

Baylor Academic and Work Environment Survey: Students

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Introduction and Methods

This report summarizes the results of the survey of students 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 student 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. On April 30, we sent one final e-mail reminder that the student survey would be closed on May 1, 2017.

E-mails were sent out to 18,623 potential respondents including 1,383 faculty; 1,642 staff; 15,554 students; and 36 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	36	17	47.2%

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 2,348 students answered some portion of the questions in the main study, 708 responses were partials, with only 1,644 answered both 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 students on the overall 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 student demographics.

Computing the Outcome Variable: Overall Climate

First, we computed a measure that would capture the perception of students on the overall 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 students, the items that best capture overall outcome are those that ask about overall climate and recommending Baylor to others:

- Overall, how would you rate the climate at Baylor University?
- Overall, how strongly would you recommend Baylor University to other students

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

We averaged the ratings given by students to these two 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 campus environment for students, including perceptions of diversity, academic support, relations between different groups on campus, and support for diversity, among others. To reduce the number of explanatory variables while retaining as much information as possible, we employed the standard data reduction technique known as *principal components analysis*: individual items are sorted into groups known as *principal components*, based on their correlations with each other. Items grouped into one component will have higher correlations with each other than with items not included in that component. While there is no specific theory guiding the procedure—that is, there is no prior expectation about which items should group together—the resulting components are usually substantively meaningful. In other words, we would expect two items related to 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 cross-tabulations of closed-ended items by respondent demographics. For ease of reporting and reviewing, only the statistically significant results are included.

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 student data, one of the components reflects experience with offensive language or images. It is the mean of six individual items. Five of these items were originally written such that a value of 5 indicates a negative perception or experience: the degree to which the respondent has experienced offensive images or comments. Prior to computing a component mean, these items were recoded so that a high value indicates the respondent has never had these experiences.

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 class categories (e.g., freshmen compared to sophomores, 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 are provided. The larger the sample size, the smaller the margin of error. In the student stratum, with 1,644 cases, the margin of error is 2.4%. 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 +/- 2.4%. On a five-point scale, that translates to a 3.0 +/- 0.12. If two means in that stratum differ by 0.25 points or more, then those differences are statistically significant. For example, if male student rated the climate as a 3.0 and female student as a 3.25, 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 students is large enough to state that a difference between a mean of 3.0 and 3.25 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 Note, however, that 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 for probability of selection 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 distribution of the participating students by religion, race, and status (undergraduate vs graduate) differed substantially from Baylor administrative records regarding the population of students. White and Asian students were slightly overrepresented (i.e. the percent in the survey data file is higher than in the administrative records, while students from other racial/ethnic groups were underrepresented (i.e. the percent in the survey data file is lower than in the administrative records). Similarly, undergraduate students and students who identify as Christian were underrepresented. Thus, we computed post-stratification weights for these variables, so the marginal distributions of race, religion, and status in the data file match those distributions in the administrative records. **All data reported in this report, except the subgroup analysis at the end, are weighted.**

Appendices

As already indicated, Appendix A contains the questionnaire administered to students, 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 responses to the follow-up questions about unfair treatment. Appendix E sheds further light on students' experience of offensive comments and images and threats and acts of violence. It displays the perpetrators of the actions and the students' response to them.

Results

In addition to the 1,644 respondents who completed the main study, this report also includes 32 pilot respondents who completed enough questions to be used in the analysis. Thus, the total n for the analysis is 1,676. Because some respondents skipped some questions, the valid n reported in each table may be less than 1,676.

Demographic Profile of Student Respondents

At the end of the questionnaire, respondents were asked several questions about their student and personal profile, such as class, credit hours, gender, race/ethnicity, age group, level of education, citizenship status, disability status, and religion. Table 3 below presents the profile of the student respondents with respect to these demographic variables.

Table 3. Personal Profile for Student Respondents

CHARACTERISTIC	%
Student Status (n = 1,674)	
Undergraduate	89.5
Graduate/Professional	10.1
Other	<1.0
Class (n = 1,667)	
Freshman	24.9
Sophomore	22.7
Junior	20.9
Senior	21.4
Graduate student	10.1
Transfer Student (n=1,673)	
Transferred	8.0
Did not transfer	92.0
Intended Degree (n = 174)	
Masters	53.8
Doctorate	40.4
Other	5.8
Semesters at Baylor (n=1,643)	
0 to 2	30.0
>2 to 4	25.5
>4 to 6	21.3
> 6 to 8	17.6
>8 to 10	3.1
More than 10	2.4
Credit Hours (n=1,638)	
9 or fewer	8.4
10 to 12	11.1
13 to 14	17.4
15	21.3
16	20.4
17	11.7
18+	9.8
Age⁵ (n = 1,641)	
18	17.1
19	22.1
20	22.7
21	18.7
22 to 23	10.5
24 or older	8.8

CHARACTERISTIC	%
Education (n=1,671)	
High School or GED	80.5
Associates	5.2
Bachelor's	10.2
Master's/Professional/PhD	4.1
Parent/Guardian education (n = 1,668)	
Elementary School	1.3
High School	8.1
College, no Bachelor's	11.2
College, Bachelor's	34.5
Master's Degree or higher	44.9
Gender (n =1,676)	
Female	66.9
Male	32.4
Other/Missing	<1.0
Citizenship status (n = 1,673)	
U.S. citizen	94.6
Other	5.4
Working for Pay (n = 1,674)	
Working for pay	44.2
Not working for pay	55.8
Housing (n=1,673)	
Living on campus	39.8
Living off campus	60.2
Disability status (n =1,670)	
Has some type of disability	10.6
Does not have any type of disability	89.4
Religion (n=1,672)	
Christian	90.3
Other named ⁶	1.6
Agnostic	3.0
None of the above	4.9
Missing	<1.0
Race/Ethnicity (n=1,676)	
White	64.6
Latino	14.4
African American	6.8
Asian	8.8
Other/multiracial	4.9
None specified	<1.0

⁵ Age was computed as 2016 minus the year of birth.

⁶ Respondent picked one of the other religions listed in the question, but because of small numbers, all other named religions were grouped into one category.

Outcome Variable Index and Items

Among student respondents, the outcome variable is the mean of two items that best capture overall climate: (1) overall rating of climate at Baylor and (2) recommendation of the university to other students. 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 students generally have a positive perception of the university (Table 4). The means of the two component items are 4.0 and 4.1.

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

	Mean	n
Overall Climate	4.1	1,675
Overall, how would you rate the climate at Baylor University?	4.1	1,676
Overall, how strongly would you recommend Baylor to other students?	4.0	1,675

Figures 1 through 3 show the mean values of overall climate by respondent demographic characteristics. For reporting sake, we only report the results of the subgroup analyses where statistically significant differences were found. P-values are displayed in the charts.

Ratings of overall climate vary significantly by race, housing location, and religion. Figure 1 shows the mean overall climate by race/ethnicity. Race/ethnicity was computed from two variables in the questionnaire: one asking whether the respondent is Hispanic or Latino and the other asking the respondent's race. The response options for race were American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and non-Hispanic White. In this analysis, we include five groups—White, African American, Latino, Asian, and other/multiple. Ratings of overall climate vary from 3.4 among African American students to 4.2 among White students and are statistically significant at the .000 level.

Students who live on campus rate the overall climate slightly higher than students living off campus (Figure 2). The difference is small and both ratings are at least 4.0, indicating that students in either housing location rate the overall climate as good.

Students who identify as Christian rate the campus climate higher than students who indicated other religious affiliations (Figure 3). The mean rating among Christians is 4.1 compared to 3.6 among students of other religions, 3.4 among agnostics, and 3.3 among those who selected “none of the above.”

Figure 1. Mean Scores on Overall Climate, by Race/Ethnicity: Students

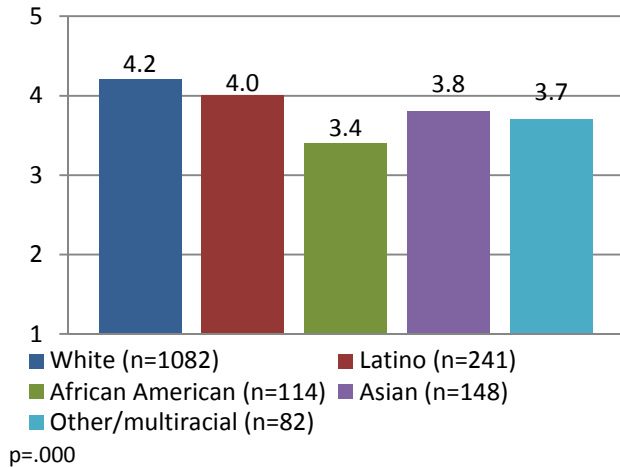


Figure 2. Mean Scores on Overall Climate, by Housing Location: Students

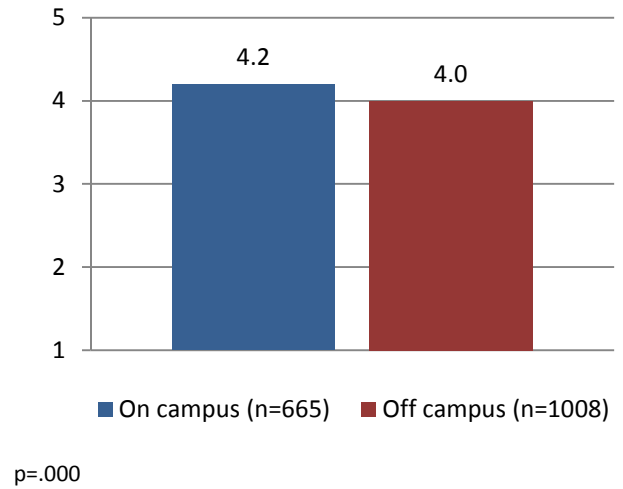
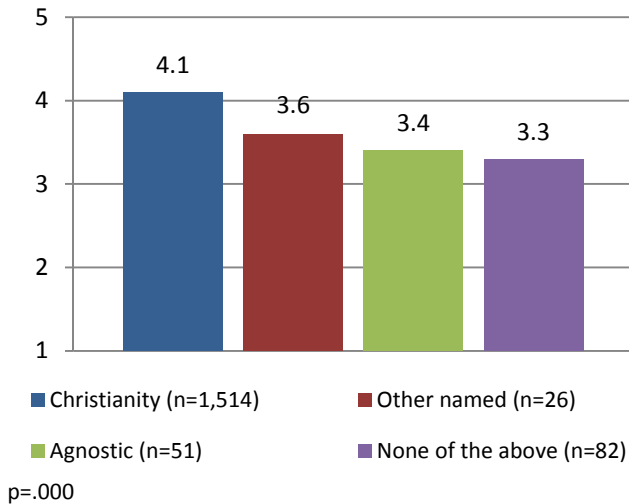


Figure 3. Mean Scores on Overall Climate, by Religion: Students



Explanatory Variables and Items

As described in the introduction, the explanatory components (or themes) were constructed using principal components analysis. Table 5 shows the 11 components, the individual items that belong to them, the means for all components and items, and the number of valid cases for each component and item. 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 eight individual items, the majority of which ask about satisfaction with diversity in various areas across campus. We named this component **satisfaction with diversity**. A component score was constructed by averaging the responses to all items that comprise it. The mean on this component is 3.5; student ratings of their satisfaction with diversity is at the midpoint between “moderately satisfied” and

“very satisfied.” The item with the highest mean is satisfaction with diversity in recreational areas, with a score of 3.8. The item with the lowest rating is political/ideological diversity at Baylor. The mean value of 2.9 is between not very diverse and moderately diverse, but maps most closely to moderately diverse.

The second component is **belonging**, and includes items asking about friendliness of Baylor, social isolation, and comfort expressing personal identity. The overall mean is 3.9, with means on the five items in the component ranging from 4.4 to 3.6. Of the individual items comprising this component, the highest ratings is evident for how friendly Baylor is. The mean rating of 4.4 falls between “somewhat” and “extremely” friendly. The item with the lowest rating is how satisfied the respondent is with the extent to which the social and cultural activities at Baylor reflect his/her personal identity. The mean value of 3.6 falls between moderately and very satisfied.

The third component is **faculty support**, and includes ratings of faculty availability and helpfulness. The overall mean among the 6 items is 4.1. The items with the highest score are helpfulness of faculty/instructors and how much faculty/instructors believe in students’ potential to succeed, both with means of 4.2. The items on this component vary little, with the lowest score--4.0-- for how much faculty/instructors value contributions in class and responsiveness of faculty/instructors in helping students resolve academic problems.

The fourth component is **access to resources**. The six items in this component are all related to access to services, such as advising; and resources, such as computer equipment. The overall mean is 4.0, with individual item means ranging from 3.8 (job search advising) to 4.3 (access to computer equipment).

The fifth component is **dignity and respect**. It includes eight questions about the degree to which various groups on campus treat students with dignity and respect. The item with the highest score asks about treatment of students by faculty/instructors. A score of 4.4 falls between “a lot” and “a great deal.” The item with the lowest mean—3.9—asks about treatment by other students.

The next component is **support for diversity** and includes six items, all of which ask how much a specific group on campus supports diversity. The highest score—3.9—is for the item asking about the Student Life Staff. The lowest score—2.8—is for the item asking how much the Board of Regents respects diversity.

The seventh component is **offensive images and comments**. The six items comprising this component ask about personally experiencing offensive images or comments or hearing about someone else experiencing them. They were originally coded such that a value of 1 indicated the respondents never had these experiences, while a value of 5 meant it happened extremely often. However, to be consistent with other measures, these items were reverse coded so that a value of 5 is the most positive outcome (never) and a 1 is the most negative outcome (extremely often). The highest mean is 4.7, corresponding to personally experiencing offensive written comments. This value indicates respondents almost never experience these events. The lowest mean is 3.9, for hearing of others experiencing offensive verbal comments.

Component eight is **courteous and professional behavior**. It includes two items—courteous and professional relationships between students and deans (mean=4.3) and courteous and professional relationships between students and university leadership (mean=4.0). While two other questions regarding courteous and professional relationships (between students and the Board of Regents) and treating students with dignity and

respect (parking and traffic staff) were part of the same component, those two items lowered the overall reliability and were removed from the component.

The ninth component is **violence to self** and includes two questions about the respondent personally experiencing threats of physical violence or physical assaults. Both items have a mean of 4.9, indicating that these are rare experiences at Baylor.

The tenth component is **violence to others** and includes two questions about the respondent hearing of others experiencing threats of physical violence or physical assaults. The means on these two items are 4.5 and 4.4, indicating that these are rare experiences at Baylor.

The final component is **building diversity**. It consists of the two items asking how important it is that Baylor be committed to building a diverse student body and a diverse faculty. The mean of both items is 3.9, indicating that building diversity is very important to Baylor students.

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

	Mean	n
SATISFACTION WITH DIVERSITY	3.5	1,610
Satisfaction with diversity in: Recreational areas such as the McLane Student Life Center (SLC)	3.8	1,435
Satisfaction with diversity in: Bill Daniel Student Center (BDSC)	3.7	1,305
Satisfaction with diversity in: Extracurricular student groups and activities	3.6	1,506
Satisfaction with diversity in: Residence Halls/University housing/Residential areas	3.5	1,444
How inclusive is Baylor?	3.5	1,670
Satisfaction with diversity in: Classroom/Academic settings	3.5	1,645
How welcoming is Baylor of political/ideological diversity?	3.2	1,649
How would you describe the political/ideological diversity at Baylor?	2.9	1,648
BELONGING	3.9	1,675
How friendly or unfriendly is Baylor?	4.4	1,673
Overall, how socially isolated do you feel at Baylor?	3.9	1,661
How comfortable do you feel expressing your personal identity at Baylor?	3.8	1,676
How satisfied are you with the extent to which academic programs reflect your personal identity?	3.8	1,625
As far as you know, how often are students from minority groups treated unfairly at Baylor?	3.7	1,670
How satisfied are you with the extent to which social and cultural activities reflect your personal identity?	3.6	1,581
FACULTY SUPPORT	4.1	1,671
How much do the faculty/instructors at Baylor believe in your potential to succeed academically?	4.2	1,662
How helpful are faculty/instructors at Baylor?	4.2	1,663
How active are faculty/instructors at Baylor in empowering you to learn?	4.1	1,669
How easy is it for you to meet with faculty/instructors at Baylor when you need to?	4.1	1,664
How responsive are faculty/instructors at Baylor when it comes to helping students resolve their academic problems?	4.0	1,655
How much do the faculty/instructors at Baylor value your contributions in class?	4.0	1,656
ACCESS TO RESOURCES	4.0	1,566
How easy is it for you to access computer equipment/technology at Baylor?	4.3	1,632
How easy is it for you to access academic advising at Baylor?	4.0	1,637
How easy is it for you to access tutoring services at Baylor?	3.9	1,388
How satisfied have you been with the academic advising you have received at Baylor?	3.9	1,673
How easy is it for you to access career/job search advising at Baylor?	3.8	1,406
How easy is it for you to access personal counseling services at Baylor?	3.8	1,280
DIGNITY AND RESPECT	4.2	1,231
Treats respondent with dignity and respect: faculty/instructors	4.4	1,667
Treats respondent with dignity and respect: academic advising staff	4.4	1,609
Treats respondent with dignity and respect: staff in the graduate studies office	4.3	861
Treats respondent with dignity and respect: Student Life staff	4.3	1,340
Treats respondent with dignity and respect: administrative support staff	4.2	1,276
Treats respondent with dignity and respect: staff in the Registrar's office	4.1	1,246
Treats respondent with dignity and respect: financial aid staff	4.0	1,212
Treats respondent with dignity and respect: other students on campus	3.9	1,664
SUPPORT FOR DIVERSITY	3.6	1,156
How much do the Student Life Staff respect diversity?	3.9	1,310
Overall, how well does Baylor meet the needs of those with disabilities?	3.7	1,301
How much do the Deans and Department Chairs respect diversity?	3.7	1,245
How much do the President/Vice Presidents respect diversity?	3.6	1,218
How much do the Provost/Vice Provosts respect diversity?	3.6	1,053
How much does the Board of Regents respect diversity?	2.8	1,092

Table 5, continued

	Mean	n
OFFENSIVE IMAGES AND COMMENTS	4.4	1,675
How often have you personally experienced offensive written comments?	4.7	1,673
How often have you personally experienced offensive visual images?	4.6	1,672
How often have you heard of others experiencing offensive visual images?	4.4	1,674
How often have you heard of others experiencing offensive written comments?	4.3	1,670
How often have you personally experienced offensive verbal comments?	4.3	1,671
How often have you heard of others experiencing offensive verbal comments?	3.9	1,671
COURTEOUS AND PROFESSIONAL BEHAVIOR	4.2	1,200
Courteous and professional relationships: between students and university leadership	4.1	1,348
Courteous and professional relationships: between students and deans	4.3	1,286
VIOLENCE TO SELF	4.9	1,672
How often have you personally experienced physical assaults?	4.9	1,672
How often have you personally experienced threats of physical violence?	4.9	1,674
VIOLENCE TO OTHER	4.5	1,672
How often have you heard of others experiencing threats of physical violence?	4.5	1,673
How often have you heard of others experiencing physical assaults or injuries?	4.4	1,672
BUILDING DIVERSITY	3.9	1,662
How important is it to you that Baylor be committed to building a diverse student body?	3.9	1,673
How important is it to you that Baylor be committed to building a diverse faculty?	3.9	1,664

After computing the components, we conducted a multiple regression analysis in which the outcome variable—overall climate—was regressed on the eleven explanatory components. 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 3.12, well below the threshold of 10 recommended by Hair, Anderson, Tatham, & Black, 1995 or the more conservative value of 4 recommended by Pan & Jackson, 2008⁷.

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.

The component labeled **belonging** has the highest coefficient with overall climate—0.422. This indicates that the more positively students rate this component, the higher they will rate the overall climate.⁸

The next explanatory component—**satisfaction with diversity**—has a standardized coefficient of .202. The more positively students rate this component, the more highly they will rate the overall climate.

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

	Standardized Regression Coefficients
Belonging	.422***
Satisfaction with diversity	.202***
Support for diversity	.124***
Dignity and respect	.105**
Faculty support	.066*
Adjusted R ²	.64
<i>n</i>	935

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

The next explanatory component—**support for diversity**—is significantly related with overall climate, with a coefficient of .124. Similarly, **dignity and respect** has a coefficient of .105. The component with the smallest effect on overall climate is academic support, with a coefficient of .066.

Offensive images and comments, courteous and professional behavior, violence to self, violence to other, and building diversity are 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 components with the strongest relationship with overall climate—**belonging and satisfaction with diversity**—can be tagged as primary areas because affecting scores on these components will greatly affect scores on overall climate. **Support for diversity, dignity and respect** and **faculty support** 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.

Strengths versus areas for action

The mean ratings of the components and the individual items can be used to define which issues can be tagged as strengths and which ones as areas for action. Components or items for which the mean rating is more

⁸ In statistical terminology, a beta coefficient of .422 means that a change of one standard deviation unit in the independent variable produces a change of .422 standard deviation units in the dependent variable, controlling for all other variables in the equation.

than half a scale point above the mean of 3 on a 5-point scale or higher—that is, above 3.5—can be considered as areas of strength; components or items on which the mean rating is less than or equal to 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 students rated highly/positively. These are strength areas for Baylor University with respect to students. Components in the top right cell include those that have a strong relationship with overall climate and to that students rated relatively low/negatively. These are areas on which Baylor University could consider taking action with respect to students.

Components in the bottom left are those that have a relatively weaker relationship with overall climate and that students 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 students rated relatively low/negatively. These are areas of concern for Baylor University, but perhaps not as critical as ones in the top right cell. From Table 7, four of the five components are areas of strength for Baylor. Satisfaction with diversity, with a mean of 3.5, is an area with room for improvement.

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	Belonging (3.9)	Satisfaction with diversity (3.5)
Secondary	Dignity and respect (4.2) Faculty support (4.0) Support for diversity (3.6)	

Tables 8, 10, 11, 12, and 13 provide the same types of analyses, 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, an 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

Belonging

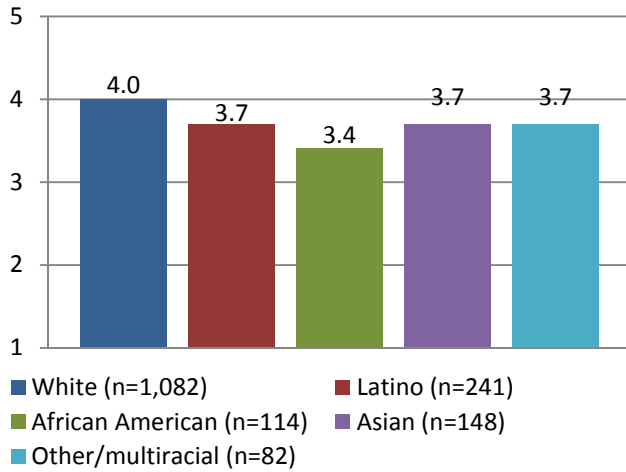
This component has the strongest relationship with overall climate (beta = .422 in Table 6). The average rating of all individual items in this component is 3.9, which makes it an area of strength for Baylor. Table 8 provides the priority-performance grid for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component. All items have a high rating and are therefore areas of strength for Baylor.

Figures 4-7 show the statistically significant differences in ratings of belonging by demographic characteristics. White students have the highest sense of belonging (mean=4.0), while African American students have the lowest (mean=3.7). Students who identify as Christian also rate belonging higher than students of other religions or no religion (Figure 6). Although statistically significant, differences in ratings by housing location and disability status are small (Figures 5 and 7).

Table 8. Individual Items on “Belonging” Component Classified as Primary or Secondary, as Areas of Strength or Action

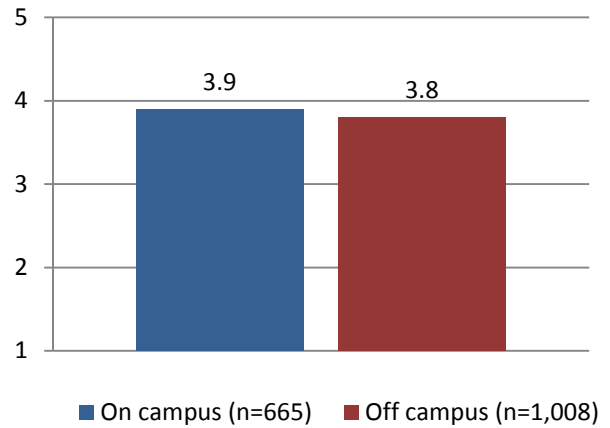
	High ratings (mean rating > 3.5)	Low ratings (mean rating <= 3.5)
Primary	<ul style="list-style-type: none"> • How comfortable do you feel expressing your personal identity at Baylor? (3.8) • How satisfied are you with the extent to which social and cultural activities reflect your personal identity (3.6) 	
Secondary	<ul style="list-style-type: none"> • How friendly or unfriendly is Baylor? (4.4) • Overall, how socially isolated do you feel at Baylor? (3.9) • How satisfied are you with the extent to which academic programs reflect your personal identity (3.8) 	

Figure 4. Mean Scores on Belonging, by Race/Ethnicity: Students



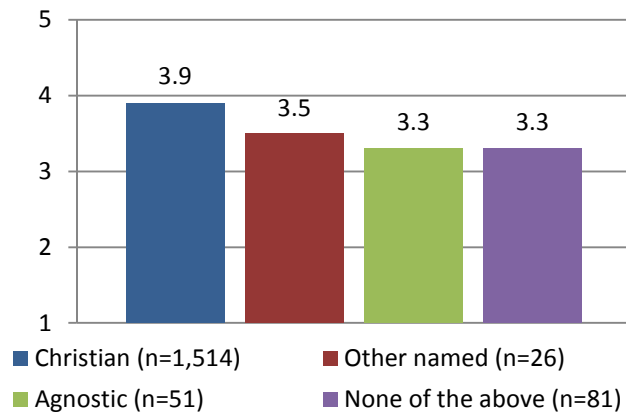
p=.000

Figure 5. Mean Scores on Belonging, by Housing Location: Students



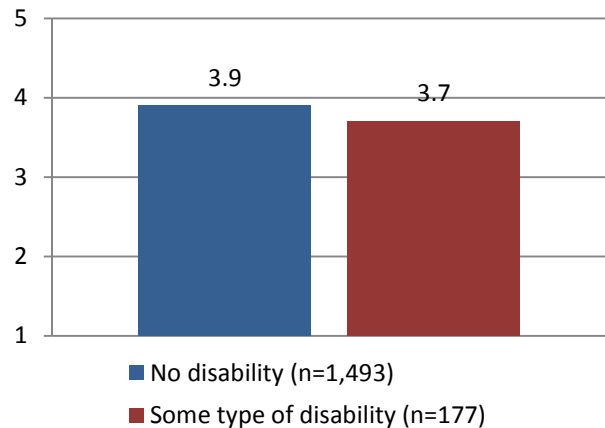
p=.011

Figure 6. Mean Scores on Belonging, by Religion: Students



p=.000

Figure 7. Mean Scores on Belonging, by Ability/Disability Status: Students



p=.002

Follow-up questions were asked of one item 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 211 respondents (9.9%) 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 (74.9%).

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

	% selecting reason (n = 211)
Fear of negative consequences, harassment, or discrimination	74.9%
Fear of intimidation from a peer or peers	46.4%
Fear of intimidation from an instructor/professor/administrator	45.5%
Some other reason	24.2%

Satisfaction with Diversity

This component had the second strongest relationship with overall climate (beta = .202 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 10 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. Diversity in recreation areas, at the Bill Daniel Student Center, and in extracurricular groups and activities are the primary strengths in this item. Beliefs about treatment of minority groups is a secondary strength. Primary areas for improvement are diversity in academic settings and diversity in university housing. Secondary areas for improvement are inclusiveness and political/ideological diversity.

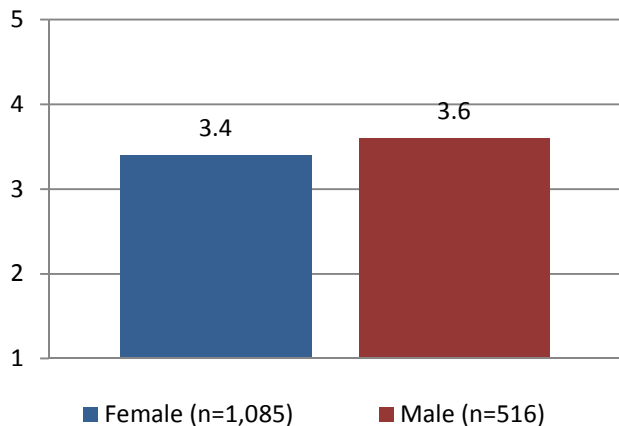
Table 10. Individual Items on “Satisfaction with Diversity” Component Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating > 3.5)	Low ratings (mean rating <= 3.5)
Primary	<ul style="list-style-type: none"> Satisfaction with diversity in: Recreational areas such as the McLane Student Life Center (SLC) (3.8) Satisfaction with diversity in: Bill Daniel Student Center (BDSC) (3.7) Satisfaction with diversity in: Extracurricular student groups and activities (3.6) 	<ul style="list-style-type: none"> Satisfaction with diversity in: Classroom/Academic settings (3.5) Satisfaction with diversity in: Residence Halls/University housing/Residential areas (3.5)
Secondary	<ul style="list-style-type: none"> As far as you know, how often are students from minority groups treated unfairly at Baylor? (3.7) 	<ul style="list-style-type: none"> How inclusive is Baylor? (3.5) How welcoming is Baylor of political/ideological diversity? (3.2) How would you describe the political/ideological diversity at Baylor? (2.9)

Figures 8 through 11 show the mean scores on satisfaction with diversity by demographic characteristics for statistically significant differences. Mean scores on satisfaction with diversity vary by gender, although the difference is small (Figure 8).

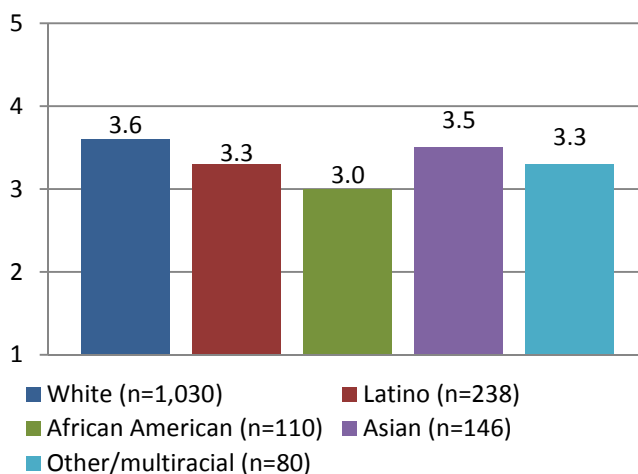
White students are more satisfied with diversity than other racial ethnic groups (Figure 9). Their mean score is 3.6 compared to 3.5 among Asians, 3.3 among Latinos and other groups, and 3.0 among African Americans. Students who live on campus are slightly more satisfied with diversity than those who live off campus (3.6 compared to 3.4). While Christians have the highest rating of satisfaction with diversity, their mean rating of 3.5 suggests that diversity is an area for improvement among students of all religions (Figure 11).

Figure 8. Mean Scores on Satisfaction with Diversity, by Gender: Students



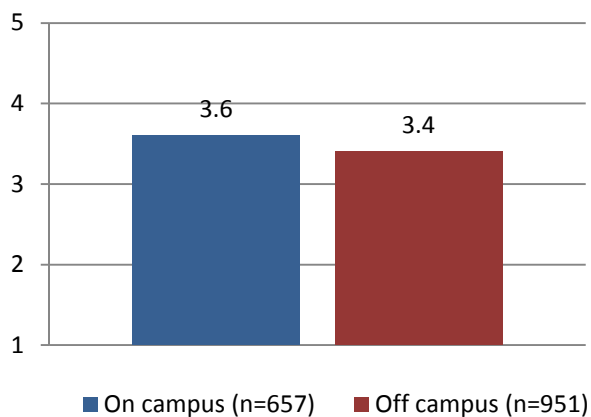
p=.000

Figure 9. Mean Scores on Satisfaction with Diversity, by Race/Ethnicity: Students



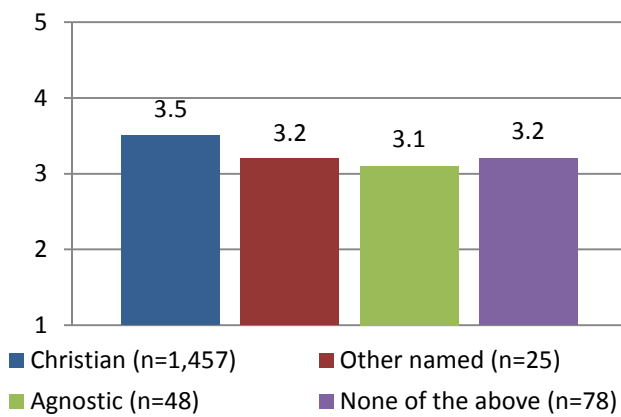
p=.000

Figure 10. Mean Scores on Satisfaction with Diversity, by Housing Location: Students



p=.000

Figure 11. Mean Scores on Satisfaction with Diversity, by Religion: Students



p=.000

Support for Diversity

This component has a significant effect on overall climate—third in strength among the five components. It is classified as a secondary area in terms of priority. The average rating of all individual items in this component is 3.6, which makes it an area of of strength for Baylor University, albeit just barely; it is just at the cutoff point.

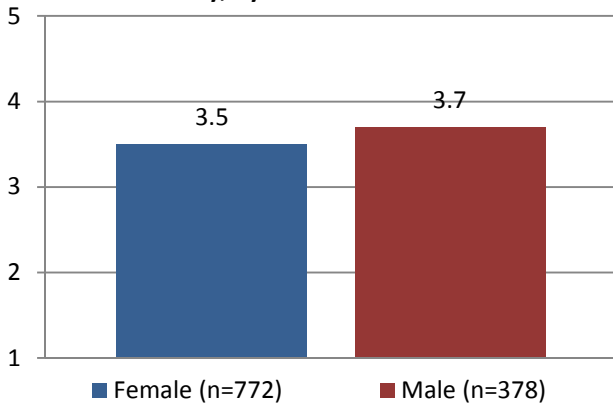
Table 11 provides the priority performance grid for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component. Primary areas of strength on this component are respect for diversity among Deans and Department Chairs, the Provost & Vice Provosts, and the President and Vice Presidents. Secondary areas of strength are Student Life Staff respect for diversity and meeting the needs of students with disabilities. The only area for improvement is respect for diversity among the Board of Regents.

Table 11. Individual Items on “Support for 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 much do the Deans and Department Chairs respect diversity? (3.7) • How much do the Provost/Vice Provosts respect diversity? (3.6) • How much do the President/Vice Presidents respect diversity? (3.6) 	
Secondary	<ul style="list-style-type: none"> • How much do the Student Life Staff respect diversity? (3.9) • Overall, how well does Baylor meet the needs of those with disabilities? (3.7) 	<ul style="list-style-type: none"> • How much does the Board of Regents respect diversity? (2.8)

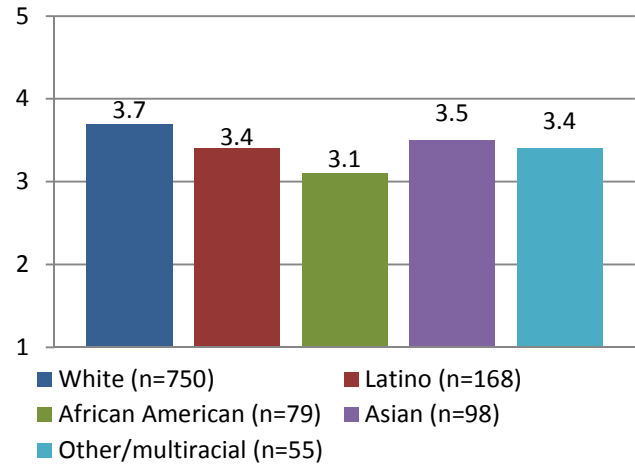
Figures 12 through 15 show the mean scores on the support for diversity component by various demographic variables. The differences in mean ratings by demographic group are statistically significant for many groups, but the magnitude of the differences is often small. For example, male students give this component a mean rating of 3.7, compared to 3.5 among female students. By race, the differences are a bit larger. The highest mean is among white students (3.7), while the lowest is among African Americans (3.1). Students who live on campus rate support for diversity higher than those who live off campus (3.8 compared to 3.4). Students who identify as Christian have higher ratings than those with other religious identities (3.6 compared to 3.2 or lower among other groups).

Figure 12. Mean Scores on Support for Diversity, by Gender: Students



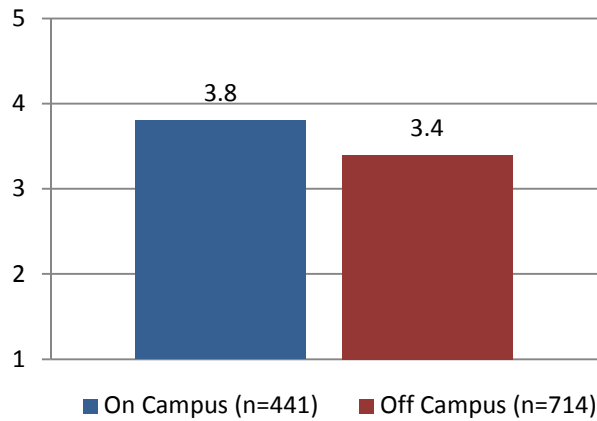
p=.002

Figure 13. Mean Scores on Support for Diversity, by Race/Ethnicity: Students



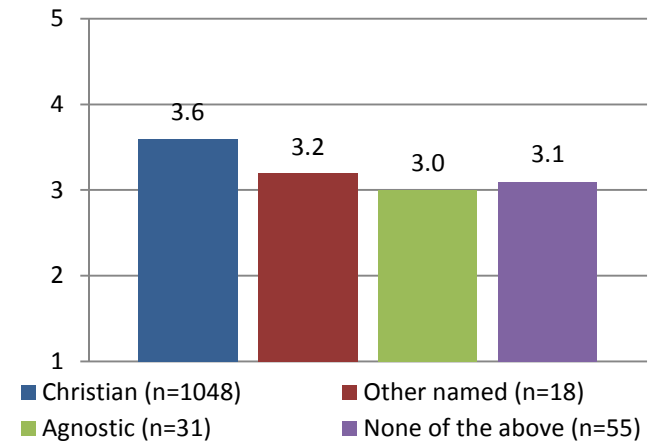
p=.000

Figure 14. Mean Scores on Support for Diversity, by Housing Location: Students



p=.000

Figure 15. Mean Scores on Support for Diversity, by Religion: Students



p=.000

Dignity and Respect

This component is significantly related to overall climate and is the fourth of five components in terms of strength of relationship with it. As such, it has been classified as a secondary 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.

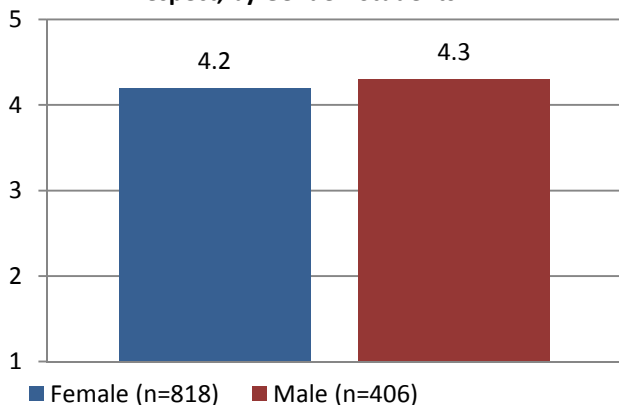
Table 12 provides the priority performance grid for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component. All of the items are areas of strength, as they all have means greater than 3.5. In fact, all items except one have a mean ratings of 4.0 or higher.

Table 12. Individual items on “Dignity and Respect” 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"> • Treats respondent with dignity and respect: staff in the graduate studies office (4.3) • Treats respondent with dignity and respect: Student Life staff (4.3) • Treats respondent with dignity and respect: administrative support staff (4.2) • Treats respondent with dignity and respect: staff in the Registrar’s office (4.1) 	
Secondary	<ul style="list-style-type: none"> • Treats respondent with dignity and respect: faculty/instructors (4.4) • Treats respondent with dignity and respect: academic advising staff (4.3) • Treats respondent with dignity and respect: financial aid staff (4.0) • Treats respondent with dignity and respect: other students on campus (3.9) 	

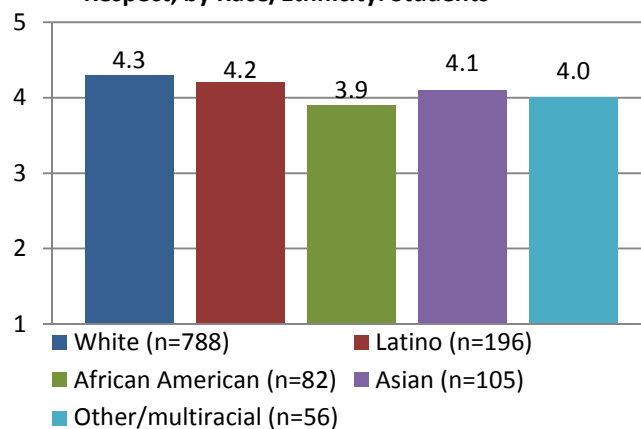
Figures 16 through 19 show the mean scores on this component by demographic characteristics for statistically significant differences only. Although significant, the mean difference between men and women is trivial (Figure 16), as is the difference between students who live on campus versus off campus (Figure 18). The ratings on dignity and respect vary by race from 4.3 among White students to 3.9 among African American students (Figure 17). The biggest differences in this component are by religion, with Christians rating it 4.3, compared to 3.7 among students of other religions (Figure 19).

Figure 16. Mean Scores on Dignity and Respect, by Gender: Students



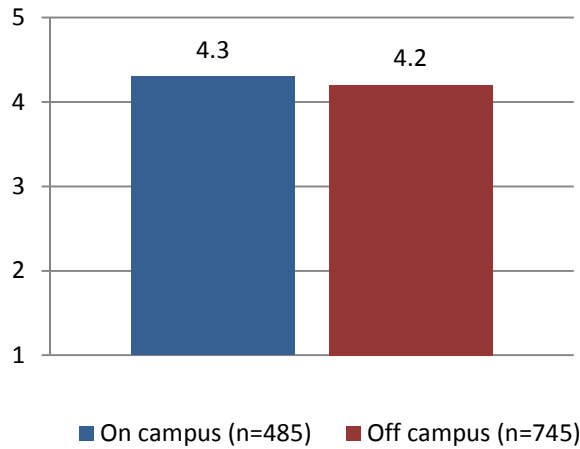
p=.045

Figure 17. Mean Scores on Dignity and Respect, by Race/Ethnicity: Students



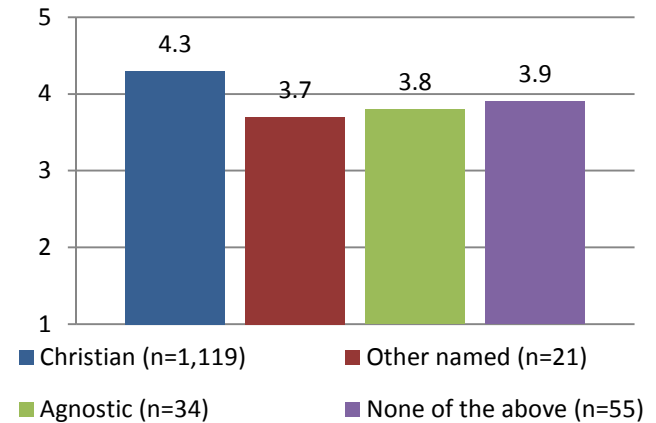
p=.000

Figure 18. Mean Scores on Dignity and Respect, by Housing Location: Students



p=.011

Figure 19. Mean Scores on Dignity and Respect, by Religion: Students



p=.000

Faculty Support

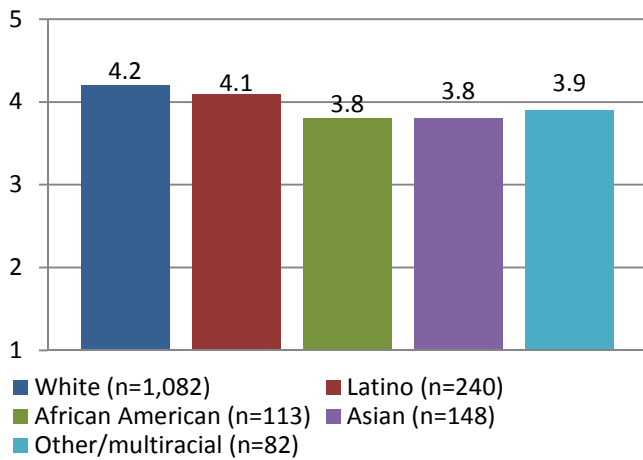
The component “Faculty Support” includes six items (Table 13). The overall mean of 4.1 makes it an area of strength for Baylor. All six items have mean ratings of 4.0 or higher and can all be considered areas of strength.

Table 13. Individual Items on “Faculty Support” 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 much do the faculty/instructors at Baylor believe in your potential to succeed academically? (4.2) How helpful are faculty/instructors at Baylor? (4.2) How active are faculty/instructors at Baylor in empowering you to learn? (4.0) 	
Secondary	<ul style="list-style-type: none"> How easy is it for you to meet with faculty/instructors at Baylor when you need to? (4.0) How much do the faculty/instructors at Baylor value your contributions in class? (4.0) How responsive are faculty/instructors at Baylor when it comes to helping students resolve their academic problems? (4.0) 	

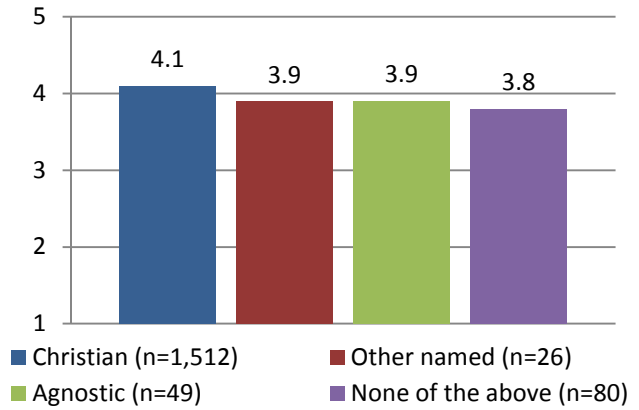
Figures 20 and 21 show the statistically significant differences in mean scores on the faculty support component by demographic characteristics. The means vary significantly by only race and religion. White students have the highest rating on this component, while African American students have the lowest (4.2 compared to 3.8). Similar to other components, Christian students rate faculty support the highest (4.1), while students with no specific religious identity have the lowest rating (3.8).

Figure 20. Mean Scores on Faculty Support, by Race/Ethnicity: Students



p=.000

Figure 21. Mean Scores on Academic Support, by Religion: Students



p=.000

Subgroup Analyses

When assessing the effect of demographic characteristics on overall climate and explanatory components, larger subgroups may dominate the analysis and overshadow effects of smaller subgroups. Consequently, we drew a random subsample in which the target sample size of each subgroup is 25. In groups with fewer than 25 cases, we included all respondents. In groups with more than 25 cases, we drew a random sample of 25. Table 14 shows the subgroups, the number in each group who completed a survey, and the number in each random subsample. We conducted nonparametric tests on this subsample file to assess differences in mean ratings across the groups.

Table 14. Demographic Subgroup Sample Size

Group	Original N	Subgroup N
White, Christian, undergraduate	758	25
Nonwhite, Christian, undergraduate	325	25
Any race, non-Christian (agnostic, none), undergraduate	32	25
Any race, not religious, undergraduate	185	23
White, Christian, graduate	203	23
Nonwhite, Christian, graduate	68	25
Any race, not Christian (all other responses), graduate	67	25
Total	1638	175

The means of the climate scale and explanatory components are shown in Tables 15a and 15b. The means differ significantly by subgroup for climate (χ^2 (6, N=175) = 23.829, p=.001), belonging (χ^2 (6, N=175) = 22.591, p=.001), faculty support (χ^2 (6, N=175) = 15.173, p=.019), access to resources (χ^2 (6, N=175) = 13.818, p=.032), and building diversity (χ^2 (6, N=175) = 24.535, p=.000). With the exception of building diversity, White,

Christian, undergraduates have the highest scores on the components that vary significantly. The highest mean on building diversity is among undergraduates who are non-Christian and of any race.

Table 15a. Means of Components, by Subgroup

Comparison groups	Climate	Satisfaction with Diversity	Belonging	Faculty Support	Access to Resources	Dignity and Respect
White, Christian, undergraduate	4.4	3.7	4.1	4.3	4.2	4.2
Non-white, Christian, undergraduate	3.8	3.4	3.8	3.8	4.0	4.0
Any race, non-Christian, undergraduate	3.7	3.2	3.5	3.9	3.8	3.9
Any race, not religious, undergraduate	3.2	3.2	3.2	3.5	3.6	3.7
White, Christian, graduate	3.8	3.4	3.9	4.3	3.9	4.3
Nonwhite, Christian, graduate	3.9	3.4	3.7	4.1	4.0	4.1
Any race, non-Christian, graduate	3.3	3.2	3.3	3.7	3.3	3.8
Total	3.7	3.3	3.6	3.9	3.8	4.0

Table 15b. Means of Components, by Subgroup, continued

Comparison groups	Support Diversity	Offensive Images/Comments ⁹	Courteous & Professional Behavior	Physical Violence: self	Physical Violence: other	Building Diversity
White, Christian, undergraduate	3.8	4.4	4.3	4.9	4.5	3.3
Non-white, Christian, undergraduate	3.4	4.2	4.2	4.8	4.2	4.4
Any race, non-Christian, undergraduate	3.3	4.2	3.9	4.7	4.3	4.7
Any race, not religious, undergraduate	3.1	4.2	4.1	4.8	4.4	4.0
White, Christian, graduate	2.9	4.6	4.1	5.0	4.4	4.0
Nonwhite, Christian, graduate	3.2	4.3	4.0	4.9	4.4	4.5
Any race, non-Christian, graduate	2.5	4.4	3.8	4.9	4.8	4.2
Total	3.2	4.3	4.1	4.9	4.4	4.2

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

⁹ These items were reverse coded, such that a value of 5 means that students never experience these events and a value of 1 means they experience them extremely often.

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 753 students who provided suggestions for improving the climate. Table 16 summarizes these themes and the number of mentions for each.

Table 16. Suggestions for improving climate

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

To the question about issues of climate or demographic information not covered in this questionnaire, 237 student respondents provided a response. Table 17 summarizes the themes evident in these responses and the number of mentions for each.

Table 17. Issues of climate or demographic questions not covered by the questionnaire

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

Table 18 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 984 students 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; 438 students provided a response.

Table 18. What can BU do to increase confidence in filing complaint without negative consequences?

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

Summary of Results

In summary, students consider the overall climate at Baylor good. However, this assessment varies by both race and religion, with nonwhite students and students who are not Christians rating overall climate lower than white students and Christians.

Students' sense of belonging has the biggest impact on how they rate the overall climate. The higher the rating of belonging, the higher the rating on overall climate. While the rating of belonging is a strength for Baylor overall, it varies by race and religion. African American students and students who identify as agnostic rate belonging lower than white students or Christians. In fact, their ratings are low enough to make this an area of action for Baylor.

Satisfaction with diversity is also correlated with overall climate. The more satisfied students are with diversity, the higher they rate overall climate. However, the mean rating on this component is low enough to make it an area of concern. In general, students are not satisfied with the amount of diversity in residence halls and classrooms and do not consider Baylor particularly inclusive. They also find the political/ideological diversity lacking. This is especially true for African American students and agnostics.

Support for diversity is related to overall climate to a lesser degree than belonging and satisfaction with diversity. While it is a strength for Baylor, it is on the cusp between a strength and an area of concern. It also varies considerably by race and religion. Only among white students is it a strength. Similarly, it is a strength only among Christians.

Two of the other three factors related to overall climate—dignity and respect and faculty support—are areas of strength. Students feel that various groups on campus treat students well and that faculty members are accessible and want them to succeed. While these assessments vary by race and religion, they are strengths for all students.

In sum, the survey of Baylor students suggest that to improve the educational climate at Baylor University, the administration should focus on making Baylor more welcoming to minority students and non-Christian students. In addition, they should attempt to make classrooms and residence halls more diverse places and make the campus in general more welcoming of diverse political and ideological perspectives.

Appendix A

Student Questionnaire

2017 Baylor University Academic & Work Environment Survey:

Student 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 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 students 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 edit previous responses and/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**¹⁰, 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 socially isolated do you feel at Baylor?

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

How friendly or unfriendly is Baylor?

- Extremely friendly
- Somewhat friendly
- Neither friendly nor unfriendly
- Somewhat unfriendly
- Extremely unfriendly

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 inclusive is Baylor?

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

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

Overall, how satisfied are you with the diversity¹¹ in each of the following settings at Baylor?

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

How satisfied are you with the diversity in ...

Classroom/Academic settings

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

¹¹ Rolling over the word 'diversity' will provide the same definition of diversity from Q1 – see footnote 1.

Residence Halls/University housing/Residential areas

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

Extracurricular student groups and activities

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

Bill Daniel Student Center (BDSC)

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

Recreational areas such as the McLane Student Life Center (SLC)

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

How much do each of the following groups at Baylor respect diversity¹²?

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

Board of Regents

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

President/Vice Presidents

¹² Rolling over the word 'diversity' will provide the same definition of diversity from Q1 – see footnote 1

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

Provost/Vice Provosts

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

Deans and Department Chairs

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

Student Life Staff

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

How important is it to you that Baylor be committed to building a diverse student body?

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

How important is it to you that Baylor be committed to building a diverse faculty?

- Extremely important
- Very important

- () Moderately important
- () Not very important
- () Not at all important

How comfortable do you feel expressing your personal identity¹³ at Baylor?

**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 at Baylor? *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: _____

Thinking about Baylor, how satisfied are you with the extent to which social and cultural activities reflect your personal identity at Baylor? **Move your cursor over the term to see a definition.*

- () Extremely satisfied
- () Very satisfied
- () Moderately satisfied
- () Not very satisfied
- () Not at all satisfied

- () *Not enough information to say*

Thinking about Baylor, how satisfied are you with the extent to which academic programs reflect your personal identity? **Move your cursor over the term to see a definition.*

¹³ 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.](#)

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

Not enough information to say

At Baylor, have you ever felt like you have been treated unfairly by any of the following groups, or have you never felt like that?

	Have felt	Have never felt
Administration	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>
Staff	<input type="radio"/>	<input type="radio"/>
Other students	<input type="radio"/>	<input type="radio"/>
Baylor University police	<input type="radio"/>	<input type="radio"/>

Logic: Hidden unless "Have Felt" was answered for any of the groups in previous question

In your opinion, which of the following best explains why you experienced this unfair treatment?

Select all that apply.

- Ability/disability status
- Age
- Citizenship status
- Height
- Marital or family status
- National origin
- Political beliefs

- Race/ethnicity
 - Religious/spiritual beliefs
 - Sex
 - Socioeconomic status
 - Veteran status
 - Weight
 - Other—Please Specify: _____
-

As far as you know, how often are students from [minority groups](#)¹⁴ treated unfairly at Baylor?
**Move your cursor over the term to see a definition.*

- Never
 - Not very often
 - Moderately often
 - Very often
 - Extremely often
-

As far as you know, are there units or offices in place to help students if they are treated unfairly, or are there no such units or offices?

- There are units/offices
- There are no units/offices

Logic: Hidden unless “There are units/offices” is checked

How effective are these units or offices in addressing issues of unfair treatment?

- Extremely effective
 - Very effective
-

¹⁴ Rolling over this term will show this definition: A minority group is a category of people with a distinctive identity (either physical or cultural) who might experience discrimination based on that identity.

- 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?

How often have you personally experienced any of the following as a student at Baylor?

Offensive verbal comments

- Never
- Not very often
- Moderately often
- Very often
- Extremely often

Offensive written comments

- Never
- Not very often
- Moderately often
- Very often

Extremely often

Offensive visual images

- Never
- Not very often
- Moderately often
- Very often
- Extremely often

Threats of physical violence

- Never
- Not very often
- Moderately often
- Very often
- Extremely often

Physical assaults or injuries

- Never
- Not very often
- Moderately often
- Very often
- Extremely often

Ask for each item: "Offensive verbal comments" "Offensive written comments" etc when response is Moderately/Very/Extremely often

The last time you experienced [FILL BEHAVIOR], who was the source of the treatment? *Select all that apply.*

- Faculty member
- Staff member
- Student
- Baylor University police
- Supervisor
- Community Leader or Faculty-in-Residence
- Alumni or Donor

Don't know (unidentified individual)

Other (please specify): _____

Prefer not to answer

The last time you experienced [FILL BEHAVIOR], which of the following describes your reaction to experiencing such treatment?

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 a family member or friend

I contacted the Baylor University police

I contacted a local law enforcement official, NOT Baylor University police

Other (please specify): _____

How often you have heard of or seen these things happening to others at Baylor?

Offensive verbal comments

Never

Not very often

Moderately often

Very often

Extremely often

Offensive written comments

Never

Not very often

Moderately often

Very often

Extremely often

Offensive visual images

- Never
- Not very often
- Moderately often
- Very often
- Extremely often

Threats of physical violence

- Never
- Not very often
- Moderately often
- Very often
- Extremely often

Physical assaults or injuries

- Never
 - Not very often
 - Moderately often
 - Very often
 - Extremely often
-

Overall, how would you rate the physical safety on and around Baylor's main campus?

- Extremely safe
- Very safe
- Moderately safe
- Not very safe
- Not safe at all
- Not applicable*

Overall, how well does Baylor 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

Logic: Hidden unless: Question "Overall, how well does Baylor meet the needs of those with disabilities?" is one of the following answers ("Not very well", "Not well at all")

In what ways can Baylor better meet the needs of those with disabilities?

More automatic doors

More ramps to and from doors

Adequate space in elevators

Other (please specify): _____

How easy is it for you to meet with faculty/instructors at Baylor when you need to?

Extremely easy

Very easy

Moderately easy

Not very easy

Not easy at all

Not applicable

How helpful are faculty/instructors at Baylor?

Extremely helpful

Very helpful

Moderately helpful

Not very helpful

Not helpful at all

Not applicable

How responsive are faculty/instructors at Baylor when it comes to helping students resolve their academic problems?

Extremely responsive

Very responsive

Moderately responsive

Not very responsive

Not responsive at all

Not applicable

How active are faculty/instructors at Baylor in empowering you to learn?

Extremely active

Very active

Moderately active

Not very active

Not active at all

Not applicable

How much do the faculty/instructors at Baylor value your contributions in class?

A great deal

A lot

A moderate amount

A little

Not at all

Not applicable

How much do the faculty/instructors at Baylor believe in your potential to succeed academically?

A great deal

A lot

A moderate amount

A little

Not at all

Not applicable

Overall, how easy is it for you to get access to financial aid services at Baylor in order to stay enrolled?

Extremely easy

Very easy

Moderately easy

Not very easy

Not easy at all

Not applicable

How easy is it for you to access computer equipment/technology at Baylor?

- Extremely easy
- Very easy
- Moderately easy
- Not very easy
- Not easy at all
- Not applicable*

How easy is it for you to access academic advising at Baylor?

- Extremely easy
- Very easy
- Moderately easy
- Not very easy
- Not easy at all
- Not applicable*

How easy is it for you to access personal counseling services at Baylor?

- Extremely easy
- Very easy
- Moderately easy
- Not very easy
- Not easy at all
- Not applicable*

How easy is it for you to access career/job search advising at Baylor?

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

Not applicable

How easy is it for you to access tutoring services at Baylor?

- Extremely easy
- Very easy
- Moderately easy
- Not very easy
- Not easy at all
- Not applicable*

How easy is it for you to get something done when it involves multiple units or offices at Baylor having to work together?

- Extremely easy
- Very easy
- Moderately easy
- Not very easy
- Not easy at all
- Not applicable*

How much do you think each of the following groups at Baylor treats you with dignity and respect?

Faculty/instructors

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

Other students on campus

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

Academic advising staff

- A great deal
- A lot

- A moderate amount
- A little
- None at all

Staff in the graduate studies office

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

Staff in the Registrar's office

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

Financial aid staff

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

Administrative support staff

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

Student Life staff

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

Parking and Traffic staff

- A great deal
- A lot

- A moderate amount
 - A little
 - None at all
-

Is there anyone at Baylor who gives advice on academic issues 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 advice on academic issues 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 of a say do you feel you have about things that affect your academic success at Baylor?

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

How satisfied have you been with the academic advising you have received at Baylor?

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

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

Between students 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 students 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 students 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	<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"/>

As a student at Baylor, how difficult is it for you to balance your academic and personal life?

- () Not at all difficult
- () Not very difficult
- () Moderately difficult
- () Very difficult
- () Extremely difficult

Overall, how strongly would you recommend Baylor University to other students?

- () 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.

Which of the following best describes your current status?

- Undergraduate student
- Graduate/Professional student
- Other student—Please Specify: _____

Page entry logic: This page will show when: Question "Which of the following best describes your current status?" #6 is one of the following answers ("Undergraduate student")

Which of the following best describes you?

- Freshman
- Sophomore
- Junior
- Senior

Did you transfer to Baylor University from another college or similar institution?

- Transferred
- Did not transfer

Logic: Hidden unless: Question "Did you transfer to Baylor University from another college or similar institution?" is one of the following answers ("Transferred")

When you transferred to Baylor, how difficult did you find it to adjust academically?

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

When you transferred to Baylor, how difficult did you find it to adjust socially?

- Not at all difficult
- Not very difficult

- Moderately difficult
- Very difficult
- Extremely difficult

How welcoming do you feel Baylor is to transfer students?

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

In which school or college are you enrolled?

Please scroll down to see all the options.

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

Logic: Hidden unless: Question "Which of the following best describes your current status?" #6 is one of the following answers ("Graduate/Professional student", "Other student—Please Specify:")

Toward what degree are you currently working?

- Master's
- Doctoral
- Professional

Other (e.g., nondegree certificate)

For how many total semesters have you been a student at Baylor?

Please report the total number of semesters you have been enrolled at Baylor, even if the enrollment was not all in consecutive semesters.

For how many total credit hours are you enrolled this semester at Baylor?

In what year were you born?

Please enter the year in YYYY format--for example, 1987.

What is the highest level of education you have completed?

- 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)

What is the highest level of education obtained by any of your parents or guardians?

Please select the highest level obtained by one or both parents/guardians.

- Elementary school (Kindergarten – 8th grade)
- High school (9th grade – 12th grade)
- College, did not graduate with bachelor's degree
- College, did graduate with bachelor's degree
- Master's degree or higher

Are you:

- Female
- Male
- Other

What is your citizenship status?

- U.S. citizen
- Permanent resident (e.g., Green Card holder)
- Non-resident alien/Visa holder
- Other

Are you currently working for pay while attending Baylor this semester, or are you not?

- Working for pay
- Not working for pay

Logic: Hidden by default Hidden unless: Question "Are you currently working for pay while attending Baylor this semester, or are you not?" is one of the following answers ("Working for pay")

When you are working for pay this semester, do you work for Baylor, not for Baylor, or both?

- For Baylor
- Not for Baylor
- Both of the above

Do you live on-campus, or do you live off campus?

- On campus
- Off campus

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

- Have
- Do not have

Page entry logic: This page will show when: Question "Do you have any type of disability, or do you not?" is one of the following answers ("Have")

Have you requested an accommodation from the Office of Access and Learning Accommodation, or have you not done that?

- Have requested
- Have not requested

Logic: Hidden unless: Question "Have you requested an accommodation from the Office of Access and Learning Accommodation, or have you not done that?" is one of the following answers ("Have requested")

What was the outcome of your request?

- Request was granted
- Request was not granted

Which of the following best describes you?

- Christian
- Jewish
- Muslim
- Hindu
- Buddhist
- Mormon
- Agnostic
- Atheist
- None of the above

Are you Hispanic/Latino(a)^{*15}. *, or are you not?

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

- Hispanic/Latino(a)
- Not Hispanic/Latino(a)

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

***Move your cursor over or click on any of the terms below to see a definition.**

- [American Indian or Alaska Native¹⁶](#)
- [Asian or Asian American¹⁷](#)
- [Black or African American¹⁸](#)

¹⁵ 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

¹⁶ 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.

¹⁷ 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.

¹⁸ A person having origins in any of the Black racial groups of Africa.

[] [Native Hawaiian or Other Pacific Islander](#)¹⁹

[] [White or Caucasian](#)²⁰

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 very important to us.

¹⁹ A person having origins in any of the original persons of Hawaii, Guam, Samoa or other Pacific Islands.

²⁰ 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 E-mail Sent by Baylor Interim 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

E-VITE REMINDER #1

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

E-VITE REMINDER #2

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 E-VITE

EMAIL SUBJECT HEADING:

Last Chance! Baylor University Academic and Work Environment Survey

On Wednesday, May 3 at midnight, 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 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 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 six components that were not significantly related to overall climate: access to resources, offensive images and comments, courteous and professional behavior, violence to self, violence to other, and building diversity. Only the statistically significant relationships are shown. Keep in mind that because of the large sample size, trivial substantive differences may be statistically significant. In some of the following graphs, the differences are not obvious because the data in the graphs are displayed with one decimal point and the differences are only evident when the means are displayed with two decimal points.

Figure C1. Mean Scores on Components not Presented in Report Body, by Gender:
Students

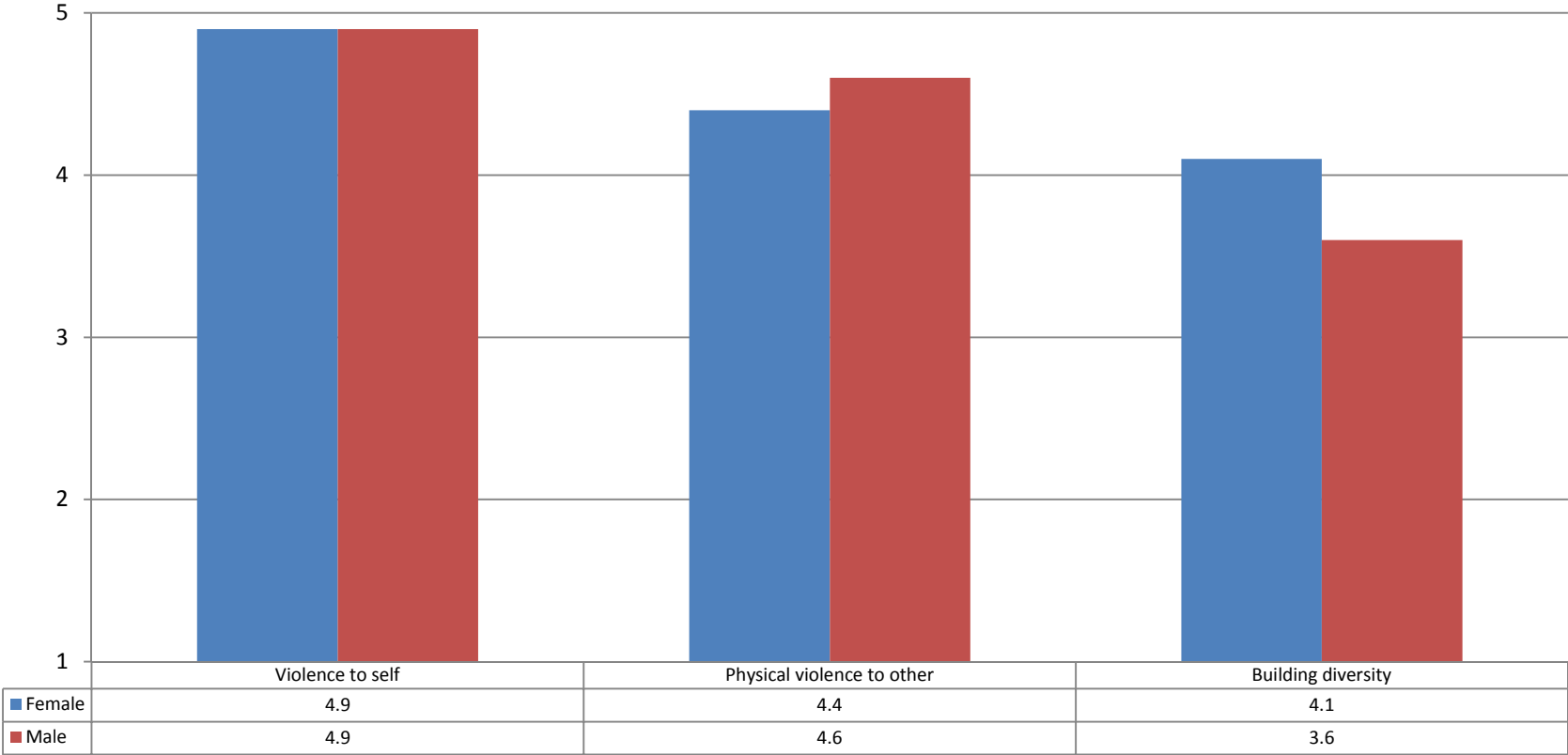
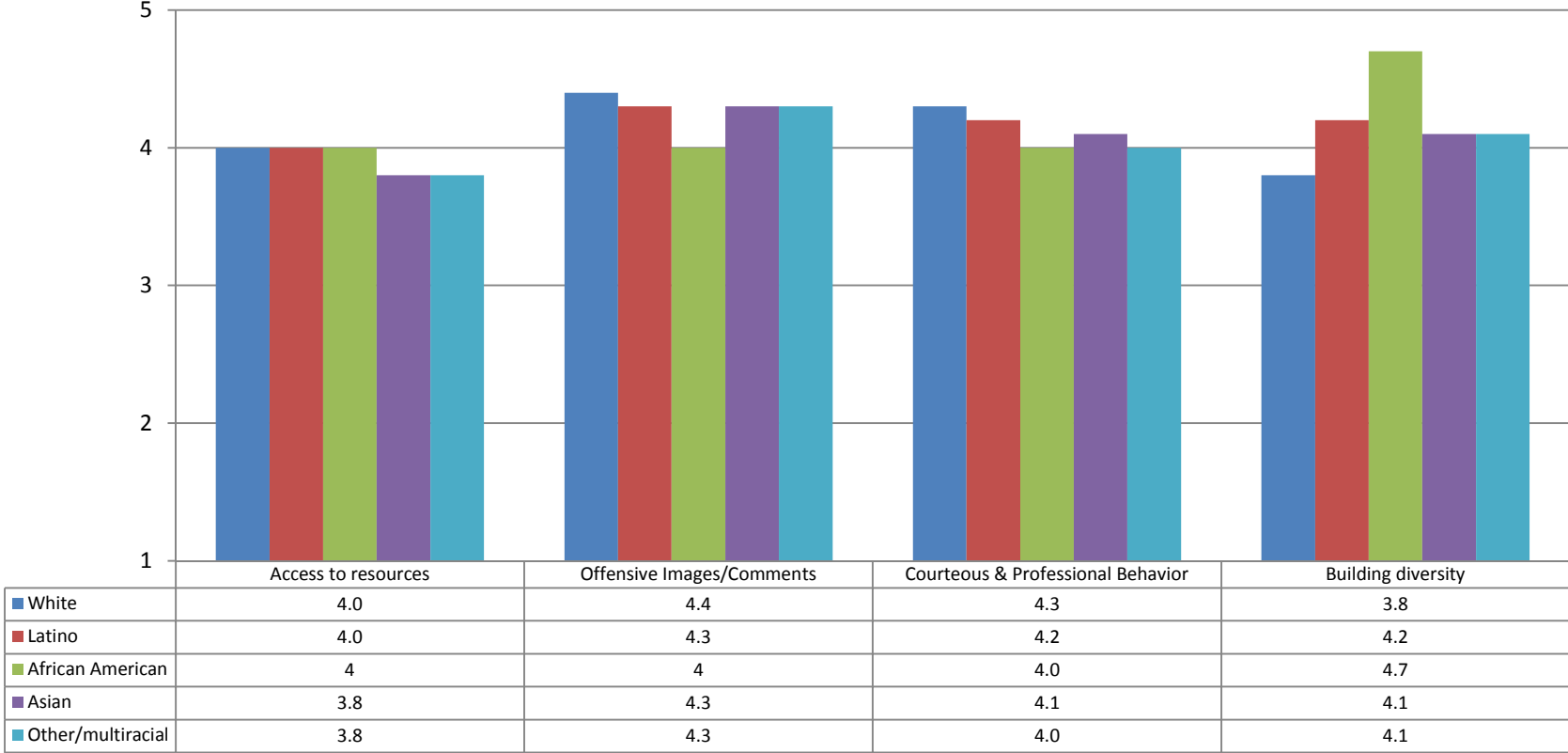


Figure C2. Mean Scores on Components not Presented in Report Body, by Race/Ethnicity: Students



**Figure C3. Mean Scores on Components not Presented in Report Body, by Housing Location:
Students**

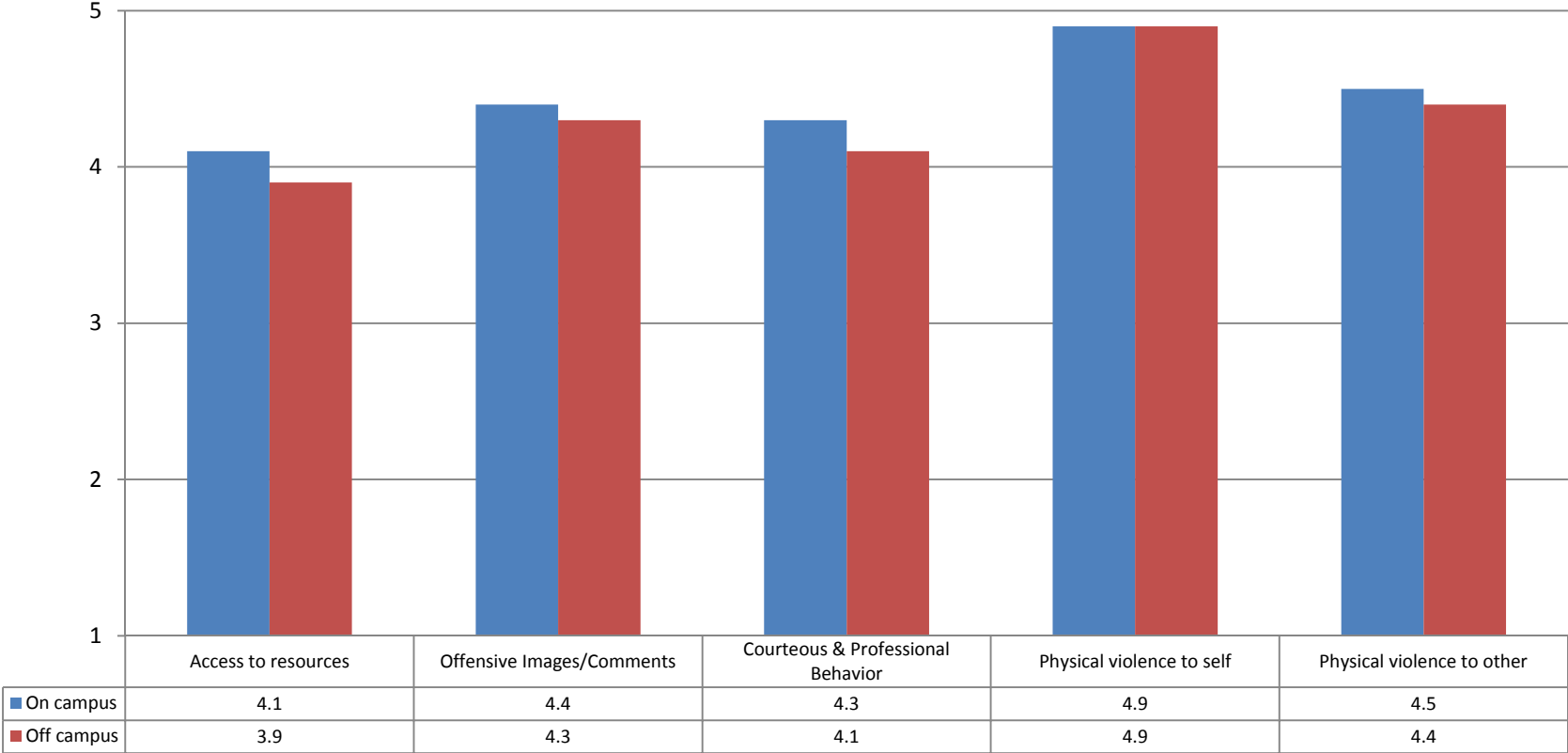


Figure C4. Mean Scores on Components not Presented in Report Body, by Religion:
Students

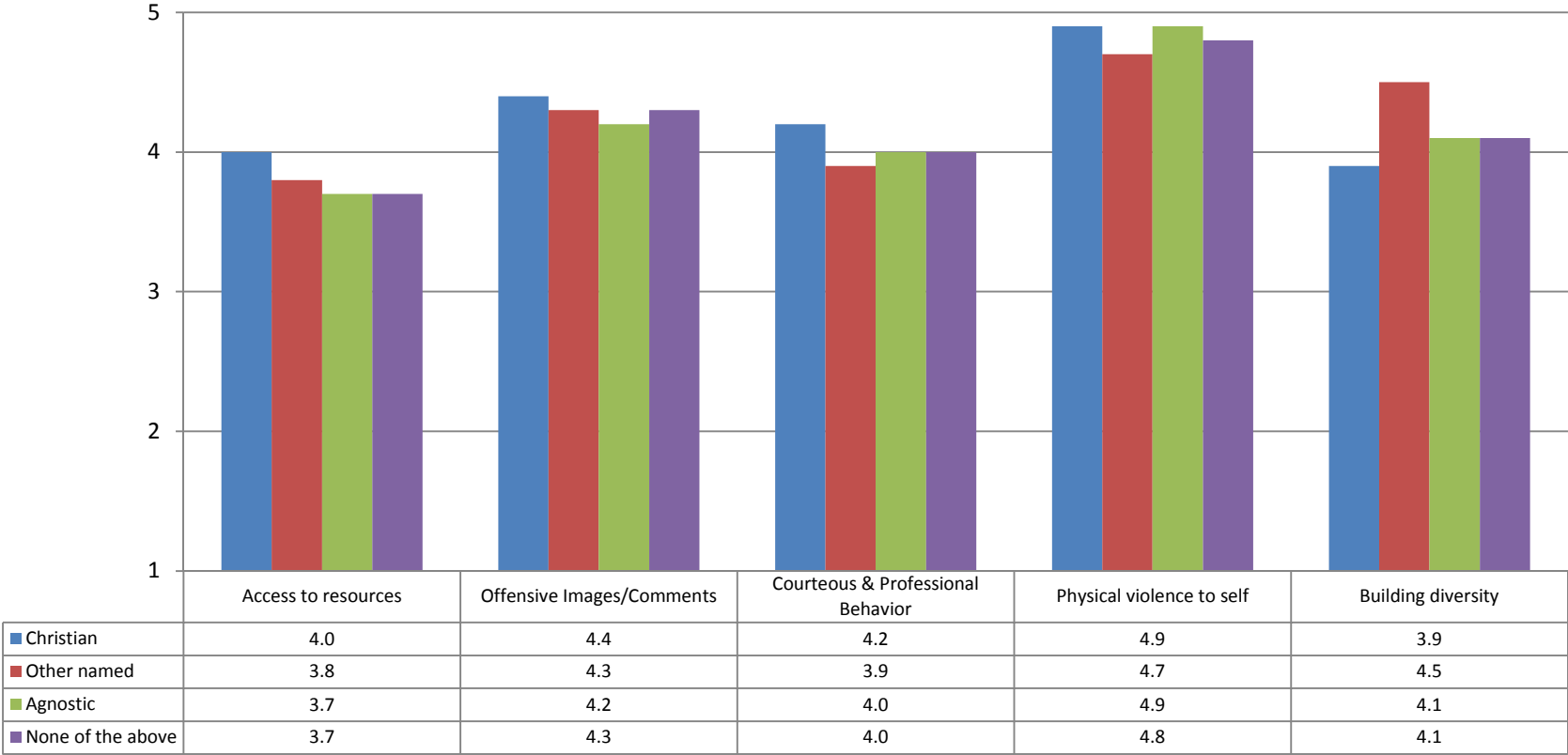
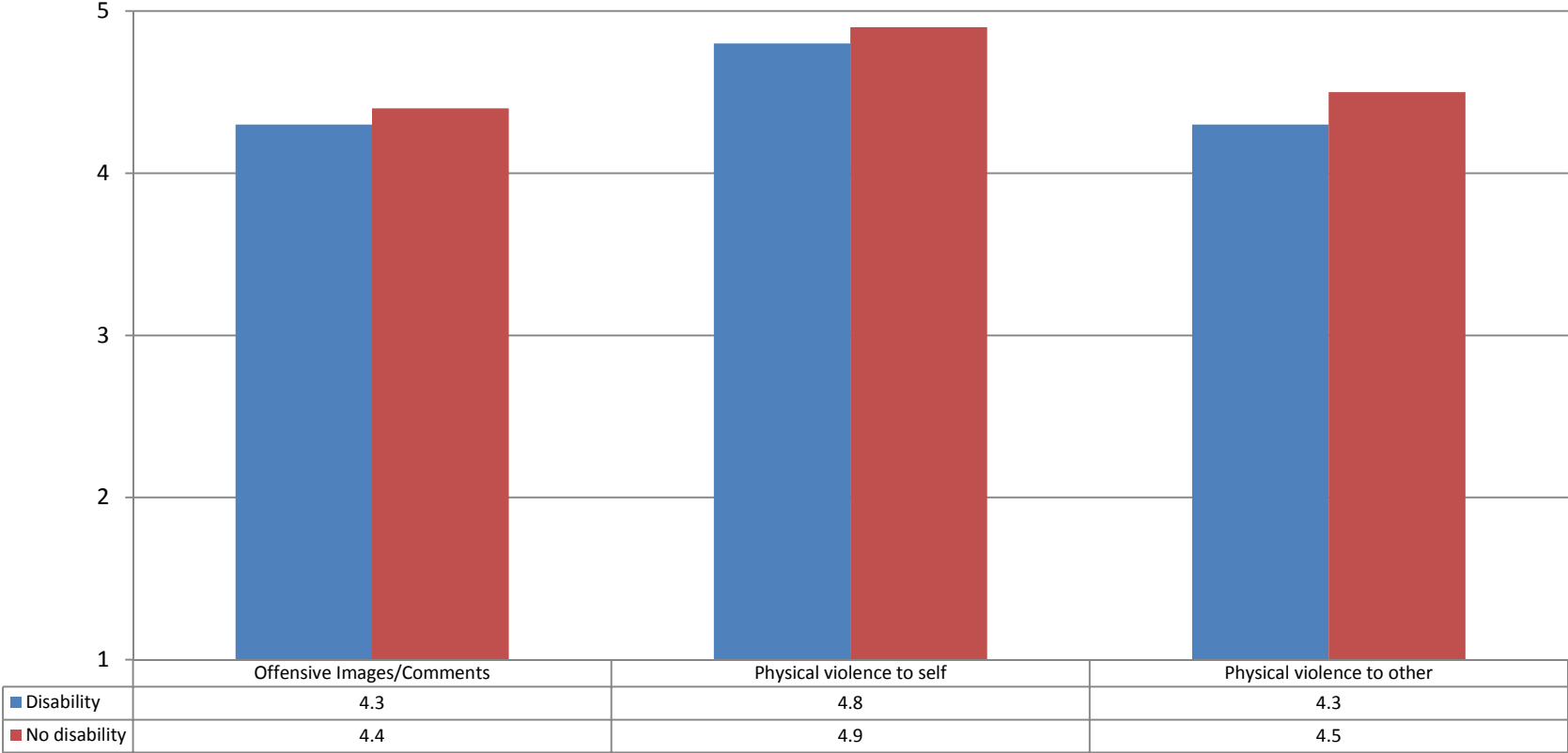


Figure C5. Mean Scores on Components not Presented in Report Body, by Disability Status:
Students



Appendix D

Students' Experience of Unfair Treatment and Reasons Given for that Treatment

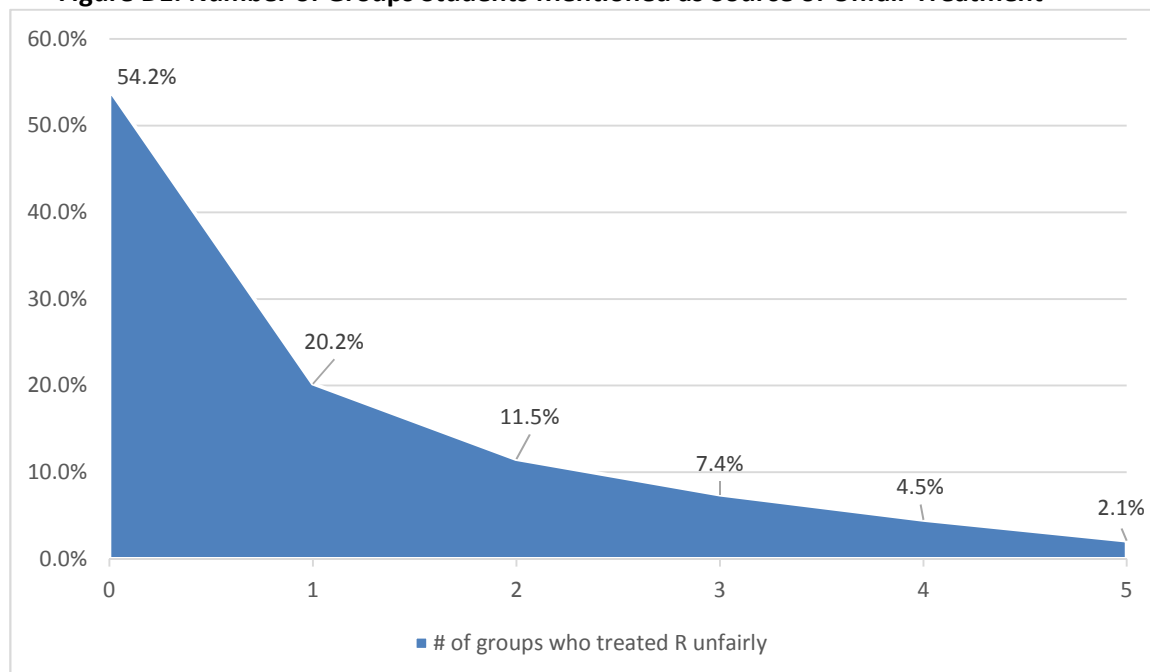
The questionnaire included a section about whether or not the respondents ever felt they had been treated unfairly and named five specific groups as possible sources of this treatment. Table D1 shows the percent of students who indicated they have felt unfair treatment by those groups. The groups mentioned most often is other students (34.9%), followed by faculty (21.3%), administration (16.9%) and staff (12.7%). Baylor University police were mentioned least often (8.8%).

Table D1. Have you ever felt like you have been treated unfairly by...?

	Have felt	Have never felt
Other Students (n=1,671)	34.90%	65.10%
Faculty (n=1,673)	21.30%	78.70%
Administration (n=1,670)	16.90%	83.10%
Staff (n=1,670)	12.70%	87.30%
Baylor University Police (n=1,669)	8.80%	91.20%

When asked about unfair treatment, students could have indicated unfair treatment by any number of the five specific groups mentioned. Figure D1 shows the number of groups and the percent of students who picked that number. More than half of students said none of the groups have treated them unfairly (54.2%). Just over 20% said they had been treated unfairly by one group; 11.5% by two groups; 7.4% by three; 4.5% by four; and 2.1% by all five.

Figure D1. Number of Groups Students Mentioned as Source of Unfair Treatment



The reasons for the unfair treatment are specified in Table D2. Of table shows the reasons selected by the 767 students who indicated they had ever been treated unfairly. Political beliefs, race/ethnicity, and sex are mentioned most often, by roughly one-third of the respondents. Age and socioeconomic status are mentioned by equal numbers (18.6%). One quarter gave another reasons not specified by the questionnaire.

Table D2. Reasons for Unfair Treatment (n=767)

	Selected	Not selected
Political beliefs	33.1%	66.9%
Race/ethnicity	32.5%	67.5%
Sex	32.5%	67.5%
Religious/spiritual beliefs	26.5%	73.5%
Some other factor	25.0%	75.0%
Age	18.6%	81.4%
Socioeconomic status	18.6%	81.4%
National origin	11.0%	89.0%
Ability/disability status	9.5%	90.5%
Weight	8.0%	92.0%
Citizenship status	4.7%	95.3%
Marital or family status	4.2%	95.8%
Height	3.4%	96.6%
Veteran status	0.8%	99.2%

Appendix E

Students' Experience of Offensive Comments & Images and Threats and Acts of Violence

Students were asked how often they have personally experienced offensive verbal or written comments, offensive images, threats of violence, or physical assaults. Those who said moderately, very or extremely often were asked follow up questions about the source of the behavior and their response to it. Table E1 shows the percent of students show have had those experiences by type of experience. Table E2 shows the source of the behavior, by type of behavior, and Table E3 shows the responses to the behavior.

Table E1. Percent of students who have personally experienced offensive/threatening behavior moderately, very, or extremely often

	% selecting
Offensive verbal comments	15.1%
Offensive written comments	5.5%
Offensive visual images	6.2%
Threats of physical violence	1.6%
Physical assaults	0.7%

Table E2. Source of offensive/threatening behavior by type

Source	Offensive verbal comments (n=251)	Offensive written comments (n=91)	Offensive visual images (n=103)	Threats of physical violence (n=26)	Physical assaults (n=14)
Faculty	16.7%	14.2	5.8	0.0%	13.4%
Staff	8.9%	3.9	4.3	7.2%	0.0%
Student	80.7%	62.9	70.4	54.2%	40.0%
BU Police	3.2%	0.3	2.1	4.5%	0.0%
Supervisor	4.0%	5.4	0.5	0.0%	3.8%
Community leader/FIR	2.6%	2.4	0.6	0.0%	0.0%
Alumni/donor	2.4%	1.0	0.9	0.0%	0.0%
Don't know	9.3%	20.5	13.0	13.7%	6.3%
Other	0.3%	0.1	5.3	0.0%	3.8%
Prefer not to answer	5.3 %	6.6	12.3	22.8%	15.8%

Table E3. Response to offensive/threatening behavior by type

Source	Offensive verbal comments (n=251)	Offensive written comments (n=91)	Offensive visual images (n=103)	Threats of physical violence (n=26)	Physical assaults (n=14)
I did not know what to do	30.4%	32.2%	26.2%	23.5%	21.6%
Reported & situation taken seriously	5.8%	5.4%	2.1%	2.2%	0.0%
Reported & felt it was not taken seriously	9.4%	12.8%	5.7%	29.2%	35.6%
Did not report for fear it would not be taken seriously	26.5%	20.9%	23.9%	11.7%	9.2%
I am used to it, so did nothing	46.1%	43.0%	48.4%	18.5%	18.8%
Told family member/friend	39.8%	31.2%	18.1%	20.2%	17.6%
Contacted Baylor police	1.2%	2.8%	0.0%	9.1%	0.0%
Contacted local law enforcement	0.3%	0.3%	0.0%	4.5%	0.0%
Other	11.9%	0.2%	5.3%	6.6%	13.3%