

**University of Connecticut
Workplace Civility Climate Survey
Feedback Report**

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on behalf of the Something's Happening Committee

Fall 2013

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EXECUTIVE SUMMARY

Overview

This report provides the results of an analysis of the University of Connecticut (UConn) employee Workplace Civility Climate Survey and subsequent recommendations. As the original proposal from the Something's Happening Committee (SHC) stated, "This organizational audit was around topics associated with a civil, respectful work environment in an effort to inform the UConn community about the status of such topics and to provide a baseline against which organizational climate change efforts can be tracked."

Methods of Analysis

In September and October 2012, over 4000 permanent UConn employees at Storrs, Regional Campuses, Law School and School of Social Work were invited by President Herbst to take the Workplace Civility Climate Survey anonymously either online or via paper copy. The survey was designed and implemented under the direction of Professor Vicki Magley, Department of Psychology. Quantitative and qualitative analyses were done on the collective responses of 44% of our employees (N=2125).

Key Findings Summarized

Based on the statistical analysis of the data, the key findings were as follows:

- There is a strong relationship between workplace civility climate and employee attitudes and experiences.
- There are positive and negative associations between supportive and uncivil experiences with employee attitudes, respectively.
- The majority of the employees feel positive about the workplace climate, and there are groups of employees who do not.
- There were no reportable differences between employees based on campus location, sex, race, length of employment or supervisor status.
- High numbers of employees did not indicate what work group he/she was a part of, so we were unable to report workgroup comparisons.
- There is a need to improve employee exposure to the University Code of Conduct (civility language), Non-retaliation, Reasonable Accommodations, and Violence in the Workplace Prevention policies.
- When analyzed by unions, union groups varied on 10 of the 26 variables. It is important to note that CEUI was underrepresented in the survey results.
- Employees have little knowledge of the Something's Happening Committee and its past accomplishments.

Recommendations

Our recommendations are linked to either qualitative and/or quantitative survey data. More details of the recommendations and specific activities (as suggested by the Something's Happening Committee, as well as timelines and assigned area of accountability (as indicated by the President's Office) can be found in **Appendix D**.

Recommendations summarized:

- **Accountability and Engagement:** *To create systems of accountability at every level of the University for fostering and maintaining a civil and respectful work environment.*
 1. Enhance methods for documenting and addressing areas with civility problems, specifically to identify strategies to address employees' concerns/fears of retaliation.
 2. Improve institutional accountability for community building, specifically by increasing interaction across UConn.
 3. Continue to administer the Workplace Civility Climate Survey, and consider adding questions related to bullying.
 4. Create a system for comprehensive exit interviews for all employees.

- **Policies and Procedures:** *Articulate institution's values relative to a civil and respectful work environment.*
 1. Increase employees' exposure to the University Code of Conduct.
 2. Increase employees' exposure to Non-retaliation, Reasonable Accommodations, and Violence in the Workplace Prevention policies.

- **Training and Development:** *Implement strategies to create and foster a civil and respectful work environment.*
 1. Mandate supervisory and managerial training for all new supervisors (within 6 months of promotion or hire).
 2. Mandate New Employee Orientation (NEO) for all employees

This survey and its results would not have been possible without your public endorsement and financial support. Thank you, as we greatly appreciate your commitment to a respectful and civil workplace.

Respectfully submitted by the Something's Happening Committee,

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Cara Workman, University Events & Conference Services
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SURVEY BACKGROUND & METHOD

In mid-winter 2008, a group of concerned UConn employees began meeting informally with the hopes of changing the workplace climate at UConn. The group expanded to an ad-hoc, grassroots group, calling themselves the "Something's Happening Committee." Additionally, the group invited representatives from around the university who have a vested interest in working to improve interpersonal interactions across all levels of employees and all university departments.

In particular, the Something's Happening Committee was concerned about experiences of *workplace incivility*, which includes such things as use of a condescending tone, interruption, and unprofessional terms of address with co-workers and supervisors. Workplace incivility may be subtle, but its effects are not. Research on workplace mistreatment has demonstrated clearly that employees and organizations experience detrimental outcomes from experiencing and witnessing such mistreatment. For example, mistreatment is associated with increased levels of stress, turnover intentions, and counterproductive work behavior, as well as decreased levels of job satisfaction, organizational commitment, and actual performance. As such, the first goal of the Workplace Civility Climate Survey was to provide empirical data on the frequency and consequences of workplace incivility experiences within units at UConn, and across the university, in an effort to provide a baseline for future comparisons.

To only examine the university from the frame of mistreatment, however, does not appropriately acknowledge the many positive features of such a complex organization. Working in supportive and cohesive environments has been found to be associated with increased performance, as well as decreased stress. Accordingly, the second goal of the Workplace Civility Climate Survey was to consider the frequency and consequences of positive workplace interactions within units at UConn, again in an effort to establish a baseline for future comparisons.

Finally, the third goal of the survey was more programmatic in nature. Specifically, understanding both the positive and negative aspects of the UConn environment is important so that effective interventions can be designed.

In September 2012, employees completed the Workplace Civility Climate Survey in either web or paper formats. Survey participants received guarantees of complete anonymity. This general approach resulted in high-quality data. We describe recruitment procedures, participants, and analytic strategies briefly below.

Participants

Given the size of the organization and anecdotal information received on the variability of the workplace culture across units, we chose to invite all full-time, permanent employees from the Storrs and Regional Campuses, as well as the Law School, to participate in the Workplace Civility Climate Survey. (The UConn Health Center employees have another initiative that we did not want to interrupt.) Surveying the entire population rather than a sub-sample is often prohibitively expensive when using traditional survey methods such as paper-and-pencil surveys or face-to-face interviews. Because we collected most of the data with an online survey, survey costs were minimal.

Brief introductory information about the Workplace Civility Climate Survey and a link to the online survey was provided to UConn employees via an email invitation issued by President Herbst. Employees were afforded work time to complete the survey and received a total of three reminder emails from President Herbst to complete the survey. Unions also contacted their members to encourage participation in the survey.

In response to this procedure, approximately 61% of those invited (2862 people) entered the online survey and 61 people took the survey in paper form. Of these, surveys were omitted for 822 employees who did not complete at least 50% of the survey, rendering a useable sample from approximately 44% of the invited participants (n = 2125). Of this final, useable sample, 61% were female, were an average of 48 years old, had worked at UConn for an average of 13 years, and had held their current positions for approximately 9.5 years. Of these qualified responses, 604 AAUP, 150 AFSCME, 54 CEUI, 931 UCPEA, 57 UNITE, 126 Management/Confidential employees responded (108 left this question blank). All campuses were represented in the data.

SURVEY CONTENT & ANALYTIC STRATEGY

We used a variety of items and scales to determine the extent to which UConn employees experience their workplace as respectful, inclusive, and interpersonally supportive. Additional questions were included to assess markers of individual and organizational well-being. Specifically, the survey included questions about job stressors, characteristics of the work culture, personal experiences of incivility and pro-social behaviors, and work-related attitudes and behaviors (e.g., job satisfaction, organizational commitment). To be respectful of the time and effort taken by UConn employees in completing the survey, our report includes analysis of all variables included in the survey.

As is standard practice in psychological survey research, multiple questions were included in the survey for most of these topics to enhance certainty that the topic was accurately measured. **Appendix A** includes a summary of the survey content, including a sample question and the response options for each content area. Additionally, Cronbach's alpha internal consistency coefficient is included. Cronbach's alpha ranges from 0-1.0 where higher numbers reflect that people answered the items for each content area consistently and, hence, the content area can more accurately be reflected by the averages across the multiple questions. Alphas indicate internal consistency as follows: greater than .90 is excellent, .80-.89 is good, .70-.79 is acceptable, .60-.69 is questionable, .50-.59 is poor, and less than .50 is unacceptable (Cortina, 1993; Cronbach, 1951). As such, all content areas assessed with the survey are solidly internally consistent with the exception of burnout and personal intolerance of incivility, both of which have questionable internal consistency and should be interpreted more cautiously.

Please note that the averages presented in this report are based on combining responses to these multiple items that tap into similar content. We have presented the averages in reference to their original response scale

(noted on each figure) to help make the results easier to understand.

To provide the most scientifically reliable and defensible analyses possible, we followed relatively conservative statistical procedures. That is, all differences in this report are *statistically significant* unless otherwise specified. To determine statistical significance, we used a conservative criterion of .01. That is, in this report, statistical significance indicates that the probability is less than 1% that a finding is due to chance. This is a more conservative criterion than the .05 cut-off typically used in social science research. To simplify the results and render them more readable, we do not note this repeatedly nor report statistical significance tests in this report; however, whenever we refer to "differences," "larger than" and so forth, these results should be understood to be statistically significant.

Because of the nature of statistics, large samples make it more likely that effects will be statistically significant, even if these effects are quite small. Thus, in addition to looking at statistical significance, we also considered the *effect size* of all significant differences. Effect sizes give information concerning the relative magnitude of effects, allowing us to determine which effects are significant in the statistical sense as well as meaningful in a practical way. Effects in organizational research tend toward the smaller size (accounting for 1-3% of the variability in the data), generally due to the many factors influencing most organizational phenomena. Even though effects might be statistically significant, we only report effects when the analysis is able to account for at least 3% of the variance in the data.

In sum, all differences presented in this report meet the criteria of being both (1) statistically significant and (2) meaningful.

SURVEY RESULTS

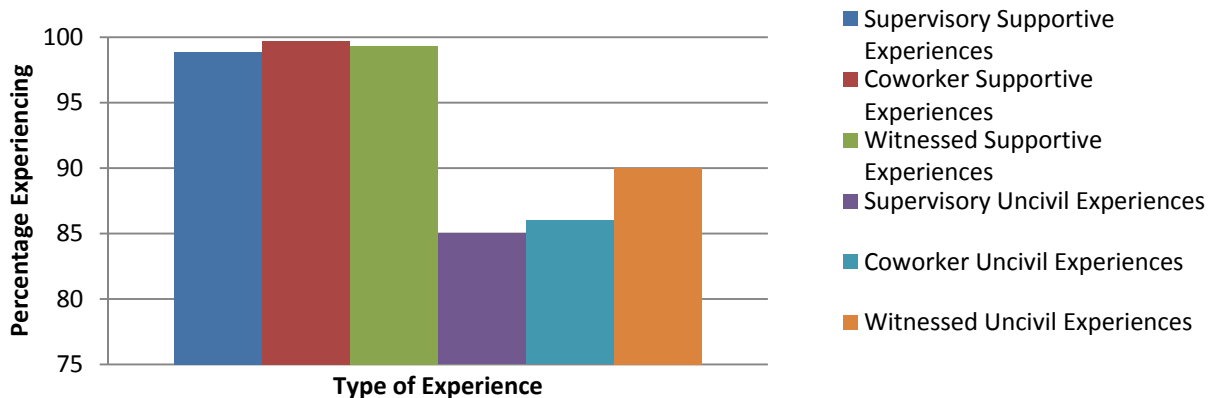
— SUPPORT, INCIVILITY, AND FEARED RETALIATION —

We begin the results with an analysis of employees' experiences in the past year while working at UConn. On average, employees' experiences with supportive behaviors is more frequent than their experiences with uncivil behaviors, coming from both supervisors and coworkers and what they witness happening to others. (See **Appendix A** for the mean values.) It is also of value to report the percentages of people who endorsed any of the questions about support or incivility. Specifically, nearly 100% of employees indicated having experiences of support come from supervisors (98.9%) and coworkers (99.7%), as well as witnessing similar things happening within their workgroup (99.3%) within the past year. Very much akin to other reported literature on the frequency of incivility experiences for working adults (Cortina et al., 2001), approximately 85% of employees indicated having an experience of incivility come from a supervisor within the past year, 86% from a coworker, and 90% witnessed a similar experience. (See **Figure 1**.) In other words, although the experiences might not be overly frequent, virtually all employees experienced both support and incivility at least once in the past year. (Note: Because multiple employees could be reporting on the same witnessed events and the percentages are similar to the self-reported experiences, we do not present additional results about witnessing incidents.)

Of those employees who did have uncivil experiences, we examined the percentage that could be considered to have been bullied. Bullying, as a concept, implies having unwanted physically- or emotionally-charged experiences over a fairly long period of time (typically longer than six months). Although we did not explicitly ask a question in the survey about how long participants had endured their uncivil experiences, we likely can surmise that anyone who answered that, on average, their experiences occurred at least "often" (i.e., an average of 3 across all of the items that they answered had happened to them) would at least approach the classification of having been bullied. We found that 103 (5.3%) of the respondents reported that their personal experiences coming from a supervisor occurred "often" or more, and 55 (2.9%) of the respondents reported that their personal experiences coming from a coworker occurred "often" or more.

Although the average of the feared retaliation questions was also low, 58.5% of the respondents answered that they had experienced at least one of the fear of retaliation questions (e.g., "In deciding how to respond to your experiences, were you concerned or afraid you would be...shunned and excluded by coworkers?").

Figure 1. Percentage of Employees with Supportive and Uncivil Experiences



See **Appendix A** for sample questions for each scale.

— ORGANIZATIONAL AUDIT —

A central purpose for the Workplace Civility Climate Survey was to investigate differences on the survey variables across the university to help tailor future programs. In an effort to present the results as succinctly as possible, we have organized the questions in the survey into three types: climate, attitudes, and experiences.

As reported in **Appendix A**, on average, UConn employees feel quite capable and embedded within their work units (job self-efficacy and workgroup embeddedness), as well as satisfied with and committed to their jobs. They report working within cohesive workgroups. They also express strong personal intolerance of incivility and nearly as strong positive workgroup norms for civility. Less positively, they report that their jobs are fairly ambiguous and that they neither feel particularly supported or unsupported from UConn, overall.

We examined differences in all variables across campus locations, by union membership, by sex and racial categories, by length of employment at UConn, and by supervisory status. Figures of significant effects are presented in the report to aid in understanding the differences. Additionally, effect sizes are included in **Appendix B**.

Campus Location. None of the variables differed across the university campus.

Length of Employment. No differences were found by employees, when comparing the following four categories (each representing approximately 25% of employees): less than 5.5 years, between 5.5 to 11 years, between 11 to 19 years, and over 19 years.

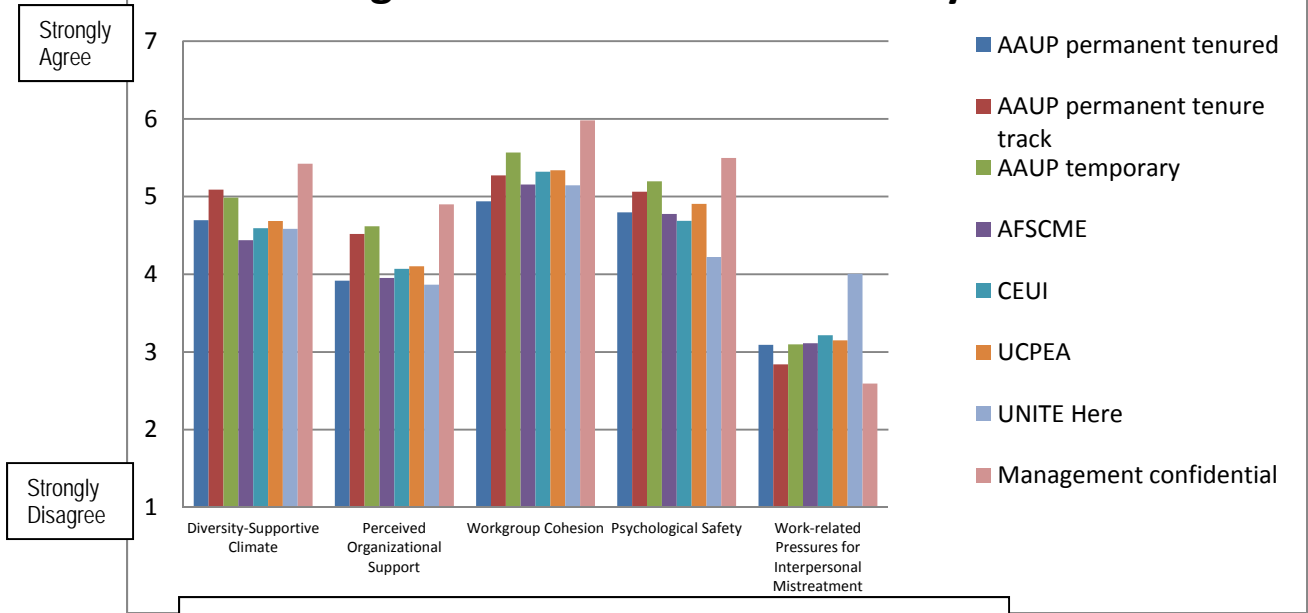
Supervisory Status. No differences were found on variables when considering whether employees were in supervisory positions or not, irrespective of union affiliation.

Union. Unions differed on many of the climate variables. Specifically, unions differed, on both cynicism work-related attitudes and on supportive experiences from both supervisors and coworkers, as well as fear of retaliation. The average values of the variables that differed significantly are presented in **Figures 2-4**. Due to the number of union differences, we looked for patterns in the effects, across the many types of questions asked in the survey. These results are presented in **Table 1**, where green highlighted cells indicate that the experiences of individuals within these unions are better on the variable and red highlighted cells indicate that the experiences of individuals within these unions are worse on the variable. As such, employees who are in management confidential positions are faring better than other employees, particularly employees in the UNITE HERE union. (UNITE HERE represents non-state, University-affiliated employees in the food services area. Given their unique status at the university, dissemination of the results and implementation of the recommendations may need additional consideration, particularly related to communality of policies.)

Sex. Men and women did not differ significantly in their responses to the questions in the survey.

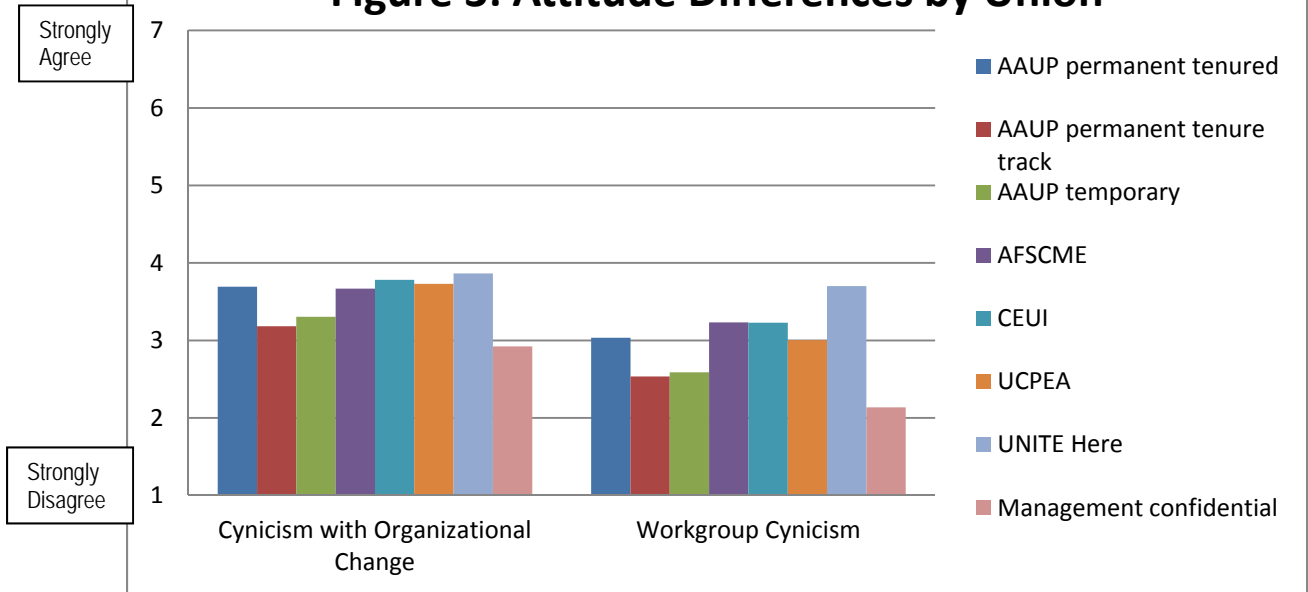
Race. There were no differences by racial category to the questions in the survey.

Figure 2: Climate Differences by Union



The columns show the average value of each scale by union, as also shown in Table 1. See Appendix A for sample questions for each scale.

Figure 3: Attitude Differences by Union



The columns show the average value of each scale by union, as also shown in Table 1. See Appendix A for sample questions for each scale.

Figure 4: Experience Differences by Union

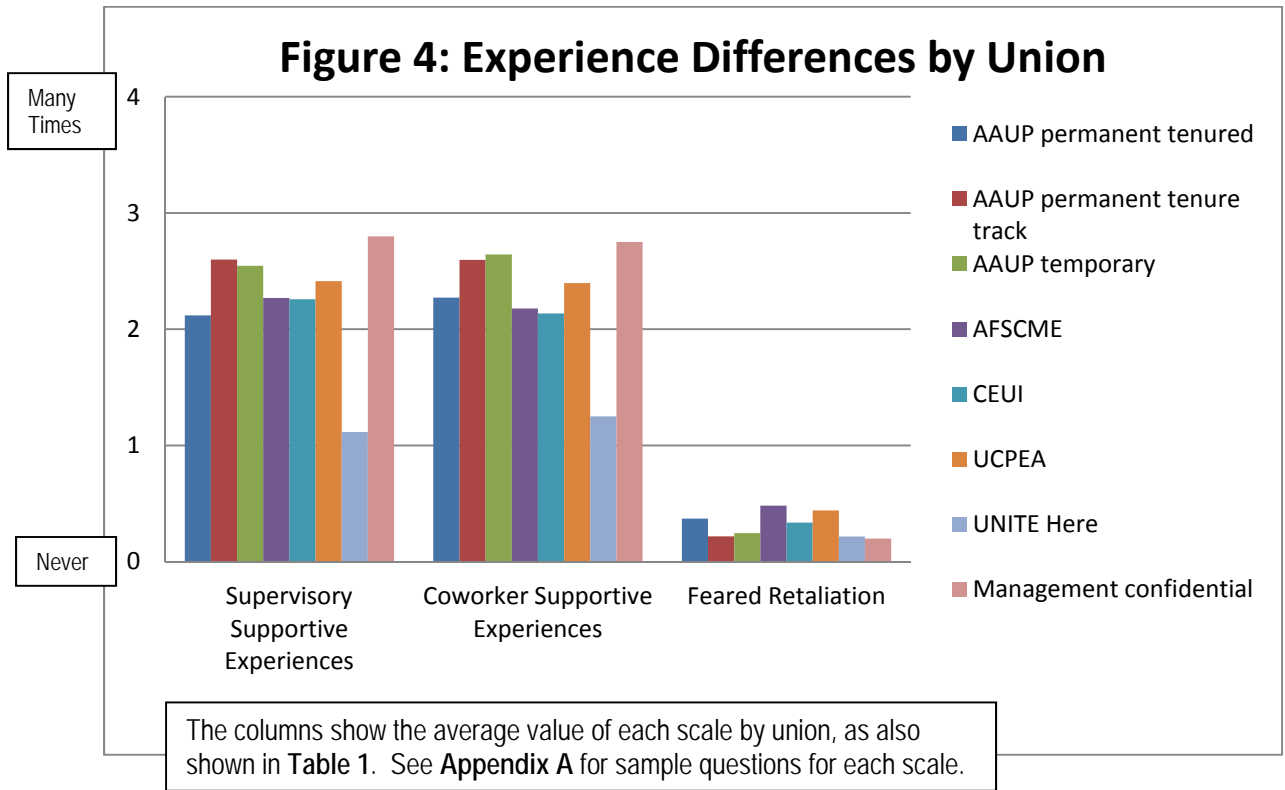


Table 1. Average Values on All Variables by Union Membership

Green highlighted cells indicate that the experiences of individuals within these unions are better on the variable and red highlighted cells indicate that the experiences of individuals within these unions are worse on the variable. Note: The average values should be understood with respect to the response options provided for participants, which are listed in Appendix A.

	AAUP permanent tenured	AAUP permanent tenure track	AAUP temporary	AFSCME	CEUI	UCPEA	UNITE HERE	Management confidential
CLIMATE VARIABLES								
Diversity-Supportive Climate	4.7	5.1	5.0	4.4	4.6	4.7	4.6	5.4
Perceived Organizational Support	3.9	4.5	4.6	4.0	4.1	4.1	3.9	4.9
Procedural Justice	4.7	5.5	5.1	4.9	4.8	4.8	4.4	5.7
Workgroup Cohesion	4.9	5.3	5.6	5.2	5.3	5.3	5.1	6.0
Psychological Safety	4.8	5.1	5.2	4.8	4.7	4.9	4.2	5.5
Positive Civility Norms	4.8	5.3	5.4	5.1	5.1	5.1	4.7	5.6
Supervisor Tolerance for Incivility	3.1	2.8	2.6	2.9	3.1	3.0	3.6	2.4
Work-related Pressures for Interpersonal Mistreatment	3.1	2.8	3.1	3.1	3.2	3.1	4.0	2.6
Workplace Incivility Normalization	2.1	1.8	2.0	2.6	2.7	2.3	3.6	1.7
ATTITUDE VARIABLES								
Work Embeddedness	5.2	5.7	5.6	5.1	5.5	5.3	5.1	5.8
Organizational Commitment	5.0	5.1	5.3	5.1	5.1	5.1	5.0	5.8
Job Satisfaction	5.2	5.5	5.5	5.0	5.5	5.0	5.1	5.8
Job Self-Efficacy	5.8	5.7	5.9	6.1	6.0	6.0	6.1	6.2
Intent to Turnover	3.5	3.0	3.2	3.0	2.6	3.4	3.0	2.8
Burnout	3.1	3.2	3.2	3.4	3.3	3.3	3.5	2.9
Cynicism with Organizational Change	3.7	3.2	3.3	3.7	3.8	3.7	3.9	2.9
Workgroup Cynicism	3.0	2.5	2.6	3.2	3.2	3.0	3.7	2.1
Personal Intolerance for Incivility	5.9	6.0	5.8	5.9	6.0	5.9	5.3	6.2
EXPERIENCE VARIABLES								
Supervisory Supportive Experiences	2.1	2.6	2.5	2.3	2.3	2.4	1.1	2.8
Coworker Supportive Experiences	2.3	2.6	2.6	2.2	2.1	2.4	1.2	2.8
Supervisory Uncivil Experiences	0.6	0.3	0.6	0.7	0.8	0.8	0.6	0.6
Coworker Uncivil Experiences	0.7	0.5	0.5	0.9	0.9	0.8	0.5	0.6
Fear of Retaliation	0.4	0.2	0.2	0.5	0.3	0.4	0.2	0.2
Role Ambiguity	2.6	2.6	2.8	2.6	2.4	2.8	2.2	2.1
Role Overload	3.2	3.0	3.2	3.3	2.9	3.3	3.2	2.7
Job Stress	5.1	5.7	4.5	4.7	4.1	5.0	4.6	4.6

— SUPPORT & INCIVILITY CORRELATES —

What are the correlates of support and incivility? We analyzed several indicators of individual and organizational well-being (burnout, job satisfaction, organizational commitment) as associated with employee experiences of both support and incivility. We first examined correlations among the experiences and attitude variables, which are presented in **Table 2**. Correlations can range from -1.0 to 1.0 and the absolute value of the correlation indicates how strongly associated the two variables are. Positive correlations indicate that as one variable increases, so does the other. Employees who reported more supportive experiences also reported more positive attitudes of work embeddedness, organizational commitment, job satisfaction, and to a much smaller extent, job self-efficacy and personal intolerance for incivility. On the

other hand, negative correlations indicate that as one variable increases, the other variable decreases. Employees who reported more supportive experiences also reported lesser negative attitudes, such as intent to turnover, burnout, and both cynicism variables. Not surprisingly, uncivil experiences were correlated similarly strongly with the variables, but in the opposite direction. As employees had more frequent uncivil experiences, they reported lesser positive attitudes and more negative attitudes. It is important to note that all of the well-being questions were asked prior to the support and incivility questions in the survey in an effort to reduce biased answers.

Table 2. Correlations Among Supportive and Uncivil Experiences with Attitude Variables

Correlations can range from -1.0 to 1.0 and the absolute value of the correlation indicates how strongly associated the two variables are. Positive correlations indicate that as one variable increases, so does the other. Negative correlations indicate that as one variable increases, the other variable decreases.

		ATTITUDE VARIABLES								
		Work Embeddedness	Organizational Commitment	Job Satisfaction	Job Self-Efficacy	Intent to Turnover	Burnout	Cynicism with Organizational Change	Work-group Cynicism	Personal Intolerance for Incivility
EXPERIENCES	Supervisory Supportive Experiences	.47	.42	.47	.17	-.35	-.32	-.40	-.58	.15
	Coworker Supportive Experiences	.37	.33	.32	.14	-.24	-.28	-.29	-.48	.20
	Witnessed Supportive Experiences	.43	.39	.40	.15	-.27	-.31	-.35	-.56	.25
	Supervisory Uncivil Experiences	-.39	-.34	-.45	-.11	.37	.28	.35	.50	-.02
	Coworker Uncivil Experiences	-.28	-.24	-.31	-.14	.29	.24	.29	.42	-.04
	Witnessed Uncivil Experiences	-.37	-.33	-.43	-.14	.39	.30	.38	.49	-.00
	Feared Retaliation	-.42	-.36	-.46	-.19	.40	.31	.37	.55	-.01

We were also interested in understanding which supportive and uncivil experiences were most strongly associated with attitudes, when considering all of the experience variables simultaneously. The brief answer is that the yellow highlighted numbers in each column in **Table 3** show which set of variables – supportive, uncivil or generally stressful – is the strongest predictor of the attitude variable in that column. For example, supportive experiences are most predictive of organizational commitment, whereas uncivil experiences are most predictive of intent to turnover.

The much longer answer to this question is that we conducted a series of relative weights analyses. In doing so, we also controlled for the associations of role ambiguity, role overload and job stress with the attitude variables, to demonstrate how supportive and uncivil experiences correlate with attitudes beyond that with regular job stressors. **Table 3** contains the results of these analyses. The top (grayed) row in **Table 3** shows the overall percentage of variance in each of the individual and organizational well-being variables (presented in the table columns) that are predicted by the collection of experience and stressor variables (presented in the table rows). Each column of percentages shows how that total variance is then distributed across the experience and stressor variables, summing to 100%.

We highlighted the collection of supportive or uncivil variables that accounted for more of the variance, as a group (when a stronger predictor group existed), of each attitude variable. For example, experience and stressors, in total, predict 39.8% of the variance in work embeddedness. Of that, the collection of supportive experiences predicts more variance in total (34.3%) than the collection of uncivil experiences (16.4%, not including feared retaliation; 24.8%, including feared retaliation). Hence, we highlighted the supportive experiences. Similarly, supportive experiences are more predictive of organizational commitment, cynicism with organizational change, workgroup cynicism, and personal intolerance for incivility. As a group, uncivil experiences are only more predictive of intent to turnover. Job satisfaction was fairly equally predicted by supportive and uncivil experiences. Job self-efficacy and burnout were largely explained by job stressors. Notably, experiences of support and incivility did not meaningfully correlate with employees' sense of their ability to do their jobs (job self-efficacy).

One additional comparison that can be gleaned from this table is to look across all of the outcomes (i.e., comparing an entire row with another row, visually). In doing so, it is clear that supportive experiences coming from a supervisor generally accounted for more variance than supportive experiences coming from a coworker; the same was true for uncivil experiences.

Table 3. Percentage of Variance Accounted for by Supportive and Uncivil Experiences on Attitude Variables, Above Job Stressors

Yellow-highlighted groups of percentages show which group of experiences is more predictive of the attitude variable in any particular column. The top (grayed) row shows the overall percentage of variance in each of the individual and organizational well-being variables (presented in the table columns) that are predicted by the collection of experience and stressor variables (presented in the table rows). Each column of percentages shows how that total variance is then distributed across the experience and stressor variables, summing to 100%.

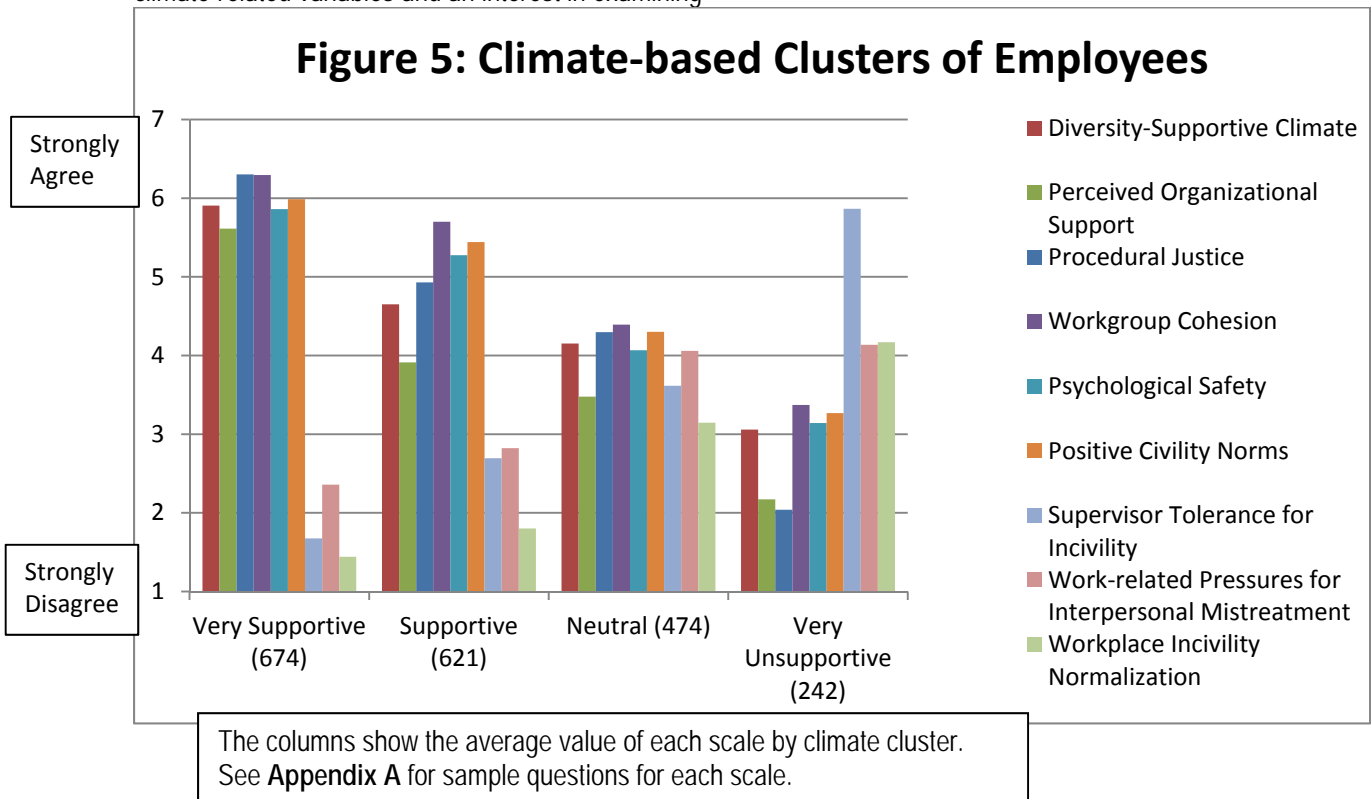
		Attitude Variables								
		Work Embeddedness	Organizational Commitment	Job Satisfaction	Job Self-Efficacy	Intent to Turnover	Burnout	Cynicism with Organizational Change	Work-group Cynicism	Personal Intolerance for Incivility
Total Variance Predicted		39.8%	30.9%	42.5%	29.2%	27.7%	36.1%	30.0%	52.3%	8.4%
Experience Variables Predicting Outcomes	Supervisory Supportive Experiences	12.2%	13.2%	11.3%	2.1%	9.7%	5.3%	13.2%	16.3%	10.1%
	Coworker Supportive Experiences	9.7%	9.5%	5.4%	1.4%	4.3%	5.6%	6.1%	11.4%	22.1%
	Witnessed Supportive Experiences	12.4%	14.0%	9.1%	1.6%	4.8%	5.9%	10.5%	17.3%	42.5%
	Supervisory Uncivil Experiences	7.1%	6.7%	9.3%	1.6%	9.6%	3.0%	6.8%	9.1%	1.7%
	Coworker Uncivil Experiences	2.9%	2.7%	3.8%	1.7%	5.6%	2.5%	5.3%	7.0%	2.0%
	Witnessed Uncivil Experiences	6.4%	7.3%	8.8%	1.6%	13.7%	4.2%	11.3%	9.0%	2.1%
	Feared Retaliation	8.4%	7.7%	9.9%	3.3%	12.4%	4.0%	8.0%	12.4%	3.7%
	Role Ambiguity	25.0%	22.7%	18.4%	45.8%	12.7%	20.8%	20.2%	9.6%	14.0%
	Role Overload	14.8%	14.6%	19.0%	35.5%	24.3%	40.3%	15.6%	6.6%	1.6%
	Job Stress	1.0%	1.5%	4.9%	5.3%	3.0%	8.4%	3.1%	1.3%	.2%

— CLIMATE CORRELATES —

There were (purposefully) many questions in the survey about the climate at UConn. Climate is, by definition, shared perceptions of the context in which employees work. As such, it makes sense to examine these variables by workgroups, rather than across individuals. We tried to create workgroups based on work proximity and/or departments for employees, with the constraint that we could only analyze data from groups with at least 10 people in them, to retain respondents' anonymity (as promised with the distribution of the survey). Unfortunately, 652 respondents (31%) did not answer the questions about where they worked and an additional 383 respondents (18%) worked in workgroups where fewer than 10 people participated in the survey. In sum, this resulted in 1035 people who had to be excluded from the proposed workgroup analyses, leaving data from only 1089 respondents. Clearly, the representativeness of such analyses would be highly questionable, so we did not continue with analyzing the climate data by workgroup.

We were still able to analyze individuals' perceptions of their work environment. Because of the number of climate-related variables and an interest in examining

broad patterns within the data, we proceeded with the analysis by creating clusters of people who shared climate perceptions. From this process, we ended up with four clusters of individuals: employees working in very supportive (674 people), supportive (621 people), neutral (474 people), and very unsupportive (242 people) climates. In other words, people within these clusters shared similar perceptions of various aspects of the university's climate. **Figure 5** shows the average value of each of the climate variables by cluster. Those in the very supportive cluster reported the highest average values on all of the positive climate variables (diversity-supportive climate through positive civility norms) and the lowest average values on all of the negative climate variables (supervisor tolerance for civility through workplace incivility normalization). Notably, there was very little differentiation across the climate variables within clusters (i.e., the bars are of similar heights within cluster), with the exception of the very unsupportive cluster: these employees feel particularly unsupported, perceive that procedures are not carried out in a fair manner, and report that their supervisors are particularly tolerant of incivility.



We then examined the differences in work-related attitudes and experiences across these four groups. There were large differences in all of the attitude and experience variables across the groups, as can be seen by the effect sizes shown in **Table 4**. When employees work in more supportive work environments, their positive attitudes toward their jobs (e.g., feeling embedded, committed, satisfied) increase and their negative attitudes (e.g., thinking of quitting and cynicism) decrease, as shown in **Figure 1A** in **Appendix C**.

Beliefs in their ability to do their jobs (job self-efficacy) and individual attitudes toward incivility were least affected by the climate. Similarly, working in a supportive environment is associated with higher supportive experiences, lower uncivil experiences, and lower stress-related experiences, as shown in **Figures 2A and 3A** in **Appendix C**.

Table 4. Effect Sizes of Climate Cluster Predicting Attitude and Experience Variables

Effect sizes tell us how strongly variables are associated with one another. With large samples (such as ours), effects might be significant, but not necessarily very meaningful in a practical way. Cohen (1992) suggests the following framework for interpreting effects: .10 = small, .30 = moderate, .50 = large. Effects in organizational research tend toward the smaller size (accounting for 1-3% of the variability in the data), generally due to the many factors influencing most organizational phenomena. We only report effects when the analysis is able to account for at least 3% of the variance in the data. This is indicated below with blue shading.

	Effect Size		Effect Size
<i>ATTITUDE VARIABLES</i>		<i>EXPERIENCE VARIABLES</i>	
Work Embeddedness	.38	Supervisory Supportive Experiences	.40
Organizational Commitment	.34	Coworker Supportive Experiences	.25
Job Satisfaction	.38	Supervisory Uncivil Experiences	.40
Job Self-Efficacy	.06	Coworker Uncivil Experiences	.26
Intent to Turnover	.26	Fear of Retaliation	.40
Burnout	.19	Role Ambiguity	.24
Cynicism with Organizational Change	.36	Role Overload	.19
Workgroup Cynicism	.56	Job Stress	.05
Personal Intolerance for Incivility	.04		

— CIVILITY CLIMATE KNOWLEDGE AND SUGGESTIONS —

One additional set of questions included in the survey targeted respondents' knowledge of various activities associated with the Something's Happening Committee, as well as knowledge of numerous UConn policies. As indicated in **Table 5** below, approximately one-third of UConn employees had heard of the Something's Happening Committee, although fewer knew of efforts

the committee had undertaken, particularly the creation of the Respect website. More employees knew of the updated civility language in the University Code of Conduct and many knew of the university's Employee Assistance Program (EAP). Of the UConn policies, the Reasonable Accommodations and Non-retaliation policies are the least well-known by respondents.

Table 5. Percentages of Respondents Answering Survey Knowledge Questions

Knowledge Questions	<i>Yes</i>	<i>No</i>
Are you aware of...		
the Something's Happening Committee	36.2	60.4
Our People posters around campus encouraging people to speak up	27.0	69.7
Something's Happening civility workshops that occurred within the past five years	28.1	68.4
enhanced language around civility in the University Code of Conduct	47.3	49.1
the Respect website	14.7	81.6
the Employee Assistance Program	71.9	24.6
How about UConn policies? Have you read or heard about...		
the Policy Statement on Harassment	93.2	3.6
Affirmative Action & Equal Employment Opportunity policies	91.6	4.9
the Policy Statement on People with Disabilities	83.4	13.1
the Policy on Diversity	89.2	7.3
the Reasonable Accommodations Policy	62.6	33.8
the Violence in the Workplace Prevention	79.3	16.9
the General Rules of Conduct	86.8	9.6
the University Code of Conduct	92.9	3.2
the Non-retaliation Policy	77.8	18.5

Participants were also asked to rank-order five possible next steps, in an attempt to understand respondents' perceptions of the importance of the Something's Happening Committee's previous recommendations posed to UConn administration. As shown in **Table 6**

below, implementing exit interviews, providing skill-based training for new supervisory/managerial employees, and requiring new employee orientation were deemed of greatest importance.

Table 6. Percentages of Respondents Answering "Next Steps" Questions

<u>Possible Next Steps</u>	<i>Most Important</i>				<i>Least Important</i>
No survey or organizational change effort can change everything and change is a very slow process. Below is a list of possible Next Steps. Please <u>rank-order</u> them to let us know what you think is most important for our committee's Next Steps.					
Make New Employee Orientation (which includes a component on civility) mandatory for all new faculty and staff, including managers, adjunct faculty, and special payroll	25.5	19.2	18.4	18.2	18.7
Make skill-building training in communication and fostering the culture of workplace civility mandatory for all new supervisory and managerial employees within 6 months of promotion or hire	25.9	26.8	22.8	16.6	7.9
Create systems of accountability at every level of the university for fostering and maintaining a civil and respectful work environment, such as:					
Implement exit interviews with employees who are leaving UConn to track their reasons for leaving	30.3	22.9	23.9	13.9	9.0
Enhance methods for documenting and addressing areas with ongoing civility problems	17.9	24.9	21.1	29.2	6.8
Request updates on efforts to promote civility from Deans/VPs and have President/Provost publicly highlight	11.0	11.6	16.3	15.9	45.2

— CONTENT ANALYSIS OF FINAL OPEN-ENDED QUESTION —

Participants were given the opportunity to respond freely with their thoughts on the survey or the university as a whole. Comments were content-coded where codes were developed on an initial 15% of the comments. All comments were coded by two independent raters; when disagreements emerged, the coders discussed the comments until they arrived at a consensus on the code to assign. Finally, comments could receive multiple codes. Below (in **Table 7**) are the themes, how often the theme emerged, as well as two examples of each of the themes.

Not surprisingly, many people commented on the survey itself: 143 positively and 106 negatively. Many provided suggestions for UConn on improving the workplace. Additionally, many commented on factors creating difficulties at UConn (e.g., the hierarchical structure) and how challenging change might be (e.g., resistance to changing).

Table 7. General Comments Provided in Response to Free-response Question

Themes	Frequency	Example 1	Example 2
Survey Positive	143	I am glad to see this survey being conducted. I look forward to seeing the results.	I applaud UConn for this effort.
Survey Negative	106	Your questions related to "workgroup" were very difficult to answer and if workgroup were defined differently the answers would be totally different.	I feel that this survey was flawed by only asking questions about the immediate supervisor.
UConn Positive	81	I have found UConn to be embracing, enhancing, and a very positive experience in all respects. I'm proud to be a member of the team.	I've been part of the campus since 1995- never have there been ANY issues with the lack of civility on campus for me. UConn is an ideal working environment- stressful, yes, in terms of workload, however I would not trade it. We are very fortunate to be part of this community.
UConn Negative-Structure Specific	25	This issue of civility is much more than just the workers using rough language or the wrong tone with each other. Decisions to defer or omit projects, or to change the rules can have long term consequences which may fuel the incivility. Rebuilding the campus is thought to be a positive event but when will the noise, detours and dust stop? And why hasn't the decrepit Torrey Life Sciences been rebuilt? Environments of stress will promote uncivil behavior. Crowding and space constraints, lack of funding and crumbling infrastructure have real effects on people. If people think they have some control of their workplace situation, they may tend to treat others more courteously	The physical layout and use of campus and campus buildings could be greatly improved to enhance community which I believe fosters civility.
UConn Negative-People Specific	266	Many of the civility issues in our office come directly from our Director. He/she has created a very unhealthy work place environment. We are treated as non-existing employees. Supervisors and managers are in constant fear of their jobs and always seemed completely stressed. My co-workers are wonderful people, our Director on the other hand is the issue and no one knows where to turn. Her/his only concern is with what and how senior management perceives everything.	Campus wide it appears there is not enough administrative support for programs and faculty which causes stress and leads to people acting out due to frustrations of the burden of their workload. There is a plan in place to hire more faculty but I have not heard of any plan to hire more staff to support the needs of these faculty. Administrative support staff are burning out with what they have on their plates now - I can't imagine adding more!

Table 7. General Comments Provided in Response to Free-response Question (continued)

Themes	Frequency	Example 1	Example 2
Hierarchical structure	112	UConn's bureaucracy is a significant barrier to civility, in my opinion. We make rules to account for extreme cases, but the result is that everyone is unnecessarily burdened. There are so many unnecessary rules and steps to get tasks done that it creates distance between people across the organization. I find myself being on the defensive more with my colleagues across the university because of all the paperwork that i must submit and staff colleagues must enforce. We can't change our size, but we can change how our size influences how we deal with one another.	Too many decisions are being made by higher ranked professionals that do not know what it's like to be an employee who is affected by their decisions. They need to meet with more front line employees before making changes to this campus! We are here to serve our students but when you make it hard for employees to work here and even find a parking spot so they can come to work, you got a problem. Not every employee works at 8am. When I have employees who work at 11:30am and have to come to work 1 to 1 1/2 hour before their 8 hour shift, just to find a place to park, it's not an employee friendly environment.
Change Resistance	45	I doubt anything will happen with this.	All your policies sound great on paper. Enforcing and living up to them are another matter. Most prominent of those are the non-retaliation issue - I do not believe it is safe for employees at UConn to speak out against uncivil supervisors without fear of losing their job or position. The odds are on the supervisor's side in most instances. Administrators seem to "take care of" their peers and the lower level employees must endure. Until that changes, the posters and policies are just empty words.
Condone Improper Conduct	71	When a complaint is made about a supervisor or coworker, the university needs to take it seriously and actually do something about it. A past supervisor that I had created a hostile work environment and was reported to upper administration, and nothing was ever done. It sometimes feels like UConn has a lot of committees and policies in place, but it is really just to protect themselves against lawsuits, not to protect employees.	Harassment by a co-worker is often swept under the rug by supervisors because they are too busy to deal with it. Often the victim is made to feel like they are at fault for the harassment. Sometimes their efforts to SHIELD themselves from the harasser make it look like they are being uncivil. Many people leave their jobs to remove themselves from the harassing co-worker and the management never knows.
Necessity for Diversity	30	The university needs to pay greater attention to ethnic and cultural diversity in all positions; the population in Connecticut has and will continue to change; one would not know that if one used the administration, deans, and faculty as gauges or reflections of the state's demographics. Also, the university needs to make some effort to prepare students for a multicultural world; civility can and does mask bigotry. The survey does not take into account the myriad factors that contribute to the lack of civility at the university.	Give more consideration to gender as manifested in subtle ways of being discourteous.

Table 7. General Comments Provided in Response to Free-response Question (continued)

Themes	Frequency	Example 1	Example 2
Research Emphasis Bias	16	In R1 institutions where research grants and publications drive the tenure process there is not much hope for creating a civil work place. At these institutions there is little value placed on the work of caring for human beings, such as managing, advising, or teaching. UConn is no better or worse than other R1s across the country in this respect. Faculty who bring in large grants and publications but do the "human" work poorly are not removed or penalized in my experience. Research suggests there is little hope for improving the culture of the organization without fundamentally changing the reward structure.	Contract workers and in-residence faculty were not given an option to respond in the tenure track question. In other words, the implication is that if one is not tenured or tenure track, one is "temporary", yet many have been "temporary" for over 20 years. This is an indication of the lack of respect the university has for the hundreds of professionals in this category.
Other	113	Regionals are not well informed as the main campus at Storrs. We are lacking interaction with the whole UConn community.	Much of this survey was about how employees treat one another. We have to keep in mind that civility on a university campus also has to do with how faculty/staff treat students, and how we treat each other "in front of students."

Finally, participants provided specific suggestions for improvements around civility issues at UConn. These comments centered around three primary areas of focus: training, accountability, and structural elements. Some of

these comments were only very general in nature; other times, though, very specific examples were provided. The themes and frequency with which they occurred are below, in **Table 8**.

Table 8. Comments Regarding Specific Suggestions for Improvements

Theme	Frequency
1. Implement necessary, useful, and dynamic <u>training</u> programs to foster the culture of workplace civility, such as:	41
1a. Make New Employee Orientation (which includes a component on civility) mandatory for all new faculty and staff, including managers, adjunct faculty, and special payroll.	9
1b. Make skill-building training in communication and workplace civility mandatory for all new supervisory and managerial employees within 6 months of promotion or hire.	23
1c. Make skill-building training in general supervisory skills and procedures mandatory for all new supervisory and managerial employees within 6 months of promotion or hire.	9
1d. Consider alternative types/frequency of training tools to increase employee attendance and engagement (i.e. Online trainings, Lunch Series)	39
TOTAL	121
2. Create systems of <u>accountability</u> at every level of the university for fostering and maintaining a civil and respectful work environment, such as:	44
2a. Enhance methods for documenting and addressing areas with ongoing civility problems.	70
2b. Request updates on efforts to promote civility from Deans/VPs and have President/Provost publicly highlight.	6
2c. Set expectations for improving job performance and address inconsistencies.	22
TOTAL	142
3. Alter existing <u>structural</u> elements to enhance factors influencing culture of civility, such as:	34
3a. Increase staff lines (administrative, technical, and professional staff) to reduce existing work overload.	14
3b. Include employees in evaluation of their supervisors.	18
3c. Increase cross-group involvement across the entire UConn community (faculty and students, regional campuses, cross departments, employee and supervisor).	34
3d. Promote a collaborative and civil academic environment among faculties (tenured, non-tenured and adjunct).	25
3e. Increase physical space for community-building activities (e.g., faculty lunch room) and encourage cross-departmental socialization (e.g., multidisciplinary discussion panels)	10
TOTAL	135

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APPENDIX A: SURVEY CONTENT AND MEASUREMENT

Scale	Sample Item	# items	Alpha ¹	Response Scale	Mean	SD ²
CLIMATE VARIABLES						
Diversity-Supportive Climate	<i>UConn maintains a diversity-friendly work environment</i>	4	.85	1 (str disag) - 7 (str agree)	4.76	1.32
Perceived Organizational Support	<i>UConn really cares about my well-being</i>	3	.94	1 (str disag) - 7 (str agree)	4.17	1.57
Procedural Justice	<i>My supervisor clarifies decisions and provides additional information when requested by employees</i>	3	.94	1 (str disag) - 7 (str agree)	4.89	1.73
Workgroup Cohesion	<i>My workgroup works well together as a team</i>	4	.95	1 (str disag) - 7 (str agree)	5.30	1.44
Psychological Safety	<i>It is safe to take risks within my workgroup</i>	7	.86	1 (str disag) - 7 (str agree)	4.92	1.24
Positive Civility Norms	<i>Rude behavior is not accepted by my coworkers</i>	7	.89	1 (str disag) - 7 (str agree)	5.09	1.20
Supervisor Tolerance for Incivility	<i>My supervisor tolerates disrespectful behavior</i>	3	.93	1 (str disag) - 7 (str agree)	2.95	1.64
Work-related Pressures for Interpersonal Mistreatment	<i>In order to get the work done in my workgroup, we can't always be concerned about being respectful toward one another</i>	3	.83	1 (str disag) - 7 (str agree)	3.13	1.35
Workplace Incivility Normalization	<i>It's so normal to hear insulting comments that it often goes unnoticed</i>	6	.89	1 (str disag) - 7 (str agree)	2.28	1.32
ATTITUDE VARIABLES						
Work Embeddedness	<i>I feel like I am a good match for UConn</i>	5	.84	1 (str disag) - 7 (str agree)	5.34	1.16
Organizational Commitment	<i>I feel 'emotionally attached' to UConn</i>	4	.89	1 (str disag) - 7 (str agree)	5.16	1.34
Job Satisfaction	<i>All in all, I am satisfied with my job</i>	1	N/A	1 (str disag) - 7 (str agree)	5.21	1.56
Job Self-Efficacy	<i>I can effectively handle difficult tasks at work</i>	5	.84	1 (str disag) - 7 (str agree)	5.96	.89
Intent to Turnover	<i>I think about quitting my job at UConn</i>	3	.84	1 (str disag) - 7 (str agree)	3.29	1.72
Burnout	<i>After work, I usually don't have enough energy for leisure activities</i>	4	.61	1 (str disag) - 7 (str agree)	3.25	1.15
Cynicism with Organizational Change	<i>Attempts to make things better at UConn will not produce good results</i>	4	.89	1 (str disag) - 7 (str agree)	3.60	1.30
Workgroup Cynicism	<i>Personal initiative is not important with my workgroup</i>	3	.87	1 (str disag) - 7 (str agree)	2.94	1.46
Personal Intolerance for Incivility	<i>I care if uncivil behaviors occur at work</i>	4	.61	1 (str disag) - 7 (str agree)	5.90	.85
EXPERIENCE VARIABLES						
Supervisory Supportive Experiences	<i>My supervisor showed me genuine concern and courtesy</i>	9	.94	0 (never) - 4 (many times)**	2.34	.98
Coworker Supportive Experiences	<i>My coworkers helped me do my job to the best of my ability</i>	9	.92	0 (never) - 4 (many times)	2.36	.86
Supervisory Uncivil Experiences	<i>My supervisor put me down or was condescending to me</i>	9	.90	0 (never) - 4 (many times)	.69	.76
Coworker Uncivil Experiences	<i>My coworkers did not consult me in reference to a decision I should have been involved in</i>	9	.90	0 (never) - 4 (many times)	.74	.70
Fear of Retaliation	<i>In deciding how to respond to my experiences, I was concerned or afraid I would be disciplined unfairly</i>	8	.89	0 (never) - 2 (more than once or twice)***	.38	.49

Scale	Sample Item	# items	Alpha ¹	Response Scale	Mean	SD ²
Role Ambiguity	<i>I do not know what my responsibilities are</i>	3	.87	1 (<i>str disag</i>) - 7 (<i>str agree</i>)	2.62	1.34
Role Overload	<i>The amount of work I am asked to do is unfair</i>	1	N/A	1 (<i>str disag</i>) - 7 (<i>str agree</i>)	3.21	1.79
Job Stress	<i>During the past week, I would rate my current stress level as ...</i>	1	N/A	0 (<i>as good as it can be</i>) - 10 (<i>as bad as it can be</i>)	4.92	2.41
Witnessed Supportive Experiences	<i>I witnessed a situation where a supervisor or coworker was noticed when they did their best possible work</i>	9	.93	0 (<i>never</i>) - 4 (<i>many times</i>)	2.43	.86
Witnessed Uncivil Experiences	<i>I witnessed a situation where a supervisor or coworker was addressed inappropriately or unprofessionally</i>	9	.92	0 (<i>never</i>) - 4 (<i>many times</i>)	1.02	.83

¹ Cronbach's alpha ranges from 0-1.0 where higher numbers reflect that people answered the items for each content area consistently and, hence, the content area can more accurately be reflected by the averages across the multiple questions. Alphas indicate internal consistency as follows: greater than .90 is excellent, .80-.89 is good, .70-.79 is acceptable, .60-.69 is questionable, .50-.59 is poor, and less than .50 is unacceptable (Cortina, 1993; Cronbach, 1951).

² SD = standard deviation, a measure of how spread out participants' responses were on the response scale.

* Response options:

- 1 = *strongly disagree*
- 2 = *disagree*
- 3 = *somewhat disagree*
- 4 = *neither agree nor disagree*
- 5 = *somewhat agree*
- 6 = *agree*
- 7 = *strongly agree*

** Response options:

- 0 = *never*
- 1 = *rarely*
- 2 = *sometimes*
- 3 = *often*
- 4 = *many times*

*** Response options:

- 0 = *never*
- 1 = *once or twice*
- 2 = *more than once or twice*

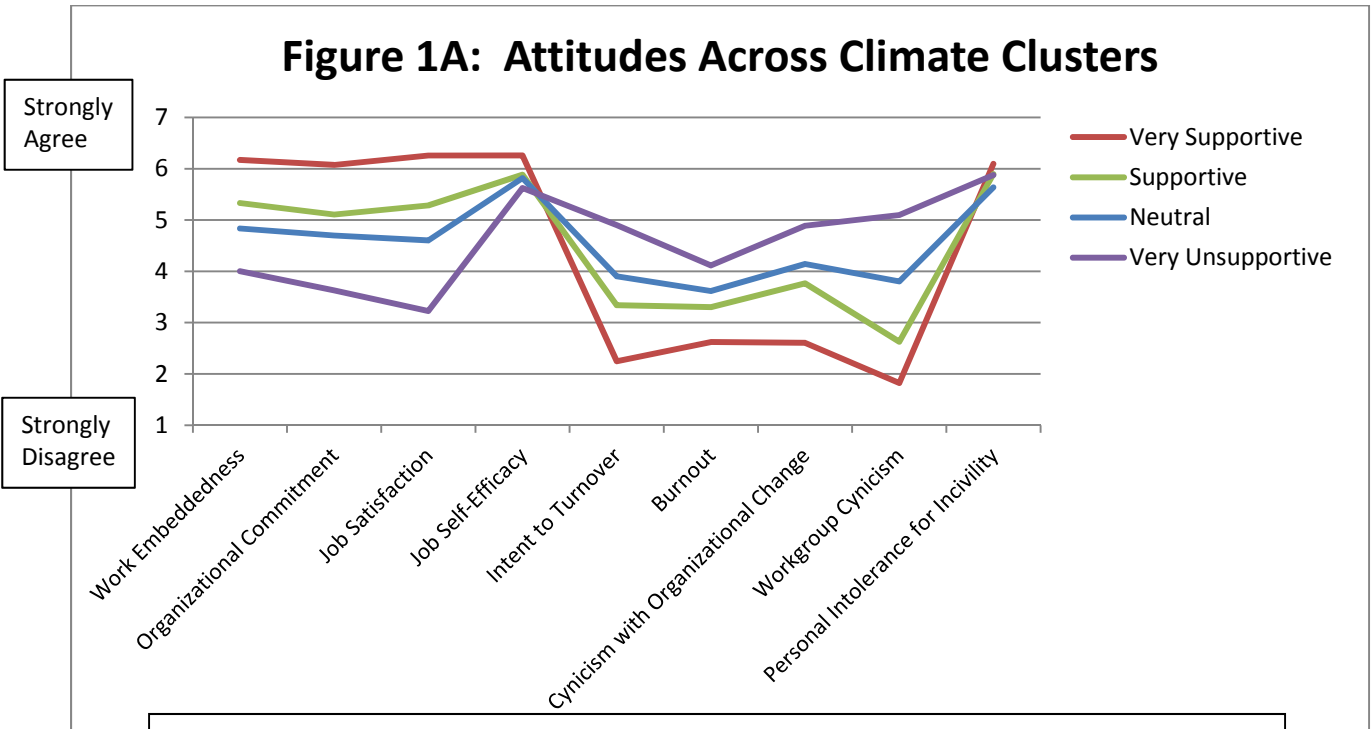
APPENDIX B: EFFECT SIZES FOR AUDIT COMPARISONS

Effect sizes tell us how strongly variables are associated with one another. With large samples (such as ours), effects might be significant, but not necessarily very meaningful in a practical way. Cohen (1992) suggests the following framework for interpreting effects: .10 = small, .30 = moderate, .50 = large. Effects in organizational research tend toward the smaller size (accounting for 1-3% of the variability in the data), generally due to the many factors influencing most organizational phenomena. We only report effects when the analysis is able to account for at least 3% of the variance in the data. This is indicated below with blue shading.

	Campus Location	Union Membership	Sex	Race/Ethnicity	Years at UConn	Supervisory Status
CLIMATE VARIABLES						
Diversity-Supportive Climate	.007	.030	.006	.008	.016	.006
Perceived Organizational Support	.008	.031	.001	.012	.016	.002
Procedural Justice	.007	.027	.000	.009	.008	.003
Workgroup Cohesion	.006	.031	.000	.003	.000	.018
Psychological Safety	.009	.032	.000	.001	.002	.021
Positive Civility Norms	.007	.029	.003	.001	.002	.010
Supervisor Tolerance for Incivility	.013	.018	.005	.002	.002	.006
Work-related Pressures for Interpersonal Mistreatment	.008	.027	.004	.005	.001	.011
Workplace Incivility Normalization	.013	.063	.002	.003	.003	.008
ATTITUDE VARIABLES						
Work Embeddedness	.008	.026	.000	.003	.004	.018
Organizational Commitment	.007	.020	.002	.008	.015	.014
Job Satisfaction	.007	.024	.003	.006	.006	.012
Job Self-Efficacy	.003	.014	.003	.005	.001	.000
Intent to Turnover	.017	.021	.000	.005	.018	.001
Burnout	.007	.017	.005	.007	.005	.002
Cynicism with Organizational Change	.007	.035	.000	.014	.009	.001
Workgroup Cynicism	.011	.043	.001	.006	.005	.029
Personal Intolerance for Incivility	.009	.028	.000	.006	.002	.016
EXPERIENCE VARIABLES						
Supervisory Supportive Experiences	.013	.083	.004	.002	.012	.010
Coworker Supportive Experiences	.007	.086	.004	.004	.004	.015
Supervisory Uncivil Experiences	.004	.027	.000	.001	.009	.001
Coworker Uncivil Experiences	.005	.029	.001	.003	.006	.000
Fear of Retaliation	.005	.033	.005	.004	.012	.007
Role Ambiguity	.006	.018	.001	.010	.002	.000
Role Overload	.009	.010	.005	.007	.006	.002
Job Stress	.011	.005	.001	.006	.003	.002

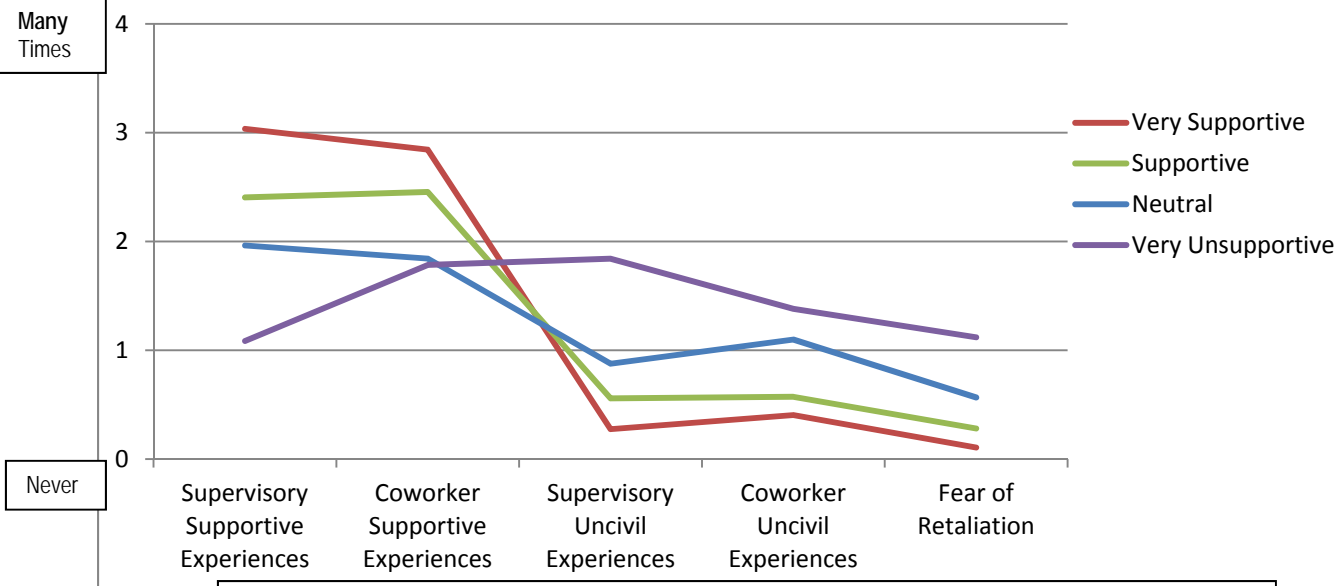
APPENDIX C: FIGURES DEPICTING EFFECTS OF CLIMATE

Figure 1A: Attitudes Across Climate Clusters



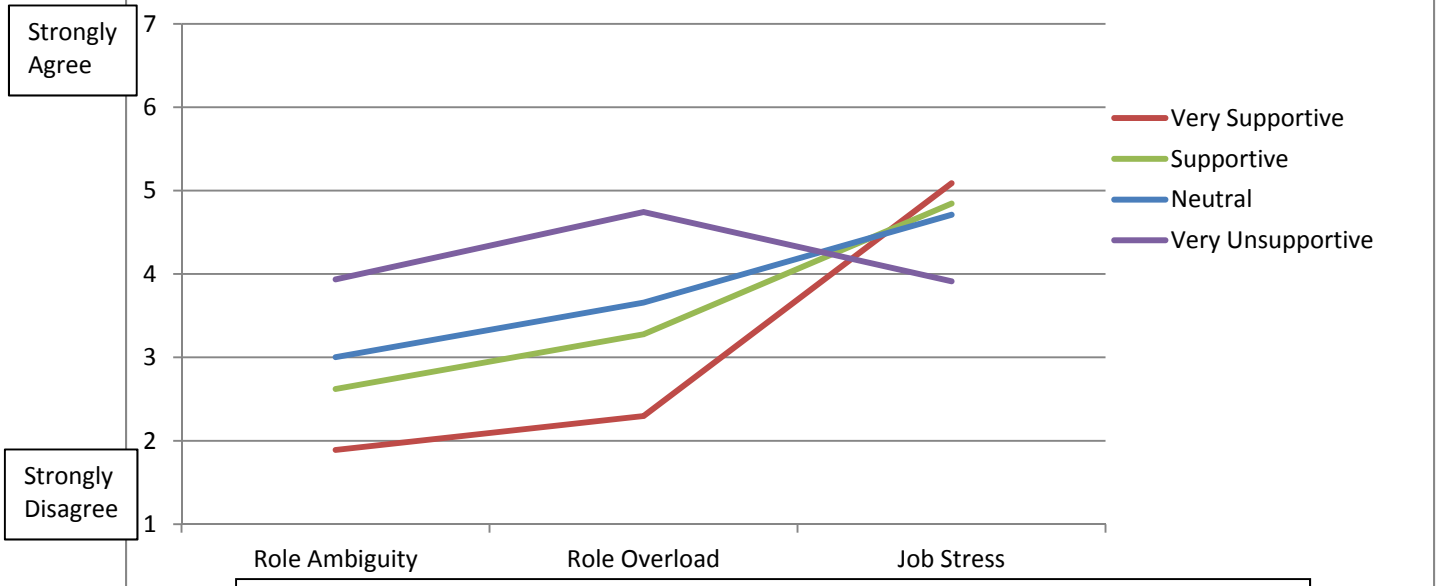
Each line represents a climate cluster, tracking across attitude variables. For example, we see that employees working in Very Supportive environments have the highest of the positive attitudes (e.g., commitment and satisfaction) and the lowest of the negative attitudes (e.g., intent to turnover and burnout). See **Appendix A** for sample questions for each scale.

Figure 2A: Support/Uncivil Experiences Across Climate Clusters



Each line represents a climate cluster, tracking across experience variables. For example, we see that employees working in Very Supportive environments have the highest supportive experiences and the lowest uncivil experiences. See **Appendix A** for sample questions for each scale.

Figure 3A: Stress-related Experiences Across Climate Clusters



Each line represents a climate cluster, tracking across stress-related experience variables. For example, we see that employees working in Very Supportive environments have the lowest role ambiguity and role overload, although they have slightly higher job stress. See **Appendix A** for sample questions for each scale.

APPENDIX D: DETAILED RECOMMENDATIONS

Recommendations from the Something's Happening Committee regarding the Workplace Civility Climate Survey analysis

Please note the recommendations are numbered in rank order.

Accountability & Engagement

Goal: To create systems of accountability at every level of the University of Connecticut for fostering and maintaining a civil and respectful work environment.

Rationale:

- To ensure feedback loops on individual contributions to promoting civility and/or needed improvements for civility problems.
 - CEUI (maintenance and service union members) was under/not represented and a high number of respondents did not identify their work group which may indicate:
 - Lack of clarity
 - Discomfort doing so
 - Difficulty in identifying work group
- In addition, the replication of the survey may create momentum around these issues and encourage increased future participation.
- There was a population that indicated on-going negative experiences, and this version of the Workplace Civility Climate Survey did not address issues of the behaviors identified as bullying or duration of the behavior.
 - Workplace climate varies across the university.

Activity	Task	University Response	Deadline and Responsibility
<i>1. Enhance methods for documenting and addressing areas with civility problems, specifically to identify strategies to address employees' concerns/fears of retaliation.</i>	<i>Task 1 Include civility and collegiality as a meaningful consideration in established evaluation mechanisms (individual annual reports, performance appraisals, and merit).</i>	The university agrees with this recommendation. Most existing evaluation instruments can be used to address civility issues. The University will instruct LR/HR to explore this recommendation with any collective bargaining units that do not have language specific to this in their evaluation process as changes to established evaluation procedures may require negotiations. The university will include such criteria in material pertaining to the evaluation of non-union employees as well. Finally, the management training	LR/HR May 1, 2014

		<p>program this is currently under development will emphasize the importance of civility in the workplace. Supervisors will be advised that the evaluation process is one of several tools available to address incivility and also acknowledge those employees who demonstrate collegiality.</p>	
	<p>Task 2 <i>Institute an annual report from OACE and OFSLR with aggregate data on number of filed complaints, investigations, and dispositions of complaints related to civility that is made available to all employees.</i></p>	<p>The University will instruct the Ombuds Office to specifically denote issues related to civility in the aggregate data reported in the Ombuds annual report and to provide commentary. Further, OACE can provide basic statistical data on the number of complaints, investigations and whether the allegations were substantiated without providing personally identifiable information. OFSLR can also produce aggregate reports of allegations of harassment, abusive conduct and other unprofessional behavior and action taken, if substantiated.</p>	<p>Ombud May 1, 2014</p>
	<p>Task 3 <i>Distribute a letter from President Herbst regarding the status of the survey that includes information on the results, actions taken as a result, an announcement of the next Workplace Civility Climate Survey, and links to relevant policy statements and campus resources.</i></p>	<p>The University agrees with this recommendation.</p>	<p>President's office November 2013</p>

Accountability & Engagement (continued)			
Activity	Task	University Response	Deadline and Responsibility
	Task 4 <i>Educate employees with a consistent message on reporting options in situations of retaliation as outlined in the Non-retaliation Policy.</i>	This is already included in existing OACE training materials. The University will ask OACE/ODE/LR to review this recommendation in the context of existing trainings.	ODE/OACE/LR May 1, 2014
2. Improve institutional accountability for community building, specifically by increasing interaction across UConn.	Task 1 <i>Ask Deans/Directors to plan at least one (1) annual event/program/activity that brings together faculty and staff across departments/disciplines.</i>	This takes place currently and very regularly across schools, colleges and departments.	
	Task 2 <i>Establish a tradition of an annual campus-wide event hosted and promoted by the President that focuses on employee appreciation and promoting civility.</i>	The University agrees with this recommendation.	President's Office/University Communications May 1, 2014
3. Continue to administer the Workplace Civility Climate Survey, and consider adding questions related to bullying.	Task 1 <i>Conduct a bi-annual climate survey by the SHC to be funded by the President's Office.</i>	The University partially agrees. Two years is not a sufficient amount of time to capture emerging trends and changing attitudes. Four years would be more appropriate.	President's office Fall 2017
	Task 2 <i>Create "lessons learned" in order to make adjustments to future implementation.</i>	The University agrees with this recommendation.	Fall 2017

Accountability & Engagement (continued)			
Activity	Task	University Response	Deadline and Responsibility
4. <i>Create a system for comprehensive exit interviews for all employees.</i>	Task 1 <i>Require supervisors to review Employee Separation Process and Checklist with all employees leaving the university.</i>	The University will direct HR to improve the current employee separation process and checklist and explore ways to better educate supervisors and managers on the entire off-boarding process.	HR May 2014
	Task 2 <i>Review current exit interview practices with the intent to improve and provide a comprehensive exit interview.</i>	The University agrees with this recommendation and will direct OACE and HR to explore methods of making the exit interview more accessible as part of the off-boarding process.	HR/OACE May 2014

Policies & Procedures

Goal: Articulate institution's values relative to a civil and respectful work environment.

Rationale:

- Data indicates employees are not aware of enhanced civility language.
- Less than 80% of respondents had read or heard of these policies.
- Employees lack knowledge of reporting options and fear retaliation.

Activity	Task	University Response	Deadline and responsibility
1. Increase employees' exposure to University Code of Conduct.	Task 1 <i>Continue to include in Annual Compliance Training with a heavier emphasis on the enhanced civility language.</i>	The University agrees with this recommendation.	OACE May 1, 2014
	Task 2 <i>E-mail a copy of the University Code of Conduct to all employees with an introduction highlighting the enhanced civility language.</i>	The University agrees with this recommendation.	OACE May 1, 2014
	Task 3 <i>Bi-annually send all employees a reminder about the University Code of Conduct.</i>	The University agrees with this recommendation.	OACE May 1, 2014
	Task 4 <i>Provide hard copies of the above communications for employees without electronic access during working hours.</i>	The University agrees with this recommendation.	OACE May 1, 2014
2. Increase employees' exposure to Non-retaliation, Reasonable Accommodations, and Violence in the Workplace Prevention policies.	Task 1 <i>Proactively inform the community about these policies.</i>	The University agrees with this recommendation.	OACE May 1, 2014

Training & Development

Goal: Implement strategies to create and foster a civil and respectful work environment.

Rationale:

- Data directly correlates the positive or negative experiences created by the climate in which they work. These experiences, which are informed by their supervisors, relate to increased or decreased productivity, engagement, and overall sensibilities about the workplace.
- Workplace Climate data indicates that office behaviors are influenced at the beginning of an employees' engagement.

Activity	Task	University Response	Deadline and Responsibility
1. Mandate supervisory and managerial training for all new supervisors (within 6 months of promotion or hire).	Task 1 <i>Review and explore models of comprehensive training for supervisors. Upon review, create training methods and alternative modes of delivery.</i>	The University agrees with this recommendation; this action is being undertaken.	LR/ODE/OACE In progress
2. Mandate New Employee Orientation (NEO) for all employees.	Task 1 <i>Mandate participation of faculty, upper administration, and adjuncts in the New Employee Orientation.</i>	The University will instruct LR/HR/Provost to explore alternative methods of delivering New Employee Orientation and consult with the appropriate collective bargaining units as needed.	HR/Provost/LR May 1, 2014
	Task 2 <i>Review of current delivery and/or the need for possible alternative modes of delivery needs to be explored to accommodate adjuncts.</i>	The University agrees that a more comprehensive on-boarding process is required for adjunct faculty that includes a general orientation as well as specific training on University policies and procedures. The Provost will establish a committee that includes AAUP representation to develop an adjunct on-boarding program. LR/HR/Provost to explore this with the appropriate collective bargaining units.	HR/Provost/LR August 2014

Key:

EAP – Employee Assistance Program

HR – Human Resources

OACE – Office of Audit, Compliance & Ethics

ODE – Office of Diversity & Equity

OFSLR – Office of Faculty & Staff Labor Relations

SHC – Something's Happening Committee