Faculty-Staff Campus Climate Assessment

Summary Report for the University at Buffalo

September 2019

Contents

Executive Summary

This report contains the results of a campus climate survey of faculty and staff conducted at the University at Buffalo in partnership with Skyfactor. The survey was topically focused to measure climate related to diversity, equity, and inclusion. This assessment is part of a broader project to assess and improve campus climate at the University at Buffalo.

Survey Instrument

The survey instrument used for this project was a customized version of Skyfactor's Faculty and Staff Campus Climate, Safety, and Sexual Assault Assessment. The national version of the assessment addresses various aspects of campus climate and safety, including but not limited to perceptions of the institution, interactions with campus populations, campus safety, campus accessibility, diversity, and knowledge of and training on resources related to sexual assault. Skyfactor worked with staff at the University at Buffalo to tailor the survey to the specific needs of the campus climate project. The faculty-staff campus climate assessment used for this project included a total of 114 questions.

Survey Administration

The University at Buffalo Faculty-Staff Campus Climate Assessment was administered at the University at Buffalo from April 1, 2019 to April 22, 2019, using Skyfactor's online data collection software. The survey was sent to all University at Buffalo faculty and staff. Invitations to participate were sent via email to 6,910 faculty and staff. In total, 1,716 faculty and staff responded to the survey, with a response rate of 25%.

Key Findings

Finding 1: Faculty and staff rated Personal Attitudes and Behaviors, Campus Accessibility, and Individual and Institutional Response to Sexual Violence highest.

- Nine out of ten respondents strongly agreed that they are comfortable interacting with students from diverse backgrounds.
- More than eight out of ten respondents strongly agreed that they can easily access their work space.
- Three-quarters of respondents strongly agreed that they understand their role in reporting sexual violence.

Finding 2: Faculty and staff rated Perceptions of the Administration, Administrative Policies, and Perceptions of the Institution lowest.

- One-third of respondents strongly agreed that administrators respect what faculty and staff think.
- Just under half of respondents strongly agreed that the University at Buffalo is doing enough to prevent discrimination related to gender or gender expression.
- Forty-one percent of respondents strongly agreed that the University at Buffalo encourages faculty and staff to openly share their ideas.

Finding 3: Perceptions of campus climate varied across subpopulations.

Introduction and Background

This report contains the results of a faculty-staff campus climate assessment administered by University at Buffalo in partnership with Skyfactor. This assessment is part of a broader long-term project to assess and improve the campus climate at the University at Buffalo.

Project Overview

In 2018, the University at Buffalo began a project to assess the climate for their entire campus community, with a topical focus on diversity, equity, and inclusion. Information gathered through this project is intended to inform the University at Buffalo of not only overall strengths and weaknesses, but also how perspectives of campus climate differ across key populations, thus informing efforts to improve the overall campus climate.

The University at Buffalo partnered with Skyfactor, a Macmillan Learning company, to design and administer a campus climate assessment. Skyfactor has served higher education for over 20 years. Skyfactor's products and services empower colleges and universities to positively impact student development, learning, retention, and satisfaction through 50+ national benchmarking assessments, including offering campus climate assessments. Skyfactor has provided national assessments to over 1,600 institutions and surveyed over 42 million students.

Survey Instrument

The national version of Skyfactor's Faculty and Staff Campus Climate, Safety, and Sexual Assault Assessment addresses various aspects of campus climate and safety, including but not limited to: perceptions of the institution; interactions with campus populations (administrators, faculty, staff, and students); campus safety; campus accessibility; diversity; and policies, procedures, resources, and training related to sexual assault.

The national survey also contains survey factors. Factors are a set of survey questions that measure a broader construct. For instance, the factor on Overall Satisfaction contains a set of survey questions asking respondents how satisfied they were with their overall experience at the institution and whether they feel like they belong at the institution.

Skyfactor worked with staff at the University at Buffalo to customize the survey to better address the specific needs of the campus climate project. Customizations included, but were not limited to: additional questions and sections, removal of questions and sections, and minor modifications of question language to fit the University at Buffalo population and context, including a focus on sexual violence in place of sexual assault.

The University at Buffalo Faculty-Staff Campus Climate Assessment contained a total of 114 questions, including seven categorical questions (demographic/profile questions), four open-ended questions, and 103 scaled questions. Respondents used seven-point Likert scales, ranging from 1 - Strongly Disagree to 7 - Strongly Agree.

Survey Administration

The faculty and staff climate assessment was administered at the University at Buffalo from April 1, 2019 to April 22, 2019, using Skyfactor's online data collection software. The survey was sent to all University at Buffalo faculty and staff, full-time and part-time, from all areas of the institution. Invitations to participate were sent via email to 6,910 faculty and staff. In total, 1,716 faculty and staff responded to the survey, with a response rate of 25%.

Survey Results

The following report is divided into three sections:

- **Respondent Characteristics**, which compares the distribution of survey respondents to the University at Buffalo population across categorical questions
- **Overall Findings,** which displays mean factor scores and breaks down results of individual survey questions organized by section name
- **Overall Results by Respondent Characteristics**, which compares mean factor scores of survey respondents based on responses to various categorical questions

Respondent Characteristics

This section compares the distribution of those who responded to the survey to that of all employees at the University at Buffalo (UB) across a range of personal and employment-related characteristics. Some demographic data on all employees was provided by UB, along for comparisons between respondents and all UB employees.

Personal Characteristics

Table 1 compares the distribution of respondents to that of all UB employees across five personal characteristics: gender, race/ethnicity, age, highest level of education completed, and citizenship status.

There were statistically-significant differences between the distribution of respondents and all UB employees for five items. For example, respondents were 62.8% female, compared to 51.6% of UB employees.

Table 1: Personal Characteristics

	Respondents	UB Employees
	Percentages	
Gender *		
Female	62.8	51.6
Male	37.2	48.4
Race/Ethnicity *		
American Indian/Alaska Native/First Nation	0.2	0.4
Asian	6.1	9.7
Black or African American	3.8	5.8
Hispanic (regardless of race)	2.7	2.3
Native Hawaiian or other Pacific Islander	0.1	0.1
White	84.8	80.7
Two or more races	2.2	0.9
Race and Ethnicity Unknown	0.1	0.1
Age *		
20 years old or younger	0.0	0.3
21 to 30 years old	8.6	11.1
31 to 40 years old	23.7	22.4
41 to 50 years old	25.2	23.0
51 to 60 years old	27.3	25.5
More than 60 years old	15.2	17.8
Education Level *		
Less than high school	0.0	0.2
High school diploma or GED	6.1	11.5
Some college	3.6	5.7
Associate's degree	4.5	5.1

	Respondents	UB Employees
Bachelor's degree	21.5	17.9
Master's degree	30.8	23.7
Doctoral degree	30.7	30.1
Professional degree	2.7	5.8
Citizenship Status*		
U.S. Citizen	93.0	89.5
Not a U.S. Citizen or permanent resident	7.0	10.5

* Indicates difference between respondents and populations is statistically-significant, p<0.05

Employment Characteristics

Table 2 compares the distribution of respondents to that of all UB employees across seven employment-related characteristics: employee status, length of employment, employee role, tenure status, rank, unit, and whether or not the employee worked in a STEM-related position.

There were statistically-significant differences between the distribution of respondents and all UB employees for six items. For example, respondents were 90.9% full-time employees, compared to 83.3% of UB employees.

Table 2: Employment Characteristics

	Respondents	UB Employees
	Percentages	
Employee Status *		
Full-time	90.9	83.3
Part-time	9.1	16.7
Length of Employment *		
Less than 1 year	4.9	6.1
1 to 2 years	12.3	12.2
3 to 5 years	12.8	14.2
6 to 10 years	16.7	17.4
11 to 20 years	30.5	27.5
21 to 30 years	13.3	12.8
More than 30 years	9.5	9.8
Employee Role *		
Faculty	30.3	35.8
Professional Staff	69.7	64.2
Tenure Status		
Tenured	13.7	12.5
Tenure-Track	4.7	4.6
Not tenure track	81.6	82.8

Rank *		
Full Professor	31.0	31.5
Associate Professor	36.3	31.7
Assistant Professor	32.7	36.8

Unit *		
Central University	0.2	0.8
Chief Information Officer	3.0	3.0
College of Arts and Sciences	15.3	16.8
Division of Athletics	2.0	2.7
Finance and Administration	9.7	12.2
Graduate School of Education	4.0	3.9
Health Sciences	0.3	0.3
Independent Entities	0.6	0.5
Jacobs School of Medicine	10.2	14.7
Law School	1.9	1.8
President	1.3	0.6
Provost	12.5	7.4
Research and Economic Development	3.5	3.2
School of Architecture and Planning	1.6	1.5
School of Dental Medicine	4.8	5.4
School of Engineering and Applied Sciences	4.5	6.1
School of Management	2.6	3.4
School of Nursing	2.1	1.5
School of Pharmacy	1.6	1.9
School of Public Health	4.5	3.0
School of Social Work	1.9	1.8
Student Life	6.8	5.2
University Advancement	3.4	1.7
University Communications	1.6	0.6

STEM-Related Position *		
No	81.0	83.7
Yes	19.0	16.3

* Indicates difference between respondents and populations is statistically-significant, p<0.05

Factor Means

Factors are a set of questions that measure a broader construct. For example, the Perceptions of Faculty factor has four survey questions which assess the degree to which employees indicated faculty treated them with respect, display an appreciation for those from diverse backgrounds, value the work they do, and value their feedback.

Figure 1 displays the mean factor scores. Respondents used seven-point Likert scales, ranging from 1 -Strongly Disagree to 7-Strongly Agree. The factor with the highest mean score was Personal Attitudes and Behaviors. The factor with the lowest mean score was Perceptions of the Administration.

Figure 1: Factor Means

Factor	Mean
Personal Attitudes and Behaviors	6.33
Campus Accessibility	5.84
Individual Response to Sexual Violence	5.74
Institutional Response to Sexual Violence	5.71
Perceptions of Staff	5.70
Perceptions of Students	5.62
Overall Perceptions	5.57
Work Environment	5.48
Visibility	5.41
Campus Safety	5.37
Campus Environment	5.29
Perceptions of Faculty	5.23
Perceptions of the Institution	5.15
Administrative Policies	5.00
Perceptions of the Administration	4.52

Question Responses

This section presents a breakdown of question responses. Responses were grouped into three categories:

- Respondents who selected 1 or 2, labeled as Strongly Disagree
- Respondents who selected 3, 4, or 5, labeled as Neutral

- Respondents who selected 6 or 7, labeled as Strongly Agree

Questions within each figure are displayed in the order they appeared in the survey. The total question percentages may sum to more or less than 100% due to rounding.

Overall Perceptions

The Overall Perceptions factor contained seven questions focusing broadly on the respondents' overall experiences at UB. The mean factor score was 5.57. Figure 2 displays the grouped responses to each question in this factor.

- Three-fourths of respondents strongly agreed that they felt accepted by students.
- Fifty-nine percent of respondents strongly agreed that they felt valued by faculty and staff.

Figure 2: Overall Perceptions

To what extent do you agree with the following statements?

	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
Overall, I am satisfied with my work environment.	9%	31%	60%
I would recommend working at UB to a close friend.	9%	28%	63%
I feel accepted by students.	2%	23%	75%
I feel valued by students.	4%	30%	67%
I feel accepted by faculty and staff.	6%	28%	67%
I feel valued by faculty and staff.	8%	34%	59%
I belong at UB.	7%	29%	65%

Administrative Policies

The Administrative Policies factor contained ten questions asking if UB was doing enough to prevent discrimination. The mean factor score was 5.00. Figure 3 displays the grouped responses to each question in this factor.

- Fifty-six percent of respondents strongly agreed that UB is doing enough to prevent discrimination related to sexual orientation.
- Forty-three percent of respondents strongly agreed that UB is doing enough to prevent discrimination related to age.

Figure 3: Administrative Policies

To what extent do you agree with the following statements?
UB is doing enough to prevent discrimination related to:

Category	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
Abilities or disabilities	9%	45%	46%
Age	11%	46%	43%
Gender or gender expression	10%	41%	49%
Marital or family status	8%	41%	51%
Nationality	7%	40%	53%
Political ideology	11%	45%	45%
Race	11%	40%	49%
Religion or faith	8%	43%	50%
Sexual orientation	6%	38%	56%
Socioeconomic status	9%	44%	47%

■ % 1-2 (Strongly Disagree)   ■ % 3-5 (Neutral)   ■ % 6-7 (Strongly Agree)

Campus Accessibility

The Campus Accessibility factor contained nine questions asking if respondents could easily access a range of spaces or facilities on campus. The mean factor score was 5.84. Figure 4 displays the grouped responses to each question in this factor.

- Four out of five respondents strongly agreed that they can easily access their work space.
- Six out of ten respondents strongly agreed that they can easily access campus administrative offices.

Figure 4: Campus Accessibility

To what extent do you agree with the following statements?
I can easily access:

Statement	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
Campus administrative offices	8%	33%	59%
Campus web sites	3%	19%	79%
Classrooms	3%	27%	70%
Campus buildings	4%	26%	70%
Campus dining facilities	5%	25%	70%
Campus sidewalks	4%	25%	71%
Campus transportation services	5%	25%	71%
My work space	3%	15%	82%
The disability resources I need	6%	28%	66%

■ % 1-2 (Strongly Disagree)　■ % 3-5 (Neutral)　■ % 6-7 (Strongly Agree)

Campus Environment

The Campus Environment factor contained ten questions asking if faculty and staff were treated fairly. The mean factor score was 5.29. Figure 5 displays the grouped responses to each question in this factor.

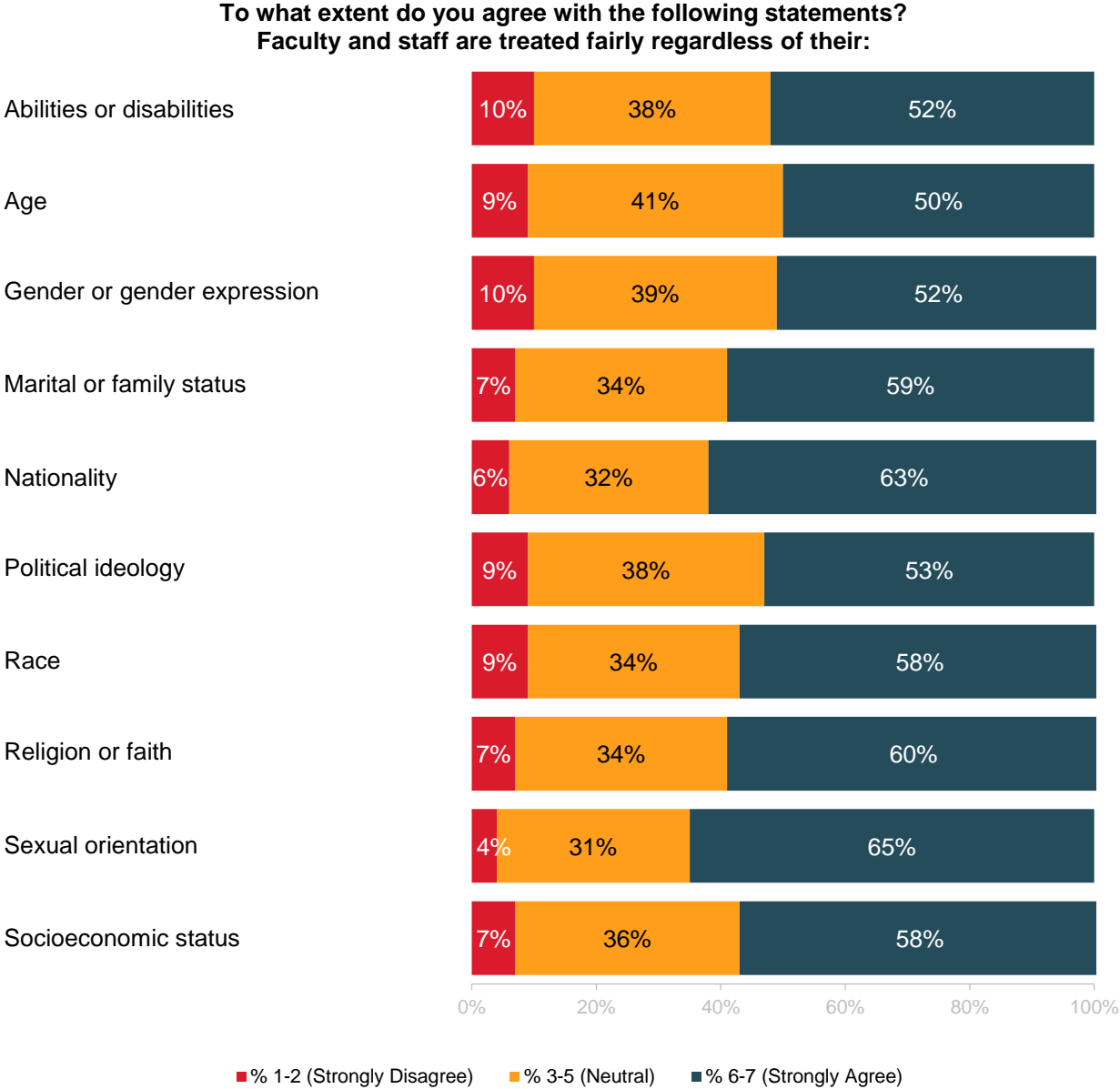- Two-thirds of respondents strongly agreed that faculty and staff are treated fairly regardless of their sexual orientation.
- Half of respondents strongly agreed that faculty and staff are treated fairly regardless of their age.

Figure 5: Campus Environment

To what extent do you agree with the following statements?
Faculty and staff are treated fairly regardless of their:

Category	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
Abilities or disabilities	10%	38%	52%
Age	9%	41%	50%
Gender or gender expression	10%	39%	52%
Marital or family status	7%	34%	59%
Nationality	6%	32%	63%
Political ideology	9%	38%	53%
Race	9%	34%	58%
Religion or faith	7%	34%	60%
Sexual orientation	4%	31%	65%
Socioeconomic status	7%	36%	58%

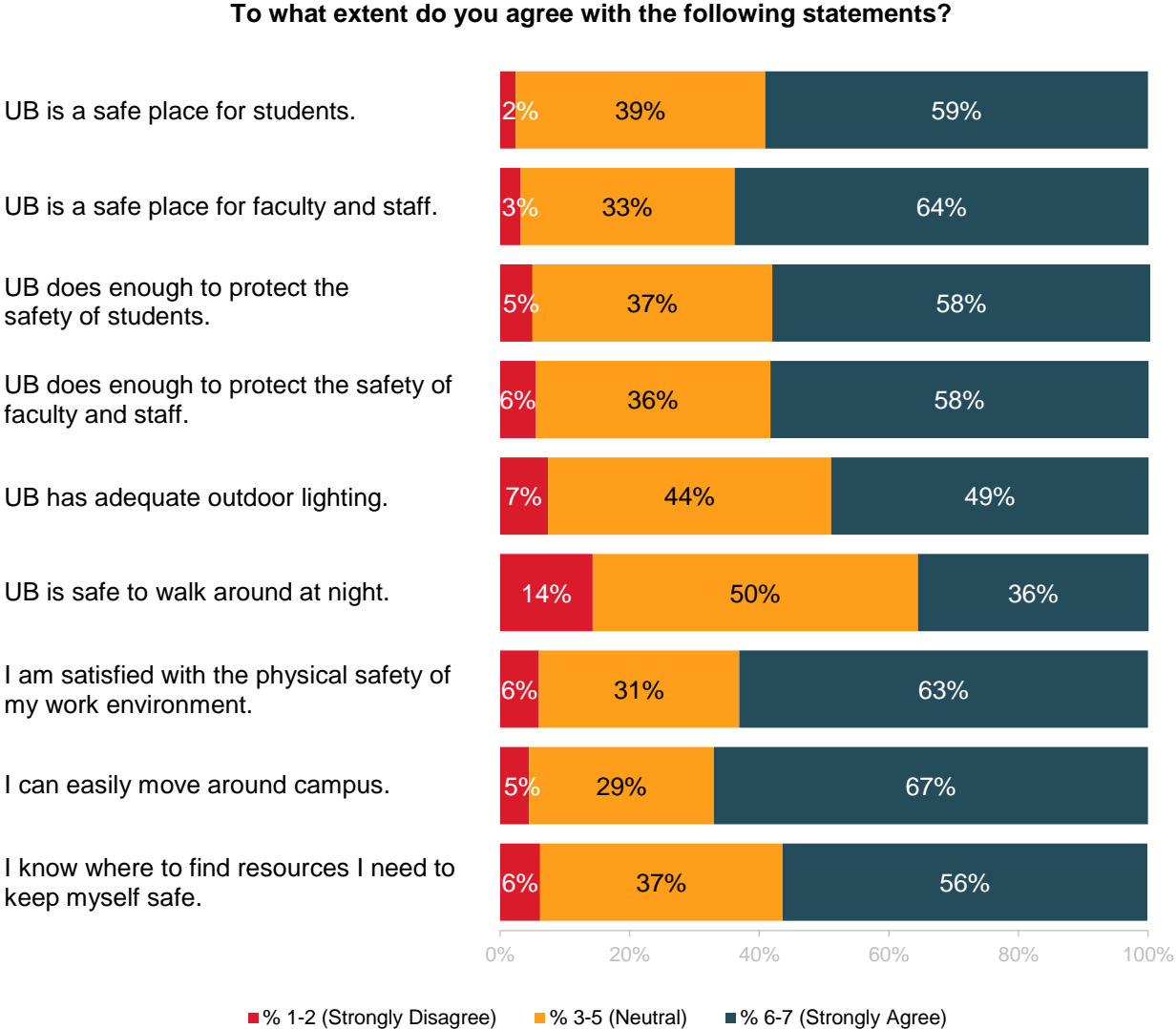■ % 1-2 (Strongly Disagree)   ■ % 3-5 (Neutral)   ■ % 6-7 (Strongly Agree)

Campus Safety

The Campus Safety factor contained nine questions focusing on perceptions of safety at UB. The mean factor score was 5.37. Figure 6 displays the grouped responses to each question in this factor.

- Two-thirds of respondents strongly agreed that they can easily move around campus.
- Just over one-third of respondents strongly agreed that UB is safe to walk around at night.

Figure 6: Campus Safety

To what extent do you agree with the following statements?

Statement	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
UB is a safe place for students.	2%	39%	59%
UB is a safe place for faculty and staff.	3%	33%	64%
UB does enough to protect the safety of students.	5%	37%	58%
UB does enough to protect the safety of faculty and staff.	6%	36%	58%
UB has adequate outdoor lighting.	7%	44%	49%
UB is safe to walk around at night.	14%	50%	36%
I am satisfied with the physical safety of my work environment.	6%	31%	63%
I can easily move around campus.	5%	29%	67%
I know where to find resources I need to keep myself safe.	6%	37%	56%

■ % 1-2 (Strongly Disagree)   ■ % 3-5 (Neutral)   ■ % 6-7 (Strongly Agree)

Discrimination and Harassment

The Discrimination and Harassment section contained two questions focusing on knowledge of and comfort with discussing discrimination and harassment issues. The mean score of the questions in this section was 4.94. Figure 7 displays the grouped responses to each question in this section.

- Three out of five respondents strongly agreed that they know how to report issues of discrimination or harassment at UB.
- Forty-one percent of respondents strongly agreed that they feel comfortable bringing up issues of discrimination or harassment with faculty and staff.

Figure 7: Discrimination and Harassment

To what extent do you agree with the following statements?

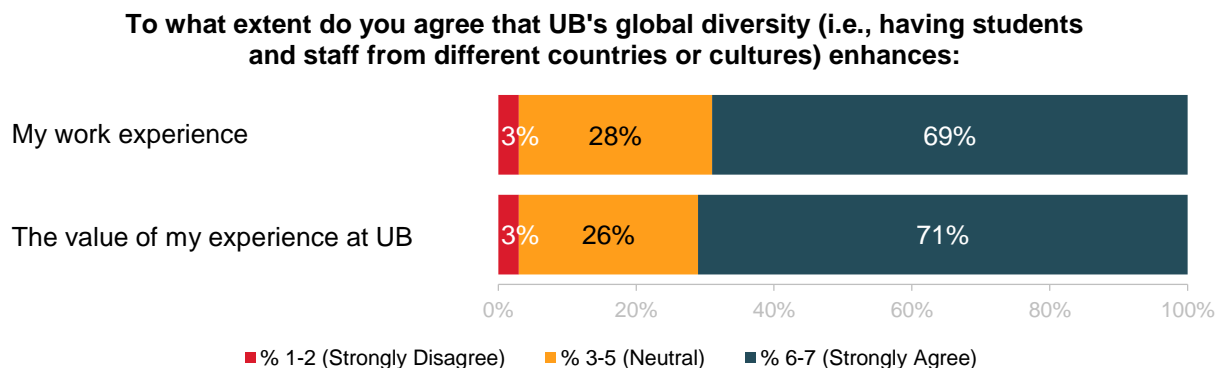|	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
I feel comfortable bringing up issues of discrimination or harassment with faculty and staff.	19%	40%	41%
I know how to report issues of discrimination or harassment at UB.	9%	31%	60%
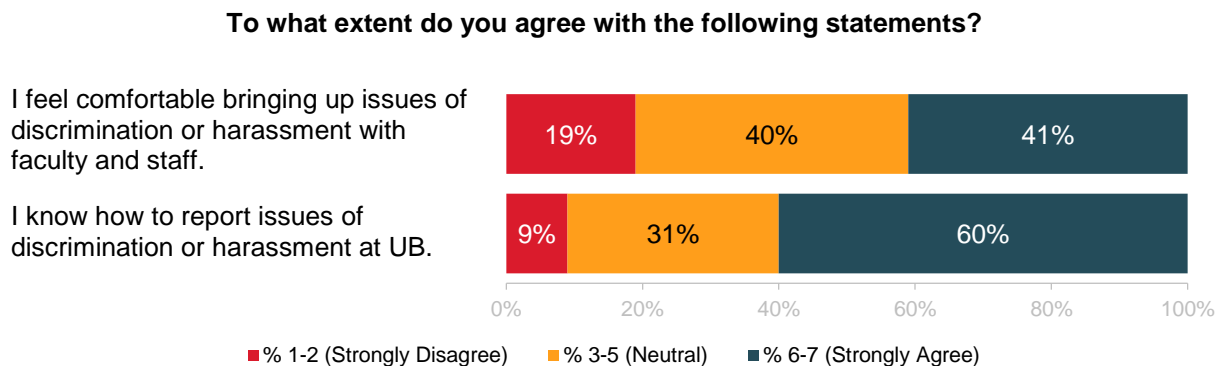
Global Diversity

The Global Diversity section consisted of two questions focusing on the value associated with diversity at UB. The mean score of the questions in this section was 5.89. Figure 8 displays the grouped responses to each question.

- Seventy-one percent of respondents strongly agreed that UB's global diversity enhances the value of their experience at UB.
- Sixty-nine percent of respondents strongly agreed that UB's global diversity enhances their work experience.

Figure 8: Global Diversity

To what extent do you agree that UB's global diversity (i.e., having students and staff from different countries or cultures) enhances:

|	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
My work experience	3%	28%	69%
The value of my experience at UB	3%	26%	71%

Individual Response to Sexual Violence

The Individual Response to Sexual Violence factor contained four questions focusing on how knowledgeable faculty and staff felt regarding how to respond to incidents of sexual violence. Sexual violence was defined in the survey section header as "physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including, but not limited to rape, sexual battery, and sexual coercion." The mean factor score was 5.74. Figure 9 displays the grouped responses to each question in this factor.

- Three out of four respondents strongly agreed that they understand their role in reporting sexual violence.
- Sixty-five percent of respondents strongly agreed that they know how to direct a student or colleague to appropriate resources in the event of a sexual violence incident.

Figure 9: Individual Response to Sexual Violence

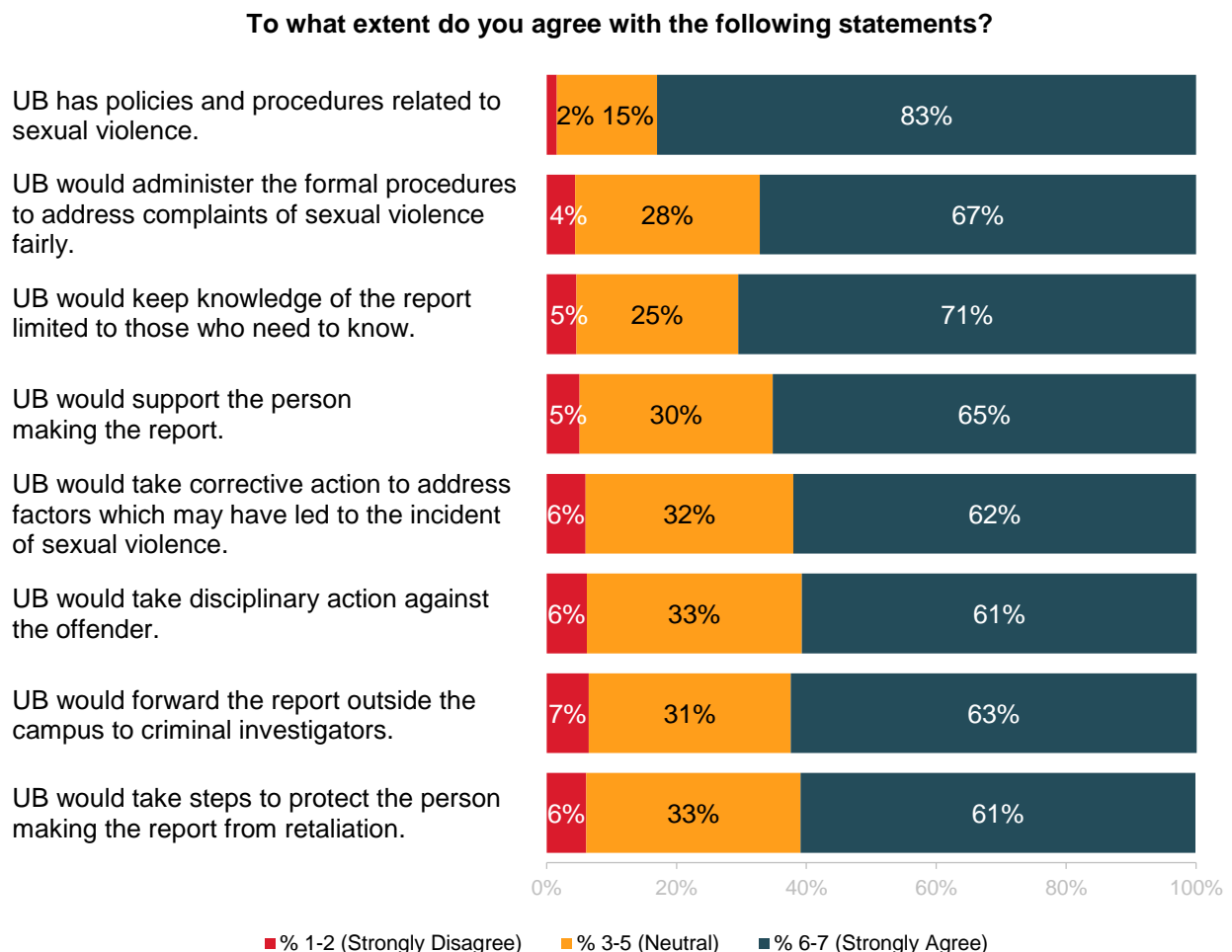**To what extent do you agree with the following statements?**
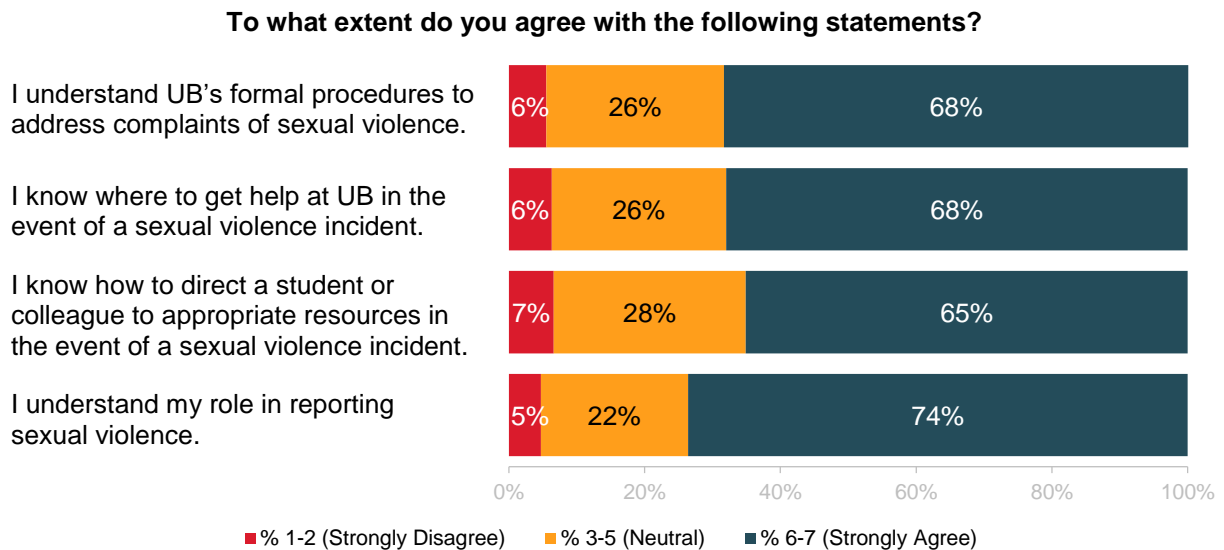
Institutional Response to Sexual Violence

The Institutional Response to Sexual Violence factor contained eight questions focusing on perceptions of how effectively UB handles incidents of sexual violence. Sexual violence was defined in the survey section header as "physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including, but not limited to rape, sexual battery, and sexual coercion." The mean factor score was 5.71. Figure 10 displays the grouped responses to each question in this factor.

- More than eight of ten respondents strongly agreed that UB has policies and procedures related to sexual violence.
- Six out of ten respondents strongly agreed that UB would take disciplinary action against the offender.

Figure 10: Institutional Response to Sexual Violence

To what extent do you agree with the following statements?

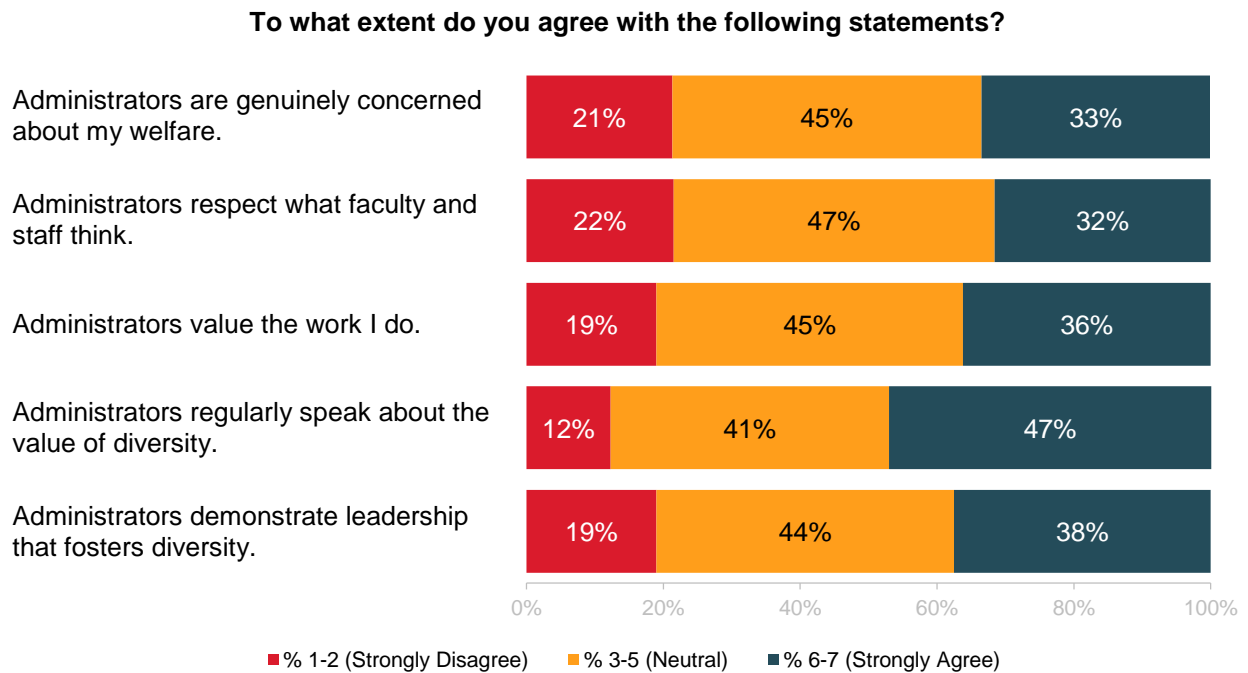| Statement	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
UB has policies and procedures related to sexual violence.	2%	15%	83%
UB would administer the formal procedures to address complaints of sexual violence fairly.	4%	28%	67%
UB would keep knowledge of the report limited to those who need to know.	5%	25%	71%
UB would support the person making the report.	5%	30%	65%
UB would take corrective action to address factors which may have led to the incident of sexual violence.	6%	32%	62%
UB would take disciplinary action against the offender.	6%	33%	61%
UB would forward the report outside the campus to criminal investigators.	7%	31%	63%
UB would take steps to protect the person making the report from retaliation.	6%	33%	61%

Perceptions of the Administration

The Perceptions of the Administration factor contained five questions focusing on perceptions of administrators at UB. The mean factor score was 4.52. Figure 11 displays the grouped responses to each question in this factor.

- Just under half of respondents strongly agreed that administrators regularly speak about the value of diversity.
- About one-third respondents strongly agreed that administrators respect what faculty and staff think.

Figure 11: Perceptions of the Administration

To what extent do you agree with the following statements?

Statement	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
Administrators are genuinely concerned about my welfare.	21%	45%	33%
Administrators respect what faculty and staff think.	22%	47%	32%
Administrators value the work I do.	19%	45%	36%
Administrators regularly speak about the value of diversity.	12%	41%	47%
Administrators demonstrate leadership that fosters diversity.	19%	44%	38%

■ % 1-2 (Strongly Disagree) ■ % 3-5 (Neutral) ■ % 6-7 (Strongly Agree)
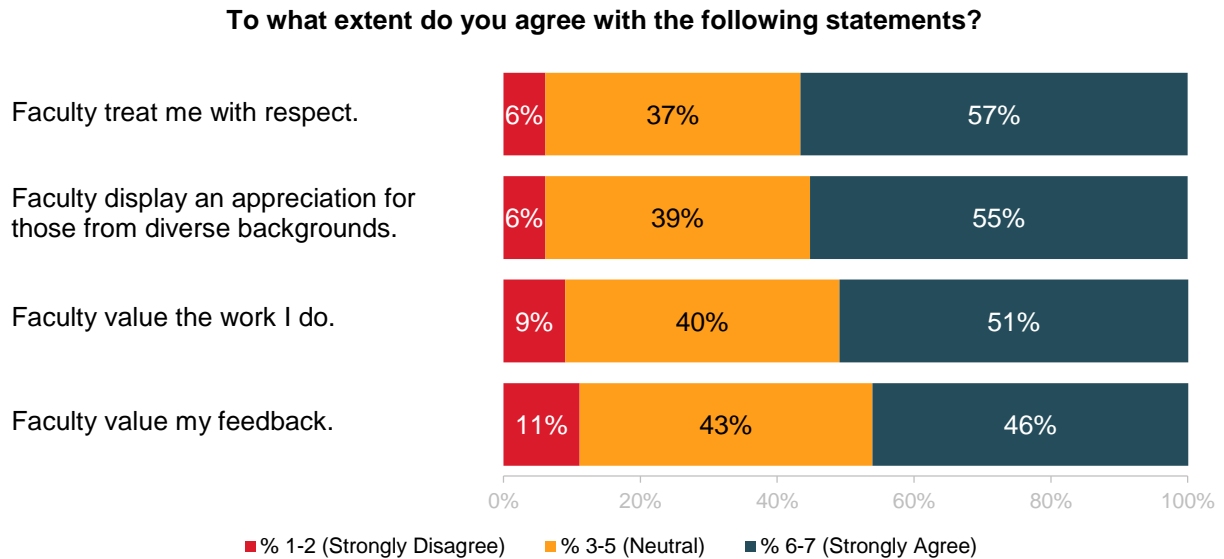
Perceptions of Faculty

The Perceptions of Faculty factor contained four questions focusing on how faculty at UB are perceived. The mean factor score was 5.23. Figure 12 displays the grouped responses to each question in this factor.

- Fifty-seven percent of respondents strongly agreed that faculty treat them with respect.
- Forty-six percent of respondents strongly agreed that faculty value their feedback.

Figure 12: Perceptions of Faculty

To what extent do you agree with the following statements?

Statement	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
Faculty treat me with respect.	6%	37%	57%
Faculty display an appreciation for those from diverse backgrounds.	6%	39%	55%
Faculty value the work I do.	9%	40%	51%
Faculty value my feedback.	11%	43%	46%

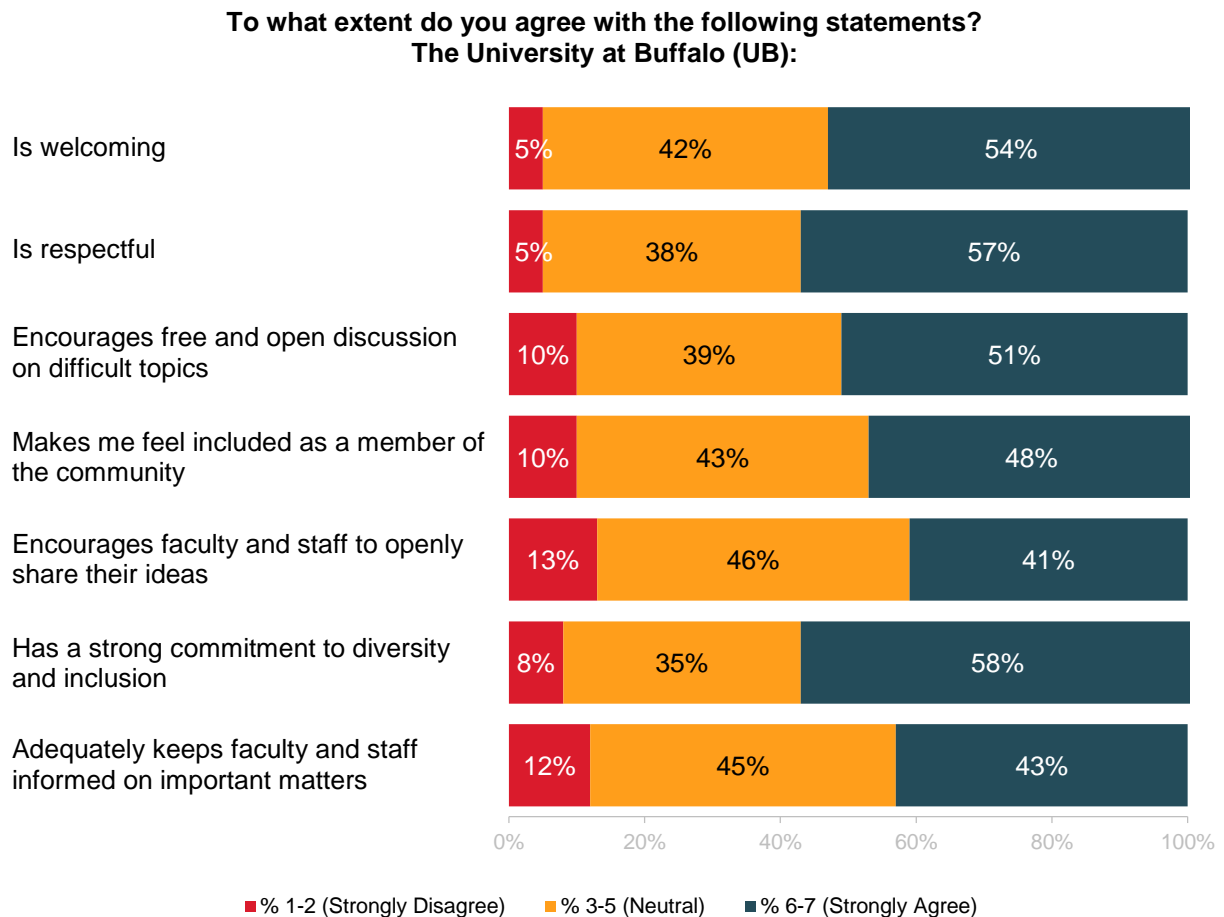■ % 1-2 (Strongly Disagree) ■ % 3-5 (Neutral) ■ % 6-7 (Strongly Agree)

Perceptions of the Institution

The Perceptions of the Institution factor contained seven questions focusing on general perceptions of UB. The mean factor score was 5.15. Figure 13 displays the grouped responses to each question in this factor.

- Nearly six out of ten respondents strongly agreed was that UB has a strong commitment to diversity and inclusion.
- Forty-one percent of respondents strongly agreed that UB encourages faculty and staff to openly share their ideas.

Figure 13: Perceptions of the Institution

To what extent do you agree with the following statements?
The University at Buffalo (UB):

Statement	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
Is welcoming	5%	42%	54%
Is respectful	5%	38%	57%
Encourages free and open discussion on difficult topics	10%	39%	51%
Makes me feel included as a member of the community	10%	43%	48%
Encourages faculty and staff to openly share their ideas	13%	46%	41%
Has a strong commitment to diversity and inclusion	8%	35%	58%
Adequately keeps faculty and staff informed on important matters	12%	45%	43%

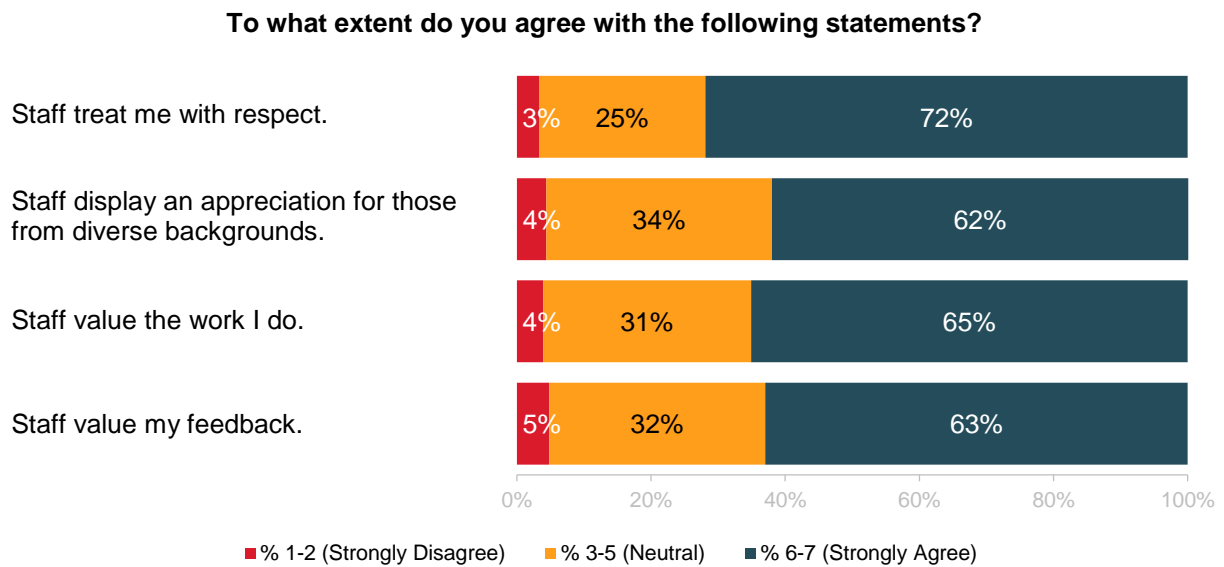■ % 1-2 (Strongly Disagree) ■ % 3-5 (Neutral) ■ % 6-7 (Strongly Agree)

Perceptions of Staff

The Perceptions of Staff factor contained four questions focusing on how staff members at UB are perceived. The mean factor score was 5.70. Figure 14 displays the grouped responses to each question in this factor.

- Seventy-two percent of respondents strongly agreed that staff treat them with respect.
- Sixty-two percent of respondents strongly agreed that staff display an appreciation for those from diverse backgrounds.

Figure 14: Perceptions of Staff

To what extent do you agree with the following statements?

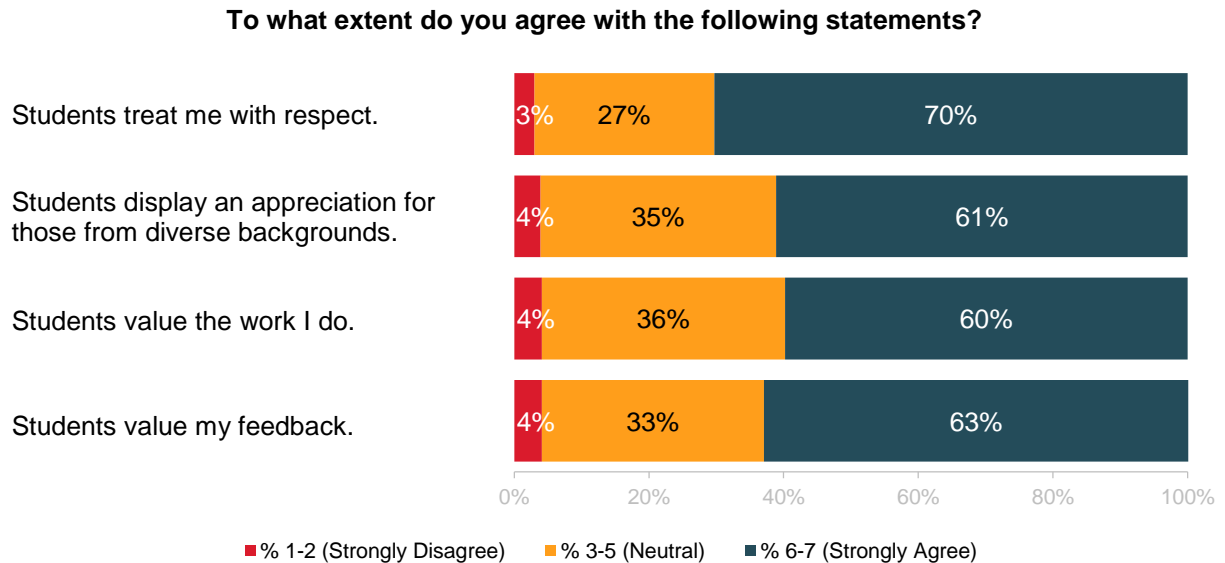| Statement	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
Staff treat me with respect.	3%	25%	72%
Staff display an appreciation for those from diverse backgrounds.	4%	34%	62%
Staff value the work I do.	4%	31%	65%
Staff value my feedback.	5%	32%	63%

Perceptions of Students

The Perceptions of Students factor contained four questions focusing on how students at UB are perceived. The mean factor score was 5.62. Figure 15 displays the grouped responses to each question in this factor.

- Seven out of ten respondents strongly agreed that students treat them with respect.
- Sixty percent of respondents strongly agreed that students value the work they do.

Figure 15: Perceptions of Students

To what extent do you agree with the following statements?

Statement	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
Students treat me with respect.	3%	27%	70%
Students display an appreciation for those from diverse backgrounds.	4%	35%	61%
Students value the work I do.	4%	36%	60%
Students value my feedback.	4%	33%	63%

■ % 1-2 (Strongly Disagree)   ■ % 3-5 (Neutral)   ■ % 6-7 (Strongly Agree)

Personal Attitudes and Behaviors

The Personal Attitudes and Behaviors factor contained three questions on respondents' comfort with and engagement in interactions with individuals different from themselves. The survey section text defined diverse backgrounds as "individuals who are diverse from you based on race, gender, nationality, sexuality, abilities/disabilities, or beliefs." The mean factor score was 6.33. Figure 16 displays the grouped responses to each question in this factor.

- Nine out of ten respondents strongly agreed that they were comfortable interacting with students from diverse backgrounds.
- Nearly eight out of ten respondents strongly agreed that they have discussions with people at UB whose ideas and values are different than their own.

Figure 16: Personal Attitudes and Behaviors

To what extent do you agree with the following statements?

I am comfortable interacting with students from diverse backgrounds. — 1% | 9% | 90%

I am comfortable interacting with faculty and staff from diverse backgrounds. — 1% | 9% | 90%

I have discussions with people at UB whose ideas and values are different than my own. — 3% | 19% | 79%

■ % 1-2 (Strongly Disagree)   ■ % 3-5 (Neutral)   ■ % 6-7 (Strongly Agree)
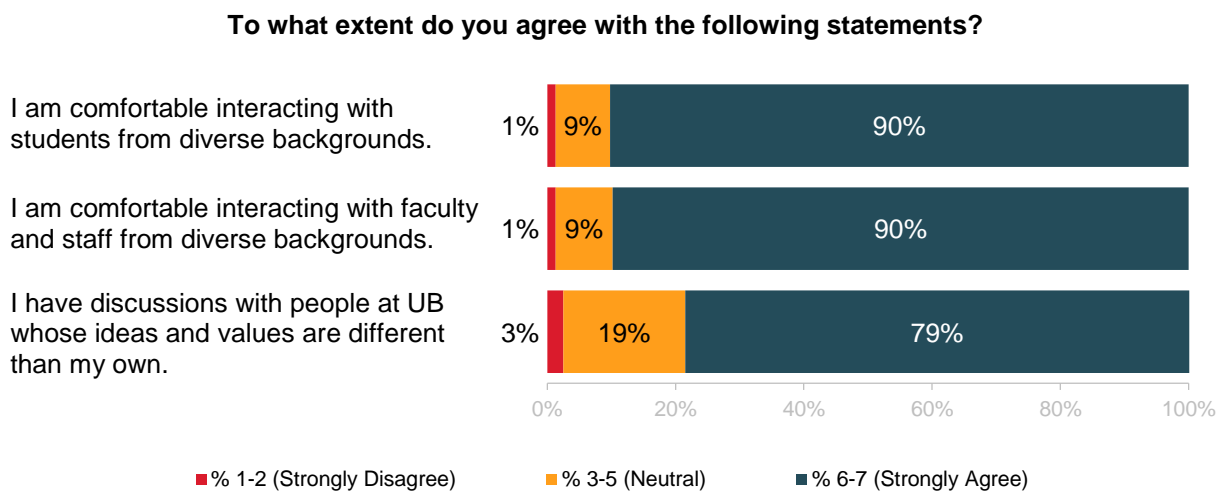
Sexual Harassment

The Sexual Harassment section contained three questions focusing on issues related to sexual harassment at UB. Sexual harassment was defined in the survey section header as "unwelcome behavior of a sexual nature that is severe, pervasive or persistent enough to create a hostile or intimidating work or educational environment." The mean score of the questions in this section was 5.92. Figure 17 displays the grouped responses to each question in this section.

- Eighty-five percent of respondents strongly agreed that UB has policies and procedures related to sexual harassment.
- Two-thirds of respondents strongly agreed that UB would administer the formal procedures to address complaints of sexual harassment fairly.

Figure 17: Sexual Harassment

To what extent do you agree with the following statements?

UB has policies and procedures related to sexual harassment. — 1% / 14% / 85%

I know where to get help at UB in the event of sexual harassment. — 6% / 24% / 71%

UB would administer the formal procedures to address complaints of sexual harassment fairly. — 6% / 28% / 66%

■ % 1-2 (Strongly Disagree)   ■ % 3-5 (Neutral)   ■ % 6-7 (Strongly Agree)
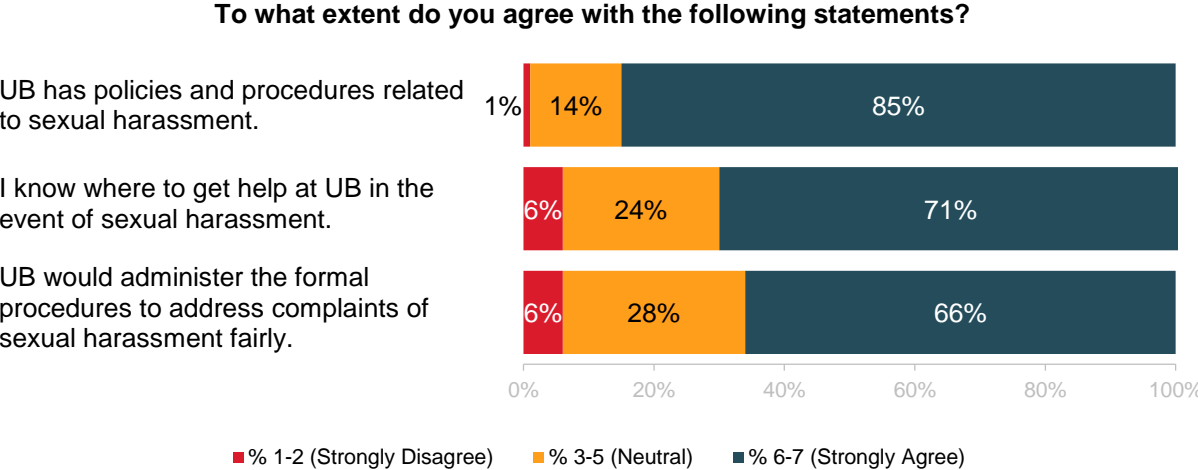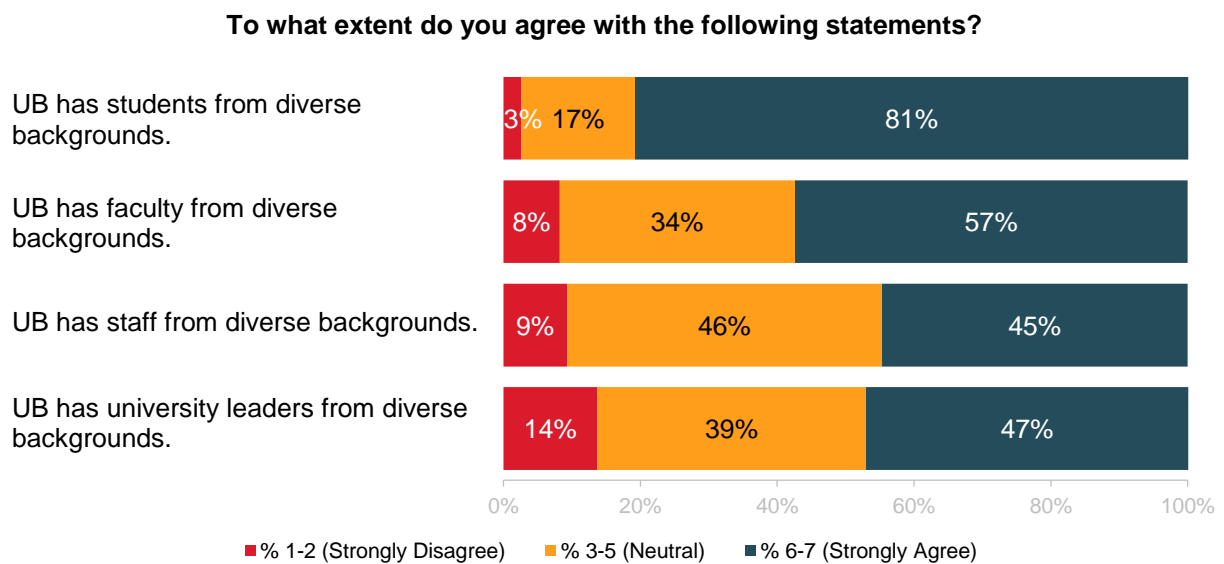
Visibility

The Visibility factor contained four questions focusing on the degree to which the UB community includes people from diverse backgrounds in various university roles. The survey section text defined diverse backgrounds as "individuals who are diverse from you based on race, gender, nationality, sexuality, abilities/disabilities, or beliefs." The mean factor score was 5.41. Figure 18 displays the grouped responses to each question in this factor.

- More than eight out of ten respondents strongly agreed that UB has students from diverse backgrounds.
- Forty-five percent of respondents strongly agreed that UB has staff from diverse backgrounds.

Figure 18: Visibility

To what extent do you agree with the following statements?

Statement	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
UB has students from diverse backgrounds.	3%	17%	81%
UB has faculty from diverse backgrounds.	8%	34%	57%
UB has staff from diverse backgrounds.	9%	46%	45%
UB has university leaders from diverse backgrounds.	14%	39%	47%

■ % 1-2 (Strongly Disagree)   ■ % 3-5 (Neutral)   ■ % 6-7 (Strongly Agree)
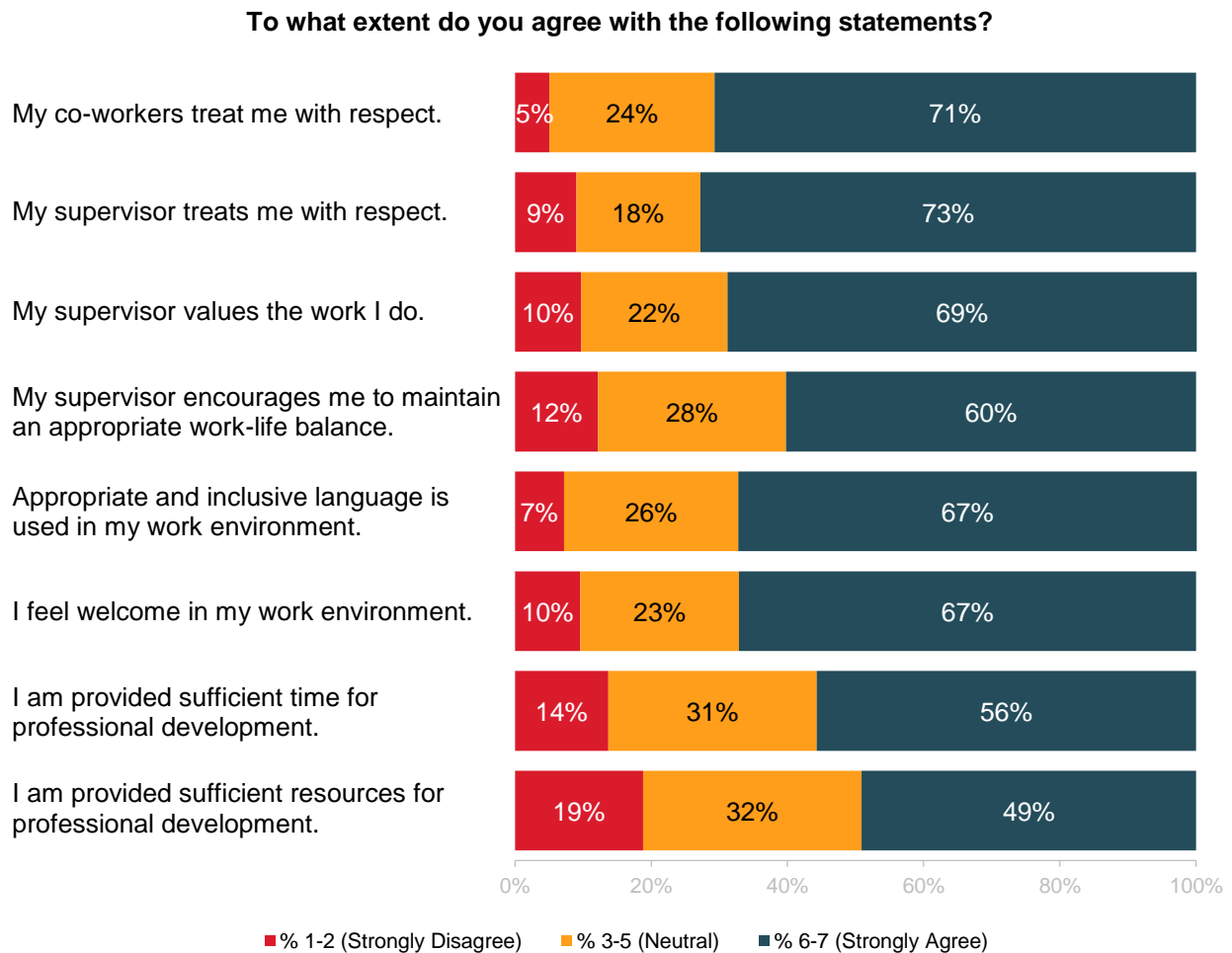
Work Environment

The Work Environment factor contained eight questions focusing on how accepted and appreciated employees feel working at UB. The mean factor score was 5.48. Figure 19 displays the grouped responses to each question in this factor.

- Nearly seven out of ten respondents strongly agreed that their supervisor treats them with respect.
- Just under half of respondents strongly agreed that they are provided sufficient resources for professional development.

Figure 19: Work Environment

To what extent do you agree with the following statements?

Statement	% 1-2 (Strongly Disagree)	% 3-5 (Neutral)	% 6-7 (Strongly Agree)
My co-workers treat me with respect.	5%	24%	71%
My supervisor treats me with respect.	9%	18%	73%
My supervisor values the work I do.	10%	22%	69%
My supervisor encourages me to maintain an appropriate work-life balance.	12%	28%	60%
Appropriate and inclusive language is used in my work environment.	7%	26%	67%
I feel welcome in my work environment.	10%	23%	67%
I am provided sufficient time for professional development.	14%	31%	56%
I am provided sufficient resources for professional development.	19%	32%	49%

Overall Results by Respondent Characteristics

This section compares mean factor scores of survey respondents based on the following categories:

- Employee Role (i.e., faculty or staff)
- Employee Status (i.e., full-time or part-time)
- Gender
- Length of Employment
- Race/Ethnicity
- Sexual Orientation

Additional comparisons focus on a combination of categories above, including gender and race/ethnicity variables as well as whether or not the faculty or staff member worked in STEM-related departments:

- Comparing females who work in STEM-related departments to men who work in STEM-related departments
- Comparing females who work in STEM-related departments to females who do not work in STEM-related departments
- Comparing those who work in STEM-related departments who identify as a racial/ethnic minority to those who work in STEM-related departments who do not identify as a racial/ethnic minority
- Comparing females who work in STEM-related departments who identify as a racial/ethnic minority to females who work in STEM-related departments who do not identify as a racial/ethnic minority

Employee Role

Table 4 compares mean factor scores based on employee role. Staff rated 11 factors higher than faculty. Faculty rated Perceptions of Faculty higher than staff (5.39 and 5.15 for faculty and staff, respectively).

Table 4: Mean Factor Scores by Employee Role

	Faculty	Staff
	N = 573	N = 1,282
Overall Perceptions *	**5.44**	**5.62**
Administrative Policies *	4.76	5.12
Campus Accessibility *	5.75	5.88
Campus Environment *	5.18	5.33
Campus Safety *	5.20	5.45
Individual Response to Sexual Violence *	5.47	5.86
Institutional Response to Sexual Violence *	5.50	5.80
Perceptions of the Administration *	4.27	4.65
Perceptions of Faculty *	5.39	5.15
Perceptions of the Institution *	4.98	5.17
Perceptions of Staff	5.75	5.68
Perceptions of Students	5.63	5.64
Personal Attitudes and Behaviors	6.40	6.30
Visibility *	4.97	5.61
Work Environment *	5.21	5.62

* Indicates difference between groups is statistically-significant, p<0.05

Employee Status

Table 5 compares mean factor scores based on employee status. Part-time employees rated four factors higher than full-time employees: Administrative Policies, Perceptions of Faculty, Perceptions of Staff, and Visibility.

Table 5: Mean Factor Scores by Employee Status

	Full-Time	Part-Time
	N = 1,281	*N = 127*
Overall Perceptions	**5.50**	**5.68**
Administrative Policies *	4.92	5.21
Campus Accessibility	5.82	5.88
Campus Environment	5.20	5.45
Campus Safety	5.37	5.36
Individual Response to Sexual Violence	5.80	5.68
Institutional Response to Sexual Violence	5.69	5.78
Perceptions of the Administration	4.40	4.68
Perceptions of Faculty *	5.13	5.46
Perceptions of Institution	5.04	5.17
Perceptions of Staff *	5.63	6.00
Perceptions of Students	5.58	5.77
Personal Attitudes and Behaviors	6.33	6.30
Visibility *	5.29	5.57
Work Environment	5.39	5.54

* Indicates difference between groups is statistically-significant, p<0.05

Gender

Table 6 compares mean factor scores based on gender. Males rated two factors higher than females: Administrative Policies and Campus Safety.

Table 6: Mean Factor Scores by Gender

	Female	Male
	N = 1,074	*N = 634*
Overall Perceptions	**5.61**	**5.50**
Administrative Policies *	4.93	5.12
Campus Accessibility	5.86	5.81
Campus Environment	5.24	5.36
Campus Safety *	5.26	5.56
Individual Response to Sexual Violence	5.74	5.76
Institutional Response to Sexual Violence	5.72	5.69
Perceptions of the Administration	4.56	4.47
Perceptions of Faculty	5.19	5.29
Perceptions of the Institution	5.15	5.03
Perceptions of Staff	5.73	5.65
Perceptions of Students	5.65	5.58
Personal Attitudes and Behaviors	6.35	6.30
Visibility	5.40	5.39
Work Environment	5.53	5.40

* Indicates difference between groups is statistically-significant, $p<0.05$

Gender - Within STEM

Table 7 compares mean factor scores for women and men working in STEM departments at the University at Buffalo. Males working in stem rated three factors higher than females working in STEM: Administrative Policies, Campus Environment, and Campus Safety.

Table 7: Mean Factor Scores by Gender in STEM

	Female in STEM	Male in STEM
	N = 145	N = 135
Overall Perceptions	**5.63**	**5.73**
Administrative Policies *	4.90	5.33
Campus Accessibility	5.92	5.91
Campus Environment *	5.26	5.62
Campus Safety *	5.17	5.70
Individual Response to Sexual Assault	5.58	5.62
Institutional Response to Sexual Assault	5.61	5.77
Perceptions of the Administration	4.64	4.77
Perceptions of Faculty	5.40	5.69
Perceptions of Institution	5.22	5.28
Perceptions of Staff	5.73	5.84
Perceptions of Students	5.62	5.70
Personal Attitudes and Behaviors	6.34	6.40
Visibility	5.36	5.46
Work Environment	5.49	5.60

Indicates difference between groups is statistically-significant, $p<0.05$

Gender - Female by STEM/Non-STEM

Table 8 compares mean factor scores for women working in STEM departments and women working in non-STEM departments. There were no differences in mean factor scores between the two groups.

Table 8: Mean Factor Scores for Women in STEM and Non-STEM Areas

	Female in Non-STEM	Female in STEM
	N = 930	N = 145
Overall Perceptions	**5.61**	**5.63**
Administrative Policies	4.94	4.90
Campus Accessibility	5.85	5.92
Campus Environment	5.24	5.26
Campus Safety	5.27	5.17
Individual Response to Sexual Assault	5.76	5.58
Institutional Response to Sexual Assault	5.74	5.61
Perceptions of the Administration	4.55	4.64
Perceptions of Faculty	5.15	5.40
Perceptions of Institution	5.14	5.22
Perceptions of Staff	5.73	5.73
Perceptions of Students	5.65	5.62
Personal Attitudes and Behaviors	6.35	6.34
Visibility	5.41	5.36
Work Environment	5.53	5.49

There were no statistically-significant differences for these items.

Length of Employment

Table 9 compares mean factor scores based on length of employment. Employees with 0-2 years of experiences rated Administrative Policies, Campus Environment, Perceptions of the Administration, Perceptions of Faculty, Perceptions of the Institution, and Work Environment higher than peers with more experience. Employees with more than 10 years of experience rated Individual Response to Sexual Violence higher that employees with less than 10 years of experience.

Table 9: Mean Factor Scores by Length of Employment

	0-2 Years	3-10 Years	11+ Years
	N = 292	*N = 477*	*N = 848*
Overall Perceptions	**5.67**	**5.46**	**5.54**
Administrative Policies *	5.23	4.90	4.90
Campus Accessibility	5.90	5.83	5.82
Campus Environment *	5.58	5.23	5.12
Campus Safety	5.48	5.38	5.33
Individual Response to Sexual Violence *	5.55	5.68	5.90
Institutional Response to Sexual Violence	5.78	5.67	5.69
Perceptions of the Administration *	4.98	4.48	4.27
Perceptions of Faculty *	5.45	5.14	5.13
Perceptions of Institution *	5.42	5.05	4.95
Perceptions of Staff	5.80	5.60	5.68
Perceptions of Students	5.66	5.51	5.69
Personal Attitudes and Behaviors	6.40	6.30	6.35
Visibility	5.46	5.24	5.37
Work Environment *	5.76	5.45	5.31

* Indicates difference between groups is statistically-significant, p<0.05

Race/Ethnicity

Table 10 compares mean factor scores based on race/ethnicity. The category "Under-Represented Minority" includes respondents who identified as American Indian/Alaska Native/First Nation, Asian, Black or African American, Hispanic, Native Hawaiian or other Pacific Islander, and Two or more races. White respondents rated Administrative Policies, Campus Environment, and Visibility higher, while under-represented minorities rated Personal Attitudes and Behaviors higher.

Table 10: Mean Factor Scores by Race/Ethnicity

	Under-Represented Minority	White
	N = 259	*N = 1,448*
Overall Perceptions	**5.56**	**5.57**
Administrative Policies *	4.66	5.07
Campus Accessibility	5.81	5.85
Campus Environment *	5.00	5.34
Campus Safety	5.36	5.37
Individual Response to Sexual Violence	5.61	5.77
Institutional Response to Sexual Violence	5.60	5.73
Perceptions of the Administration	4.47	4.53
Perceptions of Faculty	5.10	5.25
Perceptions of Institution	5.08	5.11
Perceptions of Staff	5.57	5.72
Perceptions of Students	5.59	5.63
Personal Attitudes and Behaviors *	6.47	6.31
Visibility *	4.92	5.48
Work Environment	5.35	5.50

* Indicates difference between groups is statistically-significant, p<0.05

Race/Ethnicity and Gender - STEM Fields

Table 11 compares mean factor scores for *female* white and *female* under-represented minority group members who work in STEM-related departments. There were no differences in mean factor scores between the two groups.

Table 11: Mean Factor Scores by Race/Ethnicity in STEM - Female

	Under-Represented Minority Female w/in STEM	White Female w/in STEM
	N = 28	*N = 117*
Overall Perceptions	**5.64**	**5.62**
Administrative Policies	4.67	4.95
Campus Accessibility	6.20	5.85
Campus Environment	5.08	5.30
Campus Safety	5.53	5.08
Ind. Response to Sexual Assault	5.77	5.53
Inst. Response to Sexual Assault	5.62	5.61
Perceptions of Administration	4.88	4.58
Perceptions of Faculty	5.36	5.41
Perceptions of Institution	5.32	5.19
Perceptions of Staff	5.46	5.79
Perceptions of Students	5.53	5.64
Personal Attitudes and Behaviors	6.32	6.34
Visibility	5.22	5.40
Work Environment	5.28	5.54

There were no statistically-significant differences for these items.

Race/Ethnicity - STEM Fields

Table 12 compares mean factor scores for white and under-represented minority group members who work in STEM-related departments at the University at Buffalo. As above, the under-represented minority group includes respondents who identified as "Hispanic," "American Indian/Alaska Native/First Nation," "Asian," "Black or African American," "Native Hawaiian or other Pacific Islander," and "Two or more races." There were no differences in mean factor scores between the two groups.

Table 12: Mean Factor Scores by Race/Ethnicity in STEM

	Under-Represented Minority in STEM	White in STEM
	N = 63	*N = 216*
Overall Perceptions	**5.62**	**5.69**
Administrative Policies	4.95	5.16
Campus Accessibility	5.86	5.93
Campus Environment	5.26	5.48
Campus Safety	5.47	5.41
Individual Response to Sexual Assault	5.56	5.60
Institutional Response to Sexual Assault	5.62	5.70
Perceptions of the Administration	4.71	4.70
Perceptions of Faculty	5.48	5.56
Perceptions of Institution	5.32	5.22
Perceptions of Staff	5.57	5.84
Perceptions of Students	5.60	5.67
Personal Attitudes and Behaviors	6.30	6.38
Visibility	5.35	5.43
Work Environment	5.43	5.58

There were no statistically-significant differences for these items.

Sexual Orientation

Table 13 compares mean factor scores based on responses to the question "What is your sexual orientation?" The category LGBT includes respondents who identified as bisexual, gay or lesbian, unsure or questioning or other. Individuals identifying at heterosexual had higher ratings on twelve factors.

Table 13: Mean Factor Scores by Sexual Orientation

	Heterosexual	LGBT
	N = 1,423	N = 113
Overall Perceptions *	**5.67**	**5.23**
Administrative Policies *	5.13	4.38
Campus Accessibility *	5.91	5.63
Campus Environment *	5.42	4.76
Campus Safety	5.44	5.22
Individual Response to Sexual Violence	5.80	5.70
Institutional Response to Sexual Violence *	5.80	5.25
Perceptions of the Administration *	4.65	4.10
Perceptions of Faculty *	5.33	4.65
Perceptions of Institution *	5.23	4.67
Perceptions of Staff *	5.78	5.34
Perceptions of Students *	5.68	5.31
Personal Attitudes and Behaviors	6.35	6.37
Visibility *	5.50	4.74
Work Environment *	5.58	5.24

* Indicates difference between groups is statistically-significant, p<0.05