



2022 Staff Climate Assessment Survey Summary

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Academic
Effectiveness

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Staff

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Executive Summary

Staff were invited by email to complete the Climate Assessment Staff Survey via the web in Spring 2022. Two reminders were sent to increase response rates. Of the 4,604 employees invited, a total of 1,195 responded to the survey, for an overall response rate of 25.9 percent. The following constitute some highlights from the report:

- Overall, Georgia Tech staff had positive perceptions of the value of diversity, with 86.1 percent agreeing that *diversity is integral to Georgia Tech's ability to successfully fulfill its mission*, and 82.8 percent agreeing that *the diversity of our staff contributes to the overall prestige of Georgia Tech*.
- The majority of responding staff had very positive opinions about their work environment, with 87.7 percent indicating that *collaboration is encouraged*, 90 percent agreeing that their *supervisor is open-minded when discussing differences among people*, and 95.9 percent indicating that they could *freely interact with their colleagues*.
 - Staff members in research positions tended to have the most positive ratings about their work environment, especially in terms of their perceptions that *people treat each other fairly* and *collaboration is encouraged*.
 - Women were less likely to agree that their *co-workers/colleagues are open-minded when discussing differences among people*, that *people communicate regularly with each other*, or that *professional development is encouraged*.
 - Both Black/African American and Asian/Asian American staff were less likely to agree with the perception that *people are sensitive to cultural differences among employees* and *people communicate regularly with each other*. Black/African American staff members were most comfortable *expressing an opinion that is different from others in the workplace*.
- Staff had positive views about the support they receive from their co-workers and colleagues, with 84.1 percent reporting feeling satisfied with *assistance with establishing professional contacts*, and 73.0 percent with *advice on navigating office politics*.
- With regard to support from supervisors, 91.8 percent of responding staff were satisfied with their supervisors' *understanding that individuals have different family and personal responsibilities*, and 86.5 percent were satisfied with the *acknowledgment of [their] contributions to [their] unit*. However, respondents were less satisfied with supervisor support for *mentoring for career advancement* (68.1 percent) and *mentoring for leadership positions* (67.9 percent).
 - Staff members in academic units, and staff who do not have a supervisory role were more satisfied with *obtaining the resources [they] need to excel*.

- Overall, survey respondents expressed less satisfaction in terms of their *career progress at Georgia Tech* (61.6 percent) and showed concerns about *adequate processes [being] in place to address grievances at Georgia Tech* (54.7 percent).

Background

The 2022 Climate Assessment Survey is the third iteration of the Climate Assessment Survey that was created and conducted in 2013. In Spring 2012, Provost Rafael L. Bras charged a Climate Assessment Task Force (CATF) to develop a survey to help define, measure, and assess Georgia Tech’s progress toward the goals articulated in its Strategic Plan:

We aspire to be an Institute that pursues excellence and embraces and leverages diversity in all of its forms. In the years ahead, we must continue to enhance a culture of collegiality, close collaboration, global perspective, intercultural sensitivity and respect, and thoughtful interaction among a community of scholars that includes all of our students, faculty, and staff...

(Georgia Institute of Technology, 2010, p. 5)

The CATF was chaired by Archie Ervin, Vice President for Institute Diversity, and co-chaired by Jonathan Gordon, Director of the Office of Assessment (OOA). The task force was comprised of faculty, staff, and students and was tasked with developing a survey instrument that would assess the lived experiences, perceptions, and knowledge of faculty, staff, and students with respect to the following issue areas:

- *a culture of collegiality*
- *close collaboration*
- *global perspective*
- *intercultural sensitivity and respect*
- *thoughtful interaction among a diverse community of scholars that includes all of our students, faculty, and staff*

The 2022 version of the climate survey was modified by a subcommittee of President Ángel Cabrera’s GT Diversity, Equity, and Inclusion Committee (GTDEIC) to improve the clarity and logical consistency of the survey, and align it to the principal values and goals of our new 2030 Institute Strategic Plan (ISP). The 2030 ISP sees Georgia Tech’s mission as “developing leaders who advance technology and improve the human condition.”

The results of this survey will help us better understand the experiences of members of the Georgia Tech community and inform what strategies are necessary for ensuring that we are building an inclusive, supportive, and welcoming environment for everyone.

Survey Methodology and Quality Assurance

Staff were invited by email to participate in the Climate Assessment Survey in Spring 2022. Two reminders were sent to increase response rates. Of the 4,604 employees invited, a total of 1,195 responded to the survey, for an overall response rate of 25.9 percent, and a sampling error (95 percent confidence interval) of 2.4 percent. Chi Square Goodness of Fit Tests ($p < .01$) revealed that the respondents were not proportionally representative of the overall staff population based on race, ethnicity, gender identity, or office of primary appointment. The Institute results presented in this report are weighted on all these traits to portray the population more accurately¹.

Table 1. Staff demographics

	Respondent Frequency	Valid Respondent Percent ²	Staff Population Percent
Gender Identity			
Man	345	33.1%	44.3%
Woman	687	65.9%	55.4%
Nonbinary and other identities	10	1.0%	0.2%
Not specified	69	n/a	n/a
Ethnicity			
Hispanic or Latino/a/x	42	3.5%	3.8%
Not Hispanic or Latino/a/x	1,032	86.4%	92.6%
Not specified	121	10.1%	3.6%
Race			
Asian or Asian American	45	3.7%	5.6%
Black or African American	420	35.1%	43.6%
White or European American	502	42.0%	39.6%
Other ³	88	7.4%	10.6%
Not Specified	140	11.7%	2.2%
Job Category			
Executive, Administrative and Professional	695	58.6%	56.5%
Research	34	2.8%	4.6%
Support Services (Professional support/services, clerical/secretarial, maintenance/skilled crafts)	429	36.1%	36.0%
Other	29	2.4%	2.8%

[continued on next page]

¹ The weighting slightly “overcounts” colleges with lower response rates and “undercounts” colleges with higher response rates to adjust for the representativeness of each group within the GT population. The specific weighting scheme is available upon request from the Office of Academic Effectiveness.

² Valid response excludes “not specified” respondents from the overall percentage calculation.

³ Other category includes American Indian/Alaskan Native, Hawaiian/Pacific Islander, and Multiracial. Georgia Tech Human Resources systems do not include a multiracial category.

Table 1. Staff demographics [continued]

	Respondent Frequency	Valid Respondent Percent ⁴	Staff Population Percent
Primary Appointment			
Auxiliary Services (Campus Services, OHR, Business Services)	155	13.5%	11.2%
College of Computing	24	2.1%	2.3%
College of Design	33	2.8%	1.8%
College of Engineering	100	8.7%	9.3%
College of Sciences	26	2.2%	3.1%
Exec. VP for Administration and Finance	101	8.7%	8.6%
Exec. VP for Research	41	3.6%	6.2%
Facilities	108	9.4%	9.8%
Georgia Tech Athletic Association	17	1.5%	3.9%
Georgia Tech Professional Education	40	3.5%	2.9%
Georgia Tech Research Institute (GTRI)	151	13.2%	10.7%
Ivan Allen College	16	1.3%	1.2%
Libraries and Information Center	38	3.3%	1.3%
Office of Information Technology	65	5.7%	7.0%
Office of the President/Provost	143	12.5%	12.8%
Scheller College of Business	38	3.3%	2.2%
Student Life / Student Engagement and Well-being*	52	4.5%	5.7%
Other	43	n/a	n/a
Not specified	4	n/a	n/a

Data Limitations

As noted above, the overall results are not proportionally representative of the various constituent offices and departments of the Institute (i.e. units such as the College of Sciences and the Office of Information Technology are underrepresented in their responses compared to their number of staff). In any survey, there is also a possibility of non-response bias—this occurs when those who respond to the survey differ in significant ways from those who do not. In the case of this survey, the fair response rate (close to 26 percent) and the rebalancing of proportions through weighting should produce more representative results. The use of weighting can introduce biases, by over-representing the views of a few people who may not accurately reflect their under-responding demographic group. While generalizations about the entire Institute should be approached with caution, this should not restrict comparisons between subgroups or within specific units when applicable.

A significant proportion (about 8 percent) of respondents elected not to provide any demographic information, including gender identity and race/ethnicity. A close analysis of this non-disclosing group of participants shows that those who did not provide demographic information tended to report lower levels of feelings of support and inclusion, with small, significant differences on nine items, and a medium,

⁴ Valid response excludes “not specified” respondents from the overall percentage calculation.

significant difference on one item (*I have considered leaving Georgia Tech because of concerns about collegiality*).

These differences point to a possible non-response bias in the data—that is, the possibility that survey non-responders might differ in their opinions and perceptions from those who chose to participate in the survey. Consequently, generalizing staff responses to the overall GT population of employees should be approached with some degree of caution.

Structure of the report

The structure of this report generally follows the order of the survey instrument questions: staff perceptions of the *overall climate of their work environment*, satisfaction with their *interactions with other colleagues*, satisfaction with *support from their supervisors*, opinions on the *value of diversity* and the degree to which their unit and the Institute is committed to policies that support it, whether or not they experienced instances of *marginalization* (defined as a sense of exclusion or feeling left out), and the frequency in which they heard other staff members make *disparaging remarks* about various groups of people in the last three years.

As the particulars of a staff member’s roles and responsibilities could impact their experiences, Staff members were also compared on two dimensions. One of them was their broad job category, which was determined using survey respondents’ self-identification as follows: 1) Executive, Administrative and Professional; 2) Research; 3) Support Services (Professional Support/Services, Clerical/Secretarial, Maintenance/Skilled Crafts); and 4) Other, which included a write-in choice to allow those unsure of their job category to add clarifying information. When possible, “Other” responses were recategorized based on the write-in responses. However, since those cases which could not be recategorized were small and the job duties of those staff members was not clearly defined, the results from that group are excluded from job category comparisons presented in this report.

The second dimension determined for staff comparisons was based on staff’s role within the institution. For this purpose, we compared staff who were part of an “Academic” or education-focused unit (the six colleges, and Professional Education) with those in “Non-academic” units. We also compared staff members who reported having supervisory roles with other full-time employees.

In addition, the report also highlights differences in experience between staff based on self-reported gender identity and race/ethnicity. Our ability to show more nuanced demographic snapshots for staff was limited due to low response rates for certain groups, and the limited numbers of members from some groups within the current staff population.

- For gender identity, we could not capture perceptions from individuals identifying as Non-Binary+ due to the small number of responses obtained in the survey, and lack of reliable population parameters. Therefore, staff analyses are limited to comparisons between Men and Women.
- For race and ethnicity, respondents were clustered into four racial/ethnic groups, based on weighted counts as follows: Asian / Asian American (including Pacific Islander), Black/African-American, White/European American, and Other BIPOC and Multiracial (American Indian / Alaskan Native, Hispanic/Latino/a/x, Middle Eastern or North African, “Other” responses, and all respondents that identified with two or more ethnic groups⁵.

⁵ A comparison of the ethnic groups combined here found no significant differences on the survey questions.

The survey questions utilized a four-point Likert scale. The specific response anchors are presented in Table 2. For the purposes of this report, the percentages of those who “agree,” are “comfortable,” or “often” participate are derived from combining responses of 3 and 4, with the converse derived from combining responses of 1 and 2.

Table 2. Survey response anchors based on a four-point Likert scale

Rating	Frequency	Agreement	Comfort Level	Marginalization
4*†	Very often	Strongly agree	Very comfortable	Greatly
3*†	Often	Somewhat agree	Somewhat comfortable	Somewhat
2†	Sometimes	Somewhat disagree	Somewhat uncomfortable	Slightly
1	Never	Strongly disagree	Very uncomfortable	Not at all

* Sufficient score for percentages rating an item as “agree” or “satisfied.”

† Sufficient score for indicating instances of marginalization or disparaging remarks

Given the large number of comparisons and relatively large sample sizes, this report highlights *effect size* alongside statistical significance between values. Effect size is a measure of “practical significance,” that compares the differences (between groups) or associations (for likelihoods and predictions) against the variance or “noise” in the data.

Two measures of effect size are used in this report depending on the nature of the comparisons: Phi and Cramer’s *V*. These effect sizes can be interpreted similarly to correlations, with .1 being considered a small effect, .3 a moderate effect, and .5 a large effect (Cohen, 1988, 1992). In a few cases *marginal* differences (these are statistically significant differences with effect sizes below .1) are included. It should also be noted that for some comparisons—particularly regarding research staff, and between racial and ethnic groups—sample sizes are relatively small. Small samples mean low statistical power, making it difficult to discern significant differences between groups even when they exist in reality. In those cases, effect sizes constitute a better indicator of the practical importance of the results captured by the survey.

Results

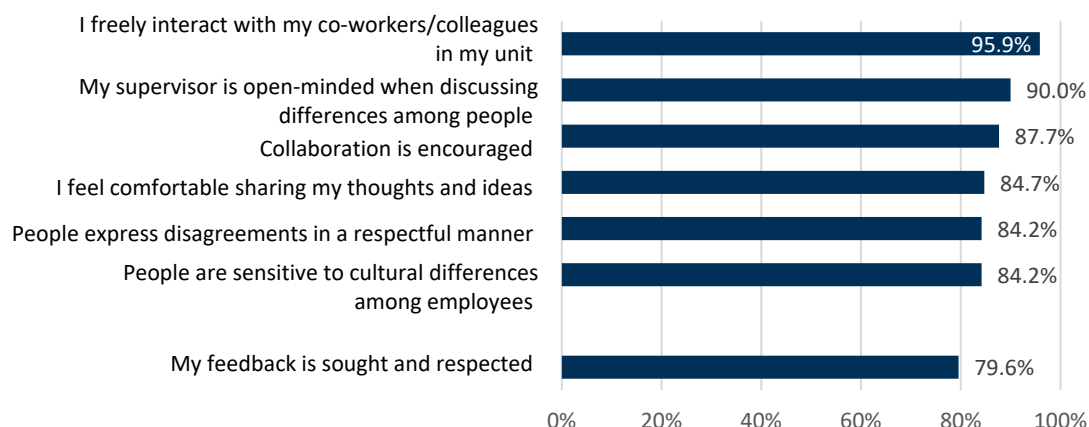
Unit and Institute Work Environment

Staff were asked to share their perceptions on their work environment. Generally, respondents had very positive opinions about the climate of their workplaces, with more than 90 percent agreeing that they *freely interact with their colleagues*, and that their *supervisor is open-minded when discussing differences among people*. Most respondents also agreed that *collaboration is encouraged*, they *feel comfortable sharing thoughts and ideas*, and *people express disagreements in a respectful manner*. The lowest rated item – that their *feedback is sought and respected* – had 79.6 percent of respondents in agreement. Select items are presented in Figure 1.

Figure 1. Staff opinions about their work environment

In my work environment...

(percent “strongly” or “somewhat agreed”)



Results by job category are reported in Table 3. These and subsequent tables show the mean/average of responses (on a 1-4 scale), as well as “heat” indicators. When the mean scores for certain group responses are closer to the low end of the scale, the cells appear in red, with higher color intensity indicating lower scores. When the means are closer to the more positive end of the scale, the cells appear in green, with higher color intensity indicating higher scores.

Table 3. Staff opinions on work environment by Job Category

In my work environment:

	Executive, Admin. and Professional	Research	Support Services
I freely interact with my co-workers/colleagues in my unit	3.74	3.71	3.67
People are sensitive to cultural differences among employees	3.27	3.25	3.12
I feel comfortable sharing my thoughts and ideas	3.33	3.56	3.19
I am comfortable expressing an opinion that is different from others in the workplace	3.18	3.33	3.09
People express disagreements in a respectful manner	3.22	3.51	3.17
My co-workers/colleagues are open- minded when discussing differences among people	3.27	3.55	3.13
My supervisor is open- minded when discussing differences among people	3.61	3.86	3.49
People communicate regularly with each other	3.26	3.51	3.27
People treat each other fairly	3.21	3.56	3.11
Professional development is encouraged	3.36	3.43	3.22
My feedback is sought and respected	3.26	3.51	3.07
Collaboration is encouraged	3.45	3.79	3.34

Significant differences are in **bold**

Agreement for most items was relatively high for all three of the job categories, with Research staff having the overall highest, and Support Services staff the lowest. Research staff are significantly higher in satisfaction than other employees on several items including *I feel comfortable sharing thoughts and ideas, people treat each other fairly*, and for most categories *collaboration is encouraged*. It is important to note that effect sizes on the statistically significant differences were small.

Specific comparisons by the employee’s role are presented in Table 4. For most of these questions, employees with supervisory roles, and those working in academic units had a more positive views of their work environment. These differences were significant for staff perceptions on items such as: *I freely interact with my co-workers/colleagues in my unit, people are sensitive to cultural differences among employees*, and *professional development is encouraged*. One significant variation from this pattern are perceptions that *people communicate regularly with each other*, where supervisors in non-academic units rated this lower than all other groups.

Table 4. Staff opinions on work environment by Role

In my work environment:

		Supervising	Not Supervising
I freely interact with my co-workers/colleagues in my unit	Academic	3.75	3.62
	Non-Academic	3.80	3.68
People are sensitive to cultural differences among employees	Academic	3.47	3.16
	Non-Academic	3.18	3.20
People communicate regularly with each other	Academic	3.34	3.28
	Non-Academic	3.15	3.32
Professional development is encouraged	Academic	3.61	3.29
	Non-Academic	3.29	3.27

Significant differences are in **bold**

Results by demographic groups (See Table 5) show that Women had significantly higher perceptions that *people communicated regularly with each other*, and that their colleagues were *open-minded when discussing differences among people*, compared to Men. Women were also more likely to report that *professional development was encouraged*.

More differences arise when comparing responses from participants from different racial/ethnic groups. Both Black/African American and Asian/Asian American staff rated *sensitivity to cultural differences among employees* lower than their peers from White and other BIPOC/Multiracial groups. Additionally, they were less likely to agree that *people communicate regularly with each other*, or that *people treat each other fairly*. However, Black/African American staff members were most comfortable *expressing an opinion that is different from others in the workplace*, particularly compared to Asian/Asian American and other BIPOC/Multiracial staff members.

Table 5. Staff Opinions on Work Environment by Gender, Race / Ethnicity

In my work environment:

	Man	Woman	Black / African-American	Asian / Asian-American	All other BIPOC	White
I freely interact with my co-workers/colleagues in my unit	3.72	3.73	3.71	3.45	3.71	3.77
People are sensitive to cultural differences among employees	3.22	3.21	3.06	2.97	3.32	3.37
I feel comfortable sharing my thoughts and ideas	3.30	3.35	3.28	3.21	3.18	3.39
I am comfortable expressing an opinion that is different from others in the workplace	3.18	3.22	3.27	3.07	2.92	3.17
People express disagreements in a respectful manner	3.19	3.28	3.18	3.23	3.22	3.29
My co-workers/colleagues are open- minded when discussing differences among people	3.13	3.30	3.14	3.19	3.31	3.29
My supervisor is open- minded when discussing differences among people	3.55	3.59	3.54	3.36	3.66	3.61
People communicate regularly with each other	3.19	3.36	3.21	3.06	3.44	3.33
People treat each other fairly	3.18	3.24	3.06	3.14	3.36	3.33
Professional development is encouraged	3.23	3.42	3.28	3.18	3.39	3.41
My feedback is sought and respected	3.21	3.28	3.20	3.14	3.13	3.30
Collaboration is encouraged	3.42	3.48	3.39	3.27	3.52	3.52

Significant and meaningful differences are in **bold**

Support from Colleagues

Staff were asked to reflect on their level of satisfaction with the support they receive from their co-workers and colleagues in several areas. Results are presented in Figure 2. Generally, respondents were satisfied in terms of *assistance with establishing professional contacts*, *advice on navigating office politics*, and *informal invitations* (e.g., lunch or coffee). However, respondents were less satisfied with support from their colleagues regarding *mentoring for leadership positions* and *career advancement*.

Figure 2. Staff satisfaction with colleagues

How satisfied are you with the following types of support you are receiving from your co-workers / colleagues? (percent “very satisfied” or “somewhat satisfied”)

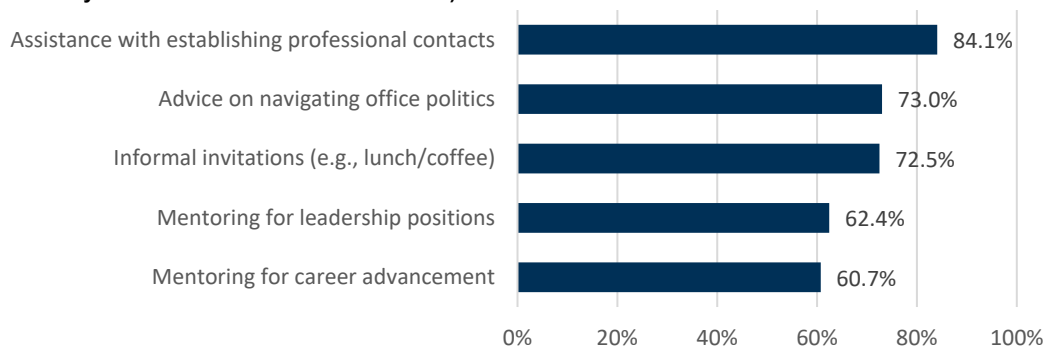


Table 6 shows differences in staff satisfaction by job category. Overall, Research staff expressed higher levels of satisfaction, with very small but significant differences in *advice on navigating office politics* and receiving *informal invitations*. Respondents in different job roles did not vary significantly in terms of their satisfaction with support from colleagues.

When looking at perceptions of support from coworkers, there are few differences between demographic groups. Men, Black/African-American, and Asian/Asian American staff are marginally less satisfied with *co-worker support in navigating office politics*. Means for these survey items are presented on Table 7.

Table 6. Staff satisfaction with colleagues by Job Category

How satisfied are you with the following types of support you are receiving from your co-workers/colleagues?

	Executive, Admin. and Professional	Research	Support Services
Assistance with establishing professional contacts	3.30	3.40	3.15
Advice on navigating office politics	3.05	3.30	2.90
Mentoring for leadership positions	2.83	3.06	2.69
Mentoring for career advancement	2.78	3.07	2.70
Informal invitations (e.g., lunch/coffee)	3.06	3.42	2.90

Significant and meaningful differences are in **bold**

Table 7. Staff Satisfaction with Colleagues by Gender Identity and Race / Ethnicity

How satisfied are you with the following types of support you are receiving from your co-workers/colleagues?

	Man	Woman	Black / African- American	Asian / Asian- American	All other BIPOC	White
Assistance with establishing professional contacts	3.26	3.30	3.25	3.39	3.32	3.27
Advice on navigating office politics	2.97	3.12	2.98	2.97	3.10	3.07
Mentoring for leadership positions	2.78	2.87	2.78	3.01	2.87	2.81
Mentoring for career advancement	2.73	2.84	2.72	2.93	2.87	2.79
Informal invitations (e.g., lunch/coffee)	3.01	3.02	2.97	3.14	3.08	3.01

Significant and marginal differences are in *italics*.

Support from Supervisors

Staff were asked about their satisfaction with the support they receive from their supervisors. More than 90 percent of respondents expressed satisfaction with their supervisor *understanding that individuals have different family and personal responsibilities*, and more than 85 percent were satisfied with the degree to which *agreements are honored* and *work performance is fairly evaluated*, and with the *acknowledgment of [their] contributions to [their] unit*. Respondents were notably less satisfied with their supervisors in terms of *mentoring for career advancement* and *mentoring for leadership positions*.

Figure 3. Staff satisfaction with support received from their supervisors

How satisfied are you with the following types of support you are receiving from your supervisor? (percent “very” or “somewhat satisfied”)



Results based on job category are presented in Table 8. When compared to other staff job categories, Research staff had the highest ratings, and Support Services the lowest. Research staff were significantly more satisfied than other groups with *obtaining the resources [they] need to excel*, *mentoring for career advancement*, and *mentoring for leadership positions*. Conversely, Support Services staff were significantly less satisfied than other groups with their supervisor’s *understanding that individuals have different family and personal responsibilities*, *having acknowledgement of [their] contributions to [their] school/unit*, and *the degree to which agreements are honored by their supervisors*.

Table 8. Staff satisfaction with support from supervisor by job category*How satisfied are you with the following types of support you are receiving from your supervisor?*

	Executive, Admin. and Professional	Research	Support Services
Assistance with establishing professional contacts	3.33	3.60	3.17
Advice on navigating office politics	3.22	3.36	3.07
Mentoring for leadership positions	3.00	3.43	2.85
Mentoring for career advancement	3.00	3.39	2.89
Informal invitations (e.g., lunch/coffee)	3.25	3.46	3.04
Understanding that individuals have different family and personal responsibilities	3.69	3.76	3.48
Acknowledgement of my contributions to my school/unit	3.49	3.62	3.31
The degree to which agreements are honored by my supervisor	3.59	3.74	3.36
The degree to which my work performance is fairly evaluated	3.53	3.70	3.42
Obtaining the resources I need to excel	3.33	3.74	3.24

Significant and meaningful differences are in **bold**

Table 9 presents results related to staff's satisfaction with support from supervisors on *obtaining resources needed to excel*. When considering staff roles, we find that non-supervisory and staff in academic units were more satisfied than non-academic staff, or those with supervisory responsibilities.

Table 9. Staff satisfaction with support from supervisor by Role*How satisfied are you with the following types of support you are receiving from your supervisor?*

		Supervising	Not Supervising
Obtaining the resources I need to excel	Academic	3.36	3.46
	Non-Academic	3.19	3.32

Significant and meaningful differences are in **bold**

Results show few gender differences in responses regarding support from supervisors, although Women were marginally more satisfied in terms of *acknowledgement for contributions to [their] department or unit*. A more substantial difference is found between racial/ethnic groups, with Black/African-American staff being *least* satisfied, and Asian/Asian American staff members being *most* satisfied with *mentoring for career advancement*.

Table 10. Staff satisfaction with support from supervisor by Gender Identity and Race / Ethnicity*How satisfied are you with the following types of support you are receiving from your supervisor?*

	Man	Woman	Black / African-American	Asian / Asian-American	All other BIPOC	White
Assistance with establishing professional contacts	3.30	3.28	3.21	3.42	3.32	3.33
Advice on navigating office politics	3.18	3.21	3.13	3.32	3.18	3.22
Mentoring for leadership positions	3.01	2.99	2.92	3.21	3.06	3.01
Mentoring for career advancement	2.99	3.01	2.87	3.26	3.08	3.05
Informal invitations (e.g., lunch/coffee)	3.18	3.20	3.14	3.17	3.34	3.17
Understanding that individuals have different family and personal responsibilities	3.60	3.65	3.56	3.60	3.65	3.68
Acknowledgement of my contributions to my school/unit	3.38	3.49	3.40	3.51	3.35	3.47
The degree to which agreements are honored by my supervisor	3.50	3.56	3.46	3.59	3.56	3.58
The degree to which my work performance is fairly evaluated	3.47	3.53	3.45	3.53	3.47	3.54
Obtaining the resources I need to excel	3.29	3.34	3.24	3.47	3.36	3.35

Significant and meaningful differences are in **bold**. Marginal effect sizes are in *italics*.

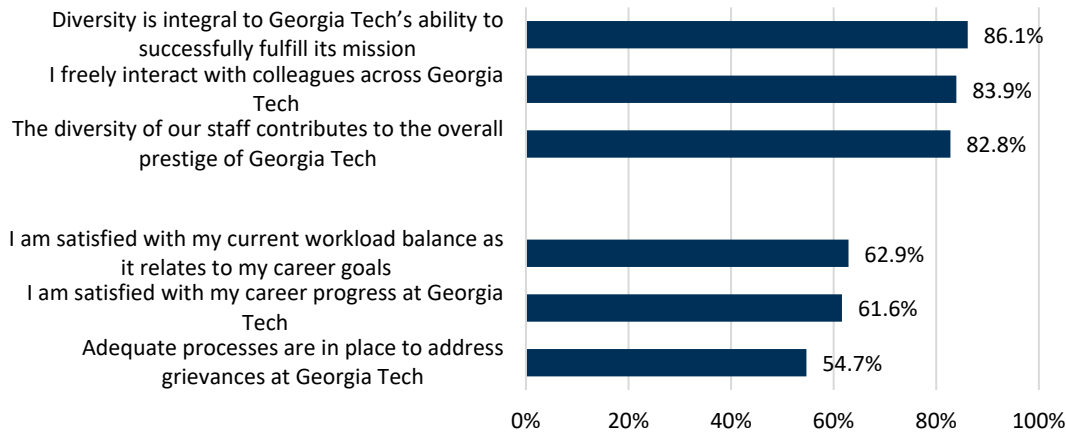
Diversity and Inclusion

When asked about the value of diversity and inclusion, as well as the degree to which GT demonstrates its commitment to these values, most respondents expressed support for the idea that *diversity is integral to Georgia Tech's ability to fulfill its mission; that they freely interact with colleagues across Georgia Tech, and that the diversity of our staff contributes to the overall prestige of Georgia Tech.*

However, when looking at satisfaction with other aspects of life at GT, a lower percentage of respondents agreed that they were *satisfied with their workload balance, satisfied with their career progress, or that adequate processes are in place to address grievances at Georgia Tech* (See Figure 4).

Figure 4. Staff opinions on diversity and inclusion at Georgia Tech

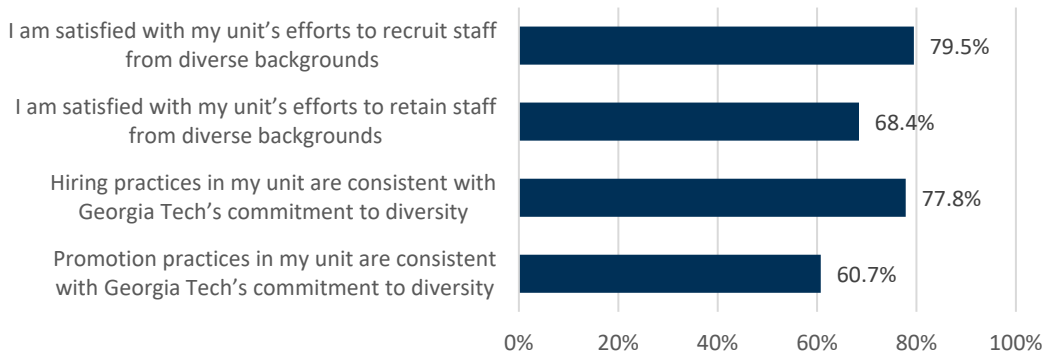
Please indicate your level of agreement with each of the following statements (percent “strongly” or “somewhat agreed”)



Staff opinions about practices within their units were also explored and presented on Figure 5. Staff have a moderately high satisfaction with their *unit's efforts to recruit staff from diverse backgrounds* (79.5 percent) and believed that *hiring practices are consistent with Georgia Tech's commitment to diversity* (77.8 percent). However, staff are less satisfied with *efforts to retain staff from diverse backgrounds* (68.4 percent). This may be related to their perceptions that *promotion practices being consistent with Georgia Tech's commitment to diversity* (60.7 percent), which was the survey items with lowest level of agreement in this section.

Figure 5. Staff opinions on diversity and inclusion within their unit

Please indicate your level of agreement with each of the following statements (percent “strongly” or “somewhat agreed”)



Examining the results by job category, we find that Executive/Administrative/Professional, and Research staff were somewhat more likely to agree that *diversity is integral to Georgia Tech's ability to successfully fulfill its mission*, Research staff were marginally more likely to agree that *adequate processes are in place to address grievances*, and Support Services staff were marginally less likely to agree that they *freely interacted with colleagues across Georgia Tech*. These results are presented in Table 11.

Table 11. Staff opinions on diversity and inclusion by job category

Diversity and Inclusion (at Georgia Tech):	Executive, Admin. and Professional	Research	Support Services
Georgia Tech is generally a comfortable and inclusive environment for me	3.16	3.12	3.12
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	3.43	3.26	3.28
The diversity of our staff contributes to the overall prestige of Georgia Tech	3.30	3.23	3.19
Adequate processes are in place to address grievances at Georgia Tech	2.54	2.89	2.63
I feel valued and respected by the Georgia Tech community	2.99	2.90	2.92
I have considered leaving Georgia Tech because of concerns about collegiality (REVERSED)	2.90	3.12	2.94
I am satisfied with my career progress at Georgia Tech	2.69	2.52	2.72
I am satisfied with my current workload balance as it relates to my career goals	2.70	3.07	2.80
I freely interact with colleagues across Georgia Tech	3.28	3.26	3.15
Diversity and Inclusion (in my unit):			
I am satisfied with my unit’s efforts to recruit staff from diverse backgrounds	3.16	3.34	3.15
I am satisfied with my unit’s efforts to retain staff from diverse backgrounds	2.86	3.09	2.97
Hiring practices in my unit are consistent with Georgia Tech’s commitment to diversity	3.15	3.42	3.06
Promotion practices in my unit are consistent with Georgia Tech’s commitment to diversity	2.72	2.81	2.75

Significant differences with marginal effect sizes are in *italics*

For the different staff roles, supervisors were notably less satisfied and reported being significantly more likely to *have considered leaving Georgia Tech because of concerns about collegiality*, compared to those without supervising responsibilities. Similarly, supervisors were less satisfied with *their current workload balance as it relates to [their] career goals*, with dissatisfaction being higher for supervisors within academic units. These results are highlighted in Table 12.

Table 12. Staff opinions on diversity and inclusion by Role

Diversity and Inclusion (Georgia Tech):		Supervising	Not Supervising
I have considered leaving Georgia Tech because of concerns about collegiality (Reversed)	Academic	2.73	3.05
	Non-Academic	2.77	2.99
I am satisfied with my current workload balance as it relates to my career goals	Academic	2.56	2.71
	Non-Academic	2.67	2.84

Significant and meaningful differences are in **bold**

When exploring differences by race/ethnicity and gender identity (See Table 10) we see that Men and Women have few differences in their opinions of diversity and inclusion, with Women being marginally less in agreement with the statement that *processes in place to address grievances*, but slightly more satisfied with *their career progress at Georgia Tech*, compared to Men. Black/African-American and Other BIPOC/Multiracial staff were less likely to feel *Georgia Tech is a comfortable and inclusive environment for [them]*. Staff included in the Other BIPOC/Multiracial group had the lowest levels of agreement with the statements that *diversity is integral to Georgia Tech's ability to fulfil its mission*, and *staff diversity contributes to the overall prestige of Georgia Tech* across all demographic groups explored. When asked about their units, Black/African American and Asian/Asian American staff were less satisfied with hiring, recruitment, retention and promotion practices that show commitment to diversity.

Table 13. Staff opinions on diversity and inclusion by Gender Identity and Race / Ethnicity

Diversity and Inclusion (Georgia Tech):	Man	Woman	Black / African-American	Asian / Asian-American	All other BIPOC	White
Georgia Tech is generally a comfortable and inclusive environment for me	3.15	3.16	3.04	3.23	3.08	3.27
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	<i>3.31</i>	<i>3.42</i>	3.31	3.21	3.12	3.52
The diversity of our staff contributes to the overall prestige of Georgia Tech	3.23	3.32	3.16	3.25	3.12	3.41
Adequate processes are in place to address grievances at Georgia Tech	<i>2.70</i>	<i>2.55</i>	<i>2.59</i>	<i>2.97</i>	<i>2.64</i>	<i>2.55</i>
I feel valued and respected by the Georgia Tech community	2.96	3.01	<i>2.94</i>	<i>3.11</i>	<i>2.85</i>	<i>3.00</i>
I have considered leaving Georgia Tech because of concerns about collegiality (REVERSE CODED)	<i>2.94</i>	<i>2.97</i>	<i>2.84</i>	<i>3.13</i>	<i>2.92</i>	<i>3.03</i>
I am satisfied with my career progress at Georgia Tech	<i>2.63</i>	<i>2.77</i>	<i>2.67</i>	<i>2.85</i>	<i>2.51</i>	<i>2.76</i>
I am satisfied with my current workload balance as it relates to my career goals	<i>2.81</i>	<i>2.76</i>	<i>2.79</i>	<i>2.91</i>	<i>2.63</i>	<i>2.77</i>
I freely interact with colleagues across Georgia Tech	3.22	3.27	<i>3.18</i>	<i>3.22</i>	<i>3.26</i>	<i>3.29</i>
Diversity and Inclusion (in my unit):						
I am satisfied with my unit's efforts to recruit staff from diverse backgrounds	3.15	3.18	3.00	2.96	3.17	3.34
I am satisfied with my unit's efforts to retain staff from diverse backgrounds	2.95	2.90	2.73	2.87	2.91	3.09
Hiring practices in my unit are consistent with Georgia Tech's commitment to diversity	3.10	3.17	2.86	3.04	3.18	3.38
Promotion practices in my unit are consistent with Georgia Tech's commitment to diversity	<i>2.84</i>	<i>2.69</i>	2.54	2.54	2.71	3.00

Significant and meaningful differences are in **bold**. Marginal effect sizes are in *italics*.

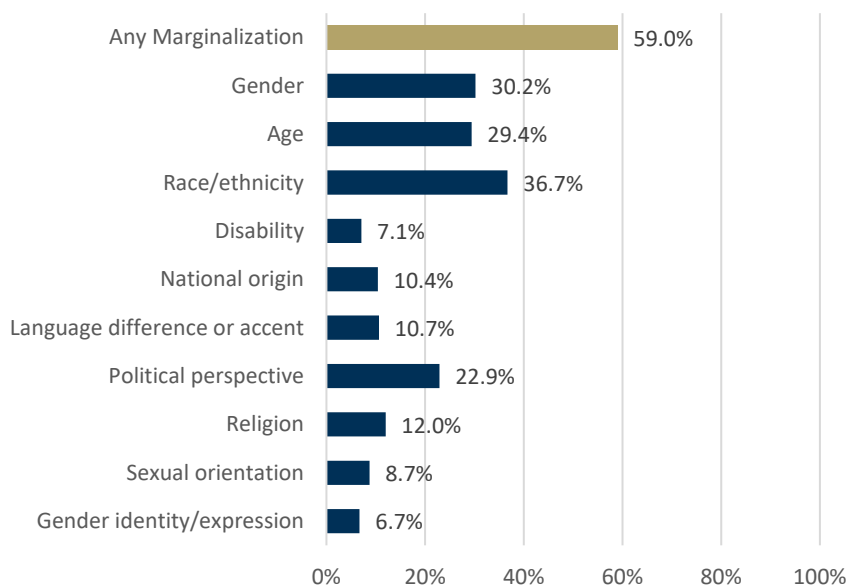
Marginalization

Staff were asked to what extent they had experienced marginalization—a sense of exclusion or feeling left out—in the past three years at Georgia Tech, based on various aspects of their identity and personal characteristics. To account for the small number of responses in some cells, the responses were recoded for statistical testing and reduced to two categories: Never, and Any (experienced marginalization *slightly, somewhat, or greatly*). While this approach reduces our ability to look at detailed responses, most staff reporting “any” marginalization selected “slightly” in the response scale. The percent reporting any experiences of marginalization is presented in Figure 6. The actual frequencies for these items can be found in Appendix A.

Figure 6. Marginalization

Within the last three years, to what extent have you experienced instances of marginalization at Georgia Tech based on the following personal identity or characteristics:

Percent reporting any marginalization



Overall, 59 percent of respondents stated they had experienced marginalization based on one or more characteristics. When we compare results by gender and race/ethnicity we find higher rates of perceptions of marginalization for Women and all racial/ethnic groups other than White. As shown in Figure 7, marginalization based on *gender* was significantly higher for Women, while staff from all racial/ethnic groups (except White) reported significantly higher instances on marginalization based on race/ethnicity. Asian/Asian American and Other BIPOC/Multiracial staff were more likely to report marginalization by *national origin* compared to White colleagues. Results are presented in Table 14.

Figure 7. Staff Marginalization Differences by Gender, Race / Ethnicity

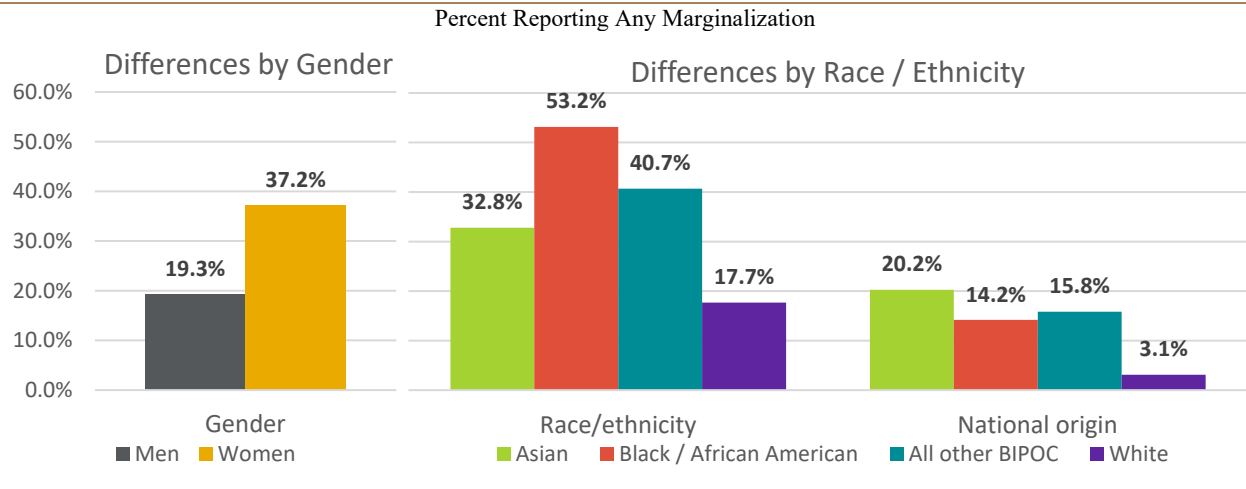


Table 14. Marginalization by Gender Identity and Race / Ethnicity

Within the last three years, to what extent have you experienced instances of marginalization at Georgia Tech based on the following personal identity or characteristics:

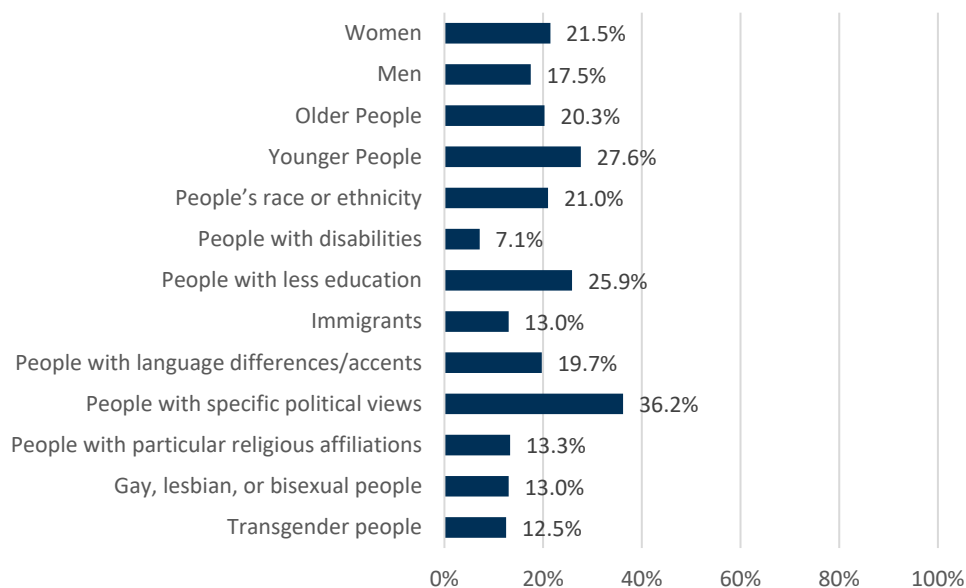
	Man	Woman	Black / African-American	Asian / Asian-American	All other BIPOC	White
Marginalization: Gender	1.34	1.67	1.55	1.50	1.62	1.50
Marginalization: Age	1.43	1.55	1.49	1.34	1.48	1.51
Marginalization: Race/ethnicity	1.65	1.66	1.98	1.71	1.79	1.31
Marginalization: Disability	1.12	1.12	1.14	1.15	1.20	1.09
Marginalization: National origin	1.19	1.18	1.24	1.47	1.36	1.07
Marginalization: Language difference or accent	1.16	1.16	1.20	1.38	1.17	1.09
Marginalization: Political perspective	1.47	1.30	1.29	1.29	1.54	1.48
Marginalization: Religion	1.25	1.16	1.14	1.25	1.19	1.27
Marginalization: Sexual orientation	1.19	1.09	1.09	1.15	1.28	1.16
Marginalization: Gender identity/expression	1.13	1.08	1.11	1.19	1.18	1.11

Significant and Meaningful differences in **bold**. Marginal effect sizes are in *italics*.

Disparaging Comments

The survey asked staff to describe in the past year how frequently they heard disparaging remarks about various groups made by their staff colleagues. For statistical analysis, responses were recoded similarly to the Marginalization items: Never, and Any (experienced marginalization *sometimes, often, or very often*). As with Marginalization, the proportion of respondents who frequently (i.e., often or very often) heard disparaging comments was relatively low. Figure 8 provides the percentages of staff reporting hearing different types of disparaging comments. Tables 15 and 16 provides results from these items by role, as well as gender and race/ethnicity, respectively. Overall, the percentage of staff reporting hearing disparaging remarks was below 30 percent for most types of remarks, with the exception of remarks about *people with specific political views* (36.2 percent), *younger people* (49.1 percent), and *people with less education* (25.9 percent).

Figure 8. Staff experiences with disparaging comments



When we consider differences in job roles, we find that supervisors tend to hear disparaging comments more often than their non-supervising counterparts. This is particularly true for comments about *people's race or ethnicity, people with specific political views, and people with particular religious affiliations*. Additionally, supervisors in non-academic units also report hearing more often disparaging comments about *Men*. In comparison, the only significant difference between job categories is that Research faculty reports hearing more disparaging comments about *people with less education*.

In terms of gender differences, Men were more likely to report hearing disparaging comments about *people with specific political views*, and marginally more comments about *Men*. Overall, Black/African American respondents report hearing more disparaging comments, and Asian/Asian American and White respondents the least. Interestingly, the significantly higher number of disparaging comments regarding *political views* was reported for all groups *except* for Asian/Asian American respondents. Complete results are available in Appendix A.

Table 15. Staff experiences with disparaging comments by Role

Within the past year, how often have you heard a staff member make insensitive or disparaging remarks about one or more of the following groups of people:

		Supervising	Not Supervising
Women	Academic	1.30	1.20
	Non-Academic	1.30	1.27
Men	Academic	1.17	1.14
	Non-Academic	1.36	1.17
People's race or ethnicity	Academic	1.31	1.21
	Non-Academic	1.36	1.24
People with specific political views	Academic	1.62	1.49
	Non-Academic	1.64	1.43
people with particular religious affiliations	Academic	1.26	1.15
	Non-Academic	1.25	1.15

Significant and Meaningful differences in **bold**.

Table 16. Staff experiences with disparaging comments

Within the past year, how often have you heard a staff member make insensitive or disparaging remarks about one or more of the following groups of people:

	Man	Woman	Black / African-American	Asian / Asian-American	All other BIPOC	White
Women	1.26	1.27	1.30	1.18	1.21	1.28
Men	1.25	1.16	1.20	1.09	1.40	1.20
Older People	1.23	1.27	1.26	1.15	1.29	1.24
Younger People	1.41	1.31	1.35	1.19	1.40	1.38
People's race or ethnicity	1.27	1.24	1.37	1.22	1.34	1.15
People with disabilities	1.09	1.08	1.11	1.03	1.10	1.06
People with less education	1.33	1.32	1.39	1.12	1.47	1.32
Immigrants	1.20	1.13	1.24	1.19	1.14	1.09
People with language differences/accents	1.29	1.20	1.32	1.18	1.16	1.18
People with specific political views	1.58	1.40	1.38	1.18	1.66	1.64
People with particular religious affiliations	1.21	1.14	1.18	1.14	1.25	1.18
Gay, lesbian, or bisexual people	1.19	1.15	1.25	1.11	1.08	1.12
Transgender people	1.18	1.15	1.20	1.11	1.11	1.15

Significant and Meaningful differences in **bold**. Marginal effect sizes are in *italics*

Conclusion

The results presented in this report offer an important insight on how Institute staff members perceive the Georgia Tech community. Generally, respondents express positive perceptions about collegiality, support, and inclusion within their immediate workplace and across the Institute. However, there are also areas of concern and topics that warrant further attention and exploration.

Staff report high levels of satisfaction with the support they receive from supervisors and co-workers, with a notably lower, but still positive level of satisfaction regarding mentorship for careers and advancement. Similarly, respondents rated diversity and inclusion issues as important, but expressed less satisfaction with their career progress, and Georgia Tech's ability to adequately address grievances.

Most staff expressed concern that promotion practices are not consistent with Georgia Tech's commitment to the principles of diversity. This dissatisfaction is more pronounced for all BIPOC staff members, specifically Black/African American and Asian/Asian American respondents.

Staff members working in research related positions tended to report a more positive experience compared to executive/administrative/professional and service support staff. Staff with supervisory roles expressed greater concerns about work balance and collegiality compared to those with no supervisory responsibilities. Supervising staff also reported hearing more disparaging comments, which could be related to their roles, as they might be more likely to hear the comments and complaints of the employees they are responsible for supervising. Whether this is the case, or these remarks are coming up in discussion with other colleagues will require further investigation.

Differences in marginalization experiences are aligned with individuals' identities, with Women reporting more marginalization on gender, and non-white respondents reporting more marginalization by race/ethnicity, immigration and language. That the fact that instances of marginalization persist as well as concerns with career progression and mentoring for advancement merits future attention. .

The Office of Diversity, Equity, and Inclusion aims to utilize data from this report to identify issues that merit additional attention and follow-up, including a deeper look into the nine years of collected climate data. It is hoped that those currently engaged in campus initiatives related to campus climate will use these survey results as a guide to identify areas of strength and challenge, and inform current and future activities and programming, so that new initiatives might be launched that explore and address more deeply the issues raised by these data. Continuing the use of this survey will assist the Institute in measuring its progress as it pursues its strategic goal of inclusive excellence.

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