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# A Behavioral Approach to Organizational Change: Reinforcing Those Responsible for Facilitating the Climate and Hence Promoting Diversity

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**ABSTRACT**

Despite the passage of the U.S. Civil Rights Act in 1964, cries can still be heard for a more diverse workforce. Among the difficulties are retaining often sought-after women and minorities. In this 2-year demonstration, change agents—the provost, deans, and heads of departments/schools of a large public university—were helped to deliberately and directly change the milieu of their departments and schools so as to encourage faculty to remain. Uniquely suited to organizational change, the behavioral approach identifies constructive actions for change agents and, most importantly, provides proven strategies for motivating them. Fostering a supportive climate was defined in terms of change agents' behaviors. The Building Behaviorally Based Climate Survey was developed and validated. Recognition and feedback were provided in what is typically a feedback desert. This reinforcement model can be used to create and sustain inviting atmospheres, hence enticing all faculty, including women and minority faculty, to stay, hence enabling a diverse workforce.

**KEYWORDS**

Organizational change; diversity; climate; university; retention/turnover

The U.S. Civil Rights Act outlawing discrimination was passed in 1964. Fifty years later, the lack of diversity in the workforce still remains an issue (Dobbin & Kalev, 2016). Disappointed in the relatively sparse gains at high-tech organizations, members of the Congressional Black Caucus converged on Silicon Valley, insisting that companies hire more African Americans (Guynn, 2015). A hunger strike and protests by students at the University of Missouri forced the resignation of the college president with demands, among others, to increase diversity among faculty (Mrig, 2015). Students continue to make clear the need for change. Micah Oliver, president of the Black Student Association at the University at Buffalo, pointed out, "There's a difference in the learning experience that you have when you're learning from someone you believe you can identify with more closely" (Thompson & Walsh, 2015, para. 8).

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### *Lackluster progress of women and minorities in the workplace*

The earnings gap is still alive and well. In 2015, men still made more than women; Whites earned more than Blacks (U.S. Bureau of Labor Statistics, 2015). "For those age 25 and older, median earnings for all major race and ethnicity groups increased with educational attainment. However, Blacks and Hispanics generally had lower earnings than Whites and Asians at nearly all educational attainment levels" (p. 4, Table 17).

At the same time, inequalities exist in the distribution of jobs. Thirty-nine percent of employed Whites "worked in management, professional, and related occupations – the highest paying major occupational category –" as did 51% of Asians, 30% of Blacks, and 21% of Hispanics (US Bureau of Labor Statistics, 2015, p. 4). Dramatic declines occur further up in the hierarchy. Among the total employed as chief executives, 26.3% are women, 4.7% Asian, 4.7% Hispanic, and 3.0% Black.

In universities, a similar pattern occurs. Of full-time faculty at degree-granting postsecondary institutions in 2013, 79% were White (43% White males and 35% White females), 10% were Asian/Pacific Islander, 6% were Black, and 5% were Hispanic. At the highest level of full professor, the numbers drop to 4% for Blacks and 3% for Hispanics (National Center for Education Statistics, 2015).

In short, especially in leadership positions, women and minorities continue to be severely underpaid and underrepresented.

### *Few if any effective ways of promoting diversity*

Despite pledges and commitments over the past 50 years, few strategies have been hailed as the way to make sure that underrepresented groups will indeed be represented and even embraced (Komaki, 2007).

#### *Individual empowerment places much of the burden on women and minorities*

A prevalent approach sets up women and minorities to be the primary change agents. Enlisted to change themselves, individuals learn to shore up their negotiating skills, set boundaries, and build satisfying careers. Chief operating officer of Facebook Sheryl Sandberg (2013) reflected on her experience of unintentionally holding herself back in her career. In her book *Lean In* she urged women in particular to change themselves—pressing them … to increase their self confidence, to get their partners to do more at home, to not hold themselves to impossible standards—in her words, to lean in.

An example of individual empowerment can be seen in a program supporting new faculty, particularly faculty of color at Virginia Tech

(Piercy et al., 2005). The aim was to improve the campus climate so as to support faculty diversity and retention. Directives were given in the form of instructional sessions. "Development breakfasts" were held for new untenured faculty at which they learned about grant writing and tenure and promotion dossiers. "A university-wide faculty retention workshop" was attended by senior administrators ranging from department heads to vice-presidents at which they learned about "the negative impact of a homogeneous workforce and the cumulative disadvantages placed on persons from underrepresented groups" (p. 60). It is interesting that no mention was made about what senior administrators could and would do to enhance the climate. Instead, it was assumed that new faculty would learn from the development breakfasts and go on to thrive. Relying on individual empowerment places the onus of responsibility on women and minorities, often irrespective of the context in which these underrepresented groups operate.

### *Recruitment works, but only if highly sought-after employees stay*

Another widespread approach is the hiring of women and minorities. Relying on that strategy only works if the women and minorities do not leave. For Black executives, the turnover rate is 40% higher than for others (Davidson & Foster-Johnson, n.d.). Furthermore, universities must compete with "the much better paying corporate world" (Flaherty, 2015b, para. 2), which, like universities, is eager to fill its ranks with talented women and minorities.

### *Recruitment is the predominant strategy*

In Silicon Valley, women make up 10% to 30% of the workforce (Harkinson, 2015) and Blacks and Latinos "in most cases, less than 10 percent" (para. 4). Like many leaders in industry, Silicon Valley chief executive officers have pledged to improve the diversity of their workforces, but most of their efforts deal almost exclusively with recruitment. The CEO of Apple, Tim Cook, for instance, has pledged more than $50 million to organizations that strive to increase the number of women, minorities, and veterans working in technology: $40 million to the Thurgood Marshall College Fund, which supports public, historically Black colleges and universities, and about $10 million to the National Center for Women and Information Technology (Lev-Ram, 2015).

Similarly, in universities the emphasis is on recruitment. In a bold move, president of Brown University Christina Paxson pledged "to double its proportion of underrepresented minority faculty by 2025" (Flaherty, 2015a, para. 1). To feed the pipeline, Brown developed high-level initiatives: "a new postdoctoral fellowship program, … a young scholars program, … professional development opportunities for underrepresented

groups" (Flaherty, 2015a, para. 1). To enhance the climate, however, individual departments were pressed into service. To ensure that "underrepresented minorities [will] … want to stay at Brown," each department was held responsible for developing its own "diversity action plan" and was held accountable using "new metrics … look[ing] at … diverse candidate pools and hires in departments" (Flaherty, 2015a, paras. 4, 5, 7). Although Kimberly Griffin at the University of Maryland at College Park sees the benefit of setting diversity goals, she said, "I worry about narrow strategies that focus on short-term recruitment and hiring" (Flaherty, 2015b, para. 8).

### *To ensure diversity, recruited minorities and women need to be retained*

Experts agree that "any successful diversity plan … will involve not only bringing more black faculty members to campus, but also address the climate issues that will influence whether they stay there" (Flaherty, 2015b, para. 2).

### *Retention, the missing ingredient, relies on a supportive climate, but efforts to directly build the climate are rare*

Unfortunately, once universities make their hires, relatively little attention is paid to "effectively develop, reward, and retain people of color" (Mrig, 2015. para. 9).

### *Plentiful evidence showing a correlation between climate and intention to stay*

A powerful predictor of employees' intention to stay in or leave an organization is the culture or climate of the organization, as study after study has shown (e.g., Carr, Schmidt, Ford, & DeShon, 2003; Claiborne, Auerbach, Zeitlin, & Lawrence, 2015; Daly & Dee, 2006; Garner & Hunter, 2013; Hemingway & Smith, 1999; Lindell & Brandt, 2000; Schneider & Bowen, 1985; Shim, 2010, 2014; Zeitlin, Augsberger, Auerbach, & McGowan, 2014). Shanker (2014) found an "irrefutable relationship" (p. 381) between employee willingness to continue working and organizational climate, with service employees who "could decide how to best do their jobs" and "supervisors who listened to them and were approachable" (p. 385). Furthermore, several top 100 companies have consistently found relationships between climate surveys; employee satisfaction; and outcomes such as productivity, profitability, client satisfaction, and retention (Johnson, 2004).

Because of data collection difficulties, many studies use employees' intentions rather than actual turnover or retention figures. It is not as simple to measure retention as it might initially seem (Waterfield, 2006). One could assume that all that is needed is the number of employees who remain and the number who leave. Complications can arise when evaluating those who

leave. Persons can leave voluntarily (e.g., taking a job elsewhere); or non-voluntarily (e.g., disability, termination, or death); or, in universities, after getting turned down for tenure. Hence, taking into consideration these nonvoluntary reasons, it may be necessary to have access to a variety of databases, or even paper files, to calculate retention. This information may not be accessible, which would result in missing data; incomplete files for persons who left is what Ries et al. (2009) found. As a result, many retention studies, including the present one, use intention to stay as the measure of retention.

Evidence exists showing a significant relationship between the two. Employees' stated quit intentions were found to be one of the best predictors of turnover in a meta-analysis of a large body of turnover research (Griffeth, Hom, & Gaertner, 2000).

### *Few experiments fostering retention or climate appear in the literature*

To date, researchers studying retention and turnover have yet to go the next step and try, based on their findings, to improve the climate. Why employees leave, however, continues to be a source of fascination. Concerned about the number of talented officers who leave the military to work in the private sector, Kane (2011) surveyed 250 West Point graduates of classes ranging from 1989 to 2004. He concluded that money was not the biggest factor. What drove officers away was structural: "The military personnel system.... every aspect of it ... is nearly blind to merit" (para. 7). That can be seen in personnel practices "from officer evaluations to promotions to job assignments" (para. 2). Recommendations were made to modify personnel practices. To date, no experiments have appeared in the literature showing that these changes have resulted in more talented officers staying.

As astute observers of organizational behavior know, it is not uncommon for organizations to change their personnel practices in order to upgrade the climate in their organizations. Questions are often raised, such as "How could a long-lived organization continue to adapt its culture and make much needed changes to remain innovative and effective in a global economy?" (Paul & Fenlason, 2014, p. 569). Rarely, however, do these endeavors appear in the scholarly literature. In their edited book on organizational climate, Schneider and Barbera (2014) tracked down industrial/organizational psychologists involved in making these changes and gathered together their accounts involving organizations including Pepsico, 3M and Mayo Clinic. Each of the six organizational change efforts differed in detail, but they were similar in the way they approached the change process: The endeavor typically began with the CEO setting the tone and direction, broadly based changes were made to many personnel practices, and the evaluation of effectiveness was also broadly

based. Industrial/organizational psychologists Karen Paul and Kristofer Fenlason (2014) described how 3M's focus on climate began in 2006, when newly appointed CEO George Buckley decided to radically modernize 3M's culture and make it more innovative, flexible, and resilient. The 6-year intervention altered numerous practices, policies and procedures, pay and benefits, careers and leadership, employment partnership, performance, growth and business development, and strategies and business models. To assess whether the changes made a difference, 3M tracked responses to a "Leadership Survey" assessing a wide range of areas, from "commitment to the organization" to "acceptance of change," as well as financial indicators (p. 581).

### *Invitation to try and bolster retention at a large research university*

The president of a large public university invited the first author to tackle the thorny problem of retaining faculty of all types, particularly minorities and women. Efforts had been made to improve the percentages of women and minorities. Year after year, women and minorities were courted and wooed to come to the university, but over time more left than stayed. The percentage of faculty who stayed remained stubbornly stable.

The president was predisposed to an incentive-based approach based on past experience with incentives. Hence, the president was amenable to setting up a demonstration to try and use an approach involving positive consequences for desired performance.

### *Though unprecedented, the plan was to increase retention by focusing on improving climate using a behavioral approach*

Given the proven relationship between climate and intention to stay, it was decided to focus on the atmosphere in each unit to see whether it could be made more supportive. It was assumed that if the atmosphere could be enhanced so that every faculty member, including women and minorities, could experience a warm, inviting milieu, then they too would be more likely to remain at the university.

### *The behavioral approach targets change agents responsible for crafting the climate*

The behavioral approach to organizational change is well suited because it first identifies the persons or groups whose actions are responsible for creating the atmospheres within their units; in this regard, it is quite specific. In the *Report of the Task Force on Women Faculty* (Harvard, 2005), "the two high-leverage points within the system for changing Harvard's success in the identification, recruitment, and retention of women and underrepresented

minority faculty … [are] search committee chairs and department chairs" (p. 28). Hence, the department chairs and deans under the leadership of the provost were identified as the key change agents.

### *The behavioral approach emphasizes motivating change agents*

But it does no good to target the change agents unless one can encourage them to act in ways that improve the milieus in their units. The motivation of the persons responsible for crafting the atmosphere is key to unlocking the climate conundrum.

The behavioral approach is masterful in invigorating people to alter sometimes longstanding patterns of behavior. Employees have been motivated to improve performance in a variety of settings in the public and private sectors (Komaki, Coombs, Redding, & Schepman, 2000; Van Stelle et al., 2012). The familiar three-step process of specifying, measuring, and providing positive consequences was used. In an effort to improve customer service, for example, desired instances of service were specified and measured at least weekly. Feedback was provided, with resulting increases in service provided to customers.

Hence, the objective of this field demonstration was to use the behavioral approach to help change agents deliberately and directly build the climate so as to entice incumbent faculty, particularly women and minority faculty, to stay at the university.

## Method and results

### *Subjects and setting*

The setting was the main campus of a large public university. The research took place over 2 years. There were 964 tenured or tenure-track faculty and administrators (department chairs, deans of colleges) in academic departments, schools, and colleges in Year 1 and 1,000 in Year 2.

To set up the project, the president of the university introduced the first author to the system-wide diversity person as well as the chancellor, provost, and diversity and faculty affairs persons for the campus. To hammer out the scope and aims of the research, the first author met with the campus diversity and faculty affairs persons for a full day. Before proceeding, the first author successfully submitted proposals to the institutional review boards of both her university and the university in which this research was conducted. Thereafter, the first author and research associate visited the campus monthly. During Year 2, the second author was the research associate.

## Building behaviorally based climate (BBC) survey

### Content

The BBC survey assessed the climate in each department, school, and college as well as faculty members' intention to stay at the university (see Table 1).

Intention to stay was operationally defined in a traditional manner with five evaluative statements (e.g., "It would take a lot to get me to leave the department," "If I had to do it all over again, I would still accept this position").

Climate was measured in two ways. First, we used a traditional assessment consisting of nine evaluative statements (e.g., "I find the atmosphere or climate to be supportive," "I feel left out of things here"). As Appendix A shows, some intention to stay and climate items were borrowed from the scales of our industrial/organizational colleagues.

Second, the elusive concept of fostering a supportive climate was behaviorally defined in terms of actions that change agents could take in building such a climate. Three categories were identified: (a) evenhandedness of evaluation, defined as the fairness and accuracy of appraisal; (b) career advisement or mentoring about goals and timetables; and (c) acknowledgment or recognition of expertise, accomplishment, and progress. Although each category reflects a major personnel practice and would be likely to affect the atmosphere, career advising was selected by the university faculty affairs and diversity persons as a critical component. Based on the first author's operant leadership model (Komaki, 1998), in which she found that monitoring and providing consequences separated effective from marginally effective leaders, evaluation and acknowledgment were chosen.

Each category was behaviorally defined, identifying what key movers could do to ensure that faculty were evaluated, mentored, and recognized. Among the behaviors were: provided evidence that evaluations are free from bias, defined what it means to do high quality research, and indicated that expectations are the same for all faculty regardless of rank for evaluation; helped develop a broader network of people who could assist in achieving tenure and gave personalized feedback for mentoring; and inquired about the status of faculty members' research/creative work, asked to read/see work, and nominated a faculty member for a professional award for recognition.

Questions about gender, rank, and ethnicity/race were included in the survey. Respondents were also invited to write open-ended comments about their intention to stay and the climate in their unit.

### Format of survey and scoring

A dichotomous scoring system was used in which respondents simply checked yes or no. For the behaviorally based climate items, respondents

**Table 1.** Building Behaviorally Based Climate Survey.

1. Evenhandedness of evaluation (related to annual merit increases)

In the *last* academic year, the evaluation committee/administrators in your department …? (Check all that apply.)

- ☐ Evaluated your performance fairly and accurately
- ☐ Defined what it means to do high quality research
- ☐ Weighed the number of articles written more heavily than the quality of the work done
- ☐ Simply counted the number of committees I was on for service
- ☐ Used only student ratings to assess my teaching
- ☐ Indicated the same expectations for all faculty in the department regardless of rank
- ☐ Provided evidence that the evaluation was free from bias
- ☐ Set up an evaluation system in which it is possible to exaggerate your accomplishments
- ☐ Explained reasoning behind scores and the criteria on which those scores are based
- ☐ Described what information you should provide prior to the committee evaluating your work (e.g., the number of pages per article, evidence of progress in completing a book)
- ☐ Provided you with an opportunity to discuss the evaluation
- ☐ Backed up or provided examples during feedback you received

2. Advice about career advisement

In the *last* academic year, a colleague and/or administrator in your department …?

- ☐ Gave you personalized feedback
- ☐ Assessed your career goals or timetable
- ☐ Helped you revise your goals, timetable, or strategy to better attain your goals
- ☐ Shared valuable workplace experience and knowledge
- ☐ Assigned a mentor to you
- ☐ Neglected career related questions you had
- ☐ Spoke candidly with you about your career
- ☐ Helped you develop a broader network of people who could be helpful
- ☐ Explained the procedures for tenure or promotion thoroughly
- ☐ Recommended you for an opportunity for which you were qualified
- ☐ Took specific actions that would purposely limit your career, block promotion or tenure
- ☐ Showed that he/she actually cares at all about you

3. Acknowledgment of expertise, accomplishment, and progress

In the *last* academic year, a colleague and/or administrator in your department …?

- ☐ Provided encouragement or recognition
- ☐ Shared positive comments with others about your work
- ☐ Inquired about the status of your research/creative work
- ☐ Talked to you about something you have written/created
- ☐ Asked for your opinion on your area of expertise
- ☐ Treated you and your work with respect and dignity
- ☐ Made improper remarks or comments about you or your work
- ☐ Was argumentative, condescending, and/or rude while discussing your area of research
- ☐ Indicated that a discussion with you gave him/her a different perspective on the topic
- ☐ Asked to read/see additional work you had done on a particular subject
- ☐ Expressed negative comments about your work to others
- ☐ Took you out to lunch to discuss your work
- ☐ Nominated you for a professional award

4. Climate of the department or school/college (Check all that apply.)

- ☐ I find the atmosphere or climate to be supportive.
- ☐ I feel left out of things here.
- ☐ People in this department take the time to get to know each other.
- ☐ I find it difficult to work here because of its poor climate.
- ☐ People in this department enjoy working together.
- ☐ My opinions do not matter here.
- ☐ I fit in with other faculty in this department.
- ☐ People here are rude to each other.
- ☐ Morale has improved over the past year.

5. Intention to stay in the department or school/college (Check all that apply.)

- ☐ I intend to keep working here for at least the next three years.
- ☐ If I had to do it all over again, I would still accept this position.
- ☐ It would take a lot to get me to leave the department.
- ☐ I would be happy to spend the rest of my career in this department.
- ☐ If I could leave this department right now, I would.

indicated occurrence or nonoccurrence. If the action had occurred, they checked a box; if it had not, they left the box blank. For the general climate and intention to stay items, they were asked to check those statements that applied to them.

One of advantages of the dichotomous format was the ease with which respondents could identify whether an action had happened or not. In contrast, using a Likert scale requires that respondents indicate their agreement or satisfaction on a numerical scale of 1 to 4, 5, or 7. Making these fine-grained judgments takes much longer. In contrast, BBC respondents could quickly complete the 51-item survey; a pilot subject remarked that the survey really could be completed in 10 min or less.

Out of the 51 total survey items, 37 were positively phrased (e.g., "provided encouragement or recognition") and 14 were negatively phrased (e.g., "took specific actions that would purposely limit your career, block promotion or tenure"). To score the survey, each positive item checked received 1 point, and each negative item *not* checked received 1 point. Points were then summed and then divided by the total number of items in a particular category (e.g., career advisement, general climate, intention to stay). Category scores thus could range from 0 to 1. Appendix B shows an example of the scoring for the acknowledgment category. If a respondent checked five positive items and left two negative items blank, that person would receive 5 and 2 points, respectively, for 7 points divided by 13 total items, for a score on acknowledgment of .54.

Mean scores were calculated using a median-split approach. Instead of taking responses from the whole group, we used only responses from the bottom half of the group. What this means is that the mean score for a department reflected only those faculty whose responses were in the lower half. The median-split approach took into account *diversity considerations*. It gave women and minority faculty who have typically rated climate lower than the majority a stronger voice. At the same time, it protected their privacy. The median-split approach had other advantages. It reduced the likelihood of a polarized department, in which some faculty were very satisfied and some very dissatisfied, making the top group. Most important, it enabled, indeed propelled, change agents to focus on everyone in the department in line with the adage "A chain is only as strong as its weakest link."

Scores were calculated for each of the five categories for each respondent, and then an individual total score was calculated by summing the category scores. Unit scores were calculated by averaging the total scores for individuals in the unit, and a campus score was calculated by averaging the total scores of all respondents.

### Coding of open-ended comments

Respondents' write-in comments were scored in terms of (a) the valence of the comments, whether positive, negative, or neutral; (b) whether they fell into the categories of climate, evaluation, career advisement, acknowledgment, or intention to remain; and (c) the parties responsible (e.g., chairs/deans, colleagues, upper administration/university). In addition, the following were scored: location, salary, resources, policies/communications, as well as topics (such as diversity and the survey itself). The second author and Carol Ann Winters, a graduate student, independently coded the comments using specific criteria and decision rules. Interrater reliability was calculated,[1] with disagreements discussed until consensus was reached.

### Survey administration

Faculty received an e-mail from the provost identifying the aim of the study to retain quality faculty and asking for their input on the climate at the university. They were given a link to the survey, which was available online. Faculty were asked to consent to have any data collected from them used for research purposes; they were told that their participation was voluntary, and no colleague or administrator would know who chose to participate or not.

The university's survey group created the survey Web pages (located on university servers) and handled the data collection. Each respondent was given a randomly assigned numerical code, and survey responses were provided to the investigators using that code.

To help boost the response rate, incentives were offered: For each faculty member who completed the survey, the Office of Faculty Affairs contributed $5 to the graduate school's student travel fund, and the four units with the highest response rates received $250 for their enrichment funds. The provost twice sent reminder e-mails to faculty members who had not completed the survey. Feedback on unit response rates to the survey was provided to each administrator and the chancellor three times—twice during the 3-week data collection period and once after the deadline.

## Results of the BBC

### Response rates

In Year 1, the response rate was 55%, with 515 faculty out of 964 potential respondents completing the survey. In Year 2, 438 out of 1,000 potential respondents completed the survey for a 44% response rate. Any unit with a

[1]For overall climate, including all comments scored as positive, negative, and neutral, the interrater agreement score was 84%. The aspects of climate were at least 70%: evaluation (71%), career advisement (89%), and acknowledgment (71%). The interrater agreement scores for parties responsible were as follows: chair/deans (79%), colleagues (81%), and upper administration (77%). Some of the other topics ranged from 84% (survey) to highs of 90% (diversity), 94% (salary), and 96% (resources).

response rate below 33% was not considered representative, and data were not reported. In Years 1 and 2, 44 and 46 units, respectively, completed the survey.

### Validation

In order to assess whether intention to stay was positively related to the climate and the three aspects of climate—evaluation, mentoring, and acknowledgment—we calculated Pearson correlation coefficients. Table 2 presents results for Years 1 and 2 aggregated by unit (department, school, or college).

Climate was significantly related to intention to stay in Years 1 and 2 ($r$s = .73 and .70, $p < .01$, respectively). When faculty in a given department reported that the climate was supportive, they were also very likely to say that they were going to stay in that department. The atmosphere of the unit accounted for 49% to 53% of the variance in faculty remaining at the university.

Similarly, the relationship between intention to stay and each of the three categories of climate was confirmed in both Years 1 and 2: evenhandedness of evaluation ($r = .36$, $p < .05$, and $r = .59$, $p < .01$, respectively), career advisement ($r = .36$, $p < .05$, and $r = .62$, $p < .01$), and acknowledgment of expertise, accomplishments, and progress ($r = .65$ and $r = .67$, $p < .01$).

It is interesting that given the emphasis on positive consequences in the behavioral approach, almost half of the variance in faculty's intention to stay, with correlations at or above .65, was accounted for by the acknowledgment of their expertise, accomplishments, and progress. Those likely to stay felt that their colleagues and/or administrators had not (a) expressed negative comments about their work to others; (b) made improper remarks or comments about them or their work; or (c) been argumentative, condescending, and/or rude while discussing their research area. Those likely to stay felt that their colleagues and/or administrators had (a) inquired about the status of their research/creative work, (b) talked to them about something they had written/created, (c) asked for their opinion on their area of expertise, and (d) taken them out to lunch to discuss their work.

**Table 2.** Correlations Between Intention to Stay and Climate and Its Categories.

| OVERALL ASPECT and category | Year 1 | Year 2 |
|---|---|---|
| CLIMATE | .73** | .70** |
| Evaluation | .36* | .59** |
| Career advisement | .36* | .62[a]** |
| Acknowledgment | .65** | .67** |

*Note*. Data are aggregated by respondent unit. Unless otherwise specified, $N = 44$ units for Year 1, and $N = 46$ units for Year 2.

[a]$N = 44$.

*$p < .05$. **$p < .01$.

### Campus findings

The campus-wide results for the first administration of the survey ranged from a low of .46 for career advisement to a high of .63 for the climate of the unit (see Table 3). The results for intention to remain at the university and climate or atmosphere were moderately positive, with scores of .59 and .63, respectively. What this meant was that the respondents answered affirmatively on approximately six of 10 positive items (e.g., "I would be happy to spend the rest of my career in this department") and left blank approximately six of 10 negatively worded items (e.g., "If I could leave this department right now, I would"). For the aspects of climate—evenhandedness of evaluation, career advisement, and acknowledgment—the scores were .54, .46, and .54, respectively. In a similar fashion, the scores indicated that participants checked the box for positively worded items and left the negatively worded items blank about half the time.

### Demographics

As shown in Table 3, the majority of the sample was male (69.4%, $n$ = 497) and White American (85.5%, $n$ = 442). In terms of rank, 26.7% of the faculty who responded were assistant professors, 28.8% associate, and 44.4% full ($n$ = 493). (Different sample sizes are noted because not all of the 515 respondents provided demographic information.)

Table 3 lists the responses of faculty by gender and ethnicity for the campus. To protect the confidentiality of the women and minority faculty, no data are reported by gender or race for any specific academic unit; demographic groupings are presented only for the campus as a whole.

Only results highlighting significant differences are discussed. Male ($M$ = .66) and majority ($M$ = .65) faculty were more likely to see the climate as supportive than female ($M$ = .57) or minority ($M$ = .58) faculty members.

**Table 3.** Mean Scores on Building Behaviorally Based Climate Survey for the Campus and by Demographic Characteristics of Respondents for Year 1.

| | | Demographic characteristics | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Rank | | | Gender | | Ethnicity | |
| OVERALL ASPECT and category | Campus ($n$ = 515) | Assistant ($n$ = 132) | Associate ($n$ = 142) | Full ($n$ = 219) | Female ($n$ = 152) | Male ($n$ = 345) | Minority[a] ($n$ = 64) | Majority[b] ($n$ = 378) |
| CLIMATE | 0.63 | 0.64 | 0.62 | 0.65 | 0.57** | 0.66** | 0.58* | 0.65* |
| Evaluation | 0.54 | 0.54 | 0.54 | 0.55 | 0.53 | 0.55 | 0.54 | 0.55 |
| Career advisement | 0.46[c] | 0.55** | 0.39** | 0.34 | 0.43 | 0.40 | 0.42 | 0.41 |
| Acknowledgment | 0.54 | 0.57 | 0.52 | 0.55 | 0.52[†] | 0.56[†] | 0.50* | 0.56* |
| INTENTION TO STAY | 0.59 | 0.61 | 0.60 | 0.60 | 0.56[†] | 0.62[†] | 0.47** | 0.64** |

[a]Minority consists of American Indian ($n$ = 3), Asian American ($n$ = 32), Black/African American ($n$ = 10), and Hispanic/Latino American ($n$ = 19); other ($n$ = 46) was not included in the analysis. [b]Majority is White American. [c]$N$ = 296; responses from full professors were removed.
[†]$p$ < .10. *$p$ < .05. **$p$ < .01.

Women were more likely to respond, "I feel left out of things here." Men were more likely to say, "I find the atmosphere or climate to be supportive."

In terms of staying, minority ($M$ = .47) faculty members were less likely to report that they would remain at the university than majority ($M$ = .64) faculty members. "If I could leave this department right now, I would" and "I find it difficult to work here because of its poor climate" were items more likely to be checked by those in minority groups. The majority faculty, in contrast, were more likely to note "I fit in with other faculty in this department" or "It would take a lot to get me to leave the department."

In sum, women and minority faculty were less likely than majority faculty to find the climate of the university inviting and stay in their positions.

### *Descriptive data from open-ended comments*

Almost half of those who responded (47%) took the time to leave comments, with some containing 300 words or more. Appendix C gives verbatim examples across different categories and aspects and for different tones (i.e., positive, neutral, and negative). Appendix D lists percentages of comments received across the same categories, aspects, and tones.

Fully 80% of the comments discussed climate and/or one of its aspects, indicating the importance of the concept of atmosphere and milieu in faculty decisions to stay or leave the university. Some comments were uniformly positive:

> I came to [the university] … and I am absolutely delighted with my decision. I have benefited greatly from the supportive environment in my department, college, and institute. I find this to be an environment that is highly conducive to productivity.. . .

Others were predominantly negative, with the parties responsible for the poor climate identified as colleagues (19.8%), upper administration (15.6%), and chairs or deans (12.8%). For instance, "There is a lack of vision at the department and the college level. There is too much focus on status quo, bean-counting rather than quality and providing an atmosphere where faculty can take risks …" Other statements were a blend:

> The … [college] is a great place to work, despite abysmal salaries and poor facilities. It is because of the great students and colleagues I work with that I stay, to be blunt. I could make far better money elsewhere …

Colleagues were often singled out as an extraordinary benefit (21.0%), and some highlighted the chair or dean (6.6%). For example,

> Given the difficult circumstances that the larger university community has faced over the past several years, I am encouraged to still feel that I have found a "home" and supportive colleagues. I credit my colleagues, and the leadership of our Dean for this supportive atmosphere.

Commenters were far more negative than positive when discussing the way in which they were appraised ("Annual merit criteria … not spelled out for [the] department, i.e., how different things are weighted, etc.…") and acknowledged ("I feel that my research expertise is supported and appreciated by a few members of my department, but not enough to make me feel extremely comfortable.…"). However, comments about the quality of career advisement were more likely to be positive. For instance, "… great strides have been made to professionalize the department and treat junior faculty better. Our relatively new mentoring program has forged successful bonds."

Other factors that are less under the control of university administrators were also mentioned by commenters: location, salary, and resources. Some complained about the relatively high cost of living where the university is located. Others were thrilled: "My intention to stay is based primarily on how much I love living in [city]." References to salary compression were made with comparisons of the current pay scale to that of faculty in the same discipline at other institutions. Resources—their availability and distribution—as well as the lack of funding opportunities were frequently mentioned. For instance, "The [department] is not the problem; it is the state and the lack of funding for the University.…"

## *Motivating change agents by providing feedback and recognition*

To make it more likely that change agents would continue their actions, they were provided with information and acknowledged for their efforts.

### *Celebrating top-rated units*

The provost sent out a campus-wide e-mail complimenting the top 13 scoring units. A chart listing the top units in terms of a combined climate–evaluation–advisement–acknowledgment–intention to stay score is shown in Figure 1. Each of these categories was drawn directly from the BBC survey.

### *Sharing detailed feedback with individual units*

Unit members received comparison information about climate and three aspects of the climate for the unit and intention to stay (see Figure 2); means were provided for the unit and for the campus as a whole. For the sample department shown in Figure 2, the mean score for career advisement (.48) was better than the mean for the campus (.39), whereas the score for evaluation was lower (.40 vs. .47, respectively).

Each unit also received (in Year 1) a list of survey questions with which 60% of faculty agreed (marked the box) and disagreed (did not mark the box; see Figure 3). In one department, for example, 60% or more of the respondents marked the box for such items as "I intend to keep working here for at least the next three years," "People in this department take the time to get to

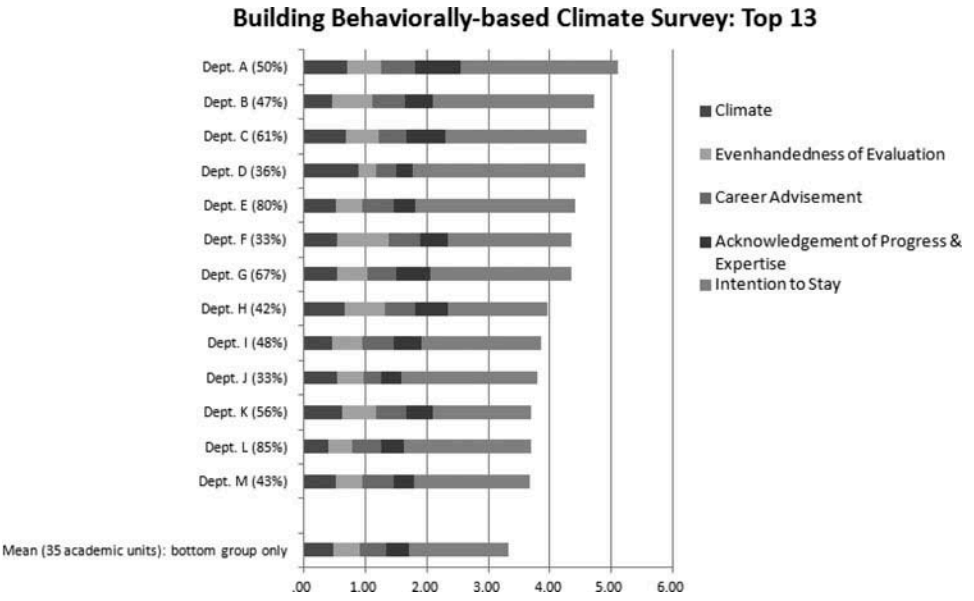


**Figure 1.** Mock chart distributed to the entire campus about top 13 scoring units on the Building Behaviorally Based Climate Survey. Numbers in parentheses indicate response rates. Overall scores were calculated by adding together the five dimensions; the intention to stay score was multiplied by 4 to bolster its weight. Only scores from the bottom half of the faculty in a given unit were used. Dept. = department.

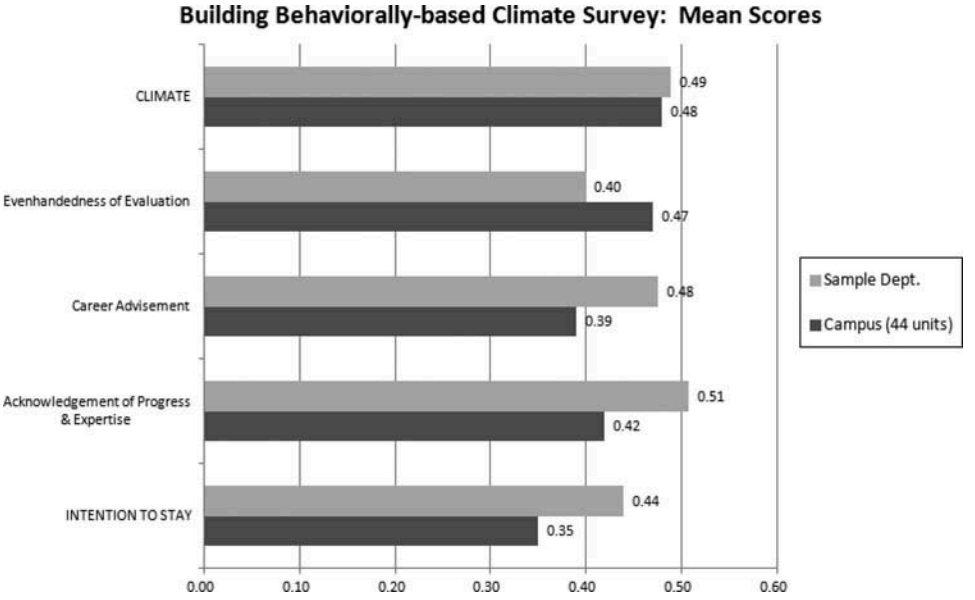


**Figure 2.** Feedback chart for a sample unit showing comparisons between mean scores for the unit and for the campus as a whole. For both the unit and campus means, only scores from the bottom half of the faculty were used. Dept. = department.

Behaviorally-based Faculty Climate Survey:
Acknowledgement Category for a Given Department

60% or more of those who responded to the survey **disagreed** with the following:

- My opinions do not matter here.
- Indicated the same expectations for all faculty in the department regardless of rank.
- Took specific actions that would purposely limit your career or block promotion or tenure.
- Expressed negative comments about your work to others.
- If I could leave this department right now, I would.

60% or more of those who responded to the survey **agreed** with the following:

- People in this department take the time to get to know each other.
- Described what information you should provide prior to the committee evaluation your work.
- Assessed your career goals or timetable.
- Inquired about the status of your research/ creative work.
- I intend to keep working here for at least the next three years.

**Figure 3.** Feedback for a sample unit, listing survey items with which at least 60% of the faculty in the unit agreed or disagreed.

know each other," and a colleague or administrator "inquired about the status of your research/creative work."

## *Furthering climate building by describing and cultivating best practices*

### *Top-rated unit heads described best practices*

To find out how change agents created a supportive environment, we interviewed the 13 top-rated unit heads. Few unit heads described what they did in terms of evaluating or career advising, but several identified what they did to acknowledge faculty. Friday kudos was how one department chair recognized faculty. Every Friday afternoon, the chair sent a list of fellow faculty who had been quoted in the press; nominated to be on a professional committee; or had books reissued or published, complete with photos of their jacket covers. Another department chair set up a committee responsible for nominating every single faculty person every year for an award at his or her alma mater or in his or her professional organization; a faculty member was charged with getting to know the faculty member to be nominated and writing the nomination.

In a study of tenure-track faculty, one of the most important predictors of intent to leave academia was a lack of a sense of community at one's institution (Barnes, Agago, & Coombs, 1998). What many of the top-ranking

units did was to schedule or arrange for refreshments at events in which faculty and students participated: weekly coffee klatches, faculty and student performances, monthly off-campus happy hours, and student/faculty performances. One unit head described a front office staff that celebrated every birth and every birthday with photos prominently posted of kindergarten graduations and high school gym meets.

In some cases, the camaraderie was helped by the physical environment (e.g., the lining up of offices with faculty in close proximity who kept their doors open). The fortuitous layout of the department was identified by one chair as contributing to the warmth of the atmosphere: a mailroom large enough to accommodate a large table at which faculty gathered to read their mail and eat their lunch together.

Some of the best practices were more subtle. One unit head preferred meeting face to face rather than relying on e-mail. A back-and-forth procedure for the scheduling of classes, an often-fraught process, was set up by one unit head. Faculty members were invited to come to the office where the entire schedule was posted on the blackboard. The unit head could sometimes manage to change the blackboard schedule, but if not, the unit head would try to negotiate changes with each faculty member to be accomplished the following semester.

Another example of engaging and listening was gleaned from three faculty members in one department who voluntarily spoke with us. Two faculty members stressed the sociability of the department. Another faculty member, a single parent, prized Saturday evenings together with her child. She mentioned her dilemma about the upcoming Saturday evening department party to the chair, who immediately encouraged her to stay home. The faculty member was awestruck at how she had been heard.

### *Workshop for upper-level administrators to implement best practices*

During a workshop for the provost, deans, and associate deans, we identified best practices. A lively discussion occurred in connection with the Friday kudos. One dean mentioned how attempts to get information like that had failed. Another asked whether the dean had tried to solicit the information via e-mail. Another dean talked about how it helped to walk around and speak with faculty. The provost was pleased to see the way in which the deans were focusing on how to execute best practices within their own units.

## Discussion

Benjamin Reese, Jr. of Duke University talks about "the challenge of having a diverse leadership and faculty" as being "one of the most important challenges for the academy" (Flaherty, 2015a, para. 39). This demonstration addresses the demanding and rarely researched objective of promoting the diversity of the workforce. The audacious goal was to help change agents—

the provost, deans, and chairs of departments—to deliberately and directly change the climates of their schools and departments so as to entice faculty, particularly women and minority faculty, to stay. In a striking departure from the norm, the behavioral approach to organizational change was used to try and achieve this objective.

The behavioral approach is unique because it targets the change agents and then identifies what these key movers can do to result in improvements to the bottom line—in this case, faculty retention. It does not stop there though. It facilitates their motivation. To help propel the change agents, it uses the standard three-step process: (a) Specify what change agents should and could do, (b) measure what they do, and (c) provide them with positive consequences.

To specify what the change agents do, we identified three categories—evaluation, career advisement, and acknowledgment—based in part on the first author's operant leadership model (Komaki, 1998). Each category was then behaviorally defined, describing actions that key personnel do to ensure that faculty are well advised, well evaluated, and well acknowledged. Not only was it important to pinpoint what the dean should do (e.g., give personalized feedback), but it was critical that the dean could do the action (e.g., give personalized feedback vs. give an above-average raise). In short, deliberate and direct attempts were made via these actions to identify what change agents should and could do.

To measure these actions, we created the BBC survey (see Table 1). Similar to a behavior checklist, the BBC survey asked respondents to simply check whether a given action (e.g., asking about one's area of expertise) had occurred at least once during the year. Listing the behaviors and using the dichotomous yes/no format enabled the gathering of behaviorally specific information about change agents' actions from hundreds of faculty members on campus, substantially expanding the population typically sampled in many *Journal of Organizational Behavior Management* articles and enabling behaviorally based organizational change endeavors.

The validation of the BBC survey set it apart. It is one thing to say that these behaviors are recommended. It is quite another thing to say that these behaviors are backed up with empirical evidence. Not once but twice it was found that a positive relationship exists between faculty's intention to stay and the behaviors in the categories of evaluation ($r = .36$, $p < .05$, and $r = .59$, $p < .01$, for Years 1 and 2, respectively), career advisement ($r = .36$, $p < .05$, and $r = .62$, $p < .01$, respectively), and acknowledgment ($r = .65$ and $r = .67$, $p < .01$, respectively). What this means is that faculty who were guided well, appraised well, and recognized well were more likely to say that they would be remaining at the university (e.g., "I would be happy to spend the rest of my career in this department"). These figures lent credibility to the behaviors in the BBC survey that no amount of jawboning could provide.

Feedback was provided, enabled by the BBC survey. Unit members were provided with charts showing how the unit compared with the campus

average; units members also learned in Year 1 about statements with which 60% or more of the faculty agreed or disagreed. The provost sent a chart identifying the top 13 units along with the names of their leaders and a congratulatory note to all faculty and change agents.

Providing recognition for the quality of climate was no small feat in what is essentially a feedback desert. More than one department chair and dean talked about how years had gone by with nary a word, up or down, about their performance. The BBC survey helped to make visible the invisible, enabling feedback about an elusive concept: climate. The ephemeral nature of climate helps to explain why higher-ups did not know, not being privy to the nuanced day-to-day exchanges among faculty, administrators, and fellow faculty. To illustrate what happens when climate is such an elusive concept, consider this: The provost and faculty affairs and diversity persons were asked in the first year to identify which units were in the top 13. One person guessed that many of the units with bountiful grants and contracts would probably be in the top group; several suggested what turned out to be mid-ranking units. In the end, only four of the top 13 were correctly identified; no one predicted that a small humanities department was in the top group.

Even the unit heads themselves did not know their status. The chair of the small humanities department was stunned, thrilled, and honored to find out that the members of the department had rated their evaluation, career advisement, and acknowledgment so highly. The ephemeral nature of climate attests to the importance of gathering information about it on an instrument like the BBC survey.

Never before had anyone dared to dream that the behavioral approach could be used to foster the climate, which would in turn increase retention, which would ultimately promote diversity in the workforce. Bolstering the climate is not a new idea; experts extol the idea of shoring up the climate in order to keep incumbent women and minorities in the workforce. What is new is a constructive way in which to take the ephemeral but rarely behaviorally defined concept of a supportive climate and facilitate it. Traditionally climate has been measured using statements such as "I feel left out of things" or "The climate is supportive here." Not clear is what the change agent can do in order to foster a supportive climate or to assist in helping faculty feel less left out of things.

What the BBC survey did was to specify what change agents can do. It identified actions that they can take. Specificity, however, is not sufficient. The actions must be under the control of the change agents. Giving personalized feedback is specific, but so is giving higher than average raises. Focusing on actions that change agents can do fosters their motivation. A department chair was pleased with the way in which faculty had rated evaluation and career advisement but disappointed with their ratings of acknowledgment. When viewing the actions that could be taken to shore up recognition, the chair blurted out, "Oh, I could do that"—take a colleague to lunch, read Ramona's work.

It is far too easy to judge the efforts of change agents by the number hired and the number who leave. As the open-ended comments show, faculty stay (or leave) for a variety of reasons, some of which change agents have little if any control over—the location and budget allocation of the university, trailing spouse dissatisfaction, offers from universities with higher ranking departments. What the BBC survey does is to provide evidence of what change agents did to foster the climate so that presidents, chancellors, and provosts, when allocating scarce resources, can consider and daresay give preference to units with more supportive climates.

Using the behavioral approach to promoting diversity entailed a unique set of challenges. Providing feedback by department, often an integral step, had to be adjusted. It was necessary to ensure that women and minority faculty, who have typically rated climate lower than the majority, had a compelling voice. At the same time, it was critical that members of these underrepresented groups not be singled out for their views. Instead of delivering feedback about an entire department, we used a median-split procedure, presenting responses from only the bottom half of the department. What this procedure did was to accentuate the voices of those who had less favorable views about the climate while at the same time protecting the privacy of women and minority faculty in a given department. Another rationale for using this median-split procedure is exemplified in the adage "A chain is only as strong as its weakest link." By focusing on the bottom half, change agents would be encouraged to craft nurturing milieus for each and every member of the department.

In sum, this demonstration shows how change agents now have the means to behaviorally define the often nebulous concept of a supportive climate and to use the BBC survey to assess and motivate department chairs and deans to create warm and inviting atmospheres throughout the organization, which would in turn entice all employees to stay and diversify the workforce.

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## Appendix A

*Sources of Items in the Building Behaviorally Based Climate Survey*

| Source | Item |
|---|---|
| | CLIMATE |
| Reid & Radhakrishnan (2003) | "I find the atmosphere or climate to be supportive." |
| | "I feel left out of things here." |
| | "My opinions do not matter here." |
| | "I fit in with other faculty in this department." |
| Brand et al. (2003) | "People in this department take the time to get to know each other." |
| | "People in this department enjoy working together." |
| | "People here are rude to each other." |
| | INTENTION TO STAY |
| Taylor et al. (1995) | "I intend to keep working here for at least the next three years." |
| Reid & Radhakrishnan (2003) | "If I had to do it all over again, I would still accept this position." |
| Delobbe & Vandenberghe (2000) | "I would be happy to spend the rest of my career in this department." |

## Appendix B

*Scoring of Positively and Negatively Phrased Items on the Building Behaviorally Based Climate Survey*

| Acknowledgment of performance item | Sample response | Points awarded |
|---|---|---|
| Positively phrased | | |
| "Provided encouragement or recognition" | ☒ | 1 |
| "Shared positive comments with others about your work" | ☒ | 1 |
| "Inquired about the status of your research/creative work" | ☐ | 0 |
| "Talked to you about something you have written/created" | ☐ | 0 |
| "Asked for your opinion on your area of expertise" | ☒ | 1 |
| "Treated you and your work with respect and dignity" | ☒ | 1 |
| "Indicated … a discussion … gave … a different perspective on the topic" | ☐ | 0 |
| "Asked to read/see additional work you had done on a particular subject" | ☒ | 1 |
| "Took you out to lunch to discuss your work" | ☐ | 0 |
| "Nominated you for a professional award" | ☐ | 0 |
| Negatively phrased | | |
| "Made improper remarks or comments about you or your work" | ☒ | 0 |
| "Was argumentative, condescending, and/or rude while discussing your area of research" | ☐ | 1 |
| "Expressed negative comments about your work to others" | ☐ | 1 |

*Note*. Total score: five positive items checked and two negative items unchecked = 7 points out of 13 possible (7/13 = .54).

## Appendix C

*Examples of Comments Made on Building Behaviorally Based Climate Survey by Category*

| OVERALL ASPECT, category, and definition | Tone | | |
|---|---|---|---|
| | Negative | Neutral | Positive |
| CLIMATE: atmosphere, environment, or conditions at the university or within the unit | "…At this point I feel that it almost doesn't matter what I do, it won't help, and that nothing short of litigation will ever change the atmosphere here for the better, meaning for the inclusion of people of color and their perspectives."<br>"Problems with the climate in my department are related to a couple of abusive individuals whose demeanor and actions affect everyone else, including graduate students, staff, and faculty. The current tenure system makes it nearly impossible to insist that this abusive behavior cease." | "I think the department and college have flaws and challenges but these have not worsened over the last two years and may be getting better …"<br>"The [department] is not the problem; it is the state and the lack of funding for the University, coupled with a tremendous range of student preparation and interest in their studies." | "I find the climate in the College … to be quite supportive. Given the difficult circumstances that the larger university community has faced over the past several years, I am encouraged to still feel that I have found a 'home' and supportive colleagues. I credit my colleagues, and the leadership of our Dean for this supportive atmosphere."<br>"This department is one of the most collegial and open that I have ever been in. I appreciate the attitude that we may 'agree to disagree', but do not hate each other for differences of opinion." |
| Evaluation: appraisal or what criteria used (student ratings) | "The department … has serious problems. The main aims—what it means to do high quality research and teaching—is not clear or in previous years at least not stated by 'those' who are running the department. This year there seems to be some changes.… This negative situation started with the previous chair who created a very unpleasant atmosphere. The feeling others and I have is that there are a few people who are political allies and that these people really direct the [department]. The department has an unpleasant political feel and nature … too much to express in a short survey. Evaluations were not done objectively. I think the current Chair wishes to change things, in principle but seems to need or want 'the approval of those few who seem to in charge …'" | None coded | "The climate has improved dramatically since I have been here. Expectations are higher, but they are applied more evenly across the board …" |

(*Continued*)

## Appendix C

(Continued).

| OVERALL ASPECT, category, and definition | Tone | | |
|---|---|---|---|
| | Negative | Neutral | Positive |
| Career advisement: actions to promote/limit career, feedback or lack thereof, discussions on tenure/promotion process | "…I am continually advised to complete my book and feel continually inadequate about not having done so. It would have helped me to have had some intermediate goals articulated, as well as thoughtful strategies and motivations. Suggestions are given, to be sure, but they're always the same and always monolithic." | None coded | "… Great strides have been made to professionalize the department and treat junior faculty better. Our relatively new mentoring program has forged successful bonds among faculty. Our department is so much more productive than in the past. People get along relatively well and work well together …" |
| Acknowledgment: recognition or how recognition occurs within the unit (e.g., sharing work, requesting opinions, feeling valued/respected) | "… Faculty do not share what they are doing in their own research or inquire about others …" | "I believe that there is an open dialogue in the College … which is encouraged by the Dean …" | "…I would say that some of colleagues are supportive and others are not, that some discuss their work with each other and others do not … In my department, I find that there are key individuals who are extremely helpful and supportive … These individuals are vital to the positive aspects of my experience here." |
| Parties responsible: | | | |
| Colleagues | "While some of my colleagues are supportive and helpful, most seem to be highly competitive, motivated, independent workers who show little interest in what I do …" | None coded | "I have made a small number of very good friends and they are the number one reason working here is a positive experience. ____, _____ [chair], _____, _____,and ____, all are top notch researchers and very supportive of my work and interested in seeing me succeed here." |
| Chairs/deans | "The lack of strong intellectual leadership in our department for the past six years has eroded the intellectual coherence and drive of the department …" | None coded | "We have a very supportive and thoughtful dean in _____. He is responsive and willing to listen." |
| Upper administration (e.g., provost, chancellor, university in general) | "…Furthermore, why has our President never once visited the people who make this university work, the faculty in general and specifically, in my department?" | None coded | None coded |

(*Continued*)

## Appendix C

(Continued).

| OVERALL ASPECT, category, and definition | Tone | | |
|---|---|---|---|
| | Negative | Neutral | Positive |
| Other (e.g., stakeholders) | "I have always found the climate within the University supportive and encouraging. The main frustration relates to negativity that gets directed at ___ from outside sources (e.g., legislature, reporters)." | None coded | "The College … is a great place to work, despite abysmal salaries and poor facilities. It is because of the great students and colleagues I work with that I stay, to be blunt. I could make far better money elsewhere …" |
| Other reasons for evaluation: | | | |
| Location: geographic location, political climate (e.g., liberal, conservative) | "Really the only downside to being at [University] is the current political climate vis-à-vis the University and the State of [state]." | None coded | "My intention to stay is based primarily on how much I love living in [city]. I am inadequately paid (even relative to the low pay scale for our department compared to other math departments), and our department is not given anywhere near sufficient resources or autonomy to do its job well." |
| Salary: pay, raises | "I have reservations staying at ___ long-term because my pay continues to remain low. I have consistently been ranked as 'exceeding' or 'far exceeding' expectations in my research and teaching, but my pay is over 14 percent below Association of American Universities averages for assistant professors in my field." | None coded | "I applied for other jobs last year. I stayed because I finally got a decent raise. I think it is sad that the only way to get a good raise is to threaten to leave." |

(*Continued*)

## Appendix C

(Continued).

| OVERALL ASPECT, category, and definition | Tone | | |
|---|---|---|---|
| | Negative | Neutral | Positive |
| Diversity issues: race, age, gender | "It is an extremely hostile not so much because of individuals, but because the complexity of minority issues is taboo. There are long-time colleagues who have acted as a group to qualify their collective advantages in ways that have blocked the depth of creating an open intellectual or mindful exchange of ideas. Over the years this has created personnel and other committees that fail to take into consideration the voices of all those who would dissent in opinion from them. Minorities are included when they are seen as a 'good fit' or being 'like' them in experience and value. As a result many of the [department] committees have failed to act independently or to speak up against wrongful, and discriminatory acts. Faculty is rewarded for silence rather than discussion. Situations are created by the hostile climate to make any dissenting voice not only invisible but collectively to attempt to destroy their validity as human beings and productive members of society …" | "… It is difficult for me to comment on the climate in my department since I am actually rostered in two departments and the general climate in each differs quite a lot—I am far more ambivalent about one than the other. The department that I feel more positively about is itself going through some faculty turnover at this point and depending on the response to this going forward—especially as regards the retention of junior to mid-level faculty of color—my responses might be much more or less enthusiastic in a year." | "I think our college does an above average job of considering and supporting diversity in a variety of ways, but my sense of the campus is that there is much room for improvement on the climate issue and that this should be handled at some degree in [university public relations and in Freshman orientation—SENDING A STRONG MESSAGE PERSISTENTLY AND EARLY ON of inclusive tolerance and proper academic behavior—over and above 'anything goes' or 'free speech is good.'" |

(*Continued*)

## Appendix C

(Continued).

| OVERALL ASPECT, category, and definition | Tone | | |
|---|---|---|---|
| | Negative | Neutral | Positive |
| Resources: opportunities to pursue other than salary (e.g., graduate funding) | "There are 2 important factors that I find less than ideal at [university], and that would influence my intention to stay here for the long haul … space—there is very limited space in terms of lab space and grad student office space in my department, and we somehow manage to get along being civil, but not everybody is. This often makes it hard to function." | None coded | "I think morale is basically good because most of the faculty are funded and some who are not make valued contributions that earn respect …"<br>"Departmental efforts in research and curricular development are having very noticeable effects on the departmental environment (physical and intellectual) and on student interest and satisfaction with our undergraduate and graduate programs. There have been measurable increases in extramural funding and student enrollment in all of our programs. Things are quite exciting at this time." |
| Policies/ communications: decisions applied campus wide by administrators | "The most significant barriers to staying here are financial: our salaries are significantly lower than our peers, and then stagnate unless we actively seek outside offers. We shouldn't be encouraged to look elsewhere for a job—the university should be actively trying to retain us. One shouldn't need an outside offer to prove that one's work is valuable …" | None coded | None coded |
| Media: information reported in the news | "…What can we do to correct the tabloid coverage of this institution in the local and national media, not to mention among various politicians in the statehouse? Things have degenerated to a deplorable degree, and I know that trend is not limited to _____." | None coded | None coded |

(*Continued*)

## Appendix C

(Continued).

| OVERALL ASPECT, category, and definition | Tone | | |
|---|---|---|---|
| | Negative | Neutral | Positive |
| Miscellaneous | | | |
| Survey: direct comments on Building Behaviorally Based Climate Survey (not surveys in general; e.g., content, format) | "The problem is more complex than your survey can capture …" | "I was unable to answer several blocks of questions at all simply because some sentences were true for one level of [department]/college but untrue for the other …" | None coded |
| Other | "… However, morale is in decline due to discouraging conditions—salaries and unfilled faculty positions—which seem to have no improvement in sight. We have recently (past two years) lost five excellent faculty members, three tenured and two tenure-track. So far, only two have been replaced with regular, tenure-track appointments. Four of these losses were women, two of them minorities. One of the losses was a retirement, the other four resigned to take a position elsewhere." | None coded | "Of three major … departments (each of which is a world leader in various arena) in which I have participated, this is far and away the most integrated, supportive, healthy (socially) and innovative. The research is world class; the teaching is highly valued and, given the constraints of our institution, remarkably successful; the community is productive and supportive." |

*Note*. Underlining indicates the portion of the comment to which the code was attributed.

## Appendix D

*Percentages of Comments Made on the Building Behaviorally Based Climate Survey by Coding Category and Tone*

| | | Tone | | |
|---|---|---|---|---|
| OVERALL ASPECT and category | All | Negative | Neutral | Positive |
| CLIMATE | 60.1 | 40.7 | 2.9 | 30.9 |
| Categories of climate | | | | |
| Evaluation | 12.8 | 11.5 | 0.0 | 2.5 |
| Career advisement | 7.0 | 2.9 | 0.0 | 4.5 |
| Acknowledgment | 18.1 | 16.9 | 0.4 | 2.9 |
| Subtotal | 79.8 | 60.5 | 3.3 | 37.4 |
| Parties responsible | | | | |
| Colleagues | 32.9 | 19.8 | 0.0 | 21.0 |
| Chairs/deans | 18.1 | 12.8 | 0.0 | 6.6 |
| Upper administration | 15.6 | 15.6 | 0.0 | 0.0 |
| Other (e.g., students) | 4.5 | 3.7 | 0.0 | 0.8 |
| None indicated | 34.6 | 21.4 | 2.5 | 15.2 |
| Other reasons for evaluation | | | | |
| Location | 15.2 | 11.9 | 0.0 | 4.9 |
| Salary | 14.4 | 14.4 | 0.0 | 0.4 |
| Diversity issues | 11.9 | 11.5 | 0.4 | 0.8 |
| Resources | 10.3 | 9.9 | 0.0 | 0.8 |
| Policies/communications | 6.6 | 6.6 | 0.0 | 0.0 |
| Media | 2.5 | 2.5 | 0.0 | 0.0 |
| Newsworthy Event 1 | 3.7 | 3.7 | 0.0 | 0.0 |
| Newsworthy Event 2 | 2.5 | 2.5 | 0.0 | 0.0 |
| Other | 19.8 | 18.9 | 0.0 | 1.6 |
| Miscellaneous | | | | |
| Survey | 11.5 | 9.5 | 2.1 | 0.0 |
| Other | 9.1 | 2.5 | 5.8 | 0.8 |
| Gave explicit reasons to | | | | |
| Stay | 7.0 | | | |
| Leave | 16.0 | | | |
| Total | | 74.9 | 9.5 | 46.9 |

*Note*. Data represent the mean percentages of commenters who discussed each category or subcategory (number discussing category/number of commenters [$N = 243$]).