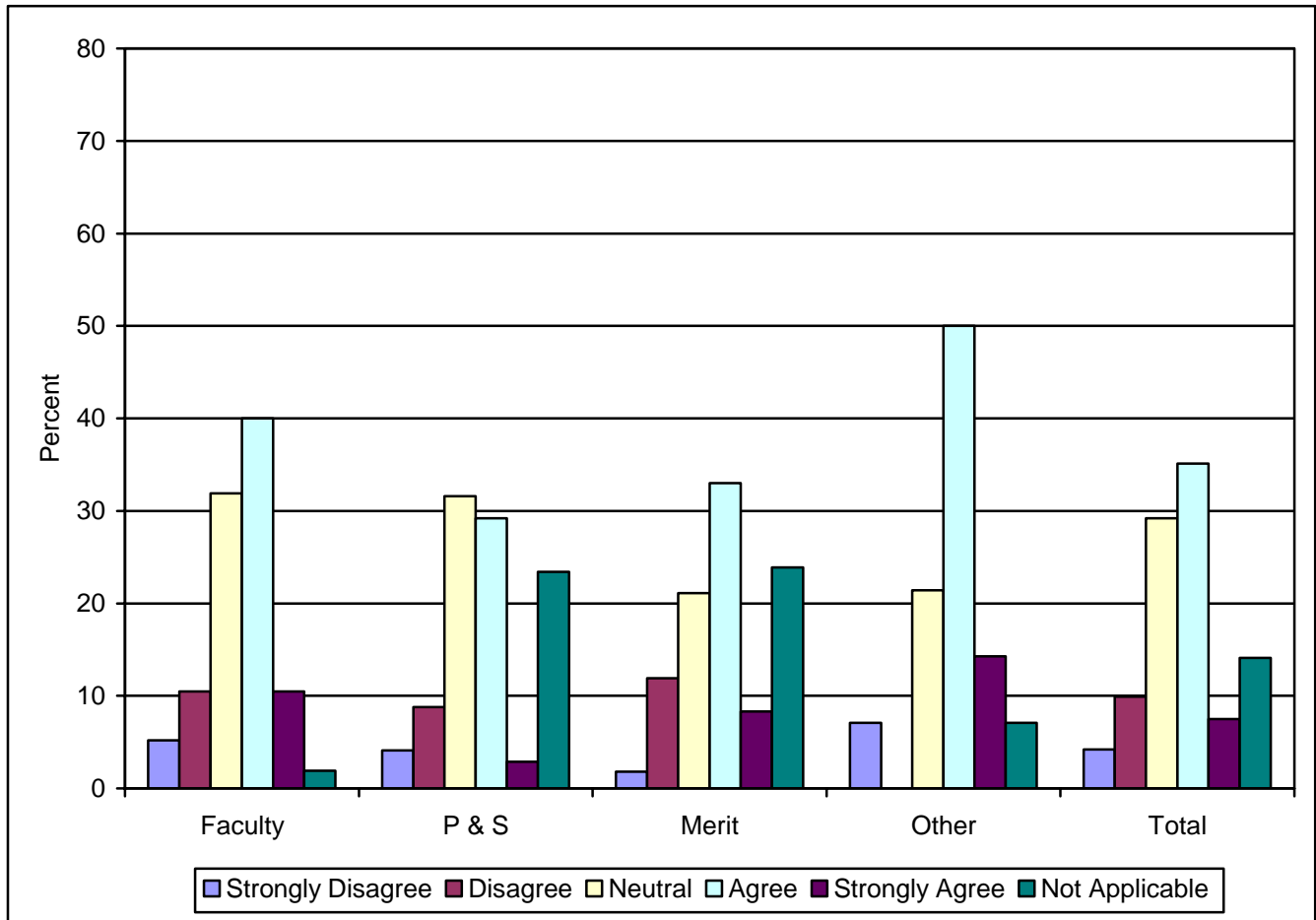
Q8. Faculty include information on multiple cultures and points of view in their classroom.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	11	5.2	15	7.1	53	25.2	93	44.3	28	13.3	10	4.8	210	100
P & S	4	2.3	7	4.1	46	26.9	33	19.3	7	4.1	74	43.3	171	100
Merit	2	1.8	2	1.8	33	30.3	20	18.3	8	7.3	44	40.4	109	100
Other	1	7.1	0	0	6	42.9	4	28.6	1	7.1	2	14.3	14	100
Total	18	3.6	24	4.8	138	27.4	150	29.8	44	8.7	130	25.8	504	100



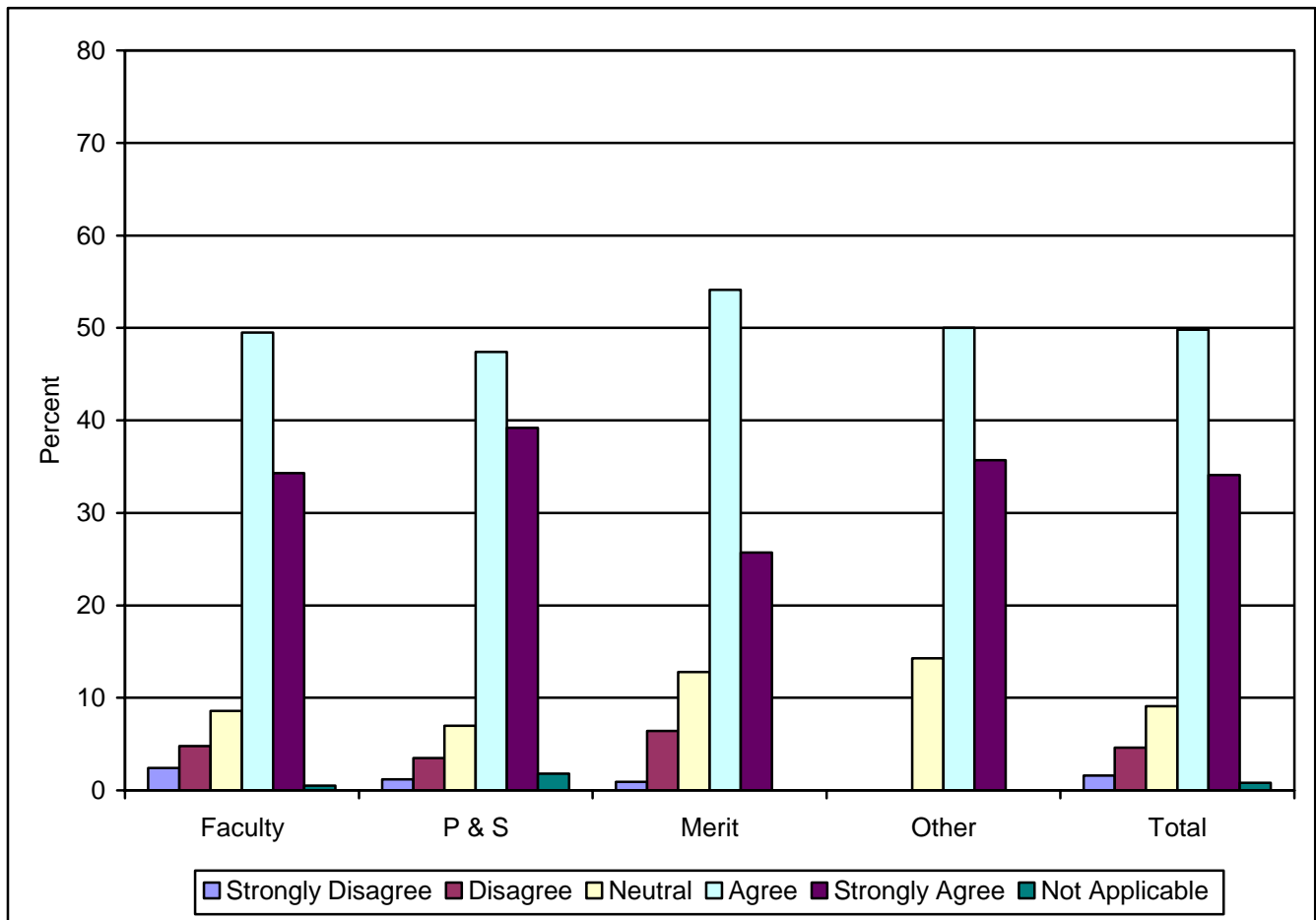
Q9. Faculty effectively prepare UNI students to be contributing members of a multicultural / multinational world.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	11	5.2	22	10.5	67	31.9	84	40.0	22	10.5	4	1.9	210	100
P & S	7	4.1	15	8.8	54	31.6	50	29.2	5	2.9	40	23.4	171	100
Merit	2	1.8	13	11.9	23	21.1	36	33.0	9	8.3	26	23.9	109	100
Other	1	7.1	0	0	3	21.4	7	50.0	2	14.3	1	7.1	14	100
Total	21	4.2	50	9.9	147	29.2	177	35.1	38	7.5	71	14.1	504	100



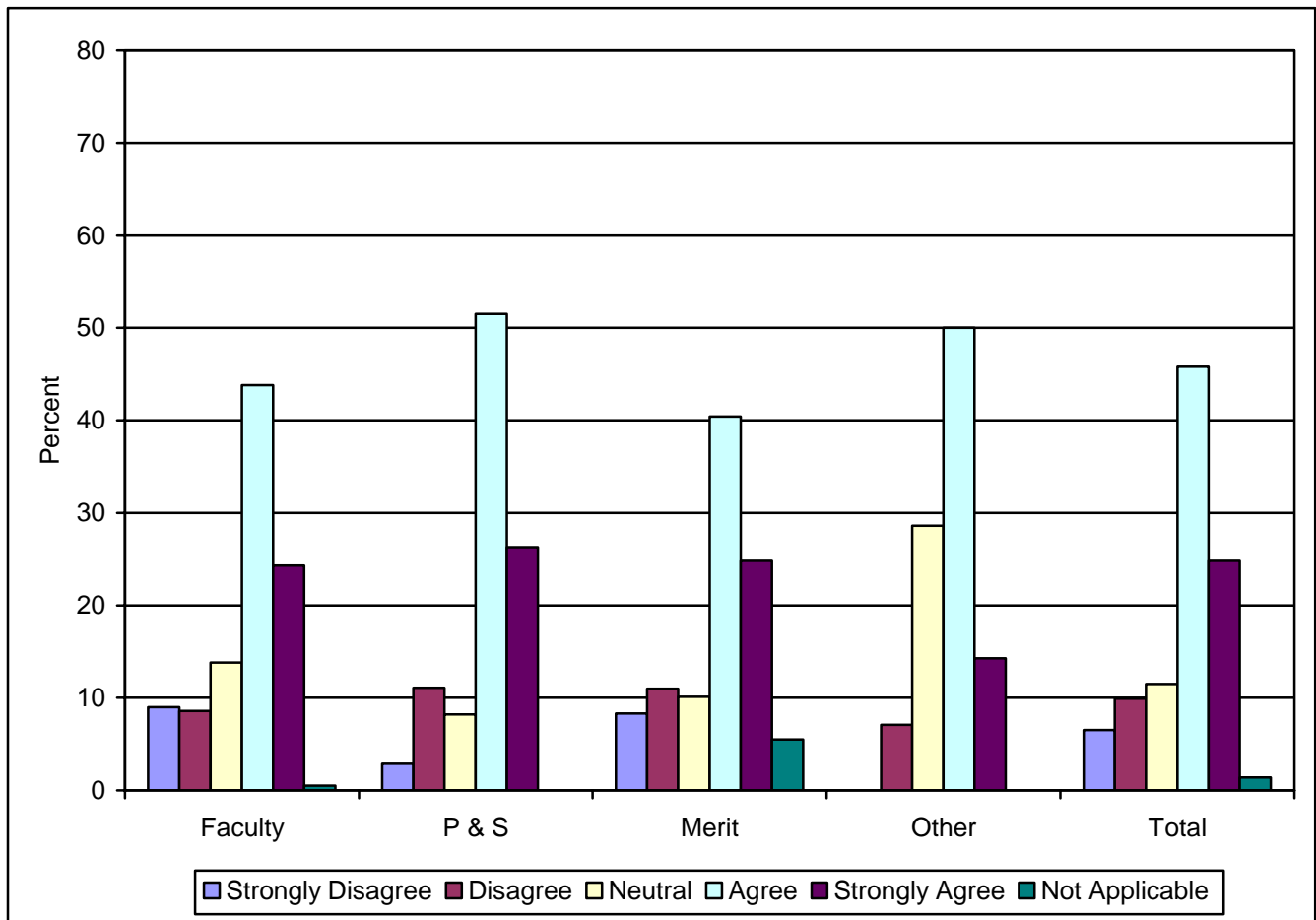
Q10. I have experienced positive social interactions with faculty, staff, or students who have different backgrounds or beliefs than my own.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	5	2.4	10	4.8	18	8.6	104	49.5	72	34.3	1	0.5	210	100
P & S	2	1.2	6	3.5	12	7.0	81	47.4	67	39.2	3	1.8	171	100
Merit	1	0.9	7	6.4	14	12.8	59	54.1	28	25.7	0	0	109	100
Other	0	0	0	0	2	14.3	7	50.0	5	35.7	0	0	14	100
Total	8	1.6	23	4.6	46	9.1	251	49.8	172	34.1	4	0.8	504	100



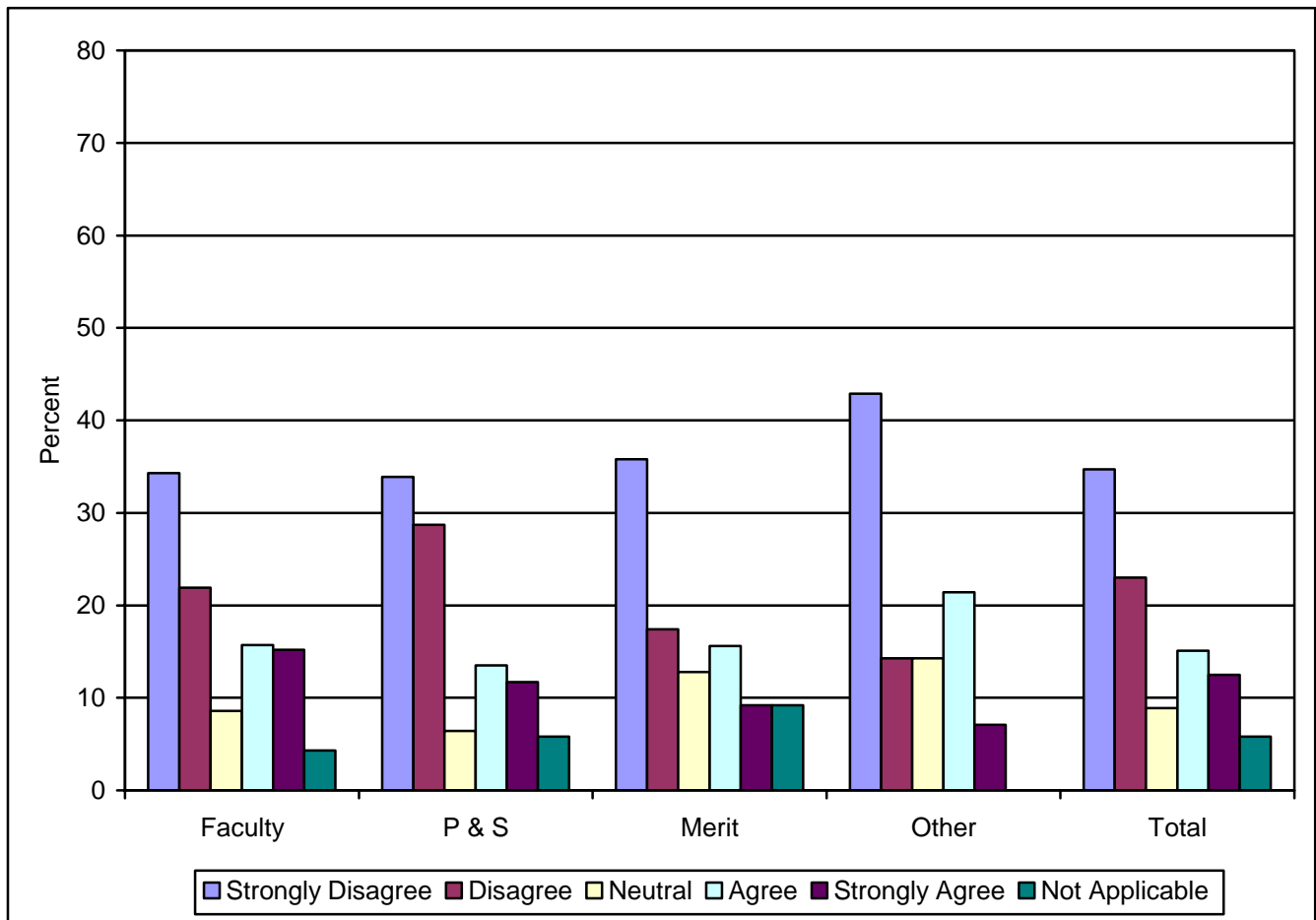
Q11. UNI values all its members regardless of race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	19	9.0	18	8.6	29	13.8	92	43.8	51	24.3	1	0.5	210	100
P & S	5	2.9	19	11.1	14	8.2	88	51.5	45	26.3	0	0	171	100
Merit	9	8.3	12	11.0	11	10.1	44	40.4	27	24.8	6	5.5	109	100
Other	0	0	1	7.1	4	28.6	7	50.0	2	14.3	0	0	14	100
Total	33	6.5	50	9.9	58	11.5	231	45.8	125	24.8	7	1.4	504	100



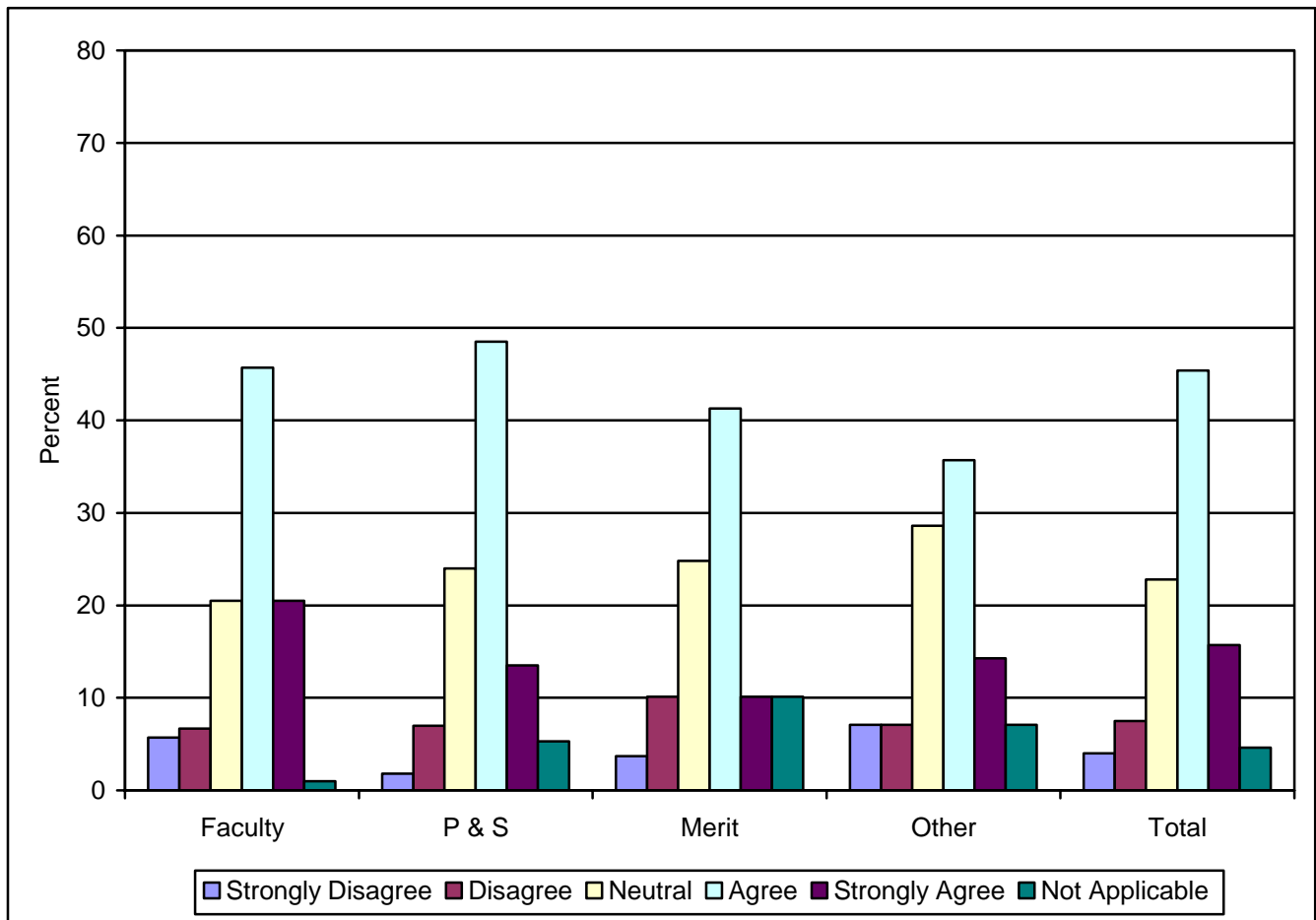
Q12. I have experienced a prejudicial remark or behavior on campus tied to my race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	72	34.3	46	21.9	18	8.6	33	15.7	32	15.2	9	4.3	210	100
P & S	58	33.9	49	28.7	11	6.4	23	13.5	20	11.7	10	5.8	171	100
Merit	39	35.8	19	17.4	14	12.8	17	15.6	10	9.2	10	9.2	109	100
Other	6	42.9	2	14.3	2	14.3	3	21.4	1	7.1	0	0	14	100
Total	175	34.7	116	23.0	45	8.9	76	15.1	63	12.5	29	5.8	504	100



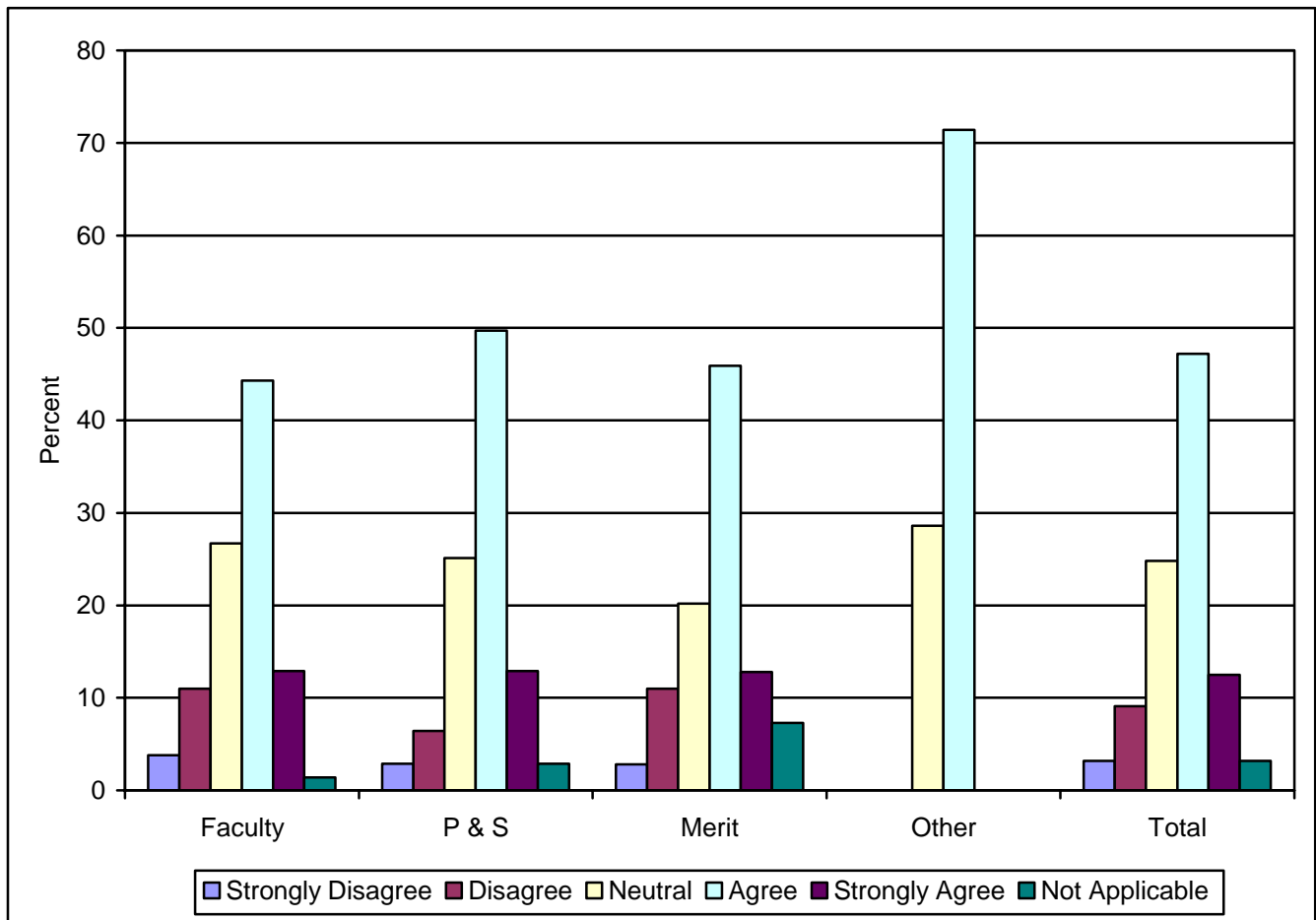
Q13. UNI provides opportunities for participation in university governance activities.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	12	5.7	14	6.7	43	20.5	96	45.7	43	20.5	2	1.0	210	100
P & S	3	1.8	12	7.0	41	24.0	83	48.5	23	13.5	9	5.3	171	100
Merit	4	3.7	11	10.1	27	24.8	45	41.3	11	10.1	11	10.1	109	100
Other	1	7.1	1	7.1	4	28.6	5	35.7	2	14.3	1	7.1	14	100
Total	20	4.0	38	7.5	115	22.8	229	45.4	79	15.7	23	4.6	504	100



Q14. UNI provides a welcoming and responsive environment for members of the UNI community who have unique needs that may affect their opportunity for success.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	8	3.8	23	11.0	56	26.7	93	44.3	27	12.9	3	1.4	210	100
P & S	5	2.9	11	6.4	43	25.1	85	49.7	22	12.9	5	2.9	171	100
Merit	3	2.8	12	11.0	22	20.2	50	45.9	14	12.8	8	7.3	109	100
Other	0	0	0	0	4	28.6	10	71.4	0	0	0	0	14	100
Total	16	3.2	46	9.1	125	24.8	238	47.2	63	12.5	16	3.2	504	100



Appendix A

TO: UNI Faculty and Staff
FROM: Office of Information Management & Analysis
DATE: April 7, 2004
SUBJECT: **Campus Climate Survey**

UNI's Strategic Plan identifies faculty, staff, and student perceptions of campus climate as key performance indicators and states that a *Climate Survey* will be conducted. A Climate Survey has been administered to students through the registration process. A parallel instrument has been developed for use with faculty and staff (see reverse side.)

This survey focuses on perceptions of the relationships between faculty, staff and students and such issues as diversity, sense of community and work environment within the overall campus climate.

An analysis of responses to the survey will be distributed to all academic and administrative offices later this summer. In addition, a summary of the survey will be reported to the Board of Regents in the fall with our annual progress report on the strategic plan and performance indicators.

Individual responses to the survey will be kept confidential. Please return the survey **within 7 days**. Thank you for your cooperation in this endeavor.

Please complete the survey on the reverse side, fold, and

return to:

**Office of Information Management & Analysis
441 Rod Library
0005**

UNI Faculty and Staff Climate Survey

April 2004

All individual responses will be kept confidential.

<u>Division</u>	<u>Classification</u>	<u>Status</u>	<u>Race/Ethnicity</u>
<input type="checkbox"/> Academic Affairs	<input type="checkbox"/> Faculty	<input type="checkbox"/> Full-Time	<input type="checkbox"/> American Indian/Alaskan Native
<input type="checkbox"/> Educational and Student Services	<input type="checkbox"/> P & S	<input type="checkbox"/> Part-Time	<input type="checkbox"/> Asian
<input type="checkbox"/> Administration and Finance	<input type="checkbox"/> Merit		<input type="checkbox"/> Black/African American
<input type="checkbox"/> Advancement	<input type="checkbox"/> Other	<u>Gender</u>	<input type="checkbox"/> Caucasian
<input type="checkbox"/> President's Office		<input type="checkbox"/> Male	<input type="checkbox"/> Hispanic/Latino
<input type="checkbox"/> Other		<input type="checkbox"/> Female	<input type="checkbox"/> Native Hawaiian/Pacific Islander
			<input type="checkbox"/> Other

Please indicate your view of the following statements by circling one of the response options.

SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly disagree NA = Not applicable		SA	A	N	D	SD	NA
1	Faculty and staff encourage students to participate in university-related intellectual activities (e.g., guest speakers, symposia, conferences).	5	4	3	2	1	NA
2	Faculty and staff have developed high quality mentoring relationships with students.	5	4	3	2	1	NA
3	Faculty and staff give high quality advising to UNI students.	5	4	3	2	1	NA
4	Faculty encourage the expression of diverse points of view in the classroom.	5	4	3	2	1	NA
5	UNI provides opportunities for mentoring and social interaction among students, faculty and staff.	5	4	3	2	1	NA
6	Faculty and staff collaborate with students on academic or extracurricular activities.	5	4	3	2	1	NA
7	I feel a sense of belonging to the university community.	5	4	3	2	1	NA
8	Faculty include information on multiple cultures and points of view in their classroom.	5	4	3	2	1	NA
9	Faculty effectively prepare UNI students to be contributing members of a multicultural/multinational world.	5	4	3	2	1	NA
10	I have experienced positive social interactions with faculty, staff, or students who have different backgrounds or beliefs than my own.	5	4	3	2	1	NA
11	UNI values all its members regardless of race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.	5	4	3	2	1	NA
12	I have experienced a prejudicial remark or behavior on campus tied to my race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.	5	4	3	2	1	NA
13	UNI provides opportunities for participation in university governance activities.	5	4	3	2	1	NA
14	UNI provides a welcoming and responsive environment for members of the UNI community who have unique needs that may affect their opportunity for success.	5	4	3	2	1	NA

Thank you for your participation.

Please return to:

Office of Information Management and Analysis
Campus Box 0005