



Academic Affairs Climate Survey Report 2012

EXECUTIVE SUMMARY

The Academic Affairs Climate and Diversity Committee (AACDC), with support from Data and Research Services (DARS), conducted a survey of full-time staff and graduate-assistant employees in the Division of Academic Affairs in May and June of 2012. The purpose of the survey was to assess staff perceptions of characteristics of an inclusive environment that values diversity in all its dimensions. The response rate was 61% with 409 respondents (386 of whom agreed to complete the survey). The survey was sent to all reporting units except for Texas A&M University Information Technology, which recently completed a survey on November 9, 2012.

Key Findings

Although the survey results identified a number of important findings, the following findings are notable because of the number of employees impacted or because the finding itself illuminates characteristics of the climate in the Division of Academic Affairs. Key findings have been limited to those that impact the division level rather than Texas A&M University as a whole or individual offices, units or unit clusters. Readers are urged to read the entire climate report to gain a deeper understanding of the division climate.

- **Demographics of Division Respondents**—The population of the division who responded to the survey is fairly homogenous: 65% said they were not members of a historically underrepresented group; 77% are female; 80% identified themselves as Christian; and more than 95% identified themselves as heterosexual and as having no disabilities. (p. 2)
- **Inappropriate Behaviors and Comments**—Primary concerns about inappropriate behaviors and comments experienced or observed were related to political beliefs (30% qualitative and 16.9%, quantitative analysis) and religious issues and race (30% qualitative analysis). Overall, members of historically underrepresented groups were more likely to have experienced or observed inappropriate behaviors and comments. (Item 8, p. 3 and pp. 15-16)
- **Commitment to Diversity**—On average, 61% of the respondents agreed or strongly agreed that top administrators, faculty and staff in the Division of Academic Affairs are committed to diversity. On average, 54% of respondents agreed or strongly agreed that administrators, faculty and staff in the Division of Academic Affairs value diverse perspectives. (Table 1, p. 4)
- **Diversity Climate in Workplace**—About 10% perceived the climate as worsening over the last three years; however, about 18% of those who identified themselves as members of historically underrepresented groups perceived the climate as becoming worse over the last 3 years. There are no significant differences in the way climate was perceived based on respondents' sex/gender, sexual orientation or disability status. (Item 9, p. 5 and p. 16; sex/gender, pp. 18-19; sexual orientation and disability status, p. 19)
- **Opinions Ignored/Judgment Doubted**—About one-fourth of respondents experienced having their opinions ignored or their judgment doubted on matters over which they have responsibility. When asked to explain their responses, 34 qualitative comments were provided. Of those, 30% indicated that the respondents do not feel valued. When asked to identify how frequently, with whom and where these situations occurred, there were 81 qualitative responses provided. These two, and seven other negative behaviors, were said to originate with other staff members, supervisors and top administrators within the respondents' work areas as well as in staff meetings. For members of historically underrepresented groups, the percentage of those reporting that their

opinions were ignored rose to 31% and the percentage of those who reported that their judgment was doubted on matters over which they have responsibility rose to 39% (Table 5, p. 7, Item 12, p. 7, and p. 17)

- **Stressful environment**—63% of respondents felt that the Texas A&M University environment was somewhat stressful or very stressful even though more than two-thirds of respondents reported their emotional and physical health as good or excellent. (Item 14, p. 7, and Item 13, p. 7)
- **Jobs**—Although about 90% of respondents were not actively looking for new jobs (searching weekly or monthly), qualitative data (22% of 73 responses) and quantitative data (about 19%) indicate that many have expressed concern about losing their current jobs (weekly or monthly), and about 37% have thought about quitting their jobs at one time because of a less than welcoming environment. (Table 8 and Item 15, p. 8)
- **Minimize characteristics of Identify**—24% of respondents agreed that they needed to minimize various characteristics of their identity in their departments and in the division, while 27% agreed they needed to do this at Texas A&M. Members of historically underrepresented groups were more likely to agree that they needed to minimize characteristics of their identity (Table 4, p. 6, and p. 17)

Recommendations

The recommendations provided at the end of this report are divided into two groups: Survey Related and Engagement.

Of the Survey Related recommendations the most important is to establish a three-year survey cycle so there is sufficient time to conduct the next survey, analyze findings and implement interventions to foster climate change before the next survey is implemented.

The engagement recommendations primarily address key findings. Several overall concepts influenced these recommendations.

- Survey respondents, regardless of group identity, feel stress in the job environment and a sense of being undervalued by having their opinions ignored or judgment doubted.
- Although commitment to diversity and the diversity climate are generally perceived positively by what is a fairly homogenous set of respondents, there are opportunities to improve the climate that will benefit everyone.

Therefore, the spirit of the recommendations is that of community building within the Division of Academic Affairs. This philosophic foundation builds on a recurring theme within the survey findings: staff members want to be involved in matters that impact them. Therefore, more Division of Academic Affairs employees need to be engaged in the process of identifying and implementing specific interventions.

TABLE OF CONTENTS

Executive Summary	i
Table of Contents	iii
Background	1
Methodology.....	1
Analysis.....	2
Part I: Survey Items	2
Part II: Statistically Significant Findings Based on Demographics.....	12
Recommendations.....	19
 <i>Appendices</i>	
<i>Appendix A: Units Covered Under the Division of Academic Affairs</i>	<i>22</i>
<i>Appendix B: Survey Instrument</i>	<i>23</i>
<i>Appendix C: Quantitative Analysis of Survey Items.....</i>	<i>30</i>
<i>Appendix D: Academic Affairs Departments Organized by Cluster.....</i>	<i>51</i>
<i>Appendix E: Response to Survey Item by Cluster and Membership In Historically Underrepresented Groups</i>	<i>53</i>

BACKGROUND

The purpose of the Division of Academic Affairs Climate Survey was to assess full-time staff and graduate assistant perceptions of characteristics of an inclusive environment that values diversity in all its dimensions. This climate survey was sent to all reporting units within the Division of Academic Affairs except for those units reporting to the Vice President and Associate Provost for Information Technology (Texas A&M University Information Technology), which completed a climate survey on November 9, 2012. Contact Mr. Gib Sawtelle for more information about the results of the Information Technology survey.

For a complete listing of all units in the Division of Academic Affairs, see Appendix A.

The survey was a project of the Academic Affairs Climate and Diversity Committee (AACDC), which was appointed in late summer 2011 by the Provost's Office and has representatives of all units in the Division of Academic Affairs. The members of this committee are as follows.

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Other projects of this committee include the Division of Academic Affairs Climate and Diversity Annual Reports, presented in December 2011 and September 2012, and the Division of Academic Affairs Benchmarking Survey, conducted in summer 2012. The committee charge, meeting agendas and meeting minutes are all available on the AACDC website at <http://provost.tamu.edu/initiatives/councils-task-forces-folder/aacd-committee-folder/academic-affairs-diversity-committee-aadc> .

METHODOLOGY

The Academic Affairs Climate and Diversity Committee (AACDC), with support from Data and Research Services (DARS), conducted the climate survey in May and June of 2012, garnering responses from 409 individuals, representing a 61% response rate. Of the 409 respondents, 386 agreed to participate in the survey. Fifteen (15) said they did not want to participate in the survey after reading the invitation and 8 did not answer the question. The survey was compiled from successful survey examples provided by the Texas A&M ADVANCE Center, the College of Liberal Arts, the Division of Student Affairs, the College of Education and Human Development, and the Department of Human Resources. Also, survey specialists in the Student Life Studies Department reviewed and helped revise the survey. The revised instrument was submitted to the Institutional Review Board which approved its administration.

The survey consisted of three sections—Demographics, Climate Assessment and Outcomes.

- The Demographics section (survey items 2–6) included items regarding sex/gender, religion, sexual orientation, disability, and underrepresented groups.

- The Climate Assessment section (survey items 7–12) included items regarding perceptions of the climate at the division and university levels, experiences regarding inappropriate behaviors/comments, both general and personal experiences, staff perceptions of student attitudes, and the need to minimize identity characteristics.
- The Outcomes section (survey items 13–20) included items regarding self-evaluations of physical and emotional health, perceptions of stress levels, job satisfaction and security, and the demonstration and support of inclusive environments by supervisors and co-workers.

The survey was administered using the Qualtrics survey system that sent email invitations with a link to the instrument to all applicable¹ full-time and graduate-student employees in the division; tracked non-respondents and sent reminders; and managed the data. The survey was launched on May 2 and closed on June 15. Division leaders received two emails asking them to encourage staff members to complete the survey and to notify the committee if any staff members did not receive an invitation as a result of recent reorganizations within the division. Because of the reorganizations, special care was taken by the committee to ensure that all applicable¹ division staff members were included in the survey invitation/reminders. Five email reminders were sent to non-respondents.

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

ANALYSIS

A quantitative analysis was conducted of responses to survey items answered through Likert scales. A qualitative analysis was conducted of survey comments. The qualitative methodology used to analyze this data set was “content analysis.” This technique permitted the use of raw data to determine frequency counts. It is important to note that numbers are indicative of comment “frequency” only, as individuals may have provided multiple comments. The analysis is divided into two segments: survey items and statistically significant findings based on demographics.

Analysis Part I: Survey Items

The first survey item requested respondents to agree to participate in the survey. The remaining 19 survey items were divided into three segments: demographic, climate assessment and outcomes. Each segment will be analyzed separately. However, raw quantitative data for each item may be found in Appendix C.

Demographic Segment

The five survey items in this segment (survey items 2–6) asked respondents about their sex/gender; religion or spiritual belief identity, if any; sexual orientation; disability; and membership in historically underrepresented groups. In general, the population of the division who responded to the survey is fairly homogenous. Seventy-seven percent (77%) of respondents were female and 22% were male. Two other respondents selected transgender or other. Responses to religious/spiritual beliefs were varied and are discussed in detail later in this report; however, 80% identified themselves as Christian. Sexual orientation is predominantly heterosexual, selected by 96% of respondents. Two percent (2%) indicated bisexual, 1% homosexual, lesbian or gay, and 1% selected not listed. Another individual selected asexual. Only 3% of the respondents indicated that they had a disability, while 97% said they did not. Thirty-five percent (35%) identified themselves as being members of a historically underrepresented group, while 65% did not.

¹ As noted in the background section of this report, employees reporting to the Vice President and Associate Provost for Information Technology (Texas A&M University Information Technology) were not included in this climate survey.

Climate Assessment Segment

This part of the survey contained six items (survey items 7 – 12) with both quantitative and qualitative segments. Each item will be discussed separately.

Item 7.—This item had two parallel parts, one focused on the Division of Academic Affairs and the other on the university as a whole. Respondents were asked to agree or disagree, using a five-point Likert scale, with ten statements. A quantitative analysis noted that, while more than 60% of respondents agreed or strongly agreed that administrators in the Division of Academic Affairs and at Texas A&M are committed to diversity, fewer feel that these administrators valued diverse perspectives. Between 58% and 66% of respondents agreed or strongly agreed that staff were committed to diversity and valued diverse perspectives. Responses related to faculty were fairly steady, ranging from 50% to 53%. For all items, fewer respondents said that they disagree or strongly disagree when applying the items to the Division of Academic Affairs as compared to Texas A&M as a whole. The highest percentages of responses in the disagree or strongly disagree categories were “People are valued regardless of their backgrounds” at Texas A&M (18.33%) and “Top Administrators value diverse perspectives” in the Division of Academic Affairs (19.94%) and at Texas A&M (21.84%). The highest percentage of responses in the agree or strongly agree categories was with “People from different backgrounds get along well” in the Division of Academic Affairs (73.04%); all other responses garnered 65% or lower responses. Table 1 (p. 4) shows each of the ten stems and the percentage of responses for the Division of Academic Affairs and Texas A&M University as a whole.

Respondents were invited to explain their responses. Of the 42 qualitative comments provided, 11.9% indicated that our diversity-related efforts are disingenuous and that we give “lip service” and use “buzz words and catch phrases” as “window dressing” to “get us on the right list” so we can “look good in the media”; 9.52% described both the university and their unit climates as unwelcoming, and another 9.52% noted that the respondents feel disrespected and disregarded by higher-ranking university officials; 7.14% indicated that we could do a better job marketing our commitment to diversity; and 4.76% said our commitment to diversity is very clear, while on the other hand, 4.76% said we are sacrificing quality for the sake of diversity and impinging on the rights of the majority to placate minorities.

Item 8.—This item asked respondents to rate, using a Likert scale, how often they had experienced or observed in the Division of Academic Affairs and at Texas A&M inappropriate behaviors and/or comments regarding seven areas. Although the percentages for often or very often are relatively small, the largest response is political beliefs at 16.94%. The rarest experiences were related to disability (93.99% reported rarely or not at all) and age (80.22%). Table 2 (p. 5) provides a breakdown of responses for survey item 8.

Respondents were invited to explain their responses. Of the 31 qualitative comments provided, 23% mentioned an “underlying assumption within the division that everyone is Christian,” that “many intentionally refuse to separate church and state” and because the climate is so tense around religious issues, that the “only safe religious expression is to be neutral or silent” to avoid conflict. Thirty percent (30%) of respondents indicated that they had heard insensitive comments either about themselves or others based on race, religion or political affiliation; 9.68% shared concerns about ageism—on both ends of the spectrum—both younger and older employees feel disregarded based on age. Twelve percent (12%) noted that the university is unwelcoming to both international and gay students; 9.68% said the “overly conservative environment” negatively impacts their experience; and 3.23% said that they “don’t see oppression.”

Table 1.—Breakdown of responses, survey item 7

Item Stem	Entity	Agree or Strongly Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Total Respondents
People from different backgrounds get along well	In the Division of Academic Affairs	73.04%	21.07%	5.89%	356
	At Texas A&M	63.05%	4.84%	12.11%	322
People are valued regardless of their backgrounds	In the Division of Academic Affairs	65.07%	21.97%	12.96%	355
	At Texas A&M	57.77%	23.91%	18.33%	322
Top administrators are committed to diversity	In the Division of Academic Affairs	63.07%	25.57%	11.37%	352
	At Texas A&M	60.75%	24.92%	14.33%	321
Faculty are committed to diversity	In the Division of Academic Affairs	53.45%	41.38%	5.17%	348
	At Texas A&M	50.47%	41.01%	8.51%	317
Staff are committed to diversity	In the Division of Academic Affairs	65.81%	28.21%	5.98%	351
	At Texas A&M	59.56%	31.35%	9.09%	319
Top administrators value diverse perspectives	In the Division of Academic Affairs	48.43%	31.62%	19.94%	351
	At Texas A&M	46.52%	31.65%	21.84%	316
Faculty value diverse perspectives	In the Division of Academic Affairs	50.73%	41.74%	7.54%	345
	At Texas A&M	50.95%	38.29%	10.76%	316
Staff value diverse perspectives	In the Division of Academic Affairs	61.50%	32.18%	6.32%	348
	At Texas A&M	57.65%	34.39%	7.96%	314
Marketing materials (audio, print, and electronic publications, etc.) reflect Texas A&M's commitment to equity and diversity	In the Division of Academic Affairs	65.44%	25.21%	9.35%	353
	At Texas A&M	62.70%	24.14%	13.17%	319
Job postings reflect Texas A&M's commitment to equity and diversity	In the Division of Academic Affairs	64.58%	28.57%	6.85%	350
	At Texas A&M	61.80%	29.81%	8.38%	322

Table 2.—Breakdown of responses, survey item 8

Item Stem	Often or Very Often	Sometimes	Rarely or Not at All	Total Respondents
Sex/Gender	5.48%	20.00%	74.53%	365
Race	7.46%	22.65%	69.89%	362
Sexual orientation	7.65%	19.13%	73.23%	366
Religion	8.86%	14.40%	76.73%	361
Political beliefs	16.94%	24.86%	58.20%	366
Disability	0.54%	5.46%	93.99%	366
Age	4.40%	15.38%	80.22%	364

Item 9.—This item asked respondents to rate, using a Likert scale, their perceptions of the diversity climate in their workplaces over the past three years. The majority (about 58%) indicated that it had remained the same, while about 10% said it was worse or significantly worse and about 32% said it was better or significantly better.

Respondents were invited to describe the reasons underlying their responses. Of the 82 qualitative responses provided, 6.1% said we are making slow, but steady, positive progress; 8.5% “don’t believe diversity is a problem” and that we should “stop making such a big deal out of diversity”; 7.4% observed that the bulk of our diversity exists in the lower echelon of our organization, that these individuals are first to be targeted for cost-saving initiatives (like outsourcing), and suggested that a real commitment to diversity would have prevented the outsourcing of a large number of people of color; 3.66% noted that Texas A&M University at Galveston has critical diversity issues that need to be addressed (hostility toward women and ethnic minorities, and pay inequity); and 2.44% believe the university-sponsored diversity seminars are helping to enhance the climate for diversity.

Item 10.—This item asked respondents to react to two statements related to whether the graduate and undergraduate students they interact with value diversity in their departments and within the Division of Academic Affairs. Answers were collected using a five-point Likert scale that ranged from strongly agree to strongly disagree. A quantitative analysis revealed that more respondents agreed or strongly agreed that undergraduates and graduates in the respondents’ departments valued diversity as compared to the undergraduates and graduates in the Division of Academic Affairs overall. In both cases the difference is greater than 10%. In addition, between 45% and 50% of respondents were neutral about whether the undergraduates and graduates in the Division of Academic Affairs value diversity. Table 3 (p. 6) shows a breakdown for responses to survey item 10.

Respondents were invited to describe the reasons underlying their responses. Of the 46 qualitative responses provided, 30% indicated that they do not interact with students and therefore have no opinion; 18.4% believed undergraduate students are intolerant and that they actively resist diversity. One comment suggested that undergraduate students “push back so as to avoid having their comfortable worldviews challenged.” Another stated that they “bury their heads” and either “pretend issues don’t exist” or claim “there is no point in pursuing diversity.” Further, another said that “people should be valued for their own skills, personality [and] capabilities. Not by their diversity group.” Ten percent (10%) said that both undergraduate and graduate students value diversity.

Table 3.—Breakdown of responses, survey item 10

The Undergraduate/Graduate Students I interact with value diversity		Agree or Strongly Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Total Respondents
My department	Undergraduate	65.41%	29.97%	4.60%	347
	Graduate	60.49%	38.12%	1.47%	341
Division of Academic Affairs, Texas A&M University	Undergraduate	51.32%	45.45%	3.23%	341
	Graduate	49.26%	49.55%	1.19%	337

Item 11.—This item asked respondents whether they felt that they needed to minimize various characteristics of their identity (e.g., language, dress, beliefs, etc.) to fit-in within their departments, the Division of Academic Affairs or Texas A&M. Fewer than ten respondents did not answer in all three categories of this item. Otherwise, response percentages were fairly similar across categories. Although between 21% and 27% of the respondents felt that they did need to minimize characteristics of their identity, between 49% and 55% did not. There was not an option to comment on this survey item. Table 4 shows a breakdown of responses.

Table 4.—Breakdown of responses, survey item 11

Category	Agree or Strongly Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree
My department	24%	22.5%	55%
Division of Academic Affairs	24%	29%	47%
Texas A&M University	27%	24%	49%

Item 12.—This item listed nine examples of negative behavior and asked respondents whether they had experienced any of these behaviors or none of the above during the past year in the Division of Academic Affairs and at Texas A&M. Respondents could select multiple responses. None of the above was selected by 55% of the respondents. The remaining behaviors were selected by 6% to 26% of respondents. There were seven examples clustered at the high end of this scale with an 18% response or greater. Table 5 (p. 7) shows a list of these seven behaviors and the percentage of respondents reporting.

Because of these responses, this item was one selected for in-depth analysis, grouped by demographic responses, in Part II of the analysis segment of this report.

There were two open-ended response options for respondents. The first invited respondents to identify how frequently, with whom and where these situations occurred within the Division of Academic Affairs.

Table 5.—Top seven negative behaviors reported, survey item 12

Negative Behavior Options	Percentage Response
Put me down or were condescending to me	18%
Paid little attention to my statement or showed little interest in my opinion	24%
Doubted my judgment on a matter over which I have responsibility	26%
Interrupted or spoke over me	20%
Excluded me	21%
Treated me as if I am invisible	18%
Talked about me behind my back	18%

Of the 81 qualitative comments provided, survey participants indicated that negative experiences originated equally from co-workers (18.52%) and supervisors (18.52%) followed by senior-level management (16.05%) and undergraduate students (1%). Fifteen percent (14.81%) indicated that these negative behaviors occurred in their home departments or work units, and 9.88% said these events happened in staff meetings. The majority of respondents noted that the negative behaviors occur infrequently (18.52%) and 13.58% indicated that they happen frequently. Five percent (4.94%) wrote that they were afraid of providing more specific details because they fear retribution.

The second open-ended response option invited respondents to explain their responses. Of the 34 qualitative responses provided, 30% indicated that the respondents do not feel valued. They shared comments such as: “my contributions are ignored,” “no one trusts me; my work is always double-checked,” “my opinion is never sought by the administration,” and “[a high-ranking administrator] fails to acknowledge that subordinates may know more than she does about the effective functioning of their departments. If they do not agree with her preconceived notions of the functions of those departments, she can make life quite difficult for them.” Nine percent (9%) expressed that that the respondents were afraid to elaborate on their responses because additional information might compromise their anonymity and cause retaliation. Three percent (3%) noted that they “see signs of change and honor TAMU and colleagues for that.”

Outcomes Segment

This part of the survey contained eight items (survey items 13–20) with both quantitative and qualitative segments. Each item will be discussed separately.

Item 13.—This item asked respondents to rate their physical health and emotional well-being. Responses were very similar in each category, with about 68% saying that their physical health was good or excellent and 70% saying the same about their emotional well-being. No option was provided to comment on this item. Table 6 shows a breakdown of responses.

Table 6.—Breakdown of responses, survey item 13

Topic	Excellent	Good	Average	Below Average	Poor	Total Respondents
Physical health	22.38%	46.13%	24.03%	5.80%	1.66%	362
Emotional well-being	27.42%	43.21%	22.71%	5.82%	0.83%	361

Item 14.—This item asked respondents to identify how stressful the Texas A&M environment is beyond their workload. Three possible answers were offered. Although 37% felt that the environment was not at all stressful, 63% felt it was somewhat or very stressful. Table 7 (p. 8) shows a breakdown of responses.

Table 7.—Breakdown of responses, survey item 14

Answer	Response	Percentage Response
Not at all stressful	136	37%
Somewhat stressful	182	50%
Very stressful	47	13%
Total	365	100%

Respondents were invited to explain their responses. Of the 93 qualitative responses provided, 33% characterized the climate as very stressful. Respondents shared comments such as: “It has been a very stressful year,” “there is pervasive uncertainty over job security,” “being undervalued and excluded is stressful,” “the general morale is very low and stress levels are very high campus wide,” “loyalty does not count like it used to years ago,” “staff continue to be left behind in considerations of their needs,” “I’m counting the days until retirement,” and “the environment we work in is one of fear.” University and personal financial strain was mentioned in 16.3% of the responses. Recent budget cuts have created a situation where staff are being asked to “do more with less, which has taken its toll,” and they noted that they “don’t feel valued when raises have been small or non-existent”; 9.68% shared concerns about perceived interference from the Board of Regents and “their political agendas,” and another 8.6% expressed concern about the recent outsourcing of certain areas. One commenter wrote that it was “hard to digest” a decision such as this when “committed employees have given their lives to Texas A&M University.” Four and a half percent (4.5%) characterized the university as unwelcoming, 1% noted that we need to be more attentive to issues affecting people with disabilities and 1% reported working in a hazardous environment due to various physical and psychological ailments experienced.

Item 15.—This item asked respondents how often they had looked for a new job, thought about quitting their current job due to an unwelcoming climate, or worried about losing their job. They were asked to select timeframes for each response that ranged from weekly to never. About 65% of respondents tried to find a new job within Texas A&M or worried about losing their jobs, as compared to about 35% who did neither. Although about 51% never tried to find a new job outside Texas A&M, about 49% did. About 37% thought about quitting their jobs because of a less-than-welcoming climate at Texas A&M. Table 8 shows a breakdown of responses.

Table 8.—Breakdown of responses, survey item 15

Item Stem	Weekly	Monthly	A few times a year	A few times in the last several years	Never	Total Respondents
Tried to find a new job within Texas A&M	5.90%	5.06%	16.85%	36.80%	35.39%	356
Tried to find a new job outside of Texas A&M	5.35%	4.79%	14.08%	25.35%	50.42%	355
Thought about quitting your job because of a less- than-welcoming climate at Texas A&M in general	7.56%	4.20%	8.68%	16.25%	63.31%	357
Worried about the possibility of losing your job	10.03%	8.64%	19.50%	27.30%	34.54%	359

Respondents were invited to explain their responses. Of the 73 qualitative responses provided, 26% mentioned the respondents' disillusionment, sharing comments such as: "Texas A&M has really gone downhill in the past two years. It doesn't matter where you move on campus because the climate of tiredness, hopelessness, and gloom and doom is everywhere," "this is a horrible university environment—declining benefits, increased costs, flat pay," "these are tough times on and off campus," "I have witnessed people being scolded in public meetings for bringing up perceptions of racism or sexism," and "the undercurrent of intolerance on campus and in the surrounding community is extremely uncomfortable." Twenty-two percent (22%) of the responses detailed feelings of insecurity amid recent budget cuts, outsourcing, and RIFs. They wrote comments such as: "with all the recent budget cuts, losing my job is in the back of my mind that it could happen [and] with me being so close to retirement it is rather scary to think of," "though I have no reason to fear losing my job, the climate has led to this seeping into our consciousness. Be it news articles, memos, emails, talk around the office, and the like—all of this lends itself to creating fear, even if it has no real basis for us as individuals," and "as untenured staff, we are seen as less valuable than faculty and can be let go at any time." Twenty and a half percent (20.5%) of the responses revealed concerns about budget reductions and few financial and non-monetary rewards, and 10.96% wrote about how the outsourcing initiative negatively impacted the morale and created a culture of fear. In contrast, 6.85% said that they are "actually quite happy" and that the "value of getting to work for Texas A&M is priceless."

Item 16.—This item asked respondents how satisfied they were with workplace exposure to various cultures, workplace exposure to international experiences, and administrative response to incidents of discrimination. Responses were ranked using a five-point Likert scale that ranged from very satisfied to very dissatisfied. Sixty-six percent (66%) indicated that they were satisfied or very satisfied with workplace exposure to various cultures, about 57% indicated the same level of satisfaction for workplace exposure to international experiences, and 42% indicated this level of satisfaction in relation to administrative response to incidents of discrimination. Administrative response to incidents of discrimination had the highest level of neutral responses, 49%. No option was provided to comment on this item. Table 9 shows a breakdown of responses.

Table 9.—Breakdown of responses, survey item 16

Item Stem	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Total Respondents
Workplace exposure to various cultures (both national and international), current issues, and perspectives	21.39%	44.72%	28.33%	4.72%	0.83%	360
Workplace exposure to international experiences that enhance personal and professional development	20.56%	36.11%	35.28%	7.22%	0.83%	360
Administrative response to incidents of discrimination	12.89%	29.41%	49.02%	6.44%	2.24%	357

Item 17.—This item asked respondents to provide information about how supervisors encourage them to develop their job knowledge and skills. Respondents were able to select as many responses as they wished. They were also invited to elaborate if there were other types not listed. The three highest categories of response were attending conferences (67%), participating in online workshops (60%), and participating in university or departmentally sponsored staff development opportunities (73%). Nine percent (9%) indicated that they used other development options not listed. Eleven percent (11%) responded that they did not have an option to use any of these four categories. The comments provided for those who selected other are listed in Table 10.

Table 10.—Other forms of job knowledge and skill development, survey item 17

Other
Additional reading
Site visits
Travel for course development
Technical training
Side by side training
Local workshops
Supervisor does not encourage. Agrees to allow when I inquire.
Told to attend but them mad when you have to [take] the time off to attend
There is no overt encouragement, yet my boss, [name omitted] is good about securing funding when I want to attend prof. development [opportunities]
Limited conferences due to funding
Discourages time away from office
Attending training held by the Employee Organizational Development Office
Developing skills that will help me in the workplace, like Spanish language knowledge
Attending school to receive my master's degree
Certificate Programs
Other educational opportunities
Wants me to start looking at graduate courses to further my education
Taking on more job duties
My supervisor is the greatest supervisor I have ever had. He should be department head for life
General Training
Supporting my taking classes
Networking on campus, attending various meetings & committees
Professional development classes
Learn from each other
Taking on leadership opportunities with committees
It is there, but not really encouraged
Completing my degree
Additional opportunities identified
My supervisor does not micromanage

Item 18.—This item asked respondents to identify whether they could talk to various types of individuals within their departments about equity issues. Respondents were able to select as many responses as they wished. They were also invited to elaborate if there were other types not listed. Co-workers and supervisors were both selected by 76% of respondents. Three percent (3%) selected other, and 9% selected none of the above. Ten respondents provided other responses. These included: others within their office that were not supervisors or co-workers, HR liaison, director of diversity, and website. Other responses were less easy to categorize: directory, Associate VP, and maybe a co-worker. No option was provided to comment on this item.

Item 19.—This item asked respondents to agree or disagree, using a five-point Likert scale, with five statements about perceptions of their supervisors and co-workers in their departments. Overall, 74% to 84% of respondents indicated that they agreed or strongly agreed that their supervisors and co-workers exhibit their commitment to diversity, got along well with people from different backgrounds, and demonstrate the value of diverse perspectives and backgrounds. However, about 31% indicated that their supervisors and co-workers prefer people who are similar to themselves. Overall, when considering the responses for perceptions about co-workers, fewer respondents answered the items. Furthermore in almost every category, co-workers were rated slightly lower than supervisors in the two combined categories at either end of the Likert scale in all cases except in the rating of agree or strongly agree for prefer people who are similar to themselves. Table 11 shows a breakdown of responses.

Table 11.—Breakdown of responses, survey item 19

Item Stem	Supervisor or Co-Worker	Agree or Strongly Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Total Respondents
Exhibit a commitment to diversity	Supervisor	81.53%	13.92%	4.55%	352
	Co-Worker	76.16%	20.53%	3.31%	302
Demonstrate their value of diverse perspectives	Supervisor	76.15%	17.24%	6.61%	348
	Co-Worker	73.65%	20.61%	5.74%	296
Get along well with people from different backgrounds	Supervisor	84.47%	9.67%	5.99%	351
	Co-Worker	81.73%	14.29%	3.92%	301
Demonstrate their value for everyone regardless of their backgrounds	Supervisor	78.38%	14.12%	7.50%	347
	Co-Worker	73.84%	18.87%	7.28%	302
Prefer people who are similar to them	Supervisor	30.86%	33.53%	35.28%	337
	Co-worker	31.51%	36.01%	32.48%	311

Respondents were invited to explain their responses. Of the 29 qualitative responses provided, 13.79% noted that our commitment to diversity is strong, sharing comments such as: “I happen to work in a department whose focus is on embracing and experiencing difference. The supervisors embody these values as do most co-workers. Even the few co-workers who are slightly less embracing of difference still seem to be off the charts in valuing diversity in comparison to the broader university,” “my supervisor makes it a point to be able to correctly pronounce names of people in the department, which includes people from India, China, Russia, etc.,” and “my supervisor is extremely proactive with diversity.” Some responses (6.9%) suggested that we place too much emphasis on diversity, offering comments such as: “we should concentrate not on a person’s differences, but whether or not they get their jobs done quickly and correctly,” and “there is nothing wrong with preferring people who are similar to yourself.” Some responses (3.4%) expressed concern about how international graduate students are treated, writing: “I see some graduate students ignored because they have less skill with the language and because they dress and believe differently and the same happens to me at times. I would be afraid to talk to anyone about these kinds of issues because I would not want to increase their discomfort and very much would not want to lose my job.”

Item 20.—This last survey item provided an opportunity to share any additional information.

Of the 71 qualitative responses provided, 15.49% expressed very positive feelings about the climate and their job satisfaction, providing comments such as: “this is an awesome place to work and a great group of people with whom I work. I love my job and I am lucky to be here. Gig ’em!!,” “TAMU is a great place to work. I have encouraged many students of various ethnicities to attend this university.” “I believe it is a very diversity friendly campus,” and “I love the university and I applaud them on their commitment to diversity.” Some responses (7.05%) described the climate as “unwelcoming” and “hostile,” including comments such as: “my perception of the overall work environment is very hostile,” “the climate in the university as a whole can be stifling,” “the casual jokes about gay people and things like having a bumper sticker torn off of my car make me feel unwelcome. No one tells me directly that they don’t like my religion or my sexuality or my political beliefs. It’s subtle and hard to find a place where I can comfortably be me,” “minorities are offered the opportunity to join the majority but the cost of this can sometimes be to give up the thing that makes them different. To be an Aggie is to be a joiner, a conformer. Doing so without losing one’s own culture is a challenge” and “I feel that I am just another ‘employee’ and am not valued.” Six percent (6%) of responses indicated concerns about how the recent outsourcing initiative created fear, low morale, and job insecurity; 4.23% described the Texas A&M University climate as racist, 4.23% said they believe “each person should be respected and valued as a ‘person’” and that we place “too much emphasis on diversity instead of the things we have in common.” Regarding Texas A&M-Galveston, 4.23% of the responses expressed concerns about what they describe as a “hostile climate for women and ethnic minorities.”

Analysis Part II: Statistically Significant Findings based on Demographics

This part of the analysis takes a closer look at findings on all survey items grouped by demographic characteristics, such as the department to which respondents belonged (grouped in three clusters); sex/gender; religion or spiritual belief identity, if any; sexual orientation; disability; and membership in a historically underrepresented group.

Unit Clusters

Some of the units and offices in the Division of Academic Affairs are small, and some employees are easily identifiable when data is sorted by unit and then by smaller subcategories. As a result, it is difficult for small units to ensure employees that their responses will remain anonymous. Therefore, the Division of Academic Affairs was split into three clusters to allow for smaller comparisons without compromising the assurance of privacy. These three clusters are as follows and a list of the offices included in each cluster is provided in Appendix D.

- **Undergraduate Studies**—This includes all units reporting to the Associate Provost for Undergraduate Studies. The total number of respondents in this cluster was 59.
- **Academic Services**—This includes all units reporting to the Associate Vice President for Academic Services. The total number of respondents in this cluster was 269.
- **All Other Academic Affairs Units**²—this includes the Provost’s administrative office (including Galveston campus administrative staff reporting to the Provost), and units reporting to the Vice Provost, the Vice President and Associate Provost for Diversity, the Associate Provost for Graduate Studies, and the Associate Vice President for External Affairs. The total number of respondents in this cluster was 81.

² As noted in the background section of this report, employees reporting to the Vice President and Associate Provost for Information Technology (Texas A&M University Information Technology) were not included in this climate survey.

A quantitative analysis of the unit clusters was done to see if there was statistical significance for any survey responses when unit cluster data was grouped by sex/gender, religious/spiritual belief, disability, or membership in a historically underrepresented group. There was no statistical significance for any responses other than specific items related to membership in a historically underrepresented group, and only in two of the three clusters: Academic Services and All Other Academic Affairs Units. However, it is useful to consider the responses of all three on a survey item related to experiencing various behaviors in the Division of Academic Affairs in the last year related to nine types of behaviors and the option none of the above (See Appendix E).

Undergraduate Studies

Although there were no statistically significant differences between those who did and those who did not identify themselves as members of a historically underrepresented group in the Undergraduate Studies cluster, that lack of significance is most likely attributable to too many cells with too few responses to conduct a valid statistical test. Yet, on the survey item related to experiencing various behaviors in the Division of Academic Affairs during the last year related to nine types of behaviors and the option none of the above, there is a large difference in the percentage of respondents reporting none of the above. For this item, 33.3% of those who identify as members of a historically underrepresented group indicated having none of the experiences compared to 73.9% of respondents who did not identify themselves as members of historically underrepresented groups.

Of the 50 qualitative comments provided by members in the Undergraduate Studies cluster, the largest percent of comments (18%) focused equally on lack of job security and on concerns that the undergraduate students with whom they work are closed-minded (18%). Some comments (10%) characterized the respondents' unit climates as welcoming but said the campus, as a whole, is inhospitable; 10% of responses expressed concern about the strained personal and University finances; and 8% expressed concern about the outsourcing initiative.

Academic Services

Two survey items showed statistical significance when comparing the responses of those who did or did not identify themselves as members of a historically underrepresented group.

1. On the survey item related to experiencing or observing inappropriate behavior and/or comments about political beliefs, respondents were offered five possible options: very often, often, sometimes, rarely, and not at all. Only one response was statistically significant: not at all; 25.40% of those who identified themselves as members of a historically underrepresented group selected not at all, compared to 44.3% of those who did not identify themselves as members of this group—a difference of 18.9%.

If the upper and lower stem responses are combined, 25.39% of those identifying themselves as members of an underrepresented group indicated that they often or very often experience or observe inappropriate behaviors/comments about political beliefs as compared to 7.6% of those who did not identify themselves as members of this group; 44.45% of those identifying themselves as members of an underrepresented group selected the responses rarely or not at all, while 68.98% of those not identifying themselves as members of this group selected these responses.

2. On the survey item related to experiencing nine types of behaviors in the in the last year, respondents could select none of the above or choose as many of the options as they had experienced over the past year in the Division of Academic Affairs and at Texas A&M. Three responses were statistically significant: a) put me down or were condescending to me, b) doubting the respondent's judgment about matters over which he/she has responsibility, and c) none of the above. Table 12 shows a comparison of frequently selected responses by membership in a historically underrepresented group in the Academic Services cluster.

It is noteworthy that a large number of Academic Services staff responded to this item regardless of membership in a historically underrepresented group. Overall, large percentages of all Academic Services employees indicated they had experienced one or more of these behaviors. Of those respondents, 56.92% identified as members of a historically underrepresented group and 34.37% did not.

Table 12.—Comparison of frequently selected responses by identification with membership in a historically underrepresented group, Academic Services

Response	Member of a Historically Underrepresented Group	Not a Member of a Historically Underrepresented Group
Put me down or were condescending to me	26.15%	11.25%
Doubted my judgment on a matter over which I have responsibility	32.31%	16.88%
None of the above	43.08%	65.63%

Of the 190 qualitative comments provided by members of the Academic Services cluster, 8.95% expressed satisfaction with and optimism about our “commitment to equality and diversity,” yet, 8.95% described the environment as unwelcoming and intolerant; 10% feared losing their jobs; 8.95% expressed concerns about the university’s financial uncertainty; 7.89% described the climate as stressful; 7.37% said that they do not see real commitment to improving the climate for diversity; and 6.84% shared concerns about outsourcing and its impact on morale. Some comments (6.32%) expressed concern that the respondents are continually asked to do more with less and 8.95% of comments indicated that the respondents felt devalued. Slightly more than five percent (5.26%) of comments expressed a feeling of being treated with disregard because they are lower-ranked staff and 4.74% conveyed feelings of job insecurity. Yet, 4.74% of comments expressed the respondents’ high satisfaction with their jobs and work environments. Conversely, 3.68% said they are looking forward to leaving as soon as they either find another job or retire. Three percent (2.63%) of comments mentioned age discrimination (against both older and younger employees). Seven percent (6.84%) noted that they had negative interactions in their home departments, and wrote that these originated mostly from their supervisors (5.79%).

All Other Academic Affairs Units

Two survey items showed statistical significance when comparing the responses of those who did or did not identify themselves as members of a historically underrepresented group.

1. On the survey item related to experiencing or observing inappropriate behavior and/or comments about race, respondents were given five possible options: very often, often, sometimes, rarely, and not at all. Two responses were statistically significant. First, 53.57% of respondents who identified themselves as members of a historically underrepresented group selected sometimes, as compared to 11.90% of those who did not. This is a difference of 41.67%. The second choice that was statistically significant was not at all; 10.71% of those who identified themselves as members of a historically underrepresented group selected not at all, as compared with 45.24% of those who did not. This is a difference of 34.53%.

If the upper and lower stem responses are combined, 14.28% of those identifying themselves as members of an underrepresented group indicated that they often or very often experience or observe inappropriate behaviors/comments about race, as compared to 2.38% of those who did not identify themselves as members of this group; 32.14% of those identifying themselves as members of an underrepresented group selected the responses rarely or not at all, while 85.72% of those not identifying themselves as members of this group selected these responses.

2. On the survey item related to experiencing various behaviors in the Division of Academic Affairs and at Texas A&M in the last year related to nine types of behaviors, respondents could choose none of the above or as many of the options as they had experienced over the past year in the Division of Academic Affairs. Three responses were statistically significant: a) doubting the respondent’s judgment about matters over which they have responsibility, b) being interrupted or spoken over, and c) none of the above. Table 13 shows a comparison of frequently selected responses by membership in a historically underrepresented group.

A total of 72 people responded to this question in the All Other Academic Affairs Units cluster, most of them identifying more than one inappropriate behavior. Of these, 29 people who identified themselves as a member of an underrepresented group identified inappropriate behavior response options 77 times, while 44 who did not identify themselves as members of an underrepresented group identified inappropriate behavior response options 73 times.

Table 13.—Comparison of frequently selected responses by identification with membership in a historically underrepresented group, All Other Academic Affairs

Response	Member of a Historically Underrepresented Group	Not a Member of a Historically Underrepresented Group
Doubted my judgment on a matter over which I have responsibility	64.29%	24.29%
Interrupted or spoke over me	46.43%	14.63%
None of the above	21.43%	56.10%

Of the 62 qualitative comments provided in the All Other Academic Affairs cluster, 11.29% indicate we are not doing enough to enhance the climate for diversity and that our efforts are disingenuous; 9.68% do not feel respected by high-ranking university administrators; 6.45% are concerned about shrinking budgets and how they are personally impacted; 6.45% are concerned about losing their jobs due to a climate of uncertainty and instability; 4.84% indicated that our commitment to diversity is clear and on a positive trajectory; 4.84% noted that respondents believe we are pursuing the interests of minorities at the expense of the majority; and 9.68% noted that they have been made to feel unwelcome by senior-level administrators.

Historically Underrepresented Groups

A total of 351 respondents replied to this demographic item. Historically underrepresented groups were defined in the survey as including “but not limited to: age, gender, religious preference, sexual orientation, citizenship, race/ethnicity, etc.” There were 122 respondents (35%) who indicated that they were members of a historically underrepresented group at Texas A&M. There were 229 (65%) of the respondents who indicated that they were not members of a historically underrepresented group.

The survey asked participants only to identify whether they were members of an underrepresented group. There was no further delineation in the survey items to request information about the type of underrepresented group.

A quantitative Chi Square analysis examined significant differences in responses based on membership in historically underrepresented groups. This analysis indicated that there were multiple significant differences based on membership in a historically underrepresented group.

Survey Item 8 asked respondents how often they experienced or observed inappropriate behaviors and/or comments regarding seven areas. Of those areas, there was a significant difference in response rates between members of

historically underrepresented groups and those not identifying with a historically underrepresented group in five characteristics: political beliefs, race, sex/gender, disability, and sexual orientation, as shown below.

- **Political beliefs**—Among members of historically underrepresented groups, 29.41% indicated they very often or often experienced or observed inappropriate behaviors and/or comments regarding political beliefs; whereas, 10.31% of respondents not identifying as members of historically underrepresented groups indicated very often or often. This shows a difference of 19.1%.
- **Race**—16.24% of respondents identifying with historically underrepresented groups indicated that they had very often or often experienced or observed inappropriate behaviors and or comments regarding race. In comparison, 3.15% of respondents who do not identify as members of historically underrepresented groups indicated very often or often. The difference between the two groups is 13.09%.
- **Sex/Gender**—10.92% of respondents identifying with historically underrepresented groups indicated that they had very often or often experienced or observed inappropriate behaviors and or comments regarding sex/gender. In comparison, 2.69% of respondents who do not identify as members of underrepresented groups indicated very often or often. The difference between the two groups is 8.23%.
- **Sexual Orientation**—12.61% of respondents identifying with historically underrepresented groups indicated that they very often or often experienced or observed inappropriate behaviors and or comments regarding sexual orientation. In comparison, 5.38% of respondents who do not identify as members of historically underrepresented groups indicated very often or often. This shows a difference of 7.23% between the two groups.
- **Disability**—88.24% of respondents identifying with historically underrepresented groups indicated that they rarely or not at all experienced or observed inappropriate behaviors and or comments regarding disability. In comparison, 96.41% of respondents who do not identify as members of historically underrepresented groups indicated rarely or not at all. This shows a difference of 8.17% difference between the two groups.

Table 14 summarizes the percentage of climate survey respondents who experienced or observed inappropriate behaviors and/or comments. These respondents chose often or very often for political beliefs, race, sex/gender and sexual orientation and chose rarely or not at all for disability.

Table 14.—Summary of respondents experiencing or observing inappropriate behaviors and/or comments

Respondent membership	Political Beliefs	Race	Sex/Gender	Sexual Orientation	Disability
Member of historically underrepresented group	29.41%	16.24%	10.92%	12.61%	88.24%
Not a member of historically underrepresented group	10.31%	3.15%	2.69%	5.38%	96.41%
Percentage Difference	19.1%	13.09%	8.23%	7.23%	8.17%

Survey item 9 asked respondents about their perceptions of the diversity climate in their workplaces. Among respondents who identified themselves as members of historically underrepresented groups, 18.18% indicated the climate had become significantly worse in the past three years (or less if they had been at Texas A&M for fewer years). Responses from participants not identifying as members of a historically underrepresented group indicated significantly worse at a rate of 4.42%—a 13.66% difference between the two groups.

Overall, respondents who identified themselves as members of historically underrepresented groups agreed that they needed to minimize various characteristics of their identity (language, dress, beliefs, etc.) to fit-in (Item 11) at a much higher rate than respondents who did not identify themselves as members of a historically underrepresented group. This trend carried through within the department, the Division of Academic Affairs and at the university, with between a 16% and 24% difference.

Item 12 related to personal experiences and asked the respondents to respond to a series of items related to negative personal experiences. Among those identifying themselves as members of historically underrepresented groups, 37.19% indicated that none of the negative experiences had occurred to them in the past year. Therefore, 62.81% of those identifying themselves as members of historically underrepresented groups encountered at least one of the negative experiences listed. As for participants who did not identify themselves as members of historically underrepresented groups, 64.73% responded none of the above. Accordingly, only 35.27% had a personal experience with one of these listed situations. This shows a 27.5% difference between both groups. For members of historically underrepresented groups, 31% reported that their opinions were ignored and 39% reported that their judgment was doubted on matters over which they have responsibility.

Of the 302 qualitative comments provided, 52.65% of those providing comments indicated that they were not members of an underrepresented group; 39.07% indicated that they were; and 8.28% provided no indication either way. Comments from each group were somewhat balanced with a few exceptions: a number of individuals who did not identify as “underrepresented” are those who stated that they have never seen prejudice, oppression or discrimination at the unit or institutional level, and that “reverse discrimination” negatively impacts their experience. Those identifying as members of a historically underrepresented group expressed more concern about their well-being, the “unwelcoming climate,” and feelings of devaluation.

Religion or Spiritual Belief

A total of 339 people responded to this demographic item. Seventy-three (73) respondents answered that their religious or spiritual beliefs were not listed in the choices provide in the survey. Of these, 71 clarified their beliefs. A list of religious or spiritual belief systems identified as not depicted in the survey choices is provided in Table 15 (p. 18) together with the number of responses for each belief.

Because of the wide variety of responses to the demographic item and the difficulties associated with analyzing data with such small numbers, the AACDC consulted with religious experts and grouped the responses for analysis into eight general belief system categories listed in Table 16 (p. 18).

The Chi Square analysis on these categories still showed little impact on climate based on religion or spiritual belief, again because of the small numbers in the categories other than Christian.

Of the 302 qualitative responses provided, 72.19% of those providing qualitative responses identified as Christian, 12.91% as Unknown, 4.97% as Agnostic, 2.98% as Atheist, 3.64% none, and 0.99% as Pagan. Those identifying with a non-dominant religion tended to characterize the environment as “overly Christian,” and those identifying as Christian wrote both about concerns that their rights as Christians are being abridged to placate the minority, and they also indicated that at times they are aware of how minority religions are marginalized.

Table 15.—Religious or spiritual belief systems identified as not depicted in survey choices

Belief System	Respondents
Christian / Christianity	21
Baptist	12
Non-denominational	6
Christian, non-denominational	4
Methodist	4
Mormon / LDS	4
Believe in God / have spiritual beliefs, but do not take part in organized religion	3
Pagan/Atheist and Pagan	3
Lutheran	2
Unitarian Universalist	2
Anglican	1
Apostolic	1
Charismatic Christian	1
Church of Christ	1
Eastern Orthodox	1
Jehovah Witness	1
Orthodox Christian	1
Open	1
Pentecostal	1
Pastafarian	1
Total	71

Table 16.—Generalized belief system categories

Belief System Category	Respondents
Agnostic	17
Atheist	10
Christian	273
Hindu	1
Islamic	2
Jewish	2
None	18
Not Specified	16
Total	339

Sex/Gender

A total of 370 respondents replied to this demographic item with the following results: 81 respondents identified themselves as male, 287 as female, and 1 as transgender. One individual selected not listed, but supplied no further information.

A quantitative Chi Square analysis examined significant differences in responses based on membership in gender groups. This quantitative analysis indicated that there were no significant differences in responses to survey items based on sex/gender. Of the 302 qualitative responses provided, there does not appear to be a significant difference in the

content of the comments provided based on sex/gender. This means that issues raised in the survey were perceived in generally the same way for those of different sex/gender.

Sexual Orientation

A total of 353 respondents replied to this demographic item. The following table shows the responses.

Table 17.—Summary of respondents by sexual orientation

Sexual Orientation	Respondents
Heterosexual	337
Bisexual	8
Asexual	1
Homosexual, lesbian or gay	4
Not listed, please specify	3
Total	353

The three who chose not specified provided clarifications as follows: irrelevant, questioning and normal. The Chi Square analysis on these categories showed little impact on climate based on sexual orientation because of the small numbers in the categories other than heterosexual.

There were no significant differences in the qualitative comments provided based on sexual orientation. However, 4% of the responses provided by those identifying as non-heterosexual wrote that they were afraid of “coming out” for fear of being marginalized.

Disability

A total of 364 people responded to this item. Of those, 13 indicated that they had a disability while 351 said they did not. Because of the small number of respondents who indicated that they had a disability, a quantitative statistical analysis was not run on this item.

Of the 302 qualitative comments provided, 3.97% of the commenters indicated that they have a disability, 90.07% indicated that they do not have a disability, and 5.96% remains unknown. There were no significant differences in qualitative comments based on disability.

RECOMMENDATIONS

The spirit of the recommendations provided by the Academic Affairs Climate and Diversity Committee is that of community building within the Division of Academic Affairs. In this regard, the Committee seeks to build consensus within the Division at large regarding the critical need to develop an optimal work environment for all of us. Therefore, the recommendations are intended to establish a team building approach and partnership within the Division for the resolution of issues identified in the survey. This philosophic foundation builds on a recurring theme within the survey findings: staff members want to be involved in matters that impact them. Therefore, more Division of Academic Affairs employees need to be engaged in the process of identifying and implementing interventions.

Engagement

1. All employees within the Division of Academic Affairs should be given the opportunity to engage in a review of and response to issues identified in the climate survey. A meeting that reviews the results of the survey and invites discussion about next steps, potential interventions and ways to reward outstanding efforts is recommended.
2. Survey data for item 8 indicates that there are inappropriate comments being experienced or observed in the workplace. The data does not delineate whether any action is being taken when such behaviors occur; nor are the originators or locations known. To provide clarity, future surveys should request information on these points similar to the comment section of survey item 12. As an interim response, all division staff should be empowered to address such situations by providing them with additional information about existing reporting mechanisms and training options (e.g., Difficult Dialogues, Community of Respect, professional development workshops, mediation, etc.) that will help staff members feel more comfortable intervening in or reporting inappropriate behaviors.
3. Division supervisors, who have a primary responsibility to foster a welcoming environment, should be required to attend a community-building program that discusses the survey findings and reaffirms their roles as members of the leadership team who are responsible for establishing and maintaining a climate that supports all Division of Academic Affairs staff members. This program should encourage open discussion about concerns and questions supervisors may have in relation to climate and diversity issues as well as intervention strategies that other supervisors have used successfully. Part of the purpose of the gathering should be to educate supervisors about available resources and to ask them to identify gaps in existing resources that would help them address issues expeditiously when they arise.
4. Although many Division of Academic Affairs staff members are comfortable talking about diversity and equity issues with their co-workers and supervisors, there are many others who are not as comfortable. To ensure that staff have a way to report concerns that they would not otherwise report to a supervisor or co-worker, the Division of Academic Affairs should ensure that existing mechanisms for reporting concerns or seeking assistance are clearly identified and advertised to employees in the Division of Academic Affairs.
5. A slightly higher percentage of those who identify as members of historically underrepresented groups perceive the climate to be worsening as compared to those who are not members of these groups. This perception could be harmful to recruitment and retention of employees who are members of historically underrepresented groups. To better inform interventions to address this issue, it is recommended that focus groups be engaged.
6. Many employees in the Division of Academic Affairs find the environment stressful. Although data seem to confirm conventional wisdom in attributing some of this to the changes in the Division of Academic Affairs' organizational structure and reductions in force, data from the survey identify other causes of stress, including a less than welcoming climate. Unfortunately, it is not clear what specific interventions may best reduce the stress colleagues are experiencing, particularly given realities of the fiscal environment that exists. To better inform interventions to address this issue, it is recommended that focus groups be engaged.
7. Because there was no comment segment for the survey item related to minimizing characteristics of one's identity, it is difficult to determine what the results mean. Therefore, for this survey cycle, it would be helpful to conduct focus groups to gain further insight into this finding, if the administration wants to explore this finding in more detail. In future iterations of the survey, a comment section should be added.

8. Based on peer benchmarking data for the Division of Academic Affairs, it is recommended that AACDC create a subcommittee to explore the past year's hiring and retention practices across the division. This should engage Academic Affairs Business Services Human Resources and a broader group of division supervisors to identify best practices and provide hiring supervisors with recommendations that would assist them in diversifying applicant pools and retaining diverse employees.

Survey Related

9. Because of the complexity of conducting and analyzing a division-level climate survey, and because of the importance of having sufficient time to implement interventions before re-surveying the population, the Division of Academic Affairs climate survey should be conducted on a three-year cycle: Year 1—conduct and analyze survey results; Year 2—develop and implement interventions based on survey recommendations; Year 3—allow interventions to take hold.
10. Having a staff member from Data and Research Services assigned to the AACDC to facilitate quantitative data analysis was critical for the completion of the data analysis. Such professional administrative support for the qualitative data segments would also be helpful in future iterations of the survey.
11. Because of the difference in the responses between those who identified themselves as members of historically underrepresented groups and those who did not, future iterations of the survey should allow respondents the option of identifying the type(s) of historically underrepresented group to which they belong.
12. The survey did not request information about age. Consider adding an item about age to the demographic segment of the survey.
13. Because of the wide range of responses received in relation to the survey item about religion or spiritual belief, future iterations of the survey should reconsider the wording of this item. Benchmarking other survey items that successfully obtain this type of data is advised.
14. The qualitative analysis of comments was critical to identifying important issues raised by smaller populations that may not be recognized in the quantitative analysis. Therefore, future survey iterations need to continue to include as many opportunities as possible for open comments.

APPENDIX A: UNITS COVERED UNDER THE DIVISION OF ACADEMIC AFFAIRS

Appendix A reflects the Division of Academic Affairs unit names as of January 2013. The list is provided so that employees will be able to see that their respective units were included in the survey. However, the distribution list used for the survey was derived from the employee payroll information (ADLOC) that was available in Spring 2012, which was a period of reorganization within the division. So, this list does not correspond exactly to the organizational structure that existed at that time.

Provost and Executive Vice President for Academic Affairs

- Office of the Provost
- Texas A&M University Press

Vice Provost for Academic Affairs

- Aggie Honor System Office
- Global Program Support (including Study Abroad)
- Office of Institutional Assessment

Vice President and Associate Provost for Diversity

- Office of the Vice President and Associate Provost

Associate Provost for Graduate Studies

- Office of Graduate Studies (includes the Thesis Office)

Associate Provost for Undergraduate Studies

- Academic Success Center
- Center for Student-Athlete Services
- General Academic Programs
- Honors and Undergraduate Research
- Office of the Associate Provost
- Professional School Advising
- Public Policy Internship Programs
- Student Learning Center
- University Writing Center

Dean of Faculties and Associate Provost

- Academy for the Visual and Performing Arts
- Callaloo
- Center for Teaching Excellence
- Faculty Senate Office
- International Faculty and Scholar Services
- Office of the Dean of Faculties

Associate Vice President for Academic Services

- Academic Affairs Business Services
- Admissions
 - International Student Services
- Career Center
- Data and Research Services
- Registrar
- Scholarships & Financial Aid

Associate Vice President for External Affairs

- Public Partnership and Outreach

APPENDIX B: SURVEY INSTRUMENT

Default Question Block

Division of Academic Affairs- Spring 2012

PURPOSE:

The Office of the Provost is conducting an assessment of the climate for employees in the Division of Academic Affairs. The purpose of the survey is to assess employee perceptions of characteristics of an inclusive environment. The Division is committed to valuing diversity in all of its dimensions and your help is needed to ensure that there is an environment of respect for individual differences.

PRIVACY STATEMENT:

All appraisal data in this system are strictly confidential. The Office of the Provost will report only aggregate assessment statistics, and will not divulge the source of individual responses to supervisors, the Department Head, other University officials or external parties.

Participation is voluntary and you may skip any items on the survey.

State law requires that you be informed that this survey collects the following information from the users: information that you supply in response to items on this survey, and additional demographic information to provide more detailed information on other dimensions of diversity, including ethnicity, citizenship status, age, education, and employment.

SURVEY INSTRUCTIONS:

This survey will take approximately ten minutes to complete. You do not have to complete it in one session. You may exit before finishing and return at a later time by using the link in your invitation. All of your responses will be saved. You will be able to review and modify your responses up until the closing date of the survey. Please use the back button on the survey and not your browser buttons to return to a previous page.

For more information on this survey, [click here](#).

Please indicate whether you will participate in this assessment by checking your intention below.

- I agree to participate in the survey
- I do not agree to participate in the survey

Section 1: Demographics

Sex/Gender

- Male
- Female
- Transgender
- Not listed—please specify:
- I prefer not to respond

What religion or spiritual belief, if any, do you identify with?

- Agnostic
- Atheist
- Catholic

- Hindu
- Islamic
- Jewish
- Protestant
- None
- Not listed – please specify:
- I prefer not to respond

What is your sexual orientation?

- Heterosexual
- Bisexual
- Asexual
- Homosexual, lesbian, or gay
- Not listed - please specify:
- I prefer not to respond

Do you have a disability?

- Yes
- No
- I prefer not to respond

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
- No
- I prefer not to respond

Section 2: Climate Assessment. The following questions concern behaviors and attitudes about discrimination and the campus climate in the Division of Academic Affairs and outside the Division in the rest of the University. People are encouraged to report inappropriate behavior through other resources, including supervisors and/or the Risk, Fraud and Misconduct Hotline at 888-501-3850 or online at <http://www.ethicspoint.com>

Generally, in my experiences in the Division of Academic Affairs and at Texas A&M:

	In the Division of Academic Affairs					At Texas A&M				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
People from different backgrounds get along well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People are valued regardless of their backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Top administrators										

are committed to diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are committed to diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are committed to diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Top administrators value diverse perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty value diverse perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff value diverse perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing materials (audio, print, and electronic publications, etc.) reflect Texas A&M's commitment to equity and diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job postings reflect Texas A&M's commitment to equity and diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please feel free to explain

In the Division of Academic Affairs and at Texas A&M, I have experienced or observed inappropriate behaviors and/or comments regarding:

	Very Often	Often	Sometimes	Rarely	Not At All
Sex/Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please feel free to provide any comments.

	Significantly Worse, 1	2	Remained the Same, 3	4	Significantly Better, 5
Within the past three years (or less if you have been at TAMU fewer than three years) my perception is that the diversity climate in my workplace has become ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe the reasons underlying your response

The undergraduate students I interact with value diversity.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
In my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the Division of Academic Affairs at Texas A&M	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The graduate students I interact with value diversity.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
In my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the Division of Academic Affairs at Texas A&M	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe the reasons underlying your response

Generally, at Texas A&M, I feel the need to minimize various characteristics of my identity (e.g., language, dress, beliefs, etc.) to fit in ...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
In my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the Division of Academic Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At Texas A&M	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Experiences – In the past year in the Division Academic Affairs and at Texas A&M, people have (staff, students, supervisors, etc.) (Check all that apply):

- Put me down or were condescending to me
- Paid little attention to my statement or showed little interest in my opinion
- Made demeaning or derogatory remarks about me
- Doubled my judgment on a matter over which I have responsibility
- Made jokes about me
- Interrupted or spoke over me
- Excluded me
- Treated me as if I am invisible
- Talked about me behind my back
- None of the above

In the past year in the Division of Academic Affairs, how frequently, with whom, and where did the situations occur?

Please feel free to explain:

Section III. Outcomes

How would you rate your ... ?

	Excellent	Good	Average	Below Average	Poor
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Beyond your workload, how stressful is the Texas A&M University environment to you?

- Not at all stressful
- Somewhat stressful
- Very stressful

Please feel free to explain:

How often have you . . .

			A few times a	A few times in the last several
--	--	--	---------------	---------------------------------

	Weekly	Monthly	year	years	Never
Tried to find a new job within Texas A&M	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to find a new job outside of Texas A&M	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thought about quitting your job because of a less-than-welcoming climate at Texas A&M in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried about the possibility of losing your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please feel free to explain:

How satisfied are you with ... ?

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Workplace exposure to various cultures (both national and international), current issues, and perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workplace exposure to international experiences that enhance personal and professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative response to incidents of discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My supervisor encourages me to develop my job knowledge and skills by (check all that apply):

- Attending conferences
- Participating in online workshops
- University or departmental sponsored staff development opportunities
- Other
- None of the above

In my department, I can talk to any of the following people about equity issues at Texas A&M (check all that apply):

- Co-worker
- Supervisor
- Other:
- None of the above

Generally, in my department, my supervisor(s) and co-worker(s):

	Supervisor(s)					Co-worker(s)				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Exhibit a commitment to diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate their value of diverse perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get along well with people from different backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate their value for everyone regardless of their backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prefer people who are similar to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please feel free to explain:





Overall, do you have anything further you wish to share with us?

Block 1

Clicking "Submit" will save your responses and exit you from the survey. You will NOT be able to return. To save and return later, simply exit the survey without clicking "Submit".

APPENDIX C: QUANTITATIVE ANALYSIS OF SURVEY ITEMS




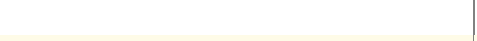

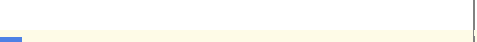
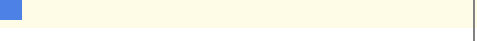

2. Sex/Gender

#	Answer		Response	%
1	Male		84	22%
2	Female		295	77%
3	Transgender		1	0%
4	Not listed— please specify:		1	0%
	Total		381	100%

Not listed—please specify:

Statistic	Value
Min Value	1
Max Value	4
Mean	1.79
Variance	0.19
Standard Deviation	0.43
Total Responses	381

3. What religion or spiritual belief, if any, do you identify with?

#	Answer		Response	%
1	Agnostic		17	5%
2	Atheist		10	3%
3	Christian		279	80%
4	Hindu		1	0%
5	Islamic		2	1%
6	Jewish		2	1%
8	None		19	5%
9	Not listed – please specify:		17	5%
	Total		347	100%

Not listed – please specify:
non denomination
Pagan
Pastafarian
spiritual not religious
Both atheist and pagan
pagan
I believe in God -- do not belong to an organized religion
Baptist
non-denominational
Baptist
Non denominational
non denominational
open
I am spiritual - not religious - one God many religions
non-denonmation

Statistic	Value
Min Value	1
Max Value	9
Mean	3.47
Variance	3.22
Standard Deviation	1.79
Total Responses	347

4. What is your sexual orientation?

#	Answer	Response	%
1	Heterosexual	347	96%
2	Bisexual	8	2%
3	Asexual	1	0%
4	Homosexual, lesbian, or gay	4	1%
5	Not listed - please specify:	3	1%
	Total	363	100%

Not listed - please specify:

Normal
Irrelevant
Questioning

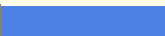

Statistic	Value
Min Value	1
Max Value	5
Mean	1.09
Variance	0.26
Standard Deviation	0.51
Total Responses	363

5. Do you have a disability?

#	Answer	Response	%
1	Yes	13	3%
2	No	360	97%
	Total	373	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.97
Variance	0.03
Standard Deviation	0.18
Total Responses	373

6. 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.)

#	Answer		Response	%
1	Yes		126	35%
2	No		235	65%
	Total		361	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.65
Variance	0.23
Standard Deviation	0.48
Total Responses	361

7a. In the Division of Academic Affairs

#	Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		Mean
1	People from different backgrounds get along well	15.17%	57.87%	21.07%	4.49%	1.40%	356	3.81
2	People are valued regardless of their backgrounds	14.08%	50.99%	21.97%	10.14%	2.82%	355	3.63
3	Top administrators are committed to diversity	22.16%	40.91%	25.57%	8.81%	2.56%	352	3.71
4	Faculty are committed to diversity	12.07%	41.38%	41.38%	4.02%	1.15%	348	3.59
5	Staff are committed to diversity	14.53%	51.28%	28.21%	4.27%	1.71%	351	3.73
6	Top administrators value diverse perspectives	13.39%	35.04%	31.62%	14.53%	5.41%	351	3.36
7	Faculty value diverse perspectives	7.83%	42.90%	41.74%	5.80%	1.74%	345	3.49
8	Staff value diverse perspectives	12.36%	49.14%	32.18%	4.60%	1.72%	348	3.66
9	Marketing materials (audio, print, and electronic publications, etc.) reflect Texas A&M's commitment to equity and diversity	18.98%	46.46%	25.21%	8.22%	1.13%	353	3.74
10	Job postings reflect Texas A&M's commitment to equity and diversity	18.29%	46.29%	28.57%	5.14%	1.71%	350	3.74

Item	Statistic				
	Min Value	Max Value	Mean	Standard Deviation	Total Responses
People from different backgrounds get along well	1	5	3.81	0.80	356
People are valued regardless of their background	1	5	3.63	0.94	355
Top administrators are committed to diversity	1	5	3.71	0.99	352
Faculty are committed to diversity	1	5	3.59	0.80	348
Staff are committed to diversity	1	5	3.73	0.82	351
Top administrators value diverse perspectives	1	5	3.36	1.06	351
Faculty value diverse perspectives	1	5	3.49	0.79	345
Staff value diverse perspectives	1	5	3.66	0.82	348
Marketing materials (audio, print, and electronic publications, etc.) reflect Texas A&M's commitment to equity and diversity	1	5	3.74	0.90	353
Job postings reflect Texas A&M's commitment to equity and diversity	1	5	3.74	0.87	350

7b. At Texas A&M

#	Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		Mean
1	People from different backgrounds get along well	9.32%	53.73%	24.84%	11.18%	0.93%	322	3.59
2	People are valued regardless of their backgrounds	9.01%	48.76%	23.91%	14.91%	3.42%	322	3.45
3	Top administrators are committed to diversity	15.89%	44.86%	24.92%	9.97%	4.36%	321	3.58
4	Faculty are committed to diversity	9.78%	40.69%	41.01%	6.62%	1.89%	317	3.50
5	Staff are committed to diversity	10.97%	48.59%	31.35%	7.84%	1.25%	319	3.60
6	Top administrators value diverse perspectives	10.44%	36.08%	31.65%	16.14%	5.70%	316	3.29
7	Faculty value diverse perspectives	8.86%	42.09%	38.29%	9.18%	1.58%	316	3.47
8	Staff value diverse perspectives	9.24%	48.41%	34.39%	6.37%	1.59%	314	3.57
9	Marketing materials (audio, print, and electronic publications, etc.) reflect Texas A&M's commitment to equity and diversity	18.50%	44.20%	24.14%	10.66%	2.51%	319	3.66
10	Job postings reflect Texas A&M's commitment to equity and diversity	18.63%	43.17%	29.81%	6.21%	2.17%	322	3.70

Item	Statistic				
	Min Value	Max Value	Mean	Standard Deviation	Total Responses
People from different backgrounds get along well	1	5	3.59	0.84	322
People are valued regardless of their background	1	5	3.45	0.97	322
Top administrators are committed to diversity	1	5	3.58	1.01	321
Faculty are committed to diversity	1	5	3.50	0.83	317
Staff are committed to diversity	1	5	3.60	0.83	319
Top administrators value diverse perspectives	1	5	3.29	1.04	316
Faculty value diverse perspectives	1	5	3.47	0.84	316
Staff value diverse perspectives	1	5	3.57	0.81	314
Marketing materials (audio, print, and electronic publications, etc.) reflect Texas A&M's commitment to equity and diversity	1	5	3.66	0.98	319
Job postings reflect Texas A&M's commitment to equity and diversity	1	5	3.70	0.92	322

8. In the Division of Academic Affairs and at Texas A&M, I have experienced or observed inappropriate behaviors and/or comments regarding:

#	Item	Very Often	Often	Sometimes	Rarely	Not At All		Mean
1	Sex/Gender	1.10%	4.38%	20.00%	27.95%	46.58%	365	1.85
2	Race	2.49%	4.97%	22.65%	28.73%	41.16%	362	1.99
3	Sexual orientation	1.64%	6.01%	19.13%	25.96%	47.27%	366	1.89
4	Religion	2.49%	6.37%	14.40%	26.04%	50.69%	361	1.84
5	Political beliefs	5.74%	11.20%	24.86%	21.31%	36.89%	366	2.28
6	Disability	0.27%	0.27%	5.46%	24.04%	69.95%	366	1.37
7	Age	1.10%	3.30%	15.38%	25.82%	54.40%	364	1.71

Statistic	Sex/Gender	Race	Sexual orientation	Religion	Political beliefs	Disability	Age
Min Value	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5
Mean	1.85	1.99	1.89	1.84	2.28	1.37	1.71
Variance	0.92	1.06	1.04	1.11	1.51	0.39	0.85
Standard Deviation	0.96	1.03	1.02	1.05	1.23	0.63	0.92
Total Responses	365	362	366	361	366	366	364

9.

#	Item	Significantly Worse, 1	2	Remained the Same, 3	4	Significantly Better, 5		Mean
1	Within the past three years (or less if you have been at TAMU fewer than three years) my perception is that the diversity climate in my workplace has become ...	3.02%	6.59%	57.97%	25.27%	7.14%	364	3.27

Statistic	Within the past three years (or less if you have been at TAMU fewer than three years) my perception is that the diversity climate in my workplace has become ...
Min Value	1
Max Value	5
Mean	3.27
Variance	0.65
Standard Deviation	0.81
Total Responses	364

10a. The undergraduate students I interact with value diversity.

#	Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		Mean
1	In my department	18.44%	46.97%	29.97%	4.32%	0.29%	347	3.79
2	In the Division of Academic Affairs at Texas A&M	10.85%	40.47%	45.45%	3.23%	0.00%	341	3.59

Statistic	In my department	In the Division of Academic Affairs at Texas A&M
Min Value	1	2
Max Value	5	5
Mean	3.79	3.59
Variance	0.64	0.53
Standard Deviation	0.80	0.72
Total Responses	347	341

10b. The graduate students I interact with value diversity.

#	Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		Mean
1	In my department	22.29%	38.12%	38.12%	1.47%	0.00%	341	3.81
2	In the Division of Academic Affairs at Texas A&M	13.35%	35.91%	49.55%	1.19%	0.00%	337	3.61











Statistic	In my department	In the Division of Academic Affairs at Texas A&M
Min Value	2	2
Max Value	5	5
Mean	3.81	3.61
Variance	0.63	0.53
Standard Deviation	0.79	0.73
Total Responses	341	337

11. Generally, at Texas A&M, I feel the need to minimize various characteristics of my identity (e.g., language, dress, beliefs, etc.) to fit in ...

#	Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		Mean
1	In my department	5.56%	17.78%	22.50%	31.67%	22.50%	360	2.52
2	In the Division of Academic Affairs	4.26%	19.60%	28.98%	28.41%	18.75%	352	2.62
3	At Texas A&M	5.95%	20.68%	24.08%	31.16%	18.13%	353	2.65

Statistic	In my department	In the Division of Academic Affairs	At Texas A&M
Min Value	1	1	1
Max Value	5	5	5
Mean	2.52	2.62	2.65
Variance	1.39	1.26	1.36
Standard Deviation	1.18	1.12	1.17
Total Responses	360	352	353

12. Personal Experiences – In the past year in the Division Academic Affairs and at Texas A&M, people have (staff, students, supervisors, etc.) (Check all that apply):

#	Answer		Response	%
1	Put me down or were condescending to me		68	18%
2	Paid little attention to my statement or showed little interest in my opinion		88	24%
3	Made demeaning or derogatory remarks about me		37	10%
4	Doubted my judgment on a matter over which I have responsibility		95	26%
5	Made jokes about me		21	6%
6	Interrupted or spoke over me		75	20%
7	Excluded me		78	21%
8	Treated me as if I am invisible		65	18%
9	Talked about me behind my back		67	18%
10	None of the above		202	55%

Statistic	Value
Min Value	1
Max Value	10
Total Responses	369

13. How would you rate your ... ?

#	Item	Excellent	Good	Average	Below Average	Poor		Mean
1	Physical health	22.38%	46.13%	24.03%	5.80%	1.66%	362	3.82
2	Emotional well-being	27.42%	43.21%	22.71%	5.82%	0.83%	361	3.91

Statistic	Physical health	Emotional well-being
Min Value	1	1
Max Value	5	5
Mean	3.82	3.91
Variance	0.81	0.80
Standard Deviation	0.90	0.90
Total Responses	362	361

14. Beyond your workload, how stressful is the Texas A&M University environment to you?

#	Answer		Response	%
1	Not at all stressful		136	37%
2	Somewhat stressful		182	50%
3	Very stressful		47	13%
	Total		365	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.76
Variance	0.44
Standard Deviation	0.67
Total Responses	365

15. How often have you. . .

#	Item	Weekly	Monthly	A few times a year	A few times in the last several years	Never		Mean
1	Tried to find a new job within Texas A&M	5.90%	5.06%	16.85%	36.80%	35.39%	356	2.09
2	Tried to find a new job outside of Texas A&M	5.35%	4.79%	14.08%	25.35%	50.42%	355	1.89
3	Thought about quitting your job because of a less-than-welcoming climate at Texas A&M in general	7.56%	4.20%	8.68%	16.25%	63.31%	357	1.76
4	Worried about the possibility of losing your job	10.03%	8.64%	19.50%	27.30%	34.54%	359	2.32

Statistic	Tried to find a new job within Texas A&M	Tried to find a new job outside of Texas A&M	Thought about quitting your job because of a less-than-welcoming climate at Texas A&M in general	Worried about the possibility of losing your job
Min Value	1	1	1	1
Max Value	5	5	5	5
Mean	2.09	1.89	1.76	2.32
Variance	1.25	1.31	1.52	1.69
Standard Deviation	1.12	1.14	1.23	1.30
Total Responses	356	355	357	359

16. How satisfied are you with ... ?

#	Item	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied		Mean
1	Workplace exposure to various cultures (both national and international), current issues, and perspectives	21.39%	44.72%	28.33%	4.72%	0.83%	360	3.81
2	Workplace exposure to international experiences that enhance personal and professional development	20.56%	36.11%	35.28%	7.22%	0.83%	360	3.68
3	Administrative response to incidents of discrimination	12.89%	29.41%	49.02%	6.44%	2.24%	357	3.44

Statistic	Workplace exposure to various cultures (both national and international), current issues, and perspectives	Workplace exposure to international experiences that enhance personal and professional development	Administrative response to incidents of discrimination
Min Value	1	1	1
Max Value	5	5	5
Mean	3.81	3.68	3.44
Variance	0.73	0.82	0.77
Standard Deviation	0.85	0.91	0.88
Total Responses	360	360	357

17. My supervisor encourages me to develop my job knowledge and skills by (check all that apply):

#	Answer	Response	%
1	Attending conferences	242	67%
2	Participating in online workshops	215	60%
3	University or departmental sponsored staff development opportunities	263	73%
4	Other	33	9%
5	None of the above	40	11%

Other
Additional reading
Site visits
Travel for course development
Technical training
Side by side training
local workshops
Supervisor does not encourage. Agrees to allow when I inquire.
Told to attend but then mad when you have to take the time off to attend.
there is no overt encouragement, yet my boss, Joe Sucz is good about securing funding when I want to attend prof. development opportunities.
limited conferences due to funding
Discourages time away from office
Attending training held by the Employee Organizational Development Office
Developing skills that will help me in the workplace, like Spanish language knowledge
Attending school to receive my master's degree
Certificate Programs
other educational opportunities
wants me to start looking at graduate courses to further my education
Taking on more job duties.
My supervisor is the greatest supervisor I have ever had. He should be department head for life
General Training
Supporting my taking classes.
networking on campus, attending various meetings & committees
Professional development classes.
Learn from each other
taking on leadership opportunities with committees
It is there, but not really encouraged
Completing my degree
additional opportunities identified
My supervisor does not micromanage.

Statistic	Value
Min Value	1
Max Value	5
Total Responses	361

18. In my department, I can talk to any of the following people about equity issues at Texas A&M (check all that apply):

#	Answer	Response	%
1	Co-worker	274	76%
2	Supervisor	273	76%
3	Other:	12	3%
4	None of the above	31	9%

Other:
Anyone in the Office of the Registrar
Directory
Maybe a co-worker
Associate VP
HR liaison
Director of Diversity
I think TAMU has a website for this (can't remember the name right now)
The other personal that I report to, but isn't my supervisor.
supervisees
other members of staff including the assistant director

Statistic	Value
Min Value	1
Max Value	4
Total Responses	359

19a. Supervisor(s)

#	Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		Mean
1	Exhibit a commitment to diversity	35.69%	45.89%	13.88%	3.12%	1.42%	353	1.89
2	Demonstrate their value of diverse perspectives	31.81%	44.41%	17.19%	4.58%	2.01%	349	2.01
3	Get along well with people from different backgrounds	40.34%	44.03%	9.66%	4.83%	1.14%	352	1.82
4	Demonstrate their value for everyone regardless of their backgrounds	35.92%	42.53%	14.08%	5.46%	2.01%	348	1.95
5	Prefer people who are similar to them	13.61%	17.16%	33.43%	24.26%	11.54%	338	3.03

Statistic	Exhibit a commitment to diversity	Demonstrate their value of diverse perspectives	Get along well with people from different backgrounds	Demonstrate their value for everyone regardless of their backgrounds	Prefer people who are similar to them
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	1.89	2.01	1.82	1.95	3.03
Variance	0.74	0.86	0.77	0.90	1.42
Standard Deviation	0.86	0.93	0.88	0.95	1.19
Total Responses	353	349	352	348	338

19b. Co-worker(s)

#	Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		Mean
1	Exhibit a commitment to diversity	24.42%	51.82%	20.46%	2.64%	0.66%	303	2.03
2	Demonstrate their value of diverse perspectives	21.89%	51.85%	20.54%	4.71%	1.01%	297	2.11
3	Get along well with people from different backgrounds	32.45%	49.01%	14.57%	3.31%	0.66%	302	1.91
4	Demonstrate their value for everyone regardless of their backgrounds	28.71%	44.88%	19.14%	6.60%	0.66%	303	2.06
5	Prefer people who are similar to them	9.32%	22.19%	36.01%	22.19%	10.29%	311	3.02

Statistic	Exhibit a commitment to diversity	Demonstrate their value of diverse perspectives	Get along well with people from different backgrounds	Demonstrate their value for everyone regardless of their backgrounds	Prefer people who are similar to them
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	2.03	2.11	1.91	2.06	3.02
Variance	0.61	0.69	0.66	0.80	1.23
Standard Deviation	0.78	0.83	0.81	0.90	1.11
Total Responses	303	297	302	303	311

APPENDIX D: ACADEMIC AFFAIRS DEPARTMENTS ORGANIZED BY CLUSTER

Department Name* *Based on FAMIS ADLOC (Administrative Locations) for payroll purposes as of May 2012	Cluster (Number of Survey Respondents in the Cluster)
Associate Provost for Undergraduate Studies	Undergraduate Studies (59)
General Academic Programs	
General Studies	
Head of General Academics	
Honors Program	
Professional School Advising	
Student Learning Center	
University Writing Center	
AA Central Business Services	Academic Services (269)
Academic Affairs Business Services	
Admissions and Records	
Cooperative Education	
Executive Director Admissions and Records	
International Student Services	
IT—Academic Services	
Measurement and Research Services	
Office of Admissions	
Office of Institutional Studies And Planning	
Office of Registrar	

Placement Director	
Scholarships & Financial Aid	
Texas A&M Information Technology	
Vice Provost ADLOC	All Other Academic Affairs (81)
Vice President and Associate Provost for Institutional Diversity	
Aggie Honor System Office	
Associate Vice President—External Relations	
Associate Vice President—Academic Affairs	
Associate Vice President—Academic Services	
Center for Teaching Excellence	
Dean of Faculties	
Associate Provost for Graduate Studies	
Institute For Pacific Asia	
International Programs For Students	
Office of Graduate Studies	
Office of Institutional Assessment	
Office of Institutional Development	
Office of International Outreach	
Provost and Exec Vice President	
Study Abroad Administration	

APPENDIX E: RESPONSE TO SURVEY ITEM BY CLUSTER AND BY MEMBERSHIP IN HISTORICALLY UNDERREPRESENTED GROUPS

Personal Experiences – In the past year in the Division Academic Affairs and at Texas A M, people ha...		Academic Services			All Other Academic Affairs			Undergraduate Studies		
		Yes	No	Total	Yes	No	Total	Yes	No	Total
Put me down or were condescending to me	N	17	18	35	9	8	17	9	3	12
	%	26.15%	11.25%	15.56%	32.14%	19.51%	24.64%	32.14%	13.04%	23.53%
Paid little attention to my statement or showed little interest in my opinion	N	16	25	41	10	13	23	12	4	16
	%	24.62%	15.63%	18.22%	35.71%	31.71%	33.33%	42.86%	17.39%	31.37%
Made demeaning or derogatory remarks about me	N	8	9	17	5	2	7	7	1	8
	%	12.31%	5.63%	7.56%	17.86%	4.88%	10.14%	25.00%	4.35%	15.69%
Doubted my judgment on a matter over which I have responsibility	N	21	27	48	18	10	28	8	4	12
	%	32.31%	16.88%	21.33%	64.29%	24.39%	40.58%	28.57%	17.39%	23.53%
Made jokes about me	N	4	10	14	2	2	4	1	0	1
	%	6.15%	6.25%	6.22%	7.14%	4.88%	5.80%	3.57%	0.00%	1.96%
Interrupted or spoke over me	N	8	29	37	13	6	19	9	2	11
	%	12.31%	18.13%	16.44%	46.43%	14.63%	27.54%	32.14%	8.70%	21.57%
Excluded me	N	14	21	35	12	10	22	12	4	16
	%	21.54%	13.13%	15.56%	42.86%	24.39%	31.88%	42.86%	17.39%	31.37%
Treated me as if I am invisible	N	13	19	32	10	9	19	6	3	9
	%	20.00%	11.88%	14.22%	35.71%	21.95%	27.54%	21.43%	13.04%	17.65%
Talked about me behind my back	N	18	23	41	7	4	11	5	2	7
	%	27.69%	14.38%	18.22%	25.00%	9.76%	15.94%	17.86%	8.70%	13.73%
None of the above	N	28	105	133	6	23	29	11	17	28
	%	43.08%	65.63%	59.11%	21.43%	56.10%	42.03%	39.29%	73.91%	54.90%
Total		65	160	225	28	41	69	28	23	51

Note: Statistically significant findings are highlighted in yellow. “Yes” indicates responses from those who identified themselves as a member of a historically underrepresented group. “No” indicates responses from those who did not identify themselves as a member of a historically underrepresented group.