UCONN | UNIVERSITY OF CONNECTICUT

WORKPLACE CLIMATE SURVEY

2017

"We believe all members of the University community are entitled to an environment that nurtures collegiality and mutual respect."

- University of Connecticut Code of Conduct

ACKNOWLEDGMENTS

SUPPORT FOR THE SURVEY

We thank President Susan Herbst for her continued support of the Something's Happening Committee's (SHC) efforts to create and maintain a respectful, civil, ethical, diverse and safe campus community. This survey and its results would not have been possible without President Herbst's public endorsement and financial support.

ABOUT THE REPORT

This report was prepared by Kerri C. Nelson, M.S. and Vicki J. Magley, Ph.D. on behalf of the Something's Happening Committee.

SOMETHING'S HAPPENING COMMITTEE MEMBERS

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EXECUTIVE SUMMARY

> **"Ensure that all employees are allowed to work in an environment that allows them to be respected and appreciated as they contribute to the greater community here at UConn."**

The University of Connecticut Workplace Climate Survey was designed to inform the UConn community about the status of efforts to build a civil and respectful work environment at UConn and to provide a baseline against which organizational climate change efforts can be tracked. This report provides the results and recommendations from the 2nd Workplace Climate Survey and comparisons to results from the first Workplace Climate Survey, administered in Fall 2012.

Approximately 1,725 permanent UConn employees at the Storrs, Regional, and Law School campuses participated in this 2017 survey.

2017 KEY FINDINGS

Context Matters	Improvement and Opportunity Areas	Change Over Time: 2012 Versus 2017
• Employees who reported being in supportive and civil workgroups also reported better work experiences. Notably, employees' experiences and work environment varied by union membership. • Employees commented that improvements toward a more respectful work environment have progressed at different rates at the supervisory, workgroup, departmental, and administrative levels.	• Employees have seen progress in civility awareness, policies, and available resources. • However, a lack of policy enforcement and a lack of administrative, supervisory, and coworker accountability are still pressing issues on employees' minds, reflecting that some level of cynicism currently exists. These issues, if left unaddressed, could potentially increase employee cynicism that these issues will remain problems in the future.	• Employees reported more supportive experiences and less tolerance for rude behaviors than in 2012. However, they also reported being slightly less committed to UConn and more likely to think about leaving UConn than 2012 • Employees experiencing a lack of clarity in their job and feeling overloaded at work were more likely to think about leaving. *We acknowledge that the UCPEA job reclassification process may have an impact on role ambiguity.*

NOTED CHANGES AS A RESULT OF THE 2012 SURVEY

Significant progress has been made on our recommendations from the first Workplace Climate Survey. Out of the 18 tasks assigned to various administrative units in 2012, only 3 were not completed (see **Appendix B** for a full status report). Highlights of these enhancements include:

- Establishing the Spirit Awards, an annual campus-wide event hosted and promoted by the President that focuses on employee appreciation and promoting civility
- Increasing employees' exposure to the University's Code of Conduct through annual compliance training and distribution through email and hard copy
- Increasing employees' exposure to the Non-Retaliation, Reasonable Accommodations, and Violence in the Workplace Prevention policies though more *Daily Digest* postings
- Mandating supervisory and managerial training for all new supervisors (within 6 months of promotion or hire)
- Reviewing and enhancing the current delivery of New Employee Orientation (NEO) to accommodate adjuncts
- Administrative commitment for on-going climate surveys

Did You Know?

The full report from the first UConn Workplace Climate Survey is still available at
http://respect.uconn.edu/resources.html

Given the positive results of the completed recommendations, the SHC suggests those continue as a standard practice. Recommendations that were either not completed or were the catalyst for additional recommendations have been incorporated into the 2017 recommendations list.

2017 RECOMMENDATIONS SUMMARY

Accountability and Engagement & Policies and Procedures
- Require exit interviews, enhanced data analysis and deeper examination of turnover
- Give employees the ability to provide feedback regarding supervisor performance
- Add civility as an evaluation category on annual reviews

Training and Development
- Customize training for CEUI and UNITE to address the higher rates of reported incivility experiences
- Add content on working with unions in management education sessions, NEO, and search committees with input from union representatives
- Continue to execute existing programs and create new opportunities for community building activities, such as the Spirit Awards and Employee Appreciation event

The remainder of this report reviews the 2017 survey results in detail and ends with our full recommendations as we continue our efforts for a civil and respectful work environment.

Respectfully,
The Something's Happening Committee

ABOUT THE SURVEY

SURVEY BACKGROUND

In 2012, University leadership agreed to support a Workplace Climate Survey to be conducted every four years. The survey grew out of the work of the Something's Happening Committee, a group of employees who seek to ensure a healthy and respectful work environment on our campuses.

To inform the UConn community about the status of efforts to build and maintain a civil, respectful work environment and to understand the magnitude of changes occurring since 2012, we conducted a follow-up survey in March 2017.

SURVEY GOALS

☑ INTERVENTION
Identify areas of greatest need for promoting a campus climate for civility and respect.

☑ EDUCATION
Create visibility around the impact associated with disrespectful treatment and raise awareness of the importance of maintaining a respectful work environment.

☑ ACCOUNTABILITY
Track culture change to motivate coworkers and supervisors to set a respectful example and encourage employees to raise issues so they can be resolved.
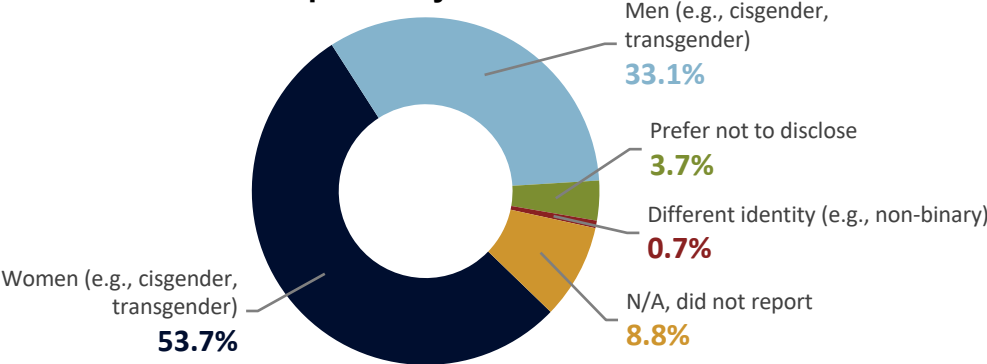
PARTICIPANTS & METHOD

All full-time faculty, staff, and graduate assistants were invited to participate in the Workplace Climate Survey in either web or paper formats via an e-mail from President Susan Herbst. Employees could complete the survey during working hours and received a series of reminder emails to complete the survey. Unions also contacted their members to encourage participation. A detailed description of the survey analysis approach, as well as a full list of survey measures and example questions, are presented in **Appendix A**.
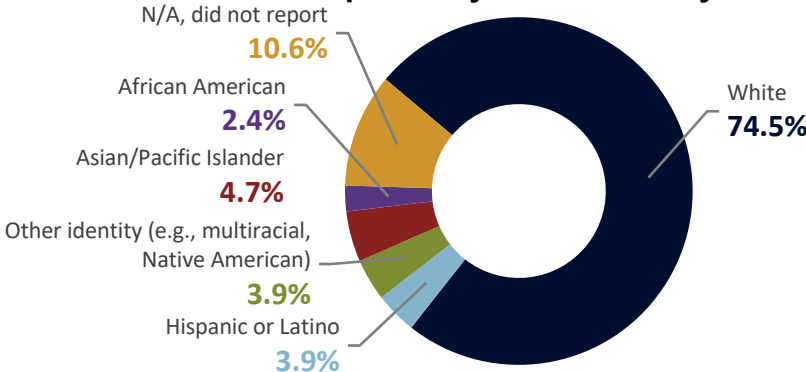
A total of 4,934 faculty and staff and 2,089 graduate assistants were invited to take the survey. Of the 4,934 faculty and staff employees invited, approximately 37% took the survey. Of this 37%, surveys were omitted for 242 who did not complete at least 50% of the survey, rendering a useable sample from approximately 35% (*n*=1725 employees). Of the 2,089 graduate assistants invited, approximately 8.2% took the survey. Due to the low graduate assistant response rate, we do not include graduate assistant responses beyond the "Survey Demographics" section. **An overview of all participants' gender, race/ethnicity, average tenure, and union membership is presented on the next page.**

SURVEY DEMOGRAPHICS

Participation by Gender

Men (e.g., cisgender, transgender)
33.1%

Prefer not to disclose
3.7%

Different identity (e.g., non-binary)
0.7%

N/A, did not report
8.8%

Women (e.g., cisgender, transgender)
53.7%

Participation by Race/Ethnicity

N/A, did not report
10.6%

African American
2.4%

Asian/Pacific Islander
4.7%

Other identity (e.g., multiracial, Native American)
3.9%
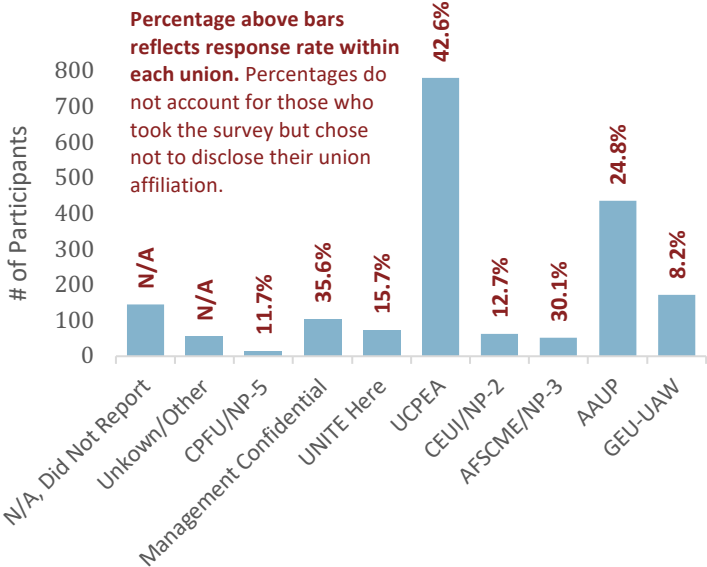
Hispanic or Latino
3.9%

White
74.5%

Faculty & Staff Participants' Average Job Tenure

Average Years Worked at UConn **11.5**

Average Years in Current Position **8.7**

Note: Due to the low response rate, we did not include graduate assistant (GEU-UAW) responses in the remainder of this report. Beyond this page, the report consists of only faculty and staff responses.

Participation by Union Membership

Percentage above bars reflects response rate within each union. Percentages do not account for those who took the survey but chose not to disclose their union affiliation.

# of Participants

Category	Percentage
N/A, Did Not Report	N/A
Unkown/Other	N/A
CPFU/NP-5	11.7%
Management Confidential	35.6%
UNITE Here	15.7%
UCPEA	42.6%
CEUI/NP-2	12.7%
AFSCME/NP-3	30.1%
AAUP	24.8%
GEU-UAW	8.2%

2017 SURVEY RESULTS

SUPPORT AND INCIVILITY

A central goal of the Workplace Climate Survey is to help build and maintain a civil, respectful work environment at UConn. Thus, we begin this report with an examination of employees' experiences over the past year while working here. On average, employees indicated that they experienced supportive behaviors from supervisors and coworkers more frequently than uncivil behaviors. Nearly 100% of employees indicated having *at least one* experience of support come from supervisors and coworkers within the past year. In contrast, approximately 83% of employees indicated having *at least one* experience of incivility come from a supervisor or coworker (see below). **Note:** Employees can have both supportive and uncivil experiences.

**Percent of Employees with at Least One Supportive
or Uncivil Experience in the Past Year**
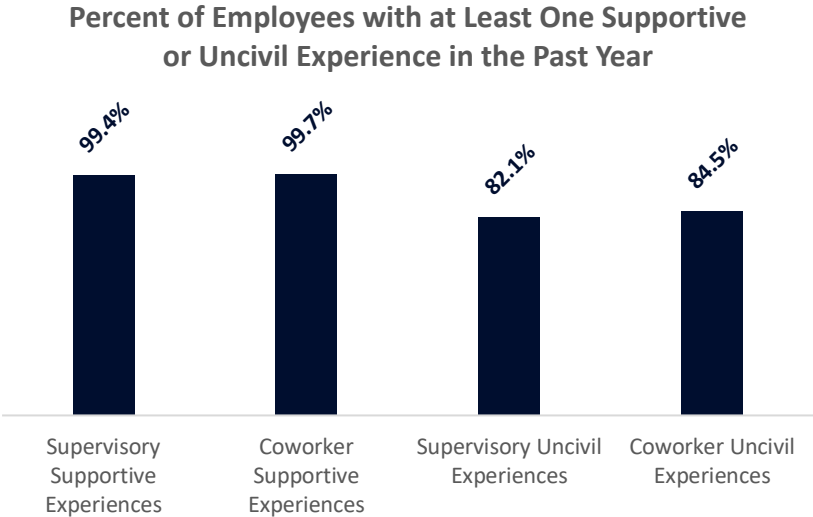
BULLYING AND FEARED RETALIATION

Of those employees who had uncivil experiences, we examined the percentage that could be considered to have been bullied. Bullying is defined as having unwanted physically- or emotionally-charged experiences over a long period of time (typically six months or more).

- 46 **(2.8%)** of respondents reported that the incivility they experienced from a supervisor, on average, occurred "often" to "many times"
- 29 **(1.8%)** of respondents reported that the incivility they experienced from coworkers, on average, occurred "often" to "many times"
- Of the 46 respondents experiencing supervisory incivility and the 29 experiencing coworker incivility "often" to "many times", 44 **(95.5%)** and 27 **(93.1%)** of these respondents indicated that their experiences lasted **at least six months**, respectively

We also asked respondents to indicate if they feared experiencing retaliation (e.g., "In deciding how to respond to your experiences, were you concerned or afraid you would be shunned and excluded by coworkers?"). Respondents indicated that fears about retaliation were low.

2017 SURVEY RESULTS CONT.

A central purpose of the 2012 Workplace Climate Survey was to investigate differences on the survey across the University to help tailor future programs. We continued these efforts in 2017 by including a variety of measures to determine the extent to which UConn employees experience their workplace as respectful, inclusive, and interpersonally supportive.

In an effort to present the results as clearly as possible, this section of the report organizes the questions in the survey into three types: attitudes, workplace climate, and experiences. We examined differences in all variables across campus locations, by union membership, by gender 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.

ATTITUDES

There were no differences in attitudes across campus locations, by union membership, by gender and racial categories, by length of employment at UConn, or by supervisory status.

What Are Workplace Attitudes?

Workplace attitudes reflect positive or negative feelings employees have about the workplace, the people with whom they work, or their job[1]. Examples include job satisfaction and intentions to leave UConn.

CLIMATE

There were no differences in climate across campus locations, gender, length of employment, or supervisory status. However, climate perceptions did differ across unions and race.

What is Diversity Climate?

Organizations with positive diversity climates are characterized by a strong commitment to fairness, inclusiveness, and respect for diverse views.
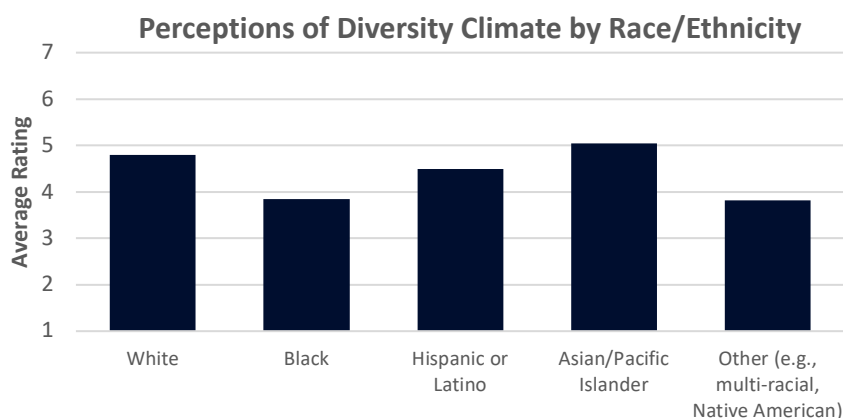

Above figure. Respondents who identified as Black or with the "Other" race/ethnicity category perceived UConn's work environment to be less diverse and less inclusive than respondents who identified as White or Asian/Pacific Islander.

What is Voice Climate?

Voice climate has two dimensions: voice safety and voice efficacy. Workgroups with positive voice climates are more likely to feel safe voicing ideas (safety) and to believe that this input will be taken seriously (efficacy)[2].

**Perceptions of Voice Climate by Union**
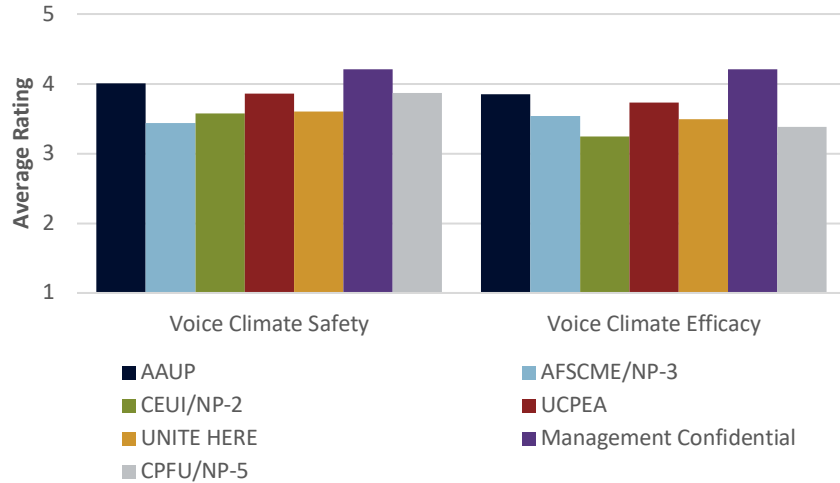
Above figure. AAUP and Management Confidential members were more likely than members of other unions to agree that they would feel safe speaking up with ideas. Management Confidential members were also more likely to agree that they would be taken seriously when providing input.

What are Work-Related Pressures for Interpersonal Mistreatment?

Workgroups with strong work-related pressures for interpersonal mistreatment tend to compromise treating members civilly when work needs to be accomplished[3].

Work-Related Pressures for Interpersonal Mistreatment by Union
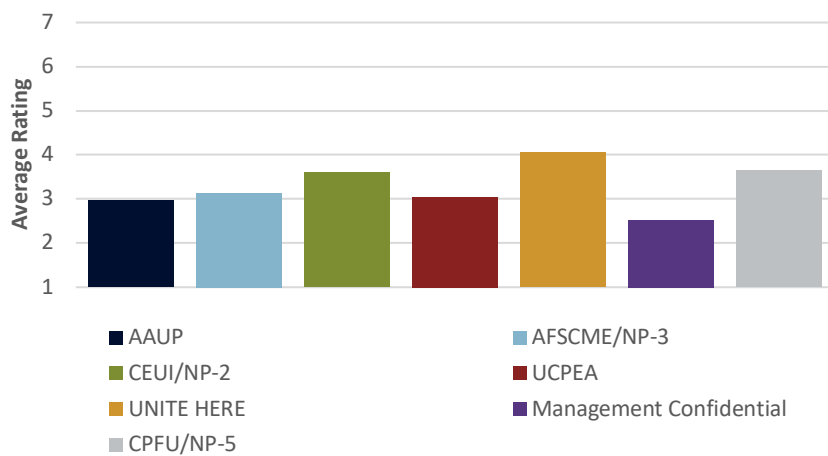
Above figure. UNITE HERE members were more likely to agree that respectful treatment falls to the wayside when work needs to get done than members of other unions.

What is Incivility Normalization?

When incivility becomes normalized within a workgroup, mistreatment and rude behavior tend to be so frequent that employees feel they simply must put up with the behavior and that nothing will change.
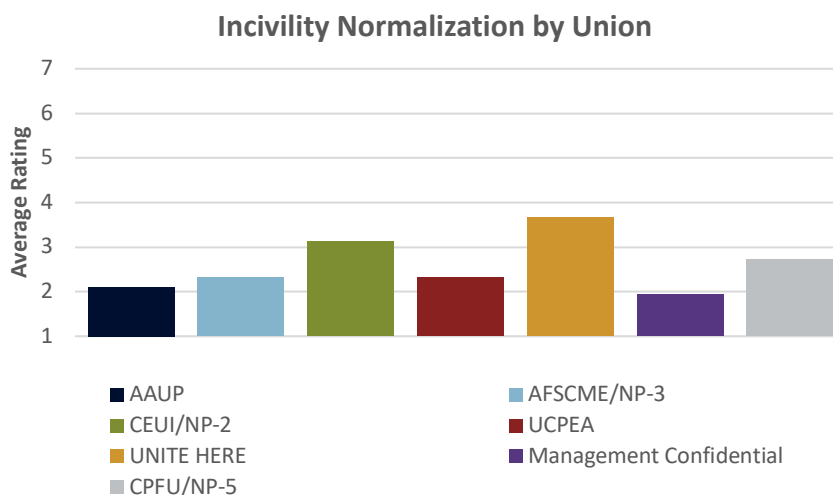
Incivility Normalization by Union

Above figure. CEUI and UNITE HERE members were more likely than members of other unions to agree that incivility has become normalized within their workgroup.

EXPERIENCES

There were no differences in experiences across campus locations, gender, race, length of employment, or supervisory status. However, experiences did differ across unions.

What is Incivility?

Incivility is rude or disrespectful behavior, such as intentionally withholding information or making demeaning comments. Some consequences of incivility include lower job satisfaction, reduced work effort, and reduced commitment to the organization[4].
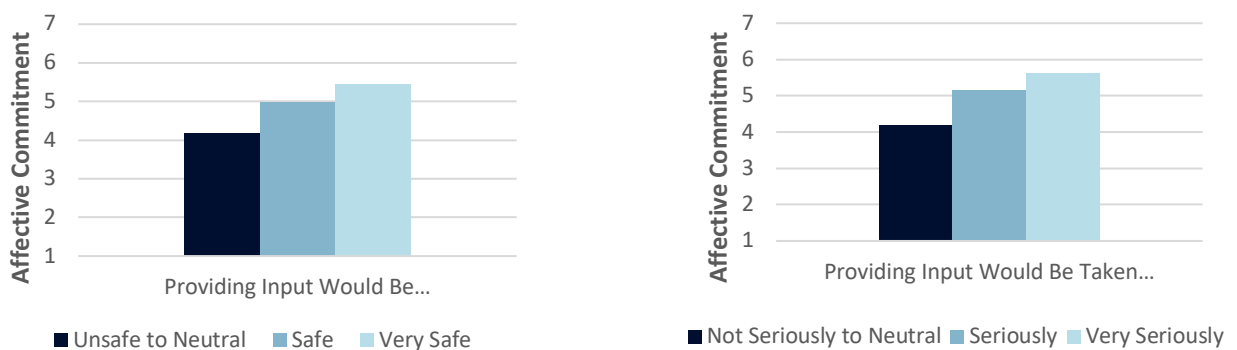
Incivility Experiences by Union
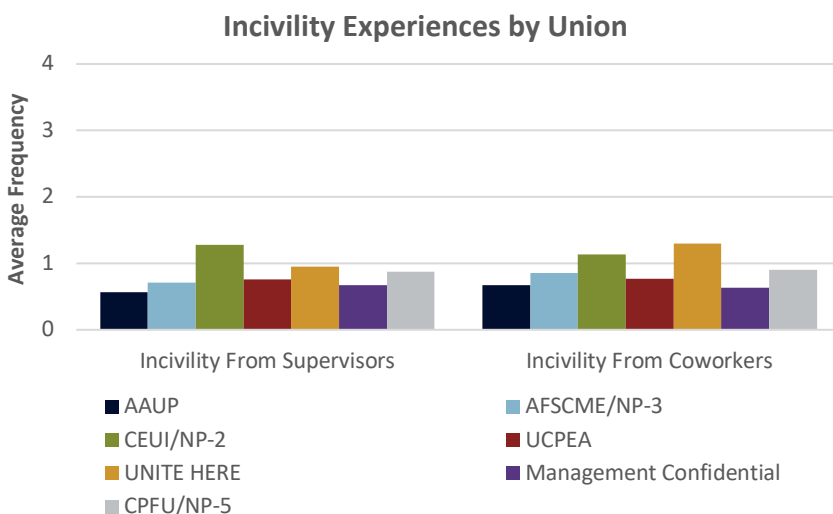
Above figure. CEUI and UNITE HERE members reported experiencing more incivility than members of other unions in the past year. CEUI members reported experiencing more incivility from both supervisors and coworkers. UNITE HERE members reported experiencing more incivility from coworkers.

WHY DOES CLIMATE MATTER?

What Is Climate?

A workplace climate can be described as shared attitudes or perceptions that employees hold about their workgroup or work environment[5]. Workplace climate is an important component in building and maintaining a strong sense of collegiality and respect in the UConn community.

Respondents belonging to workgroups with a positive voice climate reported <u>higher</u> commitment to UConn.

Providing Input Would Be…

■ Unsafe to Neutral ■ Safe ■ Very Safe

Providing Input Would Be Taken…

■ Not Seriously to Neutral ■ Seriously ■ Very Seriously

Respondents belonging to workgroups with more supportive climates reported <u>lower</u> intentions to leave UConn.

What Is a Supportive Climate?

We define a supportive climate as one where supervisors apply decisions fairly (**high procedural justice**), employees feel safe taking risks (**high psychological safety**), diversity and inclusion are prioritized (**high diversity climate**), and employees feel UConn genuinely cares about them (**high perceived org. support**).

Procedural Justice Psychological Safety Diversity Climate Perceived Organizational Support

■ Low ■ Moderate ■ High
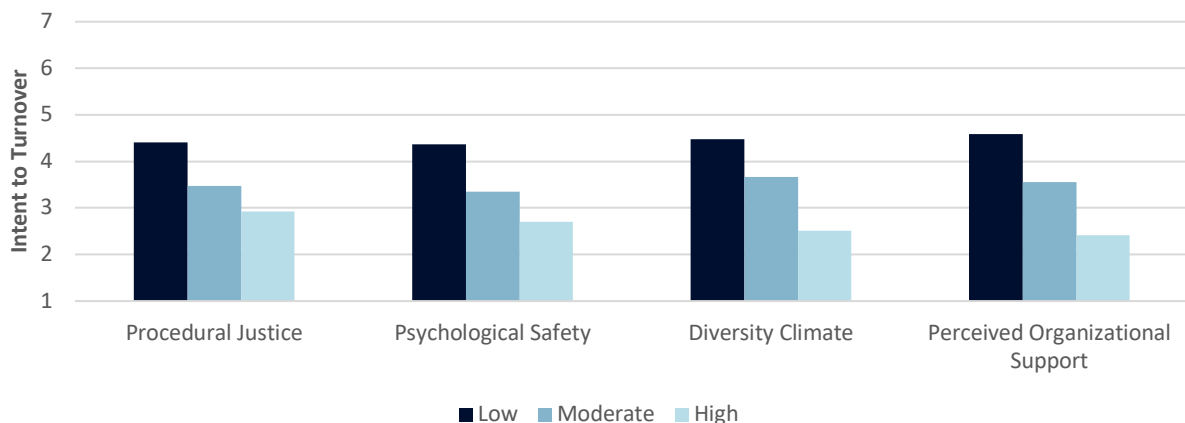
What Is a Positive Civility Climate?

We define a positive civility climate as one where there are norms for respectful treatment (**high civility norms**), incivility isn't commonplace (**low incivility normalization**), supervisors do not tolerate disrespectful treatment within their workgroup (**low supervisor tolerance for incivility**), and civility is not pushed to the wayside when work needs to be accomplished (**low work-related pressures for mistreatment**).

Respondents belonging to workgroups with more positive civility climates reported more supportive experiences from supervisors…
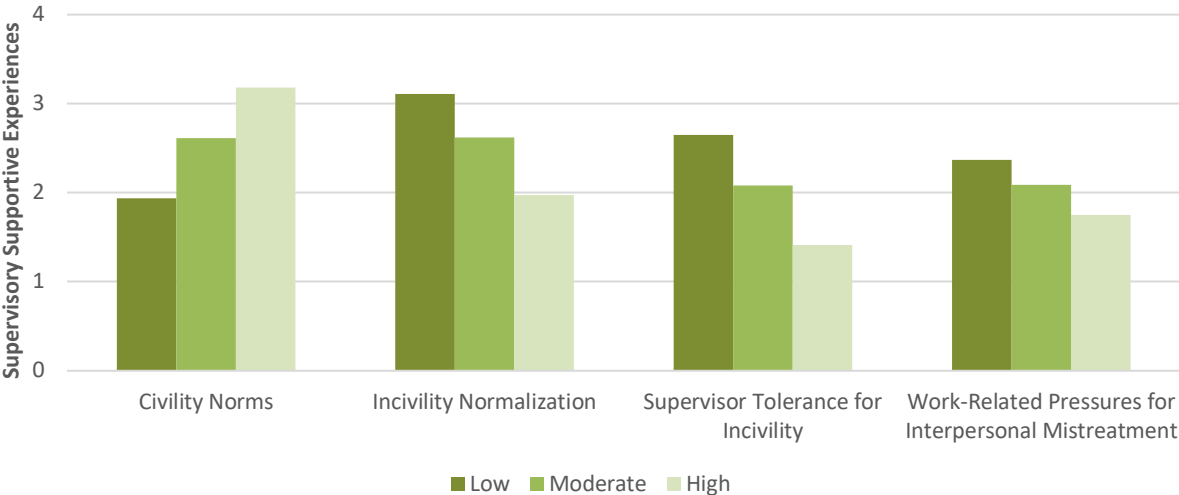
…and more supportive experiences from coworkers.
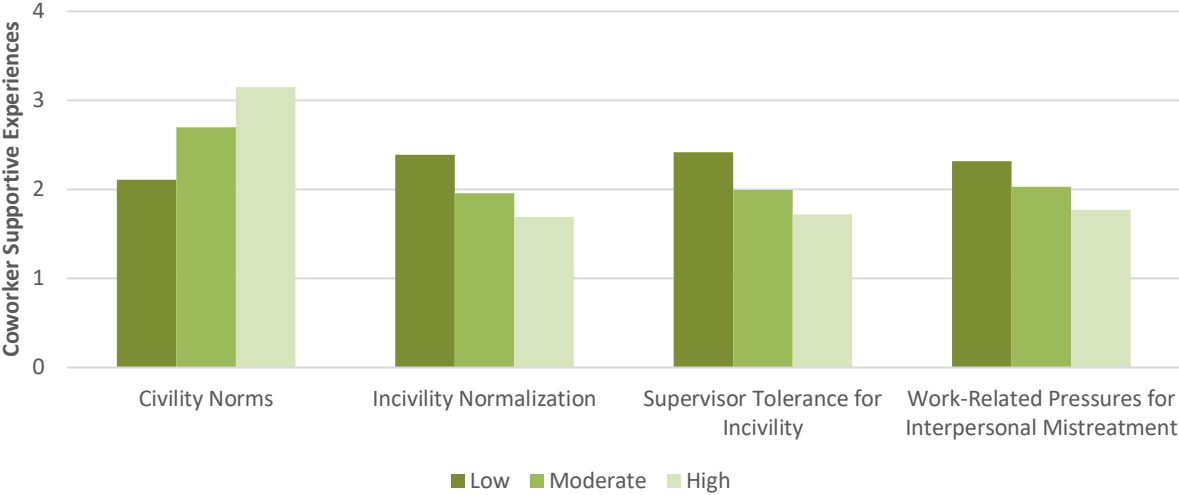
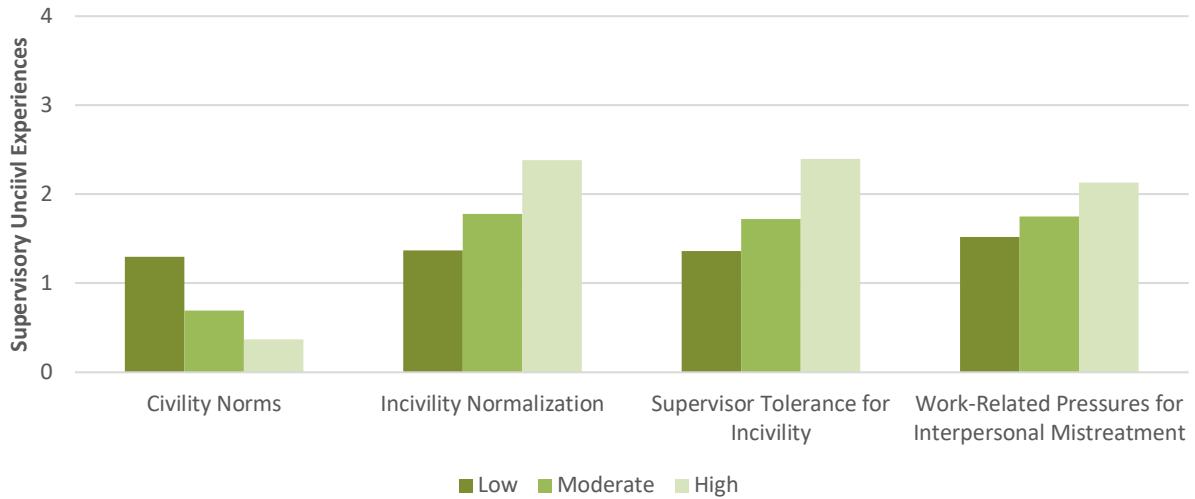**Respondents belonging to workgroups with more positive civility climates also reported <u>fewer</u> uncivil experiences from supervisors…**

…and <u>fewer</u> uncivil experiences from coworkers.
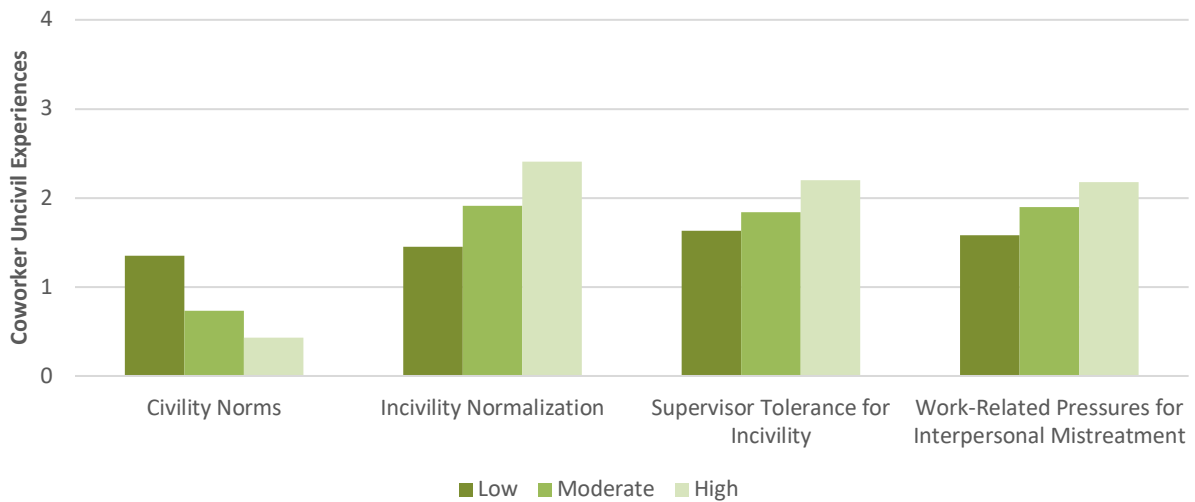
WHY DO EXPERIENCES MATTER?

How do supportive and uncivil experiences affect UConn employees' attitudes? Respondents who reported more supportive experiences also reported more commitment to UConn, higher job satisfaction, fewer thoughts about leaving, and less cynicism about change at UConn. Respondents who reported more uncivil experiences from their supervisors and coworkers described just the opposite: lower commitment, lower job satisfaction, more thoughts about leaving UConn, and more cynicism towards change.

Respondents who reported <u>high</u> supportive experiences and <u>low</u> uncivil experiences from their supervisors and coworkers reported <u>higher</u> commitment to UConn…
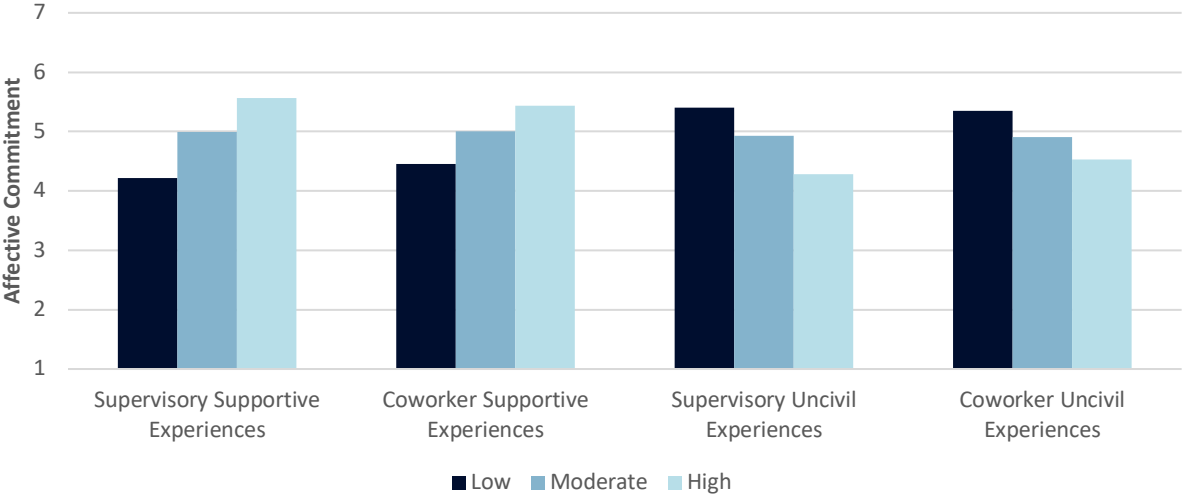
…and <u>higher</u> job satisfaction.
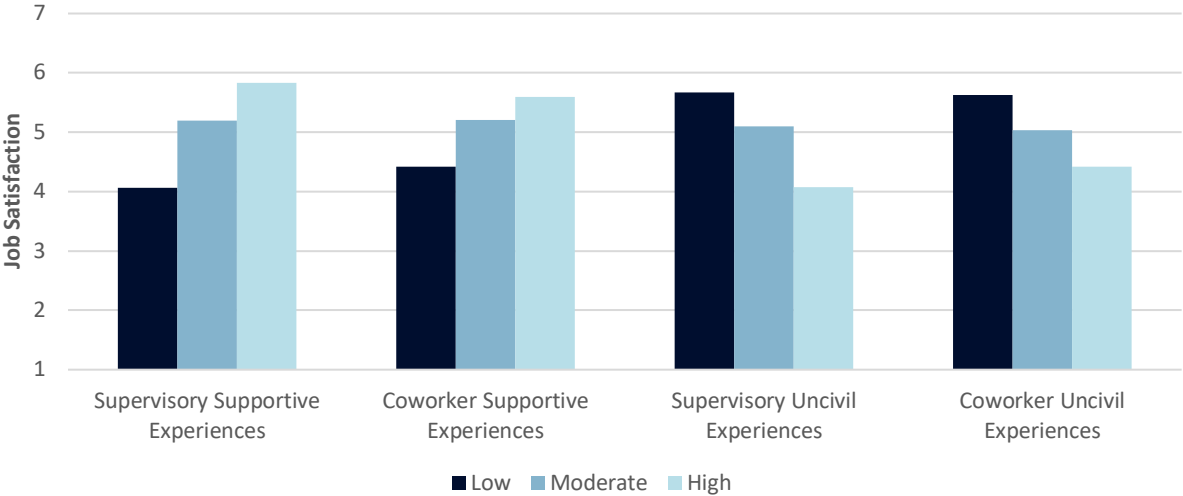
Respondents who reported <u>high</u> supportive experiences and <u>low</u> uncivil experiences from their supervisors and coworkers also reported <u>lower</u> intentions to leave UConn…
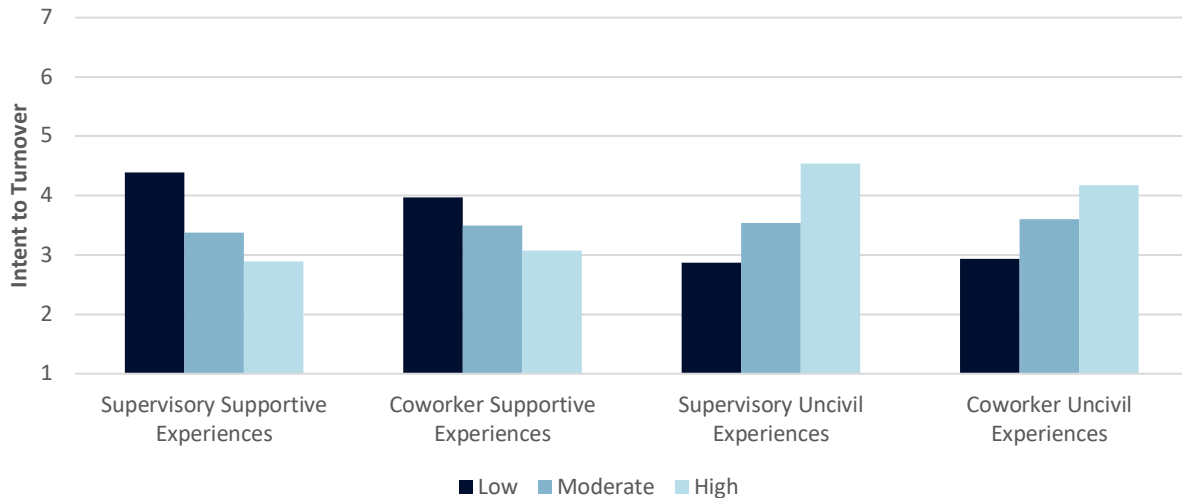
…and <u>lower</u> cynicism toward change at UConn.

What Is Cynicism Toward Organizational Change?

Cynicism toward organizational change describes employees' feelings of pessimism about the likelihood that organizational change efforts at UConn will be successful. These feelings of pessimism tend to stem from perceptions that those in charge of making changes are either insincere or incompetent[6].
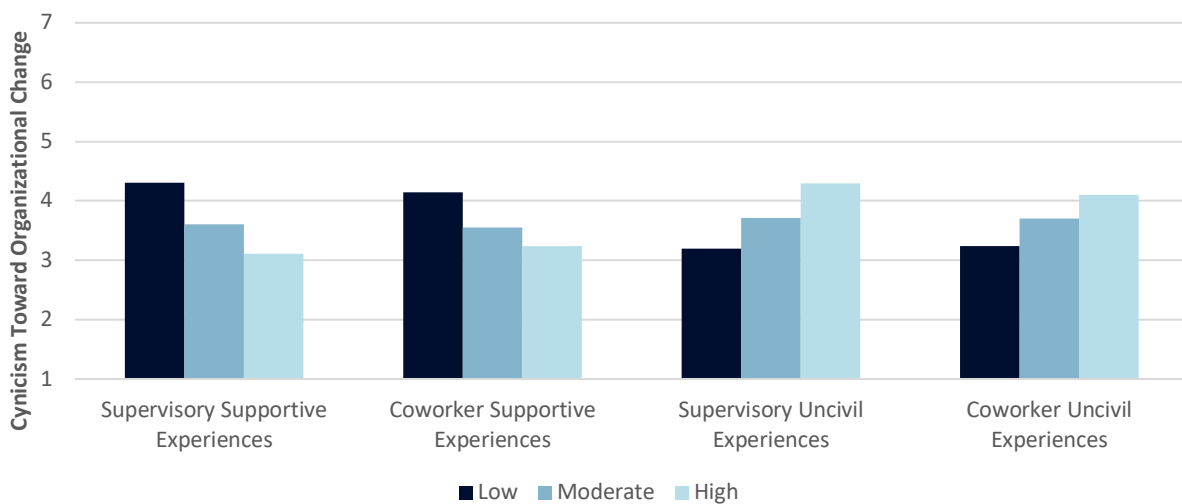
WHAT MATTERS MOST FOR EMPLOYEES' WORK ATTITUDES?

In addition to supportive and uncivil experiences, it is also important to consider how other experiences like role ambiguity, role overload, and job stress affect employees' attitudes.

What Are Role Ambiguity, Role Overload, and Job Self-Efficacy?

Employees experiencing role ambiguity perceive that there is a lack of clarity surrounding what is expected of them. Employees experiencing role overload feel that the amount of work they are asked to do is unreasonable or unfair[7]. When employees have high job self-efficacy, they tend to believe in their capability to meet their current job demands. When it is low, employees feel incapable of meeting these demands[8].

What Workplace Experiences Contribute the Most to UConn Employees' Workplace Attitudes?
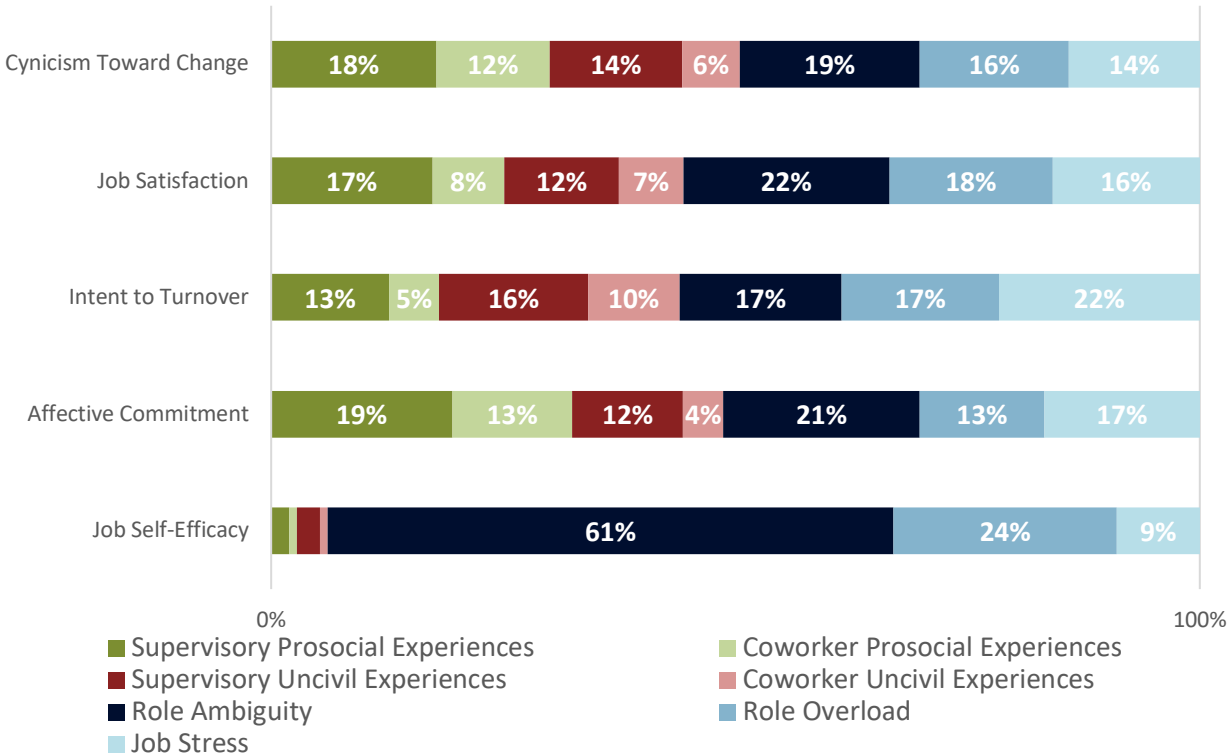
Above figure. Role ambiguity, role overload and job stress (in blue) accounted for at least 50% of respondents' cynicism toward change at UConn, their job satisfaction, their intentions to leave, and their commitment to UConn. Notably, role ambiguity and role overload contributed the most to employees' job self-efficacy. Supportive experiences (in green) were more important to employees' attitudes than were uncivil experiences (in red), with the exception that uncivil experiences contributed more to employees' intentions to leave UConn.

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AWARENESS & POLICY KNOWLEDGE

We also surveyed participants' knowledge of UConn policies, programs, and initiatives (see below). Most participants were familiar with policies and programs regarding respect and inclusion but were less familiar with related initiatives. Only half were aware of the annual Spirit Awards, a campus-wide event hosted by the President focusing on employee appreciation and civility and a recommendation provided in the 2012 report. Less than one-third had heard of the Something's Happening Committee, the ad hoc group responsible for the 2012 and 2017 surveys, and fewer were aware of the Respect website that shares University resources for promoting a respectful workplace.

Are you aware of the following policies, programs, or initiatives?

Percent of Employees Responding YES, I'm aware of …	The Respect Website **16.9%**	The Something's Happening Committee **30.4%**
The Annual Spirit Awards **54.4%**	The On-Campus Ombuds Office **72.2%**	The Employee Assistance Program **75.9%**
The Civility Provision in the University Code of Conduct **79.7%**	Policy Info Distributed Through Daily Digest **82.8%**	The Non-Retaliation Policy **84.2%**
The Policy on Violence in the Workplace Prevention **86.8%**	The Policy Statement: People with Disabilities **87.5%**	The University Guide to the State Code of Ethics **90.9%**
The General Rules of Conduct **91.4%**	The Policy Statement: Affirmative Action & Equal Employment Opportunity **91.7%**	The Policy Against Discrimination, Harassment & Related Interpersonal Violence **93.0%**

SURVEY RESULTS: 2012 vs 2017

2012 VERSUS 2017 AT A GLANCE

A primary goal of the Workplace Climate Survey is to track University progress toward building and maintaining a respectful workplace and to identify areas that provide opportunities to improve. Thus, we also include an analysis comparing employees' experiences over the past year while working at UConn to findings from the 2012 Workplace Climate Survey. The below figure depicts those specific aspects that differed or stayed the same from 2012 to 2017.

It is important to note that the 2012 and 2017 surveys each represent a snapshot in time. Thus, the group of employees who responded to the survey in 2012 and 2017 is likely not the same. The changes described below reflect a comparison of these two snapshots.

Overall, responses indicated that there were positive changes in a number of areas, including an increase in supportive experiences and a decrease in tolerance for rude behaviors compared with 2012. Less positively, employees reported being slightly less committed to UConn and slightly more likely to think about leaving UConn compared to 2012.

Areas that differed or stayed the same from 2012 to 2017

■ Moderate Positive Change ■ Small Positive Change ■ Small Negative Change ■ No Change

Supervisory Supportive Experiences	Employees reported experiencing more supportive behaviors from their supervisors in 2017.	**Procedural Justice**	Employees reported that their supervisors were more likely to apply decisions fairly and consistently in 2017.
Coworker Supportive Experiences	Employees reported experiencing more supportive behaviors from their coworkers in 2017.	**Psychological Safety**	Employees reported feeling more accepted and safer taking risks within their workgroup in 2017.
Positive Civility Norms	Employees reported that their workgroup was more likely to ensure that everyone is treated with respect in 2017.	**Intent to Turnover**	Employees reported being slightly more likely to consider leaving their job at UConn in 2017.
Supervisor Tolerance for Incivility	Employees reported that their supervisors were less likely to tolerate incivility in their workgroup in 2017.	**Organizational Commitment**	Employees reported that they felt slightly less emotional attachment to UConn in 2017.

Areas that differed or stayed the same from 2012 to 2017

■ Moderate Positive Change ■ Small Positive Change ■ Small Negative Change ■ No Change

Diversity-Supportive Climate	Employees did not differ in their perceptions of UConn's commitment to fairness, inclusiveness, and respect for diverse views between 2012 and 2017.

Perceived Organizational Support	Employees did not differ in their perceptions of how much UConn cares for their well-being between 2012 and 2017.

Work-Related Pressures for Interpersonal Mistreatment	Employees did not differ in their perceptions of how workgroup members are treated in times of pressure between 2012 and 2017.

Workplace Incivility Normalization	Employees did not differ in their perceptions of how normalized incivility is within their workgroup between 2012 and 2017.

Job Satisfaction	Employees' levels of job satisfaction did not differ between 2012 and 2017.

Job Self-Efficacy	Employees' beliefs in their capability to meet their current job demands did not differ between 2012 and 2017.

Cynicism About Organizational Change	Employees' feelings about the likelihood that organizational change efforts at UConn will be successful did not differ between 2012 and 2017.

Supervisory Uncivil Experiences	The amount of incivility employees reported experiencing from supervisors did not differ between 2012 and 2017.

Coworker Uncivil Experiences	The amount of incivility employees reported experiencing from coworkers did not differ between 2012 and 2017.

Fear of Retaliation	Similar to 2012, respondents in 2017 indicated that their fears about retaliation are low.

Role Ambiguity	Employees perceptions about the amount of clarity surrounding what is expected of them did not differ between 2012 and 2017.

Role Overload	Employees perceptions about the reasonableness of the amount of work they are asked to do did not differ between 2012 and 2017.

Job Stress	The amount of job stress employees reported experiencing did not differ between 2012 and 2017.

Note: For additional information about whether these areas were high, neutral, or low in 2012 & 2017, see **Appendix C**.

QUALITATIVE RESULTS

Employees were also given the opportunity to respond freely with their thoughts on a number of open-ended questions. These questions were largely situated within the three areas of recommendations from our last effort: Accountability & Engagement, Policies & Procedures, and Training & Development. Of the 1,725 employees who completed the survey, between 28% to 41% provided comments depending on the question.

All comments were read and then categorized into common themes to assist in our understanding of how UConn faculty and staff are feeling about the topics outlined in these questions (displayed on the following pages). Below are two example comments that the committee felt generally represented these open-ended responses:

> "I appreciate this opportunity to provide feedback. I think the opportunity to evaluate our supervisors would be wonderful. I think the unchecked balance of power can lead to misuse of it. Currently, there are things going on in this office that really concern me. I would like the opportunity to let the supervisors know that I see this behavior and it does not follow university policies and procedures and makes me feel uncomfortable and worried about my future here."

> "I feel like I have seen real improvements in civility in my work life. I hope the University continues to devote resources to foster awareness, develop negotiation and communication skills, and to develop agency on the part of individuals to push back on uncivil behaviors."

One overarching theme that emerged across the questions is that the work unit context mattered for people's responses. For example, some employees indicated that they were happy with their workgroup but saw issues at the department or University level (or vice versa). Below are two example comments representing this overarching theme:

> "This survey asks about my co-workers but not other areas of the department that I deal with. My answers would be quite different if I were responding to the administrative personnel in my department."

> "I think improvements are trying to be made on a University wide basis (which is amazing!), however, improvements also need to be made on a more micro level, by either division or office."

It is important to note that, in addition to the themes you will see on the following pages, a number of employees indicated that they either were not aware of any improvements, have observed a lack of enforcement, or that their workgroup has always been civil, so improvements have not been needed. For example:

> "I am fortunate to work in a very small department with a wonderful supervisor. Unfortunately, other departments around me do not have such good working relationships. Bad supervisors (uncivil, disrespectful, etc.) are still on the job and still acting the same way. And no one seems to be holding them accountable for their disrespect – so in that regard, no, I have not seen improvements."

THEME ANALYSIS

Please tell us what **improvements** you have seen in any or all of these areas or, in general, **what is working** to promote workplace civility at UConn?

	MOST FREQUENT THEMES (in rank order)	EXAMPLE EMPLOYEE COMMENTS
1	**Improvements in Civility Awareness** *There have been improvements in the visibility and regularity of conversations about civility*	*"Our unit had an explicit discussion of civility. This has given us a common reference point and vocabulary to address these issues."*
2	**Efforts by Supervisors and University Leadership** *Supervisors and University leadership are setting the tone, leading by example, and responding appropriately*	*"Messages from our president, highlighting the values and ideals we believe in as an institution are good. Letting all new employees know what we expect of them as UConn employees and not allowing uncivil behavior to happen in the first place are things that may be working but can be improved upon."* *"From my perspective, an immediate supervisor makes the biggest difference. Right now, there is a positive atmosphere in my workplace and an atmosphere of respect. That was missing before when the supervisor valued her opinions above all others and did not communicate well."*

3	**Improvements in Training & Development** *There have been improvements in the quality, content, and amount of training and opportunities for employee development*	*"Improvements in Training & Development have been a great success. It seems that a lot of employees are taking advantage of these opportunities for growth and learning which ultimately will make for a better University as a whole."*
4	**Hiring and Retaining "Good" People** *Hiring employees who are civil and kind and removing employees who are consistently uncivil is working to promote civility at UConn*	*"Hiring the right candidates for positions. Getting people on board who are committed to the mission of their unit and to the University at large. Also having a diverse group of employees coming from different backgrounds (socially and professionally)."*
5	**Improvements in Policies & Policy Visibility** *There have been improvements in policy language, which have set expectations for behavior, and improvements in how these policies are communicated to employees*	*"Policies are in place and that is a step in the right direction."* *"Repeating the relevant policies at every opportunity to every constituency and then training leadership/supervisors to hold their people accountable for their behaviors."*
6	**Open Dialogue** *Providing opportunities for open dialogue is allowing for more diversity of opinion and thought*	*"Inclusion of most everyone at the discussion table as it relates to promoting or improving policies related to workplace civility. No one is left out of the discussion"*
7	**Workshops, Events, and Recognition** *Having more opportunities for workshops, community events, and employee recognition is working to promote civility at UConn*	*"The better we know one another, the more likely we are to have an emotional stake in another's well-being. Any opportunities we have to network, like the UCPEA holiday lunches and the Women's Advance Conference, etc., allow us to meet others we might not interact with personally and, I think, creates a greater sense of community."*

8	**Availability of Resources** *There has been an improvement in the quality and number of resources available to employees to deal with civility issues (e.g., the Ombuds Office, EAP Office at Storrs)*	*"I think the Ombudsman's Office is a great idea and it gives someone a resource to talk about workplace civility."*

Please tell us what **enhancements you would suggest** in any or all of these areas, or if you had to **provide a suggestion to enhance workplace civility** at UConn, what would it be?

	MOST FREQUENT THEMES (in rank order)	**EXAMPLE EMPLOYEE COMMENTS**
1	**Improve on Accountability & Equal Treatment for All** *Hold everyone accountable for their behavior; no one should be "above the law"*	*"I think our yearly evaluation needs to be improved to include specific categories that deal with civility and teamwork."* *"Make civility required for EVERYONE – all levels of employees and students – and EVERYONE must take the consequences for incorrect behavior."*
2	**Improve Training & Make Training Mandatory for Everyone** *No one should be exempt from training and/or we need more or better training in a variety of areas*	*"Probably more mandatory training on the listed topics. Making them available is great, but often times those who need training the most do not attend."* *"[We need] workshops on how to have critical conversations with co-workers and colleagues."*
3	**Increase Supervisory and Managerial Accountability** *Hold supervisors accountable for their behavior and better prepare them to handle interpersonal issues. This could occur through solutions like managerial training or performance reviews that include employee input*	*"Give the chance for employees to review their supervisors."*

4	**Improve on the Enforcement of Policies** *Improve on the enforcement of policies across the board; ensure follow-through with consequences when bad behavior is reported and focus on reducing retaliation*	*"DO SOMETHING! Actually intervene when someone is subjected to bullying. The policies are based on compliance and when someone is not compliant there is no penalty."* *"People are afraid to make a warranted complaint about a supervisor because they are afraid of retribution. Even when they are told that there is a policy saying this is not allowed, they are still afraid."*
5	**Hold Top Administrative Officials Accountable** *Top administration officials should be held accountable for their behavior and be held to the same standards as the rest of the faculty and staff*	*"To not scapegoat employees and supervisors by focusing on individual incivility, and instead hold higher levels of administration responsible for how they treat the workforce as a whole....it feels like the respect that is expected from students, staff and faculty is not always extended TO them, particularly when it comes to making systemic changes. Adding/Removing departments, units, programs, provosts, VPs, etc is done with very little input from or notice to the broader community, and would go a long way to fostering greater civility from the top to the bottom of workforce."*
6	**Increase Supervisory & Managerial Training** *Supervisors & managers need skill-building training in general supervisory skills, civility, communication, and conflict resolution*	*"Supervisors on our University need to receive more training in areas such as working with people from different backgrounds, how to help their staff to be better at their jobs, and most importantly, how supervisors can create engaging environments where everyone is embraced and respected."*
7	**Improve Communication and Listening at and Across All Levels** *Encourage open, respectful discussion that allows for the acknowledgement of diverse views and inclusion in decision making*	*"I feel that including or discussing diversity of thought, would be extremely helpful. I believe that everyone has different perspectives on issues relative to their life experience, and all of those perspectives should be respected."*

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8	**Improve Employee Morale** *Improve employee morale, whether through recognition or increases in pay & promotion*	*"Workplace morale is very low, which affects people's attitudes toward their jobs and their coworkers. It seems that we don't have a career path, we can't get promoted due to budgetary constraints, don't get raises. Our managers appreciate us, but it doesn't seem like anyone in upper management really cares. It doesn't cost anything to be considerate and would go a long way toward making people feel like they mattered."*
9	**Improve the Distribution of Workload** *Improve the distribution of workload and reduce bureaucracy so that the staff doesn't feel so overworked*	*"The chronic budget issues that UConn has is a stressor that can undermine civility as people are tasked with doing more with less and understand that at a certain point they just have to do less even if that means not being as responsive to the core mission. People really care here but budgetary pressures are problematic."*
10	**Improve Interpersonal Relations Through Community Building** *(e.g., opportunities for social mingling, colleagues to recognize each other's humanity and get to know one another)*	*"I keep hearing over and over that UConn works in silos and that we don't talk to one another. All of us eat lunch and/or bring our lunch to work. I'm wondering if there is any value to bring groups of people together to talk (mixed groups of staff, faculty, and graduate assistants). Certainly, there is something to be said about power dynamics, but I think that it will be a way to bring people to have community."*

RECOMMENDATIONS

The following tables depict the recommendations from the Something's Happening Committee based on the results as well as discussion around the broader implications of the survey results.

| 1 | Continue training and development |

Activity	Task	Responsibility	Deadline
1. Offer refresher trainings for supervisors and managers	Task 1 *Hire Training and Development Specialist in HR*	HR	Spring 2019
	Task 2 *Revise existing Managerial Training*	HR	Summer 2019
	Task 3 *Implement revised training as mandatory for all new managers within 6 months of hire*	HR	Fall 2019
2. While New Employee Onboarding (NEO) information has been added to the offer letter template and there is a very high participation rate currently, continue to monitor participation for any decreases by faculty, upper administration, and adjuncts	Task 1 *Revise NEO to a mandatory, full day program*	HR	May 2019
3. Add content on working with unions in management education sessions, NEO, and search committees with input from union representatives	Task 1 *Convene working meetings with representatives from the unions, HR, and OIE to develop said content*	SHC recommends HR, OIE, Unions; To be determined by the new President	TBD

| 2 | Improve on accountability |

Activity	Task	Responsibility	Deadline
1. For the purpose of increasing accountability, the University should define supervisor as anyone with direct (indirect) supervisory responsibility	Task 1 *Set up new UCPEA classifications*	HR, UCPEA	May 2019
	Task 2 *Complete assignment of UCPEA employees into new classifications, which will identify supervisors*	HR	October/ November 2019
	Task 3 *Roll out a survey to all employees, with specific questions regarding direct supervisory responsibilities to determine who is a supervisor*	HR	June 2020

Activity	Task	Responsibility	Deadline
2. Promote Office of University Compliance hotline and the Ombuds	*Task 1* *Include these resources in the new full-day NEO*	HR	May 2019
	Task 2 *Identify which segments of the employee population are not aware of the Compliance hotline and proactively inform them of this resource*	SHC recommends University Compliance; To be determined by the new President	TBD
	Task 3 *Identify which segments of the employee population are not aware of the Ombuds office and proactively inform them of this resource*	SHC recommends Ombuds; To be determined by the new President	TBD
3. Allow employees to provide feedback regarding supervisor performance	*Task 1* *Develop a feedback form for employees to give feedback about their supervisor*	HR with input from SHC	June 2020
	Task 2 *Implement a random selection, rotating basis system for soliciting employee feedback*	HR with input from Union Leadership Team on process	January 2021
4. Add civility as an evaluation category on annual reviews	*Task 1* *Review existing evaluation tools for civility-related criteria*	SHC recommends Provost, HR, unions; To be determined by the new President	TBD
	Task 2 *Identify strategies for including civility in the merit process for faculty*	SHC recommends Provost, Deans; To be determined by the new President	TBD
5. Recommend annual reports from EAP, Ombuds, Office of University Compliance, OIE, and OFSLR separately to promote data transparency, examples may be available from other institutions, Yale being one	*Task 1* *Provide offices with suggestions for the kind of information to be included*	SHC	Spring 2019
	Task 2 *Institute an annual report with the recommended data points that is made available to all employees*	SHC recommends EAP, Ombuds, University Compliance, OIE, and OFSLR/HR; To be determined by the new President	TBD

3   **Focus on improving civility experiences for CEUI and UNITE employees**

Activity	Task	Responsibility	Deadline
1. **Develop strategies for integrating UNITE employees into the UConn community as a whole**	*Task 1* *HR and Dining Services meet to discuss overlap and distinctions between policies and resources for University employees and UNITE employees*	SHC recommends HR, Dining Services HR, General Counsel and Division of Student Affairs; To be determined by the new President	TBD
2. **Mandate customized workshops for supervisors of CEUI and UNITE employees on skill building for addressing civility in the workplace**	*Task 1* *Convene working meetings with representatives from the unions, HR, and Dining Services HR to develop the content and timeline for rollout*	HR, Dining Services HR, UNITE, CEUI, and UCPEA	TBD
3. **Provide customized workshops for CEUI and employees on relevant policies and University resources**	*Task 1* *Convene working meetings with representatives from the union and HR to develop the content and timeline for rollout*	HR, CEUI	TBD
4. **Provide customized workshops for UNITE employees on relevant policies and University resources**	*Task 1* *Convene working meetings with representatives from the union and Dining Services HR to develop the content and timeline for rollout*	Dining Services, UNITE	TBD

4   **Further examine why employees are leaving**

Activity	Task	Responsibility	Deadline
1. **Review current exit interview practices with the intent to improve and provide a comprehensive exit interview with a neutral third party**	*Task 1* *Hire HR Generalists*	HR	Spring 2019
	Task 2 *Assign to HR Generalists*	HR	Deadline is incumbent on funding for the above HR Generalists
2. **Enhance data analysis by looking at the intersection between age, length of service, and gender for a deeper examination of turnover**	*Task 1* *Generate turnover report with data currently available*	HR	Spring 2019
3. **Revisit the implementation of requiring supervisors to review Employee Separation Process and Checklist with all employees leaving the University for consistency and impact**	*Task 1* *Hire HR Generalists*	HR	Spring 2019
	Task 2 *Assign to HR Generalists*	HR	Deadline is incumbent on funding for the above HR Generalists

5	Improve future survey options and engagement

Activity	Task	Responsibility	Deadline
1. **Expand selection options for workgroup and union questions (e.g., AAUP tenure status and management versus confidential administrative support staff)**	Task 1 *Bring back to SHC for further discussion*	SHC	Fall 2019
2. **Provide a more tailored survey for better Graduate Assistant engagement**	*Bring back to SHC for further discussion*	SHC	Fall 2019
3. **Provide a more tailored survey for better non-native English speaker engagement. This is survey-specific but consider extending to all University communications**	*Bring back to SHC for further discussion*	SHC	Fall 2019

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APPENDIX A

HOW WERE THE RESULTS ANALYZED?

To provide the most scientifically reliable and defensible analyses possible, we followed relatively conservative statistical procedures for this report. 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 like in this survey 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 CONTENT & MEASUREMENT

Scale	Sample Item	# of Items	Response Scale	Mean	SD[1]
CLIMATE MEASURES					
Diversity-Supportive Climate	*UConn maintains a diverse and inclusive work environment*	4	1 (str disagr) - 7 (str agree)*	4.71	1.40
Perceived Organizational Support	*UConn really cares about my wellbeing*	3	1 (str disagr) - 7 (str agree)	4.30	1.55
Procedural Justice	*My supervisor clarifies decisions and provides additional information when requested by employees*	3	1 (str disagr) - 7 (str agree)	5.06	1.69
Supervisor Tolerance for Incivility	*My supervisor tolerates disrespectful behavior*	3	1 (str disagr) - 7 (str agree)	2.66	1.54
Psychological Safety	*It is safe to take risks within my workgroup*	3	1 (str disagr) - 7 (str agree)	5.14	1.42
Positive Civility Norms	*Rude behavior is not accepted by my coworkers*	7	1 (str disagr) - 7 (str agree)	5.29	1.19
Work-Related Pressures for Interpersonal Mistreatment	*In order to get the work done in my workgroup, we can't always be*	3	1 (str disagr) - 7 (str agree)	3.09	1.33

	concerned about being respectful toward one another				
Workplace Incivility Normalization	*It's so normal to hear insulting comments that it often goes unnoticed*	6	1 (str disagr) - 7 (str agree)	2.33	1.37
Voice Climate - Safety	*Members of my workgroup would feel safe developing and making recommendations concerning issues that affect our workgroup*	3	1 (str disagr) - 5 (str agree)**	3.87	0.82
Voice Climate – Efficacy	*Members of my workgroup would be taken seriously if they communicated their opinions about work issues to others in our workgroup even if their opinion is different and others in the group disagree with them*	3	1 (str disagr) - 5 (str agree)	3.74	0.89
ATTITUDE MEASURES					
Organizational Commitment	*I feel "emotionally attached" to UConn*	4	1 (str disagr) - 7 (str agree)	4.97	1.42
Cynicism About Organizational Change	*Attempts to make things better at UConn will not produce good results*	4	1 (str disagr) - 7 (str agree)	3.63	1.35
Job Satisfaction	*All in all, I am satisfied with my job*	1	1 (str disagr) - 7 (str agree)	5.11	1.60
Intent to Turnover	*I think about quitting my job at UConn*	3	1 (str disagr) - 7 (str agree)	3.48	1.74
Job Self-Efficacy	*I have no problem meeting the expectations that my employer has for me*	3	1 (str disagr) - 7 (str agree)	5.97	1.02
EXPERIENCE & BEHAVIORAL MEASURES					
Role Ambiguity	*I do not know what my responsibilities are*	3	1 (str disagr) - 7 (str agree)	2.54	1.24
Role Overload	*The amount of work I am asked to do is unfair*	1	1 (str disagr) - 7 (str agree)	3.16	1.76
Constructive Voice Behavior	*I often suggest changes to work projects in order to make them better*	3	1 (str disagr) - 7 (str agree)	5.55	1.10
Task Interdependence	*I cannot accomplish my tasks without information or materials from other members of my workgroup*	3	1 (str disagr) - 7 (str agree)	5.05	1.27
Job Stress	*During the past week, I would rate my current stress level as …*	1	0 (as good as it can be -10 (as bad as it can be)	4.77	2.57
Supervisory Supportive Experiences	*My supervisor showed me genuine concern and courtesy*	6	0 (never) – 4 (many times)***	2.64	1.01
Coworker Supportive Experiences	*My coworkers helped me do my job to the best of my ability*	6	0 (never) – 4 (many times)	2.71	0.88
Supervisory Uncivil Experiences	*My supervisor put me down or was condescending to me*	6	0 (never) – 4 (many times)	0.73	0.79
Coworker Uncivil Experiences	*My coworkers did not consult me in reference to a decision I should have been involved in*	6	0 (never) – 4 (many times)	0.78	0.75
Fear of Retaliation	*In deciding how to respond to my experiences, I was concerned or afraid I would be disciplined unfairly*	8	0 (never) – 2 (more than once or twice)****	0.37	0.53
Incivility Intentionality	*Considering the incident that bothered me the most, the person committed the behavior on purpose*	1	1 (str disagr) - 7 (str agree)	3.63	1.88

Incivility Intensity	*Considering the incident that bothered me the most, the experience was serious or harmful*	1	1 (str disagr) - 7 (str agree)	3.02	1.81

[1] 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:
1 = strongly disagree
2 = disagree
3 = neither agree nor disagree
4 = agree
5 = 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

2013 RECOMMENDATIONS FULL STATUS REPORT

Accountability & Engagement

Goal: To create systems of accountability at every level of the University 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	Status	Current Recommendation
1. Enhance methods for documenting and addressing areas with civility problems, specifically to identify strategies to address employees' concerns/fears of retaliation.	Task 1 *Include civility and collegiality as a meaningful consideration in established evaluation mechanisms (individual annual reports, performance appraisals, and merit).*	Not complete	Include again and potentially use language from the by-laws and University Senate statement on free speech and academic freedom
	Task 2 *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.*	Completed as revised	Recommend annual reports from EAP, Ombuds, OACE (now Office of University Compliance), OIE, and OFSLR separately to promote data transparency (see Yale for examples)

	Task 3 *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.*	Completed	Continue for future surveys
	Task 4 *Educate employees with a consistent message on reporting options in situations of retaliation as outlined in the Non-Retaliation Policy.*	Completed	Continue as a standard practice, has had positive results

Activity	Task	Status	Current Recommendation
2. Improve institutional accountability for community building, specifically by increasing interaction across UConn.	Task 1 *Ask Deans/Directors to plan at least one annual event/program/activity that brings together faculty and staff across departments/disciplines.*	Completed as per University Response	
	Task 2 *Establish a tradition of an annual campus-wide event hosted and promoted by the President that focuses on employee appreciation and promoting civility.*	Completed	Continue Spirit Awards and Employee Appreciation event, has had positive results
3. Continue to administer the Workplace Civility Climate Survey and consider adding questions related to bullying.	Task 1 *Conduct a climate survey by the SHC to be funded by the President's Office every four years.*	Completed	Continue

	Task 2 *Create "lessons learned" in order to make adjustments to future implementation.*	Completed	Internal to SHC – not a recommendation for the report
4. Create a system for comprehensive exit interviews for all employees.	Task 1 *Require supervisors to review Employee Separation Process and Checklist with all employees leaving the University.*	Completed	Revisit the implementation to see if a reworded recommendation is needed
	Task 2 *Review current exit interview practices with the intent to improve and provide a comprehensive exit interview.*	Not completed	Include again

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	Status	Current Recommendation
1. Increase employees' exposure to University Code of Conduct.	Task 1 *Continue to include in Annual Compliance Training with a heavier emphasis on the enhanced civility language.*	Completed	Continue as a standard practice, has had positive results
	Task 2 *E-mail copy of the Code of Conduct to all employees with an introduction highlighting the enhanced civility language.*	Completed	Continue as a standard practice, has had positive results
	Task 3 *Bi-annually send all employees a reminder about the Code of Conduct.*	Completed	Continue as a standard practice, has had positive results

	Task 4 *Provide hard copies of the above communications for employees without electronic access during working hours.*	Completed	Continue as a standard practice, has had positive results
2. **Increase employees' exposure to Non-Retaliation, Reasonable Accommodations, and Violence in the Workplace Prevention policies.**	Task 1 *Proactively inform the community about these policies.*	Completed	Continue as a standard practice, has had positive results

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	Status	Current Recommendation
1. **Mandate supervisory & managerial training for all new supervisors (within 6 months of promotion or hire).**	Task 1 *Review and explore models of comprehensive training for supervisors. Upon review, create training methods and alternative modes of delivery.*	Completed	Revisit the implementation to see if a reworded recommendation is needed. Possibilities include: • Build out content re: unions with input from union reps • Focus on supervisors of UNITE and CEUI employees • Refresher trainings • Connect to results re: civility experiences and role ambiguity

2. Mandate New Employee Orientation (NEO) for all employees.	Task 1 *Mandate participation of faculty, upper administration, and adjuncts in the New Employee Orientation.*	Not completed	NEO information has been added to the offer letter template. As there is a very high participation rate currently, not recommending it be mandatory, but will revisit if participation decreases.
	Task 2 *Review of current delivery and/or the need for possible alternative modes of delivery needs to be explored to accommodate adjuncts.*	Completed	

APPENDIX C

ADDITIONAL INFORMATION ABOUT THE 2012 VS 2017 RESULTS

This appendix depicts additional information about how employees' experiences, attitudes, and perceptions of their work environment differed or stayed the same from 2012 to 2017. The below table shows how employees who participated in the survey responded on average (i.e., "mean") and how spread out employees' responses were on the response scale (i.e., "SD") in 2012 and 2017. For more information about how these results were analyzed, see **Appendix A**.

As a reminder, it is important to note that the 2012 and 2017 surveys each represent a snapshot in time. Thus, the group of employees who responded to the survey in 2012 and 2017 is likely not the same.

■ Moderate Positive Change ■ Small Positive Change ■ Small Negative Change ■ No Change

Scale	Sample Item	Response Scale	2012 Mean	2012 SD	2017 Mean	2017 SD
Supervisory Supportive Experiences	*My supervisor showed me genuine concern and courtesy*	0 (never) – 4 (many times)	2.34	0.98	2.64	1.01
Coworker Supportive Experiences	*My coworkers helped me do my job to the best of my ability*	0 (never) – 4 (many times)	2.36	0.86	2.71	0.88
Positive Civility Norms	*Rude behavior is not accepted by my coworkers*	1 (str disagr) - 7 (str agree)	5.09	1.2	5.29	1.19
Supervisor Tolerance for Incivility	*My supervisor tolerates disrespectful behavior*	1 (str disagr) - 7 (str agree)	2.95	1.64	2.66	1.54
Procedural Justice	*My supervisor clarifies decisions and provides additional information when requested by employees*	1 (str disagr) - 7 (str agree)	4.89	1.73	5.06	1.69
Psychological Safety	*It is safe to take risks within my workgroup*	1 (str disagr) - 7 (str agree)	4.92	1.24	5.14	1.42
Intent to Turnover	*I think about quitting my job at UConn*	1 (str disagr) - 7 (str agree)	3.29	1.72	3.48	1.74
Organizational Commitment	*I feel "emotionally attached" to UConn*	1 (str disagr) - 7 (str agree)	5.16	1.34	4.97	1.42
Diversity-Supportive Climate	*UConn maintains a diverse and inclusive work environment*	1 (str disagr) - 7 (str agree)	4.76	1.32	4.71	1.40
Work-Related Pressures for Interpersonal Mistreatment	*In order to get the work done in my workgroup, we can't always be concerned about being respectful toward one another*	1 (str disagr) - 7 (str agree)	3.13	1.35	3.09	1.33
Job Satisfaction	*All in all, I am satisfied with my job*	1 (str disagr) - 7 (str agree)	5.21	1.56	5.11	1.60
Cynicism About Organizational Change	*Attempts to make things better at UConn will not produce good results*	1 (str disagr) - 7 (str agree)	3.60	1.30	3.63	1.35
Coworker Uncivil Experiences	*My coworkers did not consult me in reference to a decision I should have been involved in*	0 (never) – 4 (many times)	0.74	0.70	0.78	0.75

Role Ambiguity	*I do not know what my responsibilities are*	1 (str disagr) - 7 (str agree)	2.62	1.34	2.54	1.24
Job Stress	*During the past week, I would rate my current stress level as …*	0 (as good as it can be - 10 (as bad as it can be)	4.92	2.41	4.77	2.57
Perceived Organizational Support	*UConn really cares about my wellbeing*	1 (str disagr) - 7 (str agree)	4.17	1.57	4.30	1.55
Workplace Incivility Normalization	*It's so normal to hear insulting comments that it often goes unnoticed*	1 (str disagr) - 7 (str agree)	2.28	1.32	2.33	1.37
Job Self-Efficacy	*I have no problem meeting the expectations that my employer has for me*	1 (str disagr) - 7 (str agree)	5.96	0.89	5.97	1.02
Supervisory Uncivil Experiences	*My supervisor put me down or was condescending to me*	0 (never) – 4 (many times)	0.69	0.76	0.73	0.79
Fear of Retaliation	*In deciding how to respond to my experiences, I was concerned or afraid I would be disciplined unfairly*	0 (never) – 2 (more than once or twice)	0.38	0.49	0.37	0.53
Role Overload	*The amount of work I am asked to do is unfair*	1 (str disagr) - 7 (str agree)	3.21	1.79	3.16	1.76