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Enclosed is the Diversity Survey Menu, developed by the ADVANCE social science studies team. The ADVANCE social studies team consists of Stephanie Payne, Kathi Miner, Violet Xu, Amber Smittick, Laura Lomeli, Becky Thompson, Steven Cooley, Evangelina Benavides, Jace Kerby, and myself. Additionally, Jennifer Reyes from Student Life Studies was instrumental in refining this document and creating parallel items for our student, staff, and faculty versions of scales. Finally, we owe thanks to the Department of Multicultural Service, the Gay, Lesbian, Bisexual, Transgender Resource Center, the Department of Student Life Studies, and the DOC for their insightful comments and questions.

This document is not meant to serve as a survey, although units could administer all the items provided to obtain a good picture of the challenges and successes in their units. Instead, this document is meant to be a menu of choices that units can use to develop surveys that are relevant to the challenges and concerns that they have about diversity issues. The advantages of using the scales provided here are that most are well-developed, validated, and published scales that have good psychometric properties. In other words, these scales have met the high standards of the social sciences, making it more likely that these scales will provide an accurate snapshot of what's happening in units than ad hoc surveys would provide.

The document is organized into four sections: Demographics, Climate Assessment, Inappropriate Behavior, and Outcomes. At the start of each section, we provide greater information about the content of the section and the recommendations we have. In general, we suggest that any unit conducting a diversity survey administer at least one scale from each section, including the core diversity items.

We recognize that this document does not cover all of the issues facing all of the units. For example, we have not included any items on linguistic diversity (e.g., bilingual workers; Spanish-only and English-only employees working together). Many of these issues can be addressed by adapting the included scales to address the topic of interest. Additionally, we want to encourage units to revisit their survey plan regularly to add or change additional item sets, beyond the core diversity items, to reflect changing needs of the unit. For example, there were some concerns in Spring 2011 (just prior to the creation of this document) that some groups were using Freedom of Information Act requests in a way to target particular groups on campus; such requests, while entirely legal, could have ramifications for particular groups' feelings of welcomeness or for workflow for staff members who must handle these requests.

We have listed the response options for each scale. We have also indicated which items are reverse-scored at the end of the item. Reverse-scored items are questions that are written as a negation of the scale's theme (e.g., "I do not like my job" for job satisfaction). To represent the overarching theme of the scale correctly, it needs to be reverse-scored (i.e., a score of 1 on this item is equivalent to a score of 5 on the other items on the scale).

Where wording needs are likely to differ across students, staff, and faculty, we have provided different versions of the same scale, pegged to those constituencies.



We hope that this Diversity Survey Menu helps Texas A&M meet its goals of understanding its current climate and moving forward to becoming an employer and educator of choice by having a more positive, more inclusive workplace and academic environment where all people can contribute to the ultimate success of educating and generating knowledge in the state of Texas, the United States, and around the world.

Any questions about this document can be directed to me at mindybergman@tamu.edu.

Mindy Bergman
Associate Professor
Department of Psychology

Diversity Survey Menu

The following survey items are recommended by the ADVANCE Social Science team for inclusion on any TAMU Diversity survey. Each section has further information. We recommend that all diversity surveys contain at least one scale from each of the overarching sections (Demographics, Climate Assessment, Inappropriate Behavior, and Outcomes).

Please direct all questions to Dr. Mindy Bergman at mindybergman@tamu.edu.

Demographics

*The ADVANCE team recommends including traditional demographic items on surveys. This allows for the best comparisons across relevant groups. We recommend against requiring responses in on-line surveys to these items; on paper, there is no way to control for requiring responses, so this is a moot point. We make this recommendation so that individuals who worry about being identified via a few demographics (e.g., the only African-American assistant professor in a Department). **However**, including the response “I prefer not to respond” diminishes many of these concerns, as people can choose that response instead of skipping the question; thus, if this response option is included, then requiring answers to these questions on-line should still result in a way for concerned individuals to avoid the potential of being identified.*

One exception to this recommendation is unit/department/major. In order for units/departments/majors to understand what is happening in their population, the relevant members need to be identified. We encourage requiring a response to this item so that the best picture can be developed for each unit/department/major.

If traditional demographic items are not included or not required, consider requiring a response to Demographic item #8 (intersectionality) in order to gather information that may permit comparisons between majority and minority members (globally).

At the end of this section, we list some additional demographic topics that may also be appropriate for the faculty, staff, and student populations separately.

1. Sex/Gender:

- a. Male
- b. Female
- c. Intersex
- d. Transgender
- e. Not listed – please specify: _____
- f. I prefer not to respond

2. **Race/Ethnic Identification** (check all that apply):

- a. African-American/Black
- b. Native American or Alaskan Native
- c. Asian
- d. Latina/o or Hispanic
- e. Native Hawaiian or Other Pacific Islander
- f. White
- g. Middle Eastern/Arab
- h. Not listed—please specify: _____
- i. I prefer not to respond

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

- a. Agnostic
- b. Atheist
- c. Baptist
- d. Catholic
- e. Hindu
- f. Islamic
- g. Jewish
- h. Protestant
- i. None
- j. Not listed – please specify: _____
- k. I prefer not to respond

4. What is your **sexual orientation**?

- a. Heterosexual
- b. Bisexual
- c. Asexual
- d. Homosexual, lesbian, or gay
- e. Questioning
- f. Not listed - please specify: _____
- g. I prefer not to respond

5. Please tell us how **open** you are about your sexual orientation with the following groups of people. (SCALE: Not at all open, Somewhat open, Mostly open, Completely open, I prefer not to respond, Not applicable)

FACULTY
Coworkers in your department
Colleagues in your college
Your department leadership
Your graduate students
Your undergraduate students

STAFF
Co-workers in your department
Colleagues in your division
Your supervisor

STUDENTS
Classmates
Co-workers
Faculty
Friends
Roommates
Supervisor

6. **Citizenship status:**
- a) U.S. citizen
 - b) Permanent resident
 - c) Not U.S. citizen or permanent resident
 - d) I'm not comfortable responding
7. **Age** (drop down menu with all possible ages listed individually. Recommended range: 15 – 70+ years)

Intersectionality (Crenshaw, 1991)

8. 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.)
- a. Yes
 - b. No
 - c. I prefer not to respond

ADDITIONAL DEMOGRAPHICS FOR FACULTY

Tenure status

- a) Non tenure
- b) Tenure-track
- c) Tenured

Years of service at Texas A&M University (drop down menu with each number listed individually)

Years of service in **current position** (drop down menu with each number listed individually)

Year of highest degree (drop down menu with years listed individually)

College

Department

Did you earn a degree from Texas A&M University-College Station?

- a. Yes
- b. No
- c. I prefer not to respond

ADDITIONAL DEMOGRAPHICS FOR STAFF

Years of service at Texas A&M University (drop down menu with each number listed individually)

Years of service in **current position** (drop down menu with each number listed individually)

Department

Supervisor

Shift

Hourly vs. salaried

Did you earn a degree from Texas A&M University-College Station?

- a. Yes
- b. No
- c. I prefer not to respond

Education level: No high school diploma, GED, High School, Some College, Bachelors, Masters, Ph.D., JD, DVM, Not listed – please specify: _____, I prefer not to respond

[***Note: the appropriate education levels are likely to vary across units; these are some suggested response options]

ADDITIONAL DEMOGRAPHICS FOR STUDENTS

Major

College

Classification

Grad students only: **Undergraduate degree date:** _____
 Grad students only: **Is your undergraduate degree from Texas A&M?**

Residence:
 On Campus
 Off Campus

Climate Assessment

The ADVANCE team recommends that all surveys use the CORE diversity climate items, which will allow for benchmarking across units. We also recommend asking the two questions about workload and stressful environment, as these questions allow for the statistical control of the challenges of working at a university with such high standards for all employees. Finally, we have included a shortened version of the Collegiality Climate Scale, which assesses the extent to which employees in a unit work together, are respectful, and pitch in to help each other.

CORE Diversity Climate (adapted from McKay et al., 2009)

(SCALE: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, I don't know)

FACULTY

At Texas A&M:

1. Top leaders of the university are committed to diversity.
2. Diverse perspectives are valued.
3. People from different backgrounds get along well.
4. People are valued at Texas A&M regardless of their background.
5. Top leaders prefer people who are similar to them. [reverse-scored]

Comment box:

In my college:

1. Top leaders are committed to diversity.
2. Diverse perspectives are valued.
3. People from different backgrounds get along well
4. People are valued at Texas A&M regardless of their backgrounds.
5. Top leaders prefer people who are similar to them. [reverse-scored]

Comment box:

In my department/unit/major:

1. Leaders are committed to diversity.
2. Diverse perspectives are valued.
3. People from different backgrounds get along well.

4. Supervisors value everyone regardless of their backgrounds.
5. Coworkers value everyone regardless of their backgrounds.
6. Leaders prefer people who are similar to them. [reverse-scored]

Comment box:

STAFF

At Texas A&M:

1. Top leaders of the university are committed to diversity.
2. Diverse perspectives are valued.
3. People from different backgrounds get along well
4. People are valued at Texas A&M regardless of their backgrounds.
5. Top leaders prefer people who are similar to them.

Comment box:

Generally in my division:

1. Leaders are committed to diversity.
2. Diverse perspectives are valued.
3. People from different backgrounds get along well.
4. Supervisors value everyone regardless of their backgrounds.
5. Coworkers value everyone regardless of their backgrounds.
6. Leaders prefer people who are similar to them.

Comment box:

Generally in my department:

1. Leaders are committed to diversity.
2. Diverse perspectives are valued.
3. People from different backgrounds get along well.
4. Supervisors value everyone regardless of their backgrounds.
5. Coworkers value everyone regardless of their backgrounds.
6. Leaders prefer people who are similar to them.

Comment box:

STUDENTS

At Texas A&M:

1. Top leaders of the university are committed to diversity.
2. Diverse perspectives are valued.
3. People from different backgrounds get along well
4. People are valued at Texas A&M regardless of their backgrounds.
5. Top leaders prefer people who are similar to them.

Comment box:

Generally in my student organization(s):

1. Leaders are committed to diversity.
2. Diverse perspectives are valued.
3. People from different backgrounds get along well.
4. Leaders value everyone regardless of their backgrounds.
5. My peers value everyone regardless of their backgrounds.
6. Leaders prefer people who are similar to them.

Comment box:

Generally in my classes:

1. Diverse perspectives are valued.
2. People from different backgrounds get along well.

Comment box:

Quantitative Workload (Spector & Jex, 1998)

(SCALE: never, less than once per month, once or twice per month, once or twice per week, once or twice per day, several times per day)

How often do you have more work than you can do well?

Stressful work environment

(SCALE: not at all stressful, somewhat stressful, very stressful, extremely stressful)

FACULTY and STAFF

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

STUDENTS

*Beyond your workload (courses, working, student organization involvement, etc.), how **stressful** is the Texas A&M University **environment** to you?*

Collegiality Climate Scale (Miner-Rubino & Seigel)

(SCALE: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

FACULTY and STAFF

My colleagues:

1. Are willing to help each other.
2. Provide constructive criticism regarding each other's work.
3. Create a cooperative and supportive environment.
4. Work to foster harmony.

STUDENTS

My classmates:

1. Are willing to help each other.
2. Provide constructive criticism regarding each other's work.
3. Create a cooperative and supportive environment.
4. Work to foster harmony.

Inappropriate Workplace Behaviors

The following questions concern inappropriate workplace behaviors. The first two sets of scales have been in use on campus for the last few years. We also provide scales on incivility (general disrespectful behavior) and ostracism (exclusion and being left out of the loop); differences in such behaviors across groups would indicate diversity and collegiality problems. We also include a scale on feeling safe on campus, which may be especially relevant to some of our populations. Finally, we include measures of sex-based and race-based behavior, which may be especially useful in units that have historically experienced challenges in these arenas.

We suggest including the following text before items on inappropriate workplace behaviors:

The following questions concern inappropriate workplace behaviors. Please keep in mind that that data will be aggregated and individual responses will not be identified. This survey is an effort to collect data, employees are encouraged to report inappropriate workplace behavior through other resources (e.g., supervisors, the risk & misconduct hotline: https://secure.ethicspoint.com/domain/en/report_custom.asp?clientid=20488).

Insensitive/Disparaging Comments (2009 Faculty Climate Survey)

(SCALE: never, once or twice a year, a few times a year, more than once a month, weekly)

How often in the past year have you overheard insensitive or disparaging comments about:

1. Women in general or about particular women as “typical” of women
2. Racial ethnic minorities, or about particular persons of color as “typical” of a racial/ethnic group

Inappropriate Behaviors/Comments (from CLLA Diversity Survey):

(SCALE: never, once, 2-4 times, 5-10 times, more than 10 times)

[***NOTE: We imagine that on a web survey, this is what the item will look like when administered, but it could also be repeated once for experienced and once for observed.]

In the last year, I have observed or experienced inappropriate behaviors and/or comments regarding...

	Experienced	Observed
Biological sex		
Gender identity or Expression		
Race or Ethnicity		
Sexual orientation		

Religion		
Political beliefs		
Disability		
Age		
Nationality		
Citizenship status		
Social class status		

Please Explain: (Comment Box)

Incivility (Cortina et al., 2001; Martin & Hine, 2005)

(SCALE: Never, rarely, occasionally, often, very often)

During the past year, have you been in a situation in your department/unit where someone:

1. Put you down or was condescending to you?
2. Paid little attention to your statement or showed little interest in your opinion?
3. Made demeaning or derogatory remarks about you?
4. Doubted your judgment on a matter over which you have responsibility?
5. Made jokes at your expense?
6. Interrupted or spoke over you?
7. Talked about you behind your back?

Ostracism (Carter-Sowell, 2010; see also –Solorzano et al., 2001)

(SCALE: never, rarely, occasionally, often, very often)

For each of the statements below, please consider your personal feelings. Determine how often, in general, the following experiences happen to you. Just give your gut response. In general, others in my department/unit...

1. exclude me.
2. keep me out-of-the-loop on information that is important.
3. give me the cold shoulder.
4. ignore me.
5. treat me as if I am invisible.
6. ignore me during conversation.

Comment box:

Feeling safe/unsafe on campus (Texas A&M University Police Department, 2006 - Campus and Northgate Safety and Security Survey Spring 2006)

(SCALE: never, rarely, sometimes, frequently, N/A, prefer not to respond)

Have you ever experienced a concern for your personal safety...

1. In an on campus parking area

2. On campus
3. In the Northgate business area
4. In the Northgate residential area
5. Your own residential area

If you have experienced a concern for your safety, please explain.

Comment box

Sex-based behaviors (adapted from Fitzgerald et al., 1988 and Stark et al., 2002)
(SCALE: never, once or twice, sometimes, often, very often)

In the last year, how frequently have others at TAMU done the following to you?

1. Treated you “differently” because of your sex?
2. Repeatedly told sexual stories or jokes that were offensive to you?
3. Said that you are a credit to your sex?
4. Made derogatory comments about your sex?
5. Excluded you from social interactions during or after work because of your sex?
6. Made you feel as if you have to give up your sexual identity to get along at work?

Race-based behaviors (adapted from Fitzgerald et al., 1988 and Stark et al., 2002)
(SCALE: never, once or twice, sometimes, often, very often)

In the last year, how frequently have others at TAMU done the following to you?

1. Treated you “differently” because of your race/ethnicity?
2. Repeatedly told racial stories or jokes that were offensive to you?
3. Said that you are a credit to your race/ethnicity?
4. Made derogatory comments about your race/ethnicity?
5. Excluded you from social interactions during or after work because of your race/ethnicity?
6. Made you feel as if you have to give up your racial/ethnic identity to get along at work?

Outcomes

Outcomes are included in the Diversity Survey Menu because it is useful to see how the climate and inappropriate behaviors impact the physical and emotional well-being, job satisfaction, and withdrawal behaviors of our community members. These issues are upstream of eventual turnover, which is incredibly costly to all organizations. Additionally, understanding the impact on physical and emotional well-being might help TAMU reduce health care costs.

Physical/Emotional Health (2009 Faculty Climate survey)

(SCALE: poor, below average, average, good, excellent)

1. How would you rate your physical health?
2. How would you rate your emotional well-being (stress level)?

Job Satisfaction (Cammann, Fichman, Jenkins, & Klesh, 1979)

(SCALE: strongly disagree, disagree, neither agree nor disagree, agree, strongly Agree)

FACULTY and STAFF
<ol style="list-style-type: none"> 1. All in all, I am satisfied with my job. 2. In general, I like working here. 3. In general, I don't like my job. [reverse-scored]

STUDENTS
<ol style="list-style-type: none"> 1. All in all, I am satisfied with my major 2. Overall, I'm glad that I attend Texas A&M.

Work Withdrawal (Hanisch & Hulin, 1990)

(SCALE: never, once a month, 2 or 3 times a month, once a week, 2 or 3 times a week, once a day, more than once a day)

During the past 12 months, how often have you:

FACULTY and STAFF
<ol style="list-style-type: none"> 1. Left your work station for unnecessary reasons. 2. Spent time daydreaming. 3. Spent work time on personal matters. 4. Put less effort into the job than should have. 5. Left work early without permission.

STUDENTS
<ol style="list-style-type: none"> 1. Spent time in class daydreaming. 2. Spent class time on personal matters. 3. Put less effort into an assignment than I should have. 4. Left class early without permission. 5. Skipped class

Turnover Intentions (Porter et al. 1976)

(SCALE: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

FACULTY and STAFF

1. I intend to look for a new job in the near future.
2. I would be happy to remain at A&M until I am eligible to retire. [reverse-scored]
3. I am actively looking for another job.

STUDENTS

1. I plan to graduate from Texas A&M. [reverse-scored]

Transfer Intentions (ADVANCE Staff Survey)

(SCALE: Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly Agree)

STAFF

1. I want to continue working in my current position. [reverse-scored]
2. I will probably look for another job at TAMU.

STUDENTS

1. I plan to transfer to another university
2. I plan to change my major at Texas A&M

Thank you so much for taking the time to complete this survey. Please feel free to share any additional comments that you have that may be relevant to this survey.

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