LEARNING FROM CAMPUS CLIMATE DATA:
A work session using university-wide campus climate survey results for students, faculty, and staff

Thursday, April 20, 2017
9:00 AM – 2:30 PM

Welcome & Remarks
Michael K. Young, President
Karan L. Watson, Provost and Executive Vice President

Session Presenters
Christine A. Stanley, Vice President and Associate Provost for Diversity
Barbara Abercrombie, Vice President for Human Resources & Organizational Effectiveness

John August, Dean of Faculties and Associate Provost
C.J. Woods, Associate Vice President for Student Affairs

Karen Butler-Purry, Associate Provost for Graduate & Professional Studies
Nanc Watson, Director for Climate Enhancement Initiatives
Office for Diversity
Purpose

- Continue the work and conversation begun in the 2011 and 2014 campus climate sessions.
- Create space for awareness of campus climate data (faculty, staff, graduate, and undergraduate students).
- Share successes and progress across groups.
- Draw on our collective wisdom as a campus community to tackle the challenges from the data and offer recommendations.
- This is not a forum to debate the methodology of the surveys.
Goals

• Share how the results of campus climate assessments have been used to create an inclusive and welcoming environment.

• Generate specific, concrete, and actionable recommendations, anchored to the assessment results.

Source: Office for Diversity photos. Drs. Kathy Obear and Tanya Williams (04/07/15) Exploring Dynamics of Internalized Dominance and Internalized Racism: Tools for Shifting the Status Quo
University Diversity Plan Definition of “Climate”

**Climate**: Promote a positive and supportive climate by identifying aspects in the climate of individual units and the University which foster and/or impede a working and learning environment that fully recognizes, values, and integrates diversity in the pursuit of academic excellence.

**Campus climate includes understanding:**
- Historical legacies (exclusion/inclusion)
- Psychological climate (perceptions, beliefs, attitudes)
- Behavioral climate (group interactions)
- Structural diversity (numerical and proportional representation)
- Assessment surveys (faculty, staff, and students)
- Job postings
- Marketing
My Philosophy

• Diversity is central to the teaching, research, and service mission of the institution.
• Diversity is an indispensable component of academic excellence.
• Climate is everyone’s responsibility.
• Diversity goals are strengthened and realized when there is collaboration for a common purpose.

President Young, Dr. Tatum, and Dr. Stanley explained universities have a responsibility “to provide students opportunities to participate in open dialogues about race, become culturally competent, and engage positively with others who are different than they are.”

Source: Texas A&M Today 02/29/16 -- Retrieved 03/02/17 from http://today.tamu.edu/2016/02/29/texas-am-asks-can-we-talk-about-race/
As we all reflect on the various events on our campus, and those around the country over the past few months, it is impossible to ignore the importance of the principles of inclusion and diversity. But despite all the headlines, it is sometimes easy to lose sight of just why it is so important to all of us here at Texas A&M. As a leading institution of higher education, we are the vanguard in affecting positive change in the attitudes and actions of future generations.

We are launching our students into a world where they will need to work with everyone to be successful in addressing the great societal challenges that we, as a country, face.

Michael K. Young, President
Engaged Leadership—Leadership has been present and visible in meetings and sessions. From the President and Provost attending unit presentations to the Vice President participating in one-on-one meetings with deans and vice presidents, the Provost and Vice President and Associate Provost for Diversity have provided feedback that have encouraged engagement in the goals of the University Diversity Plan.

Unit Diversity Committees and Councils—Academic and administrative units have developed diversity councils charged with implementing the goals and strategies of the University Diversity Plan.

Conflict Management Culture—Our conflict management culture is changing at the university and unit levels. More resources for honing faculty, staff, student, and administrator skills set around recognizing and managing conflict.

Student Recruiting—Increase in numbers of undergraduate Hispanic students and first-time-in-college (FTIC) undergraduate African American students.

Increased Accountability Culture—The University Diversity Plan has enabled an expectation that units are being held accountable for our climate and equity efforts. Every unit, for the past 6 years has engaged in assessing the climate and developing clear action plans for change. Units are aligning strategic plan goals with the University Diversity Plan.
Challenges—Key Areas for More Work

Campus Climate—Faculty, students, and staff from historically underrepresented groups still reporting isolation, alienation, invisibility, tokenization, silence, and marginalization in the campus community.

More and Deeper Dialogues—The campus community as a whole, wants more opportunities for cross-cultural and critical dialogues to empower individuals, and develop awareness of the importance of diversity and inclusion to campus.

Source: Office for Diversity photos. Dr. Darin Latimore and Dr. Francisco Valdes (Fall 2015) http://diversity.tamu.edu/Seminars-Programs/Enhancing-Diversity-Seminar-Series
2017 Campus Climate Work Session

- Approximately 175 students, faculty, and staff participating (compared to 113 in the 2014 session, and 90 at the first session in 2011)!

- From the program reviews from the 2014 session, we have increased the amount of time for:
  - Working in the small groups to encourage networking and discussion; and
  - Reporting back to the entire group – It’s important to find opportunities to collaborate across the student, faculty, and staff issues!
Engaging the Faculty: Campus Climate Data

John August
Dean of Faculties and Associate Provost
Thank you

- Jeff Froyd, Research Professor
  - College of Engineering
- Lori Taylor, Associate Professor
  - Bush School of Government and Public Service
- Stephanie Payne, Professor
  - Department of Psychology, College of Liberal Arts
2015 Faculty Climate Survey

- 1,583 of 3,578 faculty responded (44%)
- Response rate similar to the 45% response rate for the 2013 survey
- Sharply higher than the 24% response rate for the 2009 survey or the 30% response rate for the 2006 survey
2015 Faculty Climate Survey

• Designed to:
  a) Monitor the extent to which faculty members are satisfied with their working environment;
  b) Enhance our understanding of the climate, both departmental and institutional, in which faculty work; and
  c) Evaluate the changes over time, if any, in the climate within departments, within colleges, and across the University.

• Differences in satisfaction and climate perceptions with respect to gender, race/ethnicity, rank, and college were analyzed.
Significant improvements in perceived climate for diversity among female faculty members...
...but male and female faculty still perceive climate differently.

![Graph showing the perception of climate by male and female faculty in 2013 and 2015 across different academic ranks.](image-url)
Persistently Large Differences in Perceived Discrimination

<table>
<thead>
<tr>
<th>Survey Year</th>
<th>Males</th>
<th>Females</th>
<th>Whites</th>
<th>Other Races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share of survey respondents reporting at least one incident of sex-related job discrimination</td>
<td>2015</td>
<td>5.8%</td>
<td>23.3%</td>
<td>13.5%</td>
<td>19.5%</td>
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<tr>
<td></td>
<td>2013</td>
<td>5.3%</td>
<td>23.3%</td>
<td>13.3%</td>
<td>19.5%</td>
</tr>
<tr>
<td>Share of survey respondents reporting at least one incident of race/ethnicity-related job discrimination</td>
<td>2015</td>
<td>6.4%</td>
<td>10.8%</td>
<td>5.0%</td>
<td>25.3%</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>9.5%</td>
<td>6.0%</td>
<td>3.7%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Share of survey respondents reporting no incidents of either sex-related or race/ethnicity-related job discrimination</td>
<td>2015</td>
<td>90.9%</td>
<td>73.9%</td>
<td>84.8%</td>
<td>72.4%</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>90.7%</td>
<td>73.8%</td>
<td>85.2%</td>
<td>65.6%</td>
</tr>
</tbody>
</table>
## Changes in Tenured/Tenure-Track Faculty, by STEM College and Gender

<table>
<thead>
<tr>
<th>College</th>
<th>Tenured and Tenure-Track Faculty</th>
<th>New Hires Since Fall 2010*</th>
<th>Departures from TAMU Since Fall 2010*</th>
<th>Net Change in Tenured and Tenure-Track Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent Female Fall 2010</td>
<td>Percent Female Fall 2016</td>
<td>Number Males</td>
<td>Number Females</td>
</tr>
<tr>
<td>Agriculture and Life Sciences</td>
<td>18%</td>
<td>23%</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>Engineering</td>
<td>15%</td>
<td>13%</td>
<td>103</td>
<td>19</td>
</tr>
<tr>
<td>Geosciences</td>
<td>15%</td>
<td>21%</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>35%</td>
<td>38%</td>
<td>29</td>
<td>18</td>
</tr>
<tr>
<td>Science</td>
<td>13%</td>
<td>14%</td>
<td>36</td>
<td>5</td>
</tr>
</tbody>
</table>

*Based on October payroll data. Does not include faculty who left or arrived after October 2016.
Overall Job Satisfaction

[Bar chart showing the percentage of responses for overall job satisfaction by year and response type (Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly Agree).]

- 2009
- 2013
- 2015
- New Units
Overall Job Satisfaction

- Male and female faculty reported similar levels of job satisfaction in 2015.
  - This is a change from 2013, when satisfaction was significantly lower for female faculty than for male faculty.
- Compared with 2009, average satisfaction has increased significantly for African American faculty.
- Compared with 2013, average satisfaction has increased significantly for African American and non-Hispanic white faculty members.
- Job satisfaction was significantly higher in 2015 than in 2013 for tenured faculty, and not significantly different from 2013 for tenure-track and non-tenured faculty.
Key Points

• General satisfaction rebounded in 2015 and is now very similar to the level from 2009, when it was characterized as moderate.
• In 2015, 69.5% of respondents agree or strongly agree that they are satisfied with their jobs, whereas 14.9% disagree or strongly disagree.
• Female faculty members no longer report systematically lower levels of overall job satisfaction than do male faculty members.
• However, female faculty members do report higher levels of burnout and lower levels of career satisfaction than their male colleagues.
Demographic Data

• There were statistically significant differences among racial/ethnic groups with regards to job and career satisfaction:
  • African American and non-Hispanic white faculty members reported significantly higher levels of overall faculty satisfaction and a higher willingness to recommend A&M to a colleague than did persons who did not report their race/ethnicities.
  • African American and non-Hispanic white faculty members reported significantly higher levels of career satisfaction than Asian faculty members.
Key Points

• In 2015, there were no statistically significant differences among racial/ethnic groups with respect to turnover intentions, burnout, or life satisfaction.

• There were statistically significant differences among racial/ethnic groups with regards to overall job and career satisfaction.

• As a general rule, African Americans reported significantly higher levels of satisfaction than Asians or persons who did not report their race/ethnicities.
Demographic Data

- As a general rule, associate professors reported the lowest levels of job, career, and life satisfaction.
- They also reported significantly higher turnover intentions and significantly higher levels of burnout than other groups.
- Tenured faculty members were significantly less likely than other faculty types to report that they would recommend employment at Texas A&M to a colleague.
Faculty: Challenges for Discussion

• Faculty composition: Changes are encouraging, but what can we do to continue increasing the numbers of people who are historically underrepresented in some disciplines?

• Job satisfaction: What can we do to keep improving job satisfaction for faculty, especially among underrepresented minorities?

• Turnover intentions: What can we do to address retention and promotion concerns in all faculty ranks?
Engaging the Graduate Student
Campus Climate Data

Dr. Karen Butler-Purry
Dr. Shannon Walton
Dr. Anna Du
Siming Xie
Office of Graduate and Professional Studies
Graduate Student Campus Climate Survey - 2016

Campus Climate

- Quality of life
- Academic Quality
- Interactions
- Diversity
- Quality of life
- Practices: Compensations and Benefits
- Professional development
- Graduate Experience Taskforce - 2009
- GSC Quality of Life Survey - 2012
- Perspectives on the Climate for Diversity: Findings and Suggested Recommendations for the Texas A&M Campus Community - 1997

University Services
- Transportation
- Health insurance
- Workshops
- Center for Teaching Excellence, etc.
- Bill of Rights for graduate employees
- Sources of stress
- Finances

Graduate student campus climate survey - 2012
Campus Climate

Graduate Student Campus Climate Survey – 2012 & 2016

Impact of Graduate Campus Climate Assessments

2012 Only
- Satisfaction with Advising/People in the Academic Department/People in the Research Space/Lab/Group
- Access to resources and services
- Mentoring and equity issues
- Physical health and Emotional well-being
- Employment and collegiality

2012 & 2016
- Satisfaction with the Texas A&M Experiences and Plan to Graduate or not
- Commitment to diversity
- Safety at Texas A&M
- Acts of Incivility

2016 Only
- Campus Climate characterization
- Family leave/parenting
- Sexual Misconduct
- Cross-cultural opportunities

Stress
Inappropriate behaviors
Examples of Colleges’ and OGAPS Actions Taken Which Address Findings in 2012 Graduate Student Campus Climate Survey

**Colleges**

- **Agribusiness**: Published article in the MAB newsletter to communicate survey findings. Raised awareness and reiterated their commitment to a supportive community for all students.

- **College of Geosciences**: Hired a Diversity Dean. Now includes diversity in performance evaluations of departmental leadership and faculty.

- **Bush School of Government and Public Service**: Fall 2014, convened a College-level diversity committee composed of administrators and faculty.

**OGAPS**

- **Enhancing Diversity**
  
  - **2016 Community of Scholars Event**: Theater Delta performance called “What’s Your Problem?” to facilitate diversity and inclusion discussion.

  - Participated in national study of underrepresented minority STEM doctoral students.

  - Included Title IX and Ombuds Officer information in New Graduate Student Orientation.

- **Graduate Student Quality of Life**
  
  - Promoted the new Money Education Center, which provides Aggie students with the education and resources needed to make smarter personal finance decisions during college.
## Response Rate Representation by College

<table>
<thead>
<tr>
<th>College</th>
<th>Count</th>
<th>Spring 2016 Population</th>
<th>Survey Respondents</th>
<th>Respondents - Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1455</td>
<td>11%</td>
<td>13%</td>
<td>1%</td>
</tr>
<tr>
<td>Architecture</td>
<td>513</td>
<td>4%</td>
<td>3%</td>
<td>-1%</td>
</tr>
<tr>
<td>Bush</td>
<td>566</td>
<td>4%</td>
<td>3%</td>
<td>-1%</td>
</tr>
<tr>
<td>Business</td>
<td>1116</td>
<td>9%</td>
<td>5%</td>
<td>-4%</td>
</tr>
<tr>
<td>Dentistry</td>
<td>113</td>
<td>1%</td>
<td>0%</td>
<td>-1%</td>
</tr>
<tr>
<td>Education</td>
<td>1815</td>
<td>14%</td>
<td>19%</td>
<td>5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>3661</td>
<td>29%</td>
<td>27%</td>
<td>-2%</td>
</tr>
<tr>
<td>Geosciences</td>
<td>397</td>
<td>3%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>833</td>
<td>7%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>Medicine</td>
<td>117</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Nursing</td>
<td>88</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Public Health</td>
<td>416</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Science</td>
<td>1321</td>
<td>10%</td>
<td>8%</td>
<td>-2%</td>
</tr>
<tr>
<td>Veterinary Med.</td>
<td>342</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>60</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>12813</strong></td>
<td></td>
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</tbody>
</table>
# Response Rate Representation by Ethnicity/Citizenship

<table>
<thead>
<tr>
<th>Ethnicity/Nationality</th>
<th>Population</th>
<th>Survey Respondents</th>
<th>Respondents-Population Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>US Citizens &amp; PRs</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>White Only</td>
<td>5323</td>
<td>42%</td>
<td>701</td>
</tr>
<tr>
<td>American Indian</td>
<td>22</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>Asian Only</td>
<td>594</td>
<td>5%</td>
<td>46</td>
</tr>
<tr>
<td>Black &amp; 2+/1 Black</td>
<td>552</td>
<td>4%</td>
<td>87</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1289</td>
<td>10%</td>
<td>168</td>
</tr>
<tr>
<td>Native Hawaii</td>
<td>44</td>
<td>0%</td>
<td>7</td>
</tr>
<tr>
<td>2 or more/ Excluding Black</td>
<td>162</td>
<td>1%</td>
<td>27</td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
<td>467</td>
</tr>
<tr>
<td>Unknown/Not Reported</td>
<td>245</td>
<td>2%</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>12813</td>
<td></td>
<td>1532</td>
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<tr>
<td>Commitment to Diversity</td>
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<td>----------------------------------------------------------------------------------------</td>
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<tr>
<td>Faculty are committed to diversity</td>
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<tr>
<td>63% Strongly agree / agree</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>22% Neither agree nor disagree</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11% Strongly disagree/disagree</td>
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<tr>
<td>5% Don't know</td>
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<tr>
<td>Staff are committed to diversity</td>
<td></td>
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<tr>
<td>56% Strongly agree / agree</td>
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<td></td>
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<tr>
<td>25% Neither agree nor disagree</td>
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<td></td>
<td></td>
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<tr>
<td>9% Strongly disagree/disagree</td>
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<tr>
<td>10% Don't know</td>
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<tr>
<td>Graduate students are committed to diversity</td>
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<tr>
<td>74% Strongly agree / agree</td>
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<tr>
<td>16% Neither agree nor disagree</td>
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<tr>
<td>5% Strongly disagree/disagree</td>
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<tr>
<td>5% Don't know</td>
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<tr>
<td>Faculty value diverse perspectives</td>
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<tr>
<td>68% Strongly agree / agree</td>
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<td></td>
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<tr>
<td>17% Neither agree nor disagree</td>
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<td></td>
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<tr>
<td>12% Strongly disagree/disagree</td>
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<tr>
<td>4% Don't know</td>
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<tr>
<td>Staff value diverse perspectives</td>
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<tr>
<td>56% Strongly agree / agree</td>
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<tr>
<td>25% Neither agree nor disagree</td>
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<td>9% Strongly disagree/disagree</td>
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<tr>
<td>11% Don't know</td>
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<tr>
<td>Graduate students value diverse perspectives</td>
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<tr>
<td>80% Strongly agree / agree</td>
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<td></td>
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<tr>
<td>13% Neither agree nor disagree</td>
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<tr>
<td>5% Strongly disagree/disagree</td>
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<tr>
<td>5% Don't know</td>
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<tr>
<td>People from different backgrounds get along well</td>
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<td></td>
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<tr>
<td>64% Strongly agree / agree</td>
<td></td>
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<tr>
<td>23% Neither agree nor disagree</td>
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<tr>
<td>12% Strongly disagree/disagree</td>
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<tr>
<td>2% Don't know</td>
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<tr>
<td>People are valued at Texas A&amp;M regardless of their backgrounds</td>
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<tr>
<td>62% Strongly agree / agree</td>
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<tr>
<td>19% Neither agree nor disagree</td>
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<td></td>
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<tr>
<td>19% Strongly disagree/disagree</td>
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<tr>
<td>19% Don't know</td>
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<tr>
<td>Top administrators are committed to diversity</td>
<td></td>
<td></td>
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<tr>
<td>58% Strongly agree / agree</td>
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</tr>
<tr>
<td>20% Neither agree nor disagree</td>
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<tr>
<td>11% Strongly disagree/disagree</td>
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<tr>
<td>11% Don't know</td>
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<tr>
<td>Undergraduate students are committed to diversity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>32% Strongly agree / agree</td>
<td></td>
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<tr>
<td>24% Neither agree nor disagree</td>
<td></td>
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<tr>
<td>26% Strongly disagree/disagree</td>
<td></td>
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<tr>
<td>18% Don't know</td>
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<td></td>
<td></td>
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<tr>
<td>Top administrators value diverse perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53% Strongly agree / agree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19% Neither agree nor disagree</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15% Strongly disagree/disagree</td>
<td></td>
<td></td>
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<tr>
<td>13% Don't know</td>
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<td></td>
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<tr>
<td>Undergraduate students value diverse perspectives</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>34% Strongly agree / agree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24% Neither agree nor disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24% Strongly disagree/disagree</td>
<td></td>
<td></td>
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<tr>
<td>18% Don't know</td>
<td></td>
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</tr>
</tbody>
</table>
People are Valued at Texas A&M Regardless of Their Backgrounds

- **Total**: 61% Strongly agree/agree, 19% Neither agree nor disagree, 18% Strongly disagree/disagree
- **Doctoral**: 54% Strongly agree/agree, 23% Neither agree nor disagree, 24% Strongly disagree/disagree
- **Masters**: 73% Strongly agree/agree, 15% Neither agree nor disagree, 12% Strongly disagree/disagree
- **Other**: 63% Strongly agree/agree, 22% Neither agree nor disagree, 16% Strongly disagree/disagree
- **Asian Only**: 45% Strongly agree/agree, 26% Neither agree nor disagree, 29% Strongly disagree/disagree
- **Black only + 2 or more/1 Black**: 31% Strongly agree/agree, 27% Neither agree nor disagree, 42% Strongly disagree/disagree
- **Hispanic or Latino of any Race**: 53% Strongly agree/agree, 20% Neither agree nor disagree, 26% Strongly disagree/disagree
- **White Only**: 64% Strongly agree/agree, 18% Neither agree nor disagree, 18% Strongly disagree/disagree
- **U.S**: 58% Strongly agree/agree, 20% Neither agree nor disagree, 22% Strongly disagree/disagree
- **International - Other**: 69% Strongly agree/agree, 18% Neither agree nor disagree, 12% Strongly disagree/disagree
- **India**: 78% Strongly agree/agree, 13% Neither agree nor disagree, 9% Strongly disagree/disagree
- **China**: 78% Strongly agree/agree, 14% Neither agree nor disagree, 8% Strongly disagree/disagree
- **Yes**: 46% Strongly agree/agree, 24% Neither agree nor disagree, 30% Strongly disagree/disagree
- **No**: 75% Strongly agree/agree, 14% Neither agree nor disagree, 10% Strongly disagree/disagree
- **I prefer not to respond**: 64% Strongly agree/agree, 22% Neither agree nor disagree, 14% Strongly disagree/disagree

Legend:
- **Dark Blue**: Strongly agree/agree
- **Medium Blue**: Neither agree nor disagree
- **Green**: Strongly disagree/disagree
<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Extremely Positive</th>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
<th>Extremely Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful : Disrespectful</td>
<td>72%</td>
<td>16%</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive : Not Supportive</td>
<td>66%</td>
<td>21%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolerant : Non-tolerant</td>
<td>58%</td>
<td>26%</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaged : Isolated</td>
<td>55%</td>
<td>26%</td>
<td>19%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-sexist : Sexist</td>
<td>51%</td>
<td>22%</td>
<td>27%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-racist : Racist</td>
<td>50%</td>
<td>21%</td>
<td>29%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open-minded : Narrow-minded</td>
<td>47%</td>
<td>26%</td>
<td>27%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cliquish : Non- cliquish</td>
<td>45%</td>
<td>34%</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respectful of different sexual orientations : Not respectful of different sexual...</td>
<td>37%</td>
<td>33%</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homogeneous : Diverse</td>
<td>36%</td>
<td>28%</td>
<td>36%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative : Competitive</td>
<td>35%</td>
<td>36%</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-judgmental : Judgmental</td>
<td>34%</td>
<td>33%</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not respectful of different spiritual beliefs : Respectful of different spiritual...</td>
<td>29%</td>
<td>28%</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xenophobic : Non-xenophobic</td>
<td>25%</td>
<td>36%</td>
<td>39%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-accepting : Accepting</td>
<td>21%</td>
<td>22%</td>
<td>57%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individualistic : Collaborative</td>
<td>20%</td>
<td>33%</td>
<td>46%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progressive : Conservative</td>
<td>16%</td>
<td>23%</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contentious : Collegial</td>
<td>15%</td>
<td>34%</td>
<td>51%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Campus Climate Characterization (Negative)

<table>
<thead>
<tr>
<th>Characterization</th>
<th>Extremely Positive/Positive</th>
<th>Neutral</th>
<th>Negative/Extremely Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressive : Conservative</td>
<td>16%</td>
<td>23%</td>
<td>62%</td>
</tr>
<tr>
<td>Non-accepting : Accepting</td>
<td>21%</td>
<td>22%</td>
<td>57%</td>
</tr>
<tr>
<td>Contentious : Collegial</td>
<td>15%</td>
<td>34%</td>
<td>51%</td>
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<tr>
<td>Individualistic : Collaborative</td>
<td>20%</td>
<td>33%</td>
<td>46%</td>
</tr>
<tr>
<td>Not respectful of different spiritual beliefs : Respectful of different spiritual beliefs</td>
<td>29%</td>
<td>28%</td>
<td>43%</td>
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<tr>
<td>Xenophobic : Non-xenophobic</td>
<td>25%</td>
<td>36%</td>
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<tr>
<td>Homogeneous : Diverse</td>
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<tr>
<td>Non-judgmental : Judgmental</td>
<td>34%</td>
<td>33%</td>
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<tr>
<td>Cooperative : Competitive</td>
<td>35%</td>
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<tr>
<td>Supportive : Not Supportive</td>
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<td>21%</td>
<td>14%</td>
</tr>
<tr>
<td>Respectful : Disrespectful</td>
<td>72%</td>
<td>16%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Legend: 1+2 = Extremely positive/positive, 3 = Neutral, 4+5 = Negative/Extremely negative
Cross-Cultural Opportunities: To what extent do you think the following positively or negatively affects the campus climate for diversity at Texas A&M?

- Increasing the numbers of faculty from groups historically underrepresented at Texas A&M: 60% positively influence, 21% no influence, 4% negatively influence, 16% don't know.
- Increasing the numbers of graduate students from groups historically underrepresented at Texas A&M: 62% positively influence, 22% no influence, 4% negatively influence, 13% don't know.
- Increasing opportunities for cross-cultural dialogue among graduate students: 78% positively influence, 12% no influence, 1% negatively influence, 9% don't know.
- Increasing opportunities for cross-cultural dialogue between faculty, staff and graduate students: 78% positively influence, 11% no influence, 2% negatively influence, 9% don't know.
- Incorporating cross-cultural competence more effectively into the curriculum: 67% positively influence, 14% no influence, 5% negatively influence, 14% don't know.
- Providing cross-cultural competence training for staff: 69% positively influence, 15% no influence, 3% negatively influence, 14% don't know.
- Providing cross-cultural competence training for faculty: 71% positively influence, 15% no influence, 3% negatively influence, 12% don't know.
- Providing cross-cultural competence training for graduate students: 66% positively influence, 18% no influence, 3% negatively influence, 13% don't know.
“In addition to ignorance, outright defiance and denial is a usual response to discussions of oppressions with dominant groups (white, male, european, etc...), mandating these people address and acknowledge what behaviors are harmful will be a first step. In addition, teaching of discussion-subversion techniques such as derailing, plausibly deniable statements, and the use of microaggressions would be critical to these courses.”

— Master’s – Hispanic or Latino of any Race – Male

“Diverse group is more effective as they can think out of the box. Just like interdisciplinary studies help to promote field, diverse group will also promote the field.”

— Doctoral – International – Female
“In theory, promoting discussions on other cultures and diversity would be useful, however, realistically, the only students who would attend are not the ones who need them. The racist, sexist, etc. students have no interest in improving these aspects of the campus climate because they likely do not realize that they are the problem.”

— Master’s – White Only– Female

“I would be concerned that any forced "diversity" training would be met with a backlash, so I don't know how the school would address the potential negative effects of "diversity" training.”

— Doctoral – Hispanic or Latino of any Race – Female
Respectful Interactions – Percentages of (In)civility Experienced

- Pay little attention or showed little interest in my opinion: 21%
- Respect my judgment on matters: 19%
- Exclude me: 18%
- Prejudge my abilities: 9%
- Doubt my judgment on a matter over which I have responsibility: 5%
- Put me down or are condescending to me: 5%
- Treat me as if I am invisible: 4%
- Make demeaning or derogatory remarks about me: 4%
- Make jokes about me: 4%
- I have not observed/experienced any of the above in the last year at Texas...: 3%
- 2% for each category
Where have you experienced a concern for your personal safety?

- In the Bryan-College Station community: 71%
- Throughout the main A&M campus (i.e., bus, library, dining areas, etc.): 53%
- In the classroom: 34%
- In student organization(s): 6%
Parenting Accommodations

- **Asked for accommodations from assistantship:**
  - Yes: 45.5%
  - No: 45.5%
  - I prefer not to respond: 9.1%

- **Received accommodations from assistantship:**
  - Yes: 40.6%
  - No: 53.1%
  - I prefer not to respond: 6.3%
Perceptions – Pregnancy/Parenting Graduate Students

My advisor perceives the academic commitment of pregnant graduate students as:
- Extremely positively: 7%
- Positively: 9%
- Neutral: 7%
- Negative: 3%
- Extremely negative: 1%
- Don’t know: 72%

Faculty in my department/program perceive the academic commitment of pregnant graduate students as:
- Extremely positively: 5%
- Positively: 9%
- Neutral: 7%
- Negative: 6%
- Extremely negative: 2%
- Don’t know: 72%

Staff in my department/program perceive the academic commitment of pregnant graduate students as:
- Extremely positively: 5%
- Positively: 10%
- Neutral: 7%
- Negative: 7%
- Extremely negative: 1%
- Don’t know: 76%

Graduate students in my department/program perceive the academic commitment of pregnant graduate students as:
- Extremely positively: 7%
- Positively: 15%
- Neutral: 11%
- Negative: 6%
- Extremely negative: 1%
- Don’t know: 60%

My advisor perceives the academic commitment of parenting graduate students as:
- Extremely positively: 10%
- Positively: 16%
- Neutral: 9%
- Negative: 3%
- Extremely negative: 1%
- Don’t know: 61%

Faculty in my department/program perceive the academic commitment of parenting graduate students as:
- Extremely positively: 8%
- Positively: 15%
- Neutral: 10%
- Negative: 5%
- Extremely negative: 1%
- Don’t know: 61%

Staff in my department/program perceive the academic commitment of parenting graduate students as:
- Extremely positively: 7%
- Positively: 15%
- Neutral: 9%
- Negative: 2%
- Extremely negative: 1%
- Don’t know: 67%

Graduate students in my department/program perceive the academic commitment of parenting graduate students as:
- Extremely positively: 9%
- Positively: 20%
- Neutral: 11%
- Negative: 5%
- Extremely negative: 2%
- Don’t know: 53%
Sexual Misconduct – Since you have been a graduate student at Texas A&M, has anyone associated with Texas A&M...

Continued to ask you to go out, get dinner, have drinks or have sex even though you said, “No”?

- Daily: 2%
- Weekly: 1%
- Monthly: 0%
- A few times a year: 3%
- Once a year: 3%
- Never: 93%

Emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, jokes, stories, pictures or videos to you that you didn’t want

- Daily: 2%
- Weekly: 1%
- Monthly: 1%
- A few times a year: 2%
- Once a year: 2%
- Never: 94%

Said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn’t want to

- Daily: 2%
- Weekly: 5%
- Monthly: 0%
- A few times a year: 6%
- Once a year: 1%
- Never: 92%

Made inappropriate or offensive comments about your body, appearance or sexual activities

- Daily: 2%
- Weekly: 8%
- Monthly: 6%
- A few times a year: 2%
- Once a year: 1%
- Never: 82%
How the Persons Were Associated with Texas A&M

- Graduate student: 43%
- Undergraduate student: 21%
- Professor, faculty member: 13%
- Don't know: 10%
- Other employee, administrator, or staff member: 8%
- Faculty advisor: 3%
- Research staff or postdoctoral scholar: 3%
Relationship to the Person

- Supervisor: 2%
- Faculty Advisor: 3%
- Someone I had been involved or was intimate with: 7%
- Professor, faculty member: 18%
- Stranger: 32%
- Co-worker: 35%
- Other: 36%
1) What can be done to change the climate so that students from all demographic groups feel valued? Graduate student groups such as African Americans, Hispanics, Asians, doctoral, and self-reported historically underrepresented students generally report less agreement with the idea that people feel valued at Texas A&M regardless of background.

2) What types of actions can the University take to engage with the Bryan-College Station community to address safety concerns? Graduate students continue to report concerns related to personal safety in the Bryan-College Station community.

3) In what ways can cross-cultural opportunities be infused into the curriculum and other experiences? While some graduate students perceive increasing the numbers of faculty from groups historically underrepresented at Texas A&M as the least positive influence, they thought that increasing cross-cultural dialogue among graduate students and between faculty, staff and graduate students as the most positive influences to the campus climate for diversity at Texas A&M.
Engaging the Staff
Campus Climate Data

Dr. Barbara Abercrombie
Division of Human Resources and Organizational Effectiveness

April 20, 2017
Response Rate Trends

5,982 Staff were surveyed; 1,923 responded in 2016

Response Rate

- 2006
- 2009
- 2012*
- 2016

Response Rate
Overall Staff Satisfaction Trends

I am satisfied with my job, all things considered.

1=Strongly Disagree  5=Strongly Agree

Overall Staff Satisfaction by Race and Ethnicity

1=Strongly Disagree 5=Strongly Agree
Satisfaction with Recognition, Development, Engagement, & Support

All Survey Participants

Overall TAMU

1 = Strongly Disagree 5 = Strongly Agree

Recognition  Development  Employee Engagement  Work Engagement  Support

Comparison of Satisfaction Levels among All Survey Participants.
Satisfaction with Recognition, Development, Engagement, & Support by Race/Ethnicity

1=Strongly Disagree 5=Strongly Agree
Turnover and Transfer Intentions Overall and by Race/Ethnicity

Intention to resign or move to another department

1 = Strongly Disagree 5 = Strongly Agree

Overall White Black Hispanic Asian

Turnover Intentions Transfer Intentions
## Treatment Issues Around Incivility In Department

<table>
<thead>
<tr>
<th>Attribute</th>
<th>TAMU Mean (SD)</th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incivility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>2.02 (0.91)</td>
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</tr>
<tr>
<td>During the past year, have you been in a situation in your department where someone...</td>
<td></td>
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</tr>
<tr>
<td>Put you down or was condescending to you?</td>
<td></td>
<td>621 (32%)</td>
<td>358 (19%)</td>
<td>338 (18%)</td>
<td>117 (6%)</td>
<td>51 (3%)</td>
</tr>
<tr>
<td>Paid little attention to your statement or showed little interest in your opinion?</td>
<td></td>
<td>456 (24%)</td>
<td>434 (23%)</td>
<td>348 (18%)</td>
<td>176 (9%)</td>
<td>66 (3%)</td>
</tr>
<tr>
<td>Made demeaning or derogatory remarks about you?</td>
<td></td>
<td>966 (50%)</td>
<td>252 (13%)</td>
<td>165 (9%)</td>
<td>55 (3%)</td>
<td>39 (2%)</td>
</tr>
<tr>
<td>Doubted your judgment on a matter over which you have responsibility?</td>
<td></td>
<td>538 (28%)</td>
<td>406 (21%)</td>
<td>341 (18%)</td>
<td>126 (7%)</td>
<td>70 (4%)</td>
</tr>
<tr>
<td>Made jokes at your expense?</td>
<td></td>
<td>1015 (53%)</td>
<td>252 (13%)</td>
<td>149 (8%)</td>
<td>39 (2%)</td>
<td>22 (1%)</td>
</tr>
<tr>
<td>Interrupted or spoke over you?</td>
<td></td>
<td>488 (25%)</td>
<td>382 (20%)</td>
<td>350 (18%)</td>
<td>162 (8%)</td>
<td>96 (5%)</td>
</tr>
<tr>
<td>Talked about you behind your back?</td>
<td></td>
<td>623 (32%)</td>
<td>326 (17%)</td>
<td>281 (15%)</td>
<td>119 (6%)</td>
<td>94 (5%)</td>
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</tbody>
</table>
### Treatment Issues Around Ostracism In Department

<table>
<thead>
<tr>
<th>Attribute</th>
<th>TAMU Mean (SD)</th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ostracism</td>
<td>2.13 (0.79)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others in my department...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include me. (R)</td>
<td>29 (2%)</td>
<td>113 (6%)</td>
<td>324 (17%)</td>
<td>642 (33%)</td>
<td>373 (19%)</td>
<td></td>
</tr>
<tr>
<td>Keep me out-of-the-loop on information that is important.</td>
<td>311 (16%)</td>
<td>512 (27%)</td>
<td>361 (19%)</td>
<td>200 (10%)</td>
<td>99 (5%)</td>
<td></td>
</tr>
<tr>
<td>Respect my ideas. (R)</td>
<td>39 (2%)</td>
<td>104 (5%)</td>
<td>332 (17%)</td>
<td>659 (34%)</td>
<td>344 (18%)</td>
<td></td>
</tr>
<tr>
<td>Ignore me.</td>
<td>634 (33%)</td>
<td>500 (26%)</td>
<td>237 (12%)</td>
<td>79 (4%)</td>
<td>32 (2%)</td>
<td></td>
</tr>
<tr>
<td>Treat me as if I am invisible.</td>
<td>818 (43%)</td>
<td>328 (17%)</td>
<td>200 (10%)</td>
<td>88 (5%)</td>
<td>44 (2%)</td>
<td></td>
</tr>
<tr>
<td>Engage me during conversation. (R)</td>
<td>32 (2%)</td>
<td>115 (6%)</td>
<td>329 (17%)</td>
<td>626 (33%)</td>
<td>378 (20%)</td>
<td></td>
</tr>
<tr>
<td>Attribute</td>
<td>TAMU Mean (SD)</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td><strong>At Texas A&amp;M…</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top leaders are committed to diversity.</td>
<td>4.15 (0.98)</td>
<td>556 (29%)</td>
<td>659 (34%)</td>
<td>204 (11%)</td>
<td>88 (5%)</td>
<td>22 (1%)</td>
</tr>
<tr>
<td>Diverse perspectives are valued.</td>
<td>3.92 (1.07)</td>
<td>424 (22%)</td>
<td>682 (36%)</td>
<td>232 (12%)</td>
<td>165 (9%)</td>
<td>35 (2%)</td>
</tr>
<tr>
<td>People from different backgrounds get along well.</td>
<td>3.99 (0.92)</td>
<td>415 (22%)</td>
<td>757 (39%)</td>
<td>265 (14%)</td>
<td>104 (5%)</td>
<td>11 (1%)</td>
</tr>
<tr>
<td>People are valued at Texas A&amp;M regardless of their backgrounds.</td>
<td>3.77 (1.10)</td>
<td>400 (21%)</td>
<td>645 (34%)</td>
<td>275 (14%)</td>
<td>195 (10%)</td>
<td>53 (3%)</td>
</tr>
<tr>
<td>Texas A&amp;M is committed to enhancing the climate for faculty, student, and staff diversity.</td>
<td>3.97 (0.98)</td>
<td>433 (23%)</td>
<td>750 (39%)</td>
<td>243 (13%)</td>
<td>122 (6%)</td>
<td>26 (1%)</td>
</tr>
<tr>
<td>I believe in the value of diversity for Texas A&amp;M.</td>
<td>4.33 (0.82)</td>
<td>777 (40%)</td>
<td>617 (32%)</td>
<td>160 (8%)</td>
<td>35 (2%)</td>
<td>13 (1%)</td>
</tr>
<tr>
<td>I feel a sense of duty to support diversity at Texas A&amp;M.</td>
<td>4.24 (0.86)</td>
<td>705 (37%)</td>
<td>616 (32%)</td>
<td>217 (11%)</td>
<td>41 (2%)</td>
<td>16 (1%)</td>
</tr>
<tr>
<td>I believe there is campus-wide respect for the expression of diverse beliefs and experiences.</td>
<td>3.59 (1.13)</td>
<td>259 (14%)</td>
<td>686 (36%)</td>
<td>291 (15%)</td>
<td>284 (15%)</td>
<td>50 (3%)</td>
</tr>
</tbody>
</table>
### Departmental Diversity & Inclusion

<table>
<thead>
<tr>
<th>Attribute</th>
<th>TAMU Mean (SD)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open communication on diversity is encouraged.</td>
<td>3.64 (0.95)</td>
<td>238 (12%)</td>
<td>777 (40%)</td>
<td>371 (19%)</td>
<td>154 (8%)</td>
<td>44 (2%)</td>
</tr>
<tr>
<td>Diversity principles are publicized.</td>
<td>3.68 (0.95)</td>
<td>280 (15%)</td>
<td>743 (39%)</td>
<td>354 (18%)</td>
<td>176 (9%)</td>
<td>26 (1%)</td>
</tr>
<tr>
<td>Perspectives of people like me are respected.</td>
<td>3.51 (1.02)</td>
<td>212 (11%)</td>
<td>725 (38%)</td>
<td>362 (19%)</td>
<td>208 (11%)</td>
<td>69 (4%)</td>
</tr>
<tr>
<td>A diversity-friendly work environment is maintained.</td>
<td>3.76 (0.91)</td>
<td>270 (14%)</td>
<td>853 (44%)</td>
<td>296 (15%)</td>
<td>121 (6%)</td>
<td>38 (2%)</td>
</tr>
<tr>
<td>Training to manage diverse populations and offices is offered.</td>
<td>3.66 (0.99)</td>
<td>289 (15%)</td>
<td>730 (38%)</td>
<td>352 (18%)</td>
<td>165 (9%)</td>
<td>46 (2%)</td>
</tr>
<tr>
<td>Recruitment comes from diverse sources.</td>
<td>3.52 (0.98)</td>
<td>231 (12%)</td>
<td>634 (33%)</td>
<td>492 (26%)</td>
<td>176 (9%)</td>
<td>50 (3%)</td>
</tr>
<tr>
<td>Equal access to DIVERSITY training is offered.</td>
<td>3.81 (0.94)</td>
<td>357 (19%)</td>
<td>743 (39%)</td>
<td>336 (18%)</td>
<td>108 (6%)</td>
<td>37 (2%)</td>
</tr>
<tr>
<td>Equal access to training is offered.</td>
<td>3.91 (0.92)</td>
<td>390 (20%)</td>
<td>836 (44%)</td>
<td>218 (11%)</td>
<td>104 (5%)</td>
<td>36 (2%)</td>
</tr>
</tbody>
</table>
## Diversity & Inclusion Issues Experienced

<table>
<thead>
<tr>
<th>Attribute</th>
<th>TAMU Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last year, I have EXPERIENCED inappropriate behaviors and/or comments at work regarding…</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>159 (8%)</td>
</tr>
<tr>
<td>Gender Identity/Orientation</td>
<td>42 (2%)</td>
</tr>
<tr>
<td>Race</td>
<td>93 (5%)</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>39 (2%)</td>
</tr>
<tr>
<td>Religion</td>
<td>113 (6%)</td>
</tr>
<tr>
<td>Political Beliefs</td>
<td>160 (8%)</td>
</tr>
<tr>
<td>Disability</td>
<td>46 (2%)</td>
</tr>
<tr>
<td>Age</td>
<td>158 (8%)</td>
</tr>
<tr>
<td>Nationality</td>
<td>41 (2%)</td>
</tr>
<tr>
<td>Citizenship</td>
<td>28 (2%)</td>
</tr>
<tr>
<td>Social Class</td>
<td>81 (4%)</td>
</tr>
<tr>
<td>Weight</td>
<td>104 (5%)</td>
</tr>
</tbody>
</table>
## Diversity & Inclusion Issues Observed

<table>
<thead>
<tr>
<th>Attribute</th>
<th>TAMU Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last year, I have <strong>OBSERVED</strong> inappropriate behaviors and/or comments at work regarding...</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>299 (16%)</td>
</tr>
<tr>
<td>Gender Identity/Orientation</td>
<td>202 (11%)</td>
</tr>
<tr>
<td>Race</td>
<td>307 (16%)</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>205 (11%)</td>
</tr>
<tr>
<td>Religion</td>
<td>235 (12%)</td>
</tr>
<tr>
<td>Political Beliefs</td>
<td>334 (17%)</td>
</tr>
<tr>
<td>Disability</td>
<td>116 (6%)</td>
</tr>
<tr>
<td>Age</td>
<td>196 (10%)</td>
</tr>
<tr>
<td>Nationality</td>
<td>152 (8%)</td>
</tr>
<tr>
<td>Citizenship</td>
<td>105 (7%)</td>
</tr>
<tr>
<td>Social Class</td>
<td>153 (8%)</td>
</tr>
<tr>
<td>Weight</td>
<td>231 (12%)</td>
</tr>
</tbody>
</table>
## Overall Area Climate by Supervision

<table>
<thead>
<tr>
<th>Attribute</th>
<th>TAMU Mean (SD)</th>
<th>Never (Never)</th>
<th>Rarely (Rarely)</th>
<th>Occasionally (Occasionally)</th>
<th>Often (Often)</th>
<th>Very Often (Very Often)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Supervisor…</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yells at employees. (R)</td>
<td>4.72 (0.69)</td>
<td>1227 (83%)</td>
<td>152 (8%)</td>
<td>73 (4%)</td>
<td>24 (1%)</td>
<td>10 (1%)</td>
</tr>
<tr>
<td>Trusts employees.</td>
<td>4.08 (1.09)</td>
<td>63 (3%)</td>
<td>90 (5%)</td>
<td>171 (9%)</td>
<td>495 (26%)</td>
<td>662 (34%)</td>
</tr>
<tr>
<td>Threatens to fire or lay off employees. (R)</td>
<td>4.81 (0.61)</td>
<td>1314 (68%)</td>
<td>96 (5%)</td>
<td>41 (2%)</td>
<td>22 (1%)</td>
<td>9 (1%)</td>
</tr>
<tr>
<td>Treats employees fairly.</td>
<td>4.22 (1.01)</td>
<td>36 (2%)</td>
<td>84 (4%)</td>
<td>160 (8%)</td>
<td>444 (23%)</td>
<td>758 (39%)</td>
</tr>
<tr>
<td>Treats employees like children. (R)</td>
<td>4.37 (1.08)</td>
<td>993 (52%)</td>
<td>228 (12%)</td>
<td>118 (6%)</td>
<td>86 (5%)</td>
<td>51 (3%)</td>
</tr>
<tr>
<td>Treats employees with respect.</td>
<td>4.33 (0.94)</td>
<td>23 (1%)</td>
<td>65 (3%)</td>
<td>155 (8%)</td>
<td>397 (21%)</td>
<td>843 (44%)</td>
</tr>
</tbody>
</table>
# Overall Area Climate by Co-Workers

<table>
<thead>
<tr>
<th>Attribute</th>
<th>TAMU Mean (SD)</th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help each other out.</td>
<td>4.16 (0.90)</td>
<td>13 (1%)</td>
<td>70 (4%)</td>
<td>213 (11%)</td>
<td>561 (29%)</td>
<td>624 (32%)</td>
</tr>
<tr>
<td>Argue with each other. (R)</td>
<td>3.90 (0.94)</td>
<td>437 (23%)</td>
<td>585 (30%)</td>
<td>353 (18%)</td>
<td>78 (4%)</td>
<td>25 (1%)</td>
</tr>
<tr>
<td>Put each other down. (R)</td>
<td>4.22 (0.94)</td>
<td>733 (38%)</td>
<td>444 (23%)</td>
<td>215 (11%)</td>
<td>70 (4%)</td>
<td>17 (1%)</td>
</tr>
<tr>
<td>Treat each other with respect.</td>
<td>4.21 (0.85)</td>
<td>10 (1%)</td>
<td>60 (3%)</td>
<td>179 (9%)</td>
<td>598 (31%)</td>
<td>635 (33%)</td>
</tr>
</tbody>
</table>
Summary of Written Comments
Final Thoughts

• While participation rates are high for the survey, we need to ensure that staff continue to feel comfortable replying honestly to the survey.

• Overall satisfaction is still higher than average among higher education staff, however, over the last several years satisfaction has decreased. We need to do a deeper dive into the data to determine the cause and how we can mitigate those concerns.

• Comments made in the open text field of the survey yielded important insight into the thoughts and feelings of our staff. It’s important that we continue to support those concerns as well and understand the best way to respond. Comments are not available for public review in order to ensure confidentiality.
Staff: Challenges for Discussion

1. How can we encourage diversity and inclusion as well as ensure understanding of its importance for staff and the campus as a whole?
2. What needs to be put in place to ensure supervisors are ready and able to manage employees?
3. How do we support and encourage relationship building between faculty and staff?
4. How do we build better tools for dealing with conflict and team building within departments and between staff members?
5. What can be done to ensure equity in pay between departments, colleges, and units?
Undergraduate Campus Climate

Survey Results from Student Experience in the Research University (SERU)

Dr. C.J. Woods
Associate Vice President
Division of Student Affairs
SERU Survey

- Using SERU 2015 data
  - Collected Spring 2015 at CS campus
  - 2017 currently being collected!

- Survey covers engagement, participation, perceptions

- ALL undergraduate students are invited to participate (census)

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>% Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>67%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>21%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3%</td>
</tr>
<tr>
<td>International</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Total</td>
<td>9,110 students</td>
</tr>
</tbody>
</table>
"I feel that I belong at this institution."
“Knowing what I know now, I would still enroll.”

**Percent Somewhat-Very Satisfied**

- White: 92%
- Hispanic*: 90%
- Asian*: 84%
- Black*: 85%
- Multiracial: 92%
- International*: 85%
- Other: 87%
Non-majority students perceive and experience a different climate at Texas A&M than majority students do.
“What is the single, most important thing that your campus could realistically do to create a better undergraduate experience for students like you?”

“Have more open forums on the topics of gender equality and racism. Have more open forums in general. Create a culture of open discussion without fear of social retribution.”

-Asian Female
“Personally, I have never felt like I truly belonged at TAMU as an Aggie myself. It’s important to me to be able to find groups to socialize and interact with, that have similar backgrounds as mine… If more bilingual advisors were available, such as in the Financial Aid office, I would feel more comfortable approaching them.”

–Hispanic Female
“Students of my **race/ethnicity** are respected on campus.”
“Students like me are respected?”

“Students of my gender are respected on this campus”

- Male: 97%
- Female: 94%
- Non-binary: 77%

“Students of my sexual orientation are respected on this campus”

- Heterosexual: 98%
- Not heterosexual: 54%
“Students like me are respected?”

“Students of my political beliefs are respected on this campus”

- Percent Somewhat-Strongly Agree
  - Liberal: 53
  - Mod...: 84
  - Cons...: 97

“Students of my religious beliefs are respected on this campus”

- Percent Somewhat-Strongly Agree
  - Christian: 97
  - Not Christian: 64
Finding

Majority students don’t value diversity to the same degree non-majority students do.
“Diversity is important to me.”

<table>
<thead>
<tr>
<th>% Agree or Strongly Agree</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Male</th>
<th>Female</th>
<th>Non-binary</th>
<th>Heterosexual</th>
<th>Not hetero</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60</td>
<td>86</td>
<td>71</td>
<td>75</td>
<td>53</td>
<td>72</td>
<td>56</td>
<td>63</td>
<td>80</td>
</tr>
</tbody>
</table>
"What is the single, most important thing that your campus could realistically do to create a better undergraduate experience for students like you?"

"Strong administrative action ... and greater sensitivity training to reduce the racist, sexist, homo/transphobic attitude that permeates the student and faculty body."

-White Male
“Unfortunately, I am the norm in College Station. My experience was wonderful, and my beliefs are commonly accepted up here as truth. I am a white, middle class, conservative, Christian heterosexual woman. Texas A&M was built for students "like me." It is not our undergraduate experience that you must be actively bettering. I advocate for the LGBT community, those that are religiously diverse, as well as ethnically diverse. Texas A&M welcomes those students with open arms, but I would like to see a universally accepting environment for all students. Black, white, green, or blue; they are Aggies and deserve to have a fulfilling experience at the best university that there is. So instead of focusing on a better experience for students "like me," please focus on the diverse learning and social communities that exist on campus. Focus on unity, equality, and equity for everyone, not just students ‘like me.”

-White Female
“What is the single, most important thing that your campus could realistically do to create a better undergraduate experience for students like you?”

“Cut off "diversity" programs from official school budget. All they really do is drive up the cost of tuition and drive down the level of intelligent discourse on sensitive matters. Of course, still be open, welcoming, etc. of students; just don't make diversity a goal in and of itself (in the same way you wouldn't pursue a monolithic student body). True, beneficial diversity is a great side effect of impartial performance-based admissions; fake diversity is merely a facade which sows distrust and reaps stereotypes.”

-White Male
1. How do we teach majority students to empathize with marginalized groups and value diversity?

2. How do we engage in *authentic* inclusivity?

3. What can the Division of Student Affairs and the University do to support non-majority students?
Engaging the Data: Breakout Sessions

Nanc Watson, Director for Climate Enhancement Initiatives, Office for Diversity

Source: Office for Diversity photos. Posters from the 11/29/11 campus climate session
http://diversity.tamu.edu/VPDiversity/media/library/images/staff/CWCCSession2014.pdf
Goal & Group Commitments

**Goal:** Generate specific, concrete, actionable ideas to impact the climate and culture for Texas A&M now and in the future.

**Group Commitments**
(1) Listen actively.
(2) Listen for new information.
(3) Work to suspend judgement.
(5) Stay in the now.
(6) Challenge yourself and engage with people you don’t usually interact with.
11:00 am - 12:00 pm: Small Group Sessions
   • Staff Breakout Session MSC 2400
   • Faculty Breakout Session MSC 2401
   • Undergraduate Breakout Session MSC 2404
   • Graduate Student Breakout Session MSC 2405

12:00 pm - 1 pm: Gallery & Networking Lunch / MSC 2400

1 pm – 2:00 pm: Reporting Back / MSC 2400

2:00 pm – 2:30 pm: Synthesis & Future Directions / MSC 2400
Synthesis & Future Directions

What can you do as an individual?

What we can do as a community?

What will we do with the data and recommendations?
Divide yourselves into even smaller groups between/among the facilitators. Your group assignment is on your name badge!

Review the challenges provided by the presenters and document solutions including likes, concerns, implementation ideas, and recommendations. The presenter(s) will be available to answer questions about the survey and results.

The posters will be displayed in a Gallery Tour in the Gates Ballroom during lunch, so make sure that ideas make sense to people that did not participate in the dialogue.

Rotate with your co-facilitator through all of the challenges provided by the presenters. Review the information provided by the previous groups and contribute additional solutions including likes, concerns, implementation ideas, and recommendations.
The purpose of the Gallery Tour is to:

Encourage participants to identify themes, solutions, and concerns that are common between/among the groups.

Notice solutions and/or concerns that are unique to just one group.

Ask clarifying questions, provide additional ideas, or feedback for implementation.

Additionally, the co-facilitators will be using the Gallery Tour to summarize and synthesize the solutions, concerns, and ideas to report back to the large group after lunch!
Two co-facilitators from each group will summarize and report back to the big group:

- Describe the challenges
- Summarize the solutions, likes, and concerns
- How do solutions, concerns, recommendations overlap across the challenges?
- What solutions, concerns, recommendations occurred in only one challenge?
- What else do we need to know that we didn’t think to ask?
Faculty Work Group
Question 1: Faculty Composition: Changes are encouraging, but what can we do to continue increasing the numbers of people who are historically underrepresented in some disciplines?

Solutions

• Ensure our data gets more deeply into intersectional identities and that our analyses are not bound only by quantitative data or traditional categories (e.g. LGBTQ identities).
• Put more dollars into supporting and highlighting professional networks for under-tapped communities for both retention and recruitments.
• Use hiring matrix/rubric.
• All colleges “certify” faculty searches to ensure diverse candidate.
• Use inclusive language in advertising and post in “non-traditional” places where underrepresented faculty look.
• Share best practices across campus.
• Eliminate formalized hiring practices.
• Provide data on field representation to search committees.
• All units should have an Associate Dean for Diversity/Faculty Affairs.
• Inclusive committee composition.
Question 2: Job Satisfaction: What can we do to keep improving job satisfaction for faculty, especially among underrepresented minorities?

Solutions

• Department leadership training for faculty retention.
• Faculty training in best mentoring practices.
• Mentoring for all ranks, not just for “junior faculty.”
• Lighten load for underrepresented faculty because they have the additional burden of minority student mentoring.
• More training on managing students.
• Increase transparency.
• Reduce favoritism and pigeon holding.
• Better recognize faculty based on performance indicators.
• Celebrate diversity.
• College diversity committees.
Question 3: Turnover Solutions: What can we do to address retention and promotion concerns in all faculty ranks?

Solutions

• Institutionalize practices and structures (i.e. funding for NCFDD) that promote retention/promotion.
• Shift responsibility from primarily on the individual to departments, colleges, and the University.
• Include in department head and dean reviews the responsibility to discuss and review retention/promotion among all ranks.
• Department heads should be responsible in their 360 degree review for showing they counseled faculty on their plans and concerns about promotion and retention.
• Evaluations should not be so broad.
• Annual vote on promotion/tenure.
• Dilute power of mentoring committee chairs.
• Mentoring Associate Professors.
• Bootcamp for department heads.
• Clear career paths and planning.
• Focused graduate student mentoring.
• Require full attendance at promotion/tenure meetings.
• Early interventions and early formative evaluations.
What We Like...

- Good Benefits
- Academic Freedom
- Lots of Latitude
- Colleagues
- Our Students
- Land Grant Service
- Supportive Work Environment
Recommendations

- Reduce tuition for employees and families
- More support for P.D. and mentoring
- Strategically integrate diversity issues
- Action plan from the survey data
- Leadership
- Attitude change
Graduate Student Dialogue

Scott Ireland, Sarayu Sankar, Wendi Zimmer
What can be done to change to climate so that students from all demographic groups feel valued?

**Concerns**
- Lack of student involvement due to academic responsibilities
- How graduate students and TAs can be treated by undergrads and faculty
- Lack of resources for non-traditional students
- Faculty resistance

**Solutions**
- Look at the existing data
- We need exit interviews (drop-outs and graduate students)
- Graduate student learning communities
- Creating a healthy graduate student campaign
- Engaging students before starting school
  - Transition materials, video orientation option
What types of actions can University take to engage with B/CS community to address safety concerns?

**Concerns**

- Silent bystanders
- University police more aware of diversity elements

**Solutions**

- Committee co-chaired by TAMU and city leadership
- Giving students more avenues to report incidents
In what ways can cross-cultural opportunities be infused into the curriculum and other experiences?

Concerns
- Celebrating success
- The environment is too business-like
- Limited interaction outside culture group

Solutions
- Encourage non-euro centric history to increase appreciation for global influence
- Learning outcomes defined for undergrads; not grads regarding cross-cultural competencies
Thank you!
Learning from Campus Climate Data - Staff work group

April 20, 2017
How can we encourage diversity and inclusion as well as ensure understanding of its importance for staff and the campus as a Whole?

- Starts with the hiring process
- Equipping supervisors with appropriate training
- Message must come from unit leadership in support
- Sharing data at all levels to bring awareness
- Establish standing agenda items in staff and departmental meetings to continue dialogue regularly
- Awareness of Affinity Groups
- Create and establish website with a calendar of diversity and inclusion training and professional development opportunities
- Experiential learning opportunities
What needs to be put in place to ensure supervisors are ready and able to manage employees?

- Awareness of EOD courses
- Required/encourage training of supervisors
- Mentorship program for new supervisors
- Ask a supervisor for feedback to identify their own areas of self identified improvement
How do we support and encourage relationship building between faculty and staff?

- Bring Faculty Senate and University Staff Council together during the year
- Bring Affinity groups together
- Intentional Interactions both formal and informal
- Opportunities for Faculty and Staff to understand each other’s roles.
- Opportunities to recognize both faculty and staff
How do we build better tools for dealing with conflict and team building within departments and between staff members?

• Develop Conflict Road Map
• Education that Conflict is not negative
• Staff Mediators available to assist departments similar to faculty mediators
• Growing employees to become strong conflict managers
• Identify, utilize and/or develop tools to assess employee workstyles, communications, and learning styles.
What can be done to ensure equity and pay between departments, colleges, and units?

- Understanding what is equity
- Understanding what are the current identified inequities
- Having data available to review and assess
- New System Pay Plan early in its implementation
- Authority to establish and set salary rates
Undergraduate Student Work Group
Question 1: How do we teach majority students to empathize with marginalized groups and value diversity?

- Embedding those issues in the curriculum and the co-curriculum, teaching majority students and where do we teach students and having faculty stop to integrate diversity into their curriculum—Concerns arose about push back from faculty about making those changes and also from students that are not interested in diversity, training for faculty and leadership for implementing this, current courses and new courses.

- Training and modeling the positives, implementation would need to be done at the structural level, also matching the best way to accomplish these goals.
Question 2: How do we engage in authentic inclusivity?

- Marketing and having honest and inclusive promotional materials, student-led and student-created programs

- What do we define as authentic

- Student programs, focused on skills and empathy training, sharing responsibility, increasing opportunities to engage in diversity when students come, having a template prototype for use so that it can be integrated across the University
How do we engage in authentic inclusivity? (cont’d.)

- Really hearing people when they voice concerns instead of bystander intervention that might happen in the classroom or on campus.

- How can we emulate stand up campaign to other aspects of diversity and when incidents occur?

- Also doing earlier evaluation with students earlier in the semester and how everything is going in the classroom and how are interactions happening for students and also allowing students to feel safe to talk about diversity-related issues.
Question 3: What can the Division of Student Affairs and the University do to support non-majority students?

• Integrating the academic side with the student affairs side to increase communication

• Experiential learning, giving students the opportunity to be inclusive and to engage in inclusive activities, some dedicated curriculum for experiential learning, creating safe spaces to allow for those learning opportunities.
What can the Division of Student Affairs and the University do to support non-majority students? (cont’d.)

- Ongoing perceptions of campus history and anticipating the need of those who engage in this opportunities and also keeping in mind the core values and traditions of the university and what this means for non-majority students

- i.e. Ring dunk – students in recovery; howdy and wildcat that can disturb autistic students, “mugdown” at midnight yell.