UNI Faculty and Staff Climate Survey

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Q18 I have observed prejudicial remarks or behaviors directed toward faculty, staff, or students based on race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status .............................................................................................................................................................................................................................................................................................................88
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Introduction

This report presents a summary of the University of Northern Iowa (UNI) Faculty and Staff Climate Survey. This survey was given to all UNI faculty and staff members during the third week of April 2002. 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. It is important to realize that this information provides a summary of responses, and interpretations should only be made after thorough examination.

The UNI Faculty and Staff Climate Survey was developed to complement the UNI Student Climate Survey that is administered during advanced registration for each spring semester. The UNI Student Climate Survey was last given during the fall semester 2001. Students responding to the questionnaire (N=9,480) were asked to answer one of 27 randomly selected statements prior to registering. On average, about 350 students responded to each item. Items used in the survey focused on student perceptions of the social and educational environment at UNI. The Faculty and Staff Climate Survey consists of 28 similar questions grammatically altered from those on the Student Climate Survey to reflect the change from student respondent to university employee (one question regarding university governance activities was added to the Faculty and Staff Climate Survey that was not included in the Student Climate Survey).

This survey has been conducted annually for a number of years in an attempt to obtain feedback from university employees on issues regarding their employment and the university environment as a whole. Response rates on the UNI Faculty and Staff Climate Survey have slowly declined as the years have progressed. The 2002 survey instrument was even changed from a computer scanned bubble sheet, like the instrument used in 2001, to a manual entry instrument in an attempt to improve response rates by making the form simpler to complete. The 2002 response rates remained similar to last year, but did not increase as had been expected. Coupled with the issues brought to our attention by many of the survey respondents, this indicates a need to evaluate the current instrument for obtaining faculty and staff climate data.
Method

Respondents were asked to answer questions regarding the social and educational environment at UNI. Each faculty member, professional and scientific (P & S) staff member, and merit employee was mailed a survey instrument through the campus mail system. They were given instructions to complete the survey and return it to the Office of Information Management & Analysis (IMA) within 10 business days. The survey encompassed 28 questions plus a section on demographic characteristics.

Respondents were asked to indicate the extent to which they agreed or disagreed to 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 by hand and converted to a data file. The data were then analyzed to show patterns of response. The survey was completed by 524 faculty and staff members for an overall response rate of 24.3 % (see Table 1 for a breakdown of response rates by employment classification).

<table>
<thead>
<tr>
<th>Employment Classification</th>
<th>Survey Respondents</th>
<th>UNI Total*</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>192</td>
<td>860</td>
<td>22.3</td>
</tr>
<tr>
<td>P &amp; S</td>
<td>160</td>
<td>545</td>
<td>29.4</td>
</tr>
<tr>
<td>Merit</td>
<td>139</td>
<td>755</td>
<td>18.4</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
<td>Not available (NA)</td>
<td>NA</td>
</tr>
<tr>
<td>Missing / Refused</td>
<td>19</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Total</td>
<td>524</td>
<td>2,160</td>
<td>24.3</td>
</tr>
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</table>

*As reported by the UNI Mail Center, April 2002.

Table 2 presents 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 division, 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 2. Demographic Information

<table>
<thead>
<tr>
<th>Division</th>
<th>Faculty</th>
<th>P &amp; S</th>
<th>Merit</th>
<th>Other</th>
<th>Total</th>
</tr>
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<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
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<td></td>
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<td>93.7</td>
<td>149</td>
<td>93.1</td>
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<td>Part-Time</td>
<td>12</td>
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<td>11</td>
<td>6.9</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
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<td>Male</td>
<td>94</td>
<td>50.8</td>
<td>55</td>
<td>35.5</td>
<td>23</td>
</tr>
<tr>
<td>Female</td>
<td>91</td>
<td>49.2</td>
<td>100</td>
<td>64.5</td>
<td>112</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
<td>100</td>
<td>155</td>
<td>100</td>
<td>135</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Caucasian</td>
<td>167</td>
<td>94.4</td>
<td>146</td>
<td>93.6</td>
<td>125</td>
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<tr>
<td>African American</td>
<td>1</td>
<td>0.6</td>
<td>5</td>
<td>3.2</td>
<td>8</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>3</td>
<td>2.3</td>
<td>1</td>
<td>0.6</td>
<td>0</td>
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<tr>
<td>Hispanic</td>
<td>2</td>
<td>1.1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Native American</td>
<td>2</td>
<td>1.1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other</td>
<td>1</td>
<td>0.6</td>
<td>1</td>
<td>0.6</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td>100</td>
<td>156</td>
<td>100</td>
<td>137</td>
</tr>
</tbody>
</table>

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 division and employment classification. Data for some respondents was unavailable; therefore, some percentages reflect this missing data.

Subsequent to 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.

- Faculty and staff perceive UNI as a friendly environment.
  - Nearly 70 percent (69.7%) of faculty and staff agree that the UNI campus is friendly and welcoming to all faculty, staff, and students (Q22).
  - Faculty and staff feel a sense of belonging to the university community (Q11; 65.8%).
  - 64.7% of faculty and staff are pleased with the number of new and close friendships they have developed at UNI (Q13).

- Faculty and staff perceive UNI as a fair and ethical environment.
  - Over half of the survey respondents (53.8%) feel that faculty and staff are treated fairly at UNI (Q24).
  - Almost two thirds of the respondents (62.0%) feel that UNI promotes high ethical standards (Q26).
  - UNI faculty and staff exhibit high ethical standards (Q27; 61.7%).
  - While 49.8 % of faculty and staff respondents believe that UNI students exhibit high ethical standards (Q28), many are neutral on this item (34.4%).

- Faculty and staff generally perceive UNI as an environment that promotes multicultural / multinational education and experiences.
  - I have experienced positive social interactions with faculty, staff, or students who have different backgrounds or beliefs than my own (Q17; 83.4%).
  - Over half of faculty and staff respondents (61.3%) agree that UNI values all its members regardless of race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status (Q20).
- Only 38.9% of respondents believe that faculty members effectively prepare UNI students to be contributing members of a multicultural / multinational world (Q16).

- UNI’s commitment to diversity is generally perceived to be strong and widespread.
  - The expression of diverse points of view is encouraged (Q23; 61.3%).
  - A large number of faculty and staff respondents (76.7%) have had opportunities through UNI to communicate with people from other cultures (Q14).
  - While 34.6% of respondents indicate that faculty include information on multiple cultures and points of view in their classroom (Q15), most respondents indicated that they did not have enough applicable information to answer this question (23.1%) or that their opinion was neutral (32.8%).
  - Less than one fourth of respondents (24.4%) indicated that they had experienced a prejudicial remark or behavior on campus tied to their race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status (Q21).

- UNI faculty and staff provide a supportive learning environment for students.
  - Approximately forty percent (40.7%) of respondents felt that faculty and staff gave high quality advising to UNI students (Q6).
  - Almost fifty percent (49.6%) of respondents believed that faculty members collaborate with students on academic or extracurricular activities (Q9).
  - Forty-five percent (45.3%) of respondents indicated that faculty members encourage students to collaborate with them on academic or extracurricular activities (Q10). Most of the respondents to this question, however, responded as neutral or not applicable (45.9%).
  - Faculty and staff have developed high quality mentoring relationships with students (Q7; 55.9%).
It can be expected that faculty and staff members are going to have differing opinions from students on campus and vice versa. However, faculty, staff, and students agree on several points as well. Below are a few highlights of the comparison between the UNI Faculty and Staff Climate Survey and the UNI Student Climate Survey.

- UNI faculty, staff and students agree that faculty and staff encourage students to collaborate with them on academic or extracurricular activities (Q10; faculty and staff mean 2.99, student mean 3.04).

- UNI faculty, staff and students differ in their opinions regarding the extent to which students are prepared to enter a multicultural/multinational world. Students indicated that they were prepared to be contributing members of a multicultural/multinational world (Q16; mean 3.84) whereas faculty indicated that they generally did not feel they had adequately prepared students to be contributing members of a multicultural/multinational world (Q16; mean 2.81).

- While faculty and staff do not feel that they adequately cover diverse points of view in their classrooms (Q15; mean 2.6), students feel that their major sufficiently includes information on multiple cultures and points of view (Q15; mean 3.33).
Figure 1
Comparison of the UNI Faculty and Staff Climate Survey and the UNI Student Climate Survey: Mean Ratings

Question # vs Mean

- Mean ratings for questions are plotted against the question numbers.
- The green bars represent the student ratings, while the blue bars represent the faculty and staff ratings.
- The x-axis represents the mean ratings ranging from 1 to 4.
- The y-axis lists the question numbers from 1 to 28.
Summary of Responses

Q1. Faculty and staff encourage students to participate in clubs and organizations directly related to their major or professional preparation.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>3.1</td>
</tr>
<tr>
<td>Neutral</td>
<td>86</td>
<td>16.4</td>
</tr>
<tr>
<td>Agree</td>
<td>246</td>
<td>46.9</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>115</td>
<td>21.9</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>60</td>
<td>11.5</td>
</tr>
<tr>
<td>Total</td>
<td>524</td>
<td>100.0</td>
</tr>
</tbody>
</table>

![Bar chart showing the distribution of responses to Q1. Faculty and staff encourage students to participate in clubs and organizations directly related to their major or professional preparation.](chart.png)
Q2. Faculty and staff encourage students to participate in clubs and organizations outside those directly related to their major or professional preparation.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>2.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>58</td>
<td>11.1</td>
</tr>
<tr>
<td>Neutral</td>
<td>209</td>
<td>39.9</td>
</tr>
<tr>
<td>Agree</td>
<td>141</td>
<td>26.9</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>39</td>
<td>7.4</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>66</td>
<td>12.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>524</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

![Bar chart showing the distribution of responses to Q2.]
Q3. Faculty and staff encourage students to participate in university-related cultural activities (e.g. music, theater, art, literature/poetry readings).

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>10</td>
<td>1.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
<td>6.1</td>
</tr>
<tr>
<td>Neutral</td>
<td>143</td>
<td>27.3</td>
</tr>
<tr>
<td>Agree</td>
<td>216</td>
<td>41.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>66</td>
<td>12.6</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>57</td>
<td>10.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>524</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

![Bar chart showing the distribution of responses to the question.]

Percent (%)
Q4. Faculty and staff encourage students to participate in university-related intellectual activities (e.g. guest speakers, symposia, conferences).

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>0.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>3.8</td>
</tr>
<tr>
<td>Neutral</td>
<td>97</td>
<td>18.5</td>
</tr>
<tr>
<td>Agree</td>
<td>266</td>
<td>50.8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>88</td>
<td>16.8</td>
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<tr>
<td>Not Applicable</td>
<td>50</td>
<td>9.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>524</strong></td>
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</table>

---

The bar chart above shows the distribution of responses to the question about faculty and staff encouraging students to participate in university-related intellectual activities. The majority of respondents agree (50.8%) with the statement, followed by those who are neutral (18.5%). Disagree and strongly disagree responses are relatively low, with 3.8% and 0.6% respectively. There are also 9.5% who find the question not applicable.
Q5. Faculty and staff encourage students to participate in university-related recreational activities (e.g. intramurals, wellness activities).

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>10</td>
<td>1.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>61</td>
<td>11.6</td>
</tr>
<tr>
<td>Neutral</td>
<td>183</td>
<td>34.9</td>
</tr>
<tr>
<td>Agree</td>
<td>164</td>
<td>31.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>49</td>
<td>9.4</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>57</td>
<td>10.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>524</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

![Bar chart showing the distribution of responses to the question Q5. Faculty and staff encourage students to participate in university-related recreational activities (e.g. intramurals, wellness activities). The chart includes the following numbers and percentages for each response category: Strongly Disagree (10, 1.9%), Disagree (61, 11.6%), Neutral (183, 34.9%), Agree (164, 31.3%), Strongly Agree (49, 9.4%), Not Applicable (57, 10.9%), Total (524, 100.0%).]
Q6. Faculty and staff give high quality advising to UNI students.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>14</td>
<td>2.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>55</td>
<td>10.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>110</td>
<td>21.0</td>
</tr>
<tr>
<td>Agree</td>
<td>216</td>
<td>41.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>76</td>
<td>14.5</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>53</td>
<td>10.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>524</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Q7. Faculty and staff have developed high quality mentoring relationships with students.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>10</td>
<td>1.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>37</td>
<td>7.1</td>
</tr>
<tr>
<td>Neutral</td>
<td>138</td>
<td>26.3</td>
</tr>
<tr>
<td>Agree</td>
<td>211</td>
<td>40.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>82</td>
<td>15.6</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>46</td>
<td>8.8</td>
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<tr>
<td>Total</td>
<td>524</td>
<td>100.0</td>
</tr>
</tbody>
</table>

![Bar chart showing frequency and percent of responses to the statement about mentoring relationships.](chart.png)
Q8. Faculty and staff participate in activities sponsored by students, clubs, and organizations.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>19</td>
</tr>
<tr>
<td>Disagree</td>
<td>71</td>
</tr>
<tr>
<td>Neutral</td>
<td>161</td>
</tr>
<tr>
<td>Agree</td>
<td>191</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>35</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>47</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>524</strong></td>
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</tbody>
</table>
Q9. Faculty collaborate with students on academic or extracurricular activities.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
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<tr>
<td>Disagree</td>
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</tr>
<tr>
<td>Neutral</td>
<td>143</td>
</tr>
<tr>
<td>Agree</td>
<td>194</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>66</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>524</td>
</tr>
</tbody>
</table>
Q10. Faculty encourage students to collaborate with them on academic or extracurricular activities.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
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<tr>
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<td>37</td>
<td>7.1</td>
</tr>
<tr>
<td>Neutral</td>
<td>159</td>
<td>30.3</td>
</tr>
<tr>
<td>Agree</td>
<td>178</td>
<td>34.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>59</td>
<td>11.3</td>
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<tr>
<td>Not Applicable</td>
<td>82</td>
<td>15.6</td>
</tr>
<tr>
<td>Total</td>
<td>524</td>
<td>100.0</td>
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</tbody>
</table>
Q11. I feel a sense of belonging to the university community.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>31</td>
<td>5.9</td>
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<tr>
<td>Disagree</td>
<td>48</td>
<td>9.2</td>
</tr>
<tr>
<td>Neutral</td>
<td>95</td>
<td>18.1</td>
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<tr>
<td>Agree</td>
<td>239</td>
<td>45.6</td>
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<tr>
<td>Strongly Agree</td>
<td>106</td>
<td>20.2</td>
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<tr>
<td>Not Applicable</td>
<td>5</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>524</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Q12. I feel valued as a member of the UNI community.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>50</td>
<td>9.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>64</td>
<td>12.2</td>
</tr>
<tr>
<td>Neutral</td>
<td>93</td>
<td>17.7</td>
</tr>
<tr>
<td>Agree</td>
<td>206</td>
<td>39.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>103</td>
<td>19.7</td>
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<tr>
<td>Not Applicable</td>
<td>8</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>524</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

![Bar chart showing the distribution of responses to Q12.]
Q13. I am pleased with the number of new and close friendships I have developed at UNI.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>30</td>
<td>5.7</td>
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<tr>
<td>Disagree</td>
<td>50</td>
<td>9.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>100</td>
<td>19.1</td>
</tr>
<tr>
<td>Agree</td>
<td>228</td>
<td>43.5</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>111</td>
<td>21.2</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>5</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>524</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Q14. I have had opportunities through UNI to communicate with people from other cultures.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>14</td>
<td>2.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>38</td>
<td>7.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>64</td>
<td>12.2</td>
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<tr>
<td>Agree</td>
<td>250</td>
<td>47.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>152</td>
<td>29.0</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>6</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>524</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Q15. Faculty include information on multiple cultures and points of view in their classroom.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
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</tr>
<tr>
<td>Disagree</td>
<td>35</td>
<td>6.7</td>
</tr>
<tr>
<td>Neutral</td>
<td>172</td>
<td>32.8</td>
</tr>
<tr>
<td>Agree</td>
<td>144</td>
<td>27.5</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>37</td>
<td>7.1</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>121</td>
<td>23.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>524</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

---

![Bar chart showing the distribution of responses to Q15]
Q16. Faculty effectively prepare UNI students to be contributing members of a multicultural/multinational world.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>20</td>
</tr>
<tr>
<td>Disagree</td>
<td>56</td>
</tr>
<tr>
<td>Neutral</td>
<td>164</td>
</tr>
<tr>
<td>Agree</td>
<td>172</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>32</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>524</td>
</tr>
</tbody>
</table>
Q17. I have experienced positive social interactions with faculty, staff, or students who have different backgrounds or beliefs than my own.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>9</td>
<td>1.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>3.2</td>
</tr>
<tr>
<td>Neutral</td>
<td>51</td>
<td>9.7</td>
</tr>
<tr>
<td>Agree</td>
<td>304</td>
<td>58.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>133</td>
<td>25.4</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>10</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>524</td>
<td>100.0</td>
</tr>
</tbody>
</table>

![Bar chart showing the distribution of responses to Q17]
Q18. I have observed prejudicial remarks or behaviors directed toward faculty, staff, or students based on race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>100</td>
<td>19.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>161</td>
<td>30.7</td>
</tr>
<tr>
<td>Neutral</td>
<td>72</td>
<td>13.7</td>
</tr>
<tr>
<td>Agree</td>
<td>127</td>
<td>24.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>49</td>
<td>9.4</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>15</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>524</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Q19. I feel isolated at UNI.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>176</td>
<td>33.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>181</td>
<td>34.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>85</td>
<td>16.2</td>
</tr>
<tr>
<td>Agree</td>
<td>51</td>
<td>9.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>24</td>
<td>4.6</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>7</td>
<td>1.3</td>
</tr>
<tr>
<td>Total</td>
<td>524</td>
<td>100.0</td>
</tr>
</tbody>
</table>

![Bar chart showing responses to Q19: I feel isolated at UNI.](chart.png)
Q20. UNI values all of its members regardless of race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>35</td>
<td>6.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>66</td>
<td>12.6</td>
</tr>
<tr>
<td>Neutral</td>
<td>88</td>
<td>16.8</td>
</tr>
<tr>
<td>Agree</td>
<td>232</td>
<td>44.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>89</td>
<td>17.0</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>14</td>
<td>2.7</td>
</tr>
<tr>
<td>Total</td>
<td>524</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Q21. 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.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>181</td>
<td>34.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>129</td>
<td>24.6</td>
</tr>
<tr>
<td>Neutral</td>
<td>59</td>
<td>11.3</td>
</tr>
<tr>
<td>Agree</td>
<td>82</td>
<td>15.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>46</td>
<td>8.8</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>27</td>
<td>5.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>524</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Q22. UNI campus is friendly and welcoming to all faculty, staff, and students.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>16</td>
<td>3.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>50</td>
<td>9.5</td>
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<tr>
<td>Neutral</td>
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</tr>
<tr>
<td>Agree</td>
<td>266</td>
<td>50.8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>99</td>
<td>18.9</td>
</tr>
<tr>
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<td>7</td>
<td>1.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>523</strong></td>
<td><strong>99.8</strong></td>
</tr>
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</table>
Q23. The expression of diverse points of view is encouraged.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
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<td>64</td>
<td>12.2</td>
</tr>
<tr>
<td>Neutral</td>
<td>100</td>
<td>19.1</td>
</tr>
<tr>
<td>Agree</td>
<td>253</td>
<td>48.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>68</td>
<td>13.0</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>11</td>
<td>2.1</td>
</tr>
<tr>
<td>Total</td>
<td>524</td>
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</table>
Q24. Faculty and staff are treated fairly.

<table>
<thead>
<tr>
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<th>Percent</th>
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</thead>
<tbody>
<tr>
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<td>44</td>
<td>8.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>70</td>
<td>13.4</td>
</tr>
<tr>
<td>Neutral</td>
<td>116</td>
<td>22.1</td>
</tr>
<tr>
<td>Agree</td>
<td>231</td>
<td>44.1</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>51</td>
<td>9.7</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>12</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>524</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

![Bar chart showing the distribution of responses](chart.png)
Q25. UNI provides opportunities for participation in university governance activities.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>21</td>
<td>4.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>28</td>
<td>5.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>121</td>
<td>23.1</td>
</tr>
<tr>
<td>Agree</td>
<td>254</td>
<td>48.5</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>87</td>
<td>16.6</td>
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<tr>
<td>Not Applicable</td>
<td>13</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>524</strong></td>
<td><strong>100.0</strong></td>
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</tbody>
</table>

![Bar chart showing frequency and percent for Q25 response categories](chart.png)
Q26. UNI promotes high ethical standards.

<table>
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<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>25</td>
<td>4.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>44</td>
<td>8.4</td>
</tr>
<tr>
<td>Neutral</td>
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<td>23.3</td>
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Q27. UNI faculty and staff exhibit high ethical standards.

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Q28. UNI students exhibit high ethical standards.

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![Bar chart showing responses to Q28]
Summary of Responses by Division

Q1. Faculty and staff encourage students to participate in clubs and organizations directly related to their major or professional preparation.

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Q3. Faculty and staff encourage students to participate in university-related cultural activities (e.g. music, theater, art, literature/poetry readings).

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![Bar chart showing the distribution of responses by department and degree of agreement.](image-url)
Q4. Faculty and staff encourage students to participate in university-related intellectual activities (e.g. guest speakers, symposia, conferences).

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![Bar chart showing responses by department]
Q5. Faculty and staff encourage students to participate in university-related recreational activities (e.g. intramurals, wellness activities).

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Q6. Faculty and staff give high quality advising to UNI students.

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![Bar chart showing the distribution of responses across different departments]
Q7. Faculty and staff have developed high quality mentoring relationships with students.

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Q8. Faculty and staff participate in activities sponsored by students, clubs, and organizations.

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![Bar chart showing distribution of responses by department]
Q9. Faculty collaborate with students on academic or extracurricular activities.

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![Bar chart showing the distribution of responses by department.](chart.png)

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree, Not applicable.
Q10. Faculty encourage students to collaborate with them on academic or extracurricular activities.

<table>
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<tr>
<th></th>
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<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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![Bar chart showing the distribution of responses by department and percentage of respondents for each response level (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, NA).]
Q11. I feel a sense of belonging to the university community.

<table>
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![Bar chart showing the distribution of responses across different categories and departments.](chart.png)
Q12. I feel valued as a member of the UNI community.

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![Bar chart showing the distribution of responses across departments]
Q13. I am pleased with the number of new and close friendships I have developed at UNI.

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![Graph showing the percentage distribution of responses by department]
Q14. I have had opportunities through UNI to communicate with people from other cultures

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<td>8.1</td>
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Q15. Faculty include information on multiple cultures and points of view in their classroom.

<table>
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![Bar chart showing the distribution of responses across different departments.](image-url)

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- Not applicable
Q16. Faculty effectively prepare UNI students to be contributing members of a multicultural/multinational world.

<table>
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![Bar chart showing the distribution of responses by department for each level of agreement.](image-url)
Q17. I have experienced positive social interactions with faculty, staff, or students who have different backgrounds or beliefs than my own.

<table>
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![Bar chart showing the distribution of responses by department and agreement level.](chart.png)

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- Not applicable
Q18. I have observed prejudicial remarks or behaviors directed toward faculty, staff, or students based on race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.

<table>
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![Bar chart showing the distribution of responses across departments and categories.](chart.png)
Q19. I feel isolated at UNI.

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![Bar Chart](chart.png)

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree, Not applicable
Q20. UNI values all of its members regardless of race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.

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![Bar Chart](chart.png)
Q21. 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.

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![Chart with data visualization](image-url)
Q22. UNI campus is friendly and welcoming to all faculty, staff, and students.

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Q23. The expression of diverse points of view is encouraged.

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![Bar chart](chart.png)
Q24. Faculty and staff are treated fairly.

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![Bar chart showing distribution of responses by department](chart.png)
Q25. UNI provides opportunities for participation in university governance activities.

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![Bar chart showing the distribution of responses across different departments. Each bar represents the percentage of respondents for each opinion category.](chart.png)
### Q26. UNI promotes high ethical standards.

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![Bar chart showing the distribution of responses by department for Q26. UNI promotes high ethical standards.](chart.png)

Legend: 
- **Strongly disagree** 
- **Disagree** 
- **Neutral** 
- **Agree** 
- **Strongly agree** 
- **Not applicable**
Q27. UNI faculty and staff exhibit high ethical standards.

<table>
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Q28. UNI students exhibit high ethical standards.

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Summary of Responses by Employment Classification

Q1. Faculty and staff encourage students to participate in clubs and organizations directly related to their major or professional preparation.

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![Bar Chart](chart.png)
Q2. Faculty and staff encourage students to participate in clubs and organizations outside those directly related to their major or professional preparation.

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Q3. Faculty and staff encourage students to participate in university-related cultural activities (e.g. music, theater, art, literature/poetry readings).

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![Bar chart showing responses to Q3 by department and agreement level](chart.png)
Q4. Faculty and staff encourage students to participate in university-related intellectual activities (e.g. guest speakers, symposia, conferences, etc.).

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Q6. Faculty and staff give high quality advising to UNI students.

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![Bar chart showing responses to Q6](image-url)
Q7. Faculty and staff have developed high quality mentoring relationships with students.

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Q8. Faculty and staff participate in activities sponsored by students, clubs, and organizations.

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![Bar chart](chart.png)
Q9. Faculty collaborate with students on academic or extracurricular activities.

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Q10. Faculty encourage students to collaborate with them on academic or extracurricular activities.

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![Bar chart showing the distribution of responses by category and percentage]
Q11. I feel a sense of belonging to the university community.

<table>
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<td>%</td>
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</table>
Q12. I feel valued as a member of the UNI community.

<table>
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</table>

![Bar chart showing responses to Q12 by category and severity of agreement or disagreement.](chart.png)
Q13. I am pleased with the number of new and close friendships that I have developed at UNI.

<table>
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<th>Total</th>
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<td>%</td>
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![Bar chart showing the distribution of responses across different groups.]
Q14. I have had opportunities through UNI to communicate with people from other cultures

<table>
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<table>
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<th>Neutral</th>
<th>Agree</th>
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<td>7.5</td>
<td>11.7</td>
<td>47.9</td>
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</table>
Q15. Faculty include information on multiple cultures and points of view in their classroom.

<table>
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<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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</thead>
<tbody>
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<td>%</td>
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<td>%</td>
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<td>%</td>
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<td>0</td>
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</table>

![Bar chart showing the distribution of responses by category and strongly disagree, disagree, neutral, agree, strongly agree, and not applicable.
Q16. Faculty effectively prepare UNI students to be contributing members of a multicultural/multinational world.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<td>%</td>
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<td>10.5</td>
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<td>31.5</td>
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The table above shows the distribution of responses across different categories (Faculty, P & S, Merit, Other) for the statement Q16. The percentages represent the proportion of respondents falling into each category for each level of agreement (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). The bar graph visualizes these distributions, with each bar representing the percentage of respondents in each category. The chart uses colors to distinguish between the levels of agreement, with Strongly Disagree in red, Disagree in blue, Neutral in green, Agree in purple, and Strongly Agree in maroon. Not applicable responses are indicated by a dark blue bar.
Q17. I have experienced positive social interactions with faculty, staff, or students who have different backgrounds or beliefs than my own.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>N</td>
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<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
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<td>1.9</td>
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<td>0</td>
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<td>0</td>
<td>11</td>
</tr>
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<td>1.8</td>
<td>17</td>
<td>3.4</td>
<td>47</td>
<td>9.3</td>
<td>295</td>
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</table>
Q18. I have observed prejudicial remarks or behaviors directed toward faculty, staff, or students based on race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
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<th>Agree</th>
<th>Strongly Agree</th>
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<td>%</td>
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Q19. I feel isolated at UNI.

<table>
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<td>%</td>
<td>N</td>
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<td>11.3</td>
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</tbody>
</table>

![Bar chart showing the distribution of responses across different groups.](chart.png)
Q20. UNI values all of its members regardless of race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.

<table>
<thead>
<tr>
<th></th>
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<th>Agree</th>
<th>Strongly Agree</th>
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<td>%</td>
<td>N</td>
<td>%</td>
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![Bar chart showing the distribution of responses for each category and the total percentage for each group (Strongly disagree, Disagree, Neutral, Agree, Strongly agree, Not applicable).](chart.png)
Q21. 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.

<table>
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<tr>
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<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<th>Total</th>
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<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
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<td>10.1</td>
<td>25</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>28.6</td>
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<td>21.4</td>
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<td>14.3</td>
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</tr>
<tr>
<td>Total</td>
<td>172</td>
<td>34.1</td>
<td>128</td>
<td>25.3</td>
<td>56</td>
<td>11.1</td>
<td>79</td>
</tr>
</tbody>
</table>

![Bar chart showing the distribution of responses by category and level of agreement.](chart.png)
Q22. UNI campus is friendly and welcoming to all faculty, staff, and students.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>NA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>%</td>
<td>N</td>
<td>%</td>
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</tr>
<tr>
<td>Faculty</td>
<td>10</td>
<td>5.2</td>
<td>28</td>
<td>14.6</td>
<td>39</td>
<td>20.3</td>
<td>87</td>
</tr>
<tr>
<td>P &amp; S</td>
<td>2</td>
<td>1.3</td>
<td>10</td>
<td>6.3</td>
<td>22</td>
<td>13.8</td>
<td>91</td>
</tr>
<tr>
<td>Merit</td>
<td>3</td>
<td>2.2</td>
<td>9</td>
<td>6.5</td>
<td>22</td>
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</tr>
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<td>0</td>
<td>7</td>
</tr>
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<td>9.5</td>
<td>83</td>
<td>16.4</td>
<td>258</td>
</tr>
</tbody>
</table>

![Bar chart showing responses by category](chart.png)
Q23. The expression of diverse points of view is encouraged.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<th>Total</th>
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</thead>
<tbody>
<tr>
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<td>%</td>
<td>N</td>
<td>%</td>
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</tr>
<tr>
<td>Faculty</td>
<td>22</td>
<td>11.5</td>
<td>26</td>
<td>13.5</td>
<td>38</td>
<td>19.8</td>
<td>83</td>
</tr>
<tr>
<td>P &amp; S</td>
<td>3</td>
<td>1.9</td>
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<td>13.8</td>
<td>33</td>
<td>20.6</td>
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<td>Merit</td>
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<td>1.4</td>
<td>13</td>
<td>9.4</td>
<td>23</td>
<td>16.5</td>
<td>73</td>
</tr>
<tr>
<td>Other</td>
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<td>0</td>
<td>0</td>
<td>3</td>
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<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>5.3</td>
<td>61</td>
<td>12.1</td>
<td>97</td>
<td>19.2</td>
<td>245</td>
</tr>
</tbody>
</table>

![Bar chart showing the distribution of responses by department and category.](chart.png)
Q24. Faculty and staff are treated fairly.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
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<th>Neutral</th>
<th>Agree</th>
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<th>NA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>%</td>
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<td>%</td>
<td>N</td>
<td>%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P &amp; S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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<td></td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above shows the distribution of responses across different categories. The bar chart provides a visual representation of these responses, with each bar color-coded to indicate the level of agreement.
Q25. UNI provides opportunities for participation in university governance activities.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>NA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Faculty</td>
<td>14</td>
<td>7.3</td>
<td>12</td>
<td>6.3</td>
<td>35</td>
<td>18.2</td>
<td>91</td>
</tr>
<tr>
<td>P &amp; S</td>
<td>5</td>
<td>3.1</td>
<td>4</td>
<td>2.5</td>
<td>43</td>
<td>26.9</td>
<td>77</td>
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<tr>
<td>Merit</td>
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<td>1.4</td>
<td>10</td>
<td>7.2</td>
<td>33</td>
<td>23.7</td>
<td>72</td>
</tr>
<tr>
<td>Other</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>21.4</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>4.2</td>
<td>26</td>
<td>5.1</td>
<td>114</td>
<td>22.6</td>
<td>246</td>
</tr>
</tbody>
</table>

![Bar chart showing the distribution of responses by group]
Q26. UNI promotes high ethical standards.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>NA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Faculty</td>
<td>11</td>
<td>5.7</td>
<td>25</td>
<td>13.0</td>
<td>48</td>
<td>25.0</td>
<td>74</td>
</tr>
<tr>
<td>P &amp; S</td>
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<td>4.4</td>
<td>7</td>
<td>4.4</td>
<td>35</td>
<td>21.9</td>
<td>89</td>
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<td>Merit</td>
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<td>4.3</td>
<td>10</td>
<td>7.2</td>
<td>31</td>
<td>22.3</td>
<td>70</td>
</tr>
<tr>
<td>Other</td>
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<td>7.1</td>
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<td>0</td>
<td>1</td>
<td>7.1</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
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<td>5.0</td>
<td>42</td>
<td>8.3</td>
<td>115</td>
<td>22.8</td>
<td>241</td>
</tr>
</tbody>
</table>

- **Percent (%)**
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  - Not applicable

![Chart showing responses](chart.png)
Q27. UNI faculty and staff exhibit high ethical standards.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>NA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Faculty</td>
<td>7</td>
<td>3.6</td>
<td>16</td>
<td>8.3</td>
<td>51</td>
<td>26.6</td>
<td>87</td>
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<tr>
<td>P &amp; S</td>
<td>4</td>
<td>2.5</td>
<td>9</td>
<td>5.6</td>
<td>38</td>
<td>23.8</td>
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<tr>
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<td>2.9</td>
<td>15</td>
<td>10.8</td>
<td>36</td>
<td>25.9</td>
<td>67</td>
</tr>
<tr>
<td>Other</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>14.3</td>
<td>9</td>
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<tr>
<td>Total</td>
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<td>7.9</td>
<td>127</td>
<td>25.1</td>
<td>248</td>
</tr>
</tbody>
</table>
Q28. UNI students exhibit high ethical standards.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>NA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Faculty</td>
<td>4</td>
<td>2.1</td>
<td>32</td>
<td>16.7</td>
<td>69</td>
<td>35.9</td>
<td>71</td>
</tr>
<tr>
<td>P &amp; S</td>
<td>2</td>
<td>1.3</td>
<td>10</td>
<td>6.3</td>
<td>58</td>
<td>36.3</td>
<td>76</td>
</tr>
<tr>
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<td>0.7</td>
<td>17</td>
<td>12.2</td>
<td>43</td>
<td>30.9</td>
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<tr>
<td>Other</td>
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<td>14.3</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
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<td>59</td>
<td>11.7</td>
<td>172</td>
<td>34.1</td>
<td>218</td>
</tr>
</tbody>
</table>

![Chart showing the distribution of responses by category](chart.png)
Appendix A
TO: UNI Faculty and Staff

FROM: Dr. Thulasi Kumar
Information Management & Analysis

DATE: April 24, 2002

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 ethics, 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 10 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
244 Gilchrist
0005

return to: