

2017 Faculty and Staff Climate Assessment Survey Report

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The 2017 Climate Assessment Survey replicated 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 co-chaired by Archie Ervin and Jonathan Gordon, director of the Office of Assessment (OOA). The task force was comprised of faculty, staff, and students and was tasked with overseeing a survey development process that would assess the present 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, staff...

The 2017 survey questions were reviewed and revised for purposes of clarifying questions and survey question format in order to ensure compliance with the USG's AMAC Accessibility requirements. Through a consultative and iterative process, the 2013 survey questions were reviewed by a small group that consisted of Archie Ervin, Joe Ludlum, Julie Ancis, and Keona Lewis with technical advisement from Mary Frank Fox. The content of the 2013 survey questions was not modified in order to analyze changes in survey responses from 2013 to 2017, which allows tracking of responses over time. The 2017 survey was administered to faculty and staff in November 2017. In separate sections, this report presents summary findings of the faculty survey, along with detailed appendices containing means and frequencies for colleges and various subgroups of respondents. These results serve as a baseline against which we may measure institutional progress in subsequent years.

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Faculty

EXECUTIVE SUMMARY

Faculty (both tenured/tenure-track and non-tenure-track) and postdoctoral fellows were invited to participate in the Georgia Tech Climate Assessment Survey. This report focuses specifically on tenured/tenure-track faculty. Of the 1,047 tenured/tenure-track faculty invited to participate in the survey, 357 responded for an overall response rate of 34.1 percent. This section summarizes the results of respondents. Among the highlights:

- Overall, responding faculty express general satisfaction with the support they receive from their colleagues, with more than 80 percent of respondents stating they are very or somewhat satisfied with the support they receive in *advice on the promotion/tenure process* (83.4 percent satisfied), *understanding that individuals have different personal responsibilities* (81.4 percent satisfied), and *establishing professional contacts* (81.2 percent satisfied).
- Responding faculty expressed relatively high levels of satisfaction with the chairs in terms of *understanding that individuals have different personal responsibilities* (87.5 percent satisfied) and *the degree to which agreements are honored by my supervisor* (87.4 percent satisfied). Faculty expressed less satisfaction with the degree to which their chair provided *mentoring for leadership* (66.3 percent satisfied), and *advice on obtaining grants* (56.1 percent satisfied).
- Some differences in perception and opinion exist among male and female faculty: responding female faculty were less satisfied with *my school's efforts to retain faculty from diverse backgrounds* (82.5 percent of males were satisfied versus 57.0 percent of females). Responding female faculty were almost twice as likely to *have considered leaving Georgia Tech because of concerns about collegiality* (44.4 percent of females versus 24.1 percent of males).
- The majority of female faculty (76.3 percent) stated they had *experienced instances of marginalization at Georgia Tech based on gender* (compared to 15.9 percent of responding male faculty), and twice as many of the female faculty experienced marginalization based on *age* (42.0 percent, versus 22.6 percent of male faculty).
- Underrepresented minority (URM) faculty were less likely to agree with their non-URM peers that *adequate processes are in place to address grievances at Georgia Tech* (62.5 percent of URM respondents agreed versus 71.2 percent of non-URM faculty). URM faculty were three times as likely to have experienced marginalization based on *race or ethnicity* (51.4 percent) than their non-URM counterparts (16.7 percent).
- Generally, faculty report high levels of agreement regarding the Institute's objectives concerning diversity. A large majority (90.8 percent) agreed that *diversity is integral to Georgia Tech's ability to successfully fulfill its mission*. While quite high, this is down from 2013 (93.4 percent agreed). However, more faculty felt that *the diversity of our faculty contributes to the overall prestige of my school* (from 71.8 percent in 2013 to 81.9 percent in 2017).
- Compared to 2013, faculty are generally more positive about the work environment at Georgia Tech, such as feeling *faculty colleagues are encouraged and empowered* (74.8 percent, up from 66.4 percent in 2013), and *clarity exists about the promotion and tenure process* (77.3 percent, up from 66.7 percent in 2013).

SURVEY METHODOLOGY AND QUALITY ASSURANCE

Faculty^{1.1} were invited by email to complete the Georgia Tech Climate Assessment Survey via the web in November 2017. Two reminders were sent to increase response rates. Of the 1,047 tenured/tenure-track faculty invited to participate in the survey, 357 responded for an overall response rate of 34.1 percent and a sampling error (95 percent confidence interval) of 4.2 percent. Chi Square Goodness of Fit Tests ($p < .01$) revealed that the respondents were representative of the overall faculty population in terms of sex, rank, and college, but were not representative on the basis of ethnicity. The Institute results in this report are weighted by college to portray the population more accurately.^{1.2} Due to the way in which race and ethnicity were collected in the survey versus how they were coded in Georgia Tech's databases, weighting by these factors was considered impractical and was not performed.

Table 1.1. Faculty demographics

	Respondent Frequency	Valid Respondent Percent ^{1.3}	Faculty Population Percent
Sex			
Male	257	72.8	77.4
Female	96	27.2	22.6
Other or Not specified	4	n/a	
Ethnicity			
Hispanic or Latino/a	22	6.4	3.5
Not Hispanic or Latino/a	323	93.6	96.5
Not specified	12	n/a	n/a
Race			
Asian or Asian American	56	16.0	25.7
Black or African American	10	2.9	3.2
White or European American	269	77.1	70.3
Other ^{1.4}	14	4.1	n/a
Not specified	8	n/a	0.6
Rank			
Full Professor	179	51.7	54.3
Associate Professor	102	29.5	27.2
Assistant Professor	64	18.5	18.5
College			
Design	19	5.5	5.4
Computing	16	4.6	6.1
Engineering	150	43.6	45.4
Ivan Allen College	61	17.7	14.0
Scheller College of Business	20	5.8	6.8
Sciences	78	22.7	22.3
Admin / Not specified	13	n/a	n/a

^{1.1} Tenured/tenure-track faculty, instructors, and post-doctoral researchers were included in the survey population. However, only the results of tenured/tenure-track faculty are included in this report.

^{1.2} The weighting slightly "overcounts" colleges with lower response rates and "undercounts" colleges with higher response rates. The specific weighting scheme is available upon request from the Office of Academic Effectiveness.

^{1.3} Valid response excludes "not specified" respondents from the overall percentage calculation.

^{1.4} Other category includes American Indian/Alaskan Native, Hawaiian/Pacific Islander, and Multiracial. Georgia Tech Human Resources systems do not include a multiracial category.

Data Limitations

In any survey, there is 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 35 percent) and the general representativeness of the respondents relative to the overall faculty population (including the weighting correction for college appointment, rank, and sex) tends to mitigate the risk of non-response bias, but this risk cannot be completely eliminated.

Structure of this Report

The structure of this report generally follows the structure of the survey instrument. Faculty were asked to indicate their satisfaction with their *interactions with other faculty colleagues* and satisfaction with *support from their chair or directors*. Next, they were asked to respond to questions about the *overall climate of their academic unit as well as the Institute* in general. Respondents then provided their opinions on the *value of diversity* and the degree to which their unit and the Institute is committed to *policies that support diversity*. Faculty were asked to reflect on whether or not they experienced instances of *marginalization* (defined as a sense of exclusion or feeling left out) and were also asked to describe the frequency with which they heard other faculty make disparaging remarks about various groups of people.

Open-ended questions were included after each section of the survey in order for participants to further elaborate on the quantitative items. These results were analyzed separately. Finally, respondents answered a series of demographic questions including sex, race, ethnicity, academic rank, and college of appointment. Responses to these demographic questions were used to group faculty responses for subsequent analyses.

As this survey replicates many aspects of the climate surveys conducted in 2013, a comparison of responses between the two administrations closes out the report. To simplify presentation and better match to previous work, this report focuses on results from tenure-track faculty. The results for research faculty populations, including postdoctoral fellows, will be addressed in a separate report.

Many of the survey items used a four-point Likert scale. The specific response anchors are presented in Table 1.2. For the purposes of this report, “satisfied” or “agree” are derived from combining responses of 3 or 4.

Table 1.2. Survey response anchors based on a four-point Likert scale

Rating	Agreement	Satisfaction
4*	Strongly Agree	Very Satisfied
3*	Somewhat Agree	Somewhat Satisfied
2	Somewhat Disagree	Somewhat Dissatisfied
1	Strongly Disagree	Very Dissatisfied

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

In reporting differences between some groups (such as males and females), large sample sizes make very small differences show up as statistically significant. To address this issue, 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.

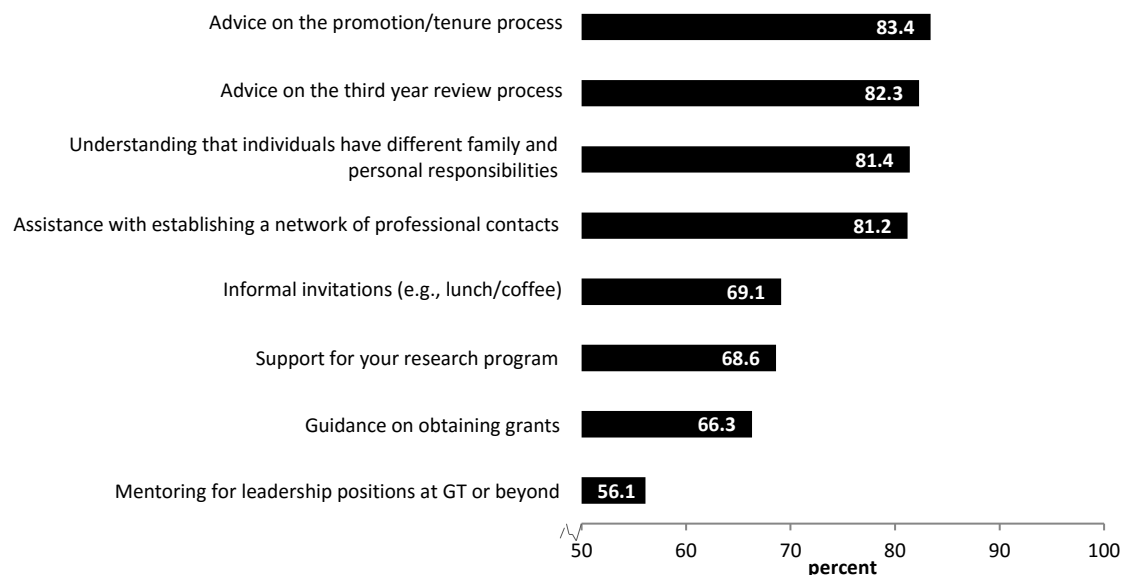
Two measures of effect size are used in this report depending on the nature of the comparisons: Phi and Cramer’s ν .^{1.4} These measures are interpreted in the same way as correlations, where .1 is considered a small effect, .3 a moderate effect, and .5 to be a large effect (Cohen, 1988, 1992). It should also be noted that for some comparisons—particularly those between races/ethnicities, sample sizes are relatively small. Small samples result in low statistical power, making it difficult to discern significant differences between groups even if they exist in reality.

RESULTS

Interactions with Colleagues

Faculty were asked to reflect on their satisfaction with their colleagues based on a variety of interactions that they had with them. Selected items are presented here, while complete results are available in Appendix A. Faculty expressed general satisfaction around most of the items, with more than eight in 10 respondents stating they were very or somewhat satisfied with the support they receive from their colleagues in *advice on the promotion and tenure process*, *third-year review process*, *understanding that individuals have different personal responsibilities*, and *establishing professional contacts*. Respondents were somewhat less satisfied in terms of *guidance on obtaining grants*, *support for your research program*, and *informal invitations to lunch or coffee*, with about two-thirds of respondents expressing some level of satisfaction on these items. Lowest satisfaction was with *mentoring for leadership positions*. Results are presented in Chart 1.1.

Chart 1.1. Faculty satisfaction with support from colleagues (percent “very satisfied” or “somewhat satisfied”)



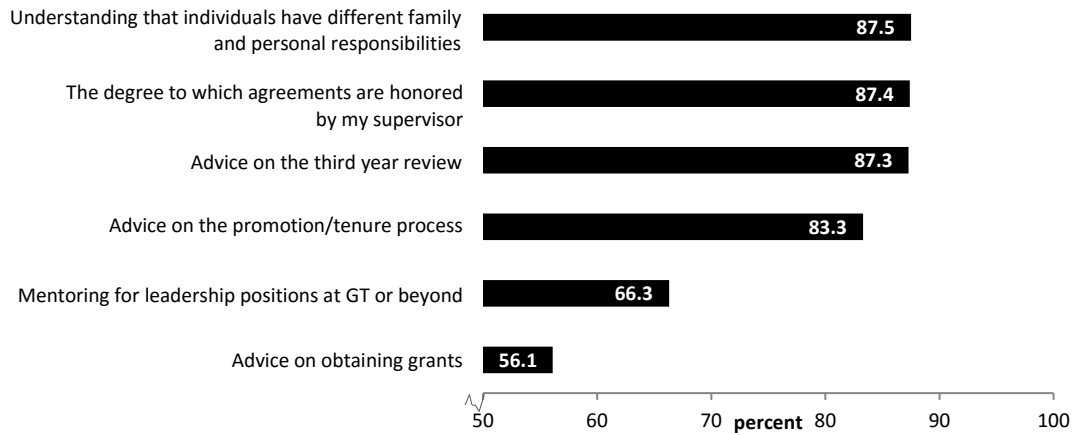
Support from Chairs

Faculty were asked their satisfaction with the support they received from their chair or director in terms of career development, work resources, and promotion and tenure. Satisfaction was generally high on items such as *understanding that individuals have different family and personal responsibilities* (87.5 percent somewhat/very satisfied), the *degree to which agreements are honored by my supervisor* (87.4 percent somewhat/very satisfied), and *advice on the third-year review*, and *promotion and tenure process* (87.3 percent and 83.3 percent, respectively). Satisfaction was lower on *mentoring for leadership positions*

^{1.4} Both statistics measure the strength of association in Chi-square tests—the extent to which membership in one category (such as being male or female) can predict the responses in another set of categories (i.e., the answer to the question being asked on the survey).

at GT and beyond (64.2 percent somewhat/very satisfied) and *advice on obtaining grants* (62.2 percent somewhat/very satisfied). See Chart 1.2.

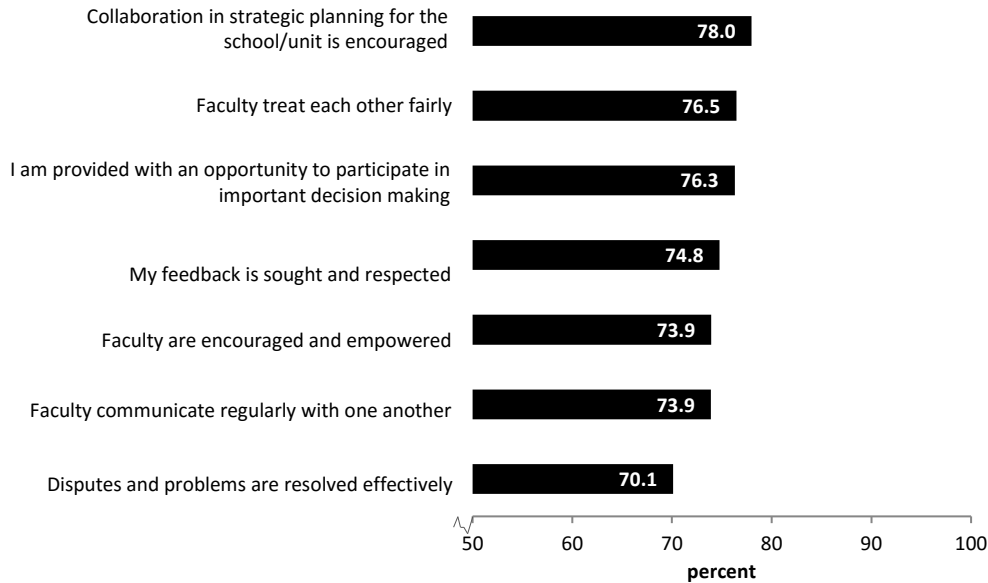
Chart 1.2. Faculty satisfaction with support from chairs (percent “very satisfied” or “somewhat satisfied”)



Climate in School/Academic Unit

Asked about collaboration and the working climate within their schools or academic units, most faculty agreed that they felt included and empowered. For example, more than three-quarters of respondents agreed that *faculty treat each other fairly, were provided an opportunity to participate in important decision-making, and feedback was sought and respected*. See Chart 1.3.

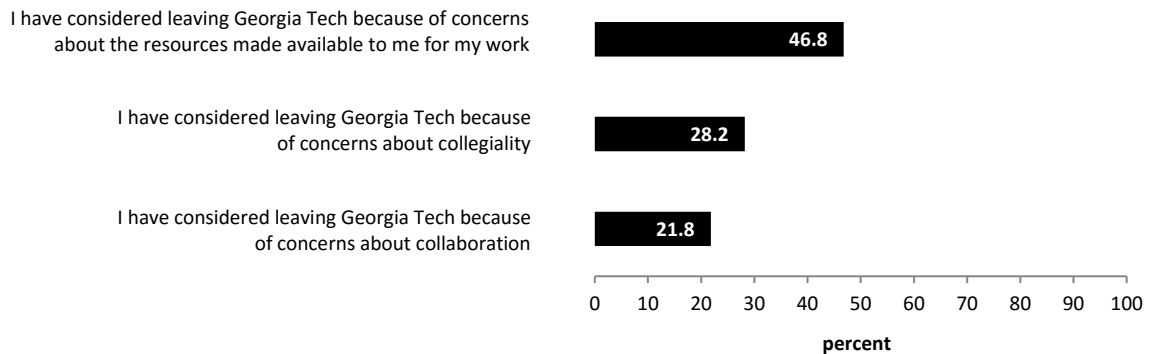
Chart 1.3. Faculty opinions on school/unit climate (percent “strongly” or “somewhat” agreed)



Climate at Georgia Tech

When asked about the overall climate at Georgia Tech, more than 80 percent of respondents agreed that it was a *comfortable and inclusive environment*, and were *satisfied with their career progress at Tech*. More than three-quarters (77.5 percent) *felt valued and respected by the Georgia Tech community*. However, a substantial percentage of respondents stated they had considered leaving Georgia Tech over concerns about available work resources (46.8 percent “strongly” or “somewhat agreeing”). See Chart 1.4.

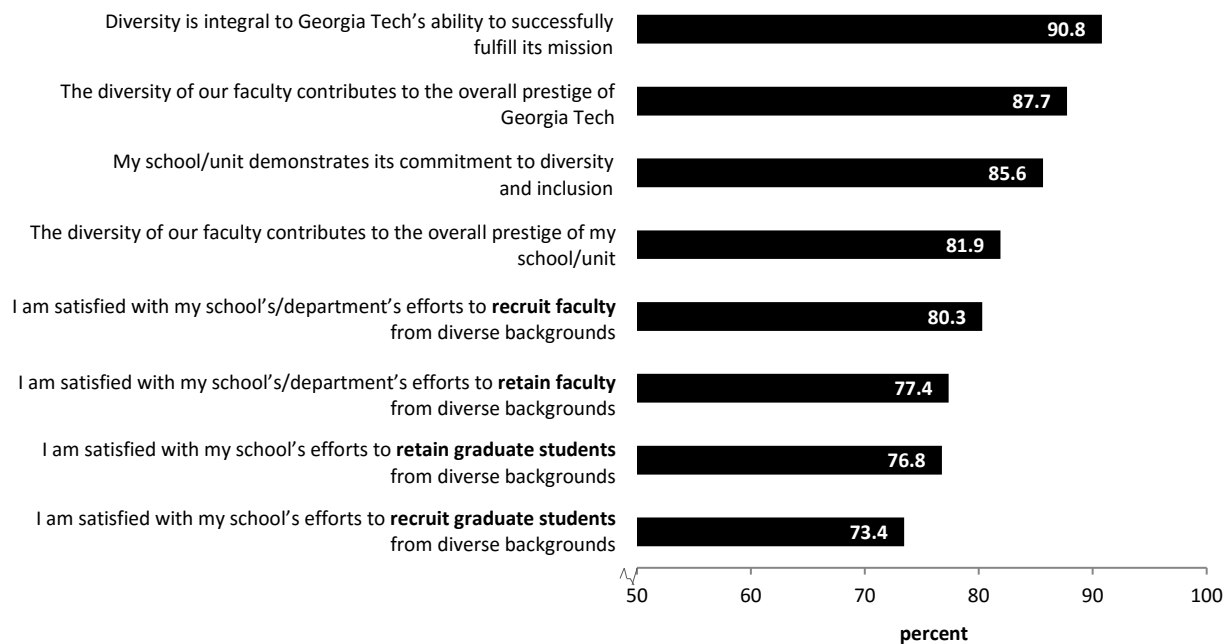
Chart 1.4: Faculty consideration of leaving Georgia Tech (percent “strongly” or “somewhat agreed”)



Diversity and Inclusion

Overall, respondents supported the general diversity goals of the Institute, and expressed satisfaction with their schools’ and the Institute’s commitment to diversity goals. More than 90 percent of respondents agreed that *diversity is integral to Georgia Tech’s ability to successfully fulfill its mission*, and more than 85 percent agreed that *faculty diversity contributes to the prestige of Georgia Tech*, and their school demonstrates its *commitment to diversity and inclusion*. More than three-quarters of respondents expressed satisfaction with their *school’s efforts to recruit and retain faculty from diverse backgrounds*. However, as indicated in subsequent sections, satisfaction with Georgia Tech’s diversity recruitment and retention efforts varies considerably across demographic groups.

Chart 1.5. Faculty opinions on diversity and inclusion (percent “strongly” or “somewhat agreed”)



Differences by College; Rank; and Gender, Race, and Ethnicity

Responses were analyzed by various factors such as the college of primary appointment, academic rank, gender, and ethnicity. This section highlights some of the statistically significant differences found among various groups on campus.

College

With the exception of questions regarding the value of diversity and inclusion, survey responses varied considerably by college. An analysis of variance (ANOVA) was performed on each item to determine whether there were significant differences in the mean agreement/satisfaction ratings among the colleges. Table 1.3 provides the frequency distributions for selected items in which mean differences ($p < .01$) were found. Full results by college are available in Appendix A.

Table 1.3. Faculty differences by college

	COD (<i>n</i> ≈ 15)	COC (<i>n</i> ≈ 22)	COE (<i>n</i> ≈ 142)	IAC (<i>n</i> ≈ 45)	SCB (<i>n</i> ≈ 21)	COS (<i>n</i> ≈ 72)	GT (weighted) (<i>n</i> ≈ 317)
(Percent “strongly/somewhat agree,” or “very/somewhat satisfied”)							
Support from Chair or Director: Advice on obtaining grants	51.2%	22.0%	69.0%	49.8%	46.7%	74.3%	62.3%
I am satisfied with my current workload balance as it relates to my career goals	67.2%	78.7%	73.2%	57.0%	88.6%	83.3%	74.3%
I have considered leaving Georgia Tech because of concerns about collegiality	21.9%	36.3%	27.5%	55.6%	15.0%	15.1%	28.1%
Satisfaction with Colleagues:							
Offers to collaborate on research	78.7%	84.5%	69.8%	55.9%	97.9%	84.8%	74.9%
Advice on the promotion/tenure process	85.6%	82.4%	84.4%	64.1%	92.2%	89.5%	83.4%
Guidance on publishing your research	76.3%	80.2%	78.4%	62.6%	90.4%	83.4%	78.1%
Mentoring for leadership positions at GT or beyond	77.8%	42.9%	53.9%	41.7%	75.4%	63.5%	56.2%
In my School / Department:							
Faculty interact regularly with one another	68.2%	90.3%	71.0%	54.4%	83.5%	69.2%	70.3%
Faculty treat each other fairly	71.9%	94.2%	78.6%	51.9%	95.6%	84.5%	78.1%
Disputes and problems are resolved effectively	78.7%	80.7%	72.7%	46.3%	97.9%	83.6%	73.8%

Academic Rank

When results were analyzed by academic rank, few differences emerged in terms of satisfaction with support from colleagues. However, more differences were found in terms of satisfaction with support from chairs. Generally, when differences were found, assistant professors were more satisfied than their full and associate professor peers. Assistant professors were more satisfied with *acknowledgement of my contributions to the school/department* from both their peers, as well as from their chairs or directors. A sample of these items is presented in the Table 1.4. Full results by rank may be found in Appendix A.

Table 1.4. Faculty satisfaction with support by academic rank

	Full (n ≈ 159)	Associate (n ≈ 94)	Assistant (n ≈ 61)	Sig.	Effect Size
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5					
(percent “very” or “somewhat satisfied”)					
Based upon your interactions with your colleagues, how satisfied are you with:					
Advice on the promotion/tenure process	88.8%	73.8%	86.2%	*	.180
Acknowledgement of my contributions to the school/department	68.0%	69.2%	94.7%	***	.226
Satisfaction with support from your chair/director:					
Assistance with establishing professional contacts	70.1%	63.4%	81.6%		
Advice on the promotion/tenure process	79.5%	79.5%	94.5%	*	.174
Advice on the annual review process	75.7%	76.8%	92.6%	*	.159
Advice on the periodic peer review process	73.4%	72.3%	84.8%		
Support for your research program	69.5%	72.1%	94.3%	***	.214
Obtaining the resources you need to excel	67.1%	69.0%	89.3%	**	.186
Mentoring for leadership positions at GT or beyond	62.3%	61.8%	76.2%		
Acknowledging my contributions to the school/department	85.5%	90.9%	100.0%	**	.176

Gender, Race, and Ethnicity

Analysis of responses by gender revealed a high level of agreement in terms of satisfaction in support from chairs and from colleagues, with women being less satisfied with *colleague advice on the third-year review process* than men being the only significant difference.

More noteworthy differences were found on items relating to overall climate and perceptions of the degree to which Georgia Tech supports principles of diversity. For example, female respondents were less likely to agree that Georgia Tech is generally a *comfortable and inclusive environment for me*, and almost twice as likely to *consider leaving Georgia Tech because of concerns about collegiality*. Women were also less likely than their male counterparts to believe that their school/unit *demonstrates commitment to diversity and inclusion* and were less satisfied with their unit’s *efforts to recruit or retain faculty from diverse backgrounds*.

Analysis by race and ethnicity among faculty was complicated by the relatively low numbers in some groups. Faculty who described themselves as Black/African American or Hispanic were categorized as “Underrepresented Minorities” (URM), while White/European Americans, Asians, and “Not Hispanic” were classified as non-URM. Based on these categories, a Chi-Square Test was performed on the frequency distributions of the responses. Given the small number of URM faculty respondents (n = 37), statistical power is relatively low. Generally, few differences emerged between URM and non-URM faculty in terms of collegiality and support from chairs. The only differences worthy of note were related to perceptions of efforts related to graduate students. For example, 77.6 percent of non-URM faculty

strongly or somewhat agreed that they were *satisfied with my school’s efforts to recruit graduate students from diverse backgrounds*, compared to only 48.0 percent of URM faculty (see Table 1.5).

Table 1.5. Faculty selected responses by gender, race, and ethnicity

	Gender				Underrepresented Minorities			
	Male Percent (n ≈ 250)	Female Percent (n ≈ 67)	Sig.	Effect Size	Not URM (n ≈ 280)	URM (n ≈ 36)	Sig.	Effect Size
<p>*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5</p> <p>(percent “strongly” or “somewhat agreed”)</p>								
At Georgia Tech:								
Georgia Tech is generally a comfortable and inclusive environment for me	86.0%	72.6%	**	0.209	84.3%	78.2%		
Adequate processes are in place to address grievances at Georgia Tech	73.0%	54.5%	*	0.184	71.2%	62.5%		
I have considered leaving Georgia Tech because of concerns about collegiality	24.1%	44.4%	***	0.235	27.5%	30.3%		
Diversity and Inclusion:								
My school/unit demonstrates its commitment to diversity and inclusion	88.7%	73.9%	***	0.247	87.0%	75.3%		
I am satisfied with my school’s/department’s efforts to recruit faculty from diverse backgrounds	83.3%	66.7%	***	0.248	80.9%	76.0%		
I am satisfied with my school’s efforts to retain faculty from diverse backgrounds	82.5%	57.0%	***	0.335	78.2%	71.2%		
I am satisfied with my school’s efforts to recruit graduate students from diverse backgrounds	78.7%	61.8%	***	0.270	77.6%	48.0%	**	0.222
I am satisfied with my school’s efforts to retain graduate students from diverse backgrounds	81.8%	58.8%	***	0.305	79.2%	60.3%	*	0.189

Note. URM = Underrepresented Minorities.

Marginalization

Faculty 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 tests. Responses were reduced to two categories: Never, and Any (experienced marginalization *slightly, somewhat, or greatly*). While this does lose some of the details of the responses, the majority of those reporting “any” marginalization reported “slight” marginalization. The actual frequencies for these items can be found in Appendix A.

More than half (59.5 percent) of respondents stated they had experienced marginalization, based on at least one characteristic. The proportions were higher for female faculty members, with three-quarters (76.3 percent) attributing the marginalization they experienced to their *gender*. In examining marginalization by *race/ethnicity*, URM faculty did not report higher rates of marginalization overall, although those that did experience marginalization were more likely (51.0 percent of URM respondents

versus 16.8 percent of non-URM faculty) to attribute it to their *race or ethnicity*. Among all faculty respondents who experienced marginalization, about one-fourth (26.7 percent) attributed their marginalization to *age*. Responses by gender and race/ethnicity are presented in Table 1.6.

Table 1.6. Faculty experiences with any marginalization by gender and ethnicity

	Gender		Underrepresented Minorities				GT Total		
	Male	Female	Sig.	Eff. Size	Not URM	URM		Sig.	Eff. Size
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5									
Within the last three years, to what extent have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics? [percent answering "slightly," "somewhat," or "greatly"]									
Gender	15.9%	76.3%	***	0.574	28.9%	24.7%		28.8%	
Age	22.6%	42.0%	**	0.180	24.8%	37.8%		26.7%	
Race/ethnicity	21.3%	20.6%			16.7%	51.4%	***	0.274	20.6%
Disability	4.3%	9.1%			5.3%	2.9%			5.3%
National origin	14.6%	16.4%			14.1%	20.0%			14.8%
Language difference/accent	13.3%	13.2%			11.9%	24.3%	*	0.116	12.9%
Political perspective	21.2%	20.9%			20.8%	25.0%			20.9%
Religion	13.4%	10.4%			12.4%	14.3%			12.5%
Sexual orientation	5.1%	6.1%			5.0%	8.1%			5.3%
Gender identity/expression	5.1%	10.4%			5.7%	8.1%			6.2%
Socioeconomic Background	7.1%	13.4%			7.8%	13.9%			8.4%

Note: URM = Underrepresented Minorities.

Disparaging Comments

The survey asked faculty to describe in the past year how frequently they heard disparaging remarks about various groups made by their faculty 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, most of the respondents reporting any disparaging comments? reported the lowest level (sometimes). Table 1.7 provides selected results from these items by *gender* and *race/ethnicity*.

Overall, reports of hearing disparaging comments was low, with most categories having fewer than 30 percent reporting any occurrences. For gender, between group differences indicated that 55.5 percent of women reported hearing disparaging remarks about women, compared to 23.4 percent of men. Women

were also significantly more likely than men to report disparaging remarks based on age, ethnicity, or language and accent. Differences among those who encountered disparaging remarks were also found between racial and ethnic groups, though these differences were generally smaller. Underrepresented minorities were significantly more likely to encounter remarks regarding men, and people of different nationalities. There was a pronounced difference between URM and non-URM respondents on disparaging comments regarding ethnicity (31 percent vs. 18.8 percent). While this difference reaches the threshold for relevance, it is on the margins of significance. While it may be that the differences are truly minor, the direction and magnitude of the difference, along with previous findings may warrant further investigation. Complete results are available in Appendix A.

Table 1.7. Faculty experiences with disparaging comments

	Gender				Underrepresented Minorities				GT Total
	Male	Female	Sig.	Eff. Size	Not URM	URM	Sig.	Eff. Size	
<p>*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5</p>									
<p>Within the past year, how often have you heard a faculty member make an insensitive or disparaging remark with respect to: [percent answering “sometimes,” “often,” or “very often”]</p>									
Women	23.4%	55.5%	***	0.330	29.6%	34.8%			30.1%
Men	23.2%	19.2%			20.5%	34.7%	*	0.157	22.3%
Older People	18.5%	25.2%	*	0.160	18.5%	28.3%			19.9%
Younger People	20.2%	31.4%	*	0.170	23.3%	18.2%			22.5%
People’s race or ethnicity	16.7%	34.9%	**	0.211	18.8%	31.0%	(.064)	.103	20.5%
People with disabilities	4.5%	12.8%			5.5%	8.7%			6.3%
People with less education	35.4%	40.6%			36.0%	35.9%			36.5%
People with different nationalities	24.5%	34.9%			26.3%	28.5%	*	0.170	26.7%
People with language differences or accents	21.2%	36.1%	**	0.204	23.4%	31.2%			24.3%
People with particular political views	52.4%	60.2%			53.7%	53.5%			54.0%
People with particular religious affiliations	20.4%	14.5%			18.7%	18.9%			19.2%
People with different socioeconomic backgrounds	16.5%	15.0%			14.9%	21.4%			16.1%
Gay, lesbian, or bisexual people	7.8%	15.8%			9.3%	9.5%			9.5%
Transgender people	10.0%	18.4%			11.5%	12.4%			11.7%

Note: URM = Underrepresented Minorities.

2013-2017 COMPARISONS

As a continuation of the research started with the 2013 survey, much of the content and format was kept the same, which allows the opportunity to make comparisons between the two survey administrations. This provides an opportunity to look for changes in the attitudes and experiences of faculty. For this analysis, the 2013 data was reweighted using the same procedures as the 2017 data. This puts both groups of responses at a close approximation to their respective populations. Because of this shift in weights, some of the numbers presented here vary slightly from what presented in the 2013 report.

Colleagues and Chairs

Overall, faculty are more satisfied with their interactions with colleagues and their chairs, with small but significant gains over the past four years on almost every item. The biggest changes in colleague interactions is around advice — including navigating department politics, the various review processes, and guidance in getting published. Interactions with chairs show similar increases over 2013, with a focus on career development and review processes, as well as in more social interactions (Informal invitations (e.g., lunch/coffee)). Select comparisons are presented in Table 1.8.

Table 1.8. Changes in Colleague & Chair Interactions: 2013-2017

	2013 Percent	Change 2013 to 2017	2017 Percent	Sig.	Eff Size.
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5					
(percent “very” or “somewhat satisfied”)					
Based upon your interactions with your colleagues, how satisfied are you with:					
Advice on navigating department/Institute politics	63.3%	10.2	73.5%	***	.166
Advice on the promotion/tenure process	70.9%	12.5	83.4%	***	.208
Advice on the annual review process	66.1%	10.7	76.8%	***	.181
Advice on the periodic peer review process	59.5%	13.6	73.1%	***	.191
Guidance on publishing your research	65.7%	12.3	78.0%	***	.251
Satisfaction with support from your chair/director:					
Advice on establishing professional contacts	61.5%	9.0	70.4%	**	.135
Advice on the annual review process	68.8%	10.7	79.5%	**	.145
Advice on the third year review process	75.8%	11.6	87.3%	**	.191
Advice on obtaining grants	51.6%	10.6	62.2%	***	.184
Informal invitations (e.g., lunch/coffee)	66.1%	8.3	74.5%	**	.135

Climate

Faculty attitudes regarding aspects of the work climate of their departments, and Georgia Tech in general, have improved between the 2013 and 2017 surveys. For Georgia Tech, there is a stronger sense of belonging, finding it *generally a comfortable and inclusive environment*, and they *feel valued and respected by the Georgia Tech community*. At the department level, satisfaction was relatively stable, with significant improvements in fairness of treatment and the ability to be engaged. However, satisfaction was lower for *collaboration is encouraged in strategic planning*.

One aspect that seems to have improved at both the department and institute level is attitudes surrounding conflict resolution. Compared to 2013, a larger portion of respondents agreed that *disputes and problems are resolved effectively* at the department level, and *adequate processes are in place to address grievances at Georgia Tech*. Select comparisons are presented in Table 1.9.

Table 1.9. Changes in Work Climate: 2013-2017

	2013 Percent	Change 2013 to 2017	2017 Percent	Sig.	Eff Size.
(percent "strongly" or "somewhat agreed")					
In my School / Department:					
Faculty colleagues treat each other fairly	73.4%	10.2	78.0%	*	.107
Faculty colleagues are encouraged and empowered	66.4%	12.5	74.8%	*	.107
Disputes and problems are resolved effectively	63.4%	10.7	73.9%	*	.125
Collaboration is encouraged in strategic planning	77.4%	-3.5	73.9%	*	.118
At Georgia Tech					
Georgia Tech is generally a comfortable and inclusive environment for me	79.2%	12.3	83.4%	***	.227
I am satisfied with my career progress at Georgia Tech	72.7%	9.0	81.5%	**	.136
I am satisfied with my current workload balance as it relates to my career goals	65.6%	10.7	74.2%	*	.105
Adequate processes are in place to address grievances at Georgia Tech	65.0%	5.1	70.1%	*	.129
Clarity exists about the promotion and tenure process at Georgia Tech	66.7%	10.6	77.3%	**	.140
I feel valued and respected by the Georgia Tech community	72.9%	8.3	77.5%	**	.143

*p < .05; **p < .01; ***p < .001
Effect size: Small .1; Medium .3; Large .5

Diversity and Inclusion

The overall support faculty have for the diversity mission of Georgia Tech also increased from what was reported in 2013. The largest of these shifts is around the unit, both in the *school/unit demonstrates its commitment to diversity and inclusion* (from 77 percent in 2013 to over 85 percent in 2017), and that *the diversity of our faculty contributes to the overall prestige of my school/unit* (from 71.8 percent to 81.9 percent). This is accompanied by a perceived increase in efforts related to faculty diversity, but not for recruiting or retaining graduate students. As a counterpoint, while more faculty feel this is important for their units, there is a slight decline in the view that *diversity is integral to Georgia Tech’s ability to successfully fulfill its mission*. Select comparisons are presented in Table 1.10.

Table 1.10. Changes in Diversity and Inclusion: 2013-2017

	2013 Percent	Change 2013 to 2017	2017 Percent	Sig.	Eff Size.
(percent “strongly” or “somewhat agreed”)					
Diversity and Inclusion:					
I have considered leaving Georgia Tech because of concerns about collegiality	33.7%	-5.6	28.2%	*	.106
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	93.4%	-2.6	90.8%	***	.198
The diversity of our faculty / researchers contributes to the overall prestige of Georgia Tech	84.7%	3.0	87.7%	**	.130
My school/unit demonstrates its commitment to diversity and inclusion	77.0%	8.7	85.6%	***	.211
The diversity of our faculty contributes to the overall prestige of my school/unit	71.8%	10.1	81.9%	***	.161
I am satisfied with my school’s/department’s efforts to recruit faculty from diverse backgrounds	72.9%	7.4	80.3%	*	.124
I am satisfied with my school’s efforts to recruit graduate students from diverse backgrounds	71.1%	2.4	73.4%		

*p < .05; **p < .01; ***p < .001
Effect size: Small .1; Medium .3; Large .5

Disparaging Remarks^{1.5}

After the broad improvements in other areas of the climate survey, the reports regarding disparaging remarks present more questions. Compared to the 2013 survey, there are significant *increases* in remarks for four groups: *Men, people with less education, people with different nationalities, and people with particular political views*. Comparisons are presented in Table 1.11.

^{1.5} Marginalization is not compared between surveys. In 2017, 59.4% of faculty reported any instance of marginalization, compared to the 20.8% in 2013. Given the results found elsewhere, a near-tripling of marginalization seems unlikely. It is possible that the more detailed approach used in 2017 may have prompted more introspection on the topic, producing very different numbers than if the 2013 format was used.

Table 1.11. Changes in Encountering Disparaging Remarks: 2013-2017

	2013 Percent	Change 2013 to 2017	2017 Percent	Sig.	Eff Size.
(percent “sometimes,” “often,” or “very often”)					
Within the past year, how often have you heard a faculty member make an insensitive or disparaging remark with respect to:					
Women	34.5%	-4.5	30.0%		
Men	11.9%	10.4	22.3%	***	.139
People’s race or ethnicity	19.4%	1.0	20.4%		
People with less education	21.9%	14.6	36.5%	***	.161
People with different nationalities	15.4%	11.3	26.7%	***	.139
People with language differences or accents	29.4%	-5.1	24.3%		
People with particular political views	45.7%	8.4	54.1%	*	.083
People with particular religious affiliations	19.9%	-0.8	19.1%		

CONCLUSION

The results of the Georgia Tech Faculty Climate Survey offer many insights and possible interpretations. Many faculty report high degrees of collegiality and support from both their peers and their chairs, and overall results demonstrate a shared commitment to the principles of diversity and inclusion on the part of academic units and the Institute as a whole. However, the results also illuminate areas of concern that merit additional exploration. While many items in the survey elicit positive responses from faculty, there remains a consistent and sizeable minority of faculty that express concern over support from their chairs and the resources they feel they need to excel in their careers. These areas include chair support for:

- *Guidance in obtaining grants*
- *Mentoring for leadership positions*

These areas have improved significantly during the past four years, however.

Additionally, the results demonstrate that faculty satisfaction with these and other aspects of the campus climate were often quite variable across Georgia Tech’s six colleges. Differences also emerged when the results were broken down by rank and gender, and ethnicity. Assistant professors are generally more satisfied than their full and associate peers relative to satisfaction with their chairs’:

- *Support for your research program*
- *Obtaining the resources you need to succeed*
- *Acknowledging my contributions to the school / department*

Female and minority faculty were significantly less likely to agree that:

- *Adequate processes are in place to address grievances*
- *They were satisfied with their school’s efforts to **recruit** or **retain** graduate students*

Female faculty were much more likely to have felt marginalized because of their gender, and while the majority still express feelings that Georgia Tech is a comfortable and inclusive environment, they are significantly less likely to express this sentiment than their male colleagues. Compared to Asian and white faculty, underrepresented minority faculty were more skeptical of efforts to recruit and retain a diverse body of graduate students at Georgia Tech.

Comparing the results of the 2013 and 2017 surveys, Georgia Tech faculty seem to be more positive about the Institute, with a general improvement across the spectrum of topics addressed by the survey. among the improvements are:

- *Clarity in the promotion and tenure process*
- *Faculty colleagues are encouraged and empowered*
- *The diversity of our faculty contributes to the overall prestige of my school / unit*

The four years between surveys also shows an increase in faculty *hearing insensitive or disparaging remarks* about multiple groups. Given the general positive shift in the campus environment on other content, this presents a puzzle. This could be due to a shift in environment, or there could be something different about the faculty, such as an increased awareness of negative communication. This is a topic that may require additional exploration.

These findings merit further attention from Institute leadership and the campus community. Institute Diversity is expected to utilize data in this report to identify issues that merit additional attention and follow up, including a report on the qualitative data related to faculty responses to open-ended questions and general comments on the survey. Planned focus group research will further complement the quantitative and qualitative analyses and is expected to contribute to the formulation of strategic actions that will enhance our campus climate. It is hoped that those currently engaged in campus initiatives addressing campus climate will use these survey results as a guide to their activities and programming, and that new initiatives might be launched to more deeply explore the issues raised by these data. Future iterations of this survey will assist the Institute in measuring its progress as it pursues its strategic goal of inclusive excellence.

2017 Faculty and Staff Climate Assessment Survey Report

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Staff

EXECUTIVE SUMMARY

Non-faculty employees at Georgia Tech were invited to participate in the Climate Assessment Survey. Of the 4,435 staff invited, a total of 1,647 responded to the survey, for an overall response rate of 37.1 percent. Among the highlights of the findings:

- Respondents report relatively high levels of support from their colleagues. For example, more than four-fifths (82.0 percent) of respondents were satisfied with assistance from their colleagues in *establishing professional contacts*, and 75.0 percent were satisfied with *informal invitations from their colleagues to social engagements like lunch or coffee*.
- Respondents also reported high levels of satisfaction with the support they received from their supervisors. For example, more than 80 percent of respondents expressed satisfaction with their supervisors in terms of *understanding that individuals have different family and personal responsibilities* (89.8 percent satisfied), and *the degree to which agreements are honored* (84.8 percent satisfied).
- Respondents were less satisfied with mentoring they received from their supervisors, with 61.4 percent of respondents expressing satisfaction with *mentoring for career advancement*, and 61.3 percent satisfied with *mentoring for leadership positions*.
- Large majorities of respondents felt their specific work environment was collaborative and collegial. For example, 94.9 percent of respondents agreed that they could *freely interact with colleagues in their work setting*, and 84.3 percent agreed that *collaboration is encouraged in the workplace*.
- Respondents were less positive about their *career progress at Georgia Tech*, with 65.1 percent expressing satisfaction in this area. Respondents also had concerns about *adequate processes are in place to address grievances at Georgia Tech*, with 64.7 percent agreeing.
- Female staff were far more likely (40.6 percent) to have *experienced instances of marginalization at Georgia Tech based on gender* (compared to 16.8 percent of responding male staff). Similarly, URM staff were roughly three times as likely to have experienced marginalization based on *race or ethnicity* (47.8 percent, versus 16.7 percent of non-URM staff).
- Compared to 2013, Georgia Tech staff were generally more positive about the environment. The largest shift in attitude was in how *professional development is encouraged* in their work environment, from 71.4 percent in 2013 to 80.1 percent in 2017.
- Staff belief that *adequate processes are in place to address grievances at Georgia Tech* declined from 71.9 percent in 2013 to 64.7 percent in 2017.

SURVEY METHODOLOGY AND QUALITY ASSURANCE

Staff were invited by email to complete the Georgia Tech Climate Assessment Survey via the web in November 2017. Two reminders were sent to increase response rates. Of the 4,435 employees invited, a total of 1,647 responded to the survey, for an overall response rate of 37.1 percent, and a sampling error (95 percent confidence interval) of 1.9 percent. Chi Square Goodness of Fit Tests ($p < .01$) revealed that the respondents were not representative of the overall staff population on the basis of race, ethnicity, sex, job category, or office of primary appointment. To more accurately portray the data, the Institute results presented in this report were weighted by gender, appointment, and job category.^{1,1}

Table 2.1. Staff demographics

	Respondent Frequency	Valid Respondent Percent ^{2,2}	Staff Population Percent
Sex			
Male	531	37.2%	46.8%
Female	897	62.8%	53.2%
Other or Not specified	219	n/a	n/a
Ethnicity			
Hispanic or Latino/a	46	3.3%	2.5% ^{2,3}
Not Hispanic or Latino/a	1,336	96.7%	95.6%
Not specified	265	n/a	n/a
Race			
Asian or Asian American	55	4.0%	4.7%
Black or African American	406	29.5%	39.5%
White or European American	826	59.9%	52.8%
Other ^{2,4}	91	6.6%	n/a
Not Specified	224	n/a	8.7%
Job Category			
Executive	60	3.6%	5.0%
Administrative and Professional	1,071	65.0%	58.1%
Research	31	1.9%	3.6%
Support Services (Professional support/services, clerical/secretarial, maintenance/skilled crafts)	424	25.7%	33.3%
Not Specified/Other	49	4.4%	n/a

^{1,1} The weighting slightly “overcounts” colleges with lower response rates and “undercounts” colleges with higher response rates. The specific weighting scheme is available upon request from the Office of Academic Effectiveness.

^{2,2} Valid response excludes “not specified” respondents from the overall percentage calculation.

^{2,3} On the survey, the Hispanic category is separately reported from race. It is included under race in the Georgia Tech Human Resources database.

^{2,4} Other category includes American Indian/Alaskan Native, Hawaiian/Pacific Islander, and Multiracial. Georgia Tech Human Resources systems do not include a multiracial category.

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Table 2.1. Staff demographics [continued]

	Respondent Frequency	Valid Respondent Percent ^{2,5}	Staff Population Percent
Primary Appointment			
Auxiliary Services (Campus Services, OHR, Business Services)	294	17.9%	13.4%
College of Design	47	2.9%	1.1%
College of Computing	41	2.5%	2.6%
College of Engineering	148	9.0%	9.6%
College of Sciences	93	5.7%	4.9%
Exec. VP for Administration and Finance	120	7.3%	7.6%
Exec. VP for Research	80	4.9%	6.4%
Facilities	111	6.8%	12.8%
Georgia Tech Athletic Association	34	2.1%	3.7%
Georgia Tech Professional Education	47	2.9%	3.4%
Georgia Tech Research Institute (GTRI)	117	7.1%	10.3%
Ivan Allen College	28	1.7%	1.7%
Libraries and Information Center	47	2.9%	2.1%
Office of Information Technology	112	6.8%	5.0%
Office of the President/Provost	153	9.3%	7.8%
Scheller College of Business	42	2.6%	2.1%
Student Life	45	2.7%	2.0%
“Development”	38	2.3%	2.1%
Other	38	n/a	n/a

Data Limitations

Based on a close analysis of the data, it is suspected that many respondents differed from Georgia Tech’s official classification scheme when it came to describing their job function, with individuals over-selecting the “Administrative and Professional” (Admin & Pro) category over “Research” and “Support Services.” Due to these differences, we believe that the results for the Admin & Pro group presented in this report do not fully reflect the jobs so categorized in Georgia Tech’s PeopleSoft database. As noted above, the overall results are not representative of the various constituent offices and departments of the Institute, and generalizations about the entire Institute should be approached with caution. However, the lack of generalizability should not restrict comparisons between subgroups or specific organizations. In any survey, there is 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 35 percent) and the general representativeness of the respondents relative to the overall population

^{2,5} Valid response excludes “not specified” respondents from the overall percentage calculation.

(including the weighting correction) tends to mitigate the risk of non-response bias. However, this risk cannot be completely eliminated.

Structure of the report

The structure of this report follows the structure of the survey instrument. The first section includes items related to respondents' satisfaction with interactions with their colleagues and support from their supervisors. Next were items that asked participants to indicate their opinions about the overall work climate of their unit as well as the Institute in general. Respondents then provided their opinions on the value of diversity and the degree to which their unit and the Institute are committed to policies that support diversity. Staff were asked to reflect on whether or not they experienced instances of marginalization (defined as a sense of exclusion or feeling left out) and were also asked to describe the frequency in which they heard other staff members make disparaging remarks about various groups of people. Open-ended questions were included after each section of the survey in order for participants to further elaborate on the quantitative items. These results were analyzed separately. Finally, respondents answered a series of demographic questions including sex, race, ethnicity, job type, and area in which they are employed at Georgia Tech. Responses to these demographic questions were used to group staff responses for subsequent analyses.

As this survey replicates many aspects of the climate surveys conducted in 2013, a comparison of responses between the two administrations closes out the report. Note that some changes were made in assigning populations to the two surveys, to better group and capture information. To maintain comparable populations between the two administrations and simplify presentation, this report excludes GTRI personnel. GTRI personnel, combined with members from the faculty survey, will be addressed in a separate report.

Many of the survey items used a four-point Likert scale. The specific response anchors are presented in Table 2.2. For the purposes of this report, "satisfied" or "agree" are derived from combining responses of 3 or 4.

Table 2.2. Survey response anchors based on a four-point Likert scale

Rating	Agreement	Satisfaction
4*	Strongly Agree	Very Satisfied
3*	Somewhat Agree	Somewhat Satisfied
2	Somewhat Disagree	Somewhat Dissatisfied
1	Strongly Disagree	Very Dissatisfied

* Sufficient score for percentages rating an item as "agree," or "satisfied"

In reporting differences between some groups (such as males and females), large sample sizes make very small differences show up as statistically significant. To address this issue, 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 ν .^{2.6} These measures are interpreted in the same way as correlations, where .1 is considered a small effect, .3 a moderate effect, and .5 to be a large effect (Cohen, 1988, 1992).

It should also be noted that for some comparisons—particularly regarding research staff, and between races/ethnicities—sample sizes are relatively small. Small samples result in low statistical power, making it difficult to discern significant differences between groups even if they exist in reality.

RESULTS

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 Chart 2.1. Generally, respondents were satisfied in terms of *assistance with establishing professional contacts*, *informal invitations* (e.g., lunch or coffee), and *advice on navigating office politics*. Respondents were less satisfied with support from their colleagues regarding *mentoring for leadership positions* and *career advancement*.

Chart 2.1. Staff satisfaction with colleagues (percent “very satisfied” or “somewhat satisfied”)

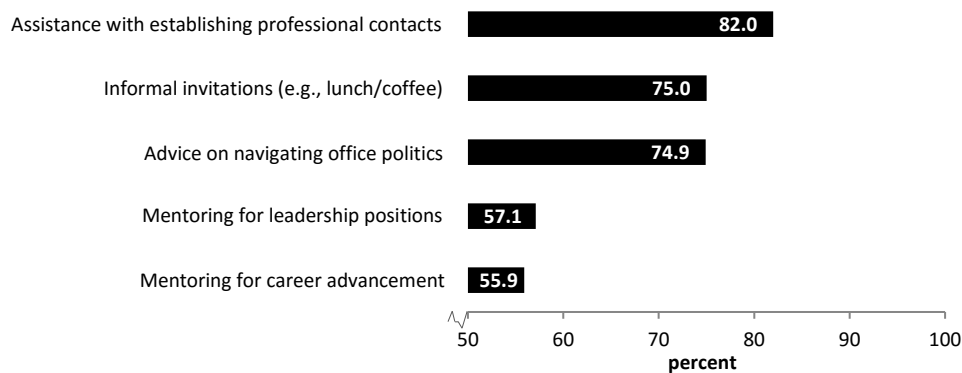


Table 2.3 breaks down staff satisfaction by job category. Overall, executive staff had the highest satisfaction, with very small but significant differences in *mentoring for leadership positions* and *career advancement*. A similar pattern was seen in *assistance with establishing professional contacts*, with administrative and professional respondents reporting higher satisfaction than their support staff colleagues, while still lower than the executive group. Research staff reported lower satisfaction in all areas, though caution should be used in interpretation given the relatively small number of respondents.

^{2.6} Both statistics measure the strength of association in Chi-Square Tests—the extent to which membership in one category (such as being male or female) can predict the responses in another set of categories (i.e., the answer to the question being asked on the survey).

Table 2.3. Staff satisfaction with colleagues by job category

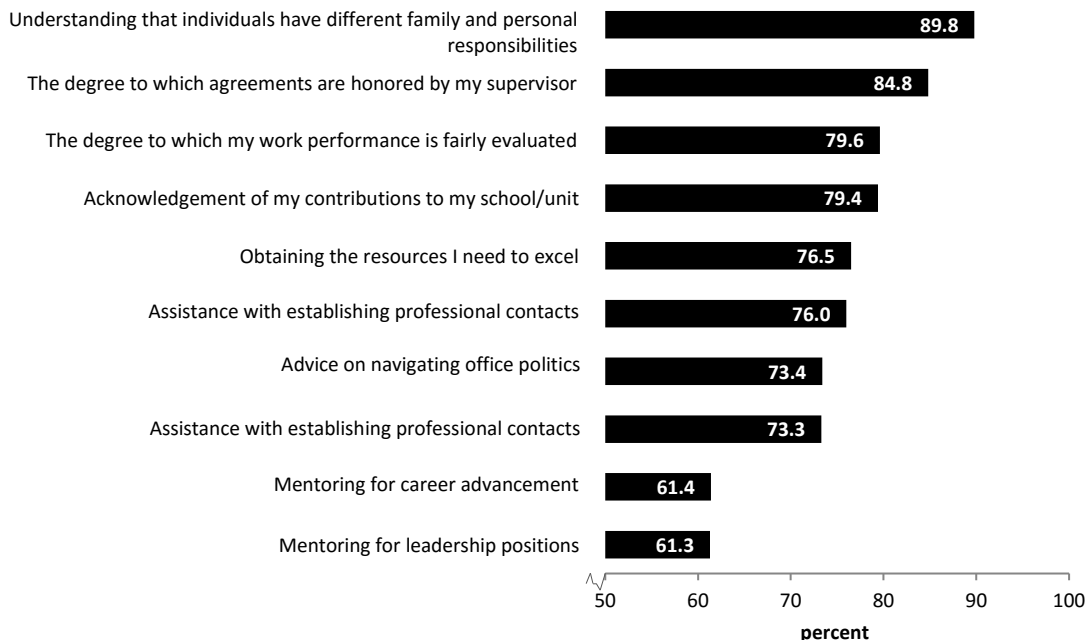
*p < .05; **p < .01; ***p < .001
Effect size: Small .1; Medium .3; Large .5

	Executive (n ≈ 61)	Admin & Pro (n ≈ 761)	Research (n ≈ 21)	Support (n ≈ 432)	Sig.	Effect Size
(percent “very” or “somewhat satisfied”)						
Satisfaction with support from colleagues:						
Assistance with establishing professional contacts	90.5%	84.4%	68.3%	78.0%	**	.111
Informal invitations (e.g., lunch/coffee)	79.0%	76.9%	69.4%	70.9%		
Advice on navigating office politics	83.3%	75.1%	72.2%	73.8%		
Mentoring for leadership positions	74.1%	55.2%	41.5%	59.6%	**	.102
Mentoring for career advancement	73.7%	55.8%	14.3%	57.7%	***	.169

Support from Supervisors

Respondents were also asked about their satisfaction with the support they receive from their supervisors. As seen in Chart 2.2, more than 80 percent of respondents expressed satisfaction with their supervisor *understanding that individuals have different family and personal responsibilities* and the degree to which *agreements are honored, with work performance is fairly evaluated and acknowledgment of my contributions to my unit* just below 80 percent. Respondents were significantly less satisfied with their supervisors in terms of *mentoring for career advancement* and *mentoring for leadership positions*.

Chart 2.2 Staff satisfaction with support received from their supervisors (percent “very” or “somewhat satisfied”)



Results based on job category are presented in Table 2.4. When compared to other staff job categories, research staff had very low ratings, which drives most of the measured differences. Excluding these from analysis, minor differences were found in satisfaction with supervisors in the *degree to which my work performance is fairly evaluated* (with administrative and professional being most satisfied), and *obtaining the mentorship for leadership positions* (with executive the most satisfied, and administrative and professional lower).

Table 2.4 Staff satisfaction with support from supervisor by job category

	Executive (n ≈ 61)	Admin & Pro (n ≈ 761)	Research (n ≈ 21)	Support (n ≈ 432)	Sig.	Effect Size
Satisfaction with support from supervisor:						
Understanding that individuals have different family and personal responsibilities	97.0%	90.5%	72.7%	88.5%	**	.108
The degree to which agreements are honored by my supervisor	85.5%	86.5%	51.5%	84.1%	***	.152
The degree to which my work performance is fairly evaluated	68.4%	83.0%	57.6%	76.8%	***	.130
Acknowledgement of my contributions to my school/unit	87.1%	81.2%	51.5%	77.3%	***	.125
Obtaining the resources I need to excel	82.3%	78.5%	51.5%	74.2%	***	.109

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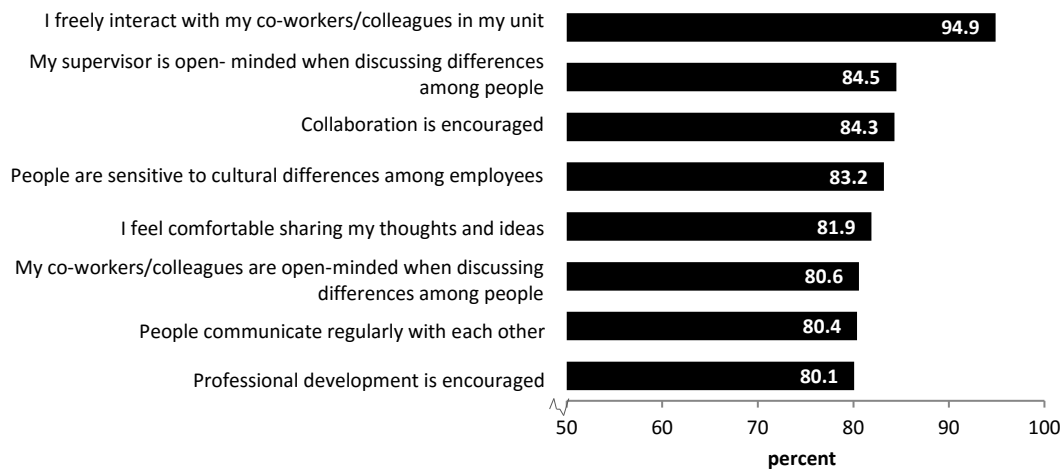
Table 2.4 Staff satisfaction with support from supervisor by job category [continued]

	Executive (n ≈ 61)	Admin & Pro (n ≈ 761)	Research (n ≈ 21)	Support (n ≈ 432)	Sig.	Effect Size
Satisfaction with support from supervisor:						
Assistance with establishing professional contacts	79.0%	77.7%	38.5%	79.0%	***	.133
Advice on navigating office politics	68.3%	74.2%	54.8%	68.3%		
Informal invitations (e.g., lunch/coffee)	76.7%	74.7%	61.3%	71.4%		
Mentoring for career advancement	60.3%	62.2%	51.5%	61.1%		
Mentoring for leadership positions	79.7%	60.5%	42.9%	61.2%	**	.103

Unit and Institute Work Environment

The survey asked staff about their work environment. Generally, respondents had positive opinions about the climate of their workplaces, with more than 80 percent agreeing that they *freely interact with their colleagues*, their *supervisor is open-minded when discussing differences among people*, and *collaboration is encouraged*. Most respondents also agreed that *people are sensitive to cultural differences*, *feel comfortable sharing thoughts and ideas*, and their *co-workers/colleagues are open-minded when discussing differences among people*.

Chart 2.3 Staff opinions about their work environment (percent “strongly” or “somewhat agreed”)



Results by job category are reported in Table 2.5. Agreement for most items was relatively high for all three of the job categories, but research staff had higher levels of agreement on several items including *people communicate regularly with each other*, *people treat each other fairly*, and for most categories *collaboration is encouraged*. Where differences were found, typically executive staff were most satisfied, and research and support the lowest. Effect sizes on all statistically significant were generally small to very small.

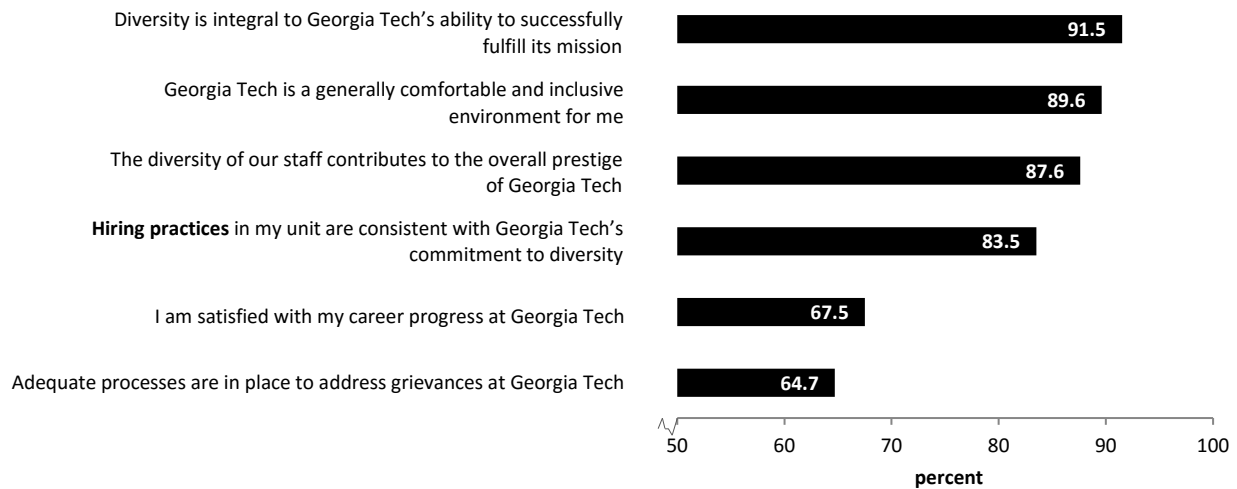
Table 2.5 Staff opinions on work environment by job category

Opinions about work environment:	Executive (n ≈ 61)	Admin & Pro (n ≈ 761)	Research (n ≈ 21)	Support (n ≈ 432)	Sig.	Effect Size
	(percent “very” or “somewhat satisfied”)					
I freely interact with co-workers / colleagues in my unit	97.1%	97.4%	93.6%	90.3%	***	.150
My supervisor is open-minded when discussing differences among people	92.2%	87.7%	51.2%	80.5%	***	.193
Collaboration is encouraged	92.5%	85.3%	75.0%	82.1%	*	.079
People are sensitive to cultural differences among employees	85.7%	86.0%	86.5%	77.4%	***	.108
I feel comfortable sharing my thoughts and ideas	87.1%	84.8%	73.2%	77.1%	***	.106
My co-workers/colleagues are open-minded when discussing differences among people	79.7%	83.5%	72.0%	76.7%	*	.090
People communicate regularly with each other	88.2%	80.2%	69.2%	80.9%		
My feedback is sought and respected	91.3%	79.9%	49.0%	72.1%	***	.169
People treat each other fairly	66.2%	77.1%	79.2%	73.8%		

Diversity and Inclusion

Asked about their opinions regarding the value of diversity and perceptions about Georgia Tech’s commitment to its principles, most respondents expressed support for the idea that *diversity is integral to Georgia Tech’s ability to fulfill its mission; that it is a comfortable and inclusive environment; the diversity of our staff contributes to the overall prestige of Georgia Tech; and that hiring practices in my unit are consistent with Georgia Tech’s commitment to diversity.* While still a majority, a slightly lower percentage of respondents agreed that they were *satisfied with their career progress, or that adequate processes are in place to address grievances at Georgia Tech.* Results are presented in Chart 2.4.

Chart 2.4. Staff opinions on diversity and inclusion (percent “strongly” or “somewhat agreed”)



Examining the results by job category, administrative and professional, and research staff were most likely to agree that *diversity is integral to Georgia Tech’s ability to successfully fulfill its mission, and the diversity of our staff contributes to the overall prestige of Georgia Tech* compared to executive and support staff. Similarly, administrative and professional and research staff were less likely to agree that *adequate processes are in place to address grievances.* In terms of hiring and employment, support staff were less satisfied than their colleagues in *my unit’s efforts to recruit staff from diverse backgrounds.* There were no differences in terms of *efforts to retain staff from diverse backgrounds, or that hiring practices in my unit are consistent with Georgia Tech’s commitment to diversity.* Effect sizes were small for the significant items.

Table 2.6 Staff opinions on diversity and inclusion by job category

	Executive (n ≈ 61)	Admin & Pro (n ≈ 761)	Research (n ≈ 21)	Support (n ≈ 432)	Sig.	Effect Size
(percent "strongly" or "somewhat agreed")						
Opinions on diversity and inclusion:						
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	87.1%	93.9%	100%	87.4%	***	.120
Georgia Tech is generally a comfortable and inclusive environment for me	90.3%	89.7%	90.5%	89.1%		
The diversity of our staff contributes to the overall prestige of Georgia Tech	82.0%	90.3%	90.5%	83.8%	**	.100
Hiring practices in my unit are consistent with Georgia Tech's commitment to diversity	86.7%	85.4%	87.5%	79.6%		
I am satisfied with my unit's efforts to recruit staff from diverse backgrounds	89.7%	84.5%	89.5%	77.3%	**	.108
I am satisfied with my unit's efforts to retain staff from diverse backgrounds	81.0%	77.5%	81.0%	74.6%		
Adequate processes are in place to address grievances at Georgia Tech	72.4%	61.9%	33.3%	68.5%	*	.091
I have considered leaving Georgia Tech because of concerns about collegiality	22.8%	34.9%	29.2%	31.6%		

Differences by Gender and Race/Ethnicity

Responses were compared on the basis of gender and race/ethnicity. Because there were low numbers of respondents in certain racial or ethnic groups, responses were combined to create two classifications: underrepresented minorities (URM) combined American Indian, Hispanic (regardless of race) and Black/African Americans. The non-URM group was comprised of all other respondents (Asian/Asian Americans and White/European Americans).

The relatively large sample sizes in these analyses produced statistically significant outcomes in many cases. It is instructive to consider effect sizes rather than the results of the chi-square tests in interpreting the results. Table 2.7 presents selected results by gender and URM status. Detailed results may be found in Appendix B.

There were few meaningful differences between the genders on the items relating to support from colleagues and supervisors, with small effect sizes in all cases. The most notable differences among the results by gender was that 65.7 percent of responding women indicated that *promotion practices were consistent with Georgia Tech's commitment to diversity*, compared to 76.2 percent of responding males. Women were also less likely than men to be satisfied that their unit's *hiring practices are consistent with Georgia Tech's commitment to diversity*; 87.4 percent of men agreed with this statement compared to 80.3 percent of women.

Differences between URM and non-URM respondents were slightly more pronounced—particularly regarding work environment and around hiring, promotion, and retention practices. For example, while 78.3 percent of non-URM respondents agreed that *promotion practices are consistent with Georgia Tech's commitment to diversity*, only 58.3 percent of URM respondents concurred. URM respondents were also

less satisfied with their unit’s *efforts to recruit staff from diverse backgrounds*; 86.9 percent of non-URM respondents expressed satisfaction on this item compared to 77.6 percent of URM respondents. Concerns about work environment were focused more on awareness. For example, 77.6 percent of URM respondents agreed that *people are sensitive to cultural differences*, compared to 87.2 percent of their non-URM peers. Similarly, 69.5 percent of URM respondents felt that *people treat each other fairly*, versus 80.7 percent of their non-URM respondents.

However, it should be noted that overall satisfaction among URM staff remains high and comparable to non-URM peers. For example, 88.6 percent of URM respondents agreed that Georgia Tech was a comfortable and inclusive environment for them (compared to 90.4 percent of non-URM respondents), and 83.1 percent of URM respondents agreed that they feel comfortable sharing thoughts and ideas (versus 83.8 percent for non-URM respondents).

Table 2.7: Staff selected responses by Gender and Underrepresented Minority status

	Gender				Underrepresented Minorities			
	Male Percent (n ≈ 541)	Female Percent (n ≈ 637)	Sig.	Effect Size	Not URM (n ≈ 751)	URM (n ≈ 414)	Sig.	Effect Size
(percent “strongly” or “somewhat agreed”)								
In my work environment...								
I freely interact with my co-workers/colleagues in my unit	95.6%	95.5%			97.5%	92.3%	***	.122
People are sensitive to cultural differences among employees	83.8%	83.0%			87.2%	77.6%	***	.124
I feel comfortable sharing thoughts and ideas	80.9%	85.0%			83.8%	83.1%		
I am comfortable expressing an opinion that is different from others in the workplace	82.0%	80.4%			81.7%	80.2%		
People express disagreements in a respectful manner	80.9%	76.0%	*	.059	81.3%	73.5%	**	.092
My co-workers are open-minded when discussing differences among people	84.0%	79.6%	***	.120	85.6%	76.0%	*	.057
People communicate regularly with each other	84.5%	77.6%	**	.087	81.5%	79.1%		
People treat each other fairly	79.6%	73.5%	*	.072	80.7%	69.5%	***	.127
My feedback is sought and respected	79.6%	76.9%			80.0%	75.2%		
Collaboration is encouraged	87.2%	82.8%	*	.061	85.5%	83.0%		

Note: URM = Underrepresented Minorities.

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Table 2.7: Staff selected responses by gender and URM status [continued]

	Gender				Underrepresented Minorities			
	Male Percent (n ≈ 541)	Female Percent (n ≈ 637)	Sig.	Effect Size	Not URM (n ≈ 751)	URM (n ≈ 414)	Sig.	Effect Size
<p>*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5</p> <p>(percent "very" or "somewhat satisfied")</p>								
Satisfaction with support from your supervisor:								
Assistance with establishing professional contacts	80.1%	74.2%	*	.070	79.0%	73.6%	*	.061
Advice on navigating office politics	78.9%	70.8%	**	.092	76.4%	72.7%		
Mentoring for leadership positions	65.6%	59.1%	*	.066	66.0%	56.8%	**	.091
Informal invitations (e.g., lunch/coffee)	78.0%	71.1%	*	.068	77.3%	71.1%	*	.078
Understanding that individuals have different family and personal responsibilities	93.1%	87.5%	***	.094	91.4%	87.6%	*	.061
Degree to which my work is fairly evaluated	83.5%	77.8%	*	.071	82.6%	76.5%	*	.074
(percent "strongly" or "somewhat agreed")								
Diversity and Inclusion:								
Georgia Tech is generally a comfortable and inclusive environment for me	90.1%	90.1%			90.4%	88.6%		
I feel valued and respected by the Georgia Tech community	81.5%	83.5%			83.9%	79.7%		
The diversity of our staff contributes to the overall prestige of Georgia Tech	85.6%	89.6%	*	.061	89.3%	87.1%		
I have considered leaving Georgia Tech because of concerns about collegiality	29.3%	35.4%	*	.065	32.0%	34.9%		
I am satisfied with my unit's efforts to recruit staff from diverse backgrounds	86.0%	80.5%	*	.073	86.9%	77.6%	***	.121
I am satisfied with my unit's efforts to retain staff from diverse backgrounds	79.2%	75.9%			81.1%	71.9%	***	.107
Hiring practices in my unit are consistent with Georgia Tech's commitment to diversity	87.4%	80.1%	***	.099	88.7%	76.3%	***	.164

Note: URM = Underrepresented Minorities.

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 tests. Responses were reduced to two categories: Never, and Any (experienced marginalization *slightly, somewhat, or greatly*). While this does lose some of the details of the responses, the majority of those reporting “any” marginalization reported “slight” marginalization. The actual frequencies for these items can be found in Appendix B.

Overall, 62.0 percent of respondents stated they had experienced marginalization based on one or more characteristics. Breaking down the results by gender and race/ethnicity yields slightly higher rates of marginalization for women and underrepresented minorities (URM). For women, marginalization by *gender* was the primary difference, while for URM staff there were meaningful differences on multiple characteristics. In addition to *race or ethnicity*, URM staff members were more likely to report *national origin, language differences, and economic background*. Interestingly, *political perspective* was more likely to be listed by male or non-URM respondents. Results are presented in Table 2.8.

Table 2.8. Marginalization by gender and Underrepresented Minority

	Gender				Underrepresented Minority				GT Total
	Male	Female	Sig.	Eff. Size	Not URM	URM	Sig.	Eff. Size	
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5									
Within the last three years, to what extent have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics? [percent answering “slightly,” “somewhat,” or “greatly”]									
Gender	16.8%	40.6%	***	.259	30.2%	29.6%			30.4%
Age	23.6%	30.9%	**	.081	26.6%	29.9%			28.2%
Race/ethnicity	28.5%	29.3%			16.7%	47.8%	***	.334	29.0%
Disability	3.5%	7.8%	**	.090	5.2%	7.4%			6.0%
National origin	10.7%	7.8%			6.2%	13.0%	***	.117	9.4%
Language difference/accent	7.7%	8.2%			5.1%	11.8%	***	.121	7.9%
Political perspective	31.8%	24.0%	**	.087	31.7%	21.3%	***	.112	28.5%
Religion	16.4%	13.2%			17.3%	10.4%	***	.093	15.1%
Sexual orientation	8.3%	6.8%			7.8%	9.1%			7.9%
Gender identity/expression	5.7%	6.3%			6.0%	8.2%			6.6%
Economic Background	12.7%	16.6%	*	.056	9.9%	22.4%	***	.172	14.9%

Note: URM = Underrepresented Minorities.

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 quite low across the board. Table 2.9 provides results from these items by gender and race/ethnicity.

Overall, disparaging remarks were low, with most having less than 30 percent of respondents reporting. The highest occurrences were for remarks regarding *younger people* (35.9 percent) and *specific political views* (49.1 percent). There were few relevant differences by gender; Men being more likely to report disparaging remarks about men, while more URM staff reported hearing disparaging remarks regarding *race/ethnicity, nationality, or socioeconomic background*. Similar to the marginalization findings, men and non-URM respondents were more likely to report disparaging remarks regarding *political views*. Complete results are available in Appendix B.

Table 2.9. Staff experiences with disparaging comments

	Gender		Underrepresented Minorities				GT Total	
	Male	Female	Sig.	Eff. Size	Not URM	URM		Sig.
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5								
Within the past year, how often have you heard a staff member make an insensitive or disparaging remark with respect to: [percent answering "sometimes," "often," or "very often"]								
Women	31.2%	31.6%			31.0%	32.7%		31.7%
Men	31.2%	22.0%	***	.104	26.5%	25.2%		25.8%
Older People	26.7%	27.4%			26.8%	27.5%		27.5%
Younger People	35.1%	36.1%			38.9%	29.8%	**	.092
People's race or ethnicity	25.3%	26.7%			21.2%	34.3%	***	.145
People with disabilities	7.9%	9.2%			7.2%	10.8%		8.6%
People with less education	29.5%	31.2%			28.3%	33.9%	*	.058
People with different nationalities	21.1%	16.5%	*	.058	13.9%	27.0%	***	.162
People with language differences or accents	26.4%	27.6%			23.9%	32.3%	**	.092
People with particular political views	53.0%	44.8%	**	.082	53.1%	40.8%	***	.118
People with particular religious affiliations	22.2%	20.0%			20.3%	21.3%		21.2%

Note: URM = Underrepresented Minorities.

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Table 2.9. Staff experiences with disparaging comments [continued]

*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5	Gender		Underrepresented Minorities				GT Total		
	Male	Female	Sig.	Eff. Size	Not URM	URM		Sig.	Eff. Size
Within the past year, how often have you heard a staff member make an insensitive or disparaging remark with respect to:									
[percent answering “sometimes,” “often,” or “very often”]									
People with different socioeconomic backgrounds	18.8%	17.9%			14.3%	23.9%	***	.121	18.4%
Gay, lesbian, or bisexual people	22.0%	17.8%			18.6%	22.3%			20.0%
Transgender people	20.2%	18.6%			20.6%	18.1%			19.7%

Note: URM = Underrepresented Minorities.

2013-2017 COMPARISONS

In order to permit comparative analysis with the 2013 survey, much of the content and format was kept the same between the two survey administrations. This provides an opportunity to look for changes in the attitudes and experiences of staff. For this analysis, the 2013 data was reweighted using the same procedures as the 2017 data. This puts both groups of responses at a close approximation to their respective populations. Because of this shift in weights, some of the numbers presented here vary slightly from what is in the 2013 report.

Colleagues and Supervisors

Overall, staff satisfaction with their interactions are relatively unchanged from 2013, with slight increases in co-worker advice in navigating the work environment. Select comparisons are presented in Table 2.10.

Table 2.10. Changes in Colleague & Supervisor Interactions: 2013-2017

*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5	2013 Percent	Change 2013 to 2017	2017 Percent	Sig.	Eff Size.
(percent “very” or “somewhat satisfied”)					
How satisfied are you with the following types of support you receive from your co-workers/colleagues?					
Assistance with establishing professional contacts	80.0%	1.9	81.9%		
Advice on navigating office politics	70.8%	4.2	75.0%	*	.046
Satisfaction: Mentoring for leadership positions	53.4%	3.7	57.1%	*	.037
Satisfaction: Mentoring for career advancement	53.0%	2.9	55.9%		
Satisfaction: Informal invitations (e.g., lunch/coffee)	71.5%	3.3	74.8%	*	.037

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Table 2.10. Changes in Colleague & Chair Interactions: 2013-2017 [continued]

	2013 Percent	Change 2013 to 2017	2017 Percent	Sig.	Eff Size.
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5					
(percent “very” or “somewhat satisfied”)					
How satisfied are you with the following types of support you receive from your supervisor?					
Advice on navigating office politics	71.3%	2.1	73.4%		
Mentoring for career advancement	58.8%	2.6	61.4%		
Informal invitations (e.g., lunch/coffee)	72.8%	0.5	73.3%		
Understanding that individuals have different family and personal responsibilities	87.0%	2.8	89.8%	*	.043
The degree to which my work performance is fairly evaluated	81.2%	-1.6	79.6%		

Climate

The changes in work climate over the four-year interval is somewhat mixed. More staff feel positive about their primary work environment, particularly that *professional development is encouraged*. While overall Georgia Tech’s climate is positive, there was a significant decline in staff who felt *adequate processes are in place to address grievances at Georgia Tech*. These differences are detailed in Table 2.11.

Table 2.11. Changes in Work Climate: 2013-2017

	2013 Percent	Change 2013 to 2017	2017 Percent	Sig.	Eff Size.
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5					
(percent “strongly” or “somewhat agreed”)					
In my primary work environment:					
My co-workers/colleagues are open-minded when discussing differences among people	79.4%	1.2	80.6%		
Professional development is encouraged	71.4%	8.7	80.1%	***	.100
My feedback is sought and respected	73.3%	3.4	76.7%	*	.040
Collaboration is encouraged	80.7%	3.6	84.3%	**	.047
At Georgia Tech					
Georgia Tech is generally a comfortable and inclusive environment for me	88.5%	1.0	89.6%		
Adequate processes are in place to address grievances at Georgia Tech	71.9%	-7.2	64.7%	***	.078
I feel valued and respected by the Georgia Tech community	78.9%	3.2	82.1%	*	.040
I am satisfied with my career progress at Georgia Tech	61.5%	6.0	67.5%	**	.061

Diversity and Inclusion

Staff attitudes regarding diversity and inclusion were remarkably unchanged between the two surveys. The ratings are detailed in Table 2.12.

Table 2.12. Changes in Diversity and Inclusion: 2013-2017

	2013 Percent	Change	2017 Percent	Sig.	Eff Size.
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5					
(percent “strongly” or “somewhat agreed”)					
Diversity and Inclusion:					
I have considered leaving Georgia Tech because of concerns about collegiality	32.8%	0.2	33.0%		
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	89.9%	1.6	91.5%		
The diversity of our staff contributes to the overall prestige of Georgia Tech	85.9%	1.7	87.6%		
I am satisfied with my unit’s efforts to recruit staff from diverse backgrounds	83.1%	-0.6	82.5%		
I am satisfied with my unit’s efforts to retain staff from diverse backgrounds	78.4%	-1.7	76.7%		
Hiring practices in my unit are consistent with Georgia Tech’s commitment to diversity	84.7%	-1.2	83.5%		
Promotion practices in my unit are consistent with Georgia Tech’s commitment to diversity	68.5%	1.4	69.9%		

Disparaging Remarks^{2.7}

After the broad improvements in other areas of the climate survey, the reports regarding disparaging remarks present more questions. Compared to the 2013 survey, there are significant *increases* in remarks for multiple groups: *younger people*, *people with particular political views*, and *transgender people*. There was also a significant decrease in reported remarks about *people with language differences or accents*. Comparisons are presented in Table 2.1

^{2.7} Marginalization is not compared between surveys. In 2017, 59.4 percent of staff reported any instance of marginalization, compared to the 20.8 percent in 2013. Given the results found elsewhere, a near-tripling of marginalization seems unlikely. It is possible that the more detailed approach used in 2017 may have prompted more introspection on the topic, producing very different numbers than if the 2013 format was used.

Table 2.13. Changes in Encountering Disparaging Remarks: 2013-2017

	2013 Percent	Change 2013 to 2017	2017 Percent	Sig.	Eff Size.
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5					
(percent “sometimes,” “often,” or “very often”)					
Within the past year, how often have you heard a coworker make an insensitive or disparaging remark with respect to:					
Women	28.1%	3.6	31.7%	*	.039
Men	23.4%	2.4	25.8%		
Older people	23.9%	3.6	27.5%	*	.041
Younger people	24.5%	11.4	35.9%	***	.124
People’s race or ethnicity	26.2%	-0.2	26.0		
People with disabilities	8.6%	0.1	8.7%		
People with less education	30.7%	-0.1	30.6%		
People with different nationalities	21.1%	-2.3	18.8%		
People with language differences or accents	33.6%	-6.6	27.0%	***	.071
People with particular political views	40.2%	9.0	49.2%	***	.089
People with particular religious affiliations	22.4%	-1.2	21.2%		
Gay, lesbian, or bisexual people	20.7%	-0.1	20.0%		
Transgender people	12.1%	7.6	19.7%	***	.104

CONCLUSION

The results presented here offer an important glimpse of the ways in which various members of the Institute perceive the Georgia Tech community. Generally, respondents express high degrees of collegiality, support, and inclusion within their immediate workplace and across the Institute. But there are also areas where respondents expressed concerns, or revealed topics that warrant further investigation.

Staff are highly satisfied with the support they receive from supervisors and co-workers, with a lower, but still overall positive level of satisfaction regarding mentorship for careers and advancement. Similarly, respondents rated diversity and inclusion well, but were less satisfied with career progress, and less satisfied with Georgia Tech’s ability to adequately address grievances.

Some groups on campus—notably women and underrepresented minorities—are more likely to express concern that people do not treat each other fairly and that promotion practices are not consistent with Georgia Tech’s commitment to the principles of diversity. Interestingly, the difference in opinion regarding being treated fairly is also expressed by respondents in executive positions.

While it should be noted that the majority of women and underrepresented minorities still agree that Georgia Tech is a comfortable and inclusive environment, the gap between their opinions and those of their peers is noteworthy. These findings, along with the fact that women and URM staff were more likely to report having experienced marginalization on campus should be followed up by Institute leadership and the campus community.

Compared to the results of the 2013 survey, the 2017 staff respondents were generally more positive in almost all areas, though at a smaller scale compared to faculty results. The ability to address grievances was notable in its decline. Viewed with the various group responses, this does appear to be an area of concern. Similarly, there was a notable increase in disparaging remarks for a few groups. Whether this was a result of change in the population, or if it reflects a change, such as increased awareness is a question that would need further exploration.

Institute Diversity is expected to utilize data in this report to identify issues that merit additional attention and follow-up, including a report detailing qualitative analytic results related to staff survey responses to open-ended questions and general comments. Planned focus group research will further complement the quantitative and qualitative analyses and is expected to contribute to the formulation of strategic actions that will enhance our campus climate. It is hoped that those currently engaged in campus initiatives addressing campus climate will use these survey results as a guide to their activities and programming, and that new initiatives might be launched to more deeply explore the issues raised by these data. Future iterations of this survey will assist the Institute in measuring its progress as it pursues its strategic goal of inclusive excellence.

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