UNI Faculty and Staff Climate Survey

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August 2003

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Introduction

This report presents a summary of the University of Northern Iowa (UNI) Faculty and Staff Climate Survey. The purpose of this report is to provide information on the opinions of faculty and staff members regarding the academic and social milieu 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. Response rates on the UNI Faculty and Staff Climate Survey have slowly declined with each survey administration. The 2003 survey was reduced to 14 questions, down from 28 last year, in an effort to try to increase the overall response rate. In addition, the format of distribution was altered so that names accompanying mail codes were omitted. Continuing efforts to increase the response rate will be implemented in future surveys.

The UNI Faculty and Staff Climate Survey was developed in addition to 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). The UNI Student Climate Survey was last given during the fall semester 2002. The format of the Student Climate survey was altered from previous survey configurations. Question frequency and content were revised and the remaining questions were merged with an abridged version of the UNI Computer and Library Satisfaction Survey, resulting in the UNI Student Satisfaction Survey.

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

Chart with y-axis labeled "Mean" ranging from 1 to 4.5. Categories along the x-axis:
- Welcome and responsive environment
- Participation in governance activities
- Experienced prejudice
- UNI values all its members
- Experienced positive interactions with those with different backgrounds
- Effectively prepared to be contributing members
- Multiple points of view covered in the classroom
- Sense of belonging
- Collaboration on academic and extracurricular activities
- Opportunities for mentoring and social interaction
- Encourage expression of diverse points of view
- High quality advising
- High quality mentoring relationships
- Encourage participation in intellectual activities

Legend: ■ Students □ Faculty/Staff

Method

This survey was mailed to all UNI faculty and staff members during the third week of April 2003. 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 by a student research assistant and subsequently converted to a data file. The data were then analyzed to show patterns of response. Of the 2,004 survey instruments mailed out, the survey was completed and returned by 489 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	109	73.6	38	25.9	27	24.3	3	30.0	177	42.5
Educational & Student Services	21	14.2	65	44.2	49	44.1	4	40.0	139	33.4
Administration & Finance	0	0	19	12.9	16	14.4	2	20.0	37	8.9
University Advancement	0	0	10	6.8	3	2.7	0	0	13	3.1
President's Office	1	0.7	2	1.4	1	0.9	0	0	4	1.0
Other	17	11.5	13	8.8	15	13.5	1	10.0	46	11.1
Total	148	100	147	100	111	100	10	100	416	100
Status										
Full-Time	177	93.7	133	91.1	93	81.6	9	75.0	412	89.4
Part-Time	12	6.3	13	8.9	21	18.4	3	25.0	49	10.6
Total	189	100	146	100	114	100	12	100	461	100
Gender										
Male	102	54.8	52	36.4	13	11.4	2	15.4	169	37.1
Female	84	45.2	91	63.6	101	88.6	11	84.6	287	62.9
Total	186	100	143	100	114	100	13	100	456	100
Race/Ethnicity										
Caucasian	168	92.8	135	93.8	101	91.8	13	100	417	93.1
African American	1	0.6	6	4.2	6	5.5	0	0	13	2.9
Asian/Pacific Islander	0	0	2	1.4	1	0.9	0	0	3	0.7
Hispanic	4	2.2	1	0.7	0	0	0	0	5	1.1
Native American	2	1.1	0	0	0	0	0	0	2	0.4
Other	6	3.3	0	0	2	1.8	0	0	8	1.8
Total	181	100	144	100	110	100	13	100	448	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.

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. It is also important to take into account the "neutral" and "not applicable" responses from faculty and staff members. A large number of questions have a majority of responses in these two categories. For example, many staff members have no way of knowing whether a faculty member encourages diverse points of view in their classroom, therefore their response will likely be "neutral" or "not applicable." A large percentage of individuals answering in this manner can seem to shift the pattern of response from one extreme to the other, whereas the response pattern would remain relatively unchanged if the "neutral" and "not applicable" response category were removed from the equation. Presented below are some highlights of the survey.

❖ Faculty and staff perceive UNI as a friendly environment where they are free to express their thoughts and ideas.
- Faculty and staff feel a strong sense of belonging to the university community (68.5%).
- 68.2% 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 (60.4%).

❖ 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 (85.7%).
- Over half of faculty and staff respondents (71.4%) 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 (44.0%) 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 (50.3%). This is reduced from 61.2% agreement from last year; however, a large portion of respondents indicted that they were neutral to this question or that the question was not applicable to them (44.1%; as opposed to only 21.4% responding as "neutral" or "not applicable" in 2002).
- While 39.1% of respondents indicate that faculty include information on multiple cultures and points of view in their classroom, most respondents indicate that they do not have enough applicable information to answer this question (26.8%) or that their opinion is neutral (28.1%).

- Although less than one third of respondents (28.8%) 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, an increase in agreement was seen when comparing the 2002 and 2003 data (24.3% agreement in 2002).

- ❖ UNI faculty and staff provide a supportive learning environment for students.
  - Well over half of the respondents agree (60.6%) that faculty and staff give high quality advising to UNI students.
  - Almost two thirds (66.5%) 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 (62.5%).
  - A large majority of respondents agree (76.5%) that faculty and staff encourage students to participate in university-related intellectual activities like attending guest speaker sessions and conferences.
  - 58.9% 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
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
Faculty and staff have developed high quality mentoring relationships with students.	3.56	3.55	3.34	3.60
Faculty and staff give high quality advising to UNI students.	3.50	3.55	3.24	3.43
Faculty encourage the expression of diverse points of view in the classroom.	3.48	3.45	3.45	2.90
UNI provides opportunities for mentoring and social interaction among students, faculty, and staff.	na*	na	na	3.48
Faculty and staff collaborate with students on academic or extracurricular activities.	3.45	3.49	3.12	3.53
I feel a sense of belonging to the university community.	3.67	3.62	3.62	3.70
Faculty include information on multiple cultures and points of view in their classroom.	3.27	3.26	2.60	2.60
Faculty effectively prepare UNI students to be contributing members of a multicultural / multinational world.	3.20	3.19	2.81	2.93
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
UNI values all of 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
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
UNI provides opportunities for participation in university governance activities.	na	na	3.61	3.56
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

*na = not available during this survey y ear

Figure 2. Comparison of Mean Ratings by Survey Year
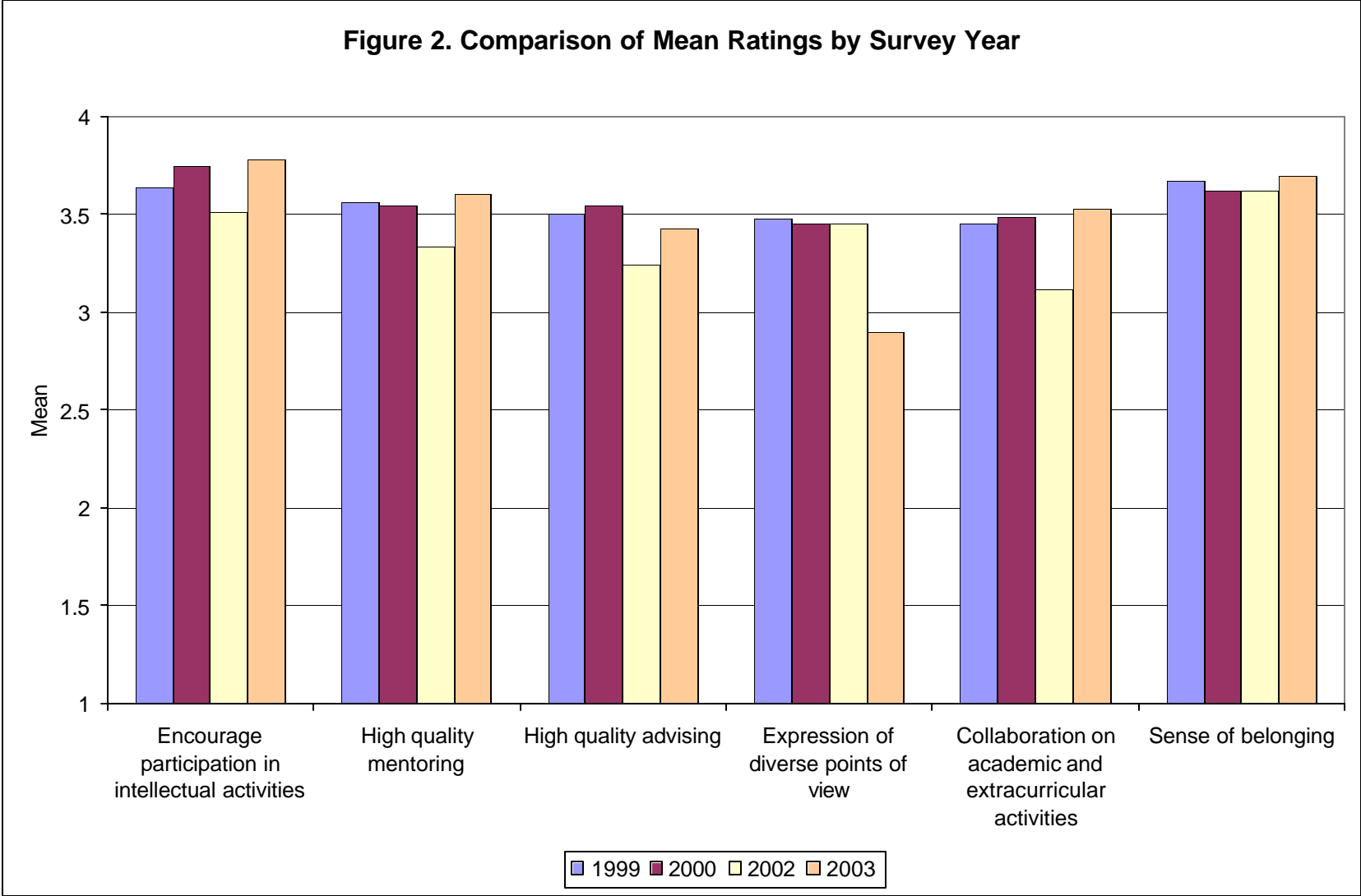
Figure 2. (continued)
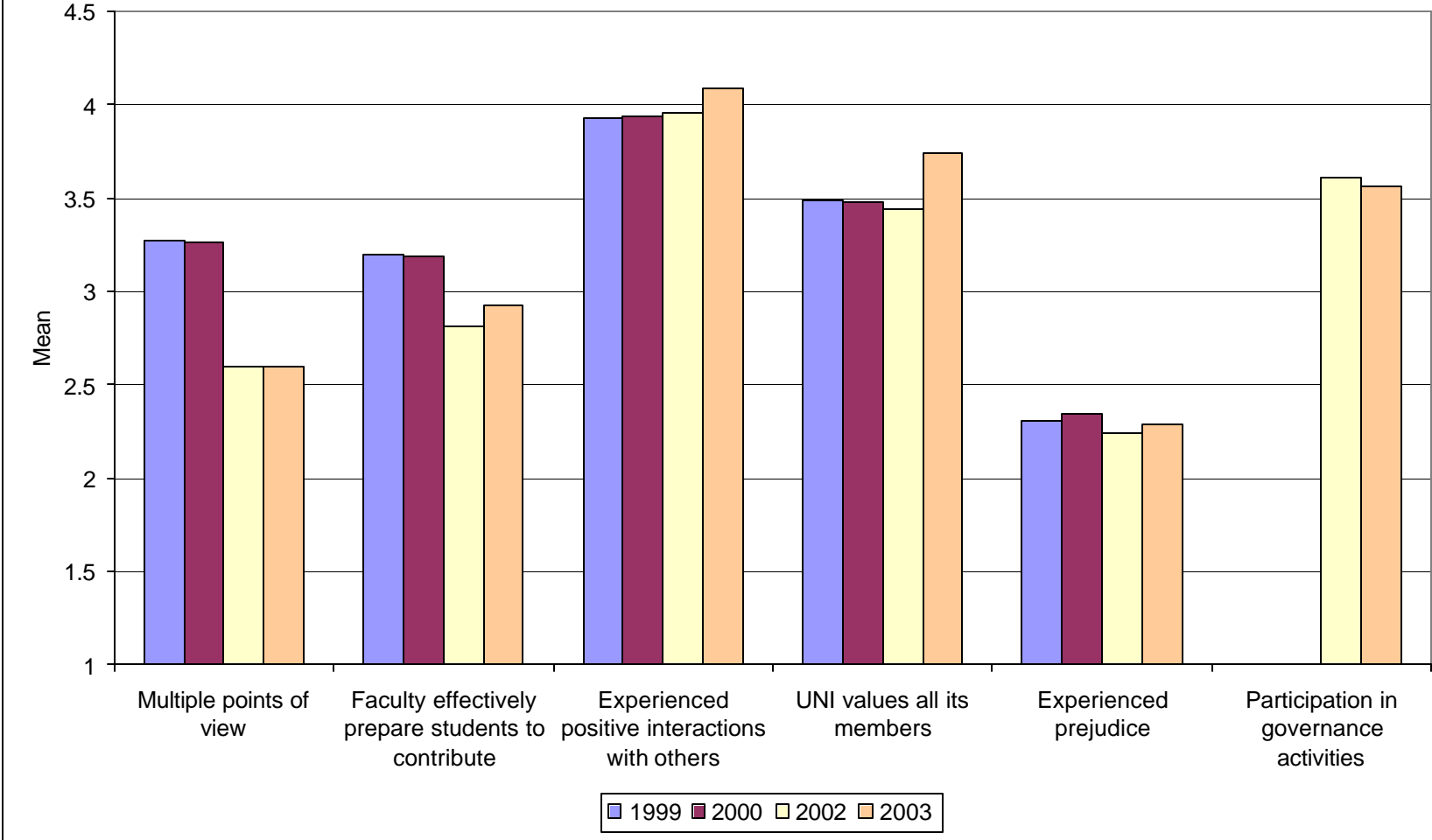
Summary of Responses by Employment Classification

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	3	1.6	4	2.1	26	13.7	109	57.4	46	24.2	2	1.1	190	100
P & S	1	0.7	6	4.0	16	10.6	84	55.6	30	19.9	14	9.3	151	100
Merit	0	0.0	4	3.4	23	19.8	52	44.8	28	24.1	9	7.8	116	100
Other	0	0.0	0	0.0	1	8.3	8	66.7	2	16.7	1	8.3	12	100
Total	4	0.9	14	3.0	66	14.1	253	53.9	106	22.6	26	5.5	469	100
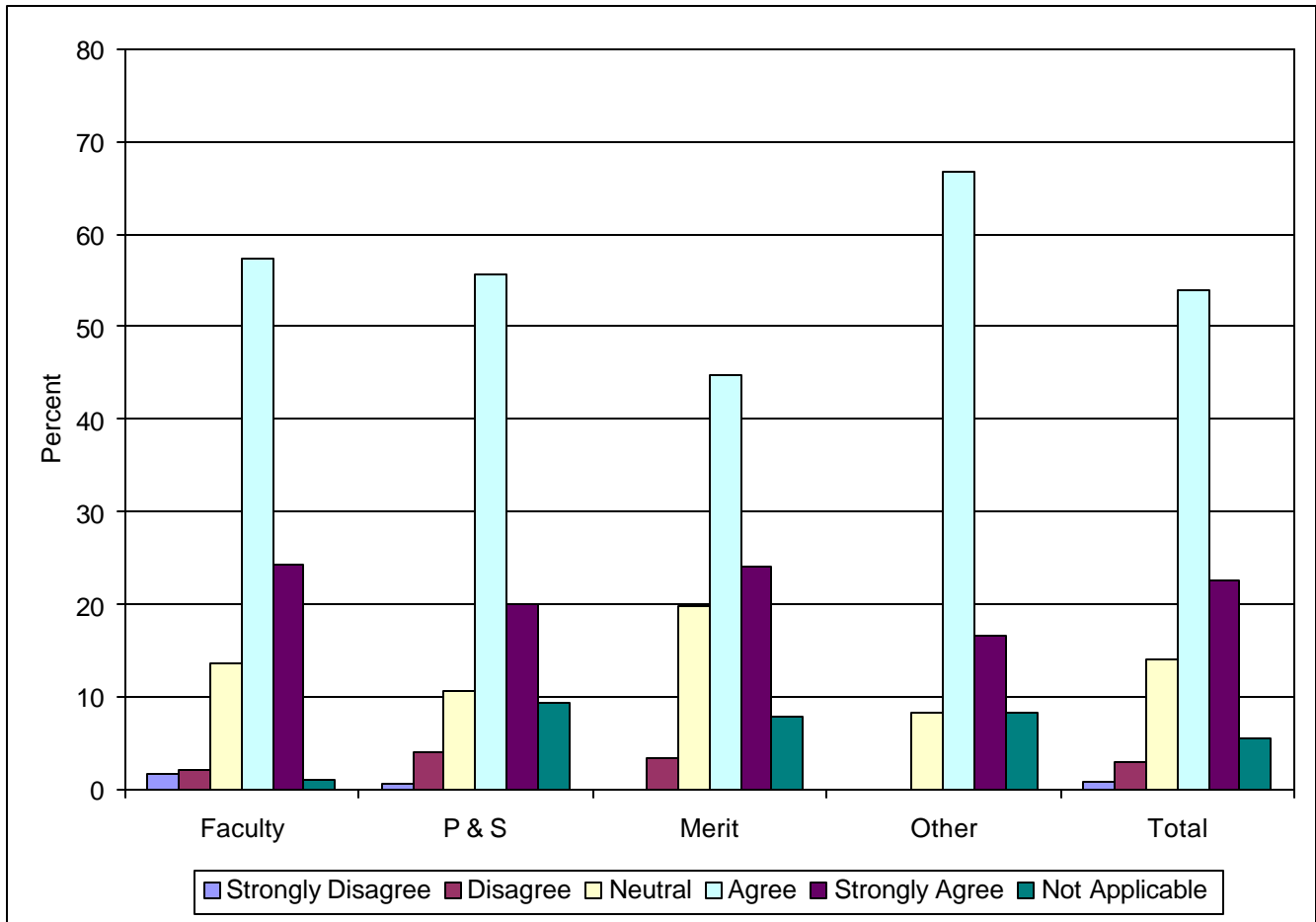
Q2. Faculty and staff have developed high quality mentoring relationships with students.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2	1.1	17	9.0	47	24.9	83	43.9	38	20.1	2	1.1	189	100
P & S	2	1.3	5	3.3	44	29.3	68	45.3	23	15.3	8	5.3	150	100
Merit	2	1.7	12	10.3	24	20.7	49	42.2	23	19.8	6	5.2	116	100
Other	0	0.0	0	0.0	3	25.0	6	50.0	2	16.7	1	8.3	12	100
Total	6	1.3	34	7.3	118	25.3	206	44.1	86	18.4	17	3.6	467	100
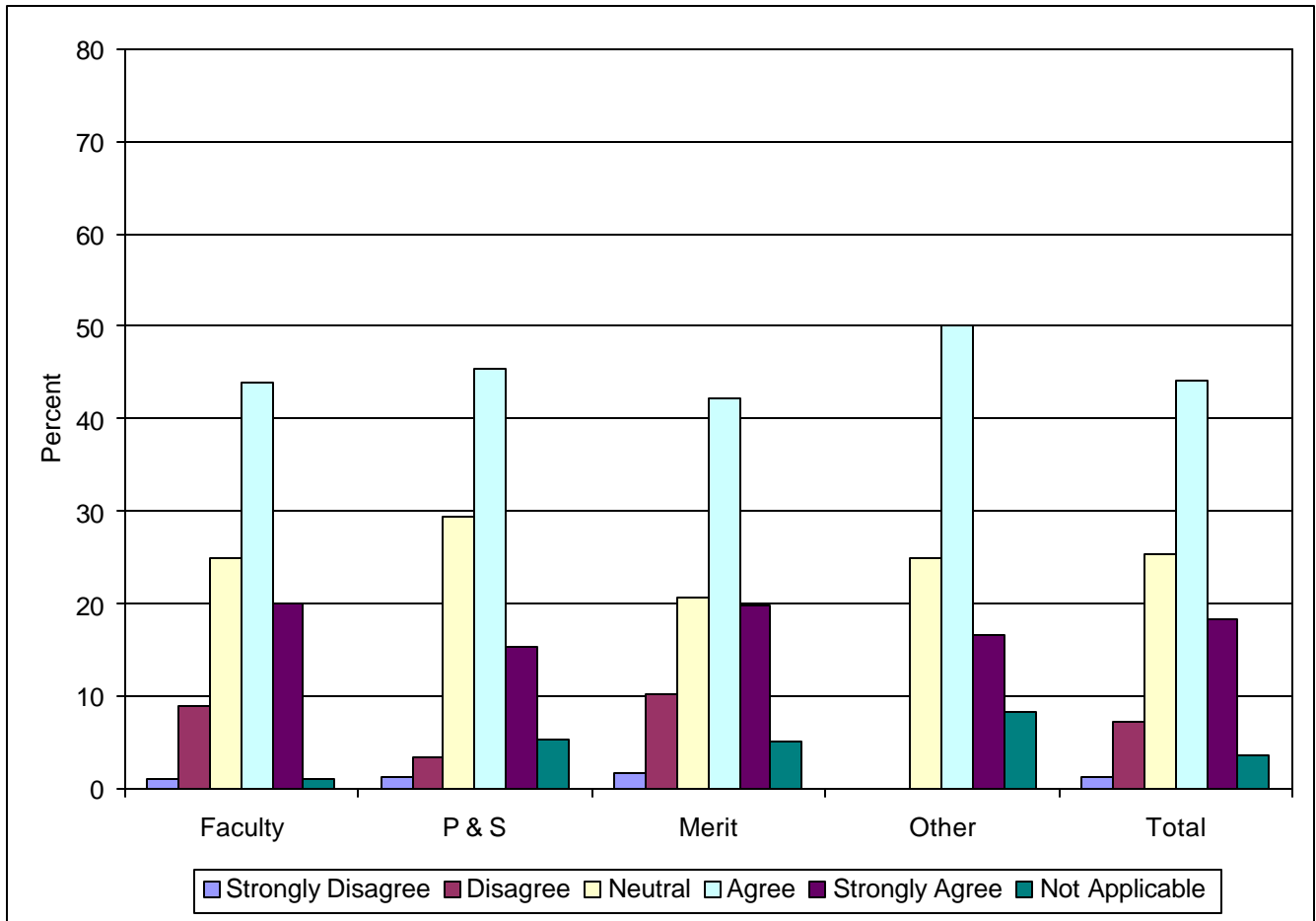
Q3. Faculty and staff give high quality advising to UNI students.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	3	1.6	21	11.1	48	25.3	82	43.2	29	15.3	7	3.7	190	100
P & S	1	0.7	8	5.4	29	19.5	83	55.7	14	9.4	14	9.4	149	100
Merit	6	5.2	8	6.9	28	24.1	47	40.5	21	18.1	6	5.2	116	100
Other	0	0.0	0	0.0	3	25.0	5	41.7	2	16.7	2	16.7	12	100
Total	10	2.1	37	7.9	108	23.1	217	46.5	66	14.1	29	6.2	467	100
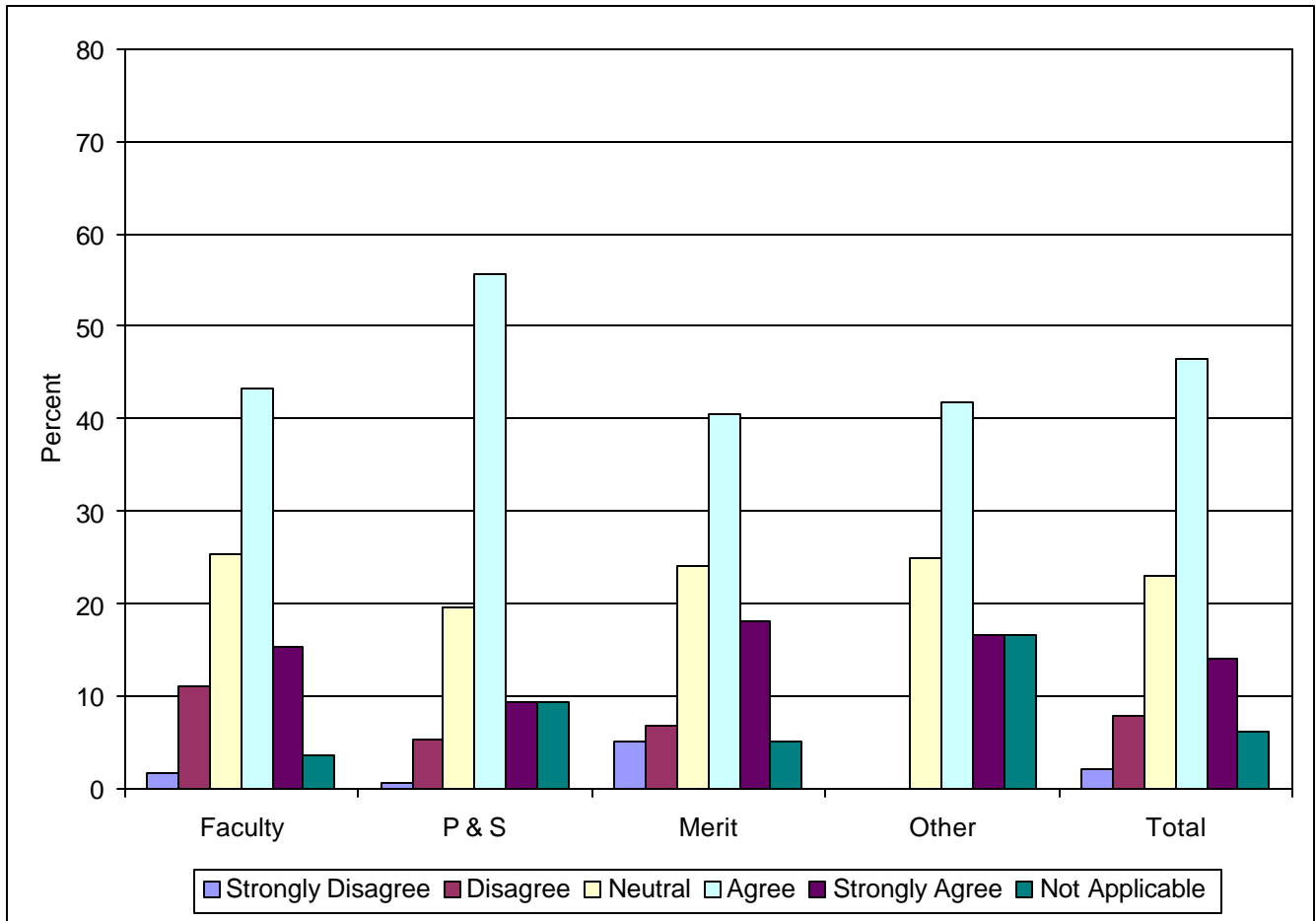
Q4. Faculty encourage the expression of diverse points of view in the classroom.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2	1.1	7	3.8	40	21.6	95	51.4	32	17.3	9	4.9	185	100
P & S	0	0.0	5	3.5	41	28.7	47	32.9	7	4.9	43	30.1	143	100
Merit	3	2.7	8	7.2	20	18.0	31	27.9	7	6.3	42	37.8	111	100
Other	0	0.0	0	0.0	1	8.3	8	66.7	0	0.0	3	25.0	12	100
Total	5	1.1	20	4.4	102	22.6	181	40.1	46	10.2	97	21.5	451	100
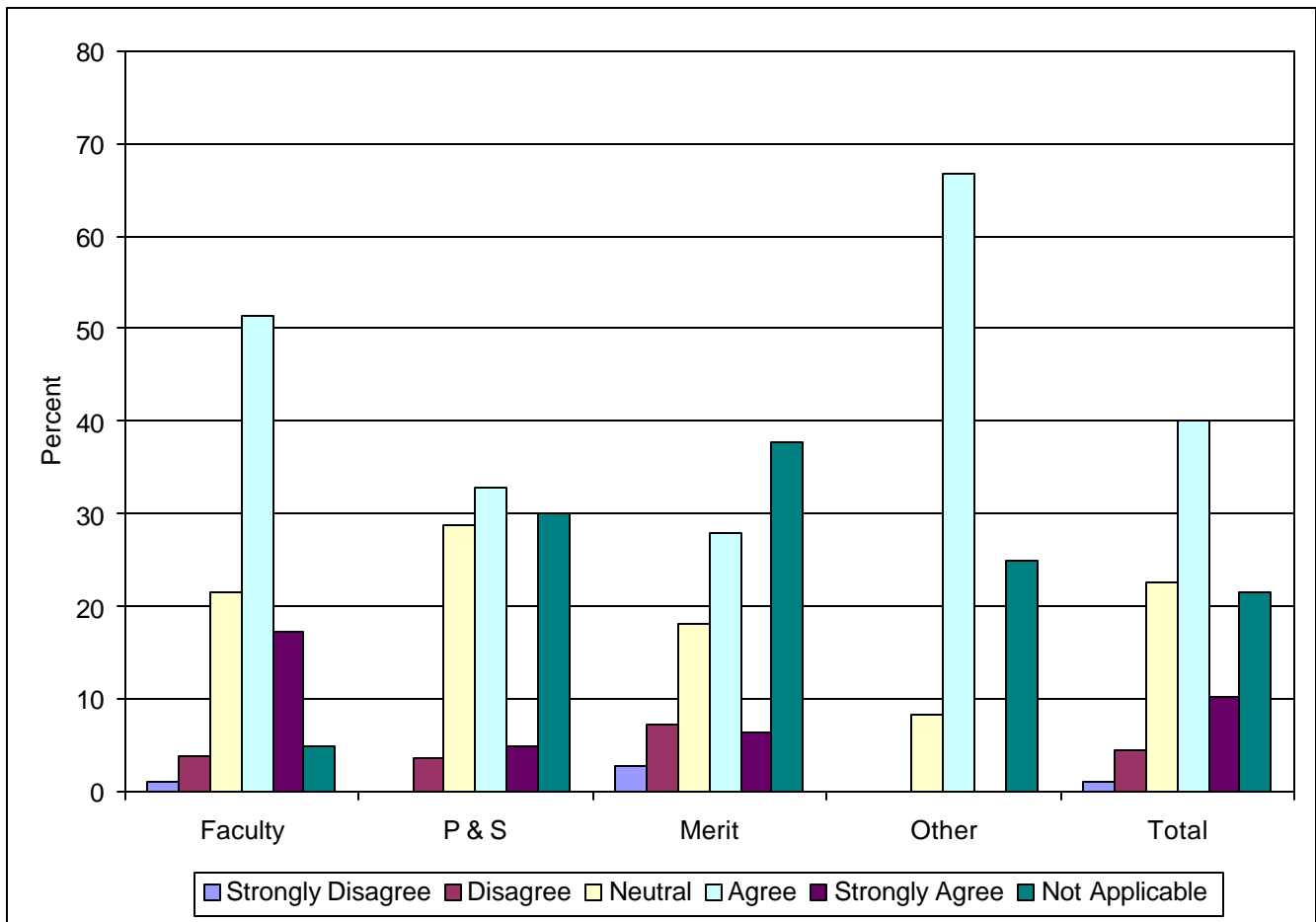
Q5. UNI provides opportunities for mentoring and social interaction among students, faculty and staff.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	8	4.2	31	16.2	46	24.1	81	42.4	24	12.6	1	0.5	191	100
P & S	5	3.3	13	8.6	31	20.5	71	47.0	25	16.6	6	4.0	151	100
Merit	2	1.7	11	9.5	27	23.3	63	54.3	11	9.5	2	1.7	116	100
Other	0	0.0	1	8.3	1	8.3	8	66.7	1	8.3	1	8.3	12	100
Total	15	3.2	56	11.9	105	22.3	223	47.4	61	13.0	10	2.1	470	100
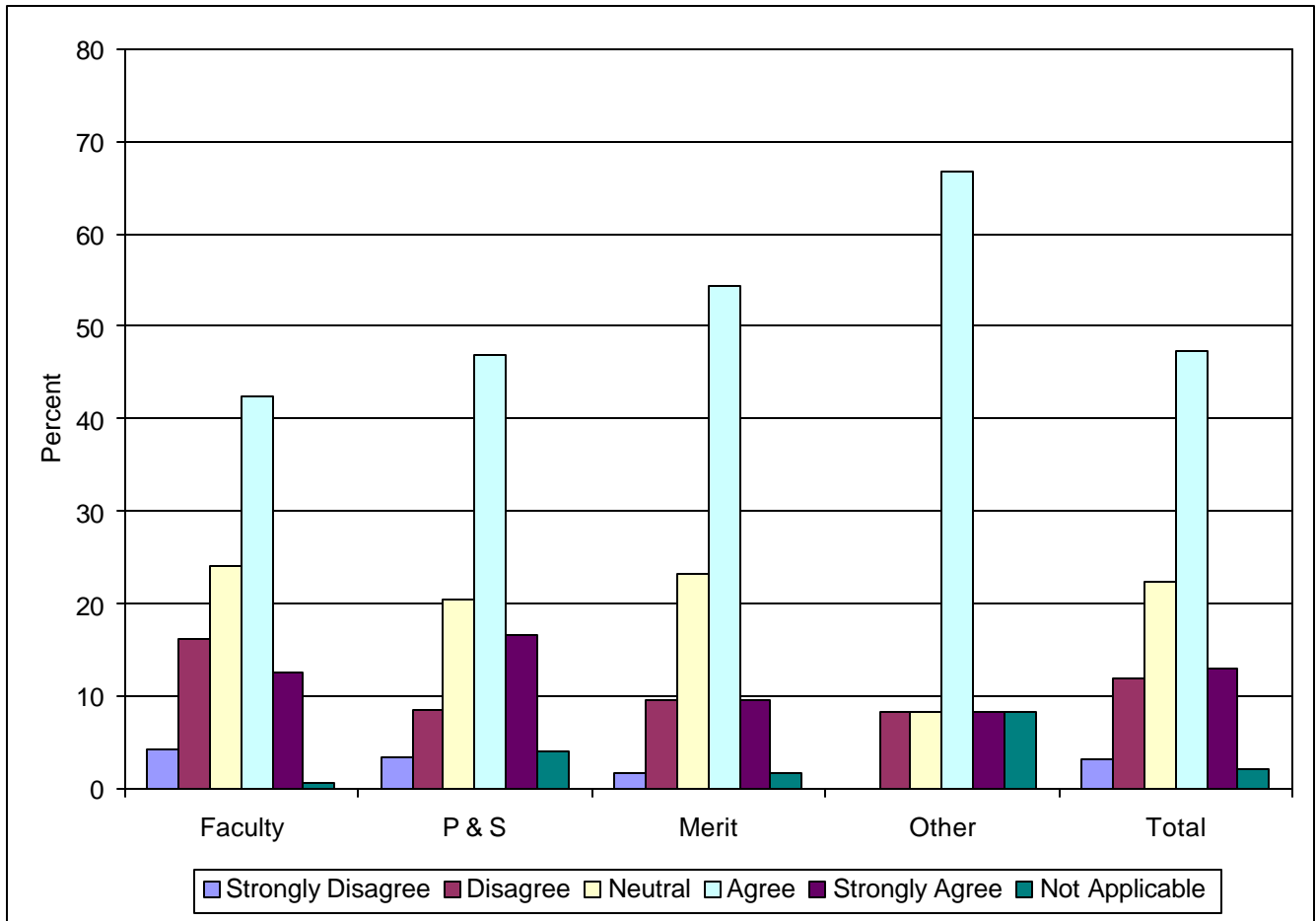
Q6. Faculty and staff collaborate with students on academic or extracurricular activities.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	6	3.2	11	5.8	31	16.4	100	52.9	40	21.2	1	0.5	189	100
P & S	4	2.7	7	4.7	28	18.7	80	53.3	19	12.7	12	8.0	150	100
Merit	1	0.9	9	7.8	28	24.3	48	41.7	16	13.9	13	11.3	115	100
Other	0	0.0	0	0.0	3	25.0	4	33.3	3	25.0	2	16.7	12	100
Total	11	2.4	27	5.8	90	19.3	232	49.8	78	16.7	28	6.0	466	100
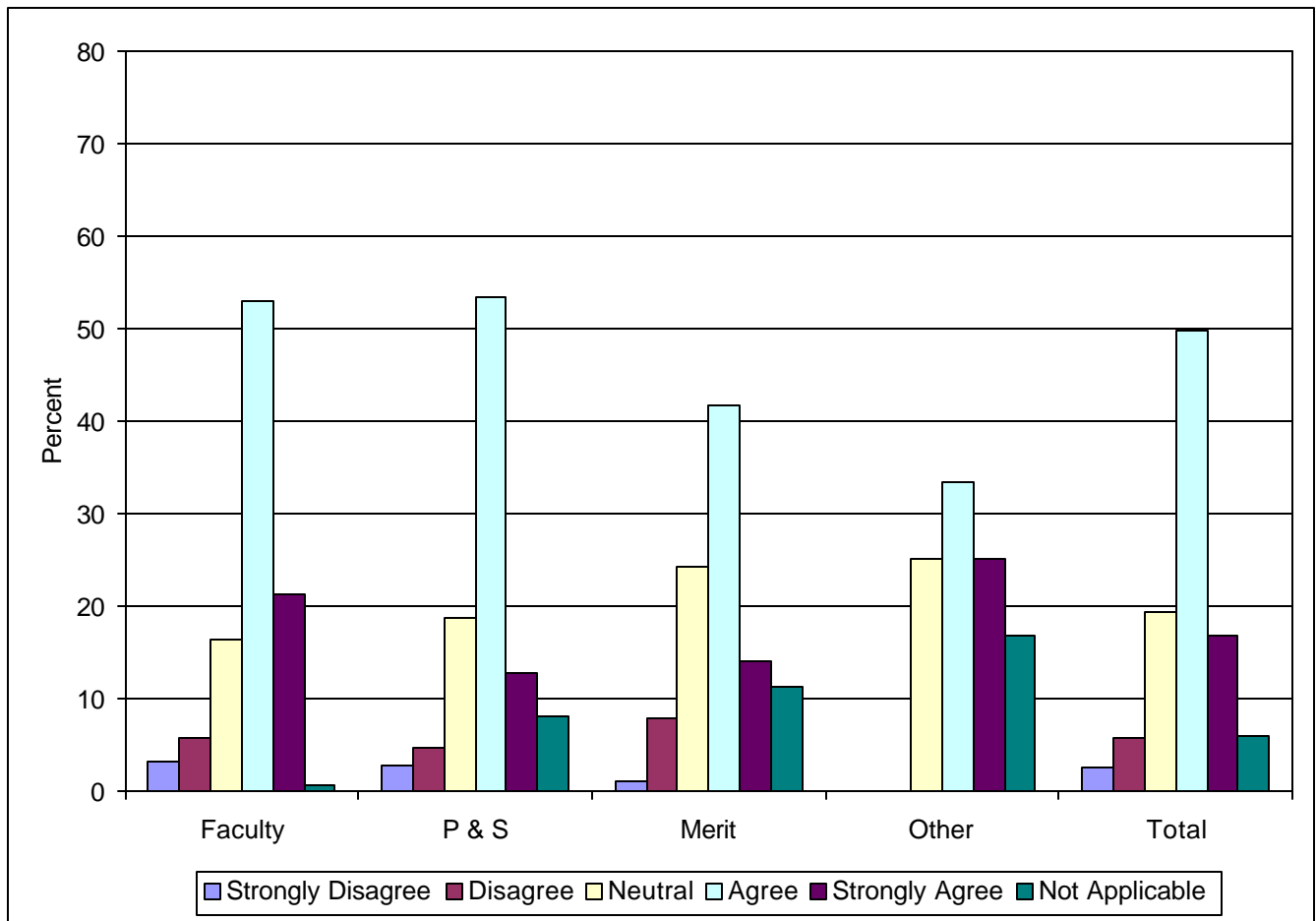
Q7. I feel a sense of belonging to the university community.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	13	6.8	32	16.8	28	14.7	75	39.3	43	22.5	0	0.0	191	100
P & S	2	1.3	11	7.3	21	13.9	71	47.0	46	30.5	0	0.0	151	100
Merit	6	5.2	18	15.5	15	12.9	59	50.9	17	14.7	1	0.9	116	100
Other	0	0.0	0	0.0	1	8.3	6	50.0	5	41.7	0	0.0	12	100
Total	21	4.5	61	13.0	65	13.8	211	44.9	111	23.6	1	0.2	470	100
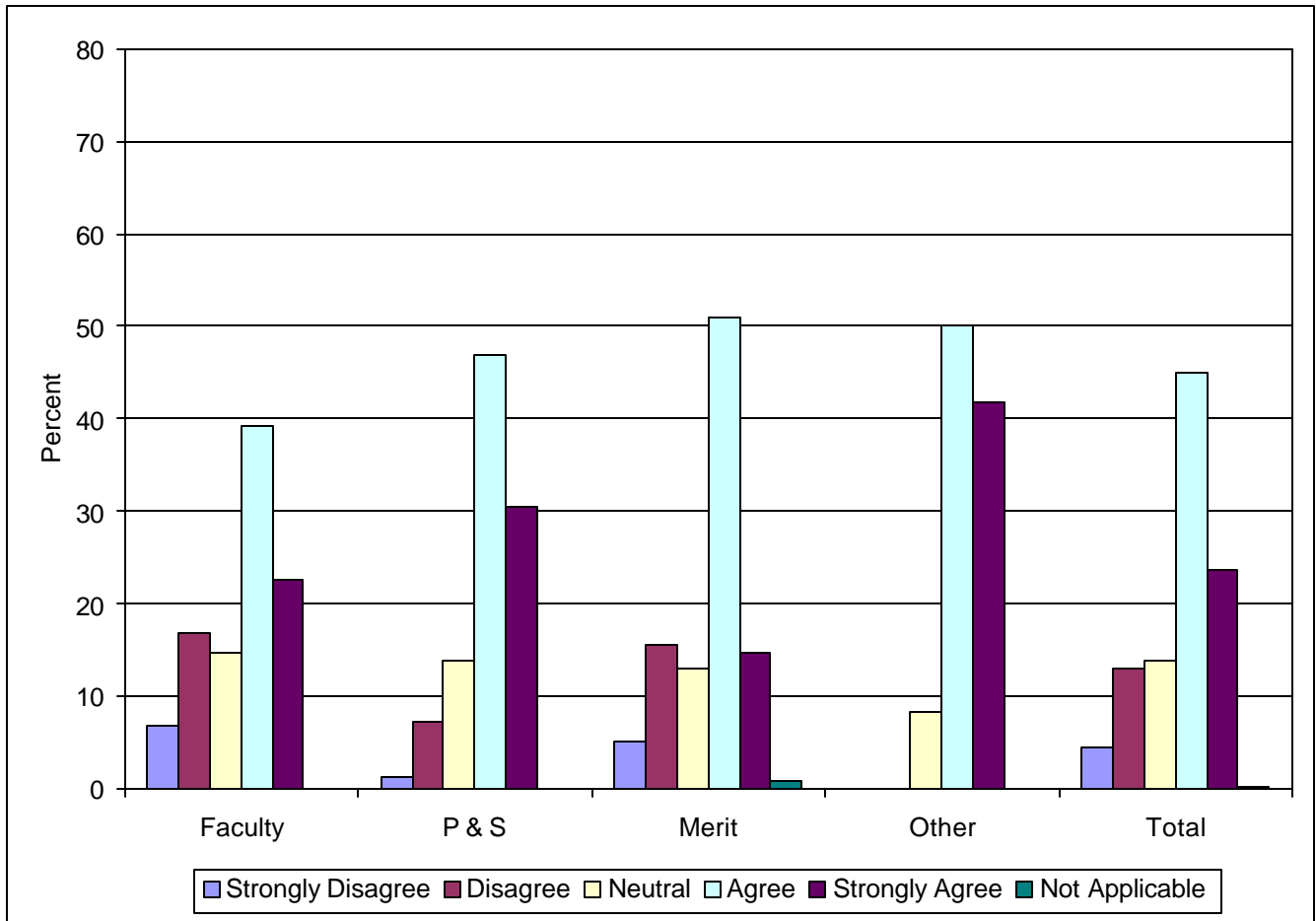
Q8. Faculty include information on multiple cultures and points of view in their classroom.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	4	2.1	13	6.9	57	30.3	76	40.4	28	14.9	10	5.3	188	100
P & S	2	1.3	3	2.0	46	30.9	36	24.2	4	2.7	58	38.9	149	100
Merit	1	0.9	5	4.4	25	21.9	26	22.8	4	3.5	53	46.5	114	100
Other	0	0.0	0	0.0	2	16.7	5	41.7	2	16.7	3	25.0	12	100
Total	7	1.5	21	4.5	130	28.1	143	30.9	38	8.2	124	26.8	463	100
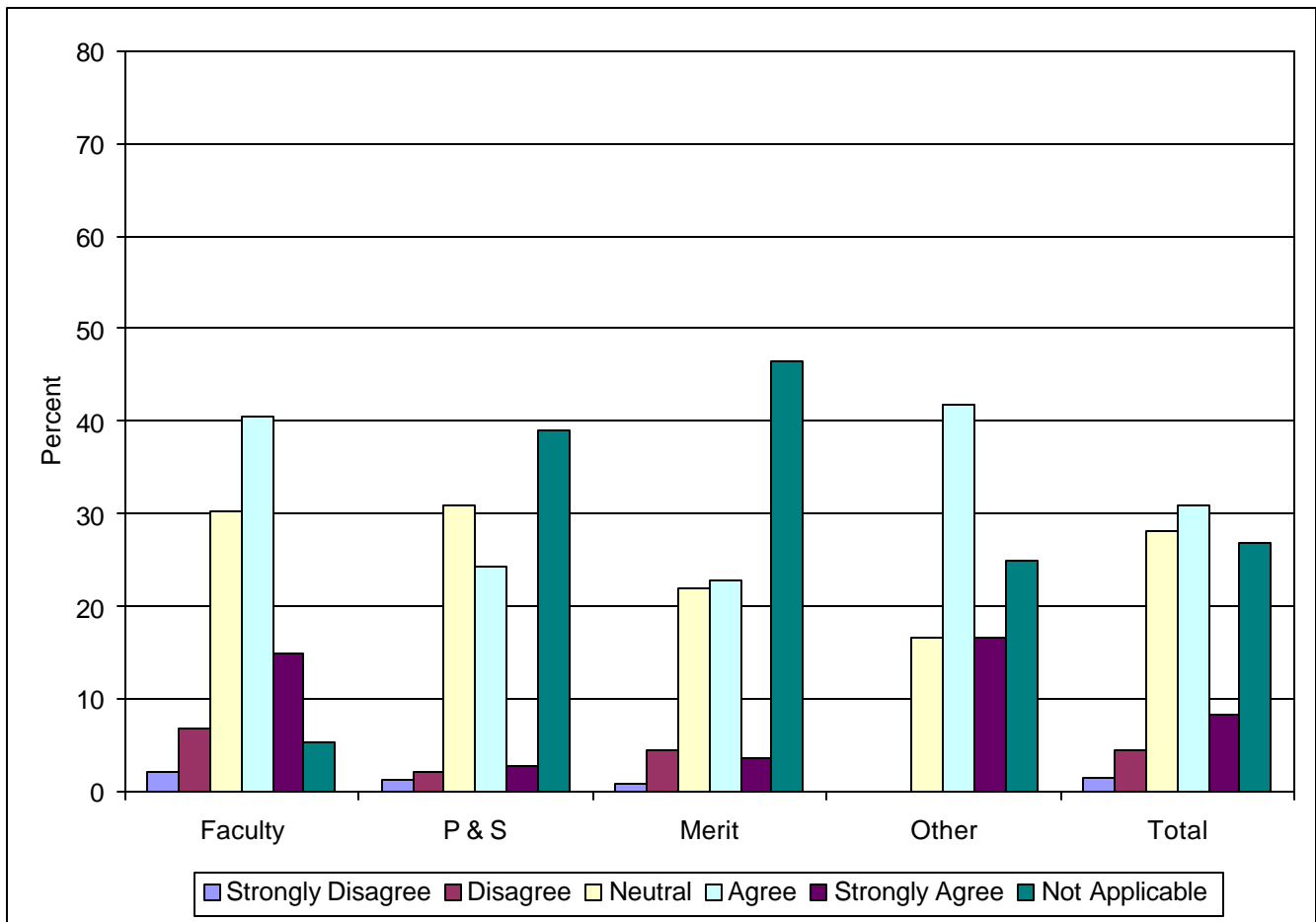
Q9. Faculty effectively prepare UNI students to be contributing members of a multicultural / multinational world.
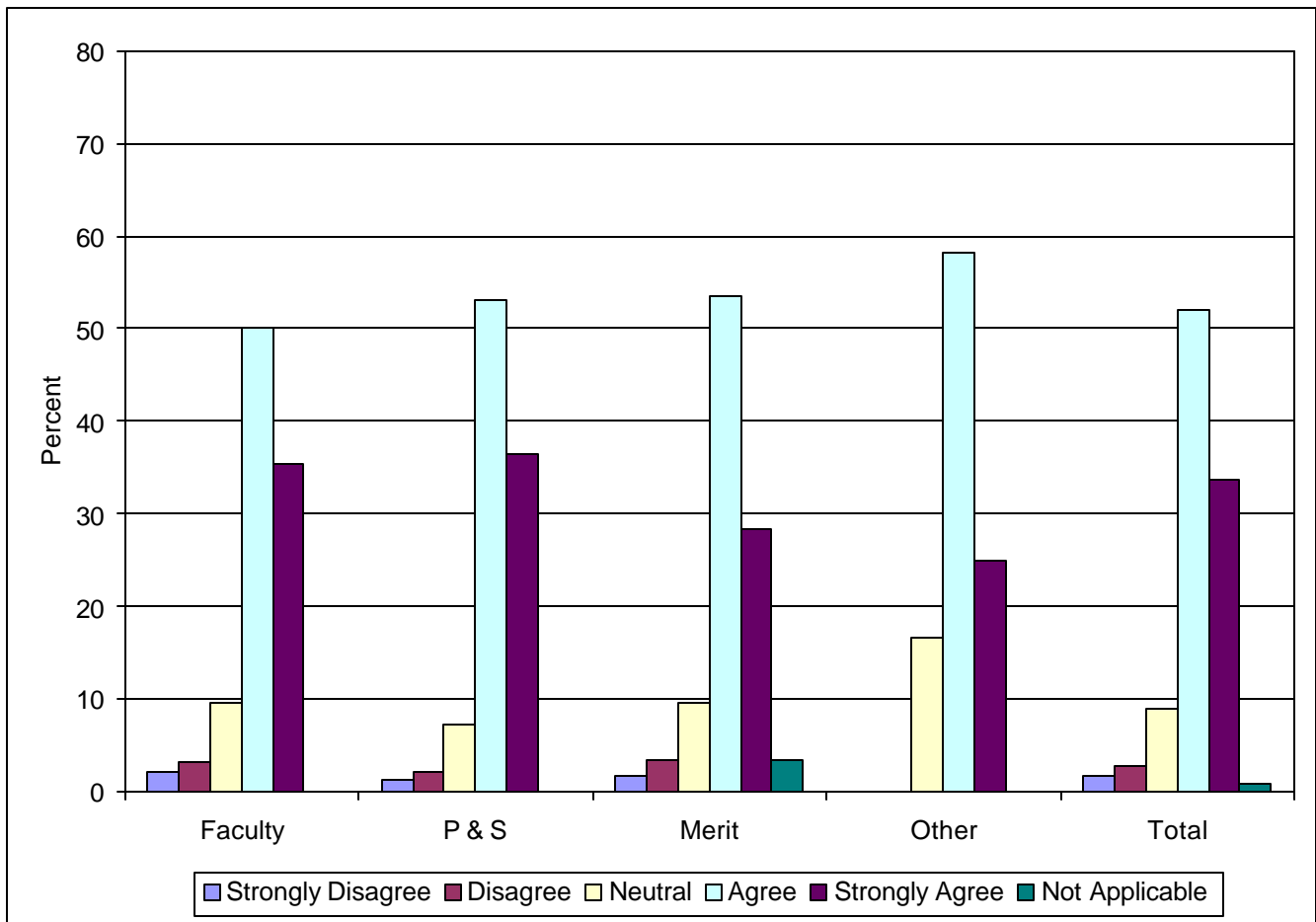
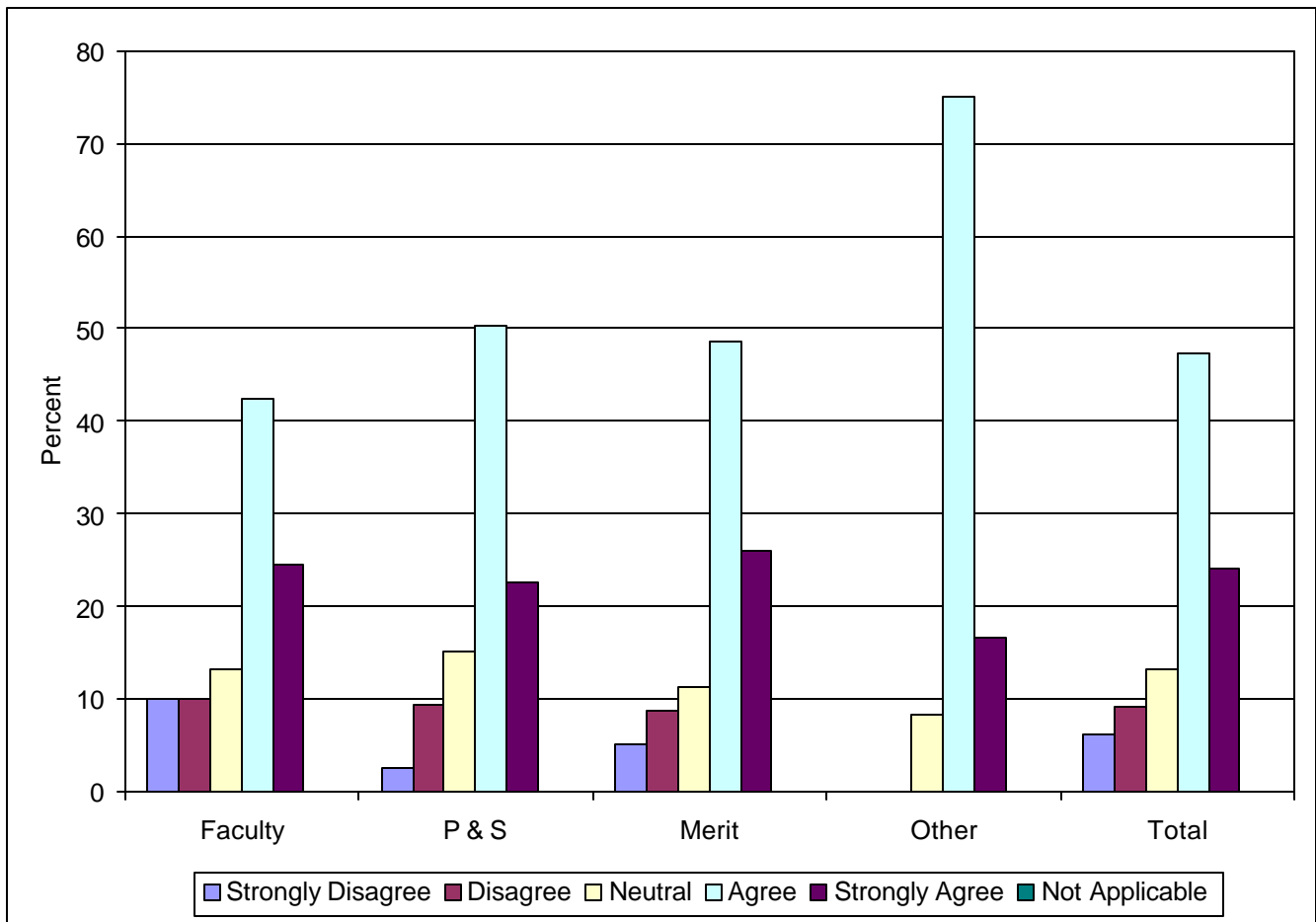|	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	6	3.1	31	16.2	49	25.7	76	39.8	24	12.6	5	2.6	191	100
P & S	6	4.0	12	8.0	49	32.7	38	25.3	8	5.3	37	24.7	150	100
Merit	2	1.7	9	7.8	24	20.9	40	34.8	14	12.2	26	22.6	115	100
Other	0	0.0	0	0.0	5	41.7	5	41.7	1	8.3	1	8.3	12	100
Total	14	3.0	52	11.1	127	27.1	159	34.0	47	10.0	69	14.7	468	100
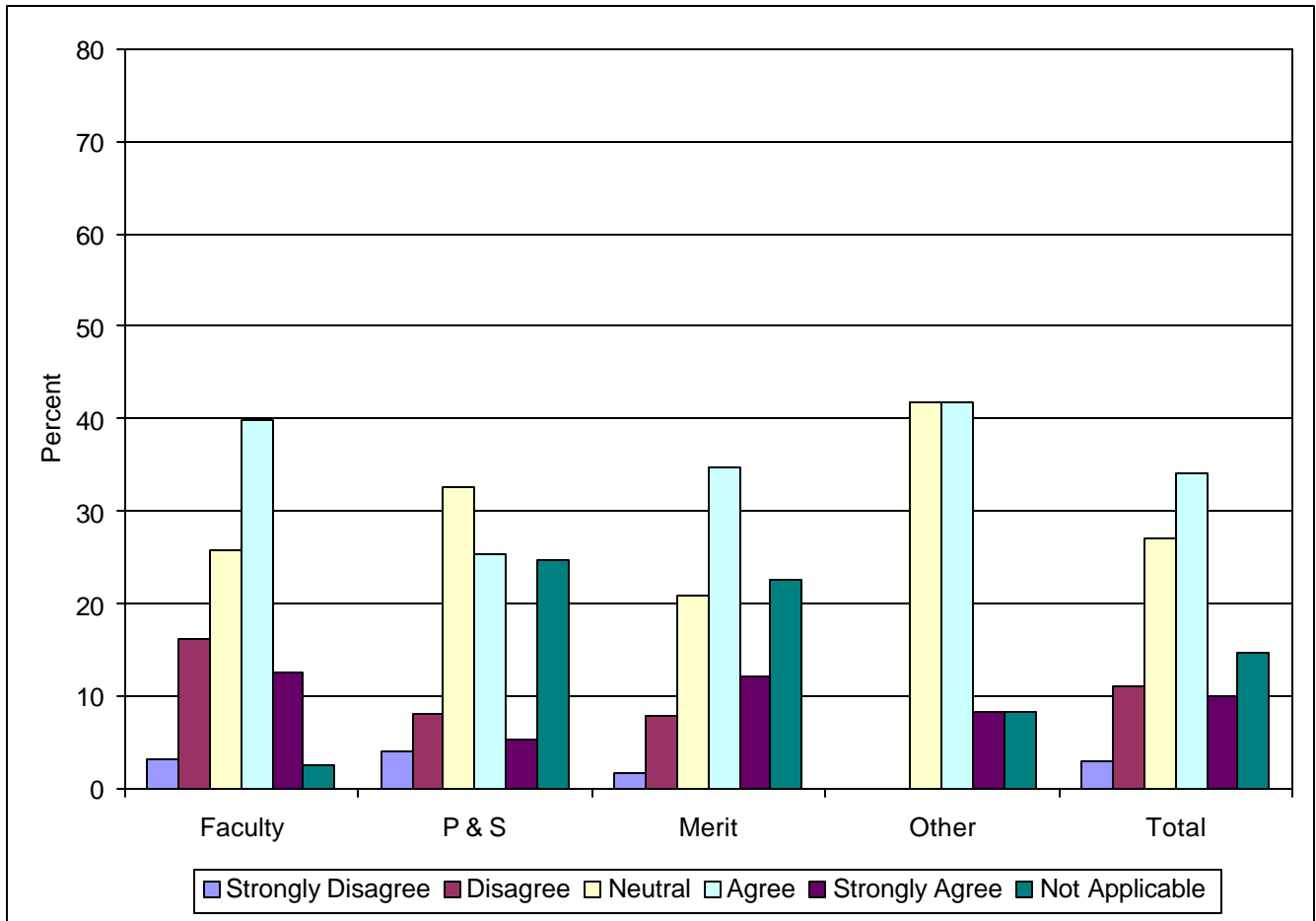
Q10. I have experienced positive social interactions with faculty, staff, or students who have different backgrounds or beliefs than my own.

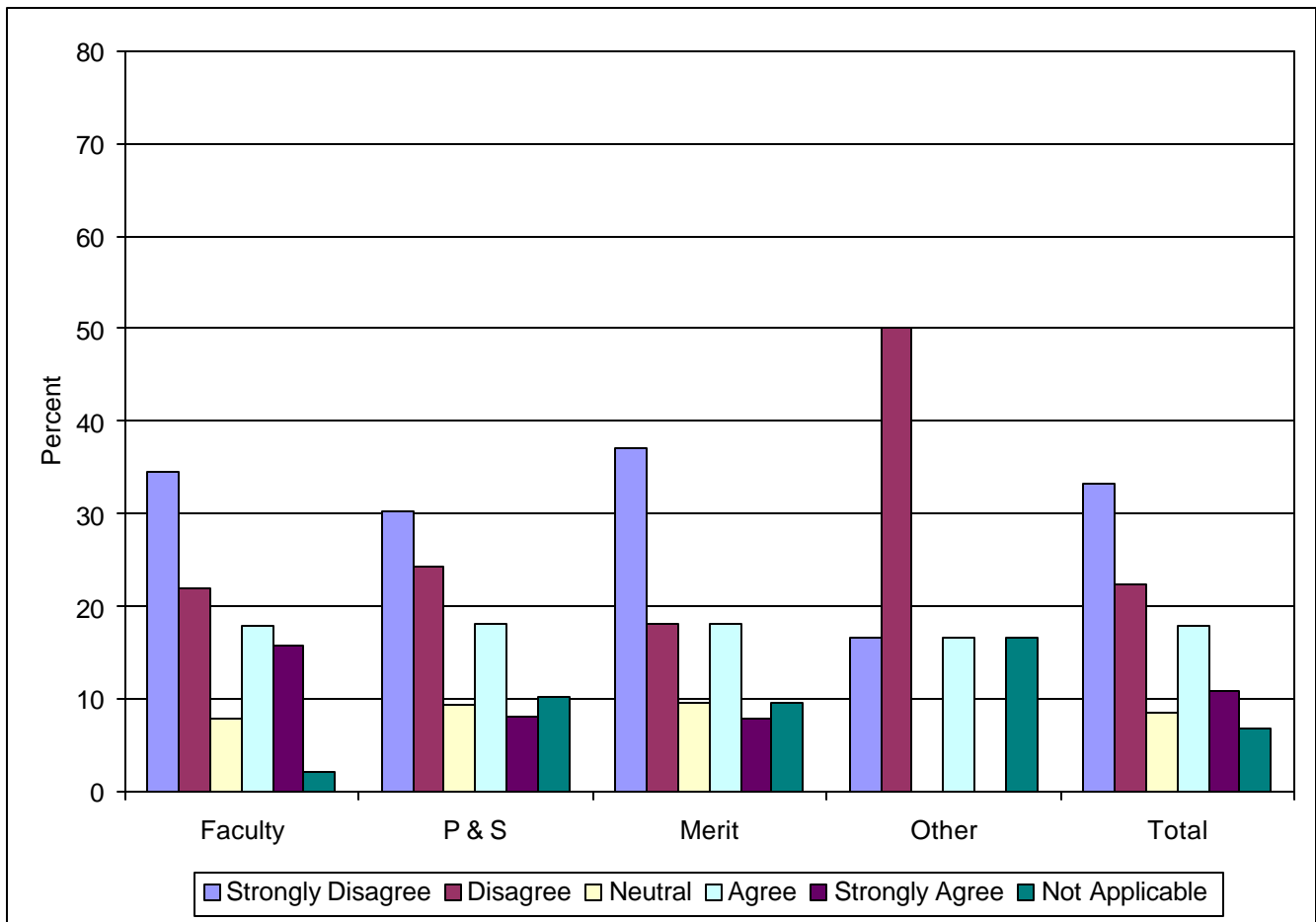|	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	4	2.1	6	3.2	18	9.5	95	50.0	67	35.3	0	0.0	190	100
P & S	2	1.3	3	2.0	11	7.3	80	53.0	55	36.4	0	0.0	151	100
Merit	2	1.7	4	3.4	11	9.5	62	53.4	33	28.4	4	3.4	116	100
Other	0	0.0	0	0.0	2	16.7	7	58.3	3	25.0	0	0.0	12	100
Total	8	1.7	13	2.8	42	9.0	244	52.0	158	33.7	4	0.9	469	100

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

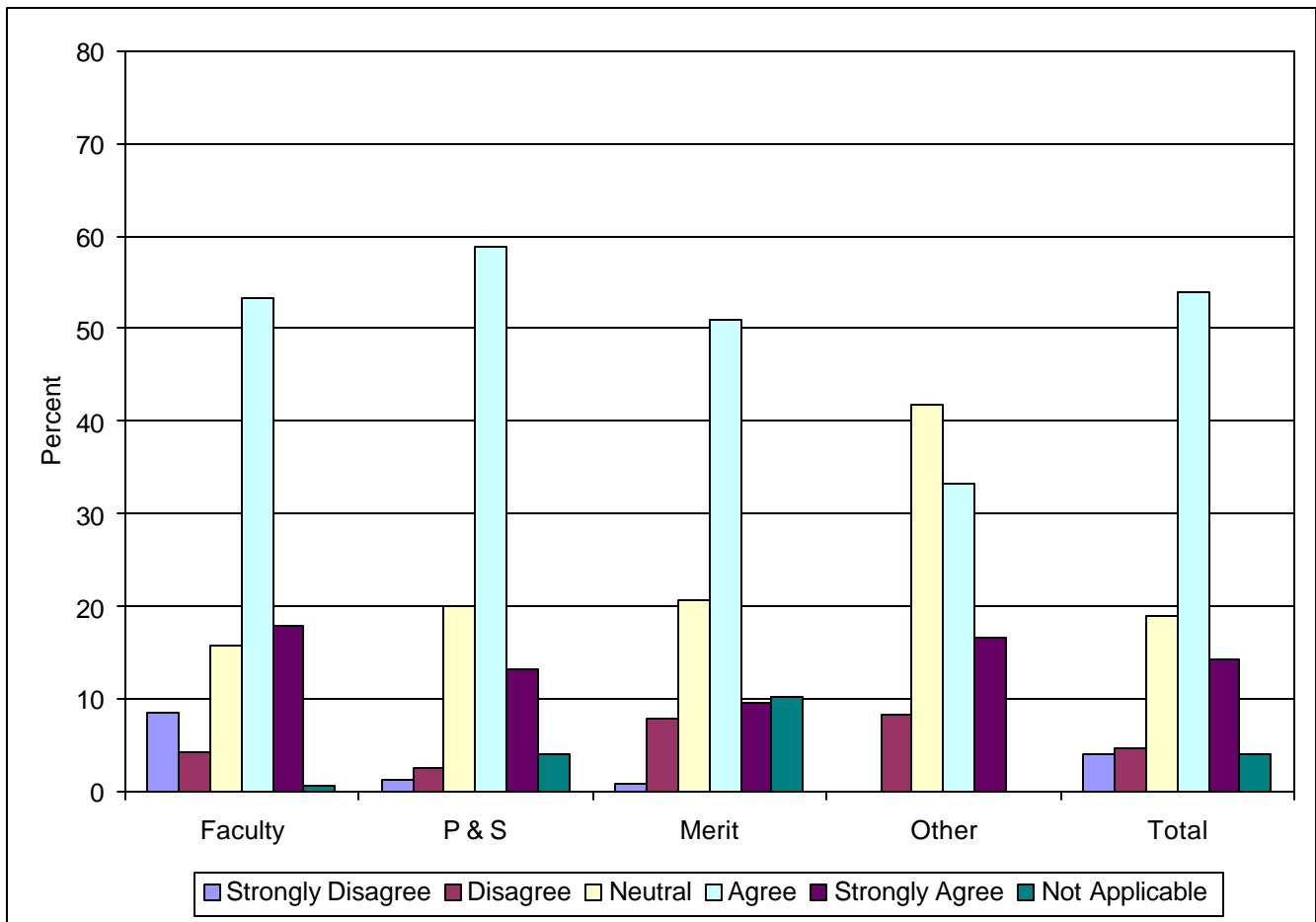|	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Not Applicable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	19	9.9	19	9.9	25	13.1	81	42.4	47	24.6	0	0.0	191	100
P & S	4	2.6	14	9.3	23	15.2	76	50.3	34	22.5	0	0.0	151	100
Merit	6	5.2	10	8.7	13	11.3	56	48.7	30	26.1	0	0.0	115	100
Other	0	0.0	0	0.0	1	8.3	9	75.0	2	16.7	0	0.0	12	100
Total	29	6.2	43	9.2	62	13.2	222	47.3	113	24.1	0	0.0	469	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	66	34.6	42	22.0	15	7.9	34	17.8	30	15.7	4	2.1	191	100
P & S	45	30.2	36	24.2	14	9.4	27	18.1	12	8.1	15	10.1	149	100
Merit	43	37.1	21	18.1	11	9.5	21	18.1	9	7.8	11	9.5	116	100
Other	2	16.7	6	50.0	0	0.0	2	16.7	0	0.0	2	16.7	12	100
Total	156	33.3	105	22.4	40	8.5	84	17.9	51	10.9	32	6.8	468	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	16	8.4	8	4.2	30	15.8	101	53.2	34	17.9	1	0.5	190	100
P & S	2	1.3	4	2.6	30	19.9	89	58.9	20	13.2	6	4.0	151	100
Merit	1	0.9	9	7.8	24	20.7	59	50.9	11	9.5	12	10.3	116	100
Other	0	0.0	1	8.3	5	41.7	4	33.3	2	16.7	0	0.0	12	100
Total	19	4.1	22	4.7	89	19.0	253	53.9	67	14.3	19	4.1	469	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	7	3.7	17	9.0	58	30.7	83	43.9	19	10.1	5	2.6	189	100
P & S	1	0.7	6	4.0	45	29.8	72	47.7	17	11.3	10	6.6	151	100
Merit	3	2.6	7	6.1	24	20.9	62	53.9	13	11.3	6	5.2	115	100
Other	0	0.0	1	8.3	2	16.7	9	75.0	0	0.0	0	0.0	12	100
Total	11	2.4	31	6.6	129	27.6	226	48.4	49	10.5	21	4.5	467	100
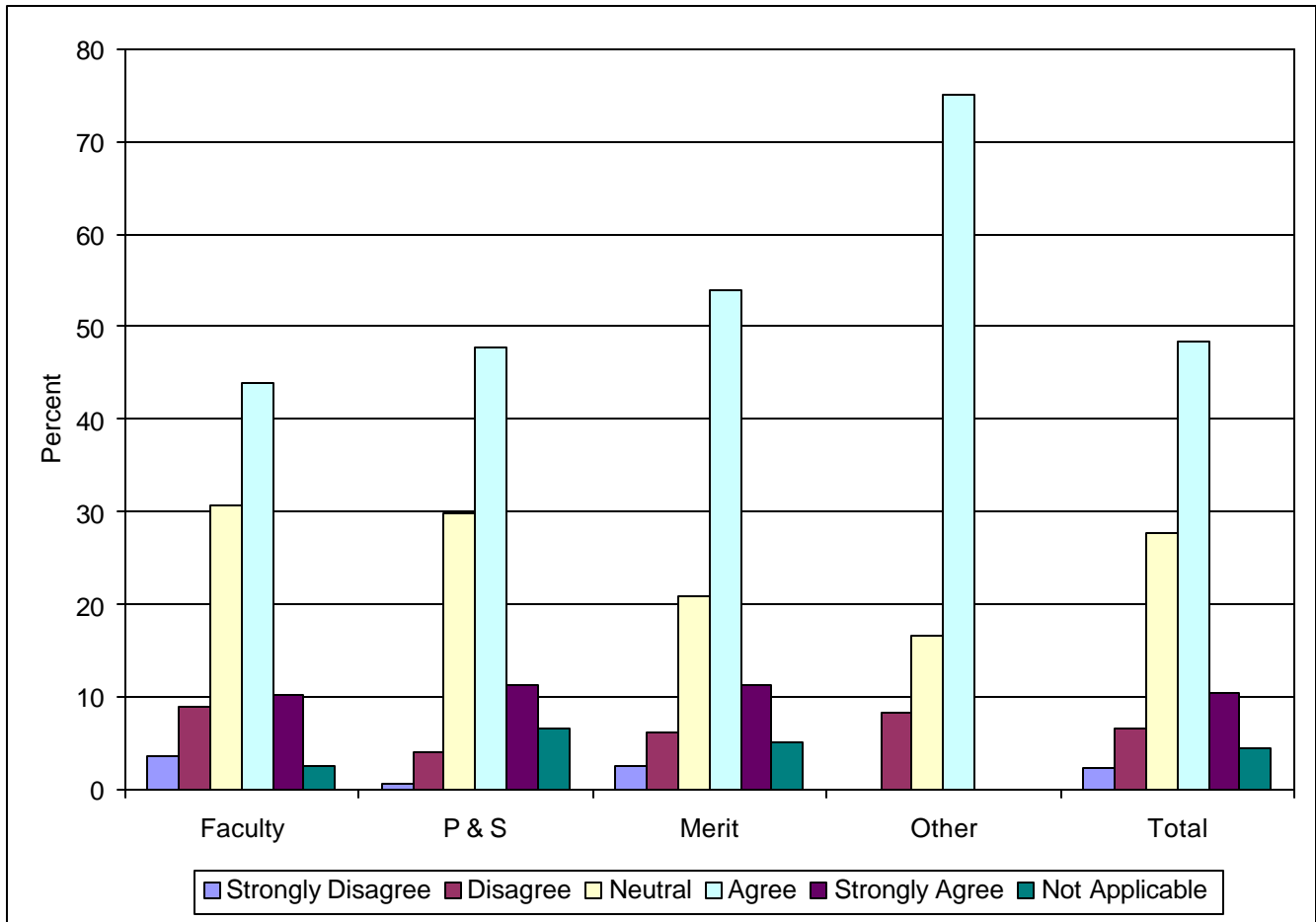
Appendix A

TO: UNI Faculty and Staff

FROM: Office of Information Management & Analysis

DATE: April 15, 2003

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 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

UNI Faculty and Staff
Climate Survey
April 2003

Office of Information
Management and Analysis
Campus Box 0005

All individual responses will be kept confidential.

Division	Classification	Status	Race/Ethnicity
____ Academic Affairs	____ Faculty	____ Full-Time	____ Caucasian
____ Educational and Student Services	____ P & S	____ Part-Time	____ African American
____ Administration and Finance	____ Merit		____ Asian/Pac. Islander
____ Advancement	____ Other	**Gender**	____ Hispanic
____ President's Office		____ Male	____ Native American
____ Other		____ Female	____ Other

Indicate your view of the following statements by selecting one of the response options (Please circle).

	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.