

The University of Nebraska System Climate Study

SEPTEMBER 2018

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About University of Nebraska

About Gallup

Introduction

The first part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting system in providing reliable financial information.

Secondly, it highlights the need for transparency and accountability in financial reporting.

Thirdly, it emphasizes the importance of regular audits to ensure the integrity of the financial statements.

Finally, it concludes by stating that

the accounting system is a vital tool for managing the financial health of an organization.

The second part of the document provides a detailed overview of the accounting cycle, from identifying transactions to preparing financial statements. It covers the various steps involved in the process, including journalizing, posting, and balancing the books.

The third part of the document discusses the different types of accounts used in accounting, such as assets, liabilities, and equity.

The fourth part of the document explains the importance of the accounting equation and how it is used to verify the accuracy of the financial statements.

The fifth part of the document discusses the various methods used to value assets and liabilities, including the cost method and the fair value method.

The sixth part of the document

Detailed Findings

UNIVERSITY CLIMATE

Majorities of students, faculty, staff and alumni say the racial climate among students, faculty and staff on their campus is good or excellent.

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RACIAL CLIMATE

Majorities of students, faculty, staff and alumni say the racial climate among students, faculty and staff on their campus is good or excellent.

CONFIDENCE IN RESPONSE TO CRITICAL ISSUES

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70%

10%

21%

66%

13%

21%

71%

9%

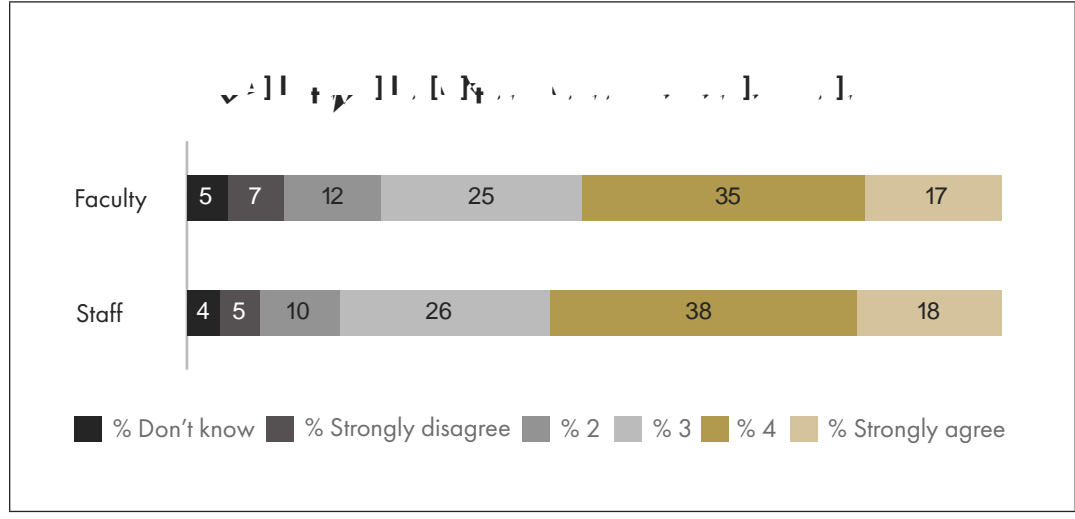
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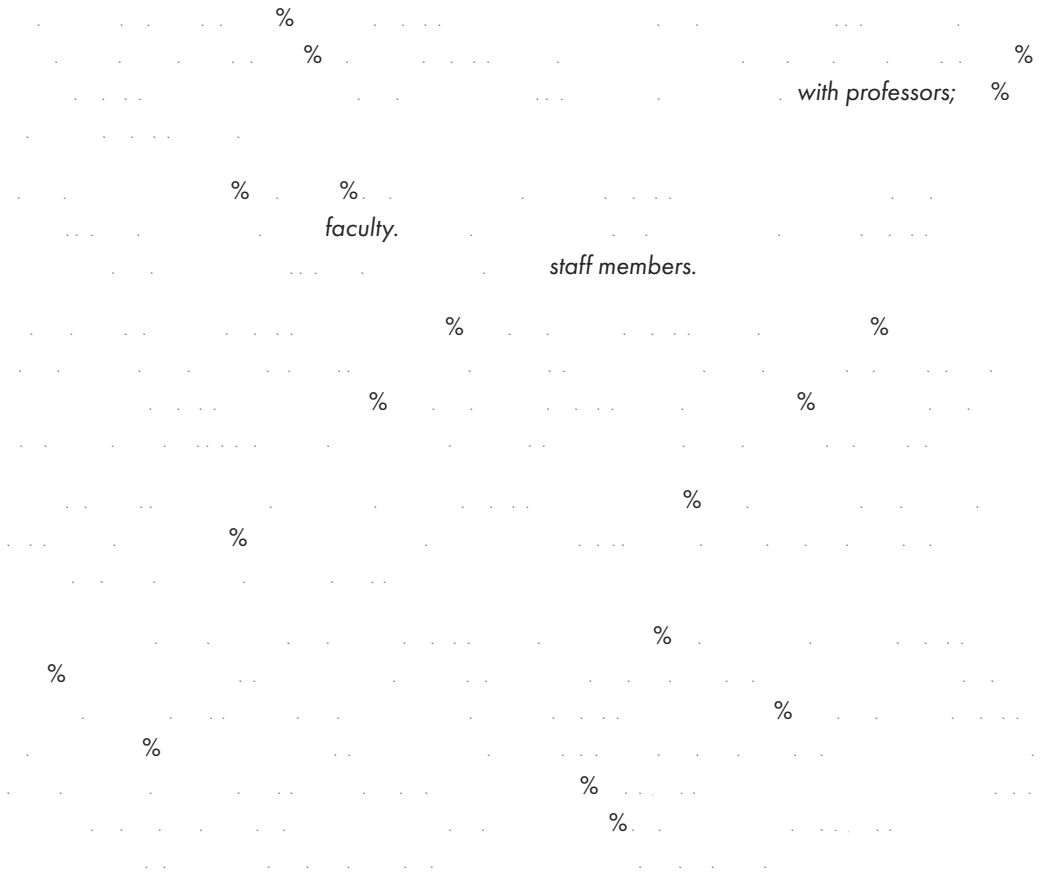
% of respondents who generally respect free speech rights.

| | Students | Faculty | Staff | Alumni |
|--|----------|---------|-------|--------|
| STUDENTS AT [CAMPUS NAME] GENERALLY RESPECT FREE SPEECH RIGHTS. | | | | |
| FACULTY AT [CAMPUS NAME] GENERALLY RESPECT FREE SPEECH RIGHTS. | | | | |
| STAFF MEMBERS AT [CAMPUS NAME] GENERALLY RESPECT FREE SPEECH RIGHTS. | | | | |
| FACULTY AND STAFF MEMBERS AT [CAMPUS NAME] GENERALLY RESPECT FREE SPEECH RIGHTS. | | | | |

... % ... %



SHARING VIEWS



Q10. How comfortable do you feel having meaningful conversations with [other] students who hold different views on issues relating to:

How comfortable do you feel having meaningful conversations with [other] students who hold different views on issues relating to:

| | Students | Faculty | Staff | Alumni |
|--------------------|----------|---------|-------|--------|
| SEXUAL ORIENTATION | | | | |
| RELIGION | | | | |
| IMMIGRATION | | | | |
| RACE OR ETHNICITY | | | | |
| POLITICAL IDEOLOGY | | | | |

Very comfortable % Somewhat comfortable % Somewhat uncomfortable % Uncomfortable %

ACADEMIC FREEDOM

%

%

%

%

Faculty: Academic Freedom Cited Work: a Year Ago

4%

64%

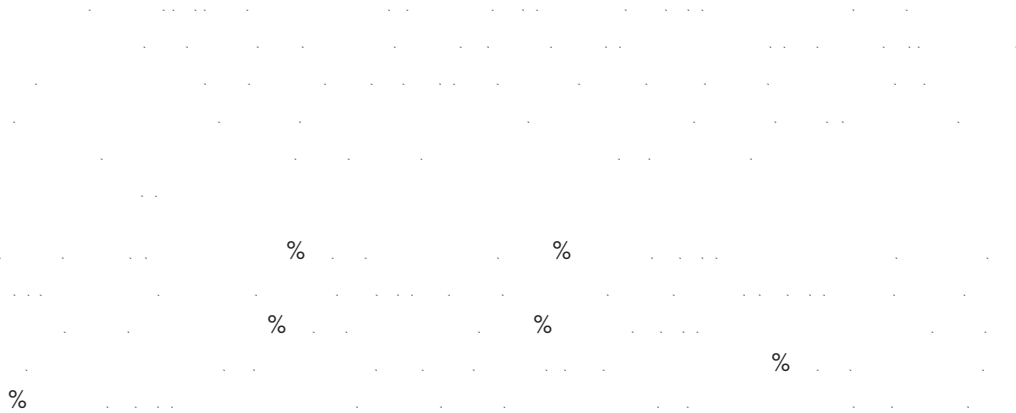
32%

%

%

LEADERSHIP AND DIRECTION

Faculty and staff members generally agree their leadership is creating a future they want to be a part of, but they need more clarity about that future direction.



1. How do you feel about the campus environment? (Select all that apply)

1. Safe 2. Clean 3. Welcoming 4. Inclusive 5. Supportive 6. Inspiring 7. Challenging 8. Diverse 9. Accessible 10. Sustainable 11. Other

STUDENTS
36% Yes
64% No

ALUMNI
28% Yes
73% No

WELCOMING PLACE

1. How do you feel about the campus environment? (Select all that apply)

1. Safe 2. Clean 3. Welcoming 4. Inclusive 5. Supportive 6. Inspiring 7. Challenging 8. Diverse 9. Accessible 10. Sustainable 11. Other

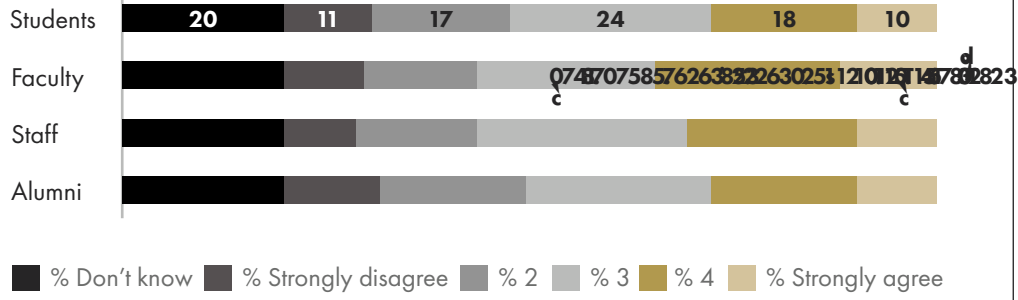
Is [Campus Name] a good place or not a good place for:

| | Students | | Faculty | | Sta | | Alumni | |
|---------------------------------------|--------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|--------------------|
| | % Good place | % Not a good place | % Good place | % Not a good place | % Good place | % Not a good place | % Good place | % Not a good place |
| FEMALE STUDENTS | | | | | | | | |
| INTERNATIONAL STUDENTS | | | | | | | | |
| MILITARY SERVICE MEMBERS AND VETERANS | | | | | | | | |
| STUDENTS WITH DISABILITIES | | | | | 7 | | | |
| RACIAL AND ETHNIC MINORITIES | 0 | | | | 2 | | | |
| LESBIAN, GAY OR BISEXUAL STUDENTS | 5 | | 100 | 9 | 3 | 6 | | |
| RELIGIOUS STUDENTS | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

FREE SPEECH IN HIGHER EDUCATION

Most students, faculty, staff and alumni think that using violence to stop a speech is never acceptable, and majorities think that denying news media coverage of a protest or rally on campus is never acceptable. However, there is less consensus about other aspects of free speech on campus.

IMPACT OF PROTESTS



...

% ...

Again, in your opinion, do you think colleges and universities should or should not be able to establish policies restricting each of the following types of speech or expression on campus?

| | Students | Faculty | Sta | Alumni |
|---|----------|---------|-----|--------|
| Using slurs and other language on campus that are intentionally offensive to certain groups | | | | |
| Wearing costumes that stereotype certain racial or ethnic groups | | | | |
| Expressing political views that are upsetting or offensive to certain groups | | | | |

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POSSIBLE ACTIONS BY STUDENTS

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Methodology

The methodology section of this paper describes the research design, data collection, and analysis procedures. The study is a quantitative, cross-sectional survey of 1,000 participants. The data were collected using an online survey platform. The survey instrument was designed to measure the variables of interest and was pre-tested for reliability and validity. The data were analyzed using statistical software to test the hypotheses and to estimate the parameters of the structural equation model. The results of the analysis are presented in the following sections.

