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Survey Report

Context

The purpose of the Division of Academic Affairs Climate/Diversity Training Impact Survey was to assess the impact of division-required diversity training for all full-time, budgeted employees. The survey was sent in May of 2018 to all full-time budgeted staff members within the Division of Academic Affairs. For a complete list of included units see Appendix A.

The survey was conducted by the Climate Survey Subcommittee of the Academic Affairs Climate and Diversity Committee (AACDC). The members of the subcommittee are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alicia Dorsey</td>
<td>Office of Institutional Effectiveness &amp; Evaluation</td>
</tr>
<tr>
<td>Elizabeth Piwonka</td>
<td>Office of Institutional Effectiveness &amp; Evaluation</td>
</tr>
<tr>
<td>Anna Transue</td>
<td>Academic Success Center</td>
</tr>
<tr>
<td>Kelley Hartnett</td>
<td>Academic Success Center</td>
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<td>Luci Rodriguez</td>
<td>Academic Success Center</td>
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<tr>
<td>Angela Allensworth</td>
<td>Office of the Registrar</td>
</tr>
<tr>
<td>Beatriz Brans</td>
<td>Enterprise Information Systems</td>
</tr>
<tr>
<td>Florence Davies</td>
<td>University Writing Center</td>
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</table>

The survey garnered responses from 318 individuals, representing a 27% response rate. The online survey was administered using the Qualtrics Enterprise Survey Platform survey system with invitations sent via email. Non-respondents were sent three reminder emails over the three-week period of time when the survey was being administered.

Previously administered climate surveys focused primarily on employee experience within the division in terms of climate and personal experience, perceived commitment to diversity on the part of the university, and stress levels in working for the division. This survey, however, focused more explicitly on the impact of required diversity training for staff members in the Division of Academic Affairs. Specifically, 100% of staff were expected to take “Introduction to Diversity and Inclusion: Course Number 2111243” and ideally one additional training addressing areas identified as critical areas for improvement between the dates of January 1, 2016 and December 31, 2018. “Critical Areas” were defined based on the 2014 Academic Affairs Climate Survey findings, which identified several areas including micro-aggressions, negative diversity, positive climate, invisibility, and generational differences as subject matter in need of additional attention. Additionally, staff were expected to complete one additional training opportunity addressing cultural differences.
The 2018 Climate/Diversity Training Impact Survey consisted of three sections – training participation and outcomes, awareness of AACDC support, and demographics.

- The **Training Participation and Outcomes Section** included items regarding the types of programs staff used to fulfill this requirement, the extent to which training opportunities had been valuable for the individual, colleagues, and the unit overall, as well as memorable takeaways or lessons learned.
- The **Awareness of AACDC Support Section** included items regarding general awareness of AACDC programs, opportunities to engage and access resources, and feedback on how AACDC might help support the training initiative.
- The **Demographics Section** included items related to duration of employment, gender identity, sexual orientation, race/ethnic identity, spiritual or religious beliefs, disability status, citizenship, and underrepresented group identification.

A copy of the survey instrument is provided in Appendix B.

Quantitative Data Analyses – The majority of the instrument was made up of quantitative questions. The analyses included the frequency for all survey items and demographic questions. Particular attention was given to comparing responses related to the perceptions of training usefulness between respondents who identified themselves as members of historically underrepresented groups and those who did not identify themselves as such.

A copy of the quantitative findings as produced by Qualtrics is provided in Appendix C. Disaggregated results by self-identified historically underrepresented group membership is available in Appendix D.

Qualitative Data Analyses – There were four (4) open-ended survey items which sought to solicit the participants opinions and perspectives as it related to the training outcomes and programming recommendations or other areas of interest for future professional development. All four items were analyzed by small groups of subcommittee members. Answers were categorized based on identified categories as defined by committee members.

A copy of the qualitative responses and categorical breakdown is provided in Appendix E and Appendix F respectively.

What follows is a summary of key findings from the quantitative and qualitative analyses conducted on the data.
Key Findings – Quantitative Analysis

Training Participation & Outcomes Section: The following findings first highlight overall results for the Training Participation and Outcome section, followed by a comparison of responses from participants who identified themselves as members of historically underrepresented groups and those who did not identify themselves as such. It is worth noting that approximately 10% of respondents responded negatively across questions.

Overall

Have you observed a difference in your units’ climate since the training requirements were instituted?
• 17% of respondents indicated the climate in their unit had improved since the training requirements were instituted.
• 50% of respondents indicated there had been no change in their units’ climate since the training requirements were instituted.
• Approximately one-third of respondents were unsure if there had been a change in their units’ climate or not.

The training requirement has been valuable for me.
• 57% of respondents either Strongly Agreed or Somewhat Agreed that the training requirement has been valuable to them as an individual.

The training requirement has been valuable for colleagues in my unit.
• 43% of respondents either Strongly Agreed or Somewhat Agreed that the training requirement has been valuable for colleagues in their unit.

The training requirement has been beneficial for my unit overall.
• Approximately one-third of respondents Somewhat Agreed that the training requirement has been beneficial for their unit overall; 12% Strongly Agreed.

The Division should continue to require staff participation in diversity/inclusion related activities on an annual basis.
• 60% of participants either Strongly Agree or Somewhat Agree that the Division should continue to require staff participation in diversity/inclusion related activities on an annual basis.
• 11% or participants Strongly Disagree that the Division should continue this training requirement on an annual basis.

I have or plan to discuss the diversity training activities and impact of participation as part of my employee staff evaluation.
• 43% of respondents intended or had discussed the diversity training activities and impact as part of their staff evaluation.
Types of Activities Participated in to fulfill the Diversity Training Requirement

- Online trainings sponsored by the Division of Human Resources & Organizational Effectiveness were the most frequently cited, with 24% of respondents indicating they used these opportunities to fulfill the training requirement.
- In-unit or division workshops were the second-most cited with 16% of respondents indicating they had participated in a training of this nature.

Comparison

One question asked participants to identify if they were, “a member of a historically underrepresented group at Texas A&M University.” Although examples were provided (age, gender, religious preference, sexual orientation, citizenship, and race/ethnicity), respondents were allowed to self-identify. 16% chose not to respond to this question.

The following compares responses to the above questions based on the participants’ self-identification:

Have you observed a difference in your units’ climate since the training requirements were instituted?
- 22% of individuals not identifying as a member of a historically underrepresented group said the climate has improved, compared to 15% of individuals identifying as a member of a historically underrepresented group. 30% in both the historically underrepresented group, as well as those who did not identify as such, were unsure if there had been any change.

The training requirement has been valuable for me.
- There were no systematic differences in responses between the two groups.

The training requirement has been valuable for colleagues in my unit.
- 51% of individuals not identifying as a member of a historically underrepresented group Somewhat Agreed or Strongly Agreed that the training was valuable for colleagues compared to 40% of people identifying as members of a historically underrepresented group believing the training to have been valuable for colleagues.

The training requirement has been beneficial for my unit overall.
- 54% of individuals not identifying as a member of a historically underrepresented group Somewhat Agreed or Strongly Agreed that the training was valuable for the unit compared to 46% of people identifying as members of a historically represented group reporting that the training was valuable for the unit.

I have or plan to discuss the diversity training activities and impact of participation as part of my employee staff evaluation.
- There were no systematic differences in responses between the two groups.
The Division should continue to require staff participation in diversity/inclusion related activities on an annual basis.

- There were no systematic differences in responses between the two groups.

What types of activities have you participated in to fulfill the diversity training requirement?

- Individuals who do not identify as a member of a historically underrepresented group were more likely to complete required trainings via workshops hosted in the unit/division or by attending courses facilitated by Human Resources Professional Development.
- Members of historically underrepresented groups were more likely to attending the Diversity Speaker Series.
- Online courses facilitated by Human Resources & Organizational Effectiveness were the most popular activities in both groups.

Perceived Value

In terms of value, across the various levels of individual, colleagues, and unit, individuals saw the most value in the training requirement for themselves personally, followed by their unit overall. 57% of the respondents either strongly agreed or agreed somewhat that the training was beneficial for themselves personally. In contrast, 43% of respondents either strongly agreed or somewhat agreed that the training was beneficial for colleagues in their unit. This gap is particularly noticeable when comparing responses from participants who identify as members of a historically underrepresented group with those who do not identify as members of a historically underrepresented group. Specifically, 59% of respondents who identified as a member of a historically represented group saw value in the training requirement for themselves, but only 40% believed the training requirement to be valuable for their colleagues. This contrasts with individuals who did not identify as a member of a historically underrepresented group where 62% of individuals believed the training to be valuable for themselves and 51% believed the training was valuable for their colleagues.

Individuals who did not see value in the initiative for themselves (14% of total respondents, n=44) were also less likely to see value in the initiative for their colleagues or across the unit, and 85% of those individuals either somewhat disagreed or strongly disagreed with continuing to require staff participation similar activities on an annual basis.
**Awareness of AACDC Support Section:** The following findings first highlight overall results for the Awareness of AACDC Support section. This section made up a small portion of the survey, and only included one quantitative question and two qualitative questions.

**Overall**

I am aware of the following opportunities offered by AACDC (check all that apply):

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities to serve AACDC as a member of a subcommittee</td>
<td>39.62%</td>
<td>126</td>
</tr>
<tr>
<td>Individual Mini-Grant Awards to fund diversity development opportunities</td>
<td>37.74%</td>
<td>120</td>
</tr>
<tr>
<td>Unit-level Mini-Grant Awards to fund diversity development opportunities</td>
<td>31.13%</td>
<td>99</td>
</tr>
<tr>
<td>Biennial Supervisor Summer Meeting</td>
<td>11.01%</td>
<td>35</td>
</tr>
<tr>
<td>What’s Your Big Idea contest</td>
<td>38.36%</td>
<td>122</td>
</tr>
<tr>
<td>Annual Diversity Accountability Report process</td>
<td>29.56%</td>
<td>94</td>
</tr>
<tr>
<td>Status of previous Climate Survey recommendations publicly available at aacdc.tamu.edu</td>
<td>26.73%</td>
<td>85</td>
</tr>
<tr>
<td>Previous AACDC subcommittee reports publicly available at aacdc.tamu.edu</td>
<td>17.92%</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>318</strong></td>
</tr>
</tbody>
</table>
**Demographics Section:** This section of the survey asked participants to self-identify their gender, race/ethnicity, duration of employment at TAMU, disability status, sexual orientation, citizenship status, and spiritual belief (if any). These are the same items used in previous division-level climate surveys. Between 11-24% selected “Prefer not to respond” on each of the demographic questions, so it is difficult to determine how representative these data are.

- 37% of respondents identified themselves as a member of a historically underrepresented group; 48% did not identify as a member of a historically underrepresented group; 16% indicated they preferred not to respond.
- 77% of respondents indicated they did not have a disability.
- 71% of respondents self-identified as female.
- 67% of respondents identified as heterosexual.
- 64% of respondents identified as Christians.
- 60% of respondents self-identified as Caucasian/Anglo/White.

Because the large number of “Prefer not to Respond” makes additional analysis based on demographic differences difficult, so comparisons looking at underrepresented status were limited to comparing those who self-identify as a member of a historically underrepresented group to those who do not. Additionally, numbers for all of the above listed identity groups have fallen compared to those collected in the 2014 Climate Survey. It is unclear if these numbers are representative of the division or if the number of “Prefer not to Respond” may have altered the representative nature of these data.
Key Findings – Qualitative Analysis

There were four (4) open-ended questions on the survey. Each question was analyzed separately from other items, and each question resulted in different categorical themes.

Training Participation & Outcomes Section: The following findings first highlight overall results for the Training Participation and Outcome section. This section contained two open-ended questions.

Question 1: Which activities have been the most beneficial to you and/or your unit?

Approximate distribution of comments provided (n=134):
- 57 (apx 43%) focused on format of the activities
- 45 (apx 34%) focused on content of the activities
- 20 (apx 15%) provided general comments
- 12 (apx 9%) expressed concerns/negative experiences

Comments regarding preferred FORMAT of the activities:
- 15 (26%) specifically noted a preference for face-to-face sessions with 12 specifically noting a preference for online sessions (21%).
- 17 (30%) listed guest speakers as being particularly beneficial.
- 10 specifically noted classes/sessions offered by HROE as beneficial (18%).

Comments regarding preferred CONTENT of the activities:
- The most frequently noted topic seen as beneficial was training related to generational differences (33%).

General (neutral or positive) comments typically expressed one of the following:
- Making diversity training mandatory, thus keeping it on people’s minds, is beneficial in general.
- Overall the trainings have been beneficial.
- Given the nature of the unit/cohesiveness/make-up, diversity training isn’t necessary.
- There was no discernable change in office/unit therefore unclear if it was beneficial.

Concerns/negative comments typically expressed one of the following:
- The content was seen as being either biased or opinion based.
- The trainings were seen as taking away from work.
- The trainers/presenters made comments that were offensive.
- The requirement was generally seen as inappropriate/unnecessary/or not likely to achieve the desired end.
- The trainings were seen as a waste of time.
The following are examples of quotes falling into each of the above categories. All responses are available in Appendix E.

**FORMAT**
“Online training. Not enough time to attend in-person classes due to insufficient staffing.”

“On line courses are easier to complete. However, it was beneficial to attend the one classroom training.”

“Face to Face trainings as it gives a chance to interact with others and apply what we have learned.”

**CONTENT**
“Learning about the different generation gaps and how they best perform”

“I enjoyed taking the Community of Respect Workshop with my coworkers. It is a different perspective with people you know so well as opposed to taking it with strangers.”

“The most beneficial to me was taking the classes for the Diversity Certification Program and attending some of the presentations on campus. The Certification Program has opened my eyes on different types of diversity and cultures and how to discuss diversity. I also attended the Aggie Allies Training which was helpful.”

**GENERAL**
“I think the best part is that "diversity" is on people's minds.”

“Our unit is pretty inclusive as it is, I don't think the trainings have been particularly beneficial or not beneficial. It reinforced the idea to be kind, respectful and supportive. However I doubt a few hours of training a year will changed 30-50 years of learned behaviors.”

**CONCERNS/NEGATIVE EXPERIENCES**
“Accountability is still woefully lacking. Checking off a box that you attended, funded, or had your employees attend a workshop does not move forward the cause of transformative change on a campus as entrenched in white privilege as ours. Seems to me that leadership is being applauded for scheduling programming as opposed to implementing substantive diversity benchmarks in terms of hiring, promodring, and checking people who are insensitive (read clueless) to those that don't look like them.”

“I have been fortunate in my 10+ years as an employee to not have witnessed anything that would have caused me to think we needed diversity training. I understand this may be an issue with students; however, as a student many years ago I don't remember any issues then. The impact on my unit has been very negative, as we are required to take 2 half day trainings plus an online course (or more if pre-requisites are required before the half day trainings). Our
workloads just do not allow for this, and where diversity was never an issue before, there are now negative connotations associated with it because of the amount of training that is required. I think 1 training is certainly justifiable; however, the shear amount that is now required is ridiculous.”

Question 2: Across the activities in which you participated, what have been the three most memorable takeaway lessons or messages?

Across the 137 responses, a total of 267 lessons or messages where provided. Among these:

- The vast majority of lessons shared by the respondents were positive (231; 87%);
  - 12 (4%) indicated that the training provided no new information or that some of the information was potentially useful, but not necessarily worth the time and effort;
  - 24 comments (9%) were negative in nature (i.e., it was a waste of time, it was insulting, they were biased).
- The majority (127; 40%) focused on trainings contributing to increased awareness;
- 30 (11%) indicated the trainings contributed to valuing diversity at the workplace.

The following categories provide an overall summary of the content or focus of lessons learned across trainings in which respondents participated (presented in rank order based on the overall frequency of the expressed lesson). Due to the overlapping nature of the responses, providing accurate frequencies by category is not feasible.

- **AWARENESS** – The training raised their general awareness level about diversity issues and/or another culture.
- **ACCEPTANCE** – The training reinforced the importance of accepting others and our respective differences.
- **IMPROVED SELF AWARENESS** – The training helped themselves be more aware of how they perceive others, inherent biases, the potential impact of their behaviors on others, and the overall importance of being aware of their own actions.
- **IMPROVEMENTS NEEDED** – The training highlighted that improvements are still needed in their units and/or across the university.
- **EMPATHY** – The training strengthened their empathy for someone with experiences or a background different from their own.
- **COMMUNICATION** – The training improved communication and listening skills between co-workers within their unit.
- **COMMON GROUND** – The training contributed to the realization that co-workers have more in common with a wider range of individuals that originally thought.
- **UNIVERSITY CARES** – The training demonstrated that the university overall cares about climate and diversity.
- **POLICIES** – The training enhanced participant knowledge about legal issues and university rules surrounding diversity and discrimination.
The following are examples of quotes falling into each of the above categories. All responses are available in Appendix E.

**AWARENESS**

“That not all people from one group will think the same across age, national origin, etc. However, there will be some similarities on those groups.”

“Learning that there are members of our community who feel oppressed.”

**ACCEPTANCE**

“Every human being has something to offer, that we can personally benefit from, if we allow ourselves to look past differences and engage with them in kindness and respect. It is wisdom to know we are all still learning and growing and do that best with open interaction and open minds.”

“When we take the time to get to know and understand the different cultures around us, we discover that we are really the same. I have learned to respect others who are difference that me!”

**IMPROVED SELF AWARENESS**

“That my behavior does have an impact on other people.”

“I have become more aware of my own bias, even in areas where I thought my attitudes were more enlightened.”

**IMPROVEMENTS NEEDED**

“It is important to remind people that just because they attended a diversity training, it does not mean that their bias against women and minorities is gone.”

“TAMU could still improve its diversity initiatives.”

“Seems like no matter how much we do, there is still more to do.”

**EMPATHY**

“To be more empathetic, especially with those who are very different from me.”

“Try to understand what is behind the individual's choices/words, etc.”
COMMUNICATION

“It promoted dialogue and collaboration within units and across campus.”

“Words and tones have different meanings depending on culture.”

COMMON GROUND

“We are all alike in many ways.”

“We’re all on the same team!”

UNIVERSITY CARES

“Overall it appears that the university cares about diversity, it’s image, but that it has not made much movement in the last 5 years to create tangible change.”

“The Office for Diversity itself, in that the University supports these types of causes in general.”

POLICIES

“It is important to know your legal rights.”

“It is important to know the institutional policies regarding discrimination and harassment.”
Awareness of AACDC Support Section: This section sought to solicit feedback regarding how AACDC might best support individuals and units in strengthening unit climate and identify which topics individuals in the division would like to learn more about.

Question 3: *What support would you like to see from AACDC in terms of programming to help strengthen your units' climate?*

Approximate distribution of comments provided (n=106):
- Programming ideas (topics and format; n=38)
- Leadership/management training (n=15)
- Recruitment/retention strategies (n=4)
- Communication of training opportunities (n=7)
- Communication of rationale for requirement (n=6)
- No changes necessary (n=6)
- Miscellaneous (n=30; e.g., N/A, I don't know, etc.)

**Programming Ideas**
- Recurring themes for programming ideas included (placed in rank order):
  - Age Discrimination/Generational Differences
  - Online options
  - Unit specific training
  - Advanced/In-depth training
  - LGBTQ* issues
  - Face-to-Face Training at off-campus locations (i.e., regional offices)
  - Interactions with people/storytelling
  - Only require one training

**Leadership/Management training**
- Supervisor training;
  - Including (but not limited to), next steps, how to discuss impact with employees, etc.

**Recruitment/Retention**
- Recurring themes included:
  - Include Diversity training as part of the Onboarding Process

**Communication of Training Opportunities**
- Recurring themes included:
  - Announcements/Reminders of training opportunities

**Communication of Rationale**
- Recurring themes included:
  - Communication of value of the training requirement
The following are examples of quotes representing the above categories. All responses are available in Appendix E.

“Making people watch a video just checks a box. People that already cared about diversity/sexual harassment pay attention and those who think it is a joke continue to feel that way and just click through the video. Defining the issues is also not helpful. Providing clear, not vague general plans, for how to address issues if they occur is also better. It felt like you were just checking a box, not that you actually cared about working with these issues.”

Comments falling into the Leadership/Management training category offered a wide variety of recommendations, including training to help “spot their own biased attitudes” or communicate “tools for managers and/or unit directors to debrief diversity activity as a department.”

“meaningful and impactful methods of remediation and assistance for those affected but are unable to speak up.”

“Leadership training for those in management positions to become better leaders. Good hard workers get promoted into leadership positions and do not possess leadership skills and end up being horrible managers. I have also noticed that leaders lack basic HR training for hiring as well.”

**Question 4: What diversity/inclusion related topics would you like to learn more about?**

80 individuals provided a response to this question, with some listing a singular topic and others listing several. The following represents general topics provided by respondents.

- Applied/Advanced Training (variety) (n=6)
- Communication (n=2)
- DACA (n=2)
- Generational Differences (n=6)
- Human Resources/Reporting (n=2)
- Leadership/Supervisor training (n=2)
- LGBTQ+ (n=5)
- Linguistic Diversity (n=2) (e.g., multi-lingual)
- Microaggressions (n=3)
- Non-traditional students (n=2)
- Religious differences(n=4)
- Miscellaneous (n=15)
  - Examples:
    - Implicit Bias
    - Ethics
- Mentoring program for African American staff
- Cultural differences
- Cultural appropriation
- Story-telling experiences from marginalized groups
- “American culture”
- Career advancement

- None (n=28)
- Greater variety (n=4)

The following are examples of quotes representing the above categories. All responses are available in Appendix E.

“I would love if representatives from groups at risk of discrimination would share their experiences and perspectives directly - I think the personal narrative gets lost sometimes in these courses and trainings and it can become a bit too abstract.”

“I'm open to anything beyond the basics. I'd also like it not to be a pep rally type of event but a thoughtful workshop more focused on creating meaningful dialogues. Perhaps something in-depth to the level of mediator training (which lasts several days---and that's just an example of the format I'm thinking of), but focused on having conversations and dialogues on diversity and inclusion issues. And please get someone thought and qualified to conduct something like this.”

“how to put diversity training into action -- practice with actual cases where we have to figure out how to react. A safe space to learn and practice stepping in to stop microaggressions, for example”

“I would like to see more practical information offered rather than general presentations about diversity. How can units improve the diversity of their staffs--from hiring student workers on up? What can we do to support minorities and underrepresented groups at the university? How can we have difficult conversations about diversity in a way that's professional?”

**Recommendations**

One takeaway from the survey was the varying levels of awareness, knowledge, and comfort with different types of diversity. The Academic Affairs Climate and Diversity Committee might consider ways to ensure training is available at multiple levels. In other words, some participants are in a position where awareness of differences and introduction to different types of diversity is necessary. However, many respondents pointed out the need for more advanced level trainings that go beyond introductory and general content. One recommendation would be to use Bloom’s Taxonomy as a model for learning content at various levels, moving from “remembering” to “applying” “analyzing” or even “evaluation” or “creation.”
Another approach might be providing or informing division members of training opportunities which look at intersectionality of diversity and how multiple identities contribute to unique experiences, rather than broad diversity topics specific to race/ethnicity or gender identity, for example.

It was also clear from the survey results that few individuals intended to discuss the implications, outcomes, or lessons learned during these trainings as part of their annual performance evaluation conversation. Despite the fact that “Diversity and Respect” is a competency appearing on performance evaluations, supervisors should consider adding an additional performance goal for staff to encourage continuous development in this area, as well as engaging with their employees about the takeaways from personal and professional development opportunities.

Additionally, over the course of several discussions, the subcommittee concluded that the structure of the training requirement, while flexible, may have not been structured enough to create noticeable change. This showed in the results in that respondents have not seen any change as a result of these trainings, and there is still some clear resistance to the requirement. It was not clear to several respondents why the trainings were mandated in the first place, stating that the relevancy to staff in many instances was not clear. In light of all of these concerns, the subcommittee recommends a wider discussion about why the training was required and, now that many have completed the requirement, what to do with it next. Several comments brought up a “now what?” component, which lead the subcommittee to believe the division is ready for the next step and to move forward rather than simply completing requirements and checking a box.

Finally, the subcommittee felt, based on comments in the survey, that the generalness of the requirement was not specific enough to the context of some specific offices, and each unit may have different needs which require different types of training. For example, the training requirement was put into place for fulltime budgeted staff. Several subcommittee members brought up the importance of including student assistants and graduate assistants in training requirements such as these, particularly since those are the individuals who frequently serve as “frontline” staff to customers. Many believe only including fulltime staff in the division level requirement undermines the significance of the role students have in many of the offices in the division and the professional role they play as part of the units’ staff.
Appendix A

Offices Reporting to the following Units are represented in these data:

- Vice Provost & Chief International Officer
- Vice Provost – Academic Affairs & Strategic Initiatives
- Dean of Faculties & Associate Provost
- Associate Provost – Graduate & Professional Studies
- Associate Provost – Undergraduate Studies
- Associate Vice President – Administration & Academic Affairs
- Vice President – Research
- Vice President & Associate Provost – Diversity
- Vice President – Enrollment & Academic Services
- Associate Vice President – External Relations
Appendix B

What types of activities have you participated in to fulfill the diversity training requirement? (check all that apply)

☐ Workshops hosted by AACDC (1)
☐ Workshops hosted in your unit/division (2)
☐ Diversity Speaker Series (3)
☐ Workshops held on campus sponsored by other organizations (4)
☐ Courses facilitated by Human Resources Professional Development (Online) (5)
☐ Courses facilitated by Human Resources Professional Development (Face-to-Face) (6)
☐ Trainings for staff facilitated by Human Resources Professional Development (7)
☐ Off-campus/community programs (8)
☐ Other (please explain) (9)

Have you observed a difference in your units' climate since the training requirements were instituted?

☐ Yes, the climate has improved (1)
☐ Yes, the climate has gotten worse (2)
☐ There has been no change (3)
☐ Unsure (4)
The training requirement has been valuable for me.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

The training requirement has been valuable for colleagues in my unit.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

The training requirement has been beneficial for my unit overall.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)
I have or plan to discuss the diversity training activities and impact of participation as part of my employee staff evaluation.

- Yes (1)
- No (2)

Which activities have been most beneficial to you and/or your unit?

________________________________________________________________
________________________________________________________________
________________________________________________________________

Across the activities in which you have participated, what have been the three (3) most memorable takeaway lessons or messages?

________________________________________________________________
________________________________________________________________
________________________________________________________________

The Division should continue to require staff participation in diversity/inclusion related activities on an annual basis.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)
What support would you like to see from AACDC in terms of programming to help strengthen your units' climate?

________________________________________________________________
________________________________________________________________
________________________________________________________________

I am aware of the following opportunities offered by AACDC: (check all that apply)

☐ Opportunities to serve AACDC as a member of a subcommittee (1)
☐ Individual Mini-Grant Awards to fund diversity development opportunities (2)
☐ Unit-level Mini-Grant Awards to fund diversity development opportunities (3)
☐ Biennial Supervisor Summer Meeting (4)
☐ What's Your Big Idea contest (5)
☐ Annual Diversity Accountability Report process (6)
☐ Status of previous Climate Survey recommendations publicly available at aacdc.tamu.edu (7)
☐ Previous AACDC subcommittee reports publicly available at aacdc.tamu.edu (8)

What diversity/inclusion related topics would you like to learn more about?

________________________________________________________________
________________________________________________________________
________________________________________________________________
Finally, we would like to gather some general demographic information from you that could help us better understand experiences across the divisions. Providing the information is completely voluntary and will not be used in any way to identify individuals within the division.

How many years have you...?

<table>
<thead>
<tr>
<th></th>
<th>Less than 2 years (1)</th>
<th>2-5 years (2)</th>
<th>6-10 years (3)</th>
<th>11-20 years (4)</th>
<th>21 years or more (5)</th>
<th>I prefer not to respond (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Been employed at Texas A&amp;M (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Been employed in the Division of Academic Affairs/Division of Research (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Worked in current position (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Are you currently in a supervisory role?

○ Yes (1)

○ No (2)

Do you identify yourself as a member of a historically underrepresented group at Texas A&M University? (Examples include but are not limited to: age, gender, religious preference, sexual orientation, citizenship, race/ethnicity, etc.)

○ Yes (1)

○ No (2)

○ I prefer not to respond (3)
Do you have a disability?

- Yes (1)
- No (2)
- I prefer not to respond (3)

Gender:

- Male (1)
- Female (2)
- Transgender (3)
- Not listed—please specify (4) ____________________________________________
- I prefer not to respond (5)

What is your sexual orientation?

- Asexual (1)
- Bisexual (2)
- Heterosexual (3)
- Homosexual, lesbian, or gay (4)
- Not listed — please specify (5)
- I prefer not to respond (6)
Race/Ethnic Identification (check all that apply)

☐ African-American/Black (1)
☐ Asian (2)
☐ Caucasian/Anglo/White (3)
☐ Latino or Hispanic (4)
☐ Middle Eastern/Arab (5)
☐ Native American or Alaskan Native (6)
☐ Native Hawaiian or Other Pacific Islander (7)
☐ Not listed -- please specify (8)
☐ I prefer not to respond (9)

Citizenship Status:

☐ U.S. citizen (1)
☐ Permanent resident (2)
☐ Not a U.S. citizen or permanent resident (3)
☐ I prefer not to respond (4)
What spiritual belief, if any, do you identify with?

- Agnosticism (1)
- Atheism (2)
- Buddhism (3)
- Christianity (4)
- Hinduism (5)
- Islam (6)
- Judaism (7)
- None (8)
- Not listed -- please specify (9)

________________________________________________

- I prefer not to respond (10)

Please click "Submit" to save your responses. Thank you!
Appendix C

What types of activities have you participated in to fulfill the diversity training requirement? (check all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Workshops hosted by AACDC</td>
<td>10.82%</td>
<td>87</td>
</tr>
<tr>
<td>2</td>
<td>Workshops hosted in your unit/division</td>
<td>15.80%</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>Diversity Speaker Series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Workshops held on campus sponsored by other organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Courses facilitated by Human Resources Professional Development (Online)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Courses facilitated by Human Resources Professional Development (Face-to-Face)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Trainings for staff facilitated by Human Resources Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Off-campus/community programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Other (please explain)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.82%</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>7.96%</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>23.63%</td>
<td>190</td>
<td></td>
</tr>
<tr>
<td>14.55%</td>
<td>117</td>
<td></td>
</tr>
<tr>
<td>9.33%</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>3.23%</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>2.86%</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

Total 100% 804

**Other (please explain)**

**Don't know**

Went to a workshop talking about how the College of Architecture partnered with the Brazos Valley African American Museum--not sure who hosted this.

I don't remember who offered the ones I took.

Webinar at SRS lead by David Hollingsworth

Unconscious Bias exercises obtained from MIT colleague.

**NCORE Conference**

I also have a home that fosters free thinking and diversity of thought. Furthermore, my wife is Peruvian and step-children are half-Peruvian. My siblings are half Tejano. My ex-wife is Vietnamese. My best friend is Kurdish and Muslim. I lived in and speak Korean. I do not know why this training was necessary for me, as my home life represents diversity at its finest, unless this is an attempt at political correctness and indoctrination.

Online, facilitated by other organization

**Green Dot**

Webinar hosted in my unit

I may not always remember who sponsored the events I attended.

face to face workshops held at a system school facility in remote areas

Office Initiated events

Educause 2017 conference sessions/speakers on diversity
When Multicultural Competence Meets Reality - Justin Brown

NCORE

Face to Face course facilitated by department

on-line wbinars

Courses for Diversity & Inclusion in the Workplace Certificate Program through HROE

Conferences in my field

LOTS of diversity ALL THE TIME  TOO MUCH

Have you observed a difference in your units' climate since the training requirements were instituted?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Have you observed a difference in your units' climate since the training requirements were instituted?</td>
<td>1.00</td>
<td>4.00</td>
<td>2.97</td>
<td>1.00</td>
<td>1.00</td>
<td>317</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes, the climate has improved</td>
<td>16.72%</td>
<td>53</td>
</tr>
</tbody>
</table>
Yes, the climate has gotten worse | 1.26% | 4
There has been no change | 49.84% | 158
Unsure | 32.18% | 102

Total | 100% | 317

The training requirement has been valuable for me.

![Bar chart showing responses to the training requirement question]

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The training requirement has been valuable for me.</td>
<td>1.00</td>
<td>5.00</td>
<td>2.44</td>
<td>1.13</td>
<td>1.27</td>
<td>318</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly agree</td>
<td>20.75%</td>
<td>66</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat agree</td>
<td>36.16%</td>
<td>115</td>
</tr>
<tr>
<td>3</td>
<td>Neither agree nor disagree</td>
<td>29.25%</td>
<td>93</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat disagree</td>
<td>5.66%</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>Strongly disagree</td>
<td>8.18%</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>318</td>
</tr>
</tbody>
</table>
The training requirement has been valuable for colleagues in my unit.

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The training requirement has been valuable for colleagues in my unit.</td>
<td>1.00</td>
<td>5.00</td>
<td>2.64</td>
<td>1.03</td>
<td>1.06</td>
<td>318</td>
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</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly agree</td>
<td>13.52%</td>
<td>43</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat agree</td>
<td>29.87%</td>
<td>95</td>
</tr>
<tr>
<td>3</td>
<td>Neither agree nor disagree</td>
<td>42.45%</td>
<td>135</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat disagree</td>
<td>7.23%</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>Strongly disagree</td>
<td>6.92%</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>318</td>
</tr>
</tbody>
</table>
The training requirement has been beneficial for my unit overall.

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The training requirement has been beneficial for my unit overall.</td>
<td>1.00</td>
<td>5.00</td>
<td>2.62</td>
<td>1.02</td>
<td>1.05</td>
<td>318</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly agree</td>
<td>12.26%</td>
<td>39</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat agree</td>
<td>34.59%</td>
<td>110</td>
</tr>
<tr>
<td>3</td>
<td>Neither agree nor disagree</td>
<td>38.68%</td>
<td>123</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat disagree</td>
<td>7.55%</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>Strongly disagree</td>
<td>6.92%</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>318</td>
</tr>
</tbody>
</table>
I have or plan to discuss the diversity training activities and impact of participation as part of my employee staff evaluation.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>42.86%</td>
<td>135</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>57.14%</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>315</td>
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</tbody>
</table>

The Division should continue to require staff participation in diversity/inclusion related activities on an annual basis.
<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Division should continue to require staff participation in diversity/inclusion related activities on an annual basis.</td>
<td>1.00</td>
<td>5.00</td>
<td>2.43</td>
<td>1.30</td>
<td>1.70</td>
<td>316</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly agree</td>
<td>29.75%</td>
<td>94</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat agree</td>
<td>29.11%</td>
<td>92</td>
</tr>
<tr>
<td>3</td>
<td>Neither agree nor disagree</td>
<td>20.89%</td>
<td>66</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat disagree</td>
<td>8.86%</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>Strongly disagree</td>
<td>11.39%</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>316</td>
</tr>
</tbody>
</table>
I am aware of the following opportunities offered by AACDC: (check all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opportunities to serve AACDC as a member of a subcommittee</td>
<td>126</td>
</tr>
<tr>
<td>2</td>
<td>Individual Mini-Grant Awards to fund diversity development opportunities</td>
<td>120</td>
</tr>
<tr>
<td>3</td>
<td>Unit-level Mini-Grant Awards to fund diversity development opportunities</td>
<td>99</td>
</tr>
<tr>
<td>4</td>
<td>Biennial Supervisor Summer Meeting</td>
<td>35</td>
</tr>
</tbody>
</table>
### What's Your Big Idea contest
- Total: 122

### Annual Diversity Accountability Report process
- Total: 94

### Status of previous Climate Survey recommendations publicly available at aacdc.tamu.edu
- Total: 85

### Previous AACDC subcommittee reports publicly available at aacdc.tamu.edu
- Total: 57

### How many years have you...?

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Less than 2 years</th>
<th>2-5 years</th>
<th>6-10 years</th>
<th>11-20 years</th>
<th>21 years or more</th>
<th>I prefer not to respond</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Been employed at Texas A&amp;M</td>
<td>13.44%</td>
<td>23.28%</td>
<td>18.03%</td>
<td>27.87%</td>
<td>13.77%</td>
<td>3.61%</td>
<td>305</td>
</tr>
<tr>
<td>2</td>
<td>Been employed in the Division of Academic Affairs/Division of Research</td>
<td>18.52%</td>
<td>32.59%</td>
<td>17.41%</td>
<td>20.74%</td>
<td>3.70%</td>
<td>7.04%</td>
<td>270</td>
</tr>
<tr>
<td>3</td>
<td>Worked in current position</td>
<td>27.24%</td>
<td>32.26%</td>
<td>19.00%</td>
<td>13.98%</td>
<td>2.87%</td>
<td>4.66%</td>
<td>279</td>
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</table>
Are you currently in a supervisory role?

<table>
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<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>39.34%</td>
<td>120</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>60.66%</td>
<td>185</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

Do you identify yourself as a member of a historically underrepresented group at Texas A&M University? (Examples include but are not limited to: age, gender, religious preference, sexual orientation, citizenship, race/ethnicity, etc.)
<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>36.54%</td>
<td>110</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>47.51%</td>
<td>143</td>
</tr>
<tr>
<td>3</td>
<td>I prefer not to respond</td>
<td>15.95%</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>100%</td>
<td>301</td>
</tr>
</tbody>
</table>

**Do you have a disability?**

<table>
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<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>Yes</td>
<td>8.58%</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>77.23%</td>
<td>234</td>
</tr>
<tr>
<td>3</td>
<td>I prefer not to respond</td>
<td>14.19%</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>100%</td>
<td>303</td>
</tr>
</tbody>
</table>
### Gender:

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>17.11%</td>
<td>52</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>70.72%</td>
<td>215</td>
</tr>
<tr>
<td>3</td>
<td>Transgender</td>
<td>0.33%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Not listed--please specify</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>I prefer not to respond</td>
<td>11.84%</td>
<td>36</td>
</tr>
</tbody>
</table>

**Total** | 100% | 304 |
What is your sexual orientation?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is your sexual orientation? - Selected Choice</td>
<td>1.00</td>
<td>6.00</td>
<td>3.77</td>
<td>1.39</td>
<td>1.93</td>
<td>299</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asexual</td>
<td>2.01%</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Bisexual</td>
<td>2.01%</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Heterosexual</td>
<td>66.89%</td>
<td>200</td>
</tr>
<tr>
<td>4</td>
<td>Homosexual, lesbian, or gay</td>
<td>1.67%</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Not listed -- please specify</td>
<td>1.34%</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>I prefer not to respond</td>
<td>26.09%</td>
<td>78</td>
</tr>
</tbody>
</table>

Total 100% 299
Answer

Heterosexual, but this is not relevant to my job and none of your business

I strongly think this is no ones business

Pansexual

This question is not work related

Total

Race/Ethnic Identification (check all that apply)

<table>
<thead>
<tr>
<th>Race/Ethnic Identification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American/Black</td>
<td>20</td>
</tr>
<tr>
<td>Asian</td>
<td>10</td>
</tr>
<tr>
<td>Caucasian/Anglo/White</td>
<td>180</td>
</tr>
<tr>
<td>Latino or Hispanic</td>
<td>40</td>
</tr>
<tr>
<td>Middle Eastern/Arab</td>
<td>5</td>
</tr>
<tr>
<td>Native American or Alaskan Native</td>
<td>5</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>5</td>
</tr>
<tr>
<td>Not listed -- please specify</td>
<td>5</td>
</tr>
<tr>
<td>I prefer not to respond</td>
<td>40</td>
</tr>
<tr>
<td>#</td>
<td>Answer</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>African-American/Black</td>
</tr>
<tr>
<td>2</td>
<td>Asian</td>
</tr>
<tr>
<td>3</td>
<td>Caucasian/Anglo/White</td>
</tr>
<tr>
<td>4</td>
<td>Latino or Hispanic</td>
</tr>
<tr>
<td>5</td>
<td>Middle Eastern/Arab</td>
</tr>
<tr>
<td>6</td>
<td>Native American or Alaskan Native</td>
</tr>
<tr>
<td>7</td>
<td>Native Hawaiian or Other Pacific Islander</td>
</tr>
<tr>
<td>8</td>
<td>Not listed -- please specify</td>
</tr>
<tr>
<td>9</td>
<td>I prefer not to respond</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Not listed -- please specify

This question is not work related

German American

American

Texan

American
Citizenship Status:

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>U.S. citizen</td>
<td>89.70%</td>
<td>270</td>
</tr>
<tr>
<td>2</td>
<td>Permanent resident</td>
<td>1.99%</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Not a U.S. citizen or permanent resident</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>I prefer not to respond</td>
<td>8.31%</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>301</strong></td>
</tr>
</tbody>
</table>
What spiritual belief, if any, do you identify with?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agnosticism</td>
<td>3.32%</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Atheism</td>
<td>1.66%</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Buddhism</td>
<td>0.33%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Christianity</td>
<td>64.12%</td>
<td>193</td>
</tr>
<tr>
<td>Answer</td>
<td>Count</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholicism</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Messianic Judaism</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paganism</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progressive Christianity - kindness and peace.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roman Catholic - Christianity</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is offensive to ask me. This is personal</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This question is not work related</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unitarian</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wiccan</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

What types of activities have you participated in to fulfill the diversity training requirement? (check all that apply)

<table>
<thead>
<tr>
<th>Answer</th>
<th>HUR %</th>
<th>Not HUR %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops hosted by AACDC</td>
<td>10.44%</td>
<td>11.24%</td>
</tr>
<tr>
<td>Workshops hosted in your unit/division</td>
<td>13.80%</td>
<td>17.13%</td>
</tr>
<tr>
<td>Diversity Speaker Series</td>
<td>14.81%</td>
<td>9.83%</td>
</tr>
<tr>
<td>Workshops held on campus sponsored by other organizations</td>
<td>9.43%</td>
<td>6.74%</td>
</tr>
<tr>
<td>Courses facilitated by Human Resources Professional Development (Online)</td>
<td>21.89%</td>
<td>23.03%</td>
</tr>
<tr>
<td>Courses facilitated by Human Resources Professional Development (Face-to-Face)</td>
<td>13.13%</td>
<td>16.57%</td>
</tr>
<tr>
<td>Trainings for staff facilitated by Human Resources Professional Development</td>
<td>8.42%</td>
<td>11.80%</td>
</tr>
<tr>
<td>Off-campus/community programs</td>
<td>4.71%</td>
<td>1.97%</td>
</tr>
</tbody>
</table>

Have you observed a difference in your units' climate since the training requirements were instituted?

<table>
<thead>
<tr>
<th>Answer</th>
<th>HUR %</th>
<th>Not HUR %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, the climate has improved</td>
<td>14.68%</td>
<td>22.38%</td>
</tr>
<tr>
<td>Yes, the climate has gotten worse</td>
<td>0.92%</td>
<td>0.70%</td>
</tr>
<tr>
<td>There has been no change</td>
<td>54.13%</td>
<td>46.15%</td>
</tr>
<tr>
<td>Unsure</td>
<td>30.28%</td>
<td>30.77%</td>
</tr>
</tbody>
</table>
The training requirement has been valuable for me.

<table>
<thead>
<tr>
<th>Answer</th>
<th>HUR %</th>
<th>Not HUR %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>21.10%</td>
<td>25.17%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>37.61%</td>
<td>37.76%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>29.36%</td>
<td>27.27%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>6.42%</td>
<td>2.10%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5.50%</td>
<td>7.69%</td>
</tr>
</tbody>
</table>

The training requirement has been valuable for colleagues in my unit.

<table>
<thead>
<tr>
<th>Answer</th>
<th>HUR %</th>
<th>Not HUR %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>12.73%</td>
<td>17.61%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>27.27%</td>
<td>33.80%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>45.45%</td>
<td>38.03%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>10.00%</td>
<td>4.93%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4.55%</td>
<td>5.63%</td>
</tr>
</tbody>
</table>

The training requirement has been beneficial for my unit overall.

<table>
<thead>
<tr>
<th>Answer</th>
<th>HUR %</th>
<th>Not HUR %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>12.84%</td>
<td>16.08%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>33.03%</td>
<td>37.76%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>39.45%</td>
<td>34.27%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>11.01%</td>
<td>5.59%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3.67%</td>
<td>6.29%</td>
</tr>
</tbody>
</table>
I have or plan to discuss the diversity training activities and impact of participation as part of my employee staff evaluation.

<table>
<thead>
<tr>
<th>Answer</th>
<th>HUR %</th>
<th>Not HUR %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44.86%</td>
<td>46.15%</td>
</tr>
<tr>
<td>No</td>
<td>55.14%</td>
<td>53.85%</td>
</tr>
</tbody>
</table>

The Division should continue to require staff participation in diversity/inclusion related activities on an annual basis.

<table>
<thead>
<tr>
<th>Answer</th>
<th>HUR %</th>
<th>Not HUR %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>32.11%</td>
<td>32.39%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>34.86%</td>
<td>28.17%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>16.51%</td>
<td>23.94%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>7.34%</td>
<td>6.34%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>9.17%</td>
<td>9.15%</td>
</tr>
</tbody>
</table>
## Appendix E

**Which activities have been most beneficial to you and/or your unit?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Which activities have been most beneficial to you and/or your unit?</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Do not recall</td>
<td></td>
</tr>
<tr>
<td>I really benefited and enjoyed the diversity speakers programs.</td>
<td></td>
</tr>
<tr>
<td>Current wording a phrasing for diverse groups.</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>As an individual with minority identities, I believe ongoing dialogue and opportunities that create awareness will always be beneficial to everyone (e.g., allyship, micro-aggression, inclusive practices, power and privilege, and so forth). In addition to opportunities to learn and reflect, there needs to be a system in place to implement essential takeaway as a unit (accountability).</td>
<td></td>
</tr>
<tr>
<td>Woke Wednesdays</td>
<td></td>
</tr>
<tr>
<td>The most beneficial to me was taking the classes for the Diversity Certification Program and attending some of the presentations on campus. The Certification Program has opened my eyes on different types of diversity and cultures and how to discuss diversity. I also attended the Aggie Allies Training which was helpful.</td>
<td></td>
</tr>
<tr>
<td>Events that engage multiple units across campus and allow for cross-campus dialogue.</td>
<td></td>
</tr>
<tr>
<td>Unsure</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
</tr>
<tr>
<td>The multi-generational diversity training. This was a topic I had not considered as much before, but it is a discussion that occur to ensure we see the benefits each generation can provide when working together.</td>
<td></td>
</tr>
<tr>
<td>weekly staff meetings, EOD classes, online classes</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Accountability is still woefully lacking. Checking off a box that you attended, funded, or had your employees attend a workshop does not move forward the cause of transformative change on a campus as entrenched in white privilege as ours. Seems to me that leadership is being applauded for scheduling programing as opposed to implementing substantive diversity benchmarks in terms of hiring, promoting, and checking people who are insensitive (read clueless) to those that don’t look like them.</td>
<td></td>
</tr>
<tr>
<td>understanding millennials</td>
<td></td>
</tr>
<tr>
<td>No comment</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>


webinar: You, me, us: Working with a Multi-Generational Workforce  2111242: fostering respect in a diverse workplace

When the director of the GLBT Resource Center gave a presentation to our staff.

Collaborating in a diverse climate with colleagues. HR Training on AACDC. Staff events that allow further collaboration and communication in our department.

Open discussions about diversity and work situations.

The interactive trainings (in-person workshops and classes)

Workshops by outside professionals --but not motivational speakers....! Because everyone can pick and choose, the benefit is individual and not easily a shared experience within the unit.

Our departmental get togethers where we had guest speakers and discussed the impacts of diversity on campus.

I am sorry to say that I did not find them beneficial. Topics covered are common knowledge to most people.

Understanding the differences in generational characteristics

Diversity speaker

I was a part of a group that watched a seminar on diversity and was told it would count towards our requirements but then later was told it did not qualify. I plan to attend another webinar that David Hollingsworth is leading on 05/24 and he said it does qualify as a "Critical Needs" diversity training requirement. I do not know what other courses I can take to fulfill this requirement. I have taken two classes at the GSC that covered diversity but I am not sure if they qualify. How can I find out?

"When Multicultural Competence Meets Reality" Justin Brown, Diversity Consultant/Trainer Social Justice Conference

we are a new unit, &gt;1 year old, and we have not participated in these trainings.

Casual discussions among teammates (during team meetings) regarding family or country of origin cultural expressions and trends.

EOD offered Multigenerational workshop within our unit. Also participated in some exercises I received from a colleague at MIT on unconscious bias.

Participation in any of the activities has been beneficial. Just being aware of diversity related issues and impacts is important in itself.

Probably the face to face Difficult Conversations Workshop I attended.

The face to face training sessions are very helpful and have been very enjoyable.

These activities have not been beneficial to myself or my unit.

none. i do not see any problem with diversity.

In person Diversity training, workshops held by HROE for professional development.

Accessibility training in web development.

None of them; they are a waste of time, particularly trying to fit them in around my work activities
N/A

Diversity and inclusiveness have never been a problem for this unit. That is why there has been no relative change.

I liked the guest speaker we went to at the Hillebrand Center although I was uncomfortable with his suggestion to meet with a newly met colleague for lunch and to follow up with additional casual meetings. I liked the EID class I attended. It has helped me at work.

Those offered in house.

Face to face so as to participate and interact with others and hear their ideas and concerns.

Those that have involved multi-generational workforce.

the generations definition (I can't remember the name)

Trainings and workshops that center around generational differences have generated the most positive communication and interaction.

Face to face trainings have been significantly more beneficial than online trainings.

Online training

I found the training to be extremely bias, as is with this question as it suggest that I should have found the training to be beneficial. What if I did not find it beneficial? What if I found it to be inherently discriminatory in nature? For example, I was lectured on “mansplanning” when the results of the research proved to be statistically non-significant. My peers were taught about “Whiteness Theory” in hiring practices. I do understand “Whiteness Theory” as I studied it in my Master’s degree program. I found it to be incorrectly named. For example, I lived in Korea, which is 96% Korean. I experienced racism and discrimination. I saw foreigners praised, and almost deified, when they accepted Korean culture. Should I then come up with a theory called “Yellowness Theory?” God forbid, no! It makes my skin crawl just saying it. As such the theory is wrongly named and should be properly identified as “Dominate Culture/Race Theory.” Calling it “Whiteness Theory” is biased and, in my opinion, utter racism. It has no place in training. This training also had logic flaws. In the hand out, “professionalism” is labeled as a white cultural construct, but then it refers to “professionals of color.” If professionalism is truly a white social construct then is it not perpetuating “whiteness” to call people of color professional? Bad logic. As the training I received was statistically insignificant, biased, and illogical, I can only assume that this was a bad mistake, or there is a political agenda being pushed upon the staff of this fine University.

Face to Face trainings as it gives a chance to interact with others and apply what we have learned.

Being exposed to the various techniques to address the perceived or actual communication variables.

I enjoyed the training on improving communication.

AACDC Lecture Series; Lecture: Step In. Stand up. Series; Aggie Agora Lecture Series.

The diversity series which I attended in person on campus works best for me vs. the webinars.

I feel that the Diversity Speakers Series was a great team building event.

The trainings I have been to have been beneficial. Learned about different ways to communicate to different groups.
Learning about the different generation gaps and how they best perform

TAPPS guest speaker

Seminar at the annual CSBA conference discussing implicit bias and ways to override those tendencies in the work place.

Invited speaker is more effective method for this type of training.

Online training

It has been easiest to participate in division activities, as they are usually in the building I work in - there isn't travel time to consider, and these activities are usually short. My schedule is usually quite full, and participating in three (sometimes lengthy) sessions puts strain on the services I offer to my faculty when I am also expected to complete additional trainings throughout the year.

Step In Stand Up (Green Dot and Stand Up) and DAP (Diversity Awareness Program by Justin Brown)

HR Online training

N/A

HROE courses that were face to face classroom

EOD online

None

understanding of generational differences

Age differences in Teams.

I attended a workshop from the GLBT Center that was useful in part because it gave me some suggestions about classroom practices I could implement, including a diversity statement for my syllabus and some changes to the language I use and classroom practices.

The diverse options from training to workshops to presentations.

Face-to-Face interactive sessions with HROE

Our unit is pretty inclusive as it is, I don't think the trainings have been particularly beneficial or not beneficial. It reinforced the idea to be kind, respectful and supportive. However I doubt a few hours of training a year will changed 30-50 years of learned behaviors.

online

We had a diversity workshop that helped us approach coworkers with improved communication skills.
The same workshop also covered the impact of stereotypes.

none

An in-person speaker hosted by my department.

The series of noon-time programs was most intriguing and beneficial as the topics and the speakers’ backgrounds were diverse and often offered varying perspectives.
The face to face workshop on the differences in age cohorts in the office was insightful and helpful in explaining some of the differences in relations in the office between age groups
I am trusting you to keep my comments confidential. Brace yourself. Diversity is a waste of time. We are all one - members of the human race. America stands for integration not separation. The diversity movement is killing us. America is founded on "E Pluribus Unum" out of many one. http://www.greatseal.com/mottoes/unum.html. This is the exact reverse of diversity. We want everyone to come to America and become American - not African American, or Jewish American or European American = AMERICAN.

The presentation by TAMU GLBT at our staff meeting was very good. It was nice to hear this as a department so the conversation could continue among staff members.

I don't think that being required to take three training's with one in person has been beneficial at all. I understand required training's and do all of them that I am supposed to do. An annual training on diversity would be fine. The climate has not changed in my unit other than making everyone angry with the fact that we are required to do all of these training's when we have no issues. I think that if there is an issue with diversity then it should be addresses with that or those individuals and not punish the rest of the university staff.

The talk by Christine Kaunas should be mandatory for all website designer and managers.

Learning about instances of discrimination on campus and how to combat those.

Training on how different generations are different in their approach to work.

We have not had any activities to enhance or embrace culture

Generations

Talking about diversity needs in service.

programs on unconscious bias.

training

Self awareness activities

Any activities that I attend are beneficial to me but because behavioral issues cannot be mandated or controlled, so activities may not be immediately useful even when mandated but will possibly be realized over time. Some people are just unaware of how their behavior or poor verbal communication, intended or not, carries across to others.

The multi-generational workplace training offered to admissions as part of our quarterly meeting.

Can't think of any specific ones.

Online training.

Interactive ones.

Discussions about issues in the workplace.

Kelli McCloud-Schingen Program

Workshops such as Aggie Allies and other in-depth programs Being on one of the AACDC committees

Online training. Not enough time to attend in-person classes due to insufficient staffing.
The talk given by Justin Brown at the Equestrian Center last year.

Face to face training through HR.

I enjoyed the face to face class, but I don’t feel like it was truly beneficial as I have seen no change in attitudes or work culture. Also, the diversity training failed to include a section about educational backgrounds or working mothers and these are two things I often feel discriminated against for.

Diversity training is always beneficial

For me, I gained a lot through participation/completion of the Diversity in the Workplace Certificate offered by HROE. It exposed me to different areas of diversity I wouldn't have otherwise thought to explore on my own. As a unit, our team gained a lot by having HROE staff, as well as DMS and Disability Services staff, present updates and special topics to us at various weekly meetings. A staff member on our team coordinated with those offices to have them come out to visit with us at least once during the semester.

I have only been to one. It was held at the Equestrian Center in July, 2017. I don’t remember the speakers name

I have not found this particularly helpful.

Online diversity training Face to face training

face-to-face trainings with EOD and community and professional groups

I really enjoyed participating in EOD’s Diversity and Inclusion in the Workplace Certificate program, and am confident that it was of considerable benefit to my organization, and to me both personally and professionally

Communication improvement activities

All activities are of benefit. I’ve always participated in this type of activity and asked my staff to do so. As a result, the initiative didn't really change anything

The Unit trainings have been great. I also have gained a lot from personal trainings I have sought outside of work.

I'd honestly say that my experience in my unit has been positive, and I have not noticed any diversity disputes in my time here. I do not know if training helped that, but it seems that it was more a burden and time consuming than helpful.

online trainings

none.

The courses offered by EOD. They are delivered well and are very thought provoking.

The diversity speakers series

While the trainings themselves have been fine, I don’t see why the required volume of trainings is necessary. Trying to squeeze in 2+ half day trainings, and accommodate staff who are trying to do the same thing is only adding more stress to our unit’s workload. I don’t think diversity was ever an issue before; however, it sure is discussed negatively now!

Speakers
having guest speakers in a smaller group setting where we can really discuss issues as opposed to 300 in a big lecture hall.

I have been fortunate in my 10+ years as an employee to not have witnessed anything that would have caused me to think we needed diversity training. I understand this may be an issue with students; however, as a student many years ago I don't remember any issues then. The impact on my unit has been very negative, as we are required to take 2 half day trainings plus an online course (or more if pre-requisites are required before the half day trainings). Our workloads just do not allow for this, and where diversity was never an issue before, there are now negative connotations associated with it because of the amount of training that is required. I think 1 training is certainly justifiable; however, the shear amount that is now required is ridiculous.

Our unit has always been very involved in diversity events. Not sure the new requirements have made much of a change from what we were already doing.

Because we serve a diverse population in our customer base, and because our unit is large enough to have a rather diverse population of staff itself, I found the insight provided in my trainings and workshop very helpful in interacting with my coworkers for greater sensitivity and respect that at my age of 64 was not always part of my conservative background's formation in youth. I know that I have grown in my respectful treatment and understanding of others with very different socio-economic, cultural and philosophical backgrounds than my own. I feel this makes me a more understanding human being as a whole..always a good thing.

Developing Cultural Competence in the Workplace HROE

EOD classes

none

On line courses are easier to complete. However, it was beneficial to attend the one classroom training.

Face to face meeting - professional speakers

Specific to our work at conferences

None, the campus climate as a whole requires one group of people to be silent. You what hem to work hard to make a difference, but campus doesn't want to know what they are feeling.

The workshop on generations in the workplace.

diversity speakers

Know your Rights Workshop was the most beneficial to me and my office. It was important reminder that the rights of minorities are still protected by the constitution.

Course on generational differences

Most beneficial to me was Conflicting Conversations class. I think it should be mandatory for management in that they have to deal with more personnel.

I enjoyed taking the Community of Respect Workshop with my coworkers. It is a different perspective with people you know so well as opposed to taking it with strangers.

None, the in-person activities I attended where highly geared to the left. Especially the "Challenging Whiteness in Student Affairs Professionals." One particular speaker was highly left and even brought in Fox News as a problem along with other factors such as slavery even and white privilege. This was
not geared to diversity, it was strictly white on black. One of my employees asked me why she was not included anywhere in the topic. (She is Spanish). This presentation should not have been given.

The fact is that while I believe good intentions are driving this campaign, I know, that we are all very busy and adding these "trainings" which, in fact, are not trainings but rather, someone else's opinion (research dissertation) of the way they perceive things to be, and we are all aware of this. These trainings are divisive and only bring attention to our differences and really just the negative aspects of our differences.

I think the best part is that "diversity" is on people's minds.

Diversity Speaker series

None

explaining traits of various generations

face to face trainings, where participants interact and real-world case studies are discussed

NONE

Making diversity training mandatory.

Across the activities in which you have participated, what have been the three (3) most memorable takeaway lessons or messages?

Across the activities in which you have participated, what have been the three (3) most memorable takeaway lessons or messages?

The session on the generations was beneficial.

NA

Do not recall

Be an active listener to others of diverse backgrounds. I didn’t know what I didn't know- what I thought was true turned out to be not so Diversity is important to the growth of any organization

1. Phrasing/wording. 2. Understanding some of the struggles that other people go through just to get to work/class. 3. Understanding how different generations see the world.

1. Some staff members have no interest in diversity. 2. Some staff members believe in a color-blind society and can't accept reality. 3. Some staff members are most concerned with what's in it for them; no empathy/A&M not for everyone perception.

Individual takeaway includes: • Self-care (minority fatigue) • Ways to reduce implicit bias in processes • Networking – knowing who else is committed to learning and improving.

1. How to engage with people in a respectful manner 2. How to set boundaries 3. How to honor myself and the space I occupy

Peoples beliefs come from their background and culture. There are many ways to perceive things by the way you were brought up. There are ways to say things to talk about diversity without being discriminatory.
1) That there is a unified effort across campus/units/departments to enhance campus climate. 2) Issues we see in our office are not unique to our office. 3) We have the capacity to implement programming for students to increase climate, it's simply a matter of working with right individuals on campus and identifying key stakeholders.

Unsure

Our group is committed to treating everyone the same. The value of training is to look at biases people may not know they have.

being belittled because of my race in a meeting; being stereotyped because of my race, gender and age during a presentation; did not feel inclusive

The need and right of each individual, whatever their race, generation, or gender, to feel respected. Each perspective contributes something unique and beneficial; including different perspectives in the development stage of a project, for example, will lead to a stronger, more widely-applicable end result. Greater understanding of your co-workers and other groups around you will lead to a happier, more communicative, and more productive team.

Treat everyone with respect. Look for ways to improve. Encourage a welcome atmosphere at TAMU

none - this was focused on teaching not staff

1. TAMU is in denial. 2. See number 1. 3. Diversity efforts shouldn't ONLY make people of color uncomfortable.

Understanding the need for remote working options, flexible work hours, and understanding different working styles.

No comment

None

What is diversity. Why does diversity cause misunderstands and problems. What can be done to prevent misunderstands and problems.

n/a

Learning about the unique struggles of these minority communities was helpful. There is still a LOT of progress that needs to be made on campus, specifically regarding internal policies, documentation, and processes. For example, I find it perplexing why A&M hasn't updated their gender identity preferences to include a wider range of options on any formal paperwork a student has to fill out. This will impact statistical reporting drastically as those people can be represented rather than improperly categorized.

We are all human beings working toward the same goal. Everyone is equally valuable as human beings. We need to take steps to further the environment/climate of a diverse and friendly campus.

1. That diversity can also be about thoughts and not just race, gender, etc. 2. The evolution of diversity in the workplace. 3. How diversity can contribute to the culture in a workplace setting.

I learned the difference between equal and equitable (everyone needs shoes, but while giving everyone a pair of size 8 shoes may be equally addressing that need, it is more equitable to give everyone a pair of shoes in the size that fits them). Even if I am uncomfortable or afraid to speak up about diversity (particularly race-related) questions or issues, I should. Otherwise, I may never understand and grow out of my own biases and prejudices. White privilege is not an entirely bad or evil thing. I can use it to create safe spaces, call out others, and in other constructive ways to add to the conversations about diversity.
The prevalence and realities of hidden bias.

The realization that behaviors we have been taught for years as safety protocols through our police departments could be considered micro-aggressions.

The training that grouped staff by age into categories was highly offensive to me. Diversity training should 'NOT' label people in any way. My personality and work type does not fit into my age category that I was grouped into during the training course and I found myself resenting the 'label' while taking the online course. I think the course defeated the purpose.

Everyone is different. We are all alike in many ways. Thinking about other's needs first.

Generational differences

Privilege

Most memorable activity was one not directly tied to University-coordinated events/activities: read the book "The Culture Map: Breaking Through The Invisible Boundaries Of Global Business" -- Erin Meyer. This gave great insight into cultural differences to work, authority, decision-making, and cooperation.

Significance of generational differences. Misconception of many regarding concept of "privilege."

I felt that the course covering diversity across generations was somewhat helpful, but feel that making special arrangements to communicate with three of four different groups in different ways within one team can be very time-consuming, inefficient and may lead to inadvertently conveying slightly different information to each group,

Salary parity - Being more conscious of all of the roles that we have on campus - Diversity should be a priority to all and should be discussed more frequently

I am more aware of what some believe to be micro aggression and how unrealistic their expectations. I am learning some people raising dialog regarding gay, trans and binary are more focused on traps than an open conversation

Being aware of unintentional biases. General knowledge of cultural differences and perspectives

Importance of staff participation in activities related to diversity

1. Learning what Microaggressions are and why they have a negative impact. 2. Learning about privilege. 3. Learning that there are members of our community who feel oppressed.

Focusing on the impact of what we say and do to others, rather than our intent. We need to be more deliberate about choosing words carefully. Embracing the fact that differences makes our team stronger and better. Overall, extending kindness and understanding to others.

We are all human.

Students with disabilities

- How forced these trainings have been - How irritable this requirement has made my unit - The irritation among my unit that these requirements came about because of a single incident that our unit was not involved with

... When going to the SAW presentation, the Social Media presentation made me rethink my social media presence. Climate and Diversity training my department had in house made me realize not everyone understand the U.S hand shake or thumbs up or other nonverbal behaviors.
Lessons on editing websites. Tools for checking accessibility. Advice on communicating cross generation.

None

N/A

1. Listen when people talk. 2. Communicate in such a way or ways that you are understood. 3. Do not be quick to judge people.

Be conscious of what is going on around us. Speak up if needed. Be more inclusive.

Don't Assume.

Interaction with others within the A&M Community to observe their ideas and opinions. Opinions of staff/co-workers. Leadership feedback.

everyone is different some things may get lost in translation, be mindful of your audience understanding a person is a key to effective communication

1) Differences in experience between generations predict the types of communication methods preferred and the general time frame in which a response is expected. 2) Being overly concerned about accurately participating in another culture can contribute to mistake you would not make otherwise. 3) Active consideration of differences is an extremely effective strategy to keeping workplace conflict to a minimum.

Cross cultural communication techniques Generational diversity

Do not let someone's appearance dictate how you treat them. Show respect for all values and beliefs, even if they are different from yours. Always try to put yourself in someone else's situation and see things from their perspective to better understand where they are coming from.

1. The training was insignificant, biases, and illogical. 2. There may be a political agenda behind this training. 3. I fear that if I have differing opinions, that I may loose my job; thus, I can only give feedback confidentially.

Learning the generational differences within the workforce How I contribute in a diverse environment

What not to do in effort to ensure I am inclusive of others.

Communication, Communication, and perspective.

For me, the biggest take-away is that A&M, being a predominantly white institution, does very little in support of it's students of color.

It is important to have these conversations, even when they are difficult. Dialogue is important to address our differences. There are others on campus with similar experiences as mine.

Communication and perception.

Reminders that all are fighting some battles that may not be obvious to others. Difference in the manner in which the different generations learn and best perform. How differently we were raised versus how we were transformed into raising our children (millennials) differently

Empathy is key. I need to take charge for my own actions. I need to hold the people around me accountable for their actions.

Little things add up quickly Act, don't react Assume positive intent

Definitions of diversity and inclusion Value of inclusion Strategies for promoting inclusion
To be honest, the two sessions I've participated in have not offered any information I didn't already know. I'm still due for my face-to-face session (scheduled for July) which I am looking forward to, and hope for new information and fresh perspective. In general, the sessions I've attended haven't offered any real relevant perspective other than to be respectful and to practice open communication (which in my opinion is just common sense).

1. (In Person) Step In Stand Up (Green Dot and Stand Up) Replace Red dot with Green dot. Make campus safe place. 3Ds' - Direct, Delegate and Distract  
2. (In Person) DAP (Diversity Awareness Program by Justin Brown) Strive for Excellent, Respect and Friendship  
3. (Book) Start with Why by Simon Sinek Being a leader, you must learn to listen first and always start with why you are doing what you are doing.

N/A

1. People complaining about having to go 
2. People complaining about having to do online training 
3. People complaining about how they felt offended by the term White Privilege

None

How Society treats different age groups  
How older generations still have plenty to offer  
How some of the younger Generations are in too big of a hurry and often do not have loyalty

I have become more aware of my own bias, even in areas where I thought my attitudes were more enlightened. I have become more aware of the emotional and psychological burden of being a minority in this environment. I've seen the need to do more than be aware of diversity issues--that I need to be more proactive.

It articulated the issues that exist, some of which are not obvious or are subconscious. It promoted dialogue and collaboration within units and across campus. It is offering deeper thinking and innovative ideas.

The Diversity and Inclusion in the Workplace Certificate Program.

The most memorable takeaway is that it seems counterproductive to showcase different groups, preferences, etc. I just assumed that as professional adults we are already aware that for as much as we seem to differ we are also all human and deserve respect.

Listening is essential

1. That knowing more about the background of our coworkers can improve communication in the unit.  
2. That not all people from one group will think the same across age, national origin, etc. However, there will be some similarities on those groups.  
3. That effective communication improves work dynamics.

- I'm nowhere near the only person to think negatively about these requirements - I have entirely too much work to do to be wasting my time on this stuff - I have a dream...that one day this once great university will return to making decisions based on what is best for it - not based on political pressure/opinions.

(1) Not everyone is the same, (2) Different generations, different personas, (3) Treat everyone equally

When discussing sensitive issues coming up with approaches that empower the person in the majority to understand how they can be a positive change agent and having balanced approaches where they don't feel vilified in the process.

Try to see things from other perspectives, and also try to think about why someone might be behaving in a certain way.
this is stupid. I learned in at age 5 to love everyone - we are all God's children. And to treat everyone equally. Not special - equal.

1. The history of GLBT and the services offered are more in depth than I imagined. 2. When we take the time to get to know and understand the different cultures around us, we discover that we are really the same. I have learned to respect others who are different than me! 3. Inclusion is a must in order for us to move forward.

Some of the "training's" that were in person where not training as much as a presentation on someone's opinion. And for the most part some of those were very disrespectful to the audience who attended and I know several people who walked out of them. These talks were not training they were talks about the presenters opinions

1) While attending workshops hosted by AACDC, I realized why this requirement is so important. People seem scared to discuss their differences. 2) I'm thankful for the positive climate in my unit. 3) These activities need to continue to occur, so there is open communication to allow for positive climate.

Excessive download times on poorly designed and/or scripted web based information discriminates against people with limited download speeds or times, due to income.

Everyone brings a diverse and unique skill set to the university. We can be a safe space for all forms of speakers. Alumni and parents have influence, but it's not always in the best interest of the students.

The training has not had an impact on me.

Many of my employees and colleagues were insulted by the diversity "training" sessions they attended on campus or via webinar-mainly the diversity speaker series. They felt that certain groups were targeted. This caused a lot of distress among many co-workers. For this reason, I believe the climate is now worse. They also felt these were not "training", but rather opinions of the presenter, and they should not have been required to attend. Since one session had to be in person, many felt they had to attend a session of the speaker series.

People are different and it's ok. Don't try to make people change just because you are uncomfortable no matter where you are or they are in life.

Managing my expectations based upon the needs of our students generationally- not based on what was expected of me. The potential for misleading marketing campaigns (showing more diversity than there is).

seeing how people refused to help each other "on the bus"; they assumed they could not. People misunderstanding the issue of white privilege. Seems like no matter how much we do, there is still more to do.

every culture has their own way of saying proverbs and eventhough the words may be expressed different they may have similar meanings

There was the one session with a speaker, Justin Brown, that comes to mind but it's because I felt as though part of his presentation made some Anglo's and others feel singled out. But then, maybe this is part of the problem that there is only one thing in particular sticking to mind, the others must not have been memorable or dynamic enough (?) to readily recall messages.

My coworkers are not interested in participating in diversity programming. My coworkers actively disparage and dismiss diversity programming. Even though I have a personal interest in diversity awareness, it is not welcome among those in my unit.

Look beyond outward appearances. Be open to other's ideas. Don't be afraid to go outside your comfort zone in experiencing new things.
That my behavior does have an impact on other people. I should treat all people with dignity and respect them. That there are different generations in the workplace and each generation may communicate differently.

Remembering differences Respect for others even if they have different beliefs than myself diversity covers a range of things—not just race

- Cultures are different and some things that seem the same may not be.
- Words and tones have different meanings depending on culture.

I feel like I learned some about other's experiences at Texas A&M, but at the end of the sessions I felt more divided from their "group" than enlightened. There was little encouragement of conversation or discussion. I did have some questions after some of the speaker's presentations but did not feel like my point of view would be received in an open way. There is a lot of focus on the advancement of certain groups over the advancement of A&M as a whole in the overall TAMU strategy.

Microaggressions  Implicit bias  Cultural appropriation

We all have biases  It is a mistake to generalize  We are usually more alike than we may first believe

The session on the generations was beneficial.

Be sure to rank or tag the activities—most of them just repeat the same introductory information about diversity over and over again and skirt the more difficult issues and dialogues that would make a big difference in the climate at this university.

Learning about generations at TAMU. Strength training activities How to approach cultural situations with prospective students.

Diversity is good, unless you talk openly about your divisiveness, because you might offend someone.

Multi Generational training

* Diversity encompasses more than racial backgrounds.
* Diversity issues are always changing/merging/intersecting, so continued pursuit of knowledge is necessary.
* Everyone has something to share and contribute.

Listening to the experiences of others and how it made them feel.

Mutual respect is mutual respect. What other take-away should there be? The rest falls under mutual respect.

Listen first

reminder of direct/indirect communication styles  common cross-cultural communication challenges

1. seeing folks from around campus at these events striving to better themselves and their surroundings has reminded me that even if our campus isn't where we'd like it to be when it comes to diversity and inclusion, I'm inspired by the fact that many people are doing their best to help us move forward 2. great reminder: don't judge a book by its cover 3. great presentation and poor presentation can make all the difference in the world when it comes to relaying content that's extremely important

People communicate differently It's easy to discriminate and not mean to It's easy to be offended when no offense is meant

Better understanding of issues

1) Language is important and powerful. 2) There are resources offered within the community to assist and
1. Positive: In my line of work and personal activities, I see minority groups receiving benefits over white males; however, I have gained a better understanding of why so many black people focus on their race and of some ways that their race affects their lives in negative ways. 2. At NCORE, it was clear that some of the participants and presenters could not rationally discuss facts because they were so angry about something. That was a memorable and regrettable takeaway. 3. That when I try to see things from another’s point of view, I might have the wrong perspective. I’ve learned about some additional perspectives I did not know before.

I honestly learned and took away more from a staff training about generational differences than I did from any of the mandatory diversity courses. I’m not sure I could even tell you much about them.

be intentional about seeking input from others  communication can be direct or indirect, some of communication style is driven by culture teaching styles, interview questions, etc. can determine the success of the student/applicant in that unintentional bias affects outcome and often impacts underrepresented populations

Intent vs Impact

1. Never assume anything, whether that’s experiences, knowledge, or likes/dislikes 2. Actively include people that may be overlooked 3. I will probably never be able to understand the different experiences of a person of color, and that is okay

That the trainings are really only necessary for a small number of students. No one has yet to provide any examples of staff issues in the trainings (even one of our instructors mentioned that the only examples he has heard have involved students and/or student workers). The instructors I have had (and other staff members in my area have had) have all been good though.

Things are not always what they seem. Perception is not always reality. You cannot assume you understand someone’s situation.

Majority of the information is stuff I researched extensively for my dissertation, so nothing new came to light.

Ways to communicate to different styles/types of communicators

Primarily, that training is not needed. In my last 3 hour training, the only example from the group involved a student worker incident. Our instructor stated that student examples are the only examples he had heard since doing the trainings. I just don’t understand why staff are required to spend so much time now on these trainings.

1. The significant differences in perspective and approach to life issues that age creates due to social experience historically. I am the oldest employee in my unit and it really helps me understand my younger coworkers better. 2. That different is not necessarily better or worse, right or wrong, but just different. 3. Every human being has something to offer, that we can personally benefit from, if we allow ourselves to look past differences and engage with them in kindness and respect. It is wisdom to know we are all still learning and growing and do that best with open interaction and open minds.

My background impacts my perception of individuals Diversity is beneficial to the university TAMU could still improve its diversity initiatives

To speak up when I notice disrespectful behavior. To be more empathetic, especially with those who are very different from me. To seek more opportunities to be more culturally aware.

How much there is to learn if I just pay attention

none
If visiting a foreign country, research customs first. Remembering differences in generations creates different work approaches. Not a new items; show respect.

Treat people as people. It's hard to recruit engineers of color. "feminists' have made the topic toxic and ruined it for the majority of women.

Diversity includes a broad range of identities. Ways to show our units are welcoming to all. Improving our hiring process thru interview questions.

The amount of money and effort that goes into trying to silence "hate speech". The bias against people that have traditional values. Each one of the workshops I attend the presenters idea of diversity is that I must give some of my values in order to be considered diverse. If I question their values, then I am not diverse and I am an enemy to the campus community. None of the presenters talked about mutual respect.

1) It is important to know your legal rights. 2) It is important to know the institutional policies regarding discrimination and harassment. 3) It is important to remind people that just because they attended a diversity training, it does not mean that their bias against women and minorities is gone.

Everyone is different.

Try to understand what is behind the individual's choices/words, etc.

WHITE FRAGILITY! Cearly not diversity and inclusion training. Couldn't be more insulting.

1) We have different generations with different ways of doing things. 2) Be aware of all the kinds of differences, not just religion or race. 3) We're all on the same team!

1) You See Me, I See Me: Chanda Elbert, PhD, Associate Professor, Tammie Preston-Cunningham, PhD. The success of the Distinguished Gentlemen's Club and the need for cultural organizations to support success for their members. 2) A2A Peer advising's success with young people reaching other young people. 3) The Office for Diversity itself, in that the University supports these types of causes in general.

I personally think it's been a waste of time. We watched one of the WebX trainings to be told in advance it would be a face to face and then told it wasn't, so that wasted 2 hours of my time.

All a waste of time; takes time away from real work.

Older generations value face to face time. Younger generations prefer out of the box solutions to problems.

Respect for various work-styles and strengths. Respect for generational differences. Raising consciousness about microagressions.

Be open. Be observant of others and what is happening in your proximity and do something if you feel it is harmful or negative. Try doing things differently, from someone else's perspective.

Overall it appears that the university cares about diversity, it's image, but that it has not made much movement in the last 5 years to create tangible change.
What support would you like to see from AACDC in terms of programming to help strengthen your units' climate?

<table>
<thead>
<tr>
<th>Resource need: Tools for managers and/or unit directors to debrief diversity activity as a department. Why: Because we are all busy, we sometimes have a check-box and complete out of convenient mentality. To illustrate, staff will eventually input we have completed our required training onto a spreadsheet. Perhaps, people might debrief informally lessons learned and feelings provided more than one person went to the same event.</th>
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<tr>
<td>accountability for inappropriate behavior</td>
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<tr>
<td>Bring in people from the Employee Training Division and have them do workshops in the office, or at staff retreats. There was one in particular I really wanted to get the person over hear to do, but could not get it all set up.</td>
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<tr>
<td>Having speakers that engage multiple units/allowing staff to engage with other units during discussions</td>
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<tr>
<td>Unsure</td>
</tr>
<tr>
<td>Keep it short and to the point.</td>
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<tr>
<td>I am not sure if this would be more beneficial or harmful to bring to the forefront, but with the current political climate, diversity training on different political views might help improve understanding on all sides.</td>
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<tr>
<td>Group activities, suggested EOD or reading material More surveys for feedback</td>
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<tr>
<td>Try creating one for staff not teaching</td>
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<tr>
<td>Human Resources come out and do training for groups. Offer and communicate options available. Maybe require this for a group every two years.</td>
</tr>
<tr>
<td>No comment</td>
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<tr>
<td>I think all that should be required is one annual online class.</td>
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<tr>
<td>I do not know</td>
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<tr>
<td>n/a</td>
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<tr>
<td>Possibly send out reminders or updates about upcoming diversity training's.</td>
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<tr>
<td>More programs addressing elements of diversity in addition to race (age, gender, disabilities - visible and not, religion, LGBTQ) and the way those are present and respected within the staff work environments (not necessarily the classroom or academic divisions as they pertain to faculty or curriculum).</td>
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</table>
Time is a factor for everyone -- bring the workshops to the units so everyone can set aside one day or afternoon and get the same information, which can then be discussed later in a shared experience. The training now seems scattered and perfunctory, with no follow-up. Check it off the list of trainings and go on.

If there is a climate problem in a unit it should be addressed by the management staff in the Unit. Using blanket training sessions to try and target a few individuals with issues is not the answer to the problem in my opinion. I try to treat every person I deal with at work with respect and dignity as well all should, if you don't that is an issue that management should deal with on a personal level.

Making people watch a video just checks a box. People that already cared about diversity/sexual harassment pay attention and those who think it is a joke continue to feel that way and just click through the video. Defining the issues is also not helpful. Providing clear, not vague general plans, for how to address issues if they occur is also better. It felt like you were just checking a box, not that you actually cared about working on these issues.

I think our office's climate is great.

I would like to have the courses more clearly outlined so it is easier to know which courses are acceptable for the required goals.

It seems that AACDC has provided a wealth of good resources.

More information on salary parity; women in leadership series (with a mixture of all experiences and ages networking within); networking opportunities for women within Texas A&M; discussion of career path and potential.

I love opportunities to interact with one another. Perhaps, provide opportunity for conversations with staff and students who have experience both good and bad at TAMU with regards to feeling welcome and included and valued.

More events that show how thankful the university is for our unit, instead of trainings that focus on changing our unit to fit a certain mold.

Supervisor training on spotting issues, and focusing training on those particular issues/individuals.

not sure, haven't been here a full year and still learning a lot about my department.

Direction to executive team members on how to effectively manage people

N/A

Not sure

More time off/available from assigned duties to actually attend.

None, just continue to have diversity training available for all within the A&M Community.

The best way to achieve diversity and a good climate is to teach ethics based training. I suggest "Practical Ethics in Public Administration" by Dean Gueras and Charles Garofalo. This should be taught in the light that all people should be treated ethically no matter their background. This will get us further along the road of inclusiveness than training that is biased towards a political ideology.

Perhaps a quarterly or semesterly announcement of upcoming events that count for the Required Diversity Training.

Age related topics. We are a multi generational department and as a boomer, I feel that I am too easily "dismissed" by members of our department.
While I think these trainings are overall helpful, the people who need them the most do not think they do and so they don't really take the training seriously. People who weaken our climate, are not inclusive, or are just generally jerks about stuff are also usually oblivious to that fact. They will not attend a general training like this and think it applies to them.

Continue to sponsor lectures and presentations, and fund people to attend outside of A&M trainings to bring the information back to campus.

It would be nice for the AACDC to meet with Directors in the unit on a quarterly basis.

not sure

More online options that don't have set times. I'd like to have more options on training that I can do during the times that fit best for my schedule.

Team building exercises

Leadership Programs Supervisor Programs Speaks like Simon Sinek

NA

Interpersonal Communication, and mutual respect

Face to Face training to regional offices

For me personally, I don’t feel that the identified problem and objectives of the diversity plan have been well communicated. I would love to see a "marketing" style pamphlet or memo which summarizes clearly: 1) what problem/issues we are attempting to address 2) how this is measured before and after the diversity training to show tangible, positive change

None

Not sure that all of the training should be required.

It might be helpful if the committee emailed us about opportunities beyond their own offerings, perhaps by reaching out to other groups on campus and letting them know you're willing to pass along emails about their events. I mention this because one of the most beneficial trainings I went to, sponsored by the GLBT Resource Center, was one I discovered by accident.

As it did: multiple options that meet diverse needs and availability

1. The Diversity and Inclusion in the Workplace Certificate Program should be a requirement for all supervisors. 2. New staff should be required to take online and in person diversity and inclusion training as part of the on-boarding process where supervisors assign the training in TrainTraq. 3. All staff should be required to complete and online refresher annually.

I feel grateful to work in a unit comprised of respectful professionals that sincerely care about our university and its students, faculty & staff.

I believe things are well as they are.

"There was nothing wrong with our climate in the first place. If anything, forcing people into these trainings has actually made the climate a bit worse due to their resentment of it" - verbatim quote taken directly from an employee who is an African-born immigrant.

I think that diversity training can be useful, but I'm not sure that it should be required every year. I believe that a more robust onboarding process for all employees (including diversity training and a
holistic training on the rights and expectations of all employees) would be more helpful than lots of annual online trainings.

Coming to units to offer programs that have direct application to their team and the clientele they serve.

Instead of annual training it should be semi annual training because some units do not take it serious or they seem to just don't think it applies to them or they just do it just because it is a requirement. Managers, Directors should be held more accountable in terms of making sure that their team leads are adhering to the policy.

There is one race - the human race.

Scheduling events around the workday, like noon hour or after 4:30.

Leadership training for those in management positions to become better leaders. Good hard workers get promoted into leadership positions and do not possess leadership skills and end up being horrible managers. I have also noticed that leaders lack basic HR training for hiring as well. We had a manager show up for 2 professional interviews wearing yoga/workout pants. Very unprofessional and she saw nothing wrong with it.

More supervisor training

Stress management Emotional intelligence

I would like to see more speakers be brought in for a diversity series or the division would purchase tickets for events that other departments are putting on (i.e. Made in America: An International Experience) and giving them out to staff who would like to attend and use that as their diversity training.

targeted training to key leadership staff who think they are sensitive and wonderful but who have a long way to go.

While all support is appreciated, I'm unsure of any additional support could be provided at this time.

I would like to see AACDC design training programs based on actual events that have occurred here on campus, to make the training programs seem relevant to my coworkers.

Can't think of anything specific.

Offer departmental retreats/training that allow employees to participate in activities that support diversity and inclusion.

Increase a focus on unit team building and diversity of thought and culture rather than focusing on outward physical differences.

Student Success of historically under-served students.

Continue to provide new avenues to learn.

See above--maybe rank the presentations and opportunities regarding level of knowledge. For example, mark an intro session as an intro session and then mark an advanced session an advanced session. Most of the presentations spent half the time on definitions and intro material. I'd like to develop my skills and knowledge in this area but I keep seeing the same level of material presented.

I would motivate them to require an LGBT diversity training for staff.

Talk more about age discrimination. Also, I feel like I'm never considered for promotions or extra work responsibilities because my supervisor routinely tells me, "you have family to worry about, go home
and spend time with your family". This is an area of discrimination I have not heard anyone discuss in the training sessions.

I need to be sent emails about diversity training that I am invited to attend. I cannot tell from the training site on Workday what opportunities there are.

More opportunities to better understand where Texas A&M is succeeding, and where/how we need to improve. A lot of our discussions about diversity take place in the abstract, and that needs to continue; but I think that pairing the abstract with more direct, applicable stories/information about our immediate environment will make some of these things more relatable, and in turn, easier for folks to learn and take action on.

The Division should OFFER training if it is important. Do not impose a requirement if you are not going to help us fulfill it.

More speakers at a variety of times

Follow-up with specific areas and more training for supervisors. I feel that AACDC is often "singing to the choir." Instead of directly addressing areas with disparity in hiring and promotion, issues of harassment, and other concerns, we have division-wide programs which tend to attract those who are already informed of the importance of these issues.

I don’t know.

I believe our climate would be better if our leaders and supervisors provided better ways to engage our workforce.

I think people are more inclined to learn and retain information in the workplace from non-mandatory events and trainings that are geared specifically towards that unit. Rather than requiring each employee to complete trainings, why not require each department to fulfill those requirements through staff training? It keeps employees from dreading the mandatory online courses that seem to drag on and have a 10 question quiz, and instead encourages employees within the departments to host their own trainings on the subjects and how they relate specifically to that department or unit. My department has weekly staff training sessions. I have learned and retained far more information in these sessions than I have in any online quick course.

Think about what you are asking and who you are asking it of. There’s a lot of people out in outreach that don’t have easy access to on-campus resources. Did you think about that? Some folks work three hours, five hours, even 12 hours away from campus!

I think by pushing this amount of diversity training on to staff is doing more harm than good. No one in my unit has ever cared about race, sex, religion, etc. As long as the employee/co-worker/supervisor was a good employee, it didn’t matter. Now, the feeling is that we are doing something wrong, but not sure what it is we have been doing wrong. Are we being punished because of the behavior of a few students over the last couple of years? I assume there are staff issues; however, given that none have been given in the trainings I have attended, it seems any issues would be few enough to be dealt with individually.

More speaker opportunities

While diversity training is good, there is a point where it should not be force fed to where it makes the training invaluable. Consideration should also be made on location of the training if required to do in person training as well. Not everyone is located on the main campus and if it is being live streamed then this should count as meeting the requirement for live training.

I believe that the availability of trainings or presentations that could be made available to individual units on site would be very helpful. This would allow units to 'bring in' the trainings in ways that does not require staff to request time off from their work duties to attend a workshop or training if their
job responsibilities or supervisor make it hard to do so. It also assures more of a unit's personnel has had the same type of education on a topic rather than spot training depending on a person's interests.

N/A

It is fine to offer training but there are no avenues for assistance when disrespectful behavior is identified. Please provide meaningful and impactful methods of remediation and assistance for those affected but are unable to speak up.

none

Hire the right people - most Zebras can not change their strips

If those at the executive level practice what is preached, then it will trickle down. Teach folks to address things head on and not let it fester. The training online is so superficial it's almost meaningless. Teach managers to manage and develop their employees......

Less basic. We are ready for more in depth work

Talk about respecting people in a way that does not talk down to one group.

A reminder that a diversity training is not a band-aid to cover up a problem, but rather should be a conversation starter. One training does not mean that the person is no longer biased. There needs to be more programming that discuss the institutional and federal laws against discrimination. Knowing your rights makes a victim more empowered and also lets the harasser know that their behavior will have consequences. The AAACDC needs to work with Human Resources to arrange workshops that provide victims of harassment with practical information on how to improve the hostile environment in their office. There needs to be a workshop about how Texas A&M defines bullying, harassment, discrimination etc. Too often when complaining to supervisor, the conversation starts with the question how do you define ___. Instead of solving the issue, it just leaves the victim feeling like they are being oversensitive. There needs to be better guidelines how the institution defines it and not left on office policy. Supervisors need to be trained continuously to spot their own biased attitudes. Some of the workshop can include their hiring practices or promotion policies or how to handle difficult situations etc. There needs to be more burden on the supervisors to train themselves on diversity related issues as their actions have consequences. The diversity training at the department level should not be left to the director/supervisor. Every department should be required to conduct a diversity training as a group with a trained personal who knows the institutional policies. In regards to the #metoo movement, Texas A&M should also address the bias women employees face and how the university is addressing them. This is not limited to just sexual harassment but also to the discrimination in hiring and promotion practices.

I don't believe my units climate needs strengthen. It seems pretty strong currently. Unless there is something on age discrimination.

It was good to get everyone started with the three courses, but it was also disruptive to miss work for so many sessions and to figure out if we have met the requirements, which requirements, what was required, etc. Now that everyone has evened the playing field, perhaps one activity per year or every other year would suffice. It's not as though there are really that many choices. For me it is very stressful to get further behind in work to go take courses of any topic.

understanding and appreciating cultural differences is truly a beautiful objective BUT these trainings were not about understanding or appreciating cultural differences. Rather, they were really focusing on what mainstream media screams at everyone about every single day. I'm actually ashamed to tell people about some of the trainings that were offered because they were clearly subjective.
Perhaps A2A could come to one of the staff trainings for financial aid to educate the office as a whole.

My office climate is great! We don't have a diversity issue.

I have no recommendations at this time.

Love the speakers and the different messages they bring and their different approaches. Please keep bringing them in.

Recruiting and retaining staff members from diverse backgrounds and ethnicities.

What diversity/inclusion related topics would you like to learn more about?

Maybe a weekly/monthly email about some facts of different cultures. For example, while at the CSBA Conference it was mentioned that the people in Qatar have different holidays than we do. I would be interested in knowing what they are. If we are doing business in Qatar, maybe we should know what days we can communicate with them.

NA

Reporting and resources for counter-responding to micro-aggression (our culture has made it the norm in communication).

being aware about privilege

Don’t know, I know that there is a bunch of information out there, it is all interesting.

Who won the What’s your Big Idea Contest, more group activities

n/a

Understanding what options are available to help foster flexibility in work environments.

No comment

NA

Any

n/a

Anything related to international students, LGBTQ community, and non-traditional student struggles.

millennial's and older adults working together in a work environment.

More programs addressing elements of diversity in addition to race (age, gender, disabilities - visible and not, religion, LGBTQ) and the way those are present and respected within the staff work environments (not necessarily the classroom or academic divisions as they pertain to faculty or curriculum).
None. I have worked in a diverse workplace my entire career. If I have not figured out how to work in a diverse environment by now, no amount of diversity training targeting an entire university population is going to correct that. Again, I believe everyone should be treated the same.

I have never heard of any of the list of opportunities.

I think that we need some diversity training but not as much as the campus is requiring now. I have to neglect other obligations to fulfill all the training requirements.

Because of the complexity, cultural, and personal-interpretation nature of communication, micro-aggressions seem to be a no-win situation to avoid. Is this true? Should supervisors focus on a climate of acceptance, inclusion, and demonstrating the value of each individual -- not worrying about micro-aggressions (until they occur and are mentioned) -- or, should (and can) supervisors truly avoid micro-aggressions?

See above.

What can we do to help individuals for whom English is not their primary language? What resources are available?

None, as I come from a very diverse background.

No idea, not my field of expertise.

not sure yet.

N/A

I am not sure

Equal treatment by the University of all religious beliefs, including holidays observed.

Ethics in Values Theory, Teleology and Deontology.

Cultural Differences

African-American Staff Mentoring and/or Professional Development

not sure

More training on how to make a difference and step up when you see someone is being excluded by others.

Generational differences and how to overcome them

Precursors or warning signs of intolerance, e.g., behavioral, historical, institutional, etc.

I think implicit/unconscious bias discussions are particularly interesting and are situations which most people may not initially perceive to be diversity/climate related. The things people don't normally associate are the topics that need the most attention.

Leadership Programs Supervisor Programs Resume Booster How to move up the organization

Cultural Appropriation Reporting Racial Incidents on Campus

linguistic diversity

None
Not sure of any really...

I would like to see more practical information offered rather than general presentations about diversity. How can units improve the diversity of their staffs— from hiring student workers on up? What can we do to support minorities and underrepresented groups at the university? How can we have difficult conversations about diversity in a way that's professional?

As a financial aid advisor I would like to know more about grant awarding and about committees to which I could contribute so I may be a better advisor for our students.

How to improve communication in the unit

N/A

None at this time.

Religious concerns that students/staff/faculty may have that should be considered by professors, academic advisors and student affairs personnel.

American culture. American cultures and traditions are now swept aside as we are expected to tip-toe around other cultures and emphasize inclusion. Ironically, this very process is making Americans feel unimportant and excluded.

Sexual Identity. Sexual harrassment

If diversity is supposed to represent all cultures, races and sexual orientations, it would be very helpful to have discussions on topics other than African Americans or LGBT. It seems those are the only ones that are discussed or considered. That doesn't seem "diverse" to me.

none. "E Puribus Unum"

Ageism and discrimination based on educational level completed.

Status of undocumented students, changing demographics, LGBTQ issues.

None at this time

how to put diversity training into action -- practice with actual cases where we have to figure out how to react. A safe space to learn and practice stepping in to stop microaggressions, for example

I'm unfamiliar of other topics available at this moment.

How do you promote diversity and inclusion among coworkers who are actively opposed to diversity and inclusion training?

None.

None. I would like to increase focus on interests we can share, not constantly on our differences. Celebrating all cultures is great although I do not feel staff should be required to complete more than the state already has in place. These requirements should come from unit directors to meet their individual needs.

I'm open to anything beyond the basics. I'd also like it not to be a pep rally type of event but a thoughtful workshop more focused on creating meaningful dialogues. Perhaps something in-depth to the level of mediator training (which lasts several days— and that's just an example of the format I'm thinking of), but focused on having conversations and dialogues on diversity and inclusion issues. And please get someone thoughtful and qualified to conduct something like this.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>I would like to know : If the committee feels that the &quot;plan&quot; is working</td>
<td>What evidence shows whether it is or isn't working</td>
</tr>
<tr>
<td>LGBT support How to deal with racism from students in our offices</td>
<td></td>
</tr>
<tr>
<td>Transgender, LGBTQ</td>
<td>I would love if representatives from groups at risk of discrimination would share their experiences and perspectives directly - I think the personal narrative gets lost sometimes in these courses and trainings and it can become a bit too abstract.</td>
</tr>
<tr>
<td>Power, privilege and status in higher education, specifically among faculty and staff; Religious diversity</td>
<td></td>
</tr>
<tr>
<td>Inclusive leadership</td>
<td>Generational gaps. I feel like this is honestly a big issue right now. The majority of employees at Texas A&amp;M remember 9-11, the rise of the internet, the rise and fall of the economy (more than once), bi-partisan politics, and Y2K. The majority of the students now at Texas A&amp;M cannot relate to hardly any of these things. Their method of communication is far different, the things they value in life are different, and their view of the world is different. If we cannot effectively communicate with the students in ways they understand, using methods they utilize daily, we fail at our job.</td>
</tr>
<tr>
<td>none at this time</td>
<td>The impact of religious differences in a public university environment. Is that a problem on our campus? What protection is in place to allow individuals to practice freely without alienation or restriction? Are there some restrictions in place we should know about? Examples of religious practices that could easily be misunderstood in the work place and affect respectful interaction.</td>
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<tr>
<td>Intergenerational diversity in the workplace</td>
<td></td>
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<td>We see more non-traditional students returning - how about elderly students</td>
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<tr>
<td>Age, education level discrimination , first gen issues,</td>
<td></td>
</tr>
<tr>
<td>Microagressions and stress</td>
<td>None. We are all busy with our jobs, we don't have time to attend &quot;required&quot; training telling us how to treat people. We are all adults and should know how to treat all people with respect and to be inclusive of all our colleagues. If we don't know how to do this by now, you're not going to change anyone by forcing them go to training they don't want to attend.</td>
</tr>
<tr>
<td>How the Human Resources office at Texas A&amp;M University is responding to these reports to improve their policies.</td>
<td></td>
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<tr>
<td>Bathroom etiquette. I read once about how some cultures only use the left hand for bodily functions, some require the doors to go all the way to the floor, others don't greet one another or speak. Another related issue is people using their foot to flush when handicapped people may not have that ability but their foot has put floor germs on the handle that others much touch. Talking on the phone while people are using the restroom!</td>
<td></td>
</tr>
<tr>
<td>DACA and help for senate bill students.</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>I have no recommendations at this time</td>
</tr>
</tbody>
</table>
I think we have taken DIVERSITY talk TOO Far..

White privilege and white fragility.