

Baylor Academic and Work Environment Survey: Staff

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December 1, 2017

SRL Study #1205



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Introduction & Methods

This report summarizes the results of the survey of staff 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 staff 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 6 and April 18; between April 24 and 27, we attempted reminder telephone calls to staff 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 questionnaire², broken out by category as follows: 635 faculty; 952 staff; 1,644 students; and 17 regents. Table 1 presents the response rate for the four strata. Based on the number of completed questionnaires available from 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%

¹ Focus Group Executive Summary Report, February 02, 2017

² By completed the questionnaire, we mean the respondents answered enough questions to be used in the analysis. While 1,053 staff answered some portion of the questions, only 952 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, and (3) all students (4) 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 file³. 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?

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 diversity, fairness of policies and procedures, and physical safety on campus, 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 physical safety to be part of the same component; we would not expect items regarding issues as disparate as safety, academics, and friendliness 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.

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 staff data, one of the explanatory variables reflects feelings of inclusiveness and personal identity. It is the mean of five 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 recoded 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 could display the overall significance test for each model with the tables and graphs in the report and appendices, this would provide 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 $\pm 3\%$ ”), 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 provided. The larger the sample size, the smaller the margin of error. In the staff stratum, with 952 cases, the margin of error is 3.2%. 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 +/- 3.2%. On a five-point scale, that translates to a 3.0 +/- 0.16. If two means in that stratum differ by 0.34 points or more, then those differences are statistically significant. For example, if male staff 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 staff is large enough to state that a difference between a mean of 3.0 and 3.4 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 campus and respondent background characteristics, we encountered some instances in which the sample sizes on a particular table or cross-tabulation were too small to present without potentially identifying some respondents. If a category of a demographic variable (e.g., widowed or 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. In each instance, the goal of sample weighting is to insure the sample to be analyzed is as representative as possible of the population of interest. 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.

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% 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 are weighted to adjust for disproportionate response by race, religion, and student status (undergraduate versus graduate).

Appendices

As already indicated, Appendix A contains the questionnaire administered to staff, 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 952 respondents who completed the main study, this report also includes 21 pilot respondents who completed enough questions to be used in the analysis. Thus, the total n for the analysis is 973. Because some respondents skipped some questions, the valid n reported in each table may be less than 973.

Demographic Profile of Staff Respondents

At 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 staff respondents with respect to these demographic variables.

Table 3. Employment & Personal Profile for Staff Respondents

CHARACTERISTIC	%	CHARACTERISTIC	%
Pay Schedule (n = 949)		Age (n = 913)	
Monthly	63.1	21-30	11.7
Bi-weekly	36.9	31-40	24.3
Number of years worked at Baylor University (n = 946)		41-50	22.2
Less than 1 year	11.0	51-60	26.1
1 year to less than 3 years	14.8	61 years and older	15.7
3 years to less than 5 years	12.1	Highest level of education completed (n = 927)	
5 years to less than 10 years	20.7	HS diploma or GED	9.6
10 years to less than 20 years	24.8	Associate's degree	10.0
20 years or more	16.6	Bachelor's degree (BA, BS)	34.2
Hours contracted to work per week across all positions (n=722)		Master's degree (e.g., MA, MS, MBA)	35.2
Less than 40	3.2	Professional degree (e.g., JD, MD)	3.0
40	94.2	Doctoral degree (e.g., PhD, EdD)	8.0
More than 40	2.6	Marital status (n = 919)	
Gender (n = 917)		Married	79.3
Female	65.2	Single	13.1
Male	34.5	Divorced	5.3
Other	<1.0	Widowed	2.3
Religion (n=946)		Citizenship status (n = 949)	
Christian	92.6	U.S. citizen	98.9
Agnostic/Atheist	1.9	Other	1.1
Other	2.7	Dependent children (n = 922)	
Missing	2.8	Has (n=490)	53.1
Currently providing care (n=922)		Under age 18	74.9
Yes	20.1	18 or older	39.8
No	79.9	Both	18.8
Race/Ethnicity (n = 973)		Does not have (n=432)	46.9
None specified	5.8	Disability status (n =939)	
White, non-Hispanic	81.3	Has some type of disability	7.3
Latino	4.9	Does not have any type of disability	92.7
African American	3.1		
Asian	1.7		
Other/Multiracial	3.2		

Outcome Variable Index and Items

Among staff respondents, the outcome variable is the mean⁵ of five items that best capture overall climate: (1) overall rating of climate at Baylor, (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 4.1, indicating that staff generally have a positive perception of the university (Table 4). The means of these five items vary little, with three items having a mean of 4.1 and two having a mean of 4.0.

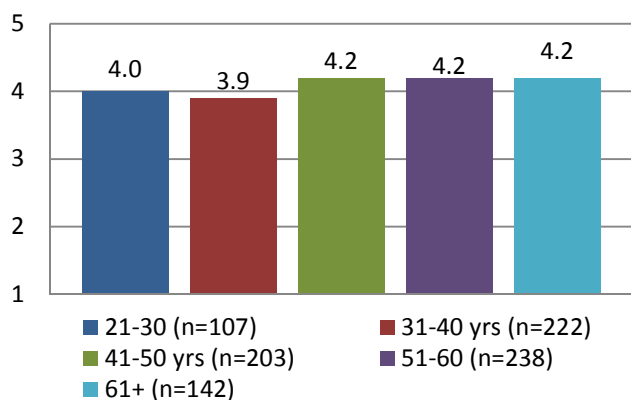
Table 4. Overall Climate Index & Constituent Items with Mean Ratings: Staff

	Mean	n
Overall Climate	4.1	966
Overall, how would you rate the climate at Baylor University?	4.0	972
Overall, how would you rate the climate in your primary department or unit?	4.1	972
Overall, how would you rate the climate in your school or college?	4.1	714
Overall, how strongly would you recommend Baylor to others as a good place to work?	4.1	962
How satisfied are you, in general, with your job at Baylor University?	4.0	972

Figures 1 and 2 show the mean values of overall climate by the two demographic characteristics with statistically significant differences in mean ratings. By age, the lowest score—3.9—is among respondents in the 31-40 age group. The highest score—4.2—is among all age groups 41 and older. By disability status, respondents without a disability rate Baylor at a 4.1, while those with a disability give it a mean rating of 3.8 (Figure 8).

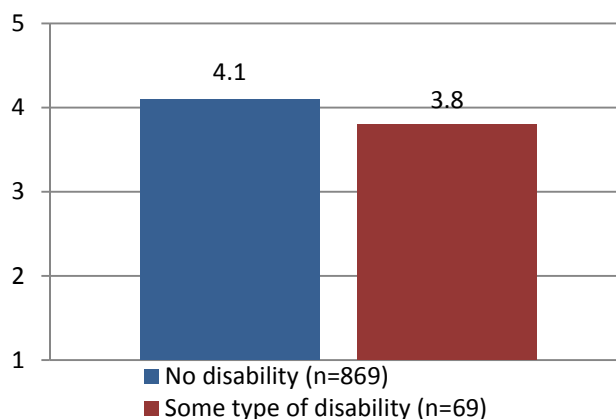
⁵ The means is calculated if the respondent answered at least 4 of the 5 questions.

Figure 1. Mean Scores on Overall Climate, by Age: Staff



p=.000

Figure 2. Mean Scores on Overall Climate, by Ability/Disability Status: Staff



p=.001

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 them 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 12 individual items, the majority of which ask about diversity in the respondent's department. We named this component **departmental diversity**. A component score was constructed by averaging the responses to all items that comprise it. The mean on this component is 3.4; staff ratings of the diversity in their department is at the midpoint between "fair" and "good."

Of the individual items comprising this component, the highest ratings are evident for how well the department addresses issues of unfair or inequitable treatment. The rating of 3.9 maps most closely to the scale point "very well". The lowest rating is for racial/ethnic diversity in their unit. A value of 2.7 is closest to, but just under, the scale point "moderately diverse".

The second component is **professional work environment**, and includes ratings of recognition, opportunities for advancement, and shaping work environment. The overall mean among the eight items is 3.5. The item with the highest score is how committed the respondent's supervisor is to creating a positive work environment (4.0). The lowest score (3.1) is confidence in filing a complaint about unfair treatment.

The third component is **balance**, and consists of only two items—help balancing professional and personal life, which has a mean of 3.5, and difficulty balancing professional and personal life, which has a mean of 3.7. The overall mean is 3.5.

The fourth component is **courteous and professional relations**. It includes five questions about the relationships between Baylor staff and students, faculty, deans, and other leadership. The mean ratings on these

items vary little, from a low of 4.0 to a high of 4.3, with an overall mean of 4.1. The item with the 4.3 rating is about relations between staff and students. The items with the 4.0 ratings are related to relations between staff and faculty and between staff and university leadership. These ratings map most closely to “very courteous and professional”.

The next component is **promoting diversity** and includes five items, all of which ask about some aspect of diversity at the level of university leadership. It has an overall mean of 3.4. The items with the highest score (3.7) are how beneficial/detrimental are Provost/Vice Provosts are in promoting diversity and how beneficial/detrimental the dean and department chairs are in promoting diversity. The lowest score is a 2.9, for the item asking how beneficial/detrimental the Board of Regents is in promoting diversity.

The sixth component is **fair and equitable processes** and includes four items regarding fairness in salary decisions, promotion decisions, and recruitment policies and practices and in allocation of space/equipment. The lowest score (3.1) is for fairness in salary decisions; the highest (3.7) is for fairness in recruitment policies and practices. The overall mean of 3.4 translates to the midpoint between moderately fair and very fair.

Component seven is **inclusion and personal identity**. It includes five items about expressing personal identity, social isolation, treatment by colleagues, and experiencing bullying. Scores on these items range from 3.9 to 4.5, with an overall mean of 4.2. The items about expressing personal identity and feeling socially isolated both have scores of 3.9, while the item about being bullied has a mean of 4.5⁶. These scores indicate that respondents do not feel very isolated and rarely experience bullying or intimidating behavior.

The last component is **diverse student body**. It includes three items related to promotion and retention of a diverse student body and one item about retaining a diverse faculty. The overall mean is 3.7, with means for the individual items ranging from 3.5 to 3.8. The highest score is for recruiting and retaining a diverse student body. The lowest is for retaining a diverse faculty.

While the variable measuring respondent’s perception of workload compared to peers was included in the factor analysis, it did not load onto a component with other items; that is, it has a low correlation with other variables included in the analysis. Thus, it is included in Table 5 as a single item.

⁶ The items asking about bullying are coded such that a low score means it happens frequently and a high score means it happens rarely. A score of 5.0 indicates the respondent has never experienced such treatment.

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

	Mean	n
DEPARTMENTAL DIVERSITY	3.4	780
How well does your department/unit address issues of unfair or inequitable treatment to employees due to their diversity?	3.9	610
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	969
How inclusive is your primary department/unit?	3.7	965
Overall, how satisfied are you with the diversity in your primary department/unit?	3.6	967
Fair and equitable process: access to senior leadership	3.5	743
How effective is your department or unit in retaining a diverse faculty?	3.4	434
How effective is your department or unit in retaining a diverse staff?	3.4	791
Sex diversity in unit	3.3	958
How effective is your department or unit in recruiting a diverse faculty?	3.2	467
How effective is your department or unit in recruiting a diverse staff?	3.2	836
How would you describe the political/ideological diversity at Baylor?	3.1	938
How would you describe the racial/ethnic diversity in your unit?	2.7	963
PROFESSIONAL WORK ENVIRONMENT	3.5	972
How committed is your supervisor to creating a positive work environment for you?	4.0	970
To what extent does your current work environment provide opportunities for you to learn and grow?	3.7	970
How much of a say do you have in shaping your work environment?	3.5	968
How much recognition do you get for your contributions at work?	3.2	969
How satisfied are you, in general, with your opportunities for career advancement within Baylor?	3.2	966
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?	3.1	965
BALANCE	3.5	962
As an employee on this campus, how difficult is it for you to balance your professional and personal life?	3.7	961
How much help do you get from your workplace in balancing your professional and personal life?	3.3	883
COURTEOUS & PROFESSIONAL RELATIONS	4.1	663
Between staff and students	4.3	921
Between staff and deans	4.1	613
Between staff and department/unit leadership	4.1	940
Between staff and university leadership	4.0	670
Between staff and faculty	4.0	908
PROMOTING DIVERSITY	3.4	663
How beneficial/detrimental are the Deans and Department Chairs in promoting diversity?	3.7	645
How beneficial/detrimental are the Provost/Vice Provosts in promoting diversity?	3.7	608
How beneficial/detrimental are the President/Vice-Presidents in promoting diversity?	3.6	648
How welcoming is Baylor of political/ideological diversity?	3.3	931
How beneficial/detrimental is the Board of Regents in promoting diversity?	2.9	590
FAIR AND EQUITABLE PROCESSES	3.4	623
Fair and equitable process: recruitment policies and practices	3.7	641
Fair and equitable process: allocation of space/equipment or other resources	3.5	764
Fair and equitable process: promotion decisions	3.2	639
Fair and equitable process: salary decisions	3.1	635

Table 5, continued

	Mean	n
INCLUSION AND PERSONAL IDENTITY	4.2	972
Personally experienced bullying, etc. in past 12 months from someone inside department	4.5	970
In the past 12 months, how often have you heard others at Baylor make disparaging remarks about people because of their diversity?	4.4	971
To what extent do you feel your colleagues/coworkers treat you with dignity and respect?	4.3	973
Overall, how socially isolated do you feel at Baylor?	3.9	970
How comfortable do you feel expressing your personal identity in your immediate work environment?	3.9	972
DIVERSE STUDENT BODY	3.7	916
How committed is Baylor's leadership to promoting practices that help recruit a diverse student body?	3.8	926
How committed is Baylor's leadership to promoting practices that help retain a diverse student body?	3.8	920
How committed is the Baylor community at large to helping to retain a diverse student body?	3.7	919
How committed is the Baylor community at large to helping to retain a diverse faculty?	3.5	899
WORKLOAD		
Workload compared to peers (single item)	3.7	959

After computing the components, we conducted a multiple regression analysis in which the outcome variable—overall climate—was regressed on the eight explanatory components and the single item measuring workload. Table 6 presents the standardized regression coefficients for each statistically significant explanatory variable. As mentioned earlier, 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. All of the coefficients are positive. The size of the coefficient indicates the strength of the relationship: the closer the correlation 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 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 2.6, well below the threshold of 10 recommended by Hair, Anderson, Tatham, & Black, 1995 or the more conservative value of 4 recommended by Pan & Jackson, 2008⁷.

The component labeled **inclusion and personal identity** has the highest coefficient with overall climate—0.30. This indicates that the more positively staff rate this component, the higher they will rate the overall climate.⁸

The next explanatory component—**professional work environment**—has a coefficient of .29. The more positively staff rate this component, the more highly they will rate the overall climate.

⁷ 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.

⁸ In statistical terminology, a beta coefficient of .30 means that a change of one standard deviation unit in the independent variable produces a change of .30 standard deviation units in the dependent variable, controlling for all other variables in the equation.

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

	Standardized Regression Coefficients
Inclusion and Personal Identity	0.30***
Professional Work Environment	0.29***
Fair & Equitable Process	0.15***
Courteous and Professional Relations	0.15***
Balance	0.09**
Promoting Diversity	0.07*
Adjusted R ²	.72
<i>n</i>	472

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

The next two explanatory components—**fair and equitable processes and courteous and professional relations**—are significantly related with overall climate, but less strongly than the first two components, with a coefficient of .15.

The final components—**balance and promoting diversity**—have the smallest effects--.09 and .07, respectively.

Departmental diversity, diverse student body, and workload 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 staff 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— **inclusion and personal identity and professional work environment**—can be tagged as primary areas because affecting scores on these two components will greatly affect scores on overall climate. **Fair and equitable process, courteous and professional relations, balance, and promoting diversity** are tagged as secondary areas because while they are significantly related to overall climate, changes in the scores on these three components will have a relatively smaller effect on overall climate scores; the effect of promoting diversity is 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 at least half a scale point above the mean of 3 on a 5-point scale or higher—that is, at or above 3.5—can be considered as areas of strength; components or items on which the mean rating is 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 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 staff rated highly/positively. These are strength areas for Baylor University with respect to staff. Components in the top right cell include those that have a strong relationship with overall climate and to that staff rated relatively low/negatively. These are areas on which Baylor University could consider taking action with respect to staff.

Components in the bottom left are those that have a relatively weaker relationship with overall climate and that staff 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 staff 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	<ul style="list-style-type: none"> Inclusion and Personal Identity (4.2) 	<ul style="list-style-type: none"> Professional Work Environment (3.5)
Secondary	<ul style="list-style-type: none"> Courteous & Professional Relations (4.1) 	<ul style="list-style-type: none"> Balance (3.5) Fair and Equitable Processes (3.4) Promoting Diversity (3.4)

Tables 8, 14, 15, 16, 17 and 18 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

Inclusion and Personal Identity

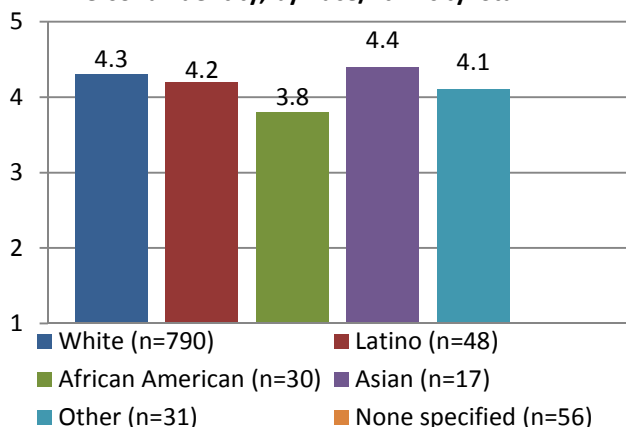
This component is significantly related to overall climate and has the strongest association with it. As such, it has been classified as a primary area in terms of priority. The average rating of all individual items in this component is 4.2, which makes it an area of strength for Baylor University.

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. All of the items are areas of strength as all have a mean score of 3.9 or greater. Figures 3-6 show the statistically significant differences in mean scores on this component by demographic characteristics.

Table 8. Individual items on “Inclusion and Personal Identity” Component Classified as Primary or Secondary, as Areas of Strength or Action

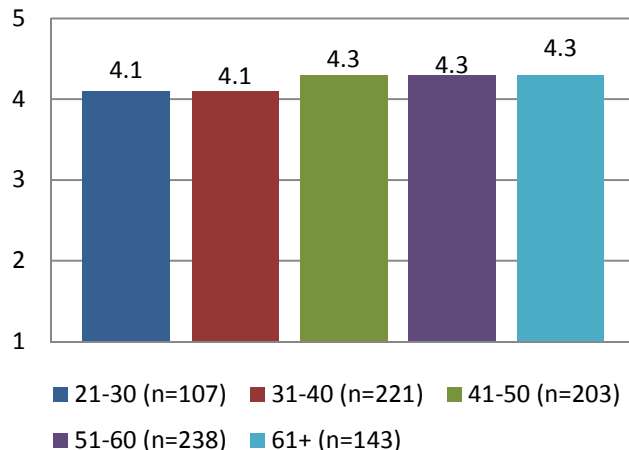
	High ratings (mean rating \geq 3.5)	Low ratings (mean rating $<$ 3.5)
Primary	<ul style="list-style-type: none"> To what extent do you feel your colleagues/coworkers treat you with dignity and respect? (4.3) Overall, how socially isolated do you feel at Baylor? (3.9) How comfortable do you feel expressing your personal identity in your immediate work environment? (3.9) 	
Secondary	<ul style="list-style-type: none"> Personally experienced bullying, etc. in past 12 months from someone inside department (4.5) In the past 12 months, how often have you heard others at Baylor make disparaging remarks about people because of their diversity? (4.4) 	

Figure 3. Mean Scores on Inclusion and Personal Identity, by Race/Ethnicity: Staff



p=.003

Figure 4. Mean Scores on Inclusion and Personal Identity, by Age: Staff



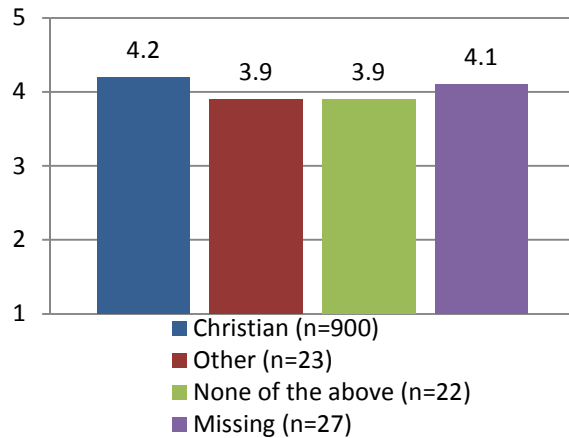
p=.000

Ratings of inclusion and personal identity vary significantly by four characteristics—race, age, religion, and disability status. The highest rating on this component is among Asian staff (4.4), while the lowest is among African Americans (3.8). The mean rating on this component varies little by age; even though the differences are statistically significant, they range only from 4.1 among the two youngest age groups to 4.3 among the three oldest. Respondents with a disability rate inclusion and personal identity somewhat lower than those without a disability (4.0 compared to 4.2) although both rate Baylor as very inclusive. With respect to religion, the highest rating of inclusion and personal identity is among Christians and the lowest is among those from other religions, although the differences are small (4.2 compared to 3.9).

Follow-up questions were asked of two items in this explanatory factor, 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 91 respondents (9.4%) 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 (78.0%).

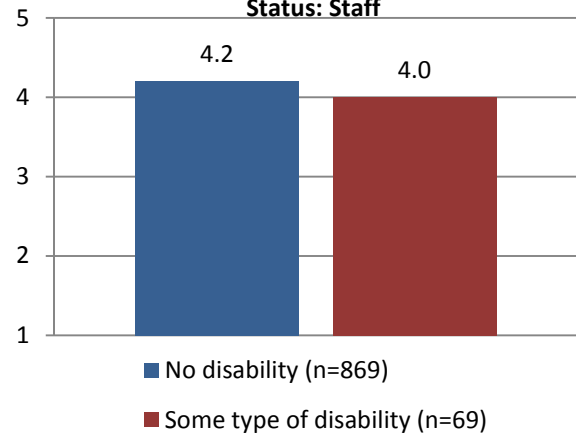
Similarly, the questionnaire included two follow-up questions to the two items asking about personal experiences of excluding, bullying, intimidating, offensive, and or hostile conduct, by people either within the respondent’s department or external to the department. The question regarding bullying by someone outside the respondent’s department did not load on any of the seven factors identified by the principal components analysis. Thus, the follow-up responses to that item are not presented here, but are presented in Appendix D.

Figure 5. Mean Scores on Inclusion and Personal Identity, by Religion: Staff



p=.005

Figure 6. Mean Scores on Inclusion and Personal Identity, by Ability/Disability Status: Staff



p=.001

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

	% selecting reason (n = 91)
Fear of negative consequences, harassment, or discrimination	78.0%
Fear of intimidation from an instructor/professor/administrator	26.4%
Fear of intimidation from a peer or peers	17.6%
Some other reason	20.9%

Respondents who said they were bullied by someone in their department "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 10 and 11.

With respect to the source of the bullying, staff members and supervisors were identified most frequently, with 46.2% saying they were bullied by a staff member and 42.5% saying the source was a supervisor. Faculty are third in the list, mentioned by 15.1% of the respondents. Equal percentages (10.4) said another experience or that they preferred not to answer.

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

	% selecting (n = 106)
Staff member	46.2%
Supervisor	42.5%
Faculty member	15.1%
HR facilitator	2.8%
Student	1.9%
Baylor University police	<1.0%
Don't know	<1.0%
Other	10.4%
Prefer not to answer	10.4%

As Table 11 indicates, the most common respondent reaction to experiencing excluding, bullying, intimidating, offensive, and/or hostile conduct was to do nothing (45.3%). Another 27.4% did not report it for fear they would not be taken seriously, while 19.8% said they did not know what to do. Nearly equal percentages made a report and felt it was taken seriously (13.2%) or reported it to someone in HR or to a union representative (14.2%).

As follow ups to the item asking about experiences of hearing others at the University make disparaging remarks about people because of their diversity, 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%.

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 = 106)
I am used to it, so I did nothing	45.3%
I didn't report it for fear that my complaint would not be taken seriously	27.4%
I did report it but I did not feel the complaint was taken seriously	13.2%
I didn't know what to do	19.8%
I did report and the situation was taken seriously	2.8%
I told someone in HR/union representative	14.2%
Other	24.5%

As Table 12 shows, staff members were selected most often—by 57.3% of respondents—as the source of disparaging comments. Students and faculty were next, with 40.2% selecting students and 33.3% selecting faculty.

Table 12. Sources of disparaging remarks about others owing to their diversity

	% selecting (n = 117)
Staff member	57.3%
Student	40.2%
Faculty member	33.3%
Supervisor	14.5%
Alumni/donor	6.8%
HR facilitator	3.4%
Baylor University police	2.6%
Don't know (unidentified individual)	6.8%
Other	5.1%
Prefer not to answer	6.0%

The most common response to the question about their reaction to hearing disparaging remarks about others was to say they did nothing because they are used to it (44.5%), followed by not reporting for fear the report would not be taken seriously (20.0), as Table 13 indicates. Only 3.6% complained and felt that the situation was taken seriously. Finally, 21.8% indicated they took some other action.

Table 13. Reaction to hearing disparaging remarks about others owing to their diversity

	% selecting (n = 117)
I am used to it, so I did nothing	44.5%
I didn't report it for fear that my complaint would not be taken seriously	20.0%
I didn't know what to do	19.1%
I did report it but I did not feel the complaint was taken seriously	8.2%
I told someone in HR	1.8%
I did report and the situation was taken seriously	3.6%
Other	21.8%

Professional Work Environment

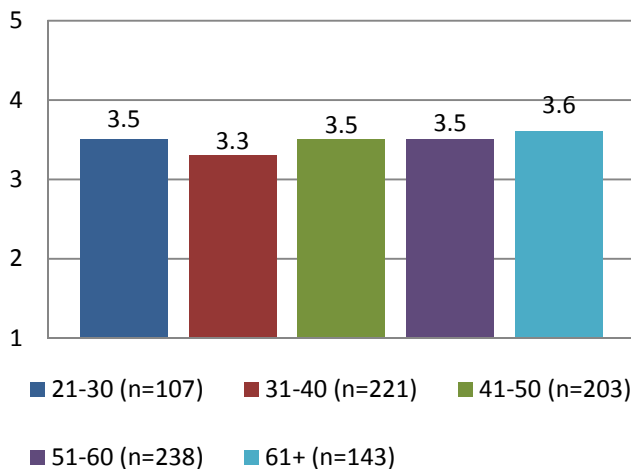
This component has the second strongest relationship with overall climate (beta = .29 in Table 6). The average rating of all individual items in this component is 3.5, which makes it an area where Baylor could take action. Table 14 provides the priority-performance grid for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component.

Table 14. 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	<ul style="list-style-type: none"> • How committed is your supervisor to creating a positive work environment for you? (4.0) • To what extent does your current work environment provide opportunities for you to learn and grow? (3.7) 	<ul style="list-style-type: none"> • How satisfied are you, in general, with your opportunities for career advancement within Baylor? (3.2)
Secondary	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • How much of a say do you have in shaping your work environment? (3.5) • How much recognition do you get for your contributions at work? (3.2) • 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? (3.1)

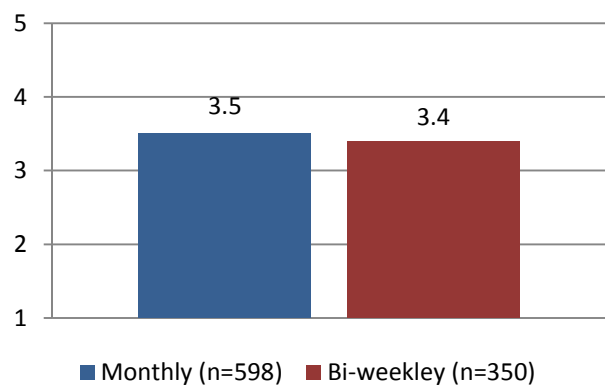
Figures 7 to 9 show the mean scores on professional work environment by demographic characteristics for the statistically significant differences. From Figure 7, professional work environment is rated highest among those in the oldest age group (3.7 compared to 3.3 among those aged 31-40). This is a similar pattern to that found in the analysis of overall climate. With respect to disability status (Figure 8), respondents who do not have a disability rate the professional work environment slightly higher than those who have a disability (3.5 compared to 3.3). The difference by pay schedule is trivial—3.5 for those who get paid monthly compared to 3.4 for those who are paid bi-weekly.

Figure 7. Mean Scores on Professional Work Environment, by Age: Staff



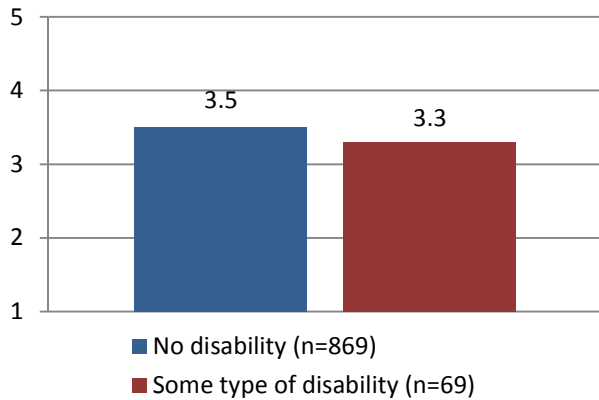
p=.000

Figure 8. Mean Scores on Professional Work Environment, by Pay Schedule: Staff



p=.007

Figure 9. Mean Scores on Professional Work Environment, by Ability/Disability Status: Staff



p=.012

Fair and Equitable Processes

This component has a significant effect on overall climate and falls in the middle of the six 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 3.4, which makes it area of concern for Baylor University, albeit just barely; it is just below the cutoff point.

Table 15 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.

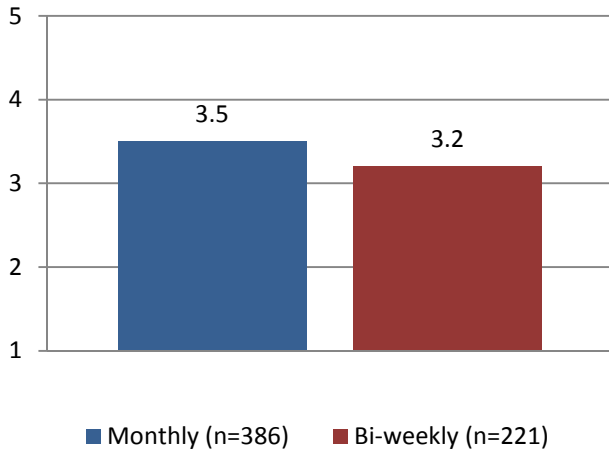
Table 15. Individual Items on “Fair and Equitable Processes” Component Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary		<ul style="list-style-type: none"> Fair and equitable process: promotion decisions (3.2) Fair and equitable process: salary decisions (3.1)
Secondary	<ul style="list-style-type: none"> Fair and equitable process: recruitment policies and practices (3.7) 	<ul style="list-style-type: none"> Fair and equitable process: allocation of space/equipment or other resources (3.5)

Figures 10 through 13 show the mean scores on the fair and equitable process component by demographic variables. The mean rating varies significantly by pay schedule, years employed, having dependent children, and disability status.

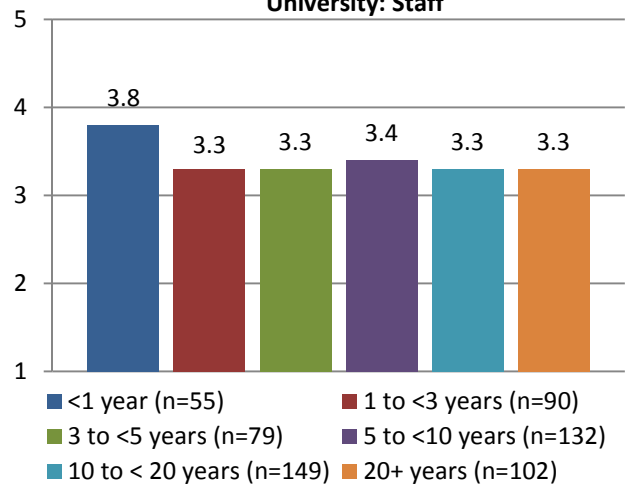
Although statistically significant, the difference in ratings between respondents who get paid monthly and those who are paid bi-weekly is small (3.5 compared to 3.2).

Figure 10. Mean Scores on Fair and Equitable Processes, by Pay Schedule: Staff



p=.000

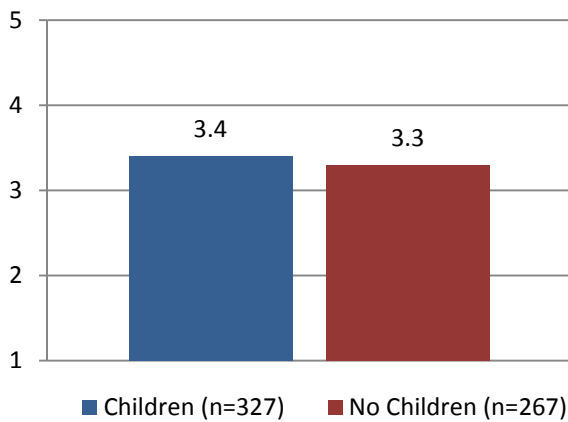
Figure 11. Mean Scores on Fair and Equitable Processes, by Years Employed at the University: Staff



p=.005

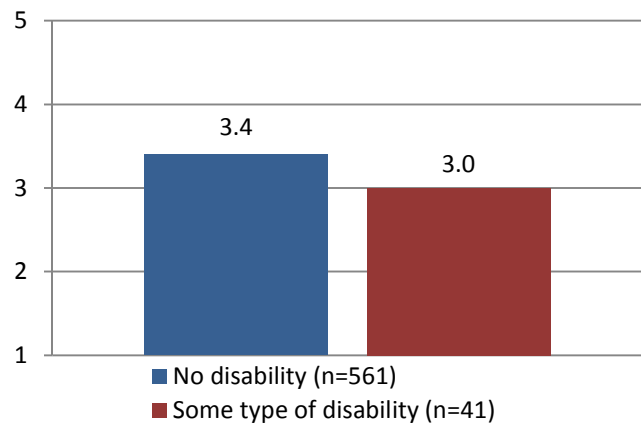
From Figure 11, staff who have been employed by Baylor less than one year have the highest rating on this component (3.8); all other length of employment categories have means of 3.3 or 3.4. Respondents with children rate Baylor as slightly more fair in recruitment and promotion than do those without children (3.4 compared to 3.3). Finally, the mean rating on this component is higher among staff without a disability than among those with one (3.4 versus 3.0).

Figure 12. Mean Scores on Fair and Equitable Processes, by Dependent Children: Staff



p=.026

Figure 13. Mean Scores on Fair and Equitable Processes, by Ability/Disability Status: Staff



p=.001

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

Courteous and Professional Relations

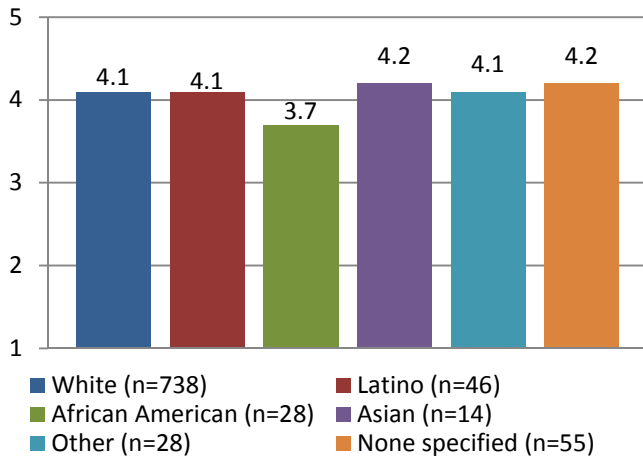
The component “Courteous and Professional Behavior” includes five components (Table 16). The overall mean of 4.1 makes it an area of strength for Baylor. All items have a mean of 4.0 or greater, which corresponds to very courteous and professional.

Table 16. 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	<ul style="list-style-type: none"> • Between staff and deans (4.1) • Between staff and university leadership (4.0) • Between staff and faculty (4.0) 	
Secondary	<ul style="list-style-type: none"> • Between staff and students (4.3) • Between staff and department/unit leadership (4.1) 	

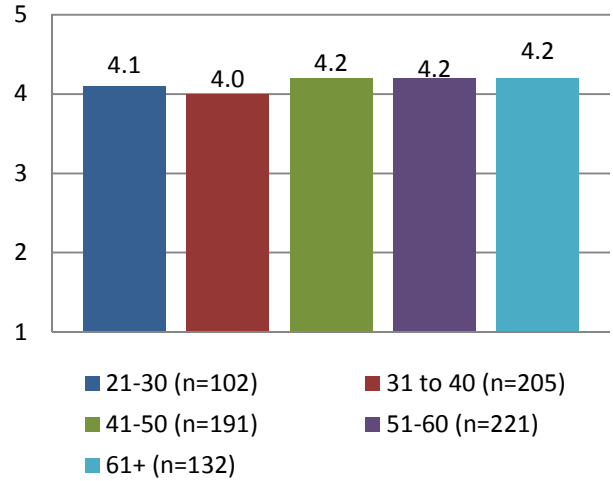
Figures 14 to 16 show the mean scores on the courteous and professional relations component by demographic characteristics. Statistically significant differences in this component are present by race, age, and disability status. The mean rating by racial/ethnic group ranges from 3.7 to 4.2, with the rating among African Americans standing apart from the others. Although statistically significant, differences by age are small, varying from 4.0 to 4.2. Similarly, differences by disability status are trivial (0.1 difference) in spite of being statistically significant.

Figure 14. Mean Scores on Courteous and Professional Relations, by Race/Ethnicity: Staff



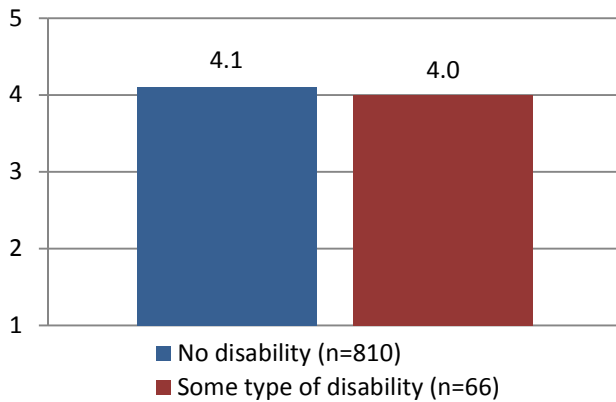
p=.033

Figure 15. Mean Scores on Courteous and Professional Relations, by Age: Staff



p=.024

Figure 16. Mean Scores on Courteous and Professional Relations, by Ability/Disability Status: Staff



p=.046

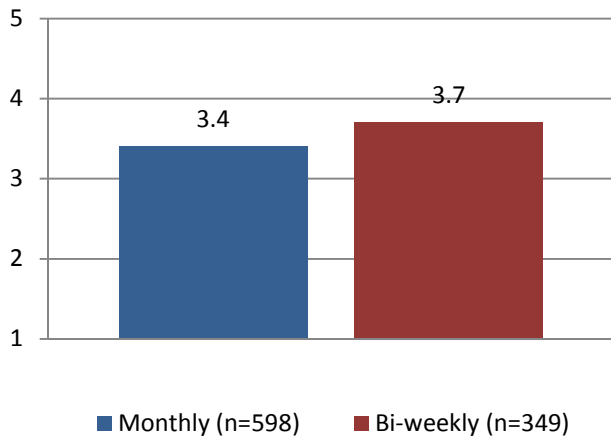
Balance

The component “Balance” has only two items. Given they have the same loading on the principal components analysis, they are both considered primary. While there is little difference between the means of the two items (3.7 compared to 3.5), one is above the strength/area for action cutoff and the other is below (Table 17). Figures 17 and 18 show the two statistically significant differences in balance by demographic characteristics. Staff who are paid bi-weekly rate the balance component slightly higher than those who are paid monthly (3.7 compared to 3.4). Older staff members rate balance higher than younger staff. The lowest rating (3.3) is among staff aged 31-40, while the highest rating (3.8) is among staff aged 61 and older.

Table 17. Individual Items on “Balance” Component Classified as Primary or Secondary, as Areas of Strength or Action

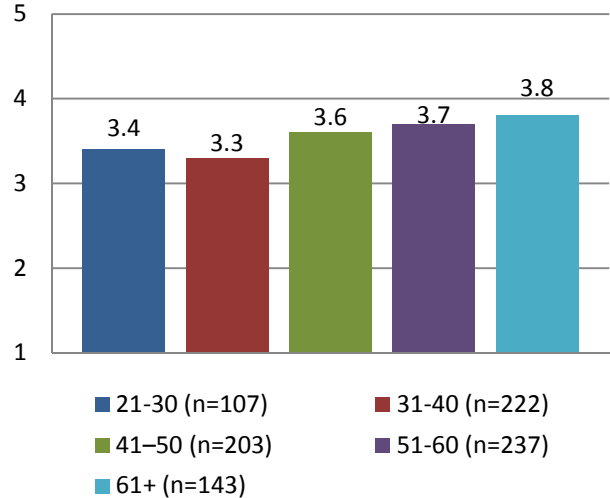
	High ratings (mean rating > 3.5)	Low ratings (mean rating <= 3.5)
Primary	<ul style="list-style-type: none"> As an employee on this campus, how difficult is it for you to balance your professional and personal life (3.7) 	<ul style="list-style-type: none"> How much help do you get from your workplace in balancing your professional and personal life? (3.5)

Figure 17. Mean Scores on Balance, by Pay Schedule: Staff



p=.000

Figure 18. Mean Scores on Balance, by Age: Staff



p=.000

Promoting Diversity

This component has a small effect on overall climate and thus has been classified as a secondary area in terms of priority. The average rating of all individual items in this component is 3.4, which makes it an area of potential concern for Baylor University, although it is just below the cutoff of 3.6.

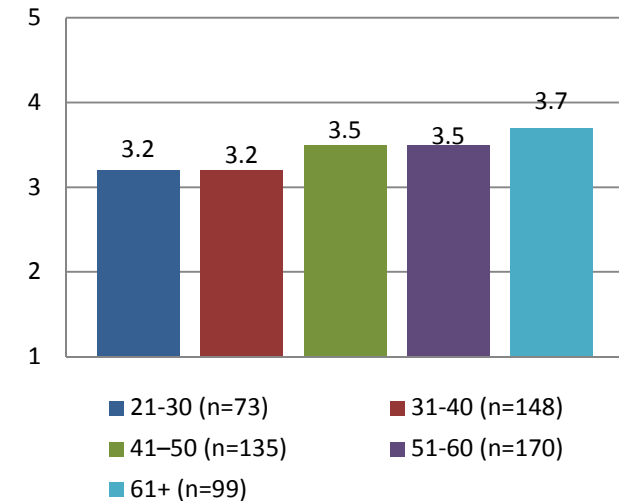
Table 18 provides the priority-performance grid for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component. Differences in the overall component score by demographic characteristics are shown in Figures 19 through 21. Mean ratings differ significantly by age, years employed and disability status.

Table 18. Individual Items on “Promoting Diversity” 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	<ul style="list-style-type: none"> How beneficial/detrimental are the Provost/Vice Provosts in promoting diversity? (3.7) How beneficial/detrimental are the President/Vice-Presidents in promoting diversity? (3.6) 	
Secondary	<ul style="list-style-type: none"> How beneficial/detrimental are the Deans and Department Chairs in promoting diversity? (3.7) 	<ul style="list-style-type: none"> How welcoming is Baylor of political/ideological diversity? (3.3) How beneficial/detrimental is the Board of Regents in promoting diversity? (2.9)

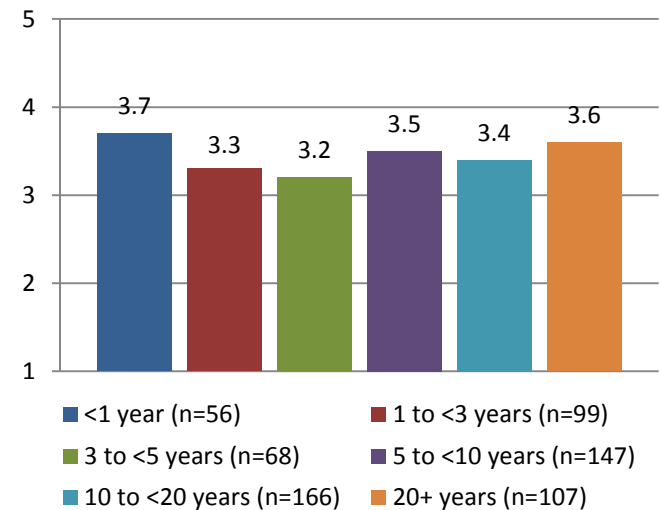
The highest rating on promoting diversity is among the oldest age group (3.7) and the lowest is among staff in the two youngest age groups (3.2). The relationship between years employed and the mean of this component is somewhat u-shaped, with staff employed the least amount of time and the greatest amount of time giving the highest ratings (3.7 and 3.6, respectively). The lowest score (3.2) is among those employed three to five years. Staff with a disability rate this component slightly lower than staff with no disability (3.2 compared to 3.5).

Figure 19. Mean Scores on Promoting Diversity, by Age: Staff



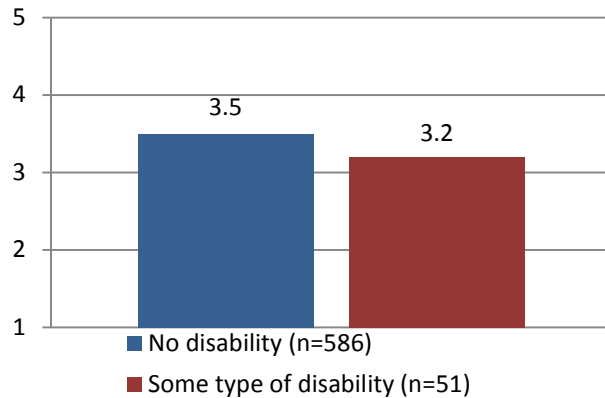
p=.000

Figure 20. Mean Scores on Promoting Diversity, by Years Employed at the University: Staff



p=.003

Figure 21. Mean Scores on Promoting Diversity, by Ability/Disability Status: Staff



p=.031

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 into 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 391 staff who provided suggestions for improving the climate. Table 19 summarizes these themes and the number of mentions for each.

Table 19. Suggestions for improving climate

Themes	Number of mentions
Diversity, tolerance	103
Administration, supervisor-employee relationship	94
Communication	54
Openness/transparency	43
Miscellaneous suggestions	27
Valuing staff employees	26
Comments (positive)	25
Religion	22
Professional development	21
Salaries/pay/wages, fairness of pay	20
Accessibility	20
Hiring/recruitment	19
Student mentions	18
Promotions, advancement, build a successful career	16
Employee recognition, reviews, mentoring	11
Safety and security	11
Nothing/NA	11
LGBTQ issues	10
Workload, staffing levels	9
Bullying, intimidation	9
Benefits	8
Politics	7
Athletics	7
HR/ombudsman	7
Collegiality	6
Rules/policy	6
Space, Physical facilities	5
Alternate schedule	5
Activities	4
Parking	2
Morale	2
Financial and other resources	2
Support	2
General environment	2
Working in silos	2
Comments (negative)	2

One hundred and twelve respondents provided a response to the question about issues of climate or demographic information not covered in this questionnaire. Table 20 summarizes the themes evident in these responses and the number of mentions for each.

Table 20. Issues of climate or demographic questions not covered by the questionnaire

Themes	Number of mentions
Diversity and tolerance	28
Climate	21
LGBTQ issues	17
No answer/Non-answer	16
Administration, leader, supervisor	12
Other	12
Leadership	10
Conflict	7
Gender related	6
Religion	5
Salary/pay related issues	4
Professional growth/advancement	4
Policy	4
Bullying/Intimidation	3
Health and Well-being issues	3
Discrimination	1

Table 21 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 only asked of the 588 staff respondents who indicated that they were not at all, not very or moderately confident that they could file a complaint without negative consequences for treatment that is not fair and equitable; 441 staff provided a response.

Table 21. What can BU do to increase confidence in filing complaint without negative consequences?

Themes	Number of mentions
N/A, unsure, nothing	79
Protect against retaliation	76
Confidentiality, privacy	67
Objectivity of/confidence in office handling issues	60
Policy, Process Policy statement	42
Relationship with administration/supervisors	42
Taking action	40
Information about reporting and options	30
Other proposed solutions	29
Transparency	28
Staff liaison	22
Taking concerns seriously	16
Promotion, hiring decisions	11
Rebuild trust	7

Summary of Results

The staff rating of overall climate is good, with little variation in the ratings of the items comprising the composite rating. The variation in overall ratings is minimal, with only small differences by staff age and disability status.

The two areas with the strongest relationship to overall climate are inclusion and personal identity and professional work environment. They have nearly equal correlations with overall climate. While inclusion and personal identity is an area of strength for Baylor, professional work environment is an area of concern. The former varies significantly by race, age, religion, and disability status, but is an area of strength for all categories of these variables. In contrast, professional work environment, which varies by age, pay schedule, and disability status, is an area of concern for all demographic groups. In particular, staff are not satisfied with opportunities for advancement, they do not feel they have a say in shaping their work environment, they do not feel they get recognition for their contributions, and they are not confident they can report unfair treatment without negative consequences.

Fair and equitable processes and courteous and professional relations have the same correlation with overall climate. However, the former is an area of concern, while the latter is a strength. While staff have a positive assessment of the fairness of recruitment policies, allocation of space, promotion decisions, and salary decisions are received low ratings. This assessment varies little by demographic characteristics.

Staff consider relations between themselves and students, deans, department leadership, university leadership, and faculty as very courteous and professional. Assessment of this area varies slightly by demographic characteristic, but it is an area of strength for all staff.

In sum, to improve staff assessment of overall climate at Baylor, the administration should focus on improving staff work environment and look at processes related to promotion, salary, and space allocation.

Appendix A

Staff Questionnaire

2017 Baylor University Academic & Work Environment Survey: Staff Questionnaire

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 10-15 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 email 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.

Some notes on navigating the survey . . .

- **This questionnaire is intended for staff 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 email with the survey link. You can then return to the survey by clicking on the link in the email. 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](#)⁹, 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 department or 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.

- 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 school or college?

- Very good
- Good
- Fair
- Poor
- Very poor
- Not applicable/Not enough information to say

Overall, how socially isolated do you feel at Baylor?

- Not at all isolated
- Not very isolated
- Moderately isolated
- Very isolated
- Extremely isolated

⁹ [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.](#)

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 [diversity¹⁰](#), 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	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

President/Vice-Presidents

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provost/Vice Provosts

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Deans and Department Chairs

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹⁰ [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.](#)

How comfortable do you feel expressing your [personal identity](#)¹¹ 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

Show 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

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

You indicated that in the past 12 months, you have personally experienced 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

¹¹ Rolling over this term will provide this definition: [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.](#)

- 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 personally experienced bullying, intimidating, offensive, excluding, and/or hostile conduct from anyone at at Baylor, outside of your department/unit?

- 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 personally experienced bullying, intimidating, offensive, excluding, and/or hostile conduct from anyone at at Baylor, outside of your department/unit?" is one of the following answers ("Moderately often", "Very often", "Extremely often")

You indicated that in the past 12 months, you have personally experienced 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 heard others at Baylor 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

Show when: "In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity? 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?

Recruitment policies and practices

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 | <i>Not enough
information to
say</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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 annual review 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
- Political beliefs
- Race/ethnicity
- Religious/spiritual beliefs
- Sex
- Socioeconomic status
- National origin
- Marital or family status
- Veteran status
- Height
- Weight
- Other —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 diversity?

****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 "Moderately confident," "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
-

How would you describe the sex diversity in your unit?

- Extremely diverse
 - Very diverse
 - Moderately diverse
 - Not very diverse
 - Not at all diverse
-

How would you describe the racial/ethnic diversity in your unit?

- Extremely diverse
 - Very diverse
 - Moderately diverse
 - Not very diverse
-

() Not at all diverse

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

Between staff 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	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Between staff and faculty

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Between staff and department/unit leadership

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Between staff 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	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Between staff 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	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Between staff 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

Staff/Board of regents relationship

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 staff and the Board of Regents?

() Very good

() Good

() Fair

() Poor

() Very poor

() *Not enough information to say*

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 University?

- 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 workload in your current job is lower than your peers, higher than your peers, or the same as your peers?

- 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 at Baylor like that?

- Yes, there is
- No, there is not

Logic: Hidden unless: Question "Is there anyone at Baylor who gives you advice and counsel and/or advocates for you, or is there no one at Baylor like that?" is one of the following answers ("Yes, there is")

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 your contributions at work?

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

How committed is your supervisor 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 at all safe

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.

Are you paid on a monthly or bi-weekly basis?

- Monthly
- Bi-weekly

In which school or college/administrative unit do you have your primary job appointment?

- Acad Affairs
- Allbritton House
- Arts&Sciences
- Athletics
- Business
- Constituent Engagement
- Education
- Eng/Comp Sci
- Fin&Adm
- General Counsel
- Governance & Risk
- Governmental Relations
- Graduate
- Health & Human Sciences
- Honors College
- Law
- Marketing & Communications
- Music
- Nursing
- Office of Institutional Compliance & Policy
- Office of the President
- Seminary
- Social Work
- Student Life

- Technology/Libraries
- Title IX Office
- UDevelopment
- 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

Across all positions you hold at Baylor, how many hours per week are you currently contracted to work?

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

Logic: Hidden unless: Question "Which of the following best describes your current marital status?" #22 is one of the following answers ("Married")

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 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 best 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)

Non-resident alien/Visa holder

Other

Are you [Hispanic/Latino\(a\)](#)^{*12}. *, or are you not?

***Move your cursor over or click on the term to see a definition.**

Hispanic/Latino(a)

Not Hispanic/Latino(a)

¹² 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

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 Native¹³](#)

[] [Asian or Asian American¹⁴](#)

[] [Black or African American¹⁵](#)

[] [Native Hawaiian or Other Pacific Islander¹⁶](#)

[] [White or Caucasian¹⁷](#)

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 for taking the time to complete the Baylor University Academic & Work Environment Survey. Your response is important to us.

¹³ 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.

¹⁴ 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.

¹⁵ A person having origins in any of the Black racial groups of Africa.

¹⁶ A person having origins in any of the original persons of Hawaii, Guam, Samoa or other Pacific Islands.

¹⁷ 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

ADVANCE EMAIL to faculty/staff/students SENT BY BAYLOR President

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 email 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

INITIAL E-VITE

EMAIL SUBJECT HEADING: 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 EVITE TO NON-RESPONDENTS

EMAIL 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

2ND REMINDER EVITE TO NON-RESPONDENTS

EMAIL 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 EVITE

EMAIL SUBJECT HEADING:

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,

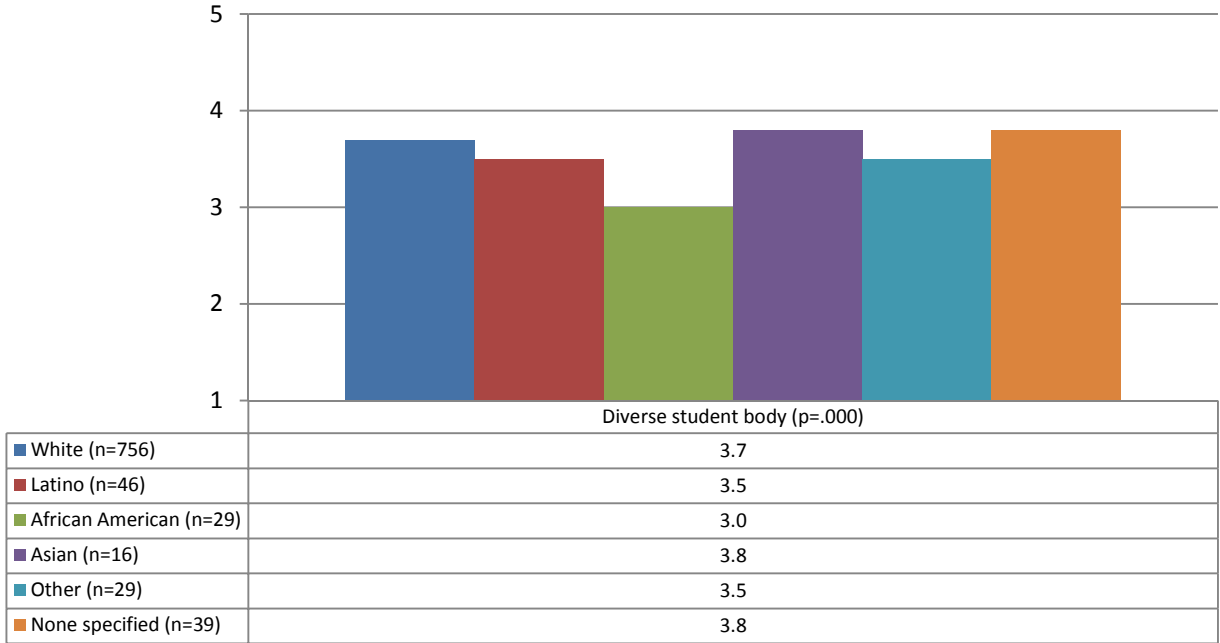
Jennifer Parsons
SRL Research Operations Director

Appendix C

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

The figures on the following pages present the mean ratings, by demographic variable, on the components that were not significantly related to overall climate. Only components that differ significantly by demographic characteristics are presented. The number of cases listed in each figure is inexact because the number of cases in the analysis varied, depending on the component or variable being analyzed. For example, the cross classification of age by diverse student body includes a different number of cases than the cross classification of age by workload, because of different numbers of missing cases in those two components. Thus, the n's given are for one of the components, but are not necessarily the same across all items in the graph.

**Figure C1. Mean Scores on Diverse Student Body, by Race/Ethnicity:
Staff**



**Figure C2. Mean Scores on Diverse Student Body and Workload, by Pay
Schedule: Staff**

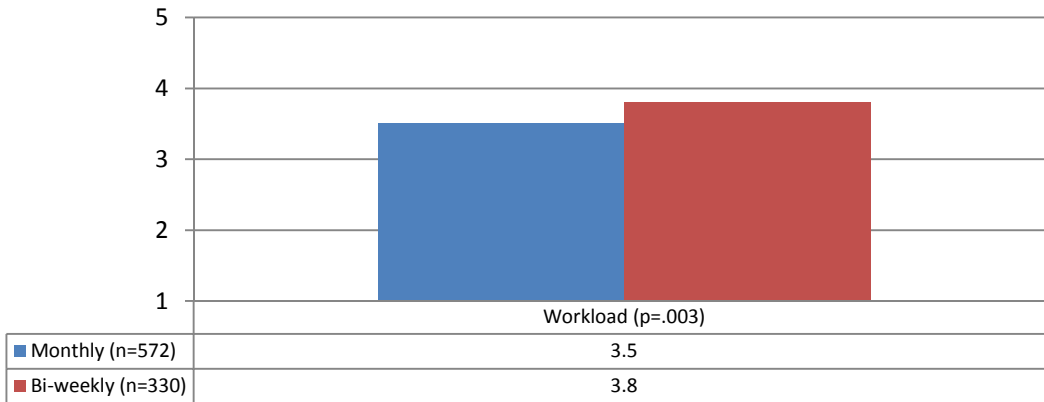


Figure C3. Mean Scores on Diverse Student Body and Workload, by Age: Staff

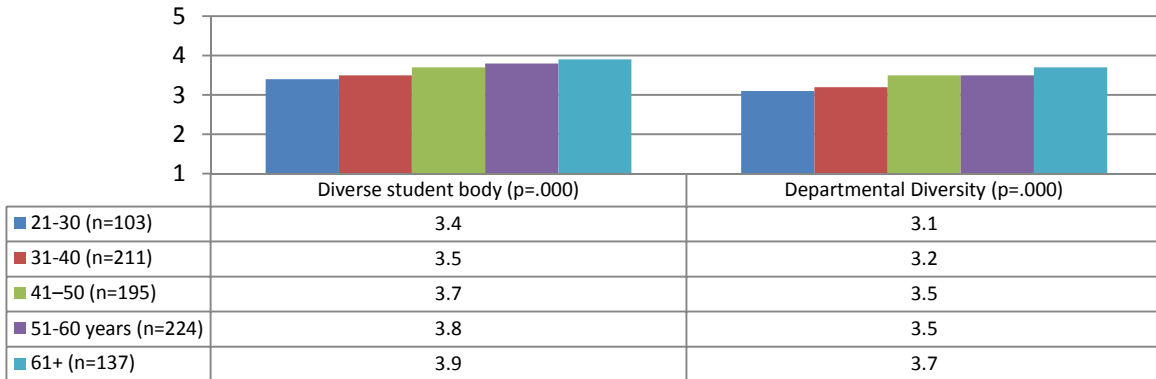


Figure C4. Mean Scores on Diverse Student Body and Workload, by Years Employed at Baylor: Staff

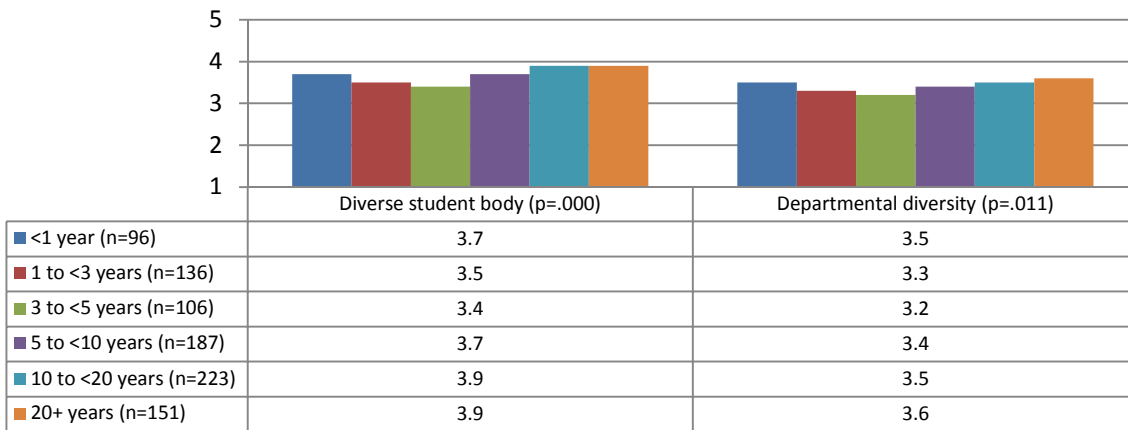


Figure C5. Mean Scores on Diverse Student Body and Workload, by Religion: Staff

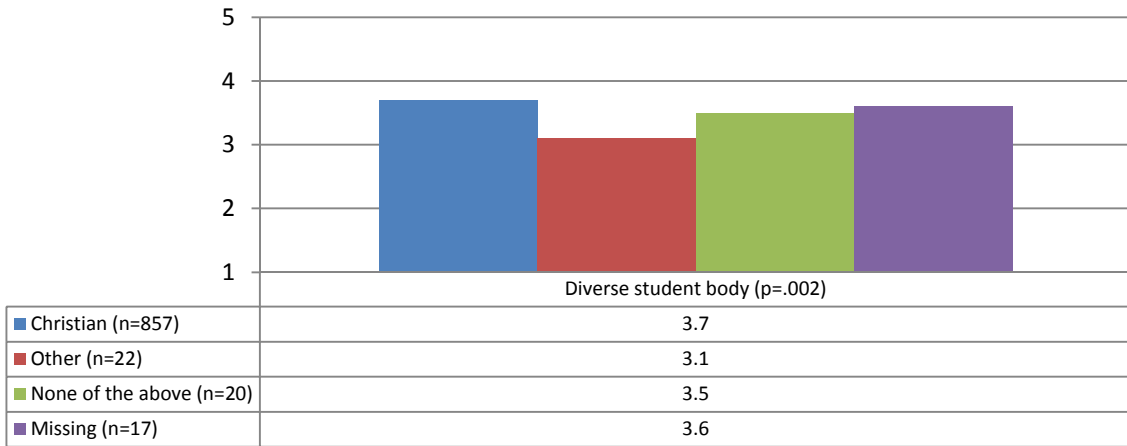
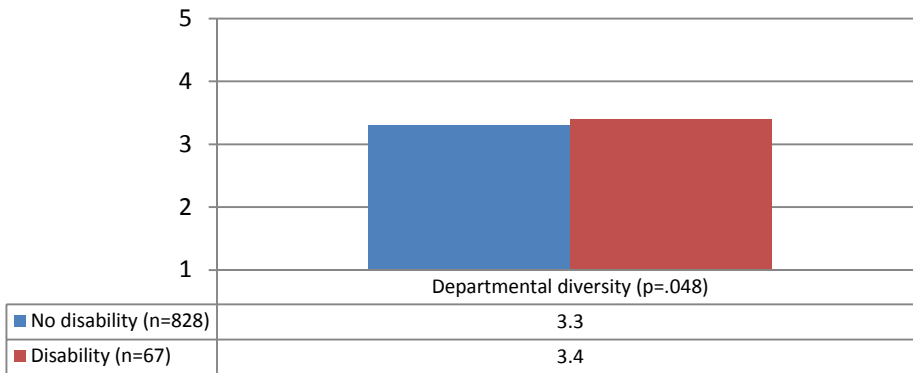


Figure C6. Mean Scores on Diverse Study Body and Workload, by Disability Status: Staff



Appendix D

Factors to Which Respondents Attribute “Not At All” or “Not Very” Fair and Equitable Practices or Policies and Follow-up Questions to Bullying by Someone Outside Respondent’s Department

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

	Practice or policy				
	Recruitment policies and practices	Promotion decisions	Salary decisions	Allocation of space equipment or other resources	Access to senior leadership
	% of Respondents Attributing to Factor				
Ability/disability status	5.3%	4.9%	5.7%	11.0%	4.5%
Age	23.7%	36.6%	29.1%	14.4%	12.5%
Citizenship status	6.6%	1.8%	1.7%	1.7%	1.8%
Political beliefs	13.2%	12.8%	6.9%	5.9%	8.9%
Race/ethnicity	46.1%	20.1%	12.6%	8.5%	11.6%
Religious/spiritual beliefs	26.3%	11.6%	6.3%	5.9%	5.4%
Sex	36.8%	34.8%	27.4%	18.6%	21.4%
Socioeconomic status	19.7%	11.0%	7.4%	7.6%	9.8%
National origin	7.9%	1.8%	0.6%	1.7%	
Marital or family status	6.6%	11.6%	9.1%	3.4%	3.6%
Veteran status	1.3%	0.6%			
Height	1.3%	0.6%			
Weight	2.6%	1.8%			
Some other factor	26.3%	40.9%	50.3%	55.9%	54.5%

Follow up questions to: In the past 12 months, how often have you personally experienced bullying, intimidating, offensive, excluding, and/or hostile conduct from anyone outside your department/unit?

Table D2. Sources of personal experiences of excluding, bullying, etc. treatment by someone outside respondent's department

	% selecting (n = 49)
Staff member	34.7%
Faculty member	32.7%
Supervisor	18.4%
Alumni/Donor	6.1%
HR facilitator	4.1%
Student	4.1%
Baylor University police	2.0%
Don't know	6.1%
Other	18.4%
Prefer not to answer	4.1%

Table D3. Reaction to personal experiences of excluding, bullying, intimidating, offensive, and/or hostile conduct treatment, by someone within the respondent's department

	% selecting (n = 49)
I am used to it, so I did nothing	42.9%
I didn't report it for fear that my complaint would not be taken seriously	22.4%
I didn't know what to do	20.4%
I did report and the situation was taken seriously	14.3%
I did report it but I did not feel the complaint was taken seriously	8.2%
I told someone in HR	6.1%
Other	26.5%