

# Impacting Your Campus' Climate: How to Engage Faculty, Staff, & Students with a Survey on a Shoe-String

*Florida Association for Institutional Research  
Annual Conference – February 2007  
Cocoa Beach, FL*

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# University of South Florida Sarasota-Manatee

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- ❑ One of Four USF Campuses
- ❑ 3,200 Upper Level/Master's Students Annually; 75% work, 50% full-time
- ❑ 58 Resident Faculty; 82 Staff Members
- ❑ Transitioned to New Campus - Fall 2006

# Campus Workplace Survey

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- ❑ Designed by outside consultant in 2005
- ❑ Re-administered in 2006
- ❑ To be administered 3<sup>rd</sup> time in Spring 2007
- ❑ Anonymous
- ❑ On-Line
- ❑ 68% response rate
- ❑ Nearly 90 items
- ❑ Campus Climate, Leadership/ Administrative Management, Work Responsibilities, Communication, Professional Development, Collegiality/Sense of Community
- ❑ .90 reliability (Cronbach alpha)

# What issues does IR face when administering campus surveys?

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- ❑ Completion rates
- ❑ Confidentiality
- ❑ Compilation
- ❑ Survey Length
- ❑ Factors to Measure
- ❑ Communication Mode
- ❑ Usefulness

# Survey System Activities

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1. Setting objectives
2. Designing the study
3. Preparing a reliable & valid instrument
4. Administering the survey
5. Managing survey data
6. Analyzing survey data
7. Reporting results
8. Follow-up

# 1. Setting Objectives

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- ❑ To measure the work environment on the USF Sarasota-Manatee Campus
- ❑ To identify areas needing improvement
- ❑ “Hidden agendas”

## 2. Designing the Study

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- Sample
  - Anonymous or identifiable
  - All or representative sample
  
- Timeline of Activities
  
- Communication Plan: Before, During, After

# 3. Preparing a Reliable & Valid Instrument

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- Council of Independent Colleges, *A Good Place to Work*
  
- Stakeholders
  - Focus groups, interviews, faculty governance subcommittees
  - Face validity: experts in field

## 4. Administering the Survey

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- On-line versus paper
- 3-week window
- Running tabulation of results

# 5. Managing Survey Data

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- Excel, Access, SPSS
- Recoding, recategorizing, missing data

# 6. Analyzing Survey Data

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- Frequencies
- Group Comparisons & Significant Differences (ANOVA, Chi-Square)
- Top and bottom concerns
  - Red, yellow, green issues
- Reliability: Consistent answers (Cronbach alpha)
- Validity: Measuring what it says
  - Peer analysis: National surveys
  - External: Compare to student surveys
- Factor Analysis: Shorten the survey

# 7. Reporting Results

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- Website
  - Executive summary
  - All details
- CEO webcast
- Campus forum
  - red, green, yellow issues
  - Top & bottom 10 issues

# Website on Intranet

**USF** UNIVERSITY OF SOUTH FLORIDA  
SARASOTA-MANATEE

[| Prospective Students](#) | [Our Students](#) | [Visit](#)


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*Institutional Research & Effectiveness*

***Campus Workplace Survey  
2005 & 2006***

**Executive Summary**

- Participation Rates\*
- 2006 Most & Least Favorable Items\*
- 2005 Most & Least Favorable Items\*
- 2005 & 2006 Comparisons\*
- Survey Responses by Groups\*
- 2006 Comments\*
- 2005 Comments\*



**Dr. Stryker's Webcast of May 1, 2006**

**Campus Forum Summary: May 23, 2006**

\*Requires USF-SM Intranet login.

[Back to IR Website on Intranet](#)

## 8. Follow-up

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- ❑ Multi-year surveys
- ❑ Track improvement
- ❑ Periodic reminders at standing meetings

## **FAIR 2007 Proposal Abstract**

Impacting Your Campus' Climate:  
How to Engage Faculty and Staff with a Survey on a Shoestring

Dr. Bonnie Jones, Ph.D., USF Sarasota-Manatee

Purpose: The purpose of this study was to assess faculty and staff attitudes in the campus workplace and to determine if collaboration on issues of concern changed these attitudes.

Methodology: The Campus Workplace Survey measures the work climate on the University of South Florida, Sarasota-Manatee Campus. In March 2005 and again in March 2006, all full-time faculty and staff were invited to participate anonymously in the on-line survey, and both years 68% responded. Employees rated and commented on nearly 90 items in the following areas: Campus Climate, Leadership/Administrative Management, Work Responsibilities, Communication, Professional Development, and Collegiality/Sense of Community. The reliability of the instrument was over .90 both years (Cronbach alpha).

Results: In 2005 the campus employees rated seven areas regarding campus communication as their top concerns. The Management Team took action to remedy these concerns by: (1) restructuring weekly Management Team meetings to include faculty leaders the second week of each month and staff directors the fourth week, (2) offering interactive campus forums open to all faculty and staff during the third week of each month on timely topics of campus-wide interest, and (3) making a concentrated effort to share campus activities and new procedures via the monthly electronic newsletter. These efforts paid off in significantly improved ratings for Communication in the 2006 survey ( $p < .05$ ). However, a few areas remain as concerns both in 2005 and 2006 survey responses: (1) increasing workloads, (2) fewer professional development opportunities than the Tampa Campus, (3) need for new employees to receive coaching and mentoring, and (4) allocation of money for professional development (travel and expenses). The Management Team plans to focus on these concerns during the 2006-07 year. The Campus Workplace Survey will be re-administered for a third time in March 2007 to determine any changes resulting from the move to the new campus.

Discussion of Implications for Florida Postsecondary Institutions: Institutional researchers typically face challenges to measure "campus climate" through survey research. Boards of trustees, community leaders, accreditors, and state agencies are all interested in whether or not higher education institutions are improving. This information is important in recruiting and retaining candidates for faculty and staff positions with Florida's high employment rates. However, as researchers we do not want to do a tremendous amount of work with limited money and resources, only to have poor survey response rates or the analysis of results ignored. By involving faculty and staff in multiple steps of the survey process and underscoring the anonymity and importance of their feedback, they are more likely to take the time to participate and then follow-up on concerns under their responsibility. When they see changes being made as a result of the feedback, peer pressure motivates them further. Utilizing existing work groups and standing meetings rather than building a completely new committee structure saves time and effort, while also making connections with other on-going activities. Having a website devoted to the survey with data in summarized, but also in detailed formats serves multiple constituencies. Support from the CEO in implementation is also crucial, particularly when he or she adds it to agendas, sends out the invitations to participate, sponsors the follow-up forums, includes it in the budgets, and even produces a streaming video on-line for those who cannot attend the follow-up. Collaboration at all steps, contemplation of results and their meaning, concerted efforts to remedy problem areas, and then celebration of successes all make for effective campus surveys. By using this survey as a case study, FAIR members will be encouraged to share their positive and negative experiences with survey research as we work toward common solutions.



# Campus Workplace Survey 2005 - 2006

## Executive Summary

Institutional Research

April 2006

### SARASOTA MANATEE

#### Significant Increases 2005-2006

- ◆ Communication ratings improved in 9 of the 12 areas and overall from 2005 to 2006.
- ◆ Collegiality/Sense of Community ratings improved in 5 of the 13 areas and overall.
- ◆ Leadership/Administrative Management ratings improved in 4 of 10 areas and overall.
- ◆ No item's rating declined significantly from 2005 to 2006.

#### Responders in 2006

N = 86

Classification	Percentage Responded in 2006
Total	68%
A&P	84%
NonTenure Track	64%
Tenured & Tenure Track	58%
USPS & OPS	68%
Non-White	76%
White	67%
Female	76%
Male	56%
<1 year	62%
1-3 years	70%
3-5 years	58%
>5 years	83%

Eighty-six (86) University of South Florida, Sarasota-Manatee, full-time faculty and staff members rated several areas on the 2006 Campus Workplace Survey as significantly improved when compared to the 2005 survey. In addition, no areas significantly declined.

On both the 2005 and 2006 surveys the campus employees rated the following items most favorably: (1) their understanding of the need for campus changes, (2) their pride in being an employee of the university, (3) having control of their own work, (4) mutual respect between staff and students, (5) their commitment to produce quality work, (6) leaders' support of students, and (7) campus recognition of noteworthy achievements with awards and ceremonies.

In 2005 the campus employees rated seven areas regarding campus communication as their top concerns. The Management Team took action to remedy these concerns by: (1) restructuring weekly Management Team meetings to include faculty leaders the second week of each month and staff directors the fourth week, (2) offering interactive campus forums open to all faculty and staff during the third week of each month on timely topics of campus-wide interest, and (3) making a concentrated effort to share campus activities and new procedures via the "Herd Around Campus" electronic newsletter monthly. These efforts paid off in significantly improved ratings for Communication in the 2006 survey.

However, a few areas remain as concerns both in 2005 and 2006 survey responses: (1) increasing workloads, (2) fewer professional development opportunities than the Tampa Campus, (3) need for new employees to receive coaching and mentoring, and (4) allocation of money for professional development (travel and expenses). The Management Team plans to focus on these concerns during the 2006-07 year. The Campus Workplace Survey will be administered again in March 2007 to determine any changes resulting from the move to the new campus.

#### About the Survey . . .

The **Campus Workplace Survey** was developed by an outside project director to measure the work climate on the University of South Florida, Sarasota-Manatee Campus. In March 2005 and again in March 2006, all full-time faculty and staff were invited to participate anonymously in the on-line survey, and both years 68% responded (N=86). Employees rated and commented on nearly 90 items in the following areas: Campus Climate, Leadership/Administrative Management, Work Responsibilities, Communication, Professional Development, and Collegiality/Sense of Community. The reliability of the instrument was in excess of .90 both years (Cronbach alpha). A complete analysis of the survey is on the web at:

<http://www.sarasotaintranet.usf.edu/ir/Documents/CampusWorkplace/CoverPage.htm>



## 2007 Campus Workplace Survey

### Purpose:

The purpose of this workplace survey is to measure group attitudes and perceptions of our campus climate. Your feedback is vitally important to developing our strategic objectives. We want to make the regional campus of USF Sarasota/Manatee a great place to work while serving our mission. The results of this survey will be available in April. The results will be compared to previous year's results. Since much of the survey comes from a national benchmark instrument, we hope to compare our results to similar institutions. Thank you for your cooperation in this effort.

### Confidentiality:

In the interest of protecting your confidentiality, the demographic information below will be used only to compare groups, NOT to identify individuals. Precautions have been taken to protect your anonymity. The survey has been reviewed by the USF Institutional Review Board, and results will be released in aggregate form only.

### Technical Support:

Should you need technical assistance please contact Dr. Bonnie Jones at Ext. 2-4715 or [bjjones@sar.usf.edu](mailto:bjjones@sar.usf.edu).

### Demographics:

Gender

Please select one ...

Ethnicity

Please select one ...

Length of Employment/Years of Service

Please select one ...

Classification

Please select one ...

*Marking Instructions: Each item allows only one response. If you feel you do not have enough information to answer a question, please use the "Don't Know" (D/K) rating on the rating scale rather than the "Neutral" rating. "Neutral" means you do not agree or disagree with the statement or you have mixed feelings. You may print your results when you have completed your survey. A running tally of all responders to date will NOT show.*

## Campus Climate

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	D/K
A real spirit of community and cooperation exists on this campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The changes and the growing pains the Sarasota/Manatee campus are going through are necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees understand and accept the changes going on within the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the changes will make the university stronger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees understand the mission, vision, and values of USF and the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally satisfied with my work environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The employees of the Sarasota/Manatee campus are committed to producing quality work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a sustained level of interest and focus on the well being of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a sustained level of interest and focus on the well being of the faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to be an employee of this campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable with my role/position within the USF system, as our campus discusses the pros/cons of separate accreditation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Please use the space below for additional comments about this category.

## Leadership/Administrative Management

(This section asks you to evaluate leadership behaviors of the Sarasota-Manatee Campus Management Team as a whole. It is NOT a performance evaluation of any one unit or individual.)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	D/K

The Management Team is effective at helping people understand the campus mission, vision, and values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team members make themselves accessible and are responsive to the needs of employees at all levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team balances pursuing the growth of the university with protecting academic excellence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team demonstrates support of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team members are open minded, trustworthy and respectful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team is flexible and innovative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team is skilled at managing conflict and building consensus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team uses a consistent approach when dealing with individual requests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team demonstrates support of faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team members are effective strategic thinkers and planners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team demonstrates operational excellence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team is accountable for the decisions they make.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team avoids making unilateral decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team operates within a consistent set of values and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team is making satisfactory progress in creating an infrastructure to support the campus mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team delegates authority appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team acts with a sense of urgency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team encourages participation and feedback on all levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team encourages interdisciplinary collaboration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Management Team recognizes and rewards individual						

and group efforts.



Please use the space below for additional comments about this category.

### Work Responsibilities

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	D/K
I am generally satisfied with my work load at this time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My expectation is that my workload will decrease in time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel incredible pressure to produce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job description matches what I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have freedom to get work done in my own way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I control the quality of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what is expected of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is fair and objective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the parameters of my decision-making authority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given balanced performance feedback on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the resources and tools to do my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below for additional comments on this category.

### Communication

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	D/K
There are enough formal and informal methods in place to communicate effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information is passed along as quickly as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effort is made on our campus to open the lines of communication among USF campuses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effort is made to open the lines of interdepartmental						

communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are established grievance procedures in place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not have to rely on the grapevine to keep informed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel encouraged to express myself openly and honestly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes are communicated in a clear and timely way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies and procedures are clearly communicated and readily available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings are scheduled at appropriate times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings are productive and participative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggestions are encouraged and followed up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below for additional comments about this category.

**I am satisfied with the following methods of communication:**

	Agree	Disagree	D/K
Herd Around Campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus forums and meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff/Faculty/Department meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF S-M Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Did you attend the following Campus Forums?**

May/*Campus Workplace Survey*       Yes     No

November/*Transition Team*       Yes     No

January/*One or more CEO Candidate Forums*     Yes     No

Please use the space below for additional comments about this category.

## Professional Development

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	D/K
Employees at the Sarasota campus have similar professional development opportunities as employees of the Tampa campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All employees are given equal opportunity for development regardless of level or department/college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career and professional development information is readily available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budget guidelines for individual and group development are established.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-tenure faculty get the focus and support they need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New employees get the coaching and mentoring they need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate budget dollars are allocated for professional development on an annual basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty assignments are made appropriately and consider individual circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel personally encouraged by the administration to pursue both personal and professional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development opportunities are fairly distributed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below for additional comments about this category.

## I am satisfied with the following professional development practices and programs:

	Agree	Disagree	Don't Know
Professional conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel and expense monies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for sabbaticals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for scholarly work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interim graduate assistant support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Internal training (i.e. computer

training)




Mentoring/coaching




### Collegiality/Sense of Community

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree    D/K

Employees share ideas about their teaching, research, projects, and issues related to their jobs.







A high level of mutual respect exists between administration and faculty/staff.







New employees are provided adequate opportunity to be oriented, introduced, and integrated into the Campus environment.







A high level of mutual respect exists between faculty and staff.







Employees have ample opportunity to socialize in both formal and informal ways.







A high level of mutual respect exists between faculty and students.







There are sufficient opportunities provided by the administration for social interactions.







A high level of mutual respect exists between staff and students.







Employees appreciate diversity and practice inclusion on a daily basis.







A high level of mutual respect exists between key members of the community and the administration.







The campus recognizes noteworthy achievements with awards and ceremonies.







A high level of respect and cooperation exists between the Tampa department/units you work with and your campus department/unit.







Shared respect and esteem is evident throughout the campus.







Please use the space below for additional comments about this category.



## Comments Section

These are additional ideas I have that can make our campus a better place to work:

These are additional ideas I have that can allow our campus to better serve the community:

*Thank you for taking the time to complete this survey!  
If you would like to print out your survey please click on the print icon on your toolbar above.  
Alternatively, you can go to "File" and then choose "Print" from the drop-down box.*

University of South Florida, Sarasota-Manatee, 8350 North Tamiami Trail, Sarasota, FL 34243 -2197

[Submit Completed Survey](#)

[Clear Responses & Start Over](#)