

2006 Academic Faculty Campus Atmosphere Survey

The survey is arranged in three parts: Part One focuses on your general impressions and observations of the atmosphere at UNR. Part Two focuses on your specific experiences in your college and/or department. Part Three is **optional** and focuses on limited demographics.

We hope you find this survey both thought-provoking and pertinent to your experiences at the University. Please read each question carefully and mark the applicable response. Please be open and honest with your responses. Your specific responses will NOT be shared or reported at the individual level; your responses will remain anonymous.

Part One: Campus Atmosphere

Section 1: UNR Atmosphere

	Disagree Strongly	Disagree	Agree	Agree Strongly
The University has a responsibility to work with its surrounding communities to address local issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic faculty are free to express opinions critical of campus administrators without fear of retribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic faculty are often at odds with campus administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic faculty are sufficiently involved in campus decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Faculty Senate is an effective voice for academic faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic faculty and staff at UNR respect each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic and administrative faculty respect each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morale is a problem on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are adequate protections for the rights of academic faculty at UNR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic faculty are adequately rewarded for service to the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional policies and procedures are consistently applied at all levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The environment at UNR fosters the growth of multiculturalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is good communication between UNR and the Board of Regents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: University Policies

	Disagree Strongly	Disagree	Agree	Agree Strongly
UNR represents itself accurately to all stakeholders through its policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNR represents itself accurately to all stakeholders through official actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The "Conflict of Interest" policy is adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The "Conflict of Interest" policy is fairly implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The criteria for promotion and tenure decisions are clearly stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The criteria for promotion and tenure decisions are fairly implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in University policies have been clearly explained in advance to academic faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: University Policies continued

	Disagree Strongly	Disagree	Agree	Agree Strongly
Major campus policy changes have included sufficient academic faculty input before being implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The criteria for annual reviews are clearly stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The criteria for annual reviews are fairly implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The system for awarding merit is clearly stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The system for awarding merit is applied equally across the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNR demonstrates a commitment to the pursuit and dissemination of knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Board of Regents role is to attend to the needs of UNR within the system of higher education in Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Students

	Disagree Strongly	Disagree	Agree	Agree Strongly
Students entering UNR are academically well-prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNR should not offer remedial/developmental education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNR should raise its admission standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upper division students write well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upper division students have good analytical/critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic faculty at UNR are interested in the academic problems of undergraduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students should be required to meet with an academic advisor at least once a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing advice to students about career choices and academic issues is an important role for academic faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A racially/ethnically diverse student body enhances the learning experience of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: Core Curriculum

	Disagree Strongly	Disagree	Agree	Agree Strongly
The Core Curriculum is effective in achieving its goal of preparing students to better understand and function in a complex world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The range of skill sets (writing, analytical/ critical thinking, etc.) and disciplines (Social and Natural Sciences, Humanities, Fine Arts, Math, Writing, and Diversity) encompassed in the Core Curriculum is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The specific Core Curriculum courses in each area (Social and Natural Sciences, Humanities, Fine Arts, Math, Writing, and Diversity) are appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Core Curriculum is an important aspect of the undergraduate experience

Section 5: Teaching & Research

	Disagree Strongly	Disagree	Agree	Agree Strongly
Research and publication should be the primary mission of the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNR provides adequate facilities for my research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNR policies facilitate academic faculty pursuit of external funding opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University management of grant and research activities is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic faculty are rewarded for being productive researchers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic faculty are rewarded because of the amount of external funding they obtain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic faculty are granted adequate autonomy and independence to conduct their research and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching should be the primary mission of the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructors (LOA's and TA's) are adequately trained to be effective teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LOA's and TA's are adequately supported (office space, clerical support, technology, etc.) to be effective teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University sponsored professional development for improving teaching is valuable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is adequate support for academic faculty development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic faculty are rewarded for being effective teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The balance between teaching and research is about right at UNR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research and teaching are equally valued during annual reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 6: Graduate Students

Do you teach or supervise graduate students? Yes No **(Branch to section 7)**

	Disagree Strongly	Disagree	Agree	Agree Strongly
Funding for graduate students is a challenge in my department/program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My department/program attracts well-prepared graduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research is the primary goal for graduate students in my department/program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate students in my program write effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate students in my program speak effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate students in my program think critically/analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 7: Overall Atmosphere

Below are some words and phrases that we would like you to use to describe *your general* impressions of the **OVERALL** University atmosphere. For example: If you think UNR's atmosphere is "Very Friendly," then you would place an X in the box next to "Friendly." If, on the other hand, you think it is "Very Impersonal" then place an X in the box next to "Impersonal." If you think it is somewhere in between, put an X in the appropriate location on the scale.

Friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Impersonal
Hostile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Caring
Culturally enriching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Culturally stagnant
Prejudiced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tolerant
Fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arbitrary
Miserable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enjoyable
Oppressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Liberating
Bureaucratic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-bureaucratic
Policies are clearly stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Policies are ambiguous
Academically competitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Academically complacent
Academically rigorous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Academically lax
Intellectually stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Intellectually stifling
Official actions are consistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Official actions are inconsistent
Teaching oriented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Research oriented
Principled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unethical
LOA's Overused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LOA's Underused
Adequate LOA & TA Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inadequate LOA & TA Training
Diverse Student body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Homogeneous Student body

Section 8: UNR's Missions, Goals and Value Statement

I have read the missions, goals, & value statement. Yes No

If you would like to read the [UNR's Missions, Goals and Value Statement](#) before responding to the following questions click on the following link. (link to statement).

	Disagree Strongly	Disagree	Agree	Agree Strongly	Don't Know
The University missions and goals described in the statement accurately reflects <i>what UNR does</i> as an institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The University missions and goals described in the statement accurately reflects <i>what UNR should do</i> as an institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The University values described in the statement are appropriate for the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The University strives to achieve its described values in the statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The values of the University are reflected in its actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel my position and/or job supports the missions and goals of the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel my position and/or job supports the values of the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 9: Strategic Planning Process

	Disagree Strongly	Disagree	Agree	Agree Strongly	Don't Know
The University strategic planning process is clearly described	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The strategic plan clarifies the priorities of the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding has been allocated to priorities identified in the strategic plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The strategic planning process has made the University better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to contribute to the strategic planning process in a meaningful way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic planning had no real impact on my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part Two: Your Experiences at UNR

Section 10: Your College and Department Experiences

For the list of items below, please reflect on your **college and/or department experiences**

	Disagree Strongly	Disagree	Agree	Agree Strongly
There is adequate support for integrating technology in my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of the students I teach are academically well-prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I integrate diversity concepts into my courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic faculty in my department value my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have adequate influence in the selection of my department chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have adequate input in departmental curriculum decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program-level assessment of student learning is important for providing a high-quality curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My department has difficulty recruiting academic faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My department has difficulty retaining academic faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to offer my opinion about important matters within my department without fear of retribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching expectations interfere with my research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I experience pressure to change my research agenda to fit in or make tenure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic faculty in my department value my research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student advising is a priority in my department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The system for awarding merit is applied equally in my college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with salary and benefit levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with the quality of my office/lab space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All things considered, I am satisfied with my role in the department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 11: Miscellaneous

I feel well-informed with respect to my responsibilities as an academic advisor. Yes No N/A

Do you plan to retire in the next three years? Yes No

In the last 2 years, have you. . .	Yes	No
Received funding for your work from foundations	<input type="checkbox"/>	<input type="checkbox"/>
Received funding for your work from governmental agencies	<input type="checkbox"/>	<input type="checkbox"/>
Received funding for your work from business or industry	<input type="checkbox"/>	<input type="checkbox"/>
Engaged in interdisciplinary research	<input type="checkbox"/>	<input type="checkbox"/>

Part Three: Demographics OPTIONAL

This section is optional. The following demographic data will be used to illustrate whether the sample is biased in any way. Demographics will also be used to compare whether factors are influenced by gender, time at the university, rank, or college.

Gender: Female Male

Years on campus:

- | | | |
|---|---|---|
| <input type="checkbox"/> less than 1 year | <input type="checkbox"/> 1 to 4 years | <input type="checkbox"/> 5 to 7 years |
| <input type="checkbox"/> 8 to 12 years | <input type="checkbox"/> 13 to 20 years | <input type="checkbox"/> more than 20 years |

What is your rank?

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> Assistant Professor | <input type="checkbox"/> Rank 0-I |
| <input type="checkbox"/> Associate Professor | <input type="checkbox"/> Rank 0-II |
| <input type="checkbox"/> Full Professor | <input type="checkbox"/> Rank 0-III |
| <input type="checkbox"/> Lecture/Instructor | <input type="checkbox"/> Rank 0-IV |

College

- College of Agriculture, Biotechnology, and Natural Resources
- College of Liberal Arts
- College of Business Administration
- College of Education
- College of Science
- College of Engineering
- College of Health and Human Sciences
- Reynolds School of Journalism
- School of Medicine
- Cooperative Extension

Your Closing Thoughts

If you would like to add any additional comments please use the space below.

Thank you for taking the time to provide your input on these very important issues