Baylor Academic and Work Environment Survey: Faculty

Prepared by

Linda Owens
Jennifer Parsons

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Introduction and Methods

This report summarizes the results of the survey of faculty that took place as part of the Academic and Work Environment Survey that was commissioned by the President's Advisory Council on Diversity at Baylor University and administered by the University of Illinois at Chicago Survey Research Laboratory (SRL). The study aimed to assess perceptions of the work and academic climate at Baylor University among faculty, staff, students and regents. In addition to the survey, SRL was hired to conduct 14 focus groups with faculty, staff, and students on campus to initially explore the issues to be covered in the Academic and Work Environment Survey; these took place in December 2016 and are summarized in a separate report.[1]

SRL personnel assisted in questionnaire development, programmed the Web survey instruments, managed the online data collection process, and conducted data analysis. Four separate questionnaires were prepared, tailored to each stratum of respondents: faculty, staff, students, and the Baylor Board of Regents. All questionnaires were designed to collect feedback about participants' perceptions of the work and academic climate at the university, including inclusiveness, friendliness, cooperation, professionalism, recognition, support, and opportunities for career advancement/academic success. Respondents also answered a few questions about themselves. The final faculty questionnaire is presented in Appendix A. Approval for the study protocol was sought from the University at Illinois at Chicago Institutional Review Board, which approved it (under exempt protocol #2016-1139) on November 17, 2016.

Data were collected online using the SurveyGizmo platform. On March 27, 2017, Baylor Interim President David Garland sent an advance notification e-mail to the campus to notify them about the survey. On March 28, all faculty, staff, and students were sent their initial survey invitation via e-mail with a unique link (see Appendix B for texts of all e-mail invitations). Two e-mails reminding non-respondents to take part in the study were sent on April 5 and April 24; between April 11 and 13, we attempted reminder telephone calls to faculty non-respondents to ensure they had received the invitation and to answer any questions they may have about the study. On May 2, we sent one final e-mail reminder that the survey would be closed on May 3, 2017.

E-mails were sent out to 18,623 potential respondents including 1,383 faculty; 1,642 staff; 15,554 students; and 44 regents. Of these, 3,248 completed the questionnaire[2], broken out by category as follows: 635 faculty; 952 staff; 1,644 students; and 17 regents. Table 1 presents the response rates for the four strata. Based on the numbers available for the total count of respondents to whom the initial e-mails were sent, the overall response rate is 17.4%. The response rate varied from a low of 10.6% among students to a high of 58.0% among staff (see Table 1).

Table 1. Sample Frame, Completed Interviews, & Response Rate, by Sample Stratum

	Sample frame size	Completed interviews	Response rate
Faculty	1,383	635	45.9%
Staff	1,642	952	58.0%
Students	15,554	1,644	10.6%
Regents	44	17	38.6%

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[1] Focus Group Executive Summary Report, February 02, 2017

[2] By completed questionnaire, we mean the respondent answered enough questions to be used in the analysis. While 720 faculty answered some portion of the questions, only 635 answered at least 4 of the 5 questions that comprise the dependent variable.

Organization of the Reports

The Baylor University Academic and Work Environment Survey gathered information from faculty, staff, and students at Baylor University, as well as the Board of Regents. The analysis and reports are stratified by University role: (1) all faculty, (2) all staff, (3) all students, and (4) the Board of Regents.

The reports provide background information on the method used to collect data, the overall approach to data analysis, computation of the measures, how to interpret the means, how to assess statistical significance, and charts and tables of results. Each report also includes appendices containing the survey instrument used, text of invitation and reminder e-mails, and detailed tables on individual questions in the questionnaire.

Pages 1-7 provide detail about the methodology used in the analysis. The presentation of the results begins on page 7. The reader who is interested primarily in the results can begin reading on page 7.

Overall Approach to the Analysis of the Data

Each of the questionnaires for faculty, students and staff included over 50 questions, resulting in over 200 total variables in the data file[3]. Presenting tables or graphs of all items in the questionnaire would result in an unwieldy amount of information from which it would be difficult to discern key findings. One of the challenges in analyzing the data was to organize the results in a way that included as much information as possible without overwhelming the reader with thousands of pages of data. Our strategy for meeting this challenge is as follows:

- construct a measure that captures the perception of faculty on the overall work climate at Baylor University;
- conduct principal components analysis to group the other questionnaire items into groups known as *principal components;*
- conduct regression analysis to understand how these components relate to or explain variation in perceptions of overall climate;
- prioritize components based on their relationship with overall climate and the mean ratings given to them by faculty; and
- assess whether there are any variations in these components based on faculty demographics.

Computing the Outcome Variable: Overall Climate

First, we computed a measure that would capture the perception of faculty on the overall work climate at Baylor University; this is the outcome variable of interest. It was created based on our judgment about which questions best capture respondent opinion of the overall university climate. For faculty, the items that best capture overall outcome are those that ask about overall climate, satisfaction with the university as a good place to work, and recommending Baylor to others:

- Overall, how would you rate the climate at Baylor University?
- Overall, how would you rate the climate in your primary department/unit?

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[3] The Regents questionnaire contained a smaller subset of approximately 50 questions.

- If your department/unit is part of a school/college, overall, how would you rate the climate in that school/college/major administrative office?
- Overall, how strongly would you recommend Baylor University to others as a good place to work?
- How satisfied are you, in general, with your job at Baylor?

We averaged the ratings given by faculty to these five items to create a single outcome variable that we call "overall climate."

Principal Components Analysis

Next, we turned our attention to the questionnaire items that assess various aspects of the work climate for faculty, including perceptions of race and gender discrimination, work environment, fairness, and diversity, among others. To reduce the number of explanatory variables while retaining as much information as possible, we employed the standard data reduction technique known as *principal components analysis*: individual items are sorted into groups known as *principal components*, based on their correlations with each other. Items grouped into one component will have higher correlations with each other than with items not included in that component. While there is no specific theory guiding the procedure—that is, there is no prior expectation about which items should group together—the resulting components are usually substantively meaningful. In other words, we would expect two items related to gender diversity to be part of the same component; we would not expect items regarding issues as disparate as fairness, recognition, and diversity to all belong to the same component.

Computing Explanatory Variables

In the Baylor Academic and Work Environment Survey, our approach to creating the explanatory components for these reports included five steps:
- Conducting principal components analysis for the five-point rating scale items.
- Inspecting the output to determine whether the results are substantively meaningful.
- If necessary, making adjustments to the components (based on component "loadings"—the strength of the relationship between the overall component and the individual items in that component).
- Conducting internal consistency reliability analysis on the items that load together, to identify items that detract from overall reliability or components with low alpha values.
- Once the final components and items were identified, computing a score for each component, which is the mean of all items belonging to that component.

After the initial set of factors was computed, members of the Baylor PACD reviewed the analysis and made recommendations for revising the components. The final set of components was revised accordingly.

Regression Analysis

After computing the components, we conducted a regression analysis in which the outcome variable—overall climate—was regressed on the explanatory components. Regression analysis helps to understand the relationship between the outcome variable—overall climate—and the explanatory variables—specific aspects of climate. The relationship can be expressed in terms of a standardized regression coefficient, which can range

from −1.0 to 1.0. The sign of each coefficient indicates the direction of the relationship: a negative coefficient indicates that the outcome variable and the explanatory variable are inversely related—as one increases, the other decreases; a positive coefficient means that as one variable increases so does the other. The size of the coefficient indicates the strength of the relationship, while controlling for all other variables in the regression: the closer the coefficient is to −1.0 or 1.0, the stronger the relationship.

Prioritizing Explanatory Variables

Thereafter, we used the following procedures to determine the order of relevance for the explanatory variables:

- Examine the regression coefficient between the explanatory variables and the outcome variable (i.e., overall climate).
- Present the results in order of the explanatory variables' association with the outcome variable in order of decreasing strength of association.

The data in this report are presented as a series of grids and, for specific components, analyzed by background characteristics of the respondents. The appendices include frequencies for all closed-ended items in the questionnaire, cross-tabulated by respondent demographics.

Interpretation of the Means

All the items used in the construction of the explanatory and outcome variables are questions with five-point scales as response options. Some of the response scales used were unipolar; others were bipolar.

Below is an example of a unipolar scale.

Not at all comfortable	Not very comfortable	Moderately comfortable	Very comfortable	Extremely comfortable

As the example indicates, a unipolar scale measures the degree to which an attribute or quality is present ("degree of comfort," in this example). It has a zero-point at one end, indicating a complete absence of the attribute ("not at all") with the other end indicating the largest amount or presence of the attribute ("extremely"). Unipolar scales were coded such that a value of 1 was assigned to the zero-point and a value of 5 was assigned to the largest amount/presence point, with values of 2, 3, and 4 being assigned to the intermediate points. In the example above, "not very" was coded 2, the center of the scale point indicating a moderate amount or presence was coded 3, and "very" was coded 4. Thus, a score close to 1 indicates an absence of the attribute being asked about, a score close to 3 indicates a moderate presence, and a score close to 5 indicates a strong presence.

Below is an example of a bipolar scale. A bipolar scale has two opposing and mutually exclusive poles ("beneficial" and "detrimental," in the example below) and a zero or neutral point in the middle.

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial

Bipolar scales were coded such that a value of 1 was assigned to the pole anchored with a label indicating a negative attribute ("detrimental," in this example), while a value of 5 was assigned to the opposite pole indicating a positive attribute ("beneficial," in this example). A value of 3 was assigned to the zero or neutral point ("neither beneficial nor detrimental," in this example). Thus, the closer the score is to 5, the more positive the response; the closer it is to 1, the more negative the response.

Individual items belonging to the same component are all scored in the same direction. For example, in the faculty data, one of the explanatory variables reflects work environment. It is the mean of eight individual items. Two of these items were originally written such that a value of 5 indicates a negative perception or experience: the degree to which the respondent feels socially isolated and the frequency with which he/she experienced excluding or intimidating conduct. Prior to computing a component mean, these items were coded so that a high value indicates not at all isolated or frequent and a low value means extremely isolated or often.

In general, throughout the reports, a value close to 5 indicates a positive attitude, experience, or perception, while a value of 1 indicates a negative response. Any exceptions to this are clearly identified in the reports.

Significance Tests

This report includes several graphs and tables that display mean differences in items and components by characteristics of the respondents (e.g., mean overall climate by age group). To calculate the means by respondent characteristic, we used the Analysis of Variance procedure (ANOVA). The procedure includes options for conducting significance tests for both for the overall model and for specific categories of the explanatory variables. In our example above, one significance test tells us simply that there are statistically significant differences in overall climate by age group. If we want to know which differences between age categories (e.g., 31-40 compared to 41-50, etc.) are statistically significant, we need to look at a different significance test (referred to as a post hoc test).

While we display the overall significance test for each model with the tables and graphs in the report and appendices, this provides no information about the statistical significance of specific differences in the categories of the independent variables. Displaying the information from the post hoc tests would provide this information but would produce messy and difficult-to-read graphs and tables with multiple subscripts and footnotes. Instead, we are providing general information about the margins of error for each stratum of analysis, which readers can use to guide their understanding of the significance of differences evident in the reports.

Although public opinion polls routinely report margins of error for an overall poll (e.g., "this poll has a margin of error of +/− 3%"), margins of error are specific to individual items, not entire surveys, and depend on both the variation in the item and the sample size. For example, the margin of error of a yes/no question in which 50% said yes and 50% said no would differ from one in which 90% said yes and 10% said no, holding sample size constant. In order to simplify the reporting, public opinion polls generally report the margin of error that they would get with their sample size if they had a yes/no question in which 50% of the respondents said yes and 50% said no. This provides a conservative estimate of the margin of error without having to report on each specific item.

Table 2 employs the same strategy. The margin of error is what we would get for a yes/no question with a 50/50 split, assuming the sample sizes are provided. The larger the sample size, the smaller the margin of error. In the faculty stratum, with 635 cases, the margin of error is 3.9%. This means that if a variable measured on a five-point scale has a mean of 3.0, the true value of that variable is 3.0 +/– 3.9%. On a five-point scale, that translates to a 3.0 +/– 0.19. If two means in that stratum differ by 0.40 points or more, then those differences are statistically significant. For example, if male faculty rated the climate as a 3.0 and women as a 3.4, that difference would be statistically significant.

Table 2 demonstrates, for each of the four strata, the statistically significant effect size detectable with the attained sample sizes. However, a difference that is statistically significant is not necessarily substantively meaningful. Table 2 shows that the sample size among Baylor faculty is large enough to state that a difference between a mean of 3.0 and 3.2 is statistically significant, but whether this difference is substantively meaningful is subjective. In general though, if a finding presented in these results is large enough to be substantively interesting, it is also most likely statistically significant. The exception is in Board of Regents stratum, which has so few cases that the margin of error is large.

Table 2. Margins of Error & Scale Point Equivalents, by Stratum

Stratum	Sample Size	Margin of Error	Equivalent Scale Point Difference	Example	
Faculty	635	3.9%	0.19	3.0	3.20
Staff	952	3.2%	0.16	3.0	3.17
Students	1,644	2.4%	0.12	3.0	3.13
BOR	17	24.5%	1.23	3.0	4.24

Small Cell Sizes

In analyzing the climate data by respondent background characteristics, we encountered some instances in which the sample sizes on a particular table were too small to present without potentially identifying the respondent. If a category of a demographic variable (e.g., nonresident citizenship status) included fewer than 15 respondents, we either suppressed the results for that group or combined it with another, if appropriate.[4] It is to be noted, however, that even though we will only report results for categories of a demographic which has 15 or more respondents overall, non-response to specific items might reduce this number to less than 15.

Sample Weights

Sample weights are generally constructed for two reasons: to adjust for differential probability of selection of respondents and to correct for minor differences in nonresponse by respondent stratum. Because all faculty, staff, and students on all campuses were invited to participate in the Academic and Work Environment Survey, they all have the same probability of selection—1.0—and no adjustment is necessary.

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[4] The 15-respondent cutoff is arbitrary. We chose that number because it is large enough to protect the identity of individual respondents but small enough to minimize the number of categories we collapsed or omitted.

On the other hand, the response rates among the different strata varied considerably, from a low of 10.6% among students to a high of 58.0% among staff. If the analysis included all respondents regardless of role, we would need to weight the data to adjust for differential nonresponse. However, in each report, we are presenting data on each respondent stratum (i.e., faculty, staff, students) separately and therefore do not need to calculate a weight for this variable because we never combine these strata in the analysis. Thus, the faculty and staff data are not weighted. However, the student data set is weighted to adjust for disproportionate representation by race, religion, and student status (undergraduate versus graduate).

Appendices

As already indicated, Appendix A contains the questionnaire administered to faculty, and Appendix B contains the texts of all e-mail invitations and reminders. Appendix C presents the mean ratings on the components that were not significantly related to overall climate. Appendix D displays the factors to which respondents attributed "not at all" or "not very" fair and equitable practices or policies.

Results

In addition to the 635 faculty respondents who completed the main study, this report also includes 19 pilot respondents who completed enough questions to be used in the analysis. Thus, the total n for the analysis is 654. Because some respondents skipped some questions, the valid n reported in each table may be less than 654.

Demographic Profile of Faculty Respondents

Toward the end of the questionnaire, respondents were asked several questions about their employment and personal profile, such as the number of years employed at Baylor University, gender, race/ethnicity, age group, level of education, citizenship status, number of children, disability status, and religion. Table 3 below presents the profile of the faculty respondents with respect to these demographic variables.

Table 3. Employment & Personal Profile for Faculty Respondents

CHARACTERISTIC	%	CHARACTERISTICS	%
Academic Status (*n* = 640)		**Race/Ethnicity (*n* = 654)**	
Full time faculty	85.0	None specified	7.5
Part-time faculty	6.3	White, non-Hispanic	80.9
Lecturer	4.7	Asian	4.4
Other	4.1	Latino	4.0
Tenure Status (*n* = 621)		African American	2.3
Tenure track, tenured	47.2	Other/Multiracial	1.0
Tenure track, not tenured	12.4	**Age (*n* = 613)**	
Senior lecturer	15.8	21-30	3.1
Lecturer	12.6	31-40	20.7
Temporary appointment	10.5	41-50	25.8
Academic professional	1.6	51-60	24.6
Number of years worked at Baylor		61 years and above	25.8
University (*n* = 633)		**Highest level of education completed (*n* =**	
Less than 1 year	8.2	**629)**	
1 year to less than 3 years	10.7	Bachelor's degree (BA, BS)	--
3 years to less than 5 years	10.9	Master's degree (e.g., MA, MS, MBA)	20.8
5 years to less than 10 years	21.6	Professional degree (e.g., JD, MD)	4.6
10 years to less than 20 years	30.0	Doctoral degree (e.g., PhD, EdD)	73.8
20 years or more	18.5	**Marital status (*n* = 615)**	
Hours worked per week across all		Married	86.0
positions (*n* = 521)		Single	8.9
Less than 20	7.1	Other	5.1
20 thru 39	6.5	**Citizenship status (*n* = 637)**	
40 thru 49	29.4	U.S. citizen	94.7
50 thru 59	29.6	Other	5.3
60 or more	27.4	**Dependent children (*n* = 620)**	
Gender (*n* = 619)		Has (*n* = 342)	55.2
Female	48.1	Under age 18	74.5
Male	51.4	18 or older	40.1
Other	0.5	Both	17.8
Religion (*n* = 631)		Does not have (*n* = 278)	44.8
Christianity	97.0	**Disability status (*n* = 631)**	
Other	3.0	Has some type of disability	7.1
Currently providing care to family member		Does not have any type of disability	92.9
(*n* = 623)			
Yes	78.7		
No	21.3		

Outcome Variable Index and Items

Among faculty respondents, the outcome variable is the mean of five items that best capture overall climate: (1) overall rating of climate on the campus where respondent is located, (2) overall rating of climate in the respondent's primary unit, (3) overall rating of climate in the respondent's school/college/major administrative unit, (4) recommendation of the university as a good place to work, and (5) overall satisfaction with job at the university. Responses to these five items were averaged to create the outcome variable index. Table 4 presents the mean rating on the index and on the individual items comprising the index. Throughout the rest of the report, the outcome variable index will be referred to as **overall climate**.

The mean overall climate rating is 4.0, indicating that faculty generally have a positive perception of the university (Table 4). The means of these five items vary little, from a high of 4.1 to a low of 3.8. Climate in department/unit (4.1) and job satisfaction (4.0) are rated highest. Climate in the school or college is rated lowest (3.8), although this rating still translates to "good" on the five point scale.

Table 4. Overall Climate Index & Constituent Items with Mean Ratings: Faculty

	Mean	*n*
Overall Climate	**4.0**	**654**
Overall, how would you rate the climate at Baylor University?	3.9	654
Overall, how would you rate the climate in your school or college?	3.8	598
Overall, how would you rate the climate in your primary department/unit?	4.1	648
Overall, how strongly would you recommend Baylor University to others as a good place to work?	3.9	647
How satisfied are you, in general, with your job at the University?	4.0	651

Figures 1 through 5 show the mean values of overall climate by several respondent demographic characteristics. Only statistically significant differences are shown.

On the faculty questionnaire, the original response options for gender were male, female, and other. Because of small cell sizes, we do not report data by other gender, only by male and female. Although the difference in rating of overall climate between men and women is statistically significant, it is small. The mean among women is 3.9, compared to 4.1 among men.

Figure 1. Mean Scores on Overall Climate, by Gender: Faculty

Female (n=298): 3.9
Male (n=318): 4.1
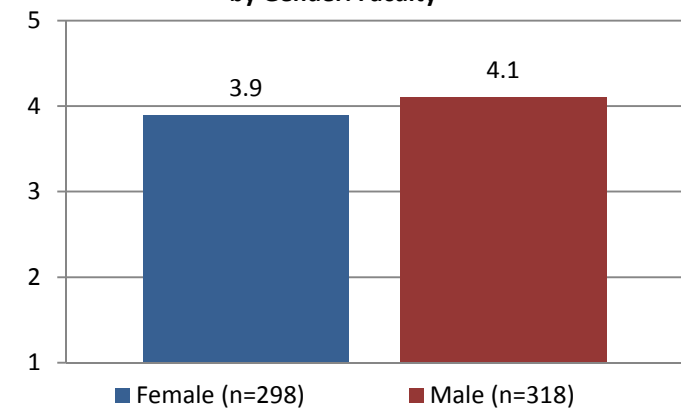
p=.000

Figure 2. Mean Scores on Overall Climate, by Tenure Status: Faculty

Tenured (n=293): 3.9
Not tenured (n=77): 3.9
Sr. Lecturer (n=98): 4.1
Lecturer (n=78): 4.0
Other (n=75): 4.2
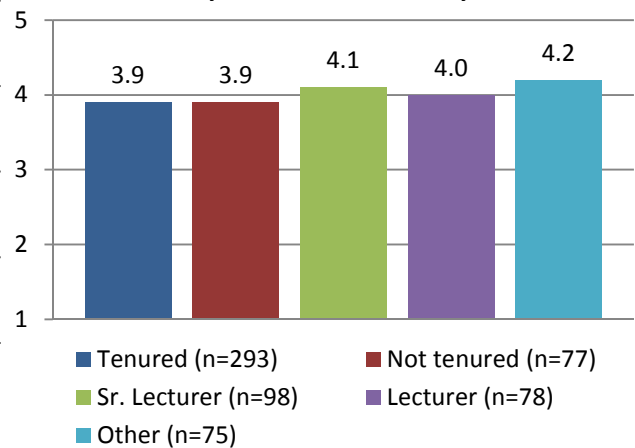
p=.032

Figure 3. Mean Scores on Overall Climate, by Age: Faculty

- 21-30 (n=19)
- 31-40 yrs (n=127)
- 41-50 yrs (n=158)
- 51-60 (n=151)
- 61+ (n=158)
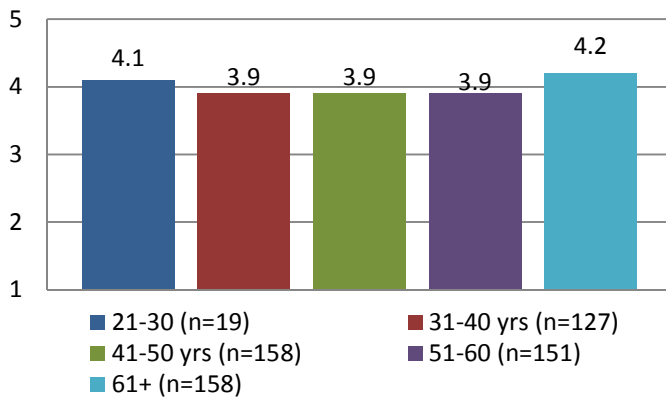
p=.031

Figure 4. Mean Scores on Overall Climate, by Years Employed at Baylor: Faculty

- <1 yr (n=52)
- 1 to <3 yrs (n=68)
- 3 to <5 yrs (n=69)
- 5 to <10 yrs (n=137)
- 10 to <20 (n=190)
- 20+ (n=117)
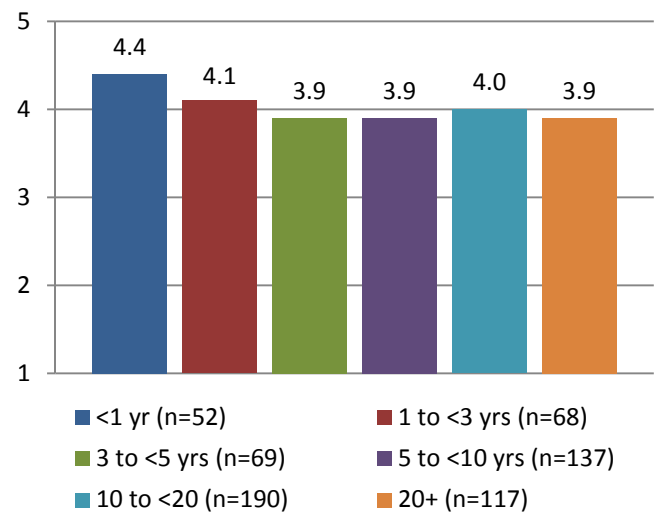
p=.006

Figure 5. Mean Scores on Overall Climate, by Religion: Faculty

- Christianity (n=612)
- Other (n=19)
- Missing (n=23)
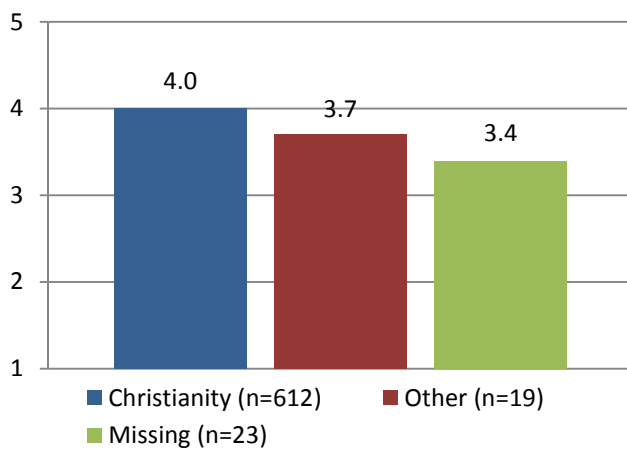
p=.003

Figure 2 shows ratings of overall climate by tenure status. Faculty who are classified as other (temporary or academic professional) have the highest mean score (4.2). Tenure track faculty (whether tenured or not) have the lowest (3.9). While statistically significant, these differences are small. Similarly, differences by age are also statistically significant, but small, ranging from 3.9 to 4.2 (Figure 3), with faculty aged 61 and older having the highest mean score (4.2).

The overall climate index by number of years employed is highest for those employed the less than one year (4.4). It is lowest (3.9) in three of the four categories of those employed three or more years (Figure 4).

Figure 5 shows the mean of overall climate by religion. Respondents who identify as Christian rate overall climate higher than those who identify as another religion or those who did not answer the question on religion. The mean ratings are 4.0 for Christian, 3.7 for other, and 3.4 for missing.

Explanatory Variables and Items

As described in the introduction, the explanatory components (or themes) were constructed using principal components analysis. Table 5 shows the eight components, the individual items that belong to each and the means for all components and items. The component means were computed if approximately 70% of the items in the component had valid data. For example, if a component has eight items, the mean was computed if five or more items have valid data. Thus, the N for the component can be higher than the N for an individual item.

The first component includes five individual items, all of which ask about **gender discrimination.** A component score was constructed by averaging the responses to all items that comprise it. The mean on this component is 4.1; faculty ratings of gender discrimination indicate that they do not feel gender discrimination is a widespread problem in their departments.

Of the individual items comprising this component, the highest ratings are evident for the question asking directly about the extent to which sex discrimination is a problem (mean = 4.5). The lowest rating (mean = 3.5) is for the item asking how often faculty speak up when they see an instance of discrimination based on sex.

The second component is **race discrimination,** and includes four items. The questions are similar to those in the gender discrimination component, but focus on race instead of gender. The items with the highest and lowest means are the same as in the gender discrimination component—faculty do not think racial/ethnic discrimination is a problem in their departments (mean = 4.6), but they are less favorable in their assessment of how often faculty speak up when they see an instance of racial/ethnic discrimination (mean = 3.8).

The third component is **professional work environment**. It includes eight items—questions on inclusiveness, addressing inequitable treatment, expressing personal identity, etc. The overall mean on the component is 3.9. The item with the highest mean asks about personal experiences of bullying, intimidation, or offensive behavior. The mean of 4.4 suggests this type of behavior happens infrequently. The item with the lowest mean asks how much say faculty have in shaping their work environment. At a mean of 3.4, it is above the midpoint of 3.0, but shows room for improvement.

The next component is **fairness and resource allocation** and includes nine items, all of which ask about some aspect of access to resources and opportunities for learning and career advancement. While faculty feel positive about the resources they have to do their jobs (mean = 4.2), they are less positive about opportunities for advancement (3.4), promotion decisions (3.5), and allocation of space and equipment (3.5). The overall mean of the component is 3.8.

The fifth component is **diversity of student body and ideology.** Two of the four items focus on the diversity of the student body and two focus on political/ideological diversity. The overall mean of 3.3 suggests this is an area of improvement for Baylor. The highest mean is 3.7, for the question asking how well Baylor's leadership promotes practices that help recruit a diverse student body. The lowest mean—2.9—is for the item asking about the political/ideological diversity at Baylor.

The sixth component is **departmental diversity** and includes five items. These items ask about recruiting and retaining a diverse faculty. The overall mean is 3.2, which is barely above the midpoint of the scale and points to an area of improvement for Baylor. The highest mean is 3.4, for the item asking about effectiveness in retaining a diverse faculty. The lowest mean is 3.0, for the items asking about recruiting a diverse faculty and recruiting a diverse staff.

The seventh component is **recognition** and includes the three items on the questionnaire that asked about recognition in three areas: teaching, service, and student involvement. The overall mean is 3.1. The individual item means indicate faculty feel more recognition for teaching (3.4) than for service (3.1) or student involvement (2.9), but there is room for improvement in all three areas.

The final component is **courteous and professional relations**. It includes four items, which ask about relations between faculty and students, staff, departmental leadership, and deans. The overall mean is 4.2, making it an area of strength for Baylor. The individual item means vary little, from 4.1 to 4.3.

The question asking about workload did not load onto a component with other questions, so it is treated as a single item in this analysis. The mean of 3.6 falls between the same as peers and slightly higher than peers.

Table 5. Explanatory Components & Constituent Items with Mean Ratings: Faculty

	Mean	*n*
GENDER DISCRIMINATION	**4.1**	**622**
In your department, to what extent is discrimination based on sex a problem?	4.5	643
How serious are female faculty about treating male and female faculty equally?	4.2	627
How comfortable would male faculty be with having a female department head rather than a male department head?	4.1	634
How serious are male faculty about treating male and female faculty equally?	4.0	628
How often do faculty in your department speak up when they see an instance of discrimination based on sex?	3.5	572
RACE DISCRIMINATION	**4.2**	**594**
In your department, to what extent is racial/ethnic discrimination a problem?	4.6	582
How serious are faculty about treating minority and non-minority faculty equally?	4.2	593
How comfortable would faculty be with having a minority department head compared to a non-minority department head?	4.1	634
How often do faculty in your department speak up when they see an instance of racial/ethnic discrimination?	3.8	566
PROFESSIONAL WORK ENVIRONMENT	**3.9**	**651**
In the past 12 months, how often have you personally experienced bullying, intimidating, offensive, excluding, and/or hostile conduct from anyone in your department/unit?	4.4	651
To what extent do you feel your colleagues/coworkers treat you with dignity and respect?	4.3	653
How committed is your department/unit head or chair to creating a positive work environment for you?	4.0	648
Overall, how socially isolated do you feel at Baylor?	3.8	651
How inclusive is your primary department/unit?	3.7	648
How well does your department/unit address issues of unfair or inequitable treatment to employees due to their diversity?	3.7	390
How comfortable do you feel expressing your personal identity in your immediate work environment?	3.7	652
How much of a say do you have in shaping your work environment?	3.4	647
FAIRNESS & RESOURCE ALLOCATION	**3.8**	**626**
To what extent do you believe you have the tools and resources to do your job well?	4.2	654
Fair and equitable process: access to departmental support staff	4.0	616
To what extent does your current work environment provide opportunities for you to learn and grow?	3.9	650
How easy is it for you to get accurate and timely information about the institutional policies and procedures you need to do your job well?	3.8	651
Fair and equitable process: access to senior leadership	3.6	575
Fair and equitable process: annual review	3.6	569
Fair and equitable process: allocation of space/equipment or other resources	3.5	596
Fair and equitable process: promotion decisions	3.5	517
How satisfied are you, in general, with your opportunities for career advancement within Baylor?	3.4	646

Table 5, continued

	Mean	*n*
DIVERSITY OF STUDENT BODY AND IDEOLOGY	**3.3**	**611**
How committed is Baylor's leadership to promoting practices that help recruit a diverse student body?	3.7	626
How committed is the Baylor community at large to helping to retain a diverse student body?	3.6	614
How welcoming is Baylor of political/ideological diversity?	3.0	627
How would you describe the political/ideological diversity at Baylor?	2.9	627
DEPARTMENTAL DIVERSITY	**3.2**	**608**
How effective is your department or unit in retaining a diverse faculty?	3.4	528
How committed is the Baylor community at large to helping to retain a diverse faculty?	3.3	622
Overall, how satisfied are you with the diversity in your primary department/unit?	3.2	646
How effective is your department or unit in recruiting a diverse faculty?	3.0	594
How effective is your department or unit in recruiting a diverse staff?	3.0	546
RECOGNITION	**3.1**	**635**
Recognition for teaching	3.4	640
Recognition for service	3.1	635
Recognition for student involvement (co-curricular)	2.9	615
COURTEOUS & PROFESSIONAL RELATIONS	**4.2**	**652**
Courteous and professional relations: between faculty and staff	4.3	649
Courteous and professional relations: between faculty and students	4.3	649
Courteous and professional relations: between faculty and departmental leadership	4.2	645
Courteous and professional relations: between faculty and deans	4.1	572
Workload: Respondent's workload compared to peers (single item)	**3.6**	**648**

After computing the components, we conducted a multiple regression analysis in which the outcome variable—overall climate—was regressed on the eight explanatory components plus workload. Table 6 presents the standardized regression coefficients for each statistically significant explanatory variable. Coefficients can range from –1.0 to 1.0. The sign of the coefficient indicates the direction of the relationship: a negative coefficient indicates that the outcome variable and the explanatory variable are inversely related—as one increases, the other decreases; a positive coefficient means that as one variable increases so does the other. The size of the coefficient indicates the strength of the relationship: the closer the coefficient is to –1.0 or 1.0, the stronger the relationship. In Table 6, the explanatory variables are presented in order of the strength of their relationship with the outcome variable.

To assess the degree to which collinearity among the components and the outcome variable might be present, we computed Variance Inflation Factors (VIFs) for all of the components in the regression. The largest VIF in the regression model was 3.12, well below the threshold of 10 recommended by Hair, Anderson, Tatham, & Black, 1995 or the more conservative value of 4 recommended by Pan & Jackson, 2008[5].

The component labeled **professional work environment** has the highest coefficient with overall climate—0.47. This indicates that the more positively faculty rate this component, the higher they will rate the overall climate[6].

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[5] Hair, J. F. Jr., Anderson, R. E., Tatham, R. L. & Black, W. C. (1995). Multivariate Data Analysis (3rd ed). New York: Macmillan; Pan, Y, & Jackson, R. T. (2008). Ethnic difference in the relationship between acute inflammation and serum ferritin in US adult males. Epidemiology and Infection, 136, 421-431.

[6] In statistical terms, a beta coefficient of .47 means that a change of 1 standard deviation unit of the independent variable leads to a change of .47 standard deviation units in the dependent variable.

The next explanatory component—**fairness and resource allocation**—has a standardized coefficient of .33. The more positively faculty rate this component, the more highly they will rate the overall climate.

Table 6. Standardized Regression Coefficients Ordered by Strength of Relationship with Overall Climate: Faculty

	Standardized Regression Coefficients
Professional Work Environment	0.47***
Fairness & Resource Allocation	0.33***
Diversity of student body and ideology	0.13***
Courteous & Professional Relations	0.06*
Workload compared to peers	0.05*
Adjusted R^2	.79
n	584

Note: * significant at p<.05 level; ** significant at the $p < .01$ level; *** significant at the $p < .000$ level.

The next explanatory component—**diversity of student body and ideology**—is significantly related with overall climate, but less strongly than the first two components, with a coefficient of .13.

The final independent variables—**courteous and professional relations** and **workload**—have small effects. The coefficient for the former is .06, while for workload it is .05.

The other components were not significant predictors of overall climate. Thus, they are not included in Table 6.

Prioritizing Areas for Action

We have used the results of the regression analysis shown in Table 6 and the mean ratings on the components and the individual items shown in Table 5 to identify primary and secondary areas of strength and primary and secondary areas for action for faculty at Baylor University.

Primary versus secondary areas of focus

The results of the regression analysis can be used to define which issues can be tagged as primary or secondary. The two components that have the strongest relationship with overall climate—**professional work environment** and **fairness and resource allocation**—can be tagged as primary areas because affecting scores on these two components will greatly affect scores on overall climate. **Diversity of student body and ideology, courteous and professional relations,** and **workload** are tagged as secondary areas because while they are significantly related to overall climate, changes in the scores on these two components will have a relatively smaller effect on overall climate scores; the effects of courteous and professional relations and workload are particularly small.

Strengths versus areas for action

The mean ratings of the components and the individual items can be used to define which issues can be tagged as strengths and which ones as areas for action. Components or items for which the mean rating is more than half a scale point above the mean of 3 on a 5-point scale or higher—that is, above 3.5—can be considered as areas of strength; components or items on which the mean rating is at or below 3.5 can be considered as

areas on which action needs to be taken. Please note that this cut-off point has been arbitrarily chosen for the reasons outlined above; the bar can be set higher or lower as desired.

Identifying strengths and prioritizing areas for action

Table 7 below presents the explanatory components/items delineated as primary or secondary and as strengths or areas for action. The cells in the top half represent primary areas, and the cells in the bottom half of the table represent secondary areas. The cells on the left represent areas of strength, and the cells on the right represent areas for action. Thus, components in the top left cell include those that have a strong relationship with overall climate and that faculty rated highly/positively. These are strength areas for Baylor University with respect to faculty. Components in the top right cell include those that have a strong relationship with overall climate and that faculty rated relatively low/negatively. These are areas on which Baylor University could consider taking action with respect to faculty.

Components in the bottom left are those that have a relatively weaker relationship with overall climate and that faculty rated relatively high/positively. These are strong areas for Baylor University, but not as effectual in altering perceptions of overall climate. Components in the bottom right cell are those that have a relatively weaker relationship with overall climate and that faculty rated relatively low/negatively. These are areas of concern for Baylor University, but perhaps not as critical as ones in the top right cell.

Table 7. Explanatory Components Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating > 3.5)	Low ratings (mean rating <= 3.5)
Primary	• Professional Work Environment (3.9) • Fairness & Resource Allocation (3.8)	
Secondary	• Courteous & Professional Relations (4.2) • Workload (3.6)	• Diversity of Student Body and Ideology (3.3)

Tables 8, 12, 13, and 16 provide the same type of analysis, but this time for individual items within each of the components presented in Table 6. Areas of strength and weakness are identified in the same way as for the explanatory components. To classify an item as primary or secondary, we use the correlation of that item with the overall component to which it belongs (these correlations are output during the principal components analysis). We used the median correlation as the split point for classifying items as primary or secondary. Items above the median correlation are primary; those below the median are secondary. An item right at the median is considered primary if it is closer in value to the next higher item than the next lower item. Conversely, at item at the median is considered secondary if it is closer to the next lowest item than the next highest item.

Areas of Strength and Action by Component

Professional Work Environment

This component has the strongest relationship with overall climate (beta = .47 in Table 6). The average rating of all individual items in this component is 3.9, which makes it an area of strength for Baylor. Table 8 provides the priority-performance grid, but this time for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component.

Table 8. Individual Items on "Professional Work Environment" Component Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating > 3.5)	Low ratings (mean rating <= 3.5)
Primary	- In the past 12 months, how often have you personally experienced bullying, intimidating, offensive, excluding, and/or hostile conduct from anyone in your department/unit? (4.4) - To what extent do you feel your colleagues/coworkers treat you with dignity and respect? (4.3) - How well does your department/unit address issues of unfair or inequitable treatment to employees due to their diversity? (3.7) - How inclusive is your primary department/unit? (3.7)	
Secondary	- How committed is your department/unit head or chair to creating a positive work environment for you? (4.0) - Overall, how socially isolated do you feel at Baylor? (3.8) - How comfortable do you feel expressing your personal identity in your immediate work environment? (3.7)	How much of a say do you have in shaping your work environment? (3.4)

Figures 6 through 8 show the statistically significant differences in mean scores on professional work environment by demographic characteristics. Professional work environment is rated slightly higher among men than among women (4.1 compared to 3.8). It also varies slightly by age of respondent, with faculty members aged 61 and older rating it highest (4.1) and those aged 41-50 rating it lowest (3.8). Respondents with a disability rate professional work environment less favorably than those without a disability.

Figure 6. Mean Scores on Professional Work Environment, by Gender: Faculty
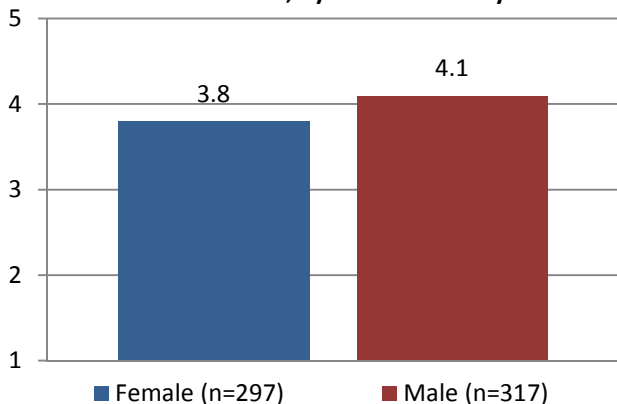
p=.000

Figure 7. Mean Scores on Professional Work Environment, by Age: Faculty
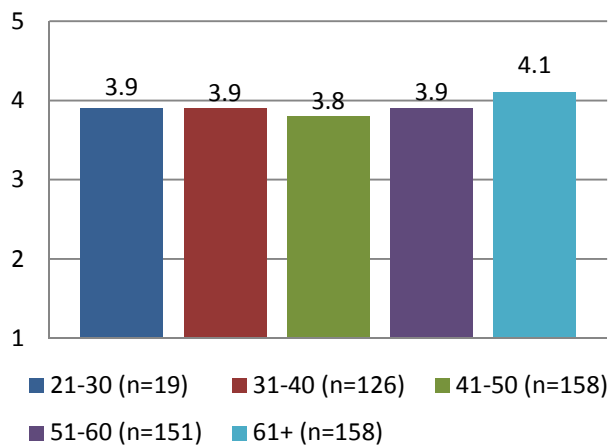
p=.013

Figure 8. Mean Scores on Professional Work Environment, by Ability/Disability Status: Faculty
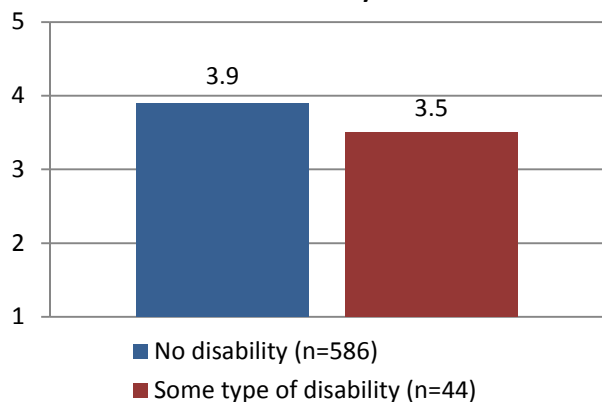
p=.001

Follow-up questions were asked of two items in this explanatory component, in an attempt to better understand the reasons for the ratings respondents provided. As a follow up to the question asking about level of comfort with expressing personal identity, the 99 respondents (15.6%) who indicated that they were "Not very comfortable," or "Not at all comfortable," were asked about the reasons why they felt this way. Table 9 shows the distribution of responses to this follow up question. Note that respondents could select as many reasons as applicable; therefore, the percentages in the table will sum to greater than 100%. Fear of negative

consequences, harassment, or discrimination is the reason endorsed by the highest percentage of respondents (77.8%).

Table 9. Reasons for feeling "Not very/Not at all comfortable" expressing personal identity in the workplace

	% selecting reason (*n* = 99)
Fear of negative consequences, harassment, or discrimination	77.8%
Fear of intimidation from an instructor/professor/administrator	32.3%
Fear of intimidation from a peer or peers	31.3%
Some other reason	31.3%

Similarly, the questionnaire included a follow-up question to the item asking about personal experiences of excluding, bullying, intimidating, offensive, and or hostile conduct, by people within the respondent's department. Respondents who selected "Moderately often," "Very often," or "Extremely often," were asked about the source of the treatment and their reactions to the treatment. As these are both 'select all that apply' items, responses will sum to greater than 100%. Responses to the follow-up questions are presented in Tables 10a and 10b.

As Table 10 shows, faculty members were selected most often as the sources of excluding, bullying, intimidating, offensive, and/or hostile conduct. Supervisors, staff, and students were also mentioned as sources of this type of conduct. In addition, Many respondents mentioned someone who was not on the list, such as a dean or someone in administration.

Table 10. Sources of personal experiences of excluding, bullying, etc. treatment by someone within respondent's department

	% selecting (*n* = 95)
Faculty member	70.5%
Supervisor	32.6%
Staff member	12.6%
Student	11.6%
HR facilitator	1.1%
Baylor University police	1.1%
Alumni/Donor	1.1%
Other	11.6%
Prefer not to answer	7.4%

As Table 11 indicates, the most common respondent reaction to experiences of being excluded, bullied, intimidated, and/or being treated in an offensive or hostile conduct was to do nothing. Close to half of respondents who experienced this conduct (46.3%) said that they did nothing because they are used to such treatment. The second most common response is that respondents did not report it for fear that their complaint would not be taken seriously (20.0%).

Table 11. Reaction to personal experiences of excluding, bullying, intimidating, offensive, and/or hostile conduct treatment, by someone within the respondent's department

	% selecting (n = 95)
I am used to it, so I did nothing	46.3%
I didn't report it for fear that my complaint would not be taken seriously	20.0%
I did report it but I did not feel the complaint was taken seriously	16.8%
I didn't know what to do	15.8%
I did report and the situation was taken seriously	3.2%
I told someone in HR/union representative	1.1%
Other	21.1%

Fairness and Resource Allocation

This component is significantly related to overall climate and is the second of four components in terms of strength of relationship with it. As such, it has been classified as a primary area in terms of priority. The average rating of all individual items in this component is 3.8, which makes it an area of strength for Baylor University.

Table 12 provides the priority performance grid for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component. Five of the nine items are primary, as they are at or above the median loading. Figures 9 through 11 show the statistically significant variations in means on this component by demographic characteristics.

Table 12. Individual items on "Fairness and Resource Allocation" Component Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating > 3.5)	Low ratings (mean rating <= 3.5)
Primary	• To what extent does your current work environment provide opportunities for you to learn and grow? (3.9) • Fair and equitable process: annual review (3.6) • Fair and equitable process: access to senior leadership (3.6)	• Fair and equitable process: promotion decisions (3.5) • How satisfied are you, in general, with your opportunities for career advancement within Baylor? (3.4)
Secondary	• To what extent do you believe you have the tools and resources to do your job well? (4.2) • Fair and equitable process: access to departmental support staff (4.0) • How easy is it for you to get accurate and timely information about the institutional policies and procedures you need to do your job well? (3.8)	• Fair and equitable process: allocation of space/equipment or other resources (3.5)

Figure 9. Mean Scores on Fairness & Resource Allocation, by Gender: Faculty
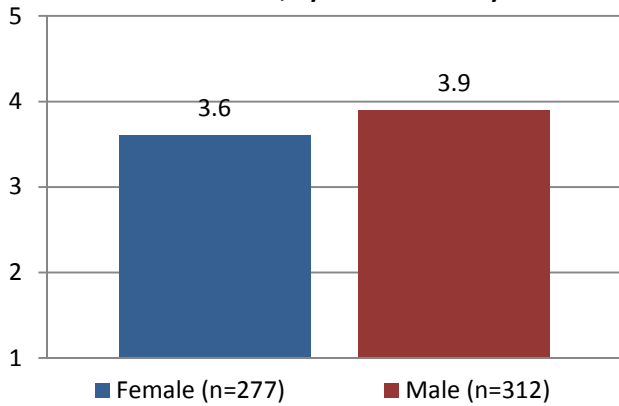
p=.000

Figure 10. Mean Scores on Fairness & Resource Allocation, by Age: Faculty
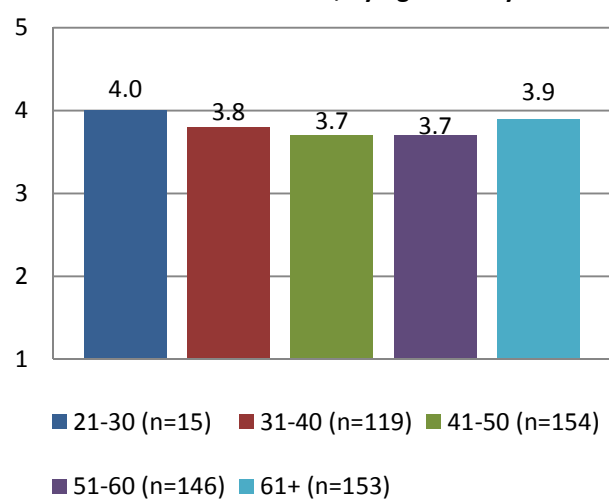
p=.022

Ratings of fairness and resource allocation vary significantly by three characteristics—gender, age, and years employed (Figures 9, 10, and 11). Male faculty rate this component slightly higher than female faculty (3.9 compared to 3.6). Ratings are highest among the youngest age groups (4.0) and lowest among those aged 41-60 (3.7). Faculty who have been at Baylor the least amount of time rate fairness and resource allocation higher than those who have been employed longer (4.1 compared to 3.7 or 3.8 among the other groups).

Note that Appendix D contains a table describing the factors to which respondents attribute any less than fair and equitable treatment they may have received.

Figure 11. Mean Scores on Fairness & Resource Allocation, by Years Employed at Baylor: Faculty
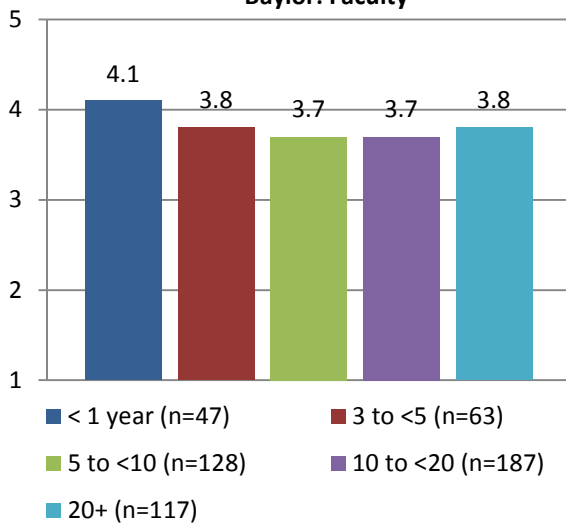
p=.04

Diversity of student body and ideology

This component has a significant effect on overall climate and falls in the middle of the five significant factors with respect to effect size. It is classified as a secondary area in terms of priority. The average rating of all individual items in this component is 3.3, which makes it an area of action for Baylor University.

Table 13 provides the priority performance grid for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component.

Table 13. Individual Items on "Diversity of student body and ideology" Component Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating > 3.5)	Low ratings (mean rating <= 3.5)
Primary	How committed is the Baylor community at large to helping to retain a diverse student body? (3.6)	How welcoming is Baylor of political/ideological diversity? (3.0)
Secondary	How committed is Baylor's leadership to promoting practices that help recruit a diverse student body? (3.7)	How would you describe the political/ideological diversity at Baylor? (2.9)

Figure 12 to 16 show the mean scores on this component by various demographic variables. The mean rating varies significantly by gender, tenure status, age, years employed, and religion. Men rate this component higher than women, with a score of 3.6, compared to 3.2 for women. Respondents in the senior lecturer and "other" categories of tenure status rate this component the highest, with a mean of 3.5. Tenure track faculty who are not tenured rate it the lowest (3.1). Differences by age are small, with the oldest faculty having the highest rating (3.5) and faculty aged 31-50 rating it the lowest (3.2). Faculty employed the least amount of time have the highest rating (3.6), while those employed 5 to 10 years have the lowest (3.1). Christians rate this component higher than respondents in other religions (3.3 compared to 2.6).

Figure 12. Mean Scores on Diversity of Student Body & Ideology, by Gender: Faculty
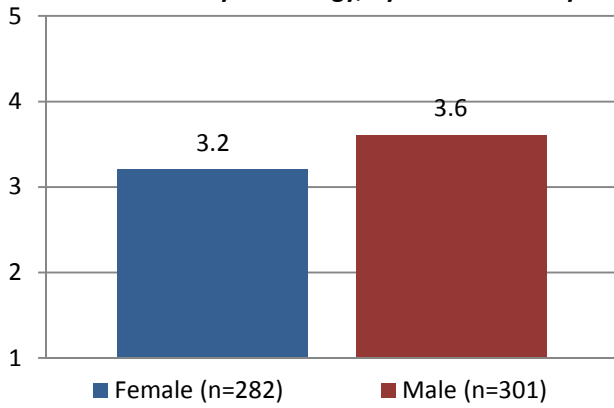
p=.01

Figure 13. Mean Scores on Diversity of Student Body & Ideology, by Tenure Status: Faculty
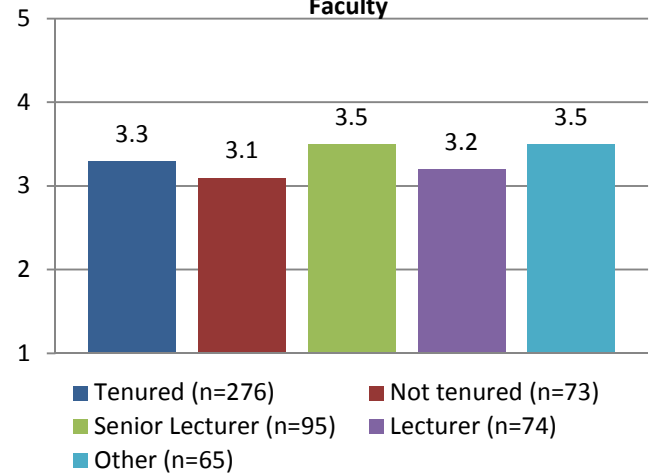
p=.006

Figure 14. Mean Scores on Diversity of Student Body & Ideology, by Age: Faculty
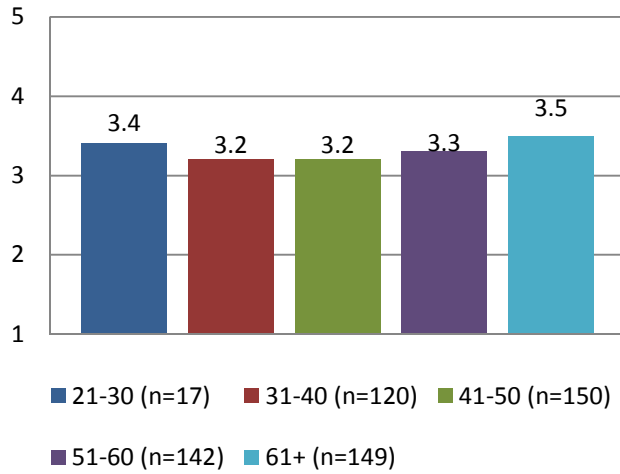
p=.003

Figure 15. Mean Scores on Diversity of Student Body & Ideology, by Years Employed at Baylor: Faculty
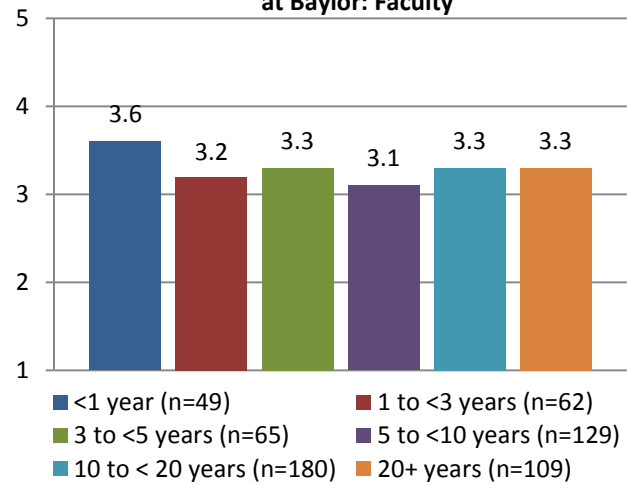
p=.01

**Figure 16. Mean Scores on Diversity of
Student Body & Ideology, by Religion:
Faculty**
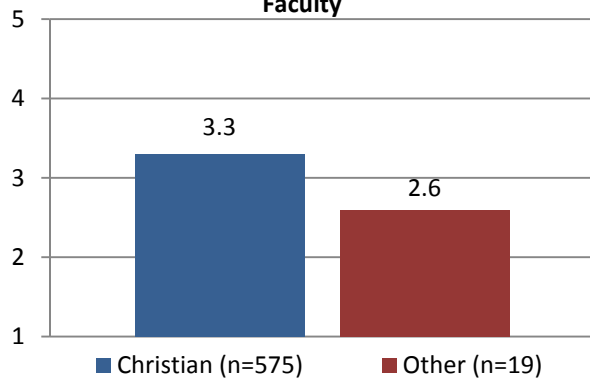
p=.000

Courteous and professional relations

The component "courteous and professional relations" includes four items (Table 14). The overall mean of 4.2 makes it an area of strength for Baylor. Its association with overall climate is small (0.06). The means of the individual items vary little, from 4.1 to 4.3 and indicate that faculty experience relations between themselves and other campus groups as very courteous and professional. This component did not vary significantly by any demographic characteristic. Thus, there are not figures showing mean scores for this component.

Table 14. Individual Items on "Courteous and professional relations" Component Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating > 3.5)	Low ratings (mean rating <= 3.5)
Primary	Courteous and professional relations: between faculty and staff (4.3) Courteous and professional relations: between faculty and departmental leadership (4.2)	
Secondary	Courteous and professional relations: between faculty and students (4.3) Courteous and professional relations: between faculty and deans (4.1)	

Workload

Figure 17 shows the mean scores of workload by tenure status. This is the only statistically significant difference in workload by any demographic characteristic. Lecturer and Other have the highest rating (4.0) and tenured faculty have the lowest (3.5).

Figure 17. Mean Scores on Workload, by Tenure Status: Faculty
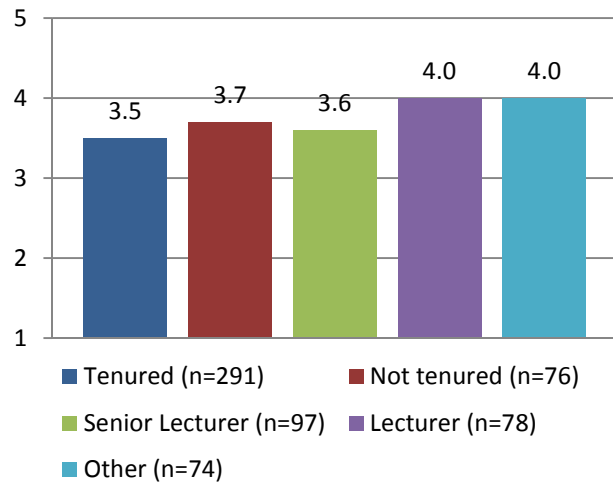
p=.023

Subgroup Analyses

When assessing the effect of demographic characteristics on overall climate and explanatory components, larger subgroups may dominate the analysis and overshadow effects of smaller subgroups. Consequently, we drew a random subsample in each of eight specific demographic groups. The target sample size of each subgroup is 25. In groups with fewer than 25 cases, we included all respondents. In groups with more than 25 cases, we randomly selected 25. Table 15 shows the subgroups, the number in each group who completed a survey, and the number in the subgroup file. We conducted nonparametric tests on this subgroup file to assess differences in mean ratings across the groups.

Table 15. Demographic Subgroup Sample Size

Group	Original N	Subgroup N
White male tenured	154	25
White female tenured	79	25
White female not tenured	38	25
White male not tenured	23	23
Nonwhite female faculty (tenure track & lecturer)	23	23
Nonwhite male faculty (tenure track & lecturer)	42	25
White male lecturer	64	25
White female lecturer	83	25
Total	**506**	**196**

The means of the climate scale and explanatory components are shown in Tables 16a and 16b. The means differ significantly by subgroup for gender discrimination (χ^2 (7, N=189) = 19.53, p=.007), race discrimination (χ^2 (7, N=176) = 19.53, p=.007), professional work environment (χ^2 (7, N=196) = 14.08, p=.05), and diversity of student body and ideology (χ^2 (7, N=185) = 16.24, p=.023). White men rate these components more favorably than white women or nonwhite faculty of either gender.

Table 16a. Means of Components, by Subgroup

Analysis comparison groups	Overall climate	Gender Discrimination*	Race Discrimination*	Professional Work Environment*	Fairness and Resource Allocation
White male tenured	4.0	4.3	4.2	4.1	3.9
White female tenured	3.7	3.6	4.0	3.7	3.6
White male not tenured	4.0	4.1	4.2	3.9	4.1
White female not tenured	3.9	3.9	3.9	3.9	3.7
Nonwhite male faculty (tenure track & lecturer)	3.7	4.0	3.5	3.7	3.7
Nonwhite female faculty (tenure track & lecturer)	3.7	3.9	3.5	3.5	3.5
White male lecturer	4.3	4.6	4.6	4.2	4.0
White female lecturer	3.9	3.9	4.0	3.7	3.6
Total	**3.9**	**4.0**	**4.0**	**3.8**	**3.8**

*p<=.05

Table 16b. Means of Components, by Subgroup, continued

Analysis comparison groups	Diversity of Student Body and Ideology*	Departmental. Diversity	Recognition	Courteous and Professional Relations
White male tenured	3.3	3.2	3.0	4.2
White female tenured	3.2	2.9	3.1	4.2
White male not tenured	3.3	3.2	3.1	4.2
White female not tenured	2.9	2.8	3.0	4.1
Nonwhite male faculty (tenure track & lecturer)	3.1	2.8	3.2	4.1
Nonwhite female faculty (tenure track & lecturer)	2.7	2.7	2.8	4.1
White male lecturer	3.5	3.7	3.2	4.4
White female lecturer	3.3	3.0	3.4	4.3
Total	**3.2**	**3.0**	**3.1**	**4.2**

*p<=.05

Responses to Open-end Questions

The questionnaire included several questions inviting open-ended comments from respondents. In this section, we present the results for three such questions: (i) a question asking for suggestions for improving the climate, (ii) a question asking respondents to mention relevant issues of climate or demographic information not

covered in the questionnaire, and (iii) a question asking respondents what Baylor University could do to increase their confidence in being able to file a complaint without negative consequences.

For all questions, we categorized the responses into commonly occurring themes in the responses provided. Each respondent's comments could be classified into a single theme if it mentioned only one or multiple themes if the comment touched upon more than one. Therefore, when the number of mentions listed for each theme are summed up across themes, it will total to more than the number of respondents answering the question.

There were 308 faculty who provided suggestions for improving the climate. Table 17 summarizes these themes and the number of mentions for each.

Table 17. Suggestions for improving climate

Themes	Number of mentions
Diversity related issues, Tolerance	122
Administration, Leadership	89
Religion	32
Faculty-administration relationship	31
Communication	23
Resources (financial and other)	22
Research support	21
Intimidation, Fear, Harassment	19
Career advancement	18
LGBTQ issues	18
Salaries and pay	17
Part-time faculty, Non-tenure track faculty issues	14
Inclusion, belongingness	13
Athletics	13
Tenure, Tenure process	12
Teaching	12
Space, Physical facilities	9
Valuing faculty	7
Accessibility, Accommodation	7
Student quality	6
Recognition for work	6
Leave, Family leave related issues	6
Parking	6
Workload, staff levels, teaching/research/service balance	4
Student recruitment	4
Fairness, merit-based decisions	4
Collegiality, Collaboration	1
Other ideas	54

One-hundred and fifteen faculty respondents provided a response to the question about issues of climate or demographic information not covered in this questionnaire. Table 18 summarizes the themes evident in these responses and the number of mentions for each.

Table 18. Issues of climate or demographic questions not covered by the questionnaire

Themes	Number of mentions
Diversity and related issues	32
Administration	21
Religion-related issues	19
Gender related issues	11
Faculty-related issues	11
Environment	8
Salary and benefits	7
Supervisor-related issues	7
Student-related issues	6
Athletics	5
Disability related issues	4
Valuing faculty	3
Leave, time off, other family life related issues	3
Negative Press	1

Table 19 summarizes the themes and the number of mentions evident in the open ended responses to the question asking what Baylor University can do to increase confidence that one can file a complaint without negative consequences for treatment that is not fair and equitable. Note that this question was asked only to the 218 faculty respondents who indicated that they were not at all or not very confident that they could file a complaint without negative consequences for treatment that is not fair and equitable; of those, 149 provided a response.

Table 19. What can BU do to increase confidence in filing complaint without negative consequences?

Themes	Number of mentions
Protect against retaliation	27
Confidentiality, privacy	23
Other proposed solutions	23
Administration/supervisor issues	23
Diversity-related issues	15
N/A, unsure, nothing	14
Taking concerns seriously	13
Transparency	13
Policy, Process Policy statement	12
Objectivity of office handling issues	12
Promotion, tenure decisions	9
Information about reporting and options	7
Information about reporting and options	7
No action, no resolution	3

Summary of Results

Overall, faculty at Baylor University consider the climate good. Both the score on the overall component as well as the means of the five items comprising it translate to good on a five point scale. This rating varies by years employed at Baylor and religion. Faculty employed less than one year have the highest rating Christians also rate the overall climate higher than other faculty, especially those who did not answer the question about religion.

The two components with the strongest relationship with overall climate are professional work environment and fairness and resource allocation. The components both have ratings that translate to good on a five point scale. Both components vary by gender and age of faculty. But the differences are small.

Diversity of student body and ideology is also related to overall climate, although the association is smaller than the two components above. Overall, this component is rated low enough to be an area of concern for Baylor. While it varies by gender, tenure status, age, years employed and religion, the ratings are low enough in each of these subgroups to be a concern; there is no demographic group for which it is a strength.

Courteous and professional relations and workload are the final two components related to overall climate. But the correlations are quite small.

Because of the small number of minority faculty respondents, the subgroup analysis is particularly important. It reveals a consistent pattern—white men, regardless of position, rate several of components more

highly than women or faculty of color. In some cases, the differences are as large as a scale point. While these differences are largely on components that are not significantly related to overall climate, they are worth considering, as they reflect a setting that is more comfortable for white men than for women or minorities.

While the data do not reveal an obvious strategy for improving overall climate, several of the components—diversity of student body and ideology, departmental diversity, and recognition—show areas for improvement. In addition, the subgroup analyses indicate that minority faculty see race discrimination as a problem and room for improvement in work environment and diversity of the student body.

Appendix A

Faculty Questionnaire

2017 Baylor University Academic & Work Environment Survey: FACULTY

Consent

Welcome to the Baylor University Academic & Work Environment Survey!
Baylor University invites its students, staff, faculty, and Regents to participate in the inaugural Academic and Work Environment Survey that pertains to diversity, inclusion and overall environment from the perspective of faculty, staff and students. The study will measure perceptions of climate including inclusiveness, friendliness, cooperation, support, and opportunities for career advancement and academic success. The Survey Research Laboratory (SRL) of the University of Illinois at Chicago (UIC) will be conducting this web survey of the Baylor Board of Regents, faculty, staff, and students 18 years of age or older.

Who is sponsoring this study?
Baylor University is funding the study and the UIC SRL is responsible for implementation and data analysis.

Where is this study being done?
The study will be conducted on-line to all Baylor University students, faculty, staff and Regents.

Who is administering the survey?
The Survey Research Laboratory (SRL) of UIC is administering this survey. SRL will not provide Baylor University with any personal, identifying information or raw data. The survey is being hosted on surveygizmo.com, a popular web-survey hosting site with a well-defined privacy policy that clearly states that they will not share information with any third-party. Please refer to surveygizmo.com's privacy policy at http://www.surveygizmo.com/the-fine-print/ to learn how it collects and uses information.

How long will it take to answer the on-line questionnaire?
You should allow approximately 15 minutes for the survey.

What will be done to keep my information confidential?
To protect the confidentiality of your responses, SRL is administering this survey and will not disclose your survey information to anyone, and when this research is discussed no one will know that you participated in the study.

SRL will not provide any raw data to Baylor University, but only provide a report in which data are aggregated. The report will never present responses broken out by more than one demographic variable. For example, the report will not analyze responses for staff by gender within race/ethnicity, or for students by gender within student status. Only large group comparisons will be made (male vs. female, for example).

What are the risk and benefits of participating in this study?
There are no known risks associated with participating in this study. There are no direct benefits to you for completing the survey. Your input will be very valuable in helping Baylor administrators understand the current climate at the University and help develop action plans to address issues of concern, which benefit Baylor University at large.

Are there any incentives for taking part in this study?
There are no incentives for participation.

What are my rights if I participate in this study?
Your decision to participate in this study is voluntary. You may choose to leave the study at any time, or refuse to answer any questions you do not wish to answer. You will not lose any benefits to which you are otherwise entitled and your decision will not affect your present or future relationship with Baylor University. If you are a student or employee at Baylor University, your decision about participation will not affect your grades or employment status.

How will the results of the study be disseminated?
SRL will prepare a formal report of study results. This report will be shared with the Baylor community in fall 2017.

What if I have questions about the study?
For questions about the study you may contact the SRL study coordinator, Jennifer Parsons, at jparsons@uic.edu or 312.413.0216.

If you have any questions about your rights as a participant in this study or any concerns or complaints, you may contact the University of Illinois Office for the Protection of Research Subjects at 1-866-789-6215 (toll free) or e-mail at uicirb@uic.edu.

Thank you for your participation!

_____
Click the *print* button on the browser if you would like to print this document for your records. If you are 18 years or older, have read and understood this document and voluntarily consent to participate, please click on *next page* below to begin the survey.

Navigation

Some notes on navigating the survey . . .
- **This questionnaire is intended for faculty at Baylor University.**

- **For optimal viewing, complete this survey on a laptop or desktop computer.**

- **Questions will be presented to you on each screen.**

- **After you have answered all the questions on a screen, click "Next Page" to save your answers and move to the next screen.**

- **If you would like to return to a previous screen, click "Previous Page."**

- **If you change any of your previous answers on a screen, remember to click "Next Page" before proceeding to the next screen.**

- **If you begin the survey and need to exit and return later, keep your e-mail with the survey link. You can then return to the survey by clicking on the link in the e-mail. You can both edit previous responses or resume responding.**

- **When you reach the end of the questionnaire, please click the "Submit" button so that your responses can be saved in the database.**

- **The survey login is unique to you; please do not forward it or share it with anyone else.**

Climate" may be considered as the atmosphere of an organization as perceived by its members. An organization's climate is reflected in its structures, policies, and practices; the demographics of its members; the attitudes and values of its members and leaders; and the quality of personal interactions. It includes perceptions of **inclusiveness, diversity**[7], friendliness, cooperation, professionalism, recognition, respect, accessibility, support and opportunities for advancement.
Move your cursor over the terms to see a definition.

Overall, how would you rate the climate at Baylor University?
Please interpret "Baylor University" as the Baylor University community rather than a specific geographic location.

( ) Very good
( ) Good
( ) Fair
( ) Poor
( ) Very poor

Overall, how would you rate the climate in your primary <u>department or unit</u>?
If you are affiliated with more than one department/unit, please answer this question with reference to the department/unit in which you spend the most time.
( ) Very good
( ) Good
( ) Fair
( ) Poor
( ) Very poor

If your department/unit is part of a school or college, overall, how would you rate the climate in your <u>school or college</u>?
( ) Very good
( ) Good
( ) Fair
( ) Poor
( ) Very poor
( ) *Not applicable/Not enough information to say*

---

[7] Rolling over the term diversity will show this definition: Diversity and inclusion at Baylor include the dimensions of race, sex, age, height, weight, disability, color, national origin or ancestry, intellectual thought, marital status, familial status or veteran status.

Overall, how socially isolated do you feel at Baylor?
( ) Not at all isolated
( ) Not very isolated
( ) Moderately isolated
( ) Very isolated
( ) Extremely isolated

How inclusive is your primary department/unit?
If you are affiliated with more than one department/unit, please answer this question with reference to the department/unit in which you spend the most time.
( ) Extremely inclusive
( ) Very inclusive
( ) Moderately inclusive
( ) Not very inclusive
( ) Not at all inclusive

Overall, how satisfied are you with the diversity[8], in your primary department/unit?
*Move your cursor over or click on the term to see a definition.
( ) Extremely satisfied
( ) Very satisfied
( ) Moderately satisfied
( ) Not very satisfied
( ) Not at all satisfied

How beneficial or detrimental are the actions of each of the following with respect to promoting diversity[2]* at Baylor?
*Move your cursor over the term to see a definition.

Board of Regents

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial	*Not enough information to say*
☐	☐	☐	☐	☐	☐

President/Vice-Presidents

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial	*Not enough information to say*

---

[8] Rolling over the term diversity will show this definition: Diversity and inclusion at Baylor include the dimensions of race, sex, age, height, weight, disability, color, national origin or ancestry, intellectual thought, marital status, familial status or veteran status.

☐	☐	☐	☐	☐	☐

Provost/Vice Provosts

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial	*Not enough information to say*
☐	☐	☐	☐	☐	☐

Deans and Department Chairs

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial	*Not enough information to say*
☐	☐	☐	☐	☐	☐

How comfortable do you feel expressing your personal identity[9] in your immediate work environment?
*Move your cursor over or click on the term to see a definition.
( ) Extremely comfortable
( ) Very comfortable
( ) Moderately comfortable
( ) Not very comfortable
( ) Not at all comfortable

> **S**how when: "How comfortable do you feel expressing your personal identity in your immediate work environment?" is "Not very comfortable," OR "Not at all comfortable")

For which of the following reasons do you feel [question("value"), id="14"] expressing your personal identity in your immediate work environment? *Select all that apply.*
[ ] Fear of intimidation from a peer or peers
[ ] Fear of intimidation from an instructor/professor/administrator
[ ] Fear of negative consequences, harassment, or discrimination
[ ] Some other reason—Please Specify:: _____

In the past 12 months, how often have you personally experienced bullying, intimidating, offensive, excluding, and/or hostile conduct from anyone in your department/unit?
( ) Never
( ) Not very often
( ) Moderately often
( ) Very often
( ) Extremely often

> **S**how when: "In the past 12 months, how often have you personally experienced excluding, bullying, intimidating, offensive, and/or hostile conduct from anyone at Baylor?" is "Moderately often," "Very often," OR "Extremely often")

---

[9] This refers to the overall understanding a person has of themselves. This understanding could come from knowledge or awareness of one's physical attributes, personality attributes, skills and abilities, one's occupation and hobbies, among other things.*

You indicated that in the past 12 months, you have <u>personally experienced</u> excluding, bullying, intimidating, offensive, and/or hostile conduct from someone at the university [FILL IN RESPONSE FROM PREVIOUS QUESTION]**.**

The last time this happened, who was the source of the treatment? *Select all that apply.*

[ ] Faculty member
[ ] Staff member
[ ] Student
[ ] Baylor University police
[ ] Supervisor
[ ] HR facilitator
[ ] Alumni or Donor
[ ] Don't know (unidentified individual)
[ ] Other—Please Specify:: _____
[ ] Prefer not to answer

The last time this happened, which of the following describes your reaction to this situation? *Select all that apply.*
[ ] I didn't know what to do
[ ] I did report and the situation was taken seriously
[ ] I did report it but I did not feel the complaint was taken seriously
[ ] I didn't report it for fear that my complaint would not be taken seriously
[ ] I am used to it, so I did nothing
[ ] I told someone in HR
[ ] I contacted Baylor University police
[ ] I contacted a local law enforcement official, NOT Baylor University police
[ ] Other—Please Specify:: _____

In the past 12 months, how often have you <u>personally experienced</u> bullying, intimidating, offensive, excluding, and/or hostile conduct from anyone at Baylor, <u>outside of your department/unit</u>?
( ) Never
( ) Not very often
( ) Moderately often
( ) Very often
( ) Extremely often

Page entry logic: This page will show when: Question "**In the past 12 months, how often have you <u>personally experienced</u> bullying, intimidating, offensive, excluding, and/or hostile conduct from anyone at Baylor, <u>outside of your department/unit</u>?**" is one of the following answers ("Moderately often", "Very often" ,"Extremely often")

You indicated that in the past 12 months, you have <u>personally experienced</u> bullying, intimidating, offensive, excluding, and/or hostile conduct from someone at Baylor, outside of your

department/unit [question("value"), id="510"].

The last time this happened, who was the source of the treatment? *Select all that apply.*
[ ] Faculty member
[ ] Staff member
[ ] Student
[ ] Baylor University police
[ ] Supervisor
[ ] HR facilitator
[ ] Alumni or Donor
[ ] Don't know (unidentified individual)
[ ] Other—Please Specify:: _____
[ ] Prefer not to answer

The last time this happened, which of the following describes your reaction to this situation? *Select all that apply.*
[ ] I didn't know what to do
[ ] I did report and the situation was taken seriously
[ ] I did report it but I did not feel the complaint was taken seriously
[ ] I didn't report it for fear that my complaint would not be taken seriously
[ ] I am used to it, so I did nothing
[ ] I told someone in HR
[ ] I contacted Baylor University police
[ ] I contacted a local law enforcement official, NOT Baylor University police
[ ] Other—Please Specify:: _____

In the past 12 months, how often have you <u>heard others at Baylor</u> make disparaging remarks about people because of their diversity*?
*Move your cursor over or click on the term to see a definition.
( ) Never
( ) Not very often
( ) Moderately often
( ) Very often
( ) Extremely often

> **S**how when: "In the past 12 months, how often have you <u>heard others at Baylor</u> make disparaging remarks about people because of their <u>diversity*</u>? Is "Moderately often" "Very often," OR "Extremely often"

You indicated that in the past 12 months, you have [FILL IN RESPONSE FROM PREVIOUS QUESTION] **heard others at Baylor make disparaging remarks about people because of their diversity.**

The last time this happened, who was the source of the treatment? *Select all that apply.*

[ ] Faculty member
[ ] Staff member
[ ] Student
[ ] Baylor University police

[ ] Supervisor
[ ] HR facilitator
[ ] Alumni or Donor
[ ] Don't know (unidentified individual)
[ ] Other—Please Specify: _____
[ ] Prefer not to answer

The last time this happened, which of the following describes your reaction to this situation? *Select all that apply.*
[ ] I didn't know what to do
[ ] I did report and the situation was taken seriously
[ ] I did report it but I did not feel the complaint was taken seriously
[ ] I didn't report it for fear that my complaint would not be taken seriously
[ ] I am used to it, so I did nothing
[ ] I told someone in HR
[ ] Other—Please Specify: _____

In the past 12 months, how fair and equitable do you feel the following practices or processes have been at Baylor?

Annual review

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	Not enough information to say
☐	☐	☐	☐	☐	☐

Promotion decisions

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	Not enough information to say
☐	☐	☐	☐	☐	☐

Salary decisions

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	Not enough information to say
☐	☐	☐	☐	☐	☐

In the past 12 months, how fair and equitable do you feel the following practices or processes have been at Baylor?

Allocation of space/equipment or other resources

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	Not enough information to say
☐	☐	☐	☐	☐	☐

Access to departmental support staff

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	*Not enough information to say*
☐	☐	☐	☐	☐	☐

Access to senior leadership

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	*Not enough information to say*
☐	☐	☐	☐	☐	☐

Graduate student allocation and assignments

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	*Not enough information to say*
☐	☐	☐	☐	☐	☐

> **Ask for each item:** "Recruitment policies and practices"/" Promotion review/annual review" etc. to which response is "Not very fair and equitable," OR "Not at all fair and equitable"

You indicated that [FILL "Recruitment policies and practices"/" Promotion review/annual review" etc.] was [Not at all/Not very] fair and equitable in the past 12 months. To which of the following factors would you attribute the treatment?
You indicated that <u>annual review</u> decisions were [question("value"), id="32"] in the past 12 months.

To which of the following factors would you attribute the treatment? *Select all that apply.*
[ ] Ability/disability status
[ ] Age
[ ] Citizenship status
[ ] Height
[ ] Marital or family status
[ ] National origin
[ ] Political beliefs
[ ] Race/ethnicity
[ ] Religious/spiritual beliefs
[ ] Sex
[ ] Socioeconomic status
[ ] Veteran status
[ ] Weight
[ ] Some other factor—Please Specify: _____

How well does your department/unit or school/college/major administrative unit address issues of unfair or inequitable treatment to employees owing to their <u>diversity*</u>?
*Move your cursor over or click on the term to see a definition.

( ) Extremely well
( ) Very well

( ) Moderately well
( ) Not very well
( ) Not well at all
( ) *Not enough information to say*

As far as you know, are there units or offices to assist employees if they experience any treatment that is not fair and equitable, or are there no such units or offices?
( ) There are units/offices
( ) There are no units/offices

Show if "As far as you know, are there units or offices to assist employees if they experience any treatment that is not fair and equitable, or are there no such units or offices?" = There are units/offices

How effective are these units or offices in addressing issues of treatment that are not fair and equitable?

 ( ) Extremely effective
( ) Very effective
( ) Moderately effective
( ) Not very effective
( ) Not at all effective

( ) *Not enough information to say*

If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?
( ) Extremely confident
( ) Very confident
( ) Moderately confident
( ) Not very confident
( ) Not at all confident

Show if "If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?" is "Not very confident," OR "Not at all confident")

What can Baylor do to increase your confidence that you can file a complaint without negative consequences?

To what extent do you feel your colleagues/coworkers treat you with dignity and respect?
( ) To a great extent
( ) To a large extent
( ) To a moderate extent
( ) To a slight extent
( ) Not at all

How would you describe the political/ideological diversity at Baylor?
( ) Extremely diverse
( ) Very diverse
( ) Moderately diverse
( ) Not very diverse
( ) Not at all diverse

How welcoming is Baylor of political/ideological diversity?
( ) Extremely welcoming
( ) Very welcoming
( ) Moderately welcoming
( ) Not very welcoming
( ) Not at all welcoming

The next set of questions refer to male and female faculty in your department or unit.

How would you describe the sex diversity in your unit?
( ) Extremely diverse
( ) Very diverse
( ) Moderately diverse
( ) Not very diverse
( ) Not at all diverse

How serious are male faculty about treating male and female faculty equally?
( ) Extremely serious
( ) Very serious
( ) Moderately serious
( ) Not very serious
( ) Not serious at all

How serious are female faculty about treating male and female faculty equally?
( ) Extremely serious
( ) Very serious
( ) Moderately serious
( ) Not very serious

( ) Not serious at all

How comfortable would male faculty be with having a female department head rather than a male department head?
( ) Extremely comfortable
( ) Very comfortable
( ) Moderately comfortable
( ) Not very comfortable
( ) Not at all comfortable

Compared to male faculty, how much influence do female faculty have in department politics and administration?
( ) Female faculty much more influential than male
( ) Female faculty somewhat more influential than male
( ) Equal amounts of influence
( ) Male faculty somewhat more influential than female
( ) Male faculty much more influential than female

If a male and female faculty member were to present the same idea, do you think they would both receive the same acknowledgement; that the male faculty is more likely to be acknowledged than female faculty; or female faculty is more likely to be acknowledged than the male faculty?
( ) Same acknowledgement
( ) Male faculty more likely to be acknowledged than female faculty
( ) Female faculty more likely to be acknowledged than male faculty

---

Do both male and female faculty have an equal opportunity of getting tenure/promotion, do male faculty have a better chance of getting tenure/promotion, or do female faculty have a better chance of getting tenure/promotion?
( ) Equal opportunity
( ) Male faculty better opportunity than female
( ) Female faculty better opportunity than male

In your department, to what extent is discrimination based on sex a problem?
( ) Not at all
( ) A little
( ) A moderate amount
( ) A lot
( ) A great deal

How often do faculty in your department speak up when they see an instance of discrimination based on sex?
( ) Always
( ) Most of the time

( ) About half of the time
( ) Sometimes
( ) Never

Are informal social networks within your department equally welcoming to male and female faculty, are they more welcoming to male faculty, or are they more welcoming to female faculty?
( ) Equal
( ) More welcoming to male faculty
( ) More welcoming to female faculty

The next set of questions refer to racial/ethnic minority faculty (Asian, African American and Latino(a)) in your department or unit.

How would you describe the racial/ethnic diversity in your unit?
( ) Extremely diverse
( ) Very diverse
( ) Moderately diverse
( ) Not very diverse
( ) Not at all diverse
how serious are faculty about treating minority and non-minority faculty equally?
( ) Extremely serious
( ) Very serious
( ) Moderately serious
( ) Not very serious
( ) Not serious at all

( ) *Not applicable*
How comfortable would faculty be with having a minority department head compared to a non-minority department head?
( ) Extremely comfortable
( ) Very comfortable
( ) Moderately comfortable
( ) Not very comfortable
( ) Not at all comfortable

Compared to non-minority faculty, how much influence do minority faculty have in department politics and administration?
( ) Minority faculty much more influential than non-minority
( ) Minority faculty somewhat more influential than non-minority
( ) Equal amounts of influence
( ) Non-minority faculty somewhat more influential than minority
( ) Non-minority faculty much more influential than minority

( ) *Not applicable*

If a minority and non-minority faculty member were to present the same idea, do you think they would both receive the same acknowledgement; that the non-minority faculty is more likely to be acknowledged than minority faculty; or minority faculty is more likely to be acknowledged than the non-minority faculty?
( ) Same acknowledgement
( ) Non-minority faculty more likely to be acknowledged than minority faculty
( ) Minority faculty more likely to be acknowledged than non-minority faculty

( ) *Not applicable*

Do both minority and non-minority faculty have an equal opportunity of getting tenure/promotion, do non-minority faculty have a better chance of getting tenure/promotion, or do minority faculty have a better chance of getting tenure/promotion?
( ) Equal opportunity
( ) Non-minority faculty more likely
( ) Minority faculty more likely

( ) *Not applicable*

In your department, to what extent is racial/ethnic discrimination a problem?
( ) Not at all
( ) A little
( ) A moderate amount
( ) A lot
( ) A great deal

( ) *Not applicable*

How often do faculty in your department speak up when they see an instance of racial/ethnic discrimination?
( ) Always
( ) Most of the time
( ) About half of the time
( ) Sometimes
( ) Never

Are informal social networks within your department equally welcoming to minority and non-minority faculty, are they more welcoming to non-minority faculty, or are they more welcoming to minority faculty?
( ) Equal
( ) More welcoming to non-minority faculty
( ) More welcoming to minority faculty

Please rate the relationships between the following groups in your department/unit in terms of the degree to which they are both courteous and professional.

Between faculty and students

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	*Not enough information to say*

☐	☐	☐	☐	☐	☐

Between faculty and staff

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	*Not enough information to say*
☐	☐	☐	☐	☐	☐

Between faculty and departmental leadership

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	*Not enough information to say*
☐	☐	☐	☐	☐	☐

Between faculty and deans

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	*Not enough information to say*
☐	☐	☐	☐	☐	☐

Between faculty and university leadership

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	*Not enough information to say*
☐	☐	☐	☐	☐	☐

Between faculty and The Board of Regents

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	*Not enough information to say*
☐	☐	☐	☐	☐	☐

How would you rate the overall quality of the relationship between faculty and the Board of Regents?
( ) Very good
( ) Good
( ) Fair
( ) Poor
( ) Very poor
( ) *Not enough information to say*

How would you rate the overall quality of the relationship between you and students at Baylor?
( ) Very good
( ) Good
( ) Fair
( ) Poor
( ) Very poor

To what extent do you believe you have the tools and resources to do your job well?
( ) To a great extent
( ) To a large extent
( ) To a moderate extent
( ) To a slight extent
( ) Not at all

How easy is it for you to get accurate and timely information about the institutional policies and procedures you need to do your job well?
( ) Extremely easy
( ) Very easy
( ) Moderately easy
( ) Not very easy
( ) Not at all easy

How satisfied are you, in general, with your job at Baylor?
( ) Extremely satisfied
( ) Very satisfied
( ) Moderately satisfied
( ) Not very satisfied
( ) Not at all satisfied

How satisfied are you, in general, with your opportunities for career advancement within Baylor?
( ) Extremely satisfied
( ) Very satisfied
( ) Moderately satisfied
( ) Not very satisfied
( ) Not at all satisfied

To what extent does your current work environment provide opportunities for you to learn and grow?
( ) To a great extent
( ) To a large extent
( ) To a moderate extent
( ) To a slight extent
( ) Not at all

Compared to your peers, do you feel that the work load in your current job is too low, too high, or just right?
( ) Much lower than peers
( ) Slightly lower than peers
( ) Same as peers
( ) Slightly higher than peers
( ) Much higher than peers

Is there anyone at Baylor who gives you advice and counsel, and/or advocates for you, or is there no one like that at Baylor?
( ) Yes, there is
( ) No, there is not

How important is it for you to have someone like this at Baylor?

( ) Extremely important
( ) Very important
( ) Moderately important
( ) Not very important
( ) Not at all important

How much recognition do you get for each of your following types of contributions at work?

Research

A great deal	A lot	A moderate amount	A little	None at all
☐	☐	☐	☐	☐

Teaching

A great deal	A lot	A moderate amount	A little	None at all
☐	☐	☐	☐	☐

Service

A great deal	A lot	A moderate amount	A little	None at all
☐	☐	☐	☐	☐

Student Involvement (co-curricular)

A great deal	A lot	A moderate amount	A little	None at all
☐	☐	☐	☐	☐

How committed is your department/unit head or chair to creating a positive work environment for you?
( ) Extremely committed
( ) Very committed
( ) Moderately committed
( ) Not very committed
( ) Not at all committed

How much of a say do you have in shaping your work environment?
( ) A great deal
( ) A lot
( ) A moderate amount
( ) A little bit
( ) None at all

How effective is your department or unit in recruiting a diverse faculty?
( ) Extremely effective
( ) Very effective
( ) Moderately effective
( ) Not very effective
( ) Not at all effective
( ) *Not applicable*

How effective is your department or unit in recruiting a diverse staff?
( ) Extremely effective
( ) Very effective
( ) Moderately effective
( ) Not very effective
( ) Not at all effective
( ) *Not applicable*

How effective is your department or unit in retaining a diverse faculty?
( ) Extremely effective
( ) Very effective
( ) Moderately effective
( ) Not very effective
( ) Not at all effective
( ) *Not applicable*

How effective is your department or unit in retaining a diverse staff?
( ) Extremely effective
( ) Very effective
( ) Moderately effective
( ) Not very effective
( ) Not at all effective
( ) *Not applicable*

How committed is Baylor's leadership to promoting practices that help recruit a diverse student body?
( ) Extremely committed

( ) Very committed
( ) Moderately committed
( ) Not very committed
( ) Not at all committed

How committed is Baylor's leadership to promoting practices that help retain a diverse student body?
( ) Extremely committed
( ) Very committed
( ) Moderately committed
( ) Not very committed
( ) Not at all committed

How committed is the Baylor community at large to helping to retain a diverse student body?
( ) Extremely committed
( ) Very committed
( ) Moderately committed
( ) Not very committed
( ) Not at all committed

How committed is the Baylor community at large to helping to retain a diverse faculty?
( ) Extremely committed
( ) Very committed
( ) Moderately committed
( ) Not very committed
( ) Not at all committed

As an employee on this campus, how difficult is it for you to balance your professional and personal life?
( ) Not at all difficult
( ) Not very difficult
( ) Moderately difficult
( ) Very difficult
( ) Extremely difficult

How much help do you get from your workplace in balancing your professional and personal life?
( ) A great deal
( ) A lot
( ) A moderate amount
( ) A little
( ) Not at all
( ) *Not applicable*

Overall, how would you rate the physical safety on and around Baylor's main campus?
( ) Extremely safe
( ) Very safe
( ) Moderately safe
( ) Not very safe
( ) Not safe at all

Overall, how well does your campus meet the needs of those with disabilities?
( ) Extremely well
( ) Very well
( ) Moderately well
( ) Not very well
( ) Not well at all
( ) *Not enough information to say*

Overall, how strongly would you recommend Baylor to others as a good place to work?
( ) Extremely strongly
( ) Very strongly
( ) Moderately strongly
( ) Not very strongly
( ) Not at all strongly

Please provide your suggestions for how the climate at Baylor could be improved.

[ ]

You are almost through the questionnaire. Next, we have a few questions about yourself.

Which of the following best describes your tenure status?
( ) Tenured
( ) Tenure track, not tenured
( ) Senior Lecturer
( ) Lecturer
( ) Temporary Appointment
( ) Academic Professional

Which of the following best describes your academic status?
( ) Full-time faculty
( ) Part-time faculty
( ) Part-time temporary faculty

In which school, college or major administrative unit do you have your primary job appointment?
Please scroll down to see all the options.
( ) College of Arts and Sciences

( ) Hankamer School of Business
( ) School of Education
( ) School of Engineering and Computer Science
( ) Graduate School
( ) Robbins College of Health and Human Sciences
( ) Honors College
( ) Law School
( ) Libraries
( ) School of Music
( ) Louise Herrington School of Nursing
( ) George W. Truett Theological Seminary
( ) Diana R. Garland School of Social Work
( ) Other: Please specify _____

How many total years have you worked at Baylor?
( ) Less than 1 year
( ) 1 year to less than 3 years
( ) 3 years to less than 5 years
( ) 5 years to less than 10 years
( ) 10 years to less than 20 years
( ) 20 years or more

During the past semester, how many hours per week did you work across all positions you hold at Baylor?
Please enter a number from 0 to 168. You can enter up to two decimals.

What is your age?
( ) 21-30 years old
( ) 31-40 years old
( ) 41-50 years old
( ) 51-60 years old
( ) 61 years of age or older

What is the highest level of education you have completed?
( ) Less than high school
( ) High school diploma or GED
( ) 2-year college degree (e.g., Associate's)
( ) 4-year college degree (e.g., BA, BS)
( ) Master's degree (e.g., MA, MS, MBA)
( ) Professional degree (e.g., JD, MD)
( ) Doctoral degree (e.g., PhD, EdD)

Are you:
( ) Female
( ) Male
( ) Other

Which of the following best describes your current marital status?
( ) Married
( ) Divorced
( ) Separated
( ) Widowed
( ) Single

Is your spouse employed for pay part-time, full-time, or not at all?
( ) Employed part-time
( ) Employed full-time
( ) Not employed

Do you have any dependent children (please include children you gave birth to, adopted, or are raising/have raised)?
( ) Have dependent children
( ) Do not have dependent children

How many of your dependent children are…
Under the age of 18?: _____
18 years or older?: _____

Are you currently providing care to a family member/or relative to help them take care of themselves?
This includes taking care of or helping adult family members or relatives with personal needs or household chores, managing their finances, arranging for outside services, or visiting regularly to see how they are doing. These individuals need not live with you.
( ) Providing care
Please specify to how many. : _____
( ) Not providing care

Do you have any type of disability, or do you not?
( ) Have
( ) Do not have

Which of the following <u>best</u> describes you?
( ) Christian
( ) Jewish
( ) Muslim
( ) Hindu
( ) Buddhist
( ) Mormon
( ) Agnostic
( ) Atheist

( ) None of the above

What is your citizenship status?
( ) U.S. citizen
( ) Permanent resident (e.g., green card holder)
( ) Nonresident alien/Visa holder
( ) Other

Are you Hispanic/Latino(a)*[10] .*, or are you not?
*Move your cursor over or click on the term to see a definition.
( ) Hispanic/Latino(a)
( ) Not Hispanic/Latino(a)

Which of the following racial groups best describe you? *Select all that apply.*

*Move your cursor over or click on any of the terms below to see a definition.
[ ] American Indian or Alaska Native[11]
[ ] Asian or Asian American[12]
[ ] Black or African American[13]
[ ] Native Hawaiian or Other Pacific Islander[14]
[ ] White or Caucasian[15]

This questionnaire asked about perceptions of climate and for demographic information. If an issue of climate or some demographic information was not covered in this questionnaire, please let us know.

Thank you!

Thank you for taking the time to complete the Baylor University Academic and Work Environment Survey.

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[10] Rolling over this term will show this definition: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Hispanic, Latino or Spanish cultures or origin regardless of race

[11] A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

[12] A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

[13] A person having origins in any of the Black racial groups of Africa.

[14] A person having origins in any of the original persons of Hawaii, Guam, Samoa or other Pacific Islands.

[15] A person having origins in any of the original peoples of Europe, North Africa, or the Middle East

Appendix B

Text of E-mail Invitations

<u>ADVANCE E-MAIL to faculty/staff/students SENT BY BAYLOR President</u>

Dear Students, Faculty, and Staff,

Baylor is embarking on a University-wide survey meant to measure perceptions of respect, cooperation, diversity, inclusiveness, accessibility and support among our university community. The 2017 Academic and Work Environment Survey will be conducted by an outside firm – the Survey Research Laboratory at the University of Illinois at Chicago – in order to protect the confidentiality of responses. SRL will manage all aspects of this study, including administration, data analysis, and report writing.

Tomorrow, you should receive an e-mail from Survey Research Laboratory with a customized link to the anonymous online survey. I cannot emphasize strongly enough that the information we will gather through this effort is critical to ongoing management and decision processes that impact the experiences all of us have at Baylor. Please take the 15-20 minutes required to share your experiences.

Sincerely,

David E. Garland

Interim President

<u>**INITIAL E-VITE**</u>

<u>E-MAIL SUBJECT HEADING:</u> **Baylor University Academic and Work Environment Survey**

Yesterday, you received an e-mail from Interim President David Garland encouraging your participation in Baylor's 2017 Academic and Work Environment Survey. Below is your confidential link to the survey.

To allow for confidential participation, the University of Illinois at Chicago Survey Research Laboratory (SRL) has been contracted to administer the survey. SRL will manage all aspects of this study, including administration, data analysis, and report writing. The raw data file will not be shared with University leadership.

Participation in this survey is voluntary, and you are free to stop completing the questionnaire at any point or skip any questions you do not wish to answer. We estimate that the questionnaire will take approximately 15 minutes to complete. Your feedback is extremely important and will help Baylor impact the experiences of faculty, staff and students.

Clicking on the URL link below, or pasting it into your browser, will take you to the questionnaire.

Unique survey link here

If you have any questions about how to access your questionnaire, please contact SRL representative Geoff Parker at geoffp@uic.edu. Your confidential participation is important. Many thanks for your willingness to participate!

Sincerely,

Jennifer Parsons
SRL Research Operations Director

FIRST REMINDER TO NON-RESPONDENTS

E-MAIL SUBJECT HEADING:

Reminder: Baylor University Academic and Work Environment Survey

About a week ago, you should have received an e-mail inviting you to participate in the Baylor University Academic and Work Environment Survey. The survey is designed to assess perceptions of Baylor's climate as it pertains to diversity, inclusion, and general work environment. Your feedback is extremely important to us and will be used to lead Baylor on a path of continuous improvement that ensures this is an excellent place for faculty and staff to invest their careers and for students to prepare for their bright futures.

To allow for confidential participation, the University of Illinois at Chicago Survey Research Laboratory (SRL) has been contracted to administer the survey. SRL will manage all aspects of this study, including administration, data analysis, and report writing. The raw data file will not be shared with University leadership. When the final report is compiled, it will be shared with the University community.

Participation in this survey is voluntary, and you are free to stop completing the questionnaire at any point or skip any questions you do not wish to answer. We estimate that the questionnaire will take approximately 15 minutes to complete. Your confidential participation is important!

Clicking on the URL link below, or pasting it into your browser, will take you to the questionnaire.

Unique survey link here

Many thanks for your willingness to participate! If you have any questions about how to access your questionnaire, please contact Geoff Parker at geoffp@uic.edu.

Sincerely,

Jennifer Parsons
SRL Research Operations Director

SECOND REMINDER TO NON-RESPONDENTS

E-MAIL SUBJECT HEADING:

Reminder: Baylor University Academic and Work Environment Survey

In recent weeks, you have been invited to participate in the Baylor University Academic and Work Environment Survey. To date, we have not yet received your completed questionnaire. Your feedback is extremely important to us!

To allow for confidential participation, the University of Illinois at Chicago Survey Research Laboratory (SRL) has been contracted to administer the survey. SRL will manage all aspects of this study, including administration, data analysis, and report writing. The raw data file will not be shared with University leadership.

Participation in this survey is voluntary, and you are free to stop completing the questionnaire at any point or skip any questions you do not wish to answer. We estimate that the questionnaire will take approximately 15 minutes to complete. Your feedback is extremely important and will help Baylor impact the experiences of faculty, staff and students.

Clicking on the URL link below, or pasting it into your browser, will take you to the questionnaire.

Unique survey link here

If you have any questions about how to access your questionnaire, please contact SRL representative Geoff Parker at geoffp@uic.edu. Your confidential participation is important. Many thanks for your willingness to participate!

Sincerely,

Jennifer Parsons
SRL Research Operations Director

LAST CHANCE E-VITE

Last Chance! Baylor University Academic and Work Environment Survey

At midnight on May 3, the Baylor University Academic and Work Environment Survey will close. We have invited all students, staff, and faculty to participate. Your feedback and participation is critical, as it will be used to lead Baylor on a path of continuous improvement that ensures this is an excellent place for faculty and staff to invest their careers and for students to prepare for their bright futures. Today is your last chance to have your voice count!

To allow for confidential participation, the University of Illinois at Chicago Survey Research Laboratory (SRL) has been contracted to administer the survey. SRL is managing all aspects of this study, including administration, data analysis, and report writing. The raw data file will not be shared with University leadership.

Participation in this survey is voluntary, and you are free to stop completing the questionnaire at any point or skip any questions you do not wish to answer. We estimate that the questionnaire will take approximately 15 minutes to complete. Your feedback is extremely important and will help Baylor impact the experiences of faculty, staff and students.

Clicking on the URL link below, or pasting it into your browser, will take you to the questionnaire.

Unique survey link here

If you have any questions about how to access your questionnaire, please contact SRL representative Geoff Parker at geoffp@uic.edu. Your confidential participation is important. WE hope you will consider participating!

Sincerely,

Jennifer Parsons
SRL Research Operations Director

Appendix C

Mean Ratings by Demographics on Components not Significantly Related to Overall Climate

The figures on the following pages present the mean ratings on the components that were not significantly related to overall climate. Only mean ratings that vary significantly by demographic characteristic are shown. We also show the mean ratings on the variable measuring workload, which is presented as a single item because it did not load on a specific factor.

Figure C1. Mean Scores on Gender and Race Discrimination, Departmental Diversity, and Recognition, by Gender: Faculty

	Gender discrimination (p=.000)	Race discrimination (p=.000)	Departmental diversity (p=.000)	Recognition (p=.021)
Female (n=271)	3.9	4.0	3.0	3.1
Male (n=292)	4.3	4.3	3.3	3.3
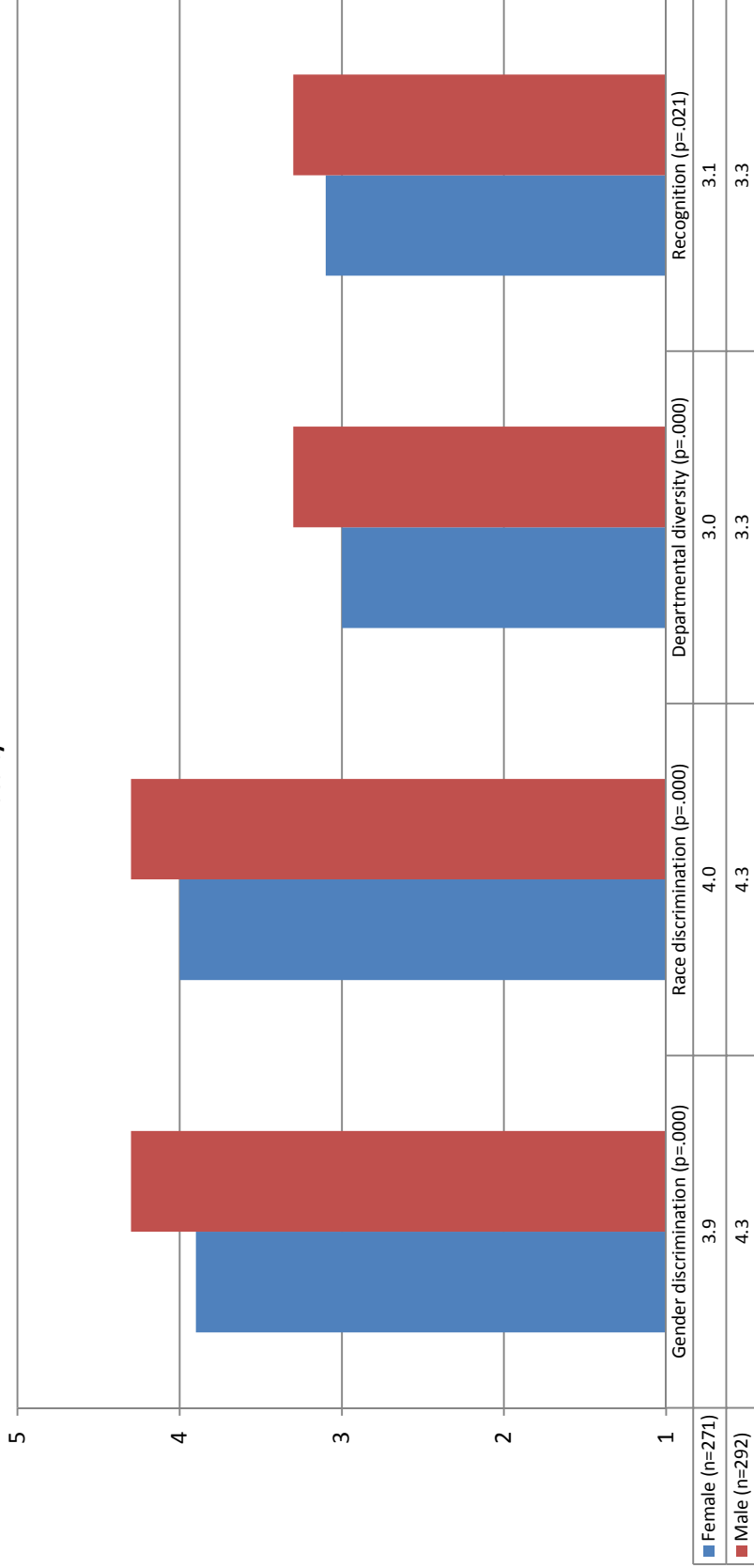
Figure C2. Mean Scores on Race Discrimination, by Race/Ethnicity: Faculty

	Race discrimination (p=.000)
White (n=479)	4.2
Asian (n=27)	3.7
Latino (n=24)	4.1
African American (n=14)	3.4
Other/none (n=47)	4.1
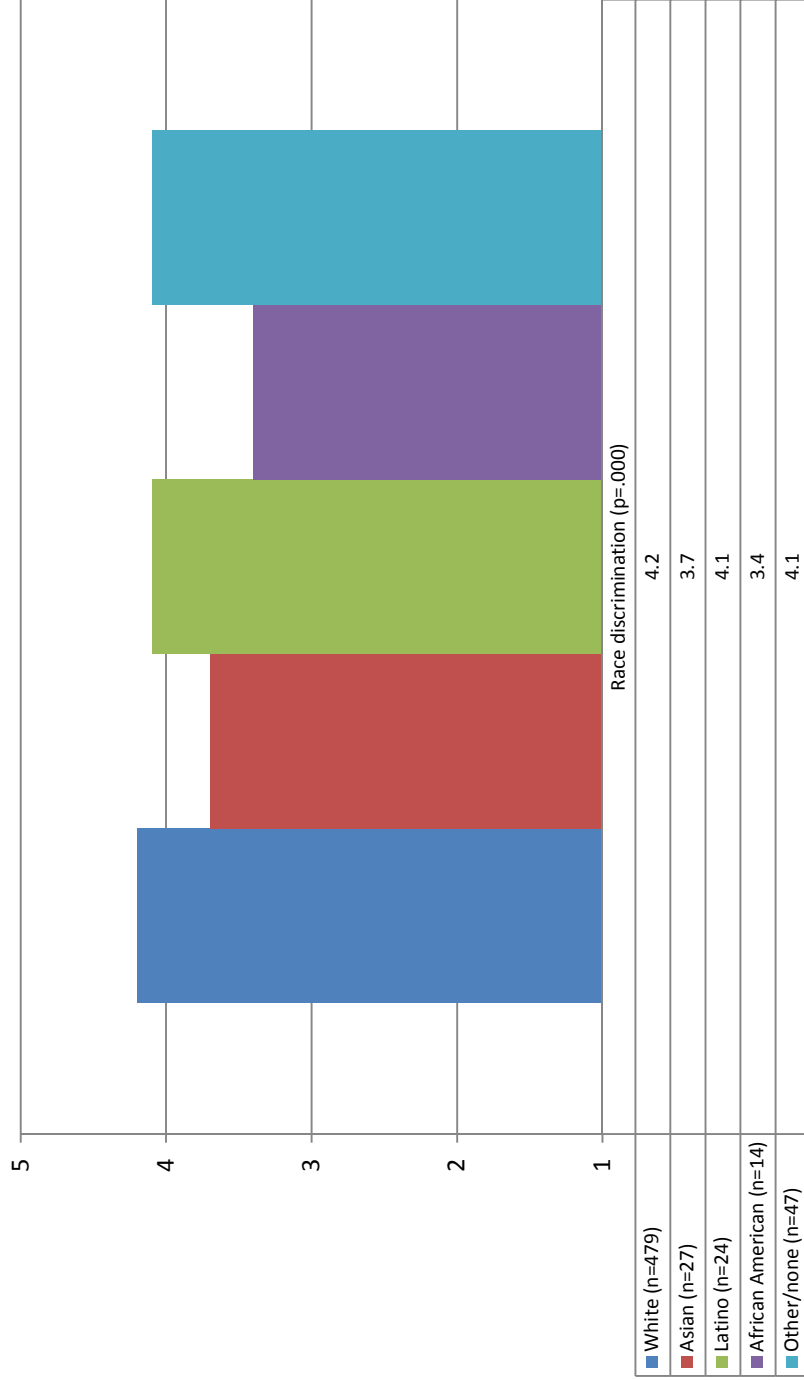
Figure C3. Mean Scores on Departmental Diversity and Recognition, by Tenure Status: Faculty

	Departmental diversity (p=.006)	Recognition (p=.016)
Tenured (n=267)	3.1	3.1
Not tenured (n=68)	2.9	3.1
Senior Lecturer (n=91)	3.3	3.4
Lecturer (n=73)	3.2	2.9
Other (n=63)	3.5	3.2

Figure C4. Mean Scores on Gender Discrimination, Departmental Diversity, and Recognition, by Age: Faculty

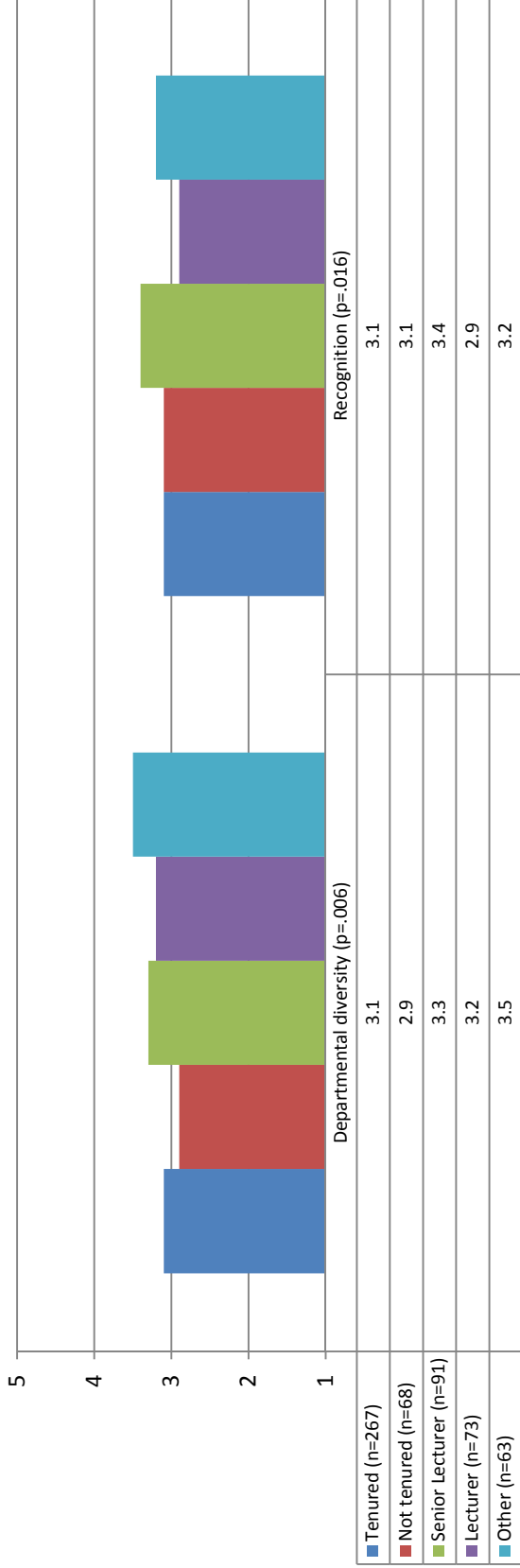|	Gender discrimination (p=.036)	Departmental diversity (p=.001)	Recognition (p=.029)
31-30 (n=16)	4.1	3.1	2.8
31-40 (n=113)	4.0	3.0	3.0
41–50 (n=147)	4.1	3.1	3.1
51-60 years (n=132)	4.0	3.2	3.1
61+ (n=149)	4.3	3.4	3.4
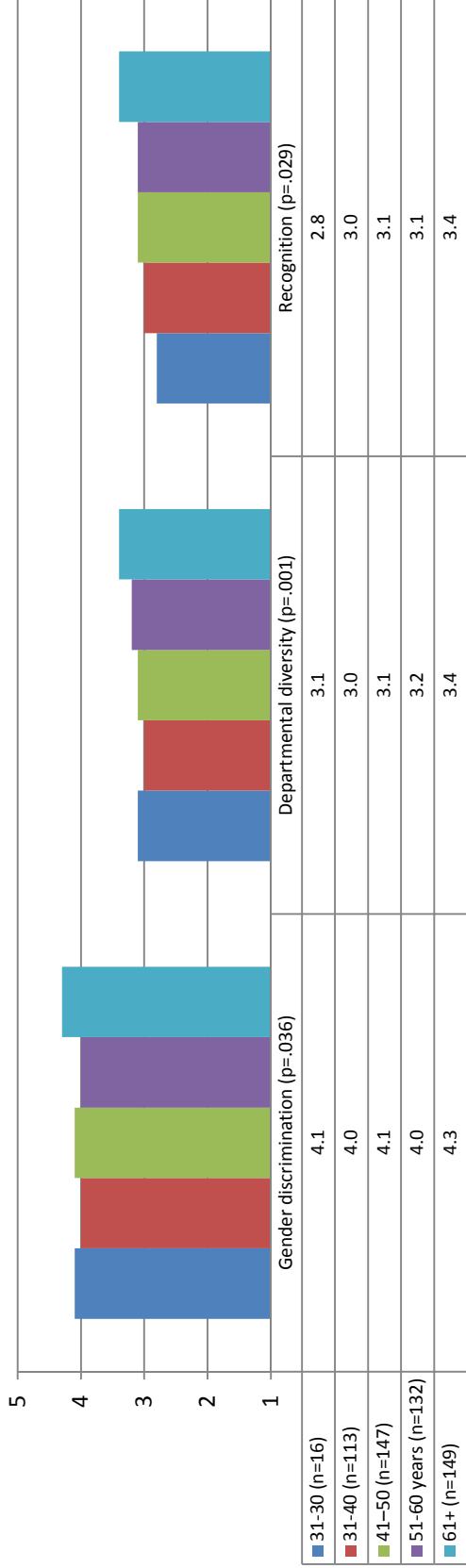
**Figure C5. Mean Scores on Departmental Diversity,
by Years Employed at Baylor: Faculty**

Departmental diversity (p=.029)

	Score
<1 year (n=42)	3.4
1 to <3 years (n=61)	3.2
3 to <5 years (n=62)	3.2
5 to <10 years (n=118)	3.0
10 to <20 years (n=175)	3.2
20+ years (n=109)	3.3
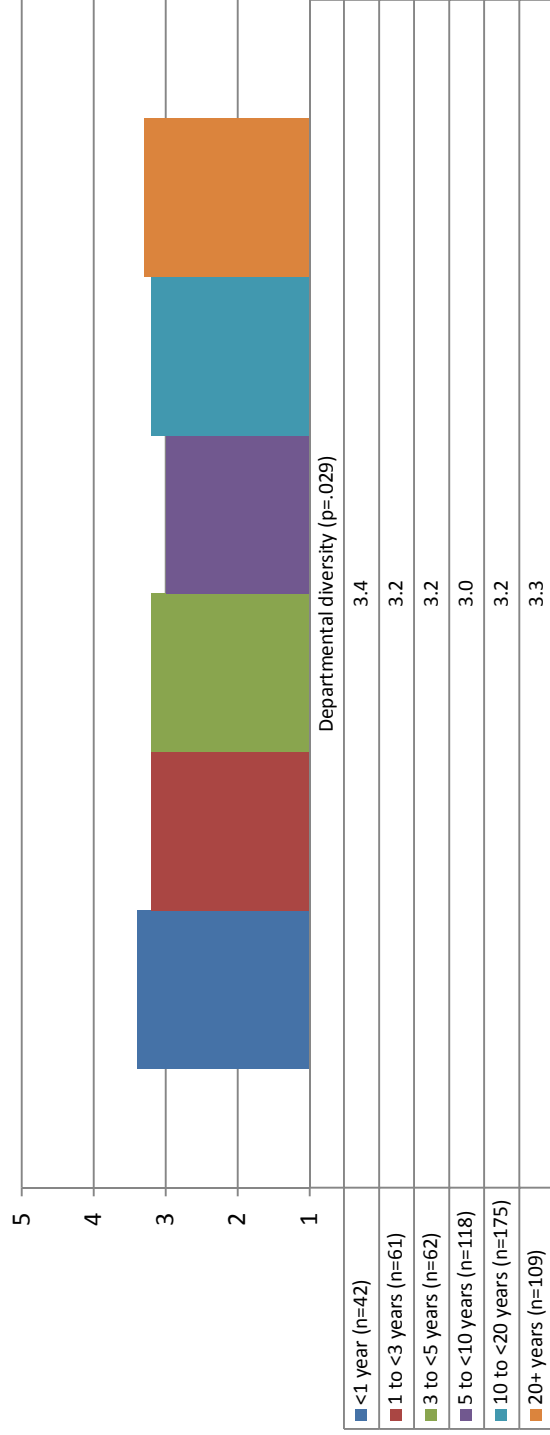
**Figure C6. Mean Scores on Departmental Diversity,
by Religion: Faculty**

Departmental diversity (p=.009)

Christian (n=558): 3.2
Other (n=17): 2.6
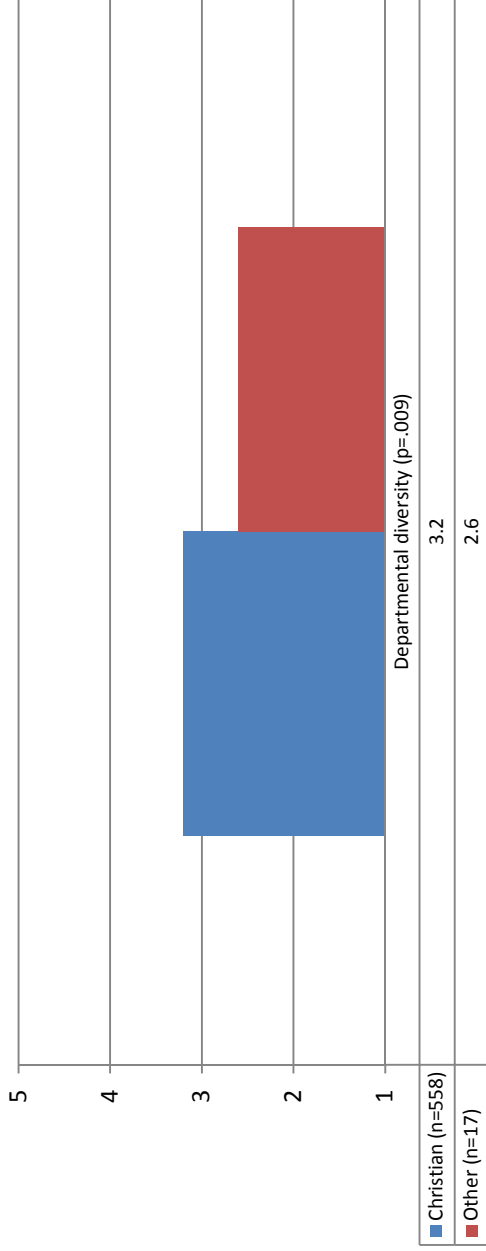
Appendix D

Factors to Which Respondents Attribute "Not At All" or "Not Very" Fair and Equitable Practices or Policies

Table D1. Factors to Which Respondents Attribute "Not At All" or "Not Very" Fair and Equitable Practices or Policies

	Annual review (*n*=93)	Promotion decisions (*n*=102)	Salary decisions (*n*=118)	Allocation of space equipment or other resources (*n*=109)	Access to departmental support staff (*n*=45)	Access to senior leadership (*n*=82)	Graduate student allocation and assignments (*n*=67)
			% of Respondents Attributing to Factor				
Ability/disability status	4.3%	4.9%	4.2%	1.8%		1.2%	1.5%
Age	23.7%	21.6%	20.3%	11.0%	8.9%	14.6%	13.4%
Citizenship status		2.0%					1.5%
Height							
Marital or family status		1.0%	0.8%	0.9%		2.4%	1.5%
National origin	8.6%	5.9%	4.2%	0.9%		3.7%	
Political beliefs	2.2%	3.9%	1.7%			1.2%	1.5%
Race/ethnicity	14.0%	13.7%	8.5%	3.7%		7.3%	6.0%
Religious/spiritual beliefs	7.5%	7.8%	9.3%	8.3%		8.5%	7.5%
Sex	12.9%	10.8%	6.8%	6.4%	2.2%	7.3%	9.0%
Dependent children	23.7%	29.4%	32.2%	15.6%	11.1%	23.2%	14.9%
Socioeconomic status	2.2%	1.0%	3.4%			2.4%	
Veteran status		1.0%					
Weight	1.1%						
Some other factor	71.0%	55.9%	63.6%	68.8%	64.4%	63.4%	62.7%