Jeff Schiel provided overview and guided group through just over half of the agenda. Remainder of agenda will be addressed at next meeting.

**Use of Climate Survey results**
Several people commented on this:
- Lou McClelland highlighted importance of connections between IA (the “doers” or gatherers of the data) and other campus units and programs (the “users” of the data).
- Sallye McKee: Prospective faculty members have reported consulting the IA Climate Survey posting.
- Jim Davis-Rosenthal: Climate Survey information has been mentioned in student affairs directors’ meetings. It would be good for advocacy centers to make use of the data.
- Stephanie Wilenchek: GLBT Resource Center has not used the data but should. Also, although they have not made direct use of the data, they value having the resource and knowing they can tap the data when they need it.

**Regent Bosley’s concern re disparaging remarks about people with strong religious beliefs**
- Matthew Boettger: the data serve as an indicator of need for religious tolerance awareness.
- General discussion re what the survey question assesses, possible perspectives from which respondents may have interpreted the question (e.g., disparaging remarks that may have been directed at the respondent, disparaging remarks that may have been made more generally in the context of political or intellectual discussions), and what the data mean. Some indication that this particular question could be improved.

**Regent Bosley’s concern re failure to assess “intellectual diversity”**
Brief discussion re adding assessment of climate re diverse political points of view.

**Is this survey worth doing again?**
Extensive discussion. Consensus is that it is worth doing again for various reasons. These include additional reports of survey data use:
- Alphonse Keasley: has used the data in invited lectures he has given re campus climate.
- Jim D-R: The data are important to him for use in student orientation – re inclusive campus climate, an important part of their work with incoming classes. Recalls that 2001 Climate Survey informed approach taken.
- Sallye: The information is part of UCB’s academic reputation. Her office pays attention to critical variables and refers people to the IA website. In particular, she sees qualitative analysis as very important when thinking about action, growth, and development.
- Lou: We use the data in Blue Ribbon. Perhaps it’s the case that it’s less “what it is” than that you do it. Acknowledgment that we should be more ambitious than that.
More general discussion of the nature/purpose of the survey raised a few key concerns and various comments and observations:

- Cindy Donahue: Where does the information go; what do we do with it; are respondents made aware of the use to which the information is put and the impact it may have?
- Aswad Allen: What is the purpose of the survey? Key outcomes/goals? Roles of campus constituencies (e.g., faculty)? The posted information reflects on us. Important to use the data to inform programs, address needs, and support initiatives.
- Alphonse: What is primary purpose of the survey? Trying to determine the impact of our institutional structure on bringing about a better social climate on campus? Is it the “Happy Survey,” an assessment of how happy the students are?
- Lou: the survey data allow us to check up on what we’re doing and to examine cross-time change. They also serve as fodder to inform practices and policy.
- Do we want to assess student expectations? Comment re differences in undergraduate and grad student contexts, e.g., re relations with faculty.

Discussion of practical aspects of the survey:

- Need to encourage more participation in general and especially of underrepresented groups, e.g., veterans (Sallye) and members of religious groups (Matt).
- Use convenience samples?
- Lou: survey all students and initiate stronger recruitment/reminder efforts targeted at specific groups, including students with disabilities, GLBT students, etc.